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MONTREAL ACADEMY,

1143, Dorchester Street.

PROSPECTUS

FOR

SESSION 1887-8.

# MONTREAL ACADEMY,

1143, DORCHESTER STREET.

RECTOR: REV. J. WILLIAMSON, (of Glasgow and Edinburgh Universities.)

## MAS-TERS:

Classics and English:  
Mathematics:

Junior English:  
Modern Languages:

Science Lecturer:  
Drawing:

Elocution:  
Preparatory:

THE RECTOR.

T. RIDLER DAVIS, B.A.,  
*Trinity Hall, Cambridge.*

R. JOHNSTON, B.A.

J. W. GRAY, Esq.

W. RAPHAEL, Esq.

NEIL WARNER, Esq.

## REFERENCES:

R. B. ANGUS, Esq., Montreal.  
REV. JAMES BARCLAY, M.A., "  
REV. W. S. BARNES, "  
T. J. CORISTINE, Esq., "  
REV. CANON ELLEGOOD, "  
R. R. GRINDLEY, Esq., "  
JOSEPH HICKSON, Esq., "  
REV. J. EDGAR HILL, B.D., "  
JONATHAN HODGSON, Esq., "  
W. V. LAWRENCE, Esq., "  
HON. ROBERT MACKAY, "  
ROBERT MACKAY, Esq., "

REV. D. A. MACVICAR, LL.D.,  
*Principal Presbyterian*  
*College,* Montreal.  
REV. J. CLARK MURRAY, LL.D.,  
*Professor of Moral Philosophy,*  
*McGill University,* "  
REV. CANON NORMAN, D.C.L.,  
*Chairman Board of School*  
*Commissioners,* "  
W. W. OGILVIE, Esq., "  
JACKSON-RAE, Esq., "  
ANDREW ROBERTSON, Esq., "  
G. W. STEPHENS, Esq., "  
ALEXANDER URQUHART, Esq., "

## The Montreal Academy,

1143, DORCHESTER STREET.

This institution has been organized for the purpose of meeting a want created by the public school system of the city, and particularly for the benefit of those who are not able to take advantage of the public High School.

### AIM AND METHOD.

It is modelled after the best institutions elsewhere of a similar kind, the method and curriculum of which have been carefully studied in its organization. Its aim is to become a connecting link between the common schools and the universities, and to furnish a course of high-class instruction for those who may not desire a university career.

It thus provides a complete curriculum of secondary education, the work of the senior department being so arranged that pupils are prepared for the Institution of Technology, Boston; the Royal Military College, Kingston, and for entrance into the *second* year of the Arts and Science Faculties at McGill, Queen's, and other Universities.

Recognizing the danger to health and the cause of true education in the aim and method that prevail in many of the educational systems of the day, "cramming" in any shape or form is carefully avoided. The object aimed at is the discipline of the moral and intellectual powers and the development of systematic habits of work, rather than the storing of the memory with a smattering of knowledge from a variety of sources. Careful work is, however, required from each pupil, who is expected to do everything he tries in the most thorough manner.

### COURSE OF STUDY.

In every department the course of instruction is complete; and no effort will be spared to render the school worthy of public confidence and support, by increased efficiency and usefulness, and by keeping it ever on a level with the very best institutions for higher education.

CLASSICS AND MODERN LANGUAGES.—The last word has not yet been said in the controversy between the advocates of a purely

scientific and a classical education. Meanwhile it has been deemed advisable to pursue a middle course between the two extremes. The mental culture hitherto alone acquired from a classical education, and the help which a knowledge of Latin gives in the study of English as well as French and other Roman languages, make Latin at least still a prominent feature in any curriculum of higher education. A thorough course of instruction in the Latin language and the cognate subjects of Roman history and antiquities, has therefore been provided.

Greek, however, is optional. A portion of the time usually given to Greek is daily devoted to modern Languages, particularly to French, a knowledge of which in the Province of Quebec is ever becoming more important.

**MATHEMATICS, AND PHYSICAL SCIENCE.**—In view of the necessity of a mathematical and scientific course of study as tending to clearness and vigor of thought, every effort will be made to reach and maintain a high standard of excellence in this department. In the senior classes a considerable portion of the time of each day is devoted to advanced work in Arithmetic, Algebra, Geometry, Trigonometry, and the other branches of mathematical study, and a course of elementary instruction is provided in some one of the Physical Sciences each session. Thus, whether with a view to a university, professional or business life, each pupil who has gone through the whole prescribed course has had a thorough and advanced training in a branch of study of the utmost practical utility.

**ENGLISH HISTORY AND LITERATURE.**—Special prominence has been given to English History and Literature, the study of which, rightly pursued, is a means of culture of the highest kind. In all the classes English receives a due share of attention, the aim being to awaken in the minds of boys an intelligent interest in English History and to stimulate a genuine taste for English Literature. Suitable selections are made for each class from the works of the great authors, so that at the end of his course each pupil may have got acquainted, to some extent, with the main events and periods of English History and the masterpieces of English Literature.

The full course of study extends over 6 years at least. Every pupil is expected to qualify himself for proceeding to a higher class at the beginning of each session; and no one will be allowed to leave



a lower class who, in the opinion of the Rector, is not in a position to do so with profit to himself and credit to the school.

Parents are earnestly requested to enter their boys at an early age, and to allow them to continue to the end of the regular course. Their attention is specially called to the advanced character and importance of the work of the higher classes. For boys intended for a university or professional-career, the work of these classes is a valuable preparation; while for those who have a commercial life in view, it is not only a special preparation, but also serves to develop within them a taste for literary pursuits, invaluable in after life. Moreover, as a rule, boys do more work in the last two years of their course than during all the rest of it together; and to withdraw them while only in the fourth or fifth class, even for the purpose of entering the University, is to handicap them at the outset of their career, or to break off their education at the very point where it begins to be most useful.

**PREPARATORY DEPARTMENT.**—In view of the urgent necessity for a sound elementary training in English, and to make the equipment of the school as complete as possible, a preparatory department has been added, and will be placed under the charge of an experienced teacher. Here boys between 9 and 11 years old receive a thorough grounding in elementary English subjects, and are prepared for entering upon the regular work of the school.

#### **DISCIPLINE.**

Corporal punishment under any form is prohibited. The only form of punishment allowed is detention after school hours, chiefly for the purpose of completing work that may have been neglected; it being an absolute rule that all work must be finished on the day appointed for it. For the rest, pupils are placed upon their honor. They are expected at all times to give cheerful and willing obedience, and to conduct themselves in all respects towards each other and their teachers in a way becoming gentlemen. To foster and develop a high tone of honorable feeling and gentlemanly conduct is one of the chief aims of the school; and no pupil habitually guilty of conduct inconsistent with either will be allowed to remain.

#### **SMALL CLASSES.**

The number of pupils in any class is limited to 12. The advantages of a public school and private tuition are thus combined. There

is a sufficient number to produce that amount of mental friction and healthy rivalry under which boys do their best work; while no one is lost in the crowd, as in the large classes of a public school. The teacher knows exactly where every boy is standing; and each thus receives constant personal attention in his work. The comfort of all is also increased; and the danger of contracting infectious diseases, to which the pupils of large schools are exposed, is reduced to a minimum.

#### PREMISES.

The spacious house and ground, No. 1143, Dorchester street, have been permanently secured for the use of the school. The situation is one of the finest and most healthy in the city. Large open spaces surround it on all sides. The drainage system has been entirely overhauled and renewed, under the immediate direction of the Engineer of the Sanitary Association of the city; and so far as sanitary plumbing can make it, is absolutely perfect. The class-rooms are large and airy, well lighted, and with ample provision for heating and ventilation.

#### BOARDING.

First class accommodation is provided on the premises for 8 resident scholars, who will be under the immediate superintendence of the Rector, and reside as members of his family.

On the outbreak of any infectious disease in a family connected with the school, pupils must be immediately withdrawn, or sufficiently isolated, until a properly qualified medical attendant shall certify in writing that all danger of infection has been removed.

The next session will begin on Wednesday, September 8, and end on June , with an interval of ten days' holidays at Christmas, and such occasional holidays as the Rector may appoint.

Perfect regularity of attendance is expected; and no pupil is allowed to be absent without leave of his parents or guardian, a note explaining his absence being in every case necessary on his return.

Pupils are expected to enrol for the whole school year; and three months' notice of removal is required in the event of any one leaving during the course of the session.

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# REPORT FOR SESSION 1886-7.

In all the classes the work of the session was creditably done. Among most of the boys there was a spirit of earnest, conscientious work, and some of them acquitted themselves with marked distinction.

In the two senior classes the Latin read comprised the sixth Book of the *Aeneid*, Cicero's *Divinatio*, and the first Book of the *Odes* of Horace, in Class V., and the first Book of the *Aeneid* and Cicero's first two speeches against *Catiline* in Class IV. There were also weekly lessons in grammar, and exercises in prose composition, besides a course of instruction in Roman History and Antiquities.

In Greek the first Book of the *Anabasis* of Xenophon was carefully read, along with selections from St. John's Gospel, and regular daily work in grammar and prose composition.

Lessons in French, including daily written exercises in grammar and translation, were given throughout the session, and an additional lesson in conversation once a week, which was attended with good results.

In English the work was of an advanced character. The books read comprised the first and second Books of Milton's *Paradise Lost*, and Shakspeare's *Macbeth*, in addition to regular work in geography, grammar, analysis and composition.

In the Mathematical department our desire to excel in this branch of education was gratified by the very substantial progress that was made. The nature of the work done will best be seen from the examination papers to be printed in the Prospectus. In Arithmetic, Algebra, Trigonometry, and Euclid, including Conic Sections, work of a very high order was done with most satisfactory results.

In the other classes the work of the various departments followed the order prescribed in the Prospectus. In all of them very substantial progress was made. In Class III. in particular very gratifying results were obtained in the whole of the Mathematical department, several boys highly distinguishing themselves in the written examinations at the close of the session. In Classes I. and II. and in the Preparatory Class the object aimed at is a thorough grounding in elementary English, French, Latin and Arithmetic, in order that full advantage may be taken of the course of study of the higher classes. In all of them the results were satisfactory in the case of nearly all



the boys composing them, some of whom made very remarkable progress.

Special attention is again directed to the work in the various departments of the advanced classes. One of the main objects of the school is to raise the standard of secondary education to the level of the best schools elsewhere. But it will be impossible to do this while boys continue to be withdrawn from school at the early age so common. The utilitarian spirit that sends boys to business at 14 and 15, or to college while still boys, ought to be resisted. Although, unfortunately for the cause of higher education, the universities are entering into competition with the secondary schools, it is a fatal mistake to send boys to college while their minds are immature. The indirect result of a university career seen in the general stimulus and awakening of thought produced by it—by no means the least important result—is to a large extent missed. The boy continues and ends as he began—with a boyish, immature mind. Or in the undue haste to enter professional life, he becomes a mere professional and nothing more. According to Max Muller, one of the best authorities on the subject, "classical teaching and all purely scholastic teaching ought to be finished at school. When a young man goes to the University, unless he means to make scholarship his profession, he ought to be free to enter upon a new career."

The consequences are still more disastrous in the case of those sent to business in the middle of what should be their school course. No attainment can possibly unfit a man for business; and to stop a boy's education at the very point when it is becoming most profitable is to do him an irreparable injury. His tastes for the higher pursuits of life having never been cultivated, he is left without any resources in himself by which his leisure hours can be profitably spent; and the community loses a citizen capable of taking large and intelligent views of public questions.

The attention of parents is, therefore, specially directed to the importance of the work of the higher classes of the school, in the hope that every boy who joins it will be allowed to proceed until he has completed the whole of the prescribed curriculum.

The want of a suitable building has all along been felt as a serious drawback to the success of the school, while the possession of "a local habitation and name" could alone give it the stability and per-



manence requisite for success. The difficulty, however, has now been overcome. Through the generosity of friends of the school the spacious dwelling house and ground No. 1143, Dorchester street, have been purchased and are held by a syndicate on behalf of the school. Steps are now being taken to have it incorporated as a joint-stock company, with a capital stock of \$25,000, and it is with no small gratification that I am now in a position to make the announcement that a sufficient amount of the capital stock has already been subscribed to put the success of this part of the enterprise beyond question. As soon as the company is organized by the issue of its Letters-patent, the property will be vested in it. During the holidays the house will be altered and extended to meet the wants of the school. It is admirably adapted for the purpose, and its situation in every respect all that could be desired. It will be ready for occupation at the beginning of the next session in September.

Fortunately there was no case of serious illness during the session.

J. WILLIAMSON,  
*Rector.*

MONTREAL, June 20, 1887.

## PROSPECTUS FOR SESSION 1887-8.

### PREPARATORY CLASS.

**English:** Royal Readers, IV. (T. Nelson & Sons); Kingsley's "The Heroes" (Macmillan's Globe Readings); Palgrave's Primer of Lyrical Poetry, Pt. II.; Gage's Practical Speller; Lovell's Geography; Copy Writing.

**Arithmetic:** Barnard Smith's (Canadian smaller edition).

**French:** Fasquelle's Introductory French Course, Pt. I.

### CLASS I.

**Latin:** Allen's Rudimenta Latina (Clarendon Press):

**English:** Morris' Grammar Primer; Lovell's Geography; Gage's Practical Speller; Copy Writing and Dictation; Royal Readers, V.; Book of Golden Deeds (Globe Readings); Patmore's Garland from the Best Poets (Globe Readings).

**French:** Cogery's Elementary French.

**Arithmetic:** B. Smith's (Canadian smaller edition).

#### CLASS II.

**Latin:** Allen's (Clarendon Press) Grammar, to end of Verbs; Allen's (Clarendon Press) First Latin Exercise Book; Rush's Synthetic Latin Delectus.

**English:** Morris' Grammar Primer; Lovell's Geography; Gage's Practical Speller; Copy Writing and Dictation; Royal Readers, VI.; Patmore's Garland from the Best Poets (Globe Readings); Epochs of English History, Pt. I.

**French:** Macmillan's French Course, Pt. I.; Macmillan's French Reader, Pt. I.

**Arithmetic:** B. Smith's (Canadian smaller edition).

#### CLASS III.

##### LOWER DIVISION.

**Latin:** Allen's (Clarendon Press) Grammar, to end of Syntax; Allen's (Clarendon Press) First Latin Exercise Book; Cornelius Nepos, Selections (Elementary Classics); Cæsar, Invasion of Britain (Elementary Classics).

**Geometry:** Todhunter's Euclid, Bks. I., II.  
Remainder of work same as in Upper Division.

##### UPPER DIVISION.

**Latin:** Allen's (Clarendon Press) Grammar, with Appendix; Belcher's Prose Composition, Pt. I. (Macmillan); Cæsar, Gallic War, Bk. I. (Elementary Classics); Ovid, Metamorphoses (White).

**Geometry:** Todhunter's Euclid, Bks. I.-IV., with deductions.

**Algebra:** Todhunter's, to end of simple equations.

**Arithmetic:** B. Smith's (Canadian smaller edition).

**English:** Smith's Grammar and Composition; Lovell's Geography; Gage's Practical Speller; Copy Writing and Dictation; Macaulay's Essay on Warren Hastings; Patmore's Garland from the Best Poets (Globe Readings); Epochs of English History, Pt. II.

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**French :** Macmillan's French Course, Pt. II., Macmillan's French Reader, Pt. I.

#### CLASS IV.

**Latin :** Virgil, *Æneid*, II. ; Cicero, *Pro Lege Manilia* ; Public School Latin Primer ; Bradley's *Arnold's Prose Composition* (Rivingtons) ; *Roman History and Classical Geography and Antiquities*.

**Greek :** Rutherford's *First Greek Grammar* ; Rushbrooke's *First Greek Reader* ; Jackson's *First Greek Prose Composition* (Macmillan) ; *Zenophon, Anabasis*, I. (*Elementary Classics*).  
New Testament, Selections.

**English :** Smith's *Grammar, Analysis and Composition* ; Lovell's *Geography* ; Brooke's *Primer of English Literature* ; Freeman's *European History* ; Hales' *Longer English Poems* ; Bacon's *Essays*.

**French :** De Fivas, *Grammaire des Grammaires* ; *Un philosophe sous les toits* (Souvestre) ; *Conversation*.

**German :** As may be arranged.

**Geometry :** Todhunter's, *Euclid*, Bks. I.-VI., with numerous deductions.

**Algebra :** Todhunter's, to end of Quadratic Equations.

**Trigonometry :** Todhunter's.

**Arithmetic :** B. Smith's (Canadian edition).

**Botany :** Gray's "*How Plants Grow*."

#### CLASS V.

**Latin :** Virgil, *Æneid*, II. ; Cicero, *Pro Lege Manilia* ; Livy, Bk. XXI. ; Public School Primer ; Bradley's *Arnold's Composition* ; *Roman History and Classical Geography and Antiquities*.

**Greek :** Rutherford's *Grammar* ; Jackson's *First Prose Composition* ; Rushbrooke's *First Reader* ; *Zenophon, Hellenics*, I., II. ; New Testament, Selections.



**English** : Smith's Grammar, Analysis and Essays in Composition ;  
Brooke's Primer of Literature ; Stuart and Brunswick Periods  
of History ; Miles' History of Canada ; Shakspeare's Julius  
Cæsar ; Hales' Longer English Poems ; Lovell's Geography ;  
Geike's Elementary Lessons in Physical Geography.

**French** : De Fivas, Grammaire des Grammaires ; Voltaire, Histoire  
du Siècle de Louis XIV. ; Conversation.

**German** : As may be arranged.

**Geometry** : Todhunter's Euclid, Bks. I-VI., and XI., XII., with  
numerous deductions ; Besant's Conic Sections ; Elements of  
Analytical Geometry.

**Algebra** : Todhunter's, to end of Binomial theorem.

**Trigonometry** : Todhunter's, to end of the solution of Triangles,  
with the nature and use of Logarithms.

**Arithmetic** : B. Smith's (Canadian edition).

**Botany** : Gray's "How Plants Grow."

#### CLASS VI.

**Latin** : Horace, Selections from Satires and Epistles ; Tacitus,  
Annals, Bk. VI. ; Juvenal, Mayor's Select Satires ; Public  
School Primer ; Bradley's Arnold's Prose Composition ; Pott's Prose Composition (Macmillan) ; Classical Geo-  
graphy and Antiquities.

**Greek** : Herodotus, Selections from Bks. VII., VIII. (Elementary  
Classics) ; Homer, Iliad, I. ; New Testament, Selections ;  
Rutherford's Grammar ; Abbot's Arnold's Prose Composi-  
tion ; Grecian History.

**English** : Analysis and Essays in Composition ; Morris' Elementary  
Lessons in Historical English Grammar ; Spenser's Faery  
Queene, I. ; Chaucer, Prologue to the Canterbury Tales ;  
Brooke's Primer of Literature ; Freeman's European History ;  
Geike's Elementary Lessons in Physical Geography.

**French** : De Fivas, Grammaire des Grammaires ; Reading as may  
be arranged ; Conversation.

**German** : As may be arranged.

**Arithmetic** : B. Smith's (Canadian edition).



**Algebra:** Todhunter's Larger.

**Geometry:** Euclid revised, with numerous deductions; Besant's  
Conic Sections; Analytical Geometry.

**Trigonometry:** Todhunter's.

**Chemistry:**

NOTE: Where not otherwise stated, the Text Books used are the latest editions issued by Macmillan & Co., in their series of "Elementary Classics," "Classical Series for Schools and Colleges," "Mathematics," etc.

### EXAMINATION PAPERS.

JUNE 1887.

FORM V.

CICERO: In Q. Cæcilius Divinatio.

#### I. Translate:

(1). Qui iudicia manere apud ordinem senatorium volunt, queruntur accusatores se idoneos non habere; qui accusare possunt, iudiciorum severitatem desiderant: populus Romanus interea, tametsi multis *incommodis* difficultatibusque adfectus est, tamen nihil aequè in re publica atque illam veterem iudiciorum vim gravitatemque requirit. iudiciorum desiderio tribunicia potestas efflagitata est: iudiciorum levitate ordo quoque alius ad res *iudicandas* postulatur; iudicum culpa atque dedecore etiam censorium nomen, quod asperius antea populo videri solebat, id nunc poscitur, id iam populare et plausibile factum est.

(2) Hic tu si laesum te a Verre esse dicis, *patiar* et concedam: si injuriam tibi factam *quereris*, defendam et negabo. denique de iniuria quae tibi facta sit neminem nostrum graviorem iudicem esse oportet quam te ipsum, cui facta dicitur. si tu cum illo postea in gratiam redisti, si domi illius aliquotiens fuisti, si ille apud te postea cenavit, utrum te perfidiosum au praevaricatorem existimari mavis? video esse necesse *alterutrum*, sed ego tecum in eo non pugnabo, quo minus utrum velis eligas.

#### 2. Parse and construe all the words italicised above.

## 3. Turn into English, adding notes on the words italicised :

(1) cum quaestor in Sicilia fuissem, iudices, itaque ex ea provincia decessissem, ut Siculis omnibus iucundam diurnamque memoriam quaesturae nominisque mei relinquerem, factum est uti cum summum *in veteribus patronis multis*, tum non nullum etiam in me praesidium suis fortunis constitutum esse arbitrentur.

(2) et ait idem, ut aliquis *metus* adinuctus sit ad gratiam, certos esse in consilio, quibus ostendi *tabellas* velit: id esse perfacile; non enim singulos ferre sententias, sed universos constituere: ceratam uni cuique tabellam dari *cera legitima*, non illa infami ac nefaria.

(3) queritur Sicilia tota C Verrem ab *aratoribus*, cum frumentum sibi in *cellam* imperavisset et cum esset tritici modius sestertiis duobus, pro frumento in modios singulos duodenos sestertios exegisse.

(4) tu, dum tuas iniurias per te, id quod non potes, persequi conaris, id agis ut ceterorum quoque iniuriae sint impunitae atque inultae; et hoc te praeterit, non id solum spectari solere, qui debeat, sed etiam illud, qui possit ulcisci: in quo utrumque sit, eum superiorem esse; in quo alterum, in eo non quid is velit, sed quid facere possit quaeri solere.

## 4. Briefly explain the circumstances under which this speech was delivered.

## 5. State the grounds on which Cicero claimed to be appointed prosecutor against Verres, and shew how he disposes of the counter claims of Cæcilius.

6. Explain the terms: *praevaricator*, *quadruplator*, *mancipes*, *subscriber*, *divinatio*, *repetundae*; stating briefly the substance of the chief legal enactments in connection with the last.

## Horace: Odes I.

## 1. Translate :

quid prius dicam solitis parentis  
laudibus, qui res hominum ac deorum,  
qui mare ac terras variisque *mundum*  
temperat *horis* ?  
*unde* nil maius generatur ipso,

2. Give a s  
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taken.  
5. Explain

1. Give: ( )  
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nec viget quidquam simile aut *secundum* :  
proximos illi tamen occupavit  
Pallas honores.

proeliis audax neque te silebo  
Liber et saevis inimica *Virgo*  
beluis nec te metuende certa  
Phoebe sagitta.

2. Give a short account of the Ode from which the above extract is taken, and write a few notes on the words italicised.
3. Translate :

occidit et Pelopis genitor, *conviva* deorum,  
Tithonusque remotus in auras  
et Iovis arcanis Minos admissus, habentque  
*Tartara* Panthoiden iterum Orco  
demissum, quamvis, *clipeo* Troiana *reflexo*  
tempora testatus, nihil ultra  
*nervos atque cutem* morti concesserat atrae,  
iudice te non sordidus *auctor*  
naturæ verique. sed omnes una manet nox  
et calcanda semel via leti.  
dant alios Furiae torvo spectacula Marti ;  
exitio est avidum mare nautis ;  
mixta senum ac iuvenum densentur, funera, nullum  
*saeva caput* Proserpina fugit.  
me quoque *devexi* rapidus comes *Orionis*  
Illyricis Notus obruit undis.

4. Give the substance of the Ode from which the above extract is taken.
5. Explain the words italicised.

#### Latin Grammar.

1. Give: (1) Singular of: *filius, sitis, linter, virus, iecur*.  
(2) Plural of: *dea, os (bone), domus, res, vis*.
2. Decline in singular: *vetus mos, utraque pars*, and in plural.  
*locus saluber*.
3. Write out the comparative and superlative of: *audax, acer, similis, dives, juvenis, dubius*, and the positive of: *extimus, pessimus, plurimus, imus*.



4. Express in Latin (1) as Cardinals, Ordinals, and Distributives :  
II., XIII., XXI., C., MM.  
(2) 5000 men, 9th and 10th legions, in the year 3752 B.C.
5. Give the principal parts of :  
*invo, pendeo, gaudeo, mitto, gero, tollo, vincio, fateor, morior, nascor.*
6. Give 3rd. Per. Sing. Perfect Indicative and Imperfect Subjunctive, Active, of : *possum, malo, fero, dico, sto.*
7. Give 2nd. Per. Pl. Future Simple Indicative, and the Imperative, Passive, of : *veto, fleo, scribo, venio.*
8. Turn into Latin :
  - (1) It was said that the general had crossed the river with his army.
  - (2) I have never asked any man for money.
  - (3) Ten years ago a wall which stood here was 20 ft. high and 2000 ft. long.
  - (4) My brother and I went to Athens yesterday.
  - (5) "Bring me a horse," he exclaimed, "the enemy are at hand."
  - (6) We shall buy four horses for a talent.
  - (7) He has enjoyed his victory, and is remaining at Capua.
  - (8) Born of humble parents he became consul.
  - (9) He is weary of your long letters which say nothing.
  - (10) In his commentaries Cæsar relates that he conquered Gaul with four legions.
  - (11) Since you are a thief you will be punished.
  - (12) We have no doubt your plans are grateful to the citizens.

**Greek: Grammar and Xenophon, Anabasis, I.**

1. Write out the Singular and Dative Plural of : *πλοῦς, νέως, κόρυς, πόλις, βασιλεὺς, κέρας, γυνή, κίων, ὄρνις, οὖς.*
2. Write out the Singular of : *ἡδύς, μέλας, μέγας.*
3. Give the Comparative and Superlative of : *γλυκὺς, μέλας, σαφής, ἴσος, σάφρων, ἡδύς, ἀγαθός, μικρός, πικρὺς, καλός.*
4. Write out the Aorist tense of the Indicative and Optative Moods, Active Voice, of : *λέω and ἵστημι.*
5. Write out the Imperfect Indicative, and Present Subjunctive, Passive Voice, of : *τιμάω and δίδωμι.*

**6. Turn**

Ἐνταῦθα :  
οἱ μὲν δῶκον  
πάντες νικῶντι  
στρατεύματι  
Ἕλληνες νικῶν  
δὴ βασιλεὺς  
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**7. Parse**

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, μέλας, σαφής,

nd Optative

Subjunctive,

## 6. Turn into English :

Ἐνταῦθ' : διέσχον ἀλλήλων βασιλεῖς τε καὶ οἱ Ἕλληνες ὡς τοιάκοντα στάδια, οἱ μὲν διώκοντες τοὺς καθ' αὐτοὺς ὡς πάντας νικῶντες· οἱ δὲ ἀρπάζοντες ὡς ἥδη πάντες νικῶντες. Ἐπεὶ δ' ἦσθοντο οἱ μὲν Ἕλληνες ὅτι βασιλεῖς σὺν τῷ στρατεύματι ἐν τοῖς σκευοφόροις εἰη, βασιλεῖς δ' αὐτὸν ἤκουσε Τισσαφέρνους ὅτι οἱ Ἕλληνες νικῶνεν τὸ καθ' αὐτούς, καὶ εἰς τὸ πρόσθεν οἰχονταὶ διώκοντες, ἐνταῦθα δὴ βασιλεῖς μὲν ἀθροίζει τε τοὺς ἑαυτοῦ, καὶ συντάττεται· ὁ δὲ Κλέαρχος ἐβουλεύετο, Πρόξενον καλέσας, πλησιαίτατος γὰρ ἦν, εἰ πεμποῖεν τινας ἢ πάντες ἰοιεν ἐπὶ τὸ στρατόπεδον ἀρῆζοντες.

7. Parse and construe all the words italicised above.

## Euclid.

1. Define: *right angle, circle, angle in a segment of a circle, rhomboid, parallelogram, acute angled triangle.*
2. If a triangle have two angles equal the sides which are opposite to the equal angles are equal.
3. Describe a parallelogram equal to a given triangle, and having an angle equal to a given rectilineal angle.
4. Describe a square equal to a given rectilineal figure.
5. The opposite angles of a quadrilateral figure inscribed in a circle are together equal to two right angles.
6. Inscribe a hexagon in a given circle.
7. Similar triangles are to one another in the duplicate ratio of their homologous sides.
8. Draw a line perpendicular to a given plane from a given point without it.
9. Construct an isosceles triangle, having the angle at the vertex equal to four times each of the angles at the base.
10. Define a *conic section*, and distinguish between *ellipse, parabola*, and *hyperbola*.

Shew that in a *parabola*

$$PN^2 = 4 AS \cdot AN.$$

## Arithmetic.

1. Find the price per ounce of an article which costs \$478 per quarter.

2. Add together the squares of '281 and '052; and multiply 1'285714 by 4'6.
3. Simplify  $\frac{1}{8}$  of  $1\frac{1}{8}$  +  $1\frac{1}{8}$  of  $6\frac{1}{8}$  -  $1\frac{1}{8}$  of  $5\frac{1}{8}$   
 $\frac{1}{8}$  of  $1\frac{1}{8}$  of  $1\frac{1}{8}$
4. Reduce £19, 12s., 5½d., to the decimal of £39, 17s., 4d.
5. The return of a business in which 3 people have invested \$150, \$260, and \$400 respectively, is \$50.62½. What is the share of each?
6. A merchant bought 1452 articles,  $\frac{1}{4}$  of which he sells at a gain of 6 per cent.,  $\frac{1}{4}$  at a gain of 8 per cent., and the remainder at a gain of 10 per cent. If he had sold the whole at a gain of 12 per cent. he would have gained \$106.48 more. Find the cost price of each article.
7. Find the simple interest on £750, 10s., 7½d., for 64 days at 6½ per cent. per annum.

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Algebra.

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1. Simplify:

$$a(b-c)^3 - a(b-c)(2b^2 - bc + 2c^2) + (ab + ac)(b^2 - c^2);$$

and find its value when  $a = 1$ ,  $b = 2$ ,  $c = 3$ .

2. Shew that if  $3x^7 - 5x^3 + 2$  be divided by  $x^3 + x - 2$ , the remainder will be divisible by  $x - 1$ .

3. Simplify:

$$(1) \frac{x-1}{3} + \frac{x-1}{x-2} \div \frac{x+3}{7} - \frac{x+3}{x+4}$$

$$\frac{x+2}{4} + \frac{x+2}{x-3} \div \frac{x-2}{3} + \frac{x-2}{x-1}$$

$$(2) (ab^2c^3)^{\frac{1}{2}} \times (d^4c^{-1})^{\frac{1}{3}} \times (a^{-3}b^2c^2)^{\frac{1}{6}}$$

4. Solve the equations:

$$(1) \frac{7x+1}{5} - \frac{17-2x}{3} = \frac{5x+1}{4}$$

$$(2) 5x - 3y = 3x + 5y = 51$$

$$(3) (3x-5)(2x-5) = (x+3)(x-1).$$

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5. Divide the number 60 into 2 parts, so that if five times one part be subtracted from five times the other the remainder may be 100.
6. Find the sum of an infinite number of terms of a geometrical series, whose common ratio is less than unity.  
Sum the series 2, 6, 10, 14, ..... to 20 terms.  
" " 1,  $\frac{1}{3}$ ,  $\frac{1}{9}$ ,  $\frac{1}{27}$ , ..... to 8 terms.
7. (1) Write down the co-efficient of  $x^n$  in the expansion of  $(a + x)^n$ .  
(2) By what must it be multiplied to give the co-efficient of  $x^{n+1}$ ?  
(3) Find the middle term of  $(1 + 3x)^8$ .

### Trigonometry.

1. Define *sine*, *cosine*, and *tangent* of an angle; and express the first of these ratios in terms of each of the other two.
2. Trace the changes in the tangent of an angle as the angle varies from  $0^\circ$  to  $360^\circ$ .
3. Find the values of  $\sin 30^\circ$ ,  $\cos 60^\circ$ ,  $\cot 45^\circ$ .
4. Prove:  
(1)  $\sin A (\tan A - 1) - \cos A (\cot A - 1) = \sec A - \operatorname{cosec} A$ .  
(2)  $\sin 3A = 3 \sin A - 4 \sin^3 A$ .
5. Prove geometrically that  $\sin(A+B) = \sin A \cos B + \cos A \sin B$ .
6. Shew that in any triangle  
$$\cos A = \frac{b^2 + c^2 - a^2}{2bc}$$
7. If  $a = 5780$ ,  $c = 7639$ ,  $B = 43^\circ - 8'$ , find  $A^d C$ , having given  
 $\log 1859 = 3.26928$ ,  $\log 13419 = 1.12772$   
 $L \cot 21^\circ - 34' = 10.40312$ ,  $L \tan 19^\circ - 18' - 50'' = 9.54468$ .

### French.

#### Grammar and Voltaire, Charles XII.

1. Turn into English:  
(1) Aimez-vous à patiner? Mais oui, je m'amuse parfois à tracer des figures.



- (2) Croyez-vous pouvoir compter sur son amitié? Oui, nous espérons ne pas nous tromper en lui.
- (3) Où vous êtes-vous enrhumé? Je me suis enrhumé en me baignant.
- (4) Quel temps fait-il aujourd'hui? Je crois qu'il fait très beau.
- (5) Irez-vous voir votre cousine ce soir? Non, mais j'irai la voir après-demain.
- (6) Vous sentez-vous soulagé? Je me sens un peu mieux, merci.
- (7) Viendrez-vous avec moi? Je viendrais, si j'avais le temps.
- (8) Le roi est-il mort? Oui, le roi est mort! vive le roi!
2. Turn into French:
- (1) It was quite impossible to do it.
- (2) When did the travellers leave for Switzerland? Yesterday.
- (3) I wash myself every morning with cold water.
- (4) Now, let us begin to work.
- (5) I am not going away yet.
- (6) You will gather what you have not sown.
- (7) I always keep my promise.
- (8) I receive every day letters from my friends.

3. Turn into French:

*much fruit, too much money, he has no bread, a pound of meat, a glass of water, many grapes, too many books, he has no friends at all, a pound of cherries, a dish of vegetables.*

4. State: (1) The general rule for the Plural of Substantives and Adjectives.

(2) The special rules for Nouns ending (1) in *s, x, z*; (2) in *au* and *eu*; (3) in *al* or *ail*.

(3) Turn into French: *true friends are faithful, these Frenchmen are happy, his fine castles are old, their national works.*

5. (1) State the general rule for the formation of the Feminine of Adjectives.

(2) How do Adjectives ending (1) in *e* mute, (2) in *x*, (3) in *f*, (4) in *c*, (5) in *ieu, el, eil, on*, and (6) in *eur*, respectively, form their Feminine?

(3) Write the Feminine of *vert, fidèle, précieux, neuf, public, ancien, inférieur, trompeur, vengeur, bas, blanc, fou, long, sec, vieux*.

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language. Ex



- (4) Write out in full the numerals from 1 to 20.
6. Write out in full : Preterite Indicative, Present Conditional, Imperative, and Imperfect Subjunctive of : *faire, falloir, pouvoir, aller*.
7. Turn into English :

Chaque gentilhomme a le droit de donner sa voix dans l'élection d'un roi, et de pouvoir l'être lui-même. Ce plus beau des droits est joint au plus grand des abus : le trône est presque toujours à l'enchère ; et comme un Polonais est rarement assez riche pour l'acheter, il a été vendu souvent aux étrangers. La noblesse et le clergé défendent leur liberté contre leur roi, et l'ôtent au reste de la nation. Tout le peuple y est esclave ; tant la destinée des hommes est que le plus grand nombre soit partout, de façon ou d'autre, subjugué par le plus petit ! Là le paysan ne sème point pour lui, mais pour des seigneurs à qui lui, son champ et le travail de ses mains, appartiennent, et qui peuvent le vendre et l'égorger avec le bétail de la terre. Tout ce qui est gentilhomme ne dépend que de soi ; il faut, pour les juger dans une affaire criminelle, une assemblée entière de la nation ; il ne peut être arrêté qu'après avoir été condamné ; ainsi il n'est presque jamais puni. Il y en a beaucoup de pauvres ; ceux-là se mettent au service des plus puissants, en reçoivent un salaire, font les fonctions les plus basses. Ils aiment mieux servir leurs égaux que de s'enrichir par le commerce ; et en pansant les chevaux de leurs maîtres ils se donnent le titre d'électeurs des rois, et de destructeurs des tyrans.

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#### English Grammar.

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1. Give in a tabulated form a list of the Aryan or Indo-European languages, and shew precisely the relation of English to the other branches.
2. What are the three main stages in the development of the English language, and point out briefly the leading characteristics of each ?
3. Modern English owes much to Latin, but it is not a Roman language. Explain in what way and how far this is true.

4. Define *proper, common, abstract, and collective nouns*, with three examples of each.
5. Write out the corresponding Masculine or Feminine forms of *duke, priest, hero, sultan, roe, filly, witch, friar, niece, goose, duck*.
6. Write out the Plural of: *fly, boy, monarch, topaz, buffalo, motto, solo, sheaf, chief, fife, wharf, ox, sheep, deer, staff*.
7. Define (1) *Transitive and Intransitive Verbs*.  
(2) *Subject, Predicate, Object*, with sentences containing an example of each.
8. Parse all the words in: "This petty Nero actually branded a boy who had offended him with a red-hot iron."
9. Analyse the same sentence.
10. Correct or justify the following:
  - (1) Many a time.
  - (2) Each shall be rewarded in their turn.
  - (3) Between you and I, there is little hope of success.
  - (4) A few hours of intercourse with him is enough.
  - (5) His aversion from that course is strong.
  - (6) All males are of the masculine gender.
  - (7) Him excepted, all were lost.
  - (8) He is not the man as told me the story.
  - (9) That is not such a practice as I can sanction.
  - (10) The following facts may or have been adduced on the other side.

#### Roman History and Antiquities.

1. Give a short account of the Roman people in the earliest days, carefully distinguishing between *patres, plebes, and clientes*.
2. What changes is Servius Tullius reported to have made in the constitution; what was the principle of the *Comitia Centuriata*; and how far was it an advance upon the *Comitia Curiata*?
3. What was the real question at issue in the Punic Wars? Give an account of one of the great battles between Hannibal and the Romans.

4. Compare following periods of the Latin, &

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7. Give a

8. Briefly Augustus, and provinces.

9. What but Empire?

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4. Compare the territorial extent of the dominion of Rome at the following periods : the establishment of the Republic, and the close of the Latin, Samnite, and Punic wars, respectively.

5. Briefly describe the reforms attempted by Caius Grachus, and shew how he failed to realise them.

6. Give a short account of the battle of Pharsalia.

7. Give a short account of the death of Julius Cæsar.

8. Briefly explain how the empire was established in the person of Augustus, and what changes it produced in the government of the provinces.

9. What barbarian tribes settled in the provinces of the Western Empire?

10. Mention some of the leading traits in the character of the Roman people as a whole.

11. Give a short account of the average daily life of a Roman patrician.

12. In the Roman family what was the position of the *father*, *women*, *children* and *slaves* respectively.

### Macbeth.

1. " 'Macbeth' has an historical background or setting, but its main interest is not historical." Explain this.

2. Give a short account of the following scenes :

(1) The Banquet.

(2) Macbeth's second meeting with the Weird Sisters.

3. Write a few notes on the character of Macbeth as developed throughout the play.

4. Compare the character of Lady Macbeth with that of her husband, and point out any evidences of womanly tenderness in her nature given in the play.

5. " We still have judgment here :

This even-handed justice

Commends the ingredients of our poisoned chalice

To our own lips."



Shew how the moral order here referred to is vindicated in the play in the case of the two principal characters.

6. Complete one of the following quotations :

- (1) "The raven himself is hoarse."——
- (2) "If it were done when 'tis done."——
- (3) "Is this a dagger which I see before me?"——

7. Give the context of the following :

- (1) "The earth has bubbles, as the water has  
And these are of them."
- (2) "Infirm of purpose! Give me the daggers."
- (3) "Duncan is in his grave.  
After life's fitful fever he sleeps well."
- (4) "Good things of day begin to droop and drowse."
- (5) "But yet I'll make assurance double sure."
- (6) "What a sigh is there! The heart is sorely charged."
- (7) "I have lived long enough : my way of life  
Is fallen into the sear, the yellow leaf."
- (8) "Out, out brief candle."

8. Explain the meaning of the words italicised, and the references in the following :

- (1) "Of *kerns* and *gallowglasses* is supplied."
- (2) "And catch,—With his *surcease*, *success*."
- (3) "And on thy blade and *dudgeon*, *gouts* of blood."
- (4) "This my hand will rather—The multitudinous seas *incarnadine*."
- (5) "But in them Nature's *copy's* not eterne."
- (6) "When shalt thou see thy *wholesome* days again?"
- (7) "My mind she has *mated* and amazed my sight."
- (8) "As easy mayest thou the *intrenchant* air."

## SESSION 1886-7.

### ROLL OF PUPILS.

D. J. ANGUS,  
W. F. ANGUS.  
A. BARCLAY.  
J. BARCLAY,  
H. BARNES,  
J. BENNING,  
H. G. BROWNE,  
C. H. COLSON,  
W. J. CORISTINE,  
R. C. D. DALGLISH,  
JEFF DAVIS,  
JOHN DAVIS,  
H. G. EADIE,  
W. H. EVANS,  
E. E. FAIRMAN,  
H. S. GRINDLEY,  
W. S. HAGAR,  
H. R. HENDERSON,  
J. C. HICKSON,  
J. W. HICKSON,  
W. H. HILL,  
J. K. KENNEDY,  
J. LAW,  
A. W. LAWRENCE,  
H. B. MACDOUGALL,  
A. MACKAY,  
G. B. MACKAY,

H. MACKAY,  
H. B. MARLER,  
E. M. MORRICE,  
A. E. OGILVIE,  
J. K. C. OGILVY,  
J. P. RAE,  
A. F. RAMSAY,  
W. A. RAMSAY,  
G. W. L. RAWLINGS,  
H. E. A. RAWLINGS,  
H. M. REDPATH,  
J. C. REDPATH,  
J. R. REDPATH,  
W. G. ROBERTSON,  
A. H. SHOREY,  
F. A. SILLS,  
C. P. SIMPSON,  
E. F. SISE,  
C. F. STEARNS,  
B. STEVENSON,  
S. STEVENSON,  
C. L. TIFFIN,  
G. A. TIFFIN,  
H. H. THOMAS,  
J. M. W. THOMAS,  
R. B. VAN HORNE.

### HONOR LIST.

#### CLASS V.

1. J. W. HICKSON, Prize for General Excellence.

#### CLASS IV.

1. A. MACKAY, Prize for General Excellence.
2. C. F. STEARNS, Prize for General Excellence.  
H. G. EADIE, 1st in Greek Examination.

#### CLASS III.

1. J. C. HICKSON, Prize for General Excellence.  
G. W. L. RAWLINGS, Prize for Mathematics.  
W. J. CORISTINE, 1st in History Examination.  
W. C. HAGAR, 1st in Arithmetic Examination.

#### CLASS II.

1. C. H. COLSON,  
A. W. LAWRENCE, } Equal. Prize for General Excellence.  
A. E. OGILVIE, 1st in Geography Examination.  
G. A. TIFFIN, 1st in Arithmetic Examination.

#### CLASS I.

1. H. H. THOMAS, Prize for General Excellence.

#### PREPARATORY CLASS.

1. J. M. W. THOMAS, Prize for General Excellence.

S:

The session is divided into 3 terms, viz.:

1. September 8 to December 15.
2. December 16 to March 15.
3. March 16 to June 20.

#### FEES:

Board and Tuition fees:	\$400.00 per annum.
Preparatory Class:	75.00 "
Other Classes:	100.00 "
French and German, alternate daily lessons:	5.00 per term.
Elocution:	5.00
Drawing:	

#### Payable Termly in Advance.

NOTE: Pupils are expected to enter for the session, but may be enrolled any time, the fees being payable from the date of entry. In case of removal during the course of the session 3 months' notice is required.

#### Announcements for Session 1887-8.

Mr. F. Wolferstan Thomas has presented a Gold Medal to the school. The terms of competition will be announced at the opening of the session.

The Rev. Canon Norman, D.C.L., has offered a prize for the best results of a written examination in the English subjects of Classes IV, and V.

Mr. S. P. Stearns has offered a prize to the senior class for English composition and declamation.



Back of Post.

Sir J. Wm. Dawson,

McGill Col.

City.