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MANITOBA UNIVERSITY CALENDAR

For the Year

. . 1898

THE

MANITOBA UNIVERSITY CALENDAR

FOR THE YEAR 1898

WINNIPEG:
MANITOBA FREE PRESS COMPANY
1898

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65792

Officers of the University

VISITOR

HIS HONOR THE LIEUTENANT-GOVERNOR.

THE COUNCIL (1898-99)

Chancellor—His Grace the Archbishop of Rupert's Land, D.D., LL.D.
Vice Chancellor—Hon. Joseph Dubuc, B.C.L.
Registrar—I. Pitblado, M.A., LL.B.
Auditors { Hon. James E. P. Prendergast, LL.B.
J. C. Saul, M.A.

ST. BONIFACE COLLEGE REPRESENTATIVES.

Rev. Father Drummond, S.J.
Rev. A. A. Cherrier, Pte.
Rev. G. Cloutier, Pte.
Hon. Jos. Dubuc, B.C.L.
Hon. J. E. P. Prendergast, LL.B.
J. K. Barrett, LL.D.
F. W. Russell, Esq.

ST. JOHN'S COLLEGE REPRESENTATIVES.

The Bishop of Qu'Appelle, D.D.
Rev. Dean O'Meara, M.A., D.D.
Ven. Archd. Fortin, B.A., D.D.
Rev. Canon Matheson, B.D.
Rev. Canon Coombes, M.A.
Prof. E. B. Kenrick, B.A.
H. Archibald, B.A.

MANITOBA COLLEGE REPRESENTATIVES.

Rev. J. M. King, D.D.
Rev. Prof. Bryce, M.A., LL.D.
Rev. Prof. Hart, M.A., B.D.
Rev. A. B. Baird, M.A., B.D.
Rev. F. B. Duval, D.D.
Rev. C. B. Pitblado.
A. Dawson, M.A.

WESLEY COLLEGE REPRESENTATIVES.

Rev. J. W. Sparling, D.D.
Rev. A. Stewart, B.D.
J. B. Somerset, Esq.
J. A. M. Aikins, M.A.
Prof. G. J. Laird, M.A., Ph. D.
Prof. R. R. Cochrane, M.A.
J. H. Ashdown, Esq.

MANITOBA MEDICAL COLLEGE REPRESENTATIVES.

W. A. B. Hutton, M.D.
J. O. Todd, M.D.
Gordon Bell, M.D.

COLLEGE OF PHYSICIANS AND SURGEONS.

J. R. Jones, M.D.
W. H. Smith, B.A., M.D.
M. S. Inglis, M.D.
J. S. Gray, M.D.

REPRESENTATIVES FROM CONVOCATION.

I. Pitblado, M A., LL.B.
E. W. Montgomery, B.A., M.D.
H. H. Chown, B.A., M.D.
W. A. McIntyre, B.A.
J. C. Saul, M.A.
E. S. Popham, M.A., M.D.
D. McIntyre, M.A.

CONVOCATION

CONSISTS OF :

(1) Graduates in Manitoba, registered in 1877 ;
(2) Members of University Council (see list above) ;
(3) Graduates received "ad eundem gradum" ;
(4) Graduates by examination.

ORIGINAL MEMBERS (1877).

Most Rev. R. Machray, D.D.,LL.D.
Hon. Joseph Royal, D.C.L.
Hon. Joseph Dubuc, B.C.L.
Rt. Rev. J. McLean, D.D. (d).
S. C. Biggs, B.A.
Rev. Prof. Bryce, M.A , LL.D.
Alfred Codd, M.D.
J. A. N. Provencher, D.C.L. (d).
C. E. de Cazes, B.A.
Rice M. Howard, B.C.L. (d).
J. H. O'Donnell, M.D.
W. B. Thibaudeau, M.A.
George Roy, B.A.
John O'Reilly, B.A.
A. G. Jackes, M.D. (d).
Rev. Prof. Hart, M.A., B.D.
Rev. Canon O'Meara, M.A.,D.D.
Rev. O. Fortin, B.A.
Rev. R. Young, M.A.
Hon. John F. Bain, B.A.
Hon. A. Morris, D.C.L. (d).
W. J. James, B.A.
E. Benson, M.D.
Rev. John F. German, M.A.
Rev. T. E. Morden, B.A.
Rev. H. J. Borthwick, M.A.
Hon. J. C. Schultz, M.D. (d).
W. Cowan, M.D.
David Young, M.D.
Sam J. McKee, M.D.

AD EUNDEM GRADUM.

1881.

A. C. Killam, B.A.
Robert Bourne, M.A.
A. W. Ross, B.A.
H. Archibald, B.A.
W. H. Culver, B.A.
N. Agnew, M.D.
T. S. Kennedy, M.A.
W. R. Sutherland, M.D.
P. A. McDonald, B.A.
J. A. M. Aikins, M.A.
A. M. Sutherland, B.A. (d).

1882.

Thos. C. L. Armstrong, M.A.
Paul Chenard, B.A.
Jean E. Landry, B.A., M.D.
George G. Mills, B.A.
Rev. H. T. Leslie, B.A.
Richmond Shafner, B.A.
Jacques Bureau, LL.B.
Ed. L. Byington, M.A. (d).
Alex. Dawson, M.A.
Clifford Sifton, B.A.
J. E. P. Prendergast, B.A.,LL.B.

1883.

Rev. A. L. Parker, M.A.
F. L. Shafner, B.A., M.D.
Rev. Canon Machray, B.A.

1884.

George Patterson, M.A.
Rev. Canon Coombes, M.A.
Rev. J. M. Wellwood, M.A. (d).

1885.

A. Bowerman, M.A.
A. H. Ferguson, M.D.
A. McDiarmid, M.D.
J. T. Martell, LL.B. (d).
Geo. E. Fortin, LL.B.
N. Beck, LL.B.
A. McLeod, B.A.
W. R. Mulock, B.A.
J. H. Munson, B.A.
H. Nason, B.A.
F. S. Nugent, B.A.
Rev. H. Pedley, B.A.
A. V. McCleneghan, LL.B.

1886.

Jas. A. Miller, D.C.L. (d)
J. Henri Pillet, LL.B.
E. S. Popham, M.A.
G. H. West, B.A.
Oct. Lambert, M.D.

1887.

J. R. Jones, M.D.
J. W. Whiteford, M.D. (d)

1888.

John Russell, B.A.
N. H. Russell, B.A.
Rev. D. Stalker, B.A.
W. H. Turner, B.A.
F. C. Wade, B.A.
L. J. Clarke, B.A.
Rev. R. Nairn, B.A.
Rev. A. B. Baird, M.A.
Jas. Fisher, M.A.
J. B. McLaren, M.A.
C. Stewart, M.A.
D. McLeod, M.D., C.M.
M. Macklin, M.D.
Jas. Patterson, C.M.
E. B. O'Reilly, C.M.
H. A. Higginson, C.M. (d)
J. A. McArthur, C.M.
James W. Good, M.D.
Robert J. Blanchard, M.D.
A. F. Dame, M.D.
B. E. Chaffey, B.A.
H. H. Chown, B.A.
G. W. Allan, B.A.
J. D. Cameron, B.A.
O. H Clark, B.A.
H. E. Crawford, B.A.
T. D. Cumberland, B.A.
J. H. Brown, B.A.
H. M. Drummond, B.A.
G. Davis, B.A.
G. A. Elliott, B.A.
T. H. Gilmour, B.A.
Rev. A. McD. Haig, B.A.
R. W. Jameson, B.A.
E. B. Kenrick, B.A.

1889.

Rev. W. T. Mitton, M.A.
T. A. Patrick, M.D.

1890.

C. E. Bastin, B.A.
W. McBride, M.A.

1891.

R. W. Dodge, B.A.
A. L. Langford, B.A.
F. H. Schofield, B.A.
Rev. J. K. Unsworth, B.A.
J. B. Wilson, B.A. (d)

1892.

A. E. Slater, LL.B.
Alfred Versailles, B.A. (d)
J. A. H. Deschambault, M.D.

1893.

A. J. Macdonnell, B.A.
W. P. N. J. Whaeton, M.A.

1894.

G. D. Wilson, B.A.

1895.

Carmel L. Davidson, B.A.
Simeon Gendreau, B.A.
Ezra Hamilton, B.A.
Charles Arthur Parry, B.A.
George Henderson, M.A.
Robert McGregor, M.A.

1896.

David Merritt Duncan, B.A.
George Rogers, B.A.
Francis Doherty, B.A.

1897.

Earnest Stanley Barker, M.A.
Joseph B. Chambers, B.A.
H. G. M. Nyblett, M.D., C.M.

1898

Richard H. Mason, M.D.
William Martin Pirt, M.D., C.M.

GRADUATES OF MANITOBA UNIVERSITY

ST. BONIFACE COLLEGE.

B.A., 1881 M.A., 1884	(3b)	Haverty, P. (d).
B.A., 1881 M.A., 1884	(3,5)	Betournay, Napoleon
B.A., 1882 M.A., 188[illegible]	(3)	Betournay, Albert.
B.A., 188[illegible] M.A., 1889	(3,6)	LaRiviere, Alphonse.
B.A., 1886 M.A., 1889	(3,7)	Rocan, Elie.
B.A., 1887—	(3,6)	DeLaronde, A.
B.A., 1887 M.A., 1890	(3,7)	Gauthier, E. Landreville.
B.A., 1888 M.A., 1891	(3,7)	Royal, Henri.
B.A., 1888—	(3,5)	Brisebois, D.
B.A., 1890 M.A., 1896	(3,6)	Beliveau, Arthur.
B.A., 1891 M.A., 1894	(3,6)	Goulet, R.
B.A., 1891—	(3,7)	Jubinville, W. J.
B.A., 1891 M.A., 1894	(3b)	Samson, J. M.
B.A., 1892 M.A., 1895	(3,7)	Dubuc, A. Joseph H.
B.A., 1892—	(3,6)	Jean, Gustave L.
B.A., 1892 M.A., 1895	(3)	LaRiviere, Alex. C.
B.A., 1893 M.A., 1896	(3,6)	Bernier, Joseph.
B.A., 1893 M.A., 1896	(3)	Buron, Edmond Joseph P.
B.A., 1893 M.A., 1896	(3,6)	Dubuc, Gustave.
B.A., 1893 M.A., 1896	(3)	Letourneau, Fortunat Joseph.
B.A., 1894—	(3,5)	Trudel, Joseph.
" 1895—	(3,6)	Desourdis, Joseph.
" 1896—	(3,6)	Dubuc, Lucien.
" 1896—	(3,7)	LaRiviere, Adrien C.
" 1896—	(3)	Rousseau, Albert.
" 1897—	(3,6)	Cinq-Mars, Marius.
" 1898—	(3,6)	Bernier, Noel.
" 1898—	(3,7)	Golden, Ernest J.
" 1898—	(3,7)	Rocan, Arthur G.

ST. JOHN'S COLLEGE.

D.D.,	—	Most Rev. R. Machray.
"	—	Right Rev. J. McLean, (d).
"	—	Right Rev. R. Young.
"	1887—	Right Rev. Cyprian Pinkham.
"	—	Ven. A. Cowley, (d).
"	—	Ven. R. McDonald.

D.D., 1887—		Right Rev. John Grisdale, Bishop of Qu'Appelle.
" 1887—		Ven. J. A. Mackay.
" 1891—		Right Rev. W. D. Reeve.
" 1893—		Rev. A. W. F. Cooper.
" 1893—		Ven. T. Vincent.
" 1893—		Right Rev. Jervois A. Newnham.
" 1895—		Rev. Dean O'Meara, M.A.
" 1896—		Ven. Archdeacon Fortin.
B.D., 1881—		Rev. Canon Matheson.
" 1882—		Flett, J.
" 1882—		McKay, G., Ven.
" 1884—		Burman, W. A.
B.A., 1881 B.D., 1884	(1,6)	McLennan, R.
B.D., 1885—		Goulding, A. W.
B.D., 1886 B.A., 1884 M.A., 1898		Fortin, I. C.
B.D., 1886—		Bunn, T. W.
" 1887—		Pentreath, Rev. E. S. W.
B.A., 1884 B.D., 1885 M.A., 1887	(3)	Coggs, T. C.
B.A., 1884 B.D., 1885 M.A., 1887	(1b)	Jeffrey, C. N.
B.D., 1887—		Littler, C. R.
B.A., 1885 B.D., 1887 M.A., 1891		Nichols, W.
B.A., 1886 B.D., 1888	(1,7)	Anderson, J. G.
B.A., 1887 B.D., 1888	(3,7)	Drummond, H. M.
B.A., 1889 B.D., 1891 M.A., 1892	(1)	Pritchard, T. H.
B.A., 1890 B.D., 1891 M.A., 1893	(3a)	Hewitt, N.
B.D., 1893—		Baldock, H. W.
B.D., 1893—		Coates, R. E.
B.A., 1888 B.D., 1888 M.A., 1891	(1,7)	Page, J. W. B.
B.A., 1888 B.D., 1891 M.A., 1893	(3)	Stevenson, R. G.
B.A., 1884—	(1,2b)	Kennedy, W. T. B.
" 1884—	(1a)	Beddome, W. E.
" 1882—	(1,5)	McKay, James.
" 1882—	(1,4)	Flett, A. J.
" 1884—		Kirkby, D.
" 1882—	(1a)	Tait, D. J.
" 1882—	(1)	Warburton, T. (d).
" 1883—	(1,5)	Bird, J. R.

B.A., 1884 M.A., 1896	(1,6)	Machray, John Alexander.
B.A., 1885—	(2,6)	McIntyre, William A.
B.A., 1885 M.A., 1888	(1,7)	Cook, A.
B.A., 1886—	(1)	Black, J. H.
B.A., 1886—	(1)	Herchmer, H. W.
B.A., 1887 M.A., 1892	(8,7)	Barber, W. D.
B.A., 1887—	(4a)	Cook, H. G.
B.A., 1887 M.A., 1890	(2b)	Doupe, J. L.
B.A , 1887 M.A., 1890		Goggin, D. J.
B.A., 1887 M.A., 1890	(1)	Ross, W. R.
B.A., 1888—	(1)	Fisher, H. S.
B.A., 1888 M.A., 1892	(4)	Girdlestone, C. W.
B.A., 1888 M.A., 1891	(1,6)	Matheson, J. W.
B.A., 1888 M.A., 1891	(1)	Wrigley, J. H.
B.A., 1889—	(1,6)	Phair, E. E.
" 1889—	(1)	Camsell, G.
" 1889—	(8,6)	Gill, E. A. W.
B.A., 1889 M.A., 1892	(4,6)	Smith, W. H.
B.A., 1891 M.A., 1895	(8a)	King, Howard J.
B.A., 1892 M.A., 1895	(3a)	Stoddart, Daniel Andrew Bell
B.A., 1890—	(3,6)	Corbett, W. A.
" 1890—	(1b)	Cram, A.
" 1890—	(1,6)	Cunningham, C.
" 1890—	(2,5)	Page, Joseph.
" 1890—	(4a)	Walton, T. H. J.
" 1890—		Chapman, F. S.
" 1891—	(9,6)	Aikins, H. B.
" 1891—	(1,6)	Girling, R. H. L.
" 1891—		Mercer, F.
" 1891—	(4)	Rounthwaite, F. S.
" 1892—	(4a)	Brand, William.
" 1892—	(3a)	Clarke, Waddington.
" 1892—	(1,7)	Hobbes, William Ernest.
" 1892—		Kimberly, James Ellis.
B.A., 1893 M.A., 1897	(1a)	Norquay, A. T.
B.A., 1893 M.A., 1896	(9)	White, Algernon de Silva.
B.A., 1894—	(4a)	Camsell, Chas.
B.A., 1894 M.A., 1897	(4,6)	Cross, J. F.
B.A., 1894 M.A., 1897	(3)	Dove, A. J.
B.A., 1895 M.A., 1898		Hudson, Wm. Henry.

B.A., 1894 M.A., 1898	(1,6)	d'Easum, G. C.
B.A., 1894—	(3,6)	Lawler, Jas.
" 1894—	(2b)	Macfarlane, A. I.
" 1894—	(9a)	Middleton, S. D.
" 1894—	(4,6)	Roy, H. LeG.
" 1894—	(8,6)	Tymms, W. R.
" 1894—	(1a)	Pinkham, A. M.
" 1895—	(8)	Adams, Ethel Georgie.
" 1895—	(8a)	Burke, Mamie Tobin.
" 1895—	(3a)	Beacham, Havelock.
" 1895—	(1,6)	Bond, Edward Spooner
B.A., 1895 M.A., 1898		Gray, Henry Allen.
B.A., 1895 M.A., 1898	(1a)	Magnusson, Riklef Adolph Wilhelm
B.A., 1895 M.A., 1898	(3)	Richardson, John Andrew.
B.A., 1895—	(3a)	Simpson, George Reginald.
" 1896—	(3a)	Beal, Edward Wallace Ridley.
" 1896—	(1b)	Custance, Myles Arthur Frederick.
" 1896—	(9a)	Dearden, John C.
" 1896—		Fletcher, Robert.
" 1896—	(8,6)	Fortin, Dora Lilian.
" 1896—	(1,7)	Hewison, John Leonard Wharton.
" 1896—	(4,6)	Haffner, Ernest Forster.
" 1896—	(3)	King, Edward Ley.
" 1896—	(8a)	Shore, Grace Elizabeth.
" 1897—	(2)	Campbell, Archibald Charles.
" 1897—	(3a)	Chambers, Sydney Garrington.
" 1897—	(8a)	Haffner, Kate Evelyn.
" 1897—	(8)	Howard, Frances Mabel Sewell.
" 1897—	(2)	Morton, Thomas.
" 1897—	(4,6)	Peirce, Sidney James Shepard.
" 1897—	(9a)	Pritchard, Edmund C. R.
" 1897—	(4b)	Rose, Edwin William.
" 1898—	(3a)	Bartlett, Ernest Robert.
" 1898—	(3,6)	Belford, James Franklin Beatty.
" 1898—	(3)	Collins, Ernest Spencer.
" 1898—	(3)	Cory, John Garrett.
" 1898—		Clayton, Vivian Emily.
" 1898—	(3)	Davis, Edward Alfred.
" 1898—	(1b)	Hamber, Eric W.
" 1898—	(1a)	Mahood, John Samuel.
" 1898—	(2,7)	Manning, Robert Allison Coyne.
" 1898—	(4a)	Ryall, Septimus.
" 1898—	(8a)	Schmidt, Alice Amalia Grace.
" 1898—	(4a)	Wardell, William Herbert.

MANITOBA COLLEGE.

B.A., 1880—	(4,5)	Gunn, Wm. Reginald.
B.A., 1881 M.A., 1892	(4,8)	Polworth, J. Bruce.
B.A., 1881—		Munroe, George F.
B.A., 1882 M.A., 1885	(3,6)	Campbell, Alexander M.

B.A., 1882 M.A., 1885	(1,7)	MacBeth, Roderick Geo.
B.A., 1882—	(2a. 3a)	McCallum, Neil.
B.A., 1882 M.A., 1885		Sutherland, Roderick Ross.
B.A., 1883—	(1, 7)	Brown, Frank A.
" 1883—	(1)	Anderson, David.
" 1883—		Code, John B. D. (d).
B.A., 1883 M.A., 1886		Omand, Wm. McKay.
B.A., 1883 M.A., 1886		Maclaren, Archibald.
B.A., 1884—	(4, 5)	McVicar, Donald H. (d)
B.A., 1884—		McPherson, D. S. (d).
B.A., 1884 M.A., 1887		Mulvey, John H.
B.A., 1885 M.A., 1888 LL.B. 1888	(1, 5)	Huggard, John Thompson.
B.A., 1885 LL.B. 1895	(4,5)	McPherson, Alexander Nugent.
B.A., 1885—	(3)	McLean, Andrew. (d).
B.A., 1885—	(4)	Anderson, Freeman B.
B.A., 1885 M.A., 1888	(4,7)	Stewart, H. A.
B.A., 1885 M.A., 1888 LL.B. 1887		Thomson, A. W. (d).
B.A., 1886 LL.B. 1889 M.A., 1893	(1,6)	Pitblado, Isaac.
B.A., 1886—	(4,5)	Montgomery, Edward W.
B.A., 1886—	(4)	Quigley, J. Harry W. (d).
B.A., 1886 LL.B. 1888 M.A., 1893	(4a)	Thomson, Robert M.
B.A., 1886—	(4,7)	Fraser, Frank Leonard.
B.A., 1887—	(4b)	McPhillips, Francois Xavier.
B.A., 1886 M.A., 1889	(4b)	McIvor, George Munroe. (d).
B.A., 1886 M.A., 1890	(3,6)	Taylor, Thomas Wardlaw.
B.A., 1886—	(3,7)	Davis, John E.
B.A., 1886 M.A., 1890	(3a)	Bowman, James A.
B.A., 1886—	(3a)	Gordon, Malcolm Ronald.
B.A., 1886 M.A., 1893		McIntyre, Daniel.
B.A., 1887—	(1,7)	Davis, F. L.
B.A., 1887—		Fraser, M. S.
B.A., 1887 LL.B. 1890	(1,6)	Harvey, J. G.
B.A., 1887—	(3,5)	McGillivray, J. K.
B.A., 1887—	(4a)	McLeod, A. N.
B.A., 1887 M.A., 1890	(8a)	McKerchar, D. W.

B.A., 1887 M.A., 1891	(8,6)	Saul, J. C.
B.A., 1887 M.A., 1891	(3a)	Smith, R. M.
B.A., 1887—	(4,7)	Yeomans, J. A.
B.A., 1887 M.A., 1890	(4,6)	Wesbrook, F. F.
B.A., 1888—	(3,6)	Argue, W. P.
" 1888—	(3,7)	Campbell, D.
" 1888—	(4b)	Campbell, R. D.
" 1888—	(4b)	Calder, J. A.
" 1888—	(3a)	McGregor, M. P.
" 1888—	(1)	McCrossan, T. J.
" 1888—	(4,7)	Milligan, R. H.
" 1889 –	(3,7)	Beveridge, T.
" 1889—	(3a)	Driscoll, A. E.
" 1889—	(3b)	Elkin, W. B.
" 1889—	(3a)	Graham, W. C.
B.A., 1889 M.A., 1892	(8a)	Holmes, Miss J. L.
B.A., 1889 M.A., 1892 LL.B. 1893	(4,5)	Leech, J. H.
B.A., 1889 M.A., 1893	(8)	Lockhart, T. E.
B.A., 1889 M.A., 1896	(3a)	McKay, D. D.
B.A., 1889—	(1)	McEwan, M. B.
" 1896—	(8,6)	Munro, J. E.
" 1889—	(3a)	Mulvey, F. (d).
" 1889—	(1,7)	Russell, F. H.
" 1889—	(4)	Rutherford, W. G.
B.A., 1889 M.A., 1892	(3)	Sharpe, Frederick James.
B.A., 1889—	(3,6)	Urquhart, D. H.
B.A., 1890—	(3)	Campbell, J. A.
B.A., 1890 M.A., 1893	(3b)	Connery, D. G. S.
B.A., 1890—	(4,7)	Cowan, S.
" 1890—	(3a)	Cumming, W. B.
" 1890—	(8,6)	Hooper, Miss I.
" 1890—	(3,7)	Maughan, J. A.
B.A., 1890 M.A., 1893		McLean, J. N.
B.A., 1892 M.A., 1895	(8a)	Johnston, Margaret J.
B.A., 1890—		Mitchell, F. H.
B.A., 1890—		Odell, M. B.
B.A., 1890 M.A., 1896	(1,7)	Paterson, Robert.
B.A., 1890—	(8,7)	Robeson, W.
" 1890—	(2,7)	Saunderson, H.
" 1890—	(4,6)	Wolf, C. G. L.
" 1890—	(1b)	Knowles, R. E.
B.A., 1891 LL.B. 1896	(2b)	Braithwaite, C.
B.A., 1891—	(3,7)	Butchart, J. C.

B.A., 1891—	(2)	Conklin, J. S.
" 1891—	(3a)	Doolittle, T.
" 1891—	(3,6)	Forrester, Donald.
" 1891—	(1a)	Hogg, L. J.
B.A., 1891 M.A., 1897	(3a)	Irvine, W. F.
B.A., 1891—	(3)	Lang, S. E.
" 1891—	(3)	McGillivray, A. J.
" 1891—	(3a)	McDiarmid, C.
" 1891—	(8)	McDonald, J.
" 1891—	(3b)	McIntyre, Dugald.
" 1891—	(8,5)	McPherson, J.
" 1891—	(8a)	Sharpe, E. E.
" 1891—	(8a)	Williams, Miss M.
" 1892—	(1,6)	Clark, Frederick William.
" 1892—		Fisher, J. Frank.
" 1892—	(3)	Hamilton, John Stobs.
" 1892—	(3a)	Laing, James.
" 1892—	(1)	MacArthur, John R.
" 1892—	(3a)	Moore, Allan.
B.A., 1892 M.A., 1896	(4a)	Scott, Frederick Jones.
B.A., 1892—	(3,6)	Thompson, Simon Wm.
B.A., 1892—	(3a)	Wise, Herbert Edwin.
" 1893—	(4a)	Alexander, A. B.
B.A., 1893 M.A., 1896		Argue, A. W.
B.A., 1893—	(4,7)	Brown, J.
" 1893—	(9b)	Brown, A. M.
" 1893—	(3b)	Cameron, P. C.
" 1893—	(3a)	Camp, A. E.
" 1893—	(8a)	Conklin, Isabella.
B.A., 1893 M.A., 1896	(3,7)	Cowan, Hugh.
B.A., 1893 M.A., 1896	(4)	Davidson, J. R.
B.A., 1893—	(4a)	Douglas, Alex.
B.A., 1893 M.A., 1897		Ferguson, John B.
B.A., 1893—	(2b)	Finlay, William.
" 1893—	(3b)	Hall, J. A.
" 1893—	(8,6)	Ham, Alice M.
" 1893—	(1a)	Hooper, H. R.
" 1893—	(3a)	Hossack, J. G.
" 1893—	(9,7)	Jackson, M. Bruce.
" 1893—		Kemlo, A.
" 1893—	(4,6)	McArthur, D. C.
" 1893—		Mitchell, R. A.
" 1893—	(1,6)	Perry, E. G.
" 1893—	(8,7)	Ponton, Lillian K.
" 1893—	(4b)	Pullar, James.
" 1893—	(9a)	Small, J. L.
" 1893—	(3b)	Urquhart, J. A.
" 1894—	(4,6)	Bruce, G. E.
" 1894—	(4a)	Cowan, H. J.
" 1894—	(4a)	Fleming, Jas.
" 1894—	(8)	Gunn, H. G.

B.A.,	1894—	(9a)	Hartley, F. J.
"	1894—	(9,6)	Lawson, J. P.
"	1894—	(3a)	Ledingham, A. P.
"	1894—	(3)	Matheson, Duncan.
"	1894—	(8)	Murray, Miss A. K.
B.A., 1894 M.A., 1897		(3b)	McMunn, R. S.
B.A.,	1894—	(4a)	McLeod, A. D.
"	1894—	(4a)	Ponton, T. R.
B.A., 1894 M.A., 1897		(3)	Robinson, A. T.
B.A.,	1894—	(4a)	Sharpe, C. T.
"	1894—	(9a)	Small, W. J.
"	1894—	(9b)	Smith, E.
"	1894—	(8)	Sutherland, Miss E. A.
B.A., 1894 M.A., 1897		(8,7)	Taylor, Miss J. C.
B.A.,	1894—	(8)	Urquhart, Miss I. J.
"	1894—	(1,6)	Wark, Joseph.
"	1895—	(1)	Ball, Augustus Henry.
B.A., 1895 M.A., 1898		(8,6)	Byrnes, Miss Francis Emma.
B.A.,	1895—	(9,7)	Conklin, Roscoe Yeo.
"	1895—	(4a)	Creighton, John Adam.
"	1895—	(4)	Gillies, Clarence Alexander.
B.A., 1895 M.A., 1898		(8,7)	Hart, Miss Ethel Hamilton.
B.A.,	1895—	(1)	Hislop, Miss Helen Brown.
"	1895—	(3,7)	King, Robert Alexander.
"	1895—	(9a)	Lang, Allan.
"	1895—	(3b)	McArthur, A. G.
"	1895—		Marshall, T. M.
"	1895—	(3,6)	Manahan, William.
"	1895—	(1,5)	McNabb, James Willard.
"	1895—		McRae, William W.
"	1895—	(3)	Ross, Daniel G.
"	1895—	(2,7)	Strang, Peter.
B.A., 1895 M.A., 1898		(4,6)	Watt, Walter Langmuir.
B.A.,	1896—	(4a)	Campbell, Charles McKinnon.
"	1896—	(8b)	Cameron, Christina Bryson.
"	1896—	(3,6)	Dunn, Alexander.
"	1896—	(8a)	DuVal, Lina Dunham.
"	1896—	(8a)	Finkelstein, Eva.
"	1896—	(3a)	Hartley, Armand.
"	1896—	(3)	Ireland, Franklin L.
"	1896—	(8)	King, Helen Skinner.
"	1896—	(8a)	McKay, William John.
"	1896—	(3b)	McArthur, Frederick Joseph G.
"	1896—	(3)	MacIntosh, James.
"	1896—	(3)	Monteith, George Bertram.
"	1896—	(3b)	Marlatt, Egerton Whimster.
"	1896—	(1)	Moodie, Peter Honeyman.
"	1896—	(1a)	Millar, William.
"	1896—	(8,7)	Russell, Jean H.
"	1896—	(3a)	Strachan, Andrew Campbell.
"	1897—	(9,6)	Affleck, George Baird.

B.A.,	1897—	(3b)	Braden, Ethel Louise.
"	1897—	(3a)	Brown, Winnifred Isabel
"	1897—	(4b)	Burns, Robt. N.
"	1897—	(4b)	Campbell, Alexander Murray.
"	1897—	(4)	Conklin, John Henry.
"	1897—	(4a)	Craig, George Hector.
"	1897—	(2,6)	Craig, Richard W.
"	1897—	(1a)	Cross, John Hanna.
"	1897—	(4a)	Dalgleish, Charles Norman.
"	1897—	(8,7)	DuVal, Lorraine Elevee.
"	1897—	(4,7)	Fraser, Angus James.
"	1897—	(3b)	Hambly, David Denzil.
"	1897—	(9a)	Harvey, Howard.
"	1897—	(8a)	Hislop, Charles.
"	1897—	(3a)	Inglis, Wm. John.
"	1897—	(3)	Lang, David.
"	1897—	(3b)	Livingston, John Hartwell.
"	1897—	(4a)	MacVicar, Minnie E.
"	1897—	(4a)	Matthew, Norman James.
"	1897—	(4a)	Meek, Ethelbert Eldrich.
"	1897—	(3b)	Menzies, George Halbert.
"	1897—	(3,6)	Penner, Erdman.
"	1897—	(9a)	Robertson, James R.
"	1897—	(1,6)	Ross, George H.
"	1897—	(2a)	Ross, John.
"	1897—	(4a)	Sharpe, Torrance Bratton.
"	1897—	(3)	Stirling, Henry John Townsend.
"	1897—	(8a)	Strevel, Maggie May.
"	1897—	(2)	Taylor, Alexander.
"	1897—	(3b)	Wallace, John Henry.
"	1897—	(3b)	Winram, Alexander Robert.
"	1898—	(3a)	Campbell, Sydney Ashton.
"	1898—	(8a)	Crerar, Duncan.
"	1898—	(8,6)	Davis, George Henry.
"	1898—	(1a)	Douglas, Henry Ward.
"	1898—	(8,7)	Doupe, Annie Josepha.
"	1898—	(3,6)	Everton, Samuel.
"	1898—	(2)	Gunn, John Alexander.
"	1898—	(2,6)	Hamilton, Frances Estella Maud.
"	1898—	(8a)	Hearn, Arthur E.
"	1898—	(3a)	Hudson, Edward.
"	1898—	(3a)	Lundie, Samuel.
"	1898—	(4a,7)	Marshall, Joseph.
"	1898—	(2)	McDonald, Hugh Wallace.
"	1898—		Russell, William George.
"	1898—	(9a)	Shortreed, George Darling.
"	1898—	(3a)	Williams, David.

WESLEY COLLEGE.

B.D.,	1894—		Brown, N. J., B.A.
B.A.,	1890—	(8a)	Earl, Miss B.
"	1890—	(8a)	Hunt, J. D.
"	1891—	(4,7)	Garratt, E. A.
"	1891—	(4,6)	Shipley, W. T.
B.A., 1891 B.D., 1896		(1a)	Tufts, A. J.

B.A.,	1892—	(9,5)	Burrows, Joshua H.
"	1892—	(3a)	Clement, Stephen E.
"	1892—	(3a)	Clement, Robt. A.
"	1892—	(3,7)	Cooke, Walter Allison.
"	1892—		Lewis, William Allen.
"	1893—	(3)	Abbott, W. W.
"	1893—	(2b)	Bennett, M. M.
"	1893—	(3,5)	Endicott, Jas.
"	1893—	(9,6)	Hetherington, A. E.
B.A., 1893 M.A., 1896		(1,7)	Sparling, John Kerr.
B.A.,	1893—	(2a)	Whitla, H. W.
"	1894—	(9a)	Aldridge, A. R.
"	1894—	(3a)	Argue, T. E.
"	1894—	(9a)	Armstrong, W. L.
"	1894—	(3a)	Chegwin, E. J.
"	1894—	(3a)	Clinton, J. P.
"	1894—	(9a)	Crux, W. S. A.
"	1894—	(8)	Edmison, Miss M. K.
"	1894—		Elliott, C. G.
"	1894—	(3,7)	Halpenny, Jasper.
"	1894—	(9a)	Little, Joseph.
"	1894—	(9a)	Martin, A. W. T.
B.A., 1894 M.A., 1898		(2,7)	Sparling, W. R.
B.A.,	1895—		Clarke, Albinus.
"	1895—	(4a)	Cooke, Robert Judson.
"	1895—	(3a)	Cross, Charles Henry.
"	1895—	(4b)	Gordon, Herbert Andrew.
"	1895—	(4a)	Graham, Herbert James [d].
"	1895—		Hopper, Edmund John.
"	1895—	(2,6)	Hugg, Jabez Bowen.
"	1895—	(8a)	Lane, Miss Kate Ellen.
B.A., 1895 M.A., 1898			Loftus, Edwin.
B.A.,	1895—	(3)	McKitrick, John Wesley.
"	1895—	(9,6)	Soady, John Hartley.
"	1895—	(4,7)	Wadge, John Percy.
"	1896—	(4,7)	Brown, Ralph Russell James
"	1896—	(9a,7)	Fieldhouse, Henry Vernon.
"	1896—	(3a)	Good, Sarah.
"	1896—	(9,6)	Kyle, Teresa.
"	1896—	(1,6)	Lathwell, Wm. Thomas Daniel.
"	1896—	(2,5)	Sparling, Frederick Walter.
"	1896—	(3b)	Switzer, James C.
"	1896—	(3,7)	Woodsworth, James S.
"	1896—	(4a)	Woodhull, Edwin Arthur.
"	1897—	(1b)	Bruce, James Wesley.
"	1897—	(3)	Brooks, Isaac Fraser.
"	1897—	(3a)	Coleman, Herbert Thomas.
"	1897—	(2)	Cumming, Robert Wm.
"	1897—	(3a)	Haw, John Alfred.
"	1897—	(2)	Ireland, Wm. Wellington.
"	1897—	(3)	Johnston, Thomas John.
"	1897—	(8)	McCrossan, Maude.
"	1897—	(4a)	McCullagh, Robt. Ernest.
"	1897—	(1,7)	Robson, Samuel Thomas.

B.A.,	1897—	(8,5)	Sparling, Laura Ethel.
"	1897—	(9,7)	Thompson, Alfred A.
"	1897—	(4a)	Wadge, Herbert Wm.
"	1898—	(9,6)	Bennest, Edwin Henry.
"	1898—	(9,7)	Crawford, Kate J.
"	1898—	(3a)	Doran, Charles William.
"	1898—	(4a,5)	Knowlton, George Henry.
"	1898—	(3)	Kinley, Hammond Jesse.
"	1898—	(4a)	Markle, Mervyn Clemens.
"	1898—	(3a)	Morgan, Joseph Hendy.
"	1898—	(8a)	Stephenson, Edith.
"	1898—	(2)	St. John, Charles William.

NON-COLLEGIATE.

B.A.,	1884—	(2b)	McCalman, D. H.
B.A.,	1891—		Williams, John.
B.A.,	1892		Moore, Samuel.
M.A.,	1896		
M.A.,	1896—		Leslie, Henry Thurtell, B.A.
B.A.,	1896—		Edwards, Charles Harold.

(1) Classical Honors, Class I.
(1a) " " " II.
(1b) " " " III.
(2) Mathematical Honors, Class I.
(2a) " " " II.
(2b) " " " III.
(3) Mental and Moral Science, Class I.
(3a) " " " II.
(3b) " " " III.
(4) Natural Science Honors, Class I.
(4a) " " " II.
(4b) " " " III.
(5) Governor-General's Silver Medal.
(6) University Silver Medal.
(7) University Bronze Medal.
(8) Modern Languages Honors, Class I.
(8a) " " " II.
(8b) " " " III.
(9) General B.A. Course, Class I.
(9a) " " " II.
(9b) " " " III.

MANITOBA MEDICAL COLLEGE.

M.D., 1886—Dixon, G. E.
M.D., 1886—Oliver A.
M.D.,C.M., 1896—McInnis, H. L.
M.D., 1886—Fawcett, J., M.A.
M.D., 1886—Steep, J. R.
K.D., 1886—Lacombe, G. A.
M.D.,C.M., 1887—Hutton, W. A. B.
M.D.,C.M., 1887—Simpson, R. M.
M.D.,C.M., 1887—Thompson, A. S.
M.D.,C.M., 1888—Large, C. J.
M.D., 1888—Greig, J. A.
M.D.,C.M., 1888—Latimer, Victor E.
M.D.,C.M., 1888—Gemmell, John E.
M.D., 1888—Carscallen, Alvin S.
M.D., 1888—McIntyre, James P.
M.D., 1888—Sibbitt, Adam.
M.D., 1888—Cowan, D. W.
M.D., 1888—Goulding, F.
M.D., 1889—Blakeley, E. A.
M.D., 1889—McPhillips, X.
M.D.,C.M., 1889—Lamont, T.

M.D.,C.M., 1889—Calder, J. G.
M.D.,C.M., 1889—Lipsett, R. J.
M.D.,C.M., 1889—Stewart, A. B.
M.D.,C.M., 1890—Bell, Gordon.
M.D., 1890—Braithwaite, E.
M.D., 1890—Byers, H. P.
M.D.,C.M., 1890—Fraser, M. S.
M.D.,C.M., 1890—Todd, J. O.
M.D.,C.M., 1890—Wesbrook, F. F.
M.D.,C.M., 1891—Campbell, R. G.
M.D.,C.M., 1891—Cartmell, J. W.
M.D.,C.M., 1891—Popham, E. S.
M.D.,C.M., 1891—Porter, H. W. [d].
M.D.,C.M., 1891—Sparling, J. F.
M.D., 1891—Sherrin, W. A.
M.D.,C.M., 1892—Boyle, R. C.
M.D.,C.M., 1892—Cook, Harry.
M.D.,C.M., 1892—Ferguson, J. M.
M.D.,C.M., 1892—Foxton, Miss Hattie.
M.D.,C.M., 1892—Gahan, Garner.
M.D.,C.M., 1892—Haworth, R. J.
M.D.,C.M., 1892—Metcalfe, W. E.
M.D.,C.M., 1892—Montgomery, E. W.
M.D.,C.M., 1892—McInnis, I.
M.D., 1892—Pennefather, R. G.
M.D.,C.M., 1893—Armstrong, J. W.
M.D.,C.M., 1893—Brown, R. W.
M.D.,C.M., 1893—Cowan, S. B.
M.D.,C.M., 1893—Campbell, R. D.
M.D.,C.M., 1893—Duncan, G. E.
M.D.,C.M., 1893—Findlay, E. K.
M.D.,C.M., 1893—Inglis, M. S.
M.D., 1893—Lougheed, T. H.
M.D., 1893—Morrison, R. L.
M.D.,C.M., 1893—McLeod, A. N.
M.D.,C.M., 1893—Sloan, J. McM.
M.D.,C.M., 1893—Simpson, A. H.
M.D., 1894—Andrew, J. N.
M.D.,C.M., 1894—Burnham, F. W. E.
M.D.,C.M., 1894—Brien, F. G.
M.D.,C.M., 1894—Camsell, George.
M.D.,C.M., 1894—Crokat, E. A.
M.D.,C.M., 1894—Conklin, J. S.
M.D.,C.M., 1894—Elkin, S. J.
M.D.,C.M., 1894—Gunne, J. R.
M.D.,C.M., 1894—Goodwin, Robert.
M.D.,C.M., 1894—Gahan, John.
M.D.,C.M., 1894—McLennan, J. K.
M.D.,C.M., 1894—McDonald, Don.
M.D., 1894—Norquay, H. C.
M.D.,C.M., 1894—Stevenson, Wm.
M.D., 1894—Stewart, J. S.
M.D., 1894—Versailles, A. E. (d)
M.D.,C.M., 1894—Vanstone, C. M.
M.D., 1894—Baird, A. R.
M.D.,C.M., 1895—Baird, J. S.
M.D.,C.M., 1895—Bottomley, E.

M.D.,C.M., 1895—Chapman, F. S.
M.D.,C.M., 1895—Chipperfield, G. J.
M.D.,C.M., 1895—Coulter, J. E.
M.D.,C.M., 1895—Davidson, D. C.
M.D., 1895—Erskine, G. F.
M.D., 1895—Gordon, A. J.
M.D., 1895—Hay, J. C.
M.D., 1895—Hoyes, W. T.
M.D.,C.M., 1895—Hargrave, H. P.
M.D.,C.M., 1895—Hamman, A.
M.D.,C.M., 1895—Moody, A. W.
M.D.,C.M., 1895—McQueen, D. D.
M.D.,C.M., 1895—Mackay, H.
M.D., 1895—McGuire, J. A.
M.D.,C.M., 1895—Poole, J. J.
M.D.,C.M., 1895—Perry, H. H.
M.D., 1895—Pattillo, R. S.
M.D.,C.M., 1895—Rolston, C.M.
M.D.,C.M., 1895—Smith, C. F.
M.D., 1895—Scott, W. W.
M.D., 1895—Stewart, A. B.
M.D.,C.M., 1895—Watson, J. A.
M.D.,C.M., 1885—Webster, W.
M.D.,C.M., 1895—Williamson, G. M.
M.D.,C.M., 1895—Young, G. P.
M.D.,C.M., 1896—Brown, John, B.A.
M.D.,C.M., 1896—Curtis, George Edmund.
M.D.,C.M., 1896—Davidson, John Ralston, B.A.
M.D., 1896—Davidson, Carmel Lorenzo, B.A.
M.D., 1896—Gendreau, Louis Simeon, B.A.
M.D.,C.M., 1896—Grant, Thomas.
M.D.,C.M., 1896—Hall, Joseph Andrew, B.A.
M.D.,C.M., 1896—Henderson, George, M.A.
M.D., 1896—Jackson, Edward Lorne.
M.D., 1896—Lawther, Alfred.
M.D.,C.M., 1896—Macgregor, Robert, M.A. (silver medal)
M.D.,C.M., 1896—McRae, James Russell.
M.D.,C.M., 1896— Monro, Alexander Stewart.
M.D., 1896—Mutchmor, John Thornton.
M.D.,C.M., 1896—Procter, Arthur Percival (silver medal).
M.D.,C.M., 1896—Staples, George Wilber.
M.D.,C.M., 1896—Story, Bernard Samuel.
M.D., 1867—Alexander, Andrew Boak, B.A.
M.D., 1897—Argue, Andrew Wm., B.A.
M.D., 1897—Barrett, Wm. Thomas.
M.D.,C.M., 1897—Bjornson, Olafur.
M.D., 1897—Bride, Wm. Wesley.
M.D., 1897—Brothers, Wm. Harry.
M.D., 1897—Bunn, Wm. R.
M.D., 1897—Arthur J. Burridge.
M.D., 1897—Casselman, Vestes Ernest Daniel.
M.D., 1897—Cross, James Wm.
M.D.,C.M., 1897—Douglas, Alex. J., B.A. (silver medal).
M.D., 1897—Ferguson, Robt. D.
M.D., 1897—Graham, John Albert.
M.D., 1897—Hicks, Harvey Elgin (bronze medal).
M.D., 1897—McCulloch, James W.

M.D., 1897—McEwen, Morton Dykes, B.A.
M.D., 1897—McMunn, Robt. S., B.A.
M.D., 1897—Morrison, Thomas Andrew.
M.D., 1897—Morrison, Wm.
M.D., 1897—O'Brien, Murrough Charles.
M.D.,C.M., 1897—Parr, Cecil Albert.
M.D., 1897—Pullar, James, B.A.
M.D., 1897—Stevenson, Robt. George, B.A.
M.D., 1897—Wilkinson, Joseph.
M.D., 1897—Wilson, Thomas.
M.D.,C.M., 1898—Chambers, Joseph B., B.A.
M.D.,C.M., 1898—Chestnut, William (silver medal).
M.D., 1898—Duncan, James Duncan.
M.D., 1898—Halldorson, Magnus Bjornson.
M.D., 1898—Kirk, Samuel John.
M.D.,C.M., 1898—Lockhart, William Turner.
M.D., 1898—Maclean, Neil John.
M.D.,C.M., 1898—McPhee, Lavinia Fraser.
M.D.,C.M., 1898—Perry, Dallas Gordon.
M.D., 1898—Ponton, Tom Ritchie, B.A.
M.D., 1898—Riddell, Robert Murray.
M.D.,C.M., 1898—Riggs, Herbert Wilkinson (bronze medal).
M.D.,C.M., 1898—Ross, Daniel G., B.A.
M.D.,C.M., 1898—Ross, Robert L.
M.D.,C.M., 1898—Sharpe, Charles Tilley, B.A.
M.D., 1898—Sparling, William Rolston, B.A.
M.D., 1898—Tripp, John Hinton.
M.D.,C.M., 1898—Watt, Walter Langmuir, B.A.
M.D., 1898—Wilson, William Harper.

FACULTY OF LAW.

LL.B., 1887—Thomson, A. W. (d)
LL.B., 1888—Huggard, J. T.
LL.B., 1888—Thomson, R. M.
LL.B., 1889—Pitblado, I.
LL.B., 1890—Harvey, J. G.
LL.B., 1891—Anderson, E. A.
LL.B., 1891—Davis, F. L.
LL.B., 1893—Leech, J. Hillyard.
LL.B., 1894—Grimmett, M. L.
LL.B., 1894—McKerchar, D. W.
LL.B., 1895—Heap, Frederick.
LL.B., 1895—McPherson, Alexander N.
LL.B., 1896—Forrester, David (silver medal)
LL.B., 1896—Braithwaite, Caleb (bronze medal)
LL.B., 1897—Singer, Joseph (silver medal)
LL.B., 1897—Saunderson, Hugh H. (bronze medal)
LL.B., 1898—Hudson, Albert B. (bronze medal).
LL.B., 1898—Ormond, Horace (silver medal).
LL.B., 1898—Smith, David.

(In 1896, University silver and bronze medals were first awarded to the first and second first class of the final year of the LL.B. course.)

Winners of Governor-General's Bronze Medal.

[Given to 1st in First Class in Classics, Mathematics and Botany in the Previous Examination until 1889; after 1889 until 1892, to 1st in First Class in Classics, Mathematics and Chemistry, and since 1892 to 1st in First Class in Latin, Mathematics and Chemistry.]

1879—R. Machray	St. John's College.
1880—A. Hebert	St. Boniface College.
1881—J. R. Bird	St. John's College.
1882—J. A. Machray	" "
1883—J. W. Matheson	" "
1884—J. G. Anderson	" "
1885—A. DeLaronde	St. Boniface College.
1886—E. E. Phair	St. John's College.
1887—F. H. Russell	Manitoba College.
1888—A. Beliveau	St. Boniface College.
1889—R. Goulet	" "
1890—W. E. Hobbes	St. John's College.
1891—G. A. Dubuc	St. Boniface College.
1892—G. R. Simpson	St. John's College.
1893—W. Manahan	Manitoba College.
1894—W. T. Lathwell	Wesley College.
1895—S. J. A. Pierce	St. John's College.
1896—Estella M. Hamilton	Manitoba College.
1897—Lewis J. Carter	Wesley College.
1898—D. L. Bastedo	" "

Board of Studies, 1898-99

Chairman—Rev. Father Cherrier.
Secretary—I. Pitblado, M.A., LL.B.

MEMBERS.

Rev. Father Drummond, S.J.
Rev. Dean O'Meara, D.D.
Rev. Geo. Bryce, LL.D.
Rev. Prof. Hart, M.A., B.D.
Rev. Canon Matheson, B.D.
W. A. B. Hutton, M.D.
J. R. Jones, M.D.
W. A. McIntyre, B.A.
J. C. Saul, M.A.
R. R. Cochrane, M.A.
G. J. Laird, B.A., Ph.D.

University Examiners, May, 1898

CLASSICS.

Rev. Prof. Hart, M.A., B.D.
Rev. Canon Coombes, M.A.
Rev. Father Cherrier.
Rev. Father Bourque.
Rev. Canon Matheson, B.D.
Rev. J. H. Riddell, B.A., B.D.
F. W. Clark, B.A.
D. M. Duncan, B.A.

MATHEMATICS.

Prof. R. R. Cochrane, M.A.
Rev. Father Lebel, S.J.
W. E. James, B.A.
R. Fletcher, B.A.

NATURAL SCIENCE.

Rev. Prof. Bryce, M.A., LL.D.
Prof. E. B. Kenrick, B.A.
Prof. G. J. Laird, B.A., Ph. D.
Rev. Father Lafortune, S.J.

MENTAL AND MORAL SCIENCE.

Rev. J. M. King, D.D.
Rev. Dean O'Meara, M.A., D.D.
Rev. J. W. Sparling, D.D.
Rev. Father Drummond, S.J.
Rev. A. B. Baird, M.A., B.D.

MODERN LANGUAGES.

English :
Rev. Prof. Bryce, M.A., LL.D.
Rev. Canon Coombes, M.A.
Very Rev. Dean O'Meara, D.D.
W. F. Osborne, B.A.
J. C. Saul, M.A.

French :
Rev. Prof. Hart, M.A., B.D.
Madame Moreau de Bauviere.
Rev. Father Carriere, S.J.
W. F. Osborne, B.A.

German :
Rev. J. M. King, D.D.
Prof. G. J. Laird, B.A., Ph. D.
R. A. W. Magnussen, M.A.

HISTORY.

Rev. Canon Matheson, B.D.
Rev. Father Carriere, S.J.
Rev. A. Stewart, B.D.
J. R. McArthur, B.A.

MEDICAL.

Surgery :
Dr. Blanchard, Dr. Tomalin.
Surgical Anatomy :
Dr. A. J. Macdonnell, Dr. Grain.
Clinical Medicine :
Dr. R. M. Simpson, Dr. Benson.
Clinical Surgery :
Dr. Good, Dr. Milroy.
Therapeutics and Mat. Med. :
Dr. A. H. Simpson, Dr. A. S. Thompson
Obstetrics :
Dr. Popham, Dr. Patterson.
Medical Jurisprudence :
Dr. McArthur, Dr. Conklin.
Sanitary Science :
Dr. O'Donnell, Dr. Moody.
Practical Chemistry :
Dr. Hutton, Dr. Laird.
Anatomy :
Dr. Neilson, Dr. McKenty.
Practical Anatomy :
Dr. Todd, Dr. England.
Chemistry :
Dr. Hutton, Dr. Bryce.
Practice of Medicine :
Dr. Jones, Dr. Corbett.
Physiology :
Dr. Montgomery, Dr. Elkin.
Pathology :
Dr. Bell, Dr. Webster.
Histology :
Dr. Bell, Dr. Shaffner.
Examiners for C.M. :
Dr. Chown, Dr. Cunningham.
Gynæcology :
Dr. Gray, Dr. Hughes.

LL.B. COURSE.

A. V. McCleneghan, LL.B.
I. Pitblado, M.A., LL.B.

ERRATA

Previous:

Physiology, Class II—"Lawrence" should be "Cameron."

Preliminary:

English Grammar and Rhetoric—"A. Joey Hogg" should appear fifth in Class I.

Arithmetic—"Ada Dingwall" should appear last in Class II.

Algebra—"Arsenault" should appear in Class III, after "Campbell, A. G."

Botany—"Dudderidge" should appear last in Class II.
—"McGregor" should appear in Class III, after "Davidson."
—"G. W. Jameson" should not appear.

Medicine:

Final Year—"N. J. McLean" should appear fourth in Class I in the total.

Medical Entrance:

John Morrison passed Class I in Arithmetic, English Grammar and Rhetoric; Class II in Euclid, Botany, Canadian History and Geography, and English, Greek and Roman History; Class III in English Composition and Physics.

UNIVERSITY OF MANITOBA.

ORDER OF PROCEEDINGS.

CLASS AND HONOR LISTS

1898

1. ENTRANCE OF COUNCIL, AND PROFESSORS OF COLLEGE.
2. ADDRESS OF THE VICE-CHANCELLOR.
3. CONFERRING OF B.A. DEGREES.
   " M.D. "
   " C.M. "
   " LL.B. "
   " M.A. "
   " AD EUNDEM GRADUM DEGREES.
4. PRESENTATION OF MEDALS.
5. PRESENTATION OF SCHOLARSHIPS.
6. ADDRESS BY HIS HONOR THE LIEUTENANT-GOVERNOR, VISITOR OF THE UNIVERSITY.
7. ADDRESS BY REV. A. A. CHERRIER.
8. ADDRESS BY REV. A. SUTHERLAND, D.D.

DEGREES.

(The names are alphabetically arranged).

B.A.

ST. BONIFACE COLLEGE—

Noel Bernier.
Ernest Justin Golden.
Arthur Gustave Rocan.

ST. JOHN'S COLLEGE—

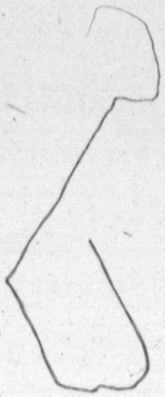
Ernest Robert Bartlett.
James Franklin Beatty Belford
Ernest Spencer Collins.
John Garrett Cory.
Vivian Emily Clayton.
Edward Alfred Davis.
Eric W. Hamber.
John Samuel Mahood.
Robert Allison Coyne Manning.
Septimus Ryall.
Alice Amalia Grace Schmidt.
William Herbert Wardell.

MANITOBA COLLEGE—

Duncan Crerar.
Sydney Ashton Campbell.
George Henry Davis.
Henry Ward Douglas.
Annie Josepha Doupe.
Samuel Everton.
John Alexander Gunn.
Frances Estella Maud Hamilton.
Arthur E. Hearn.
Edward Hudson.
Samuel Lundie.
Joseph Marshall.
Hugh Wallace McDonald.
William George Russell.
George Darling Shortreed
David Williams.

WESLEY COLLEGE—

Edwin Henry Bennest.
Kate J. Crawford.
Charles William Doran.
George Henry Knowlton.
Hammond Jesse Kinley.
Mervyn Clemens Markle.
Joseph Hendy Morgan.
Edith Stephenson.
Charles William St. John.



DEGREES—*Continued*

(The names are alphabetically arranged)

M.D.

MANITOBA MEDICAL COLLEGE—

Joseph B. Chambers, B.A.
William Chestnut.
James Duncan Duncan.
John Henry Edmison.
Magnus Bjornson Halldorson.
Samuel John Kirk.
William Turner Lockhart.
Neil John Maclean.
Lavinia Fraser McPhee.
Dallas Gordon Perry.
Tom Ritchie Ponton, B.A.
Robert Murray Riddell.
Herbert Wilkinson Riggs.
Daniel G. Ross, B.A.
Robert L. Ross.
Charles Tilley Sharpe, B. A.
William Rolston Sparling, B.A.
John Hinton Tripp.
Walter Langmuir Watt, B.A.
William Harper Wilson.

C. M.

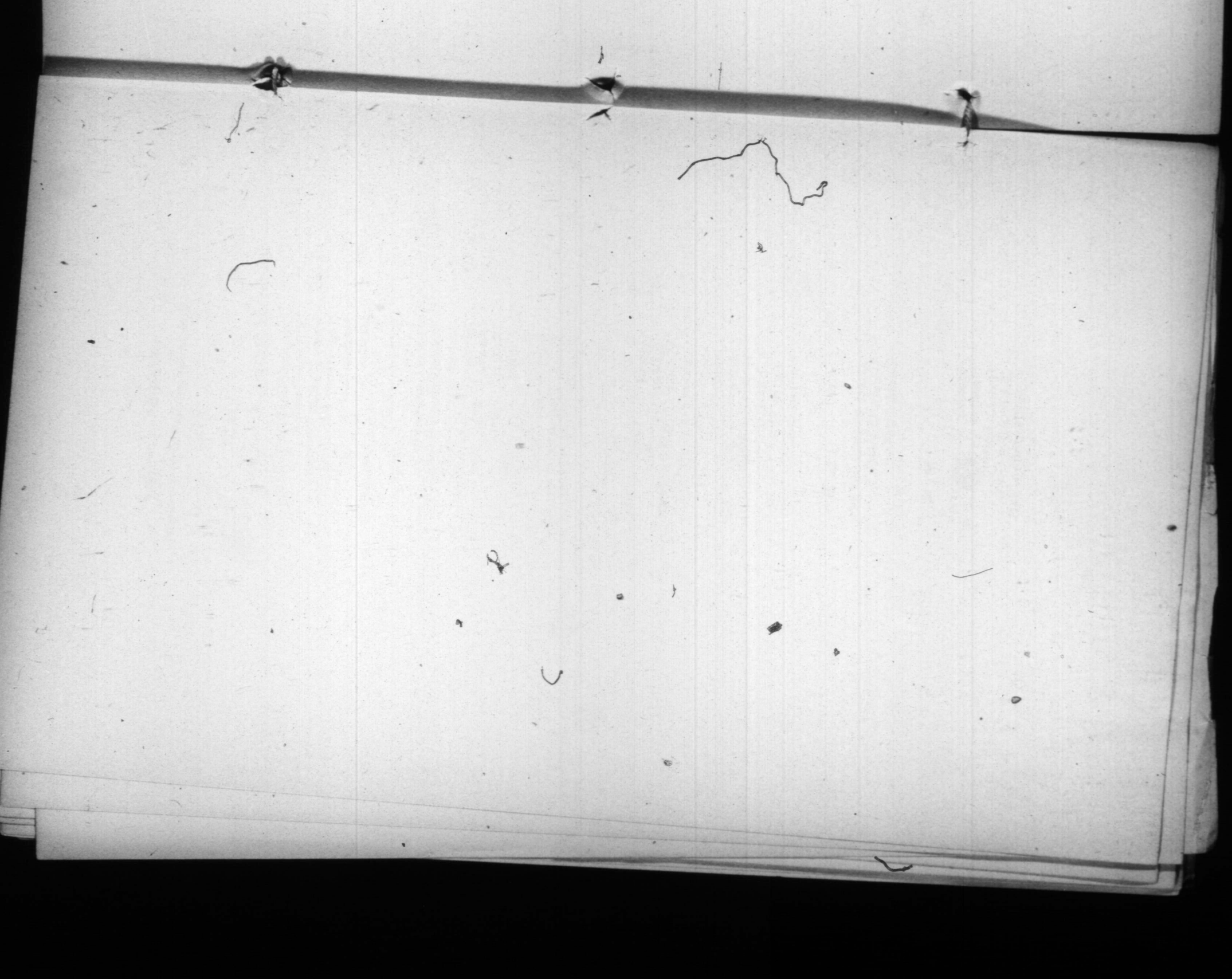
Joseph B. Chambers, B.A.
William Chestnut.
William Turner Lockhart.
Lavinia Fraser McPhee.
Dallas Gordon Perry.
James Pullar.
Herbert Wilkinson Riggs.
Daniel G. Ross, B.A.
Robert L. Ross.
Charles Tilley Sharpe, B.A.
Walter Langmuir Watt, B.A.

LL. B.

Albert Blellack Hudson.
Horace Ormond.
David Smith.

M. A.

Frankie Emma Byrnes.
Geoffrey Cyril d'Easum.
Ivan C. Fortin.
Henry Allen Gray.
Ethel Hamilton Hart.



DEGREES—*Continued*

(The names are alphabetically arranged)

M.A.—*Continued*

William H. Hudson.
Edwin Loftus.
John A. Richardson.
Riklef Adolph Wilhelm Magnussen.
William Rolston Sparling.
Walter Langmuir Watt.

AD EUNDEM GRADUM.

M. D.

Richard H. Mason (University of Toronto).
William Martin Pirt (Trinity College, Toronto).

C. M.

William Martin Pirt (Trinity College, Toronto).

MEDALS

ARTS.

Mathematics:

Silver Medal—Estella M. Hamilton, Manitoba College.
Bronze Medal—R. A. C. Manning, St. John's College.

Natural Science:

Governor-General's Silver Medal—G. H. Knowlton, Wesley College.
University Silver Medal—Jos. Marshall, Manitoba College.

Mental and Moral Science (English):

Silver Medal— { S. Everton, Manitoba College.
Silver Medal— { J. F. B. Belford, St. John's College.

Mental and Moral Science (Latin):

Silver Medal—Noel Bernier, St. Boniface College.
Bronze Medal { A. G. Rocan, " "
Bronze Medal { Ernest Golden, " "

Modern Languages:

Silver Medal—G. H. Davis, Manitoba College.
Bronze Medal—Annie J. Doupe, Manitoba College.

General Course:

Silver Medal—E. H. Bennest, Wesley College.
Bronze Medal—Kate J. Crawford, Wesley College.

Previous—Latin, Mathematics and Chemistry:

Governor-General's Bronze Medal—D. L. Bastedo, Wesley College.

MEDICINE.

Final Year:

Silver Medal—W. Chestnut.
Bronze Medal—H. W. Riggs.
Bronze Medal—W. L. Watt, B.A.

Theoretical Medicine:

Lieutenant-Governor's Silver Medal—W. Chestnut.
Lieutenant-Governor's Bronze Medal—H. W. Riggs.

LAW.

Final Year:

Silver Medal—Horace Ormond.
Bronze Medal—A. B. Hudson.

SCHOLARSHIPS.

ARTS.

JUNIOR B.A.

Classics:

1. C. A. Grundy, St. John's College, $100.
2. C. L. Foote, Manitoba College, $100.

Mathematics:

1. B. B. Halladay, Wesley College, $120.
2. S. Windsor, Wesley College, $80.

Natural Science:

1. S. R. Laidlaw, Wesley College, $120.
2. E. B. Spear, Wesley College, $40.
   R. B. Fletcher, Manitoba College, $40.

Mental and Moral Science (English):

1. L. J. Carter, Wesley College, $120.
2. C. E. Fortin, St. John's College, $80.

Mental and Moral Science (Latin):

1. Achille Rousseau, St. Boniface College, $120.
2. Fortunat Lachance, St. Boniface College, $80.

Modern Languages:

1. Helena Penner, Wesley College, $120.
2. Clara G. Walsh, Wesley College, $80.

General Course:

1. A. W. H. Smith, Manitoba College, $120.
2. D. Iverach, Manitoba College, $80.

PREVIOUS.

Latin, Mathematics and Chemistry:

1. D. L. Bastedo, Wesley College, $90.
2. T. D. Brown, Wesley College, $90.
3. W. A. T. Sweatman, St. John's College, $90.
4. A. A. Nicholls, Wesley College, $60.
5. Wesley McCurdy, Wesley College, $60.

English and History (English Course):

1. W. A. T. Sweatman, St. John's College (Honorable Mention).
2. Josephine M. Dickie, Manitoba College, $60.
3. Isabel Monro, Manitoba College, $40.
   T. D. Brown, Wesley College (Honorable Mention).

French and History (French Course):

1. Antonin Dubuc, St. Boniface College, $60.

Greek:

1. Jean Arpin, St. Boniface College, $40.

French and German:

1. Josephine M. Dickie, Manitoba College (Honorable Mention).
2. Gertrude M. McGaw, Manitoba College, $40.

SCHOLARSHIPS—*Continued.*

PRELIMINARY.

1. { Cecil St. John, Wesley College, $80.
   { Elzear Beaupre, St. Boniface College, $80.
2. J. J. Cowan, Manitoba College, $60.
3. { Isabella McGregor, Winnipeg Coll. Inst. (Honorable Mention).
   { Alfred E. Bence, Brandon Academy, $50.

English and History (English Course) :

1. Isabella McGregor, Winnipeg Collegiate Institute, $40.
2. { Gertie Douglas, " " " $7.50.
   { Frank Mayers, Wesley College, $7.50.
   { Ethel Somerset, Winnipeg Collegiate Institute, $7.50.
   { M. Louise Wishart " " " $7.50.

French and History (French Course) :

1. Alfred Bernier, St. Boniface College, $40.

Greek :

1. Elzear Beaupre, St. Boniface College (Honorable Mention)
2. { Jos. Prud'homme, St. Boniface College, $12.50.
   { Albert Dubuc, St. Boniface College, $12.50.

French and German Prize:

1. Isabella McGregor, Winnipeg Collegiate Institute, $25.

MEDICINE.

Thirt Year :

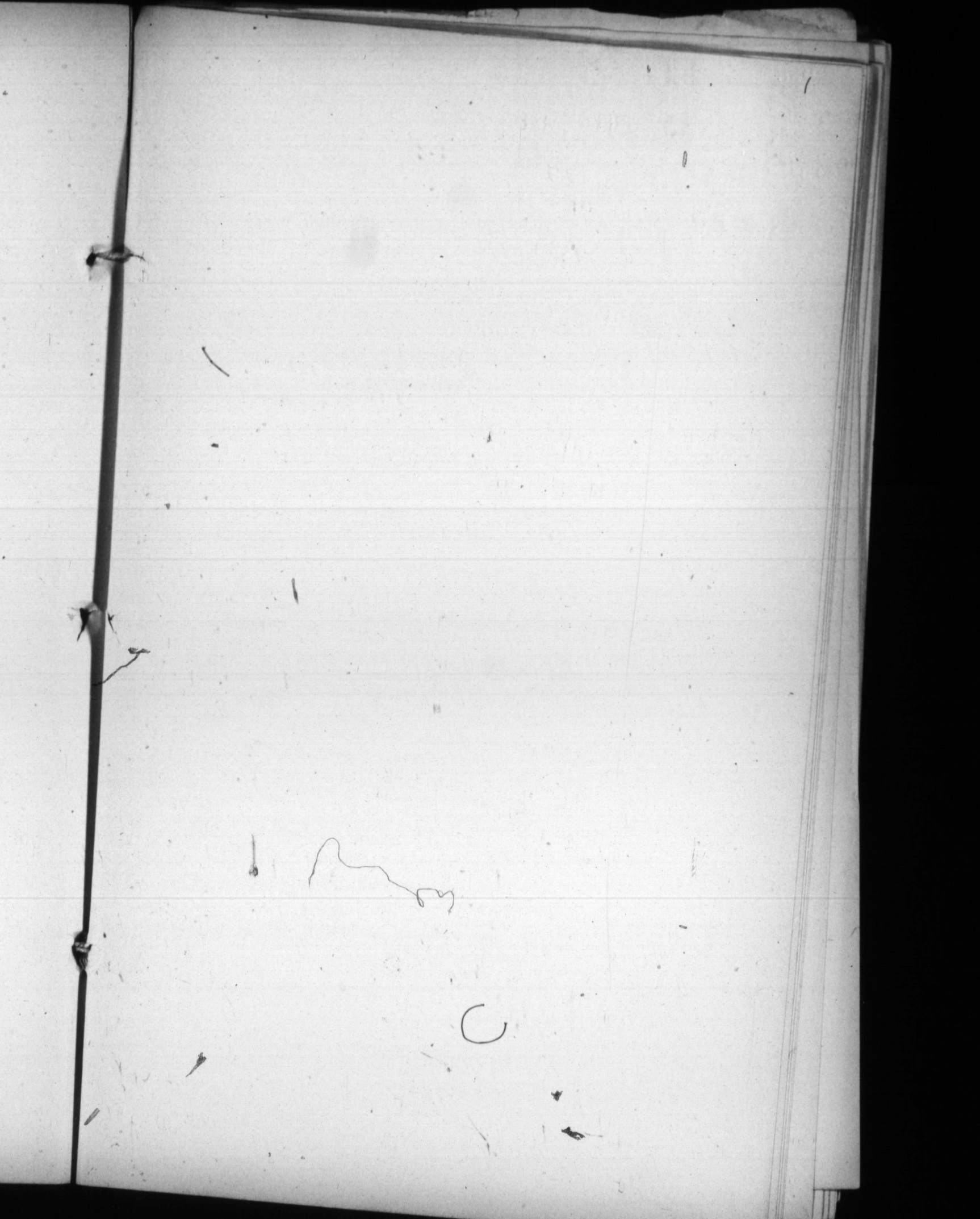
1. D. H. McCalman, B.A., $80.
2. J. S. Poole, $50.

Second Year :

1. D. H. McCalman, B.A., $80.
2. { B. J. Brandson, $25.
   { Rose, Wm., $25.

First Year :

1. { R. H. Richards, $43.
   { A. J. Fraser, B. A., $43.
   { C. H. Vrooman, $43.



ISBISTER PRIZES

(*Ten Dollars Each*)

MATHEMATICS.

1. Herbert Davidson, Winnipeg Collegiate Institute.
2. Lee Kidd, Brandon Collegiate Institute.
3. Helena B. Kay, Winnipeg Collegiate Institute.
4. Emma Sillers, Brandon Collegiate Institute.
5. Gordon Knowlton, Brandon Collegiate Institute.
6. Aggie Moore, Brandon Collegiate Institute.
7. Mary L. Jackson, Winnipeg Collegiate Institute.

FACULTY OF ARTS

CLASSICS—SPECIAL COURSE

SENIOR B.A.

CANDIDATES.	Class	Cicero, Etc.	Lucian, Etc.	Pliny, Etc.	Plautus, Etc.	Aristotle, Etc.	Unspecified Latin.	Unspecified Greek.
Douglas, H. W. B., Manitoba College	I	Mahood Douglas	Mahood	Mahood	Mahood Douglas	Mahood Douglas	Mahood Douglas	
Hamber, E. W., St. John's College	II	Hamber	Douglas	Douglas	Hamber	Hamber	Hamber	Mahood Douglas
Mahood, J. S., St. John's College	III		Hamber	Hamber				Hamber

SENIOR B.A.—Continued.

Latin Grammar.	Greek Grammar.	Latin Prose.	Greek Prose.	History.	Total for the Year.	Total for both Years.
Douglas	Douglas			Mahood Douglas		
		Mahood Douglas Hamber	Douglas Mahood	Hamber	Mahood Douglas	Mahood Douglas
Mahood Hamber	Mahood Hamber		Hamber		Hamber	Hamber

JUNIOR B.A.

CANDIDATES.	Cicero, Etc.	Lucian, Etc.	Pliny, Etc.	Latin Gram. and Prose.	Greek Gram. and Prose.	History.	Total for the Year.
Carwell, N. H., Wesley College Foote, C. M., Manitoba " Grundy, C. A., St. John's " MacMorine, W. G., " " McLean, L., Manitoba " Polson, J. J., " "	Grundy Foote McLean Polson Carwell MacMorine	Grundy Foote	Grundy Polson Foote McLean	Foote Grundy Polson	Carwell Foote	Grundy Polson Foote McLean	Grundy Foote Polson McLean
		Polson Carwell McLean MacMorine	MacMorine Carwell	McLean MacMorine Carwell	McLean Polson Grundy	MacMorine Carwell	Carwell MacMorine
					MacMorine		

MATHEMATICS—Special Course

SENIOR B.A.

Candidates.

Gunn, J. A., Manitoba College.
Hamilton, Miss F.E.M., " "
McDonald, H. W., " "
Manning, R. A. C., St. John's "
St. John, C. W., Wesley College.

Class	Int. Calc. and Solid Geom.	Differential Calc.	Statics and Optics	Hydrostatics and Optics.	Dynamics and Hydromechanics.
I	Hamilton, Miss	Hamilton, Miss Manning	Hamilton, Miss Manning	Manning	Hamilton, Miss Manning Gunn
II	St. John Manning Gunn	Gunn St. John McDonald	Gunn McDonald	Hamilton, Miss Gunn	McDonald St. John
III	McDonald		St. John	St. John McDonald	

SENIOR B.A.—Continued.

Class	Newton and Astronomy.	Problems, Part I. (In order of merit)	Problems, Pt. II. (In order of merit)	Total Standing for the year.	Total for both Years.
I	Hamilton, Miss Manning McDonald St. John Gunn	St. John Gunn Manning	St. John Hamilton, Miss Manning	Hamilton, Miss Manning St. John Gunn McDonald	Hamilton, Miss Manning St. John Gunn McDonald
II		Hamilton, Miss McDonald	McDonald Gunn		
III					

MATHEMATICS—Special Course

JUNIOR B.A.

Candidates.	Class	Statics and Dynamics.	Higher Trig.	Higher Algebra	Analytic Geom.	Arith., Algebra and Trig.	Euclid and Conics.	Problems. In order of merit	Total Standing for the Year.
Green, T. B., Manitoba College. Halladay, B. B., Wesley " Hinchliffe, J., St. John's " Logan, O. E., Manitoba " Phair, R. H., St. John's " Wheeldon, H., Wesley " Windsor, S., " "	I	Halladay	Halladay Windsor Hinchliffe Wheeldon	Halladay Hinchliffe Windsor Wheeldon	Halladay Wheeldon	Windsor Halladay Wheeldon Green Hinchliffe Logan	Hinchliffe Windsor Halladay Logan Wheeldon	Windsor Green Halladay Hinchliffe Wheeldon Logan Phair	Halladay Windsor Green
	II	Green Wheeldon Windsor	Logan Green	Green	Windsor Green Phair Hinchliffe				Wheeldon Hinchliffe Phair
	III	Hinchliffe Phair Logan	Phair	Phair Logan	Logan	Phair	Green Phair		Logan

NATURAL SCIENCE—Special Course

SENIOR B.A.

Candidates.	Class	Chemistry I.	Chemistry II.	Quantitative Chem. Anal.	Descriptive Mineralogy.	Determin'tive Mineralogy.	Principles of Geology.
Knowlton, G. H., Wesley College. Markle, M. C., " " Marshall, Jos. M., Manitoba " Ryall, Septimus, St. John's " Wardell, W. H., " " Williams, D., Manitoba " Taylor, A., B. A., special student.	I	Knowlton Marshall Markle Williams	Markle Ryall	Marshall Knowlton Ryall Wardell	Knowlton	Knowlton Marshall Markle Ryall Wardell	Knowlton Markle
	II	Ryall Wardell	Marshall Williams Knowlton Wardell	Markle Williams	Marshall Ryall Markle Wardell Williams	Williams	Marshall Williams Wardell Ryall

SENIOR B.A.—Continued

Class	Stratigraphical Geology.	Palæontology	Systematic Botany.	Total for the Year.	Total for both Years.
I	Markle Wardell Williams Knowlton	Knowlton Williams	Wardell Marshall Ryall Williams Knowlton	Knowlton Marshall	
II	Marshall Ryall	Marshall Markle Wardell Ryall	Markle	Markle Ryall Wardell Williams	Ryall Marshall Knowlton Markle Wardell Williams

NATURAL SCIENCE—Special Course

JUNIOR B.A.

Candidates.	Class	Chemistry I.	Chemistry II.	Qual. Chem. Analysis.	Physics. I.	Physics II.	Crystallography.	Structural Botany.	Microscopic Botany.	Zoology.	Total for the Year.
Brett, R. H., St. John's College Carper, H., Wesley " Campbell, C.F., Manitoba " Duffie, W. R., " " Fletcher, R. D., " " Grover, Miss A., St. John's " Kenner, A. E., Wesley " Kydd, A., Manitoba " Laidlaw, S. R., Wesley " Roblin, W. L., " " Spear, E. B., " " Saunderson, F. C., Manitoba College Wilson, F. C., Wesley "	I	Laidlaw	Kenner Fletcher Laidlaw Spear	Fletcher Kenner	Laidlaw	Laidlaw	Spear Laidlaw Campbell Fletcher	Campbell Laidlaw Spear, Kydd	Campbell Spear, Fletcher, Roblin, Laidlaw, Kydd, Wilson, Duffie, Saunderson Grover, Miss Kenner	Campbell, Laidlaw, Roblin, Spear Carper Kydd Grover, Miss Fletcher	Laidlaw Spear Fletcher
	II	Spear Fletcher Campbell Kenner Brett	Roblin Carper Grover, Miss Wilson Brett	Brett Saunderson Roblin Spear Wilson	Spear Fletcher Campbell Carper Kydd Wilson Roblin Kenner	Roblin Campbell Fletcher Spear Carper	Roblin Kenner Grover, Miss	Grover, Miss Wilson Duffie Saunderson Carper Kenner Fletcher Roblin		Duffie Wilson Kenner	Campbell Roblin Kenner Grover, Miss, Carper Wilson
	III	Grover, Miss Duffie Roblin Wilson	Campbell Duffie Saunderson	Carper Grover, Miss, Duffie Laidlaw Kydd Campbell	Grover, Miss Brett Duffie Saunderson	Grover, Miss Brett Kydd Saunderson Kenner Wilson Duffie	Carper Kydd Duffie, Wilson Brett Saunderson	Brett	Brett	Saunderson Brett	Duffie Brett Kydd Saunderson

MENTAL AND MORAL SCIENCE—Special Course (English)

SENIOR B.A.

Candidates

Belford, J.F.B., St. John's College
Bartlett, E. R., St. John's College
Campbell, S. A., Manitoba College
Cory, J. G., St. John's College
Collins, E. S., St. John's College
Davis, E. A., St. John's College
Doran, C. W., Wesley College
Everton, S., Manitoba College
Hudson E., Manitoba College
Kinley, H. J., Wesley College
Lundie, S., Manitoba College
Morgan, J. H., Wesley College

Class	Mill	Hamilton	Locke	Kant	Janet	Baldwin	Flint	Thomson	Total for the year
I	Belford Everton Kinley Doran Morgan Campbell Davis	Everton Kinley	Belford Kinley Everton Cory Bartlett Hudson Doran Davis Collins	Belford Everton Bartlett Kinley	Everton Kinley Belford	Belford Everton Davis Cory Bartlett	Belford Everton Kinley Morgan Lundie Davis Doran Collins Bartlett	Everton Campbell Cory Belford	Everton Belford Kinley
II	Cory Hudson Collins Bartlett Lundie	Belford Morgan Campbell Lundie	Campbell	Davis Cory Morgan	Lundie Campbell Bartlett Hudson Davis	Collins	Cory Campbell Hudson	Kinley Doran Morgan Bartlett Davis	Davis Bartlett Cory Morgan Collins Lundie Hudson Campbell Doran
III		Collins Hudson Davis Cory Bartlett Doran	Lundie Morgan	Collins Lundie Hudson Doran Campbell	Morgan Doran Collins Cory	Hudson Morgan Lundie Kinley Campbell Doran		Hudson Collins Lundie	

MENTAL AND MORAL SCIENCE—Special Course (English)

JUNIOR B.A.

Candidates.

Buttrum, H. G. St. G., St. John's Col.
Carter, L. J., Wesley College.
Condell, A. T., Manitoba College.
Douglas, F. C. A., St. John's College.
Fortin, C. E., St. John's College.
Fallis, G. B., Non-Collegiate.
Holling, T. E., Wesley College.
Logan, C. L., Manitoba College.
Laidlaw, C. W., Manitoba College.
McGhee, R. J., Wesley College.
Peacock, T. R., Manitoba College.
Ruttan, Sadie, Wesley College.
Stewart, D. A., Manitoba College.
Wilkinson, S., Wesley College.

Class	Mill	Hamilton	Locke	Janet	Kant	Baldwin	Flint	Thomson	Total for the Year
I.	Carter Fortin Ruttan, Sadie Fallis Wilkinson Buttrum Laidlaw Condell Stewart McGhee	Carter Ruttan, Sadie Fortin Condell	Carter Fortin Douglas	Carter Laidlaw Fortin Ruttan, Sadie	Carter Fortin Laidlaw Ruttan, Sadie Buttrum	Carter Fortin Ruttan, Sadie	Ruttan, Sadie Fortin Carter Laidlaw Buttrum Wilkinson	Carter Ruttan, Sadie Laidlaw Buttrum Fortin	Carter Fortin Ruttan, Sadie Laidlaw
II	Logan Douglas Holling Peacock	Laidlaw Logan Wilkinson McGhee Buttrum Holling Stewart	Ruttan, Sadie Laidlaw Buttrum Condell Peacock	Wilkinson Condell Peacock	Condell	Laidlaw Buttrum Fallis Wilkinson Stewart	Fallis Stewart Logan Peacock Condell Douglas	Wilkinson Logan Condell Fallis Holling	Condell Buttrum Wilkinson Fallis
III		Fallis Peacock Douglas	Wilkinson Fallis Logan Stewart McGhee Holling	Stewart Holling McGhee Buttrum Logan Fallis Douglas	Wilkinson Fallis Logan McGhee Douglas Holling Peacock Stewart	Condell Douglas Peacock Holling Logan	Holling McGhee	Peacock Douglas Stewart McGhee	Logan Stewart Douglas Peacock Holling McGhee

MENTAL AND MORAL SCIENCE—(LATIN COURSE)

SENIOR B. A.

CANDIDATES	Class	Logica I	Logica II	Ont. et Cos. I	Ont. et Cos. II	Psy. I	Psy. II	Theol. Nat. I	Theol. Nat. II	Total for the year	Total for both years
Bernier, Noel, St. Boniface College.	I	Bernier	Golden	Golden	Rocan	Rocan	Rocan	Golden	Bernier	Bernier	Bernier
Golden, Ernest J. " "		Golden	Bernier	Rocan	Bernier	Bernier	Golden	Bernier	Rocan	Rocan	Golden
Rocan, A. G., " "		Rocan	Rocan	Bernier	Golden	Golden	Bernier	Rocan		Golden	Rocan
	II								Golden		

JUNIOR B. A.

CANDIDATES.	Class	Logica I	Logica II	Ont. et Cos. I	Ont. et Cos. II	Psy. I	Psy. II	Theol. Nat. I	Theol. Nat. II	Total for the year
Lachance, Fortunat, St. Bon. Col.	I	Rousseau	Rousseau	Rousseau	Lachance	Rousseau	Lrchance	Rousseau	Rousseau	Rousseau
Rousseau, Achille, " "		Lachance	Lachance	Lachance	Rousseau	Lachance	Rousseau			Lachance
Laliberté, Louis, " "			Laliberté		Laliberté	Laliberté				
	II	Laliberté		Laliberté			Lalıberté	Lachance	Lachance	Laliberté
	III							Laliberté	Laliberté	

MODERN LANGUAGES—Special Course

SENIOR B.A.

Candidates.	Class	Chaucer, Spenser, etc.	Pope, Cowper, etc.	Racine, Corneille etc.	Fenelon, Chantrel, etc.
Crerar, D. Manitoba College. Davis, G. H., " " Doupe, Annie J., " " Hearn, A. E. " " Schmidt, Alice A. G., St. John's College. Stephenson, Edith, Wesley College.	I	Davis	Davis Hearn Crerar	Davis Doupe, Miss Crerar Stephenson, Miss	Doupe, Miss Davis Crerar
	II	Crerar Doupe, Miss Hearn	Stephenson Schmidt, Miss Doupe, Miss	Hearn Schmidt, Miss	Hearn Schmidt, Miss Stephenson, Miss
	III	Schmidt, Miss Stephenson, Miss			

SENIOR B.A.—Continued

Class	Lessing, Chamisso, etc.	Goethe, Eichendorff etc.	Grammar and Composition	Total for the year
I	Doupe, Miss Davis Stephenson, Miss Schmidt, Miss Crerar	Doupe, Miss Davis	Davis Doupe, Miss Stephenson, Miss	Davis Doupe, Miss
II	Hearn	Crerar Stephenson, Miss Schmidt, Miss	Crerar Schmidt, Miss Hearn	Crerar Stephenson, Miss Hearn Schmidt, Miss
III		Hearn		

NOTE—Miss V. Clayton passed in the English, French and German required of her.

MODERN LANGUAGES—Special Course

JUNIOR B.A.

Candidates.	Class	Chaucer, Spenser, etc.	Pope, Cowper, etc.	Racine, etc.	Fenelon, etc.
Ashdown, Miss F., Wesley College. Bathgate, Miss E. L., Manitoba College. Beall, Miss, W. H., Wesley College DuVal, Miss Genevieve, Manitoba Coll. Inkster, Miss Sybil A., St. John's College. MacMorine, Miss Sybil L., St. John's Coll. Mitchell, R. B., Manitoba College. Parr, W. J., Wesley College. Penner, Miss Helena, Wesley College. Taylor, H., Wesley College. Walsh, Miss Clara G., Wesley College.	I	Walsh, Miss	Walsh, Miss Penner, Miss DuVal, Miss Bathgage, Miss Beall, Miss Mitchell MacMorine, Miss Taylor	Penner, Miss Walsh. Miss Beall, Miss Bathgate, Miss Mitchell Ashdown, Miss	Walsh, Miss Penner, Miss Beall, Miss Mitchell DuVal, Miss Inkster, Miss
	II	Beall, Miss Bathgate, Miss Penner, Miss Ashdown, Miss DuVal, Miss	Ashdown, Miss Inkster, Miss Parr	DuVal, Miss Taylor Inkster, Miss MacMorine, Miss	Bathgate, Miss Ashdown, Miss MacMorine, Miss Taylor
	III	Mitchell Taylor MacMorine, Miss Parr Inkster, Miss		Parr	Parr

JUNIOR B.A.—Continued

Class	Lessing, etc.	Goethe, etc.	Grammar and Composition	Total for the year
I	Penner, Miss Mitchell Bathgate, Miss Ashdown, Miss Beall, Miss Walsh, Miss DuVal, Miss Inkster, Miss	Penner, Miss Bathgate, Miss Mitchell Beall, Miss Walsh, Miss DuVal, Miss	Penner, Miss Mitchell Bathgate	Penner, Miss Walsh, Miss Bathgate, Miss Beall, Miss Mitchell DuVal, Miss Ashdown, Miss
II	MacMorine, Miss	Ashdown, Miss	Walsh, Miss Beall, Miss Ashdown, Miss DuVal, Miss MacMorine, Miss	MacMorine, Miss Inkster, Miss
III	Taylor Parr	Inkster, Miss MacMorine, Miss Taylor Parr	Inkster, Miss Parr Taylor	Taylor Parr

GENERAL COURSE

SENIOR B.A.

Candidates.	Class	Latin	Greek	Chaucer and Spenser	Cowper and Genung	French	German
Bennest, E. H., Wesley College. Crawford, Miss K. J., Wesley Coll. Russell, W. G., Manitoba College. Shortreed, J. R., Manitoba College	I	Bennest Crawford, Miss Shortreed	Russell	Russell Bennest	Bennest	Bennest Crawford, Miss	
	II	Russell		Crawford, Miss Shortreed	Shortreed		Bennest Crawford, Miss
	III		Shortreed		Russell Crawford, Miss		

SENIOR B.A.—Continued.

Class	Physics II.	Zoology	Logic	Metaphysics	Political Economy	Total for the Year	Total for both years
I	Bennest Crawford, Miss Russell	Crawford, Miss Bennest	Bennest Crawford, Miss	Bennest* Crawford, Miss Shortreed	Bennest Crawford, Miss Shortreed	Bennest Crawford, Miss	Bennest Crawford, Miss
II	Shortreed	Shortreed	Shortreed		Russell	Shortreed	Shortreed
III							

Note—W. G. Russell passed also in Calderwood and Physics I.

GENERAL COURSE

JUNIOR B.A.

Candidates	Class	Latin	Greek	Chaucer and Spenser	Cowper and Genung	French	German
Harrison, J. T., Wesley College Iverach, D., Manitoba College McMillan, R., " " Rumohr, M., Wesley College Sipprell, W. A., " " Smith, A. W. H., Manitoba College	I	Harrison Smith Sipprell McMillan	Iverach	Smith Iverach Harrison		Smith	Smith
	II	Rumohr Iverach	McMillan Harrison Rumohr	Sipprell Rumohr	Sipprell Harrison Smith Iverach		
	III		Sipprell		Rumohr McMillan		

JUNIOR B.A.—Continued.

Class	Physics II.	Zoology	Logic	Metaphysics	Total for the year
I	Smith Harrison Sipprell	Smith Iverach	Iverach Sipprell Smith Harrison	Smith Iverach	Smith Iverach
II	Iverach McMillan Rumohr	Harrison McMillan Rumohr Sipprell	McMillan Rumohr	Sipprell Harrison	Harrison Sipprell McMillan
III				McMillan Rumohr	Rumohr

JUNIOR AND SENIOR B.A. PASS SUBJECTS

Class	Physics II (Senior B.A.)	Physics II	Logic	Logic	Chaucer and	Chaucer

JUNIOR AND SENIOR B.A. PASS SUBJECTS

Class	Physics II (Senior B. A.)	Physics II (Junior B. A.)	Logic (Senior B. A.)	Logic (Junior B. A.)	Chaucer and Spenser (Senior B.A.)	Chaucer and Spenser (Junior B.A.)
I.	Doupe, Miss Hamilton, Miss Davis, G H Crerar	Penner, Miss Polson Rousseau MacMorine, Miss Carter		Laidlaw Walsh, Miss Beall, Miss Ashdown, Miss Bathgate, Miss Mitchell Penner, Miss MacMorine, Miss Green Campbell Grundy Hinchliffe Spear Grover, Miss McLean	Everton Marshall	Ruttan, Miss
II.	Bernier, Noel St. John Rocan Collins Gunn Belford Russell Hearn Campbell Everton	Walsh, Miss Mitchell Ruttan, Miss Laidlaw Lachance Hinchliffe Stewart Laliberte Grundy Bathgate, Miss Green Wilkinson McGhee Windsor	Davis Hamilton, Miss Doupe, Miss Hearn Manning St. John Williams Crerar Markle Gunn	Fletcher Polson Roblin Brett Foote Duffie Windsor Inkster, Miss Halladay	Campbell Manning Belford Hamilton, Miss Collins Williams Hudson Davis, E A Morgan Markle Bartlett	Roblin Hinchliffe Logan, C L Windsor Campbell, C F Duffie Laidlaw, S R Carter, L J Buttrum Fletcher Wheeldon Carper, H Fallis Condell Green
III.	Lundie Bartlettt Kinley Manning Doran McDonald Morgan Davis, E A Hudson Hamber Mahood Stephenson, Miss Schmidt, Miss Golden	Peacock Logan, C L Beall, Miss DuVal, Miss Fortin, C E McLean Wheeldon Fallis Buttrum Ashdown, Miss MacMorine, W G Taylor Inkster, Miss Condell Parr Halladay Foote	Douglas Marshall Hamber Wardell Schmidt, Miss Stephenson Mahood Knowlton Ryall McDonald Coutts	DuVal Logan Kydd Taylor Kenner Saunderson Phair Carwell MacMorine, W G F	Kinley St. John Gunn McDonald Lundie Ryall Doran Wardell Knowlton	Halladay Fortin Kenner Stewart Wilkinson Spear Grover, Miss Laidlaw, C W Kydd Peacock Wilson Saunderson Brett McGhee Logan, O E Phair Douglas

NOTE.—Miss V. Clayton passed in Physics I and II.

PREVIOUS

Class	Euclid	Chemistry	Latin	Trigonometry	Algebra	Shakespeare.	Rhetoric
I		Bastedo Brown Vernon Sweatman Head McCurdy Dubuc, A Arpin Polson, Miss Hall, Miss Nicholls Baker, Miss Dubuc, Miss Baker, R K	Brown Bastedo Sweatman Dubuc A Arpin Nicholls Polson, Miss Pow Vrooman McCurdy Cameron Belanger	Bastedo Brown Sweatman Monro, Miss McGaw, Miss Polson, Miss Haig, John	Bastedo McCurdy Brown Sweatman Nicholls McGaw, Miss	Sweatman Monro, Miss Brown Polson, Miss Baldwin Nicholls Baker, R K Henry, Miss Hamilton Vernon Dickie, Miss Creighton Jones, Miss	Tanner Monro, Miss Henry, Miss Lane Sweatman Haig, John Sutherland Reid, Jas Baldwin Nicholls Creighton

PREVIOUS—CONTINUED

Class	Euclid	Chemistry	Latin	Trigonometry	Algebra	Shakespeare	Rhetoric
	Brown	Hunt	Burman	Lawrence	Monro, Miss	Jamieson, Miss	Dickie, Miss
	McGaw, Miss	Stewart	Hamilton	Nicholls	Pow	Head	Jamieson, Miss
	Nicholls	Pow	Head	Solly	Polson, Miss	Clackson	Head
	Bastedo	Small	Wylie	Head	Head	Reid, Jas.	Stewart
	Arpin	Larkins	Solly	Falconer, Miss	Falconer, Miss	Cassap	Hamilton
	Sweatman	Andrew	Dubuc, Miss	Pow	Arpin	Hall, Miss	Jones, Miss
	Monro, Miss	Monro, Miss	Lane	Hamilton	Solly	Hagarty, Miss	Vernon
	Polson, Miss	Dickie, Miss	Hogue	Vernon	Andrew	Peacock, Miss	Clackson
	McCurdy	Lawrence	McGaw	Arpin	Vernon	Wylie	Kerr, Miss
	Pow	Creighton	Sanders	Clackson		Burman	Brown
	Larkins	Clackson	Vernon	McCurdy		Anderson	Moody
II		Haig, John	Small	Andrew		Baker Miss	Haig, James
		Hogue	Reid, W S			Tanner	Falconer, Miss
			Reid, Jas			Wark	Hagarty, Miss
			Jamieson, Miss			Solly	Reid, W S
			Harris, Miss			McGaw, Miss	Small
			Veale			Kerr, Miss	Lawrence
			Monro, Miss			Walker, G H	Pow
						Lawrence	Andrew
						Lane	Hunt
						Reid, W S	Walker, G H
							Walker, H
							Bastedo
							Wylie
							Polson, Miss

PREVIOUS—CONTINUED

Class	Euclid	Chemistry	Latin	Trigonometry	Algebra	Shakespeare	Rhetoric
III	Hunt Vernon Lane Head Hogue Andrew Creighton Dubuc, Miss Solly Small Haig, James Ross, Miss Wylie Jones, Miss Harris, Miss Moody Baker, R K Wark Dickie, Miss Cameron Walker, H Jamieson, Miss Lawrence Stewart Baker, Miss Dubuc, A Burman Brokenshire Belanger Anderson Baldwin Hall, Miss Haig, John Henry, Miss Falconer, Miss Reid, W S Clackson Cassap Walker, G H Hamilton Kerr, Miss Reid, Jas. McBeth Sutherland	Lane Reid, W S Moody Belanger Haig, Jas Clayton, Miss Solly McDonald Tanner Anderson Brokenshire Cameron McBeth Cassap Reid, Jas McGaw, Miss Wylie Ross, Miss Baldwin Jones, Miss Wark Peacock, Miss Hagarty, Miss	Kerr, Miss Wark Clarkson Cassap Inglis McBeth Moody Haig, John Lawrence Creighton Dickie, Miss Baldwin Baker, R K Andrew Hagarty, Miss Falconer, Miss Hall, Miss Walker, H Peacock, Miss Baker, Miss Henry, Miss Brisco Tanner Sutherland Walker, G H Haig, James Larkins Wyatt, Miss Jones, Miss Anderson	Dickie, Miss Hunt Haig, James Larkins Jamieson, Miss Ross, Miss Burman Harris, Miss Dubuc, Miss Anderson Brokenshire Small Stewart Creighton Lane Hall, Miss Dubuc, A Cameron Sutherland Wark Baker, Miss McBeth Reid, Jas Henry, Miss Jones, Miss Baldwin Baker Hagarty, Miss Belanger Reid, W S Hogue Kerr, Miss Cassap	Lane Larkins Moody Haig, James Dubuc, A Lawrence Ross, Miss Dubuc, Miss McBeth Cassap Clackson Haig, John Hogue Harris, Miss Belanger Hamilton Brokenshire Stewart Creighton Baker, Miss Reid, Jas. Hunt Reid, W S Burman Hagarty, Miss Dickie, Miss Small Robertson Wark Baldwin Walker, G H Hall, Miss Jamieson, Miss Henry, Miss	Cameron Hunt Haig, James Pow Sutherland McCurdy Larkins Moody Small Haig, John Stewart Andrew Bastedo Ross, Miss Falconer, Miss McBeth Harris, Miss Walker, H	Larkins Burman Peacock, Miss McGaw, Miss Cameron Solly Hall, Miss Anderson McBeth Ross, Miss McCurdy Harris, Miss Cassap Wark

PREVIOUS—CONTINUED

Class	English Essay	History	Greek	Physiology	French	German
I	Henry, Miss Solly Anderson Tanner Vernon Dickie, Miss McGaw, Miss Wylie McCurdy Jamieson, Miss Hamilton Hagarty, Miss Walker, G H Stewart Sweatman Ross, Miss Kerr, Miss Monro, Miss Reid, Jas. Polson, Miss Head Reid, W S Peacock, Miss Brown	Sutherland Dickie, Miss Brown	Arpin Belanger Small Dubuc A	Monro, Miss Stewart Moody	Dickie, Miss Sanders Hagarty, Miss	Dickie, Miss McGaw, Miss Falconer, Miss Sanders

PREVIOUS—CONTINUED

Class	English Essay	History	Greek	Physiology	French	German
II	Hall, Miss Pow McBeth Jones, Miss Wark Walker, H Lane Nicholls Sutherland Bastedo Moody Hunt Clackson Haig, Jas. Baldwin Falconer, Miss Lawrence	Sweatman Wylie Hamilton Monro, Miss Head Creighton Henry, Miss Kerr, Miss Walker, G H	Burman Brown Reid, Jas. Pow Hamilton Sweatman	Nicholls Bastedo Wark Sutherland Creighton Walker, G H Hall, Miss Hunt Andrew McBeth Baker, Miss Haig, John Lawrence Baker, R K	Henry, Miss McGaw, Miss Polson, Miss Vrooman Nicholls Head Falconer, Miss Baker, R K Harris, Miss Kerr, Miss Bastedo Monro, Miss Cameron	Head Henry, Miss Kerr, Miss Ross, Miss Polson, Miss

PREVIOUS—CONTINUED

Class	English Essay	History	Greek	Physiology	French	German
	Cameron	Haig, Jas	Hogue	Haig, Jas	McBeth	Lawrence
	Burman	Pow	Clackson	Dubuc, Miss	Jamieson, Miss	Harris, Miss
	Harris, Miss	Vernon	Cassap		Peacock, Miss	Peacock, Miss
	Haig, John	Cameron	Solly		Inglis	Jamieson, Miss
	Creighton	Haig, Jno	Vernon		Ross, Miss	Hagarty, Miss
	Cassap	Hunt	Lane		Haig, John	Jones, Miss
	Small	Hagarty, Miss	Wylie		Hall, Miss	Larkins
	Larkins	Moody	Reid, W S		Moody	
	Andrew	Reid, Jas	Walker, H		Jones, Miss	
		Jamieson, Miss	McCurdy		Haig, James	
		Jones, Miss	Tanner		Baker, Miss	
		Clackson	Baldwin		Andrew	
		Ross, Miss			Creighton	
		Baldwin			Lawrence	
		Wark			Larkins	
		Small			Wark	
		Baker, R K			Wyatt, Miss	
		Falconer, Miss			Sutherland	
III		McBeth			Walker, G H	
		Anderson				
		Lane				
		Burman				
		Polson, Miss				
		Nicholls				
		Peacock, Miss				
		McCurdy				
		Brokenshire				
		Hall, Miss				
		Walker, H				
		Solly				
		Andrew				
		Reid, W S				
		Lawrence				
		Cassap				
		Tanner				
		Baker, Miss				
		Stewart				
		Larkins				
		Bastedo				
		Harris, Miss				
		McGaw, Miss				

NOTE.—Miss Berthe Dubuc passed Class III. in English for French students.
Miss Gertrude Kerr was granted an *ægrotat* in Algebra and Chemistry.

PREVIOUS—CONTINUED

FOR FRENCH STUDENTS

Class	Athalie et Polyeucte	Rhétorique.	Comp. Francaise.	Histoire de France
I	Dubuc, Miss Dubuc, A. Arpin	Dubuc, Miss Hogue Dubuc, A. Arpin Bélanger	Dubuc, A.	Dubuc, A. Dubuc, Miss
II	Bélanger Hogue		Dubuc, Miss Arpin	Arpin Bélanger
III			Bélanger Hogue	

PRELIMINARY

Class	Latin	Arithmetic	Algebra	Euclid	Canadian History and Geography	English, Roman and Greek History	English Grammar and Rhetoric
	Beaupré	Beaupré	Cowan	St. John	Mayers	McGregor, Isabella	McGregor, Isabel
	McGregor, Isabella	Findlay	St. John	Findlay	Morrison	Morrison	Somerset, Ethel
	St. John	Cowan, J J	McGregor, Isabella	Cowan, J J	St. John	Leeson	Campbell, G
	Dubuc	Brundrit	Bence	Bence	Dawson	Douglas, Gertie	Wishart, Louise
	Summerscales	DuVal	Somerset, Ethel	Somerset, Ethel	Fallis	Ingram, Ruby	Findlay
	Vernon	Somerset, Ethel	Summerscales	Beaupre	Bence	Wishart, Louise	Muirhead, Madge
	Bernier	Dawson, Ida	Beaupré	Fallis	Leeson	Vernon	Murdoff
	Prud'homme	Mayers	Campbell, G A	Morrison	Cowan, J J	Clement	Harrison, Edith
	Jameson, G W	Campbell, G A	Nelson	Dubuc	Cadham	Mayers	Morrison
	Bence	Fallis	Parker, Winnie	McGregor, Isabella		Semmens	Dudderidge
	Ingram, Ruby	Pullen	Dawson, Ida	Robinson, W A		St. John	Mayers
	Campbell, G A	St. John	Jameson, G W	McGregor, Lewis		Nelson	Warner
	Brundrit	Cadham				Neilson, Jessie	Craig, Elspeth
	Nelson	McGregor, Isabel				Murdoff	Douglas, Gertie
	Lagimodière	Bence				DuVal	
	Somerset, Ethel	Dubuc				Matheson	
	McLeod	Dudderidge				Pedlar, Clarissa	
I.	McKinnon	Summerscales				Ross, Jessie	
	Cowan, J J	Robinson, W A				McKinnon	
	Whimster	Rothwell				Whimster	
	DuVal	Hogg, Annie				Somerset, Ethel	
	Morrison	Middlemiss, Ethel				Gray	
	McConnell	Mills, Edith				Ross, A M S	
	Arsenault	Wilson, Margaret				Rothwell	
	Farr, Mabel B	Hayes				Bence	
	Mills, Edith	Wishart, Louise				Roy, Jessie	
	Bathgate, Margaret	Leeson				Belford	
	Hogg, Annie	Salter, Emma					
	Robinson	Prud'homme					
		Craig, Elspeth					
		Nelson					
		Isbister					
		Murdoff					
		Pedlar					
		Pilling, Maud					

PRELIMINARY—CONTINUED

Class	Latin	Arithmetic	Algebra	Euclid	Canadian History and English

PRELIMINARY—CONTINUED

Class	Latin	Arithmetic	Algebra	Euclid	Canadian History and Geography	English, Roman and Greek History	English Grammar and Rhetoric
	Finkelstein	Smith	Mott, Margaret	Ingram, Ruby	McGill, Edna	McLachlan	McGill, Edna
	Fee	Roy, Jessie	Craig, Elspeth	Davidson, Maggie	McGregor, Isabel	Farr, Mabel	Cadham
	Dudderidge	McGregor, Lewis	Findlay	Semmens	Nelson	Warner	McKinnon
	Frank, Margaret	Stevenson	Fallis	Hogg, Annie	Clement	Wilson, Margaret	Bence
	Cadham	Whimster	Dubuc	Campbell, G A	Robinson, W A	Mills, Edith	Pullen
	Cowan, T H	Hilton, Lilly	Hogg, Annie	Sahlmark	Murdoff	Muirhead, Madge	Robinson, C
	Matheson	Ross, A M S	Harrison, Edith	Dawson, Ida	Ross, Lizzie	Middlemiss, Ethel	Mills, Eva
	Manning, Norma	Bathgate, Margaret	Brundrit	Dingwall, Ada	Lindsay	Philp, Edith	Hilton, Lilly
	Sahlmark	Morrison	Rothwell	Nelson	Brundrit	Cadham	Semmens
	Parker, Winnie	Muirhead, Madge	DuVal	Earle	Middlemiss, Ethel	Campbell, G A	Dawson, Ida
	Wishart	Mott, Margaret	Ingram, Ruby	Harrison, Edith	Whimster	Reekie, Catharine	Nelson
	Harrison, Edith	MacKay	Cadham	Mills, Edith	Sahlmark	Smith	Wilson, Margaret
	Craig, Elspeth	Baker, Evelyn	Bathgate, Margaret	Campbell, Annie	Pullen	Read, Bertha	Evans, Mabel
	Douglas, Gertie	Reekie, Catharine	Mills, Edith	Craig, Elspeth	Rothwell	Dunfield, Lena	Finkelstein
	Dunfield, Annie	Belford	Robinson, W A	Wilson, Margaret	Findlay	Pilling, Maud	Middlemiss, Ethel
	Ross, Lizzie	Farr, Mabel	Wilson, Margaret	DuVal	Hayes	Brundrit	Belford
	Mackay	McIvor	McGregor, Lewis	McIvor	Ross A M S	Stevenson	Roy, Jessie
	Hall	Evans, Mabel	Gammon, Georgie	Hilton, Lilly	Belford	Meldrum, Annie	Whimster
	Colcleugh	Finkelstein	Lindsay	Pullen	Wishart, Louise	Gaetz, Marion	McLachlan
	Leeson	Douglas, Gertie	Isbister	Leeson	McLeod	Dawson, Ida	Farr, Mabel
	Davidson, Maggie	Scroggie, Margaret		Cadham	DuVal	Sahlmark	Banning, Ethel
	Warner	Semmens		Bernier	Roy, Jessie	Cavanagh	Salter, Emma
	Meldrum	Ingram, Ruby		Lindsay	Dudderidge	Dudderige	St. John
	Cavanagh	Clement		Jones, Grace	Gray	McIvor	Isbister
	Wilson, Margaret	Davidson, Maggie		Mott, Margaret	Hogg, Annie	Banning	Meldrum, Annie
II.	Murdoff	Banning, Ethel		Neilson, Jessie	Semmens	Lousley	Pedlar, Clarissa
	Mayers	Bernier		Muirhead, Madge	Craig, Elspeth	Earle	DuVal
	Stevenson	McKinnon		Ross, Lizzie	Bathgate, Margaret	McGregor, L	Summerscales
	Semmens	Parker, Winnie		Lousley	Douglas, Gertie	Dingwall	Ingram, Ruby
	Isbister	Hall		Prud'homme	Campbell, G A	Hogg, Annie	Ross, Lizzie
	Middlemiss, Ethel	Robinson		Hayes	Somerset, Ethel	Isbister	Gammon, Georgie
		Gray		Gammon, Georgie	Wilson, Margaret	Hilton, Lilly	Bathgate, Margaret
		Lindsay		Clement	Isbister	Fallis	Reekie, Catharine
		Warner		Jameson, G W	Salter, Emma	Scroggie, Maggie	Cowan, J J
		Jameson		Salter, Anna	Stevenson	Summerscales	Campbell, A
		Cavenagh		Summerscales	Farr, Mabel		Hayes
		McGill, Edna		Murdoff	Ingram		Earle
		Earle		Evans, Mabel	Read, Bertha		McLeod
				Manning, Norma	Hilton, Lilly		Clement
				Brundrit	Earle		Dingwall
				McLeod	MacKay		Dunfield, Lena
				Stevenson	Reekie, Catharine		Stevenson
				Cowan, T H	Robinson, C E		Jameson, G W
				Whimster	Evans, Mabel		Rothwell
				Dudderidge	Meldrum		Neilson, Jessie
					Dunfield, Lena		Manning, Norma
					Manning, Norma		Scroggie, Maggie
					Smith		Mott, Maggie
					Mills, Edith		Ross, A M S
					McLachlan		Leeson
					McKinnon		Robinson, W A
							Davidson, Maggie
							Lindsay

PRELIMINARY

PRELIMINARY—CONTINUED

Class	Latin	Arithmetic.	Algebra.	Euclid.	Canadian History and Geography.	English, Roman and Greek History	English Grammar and Rhetoric
III.	Pilling, Maud Robinson, W A McVicar, Helena Pedlar, Clarissa Pullen Bell, Eunice Smith Philp Hayes McGill, Edna Belford Todd Clement Hilton, Lilly Banning, Ethel Dunfield, Lena Gray Dingwall Muirhead, Madge Earle Ross, A M S Rothwell Neilson, Jessie Gammon, Georgie Lindsay McGregor, Lewis Salter, Emma Scroggie, Maggie Read, Bertha Roy, Jessie Gaetz, Marion McIvor	Campbell, Annie Ross, Lizzie Cowan T H Gammon, Georgie Harrison, Edith Vernon Gaetz, Marion Dunfield, Annie Arsenault Read, Bertha Lagimodière Frank, Margaret Philp, Edith McLeod Sahlmark Dunfield, Lena Meldrum, Annie	Semmens Clement Ross, Lizzie Muirhead, Madge McKinnon Salter, Emma Gleeson Baker, Evelyn Hilton, Lilly Roy, Jessie Mayers Banning, Ethel Hayes Pedlar, Clarissa Farr, Mabel Whimster Neilson, Jessie Dudderidge Wishart, Louise MacKay Evans, Mabel Earle Pullen Hall Cowan, T H Douglas, Gertie McLeod Prud'homme Gaetz, Marion Meldrum, Annie Murdoff Davidson, Maggie McIvor Stevenson Bernier Ross, A M S Lousley Campbell, A G Robinson, Claud Sahlmark Read, Bertha Reekie, Catharine Pilling, Maud Smith Manning, Norma Vernon	Mayers Mackay Belford Finkelstein McGill, Edna Philp Parker, Winnie Warner Wishart, Louise Rothwell McKinnon Middlemiss, Ethel Dunfield, Annie Pilling, Maud Pedlar, Clarissa Gaetz, Marion Bathgate, Maggie Reekie, Catharine McVicar, Helena Arsenault McLachlan Gray Robinson Farr, Mabel Hall Read, Bertha Isbister Young Roy, Jessie Vernon Cavenagh Banning, Ethel Douglas, Gertie Dunfield, Lena Gordon, R G Frank, Margaret Ross, A M S	Hall McGregor, Lewis Cavanagh Dunfield, Annie Morgan, Ethel Banning, Ethel Neilson, Jessie Gammon, Georgie Dingwall, Ada Campbell, A Pilling, Maud Scroggie, Margaret McVicar, Helena Harrison, Edith Pedlar, Clarissa Mott, Margaret Warner Muirhead, Madge Finkelstein Davidson, Maggie Philp Summerscales Vernon Gaetz, Marion Baker, Evelyn Jameson, G W Frank, Margaret Cowan, T H McIvor Matheson	Hayes Pullen Manning, Norma Baker, Evelyn Campbell, Annie Craig, Elspeth Cowan, J J Hall Cowan, T H Bathgate, Margaret McVicar, Helena Harrison, Edith Dunfield, Annie McGill, Edna Lindsay Findlay Gammon, Georgie Morgan, Ethel Robinson, C E Robinson, W A Frank, Margaret Davidson, Maggie Mott, Margaret Evans, Mabel Parker, Winnie Jameson, G W	McVicar, Helena Philp, Edith Fallis Dunfield, Annie Gaetz, Marion Brundrit Baker, Evelyn Pilling, Maud Sahlmark Morgan, Ethel Hall Cowan, T H Read, Bertha Gray Smith Cavanagh McGregor, L Parker, Winnie Frank, Margaret Matheson Vernon MacKay

PRELIMINARY—CONTINUED

Class	English Composition	Poetical Literature	Greek	French	German	Botany
I.	Cowan, J J Findlay Bathgate, M Douglas Read, Bertha McGregor, Isabella Hogg, Annie Somerset, Ethel Mills Warner Mayers Farr, Mabel Neilson, Louise Harrison Frank, Margaret Hilton, Lilly Wilson, M Dawson Bence	McGregor, I Hogg Somerset, E Wishart, L McGill, E	Beaupre Vernon Prud'homme Dubuc McLeod Bernier DuVal McConnell Cowan, J J Cross, H B Sahlmark	McGregor, I Nelson Somerset Campbell, G A Summerscales Craig Douglas McKinnon Brundrit Hogg Ingram Harrison Meldrum	McGregor, I Campbell, G Somerset, E Frank, M Meldrum, A Hogg, A Mills, E Douglas, G Ingram, R Bathgate, M	Mayers Middlemiss, E Dawson, I Evans, M Ross, L Pullen

PRELIMINARY—CONTINUED

Class	English Composition	Poetical Literature	Greek	French	German	Botany
	Fallis	Craig	Clare	Bence	Gammon, G	Dunfield, A
	Ingram, Ruby	Summerscales	Arsenault	Gammon	Harrison, E	Reekie, C
	Hayes	Meldrum, A	Lagimodiere	Fee	Wishart, M L	Wilson, M
	Robinson	Middlemiss, E	Hayes	Mills	McVicar, H	Rothwell
	Ross, A M S	Morrison	McIvor	Wishart	Wilson, M	Bence
	Dudderidge	Gammon	Belford	St. John	Banning, E	Dingwall
	McLachlan	Douglas	Mackay	Frank, Margaret	St. John	Murdoff
	Bunrdrit	Roy	Leeson	Banning	Fee	Nelson
	Parker	Campbell, G A	Matheson	Jameson, G W	Campbell, A	Whimster
	Ross, L	Harrison	Smith	Roy, J	Farr, M	Baker, E
	Stevenson	Muirhead		Semmens	Hilton, L	Muirhead M
	Morgan, Ethel	Mayers		Salter	Pedlar, C	Warner
	DuVal	Lousley		Scroggie, M	Findlay	Mott M
	Craig	Ingram		Hilton, L	Scroggie, M	McKinnon
	McGill	Cadham		Cadham	Roy, J	Semmens
	Baker	Brundrit		Pedlar, C	Parker, W	Read, B
	Gray	Robinson, W A		Bathgate	Robinson, W A	Summerscales
	Semmens	Dunfield, L		Morrison	Baker, E	McLachlan
II.	Whimster			Murdoff	Manning, N	
	MacKay			Whimster	Morgan, E	
	Pilling			Findlay		
	Dunfield, L			Farr, M		
	Nelson			Davidson		
	Smith			Robinson, C E		
	Wishart, Louise			Pilling		
	McKinnon			Ross, L		
	Salter			Warner		
	Campbell, A			Cowan, T H		
	Cadham			Philp		
	Evans			Gray		
	Lindsay			Ross, A M S		
	Pedlar			Read		
	Gammon			Dunfield, A		
	Dunfield, A			Pullen		
	Scroggie					

PRELIMINARY—CONTINUED

Class	English Composition	Poetical Literature	Greek.	French.	German.	*Botany
	Hall Banning Murdoff	Finkelstein Bathgate	Stevenson Earle	Todd Parker		Morrison

PRELIMINARY—CONTINUED

Class	English Composition	Poetical Literature	Greek.	French.	German.	Botany
	Hall	Finkelstein	Stevenson	Todd		Morrison
	Banning	Bathgate	Earle	Parker		Pilling
	Murdoff	Murdoff		Dunfield, L		Isbister
	McVicar	McKinnon		Neilson		Finkelstein
	Robinson, C	Nelson		Manning		Clement
	McLeod	Leeson		Robinson, W A		Hall
	Morrison	Belford		Lindsay		Gaetz, M
	Earle	Warner		McGill		McGill, E
	Philp	Gaetz		Mayers		Craig, E
	Reekie	Philp		Dudderidge		Davidson, M
	Davidson	Bence		Campbell, A G		Cadham
	Leeson	Whimster		Dingwall		Dunfield, L
	Campbell, G	DuVal		Morgan, E		Jamesoh, G W
	Vernon	Banning		McVicar		Fallis
	Meldrum, A	Hilton		Mott		Cowan, T H
	Middlemiss, E	Dawson		Reekie		
	Roy	Scroggie		Evans		
	Clement	Gray		McGregor, L		
	McGregor, L	Pedlar		McLachlan		
	Dingwall	McLachlan		Gaetz		
	Rothwell	Dunfield, A		Finkelstein		
	Sahlmark	Rothwell		Cross, H B		
	Muirhead	Dudderidge		Hall		
	Isbister	Cowan, J J				
III.	Lousley	Cavanagh				
	Gaetz	Hayes				
	Cavanagh	Morgan, E				
	Finkelstein	Dingwall				
	Matheson	Cowan				
	Jameson, G W	Wilson, M				
	Belford	Salter				
	Mott	Semmens				
	Summerscales	Mills				
	St. John	Read				
	Manning	Jameson, G W				
		St. John				
		Robinson, C E				
		Neilson				
		Fallis				
		Smith				
		Ross, L				
		Matheson				
		Mackay				
		Reekie				
		Farr				
		Earle				
		Findlay				
		Manning				

PRELIMINARY—CONTINUED

FRENCH EQUIVALENTS

Racine et Molière	Composition	Grammaire et Rhetorique	Histoire du Canad. et Geog.	Histoire Francaise Romaine et Grec
Beaupre Bernier Dubuc	Bernier Dubuc Beaupre	Beaupre Bernier	Bernier Dubuc Beaupre Prud'homme	Bernier Beaupre Arsenault
Lagimodière Prud'homme	Arsenault	Dubuc Prud'homme	Arsenault Lagimodière	Dubuc Prud'homme Lagimodière
Arsenault	Prud'homme Lagimodière	Arsenault Lagimodière		

LL.B. COURSE

THIRD YEAR

Class	Hawkins.	Pollock.	Maine.	Justinian.	Von Savigny.	Hall.	Broom.	Total.
I	Hudson, A. B. Ormond, Horace	Hudson Ormond Smith	Hudson Ormond	Ormond Hudson	Ormond Hudson	Ormond Hudson	Ormond Hudson	Ormond Hudson
II	Smith, David		Smith			Smith	Smith	Smith
III				Smith	Smith			

SECOND YEAR

Class	Roman Law.	Best.	Underhill.	Leith.	May.	Todd.	Fawcett.	Total.
I	Phillips, Hugh	Phillips	Phillips	Phillips	Phillips	Phillips	Phillips	Phillips

FIRST YEAR

Class	Snell.	Williams.	Anson.	Taswell-Langmead.	O'Sullivan.	Logic.	Bagehot	Baldwin.	Total.
I		Grundy	Grundy	Grundy	Grundy	Grundy.	Grundy	Grundy	Grundy
II	Grundy, H. P.								

FACULTY OF MEDICINE

FINAL YEAR

FACULTY OF MEDICINE

FINAL YEAR

M. D.

Candidates.		Medicine	Surgery	Obstetrics	Clinical Medicine	Clinical Surgery	Sanitary Science	Gynæcology	Total	C. M.
Chambers, J. B., B. A. Chestnut, Wm. Duncan, J. D. Edmison, J. H. Elliott, G. W. Fyfe, Jno. Halldorson, M. B. Kirk, S. J. Lanigan, A. Lockhart, W. T. Maclean, N. J. McPhee, Miss L. F. Perry, D. G. Ponton, T. R., B. A. Riddell, R. M. Riggs, H. W. Rogers, R. R. Ross, D. G., B. A. Ross, R. L. Sharpe, C. T., B. A. Sparling, W. R., B. A. Tripp, J. A. Watt, W. L., B. A. Wilson, W. H.	Honors	Chestnut Riggs Lockhart Maclean Riddell	Watt Riggs McPhee, Miss Maclean Chestnut Riddell Ponton Edmison	Chestnut Riggs Watt Kirk Chambers Riddell Ross, D G McPhee, Miss Sparling Maclean Ponton Perry	Ross, D G Riggs Lockhart Chambers Perry Maclean Watt Chestnut Sharpe McPhee, Miss Riddell Ponton Elliott Lanigan Edmison Fyfe Kirk	Chestnut Watt Perry Ponton Riggs Riddell Chambers Lockhart Ross, D G Elliott	Watt Chestnut Riddell Maclean Perry Sharpe Chambers	Ross, D G McPhee, Miss Tripp Riggs Chestnut Kirk Maclean Chambers Halldorson Perry Sharpe Watt Sparling Duncan Ross, R L	Chestnut Riggs Watt Riddell Ross, D G Chambers Lockhart Perry	Ross, D G McPhee Miss Ross, R L Riggs Sharpe Watt Pullar Lockhart Chambers Chestnut Perry
	Pass	Watt Kirk Tripp Ross, D. G. Sharpe Ross, R. L. Wilson Sparling Fyfe McPhee, Miss Chambers Duncan Lanigan Halldorson Ponton Edmison Perry Roger	Lockhart Duncan Tripp Sharpe Chambers Perry Ross, R L Sparling Kirk Ross, D G Elliott Halldorson Wilson Fyfe	Duncan Fyfe Lockhart Ross, R L Edmison Tripp Sharpe Halldorson Wilson Lanigan Roger Elliott	Duncan Wilson Sparling Ross, R L Roger Halldorson Tripp	Ross, R L Roger Halldorson Sparling Maclean Wilson, W H McPhee, Miss Tripp Sharpe Edmison Kirk Duncan Lanigan	Ross, D G Riggs Lockhart Wilson Fyfe McPhee, Miss Roger Ross, R L Sparling Ponton Duncan Halldorson Elliott Kirk	Edmison Lanigan Lockhart Ponton Elliott Fyfe Riddell Wilson Roger	McPhee, Miss Kirk Sharpe Ponton Tripp Sparling Edmison Ross, R L Duncan Halldorson Wilson Elliott Fyfe Lanigan Roger	

Note,—Drs. W. E. R. Coad, R. J. Matthews, W. M. Pirt, and C. E. Sugden passed in all subjects for license.

THIRD YEAR

Candidates.		Materia Medica and Therapeutics	Medical Jurisprudence	Pathology	Surgical Anatomy	Total
Barker, E. S., B.A. Cameron, S. D. Chalmers, R. K. Davies, D. R. Fleming, J., B.A. Fyfe, John Gordon, H. A., B.A. Harrington, W. J. Irving, J. F. Leeming, J. H. Little, J., B.A. McCalman, D. H., B. A. McKay, W. J., B.A. MacRury, C. W. Mulvey, J. T. Poole, J. S. Ross, B.C. Trick, C. W. Wickware, J. W.	Honors	McCalman Poole Cameron Harrington McKay Leeming Irving	Fyfe McCalman Gordon Poole Cameron Chalmers Fleming Wickware	McCalman Poole	McCalman Cameron Poole McKay Little Harrington	McCalman Poole Cameron
	Pass	Fyfe Barker Little Gordon MacRury Fleming Chalmers Trick Mulvey Davies	Mulvey Harrington Irving McKay Little Davies Trick Leeming MacRury Barker Ross, B C	Barker Trick Gordon McKay Wickware Ross, D G Little Cameron MacRury Mulvey Harrington Chalmers Irving Fleming Fyfe Duncan	Chalmers Barker Gordon Wickware Fleming Irving Tripp Leeming Mulvey MacRury Trick Edmison Davies	Mckay Wickware Gordon Harrington Little Barker Chalmers Fleming Irving Fyfe Trick MacRury Mulvey Leeming Davies

SECOND YEAR

SECOND YEAR

CANDIDATES.		Theoretical Anatomy	Practical Anatomy	Physiology	Practical Chemistry	Organic Chemistry	Total
Barker, E. S., B.A. Bing, A. B. Brandson, B. J. Braden, W. Chalmers, R. K. Creighton, J. A., B. A. Dykes, F. W. Davies, D. R. Fleming, J., B. A. Gordon, H. A., B.A. Hall, W. K. Hislop, J. Leeming, J. H. Little, J., B.A. McCalman, D. H., B.A. McKay, W. J., B. A. Mulvey, J. T. Rose, Wm. Rose, E. P. Taylor, A. R.	Honors	Rose, Wm. Barker McCalman, McKay Taylor Little Brandson Creighton	Little Brandson, McCalman Hislop	Gordon Mulvey Rose, Wm. McCalman Rose, E. P., McKay Dykes Chalmers Leeming, Bing Fleming, Brandson, Barker	Bing McCalman Rose, Wm. Dykes Wickware Taylor Barker	Brandson Rose, Wm. Bing McCalman Rose, E. P. Taylor Barker Dykes Hall	McCalman Brandson, Rose, Wm. Little, Barker Taylor
	Pass	Fleming Hislop Braden, Gordon Rose, E. P. Mulvey, Chalmers Bing, Dykes Hall Tymms	Barker, Gordon, Harrington, Mulvey, McKay, Rose, Wm., Taylor, Wickware Creighton Bing Braden Cameron Chalmers Duncan Dykes Fleming Irving Leeming Rose, E. P.	Creighton, Hislop, Davies, Taylor Little Harrington Hall MacRury	Braden, Little, Rose, E. P., Fyfe Davies Brandson McKay Hall Hislop Chalmers Mulvey Leeming *Creighton *Fleming *Gordon	Little Davies Leeming Mulvey, McKay Chalmers Braden Hislop *Creighton *Fleming *Gordon	McKay, Bing Rose, E. P. Dykes, Hislop, Mulvey Chalmers Leeming Braden, Davies, Hall †Gordon †Creighton, J.A †Fleming

* Exempt, being graduates in Arts.
† Not classified, being exempt from part of examination.

J. F. Irving passed in Chemistry of the Primary.

FIRST YEAR

CANDIDATES.		Theoretical Anatomy	Practical Anatomy	Physiology	Inorganic Chemistry	Histology	Total
Brandson, B. J. Creighton, J. A., B.A. Dykes, F. W. Fraser, A. J., B.A. Hall, W. K. Halpenny, J., B.A. McColm, T. W. McCalman, D. H., B.A. McDonald, E. E. McTavish, W. J. Mulvey, J. T. Procter, R. Richards, R. H. Rocan, R. M. J. Rose, E. W., B.A. Vrooman, C. H. Wadge, H. W., B.A. Woollard, Chas.	Honors	Vrooman Woollard Richards McCalman Brandson Creighton McTavish Fraser Rose	McCalman Fraser McTavish Richards Vrooman Brandson Halpenny Procter Wadge	Richards McCalman Fraser Vrooman Dykes McTavish Halpenny Brandson Creighton McDonald Hall	Fraser Vrooman Richards Brandson	Richards McCalman Halpenny Fraser Vrooman McTavish	Richards Fraser Vrooman McCalman McTavish Brandson
	Pass	McColm Halpenny Mulvey Dykes Wadge Hall Rocan	McColm Wollard Creighton Rose Dykes Hall McDonald Mulvey Rocan	Mulvey Wadge Rose Wollard Procter McColm Rocan	McTavish McColm Mulvey Chalmers McDonald McCalman Leeming Davies Hall Dykes Rocan *Creighton *Wadge *Rose	Wadge Woollard Creighton Brandson Mulvey Leeming McColm Procter Rose McDonald Chalmers Dykes Braden Davies Hall Rocan	Halpenny Woollard Dykes McColm Mulvey Hall McDonald Procter Rocan †Creighton †Wadge †Rose, E W

* Exempt, being graduates in Arts.
† Not classified being exempt from part of examination.

MEDICAL ENTRANCE

MEDICAL ENTRANCE

Class	Latin	Arithmetic	Euclid	Algebra	English Grammar and Rhetoric	English Composition	Poetical Literature
I	Lyall, W G Martin, Jno.	Martin Sinclair					
II	Sinclair, Wm. Ross, D N Meldrum, W	Ross	Ross Sinclair Meldrum	Sinclair	Cross, H B Ross Martin Sinclair	Ross Sinclair	
III	McClung, E J S Montgomery, J A	Meldrum		Ross Meldrum	Meldrum	Martin Meldrum	Sinclair Martin Meldrum

MEDICAL ENTRANCE—CONTINUED

Class	Physics	Botany	Canadian History and Geography	Eng., Roman and Greek History	Total for the Year
I			Meldrum Sinclair		
II	Meldrum Sinclair	Martin	Martin Ross	Sinclair	
III	Ross, D N Burly, Ralph Martin	Ross, O M S Meldrum Sinclair Burly Ross, D N		Meldrum Martin Ross	Sinclair Martin Ross Meldrum

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898.

SPECIAL CLASSICAL COURSE—JUNIOR AND SENIOR B. A.

A. CICERO.

1. Translate:

Equidem non video cur, quid ipse sentiam de morte, non audeam vobis dicere; quod eo melius mihi cernere videor, quo ab ea propius absum. Ego vestros patres, P. Scipio tuque, C. Laeli, viros clarissimos mihique amicissimos vivere arbitror et eam quidem vitam, quae est sola vita nominanda. Nam dum sumus in his inclusi compagibus corporis, munere quodam necessitatis et gravi opere perfungimur: est enim animus caelestis ex altissimo domicilio depressus et quasi demersus in terram, locum divinæ naturæ aeternitatique contrarium. Sed credo Deos immortales sparsisse animos in corpora humana, ut essent, qui terras tuerentur quique caelestium ordinem contemplantes imitarentur eum vitae modo atque constantia. Nec me solum ratio ac disputatio impulit ut ita crederem; sed nobilitas etiam summorum philosophorum et auctoritas.

2. Write (a) grammatical notes on the different uses of the subjunctive found in the extract.

(b) explanatory notes on *munere quodam necessitas et gravi opere: ex altissimo domicilio: sparsisse animos.*

3. This dialogue, "De Senectute," is said to be a tissue of special pleading in favor of old age. Give, with reasons, your own opinion of this statement.

B. LIVY.

4. Translate:

Censu perfecto, quem maturaverat metu legis de incensis latæ cum vinculorum minis mortisque, edixit, ut omnes cives Romani, equites peditesque, in suis quisque centuriis, in campo Martio prima luce adessent. Ibi instructum exercitum omnem suovetaurilibus lustravit; idque conditum lustrum appellatum, quia is censendo finis factus est. Milia octoginta eo lustro civium censa dicuntur: adjicit scriptorum antiquissimus Fabius Pictor, eorum qui arma ferre possent, eum numerum fuisse. Ad eam multitudinem urbs quoque

[Over]

amplificanda visa est. Addit duos colles, Quirinalem Viminalemque: inde deinceps auget Esquilias; ibique ipse, ut loco dignitas fieret, habitat. Aggere et fossis et muro circumdat urbem: ita pomœrium profert.

5. Describe the changes made in the Roman constitution by Servius, and their effect upon the position of the plebeians.

C. VIRGIL.

6. Translate:

(a) Principio, cœlum, ac terras, camposque liquentes,
Lucentemque globum Lunæ, Titaniaque astra,
Spiritus intus alit; totamque, infusa per artus,
Mens agitat molem, et magno se corpore miscet.
Inde hominum pecudumque genus, vitæque volantum,
Et quæ marmoreo fert monstra sub æquore pontus.
Igneus est ollis vigor, et cœlestis origo,
Seminibus; quantum non noxia corpora tardant,
Terrenique hebetant artus, moribundaque membra.
Hinc metuunt, cupiuntque; dolent, gaudentque; neque auras
Respiciunt, clausæ tenebris, et carcere cæco.

7. Translate:

(b) Egressi superant fossas, noctisque per umbram
Castra inimica petunt, multis tamen ante futuri
Exitio. Passim somno vinoque per herbam
Corpora fusa vident; arrectos litore currus;
Inter lora, rotasque, viros, simul arma jacere,
Vina simul. Prior Hyrtacides sic ore locutus:
Euryale, audendum dextrâ: nunc ipsa vocat res:
Hâc iter est. Tu, ne qua manus se attollere nobis
A tergo possit, custodi. et consule longe,
Hæc ego vasta dabo, et lato te limite ducam.
Sic memorat, vocemque premit; simul ense superbum
Rhamnetem aggreditur, qui forte, tapetibus altis
Exstructus, tôto proflabat pectore somnum;
Rex idem, et regi Turno gratissimus augur:
Sed non augurio potuit depellere pestem.

D. HORACE—Odes.

8. Translate:

Caelo tonantem credidimus Iovem
regnare: praeseus divus habebitur
Augustus adiectis Britannis
imperio gravibusque Persis.

[Over]

milesne Crassi coniuge barbara
turpis maritus vixit et hostium—
pro curia inversique mores!—
consenuit socerorum in armis

sub rege Medo Marsus et Apulus,
anciliorum et nominis et togae
oblitus aeternaeque Vestae,
incolumi Iove et urbe Roma?

hoc caverat mens provida Reguli
dissentientis condicionibus
foedis et exemplo trahentis
perniciem veniens in aevum,

si non periret immiserabilis
captiva pubes. signa ego Punicis
adfixa delubris et arma
militibus sine caede, dixit,

derepta vidi; vidi ego civium
retorta tergo brachia libero
portasque non clausas et arva
Marte coli populata nostro.

9. (a) *Milesne Crassi*, (b) *incolumi Iove*, (c) *Reguli*, (d) *signa*. Explain references.

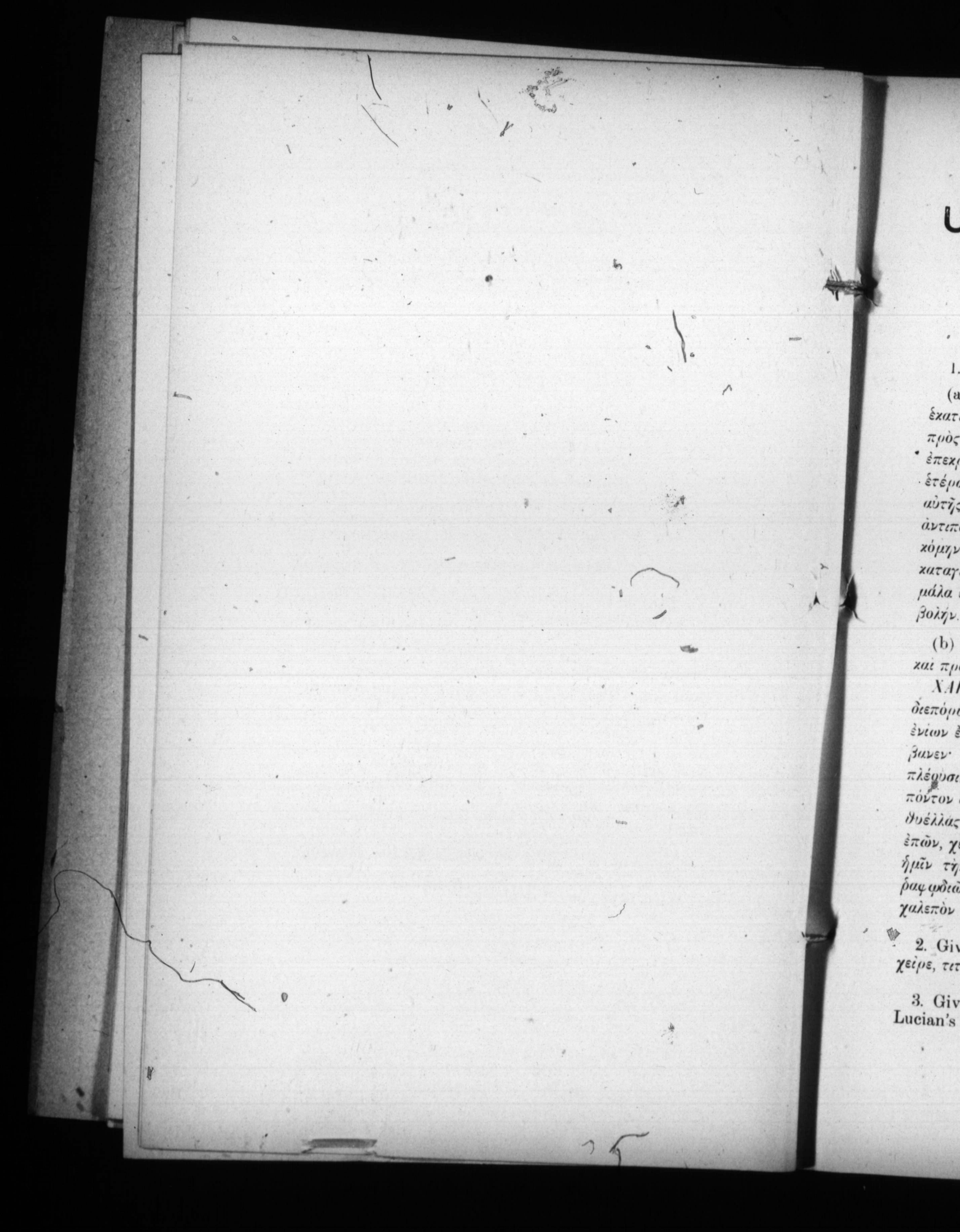
E. HORACE—EPISTLES.

10. Translate:

Quid mihi Celsus agit? monitus multumque monendus,
Privatas ut quaerat opes et tangere vitet
Scripta, Palatinus quaecunque recepit Apollo,
Ne, si forte suas repetitum venerit olim
Grex avium plumas, moveat cornicula risum
Furtivis nudata coloribus. Ipse quid audes?
Quae circumvolitas agilis thyma? Non tibi parvum
Ingenium, non incultum est et turpiter hirtum.

11. Comment on: *Mihi, Palatinus Apollo, cornicula.*

12. What is the object of this epistle?



UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898.

LUCIAN, HOMER, ETC.

1. Translate :

(a) *δύο γυναῖκες λαβόμεναι ταῖν χεροῖν εἰλκόν με πρὸς ἑαυτὴν ἑκατέρα μάλα βιαίως καὶ καρτερῶς· μικροῦ γοῦν με διεσπάσαντο πρὸς ἀλλήλας φιλοτιμούμεναι· καὶ γὰρ ἄρτι μὲν ἂν ἡ ἑτέρα ἐπεκράτει καὶ παρὰ μικρὸν ὅλον εἶχέ με, ἄρτι δ' ἂν αὖθις ὑπὸ τῆς ἑτέρας εἱχόμην. ἐβόων δὲ πρὸς ἀλλήλας ἑκατέρα, ἡ μέν, ὡς αὐτῆς ὄντα με κεκτῆσθαι βούλοιτο, ἡ δέ, ὡς μάτην τῶν ἀλλοτρίων ἀντιποιοῖτο. ἦν δὲ ἡ μὲν ἐργατικὴ καὶ ἀνδρικὴ καὶ ἀχμηρὰ τὴν κόμην, τὼ χεῖρε τύλων ἀνάπλεως, διεζωσμένη τὴν ἐσθῆτα, τιτάνου καταγέμουσα, οἷος ἦν ὁ θεῖος ὁπότε ξέοι τοὺς λίθους. ἡ ἑτέρα δὲ μάλα εὐπρόσωπος καὶ τὸ σχῆμα εὐπρεπὴς καὶ κόσμος τὴν ἀναβολήν.*

(b) *EPM.* *καὶ πόθεν σὺ ἔχεις τι τῶν ἐκείνου εἰδέναι ναύτης ἀεὶ καὶ πρόσκωπος ὤν ;*

ΧΑΡ. *ὁρᾷς ; ὀνειδιστικὸν τοῦτο ἐς τὴν τέχνην. ἐγὼ δὲ ὁπότε διεπόρθμευον. αὐτὸν ἀποθανόντα, πολλὰ ῥαψῳδοῦντος ἀκούσας ἐνίων ἔτι μέμνημαι. καίτοι χειμὼν ἡμᾶς οὐ μικρὸς τότε κατελάμβανεν· ἐπεὶ γὰρ ἤρξατο ᾄδειν οὐ πάνυ αἴσιόν τινα ᾠδὴν τοῖς πλέουσιν, ὡς ὁ Ποσειδῶν συνήγαγε τὰς νεφέλας καὶ ἐτάραξε τὸν πόντον ὥσπερ τορύνην τινὰ ἐμβαλὼν τὴν τρίαιναν καὶ πᾶσας τὰς θυέλλας ὠρόθυνε καὶ ἄλλα πολλά, κυκῶν τὴν θάλατταν ὑπὸ τῶν ἐπῶν, χειμῶν ἄφνω καὶ γνόφος ἐμπεσὼν ὀλίγου δεῖν περιέτρεψεν ἡμῖν τὴν ναῦν· ὅτε περ καὶ ναυτιάσας ἐκεῖνος ἀπήμεσε τῶν ῥαψῳδιῶν τὰς πολλὰς αὐτῇ Σκύλλῃ καὶ Χαρύβδει καὶ Κύκλωπι. οὐ χαλεπὸν οὖν ἦν ἐκ τοσούτου ἐμέτου ὀλίγα γοῦν διαφυλάττειν.*

2. Give reason for case or mood of *χεροῖν, μικροῦ, ὅλον, αὐτῆς, χεῖρε, τιτάνου, ξέοι, ἀναβολήν.*

3. Give an account of the life, style and character of Lucian's writings.

[Over]

4. Translate :

(a) Ζεῦ πάτερ, Ἰδηθεν μεδέων, κύδιστε μέγιστε,
ἠέλιος θ', ὃς πάντ' ἐφορᾷς καὶ πάντ' ἐπακούεις,
καὶ ποταμοὶ καὶ γαῖα, καὶ οἳ ὑπένερθε καμόντας
ἀνθρώπους τίνυσθον, ὅτις κ' ἐπίορκον ὀμόσσῃ,
ὑμεῖς μάρτυροι ἔστε, φυλάσσετε δ' ὅρκια πιστα.
εἰ μέν κεν Μενέλαον Ἀλέξανδρος καταπέφνῃ,
αὐτὸς ἔπειθ' Ἑλένην ἐχέτω καὶ κτήματα πάντα.
ἡμεῖς δ' ἐν νήεσσι νεώμεθα ποντοπόροισιν·
εἰ δέ κ' Ἀλέξανδρον κτείνῃ ξανθὸς Μενέλαος,
Τρῶας ἔπειθ' Ἑλένην καὶ κτήματα πάντ' ἀποδοῦναι
τιμὴν δ' Ἀργείοις ἀποτινέμεν, ἣν τιν' ἔοικεν,
ἥ τε καὶ ἐσσομένοισι μετ' ἀνθρώποισι πέληται.
εἰ δ' ἂν ἐμοὶ τιμὴν Πριάμοιο Πριάμοιό τε παῖδες
τίνειν οὐκ ἐθέλωσιν Ἀλεξάνδροιο πεσόντος,
αὐτὰρ ἐγὼ καὶ ἔπειτα μαχήσομαι εἵνεκα ποινῆς
αὐθι μένων, εἰως κε τέλος πολέμοιο κιχείω.
ἦ καὶ ἀπὸ στομάχους ἀρνῶν τάμε νηλέι χαλκῷ.
καὶ τοὺς μὲν κατέθηκεν ἐπὶ χθονὸς ἀσπαίροντας,
θυμοῦ δευομένους· ἀπὸ γὰρ μένος εἵλετο χαλκός
οἶνον δ' ἐκ κρητῆρος ἀφυσσόμενοι δεπάεσσιν
ἔχχεον, ἠδ' εὔχοντο θεοῖς αἰειγενέτῃσιν.

(b) ὣς εἰπὼν ἀλόχοιο φίλης ἐν χερσὶν ἔθηκεν
παῖδ' ἑόν· ἣ δ' ἄρα μιν κηώδεϊ δέξατο κόλπῳ
δακρυόεν γελάσασα· πόσις δ' ἐλέησε νοήσας,
χειρί τέ μιν κατέρεξεν, ἔπος τ' ἔφατ' ἔκ τ' ὀνόμαζεν·
"δαιμονίη, μή μοι τι λίην ἀκαχίζεο θυμῷ·
οὐ γάρ τίς μ' ὑπὲρ αἶσαν ἀνὴρ Ἄιδι προϊάψει·
μοῖραν δ' οὔ τινά φημι πεφυγμένον ἔμμεναι ἀνδρῶν,
οὐ κακόν, οὐδὲ μὲν ἐσθλόν, ἐπὴν τὰ πρῶτα γένηται.
ἀλλ' εἰς οἶκον ἰοῦσα τὰ σ' αὐτῆς ἔργα κόμιζε,
ἱστόν τ' ἠλακάτην τε, καὶ ἀμφιπόλοισι κέλευε
ἔργον ἐποίχεσθαι· πόλεμος δ' ἀνδρεσσι μελήσει
πᾶσιν, ἐμοὶ δὲ μάλιστα, τοὶ Ἰλίῳ ἐγγεγάασιν."

5. Account for case or mood or number of ἠέλιος, τίνυσθον, νεώμεθα, ἀποδοῦναι, ἣν τιν, πέληται, Ἀλεξάνδροιο.

[Over]

6. Give an account of the position of women among the early Greeks, as seen in Books III. and VI.

7. Translate :

ΠΡ. ζηλῶ σ' ὀθούνεκ' ἐκτὸς αἰτίας κυρεῖς,
πάντων μετασχὼν καὶ τετολμηκὼς ἐμοί
καὶ νῦν ἔασον, μηδέ σοι μελησάτω·
πάντως γὰρ οὐ πείσεις νιν· οὐ γὰρ εὐπειθής.
πάπταινε δ' αὐτὸς μή τι πημανθῇς ὁδῷ·
ΩΚ. πολλῷ γ' ἀμείνων τοὺς πέλας φρονοῦν ἔφυς
ἢ σαυτόν. ἔργῳ κοὐ λόγῳ τεκμαίρομαι,
ὁρμώμενον δὲ μηδαμῶς ἀντισπάσῃς·
αὐχῶ γάρ; αὐχῳ τήνδε δωρεὰν ἐμοὶ
δώσειν Δί', ὥστε τῶνδέ σ' ἐκλῦσαι πόνων.
ΠΡ. τὰ μέν σ' ἐπαινῳ, κοὐδαμῇ λήξω ποτέ·
προθυμίας γὰρ οὐδὲν ἐλλείπεις· ἀτὰρ
μηδὲν πόνει· μάτην γὰρ, οὐδὲν ὠφελῶν
ἐμοί, πονήσεις, εἴ τι καὶ πονεῖν θέλεις
ἀλλ' ἡσύχαζε σαυτὸν, ἐκποδὼν ἔχων·
ἐγὼ γὰρ οὐκ εἰ δυστυχῶ, τοῦδ' εἵνεκα
θέλοιμ' ἂν ὡς πλείστοισι πημονὰς τυχεῖν.

8. Write notes on the use of *μετασχὼν*, *μελησάτω*, *ἐκλῦσαι*; on the mood of *θέλοιμ*; or difference between *εἰ καὶ* and *καὶ εἰ*.

9. What is the place of Æschylus in the history of the drama?

10. Translate :

κἀγὼ δὲ μαρτυρῶ τούτοις· ὁρῶ γὰρ ὥσπερ τῶν ἐν μέτρῳ πεποιημένων ἐπῶν τοὺς μὴ μελετῶντας ἐπιλανθανομένους, οὕτω καὶ τῶν διδασκαλικῶν λόγων τοῖς ἀμελοῦσι λήθην ἐγγιγνομένην. ὅταν δὲ τῶν νουθετικῶν λόγων ἐπιλάθηταί τις, ἐπιλέλησται καὶ ὧν ἡ ψυχὴ πάσχουσα τῆς σωφροσύνης ἐπεθύμει· τούτων δ' ἐπιλαθόμενον οὐδὲν θαυμαστὸν καὶ τῆς σωφροσύνης ἐπιλαθέσθαι. ὁρῶ δὲ καὶ τοὺς εἰς φιλοποσίαν προαχθέντας, καὶ τοὺς εἰς ἔρωτας ἐκκυλισθέντας, ἧττον δυναμένους τῶν τε δεόντων ἐπιμελεῖσθαι καὶ τῶν μὴ δεόντων ἀπέχεσθαι. πολλοὶ γὰρ καὶ χρημάτων δυνάμενοι φειδεσθαι

[Over]

πρὶν ἐρῶν, ἐρασθέντες οὐκέτι δύνανται· καὶ τὰ χρήματα καταναλώσαντες, ὧν πρόσθεν ἀπείχοντο κερδῶν, αἰσχρὰ νομίζοντες εἶναι, τούτων οὐκ ἀπέχονται. πῶς οὖν οὐκ ἐνδέχεται σωφρονήσαντα πρόσθεν οὔτις μὴ σωφρονεῖν, καὶ δίκαια δυνηθέντα πράττειν αὖτις ἀδυνατεῖν; παντα μὲν οὖν ἔμοιγε δοκεῖ τὰ καλὰ καὶ τἀγαθὰ ἀσκητὰ εἶναι, οὐχ ἥκιστα δὲ σωφροσύνη. ἐν γὰρ τῷ αὐτῷ σώματι συμπεφυτευμέναι τῇ ψυχῇ αἱ ἡδοναὶ πείθουσιν αὐτὴν μὴ σωφρονεῖν, ἀλλὰ τὴν ταχίστην ἑαυταῖς τε καὶ τῷ σώματι χαρίζεσθαι.

11. Write a note on the use of μὴ in the extract, and account for the different genitives.

12. What was the attitude of Socrates to the religion of his day, and to religion in general?

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898

SPECIAL CLASSICAL COURSE

PLINY, JUVENAL, ETC.

1. Translate:

Ideo dilata cognitione ad consulendum te decucurri. Visa est enim mihi res digna consultatione, maxime propter periclitantium numerum. Multi enim omnis aetatis, omnis ordinis, utriusque sexus etiam, vocantur in periculum et vocabuntur. Neque civitates tantum sed vicos etiam atque agros superstitionis istius contagio pervagata est? quae videtur sisti et corrigi posse. Certe satis constat prope iam desolata templa coepisse celebrari et sacra sollemnia diu intermissa repeti pastumque venire victimarum, cuius adhuc rarissimus emptor inveniebatur. Ex quo facile est opinari, quae turba hominum emendari possit, si sit paenitentiae locus.

2. What position did Pliny hold when writing the above? What was the particular point on which he consulted Trajan, and what was the latter's reply? How does Pliny justify the punishment of the Christians?

3. Translate the following extracts. State the connection of each, and write grammatical or explanatory notes on the italicised words:

(a) non tamen omnino *Marci* nostri *ληκύθους* fugimus.
(b) effinge aliquid quod *sit* perpetuo tuum.
(c) erat in proximo stilus et *pugillares*,
(d) usus ille sole, mox *frigida*, gustaverat.
(e) fortes fortuna iuvat.

4. Translate:

haec eadem Peleus, raptum cum luget Achillem,
atque alius, cui fas Ithacum lugere natantem.
incolumi Troia Priamus venisset ad umbras
Assaraci magnis sollemnibus, Hectore funus
portante ac reliquis fratrum cervicibus inter
Iliadum lacrimas, ut primos edere planctus

[Over]

Cassandra inciperet scissaque Polyxena palla,
si foret exstinctus diverso tempore, quo non
coeperat audaces Paris aedificare carinas.
longa dies igitur quid contulit? omnia vidit
eversa et flammis Asiam ferroque cadentem.

5. (a) Explain: raptum Achillem; Alius; Ithacum; audaces carinas.
(b) give reasons for case of *Haec*; *cervicibus*; and for mood and tense of *foret exstinctus*.

6. "Quam continuis et quantis longa senectus Plena malis!" What are these evils according to Juvenal? What does he advise men to pray for?

7. Shew briefly how Sejanus, Cicero and Alexander are introduced to "point a moral."

8. Translate:

δεκάτῳ δὲ ἔτει μετ' αὐτὴν αὖθις ὁ βάρβαρος τῷ μεγάλῳ στόλῳ ἐπὶ τὴν Ἑλλάδα δουλωσόμενος ἦλθεν. καὶ μεγάλου κινδύνου ἐπικρεμασθέντος οἵ τε Λακεδαιμόνιοι τῶν ξυμπολεμησάντων Ἑλλήνων ἡγήσαντο δυνάμει προὔχοντες, καὶ οἱ Ἀθηναῖοι ἐπιόντων τῶν Μήδων διανοηθέντες ἐκλιπεῖν τὴν πόλιν καὶ ἀνασκευασάμενοι ἐς τὰς ναῦς ἐμβάντες ναυτικοὶ ἐγένοντο. κοινῇ τε ἀπωσάμενοι τὸν βάρβαρον, ὕστερον οὐ πολλῷ διεκρίθησαν πρός τε Ἀθηναίους καὶ Λακεδαιμονίους οἵ τε ἀποστάντες βασιλέως Ἕλληνες καὶ οἱ ξυμπολεμήσαντες. δυνάμει γὰρ ταῦτα μέγιστα διεφάνη. ἴσχυον γὰρ οἱ μὲν κατὰ γῆν οἱ δὲ ναυσίν. καὶ ὀλίγον μὲν χρόνον ξυνέμεινεν ἡ ὁμαιχμία, ἔπειτα [δὲ] διενεχθέντες οἵ Λακεδαιμόνιοι καὶ οἱ Ἀθηναῖοι ἐπολέμησαν μετὰ τῶν ξυμμάχων πρὸς ἀλλήλους· καὶ τῶν ἄλλων Ἑλλήνων εἴ τινές που διασταῖεν, πρὸς τούτους ἤδη ἐχώρουν.

9. Translate:

Ἡ μὲν πρέσβευσις ἡμῶν οὐκ ἐς ἀντιλογίαν τοῖς ὑμετέροις ξυμμάχοις ἐγένετο, ἀλλὰ περὶ ὧν ἡ πόλις ἔπεμψεν· αἰσθόμενοι δὲ καταβοὴν οὐκ ὀλίγην οὖσαν ἡμῶν παρήλθομεν, οὐ τοῖς ἐγκλήμασι τῶν πόλεων ἀντερροῦντες, οὐ γὰρ παρὰ δικασταῖς ὑμῖν οὔτε ἡμῶν οὔτε τούτων οἱ λόγοι ἂν γίγνοιντο, ἀλλ' ὅπως μὴ ῥᾳδίως περὶ μεγά-

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λων πραγμάτων, τοῖς ξυμμάχοις πειθόμενοι χεῖρον βουλεύσησθε καὶ ἅμα βουλόμενοι περὶ τοῦ παντὸς λόγου τοῦ ἐς ἡμᾶς καθεστῶτος δηλῶσαι ὡς οὔτε ἀπεικότως ἔχομεν ἃ κεκτήμεθα, ἥ τε πόλις ἡμῶν ἀξία λόγου ἐστί.

10. (a) Summarize the Athenian Envoys' justification of the imperialism of Athens.
(b) Briefly describe the detection and death of Pausanias.
(c) State shortly Pericles' war policy as outlined in his speech.

11. Translate:

περιεμένομεν οὖν ἑκάστοτε, ἕως ἀνοιχθείη τὸ δεσμωτήριον, διατρίβοντες μετ' ἀλλήλων· ἀνεῴγετο γὰρ οὐ πρῴ· ἐπειδὴ δὲ ἀνοιχθείη, εἰσήειμεν παρὰ τὸν Σωκράτη καὶ τὰ πολλὰ διημερεύομεν μετ' αὐτοῦ. καὶ δὴ καί τότε πρωϊαίτερον ξυνελέγημεν. τῇ γαρ προτεραίᾳ ἡμέρᾳ ἐπειδὴ ἐξήλθομεν ἐκ τοῦ δεσμωτηρίου ἑσπέρας, ἐπυθόμεθα ὅτι τὸ πλοῖον ἐκ Δήλου ἀφιγμένον εἴη. παρηγγείλαμεν οὖν ἀλλήλοις ἥκειν ὡς πρωϊαίτατα εἰς τὸ εἰωθός. καὶ ἥκομεν, καὶ ἡμῖν ἐξελθὼν ὁ θυρωρός, ὅσπερ εἰώθει ὑπακούειν, εἶπε περιμένειν καὶ μὴ πρότερον παριέναι, ἕως ἂν αὐτὸς κελεύσῃ· λύουσι γάρ, ἔφη, οἱ ἑνδεκα Σωκράτῃ καὶ παραγγέλλουσιν ὅπως ἂν τῇδε τῇ ἡμέρᾳ τελευτήσῃ.

12. Explain:

τὸ πλοῖον ἐκ Δήλου;
οἱ ἕνδεκα;
the construction of ἕως.

13. Write brief explanatory notes on:
(a) ἀνάμνησις μάθησις.
(b) ἁρμονία ἡ ψυχή.
(c) νοῦς ἐστιν ὁ διακοσμῶν παντα.
(d) τῷ Ἀσκληπίῳ ὀφείλομεν ἀλεκτρυόνα.

14. (a) Justify the propriety of the title "Phædo."
(b) Compare, in regard to the nature of arguments used, the Socrates of the Phædo with the Socrates of the Memorabilia.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898

SPECIAL CLASSICAL COURSE—SENIOR B. A.

A—PLAUTUS.

1. Translate :

EUCLIO.

Perii interii occidi ! quo curram ? quo non curram ? tene tene : quem quis ?
Nescio, nil video : cætus eo atque equidem quo eam aut ubi sim aut qui sim,
Nequeo cum animo certum investigare. Obsecro vos ego mi auxilio
Oro obtestor, sitis et hominem demonstretis, qui eam abstulerit.
Quid ais tu ? tibi credere certumst : nam esse bonum e voltu cognosco.
Quid est quod ridetis ? novi omnis : scio fures esse hic compluris
Qui vestitu et creta occultant sese atque sedent quasi sint frugi.
Hem, nemon habet horum ? occidisti : dic igitur quis habet. Nescis ?
Heu me misere miserum : perii : male perditus pessume ornatus eo :
Tantum gemiti et malæ mæstitiæ hic dies mi optulit et famem et pauperiem :
Perditissimus ego sum
Omnium in terra : nam quid mihi opust vita qui perdidi tantum auri
Quod sedulo concustodivi.

2. Comment on the case or mood of : *mi, auxilio, demonstretis, abstulerit, sint.*

3. Frugi : (a) Explain this use of the word ; (b) compare it ; (c) give its Greek equivalent.

4. Vestitu et creta : atque sedent ; explain allusions.

5. Describe the character of Euclid, referring to instances in the play as illustrations.

[Over]

B—TERENCA.

6. Translate :

My. Obsecro,
Quem uideo ? Estne hic Crito sobrinus Chrysidis ?
Is est. Cr. O Mysis, salue. My. Saluos sis, Crito.
Cr. Itan Chrysis ? Hem. My. Nos quidem pol miseras perdidit.
Cr. Quid uos ? Quo pacto hic ? Satine recte ? My. Nosne ? Sic
Ut quimus, aiunt, quando ut uolumus non licet.
Cr. Quid Glycerium ? Iam his suos parentis repperit ?
My. Utinam. Cr. An nondum etiam ? Haud auspicato huc me attuli :
Nam pol, si id scissem, nunquam huc tetulissem pedem :
Semper enim dictast esse hæc atque habitast soror :
Quæ illius fuerunt, possidet : nunc me hospitem
Litis sequi, quam id mihi sit facile atque utile,
Aliorum exempla commonent : simul arbitror,
Iam aliquem esse amicum et defensorem ei : nam fere
Grandiuscula iam profectast illinc. Clamitent
Me sycophantam, hereditatem persequi
Mendicum : tum ipsam despoliare non lubet.
My. O optime hospes, pol crito antiquom obtines.
Cr. Duc me ad eam, quando huc ueni, ut uideam. My. Maxume.
Da. Sequar hos : me nolo in tempore hoc uideat senex.

7. Write grammatical notes: *scissem, tetulissem, clamitent*

8. Derive *Sobrinus,* and *sycophantam,* explaining the origin of the latter.

9. Senex : who is meant ? (b) Give an account of the part played by Davos in the comedy.

C—TACITUS.

10. Translate :

Igitur Romanus qui aderat exercitus sextum post cladis annum trium legionum ossa, nullo noscente alienas reliquias an suorum humo tegeret, omnes ut coniunctos, ut consanguineos, aucta in hostem ira, maesti simul et infensi condebant. primum extruendo tumulo caespitem Caesar posuit, gratissimo munere in defunctos et praesentibus doloris socius. quod Tiberio haud probatum, seu cuncta Germanici in deterius trahenti, sive exercitum imagine caesorum insepultorumque

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tardatum ad proelia et formidolosiorem hostium credebat; neque imperatorem auguratu et vetustssimis caerimoniis praeditum adtrectare feralia debuisse.

11. Write grammatical notes on: *tegeret* and *formidolosiorem.*

12. *Cladis*: give an account of this event.

13. Sketch the character of Germinicus as given in this book.

D.—TERTULIAN.

14. Transiate:

Quot adhuc vobis repurgandæ leges latent, quas neque annorum numerus, neque conditorum dignitas commendat, sed æquitas sola? et ideo cum iniquæ recognoscuntur, merito damnantur, licet damnent. Quomodo iniquas dicimus? imo, si nomen puniunt, etiam stultas. Si vero facta, cur in nobis de solo nomine puniunt facta, quæ in aliis de admisso, non de nomine probata defendunt? Incestus sum, cur non requirunt? infanticida, cur non extorquent? in deos, in Cæsares aliquid committo, cur non audior, qui habeo quo purger? Nulla lex vetat discuti quod prohibet admitti; quia neque judex juste ulciscitur, nisi cognoscat admissum esse quod non licet; neque civis fideliter legi obsequitur, ignorans, quale sit, quod ulciscitur. Nulla lex sibi soli conscientiam justitiæ suæ debet, sed eis, a quibus obsequium expectat. Ceterum suspecta lex est, quæ probari se non vult, improba autem, si non probata dominetur.

15. *Aequitas, iniquae*: Explain the apparent contradiction.

16. What is Tertullian's object in the part of this work read?

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY 1898

SPECIAL CLASSICAL COURSE.

UNSPECIFIED GREEK AUTHORS.

Translate :

Ὣς ὁ μὲν ἔν κλισίῃσι Μενοιτίου ἄλκιμος υἱὸς
ἰᾶτ' Εὐρύπυλον βεβλημένον· οἱ δ' ἐμάχοντο
Ἀργεῖοι καὶ Τρῶες ὁμιλαδόν· οὐδ' ἄρ' ἔμελλε
τάφρος ἔτι σχήσειν Δαναῶν καὶ τεῖχος ὑπερθεν
εὐρύ, τὸ ποιήσαντο νεῶν ὕπερ, ἀμφὶ δὲ τάφρον
ἤλασαν· οὐδὲ θεοῖσι δόσαν κλειτὰς ἑκατόμβας,
ὄφρα σφιν νῆάς τε θοὰς καὶ λῆΐδα πολλὴν
ἐντὸς ἔχον ῥύοιτο· θεῶν δ' ἀέκητι τέτυκτο
ἀθανάτων· τὸ καὶ οὔ τι πολὺν χρόνον ἔμπεδον ἦεν.
ὄφρα μὲν Ἕκτωρ ζωὸς ἔην καὶ μήνι' Ἀχιλλεὺς
καὶ Πριάμοιο ἄνακτος ἀπόρθητος πόλις ἔπλε,
τόφρα δὲ καὶ μέγα τεῖχος Ἀχαιῶν ἔμπεδον ἦεν.
αὐτὰρ ἐπεὶ κατὰ μὲν Τρώων θάνον ὅσσοι ἄριστοι,
πολλοὶ δ' Ἀργείων οἱ μὲν δάμεν, οἱ δ' ἐλίποντο,
πέρθετο δὲ Πριάμοιο πόλις δεκάτῳ ἐνιαυτῷ.
Ἀργεῖοι δ' ἐν νηυσὶ φίλην ἐς πατρίδ' ἔβησαν,
δὴ τότε μητιόωντο Ποσειδάων καὶ Ἀπόλλων
τεῖχος ἀμαλδῦναι, ποταμῶν μένος εἰσαγαγόντες.
ὅσσοι ἀπ' Ἰδαίων ὀρέων ἅλαδε προρέουσι,
Ῥῆσός θ' Ἑπτάπορός τε Κάρησός τε Ῥοδίος τε
Γρήνικός τε καὶ Αἴσηπος δῖός τε Σκάμανδρος
καὶ Σιμόεις, ὅθι πολλὰ βοάγρια καὶ τρυφάλειαι
κάππεσον ἐν κονίῃσι καὶ ἡμιθέων γένος ἀνδρῶν.

Τοῦτον τὸν ποταμὸν τὸν Ἰνδὸν ὑπὸ τὴν ἕω διέβαινε ξὺν τῇ στρατιᾷ Ἀλέξανδρος ἐς τῶν Ἰνδῶν τὴν γῆν. Τὸ δὲ ζεῦγμα τὸ ἐπὶ τοῦ Ἰνδοῦ ποταμοῦ ὅπως μὲν ἐποιήθη Ἀλεξάνδρῳ οὔτε Ἀρισ-

[Over]

τὸ βουλὸς οὔτε Πτολεμαῖος, οἷς μάλιστα ἐγὼ ἕπομαι, λέγουσιν. οὐδὲ αὐτὸς ἔχω ἀτρεκῶς εἰκάσαι, πότερα πλοίοις ἐζεύχθη ὁ πόρος, καθάπερ οὖν ὁ Ἑλλήσποντός τε πρὸς Ξέρξου καὶ ὁ Βόσπορός τε καὶ ὁ Ἴστρος πρὸς Δαρείου ἢ γέφυρα κατὰ τοῦ ποταμοῦ διηνεκὴς ἐποιήθη αὐτῷ· δοκεῖ δὲ ἔμοιγε πλοίοις μάλλον ζευχθῆναι· οὐ γὰρ ἂν δέξασθαι γέφυραν τὸ βάθος τοῦ ὕδατος, οὐδ' ἂν ἐν τοσῷδε χρόνῳ ἔργον οὕτως ἄτοπον ξυντελεσθῆναι.

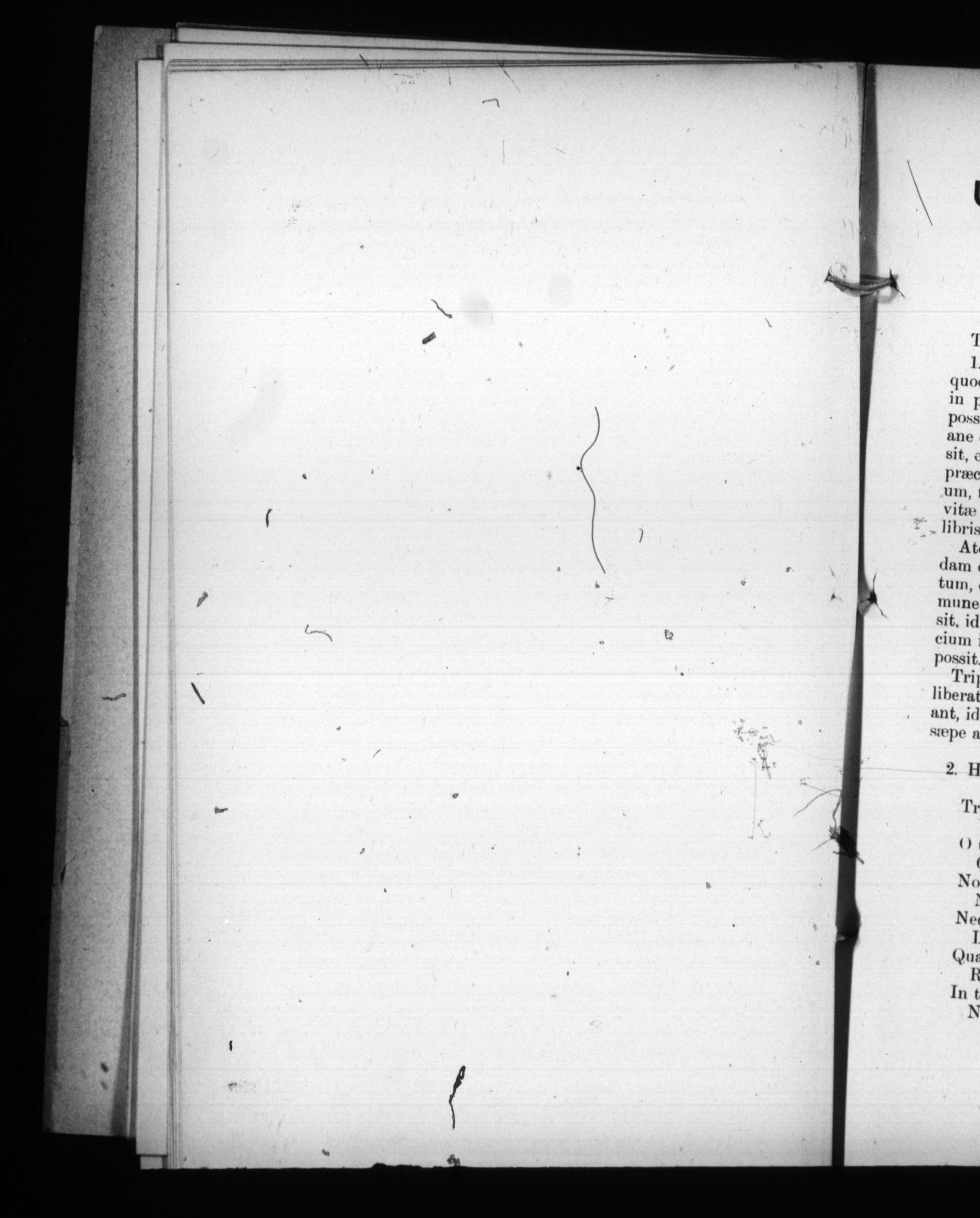
Ὡς δὲ διέβη πέραν τοῦ Ἰνδοῦ ποταμοῦ, καὶ ἐνταῦθα αὖ θύει κατὰ νόμον Ἀλέξανδρος. ἄρας δὲ ἀπὸ τοῦ Ἰνδοῦ ἐς Τάξιλα ἀφίκετο, πόλιν μεγάλην καὶ εὐδαίμονα, τὴν μεγίστην τῶν μεταξὺ Ἰνδοῦ τε ποταμοῦ καὶ Ὑδάσπου. καὶ ἐδέχετο αὐτὸν Ταξίλης ὁ ὕπαρχος τῆς πόλεως καὶ αὐτοὶ οἱ τῇδε Ἰνδοὶ φιλίως. καὶ Ἀλέξανδρος προστίθησιν αὐτοῖς χώραν τῆς ὁμόρου ὅσης ἐδέοντο. καὶ φρουρὰν ἀπολιπὼν ἐν Ταξίλοις καὶ τοὺς ἀπομάχους τῶν στρατιωτῶν διὰ νόσον, αὐτὸς ἦγεν ὡς ἐπὶ τὸν Ὑδάσπην ποταμόν.

Ἐπ' ἐκεῖνα γὰρ τοῦ Ὑδάσπου Πῶρος αὐτῷ εἶναι ἐξηγγέλλετο ξὺν τῇ στρατιᾷ πάσῃ, ἐγνωκὼς εἴργειν τοῦ πόρου αὐτὸν ἢ περῶντι ἐπιτίθεσθαι. ταῦτα ὡς ἔγνω Ἀλέξανδρος, Κοῖνον μὲν τὸν Πολεμοκράτους πέμψας ὀπίσω ἐπὶ τὸν Ἰνδὸν ποταμὸν τὰ πλοῖα ὅσα παρεσκεύαστο αὐτῷ ἐπὶ τοῦ πόρου τοῦ Ἰνδοῦ ξυντεμόντα κελεύει φέρειν ὡς ἐπὶ τὸν Ὑδάσπην ποταμόν.

ἐν δὲ τῇ Ἀτλαντίδι ταύτῃ νήσῳ μεγάλῃ συνέστη καὶ θαυμαστὴ δύναμις βασιλέων, κρατοῦσα μὲν ἁπάσης τῆς νήσου, πολλῶν δὲ ἄλλων νήσων καὶ μερῶν τῆς ἠπείρου. πρὸς δὲ τούτοις ἔτι τῶν ἐντὸς τῇδε Λιβύης μὲν ἦρχον ἄχρι πρὸς Αἴγυπτον, τῆς δὲ Εὐρώπης, μέχρι Τυρρηνίας. αὕτη δὲ πᾶσα ξυναθροισθεῖσα εἰς ἓν ἡ δύναμις τόν τε παρ' ὑμῖν καὶ τὸν παρ' ἡμῖν καὶ τὸν ἐντὸς τοῦ στόματος πάντα τόπον μιᾷ ποτ' ἐπεχείρησεν ὁρμῇ δουλοῦσθαι. τότε σύν ὑμῶν, ὦ Σόλων, τῆς πόλεως ἡ δύναμις εἰς ἅπαντας ἀνθρώπους διαφανὴς ἀρετῇ τε καὶ ῥώμῃ ἐγένετο. πάντων γὰρ προστᾶσα εὐψυχίᾳ καὶ τέχναις ὅσαι κατὰ πόλεμον, τὰ μὲν τῶν Ἑλλήνων ἡγουμένη, τὰ δ' αὐτὴ μονωθεῖσα ἐξ ἀνάγκης τῶν ἄλλων ἀποστάντων, ἐπὶ τοὺς ἐσχάτους ἀφικομένη κινδύνους, κρατήσασα μὲν τῶν ἐπιόντων τρόπαια ἀνέστησε, τοὺς δὲ μή πω δεδουλωμένους διεκώλυσε δουλωθῆναι· τοὺς δ' ἄλλους, ὅσοι κατοικοῦμεν ἐντὸς ὅρων Ἡρακλείων, ἀφθόνως ἅπαντας ἠλευθέρωσεν. ὑστέρῳ δὲ χρόνῳ

[Over]

σεισμῶν καὶ κατακλυσμῶν γενομένων, μιᾶς ἡμέρας καὶ νυκτὸς χαλεπῆς ἐλθούσης, τό τε παρ' ὑμῶν μάχιμον πᾶν ἀθρόον ἔδυ κατὰ γῆς, ἥ τε Ἀτλαντὶς νῆσος ὡσαύτως κατὰ τῆς θαλάσσης δῦσα ἠφανίσθη.



UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898

UNSPECIFIED LATIN AUTHORS.

Translate;

1. "Omnis de officio duplex est quæstio. Unum genus est, quod pertinet ad finem bonorum: alterum, quod positum est in præceptis, quibus in omnes partes usus vitæ conformari possit. Superioris generis hujus modi exempla sunt; omnia ne officia perfecta sint; numquid officium aliud alio majus sit, et quæ sunt generis ejusdem. Quorum autem officiorum præcepta traduntur, ea quamquam pertinent ad finem bonorum, tamen minus id apparet, quia magis ad institutionem vitæ communis spectare videntur: de quibus est nobis his libris explicandum.

Atque etiam alia divisio est officii. Nam et medium quoddam officium dicitur, et perfectum. Perfectum officium rectum, opinor vocemus, quod Græci *κατόρθωμα*, hoc autem commune officium vocant. Atque ea sic definiunt, ut rectum quod sit, id officium perfectum esse definant; medium autem officium id esse dicunt, quod cur factum sit, ratio probabilis reddi possit.

Triplex igitur est, ut Panætio videtur, consilii capiendi deliberatio. Nam aut honestumne factu sit, an turpe, dubitant, id, quod in deliberationem cadit; in quo considerando sæpe animi in contrarias sententias distrahuntur."

2. Hanc tua Penelope lento tibi mittit, Ulysse.
Nil mihi rescribas attamen: ipse veni:
Troja jacet, certè Danaï invisa puellis:
Vix Priamus tanti, totaque Troja, fuit.
O utinam tunc, cùm Lacedæmona classe petebat,
Obtrutus insanis esset adulter aquis!
Non ego deserto jacuissem frigida lecto,
Nec quererer tardos ire relicta dies;
Nec mihi, quærenti spatiosam fallere noctem,
Lassaret viduas pendula tela manus.
Quando ego non timui graviora pericula veris?
Res est soliciti plena timoris amor.
In te fingebam violentos Troas ituros:
Nomine in Hectoreo pallida semper eram.

[Over]

Denique, quis quis erat castris jugulatus Achivis,
Frigidius glacie pectus amantis erat.
Sed bene consuluit casto Deus æquus amori :
Versa est in cinerem sospite Troja viro.
Argolici rediere duces ; altaria fumant ;
Ponitur ad patrios barbara præda Deos.
Graia ferunt Nymphæ pro salvis dona maritis :
Illi victa suis Troia fata canunt.

3. "Igitur eo dolore impeditus, et quia stultitiæ videbatur alienam rem periculo suo curare, legatos ad Bocchum mittit, postulatum, 'ne sina causâ hostis populo Romano fieret ; habere tum magam copiam societatis amicitiæque conjungendæ, quæ potior bello esset : quamquam opibus suis confideret, tamen non debere incerta pro certis mutare : omne bellum sumi facile, ceterum ægerrime desinere : non in ejusdem potestate initium ejus et finem esse ; incipere cuivis, etiam ignavo, licere ; deponi, quum victores velint. Proinde sibi regnoque suo consuleret, neu florentes res suas cum Jugurthæ perditis misceret.' Ad ea rex satis placide verba facit : 'sese pacem cupere, sed Jugurthæ fortunarum misereri ; si eadem illi copia fieret, omnia conventura.' Rursus imperator contra postulata Bocchi nuntios mittit : ille probare partim, alia abnuere. Eo modo sæpe ab utroque missis remissisque nuntiis tempus procedere, et ex Metelli voluntate bellum intactum trahi."

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898.

SPECIAL CLASSICAL COURSE—SENIOR B.A.

ARISTOTLE, ETC.

I—ARISTOTLE.

1. Translate :

οἱ μὲν οὖν πολλοὶ παντελῶς ἀνδραποδώδεις φαίνονται βοσκημάτων βίον προαιρούμενοι, τυγχάνουσι δὲ λόγου διὰ τὸ πολλοὺς τῶν ἐν ταῖς ἐξουσίαις ὁμοιοπαθεῖν Σαρδαναπάλλῳ. οἱ δὲ χαρίεντες καὶ πρακτικοὶ τιμήν· τοῦ γὰρ πολιτικοῦ βίου σχεδὸν τοῦτο τέλος· Φαίνεται δ' ἐπιπαλαιότερον εἶναι τοῦ ζητουμένου· δοκεῖ γὰρ ἐν τοῖς τιμῶσι μᾶλλον εἶναι ἢ ἐν τῷ τιμωμένῳ, τἀγαθὸν δὲ οἰκεῖόν τι καὶ δυσαφαίρετον εἶναι μαντευόμεθα. Ἔτι δ' ἐοίκασι τὴν τιμὴν διώκειν, ἵνα πιστεύωσιν ἑαυτοὺς ἀγαθοὺς εἶναι· ζητοῦσι γοῦν ὑπὸ τῶν φρονίμων τιμᾶσθαι, καὶ παρ' οἷς γεγνώσκονται, καὶ ἐπ' ἀρετῇ· δῆλον οὖν ὅτι κατά γε τούτους ἡ ἀρετὴ κρείττων. Τάχα δὲ καὶ μᾶλλον ἄν τις τέλος τοῦ πολιτικοῦ βίου ταύτην ὑπολάβοι. Φαίνεται δὲ ἀτελεστέρα καὶ αὕτη. δοκεῖ γὰρ ἐνδέχεσθαι καὶ καθεύδειν ἔχοντα τὴν ἀρετήν, ἢ ἀπρακτεῖν διὰ βίου, καὶ πρὸς τούτοις κακοπαθεῖν καὶ ἀτυχεῖν τὰ μέγιστα. τὸν δ' οὕτω ζῶντα οὐδεὶς ἂν εὐδαιμονίσειεν, εἰ μὴ θέσιν διαφυλάττων.

2. (a) *πολιτικοῦ βίου.* What other kinds of *βίος* does Aristotle refer to ?

(b) Explain : *τοῦ ζητουμενου* ; *ἀτελεστέρα* ; *θέσιν διαφυλάττων.*

3. Shew how Aristotle tests his definition of the Chief Good, by comparing it with various popular or philosophical opinions.

On what grounds does he think such a comparison profitable ?

[Over]

4. Write short explanatory notes on :

(a) ἀμφοῖν ὄντοιν φίλοιν ὅσιον προτιμᾶν τὴν ἀλήθειαν.

(b) φύσει πολιτικὸς ἄνθρωπος.

(c) ἐν βίῳ τελείῳ.

(d) γελοῖοι φάινονται πρὸς ἡμᾶς ἀναφερόμενοι.

II—ARISTOPHANES.

5. Translate :

(a) *ΠΕ.* οὐχ οὗτος οὖν δήπου 'στιν ὀρνίθων πόλος ;
ΕΠΟΨ. πόλος ; τίνα τρόπον ;
ΠΕ. ὥσπερ εἰ λέγοις τόπος.
ὁτιὴ δὲ πολεῖται τοῦτο καὶ διέρχεται
ἅπαντα, διὰ τοῦτό γε καλεῖται νῦν πόλος·
ἢν δ' οἰκίσητε τοῦτο καὶ φράξηθ' ἅπαξ,
ἐκ τοῦ πόλου τούτου κεκλήσεται πόλις.
ὥστ' ἄρξετ' ἀνθρώπων μὲν ὥσπερ παρνόπων,
τοὺς δ' αὖ θεοὺς ἀπολεῖτε λιμῷ Μηλίῳ.
ΕΠΟΨ. πῶς ;
ΠΕ. ἐν μέσῳ δήπουθεν ἀήρ ἐστι γῆς.
εἶθ' ὥσπερ ἡμεῖς, ἢν ἰέναι βουλώμεθα
Πυθώδε, Βοιωτοὺς δίοδον αἰτούμεθα,
οὕτως, ὅταν θύσωσιν ἄνθρωποι θεοῖς,
ἢν μὴ φόρον φέρωσιν ὑμῖν οἱ θεοὶ,
διὰ τῆς πόλεως τῆς ἀλλοτρίας καὶ τοῦ χάους
τῶν μηρίων τὴν κνῖσαν οὐ διαφρήσετε.

(b) τοῖς κριταῖς εἰπεῖν τι βουλόμεσθα τὴς νίκης πέρι,
ὅσ' ἀγάθ' ἢν κρίνωσιν ἡμᾶς, πᾶσιν αὐτοῖς δώσομεν,
ὥστε κρείττω δῶρα πολλῷ τῶν Ἀλεξάνδρου λαβεῖν.
πρῶτα μὲν γὰρ οὐ μάλιστα πᾶς κριτὴς ἐφίεται,
γλαῦκες ὑμᾶς οὔποτ' ἐπιλείψουσι Λαυρειωτικαί·
ἀλλ' ἐνοικήσουσιν ἔνδον, ἔν τε τοῖς βαλλαντίοις
ἐννεοττεύσουσι κἀκλέψουσι μικρὰ κέρματα,
εἶτα πρὸς τούτοισιν ὥσπερ ἐν ἱεροῖς οἰκήσετε.
τὰς γὰρ ὑμῶν οἰκίας ἐρέψομεν πρὸς ἀετόν·
κἂν λαχόντες ἀρχίδιον εἶθ' ἁρπάσαι βούλησθέ τι,
ὀξὺν ἱεράκισκον ἐς τὰς χεῖρας ὑμῖν δώσομεν.

[Over

6. (a) Parse in (i) *φραξηθ'*, *ἀπολεῖτε*, *γῆς*; in (ii) *λαχόντες*.

(b) Explain in (i) *λιμῷ Μηλίῳ*, *Πυθώδε*; in (ii) *χριταῖς*, *Αλεξάνδρον*, *Λαυρειωτικαι*.

7. Write short notes on (a) the humorous features of the Embassy of the Three Gods; (b) Aristophanes as a satirist.

8. Translate and explain the following, stating the connection in which they are found:

(a) *μηδὲν φοβήθῃς· ἔστι γάρ τι ῥίζιον*
ὃ διατραγοντ' ἔσεσθον ἐπτερωμένω.

(b) *λάβε τὸ βίβλιον.*

(c) *Παράλος ἦ Σαλαμινία;*

(d) *τουτὶ λαβών μου τὸ σκιάδειον ὑπέρεμπε*
ἄνωθεν, ὡς ἄν μή μ' ὁρῶσιν οἱ θεοί.

III—THEOCRITUS.

9. Translate:

νῦν ἴα μὲν φορέοιτε βάτοι, φορέοιτε δ' ἄκανθαι,
ἁ δὲ καλὰ νάρκισσος ἐπ' ἀρκεύθοισι κομάσαι·
πάντα δ' ἔναλλα γένοιντο, καὶ ἁ πίτυς ὄγχνας ἐνείκαι,
Δάφνις ἐπεὶ θνάσκει· καὶ τὰς κύνας ὤλαφος ἔλκοι,
καὶ ξ ὀρέων τοὶ σκῶπες ἀηδόσι δηρίσαιντο.
λήγετε βωκολικᾶς, Μῶσαι, ἴτε, λήγετ', ἀοιδᾶς.
χὠ μὲν τόσσ' εἰπὼν ἀπεπαύσατο· τὸν δ' Ἀφροδίτα
ἤθελ' ἀνορθῶσαι· τά γε μὰν λίνα πάντα λελοίπει
ἐκ Μοιρᾶν· χὠ Δάφνις ἔβα ῥόον· ἔκλυσε δίνα
τὸν Μώσαις φίλον ἄνδρα, τὸν οὐ Νύμφαισιν ἀπεχθῆ.
λήγετε βωκολικᾶς, Μῶσαι, ἴτε, λήγετ' ἀοιδᾶς.
καὶ τὺ δίδου τὰν αἶγα, τὸ τὲ σκύφος· ὥς μιν ἀμέλξας
σπείσω ταῖς Μοίσαις· ὦ χαίρετε πολλάκι, Μοισαι,
χαίρετ'· ἐγὼ δ' ὔμμιν καὶ ἐς ὕστερον ἄδιον ἁσῶ.
πλῆρές τοι μέλιτος τὸ καλὸν στόμα, Θύρσι, γένοιτο,
πλῆρές τοι σχαδόνων, καὶ ἀπ' Αἰγίλω ἰσχάδα τρώγοις
ἀδεῖαν, τέττιγος ἐπεὶ τύ γα φέρτερον ἄδεις.
ἠνίδε τοι τὸ δέπας· θῦσαι, φίλος, ὡς καλὸν ὄσδει·
Ὡρᾶν πεπλύσθαι νιν ἐπὶ κράναισι δοκασεῖς.

[Over]

10. (a) Parse fully : *κόμισω, σπέισω, Ὥρᾶν, πεπλύσθαι.*
(b) Write out in Attic forms the last five lines.

11. (a) Define and explain "Idyll."
(b) Describe the chief merits of Theocritus' Pastoral Poetry.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898.

SENIOR B.A.

LATIN GRAMMAR.

1. Explain the terme epicene noun, cognate accusative, indirect reflective, deliberative subjunctive, subjective genitive, and subjunctive of attraction.

2. Give gen. sing. and gen. plu. when found, of vas,(a vessel), ancile, plus, dives, Bacchanalia paterfamilias, cometes, deni, fruge, and of the comparatives of frugi, senex and vetus.

3. Distinguish as to meaning: primo, primum; ac and atque; certe, certo; quidam, quispiam, quis, quisquam; bina castrà, duo castrà; ad imam vallem, ad infimam vallem; eum dixisse hoc credo, ei dicenti hoc credo; Fac animo modereris, Fac animum modereris; ad Romam, ad Italiam; utrum velit necne rogo, seu vult seu non vult hoc rogo.

4. Explain partitive genitive, genitive of characteristic, genitive of definition, and genitive of price, stating the limitations in usage of each.

5. State with examples when fore ut, and futurum fuisse ut are used. With what verbs is the indicative employed in expressing conditions contrary to fact?

6. Express in Latin: Two-fifths; To think of my going away without accomplishing anything!; He was thrifty for a slave; Wretch that I am for doing this!; He was too good t, be unkind; The city began to be built B.C. 753; I am afraid to go home.

7. Account for the moods of the italicised words: Cupit habere unde *solvat*. Mihi irascitur quod cum *neglexerim*. Nos autem satisfacere rei publicae videmur si istius tela *vitemus*. Ita *vivam* ut te amo. Id est convenienter *naturæ* vivere.

8. Name the different conjunctions which introduce causal and concessive clauses, and state what mood is used with each. How else may they be expressed?

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY 1898

SPECIAL CLASSICAL COURSE—SENIOR B.A.

GREEK GRAMMAR.

1. Explain, with an example of each:
Anacoluthon; pleonasm; asyndeton; locative case; gnomic aorist; Attic reduplication.

2. What do you know of *absolute cases* in Greek? Give examples.

3. What is meant by the double system of comparison of the Greek adjective? Compare:
χαρίεις, πόλυς, μέσος, ἐχθρός, μάλα, ἄγχι, πλήσιον.

4. Write down the futures and aorists (1st per. sing. ind. only) of:
ἄγω, αἱρέω, τέμνω, ἁλίσκομαι, βλώσκω, ἐλάυνω, θνήσκω, ἵστημι, νομίζω, πάσχω.

5. (a) What are the principal uses of the middle voice?
(b) Distinguish between:
δανείζω, δανείζομαι:
χρῆσαι, χρήσασθαι:
γράφω, γράφομαι.

6. Give brief rules and examples for the expression in Greek of (a) Purpose, (b) Wish.

7. Translate and explain carefully the construction of:
(a) *οὐ μὴ τοῦτο γένηται.*
(b) *ὅπως μὴ σαυτον οἰκτιεῖς ποτέ.*
(c) *τί δῆτα μέλλεις μὴ οὐ γεγωνίσκειν τό πᾶν.*
(d) *Ὀλύμπια νικᾶν.*

8. Give the force of the particle *ἄν* with (a) the indicative mood, (b) the participle.

[Over]

9. Distinguish between:

εἶτα, εἴτε, εἴθε:

ἤδη, ᾗδη, ᾖδε:

εἴδετε, εἰδότε:

ταῦτα, ταὐτα:

ψυχή, ψύχη:

γοῦν, μὲν οὖν, δὲ οὖν.

10. Translate into Greek:

(a) If they had been wise, they would have appointed Pericles general, with three others.

(b) The judge praised all whom he saw acting well.

(c) They asked us to deliberate well upon the whole subject before we came to a decision.

(d) We fear that we have missed both at once.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898.

SPECIAL CLASSICAL COURSE.—SENIOR B.A.

LATIN PROSE.

Translate into Latin:

Meanwhile a detachment of cavalry had been sent to the doomed city to remove its population to Carthage. The infantry followed to carry out the sentence of destruction. When they entered the gates, they found none of the circumstances which commonly attend the capture of a town. Instead of the panic and confusion which follow the breaking open of a gate, the battering down of a wall, or the storming of a citadel; instead of hostile shouts, the rush of armed soldiery through the streets, the indiscriminate havoc of fire and sword, there was nothing but dreary silence. speechless grief, and universal stupefaction. For very fear men forgot what to take and what to leave behind, and each appealed to his neighbor for the counsel which his own reflection was power less to afford. Sometimes they stood motionless on their thresholds, sometimes they wandered aimlessly through the homes on which they would never look again. But soon the cavalry with shouts of impatience commanded them to quit the place, the crash of the houses, which were being demolished in the outskirts of the city, reached their ears, and the dust, rising from opposite quarters, covered everything with a dense cloud. They hastily picked up anything they could; and bidding farewell to their hearths and homes, and the rooms where they were born and reared, they passed into the streets, which were now filled with a continuous stream of fugitives. As they looked on others, the sense of a common suffering renewed their tears; and cries of anguish even broke from the crowd, and especially from the women, as they passed their revered temples in the occupation of armed men, and left their gods, as it seemed, in the hands of their enemies.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898.

SPECIAL CLASSICAL COURSE— SENIOR B. A.

GREEK PROSE.

Translate into Greek prose:

After a short interval, Charles, turning to Philip, who, in an attitude of deep respect, stood awaiting his commands, he thus addressed him: "If the vast possessions which are now bestowed on you had come by inheritance there would be abundant cause for graditude. How much more when they come as a free gift in the life time of your father? But, however large the debt, I shall consider it all repaid, if only you discharge your duty to your subjects. So rule over them that men shall commend and not censure me for the part I am now acting. Go on as you have begun. Fear God; live justly; respect the laws; above all cherish the interests of religion, and may the Almighty bless you with a son, to whom, when old and stricken with disease, you may be able to resign your kingdom with the same good will with which I now resign mine to you." As he ceased, Philip, much affected, would have thrown himself at his father's feet, assuring him of his intention to do all in his power to merit such goodness, but Charles, raising his son, tenderly embraced him, while the tears flowed fast down his cheeks.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898.

SPECIAL CLASSICAL COURSE—SENIOR B.A.

GREEK AND ROMAN HISTORY.

I.

GREEK HISTORY.

[Candidates are requested to answer only four questions in each division.]

1. Compare Pericles, Nicias, and Alcibiades as representatives of their times, and estimate the influence they severally exerted on the destinies of Athens.

2. Discuss (a) the capture of Sphacteria, (b) its effect upon the Athenians and Spartans respectively, and (c) upon the continuance of the war.

3. Describe the part taken by Demosthenes in the Sicilian expedition, and discuss his plans for the conduct of the war.

4. Compare the relative positions of Athens and Sparta immediately after the Sicilian War.

5. Between whom and with what results were the following battles fought: Sybota, Delium, Abydos, Cyzicus, Aegospotami.

6. Write brief explanatory notes on: (a) The Council of the Four Hundred, (b) The Board of Five, (c) The Board of Thirty.

II.

ROMAN HISTORY.

1. (a) Explain *Jus Latii*, *Municipium* *Lex Sempronia*; (b) State the rights and capacities included in the Roman franchise; (c) Give the meaning and purpose of the division of the judicia.

[Over]

2. Explain *Lex Hortensia*, and state how the reforms of Sulla affected the legislative power of the Senate and the function of the Tribunate.

3. What was the composition, character, and weakness of the first Triumvirate? Compare it with the second.

4. Give an account of the Tribunate of Clodius, and trace briefly the history of Cicero from that point to the close of his life.

5. Give an account of the battle of Actium and the career of Antony.

6. What were the causes of the Second Civil War? Mention the leading characters in it.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898

SPECIAL CLASSICAL COURSE.

LATIN GRAMMAR AND PROSE—DIV. A.

1. Explain, giving one example of each: *asyndeton, hendiadys, chiasmus, periphrastic* conjugation, accusative of *exclamation.*

2. Write grammatical notes on the italicised cases in:

(a) plus *quingenti* mortui sunt.

(b) mea *ipsius* culpa est.

(c) *quo* quis melior est, eo beatior.

(d) *Corinthi* exercitus propior *hostem* fuit.

(e) quid *mihi* Celsus agit?

(f) multum *eorum* interest.

3. Distinguish between the use or meaning of *annon, necne; quisnam, quisquam, ecquis; dicit, inquit; est qui,* with idicative or subjunctive.

4. The following words are found with different tenses or moods: *utinam, dum, quum.* Explain the difference of meaning in each case.

5. State with examples the use of the participle in Latin.

6. In turning direct into indirect speech what changes of mood occur in expressing imperatives, rhetorical questions, and relative sentences? Translate into the indirect form: "(He said) I promise to come to-morrow, if you are ready."

7. (a) What different constructions are used after the various conjunctions which introduce *causal* and *concessive* clauses?

(b) Translate, so as to show the various ways of expressing "purpose": "He sent his servants to ask for the fruit."

[Over]

LATIN PROSE.

1. Translate into Latin, changing to oratio obliqua :

"Awake fellow-citizens, be men of noble hearts and generous disposition. If you drive the enemy from your gates you will enjoy unmolested peace and prosperity. When will your tottering fatherland call you from your present indifference ?

2. Sent to Spain, he at once attracted the admiration of the entire army. The esteem of the old soldiers was further won by his father's memory. 'Can this,' said they, 'be Hamilcar, restored to us again in his youth ?' They saw in him the same features, the same animated look and penetrating eye, the same high spirit and bitter hatred of the Roman. Naturally fearless with confidence in his own powers, with a temper adapted to obey as well as to command, he was beloved by all. He could endure any labor ; and whatever time was left to him after business was finished he gave to repose ; yet he would lie, not on a soft couch, but on the bare ground, among the guards, wrapped in his military cloak.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898

DIVISION A.

GREEK GRAMMAR AND PROSE.

1. Give the Attic forms for the following, according to the laws of contraction, crasis or euphony:

δηλόεις, πλακόεις, στάσεας, ἱέρεας, Ἕρμεας, τοι ἄν, και αὕτη, ὁ ἐπί, γραφ-δην, σπενδ-σο, ἐσπένδ-μαι, πεφάνσθαι.

2. Accent the genit. sing. and genit plu. of *σῦκον, σπονδή, θήρ, θάλασσα, σῶμα*; and also the following parts of the verb *διδοναι, λελυμενος, διδους, λελυκῶς, προδου.*

3. Write the gen. sing., vocat. sing. and dat. plu. of *γέρας, οὖς, γυνή, κύων, θριξ, ἰχθύς, λέων, χείρ*; also the acc. sing. masc. and dat. plu. of the adjectives: *τάλας, τιμήεις.*

4. Distinguish as to meaning: *τῷ, τω*; *οἱ, οἷ*; *οὗτοι, οὕτοι*; *ποῦ, πού*; *πότε, ποτέ*; *ἄλλα, ἀλλά*; *οὐκοῦν, οὔκουν*; *ἕστησα, ἔστην*; *παύω, παύομαι*; *ἐπείγω, ἐπείγομαι*; *ἡ ἄλλη πόλις, ἄλλη πολις.*

5. (a) Write out the first pers. sing. of the perfect active of: *ἐσθίω, ἀλίσκομαι, ἀνοίγω, ἐάω, λαγχάνω*; perfect midd. of: *ἀφικνέομαι, ἐλέγχω*; the aorist passive indic. of: *ὁράω, πλήσσω, στρέφω.*

(b) Write out in full, the imperfect indic. of: *εἶμι, ἵημι*; 2nd aorist optative passive of *τίθημι.*

6. Explain the syntax of the underlined words: *ὕδατος τὴν κύλικα πληροῦν*; *ἅμα τῇ ἡμέρᾳ*; *τον ὑμέτερον αὐτῶν πατέρα ὁραω*; *ὅπως μὴ σαυτόν οἰκτιεῖς ποτέ*; *περιήγγειλεν ὡς μάχης ἐσομένης*; *ἦλθε σὺν ᾗ εἶχε δυνάμει*; *θαυμάζω εἰ ὄκνειτε.*

(b) When is *μή* used with participles and relatives?

7. Translate into Greek:

(a) As, when fighting is necessary, he is accounted the strongest and bravest, who has subdued the greatest number

[Over]

of his foes, so when we have to persuade, that man should be held to be the most eloquent and efficient, who has brought over the greatest number to his way of thinking.

(b) Having done this, and summoned the Corcyraeans to an assembly, they told them that this which they had done was the best thing for them, and that so they would be in the least danger of being enslaved by the Athenians; and they directed that for the future they should receive neither party except coming in a quiet manner with a single ship, but should consider a large force as hostile.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY 1898

JUNIOR B.A.—SPECIAL CLASSICAL COURSE.

GREEK AND ROMAN HISTORY.

I.

GREEK HISTORY.

[You are requested to answer only four questions in each division.]

1. Describe (a) the institutions attributed Lycurgus.
   (b) the reforms of Cleisthenes.

2. Show fully the part played by Themistocles (a) in the Persian war, (b) in the fortification of Athens.

3. Give a short acconnt of the principal successes of the Athenians and Lacedemonians respectively in the Peloponnesian war, up to the peace of Nicias.

4. Give a brief aecount of the Sicilian expedition.

5. When, between whom, and with what results, were the following battles fought: Cunaxa, Leuctra, Chæronea. Arbela.

6. Estimate briefly the influence on their country of Pericles, Socrates, Epaminondas, Demosthenes.

II.

ROMAN HISTORY.

1. Describe the destruction of Rome by the Gauls, giving the legends of the capture of the city and the defence of the Capitol.

2. Give a brief account of the origin of the Plebeians, and of their struggle with the Patricians, until they secured political equality.

[Over]

3. Relate the causes, chief events and consequences of the First Punic War.

4. When, between whom, and with what results, were the following battles fought: Zama, Pydna, Vercellae, Tigranocerta, Philippi?

5. What extension did the Roman empire receive at the hands of Pompey, Caesar and Augustus respectively?

6. (a) How was the First Triumvirate formed? (b) Who composed it? (c) Describe the character of each of its members. (d) What events caused its dissolution?

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898.

SENIOR B.A.

INTEGRAL CALCULUS AND SOLID GEOMETRY

1. Explain integration as the inverse of differentiation and also as a sum.

Write down the infinite series of which $\int_0^1 \frac{dx}{1+x}$ is the sum.

When n becomes infinite, find the limit of the sum of the series

$$\frac{1}{\sqrt{(1+n+n^2)}} + \frac{1}{\sqrt{(2^2+2n+n^2)}} + \ldots\ldots$$
$$+ \frac{1}{\sqrt{\{(n-1)^2+n-1)n+n^2\}}}$$

Write down the integrals of:

a^x, $\operatorname{cosec}^2 x$, $\frac{1}{x\sqrt{(x^2-a^2)}}$, $\cot x$, $\frac{1}{a^2+x^2}$.

2. Establish the relation

$$\int V dx = \int V \frac{dx}{dz} dz$$

for changing the independent variable, V being a function of x.

Integrate

$$\int \frac{x dx}{\sqrt{(1+x^2)}}, \int \frac{dx}{x\sqrt{(2ax-a^2)}}, \int \frac{d\theta}{\cos\theta} \quad \int \frac{dx}{x^3(x^2-1)^{\frac{1}{2}}}$$

3. Connect $\int \sin^p x \cos^q x \, dx$ with $\int \sin^{p+2} x \cos^q x \, dx$ and reduce $\int a^x x^n dx$.

Evaluate $\int_0^{\frac{\pi}{4}} \sin^2\theta \cos^4\theta \, d\theta$, $\int_0^{\frac{\pi}{2}} \sin^2 3\theta \, d\theta$, $\int_0^{\frac{\pi}{2}} \sin^7\theta \cos^3\theta \, d\theta$.

Integrate $\int \frac{x^5 dx}{(x^2+1)(x-4)}$ and $\int \frac{(2x+3)dx}{x^3+x^2-2x}$.

[Over]

4. A point on a curve is defined thus :

$$x = a\cos\theta - a\cos^2\theta$$

$$y = a\sin\theta - \frac{a}{2}\sin 2\theta$$

Find the length of the arc between the points given by $\theta = \frac{\pi}{3}$ and $\theta = \frac{2\pi}{3}$.

Find the entire area of the Lemniscate $r^2 = a^2\cos 2\theta$.

5. Find the volume generated by the rotation about the tangent at the vertex, of the segment of a parabola cut off by the latus rectum.

6. Interpret the equations

$$(a)\ f(x) = 0 \qquad (b)\ \left.\begin{matrix}\varphi = o\\ r = a\end{matrix}\right\}$$

Find the distance between two points in terms of their co-ordinates.

Find the locus of points which are equi-distant from the points (1,2,3) and (3,2,−1).

7. Define the direction cosines of a line and prove that the sum of their squares is equal to unity.

Obtain the equations to a straight line in the form

$$\frac{x-\alpha}{l} = \frac{y-\beta}{m} = \frac{z-\gamma}{n} = r$$

and explain the significance of r.

Find the condition that the two straight lines whose direction cosines are given by the equations

$$Al + Bm + Cn = 0$$

$$Pl^2 + Qm^2 + Rn^2 = 0$$

may be at right angles to each other.

8. Find the centre of the surface given by the general equation of the second degree.

Find the conditions for (1) a line of centres, (2) a plane of centres, (3) a centre at a finite distance, and state what classes of surfaces these conditions determine.

Determine the nature of the surface

$$2x^2 + 5y^2 + 3z^2 + 2yz - 8zx - 2xy - 1 = 0$$

9. The plane $lx + my + nz - p = 0$ will touch the ellipsoid $\frac{x^2}{a^2} + \frac{y^2}{b^2} + \frac{z^2}{c^2} = 1$ if $p^2 = a^2l^2 + b^2m^2 + c^2n^2$

[Over]

The sum of the squares of three conjugate semi-diameters is constant.

OL, OM, ON are conjugate semi-diameter of an ellipsoid; x_1, y_1, z_1, the co-ordinates of L; x_2, y_2, z_2, and x_3, y_3, z_3, the co-ordinates of M and N respectively. Prove that the equation to the plane LMN is

$$\frac{x}{a^2}(x_1+x_2+x_3)+\frac{y}{b^2}(y_1+y_2+y_3)+\frac{z}{c^2}(z_1+z_2+z_3)=1$$

10. Find the equation for the length of the axis of any plane central section of $\frac{x^2}{a^2}+\frac{y^2}{b^2}+\frac{z^2}{c^2}=1$ and deduce the area of the section.

Prove that if the section of the surface

$$\frac{yz}{a^2}+\frac{zx}{b^2}+\frac{xy}{c^2}=1$$

by the plane $lx+my+nz=0$, be a rectangular hyperbola then

$$\frac{1}{la^2}+\frac{1}{mb^2}+\frac{1}{nc^2}=0$$

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EXAMINATIONS, MAY, 1898

SENIOR B.A.

DIFFERENTIAL CALCULUS

1. Define the *differential coefficient* of a function and find from the definition the differential coefficient of (a) the quotient of two functions, (b) $\tan x$, (c) $\tan^{-1}x$.

Explain the significance of a negative differential coefficient.

Differentiate x^x and $\log \dfrac{1-\cos x}{1+\cos x}$.

2. Establish the theorem of Leibnitz for the nth differential coefficient of the product of two functions of x.

When $y = x \log x$, find $\dfrac{d^n y}{dx^n}$. Is the result true for all values of n?

Show that $y = (\sin^{-1}x)^2$ satisfies the equation

$$(1-x^2)\frac{d^2y}{dx^2} - x\frac{dy}{dx} = 2.$$

Deduce the relation

$$(1-x^2)\frac{d^{n+2}y}{dx^{n+2}} - (2n+1)x\frac{d^{n+1}y}{dx^{n+1}} - n^2\frac{d^n y}{dx^n} = 0$$

and use it to obtain the expansion of $(\sin^{-1}x)^2$ in powers of x.

3. Enunciate Taylor's Theorem, and deduce Maclaurin's Theorem. Use Maclaurin's Theorem to expand $\tan^{-1}x$.

4. Define *partial differential coefficients* and show that "the order of independent differentiation is indifferent."

If u be a homogeneous function of n dimension then

$$x\frac{du}{dx} + y\frac{du}{dy} = nu.$$

Verify your result when $u = xy\varphi\left\{\dfrac{y}{x}\right\}$.

[Over]

5. Show how to treat the indeterminate forms

$$\frac{0}{0} \text{ and } 1^{\infty} \text{ by evaluating } \frac{a^{x-1}}{x} \text{ and } x^{\frac{1}{1-x}}$$

If Lt. $x=0 \dfrac{\cos 4x+a_1 \cos 2x+a_2}{x^4}$ have a finite limit, find it and determine the necessary values of a_1 and a_2.

6. What is meant by *maxima and minima values* of a function? Show how Taylor's theorem may be used to discover such values.

Investigate the expression sec $x-x$ for such values.

7. Find the equation to the tangent and normal at any point of a curve.

Show that if $x \cos \theta+y \sin \theta=f(\theta)$ be the equation to the tangent of a curve, the equation to the corresponding normal is $x \sin \theta-y \cos \theta+f'(\theta)=0$.

8. Obtain the formula

$$\rho=\frac{\left\{1+\left(\frac{dy}{dx}\right)^2\right\}^{\frac{3}{2}}}{\frac{d^2y}{dx^2}}$$

and find the radius of curvature at the origin of

$$y^3-x^3-y+4x=0$$

Trace the curve.

9. Define an *envelope* and prove that the locus of the ultimate intersections of a series of curves touches each of the series of intersecting curves.

Find the envelope of the line

$$\frac{x}{\alpha}+\frac{y}{\beta}=1$$

where α and β are connected by the equation $\alpha^m+\beta^m=c^m$.

10. Trace the curves

(a) $x^3-y^3-ay^2=0$

(b) $r=a \sin 5\theta$.

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EXAMINATIONS, MAY, 1898

SENIOR B. A.

HIGHER STATICS AND OPTICS.

1. Any number of forces act on a particle in any directions: determine the magnitude and direction of their resultant, and deduce the conditions of equilibrium.

A weight of twelve pounds is suspended by a string AB from a fixed point A, and a force P acts horizontally at B on the string. What must be the magnitude of P in order that the angle ABP may be 135 degrees?

2. Define a couple, and the axis of a couple. Find the resultant of any number of forces acting on a rigid body in any directions, and determine the condition among the forces that they may have a single resultant.

Like parallel forces, each equal to P, act at three of the corners of a square; at the other corner such a force acts that the whole system is a couple: determine the moment of the couple, a side of the square being equal to a.

3. State and prove Guldinus's Properties. Apply them to find the solid content and the surface of the ring formed by the revolution of a circle round a straight line in its own plane which it does not meet.

4. Find the centre of gravity:

(a) Of a plane area bounded by a parabola whose equation is $y = 2(ax)^{\frac{1}{2}}$.

(b) Of the area between a straight line ($y = kx$) and a curve ($y^2 = 4ax$).

Deduce the polar formulæ for the "abscissa" and "ordinate" of the centre of gravity of a plane area.

5. State the Laws of Friction. A particle is constrained to remain on a rough surface: determine the condition of equilibrium.

[Over]

A rough plane is inclined to the horizon at an angle of 60 degrees. Find the magnitude and the direction of the least force which will prevent a body weighing 100 lbs. from sliding down the plane $\left\{\mu=\frac{1}{\sqrt{3}}\right\}$.

6 Investigate the equation to the common catenary, and reduce it to the form $s=\frac{1}{2}c\left\{e^{\frac{x}{c}}-e^{-\frac{x}{c}}\right\}$

7. When a small plane area is illuminated by a pencil of rays emanating from a point, determine the law of variation of the illumination at any point.

8. What is the Least Circle of Aberration? Determine its position and magnitude. Explain the formation of focal lines when a small oblique pencil is reflected at a spherical surface.

9. Explain the Critical Angle. What is an equivalent lens? Find the focal length of a lens equivalent to a combination of two lenses of given focal lengths (f, f_2) on the same axis at a given distance (a) from each other.

What single lens is equivalent to a combination of a double convex lens of focal length two inches in contact with a double concave lens of focal length four inches.

10. Explain Geometrical Image and Virtual Image. Shew that Gregory's telescope gives a real image. An object is placed at a distance of four inches from a concave lens of two inches focal length; is the image erect or inverted? explain clearly.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898.

SENIOR B.A.

HYDROSTATICS AND OPTICS.

1. Define the whole pressure of a fluid on any surface. The whole pressure of a liquid on a surface is equal to the weight of a column of liquid of which the base is equal to the area of the surface, and the height is equal to the depth of its centroid below the surface of the liquid.

Compare the whole pressure on the curved surface and the plane base of a solid hemisphere which is just immersed in water with its base horizontal and downwards.

2. Define the centre of pressure and the metacentre.

A rectangle is immersed in a liquid with one side in the surface. Determine the centre of pressure.

Find the conditions of equilibrium of a solid floating in a liquid and partly supported by a string.

A solid cylinder, one end of which is rounded off in the form of a hemisphere, floats with the spherical surface partly immersed. Find the greatest height of the cylinder which is consistent with stability of equilibrium.

3. Describe the barometer. Explain how it is graduated. Assuming that a change from 30 inches to 24 inches in the height of the barometer corresponds to an altitude of 5,712 feet, find the altitude corresponding to the height 15.36 inches of the barometer.

4. Explain the action of the common pump, and find the tension of the piston rod.

5. Describe Nicholson's Hydrometer, and explain how the specific gravities of a solid and a liquid are compared by means of it Give another method of making this comparison.

[Over]

A hydrometer marks graduations a,b,c, in liquids whose densities are P_1, P_2, P_3, respectively. Prove that

$$\frac{b-c}{P_1}+\frac{c-a}{P_2}+\frac{a-b}{P_3}=o.$$

6. State the laws of reflection and refraction of light.

Find the distance of the geometrical focus of a pencil of rays from the centre after direct refraction at a spherical surface.

A ray of light is incident from a point A and reflected at a given plane surface to another point B. Supposing B fixed, find the locus of A, when the whole length of the incident and reflected ray is constant.

7. Find the geometrical focus of a pencil after direct refraction through a lens, the thickness of which is neglected.

The radii of the surfaces of a double convex lens are one and six inches, and the refracting index 1.6, find the focal length.

8. Find the geometrical focus of a pencil of rays after direct refraction through a series of lenses whose axes are coincident, the lenses being separated by finite intervals.

Four convex lenses having a common axis are placed at intervals of 1. 5, 10 inches from each other, the focal length of the first three being 5 inches and that of the last 1 inch. If a pencil of parallel rays fall on the first, determine the point to which they all converge after passing through the system.

9. Describe the astronomical telescope. Investigate the defects of this instrument and point out how they may be diminished.

The object-glass of an astronomical telescope has a focal length of 40 inches, and the focal length of each lens of the Ramsden's eypiece is 3 inches. Find the position of the eyepiece when adjusted for ordinary eyes, and the magnifying power of the telescope.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898

SENIOR B.A.

NEWTON AND ASTRONOMY.

1. State and prove Lemma II.
Show that the volume of a right cone is $\frac{1}{3}$ of the cylinder of the same base and of the same altitude.

2. State and prove Lemma XI.
The sagitta of an arc is ultimately one quarter of the subtense drawn at the extremity of the arc parallel to the sagitta.

3. When a body revolves in an orbit, subject to the action of forces tending to a fixed point, the areas which it describes by radii drawn to the fixed centre of force, are in one fixed plane, and are proportional to the times of describing them.
In the ellipse described about the focus S, ASHA′ being the major axis :
Time in arc AB: time in arc BA′ : : $\pi - 2e : \pi + 2e$.
When e is the extremity of the ellipse.

4. A body is revolving in an ellipse, to find the law of force tending to a focus of the ellipse.

5. If any number of bodies revolve in ellipses about a common centre, and the centripetal force vary inversely as the square of the distance, then the squares of the periodic times are proportional to the cubes of the major axis.
State Kepler's laws, and the deductions that Newton drew from them.

6. Define the terms Zenith, Nadir.
The apparent zenith distance of a star is 30°; calculate the true zenith, assuming the coefficient of refraction to be 58.″2.

[Over]

7. Give the definition of *Right ascension*, *Declination*, *Celestial Longitude*, *Azimuth*.

If the declination of the sun be 10°, find the lowest latitude at which twilight lasts all night.

Explain, by means of a diagram, how the change in the sun's declination produces the succession of the seasons.

8. Define and illustrate by a figure *parallax*, *annual parallax*.

Find the radius of the moon in miles.

The moon's horizontal parallax being 57′ and its angular diameter 32′, find its radius in miles, assuming the earth's radius to be 4,000 miles.

9. Determine the obliquity of the *Ecliptic* to the *Equator*.

Describe a transit instrument, and define accurately its line of collimation.

10. Define the *equation of time*, and state from what causes it arises. What is its greatest value? How many times in the year does it vanish, and at what dates?

Sidereal time = 5h. 32′.37″, and the right ascension of the mean sun at mean noon being 7h. 37′ 32″, find the mean time.

11. Explain briefly and show by a diagram the phases of the moon.

Define the terms *lunar* and *solar* eclipses.

In a lunar eclipse, find the length of the earth's shadow in terms of the earth's radius.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898.

SENIOR B.A.

DYNAMICS AND HYDROMECHANICS.

1. When a point moves in a plane curve, express its component velocities at any instant along, and perpendicular to the radius vector drawn from a fixed point in the plane of the curve.

The velocity of a point at any instant is v, its distance from a fixed point in the plane in which it moves is r, and the perpendicular from the fixed point on the direction of its motion is p. Shew that its angulur velocity about the fixed point is

$$\frac{pv}{r^2}.$$

2. A point is in motion in any plane curve; find its accelerations along, and perpendicular to, the tangent at any point.

A particle whose initial velocity is u, moves in a plane curve under a constant acceleration f, which is inclined at a constant angle α to the direction of motion. Shew that, after the direction of motion has turned through the angie θ, the velocity of the particle is $ue^{\theta \cot \alpha}$.

3. Define a conservative system of forces, and state the principle of conservation of energy. Shew that from Newton's second law of motion we may obtain a precise measure of force.

A particle moves in the axis of x with acceleration $\frac{\mu}{x^2}$ towards the origin, starting from rest at $x=a$. Shew that the time of arriving at a distance x from the origin is

$$\sqrt{\frac{a}{2\mu}}\left\{\sqrt{(ax-x^2)}-\frac{a}{2}\,vers^{-1}\frac{2x}{a}+\frac{\pi a}{2}\right\}.$$

4. The envelope of all the trajectories corresponding to different values of the angle of elevation is a parabola whose

[Over]

axis is vertical, whose focus is the point of projection, and whose vertex is in the common directrix of the trajectories.

Find the time of flight along an inclined plane passing through the point of projection.

If t, t' be the two times of flight corresponding to any range short of the greatest, and β be the inclination of the plane, prove that

$$t^2+2tt' \sin\beta+t'^2 \text{ is independent of } \beta.$$

5. If a particle is acted on by a central attraction, determine the polar equation of its path.

Shew that the path of a particle which moves under the action of a force to a fixed point varying inversly as the square of the distance is a conic section; and determine its eccentricity in terms of the distance of the point of projection from the centre, the angle, and velocity, of projection.

6. Deduce the formula

$$P=\frac{h^2}{p^3}\cdot\frac{dp}{dr},$$

and apply it to determine the law of force to the pole under which an equiangular spiral can be described.

Assuming Kepler's first law, shew that the intensity of attraction is that of the inverse square of the distance.

7. If a fluid is at rest under the action of any given forces, find the differential equation of the pressure at any point.

A plane circular disc, of radius r, is completely immersed with its plane vertical in a liquid of uniform density ρ. If a be the depth of its centre below the surface, prove that the total pressure on it is $\pi r^2 ag\rho$, thus depending only on the position of the centre. Shew also that the distance of the centre of pressure from the centre of the disc is $\frac{r^2}{4a}$.

8. Define "the centre of buoyancy," and "the metacentre."

A solid, floating at rest in a homogeneous liquid, is made to turn through a very small angle in a given vertical plane; determine the expression for the condition whether the fluid pressure will tend to restore it to its original position or not.

In a vessel of 5000 tons displacement it was found that moving 6 tons across the deck, a distance of 40 feet, caused the bob of a pendulum 6 feet long to move through 3 inches. Shew that the metacentric height was 1.152 feet.

[Over]

9. State Boyle's law; and employ it to prove Dalton's law, which states that "the pressure of a mechanical mixture of gases all of the same temperature in a closed vessel is the sum of the separate pressures each gas would have if it alone was present in the vessel."

Shew how to determine the height of one station above another by means of a barometric observation at each.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898.

SENIOR B. A.

PROBLEMS—PART I.

1. If θ and φ are the greatest and least angles of a triangle whose sides are in arithmetical progression, prove that

$$4\,(1-\cos\theta)\,(1-\cos\varphi)=\cos\theta+\cos\varphi$$

2. A man on a hill observes that three towers on a horizontal plane subtend equal angles at his eye, and that the angles of depression of their bases are a_1, a_2, a_3; prove that c, c_1, c_2, c_3 being the heights of the towers,

$$\frac{\sin(a_2-a_3)}{c_1\sin a_1}+\frac{\sin(a_3-a_1)}{c_2\sin a_2}+\frac{\sin(a_1-a_2)}{c_3\sin a_3}=0.$$

3. In a spherical triangle ABC, the arc AB is a quadrant, and CD is the arc drawn perpendicular to AB, prove that

$$\cot^2 \mathrm{CD}=\cot^2 \mathrm{A}+\cot^2 \mathrm{B}.$$

4. If the position of a point on a sphere be determined by its distance, φ, from a fixed point, and the inclination, θ, of that distance to a fixed great circle through that point, prove that the equation to the great circle joining the two points (a, α), (b, β), is

$$\cot\varphi\sin(\alpha-\beta)+\cot a\sin(\beta-\theta)+\cot b\sin(\theta-\alpha)=0.$$

5. Prove that in the common pump the water will just rise into the upper cylinder at the end of the second stroke if

$$\mathrm{H}^2\left\{1-\frac{a}{nb}\right\}\left\{2-\frac{a}{nb}\right\}-\mathrm{H}\left\{4a+nb-\frac{3a^2}{nb}\right\}+a(2a+nb)=0,$$

where a and b are the lengths of the lower and upper cylinders, n is the ratio of the sectional area of the latter to that of the former, and H is the height of the water barometer.

6. A triangle ABC is immersed in a fluid, its plane being vertical and the side AB in the surface; if O be the centre of the circumscribing circle, prove that the pressures on the triangles OCA, OCB are as $\sin 2\mathrm{B}$ to $\sin 2\mathrm{A}$.

[Over]

7. Three candles are placed in a room, and the two shorter being lighted throw shadows of the third upon the ceiling; if the directions of these shadows be produced, where will they meet?

8. An eye is placed close to the surface of a sphere of glass ($\mu = \frac{3}{2}$), which is silvered at the back, shew that the image which the eye sees of itself is $\frac{3}{5}$ of the natural size.

9. A fine string ACBP is tied to the end A of a uniform rod of weight W, passes through a fixed ring at C, and also through a ring at the end B of the rod, the free end of the string supporting a weight P. If the system be in equilibrium prove that

$$AC : BC :: 2P + W : W.$$

10. O is the middle point of a given straight line AA′, BOB′ is a straight line perpendicular to AA′; P, P′ are two points in the plane of AA′ and BB′; perpendiculars from P′ upon AP, A′P, cut AA′ in C, C′ respectively: if OC, OC′ be equal to each other and of given magnitude, prove that the distances of P, P′ from BOB′ are in a constant ratio.

11. In an ellipse, SQ and HQ, drawn from the foci perpendicularly to a pair of conjugate diameters, intersect in Q; prove that the locus of Q is a concentric ellipse.

12. From the ends A, B, of a diameter of a circle, the centre of which is C, are drawn any two chords AH, BK, such that the radii CH, CK include a constant angle 2α. Prove that a being the length of the radius of the circle, the locus of the intersection of the two chords is also a circle, the radius of which is $a \sec \alpha$; and that the distance between the centres of the two circles is $a \tan \alpha$.

13. If S, S′ be the foci of an ellipse, and SY the perpendicular from S on any tangent, prove that S′Y will bisect the corresponding normal.

14. A body describes an ellipse subject to an attraction tending to the centre of the ellipse; show that the angular velocity of the body about a focus it inversely proportional to its distance from that focus.

[Over]

15. Supposing the velocity of a body in a given elliptic orbit to be the same at a certain point, whether it describe the orbit in a time t about one focus, or in a time t' about the other, $2a$ being the major axis, the focal distances of the point are equal to $\frac{2at'}{t+t'}$, and $\frac{2at}{t+t'}$

16. A lamina, cut in the form of an equilateral triangle, is hung up against a smooth vertical wall by means of a string attached to the middle point of one side, so as to have a corner in contact with the wall; shew that, when there is equilibrium the reaction of the wall and the tension of the string are independent of the length of the string. and that, if the string exceed a certain limit, equilibrium in such a position is impossible.

17. If the lines connecting the vertices of the triangle ABC to any point O within it, cut the circumscribed circle in A′, B′, C′, and if OX, OY, OZ, be the perpendiculars from O on the sides of the triangle; then (1) the triangles A′B′C′, XYZ are similar; (2) the diameter of the circle circumscribing XYZ is equal to $\frac{AO.\ BO.\ CO.}{R^2-OS^2}$, where R is the radius of the circle circumscribing ABC and S the centre of that circle; and (3) that the area of XYZ

$$=\frac{R^2-OS^2}{2}.\ \sin A.\ \sin B.\ \sin C.$$

18. In consequence of the aberration of light a star can at most be displaced from its true position through an angle of 20.49 seconds. Assuming that the velocity of the earth is 19 miles per second, calculate the velocity of light.

19. Suppose the distance s divided into a great number of equal segments, and the sum of the velocities after describing any number of these segments be divided by their number; thus a velocity will be obtained which will have a limit when the number of segments is increased indefinitely, and this limit may be called the *average velocity in the distance*. Prove that, when the initial velocity is zero, and the acceleration constant, this average velocity is equal to $\frac{2}{3}$ of the final velocity.

[Over]

20. Evaluate the determinant

$$\begin{vmatrix} 0 & 1 & 1 & 1 \\ 1 & 0 & z^2 & y^2 \\ 1 & z^2 & 0 & x^2 \\ 1 & y^2 & x^2 & 0 \end{vmatrix}.$$

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898.

SENIOR B.A.

PROBLEMS—PART II.

1. Prove that the time in which it is possible to cross a street of breadth c, in a straight line, with the least uniform velocity, between a regiment of soldiers marching in companies of breadth b, following at intervals a, and moving with uniform velocity V, is

$$\frac{c}{V}\left\{\frac{a}{b}+\frac{b}{a}\right\}.$$

2. Prove that when a body moves along a plane curve the velocity of the foot of the perpendicular from the origin on the direction of motion is $\frac{rv}{\rho}$, v being the velocity of the body, r its distance from the origin, and ρ the radius of curvature of its path at the point in question.

3. Forces X, Y, Z act along the three straight lines

$$y=b,\ z=-c\ ;\ z=c,\ x=-a\ ;\ x=a,\ y=-b\ ;$$

respectively: prove that they will have a single resultant if

$$aYZ+bZX+cXY=o\ ;$$

and that the equations of the line of action will be any two of the three

$$\frac{y}{Y}-\frac{z}{Z}+\frac{a}{X}=o,\quad \frac{z}{X}-\frac{x}{X}-\frac{b}{Y}=o,\quad \frac{x}{X}-\frac{y}{Y}+\frac{c}{Z}=o.$$

4. A boy of weight W stands on a sheet of ice, and pushes with his hands against the smooth vertical side of a heavy chair of weight W′. Show that he can incline his body (which may be treated as a rigid uniform beam) to the vertical at any angle less than $\tan^{-1}2\mu$ or $\tan^{-1}\frac{2\mu W'}{W}$, according as the chair or the boy is the heavier, the cofficient of friction between the ice and the boy or the ice and the chair being μ.

[Over]

5. A particle is acted on by a force parallel to the axis of y whose acceleration (always *from* the axis of x) is μy, and is initially projected with a velocity $a\sqrt{\mu}$ parallel to the axis of x at a point where $y=a$; prove that it will describe a catenary.

6. A solid formed of two co-axial right cones, of the same vertical angle, connected at their vertices, is placed with one end in contact with the horizontal base of a vessel; water is then poured into the vessel; the altitude of the upper cone is three times that of the lower, and it is found that when the water reaches the level of the upper end of the spindle-shaped solid, the solid is on the point of rising; show that the common density of the solid is $\frac{4}{7}$ that of water.

7. Let O,A,B,C,D denote the lenses of an astronomical telescope with an erecting eye-piece, taken in order beginning with the object-glass. The focal lengths are respectively 36, $1\frac{7}{8}$, $2\frac{1}{2}$, 2, $1\frac{1}{2}$ inches, and the distances OA, AB, BC, $37\frac{1}{2}$, $2\frac{1}{2}$, 3 inches respectively. Find the position of the eye-lens when the instrument is adapted for an eye whose distance of distinct vision is 8 inches, and show that the magnifying power is then $40\frac{5}{7}$.

8. Trace the curve

$$y^2=\frac{x^2}{a^2}(2a-x)(x-a),$$

and shsw that it includes an area $\frac{3}{8}\pi a^2$.

9. Apply the formula $\iint zrd\theta dr$ to find the volume included within the sphere

$$x^2+y^2+z^2=a^2,$$

by the cylinder

$$x^2+y^2=ax.$$

10. By the regulations of the parcel post of Great Britain, a parcel must not exceed six feet in length and girth combined; prove that the most voluminous parcel is a cylinder 2 feet long and 4 feet in girth, and that its volume is 2.546 cubic feet.

[Over]

11. Find the equation of the sphere, passing through a given point and through the circle in which the polar plane of that point with respect to a given sphere cuts this latter sphere.

12. The locus of a point which moves so that its polar plane with respect to the sphere whose centre is (α, β, γ) and radius k, shall always touch the ellipsoid

$$\frac{x^2}{a^2}+\frac{y^2}{b^2}+\frac{z^2}{c^2}=1,$$

is a surface whose equation is

$$\left\{k^2+\alpha(x-\alpha)+\beta(y-\beta)+\gamma(z-\gamma)\right\}^2$$
$$=a^2(x-\alpha)^2+b^2(y-\beta)^2+c^2(z-\gamma)^2.$$

13. Two forces act along the straight lines

$$z=c,\ y=x\tan\alpha\ ;\ z=-c,\ y=-x\tan\alpha\ ;$$

prove that for all values of these forces their central axis lies on the surface

$$z(x^2+y^2)\sin 2\alpha=2axy,$$

the coordinates being rectangular.

14. A vessel in the form of an elliptic paraboloid, whose axis is vertical, and equation $\frac{x^2}{a^2}+\frac{y^2}{b^2}=\frac{z}{h}$, is divided into four equal compartments by its principal planes. Into one of these water is poured to the depth h; prove that, if the resultant pressure on the curved portion be reduced to two forces, one vertical and the other horizontal, the line of action of the latter will pass through the point $(\frac{5}{16}a, \frac{5}{16}b, \frac{3}{7}h)$.

15. Through a point A on a circle a chord AP is drawn, and on the tangent at A a point T is taken such that AT = AP. If TP produced meet the diameter through A in Q, the limiting value of AQ when P moves up to A is double the diameter of the circle.

16. If PCP′ be any fixed diameter of an ellipse, and QV any ordinate to this diameter; and if the tangent at Q meet CP produced in T, the limiting value of the ratio TP : PV, when PV is indefinitely small, is unity.

[Over]

17. An eye, placed close to the surface of a clear still pond of uniform depth, looks at an infinite number of small pebbles of the same color, lying at the bottom; prove that the locus of the secondary foci of the pencils, by which the pebbles are seen, is an oblate spheroid.

18. Explain the use of the polar subtangent in drawing asymptotes to a curve.

Determine the asymptotes of the curve

$$r^2 = a^2(\sec^2\theta + \operatorname{cosec}^2\theta),$$

and trace the curve.

19. Prove that the chord of curvature, parallel to the axis of x, of the curve $\sec\frac{y}{a} = e^{\frac{x}{a}}$ is constant.

20. Prove that the eccentricity of a section of an ellipsoid made by a plane through its least axis varies inversely as the distance from this axis of the point in which it cuts a centric circular section.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898.

JUNIOR B. A.

STATICS AND DYNAMICS.

1. Prove that the lines of action of three forces in equilibrium are co-planar and either concurrent or parallel. Find the ratios of their magnitude in terms of their relative positions when they are concurrent.

Two inclined planes, of slopes α and β, have their bases in contact, and a sphere of weight W rests on them; find the pressures on the planes.

2. Determine the conditions which are necessary and sufficient that a system of forces, acting in one plane on a rigid body, may be in equilibrium.

Two uniform beams of equal weight, but of unequal length, are placed with their lower ends in contact on a smooth horizontal plane, and their upper ends against smooth vertical planes. Show that in the position of equilibrium the two beams are equally inclined to the horizon.

3. Define the *centre of gravity* of a body.

Find the distance, from any line in a plane, of the centre of gravity of three given weights placed at given points in the plane.

The sides of a triangle are 17, 25, 26 inches, respectively, in length, and weights of 51, 43, 42 pounds are placed at the the angular points opposite to these sides; shew that their centre of gravity lies at a distance of 3 inches from each of the lines which bisect two sides of the triangle.

4. Define stable, unstable, and neutral equilibrium.

A triangular lamina, obtuse-angled at B, is placed upright with its side BC resting on a horizontal plane; a vertical line through A meets the plane in D. Determine the limiting position of D for stable equilibrium.

5. State the requisites of a good balance, and find how they may be satisfied.

[Over]

If one scale of an accurate balance be removed and no mass be placed in the other scale, prove that the inclination of the beam to the horizon is $\tan^{-1}\frac{2ha}{Wk+hS}$, where $2a$ is the length of the beam, h and k are respectively the distances of the point of suspension from the beam and the centre of gravity of the balance, and S and W are respectiuely the weight of the scale pan and the remainder of the balance.

6. State the *laws of friction*, and define the *co-efficient of friction* and the *angle of friction*.

Prove that the least force which will move a body of weight w up a rough inclined plane, whose slope is α and whose angle of friction is λ, is just greater than $\frac{w \sin(\alpha+\lambda)}{\cos\lambda}$.

A rod has one end on a rough horizontal plane, along which it is just about to slip, and makes an angle of 45° with the plane; the other end is supported by a string making an angle $\tan^{-1}3$ with the plane. Shew that the angle of friction is 45°.

7. State and explain Newton's laws of motion.

If a rod be the unit of length, one yard per second the unit of velocity, and 6 poundals the unit of force, what is the unit of mass?

8. Obtain the formulae $s = ut + \frac{1}{2}ft^2$ and $v^2 = u^2 + 2fs$.

Shew how g may be determined by the use of Attwood's machine.

A stone is dropped over a cliff and half a second afterwards one is thrown after it, which passes the former two seconds later. Find the velocity with which the second stone is thrown downwards.

9. A particle is projected with a velocity v in a direction making an angle α with the horizon, find the altitude of its trajectory, the range on the horizontal plane and the time of flight.

A bullet is discharged, with a velocity of 640 ft. per second through a smooth tube 48 feet long and inclined at an angle of 30° to the horizon. Find the greatest vertical height reached, and the time to this point.

10. Two smooth spheres impinge directly, find their velocities after impact.

[Over]

If the masses of the spheres are 2 pounds and 3 pounds, and the velocities 2 feet per second and 3 feet per second in opposite directions, find the coefficient of elasticity that the larger mass may be reduced to rest; find also the measure of the impulse which produces this result.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY 1898

JUNIOR B.A.

HIGHER PLANE AND SPHERICAL TRIGONOMETRY

1. Prove that in general $\sin(\theta+h)-\sin\theta=h\cos\theta$.
Show that in a table of sines calculated to every ten seconds the greatest error to which we are liable in using the approximate formula $L\sin(\theta+h)-L\sin\theta=\mu h\cot\theta$ is
$$\frac{6\ \mathrm{cosec}^2\theta}{10^{10}}.$$

2. Prove De Moivre's Theorem for a negative integer, and deduce an expression for $\cos n\theta$.

3. Given, $\tan x=\frac{a}{b}$.

prove $(b\pm a\sqrt{-1})^{\frac{1}{n}}=(a^2+b^2)^{\frac{1}{2n}}\left\{\cos\frac{x}{n}\pm\sqrt{-1}\sin\frac{x}{n}\right\}$.

When n is an odd, positive integer, then
$2^{n-1}(-1)^{\frac{n-1}{2}}\sin^n\theta=\sin n\theta-n\sin(n-2)\theta+\frac{n(n-1)}{1\ 2}\sin(n-4)\theta-\ \ldots$

4. Assuming the values of $\sin x$ and $\cos x$, obtained by expanding e^{kx} and e^{-kx} by the Exponential Theorem, prove
$$\tan^{-1}x=x-\tfrac{1}{3}x^3+\tfrac{1}{5}x^5\ \ldots$$
Why is this investigation unsatisfactory?
Deduce an expression for sin 3A, using these exponential values.

5. Sum the series (a) $\mathrm{Sin}\,\alpha+\sin(\alpha+2\beta)+\sin(\alpha+2\beta)-$ to n terms.
(b) $\mathrm{Sin}^3\theta+\sin^32\theta+\sin^33\theta+\ -$ to n terms.

6. Express the cosine of an angle in a spherical triangle in terms of the sines and cosines of the sides; hence find sin A in terms of the trigonometrical functions of the sides, and show that sin A:sin B:sin C::sin a:sin b:sin c.

[Over]

Deduce the values of $\tan\frac{A}{2}$, and $\tan\frac{1}{2}(a-b)$.

Prove $\cos\frac{1}{2}(B-C)\sin\frac{a}{2} = \sin\frac{1}{2}(b+c)\sin\frac{A}{2}$.

7. Give Napier's rules for the solution of right-angled triangles.

A and a being given, C being the right angle, apply them to find b. What ambiguity arises in solving a triangle, having these parts given?

Given A, B, and the included side c in any triangle, solve the triangle.

8. Find the area of a spherical triangle.

Show that if E″ be the spherical excess in a triangle, the area of which is A feet, and R be the radius of the earth in miles, then

$$E'' = \frac{45A}{\pi(44R)^2}.$$

The angles of a spherical triangle upon a sphere whose radius is 9 inches are 69° 17′ 23″, 44° 23′ 46″, and 96° 18′ 51″. Find the area of the triangle.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898

JUNIOR B.A.

HIGHER ALGEBRA AND EQUATIONS.

1. Find the numerically greatest term in the expansion of $(1+x)^n$, for any rational value of n.

Expand to four terms $(2b-4y)^{-\frac{1}{2}}$. Find the greatest term in the expansion of $(1-3x)^{-\frac{1}{3}}$ when $x=\frac{1}{4}$, and indicate its value.

2. Shew how to expand $\log_e(1+x)$ in ascending powers of x, and hence deduce the series

$$\log_e(n+1)-\log_e(n-1)=2\left\{\frac{1}{n}+\frac{1}{3n^3}+\frac{1}{5n^5}+\ldots\right.$$

Shew that

$$\frac{1}{n+1}+\frac{1}{2(n+1)^2}+\frac{1}{3(n+1)^3}+\ldots=\frac{1}{n}-\frac{1}{2n^2}+\frac{1}{3n^3}-\ldots$$

3. Given $y=f(x)$, what is the meaning of "b is the limit of y when $x=a$"?

What is the limit of $\frac{e^x-e^{-x}}{\log(1+x)}$ when $x=0$.

Shew that the expansion of $(1+x)^n$ by the Binomial Theorem is convergent when $x<1$. Is the series $1+3x+5x^2+7x^3+\ldots$ convergent or divergent?

4. If a rational integral function of n dimensions vanishes for more than n values of the variable, the coefficient of each power of the variable must be zero.

State and prove the principle of Undetermined Coefficients.

Find the general term of $\frac{2x-4}{(1-x^2)(1-2x)}$ when the expression is expanded in ascending powers of x.

5. Find the sum of n terms of a recurring series.

[Over]

Find the generating function, and the sum of n terms of the recurring series $1+5x+7x^2+17x^3+31x^4+\ldots$.

Find to five terms the continued fraction equivalent to $\sqrt{21}$.

6. Solve the equation $ax+by=c$ in positive integers.

What is the simplest way for a person who has only guineas to pay 10s. 6d. to another who has only half-crowns?

7. If each constitutent in any row, or in any column, is multiplied by the same factor, then the determinant is multiplied by that factor.

Find the value of $\begin{vmatrix} x & y & z \\ x^2 & y^2 & z^2 \\ xy & yz & zx \end{vmatrix}$. Prove $\begin{vmatrix} b & b & b \\ b & a & a \\ b & a & c \end{vmatrix} = b(a-b)\,(c-a)$.

8. If the equation $f(x)=0$ has r roots equal to a, then the equation $f^1(x)=0$ will have $r-1$ roots equal to a.

Form an equation whose roots shall be the product of every two of the roots of the equation $x^3-ax^2+bx+c=0$.

Shew that the second and fourth terms of the equation $x^4+P_1x^3+P_2x^2+P_3x+P_4=0$ can be removed by the same transformation, if $8P_3=P_1\,(4P_2-P_1{}^2)$.

9. Give Cardan's solution of the cubic equation $x^3+qx+r=0$.

The impossible roots of $x^3+qx+r=0$ being put under the the form $\alpha\pm\beta\sqrt{-1}$, shew that $\beta^2=3\alpha^2+q$.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898.

JUNIOR B.A.

ANALYTICAL GEOMETRY

1. What loci are represented by the following equations:

(a) $A(x-a)+B(y-b)=0$

(b) $r=a \sec(\theta-a)$

(c) $x^2+y^2+c^2=0$

(d) $(x-y)^2+(x+y)^2=0$

A point moves so that its distance from the axis of x is is equal to its distance from the point (1,1). Find the equation to its locus.

2. Obtain the equations to the lines which biscet the angles between two given straight lines.

Find the equations to the straight lines passing through the foot of the perpendicular from the point (h, k) upon the line $Ax+By+C=0$, and bisecting the angles between the perpendicular and the given line.

3. Show how to change from one system of rectangular axes to another the origin remaining the same.

If the expression $ax^2+2hxy+by^2$ referred to the old axes be transformed to $AX^2+2HXY+BY^2$ referred to the new, prove

(1) $a+b=A+B$

(2) $h^2-ab=H^2-AB$

4. Find the condition that the line $y=mx+c$ may touch the circle $x^2+y^2=r^2$.

Form the equations to the circles which pass through the points (3,3), (0,2) and touch the line $4x+3y-31=0$.

5. Find the equation to the normal of the parabola $y^2=4ax$.

Show that the chord, whose equation is $y-x\sqrt{2}+4a\sqrt{2}=0$ is normal to this curve at one of its extremities and that the tangent at the other extremity makes an angle of 45° with it.

Find the length of the chord.

[Over]

6. Prove that the line

$$\frac{x}{a}\cos\frac{1}{2}(\alpha+\beta)+\frac{y}{a}\sin\frac{1}{2}(\alpha+\beta)=\cos\frac{1}{2}(\alpha-\beta)$$ passes

through the point on the ellipse $\frac{x^2}{a^2}+\frac{y^2}{b^2}=1$ whose eccentric angles are respectively α and β.

Deduce the equation to the tangent at the point α.

Show that the tangents at the points whose eccentric angles are $(\theta+\alpha)$ and $(\theta-\alpha)$ meet in the point $(a\cos\theta\sec\alpha,\ b\sin\theta\sec\alpha)$.

7. Find the locus of the middle points of a system of parallel chords of an ellipse.

Find the equation to the chord whose middle point is (α,β), and show that it is parallel to the polar of (α,β).

8. Define an hyperbola and its asymptotes; find their equations and show that the asymptotes intercept on the tangent at the vertex of the hyperbola a part equal in length to the semi-conjugate axis.

Find the asymptotes to the curve
$2x^2+5xy+2y^2+4x+5y=0$ and the equation to the conjugate hyperbola.

Find the general equation to all hyperbolas having the same asymptotes.

9. Transform the cōnic

$$11x^2+84xy-24y^2-62x+132y=253$$

to the axes; find their lengths and trace the curve.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898

JUNIOR B.A.

I.

ARITHMETIC.

1. A man has to be at a certain place at a certain time, and finds that, if he walks at the rate of 4 miles per hour, he shall be five minutes too late, if at the rate of 5 miles per hour, he shall be 10 minutes too soon. How far has he to go?

The sum of £177 is to be divided among 15 men, 20 women, and 30 children, in such a manner that a man and a child may receive together as much as two women, and all the women may together receive £60; what will they each respectively receive?

II.

ALGEBRA.

2. Prove that any ratio is made nearer to unity by adding the same quantity to each of its terms. Also show that $\frac{ma+nc}{mb+nd}$ is intermediate between $\frac{a}{b}$ and $\frac{c}{d}$.

3. A fast train left Cambridge for London at the same time as a slow train left London for Cambridge. They arrived at their destinations three-quarters of an hour and one hour and twenty minutes respectively after they passed one another. Find how long each took for the journey.

4. The expression $x^n - a^n$ is divisible by $x-a$ for all positive integral values of n.

Show that $(x+y+z)^{2n+1} - x^{2n+1} - y^{2n+1} - z^{2n+1}$ is divisible by $(y+z)(z+x)(x+y)$; and find the quotient when $n=1$ and when $n=2$.

5. In the equation $px^2+qx+r=0$, the roots are in the ratio of l to m, prove that $(l^2+m^2)\,pr+lm\,(2pr-q^2)=0$.

[Over]

Form an equation whose roots shall be the arithmetical and harmonical means between the roots of $x^2 - px + q = 0$.

6. Find the number of combinations of n different things taken r at a time.

Out of 7 consonants an 4 vowels, how many words can be made each containing 3 consonants and 2 vowels ?

7. If $f(m) = 1 + mx + \frac{m(m-1)}{1 \cdot 2} x^2 + \cdots = (1+x)^m$, when m is a positive integer, and if

$f(m) \cdot f(n) = f(m+n)$ for all the values of m, n, complete Euler's proof of the Binominal Theorem for any index.

Expand to 4 terms $(1+2x)^{\frac{1}{2}}$; write down and simplify the 3rd term and 11th term of $(1+2x)^{\frac{11}{2}}$.

Find the coefficient of x^{12} in $(x^2+2x)^{10}$.

8. Express the octenary number 76543 in the denary scale.

III.

TRIGONOMETRY.

9. Given $\sin 18^\circ = \frac{\sqrt{5}-1}{4}$, find $\cos 18^\circ$; find also $\sin 54^\circ$.

Find a general expression for all angles which have a given sine.

Write down the general value of θ which satisfies the equation $\sec^2\theta - \frac{5}{2}\sec\theta + 1 = 0$.

10. Define the logarithm of a number to a given base.

State the rules for finding the characteristic of logarithms of numbers greater than and smaller than unity.

Shew that $\log_a m^r = r \cdot \log_a m$

Find the logarithms of $\sqrt{32}$ and $\cdot 03125$ to base $\sqrt[3]{2}$, and 100 and $\cdot 00001$ to base $\cdot 01$.

11. Prove that $\sin \frac{A}{2} = \sqrt{\frac{(s-b)(s-c)}{bc}}$; if $s = \frac{a+b+c}{2}$.

The sides of a triangle being 4, 9, 12, show that the length of the line bisecting the angle between the two shorter sides is $2\frac{4}{13}$.

[Over]

12. Using the common notation, prove that

$$r=\frac{S}{s},\quad r_1=\frac{S}{s-a}$$

Define and illustrate by a figure *the dip of the Horizon.*

If the diameter of the earth be 7912 miles, what is the sea-horizon as seen from a mountain 3 miles in height ?

Given log 3956 = 3.5972563.

Given log 3959 = 3.5975855.

Given L cos 2°.13′.50″ = 9.9996708.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898

JUNIOR B. A.

EUCLID AND GEOMETRICAL CONICS.

1. If two sides of one triangle be respectively equal to two sides of another triangle, and if the angles opposite to one pair of equal sides be equal, the angles opposite the other pair of equal sides shall either be equal or supplementary.

From D and E, the corners of the square BDEC described on the hypotenuse BC of a right-angled triangle, perpendiculars DM, EN are let fall on AC, AB respectively: shew that AM is equal to AB, and AN equal to AC.

2. If a straight line be divided into any two parts, the rectangle contained by the whole and one of the parts, is equal to the rectangle contained by the two parts, together with the square on the aforesaid part.

Find a point in the straight line which touches the circle at the end of a given diameter, such that when a straight line is drawn from this point to the other extremity of the diameter, the rectangle contained by the part of it without the circle and the part within the circle may be equal to a given square not greater than that on the diameter.

3. The angles in the segment of a circle are equal to one another.

AD, BE are perpendiculars from the angles A and B of a triangle on the opposite sides; BF is perpendicular to ED or ED produced: shew that the angle FBD is equal to the angle EBA.

4. About a given circle, to describe a triangle equiangular to a given triangle.

If the three points be joined in which the circle inscribed in a triangle meets the sides, shew that the resulting triangle is acute angled.

5. If three straight lines be proportionals, the rectangle contained by the extremes is equal to the square on the mean;

[Over]

and if the rectangle contained by the extremes be equal to the square on the mean, the straight lines are proportionals.

Two given parallel straight lines touch a circle, and SPT is another tangent cutting the two former at S and T, and meeting the circle at P: shew that the rectangle SP, PT is constant for all positions of P.

6. If two parallel planes be cut by another plane, their common sections with it are parallel.

Polygons formed by cutting a pyramid by parallel planes are similar.

7. If two chords of a parabola intersect one another, the rectangles contained by their segments are in the ratio of the parameters which bisect the chords.

If from the point of contact of a tangent to a parabola a chord be drawn, and another line be drawn parallel to the axis meeting the chord, tangent and curve, this line will be divided by them in the same ratio as it divides the chord.

8. If PN be the ordinate of any point on the ellipse, then:

$$PN^2 : AN.A'N :: BC^2 : AC^2.$$

The *latus rectum* is a third proportional to the axis major and axis minor.

9. Define the *Circle of Curvature* at the point P. If PH be the chord of the *Circle of Curvature* at the point P of an ellipse, which passes through the Centre; then:

$$PH.CP = 2CD^2.$$

The circle described about the triangle SBS′ will cut the minor axis in the centre of the circle of curvature at B.

10. If through any two points Q and Q′ of an hyperbola a line RQQ′R′ be drawn in any direction meeting the asymtotes in R and R′; then will: RQ = R′Q′.

11. The curve formed by the intersection of the surface of a right cone with a plane (which neither passes through its vertex, nor is at right angles to its axis) will be an *Hyperbola* if the inclination of the cutting plane to the axis of the cone is *less* than the constant angle which the generating line forms with the axis.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY 1898

JUNIOR B. A.

PROBLEMS.

1. A grocer who sells 7 lbs. of butter for the price which he pays for 8 lbs. determines to cheat both in buying and selling, by means of a false balance, 13 lbs. in one scale balancing 14 lbs. in the other. By his dishonesty he increases his profit by $29 on a quantity of butter. Find the price paid for that quantity.

2. A ladies' school consists of 15 pupils who walk out in 5 rows of 3 abreast. They are arranged so that no two pupils walk twice abreast. Shew that they can walk out only 7 times subject to this condition.

3. The sides of a triangle are a, b, c units of length respectively, and a^1, b^1, c^1 are the lengths of the sides of the triangle formed by joining the points of contact of the inscribed circle with the sides of the triangle, shew that

$$\frac{a^1 b^1 c^1}{abc} = \frac{r^2}{2R^2},$$

where r and R are the radii of the circles inscribed in and circumscribed about the original triangle.

4. Given a fixed point O without a fixed circle whose centre is C; if any straight line be drawn through O cutting the circle in P and P^1, shew that the circle described round PCP^1 will cut OC in a fixed point D, and that if OC meet the fixed circle in A, AP bisects the angle OPD.

5. From a point O in a parabola OQ is drawn perpendicular to the diameter at P. Prove that the straight line drawn from Q perpendicular to the tangent at P will meet the normal at O on the axis of the parabola.

6. If from a point P of an ellipse perpendiculars PM, PN be drawn to the equi-conjugate diameters, prove that the normal at P bisects MN.

[Over]

7. If $$\frac{a-ny+mz}{l^1}=\frac{b-lz+nx}{m^1}=\frac{c-mx+ly}{n^1},$$

prove that

$$\frac{1}{l}\left\{x-\frac{m^1c-n^1b}{ll^1+mm^1+nn^1}\right\}=\frac{1}{m}\left\{y-\frac{n^1a-l^1c}{ll^1+mm^1+nn^1}\right\}$$
$$=\frac{1}{n}\left\{z-\frac{l^1b-m^1a}{ll^1+mm^1+nn^1}\right\}.$$

8. Prove that the sum of the coordinates of any point of an ellipse referred to a pair of conjugate diameters cannot be greater than the distance of an end of the major axis from an end of the minor axis.

9. If the three plane angles at the vertex of a tetrohedron be bissected, and the points in which the bisecting lines meet the sides of the base be joined with its opposite angles, the three lines so drawn will meet in a point.

10. ABCDEF is a regular hexagon, and at A forces act represeuted in magnitude and direction by AB, 2AC, 3AD, 4AE, 5AF. Show that the length of the line which represents their resultant is $\sqrt{351}$ AB.

11. A length s is dived into n equal parts, at the end of each of which the acceleration of a moving particle is increased by $\frac{f}{n}$; if the particle start from rest with an acceleration f, show that its final velocity after describing s, when n is indefinitely increased, is $\frac{1}{2}\sqrt{6}$ times what its final velocity would have been if it had moved through the same distance with the constant acceleration f.

12. A bullet is fired in the direction towards a second equal bullet which is let fall at the same instant. Prove that the two will meet, and that if they coalesce, the lâtus rectum of their joint path will be $\frac{1}{4}$ the latus rectum of the original path of the first bullet.

13. Prove that

$$\begin{vmatrix} (b-c)^2 & c^2 & b^2 \\ c^2 & (c-a)^2 & a^2 \\ b^2 & a_2 & (a-b)^2 \end{vmatrix} = 16\,(u-bc)(u-ca)\,(u-ab)$$
where $2u=bc+ca+ab$

[Over]

14. Shew that the sum to infinity of the series

$$a \sin\theta + a^2 \sin 2\theta + a^3 \sin 3\theta + \ldots \text{ is } \frac{a \sin\theta}{1 - 2a\sin\theta + a^2}.$$

15. Find the value of $\tan\alpha$ or $\tan\beta$ from the equations:

$$\tan(\alpha+\beta) = \tan\alpha \cot\beta + \cot\alpha \tan\beta;$$
$$\tan(\alpha-\beta) = \tan\alpha \cot\beta - \cot\alpha \tan\beta.$$

16. Two quadrants OA, OB of great circles include a right angle; a great circle meets them in C, D respectively, and through P, any point in it, arcs of great circles APY, BPX are drawn meeting OB, OA in Y, X respectively; if $OX = \theta$, $OY = \varphi$, $OC = \alpha$, $OD = \beta$, shew that

$$\frac{\tan\theta}{\tan\alpha} + \frac{\tan\varphi}{\tan\beta} = 1.$$

17. Show that if

$$P = \frac{a}{a} + \frac{b}{b} + \frac{c}{c} + \ldots, \text{ and } Q = \frac{a}{b} + \frac{b}{c} + \frac{c}{d} + \ldots,$$

then will $P(a+Q+1) = a+Q$.

18. A man's age in 1898 was equal to the sum of the digits in the year of his birth; find his age.

19. If φ be the eccentric angle of a point P on an ellipse, show that the eccentric angle of the point where the normal at P cuts the ellipse again is given by

$$b^2 \cot\tfrac{1}{2}(\theta+\varphi) + a^2 \tan\varphi = 0.$$

20. A frustrum of a cone is such that its height is half that of the complete cone. Shew that the centre of gravity of the frustrum divides its height in the ratio 17:11.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898

MILL'S LOGIC.

1. Give Mill's account of the province of Logic, distinguishing it from views either too narrow or too inclusive.

2. State briefly the gist of Mill's discussion of the import of propositions. Examine his consistency on this point.

3. Show, after Mill, that inference from particulars to particulars is justifiable.

4. Give a brief account of Mill's distinctive views with regard to syllogistic reasoning.

5. State and examine Mill's attitude towards the claim that the inconceivability of the contradictory is a test of truth.

6. (a) What is meant by *inductio per enumerationem simplicem*?

(b) Why are we warranted in inferring that all men have their heads above their shoulders and not that all swans are white?

7. What is Mill's definition of a cause? Point out its strength and its weakness.

8. How can the methods of inductive inquiry be used to detect a plurality of causes?

9. What is meant by explanation of the laws of nature, and give three forms this explanation may assume.

10. Explain (a) the nature of analogical evidence, and (b) on what its value depends.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898

MENTAL AND MORAL SCIENCE—SPECIAL AND GENERAL.

HAMILTON.

1. Discuss the statement that the pursuit of truth is of more value than its attainment. In what counection and with what aim is Hamilton led to make it?

2. What are we to understand by consciousness? State fully and exactly the place which Hamilton assigns to it in relation to human knowledge.

3. (a) What is meant by a fact of consciousness in the strict sense?

(b) State the relation of such facts of consciousness to experience and give the notes by which they are recognized.

4. State exactly the distinction between Sensation proper and Perception proper, and point out its importance in relation to the vindication of our knowledge of the external reality.

5. State and criticize the considerations by which Hamilton seeks to establish the existence of latent modifications of mind.

6. Hamilton distinguishes, under Memory, the Retentive and the Reproductive Faculty. State what is meant by each and vindicate their classification as distinct faculties.

7 What is meant by the Laws of Association? Point out their importance and value.

8. Vindicate the existence of instinctive beliefs and show their importance in the Scottish philosophy.

9. Hamilton has been charged with supplying in his philosophy of the conditioned the philosophical basis for the Ag-

[Over]

nosticism of Spencer; with what right? On what did Hamilton ground belief in God?

10. Is Hamilton's doctrine of the relativity of knowledge consistent with the claim to a knowledge of the external reality, and if so, how?

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EXAMINATIONS, MAY, 1898.

LOCKE.

1. According to both Locke and Kant, knowledge grows upon a two-fold stem. Explain this statement and indicate the points of agreement and of difference between these two thinkers as to the origin of our knowledge.

2. (a) Exhibit briefly the outline of Locke's attack on innate ideas.

(b) Criticise his argument.

3. Examine the account Locke gives of the origin of our ideas by referenee to our ideas of (a) time, (b) cause.

4. Give Locke's account of the origin of our idea of infinity. Compare it with that given by Baldwin.

5. (a) State and examine Locke's views as to the nature of knewledge.

(b) Describe after Locke the degrees and limitations of our knowledge.

6. Compare the function of judgment according to Locke with that assigned to it by Hamilton.

7. Give an outliue of Locke's views on the relation of faith and reason.

8. "We are capable of knowing certainly that there is a God." Outline the course of reasoning by which Locke arrives at this conclusion.

9. Indicate any prominent instances of inconsistency to be remarked in Locke's work.

10. State Locke's view of the nature and value of the syllogism, comparing his views on this subject with those of Mill.

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EXAMINATIONS, MAY, 1898

MENTAL AND MORAL SCIENCE.

KANT.

1. Describe accurately *a priori* knowledge, and show, after Kant, that the mind does possess such knowledge.

2. "In allknowledge there is a three-fold Synthesis." Describe each of these steps

3. Exhibit after Kant the nature, functions and limitations of the categories.

4. Exhibit fully the function of *Time* in Kant's system.

5. (a) What is an Analogy of experience? State the office it fulfils in Kant's system.

   (b) State fully Kant's doctrine of cause, comparing it with that of (a) Mill (b) Hamilton.

6. "I think." Exhibit after Kant just precisely what inferences *can* and what inferences *cannot* be drawn from this statement.

(b) Compare the views of Hamilton and Kant on our knowledge of "the Ego."

7. (a) Describe and illustrate what Kant calls the "Antithetic of Pure Reason.

   (b) Kant maintains that the doctrine of Free Will does not contradict the doctrine of Causaiity. How does he seek to establish this position?

8. What guarantee, if any, does Kant's system give us for the real existence of a *non-ego*?

Consider whether Kant or Locke was the more consistent Cosmothetic Idealist.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY 1898

MENTAL AND MORAL SCIENCE COURSE.

JANET.

1. (a) Distinguish after Janet efficient, instrumental, and final cause, and illustrate the distinction by example.
   (b) Define cause, and discuss the propriety of its application to instrument and end.

2. (a) Give in Janet's words the principal of teleological concordance or final cause.
   (b) Point out whether, as thus stated, it is or is not consistent with finality as simply immanent.

3. (a) Give any two examples of concordance in function which seem to involve finality.
   (b) How is the argument of finality in these cases affected by the consideration, that everything in the result is due to the natural operation of the constituent physical matter.

4. What considerations are said to vitiate the argument from finality in the industry of man to its presence in that of nature? Estimate the force of these considerations.

5. The phenomena of instinct have been employed on the one hand to establish finality in nature, and on the other hand to set aside the necessity of an intelligence external to nature. Explain how.

6. Only efficient causes exist for science; final causes for philosophy. Explain; and state the position of the physiologist Bernard in relation to this point.

7. (a) Give Kant's statement of the physico-theological proof of the existence of God and his criticism of the same.

[Over]

(b) What bearing, if any, has this proof according to Janet, on the question of the immanence or the transcendence of the first cause?

8. (a) State exactly the distinction between subjective finality and immanent finality.

(b) "Finality, according to Kant, is a hypothesis, even a necessary hypothesis, given the confirmation of the human mind, but nothing warrants us to suppose that it has an objective foundation in reality." How does Janet deal with this statement.

9. Compare, according to Janet, Bacon's views and Kant's, as to our knowledge of the First Cause and His operation in nature.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898

MENTAL AND MORAL SCIENCE.

BALDWIN.

1. Describe the chief processes of scientific method, and exhibit in outline their application to Psychology.

2. Distinguish sentience from sensibility and exhibit the leading facts of the former.

3. Describe after Baldwin the nature of Perception.

4. What is Psychometry. Describe its processes and the chief results arrived at by its experiments.

5. (a) Describe clearly the nature of Perception, briefly exhibiting its three stages.

(b) Compare the accouut which Baldwin gives of the origin of our idea of space with that given by (1) Locke, (2) Kant.

6. Sketch after Baldwin the steps by which a knowledge of *self* rises into consciousness.

7. Describe after Baldwin

(a) Conceptual emotion.

(b) The elements of the aesthetic ideal.

8. (a) Distinguish after Baldwin, impulse and instinct.

(b) Write notes upon the following:

(1) Volitional Apperception.

(2) Potentiail and final choice.

(3) Moral choice.

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EXAMINATIONS, MAY, 1898.

MENTAL AND MORAL SCIENCE COURSE.

FLINT.

1. What is meant by Dogmatic Atheism? Point out fully the difficulty which it encounters, and state the motive which nevertheless leads those, to whom the evidence for the Divine existence is insufficient, to maintain this form of atheism.

2. (a) How was the materialism of Democritus modified by that of Epicurus and Lucretius, and with what aim?
(b) Point out the weakness of materialism as a theory of the universe, (1) In view of its assumption, (2) In view of its theory of knowledge, and (3) In view of its inability to account for obvious facts

3. (a) State and examine the basal principle of Positivism.
(b) Point out, as bearing on the question of our belief in the Divine existence, a great admission made by Compte.

4. Examine the secularist principle "that science is the providence of man, and that spiritual dependency may involve material destruction."

5. Shew by reference to Buddhism that the dogma, that existence is inherently evil, leaves no room for any true belief in God.

6. Give a brief statement of what Pantheism is, indicating particularly any features which necessarily enter into it under all forms.

7. Estimate the value of Pantheism in relation to the religious sentiment in man.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898.

MENTAL AND MORAL SCIENCE—SPECIAL COURSE.

LOGIC.

1. (a) What is meant by "Form of thought" and what by "Matter of thought"?

(b) Explain what is meant by "Extension" and "Intension" in Logic, and compare "Connotation" and "Denotation." Discuss the question "Are abstract names connotative."

2. Define Conversion and give the rules that must be observed in valid Conversion. Name the different kinds of Conversion and give an example of each.

3. (a) State and explain the rules of the Syllogism.

(b) Explain the syllogistic figures, give a concrete syllogism in each figure and reduce each syllogism to the first figure.

(c) Prove that A can be a conclusion only in the first figure, and that in the third figure there can be no universal conclusion.

4. Show that no conclusion can be drawn from particular premises, and that if one premise is particular the conclusion must be particular.

5. Examine the following syllogisms and state in each case the nature of the fallacy, if any:

(a) All beasts are animals.
Birds are not beasts.
∴ They are not animals.

(b) Pine wood is good for lumber.
Matches are pine wood.
∴ Matches are good for lumber.

(c) He is brave who conquers his passions.
He who resists temptation conquers his passions.
So he who resists temptation is brave.

[Over]

(d) Reduce to categorical form:
If Aristotle is right, slavery is a proper form of society.
But slavery is not a proper form of society.
∴ Aristotle is not right.

6. (a) Distinguish fully between pure and applied logic.
(b) Show that logic is a science rather than an art.

7. Give the division which Thomson makes of the subject of Logic and answer the objections which have been put forward against this division.

8. What are the three powers of a conception, and what three processes correspond to these powers. Explain fully.

9. Define judgment. Examine after author the judgment, "Man is a rational animal." Explain exactly what is meant by Definition.

10. Show fully what is meant by (a) the quantity, (b) the quality, (c) the relation of a judgment, and (d) give Thomson's "Table of all the Judgments."

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EXAMEN, MAI, 1898

LOGICA—PARS I.

1. Philosophia definiatur ejusque objectum materiale, et ostendatur in quot partes dividi possit philosophia.

2. Breviter definiatur et in partes dividatur Logica, et dicatur quid sit Dialectica.

3. Describantur abstractio, idea singularis, idea particularis, idea universalis, et notetur discrimen inter ideas transcendentales et ideas universales proprie dictas.

4. Quotuplici modo differre possunt duae propositiones idem subjectum idemque praedicatum habentes? Quænam sunt leges seu regulæ oppositionis contradictoriae?

5. Simplex syllogisimus definiatur. Discrimen statuatur inter consequens et consequentiam. In quo consistunt forma, figura et modus syllogismi?

6. Definiantur demonstratio *a priori*, demonstratio *a posteriori*.

7. Quid est methodus in genere? Methodus scientifica? Methodus analytica? Methodus synthetica?

8. Describantur totum actuale physicum, totum metaphysicum, totum morale.

9. Quid intelligitur per disputationem philosophicam? et quænam est utilitas in hujusmodi methodo questiones philosophicas disceptandi?

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EXAMEN, MAI, 1898

LOGICA—PARS II.

1. Veritas generatim sumpta definiatur et dividatur. Veritas logica definiatur; quid sedulo adnotari debet circa sensum hujus definitionis?

2. Falsitas describatur. Quandonam habetur *negativa* difformitas actus mentis ab objecto? Quando *positiva*?

3. An veritas invenitur in judicio tantum vel etiam in apprehensione simplici? An ideæ possunt esse falsæ?

4. Ignorantia definiatur, eamque inter et errorem discrimen ostendatur.

5. Quid est dubium, et quotuplex distinguitur?

6. Certitudo definiatur, et ostendatur quotuplex habeatur elementum in certitudine.

7. Opinio describatur et notetur in quo differat a dubio et certitudine.

8. Probes aliquam certitudinem existere.

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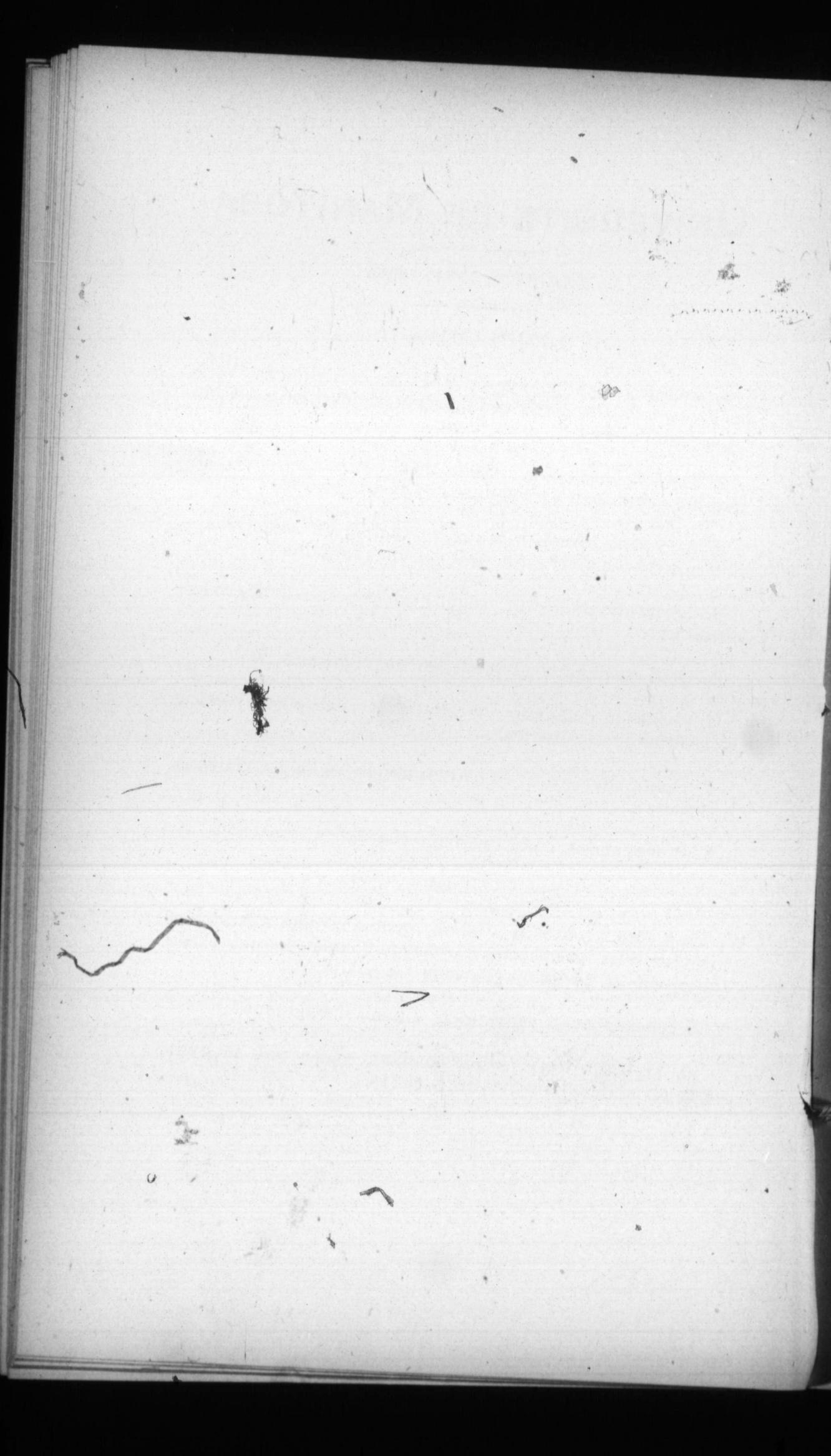
Propositio probanda: Judicia, quæ sensuum relationibus nituntur, falsa per se esse nequeunt, quando constat sensus fuisse recte dispositos et convenienter adhibitos.

9. Quonam sensu veracitatem rationis defendimus?

10. Probetur testimonium hominum saepe esse motivum certitudinis infallibile circa facta coæva.



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EXAMEN, MAI, 1898

ONTOLOGIA ET COSMOLOGIA I.

1. Definiatur conceptus tum *formaliter*, tum *objective* sumptus, et notetur discrimen inter utrumque.

2. Probetur contradictionis principium esse principium omnium primum.

3. Ens possibile definiatur, et ostendatur in quo conveniant et in quo discrepent ens *existens* et ens *possibile*.

4. Quid intelligitur per ens *intrinsece* possible ? Quid per ens *extrinsece* possibile?

5. Proba internam rerum possibilitatem pendere proxime ab intellectu divino, remote vero a divina essentia.

6. Quid est distinctio in genere, et quotuplex est ?

7. Quid est distinctio rationis in genere et quotuplex est ?

8. Bonum in genere definiatur.

9. Describatur bonum *honestum*, bonum *delectabile*, bonum *utile*.

10. Definiantur substantia in genere et accidens. Definitiones substantiae, a Cartesio, Cousinio et Leibnitio traditae ostendantur esse inaccuratae et periculosae.

11. Persona et suppositum definiantur.

12. Admittenda est potentia obedientialis in creaturis. Probetur.

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EXAMEN, MAI, 1898

ONTOLOGIA ET COSMOLOGIA II.

1. Cosmologia describatur. Quo sensu hic sumitur vox *mundus*?

2. Quid senserunt Plato et Aristoteles circa mundi originem?

3. Explicetur doctrina vera et omino tenenda circa mundi originem.

4. Creatio definiatur. Quid hic significat "ex nihilo," et quamnam causam excludit illud "ex nihilo?"

5. Probetur sequens propositio:
Origo mundi explicari nequit per existentiam materiae improductae; neque per emanationem a divina substantia, ut volunt pantheistae; sed explicari debet per creationem seu rerum productionem ex nihilo.

6. Proba primarium finem tori creationi praestitutum esse gloriam Dei extrinsecam.

7. Vita in genere definiatur. Distingue varios vitae gradus. Definiatur vita vegetativa.

8. Quid docuit Cartesius circa brutorum animalium sensibilitatem?

9. Proba animalia bruta esse vere sensu praedita.

10. Miraculum in genere definiatur. Ob quemnam finem Deus miracula patrat? An *solus* Deus miraculum patrare potest?

11. Probare velis alterutram ex sequentibus propositionibus:
Negari nequit miraculorum possibilitas;
vel
Potest humana mens in multis saltem casibus miracula discernere ab operibus cujuscumque agentis creati.

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EXAMEN, MAI, 1898

PSYCHOLOGIA—I.

1. Definiatur ens simplex et discrimen notetur inter ens spirituale et ens simplex.

2. Quandonam habetur dependentia *intrinseca* a materia ? quando dependentia *extrinseca* ?

3. Explica cur anima humana, dum corpori manet unita, a corpore omnino præscindere non possit.

4. " Ex anima et corpore una efformatur natura humana et una persona ? " Quid hoc significat ?

5. Ostende quomodo anima rationalis præstare possit corpori nostro non vitam tantum intellectualem, sed insuper vitam tum sensitivam tum vegetativam, immo et ipsum esse corporis seu esse substantiale corporeum.

6. Breviter probes animam humanam non posse provenire nisi a Deo per creationem.

7. Velis Darwinismum seu theoriam evolutionis confutare ;

vel

sequentem propositionem demonstrare : — Anima humana, post separationem a corpore, perpetuo existet et vivet.

UNIVERSITE DE MANITOBA

EXAMEN, MAI, 1898

PSYCHOLOGIA—II.

1. Explica quid sit proprie objectum intellectus.

2. "Objectum materiale adæquatum intellectus est omne ens seu omne verum." Quo sensu illud dicitur?

3. Quomodo constat omne ens esse objectum adæquatum intellectus?

4. Appetitus in genere definiatur.

5. Distingue inter appetitum *naturalem*, appetitum *sensitivum* et appetitum *intellectivum* seu *rationalem*.

6. Ostende voluntatis objectum non esse nisi bonum.

7. Quid est libertas in genere? quid libertas *moralis*? qnid libertas *physica*? Et quotuplex distinguitur libertas physica?

8. Veram voluntatis humanæ libertatem vindica.

9. Probetur alterutra ex duabus propositionibus sequentibus:—

(a) Systema scholasticorum, quod originem conceptuum primitivorum explicat per abstractionem a sensibilibus, ita originis idearum nostrarum rationem reddit, ut nihil admittat quod rationi humanæ repugnet, nihil quod adversetur naturæ cognoscentis aut experientiæ contradicat.

(b) Dicendum est ideas universales efformari a mente cum fundamento in re.

UNIVERSITE DE MANITOBA

EXAMEN, MAI, 1898

THEOLOGIA NATURALIS—I

1. Ostende Dei existentiam non posse demonstrari *a priori*, posse autem *a posteriori*.

2. An veri dantur athei?

3. Tum rerum mundanarum contingentia, tum ordo qui in mundo relucet, invicte probant ens aliquod supremum, quod Deum nominamus, revera existere.

4. Quo sensu dicimus Deum esse infinitum? An Deus omnes perfectiones eodem modo in seipso continet?

5. Definiatur aseitas.

6. Distingue inter compositionem *physicam* et compositionem *metaphysicam*.

7. Quomodo fit ut actus Dei purissimus tam diversa agat, atque tam varios effectus distinctis temporibus, idem tamen semper in se manens, operari queat?

8. Intrinsece repugnat plures esse Deos; proinde unus est tantum Deus.

vel

Intrinsece repugnat in Deo quælibet compositio; proinde Deus est essentialiter simplex.

UNIVERSITE DE MANITOBA

EXAMEN, MAI, 1898

THEOLOGIA NATURALIS—II.

1. Definiantur immutabilitas in genere et *divina* immutabilitas.

2. Proba immutabilitatem esse in Deo.

3. Deus est æternus. Probetur.

4. Quomodo se habet spiritus quoad locum ?. Quomodo dicitur Deus esse in loco ?

5. Explica quid præcise sit divina immensitas.

6. An admitti aut concipi potest aliqua potentialitas in divina immensitate ?

7. Statuatur discrimen inter ubiquitatem et immensitatem.

8. Describatur objectum scientiæ divinæ.

9. An certo constat Deum omnia certo et infallibiliter cognoscere ?

10. Ostende quomodo Deus cognoscat actus hominis liberos tum absolute tum conditionate futuros.

11. Potestne Deus velle seu intendere malum sive physicum sive morale ?

12. Deus omnibus creaturarum actionibus physice et immediate cooperatur ;

vel

Bonorum ac malorum distributio, qualem in mundo conspicimus, divinæ Providentiæ minime adversatur.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898

SENIOR B. A.—FIRST PAPER.

CHEMISTRY.

1. What difficulties arise when we attempt to make a distinction between physical and chemical changes?

2. Distinguish between additive, colligative and constitutive properties, giving examples of properties of each kind. With what physical states are colligative properties always associated?

3. Indicate briefly how, by means of the Kinetic Theory, the numbers 3 and 5 are obtained for the minimum molecular heats of gases, at constant volume and constant pressure respectively. Why do nearly all gases give values higher than the theoretical result? What three gases alone have been observed to give the heat-ratio 3 to 5?

4. In the equation $pv = RT$ find the different values of the constant R for a gram-molecule, according to the various methods of expressing pressure.

Calculate the osmotic pressure at temperature t of a solution of benzene containing g grammes per litre.

5. What deviations from Boyle's Law have been observed? How are such deviations explained? How do these considerations bear on the question of the absolute size of the molecules?

6. Give a summary of the conclusions arrived at as to the relations between (a) chemical composition and molecular volume and (b) chemical composition and molecular refraction.

7. A mixture of gases is brought into contact with a liquid. Explain fully what data are required in order to calculate the amount of each gas absorbed by the liquid.

[Over]

8. Explain Alexander Naumann's method of obtaining vapour densities—in so far, at least, as it illustrates certain properties of immiscible liquids.

9. State the laws which govern the vapour pressure of solutions.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1898.

SENIOR B. A.—SECOND PAPER.

CHEMISTRY.

1. Dalton in 1804 took 6 as the atomic weight of carbon, and Wanklyn in 1894 brought forward evidence in favor of this number. Give fully the exact reasons for believing that 12 (and not 6) is the true weight of the carbon atom.

2. "The periodic system leaves at present the impression that the elements are somewhat irregularly scattered in a regular scheme, so that they in some way do not quite fall into their proper places."—Ostwald.
Discuss this statement fully.

3. Give a brief historical account of the establishment of the principle of isomerism.

4. How would you explain the existence of the different substances having the empirical formula of tartaric acid?

5. Explain the conversion of maleïc into fumaric acid under the influence of hydrobromic acid.

6. Give some account of the physical and chemical properties of cane-sugar and grape-sugar.

7. Show that energy, in its various forms of kinetic energy, potential energy, heat, electric energy, may in general be considered as being made up of two factors, one of which must in a given system have the same value in its different parts in order that there may be equilibrium.

8. It is proposed to equip a ship with a gas-engine for a long voyage, and the question arises as to whether calcium carbide (as a source of acetylene) or gasoline (pentane) is the more *portable* source of gas. Explain fully how you would proceed to investigate such a question, stating what data you would require.

[Over]

9. Explain how the electric conductivity of a solution serves as a measure of the chemical affinity of the dissolved substance, and of the amount of dissociation.

10. State Faraday's Law of Electrolysis, and show that it follows from this law that the electromotive force of galvanic elements is proportional to the heat developed by the reactions taking place in them.

11. "The usefulness of the balance depends upon two points, 1st, its accuracy, and 2nd, its sensibility or delicacy." Upon what conditions does (a) the accuracy, and (b) the sensibility, of an ordinary chemical balance depend? Why do you always place the weights in the right hand pan?

12. Write equations illustrating the use of oxidizing and reducing agents in volumetric analysis.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898.

SENIOR B.A.

QUANTITATIVE CHEMICAL ANALYSIS.

1. Titrate the samples of vinegar A with the decinormal soda solution, using phenolphthaleine as indicator. Make comparative titrations with litmus as indicator, noting the differences, if any, which you obtain.

2. Estimate iron in the solution of ferric chloride B.

3. Estimate cane-sugar in C, and determine the specific rotatory power of D.

4. Determine the hardness of the sample of well-water E.

5. There are four potassium oxalates, having the respective formulæ :—

KHC_2O_4
$KHC_2O_4.H_2O$
$K_2C_2O_4.H_2O$
$KH_3(C_2O_4)_2.2H_2O$

Estimate oxalic acid in the sample F, and state which potassium oxalate the sample consists of.

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EXAMINATIONS, MAY 1898

NATURAL SCIENCE COURSE.

DESCRIPTIVE MINERALOGY.

1. Classify, in accordance with your author, the elements occurring as minerals in the free state, writing a brief note on the crystalline character and the occurrence of each.

2. Of what importance is *cleavage* in the determination of minerals? Give six examples of minerals with so-called perfect cleavage, stating the direction of cleavage.

Name any mineral in which cleavage and crystalline form are the same, and one in which they are not.

3. What are the general characteristics of the family of the Zeolites? Name the more important of them, with their occurrence and crystallographic characters.

4. Name the various members of the Augite-Hornblende group. How are they distinguished? Which one is of economic importance, and why?

5. Give a general description of the iron ores with crystallographic properties, occurrence, especially with reference to Canadian localities, formation, and methods of distinction.

6. Give examples of minerals described as *alteration products*, and explain the character of the change which has taken place.

7. Given specimens of the following minerals, how would you determine them from inspection: Wulfenite, Stibnite, Stilbite, Fluor-spar, Topaz, Gypsum, Boracite?

8. Name the minerals given you, giving their chemical composition and Canadian localities of occurrence.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898.

NATURAL SCIENCE COURSE—SENIOR B.A.

DETERMINATIVE MINERALOGY.

1. What tests would you make to ascertain the presence in a mineral of : *barium, stronbium, calcium, lithium;* of *chlorine, bromine, iodine.*

2. In what manner would you distinguish, by means of the blowpipe, between (a) *lead* and *bismuth*, (b) *arsenic* and *antimony*, (c) *zinc* and *tin.*

3. Give the reactions that may occur in the examination of minerals in the *closed tube*, with, in each case, an example of a mineral that will give the reaction.

4. Determine the specimens given you.

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EXAMINATIONS, MAY, 1898.

NATURAL SCIENCE COURSE.

PRINCIPLES OF GEOLOGY.

SENIOR B.A.

1. Give the distinction between: *Geology* and *geography*, also *petrology*, *lithology* and *mineralogy*.

2. The Nebular Hypothesis.—Give a concise list of the different arguments in favor of this hypothesis.

3. Discuss briefly the geological action of rivers.

4. Define *regional metamorphism*, stating what causes it, and point out the nature of the changes which have taken place in marble, quartzite and gneiss respectively.

5. Give some proofs of the instability and of the oscillations of the earth's crust.

6. What reasons have been adduced to show that, although intensely hot, the earth's interior is not in a molten condition?

7. Give a list of the most important ores found in Canada, with the occurrence and composition of each.

8. In what manner would you account for the presence of minerals in metamorphic rocks?

9. Distinguish between: *lamination*, *cleavage*, and *foliation*; *basalt* and *trachyte*; *granite* and *syenite*; *dolerite* and *diorite*.

10. Name and give the composition of the specimens given you.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898

SENIOR B. A.

STRATIGRAPHICAL GEOLOGY.

1. Account for the occurrence of gold in the Huronian rocks, giving a detailed account.

2. Give a river-bank section of coal-bearing rock, and from its content make out a theory of coal formation.

3. Four rock specimens have respectively Eozoon Canadense, Ammonite, Orohippus and Petraia remains. Work out the period and age to which the rocks belong.

4. On the banks of a tributary of the Mississippi river, and in the head-lands of Lake Ontario, under six or eight feet of the stratified soil, are found ashes, fire beds, burnt stones and other traces of man. Account for these phenomena.

5. Give an account of the fauna and flora of the Laramie formation; and give grounds for placing it in Tertiary rather than Cretaceous.

6. Give the divisions of the Cretaceous and Tertiary rocks of the Northwest, and a map showing their distribution.

7. Describe the escarpment dividing the Cretaceous rocks of the Northwest from those of earlier date.

8. (a) Give diagrams showing the geological relation of Prince Edward Island to the mainland. (b) Write notes on the new red sandstone of the Lower Provinces.

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EXAMINATIONS, MAY, 1898.

SENIOR B.A.

PALÆONTOLOGY.

1. To what extent do the Protozoa contribute to the formation of rocks.

2. In the chalk downs of England numerous flint nodules are found. Account for their occurrence.

3. Draw different types of Graptolites and state their geological range.

4. Give a description of corals, and figure and describe Petraia and Halysites.

5. Draw and describe Parodoxides and Asaphus. Account for distorted and curled forms of Trilobites.

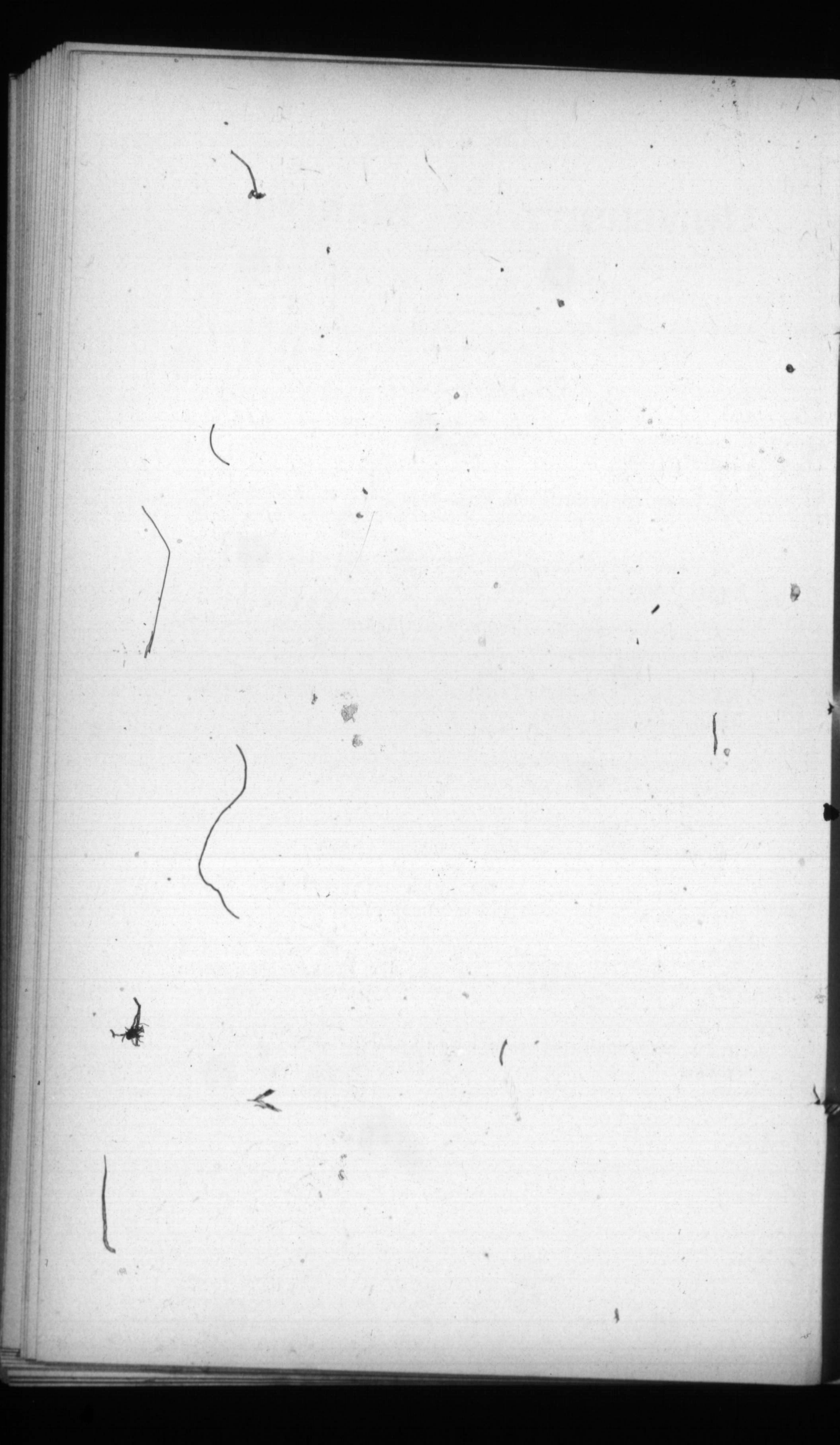
6 Draw diagrams showing place of siphuncle and variety of septa in different specimens of Cephalopods.

7. Give classification of fishes, and describe Cephalaspis and Pterichthys, giving their geological range.

8. Give an account of the place and distribution of the Marsupialia in the rocks and in recent times.

9. Discuss the grounds for a conclusion as to the time of appearance of man on the earth, and refer to the early anthropological remains.

10. Determine specimens 1 to 10, and give their geological range.



UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898.

SENIOR B.A.

SYSTEMATIC BOTANY.

1. Give the scientific names of all the edible fruits belonging to the Rosaceae growing in Manitoba.

2. What are the characters of the orders to which the Currant and the High Bush Cranberry respectively belong?

3. Give an account of the Coniferous trees found in Manitoba and Northwestern Ontario.

4. What are the scientific names of the cereals and other farm plants found on a Manitoba farm?

5. State the tribes into which order Rosaceae is divided, and explain the statement that this order is "very intimately connected with Leguminosae on the one hand, and with Saxifragaceae on the other."

6. Note well known plants found in the orders Ericaceae and Scrophulariaceae in Manitoba.

7. Give the characters of the orders Caryophyllaceae and Solanaceae.

8. Give the botanical names (genus and species) of the following: Porcupine or Spear Grass, Goldthread, False Flax, Bouncing Bet, Ground Plum, Wild Gooseberry, Common Water Parsnip, Three-flowered Nightshade, Wild Bergamot, French Weed.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898.

JUNIOR B. A.—FIRST PAPER.

CHEMISTRY.

1. Explain, giving illustrative examples, the use of the following terms: *Alkali, base, diacid base, basic radicle, ion, anhydride. acid, hydracid, tribasic acid, acid radicle, salt, salt radicle, normal salt, neutral salt, double salt, acid salt.*

2. Compare carefully the properties of gases with those of weak solutions.

3. Dalton wrote the formulæ for ethylene and methane CH and CH_2 respectively. Why did he adopt these formulæ? Why are these formulæ not used now?

4. The formulæ H, HO, H_2O, CuCl, $FeCl_3$, $KMnO_4$ and $K_3FeC_6N_6$ express the chemical composition of the substances they stand for. Consider in each case whether it is desirable to double the formula.

5. State exactly what is supposed to take place, according to modern theory, when water acidulated with sulphuric acid is decomposed by means of a current of electricity.

6. Give a detailed account of the methods of determining atomic weights, paying particular attention to the bearing of the following: Molecular weights, the Law of Isomorphism, the Law of Specific Heats, the Periodic Law.

7. A tube 40 inches long, closed at its lower and contracted at its upper end, is half filled with mereury and then inverted. Half the mercury runs out. Calculate the pressure of the atmosphere.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY 1898

JUNIOR B. A.—SECOND PAPER.

CHEMISTRY.

1. Make a list of elements with atomic weights ranging from 1 to 40; give the formulæ and salt-forming properties of their oxides; and state the conditions of occurrence of these elements in nature.

2. Compare the properties of the alkali metals with those of (a) the halogens, and (b) the coinage metals.

3. Compare carefully the elements boron and aluminium. In what way may aluminium be said to act as a non-metal, and in what particulars does boron resemble the metals? Write a short note on ekaboron and ekaäluminium.

4. Ferrous and ferric compounds—How do they differ from each other in their characteristic reactions? How does sulphuretted hydrogen act upon ferric compounds? Why does not ammonia precipitate iron from ferrocyanides?

5. How would you distinguish between a sulphide, sulphate, sulphite and thiosulphate?

6. Certain metallic salts yield precipitates with soluble hydroxides, such precipitates being soluble in excess of the precipitant. Explain the assumed chemical action in typical cases. What solutions—other than those containing silver, lead or mercury—may give precipitates with hydrochloric acid?

7. Explain the principle of the classification of the elements into groups for the purposes of qualitative analysis. How far does this arrangement agree with the classification according to the periodic law?

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY 1898

NATURAL SCIENCE COURSE—JUNIOR B. A.

PHYSICS I.

1. Define the terms *mass, weight, acceleration, velocity.*

The measure of the acceleration of a falling body is 32 when the foot is the unit of space and the second the unit of velocity. What is the measure of the acceleration when the yard is the unit of space and the minute the unit of time?

A particle is projected vertically upward, and it is found that when it is 39.2 metres from the point of projection it takes two seconds to return to the same point. Find (a) the velocity of projection, (b) the whole height ascended.

2. How may a Nicholson's hydrometer be employed to obtain the specific gravity of a liquid.

Explain how you would ascertain the specific gravity of a powder.

If the specific gravity of tin is 7.3 and that of zinc 6.9, find the specific gravity of a mixture consisting of eight parts by weight of tin to three parts of zinc.

3. What is meant by the "Hydrostatic Paradox," and give the Laws of Fluid Pressure.

A piston, whose area is $4\frac{1}{2}$ sq. in., is inserted into a rectangular box, whose internal dimensions are, length 6 ft., width 3 ft., depth 3 ft. 4 in. If the vessel is filled with water and the piston pressed down with a force of 10 oz., find the total pressure on the inside of the box due to the pressure on the piston.

A balance is completely immersed in water. In one scale-pan a piece of glass (sp. gr. = 2.5) is being weighed and is balanced by a one-pound weight, whose sp. gr. is 8, placed in the other scale-pan. What is the real weight of the piece of glass?

4. State Charles' law.

[Over]

The density of air at 0° C and 760 mms. pressure is 1.29 grams per litre. What is its density at 273° C and 1000 mms. pressure ?

5. State clearly how you would ascertain approximately the temperature of a coal fire burning in your room.

6. Define *specific heat, latent heat* and *coefficient of expansion.*

Steam at 100° C is passed into a mixture of 250 grams of water at 0° C and a quantity of ice. If 40 grams of steam are required to bring the temperature of the whole to 10°C what was the mass of the ice present ?

7. Describe an experiment to show that the vapor pressure of water, when boiling, is equal to the atmospheric pressure. Explain also how you would show that the boiling point is reduced by reducing the pressure.

8. Define the terms *pitch, intensity, timbre,* as applied to musical sounds, and give the laws underlying the vibrations of stretched strings.

9. State whether the velocity of sound in air is affected (a) by the height of the barometer, (b) by the temperature of the air, giving your reasons in each case.

10. A silver and an iron wire of the same diameter are stretched by weights of 4 and 36 pounds respectively, and when plucked give the same note. If the density of silver is 10.5 and that of iron is 7.8, find the relative lengths of the wire.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898

NATURAL SCIENCE COURSE.

PHYSICS II.

1. What do you understand by an *image?* Draw a diagram showing the way in which an image is formed by a plane reflecting surface. Will the apparent position of the image depend upon the position of the observer?

2. Draw diagrams showing how a convex lens may be used either as a magnifying glass or to form a real image of an object.

3. What difference might you effect to notice in the optical effect produced by a plane polished metal plate and an ordinary mirror?

4. Polarization of light. What is meant by it, and in what different ways may it be brought about?

5. What grounds are there for the statement that the earth behaves like a large magnet? Give reasons why you would expect it to act as such.

6. Describe fully the action of any ordinary galvanic cell, stating the uses for which it is best adapted, and showing in what manner polarization is overcome.

7. State Ohm's law. An incandescent lamp, whose resistance is 20 ohms, is to be lighted by 8 cells, the E.M.F. of each being 1.1 volts, and the internal resistance .5 ohm. Determine the current strength in (a) a series arrangement of the cells, (b) a parallel arrangement.

8. Define "Electro-motive Series" as applied to metals used in batteries. How would you determine the relative position in the series of any two given metals?

[Over]

9. The brushes of an ordinary Tœpler-Holtz machine are similar to each other, as are also the objects brushed. Explain then, clearly, why positive electricity appears at one pole and negative electricity at the other.

10. What is meant by *duplex* telegraphy. Explain how it is carried on. How may the position of a break in a submarine cable be located ?

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898.

NATURAL SCIENCE COURSE.

CRYSTALLOGRAPHY.

1. Define the terms *physical molecule, orientation, interfacial angle, crystal angle, crystal aggregate, fixed forms.*

2. Write short notes on "Strength of Crystallizing Force" and "Crystal Habit," with illustrations.

3. Show how the seven types of isometric holohedrons are obtained from the general symbol $na : a : ma$.

4. Account for the origin of twins. Describe their various kinds and state in what manner they differ from parallel growths.

5. Describe as clearly as you can the form O in combination with $_2O_2$, also ∞P_3 in combination with $_0P$.

6. What is meant by a *form*? Outline briefly the various forms composing the Orthorhombic System, and name some of the most important minerals crystallizing in the system.

7. Describe the various models submitted to you, giving the names of all forms present in any combination, together with either Weiss' or Naumann's notation.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898

JUNIOR B.A.

MICROSCOPIC BOTANY.

I.

Time, 1½ Hours.

1. Give three tests for starch; and draw figures of six varieties of starch grains.

2. (a) Draw a cross section of a grain of Triticum vulgare. (b) Show the effects of the application to a section of pea of (1) the iodine solution, (2) alcoholic borax-carmine solution. (3) aceticized methyl-green.

3. (a) Explain minutely your method for testing a portion of tissue of white beetroot for sugar. (b) What difference is noted in testing for sugar in tissues of beetroot, and of pear?

4. Draw figures of the three different sections of a coniferous stem.

5. Describe Protoccocus viridis, and show its relation to Scecharomyces.

II.

Time, 1½ Hours.

6. Make and draw when magnified a longitudinal section of pine.

7. Determine under the microscope the content of specimen A.

8. Make sections of the leaf B showing in diagram (1) stomata, (2) hairs, (3) chlorophyll bodies.

9. Determine specimen C.

UNIVERSITE DE MANITOBA

EXAMEN, MAI, 1898

JUNIOR B. A.

STRUCTURAL BOTANY.

Time, 1½ hours.

1. Draw a diagram of a vertical section passing through the centre of a stem of soft maple a year old.

2. Give a full account, with examples, of regular dehiscence in a capsule.

3. (a) Distinguish Assimilation from Metastasis in plants; give a statement of what substances are found in the ash of a plant; and show the chemical reaction by which from the food of plants starch is formed.

(b) Explain the statement: "Animals depend upon vegetables absolutely and directly for their substance, also indirectly."

4. Write notes on "species" and "variety," showing how the Evolution theory is involved.

5. Give an account of (a) locomotion in plants, (b) movements under irritation, (c) spontaneous movements, (d) extraordinary movements of carnivorous plants.

6. Distinguish Parenchyma and Prosenchyma, and draw diagrams of magnified sections of each.

Time, 1½ hours.

7. Determine, writing down full accounts of the steps taken, the three flower specimens A, B, and C.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY 1898

JUNIOR B. A. SPECIAL

ZOOLOGY.

1. Trace the life history of Gregarina.

2. What is an hydatid? Describe fully the animal by which it is produced.

3. Describe the animal Pentacta frondosa.

4. Give an account of the external anatomy of Caloptenus spretus (the locust).

5. Give a longitudinal section of the vertebrate brain, naming its various parts.

6. Describe fully the lancelet and show its importance from the standpoint of the Development Hypothesis.

7. Write notes on (a) the structure and (b) distribution of Marsupialia.

8. (a) Show the importance of the study of Embryology.
(b) What does Packard mean by the statement:
"The development of the individual is often an epitome of the classification of the order or class to which it belongs, as well as of the development or appearance in geological history of the different members of the order or class to which the individual belongs?"

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898

JUNIOR AND SENIOR B. A.

MODERN LANGUAGES.

I.—CHAUCER.

1. In what respects is the Squire's story suited to his character?

2. How can the somewhat lengthy character-sketch of Cambinskan be reconciled with the slightness of his part?

3. (a) In what particulars does the Squire's Tale transcend the limits of the probable?

(b) Note the mediæval elements of the narrative.

4. What further stories does the Squire in conclusion promise to tell?

II—SPENSER.

5. Quite a notable stanza of Spenser's "Fairy Queen"; and describe minutely the versification used by Spenser.

6. (a) Describe the Dragon of Error and her den.

(b) Picture the combat between the Red Cross Knight and the Sarazin.

7. Discuss, with illustrative extracts, the character of Duessa.

8. Write notes on the following, giving the connection in which they occur: "At which Cocytus quakes;" "Noble Briton Prince"; "An aged sire, in long black weedes yclad": "Tethys his wet bed doth ever wash"; "Wretched man, wretched tree"; "As even Proteus to himselfe could make."

[Over]

III.—THE MERCHANT OF VENICE.

9. Among Portia's unsuccessful suitors, why are Morocco and Arragon included in the dramatis personæ, and why they alone?

10. Taking the whole play into account, what connection is established between the story of the bond and the love of Lorenzo and Jessica?

11. Compare the conduct of Portia in the three casket scenes.

12. What part does accident or chance play in this drama?

IV.—RICHARD III.

13. Show how Nemesis is exemplified in Queen Margaret's several curses.

14. Verify from the play the statement that Shakespeare's portraiture of child life is always successful.

15. State the object aimed at by Richard in marrying Lady Anne.

16. Give an account of Richard's plan, agreed on with Buckingham, to have himself proclaimed king.

17. Contrast the mental attitudes of Richmond and Richard on the night before Bosworth.

V.—RHETORIC.

18. "A Talent for History may be said to be born with us, as our chief inheritance. [2]In a certain sense all men are historians. [3]Is not every memory written quite full with annals, wherein joy and mourning, conquest and loss manifoldly alternate; and, with or without philosophy, the whole fortunes of one little inward kingdom, and all its politics, foreign and domestic, stand ineffaceably recorded? [4]Our very speech is curiously historical. [5]Most men, you may observe, speak only to narrate; not in imparting what they have thought, which, indeed, were often a very small matter, but in exhibiting what they have undergone or seen

[Over]

which is a quite unlimited one, do talkers dilate. [6]Cut us off from Narrative, how would the stream of conversation, even among the wisest, languish into detached handfuls, and among the foolish utterly evaporate? [7]Thus, as we do nothing but enact History, we say little but recite it: nay, rather, in that widest sense, our whole spiritual life is built thereon. [8]For, strictly considered, what is all Knowledge too but recorded Experience, and a product of History; of which, therefore, Reasoning and Belief, no less than Action and Passion, are essential materials?

(1) Re-write this simply as a series of assertions, cutting out everything that is limiting, parenthetic, or explanatory.

(2) Place each element eliminated under one of these three heads.

(3) Group the sentences, and show the relation of each group to the first proposition.

(4) What is the object of the inversion in Sentence 5? What other ends may be gained by inversion?

(5) Criticize the metaphor in sentence 6.

(6) Point out the antecedent of "which" in the last sentance. What is the determining law in this case? What other law sometimes prevails?

(7) Pick out the words of explicit reference in the last two sentences.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898.

GENERAL COURSE—ENGLISH.

BACON, POPE, COWPER, AND COMPOSITION.

1. Discuss the merits and defects of the essay as constructed by Bacon in regard (a) to its literary form, (b) to its contents.

2. Give briefly—

(a) Bacon's advice on Reading.

(b) His views on the *advantages* of Deformity, Vainglory, Usury.

3. Quote instances of Bacon's (a) terseness of style, (b) apt similes, (c) use of synonyms.

4. "Throughout, in the essays, life is regarded from the standing point of the author, of the courtier, the high official, the man of wealth and position."
Illustrate this from the selected essays.

5. Write notes on the following lines marking the connection in which they are found:

(a) "Chicane in furs, and casuistry in lawn"
(b) " . . . Great Handel speaks,
Like bold Briareus, with a hundred hands."
(c) "When reason doubtful like the Samian letter,
"Points him two ways, the narrower is the better.
(d) " . . . And if a borough choose him not, undone."
(e) " . . What are crowds undone,
To three essential partridges in one?"

6. How is dulness described as influencing:

(a) University studies, (b) scientific pursuits, (c) the restoration of chaos.

[Over]

7. What was Pope's motive in composing the Dunciad and into what injustices does it lead him?

8. "Cowper's historical position in the development of poetry has given to his writings a prominence which their absolute merits do not possess."

(a) Shew clearly Cowper's position in the development of poetry.

(b) Do you agree with this statement? Give reasons in detail.

9. Sketch the plan upon which the fourth book of the Task is constructed. Discuss it from the standpoint of artistic unity. Show the relation of Book IV to the poem as a whole.

10. Give the connection in which the following lines occur and show the relation of each to the thought of the Fourth Book.

(a) "... to see the stir
Of the great Babel, and not feel the crowd."

(b) "Oh evening's worthy of the gods!" exclaimed The Sabine bard.

(c) "Methinks I see thee in the streaky west,
With matron step slow moving."

(d) "... the craftsman there
Takes a Lethean leave of all his toil."

(e) "Then Milton had indeed a poet's charms."

11. (a) How far is the personal character of the author shown in the "Dunciad" and the "Task" respectively?

(b) Compare in detail the style of the following passages, showing how each is typical of the author:

(1) With that, a wizard old his cup extends;
Which whoso tastes, forgets his former friends,
Sire, ancestors himself. One casts his eyes
Up to a star, and like Endymion dies:
A feather, shooting from another's head,
Extracts his brain; and principle is fled;
Lost is his God, his country, everything;
And nothing left but homage to a king!
The vulgar herd turn off to roll with hogs,
To run with horses or to hunt with dogs,

[Over]

But, sad example ! never to escape
Their infamy, still keep the human shape.
But she, good goddess, sent to every child
Firm impudence, or stupefaction mild ;
And straight succeeded, leaving shame no room,
Cibberian forehead, or Cimmerian gloom.

(2) Is Winter hideous in a garb like this ?
Needs he the tragic fur, the smoke of lamps,
The pent-up breath of au unsavoury throng,
To thaw him into feeling, or the smart
And snappish dialogue that flippant wits
Call comedy, to prompt him with a smile ?
The self-complacent actor, when he views
(Stealing a sidelong glance at a full house)
The slope of faces from the floor to the roof
(As if one master spring controlled them all)
Relaxed into an universal grin,
Sees not a countenance there that speaks of joy
Half so refined or so sincere as ours.
Cards were superfluous here, with all the tricks
That Idleness has ever yet contrived
To fill the void of an unfurnished brain,
To palliate dulness and give time a shove.

12. Write an essay (not more than two pages in length) on *one* of the following subjects :

(a) Epic and dramatic poetry compared.

(b) Elizabethan England.

(c) Contemporary fiction.

(d) An imaginary trip to Europe.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898

JUNIOR AND SENIOR B.A.

MODERN LANGUAGES.

I.

BRITANNICUS.

1. Translate :

Prétendez-vous longtemps cacher l'empereur ?
Ne le verrai-je plus qu'à titre d'importune ?
Ai-je donc élevé si haut votre fortune
Pour mettre une barrière entre mon fils et moi ?
Ne l'osez-vous laisser un moment sur sa foi ?
Entre Sénèque et vous disputez-vous la gloire
A qui m'effacera plus tôt de sa mémoire ?
Vous l'ai-je confié pour en faire un ingrat ;
Pour être, sous son nom, les maîtres de l'État ?
Certes, plus je médite, et moins je me figure
Que vous m'osiez compter pour votre créature,
Vous, dont j'ai pu laisser vieillir l'ambition
Dans les honneurs obscurs de quelque légion ;
Et moi, qui sur le trône ai suivi mes ancêtres,
Moi, fille, femme, sœur, et mère de vos maîtres !

3. (a) How does Néro attempt to justify the abduction of Junia?

(a) What are his real motives ?

4. (a) Contrast the characters of Burrhus and Narcisse.

(b) Sketch the character of Agrippine.

5. Recite the incidents of Agrippina's career, as recalled by her to the Emperor.

6. By whom, and by what arguments, is Néro incited to the assasination of Britannicus ?

[Over]

II.

LE MISANTHROPE.

7. Translate :

Or. A vous. Trouvez-vous qu'il vous blesse ?
Al. Non pas. Mais la surprise est fort grande pour moi,
Et je n'attendais pas l'honneur que je reçoi.
Or. L'estime où je vous tiens ne doit point vous surprendre,
Et de tout l'univers vous la pouvez prétendre.
Al Monsieur . . .
Or. L'État n'a rien qui ne soit au-dessous
Du mérite éclatant que l'on découvre en vous.
Al. Monsieur. . . .
Or. Oui, de ma part, je vous tiens préférable
A tout ce que j'y vois de plus considérable.
Al. Monsieur. . . .
Or. Sois-je du ciel écrasé, si je mens ;
Et, pour vous confirmer ici mes sentimens,
Souffrez qu'à cœur ouvert, monsieur, je vous embrasse,
Et qu'en votre amitié je vous demande place.
Touchez là, s'il vous plaît. Vous me la promettez,
Votre amitié ?

8. Write grammatical notes on :

(a) reçoi, (b) prétendre, (c) l'on, (d) embrasse.

9. State the connection of this extract with the context.

10. Translate :

Ar. Leur départ ne pouvait plus à propos se faire.
Cél. Voulons-nous nous asseoir ?
Ar. Il n'est pas nécessaire,
Madame, L'amitié doit surtout éclater
Aux choses qui le plus nous peuvent importer ;
Et, comme il n'en est point de plus grand importance
Que celles de l'honneur et de la bienséance,
Je viens, par un avis qui touche votre honneur,
Témoigner l'amitié que pour vous a mon cœur.
Hier j'étais chez des gens de vertu singulière,
Où sur vous du discours on tourna la matière ;

11. The scene of which this extract is a part has been called "a feminine duel." Describe the contest fully, showing, with reasons, which combatant comes off best.

[Over]

12. Translate :

Cél. D'où vient donc, je vous prie, un tel emportement ?
Avez-vous, dites-moi, perdu le jugement ?
Al. Oui, oui, je l'ai perdu, lorsque dans votre vue
J'ai pris, pour mon malheur, le poison qui me tue,
Et que j'ai cru trouver quelque sincérité
Dans les traîtres appas dont je fus enchanté.
Cél. De quelle trahison pouvez-vous donc vous plaindre ?

13. Explain the references in (a) emportement ; (b) poison; (c) appas; (d) trahison.

14. (Not to be translated)

Al. Non. Mon cœur à présent vous déteste,
Et ce refus lui seul, fait plus que tout le reste.
Puisque vous n'êtes point, en des liens si doux
Pour trouver tout en moi, comme moi tout en vous,
Allez, je vous refuse ; et ce sensible outrage
De vos indignes fers pour jamais me dégage.

Explain references in (a) *ce refus*, and (b) *je vous refuse.*

15. (1) Give a brief character sketch of (a) Alceste and (b) Célimène. (2) State the source of Molière's inspiration in writing this comedy.

III.

LE CID.

16. Translate :

Que je sens de rudes combats !
Contre mon propre honneur mon amour s'intéresse ;
Il faut venger un père, et perdre une maîtresse :
L'un m'anime le cœur, l'autre retient mon bras.
Réduit au triste choix, ou de trahir ma flamme,
Ou de vivre en infâme,
Des deux côtés mon mal est infini,
O Dieu ! l'étrange peine !
Faut-il laisser un affront impuni ?
Faut-il punir le père de Chimène ?

17. Translate :

Eh bien ! sire, ajoutez ce comble à mon malheur,
Nommez ma pâmoison l'effet de ma douleur,
Un juste déplaisir à ce point m'a réduite ;

[Over]

Son trépas dérobait sa tête à ma poursuite.
S'il meurt des coups reçus pour le bien du pays,
Ma vengeance est perdue, et mes desseins trahis ;
Une si belle fin m'est trop injurieuse ;
Je demande sa mort, mais non pas glorieuse,
Non pas dans un éclat qui l'élève si haut,
Non pas au lit d'honneur, mais sur un échafaud.
Qu'il meure pour mon père, et non pour la patrie ;
Que son nom soit taché, sa mémoire flétri ;
Mourir pour le pays n'est pas un triste sort ;
C'est s'immortaliser par une belle mort.
J'aime donc sa victoire, et je le puis sans crime ;
Elle assure l'état, et me rend ma victime,
Mais noble, mais fameux entre tous les guerriers,
Et pour dire en un mot ce que j'en considère,
Digne d'être immolée aux mânes de mon père.

18. (a) Outline briefly the plot of the tragedy.

(b) Show the connection with the plot of the passages quoted in Questions 1 and 2.

19. Give in French your appreciation of the character of Rodrigue (not to exceed five lines).

20. Translate into French :

When I was a child, of seven years of age, my friends on a holiday filled my pockets with coppers. I went directly to a shop were they sold toys for children ; and, being charmed with the sound of a whistle that I saw on the way in the hands of another boy, I voluntarily offered him all my money for it. I then came home and went whistling all over the house, much pleased with my whistle, but disturbing all the family. My brothers and sisters and cousins, understanding the bargain I had made, told me I had given four times as much for it as it was worth. This put me in mind what good things I might have bought with the rest of the money; and they laughed at me so much for my folly, that I cried with vexation, and the reflection gave me more chagrin than the whistle gave me pleasure.

This, however, was afterwards of use to me, the impression continuing on my mind ; so that often, when I was tempted to buy some unnecessary thing, I said to myself : " Don't give too much for the whistle," and so I saved my money.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898

JUNIOR AND SENIOR B. A.

MODERN LANGUAGES—FRENCH.

I.

FÉNELON.

1. Translate :

Je vous entends, vous n'aimez pas les traits d'esprit : mais, sans cet agrément, que deviendrait l'Éloquence? Voulez-vous réduire tous les prédicateurs à la simplicité des missionnaires ? Il en faut pour le peuple : mais les honnêtes gens ont les oreilles plus délicates, et il est nécessaire de s'accommoder à leur goût.

(a) Is A or B the speaker ?

(b) What are the differing conceptions of Eloquence entertained by these two men ?

2. Translate :

A. De là vient ce que dit Cicéron, qu'il a vu bien des gens diserts, c'est-à-dire, qui parlaient avec agrément et d'une manière élégante ; mais qu'on ne voit presque jamais de vrai orateur, c'est-à-dire, d'homme qui sache entrer dans le cœur des autres, et qui les entraîne.

3. Pour atteindre son but il faut que l'orateur soit capable d'instruire, de peindre et de toucher.

What equipment must he have to fulfil these requirements ?

4. Translate :

Attendez : au moins je voudrais que les prédicateurs ne se contentassent pas de coudre ensemble des passages rapportés. Je voudrais qu'ils expliquassent les principes et l'enchaînement de la doctrine de l'Écriture. Je voudrais qu'ils en prissent l'esprit, le style et les figures, que tous leurs discours servissent à en donner l'intelligence et le goût. Il n'en faudrait pas d'avantage pour être éloquent : car ce serait imiter le plus parfait modèle de l'Éloquence.

(a) What anomalies result from the treatment of detached passages of Scripture ?

[Over]

II.

LAZARE HOCHE.

5. Translate :

Hoche cependant, nous l'avons vu, avait embrassé avec ardeur les principes d'une révolution qui supprimait les privilèges et abaissait les obstacles devant le mérite : mais son bon sens, ami de l'ordre et de la discipline, répugnait à l'anarchie et aux fureurs démagogiques : ses vives sympathies pour la cause de l'égalité civile et de la liberté ne l'avaient dépouillé ni de sa droiture, ni de son respect, ni de sa piété, et il avait vu un abominable attentat dans la violation de la royale demeure par la populace.

(a) State what you know about the *priviléges* mentioned in the above extract.

(b) Give a short account of the *violation de la royale demeure.*

6. Translate :

Hoche partit pour Paris, prisonnier, escorté par des gendarmes. A peine arrivé (12 avril 1794), il se fait conduire au Comité de salut public qui avait signé l'ordre de l'arrêter. Il rencontre Saint-Just dans l'antichambre, s'adresse à lui et demande justice. "On vous fera tout à l'heure, répond sèchement Saint-Just, la justice que vous méritez." Et il ordonne aux gendarmes de conduire le prisonnier aux Carmes, où il languit cinq semaines dans un cachot fétide. Hoche fut transféré le 16 mai à la Conciergerie, d'où on ne sortait que pour monter au tribunal, et du tribunal à l'échafaud.

(a) Relate the circumstances immediately preceding this.

(b) Account for the differing tenses of the following verbs : *Partit, fait, languit, sortait.*

7. Translate :

Douze jours plus tard (29 thermidor), Hoche obtint un commandement : il fut chargé d'étouffer, dans l'Ouest, la rébellion des chouans ; et ce même Comité de salut public qui, trois mois auparavant, avait déclaré Hoche, à l'unanimité, traître à la patrie, lui donnait maintenant mission de la défendre et le nommait général en chef de l'armée des côtes de Cherbourg.

8. To what political event did Hoche owe his liberation from prison ?

[Over]

III.

9. When is une pensée (a) simple, (b) naïve, (c) gracieuse ?

10. Distinguish *les sentimenti* from *les passions*. Tell what quality the sentiment in each of the following italicised passages contains :

(a) Qu'est-ce, en effet, pour toi, grand monarque des Gaules,
Qu'un peu de sable et de gravier!
Que faire de mon île ? Il n'y croît que des saules,
Et tu n'aimes que le laurier.

(b) A traverse les vapeurs d'une fumée ardente,
Jeanne, encore menaçante,
Montre aux Anglais son bras à demi consumé.
Pourquoi reculer d'épouvante,
Anglais ! *son bras est désarmé.*

(c) Que vouliez-vous qu'il fît contre trois ? *Qu'il mourût.*

11. Define *une image*. When is une image *vraie, claire, juste ?*

12. What is meant by *la propriété des mots ?* Name the three chief hindrances to it.

13. What are the two conditions essential to clearness of style ?

14. Define *la période*. Distinguish it from *la phrase coupée*.

15. Divide the following période into its members, and tell to what class it belongs :

" Pendant que les sanglots éclataient de toutes parts, comme si un autre que lui en eût été l'objet, il continuait à donner des ordres."

IV.

16. Translate into French :

At Avignon, I knew a very old priest who was acquainted with Bonaparte in his youth. This old man told me Bonaparte had at that time a very awkward way of looking downwards or aside when in conversation with any one. I said to him, " Mr Bonaparte, when one speaks to any body, one ought to look him in the face : to turn away one's eyes is uncivil." I asked, " How did he take it ?"—" Quietly, and even as if he was obliged to me. I was older than he : he was a young

[Over]

man, and not the great man he afterwards became." This *mauvaise honte,* as the old priest called it, is often in young men a symptom of strong feeling: it is unjust to impute it, as is too frequently done, to a defect of good manners or of intellectual powers. Bonaparte's soldiers were permitted to jest with him. When this great man commanded in Italy, as he rode by a company of grenadiers, he saw among them a man of very small stature, and said to him, "You are very short for a grenadier." The soldier replied: "If generals were chosen by the height you would not be one of them." When he became emperor the familiarity of his soldiers might be diminished, but their enthusiasm and affection were even still more fervent tnan before his elevation.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898.

MODERN LANGUAGES. — SPECIAL COURSE.

LESSING, CHAMISSO, ETC.

I.—1. Translate:

Mache, Juſt, mache, daß wir aus dieſem Hauſe kommen. Die Höflichkeit der fremden Dame iſt mir empfindlicher als die Grobheit des Wirths. Hier nimm dieſen Ring, die einzige Koſtbarkeit, die mir übrig iſt, von der ich nie geglaubt hätte, einen ſolchen Gebrauch zu machen! Verſetze ihn! laß dir uchtzig Friedrichsdor darauf geben; die Rechnung des Wirths kann keine dreißig betragen. Bezahle ihn, und räume meine Sachen — Ja, wohin? — Wohin du willſt. Der wohlfeilſte Gaſthof, der beſte. Du ſollſt mich hier nebenan auf dem Kaffeehauſe treffen. Ich gehe; mache deine Sache gut.

2. Translate:

Mädchen, du verſtehſt dich ſo trefflich auf die guten Menſchen; aber wann willſt du die ſchlechten ertragen lernen? Und ſie ſind doch auch Menſchen — und öfters bei weitem ſo ſchlechte Menſchen nicht, als ſie ſcheinen. Man muß ihre gute Seite nur aufſuchen. Ich bilde mir ein, dieſer Franzoſe iſt nichts als eitel. Aus bloßer Eitelkeit macht er ſich zum falſchen Spieler; er will mir nicht verbunden ſcheinen; er will ſich den Dank erſparen. Vielleicht, daß er nun hingeht, ſeine kleinen Schulden bezahlt, von dem Reſte, ſoweit er reicht, ſtill und ſparſam lebt und an das Spiel nicht denkt Wenn das iſt, liebe Franziska, ſo laß ihn Rekruten holen, wann er will. — (Gibt ihr die Taſſe.) Da, ſetz' weg! — Aber, ſage mir, ſollte Tellheim nicht ſchon da ſein?

(a) Give a second meaning, which the words in spaced print in the two preceding passages might have.

3. Translate:

Kurz, mein Fräulein — Sie haben mich nicht ausreden laſſen. — Ich wollte ſagen: wenn man mir das Meinige ſo ſchimpflich vorenthält, wenn meiner Ehre nicht die vollkommenſte Genugthuung geſchieht, ſo kann ich, mein Fräulein, der Ihrige nicht ſein. Denn ich bin es in den Augen der Welt nicht werth

[Over]

zu sein. Das Fräulein von Barnhelm verdient einen unbescholtenen Mann. Es ist eine nichtswürdige Liebe, die kein Bedenken trägt, ihren Gegenstand der Verachtung auszusetzen. Es ist ein nichtswürdiger Mann, der sich nicht schämt, sein ganzes Glück einem Frauenzimmer zu verdanken, dessen blinde Zärtlichkeit —

(a) Derive the words in spaced print.

(b) Name the speaker in each of the three passages.

II.—1. Translate:

Der gute Mann erschrak ordentlich, als er solche Worte aus dem Munde des Grafen Peter vernahm. Er fiel mir um den Hals, und ward wieder ganz verschämt, sich vergessen zu haben. Nun fiel es ihm ein, zu zweifeln, zu ermägen und zu forschen; er sprach von Mitgift, von Sicherheit, von Zukunft für sein liebes Kind. Ich dankte ihm, mich daran zu mahnen. Ich sagte ihm, ich wünsche in dieser Gegend, wo ich geliebt zu sein schien, mich anzusiedeln, und ein sorgenfreies Leben zu führen. Ich bat ihn, die schönsten Güter, die im Lande ausgeboten wurden, im Namen seiner Tochter zu kaufen, und die Bezahlung auf mich anzuweisen. Es könne darin ein Vater dem Liebenden am besten dienen. — Es gab ihm viel zu thun, denn überall war ihm ein Fremder zuvorgekommen; er kaufte auch nur für ungefähr eine Million.

(a) Give principal parts of the verbs in spaced print.

2. Translate:

Ein paar regnichte Tage förderten mich leicht auf den Weg, aber auf Kosten meiner Stiefel, deren Sohlen für den Grafen Peter, und nicht für den Fußknecht berechnet worden. Ich ging schon auf den bloßen Füßen. Ich mußte ein paar neue Stiefel anschaffen. Am nächsten Morgen besorgte ich dieses Geschäft mit vielem Ernst in einem Flecken, wo Kirmeß war, und wo in einer Bude alte und neue Stiefel zu Kauf standen. Ich wählte und handelte lange. Ich mußte auf ein paar neue, die ich gern' gehabt hätte, Verzicht leisten; mich schreckte die unbillige Forderung. Ich begnügte mich also mit alten, die noch gut und stark waren, und die mir der schöne blondlockige Knabe, der die Bude hielt, gegen gleich bare Bezahlung freundlich lächelnd einhändigte, indem er mir Glück auf den Weg wünschte. Ich zog sie gleich an und ging zum nördlich gelegenen Thor aus dem Ort.

(a) Explain the meaning of the words in spaced print.

(b) State briefly what influence the bargain referred to in this passage had on Schlemihl's whole life.

III.—Translate into German :

The mice once deliberated in a general assembly, how they might succeed in protecting themselves from the terrible cat that constantly threatened their lives ; for it was impossible for them to resist her, neither could they escape from her. After several proposals had been made, which however did not suit them, they were advised by an old experienced mouse to hang a bell on the cat's neck ; it would then be easy for them, said she, to hear their enemy even from a distance.

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UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY 1898

MODERN LANGUAGE COURSE.—SPECIAL.

EICHENDORF AND GOETHE.

1. Translate:

Das war aber auch ganz zum Erstaunen! Ich wollte mir doch Italien recht genau besehen, und riß die Augen alle Viertelstunden weit auf. Aber kaum hatte ich ein Weilchen so vor mich hingesehen, so verschwirrten und verwickelten sich mir die sechzehn Pferdefüße vor mir wie Filet so hin und her und übers Kreuz, daß mir die Augen gleich wieder übergingen, und zuletzt geriet ich in ein solches entsetzliches und unaufhaltsames Schlafen, daß gar kein Rat mehr war. Da mocht' es Tag oder Nacht, Regen oder Sonnenschein, Tirol oder Italien sein, ich hing bald rechts bald links, bald rücklings über den Bock herunter, ja manchmal tunkte ich mit solcher Vehemenz mit dem Kopfe nach dem Boden zu, daß mir der Hut weit vom Kopfe flog, und der Herr Guido im Wagen laut aufschrie.

(a) „Die Augen.....übergingen." In what other meaning is this expression employed in the work.

(b) „Entsetzliches." Connect meaning with root.

2. Translate:

Oranien. Merktet Ihr nicht, daß sie zurückhaltender war? Erst wollte sie unser Betragen bei dem neuen Aufruhr des Pöbels gelassen billigen; nachher merkte sie an, was sich doch auch für ein falsches Licht darauf werfen lasse, wich dann mit dem Gespräche zu ihrem alten gewöhnlichen Diskurs, daß man ihre liebevolle gute Art, ihre Freundschaft zu uns Niederländern nie genug erkannt, zu leicht behandelt habe, daß nichts einen erwünschten Ausgang nehmen wolle, daß sie am Ende wohl müde werden, der König sich zu andern Maßregeln entschließen müsse. Habt Ihr das gehört?

Egmont. Nicht Alles; ich dachte unterdessen an was Anders. Sie ist ein Weib, guter Oranien, und die möchten immer gern, daß sich Alles unter ihr sanftes Joch gelassen schmiegte, daß jeder Hercules die Löwenhaut ablegte und ihren Kunkelhof vermehrte; daß, weil sie friedlich gesinnt sind, die Gährung, die ein Volk ergreift, der Sturm, den mächtige Nebenbuhler gegen einander erregen,

[Over]

sich durch Ein freundlich Wort beilegen ließe, und die widrigsten Elemente sich zu ihren Füßen in sanfter Eintracht vereinigten. Das ist ihr Fall; und da sie es dahin nicht bringen kann, so hat sie keinen Weg als launisch zu werden, sich über Undankbarkeit, Unweisheit zu beklagen, mit schrecklichen Aussichten in die Zukunft zu drohen, und zu drohen, daß sie — fortgehen will.

(a) Parse Gespräche, schmiegte, vereinigten, Pöbels, Elemente. Conjugating verbs and giving Gender of Nouns.

(b) „Kunkelhof." Give the composition of the word and explain the reference.

(c) „Die" (line 12). Parse and explain.

3. Translate:

Egmont. Siehst du, Klärchen! — Laß mich sitzen! — (Er setzt sich, sie kniet vor ihn auf einen Schemel, legt ihre Arme auf seinen Schooß und sieht ihn an.) Jener Egmont ist ein verdrießlicher, steifer, kalter Egmont, der an sich halten, bald dieses bald jenes Gesicht machen muß; geplagt, verkannt, verwickelt ist, wenn ihn die Leute für froh und fröhlich halten; geliebt von einem Volke, das nicht weiß was es will; geehrt und in die Höhe getragen von einer Menge, mit der nichts anzufangen ist; umgeben von Freunden, denen er sich nicht überlassen darf; beobachtet von Menschen, die ihm auf alle Weise beikommen möchten; arbeitend und sich bemühend, oft ohne Zweck, meist ohne Lohn — O laß mich schweigen, wie es dem ergeht, wie es dem zu Muthe ist! Aber dieser, Klärchen, der ist ruhig, offen, glücklich, geliebt und gekannt von dem besten Herzen, das auch er ganz kennt und mit voller Liebe und Zutraun an das seine drückt. (Er umarmt sie.) Das ist dein Egmont!

(a) „Beikommen." Give the original and proper meaning of this verb.

(b) Point out the idiomatic expression of the passage.

4. Translate:

Wie selten kommt ein König zu Verstand! Und sollen sich Viele nicht lieber Vielen vertrauen als Einem? Und nicht einmal dem Einen, sondern den Wenigen des Einen, dem Volke, das an den Blicken seines Herrn altert. Das hat wohl allein das Recht, klug zu werden.

Alba. Vielleicht eben darum, weil es sich nicht selbst überlassen ist.

Egmont. Und darum Niemand gern sich selbst überlassen möchte. Man thue, was man will; ich habe auf Deine Frage geantwortet, und wiederhole: Es geht nicht! Es kann nicht gehen! Ich kenne meine Landsleute! Es sind Männer, werth Gottes Boden zu betreten; ein Jeder rund für sich, ein kleiner Kö-

[Over]

nig, fest, rührig, fähig, treu, an alten Sitten hangend. Schwer ist's, ihr Zutrauen zu verdienen, leicht, zu erhalten. Starr und fest! Zu drücken sind sie, nicht zu unterdrücken.

(a) Give a brief sketch of the character of the Regenten as brought out in this play.

(b) Give a brief account of two or at most three of the most striking passages.

5. Translate:

Frei athmen macht das Leben nicht allein.
Welch Leben ist's, das an der heil'gen Stätte,
Gleich einem Schatten um sein eigen Grab,
Ich nur vertrauern muß? Und nenn' ich das
Ein fröhlich selbstbewußtes Leben, wenn
Uns jeder Tag, vergebens hingeträumt,
Zu jenen grauen Tagen vorbereitet,
Die an dem Ufer Lethe's, selbstvergessend
Die Trauerschaar der Abgeschiednen feiert?
Ein unnütz Leben ist ein früher Tod;
Dies Frauenschicksal ist vor allen mein's.

Das nennst du unnütz, wenn von deinem Wesen
Auf Tausende herab ein Balsam träufelt,
Wenn du dem Volke, dem ein Gott dich brachte,
Des neuen Glückes ew'ge Quelle wirst,
Und an dem unwirtbaren Todesufer
Dem Fremden Heil und Rückkehr zubereitest?

Iphigenie.

Das Wenige verschwindet leicht dem Blick,
Der vorwärts sieht, wie viel noch übrig bleibt.

Arkas.

Doch lobst du den, der, was er thut, nicht schätzt?

Iphigenie.

Man tadelt den, der seine Thaten wägt.

Arkas.

Auch den, der wahren Werth zu stolz nicht achtet,
Wie den, der falschen Werth zu eitel hebt.
Glaub' mir und hör' auf eines Mannes Wort,
Der treu und redlich dir ergeben ist:
Wenn heut der König mit dir redet, so
Erleichtr' ihm, was er dir zu sagen denkt!

Iphigenie.

Du ängstest mich mit jedem guten Worte;
Oft wich ich seinem Antrag mühsam aus.

[Over]

(a) Give the force of ver in vertrauern.
(b) Give the plural of Trauerſchaar and Grab.
(c) Distinguish: 1. Ufer, Geſtade, Küſte and Strand.
2. Weſen and Daſein.

6. Translate:

Der Unbekannten Wort verehrteſt du,
Der Fürſtin willſt du raſch gebieten? Nein!
Von Jugend auf hab' ich gelernt gehorchen,
Erſt meinen Eltern und dann einer Gottheit.
Und folgſam fühlt' ich immer meine Seele
Am ſchönſten frei; allein dem harten Worte,
Dem rauhen Ausſpruch eines Mannes mich
Zu fügen, lernt' ich weder dort noch hier.

Red' oder ſchweig' ich, immer kannſt du wiſſen,
Was mir im Herzen iſt und immer bleibt.
Löſt die Erinnerung des gleichen Schickſals
Nicht ein verſchloßnes Herz zum Mitleid auf?
Wie mehr denn mein's! In ihnen ſeh' ich mich.
Ich habe vorm Altare ſelbſt gezittert,
Und feierlich umgab der frühe Tod
Die Knieende; das Meſſer zuckte ſchon,
Den lebenvollen Buſen zu durchbohren;
Mein Innerſtes entſetzte wirbelnd ſich,
Mein Auge brach, und — ich fand mich gerettet.
Sind wir, was Götter gnädig uns gewährt,
Unglücklichen nicht zu erſtatten ſchuldig?
Du weißt es, kennſt mich, und du willſt mich zwingen!

7. (a) What seem to have been the poets aim in this play?
(b) Point out the literary qualities of the play.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898.

MODERN LANGUAGE.—SPECIAL COURSE.

GERMAN GRAMMAR AND COMPOSITION.

1. Give approximate dates for the main divisions of German literature.

2. Discuss briefly the various changes and modifications through which the German language passed in the transition from the Gothic to the O. H. G. and the M. H. G.

3. Write brief notes on Berthold Lech, Walther von der Vogelweide, Konrad von Würzburg, giving dates and the character and titles of some of their chief productions.

4. Discuss briefly the position in the sentence of (a) the verb; (b) relative clauses, giving examples in German.

5. What construction follows (a) the verbs: dürſten, erſtaunen, bitten, ſich verlaſſen, gehorchen; (b) the adjectives: eingedenk, eiferſüchtig, gleich, böſe, bange; (c) the substantives: Stolz, Zweifel, Neid, Jagd, Gedanke.

6. Write note on the use of the subjunctive mood.

7. Translate: (a) I can never forget you who helped me in those days. (b) What is yours is mine, and what is mine is my own. (c) Whoever it may be, please, allow him to come in. (d) Ye who should know better, ought to be very much ashamed.

8. Translate:

A vine-grower said to his sons shortly before his death: Dear children, you know that I possess nothing but this cottage and that vineyard. But in the vineyard lies a treasure. If you dig for it, you will find it. But he did not say in what part of the vineyard the treasure was lying. The sons searched many a day and dug the vineyard with great industry. It produced such a quantity of grapes that all the sons were

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astonished at it. They had found neither gold nor silver, but they saw now that industry is a treasure.

9. Translate:

a) In spring the sun shines warmer and the days become longer.

b) On June the 21st the sun rises at about a quarter to six in the morning, and sets at about twenty minutes past eight.

c) A flash of lightning, accompanied by a crash of thunder, followed this rapid movement, and Falke stared at his friend with eyes such as those with which a man would gaze astounded at a child, who had dared to do that which he himself would not dare.

10. Translate:

Eine Prachtausgabe der beiden deutschen Dichterfürsten, die unser Mund fast unwillkürlich zusammen nennt und die so innig zusammen gehören, sich so glücklich ergänzen, war eine der schönsten Aufgaben, die sich ein deutscher Verleger stellen konnte, und zu der sich die Künstler von selbst und mit Freuden heran-drängen mußten. Mit Schiller war der Wurf geschehen, der so glücklich gelang, daß die deutsche Verlagsanstalt es wagen konnte, auch die Werke des ebenbürtigen Genius dem deutschen Volke zu bieten und durch den Schmuck künstlerischer Illustrationen ihm noch weitere Kreise zu erschließen, ihn im eigentlichen Sinne des Wortes populär zu machen. Denn es ist keine Frage, Tausende und Abertausende werden erst durch das lebendige Bild herangezogen. Aber sie sind auch dann ganz gewonnen; sie vertiefen sich in den Dichter, gewinnen ihn lieb und seine Werke bilden fortan einen lebendigen Theil ihres Bücherschatzes wie ihres Geistesschatzes.

Auch der zweite Wurf gelang. Noch ehe ein Jahr seit Beginn des Unternehmens um war, hatte sich die erste Auflage erschöpft und ein neuer Druck mußte beginnen, mitten im Erscheinen der Hefte, die mit so glänzendem Beifall aufgenommen wurden, obgleich der dem Künstler unendlich reicheren Stoff bietende Theil der dramatischen Dichtungen kaum erst begonnen hatte.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898.

GENERAL B. A. EXAMINATION.

LATIN.

I. CICERO.

1. Translate:

Est etiam quiete et pure atque eleganter actae aetatis placida ac lenis senectus, qualem accepimus Platonis, qui uno et octogesimo anno scribens est mortuus, qualem Isocrati, qui eum librum, qui Panathenaicus inscribitur, quarto nonagesimo anno scripsisse dicitur vixitque quinquennium postea; cuius magister Leontinus Gorgias centum et septem complevit annos, neque umquam in suo studio atque opere cessavit. Qui, cum ex eo quaereretur cur tam diu vellet esse in vita, "nihil habeo" inquit "quod accusem senectutem." Praeclarum responsum et docto homine dignum! Sua enim vitia insipientes et suam culpam in senectutem conferunt, quod non faciebat is, cuius modo mentionem feci, Ennius:

sic ut fortis ecus, spatio qui saepe supremo
vicit Olumpia, nunc senio confectus quiescit.

Give reasons for case or mood of: *qualem, quinquennium, vellet, accusem, Olumpia.*

2. Translate:

Saepe audivi e maioribus natu, qui se porro pueros a senibus audisse dicebant, mirari solitum C. Fabricium quod, cum apud regem Pyrrhum legatus esset, audisset a Thessalo Cinea esse quendam Athenis qui se sapientem profiteretur, eumque dicere omnia quae faceremus ad voluptatem esse referenda. Quod ex eo audientis M'. Curium et Ti. Coruncanium optare solitos ut id Samnitibus ipsique Pyrrho persuaderetur, quo facilius vinci possent cum se voluptatibus dedissent.

Explain the various uses of the subjunctive in this passage.

3. Translate:

"...Atque etiam, cum hominis natura morte dissolvitur, ceterarum rerum perspicuum est quo quaeque discedat, abeunt

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enim illuc omnia, unde orta sunt; animus autem solus nec cum adest nec cum discessit apparet. Iam vero videtis nihil esse morti tam simile quam somnum. Atqui dormientium animi maxime declarant divinitatem suam; multa enim, cum remissi et liberi sunt, futura prospiciunt; ex quo intellegitur quales futuri sint, cum se plane ex corporis vinclis relaxaverint. Qua re, si haec ita sunt, sic me colitote," inquit, "ut deum, sin una est interiturus animus cum corpore, vos tamen, deos verentes, qui hanc omnem pulchritudinem tuentur et regunt, memoriam nostri pie inviolateque servabitis."

Who is speaking? And to whom?

4. "Etenim quatuor reperio causas . . . unam quod avocet a rebus gerendis: . . . quartam, quod haud procul absit a morte." How does Cicero meet these two charges?

5. How does Cicero illustrate his argument by references to Sophocles, Milo, Q. Maximus? What authors does he most frequently quote?

6. Write explanatory notes on:
   (a) Multæ etiam ut in homine Romano litteræ.
   (b) Hortum agricola succidiam alteram appellant.
   (c) Nec sapienti usque ad Plaudite veniendum est.
   (d) Senectus ætatis est peractio tanquam fabulæ.

II. LATIN PROSE.

7. Translate into Latin, using Oratio obliqua from "although:"

Answer was made by the Gauls to the ambassadors of the Romans: Although we for the first time hear of the name of the Romans, yet we believe that you are brave men, since the Clusini in their trouble have asked your aid; and because you have preferred to protect your allies by an embassy rather than by arms, we by no means refuse the peace which you offer, if they who have more land than they cultivate, will give us, who are in need, a part of their territory.

8. Translate into Latin:

Gentlemen, under these circumstances, it is not the safety of an individual, but the reputation of a great empire which is at stake. To tarnish it is a great crime. I would not have so great a crime committed by you. I would not see a jury of which I myself have approved walk through the public

[Over]

streets branded with infamy and scorn. Therefore, my learned brother, if advice be not now thrown away, I advise you to consider the nature of the course you are adopting, the end to which it must lead, and above all the character of your client. 'Believe me I have no wish by these remarks to deter you from fighting the case with the full force of your intellect and ability.

UN

1. Tra
Tum
erat, crin
ore, ausa
facto dir
viros ora
gerent, n
liberum
in nos ve
viris ac
alteris ve

2. (a)
piget, dir

(b) W
"piget."

(c) Pu

3. Tra
Tunc a
ut, qui ni
dere anin
bus obno
et. Vulg
rege fue
si pax ve
regem tr
quaedam
isset, ope
curatum
tium spec
ictum cu

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY 1898

GENERAL B.A.

LIVY AND GRAMMAR.

1. Translate:

Tum Sabinae mulieres, qurrum ex iniuria bellum ortum erat, crinibus passis scissaque veste, victo malis muliebri pavore, ausae se inter tela volantia inferre, ex transverso impetu facto dirimere infestas acies, dirimere iras, hinc patres hinc viros orantes, ne se sanguine nefando soceri generique respergerent, ne parricidio macularent partus suos, nepotum illi, hi liberum progeniem. 'Si adfinitatis inter vos, si conubii piget, in nos vertite iras; nos causa bella, nos vulnerum ac caedium viris ac parentibus sumus; melius peribimus quam sine alteris vestrum viduae aut orbae vivemus.'

2. (a) Give principal parts of scissa, passis, respergerent piget, dirimere.

(b) Write note on the use of genit. in "quarum" and mood "piget."

(c) Put "ne . . . . progenium" into direct narration.

3. Translate

Tunc adeo fracti simul cum corpore sunt spiritus illi feroces, ut, qui nihil ante ratus esset minus regium quam sacris dedere animum, repente omnibus magnis parvisque superstitionibus obnoxius degeret religionibusque etiam populum implere. Vulgo iam homines, eum statum rerum qui sub Numa rege fuerat requirentes, unam opem aegris corporibus relictam si pax veniaque ab diis impetrata esset credebant. Ipsum regem tradunt volventem commentarios Numae, eum ibi quaedam occulta sollemnia sacrificia Iovi Elicio facta invenisset, operatum iis sacris se abdidisse, sed non rite initum aut curatum id sacrum esse, nec solum nullam ei oblatam coelestium speciem, sed ira Iovis sollicitati prava religione fulmine ictum cum domo conflagrasse.

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4. Account for mood or case of ratus esset, dedere, superstitionibus, eum, impetrata esset, operatum, sacris, ira.

5. Write explanatory notes on "commentarios Numae" Iovi Elicio.

6. Translate:

Cum si nihil morarentur, infensus ira porro inde abiturus videretur, benigne ab Gabinis excipitur. Vetant mirari, si, qualis in cives, qualis in socios, talis ad ultimum in liberos esset; in se ipsum postremo saeviturum, si alia desint. Sibi vero gratum adventum eius esse futurumque credere brevi, ut, illo adiuvante, a portis Gabinis sub Romana moenia bellum transferatur.

(b) Account for the mood of morarentur, esset, desint.

7. What are the merits and defects of Livy as a historian? What is the present condition of Livy's histories?

8. (a) Decline Pelides, rete, plus, duo, aliquis, vis praeceps.

(b) Compare male, bene, nuper, strenuus, senex, satis, dexter.

9. (a) Write out 2nd person sing. of fut. indic.; pres. subj.; perf. subj.; and imperat. in one voice of eo, edo sequor, patior, fio, fero, audeo.

(b) Explain partitive genit. Translate into Latin: "All of us saw him." "The whole of Asia fears Pompey." "Three hundred of us have come." "He came at a late hour of the night."

10. (a) What moods may be used with qui, cum, and ut, and what is the meaning in each case?

(b) Distinguish as to meaning:

(1) Binos libris pueris dedi.
Duos libros pueris dedi.

(2) Voluptati vaco.
Voluptate vaco.

(3) Ei facienti hoc credo.
Ei qui facit hoc credo.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898.

GENERAL B.A.

ÆSCHYLUS AND GREEK PROSE.

I—ÆSCHYLUS.

1. Translate :

ΠΡΟΜΗΘΕΥΣ.

ἀλγεινὰ μέν μοι καὶ λέγειν ἐστὶν τάδε,
ἄλγος δὲ σιγᾶν, πανταχῇ δὲ δύσποτμα.
ἐπεὶ τάχιστ' ἤρξαντο δαίμονες χόλου
στάσις τ' ἐν ἀλλήλοισιν ὠροθύνετο,
οἱ μὲν θέλοντες ἐκβαλεῖν ἕδρας Κρόνον,
ὡς Ζεὺς ἀνάσσοι δῆθεν, οἱ δὲ τοὔμπαλιν
σπεύδοντες, ὡς Ζεὺς μήποτ' ἀρξειεν θεῶν,
ἐνταῦθ' ἐγὼ τὰ λῷστα βουλεύων πιθεῖν
Τιτᾶνας, Οὐρανοῦ τε καὶ Χθονὸς τέκνα,
οὐκ ἠδυνήθην.

2. Parse : λῷστα, πιθεῖν, ἠδυνήθην.

3. Derive : δύσποτμα, ἕδρας, τέκνα.

4. Comment on the case or mood of :
λέγειν ; οἱ μὲν θέλοντες ; ἀνάσσοι.

5. Translate :

ΙΩ

τίς γῆ ; τί γένος ; τίνα φῶ λεύσσειν
τόνδε χαλινοῖς ἐν πετρίνοισιν
χειμαζόμενον ;
τίνος ἀμπλακίας ποινὰς ὀλέκει ;
σήμηνον ὅποι
γῆς ἡ μογερὰ πεπλάνημαι.

[Over]

ἆ ἆ,
χρίει τις αὖ με τὰν τάλαιναν οἶστρος,
εἴδωλον Ἄργου γηγενοῦς,
ἄλευε δᾶ: φοβοῦμαι
τὸν μυριωπὸν εἰσορῶσα βούταν.
ὁ δὲ πορεύεται δόλιον ὄμμ᾽ ἔχων,
ὃν οὐδὲ κατθανόντα γαῖα κεύθει.

6. Parse: *σήμηνον, εἰσορῶσα, κατθανόντα.*

7. Derive: *χειμαζόμενον, γηγενοῦς, μυριωπόν.*

8. How is the effect of the play affected by the introduction of Io?

9. Translate:

ΕΡΜΗΣ.

σὲ τὸν σοφιστήν, τὸν πικρῶς ὑπέρπικρον,
τὸν ἐξαμαρτόντ᾽ ἐς θεοὺς ἐφημέροις
πορόντα τιμάς, τὸν πυρὸς κλέπτην λέγω·
πατὴρ ἄνωγέ σ᾽ οὕστινας κομπεῖς γάμους
αὐδᾶν, πρὸς ὧν ἐκπίπτει κράτους:
καὶ ταῦτα μέντοι μηδὲν αἰνικτηρίως,
ἀλλ᾽ αὖθ᾽ ἕκαστ᾽ ἔκφραζε: μηδέ μοι δι᾽πλᾶς
ὁδοὺς, Προμηθεῦ, προσβάλῃς· ὁρᾷς δ᾽ ὅτι
Ζεὺς τοῖς τοιούτοις οὐχὶ μαλθακίζεται.

10. Explain references in: *σοφιστήν, τιμάς, κλέπτην, γάμους.*

11. What is the leading thought of the play? Give reasons in your answer.

12. Give a sketch of the plot.

II.—GREEK PROSE.

13. Translate into Greek Prose:

Ion, the sophist, hearing from a messenger that Eurymenes, who was a most able and renowned man, was going to send his son that he might be taught by him, was much delighted, and said he would teach him gladly. For though he knew

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that the wife of Eurymenes was a most foolish woman and that she might give him no end of trouble, yet he so loved and honored Eurymenes that his joy was greater than his sorrow. "For is it not, said he, "a small price to pay for a great gain? For if I endure the chatter of a senseless woman, I shall enjoy the wisdom of a great philosopher." However, after he had taught the son for two months, he found to his sorrow that the boy was neither fond of learning nor was willing to exert himself in order to grow wiser. And one day the teacher, disgusted at his forgetfulness, exclaimed, "I am surprised that the son of your father is so stupid." "Yes," replied the boy, "but I am the son of my mother."

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898.

GENERAL B.A.

LUCIAN AND GRAMMAR.

1. Translate:

ἡ δὲ ἀπολειφθεῖσα τὸ μὲν πρῶτον ἠγανάκτει, καὶ τὼ χεῖρε συνεκρότει, καὶ τοὺς ὀδόντας ἐνέπριε· τέλος δὲ, ὥσπερ τὴν Νιόβην ἀκούομεν, ἐπεπήγει, καὶ εἰς λίθον μετεβέβλητο. εἰ δὲ παράδοξα ἔπαθε, μὴ ἀπιστήσητε· θαυματοποιοὶ γὰρ οἱ ὄνειροι. Ἡ ἑτέρα δὲ πρός με ἀπιδοῦσα, τοιγαροῦν ἀμείψομαί σε, ἔφη, τῆσδε τῆς δικαιοσύνης, ὅτι καλῶς τὴν δίκην ἐδίκασας· καὶ ἐλθὲ ἤδη, ἐπίβηθι τούτου τοῦ ὀχήματος, (δείξασά τι ὄχημα ὑποπτέρων ἵππων τινῶν, τῷ Πηγάσῳ ἐοικότων), ὅπως ἴδῃς οἷα καὶ ἡλίκα μὴ ἀκολουθήσας ἐμοὶ ἀγνοήσειν ἔμελλες. ἐπεὶ δὲ ἀνῆλθον, ἡ μὲν ἤλαυνε, καὶ ὑφηνιόχει· ἀρθεὶς δὲ εἰς ὕψος ἐγὼ ἐπεσκόπουν, ἀπὸ τῆς ἕω ἀρξάμενος ἄχρι πρὸς ἑσπέραν, πόλεις, καὶ ἔθνη, καὶ δήμους, καθάπερ ὁ Τριπτόλεμος ἀποσπείρων τι ἐς τὴν γῆν. οὐκέτι μέν τοι μέμνημαι ὅ, τι τὸ σπειρόμενον ἐκεῖνο ἦν· πλὴν τοῦτο μόνον, ὅτι κάτωθεν ἀφορῶντες οἱ ἄνθρωποι ἐπήνουν. καὶ μετ' εὐφημίας, κοθ' οὓς γενοίμην τῆς πτήσεως, παρέπεμπον.

2. Parse: *ἀπολειφθεῖσα, ἐνέπριε, τέλος, ἐπεπήγει, ἀρθεὶς, δικαιοσύνης, ἕω, οἷα.*

3. (a) Account for the uses of *μὴ* in the extract.
(b) Comment on the tense of *ἐπίβηθι*.

4. Write explanatory notes on *Νιόβην, πηγάσῳ, Τριπτόλεμος.*

5. Give a short account of the life of Lucian and the character of his writings. Illustrate from the Dream and Charon.

6. Translate:

ἤ τί γὰρ οὐκ ἂν ποιήσειεν ἐκεῖνος ὁ τὴν οἰκίαν σπουδῇ οἰκοδομούμενος, καὶ τοὺς ἐργάτας ἐπισπέρχων, εἰ μάθοι ὅτι ἡ μὲν ἕξει τέλος

[Over]

αὐτῷ. ὁ δὲ, ἄρτι ἐπιθεὶς τὸν ὄροφον, ἀπίοι, τῷ κληρονόμῳ καταλιπὼν ἀπολαύειν αὐτῆς, αὐτὸς μηδὲ δειπνήσας ἄθλιος ἐν αὐτῇ; ἐκεῖνος μὲν γὰρ ὁ χαίρων, ὅτι ἄῤῥενα παῖδα ἔτεκεν αὐτῷ ἡ γυνὴ, καὶ φίλους διὰ τοῦτο ἑστιῶν, καὶ τοὔνομα τοῦ πατρὸς τιθέμενος, εἰ ἠπίστατο, ὡς ἐπταέτης γενόμενος ὁ παῖς τεθνήξεται, ἆρα ἂν σοι δοκῇ χαίρειν ἐπ᾽ αὐτῷ γενομένῳ; ἀλλὰ τὸ αἴτιον, ὅτι τὸν μὲν εὐτυχοῦντα ἐπὶ τῷ παιδὶ ἐκεῖνον ὁρᾷ, τὸν τοῦ ἀθλητοῦ πατέρα τοῦ Ὀλύμπια νενικηκότος· τὸν γείτονα δὲ, τὸν ἐκκομίζοντα τὸ παιδίον, οὐχ ὁρᾷ, οὐδὲ οἶδεν ἀφ᾽ οἵας αὐτῷ κρόκης ἐκρέματο. τοὺς μὲν γὰρ περὶ τῶν ὅρων διαφερομένους ὁρᾷ, ὅσοι εἰσὶ, καὶ τοὺς ξυναγειροντας τὰ χρήματα, εἶτα, πρὶν ἀπολαῦσαι αὐτῶν, καλουμένους ὑφ᾽ ὧν εἶπον ἐπιόντων ἀγγέλων τε, καὶ ὑπηρετῶν.

7. Account for the moods of ποιήσειεν, μάθοι, ἠπίστατο, δοκῇ, ἀπολαῦσαι.

8. Parse: αὐτῆς, αἴτιον, αὐτῷ (οἵας), ἐκρέματο.

9. (a) Give gen. sing. and dat. plu. of the following nouns: ναὺς, πάτηρ, τάξις, τεῖχος, θρὶξ.

(b) Acc. sing. and dat. plu. masc. of μέγας, πᾶς μείσων, ταχθεὶς, ὅστις.

10. (a) Distinguish as to meaning: φαίνομαι, φαίνω; ἦ, ἦ; τῷ, τῳ; ταῦτα, ταὐτὰ; ἡ μεσὴ νῆσος, μεσὴ ἡ νῆσος.

(b) Write the first person sing. imperf. and perf. indic. act. of ὁράω, προλαμβάνω, περιαιρέω.

11. Write out the aorist act. of δίδωμι, 1st aor. optat. pass. of τίθημι, the present participle and infin. of φήμι.

12. Account for case of underlined words: καταφρονεῖν τοῦ κινδόνου; πολλοί μοι φίλοι εἰσίν; ἀποθνήσκει νόσῳ; καλὸς τὸ εἶδος ἐστί; ἐκ τῶν πόλεων ὧν ἔχει.

13. Give rules for mood and tense of verbs in the following: "Conditions contrary to fact;" "after verbs of perceiving;" "expressing wishes;" "after verbs of striving."

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898

GENERAL B.A.

CHAUCER AND SPENCER.

I. CHAUCER.

1. (a) Describe the various stages of Chaucer's literary career.

(b) What special opportunities had his life given him for the study of character?

(c) How far does the poem (the Canterbury Tales) fall short of its original plan?

2. (a) What is meant by Chaucer's "bilingualism"?

(b) What are the characteristic features of his metre in the "Squire's Tale"?

3. Paraphrase:

Hir maistresse clepeth wommen a gret route,
And vp they rysen, wel a ten or twelue;
Vp ryseth fresshe Canacee hir-selue,
As rody and bryght as doth the yonge sonne,
That in the Ram is four degrees vp-ronne;
Noon hyer was he, when she redy was;
And forth she walketh esily a pas,
Arrayed after the lusty seson sote
Lyghtly, for to play and walk on fote;
Nat but with fyue or six of hir meynee;
And in the trench, forth in the park goth she.
The vapor, which that fro the erthe glood,
Made the sonne to seme rody and brood;
But natheles, it was so fair a syghte
That it made alle her hertes for to lyghte,
What for the season and the morweninge,
And for the foules that she herde singe;

Scan the 8th, 9th and 15th lines.

[Over]

4. Write short notes on Chaucer's use (a) of word accent, (b) of rhyme, (c) of the negative.

5. Explain the grammatical forms "bit," "atte," "ytold," instrumentz.

6. What hints are given in the poem of the characters of Canacee, Gawain, the Squire, the Franklyn, the Host?

7. Give the meaning of: pryme, bote, gossomer, ledene, mesurable, twiste, glose, gin, parde.

8. Write explanatory notes on:

(a) "Cherisheth blood, natures frend, quod he."

(b) "For in the fish her lady sat full hye."

(c) "As by the whelp chasted is the leoun."

(d) "The Greekes hors Synon."

(e) "Saint John to borwe."

(f) "Cambalo."

II. SPENCER.

9. (a) Who are the objects of Spencer's Invocation?

(b) Why does he appeal to these in particular?

10. (a) Recite the incidents that form the action of Canto I.

(b) What led the Knight to repair to the hermitage of Archimago?

11. Give the connection of, and the reference in, the following:

(a) "A bold bad man."

(b) "That true glorious type of thine."

(c) "A piteous yelling voice."

(d) "His leman's lap."

(e) "God helpe the man so wrapt in errour's endless train."

12. What purpose is served by the simile beginning:

(a) "As gentle shepherd in sweete even-tide,"

(b) "As when two rams stird with ambitious pride"?

[Over]

13. Cite an example where the thought of one stanza overflows into the next.

14. (a) Give a summary of the two stories told to the Knight in Canto II.

(b) What happens in the interval?

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UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY 1898

GENERAL B. A.

ENGLISH LITERATURE—COWPER AND GENUNG.

I. COWPER.

1. (a) What object had Cowper in view in composing "The Task"? (b) What, in your opinion, is the principal teaching of the Fourth Book?

2. Supporting your answer by quotations from Book IV, discuss:

(a) Cowper's sympathetic nature.
(b) His descriptive power.
(c) His satire.

3. Write explanatory notes on the following passages:

(a) "While fancy like the finger of a clock
Runs the great circuit and is still at home."

(b) "Time, as he passes us, has a dove's wing:
But the world's Time is Time in masquerade."

(c) "I praise you much, ye meek and patient pair."

(d) "... the stain
Appears a spot upon a vestal's robe,
The worse for what it soils."

(e) "It is a flame that dies not even there
Where nothing feeds it."

4. (a) To what causes does Cowper attribute the corruption of rural simplicity?

(b) Paraphase:

There sit, involved and lost in curling clouds
Of Indian fume, and guzzling deep, the boor,
The lackey, and the groom; the craftsman there
Takes a Lethean leave of all his toil;
Smith, cobbler, joiner, he that plies the shears,
And he that kneads the dough; all loud alike,
All learned and all drunk. The fiddle screams
Plaintive and piteous, as it wept and wailed

[Over]

Its wasted tones and harmony unheard;
Fierce the dispute, whate'er the theme; while she,
Fell Discord, arbitress of such debate,
Perched on the sign-post, holds with even hand
Her undecisive scales. In this she lays
A weight of ignorance; in that, of pride;
And smiles delighted with the eternal poise.

5. "Cowper was preeminently a lover of Nature." Illustrate this from the present poem, quoting Cowper's own words where possible.

II. RHETORIC.

6. "However, that class of cause and-effect speculators, with whom no wonder would remain wonderful, but all things in Heaven and Earth must be computed and 'accounted for;' and even the Unknown, the Infinite in man's Life, had, under the words *enthusiasm*, *superstition*, *spirit of the age*, and so forth, obtained, as it were, an algebraical symbol and given value,—have now wellnigh played their part in European culture; and may be considered, as in most countries, even in England itself, where they linger the latest, verging toward extinction. He who reads the inscrutable Book of Nature as if it were a Merchant's Ledger, is justly suspected of having never seen that Book, but only some school Synopsis thereof; from which, if taken for the real Book, more error than insight is to be derived."

(a) State the topics of these two sentences. Criticise in respect to unity if necessary.

(b) Improve the first by a needed repetition, and by the insertion of a summarizing word.

7. [1]"In my own early years, having been formed by nature too exclusively and morbidly for solitary thinking, I observed nothing. [2]Seeming to have eyes, in reality I saw nothing. But it is a matter of no very uncommon experience, that, whilst the mere observers never become meditators, the mere meditators, on the other hand, may finally ripen into close observers."

(a) How is suspense effected in sentences 1 and 2? Name other ways of procuring it. In what case does it lend itself to the effect of humor?

(b) How is the subordinate character of the clause beginning "whilst" emphasized?

[Over]

8. "There is no man that can cite any single error which Dr. Johnson unmasked, or any important truth which he expanded. Nor is this extraordinary."

(a) Make the negation in these sentences more vigorous.

(b) Distinguish Litotes and Double Negative.

9. [1]"POLARITY, or action and reaction, we meet in every part of nature: in darkness and light; in heat and cold; in the ebb and flow of waters; in male and female; in the inspiration and expiration of plants and animals; in the equation of quantity and quality in the fluids of the animal body; in the systole and diastole of the heart; in the undulations of fluids, and of sound; in the centrifugal and centripetal gravity; in electricity, galvanism, and chemical affinity. [2]Superinduce magnetism at one end of a needle; the opposite magnetism takes place at the other end. [3]If the south attracts, the north repels. [4]To empty here, you must condense there. [5]An inevitable dualism bisects nature, so that each thing is a half, and suggests another thing to make it whole; as, spirit, matter; man, woman; odd, even; subjective, objective; in, out; upper, under; motion, rest; yea, nay."

(a) Place in juxtaposition the subject-sentence and its repetition.

(b) Make the expression in sentences 2, 3 and 4, conform to that in 1.

(c) Account for the absence of introductory conjunctions throughout this paragraph.

10. "In the delineation of character, Tacitus is unrivalled among historians, and has very few superiors among dramatists and novelists. By the delineation of character, we do not mean the practice of drawing up epigrammatic catalogues of good and bad qualities, and appending them to the names of eminent men. No writer, indeed, has done this more skilfully than Tacitus; but this is not his peculiar glory. All the persons who occupy a large space in his works have an individuality of character which seems to pervade all their words and actions. We know them as if we had lived with them. Cladius, Nero, Otho, both the Agrippinas, are masterpieces. But Tiberius is a still higher miracle of art. The historian undertook to make us intimately acquainted with a man singularly dark and inscrutable,—with a man whose real disposition long remained swathed up in intricate folds of factitious virtues; and over whose actions the hypocrisy of

[Over]

his youth, and the seclusion of his old age, threw a singular mystery. He was to exhibit the specious qualities of the tyrant in a light which might render them transparent, and enable us at once to perceive the covering and the vices which it concealed. He was to trace the gradations by which the first magistrate of a republic, a senator mingling freely in debate, a noble associating with his brother nobles, was transformed into an Asiatic sultan; he was to exhibit a character distinguished by courage, self-command, and profound policy, yet defiled by all

'th' extravagancy,
And crazy ribaldry of fancy.'

He was to mark the gradual effect of advancing age and approaching death on this strange compound of strength and weakness; to exhibit the old sovereign of the world sinking into a dotage which, though it rendered his appetites eccentric, and his temper savage, never impaired the powers of his stern and penetrating mind—conscious of failing strength, raging with capricious sensuality, yet to the last the keenest of observers, the most artful of dissemblers, and the most terrible of masters. The task was one of extreme difficulty. The execution is almost perfect."

(a) Express the subject of this paragraph.

(b) By what method is the topic developed?

(c) How could the importance, for the writer's purpose, of Tiberius, over the others named, be emphasized?

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898

GENERAL B. A.

FRENCH AUTHORS.

I.

1. Translate :

DON DIÈGUE.

Rodrigue, as-tu du cœur ?

DON RODRIGUE.

Tout autre que mon père
L'éprouverait sur l'heure.

DON DIÈGUE.

Agréable colère !
Digne ressentiment à ma douleur bien doux !
Je reconnais mon sang à ce noble courroux ;
Ma jeunesse revit en cette ardeur si prompte.
Viens, mon fils, viens, mon sang, viens réparer ma honte ;
Viens me venger.

DON RODRIGUE.

De quoi ?

DON DIÈGUE.

D'un affront si cruel,
Qu'à l'honneur de tous deux il porte un coup mortel :
D'un soufflet. L'insolent en eût perdu la vie ;
Mais mon âge a trompé ma généreuse envie :
Et ce fer que mon bras ne peut plus soutenir,
Je le remets au tien pour venger et punir.
Va contre un arrogant éprouver ton courage :
Ce n'est que dans le sang qu'on lave un tel outrage ;
Meurs ou tue. Au surplus, pour ne te point flatter,
Je te donne à combattre un homme à redouter :
Je l'ai vu, tout couvert de sang et de poussière,
Porter partout l'effroi dans une armée entière.
J'ai vu par sa valeur cent escadrons rompus ;
Et pour t'en dire encor quelque chose de plus,
Plus que brave soldat, plus que grand capitaine,
C'est ....

[Over]

DON RODRIGUE.

De grâce, achevez.

DON DIÈGUE.

Le père de Chimène.

2. Write the first pers. sing. pres., past def., and fut. ind., and pres. subjunctive of *revit, meurs combattre.*

3. Write the first pers. sing. and plural pres. ind., interrogative form of *venger* and *achevez.*

4. Show how Rodrigue has been gradually prepared throughout this extract for the announcement at the end of it.

5. Translate :

CHIMÈNE.

Cruel ! à quel propos sur ce point t'obstiner ?
Tu t'es vengé sans aide, et tu m'en veux donner !
Je suivrai ton exemple, et j'ai trop de courage
Pour souffrir qu'avec toi ma gloire se partage.
Mon père et mon honneur ne veulent rien devoir
Aux traits de ton amour ni de ton désespoir.

DON RODRIGUE.

Rigoureux point d'honneur ! hélas ! quoi que je fasse,
Ne pourrai-je à la fin obtenir cette grâce ?
Au nom d'un père mort, ou de notre amitié,
Punis-moi par vengeance, ou du moins par pitié.
Ton malheureux amant aura bien moins de peine
A mourir par ta main qu'à vivre avec ta haine.

CHIMÈNE.

Va, je ne te hais point.

6. "Ce point." Explain what is meant. And show how the principle "point d'honneur" explains de conduct of both Rodrigue and Chimène in the play.

7. Point out the figures of speech in the last two lines of the preceding extract.

8. Translate :

Ton honneur t'est plus cher que je ne te suis chère,
Puisqu'il trempe tes mains dans le sang de mon père,
Et te fait renoncer, malgré ta passion,

[Over]

A l'espoir le plus doux de ma possession :
Je t'en vois cependant faire si peu de compte,
Que sans rendre combat tu veux qu'on te surmonte.
Quelle inégalité ravale ta vertu ?
Pourquoi ne l'as-tu plus, ou pourquoi l'avais-tu ?
Quoi ? n'es-tu généreux que pour me faire outrage ?
S'il ne faut m'offenser, n'as-tu point de courage ?

9. Write grammatical notes on the absence of *pas* after *ne* in the first and last verses of this extract.

10. What is the special object of Rodrigue in each of his two visits to Chimène ? Discuss briefly the propriety of these visits.

II.

11. Translate :

Ce funeste résultat de l'attentat du 21 janvier est selon moi le plus irrécusable argument contre une doctrine perverse qui pose en principe que les actes violents et criminels des terroristes étaient indispensables pour assurer le triomphe de la Révolution française : on n'a jamais fait à celle-ci un tort plus grave, une plus cruelle insulte qu'en supposant que les grandes idées et les nobles sentiments dont s'inspirait à son début l'Assemblée constituante aient été, quatre ans plus tard, sans cause sérieuse, complètement éteints dans les âmes, et à ce point oubliés, qu'il fût nécessaire de suppléer en 1793 par la Terreur à l'élan et à l'enthousiasme généreux de 1789.

12. (a) What was *l'attentat ?* Show its relation to the Reign of Terror.

(b) Describe l'Assemblée constituante.

13. Translate :

Sobre, selon son habitude, il s'était fait servir du pain, des olives et de l'eau, et il commençait à peine son frugal repas lorsque entra le vieux général Dumerbion, émissaire du Comité de salut public et porteur de ses instructions. Hoche, sans défiance, se leva devant ses cheveux blancs, lui offrit une chaise et l'invita à partager un souper dont le seul mérite, dit-il en riant, était de rappeler les repas de Pythagore avec ses disciples. Dumerbion, après avoir montré quelque embarras, tira de sa poche un papier et lut d'une voix rude un arrêté du Comité.

14. Give the first pers. sing. pres. ind., and pres. subj., of *servir, offrit, lut.*

[Over]

15. (a) Where, and from what cause did the arrest of Hoche take place ?

(b) What spirit did he manifest under it, and during his imprisonment ?

16. Translate :

Le lendemain, une immense rumeur mêlée d'imprécations et de cris de joie retentit autour de la Conciergerie : ces cris annonçaient la victoire des conjurés et la chute des tyrans. Bientôt s'ouvrirent les portes de la Conciergerie : on y vit entrer garrottés Robespierre et avec lui Couthon, Saint-Just et leurs principaux affidés. Tous allaient occuper ces mêmes cachots qu'ils avaient peuplés d'innocents. Saint-Just se rencontra, dans la prison, face à face avec Hoche, qui ne se vengea que par son silence d'un ennemi vaincu.

17. Write brief notes on :

(a) La Conciergerie.

(b) The downfall of the triumvirate.

(c) The character of Hoche.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY 1898

GENERAL B. A.

FRENCH GRAMMAR AND COMPOSITION.

I.—GRAMMAR.

1. Translate into French :
   (a) Kindly sew a button on my glove.
   (b) I have sewn one on this morning.
   (c) Take care ! You were going to sit down on a broken chair.
   (d) I had to run all the way to catch up to you.
   (e) Really kind people are scarce.
   (f) Who painted this rose ? Mrs. Smith painted it last week. I saw her painting it.
   (g) This coffee is not ground fine enough.
   (h) Long live the Queen !

2. Give the rules of agreement for the following words : *demi, nu, feu* (adj.), *ci-joint, ci-inclus.*

3. (a) Distinguish between *chaque* and *chacun, quel que* and *quelque.*
   (b) Write sentences illustrating the use of each of these words.

4. Translate : (a) I have something good for you. (b) What sort of thing is it?

5. Give the rules for the formation of the plural of compound nouns.

6. Translate the following expressions :
   To receive . . . with open arms.
   To tread under foot.
   Till to-morrow.
   To write to dictation.
   To look out of the window.

[Over]

To throw over the wall.
To drink out of a glass.
To draw from nature.

7. Write in full the verb Falloir.

II.—COMPOSITION.

8. Translate into English :

Tous les Hollandais aiment leur reine Wilhelmine, comme le plus tendre père aime sa fille. Ils sentent que toutes leurs espérances sont concentrées sur cette jeune tête et que sa couronne est le gage de la prospérité, de la grandeur de la gloire nationales. Aussi comme elle a été populaire dès sa plus tendre enfance ! comme tout le monde s'intéressait à ses progrès physiques et moraux ! comme on était heureux de la rencontrer à la promenade, montant un poney avec la hardiesse d'une précoce amazone ! A La Haye, la petite reine recevait, chaque dimanche, des enfants de son âge. Elle goûtait, elle jouait avec eux, et chacun admirait déjà sa gentillesse, son amabilité. Ses études ont été très approfondies. Elle parle également bien le hollandais, le français, l'anglais, l'allemand. Elle sait aussi l'italien et le russe. On lui a appris à fond son métier de reine, et on l'a initiée aux choses les plus ardues : droit judiciaire, droit administratif, droit constitutionnel, théologie, économie politique. L'horticulture et l'agriculture ne lui sont pas étrangères. Tout enfant, elle avait à elle un jardin et un potager qu'elle surveillait avec soin, et dont elle distribuait elle-même les légumes à d'anciens serviteurs.

9. Translate into French :

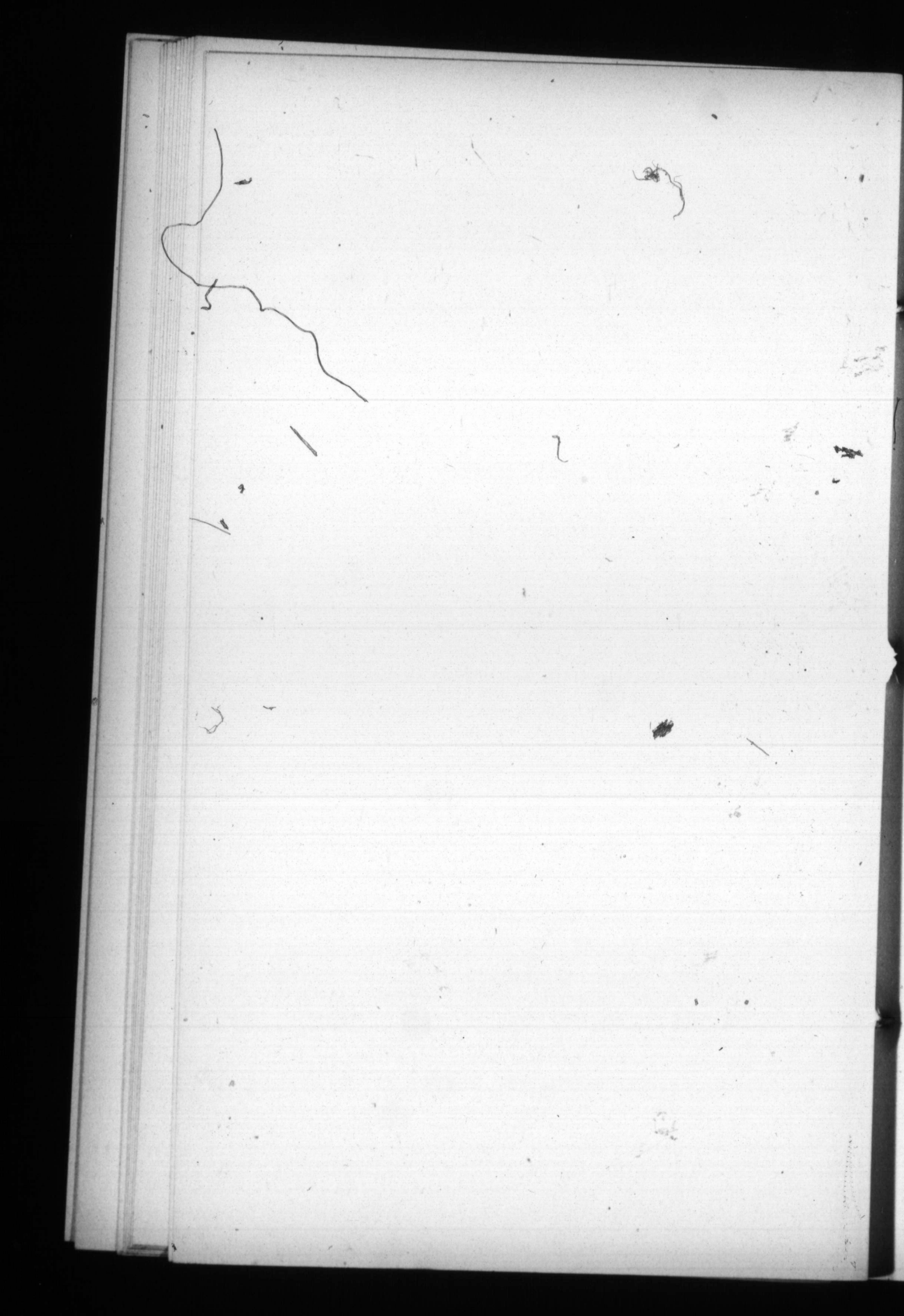
Dear Friend : In my last letter I described the little village in which I was then staying, and the beautiful scenery around it. I am now in a much larger place, where our relatives live, as you already know, but I do not like it as well here as in my former stopping place. The village was on the shore of one of the most beautiful lakes I have ever seen. However, in the town there are larger hotels and more of them, though most of the landlords are not so obliging as the one in the village. The most interesting building here is the old town hall, though St. John's church is still older. My uncle received me in a most cordial fashion. He is one of the richest men here and has the finest house in town, but I am

democratic you know, and like best to live very quietly and simply, the simpler the better. So I do not like visiting rich relatives, and shall get away from here at the earliest possible moment.

Good-bye until my next.

Yours truly,

M. N.



UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898.

GENERAL COURSE.

GERMAN AUTHORS.

I. Translate:

(a) Ganz gewiß, gnädige Frau. Marloff ist mir nichts schuldig geblieben. Ich wüßte mich auch nicht zu erinnern, daß er mir jemals etwas schuldig gewesen wäre. Nicht anders, Madame; er hat mich vielmehr als seinen Schuldner hinterlassen. Ich habe nie etwas thun können, mich mit einem Manne abzufinden, der sechs Jahre Glück und Unglück, Ehre und Gefahr mit mir getheilt. Ich werde es nicht vergessen, daß ein Sohn von ihm da ist. Er wird mein Sohn sein, sobald ich sein Vater sein kann. Die Verwirrung, in der ich mich jetzt selbst befinde —

(b) Nun, Herr Wirth, so setzen Sie anstatt Kammerfrau, Kammerjungfer. Ich höre, die Polizei ist sehr exact; es möchte ein Mißverständniß geben, welches mir bei meinem Aufgebot einmal Händel machen könnte. Denn ich bin wirklich noch Jungfer und heiße Franziska; mit dem Geschlechtsnamen Willig; Franziska Willig. Ich bin auch aus Thüringen. Mein Vater war Müller auf einem von den Gütern des gnädigen Fräuleins. Es heißt Klein Rammsdorf. Die Mühle hat jetzt mein Bruder. Ich kam sehr jung auf den Hof und ward mit dem gnädigen Fräulein erzogen. Wir sind von Einem Alter, künftige Lichtmeß einundzwanzig Jahr. Ich habe alles gelernt, was das gnädige Fräulein gelernt hat. Es soll mir lieb sein, wenn mich die Polizei recht kennt.

(c) Das Fräulein (noch in diesem Tone). O gewiß, es wäre mein Unglück! — Und sehen Sie, Herr Major, ich will Ihr Unglück auch nicht. Man muß ganz uneigennützig lieben. Ebenso gut, daß ich nicht offenherziger gewesen bin! Vielleicht würde mir Ihr Mitleid gewährt haben, was mir Ihre Liebe versagt. (Indem sie den Ring langsam vom Finger zieht.)

v. Tellheim. Was meinen Sie damit, Fräulein?

Das Fräulein. Nein, keines muß das andere weder glücklicher noch unglücklicher machen. So will es die wahre Liebe! Ich glaube Ihnen, Herr Major; und Sie haben zu viel Ehre, als daß Sie die Liebe verkennen sollten.

[Over]

v. Tellheim. Spotten Sie, mein Fräulein?

Das Fräulein. Hier! Nehmen Sie den Ring wieder zurück, mit dem Sie mir Ihre Treue verpflichtet. (Ueberreicht ihm den Ring) Es sei drum! Wir wollen einander nicht gekannt haben.

1. Give the principal parts of the six spaced verbs in (a).

2. Give the Nominative plural of the eight spaced nouns in (b).

3. Give the derivation of offenherziger and uneigennützig, and the force of the prefix ver in verkennen and verpflichtet respectively (c).

II. Discuss the importance of Minna von Barnhelm from the *political*, the *national* and the *humane* points of view.

III. Translate:

(a) Klug ist sie, und mäßig in allem, was sie thut; hielte sie's nur nicht so steif und fest mit den Pfaffen! Sie ist doch auch mit schuld, daß wir die vierzehn neuen Bischofsmützen im Lande haben. Wozu die nur sollen? Nicht wahr, daß man Fremde in die guten Stellen einschieben kann, wo sonst Aebte aus den Kapiteln gewählt wurden! Und wir sollen glauben, es sei um der Religion willen. Ja, es hat sich. An drei Bischöfen hatten wir genug: da ging's ehrlich und ordentlich zu. Nun muß doch auch Jeder thun, als ob er nöthig wäre; und da setzt's allen Augenblick Verdruß und Händel. Und je mehr ihr das Ding rüttelt und schüttelt, desto trüber wird's. (Sie trinken.)

(b) O haltet, Mauern, die Ihr mich einschließt, so vieler Geister wohlgemeintes Drängen nicht von mir ab, und welcher Muth aus meinen Augen sonst sich über sie ergoß, der kehre nun aus ihren Herzen in meines wieder. O ja, sie rühren sich zu Tausenden! Sie kommen, stehen mir zur Seite! Ihr frommer Wunsch eilt dringend zu dem Himmel, er bittet um ein Wunder. Und steigt zu meiner Rettung nicht ein Engel nieder, so seh' ich sie nach Lanz' und Schwertern greifen. Die Thore spalten sich, die Gitter springen, die Mauer stürzt vor ihren Händen ein, und der Freiheit des einbrechenden Tages steigt Egmont fröhlich entgegen. Wie manch bekannt Gesicht empfängt mich jauchzend! Ach Klärchen, wärst Du Mann, so säh' ich dich gewiß auch hier zuerst und dankte Dir, was einem Könige zu danken hart ist — Freiheit.

(c) Dies sei bei Seite gelegt! Es glaubt der Mensch sein Leben zu leiten, sich selbst zu führen, und sein Innerstes wird

[Over]

unwiderstehlich nach seinem Schicksale gezogen. Laß uns darüber nicht sinnen; dieser Gedanken erschlag' ich mich leicht — schwerer der Sorge für dieses Land; doch auch dafür wird gesorgt sein. Kann mein Blut für Viele fließen, meinem Volke Friede bringen, so fließt es willig. Leider wird's nicht so werden. Doch es ziemt dem Menschen, nicht mehr zu grübeln, wo er nicht mehr wirken soll. Kannst Du die verderbende Gewalt Deines Vaters aufhalten, lenken, so thu's! Wer wird das können? — Leb' wohl!

1. Give the Nominative and Genitive Singular and the Nominative Plural (with the article) of the spaced nouns in (b).

2. Who is the speaker and what is the occasion in each of the three cases?

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UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898

GENERAL COURSE.

GERMAN GRAMMAR AND COMPOSITION.

1. Give the nominative and genitive singular and nominative plural of: son, daughter, sister, gate, peasant, volume, advice.

2. Give the different methods for declension of adjectives and decline in full: ihr großes Heer, jedes kleine Tier.

3. Give the 3rd singular and the 3rd plural present, imperfect and perfect indicative of ſchneiden, denken, wiſſen, können, kennen, verlieren, anfangen.

4. Show by examples what cases are governed by the prepositions aus, durch, wegen, in, um.

5. Write a short note on the use of the pronouns of address, and give examples showing the idiomatic uses of the pronoun es.

6. Give the German for: either—or, neither—nor, now—again, threefold, a week from now, at what time, in the country, in the evening, on foot.

7. Translate into German:

a) A bee had fallen into the water.

b) We shall always be grateful to her.

c) Nothing will come of it.

d) After breakfast we went for a little walk over the meadows behind the garden.

e) It is difficult to avoid mistakes if one travels in a country the language of which one does not know.

f) Contrary to the orders of the king he defended himself against the enemy.

g) I wonder how much he paid for it.

[Over]

8. Translate:

Make me out as bad as you will; I will not on that account think worse of myself than of my dog. Last winter I went in the evening to the canal, and heard something whine. I went down, caught at the voice, fancying I should save a child and dragged a poodle out of the water. Never mind! thought I. The poodle came after me but I am no lover of poodles. I drove him off from me — in vain; I beat him from me — in vain. He has never received a bit of bread from my hand; and yet I am the only person he obeys and who dare touch him.

9. Translate into English:

Er mußte jetzt zu Fuße weiter gehen, und als er lange Wege gegangen war, kam er in eine große Stadt. Da war großer Lärm und Gedränge in den Straßen, und es kam einer zu Pferde und machte bekannt, die Königstochter suche einen Gemahl; wer sich aber um sie bewerben wolle, der müsse eine schwere Aufgabe vollbringen, und könne er es nicht glücklich ausführen, so habe er sein Leben verwirkt. Viele hatten schon vergeblich ihr Leben daran gesetzt. Als der Jüngling die Königstochter in ihrer großen Schönheit sah, vergaß er alle Gefahr, trat vor den König und meldete sich als Freier.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY 1898

GENERAL B. A.

ZOOLOGY.

1. Give an account of the four kinds of animal tissue, and sketch magnified (1) bone, (2) striated muscle.

2. Draw a diagram of the brain of a catfish as seen from the upper side, naming the parts.

3. Describe the Amphioxus and Menobranch, and show their places in Systematic Zoology.

4. Draw a figure illustrating the topography and plumage of a sparrow., naming the parts.

5. Write a full description of Ornithorhynchus paradoxus, giving its relation to the Development Theory.

6. Sketch a Trilobite ; note its place in the zoological system, and show its zoological importance.

7. Give a classification of insects, and describe the compound eye found in the group.

8. Give an account of the development of Taenia serrata.

9. "Some of the phenomena recounted above," says your author, "serve to recall that plants are not destitute of defences provided by natural selection in relation to phytophagous animals."
Explain and illustrate.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898

B.A. PASS.

PHYSICS II.

1. Give reasons tending to show that *heat*, *light*, and *electricity* are forms of radiant energy.

2. Name and describe the different modes of transference of heat, with an example of each.

Would the carrying of an umbrella on a clear frosty night be any protection against the cold? Give reason for your answer.

3. Discuss briefly the causes and effects of heat. How would you measure the degrees of temperature and the quantity of heat of a body?

4. When sal-ammoniac is dissolved in water the temperature of the water falls. Explain the reason.

A solid body at a temperature of 100°C and weighing 45 grams is dropped into 120 grams of water at 15°C; the resulting temperature is found to be 19°6C. Find the specific heat of the body.

5. Define the terms *boiling point*, *dew point*. Why is the deposition of dew more copious on some bodies than on others?

6. Give the general laws of radiant energy, and state how you would experimentally verify them in the case of light.

7. Distinguish between the *intrinsic luminosity* and the *power of illumination* of a luminous body.

8. A small object is placed close to a thick plate-glass mirror and is looked at somewhat from the side. A number of images is seen. Explain clearly their formation, making use of a diagram. Which image is the brightest, and why?

[Over]

9. Draw diagrams representing the position, size and character of the image of a luminous arrow placed between the centre of curvature and the principal focus of (a) a convex mirror, (b) a concave mirror, (c) a convex lens.

10. What is meant by the polarization of a battery? In what manner may it be overcome?

11. When water is decomposed by an electric battery hydrogen appears at one pole and oxygen at the other, yet no bubbles are seen to pass through the liquid between the poles. How is this explained.

12. State the general laws of induced currents, and describe any instrument or piece of apparatus which depends for its action upon these laws.

UNIVERSITE DE MANITOBA

EXAMEN, MAI, 1898

PASS.

PHYSIQUE.—II.

1. Expliquez pourquoi la chaleur, la lumière et l'électricité sont considérées comme des formes de l'énergie rayonnante.

2. Nommez et décrivez les différents modes de transmission de la chaleur, et donnez un exemple de chacun.
Dans une nuit claire et froide, pourrait-on se défendre du froid avec un parapluie ? Raisonnez votre réponse.

3. Quelques mots d'explication sur les causes et les effets de la chaleur. Comment mesureriez-vous les degrés de température et les quantités de chaleur d'un corps ?

4. Quand on dissout du sel ammoniaque dans l'eau, la température de l'eau baisse.
Expliquez pourquoi.
Un corps solide, pesant 45 grammes est élevé à 100° C. est jeté dans 120 grammes d'eau à 15° C. La température résultante est 19°.6 C. Trouvez la chaleur spécifique du corps.

5. Définissez les termes suivants : point d'ébullition, point de rosée.
Pourquoi le dépôt de rosée est-il plus abondant sur certains corps que sur d'autres ?

6. Donnez les lois générales de l'énergie rayonnante, et dites comment vous vérifieriez expérimentalement ces lois dans le cas de la lumière.

7. Quelle différence y a-t-il entre le pouvoir illuminant et l'intensité d'illumination d'un corps lumineux ?

8. Un petit objet est placé près d'un épais miroir. Si on regarde obliquement dans le miroir, on voit plusieurs images de l'objet. Expliquez clairement au moyen d'un diagramme la formation de ces images. Quelle est l'image la plus brillante et pourquoi ?

[Tournez]

9. Représentez par des diagrammes, la position, la grandeur et la forme d'une flèche lumineuse placée entre le centre de courbe et le foyer principal (a) d'un miroir convexe, (b) d'un miroir concave, (c) d'une lentille convergente.

10. Qu'entend-on par la polarization d'une pile ? Comment l'empêcher ?

11. Quand l'eau est décomposée par une batterie électrique, l'hydrogène se porte à un pôle et l'oxygène se porte à l'autre ; cependant, on ne voit pas de bulles de gaz passer à travers le liquide d'un pôle à l'autre. Comment expliquez-vous cela ?

12. Etablissez les lois générales des courants induits et décrivez un appareil quelconque dont l'action dépende de ces lois.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898.

GENERAL B.A. AND PASS,

JEVONS' LOGIC.

1. Enumerate and explain the primary laws of thought. Explain fully what is meant when logic is defined as the science of the laws of thought. How far is it correct to say that logic is concerned with language?

2. Define the following terms: Singular, Collective, Concrete, Privative, Connotative, Univocal, Equivocal, and compare fully "Denotation" and "Connotation."

3. What is a proposition? Enumerate the four kinds of categorical propositions and show fully their relations to each other. What is meant by the Quality, Quantity and Modality of a proposition? Show how the four categorical propositions distribute their terms.

4. Give the rules of the syllogism and test by means of these rules the validity of the following: AEE, AAE, AIE, AOI, EEO, AIA, IOO.

5. Explain fully the syllogistic figures and prove that in the third figure there can be no universal conclusion.

6. Explain the Hypothetical Syllogism, give its rules and show whether it can be reduced to the categorical form.

7. Distinguish between Material and Formal Fallacies. Explain and illustrate the fallacies of Illicit Process of the major term, undistributed middle, Argumentum ad Hominem and Petitio Principii.

8. Explain fully the nature of Induction, the grounds on which it rests and its relation to deduction.

9. What is meant by Logical Definition? How does it differ from description? State the five rules of definition.

[Over]

10. Examine the following Syllogisms and give in each case the rule which you apply:

(a) Some men are not cultivated.
Some poets are cultivated.
∴ Some poets are not men.

(b) The covering of sheep is what we wear.
Undressed wool is the covering of the sheep.
∴ Undressed wool is what we wear.

(c) All false religions have sustained their claims by alleged miracles.
Christianity sustains its claims by alleged miracles.
∴ It is a false religion.

(d) All men are rational animals.
Apes are not men.
∴ They are not rational animals.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898

GENERAL B.A. COURSE.

MILL AND BAGEHOT.

1. (a) State precisely the Law of Diminishing Returns and show its relation to Rent. (b) What are the forces which tend to counteract this law.

2. Explain briefly the following terms: Normal Value, Market Value, Cost of Labor, Fixed Capital, Real Wages, Wages of Superintendence, Price, Effectual Demand, Bimetalism and Inconvertible Paper Money.

3. State and explain Mill's fundamental propositions respecting capital.

4. When the McIntyre block was in flames a mechanic who was looking at the burning building said "This is good for trade." Discuss this statement with respect (a) to trade in Winnipeg, (b) to trade in general.

5. Does credit create capital? If not what does it do? What are its effects upon prices? What are the various ways in which credit may answer the purpose of money?

6. Enumerate and explain the features which characterize the progress of civilization and show that there is a tendency to a decline of value and cost of production of all commodities, except in the extractive industries.

7. Give Adam Smith's fundamental laws of taxation and discuss the relative merits of systems of taxation based (a) on income, (b) on expenditure.

8. Compare the relative value of Cabinet and Presidential Government.

9. Describe the various functions of the English Parliament and state, with reasons, which you regard as the most important.

[Over]

10. (a) What are the checks and balances in the British Constitution? Compare it in these respects with the Constitution of the United States. (b) State the pre-requisites of Cabinet Government and show the peculiar form which they have assumed in England.

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EXAMEN, MAI, 1898

B. A. PASS.

LAFONTAINE.

1. Faites un résumé succinct de la vie de LaFontaine.

2. Quelle place occupe LaFontaine parmi les fabulistes ? Quels sont les traits et mérites caractéristiques de ses fables ? Faites-les bien ressortir.

3. Combien de recueils de fables LaFontaine a-t-il publiés ? Quelle est la date de leur publication ? Comment diffèrent-ils ?

4. Expliquez l'organisme et faites l'analyse littéraire de la fable intitulée : " La Besace."

Jupiter dit un jour : Que tout ce qui respire
S'en vienne comparaître aux pieds de ma grandeur.
Si dans son composé quelqu'un trouve à redire,
Il peut le déclarer sans peur ;
Je mettrai remède à la chose.
Venez, singe ; parlez le premier, et ponr cause.
Voyez ces animaux, faites comparaison
De leurs beautés avec les vôtres.
Etes-vous satisfait ?—Moi ! dit-il, pourquoii non ?
N'ai-je pas quatre pieds aussi bien que les autres ?
Mon portrait jusqu'ici ne m'a rien reproché :
Mais pour mon frère l'ours, on ne l'a qu'ébauché ;
Jamais, s'il me veut croire, il ne se fera peindre.
L'ours venant là-dessus, on crut qu'il s'allait plaindre.
Tant s'en faut : de sa forme il se loua très fort ;
Glosa sur l'éléphant, dit qu'on pourrait encor
Ajouter à sa queue, ôter à ses oreilles ;
Que c'était une masse informe et sans beauté.
L'éléphant étant écouté,
Tout sage qu'il était, dit des choses pareilles :
Il jugea qu'à son appétit
Dame baleine était trop grosse.

[Tournez]

Dame fourmi trouva le ciron trop petit,
Se croyant, pour elle, un colosse.
Jupin les renvoya s'étant censurés tous,
Du reste, contents d'eux. Mais, parmi les plus fous,
Notre espèce excella ; car, tout ce que nous sommes,
Lynx envers nos pareils, et taupes envers nous,
Nous nous pardonnons tout, et rien aux autres hommes :
On se voit d'un autre œil qu'on ne voit son prochain.
Le fabricateur souverain
Nous créa besaciers tous de même manière,
Tant ceux du temps passé que du temps d'aujourd'hui :
Il fit pour nos défauts la poche de derrière,
Et celle de devant pour les défauts d'autrui.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898

SENIOR AND JUNIOR B.A.—PASS ENGLISH.

CHAUCER.

1. Sketch the character of Canacee as drawn by Chancer, illustrating by quotations from the Squire's Tale.

2. "A faucon peregryn than semede sche
Of fremde lond; and ever as sche stood,
Sche swownede now and now for lak of blood,
Til wel neigh is sche fallen fro the tre,
This faire kynges doughter, Canacee
That on her finger for the queynte ryng,
Thurgh which sche understood well everything
That eny foul may in his ledene seyn,
And couthe answer him ln his ledene agayn,
Hath understonde what this faucon seyde,
And wel neigh for rewthe almost sche deyde."

(a) Paraphrase.

(b) Explain allusions and point out poetic features.

(c) Write on "peregryn," "ledene," "fremde" and "queynte."

3. Write notes on Chaucer's use of (1) word-accent, (2) rhyme, (3) the negative.

4. Explain the astronomical allusions made in the Squire's Tale, giving quotations.

5. Mark the final "e" in the several words of the quotation in questlon 2, and account for the same.

6. Give the different views expressed by the crowd in discussing the magic horse.

7. What were the magic functions of the ring, the horse, the mirror and the sword?

[Over]

SPENSER.

1. (a) Describe in your own words the following:

(1) The Red Cross Knight.

(2) The Wood of Error.

(3) The Cave of Morpheus.

(b) Compare the description of Una with that of Duessa. Account for the difference.

2. (a) Tell in your own words, with appropriate quotations, the story of Fradubio and Fraelissa.

(b) What is the purpose of this episode?

3. (1) As gentle shepheard in sweete eventide,
When ruddy Phœbus gins to welke in west,
High on an hill, his flocke to vewen wide,
Markes which doe byte their hasty supper best;
A cloud of cumbrous gnattes doe him molest,
All striving to infixe their feeble stinges,
That from their noyance he no where can rest;
But with his clownish hands their tender wings
He brusheth oft, and oft doth mar their murmurings.

(2) As when two rams, stird with ambitious pride,
Fight for the rule of the rich-fleeced flocke,
Their horned fronts so fierce on either side
Doe meete, that with the terror of the shocke,
Astonied, both stand sencelesse as a blocke,
Forgetfull of the hanging victory.

(3) As when old father Nilus gins to swell
With timely pride above the Aegyptian vale,
His fattie waves doe fertile slime outwell,
And overflow each plaine and lowly dale:
But, when his later spring gins to avale,
Huge heaps of mudd he leaves, wherein there breed
Ten thousand kindes of creatures, partly male
And partly femall, of his fruitful seed;
Such ugly monstrous shapes elswher may no man reed.

(a) In what connection are the above similes used?

(b) Re-write each in plain prose.

(c) Discuss each under the following heads:

[Over]

(1) Appropriateness

(2) Force.

(3) Beauty.

4. (1) "His blessed body, *spoiled of lively breath*,
Was afterward, I know not how, convaid,
And fro me hid: of whose most innocent death
When tidings came to mee unhappy maid,
O, how great sorrow *my sad soule assaid*!
Then forth I went his woefull corse to find,
And many years throughout the world I straid,
A virgin widow; whose deep wounded mind
With love long time did languish, as the stricken hind.

(2) Then choosing out few words most horrible
(Let none them read) thereof *did verses frame*;
With which, and other spelles like terrible,
He bad awake blacke Plutoes gresly Dame;
And cursed heven; and spake reprochful shame
Of highest God, the Lord of life and light,
A bold bad man, that dar'd to call by name
Great Gorgon, prince of darkness and dead night,
At which Cocytus quakes and Styx is put to flight.

(3) "*Curse on that Cross*," quoth then the Sarazin,
"That keepes that body from *the bitter fitt*;
Dead long ygo, I wote thou haddest bin,
Had not that charm from thee *forwarned* itt:
But yet I warne thee now assured sitt,
And hide thy head" Therewith upon his crest
With rigor so *outrageous* he smitt
That a large share it hewd out of the rest,
And glaunceing downe his shield *from blame him fairly blest*.

(4) "By this the northern wagoner had set
His *sevenfold teme* behind the *stedfast starr*
That was in ocean waves yet never wet.
But firm is fixt, and sendeth light from farre
To al that in the wide deepe wandring arre;
And *chearefull chaunticlere* with his note shrill
Had warned once that Phoebus fiery carre
In haste was climbing up the Eastern hill
Full envious that night so long his room did fill.

(a) Give the connection in which each of the above stanzas is used.

[Over]

(b) Explain clearly the meaning of the italicised words and phrases.

(c) Write brief notes on the following:

(1) Pluto's griesly Dame, (2) the Sarazin, (3) Great Gorgon, (4) Cocytus, (5) Phoebus fiery car, (6) Northerne Wagoner.

(d) Taking stanza 4 as your model, describe the Spenserian stanza.

(e) Scan lines 16, 19, 21, 25, 36, naming the metre in each case.

5. What part is plyayed in the narrative by (a) Archimago, (b) the Dwarf, (c) Morpheus.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898.

PREVIOUS.

PROBLEMS.

1. S_1, S_2, S_3 . . . S_{n+1} are $\overline{n+1}$ stones placed in a straight line a yard from each other, and x is another assumed station in the same line produced: a person set out from S_1 to carry the stones separately to S_1. If he had started from S_1 to carry them to x, find the distance from S_{n+1} to x, that in the latter case he may travel exactly twice as far as in the former.

2. Sum to n terms the series whose n the term is
$$4n\,(n^2+1)-(6n^2+1).$$

3. Solve (a) $\sqrt[m]{(a+x)^2}+2\sqrt[m]{(a-x)^2}=3\sqrt[m]{a^2-x^2}$.

(b) $\dfrac{\sqrt[3]{x+y}-\sqrt[3]{x-y}}{\sqrt[3]{x+y}+\sqrt[3]{x-y}}=3.\ ;\ x^2+y^2=65.$

4. A question was lost on which 600 persons had voted; the same persons having voted again on the same question, it was carried by twice as many as it was before lost by, and the new majority was to the former as 8:7: how many changed their minds?

5. A straight line CD is drawn bisecting the vertical angle C of a triangle ABC and meeting the base AB in D; also on AB produced a point E is taken equidistant from C and D: prove rectangle AE, BE=square on DE.

6. A circle is described about the triangle ABC, the tangent at C meets AB produced in D, and the circle whose centre is D and radius DC meets AB in E. Show that CE bisects the angle ACB.

7. Given the base, describe a triangle equal to a given triangle.

[Over]

8. ABC is an equilateral triangle; E is any point in AC; in BC produced take CD = CA, CF = CE: AF and DE intersect in H. Then HC:EC::AC:AC+CE.

9. At what distance from the foot of the escarp must the lower end of a scaling ladder, 40 feet long, be placed, in order that the other end may just reach the top of the escarp which is inclined at an angle of 85° to the horizon; the vertical depth of the ditch being 35 feet? ($\tan 5° = .0875$).

10. Prove that in any triangle ABC,

$$a^2 = (b-c)^2 \left\{1 + \frac{4bc}{(b-c)^2} \sin^2 \frac{A}{2}\right\}.$$

Hence prove that if $\tan \theta = \frac{2\sqrt{(bc)}}{b-c} \sin \frac{A}{2}$,

then $a = (b-c) \sec \theta$.

11. Two straight railways intersect at an angle of 60 degrees. From their point of intersection two trains start, one on each line, one at the rate of 40 miles an hour. Find the rate of the second train that at the end of an hour they may be 35 miles apart.

12. (a) Prove that $\tan\left\{\frac{\pi}{4} - \frac{i}{2}\right\} = \sec i - \tan i$; and show that if $\cos(\alpha-\beta)\cos(\theta+\varphi) = \cos(\alpha+\beta)\cos(\theta-\varphi)$

then $\cot\alpha \cot\beta = \cot\theta \cot\varphi$.

(b) If $\tan^{-1}\alpha + \tan^{-1}\beta + \tan^{-1}\gamma = \pi$, prove that

$\alpha+\beta+\gamma = \alpha\beta\gamma$.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898.

PREMIER EXAMEN.

PROBLÈMES.

1. $S_1, S_2, S_3, \ldots . Sn+1$ sont $\overline{n+1}$ pierres placées sur une droite de verge en verge, et x est un autre point sur la même droite prolongée. Une personne, partant de S_1, transporte toutes les pierres à S_1 une à une. Si elle les avait toutes transportées à x, trouver la distance de $Sn+1$ à x pour que dans le dernier cas elle ait parcouru une distance double de celle du premier cas.

2. Trouver la somme de n termes de la série dont le n^{me} terme est $4n(n^2+1)-(6n^2+1)$.

3. Résoudre :

(a) $\sqrt[m]{(a+x)^2}+2\sqrt[m]{(a-x)^2}=3\sqrt[m]{a^2-x^2}$.

(b) $\dfrac{\sqrt[3]{x+y}-\sqrt[3]{x-y}}{\sqrt[3]{x+y}+\sqrt[3]{x-y}}=3.\ ;\ x^2+y^2=65.$

4. 600 personnes votèrent sur une motion qui ne fut pas acceptée. Le vote étant pris une seconde fois, il y eut deux fois plus de suffrages en faveur de la motion que dans le premier cas ; et alors, la nouvelle majorité est à la première comme 8:7. Combien de personnes ont changé d'opinion ?

5. CD est la bissectrice de l'angle C du triangle ABC et rencontre la base AB en D ; sur AB prolongée le point E est équidistant de C et de D ; prouver que le rectangle AE, EB = DE carré.

6. On circonscrit un cercle au triangle ABC, la tangente au point C rencontre AB prolongée en D ; et le cercle dont le centre est D et le rayon DC rencontre AB en E. Montrer que CE est la bissectrice de l'angle ABC.

[Over]

7. Sur une base donnée, construire un triangle égal à un triangle donné.

8. ABC est triangle équilatéral ; E est un point sur AC ; prolonger BC en D, faisant CD = CA, et CF = CE ; AF et DE se coupent en H. Alors, HC : CE :: AC : AC + CE.

9. A quelle distance du pied d'une escarpe faut-il placer le bas d'une échelle de 40 pieds de longueur, afin que le haut de l'échelle arrive juste au sommet de l'escarpe qui fait un angle de 85° avec l'horizon. La hauteur verticale de la tranchée est 35 pieds ?

Le tan de 5° = .0875.

10. Montrer que dans tout triangle ABC,

$$a^2 = (b-c)^2 \left\{1 + \frac{4bc}{(b-c)^2} \sin^2 \frac{A}{2}\right\}.$$

Conséquemment prouver que si

$$\tan \theta = \frac{2\sqrt{(bc)}}{b-c} \sin \frac{A}{2},$$

$$\text{alors } a = (b-c) \sec \theta.$$

11. Deux lignes de chemin de fer se coupent à un angle de 60°. Du point d'intersection, deux trains partent, à la même heure, l'un sur une voie, l'autre sur l'autre, et l'un à une vitesse de 40 milles à l'heure. Trouver la vitesse du second train, pour que, une heure après le départ, les deux trains soient à 35 milles l'un de l'autre.

12. (a) Prouver que $\tan\left(\frac{\pi}{4} - \frac{i}{2}\right) = \sec i - \tan i$; et que si

$$\cos(\alpha-\beta)\cos(\theta+\varphi) = \cos(\alpha+\beta)\cos(\theta-\varphi)$$

$$\text{alors } \cot\alpha \cot\beta = \cot\theta \cot\varphi.$$

(b) Si $\tan^{-1}\alpha + \tan^{-1}\beta + \tan^{-1}\gamma = \pi$, prover que

$$\alpha+\beta+\gamma = \alpha\beta\gamma.$$

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EXAMINATIONS, MAY 1898.

PREVIOUS.

EUCLID.

1. Define a plane rectilineal angle, a triangle.

Any two sides of a triangle are together greater than the third side.

Construct a triangle, having given the base, one of the angles at the base, and the sum of the sides.

2. Define parallel straight lines, a parallelogram.

Triangles on the same base, and between the same parallels, are equal.

ABCD is a given quadrilateral; construct another quadrilateral of equal area having AB for one side, and for another a straight line drawn through a given point in CD parallel to AB.

3. Define a rectangle, complements of parallellogram and a gnomon.

Divide a given straight line into two parts, so that the rectangle contained by the whole line and one of the parts may be equal to the square on the other part.

Shew that in a straight line, divided as in this proposition, the rectangle contained by the sum and difference of the parts is equal to the rectangle contained by the parts.

4. Give the definition of a circle, a segment of a circle.

If a straight line drawn through the centre of a circle bisect a straight line in it which does not pass through the centre, it shall cut it at right angles; and if it cut it at right angles, it shall bisect it.

If from any point in the diameter of a circle straight lines are drawn to the extremities of a parallel chord, the squares on those straight lines are together equal to the squares on the segments into which the diameter is divided.

5. If two straight lines cut one another obliquely within a circle, and only one passing through the centre, the rectangle

[Over]

contained by the segments of one of them shall be equal to the rectangle contained by the segments of the other.

Define converse propositions. Enunciate and prove the converse of this proposition.

ABC is a right-angled triangle; from any point D in the hypotenuse BC a straight line is drawn at right angles to BC, meeting CA at E and BA produced at F; shew that the square on DE is equal to the difference of the rectangles BD, DC and AE, EC; and that the square on DF is equal to the sum of the rectangles BD, DC and AF, FB.

6. When is a rectilineal figure said to be inscribed in a circle, and when is a circle said to be inscribed in a rectilineal figure?

Inscribe a circle in a given triangle.

If O be the centre of a circle inscribed in the triangle ABC, and AO be produced to meet the circumscribed circle at F, shew that FB, FO and FC are all equal.

7. Define the terms *alternando, componendo.*

If two triangles be mutually equiangular, they shall be similar, those sides being homologous which are opposite to equal angles.

ABCD is a parallelogram; from B a straight line is drawn cutting the diagonal AC at F, the side DC at G, and the side AD produced at E; show that the rectangle EF, FG is equal to the square on BF.

8. When are circles said to be equal? Define angles at the centres and at the circumferences of equal circles.

Quote Euclid's definition of a proportion.

In equal circles, angles, whether at the centres or at the circumferences, have the same ratio as the arcs on which they stand.

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EXAMEN, MAI, 1898

PREMIER EXAMEN.

EUCLIDE.

1. Définir un angle rectiligne plan, un triangle.

Dans tout triangle, la somme de deux côtés quelconques est plus grande que le troisième côté.

Construire un triangle, étant donnés: la base, un des angles à la base, et la somme des côtés.

2. Définir des droites parallèles, un parallélogramme.

Les triangles construits sur la même base, et entre les mêmes parallèles sont égaux.

ABCD est nn quadrilatère donné ; construire un autre quadrilatère de même aire, ayant AB pour l'un des côtés, et pour un autre une droite parallèle à AB et passant par un point donné sur CD.

3. Définir un rectangle, les compléments d'un parallélogramme.

Diviser une droite en deux segments, de manière que le rectangle formé par la droite et l'un des segments soit égal au carré de l'autre segment.

Prouver que si une droite est partagée comme dans cette proposition le rectangle formé par la somme et la différence des segments égale le rectangle formé pai les deux segments.

4. Donner la définition d'un cercle, d'un segment de cercle.

Si dans uh cercle, une droite menée par le centre coupe une corde en deux segments égaux, elle la coupe à angle droit ; et si elle la coupe à angle droit, elle la coupera en deux segments égaux.

Si d'un point sur le diamètre d'un cercle, on mène des droites aux extrémités d'une corde parallèle à ce diamètre ; la somme des carrés de ces deux droites est égale à la somme des carrés des segments du diamètre.

5. Si deux cordes se coupent obliquement, et qu'une seulement passe par le centre ; alors, le rectangle formé par les seg-

[Over]

ments d'une corde est égal au rectangle formé par les segments de l'autre.

Définir la réciproque d'une proposition. Ecrire et prouver la réciprorue de cette proposition.

ABC est un triangle rectangle; d'un point D sur l'ypoténuse BC, on mène une droite perpendiculaire à BC, rencontrant CA en E et BA prolongée en F; prouver que DE carrée est égale à la différence des rectangles BD, DC et AE, EC; et que DF carrée est égale à la somme des rectangles BD, DC et AF, FB.

6. Quand une figure rectiligne est-elle inscrite dans un cercle, et quand un cercle est-il inscrit dans une figure rectiligne ?

Inscrire un cercle dans un triangle donné.

Le point O est le centre du cercle inscrit dans le triangle ABC et AO prolongée rencontre la circonférence du cercle circonscrit en F ; prouver que FB, FO, FC sont égales.

7. Définir les termes *Alternando, Componendo* .

Si deux triangles sont mutuellement équiangulaires, ils sont semblables, les côtés homologues sont opposés aux angles égaux.

ABCD est un parallélogramme ; de B on mène une droite coupant la diagonale AC en F, le côté DC en G, et le côté AD prolongé en E ; montrer que le rectangle EF, FG égale BF carré.

8. Quand des cercles sont-ils égaux ? Définir les angles au centre et à la circonférence de cercles égaux. Enoncer la définition d'une proportion selon Euclide.

Dans les cercles égaux, les angles au centre ou à la circonférence ont le même rapport que les arcs qui les sous-tendent.

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EXAMINATIONS, MAY 1898

PREVIOUS.

CHEMISTRY.

1. Classify the elements according as they are found combined or in the free state in nature. What reasons would you give for the fact that most elements are found in combination? Do you consider that there is any connection between distribution in nature and atomic weight?

2. Give an account of the distribution in nature, the preparation and the properties of the element chlorine. Compare the properties of chlorine with those of (a) potassium and (b) oxygen.

3. Describe in detail the changes through which sulphur passes on being heated. What allotropic varieties of the following elements are known:

Carbon, oxygen, sulphur, phosphorus.

4. Describe the different parts of an ordinary flame. To what causes would you assign the luminosity of (a) a common gas or coal-oil lamp flame, (b) the flame of an Auer or Welsbach lamp?

5. Write equations expressing the changes which take place when strong sulphuric acid is heated with (a) carbon, (b) copper, (c) alcohol, (d) oxalic acid; and when diluted sulphuric acid is put on (e) zinc, (f) sodium carbonate, (g) sodium sulphite, (h) ferrous sulphide.

6. Compare the cost of preparing oxygen from chlorate of potash ($KClO_3$) and mercuric oxide (HgO), these materials being quoted at 18 cents and $1.10 per pound, respectively.

7. What weight of zinc would have to be employed in order to prepare 22.4 litres of hydrogen?

[Over]

8. Compare the specific gravities (or relative volumes) of air under the two following conditions:

(a) Barometer 28.5 inches, thermometer 12° C.

(b) Barometer 30 inches, thermometer 27° C.

It being assumed that the chemical composition is the same in each case.

9. Explain fully how chemists obtain the relative weights of molecules.

O = 16 Cl = 35.5 K = 39 Zn = 65 Hg = 200

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EXAMEN, MAI, 1898

PREMIER EXAMEN.

CHIMIE.

1. Classifiez les éléments selon que vous les trouvez libres ou à l'état de combinaison dans la nature. Comment expliquez-vous le fait que la plupart des éléments sont trouvés à l'état de combinaison ? Y a-t-il une connection entre la distribution dans la nature et le poids atomique des éléments ?

2. Etat naturel, préparation, propriétés du Chlore. Comparez les propriétés du Chlore avec celles (a) du Potassium, (b) et avec celles de l'Oxygène.

3. Quels changements subit le soufre quand on le chauffe ? Quels états allotropiques du Charbon, de l'Oxygène, du Soufre et du Phosphore connaissons-nous ?

4. Décrivez les différentes parties d'une flamme ordinaire. Quelles sont les causes du pouvoir illuminant de la flamme (a) d'un gaz ordinaire (d'une lampe à pétrole), (b) de la flamme d'une lampe Auer ?

5. Ecrivez les équations exprimant les changements qui ont lieu quand on chauffe de l'acide sulfurique concentré avec (a) du Charbon, (b) du Cuivre, (c) de l'Alcool, (d) de l'Acide Oxalique ; et quand on verse de l'Acide Sulfurique dilué sur (e) du Zinc, (f) du Carbonate de Sodium, (g) du Sulfite de Sodium, (h) du Sulfure ferreux.

6. Comparez le prix de la préparation de l'Oxigène par le Chlorate de Potassium ($KClO^3$) avec le prix de la préparation de l'Oxygène par l'Oxyde mercurique (HgO), ces matériaux étant évalués à $0.18 et à $1.10 la livre respectivement.

7. Quel poids de Zinc faut-il pour préparer 22.4 litres d'Hydrogène ?

[Tournez]

8. Comparez la densité relalative de l'air (ou le volume relatif) d'après les données suivantes :

(a) Baromètre 28.5 pouces — Thermomètre 12°C.
(b) " 30 " — " 27°C.

la composition chimique de l'atmosphère restant toujours la même.

9. Expliquez clairement comment les chimistes obtiennent les poids relatifs des molécules.

Hg = 200, O = 16, Cl = 35.5, K = 39, Zn = 65.

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EXAMEN, MAI, 1898

PREVIOUS.

CHEMISTRY FOR SCHOLARSHIPS.

1. Give some account of the chemistry of aluminium, chromium and manganese, showing more particularly how these elements act in the capacity of both metals and non-metals.

2. Classify the metals according to the solubilities in water of their hydroxides, carbonates, chlorides and sulphates, pointing out how far this arrangement agrees with the grouping in Mendeleeff's table.

3. Explain fully how chemists obtain the relative weights of atoms, paying more particular attention to the assistance derived from (a) molecular weights, (b) specific heats.

4. Bromine and antimony combine in the proportion of two parts by weight of the former to one of the latter. From this fact alone what conclusion may we draw regarding the relative weights of the atoms of these elements? Knowing further that the atomic weight of bromine is 80, and that the specific heat of antimony is 0.05, what weight must we assign to the atom of antimony?

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l'Antimoine

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EXAMEN, MAI, 1898

CHIMIE.

POUR LES BOURSES.

1. Donnez la chimie de l'Aluminium, du Chrome, du Manganèse, montrant surtout comment ces éléments agissent comme métaux et comme métalloïdes.

2. Classifiez les métaux d'après la solubilité dans l'eau de leurs hydroxydes, de leurs carbonates, de leurs chlorures, et de leurs sulfates, faisant remarquer jusqu'où cet arrangement s'accorde avec la classification de la table de Mendéléef.

3. Expliquez clairement comment les chimistes obtiennent les poids relatifs des atomes, surtout au moyen des poids moléculaires, et des chaleurs spécifiques.

4. Le Brome et l'Antimoine se combinent dans le rapport de 2 parties en poids de Brome à une partie en poids d'Antimoine. Que pouvons-nous conclure de là par rapport aux poids relatifs des atomes de ces éléments ? Sachant de plus que le poids atomique du Brome est 80 et que la chaleur spécifique de l'Antimoine est 0.05, quel doit être le poids atomique de l'Antimoine ?

UN

1. (a

(b

2. (a)

(b)
used ?

(c)

3. (i)

(ii)

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EXAMINATIONS, MAY, 1898.

PREVIOUS—PRÉMIER.

LATIN GRAMMAR AND PROSE.
GRAMMAIRE LATINE ET THÈME.

1. (a) Decline in full:
Déclinez complètement:
Locus, bos, ebur, plus, iens, duo.
(b) Decline singular of:
Déclinez au singulier:
Domus, acer, solus, atrox, iste.

2. (a) Compare the adjectives:
Donnez les dégrés de comparaison de:
Senex, acer, malevolus, idoneus, nequam leviter.
(b) With what different meanings is the comparative used?
Avec quels différents sens emploie-t-on le comparatif?
(c) Translate:
Traduisez:
(i) All the wisest know this.
Tous les plus doctes savent ceci.
(ii) He advanced as far as possible.
Il avança aussi loin que possible.
(iii) They hate one another.
Ils se haïsent entre eux.

3. (i) When are distributive numerals used?
Quand emploie-t-on les distributifs (numéraux.)?
(ii) Translate in full:
How few there are who arrived on October 5th!
Twice ten are twenty.
We are writing on May 10th, 1898.
Traduisez complètement.
Combien peu il y en a qui soient arrivés le 5 Octobre!
Deux fois dix font vingt.
Nous écrivons le 10e de Mai, 1898.

[Over]

4. (a) Give the principal parts of:

Donnez les temps primitifs de:

Domo, gaudeo, spondeo, elicio, demo, surgo, gigno, pario, tero, comperio

(b) Write out (i) simple fut. indic. act. and pass. (where found) of:

Ecrivez (i) le fut. simple ind. act. et passif. (quand il existe) de:

Possum, fari, adeo.

(ii) Imper. act. of:

L' impératif act. de:

Nolo, facio, fio.

(iii) Imperf. subj. act. of:

L' imparfait du subj. act. de:

Quatio, malo, edo, fero.

5. Explain the force of mood and tense of the italicized verbs:

Expliquez le temps et le mode des verbes en italiques.

(a) Quum signum *viderant*, rĕdibant.

(b) Socrates culpatus est, quod *corrumperet* juventutem.

(c) Dum ea *parant*, oppidum oppugnabatur.

(d) Dixit, Quid se *morari? abirent* quo *vellent*.

COMPOSITION.

Translate:

(a) Cicero was so far from being ashamed of Archias that he even censured Gratius because he, though knowing well that the records were destroyed, thought that Archias ought to be removed from the state on the ground that he was not a citizen.

(b) It seems to me that you ought to have commanded the soldiers to storm the citadel of Spain on the 10th of March. But since you failed to do this, do not say that it is the part of a wise general to await a more suitable opportunity.

(c) The consul Cicero asked Catiline, in the senate, whether he did not know that all had learned that he had conspired against the state. "All your plans," he said, "are now clearer to me than the light of day; you met your confederates at Laeca's house night before last; you chose men to leave at Rome to burn the city and murder the optimates; you yourself, after killing me, intend to go to the army which Manlius is now collecting for you in Etruria. You ought to have been killed long ago by the command of the consul, but I will permit you to go; nay, I advise you to do so.

[Over]

Traduisez :

(a) Cicéron était si loin d'avoir honte d'Archias, qu'il blâma même Gratius parce que, quoiqu'il sût bien que les registres étaient détruits, il pensait qu'Archias devrait être éloigné de l'état, parce qu'il n'était pas citoyen.

(b) Il me semble que vous auriez dû commander aux soldats de donner l'assaut à la citadelle d'Espagne le 10 mars. Mais puisque vous avez échoué en ceci, ne dites pas que c'est le devoir d'un sage général d'attendre une occasion plus favorable.

(c) Le consul Cicéron demanda à Catilina, dans le sénat, s'il ne savait pas que tous avaient appris qu'il avait comploté contre l'état. " Tous tes plans," dit-il, " sont maintenant plus clairs pour moi que la lumière du jour ; tu as rencontré tes complices à la maison de Lecca la nuit avant dernière ; tu as choisi des hommes pour les laisser à Rome pour brûler la ville et massacrer les optimates ; toi-même, après m'avoir tué tu as l'intention d'aller à l'armée que Manlius rassemble maintenant pour toi en Etrurie. Tu aurais dû être tué depuis longtemps par l'ordre du conseil ; mais je te permettrai de partir ; bien plus, je te conseil d'agir ainsi.

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EXAMINATIONS, MAY, 1898.

PREVIOUS.

HORACE.

N. B.—Parsing, in this paper, includes rules of syntax.

1. Translate :
   Traduisez :

Mercuri, facunde nepos Atlantis,
Qui feros cultus hominum recentum
Voce formasti catus et decoræ
More palæstræ,

Te canam, magni Jovis et deorum
Nuntium curvæque lyræ parentem,
Callidum, quidquid placuit, iocoso
Condere furto.

Te, boves olim nisi reddidisses
per dolum amotas, puerum minaci
Voce dum terret, viduus pharetra
Risit Apollo.

Quin et Atridas duce te superbos
Ilio dives Priamus relicto
Thessalosque ignes et iniqua Troiæ
Castra fefellit.

2. Parse :
   Analysez :
Parentem, amotas, fefellit.

3. Account for the mood or case of :
   Donnez la raison des modes ou des cas dans :
Condere, reddidisses, pharetra, Troiæ.

4. Write explanatory notes on :
   Ecrivez des notes explicatives sur :
Voce (ver. 3), dolum, dives Priamus, Thessalos ignes.

[Over]

5. Translate :
Traduisez :

Ergo Quinctilium perpetuus sopor
Urget ! cui Pudor et iustitiæ soror,
Incorrupta Fides, nudaque Veritas
Quando ullum inveniet parem ?
Multis ille bonis flebilis occidit,
Nulli flebilior quam tibi, Virgili.
Tu frustra pius heu non ita creditum
Poscis Quinctilium deos.
Quod si Theicio blandius Orpheo
Auditam moderere arboribus fidem,
Non vanæ redeat sanguis imagini,
Quam virga semel horrida,
Non lenis precibus fata recludere,
Nigro compulerit Mercurius gregi.
Durum : sed levius fit patientia,
Quidquid corrigere est nefas.

6. Parse :
Analysez :
Occidit, nulli, blandius, moderere, precibus.

7. Explain the uses of the subjunctive in this extrait.
Eqpliquez les emplois du subjonctif dans cet extrait.

8. Write explanatory notes on :
Ecrivez des notes explicatives sur :
Orpheo, arboribus, virga, fata, gregi.

9. Translate :
Traduisez :

Te Dacus asper, te profugi Scythæ
Urbesque gentesque et Latium ferox
Regumque matres barbarorum et
Purpurei metuunt tyranni,

Iniurioso ne pede proruas
Stantem columnam, neu populus frequens
Ad Arma cessantes, ad arma
Concitet imperiumque frangat.

Te semper anteit sæva Necessitas,
Clavos trabales et cuneos manu
Gestans aena, nec severus
Uncus abest liquidumque plumbum.

[Over]

Te Spes et albo rara Fides colit
Velata panno nec comitem abnegat,
Utcumque mutata potentes
Veste domos inimica linquis.

10. Derive :
Donnez l'étymologie de :
Necessitas, trabales, aena, comitem, abnegat.

11. (a) Point out the figures of speech in this extract.
(a) Indiquez les figures de rhétorique dans cet extrait.
(b) What in your view is the meaning of the office here assigned to Necessitas ?
(b) Quel est le sens à votre avis des fonctions données ici à Necessitas ?

12. Name the metres. and scan the first stanza of the first and the second extracts.
Nommez les mètres, et scandez la première stance du premier et du deuxième extrait.

13. Not to be translated :
Pas pour traduire :
Serus in cælum redeas diuque
Lætus intersis populo Quirini,
Neve te nostris vitiis iniquum
Ocior aura
Tollat.
"Te." What person is meant ?
De qui parle-t-on ?

Ú

N. B.—
sy
N. B.—

1. Tr
Tr
(a) H
debeat,
in custo
Lepidum
ad me v
rogasti.
modo p
periculo
Metellum
tuum, vi
licet et a
sagacissi
(b) Hic
eicio, quæ
fuisset ne
victus pri
quid in p
totius bell
quæsivi, q
cum arma
militaria
rium domi

2. Parse
Analy
In (a) qu
aquilam, cu

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EXAMINATIONS, MAY, 1898

PREVIOUS—PREMIER.

PART I—IRE PARTIE.

CICERO—CICÉRON.

N. B.—Parsing in this paper is understood to include rules of syntax.

N. B.—L'analyse renferme les règles de syntaxe.

1. Translate :
Traduisez :

(a) Hæc si tecum, ut dixi, patria loquatur, nonne impetrare debeat, etiam si vim adhibere non possit ? Quid, quod te ipse in custodiam dedisti ? quod vitandæ suspicionis causa ad M'. Lepidum te habitare velle dixisti ? a quo non receptus etiam ad me venire ausus es atque ut domi meæ te adservarem rogasti. Cum a me quoque id responsum tulisses, me nullo modo posse isdem parietibus tuto esse tecum, qui magno in periculo essem, quod isdem mœnibus contineremur, ad Q. Metellum prætorem venisti : a quo repudiatus ad sodalem tuum, virum optimum, M. Metellum demigrasti, quem tu videlicet et ad custodiendum diligentissimum et ad suspicandum sagacissimum et ad vindicandum fortissimum fore putasti.

(b) Hic ego vehemens ille consul, qui verbo cives in exsilium eicio, quæsivi a Catilina, in nocturno conventu apud M. Læcam fuisset necne. Cum ille, homo audacissimus, conscientia convictus primo reticuisset, patefeci cetera : quid ea nocte egisset, quid in proximam constituisset, quem ad modum esset ei ratio totius belli descripta, edocui. Cum hæsitaret, cum teneretur, quæsivi, quid dubitaret proficisci eo, quo iam pridem pararet, cum arma, cum secures, cum fasces, cum tubas, cum signa militaria cum aquilam illam argenteam, cui ille etiam sacrarium domi suæ fecerat, scirem esse præmissam.

2. Parse :
Analysez :

In (a) quis, vitandæ, domi, nullo modo, in (b) hic, quid, ea, ei, aquilam, cui.

[Over]

3. Account for the mood in :
Donnez la raison des modes dans :
In (a) loquatur, adservarem, tulisses, essem, contineremur ; in (b) fuisset, esset descripta, pararet, fecerat.

4. (i) By what subordinate clauses might the following participial phrases be expressed in Latin, in :
Par quels membres de phrase avec conjonction et verbe à un mode personnel peut-on exprimer en latin les clauses à participe suivantes, dans :
(a) " A quo non receptus,"
(b) " Conscientia convictus?"
(ii) Put into direct discourse :
Mettez en style direct :
" Quid dubitaret proficisci eo quo iam pridam pararet."

5. Translate :
Traduisez :
(a) Cum summis et clarissimis huius civitatis viris, qui audita re frequentes ad me mane convenerant, litteras a me prius aperiri quam ad senatum deferri placeret, ne, si nihil esset inventum, temere a me tantus tumultus iniectus civitati videretur, negavi me esse facturum ut de periculo publico non ad consilium publicum rem integram deferrem.
(b) Nunc, patres conscripti, ego mea video quid intersit. Si eritis secuti sententiam C. Cæsaris, quoniam hanc is in re publica viam, quæ popularis habetur, secutus est, fortasse minus erunt, hoc autore et cognitore huiusce sententiæ, mihi populares impetus pertimescendi : sin illam alteram, nescio an amplius mihi negotii contrahatur. Sed tamen meorum periculorum rationes utilitas rei publicæ vincat.

6. Account for the mood or case in :
Donnez la raison du mode ou du cas dans :
Litteras placeret, esset inventum, tumultus ; of (a), de (a).
Mea, auctore, mihi, vincat ; of (b), de l'extrait (b).

7. (a) What were the resolutions of Silanus and Cæsar respecting the apprehended conspirators and what were Cicero's objections to that of the latter ?
(a) Quelles étaient les propositions de Silanus et de César au sujet des conjurés qui avaient été arrêtés, et quelles étaient les objections de Cicéron contre les propositions de César ?
(b) In what year and month, and where were the speeches delivered ?

[Over]

(b) En quelle année, en quel mois, et où ces discours furent-ils prononcés ?

PART II—IIE PARTIE.

PRO ARCHIA.

1. Translate :
Traduisez :

Quæres a nobis, Grati, cur tanto opere hoc homine *delectemur*. Quia suppeditat nobis ubi et *animus ex* hoc forensi strepitu reficiatur et aures convicio defessæ *conquiescant*. An tu existimas aut suppetere nobis posse quod cotidie dicamus in tanta varietate rerum, nisi animos nostros doctrina excolamus, aut ferre *animos* tantam posse contentionem, nisi eos doctrina eadem relaxemus ? Ego vero fateor me his studiis esse deditum. *Ceteros* pudeat, si qui ita se litteris abdiderunt, ut nihil possint ex *iis* neque ad communem adferre fructum neque in aspectum lucemque proferre ; me autem quid *pudeat*, qui tot annos ita vivo, Judices, ut a nullius unquam me tempore aut commodo aut otium meum abstraxerit aut voluptas avocarit aut denique somnus retardarit.

2. Parce the italicised words.
Analysez les mots en italiques.

3. Account for the case or mood of :
Donnez la raison du cas ou du mode de :
Suppetere, quod (cotidie), pudeat (si), annos, retardarit.

4. Translate :
Traduisez :

Neque enim est hoc dissimulandum, quod obscurari non potest, sed præ nobis *ferendum :* trahimur omnes studio laudis, et optimus quisque maxime gloria ducitur. Ipsi illi philosohi etiam illis libellis, quos de contemnenda gloria scribunt, nomen suum inscribunt ; in eo ipso, in quo prædicationem nobilitatemque despiciunt, prædicari de se ac nominari volunt. Decimus quidem Brutus, summus vir et imperator, Acci amicissimi sui carminibus templorum ac monumentorum aditus exornavit suorum. Jam vero ille, qui cum Ætolis Ennio *comite* bellavit, Fulvius non dubitavit Martis *manubias* Musis consecrare.

5. Parse the italicised words.
Analysez les mots en italiques.

[Over]

6. Write short notes on :
Écrivez quelques notes sur :
Acci, Ennio, Martis, Musis.

7. Derive :
Donnez l'étymologie de :
Philosophi, libellis, aditus, comite, manubias.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898

PREVIOUS—PRÉMIER.

LATIN FOR SCHOLARSHIPS.

LATIN POUR LES BOURSES.

I PART—I PARTIE.

1. (a) Define "Heteroclite" and "Heterogeneous" nouns.
Qu'appelez-vous noms "hétéroclites" et "hétérogènes"?

(b) Decline:
Déclinez:
Cymothoe caro, paterfamilias, fruges, præceps, dives

2. Form adverbs from the following and compare the adverbs:
Formez des adverbes des adjectifs suivants et donnez les degrés de comparaison de ces adverbes:
Magnus, bonus, prudens, malus, miser.

3. Distinguish as to meaning or usage:
Quelle différence y a-t-il dans le sens ou l'emploi de:
Certo, certe; aliquis & quisquam; metuo te, metuo tibi; pars, partes; ne dicas hoc, ne dixeris hoc; dicerem hoc, dicebam hoc; utinam vivat, utinam viveret; ne dicam hoc, non dicam hoc.

4. Write out pres. subj. of:
Ecrivez le subj. présent de:
Possum, moriar.
Imperfect subjunctive of:
L'imparfait du subjonctif de:
Fio, pœnitet.
The future indicative of:
Le futur indicatif de:
Inquit,

[Over]

And future indicative passive of :
Et le futur indicatif passif de :
Conficio.

The imperative in full of :
L'impératif en entier de :
Obliviscor & fero.

5. (a) What case (or cases) follow :
Quel cas (ou quels cas) suivent :
Consulo, recordor, juro, delecto, aptus, accuso, piget, potior ?
(b) What mood (or moods) follow :
Quel mode (ou quels modes) suivent :
Vereor, persuadeo, impero, dubito, sino, jubeo, interest ?

6. State the different instances in which *qui* and *quum* may be used with the subjunctive.
Citez les différents exemples de l'emploi de *qui* et *quum* avec le subjonctif.

II PART—II PARTIE.

Translate :
Traduisez :

Domuisti gentes immanitate barbaras, multitudine innumerabiles, locis infinitas, omni copiarum genere abundantes ; sed tamen ea vicisti quæ et naturam et conditionem, ut vinci possent, habebant. Nulla est enim tanta vis, quæ non ferro ac viribus debilitari frangique possit. Animum vincere, iracundiam cohibere, victoriam temperare, adversarium nobilitate, ingenio, virtute præstantem, non modo extollere jacentem, sed etiam amplificare ejus pristinam dignitatem : hæc qui faciat, non ego eum cum summis viris comparo, sed simillimum deo judicio.

Itaque, C. Cæsar, bellicæ tuæ laudes celebrabuntur illæ quidem non solum nostris, sed pæne omnium gentium litteris atque linguis ; neque ulla unquam ætas de tuis laudibus conticescet. Sed tamen ejusmodi res, nescio quomodo, etiam quum leguntur, obstrepi clamore militum videntur, et tubarum sono. At vero quum aliquid clementer, mansuete, juste, moderate, sapienter factum, in iracundia præsertim, quæ est inimica consilio, et in victoria, quæ natura insolens et superba est, aut audimus, aut legimus ; quo studio incendimur, non modo in gestis rebus, sed etiam in fictis, ut eos sæpe, quos nunquam vidimus diligamus !

[Over]

III PART—III PARTIE.

Translate into Latin Prose:

The tidings of despair created a terrible commotion in the starving city. There was no hope either in submission or resistance. Massacre or starvation was the only alternative. But if there was no hope within the walls, without there was still a soldier's death. For a moment the garrison and the able-bodied citizens resolved to advance from the gates in a solid column, to cut their way through the enemy's camp, or to perish on the field. It was thought that the helpless and the infirm, who would alone be left in the city, might be treated with indulgence after the fighting men had all been slain. At any rate, by remaining, the strong could neither protect nor comfort them. As soon, however, as this resolve was known, there was such wailing and outcry of women and children as pierced the hearts of the soldiers and burghers, and caused them to forego the project.

Traduisez en latin:

Les nouvelles de désespoir produisirent une terrible commotion dans la cité affamée. Il n'y avait aucune espérance soit dans la soumission, soit dans la résistance. Le massacre ou la famine était la seule alternative. Mais s'il n'y avait aucun espoir dans les murs, au-dehors il y avait encore la mort d'un soldat. Un moment, la garnison, et les citoyens bien dispos, résolurent de sortir des portes en troupe serrée, de tailler leur chemin à travers le camp ennemi, ou de périr sur le champ de bataille. On pensait que les faibles et les infirmes seraient traités avec indulgence après que tous les combattants auraient été massacrés. En tout cas, en demeurant, les hommes valides ne pouvaient ni les protéger ni les consoler. Cependant aussitôt que cette résolution fut connue, il y eut de telles lamentations et une telle clameur d'enfants et de femmes qu'elles percèrent les cœurs des soldats et des bourgeois, et leur firent abandonner le projet.

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UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY 1898

PREVIOUS

TRIGONOMETRY

1. Define π and the angle whose circular measure is π.
Show that the unit of circular measure is the same for all circles.

In a triangle A B C, the angle A is 50^g and the angle B is $\frac{\pi}{6}$; find the number of degrees in each of the angles of the triangle.

2. Shew that to every *geometrical* angle there corresponds an infinite number of *trigonometrical* angles.
Define the sine, secant and tangent of an angle and prove

(a) $\sec^2\theta = 1 + \tan^2\theta$

(b) $1 + \dfrac{\cot^2\alpha}{1+\operatorname{cosec}\alpha} = \operatorname{cosec}\alpha.$

Trace the changes of sign and magnitude of sin A and $\sqrt{(1+\tan^2 A)}$ when A changes from $0°$ to $360°$.

3. Find the trigonometrical ratios of an angle of $60°$.
The upper section of a flag pole is known to be 40 feet in length and a man standing at some distance from the pole observes the angles of elevation of the top and bottom of this section to be $60°$ and $45°$ respectively; find how far the man is from the pole, if the height of his eye is 5 feet.

4. Prove $\sin(180° - A) = \sin A$ and shew that all angles which have the same sine as A are included in the formula $n\pi + (-1)^n A$. Explain clearly the use of the coefficient $(-1)^n$.
If the $\operatorname{cosec}^3\theta - 2\cot^2\theta = 2$ shew that there can be but one value for $\operatorname{cosec}\theta$ and write down the complete solution of the equation.

5. Prove the following relations:
(a) $\sin(A-B) = \sin A \cos B - \cos A \sin B$
(b) $\sin(A+B)\sin(A-B) = \sin^2 A - \sin^2 B$

[Over]

(c) $\sin A - \sin B = 2 \cos \frac{A+B}{2} \sin \frac{A-B}{2}$

(d) $\sin 3\theta \,(2 \cos 6\theta + 1) = \sin 9\theta.$

(e) $\frac{\sin \alpha + \sin \beta}{\cos \alpha + \cos \beta} = \tan \frac{\alpha + \beta}{2}$

6. Prove that $2 \sin \frac{A}{2} = \pm \sqrt{(1+\sin A)} \pm \sqrt{(1-\sin A)}$ and determine the correct signs when A lies between 180° and 270°.

Shew that $\tan^{-1}\left\{\frac{m}{n}\right\} - \tan^{-1}\left\{\frac{m-n}{m+n}\right\} = \frac{\pi}{4}$

7. State the advantages of the common system of logarithms.

If $m = a^x = b^y$, then $y = \frac{1}{\log_a b}\, x$. Explain the use of this formula.

Given $\log 2 = \cdot 30103$ and $\log 3 = \cdot 4771213$, calculate $\log_2 3$.

Find to three places of decimals the numbers whose logarithms to the base 10 are $1 \cdot 5$ and $\cdot 3$.

In how many years will a sum of money double itself at 4 per cent compound interest? ($\log 104 = 2 \cdot 0170333$).

8. In any triangle prove:

(a) $\frac{\sin A}{a} = \frac{\sin B}{b} = \frac{\sin C}{c}$

(b) $a + b = c \cdot \frac{\cos \frac{1}{2}(A-B)}{\cos \frac{1}{2}(A+B)}$.

9. Show that there will be two triangles having $A = 50°$, $b = 1071$, $a = 873$ and find all the angles of each triangle.

Given $\log 1 \cdot 071 = \cdot 029789$
$\log 87 \cdot 3 = \cdot 941014$
$\text{L sin } 50° = 9 \cdot 884254$
$\text{L sin } 70° = 9 \cdot 972986$
$\text{L sin } 70° 1' = 9 \cdot 972032$

10. From a point on the horizontal plane the elevation of the top of a hill is 45°. After walking 500 yards towards its summit up a slop inclined at an angle of 15° to the horizon, its elevation is found to be 75°; find the height of the hill in feet.

UNIVERSITE DE MANITOBA

EXAMEN, MAI, 1898

PREMIER EXAMEN.

TRIGONOMÉTRIE.

1. Définir le terme π et l'angle dont la mesure circulaire est π.

Montrer que l'unité de mesure circulaire est la même pour tous les cercles.

Dans le triangle ABC, l'angle A est 50^g et l'angle B est $\frac{\pi}{6}$; trouver le nombre de degrés de chacun des angles du triangle.

2. Montrer qu'à chaque angle *géométrique* correspond un nombre infini d'angles *trigonométriques*.

Dèfinir le sinus, la sécante et la tangente d'un angle; prouver que (a) $\sec^2\theta = 1 + \tan^2\theta$,

$$\text{(b)}\quad 1 + \frac{\cot^2 a}{1 + \operatorname{cosec} a} = \operatorname{cosec} a.$$

Tracer les changements de signes et la valeur de sin A et $\sqrt{1+\tan^2 A}$, lorsque A passe de 0° à 360°.

3. Trouver les fonctions trigonométriques d'un angle de 60°.

La hampe d'un pavillon mesure 40 pieds; à une certaine distance du pavillon un homme mesure les angles d'élévation 60° et 45° faits par les extrémités du pavillon; l'œil de l'observateur est à 5 pieds de hauteur; trouver la distance de l'observateur au pied du pavillon.

4. Prouver que $\sin(180° - A) = \sin A$, et montrer que tous les angles qui ont le même sinus que A sont inclus dans la formule $n\pi + (-1)^n A$. Expliquer brièvement l'usage du coefficient $(-1)^n$.

Si $\operatorname{cosec}^3\theta - 2\cot^2\theta = 2$, montrer qu'il n'y a qu'une valeur pour la cosec θ, et écrire la solution complète de l'équation.

5. Prouver les relations suivantes :

(a) $\sin(A - B) = \sin A \cos B - \cos A \sin B$,

(b) $\sin(A + B)\sin(A - B) = \sin^2 A - \sin^2 B$.

[Tournez]

(c) $\sin A - \sin B = 2\cos\frac{A+B}{2} \cdot \sin\frac{A-B}{2}$.

(d) $\sin 2\theta\,(2\cos 6\theta + 1) = 8\sin 9\theta$.

(e) $\frac{\sin\alpha + \sin\beta}{\cos\alpha + \cos\beta} = \tan\frac{\alpha+\beta}{2}$.

6. Prouver que $2\sin\frac{A}{2} = \pm\sqrt{(1+\sin A)} \pm \sqrt{(1-\sin A)}$, et déterminer les signes lorsque A est entre 180° et 170°.

Prouver que $\tan^{-1}\left\{\frac{m}{n}\right\} - \tan^{-1}\left\{\frac{m-n}{m+n}\right\} = \frac{\pi}{4}$.

7. Ecrire les avantages du système vulgaire des logarithmes.

Si $m = a^x = b^y$, alors $y = \frac{1}{\log_a b}x$, expliquer l'usage de cette formule.

Donnés $\log 2 = \cdot 30103$ et $\log 3 = \cdot 4771213$, calculer $\log_2 3$.

Calculer à 3 décimales près les nombres dont les logarithmes à base 10 sont 1·5 et ·3.

Dans combien d'années une somme se doublera-t-elle à 4% intérêt composé ? $\log 104 = 2\cdot 0170333$.

8. Prouver que dans tout triangle :

(a) $\frac{\sin A}{a} = \frac{\sin B}{b} = \frac{\sin C}{c}$.

(b) $a + b = c\,\frac{\cos\frac{1}{2}(A-B)}{\cos\frac{1}{2}(A+B)}$.

9. Prouver qu'il y a deux triangles dont l'angle $A = 50°$, $b = 1071$, $a = 873$, et trouver tous les angles de chacun des triangles.

Donnés : $\log 1\cdot 071 = \cdot 029789$
$\log 87\cdot 3 = \cdot 941014$
$\mathrm{L}\sin 50° = 9\cdot 884254$
$\mathrm{L}\sin 70° = 9\cdot 972986$
$\mathrm{L}\sin 70° 1' = 9\cdot 973032$

10. D'un point sur un plan horizontal l'angle d'élévation d'une colline est 45°. En avançant 500 verges vers le sommet sur un plan incliné de 15° avec l'horizon, l'angle d'élévation est alors 75° ; combien de pieds a la hauteur de la colline?

UNIVERSITE DE MANITOBA

EXAMEN, MAI, 1898

PREMIER EXAMEN.

ALGÈBRE.

1. Résoudre les équations :

(1) $$\frac{a}{x-a}-\frac{b}{x-b}=\frac{a-b}{x-c},$$

(2) $$\sqrt{x}+\sqrt{x+1}=\frac{1}{\sqrt{x}},$$

(3) $$\begin{cases} x^2+xy+2y^2=44 \\ 2x^2-xy+y^2=16 \end{cases}.$$

2. Trouver les racines de l'équation $ax^2+bx+c=0$, et déduire la relation qu'il y a entre a, b, c, pour que les racines soient égales.

Les racines de l'équation

$$x^2+(2+m)\,x+2m+1=0$$

sont égales, trouver les valeurs de m.

Si les racines de l'équation $ax^2-2bx+c=0$ sont les carrés des racines de l'équation $cx^2-2bx+a=0$, alors

$$c=a, \text{ et } b=a \text{ ou } -\tfrac{1}{2}a.$$

3. Définir une sourde. Si $a+\sqrt{b}=x+\sqrt{y}$, lorsque a et x sont rationnelles, et que $\sqrt{b}$ et $\sqrt{y}$ sont des sourdes, alors $a=x$, et $b=y$.

Trouver la racine carrée de

$$4x(1-3x^{-\frac{3}{2}}+x^{-2})+x^{-3}(3x^{\frac{1}{2}}-1)^2,$$

et simplifier $\dfrac{1}{\sqrt{(7+4\sqrt{3})}}$. Trouver la racine cubique de

$$1-9x^2+33x^4-63x^6+66x^8-36x^{10}+8x^{12}.$$

4. Donner la définition d'une raison, et prouver que si à chaque terme d'un rapport on ajoute une même quantité, le rapport se rapproche de l'unité.

[Tournez]

Le périmètre d'un triangle rectangle égale 6 fois le plus petit côté ; chercher le rapport des côtés adjacents à l'angle droit.

Si $\frac{ay+bx}{a-b}=\frac{bz+cx}{b-c}=\frac{cy+az}{c-a}=\frac{ax+by+cz}{a+b+c}$, prover que chaque fraction $= x+y+z$.

5. Si $ax+by+cz=0$, et $a_1x+b_1y+c_1z=0$, montrer que

$$\frac{x}{bc_1-b_1c}=\frac{y}{ca_1-c_1a}=\frac{z}{ab_1-a_1b};$$

et conséquemment résoudre les équations

$$8x-4y+z=0,\ 6x-8y-3z=0,\ 3x^3+2y^3+z^3=14.$$

6. Définir une proportion, une variation directe. Si $a:b::b:c$, prouver que $a:c::a^2:b^2$; aussi, si $a:b::c:d$, et que a soit la plus grande des 4 quantités, prouver que d est la plus petite, et que $a+d$ est plus grand que $b+c$.

Supposant que la vélocité d'un bateau à vapeur varie inversement comme l'aire de sa plus grande section quand le tonnage est constant, et qu'un steamer dont la section est 200 pieds carrés et le tonnage 1000, aille 15 milles à l'heure ; trouver la vitesse du steamer dont la section est 250 pds car. et le tonnage 1200.

7. Donner la définition d'une progression géométrique, et trouver la somme de n termes d'une progression géométrique, dont le premier terme est a et la raison commune r. Trouver la somme des séries

(1) $\frac{2}{3}+\frac{3}{4}+\frac{5}{6}+\ldots$ à n termes.
(2) $5+1+\cdot 2+\cdot 04+\ldots$ à l'infini.
(3) $1.3+2.4+3.5+\ldots$ à n termes.

8. Ecrire la définition d'une progression harmonique, et prouver que le moyen géométrique de deux quantités quelconques est aussi le moyen géométrique de leurs moyens arithmétique et harmonique.

Si a, b, c sont en P. G. prouver que si l'on ajoute b à chacun, les sommes sont en P. H.

9. Si une expression rationnelle et intègre en x est divisée par $x-f$, le reste s'obtient en mettant f à la place de x dans l'expression.

[Tournez]

Trouver les facteurs de

$$(b-c)\,(a-b+c)\,(a+b-c)+(c-a)\,(a+b-c)\,(b+c-a)+(a-b)\,(b+c-a)\,(c+a-b).$$

10. Si une expression du n^{me} degré en x s'évanouit pour plus que n valeurs de x, alors les coefficients des différentes puissances de x seront chacun zéro. Conséquemment, prouver que si deux expressions du n^{me} degré en x sont égales pour toutes les valeurs de x ; alors, les coefficients de n'importe quelle puissance de x dans une expression est égale au coefficient de la même puissance de x dans l'autre expression.

Se servir de ce dernier théorème pour déterminer les valeurs de A, B et C qui feront de

$$4x^6-24x^5+Ax^4+Bx^3+Cx^2-40x+25$$

un carré parfait.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898

PREVIOUS.

ALGEBRA.

1. Solve the equations:

(1) $$\frac{a}{x-a}-\frac{b}{x-b}=\frac{a-b}{x-c},$$

(2) $$\sqrt{x}+\sqrt{x+1}=\frac{1}{\sqrt{x}},$$

(3) $$\begin{cases} x^2+xy+2y^2=44 \\ 2x^2-xy+y^2=16 \end{cases}$$

2. Find the roots of the equation $ax^2+xb+c=0$, and deduce the relation between a, b, c, that the roots may be equal.

For what values of m are the roots of

$$x^2+(2+m)\,x+2m+1=0, \text{ equal?}$$

If the roots of the equation $ax^2-2bx+c=0$ be the squares of the roots of the equation $cx^2-2bx+a=0$, then will $c=a$, and $b=a$ or $-\frac{1}{2}a$.

3. Define a surd. If $a+\sqrt{b}=x+\sqrt{y}$, where a and x are rational, and $\sqrt{b}$ and $\sqrt{y}$ are surds, then will $a=x$, and $b=y$.

Find the square root of $4x(1-3x^{-\frac{3}{2}}+x^{-2})+x^{-3}(3x^{\frac{1}{2}}-1)^2$ and simplify $\dfrac{1}{\sqrt{(7+4\sqrt{3})}}$. Find also the cube root of

$$1-9x^2+33x^4-63x^6+66x^8-36x^{10}+8x^{12}.$$

4. Define ratio, and prove that a ratio is made more nearly equal to unity by adding the same quantity to each of its terms.

The perimeter of a right-angled triangle is six times as long as the shortest side; find the ratio of the sides which contain the right angle.

[Over]

If $\frac{ay+bx}{a-b}=\frac{bz+cx}{b-c}=\frac{cy+az}{c-a}=\frac{ax+by+cz}{a+b+c}$, prove that each fraction $=x+y+z$.

5. If $ax+by+cz=0$, and $a_1x+b_1y+c_1z=0$, prove that

$$\frac{x}{bc_1-b_1c}=\frac{y}{ca_1-c_1a}=\frac{z}{ab_1-a_1b};$$

and thence solve the equations

$$8x-4y+z=0,\ 6x-8y-3z=0,\ 3x^3+2y^3+z^3=14.$$

6. Define proportion, and direct variation. If $a:b::b:c$, prove that $a:c::a^2:b^2$; also if $a:b::c:d$, and a is the greatest of the four quantities prove that d is the least, and that $a+d$ is greater than $b+c$.

Supposing that the velocity of a steamer varies inversely as the area of its greatest section when the tonnage is constant, and inversely as the tonnage when the area is constant, and that a steamer whose section is 200 sq. ft. and tonnage 1000, goes 15 miles per hour; find the the velocity of a steamer whose section is 250 sq. ft. and tonnage 1200.

7. Define a geometrical progression, and find the sum of n terms of a geometrical progression whose first term is a and common ratio r. Sum the following series:

(1) $\frac{2}{3}+\frac{3}{4}+\frac{5}{6}+\ldots$ to n terms.
(2) $5+1+\cdot2+\cdot04+\ldots$ to infinity.
(3) $1.3+2.4+3.5+\ldots$ to n terms.

8. Define a harmonical progression, and prove that the geometric mean of any two quantities is also the geometric mean of their arithmetic and harmonic means.

If a, b, c are in G. P., prove that if b be added to each the sums are in H. P.

9. If any rational and integral expression in x be divided by $x-f$, the remainder is equal to the result obtained by putting f in the place of x in the expression.

Factor the expression

$$(b-c)(a-b+c)(a+b-c)+(c-a)(a+b-c)(b+c-a)+(a-b)(b+c-a)(c+a-b).$$

[Over]

10. If an expression of the nth degree in x vanish for more than n values of x, then the coefficients of the various powers of x shall be separately zero.

Hence shew that if two expressions of the nth degree in x are equal for all values of x, we may equate the coefficients of the different powers of x.

Use this last theorem to determine values of A, B and C which will make

$$4x^6 - 24x^5 + Ax^4 + Bx^3 + Cx^2 - 40x + 25$$

a perfect square.

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UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898

PREVIOUS.

SHAKESPEARE.

I. (1) What dramatic purposes are served by the opening scene of "Julius Cæsar"?

(2) What dramatic reasons would you assign for the presence in the play (a) of Lucius, (b) of Portia, (c) of Artemidorus?

(3) Justify the title "Julius Cæsar," as given to this play.

II. Give in detail the events leading up to the death of Cæsar, and describe the assassination scene up to the time when Mark Antony enters.

III. Compare the speeches of Brutus and Antony in the Forum. Describe the effect of each on the populace and show that each is entirely characteristic of the speaker.

IV. (1) Mention the instances in which the opinions of Cassius are overruled by Brutus. State the consequences in each case.

(2) Compare the characters of Brutus and Cassius, supporting your opinion by quotations from the play.

V. (1) Compare the actions and emotions of Caliban on first beholding Stephano and Trinculo, with those of Miranda on first beholding Ferdinand.

(2) Discuss the character of Caliban, pointing out what objects Shakespeare may have had in thus portraying him.

VI. (1) Discuss the character (a) of Prospero, (b) of Miranda, supporting your opinion by quotations from the play.

(2) Write a brief note on Shakespeare as Prospero.

[Over]

VII. By whom, to whom, and under what circumstances were the following lines spoken?

(1) Stand fast, good Fate, to his hanging.
(2) Oh, a cherubim thou wast, that did preserve me.
(3) And here you sty me in this hard rock.
(4) When this burns 'twill weep for having wearied you.
(5) I shall miss you—but yet thou shalt have freedom.
(6) The rarer action is in virtue than in vengeance.
(7) His word is more than the miraculous harp.
(8) Her waspish-headed son has broke his arrows.

VIII. Quote in full any *one* of the following:

(1) Ferdinand's speech, beginning "Admir'd Miranda," etc.
(2) Miranda's reply, beginning "I do not know one of my sex," etc.
(3) Prospero's speech, beginning "I have bedimm'd the noon-tide sun," etc.
(4) Brutus' speech, beginning "It must be by his death," etc.
(5) Antony's speech, beginning "This was the noblest Roman," etc.
(6) Calpurnia's speech, beginning "Cæsar, I never stood on ceremonies, etc.

IX. Write explanatory notes on the following:

(1) So, lie there my art. (2) My foot—my tutor? (3) The pole-clipt vineyard. (4) Each putter out of five for one. (5) To trash for overtopping.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898

PREVIOUS.

RHETORIC.

1 (a) Characterize the elements of the style of James Russell Lowell, and compare his style with that of Washington Irving.

(b) Sketch briefly the plan upon which the essay on the Mutability of Literature is constructed.

(c) Give a summary of Irving's introduction to the essay proper.

(d) What real reason does Irving offer for the Mutability of Literature?

2. Give an analysis of Lamb's essay on "Imperfect Sympathies"; and state in each case the ground of his prejudice to the classes named.

3. (a) How far does the introductory part of the essay on "A certain condescension in Foreigners" extend? What is the purpose of this introduction?

(b) To what causes does Lowell attribute the attitude affected by Europeans toward America? Trace the stages of this attitude.

4. State the principles involved in paragraph structure, and show how they are exemplified in the following paragraph:

"Before our war we were to Europe but a huge mob of adventurers and shop keepers. Leigh Hunt expressed it well enough when he said that he could never think of America without seeing a gigantic counter stretched along the seaboard. Feudalism had by degrees made commerce, the great civilizer, contemptible. But a tradesman, with a sword on thigh, and very prompt of stroke, was not only redoubtable, he became respectable also. Few people, I suspect, alluded twice to a needle in Sir John Hawkwood's presence, after that doughty fighter had exchanged it for a more dangerous tool of the same metal. Democracy had been hitherto only a

[Over]

ludicrous effort to reverse the laws of nature by thrusting Cleon in the place of Pericles. But a democracy that could fight for an abstraction, whose members held life and goods cheap compared with that larger life which we call country, was not merely unheard of, but portentous. It was the nightmare of the Old World taking upon itself flesh and blood, turning out to be substance and not dream Since the Norman Crusader clanged down upon the throne of the Porphyro-geniti, carefully draped appearances had never received such a shock, had never been so rudely called on to produce their titles to the empire of the world. Authority has had its periods, not unlike those of geology, and at last comes man claiming kingship in right of his manhood. The world of the Saurians might be in some respects more picturesque, but the march of events is inexorable, and it is bygone."

5. Explain the allusions in the extract given in question 4.

6. (1) "Alas, man of genius, to whom we owe so much, could you see nothing more than the burning of a foul chimney in that clash of Michael and Satan, which flamed up under your very eyes."

(2) To judge from your physiognomy you are now well stricken in years; very few of your contemporaries can be at present in existence, and those few owe their longevity to being immured like yourself in old libraries."

(3) "The twilight of dubiety never falls upon him. Is he orthodox? he has no doubts; is he an infidel? he has none either. You cannot hover with him upon the confines of truth, or wander in the maze of a probable argument. He always keeps the path. You cannot make excursions with him, for he sets you right. His taste never fluctuates. His morality never abates. He cannot compromise, or understand middle actions. There can be but a right and a wrong.

(a) Give definitely the connection in which each of the above extracts occurs.

(b) Show how each is characteristic of the style of its author.

7. (a) What reason is given in the essay "Kin beyond Sea," for America's democratic tendencies?

(b) Explain the difference between the independence of the American executive and the freedom from responsibility of the British Sovereign.

UNIVERSITE DE MANITOBA

EXAMEN, MAI, 1898

PREMIER.

PRINCIPES DE RHÉTORIQUE.

1. Quel est le but et quelles sont les sources de l'exorde ?— Donnez un exemple d'exorde tiré des circonstances et des contraires.

2. Comment la raison et l'imagination peuvent-elles exciter les passions, et entre autres, la haine, la joie, la tristesse, l'espérance, la crainte, la colère ?

3. Marquez les moyens à la disposition de l'orateur pour calmer les passions, et comment en user.

4. Quelle doit être l'action du corps, de la tête et du visage dans le débit oratoire ?

5. Définissez les trois genres d'éloquence et expliquez bien leurs différences.

6. En quoi l'éloquence l'emporte-t-elle sur la poésie ?

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UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY 1898

PREVIOUS.

ESSAY.

Write an essay on any *one* of the following subjects:

1. The Mutability of Literature.

2. Scottish Character, as portrayed by Lamb.

3. The Effect of the Civil War on American Character.

4. The Place of the Sovereign in the British System of Government.

NOTE—The essay must not exceed two pages in length.

The following will be insisted upon:

1. Neatness and legible writing.
2. Correct spelling and punctuation.
3. Properly constructed sentences and paragraphs.
4. A well-connected logical plan.
5. Division into at least three paragraphs.

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EXAMEN, MAI, 1898

PREMIER.

ESSAI LITTÉRAIRE.

N. B.—Développez une des pensées suivantes, en une composition d'environ 60 lignes.

1. Le style c'est l'homme.

2. Le style c'est l'ordre et le mouvement qu'on met dans ses pensées.

3. Pectus est quod disertos facit.

4. "Au travers des périls un grand cœur se fait jour."
(RACINE).

5. "Il faut autant qu'on peut obliger tout le monde."
(LAFONTAINE.)

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EXAMINATIONS, MAY 1898

PREVIOUS

HISTORY.

1. Review the literature of England under the Norman and Angevin kings, tracing in it the growth of the spirit of English liberty.

2. "The *feudal* and *ecclesiastical* order of the old mediæval world were both alike threatened by the power that had so strangely sprung up in the midst of them." Explain clearly but concisely how this was.

3. Compare, according to Green, the characters of Elizabeth and Mary Stuart.

4. (a) Give a short account of the influence of Italy on English literature.

   (b) Trace briefly the course of the Elizabethan drama, comparing its tone with that expressed in the "Faerie Queen."

5. "But the influences which were really foiling Cromwell's aim and forming beneath his eyes the new England from which he turned in despair, were influences whose power he can hardly have recognized." Discuss these influences fully.

6. Give an account of Walpole's policy and finance, showing clearly their effect upon England.

7. Explain in what manner and to what extent the imperial government can and does exercise authority or control over this dependency of Canada.

8. State the authorities among which the government of Canada is divided, noting the functions belonging to each.

[Over]

9. Write notes on :

(a) The law of the land.

(b) Executive, legislative and judicial powers.

(c) The budget.

(d) The details of Dominion expenditure.

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EXAMEN, MAI, 1898

PREMIER.

HISTOIRE DE FRANCE ET BOURINOT.

1. Faites connaître la Gaule indépendante, ses premiers habitants, les émigrations gauloises.

2. Q'entendez-vous par " les maires du palais ? "

3. Donnez une idée de l'activité de Charlemagne.

4. Racontez la vie de Jeanne d'Arc.

5. Décrivez les mœurs et les modes de la renaisssance en France.

6. Parlez du ministère de Colbert.

7. Faites voir les changements du gouvernement en France depuis 1789 jusqu'à 1887.

8. Retracez l'origine du Cabinet ou Conseil des Ministres dans la Constitution britannique.

9. Montrez la différence entre la loi civile de la Province de Québec et la loi commune anglaise.

10. Quels sont, dans le système gouvernemental canadien, les caractères distinctifs qui en assurent la force et la permanence ?

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EXAMINATIONS, MAY, 1898.

PREVIOUS.

HOMER.

N.B.—Parsing must include the rule of syntax.
L'analyse doit renfermer les règles de syntaxe.

1. Translate :
Traduisez :

ἀλλὰ χρὴ καὶ ἐμὸν θέμεναι πόνον οὐκ ἀτέλεστον·
καὶ γὰρ ἐγὼ θεός εἰμι, γένος δέ μοι ἔνθεν ὅθεν σοί,
καί με πρεσβυτάτην τέκετο Κρόνος ἀγκυλομήτης,
ἀμφότερον, γενεῇ τε καὶ οὕνεκα σὴ παράκοιτις
κέκλημαι, σὺ δὲ πᾶσι μετ' ἀθανάτοισιν ἀνάσσεις.
ἀλλ' ἦ τοι μὲν ταῦθ' ὑποείξομεν ἀλλήλοισι,
σοὶ μὲν ἐγώ, σὺ δ' ἐμοί· ἐπὶ δ' ἕψονται θεοὶ ἄλλοι
ἀθάνατοι. σὺ δὲ θᾶσσον Ἀθηναίῃ ἐπιτεῖλαι
ἐλθεῖν ἐς Τρώων καὶ Ἀχαιῶν φύλοπιν αἰνήν,
πειρᾶν δ' ὥς κε Τρῶες ὑπερκύδαντας Ἀχαιοὺς
ἄρξωσι πρότεροι ὑπὲρ ὅρκια δηλήσασθαι.
Ὣς ἔφατ', οὐδ' ἀπίθησε πατὴρ ἀνδρῶν τε θεῶν τε·
αὐτίκ' Ἀθηναίην ἔπεα πτερόεντα προσηύδα.

2. Parse :
Analysez :

θέμεναι, τέκετο, γενεῇ, ἕψονται, ἐπιτεῖλαι.

3. (a) Derive :
Donnez l'étymologie de :

ἀτέλεστον, ἀγκυλομήτης, φύλοπιν.

(b) Name the figures of speech in lines 7, 11 and 12.
Nommez les figures dans les lignes 7, 11 et 12.

[Over]

(c) Compare:
Donnez les degrés de comparaison de:
πρεσβυτάτην, θᾶσσον, πρότεροι.

(d) ἄρξωσι πρότεροι. Distinguish this from ἄρξωσι πρότερον.
Donnez la différence entre ἄρξωσι πρότεροι et ἄρξωσι πρότερον.

4. Translate:
Traduisez:

Ὦ γέρον, εἰθ', ὡς θυμὸς ἐνὶ στήθεσσι φίλοισιν,
ὥς τοι γούναθ' ἕποιτο, βίη δὲ τοι ἔμπεδος εἴη.
ἀλλά σε γῆρας τείρει ὁμοίϊον. ὡς ὄφελέν τις
ἀνδρῶν ἄλλος ἔχειν, σὺ δὲ κουροτέροισι μετεῖναι.
Τὸν δ' ἠμείβετ' ἔπειτα Γερήνιος ἱππότα Νέστωρ·
Ἀτρεΐδη, μάλα μέν τοι ἐγὼν ἐθέλοιμι καὶ αὐτὸς
ὡς ἔμεν ὡς ὅτε δῖον Ἐρευθαλίωνα κατέκταν.
ἀλλ' οὔ πως ἅμα πάντα θεοὶ δόσαν ἀνθρώποισιν·
εἰ τότε κοῦρος ἔα, νῦν αὖτέ με γῆρας ὀπάζει.
ἀλλὰ καὶ ὥς ἱππεῦσι μετέσσομαι ἠδὲ κελεύσω
βουλῇ καὶ μύθοισι· τὸ γὰρ γέρας ἐστὶ γερόντων.
αἰχμὰς δ' αἰχμάσσουσι νεώτεροι, οἵ περ ἐμεῖο
ὁπλότεροι γεγάασι πεποίθασίν τε βίηφιν.

5. Parse:
Analysez:
γούναθ', ὄφελεν, ἔμεν, κατέκταν, ὁπλότεροι, γεγάασι.

6. Translate:
Traduisez:

Ὡς δ' ὅτ' ἐν αἰγιαλῷ πολυηχέϊ κῦμα θαλάσσης
ὄρνυτ' ἐπασσύτερον Ζεφύρου ὕπο κινήσαντος·
πόντῳ μέν τε πρῶτα κορύσσεται, αὐτὰρ ἔπειτα
χέρσῳ βρηχόμενον μεγάλα βρέμει, ἀμφὶ δέ τ' ἄκρας
κυρτὸν ἐὸν κορυφοῦται, ἀποπτύει δ' ἁλὸς ἄχνην·
ὣς τότ' ἐπασσύτεραι Δαναῶν κίνυντο φάλαγγες
νωλεμέως πόλεμόνδε. κέλευε δὲ οἷσιν ἕκαστος
ἡγεμόνων· οἱ δ' ἄλλοι ἀκὴν ἴσαν (οὐδέ κε φαίης
τόσσον λαὸν ἕπεσθαι ἔχοντ' ἐν στήθεσσιν αὐδήν)

[Over]

σιγῇ δειδιότες σημάντορας· ἀμφὶ δὲ πᾶσι
τεύχεα ποικίλ' ἔλαμπε, τὰ εἱμένοι ἐστιχόωντο.

7. Parse :
Analysez :

πολυηχέι, ῥηγνύμενον, σῖσιν, εἱμένοι.

8. Scan the last four lines of this extract.
Scandez les quatre derniers vers de cet extrait.

9. Explain and illustrate the use of : anastrophe, tmesis, digamma, caesura.
Expliquez l'usage de l'anastrophe, de la tmèse, du digamma et de la césure. Donnez des exemples.

10. Write notes on :
Ecrivez des notes sur :
(a) Homer's use of epithets.
(a) L'usage qu'Homère fait des épithètes.

(b) Rhapsodists.
(b) Sur les rapsodes.

(c) The Homeric use of the article.
(c) Sur l'emploi qu'Homère fait de l'article.

11. "As a general picture of the Homeric age, the Homeric poetry has the value of history." What may be learned from this book of (a) the religion, (b) the armor, of the people of that time ?
"Comme tableau d'ensemble de l'époque Homérique, la poésie d'Homère a une valeur historique." Que peut-on apprendre dans ce livre de l'Iliade au sujet de (a) la religion, (b) de l'armure des peuples de ce temps ?

[Over]

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898.

PREVIOUS—PREMIER.

DEMOSTHENES AND PLATO.

DÉMOSTHÈNE ET PLATON.

N.B.—Parsing includes rules of syntax.
L'analyse renferme les règles de syntaxe.

1. Translate :
Traduisez :

Πότ' οὖν, ὦ ἄνδρες Ἀθηναῖοι, πόθ' ἃ χρὴ πράξετε; ἐπειδὰν τί γένηται; Ἐπειδάν, νὴ Δία, ἀνάγκη τις ᾖ. Νῦν δὲ τί χρὴ τὰ γιγνόμεν' ἡγεῖσθαί; ἐγὼ μὲν γὰρ οἶομαι τοῖς ἐλευθέροις μεγίστην ἀνάγκην τὴν ὑρὲρ τῶν πραγμάτων αἰσχύνην εἶναι. Ἢ βούλεσθε, εἰπέ μοι, περιϊόντες αὐτῶν πυνθάνεσθαι κατὰ τὴν ἀγοράν. Λεγεταί τε καινόν;—Γένοιτο γὰρ ἄν τι καινότερον ἢ Μακεδὼν ἀνὴρ Ἀθηναίους καταπολεμῶν, καὶ τὰ τῶν Ἑλλήνων διοικῶν;—Τέθνηκε Φίλιππος;—Οὐ μὰ Δί', ἀλλ' ἀσθενεῖ.

2. (a) Parse :
Analysez :
ἡγεῖσθαι, περιϊόντες, πυνθάνεσθαι, διοικῶν.

(b) *χρὴ.* Give four other verbs that contract in the same manner.

(b) *χρὴ.* Nommez 4 autres verbes qui se contractent de la même manière.

3. Translate :
Traduisez :

Θαυμάζω δ' ἔγωγε, εἰ μηδεὶς ὑμῶν μὴτ' ἐνθυμεῖται, μήτε ὀργίζεται, ὁρῶν, ὦ ἄνδρες Ἀθηναῖοι, τὴν μὲν ἀρχὴν τοῦ πολέμου γεγενημένην περὶ τοῦ τιμωρήσασθαι Φίλιππον, τὴν δὲ τελευτὴν οὖσαν ἤδη ὑπὲρ τοῦ μὴ παθεῖν κακῶς ὑπὸ Φιλίππου. Ἀλλὰ μὴν

[Over]

ὅτι γε οὐ στήσεται, δῆλον, εἰ μή τις [αὐτὸν] κωλύσει. Εἶτα τοῦτ' ἀναμενοῦμέν, καὶ τριήρεις κενὰς, καὶ τὰς παρὰ τοῦ δεῖνος ἐλπίδας ἐὰν ἀποστείλητε, πάντ' ἔχειν οἴεσθε καλῶς; Οὐκ ἐμβησόμεθα; οὐκ ἔξιμεν αὐτοὶ μέρει γέ τινι στρατιωτῶν οἰκείων νῦν, εἰ καὶ μὴ πρότερον; οὐκ ἐπὶ τὴν ἐκείνου πλευσόμεθα; Ποῖ δὴ προσορμούμεθα; ἤρετό τις. Εὑρήσει τὰ σαθρὰ, ὦ ἄνδρες Ἀθηναῖοι, τῶν ἐκείνου πραγμάτων αὐτὸς ὁ πόλεμος, ἂν ἐπιχειρῶμεν· ἂν μέντοι καθώμεθα οἴκοι, λοιδορουμένων ἀκούοντες καὶ αἰτιωμένων ἀλλήλους τῶν λεγόντων, οὐδέποτ' οὐδὲν ἡμῖν οὐ μὴ γένηται τῶν δεόντων.

4. Parse:
   Analysez:
   ἐνθυμεῖται, παθεῖν, ἀναμενοῦμεν, δεῖνος, οἴεσθε, ἔξιμεν, μέρει, σαθρὰ.

5. (a) From what division of the oration is the above extract taken?
   (b) Name the other divisions of the I. Philippic.
   (a) De quelle partie de la 1e Philippique est tiré cet extrait?
   (b) Nommez les autres parties de ce discours.

6. (a) Account for the mood or case of:
   Donnez la raison du mode ou du cas de:
   ὑμῶν, τιμωρήσασθαι, ἀποστείλητε, πραγμάτων, λεγόντων.

   (b) Account for the form of the negative in the following:
   Donnez la raison de l'emploi de *οὐ* ou de *μή* dans les expressions suivantes:
   εἰ μηδεὶς, μὴ παθεῖν, οὐκ ἔξιμεν, οὐ μὴ γένηται.

PLATO—PLATON.

7. Translate:
   Traduisez:

ΣΩ. Πειρῶ δὴ καὶ σὺ ἐμὲ οὕτω διδάξαι, τὸ ποῖον μέρος τοῦ δικαίου ὅσιόν, ἵνα καὶ Μελήτῳ λέγωμεν μηκέθ' ἡμᾶς ἀδικεῖν μηδ' ἀσεβείας γράφεσθαι, ὡς ἱκανως ἤδη παρὰ σοῦ μεμαθηκότας τά τε εὐσεβῆ καὶ ὅσια καὶ τὰ μή.

ΕΥΘ. Τοῦτο τοίνυν ἔμοιγε δοκεῖ, ὦ Σώκρατες, τὸ μέρος τοῦ

[Over]

δικαίου εἶναι εὐσεβές τε καὶ ὅσιον, τὸ περὶ τὴν τῶν θεῶν θεραπείαν· τὸ δὲ περὶ τὴν τῶν ἀνθρώπων τὸ λοιπὸν εἶναι τοῦ δικαίου μέρος.

ΣΩ. Καὶ καλῶς γέ μοι, ὦ Εὐθύφρον, φαίνει λέγειν· ἀλλὰ σμικροῦ τινὸς ἔτι ἐνδεής εἰμι· τὴν γὰρ θεραπείαν οὔπω ξυνίημι· ἥντινα ὀνομάζεις. οὐ γάρ που λέγεις γε, οἵαι περ καὶ αἱ περὶ τἆλλα θεραπεῖαί εἰσι, τοιαύτην καὶ περὶ θεούς. λέγομεν γάρ που— οἷον φαμέν, ἵππους οὐ πᾶς ἐπίσταται θεραπεύειν, ἀλλ' ὁ ἱππικός· ἢ γάρ;

ΕΥΘ. Ἔγωγε.

8. Parse:
Analysez:

Πειρῶ, διδάξαι, μέρος, ἀσεβεῖας, μεμαθηκότας, εὐσεβῆ, σμικροῦ, ἐνδεής, ξυνίημι, ἥντινα, ἐπίστανται.

9. Derive:
Donnez l'étymologie de:

εὐσεβῆ, θεραπείαν, ὀνομάζεις, Εὐθύφρον, ἥντινα.

10. Write short notes on the proper nouns of the extract.
Ecrivez une courte note sur chaque nom propre de cet extrait.

11. Translate:
Traduisez:

ἐγὼ μὲν οὖν οὖν καὶ αὐτός, ὦ παῖδες ἀνδρῶν ἀγαθῶν, νῦν τε παραικελεύομαι καὶ ἐν τῷ λοιπῷ χρόνῳ, ὅπου ἄν τῳ ἐντυγχάνω ὑμῶν, καὶ ἀναμνήσω καὶ διακελεύσομαι προθυμεῖσθαι εἶναι ὡς ἀρίστους· ἐν δὲ τῷ παρόντι δικαιός εἰμι εἰπεῖν, ἃ οἱ πατέρες ἡμῖν ἐπέσκηπτον ἀπαγγέλλειν τοῖς λειπομένοις, εἴ τι πάσχοιεν, ἡνίκα κινδυνεύειν ἔμελλον. φράσω δὲ ὑμῖν, ἃ τε αὐτῶν ἤκουσα ἐκείνων καὶ οἷα νῦν ἡδέως ἂν εἴποιεν ὑμῖν λαβόντες δύναμιν, τεκμαιρόμενος ἐξ ὧν τότε ἔλεγον. ἀλλὰ νομίζειν χρὴ αὐτῶν ἀκούειν ἐκείνων ἃ ἂν ἀπαγγέλλω· ἔλεγον δὲ τάδε.

Ὦ παῖδες, ὅτι μέν ἐστε πατέρων ἀγαθῶν, αὐτὸ μηνύει τὸ νῦν παρόν· ἡμῖν δὲ ἐξὸν ζῆν καλῶς, καλῶς αἱρούμεθα μᾶλλον τελευτᾶν, πρὶν ὑμᾶς τε καὶ τοὺς ἔπειτα εἰς ἀνειδῆ καταστῆσαι καὶ πρὶν τοὺς ἡμετέρους πατέρας καὶ πᾶν τὸ πρόσθεν γένος αἰσχῦναι, ἡγούμενοι τῷ τοὺς αὑτοῦ αἰσχύνοντι ἀβίωτον εἶναι, καὶ τῷ τοιούτῳ οὔτε τινὰ

[Over]

ἀνθρώπων οὔτε φίλον εἶναι οὔτ' ἐπὶ γῆς οὔθ' ὑπὸ γῆς τελευτήσαντι.

12. Parsė :
Analysez :
ἐντυγχάνω, ἀναμνήσω, προθυμεῖσθαι, παρόντι, πάσχοιεν,
ἐξὸν ζῆν, καταστῆσαι, τελευτήσαντι.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY 1898

PREVIOUS—PREMIER.

GREEK GRAMMAR AND PROSE.

GRAMMAIRE GRECQUE ET THÈME.

1. (a) What laws of euphony are observed in :
(a) Quelles règles d'euphonie sont appliquées dans :
ἔχω and ἕξω ; πᾶσι : καθ' ἵστημι.

(b) Name and explain the following forms :
(b) Nommez et expliquez les formes suivantes :
ἑώρων, ᾤμην, ἡδίω, ἤγαγον, ἐᾴχειν.

2. (a) Decline :
(a) Déclinez :

τὸ ἔθνος ἀσθενές.

(b) Give the genitive and accusative singular and nom. and dat. plur. of :
(b) Donnez le génitif et l'accus. sing. et le nom. et dat. plr. de :

ὁπλίτης, νοῦς, ναῦς, σῶμα, εἶδως, φιλῶν, ἀδικηθείς.

3. Compare :
Donnez les degrés de comparaison de :

αἰσχρός, χαρίεις, ἐχθρός, ἡδέως.

4. (a) Write in full, the imperfect indicative of εἰμί.
(a) Ecrivez complétement, l'imparfait de l'ind. de εἰμί.
the imperative of εἶμι.
l'impératif de εἶμι.
the 2nd aor. subj. act. of ἵημι.
le subj. aor. 2nd act. de ἵημι.
the imperfect ind. mid. of νικάω.
l'imparfait ind. moyen de νικάω.
the imperfect indic. act. of ἵστημι.
l'imparf. ind. act. de ἵστημι.

[Over]

(b) Write the synopsis (i.e. the first form in each mood of the tense indicated) of:

(b) Ecrivez l'abrégé (c'est-à-dire la 1ère personne ou forme de tous les modes du temps indiqué dans les verbes suivants):

οἶδα, ἔβην, ἵημι, ἐθέμην, ἔλιπον, ἔσχον.

5. What cases follow ἐπί, παρά, διά? Give examples indicating signification in each case.

Quels cas gouvernent ἐπί, παρά, διά? Donnez des exemples en indiquant le sens à chaque cas.

6. Translate:

If he has anything (hereafter) he will give it.
If he were to have anything (hereafter) he would give it.
If he had anything (now) he would give it.
If he had had anything he would have given it.
If he had anything he gave it.

Traduisez:

S'il a quelquechose (dans l'avenir) il le donnera.
S'il devait avoir quelquechose (dans l'avenir) il le donnerait.
S'il avait quelquechose (maintenant) il le donnerait.
S'il avait eu quelquechose, il l'aurait donné.
S'il avait quelquechose, il le donnait.

7. Explain the syntax of underlined words in the following:

Expliquez les règles de syntaxe des mots soulignés dans les phrases suivantes:

(a) ἔπραττεν ἃ δόξειεν αὐτῷ.
(b) αἱ νῆες αὐτοῖς τοῖς ἀνδράσιν ἀπώλοντο.
(c) οὐκ οἶδ' ὅ τι δεῖ πλείω λέγειν.
(d) τῷ ἡγεμόνι πιστεύσομεν ᾧ ἂν Κῦρος δίδῳ.

8. Translate:

Traduisez:

(a) I fear that he will do this.
(b) I feared that he would do this.
(c) This city; the same city; such a city; so great a city.

(a) Je crains qu'il ne fasse ceci.
(b) Je craignais qu'il ne fît ceci.
(c) Cette ville; la même ville; une telle ville; une si grande ville.

[Over]

9. Distinguish between the following:
Montrez la différence entre les phrases suivantes:

(a) οὕτως ἐστὶ δεινὸς ὥστε δίκην μὴ διδόναι and οὕτως ἐστὶ δεινὸς ὥστε δίκην μὴ δίδωσι.

(b) φοβέω and φοβοῦμαι; ὄλωλα and ὀλώλεκα; λανθάνω and λανθάνομαι.

(c) μὴ ποίει τοῦτο and μὴ ποιήσῃς τοῦτο.

(d) φοβοῦμαι μὴ τοῦτο γένηται and φοβοῦμαι μὴ οὐ τοῦτο γένηται.

(e) ταῦτα τὰ χρήματα and ταὐτὰ χρήματα.

10. Translate into Greek:

(a) 1. The same Greeks captured eight ships, sailors and all.
2. The Athenians are too free to endure such authority.
3. If, O men of Athens, instead of speaking you had acted, Philip would not have captured your fairest cities.
4. Despair not but do your duty, that our present ills may become our future blessings.
5. I know how in saying what is to your advantage, I may do harm to myself.

(b) By the victory which they gained over the barbarians at Marathon, they first taught other men that the power of the Persians was not invincible, but that hosts of men and abundance of riches alike yield to valor. And I assert that those men are the fathers not only of ourselves, but of our liberties, for that was the action to which the Hellenes looked back when they ventured to fight for their own safety in the battles which ensued. To them, therefore, I assign in my speech the first place, and the second to those who fought and conquered at Salamis. The men of Marathon only showed the Hellenes that it was possible to ward off the barbarians by land, the many by the few; but there was no proof that they could be defeated by ships, and at sea the Persians retained the reputation of being invincible in numbers, and skill, and strength.

Traduisez en grec:

(a) 1 Les mêmes Grecs prirent huit vaisseaux, matelots et tout. 2 Les Athéniens sont trop libres pour endurer une telle autorité. 3 Si, ô hommes d'Athènes, au lieu de parler vous

[Over]

aviez agi, Philippe n'aurait pas pris vos plus belles cités. 4 Ne désespérez pas, mais faites votre devoir, afin que nos maux présents deviennent nos biens futurs. 5 Je sais maintenant qu'en disant ce qui vous est utile, je puis me faire du mal à moi-même.

(b) Par la victoire qu'ils ont remportée sur les barbares, à Marathon, ils montrèrent, pour la première fois, aux autres hommes que la puissance des Perses n'était pas invincible, mais que, des multitudes d'hommes et l'abondance des richesses le cèdent aussi à la valeur. Et j'affirme que ces hommes sont les pères non-seulement de nous-mêmes mais de nos libertés, car ce fut (là) l'action que les Grecs considérèrent quand ils osèrent combattre pour leur salut dans les batailles qui suivirent. A eux, donc, dans mon discours, je donne la première place, et la seconde à ceux qui ont combattu et ont vaincu à Salamine.

Les hommes de Marathon ont seulement montré aux Hellènes, qu'il était possible de repousser les barbares sur terre, le grand nombre par le petit nombre ; mais il n'y avait aucune preuve qu'ils pouvaient être vaincus par des vaisseaux, et sur mer les Perses retenaient la réputation d'être invincibles en nombre, et en adresse, et en force.

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EXAMINATIONS, MAY, 1898.

PREVIOUS.

PHYSIOLOGY.

1. (a) Figure red and white blood corpuscles.

(b) Describe (1) the variation, (2) contractility, (3) the filmy state of the colorless corpuscle.

2. Describe a sweat gland, and show the part taken by the Malpighian capsule.

3. Draw a figure of the *Appendix vermiformis*, and make a suggestion as to its structural relations.

4. Describe the lachrymal apparatus of the eye.

5. Draw a diagram illustrating the arrangements of the parts of the brain and the origin of the nerves.

6. Give a detailed account of connective tissue.

7. A portion of food is taken as a morsel into the mouth. Trace it through the digestive process until so much of it as a particle of effete matter is carried away from the body by way of the lungs.

8. Draw and determine the specimens submitted under the microscope.

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8. Le rôl

9. Mentio

10. Comm
nisme éclate

11. Quelle

12. Quels
vue dramatiq

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EXAMEN, MAI, 1898

PREMIER.

ATHALIE ET POLYEUCTE.

1. Exposez les faits historiques à connaître pour l'intelligence d'Athalie.

2. Faites l'analyse générale de l'action.

3. En quoi se résume l'action ? Quelle en est l'importance et la sainteté ? Faites-en ressortir l'unité.

4. Quels sont les mérites littéraires de la prophétie de Joad ? Quelles parties comprend-elle ? Comment ne nuit-elle pas à l'intérêt excité par Joas ?

5. Dessinez le portrait d'Athalie et de Joas.

6. En quoi consiste l'action de Polyeucte ? Sur quoi est fondée l'intrigue ? Par quoi est formé le nœud ?

7. Quels faits l'histoire a-t-elle fournis au poète ? Quels sont ceux qu'il a inventés ?

8. Le rôle de Sévère est-il important, et comment ?

9. Mentionnez les principales péripéties du drame.

10. Comment a-t-on pu dire que les grandeurs du christianisme éclatent en cette tragédie ?

11. Quelles sont les qualités saillantes du style ?

12. Quels sont les mérites du songe de Pauline au point de vue dramatique ?

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EXAMINATIONS, MAY, 1898

PREVIOUS.

FRENCH AUTHORS.

I.

ATHALIE.

1. Translate :

Vos larmes, Josabeth, n'ont rien de criminel ;
Mais Dieu veut qu'on espère en son soin paternel.
Il ne recherche point, aveugle en sa colère,
Sur le fils qui le craint l'impiété du père.
Tout ce qui reste encor de fidèles Hébreux
Lui viendront aujourd'hui renouveler leurs vœux.
Autant que de David la race est respectée,
Autant de Jézabel la fille est détestée.
Joas les touchera par sa noble pudeur,
Où semble de son sang reluire la splendeur ;
Et Dieu, par sa voix même appuyant notre exemple,
De plus près à leur cœur parlera de son temple.

2. *reluire :* Write the present subjunctive in full. Wherein is this verb defective ?

3. *Race, fille :* Explain references.

4. *Joad, Josabeth, Joas :* Describe the part of each in this tragedy.

5. Translate :

Je me rends. Vous m'ouvrez un avis que j'embrasse :
De tant de maux, Abner, détournons la menace.
Il est vrai, de David un trésor est resté ;
La garde en fut commise à ma fidélité.
C'était des tristes Juifs l'espérance dernière,
Que mes soins vigilants cachaient à la lumière.
Mais puisqu'à votre reine il faut le découvrir,
Je vais la contenter. nos portes vont s'ouvrir.
De ses plus braves chefs qu'elle entre accompagnée ;

[Over]

Mais de nos saints autels qu'elle tienne éloignée
D'un ramas d'étrangers l'indiscrète fureur :
Du pillage du temple épargnez-moi l'horreur.
Des prêtres, des enfants lui feraient-ils quelque ombre ?
De sa suite avec vous qu'elle règle le nombre.
Et quant à cet enfant si craint, si redouté,
De votre cœur, Abner, je connais l'équité ;
Je vous veux devant elle expliquer sa naissance :
Vous verrez s'il le faut remettre en sa puissance,
Et je vous ferai juge entre Athalie et lui.

6. Explain *avis*. Explain also : *De David un trésor est resté* and criticize this equivocation.

7. Give the five principal parts of : *Découvri*, *tienne*, *craint*, *connais*, *verrez*.

II

MLLE DE LA SEIGLIÈRE

8. Translate :

RAOUL. Mille grâces, monsieur le marquis, je suis moulu.

LE MARQUIS. Moulu ? .... Vous n'avez pas fait autre chose que de flâner le long des haies.

RAOUL. Flâner ! .... flâner ! .... Jen'ai pas perdu ma journée, monsieur le marquis *(montrant un oiseau)*, voici un *turdus merula* qui enrichira mes collections.

LE MARQUIS. Ça ? .... Nous appelons cela un merle nous autres. Vous avez raison, vous devez être fatigué.

RAOUL. Eh bien ! si vous le permettez, je vais rentrer chez moi pour me refaire un peu. *(Il remonte et redescend auprès d'Hélène)*.

LE MARQUIS. Allez, mon jeune ami, allez vous mettre dans votre lit, après l'avoir fait bassiner.

RAOUL. C'est, pardieu ! bien ce que je compte faire. Si je n'ai pas l'honneur de dîner ce soir avec vous. ....

LE MARQUIS. Je ne vous en voudrai pas. .... Dormez bien.

RAOUL *(à Hélène)*. Mademoiselle ! .... *(Il lui serre la main)*.

HÉLÈNE. A bientôt, monsieur de Vaubert.

LE MARQUIS. Prenez un lait de poule en vous couchant. *(Raoul sort par le fond)*.

LE MARQUIS. Voilà un brave garçon qui ne sera jamais un diable à quatre ! .... Ventre-saint-gris ! ma pauvre fille,

[Over]

reçois mes compliments, tu as fait là un joli choix.—Jasmin, débarrasse-moi de ceci. *(Il ôte son ceinturon).*

9. Write the 1st person sing. and plur. of the future indicative and pres. and imperf. subjunctive, active of : *Moulu, appelons, vais, voudrai.*

10. Explain (a) *Je ne vous en voudrai pas.*
(b) *Un lait de poule.*
(c) *Un diable à quatre.*

11. Compare this play with the novel on which it is based, pointing out clearly the alterations made to produce the play.

III.

PÊCHEUR D'ISLANDE.

12. Translate :

La lumière matinale, la lumière vraie, avait fini par venir ; comme au temps de la genèse elle s'était *séparée d'avec les ténèbres* qui semblaient s'être tassées sur l'horizon, et restaient là en masses très lourdes ; en y voyant si clair, on s'apercevait bien à présent qu'on sortait de la nuit,—que cette lueur d'avant avait été vague et étrange comme celle des rêves.

Dans ce ciel très couvert, très épais, il y avait çà et là des déchirures, comme des percées dans un dôme, par où arrivaient de grands rayons couleur d'argent rose.

(a) What is meant by : *Cette lueur d'avant ?*
(b) Distinguish between : *Y voir* and *voir.*

13. Translate :

On avait mouillé là à toucher les quais, presque au milieu des longues rues à maisons de bois Jamais, depuis le départ, il n'avait vu si clair et de si près le monde du dehors, et cela l'avait distrait, cette agitation, cette profusion de bateaux.

Avec un bruit coutinuel de sifflets et de sirènes-à-vapeur, tous ces navires s'engouffraient dans une sorte de long canal, étroit comme un fossé, qui fuyait en ligne argentée dans l'infini de ces sables. Du haut de sa hune, il les voyait s'en aller comme en procession pour se perdre dans les plaines.

(a) What place is here described ?
(b) Give briefly the connection of the above extract with the narrative.

[Over]

14. Translate :

Pendant les veillées d'été, aux dernières clartés des jours, assise devant la porte avec la grand'mère Yvonne dont la tête et les idées allaient sensiblement mieux pendant les chaleurs, elle tricotait pour Yann un beau maillot de pêcheur en laine bleue ; il y avait, aux bordures du col et des manches, des merveilles de points compliqués et ajourés ; la grand'mère Yvonne, qui avait été jadis une habile tricoteuse, s'était rappelé peu à peu ces procédés de sa jeunesse pour les lui enseigner. Et c'était un ouvrage qui avait pris beaucoup de laine, car il fallait un maillot très grand pour Yann.

15. Sketch briefly the characters of: *Gaud, Yann, Yvonne.*

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EXAMINATIONS, MAY, 1898

PREVIOUS.

FRENCH GRAMMAR AND COMPOSITION.

I.

GRAMMAR.

1. State the rules for the use of the Subjunctive in adjectival clauses.

2. When does the demonstrative pronoun *ce* take a plural verb ?

3. The partitive object of a negative verb is preceded by *de* only. Give three exceptions.

4. What rhetorical considerations give a declarative sentence the question-order ?

5. Name six verbs that are followed by the subjunctive with pleonastic *ne*.

6. Write (a) The plural of bonhomme, tire-bouchon, passe-partout, grand'mère.

(b) The feminine of dû, frais, grec.

7. (This paragraph is not to be translated).

Cela *seul* faisait déjà frissonner, dans ce silence. Et *puis*, comme si une apparition *eût* été évoquée par ce son vibrant de cornemuse, une grande chose imprévue s'était *dessinée* en grisaille, s'était dressée menaçante, très *haut* tout près d'eux : des mâts, des vergues, des cordages, un dessin de navire qui s'était fait en l'air, partout à la fois et d'un même coup, comme ces fantasmagories *pour effrayer* qui, d'un seul jet de lumière, sont *créées* sur des voiles tendus. Et d'autres hommes apparaissaient là, à les toucher, penchés sur le rebord, les regardant

[Over]

avec des yeux très ouverts, dans un réveil de surprise et d'épouvante.

(a) Parse words and phrases italicised.

(b) Distinguish *surprise* and *surpris*; *épouvante* and *épouvanté*.

(c) Indicate the gender of *grisaille*, *mâts*, and *surprise*.

II.

COMPOSITION.

8. Translate into French :

(a) He was so tiresome that she fell asleep.

(b) She handed me the plate without saying a word.

(c) The Spanish fleet has been defeated in the Pacific.

(d) When they went to look in the cellar, they could'nt find any.

(e) He knelt down, and prayed to be forgiven.

(f) What has become of the young man that used to be a doctor in your village ?

(g) It is they who have gained the victory.

(h) If it's fine when I go out, I use my cane.

9. Translate into French :

" Will you come with us, Susan ? " cried several little girls to a school-mate. " We are going to the woods ; do come, too.

" I should like very much to go with you," replied Susan, with a sigh ; " but I have not finished the task grandmother set me to do."

" How tiresome it must be to stay at home on a holiday to work ! " said one of the girls with a toss of her head. "Susan's grandmother is too strict."

Susan heard this remark, and, as she bent her head over her task, she wiped away a tear, and thought of the pleasant afternoon the girls would spend gathering wild flowers in the woods. Soon she said to herself : " What harm can there be in moving the mark grandmother put in the stocking ? The woods must be very beautiful to-day, and how I should like to be in them ! "

III.

10. Translate into English :

Je crois que nous sommes ensorcelés, dit Germain en s'arrêtant: car ces bois ne sont pas assez grands pour qu'on s'y perde, à moins d'être ivre, et il y a deux heures au moins que

nous y tournons sans pouvoir en sortir. La Grise n'a qu'une idée en tête, c'est de s'en retourner à la maison, et c'est elle qui me fait tromper. Si nous voulons nous en aller chez nous, nous n'avons qu'à la laisser faire. Mais quand nous sommes peut-être à deux pas de l'endroit où nous devons coucher, il faudrait être fou pour y renoncer et recommencer une si longue route. Cependant, je ne sais plus que faire. Je ne vois ni ciel ni terre, et je crains que cet enfant-là ne prenne la fièvre si nous restons dans ce brouillard, ou qu'il ne soit écrasé par notre poids si le cheval vient à s'abattre en avant.

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2. Give the
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3. Give the
following word

4. Distinguis
nen, nützen and

5. Vertreten.
its root.

6. Translate:

Oldendorf.
meine Kraft nicht

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EXAMINATIONS, MAY, 1898.

PREVIOUS GERMAN AUTHORS.

DIE JOURNALISTEN UND DIE BELAGERUNG VON ANTWERPEN.

1. Translate:

Oberſt. Sprechen Sie im Ernſt, lieber Senden? Wie kommt das Komitee auf den Gedanken?

Senden. Herr Oberſt, der Präſident, welcher nach früherem Abkommen unſere Stadt vertreten ſollte, hat es für nützlicher gehalten, ſich in einem Bezirk der Provinz zu bewerben; außer ihm lebt in unſerer Stadt niemand, der ſo allgemein gekannt und bei der Bürgerſchaft beliebt iſt, als Sie. Wenn Sie unſerer Bitte nachgeben, ſo iſt unſerer Partei der Sieg gewiß; wenn Sie ablehnen, ſo iſt die größte Wahrſcheinlichkeit, daß unſere Gegner ihren Willen durchſetzen. Sie werden mit uns einverſtanden ſein, daß ein ſolcher Ausgang unter allen Umſtänden vermieden werden muß.

Oberſt. Ich ſehe das alles ein, aber gerade für mich iſt es aus perſönlichen Gründen unmöglich, in dieſer Sache unſern Freunden zu nützen.

Senden (zu den übrigen). Erlauben Sie mir, dem Herrn Oberſten einiges anzuführen, was ihn vielleicht unſeren Wünſchen geneigt macht. (Blumenberg und der andere Herr ab in den Garten, wo ſie zuweilen ſichtbar werden).

2. Give the root of nützlicher, Bürgerſchaft, ablehnen, zuweilen, Wahrſcheinlichkeit.

3. Give the Gender, Nom. Sing. and Nom. Plur. of the following words: Präſident, Bezirk, Willen, Gründen, Provinz.

4. Distinguish bewerben and erwerben, ablehnen and anlehnen, nützen and nöthigen.

5. Vertreten. Connect the meaning of the word here with its root.

6. Translate:

Oldendorf. Mein Fräulein, ich bin nicht eingebildet, ich ſchlage meine Kraft nicht eben hoch an, und ſoweit ich mich kenne, ver-

[Over]

birgt sich kein ehrgeiziger Drang auf dem Grund meiner Seele. Es ist möglich, daß, wie jetzt Sie, auch eine spätere Zeit unsern politischen Hader, unsere Parteibestrebungen und was damit zusammenhängt, sehr niedrig schätzen wird. Es ist möglich, daß unser ganzes Arbeiten resultatlos bleibt; es ist möglich, daß vieles Gute, das wir ersehnen, sich, wenn es erreicht ist, in das Gegenteil verkehrt, ja, es ist höchst wahrscheinlich, daß mein eigner Anteil an dem Kampfe oft peinlich, unerquicklich und durchaus nicht das sein wird, was man eine dankbare Thätigkeit nennt; aber das alles darf mich nicht abhalten, dem Kampf und Ringen der Zeit, welcher ich angehöre, mein Leben hinzugeben; denn es ist trotz alledem dieser Kampf das Höchste und Edelste, was die Gegenwart hervorbringt. Nicht jede Zeit erlaubt ihren Söhnen Resultate zu erobern, welche für alle Zeit groß bleiben, und ich wiederhole es, nicht jedes Jahrhundert ist geeignet, die Menschen, welche darin leben, stattlich und glücklich zu machen.

7. Parse eingebildet, verbirgt, welcher, Resultate, geeignet, alledem.

8. Give the root of unerquicklich, schätzen, ehrgeiziger, erobern, stattlich, giving also the meaning of the root.

9. „Erreicht." Give the force of „er" in the word, and give three other verbs exemplifying the same force.

10. Translate:

Man war daher auf einen ernstlichen Angriff gefaßt; nur irrte man sich in der eigentlichen Beschaffenheit desselben, und rechnete mehr darauf, mit Menschen als mit Elementen zu kämpfen. Der Herzog ließ zu diesem Ende die Wachen längs dem ganzen Ufer verdoppeln, und zog den besten Teil seiner Truppen in die Nähe der Brücke, wo er selbst gegenwärtig war; um so näher der Gefahr, je sorgfältiger er derselben zu entfliehen suchte. Kaum war es dunkel geworden, so sah man von der Stadt her drei brennende Fahrzeuge daher schwimmen, dann noch drei andre, und gleich darauf eben so viele. Man ruft durch das spanische Lager ins Gewehr, und die ganze Länge der Brücke füllt sich mit Bewaffneten an. Indessen vermehrten sich die Feuerschiffe und zogen, theils paarweise theils zu dreien, in einer gewissen Ordnung den Strom herab, weil sie am Anfang noch durch Schiffer gelenkt wurden. Der Admiral der antwerpischen Flotte Jakob Jakobsohn hatte es, man wußte nicht ob aus Nachlässigkeit oder Vorsatz darin versehen, daß er die vier Schiffhaufen allzu geschwind hintereinander ablaufen, und ihnen auch die zwei großen Minenschiffe viel zu schnell folgen ließ, wodurch die ganze Ordnung gestört wurde.

[Over]

11. Parse gefaßt, Elementen, zog, Gefahr, entfliehen, Fahrzeuge, indeſſen, Schiffer, wußte, conjugating the verbs and giving Gender and Plural of Nouns.

12. „Eigentlichen.“ Distinguish eigentlich, eigen, einzig and einzeln.

13. „Verſehen.“ Give another meaning than the one here, in which the word is used elsewhere in this work of Schiller.

14. Translate:

Die Wichtigkeit des Erfolges, der gewiſſermaßen ganz von ihrem Spaten abhing, ſchien ſelbſt dieſe gemeinen Tagelöhner mit einem heroiſchen Muthe zu beſeelen. Einzig nur auf das Geſchäft ihrer Hände gerichtet, ſahen ſie, hörten ſie den Tod nicht, der ſie rings umgab, und fielen gleich die vorderſten Reihen, ſo drangen ſogleich die hinterſten herbei. Die eingeſchlagenen Pfähle hielten ſie ſehr bei der Arbeit auf, noch mehr aber die Angriffe der Spanier, welche ſich mit verzweifeltem Muth durch die feindlichen Haufen ſchlugen, die Schanzgräber in ihren Löchern durchbohrten, und mit den todten Körpern die Breſchen wieder ausfüllten, welche die Lebenden gegraben hatten. Endlich aber als ihre meiſten Offiziere theils todt, theils verwundet waren, die Anzahl der Feinde unaufhörlich ſich mehrte, und immer friſche Schanzgräber an die Stelle der gebliebenen traten, ſo entfiel dieſen tapfern Truppen der Muth, und ſie hielten für rathſam, ſich nach ihren Schanzen zurück zu ziehen. Jetzt alſo ſahen ſich die Seeländer und Antwerper von dem ganzen Theil des Dammes Meiſter, der von dem Fort St. Georg bis zu der Pfahlſchanze ſich erſtreckt. Da es ihnen aber viel zu lange anſtand, die völlige Durchbrechung des Dammes abzuwarten, ſo luden ſie in der Geſchwindigkeit ein ſeeländiſches Laſtſchiff aus, und brachten die Ladung desſelben über den Damm herüber auf ein antwerpiſches, welches Graf Hohenlohe nun im Triumph nach Antwerpen brachte.

15. „Entfiel.“ What is the force of „ent“ here. „Anſtand,“ parse. Give the more usual meaning of the verb „anſtehen.“

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PREVIOUS.

GERMAN GRAMMAR.

1. Wolf, Mond, Sonne, Mai, Mittwoch, Garten, Eisen, Schmetterling, Eiche, Birne, Honig, Schnee, Freundschaft, Liebe, Auge, Gebirge, Freiheit, Adler, Freundlichkeit, Fräulein. Give the gender of each of these words and state briefly in which ways the gender of a noun may be defined in German.

2. Decline throughout, singular and plural:
   a) red wine, warm soup, black ribbon.
   b) the deligent son, the dear mother, the poor child.
   c) a poor painter, a fine flower, a new book.

3. a) Compare: jung, edel, alt, groß, süß, gut hoch, wild, nahe viel; and b) translate: The St. Lawrence River is the broadest in Canada; below the city of Quebec it is broadest.

4. a) Define clearly the uses of du, ihr and Sie as pronouns of address, give the corresponding possessive adjectives and translate in three different ways: "Have you done your exercise?"

   b) State fully the agreement of the possessive adjective of the third person singular and translate:
   The dog has lost its bone. (Knochen.)
   The flower has lost its leaves. (Blatt.)
   The book has lost its leaves.

5. Translate: a) To-day is the 16th of Mai 1898. (in letters)
   b) This cloth costs a dollar and a half a yard, but that one is dearer, it is four dollars and a half.
   c) It is a quarter to 12 already, we shall soon be finished.

6. Give the second person singular of all the tenses, moods and voices of the German verb "to find".

[Over]

7. Give the principal parts of the following verbs: befehlen, bringen, brechen, denken, raten, ſchaffen, ſieden, ſitzen, thun, wiſſen.

8. Distinguish, giving examples, between **über|ſetzen** and **über|ſetzen**, **wieder|holen** and **wieder|holen** and state clearly, in which tenses, moods and meaning of these verbs, the prefix may be detached from the verb.

9. Translate:

a) Although Charles is already ten years old, he can neither read well nor write well.

b) If you (du) first study the grammar thoroughly, and then spend a year and a half in France, you will learn the French language well.

c) Except that George is a little taller, one does not at all notice a difference between the two brothers.

d) You (du) can imagine, that I wondered, when I turned round and saw my long lost friend before me.

e) Do you (du) usually dine in town? Yes, indeed, I leave every day at nine o'clock, and do not come back till six.

f) I do not take a German lesson every day, but every other day, and should like best to take a lesson every third day, because I should then have more time for studying.

g) I am sorry, that you (du) have been obliged to wait for me so long; I could not find my gloves.

h) My brother speaks German well, although he has commenced the study of this language only in his seventeenth year.

10. Translate into English:

Wenige Fürſten ſind ſo glücklich geweſen, als dieſer große Monarch, oder haben mehr Recht zu Größe und Glück gehabt, als er wegen der Fähigkeiten und der Kraft ſeiner Seele hatte, welche er in ſeinem ganzen Betragen an den Tag legte. Sein Geiſt zeigte ſich kühn und unternehmend, aber durch Klugheit geleitet: ſein Ehrgeiz, der ausſchweifend war und ſich von der Gerechtigkeit wenig einſchränken ließ und noch weniger von der Menſchenliebe, unterwarf ſich dennoch den Vorſchriften der Vernunft und einer geſunden Staatsklugheit. Geboren in einer Zeit, wo die Gemüther der Menſchen noch unlenkſam und mit der Unterwürfigkeit unbekannt waren, bewies er ſich dennoch fähig, ſie nach ſeinen Abſichten zu leiten, und theils durch die Herrſchaft ſeines heftigen Charakters, theils durch Liſt und Verſtellung eine uneingeſchränkte Gewalt einzuführen.

Unterwürfigkeit = subordination.

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PRELIMINARY—PRÉLIMINAIRE.

LATIN FOR SCHOLARSHIPS.

LATIN POUR LES BOURSES.

N. B.—Parsing includes rules of syntax.
N. B.—L'analyse renferme les règles de syntaxe.

1. Translate :
   Traduisez :

   Est in secessu longo locus : insula portum
   Efficit objectu *laterum*, quibus omnis ab alto
   Frangitur inque sinus *scindit* sese unda reductos.
   Hinc atque hinc vastæ rupes geminique minantur
   In cœlum scopuli, quorum sub vertice late
   Æquora tuta *silent* ; tum silvis scena coruscis
   Desuper, *horrentique* atrum nemus imminet umbra.
   Fronte sub adversa scopulis *pendentibus* antrum,
   Intus aquæ dulces, vivoque sedilia saxo,
   Nympharum domus. Hic fessas non vincula naves
   Ulla tenent, unco non alligat anchora morsu.
   Huc septem Æneas *collectis* navibus omni
   Ex numero subit ; ac magno telluris amore
   Egressi, optata potiuntur Troes arena,
   Et sale *tabentes* artus in littore ponunt.
   Ac primum silici scintillam *excudit* Achates
   Suscepitque ignem foliis, atque arida circum
   Nutrimenta dedit, rapuitque in fomite flammam.

2. Parse the italicised words.
   Analysez les mots en italiques.

3. (a) Decline :
   Déclinez :

   Æneas.

   (b) Give 2d p. s. of the fut. ind. active of : Subit, dedit, rapuit.

   Donnez la 2de p. s. du fut. ind. actif de : Subit, dedit, rapuit.

[Over]

4. Translate :
Traduisez :

Quum subito *assurgens* fluctu nimbosus Orion
In vada cæca tulit, penitusque procacibus Austris
Perque undas, superante salo, perque invia saxa
Dispulit: huc pauci vestris adnavimus oris.
Quod genus hoc hominum? quæve hunc tam barbara morem
Permittit patria? *hospitio* prohibemur arenæ;
Bella *cient*, primaque vetant consistere terra.
Si genus humanum et mortalia temnitis arma,
At sperate deos memores *fandi* atque nefandi.
Rex erat Æneas nobis, quo justior alter,
Nec pietate fuit nec bello major et armis.

5. Parsed the italicised words.
Analysez les mots en italiques.

6. Translate :
Traduisez :

Sub vesperum Caesar portas *claudi* militesque ex oppido exire jussit ne quam noctu oppidani ab militibus injuriam acciperent. Illi ante inito, ut intellectum est, consilio, quod deditione facta nostros praesidia deducturos aut denique indiligentius servaturos crediderant, partim cum his quae retinuerant et celaverant armis, partim scutis ex *cortice* factis aut viminibus *intextis*, *quae* subito, ut temporis exiguitas postulabat, pellibus induxerant, tertia vigilia, qua minime arduus ad nostras munitiones ascensus videbatur, omnibus copiis repentino ex oppido eruptionem fecerunt. Celeriter, ut ante Caesar imperarat, ignibus significatione facta ex proximis castellis eo *concursum* est, pugnatumque ab hostibus ita acriter ut a viris fortibus in extrema spe salutis iniquo loco contra eos qui ex vallo turribusque tela *jacerent* pugnari debuit, quum in una virtute omnis spes salutis consisteret.

7. Parse the italicised words.
Aanalysez les mots en italiques.

Translate :

Many years ago Cæsar made war upon the Germans and having driven them out of their territories and laid waste their fields, he set out with all his forces against the Morini. Not to mention the other nations which he conquered at that time, we are informed that the latter nation surrendered to

[Over]

him very quickly. They sent ambassadors to say that they would do whatever he commanded and to promise to give hostages. Because he wished to set out for Britain, Cæsar exacted hostages and made peace with this people. These very Morini, however, showed afterwards that they were not worthy of confidence for when Cæsar landed his soldiers on their shores, they surrounded them with an armed force and exclaimed: "Lay down your arms if you do not wish to be killed." It is difficult to say what would have happened had not Cæsar sent all his cavalry to the help of his men.

Traduisez :

Il y a bien des années, César fit la guerre aux Germains et les ayant chassés de leur territoire et ayant dévasté leurs champs, il marcha avec toutes ses troupes contre les Morins.

Pour ne pas parler des autres nations qu'il subjugua en ce temps-là, nous apprenons que cette dernière se soumit à lui très promptement. Ils envoyèrent des ambassadeurs pour dire qu'ils feraient tout ce qu'il commanderait et pour promettre de donuer des ôtages. Comme il voulait partir pour la Bretagne César exigea des ôtages et fit la paix avec ce peuple. Ces mêmes Morins, cependant montrèrent ensuite qu'ils n'étaient pas dignes de confiance, car, lorsque César débarqua ses soldats sur leurs bords, ils les entourèrent avec des soldats en armes, et s'écrièrent : mettez bas vos armes si vous ne voulez être tués. Il est difficile de dire ce qui serait arrivé, si César n'eût envoyé sa cavalerie au secours de ses hommes.

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PRELIMINARY—PRÉLIMINAIRE.

VIRGIL AND PROSE COMPOSITION.

VIRGILE ET THÈME.

N. B.—Parsing must include the rule of syntax.
N. B.—Indiquez les règles de syntaxe en faisant l'analyse.

1. Translate :
   Traduisez :

Talia flammato secum dea corde volutans
Nimborum in patriam, loca fœta furentibus Austris,
Æoliam venit. Hic vasto rex Æolus antro
Luctantes ventos tempestatesque sonoras
Imperio premit, ac vinclis et carcere frenat.
Illi indignantes magno cum murmure montis
Circum claustra fremunt ; celsa sedet Æolus arce
Sceptra tenens, mollitque animos et temperat iras ;
Ni faciat, maria ac terras cælumque profundum
Quippe ferant rapidi secum verrantque per auras :
Sed Pater omnipotens speluncis abdidit atris
Hoc metuens, molemque et montes insuper altos
Imposuit, regemque dedit, qui fœdere certo
Et premere et laxas sciret dare iussus habenas.
Ad quem tum Iuno supplex his vocibus usa est :

2. Parse :
   Analysez :
Corde, luctantes, ferant, molem, sciret, jussus.

3. Name the figures of speech in lines 4, 8 and 12 of this extract.
   Nommez les figures qu'on trouve aux vers 4e, 8e et 12e de ce passage.

4. Translate :
   Traduisez :
Tum sic reginam adloquitur cunctisque repente

[Over]

Inprovisus ait : 'coram, quem quæritis, adsum
Troius Æneas, Libycis ereptus ab undis.
O sola infandos Troiæ miserata labores,
Quæ nos, reliquias Danaum, terræque marisque
Omnibus exhaustos iam casibus, omnium egenos
Urbe domo socias, grates persolvere dignas
Non opis est nostræ, Dido, nec quidquid ubique est
Gentis Dardaniæ, magnum quæ sparsa per orbem.
Di tibi, si qua pios respectant numina, si quid
Usquam iustitia est et mens sibi conscia recti,
Præmia digna ferant. Quæ te tam læta tulerunt
Sæcula ? Qui tanti talem genuere parentes ?
In freta dum fluvii current, dum montibus umbræ
Lustrabunt convexa, polus dum sidera pascet,
Semper honos nomenque tuum laudesque manebunt,
Quæ me cumque vocant terræ'

5. Parse :
Analysez :
Miserata, reliquias, exhaustos, socias, persolvere. sparsa, di, genuere, sidera, pascet.

6. Explain the case of : *Danaum, opis, gentis* ; and the mood of *ferant*.
Expliquez le cas de : *Danaum, opis, gentis* ; et le mode de *ferant*.

7. Scan the first four lines of this extract.
Scandez les quatre premiers vers de cet extrait.

8. Tell by whom and on what occasion these words were spoken :
Par qui et dans quelles occasions ont été prononcées les paroles suivantes ?

(a) Mene incepto desistere victam !

(b) His ego nec metas rerum nec tempora pono,
Imperium sine fine dedi.

(c) Quæ regio in terris nostri non plena laboris ?
En Priamus ! sunt hic etiam sua præmia laudi ;
Sunt lacrimæ rerum et mentem mortalia tangunt.

(d) Si genus humanum et mortalia temnitis arma,
At sperate deos memores fandi atque nefandi.

(e) Non ignara mali miseris succurrere disco.

[Over]

9. Write brief explanatory notes on the italicized words in the following extracts :

Donnez une brève explication au sujet des mots en italiques suivants :

(a)
Manet alta mente repostum
Judicium Paridis spretæque injuria formæ,
Et genus invisum, et *rapti Ganymedis honores.*

(b) Tum Cererem corruptam undis *Cerealiaque arma*
Expediunt fessi rerum.

(c) Vos et *Scyllæam rabiem* penitusque sonantes
Accestis scopulos, vos et *Cyclopea saxa*
Experti.

(d) Quinquaginta intus famulæ, quibus ordine longam
Cura penum struere et *flammis adolere penates.*

(e) Cana fides et *Vesta*, Remo cum fratre Quirinus
Jura dabunt ; diræ ferro et compagibus artis
Claudentur *Belli portæ.*

10. Give three important similes from this book.

Indiquez trois comparaisons importantes contenues dans ce 1er livre de l'Enéide.

11. Translate into Latin :

After this battle had been fought, the enemy sent ambassadors to us to say that they would give hostages and commit themselves and their state to our mercy. They acknowledged that they had seized and thrown into prison the envoy whom we had sent ahead in a ship, but that they did not know how great a crime they had committed against the Roman people. Since Cæsar always punished those who acted as they had done, the Britons feared that he would immediately wage war against them and they had therefore hastily sent to ask his pardon. So great was their terror that they were willing to do all that Cæsar commanded, even promising to never again fight with us. Our general, well knowing that he must not put much confidence in them, retained some of the ambassadors and ordered the others to summon their chiefs from the remoter parts and to assemble in our camp within six days.

Quand cette bataille fut finie, les ennemis nous envoyèrent des députés pour dire qu'ils nous donneraient des ôtages, et s'en remettraient eux et leur cité à notre clémence. Ils avouaient avoir saisi et jeté en prison l'ambassadeur que nous avions envoyé en avant dans un vaisseau, mais ils n'avaient pas compris, disaient-ils, quel grand crime ils avaient commis

[Over]

contre le peuple romain. Comme César punissait toujours ceux qui agissaient comme ils avaient fait, les Bretons craignaient qu'il ne fit immédiatement la guerre contre eux ; c'est pourquoi, ils avaient promptement envoyé quelqu'un auprès de lui, pour en obtenir le pardon. Si grande était leur terreur qu'ils étaient prêts à faire tout ce que César commandait, promettant même de ne plus jamais combattre contre nous. Notre général sachant bien qu'il ne devait pas avoir grande confiance en eux retint quelques-uns des ambassadeurs, et ordonna aux autres de faire venir leurs chefs des régions plus éloignées et de se rassembler dans notre camp avant six jours.

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EXAMINATIONS, MAY, 1898.

PRELIMINARY—PRÉLIMINAIRE.

CÆSAR—CÉSAR.

N. B.—Parsing includes rules of syntax.
L'analyse renferme les regles de syntaxe.

1. Translate:
Traduisez:

His rebus cognitis exploratores centurionesque praemittit qui locum idoneum castris *deligant*. Quumque ex deditiis Belgis reliquisque Gallis complures Caesarem sequuti una iter facerent, quidam ex his, ut postea ex captivis cognitum est, eorum dierum consuetudine itineris nostri exercitus *perspecta*, nocte ad Nervios pervenerunt atque iis demonstrarunt inter singulas legiones impedimentorum magnum numerum *intercedere*, neque esse quicquam *negotii*, quum prima legio in castra venisset, reliquaeque legiones magnum spatium abessent, hanc sub sarcinis *adoriri*; qua pulsa impedimentisque *direptis* futurum ut reliquae contra consistere non *auderent*.

2. Parse italicized words.
Analysez les mots en italiques.

3. Write 3rd person of the perf. subj. passive of:
Ecrivez la 3e personne du parf. du subj. passif de:
Praemittit, facerent, adjuvabat, deligant, perspecta.

4. Translate:
Traduisez:

Ab iis fit initium *retinendi* Silii atque Velanii, quod per eos suos se obsides, quos Crasso *dedissent*, recuperaturos existimabant. Horum auctoritate finitimi adducti (ut sunt Gallorum subita et repentina consilia), eadem de causa Trebium Terrasidiumque retinent, et, celeriter missis legatis, per suos principes inter se conjurant, nihil nisi communi consilio *acturos*, eundemque omnes fortunae exitum esse laturos; reliquasque civitates sollicitant, ut in ea libertate, quam a majoribus acceperant, permanere, quam Romanorum servitutem perferre *mallent*. Omni ora maritima celeriter ad suam

[Over]

sententiam perducta, legationem ad Publium Crassum mittunt, si *velit* suos recipere, obsides *sibi remittat*.

5. Parse italicized words.
Analysez les mots en italiques.

6. (a) Majoribus—Name five nouns that have no singular. (b) Laturos—Give of this verb the second pr. sing. pres. imperative active; the second pr. sing. ind. pres. passive and the third pr. pl. fut. perf. ind. act.
(a) Majoribus—Nommez cinq noms qui n'ont pas de singulier. (b) Laturos—Donnez de ce verbe la deuxième p. sing. prés. impératif actif; la deuxième p. sing. de l'ind. prés. passif., et la troisième p. pl. du fut. passé. ind. act.

7. Give, after Cæsar, a brief sketch of the war against Veneti.
Donnez, d'après César, un court résumé de la guerre contre les Venètes.

8. Translate:
Traduisez:
Quibus ex navibus quum essent expositi milites circiter trecenti, atque in castra *contenderent* Morini, quos Cæsar, in Britanniam proficiscens, pacatos reliquerat, *spe praedae* adducti, primo non ita magno suorum numero *circumstete-runt*, ac, si sese interfici *nollent*, arma ponere jusserunt. Quum illi, orbe facto, sese defenderent, celeriter ad clamorem hominum circiter millia sex convenerunt. Qua re nuntiata, Cæsar omnem ex castris equitatum suis auxilio misit. Interim nostri milites impetum hostium sustinuerunt, atque amplius horis quatuor fortissime pugnaverunt, et, paucis *vulneribus* acceptis, complures ex iis *occiderunt*. Postea vero quam equitatus noster in conspectum venit, hostes abjectis armis terga verterunt, magnusque eorum numerus est occisus.

9. Parse italicized words.
Analysez les mots en italiques.

10. (Unseen translation.) Translate:
(Matière non préparée.) Traduisez:
Cæsar mittit primo Brutum adolescentem cum cohortibus sex, post cum aliis septem Caium Fabium legatum: postremo ipse, cum vehementius pugnarent, integros subsidio adducit.

[Over]

Restituto prœlio ac repulsis hostibus, eo, quo Labienum miserat, contendit; cohortes quatuor ex proximo castello deducit; equitum se partem sequi, partem circumire exteriores munitiones, et ab tergo hostes adoriri jubet. Labienus, postquam neque aggeres, neque fossæ vim hostium sustinere poterant, coactis undequadraginta cohortibus, quas ex proximis præsidiis deductas fors obtulit, Cæsarem per nuncios facit certiorem, quid faciendum existimet. Accelerat Cæsar, ut prœlio intersit.

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PRELIMINARY—PRÉLIMINAIRE.

LATIN GRAMMAR—GRAMMAIRE LATINE.

PART I—Ire PARTIE.

1. (a) Decline together :
Déclinez ensemble :

Ille senex dives,
Eadem domus vetus,
Opus gravius,
Turris ingens.

(b) Decline :
Déclinez :

Iter, genus, vis, deus, grex.

2. Give the terminations of the masculine, feminine and neuter nouns of the 3rd declension, with one example of each.
Marquez la terminaison des noms masculins, féminins, neutres de la 3e déclinaison avec un exemple pour chacun.

3. (a) Compare : Sapiens, pulcher, difficilis, benevolus idoneus ; explaining each method of comparison.
Donnez les comparatifs et superlatifs de : Sapiens, pulcher, difficilis, benevolus, idoneus ; expliquez la méthode suivie pour les former.

(b) Compare also : Dives, malus, bene, superus, parum, diu.

Donnez aussi les comparatifs et superlatifs de : Dives, malus, bene, superus, parum, diu.

4. Write the principal parts of : Cado, ago, pello, traho, vinco, vincio, nascor, nanciscor.
Quels sont les temps primitifs de : Cado, ago, pello, traho, vinco, vincio, nascor, nanciscor.

5. (a) Write the present indicative, future indicative and imperfect subjunctive of : Nolo, eo, prosum, fio.

[Over]

Quel est l'indicatif présent, l'indicatif futur, l'imparfait du subjonctif à toutes les personnes de : Nolo, eo, prosum, fio.

(b) Compound fero with ad, dis, sub; and give the principal parts of the compounds so formed.

Comparez fero avec ad, dis, sub ; et donnez les temps primitifs des verbes ainsi formés.

6. Give seven translations of : "The general sent soldiers to take the city."

Traduisez de sept manières différentes : "Le général a envoyé des soldats pour prendre la ville."

PART II—IIe PARTIE.

1. Translate :

Traduisez :

(a) The battle was fiercely waged in that day.

On combattit avec ardeur ce jour-là.

(b) Do not send ambassadors to the city of Rome.

N'envoyez pas d'ambassadeurs dans la ville de Rome.

(c) Cæsar ought to have assembled the soldiers at day break. (Use oportet).

César aurait dû assembler les soldats à l'aurore. (Employez oportet.

(d) Merchants may be cowards; but soldiers must be brave.

Des marchands peuvent être lâches ; mais des soldats doivent être braves.

(e) It will be greatly to your interest, to write as many letters as possible.

Il vous importera beaucoup d'écrire le plus de lettres possible.

(f) The scouts brought back word that the enemy had led their forces across the river Axona.

Les éclaireurs rapportèrent la nouvelle que l'ennemi avait conduit ses forces au-delà du fleuve de l'Aisne.

(g) Cæsar had to do many things at one time. (Use gerundive).

César avait à faire beaucoup de chose à la fois. (Servez-vous ici du part. pass. d'obligation).

(h) Towers began to be built.

Les tours commencèrent à être édifiées.

2. Re-write the following, making correction when necessary.

Transcrivez les phrases suivantes, et faites les corrections nécessaires.

(a) Cæsar ducem creatus est.

[Over]

(b) Romam æstate venire sperat.
(c) Obsidibus pollicitis, ad flumen profectus est.
(d) Cicero vir eloquentiæ erat.

3. Explain fully the case or mood of the italicised words in the following extracts :

Explixuez parfaitement le cas ou le mode des mots en italiques dans les extraits suivants :

(a) Ipse Divitiacum Æduum magno opere cohortatus, docet quanto opere reipublicæ communisque *salutis intersit* manus hostium *distineri.*

(b) Cum tanta multitudo lapides ac tela *conicerent*, in muro *consistendi* potestas erat *nulli.*

(c) Iccius Remus, summa *nobilitate* et gratia inter suos, qui tum *oppido* præfuerat, nuntium ad eum mittit.

(d) Funditores Baleares *subsidio oppidanis* mittit.

4. Convert the following passage into direct narration :

Mettez le passage suivant en discours direct :

Ad hæc Cæsar respondit : " Se magis consuetudinis sua quam merito eorum civitatem, conservaturum, si prius quam murum aries attigisset se dedidissent : sed deditionis nullam esse condicionem nisi armis traditis. Sè id quod in Nerviis fecisset facturum finitimisque imperaturum, ne quam dediticiis populi Romadi iniuriam inferrent."

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UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898

PRELIMINARY.

PROBLEMS.

1. On the sides AB, BC of the parallelogram ABCD equilateral triangles ABP, BCQ are described external to the parallelogram. Show that the triangle PQD is equilateral.

2. Divide a straight line into two parts, so that the square on one part may be double the rectangle contained by the whole line and the other part.

3. M is the middle point of PQ, where P and Q are points without a given circle. Show that the sum of the squares on the tangents to the circles from P and Q is equal to twice the square on the tangent from M, together with twice the square on PM.

4. If a figure is composed of a rhombus and the square described outwards on one of its sides, the side of the equivalent square is equal to half the sum of the diagonals of the rhombus.

5. Show how to transform $a^3+b^3+c^3-3abc$ into the form $\frac{1}{2}(a+b+c)\{(b-c)^2+(c-a)^2+(a-b^2)\}$; and thence show that

$$(x^2-yz)^3+(y^2-zx)^3+(z^2-xy)^3-3(x^2-yz)(y^2-zx)(z^2-xy) = (x^3+y^3+z^3-3xyz)^2.$$

6. If $\frac{y-z}{1+yz}+\frac{z-x}{1+zx}+\frac{x-y}{1+xy}=0$, prove that two of the quantities x, y, z are equal to one another

7. If the roots of the equation

$$(a^2+b^2)\,x^2-2b\,(a+c)\,x+b^2+c^2=0,$$

are real, show that b^2 must be equal to ac, and subject to this condition find the value of the roots.

8. Skilled workmen and laborers are employed on a work, a skilled workman receiving $1.75 a day more than a

[Over]

laborer. The average of their daily wages is $12\frac{1}{2}$ cents more than it would be if skilled workmen and laborers were employed in equal numbers. If 6 men of each kind were discharged the average daily wages would be raised 5 cents. Find the number of men of each kind employed.

9. Given that 8000 metres is equal to 5 miles, that a cubic fathom of water weighs 13,440 lbs., and that a cubic metre of water weighs 1000 kilogrammes; find the ratio of a kilogramme to a pound avoirdupois.

10. Three workmen, A, B, C, did a certain piece of work and were paid wages according to their several degrees of skill. A's efficiency was to B's as 4 to 3, and C's to B's as 5 to 6. A worked 5 days, B 6 days, and C 8 days. The whole amount paid was $36.25; find each man's daily wages.

11. A contractor agreed to complete 1000 yards of railway in 50 days, and employed 100 men working 9 hours a day; but at the end of 30 days he found only 450 yards finished. How many additional men must he hire in order that all working 10 hours a day may finish the work in the given time?

12. On a railway are two parallel tracks, on one of which trains pass a certain point every $49\frac{1}{2}$ minutes; on the other, the same point, every $52\frac{1}{4}$ minutes. A train on the former track has just passed this point, and in $27\frac{1}{2}$ minutes on on the latter will do so. Will trains on these tracks ever pass this point at the same instant? If so, in what time from the passage just mentioned?

UNIVERSITE DE MANITOBA

EXAMEN, MAI, 1898

EXAMEN PRÉLIMINAIRE.

PROBLÈMES.

1. Sur les côtés AB, BC du parallélogramme ABCD on construit les triangles équilatéraux ABP, BCQ, extérieurs au parallélogramme. Prouver que le triangle PQD est équilatéral.

2. Partager une droite en deux segments tels que le carré construit sur l'un d'eux soit le double du rectangle formé par la droite et l'autre segment.

3. M est le point de bissection de la droite PQ, et P et Q sont hors d'un cercle donné. Prouver que la somme des carrés des tangentes au cercle des points P et Q est égale à deux fois le carré de la tangente menée du point M avec deux fois le carré construit sur PM.

4. Si une figure est composée d'un losange et du carré construit sur l'un de ses côtés et extérieurement, cette figure est égale au carré d'une droite qui est égale à la $\frac{1}{2}$ somme des diagonales du losange.

5. Montrer comment on peut mettre $a^3+b^3+c^3-3abc$ sous la forme de $\frac{1}{2}(a+b+c)\{(b-c)^2+(c-a)^2+(a-b)^2\}$; et conséquemment, prouver que :

$$(x^2-yz)^3+(y^2-zx)^3+(z^2-xy)^3-3(x^2-yz)(y^2-zx)(z^2-xy) = (x^3+y^3+z^3-3xyz)^2.$$

6. Si $$\frac{y-z}{1+yz}+\frac{z-x}{1+zx}+\frac{x-y}{1+xy}=0,$$

prouver que deux des quantités x, y, z sont égales entre elles.

7. Si les racines de l'équation

$$(a^2+b^2)\,x^2-2b\,(a+c)\,x+b^2+c^2=0$$

sont réelles et non imaginaires, montrer que b^2 doit égaler ac ; et, avec cette condition, trouver la valeur des racines.

[Tournez]

8. Des artisans et des ouvriers font un ouvrage ; un artisan gagne $1.75 par jour de plus que l'ouvrier. La moyenne quotidienne de leurs gages est $12\frac{1}{2}$ centins de plus qu'elle ne le serait si les artisans et les ouvriers étaient en nombre égal. Si l'on congédiait 6 artisans et si ouvriers, la moyenne quotidienne de leurs gages serait 5 centins de plus. Trouver le nombre d'artisans et d'ouvriers employés à cet ouvrage.

9. Donnés : 8,000 mètres égalent 5 milles, une brasse (6 pieds) cubique d'eau pèse 13440 lbs, un mètre cube d'eau pèse 1000 kilogrammes; trouver le rapport d'un kilogramme à une livre avoir-du-poids.

10. Trois hommes A, B, C ont été payés suivant leurs capacités pour un travail qu'ils ont fait. La capacité de A était à celle de B comme 3:4, et celle de C à celle de B comme 5:6. A a travaillé 5 jours, B 6 jours et C 8 jours. Ils ont reçu en tout la somme de $36.25 ; trouver combien chacun a gagné par jour.

11. Un entrepreneur s'engage à faire 1,000 verges de chemin de fer en 50 jours, et emploie 100 hommes qui travaillent 9 heures par jour ; et après 30 jours, il trouve qu'il n'y a que 450 verges de faites. Combien faut-il ajouter d'hommes, travaillant 10 heures par jour, pour finir l'ouvrage au temps promis.

12. Un chemin de fer a 2 voies parallèles ; sur l'une les trains passent à un certain point à des intervalles de $49\frac{1}{2}$ minutes sur l'autre, $52\frac{1}{4}$ minutes. Quand un train de la première voie a passé ce point, le train de la seconde voie passe $27\frac{1}{2}$ minutes après. Les trains de ces deux voies passeront-ils jamais ce point au même instant ? Si oui, alors combien de temps après le passage mentionné ?

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898

PRELIMINARY AND MEDICAL ENTRANCE

ARITHMETIC

1. Find the value of:

$$\left(\tfrac{1}{2}+\tfrac{1}{3}\right)\times\left(1\tfrac{1}{3}+2\tfrac{3}{4}\right)\times\left(2\tfrac{1}{14}-1\tfrac{1}{2}\right)\times\left(3\tfrac{1}{10}-\tfrac{3}{7}\right)$$

Simplify: $\dfrac{.004\div.0005}{2.423+3.576+2.0001911}$

2. Of a chain $\frac{11}{13}$ hangs in water, $\frac{1}{15}$ is in the ground, and $234\frac{2}{3}$ yards are in the air: what is the length of the chain.

Extract the square root of 10747.4689, and the cubic root of 189119224.

3. Find the value of .60625 of £1 + .142857 of 14s. $10\frac{1}{2}$d., and $\frac{2}{11}\frac{3}{7}$ of £3, 5s., 1d., and express the result as the decimal of 27 shillings.

4. Calculate by practice the cost of 729 day's work at £1, 7s., $1\frac{1}{4}$d. per day.

Find the value of $\frac{3}{16}$ of an acre, and also $\frac{5}{6}$ of a cwt.

5. A trench is to be dug out in 36 days; 15 men work at it 9 hours a day, and after 24 days only $\frac{3}{5}$ of it is done; if 3 more men are put on, how many hours a day must all work to finish it in the given time?

6. A certain sum is due at the end of $4\frac{1}{2}$ months; $\frac{1}{4}$ is paid immediately, and $\frac{1}{4}$ at the end of 3 months; when ought the remainder to be paid?

Divide $2849 among A, B and C, in the proportion of .7, .28, and .056.

7. A tank is 8 ft. long, 5 ft., 4 in. wide, 4 ft., 6 in. deep; find the number of gallons it contains, having given that 1 cub. ft. of water weighs 1000 oz., and that a pint of water weighs a pound and a quarter.

[Over]

8. The rent of a farm is \$720, and the taxes are $14\frac{2}{5}$ per cent on the rent; find the amount of rent and taxes together.

The cost price of a hat is \$4.75, expense of sale 6%, and profit 24%; what is the retail price?

9. Find the difference between the simple and compound interest of $\$416.66\frac{2}{3}$ for 2 years at 8 %.

The discount on a certain sum due 9 months hence is \$20, and the interest on the same sum for the same time is \$20.75. Find the sum and the rate of interest.

10. A man invests the present value £2358 due 2 years hence at 4 per cent in railway shares, which pay 9 per cent; he gives £144 for each share of £100; what is his annual income, and what rate per cent does he make on the money invested in the railway shares?

11. Peter having \$9790 in the Ottawa City 6 per cent bonds, sells out at $98\frac{1}{2}$, and invests the proceeds in bank stock at $177\frac{1}{2}$, which pays a dividend of 12 per cent per annum. Find the change in his income, brokerage being $\frac{1}{2}$ per cent in each transaction.

UNIVERSITE DE MANITOBA

EXAMEN, MAI, 1898

PRÉLIMINAIRE.

ARITHMÉTIQUE.

1. Trouver la valeur de:

$$(\tfrac{1}{2}+\tfrac{1}{3})\times(1\tfrac{1}{3}+2\tfrac{3}{4})\times(2\tfrac{1}{14}-1\tfrac{1}{2})\times(3\tfrac{1}{10}-\tfrac{3}{7})$$

Simplifier: $\dfrac{.004\div.0005}{2.4\dot{2}3+3.\dot{5}7\dot{6}+2.000\dot{1}9\dot{1}\dot{1}}$

2. Les $\frac{11}{13}$ d'une chaîne sont dans l'eau, $\frac{1}{15}$ sous terre et $234\frac{2}{3}$ verges sont dans l'air; quelle est la longueur de la chaîne?

Extraire la racine carrée de 10747·4689, et la racine cubique de 189119224.

3. Trouver la valeur de

·60625 de £1 + ·142857 de 14s. $10\frac{1}{2}$d. + $\frac{2}{11}\frac{3}{1}$ de $\frac{3}{7}$ de £3, 5s. 1d., et exprimer la somme en fractions décimales de 27 schellings.

Chercher par parties aliquotes le coût de 729 jours d'ouvrage à £1, 7s., $1\frac{1}{4}$d. par jour. Trouver la valeur de $\frac{3}{16}$ d'un acre, et les $\frac{5}{6}$ d'un quintal.

5. On doit creuser une tranchée en 36 jours; 15 hommes y travaillant 9 heures par jour; en 24 jours il n'en font que les $\frac{3}{5}$. Si l'on ajoute 3 hommes, combien d'heures les 18 hommes devront-ils travailler par jour pour finir l'ouvrage au temps convenu?

6. Une somme est due dans $4\frac{1}{2}$ mois; on en paye $\frac{1}{4}$ immédiatement, $\frac{1}{4}$ après 3 mois, quand doit-on payer le reste?

Diviser $2849 entre A, B et C en proportion de ·7, ·28, ·056 respectivement.

7. Une citerne a 8 pds de longueur, 5 pds 4 p. de largeur, et $4\frac{1}{2}$ de profondeur. Trouver le nombre de gallons qu'elle contient, si 1 pd. cubique d'eau pèse 1000 oz., et 1 chopine d'eau pèse $1\frac{1}{4}$ lbs.

[Tournez]

8. Une ferme rapporte $720 ; les taxes sont $14\frac{2}{5}\%$ de la rente ; trouver la somme de la rente et des taxes.

Le prix coûtant d'un chapeau est $4.75 ; les dépenses de la vente se montent à 6% et le profit est 24%, quel est le prix de vente ?

9. Trouver la différence entre l'intérêt simple et composé de $416,66\frac{2}{3}$ pour 2 ans à 8%.

L'escompte d'une somme due dans 9 mois est $20, et l'intérêt de la même somme pour le même temps est $20.75. Chercher la somme et le taux.

10. Un homme place la valeur actuelle de £2358, due dans 2 ans à 4%, dans des fonds chemin de fer, qui rapportent 9%. Il donne £144 pour chaque action de £100 ; quel est son revenu annuel, et quel taux reçoit-il pour son argent ainsi placé ?

11. Pierre possède $9790 dans les 6% des obligations de la ville d'Ottawa ; il vend ses fonds à $98\frac{1}{2}$ et place le résultat dans les 12% à $177\frac{1}{2}$ des actions d'une banque. Trouver le changement opéré dans son revenu si le courtage est $\frac{1}{2}\%$ sur chaque transaction.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898

PRELIMINARY.

ALGEBRA.

1. (a) When $a=64$ find the value of:

$$\frac{a-5\sqrt[3]{a}}{\sqrt{(a-48)}}-(\sqrt{a}-7)(\sqrt[3]{a}-2)+3a(\sqrt[3]{a}-4).$$

(b) Find the value of a in order that

$$a[8a-7\ (2a-4)+3\ \{4(13-a)-3(2a-9)\}]-11a$$

may be equal to 14.

2. Solve the equations

(a) $\left.\begin{aligned} a(x+y)+b(x-y)&=2a \\ y(a+b)-x(a-b)&=2b \end{aligned}\right\}$

(b) $\left.\begin{aligned} 12x-4y+z&=3 \\ x-y+1&=2z \\ 5x&=2y \end{aligned}\right\}$

3. Factor: (a) $y^2+2xz-z^2-x^2$.
(b) $21x^2-17x-30$.
(c) $x^2-2x+ax-2a$.
(d) $x^4-14x^2y^2+y^4$.
(e) $(x+1)(x+3)(x+5)(x+7)+15$.

4. If an expression B be divided by an expression A, leaving a remainder R, then R and A have the same common factors as A and B.

Show that

$$\frac{60x^3-17x^2-4x+1}{5x^2+9x-2}=12x-25+\frac{49}{x+2}$$

Find the value of

$$\frac{x}{(x-1)^2}-\frac{1}{(x+1)^2}-\frac{x(x^2+3)}{(x^2-1)^2}$$

5. If

$$\frac{2x-3y}{3z+y}=\frac{y-z}{x-z}=\frac{x+3z}{2y-3x}$$

then will each of these fractions be equal to $\frac{x}{y}$.

[Over]

6. Solve the equation $ax^2+bx+c=0$, and deduce the condition that the roots may be real and unequal.

Show that the roots of $3x^2-2x+p=0$ will be real and unequal if p be less than $\frac{1}{3}$.

Find the relation which must subsist among the coefficients of the equation $px^2+qx+r=0$ in order that one root may be twice the other.

7. Solve the equations:

(a) $ax^2+2x=bx$

(b) $(x^2+2)^2+198=29(x^2+2)$

(c) $\left.\begin{aligned} x^2+xy&=15 \\ y^2+xy&=10 \end{aligned}\right\}$

(d) $\left.\begin{aligned} xy&=x-y \\ 25x^2y^2&=x^2+y^2 \end{aligned}\right\}$

8. Prove $a^m \times a^n = a^{m+n}$ when m and n are positive integers and find a meaning for $a^{\frac{2}{3}}$.

Write down the quotient of $1-8a^{-3}$ by $1-2a^{-1}$

Solve the equation

$$x+6x^{\frac{1}{2}}+8=0$$

9. Find the square root of

(a) $16-8x-23x^2+6x^3+9x^2$

(b) $25a^{\frac{4}{3}}+16-30a-24a^{\frac{1}{3}}+49a^{\frac{2}{3}}$

10. Define a surd and similar surds.

If $x=\dfrac{2+\sqrt{3}}{2-\sqrt{3}}$, $y=\dfrac{\sqrt{3}+1}{\sqrt{3}-1}$ then $4y=x+1$.

Find the square root of $28-10\sqrt{3}$

11. A starts to bicycle from Winnipeg to Portage la Prairie, and B at the same time from Portage la Prairie to Winnipeg, each travelling uniformly. A reaches Portage la Prairie 3 hours and 12 minutes, and B reaches Winnipeg 1 hour and 48 minutes after they have met on the road. How long did B take to perform the journey?

UNIVERSITE DE MANITOBA

EXAMEN, MAI, 1898

PRÉLIMINAIRE.

ALGÈBRE.

1. Si $a^{\frac{1}{2}}=64$, trouver la valeur de :

$$\frac{a-5\sqrt[3]{a}}{\sqrt{(a-48)}}-(\sqrt{a}-7)(\sqrt[3]{a}-2)+3a(\sqrt[3]{a}-4).$$

Trouver la valeur de a qui fera

$$a[8a-7\ (2a-4)+3\ \{4(13-a)-3(2a-9)\}]-11a$$

soit égale à 14.

2. Résoudre les équations suivantes :

(a) $a(x+y)+b(x-y)=2a$
$y(a+b)-x(a-b)=2b$

(b) $\left.\begin{aligned}12x-4y+z&=3\\ x-y+1&=2z\\ 5x&=2y\end{aligned}\right\}$

3. Trouver les facteurs de :

(a) $y^2+2xz-z^2-x^2$.
(b) $21x^2-17x-30$.
(c) $x^2-2x+ax-2a$.
(d) $x^4-14x^2y^2+y^4$.
(e) $(x+1)(x+3)(x+5)(x+7)+15$.

4. Si, en divisant l'expression B par l'expression A, le reste est R, alors R et A ont les mêmes facteurs communs que A et B.

Prouver que :

$$\frac{60x^3-17x^2-4x+1}{5x^2+9x-2}=12x-25+\frac{49}{x+2}$$

Trouver la valeur de :

$$\frac{x}{(x-1)^2}-\frac{1}{(x+1)^2}-\frac{x(x^2+3)}{(x^2-1)^2}$$

[Tournez]

5. Si

$$\frac{2x-3y}{3z+y}=\frac{y-z}{x-z}=\frac{x+3z}{2y-3x}$$

alors chaque fraction sera égale à $\frac{x}{y}$.

6. Résoudre l'équation $ax^2+bx+c=0$, et déduire la condition pour que les racines soient réelles et inégales.

Prouver que les racines de $3x^2-2x+p=0$ seront réelles et inégales si p est plus petit que $\frac{1}{3}$.

Trouver la relation qu'il y a entre les cofficients de l'équation $px^2+qx+r=0$, si une racine est le double de l'autre.

7. Résoudre les équations :

(a) $(x^2+2)^2+198=29(x^2+2)$

(b) $ax^2+2x=bx$

(c) $\left.\begin{aligned} x^2+xy&=15\\ y^2+xy&=10\end{aligned}\right\}$

(d) $\left.\begin{aligned} xy&=x-y\\ 25x^2y^2&=x^2+y^2\end{aligned}\right\}$

8. Prover que $a^m \times a^n = a^{m+n}$, quand m et n sont positifs et entiers, et trouver ce que signifie $a^{\frac{p}{q}}$.

Ecrire le quotient de $1-8a^{-3}$ divisée par $1-2a^{-1}$

Résoudre l'équation :

$$x+6x^{\frac{1}{2}}+8=0$$

9. Extraire la racine carrée de :

(a) $16-8x-23x^2+6x^3+9x^2$

(b) $25a^{\frac{4}{3}}+16-30a-24a^{\frac{1}{3}}+49a^{\frac{2}{3}}$

10. Définir une sourde, et des sourdes semblables.

Si $x=\dfrac{2+\sqrt{3}}{2-\sqrt{3}}$, $y=\dfrac{\sqrt{3}+1}{\sqrt{3}-1}$ alors $4y=x+1$.

Extraire la racine carrée de $28-10\sqrt{3}$.

10. A part en vélocipède pour aller de Winnipeg au Portage-la-Prairie ; et B, aussi en vélocipède, part à la même heure pour aller du Portage-la-Prairie à Winnipeg ; tous deux vont à une vitesse uniforme. A se rend au Portage en 3 heures et 12 minutes, et B à Winnipeg en 1 heure et 48 minutes après leur rencontre. Combien de temps B a-t-il pris pour se rendre à Winnipeg ?

UNIVERSITE DE MANITOBA

EXAMEN, MAI, 1898

PRÉLIMINAIRE.

EUCLIDE.

1. Définir un triangle, une perpendiculaire. Comment les triangles sont-ils classifiés ?

Si deux triangles ont deux côtés égaux, chacun à chacun, et leurs bases égales, les angles compris par les côtés égaux sont égaux.

Deux triangles isosèles sont sur la même base et du même côté ; prouver que la droite qui unit leurs sommets, étant prolongée, partage les angles verticaux en deux parties égales.

2. Définir des droites parallèles, un parallélogramme. Ecrire le 12me axiome, ou son équivalent.

Les côtés et les angles opposés d'un parallélogramme sont égaux entre eux, et la diagonale le partage en deux parties égales.

Des sommets des angles du parallélogramme ABCD, on mène des perpendiculaires aux diagonales, rencontrant les diagonales en E, F, G, H respectivement. Prouver que EFGH est un parallélogramme.

3. A une droite donnée, appliquer un parallélogramme égal à un triangle donné, et ayant un angle égal à un angle rectiligne donné.

4. Définir un rectangle, un gnomon.

Si une droite est divisée en deux parties quelconques, le carré de la droite et de l'un des segments sont égaux à deux fois le rectangle compris par la droite et ce segment, et au carré de l'autre segment.

Si les points C, D sur AB prolongée sont équidistants des extrémités de la droite AB, montrer que AD carrée et AC carrée excède deux fois le rectangle AC, AD de CD carrée.

5. Définir un carré, un trapèze.

Construire un carré égal à une figure rectiligne donnée.

Construire un rectangle égal à un carré donné, et ayant un de ses côtés égal à une droite donnée.

[Tournez]

6. Donner la définition d'un cercle, d'un segment de cercle, d'un angle inscrit dans un segment.

Dans un cercle, l'angle au centre est double de l'angle à la circonférence, quand ces angles ont pour base le même arc.

Dans un cercle dont le centre est O, les cordes AB et CD se coupent en E, et on mène OA, OB, OC, OD ; montrer que la somme des angles AOC et BOD est égale à deux fois l'angle AEC.

7. Quand une droite touche-t-elle à un cercle ?

Si une droite touche un cercle, et si du point de contact on mène une corde, les angles que cette droite fait avec la tangente sont égaux aux angles placés dans les segmenta alternes du cercle.

Inscrire dans un cercle donné un quadrilatère qui sera équiangulaire à un quadrilatère donné dont les angles opposés, pris deux à deux, égalent deux angles droits.

8. Si d'un point hors d'un cercle on mène deux droites, dont l'une coupe le cercle, et l'eutre tombe sur le cercle, et si le rectangle formé par la sécante entière et la partie hors du cercle égale le carré de la droite qui tombe sur le cercle, cette dernière sera tangente au cercle.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY 1898.

PRELIMINARY.

EUCLID.

1. Define a triangle, a perpendicular. How are triangles classified?

If two triangles have two sides of the one equal to two sides of the other, each to each, and have likewise their bases equal, the angle which is contained by the two sides of the one shall be equal to the angle which is contained by the two sides, equal to them, of the other.

Two isosceles triangles stand on the same base and on the same side of it; prove that the straight line joining their vertices, being produced, bisects both vertical angles.

2. Define parallel straight lines, a parallelogram. Quote axiom 12, or its equivalent.

The opposite sides and angles of a parallelogram are equal to one another, and the diagonal bisects the parallelogram.

From the angular points of a parallelogram ABCD perpendiculars are drawn on the diagonals meeting them in E, F, G and H respectively. Prove that EFGH is a parallelogram.

3. To a given straight line to apply a parallelogram, which shall be equal to a given triangle, and have one of its angles equal to a given rectilineal angle.

4. Define a rectangle, a gnomon.

If a straight line be divided into any two parts, the squares on the whole line, and on one of the parts, are equal to twice the rectangle contained by the whole and that part, together with the square on the other part.

If the points C,D, be equidistant from the extremities of the straight line AB, show that the squares constructed on AD and AC, exceed twice the rectangle AC, AD by the square constructed on CD.

5. Define a square, a trapezium.

[Over]

To describe a square that shall be equal to a given rectilineal figure.

Describe a rectangle equal to a given square, and having one of its sides equal to a given straight line.

6. Define a circle, a segment of a circle, an angle in a segment.

The angle at the centre of a circle is double of the angle at the circumference on the same base, that is, on the same arc.

In a circle with centre O, any two chords AB, CD are drawn intersecting at E, and OA, OB, OC, OD joined; prove that the sum of the angles AOC and BOD is equal to twice the angle AEC.

7. When is a straight line said to touch a circle?

If a straight line touch a circle, and from the point of contact a straight line be drawn cutting the circle, the angles which this line makes with the line touching the circle shall be equal to the angles which are in the alternate segments of the circle.

In a given circle to inscribe a quadrilateral figure which shall be equiangular to a given quadrilateral whose opposite angles are, each pair of them, equal to two right angles.

8. If from any point without a circle there be drawn two straight lines, one of which cuts the circle, and the other meets it, and if the rectangle contained by the whole line which meets the circle, and the part of it without the circle, be equal to the square on the line which meets the circle, the line which meets the circle shall touch it.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY 1898.

PRELIMINARY.

HOMER

1. Translate:
Traduisez:

Ὣς εἰπὼν ὤτρυνε μένος καὶ θυμὸν ἑκάστου.
Ἔνθα κεν αὖτε Τρῶες ἀρηϊφίλων ὑπ' Ἀχαιῶν
Ἴλιον εἰσανέβησαν, ἀναλκείῃσι δαμέντες,
Εἰ μὴ ἄρ' Αἰνείᾳ τε καὶ Ἕκτορι εἶπε παραστὰς
Πριαμίδης Ἕλενος, οἰωνοπόλων ὄχ' ἄριστος·
Αἰνεία τε καὶ Ἕκτορ, ἐπεὶ πόνος ὔμμε μάλιστα
Τρώων καὶ Λυκίων ἐγκέκλιται, οὕνεκ' ἄριστοι
Πᾶσαν ἐπ' ἰθὺν ἐστε μάχεσθαί τε φρονέειν τε,
Στῆτ' αὐτοῦ, καὶ λαὸν ἐρυκάκετε πρὸ πυλάων
Πάντῃ ἐποιχόμενοι, πρὶν αὖτ' ἐν χερσὶ γυναικῶν
Θεύγοντας πεσέειν, δηΐοισι δὲ χάρμα γενέσθαι.

2. Parse the underlined words.
Analysez les mots soulignés.

3. Translate:
Traduisez:

Μή μοι οἶνον ἄειρε μελίφρονα, πότνια μῆτερ,
Μή μ' ἀπογνιώσῃς, μένεος δ' ἀλκῆς τε λάθωμαι.
Χερσὶ δ' ἀνίπτοισιν Διὶ λείβειν αἴθοπα οἶνον
Αἴζομαι· οὐδέ πῃ ἔστι κελαινεφέϊ Κρονίωνι
Αἵματι καὶ λύθρῳ πεπαλαγμένον εὐχετάασθαι.
Ἀλλὰ σὺ μὲν πρὸς νηὸν Ἀθηναίης ἀγελείης
Ἔρχεο σὺν θυέεσσιν, ἀολλίσσασα γεραιάς·
Πέπλον δ', ὅς τίς τοι χαριέστατος ἠδὲ μέγιστος
Ἔστιν ἐνὶ μεγάρῳ καὶ τοι πολὺ φίλτατος αὐτῇ,
Τὸν θὲς Ἀθηναίης ἐπὶ γούνασιν ἠϋκόμοιο,
Καί οἱ ὑποσχέσθαι δυοκαίδεκα βοῦς ἐνὶ νηῷ

[Over]

Ἥνις ἠκέστας ἱερευσέμεν, αἴ κ' ἐλεήσῃ
Ἄστυ τε καὶ Τρώων ἀλόχους καὶ νήπια τέκνα.

4. Parse and decline:
Analysez les mots suivants et dites-en l'etymologie :

μελίφρονα, ἀπογυιώσῃς, ἀνίπτοισιν, αἴθοπα, κελαινεφέϊ, ἀγελείης, ἠϋκόμοιο, ἠκεστας.

5. Scan the last five lines of the extract.
Scandez les cinq deriners vers de ce passage.

6. Explain the connection of the extract with the rest of the narrative.
Montrez comment ce passage se rattache au reste du récit.

7. Translate :
Traduisez :

"Δαιμονίη, μή μοί τι λίην ἀχαχίζεο θυμῷ·
Οὐ γάρ τίς μ' ὑπὲρ αἶσαν ἀνὴρ Ἄϊδι προϊάψει·
Μοῖραν δ' οὔ τινά φημι πεφυγμένον ἔμμεναι ἀνδρῶν,
Οὐ κακὸν, οὐδὲ μὲν ἐσθλὸν, ἐπὴν τὰ πρῶτα γένηται.
Ἀλλ' εἰς οἶκον ἰοῦσα τὰ σ' αὐτῆς ἔργα κόμιζε,
Ἱστόν τ' ἠλακάτην τε, καὶ ἀμφιπόλοισι κέλευε
Ἔργον ἐποίχεσθαι. Πόλεμος δ' ἄνδρεσσι μελήσει
Πᾶσιν, ἐποὶ δὲ μάλιστα, τοὶ Ἰλίῳ ἐγγεγάασιν."
Ὣς ἄρα φωνήσας κόρυθ' εἵλετο φαίδιμος Ἕκτωρ
Ἵππουριν· ἄλοχος δὲ φίλη οἰκόνδε βεβήκει
Ἐντροπαλιζομένη, θαλερὸν κατὰ δάκρυ χέουσα.

8. Give a list of the Homeric forms in the extract, and give their equivalents in the Attic Greek.
Faites la liste des formes Homériques employées dans ce dernier passage et donnez-en les équivalents en grec ordinaire.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898

PRELIMINARY—PRÉLIMINAIRE.

XENOPHON—XÉNOPHON.

1. Translate:
Traduisez:

Οἱ δ' ἄλλοι, ἐπειδὴ ἦκον, τήν τε πόλιν τοὺς Ταρσοὺς διήρπασαν, διὰ τὸν ὄλεθρον τῶν συστρατιωτῶν ὀργιζόμενοι, καὶ τὰ βασίλεια τὰ ἐν αὐτῇ. Κῦρος δὲ, ἐπεὶ εἰσήλασεν εἰς τὴν πόλιν, μετεπέμπετο Συέννεσιν πρὸς ἑαυτόν· ὁ δὴ οὔτε πρότερον οὐδενι πω χρείττονι ἑαυτοῦ εἰς χεῖρας ἐλθεῖν ἔφη, οὔτε τότε Κύρῳ ἰέναι ἤθελε, πρὶν ἡ γυνὴ αὐτὸν ἔπεισε, καὶ πίστεις ἔλαβε. Μετὰ δὲ ταῦτα ἐπεὶ συνεγένοντο ἀλλήλοις, Συέννεσις μὲν Κύρῳ ἔδωκε χρήματα πολλὰ εἰς τὴν στρατιὰν, Κῦρος δ' ἐκείνῳ δῶρα, ἃ νομίζεται παρὰ βασιλεῖ τίμια, ἵππον χρυσοχάλινον καὶ στρεπτὸν χρυσοῦν καὶ φέλλια καὶ ἀκινάκην χρυσοῦν καὶ στολὴν Περσικὴν, καὶ τὴν χώραν μηκέτι ἁρπάζεσθαι· τὰ δὲ ἡρπασμένα ἀνδράποδα, ἥν που ἐντυγχάνωσιν, ἀπολαμβάνειν.

2. (a) Parse:
Analysez:
εἰσήλασεν, ἑαυτοῦ, ἐλθεῖν, ἔλαβε, ἔδωκε, ἃ, ἁρπάζεσθαι.

(b) *διὰ τὸν ὄλεθρον.*
Illustrate any other construction with this preposition.
Donnez une autre construction qui peut être employée avec cette préposition.

3. Translate:
Traduisez:

Τὸ δὲ συμπαν, δῆλος ἦν Κῦρος σπεύδων πᾶσαν τὴν ὁδὸν, καὶ οὐ διατρίβων, ὅπου μὴ ἐπισιτισμοῦ ἕνεκα ἢ τινὸς ἄλλου ἀναγκαίου ἐκαθέζετο· νομίζων, ὅσῳ μὲν ἂν θᾶττον ἔλθοι, τοσούτῳ ἀπαρασκευαστοτέρῳ βασιλεῖ μάχεσθαι, ὅσῳ δὲ σχολαιότερον, τοσούτῳ πλέον βασιλεῖ συναγείρεσθαι στράτευμα. Καὶ συνιδεῖν δ' ἦν τῷ

[Over]

προσέχοντε τὸν νοῦν ἡ βασιλέως ἀρχὴ, πλήθει μὲν χώρας καὶ ἀνθρωπων ἰσχυρὰ οὖσα, τοῖς δὲ μήκεσι τῶν ὁδῶν, καὶ τῷ διεσπάσθαι τὰς δυνάμεις, ἀσθενὴς, εἴ τις διὰ ταχέων τὸν πόλεμον ποιοῖτο.

4. (a) Parse:
Analysez:

ὅσῳ, προσέχοντε, μήκεσι, διεσπάσθαι.

(b) What light does this extract throw upon the possibility of the enterprise recounted in the Anabasis.
Comment cet extrait montre-t-il la plausibilité de l'entreprise racontée en ce 1er livre de l'Anabase.

5. Translate:
Traduisez:

Ὦ ἄνδρες Ἕλληνες, οὐκ ἀνθρώπων ἀπορῶν βαρβάρων συμμάχους ὑμῖν ἄγω· ἀλλὰ, νομίζων ἀμείνονας καὶ κρείττους πολλῶν βαρβάρων ὑμᾶς εἶναι, διὰ τοῦτο προσέλαβον. Ὅπως οὖν ἔσεσθε ἄνδρες ἄξιοι τῆς ἐλευθερίας, ἣς κέκτησθε, καὶ ὑπὲρ ἧς ὑμᾶς ἐγὼ εὐδαιμονίζω. Εὖ γὰρ ἴστε, ὅτι τὴν ἐλευθερίαν ἑλοίμην ἄν, ἀντὶ ὧν ἔχω πάντων καὶ ἄλλων πολλαπλασίων. Ὅπως δὲ καὶ εἰδῆτε, εἰς οἷον ἔρχεσθε ἀγῶνα, ἀγὼ ὑμῖν εἰδὼς διδάξω. Τὸ μὲν γὰρ πλῆθος πολὺ, καὶ πολλῇ κραυγῇ ἐπίασιν· ἂν δὲ ταῦτα ἀνάσχησθε τἄλλα καὶ αἰσχύνεσθαί μοι δοκῶ οἵους ἡμῖν γνώσεσθε τοὺς ἐν τῇ χώρᾳ ὄντας ἀνθρώπους. Ὑμῶν δὲ ἀνδρῶν ὄντων, καὶ εὐτόλμων γενομένων, [ἐγὼ ὑμῶν] τὸν μὲν οἴκαδε βουλόμενον ἀπιέναι τοῖς οἴκοι ζηλωτὸν ποιήσω ἀπελθεῖν· πολλοὺς δ' οἶμαι ποιήσειν τὰ παρ' ἐμοὶ ἑλέσθαι ἀντὶ τῶν οἴκοι.

6. (a) Parse:
Analysez:

κρείττους, ἔσεσθε, ἧς, ἴστε, εἰδὼς, ἐπίασιν, γνώσεσθε, γενομένων, ἑλέσθαι.

(b) Explain the construction in:
Expliquez cette tournure:

ἀντὶ ὧν.

(c) *παρ' ἐμοὶ.*

What other cases does this preposition take, and with what signification?
Quels sont les autres cas que veut cette préposition, et dans quels sens?

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898.

PRELIMINARY—PRÉLIMINAIRE.

GREEK GRAMMAR AND PROSE

GRAMMAIRE GREQUE ET THÈME.

1. Decline :
Declinez :

χρέας ἡδύ
σώφρων πατήρ
ὅστις ἵππευς ἀσθενής.

2. Give the dat. pl. of :
Donnez le dat. pl. de :
στρατιώτης, βασιλεύς, ἅρμα, λελυκώς, λυθείς.

3. Compare :
Donnez de degrés de comparaison de :
κακός, ἡδέως, πολύς, ταχύς, κάλως.

4. Name all the infinitives of *λύω*, in the three voices.
Nommez tous les infinitifs de *λύω*, aux 3 voix.

5. (a) What is augment and reduplication ?
(a) Qu'est-ce que l'augment et le redoublement ?
(b) Form 1st sing. aor. ind. act., and 1st sing. perf. ind. act. of :
(b) Marquez la 1e. p. sing. de l'aor. ind. act., et la 1e. p. s. du parf. ind. act. de :
οἰκέω, στρατεύω, θαυμάζω, διαβαίνω.

6. Give the non-contracted form of the following :
Donnez la forme non-contracte des mots suivants :
τιμᾶν, ἐδήλουν, τείχους, πλεῖς, φιλοῦντος.

[Over]

7. Write out 1st sing. and 3rd pl. of 1st aor. ind. act. and pass. of φαίνω; 2 aor. opt. act. and mid. of λείπω; perf. ind. act. and pass. of σώζω; pres. ind. act. and pass. of δηλόω.

Ecrivez la 1e. p. sing. et la 3e. p. pl. de l'aor 1e. ind. act. et passif de φαίνω; de l'aor 2nd opt. act. et moyen de λείπω; du parf. ind. act. et passif. de σώζω; du prés. ind. act. et passif de δηλόω.

8. (a) Give in full: 2nd aor. imperative act. of τίθημι.
(b) " " imp. ind. of εἰμί.
(c) " " subj. of εἰμι.
(d) " " 2nd aor. opt. mid. of δίδωμι.
(e) " " imp. ind. act. of ἵστημι.

(a) Donnez en entier: l'aor. 2nd impér. act. de τίθημι.
(b) " " l'imparf. ind. de εἰμί.
(c) " " le subj. de εἰμι.
(d) " " l'aor. 2nd opt. moyen de δίδωμι.
(e) " " l'imparf. ind. act. de ἵστημι.

9. Turn into Greek:

(a) It is not the time for us to neglect ourselves.

(b) The king will not fight for ten days.

(c) The quicker I come the more unprepared will I fight the king.

(d) I see many things on account of which this should not be done by me.

(e) Let us choose other generals as quickly as possible if Clearchus does not wish to lead.

(f) The flesh of the wild asses was very sweet and Cyrus was pleased with it.

Traduisez en Grec:

(a) Ce n'est pas le temps pour nous de nous négliger nous-mêmes.

(b) Le roi ne combattra pas de dix jours.

(c) Je combattrai le roi d'autant moins préparé que je viendrai plus vite.

(d) Je vois beaucoup de choses pour lesquelles cela ne devrait pas être fait par moi.

(e) Choisissons le plus tôt possible d'autres généraux, si Cléarque ne veut pas nous conduire.

(f) La chair des ânes sauvages était très tendre et Cyrus s'en réjouit beaucoup.

10. Turn into Greek:

Cyrus had a brother in Babylon who was king of the Persians. He did not wish to be under the power of this

[Over]

brother and he collected an army of Greek soldiers and set out to make war on him. Many Greek generals trusted Cyrus and cheerfully obeyed him and were present at Sardis with heavy armed soldiers and horsemen. When the king heard that Cyrus was coming against him he did not at first perceive that the plot was against himself.

Traduisez en Grec :

Cyrus avait un frère à Babylone qui était roi des Perses. Il ne voulait pas être sous l'autorité de son frère et il rassembla une armée de soldats grecs et partit pour faire la guerre contre lui. Plusieurs généraux grecs, eurent confiance en Cyrus, lui obéirent volontiers et se trouvèrent à Sardes avec des soldats armés pesamment et des cavaliers. Quand le roi entendit dire que Cyrus venait contre lui, il ne reconnut pas d'abord que le complot était contre lui-même.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY 1898

PRELIMINARY.

ENGLISH POETICAL LITERATURE.

1. (1) Show how time, place, and accompanying circumstances, as given in the first three stanzas of Gray's Elegy, are suited to the spirit of the poem.

(2) (a) "Full many a gem of purest ray serene . . ."

(b) "For who to dumb forgetfulness a prey . . ."

Complete these stanzas, and explain their connection with the main thought of the poem.

2. (a) Point out the abrupt change of thought between the octave and the sestet of Cowper's sonnet "To Mary Unwin."

(b) In what sense is the poem "The Castaway" lyrical or subjective, and where does it become so?

3. Describe in detail any two of the pictures presented in "The Recollections of the Arabian Nights."

4. (a) Give the substance of the speeches of Herè and Pallas in "Oenone."

(b) Show how each is characteristic of the speaker.

5. Supporting your answer by quotations, give a summary of Tennyson's political creed.

6. Give three examples from "Morte d'Arthur"

(a) Of sound echoing sense.

(b) Of striking similies.

7. (a) Trace the line of thought in the poem "Ulysses."

(b) Compare the Lotos-Eaters with Ulysses, as to the spirit animating each.

8. (a) Express the central thought of the lyric "As thro' the land at eve we went."

[Over]

(b) What scene, time, and characters are presumed in the song "The splendor falls on castle walls"?

(c) Trace the changing attitude of the speaker in "Ask me no more: the moon may draw the sea."

9. Point out clearly the part played in "Lancelot and Elaine" by the diamonds.

10. Sketch briefly the character of Elaine. Use incidents to illustrate.

11. State the connection in which the following passages occur:

(a) "The low sun makes the colour."

(b) "Kindly man among his kind."

(c) "At once she slipt like water to the floor."

12. Contrast the journey to Camelot in "The Lady of Shalott" with that of Elaine to the court in "Lancelot and Elaine."

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898.

PRELIMINARY AND MEDICAL ENTRANCE.

GRAMMAR AND RHETORIC.

GRAMMAR.

I. (a) What is the purpose of classification?

(b) Classify adjectives, giving reasons for the classification.

(c) Show how definition is related to classification.

(d) Define each class of adjectives.

(e) In the following sentences refer each adjective to its proper class:

(1) He is better than he looks.

(2) There are only ten books on that table.

(3) You must enter by the ancient way,
Through the ivory gates and golden.

II. (a) What is the meaning and purpose of inflexion?

(b) What are the inflexions of nouns in English?
Illustrate.

(c) Define gender and name the various ways in which gender is marked in English nouns, giving two examples of each.

III. (a) Define mood.

(b) Name the moods used in English. Illustrate and define each.

(c) State the moods of the verbs in the following sentences, with reasons in each case.

(1) If he were guilty he should be punished.

(2) If he is guilty he must be punished.

(3) If I am to blame I shall pay the penalty.

(4) To be or not to be, that is the question.

(5) May you be happy in doing it.

IV. Write sentences to illustrate the following:

(a) An adjective clause limit a proper noun.

(b) A noun clause as the subject of a verb.

[Over]

(c) The use of the direct and the indirect object in the same sentence.

(d) The different uses of the nominative case.

(e) The subjective and objective genitive.

V. "I will notch his shaft for him, *however*," replied Locksley. And *letting fly* his arrow with a little more precaution than before, it lighted right upon *that* of his competitor, which it split to shivers. The people who stood around were so astonished at his wonderful dexterity that they could not even give vent to their surprise in their usual clamor. "This must be the devil, and *no* man of flesh and blood," whispered the yeoman to each other; "such archery was never seen since a bow was first bent in Britain."

(a) Divide the above into propositions (main and subordinate), showing their relations to each other, and point out the relation of the various phrases to the words they limit.

(b) Parse the italicized words.

RHETORIC.

I. (1) His companion was a short, stout man, with a gray beard and bushy hair, and as they approached the top, Rip heard noises like peals of thunder.

(2) Silence reigned and not a sound was heard.

(3) The general ordered the captain to order the soldiers to observe good order.

(4) It was just at this time that the handwriting appeared upon the wall, which Daniel interpreted.

(5) When shall I find hope, happiness, a clear conscience, friends, money.

(6) "Tell my father, if he is at home, I shall not hurry back."

(7) Looking at the sun, his eyes were blinded.

(a) Point out the rhetorical principle violated in each of the above sentences.

(b) Rewrite each sentence correctly.

II. Write a paragraph (not more than seven sentences in length) describing the rainbow.

In the description employ the figures of simile, metonymy, personification and apostrophe.

III. Vary the following sentences by inversion in the first, and by change from the active to the passive construction in the second. Use synonyms for the italicized words:

[Over]

(1) Hope for a *season* bade the world *farewell*,
And *freedom* shrieked as Kosciusko fell!
(2) The *shrill* horn blew; at that alarum *knell*
His *guardian* angel took a last farewell!

IV. Discuss, in detail, the unity and continuity of the following paragraph:

The improvement of the experimental sciences is gradual and slow. Ages are spent in collecting materials, ages more in separating and combining them. Even when a system has been formed, there is still something to add, to alter, or to reject. Every generation enjoys the use of a vast hoard bequeathed to it by antiquity, and transmits it, augmented by fresh acquisitions, to future ages. In these pursuits, therefore, the first speculators lie under great disadvantages, and even when they fail are entitled to praise. Their pupils, with far inferior intellectual powers, speedily surpass them in actual attainments. Every girl who has read Mrs. Marcet's "Little Dialogues on Political Economy" could teach Montague or Walpole many lessons in finance. Any intelligent man may now, by resolutely applying himself for a few years to mathematics, learn more than the great Newton knew after half a century of study and meditation.

V. Make a summary of the following paragraph:

Higher and higher than ever rose the tower of Belus, uplifted by ecstacy, soars the Lark, the lyrical poet of the skies. Listen, listen! and the more remote the bird, the louder seems his hymn in heaven. He seems in such altitude to have left the earth forever, and to have forgotten his lowly nest. The primroses and the daisies, and all the sweet hill flowers, must be unremembered in that lofty region of light. But just as the Lark is lost—he and his song together—as if his orisons had been accepted—both are seen and heard fondly wavering earthward, and in a little while he is walking with his graceful crest, contented, along the furrows of the braided corn, or on the clover lea, that in man's memory had not felt the ploughshare; or after a pause, in which he seems dallying with a home-sick passion, dropping down like one dead, beside his mate in her shallow nest.

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EXAMINATIONS, MAY 1898

PRELIMINARY AND MEDICAL ENTRANCE.

COMPOSITION.

Write an essay on any *one* of the following subjects:

1. The Causes of the Pretender's failure.
2. The Battle of Prestonpans.
3. Fergus McIvor.
4. The Highlands in 1745.
5. A Highland Feast.
6. A Highland and a Lowland Home Compared.

NOTE—The essay must not exceed two pages in length.

The following will be insisted on:

1. Neatness and legible writing.
2. Correct spelling and punctuation.
3. Properly constructed sentences and paragraphs.
4. A well-connected logical plan.
5. Division into at least three paragraphs.

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EXAMINATIONS, MAY, 1898.

PRELIMINARY.

ENGLISH, ROMAN AND GREEK HISTORY.

1. Give an estimate of William of Orange (a) as a statesman, (b) as a soldier.

2. "His long administration of more than 20 years is almost without a history." Comment on this statement in regard to Walpole.

3. Mention the abuses of the House of Commons against which Wilkes struggled and indicate what three advances in the constitution he was instrumental in bringing about.

4. Write notes on (1) Adam Smith, (2) Union of Ireland, (3) The Continental System, (4) Peace of Amiens; giving dates in each case.

5. Give an account of the conquest of Peloponnesus by the Dorians, and show how they treated the original inhabitants.

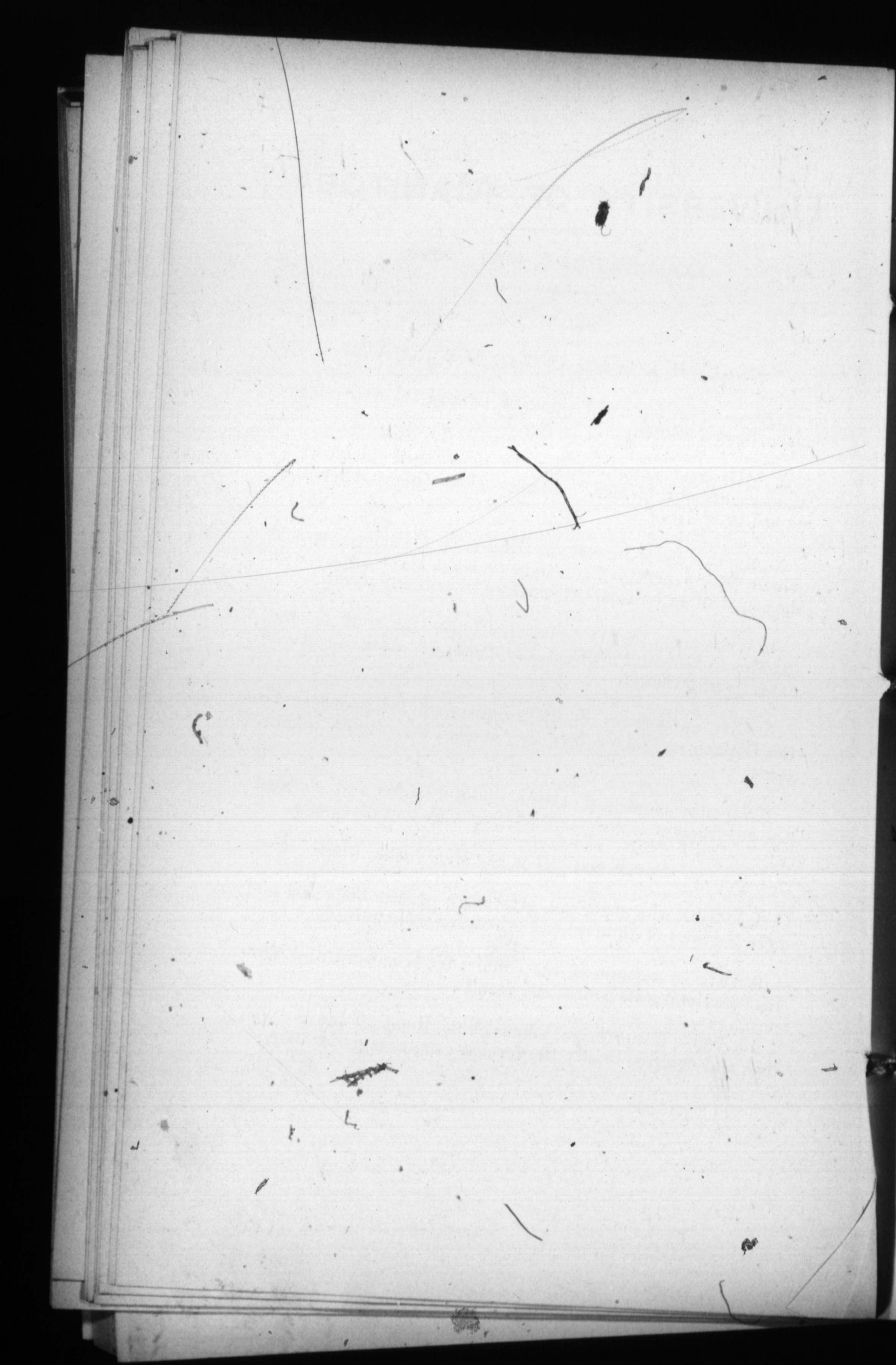
6. Give an account of Athens under Pericles, and contrast the condition of Athens at that time with that of Sparta.

7. Sketch the rise and fall of the Macedonian kings.

8. Outline the principal grievances of the Plebeians and give the laws of Spurius and others for their redress,

9. Give an account of the conflict between Sulla and Marius, mentioning its course and results.

10. Name the principal emperors of Rome of the Flavian line, and describe briefly the foreign conquests under them.



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UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898.

PRELIMINARY.

CANADIAN HISTORY AND GEOGRAPHY.

1. Sketch the history of discovery in North America from earliest times to the middle of the 16th century.

2. State (a) the leading characteristics and (b) the location of the various Indian tribes of America at the time of the discovery of Canada.

3. Give a brief history of the settlement of the boundaries between British territory and the United States on this continent.

4. State what changes were made in the government of Canada at the following dates: 1633, 1663, 1774, 1791.

5. What is "Responsible Government"? Trace the steps that led to its establishment in Upper Canada, and name the abuses that were removed by its establishment.

6. Write notes on (a) origin of Hudson's Bay and Northwest Companies, (b) the events leading to their amalgamation.

7. State the nebular theory of the origin of the earth. What arguments may be adduced in favor of this theory?

8. Explain how dew, frost, mist, clouds, rain and snow are formed.

9. Trace water connection, by as many different routes as possible, between Quebec and Edmonton in Alberta.

10. Name the coast waters of Europe, including all the larger bays, gulfs and seas with the countries they adjoin and the rivers flowing into them.

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EXAMINATIONS, MAY, 1898.

PRELIMINARY:

FRENCH AUTHORS.

I.

LE CHIEN DU CAPITAINE.

1. Translate :

" Lise prétendait que Zéro lui faisait du tort dans l'affection de son mari. A force de le répéter, elle avait fini par le croire, et par prendre en grippe ce malheureux chien, qui n'en pouvait mais, qui n'avait à se reprocher aucun tort envers elle, et qui, ne se sentant point aimé,—les bêtes ne se trompent jamais comme les hommes à ces choses-là,—avait sagement pris le parti de ne plus s'occuper de sa maîtresse. Il n'en était pas arrivé là du premier coup."

(a) Pick out three idioms in this extract.

(b) *Elle avait fini.* Distinguish the uses of the pluperfect and past anterior tenses.

2. Translate :

" Je t'en souhaite ! dit l'invalide avec un geste insouciant ; si tu crois qu'avec tes pattes tu vas rejoindre la *Reine-Sophie*, qui marche vent arrière, qui file ses douze nœuds, du train dont elle va, et qui a deux lieues d'avance sur toi ! ..... tu te trompes, mon vieux ! Tu vas boire un coup avant cinq minutes d'ici, ou je t'attache le reste de tes jours avec des saucisses ! "

(a) Write the 1st plural imperfect subjunctive of *dit ;* the 2nd plural past definite of *crois;* the 2nd singular imperative of *vas ;* the 1st plural present indicative of *boire.*

3. Translate :

" Zéro lui en voulut un peu de cette réserve, dont les vrais motifs lui échappaient. Il lui semblait que, du moment où personne ne le gênait, son maître aurait pu revenir à leurs habitudes d'autrefois, et se montrer un peu plus expansif. Mais, en chien bien appris qu'il était, il garda cette réflexion

[Over]

pour lui, et continua de suivre le capitaine en observant ses distances."

(a) Show the connection of this passage with the story.

(b) What is the past participle of *voulut, aurait, revenir, suivre*?

4. Translate :

" Mais ça ne devait pas s'arrêter là ! cet effronté a fait en plein port une chose que les chiens font bien rarement, et qui prouve qu'il a un fier toupet. Il est entré dans plus de dix bateaux, sautant par-dessus le bord, quand ils étaient à quai, et, au besoin, se risquant sur les passerelles comme un vrai mousse, quand il fallait enjamber pour aller de l'un à l'autre.

(a) *Devait.* Name four tenses of this verb that are used idiomatically. Give the meaning of each when so used.

(b) *Plus de* Why *de* rather than *que?*

II.

LA FÉE.

5. Translate (Scene I) :

FRANÇOIS—" Vous vous parlez tout haut à vous-même : il ne faut pas être sorcier pour deviner vos projets. . . . eh ! Seigneur ! on a bien raison de le dire : Chaque temps a ses mœurs. . . . . Le grand'père et le père de monsieur se sont fait tuer sur quelque champ de bataille,—pour leur pays,—et monsieur va se noyer dans une mare,—pour son plaisir. . . . . Voilà ce qu'ils appellent le progrès . . . . . eh ! eh ! "

(a) Parse *tout.*

(b) "Il ne faut pas être sorcier." Express the same idea using another construction after *il faut.*

(c) Distinguish *pays* and *patrie.*

6. Translate (Scene V) :

FRANÇOIS—"On vient en toute hâte chercher Mademoiselle de la part du pauvre Kado, ce vieux bûcheron que Mademoiselle est allée visiter ce matin . . . . . Il est bien mal, Mademoiselle."

MLLE DE KERDIC—"Comment, bien mal ? "

FRANÇOIS—"Il est repris du tremblement, et la tête n'y est plus, à ce que dit sa petite Marie."

MLLE DE KERDIC—"Oh ! c'est un accès que j'attendais : je vais couper cela."

LE COMTE—"Comment ! vous êtes donc médecin, Mademoiselle ? "

[Over]

MLLE DE KERDIC—"Est-ce que les fées n'ont pas été de tout temps versées dans la connaissance des simples ? Ecoute, François, je vais te donner une potion, avec des instructions par écrit ..... tu vas y aller."

FRANÇOIS—"Eh ! Seigneur, Mademoiselle veut donc qu'on m'enterre demain ? Je ne ferais pas quinze pas dehors sans être assommé par la grêle ou emporté par l'ouragan .... Ecoutez donc le vacarme .... de la neige, du vent et du tonnerre tout à la fois .... c'est comme qui dirait un bouleversement de la nature„

(a) Tell briefly the story of " La Fée " from this point to the close.

(b) What is the part played throughout by François ?

7. Translate (Scene X):

MLLE DE KERDIC—" Eh bien ! qu'y aurait-il à cela de surprenant, monsieur de Comminges ? Les annales de la féerie ne sont-elles point remplies de pareilles aventures ? .... Je me flatte que vous avez conçu pour moi un peu d'affection .... vous savez qu'il a suffi en tout temps de l'amour intrépide d'un jeune chevalier pour rompre le charme qui voilait la beauté de la fée sous les rides de la vieille décrépite .... Vous n'en êtes encore malheureusement qu'à l'affection .... et c'est pourquoi je n'ai rajeuni qu'à moitié .... Peut-être un sentiment plus vif amènerait une métamorphose plus complète."

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EXAMINATIONS, MAY 1898.

PRELIMINARY.

I. FRENCH GRAMMAR.

1. Give the meaning and the plural form of the following words: fou, œil, chapeau, bleu, feu, chou, bal, mademoiselle, celui.

2. What is the order of words in an interrogative sentence (*a*) when the nominative is a noun, (*b*) when it is a pronoun?

3. Distinguish between "à," "en," "dans" "au," used as translation of *in* and illustrate your answer by examples.

4. Name the auxiliary used with the following verbs: être, marcher, venir, naître, courir

5. Name two ways of avoiding the passive voice when the agent is not specified.

6. Write in full the verb neiger (simple tenses only.)

7. Give the 1st per. sing. of future, present subjunctive and imperfect subjunctive of the following verbs: faire, envoyer, aller, savoir, prendre, tenir.

8. Distinguish between "vers" and "envers."

9. How do you translate "and" after a verb of motion? Give two examples.

10. Give the rule for the formation of adverbs and give the adverbs corresponding to "facile," "heureux," "poli."

[Over]

II. FRENCH COMPOSITION.

Translate:

(*a*) Do you know Mr. Smith, who has lived in Vancouver, like yourself, these five years? I do not; that is to say I do not know him personally, but I know very well who he is, where he lives and what he does; he is one of our most important men.

(*b*) Where is the carpenter? He has gone. As soon as he had finished he went. Last year he used to wait to be told the time, but now he has a watch, and when it is noon he goes.

(*c*) If there is any money in your purse give me some. There is not any, but I shall ask my father at once for what he owes me, and that is more than you need. He was owing me a little over fifty francs the last time we settled.

(*d*) I wish I could write as well as you do. You would write much better if you had a better pen, but you took the worst in the box; and besides you hold it badly.

(*e*) They say that it is going to rain; we must take umbrellas Yes, and it is also very cold outside. When I came there were in the street many people with overcoats. What is the time by your watch? Mine has stopped. It is half-past two. We shall come home about five and have dinner at a quarter to six.

(*f*) The person who came yesterday evening to bring the letter was my brother's partner; no one is more obliging than he. At the office he is very much liked by everybody.

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EXAMINATIONS, MAY 1898

PRELIMINARY.

GERMAN AUTHORS.

1. Translate :

Der Floß fuhr ab, und hatte der Michel früher die Holzhauer in Verwunderung geſetzt, ſo ſtaunten jetzt die Flözer; denn ſtatt daß der Floß, wie man wegen der ungeheuren Balken geglaubt hatte, langſamer auf dem Fluß gieng, flog er, ſobald ſie in den Neckar kamen, wie ein Pfeil; machte der Neckar eine Wendung, und hatten ſonſt die Flözer Mühe gehabt, den Floß in der Mitte zu haiten und nicht auf Kies oder Sand zu ſtoßen, ſo ſprang jetzt Michel allemal in's Waſſer, rückte mit einem Zug den Floß links oder rechts, ſo daß er ohne Gefahr vorüberglitt, und kam dann eine gerade Stelle, ſo lief er auf's erſte G'ſtair vor, ließ alle ihre Stangen beiſetzen, ſteckte ſeinen ungeheuren Weberbaum in's Kies, und mit einem Druck flog der Floß dahin, daß das Land und Bäume und Dörfer vorbeizujagen ſchienen.

(a) Give principal parts of all verbs in spaced print.

(b) State the rule why in fuhr ab, flog dahin and lief vor the prefix is detached from the verb and why not in vorüberglitt and vorbeizujagen.

2. Translate :

Er fuhr zwei Jahre in der Welt umher und ſchaute aus ſeinem Wagen links und rechts an den Häuſern hinauf, ſchaute, wenn er anhielt, nichts als das Schild ſeines Wirtshauſes an, lief dann in der Stadt umher, und ließ ſich die ſchönſten Merkwürdigkeiten zeigen. Aber es freute ihn nichts, kein Bild, kein Haus, keine Muſik, kein Tanz, ſein Herz von Stein nahm an nichts Anteil, und ſeine Augen, ſeine Ohren waren abgeſtumpft für alles Schöne. Nichts war ihm mehr geblieben, als die Freude am Eſſen und Trinken und der Schlaf, und ſo lebte er, indem er ohne Zweck durch die Welt reiſte, zu ſeiner Unterhaltung ſpeiſte und aus Langeweile ſchlief. Hie und da erinnerte er ſich zwar, daß er fröhlicher, glücklicher geweſen ſei, als er noch arm war und arbeiten mußte, um ſein Leben zu friſten.

[Over]

Da hatte ihn jede schöne Aussicht in's Thal, Musik und Gesang hatten ihn ergötzt, da hatte er sich stundenlang auf die einfache Kost, die ihm die Mutter zu dem Meiler bringen sollte, gefreut.

(a) Give the nominative singular with definite article, stating reason for gender, of all nouns in spaced print, which occur in this passage.

3. Translate:

Er dankte den Männern für ihre Hilfe, schlich sich in sein Haus und suchte überall, aber Frau Lisbet war weder im Keller noch auf dem Boden, und das, was er für einen schrecklichen Traum gehalten, war bittere Wahrheit. Wie er nun so ganz allein war, da kamen ihm sonderbare Gedanken; er fürchtete sich vor nichts, denn sein Herz war ja kalt; aber wenn er an den Tod seiner Frau dachte, kam ihm sein eigenes Hinscheiden in den Sinn, und wie belastet er dahin fahren werde, schwer belastet mit Thränen der Armen, mit tausend ihrer Flüche, die sein Herz nicht erweichen konnten, mit dem Jammer der Elenden, auf die er seinen Hund gehetzt, belastet mit der stillen Verzweiflung seiner Mutter, mit dem Blute der schönen guten Lisbet; und konnte er doch nicht einmal dem alten Manne, ihrem Vater, Rechenschaft geben, wenn er käme und fragte: „Wo ist meine Tochter, dein Weib?“ wie wollte er einem Andern Frage stehen, dem alle Wälder, alle Seen, alle Berge gehören, und die Leben der Menschen?

(a) Account for the mood of the three verbs in spaced print.

4. State briefly, but clearly, what moral, according to your opinion, could be derived from the tale „Das kalte Herz“?

5. Translate:

Als der Kalif der Eule seine Geschichte vorgetragen hatte, dankte sie ihm und sagte: „Vernimm auch meine Geschichte und höre, wie ich nicht weniger unglücklich bin als Du. Mein Vater ist der König von Indien, ich, seine einzige unglückliche Tochter, heiße Lusa. Jener Zauberer Kaschnur, der Euch verzauberte, hat auch mich ins Unglück gestürzt. Er kam eines Tages zu meinem Vater und begehrte mich zur Frau für seinen Sohn Mizra. Mein Vater aber, der ein hitziger Mann ist, ließ ihn die Treppe hinunter werfen. Der Elende wußte sich unter einer andern Gestalt wieder in meine Nähe zu schleichen, und als ich einst in meinem Garten Erfrischungen zu mir nehmen wollte, brachte er mir, als Sklave verkleidet, einen Trank bei, der mich in diese

[Over]

abscheuliche Gestalt verwandelte. Vor Schrecken ohnmächtig, brachte er mich hieher und rief mir mit schrecklicher S t i m m e in die Ohren:

„Da sollst Du bleiben, häßlich, selbst von den Tieren verachtet, bis an Dein E n d e, oder bis Einer aus freiem Willen Dich, selbst in dieser schrecklichen Gestalt, zur G a t t i n begehrt. So räche ich mich an Dir und Deinem stolzen Vater."

2. Give the nominative plural and the gender (where required) of all the nouns in spaced print.

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EXAMINATIONS, MAY, 1898

PRELIMINARY.

GERMAN GRAMMAR.

1. Give the Nominative Plural of Tag, Wald, Vorhang, Ohr, Kardinal, Schloß, Held Kenntniß, That, and state which is according to rule and which is exceptional.

2. Specify the classes of verbs, which take ſein instead of haben in the compound tenses, giving one of each class. Render in German: "He has journeyed to England", and "He has journeyed much.

3. In what cases does the declension of the relative der, die das differ from that of the definite article.

4. Give the inseparable prefixes.

5. Conjugate ſtoßen, fehlen, meiden, befehlen, eſſen, lügen, zeihen and beten.

6. Distinguish ſitzen and ſetzen; and give four examples of the change of an intransitive into a transitive verb by a change vowel.

7. Give the third sing. Present Indicative of nehmen, ſchaffen (to create), heiſſen, dürfen, wollen, raten, ſchlagen.

8. Render in German:

(a) A good painter, these good men, such a friend, some happy children, of old wine.

(b) The physician of my upright neighbour came too late.

(c) The grass grows green in spring, the oxen like it.

(d) The book was lying where I laid it three hours ago, we found it without difficulty.

(e) The rain has spoiled the harvest, which is a pity.

(f) Lend me your pencil; I have lost mine and John has not his on him.

[Over]

(g) He said he was tired, I believe him, he always speaks the truth.

(h) He bought for himself three yards of cloth and five pounds of sugar.

(i) He has nothing good to say of his friend.

(k) The professor recovers slowly from his illness ; the students enjoy good health.

(l) He has gone to the city to meet his uncle, who has just arrived.

(m) My friend has been here four days; our good neighbor was here four days ago.

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EXAMINATIONS, MAY, 1898.

PRELIMINARY AND MEDICAL ENTRANCE.

BOTANY.

Time—1½ hours.

1. Show the difference between the pod of a pea and that of a radish. Also show the varieties of shape in the fruit of the mustard family (Cruciferæ).

2. (a) A fuschia or an evening primrose is a good example of symmetry. Explain.

(b) A pea blossom is an example of irregularity. Explain.

3. Describe the peculiar stamens and pistil of the Orchis. Explain in this connection the term entomophilous.

4. Show in what manner the onion and pitcher plants afford examples of anomalous leaves.

5. (a) Explain the difference between prickles and spines.

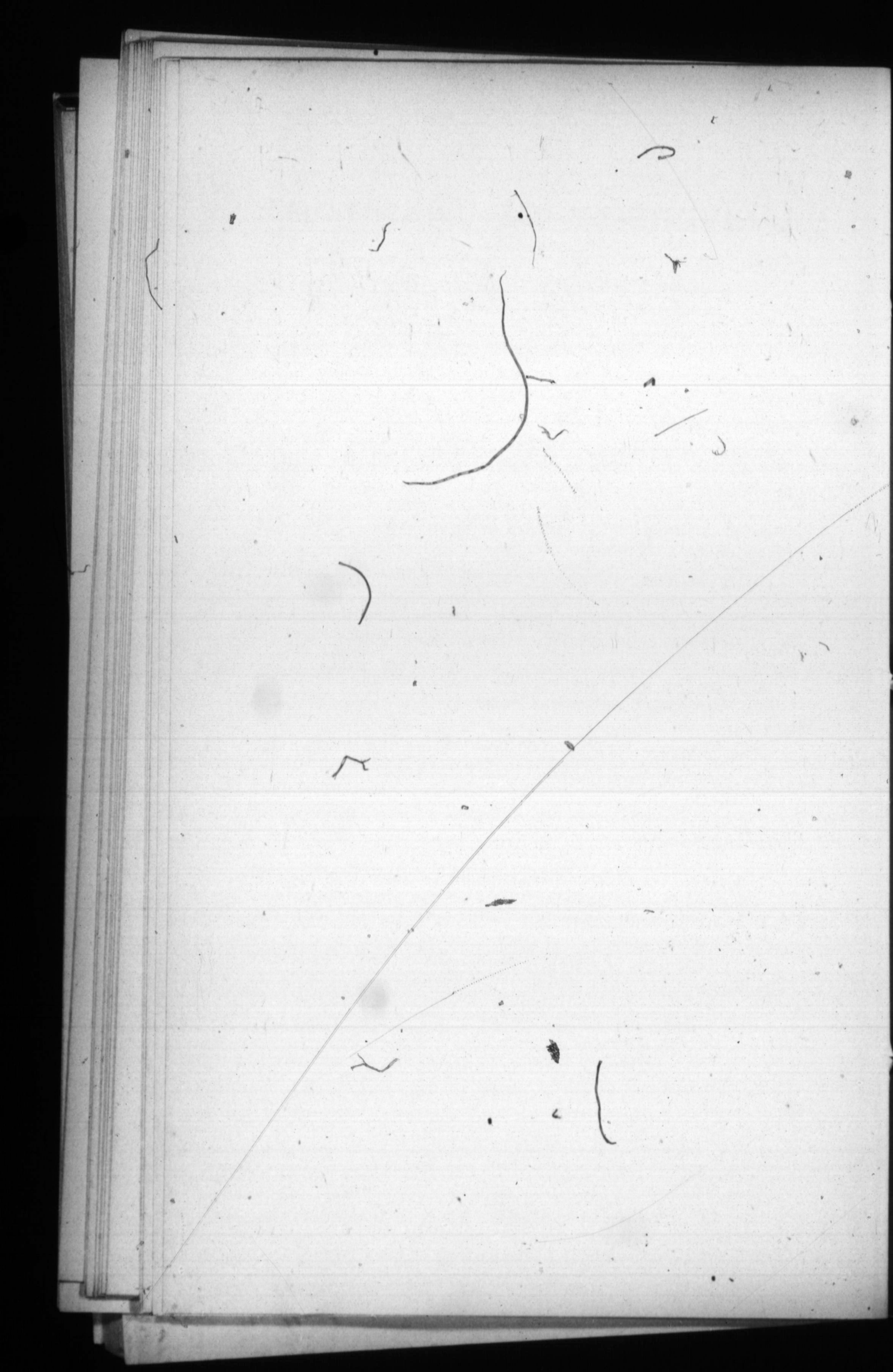
(b) What are underground stems? Illustrate fully.

6. Show resemblances and differences between Ranunculacæ and Rosaceæ.

7. Explain the difference between monoecious, dioecious and polygamous flowers, and illustrate by reference to the willow, oak, cucumber and maple.

8. Draw figures of starch, geranium hairs and stomata, as magnified.

[Over]



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Time 1½ hours.

9. Work out from the key the plant represented by the following schedule, and write down all the steps by which your conclusion was reached.

Leaves: Straight-veined; alternate; grass like; flat; pale.

ORGAN	NO.	COHESION	ADHESION	REMARKS
Sepals	6	Separate	Hypogynous	Perianth Spot on inside of each.
Petals				
Stamens	6	Polyandrous	Hypogynous	
Pistil	1	Syncarpous	Superior	3-celled ovary
Carpels	3			

10. Work out from the key specimens 1 and 2. Giving complete schedules, and also writing down every step by which the determinatien was made.

N.B.—This half is to be torn off and given at 10.30 to the student, who will then be allowed the use of his Spotton's Botany.

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EXAMEN, MAI, 1898

PRÉLIMINAIRE.

ESTHER ET LE MISANTHROPE.

1. Pourquoi Racine voulut-il traiter le sujet d'Esther ?

2. Quelles furent les raisons du succès de la pièce ?

3. Quel est le moment le plus solennel de la pièce, et pourquoi ?

4. D'où vient qu'Aman se montre si agité au commencement du 3ième acte, et comment s'y peint-il lui-même ?

5. Rappelez quelle idée donne Esther de Dieu, des Juifs, d'Assuérus lui-même en son discours au roi.

6. Comment le dénouement est-il dramatique et moral ?

7. Qu'est-ce que le poète a tiré de l'Ecriture Sainte dans sa tragédie et qu'a-t-il inventé lui-même ?

8. Qu'avez-vous à dire au sujet des prétendues invraisemblances d'Esther ?

1. Marquez d'où sont tirés et par qui sont prononcés les vers suivants :

Mais de tout l'univers vous devenez jaloux.
Autre part que chez moi cherchez qui vous encense.
C'est à vous, s'il vous plait, que ce discours s'adresse.
Ce chagrin philosophe est un peu trop sauvage.
Madame, je vous crois l'âme aussi trop raisonnable
Pour ne pas prendre bien cet avis charitable.

2. Quels sont les principaux mérites et défauts du Misanthrope ?

[Tournez]

3. Que se passe-t-il au IVe acte ?

4. Comment Alceste est-il réduit par Célimène au rôle de suppliant ?

5. Dessinez le portrait d'Alceste et de Célimène.

6. Quels sont les traits principaux du génie de Molière ?

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EXAMEN, MAI, 1898

PRÉLIMINAIRE.

GRAMMAIRE ET LITTÉRATURE FRANÇAISE.

1. Quand varie le participe passé suivi d'un infinitif ?

2. Donnez des exemples d'adjectifs dérivés de substantifs au moyen des suffixes : eux, ain, in, er, é, u.

3. Marquez les différents sens des verbes suivants selon qu'ils sont employés comme verbes actifs, neutres ou réfléchis: applaudir, disputer, jouer passer.

4. Milton veut montrer Satan au moment où il va consommer sa révolte, et il dit :

" Il s'émeut, et semblable, à l'instrument terrible
" Qui recule au moment qu'il vomit le trépas,
" Il hésite, il chancelle, il recule d'un pas." (Delille).

(a) Faites ressortir les qualités de cette comparaison.
(b) Indiquez trois autres figures en ces mêmes vers, et dites comment vous les reconnaissez.

5. Expliquez, avec un exemple pour chacune, les qualités de pensées qui constituent ce qu'on appelle le style tempéré.

6. Comment faut-il concevoir la nature de la poésie ?

7. Rendez compte des différences entre la tragédie et la comédie.

8. Que sont le vaudeville, le mélodrame, l'opéra ?

9 Critiquez l'extrait suivant des Caractères de BaBruyère :
" Les hommes, en un sens, ne sont point légers, ou ne le sont que dans les petites choses : ils changent leurs habits, leur langage, les dehors les bienséances : ils changent de goûts quelquefois ; ils gardent leurs mœurs toujours mauvaises ; fermes et constants dans le mal on dans l'indifférence pour la vertu."

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EXAMEN, MAI, 1898

PRÉLIMINAIRE.

COMPOSITION FRANÇAISE.

N. B.—Il faut choisir entre les sujets suivants, et faire une composition soignée de 40 à 50 lignes environ.

1. Une description de la chasse aux buffles autrefois au Manitoba.

2. Le récit du voyage de Champlain en 1613, en compagnie de Nicolas de Vignau, vers les sources de l'Ottawa.

3. Le développement de la pensée de Gresset :
"L'esprit qu'on veut avoir gâte celui qu'on a,"
ou de cette autre de Corneille :
"Le travail est souvent le père du plaisir."

4. Un caractère à développer : "L'enfant raisonneur."

UNIV

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UNIVERSITE DE MANITOBA

EXAMEN, MAI, 1898

PRÉLIMINAIRE.

HISTOIRE FRANÇAISE, GRECQUE ET ROMAINE

1. Quelle fut la France sous Louis XIV, au point de vue commercial, industriel et militaire ?

2. Quelles furent les causes des différentes guerres de Louis XIV, et quels ennemis eut-il à combattre ?

3. Par qui sont représentées les lettres et les sciences au XVIIIe siècle ?

4. Faites connaître les causes de la révolution française.

5. Enumérez les grands événements que vit le 2nd empire.

6. Qu'étaient les jeux Olympiques et le conseil Amphyctionique ?

7. Quelles différences trouve-t-on entre les lois de Lycurgue et celles de Solon ?

8. Faites le tableau de la plus importante des guerres médiques.

9. Nommez cinq des plus grands hommes qu'a eus la Grèce, en disant la raison de leur gloire.

10. Faites un résumé historique de la suprématie de Thèbes.

11. Quelles furent les concessions arrachées peu-à-peu aux patriciens par les plébéiens ?

12. Qu'est-ce qui a rendu célèbres les Horaces, Brutus l'ancien, Coriolan, Cincinnatus, Décius, Caton l'ancien ?

[Tournez]

13. Exposez rapidement les événements de la 2nde guerre punique.

14. Résumez la carrière de Marius.

15. Nommez quatre des empereurs romains les plus indignes en les faisant connaître brièvement.

UNIVERSITE DE MANITOBA

EXAMEN, MAI, 1898

PRÉLIMINAIRE.

HISTOIRE DU CANADA ET GÉOGRAPHIE.

1. Quels sont les voyages d'exploration de Champlain ? Quelles difficultés eut-il à rencontrer dans l'établissement de la colonie ?

2. Combien de fois la ville de Québec a-t-elle été attaquée et en quelles occasions ?

3. Quelle est l'histoire des Hurons au XVIIe siècle ?

4. Relatez les événements de 1760.

5. Quels événements ont amené la constitution de 1791, l'Union en 1841, et la Confédération en 1867 ?

6. Donnez une idée du gouvernement canadien, fédéral et provincial.

7. Expliquez la théorie de la nébuleuce sur l'origine de la terre, et quels arguments la rendent probable.

8. Comment sont formés la rosée, la gelée, le brouillard, les nuages, la pluie, la neige ?

9. Indiquez deux voies de communication possibles par eau entre Québec et Edmonton, Alberta.

10. Nommez les grandes baies, golfes et mers de l'Europe, les pays qu'ils touchent, et les fleuves qui s'y déchargent.

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UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898

MEDICAL ENTRANCE.

PHYSICS.

1. Describe briefly the C. G. S. system of units, naming the various units.

How many units of volume has a cylinder, the height of which is 14 centimetres, and whose radius is 6 centimetres?

2. Name and distinguish between the three States of Matter.

3. Define the terms *velocity* and *acceleration*.

Express in miles per hour a velocity of (a) 40 feet per second, (b) 100 yards per minute.

A point is travelling with an acceleration of 12 feet per second per hour. How long will it take to acquire a velocity of 2 feet per second?

4. Give a short description of the three processes by which heat may pass from one place to another.

5. Explain why a thermometer placed under the receiver of an air-pump, always falls as soon as the pump is worked.

6. Water boils at 100° C. and mercury at 350° C.; but if one pound of water and one pound of mercury be similarly heated the mercury boils first. Explain.

7. In what respect does a musical note differ from an ordinary sound? What is meant by the *pitch* of a note? How is it experimentally determined?

8. Describe the experiment with Chladni's plates. What does it teach us?

[Over]

9. Explain why the sound of a vibrating tuning-fork is increased if a small tube be placed over one prong.

10. The image of a speck on a mirror appears to be just one inch behind the surface. Explain by means of a neat diagram how you would ascertain the thickness of the mirror.

11. Explain clearly the physical causes of the colors of substances.

12. What is meant by an electric condenser? Explain the action of any condenser with the help of a neat diagram.

13. Discuss briefly the interaction of electric currents on magnets and of magnets on electric currents, mentioning any important results due to the discovery of these principles.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY 1898

LL.B. COURSE.—THIRD YEAR.

POLLOCK ON CONTRACTS.

1. (a) Up to what point may a proposal be revoked? Illustrate by two examples.

(b) A makes B an offer by mail, and B duly accepts by mail. After posting his acceptance B changes his mind and sends a telegram refusing the offer, which letter A gets before the letter of acceptance. Discuss whether or not B is liable and give reasons.

2. What is a Bill of Lading? To what extent is it a negotiable instrument?

3. Under what circumstances may a person avoid a contract on the ground of mistake?

4. What are the rights and liabilities of a person who makes a contract as agent for an alleged principal who is a fictitious person? Give reasons.

5. A makes a claim against B which B disputes, but finally a settlement is made, and B gives his note for $100 in settlement. B then takes advice and finds he never was legally liable. Can he successfully defend a suit brought by A on the note? Give reasons.

6. Where there mutual covenants in an agreement, and there is a breach by one party, state the tests applicable to determine whether or not the other party can consider himself as no longer liable on the contract.

7. What is the effect on the agreement, that it is (a) impossible in law, (b) impossible in itself? Give an example of each.

[Over]

8. Distinguish clearly between a *warranty* and a *condition.*

Where unascertained goods are sold with a warranty show clearly what remedies are open to the buyer if the warranty is broken.

9. What must a plaintiff show in order to have a contract rescinded on the ground of fraud?

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1898.

LLB.—THIRD YEAR.

MAINE'S ANCIENT LAW.

1. State in historical order and explain briefly, the various stages in the development of law from the earliest known conception of it down to the period of the ancient codes.

2. Explain clearly *Legal Fictions*, and show their place in the advance of jurisprudence.

3. Explain the *Edicts of the Prætor* and the reasons for them. What restraints were there to the Prætor's power? How and by whom was the Prætorian edict finally abolished?

4. State and explain the functions occupied by the law of nature in regard to modern International Law.

5. Sketch the earliest known forms and conditions of primitive society.

6. Show clearly in what respects our modern will and the ancient mancipatory testament differed both in form and object.

7. Give the Roman classification of contracts, showing the distinctive features of each.

8. Explain *Quæstiones Perpetuæ*, and the reasons for their establishment.

9. Explain the following: *patria potestas, cognate, agnate, universal succession.*

10. What is a *quasi contract*? Show clearly how it differs from an implied contract.

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EXAMINATIONS, MAY 1898

LL.B. COURSE—THIRD YEAR.

JUSTINIAN.

1. What was the object of the Institutes? What other legal works were prepared under Justinian and what was the object of each?

2. Explain: *jus civile, juris prudentes, lex naturae, jus gentium.*

3. Explain *patria potestas.* State and explain the various ways in which it might arise.

4. When a person makes something out of materials of another, what rules, according to Roman law, determined the person to whom the thing belonged?

5. Sketch historically, down to Justinian's time, the various forms required from time to time for the making of a valid will.

6. Define *servitudo.* Distinguish *praedial* and *personal* servitudes. State and explain the various kinds of personal servitudes.

7. Explain *fideicommissa.* Why were they introduced and how were they enforced?

8. (a) What rights had emancipated children to the inheritance of a deceased intestate ancestor?

   (b) What changes did Justinian make affecting the position of the mother of a deceased intestate?

9. Explain the following kinds of contracts, and show under what general classification each comes: *pignus, stipulatio, locatio-conductio, mutuum.*

10. Define an *interdict.* State and explain the three main kinds, giving an example of each.

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EXAMINATIONS, MAY, 1898.

LL.B. COURSE—THIRD YEAR

SAVIGNY'S PRIVATE INTERNATIONAL LAW.

1. Unilateral Permitted Acts. What is the meaning of the term and what laws are applicable to them?

2. What provision as to retroactivity was made by Justinian in the institutions and the digests when promulgating them and for what reason?

3. Discuss the theory that every legal relation must be judged according to the local law of the territory within which it has come into existence.

4. Discuss the law as to legal institutions of a foreign state, of which the existence is not recognized at all in ours, and give illustrations.

5. What three effects did the Roman Law attach to Domicile as well as Citizenship?

6. What part (if any) has the old Roman doctrine of Origo and Domicilium in modern law?

7. What was the ancient principle which governed the subordination of an individual to a particular local law?

8. What principle succeeded in modern law?

9. Define the terms "Legal Relations" and "Jura in Re."

10. What is the domicile of a foundling?

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EXAMINATIONS, MAY, 1898.

LL.B. COURSE—THIRD YEAR.

HALL ON INTERNATIONAL LAW.

1. Enumerate shortly the agents of a state in its international relations.

2. Is it possible for persons to be destitute of national character? Illustrate.

3. What persons may be prisoners of war?

4. In what does the relation of war consist; and discuss the place of war in international law.

5. Discuss fully the alleged doctrine that the relation of war does not affect individuals except so far as they contribute to the prosecution of hostilities.

6. Give the two branches into which the law of neutrality is divided, and discuss shortly some instances of confusion of the two branches with each other.

7. Give a summary of the conditions under which independence cannot and can be recognized.

8. Discuss shortly the rules governing Protectorates over uncivilized and semi-civilized peoples.

9. "Spheres of influence." Define meaning of term and state the business of a European power within its sphere of its influence.

10. In what does the non-territorial property of a state consist?

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EXAMINATIONS, MAY, 1898.

LL.B. COURSE—THIRD YEAR.

BROOM'S CONSTITUTIONAL LAW.

1. Has the House of Commons the power to commit for contempt, and will a court of law release persons so committed because the warrant of commitment does not specify the grounds on which they had been adjudged guilty of contempt, and can the court in such case enquire into the merits of the commitment? Give particulars of case deciding.

2. "Writ of habeas corpus." Give nature, history, purpose and effect.

3. Define (1) libel; (2) sedition; (3) seditious libel.

4. Hill v. Bigge. Give particulars and discuss the civil and criminal liability of a governor of a crown dependency.

5. Can the crown be made responsible for damage done by the tortious act of its officer employed in its services?

6. Judges. Give nature and terms of appointment and mode of removal, and their liability for slander and misconduct, and what are the guarantees of their independence?

7. What is the effect of reconquest on allegiance?

8. Discuss fully the legality of pressing for the British navy?

9. Give the distinction between "malum prohibitum" and "malum in se."

10. Give the provisions of the Bill of rights.

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EXAMINATION IN MEDICINE, 1898

MEDICINE.

1. Describe the lesions in (a) Tabes Dorsalis; (b) Aphasia; (c) Infantile Spinal Paralysis; (d) Spastic Paraplegia; (e) Bell's Paralysis.

2. Describe the different reflexes and their value in the detection of disease.

3. Diagnosis, symptoms and treatment of Broncho-Pneumonia.

4. Briefly describe the conditions giving rise to general anasarca.

5. Distinguish the eruption in the various exanthematous fevers.

6. Causes, symptoms and physical signs of acute and chronic endocarditis.

7. Cive quantitative tests for sugar, albumen and urea in the urine and the clinical significance of their presence.

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EXAMINATION IN MEDICINE, 1898

SURGERY.

1. Define Blepharitis, Hypopyon, Paronychia, Ranula, Nævus Dupuytreu's contraction.

2. Describe synovitis of knee joint in its various phases, and give treatment appropriate to each.

3. Describe a case of Colles' fracture. Give treatment.

4. Diagnose between a case of dislocation of elbow and fracture of lower end of humerus. Give treatment.

5. What forms of cancer usually attack the rectum? What symptoms would lead you to suspect its existence? How would you confirm diagnosis? What operative treatment might you recommend:
(a) For temporary relief; (b) for permanent cure? Give reasons.

6. Write description of cellulitis, and specify dangers peculiar to, and treatment when occurring in, (a) submaxillary region, (b) axilla, (c) ischio-rectal forsa, (d) perineum, (e) forearm.

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EXAMINATION IN MEDICINE, 1898

OBSTETRICS.

1. Placenta—
   Formation, situation, uses.

2. Labor—
   (a) Stages.
   (b) Character of uterine contractions.
   (c) Causes of dilitation of the os uteri.
   (d) How is the placenta detached and discharged ?

3. Pelvic Presentations—
   (a) Causes.
   (b) Diagnosis.
   (c) Mechanism of labor in L. S. A.
   (d) If necessary to apply forceps to the after-coming head in "C.," give directions for applying and the line of traction, and why.

4. How would you treat :
   (a) Apparent death of the new born ?
   (b) Mastitis ?
   (c) Phlegmasia Alba Dolens ?
   (d) Constipation of pregnancy ?

5. Ectopic Gestation—
   (a) Define.
   (b) Etiology.
   (c) Varities.
   (d) Diagnosis.
   (e) Treatment.

6. Forceps—
   (a) Indications for use.
   (b) Conditions necessary for use.
   (c) Dangers in the use.

[Over]

7. Thrush—
   (a) Describe the condition of the mouth.
   (b) What are the causes?
   (c) Give the pathological anatomy.
   (d) What are the symptoms?
   (e) Outline the treatment.

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EXAMINATION IN MEDICINE, 1898

SANITARY SCIENCE.

1. Give the sanitary relation of air currents; some of the distinctly pathological effects of increased atmospheric pressure, and what is meant by the terms "absolute humidity" and "relative humidity?"

2. Give the elements which enter into the study of climate, and the relations of climate to health.

3. Describe quarantine, isolation, and segregation, and state objections to quarantine; also name separately what is to be considered in thermal disinfection.

4. Give classification of natural waters, and the interpretation of a chemical analysis, naming the lifeless and living forms usually found in water; also the process of softening water.

5. How would you obtain mean age at death; mean duration of life; probable duration of life. Also, construction of life tables (for statistical purposes).

6. Give the most approved methods by which ventilation is secured in large buildings, *i. e.*, audience halls, theatres, and manufactories; also the best methods of disposing of the refuse of dwellings, *liquid* and *solid*.

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EXAMINATION IN MEDICINE, 1898

GYNÆCOLOGY.

1. Dysmenorrhœa—Give the varieties; etiology and treatment of each.

2. Diagnose uterine fibroid from
   (a) Ovarian tumor
   (b) Pelvic exudate
   (c) Hematocele
   (d) Retroflexion of the uterus.

3. Define sterility, and give its causes and treatment.

4. Point out the indications and contra-indications for the use, respectively, of the uterine sound and curette.

5. Describe briefly the various operative procedures that may be resorted to in the treatment of retroflexion of the uterus; also of prolapse.

6. What would lead you to conclude (a) an abdominal tumor was a dermoid? (b) that disease of the cervix was malignant?

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EXAMINATIONS, MAY, 1898.

MATERIA MEDICA AND THERAPEUTICS.

1. What are the agents employed to aid digestion? Give a classification of them. What indications would guide you in your administraion of them?

2. What are alteratives? Name the chief drugs of this class. Give fully the physiological action of mercury.

3. Give the preparations of strychnine, with their doses. Explain briefly the action of strychnine on the brain, on the cord, on the nerve centres, on the heart, and on the circulation.

4. Classify expectorants. Name the drugs of each class. Write a prescription for a patient suffering from acute bronchitis with scanty expectoration.

5. What agents are used as diuretics? Explain the action of any two drugs of this class.

6. Write a prescription for each of the following conditions:

(a) Cystitis, due to chronic retention of urine.

(b) Indigestion, due to insufficient secretion of gastric juice.

(c) Anaemia.

7. Give doses ef the following drugs: *Liq. arsenicalis, Sod. salicylate, Amon. Chloride, Tinct. aconite, Pilocarpine, Sulp. atropine, Nitro-glycerine, Tinct. senega, Acid sulp. aromot., Spts. chloroformi.*

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EXAMINATION IN MEDICINE, 1898

MEDICAL JURISPRUDENCE AND MENTAL DISEASES.

1. Give the various reasons for feigning disease. How would you proceed to detect feigned pain, and in what part of the body is the pain usually located by malingerers ?

2. Mention the causes of death in acute and chronic starvation ; give the post mortem appearances in the chronic form.

3. Legal relations of rape. Under what conditions is the crime not excused ?

4. Fœticide ; definition; means employed. Give proofs that a fœtus has been destroyed.

5. Define the terms : illusion, hallucination, delusion, lucid interval. In what forms of insanity are *lucid intervals* most commonly found, and what are the legal relations during such condition?

6. Give an accurate history of the symptoms in a patient suffering from puerperal insanity.

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EXAMINATION IN MEDICINE, 1898

PATHOLOGY.

1. Define Myelocyte, Poikilocyte, and give condition of blood in Pernicious Anæmia and Myelogenous Leukæmia.

2. Aneurysm. Define; give varieties and causes.

3. Describe Leiomyoma, False Neuroma, and Lympho-Sarcoma.

4. Give in order succession of histological changes taking place in a bronchus as a result of chronic inflammation.

5. Name serous membranes most commonly affected by tuberculosis, and give pathology of acute phthisis.

6. Describe macroscopical and microscopical changes in fatty infiltrated liver and fatty heart.

7. Embolism. Causes; organs most commonly affected; results.

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EXAMINATION IN MEDICINE, 1898

SURGICAL ANATOMY.

1. The structures severed—the structures avoided—in the operation of Tracheotomy. The high, the low, operation.

2. The ligation of the subclavian artery in the third part. The superficial and deep guides—the structures severed—the structures to be avoided.

3. Describe the male adult urethra, with especial reference to the distensibility; the lacunæ and the ducts which open into the canal.

4. Supra pubic cystotomy—structures severed—the incision—the Cavum Retzii—the structures to be avoided.

5. Describe the mechanism and the cause of the production of the deformity of Colles' fracture.

6. Give an accurate description of the Ureter of the female.

7. The disposition of the Pelvic Peritoneum and sub-peritoneal Pelvic fascia.

8. The incision, the structures severed, the structures avoided in the complete removal of the Breast and the lymphatics of the Axillary and Infra Clavicular regions.

9. The incision and the structures divided in the Removal of the Gasserian ganglion.

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EXAMINATION IN MEDICINE, 1898

SECOND YEAR.

THEORETICAL ANATOMY.

1. Name the muscles attached to the lower jaw, and describe any two of them.

2. Give the relative position of the tendons passing over the wrist-joint.

3. Course and tributaries of the inferior Vena Cava.

4. Relations and branches of the deep palmar arch.

5. Describe the fourth ventricle of the brain.

6. Formation and branches of lumbar plexus. Distribution of anterior crusal nerve.

7. Relations of Rectum.

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EXAMINATION IN MEDICINE, 1898

SECOND YEAR.

PHYSIOLOGY.

1. Name the chief conditions that affect bodily temperature, and explain how these various circumstances influence it.

2. Describe fully the significance of the following terms as applied to the arterial pulse:
(a) frequency, (b) regularity, (c) tension, (d) size, (e) rapidity.

3. Write notes on:
(a) The condition of the respiratory center in the fœtus.
(b) The forces concerned in the diffusion of O and CO_2 in the lungs.
(c) The function of the intercostals.

4. What is the cause of the rythmic sequence of the respiratory movements? Explain how this rythm may be affected: (a) By the will; (b) by the composition, supply, and temperature of the blood; (c) by apparent nervous influences.

5. Give the composition of Lymph found in the Thoracic duct, and trace the source and destination of its different ingredients.

6. Describe and illustrate the general relations between the periphral and central portions of the nervous system.

7. Define the anatomical relations of nerve fibres to the following types of cells:
(a) Afferent cells
(b) Efferent cells.
(c) Central cells.

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EXAMINATION IN MEDICINE, 1898

PRACTICAL CHEMISTRY AND TOXICOLOGY.

1. Give tests to distinguish between cellulose, starch and dextrine.

2. What is syntonin obtained from? How is syntonin obtained from myosin?

3. Describe Marsh's test for arsenic and antimony, and give a confirmatory test for each metal.

4. Define the term "Poison."

5. What is the best chemical test for the presence of blood?

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EXAMINATION IN MEDICINE, 1898

ORGANIC CHEMISTRY.

1. Phenol: How and from what is it obtained?

"Phenol bears the same relation to benzene that wood spirit does to marsh gas." Explain this statement.

2 What is saturated hydrocarbon?

3. Urea: Give formula and any method of preparing a pure sample.

4. What are primary, secondary and tertiary alcohols? Show by means of formulas what the ultimate oxidation products of each class are.

5. Describe fully the preparation of "sulphuric" ether, giving equations.

6. Acetanilide: What is it? How prepared? Give constitutional formula.

7. How would you estimate the amount of starch in flour?

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2. Name

3. Name

4. Origin
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FIRST YEAR.

THEORETICAL ANATOMY.

1. Give a description of the lower end of the Humerus.

2. Name the foramina opening inte the orbit.

3. Name the muscles attached to the scapula.

4. Origin, insertion and action of Masseter, Psoas Magnus, and Soleus.

5. Describe the Diaphragm.

6. A brief description of the Hip-joint.

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(b) heart s
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PHYSIOLOGY.

1. Compare the action of the following digestive agents: (a) saliva, (b) bile, (c) pancreatic juice, (d) succus entericus.

2. Describe as fully as possible the changes which a proteid substance undergoes from its ingestion to its elimination by the different excretory organs.

3. Blood: amount, color, chemical composition of plasma, origin and regeneration of cells, coagulation.

4. Explain fully the nature and cause of (a) heart impulse, (b) heart sounds, (c) arterial pulse, (d) venous pulse, (e) dicrotic pulse.

5. Describe the nervous mechanism of respiration.

6. (a) Give a classification of foods.

(b) Outline the proper diet:

1st—for an infant under one year.
2nd—a laborer out-of-doors in winter.
3rd—a factory girl.
4th—a feeble old woman of eighty.

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EXAMINATIONS, MAY 1898

FIRST YEAR.

CHEMISTRY.

1. When sulphuric acid acts on barium dioxide, what is formed? Give equations.

2. What volume of carbonic acid gas measured at 167°C and 1000 MM. pressure can be obtained from 20 grammes of pure marble?

C=12, O=16, Ca=40

3. Give tests to distinguish ferric from ferrous salts. How is moist ferric hydrate prepared? What is it used for?

4. Sulphur. How is it found in nature? How purified? How is oxygen combined with it to form sulphuric anhydride?

5. How is chlorimated lime prepared? How does it bleach and disinfect?

6. When one molecule of phosphoric anhydride combines with one, two and three molecules of water, what compounds are formed? Give formulas.

7. How does Avogadro's hypothesis bear out Dalton's atomic theory?

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EXAMINATION IN MEDICINE, 1898

HISTOLOGY.

1. Define a cell; give structure and describe briefly indirect division.

2. Describe an intestinal villus, Brunner's gland, crypt of Lieberkuhn.

3. Describe epithelium throughout respiratory tract.

4. Give minutely: structure of Lobule of liver and Graafian follicle.

5. Describe briefly: Endochondral ossification.

6. Describe one of the large motor cells found in anterior cornua of spinal cord; also a cell of Purkinge, and where latter is found.