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... THE ...

MANITOBA UNIVERSITY
CALENDAR



FOR THE YEAR 1897

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THE
MANITOBA UNIVERSITY
CALENDAR



For the Year 1897.



WINNIPEG:
PRINTED FOR THE UNIVERSITY BY THE FREE PRESS.
1897.

UNIVERSITY

W. CALVIN D. ...

For the year 1901

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July 1

Aug.

Sept. 1

Sept. 2

Sept. 9

Oct. 1

Oct. 5

Oct. 6

Nov. 3

Dec. 1

Dec. 2

Dec. 8

Jan. 5

Feb. 2

Mar.

Mar. 2

Mar. 3

University Almanac for 1897-8.

1897.

July 25.—Opening of ballot papers and declaring result of election of the seven representatives of Convocation to Council.

Aug. 26.—Last Thursday of the month.—Registrar to be notified on or before this date of appointments of Representatives to the Council and to the Board of Studies.

Sept. 1.—First Wednesday—Meeting of Board of Studies at 4 p.m.

Sept. 2.—First Thursday.—Statutory Meeting of the University Council at 3 p.m.

Election of Vice-Chancellor and of representatives of the Council to the Board of Studies. Appointment of Auditors and Finance Committee. Bursar's Statement of Accounts.

Sept. 9.—Last day for receiving applications for Supplemental and for the Medical Entrance Examinations.

Oct. 1.—First meeting of the Board of Studies at 4 p.m., to be called by the Registrar. Election of Officers.

Oct. 5.—Medical entrance and supplemental examinations begin.

Oct. 6.—Regular meeting of the Board of Studies at 4 p.m.

Nov. 3.—Regular meeting of the Board of Studies at 4 p.m.

Dec. 1.—Regular meeting of the Board of Studies at 4 p.m.

Dec. 2.—First Thursday.—Statutory meeting of the Council at 3 p.m.
Election of Registrar.

Dec. 8.—Second Wednesday.—Payment of the first moiety of Scholarships.

1898.

Jan. 5.—Regular meeting of the Board of Studies at 4 p.m.

Feb. 2.—Regular meeting of the Board of Studies at 4 p.m.

Mar. —The Examinations in Practical Anatomy of the course in Medicine will be held in March or April, at a date to be selected by the Board of Studies.

Mar. 2.—Regular meeting of the Board of Studies at 4 p.m.

Mar. 3.—First Thursday.—Statutory meeting of the Council at 3 p.m.
Appointment of University Examiners.

- April 5.*—Announcement of May Examinations in the papers if not already announced.
- April 6.*—Regular meeting of the Board of Studies at 4 p.m.
- April 18.*—Last day for receiving applications for Examinations in Arts, Law and Medicine.
- May 4.*—Regular meeting of the Board of Studies at 4 p.m.
- May 9.*—Examinations in Arts, Law and Medicine begin.
- May 11.*—Second Wednesday—Payment of second moiety of scholarships. (Except Junior B.A. Scholarships in Arts and Intermediate Scholarships in Medicine.)
- May 18.*—Last day for sending in to the Registrar application for M.A. and *ad eundem* Degrees. All Graduation Fees must be paid on or before this date.
- June 1.*—Regular meeting of the Board of Studies at 4 p.m.
- June 2.*—First Thursday.—Statutory meeting of the Council at 3 p.m. Payment of second moiety of Jr. B.A. and Intermediate Scholarships.
- June 3.*—CONFERRING OF DEGREES, 3 p.m. Annual meeting of Convocation at 4.30 p.m. Nomination of representatives.

Chan
Vice
Regis
Audit

Rev. Fa
Rev. A.
Rev. G.
Hon. Jo

The Bish
Rev. De
Ven. Ar
Rev. Car

Rev. J. M
Rev. Pro
Rev. Pro
Rev. A. J

Rev. J. W
Rev. A. G
J. B. Som
J. A. M. A

W. A. B.
J. H. O'D

J. R. Jone
W. H. Sm

Officers of the University.

VISITOR.

HIS HONOR THE LIEUTENANT-GOVERNOR.

THE COUNCIL (1897-98).

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

ST. JOHN'S COLLEGE REPRESENTATIVES.

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

MANITOBA COLLEGE REPRESENTATIVES.

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

WESLEY COLLEGE REPRESENTATIVES.

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

MANITOBA MEDICAL COLLEGE REPRESENTATIVES.

W. A. B. Hutton, M.D. Gordon Bell, M.D.
J. H. O'Donnell, M.D.

COLLEGE OF PHYSICIANS AND SURGEONS.

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

REPRESENTATIVES FROM CONVOCATION.

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

A. Bo
 A. H.
 A. M.
 J. T.
 Geo.
 N. Be
 A. Mc
 W. R.
 J. H.
 H. Na
 F. S.
 Rev. P.
 A. V.

 Jas. A.
 J. Hen
 E. S. P.
 G. H.
 Oct. L.

 J. R. J.
 J. W. V.

 John R.
 N. H. P.
 Rev. D.
 W. H. T.
 F. C. W.
 L. J. Cl
 Rev. R.
 Rev. A.
 Jas. Fish
 J. B. Mc
 C. Stewa
 D. McLe
 M. Mack
 Jas. Patt
 E. B. O'
 H. A. H.
 J. A. Mc
 James W
 Robert J
 A. F. Da
 B. E. Ch
 H. H. Ch
 G. W. Al
 J. D. Can
 O. H. Cla
 H. E. Cra
 T. D. Cur

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.
 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.

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., 1885 }	(3)	Betournay, Albert.
B.A., 1886 } M.A., 1889 }	(3,6)	LaRiviere, Alphonse.
B.A., 1886 } M.A., 1889 }	(3,7)	Rocan, Elie.
B.A., 1887— B.A., 1887 }	(3,6)	DeLaronde, A.
M.A., 1890 } B.A., 1888 }	(3,7)	Gauthier, E. Landreville.
M.A., 1891 } B.A., 1888—	(3,7)	Royal, Henri.
B.A., 1890 } M.A., 1896 }	(3,5)	Brisebois, D.
B.A., 1891 } M.A., 1894 }	(3,6)	Beliveau, Arthur.
M.A., 1894 } B.A., 1891—	(3,6)	Goulet, R.
B.A., 1891 } B.A., 1891 }	(3,7)	Jubinville, W. J.
M.A., 1894 } B.A., 1892 }	(3b)	Samson, J. M.
M.A., 1895 } B.A., 1892—	(3,7)	Dubuc, A. Joseph H.
B.A., 1892 } M.A., 1895 }	(3,6)	Jean, Gustave L.
B.A., 1893 } M.A., 1896 }	(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— " 1895—	(3,5)	Trudel, Joseph.
" 1896— " 1896—	(3,6)	Desourdis, Joseph.
" 1896— " 1896—	(3,6)	Dubuc, Lucien.
" 1896— " 1897—	(3,7)	LaRiviere, Adrien C.
" 1896— " 1897—	(3)	Rousseau, Albert.
" 1897—	(3,6)	Cinq-Mars, Marius.

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.
" 1887—	—	Right Rev. John Grisdale, Bishop of Qu'Appelle.
" 1887—	—	Ven. J. A. Mackay.

D.D., 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.
" 1884—		Burman, W. A.
" 1882—		McKay, G., Ven.
B.A., 1881 }	(1,6)	McLennan, R.
B.D., 1884 }		
B.D., 1885—		Goulding, A. W.
B.D., 1886 }		
B.A., 1884 }		Fortin, I. C.
B.D., 1886—		Bunn, T. W.
" 1887—		Pentreath, Rev. E. S. W.
B.A., 1884 }	(3)	Coggs, T. C.
B.D., 1885 }		
M.A., 1887 }		
B.A., 1884 }	(1b)	Jeffrey, C. N.
B.D., 1885 }		
M.A., 1887 }		
B.D., 1887—		Littler, C. R.
B.A., 1885 }		
B.D., 1887 }		Nichols, W.
M.A., 1891 }		
B.A., 1886 }	(1,7)	Anderson, J. G.
B.D., 1888 }		
B.A., 1887 }	(3,7)	Drummond, H. M.
B.D., 1888 }		
B.A., 1889 }	(1)	Pritchard, T. H.
B.D., 1891 }		
M.A., 1892 }		
B.A., 1890 }	(3a)	Hewitt, N.
B.D., 1891 }		
M.A., 1893 }		
B.D., 1893—		Baldock, H. W.
B.D., 1893—		Coates, R. E.
B.A., 1888 }	(1,7)	Page, J. W. B.
B.D., 1888 }		
M.A., 1891 }		
B.A., 1888 }	(3)	Stevenson, R. G.
B.D., 1891 }		
M.A., 1893 }		
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.
" 1886—	(1)	Black, J. H.
B.A., 1884 }	(1,6)	Machray, John Alexander.
M.A., 1896 }		
B.A., 1885—	(2,6)	McIntyre, William A.

B.A., 1885 } (1,7)	Cook, A.
M.A., 1888 } (1)	Herchmer, H. W.
B.A., 1886— (1)	
B.A., 1887 } (8,7)	Barber, W. D.
M.A., 1892 } (4a)	Cook, H. G.
B.A., 1887— (2b)	Doupe, J. L.
M.A., 1890 } (1)	Goggin, D. J.
B.A., 1887 } (1)	Ross, W. R.
M.A., 1890 } (1)	Fisher, H. S.
B.A., 1888— (4)	Girdlestone, C. W.
B.A., 1888 } (1,6)	Matheson, J. W.
M.A., 1891 } (1)	Wrigley, J. H.
B.A., 1888 } (1,6)	Phair, E. E.
" 1889— (1)	Camsell, G.
" 1889— (8,6)	Gill, E. A. W.
B.A., 1889 } (4,6)	Smith, W. H.
M.A., 1892 } (8a)	King, Howard J.
B.A., 1891 } (3a)	Stoddart, Daniel Andrew Bell
M.A., 1895 } (3,6)	Corbett, W. A.
B.A., 1890— (1b)	Cram, A.
" 1890— (1,6)	Cunningham, C.
" 1890— (2,5)	Page, Joseph.
" 1890— (4a)	Walton, T. H. J.
" 1890— (9,6)	Chapman, F. S.
" 1891— (1,6)	Aikins, H. B.
" 1891— (1,6)	Girling, R. H. L.
" 1891— (4)	Mercer, F.
" 1891— (4a)	Rounthwaite, F. S.
" 1892— (3a)	Brand, William.
" 1892— (1,7)	Clarke, Waddington.
" 1892— (1,7)	Hobbes, William Ernest.
" 1892— (1a)	Kimberly, James Ellis.
B.A., 1893 } (1a)	Norquay, A. T.
M.A., 1897 } (9)	White, Algernon de Silva.
B.A., 1893 } (4a)	Camsell, Chas.
M.A., 1896 } (4,6)	Cross, J. F.
B.A., 1894— (3)	Dove, A. J.
B.A., 1894 } (1,6)	d'Easum, G. C.
M.A., 1897 } (3,6)	Lawler, Jas.
B.A., 1894— (9b)	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.

B.A., 1895—	(8)	Adams, Ethel Georgie.
" 1895—	(8a)	Burke, Mamie Tobin.
" 1895—	(3a)	Beacham, Havelock.
" 1895—	(1,6)	Bond, Edward Spooner
" 1895—		Gray, Henry Allen.
" 1895—		Hudson, Wm. Henry.
" 1895—	(1a)	Magnusson, Riklef Adolph Wilhelm
" 1895—	(3)	Richardson, John Andrew.
" 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 Lillian.
" 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)	Peircé, Sidney James Shepard.
" 1897—	(9a)	Pritchard, Edmund C. R.
" 1897—	(4b)	Rose, Edwin William.

MANITOBA COLLEGE.

B.A., 1880—	(4,5)	Gunn, Wm. Reginald.
B.A., 1881 }	(4,8)	Polworth, J. Bruce.
M.A., 1892 }		
B.A., 1881—		Munroe, George F.
B.A., 1882 }	(3,6)	Campbell, Alexander M.
M.A., 1885 }		
B.A., 1882 }	(1,7)	MacBeth, Roderick Geo.
M.A., 1885 }		
B.A., 1882—	(2a, 3a)	McCallum, Neil.
B.A., 1882 }		Sutherland, Roderick Ross.
M.A., 1885 }		
B.A., 1883—	(1, 7)	Brown, Frank A.
" 1883—	(1)	Anderson, David.
" 1883—		Code, John B. D. (d).
B.A., 1883 }		Omand, Wm. McKay.
M.A., 1886 }		
B.A., 1883 }		Maclaren, Archibald.
M.A., 1886 }		
B.A., 1884—	(4, 5)	McVicar, Donald H. (d)
B.A., 1884—		McPherson, D. S. (d).
B.A., 1884 }		Mulvey, John H.
M.A., 1887 }		
B.A., 1885 }	(1, 5)	Huggard, John Thompson.
M.A., 1888 }		
LL.B. 1888 }	(4,5)	McPherson, Alexander Nugent.
B.A., 1885 }		
LL.B. 1895 }	(3)	McLean, Andrew. (d).
B.A., 1885—	(4)	Anderson, Freeman B.

B.A., 1885 } M.A., 1888 } B.A., 1885 } M.A., 1888 } LL.B. 1887 }	(4,7)	Stewart, H. A.
B.A., 1886 } LL.B. 1889 } M.A., 1893 }	(1,6)	Thomson, A. W. (d). Pitblado, Isaac.
B.A., 1886— (4,5) B.A., 1886— (4) B.A., 1886 } LL.B. 1888 } M.A., 1893 }	(4,5) (4) (4a)	Montgomery, Edward W. Quigley, J. Harry W. (d). Thomson, Robert M.
B.A., 1886— (4,7) B.A., 1887— (4b) B.A., 1886 } M.A., 1889 }	(4,7) (4b) (4b)	Fraser, Frank Leonard. McPhillips, Francois Xavier. McIvor, George Munroe. (d).
B.A., 1886 } M.A., 1890 }	(3,6)	Taylor, Thomas Wardlaw.
B.A., 1886— (3,7) B.A., 1886 } M.A., 1890 }	(3,7) (3a)	Davis, John E. Rowman, James A.
B.A., 1886— (3a) B.A., 1886 } M.A., 1893 }	(3a) (3a)	Gordon, Malcolm Ronald. McIntyre, Daniel.
B.A., 1887— (1,7) B.A., 1887— B.A., 1887 }	(1,7) (1,6)	Davis, F. L. Fraser, M. S. Harvey, J. G.
LL.B. 1890 } B.A., 1887— (3,5) B.A., 1887— (4a) B.A., 1887 }	(3,5) (4a) (8a)	McGillivray, J. K. McLeod, A. N. McKerchar, D. W.
M.A., 1890 } 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) B.A., 1887 } M.A., 1890 }	(4,7) (4,6)	Yeomans, J. A. Wesbrook, F. F.
B.A., 1888— (3,6) " 1888— (3,7) " 1888— (4b) " 1888— (4b) " 1888— (3a) " 1888— (1) " 1888— (4,7) " 1889— (3,7) " 1889— (3a) " 1889— (3b) " 1889— (3a)	(3,6) (3,7) (4b) (4b) (3a) (1) (4,7) (3,7) (3a) (3b) (3a)	Argue, W. P. Campbell, D. Campbell, R. D. Calder, J. A. McGregor, M. P. McCrossan, T. J. Milligan, R. H. Beveridge, T. Driscoll, A. E. Elkin, W. B. 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 } (3a)	McKay, D. D.
M.A., 1896 }	
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 } (3)	Sharpe, Frederick James.
M.A., 1892 }	
B.A., 1889— (3,6)	Urquhart, D. H.
B.A., 1890— (3)	Campbell, J. A.
B.A., 1890 } (3b)	Connery, D. G. S.
M.A., 1893 }	
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 } (8a)	McLean, J. N.
M.A., 1893 }	
B.A., 1892 }	
M.A., 1895 }	Johnston, Margaret J.
B.A., 1890—	
B.A., 1890—	Mitchell, F. H.
B.A., 1890 }	Odell, M. B.
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 } (2b)	Braithwaite, C.
LL.B. 1896 }	
B.A., 1891— (3,7)	Butchart, J. C.
" 1891— (2)	Conklin, J. S.
" 1891— (3a)	Doolittle, T.
" 1891— (3,6)	Forrester, Donald.
" 1891— (1a)	Hogg, L. J.
B.A., 1891 } (3a)	Irvine, W. F.
M.A., 1897 }	
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 } (4a)	Scott, Frederick Jones.
M.A., 1896 }	
B.A., 1892— (3,6)	Thompson, Simon Wm.
B.A., 1892— (3a)	Wise, Herbert Edwin.
" 1893— (4a)	Alexander, A. B.

B.A., 1893 }		Argue, A. W.
M.A., 1896 }		
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.
" 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. I.
" 1894—	(1,6)	Wark, Joseph.
" 1895—	(1)	Ball, Augustus Henry.
" 1895—	(8,6)	Byrnes, Miss Francis Emma.
" 1895—	(9,7)	Conklin, Roscoe Yeo.
" 1895—	(4a)	Creighton, John Adam.
" 1895—	(4)	Gillies, Clarence Alexander.
" 1895—	(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.
"	1895—	(4,6)	Watt, Walter Langmuir.
"	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.
"	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)	Dalglish, 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.

B.A., 1897—	(2)	Taylor, Alexander.
" 1897—	(3b)	Wallace, John Henry.
" 1897—	(3b)	Winram, Alexander Robert.

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]	(1a)	Tufts, A. J.
B.D., 1896]		
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]	(1,7)	Sparling, John Kerr.
M.A., 1896]		
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.
" 1894—	(2,7)	Sparling, W. R.
" 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.
" 1895—		Loftus, Edwin.
" 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.

(1) Class
(1a) "
(1b) "
(2) Math
(2a)
(3b) Ment
(3) "
(3a) "
(3b) "

B.A., 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.
" 1897—	(8,5)	Sparling, Laura Ethel.
" 1897—	(9,7)	Thompson, Alfred A.
" 1897—	(4a)	Wadge, Herbert Wm.

NON-COLLEGIATE.

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

(1) Classical Honors, Class I.	(4) Natural Science Honors, Class I.
(1a) " " " II.	(4a) " " " II.
(1b) " " " III.	(4b) " " " III.
(2) Mathematical Honors, Class I.	(5) Governor-General's Silver Medal.
(2a) " " " II.	(6) University Silver Medal.
(2b) " " " III.	(7) University Bronze Medal.
(3) Mental and Moral Science, Class I.	(8) Modern Languages Honors, Class I.
(3a) " " " II.	(8a) " " " II.
(3b) " " " III.	(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—Cakler, 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—Metcalf, 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—Croat, E. A.
 M.D., C.M., 1894—Conklin, J. S.
 M.D., C.M., 1894—Elkin, S. J.
 M.D., C.M., 1894—Günne, 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.
 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.
 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—Casselmann, Vestes Ernest Daniel.
 M.D., 1897—Cross, James Wm.
 M.D., C.M., 1897—Douglas, Alexander Joseph, B.A.
 M.D., 1897—Ferguson, Robt. D.
 M.D., 1897—Graham, John Albert.
 M.D., 1897—Hicks, Harvey Elgin.

- 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, Murrrough 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.

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)

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

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 Rev.

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.]

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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.

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University Examiners, May, 1897.

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Rev. George Bryce, M.A., LL.D., Professor of Science and Literature.
Rev. Thos. Hart, M.A., B.D., Professor of Classics and French.
Rev John M. King, M.A., D.D., Lecturer in Mental and Moral Philosophy and in German.
Rev. A. B. Baird, M.A., B.D., Lecturer in Logic and Political Economy and Classics.
T. W. Taylor, M.A., Ph. D., Assistant Lecturer in Mental and Moral Philosophy.
W. E. James, B.A., Resident Tutor and Lecturer in Mathematics.
John R. McArthur, B.A., Tutor in Modern Languages.
Frederick W. Clark, B.A., Tutor in Classics.

THEOLOGICAL DEPARTMENT.

Session, March 30 to August 31—Staff for 1898.

Rev. John M. King, D.D., Principal of Manitoba College; Old and New Testament Exegesis and Biblical Theology.
Rev. A. B. Baird, B.D., Professor in Manitoba College; Hebrew, Introduction and Church History.

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1885—A.

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1886—W.

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1887—J. F.

1888—J. T.

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A.

1889—G.

J. A.

1891—J. C.

R. I.

1893—I. P.

R. I.

1880—W. I.

1881—G. F.

J. B.

1882—A. M.

R. G.

R. R.

N. M.

1883—W. M.

F. A.

A. M.

J. B.

1884—J. H.

D. H.

D. S.

1885—J. T.

A. N.

Rev. James Ross, M.A., B.D., Montreal Presbyterian College; Homiletics and Practical Theology.
 Rev. Robt. A. Falconer, B.D.; New Testament Exegesis.

Arrangements are being made for other Courses of Lectures during the Session, of which due notice will be given.

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For particulars of Scholarships open for competition in the Theological department consult the Calendar of the College.

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1886—W. M. Omand, B.A. A. McLaren, B.A.	1894—A. E. Driscoll, B.A. F. H. Russell, B.A. Dugald McIntyre, B.A.
1887—J. H. Mulvey, B.A.	1896—Andrew Wm. Argue, B.A. Hugh Cowan, B.A. J. R. Davidson, B.A. D. D. McKay, B.A. Robert Paterson, B.A. Frederick J. Scott, B.A.
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1893—I. Pitblado, B.A. R. M. Thomson, B.A.	

B. A.

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1884—J. H. Mulvey. D. H. McVicar. D. S. McPherson (deceased).	
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- 1887—F. L. Davis.
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J. C. Saul.
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J. A. Yeomans.
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- 1888—W. P. Argue.
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R. D. Campbell.
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- 1889—T. Beveridge.
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M. B. McEwen.
J. E. Munroe.
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F. J. Sharpe.
D. H. Urquhart.
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H. Saunderson.
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- 1891—C. Braithwaite.
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D. Forrester.
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S. E. Lang.
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James Laing.
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Allan Moore.
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Herbert E. Wise.
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J. Brown.
A. M. Brown.
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D. Chas. McArthur.
R. A. Mitchell.
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Lillian K. Ponton.
James Pullar.
John L. Small.
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J. P. Lawson.
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T. R. Ponton.
A. T. Robinson.
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W. J. Small.
E. Smith.
Miss E. A. Sutherland.
Miss J. C. Taylor.
Miss I. I. Urquhart.
Joseph Wark.

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- 1895—A. H. Ball.
Miss F. E. Byrnes.
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J. A. Creighton.
C. A. Gillies.
Miss E. H. Hart.
Miss H. B. Hislop.
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A. Lang.
W. Manahan.
J. W. McNab.
W. W. McRae.
D. G. Ross.
P. Strang.
W. L. Watt.
- 1896—C. McKinnon Campbell.
Christina Bryson Cameron.
Alexander Dunn.
Lina Dunham DuVal.
Eva Finkelstein.
Armand Hartley.
Franklin L. Ireland.
Helen Skinner King.
William John McKay.
Frederick J. G. McArthur.
James MacIntosh.
George Bertram Monteith.
Egerton Whimster Marlatt.
Peter Honeymoon Moodie.
William Millar.
Jean H. Russell.
Andrew Campbell Strachan.
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Ethel L. Braden
Winnifred I. Brown
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Geo. H. Craig
Richard W. Craig
John H. Cross
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Geo. H. Ross
John Ross
Torrance B. Sharp
Henry J. T. Stirling
Maggie M. Strevel
Alexander Taylor
John H. Wallace
Alexander R. Winram.

B. D.

- 1894—Archibald Thompson.

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- 1878—James Duncan.
Samuel Polson.
- 1880—Dugald McGregor.
- 1884—Duncan Monroe.
James Todd.
John Kelly.
- 1885—David Henderson, B.A.
W. McK. Omand, B.A.
- 1886—John M. Simpson.
- 1887—A. McLean, B.A.
H. W. Fraser.
D. H. McVicar, B.A.
A. B. Winchester.
G. A. Laird, B. A.
- 1888—T. Collins Court.
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- 1889—W. J. Hall.
Isaac McDonald.
- 1890—Walter Beattie.
J. Arthur Bowman, B.A.
R. G. McBeth, M.A.
Norman H. Russell, B.A.
- 1891—Jas. Buchanan.
Duncan Campbell, B.A.
Peter Fisher.
Robert E. Knowles.
Jas. Lockhart.
D. D. McKay, B. A.
Chas. McKerchar.
James E. Monroe, B.A.
Hope F. Ross.
- 1892—Thos. Beveridge, B.A.
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A. E. Driscoll, B.A.
Richard Weir.
Kenneth A. Gollan.

- 1892—A. C. Manson.
Samuel Polson.
- 1893—Bryce Innis.
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John Maxwell.
Robt. Paterson, B.A.
F. H. Russell, M.A.
- 1894—A. Chisholm, B.A.
E. W. Florence.
A. P. Ledingham, B.A.
C. McDiarmid, B.A.
Dugald L. McIntyre, B.A.
H. McLellan.
T. H. Mitchell, B.A.
T. V. Richmond.
J. S. Scott, B.A.
J. A. Slimmon.
- 1895—Duncan Campbell, B.A.
John S. Scott.
- 1895—Isaac N. Guthrie.
John S. Hamilton.
Alex. Kemlo, B.A.
James Laing, B.A.
Geo. E. Loughead, B.A.
Allan Moore, B.A.
Gilbert S. Scott.
Alfred S. Thompson.
Simon W. Thomson, B.A.
John E. Wallace.
- 1896—W. L. Atkinson
A. G. Bell, B.D.
T. Hunter Boyd
A. E. Camp, B.D.
James Hood
W. T. McKenzie
E. Guthrie Perry, B.A.
J. L. Small, B.A.
John E. Smith

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| Brown, Winnifred J. | Matthew, Norman J. |
| Burns, Robt. N. | McVicar, Minnie |
| Campbell, Alex. N. | Meek, E. E. |
| Craig, Geo. H. | Menzies, G. H. |
| Conklin, John H. | Penner, Erdman |
| Craig, Richard | Robertson, J. R. |
| Cross, John H. | Ross, G. H. |
| Dalglish, C. N. | Ross, John |
| DuVal, Lorraine E. | Sharpe, Torrance B. |
| Fraser, A. J. | Stirling, H. J. |
| Harvey, Howard | Strevel, Margaret |
| Hambly, D. D. | Taylor, Alexander |
| Hislop, Charles | Wallace, J. H. |
| Inglis, W. J. | Winram, A. R. |

JUNIOR B.A.

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| Campbell, Sidney A. | Hudson, Edw. |
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| Davis, Geo. A. | Logan, Margaret F. |
| Doupe, Josepha Annie | Marshall, Joseph |
| DuVal, Genevieve | Matthew, Mary A. |
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| Gunn, John A. | Shortreed, George D. |
| Hamilton, Estella M. | Wardell, Wm. H. |
| Hearn, Arthur E. | Williams, David |

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Bathgate, Elizabeth	Killam, George
Bemister, Margaret	Kirkpatrick, Thomas
Buason, Ingar	Logan, Constant L.
Carmichael, John	Logan, Alberta
Campbell, C. F.	Logan, Orton E.
Duffie, Hannah	McDiarmid, Reginal.
Duffie, W. R.	McKinnon, Isabella
Falconar, Edina	McTavish, J. A.
Fletcher, R. D.	McMillan, R. M.
Foot, Charles	Mitchell, Rosslyn
Gillies, Roderick	Newton, Mabel
Glenn, Amber	Peacock, T. R.
Hamilton, W. C.	Polson, James
Henry, Gertrude	Saunderson, F. C.
Kerr, Gertrude	Stewart, David A.

 THEOLOGICAL STUDENTS IN ATTENDANCE DURING SUMMER
SESSION OF 1897.

THIRD YEAR.

Faryon, G. W.	Stevenson, N.
Hartley, F. J., B.A.	Strang, Peter, B.A.
Jarvis, Hunt J.	

SECOND YEAR.

Dickey, R. M.	McLean, Hector N.
McKee, M.	Oliver, Daniel
McAfee, Thomas	Stirling, H. J.

FIRST YEAR.

Akitt, Wesley	Lowry, J. W. S.
Ball, Joseph	Macduff, Alex.
Bell, Dugald	Millar, W., B.A.
Campbell, S. A., B.A.	Pollock, R. C.
Dunn, Alex., B.A.	Robertson, J. R., B.A.
Gold, W. F.	Russell, W. G.
Inglis, W. J., B.A.	Shepherd, A. W.

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(Affiliated in 1888.)

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W. F. C

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Rev. J.
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 G. J. Laird, B.A., Ph. D. [Bresl.]: Professor of Geology and Experimental Physics. Lecturer in German.
 Rev. A. Stewart, B.D.,: Lecturer in English and History.
 Rev. J. H. Riddell, B.A., B.D., Professor of Classics.
 W. F. Osborne, B.A.: Professor of English and French.

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- Rev. J. W. Sparling, M.A., D.D., Principal: Professor of Homiletics, Pastoral Theology and Church History.
 Rev. A. Stewart, B.D.: Professor of Hebrew, Systematic Theology and Old Testament Exegesis.
 Rev. J. H. Riddell, B.A., B.D.: Lecturer in Biblical Theology and New Testament Exegesis.

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 1897—Henry Walter Whitla, B.A.

B. A.

- | | |
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| 1891—W. T. Shipley. | G. J. Hopper |
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| K. A. Clement | J. P. Wadge |
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| Jas. Endicott | Miss Teresa Kyle. |
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| Jasper Halpenny | Maude McCrossan |
| Jos. Little | Robt. E. McCullagh |
| A. W. T. Martin | Samuel T. Robson |
| W. R. Sparling | Laura Ethel Sparling |
| 1895—Albinus Clarke | Alfred A. Thompson |
| R. J. Cooke | Herbert Wm. Wadge |
| C. H. Cross | |

B. D.

1894—Rev. N. J. Brown, B.A. 1896—Rev. A. J. Tufts, B.A

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AT WESLEY COLLEGE DURING 1896-97.

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Cumming, Robt. W.	Sparling, Miss L.
Haw, J. A.	Thompson, A. A.
Ireland, W. W.	Wadge, H. W.
Johnston, T. J.	Whitmore, H. W.

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Crawford, Miss K. J.	Spear, E. B.
Doran, Chas. W.	Stephenson, Miss E.
Hull, Hiram	St. John, Chas. W.
Kinley, H. J.	Taylor, Hilliard
Knowlton, G. H.	Walker, E. H.
Markle, M. C.	

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Carter, H. P.	Peacock, Miss E. M.
Carwell, Norman	Penner, Miss Helena
Clint, A. E.	Roblin, W. L.
Cram, W. J.	Sipprell, W. A.
Dembrest, —	Smyth, Miss A. A.
Dowler, Miss M. A.	White, Miss E. B.
Graham, H. W.	Wilkinson, Samuel
Hallady, B. B.	Wilson, Fred. C.
Halpenny, W. T.	Windsor, Stephen

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Dr
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Dr
J. Wilf
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J. A. M
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Manitoba Medical College.

Established 1883. Affiliated 1884.

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J. A. McArthur, M.D., C.M. (McGill). Professor of Medical Jurisprudence and Toxicology.

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Æneas J. Macdonnell, B.A., M.D., C.M. (McGill). Member of the Medical Staff of the Winnipeg General Hospital. Professor of Surgical Anatomy.

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E. S. Popham, M.A. (Victoria), M.D., C.M. (Univ. Man.) Member of the Medical Staff of the Winnipeg General Hospital. Professor of Obstetrics and Diseases of Infancy.

J. H. O'Donnell, M.D. (Victoria), M.D., C.M. (Trinity). Consulting Physician to the Winnipeg General Hospital. Professor of Sanitary Science.

E. W. Montgomery, B.A., M.D., C.M., (Univ. Man.) Member of the Medical Staff, Winnipeg General Hospital. Professor of Physiology.

Gordon Bell, B.A. (Tor. Univ.) M.D., C.M. (Univ. Man.) Bacteriologist to the Provincial Government. Professor of Histology, Pathology and Bacteriology.

- R. Johnstone Blanchard, M.B., C.M. (Edin. Univ.) Member of the Medical Staff, of the Winnipeg General Hospital.
 Professor of Surgery and Clinical Surgery.
- J. R. Jones, M.B. (Tor.), L.R.C.P. (Lond.), F.O.S. (Lond.) Member of the Medical Staff of the Winnipeg General Hospital.
 Professor of Clinical Medicine.
- James Patterson, M.D., C.M. (McGill). Member of the Medical Staff of the Winnipeg General Hospital. Chairman of the Provincial Board of Health.
 Emeritus Professor of Hygiene.
- J. S. Gray, M.D., C.M. (McGill). Member of the Medical Staff of the Winnipeg General Hospital. Registrar of the Coll. Phys. and Surgs., Manitoba.
 Professor of Diseases of Women and Childhood.
- W. S. England, M.D., C.M. (McGill). Member of the Medical Staff of the Winnipeg General Hospital.
 Demonstrator of Anatomy.
- A. Holmes Simpson, M.D., C.M. (Univ. Man.)
 Professor of Materia Medica and Therapeutics.
- Alex. Campbell, Esq., Member Ontario College of Pharmacy; Licentiate Manitoba Phar. Association.
 Lecturer on Pharmacy.

REPRESENTATIVES ON UNIVERSITY COUNCIL.

Dr. Hutton. Dr. Bell. Dr. O'Donnell.

LIST OF GRADUATES.

NAME.	DEGREE.	RESIDENCE.
1886		
Dixon, G. E.	M.D.	St. Paul, Minn.
Fawcett, J., M.A.	M.D.	Grand Forks, N.D.
Lacombe, G. A.	M.D.	Montreal.
†McInnes, H. L.	M.D., C.M.	Edmonton, N.W.T.
‡†Oliver, A.	M.D.	
Steep, J. R.	M.D.	Winnipeg.
1887		
Greig, J. A.	M.D.	Bottineau, N. Dak.
Hutton, W. A. B.	M.D., C.M.	Winnipeg.
Simpson, R. M.	M.D., C.M.	Winnipeg.
†*†Thompson, A. S.	M.D., C.M.	Toronto.
1888		
Carscallen, A. D.	M.D.	Winnipeg.
*Gemmell, J. E.	M.D., C.M.	St. Paul, Minn.
†*Large, C. J.	M.D., C.M.	Alexander.
Latimer, V. E.	M.D., C.M.	Winnipeg.
McIntyre, J. P., Rev.	M.D.	Birtle, Man.
Sibbit, A.	M.D.	Edinburgh, Scotland.
Cowan, D. W.	M.D.	Superior City, Minn.
Goulding, F. J.	M.D.	Grand Forks, N.D.

Blakel
 ††Cald
 *Lamo
 ‡Lipset
 Stewar
 McPhil

†Bell
 Braithw
 Byers,
 *Fraser
 *Todd,
 Wesbro

Campbe
 Cartmel
 †Pophar
 ‡†Porter
 Sherrin,
 Sparling

†Boyle,
 Cook, H
 Fergusso
 Foxton,
 Gahan,
 Haworth
 McInnis
 Metcalf,
 ††Montg
 Pennefat

Armstron
 Brown, R
 Cowan, S
 Campbel
 Duncan,
 †Findlay
 Inglis, M
 Lougheed
 Morrison,
 McLeod,
 †Sloan, J
 Simpson,

Andrew, J
 Burnham,
 Brien, F.
 Camsell, C
 Crokot, E
 Conklin, J

1889

Blakely, E. A	M.D.	Winnipeg.
††Calder, J	M.D.,C.M.	Medicine Hat.
*Lamonte, T. J.	M.D.,C.M.	Treherne, Man.
‡Lipsett, R.	M.D.,C.M.	
Stewart, A. B.	M.D.,C.M.	Duck Lake, N.W.T.
McPhillips, X., B.A.	M.D.	Victoria, B.C.

1890

†Bell Gordon	M.D.,C.M.	Winnipeg.
Braithwaite, W.	M.D.	Calgary.
Byers, H. P	M.D.	Selkirk.
*Fraser, M. S.	M.D.,C.M.	Brandon.
*Todd, J. O.	M.D.,C.M.	Winnipeg.
Wesbrook, F. F., B. A.	M.D.,C.M.	Minneapolis, Minn.

1891

Campbell, R. J.	M.D.,C.M.	Carnduff, N.W.T.
Cartmell, J. W.	M.D.,C.M.	Glenboro.
†Popham, E. S., M.A.	M.D.,C.M.	Winnipeg.
‡†Porter, H. W.	M.D.,C.M.	
Sherrin, W. A.	M.D.	Souris.
Sparling, J. H.	M.D.,C.M.	Pilot Mound, Man.

1892

†Boyle, R. C.	M.D.,C.M.	Morden, Man.
Cook, Harry, B.A.	M.D.,C.K.	Manitou, Man.
Fergusson, J. B.	M.D.,C.M.	Minneapolis, Minn.
Foxton, Miss Hattie	M.D.,C.M.	Detroit, Mich.
Gahan, Garner, M.A.	M.D.,C.M.	Hartney, Man.
Haworth, R. J.	M.D.,C.M.	McGregor, Man.
McInnis, J.	M.D.,C.M.	Carberry, Man.
Metcalf, W. E.	M.D.,C.M.	Portage la Prairie.
††Montgomery, E.W., B.A.	M.D.,C.M.	Winnipeg.
Pennefather, G. F.	M.D.	Winnipeg.

1893

Armstrong, J. W., B.A.	M.D.,C.M.	Gladstone, Man.
Brown, R. W.	M.D.,C.M.	Glenwood, Wis.
Cowan, S. B., B.A.	M.D.,C.M.	Portage la Prairie.
Campbell, R. D., B.A.	M.D.,C.M.	Grand Forks, N.D.
Duncan, G. E.	M.D.,C.M.	Chicago.
†Findlay, E. K.	M.D.,C.M.	Chicago.
Inglis, M. S.	M.D.,C.M.	Winnipeg.
Lougheed, T. H.	M.D.	Glenboro.
Morrison, R. L.	M.D.	Carman, Man.
McLeod, A. N., B.A.	M.D.,C.M.	Stonewall.
†Sloan, J. McM.	M.D.,C.M.	Chicago.
Simpson, A. H.	M.D.,C.M.	Winnipeg.

1894.

Andrew, J. N.	M.D.	Neepawa, Man.
Burnham, F. W. E.	M.D.,C.M.	Morden, Man.
Brien, F. G.	M.D.,C.M.	Douglas, Man.
Camsell, Geo., B.A.	M.D.,C.M.	Winnipeg.
Croat, E. A.	M.D.,C.M.	Minot, N. D.
Conklin, J. S., B.A.	M.D.,C.M.	C.P.R. SS.

McRae, J. R.	M.D., C.M.	Neepawa, Man.
Monro, A. S.	M.D., C.M.	
Mutchmor, J. T.	M.D.	Belmont
††*Procter, A. Percival	M.D., C.M.	
Staples, G. W.	M.D., C.M.	Treherne, Man.
Story, B. S.	M.D., C.M.	Carnduff, Wales.

1897.

Alexander, A. B., B.A.	M.D.	Killarney
Argue, A. W., B.A.	M.D.	
Barrett, W. F.	M.D.	
Bjornson, G.	M.D., C.M.	St. Boniface Gen. Hos.
Bride, W. W.	M.D.	Wpg. Gen. Hospital
Brothers, W. H.	M.D.	Hartney
Bunn, W. R., B.A.	M.D.	Shoal Lake.
Burridge, A. J.	M.D.	Winnipeg
Casselman, V. E. D.	M.D.	Winnipeg
Cross, J. W.	M.D.	Viriden
††Douglas, A. J., B.A.	M.D., C.M.	Medicine Hat
Ferguson, R. D.	M.D.	Wpg Gen. Hospital
Graham, J. A.	M.D.	Pilot Mound
§§Hicks, H. E.	M.D.	Douglas
McCulloch, J. W.	M.D.	Griswold
McEwen, M.D., B.A.	M.D.	Moose Jaw
McMunn, R. S., B.A.	M.D.	
Morrison, W.	M.D.	Winnipeg
Morrison, T. A.	M.D.	Holland
O'Brien, M. C.	M.D.	Rathwell
Parr, C. A.	M.D., C.M.	Dominion City
Pullar, J., B.A.	M.D.	Wpg Gen. Hospital
Stevenson, R. G., B.A.	M.D.	Winnipeg
Wilkinson, J.	M.D.	Moosomin
Wilson, T. H.	M.D.	Stockton
		Plum Coulee

† Isbister Scholarship.

* Boyle Scholarship.

† Lafferty Medal.

§ Deceased.

** Governor-General's Silver Medal.

†† University Silver Medal.

§§ University Bronze Medal.

LIST OF STUDENTS, 1896-97.

Argue, A. W., B.A.	Chestnut, Wm.
Alexander, A. B., B.A.	Chambers, J. B., B.A.
Bunn, W. R.	Cameron, S. D.
Brown, G. A.	Cross, J. W.
Bruce, G. E., B.A.	Casselman, V. E. D.
Barker, E. S., B.A.	Chalmers, R. K.
Brandson, B. J.	Douglas, A. J., B.A.
Bing, A. Blythe	Duncan, Jas.
Burridge, A. J.	Dykes, F. W.
Braden, W.	Davies, D. R.
Barrett, W. T.	Doran, J. E.
Bjornson, Olaf.	Emmett, Alex.
Bride, W. W.	Elliott, G. W.
Brothers, W. H.	Fyfe, John

Fleming, Jas., B.A.
 Ferguson, R. D.
 Gordon, H. A., B.A.
 Hislop, John
 Hall, Wm.
 Harrington, W. J.
 Halldorson, M. B.
 Hicks, H. E.
 Irving, Frank
 Kirk, S. J.
 Leeming, J. H.
 Lanigan, A.
 Lockhart, W. T.
 Lawford, C. H.
 Little, Jos., B.A.
 Morrison, T. A.
 Morrison, Wm.
 Macrury, C. W.
 McKay, W. J., B.A.
 McLean, N. J.
 McDonald, E. E.
 McCulloch, J. W.
 McEwen, M. D., B.A.
 McMunn, R. S., B.A.
 O'Brien, M. C.

Perry, D. G.
 Ponton, T. R., B.A.
 Parr, C. A.
 Pullar, J., B.A.
 Poole, J. S.
 Riggs, W. H.
 Riddle, R. M.
 Robertson, G. M.
 Rose, E. P.
 Rose, Wm.
 Ross, D. G., B.A.
 Ross, R. L.
 Rogers, R. R.
 Rocan, R. M. G.
 Sheldon-Williams, R.
 Sparling, W. R.
 Stevenson, Rev. R. G., B.A.
 Sharpe, C. T., B.A.
 Simpson, E. R.
 Trick, C. W.
 Taylor, A. R.
 Wilson, W. H.
 Wilkinson, J.
 Wilson, T. H.

Graduates in Medicine of Manitoba University are recognized by, and allowed to take the examinations without further attendance on lectures, of:

The Faculty of Physicians and Surgeons, Glasgow.

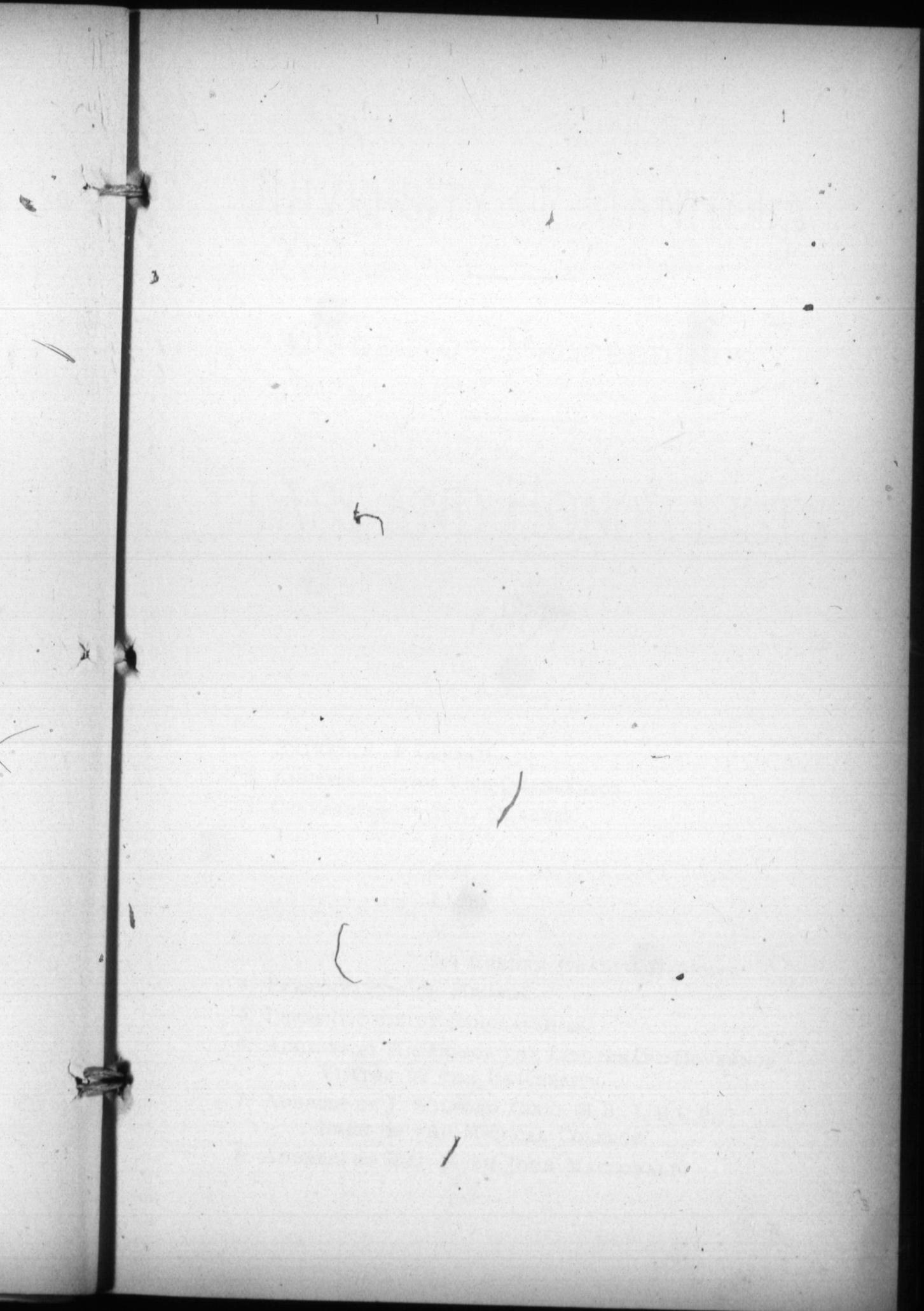
The Royal College of Surgeons, Edinburgh.

The Royal College of Physicians, Edinburgh.

And for the Triple Qualification of

The Royal College of Physicians and Surgeons,
 Edinburgh, and

The Faculty of Physicians and Surgeons, Glasgow.



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5. P
6. A
7. A
8. A

UNIVERSITY OF MANITOBA.

ORDER OF PROCEEDINGS.

CLASS AND HONOR LISTS

1897

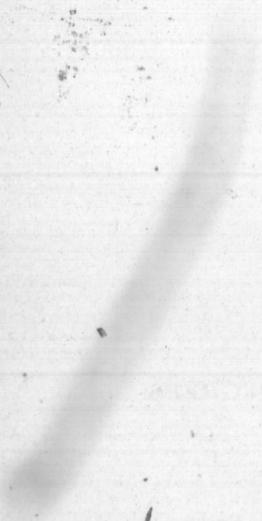
1. ENTRANCE OF COUNCIL.
2. ADDRESS OF THE VICE-CHANCELLOR.
3. CONFERRING OF B.A. DEGREES.
 - " M.D. "
 - " C.M. "
 - " LL.B. "
 - " M.A. "
 - " AD EUNDEM GRADUM DEGREES.
4. PRESENTATION OF MEDALS.
5. PRESENTATION OF SCHOLARSHIPS.
6. ADDRESS BY HIS HONOR THE LIEUTENANT-GOVERNOR,
VISITOR OF THE UNIVERSITY.
7. ADDRESS BY J. WILFORD GOOD, M.B., L.R.C.P.,
DEAN OF THE MEDICAL COLLEGE.
8. ADDRESS BY HON. HUGH JOHN MACDONALD.

UNIVERSITY OF MANITOBA

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CLASSICAL LITERATURE

1907



Approved by Hon. Secy. J. W. Gordon

Dean of the Medical Faculty

Faculty of the University

Approved by the Senate

Department of Medicine

University of Manitoba

Degrees.

(The Names are alphabetically arranged.)

B. A.

ST. BONIFACE COLLEGE.

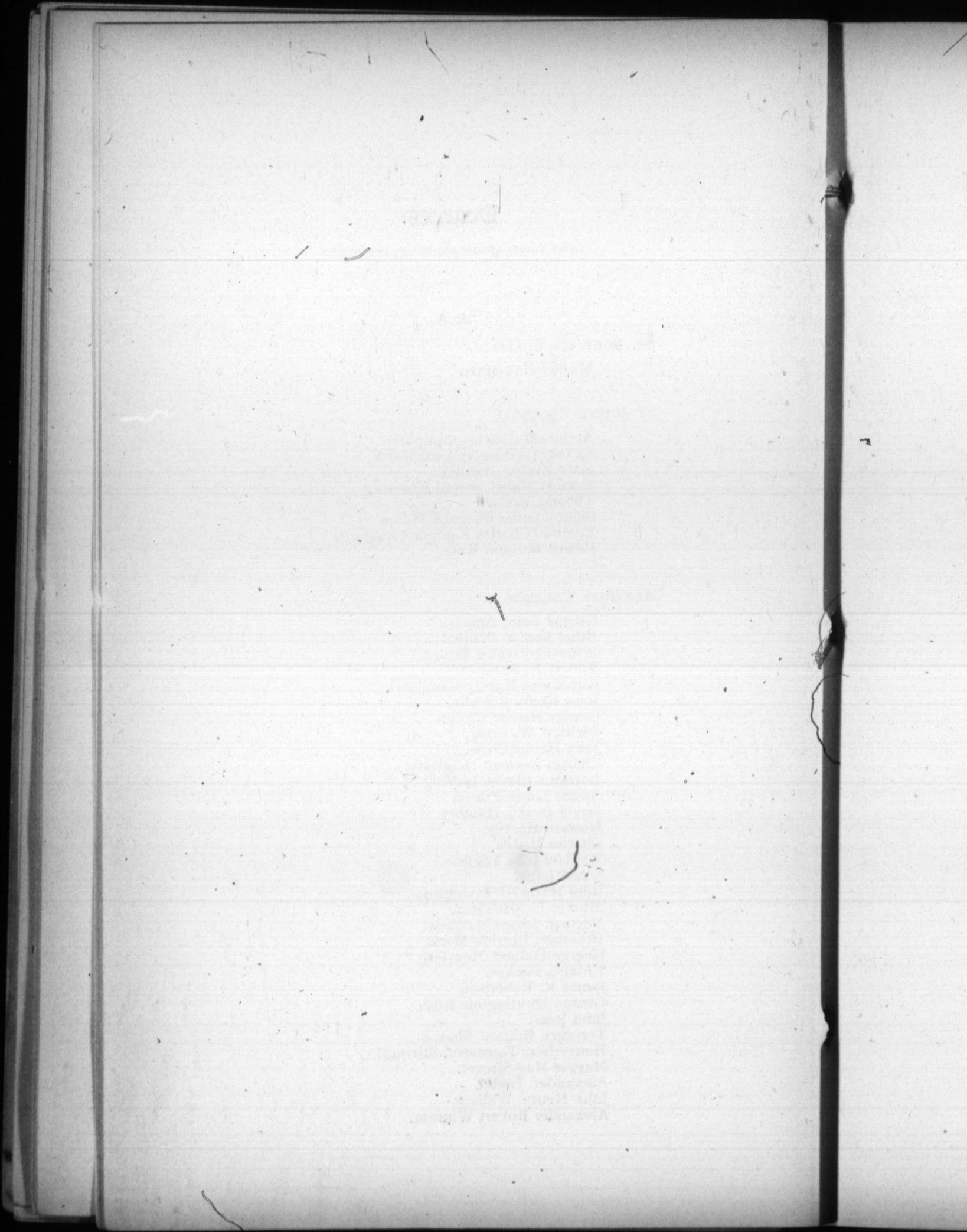
Marius Cinq-Mars.

ST. JOHN'S COLLEGE.

Archibald Charles Campbell.
Sydney Garrington Chambers.
Kate Evelyn Haffner.
Frances Mabel Sewell Howard,
Thomas Morton.
Sidney James Shepard Peirce.
Edmund Charles Radiger Pritchard.
Edwin William Rose.

MANITOBA COLLEGE.

George Baird Affleck.
Ethel Louise Braden.
Winnifred Isabel Brown.
Robert N. Burns.
Alexander Murray Campbell.
John Henry Conklin.
George Hector Craig.
Richard W. Craig.
John Hanna Cross.
Charles Norman Dalgleish.
Lorraine Elevee DuVal.
Angus James Fraser.
David Denzil Hambly.
Howard Harvey.
Charles Hislop.
William John Inglis.
David Lang.
John Hartwell Livingston.
Minnie E. MacVicar.
Norman James Matthew.
Ethelbert Eldrich Meek.
George Halbert Menzies.
Erdman Penner.
James R. Robertson.
George Huntington Ross.
John Ross.
Torrance Bratton Sharpe.
Henry John Townsend Stirling.
Maggie May Strevel.
Alexander Taylor.
John Henry Wallace.
Alexander Robert Winram.



DEGREES—Continued.

(The names are alphabetically arranged.)

WESLEY COLLEGE.

James Wesley Bruce.
Isaac Fraser Brooks.
Herbert Thomas Coleman.
Robert William Cumming.
John Alfred Haw.
William Wellington Ireland.
Thomas John Johnston.
Maude McCrossan.
Robert Ernest McCullagh.
Joseph Hendy Morgan.
Samuel Thomas Robson.
Laura Ethel Sparling.
Alfred A. Thompson.
Herbert William Wadge.

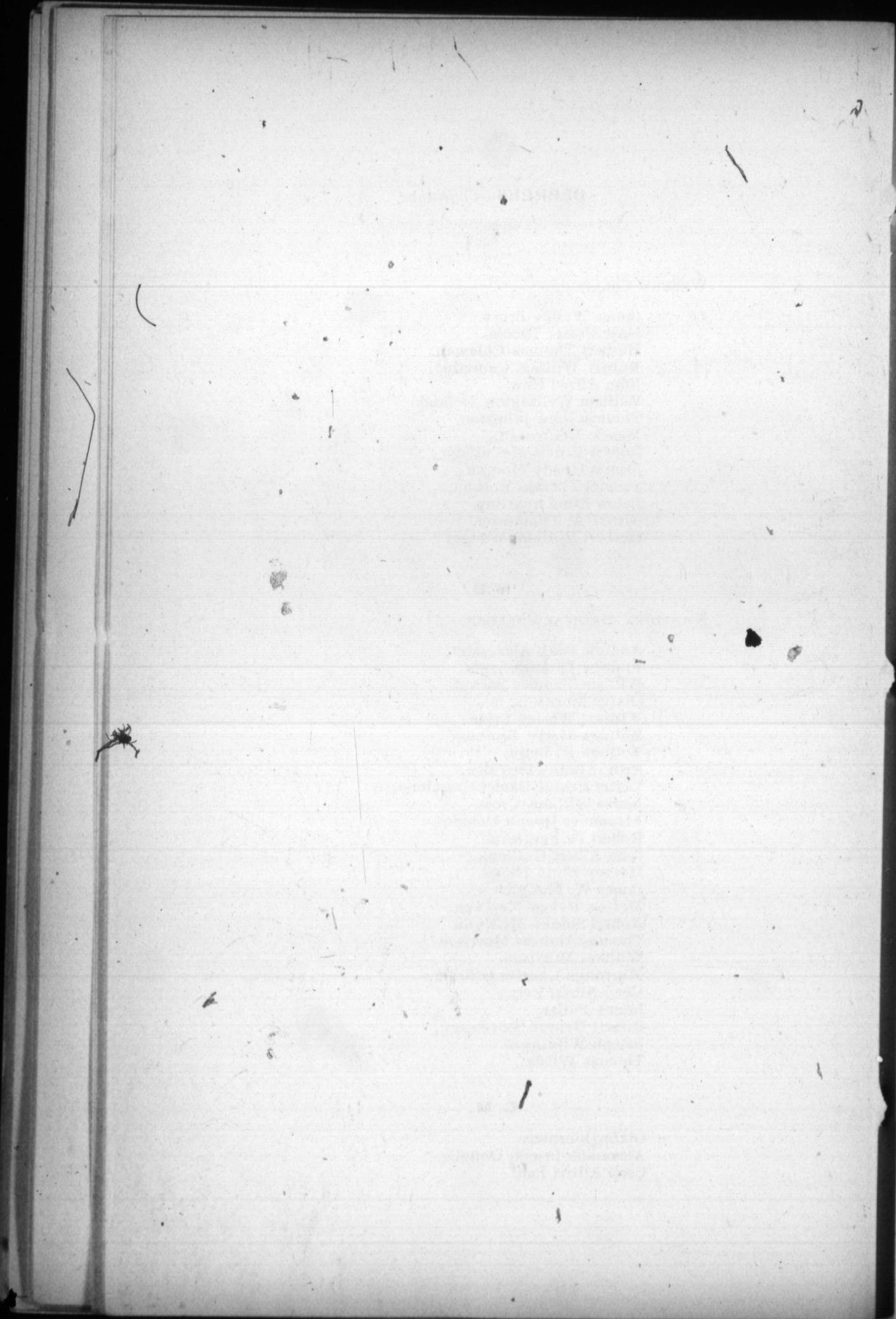
M. D.

MANITOBA MEDICAL COLLEGE.

Andrew Boak Alexander.
Andrew Thomas Argue.
William Thomas Barrett.
Olafur Bjornson.
William Wesley Bride.
William Harry Brothers.
William R. Bunn.
Arthur James Burridge.
Vestes Ernest Daniel Casselman.
James William Cross.
Alexander Joseph Douglas.
Robert D. Ferguson.
John Albert Graham.
Harvey Elgin Hicks.
James W. McCulloch.
Morton Dykes McEwen.
Robert Sidney McMunn.
Thomas Andrew Morrison.
William Morrison.
Murrrough Charles O'Brien.
Cecil Albert Parr.
James Pullar.
Robert George Stevenson.
Joseph Wilkinson.
Thomas Wilson.

C. M.

Olafur Bjornson.
Alexander Joseph Douglas
Cecil Albert Parr.



DEGREES—Continued.

(The names are alphabetically arranged.)

LL. B.

Hugh Hamilton Saunderson.
Joseph Singer.

M. A.

James Frost Cross.
Charles Griggs Elliott.
Alexander Jarvis Dove.
William Franklin Irvine.
John B. Ferguson.
Robert Sidney McMunn.
Arthur Wesley Thomas Martin.
Andrew Thomas Norquay.
Arthur Thomas Robinson.
Janet Catherine Taylor.
Henry Walter Whitla.

AD EUNDEM GRADUM.

M. A.

Ernest Stanley Barker (University of New Brunswick).

B. A.

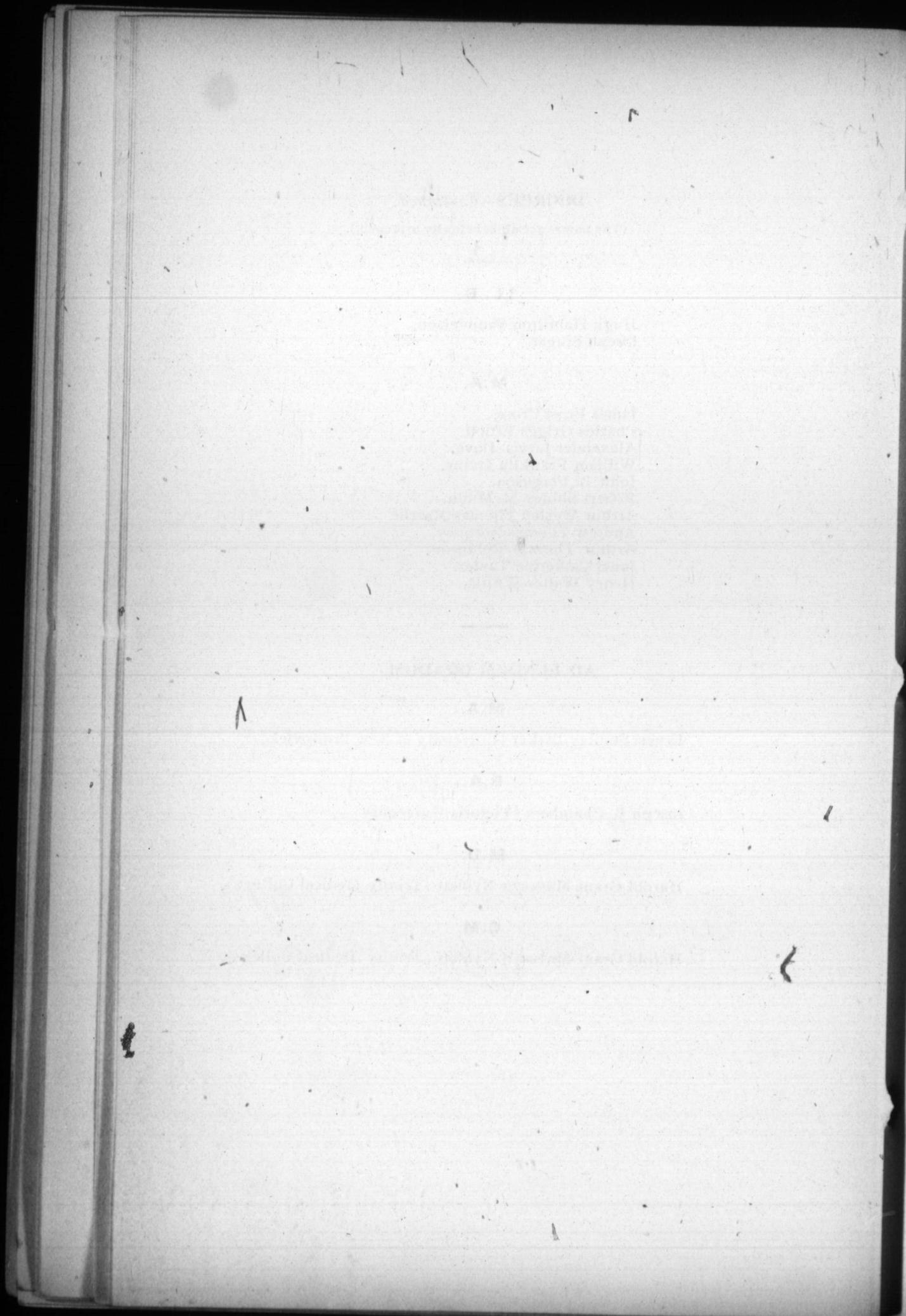
Joseph B. Chambers (Victoria University).

M. D.

Harold Grant Mavesyn Nyblett (Trinity Medical College).

C. M.

Harold Grant Mavesyn Nyblett (Trinity Medical College).



Ch

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Gen

Pre

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Medals.

ARTS.

Classics :

Silver Medal—G. H. Ross, Manitoba College.
Bronze Medal—S. T. Robson, Wesley College.

Mathematics :

Silver Medal—R. W. Craig, Manitoba College.
Bronze Medal—A. Taylor, Manitoba College.

Natural Science :

Silver Medal—S. J. S. Peirce, St. John's College.
Bronze Medal—J. H. Conklin, Manitoba College.

Mental and Moral Science (English):

Silver Medal—Erdman Penner, Manitoba College.
Bronze Medal—A. R. Winram, Manitoba College.

Mental and Moral Science (Latin):

Silver Medal—Marius Cinq-Mars, St. Boniface College.

Modern Languages:

Governor-General's Silver Medal—Laura E. Sparling, Wesley College.
University Bronze Medal—Lorraine E. DuVal, Manitoba College.

General Course :

Silver Medal—G. B. Affleck, Manitoba College.
Bronze Medal—A. A. Thompson, Wesley College.

Previous—Latin, Mathematics and Chemistry:

Governor-General's Bronze Medal—I. J. Carter, Wesley College.

MEDICINE.

Silver Medal—A. J. Douglas, B.A.
Bronze Medal—H. A. Hicks.

LAW.

Silver Medal—Joseph Singer.
Bronze Medal—H. H. Saunderson, B.A.



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Gen

Latin

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Engl

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French

1.

Scholarships.

ARTS.

JUNIOR B.A.

Mathematics:

1. Estella Maud Hamilton, Manitoba College, \$120.
2. Chas. W. St. John, Wesley College, \$80.

Natural Science:

1. Septimus Ryall, St. John's College, \$120.

Mental and Moral Science (English):

1. Samuel Everton, Manitoba College, \$120.
2. J. F. B. Belford, St. John's College, \$80.

Mental and Moral Science (Latin):

1. { Noel Bernier, St. Boniface College, \$100.
E. J. Golden, " " " \$100.

Modern Languages:

1. Josepha A. Doupe, Manitoba College, \$120.
2. G. H. Davis, Manitoba College, \$80.

General Course:

1. Ed. H. Bennest, Wesley College, \$120.
2. Kate J. Crawford, " " \$80.

PREVIOUS.

Latin, Mathematics and Chemistry:

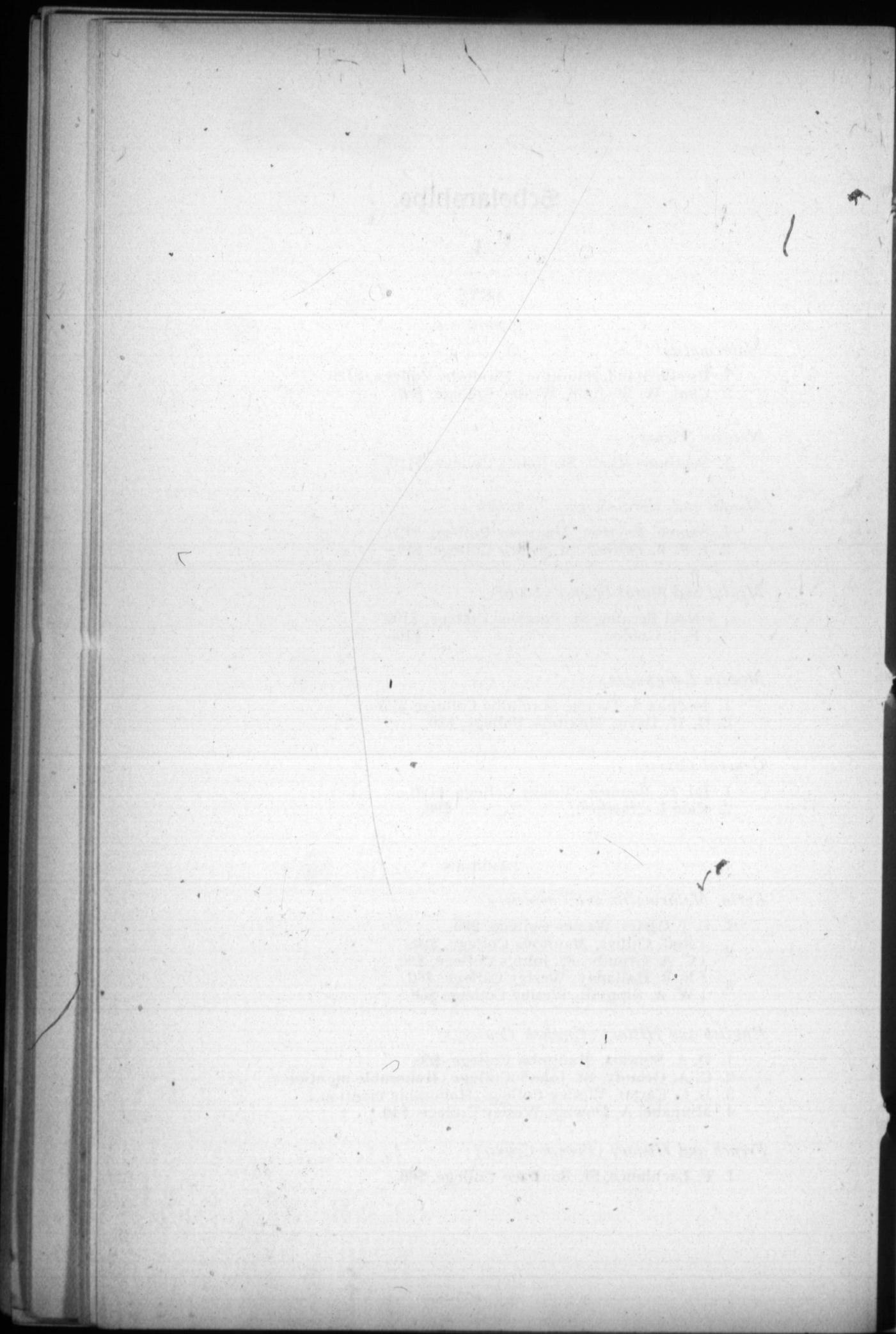
1. L. J. Carter, Wesley College, \$90.
2. { Rod. Gillies, Manitoba College, \$90.
C. A. Grundy, St. John's College, \$90.
3. { B. B. Halladay, Wesley College, \$60.
W. A. Sipprell, Wesley College, \$60.

English and History (English Course):

1. D. A. Stewart, Manitoba College, \$60.
2. C. A. Grundy, St. John's College (Honorable mention.)
3. L. C. Carter, Wesley College (Honorable mention.)
4. Minnabel A. Dowler, Wesley College, \$40.

French and History (French Course):

1. F. Lachlance, St. Boniface College, \$60.



Gr

Fre

Lat

Eng

Fren

Green

Fren

Intern

Prima

First Y

1.
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1.
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2.

SCHOLARSHIPS—Continued.

Greek :

1. Achille Rousseau, St. Boniface College, \$40.

French and German :

1. Helena Penner, Wesley College, \$40.

PRELIMINARY.

Latin and Mathematics :

1. { Thos. D. Brown, Wesley College, \$80.
David Lorne Bastedo, Brandon Coll. Inst., \$80.
3. Wm. R. Head, Winnipeg Coll. Inst., \$60.
4. Flora B. Polson, St. John's College, \$50.

English and History (English) :

1. Francis A. Robertson, Winnipeg Coll. Inst., \$40.
2. { Thos. D. Brown, Wesley College (Hon. mention).
Josephine M. Dickie, Winnipeg Coll. Inst., \$30.

French and History (French) :

1. Berthe Dubuc, St. Mary's Academy, \$40.

Greek :

1. Jean Arpin, St. Boniface College, \$25.

French and German :

1. Josephine M. Dickie, Winnipeg Coll. Inst. (Hon. mention).
2. Dorsett O. Thomas, " " \$25.

MEDICINE.

Intermediate :

1. N. J. MacLean, \$80.
2. { R. M. Riddell, \$25.
W. Chestnut, \$25.

Primary :

1. D. G. Ross, \$80.
2. { W. Chestnut, \$25.
J. S. Poole, \$25.

First Year :

1. Geo. E. Bruce, B.A., \$80.
2. W. Rose, \$50.



Isbister Prizes.

(Ten dollars each).

1. Wm. Jas. Barker, Brandon Collegiate Institute.
2. Jno. Wesley Shipley, Winnipeg Collegiate Institute.
3. Rebecca Horn, " " "
4. Margaret S. Allanby, " " "
5. Sadie Archibald, Brandon, " "
6. Catharine Walker, " " "



MATHEMATICS.—SPECIAL COURSE.
SENIOR B. A.

Class	Integral Calc. and Solid Geo.	Statics and Optics.	Hydrostatics and Optics.	Newton and Astronomy	Differential Calculus.	Dynamics and Hydromechan.	Problems	Total for the Year.	Total for both Years.
I	Craig	Craig	Craig Taylor Campbell Cumming Ireland Morton	Craig Morton Cumming Ross	Craig Cumming	Craig	Craig Taylor Campbell	Craig Taylor Cumming Campbell Morton	Craig Ireland Campbell Taylor Morton Cumming Ross
II	Ireland	Morton Cumming Taylor	Ross	Taylor Campbell	Ireland Ross Campbell Taylor Morton	Ireland Cumming Morton Taylor Campbell Ross	Morton	Ireland	Ross
III	Cumming Taylor Campbell Morton Ross	Campbell Ross Ireland		Ireland		Ireland Cumming Ross	Ireland Cumming Ross	Ross	

CANDIDATES.

Campbell, A. C. St. John's Coll.
 Craig, R. W. Manitoba College
 Cumming, R. W. Wesley Coll.
 Ireland, W. W. Non-Collegiate
 Morton, Thos. St. John's Coll.
 Ross, Jno. Manitoba College
 Taylor, A.

JUNIOR B. A.

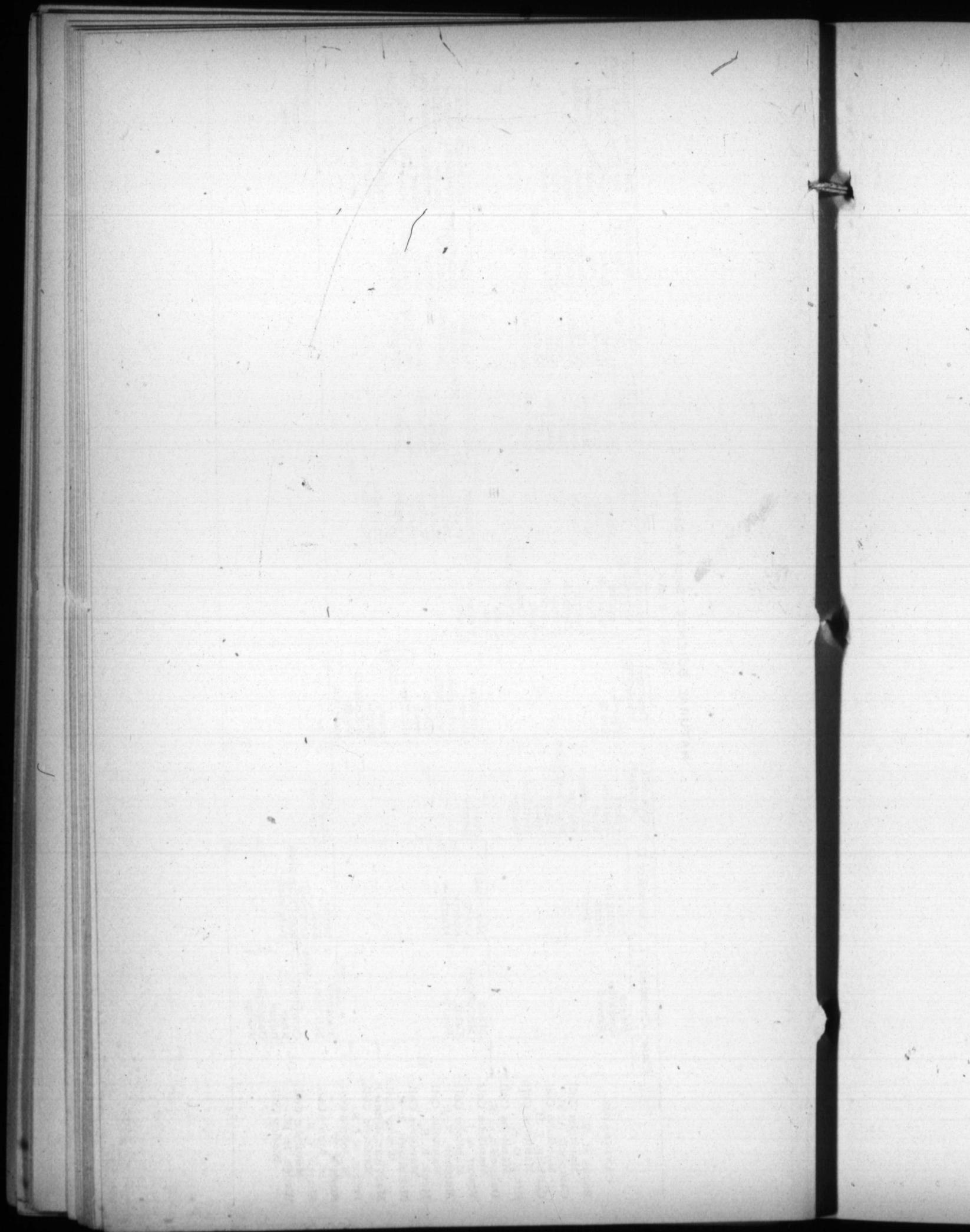
Class	Euclid and Conics.	Plane and Spherical Trigonometry.	Statics and Dynamics	Arith. Algebra and Trigonometry.	Higher Algebra	Analytical Geometry.	Problems	Total for the Year.
I	Manning Hamilton Miss	Hamilton Miss Manning St. John Gunn McDonald Ireland	St. John Hamilton Miss Manning Ireland	Hamilton Miss Manning Ireland St. John Gunn	Hamilton Miss Gunn Manning	Manning St. John Gunn Hamilton Miss McDonald Ireland	Manning Hamilton Miss Ireland St. John	Hamilton Miss Manning St. John Gunn Ireland McDonald
II	Gunn McDonald St. John		Gunn McDonald	McDonald	St. John Ireland McDonald		Gunn McDonald	
III	Ireland							

CANDIDATES.

Gunn, John A., Manitoba College.
 Hamilton, Estella M., Manitoba College.
 Ireland, W. W., Non-Collegiate.
 Manning, R. A. C., St. John's College.
 McDonald, H. W., Manitoba College.
 St. John, Chas. W., Wesley College.

NATURAL SCIENCE—SPECIAL COURSE.
SENIOR YEAR.

Class	Chemistry I.	Chemistry II.	Quantitative Analysis.	Descriptive Mineralogy	Determinative Mineralogy	Principles of Geology	Stratigraphic Geology.	Palaeontology.	Systematic Botany	Totals for the Year	Totals for both Years
CANDIDATES.											
I.	Peirce Conklin Fraser	Peirce Conklin Meek Fraser	Peirce Conklin Rose McCullagh Sharpe MacVicar Miss Fraser Meek Matthew Wadge	Peirce Craig	Conklin Dalglish Peirce Sharpe Matthew Burns Campbell Meek McCullagh MacVicar Miss Craig Rose	Peirce Craig Meek Sharpe	Peirce Craig Matthew Fraser Meek Conklin Sharp Campbell	Peirce Meek Craig Conklin Fraser Burns Sharpe Campbell	Peirce Craig Sharpe Conklin Campbell MacVicar Miss Fraser	Peirce Conklin Meek Sharpe Craig Fraser	Peirce Fraser Conklin
II.	Meek McCullagh Craig Sharpe	McCullagh Craig Sharpe Matthew	Craig Burns	Conklin Fraser Dalglish Campbell Sharpe Meek MacVicar Miss Rose Burns McCullagh Wadge Matthew	Wadge Fraser	Conklin Fraser McCullagh Matthew Wadge Burns Campbell Rose Dalglish MacVicar Miss	MacVicar Miss Wadge Burns McCullagh Rose Daglish	Matthew Wadge MacVicar Miss Rose McCullagh Dalglish	Rose McCullagh Matthew Burns Meek Dalglish Wadge	McCullagh Matthew Burns Campbell Rose MacVicar Miss Dalglish Wadge	Meek Sharpe Matthew MacVicar Miss Craig Dalglish Wadge
III.	Matthew MacVicar Campbell Rose Burns Dalglish Wadge	Burns Rose Campbell MacVicar, Miss Dalglish	Dalglish Campbell								Campbell Burns Rose



NATURAL SCIENCE—SPECIAL COURSE.
JUNIOR B. A.

Class	Chemistry I.	Chemistry II.	Qualitative Analysis	Physics I.	Physics II.	Crystallography.	Structural Botany	Microscopic Botany	Zoology	Total for the Year
I.	Ryall Marshall	Ryall	Marshall Ryall Stevenson				Knowlton Ryall Markle	Ryall Knowlton Stevenson Markle	Knowlton Stevenson Ryall Markle	Ryall
II.	Knowlton Stevenson	Marshall Stevenson	Wardell	Ryall Wardell Williams Stevenson Marshall	Ryall Stevenson Markle	Wardell Stevenson Marshall	Stevenson Marshall Williams Wardell	Wardell Marshall Williams	Williams Wardell Marshall	Stevenson Marshall Knowlton Williams Markle
III.	Williams Markle Wardell	Wardell Williams Markle Knowlton	Knowlton Williams Markle	Markle Knowlton	Marshall Knowlton Williams Wardell	Markle Knowlton Ryall Williams				Wardell

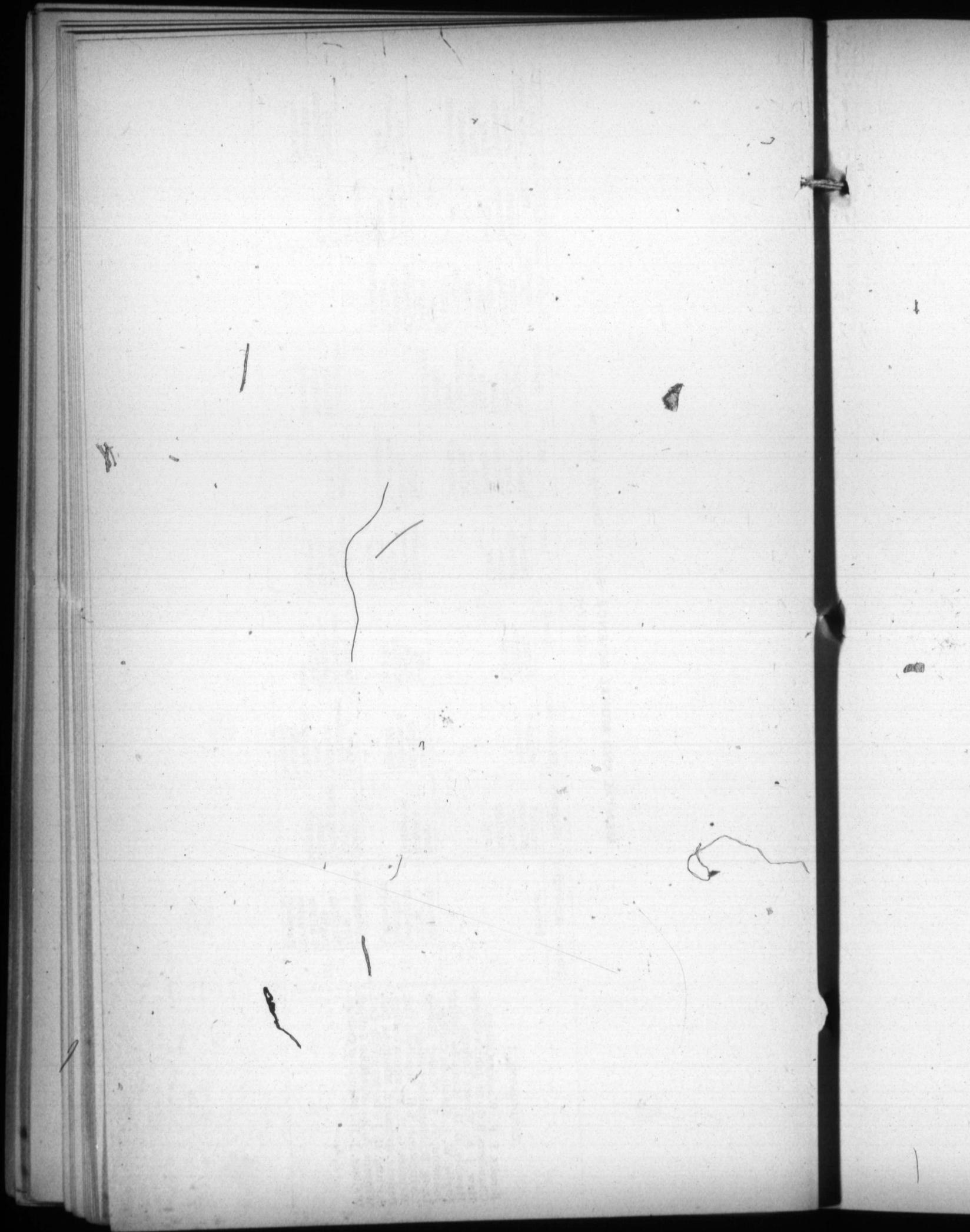
CANDIDATES.

Knowlton, G. H., Wesley Coll.
 Markle, M. C., Wesley Coll.
 Marshall, Jos., Manitoba Coll.
 Ryall, Septimus, St. John's Coll.
 Stevenson, S. S., St. John's Coll.
 Wardell, W. H., Manitoba Coll.
 Williams, David, Manitoba Coll.



MENTAL AND MORAL SCIENCE—SPECIAL COURSE (ENGLISH.)
SENIOR B. A.

Class	Schwegler	Sidgwick	Calderwood.	Morell	Janet	Mill	Spencer	Walker and Bagehot	Total for the Year	Total for both years.	
<p style="text-align: center;">CANDIDATES.</p> Brooks, I. F., Wesley College. Chambers, S. G., St. John's College Haw, J. A., Wesley College. Hambly, D. D., Manitoba College Inglis, W. J., Manitoba College Johnston, T. J., Wesley College Lang, D., Manitoba College. Livingstone, J. H., Manitoba Coll. Menzies, G. H., Manitoba College. Penner, Erdmann, Manitoba Coll. Stirling, H. J. T., Manitoba Coll. Winram, A. K., Manitoba College Wallace, J. H., Manitoba College.	I	Penner Winram Inglis Stirling Lang	Winram Penner	Penner Winram Chambers	Penner Winram Haw Lang	Penner Lang Winram Brooks Haw Stirling Johnston	Penner Stirling Lang Inglis Winram Johnston Haw Brooks Chambers	Penner Stirling Winram Inglis Brooks Johnston Hambly Haw Lang	Penner Winram Lang	Penner Winram Lang Stirling Brooks Inglis Chambers Haw	
	II	Winram Lang Johnston Brooks Chambers	Haw Brooks Johnston	Lang Stirling Johnston Brooks	Lang Inglis Stirling Brooks	Chambers Johnston Inglis Stirling Brooks	Inglis Hambly Chambers Livingstone	Inglis Johnston Haw Brooks Chambers	Chambers Menzies Wallace Livingstone	Stirling Johnston Brooks Inglis Chambers Haw	Inglis Chambers Haw
	III	Livingstone Haw Stirling Inglis Wallace Menzies Hambly	Chambers Wallace Livingstone Hambly Menzies	Inglis Livingstone Wallace Haw Chambers Hambly Menzies	Hambly Livingstone Johnston Wallace Haw	Livingstone Wallace Menzies Hambly	Livingstone Hambly Wallace Menzies	Livingstone Hambly Wallace Menzies	Livingstone Hambly Haw	Livingstone Hambly	Livingstone Hambly Menzies Wallace



MENTAL AND MORAL SCIENCE—SPECIAL COURSE (ENGLISH.)
JUNIOR B. A.

Class	Schwegler	Sidgwick	Calderwood.	Morell	Janet	Mill	Spencer	Walker and Bagehot	Total for the Year
I	Belford Everton	Everton Belford Morgan	Everton Kinley	Belford Everton	Belford Everton Bartlett Collins Morgan Kinley	Everton Kinley Belford Morgan Hull	Everton Belford	Everton Kinley Belford Morgan Bartlett	Everton Belford Kinley Bartlett Morgan
II	Bartlett Davis Lundie	Davis Lundie Kinley Hudson Campbell Bartlett Logan, Miss Collins Coleman Hull	Belford Morgan Davis Coleman Hudson Lundie Hull	Bartlett Kinley Collins	Campbell Davis	Logan, Miss Bartlett Campbell Collins	Collins Bartlett Coleman Kinley	Hull Collins Davis Hudson	Collins Davis Campbell Coleman
III	Kinley Morgan Collins Campbell Coleman Hudson		Logan, Miss Collins Bartlett Campbell	Davis Coleman Campbell Hudson	Hudson Lundie Coleman Hull Logan, Miss	Hudson Davis Lundie	Hudson Logan Miss Hull Davis Campbell Lundie	Campbell Lundie	Hudson Lundie Hull Logan, Miss

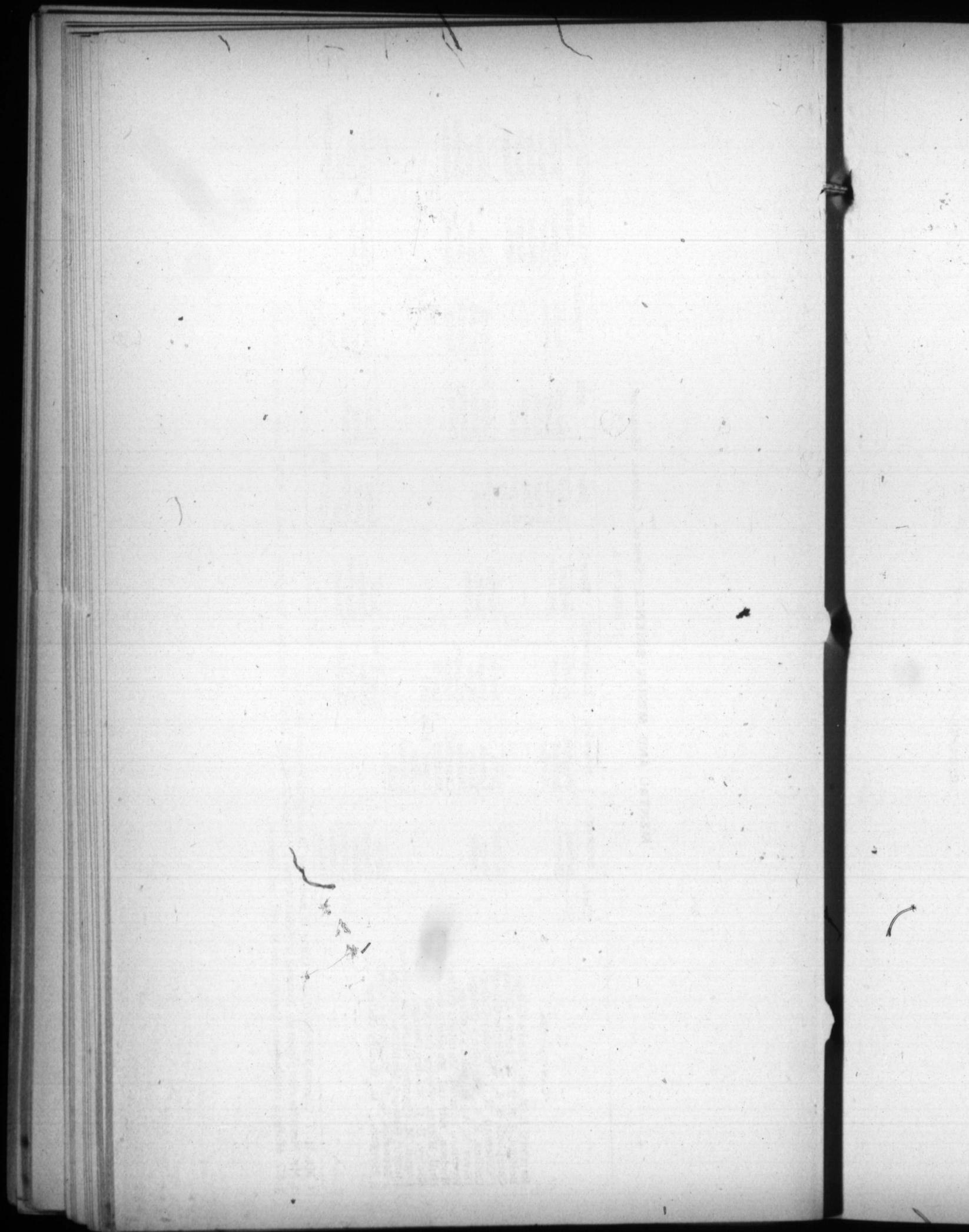
CANDIDATES.

- Bartlett, E. R., St. John's College.
 Belford, J. F. B., St. John's College.
 Campbell, S. A., Manitoba College.
 Coleman, H. T., Wesley College.
 Collins, E. S., St. John's College.
 Davis, E. A., St. John's College.
 Everton, Samuel, Manitoba College.
 Hudson, Edward, Manitoba College.
 Hull, Hiram, Wesley College.
 Kinley, H. J., Wesley College.
 Logan, M. Frances, Manitoba College.
 Lundie, Samuel, Manitoba College.
 2 Menzies, G. H., Manitoba College.
 3 Morgan, J. H., Wesley College.

1 Mr. H. T. Coleman received also Class II standing in a special paper on Flint.

2 Mr. Menzies completes by passing in Janet, Class I; Baldwin, Kant, Flint, Thompson, Hamilton, Class II; Mill's Logic, Locke, Class III.

3 Mr. Morgan receives an Agrotat in Morell and Spencer.



MODERN LANGUAGES.—SPECIAL COURSE.

SENIOR B. A.

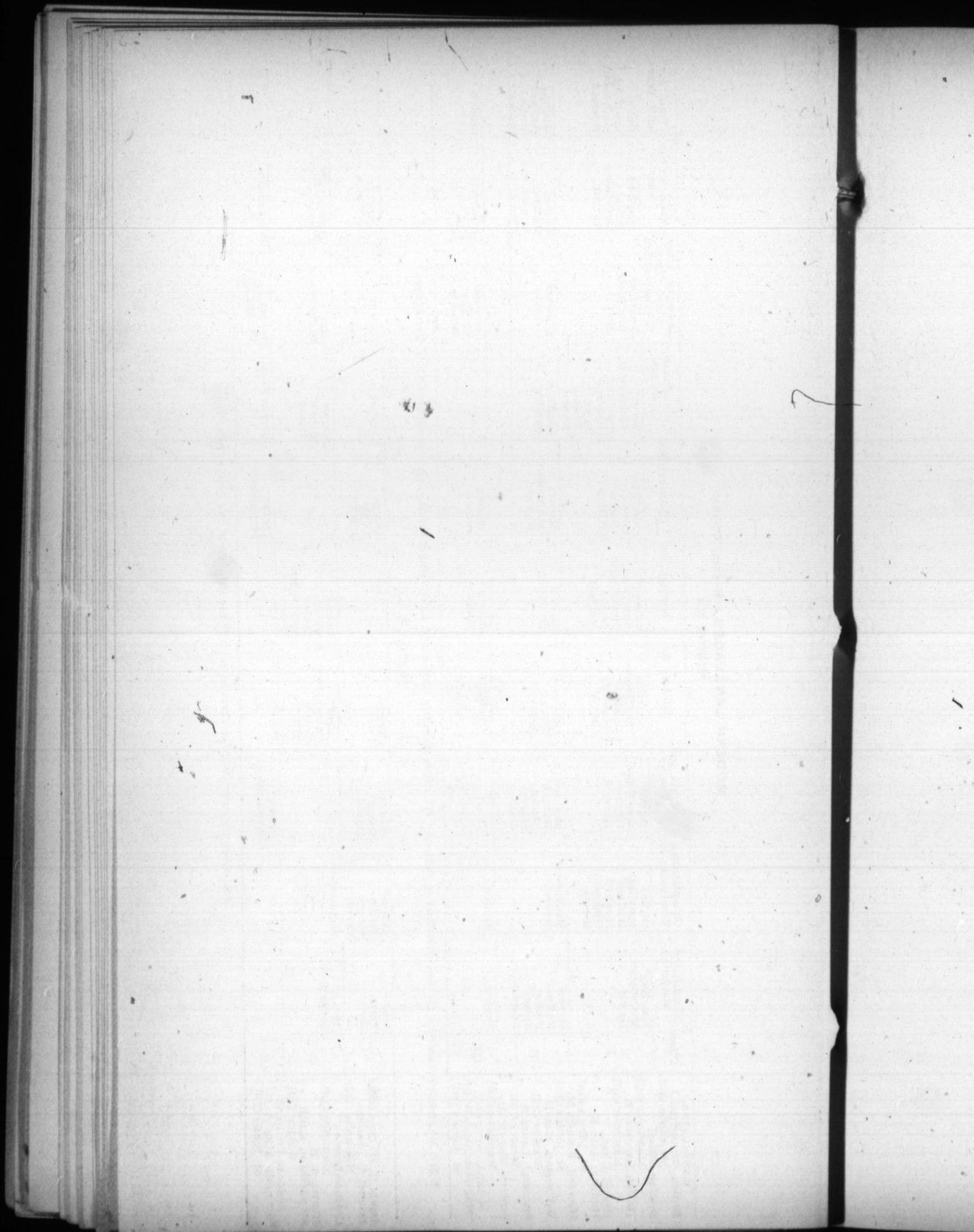
CANDIDATES	Class	Lamb and Macaulay	Woodsworth, Tennyson, &c.	Craik and Taylor	Boileau, &c.	Bossuet, &c.	Chantrel, &c.	German Authors	German Literature, Gram. & Composition	Total for the Year	Total for both Years
Brown, Winnifred J., Manitoba Coll. Braden, Ethel	I.	Sparling McCrossan DuVal	DuVal Sparling Haffner Howard Hislop Brown	DuVal Sparling Hislop Howard	Sparling McCrossan Hislop Howard DuVal	Howard Sparling McCrossan DuVal Haffner	Sparling DuVal Haffner Hislop	DuVal McCrossan Sparling Howard Hislop Strevel Brown	Sparling McCrossan DuVal	Sparling DuVal McCrossan Howard	DuVal Sparling McCrossan Howard
DuVal, Lorraine E., Manitoba Coll. Hislop, Chas., " Haffner, Kate E., St. John's Coll. Howard, Francis M., St. John's Coll.		II.	Strevel Haffner Hislop Brown Howard	McCrossan Strevel	McCrossan Haffner Brown Strevel Braden	Haffner Brown Strevel	Strevel Hyslop	Strevel McCrossan Howard	Howard Hyslop	Hislop Haffner Strevel Brown	Hislop Haffner Strevel Brown
McCrossan, Maude Sparling, Laura E., Wesley Coll. Strevel, Maggie M., Manitoba Coll. SPECIAL STUDENT. *Magnussen R. A. W. B.A. St. John's Coll.	III.		Braden	Braden	Braden	Braden	Brown Braden	Braden Brown	Strevel Haffner Braden	Braden	Braden

* Mr. Magnussen received II. Class standing in Boileau ; III. Class standing in Bossuet, Lamb and Macaulay, and Wordsworth and Tennyson.

JUNIOR B. A.

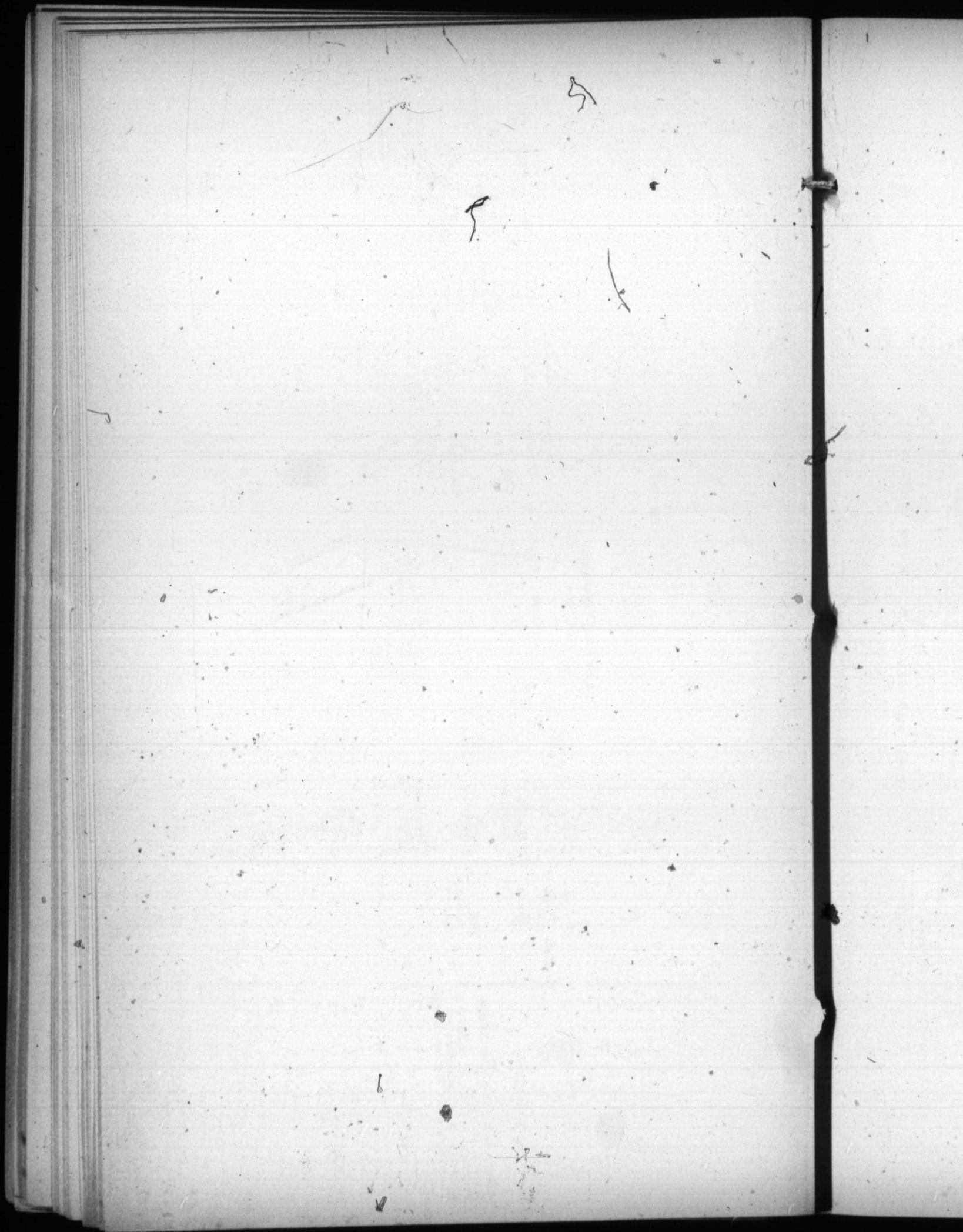
CANDIDATES	Class	Hearn Doupe Davis	Doupe Davis Hearn Crerar	Hearn Doupe Davis	Doupe	Doupe Davis Hearn	Doupe Davis Hearn Crerar Stephenson	Doupe Davis Hearn Crerar	Doupe Davis Hearn Crerar	Doupe Davis	Doupe Davis
Davis, G. H., Man. Coll. Doupe, A. Josepha Manitoba Coll. Crerar, Duncan	I.	Hearn Doupe Davis	Doupe Davis Hearn Crerar	Hearn Doupe Davis	Doupe	Doupe Davis Hearn	Doupe Davis Hearn Crerar Stephenson	Doupe Davis Hearn Crerar	Doupe Davis Hearn Crerar	Doupe Davis	Doupe Davis
Hearn, A. E., " Stephenson, Edith Wesley Coll. SPECIAL STUDENT *Schmidt, Alice A. G., St. Johns Coll.	II.	Crerar Stephenson	Stephenson	Hearn Stephenson Davis Crerar	Hearn Stephenson Davis Crerar	Doupe Davis Crerar Stephenson Hearn	Doupe Davis Hearn Crerar	Davis Stephenson	Davis Stephenson	Hearn Crerar	Hearn Crerar
	III.			Crerar Stephenson			Crerar Stephenson	Stephenson	Hearn Crerar	Stephenson	Stephenson

*Miss Schmidt received III. class on each of the subjects of the Junior B. A. Year.



GENERAL COURSE
SENIOR B. A.

CANDIDATES	Class	Latin	Greek	Wordsworth and Tennyson	Rhetoric	Physics I.	Geology	Calderwood	Mill and Bagehot	Total for the Year.	Total for both Years
Affleck, G. B., Manitoba College Harvey, Howard, " Pritchard, E. C. R., St. Johns Coll. Robertson, J. R., Manitoba Coll. Thompson, A. A., Wesley College	I.	Affleck Thompson	Affleck Thompson	Thompson Affleck Harvey Robertson Pritchard			Affleck	Affleck	Affleck Thompson Harvey Pritchard Robertson	Affleck Thompson	Affleck Thompson
	II.	Robertson Pritchard Harvey	Robertson	Thompson	Thompson Affleck Robertson	Thompson Harvey Pritchard Robertson	Thompson Pritchard Harvey Robertson	Thompson Pritchard Harvey Robertson	Robertson	Robertson Pritchard Harvey	Harvey Pritchard Robertson
	III.		Pritchard Harvey		Affleck Robertson Pritchard Harvey						



GENERAL COURSE
JUNIOR B. A.

CANDIDATES	Class	Latin	Greek	Wordsworth and Tennyson	Rhetoric	French Gram. and Composition	French Authors
		Bennest Shortreed Crawford, Miss Matthew, Miss Walker			Crawford Shortreed Bennest	Bennest	Matthew, Miss Crawford, Miss
Bennest, E. H., Wesley College	I.						
Crawford, Kate J., "							
Matthew, Mary A., Manitoba College	II.		Shortreed	Matthew, Miss	Shortreed Crawford, Miss	Bennest	Bennest
Shortreed, Geo. D., "							
Walker, E. H., Wesley College	III.	Walker	Walker	Walker	Matthew, Miss Walker	Crawford, Miss	

JUNIOR B. A.—Continued.

Class	German Gram. and Composition	German Authors	Physics I.	Geology	Calderwood	Total for the Year.
	Matthew, Miss Crawford, Miss	Crawford, Miss Bennest Matthew, Miss	Bennest Crawford, Miss Shortreed	Bennest Crawford, Miss	Bennest Crawford, Miss	Bennest Crawford, Miss
I.						
II.	Bennest		Matthew, Miss	Shortreed	Shortreed	Shortreed
III.			Walker	Matthew, Miss Walker	Matthew, Miss	Walker

JUNIOR AND SENIOR B. A. PASS SUBJECTS.

Class.	Latin	Greek.	La Fontaine.	Chaucer and Spencer.	Woodsworth and Tennyson.	Calderwood (Senior B.A.)	German.
	Peirce Cinq-Mars	Everton Inglis	Sharpe Merrill Miss		Elliott	Craig R W	

JUNIOR AND SENIOR B. A. PASS SUBJECTS.

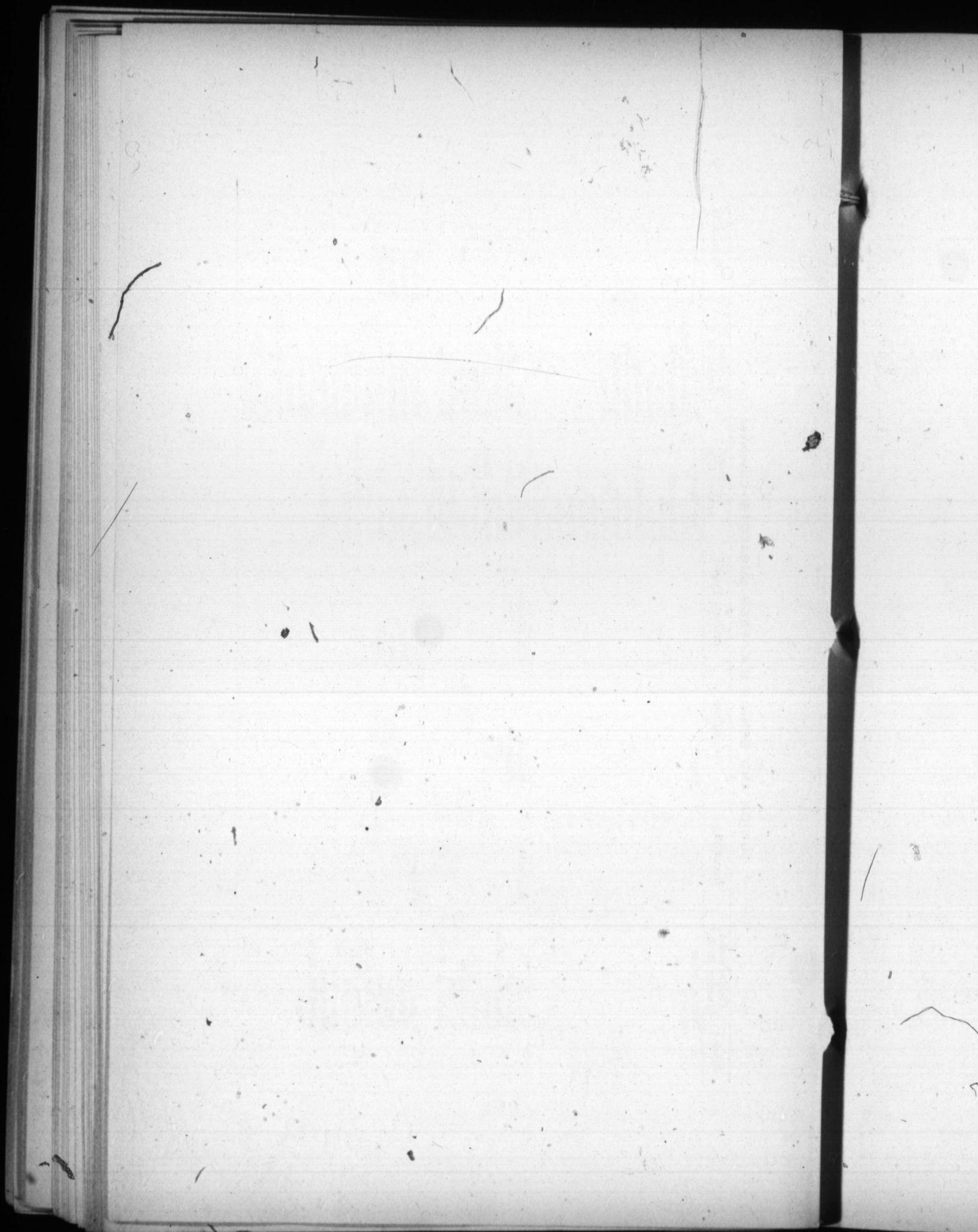
Class.	Latin	Greek.	La Fontaine.	Chaucer and Spencer.	Woodsworth and Tennyson.	Calderwood (Senior B.A.)	German.
I.	Peirce Cinq-Mars Penner Bernier Williams Marshall Winram Fraser Rose Craig, G. H. Burns Rocan Lang	Everton Inglis Kynley	Sharpe MacVicar, Miss Matthew Meek Logan, Miss Livingston Chambers Doran Markle Knowlton Cory		Elliott	Craig, R. W. Peirce Sparling, Miss Hislop	
II.	Golden Coleman Hudson Johnston Wardell Brooks Belford Campbell, S. A. Ryall Campbell, A. M.	Haw		Coleman Menzies	Smith Roberts	Fraser Craig, G. H. Ross, G. H. McCullagh Cumming Meek Campbell, A. M. Conklin Brown, Miss Sharpe Burns Dunval Robson	Conklin
III.	Collins Bartlett Stevenson Davis, E. A. Hamby	Stirling Wallace Menzies Hull Morgan, (agr.)		Bennee Ireland		MacVicar, Miss Dalgleish Haffner, Miss Ireland McCrossan, Miss Matthew Morton Cross Howard, Miss Strevel, Miss Braden, Miss Rose, E. W. Wadge Taylor Campbell, A. C.	

JUNIOR AND SENIOR B.A. PASS SUBJECTS—CONTINUED.

Class	Calderwood (Junior B. A.) Dunne Miss	Psychology	Hamilton.	Jevon's Logic.	Physics I. Senior B. A.	Physics II. Senior B. A.

JUNIOR AND SENIOR B. A. PASS SUBJECTS—CONTINUED.

Class	Calderwood (Junior B. A.)	Psychology	Hamilton.	Jevon's Logic.	Physics I. Senior B. A.	Physics I. Junior B. A.	Physics II.
I.	Calderwood (Junior B. A.) Doupe, Miss Hearn		Smith		Cing-Mars Hislop Cummings Fenner Lang Campbell, A. C. Brooks Wintram Craig, R. W. Robson Taylor Morton Inglis Ross, J. Brown, Miss	St. John Hamilton, Miss Davis, G. H. Creerar Ireland Manning Doupe, Miss McDonald Hearn	
II.	Markie Marshall Hamilton, Miss Creerar Davis, G. H. McDonald St. John Smith, A. E.	Dalglish	Roberts Elliott	McCullagh	DuVal, Miss Strevel, Miss Stirling Sparling, Miss Howard, Miss Rose Livingston Chambers Hafner, Miss	Gunn Logan, Miss Campbell, S. A. Belford Everton Golden. Collins Bernier	
III.	Gunn Mahood Douglas Williams Roberts, A. E. Elliott, G. J. Wardell Knowlton Stevenson Schmidt, Miss Ryall	Wadge.		Ireland Bruce Ross, J. Elliott	Haw Menzies Cross Braden, Miss Wallace McCrossan, Miss Hambly Cory Johnston	Kinley Rocan Hamber Bartlett Mahood Coleman Davis, E. A. Doran Morgan Lundie Hudson Douglas Stephenson, Miss Hull Schmidt, Miss Walker	Ireland Bruce Menzies Bennee



PREVIOUS.

Class.	Euclid.	Chemistry.	Latin.	Trigonometry.	Algebra.	Shakespeare.	Rhetoric and Com- position.
I.	Carter Sipprell Haffner	Carter Kenner Gillies Windsor Penner, Helena Haffner Laidlaw Grundy MacMorine, Sybil Sipprell Campbell MacKinnon, Isabella Halliday Hamilton Robseau Logan, O. E. Mitchell Kirkpatrick Carper Carwell Stewart Bemister, Maggie Fletcher MacMorine, W. G. White, Ethel Newton, Mabel Grover, Annie Roblin Logan, C. L. Phair Duffie, W. R.	Carter Halliday Mitchell Robseau Gillies Grundy Newton, Mabel Foote Kirkpatrick Sipprell Haffner Bathgate, Elizabeth Penner, Helena Walsh, Clara Lachance Ashdown, Florence Polson Windsor MacMorine, W. G. Stewart Stanford, Blanche Hamilton Marrin, Mary Carwell Laidlaw Kenner Logan, C. L.	Haffner Grundy Carter Logan, O. E. Bathgate, Elizabeth Halliday Gienn, Miss Kirkpatrick	Sipprell Carter Halliday Rousseau Kirkpatrick Grundy	Stewart MacKinnon, Isabella Penner, Helena Glenn, Miss Dowler, Minnabell Kenner Carter Sipprell Pinn	Grundy Stewart Carter Buttrum Campbell



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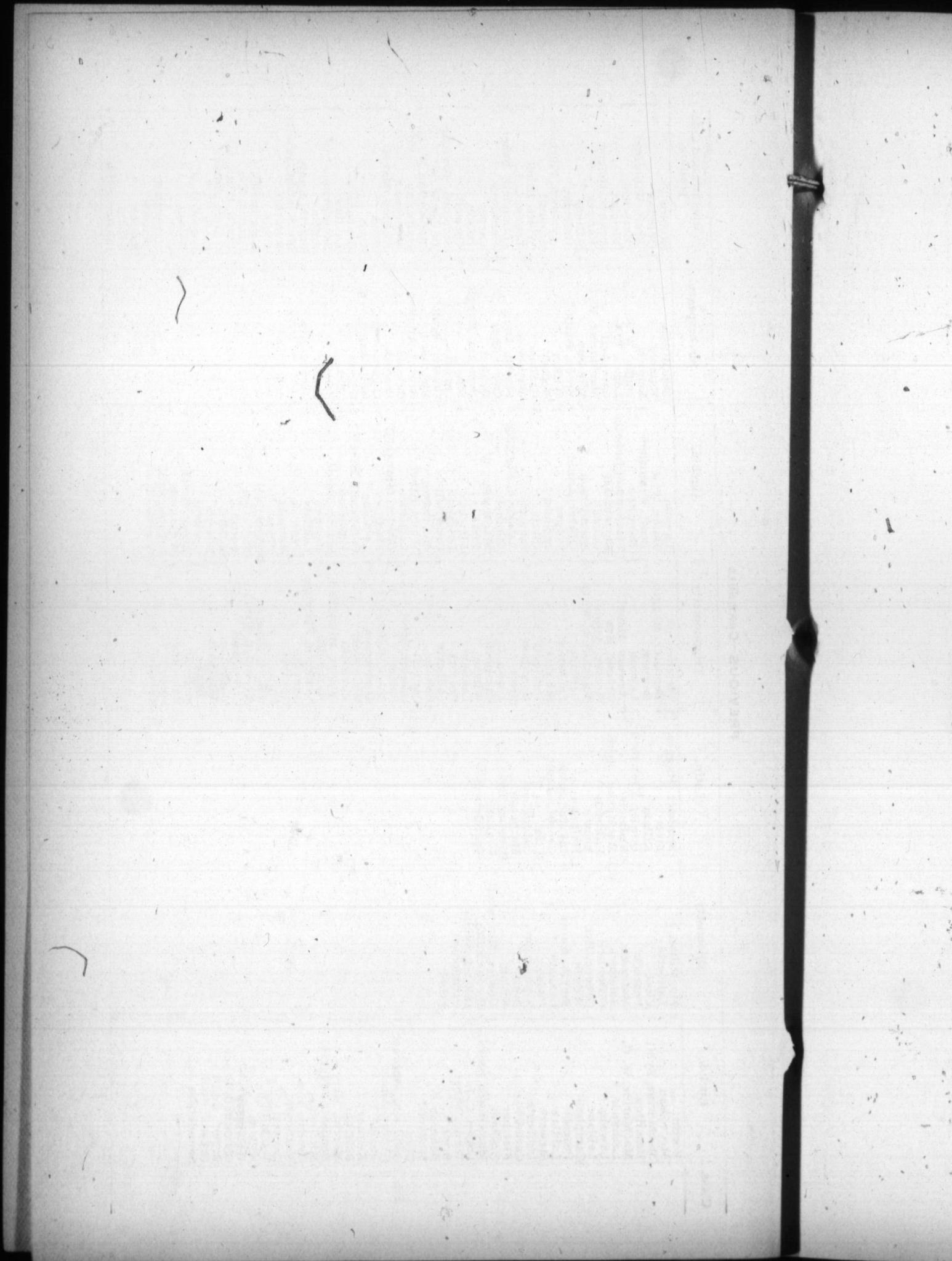
Class.	Euclid.	Chemistry.	Latin.	Trigonometry.	Algebra.	Shakespeare.	Rhetoric and Com- position.
	Rousseau Windsor Bathgate, Elizabeth Grundy Logan, O. E. Gillies Penner, Helena Kirkpatrick Glenn, Miss Carper Newton, Mabel Beall, Winnifred Smyth, Annie Stanford, Blanche Duffie, W. R. Dowler, Minnabell Polson Roblin	McTavish Lawson Halpenny McCrossan Bathgate, Elizabeth Polson LeBlanc Lachance Buttrum Rumohr Beall, Winnifred Wilkinson Fortin Stanford, Blanche Pinn Bennest Glenn, Miss Marrin, Mary	Beall, Winnifred Bennest Fortin McTavish Roblin Logan, O. E. Breen, Edith LeBlanc Glenn, Miss Carper Lawson White Ethel Phair Fletcher Peacock MacKinnon, Isabella Buttrum MacMillan Rumohr McCrossan Smith, Annie O'Donnell, Edith Wilkinson Pinn Duffie, W. R.	Gillies Rousseau McMorrine, Sybil Polson Marrin, Mary Mitchell Windsor Phair Carper Penner, Helena MacKinnon, Isabella Beall, Winnifred Stanford, Blanche Sipprell	MacMorrine, Sybil Gillies Stanford, Blanche Haffner Bathgate, Elizabeth Windsor Carper Penner, Helena Logan, C. L. Bemister, Maggie Logan, O. E. Glenn, Miss Newton, Mabel Marrin, Mary.	Hamilton Buttrum Laidlaw Gillies Polson Mitchell McCrossan Halladay Ashdown, Florence O'Donnell, Ethel White, Ethel Lawson Beall, Winnifred Newton, Mabel MacMorrine, Sybil Roblin Marrin, Mary McTavish Bathgate, Elizabeth Carwell Wilkinson Haffner Stanford, Blanche Kirkpatrick	Kenner Bemister, Maggie Bennest Glenn, Miss Mitchell McTavish Marrin, Mary MacMorrine, Sybil Bathgate, Elizabeth Lawson Dowler, Minnabell
II.							

PREVIOUS - CONTINUED.

Class.	Euclid.	Chemistry.	Latin.	Trigonometry.	Algebra.	Shakespeare.	Rhetoric and Com. position.
	Fortin McCrossan MacMorine, Sybil Hamilton MacMorine, W. G.	MacMillan Laliberte Clint Peacock Matheson	Bemister, Maggie Brett Killam Dowler, Minnabell	Fletcher Bemister, Maggie Bennet Lawson	Lawson Duffie, W. R. Beall, Winnifred	MacMillan Rumohr Bennet	Roblin Windsor

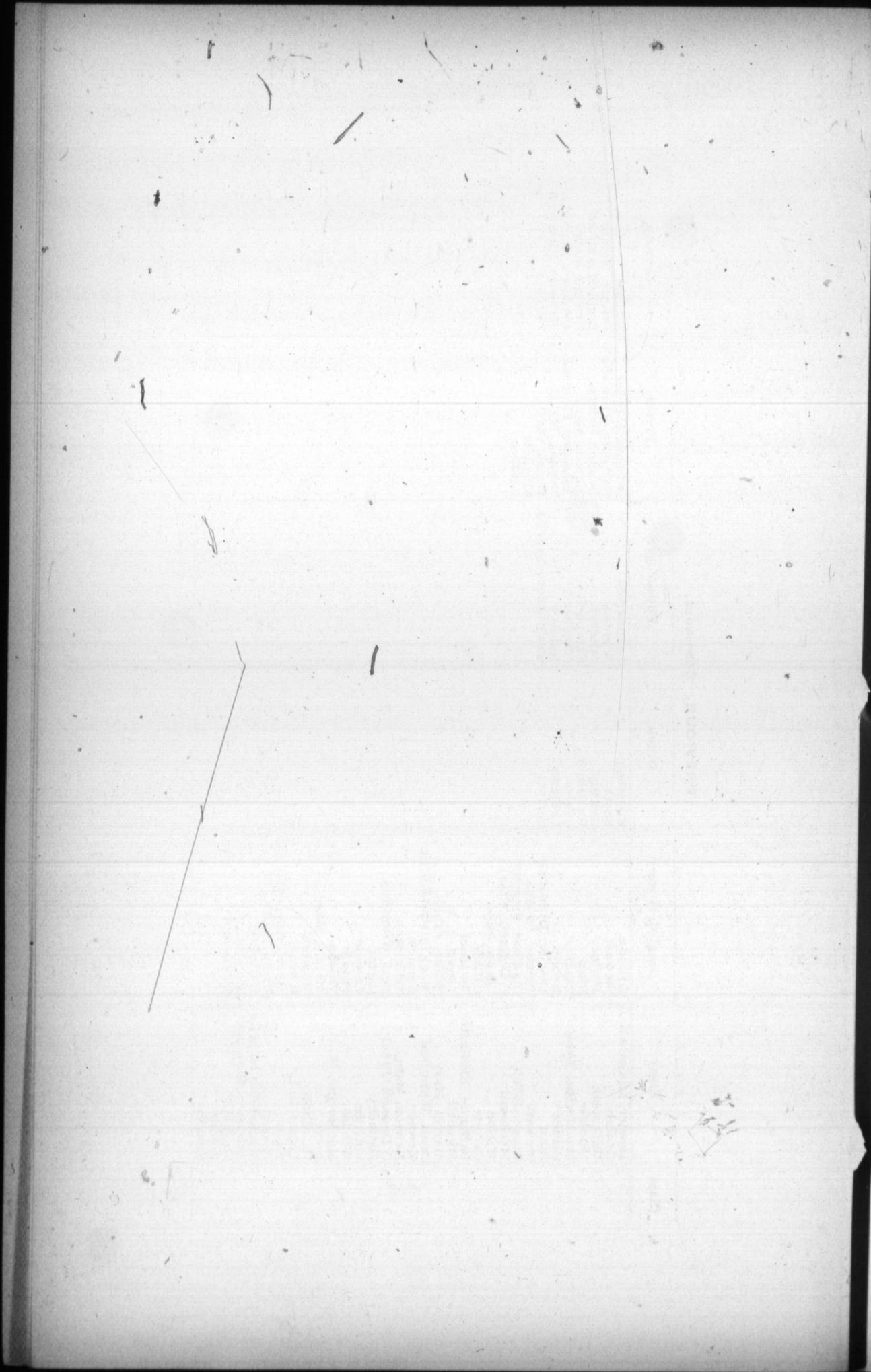
PREVIOUS—CONTINUED.

Class.	Euclid.	Chemistry.	Latin.	Trigonometry.	Algebra.	Shakespeare.	Rhetoric and Com- position.
Fortin McCrossan Hamilton MacMorine, W. G. Lachance Lawson LeBlanc Campbell Peacock Laidlaw Stewart Laliberte Carmichael Graham MacKinnon, Isabella White, Ethel Brett Bennest McTavish Clint Ashdown, Florence Grover, Annie Phair Kenner Buttrum Marrin, Mary Bemister, Maggie Mitchell Greene, Eva Matheson Carwell MacMillan Killam O'Donnell, Ethel Breen, Edith Inkster, Sybil Saunderson	MacMillan Laliberte Clint Peacock Matheson Ashdown O'Donnell Greene, Eva Wilson Smyth, Annie Graham Brett Saunderson Killam Dowler, Minnabell Breen, Edith Inkster, Sybil Carmichael Graham Saunderson Foote	Bemister, Maggie Brett Killam Dowler, Minnabell Redmond MacMarine, Sybil Laliberte Buason Halpenny Inkster, Sybil Grover, Annie Clint Carmichael Matheson Greene, Eva Graham Saunderson	Fletcher Bemister, Maggie Bennest Lawson Newton, Mabel Greene, Eva Grover, Annie MacMorine, W. G. LeBlanc Lachance Stewart Duffie, W. R. Hamilton Brett Logan, C. L. Campbell Wilson Laidlaw Peacock Laliberte Roblin Carwell Inkster, Sybil Fortin Breen, Edith Saunderson McCrossan McTavish Dowler, Minnabell Matheson Ashdown, Florence Rumohr Graham Pinn Whyte, Ethel O'Donnell, Ethel Carmichael MacMillan Wilkinson Clint Buttrum Halpenny Foote Kenner	Lawson Duffie, W. R. Beall, Winnifred Hamilton MacKinnon, Isabella Carmichael Carwell Saunderson Polson Bennest Clint Stewart Ashdown, Florence Mitchell MacMorine, W. G. Brett Fletcher Laliberte Campbell McCrossan White, Ethel Lachance Dowler, Minnabell Phair Le Blanc O'Donnell, Ethel Matheson Smyth, Annie Kenner Peacock Laidlaw Rumohr Pinn MacMillan McTavish Fortin Roblin Wilson Graham Breen, Edith Wilkinson Inkster, Sybil Greene, Eva.	MacMillan Rumohr Bennest Duffie, W. R. Logan, C. L. Campbell MacMorine, W. G. Windsor Breen, Edith Wilson Foote Graham Matheson Smyth, Annie Carmichael Buason Bemister, Maggie Phair Carper Inkster, Sybil Fletcher Grover, Annie Grundy Peacock Logan, O. E. Halpenny Killam Clint Brett Fortin Greene, Eva	Roblin Windsor Beall, Winnifred Matheson Fletcher Penner, Helena Haffner Gillies Halladay Ashdown, Florence Sipprell White, Ethel Logan, C. L. O'Donnell, Ethel, Hamilton Carper Polson Carwell Stanford, Blanche Duffie, W. R. MacMorine, W. G. Halpenny McCrossan Newton, Mabel Phair Pinn Graham Laidlaw Saunderson Fortin Smyth, Annie MacKinnon, Isabella Rumohr Foote Kirkpatrick Greene, Eva Breen, Edith Grover, Annie Brett Logan, O. E. Wilson Clint MacMillan Peacock Buason Killam Inkster, Sybil	



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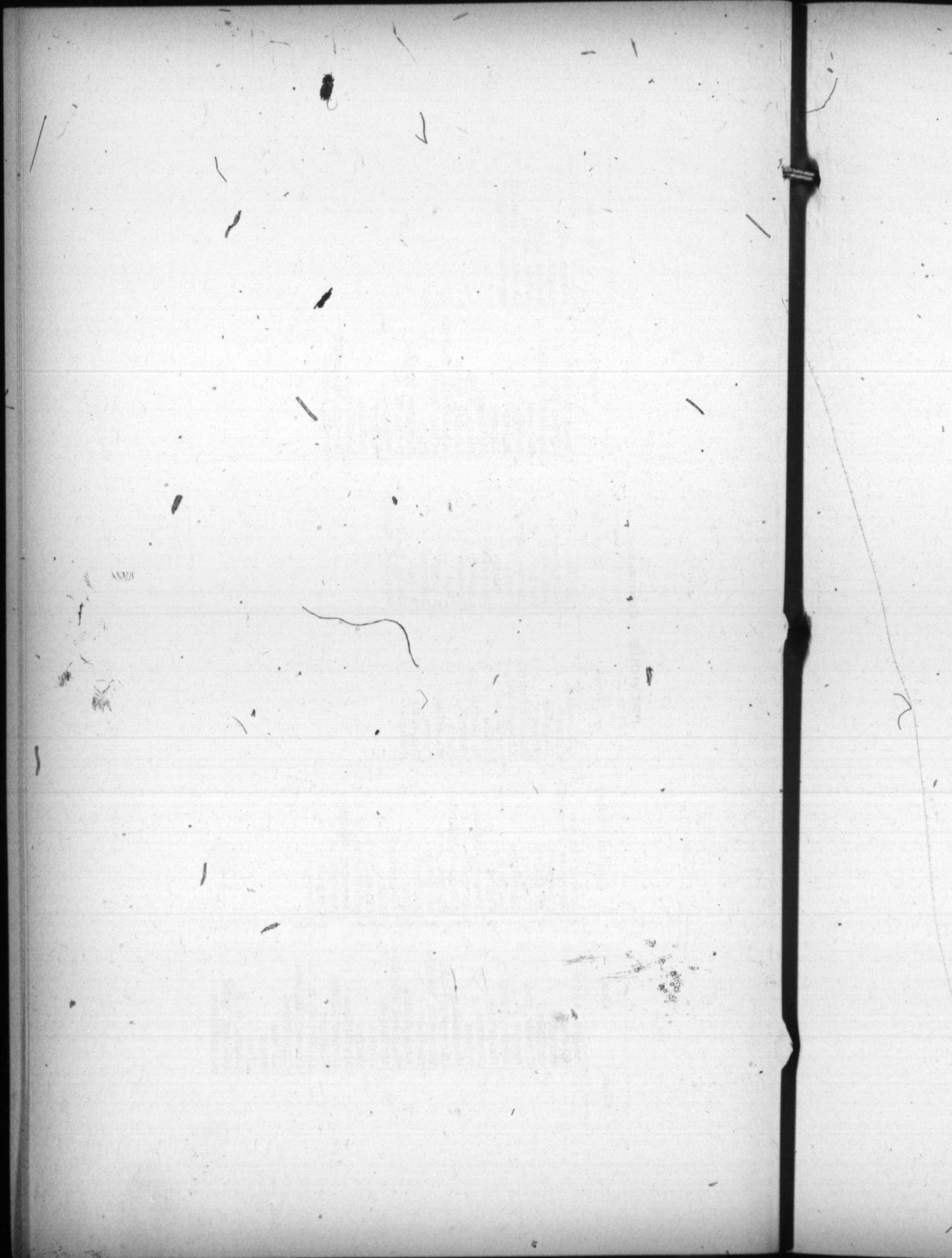
Class	Essay	English History.	Greek	Physiology.	French.	German
	Dowler, Minnabell Grundy Wilkinson Laidlaw MacMorine, Sybil Gillies Pinn Stewart Breen, Edith Matheson Wilson Carter Bathgate, Elizabeth Mitchell Marrin, Mary Beall, Winnifred Kenner Newton, Mabel O'Donnell, Ethel Halladay Buttrum Windsor MacMorine, W. G. Foote Hamilton Logan, C. I. Phair Buason MacKinnon, Isabella Ashdown, Florence Sipprell Roblin Kumohr	Grundy Stewart Haffner Pinn Laidlaw Roblin Dowler, Minnabell Penner, Helena Stanford, Blanche O'Donnell, Ethel Glenn, Miss Gillies Buttrum Logan, C. I. White, Ethel MacKinnon, Isabella Bennet Wilkinson Beal, Winnifred Carter Lawson Polson Wilson Marrin, Mary Windsor Kenner MacMorine, Sybil Breen, Edith Halladay Sipprell McCrossan	Rousseau Foote Grundy Hamilton Gillies LeBlanc Carter	Saunderson Windsor Mitchell Campbell Fletcher Laidlaw MacKinnon, Isabella	O'Donnell, Ethel Bathgate, Elizabeth Penner, Helena Marrin, Mary Ashdown, Florence Newton, Mabel Walsh, Clara Mitchell Laidlaw	Mitchell Penner, Helena Beall, Winnifred Newton, Mabel Ashdown, Florence Bathgate, Elizabeth Fletcher



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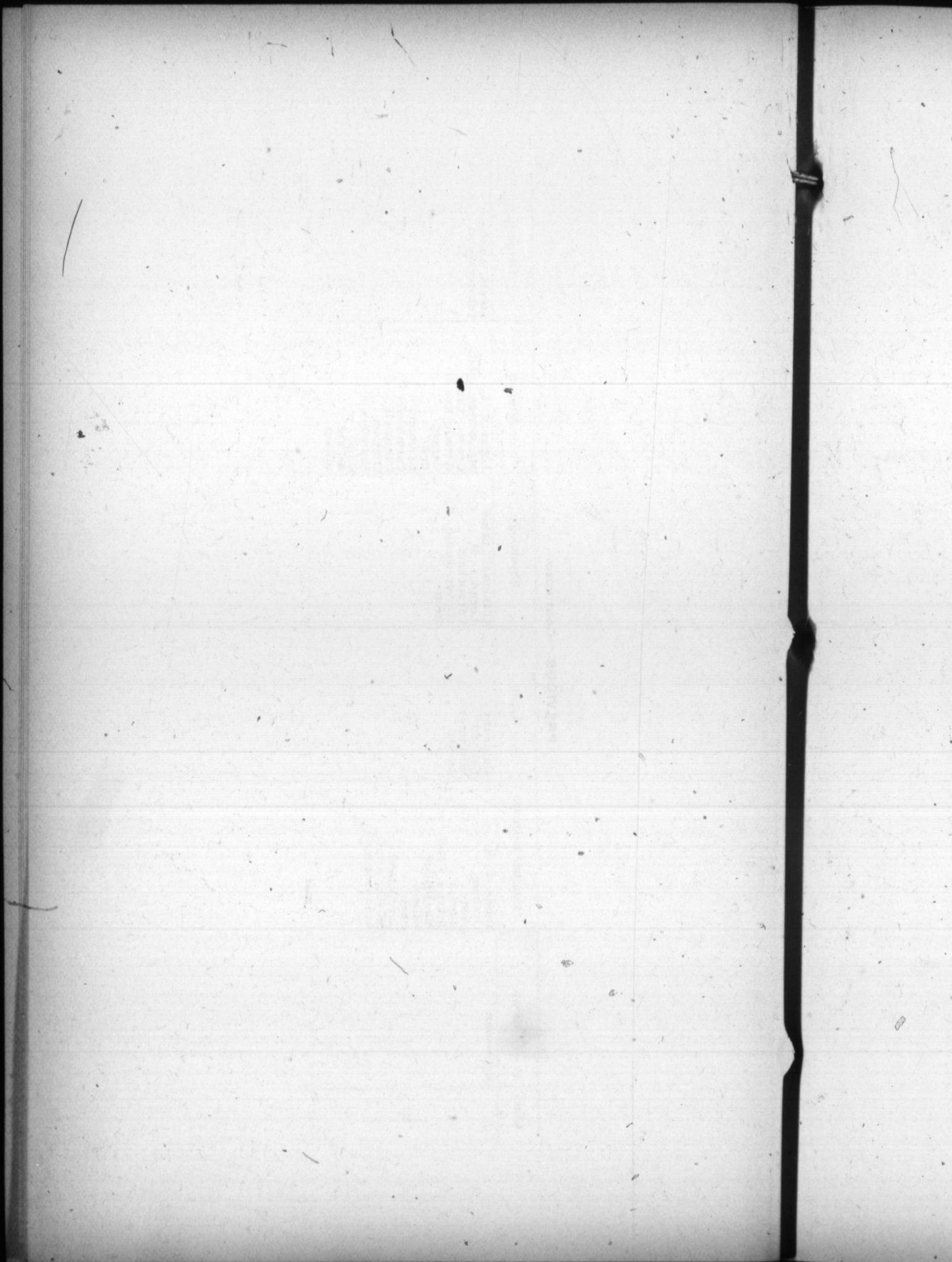
PREVIOUS.—CONTINUED.

Class	Essay.	English History.	Greek.	Physiology.	French.	German.
	Smyth, Annie Lawson Peacock Campbell Greene, Eva Fortin White, Ethel Halpenny Graham Polson Bennest Carwell Bemister, Maggie Haffner Kirkpatrick Stanford, Blanche McTavish Glenn Carper MacMillan Grover Annie Fletcher Duffie, W. R. Penner, Helena Carmichael Killam Brett Clint Logan, O. E. Inkster, Sybil Saunderson	Grover, Annie Bathgate, Elizabeth Campbell McTavish Fletcher Hamilton Graham Fortin Newton, Mabel Rumohr Ashdown, Florence Carper Halpenny Mitchell Biett Kirkpatrick Clint Logan, O. E. MacMorine, W. G. Bemister, Maggie Peacock Carwell Matheson	McCrossan Carwell Halladay Stewart MacMorine, W. G. Kirkpatrick Lachance Fortin McTavish Phair MacMillan Polson Sipprell Rumohr	Roblin Killam Haffner Carper Marrin, Mary Pinn Graham Matheson Lawson Bennest Clint Kenner Buttrum Wilson Duffie, W. R. Stanford, Blanche.	Beall, Winnifred Glenn, Miss Stanford, Blanche Bennest Lawson Roblin Kenner Matheson Breen, Edith Inkster, Sybil MacKinnon, Isabella White, Ethel Pinn Bemister, Maggie Duffie, W. R. Windsor Haffner Buttrum Logan, O. E. Dowler, Minnabell Smyth, Annie	Glenn, Miss Logan, C. I., Breen, Edith White, Ethel Dowler, Minnabell Bemister, Maggie



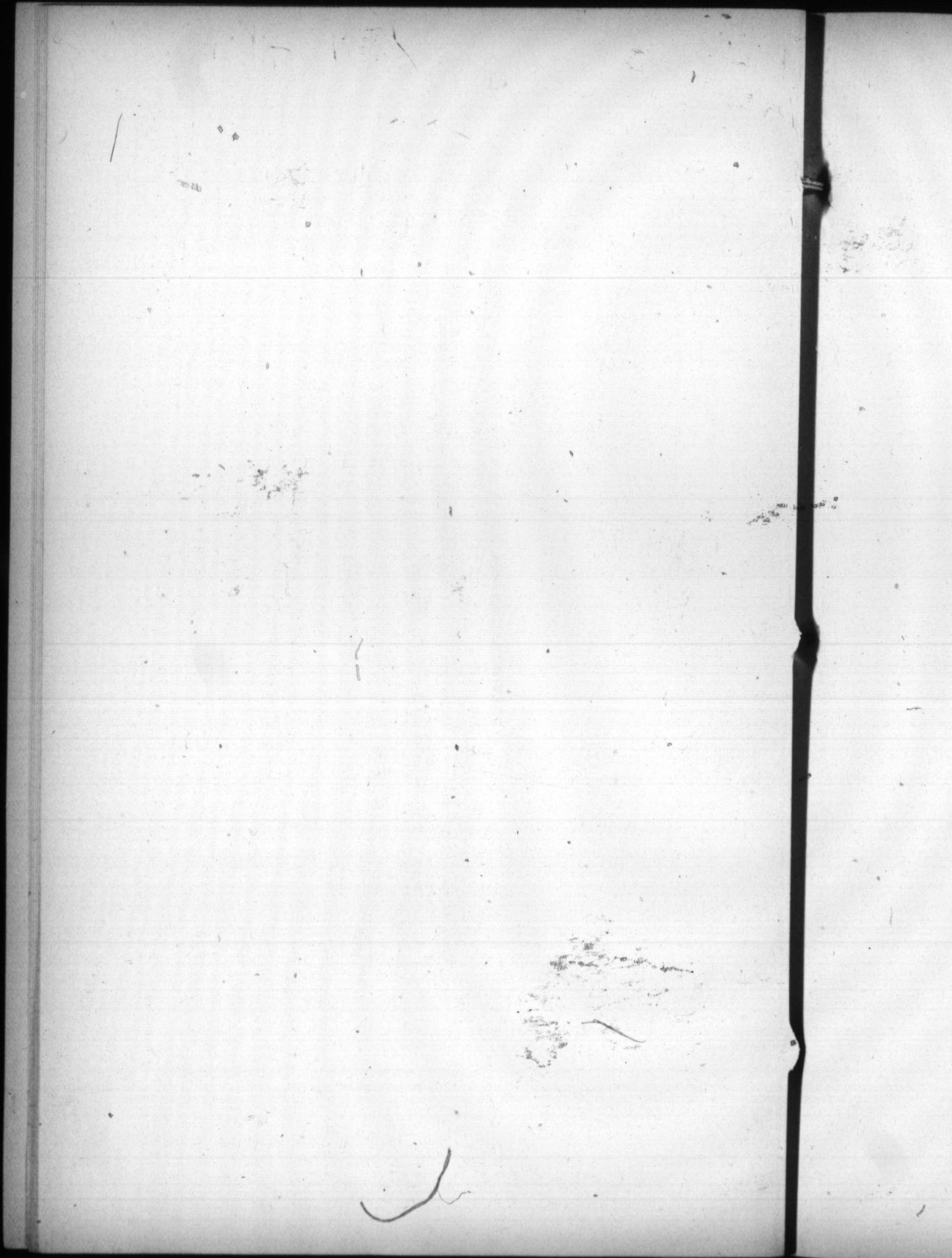
PREVIOUS.—CONTINUED.

Class	Essay.	English History.	Greek.	Physiology.	French.	German.
	McCrossan	Duffie, W. R. Graham Foote Buason Inkster, Sybil MacMillan Killam Phair Carmichael Smyth, Annie Saunderson	Halpenny Laliberte Wilkinson Buason	O'Donnell, Ethel Logan, O. F. Carmichael Grover, Annie Brett	Logan, C. L., MacMorine, Sybil Grover, Annie Greene, Eva Carper Brett Redmond Carmichael Campbell Graham Saunderson Clint Killam Wilson	Smyth, Annie Inkster, Sybil



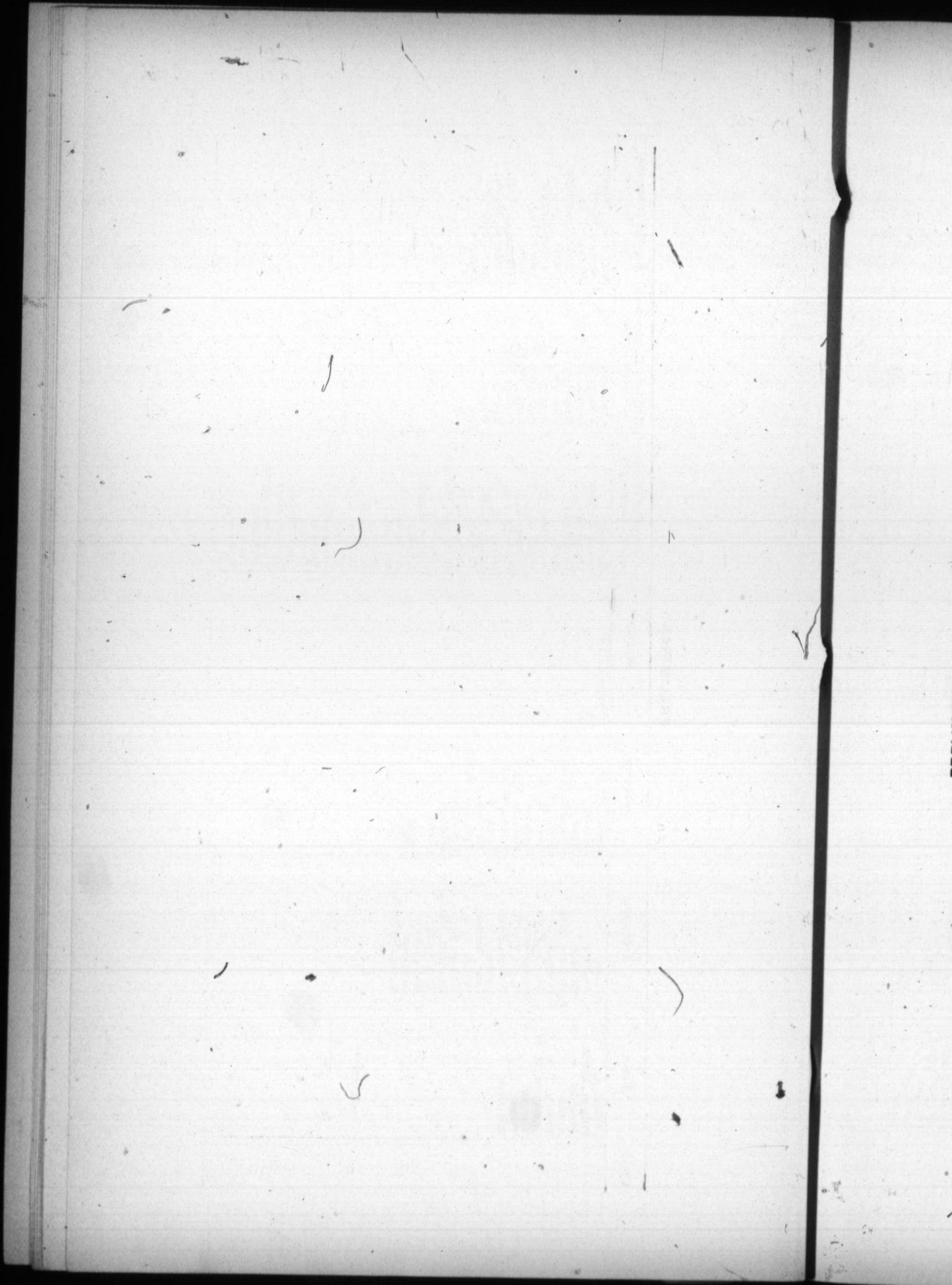
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FOR FRENCH STUDENTS.

Class	Athalie et Polyeuacte.	Rhétorique	Comp. Française.	Histoire de France.
I	Rousseau Lachance	Rousseau LeBlanc Lachance	Lachance Rosseau	Lachance
II	LeBlanc Laliberté			Rousseau Laliberté
III		Laliberté	LeBlanc Laliberté	BeBlanc



PRELIMINARY

Class.	Latin	Arithmetic	Algebra	Euclid	Canadian History and Geography	English, Roman and Greek History	English Grammar and Rhetoric
	Dubuc, A. Polson, Flora Bastedo Arpin Brown, T. D. Cameron, H. M. Thomas Young, E. J. Belanger	Head Andrew Bastedo McGaw, Mary Hodnett Brown, T. D. Robertson Lang, W. H. Polson, Flora Cocks Gray, Mabel Wilkie Young, E. J. Brundrit, Kathleen McKinnon Ross, Jessie Anderson Baker, Florence	Brown, T. D. Bastedo Head Brundrit, Kathleen Arpin Gray, Mabel Larkins McGaw, Mary Polson, Flora Lang, W. H. McKinnon Ferguson, Bessie Robertson Hodnett Cocks	Brown, T. D.	Rutledge Jones, Eleanor Creighton Greenfield Ault Robertson Head Young, E. J. Hodnett Horn Lang, W. H. Walton Brown, T. D. Patterson, Winnie Hamilton Harris, Aggie Ritchie Anderson McBeth Moody McKinnon Walton Tucker Crawford Bastedo Thomas Gray, Mabel Molloy, Mary Morrison, Agnes McKittrick Clark Bowering	Crawford Young, E. J. Dickie, Josephine Robertson Thomas Brown, T. D. Patterson, Winnie Lang, W. H. Procter Horn Wilkie	Patterson, Winnie McGaw, Mary Brown, T. D. Dickie, Josephine Head Dargie, Maggie Young, E. J. Horn Robertson, A. R. Cameron, H. M. Jones, Eleanor Campbell Wark



PRELIMINARY

PRELIMINARY.—CONTINUED.

Class	Latin	Arithmetic	Algebra	Euclid	Canadian History and Geography	English, Roman and Greek History	English Grammar and Rhetoric
	Pow Eggo, Christina Head Cocks Horn Hamilton Gordon, Graham Wilkie Young, F. Hogue Warden Reid Procter Nicholls, A. A. Lang, W. H. Robertson, F. A. Patterson, Winnie McKinnon Dickie, Josephine Hodnett Gray, Mabel McBeth Hagarty, Eleanor Cassap Baker, R. K. Crawford Creighton McCurdy Scobie, Kate	Arpin Morrison, Agnes Wark Larkins McBeth Patterson, Winnie Horn Gordon, Graham Archibald Harris, Aggie Bowering Walton Brice Baker, R. K. Reid Hamilton Boardman Cameron, Marie Eggo, Christina Dubuc, Berthe Gillies, Maggie Jones, Eleanor Hall, Cella Warden Ritchie McKitrick Dargie, Maggie Cameron, H. M. Dubuc, A. Dickie, Josephine Pow Arnold	Creighton Morrison, Agnes Ross, Jessie Horn Crawford Hamilton Hall, Cella Young, E. J. Pow Baker, Florence Elliott Wilkie Dunn Thomas Arnold Harris, Aggie McBeth Dickie, Josephine Newton, Con. Archibald Hogue	Head Bastedo Cameron, H. M. Lang, W. H. Dubuc, A. McGaw, Mary Procter Larkins McGaw, C. A. Walker, Harry Clark Ault Ross, Alex. Arnold Walton Polson, Flora Ross, Jessie Gillies, Maggie Thomas Moody Gray, Mabel Robertson Dickie, Josephine Hogue Pow Patterson, Winnie Greenfield	Carley, Mary McGregor Arnold Taylor Archibald Eggo, Christina McGaw, C. A. Campbell Dickie, Josephine Wilkie Hagarty, Eleanor Baker, R. K. Baker, Florence Brundrit, Kathleen Pow Brice McGaw, Mary Cameron, H. M. Dunn Procter Andrew Mustard, Mary Polson, Flora Gillies, Maggie Cocks Walker, Harry Reid Warden Hall, Cella Dargie, Maggie Conklin Shannon Ross, Alex. Mawhinney, Louise	Creighton Cameron Brice Head McGregor Carley, Mary McBeth O'Brien, Maud Bastedo McKitrick Morrison, Agnes Ross, Jessie Ross, Alex. Molloy, Mary Warden Hagarty, Eleanor Hodnett Andrew Gray, Mabel Cocks Rutledge Tucker Campbell McGaw, Mary McGaw, C. A. Bowering Anderson Ritchie Shannon Polson, Flora Walker, G. H.	Thomas Pow Morrison, Agnes Andrew Polson, Flora Walton Newton, Con. Lang, W. H. Ross, Jessie Gray, Mabel Wilkie McGaw, C. A. Crawford McGregor McBeth Creighton Hagarty, Eleanor Brundrit, Kathleen Hodnett Gordon, Graham Baker, R. K. Larkins Walker, G. H. Cocks Elliott Scobie, Kate Eggo, Christina
II.							

PRELIMINARY.—CONTINUED.

Class	Latin	Arithmetic	Algebra	Euclid	Canadian History and Geography	English, Roman and Greek History	English Grammar and Rhetoric
	Wark Bowering Larkins McGaw, Mary Mustard, Mary McGaw, C. A.	Molloy, Mary Ross, Alex. Conklin McGaw, C. A. Mustard, Mary T...	Patterson, Winnie Dubuc, Berthe Andrew Lang, W. H. Greenfield	Eggo, Christina Cocks Hamilton Wark Hodnett	Elliott Cameron, Marie Wark Ross, Jessie	Taylor Jones, Eleanor Moody Walton	Arnold Brice Bastedo D...

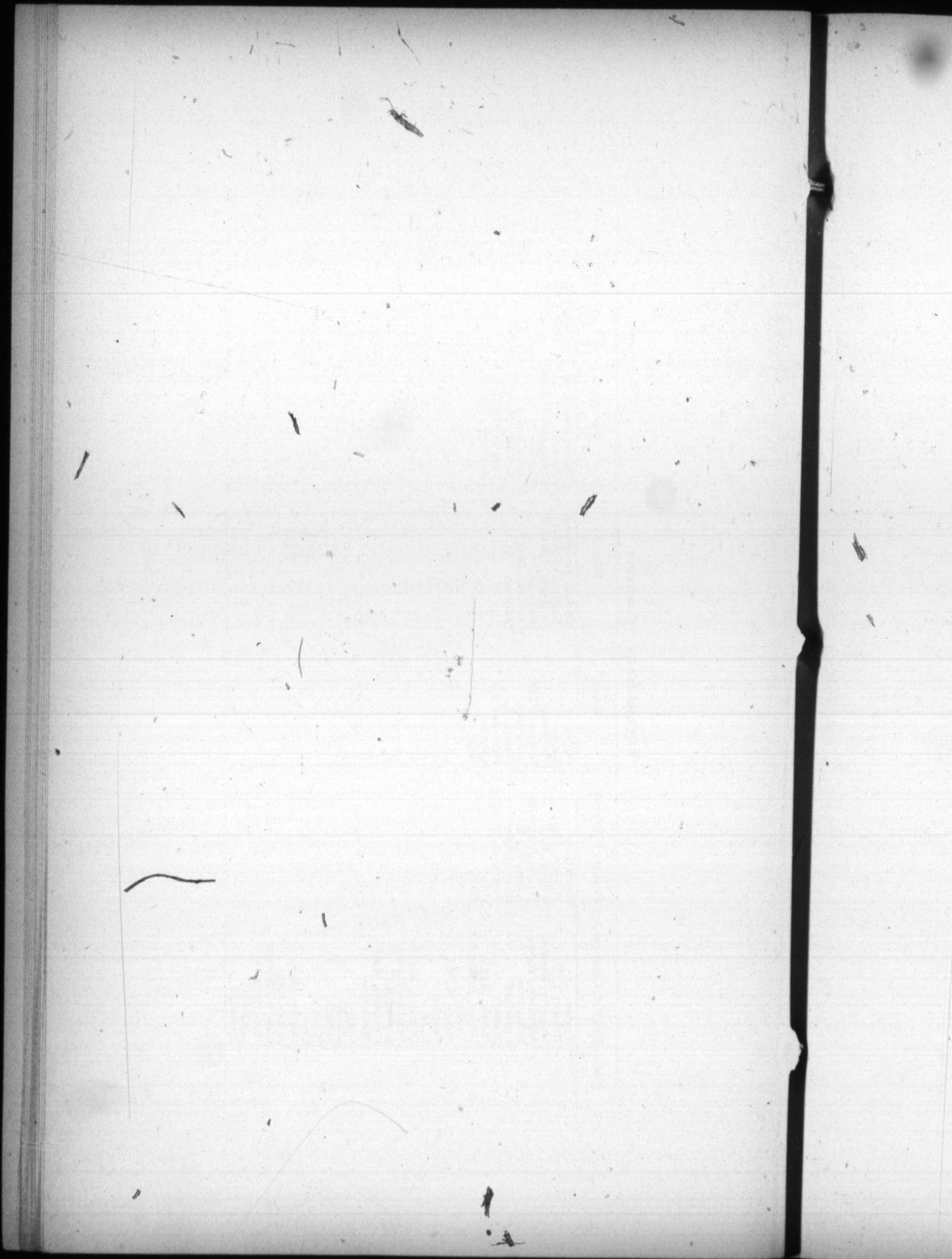
PRELIMINARY.—CONTINUED.

Class	Latin	Arithmetic	Algebra	Euclid	Canadian History and Geography	English, Roman and Greek History	English Grammar and Rhetoric
	Wark Bowering Larkins McGaw, Mary Mustard, Mary McGaw, C. A. Brice Walker, Harry Harris, Aggie Baker, Florence Elliott Conklin Gillies, Maggie Greenfield Dargie, Maggie Dubuc, Berthe Rutledge Ault Ferguson, Bessie Murray, Jean Andrew Ross, Alex. Moody Tucker McGregor Campbell McKittrick Taylor Hall, Cella Newton, Con. Mawhinney, Louise Walton Archibald Ritchie O'Brien, Maud Dunn Jones, Eleanor Clark	Molloy, Mary Ross, Alex. Conklin McGaw, C. A. Mustard, Mary Taylor McGregor Crawford Moody Dunn Carley, Mary Rutledge Hogue Creighton Ault Procter Murray, Jean Thomas Walker, Harry Elliott Walker, G. H. Ferguson, Bessie Newton, Con. Shannon Clark Gordon, Graham Cassap Belanger Scoble, Kate Young, Frank Mawhinney, Louise	Patterson, Winnie Dubuc, Berthe Andrew Lang, W. H. Greenfield Mustard, Mary Eggo, Christina Reid Anderson Cameron, H. M. Procter Clark Molloy, Mary Dargie, Maggie Baker, R. K. McGaw, C. A. Bowering Walton Dubuc, A. Brice Conklin Gillies, Maggie Boardman Scoble, Kate Walker, Harry Mawhinney, Louise Ault Hagarty, Eleanor Murray, Jean Wark Cameron, Marie Cassap Jones, Eleanor Ritchie Warden McGregor Shannon Ross, Alex. Belanger	Eggo, Christina Cocks Hamilton Wark Hodnett Campbell Horn Hagarty, Eleanor Creighton Elliott Molloy, Mary Wilkie Walker, G. H. Brice Baker, R. K. Shannon Jones, Eleanor McBeth Arpin McKinnon Mawhinney, Louise Boardman Bowering McKittrick Archibald Morrison, Agnes Belanger Brundrit, Kathleen Harris, Aggie Cassap Newton, Con. Murray, Jean O'Brien, Maud Dubuc, Berthe Dunn Anderson Crawford Mustard, Mary Reid Young, E. J. Ferguson, Bessie Dargie, Maggie Ritchie Conklin Rutledge Baker, Florence Andrew Taylor Hall, Cella Tucker	Elliott Cameron, Marie Wark Ross, Jessie Murray, Jean O'Brien, Maud Gordon, Graham Cassap Newton, Con. Boardman Scoble, Kate Larkins Young, Frank	Taylor Jones, Eleanor Moody Walton Reid Hamilton Elliott Eggo, Christina Baker, R. K. Dunn Mawhinney, Louise Conklin Ault Larkins Gordon, Graham Arnold McKinnon Boardman Baker, Florence Dargie, Maggie Hall, Cella Greenfield Cameron, Marie Wark Young, Frank Scoble, Kate Cassap Ferguson, Bessie Brundrit, Kathleen Clark Harris, Aggie Pow Mustard, Mary Walker, Harry	Arnold Brice Bastedo Procter Walker, Harry Molloy, Mary O'Brien, Maud Rutledge Anderson Gillies, Maggie Young, Frank McKinnon Moody Cameron, Marie Hall, Cella Tucker Carley, Mary McKittrick Harris, Aggie Ault Hamilton Archibald Ferguson, Bessie Cassap Warden Mustard, Mary Bowering Boardman Baker, Florence Ritchie Conklin Reid Shannon Ross, Alex. Murray, Jean



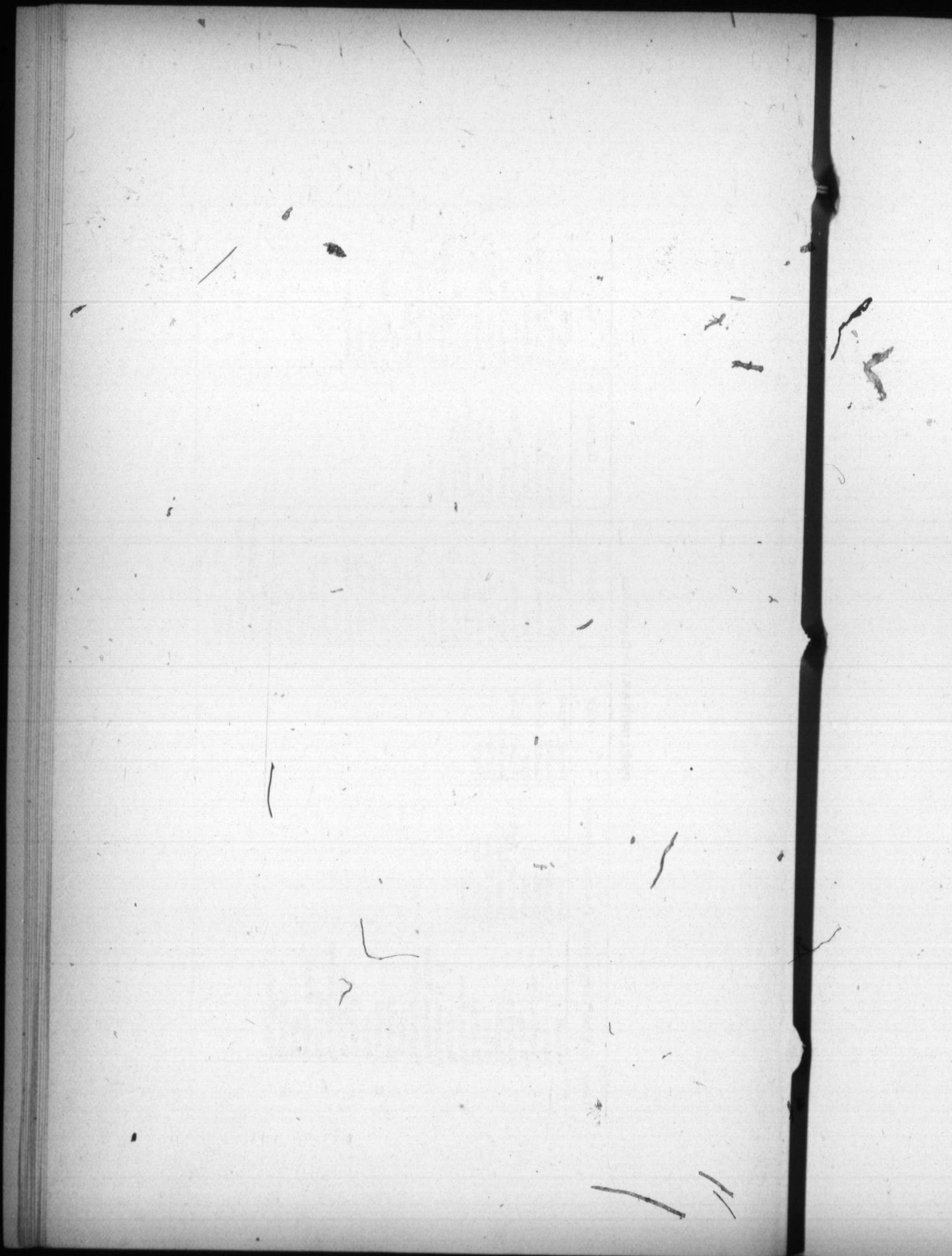
PRELIMINARY.—CONTINUED.

Class	English Composition	Poetical Literature	Greek	French	German	Botany
	Taylor Brown, T. D. Hagarty, Eleanor Morrison, Agnes Robertson Crawford McBeth Harris, Aggie Dickie, Josephine Tucker Baker, R. K. Thomas Reid O'Brien, Maud Walker, Harry Scoble, Kate Cameron, Marie McGregor Cocks Clark Wilkie Head Pow Carley, Mary Ross, Alex. Baker, Florence Ross, Jessie Anderson Rutledge	Robertson McGaw, Mary Young, E. J. Dickie, Josephine Lang, W. H. Ross, Jessie Patterson, Winnie Head Horn	Arpin Reid Hamilton Brown, T. D. Robertson Dubuc, A. Belanger Cocks Wilkie	Dickie, Josephine Eggo, Christina Hagarty, Eleanor Bastedo McGaw, Mary Thomas	Dickie, Josephine Thomas Patterson, Winnie Head Ross, Jessie McGaw, Mary Dargie, Maggie Morrison, Agnes	Creighton Hall, Cella
I.						



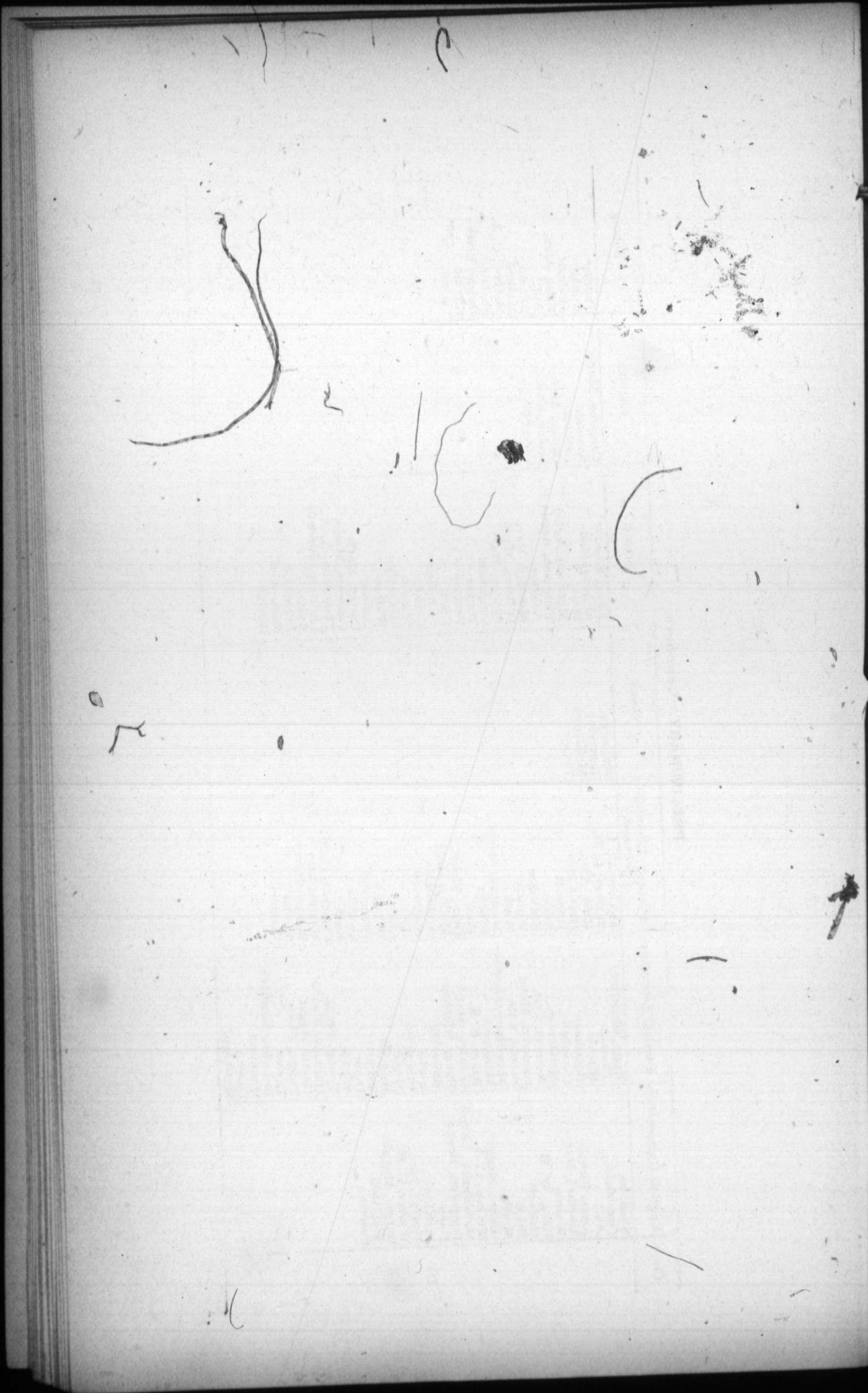
PRELIMINARY.—CONTINUED.

Class	English Composition	Poetical Literature	Greek	French	German	Botany
	Arnold Horn Newton, Con. Warden Creighton Hamilton Wark McKittrick Polson, Flora Bastedo Cameron, H. M. Patterson, Winnie Eggo, Christina Andrew Boardman Campbell Ritchie Young, E. J. McGaw, Mary Brundrit, Kathleen Hall, Cella Gordon, Graham Elliott Bowering Gray, Mabel	Brown, T. D. Crawford McBeth Andrew Morrison, Agnes Dargie, Maggie Jones, Eleanor Carley, Mary Elliott	Young, Frank Cassap Gordon, Graham Pow Walker, Harry Boardman Warden Hogue	Dargie, Maggie Newton, Con. Cameron, H. M. Head Patterson, Winnie Brice Young, E. J. Lang, W. H. McKinnon Nicholls, A. A. Baker, R. K. McBeth Baker, Florence Ross, Jessie Polson, Flora Hall, Cella Scoble, Kate Gillies, Maggie Harris, Aggie Elliott McGaw, C. A. Gray, Mabel Creighton Hodnett Walker, G. H. Crawford Brundrit, Kathleen Mawhinney, Louise Wark Dunn	Horn Newton, Con. Gray, Mabel Andrew Ferguson, Bessie Crawford Jones, Eleanor Polson, Flora Hagarty, Eleanor Harris, Aggie Elliott	Lang, W. H. Young, E. J. Brundrit, Kathleen McKinnon Walton Eggo, Christina Cameron, H. M. Walker, G. H. Clark Baker, R. K. Mawhinney, Louise Archibald Baker, Florence Greenfield Dunn Mustard, Mary Bastedo Moody Murray, Jean



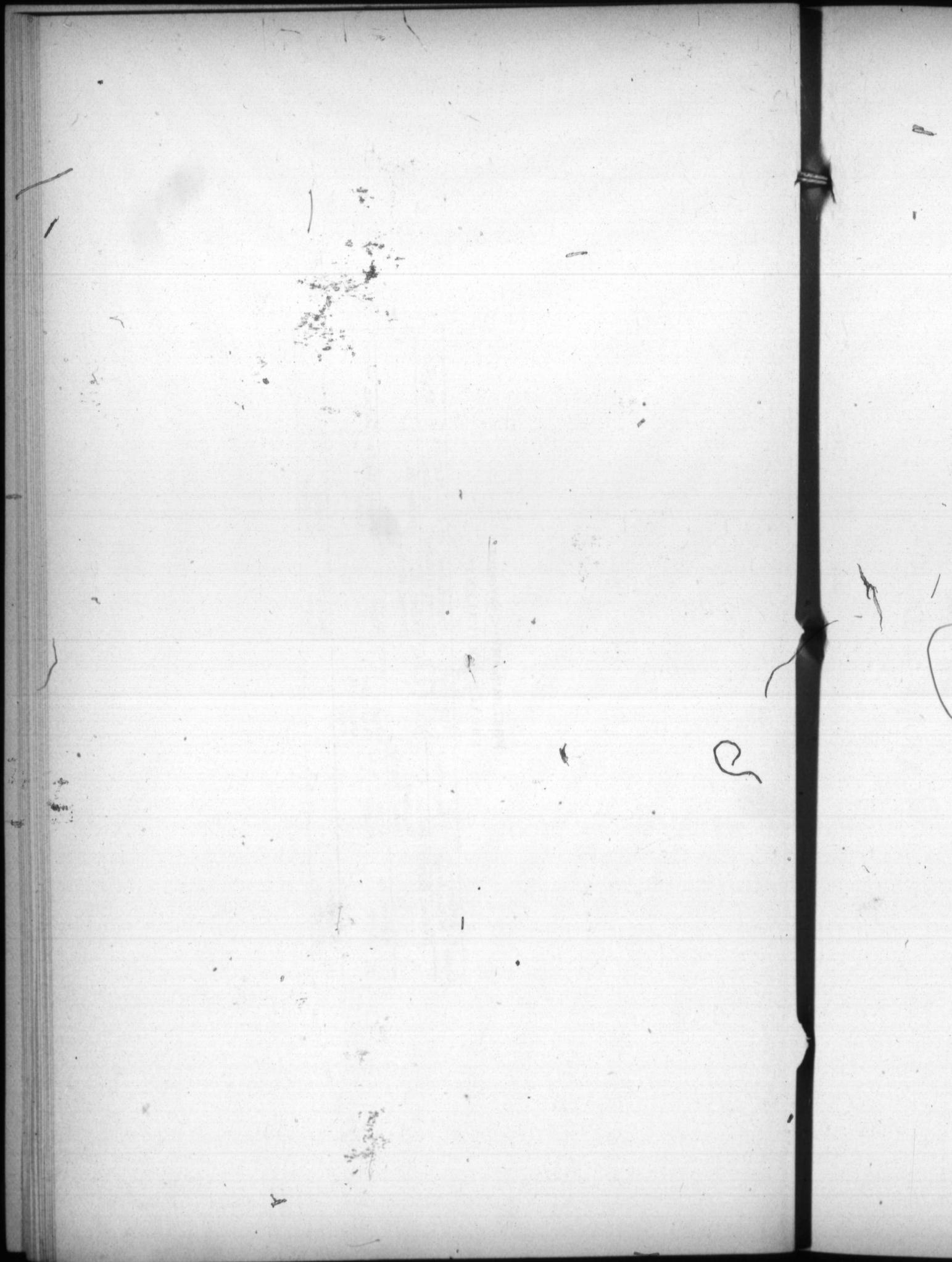
PRELIMINARY.—CONTINUED.

Class	English Composition	Poetical Literature	Poetical Literature <i>Continued.</i>	Greek	French	German	Botany
	Shannon Greenfield Ault Jones, Eleanor Mustard, Mary Walton Lang, W. H. Hodnett Brice Moody Gillies, Maggie McCaw, C. A. Mawhinney, Louise Ferguson, Bessie Dunn McKinnon Murray, Jean Walker, G. H. Dargie, Maggie Archibald Procter	Eggo, Christinn Thomas Ritchie Boardman Campbell McKinnon Newton, Con. Cameron, Marie Scoble, Kate Mawhinney, Louise McKittrick Baker, R. K. O'Brien, Maud Baker, Florence Bowering Cocks Creighton Moody Bastedo Tucker Dunn Wilkie Young, Frank Hagarty, Eleanor Harris, Aggie Polson, Flora Taylor Brundrit, Kathleen Hamilton Cassap McGregor	McGaw, C. A. Walker, G. H. Ross, Alex. Hall, Cella Hodnett Brice Rutledge Walton Wark Mustard, Mary Procter Pow Gray, Mabel Molloy, Mary Archibald Anderson Ault Clark Warden Greenfield Conklin Reid Cameron, H. M. Murray, Jean Walker, Harry Arnold Shannon	Rutledge Bowering McKittrick Taylor	Jones, Eleanor Murray, Jean Horn Morrison, Agnes Ferguson, Bessie Andrew Mustard, Mary O'Brien, Maud Molloy, Mary Greenfield Tucker Procter Clark Campbell Conklin Moody McCurdy Walton Larkins Carley, Mary Cameron, Marie Thompson, A. A. Lightcap, Bloomie Ault Archibald Ross, Alex. Ritchie	Cameron, Marie Shannon Larkins Carley, Mary Scoble, Kate Campbell	Procter Conklin Hodnett Ross, Alex. Ault Arnold McBeth McCaw, C. A. Shannon Dubuc, Berthe Ritchie Tucker



PRELIMINARY—CONTINUED
FRENCH EQUIVALENTS

Class	Esther et le Misanthrope	Composition	Grammaire et Rhetoric	French, Rom. et Greek Histoire	Can. Histoire et Geog.	English
I.	Dubuc, Berthe	Dubuc, A. Belanger Dubuc, Berthe	Dubuc, Berthe	Dubuc, A. Dubuc, Berthe	Dubuc, A.	
II.	Dubuc, A. Arpin	Arpin Hogue	Hogue Belanger Dubuc, A. Arpin	Arpin	Dubuc, Berthe Arpin	Dubuc, Berthe
III.	Belanger Hogue			Belanger Hogue	Hogue Belanger	



Faculty of Medicine.

FINAL YEAR

Faculty of Medicine.

FINAL YEAR.

CANDIDATES.	M.D.					C.M.	
	Practice of Medicine.	Obstetrics and Gynaecology.	Clinical Medicine	Surgery.	Clinical Surgery.		Pathology.
Alexander, A. B., B.A.	Hicks	Hicks	Alexander	Douglas	Bjornson	Douglas	Douglas
Argue, A. W., B.A.	Douglas	Douglas	McCulloch	Douglas	Douglas	McCulloch	Hicks
Barrett, W. F.	McCulloch	Wilson, T. H.	Bjornson	McCulloch	Douglas	McCulloch	
Bjornson, O.	McCulloch	McCulloch	McCulloch	McCulloch	Hicks	McCulloch	
Bride, W. W.	McCulloch	McCulloch	McCulloch	McCulloch	Hicks	McCulloch	
Brothers, W. H.	McCulloch	McCulloch	McCulloch	McCulloch	Hicks	McCulloch	
Bunn, W. R., B.A.	McCulloch	McCulloch	McCulloch	McCulloch	Hicks	McCulloch	
Burridge, A. J., E. D.	McCulloch	McCulloch	McCulloch	McCulloch	Hicks	McCulloch	
Casselman, V. E. D.	McCulloch	McCulloch	McCulloch	McCulloch	Hicks	McCulloch	
Cross, J. W.	McCulloch	McCulloch	McCulloch	McCulloch	Hicks	McCulloch	
Douglas, A. J., B.A.	McCulloch	McCulloch	McCulloch	McCulloch	Hicks	McCulloch	
Ferguson, R. D.	McCulloch	McCulloch	McCulloch	McCulloch	Hicks	McCulloch	
Graham, J. A.	McCulloch	McCulloch	McCulloch	McCulloch	Hicks	McCulloch	
Hicks, H. E.	McCulloch	McCulloch	McCulloch	McCulloch	Hicks	McCulloch	
McCulloch, J. W.	McCulloch	McCulloch	McCulloch	McCulloch	Hicks	McCulloch	
McEwen, M. D., B.A.	McCulloch	McCulloch	McCulloch	McCulloch	Hicks	McCulloch	
McMunn, R. S., B.A.	McCulloch	McCulloch	McCulloch	McCulloch	Hicks	McCulloch	
Morrison, T. A.	McCulloch	McCulloch	McCulloch	McCulloch	Hicks	McCulloch	
Morrison, W.	McCulloch	McCulloch	McCulloch	McCulloch	Hicks	McCulloch	
O'Brien, M. C.	McCulloch	McCulloch	McCulloch	McCulloch	Hicks	McCulloch	
Parr, C. A.	McCulloch	McCulloch	McCulloch	McCulloch	Hicks	McCulloch	
Pullar, J. B. A., B. A.	McCulloch	McCulloch	McCulloch	McCulloch	Hicks	McCulloch	
Stevenson, R. G., B. A.	McCulloch	McCulloch	McCulloch	McCulloch	Hicks	McCulloch	
Wilkinson, J.	McCulloch	McCulloch	McCulloch	McCulloch	Hicks	McCulloch	
Wilson, T. H.	McCulloch	McCulloch	McCulloch	McCulloch	Hicks	McCulloch	

INTERMEDIATE.

Surgical Anatomy

Medical Jurisprudence

Pathology

Sanitary Science

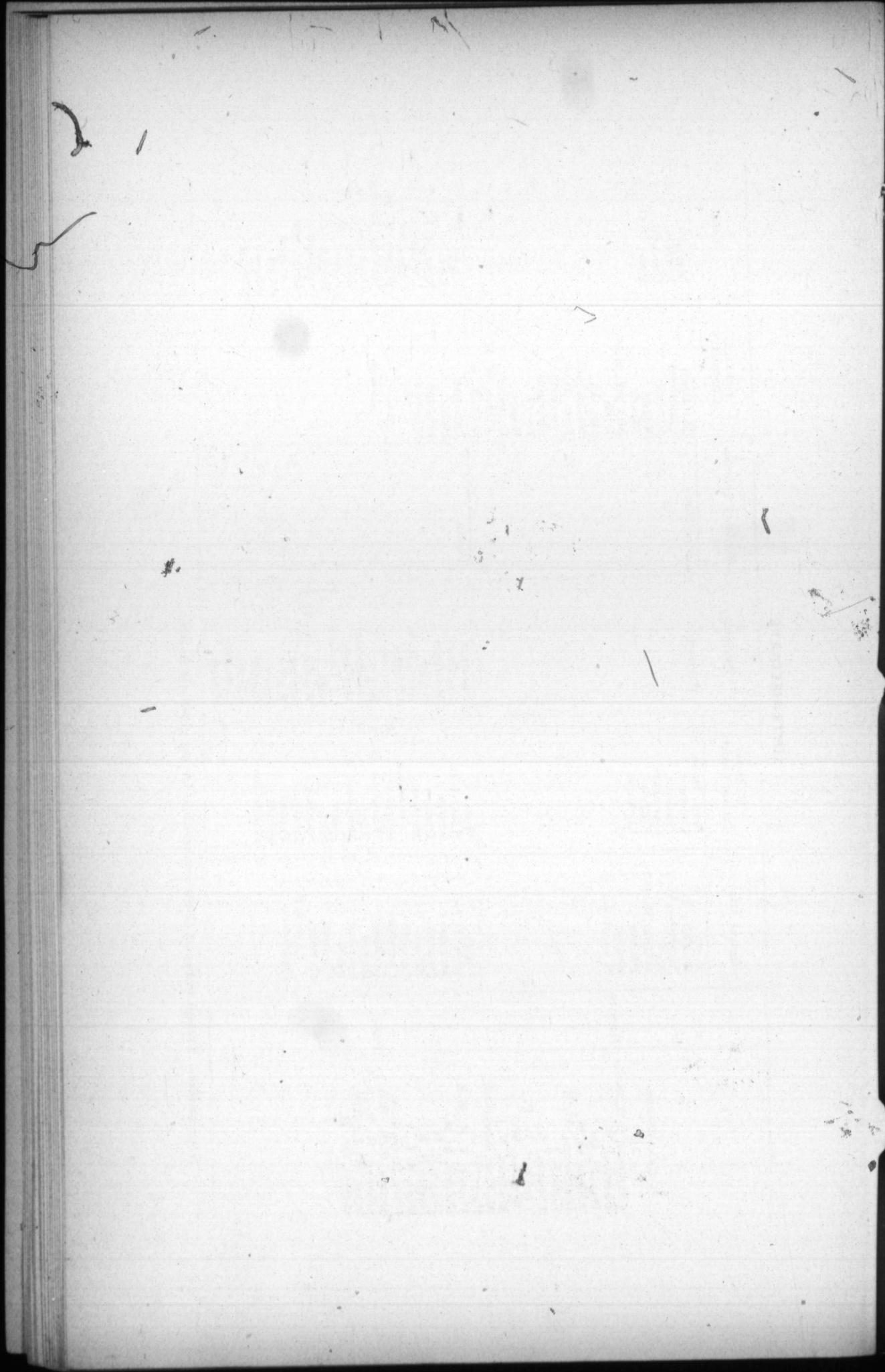
Physiology

Chemistry

INTERMEDIATE.

CANDIDATES.	Honors	Pass	Surgical Anatomy	Medical Jurisprudence.	Pathology	Sanitary Science.	Practical Chemistry	Total
Chambers, J. B., B.A. Chestnut, W. Duncan, Jas. Elliott, G. W. Hallidorson, M. B. Kirk, S. J. Lanigan, A. Lockhart, W. P. Morrison, W. Maclean, N. J. McPhee, Lavinia F. Perry, D. G. Ponton, T. R., B.A. Riddell, R. M. Riggs, H. W. Roger, R. R. Ross, R. L. Ross, D. G., B.A. Sharpe, C. T., B.A. Sparling, W. R., B.A. Watt, W. L., B.A. Wilson, W. H.			Watt Riddell Morrison, W. Kirk Wilson, W. H. Ponton Sharpe Ross, R. L.	Ross, D. G. Chestnut Maclean Chambers Riddell Lockhart	Maclean	Morrison	MacLean Chambers Riddell Riggs Elliott McPhee, Miss Kirk Duncan Hallidorson Ross, D. G. Sparling Chestnut Perry Roger Lockhart Wilson, W. H. Ross, R. L. Lanigan +Watt +Sharpe +Ponton	Maclean Riddell Chestnut Ross, D. G.
			Riggs Ross, D. G. Maclean Duncan Elliott Lanigan Chambers Lockhart Roger Sparling Perry Chestnut McPhee, Lavinia F. Hallidorson	Watt Ross, R. L. Sharpe Duncan McPhee Lavinia Wilson, A. H. Riggs Morrison, W. Roger Kirk Sparling Lanigan Ponton Elliott Hallidorson	Chestnut Lockhart Morrison Riggs, R. S. Lanigan Sparling Roger Hallidorson McPhee, Lavinia Kirk Wilson, W. H. Sharpe Watt Perry Riddell Elliott Chambers Ponton	Doran	Lanigan +Watt +Sharpe +Ponton	Riggs Kirk Ross, R. L. Lockhart Chambers Wilson, W. H. McPhee, Lavinia Duncan Elliott Perry Roger Sparling Hallidorson Lanigan +Watt +Sharpe +Ponton

† Not classified. Exempt from part of the examination, having graduated in Arts.



PRIMARY.

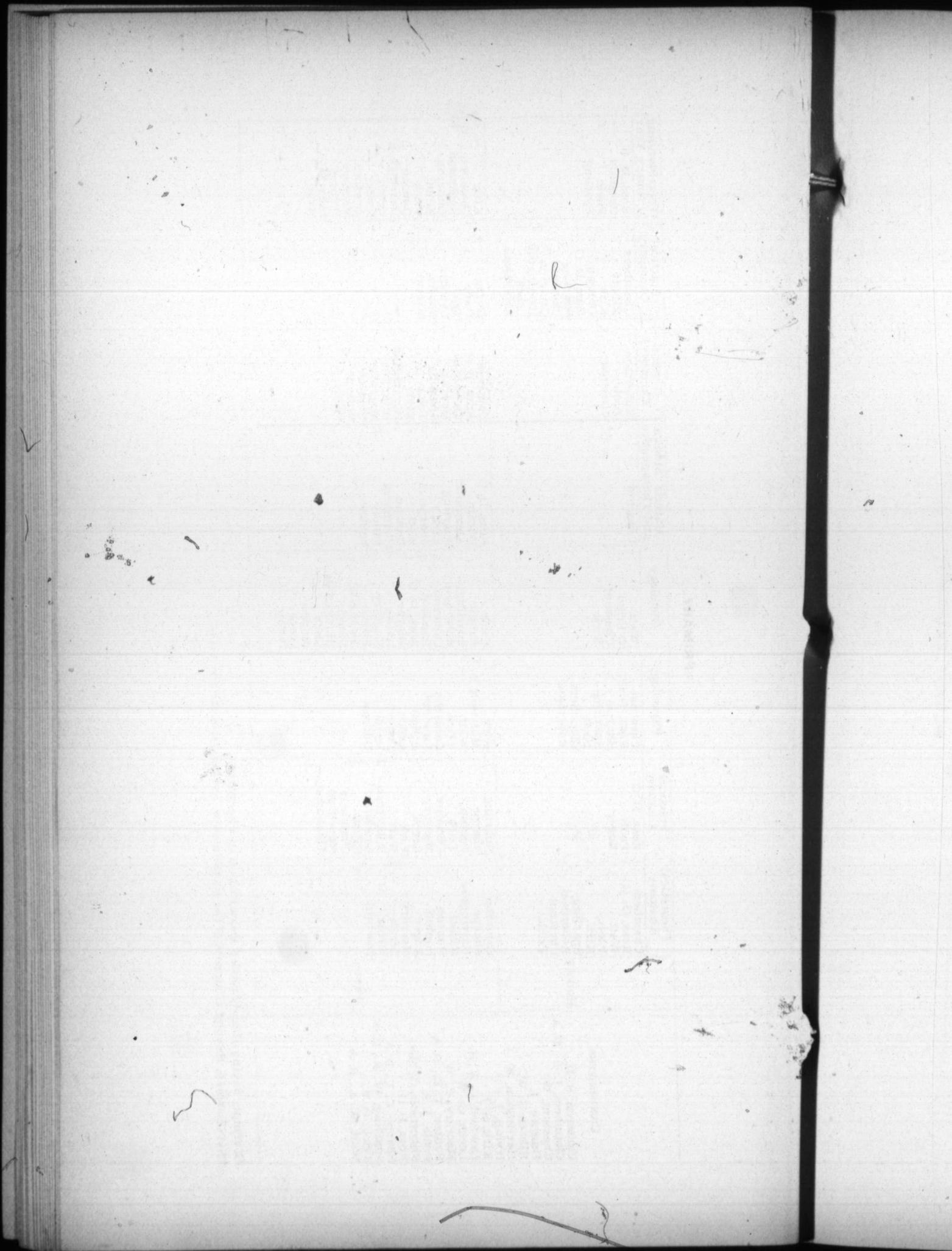
Theoretical

PRIMARY.

CANDIDATES.	Theoretical Anatomy.	Practical Anatomy.	Physiology	Histology	Materia Medica and Therapeutics	General Chemistry	Practical Chemistry	Total Standing primary Year
Cameron, S. D.	Chambers	Ross, D. G.	Chestnut	Watt	Chesnut	Robertson	Chambers	Ross, D. G.
Chambers, J. B., B. A.	Ross, D. G.	Pooler	Ross, D. G.	O'Brien		Pooler	Elliott	Chestnut
Chestnut, W.	Pooler	Roger	Sharpe	Chestnut		Chestnut	Kirk	Pooler
Duncan, J. W.	Kirk		Pooler	Kirk			Duncan	Sparling
Elliott, G. W.	Sparling		Chambers				Ross, D. G.	
Harrington, W. J.	Robertson		Robertson				Sparling	
Irving, J. F.	Chestnut						Chestnut	
Kirk, S. J.	Trick						Cameron	
Lawford, C. A. H.							Harrington	
Leech, G. W.	Cameron		Kirk	Pooler	Ross, D. G.	Cameron	Irving	Kirk
Macrury, C. W.	Sharpe		Morrison T. A.	Ponton	Doran	Ross, D. G.	Pooler	Chambers
Pontor, T. R., B. A.	Harrington		Watt	Sparling	Alexander	Chambers	Trick	Robertson
Poole, J. S.	Elliott		Trick	Robertson	Sparling	Duncan	Lawford	Cameron
Robertson, G. McG.	Duncan		Cameron	Cameron	Kirk	Sparling	Braden	Elliott
Ross, D. G.	Ponton		Lawford	Lawford	Sharpe	Trick	Macrury	Trick
Sharpe, C. T., B. A.	Roger		Elliott	Ross, D. G.	Watt	Kirk		Duncan
Sparling, W. R., B. A.	Macrury		Leech	Sharpe	Duncan	Harrington		Leech
Trick, C. W.	Leech		Kirk	Irving	Elliott	Elliott		Irving
Watt, W. L., B. A.	Irving		Ponton	Macrury	Ponton	*Ponton		Lawford
	Lawford		Duncan	Alexander		*Sharpe		Macrury
				Harrington				†Ponton
				Trick				†Sharpe
				Braden				†Watt
				Leech				
				Doran				

*Exempt, having already passed Examination in Chemistry.

†Not classified, Exempt from part of the Examination, having graduated in Arts.

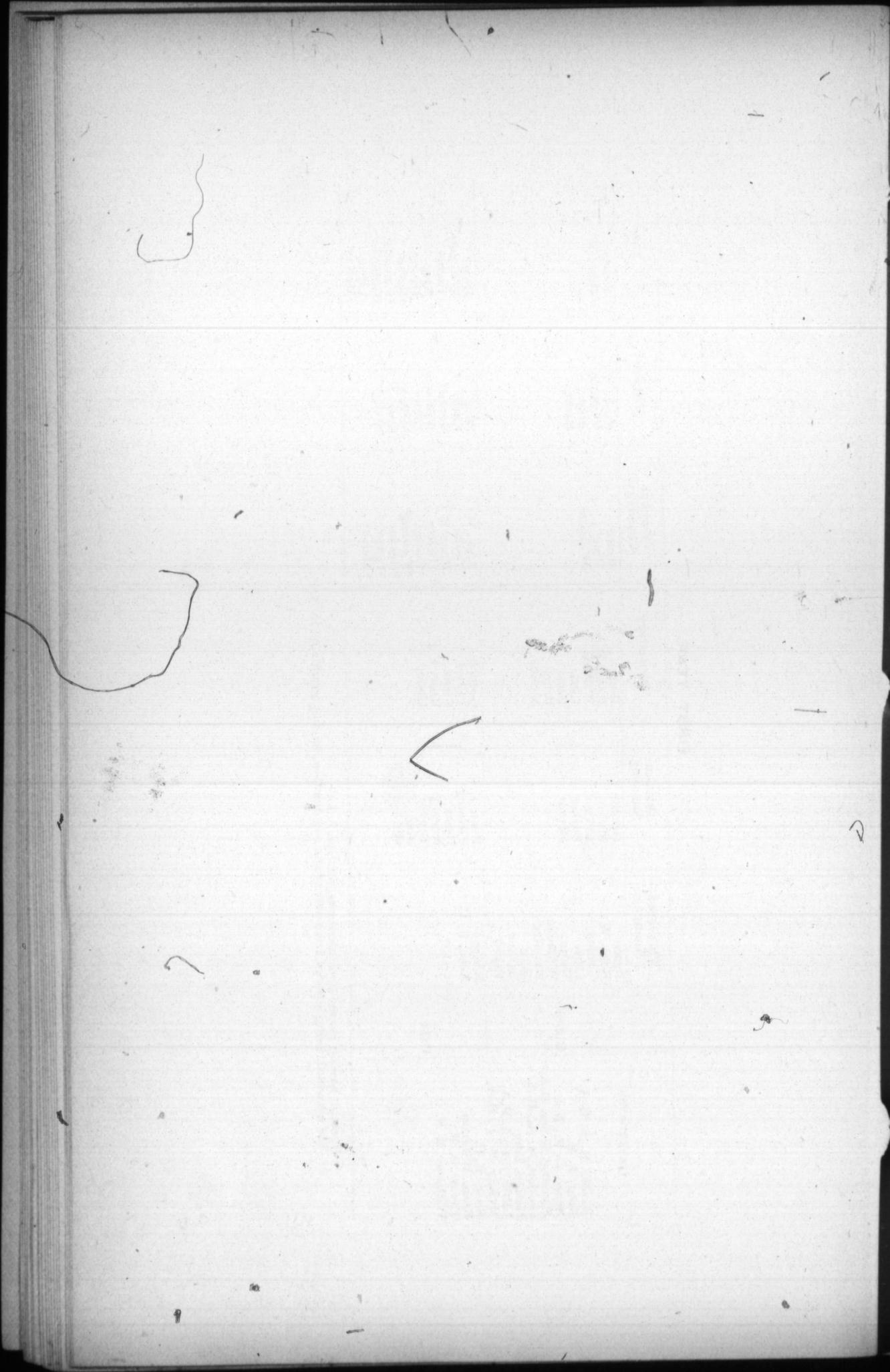


FIRST YEAR.

CANDIDATES.	Theoretical Anatomy.	Practical Anatomy.	Physiology.	General Chemistry.	Histology	Total
Barker, E. S., B.A. Bing, A. B. Bruce, G. E., B.A. Fleming, James, B.A. Gordon, H. A., B.A. Hislop, John Little, Joseph, B.A. McKay, W. J., B.A. Rose, E. P. Rose, William Taylor, A. R. Williams, R. S.	Bruce, W Gordon Little McKay Williams Fleming Bing Barker Taylor Hislop Rose, E. P.	Gordon McKay Little Barker Hislop Rose, E P Fleming Bruce, W Taylor Bing Williams	Bing Rose, W. Williams Little Barker Bruce McKay Gordon Taylor Fleming Rose, E P Hislop	Bruce Bing Williams Rose, W Taylor Hislop *Barker *Fleming *Gordon *Little *McKay	Rose, W Fleming Bruce Barker Bing Little Gordon Williams Taylor McKay Rose, E P Hislop	Bruce Rose, W Bing Williams Taylor Hislop Rose, E P *Barker *Fleming *Gordon *Little *McKay
Honors						
Pass						

* Exempt, having passed equivalent examination before.

+ Not classified, being exempt from part of the examination, having graduated in Arts.



MEDICAL ENTRANCE

MEDICAL ENTRANCE

Class	Latin	Arithmetic	Euclid	Algebra	English Gram- mar and Rhetoric.	Eng. Comp.	Poetical Literature	Physics
I.		Hill		Hill	Hopwood, Miss	Clarke, Miss Woollard Hill		
II.		Cross Clarke, Miss Hopwood, Miss Woollard		Hopwood, Miss	Clarke, Miss Hill Woollard	Hopwood, Miss Brown		Hopwood, Miss Eggo, Miss Clarke, Miss
III.	Hill, Bruce Hopwood, Lottie Cross, H. B. Mulvey, J. T. Clarke, Clara V. Woollard, Chas.		Cross Hill Hopwood, Miss Brown, Geo. A.	Woollard Clarke, Miss Cross		Cross	Hopwood, Miss Cross Clarke, Miss	Hill Calder, Kate Mulvey Woollard Brown Coddington, R. Sisler, W. G.

MEDICAL ENTRANCE.—CONTINUED.

Class	Botany	Canadian His- tory and Geography	Eng., Roman and Greek History	Total for the Year.
I.	Cross	Hill Woollard Clarke, Miss	Hopwood, Miss Woollard Cross	
II.	Hill	Hopwood, Miss Cross	Hill Clarke, Miss	Hill
III.	Hopwood, Miss Woollard			Hopwood, Miss Clarke, Miss Cross Woollard

1.
ἔπος
ἴδοι,
τε καὶ
ἀρχέα
τε ἀμ
ὀρτῆς
ζεύγε
παροεγ
αὐτοῖ
ὀχέετο
σαγτες
ὑπὸ τῆ
τε ἐν τ
ἢ ζώει
τὴν βώ
ἐκύρησ

2. (a)
(b)
(c)
(d)

4. Τη
Ὁ μὲ
ἐωυτοῦ,
καὶ αὐτ
ἐχόμενος
Πέρσας

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

HGNOR CLASSICS-- SENIOR AND JUNIOR B.A.

I. HERODOTUS.

1. Translate :

Ὡς δὲ τὰ κατὰ τὸν Τέλλον προετρέψατο ὁ Σόλων τὸν Κροῖσον, εἶπας πολλὰ τε καὶ ὄλβια, ἐπειρώτα τινα δευτέρον μετ' ἐκεῖνον ἴδοι, δοκέων πάγχυ δευτερεῖα γῶν οἴσεσθαι. ὁ δὲ εἶπε. "Κλέοβιν τε καὶ Βίτωνα. τούτοισι γάρ, ἐοῦσι γένος, Ἀργείοισι, βίος τε ἀρχέων ὑπῆν, καὶ πρὸς τούτῳ, βώμη σώματος τοιήδε· ἀεθλοφόροι τε ἀμφότεροι ὁμοίως ἦσαν, καὶ δὴ καὶ λέγεται ὅδε ὁ λόγος. ἐούσης ὀρτῆς τῇ Ἡρῇ τοῖσι Ἀργείοισι, ἔδεε πάντως τὴν μητέρα αὐτῶν ζεύγει κομισθῆναι ἐς τὸ ἱρόν· οἱ δὲ σφί βόες ἐκ τοῦ ἀγροῦ οὐ παρεγίνοντο ἐν ὥρῃ· ἐκκληγόμενοι δὲ τῇ ὥρῃ οἱ νεηνίαί, ὑποδύντες αὐτοὶ ὑπὸ τὴν ζεύγλην, εἶλκον τὴν ἀμαξάν, ἐπὶ τῆς ἀμάξης δὲ σφί ὄχεετο ἡ μήτηρ. σταδίους δὲ πέντε καὶ τεσσαράκοντα διακομισαυτες ἀπίκοντο ἐς τὸ ἱρόν· ταῦτα δὲ σφί ποιήσασι, καὶ ὀφθεῖσι ὑπὸ τῆς πανηγύριος, τελευτῆ τοῦ βίου ἀρίστη ἐπεγέμετο. διέδεξε τε ἐν τούτοισι ὁ θεός, ὡς ἀμεινον εἶη ἀνθρώπῳ τεθνάναι μᾶλλον ἢ ζῶειν. Ἀργεῖοι μὲν γάρ περιστάντες ἐμακάριζον τῶν νεηνιέων τὴν βώμην· αἱ δὲ Ἀργεῖαι τὴν μητέρα αὐτῶν, οἴων τέχνων ἐκύρησε.

2. (a) Parse ὀφθεῖσι and τεθνάναι ;
- (b) Account for the mood of ἴδοι ;
- (c) What is the force of the preposition in διέδεξε ?
- (d) To what class of nouns does σταδίους belong ?

4. Translate :

Ὁ μὲν ταῦτα ἔλεγε. Κῦρος δὲ αὐτὸν λύσας κάτισέ τε ἐγγὺς ἑωυτοῦ, καὶ κάρτα ἐν πολλῇ προμηθίῃ εἶχε, ἀπεδώμαζε τε ὀρέων καὶ αὐτὸς, καὶ οἱ περὶ ἐκεῖνον ἕοντες πάντες. ὁ δὲ, συννοη ἐχόμενος, ἡσυχος ἦν. μετὰ δὲ, ἐπιστραφεὶς τε καὶ ἰδομενος τοὺς Πέρσας τὸ τῶν Λυδῶν ἄστῳ κεραίζοντας, εἶπε. "ὦ βασιλεῦ,

(Over)

κότερα λέγειν πρὸς σὲ τὰ νοέων τυγχάνω, ἢ σιγῶν ἐν τῷ παρεόντι
 χρή;" Κύριος δὲ μὲν θαρσέοντα ἐκέλευε λέγειν ὅ τι βούλοιο. ὁ
 δὲ αὐτὸν εἰρώτα, λέγων· "Ὅυτος ὁ πολλὸς ὄμιλος τί ταῦτα σπουδῇ
 πολλῇ ἐργάζεται."

4. ὁ μὲν ταῦτα ἔλεγε. Who is meant by ὁ μὲν? Show the
 connection in which this extract occurs.

5. "The god loves to cut down all towering things; the
 god suffers none but himself to be haughty." These words
 are said to form the key-note of the history. Show the truth
 of this statement by instances taken either from the portion
 you have read or from any other.

II. ST. CHRYSOSTOM.

6. Translate :

Ἐνταῦθα πικρὸν ἀνομιώξας ὁ ἱερεὺς, καὶ θερμότερα ἄφεις δά-
 κρυα, οὐχέτι λοιπὸν εἰσῆγα· ἐώρα γὰρ τὴν τοῦ βασιλέως ἀπολογία
 μείζονα ποιούσαν τὴν κατηγορίαν ἡμῶν· ἀλλὰ στενάξας κάτωθεν
 βαρὺ καὶ μικρὸν.

"Ὁμολογοῦμεν, φησὶν, ὦ βασιλεῦ, καὶ οὐκ ἂν ἀρνηθῆμεν τὸν
 ἔρωτα τοῦτον, ὃν περὶ τὴν πατρίδα ἐπεδείξω τὴν ἡμετέραν, καὶ
 διὰ τοῦτο μάλιστα θρηνοῦμεν, ὅτι τὴν οὕτω φιλομένην ἐβράσκησαν
 δαίμονες, καὶ περὶ τὸν εὐεργέτην ἀγνώμονες ἐφάνημεν, καὶ τὸν
 σφοδρὸν ἡμῶν παρωξύνουμεν ἐραστήν. Κἂν κατασκάψης, κἂν
 ἐμπρήσης, κἂν ἀποκτείνης, κἂν ὀτιοῦν ἕτερον πράξῃς, οὐδέπω τὴν
 ἀξίαν ἡμῶν ἀπήτησας δίχην. φθάσαντες ἡμεῖς ἑαυτοὺς μυρίων
 θανάτων χαλεπώτερα διεθήκαμεν. Τί γὰρ ἂν γένοιτο πικρότερον,
 ἀλλ' ἢ ὅταν τὸν εὐεργέτην καὶ οὕτω φιλοῦντᾶ φανῶμεν ἀδίκως
 παρωξύναντες, καὶ τοῦτο πᾶσα ἡ οἰκουμένη μανθάνῃ, καὶ τὴν
 ἐσχάτην ἡμῶν ἀγνωμοσύνην καταγινώσκη.

Ἐὶ βάρβαροι, τὴν πόλιν ἡμῶν καταδραμόντες, κατέσκαψαν τὰ
 τείχη, καὶ τὰς οἰκίας ἐνέπρησαν, καὶ λαβόντες αἰχμαλώτους ἀπῆλθον,
 ἔλαττον ἦν τὸ δεινόν.

7. (a) ἱερεὺς, βασιλεῦ. Who are meant?

(b) εἰ βάρβαροι κατέσκαψαν . . . ἔλαττον ἦν τὸ δεινόν.
 What peculiarity is there in the form of the condition?

8. Write a life of St. Chrysostom.

9.

10.
force c
(b)

11.

12. (a)
Penelope

13. με
What ot
significat

III. HOMER.

9. Translate :

ἔνθεν δὲ προτέρω πλέομεν ἀκαχήμενοι ἦτορ.
 Κυκλώπων δ' ἐς γαῖαν ὑπερφιάλων ἀθεμίστων
 ἰχόμεθ', οἳ ῥα θεοῖσι πεποιθότες ἀθανάτοισιν
 οὔτε φυτεύουσιν χερσὶν φυτὸν οὔτ' ἀρόωσιν,
 ἀλλὰ τὰ γ' ἄσπαρτα καὶ ἀνήροτα πάντα φύονται,
 πυροὶ καὶ κριθαὶ ἰδ' ἄμπελοι, αἳ τε φέρουσιν
 οἶνον ἐριστάφυλον, καὶ σφιν Διὸς ὄμβρος ἀέξει.
 τοῖσιν δ' οὔτ' ἀγοραὶ βουλευφόροι οὔτε θέμιστες,
 ἀλλ' οἳ γ' ὑψηλῶν ὄρέων ναίουσι κάρηνα
 ἐν σπέσσι γλαφυροῖσι, θεμιστεύει δὲ ἕκαστος
 παίδων ἰδ' ἀλόχων, οὐδ' ἀλλήλων ἀλέγουσι.

10. (a) οἳ ῥα, αἳ τε. What effect have ῥα and τε on the force of the relative?

(b) Derive : ἄσπαρτα, ἐριστάφυλον.

11. Translate :

Τὴν δ' αὖτε προσέειπε περίφρων Πηνελόπεια·
 "μαῖα φίλη, μάργην σε θεοὶ θέσαν, οἳ τε δύνανται
 ἄφρονα ποιῆσαι καὶ ἐπίφρονά περ μάλ' ἔοντα,
 καὶ τε χαλιφρονέοντα σαοφροσύνης ἐπέβησαν·
 οἳ σέ περ ἔβλαψαν. πρὶν δὲ φρένας αἰσίμη ἦσθα.
 τίπτε με λωβεύεις πολυπενθέα θυμὸν ἔχουσαν
 τὰντα παρ᾽ ἔρέουσα καὶ ἐξ ὕπνου μ' ἀνεγείρεις·
 ἦδέος, ὅς μ' ἐπέδησε φίλα βλέφαρ' ἀμφικαλύφας·
 οὐ γάρ πω τοιόνδε κατέδραθον, ἐξ οὗ Ὀδυσσεύς
 ὄψατ' ἐποφόμενος Κακοίλιον οὐκ ὀνομαστήν.
 ἀλλ' ἄγε νῦν κατὰβηθι καὶ ἄψ ἔργον μέγαρόνδε.

12. (a) Show how in this book the poet in his treatment of Penelope, is beautifully true to nature.

13. μέγαρόνδε. What force is given by the ending δε? What other endings are used to denote place and with what signification?

(Over)

IV. EURIPIDES.

1. Translate :

(a) φίλοι, δέδοκται τοῦργον— ὡς τάχιστα μοι
 παῖδας κτανούσῃ τῆσδ' ἀφορμᾶσθαι χθονός
 καὶ μὴ σχολὴν ἀγούσαν ἐκδοῦναι τέκνα
 ἄλλῃ φονεῦσαι δυσμενεστέρα χερί.
 πάντως σφ' ἀνάγκη κατθανεῖν. ἐπεὶ δὲ χρὴ,
 ἡμεῖς κτενοῦμεν, οἵπερ ἐξεφύσαμεν.
 ἄλλ' εἰ ὀπλίζου, καρδία. τί μέλλομεν
 τὰ δεινὰ κἀναγκαῖα μὴ οὐ πρασσειν κακά;
 ἄγ' ὦ τάλαινα χεῖρ ἐμὴ, λαβέ ξίφος,
 λάβ', ἔρπε πρὸς βαλβίδα λυπηρὰν βίου,
 καὶ μὴ κακισθῆς μηδ' ἀναμνησθῆς τεκνῶν,
 ὡς φίταθ', ὡς ἔτεκτες. ἀλλὰ τήνδε γε
 λαθοῦ βραχεῖαν ἡμέραν παίδων σέθεν,
 κάπειτα θρήνει. καὶ γὰρ εἰ κτενεῖς σφ' ὄμως
 φίλοι τ' ἔφυσαν—δυστυχίς δ' ἐγὼ γυνή.

(b) ὦ πατρίς, ὦ δώματα μὴ στρ. β.
 ὄητ' ἀπολις γενοίμαι
 τὸν ἀμαχανίας ἔχουσα δυσπέρατον αἰῶν
 οἰχτρότατον ἀχέων.
 θανάτῳ θανάτῳ πάρος δαμείην
 ἀμέραν τάνδ' ἐξάνυσασα μόχθων δ' οὐκ ἄλλος
 ὑπερθεν ἢ γὰς πατρίας στέρεσθαι.
 εἶδομεν, οὐκ ἐξ ἑτέρων ἀντ. β.
 μῦθον ἔχω φράσασθαι.
 σὲ γὰρ οὐ πόλις, οὐ φίλων τις ᾗ κτεῖρεν παιδοῦσαν
 δεινότατα παθέων.
 ἀχάριστος ὄλοιθ' ὕτῳ πάρεστι
 μὴ φίλους τιμᾶν, καθαρὰν ἀνοιζάντα κλῆδα
 φρενῶν
 — ἐμοὶ μὲν φίλος οὐποτ' ἔσται.

15. In extract (a) write grammatical notes on : ἀγούσαν, μὴ οὐ πρασσειν, κακισθῆς, and mention the figure of speech in βαλβίδα.

16. Account for the presence of Doric forms in the choric songs. Of whom is the chorus in this play composed ?

1. T
 Τῆν
 ἄλλο.
 γὰρ τέλ
 οὐκ αὐτ
 τέκνοις
 πολιτικοῦ
 γὰρ ἐπι
 εἰς ἀπει
 αὐταρκε
 ἐνδεᾶ τ
 των αἴρε
 ὡς αἴρετ
 ἀγαθῶν
 τερον ἀει
 πρακτῶν
 Ἄλλ' ἴα
 τι φαίνετ
 δὴ γένοιτ'

2. εἰ λ
 (a) Giv
 has a fun
 (b) Sho
 (c) Ho
 ascertaini

3. ποθεῖ
 Aristotle's

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

HONOR CLASSICS—SENIOR B.A.

ARISTOTLE, ARISTOPHANES, ETC.

I. ARISTOTLE.

1. Translate :

Τὴν δ' εὐδαιμονίαν οὐδεὶς αἰρεῖται τούτων χάριν, οὐδ' ὅλως δὲ ἄλλο. Φαίνεται δὲ καὶ ἐκ τῆς αὐταρκείας τὸ αὐτὸ συμβαίνειν· τὸ γὰρ τέλειον ἀγαθὸν αὐταρκές εἶναι δοκεῖ. Τὸ δ' αὐταρκές λέγομεν οὐκ αὐτῷ μόνῳ τῷ ζῶντι βίον μονώτην, ἀλλὰ καὶ γονεῦσι καὶ τέχνοις καὶ γυναικί καὶ ὅλως τοῖς φίλοις καὶ πολίταις, ἐπειδὴ φύσει πολιτικὸς ἄνθρωπος. Τούτων δὲ λεπτεὶς ὄρος τις ἐπεκτείνοντι γὰρ ἐπὶ τοὺς γονεῖς καὶ τοὺς ἀπογόνους καὶ τῶν φίλων τοὺς φίλους εἰς ἄπειρον πρόεισιν. Ἀλλὰ τοῦτο μὲν εἰσαυθις ἐπισκεπτέον, τὸ δ' αὐταρκές τίθεμεν ὃ μονώμενον αἰρετὸν ποιεῖ τὸν βίον καὶ μηδενὸς ἐνδεῶ· τοιοῦτον δὲ τὴν εὐδαιμονίαν οἴομεθα εἶναι. Ἔτι δὲ πάντων αἰρετωτάτην, μὴ συναριθμουμένην, συναριθμουμένην δὲ δῆλον ὡς αἰρετωτέραν μετὰ τοῦ ἐλαχίστου τῶν ἀγαθῶν ὑπεροχὴ γὰρ ἀγαθῶν γίνεται τὸ προστιθέμενον, ἀγαθῶν δὲ τὸ μεῖζον αἰρετωτέρον αἰεὶ. Τέλειον δὴ τι φαίνεται καὶ αὐταρκές ἢ εὐδαιμονία, τῶν πρακτῶν οὐσα τέλος.

Ἀλλ' ἴσως τὴν μὲν εὐδαιμονίαν τὸ ἄριστον λέγειν ὁμολογούμενον τι φαίνεται, ποθεῖται δ' ἐναργέστερον τι ἔστιν ἔτι λεχθῆναι. Τάχα δὴ γένοιτ' ἂν τρῦτ', εἰ ληφθεῖη τὸ ἔργον τοῦ ἀνθρώπου.

2. εἰ ληφθεῖη τὸ ἔργον τοῦ ἀνθρώπου.

(a) Give Aristotle's arguments to prove that man, *as man*, has a function.

(b) Show how he determines what that function is.

(c) How does the knowledge of the function aid in the ascertaining of man's Chief Good?

3. ποθεῖται δ' ἐναργέστερον τι ἔστιν ἔτι λεχθῆναι. Give Aristotle's definition of Happiness.

(Over)

4. Of what other science does Aristotle regard the science of Ethics to be a branch? What are his two reasons for so regarding it?

II. ARISTOPHANES.

5. Translate :

ΕΠΟΨ. ἀνοίγε τὴν ὄλην, ἵν' ἐξέλθω ποτέ.

ΕΥ. ὦ Ἡράκλεις, τοῦτι τί ποτ' ἐστὶ θηρίον;
τίς ἢ πτέρωσις; τίς ὁ τρόπος τῆς τριλοφίας;

ΕΠΟΨ. τίνες εἰσὶ μ' οἱ ζητοῦντές;

ΕΥ. οἱ δώδεκα θεοὶ
εἴξασιν ἐπιτριψαί σε.

ΕΠΟΨ. μῶν με σκώπτετον
ὀρώντε τὴν πτέρωσιν; ἢ γάρ, ὦ ξένοι,
ἄνθρωπος. ΕΥ. οὐ σοῦ καταγελωμένον.

ΕΠΟΨ. ἀλλὰ τοῦ;

ΠΕ. τὸ βάρφος ἡμῖν σου γέλοιον φαίνεται.

ΕΠΟΨ. τοιαῦτα μέντοι Σοφοκλέης λυμαινεται
ἐν ταῖς τραγωδίαισιν ἐμέ τὸν Τηρέα.

ΕΥ. Τηρέος γὰρ εἶ σύ; πότερον ὄρνις ἢ ταῶς;

ΕΠΟΨ. ὄρνις ἔγωγε. ΕΥ. κατὰ σοὶ ποῦ τὰ πτερά;

ΕΠΟΨ. ἐξερρούγη. ΕΥ. πότερον ὑπὸ νόσου τινός;

ΕΠΟΨ. οὐκ, ἀλλὰ τὸν χειμῶνα πάντα τῶρνεα
πτερορρουεῖ τε καὶ θις ἕτερα φύομεν.
ἄλλ' εἵπατόν μοι, σφῶ τιν' ἐστὸν;

ΕΥ. νῶ; βροτώ.

ΕΠΟΨ. ποδαπῶ τὸ γένος;

ΕΥ. ὄθεν αἱ τριήρεις αἱ καλάι.

ΕΠΟΨ. μῶν ἡλιαστά;

ΕΥ. μᾶλλον θατέρου τρόπου,
ἀπηλιαστά.

ΕΠΟΨ. σπείρεται γὰρ τοῦτ' ἐκεῖ
τὸ σπέρμ';

ΕΥ. ὀλίγον ζητῶν ἂν ἐξ ἀγροῦ λάβοις.

ΕΠΟΨ. πράγους δὲ δὴ τοῦ θεομένου δεῦρ' ἤλθετον;

ΕΥ. σοὶ συγγενέσθαι βουλομένω.

6
(ii)
the
(b)
μᾶλλον

7.

8. (a)
ηφόρμη.
(b) V
φέρε τὸ
(c) S
in this

9. (a)
(b) on l

6. (a) Write explanatory notes on (i) Σοφοκλῆς λυμáινεται. (ii) ὄθεν αἱ τριήρεις αἱ καλάι. (iii) ἠλιαστά. (iv) the make-up of the actor representing ΕΠΟΨ.

(b) Write grammatical notes on εἴζασιν, σοῦ (l. 7), τοιαῦτα, μάλλὰ, τρόπου.

7. Translate :

ΠΕ. τίς ἐστὶν ἡ Βασίλεια;

ΠΡ. καλλίστη κόρη,
ἥπερ ταμεύει τὸν κεραυνὸν τοῦ Διὸς
καὶ τὰλλ' ἀπαξάπαντα, τὴν εὐβουλίαν,
τὴν εὐνομίαν, τὴν σωφροσύνην, τὰ νεώρια,
τὴν λοιδορίαν, τὸν κωλαγρέτην, τὰ τριώβολα.
ἀπαντὰ τὰρ' αὐτῷ ταμεύει.

ΠΕ.

ΠΡ.

φήμ' ἐγώ.

ἦν γ' ἦν σὺ παρ' ἐκείνου παραλάβῃς, πάντ' ἔχεις.
τούτων ἔνεκα δεῦρ' ἦλθον, ἵνα φράσαιμί σοι.
αἰεὶ ποτ' ἀνθρώποις γὰρ εὐνοὺς εἴμ' ἐγώ.

ΠΕ.

ΠΡ.

ΠΕ.

ΠΡ.

μόνον θεῶν γὰρ διὰ σ' ἀπανθρακίζομεν.
μισῶ δ' ἀπαντας τοὺς θεοὺς, ὡς οἴσθα σὺ.
νῆ τὸν Δι' αἰεὶ δῆτα θεομισῆς ἔφυς.
Τίμων καθαρὸς. ἀλλ' ὡς ἂν ἀποτρέχω πάλεν,
φέρε τὸ σκιάδειον, ἵνα με κἄν ὁ Ζεὺς ἴδῃ
ἄνωθεν, ἀκολουθεῖν δοκῶ κληφόρῃ.

ΠΕ.

καὶ τὸν διφρον γε διφροφόρει τονδί λαβίων.

8. (a) Derive: κωλαγρέτην, ἀπανθρακίζομεν, σκιάδειον, κληφόρῃ.

(b) Write notes on Τίμων, and the custom referred to in φέρε τὸ σκιάδειον ἵνα ἀκολουθεῖν δοκῶ κληφόρῃ.

(c) Show the appropriateness of the word ἀπανθρακίζομεν in this connection.

9. (a) Write a note on the characters of Aristophanes, and (b) on his attitude towards religion.

(Over)

III. THEOCRITUS.

10. Translate :

λήγετε βουκολικῶς, Μοῖσαι, ἴτε, λήγετ' αἰοιδῶς.
 νῦν ἴα μιν φορέοιτε βάτοι, φορέοιτε δ' ἄκανθαι,
 ἃ δὲ καλὰ νάρκισσος ἐπ' ἀρκεύθοισι κομάσαι·
 πάντα δ' ἐναλλα γένοιτο, καὶ ἃ πίτυς ὄχνας ἐνεΐκαι,
 Δάφνις ἐπεὶ θνάσκει· καὶ τὰς κύνας ὤλαφος ἔλκοι,
 κίχ' ὀρέων τοὶ σκῶπες ἀηδόσι δηρίσαιεντο.

λήγετε βουκολικῶς, Μοῖσαι, ἴτε, λήγετ' αἰοιδῶς.
 χῶ μὲν τόσσ' εἰπὼν ἀπεπαύσατο· τὸν δ' Ἀφροδίτα
 ἤθελ' ἀνορθῶσαι· τὰ γε μὴν λῖνα πάντα λελοιπή
 ἐκ Μοιρῶν· χῶ Δάφνις ἔβα ῥόον· ἔκλυσε δῖνα
 τὸν Μοῖσαις φίλον ἄνδρα, τὸν οὐ Νύμφαισιν ἀπεχθῆ.

λήγετε βουκολικῶς, Μοῖσαι, ἴτε, λήγετ' αἰοιδῶς·
 καὶ τὸ δίδου τὰν αἶγα, τὸ τε σκῆφος· ὡς μιν ἀμέλξας
 σπείσω ταῖς Μοῖσαις. ὦ χαίρετε πολλάκι, Μοῖσαι,
 χαίρετ'. ἐγὼ δ' ὕμνον καὶ ἐς ὕστερον ἄσῶ.

Goat-herd :

πλήρῃς τοὶ μέλιτος τὸ καλὸν στόμα, Θύρσι, γένοιτο,
 πλήρῃς τοὶ σχαδόνων, καὶ ἀπ' Αἰγίλω ἰσχάδα τρώγοις
 ἀδεΐαν, τέττιγος ἐπεὶ τὴν γὰ φέρτερον ἤδεις.
 ἰνίθε τοὶ τὸ δέπας· θῦσαι, φίλος, ὡς καλὸν ὄσδει·
 Ὠρῶν πεπλῦσθαι νῦν ἐπὶ κράνασι δοκησεῖς.

11. What is the subject of this Idyll ?

12. Scan the first three lines. What is meant by "Bucolic
 Caesura" ?

13. Write out the first six lines, changing all Doric forms
 into the corresponding Attic.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

HONOR CLASSICS—SENIOR B.A.

UNSPECIFIED GREEK AUTHORS.

I. Translate :

Ἄδμηθ', ὀρᾶς γὰρ τὰ μὰ πράγμαθ' ὡς ἔχει,
λέξαι θέλω σοι πρὶν θανεῖν ἀ βούλομαι.
ἐγὼ σε πρεσβεύουσα κἀντι τῆς ἐμῆς
φυγῆς καταστήσασα φῶς τὸδ' εἰσορᾶν,
θνήσκω, παρὸν μοι μὴ θανεῖν ὑπὲρ σέθεν,
ἀλλ' ἄνδρα τε σχεῖν Θεσσαλῶν ὃν ἤθελον,
καὶ δῶμα ναιεῖν ὄλβιον τυραννίδι,
οὐκ ἠθέλησα ζῆν ἀποσπασθεῖσά σου
ξὺν παισὶν ὀρφανοῖσιν· οὐδ' ἐφεισάμην
ἦβης ἔχουσα δῶρ', ἐν οἷς ἕτερόμην.
καίτοι σ' ὁ φύσας χῆ τεκοῦσα προὔδοσαν,
καλῶς μὲν αὐτοῖς κατθανεῖν ἦκον βίου,
καλῶς δὲ σῶσαι παῖδα κεύκλεωσ θανεῖν.
μόνος γὰρ αὐτοῖς ἦσθα, κοῦτις ἑλπίς ἦν
σοῦ κατθανόντος ἄλλα φετύσειν τέκνα.
καγὼ τ' ἂν ἔζων καὶ σὺ τὸν λοιπὸν χρόνον,
κοῦκ ἂν μονωθεῖς σῆς δάμαρτος ἔστενες,
καὶ πνῦδας ὀρφάνευες. ἀλλὰ ταῦτα μὲν
θεῶν τις ἐξέπραξεν ὥσθ' οὕτως ἔχειν.
εἶεν· σὺ νῦν μοι τῶνδ' ἀπόμνησαι χάριν·
αἰτήσομαι γὰρ σ' ἀξίαν μὲν οὐποτε·
φυγῆς γὰρ οὐδὲν ἔστι τιμώτερον·
δίκαμα δ', ὡς φήσεις σὺ· τούσδε γὰρ φιλεῖς
οὐχ ἦσσον ἢ γὰρ παῖδας, εἴπερ εὐ φρονεῖς.
τούτους ἀνάσχου δεσπότης ἐμῶν δόμων,
καὶ μὴ περήμης τοῖσδε μητρυῖαν τέκνοις,
ἦτις κακίων οὐσ' ἐμοῦ γυνή φθόνῳ
τοῖς σοῖσι κάμοις παισὶ χεῖρα προσβαλεῖ.

(Over)

μη δῆτα δράσης ταῦτά γ', αἰτοῦμαι σ' ἐγώ.
ἐχθρά γάρ ἢ πιοῦσα μητρικά τέκνοις,
τοῖς πρόσθ', ἐχίδνης ρυθὲν ἠπιωτέρα.

2. Τὸ μὲν οὖν νοσημα, πολλὰ καὶ ἄλλα παραλιπόντι ἀτοπίας, ὡς ἐκάστῳ ἐτύγχανέ τι διαφερόντως ἐτέρῳ πρὸς ἕτερον γιγνόμενον, τοιοῦτον ἦν ἐπὶ πᾶν τὴν ιδέαν. καὶ ἄλλο παρελύπει κατ' ἐκείνον τὸν χρόνον οὐδὲν τῶν εἰωθότων ἢ δὲ καὶ γένοιτο, ἐς τοῦτο ἐτελεύτα. ἔθνησκον δὲ οἱ μὲν ἀμελεῖν, οἱ δὲ καὶ πάνυ θεραπευόμενοι. ἐν τε οὐδὲν κατέστη ἰάμα ὡς εἰπεῖν ὃ τι χρῆν προσφέροντας ὠφελεῖν· τὸ γάρ τῳ ξυνενεγκὸν ἄλλον τοῦτο ἔβλαπτε. σῶμά τε αὐταρχες ὄν οὐδὲν διεφάνη πρὸς αὐτὸ ἰσχύος πέρι ἢ ἀσθενείας, ἀλλὰ πάντα ξυνήρει καὶ τὰ πάσῃ διατηθῆναι θεραπευόμενα. δεινότατον δὲ παντὸς ἦν τοῦ κακοῦ ἢ τε ἀθυμία ὅποτε τις αἰσθοίτο κάμνων, πρὸς γάρ τὸ ἀνέλπιστον εὐθύς τραπόμενοι τῇ γνώμῃ πολλῶν μᾶλλον προείεντο σφᾶς αὐτοὺς καὶ οὐκ ἀντεῖχον, καὶ ὅτι ἕτερος ἀφ' ἑτέρου θεραπείας ἀναπιμπλάμενοι ὡσπερ τὰ πρόβατα ἔθνησκον· καὶ τὸν πλείστον φθόρον τοῦτο ἐνεποίει. εἴτε γάρ μὴ θέλοισιν δεδιότες ἀλλήλοις προσιέναι, ἀπώλλυντο ἐρημίαι, καὶ οἰχίαι πολλαὶ ἐκενώθησαν ἀπορίᾳ τοῦ θεραπεύσοντος. εἴτε προσίοισιν, διεφθείροντο, καὶ μάλιστα οἱ ἀρετῆς τι μεταποιούμενοι· αἰσχύνῃ γάρ ἠφειδούν σφῶν αὐτῶν, ἐσιοντες παρὰ φίλους, ἐπεὶ καὶ τὰς ὀλοφύσεις τῶν ἀπογεγομένων τελευτῶντες καὶ οἱ οἰκεῖοι ἐξέκαμνον, ὑπὸ τοῦ πολλοῦ κακοῦ νικώμενοι.

3. εἰ οὖν τοιοῦτον ὁ θάνατος ἐστι, κέρδος ἔγωγε λέγω. καὶ γάρ οὐδὲν πλείων ὁ πᾶς χρόνος φαίνεται οὕτω δὴ εἶναι ἢ μία νύξ. εἰ δ' αὖ οἷον ἀποδημῆσαι ἐστὶν ὁ θάνατος ἐνθένδε εἰς ἄλλον τόπον, καὶ ἀληθῆ ἐστι τὰ λεγόμενα, ὡς ἄρα ἐκεῖ εἰσὶν ἅπαντες οἱ τεθνεώτες, τί μείζον ἀγαθὸν τούτου εἶη ἂν, ὢ ἄνδρες δικασταί; εἰ γάρ τις ἀφικόμενος εἰς Αἴδου, ἀπαλλαγείς τούτων τῶν φασκόντων δικαστῶν εἶναι, εὐρήσει τοὺς ὡς ἀληθῶς δικαστάς, οἳ περ καὶ λέγονται ἐκεῖ δικάζειν, Μίνως τε καὶ Ραδάμανθυς καὶ Αἰακὸς καὶ Τριπτόλεμος, καὶ ἄλλοι ὅσοι τῶν ἡμεθέων δίκαιοι ἐγένοντο, ἐν τῷ ἑαυτῶν βίῳ, ἄρα φαύλη ἂν εἶη ἢ ἀποδημία; ἢ αὖ Ὀρφεὶ ξυγγενέσθαι καὶ Μουσαιῶν καὶ Ἡσιόδῳ καὶ Ὀμήρῳ ἐπὶ πόσῳ ἂν τις δέξαιτ' ἂν ὕμῶν; ἐγὼ μὲν γάρ πολλαχῶς ἐθέλω τεθνάναι, εἰ ταῦτ' ἐστὶν ἀληθῆ, ἐπεὶ ἔμοιγε καὶ αὐτῷ θαυμαστῆ ἂν εἶη ἢ διατριβῇ αὐτοῦ.

ὅποτι
ἄλλοι
τὰ ἐρ
καὶ οἱ
περ τ
ἐστι

ὁπότε ἐντύχοιμι Παλαμήδει καὶ Αἴαντι τῷ Τελαμῶνος καὶ εἴ τις
ἄλλος τῶν παλαιῶν διὰ κρίσιν ἄδικον τέθνηκεν ἀντιπαραβάλλοντι
τὰ ἑμαυτοῦ πάθη πρὸς τὰ ἐκείνων, ὡς ἐγὼ μαι, οὐκ ἂν ἀγῆδες εἶη.
καὶ δὴ καὶ τὸ μέγιστον, τοὺς ἐκεῖ ἐξετάζοντα καὶ ἐρευνῶντα ὡς
περὶ τοὺς ἐνταῦθα διάγειν, τίς αὐτῶν σοφός ἐστι καὶ τίς οἶεται μὲν,
ἔστι δ' οὐ.

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EXAMINATIONS, MAY, 1897.

HONOR CLASSICS—SENIOR B. A.

GREEK PROSE.

Translate into Greek prose :

1. Theramenes and his fellow ambassadors brought back these tidings to Athens, and, as they were coming in, a great mob poured round them, fearing that they were returning without accomplishing their object. For it was no longer possible to hold out any longer on account of the number of those who were day by day perishing of hunger, and on the following day the envoys began to announce on what conditions the Lacedæmonians would make peace, and Theramenes was their spokesman, saying that it was necessary to obey the Lacedæmonians, and pull down their walls, and while some opposed them, but many were joined in supporting the line of conduct he recommended, it was determined to accept the peace, and after these events Lysander sailed into the Piræus, and the exiles came home, and the Peloponnesians razed the walls with mighty zeal, to the music of girls playing flutes, reckoning that that day was the beginning of freedom for Hellas.

2. We must call a happy *state* not that which from all mankind collects at random many citizens, but that which more than all the rest affords protection to the race of men who lived therein from the beginning: we must call happy *men* not those who hold tyrannies nor those who have obtained greater power than is right, but those who are at once worthy of the greatest honor, and at the same time are content with boons bestowed on them by the people. For than this, nor individual, nor state, could have a condition of life more than excellent, more safe, more desirable.

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6. V
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7. (a)
adjecti
(b) A
ἀγειν
τις τῶν
τὴν ἀρχ

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EXAMINATIONS, MAY, 1897.

HONOR CLASSICS—SENIOR B.A.

GREEK GRAMMAR.

1. (a) What euphonic changes take place (i) in a mute before another mute, before μ and before ς ; (ii) in ν before a mute and before a liquid? Illustrate by examples.
(b) What tense forms are accented on the penult.

2. (a) Decline together:

**ἀναλκις εὐχαρις ἄμνος, ἔγγελος ἀγήρωσ.*

(b) Decline fully the following individual words:

γέρας, οὖς, πρῶος, τέρην.

3. What pronouns are enclitics? State fully the uses of *αὐτος*, giving examples.

4. Classify verbs with reference to the formation of the present stem from the simple stem, giving an example of each of the classes.

5. (a) Write a note on the method of augmenting verbs, giving especial attention to the peculiarities.

(b) Write the first person of the second perfect of *ἐγείρω*, noting the meaning in this tense. Name four other verbs having a similar change of meaning in the second perfect.

6. Write out in full the perfect imperative midd. of *ἐλεγχω* and *φαίνω*; the perf. infin. midd. of *πλέκω* and *στελλω*; the first aor. imperat. active, and the second aor. imperat. pass. of *φαίνω*; the second aor. imperat. midd. of *τιθήμι*.

7. (a) Explain what is meant by the predicative use of the adjective, stating how such a use is recognized.

(b) Account for the case of the underlined words:

*ἀγειν χειρός. σωτηρίας ἐχεσθαι. ἐγγύτατα αὐτῷ εἰμι γένους.
τίς τῶν φίλων τέθνημι σοι. τὸ στρατόμα ἐπλήσθη ἀλγεί; ἐπετροπή
τὴν ἀρχήν.*

(Over)

8. (a) State what tenses usually occur in dependent sentences in direct discourse, and with what signification.

(b) What corresponds in Greek to the sequence of tense in Latin?

9. State rules governing the mood in temporal clauses, and general suppositions.

10. Write out examples of the use of the participle to express time, manner, purpose, and limitation.

11. (a) State fully the uses of the verbals.

(b) Where is $\mu\eta$ used instead of $ο\upsilon$?

(c) When are $\pi\rho\acute{\iota}\nu$ and $\omega\sigma\tau\epsilon$ used with a finite mood and when with an infinitive?

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Quo
Clodiu
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Cassian
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EXAMINATIONS, MAY, 1897.

HONOR CLASSICS : JUNIOR AND SENIOR B. A.

A. CICERO.

Quoiam igitur pacto probari potest insidias Miloni fecisse Clodium? Satis est in illa quidem tam audaci tam nefaria belua docere magnam ei causam, magnam spem in Milonis morte propositam, magnas utilitates fuisse. Itaque illud Cassianum CUI BONO FVERIT in his personis valeat; etsi boni nullo emolumento impelluntur in fraudem, improbi sæpe parvo. Atqui Milone interfecto Clodius hoc assequebatur, non modo ut prætor esset non eo consule quo sceleris nihil facere posset, sed etiam ut iis consulibus prætor esset quibus, si non adiuvantibus at conniventibus certe, speraret posse se eludere in illis suis cogitatis furoribus; cuius illi conatus, ut ipse ratiocinabatur, nec cuperent reprimere, si possent, quum tantum beneficium ei se debere arbitrarentur; et, si vellent, fortasse vix possent frangere hominis sceleratissimi corroboratam iam vetustate audaciam.

2. Write (a) grammatical notes upon : *Cui bono fuerit, eo consule, si possent.*

(b) explanatory notes (with derivations) on : *Cassianum, personis, emolumento, eludere.*

3. (i) State the main line of Cicero's defence and the various arguments by which it was supported. (ii) Was the speech delivered in the form in which we have it?

B. VIRGIL.

4. Translate :

Hoc etiam, emenso cum iam decedit Olympo,
Profuerit meminisse magis; nam sæpe videmus
Ipsius in voltu varios errare colores :
Cæruleus pluviam denuntiat, igneus Euros ;
Sin maculæ incipient rutilo inmiscerier igni,
Omnia tum pariter vento nimisque videbis
Fervere. Non illa quisquam me nocte per altum

(Over)

Ire, neque ab terra moneat convellere funem.
 At si, cum referetque diem condetque relatum,
 Lucidus orbis erit, frustra terreberet nimbis,
 Et claro silvas cernes Aquilone moveri.
 Denique, quid vesper serus vehat, unde serenas
 Ventus agat nubes, quid cogitet humidus Auster,
 Sol tibi signa dabit. Solem quis dicere falsum
 Audeat? Ille etiam cæcos instare tumultus
 Sæpe monet, fraudemque et operta tumescere bella.
 Ille etiam extincto miseratus Cæsare Romam,
 Cum caput obscura nitidum ferrugine textit,
 Impiaque æternam timuerunt sæcula noctem.

5. Comment on use or meaning of: *Inmiscerier, fervere, non, audeat, tumultus, miseratus.*

6. Translate:

(a) Ipsæ lacte domum referent distenta capellæ
 Ubra, nec magnos metuent armenta leones.
 Ipsa tibi blandos fundent cunabula flores.
 Occidet et serpens, et fallax herba veneni
 Occidet; Assyrium volgo nascetur amomum.
 At simul heroum laudes et facta parentis
 Iam legere et quæ sit poteris cognoscere virtus:
 Molli paulatim flavescet campus arista,
 Incultisque rubens pendebit sentibus uva,
 Et duræ quercus sudabunt roscida mella.
 Pauca tamen suberunt priscae vestigia fraudis,
 Quæ temptare Thetim ratibus, quæ cingere muris
 Oppida, quæ iubeant telluri infindere sulcos.
 Alter erit tum Tiphys et altera quæ vehat Argo
 Delectos heroas; erunt etiam altera bella,
 Atque iterum ad Troiam magnus mittetur Achilles.

(b) Huc mihi, dum teneras defendo a frigore myrtos,
 Vir gregis ipse caper deerraverat; atque ego Daphnim
 Aspicio. Ille ubi me contra videt: Ocius, inquit,
 Huc ades, o Melibœe! caper tibi salvus et hædi;
 Et, si quid cessare potes, requiesce sub umbra.
 Huc ipsi potum venient per prata iuveni:
 Hic viridis tenera prætexit arundine ripas
 Mincius, eque sacra resonant examina quercu.
 Quid facerem? neque ego Alcippen, nec Phyllida
 habebam,
 Depulsos a lacte domi quæ clauderet agnos;
 Et certamen erat, Corydon cum Thyrside, magnum.

7. Explain in these extracts (a) use of *ipse*; *dum*; *relative with subjunctive*. (b) Meaning of *delectos heroas*; *Arcades*; *respondere*.

C. HORACE.

8. Translate :

Inceptis gravibus plerumque et magna professis
Purpureus, late qui splendeat, unus et alter
Adsuitur pannus, cum lucus et ara Dianæ
Et properantis aquæ per amœnos ambitus agros
Aut flumen Rhenum aut pluvius describitur arcus ;
Sed nunc non erat his locus. Et fortasse cupressum
Scis simulare : quid hoc, si fractis enatat exspes
Navibus, ære dato qui pingitur ? Amphora cœpit
Institui : curren- te rota cur urceus exit ?
Denique sit quidvis simplex dumtaxat et unum.
Maxima pars vatum, pater et invenes patre digni,
Decipimur specie recti : brevis esse laboro,
Obscurus fio ; sectantem levia nervi
Deficiunt animique ; professus grandia turget,
Serpit humi tutus nimium timidusque procellæ ;
Qui variare cupit rem prodigialiter unam,
Delphinum silvis appingit, fluctibus aprum.

9. Write grammatical notes on : *Splendeat*, *cupit*, *grandia*,
and explain : *Cupressum scis simulare* ; *pater et juvenes*.

10. In what respects does Horace shew the superiority of
Homer to the 'Scriptor cyclicus' ?

11. Translate :

Quattuor hinc rapimur viginti et milia rædis,
Mansuri oppidulo, quod versu dicere non est,
Signis perfacile est : venit vilissima rerum
Hic aqua ; sed panis longe pulcherrimus, ultra
Callidus ut soleat humeris portare viator ;
Nam Canusi lapidosus, aquæ non ditior urna
Qui locus a forti Diomede est conditus olim,
Flentibus hinc Varius discedit mæstus amicis.
Inde Rubos fessi pervenimus, utpote longum
Carpentes iter et factum corruptius imbri.
Postera tempestas melior, via peior ad usque

(Over)

Bari mœnia piscosi ; dein Gnatia Lymphis
Iratis exstructa dedit risusque iocosque,
Dum flamma sine thure liquescere limine sacro
Persuadere cupit. Credat Judæus Apella.

12. Comment on *oppidulo*; *Varius*; *amicis*; *Lymphis iratis*;
Judæus.

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HONOR CLASSICS—SENIOR AND JUNIOR B.A.

ST. AUGUSTINE, ETC.

I. ST. AUGUSTINE.

1. Translate :

Hortulus quidam erat hospitii nostri, quo nos utebatur sicut tota domo; nam hospes ibi non habitabat dominus domus. Illuc me abstulerat tumultus pectoris, ubi nemo impediret ardentem litem, quam mecum adgressus eram, donec exiret, qua tu sciebas, ego autem non; sed tantum insaniebam salubriter, et moriebar vitaliter, gnarus quid mali essem, et ignarus quid boni post paululum futurus essem. Abscessi ergo in hortum, et Alypius pede post pedem. Neque enim secretum meum non erat, ubi ille aderat. Aut quando me sic adfectum desereret? Sedimus, quantum potuimus, remoti ab aedibus: ego fremebam spiritu indignans turbulentissima indignatione, quod non irem in placitum et pactum tecum, Deus meus, in quod eundem esse omnia ossa mea clamabant, et in coelum tollebant laudibus, et non illuc ibatur navibus, aut quadrigis, aut pedibus, quantum saltem de domo in eum locum irem, ubi sedebamus.

2. Point out in the above any characteristic features of Augustine's style.

3. Explain the following expressions and describe the context in which they are found:

- (a) Ergo parietes faciunt Christianos?
- (b) Ambo iam tui aedificabant turrim sumtu idoneo.
- (c) Tolle, lege!
- (d) inde ad matrem ingredimur.

II. OVID.

4. Translate:

lane biceps, anni tacite labentis origo,
Solus de superis qui tua terga vides,
Dexter ades ducibus, quorum secura labore

(Over)

Otia terra ferax, otia pontus agit.
 Dexter ades patribusque tuis populoque Quirini,
 Et resera nutu candida templa tuo.
 Prospera lux oritur; linguis animisque favete:
 Nunc dicenda bono sunt bona verba die.
 Lite vacent aures, insanaque protinus absint
 Iurgia; differ opus, livida turba, tuum.
 Cernis, odoratis ut luceat ignibus aether,
 Et sonet accensis spica Cilissa fœcis?
 Flamma nitore suo templorum verberat aurum,
 Et tremulum summa spargit in aede iubar.
 Vestibus intactis Tarpeias itur in arces,
 Et populus festo concolor ipse suo est.
 Iamque novi praeceunt fascēs, nova purpura fulget,
 Et nova conspicuum pondera sentit ebur.

5. Scan the first two lines of the above. Write grammatical notes on *sonet*, *itur*, *festo*; and explanatory notes on *linguis favete*, *Tarpeias arces*, *festo concolor*, *novi fascēs*.

6. Translate:

Puppibus egressus Latia stetit exul in herba.
 Felix, exilium cui locus ille fuit!
 Nec mora longa fuit; stabant nova tecta, nec alter
 Montibus Ausoniis Arcade maior erat.
 Ecce boves illuc Erytheidas applicat heros
 Emensus longi claviger orbis iter.
 Dumque huic hospitium domus est Tegeaea, vagantur
 Incustoditae lata per arva boves.
 Mane erat: excussus somno Tiryntius hospes
 De numero tauros sensit abesse duos.
 Nulla videt quaerens taciti vestigia furti:
 Traxerat aversos Cacus in antra feros.

7. (a) Derive and explain: *exul*, *claviger*, *Cacus*.
 (b) Comment on the feeling with which the poet utters the second line of the above extract.
 (c) *Tegeaea*. Discuss the poetic license involved in this and similar descriptive epithets.

III. DEMOSTHENES.

8. Translate:

συμβαίνει δὴ πρᾶγμα ἀναγκαῖον, οἶμαι καὶ ἴσως εἰχός· ἐν οἷς
 ἑκάτεροι διατρίβετε καὶ περὶ ἃ σπουδάζετε, ταῦτ' ἄμεινον ἑκατέ-

ροίς ἔχει, ἐκείνῳ μὲν αἱ πράξεις, ὑμῖν δ' οἱ λόγοι. εἰ μὲν οὖν
καὶ νῦν λέγειν δίκαιότερα ὑμῖν ἔξαρκεῖ, ῥῆδιον καὶ πόνος οὐδεὶς
πρόσεστι τῷ πράγματι. εἰ δ' ὅπως τὰ παρόντ' ἐπανορθωθήσεται
δεῖ σκοπεῖν καὶ μὴ προελθόντα ἔτι πορρωτέρω λήσει παντας ἡμᾶς,
μηδ' ἐπιστήσεται μέγεθος δυνάμεως πρὸς ἣν οὐδ' ἀντᾶραι δυνησό-
μεθα, οὐχ ὁ αὐτὸς τρόπος ὅσπερ πρότερον τοῦ βουλευέσθαι, ἀλλὰ
καὶ τοῖς λέγουσιν ἅπασιν καὶ τοῖς ἀκούουσιν ὑμῖν τὰ βελτίστα καὶ τὰ
σώσοντα τῶν ῥήστων καὶ τῶν ἡδίστων προαιρετέον.

9. Account for the case of τοῖς λέγουσιν, τὰ σώσοντα, τῶν ῥήστων, and mood of λήσει.

10. Translate :

λογίζεσθε γάρ. ἀρχὴν βούλεται, τούτου ἀνταγωνιστὰς μόνους
ὑπέλιψεν ὑμας. ἀδικεῖ πολλὸν ἤδη χρόνον, καὶ τούτο αὐτὸς ἀριστα
σύννοιδεν αὐτῷ· οἷς γὰρ οὐσιν ὑμετέροις ἔχει, τούτοις πάντα τᾶλλα
ἀσφαλῶς κέκτηται· εἰ γὰρ Ἀμφίπολιν καὶ Ποτίδαιαν προεῖτο, οὐδ'
ἂν οἴκοι μένειν βεβαίως ἤγρετο.

11. Comment on the case of οἷς.

12. Give an account of Demosthenes' political career.

IV. SOPHOCLES.

13. Translate :

κεῖνος δ' ἀπ' οἴκων εὐθύς ἐξορμώμενος
ἄνους καλῶς λέγοντος εὐρέθη πατρός.
ὁ μὲν γὰρ αὐτὸν ἐννέπει, τέχνην, δορυ-
βούλου κρατεῖν μὲν, σὺν θεῷ δ' ἀεὶ κρατεῖν.
ὁ δ' ὑψικόμπως κάφρόνως ἠμείψατο,
πάτερ, θεοῖς μὲν κἄν ὁ μηδὲν ὦν ὁμοῦ
κράτος κατακτήσαστ'· ἐγὼ δὲ καὶ δίχα
κείνων πέποιδα τοῦτ' ἐπισπάσειν κλέος.
τοσόνδ' ἐχόμπει μῦθον. εἶτα δεῦτερον,
δίας Ἀθάνας, ἤνικ' ὀτρύνουσά νιν
ἠρῶντ' ἐπ' ἐχθροῖς χεῖρα φοινίαν τρέπειν,
τότ' ἀντιφωνεῖ δεινὸν ἄρρητόν τ' ἔπος·

(Over)

ἄνασσα, τοῖς ἄλλοισιν Ἀργείων πέλας
ἴστω, καθ' ἡμᾶς δ' οὔποτ' ἐκρήξει μάχη.

14. (a) ὁ μηδὲν ὄν. Expand this into the regular form of protasis.
(b) Ἀθάνας. Give three explanations of this genitive

15. What lessons did Athena wish to teach Odysseus from the calamity of Ajax.

16. Translate and tell by whom and on what occasion the following words were spoken :

- (a) ὄρω γὰρ ἡμᾶς οὐδὲν ὄντας ἄλλο πλὴν
εἶδωλ', ὅσοιπερ ζῶμεν, ἢ κούφην σκιάν.
(b) τῶν γὰρ μεγάλων ψυχῶν ἴεις
οὐκ ἂν ἀμάρτοι· κατὰ δ' ἂν τις ἐμοῦ
τοιαῦτα λέγων οὐκ ἂν πείθοι.
πρὸς γὰρ τὸν ἔχονθ' ὁ φθόνος ἔρπει.
(c) χάρις χάριν γὰρ ἐστὶν ἢ τίκτουσ' αἰεὶ
ὄτου δ' ἀπορρεῖ μνηστὶς εὖ πεπονθότος,
οὐκ ἂν γένοιτ' ἔθ' οὗτος εὐγενὴς ἀνὴρ.
(d) ἀλλ' ἔστ' ἀληθὴς ἢ βροτῶν παροιμία,
ἐχθρῶν ἄδωρα δῶρα κοῦκ ὀνήσιμα.
(e) εἰ γὰρ κακοὶ γνώμασι τὰγαθὸν χεροῖν
ἔχοντες οὐκ ἴσασι, πρὶν τις ἐκβάλῃ.

17. What charge has been made against the dramatic unity of the play? How may it be answered? Against which one of Shakespeare's plays may a like charge be laid?

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UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

HONOR CLASSICS—SENIOR B.A.

A.—PLAUTUS.

1. Translate:

Me.—Hic apud me hortum confodere iussi. Sed ubi hic est homo?

Abiit, neque me certiorem fecit: fastidit mei.
Quia videt me suam amicitiam velle, more hominum facit.

Nam si opulentus ita petitum pauperioris gratiam,
pauper metuit congregiri; per metum male rem gerit;
idem, quando illaec occasio periiit, post sero cupit.

Eu.—Si hercle ego te non elinguandam dederò usque ab radicibus:

impero, auctorque sum, ut me quoivis castrandum loces.

Me.—Video hercle ego te me arbitrari, Euclio, hominem idoneum,

quem senecta aetate ludos facias, haud merito meo.

Eu.—Neque edepol, Megadore, facio, neque, si cupiam, copia est.

Me.—Quid nunc? etiam mihi despondes filiam?

Eu.—Illis legibus,

cum illa dote, quam tibi dixi. *Me.*—Sponden' ergo?

Eu.—Spondeo.

Me.—Di bene vortant! *Eu.*—Ita di faxint! Illud facito ut memineris

convenisse, ut ne quid dotis mea ad te afferret filia.

Me.—Memini. *Eu.*—At scio, quo vos soleatis pacto perplexari:

pactum non pactum est, non pactum pactum est, quod vobis lubet.

2. (a) "hic . . . iussi." What is the significance of this simple remark?

(b) "te non elinguandam"—Who is meant?

(c) Comment on case of *quem*, and mood of *facias*, *faxint*, *memineris*, and on formation of *hercle*, *edepol*, *faxint*.

(Over)

3. "Vestri proavi Plautinos et numeros et
laudavere sales, nimium patienter utrumque,
ne dicam stulte, mirati."

Discuss the fairness of this criticism of Plautus by Horace.

B—TERENCE.

4. Translate :

Si.—Irae sunt inter Glycerium et gnatum. *Ch.*—Audio.

Si.—Ita magnae, ut sperem posse auelli. *Ch.*—Fabulae.

Si.—Profecto sic est. *Ch.*—Sic hercle ut dicam tibi :

Amantium irae amoris integratiost.

Si.—Hem, id te oro ut ante eamus. Dum tempus datur,

Dumque eius lubido oclusast contumeliis,

Prius quam harum scelera et lacrumae confictae dolis

Redducunt animum aegrotum ad misericordiam,

Vxorem demus. Spero consuetudine et

Coniugio liberali deuinctum, Chreme,

Dein facile ex illis sese emersurum malis.

Ch.—Tibi ita hoc uidetur : at ego non posse arbitror

Neque illum hanc perpetuo habere neque me perpeti.

Si.—Qui scis ergo istuc, nisi periculum feceris ?

Ch.—At istuc periculum in filia fieri grauest.

Si.—Nempe incommoditas denique huc omnis redit,

Si eueniat, quod di prohibeant, discessio.

5. (a) Comment on the position and condition of the slave
in the Roman household as depicted in Comedy.

(b) What concern in the plot had *Charinus*, *Crito*, *Phania*.

6. Write notes (grammatical or explanatory) on the following
expressions, stating by whom and under what circumstances
they were spoken :

(a) hinc illae lacrimae, (b) Mea Glycerium, quid agis ?

(c) Davus sum, non Oedipus, (d) ubi illic est scelus, qui me
perdidit ? (e) nodum in scirpo quaeris, (f) solus est quem
diligant di.

C.—TACITUS.

7. Translate :

Cur enim primo concionis die ferrum illud, quod pectori
meo infigere parabam, detraxistis, O improvidi amici ! Me-
lius et amantius ille qui gladium offerebat. Cecidisset certe
nondum tot flagitiorum exercitui meo conscius ; legissetis du-

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cem, qui meam quidem mortem impunitam sineret, Vari tamen et trium legionum ulcisceretur. Neque enim di sinant ut Belgarum, quanquam offerentium, decus istud et claritudo sit, subvenisse Romano nomini, compressisse Germaniae populos. Tua, divè Auguste, caelo recepta mens, tua, pater Druse, imago, tui memoria isdem istis cum militibus, quos jam pudor et gloria intrat, eluant hanc maculam, irasque civiles in exitium hostibus vertant. Vos quoque, quorum alia nunc ora, alia pectora contueor, si legatos senatui, obsequium imperatori, si mihi conjugem et filium redditis, discedite a contactu, ac dividite turbidos. Id stabile ad paenitentiam, id fidei vinculum erit.

8. (a) Who is the speaker, and under what circumstances is he speaking?

(b) Comment on force of *quidem*, and on mood and tense of *cecidissem*, *sinerent*, *sinant*, *eluant*.

9. (a) How was this mutiny quelled? (b) Sketch the character of Tiberius as given by Tacitus.

D.—TERTULLIAN.

10. Translate:

Nihil de causa sua deprecatur, quia nec de conditione miratur. Scit se peregrinam in terris agere, inter extraneos facile inimicos invenire, ceterum genus, sedem, spem, gratiam, dignitatem in coelis habere. Unum gestit interdum, ne ignorata damnetur. Quid hic deperit legibus in suo regno dominantibus, si audiatur? An hoc magis gloriabitur potestas eorum, quo etiam auditam damnabunt veritatem? Certerum inauditam si damnent, praeter invidiam iniquitatis etiam suspicionem merebuntur alicujus conscientiae, nolentes audire, quod auditum damnare non possint.

Hanc itaque primam causam apud vos collocamus iniquitatis odii erga nomen christianorum. Quam iniquitatem idem titulus et onerat et revincit, qui videtur excusare, ignorantia scilicet. Quid enim iniquius, quam ut oderint homines quod ignorant, etiam si res meretur odium? Tunc etenim meretur cum cognoscitur, an mereatur. Vacante autem meriti notitia unde odii justitia defenditur, quae non eventu, sed de conscientia probanda est.

11. "*Primam Causam*." How else does Tertullian demonstrate the "injustice of the general hatred" to the Christian name?

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UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

SENIOR B.A.

UNSPECIFIED LATIN AUTHORS.

1. Translate :

(a) Perlegis ? an conjux prohibet nova ? perlege ! non est
Ista Mycenaea litera facta manu.

Pegasis Oenone, Phrygiis celeberrima silvis,
Laesa queror de te, si sinis ipse, meo.

Quis deus opposuit nostris sua numina votis ?

Ne tua permaneam, quod mihi crimen obest ?

Leniter, ex merito quicquid patiãre, ferendum est.

Quae venit indigne poena, dolenda venit.

Nondum tantus eras, cum te contenta marito,

Edita de magno flumine nympha fui.

Qui nunc Priamides, absit reverentia vero,

Servus eras ; servo nubere nympha tuli.

Saepe greges inter requievimus arbore tecti,

Mixtaque cum foliis praebuit herba torum.

Saepe super stramen fenoque jacentibus alto

Defensa est humili cana pruina casa.

Quis tibi monstrabat saltus venatibus aptos,

Et tegeret catulos qua fera rupe suos ?

Retia saepe comes maculis distincta tetendi

Saepe citos egi per juga longa canes.

(b) Nam ut Hortensius consul designatus domum reducebatur e campo cum maxima frequentia ac multitudine, fit obviam casu ei multitudini C. Curio, quem ego hominem honoris potius quam contumeliae causa nominatum volo ; etenim ea dicam, quae ille si commemorari nolisset, non tanto in conventu tam aperte palamque dixisset, quae tamen a me pedemptim cauteque dicentur, ut et amicitiae nostrae et dignitatis illius habita ratio esse intellegatur. Videt ad ipsum fornicem Fabianum in turba Verrem ; ipsi Hortensio, qui consul erat factus, propinquis necessariisque eius, qui tum aderant, verbum nullum facit ; cum hoc consistit, hunc amplexatur, hunc iubet sine cura esse : 'renuntio' inquit 'tibi te hodiernis comitiis esse absolutum.' Quod cum tam multi homines honestissimi audissent, statim ad me defertur : immo vero, ut

(Over)

quisque me viderat, narrabat. Aliis illud indignum, aliis ridiculum videbatur; ridiculum eis, qui istius causam in testium fide, in criminum ratione, in iudicum potestate, non in comitiis consularibus positam arbitrabantur; indignum eis, qui altius aspiciebant et hanc gratulationem ad iudicium corrumpendum spectare videbant.

(c) Consul, percussis omnibus, ipse satis, ut in re trepida, impavidus, turbatos ordines, vertente se quoque ad dissonos clamores, instruit, ut tempus locusque patitur, et quacumque adire audiriue potest, adhortatur, ac stare et pugnare jubet: nec enim inde votis aut imploratione deum, sed vi ac virtute, evadendum esse. Per medias acies ferro viam fieri; et quo timoris minus sit, eo minus ferme periculi esse. Ceterum præ strepitu ac tumultu nec consilium nec imperium accipi poterat; tantumque aberat ut sua signa atque ordinem et locum nosceret miles, ut vix ad arma capienda aptandaque pugnae competeret animus, opprimerenturque quidam onerati magis his quam tecti. Et erat in tanta calligine major usus aurium quam oculorum. Ad gemitus vulnerum ictusque corporum aut armorum, et mixtos strepentium paventiumque clamores, circumferebant ora oculosque. Alii fugientes pugnantium globo illati hærebant; alios redeuntes in pugnam avertebat fugientium agmen. Deinde, ubi in omnes partes nequidquam impetus capti, et ab lateribus montes ac lacus, a fronte et ab tergo hostium acies claudebat, apparuitque nullam nisi in dextera ferroque salutis spem esse, tum sibi quisque dux adhortatorque factus ad rem gerendum, et nova de integro exorta pugna est.

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EXAMINATIONS, MAY, 1897.

SENIOR B.A.—HONORS.

LATIN PROSE.

1. Translate into Latin:

(a) But our ancestors were generally so much blinded by prejudice that his inconsistency passed unnoticed. They were secure when they ought to have been wary, and timorous when they might well have been secure. They were not shocked by hearing the same man maintain in the same breath that if twenty thousand professional soldiers were kept up, the liberty and property of millions of Englishmen would be at the mercy of the crown, and yet that these millions of Englishmen fighting for liberty and property would speedily annihilate an invading army composed of fifty or sixty thousand of the conquerors of the Germans.

(b) Would to heaven that you had taken for your model in this matter your worthy grandfather. Do you think that he would have used arms within the city limits, even in self-defence? A man of the loftiest aims, his chief desire was—not unlawful authority, not lucre, not influence achieved by violent means—it was the respect and affection of his countrymen. No day dawned that did not find him conferring some gift upon his country; and he reaped the reward of right action when all classes—high and low, rich and poor—crowded to congratulate and thank him for his distinguished public services. Do you think that he would have resigned such an honorable position for money or unlawful authority? Therefore I cannot pass unnoticed the mistake you are making. You know by experience what the love and respect of your fellow-citizens means, but you seem to be tired of such distinction. No one can ever say, however, that he has ever seen any meanness or baseness in your character, and the county declares itself ready to forget the acts which have given offence and to lay aside all feeling of indignation. She asks you to cease from hostilities against her; and using such language, ought she not to obtain her request?

UNIVERSITY OF MARYLAND

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UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

SENIOR B. A.—HONOR CLASSICS.

LATIN GRAMMAR.

- I. Define with examples: Hendiadys, Synesis, Syncope, Ethical Dative, Epistolary Imperfect, Gnomie Perfect, Historic Infinitive, Desiderative Verb, Graecism.
- II. Comment on the forms: ausim, sodes, implesti, cete, siet, faxim, duim, vocarier, humi, senati.
- III. Give the three stems of rego and show that all parts of the verb are based upon them.
- IV. Classify the pronouns.
- V. Comment on:
(1) Cave *dixeris*. (2) *Nostra qui* adsumus salus. (3) Mos uterque est dignus *coli*. (4) *Triste* lupus stabulis. (5) Pars certares *arati*. (6) Sensit medios *delapsus* in hostes. (7) *Ju-* verunt deos indicis exta *sui*. (8) Hoc facio non quia tu *jubeas* sed quod ego *volo*. (9) *Nec veni* nisi fata dedissent.
- VI. Give with examples the uses of the Supines in Latin.
- VII. Give the uses of the Present Indicative in Latin.
- VIII. Explain the case of the underlined words:
(1) *Receptui* canere. (2) Quid *tibi hanc* tactio est?
(3) Ante *diem* quintum *Calendas* Junias. (4) *Id temporis*.
(5) Contentio *honorum*. (6) *Quinque millibus* passuum distat.
(7) *Mea unius* sententia.
- IX. (a) Make examples to show when *cum* takes the Indicative and when the Subjunctive.
(b) Into what classes are consecutive relative clauses divided?

(Over)

X. How is the Infinitive used in the following ?

- (1) Pulchrum est benefacere amicis.
- (2) Me-ne incepto desistere victam.
- (3) Nostrum vivere.
- (4) Audeo dicere.
- (5) Doctus sagittas tendere.
- (6) Non populare Penates venimus. (Virgil).

XI. Put into Oratio Obliqua after a secondary tense :

"Why do you hesitate? The battle has begun. Charge the enemy who would lay waste our lands, were they able. If we conquer, we shall return home about the 10th of July."

XII. Account for the following subjunctives :

- (1) Expectate dum consul veniat.
- (2) Tu si hic sis, aliter sentias.
- (3) Dicat quispiam.
- (4) Quo me vertam ?
- (5) Litteras misi quibus eum monerem.
- (6) Priusquam pugnaretur, nox intervenit.
- (7) Quis est qui non oderit ignorantiam ?
- (8) Quod omen di avertant.

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UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

HONOR CLASSICS—SENIOR B.A.

GREEK AND ROMAN HISTORY.

(Candidates are requested to answer only four questions in each division.)

A—GREEK HISTORY.

1. Estimate the influence of Nicias and Cleon on the fortunes of Athens.
2. Describe the attacks made directly or indirectly upon Pericles by his enemies, and shew how they influenced him in his determination to accept war.
3. Discuss the inhumanity of Sparta and Athens at Plataeæ and Melos respectively.
4. Give an account of the mutilation of the Hermæ and the serious consequences that followed it.
5. What in your opinion were the causes of the failure of the Sicilian expedition?
6. Give a complete account of (a) the trial of the generals after Argenruæ, (b) the establishment of the Thirty.

B—ROMAN HISTORY.

1. (a) Describe the part taken in the Jugurthine war by Metellus and Marius.
(b) What grave innovation was introduced by Marius on his appointment to his first consulship? Show both the necessity and danger of this step.
2. "The various relations in which the different classes of the provincial population stood to the ruling city, have been compared with the constitution of a Roman household." Discuss this statement fully.

(Over)

3. Describe the character of Roman society at the time of the Catilinarian conspiracy.

4. (a) Give the causes of the civil war between Cæsar and Pompey.

(b) Describe the battle of Pharsalia.

5. (a) Who composed the Second Triumvirate? (b) At its formation what arrangements did its members agree to among themselves? (c) What causes led to its dissolution?

6. Write short notes on:

(1) Lucullus.

(2) The Gabinian law.

(3) Defeat of Carrhae.

(4) The disguised monarchy of Octavius.

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EXAMINATIONS, MAY, 1897.

HONOR CLASSICS—JUNIOR B.A.

GREEK GRAMMAR AND PROSE.

1. (a) Define: Hiatus, proclitic, subjective genitive, improper preposition.
(b) Define Crasis and resolve: *κᾶν, τὰμὰ, ἀδελφοί, θατέρου, κᾶτα, οὐπι, θῶπλα, ἐγῶδα.*
2. (a) Decline, in the singular; *γυνή, ἵππευς, θεῖς*; and in the plural: *πλοῦς, μείζων.*
(b) Give genitive singular and dative plural of: *ναῦς, κύων, ὕδωρ, οὐς, ὄστις, ἔμαντου, ψευδής, δεικνύς.*
3. Give the superlative of: *ἴδιος, κυδρός, βράδιος, ἄγχι, ταχέως, ὕστερον.*
4. Write in full: (a) perfect, indicative, passive of *βλάπτω*; (b) 2 aor. subj. mid. of *ἴημι*; (c) pres., imper., ind. of *δίδωμι*; (d) imperative of *οἶδα*; (e) pres. opt. passive of *σιγάω*.
5. Parse: *λῶν, ἐμέθεν, ὑπέσχετο, δραμόντες, κεκημητότων, εἴλου, μάθοιεν.*
6. Distinguish: *ταῦτα, ταῦτά; οὐκ, οὐχ; οἶδε, οἶδες; ἕτερος, ἄλλος; μισθῶ, μισθοῦμαι; τις, πότερος; μή ψεύδε, μή ψεύσης; οἱ οὐκ ἀγαθοί, οἱ μὴ ἀγαθοί; εἴαν τι ἔχω, δώσω; εἰ τι ἔχοιμι, ἂν δίδοιην.*
7. Explain the cases of the underlined words:
(a) *ἀφῆρημαι τὸν ἵππον.* (b) *οὐχ ὀρέξῃς ἴν εἰ κακοῦ;* (c) *ὠφελή-
τέα σοι ἢ πόλις ἐστὶ.* (d) *δέον ἀπελθεῖν, ἔμενες;* (e) *τὰμὰ
δυστήνου κακὰ.* (f) *δρόμῳ παρῆλθεν.* (g) *ἔφη εἶναι υἱὸς Διός.*
(h) *ποῦ σοι τύχης ἔστηκεν;*
8. Give the uses of *οὐ* and *μή*.

(Over)

9. Give six uses of the optative in Greek.

10. Translate into Greek:

(a) The object of the proposal was too transparent to deceive so acute a statesman as Themistocles. Athens was not yet, however, in a condition to incur the danger of openly rejecting it, and he therefore advised the Athenians to dismiss the Spartan envoys with the assurance that they would send ambassadors to Sparta to explain their views. He then caused himself to be appointed one of these ambassadors, and setting out straightway for Sparta, directed his colleagues to linger behind as long as possible.

(b) I am not at all surprised to learn that the citizens living on that end of the island condemned to death the tyrant who during the whole year was planning as to how he could best deprive them of their rights. Being distrustful of him for a long time they were on their guard and when at last their suspicions were justified they determined to get rid of him. This was the wiser course, because having robbed them he would in his folly have perished a few years later if they had not arrested him in his mad career.

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EXAMINATIONS, MAY, 1897.

JUNIOR B.A.

LATIN GRAMMAR AND COMPOSITION.

1. (a) Name the nouns of the 3rd declension having "im" only in the accusative, and those having "i" only in the ablative.
(b) Give the exceptions to the gender of nouns of the 2nd, 4th and 5th declensions, also the genders, with reason, of the following nouns of the 3rd declension: papaver, accipiter, baccar, ordo, aegis.
2. Name the nouns that are found in two cases only; two that are found in three cases only; one in the three cases of sing., and plural in full; two in four cases of sing., and plural in full.
3. (a) Name the adjectives of the 3rd declension, having "um" in the genitive plural.
(b) State and give examples of the different methods of forming adverbs.
4. Write out in full the imperative of eo, edo, aio, inquam, memini, also all the parts of fari, except the perfect tenses.
5. Distinguish as to use or meaning the following indefinite pronouns: quis, nescio quis, aliquis, quisquam, quidam, quivis.
6. What case or cases do the following words govern: similis, proprius, proprior, potior, adjuvo, aptus, confido, circumdo.
7. (a) In what instances is the indicative mood always used in the apodosis of conditional clauses. Give examples.
(b) Put into Latin (1) I had hoped that this would have happened; (2) So great was the slaughter that you would not have survived; (3) Ask them what they would have done if they had come to the city.

(Over)

8. Translate into Latin prose:

(a) But flushed with victory, impatient for the slaughter, animated with desperate resolution to die or conquer, the Britons cast no thought or look behind them. Boadicea herself drove from rank to rank, from nation to nation, with her daughters beside her, attesting the outrage she had endured, the vengeance she had already taken, proclaiming the gallant deeds of the queens before her, under whom British warriors had so often triumphed, denouncing as intolerable the yoke of Roman inscience, and declaring that whatever the men might determine the women would now be free or perish.

(b) Cicero, whose learning and services to his country are so well known, was inflamed by ambition to an extravagant degree, and warmly pressed Luceius, who was composing a history those times, to be very particular, and zealous in relating the history of his consulship, and to execute it speedily, that he might have the pleasure of enjoying in his lifetime some part of the honor which he foresaw would be paid to his memory.

(c) The Protector, before he opened the campaign, published a manifesto, in which he enforced all the arguments for that measure. He said that nature seemed originally to have intended the island for one empire; and having cut it off from all communication with foreign nations and guarded it by the ocean, she had pointed out to the people the road to happiness and security.

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CLASSICAL HONORS—JUNIOR B.A.

GREEK AND ROMAN HISTORY.

(You are requested to answer only four questions in each division.)

A—GREEK HISTORY.

1. Describe the reforms of Clisthenes, giving a full account Ostracism.
2. (a) Show clearly how the Athenians became engaged in war with Persia.
(b) Describe the part taken by Miltiades and by Themistocles in the Persian wars.
3. (a) What was the cause of the Peloponnesian War?
(b) Give a brief account of the Sicilian Expedition.
4. Write notes on (a) Relation of a colony to its parent state, (b) The Thirty Tyrants, (c) The Peace of Antalcidas, (d) Battle of Arbela.
5. Write an account of the career of (1) Aristides, (2) Brasidas, (3) Epaminondas.
6. (a) Describe the origin and growth of Athenian Tragedy. (b) What were the characteristics of the Old Attic Comedy?

B—ROMAN HISTORY.

1. How far had the union between the Patricians and Plebeians been effected when in 367 B.C. Camillus celebrated that union by building a Temple to Concord?
2. Give an account of the Decemviri—the time and occasion of their appointment, their work, and their downfall.

(Over)

3. Mention events connected with the following places: Caudine Forks, Trebia, Aquæ Sextiæ, Carrhæ, Pharsalia.

4. Distinguish clearly two men known by each of the names 'Brutus', 'Scipio' and 'Gracchus', and mention important events in which they were concerned.

5. Discuss (a) the part played by Cicero in politics, (b) Julius Cæsar's claim to be the greatest of the Romans.

6. Who were the members of the Second Triumvirate, and what relations existed between them up to the Battle of Actium?

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SENIOR B.A.—PART I.—DIVISIONS A. AND B.

PROBLEMS.

1. If two circles touch each other externally the square on a common tangent, not through the point of contact, is equal to the rectangle contained by the diameters.
2. Shew that the distance of the orthocentre of a triangle from any one of the vertices is twice the perpendicular from the centre of the circumscribed circle on the opposite side.
3. A quadrilateral circumscribes an ellipse; prove that either pair of opposite sides subtends supplementary angles at either focus.
4. If the normal to an hyperbola at the point P meet the transverse axis in G, and PN be the ordinate of P, then
 $NG:NC::BC^2:AC^2$.
5. If N and n are nearly equal, shew by means of the identity $(N+n)^2 - (N-n)^2 = 4Nn$, that
$$\sqrt{\frac{N}{n}} = \frac{N}{N+n} + \frac{1}{4} \frac{N+n}{n}$$
 very nearly.
6. Prove that the sum of all the harmonic means, which can be inserted between all the pairs of numbers the sum of which is n, is $\frac{1}{3}(n^2-1)$.
7. If a, b, c be the sides of a triangle, p, q, r perpendiculars from the centre of the circumscribing circle upon the sides, prove that $\frac{a}{p} + \frac{b}{q} + \frac{c}{r} = \frac{abc}{4pqr}$.
8. If $\sin(y+z-x), \sin(z+x-y), \sin(x+y-z)$ are in A.P., so also are $\tan x, \tan y, \tan z$.
9. Six thin uniform rods of equal lengths and equal given weights are connected by smooth hinged joints at their ex-

(Over)

tremities so as to constitute the six edges of a regular tetrahedron; one face of the tetrahedron rests on a smooth horizontal plane; find the longitudinal strain of each of the rods of the lowest face.

10. If one cord of a sash-window break, find the least coefficient of friction between the sash and the window frame that the other weight may still support the window.

11. When a body arrives at a point P of an elliptic orbit, which it is describing about one focus S, the centre of force is suddenly transferred to the other focus H; supposing the orbit to remain the same as before, prove that, μ denoting the absolute force in the former, and μ_1 that in the latter case,

$$\mu_1 : \mu :: SP^2 : HP^2.$$

12. Shew that the angular velocity of a projectile about the focus varies inversely as the distance of the projectile from the focus

13. A circle is just immersed in a homogeneous fluid with its plane vertical. By considering the separate equilibrium of the hemisphere of fluid having the circle for its base, shew how to determine the centre of pressure of the circle.

14. When the reading of the true barometer is 30 inches, the reading of a barometer, the tube of which contains a small quantity of air whose length is then $3\frac{1}{2}$ inches, is 28 inches. If the reading of the true barometer fall 29 inches prove that the reading of the faulty barometer will be $27\frac{1}{3}$ inches.

15. A spherical lens of radius r is made of two hemispherical lenses whose indices of refraction are μ_1 and μ_2 ; shew that if a parallel beam of light be incident on the face whose index of refraction is μ_1 , the distance of the focus from the centre is

$$\frac{\mu_2^2 r}{\mu_1 + \mu_2 - (\mu_1^2 + \mu_2^2)}$$

16. The focal length of the object-glass of an astronomical telescope is 60 inches; the eye-piece consists of two lenses of focal lengths $1\frac{1}{2}$ inches and $\frac{1}{2}$ inch respectively, separated by an interval of 1 inch; prove that when the telescope is adjusted the distance between the object-glass and the glass nearest to it is $59\frac{1}{4}$ inches.

17. Apply Lemma IV of section I of Newton's Principia to find the volume of a right circular cone.

18. If a particle describe a rectangular hyperbola with an acceleration tending from the centre, the velocity at any point is proportional to its distance from the centre.

19. If θ be the elongation of an inferior planet when it appears from the earth to the stationary, prove that $\cot \theta = \sqrt{n^2 + n}$, where n is the ratio of the earth's distance from the sun to the planet's distance from the sun.

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SENIOR B.A.—PART II, DIVISIONS A AND B.

PROBLEMS.

1. Shew that
$$\begin{vmatrix} a^2+1 & ab & ac & ad \\ ab & b^2+1 & bc & bd \\ ac & bc & c^2+1 & cd \\ ad & bd & cd & d^2+1 \end{vmatrix} = a^2 + b^2 + c^2 + d^2 + 1$$
2. A quantity of corn is to be divided amongst n persons, and it is calculated to last a certain time if each of them receive a peck every week; during the distribution, it is found that one person dies every week and then the corn lasts twice as long as was expected: find the quantity of corn and the time it actually lasts.
3. In a right-angled spherical triangle, if a perpendicular be drawn from the right angle to the hypotenuse, prove that the tangents of the segments of the hypotenuse and the sine of the perpendicular are in geometrical progression; prove also that the tangents of the hypotenuse, either side, and the adjacent segment of the hypotenuse are in geometrical progression.
4. Prove that as θ increases from 0 to $\frac{1}{2}\pi$, $\frac{\sin\theta}{\theta}$ continually diminishes, and $\frac{\tan\theta}{\theta}$ continually increases.
5. If the normals at three points P, Q, R of a parabola meet in the point O, and if S be the focus and $4a$ the latus rectum, prove that $SP \cdot SQ \cdot SR = a \cdot SO^2$.
6. Shew that the equation,
$$(x^2 - a^2)^2 + (y^2 - a^2)^2 = a^4,$$
represents two equal ellipses whose major axes are inclined at 135° and 45° , respectively, to the axis of x , and find the lengths of their semi-axes.

(Over)

7. Trace the curves

(a) $y^2(x-a)(x-b) = c^2(x+a)(x+b)$, when $b > a$.

(b) $\frac{a}{r} = 1 - \tan \theta$.

8. Find the envelope of the straight line which is such that the product of the perpendiculars drawn to it from two fixed points is constant.

9. Give the base of a triangle, prove that the polar equation of the locus of its vertex, when the vertical angle is double one of the base angles, is

$$r = \frac{(2 \cos 2\theta + 1)}{2 \cos \theta};$$

and shew that the entire area of the loop of the curve is

$$\frac{3a^2\sqrt{3}}{4}.$$

10. If the coordinates of a point on a curve be given by the equations

$x = c \sin 2\theta (1 + \cos 2\theta)$, $y = c \cos 2\theta (1 - \cos 2\theta)$,
prove that the length of its arc, measured from the origin is $\frac{4}{3} c \sin 3\theta$.

11. Prove that the sum of the squares of the distances of any point on a given sphere from the six ends of any three conjugate diameters of a given concentric ellipsoid is invariable.

12. Shew that the equation of the surface $xy + yz + zx = a^2$ may be reduced to the form $x^2 - \frac{1}{2}(y^2 + z^2) = a^2$, by transforming it to axes whose equations are $x = y = z$; $2x = -y = 2z$; $x = -z$, $y = 0$, the old axes being rectangular.

13. Two parallel vertical walls are one smooth and the other rough, and between them is supported a hemisphere with its curved surface in contact with the smooth wall and a point in its rim in contact with the rough wall; find the least coefficient of friction consistent with equilibrium.

14. Two unequal weights, connected by a straight rod without weight, are suspended by a string fastened at the extremities of the rod, and passing over a fixed smooth peg; determine the position of equilibrium.

15. The distance between the focal lines of a small oblique pencil after refraction at a plane surface is

$$\left(\mu - \frac{1}{\mu}\right) \tan^2 \varphi \cdot u,$$

where u is the distance of the radiant point from the surface, measured along the axis of the incident pencil, φ the angle of incidence, and μ the index of refraction.

16. If α be the angle which every diameter of a circular disc subtends at a luminous point, shew that the ratio of the light which falls on the disc to the whole light emitted is as

$$\sin^2 \frac{\alpha}{4} : 1.$$

17. A body describes a cycloid under the action of a force, which in every position of the body is directed towards the centre of the corresponding generating circle; find the law of force and the motion of the centre of force.

18. A particle is attached to the extremity of a fine string, which is partially wound round a cylinder of radius c ; if the unwound portion of the string be kept stretched, and the particle be projected perpendicularly to the length of the unwound string with a velocity V , prove that the string will be wound up after the lapse of the time $\frac{l^2}{2Vc}$, where l is the length of string unwound at the of projection.

19. A rectangular block of wood floats in mercury, the plane of flotation being a square, the side of which is 6 inches; the specific gravity of mercury being 15 times that of the wood, shew that the equilibrium will be unstable if the height of the block exceed 10 inches.

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SENIOR B.A.

INTEGRAL CALCULUS AND SOLID GEOMETRY.

1. Shew that integration between limits may be regarded as the summation of an infinite series. Illustrate geometrically.

Find the limit when n is infinite of

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

2. Integrate

$$\int \frac{dx}{\sqrt{x^2+a^2}}, \int \frac{dx}{\sqrt{a+bx+cx^2}}, \int \frac{d\theta}{\sin \theta},$$

$$\int \sqrt{a^2-x^2}.dx, \int \frac{dx}{(a^2+x^2)^{\frac{3}{2}}}$$

3. Integrate

$$\int \frac{dx}{1-x^3}, \int \frac{x^2 dx}{(x-1)^2(x^2+1)}, \int \frac{x+4}{2x-x^2-x^3}$$

4. Reduce n in the following

$$(a) \int \sin^m \theta \cos^n \theta d\theta, (b) \int e^{mx} x^n dx, (c) \int \cos^n \theta d\theta.$$

Find also the values of $\int_0^1 x e^x dx$ and $\int_0^\pi x^2 \sin x dx$.

5. Find by integration:

- (a) The area of the surface of a sphere,
(b) The volume of a frustrum of a sphere (in terms of the height and the radii of the ends).

6. Find the whole area between the cissoid $x^3=y^2(a-x)$ and its asymptote.

(Over)

7. Prove that two simultaneous equations among the coordinates represent a curve.

Explain the nature of the following curves:

(a) $\varphi(x, y) = 0$; $\varphi(z) = 0$. (b) $f(r) = 0$; $f(\varphi) = 0$.

8. Find the equation to a plane and the symmetrical equations to the line of intersection of $x + y - z + 1 = 0$ and $4x + y - 2z + 2 = 0$.

Find also the direction cosines of a line perpendicular to two given lines and the equation to the plane through the two intersecting lines

$$\frac{x-a}{l} = \frac{y-\beta}{m} = \frac{z-\gamma}{n}; \quad \frac{x-a}{\lambda} = \frac{y-\beta}{\mu} = \frac{z-\gamma}{\nu}.$$

9. Find the equation to the tangent plane at a point on the surface represented by the general equation of the second degree; deduce that for the polar plane and shew that the perpendicular from the centre of a conicoid to its polar plane is infinite.

10. Determine the nature of the surfaces represented by

(a) $ax^2 + by^2 + cz^2 = 0$.

(b) $\frac{x^2}{a} - \frac{y^2}{b} = z$.

(c) $2x^2 + 3y^2 + 4z^2 + 4yz + 8zx + 6xy - 2x - 6y - 12z = 1$.

Find the coordinates of the centre of (c).

11. Find the equation to the tangent cone from (a, β, γ) to the ellipsoid $\frac{x^2}{a^2} + \frac{y^2}{b^2} + \frac{z^2}{c^2} = 1$.

What does the tangent cone become if a, β, γ is (a) on the surface, (b) at infinity?

Find the equation to the cone whose vertex is the centre of an ellipsoid and base the section made by the polar of any point (x_1, y_1, z_1) .

12. Find the circular sections of an ellipsoid.

Shew that the conicoid whose equation is

$$(A + \lambda)x^2 + (B + \lambda)y^2 + (C + \lambda)z^2 = 1$$

has the same cyclic planes for all values of λ .

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SENIOR B. A.

HIGHER STATICS AND OPTICS.

1. Define a couple, the axis of a couple; and shew that the effect of a couple is not changed by rotation in its plane.

If a system of forces acting on a rigid body in one plane can be reduced to a single force, find the equation of its line of action.

Two equal particles, each attracting with a force varying directly as the distance, are situated at the opposite extremities of a diameter of a horizontal circle, on whose circumference a small smooth ring is capable of sliding. Prove that the ring will be kept at rest in any position under the attraction of the particles.

2. Find the resultants of any number of forces acting on a rigid body in any directions; and determine the necessary and sufficient conditions that the system may have a single resultant.

ABCD is a tetrahedron in which the edges AB, AC, AD are at right angles to each other; forces are represented in magnitude and direction by AB, AC, AD, BC, CD, DB; determine their resultant.

3. Define the central axis of a system of forces; and determine its equations.

Shew that a given system of forces can have but one central axis.

Shew that a system of forces can be reduced to two forces equal in magnitude, equally inclined at opposite sides to the central axis, and equally distant from this axis.

4. State in general terms the method to be followed in finding, by means of the integral calculus, the centre of gravity of any body; and determine the centre of gravity of:

(1) A wire of constant thickness and density bent in the form of a complete cycloid $[x = a \text{ versin } \frac{-1}{a} y - \sqrt{(2ay - y^2)}.]$

(Over)

(2) A cycloidal plate the thickness of which varies as the n^{th} power of the distance from the base, and of uniform density.

(3) The octant of a sphere the density of which varies as the cube of the distance of any particle from the centre.

5. State the laws of friction, and find the condition of equilibrium when a particle is constrained to rest on a rough surface.

Two equal bodies are placed on a rough inclined plane, being connected by a light string; if the coefficients of friction be respectively $\frac{1}{2}$ and $\frac{1}{3}$, shew that they will both be on the point of motion when the inclination of the plane is $\tan^{-1} \frac{5}{12}$.

6. A heavy string of uniform density and thickness is suspended from two given points; find the equation of the curve in which the string hangs when in equilibrium.

The parabola is the form of equilibrium of a cord suspended from two given points when the weight sustained by the cord is uniformly distributed over its horizontal projection.

7. A small pencil is incident obliquely on a spherical reflecting surface; find the equations which determine the distances of the primary and secondary foci from the point of incidence of the axis.

Parallel rays are incident on a reflecting semicircular mirror, and in its plane; find the caustic curve.

8. Define an *equivalent lens*. Two thin lenses of focal lengths f_1 and f_2 are placed on the same axis at a distance of a from each other. Shew that the focal length f of the combination is given by the equation

$$\frac{1}{f} = \frac{1}{f_1} + \frac{1}{f_2} - \frac{a}{f_1 f_2}$$

9. What is meant by the dispersive power of a medium? A pencil of light passes centrally and with small obliquity through two thin lenses in contact; find the condition of achromatism.

The dispersive power of crown glass being .022, and that of carbon disulphide .145; how would you construct an achromatic conveying lens of 10 inches focal length.

10. Give in general terms the *principle* of the explanation of the rainbow. Investigate the order of colors in the primary and secondary bows.

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If δ is the angular radius of the primary bow and μ the refractive index for water, shew that

$$\sin \frac{\delta}{2} = \frac{(4 - \mu^2)^{\frac{3}{2}}}{3\mu^2 \sqrt{3}}$$

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SENIOR B.A.

DIFFERENTIAL CALCULUS.

1. Define the differential coefficient, $f'(x)$, of a single variable, x ; obtain, immediately from the definition, the differential coefficient of the functions x^3 , $\sin x$, $\sec x$.

Differentiate, with respect to x , the functions

$$\log(x + \sqrt{a^2 + x^2}), \quad \frac{x \log(1+x)}{1+\sin x}$$

If $y = e^{kx} \sin ax$, show that if $\theta = \sin^{-1} \frac{a}{\sqrt{a^2 + k^2}}$

$$\frac{dy}{dx} = e^{kx} \sqrt{a^2 + k^2} \sin(ax + \theta).$$

2. Enunciate and prove Leibnitz's rule for the n^{th} differential coefficient of the product uv , u and v being functions of the independent variable x .

Given $y = \sin(a \sin^{-1} x)$

$$\text{prove } (1-x^2) \frac{d^2 y}{dx^2} - x \frac{dy}{dx} + a^2 y = 0.$$

3. Give Homersham Cox's proof of Taylor's Theorem. State Maclaurin's Theorem.

Prove by Maclaurin's Theorem that

$$\sin x = x - \frac{x^3}{1 \cdot 2 \cdot 3} + \frac{x^5}{1 \cdot 2 \cdot 3 \cdot 4 \cdot 5} - \&c.$$

4. Show how to find the limiting value of $\frac{f(x)}{\varphi(x)}$ as x approaches the value a , when $f(a) = 0$, and $\varphi(a) = 0$.

Find the limit of $\frac{x^x - x}{1 - x + \log x} = \frac{0}{0}$, if $x = 1$.

(Over)

5. What is meant by saying that the function $f(x)$ has a maximum value for $x=a$? In such case prove that the differential coefficient $\frac{df(x)}{dx}$ is (generally) zero for $x=a$, and that the differential coefficient $\frac{d^2f(x)}{dx^2}$ is negative.

Find the factors of a , so that the sum of their squares is a minimum.

6. Find the equation of the tangent at any point of a plane curve, and obtain an expression for the subtangent.

Find the tangent and normal to the curve $x^n y^m = c$ at the point (x^1, y^1) .

7. If $\frac{d^2y}{dx^2} + \frac{d^2u}{dy^2} = 0$, transform it to variables θ and r , when $x = r \cos \theta$, $y = r \sin \theta$.

8. Shew that the radius of curvature = $\frac{\left\{1 + \left(\frac{dy}{dx}\right)^2\right\}^{\frac{3}{2}}}{\frac{d^2y}{dx^2}}$

Find the radius of curvature of the catenary

$$y = \frac{a}{2} \left\{ e^{\frac{x}{a}} + e^{-\frac{x}{a}} \right\} \text{ at the vertex, } x=0.$$

9. Define a point of inflexion. Find the conditions for the existence of a point of inflexion.

If $\frac{y}{a} = \sqrt{\frac{x}{2a-x}}$, there is a point of inflection when $x = \frac{a}{2}$.

10. Shew how to find the envelope of a system of curves which involve one parameter.

Shew that the circle $x^2 + y^2 = r^2$ touches all the straight lines defined by the equation $y = ax + r\sqrt{a^2 + 1}$, where r is a perpendicular of constant length from the origin upon the lines.

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SENIOR B. A.

DYNAMICS AND HYDROMECHANICS.

1. Define angular velocity, and state how variable acceleration is measured. A point moves in a plane curve, express its component accelerations at any instant along, and at right angles to, the radius vector.

A particle describes a path with constant angular velocity, and without radial acceleration; find the equation of its path and the transverse acceleration.

2. State Newton's second law of motion, and shew that it gives us the means of measuring force, and also of measuring mass.

A particle moves under an attraction in its line of motion, varying as the distance of the particle from a fixed point in that line, determine fully the circumstances of the motion.

A particle is placed at a given distance a from a centre of attractive force the intensity of which varies inversely as the cube of the distance; determine the position of the particle at any time during its motion towards the centre of force, and the time it takes to fall to the centre.

3. If a free particle moves under the action of a vertical attraction whose intensity is constant; determine the form of the path and the circumstances of its description.

Find the envelope of all the trajectories corresponding to different values of the angle of elevation.

A particle describes an ellipse under the action of a force at right angles to the major axis; find the force at any point of the path.

4. Determine the polar equation of the path of a particle which is subject to an attraction towards a centre of force; and prove that
$$p = \frac{h^2}{p^3} \frac{d\phi}{dr}.$$

(Over)

Find the law of force (1) in a circle when the centre of force is situated on the circumference, (2) in an ellipse where the centre of force is in one of the foci.

5. Define an apse, and shew that there cannot be more than two apsidal distances.

State Kepler's laws of the planetary motions about the sun, and deduce the inference Newton drew from each of these laws.

6. If any fluid is at rest under the action of given forces, determine the differential equation of the pressure at any point.

A parabola bounded by the latus rectum is just immersed vertically with its vertex in the surface of a fluid whose density varies as the depth; find the whole pressure on the area.

7. What is meant by the centre of pressure on a plane surface immersed in a liquid? Shew that it is always lower than the centre of gravity; and deduce general formulae for finding its position on a plane submerged area.

A semicircular area is just immersed vertically with its bounding diameter in the surface of a fluid whose density varies as the depth; find the depth of the centre of pressure.

8. Define the metacentre; and determine its position corresponding to a small rotation in a plane of symmetry in a floating body.

Explain how the height of the metacentre above the center of gravity of a ship may be experimentally determined; and deduce a formula for its calculation.

9. State the two experimental laws from which the relation $p = k\rho(1 + at)$ is deduced, and deduce the relation.

Define the measure of the elasticity of a gas, and prove that if the measure of the elasticity be equal to that of the pressure, the volume is inversely proportioned to the pressure.

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SENIOR B. A.

NEWTON AND ASTRONOMY.

1. Of what does the first section of the Principia treat? Give a brief analysis of the Lemmas of this section. State and prove Lemma II; and apply the method of the Lemma to find the volume of a right cone.
2. State and prove Lemma IX.
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. The velocity of a body attracted towards a fixed centre in a non-resisting medium its reciprocally proportional to the perpendicular dropped from that centre upon the tangent to the orbit.
4. If a body revolve about a fixed centre of force, in any orbit whatever, in a non-resisting medium, and if, at the extremity of a very small arc, commencing from any point in the orbit, a subtense of the angle of contact at that point be drawn parallel to the radius from that point to the centre of force, then the force at that point tending to the centre will be ultimately as the subtense directly and the square of the line of the time of describing the arc inversely.
5. If a body be revolving in an ellipse, to find the law of centripetal force tending to the centre of the ellipse. To find the velocity in the elliptic orbit under the action of a force tending to the centre, the measure of whose accelerating effect is μ multiplied by distance.
6. State and explain three systems of coordinates for determining the position of a body on the celestial sphere; define the terms by which each coordinate is named, and exhibit their plans of reference by a diagram.

(Over)

Name also the astronomical instruments most suitable for effecting the necessary measurements required for each system.

Describe five phenomena confirming the globular form of the earth.

7. Describe the equatorial. What are the conditions of its perfect adjustment, and by what means are these conditions secured?

8. Define parallax, its different kinds; shew the effect of annual parallax on the places of stars.

9. Describe and explain the phases of the moon. Explain the causes of eclipses.

10. Describe and explain a *mean solar day*, a *sidereal day*. Define the *equation of time*.

The equation of time vanishes four times a year.

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EXAMINATIONS, MAY, 1897.

SENIOR B. A.

HYDROSTATICS AND OPTICS.

1. Define *unit mass*, *unit weight*, *unit density*, and *pressure at a point*.

Prove that in a homogeneous liquid at rest the pressure varies as the depth, and that the whole pressure of a liquid on a surface is equal to the weight of a column of fluid whose base is the area and whose height is equal to the depth of the centre of gravity of the area below the surface.

A parallelogram is immersed in a liquid with one side in the surface; a line is drawn from one extremity of this side, dividing the parallelogram into two parts on which the pressures are equal. Determine the position of this line.

2. Define *centre of pressure*, and find the centre of pressure of a triangular area immersed in a liquid so that one side is in the surface of the liquid.

A triangular opening $A B C$ is made in the side of a reservoir such that $B C$ is horizontal and uppermost, and $A B$ is equal to $A C$. The opening is closed by a door whose plane is vertical and the door can turn freely about a hinge, coinciding with BC . What force must be applied to A to keep the door shut, if $A B$ be 5 feet and $B C$ 6 feet long, and if the water rise to the level of $B C$?

3. Explain the term *superincumbent fluid*.

Find the resultant horizontal pressure, in a given direction of a liquid on any surface.

Prove that a homogeneous solid in the form of a right circular cone can float in a liquid of twice its density with its axis horizontal, and find, in that case, the pressure on the curved surface.

4. Describe Torricelli's experiment and quote *Charles' law*. Shew how to graduate an ordinary barometer. Explain *absolute temperature*

(Over)

5. Describe Smeaton's air pump.

Explain how you would use Nicholson's hydrometer to find the specific gravity of a metal.

The following weighings of a piece of iron have been made with the hydrostatic balance; calculate the specific gravity of turpentine.

Weight of iron in air	27.95 grs.
Weight of iron in water	24.33 "
Weight of iron in turpentine	24.58 "

6. State the laws of reflection of light and define a principal focus, and distinguish between a real and a virtual image.

Obtain the formula $\frac{1}{v} + \frac{1}{u} = \frac{2}{r}$ for a concave spherical

mirror and shew that it is likewise applicable to convex spherical mirrors.

Rays of light diverging from a point 3 ft. in front of a mirror converge after reflection to a point 1 ft. in front of the mirror. Is the mirror concave or convex and what is its focal length?

7. What is meant by saying that the refractive index of water is $\frac{4}{3}$.

Explain clearly the term *critical angle*. Shew that if the refracted ray is perpendicular to the reflected ray, the tangent of the angle of incidence is equal to the index of refraction.

Given an object draw the image formed by a convex lens, the object being within the focal length, and compare the sizes of object and image.

8. Describe Newton's experiment with reference to the dispersion of light, and give an account of Fraunhofer's lines in connection with spectrum analysis.

9. Describe the astronomical telescope fitted with Ramsden's eye-piece and draw a figure shewing the path of a pencil of rays from a distant object through it.

What advantage has Ramsden's over Huyghens' eye-piece, and why is the latter usually employed in microscopes?

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EXAMINATIONS, MAY, 1897.

JUNIOR B.A.—MATHEMATICS.

PROBLEMS.

1. A straight line drawn from the vertex of an equilateral triangle inscribed in a circle to any point in the opposite circumference is equal to the two lines together, which are drawn from the extremities of the base to the same point.
2. If any chord in a circle be bisected by another and produced to meet the tangents drawn from the extremities of the bisecting line; the parts intercepted between the tangents and the circumferences are equal.
3. From P, Q extremities of any focal chord in a parabola perpendiculars PL, QM are drawn to a given ordinate, shew that the sum of PL, QM and PQ, is constant.
4. The price per ton of coals in the winter half of the year is on the average 30 per cent more than in the summer half of the year, and five tons are used by a person in the winter for every two tons in the summer. What would be the cost of coals for the summer half if the whole cost for the year were \$85?
5. There are 9 books of which 4 are Greek, 3 are Latin, and 2 are English; in how many ways could a selection be made so as to include at least one of each language?
6. If $x+y:3a-b::y+z:3b-c::z+x:3c-a$ prove that $x+y+z:ax+by+cz::a+b+c:a^2+b^2+c^2$.
7. The vertical angle of an isosceles triangle is A, and the length of each of the equal sides is b; prove that the radius of the inscribed circle is

$$\frac{b \sin \frac{A}{2}}{\tan \left\{ \frac{\pi}{4} + \frac{A}{4} \right\}}$$

(Over)

8. Prove that the equation having for its roots the radii of the 3 escribed circles of a triangle is

$$x^3 - \left\{ \frac{abc}{S} + \frac{S}{s} \right\} x^2 + s^2 x - sS = 0 \text{ where } S = \text{area of the triangle} \\ \text{and } 2s = a + b + c.$$

9. A flagstaff, a feet high, is placed on the top of a tower, b feet high: find at what distance from the base on a horizontal plane passing through the base, the flagstaff subtends the greatest angle, and prove that if the flagstaff and tower are vertical this angle is

$$\tan^{-1} \frac{a}{2\sqrt{b(a+b)}}.$$

10. How must a solid right cone be cut by a plane, parallel to its base, in order that the distance of the centre of gravity of the conical segment from the base of the cone may be equal to the distance of the centre of gravity of the cone itself from the vertex?

11. A body is kept at rest on a given inclined plane by a force making a given angle with the plane; shew that the reaction of the plane when it is smooth, is a harmonic mean between the greatest and least reactions, when it is rough.

12. A particle is projected with velocity u at an angle α , shew that the focus is $\frac{u^2}{2g} (\sin^2 \alpha - \cos^2 \alpha)$ above the horizontal plane through the point of projection.

13. A particle of m lbs. is fastened to a fixed point by a string l feet long, and is describing a horizontal circle under the action of gravity, so that the string describes a right circular cone of vertical angle 2α , prove that the velocity of the particle is $\sqrt{lg \sin^2 \alpha \sec \alpha}$.

14. By the exponential expression for $\tan \theta$; prove that
$$\tan 2\theta = \frac{2 \tan \theta}{1 - \tan^2 \theta}.$$

15. Given a, b , and c the sides of a spherical triangle. If γ is the arc joining the middle points of a and b , show that

$$\text{Cos } \gamma = \frac{1 + \cos a + \cos b + \cos c}{4 \cos \frac{a}{2} \cos \frac{b}{2}}$$

16. Show that, if $x = y + \frac{1}{2y} + \frac{1}{2y} \dots$ to infinity, then
 $y = x - \frac{1}{2x} - \frac{1}{2x} \dots$ to infinity.

17. Solve the equation $x^3 - 11x^2 + 36x - 36 = 0$, whose roots are in harmonic progression.

18. Show that
$$\begin{vmatrix} 1+x & 2 & 3 & 4 \\ 1 & 2+x & 3 & 4 \\ 1 & 2 & 3+x & 4 \\ 1 & 2 & 3 & 4+x \end{vmatrix} = x^3(x+10).$$

19. If two equal parabolas have a common axis, a straight line touching the interior parabola and bounded by the exterior will be bisected by the point of contact.

20. If the conjugate semi-axes a^1, b^1 of an Ellipse are inclined at angles α, β respectively to the semi-axis major, prove that $(a^1)^2 \sin 2\alpha + (b^1)^2 \sin 2\beta = 0$.

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EXAMINATIONS, MAY, 1897.

JUNIOR B.A.

HIGHER PLANE AND SPHERICAL TRIGONOMETRY.

1. If θ be the circular measure of a positive angle less than a right angle, θ is greater than $\sin \theta$ and less than $\tan \theta$.

Show also that $\sin \theta$ is greater than $\theta - \frac{\theta^3}{4}$.

Hence calculate the sine of $10''$ to 10 decimal places.

Given $\frac{\pi}{64800} = .000048481368110$ —

Prove that in general the change of the sine of an angle is approximately proportional to the change of the angle.

2. State DeMoivre's theorem. Assuming it for any integral value of n , extend the proof when n is a fraction.

Show how all the values of $(\cos \theta + \sqrt{-1} \sin \theta)^n$ may be obtained when $n = \frac{p}{q}$.

Apply the theorem to find the value of $(1 + \sqrt{-3})^7$.

3. Express $\cos^n \theta$ in terms of cosines of multiples of θ , when n is a positive integer. Determine the last term when n is even.

If $2 \cos \theta = x + \frac{1}{x}$, $2 \cos \varphi = y + \frac{1}{y}$, prove that $x^m y^n + \frac{1}{x^m y^n} = 2 \cos (m\theta + n\varphi)$.

4. Prove that $\tan \theta = \frac{e^{i\theta} - e^{-i\theta}}{i(e^{i\theta} + e^{-i\theta})}$.

Deduce Gregory's series: $\theta = \tan \theta - \frac{1}{3} \tan^3 \theta + \frac{1}{5} \tan^5 \theta \dots$

Prove $\frac{\pi}{4} = 4 \tan^{-1} \frac{1}{5} - \tan^{-1} \frac{1}{3}$ and thence show how π may

be calculated from Machin's use of Gregory's series.

Using exponential values find the sum of the series $\sin (a-\theta) + x \sin (a-2\theta) + x^2 \sin (a-3\theta) + \dots$ to infinity.

(Over)

5. Sum the series $\sin a + \sin(a + \beta) + \sin(a + 2\beta) + \dots$ to n terms.

Prove $\sec a \sec(a + \beta) = \operatorname{cosec} \beta (\tan a + \beta - \tan a)$, and thence sum the series $\sec a \sec(a + \beta) + \sec(a + \beta) \sec(a + 2\beta) + \sec(a + 2\beta) \sec(a + 3\beta) + \dots$ to n terms.

6. Prove that in a spherical triangle $\cos A =$

$$\frac{\cos a - \cos b \cos c}{\sin b \sin c}$$

Deduce (1) $\cos a = \frac{\cos A + \cos B \cos C}{\sin B \sin C}$.

(2) $\sec A = 1 + \sec a$, if $a = b = c$.

7. Prove that in a spherical triangle $\tan \frac{1}{2}(A - B) =$

$$\frac{\sin \frac{1}{2}(a - b) \cot \frac{C}{2}}{\sin \frac{1}{2}(a + b)}$$

Write out the other analogies.

Discuss the solution of an oblique angled triangle when two sides and the included angle (a, C, b) are given.

8. State Napier's rules of circular parts. Give a diagram for applying them, explaining its use.

Prove directly from a right angled triangle that if C is a right angle $\sin a = \sin A \sin c$.

9. Find the angular radius of the small circle inscribed in a given triangle and of the small circle described about the triangle.

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JUNIOR B. A.

HIGHER ALGEBRA.

1. Expand a^x in ascending powers of x , and deduce the expansion of $\log_e(1+x)$.

Shew that $\log_{10}(n+1) - \log_{10}n =$

$$2\mu \left\{ \frac{1}{2n+1} + \frac{1}{3(2n+1)^3} + \frac{1}{5(2n+1)^5} + \dots \right\};$$

and find $\log_{10}29$, having given $\mu = .434294$ and $\log_{10}3 = .477121$.

2. The arithmetic mean of any number of quantities is greater than the geometric mean.

If $s = a + b + c + d$, prove that $(s-a)(s-b)(s-c)(s-d) > 81abcd$; and if x, y, z , are in H.P. shew that $x^n + z^n > 2y^n$.

3. An infinite series is convergent if from and after some fixed term the ratio of each term to the preceding is numerically less than some quantity which is itself less than unity. Prove this, and state when a further test will be required.

Test the convergency of the series which is the expansion of a^x , and shew that the series

$$1 + \frac{1}{2^p} + \frac{2}{3^p} + \frac{3}{4^p} + \frac{4}{5^p} + \dots$$

is convergent if p is greater than 2, but is divergent if p is equal to 2 or less than 2.

4. If a rational integral function of n dimensions vanish for more than n values of the variable, the coefficient of each power of the variable must be zero. Prove this and deduce the principle of undetermined coefficients, and state when this principle may be used where infinite series are concerned.

Starting from the identity $(1-ax)(1-bx) = 1 - (a+b)x + abx^2$ shew how to express $a^n + b^n$ in terms of powers of $(a+b)$ and ab .

(Over)

5. Resolve $\frac{2x^2}{(1+x)(2+x)^2}$ into partial fractions.

Find the generating function and the sum of n terms of the series

$$3 + 11x + 31x^2 + 95x^3 + 283x^4 + \dots$$

6. The difference between two successive convergents to a continued fraction is a fraction whose numerator is unity.

Find the first four convergents to the greater root of the equation $x^2 - 11x - 2 = 0$.

7. The number of positive integral solutions of the equation $ax + by = c$, when c is exactly divisible by neither a nor b is the integer nearest to $\frac{c}{ab}$.

Find the positive integral solutions of $7x + 10y = 280$.

8. If the constituents of one column of a determinant be multiplied in order by the minors of the corresponding constituents of any other column; then the sum of the products will be zero.

Shew that

$$\begin{vmatrix} 1 & 1 & 1 & \dots \\ 1 & 1+a & 1 & \dots \\ 1 & 1 & 1+a & \dots \\ \dots & \dots & \dots & \dots \end{vmatrix} \begin{array}{l} \text{to } n \text{ rows and columns} \\ = a^{n-1} \end{array}$$

9. Find the remainder when any rational integral function of x is divided by $x - a$.

Factor $\sum a(b-c)(1+ab)(1+ac)$, and eliminate x, y , and z from the equations

$$x^2(y+z) = a^2; \quad y^2(z+x) = b^2; \quad z^2(x+y) = c^2; \quad xyz = abc.$$

10. In an equation with real coefficients imaginary roots occur in pairs.

Shew that a reciprocal equation of the standard form can be reduced to an equation of half its dimensions.

If a, b, c are the roots of $x^3 + px^2 + qx + r = 0$, find the equation whose roots are $bc - a^2, ca - b^2, ab - c^2$.

11. Give Cardan's solution of a cubic equation; and prove that, when the roots are all real, they will be exhibited under an imaginary form.

Solve the equation $x^3 - 6x - 9 = 0$, using Cardan's or the trigonometrical method.

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JUNIOR B.A.

ANALYTICAL GEOMETRY.

1. Find the length of the perpendicular from the point (x^1, y^1) on the straight line, whose equation is $x \cos a + y \sin a - p = 0$.
Find the length of the perpendicular from the point $(1, 2)$ on the straight line $x + y - 3 = 0$.
Interpret the equations (1) $x^2 + y^2 = 0$, (2) $xy = 0$, (3) $(x-a)(y-b) = 0$, (4) $(x-a)^2 + (y-b)^2 = 0$.
2. Find the condition that the general equation of the second degree may represent two straight lines.
Show that the equation $2y^2 - 3xy - 2x^2 + 10x + 5y - 12 = 0$ represents two straight lines at right angles to one another.
3. Find formulæ for changing the direction of the axes without changing the origin, both systems being rectangular.
Transform the equation $y^2 - x^2 = 10$, by turning the rectangular axes through an angle $\frac{\pi}{4}$, the origin remaining the same.
4. Find the equation of the tangent at any point of the circle whose equation is $x^2 + y^2 + 2gx + 2fy + c = 0$.
Find the equation of the tangent to the circle $x^2 + y^2 - 2by = 0$ at the point $(b \cos \theta, b + b \sin \theta)$.
Find the equation of the normal to the circle $x^2 + y^2 - 6x - 4y = 12$ at the point $(7, 5)$.
5. Find the condition that the line $y = mx + c$ may touch the parabola $y^2 - 4ax = 0$.
If the focus of the parabola be the origin, shew that the equation to a tangent to the parabola is $y = m(x+a) + \frac{a}{m}$.
Two parabolas have a common focus and axis, and a tangent to one intersects a tangent to the other at right angles, find the locus of the point of intersection.

(Over)

6. Find the equation of an ellipse.

What is the eccentricity of the ellipse $2x^2 + 3y^2 = c^2$?

7. Find the equation of the line joining two points whose eccentric angles are given.

Deduce the equations of the tangent and normal at the point ϕ in terms of the eccentric angle ϕ .

8. Find the equation of an hyperbola when referred to its asymptotes as axes of coordinates.

Find the equation of the tangent at any point of the hyperbola whose equation is $4xy = a^2 + b^2$.

9. Find the polar equation of a conic, the focus being the pole.

In any conic the semi-latus rectum is a harmonic mean between the segments of any focal chord.

10. Determine the nature and position of the curves respectively represented by the equations :

(1) $x^2 - 2xy + y^2 - 8x + 16 = 0$.

(2) $x^2 - 6xy + y^2 - 6x + 2y + 5 = 0$.

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JUNIOR B.A.

EUCLID AND GEOMETRICAL CONICS.

1. The complements of the parallelograms which are about the diameter of any parallelogram, are equal to one another.
If from a point K on the diagonal of a parallelogram two straight lines are drawn respectively parallel to the sides of the parallelogram and terminated at the point of intersection; then the triangle formed by the other diagonal and the two straight lines drawn from its extremities to the point K is equal to half the difference of the parallelograms which are about the diagonal.
2. 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.
In AB , the diameter of a circle, take two points C and D , equally distant from the centre, and from any point E in the circumference draw EC , ED ; show that the squares on EC and ED are together equal to the squares on AC and AD .
3. In equal circles equal angles stand on equal arcs, whether they be at the centres or circumferences.
 AOB and COD are diameters of a circle at right angles to each other; E is a point in the arc AC , and EFG is a chord meeting COD at F , and drawn in such a direction that EF is equal to the radius. Show that the arc DG is equal to three times the arc AE .
4. Describe an isosceles triangle, having each of the angles at the base double of the third angle.
If in the figure of this proposition the two equal chords of the smaller circle be produced to cut the larger, and these points of section be joined, another triangle will be formed having the property required by the proposition.
5. Similar triangles are to one another in the duplicate ratio of their homologous sides.

(Over)

DEF is the pedal triangle of the triangle ABC, prove that the triangle ABC is to the triangle DBF in the duplicate ratio of AB to BD. Hence show that the figure AFDC: the triangle BFD :: AD²:BD².

6. Of the three plane angles which form a trihedral angle any two are together greater than the third.

Draw a perpendicular to each of two straight lines which are not in the same plane. Prove that this perpendicular is the shortest distance between the two lines.

7. In a parabola, if QV be an ordinate to the diameter PV, then $QV^2 = 4 \cdot SP \cdot PV$.

If QD be drawn at right angles to the diameter PV, then $QD^2 = 4 \cdot AS \cdot PV$.

8. If QV be an ordinate to the diameter of an ellipse, and CD be conjugate to CP; then

$$QV^2 : PV \cdot P'V :: CD^2 : CP^2.$$

If PH be the chord of the circle of curvature at the point P of an ellipse, which passes through the centre; then $PH \cdot CP = 2CD^2$.

9. If from any point P of an hyperbola PH and PK be drawn parallel to the asymptotes, meeting them in H and K respectively; then

$$4PH \cdot PK = CS^2.$$

If the tangent at any point P of an hyperbola meet the asymptotes in L and l; then the area of the triangle LCl is equal to the rectangle contained by AC and BC.

10. 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 *ellipse* if the inclination of the cutting plane to the axis of the cone is *greater* than the constant angle which the generating line forms with the axis.

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JUNIOR B.A.

STATICS AND DYNAMICS.

1. Define *force*; in what forms does it manifest itself in states?

Indicate an experimental proof of the *Parallelogram of Forces*.

Enunciate the *Triangle of Forces* and prove the converse.

From a point P within a circle whose centre is fixed straight lines PA_1 , PA_2 , PA_3 , and PA_4 are drawn to meet the circumference, all being equally inclined to the radius through P ; show that if these lines represent forces radiating from P , their resultant is independent of the magnitude of the radius of the circle.

2. Define a *moment*, *like and unlike parallel forces* and a *couple*.

Prove that a system of co-planer forces acting upon a rigid body can in general be reduced to a couple and a single force acting at an arbitrary point in the plane.

If three forces acting upon a rigid body be represented in magnitude and direction by the sides of a triangle taken in order, they are equivalent to a couple whose moment is represented by twice the area of the triangle.

3. Define centre of parallel forces and find the resultant and centre of such a system.

Show how to find the centre of gravity of a portion of a body when the centre of gravity of the whole and of the other portion are known.

From a triangle is cut off $\frac{1}{9}$ th of its area by a straight line parallel to its base. Find the position of the centre of gravity of the remainder.

4. State the conditions of equilibrium of a system of co-planar forces acting on a rigid body.

(Over)

A ladder whose weight is 192 lbs. and whose length is 25 feet rests with one end against a smooth vertical wall, and with the other end upon the ground; if it be prevented from slipping by a peg at its lowest point, and if the lowest point be distant 7 feet from the wall, find the reactions of the peg, the ground and the wall.

5. Define *friction*, *limiting friction*, *coefficient friction*, and state the laws of friction.

A mass of 30 lbs is resting on a rough horizontal plane and can be just moved by a force of 10 lbs. wt. acting horizontally; find the coefficient of friction and the direction and magnitude of the resultant reaction of the plane.

6. Define acceleration; what are the usual units?

If 60 be the measure of an acceleration when 3 sec. is the unit of time and 4 feet the unit of length, find the measure of the acceleration when 4 sec. is the unit of time, and 3 feet is the unit of length.

A body starts with a velocity u and moves with uniform acceleration; if a, b, c are the spaces described in the $p^{\text{th}}, q^{\text{th}}$ and r^{th} seconds respectively prove that $a(q-r) + b(r-p) + c(p-q) = 0$.

7. Prove that the times of descent down all chords drawn through the highest or lowest point of a vertical circle are equal.

Find the position of a point on the circumference of a vertical circle such that the time of rectilinear descent from it to the centre may be the same as the time of descent to the lowest point.

8. Prove that a body projected in any direction not vertical and acted on by gravity will describe a parabola; and find its time flight and range.

A cannon ball is projected horizontally from the top of a tower 49 feet high with a velocity of 200 ft. per sec. Find the time of flight and the distance from the base of the tower, of the point at which it hits the ground.

9. Quote Newton's Third Law of Motion and explain how motion is possible, consistent with this law.

Define *coefficient of elasticity*.

A body impinges directly on another; determine the velocities after impact, the elasticity being imperfect.

Two bodies of unequal masses, moving in opposite directions, with momenta numerically equal, meet; show that the momenta are numerically equal after the impact.

10. A body describes an ellipse round a force in the centre determine the law of force and the periodic time.



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EXAMINATIONS, MAY, 1897.

JUNIOR B.A.

ARITHMETIC, ALGEBRA, TRIGONOMETRY.

I.—ARITHMETIC.

1. A sent \$3681 to his agent with instructions to deduct his commission at $2\frac{1}{4}\%$, and invest the balance in flour at \$7.50 per bbl. If the cost of freightage and insurance amounts to \$119, at what must the flour be sold per bbl. so as to make a profit of 20% .

II.—ALGEBRA.

2. If a and β are the roots of the equation $x^2 - 4x - \frac{9}{4} = 0$, find the equation whose roots are $a^2 - \beta^2$ and $a^2 + \beta^2$.

Shew that if x is real the expression $\frac{x^2 - 15}{2x - 8}$ cannot be between 3 and 5.

3. If $a + \sqrt{b} = a + \sqrt{\beta}$, where a and a are rational, and \sqrt{b} and $\sqrt{\beta}$ irrational; then will $a = a$, $b = \beta$.

Extract the square root of $2x + 2\sqrt{x^2 - 1}$.

4. If a, b, c, x are all real quantities and $(a^2 + b^2)x^2 - 2b(a + c)x + b^2 + c^2 = 0$; then a, b, c are in geometrical progression and x is their common ratio.

Shew that :

$$(y+z)(z+x)(x+y) + xyz = xyz(x+y+z)\left(\frac{1}{x} + \frac{1}{y} + \frac{1}{z}\right).$$

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

A telegraph signal has 5 arms and each arm has 4 distinct positions, including the position of rest; find the total number of signals that can be made.

6. Writing the binomial theorem in the following form:
 $(1+x)^n = C_0 + C_1 x + C_2 x^2 + \dots + C_r x^r + \dots + C_n x^n$, shew that

(Over)

(a) the sum of the coefficients in the expansion of $(1+x)^n$ is 2^n ; (b) the sum of the coefficients of the odd terms of a binomial expansion is equal to the sum of the coefficients of the even terms; (c) the sum of the squares of the coefficients in the expansion of $(1+x)^n$ is equal to $\frac{|2n}{\underline{n} \ \underline{n}}$.

Find the sum of the coefficients of x and y in the expansion of $(3x+y)^9$.

Expand $(a-2x)^{-\frac{3}{2}}$ to 4 terms.

Write down and simplify the 4th term and the $(r+1)^{th}$ of $(1+x)^{-2}$.

7. Transform 54321 from the senary scale to the septenary.

Find the square root of 443001 in the scale of 5.

TRIGONOMETRY.

8. Find a general expression for all angles which have the same cosine.

Find the general value of θ in the equation

$$\sec^2\theta - \frac{5}{2} \sec\theta + 1 = 0.$$

Shew that $\tan^{-1}x - \tan^{-1}y = \tan^{-1} \frac{x-y}{1+xy}$.

9. 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.

Explain how a system of logarithms calculated to a base a may be transformed into another system of which the base is b .

Find x in the following equations: (a) $(\frac{1}{4})^x = 6.25$,
(b) $a^{3x} b^{4-x} = c^{1-3x}$.

10. If a, b, c , the sides of triangle ABC, be in arithmetical progression, shew that (a) $\sin(A + \frac{B}{2}) = 2 \sin \frac{B}{2}$;

(b) The triangle is equilateral if $\frac{a^3 + b^3 + c^3}{a+b+c} = c^2$, and also if $\sin A \cdot \sin B = \sin^2 C$.

11. AB, AC are two railroads inclined at an angle of $50^\circ 20'$; a locomotive engine starts from A along AB at the rate

of 30 miles an hour; after an interval of one hour, another locomotive engine starts from A along AC at the rate of 45 miles an hour. Find the distance of the engines from each other, three hours after the first started. Given $\sin 25^\circ 10' = .4252528$.

12. Using the common notation, prove:

$$(a) R = \frac{abc}{4S}, (b) r = \frac{S}{s}.$$

If r is the radius of a circle inscribed in a triangle ABC; shew that $a = r \cos \frac{A}{2} \operatorname{cosec} \frac{B}{2} \operatorname{cosec} \frac{C}{2}$.

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UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

MENTAL AND MORAL SCIENCE.

SCHWEGLER—HISTORY OF PHILOSOPHY.

1. State the problem of the Pre-Socratic philosophy, and give and examine the solutions of this problem proposed severally by Pythagoras, Heraclitus and the Atomists.
2. State clearly the Socratic method, and indicate its influence in the genesis of Plato's Idealism.
3. Explain fully Plato's views as to the nature and functions of Dialectic, comparing his views on this subject with those of Aristotle.
4. Compare the views of Plato and Aristotle as to the nature and duties of the state, connecting their views in each case with their psychological method and system.
5. Describe, after Aristotle, the nature and functions of ($\nu\omicron\upsilon\varsigma$) reason. Compare Aristotle's views as to the genesis of knowledge with those of (1) Locke, (2) Kant.
6. (a) Exhibit the relation of Kant to (1) Hume, (2) The one-sided realistic or idealistic tendencies which had preceded him.
(b) Comment upon the following terms as employed by Kant: Intuition, Idea.
7. State and briefly examine (1) The Ontological, (2) The Physico-Theological proof for the existence of God.
8. Give the main features of Fichte's Theory of Duties, and show its relation to his Theory of Rights.
9. Compare fully the "Reals" of Herbart with the "One" of Parmenides, the "Atoms" of Democritus and the "Monads" of Leibnitz.

(Over)

10. (a) What, according to Schelling, is the problem of Transcendental Philosophy? How does he attempt to solve it?

(b) Describe and relate, after Schelling, the three periods of history.

11. State and illustrate the fundamental principle or "Secret" of Hegel.

Candidates will take the first five and any four out of the last six questions.

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EXAMINATIONS, MAY, 1897.

JUNIOR AND SENIOR R. A.

SIDGWICK

1. Ethics, how distinguished from and how related to (a) politics, (b) jurisprudence.
2. (a) What explanation is given in the text-book of the identification of knowledge and virtue by Socrates? (b) How far did Plato abide by; how far depart from, this principle?
3. (a) Give and comment on Aristotle's definition of virtue or moral excellence.
(b) State the method by which he reached his determination of the virtues and point out its weakness and its strength respectively.
4. (a) Give a full account of Epicureanism and distinguish it from Cyrenaic doctrine.
(b) State the principal objections to which it is open as a form of Hedonism.
5. Give (a) the "summum bonum" of Thomas Aquinas, (b) the various forms of law recognized by him.
6. (a) Name in their order the chief upholders among British Moralists of Altruistic Utilitarianism.
(b) State briefly the main positions in the Ethical system of Shaftesbury.
7. (a) Into what does Hume resolve moral approval and what according to him are its objects. (b) What is his teaching in regard to the motive for virtuous conduct.
8. Illustrate the different views which have been held as to the determinant of the will in virtuous action by reference to the opinions of Hobbes, More, Locke, Clarke and Kant, respectively on the subject.
9. State briefly Kant's doctrine in regard to (a) duty, (b) the rule of life or the fundamental imperative, and (c) the chief good.

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EXAMINATIONS, MAY, 1897.

SPECIAL, GENERAL AND PASS B. A.

CALDERWOOD

Pass Students will take questions 1, 2, 3, 4, 6, 7, 8, 9, 10.
General " " " 2, 3, 4, 5, 6, 7, 8, 9, 10.
Special " " " 3, 5, 7, 8, 10, 11, 12, 13, 14.

1. (a) Ethics is said to be (a) a science of observation, (b) a speculative science, and (c) a practical science. Explain what exactly is meant by the statement.
(b) Point out the great distinction between ethics and every other science as to its subject-matter.

2. (a) Shew after the text book that our distinction of actions into right and wrong is of the nature of a judgment.
(b) What other views have been held on this subject and by whom?

3. (a) Vindicate the existence of two orders of truths, (a priori and a posteriori). Give examples of both and shew the necessity of the distinction in connection with an intuitional system of morals. (b) Examine the claim of the statement "that we ought to hold sacred what others produce" to be a first principle or an "a priori" truth.

4. (a) Distinguish moral training from education of the conscience. (b) Shew that diversity of moral judgments is not inconsistent with an intuitive theory of conscience.

5. Distinguish guidance by rules from guidance by principles and point out in what respect the latter is more advantageous.

6. "Moral rights are inalienable." Explain what is meant and shew its truth.

7. State what exactly is meant by Egoistic Utilitarianism; point out the argument by which it is supported and shew where, according to the text book, it entirely fails.

(Over)

8. (a) State and criticize Bain's account of the origin and growth of conscience. (b) Give Bain's account of the source of personal obligation and point out the objections to which it is open.

9. (a) Give a brief account of the emotions and point out their relation to the impulses. (b) Distinguish moral sentiments from emotions.

10. (a) What is Dr. Calderwood's definition of freedom? (b) Shew how he vindicates its existence, in view of the fact that each action seems to be the exact result of character and environment. (c) What is moral freedom as distinguished from that form of it which is the condition of responsibility.

11. Distinguish freedom of willing from unmotivated action, and point out the evil consequences, which would attend the latter, if such action were possible.

12. Give the two forms of biological evolution and point out in what way ethical questions, such as the existence of an objective and unalterable standard of morals, become implicated with the doctrine of evolution in either form.

13. Shew how on the supposition of dialectic evolution "the notion of duty disappears with the end of conflict"

14. To what objections is an intuitional system of ethics open.

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EXAMINATIONS, MAY, 1897.

MORELL.

1. Sketch in outline the argument by which Morell proves that the rise of Philosophy is inevitable.
2. (a) What account does Locke give of the origin of our ideas of Time and Space? Criticise this account and compare it with that given by Kant.
(b) "Locke's writings bore the fruit of Utilitarianism in Morals, Materialism in Metaphysics and Scepticism in Religion." Justify this statement.
3. (a) Trace the steps by which DesCartes built up his system, indicating specially how he arrived at (a) a knowledge of God (b) a knowledge of the objective world.
(b) Trace the consequences of DesCartes' views on Perception.
4. (a) Consider fully the question "What is the ground of our belief in Mathematical axioms."
(b) Give Mr. Lewes' views as to the value of Philosophy, with Morell's Criticisms.
5. Sketch, after Morell, the chief defects of French ideology.
6. State and examine Brown's views on
(a) The relation of Cause and Effect.
(b) Our knowledge of the outer world.
7. Give some account of the principal points in the teachings of Coleridge and estimate the value of his writings.
8. Give the main points in the philosophical work of Maine de Biran.
(b) State the views of Cousin as to the absoluteness of our knowledge, and sketch the course of reasoning by which he establishes his position.

(Over)

9. Sketch, after Morell, the tendencies of the influence of modern Sensationalism in Physics and Theology.

10. State clearly the important doctrine first formulated by Hartley and sketch the history of its influence up to the present time.

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EXAMINATIONS, MAY, 1897.

JANET'S ETHICS.

1. Indicate, after Janet, the true relations subsisting between Good and Pleasure and Good and Law, contrasting his views on these points with Mill and Kant respectively.
2. How, according to Janet, are we to make the passage from our own good to that of others? Compare Janet's answer to this question to that which would be given by (a) Paley, (b) J. S. Mill.
3. "But Moral Science is not an industry—it is an art." "The true man is not the actual man." Unfold the bearing of each of these remarks upon Janet's doctrine of the Absolute good.
4. State and illustrate Janet's views as to the scope of duty. Consider, in connection with this view, the ethical position of the hero or the saint.
5. Give and illustrate two principles which Janet considers to be very helpful in cases of conflict of duties.
6. (a) Distinguish between the nature, the authority, and the supremacy of conscience. Give Janet's teachings as to each of these points.
(b) "Always obey your conscience." Discuss fully the correctness of this injunction.
7. Consider, after Janet, the relation of Moral Sentiment to Virtue, contrasting Janet's views with those of Kant.
8. "Two hundred years ago it would have been as great a disgrace *not* to fight a duel as it would be now to fight one." How would Janet explain this? Compare his explanation with that which would be given by (a) Calderwood (b) Spencer.

(Over)

9. (a) Distinguish between Passivity, Spontaneity and Liberty.

(b) "Liberty is conscious spontaneity." Comment fully on this statement.

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EXAMINATIONS, MAY, 1897.

MILL'S POLITICAL ECONOMY.—SPECIAL COURSE.

1. Define following terms: Unproductive Consumption, Price, Real Wages, Cost of Labor, Value, Capital and Effective Desire of Accumulation.
2. (a) State, and illustrate fully, Mill's fundamental propositions respecting Capital. (b) Compare the economic effect of defraying extraordinary expenditure (1) by loan, (2) by increased taxation.
3. What are the three forms of difficulty of attainment? Illustrate fully and state exactly the law of value applicable to each.
4. Show that the ultimate regulator of the value of money, as of other things, is cost of production.
5. "A thing may sometimes be sold cheapest by being produced in some other place than that at which it can be produced with the smallest amount of labor and abstinence." Explain fully.
6. What are the advantages which a country derives from foreign trade?
7. Show that the substitution of money for barter makes no difference in exports and imports, nor in the law of international values.
8. Show, in outline, that in old and opulent countries profits are habitually near to the minimum and give the forces that are at work to prevent them reaching that minimum.
9. (a) Compare the advantages and disadvantages of direct and indirect taxation. (b) State the arguments which you

(Over)

regard as strongest both for and against exempting savings from the income tax.

10. Show by Ricardo's theory of rent "to the laborer all land is as barren as the poorest land cultivated." What in reality is rent?

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EXAMINATIONS, MAY, 1897.

MENTAL AND MORAL SCIENCE—JUNIOR AND SENIOR B.A.

SPENCER'S DATA OF ETHICS.

1. Mr. Spencer complains that all current methods of Ethics have one general defect—the neglect of ultimate causal connection. (a) How does he establish his contention? (b) Is he correct in calling it a “defect” of these systems? How does Mr. Spencer himself neglect this principle?
2. Mr. Spencer admits that moral institutions exist. How much does he actually imply by this admission? What mistake does he make as to the position of institutions in moral science?
3. Criticise Mr. Spencer's identification of “nervous modifications” and “faculties of moral institutions.”
4. Outline Mr. Spencer's account of the evolution of the feeling of obligation. How is it defective? Show that his opinion, that the sense of obligation is transitory, is due to his low ideal of human conduct.
5. How does Mr. Spencer propose to deduce rules of conduct? Is such a deduction possible? How about the case of veracity?
6. What, for Mr. Spencer, is right and wrong conduct from the biological point of view? How does the biological view conflict with the psychological?
7. Distinguish, after Mr. Spencer, between relative and absolute ethics. Does his absolute ethics furnish any guidance for life?
8. Exhibit after Janet, the evil effects, both direct and indirect, of an undue subordination of Egoism to Altruism.

UNIVERSITY OF MANITOBA

EXAMINATION

5

PICQUER'S

The present examination is a written examination in the subject of the history of the province of Manitoba. It is a written examination and is to be held on the 15th day of June, 1910. The examination is to be held in the afternoon of that day. The examination is to be held in the afternoon of that day. The examination is to be held in the afternoon of that day.

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EXAMINATIONS, MAY, 1897.

WALKER

1. (a) What is meant by the *entrepreneur* class? (b) Indicate its value, and (c) its danger.
2. "The greatest question which the economist has to answer, the most difficult, the most important question in economics is, why the actual production of wealth falls so far short of its productive capability." Indicate the main elements which explain this shortage.
3. Describe how the international distribution of money is effected.
4. What would happen if rents were remitted?
5. Under what conditions is industrial co-operation most likely to be successful?
6. Indicate very briefly the advantages and the disadvantages of bi-metallism.

BAGEHOT

7. Speaking of the fusion of the legislative and executive functions in the British cabinet, Bagehot says "We can only judge of its real importance by looking at a few of its principal effects and contrasting it very shortly with its great competitor which seems likely, unless care be taken, to outstrip it in the progress of the world." Give the leading points in the discussion which follows.
8. Explain the way in which monarchy strengthens the government by making it intelligible.
9. Discuss the proposition that the House of Lords is a co-ordinate estate of the realm co-equal with the House of Commons.
10. Estimate the value of the House of Commons as an expression of public opinion, and its value as a means of elevating public opinion.

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EXAMINATION

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EXAMINATIONS, MAY, 1897.

ETHICA I.

1. Quid est bonum in genere? bonum utile? honestum? delectabile? appetitus in genere? appetitus naturalis? sensitivus? rationalis?

2. Quid est finis in genere? intermedius? ultimus?

3. Probetur aliquem hominis finem ultimum necessario existere, et ejusmodi finem esse aliquid reale et concretum.

vel

Probetur Deum ipsum esse hominis finem ultimum, et omnes homines finem ultimum attingere posse.

4. Existit lex naturalis, quæ est immutabilis, et quoad generaliora præcepta a nemine invincibiliter ignoratur.

vel

Moralitas actionum humanarum derivanda est proxime ex earundem convenientia vel disconvenientia cum natura rationali; remote autem ex ordine qui specialiter fluit ex rerum essentialibus relationibus; quatenus hic ordo ultimo fundatur in sapientia et bonitate divina.

5. Quid est jus stricte sumptum? officium? necessaria correlatio inter utrumque. Quomodo ostendis nullum jus sine notione Dei consistere posse?

6. Quid est jus perfectum? Proba jus perfectum conferre suo subjecto potestatem coactivam.

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EXAMEN, MAI, 1897.

ETHICA II.

1. Quodnam est supremum scientiæ moralis principium juxta Krant, Cousin, Jouffroy et Guizot?

2. Probetur religionis officia omnium esse gravissima, logice et moraliter prima; ac proinde falsa prorsus esse illa systemata quæ scientiam moralem independentem faciunt a religione.

3. Quid est religio secundum S. Augustinum? Quid religio *objective*? quid *subjective* considerata? Quid intelligitur per *terminum*, *objectum* et *fundamentum* religionis?

4. Quid est religio *naturalis*? quid *supernaturalis*? Quid cultus divinus in genere? quid cultus *internus*? quid *externus*?

5. Probetur hominem, ex relationibus essentialibus quas habet ad Deum, teneri Deo præstare cultum non modo internum, sed etiam externum et publicum.

vel

Probetur hominem teneri alios sicut semetipsum amare; hunc autem amorem etiam ad eos extendi qui sunt inimici, quin tamen exinde jure naturæ prohibeamur ab injuriarum reparatione exigenda.

6. Quomodo socialistæ differunt a communistis? Probetur socialismus esse falsus et a fortiori communismus.

vel

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UNIVERSITE DE MONTREAL

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EXAMEN, MAI, 1897.

ETHICA III.

1. Definitio societatis in genere. Quomodo probas cuilibet societati necessariam esse aliquam auctoritatem?
2. Specialis finis specificam naturam uniuscujusque societatis determinat.
3. Etsi genus humanum in se spectatum unam societatem non constituit, attamen consideratum in relatione cum Deo est una societas universalis.
4. Conjugium est jure naturæ perpetuum et indissolubile; ac proinde divortium est naturaliter illicitum.
5. Quomodo solvenda sequens objectio: Plura incommoda sequuntur ex conjugii indissolubilitate. Ergo conjugium deberet posse dissolvi.
6. Auctoritas civilis potest leges ferre quæ matrimonii extrinseca et accessoria afficiunt.

vel

Non potest auctoritas civilis quidquam efficere ex quo valor aut nullitas ipsius matrimonii pendeat.

UNIVERSITY OF MARYLAND

THOMAS M. JONES

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EXAMEN, MAI, 1897.

ETHICA IV.

1. Quomodo definitur societas civilis? Quisnam finis ejus specialis et proximus? An quaelibet multitudo sufficit ad societatem civilem constituendam? Quodnam est elementum constitutivum *materiale* societatis civilis? quodnam *formale*?
2. Qualis est status hominum naturalis juxta Hobbes?
juxta Rousseau?
3. Probetur societas civilis homini esse naturalis.
4. Probetur auctoritas civilis, utpote societati necessaria, originem suam a Deo ducere.
5. Explica triplicem potestatem quæ competit auctoritati civili. Definitio legis; quasnam qualitates habere debent leges? An omnes leges civiles obligationem in conscientia imponunt?
6. *De jure nationum seu gentium*: Quid nationis nomine hic intelligis? Præcipuæ partes quibus constat jus gentium; fundamentum officiorum quibus una natio erga alias devincitur.
7. Quænam sunt jura nationum congenita?
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Quænam sunt conditiones ad bellum licite suscipiendum requisitæ?
8. Relate ad modum gerendi bellum, quid est licitum? quid illicitum?

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EXAMINATIONS, MAY, 1897.

ÉCONOMIE POLITIQUE.—I.

1. Définition de l'Economie politique ; son but ; sa méthode.
2. Ce que l'on entend par *besoins* en économie politique ; condition nécessaire et suffisante pour qu'une chose soit classée au nombre des richesses. Quelles richesses naturelles ont de la valeur ? Qu'entendez-vous par richesses *produites* ? par *matière première* ?
3. Quels sont les trois facteurs de la richesse ? Montrez-en l'union indispensable pour le progrès de l'industrie.
4. Ce qu'il faut entendre par prix de revient, prix coûtant ou du marché.
5. Définir le travail ; comment le travail était considéré par le paganisme, et comment il est considéré par le christianisme ; comment certaines écoles d'économistes ont *exagéré* le point de vue juste du christianisme, au sujet du travail.
6. Qu'entendez-vous par travail *musculaire*, travail *mécanique*, outils, machines, machines-outils ? Montrer, par quelques exemples, les résultats étonnants obtenus de nos jours, grâce à l'union du travail mécanique et du travail musculaire.
7. Les machines ont-elles rendu service à l'humanité ? Avantages et inconvénients des machines.
8. Qu'est-ce qu'une association ? Les associations d'ouvriers sont-elles légitimes ?
8. Esquisse du système corporatif, tel qu'il a existé en France jusqu'en 1791, de manière à en montrer les avantages et les inconvénients. Les corps de métiers (*guilds*) auraient-ils pu être réformés ? ou était-il nécessaire de les abolir ?

(Over)

ou bien

L'agriculture : Définition ; culture extensive, intensive ; modes d'exploitation du sol connus sous les noms de faire-valoir, de métayage et de fermage.

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UNIVERSITE DE MANITOBA

EXAMEN, MAI, 1897.

ÉCONOMIE POLITIQUE.--II.

1. Qu'est-ce que la monnaie? Conditions indispensables que doit remplir une marchandise pour pouvoir devenir monnaie. L'or et l'argent remplissent-ils ces conditions? et ont-ils encore d'autres avantages?
2. *Libre-échange*: En quoi consiste ce système?
3. *Protection*: En quoi elle consiste; conditions qui l'autorisent; conclusion pratique à tirer.
4. Que pensez-vous du Malthusianisme, de l'abstinence totale, du socialisme et de la loi des huit heures de travail, comme moyens de réforme sociale?
5. Indiquer les divers genres d'économie qui constituent les éléments du progrès industriel.
6. En quoi consiste le progrès social?
7. Principaux moyens d'assurer le progrès social.
8. Donnez une esquisse de la prospérité temporelle d'une nation.

UNIVERSITE DE MANITOBA

EXAMEN DE 1967

PROBLEME II

1. Soit $f(x) = x^2 + 2x + 1$. Trouver les racines de $f(x)$.

2. Soit $f(x) = x^2 + 2x + 1$. Trouver les racines de $f(x)$.

3. Soit $f(x) = x^2 + 2x + 1$. Trouver les racines de $f(x)$.

4. Soit $f(x) = x^2 + 2x + 1$. Trouver les racines de $f(x)$.

5. Soit $f(x) = x^2 + 2x + 1$. Trouver les racines de $f(x)$.

6. Soit $f(x) = x^2 + 2x + 1$. Trouver les racines de $f(x)$.

7. Soit $f(x) = x^2 + 2x + 1$. Trouver les racines de $f(x)$.

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UNIVERSITE DE MANITOBA

EXAMEN, MAI, 1897.

HISTOIRE DE LA PHILOSOPHIE.

PARTIE I.

1. *Démocrite* : Ses idées sur la physique, l'âme, la vertu et la sensation. Pourquoi certains sceptiques modernes l'admirent-ils ?
2. *Pythagore* : Ses deux principales qualités ; respect pour le maître dans son école ; son double enseignement ; sciences qui ont la place principale dans son système ; sa théorie des nombres sur l'origine du monde, sur Dieu, sur l'âme, sur la vertu ; sa morale.
3. *Socrate* : Auteurs qui nous le font connaître ; sa méthode ; principaux points de sa doctrine ; sa logique ; ses erreurs.
4. *Platon* : Sources où il a puisé en grande partie sa doctrine ; manière dont, selon lui, l'âme acquiert sa connaissance des idées ; en résumé, ce qu'il faut admirer chez Platon ; la source principale de ses erreurs ; qualité essentielle qui lui a manqué.
5. *Aristote* : Son caractère saillant ; ce qu'il a créé ; apprécier sa politique ; pourquoi il mérite d'être appelé par antonomase *le Philosophe*.
6. *Sénèque* : Montrer comment sa morale constitue son principal mérite ; expliquer la parole de Tertulien : "*Seneca scæpe noster*."
7. *Pères de l'Eglise* : Caractère général de la philosophie patristique.
ou bien
Saint Augustin : A-t-il été partisan des idées innées et de l'ontologisme ? Son opinion sur l'origine de l'âme.

(Tournez)

8. *Boèce* : Notice biographique ; son principal ouvrage ; son explication des universaux.

ou bien

Roger Bacon : Son savoir ; ses inventions ; sa méthode ; son opinion sur la théologie.

UNIVERSITE DE MANITOBA

EXAMEN, MAI, 1897.

HISTOIRE DE LA PHILOSOPHIE.

PARTIE II.

1. *Albert le Grand* : Mérite-t-il le titre de *Docteur Universel* ? Sa méthode ; son auteur favori ; sa prédilection pour la philosophie proprement dite ; ses deux grandes divisions de la philosophie ; sa célèbre théorie de l'universel. Ignorait-il l'induction ?

2. *St Thomas d'Aquin* : Notice biographique ; ses deux ouvrages les plus célèbres ; le double caractère général de son érudition.

3. Signaler ce qu'il y a de plus remarquable dans la logique de St Thomas, dans son anthropologie, dans sa métaphysique, dans sa morale, dans sa politique, dans son traité sur les *lois*.

4. St Thomas n'a-t-il pas admis des erreurs en physique ? Que faut-il faire pour les éviter ? Que répondez-vous à ceux qui contestent à l'ange de l'Ecole ce talent original qu'on appelle le *génie* ?

5. *Lord Bacon* : Sa division des connaissances humaines ; son opinion des causes finales et de la logique ; sa nouvelle méthode et l'induction ; son vrai mérite ; cause principale de son succès.

6. *Descartes* : Exposer son doute méthodique ; valeur philosophique et tendance de ce système.

7. *Hume* : Montrer en quoi consiste son système et comment il détruit de fond en comble toute philosophie.

8. *Cousin* : Son principal mérite, son éclectisme, admirable en un sens, mais pas nouveau ; ses deux principales erreurs ; défaut de sa méthode.

(Tournez)

ou bien

Sir James Mackintosh : Sa tournure d'esprit philosophique.
En quelle qualité était-il surtout connu ? A quoi dut-il
principalement la grande réputation dont il jouissait au bar-
reau de son temps ?

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

SENIOR B.A.—FIRST PAPER.

CHEMISTRY.

1. Give a short account of the Kinetic Theory of Gases.
2. What difficulties arise when we attempt to trace general quantitative relations between molecular rotation and other properties? How are the optical properties of a substance affected by bringing the substance into a magnetic or electromagnetic field?
3. Explain how surface-tension measurements may be utilized in ascertaining the approximate size of molecules.
4. Explain Alexander Naumann's method of obtaining vapour densities—in so far, at least, as it illustrates certain properties of immiscible liquids.
5. State the laws which govern the vapour pressure of solutions.
6. Explain the fact that there are no specific reactions for salts in aqueous solution, *e.g.*, that the properties of brine are shared partly by other chlorides and partly by other sodium salts. Potassium ferrocyanide and potassium platinochloride are sometimes called "double" salts. In what respects are they radically different from such double salts as the alums?
7. Explain, and fully illustrate, the expression "constitutive property." To which class would you refer each of the following properties of compounds: colour, heat of combustion, melting-point, specific heat, specific gravity?
8. "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.

(Over)

Discuss this statement, giving examples of any irregularities.

9. Write equations illustrating the use of oxidizing and reducing agents in volumetric analysis.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

SENIOR B.A.—SECOND PAPER.

CHEMISTRY.

1. How would you obtain the heat of formation of a hydrocarbon? It has been stated that acetylene is an unsafe illuminant on account of its being formed by an endothermic reaction, and that it can therefore never enter into competition with coal gas. Explain fully.
2. State Faraday's Law of Electrolysis. In a galvanic cell in which the "depolariser" is oxide of copper, what relative weight of this would you place in the battery if you wished the depolariser to last the same time as the zinc? If you wished to get an idea of the electro-motive force of such a cell, explain what thermal data you would look up.
3. Write a note on Hess's Law of Thermoneutrality in relation to the ionisation of electrolytes.
4. What formula would you assign to a substance 1.36 grams of which yield on burning 4.40 grams of carbon dioxide and 1.44 grams of water, and whose vapour density is 4.72?
5. What reasons are there for supposing that organic acids contain the group $O=C-O-H$? What right has carbon monoxide to be regarded as the anhydride of formic acid?
6. Show by graphic formulæ the number of possible mono-substitution derivatives of butane, and the number of isomeric pentanes. Indicate briefly the general methods of arriving at the constitution of these various isomers.
7. How are primary, secondary and tertiary alcohols distinguished one from another? Explain how their different behavior with reagents is accounted for by an assumed difference of constitution.

(Over)

8. Give the general classification of organic bodies according to the assumed existence of "closed" and "open chains." Upon what experimental evidence are the theories of closed and open chains based?

9. Discuss as fully as you can the determination of the points of substitution in the benzene derivatives.

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EXAMINATIONS, MAY, 1897.

NATURAL SCIENCE COURSE.

MINERALOGY.

1. Define the terms: Composition face, pleochroism, hackly, conchoidal, iridescent.
2. Give a list of the various lustres used in Mineralogy, with one mineral as example in each case.
3. Explain the formation of Serpentine as an alteration product (a) from Hornblende, (b) from Olivine.
Give a list of other minerals which are alteration products.
4. Give a list of minerals which are used for ornamental or decorative purposes, gems being excluded.
5. Give the general characters of the Augite-Hornblende group, giving the general composition and the chief members of each.
6. Give a list of substances which crystallize in the Triclinic system, and describe any two of them.
7. Write short notes on the characters of Perthite, Sandidine, Tridymite, Topaz, Hematite, Nepheline, Rutile, Zincblende.
8. To what uses are the following minerals put: Pyrolusite, Lapis Lazuli, Mica, Sepiolite, Wolfram, Barytes, Celestine.
9. Name the minerals given you. (This question not to be answered till Friday, May 21st.)

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

NATURAL SCIENCE.—SPECIAL COURSE.

DETERMINATIVE MINERALOGY.

1. What are the various uses as a blowpipe reagent of: soda, nitre, ammonium oxalate, tin, copper oxide?
2. What elements may be readily detected by coatings on tablets? Describe briefly the appearance of these coatings.
3. How would you detect, by means of the blowpipe, the presence of strontium, tin, titanium, molybdenum, boron, magnesium?
4. Determine by the borax or phosphor-salt lead, the specimens marked A B C.
5. Determine by the blowpipe D E F.

UNIVERSITY OF MANITOBA

EXAMINATION

DEPARTMENT OF

PHYSICS

PHYSICS 101

QUESTION

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UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

SENIOR B A.—NATURAL SCIENCE.

PRINCIPLES OF GEOLOGY AND LITHOLOGY.

1. Upon what data are estimations of the earth's age based?
 2. Mention the geological effects of earthquakes and show by diagram how the approximate depth of their origin may be estimated.
 3. Discuss the question of metamorphism, regional and local.
 4. Explain the formation and the derivation of clay beds.
 5. Sketch briefly the movements, causes and effects of ocean currents.
 6. Give a brief sketch of the general characteristics of the Laramide mountain system.
 7. The nebular hypothesis—What facts are advanced in its favor?
 8. Give an estimate of the geological work of glaciers, and mention the chief glacial localities in order of importance.
 9. Classify, after your text book, the crystalline rocks exclusive of limestones, naming at least two of each class.
 10. Name the rock specimens placed before you. (This question is reserved for Friday, May 21st.)
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UNIVERSITY OF MANITOBA

EXAMINATION MAY 1961

Section 1 - External Science

PRINCIPLES OF DENTISTRY AND LITHOGRAPHY

1. Explain the function of the dental pulp in the tooth.
2. Describe the function of the pulp space in the tooth.
3. Explain the function of the pulp space in the tooth.
4. Describe the function of the pulp space in the tooth.
5. Explain the function of the pulp space in the tooth.
6. Describe the function of the pulp space in the tooth.
7. Explain the function of the pulp space in the tooth.
8. Describe the function of the pulp space in the tooth.
9. Explain the function of the pulp space in the tooth.
10. Describe the function of the pulp space in the tooth.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

SENIOR B.A. HONORS.

STRATIGRAPHICAL GEOLOGY.

1. Write a general description of the geology of the Lake of the Woods.
2. State the conclusions deducible from the facts shown in the boring of the Rosenfeld well.
3. Write notes on (1) Canadian Anthracite, (2) Galt mine coal, (3) Souris coal.
4. Discuss fully the geological position of the Laramie formation.
5. Give a succinct view of the different theories advanced to account for the glacial period.
6. Account for (1) Stony Mountain, (2) Bird's Hill, (3) Drift Beds at Winnipeg as the result of glacial action.
7. Give (1) the geological features (2) age (3) theory of formation of the Rocky Mountains.
8. Describe the geology of the second prairie steppe.

UNIVERSITY OF MANITOBA

EXAMINATIONS MAY 1951

PHYSICS

PHYSICS 101

Answer all questions. Total marks 100.

1. A particle moves in a straight line with constant acceleration. It starts from rest and travels a distance of 100 m in 10 s. Calculate the acceleration and the final velocity.

2. A car starts from rest and accelerates uniformly to a speed of 20 m/s in 5 s. Calculate the distance travelled during this time.

3. A ball is thrown vertically upwards with an initial velocity of 15 m/s. Calculate the maximum height reached and the time taken to reach this height.

4. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the distance travelled during this time.

5. A car starts from rest and accelerates uniformly to a speed of 20 m/s in 5 s. Calculate the distance travelled during this time.

6. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the distance travelled during this time.

7. A car starts from rest and accelerates uniformly to a speed of 20 m/s in 5 s. Calculate the distance travelled during this time.

8. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the distance travelled during this time.

9. A car starts from rest and accelerates uniformly to a speed of 20 m/s in 5 s. Calculate the distance travelled during this time.

10. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the distance travelled during this time.

11. A car starts from rest and accelerates uniformly to a speed of 20 m/s in 5 s. Calculate the distance travelled during this time.

12. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the distance travelled during this time.

13. A car starts from rest and accelerates uniformly to a speed of 20 m/s in 5 s. Calculate the distance travelled during this time.

14. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the distance travelled during this time.

15. A car starts from rest and accelerates uniformly to a speed of 20 m/s in 5 s. Calculate the distance travelled during this time.

16. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the distance travelled during this time.

17. A car starts from rest and accelerates uniformly to a speed of 20 m/s in 5 s. Calculate the distance travelled during this time.

18. A car starts from rest and accelerates uniformly to a speed of 30 m/s in 10 s. Calculate the distance travelled during this time.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

SENIOR B. A.

PALAEONTOLOGY.

1. Illustrate "the imperfection of the geological record" by a reference to birds and insects.
2. How does M. Barrande explain the reappearance of certain fossils in beds where they seemed to have died out?
3. Discuss the question, "Is the earth still in the Cretaceous period"?
4. Describe and figure Favosites, Columnaria and Zaphrentis.
5. Draw figures of Pleurotomaria, Maclurea, Cytherea (interior) and Haliotis.
6. Give, with their zoological classification the fossils of the Cambro-Silurian period.
7. Give reasons for grouping together reptiles and birds; also reasons against.
8. Describe some of the chief reptiles of the Mesozoic age.
9. Give some account of the Fauna of Australia; also any explanation of its peculiar features.
10. Discuss points of agreement and disagreement between the Neanderthal skull and a gorilla skull.
11. Determine specimens A to J, and give their geological range. (For these specimens candidates will go to the University rooms at 12 o'clock.)

UNIVERSITY OF MANITOBA

EXAMINATIONS MAY 1971

PHYSICS

1. A particle of mass m moves in a circular path of radius r with a constant speed v . Calculate the magnitude of the centripetal force acting on the particle.
2. A block of mass M is pushed up an inclined plane of length L and height h by a force F applied parallel to the incline. Calculate the work done by the force F if the block starts from rest and reaches the top with a speed v .
3. A particle of mass m moves in a circular path of radius r with a constant speed v . Calculate the magnitude of the centripetal force acting on the particle.
4. A block of mass M is pushed up an inclined plane of length L and height h by a force F applied parallel to the incline. Calculate the work done by the force F if the block starts from rest and reaches the top with a speed v .
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9. A particle of mass m moves in a circular path of radius r with a constant speed v . Calculate the magnitude of the centripetal force acting on the particle.
10. A block of mass M is pushed up an inclined plane of length L and height h by a force F applied parallel to the incline. Calculate the work done by the force F if the block starts from rest and reaches the top with a speed v .

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

SENIOR B. A.

SYSTEMATIC BOTANY.

1. Describe the order Polygalaceæ, and describe flower and root of a notable plant of Manitoba belonging to it.
 2. Describe two widely distributed examples of Onagraceæ found on our prairies.
 3. Give characters and varieties of fruits of Rosaceæ.
 4. Describe the "gum plant" of Manitoba.
 5. Give an account of our plants of Orchidaceæ.
 6. Distinguish the genera Campanula and Lobelia.
 7. Give the character of the orders Caryophyllaceæ, Violaceæ and Primulaceæ.
 8. Give the characters of Liliaceæ, and describe minutely any plant belonging to the order.
 9. Name useful grasses (1) for fodder, (2) for grazing found in Manitoba.
 10. Give scientific names of the following and refer them to their orders: Saskatoon berry, shepherd's purse, milk vetch, garden stock, water parsnip, toad flax, seneca root, wild onion, white thorn, and strawberry.
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UNIVERSITY OF MANITOBA

EXAMINATION

PHYSICS

PHYSICS (PHYS 101) - 1964

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

JUNIOR B.A.

CHEMISTRY—FIRST PAPER.

1. Write the formulæ for the following, and state the class of salts to which each belongs: alum, bicarbonate of soda, bichromate of potash, bismuth oxychloride, chloride of lime, common sodium phosphate, dolomite, malachite, micro cosmic salt, Rochelle salt, white lead.
2. Explain how the terms "electro-positive," "basic," and "metallic" have come to be used as practically synonymous terms in chemistry. Give as much of Mendeléeff's (first) table as you can remember, indicating in some way the relations of the elements to each other when considered according to their relative "basicness."
3. What anomalous results do we arrive at in attempting to obtain the molecular weight of ammonium chloride (a) by the application of Avogadro's law, and (b) by the application of Raoult's (freezing-point) law? What is the explanation in each case?
4. 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.

UNIVERSITY OF MANITOBA

EXAMINATIONS MAY 1957

CHEMISTRY 101

1. A sample of a gas is found to have a density of 1.25 g/l at 25°C and 1 atm. Calculate its molecular weight.

2. A solution of 10.0 g of a non-volatile solute in 100 g of water has a boiling point of 100.52°C. Calculate the molal boiling point elevation constant for water.

3. The equilibrium constant for the reaction $2SO_2 + O_2 \rightleftharpoons 2SO_3$ is 8.0 at 450°C. Calculate the partial pressure of O_2 if the partial pressures of SO_2 and SO_3 are 0.20 atm and 0.40 atm respectively.

4. A 0.10 M solution of a weak acid has a pH of 3.0. Calculate the acid dissociation constant, K_a .

5. The standard free energy of formation of $SO_2(g)$ is -300.1 kJ/mol at 25°C. Calculate the standard free energy of formation of $SO_3(g)$ if the standard free energy of formation of $SO_2(g)$ is -300.1 kJ/mol and the standard free energy of formation of $SO_3(g)$ is -370.7 kJ/mol.

6. The standard free energy of formation of $CO_2(g)$ is -394.4 kJ/mol at 25°C. Calculate the standard free energy of formation of $CO(g)$ if the standard free energy of formation of $CO_2(g)$ is -394.4 kJ/mol and the standard free energy of formation of $CO(g)$ is -137.2 kJ/mol.

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UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

JUNIOR B.A.—SECOND PAPER.

CHEMISTRY.

1. 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?
2. 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?
3. Explain the terms "oxidising agent" and "reducing agent." Select three oxidising agents and three reducing agents from among the following, and write equations illustrating their action as such agents:
Sulphuretted hydrogen, sulphur dioxide, nitric acid, chlorine, copper, ferrous sulphate, ozone, hydrogen peroxide, manganese dioxide, chromic acid.
4. Give a full account of the chemistry of plant-food, including that of fertilizers.
5. Compare the metals iron and aluminium, paying particular attention to (a) distribution in nature, (b) manufacture, (c) commercial value, (d) adaptability to the purposes of daily life.
6. Compare the properties of the alkali metals with those of (a) the halogens, and (b) the coinage metals.
7. Classify the following oxides according to their salt-forming properties:— H_2O , Li_2O , Cl_2O , Cu_2O , BaO , MnO , NO , CO , B_2O_3 , Al_2O_3 , P_2O_3 , Fe_2O_3 , SiO_2 , MnO_2 , BaO_2 , NO_2 , N_2O_5 , Sb_2O_5 , CrO_3 , Mn_2O_7 , OsO_4 .

UNIVERSITY OF MANITOBA

EXAMINATIONS MAY 1951

THE UNIVERSITY OF MANITOBA

1951

Faculty of Education
Department of Education
B.Ed. 1st Year
History of Education

1. Discuss the influence of the Reformation on the development of the modern school system.

2. Compare and contrast the educational philosophies of Plato and Aristotle.

3. Describe the educational reforms of the 19th century in England.

4. Discuss the role of the state in education in the United States.

5. Explain the significance of the Progressive Era in the history of education.

6. Discuss the influence of the Industrial Revolution on the development of the modern school.

7. Describe the educational reforms of the 20th century in the United States.

8. Discuss the influence of the New Education Movement on the development of the modern school.

9. Describe the educational reforms of the 19th century in France.

10. Discuss the influence of the Enlightenment on the development of the modern school.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

NATURAL SCIENCE.—SPECIAL COURSE.

PHYSICS I.

1. Define *mass, weight, force, velocity.*

The velocity of a point is x feet per y seconds. How long will it take to go z miles?

A body which has a velocity of 80 cm. per second has its velocity uniformly decreased by 4 cm. per second. How long before it will come to rest, and how far will it move during the time?

2. Define the term *acceleration*, and prove the formula $S = ut + \frac{1}{2}at^2$.

If a body passes over 36 feet while its velocity increases uniformly from 8 feet per second to 10 feet per second, how much farther will it go before its velocity increases to 12 feet per second?

A ball is fired horizontally with a velocity of 750 feet per second, from a gun placed on an eminence of 254 feet. Where will it strike the ground, and what will be its velocity when it does so?

3. State the Parallelogram of Forces.

The resultant of two forces acting at an angle of 60° is 13 lbs. If one of the forces is 7 lbs., find the other.

4. How may a Nicholson's hydrometer be used to obtain the spec. grav. of a liquid?

Explain how you would obtain the spec. grav. of a body lighter than water, giving a numerical example.

A piece of iron (sp. gr. = 7.5), weighing 26 lbs., placed on the top of a cubic block of wood, sinks it into water so that its upper surface is level with that of the water. If it is removed, find what mass of iron must be attached below the block in order that it may be immersed as before.

(Over)

5. Define the terms *pitch*, *intensity*, *timbre*, as applied to musical sounds, and give the laws underlying the vibrations of stretched strings.

6. Explain the construction of the scale of Equal Temperament, and account for its extensive use.

7. Explain the phenomenon of *beats* and show that the number of beats per second is always equal to the difference between the vibration frequency of any two beating forks.

8. What are the effects (a) of change of temperature, (b) of change of barometric pressure, on the velocity of sound?

9. What is meant by the mechanical equivalent of heat? Describe briefly any apparatus for its determination.

9. Describe some method of finding the specific heat of a body.

A mass of ice (spec. heat 0.5 and latent heat of fusion 80) weighing 200 grams and at a temperature of -40°C , is mixed with 400 grams of water at a temperature of 95°C . After the mixture has attained an equable temperature, 200 grams of zinc at a temperature of 100° are added, the resulting temperature being 32.5° . Find the specific heat of zinc, supposing no heat to have been lost during the experiment.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

NATURAL SCIENCE—SPECIAL COURSE.

II—PHYSICS.

1. Distinguish between the terms "illuminating power" and "intensity of illumination."

In a Rumford's photometer, the shadows of two lights are of equal intensity when one light is at a distance of 50 c. m., and the other at a distance of 225 c.m. from the screen. Compare their illuminating powers.

2. Give rules for the reflection of light, and define the term "critical angle".

A person is equi-distant from two plane mirrors which meet at right angles in the corner of a room. How does his image in the corner differ from that in the mirrors when he faces either one of them? Draw diagram in explanation of your answer.

3. How would you find the radius of curvature of a concave spherical mirror?

Draw a diagram showing the direction, etc., of the rays of light from a luminous arrow, falling upon a convex mirror,—also of a similar arrow placed in front of a convex lens, and farther away than its principal focus.

A bright object 3 inches high is placed on the principal axis of a concave mirror at a distance of 4 inches from the mirror. Find the position, character and size of the image, the focal length of the mirror being 6 inches.

4. Give a brief account of the undulatory theory of light. On what does the color of a body depend? Why are sunsets characterized by various colored tints?

5. What is meant by plane polarized light, and state how you would obtain a beam of polarized light.

6. Describe a simple optical method of measuring the angle of a prism.

(Over)

7. What theory has been advanced to account for the earth's magnetism, and in what manner may magnetic variations be explained?

A compass-needle is suspended inside a hollow ball of iron. Explain why an outside magnet has no effect over it.

8. Discuss briefly the interaction of magnets on currents and of currents on magnets, mentioning some of the important results of this discovery.

9. Describe any form of secondary battery stating clearly in what manner an electric current is given out by it.

What is meant by "local action" in a galvanic cell? How do you account for it?

10. Describe the Wheatstone bridge, and explain how electrical resistances are measured by means of it.

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EXAMINATIONS, MAY, 1897.

NATURAL SCIENCE—SPECIAL COURSE.

CRYSTALLOGRAPHY.

1. Define the terms : *pseudomorphism*, *merohedrism*, *parameter*, *pinacoid*.
2. Explain the terms *uniaxial* and *biaxial*, as applied to crystals, stating the systems to which they apply.
3. Describe clearly the difference in appearance produced by a combination of $2a : a : 2a$ with the regular rhombic dodecahedron, and of $3a : a : 3a$ in combination with the same form.
4. What are the different kinds of hemihedrism of the Tetragonal System? Name the forms given rise to and give Weiss' notation for each.
5. Describe fully the different crystallographic forms of the monoclinic feldspars, explaining the different methods of twinning.
6. Name the form given rise to:
 - (a) By bevelling the lateral edges of a rhombohedron.
 - (b) By unsymmetrically truncating the edges of a cube.
 - (c) By bevelling the edges of a tetrahedron.
 - (d) By truncating the edges of a tetrahedron.
7. Describe the various models submitted you, giving the names of all forms present in any combination, together with both Weiss' and Naumann's notation.

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EXAMINATIONS, MAY, 1897.

JUNIOR B.A.

STRUCTURAL BOTANY.

BESSEY.

1. Distinguish clearly the two processes of assimilation and metastasis.
2. Give the three prominent theories advanced to explain the growth in surface thickness of the cell wall.
3. Describe the different forms of starch grains found in plants.

GRAY.

4. Describe the following forms of fruit: Strobile, pyxis, fig fruit, mulberry and pine apple.
5. Give a minute description of an exogenous stem above five years old.
6. State the evidence for believing that sepals, petals; stamens and pistils are of the nature of leaves.
7. Discuss (a) Movements of plants under irritation. (b) Extraordinary movements connected with the capture of insects.

PRACTICAL WORK.

8. Botanize, showing fully the different steps of your method, specimens A, B, C.

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EXAMINATIONS, MAY, 1897.

JUNIOR B. A.

MICROSCOPIC BOTANY.

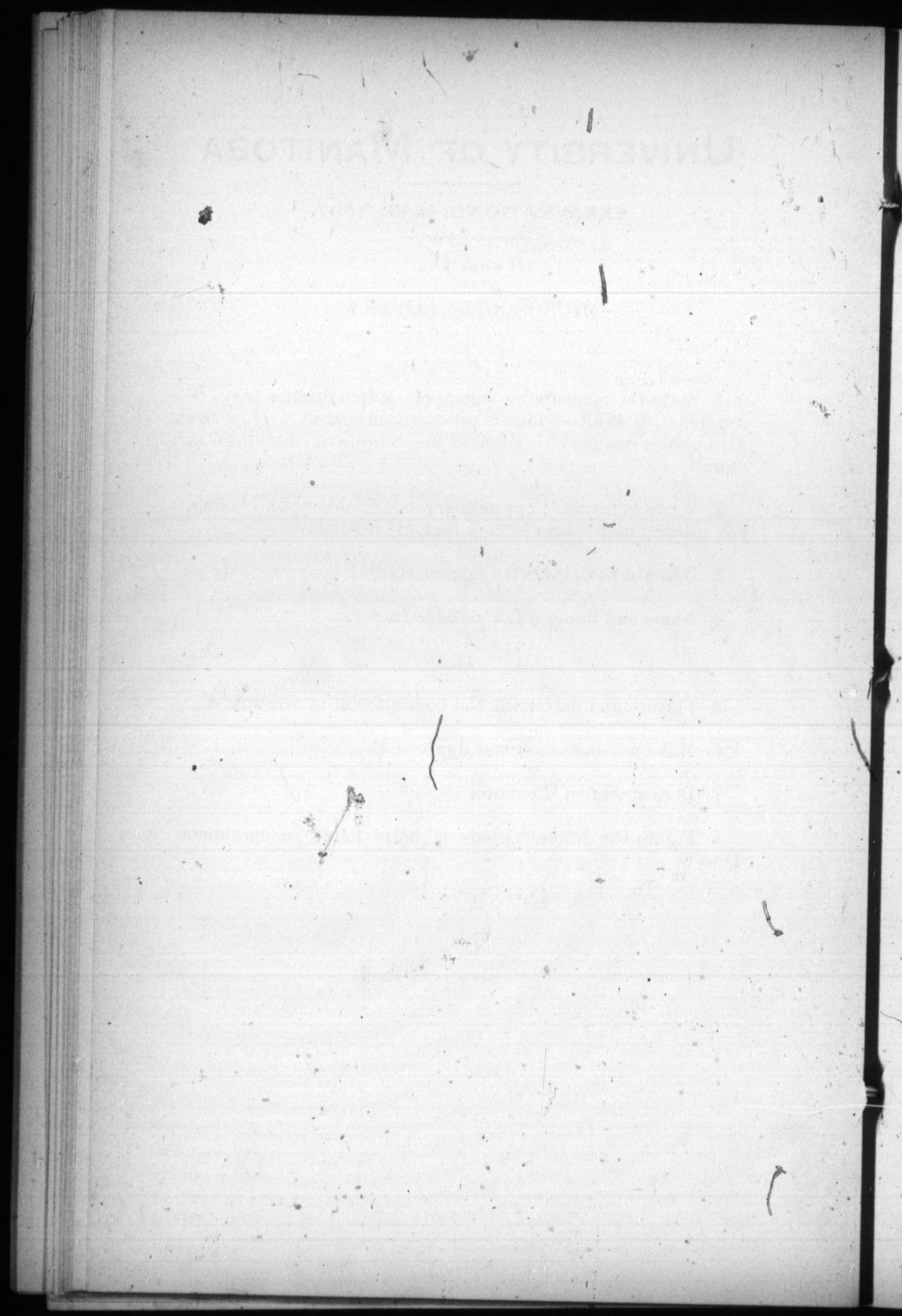
I.

1. State the reagents by which (1) starch grains may be swollen; (2) the best blue is produced in starch. How are air bubbles removed? Explain the concentric markings in starch.
2. Write notes on (1) protein crystals, (2) chlorophyll bodies, (3) intercellular spaces in beet root, (4) leucoplasts.
3. Describe stomata, with figures, studied by you.
4. Name and figure a few notable bacteria.

II.

5. Fixure and determine the bodies found in mixture A.
6. Make a thin section and figure of B.
7. Does specimen C contain sugar?
8. Figure the different kinds of hairs found in specimens D to G.

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EXAMINATIONS, MAY, 1897.

JUNIOR B.A.

ZOOLOGY.

1. Describe the class Monera, and show how these low forms are distinguished from the lowest plants.
2. Give an account of the development of a jelly fish.
3. Classify and describe in general terms an Octopus.
4. Describe fully *Amphioxus lanceolatus* and state its importance in systematic Zoology.
5. Give a classification of fishes, and scientific names of some of our leading freshwater fish.
6. Describe by figure the anatomy of a lobster, and give an account of the structure of a barnacle.
7. Discuss alternation of generations.
8. Consider shortly, after Packard, the origin of species.

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EXAMINATION

Faculty of Arts

Department of History

History 1000

Final Examination

May 1968

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EXAMINATIONS, MAY, 1897.

JUNIOR AND SENIOR B.A.

HONOR ENGLISH.

I.—MACAULAY.

1. "He strikes the key-note and expects his hearer to make out the melody."

What quality of Milton's verse is here conveyed under a figure?

2. To which of Milton's poems is reference made in the following passages:

(a) "Every epithet is a text for a canto."

(b) "Both are lyric poems in the form of plays"?

In the case of these last, what was the difficulty that faced the author, and in which was the difficulty most successfully met?

3. What examples does Macaulay select from Dante and Milton, in order to contrast "the exact details" of the one with "the dim intimations" of the other?

4. With what poets is Milton compared in respect to his success in dealing with the supernatural?

5. What would be the main divisions in a topical analysis of this essay?

6. From the point of view of structure or plan justify the introduction into the essay of the paragraphs on the Puritans.

II.—LAMB.

7. Make a structural outline of the essay on "The South Sea House."

8. How does Lamb introduce his theme as indicated in the title "Oxford in the Vacation"?

(Over)

9. (a) What humorous device is a fundamental, structural element in the essay "The Two Races of Men"?

(b) How does Lamb narrow down the theme of this essay so as to make it of especial interest to literary men like himself?

10. "In one of the state beds at Arundel Castle, a few years since—under a ducal canopy—encircled with curtains of delicatest crimson, with starry coronets inwoven—folded between a pair of sheets whiter and softer than the lap where Venus lulled Ascanius—was discovered by chance, after all methods of search had failed, at noon-day, fast asleep, a lost chimney-sweeper."

(a) Criticise the structure of this sentence.

(b) How does Lamb explain this occurrence?

11. Name the essay in which each of the following passages occurs:

(a) "He hath wept out his pretty eyes—radiant jellies—shooting stars."

(b) "The fine lady, or fine gentleman, who show me their teeth, show me bones."

(c) "One of these flies will spoil a whole pot."

(d) "He is the only man in the universe not obliged to study appearances."

12. What constitutes the humorous effect of the following:

(a) "Much remains to sing."

(b) "For with G.D.—to be absent from the body is sometimes to be present with the Lord."

(c) "Thus . . . he set forth . . . upon his great enterprise, borrowing and to borrow."

(d) "Now and then an elderly stripling would get in among us . . . but our main body were infantry."

(e) "His father might lay on, but he could not beat him from his pig."

(f) "But the beauty of cards would be extinguished for ever"?

III.

13. Write an essay of not more than 30 lines on one of these two themes:

Was Milton a Puritan?

Sarah Battle.

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EXAMINATIONS, MAY, 1897.

MODERN LANGUAGES.—SPECIAL COURSE.

ENGLISH POETRY AND RHETORIC.

I. WORDSWORTH.

1. "Wordsworth's poetry is great because of the extraordinary power with which Wordsworth feels the joy offered to us in nature, the joy offered to us in the simple primary affections and duties."—(Mathew Arnold). Enlarge upon this.

2. Point out characteristic features of Wordsworth's poetry in the story of Margaret.

3. Paraphrase:

(a) Thus informed,
He had small need of books; for many a tale
Traditional, round the mountains hung,
And many a legend, peopling the dark woods,
Nourished Imagination in her growth,
And gave the mind that apprehensive power
By which she is made quick to recognize
The moral properties and scope of things.
But eagerly he read, and read again,
Whatever the minister's old shelf supplied;
The life and death of martyrs who sustained,
With will inflexible, those fearful pangs
Triumphantly displayed in records left
Of persecution, and the Covenant—times
Whose echo rings through Scotland to this hour!

(b) The Poets, in their elegies and songs
Lamenting the departed, call the groves,
They call upon the hills and streams to mourn,
And senseless rocks; nor idly; for they speak,
In these their invocations, with a voice
Obedient to the strong creative power
Of human passion. Sympathies there are
More tranquil, yet perhaps of kindred birth.

(Over)

That steal upon the meditative mind,
And grow with thought. Beside yon spring I stood,
And eyed its waters till we seemed to feel
One sadness, they and I.

Point out the figures of speech in (a), and explain: "thus informed," "legend," "scope," "Covenant," "elegies."

4. Write short notes on the following extracts, describing the context in which each occurs:

(a) Even in their fixed and steady lineaments
He traced an ebbing and a flowing mind,
Expression ever varying!

(b) That stern yet kindly Spirit, who constrains
The Savoyard to quit his naked rocks—

(c) with his knife
Carved uncouth figures on the heads of sticks.

(d) with a brother's love
I blessed her in the impotence of grief.

II. TENNYSON.

5. Discuss the propriety of describing the Idylls of the King as "allegorical."

6. Comment upon Tennyson's power as an artist.

7. "The story (of the Idylls) in its course runs through the seasons of one complete year." Illustrate this from the two poems under consideration.

8. Paraphrase:

(a) 'But when he spake and cheer'd his Table Round
With large, divine, and comfortable words,
Beyond my tongue to tell thee—I beheld
From eye to eye thro' all their Order flash
A momentary likeness of the King:
And ere it left their faces, thro' the cross
And those around it and the Crucified,
Down from the casement over Arthur, smote
Flame-colour, vert and azure, in three rays,
One falling upon each of three fair queens,
Who stood in silence near his throne, the friends
Of Arthur, gazing on him, tall, with bright
Sweet faces, who will help him at his need.

And there I saw mage Merlin, whose vast wit
And hundred winters are but as the hands
Of loyal vassals toiling for their liege.

(b)

The great brand
Made lightnings in the splendour of the moon,
And flashing round and round, and whirl'd in an arch,
Shot like a streamer of the northern morn,
Seen where the moving isles of winter shock
By night, with noises of the Northern Sea.
So flash'd and fell the brand Excalibur:
But ere he dipt the surface, rose an arm
Clothed in white samite, mystic, wonderful,
And caught him by the hilt, and brandish'd him
Three times, and drew him under in the mere.

- (1) Write notes on: "Flame-colour, vert, and azure"; "three fair Queens"; "mag"; "Merlin"; "excalibur"; "samite."
- (2) In (b) point out the harmony of sense and sound.

III. GENUNG.

9. Discuss the chief mental habits that promote invention.
10. Define, paraphrase and describe its proper object and true value.
11. "Modern invented narrative is ordinarily very intolerant of episodes." Explain this, pointing out exactly the meaning of 'episodes.'
12. How is Exposition distinguished from Description and Argumentation?

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HONOR ENGLISH.

CRAIK'S LITERATURE.

1. What service did Sir Thomas Malory render to English literature?
2. Describe the rise of the English drama, and give the place, with a short sketch in each case, of "Gorboduc" and "Ralph Roister Doister".
3. Give an account of Lyly and Euphuism.
4. Write notes on Marlowe; Beaumont and Fletcher; Peele and Greene.

CRAIK'S ENGLISH.

5. "Most commonly the effect produced by one language upon another is confined to the vocabulary. It is very rarely, if ever, that two distinct grammatical structures become intermixed."

Explain and illustrate.

6. What are the principal peculiarities that distinguish the grammar of Chaucer's English from that of the present day?

TAYLOR.

7. Define the terms: "loan word", "megalith", "brachycephalic", "long barrow", "kitchen midden", and "evolution of speech" used by this author.

8. "The singular Basque or Euskarian language, spoken on both slopes of the Pyrenees, forms a sort of linguistic island in the great Aryan ocean."

Explain this statement.

(Over)

9. Explain what Taylor calls the "wave theory" and arrange Celtic, Hellenic, Italic, and Sarmatian according to their affinities.

10. Describe the three races which have in succession inhabited the British Isles.

(a) Point out the British localities in which traces of the three survive.

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JUNIOR AND SENIOR B. A.—HONORS.

MODERN LANGUAGES.

I.

BOILEAU.

1. Indicate the reference of the italicised words in the following :

- (a) Mais *sa* muse en français parlant grec et latin.
- (b) Chez *elle* un beau désordre est un effet de l'art.
- (c) Surtout de *ce* poème il bannit la licence.

2. Translate :

- (a) 'Un flatteur aussitôt aime à se récrier ;
Chaque vers qu'il entend le fait extasier :
Tout est charmant, divin ; aucun mot ne le blesse ;
Il trépigne de joie, il pleure de tendresse ;
Il vous comble partout d'éloges fastueux.
La vérité n'a point cet air impétueux.' (Chant I)
- (b) 'Que le trouble, toujours croissant de scène en scène,
A son comble arrivé se débrouille sans peine.
L'esprit ne se sent point plus vivement frappé
Que lorsqu'en un sujet d'intrigue enveloppé
D'un secret tout à coup la vérité connue
Change tout, donne à tout une face imprévue.' (Chant II)
- 'Tel écrit récité se soustint à l'oreille
Qui, dans l'impression au grand jour se montrant,
Ne soutient pas des yeux le regard pénétrant.
On sait de cent auteurs l'aventure tragique,
Et Gombaut tant loué garde encor la boutique.' (Chant IV)

3. What use does Boileau make of the following illustrations :

- (a) 'J'aime mieux un ruisseau que, sur la molle arène,
Dans un pré plein de fleurs lentement se promène,
(Over)

- Qu'un torrent débordé qui, d'un cours orageux
Roule plein de gravier, sur un terrain fangeux.
- (b) 'Telle qu'une bergère, au plus beau jour de fête,
De superbes rubis ne charge point sa tête,
Et sans mêler à l'or l'éclat des diamants,
Cueille en un champ voisin ses plus beaux ornements.'
- (c) 'Le seul courroux d'Achille, avec art ménagé,
Remplit abondamment une Iliade entière'?

4. What should be the predominant characteristic,
(a) Of the Elegy,
(b) Of the Ode?

II.

LA FONTAINE.

5. Translate the following extracts and name the Fable in which each occurs:—

- (a) 'Le juge prétendait qu'à tort et à travers
On ne saurait manquer, condamnant un pervers.'
- (b) 'Plusieurs se sont trouvés qui, d'écharpe changeans,
Aux dangers ont souvent fait la figue.'
- (c) 'La colombe l'entend, part, et tire de long
Le souper du croquant avec elle s'envole:
Point de pigeon pour une obole.'

6. Interpret the allegory of the Fable 'L'Homme et son Image.'

7. State briefly the connection in which each of the following occurs:—

- (a) 'Mon portrait jusqu'ici ne m'a rien reproché.'
- (b) 'N'a-t-il point assez léché l'ours'?
- (c) 'Adieu, ma traite est longue à faire.'

8. Translate:—

Un pilier manque ; et le plafond,
Ne trouvant plus rien qui l'étaie,
Tombe sur le festin, brise plats et flacons,
N'en fait pas moins aux échansons.
Ce ne fut pas le pis : car, pour rendre complète
La vengeance due au poète,
Une poutre cassa les jambes à l'athlète,
Et renvoya les conviés
Pour la plupart estropiés.
La Renommée eut soit de publier l'affaire :

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Chacun cria, miracle ! On doubla le salaire
Que méritaient les vers d'un homme aimé des dieux.
Il n'était fils de bonne mère
Qui, les payant à qui mieux mieux,
Pour ses ancêtres n'en fit faire.

9. What is the lesson conveyed in the Fables that follow :
- (a) Le Corbeau voulant imiter l'Aigle.
 - (b) Le Lion et le Moucheron.
 - (c) Conseil tenu par les Rats.
 - (d) Le Loup et l'Agneau ?

III.

LA POÉSIE CANADIENNE

10. Point out and name the figures of speech in the following selections :

- (a) 'Voltaire menaçant à la fois et le trône et l'autel'
(Le Drapeau de Carillon)
- (b) 'Sur les plages du nouveau monde
Pareil au phare radieux
Qui guide sur la mer profonde
Le nautonier aventureux' (Le Canada)
- (c) 'Phare du voyageur, seule au bord de la dune,
Leur chapelle a bravé la ruine commune
Et triomphe du temps!' (La Chapelle de Tadoussac)

11. Translate :

- (a) 'Mais tandis qu'admirant leurs jeux toujours nouveaux
Votre âme s'intéresse aux magiques travaux
De leurs essais sans nombre,
A vos regards charmés se déroband soudain.
Comme un léger brouillard sous les feux du matin,
Ils s'effacent dans l'ombre.'
- (b) 'J'ai vu, tout près, assise une femme plus blanche
Que l'écume des flots où la lune se penche,
Plus belle que la fleur éclore le matin !

12. Give the titles of the poems from which the following extracts are taken :

- (a) 'Maintenant il revient, au lever de l'aurore,
Promener ses chagrins sur la rive sonore.'
- (b) 'Oh que j'aime à les voir au sein des giboulées
Mêler leur voix sonore avec le bruit du vent !'

(Over)

(c) 'Dis-moi, mon fils, ne paraissent-ils pas ?

13. Translate the expressions :

(a) 'La guerre suprême.'

(b) 'Les toits d'écorce.'

(c) 'L'orme sans feuillage.'

14. What led the aged chief in 'Le Chef Indien et la Croix' to say: 'Oublions nos vengeances!'

IV.

15. Translate into French :

Napoleon the Great did not go in much for epigram, but he always knew what to say. When he took command of the Italian army it was in a deplorable condition, the soldiers being clad in mere rags. The day after his arrival a Grenadier approached him and complained bitterly of the miserable condition of his clothes. The general, although fully aware of the fact that there was neither material for new clothing in the magazines nor money in the treasury to buy any, turned to the commissary general standing near him, and said: "This man's complaint is just. Give an order immediately to have his demand satisfied. I am only afraid, however," he added, "that this brave fellow, who, although he is still so young, is yet an old soldier, may be taken for a recruit in his new clothes!" "General!" the Grenadier now exclaimed with enthusiasm, "I no longer want new clothes." "Do you see," said Napoleon to the commissioner when the soldier had left, "of what value it is to know the character of the people one commands?"

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JUNIOR AND SENIOR B. A.—HONOURS.

MODERN LANGUAGES.—FRENCH.

BOSSUET.

I.

1—Translate :

Mais la sage et religieuse princesse qui fait le sujet de ce discours n'a pas été seulement un spectacle proposé aux hommes pour y étudier les conseils de la divine providence et les fatales révolutions des monarchies ; elle s'est instruite elle-même, pendant que Dieu instruisait les princes par son exemple. J'ai déjà dit que ce grand Dieu les enseigne, et en leur donnant et en leur ôtant leur puissance. La reine dont nous parlons a également entendu deux leçons si opposées ; c'est à dire qu'elle a usé chrétiennement de la bonne et de la mauvaise fortune. Dans l'une elle a été bienfaisante, dans l'autre elle s'est montrée toujours invincible.

2—State in French who was Henriette de France, where and when her "oraison funèbre" was pronounced and before whom. Give a brief sketch of her life and character. (The answer is not to exceed ten lines.)

II.

3—Translate :

Quand je considère en moi-même les périls extrêmes et continuels qu'a courus cette princesse sur la mer et sur la terre durant l'espace de près de dix ans, et que d'ailleurs je vois que toutes les entreprises sont inutiles contre sa personne, pendant que tout réussit d'une manière surprenante contre l'État, que puis-je penser autre chose, sinon que la Providence, autant attachée à lui conserver la vie qu'à renverser sa puissance, a voulu qu'elle survéquit à ses grandeurs, afin qu'elle pût survivre aux attachements de la terre et aux sentiments d'orgueil, qui corrompent d'autant plus les âmes qu'elles sont plus grandes et plus élevées ?

(Over)

- (a) "Courus,"—Parse and account for agreement.
(b) "Survéquit,"—Give the modern form of principal parts of this verb.

LA BRUYÈRE.

I.

4—Translate :

Tout écrivain, pour écrire nettement, doit se mettre à la place de ses lecteurs, examiner son propre ouvrage comme quelque chose qui lui est nouveau, qu'il lit pour la première fois, où il n'a nulle part, et que l'auteur aurait soumis à sa critique ; et se persuader ensuite qu'on n'est pas entendu seulement à cause que l'on s'entend soi-même, mais parce qu'on est en effet intelligible.

II.

—5 Translate :

Il n'y a guère d'homme si accompli et si nécessaire aux siens, qu'il n'ait de quoi se faire moins regretter.

Un homme d'esprit et d'un caractère simple et droit peut tomber dans quelque piège ; il ne pense pas que personne veuille lui en dresser, et le choisir pour être sa dupe : cette confiance le rend moins précautionné, et les mauvais plaisants l'entament par cet endroit. Il n'y a qu'à perdre pour ceux qui en viendraient à une seconde charge : il n'est trompé qu'une fois.

(a) Paraphrase the first sentence.

6. Outline what you consider one of the cleverest of La Bruyère's characters.

OCTAVE FEUILLET.

I.

7. Translate :

Mon appartement composé de trois chambres très-proprement tendues de perse, se prolonge au-dessus de la porte d'une tourelle à l'autre. Ce séjour mélancolique ne laisse pas de me plaire : il convient à ma fortune. A peine délivré du vieil Alain, qui est d'humeur un peu conteuse, je me suis mis à écrire le récit de cette importante journée, m'interrompant par intervalles pour écouter le murmure assez doux de la petite rivière, qui coule sous mes fenêtres et le cri de la chouette légendaire qui célèbre dans les bois voisins ses tristes amours.

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(a) "Convient."—Distinguish between *convenir à* and *convenir de*.

(b) "Amours,"—What is the gender of this word?

8—Sketch in French the characters

1°. Of Maxime,

2°. Of M^{lle} de Porhoet, (neither to exceed ten lines).

II.

9—Translate :

Madame Laroque a mis de côté son *brasero*, sa guérite et toutes ses innocentes manies de créole; elle se lève à des heures fabuleuses, et s'installe dès l'aurore avec Marguerite devant la table de travail. Toutes deux se sont prises d'un goût passionné pour la broderie, et s'informent de l'argent qu'une femme peut gagner chaque jour avec ce genre d'ouvrage. Bref, il y avait là une énigme dont je m'évertuais vainement à chercher le mot. Ce mot vient de m'être révélé, et, quitte à entrer dans vos secrets plus avant qu'il ne vous convient, j'ai cru devoir vous le transmettre sans retard.

(a) Explain briefly, in French, the reason Mme Laroque and Marguerite had for acting as stated.

10—Translate :

The story of the purchase of the Queen's favorite donkey is not very widely known. During Her Majesty's first stay at Aix-les-Bains, eleven years ago, it was bought from a peasant by the wayside for two hundred francs. Jack was being driven peaceably along the banks of the lake, when the Queen asked his owner if he would part with him. "That depends, madam," said the old peasant; "if I sell you my donkey, I shall not be able to get my living any more." "How much did you give for him?" asked the Queen. "A hundred francs, madam," was the answer. "Well, I will give you double," and the bargain was forthwith concluded. The story of the sale spread through the land, and since then, whenever Her Majesty took her drives abroad, whether at Biarritz or Aix-les-Bains, she was sure to meet on her road one or two peasants leading a handsome, but somewhat attenuated donkey.

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UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

HONOR FRENCH—SENIOR AND JUNIOR B.A.

I—CHANTREL

1. Define and state clearly the difference between 'les trois grands genres de poésie'.
2. Mention and explain briefly 'les qualités générales de l'ode'.
3. Discuss 'la disposition de l'épopée'.
4. Give 'les qualités essentielles de l'action dramatique', explaining them briefly; also tell what is understood by 'la conduite de l'action dramatique'.
5. Define briefly la poésie pastorale et l'élégie.

II—GERUZEZ.

1. Give a brief outline of the history of the French theatre up till the time of Corneille.
2. Give a short account of Descartes and Pascal, mentioning their chief works.
3. Name three great pulpit orators, and three great letter writers of the age of Louis XIV.
4. State who were the authors of the following works: 'La Henriade', 'Alexandre', 'La Grandeur et la Decadence des Romaines', 'Gil Blas', 'Les Precieuses Ridicules', 'Le Lutrin', 'Le Roman de la Rose', 'Le Gargantua et Pantagruel', 'L'Institution chrétienne', 'L'imitation de Jesus-Christ', 'Les Plaideurs', 'L'Emile'.

(Over)

III—BRACHET.

1. Give the reasons which caused Latin to supplant the original language of Gaul so quickly, and trace the progress of the two forms of Latin in Gaul. Which survived and why?

2. In Gaul there existed two distinct idioms. Give the reasons for their existence. What became ultimately the language of France? What had the politics of the time to do with its becoming such?

3. Sum up briefly the elements of the French language.

4. "These sure touchstones by which to test popular words and separate them from words of learned origin are three." Name and explain these three, giving two examples of each.

5. State the origin of the following words and the approximate time at which they entered the French language: Alouette, maréchal, champ, camp, gène, algèbre, parapet, nègre, photographie, wagon.

4. Sketch briefly the reform proposed by Ronsard. What was the result? Who led the reaction and in what way? Viewed from an etymological standpoint, how does Ronsard's reform appear?

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UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

JUNIOR AND SENIOR.—SPECIAL AND GENERAL.

GERMAN AUTHORS.

Special Students take 1., 4., 5., 7. to the end.

General Students take 1., 2., 4., 5., 6.

Pass Students take 1., 2., 3., 4.

1. Translate :

Kein, eine Grenze hat Tyrannenmacht.
Wenn der Gedrückte nirgends Recht kann finden,
Wenn unerträglich wird die Last, greift er
Hinauf getrostes Muthes in den Himmel
Und holt herunter seine ew'gen Rechte,
Die droben hangen unveräußerlich
Und unzerbrechlich, wie die Sterne selbst —
Der alte Urstand der Natur kehrt wieder,
Wo Mensch dem Menschen gegenüber steht —
Zum letzten Mittel, wenn kein andres mehr
Verfangen will, ist ihm das Schwert gegeben.
Der Güter höchstes dürfen wir vertheid'gen
Gegen Gewalt. — Wir stehn vor unser Land,
Wir stehn vor unsre Weiber, unsre Kinder!

- (a) „Getrostes Muthes,“ give the construction.
(b) Give the derivation of unvergänglich, Urstand, Gewalt.
(c) „Der Güter höchstes.“ What is meant.

2. Translate :

Ihr sehet eure Noth und unsre, Herr,
Und daß wir all am Rand des Todes schweben.
Die Steuerleute aber wissen sich
Vor großer Furcht nicht Rath und sind des Fahrens
Nicht wohl berichtet. Nun aber ist der Tell
Ein starker Mann und weiß ein Schiff zu steuern.
Wie, wenn wir sein jetzt brauchten in der Noth?
Da sprach der Bogt zu mir : Tell, wenn du dir's
Getrauest, uns zu helfen aus dem Sturm,
So möcht' ich dich der Bande wohl entled'gen.
Ich aber sprach: Ja, Herr, mit Gottes Hilfe
Getrau ich mir's und helf uns wohl hiedannen.
So ward ich meiner Bande los und stand

(Over)

Am Steuerruder und fuhr redlich hin.
 Doch schielt' ich seitwärts, wo mein Schießzeug lag,
 Und an dem Ufer merkt' ich scharf umher,
 Wo sich ein Vortheil aufthät' zum Entspringen.
 Und wie ich eines Felsenriffs gewahre,
 Das abgeplattet vorsprang in den See —

(a) „Nun aber.“ Distinguish „nun“ (line 5) and „jetzt“ line 7.

(b) Parse sein and give construction, Bande and give construction.

(c) Give the derivation of Steuerleute, entled'gen, schielt', abgeplattet, giving the meaning of the simple terms in each case.

3. Translate :

Stüssi.

Das ist der Klostermei'r von Mörlichachen,
 Der hier den Brautlauf hält, ein reicher Mann.
 Er hat wohl zehen Senten auf den Alpen.
 Die Braut holt er jetzt ab zu Imisee,
 Und diese Nacht wird hochgeschwelgt zu Rüßnacht.
 Kommt mit! 's ist jeder Biedermann geladen.

Tell.

Ein ernster Gast stimmt nicht zum Hochzeithaus.

Stüssi.

Drückt euch ein Kummer, werft ihn frisch vom Herzen!
 Nehmt mit, was kommt, die Zeiten sind jetzt schwer,
 Drum muß der Mensch die Freude leicht ergreifen.
 Hier wird gefreit und anderswo begraben.

(a) Write notes on Klostermei'r, Brautlauf, Senten.

4. Translate :

Wir haben Gunst empfangen von dem Vater;
 Doch wessen rühmen wir uns von dem Sohn?
 Hat er den Brief der Freiheit uns bestätigt,
 Wie v o r ihm alle Kaiser doch gethan?
 Hat er gerichtet nach gerechtem Spruch
 Und der bedrängten Unschuld Schutz verliehn?
 Hat er auch nur die Boten wollen hören,
 Die wir in unsrer Angst zu ihm gesendet?
 Nicht eins von diesem allen hat der König
 An uns gethan, und hätten wir nicht selbst
 Uns Recht verschafft mit eigener muth'ger Hand,

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Ihn rührte unsre Not nicht an. — Ihm Dank?
 Nicht Dank hat er gesät in diesen Thälern.
 Er stand auf einem hohen Platz, er konnte
 Ein Vater seiner Völker sein; doch ihm
 Gefiel es, nur zu sorgen für die Seinen.
 Die er gemehrt hat, mögen um ihn weinen!

(a) Parse *wessen*, *verliehn*, *gesendet*, *verschafft*, *gesät*, giving the principal parts of the verbs.

(b) Explain the construction „wollen hören.“

(c) „Mögen um ihn weinen.“ 1. What is the nominative to *mögen*. 2. Illustrate by examples the various meanings which *um* has in German.

5. Translate :

Und sie kehrten sich um, und weg ward gerufen der Richter
 Von den Seinen, die ihn, bedürftig des Rathes, verlangten.
 Doch es folgt sogleich dem Apotheker der Pfarrherr
 An die Lücke des Baunes, und jener deutete listig.
 Seht Ihr, sagt' er, das Mädchen? Sie hat die Puppe gewickelt,
 Und ich erkenne genau den alten Cattun und den blauen
 Kissenüberzug wohl, den ihr Hermann im Bündel gebracht hat.
 Sie verwendete schnell, fürwahr, und gut die Geschenke.
 Diese sind deutliche Zeichen, es treffen die übrigen alle;
 Denn der rothe Latz erhebt den gewölbten Busen,
 Schön geschnürt, und es liegt das schwarze Nieder ist knapp an;
 Sauber ist der Saum des Hemdes zur Krause gefaltet,
 Und umgibt ihr das Kinn, das runde, mit reinlicher Anmut;
 Frei und heiter zeigt sich des Kopfes zierliches Grund,
 Und die starken Zöpfe um silberne Nadeln gewickelt:
 Sitzt sie gleich, so sehen wir doch die treffliche Größe,
 Und den blauen Rock, der, vielgefaltet, vom Busen
 Reichlich herunterwallt zum wohlgebildeten Knöchel.
 Ohne Zweifel, sie ist's. Drum kommet, damit wir vernehmen,
 Ob sie gut und tugendhaft sei, ein häusliches Mädchen.

(a) Give the derivation of *listig*, *Kissenüberzug*, *geschnürt*, *zierliches*, *treffliche*, *Zweifel*, with the meaning of the simple terms.

(b) Give the nominative singular with the article of *Nadeln* and *Zöpfe*, and the nominative plural of *des Hemdes* and *das Kinn*.

6. Translate :

Wie der wandernde Mann, der vor dem Sinken der Sonne
 Sie noch einmal in's Auge, die schnellverschwindende, saßte,
 Dann im dunkeln Gebüsch und an der Seite des Felsens
 Schweben siehet ihr Bild; wohin er die Blicke nur wendet,
 Eilet es vor und glänzt und schwankt in herrlichen Farben:
 So bewegte vor Hermann die liebliche Bildung des Mädchens

(Over)

Sanft sich vorbei, und schien dem Pfad' in's Getreide zu folgen.
 Aber er fuhr aus dem staunenden Traum auf, wendete langsam
 Nach dem Dorfe sich zu, und staunte wieder; denn wieder
 Kam ihm die hohe Gestalt des herrlichen Mädchens entgegen.
 Fest betrachtet' er sie; es war kein Scheinbild, sie war es
 Selber. Den größeren Krug und einen kleinern am Henkel
 Tragend in jeglicher Hand, so schritt sie geschäftig zum Brunnen.

7. Translate :

Ich möchte bittre Thränen weinen,
 Den Tag zu sehn, der mir in seinem Lauf
 Nicht Einen Wunsch erfüllen wird, nicht Einen!
 Der selbst die Ahnung jeder Lust
 Mit eigensinnigem Kritteln mindert,
 Die Schöpfung meiner regen Brust
 Mit tausend Lebensfragen hindert.
 Auch muß ich, wenn die Nacht sich niedersenkt,
 Mich ängstlich auf das Lager strecken.
 Auch da wird keine Rast geschenkt,
 Mich werden wilde Träume schrecken.
 Der Gott, der mir im Busen wohnt,
 Kann tief mein Innerstes erregen;
 Der über allen meinen Kräften thront,
 Er kann nach Außen nichts bewegen.
 Und so ist mir das Dasein eine Last,
 Der Tod erwünscht, das Leben mir verhaßt.

- (a) „Entsetzen.“ Show the connection between the meaning of this word and its derivatives.
 (b) Give the plural of Brust, Lager, Rast and Last.
 (c) Distinguish Dasein and Wesen. „Schrecken“. Give the principal parts of this verb.
 (d) Write a note on lines 12 to 17, giving the meaning of the passage.

8. Translate :

Was ist die Himmelsfreud' in ihren Armen?
 Laß mich an ihrer Brust erwärmen!
 Fühl' ich nicht immer ihre Noth?
 Bin ich der Flüchtling nicht, der Unbehauf'te,
 Der Unmensch ohne Zweck und Ruh,
 Der wie ein Wassersturz von Fels zu Felsen brauf'te,
 Begierig wüthend nach dem Abgrund zu?
 Und seitwärts sie mit kindlich dumpfen Sinnen,
 Im Hüttchen auf dem kleinen Alpenfeld
 Und all ihr häusliches Beginnen
 Umfassen in der kleinen Welt.
 Und ich, der Gottverhaßte,
 Hatte nicht genug.

Daß ich die Felsen faßte
Und sie zu Trümmern schlug!
Sie, ihren Frieden mußst' ich untergraben!
Du, Hölle, mußtest dieses Opfer haben!
Hilf, Teufel, mir die Zeit der Angst verkürzen!
Was muß geschehn, mag's gleich geschehn!
Mag ihr Geschick auf mich zusammenstürzen
Und sie mit mir zu Grunde gehn!

(a) „Verkürzen.“ Give derivation, and give any five words similarly formed.

(b) Point out the exact force and bearing of the metaphor employed in the passage.

9. Translate :

Das preisen die Schüler aller Orten,
Sind aber keine Weber geworden.
Wer will was Lebendiges erkennen und beschreiben,
Sucht erst den Geist herauszutreiben;
Dann hat er die Teile in seiner Hand,
Fehlt, leider! nur das geistige Band.
Encheiresin naturae nennt's die Chemie,
Spottet ihrer selbst und weiß nicht wie.

(a) Who is the speaker and what is meant?

10. Translate :

Wär' ich der Gedanken los,
Die mir herüber und hinüber gehen
Wider mich!

Whose words are these?

11. Quote any three striking passages from Faust?

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UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

MODERN LANGUAGE COURSE.

GERMAN GRAMMAR AND COMPOSITION

1. Sketch briefly the life and writings of Herder contrasting his style with that of Lessing

2. The Hainbund. — When, by whom and under what circumstances given rise to? Mention some of the most prominent writers connected therewith.

3. Give an estimate of Lessings literary works outside the field of drama.

4. Write *short* notes on the lives of Chamisso, Heine and Jean Paul.

5. Give the gender, genitive singular and nominative plural of the following nouns: Herz, Staat, Wald, Wille, Schlacht, Gegend, Wetter, Gedanke.

6. Give sentences showing the three ways of declining the possessive pronoun *yours* (masc.), and decline in full one of the three forms.

7. Under what circumstances are cardinal numerals declined? Give examples.

8. Translate into German:

(a) I am astonished that you could be so greatly mistaken.

(b) We had a fine house built.

(c) Even though they should invite us we would not accept the invitation.

(d) I am greatly in need of assistance in my translation, have you time to help me?

(e) Pay attention to what I say, because I am going away at daybreak tomorrow and you may not see me again for four or five weeks.

(f) For want of money the poor man stole some bread, and it was at my own expense only that I succeed in having him released.

(Over)

(g) When they asked him how this had happened, he answered nothing.

(h) Little Walter called Tell's attention to the hat, but he was determined not to take any notice of it and hastened on.

(i) We are going to Switzerland but we hope to be back in a fortnight.

(j) It is said that not far from the island of Wollin in the Baltic there was in-times gone by another island on which a number of towns and villages had been situated.

(k) It is further reported that early on Sunday mornings the sound of church bells is heard there.

(l) The caravan had reached the end of the desert, the travellers joyously greeted the green meadows and the trees with their ample foliage, of whose pleasant appearance they had for many days been deprived. In a beautiful valley there lay a caravansary which they selected for their night's lodging and although it offered but little comfort and refreshment, yet the whole company was in better spirits than ever; for the thought of having escaped all the dangers and difficulties which a journey through the desert carries with it, had opened all their hearts and attuned their spirits to happiness and pleasure.

9. Translate into English :

Desto dankbarer war aber Laube für jeden Freundschaftsbeweis Heines, der wiederum auf seinen deutschen Genossen große Stücke hielt. Raum war Laube wenige Wochen in Paris, als er ihm das brüderliche „Du“ antrug und ihn in alle seine Verhältnisse, in persönliche und literarische Pläne einweihte. Heine hatte damals gerade sein Buch über „Börne“ geschrieben und gab es Laube zu lesen. Vergebens suchte dieser ihn von der Veröffentlichung dieser Arbeit zurückzuhalten. Als Heine alle seine Einwendungen nicht gelten lassen wollte, gab er ihm wenigstens einen praktischen Rat. Laube war damals bereits in seine zweite Lebensperiode, die praktische, eingetreten. Er sagte zu ihm: „Setze wenigstens mitten in diese Invektiven hinein einen Berg, welcher Deine höheren und weiteren Anschauungen der Welt erhebend darstellt und die Polemik vor und hinter demselben als eine leichte Zuthat erscheinen läßt, die sich durch dein persönliches Bedürfnis, historisch vollständig zu sein, historisch aufzuräumen, erklärt und entschuldigt.“ Heine befolgte diesen Rat und schob die Briefe aus Helgoland — die man in neuerer Zeit irrtümlich für Bruchstücke aus der ersten Recension seiner „Memoiren“ gehalten hat — in das Buch über Börne ein. Laube bemerkte später, so oft er dieses Vorfalles gedachte, er habe sich diesen Berg allerdings anders, höher und imposanter gedacht.

Drei Freunde, — Karpeles.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

GENERAL B. A.—LATIN.

A. OVID.

1. Translate :

Annue conanti per laudes ire tuorum,
Deque meo pavidos excute corde metus.
Da mihi te placidum : dederis in carmina vires ;
Ingenium vultu statque caditque tuo.
Pagina iudicium docti subitura movetur
Principis, ut Clario missa legenda deo.
Quæ sit enim culti facundia sensimus oris,
Civica pro trepidis cum tulit arma reis.
Scimus et, ad nostras cum se tulit impetus artes,
Ingenii currant flumina quanta tui.
Si licet, et fas est, vates rege vatis habenas,
Auspice te felix totus ut annus eat.
Tempora digereret cum conditor urbis, in anno.
Constituit menses quinque bis esse suo.
Scilicet arma magis, quam sidera, Romule, noras :
Curaque finitimos vincere major erat.
Est tamen et ratio, Cæsar, quæ moverit illum :
Erroremque suum quo tueatur habet.

2. Parse (explaining reason for tense and mood): *dederis, currant, eat, digereret, noras, moverit, tueatur.*

3. Write explanatory notes on : *Clario deo ; nostras artes ; menses quinque bis ; Cæsar.*

4. Translate :

Prima movet Cacus collata prælia dextra,
Remque ferox saxis stipitibusque gerit.
Quis ubi nil nil agitur, patrias male fortis ad artes
Confugit, et flammæ ore sonante vomit.
Quas quoties proflat, spirare Typhoea credas,
Et rapidum Etnæo fulgur ab igne jaci.
Occupat Alcides : adductaque clava trinodis
Ter quater adversi sedit in ore viri.
Ille caelit, mixtosque vomit cum sanguine fumos,

(Over)

Et lato moriens pectore plangit humum.
 Immolat ex illis taurum tibi, Jupiter, unum
 Victor, et Evandrum ruricolasque vocat.
 Constituitque sibi, quæ Maxima dicitur, aram,
 Hic ubi pars urbis de bove nomen habet.
 Nec tacet Evandri mater, prope tempus adesse,
 Hercule quo tellus sit satis usa suo.

5. (a) Explain reference in: *patrias artes*; *Typhoea*; *pars urbis*; *Evandri mater*.

(b) Derive: *Cacus*, *immolat*, *ruricolas*.

6. (a) Scan lines 3-6, commenting on quantity of *quis*.

(b) In last line, give reasons for case of *Hercule*, and *quo*; and for mood of *usa sit*.

P. VIRGIL.

7. Translate:

(a) Semina vidi equidem multos medicare serentes
 Et nitro prius et nigra perfundere amurga,
 Grandior ut fetus siliquis fallacibus esset,
 Et quamvis igni exiguo properata maderent.
 Vidi lecta diu et multo spectata labore
 Degenerare tamen, ni vis humana quotannis
 Maxima quæque manu legeret. Sic omnia fatis
 In peius ruere ac retro sublapsa referri
 Non aliter quam qui adverso vix flumine lembum
 Remigiis subigit, si brachia forte remisit,
 Atque illum præceps prono rapit alveus amni.

(b) Numquam imprudentibus imber
 Obfuit: aut illum surgentem vallibus imis
 Aeriæ fugere grues, aut bucula cælum
 Suspiciens patulis captavit naribus auras,
 Aut arguta lacus circumvolitavit hirundo
 Et veterem in limo ranæ cecinere querellam.
 Sæpius et tectis penetralibus extulit ova
 Augustum formica terens iter, et bibit ingens
 Arcus, et et pastu decedens agmine magno
 Corvorum increpuit densis exercitus alis.

(c) Quotiens Cyclopum effervere in agros
 Vidimus undantem ruptis fornacibus Ætnam
 Flammarumque globos liquefactaque volvere saxa!
 Armorum sonitum toto Germania cælo
 Audit; insolitis tremuerunt motibus Alpes.

Vox quoque per lucos volgo exaudita silentis
Ingens, et simulacra modis pallentia miris
Visa sub obscurum noctis; pecudesque locutæ,
Infandum! sistunt amnes, terræque dehiscunt,
Et mæstum inlacrimat templis ebur æraque sudant.
Proluit insano contorquens vertice silvas
Fluviorum rex Eridanus, camposque per omnes
Cum stabulis armenta tulit.

8. (i) In (a) explain case of *prono amni* and mood of *maderent, legeret, ruere*: and point out grammatical connection of the last line with what precedes.

(ii) In (b) scan lines 5 and 6; point out in this passage how sound agrees with sense, and comment on the metaphors in the last three lines.

(iii) In (c) explain case of *infandum*.

What was the occasion and meaning of these portents?

9. Summarise very briefly the topics of this Book, and shew how the poet's concluding reference to the Civil Wars and to Octavianus is connected with his subject.

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UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

GENERAL B.A.

HOMER AND GRAMMAR.

I. HOMER.

1. Translate :

αὐτὰρ ἐπὶ κρατὸς λιμένος ῥέξει ἀγλαὸν ὕδωρ,
κρήνη ὑπὸ σπείους. περὶ δ' αἴγειροι πεφύασιν.
ἔνθα κατεπλέομεν, καὶ τις θεὸς ἠγεμόνευε
νύκτα δι' ὄρφναιην, οὐδὲ προῦφαινετ' ἰδέσθαι·
ἀλλ' ἄρ' ἀπὸ νηυσὶ βαθεῖ ἦν, οὐδὲ σελήνη
οὐρανόθεν προῦφαινε, κατείχετο δὲ νεφέεσσιν.
ἔνθ' οὐ τις τὴν νῆσον ἐσέδρακεν ὀφθαλμοῖσιν.
οὐδ' οὖν κύματα μακρὰ κυλινδόμενα προτὶ χέρσον
εἰσίδομεν, πρὶν νῆας ἐυσσέλμους ἐπικέλσαι.
κελσάσῃσι δὲ νηυσὶ καθείλομεν ἰστία πάντα,
ἐκ δὲ καὶ αὐτοὶ βῆμεν ἐπὶ ῥηγμῖνι θαλάσσης·
ἔνθα δ' ἀποβρίξαντες ἐμείναμεν Ἡῶ διαν.

2. Parse : πεφύασιν, ἐσέδρακεν, χέρσον, νηυσὶ (l. 10).

3. (a) What figures are there in lines 8 and 11.

(b) Derive : ἐυσσέλμους, ῥηγμῖνι.

(c) Comment on the tense in ἠγεμόνευε and καθείλομεν ;
and the use of the infinitives ἰδέσθαι, ἐπικέλσαι.

4. Translate :

“ Δός μοι ἔτι πρόφρων, καὶ μοι τεὸν οὔνομα εἰπέ
αὐτίκα νῦν, ἵνα τοι δῶ ξείνιον, ᾧ κε σὺ χαίρης.
καὶ γὰρ Κυκλώπεσσι φέρει ζείδωρος ἄρουρα
οἶνον ἐριστάφυλον, καὶ σφιν Διὸς ὄμβρος ἀέξει·
ἀλλὰ τόδ' ἀμβροσίης καὶ νέκταρός ἐστιν ἀπορρώξ.
“Ὡς φάτ'· ἀτάρ οἱ αὖτις ἐγὼ πόρον αἶθοπα οἶνον·

(Over)

τρὶς μὲν ἔδωκα φέρων, τρὶς δ' ἔκπιεν ἀφραδίῃσιν.
αὐτὰρ ἐπεὶ Κύκλωπα περὶ φρένας ἤλυθεν οἶνος,
καὶ τότε δὴ μιν ἔπεσσι προσηύδων μελιχίοισι.

Κύκλωφ, εἰρωτᾶς μ' ὄνομα κλυτόν; αὐτὰρ ἐγὼ τοι
ἔξερέω· σὺ δέ μοι δὸς ξείνιον, ὡς περ ὑπέσσης.
Οὐτίς ἐμοί γ' ὄνομα· Οὐτὶν δέ με κελήσχουσι
μήτηρ ἰδὲ πατὴρ ἰδὲ ἄλλοι πάντες ἑταῖροι.

5. (a) Parse: πόρον, ἔκπιεν, ἔπεσσι.
(b) Give reason for mood of δῶ, χαίρης; and case of ἀφραδίῃσιν, φρένας, ὄνομα (l. 10), Οὐτὶν.
6. Derive: ἐριστάφυλον, ἀπορρώξ, αἶθοπα, μελιχίοισι.
7. Mention traits in the character of Odysseus brought out in this book, referring to the passages where such traits are exhibited.

II. GRAMMAR.

1. Define: Hiatus, Proclitic, Inverse Attraction, Ethical Dative, Subjective Genitive.
2. (a) Decline fully: πούς, ἰχθύς, γόνυ, τιμῶν.
(b) Give superlative of: εὐμενής, σαφῶς, πρόσω, πικρός, κυδρός.
3. Explain Attic Reduplication. Form the first sing., imperf., active of: διαβαίνω, ὀράω, ἔάω, ἀνοίγω, προλαμβάνω, ἐνοικέω, περιαιρέω.
4. Write in full: (a) pres., imperf., act. of ἵστημι; (b) pres., indic., mid. of δηλόω; (c) imperf., indic. of εἶμι.
5. (a) Give the uses of the imperfect tense in Greek.
(b) Explain how in some verbs the perfect has a present meaning. Give two examples.
(c) Give the meaning of: οἴχομαι, ἔστησα, ἔστην, λανθάνω, λανθάνομαι, ὀλώλεκα, ὄλωλα.
6. Write short sentences to show the case construction after πέποιθα, μέμνημαι, ἀποστερέω, μέλει, ἄξιος, ποῦ, διὰ, ἐπί.

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7. Give, with examples, the chief uses of the accusative case.

8. Translate carefully, so as to bring out the exact meaning:

- (a) εἰ πράσσει τοῦτο, καλῶς ἔχει ;
- (b) ἐὰν πράσῃ τοῦτο, καλῶς ἔξει ;
- (c) εἰ πράσσοι τουτο, καλῶς ἂν ἔχοι ;
- (d) εἰ ἔπρασσε τοῦτο, καλῶς ἂν εἶχεν ;
- (e) εἰ ἔπραξε τοῦτο, καλῶς ἂν ἔσχεν.

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UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

GENERAL B.A.

HORACE, GRAMMAR AND PROSE.

1. Translate: "At bona pars hominum decepta cupidine falso,
'nil satis est,' inquit; 'quia tanti, quantum habeas sis.'
quid facias illi? jubeas miserum esse, libenter
quatenus id facit; ut quidam memoratur Athenis,
sordidus ac dives, populi contemnere voces
sic solitus: populus me sibilat; at mihi plaudo
ipse domi, simul ac nummos contemplor in arca.'
Tantalus a libris sitiens fugientia captat
flumina: quid rides? mutato nomine de te
fabula narratur: congestis undique saccis
indormis inhians et tamquam parcere sacris
cogeris aut pictis tamquam gaudere tabellis.
nescis quo valeat nummus? quem praebeat usum?
panis ematur, holus, vini sextarius, adde
quis humana sibi doleat natura negatis.
2. (a) Account for the mood of sis, facias, jubeas, valeat, ematur, doleat.
(b) Parse: tanti, illi, saccis, quis, sibi.
3. (a) State the connection of thought in lines 8 and 9 of the extract.
(b) Compare: falso, satis, libenter, dives.
4. State the general object of Satire and also what particular use is indicated in the above extract.
5. Translate: Tandem fessus dormire viator
incipit, ac missae pastum retinacula mulae
nauta piger saxo religat stertitque supinus.
jamque dies aderat, nil cum procedere lintrem
sentimus; donec cerebro-us prosilit unus
ac mulae nautae caput lumbosque saligno
fuste dolat: quarta vix demum exponimur hora.

(Over)

ora manusque tua lavimus, Feronia, lympha.
milia tum pransi tria repimus atque subimus
inpositum saxis late candentibus Anxur.
huc venturus erat Maecenas optimus atque
Cocceius, missi magnis de rebus uterque
legati, aversos soliti componere amicos.

6. Give the principal parts of *reliat*, *stertit*, *lavimus*, *pransi*, *repimus*.

7. Explain the reference in "aversos . . . amicos," in last line of question 5.

8. Name two other nouns having the same peculiarity of declension or gender as the following: *virus*, *filia*, *vesper*, *cubile*, *pons*, *locus*, *imber*.

9. (a) What is meant by the term, "principal parts of a verb," and show what place each part fills in the formation of the verb.

(b) Write out in full the fut., indic., pass. and imperfect subj. pass. of *adeo*, *fero*, *patefacio*, and the imperative in full of *proficiscor*, *duco*.

10. Account for the case of the italicised words: *Te* quotidie *pluris* facio, *capite* damnatus est. *Ingeni* hoc magni est. *Ait sibi consulto* opus esse. *Quae res saluti nobis* fuit.

11. Translate into Latin:

(a) I was within a very little of asking how you would have dared to entertain such high hopes if you had known that you were likely to depart this life on the 17th of March.

(b) Turn into *oratio obliqua*:

(He said) Be sure you say that I command every soldier to bring his provisions with him. For we must march many days through a dreary uninhabited country. Do you perceive the urgency of my command and my reason for making it? If you fail to observe what I have said you will be injured, together with all the army.

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EXAMINATIONS, MAY, 1897.

GENERAL B.A.—GREEK.

DEMOSTHENES AND PROSE.

1. Translate :

αἰτίων δὲ τούτων, ὅτι πάντα, ὧ ἄνδρες Ἀθηναῖοι, τοὺς πλεονεχ-
τεῖν ζητοῦντας ἔργῳ κωλύειν καὶ πράξειςιν, οὐχὶ λόγοις δέον,
πρῶτον μὲν ἡμεῖς οἱ παριόντες τούτων μὲν ἀφέσταμεν, καὶ γρά-
φειν καὶ συμβουλεύειν, τὴν πρὸς ὑμᾶς ἀπέχθειαν ὀκνοῦντες, οἷα
ποιεῖ δὲ, ὡς δεινὰ καὶ χαλεπὰ, καὶ τοιαῦτα, διεξερχόμεθα. ἔπειθ'
ὑμεῖς οἱ καθήμενοι, ὡς μὲν ἂν εἴποιτε δικαίους λόγους καὶ λέγοντος
ἄλλου συνείητε, ἄμεινον Φιλίππου παρεσκεύασθε, ὡς δὲ κωλύσαιτ'
ἂν ἐκεῖνον πράττειν ταῦτα ἐφ' ὧν ἔστι νῦν, παντελῶς ἀργῶς ἔχετε.
συμβαίνει δὴ πρῶγμα ἀναγκαῖον, οἶμαι καὶ ἴσως εἰκός. ἐν οἷς
ἐκάτεροι διατρίβετε καὶ περὶ ἃ σπουδάζετε, ταῦτ' ἄμεινον ἐκατέροις
ἔχει, ἐκείνῳ μὲν αἱ πράξεις, ὑμῖν δ' οἱ λόγοι.

2. (a) Parse : πλεονεχτεῖν, δέον, γράφειν, οἷα, ἄλλου, ταῦτ',
ἐκατεροις.

(b) Account for optatives in this extract.

3. Translate :

καὶ πάλιν γ' ἐτέρους καλεῖν. τίνας; τοὺς ὅτ' ἐγὼ γεγονυίας
ἤδη τῆς εἰρήνης ἀπὸ τῆς ὑστέρας ἡκίων πρεσβείας τῆς ἐπι- τοῦς
ὄρκους, αἰσθόμενος φεναχιζομένην τὴν πόλιν, προύλεγον καὶ
διεμαρτυρόμεν καὶ οὐκ εἶων προέσθαι Πύλας οὐδὲ Φωκέας, λέγον-
τας ὡς ἐγὼ μὲν ὕδωρ πίνων εἰκότως δύστροπος καὶ δύσκολός εἰμι
τις ἄνθρωπος, Φίλιππος δ', ἄπερ εὐξασθ' ἂν ὑμεῖς, ἐὰν παρέλθῃ,
πράξει, καὶ Θεσπιάς μὲν καὶ Πλαταιάς τεργεῖ, Θήβαιους δὲ παύσει
τῆς ὕβρεως, Χερρόνησον δὲ τοῖς αὐτοῦ τελεσι διορύξει, Εὐβοίαν δὲ
καὶ τὸν Ὀρωπὸν ἀντ' Ἀμφιπόλεως ὑμῖν ἀποδώσει ταῦτα γὰρ
ἅπαντα ἐπὶ τοῦ βήματος ἐνταυθί μνημονεύετ' οἷδ' ὅτι ῥηθέντα,
καίπερ ὄντες οὐ δεινοὶ τοὺς ἀδικούντας μεμνησθαι.

(Over)

4. (a) Write brief notes on the proper nouns of the extract.

(b) Parse : *γεγονυίας, λέγοντας, άπερ, ρηθέντα.*

5. State the object Demosthenes had in delivering this oration, illustrating freely from the oration itself.

6. Translate into Greek :

Oh ! that you had been present during that day. Then you would have seen many a brave slave attempting to run away to escape death, but I am ashamed to say that they were manifestly hindered from doing this by one who was low enough to choose the friendship of a tyrant in preference to the freedom of fellowmen.

(b) On this occasion he spoke as follows : " If I had injured you, you would have done well now in seeking to injure me. But you acknowledge that you have never received injury from me. I do not know, therefore, why you are now seeking once more to injure me. I see that I must be hereafter on my guard against you, and I will take such precautions that you will no longer be able to do me any harm. Nothing shall now prevent me from putting you out of the way so that you may never plot against anyone again. Do not think that you shall now escape until you have paid me the penalty."

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UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

GENERAL COURSE: ENGLISH.

WORDSWORTH AND TENNYSON.

A. WORDSWORTH.

1. Paraphrase:

—His Parents on the enterprise bestowed
Their farewell benediction, but with hearts
Foreboding evil. From his native hills
He wandered far; much did he see of men,
Their manners, their enjoyments, and pursuits,
Their passions, and their feelings; chiefly those
Essential and eternal in the heart,
That, 'mid the simpler forms of rural life,
Exist more simple in their elements,
And speak a plainer language. In the woods,
A lone Enthusiast, and among the fields,
Itinerant in this labor, he had passed
The better portion of his time; and there
Spontaneously had his affections thriven
Amid the bounties of the year, the peace
And liberty of nature; there he kept
In solitude and solitary thought
His mind in a just equipoise of love.
Serene it was, unclouded by the cares
Of ordinary life; unvexed, unwarped
By partial bondage.

“Chiefly those . . . language.” What leading idea, animating Wordsworth's poetry, is here referred to?

2. Describe the influence of nature on the education of the Wanderer. Give reasons for supposing that Wordsworth is speaking from personal experience?

3. In what respects is the story of Margaret characteristic of Wordsworth?

(Over)

4. Write notes on the following passages, mentioning any figures of speech used:

- (a) 'Oh! many are the Poets that are sown
By nature; men endowed with highest gifts
The vision and the faculty divine.'
- (b) 'Among the hills
He gazed upon that mighty orb of song.'
- (c) 'His triangles—they were the stars of heaven,
The silent stars!'
- (d) 'Oh, Sir! the good die first,
And they whose hearts are dry as summer dust
Burn to the socket.'
- (e) 'Here she died,
Last human tenant of these ruined walls!'
- (f) 'Learned, with soul
Fixed on the Cross, that consolation springs
From sources deeper far than deepest pain.—'

B. TENNYSON.

5. "Few poets have exhibited the capacity for continual improvement shown by this writer (Tennyson)." Examine this.

6. Show clearly how Tennyson's conception of Arthur differed from (a) the historic Arthur (b) the Arthur of preceding writers.

7. How far may these poems (the Coming and the Passing of Arthur) be described as "allegorical"?

8. (a) Explain: 'Elfin Urin'; 'riddling triplets'; 'samite'; 'mere.'

(b) Describe the context in which these expressions occur.

9. Write short notes on "The Three Queens, The Lady of the Lake, Gawain, Lyonesse, Avilion."

10. (a) To whom arrived, by Dubric the high saint,
Chief of the church in Britain, and before
The stateliest of her altar-shrines, the King
That morn was married, while in stainless white,
The fair beginners of a nobler time,
And glorying in his vows and him, his knights

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Stood round him, and rejoicing in his joy.
Far shone the fields of May thro' open door,
The sacred altar blossom'd white with May,
The Sun of May descended on their King,
They gazed on all earth's beauty in their Queen,
Roll'd incense, and there past along the hymns
A voice as of the waters, while the two
Swore at the shrine of Christ a deathless love.

(b) But the other swiftly strode from ridge to ridge,
Clothed with his breath, and looking as he walk'd,
Larger than human on the frozen hills.
He heard the deep behind him, and a cry
Before. His own thought drove him like a goad.
Dry clash'd his harness in the icy caves
And barren chasms, and all to left and right
The bare black cliff clang'd round him, as he based
His feet on juts of slippery crag that rang
Sharp-smitten with the dint of armed heels—
And on a sudden, lo! the level lake,
And the long glories of the winter moon.

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Paraphrase (a) and illustrate from these extracts some
characteristic features of Tennyson's style.

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EXAMINATIONS, MAY, 1897.

GENERAL B. A.

RHETORIC.

1. (1) But never can a vehement and sustained spirit of fortitude be kindled in a people by a war of calculation. (2) It has nothing that can keep the mind erect under the gusts of adversity. (3) Even where men are willing, as sometimes they are, to barter their blood for lucre, to hazard their safety for the gratification of their avarice, the passion which animates them to that sort of conflict, like all short-sighted passions, must see its objects distinct and near at hand. (4) The passions of the lower order are hungry and impatient. (5) Speculative plunder; contingent spoil; future long-adjourned uncertain booty; pillage which must enrich a late posterity, and which possibly may not reach to posterity at all; these, for any length of time, will never support a mercenary war. (6) The people are in the right. (7) The calculation of profit in all such wars is false. (8) On balancing the account of all such wars ten thousand hog-heads of sugar are purchased at ten thousand times their price. (9) The blood of man should never be shed but to the blood of man. (10) It is well shed for our family, for our friends, for our God, for our country, for our kind. (11) The rest is vanity; the rest is crime.

(1) What proposition is Burke seeking to establish in this paragraph?

(2) Make a topical analysis of the paragraph.

(3) Show how each sentence contributes to the end in view.

(4) What is the function of the word *these* in the last clause of sentence 5?

(5) What rhetorical devices are used by the author in sentences 8, 9, 10 and 11? What is the effect of each?

(6) Criticize the sentence structure as a whole.

2. And so at last we gained the top, and looked forth the edge of the forest, where the ground was very stony, and like the crest of a quarry, and no more trees between us and the brink of the cliff below, three hundred yards below it might

(Over)

be, all strong slope and gliddery. And now for the first time I was amazed at the appearance of the Doone's stronghold and understood its nature. For when I had been even in the valley, and climbed the cliffs to escape from it, about seven years ago, I was no more than a stripling boy, noting little, as boys do, except for their present purpose, and even that soon done with. But now, what with the fame of the Doones, and my own recollections, and Uncle Ben's insistence, all my attention was called forth, and the end was simple astonishment.

The clurie of highland, whereon we stood, curved to the right and left of us, keeping about the same elevation, and crowned with trees and brushwood. At about half a mile in front of us, but looking as if we could throw a stone to strike any man upon it, another crest just like our own bowed around to meet it; but failed by reason of two narrow clefts, of which we could only see the brink. One of these clefts was Doone-gate, with a portcullis of rock above it, and the other was the chasm by which I had once made entrance. Betwixt them where the hills fell back, as in a perfect oval, traversed by the winding water, lay a bright green valley, rimmed with sheer black rock, and seeming to have sunk bodily from the bleak rough heights above. It looked as if no frost could enter, neither winds go ruffling: only spring and hope and comfort breathe to one another. Even now the rays of sunshine dwelt and fell back on one another, whenever the clouds lifted; and the pale blue glimpse of the growing day seemed to find young encouragement. Blackmore.

From the standpoint of literary description criticize the above paragraphs.

3. (a) If the thesis is, Man is a free agent, then the antithesis is, Man is not a free agent. The indirect proof would take some such indirect form as this: Man is either free or he is not free. Let us assume that he is not free. If he is not free, he cannot, in cases of conflicting motives, choose, but must blindly follow one of the impulses. But we know from consciousness that he can decide between conflicting motives; therefore it is false that he is not free. He must therefore be free.

(b) The next fault is, that the inflicting of that punishment is not in the opinion of an equal and public judge, but is referred to the arbitrary discretion of a private, nay, interested and irritated individual. He who formally is, and substantially ought to be, the judge, is in reality no more than ministerial, a mere executive instrument of a private man, who is

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at once judge and party. Every idea of judicial order is subverted by this procedure. If the insolvency be no crime, why is it punished with arbitrary punishment? If it be a crime, why is it delivered into private hands, to pardon without discretion, or to punish without mercy and without measure?

(c) Dr. Johnson was guilty of a surprising fallacy in saying that a great mathematician might also be a great poet. 'Sir, a man can walk east as far as he can walk west.' True, but mathematics and poetry do not differ as east and west; and he would hardly assert that a man who could walk twenty miles could therefore swim that distance.

Compare the methods of argumentation in the above paragraphs, pointing out the advantages of each kind.

4. In how far are (a) narration and description (b) exposition and argumentation dependent upon one another.

5. Discuss the following statements:

(1) The general basis of every narrative must be chronological—the order of time.

(2) As a first step the writer needs to define in his mind, and to indicate in his work the point of view from which the object is to be contemplated.

(3) The meaning of an abstraction is best sought for in the concrete—of an universal in the particular.

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UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

PASS AND GENERAL.

PHYSICS.

1. State clearly what is meant by the Molecular Theory of matter.

In what respects do solids differ from liquids and liquids from gases, in their molecular characteristics?

2. Define the following terms: *velocity, unit of velocity, acceleration, mass, weight, work.*

If x be the space passed over in the t^{th} second by a body moving with an acceleration a , prove that $x = u + \frac{1}{2}a(2t - 1)$.

A body, moving with uniform acceleration, has displacements in the 4th and the 6th seconds from starting, of 38 feet and 54 feet respectively. Find (a) the acceleration, (b) the initial velocity, (c) the displacement in the 7th second.

3. State the parallelogram of forces. What is the intensity, the direction and the point of application of 2 parallel forces, acting in the same direction on the same rigid body.

A picture weighing 15 lbs is hung by a cord over a smooth nail, the two portions of the cord making each an angle of 30° with the vertical. Find the tension of the cord.

4. Describe clearly two methods of finding the specific gravity of a liquid.

A body weighing 10 grams has attached to it a piece of lead, and the two together when submerged displace 50c.cm. of water. The lead alone displaces 10c.cm. What is the density of the body?

A cylinder of wood 19 cm. in height has joined to it a cylinder of iron (spec. gr. = 7.8) 1 cm. in height. This floats in water with 2 cm. projecting above the surface. Find the density of the wood.

(Over)

5. Give a brief description of an ordinary *air-pump*, showing clearly the method of operation.

The volume of the receiver of an air-pump is ten times that of the barrel, and a barometer placed under the receiver stands at first at 732.05 mms. After a certain number of strokes it stands at 500 mms. Find the number of the strokes.

6. What is meant by a *node* and a *loop* in acoustics?

How would you show the existence of nodes and loops (a) in a vibrating string, (b) in a vibrating column of air?

7. State and account for the difference in tone between a closed and an open organ pipe of the same length.

8. May the human voice be analysed? If so, in what manner?

9. Distinguish between the Harmonic scale, the Diatonic scale and the scale of Equal Temperament.

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UNIVERSITE DE MANITOBA

EXAMEN, MAI, 1897.

PASS PHYSICS.

1. Expliquez clairement ce que l'on entend par la constitution moléculaire de la matière.

Comment les solides diffèrent-ils des liquides, et les liquides des gaz, sous le rapport de leur constitution moléculaire ?

2. Définissez les termes suivants : vitesse, unité de vitesse, accélération, masse, poids, travail.

Si x est l'espace traversé dans la $t^{\text{ième}}$ seconde par un corps qui se meut avec une accélération a , prouvez que $x = u + \frac{1}{2}a(2t - 1)$.

Un corps, se mouvant avec une accélération uniforme, a des déplacements dans la 4^{ième} et la 6^{ième} seconde après le départ, de 38 pieds et de 54 pieds respectivement. Trouvez (a) l'accélération, (b) la vitesse initiale, (c) le déplacement dans la 7^{ième} seconde.

3. Parallélogramme des forces.

Quelle est la grandeur, la direction et le point d'application de la résultante de 2 forces parallèles agissant dans la même direction sur le même solide rigide ?

Un tableau du poids de 15 livres est suspendu à un clou par une corde. Les deux parties de la corde font un angle de 30° avec la verticale. Trouvez la tension de la corde.

4. Expliquez clairement deux manières de trouver le poids spécifique des liquides.

Un corps de 10 grammes est attaché à un morceau de plomb, et les deux ensembles, quand ils sont submergés, déplacent 50^{cm. c.} d'eau. Le plomb seul déplace 10^{cm. c.} Quelle est la densité du corps ?

Un cylindre de bois de 19^{cm} de hauteur est joint à un cylindre de fer (pds. spéc. 7.8) de 1cm. de hauteur ; tous deux formant ainsi un cylindre de 20^{cm} de hauteur. Quand ce cylindre de 20^{cm} flotte dans l'eau, 2^{cm} sortent de l'eau. Trouvez la densité du bois.

(Tournez)

5. Donnez une brève description d'une machine pneumatique ordinaire; et montrez clairement le jeu de la machine.

Le volume du récipient d'une machine pneumatique ordinaire est 10 fois celui du corps de pompe, et un baromètre placé sous le récipient marque au commencement de l'expérience 732.05^{mm} . Après un certain nombre de coups le baromètre marque 500^{mm} ; trouvez le nombre de coups de piston.

6. Qu'est-ce qu'on entend par un *nœud* et un *ventre* en acoustique?

Comment prouvez-vous l'existence des nœuds et des ventres (a) dans une corde qui vibre, (b) dans une colonne d'air qui vibre? -

7. Quelle différence y a-t-il dans le ton rendu par un tuyau d'orgue ouvert et par un tuyau d'orgue fermé de même longueur; quelle est la raison de cette différence?

8. La voix humaine peut-elle être analysée? Si oui, dites comment.

9. Quelle différence y a-t-il entre l'échelle des harmoniques, la gamme naturelle, et la gamme tempérée?

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UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

GENERAL B. A.

GEOLOGY.

NOTE—Parts I and II are to be handed in in separate envelopes.

I.

1. Write a brief note on "System in the Earth's Features."
2. Show, by examples, that secular changes in the level of land are constantly taking place.
3. Give an estimate of the geological work of glaciers and mention the chief glacial localities, in order of importance.
4. Write note on oceanic waters, their movements, cause and geological work.
5. Give a list of the most important minerals constituting rocks.
6. Name the rock specimens given you. (This question is reserved for Friday, May 21st at 9 a.m.)

II.

7. Describe (a) the stratigraphical features, (b) the mineral features of the Huronian rocks.
8. Give a detailed account of the theory of coal formation.
9. What varieties of coal occur in the Canadian Northwest? Name localities.
10. Describe with figures any two species of (a) Brachiopods, (b) Trilobites, (a) Gasteropods, of the Cambro-Silurian rocks.
11. Name and give geological horizon of the fossils submitted.

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EXAMINATIONS, MAY, 1897.

GENERAL B. A. COURSE.

MILL AND BAGEHOT.

1. Enumerate and explain the various causes affecting the efficiency of Production.
2. What, according to Mill, are the most promising means that are proposed to secure better wages for the laboring classes? State fully.
3. State exactly the law of Diminishing Returns and show the important position which it holds in political science. To what industries does it apply and why?
4. (a) What are the three direct services performed by money? (b) What are the various ways in which credit may answer the purpose of money? (c) Discuss the advantages and disadvantages of an inconvertible paper currency and show under what circumstances, if at all, such a currency may be kept at par.
5. In what do (a) the direct and (b) the indirect advantages of foreign commerce consist?
6. Enumerate the features which characterise 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. (a) Why should there be a different rate of wages in different employments? (b) Under what circumstances, if any, may protection of native industries be justified?
8. Compare the Cabinet system of government with the Presidential (a) "in quiet times," (b) "at critical periods."

(Over)

9. What is the real position and power of the Monarch in the English government?

10. State and illustrate fully the chief functions of the English House of Commons, and show how its members are qualified to perform these functions.

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

GENERAL B. A.—FRENCH.

N. A.—All students must take A and either B or C.

A. LA FONTAINE.

I. Translate :

LE LOUP ET LE CHIEN.

Un loup n'avait que les os et la peau,
Tant les chiens faisaient bonne garde.
Ce loup rencontré un dogue aussi puissant que beau,
Gras, poli, qui s'était fourvoyé par mégarde.
L'attaquer, le mettre en quartiers,
Sire loup l'eût fait volontiers ;
Mais il fallait livrer bataille,
Et le matin était de taille
A se défendre hardiment.
Le loup donc l'aborde humblement,
Entre en propos et lui fait compliment
Sur son embonpoint, qu'il admire.
Il ne tiendra qu'à vous, beau sire,
D'être aussi gras que moi, lui repartit le chien.
Quittez les bois, vous ferez bien :
Vos pareils y sont misérables,
Cancres, hères, et pauvres diables,
Dont la condition est de mourir de faim.
Car, quoi ! rien d'assuré ! point de franche lippée !
Tout à la pointe de l'épée !
Suivez moi, vous aurez un bien meilleur destin.
Le loup reprit : Que me faudra-t-il faire ?
Presque rien, dit le chien : donner la chasse aux gens
Portants bâtons, et mendiants ;
Flatter ceux du logis, à son maître complaire :
Moyennant quoi votre salaire
Sera force reliefs de toutes les façons,
Os de poulets, os de pigeons,
Sans parler de mainte caresse.

(Over)

II. (a) Parse *que* in lines 12, 13 and 14.

(b) Give, with rules, the feminine of : beau, gras, poli, pareil.

(c) *Mourir*, — Write out the Negative-interrogative form, feminine gender, of this verb in the Future Indicative, Present and Perfect Subjunctive.

(d) *Mettre en quartiers, fait compliment* :—Give four other idiomatic uses of both *mettre* and *faire*.

III. Taine says that the fables of La Fontaine are complete pictures of society in the age in which the author lived.

Discuss this statement briefly and illustrate as far as possible from the preceding extract.

IV. Translate :

LES DEUX TAURAUX ET LA GRENOUILLE

Deux tauraux combattaient à qui posséderait
Une génisse avec l'empire.
Une grenouille en soupirait.
Qu'avez-vous ? se mit à lui dire
Quelqu'un du peuple coassant.
Et ! ne voyez-vous pas, dit-elle,
Que la fin de cette querelle
Sera l'exil de l'un ; que l'autre, le chassant,
Le fera renoncer aux campagnes fleuries ?
Il ne régnera plus sur l'herbe des prairies,
Viendra dans nos marais régner sur les roseaux,
Et, nous foulant aux pieds jusques au fond des eaux,
Tantôt l'un, et puis l'autre, il faudra qu'on pâtisse
Du combat qu'a causé madame la génisse.
Cette crainte était de bon sens.
L'un des tauraux en leur demeure
S'alla cacher à leurs dépens.
Il en écrasait vingt par heure.
*Hélas ! on voit que de tout temps
Les petits ont pâti des sottises des grands.*

V. (a) Parse fully, stating reasons for case and mood :—En (lines 16 and 18), campagnes, pâtisse.

(b) *Madame* :—What is the plural of this word ? Name four others which form their plurals similarly.

VI. "The object of 'Les Fables' was to instruct and amuse, whilst in a good natured manner satirising the vices and

follies of mankind." Illustrate this from four fables other than those on the paper.

VII. Sketch briefly the life and character of La Fontaine.

B. SOUVESTRE.

I. Translate :

Le contraste de leurs costumes frappa alors mes regards. Le petit Duval portait un de ces habillements de fantaisie qui joignent le bon goût à l'opulence ; sa veste serrée à la taille était artistement soutachée ; un pantalon plissé depuis la ceinture descendait sur des brodequins vernis à boutons de nacre, et une casquette de velours cachait à demi ses cheveux bouclés. La mise de son conducteur, au contraire, indiquait les dernières limites de la pauvreté, mais de celle qui résiste et ne s'abandonne pas. Sa vieille blouse, diaprée de morceaux de teintes différentes, indiquait la persistance d'une mère laborieuse luttant contre les usures du temps ; les jambes du pantalon, devenues trop courtes, laissaient voir des bas repris à plusieurs fois, et il était évident que ses souliers n'avaient point été primitivement destinés à son usage.

II. Parse in full :—Joignent, mise, laborieuse, devenues, voir, destinés.

III. Tell in what connection the above occurs, and what is the social problem dealt with, in the chapter from which the extract is taken.

IV. Translate :

Mais, parmi les traits lancés de toutes parts, ne s'en trouvera-t-il aucun d'empoisonné ? aucun n'atteindra-t-il un de ces points du cœur où les blessures ne guérissent plus ? Que deviendra une vie livrée à toutes les attaques de la haine envieuse ou de la conviction passionnée ? Les chrétiens n'abandonnaient que les lambeaux de leur chair aux animaux de l'arène ; l'homme puissant livre aux morsures de la plume son repos, ses affections, son honneur !

V. Explain the reference in the above.

VI. Translate :

Une lanterne posée à terre par le garçon éclairait la cour d'une pâle lueur. Tout lui parut vide et désert. On ne voyait aucune trace de ce désordre champêtre indiquant la suspen-

(Over)

sion momentanée d'un travail qui doit être bientôt repris; ni charrette oubliée là où les chevaux avaient été dételés, ni gerbes entassées, en attendant la *batterie*, ni charrue renversée dans un coin et à demi enfouie sous la luzerne fraîchement coupée. La cour était balayée, les granges fermées au cadenas. Pas une vigne grimpant le long des murs; partout la pierre, le bois et le fer!

Il releva la lanterne et s'avança jusqu'à l'angle de la maison. Derrière s'étendait une seconde cour où les hurlements d'un troisième chien se firent entendre; au milieu se dressait un puits recouvert.

Notre voyageur chercha vainement ce petit jardin des fermes, où rampent les potirons bariolés, et où quelques ruches bourdonnent sous les haies d'églantiers et de sureaux. La verdure et les fleurs étaient partout absentes. Il n'aperçut même aucune trace de basse-cour ni de pigeonier. L'habitation de son hôte manquait de tout ce qui fait la grâce, le mouvement et la gaieté de la vie des champs.

VII. (a) *Doit*.—Give the principal parts of this verb, and explain fully its use, with examples.

(b) *S'avanca, balayée*.—Account for these forms.

(c) *Même*.—Give with examples the use of *même*.

VIII. Write brief explanatory notes on:—"Pierre le relieur." "La Fête-Dieu." "Adorateur de Saint-Lundi." "Le dernier sommeil." "Connais-toi toi-même."

C. FEUILLET.

I. Translate:

—Enfin! veuillez vous asseoir, monsieur Odiot. Je vous remercie beaucoup, monsieur, de vouloir bien nous consacrer vos talents. Nous avons grand besoin de votre aide, je vous assure, car enfin nous avons, on ne peut le nier, le malheur d'être fort riches. . .—S'apercevant qu'à ces mots la cousine au deuxième degré levait les épaules:—Oui, ma chère madame Aubry, a poursuivi Mme Laroque, j'y tiens. En me faisant riche, le bon Dieu a voulu m'éprouver. J'étais née positivement pour la pauvreté, pour les privations, pour le dévouement et le sacrifice; mais j'ai toujours été contrariée. Par exemple, j'aurais aimé à avoir un mari infirme. Eh bien! M. Laroque était une homme d'une admirable santé. Voilà comme ma destinée a été et sera manquée d'un bout à l'autre.

II. Parse in full:—Veuillez, vous asseoir, y, tiens, étais née, manquée.

III. Sketch the characters of Mme Aubry and Mme Laroque.

IV. Translate :

—Eh bien ! allez, dit la jeune fille en s'asseyant avec résignation ; allez couper votre gaule, monsieur.

M. de Bévallan, qu'il n'est pas très facile de décontenancer, disparut alors dans un fourré voisin, où nous entendîmes pendant un moment craquer des branchages ; puis il revint armé d'un long jet de noisetier qu'il se mit à dépouiller de ses feuilles.

—Est-ce que vous comptez atteindre l'autre rive avec ce bâton, par hasard ? dit Mlle Marguerite, dont la gaité commençait manifestement à s'éveiller.

V. State what immediately follows this extract.

VI. Translate :

—Eh bien ! monsieur, conseillez-moi. J'ai confiance en vous plus qu'en moi-même, car je sens que la mauvaise fortune, toujours exposée au soupçon, a pu irriter chez moi jusqu'à l'excès les susceptibilités de l'honneur. Parlez. M'engagez-vous à oublier le serment indiscret, mais solennel pourtant, qui, en ce moment me sépare seul, je le crois, du bonheur que vous aviez rêvé pour votre fils d'adoption ?

M. Laubépin s'est levé ; ses épais sourcils se sont abaissés sur ses yeux, il a parcouru la chambre à grands pas pendant quelques minutes ; puis, s'arrêtant devant moi et me saisissant la main avec force :—Jeune homme, m'a-t-il dit, il est vrai, je vous aime comme mon enfant ; mais, dût votre cœur se briser, et le mien avec le vôtre, je ne transigerai pas avec mes principes. Il vaut mieux outre-passer l'honneur que de rester en deçà : en matière de serments, tous ceux qui ne nous sont pas demandés sont à la pointe du couteau ou à la bouche d'un pistolet, il ne faut pas les faire, ou il faut les tenir. Voilà mon avis.

—C'est aussi le mien. Je partirai demain avec vous.

—Non, Maxime, demeurez encore quelque temps ici. Je ne crois pas aux miracles, mais je crois à Dieu, qui souffre rarement que nous périssions par nos vertus. . . .

VII. (a) Dût,—Give the principal parts of this verb and explain fully its use, with examples.

(b) Engagez, levé,—Note any peculiarities in verbs of these kinds.

(Over)

(c) Même.—Give with examples the uses of même.

VIII. Write brief explanatory notes on:—"M. de Beauchêne est mort!" "Champcey d'Hauterive." "Mervyn."
"Yo el Rey." "Cette Cathédrale."

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UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

GENERAL B. A.

FRENCH GRAMMAR AND COMPOSITION.

I.

1. Write a note on the use of the subjunctive after expressions of fearing.

2. Distinguish:

- (a) Between 'faites-les accuser' and 'faites-les s'accuser.'
- (b) Between 'j'agis de sorte que je réussisse' and 'j'agis de sorte que j'ai réussi.'

3. Translate into French:—

- (a) He would'nt do what I wanted him to do.
- (b) Whatever you do you will never be able to persuade me that I am wrong.
- (c) I thought I heard some one reading aloud, but I must have been mistaken.
- (d) I shall tell him what I think of him.
- (e) We have taken care that that should'nt occur again.
- (f) Not that I was mistaken, but he thought I was.

4. Name and illustrate three classes of adjectives that come after the noun.

5. Correct the following where necessary:

- (a) Bonjour le Docteur.
- (b) Il me semble que vous me craigniez.
- (c) La belle journée qu'il a faite!
- (d) Si ce ne sont mes amis, je ne sais ce que je vas faire.
- (e) Voici les livres qu'il a faits venir.
- (f) Il en restent trois livres.
- (g) C'est vous qui l'a fait.
- (h) Se connaît-il bien de tableaux?
- (i) Ayez votre leçon finie avant huit heures.

(Over)

6. Write the feminine of *public*, *sot*, and *tiers*.

7. Translate into French :

"Tell me what you have done since you left the army," I said to the old soldier.

"After the collapse of Waterloo, I spent three months in the hospital, and then I went to Paris. There I could find neither friend nor relation. My old major, whom I met, offered me a place in his house. Good wages, and not much to do. The place suited me well, but I thought I could do something better.

"Then I went to Clamart, where I found an old comrade, and worked there in the quarries. At first I played the part of a conscript, but soon I earned my bread among the good workmen. I was changing rocks into houses. That flattered me, and made me feel that I was doing something to embellish my native land. One day, however, one of my companions, who was rather too fond of brandy, took it into his head to strike a light near a loaded mine. The mine caught fire, killed three men, and carried off one of my arms. The difficulty then was to find a trade at which I could work with five fingers instead of ten."

8. Translate into French :

The Duchess. I have just been to see those poor monks in the convent. They are dying of cold. They have no wood, though they have plenty of scourges. We must send them some wood to warm them. See how I am shivering! Where is my steward? Oh, here he is. My good Peter, go at once and send some wood to the convent for the poor monks. Justine, bring my armchair near the fire. That's right.

[The heat of the fire gradually overcomes her, and she is beginning to go to sleep when the steward enters.]

The Steward. My lady, I have come to ask how many cartloads of wood I am to send to the convent.

The Duchess (waking). Wood? For the convent? Oh yes. I had forgotten. Well, you may wait a bit, I think, the weather has grown much milder.

III.

9. Translate into English :

Sa sœur Tonnelier sentait amèrement son désavantage. Elle n'était point veuve, et elle n'avait pas de fils ; mais elle avait deux filles, toutes deux gracieuses, plus qu'élégantes, et vives

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comme la poudre. L'une, madame Bacquière, était la femme d'un agent de change; l'autre, madame Van Cuyp, d'un jeune Hollandais établi à Paris. Toutes deux entendaient gaiement la vie et le mariage, affolées d'un bout de l'année à l'autre, dansant, chevauchant, chassant, canotant, coquetant, et chantant lestement les chansons gaillardes des petits théâtres. Camors, dans son temps de sombre humeur, avait pris formellement en grippe ces aimables petits modèles de dissipation mondaine et de frivolité femelle. Depuis que son point de vue avait changé, il leur rendait plus de justice.

10. Translate into English :

—Mais c'est impossible, mon enfant! Voyons, il est impossible que, depuis le temps, vous ne soupçonniez rien?

—Je ne soupçonne rien, madame, dit madame de Camors, car je sais tout.

—Ah! reprit sèchement madame de la Roche-Jugan, s'il en est ainsi, je n'ai rien à objecter; mais il y a des personnes, en ce cas, qui ont des accommodements de conscience bien étranges.

—C'est ce que je me disais tout à l'heure en vous écoutant, madame, dit la jeune femme qui se leva.

—Comme vous voudrez, ma chère petite; . . . mais je vous parlais dans votre intérêt, et je me reprocherais même de ne pas vous parler plus nettement. Je connais mon neveu mieux que vous ne le connaissez, et l'autre aussi. . . . Quoi que vous en disiez, vous ne savez pas tout, entendez-vous! . . . Le général est mort bien brusquement. . . . et après lui, c'est votre tour. . . . Ainsi veillez sur vous, ma pauvre enfant. . . .

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EXAMINATIONS, MAY, 1897.

GENERAL B. A.

GERMAN GRAMMAR.

1. Give rules for the gender of German nouns according to signification.
2. Give the feminine equivalents of Bruder, Neffe, Vetter, Jüngling, Bräutigam.
3. Give rules for the declension of proper names of persons.
4. Name and distinguish between the uses of the six modal auxiliaries, with a short sentence containing each. Give also the first person singular of both the Indicative and Subjunctive moods of each of them.
5. What are the idiomatic uses of *es*?
6. Translate :
 - (a) All the better, if many are present.
 - (b) You are exceedingly kind to do that for me.
 - (c) He was just as clever a boy as his brother.
 - (d) The more you work, the better for you.
7. Give the principal parts of the following verbs, together with the construction they require : *besinnen*, *bieten*, *fragen*, *gleichem*, *schmelzen*, *wiegen*.
8. Translate :
 - (a) I hasten to send you a few words from this beautiful town.
 - (b) He who is not for me is against me.
 - (c) I shall meet you next week, and we shall be together for a fortnight.
 - (d) I remember your friend, because he is such a good shot.
 - (e) He said that in no other country was so much silver found as in his kingdom.
 - (f) You are the richest, for you possess the love of your people.

(Over)

(g) In the nearest corner of the garden there was a bird's nest last summer.

(h) We had such a pleasant journey and arrived yesterday in our new home.

(i) His father showed him, however, that those which held up their heads so proudly were empty, and that those which bent their little heads so modestly were full of the finest grain.

(j) I am going to Germany next week, and shall remain there at least two or three years, to study music. I should very much like to see you before I leave, but I fear that I shall not have time. I shall be at home on Friday, however. Please write at once and tell me whether you can come then.

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PASS GREEK.

ARISTOTLE.

1. Translate :

Τὸν αὐτὸν δὲ τρόπον καὶ ἀποδέχεσθαι χρεῶν ἕκαστον τῶν λεγομένων πεπαιδευμένου γάρ ἐστιν ἐπὶ τοσοῦτον τὰ χριβές ἐπιζητεῖν καθ' ἕκαστον γένος, ἐφ' ὅσον ἢ τοῦ πράγματος φύσις ἐπιδέχεται· παραπλήσιον γάρ φαίνεται μαθηματικῷ τε πιθανολογούντος ἀποδέχεσθαι καὶ ῥητορικὸν ἀποδείξεις ἀπαιτεῖν. Ἐκαστος δὲ κρίνει καλῶς ἃ γινώσκει, καὶ τούτων ἐστὶν ἀγαθὸς κριτής. Καθ' ἕκαστον ἄρα ὁ πεπαιδευμένος, ἀπλῶς δ' ὁ περὶ πᾶν πεπαιδευμένος. Διὸ τῆς πολιτικῆς οὐκ ἐστὶν οἰκέτος ἀχροατῆς ὁ νέος. ἄπειρος γάρ τῶν κατὰ τὸν βίον πράξεων, οἱ λόγοι δ' ἐκ τούτων καὶ περὶ τούτων. Ἐτι δὲ τοῖς πάθεσιν ἀκολουθητικὸς ὢν ματαιῶς ἀκούσεται καὶ ἀνωφελῶς, ἐπειδὴ τὸ τέλος ἐστὶν οὐ γινώσκει ἀλλὰ πρᾶξι. Διαφέρει δ' οὐδὲν νέος τὴν ἡλικίαν ἢ τὸ ἦθος νεαρός· οὐ γάρ παρὰ τὸν χρόνον ἢ ἔλλειψις, ἀλλὰ διὰ τὸ κατὰ πάθος ζῆν καὶ διώκειν ἕκαστα. Τοῖς γάρ τοιούτοις ἀνόητος ἢ γινώσκει γίνεται, καθάπερ τοῖς ἀκρατέσιν· τοῖς δὲ κατὰ λόγον τὰς ὁρέξεις ποιουμένοις καὶ πράττουσι πολυωφελὲς ἂν εἴη τὸ περὶ τούτων εἰδέναι. Καὶ περὶ μὲν ἀχροατοῦ, καὶ πῶς ἀποδεκτέον, καὶ τί προτιθέμεθα, πεφροισμάσθω τοσαῦτα.

2. Par-e: τὸν τρόπον, πεπαιδευμένου, πράξεων, πάθεσιν, ζῆν, πεφροισμάσθω.

3. Translate.

Ταῦτα μὲν οὖν ἀφείσθω· τὸ δὲ καθόλου βέλτιον ἴσως ἐπισημειώσθαι καὶ διαπορήσθαι πῶς λέγεται, καίπερ προσάντους τῆς τοιαύτης ζητήσεως γενομένης διὰ τὸ φίλους ἀνδρας εἰσαγαγεῖν τὰ εἶδη. Δόξειε δ' ἂν ἴσως βέλτιον εἶναι καὶ δεῖν ἐπὶ σωτηρίᾳ γε τῆς ἀληθείας καὶ τὰ οἰκεῖα ἀναιρεῖν, ἄλλως τε καὶ φιλοσόφους ὄντας. ἀμφοῖν γάρ ὄντων φίλων ὅσιον προτιμᾶν τὴν ἀλήθειαν.

(Over)

4. Whose theory of the Good is here referred to? and what are Aristotle's reasons for rejecting it?

5. What are Aristotle's reasons for the following statements?

(a) Λέγοιτο δ' ἂν ἰκανῶς, εἰ κατὰ τὴν ὑποκειμένην ὕλην διασαφιδεῖται.

(b) Ἔστι δὲ καὶ ὁ βίος αὐτῶν καθ' αὐτὸν ἡδύς.

(c) Φαίνεται δ' ὁμοῦς καὶ τῶν ἐκτὸς ἀγαθῶν προσδεομένη, καθάπερ εἶπομεν.

6. Translate:

Ἀπορίαν δὲ καὶ ταῦτα παρέχει τῷ γὰρ μακαρίως βεβιωκότε μέχρι γήρως καὶ τελευτήσαντι κατὰ λόγον ἐνδέχεται πολλὰς μεταβολὰς συμβαίνειν περὶ τοὺς ἐχθόνους, καὶ τοὺς μὲν αὐτῶν ἀγαθοὺς εἶναι καὶ τυχεῖν βίου τοῦ κατ' ἀξίαν, τοὺς δ' ἐξ ἐναντίας. Δῆλον δ' ὅτι καὶ τοῖς ἀποστήμασι πρὸς τοὺς γονεῖς παντοδαπῶς ἔχειν αὐτοὺς ἐνδέχεται. Ἄτοπον δὲ γίνοιτο ἂν, εἰ συμμεταβάλλοι καὶ ὁ θεογενεὶς καὶ γίνοιτο ὅτε μὲν εὐδαιμόνων πάλιν δ' ἀθλῖος. Ἄτοπον δὲ καὶ τὸ μηδὲν μηδ' ἐπὶ τινα χρόνον συνακνεῖσθαι τὰ τῶν ἐχθόνων τοῖς γονεῦσιν. Ἄλλ' ἐπανιτέον ἐπὶ τὸ πρότερον ἀπορηθέν· τάχα γὰρ ἂν θεωρηθεῖ καὶ τὸ νῦν ἐπιζητούμενον ἐξ ἐκείνου. Εἰ δὲ τὸ τέλος ὁρᾶν δεῖ καὶ τότε μακαρίζεν ἕκαστον οὐχ ὡς ὄντα μακάριον ἀλλ' ὅτι πρότερον ἦν, πῶς οὐκ ἄτοπον, εἰ ὅτ' ἔστιν εὐδαιμόνων, μὴ ἀληθεύσεται κατ' αὐτοῦ τὸ ὑπάρχον, διὰ τὸ μὴ βούλεσθαι τοὺς ζῶντας εὐδαιμονίζειν διὰ τὰς μεταβολὰς, καὶ διὰ τὸ μόνιμόν τι τὴν εὐδαιμονίαν ὑπεικλεῖσθαι καὶ μηδαμῶς εὐμετάβολον, τὰς δὲ τύχας πολλακίς ἀνακνυκλεῖσθαι περὶ τοὺς αὐτοὺς;

7. Give the principal parts of the underlined verbs.

8. What is referred to in the ταῦτα of the above extract? and by whom were statements referred to in ταῦτα made?

9. State briefly Aristotle's theory of the highest good.

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EXAMINATIONS, MAY, 1897.

PASS LATIN.

1. Translate :
Traduisez :

Pater ipse colendi
Haud facilem esse viam voluit, primusque per artem
Movit agros curis acuens mortalia corda,
Nec torpere gravi passus sua regna veterno.
Ante Iovem nulli subigebant arva coloni;
Ne signare quidem aut partiri limite campum
Fas erat: in medium quaerebant, ipsaque tellus
Omnia liberius nullo poscente ferebat.
Ille malum virus serpentibus addidit atris,
Praedarique lupos iussit pontumque moveri,
Mellaque decussit foliis, ignemque removit,
Et passim rivis currentia vina repressit,
Ut varias usus meditando extunderet artes
Paullatim, et sulcis frumenti quaereret herbam,
Ut silicis venis abstrusum excuderet ignem.

2. Parse :

Analysez :

Acuens, passus, poscente, foliis, extunderet, silicis.

3. (a) Name the figures of speech in :

Nommez les figures de rhétorique dans:

Haud facilem. subigebant.

- (b) *Ante Jovem*—What age is the poet here describing ?

Quel âge le poète décrit-il ici ?

- (c) *Mella decussit foliis*—What was the ancients' belief ?

Quelle était la croyance des anciens ?

4. (a) How did Virgil regard labor ?

Comment Virgile considérait-il le travail ?

- (b) "Ut varias usus meditando extunderet artes

Paullatim."

Show by an examination of the meaning of these words
that Virgil dwelt strongly on the necessity of persevering
labor.

(Over)

Montrez par un examen du sens de ces mots que Virgile considérait comme très importante la nécessité d'un travail constant.

5. Translate :

Traduisez :

Maximus hic flexu sinuoso elabitur Auguis
Circum perque duas in morem fluminis Arctos,
Arctos Oceani metuentes aequore tingui.
Illic, ut perhibent, aus intempesta silet nox
Semper et obtenta densentur nocte tenebrae ;
Aut redit a nobis Aurora diemque reducit,
Nosque ubi primus equis Oriens adflavit anhelis,
Illic sera rubens accendit lumina Vesper.
Hinc tempestates dubio praediscere caelo
Possumus, hinc messisque diem tempusque serendi,
Et quando infidum remis impellere marmor
Conveniat, quando armatas deducere classes,
Aut tempestivam silvis evertere pinum.

6. Parse :

Analysez: *flexu, tingui, obtenta, messis, conveniat.*

7. Scan the last four lines of this extract :

Scandez les quatre derniers vers de l'extrait.

8. Translate:

Traduisez :

Iam pridem nobis caeli te regia, Caesar,
Invidet, atque hominum queritur curare triumphos,
Quippe ubi fas versum atque nefas : tot bella per orbem,
Tam multae scelerum facies ; non ullus aratro
Dignus honos ; squalent abductus arva colonis,
Et curvae rigidum falces conflantur in ensem.
Hinc movet Euphrates, illinc Germania bellum ;
Vicinae ruptis inter se legibus urbes
Arma ferunt ; saevit toto Mars impius orbe :
Ut cum carceribus sese effudere quadrigae,
Addunt in spatia, et frustra retinacula tendens
Fertur equis auriga, neque audit currus habenas.

9. (a) Parse :

Analysez : *queritur, ruptis, carceribus, effudere.*

(b) Account for the case of :

Donnez la raison du cas de : *nobis, bella, aratro, colonis, orbe.*

10. Write explanatory notes on:
Ecrivez des notes explicatives sur: *Caesar, Mars impius, carceribus.*

11. Name the figures of speech in this passage.
Nommez les figures de rhétorique dans ce passage.

12. (a) Who is said to have suggested to Virgil the subject of the Georgics?

Qui dit-on a suggéré à Virgile le sujet des Géorgiques?

(b) What purposes had he in mind beyond getting Virgil to write simply "directions for farmers?"

Quelles intentions avait-il à part celle de déterminer Virgile à écrire simplement "des directions pour les agriculteurs?"

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EXAMINATIONS, MAY, 1897.

B. A. PASS FRENCH.

LA FONTAINE.

I.

Translate :

LE CHÊNE ET LE ROSEAU.

Le chêne un jour dit au roseau :
Vous avez bien sujet d'accuser la nature ;
Un roitelet pour vous est un pesant fardeau ;
Le moindre vent qui d'aventure
Fait rider la face de l'eau,
Vous oblige à baisser la tête ;
Cependant que mon front, au Caucase pareil,
Non content d'arrêter les rayons du soleil,
Brave l'effort de la tempête.
Tout vous est aquilon, tout me semble zéphyr.
Encor si vous naissiez à l'abri du feuillage
Dont je couvre le voisinage,
Vous n'auriez pas tant à souffrir ;
Je vous défendrais de l'orage :
Mais vous naissez le plus souvent
Sur les humides bords des royaumes du vent.
La nature envers vous me semble bien injuste.
Votre compassion, lui répondit l'arbuste,
Part d'un bon naturel ; mais quittez ce souci :
Les vents me sont moins qu'à vous redoutables ;
Je plie, et ne romps pas. Vous avez jusqu'ici
Contre leurs coups épouvantables
Résisté sans courber le dos ;
Mais attendons la fin. Comme il disait ces mots,
Du bout de l'horizon accourt avec furie
Le plus terrible des enfants
Que le nord eût portés jusque-là dans ses flancs.
L'arbre tient bon, le roseau plie.
Le vent redouble ses efforts,
Et fait si bien qu'il déracine
Celui de qui la tête au ciel était voisine,
Et dont les pieds touchaient à l'empire des morts.
(Over)

(a) "Naissez,"—"part,"—"accourt."— Parse these words and give the principal parts of the verbs to which they belong.

(b) What is the lesson contained in this fable ?

II.

Translate :

LA COLOMBE ET LA FOURMI.

L'autre exemple est tiré d'animaux plus petits.
Le long d'un clair ruisseau buvait une colombe,
Quand sur l'eau se penchant une fourmis y tombe ;
Et dans cet océan l'on eût vu la fourmis
S'efforcer, mais en vain, de regagner la rive.
La colombe aussitôt usa de charité :
Un brin d'herbe dans l'eau par elle étant jeté,
Ce fut un promontoire où la fourmis arrive.
Elle se sauve. Et là-dessus
Passe un certain croquant qui marchait les pieds nus :
Ce croquant, par hasard, avait une arbalète.
Dès qu'il voit l'oiseau de Vénus,
Il le croit en son pot, et déjà lui fait fête.
Tandis qu'à le tuer mon villageois s'apprête,
La fourmis le pique au talon.
Le vilain retourne la tête :
La colombe l'entend, part, et tire de long.
Le souper du croquant avec elle s'envole :
Point de pigeon pour une obole.

(a) "L'on," account for the "l'" and name other instances when it should be used.

(b) "Usa," give the different meanings of "user" and "user de."

(c) "Jeté." write in full indicative present and imperfect subjunctive.

(d) What precept is illustrated by this fable ?

III.

Give a sketch of La Fontaine's life and works.

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EXAMINATIONS, MAY, 1897.

JEVON'S LOGIC.

1. Distinguish between connotative and non-connotative terms. Apply the distinction in the case of proper names.
2. Give examples of hypothetical, disjunctive, indefinite, particular and exclusive propositions.
3. State and explain the distribution of the predicate (a) in a universal affirmative proposition, (b) in a particular negative proposition.
4. Give the contradictory and contrapositive of each of the following: (a) Blessed are the peacemakers. (b) Not every tale we hear is to be believed.
5. Write out the rules of the syllogism.
6. Prove that if one premise be particular, the conclusion must be particular.
7. Examine following arguments; where they are valid, reduce them to syllogistic form; and where they are invalid, explain the nature of the fallacy, (1) He that is of God heareth my words: ye therefore hear them not because ye are not of God. (2) All the fish that the net enclosed were an indiscriminate mixture of various kinds; those that were set aside and saved as valuable were fish that the net enclosed; therefore those that were set aside and saved as valuable were an indiscriminate mixture of various kinds. (3) It will certainly rain for the sky looks very black.
8. State and explain the difference in character and validity between a perfect and an imperfect induction.
9. Define and exemplify (a) the method of difference, and (b) the method of concomitant variations.

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EXAMINATION

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EXAMINATIONS, MAY, 1897.

PREVIOUS.

CHEMISTRY.

1. The three oxides of a metal contain respectively 22.54, 30.38 and 36.78 per cent of oxygen. Show that these numbers are in accordance with the Law of Multiple Proportion.
2. Define the terms *molecule* and *molecular weight*. State what physical measurements are made for the determination of molecular weights, and explain how the molecular weights are deduced from the data so obtained.
3. Select the five elements you consider most abundantly distributed in nature, and state their methods of occurrence. In what part of Mendeleeff's Table would you look for the commoner elements?
4. Give an account of the properties of oxygen and hydrogen. Why are these substances called "elements"?
5. State the chemical composition of the atmosphere. Give a brief account of the chemistry of (a) combustion, (b) respiration, (c) putrefaction.
6. Explain how plants obtain their food. Why is it necessary to employ fertilizers to get the best results from the soil?
7. Describe in detail some typical metal, such as sodium, and point out in what particulars it differs most from an element like chlorine. Why is it impossible to make an exact distinction between metals and non-metals?
8. Write a brief note on the general properties of gases. When steam is passed over red-hot carbon there is formed, under certain conditions, hydrogen and carbon monoxide. Compare the volumes of the three gases involved.
9. Write equations expressing the chemical changes which take place when the following substances are treated with sulphuric acid: Zinc, zinc oxide (ZnO), zinc hydroxide, zinc carbonate, zinc sulphide, zinc sulphite, zinc chloride, zinc nitrate.

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EXAMEN, MAI, 1897.

PREMIER.

CHIMIE.

1. Les 3 oxydes d'un métal contiennent respectivement 22.54, 30.38, 36.78 pour cent, d'oxygène. Montrez que ces nombres sont en parfait accord avec la loi des proportions multiples.
2. Définissez les termes suivants: *molécule*, *poids moléculaire*. Décrivez les expériences physiques qu'il faut faire, pour arriver à la détermination du poids moléculaire du résultat de ces expériences.
3. Choisissez les 5 éléments que vous considérez comme les plus abondamment distribués dans la nature; et donnez leur état naturel. Dans quelle partie de la table de Mendéléef se trouvent les éléments les plus ordinaires?
4. Quelles sont les propriétés de l'hydrogène et de l'oxygène? Pourquoi ces substances sont-elles appelées "éléments"?
5. Quelle est la composition chimique de l'atmosphère? Donnez un court aperçu des phénomènes chimiques qui ont lieu dans (a) la combustion, (b) la respiration, (c) la putréfaction.
6. Expliquez comment les plantes se nourrissent. Pourquoi est-il nécessaire d'employer des engrais pour rendre le sol plus fertile?
7. Rendez compte en détail de quelque métal important et original, comme le sodium, et faites ressortir les traits caractéristiques par lesquels il diffère le plus d'un élément comme le chlore. Pourquoi est-il impossible de faire une distinction exacte entre les métaux et les métalloïdes?
8. Donnez un court aperçu des propriétés générales des gaz. Quand un courant de vapeur d'eau passe sur du char-
(Tournez)

bon chauffé au rouge, il forme, dans certaines conditions, de l'hydrogène et du monoxyde de carbone. Comparez les volumes des 3 gaz en question.

9. Ecrivez les équations qui expriment les changements chimiques qui ont lieu quand les substances suivantes sont traitées avec l'acide sulfurique : zinc, oxyde de zinc (ZnO), hydroxyde de zinc, carbonate de zinc, sulfure de zinc, sulfite de zinc, chlorure de zinc, nitrate de zinc.

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EXAMINATIONS, MAY, 1897.

PREVIOUS—FOR SCHOLARSHIPS.

CHEMISTRY.

1. Compare, as fully as you can, the properties of the elements of the chlorine family with those of the metals of the alkalis.
2. What weight of water, and what volume of carbon dioxide would be formed on completely burning a kilogramme of turpentine ($C_{10}H_{16}$)? What substances are formed when turpentine is burnt in chlorine?
3. In a balloon ascent in 1861 it is stated that Mr. Glaisher reached such a height that the barometer fell to 7 inches, the thermometer then reading 16 below zero Centigrade. In (about) what ratio would respiration have to be accelerated to meet these new conditions, it being assumed that a definite quantity of air must be breathed in a given time, and that the volume of air is the same in each inspiration?
4. "The earlier observers obtained the number 128 (for the atomic weight of tellurium) and this was confirmed in 1879 by Wills . . . Brauner . . . finds that all reliable methods . . . lead to about 126.5"—Roscoe and Schorlemmer, 1894.
Why then is the atomic weight supposed to be 124?

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EXAMEN, MAI, 1897.

PREMIER—POUR LES BOURSES.

CHIMIE.

1. Comparez, aussi complètement que possible, les propriétés des éléments de la famille du chlore avec les propriétés des métaux de la famille des alcalis.
2. Quel poids d'eau et quel volume de bioxyde de carbone sont formés par la combustion complète d'un kilogramme de térébenthine ($C_{10}H_{16}$)? Quelles substances sont formées par la combustion de la térébenthine dans le chlore?
3. En 1861 eut lieu une ascension en ballon, et l'aéronaute, Mr. Glaisher, constata qu'il avait atteint une telle hauteur, que la pression barométrique n'était plus que de 7 pouces, et que le thermomètre marquait 16 au-dessous du zéro centigrade. Dites (approximativement) dans quel rapport la respiration devait être accélérée dans ces conditions, étant donné qu'une quantité d'air déterminée doit être respirée dans un temps déterminé, et que le volume de l'air aspiré est le même pour chaque aspiration.
4. "Les premiers qui ont observé le tellurium ont trouvé 128 pour poids atomique de cet élément. Ce résultat a été confirmé en 1879 par Wills . . . Brauner . . . trouve que les méthodes les plus précises conduisent à peu près, au nombre 126.5."—Roscoe et Schorlemmer, 1894. Pourquoi donc le poids atomique du tellurium est-il supposé être 124?

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EXAMINATIONS, MAY, 1897.

PREVIOUS—PREMIER.

HOMER—HOMÈRE.

1. Translate :

Traduisez :

ἔλκε δ' ὀμοῦ γλυφίδας τε λαβῶν καὶ νεῦρα βόεια
νευρῶν μὲν μαζῶν πέλασεν, τόξω δὲ σίδηρον.
καὶ τὰρ ἐπειδὴ κυκλωτέρης μέγα τόξον ἔτεινεν,
λίγξεν βιός, νευρῶν δὲ μέγ' ἴαχεν, ἄλλο δ' οἰστός
ὄξυβελής, καθ' ὄμιλον ἐπιπέσθαι μενεαίνων.
Οὐδὲ σέθεν, Μενέλαε, θεοὶ μάκαρες, λελάθοντο
ἀθάνατοι, πρώτη δὲ Διὸς θυγάτηρ ἀγέλειη,
ἣ τοι πρόσθε στῦσα βέλος ἐχέπευκὸς ἄμυνεν.
ἣ δὲ τόσον μὲν ἔεργεν ἀπὸ χροός, ὡς ὅτε μήτηρ
παιδὸς ἐέργη μῦθον, ὃν ἠδέε' ἔλεξεται ὑπὸν
αὐτῆ δ' αὐτ' ἴθυνεν, ὃντι ζωστήριος ὄχηες
χρύσειοι σύνεχον καὶ διπλῶος ἦν τετο θώρηξ.
ἐν δ' ἔπεσε ζωστήρι ἀρηρότι πικρὸς οἰστός.
διὰ μὲν ἄρ' ζωστήριος ἐλήλατο δαιδαλέοιο,
καὶ διὰ θώρηκος πολυδαίδαλου ἠρήρειστο
μίτρης θ', ἣν ἐφόρει ἔρυμα χροός, ἔρκος ἀκόντιων,
ἣ οἱ πλείστον ἔρυτο. διαπρὸ δὲ εἶσατο καὶ τῆς.
ἀκρότατον δ' ἄρ' οἰστός ἐπέγραψε χροά φωτός·
αὐτίκα δ' ἔρρεεν αἶμα κελαινεφές ἐξ ὠτειλῆς.

2. Parse the underlined words.

Analysez les mots soulignés.

3. Distinguish between ζωστήρι, μίτρα, and ζώνη.

Quelle différence y a-t-il entre ζωστήρι, μιτρα, et ζώνη.

(Over)

Derive :

Donnez l'étymologie de :

κυκλοτερές, ὄξυβελής, ὄμιλον, ἀγελέη, δαιδαλέοιο,
κελαινεφές.

Explain the genitive in ἀκόντων.

Expliquez le génitif de ἀκόντων.

4. Note any figures of speech in the extract, and mention other instances from this book of Homer's felicitous use of figures.

Indiquez les figures de rhétorique de l'extrait et citez d'autres exemples tirés de ce livre, de l'heureux emploi qu'Homère fait des figures.

5. Translate :

Traduisez :

ἦτοι μὲν γὰρ ἄτερ πολέμου εἰσῆλθε Μυκήνας
Ξεῖνος δ' ἀντιθέω Πολυνείκει, λαὸν ἀγείρων,
οἳ ῥα τότε στρατόωνθ' ἱερά πρὸς τείχεα θήβης
καὶ ῥα μάλα λίσσοντο δόμεν κλειτούς ἐπικούρους.
οἳ δ' ἐθέλον δόμεναι καὶ ἐπήνεον, ὡς ἐκέλευον
ἀλλὰ Ζεὺς ἔτρεψε παραίσια σήματα φαίνων.
οἳ δ' ἐπεὶ οὖν ᾤχοντο ἰδὲ πρὸ ὁδοῦ ἐγένοντο,
Ἄσωπὸν δ' ἴκοντο βαθύσχοινον λεχεποίην,
ἐνθ' αὐτ' ἀγγελίην ἐπὶ Τυδῆ στεῖλαν Ἀχαιοί.
αὐτὰρ ὁ βῆ, πολέας δὲ κινήσατο Καδμείωνας
δαινομένους κατὰ δῶμα Βίης Ἐτεοκλήριος.
ἐνθ' οὐδὲ ξεῖνός περ ἐὼν ἱππηλάτα Τυδεὺς
τάρβει, μῦνος ἐὼν πολέσιν μετὰ Καδμείοισιν,
ἀλλ' ὃ γ' ἀεθλεύειν προκαλιζέτο, πάντα δ' ἐνίκαι
ρηϊδίως· τοίη οἳ ἐπίρροθος ἦεν Ἀθήνη.

6. Parse and derive the underlined words.

Analysez les mots soulignés et donnez-en l'étymologie.

7. Explain the case of ἀγγελίην, and the meanings of ξεῖνος. Give the allusion in the extract.

Expliquez le cas de ἀγγελίην, et les différents sens de ξεῖνος.

8. Scan the last four lines.

Scandez les quatre derniers vers.

9. What reasons have been advanced to show that the poems of Homer were not composed in the form in which we have them?

Quelles raisons a-t-on apportées pour montrer que les poèmes l'Homère ne furent pas composés dans la forme dans laquelle nous les avons.

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EXAMINATIONS, MAY, 1897.

PREVIOUS—PREMIER.

DEMOSTHENES AND PLATO.

I. DEMOSTHENES.

1. Translate :

Traduisez :

καίτοι τί δή ποτ' ὦ ἄνδρες Ἀθηναῖοι νομίζετε τὴν μὲν τῶν Παναθηναίων ἑορτὴν καὶ τὴν τῶν Διονυσίων ἀεὶ τοῦ καθήκοντος χρόνου γίνεσθαι, ἂν τε δεινοὶ λάχωσιν ἂν τ' ἰδιῶται οἱ τούτων ἑκατέρων ἐπιμελούμενοι, εἰς δ' ὅσαυτ' ἀναλίσχετε χρήματα, ὅσ' οὐδ' εἰς ἓνα τῶν ἀποστόλων, καὶ τοσοῦτον ὄχλον καὶ παρασκευὴν ὅσην οὐκ οἶδ' εἴ τι τῶν ἀπάντων ἔχει, τοὺς δ' ἀποστόλους πάντας ὕμν ὕστερίζειν τῶν καιρῶν, τὸν εἰς Μεθώνην, τὸν εἰς Παγασάς, τὸν εἰς Ποτεídaian; ὅτι κείνα μὲν πάντα νόμῳ τέτακται, καὶ προοίδεν ἕκαστος ὕμῶν ἐκ πολλοῦ, τίς χορηγὸς ἢ γυμνασιάρχος τῆς φυλῆς, πότε καὶ παρὰ τοῦ καὶ τί λαβόντα τί δεῖ ποιεῖν, οὐδέν ἀνεξέταστον οὐδ' ἀόριστον ἐν τούτοις ἡμέληται, ἐν δὲ τοῖς περὶ τοῦ πολέμου καὶ τῇ τούτου παρασκευῇ ἄτακτ' ἀδιόρθωτ' ἀόρισθ' ἅπαντα.

2. Parse fully :

Analysez complètement :

λάχωσιν, χρόνου, καιρῶν, τέτακται, λαβόντα, ἡμέληται, προοίδεν.

3. Write an explanatory note upon :

Ecrivez une note explicative sur :

“χορηγός,” των, παναθηναίων.

4. When was the first Philippic delivered? State concisely those facts in the history of Macedonia and the Greek States which called forth the speech.

Quand la premier Philippique fut-elle donné? Racontez brièvement les faits de l'histoire de la Macédoine et des états de la Grèce, qui occasionnèrent ce discours.

(Over)

II. PLATO.

1. Translate :
Traduisez :

ἐπεὶ ὁ γε ἀποθανών πελάτης τις ἦν ἐμός, καὶ ὡς ἐγεωροῦμεν ἐν τῇ Νάξῳ, ἐθήτευσεν ἐκεῖ παρ' ἡμῖν παροινήσας οὖν καὶ ὀργισθεὶς τῶν οἰκετῶν τινὲ τῶν ἡμετέρων ἀποσφάττει αὐτόν· ὁ οὖν πατήρ ξυνδήσας τοὺς πόδας καὶ τὰς χεῖρας αὐτοῦ, καταβαλὼν εἰς τάφρον τινά, πέμπει δεῦρο ἄνδρα πενσόμενον τοῦ ἐξηγητοῦ ὅτι χρὴ ποιεῖν. ἐν δὲ τούτῳ τῷ χρόνῳ τοῦ δεδεμένου ὀλιγώρει τε καὶ ἡμέλει ὡς ἀνδροφόνου καὶ οὐδὲν ὄν πρᾶγμα, εἰ καὶ ἀποθάνοι ὅπερ οὖν καὶ ἔπαθεν. ὑπὸ γὰρ λιμοῦ καὶ βίγους καὶ τῶν δεσμῶν ἀποθνήσκει πρὶν τὸν ἄγγελον παρὰ τοῦ ἐξηγητοῦ ἀφικέσθαι. ταῦτα δὴ οὖν καὶ ἀγανακτεῖ ὁ τε πατήρ καὶ οἱ ἄλλοι οἰκεῖοι, ὅτι ἐγὼ ὑπὲρ τοῦ ἀνδροφόνου τῷ πατρὶ φόνου ἐπεξέρχομαι, οὔτε ἀποκτείναντι, ὡς φασι ἐκεῖνοι, οὔτ' εἰ ὅ τι μάλιστ' ἀπέκτεινεν, ἀνδροφόνου γε ὄντος τοῦ ἀποθανόντος, οὐ δεῖν φροντίζειν ὑπὲρ τοῦ τοιούτου· ἀνοσίον γὰρ εἶναι τὸ υἷον πατρὶ φόνου ἐπεξιέναι· κακῶς εἰδότες, ὧ Σώκρατες, τὸ θεῖον ὡς ἔχει τοῦ ὀσίου τε πέρι καὶ τοῦ ἀνοσίου.

2. Parse the underlined words.
Analysez les mots soulignés.

3. What definitions of piety does Euthyphro give?
Quelles sont les définitions de la piété données par Euthyphron?

4. Translate :
Traduisez :

τούτων δὲ τῶν μὲν πραχθέντων, τῶν δ' ἐπιχειρουμένων οὔτ' Ἐρετριεῦσιν ἐβοήθησεν Ἑλλήνων οὐδείς οὔτε Ἀθηναίους πλὴν Λακεδαιμονίων· οὗτοι δὲ τῇ ὑστεραίᾳ τῆς μάχης ἀφίκοντο· οἱ δ' ἄλλοι πάντες ἐκπεπληγμένοι, ἀγαπῶντες τὴν ἐν τῷ παρόντι σωτηρίαν, ἡσυχίαν ἤρουν. ἐν τούτῳ δὴ ἂν τις γενόμενος γνοίη, οἷοι ἄρα ἐτύγχανον ὄντες τὴν ἀρετὴν οἱ Μαραθῶνι δεξάμενοι τὴν τῶν βαρβάρων δύναμιν καὶ κολασάμενοι τὴν ὑπερηφανίαν ὅλης τῆς Ἀσίας καὶ πρῶτοι στήσαντες τρόπια τῶν βαρβάρων, ἡγεμόνες καὶ διδάσκαλοι τοῖς ἄλλοις γενόμενοι, ὅτι οὐκ ἄμαχος εἴη ἡ Περσῶν δύναμις ἀλλὰ πᾶν πλῆθος καὶ πᾶς πλοῦτος ἀρετῇ ὑπείχει. ἐγὼ μὲν οὖν ἐκείνους τοὺς ἄνδρας φημί οὐ μόνον τῶν σωμάτων τῶν ἡμετέρων πατέρας

εἶναι,
ἐν τῇδ
τὰς ὕσ
σωτηρ

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D

εἶναι, ἀλλὰ καὶ τῆς ἐλευθερίας τῆς τε ἡμετέρας καὶ ξυμπάντων τῶν
ἐν τῇδε τῇ ἡπειρῷ· εἰς ἐκεῖνο γὰρ τὸ ἔργον ἀποβλέψαντες καὶ
τὰς ὑστέρας μάχας ἐτόλμησαν διακινδυνεύειν οἱ Ἕλληνες ὑπὲρ τῆς
σωτηρίας, μαθηταὶ τῶν Μαραθῶνι γενόμενοι.

5. Parse the underlined words.
Analysez les mots soulignés.

6. Account for the cases of:
Donnez la raison des cas de :

μάχης, Μαραθῶνι, ἀρετῇ.

γοῦμεν ἐν
ὄργισθεις
ὄν πατήρ
ς τάφρον
ὄη ποιεῖν.
μέλει ὡς
οὖν καὶ
ποθνήσκει
ὄη οὖν καὶ
ὄυ ἀνδρο-
ὄς φασιν
ὄντος τοῦ
ὄσιον γάρ
ὄκρατες,

nées par

ὄνων οὐτ'
ὄιοις πλήν
ὄσο· οἱ δ'
τι σωτη-
ὄιοι ἄρα
τῶν βαρ-
ὄσιας καὶ
ὄδάσναλοι
ὄμμες ἀλλὰ
ὄχεινους
πατέρας

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EXAMINATIONS, MAY, 1897.

PREVIOUS.—PREMIER.

GREEK GRAMMAR AND PROSE. GRAMMAIRE GRECQUE ET THÈME.

1. Decline together :
Déclinez ensemble :

<i>εἰς μάρτυς χειρῶν</i>	} sing.
<i>ἕτερος πέλεκυς δξύ</i>	
<i>ὅτι ἄστυ εὐγενές</i>	} sing. and pl.
<i>ἄλλη ἰχώ ἠδεῖα</i>	

2. Give the dat. sing. and plur. of the following :
Donnez le dat. sing. et plu. des mots suivants :

*γίγας, ἀναξ, λαγώς, ἰεῖς (masc.), φρέαρ, Ἐραψ, δεινα
λεων, σώφρων.*

3. (a) How are the comparative and superl. formed in adj.
ending in *ος* and *ης* ?

Give examples.

Comment se forment le comp. et le superl. dans les
adj. terminés par *ος* et *ης* ?

Donnez des exemples.

(b) Compare :

Donnez les degrés de comparaison de :

ἐχθρός, χαρίεις, μαλα, μέλας, πολύ, δεινός, ἠδύς, ῥάδιος.

4. Give the rule for forming the future in the passive voice
and the 2nd aor. indicative in the three voices with examples.

Donnez la manière de former le futur passif et l'aor. 2nd
indicatif dans les trois voix, avec exemples.

5. Write out the imperf. indic. active and the aor. opt.
middle of :

Ecrivez l'imparf. de l'ind. actif et l'aor. optat. moyen de :
χράω, φιλέω, τίθημι, τίνω, θύω, δήλω.

(Over)

6. (a) What cases are governed by the adjectives expressing usefulness, desire, and abundance, with examples?

(b) What case constructions are used after verbs meaning to accuse, to give, to teach, and to fill? Give examples.

(a) Quels cas gouvernent les adjectifs exprimant l'utilité, le désir, et l'abondance, avec exemples?

(b) A quels cas se mettent les régimes indirects des verbes actifs signifiant accuser, donner, enseigner, et remplir, avec exemples?

7. (a) What are the rules for expressing: place *where*, *whence* and *whither*, when the noun of place is the proper name of a city? Give examples.

(b) Explain and give an example of relative attraction.

(a) Quelles sont les règles pour exprimer les questions de lieu, *ubi*, *unde*, *quo*, quand le nom de lieu est un nom propre de ville? Donnez des exemples.

(b) Expliquez l'attraction ordinaire et donnez un exemple.

8. What is the use of the particle *ἄν*, and with what moods is it employed?

Quel est l'usage de la particule *ἄν*, et avec quel mode l'emploie-t-on?

Translate into Greek:

(a) In answer to Socrates' question Euthyphro said. Piety is doing as I am doing, that is, prosecuting anyone who is guilty of wrong doing whether he chance to be your father or friend; and not to punish them is impiety. Now consider, Socrates, how great is the proof of my statement. For do not men regard Zeus as the best and most righteous of the Gods? And yet they admit that he bound his father because he destroyed his sons. Yet when I proceed against my father for his misdeed, they are angry with me.

(b) Whenever, O Athenians, speeches are made regarding the continual acts of Philip in opposition to the peace I observe that the arguments on your behalf appear both just and simple and that all who accuse Philip always seem to say the right thing; but nothing is done that ought to be done, nothing for which it is worth while to hear these addresses. The reason of this is that, although it is necessary to oppose not by mere words but by actual deeds, those who seek to harm us, we orators fearing that you may be unwilling to hear us are not always ready to advise such measures.

Traduisez en Grec :

(a) En réponse à la question de Socrate Euthyphron dit : La piété agit comme j'agis moi-même, c'est à dire qu'elle poursuit quiconque est coupable d'injustice, qu'il soit son père ou son ami ; et certes ne pas les punir est une impiété. Maintenant considère, Socrate, combien grande est la preuve de ma proposition. Car les hommes ne regardent-ils pas Jupiter comme le meilleur et le plus juste des dieux ? Et cependant, ils avouent qu'il a lié son père parcequ'il dévorait ses enfants. Or quand je poursuis mon père pour son injustice, ils sont fâchés contre moi.

(b) Quand, ô Athéniens, des discours sont faits au sujet des actes continuels de Philippe contre la paix, je vois que les arguments pour vous, apparaissent et justes et simples et que tous ceux qui accusent Philippe semblent toujours dire ce qui convient ; mais rien n'est fait de ce qu'il faut faire, rien des choses pour lesquelles il serait juste d'écouter ces discours. La raison de ceci est que bien qu'il soit nécessaire d'empêcher, non par de simples discours, mais par des actions, ceux qui cherchent à nous faire du mal, cependant, nous orateurs, craignant que vous ne vouliez pas nous entendre, nous ne sommes pas toujours prêts à conseiller de telles mesures.

UNI

1. Tran Trad

(a) Ex l
runt, divi
moderatis
mum viru
senem: qu
virtutem li
contulissen
si ex his
hanc anim
judicaretis
tūm omniu
senectutem
ac solatiu
pernoctant

(b) Ven
Sic
Dur
Lud
Nec
Nec
Ute
Nec

2. Trans Virtue m

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EXAMINATIONS, MAY, 1897.

PREVIOUS.

SCHOLARSHIP LATIN.

1. Translate :

Traduisez :

(a) Ex hoc dico esse hunc numero, quem patres nostri viderunt, divinum hominem, Africanum; ex hoc C. Laelium, L. Furium, moderatissimos homines et continentissimos; ex hoc fortissimum virum et illis temporibus doctissimum, M. Catonem illum senem: qui profecto, si nihil ad percipiendam colendamque virtutem litteris adjuvarentur, numquam se ad earum studium contulissent. Quod si non hic tantus fructus ostenderetur, et si ex his studiis delectatio sola peteretur, tamen, ut opinor, hanc animi adversionem humanissimam ac liberalissimam judicaretis. Nam ceterae neque temporum sunt, neque ætatum omnium neque locorum; hæc studia adolescentiam agunt, senectutem oblectant, secundas res ornant, adversis profugium ac solatium præbent; delectant domi non impediunt foris, pernoctant nobiscum, peregrinantur, rusticantur.

(b) Venturæ memores jam nunc estote senectæ ;

Sic nullum vobis tempus abibit iners.

Dum licet, et vernos etiam nunc editis annos,

Ludite : eunt anni more fluentis aquæ.

Nec, quæ præteriit, iterum revocabitur unda,

Nec, quæ præteriit, hora redire potest.

Utendum est ætate : cito pede labitur ætas :

Nec bona tam sequitur, quam bona prima fuit.

2. Translate :

Virtue makes us love those in whom it seems to be residing. This is why, said Cicero to the young men of his age, you must exert yourselves with all your might to acquire those great and noble qualities of heart and soul which render men worthy of being called true citizens and heroes. For, although in ancient times, virtuous men, as Socrates, have been accused of corrupting youth, although these just men had foreseen what difficulties awaited them in the very arduous practice of duty, yet these generous and magnanimous hearts have over-

(Over)

come all to reach the summit of perfection : they even came to such a point of courage and greatness of soul that they have sacrificed their life, so firmly did they hope that their efforts would be one day crowned with success. Nothing prevented them from attaining the lofty aim of their high aspirations.

On the contrary, the more insuperable the obstacles appeared, the less did they allow themselves to be dejected. Let us imitate these illustrious examples, added the Roman Orator, and we shall not have to repent of our efforts. Of what consequence is the false judgment of men to us immortal beings, if we can glory in the approbation of the Deity, if we can say to ourselves with confidence, that we are about to seize an incorruptible palm, and that an eternal glory will be reserved for us ?

Traduisez :

La vertu nous fait aimer ceux dans lesquels elle paraît résider. Voilà pourquoi, disait Cicéron aux jeunes gens de son temps, il faut vous appliquer de toutes vos forces à acquérir ces nobles et grandes qualités de l'âme et du cœur qui font les hommes dignes d'être appelés de véritables citoyens et des héros. Car quoique dans l'antiquité, des hommes vertueux, comme Socrate, aient été accusés de corrompre la jeunesse, quoique ces hommes justes eussent prévu quelles difficultés les attendaient dans la pratique très ardue du devoir, cependant, ces cœurs généreux et magnanimes ont tout surmonté pour parvenir au sommet de la perfection ; ils en sont même venus à ce point de courage et de grandeur d'âme, qu'ils ont sacrifié leur vie, tant ils espéraient fermement que leurs efforts seraient un jour couronnés de succès. Rien ne les a empêchés d'atteindre le but élevé de leurs hautes aspirations. Au contraire, plus les obstacles paraissaient insurmontables, moins ils se laissaient abattre. Imitons ces illustres exemples, continuait l'Orateur Romain, et nous n'aurons pas à nous repentir de nos efforts. Que nous importe, à nous, êtres immortels, le faux jugement des hommes, si nous pouvons nous glorifier de l'approbation de la Divinité, si nous pouvons nous dire avec confiance, que nous sommes sur le point de saisir une palme incorruptible et qu'une gloire éternelle nous sera réservée ?

UNIV

1. Transl
Tradu

2. (a) Par
An

(b) Give
Donn
litore, undis

(3) Write
Ecrive
Proteus, pec

(4) Transl
Tradu
Te
M
Pul
M

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EXAMINATIONS, MAY, 1897.

PREVIOUS.

HORACE.

1. Translate :

Traduisez :

Jam satis terris nivis atque diræ
Grandinis misit Pater, et rubente
Dextera sacras jaculatus arces
Terruit Urbem,
Terruit gentes, grave ne rediret
Seculum Pyrrhæ nova monstra questæ,
Omne quum Proteus pecus egit altos
Visere montes,
Piscium et summa genus hæsit ulmò,
Nota quæ sedes fuerat columbis,
Et superjecto pavida natarunt
Æquore damæ.
Vidimus flavum Tiberim retortis
Litore Etrusco violenter undis
Ire dejectum monumenta regis
Templaque Vestæ.

2. (a) Parse :

Analysez : *rediret, questæ, visere, retortis, dejectum.*

(b) Give reasons for the case of :

Donnez la raison du cas dans : *terris, nivis, columbis, litore, undis.*

(3) Write explanatory notes on :

Ecrivez des notes explicatives sur : *arces, Pyrrhæ, Proteus, pecus, litore Etrusco, regis, Vestæ.*

(4) Translate :

Traduisez :

Te maris et terræ numeroque carentis arenæ
Mensorem cohibent, Archyta,
Pulveris exigui prope litus parva Matinum
Munera, nec quidquam tibi prodest

(Over)

Aerias tentasse domos animoque rotundum
 Percurrisse polum morituro.
 Occidit et Pelopis genitor conviva Deorum,
 Tithonusque remotus in auras
 Et Jovis arcanis Minos admissus habentque
 Tartara Panthoiden iterum Orco
 Demissum, quamvis clipeo Trojana refixo
 Tempora testatus nihil ultra
 Nervos atque cutem morti concesserat atræ,
 Judicæ te non sordidus auctor
 Naturæ verique.

5. (a) Write notes on the proper names in this extract :
 Ecrivez des notes sur les noms propres dans cet ex-
 trait :
- (b) Is this poem a monologue or dialogue ? Give reasons
 for your answer.
 Ce poème, est-il un monologue ou un dialogue ? Don-
 nez les raisons de votre réponse.

6. Translate :
 Traduisez :

Parcus Deorum cultor et infrequens
 Insanientis dum sapientiæ
 Consultus erro, nunc retrorsum
 Vela dare atque iterare cursus
 Cogor relictos : namque Diespiter,
 Igni corusco nubila dividens
 Plerumque, per purum tonantes
 Egit equos volucrumque currum ;
 Quo bruta tellus et vaga flumina,
 Quo Styx et invisæ horrida Tænari
 Sedes Atlanteusque finis
 Concutitur. Valet ima summis
 Mutare et insignem attenuat Deus
 Obscura promens ; hinc apicem rapax
 Fortuna cum stridore acuto
 Sustulit, hic possesse gaudet.

7. (a) Parse :
 Analysez : *sapientiæ, consultus, purum, ima, sustulit.*
- (b) Derive :
 Donnez l'étymologie de : *retrorsum, iterare, Diespiter,*
concutitur, promens.
- (c) Point out the figures of speech in this poem, and ex-
 plain the allusion to *Fortuna*.

Don
 plique l'a

8. Wha
 ferred to
 Quel
 est ici me

9. Nam
 3rd extrac
 Nom
 mier et du

10. Giv
 and point
 Esq
 dites quell

Donnez les figures de rhétorique dans cette ode, et explique l'allusion à *Fortuna*.

8. What change in the poet's religious belief is here referred to?

Quel changement dans la croyance religieuse du poète est ici mentionné?

9. Name the metre, and scan the first stanza, of the 1st and 3rd extracts (questions 1 and 6).

Nommez le mètre, et scandez la première strophe du premier et du troisième extrait (questions 1^{ère} et 6^e).

10. Give (with dates) a brief sketch of the life of Horace, and point out the merits of his style.

Esquissez brièvement (avec dates) la vie d'Horace, et dites quelles sont les qualités de son style.

UNI

1. Trans
Tradu
Tum M.
commotus,
licæ; qua
Catilina, ut
voce suppli
crederent :
tuisse, ut or
ricio homini
plebem Rom
eam servare
hoc maledic
atque parr
iam quidem
incendium n

2. Parse :
Analys
Adsedit, s

3. Accoun
Donnez
Crederent,
deret, obstrep

4. Derive :
Donnez
Luculentat

5. Write a
" *Inqui*
Ecrivez un
Inquili

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EXAMINATIONS, MAY, 1897.

PREVIOUS—SALLUST AND CICERO.

I.—SALLUST.

1. Translate :

Traduisez :

Tum M. Tullius consul, sive præsentiam ejus timens sive irâ commotus, orationem habuit luculentam atque utilem reipublicæ; quam postea scriptam edidit. Sed, ubi ille adsedit, Catilina, ut erat paratus ad dissimulanda omnia, demisso voltu, voce supplicii postulare a Patribus cœpit ne quid de se temere crederent: ea familia ortum, ita ab adolescentiâ vitam instituisse, ut omnia bona in spe haberet: ne æstumarent sibi patricio homini, cujus ipsius atque majorum plurima beneficia in plebem Romanam essent, perdita republica opus esse, quum eam servaret M. Tullius, inquilinus civis urbis Romæ. Ad hoc maledicta alia quum adderet, obstrepere omnes, hostem atque parricidam vocare. Tum ille furibundus: "Quoniam quidem circumventus," inquit, "ab inimicis præceps agor, incendium meum ruina restinguam."

2. Parse :

Analysez :

Adsedit, supplicii, ortum, majorum, restinguam.

3. Account for the mood or case in :

Donnez la raison du mode ou du cas de :

Crederent, familia, haberet, æstumarent, sibi, essent, adderet, obstrepere, hostem.

4. Derive :

Donnez l' étymologie de :

Luculentam, supplicii, parricidam, præceps.

5. Write an explanatory note on :

"Inquilinus civis."

Ecrivez une note explicative sur :

Inquilinus civis."

(Over)°



6. Translate :

Traduisez :

Sed, confecto praelio, tum verò cerneret, quanta audacia, quantaque animi vis fuisset in exercitu Catilinæ. Nam fere, quem quisque pugnando locum ceperat, eum, amissâ animâ, corpore tegebat. Pauci autem, quos cohors prætoriam disjecerat, paulo divorsius, sed omnes tamen advorsis vulneribus conciderant. Catilina verò longè a suis inter hostium cadavera repertus est, paululum etiam spirans, ferociamque animi, quam habuerat vivus, in voltu retinens. Postremò, ex omni copiâ, neque in proelio neque in fugâ quisquam civis ingenuus captus est ; ita cuncti suæ hostiumque vitæ juxtâ pepercant.

7. Parse :

Analysez :

Cerneret, diversius, vulneribus, retinens.

8. Give the meaning of :

Obnoxius, pecuniæ repetundæ, pedibus in sententiam alicujus ire, in medio rem relinquere and write in Latin the formula which gave the consuls exceptional powers in dangerous times.

Donnez le sens de :

Obnoxius, pecuniæ repetundæ, pedibus in sententiam alicujus ire, in medio rem relinquere, et écrivez in Latin la formule qui donnait aux consuls des pouvoirs extraordinaires dans les temps de danger.

II—CICERO.

9. Translate :

Traduisez :

A quo periculo prohibete rem publicam, et mihi credite, id quod ipsi videtis : hæc fides atque hæc ratio pecuniarum, quæ Romæ, quæ in foro versatur, implicata est cum illis pecuniis Asiaticis et cohaeret ; ruere illa possunt, ut hæc non eodem labefactamotu concidant. Quare videte num dubitandum vobis sit omni studio ad id bellum incumbere, in quo gloria nominis vestri, salus sociorum, vectigalia maxima, fortunæ plurimorum civium conjunctæ cum re publica defendantur.

10. (a) Give principal parts of the following verbs, and account for the mood of each :

Donnez les temps primitifs des verbes suivants et rendez compte du mode de chaque verbe :

Versatur

(b) Par

An

Labefactam

11. Fro
and state

De quel
et donnez

12. Tra

(a) Veh

quid host

quis ignor

temnant a

minus et f

igitur nom

res gestæ

auctoritate

(b) Vide

publica præ

classium no

turpitudine

vincias et c

ignorant vi

arbitrantur

bus, tum et

nolite dubit

nos unus in

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13. Parse

Analy

(a) Pertu

uni, gaudea

(b) " Qui

" qui " and

pressed ?

(b) " Qui

quelles furer

passage.

14. Not to
oratio obliqu

Versatur, cohaeret, concidant, sit, defendantur, incumbere.

(b) Parse :

Analysez :

Labefacta, vobis.

11. From what part of the oration is the above an extract and state the course of argument in that part.

De quelle partie du discours l'extrait précédent est-il tiré et donnez la suite des arguments dans cette partie.

12. Translate :

(a) Vehementer autem pertinere ad bella administranda, quid hostes, quid socii de imperatoribus nostris existiment, quis ignorat, cum sciamus homines in tantis rebus, ut aut contemnant aut metuant, aut oderint aut ament, opinione non minus et fama quam aliqua ratione certa commoveri? Quod igitur nomen unquam in orbe terrarum clarius fuit? cuius res gestae pares? de quo homine vos, id quod maxime facit auctoritatem, tanta et tam praeclara iudicia fecistis?

(b) Videbat enim praetores locupletari quotannis pecunia publica praeter paucos, neque eos quidquam aliud adsequi classium nomine, nisi ut detrimentis accipiendis maiore adfici turpitudine videremur. Nunc qua cupiditate homines in provincias et quibus iacturis, quibus condicionibus proficiscantur, ignorant videlicet isti, qui ad unum deferenda omnia esse non arbitrantur: quasi vero Cn. Pompeium non cum suis virtutibus, tum etiam alienis vitiis magnum esse videamus. Quare nolite dubitare quin huic uni credatis omni, qui inter tot annos unus inventus sit, quem socii in urbes suas cum exercitu venisse gaudeant.

13. Parse :

Analysez :

(a) *Pertinere, existiment, oderint, id, detrimentis, adsequi, uni, gaudeant.*

(b) "Qui.....arbitrantur" who are referred to in that "qui" and what were their reasons for the opinion here expressed?

(b) "Qui.....arbitrantur" A qui se rapporte ce "qui" et quelles furent leurs raisons pour l'opinion exprimée dans ce passage.

14. Not to be translated. Change following extract into oratio obliqua :

(Over)

Pas pour traduire. Mettez l' extrait suivant en discours indirect.

Itinera, quae per hosce annos in Italia per agros atque oppida civium Romanorum nostri imperatores fecerint, recordamini: tum facilius statuetis, quid apud exteras nationes fieri existimetis. Utrum plures arbitramini per hosce annos militum vestrorum armis hostium urbes an hibernis sociorum civitates esse deletas?

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(b) Acco
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UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

PREVIOUS—PREMIER.

LATIN GRAMMAR—GRAMMAIRE LATINE.

1. Define and give examples of the following: "objective genitive," "defective noun," "accusative of respect," "gerundive."

Définissez les termes suivants et donnez des exemples: "génitif objectif," "nom défectif," "accusatif de partie," "participe d'obligation."

2. Give the genitive and gender of the following, showing reasons for gender:

Donnez le génit. et le genre des mots suivants, expliquez les raisons du genre:

Vannus, Manes, os (a bone—un os), palus, verber, dens, cor, vas (a vessel—un vase), caro, aes.

3. (a) Decline in full—Déclinez au complet:

Plus, dapem, opem.

(b) Compare—Donnez les degrés de comparaison de:
Senex, paruum, magnopere, vetus, bene, dexter.

4. Give 3rd pers. pl. pres. subj., 2nd per. sing. fut. ind., 1st per. sing. perfect subj. in either voice and the fut. participle act., where found, of:

Donnez la 3e pers. pl. du prés du subj., la 2e per. sing. du fut. ind. la 1ère per. du sing du parf. du subj., dans une voix quelconque et le participe futur actif, quand il existe, dans:
volo, adipiscor, veto, gaudeo, sepelio, eo.

5. (a) What mood constructions follow these verbs:

Quels modes gouvernent les verbes suivants:

Vereor, sino, posco, interest, recuso, veto.

(b) Account for the case of the italicized words:

Donnez la raison du cas des mots soulignés:

(Over)

(i) *Abundat flumen piscibus*, (ii) *puget servum fratris*, (iii) *religionem pecunia mutavit*, (iv) *consulit alicui*, (5) *interest sua magni*.

6. State seven different constructions where an imperfect subjunct. is used.

Donnez sept différentes constructions où l'imparfait du subj. est employé.

7. Translate :

(a) After Cicero had loaded Catiline with insults, he expelled from the city him whom all the people deemed an infamous man. It was of importance to the republic, he thought, that he who favored sedition should go into exile. But Caliline, astonished, indignant, rushed furiously out of the senate chamber. He hoped, however, he would return to Rome so powerful that the Senate would tremble with fear. But the conspiracy having been exposed and his own troops routed, he hurls himself into the thickest of the foe and was found among the corpses of the slain. It is usual to praise those who have been killed in battle; nevertheless, I fear that Catiline will not receive any praise, because he desired to persuade Roman citizens to overthrow the laws, the bulwark of liberty.

(b) Catulus blamed the Roman people for wishing to choose for the war against Mithridates one single general. For, said he, if anything happened to him, in whom should we place our hope? Then all the people with one voice answered that they knew what Catulus would do to defend them. But Cicero said: So long as heaven allows it, we must enjoy the military science, the valor, the influence, the good luck of this eminent man.

7. Traduisez :

(a) Après que Cicéron eût accablé Catilina d'outrages, il le chassa de la ville, (lui) qui était regardé par tout le peuple comme un homme criminel. Il importait à la république, croyait-il, que celui qui favorisait la sédition allât en exil. Catilina étonné indigné, s'élança furieux hors de la salle du Sénat. Il espérait cependant qu'il reviendrait à Rome si puissant que le Sénat tremblerait de frayeur. Mais la conjuration ayant été dévoilée et ses propres troupes mises en déroute, il se précipite au plus épais des ennemis et fut trouvé au milieu de leurs cadavres. Il est d'usage de louer ceux qui ont été

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tués dans les combats; toutefois, je crains que Catilina ne reçoive aucune louange, car il voulait persuader aux citoyens Romains de renverser les lois, remparts de la liberté.

(b) Catulus blâmait le peuple Romain de ce qu'il désirait choisir pour la guerre contre Mithridate, un seul général. Car, disait-il, s'il lui arrivait quelque malheur, en qui reposerions-nous notre espoir? Alors tout le peuple d'une voix répondit qu'ils savaient ce que ferait Catulus pour les défendre. Mais Cicéron dit: tant que les dieux immortels le permettent, il nous faut jouir de la science militaire, de la valeur, de l'influence, du bonheur de cet homme éminent.

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EXAMINATIONS, MAY, 1897.

PREVIOUS.

PROBLEMS.

N. B.—Not more than two questions from each section are to be sent up. Questions marked (a) and (b) count only as half questions.

Time, 2 hours.

A.

1. Parallelograms AFGC, CBKH are described on AC, BC outside the triangle ABC; FG and KH meet at Z; ZC is joined and through A and B straight lines AD and BE are drawn both parallel to ZC and meeting FG and KH at D and E respectively; shew that the figure ADEB is a parallelogram and that it is equal to the sum of the parallelograms FC and CK.

2. Construct a rectangle equal to a given square having given the difference of two adjacent sides.

3. ABC is a triangle and from any point P perpendiculars are drawn to the sides: if S_1, S_2, S_3 are the centres of the circles circumscribed about the triangles DPE, EPF, FPD; shew that the triangle $S_1 S_2 S_3$ is equiangular to the triangle ABC and that the sides of the one are respectively half of the sides of the other.

4. AB is a diameter, and P any point in the circumference of a circle; AP and BP are joined and produced if necessary; from any point C in AB a straight line is drawn at right angles to AB meeting AP at D and BP at E and the circumference of the circle at F; shew that CF is a mean proportional between CE and CD.

B.

1. (a) If $a+b+c+d=0$ prove that
 $a^3+b^3+c^3+d^3+3(a+b)(b+c)(c+a)=0$

(Over)

(b) If a and β are the roots of the equation $ax^2 + bx + c = 0$ find the value of

$$(aa+b)^{-2} + (a\beta+b)^{-2}$$

2. S varies as the product of three quantities x, y, z the sum of whose squares is constant; find the value of S when $y=4$ and $z=3$, it being given that when $S=36, x=1, y=3, z=8$.

3. Three brothers whose ages are in A. P. contribute towards a charity, each giving as many shillings as he is years old; they do this again some years later and then find that the youngest gives 20 per cent and the eldest 12 per cent more than on the first occasion. In all they give away 129 shillings. What were their ages at the second contribution?

4. If a, b and c are all real quantities and $x^3 - 3b^2x + 2c^3$ is divisible by $x-a$ and also by $x-b$; prove that either $a=b=c$ or $a = -2b = -2c$.

C₁

1. If $\cos(\theta - a), \cos \theta, \cos(\theta + a)$ are in harmonical progression shew that,

$$\cos \theta = \sqrt{2} \cos \frac{a}{2}$$

2. Prove that $\cos 11A + 3 \cos 9A + 3 \cos 7A + \cos 5A = 16 \cos^3 A \cos(4A + \frac{1}{4}\pi) \cos(4A - \frac{1}{4}\pi)$.

3. A round tower stands on an island in a lake; A, B are two points on the land such that AB is a feet and points directly to the middle of the tower. At A and B , the base of the tower subtends the angles $2\alpha, 2\beta$ respectively. Prove that the diameter of the tower is $2 \frac{a \sin \alpha \sin \beta}{\sin \beta - \sin \alpha}$.

4. A statue AB on the top of a pillar BC situated on level ground is found to subtend the greatest angle a at the eye of an observer E when he is distant c feet from the pillar. Prove that the height of the statue is $2c \tan a$ feet; and if b be the height of the observer's eye find the height of the pillar.

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EXAMEN, MAI, 1897.

PREMIER EXAMEN.

PROBLÈMES.

(Temps, 2 heures).

N. B.—On ne doit tenter que deux questions dans chaque catégorie A. B. C. Celles qui sont marquées (a), (b) ne comptent que pour la moitié d'une question.

A.

1. AFGC, CBKH sont des parallélogrammes construits sur AC, BC extérieurs au triangle ABC; FG et KH se rencontrent en Z. On unit ZC; et par les points A et B, on mène des droites AD, BE parallèles à ZC, coupant FG et KH en D et E respectivement. Prouver que la figure ADEB est un parallélogramme, et qu'elle est égale à la somme des parallélogrammes FC et CK.

2. Construire un rectangle égal à un carré donné; connue la différence des deux côtés adjacents du rectangle.

3. D'un point P, on mène des perpendiculaires aux côtés du triangle ABC: si S_1, S_2, S_3 sont les centres de cercles circonscrits aux triangles DPE, EPF, FPD, prouver que le triangle $S_1S_2S_3$ est équiangulaire au triangle ABC, et que les côtés de l'un sont respectivement égaux à la moitié des côtés de l'autre.

4. AB est un diamètre, et P un point quelconque sur la circonférence du cercle; on unit AP et BP, prolongés s'il le faut. D'un point quelconque C sur AB, on mène une droite perpendiculaire à AB, rencontrant AP en D, BP en E et la circonférence du cercle en F. Prouver que CF est une moyenne proportionnelle entre CE et CD.

B.

1. (a) Si $a+b+b+c=0$, prouver que:
 $a^3 + b^3 + c^3 + d^3 + 3(a+b)(b+c)(c+a) = 0$.

(Over)

(b) Si a et β sont les racines de l'équation $ax^2 + bx + c = 0$, trouver la valeur de : $(a\alpha + b)^{-2} + (a\beta + b)^{-2}$.

2. S varie comme le produit des 3 quantités x, y, z dont la somme des carrés est constante; trouver la valeur de S quand $y=4$, et $z=3$; étant donné que $S=36$, $x=1$, $y=3$, $z=8$.

3. Trois frères, dont l'âge est en progression arithmétique, donnent à une œuvre de charité autant de shillings que chacun a d'années. Quelques années plus tard, ils font la même chose, et alors le plus jeune donne 20% et l'aîné 12% de plus que la première fois. Ils donnent en tout 129 shillings. Quel est l'âge de chacun et quelle est la seconde contribution?

4. Si a, b, c sont des quantités réelles et si $x^3 - 36x^2 + 2c^3$ est divisible par $x-a$, et aussi par $x-b$; prouver que $a=b=c$, ou que $a = -2b - 2c$.

C.

1. Si $\cos(\theta - a), \cos \theta, \cos(\theta + a)$ sont en progression harmonique, prouver que :

$$\cos \theta = \sqrt{2} \cos \frac{a}{2}.$$

2. Prouver que :

$$\cos 11A + 3 \cos 9A + 3 \cos 7A + \cos 5A = 16 \cos^3 A.$$

$$\cos\left(4A + \frac{\pi}{4}\right) \cos\left(4A - \frac{\pi}{4}\right).$$

3. Une tour circulaire est sur une île qui se trouve dans un lac; A, B sont deux points sur le bord du lac, tels que AB égale a pieds et pointe droit au milieu de la tour. Aux points A et B , la base de la tour sous-tend des angles respectivement égaux à 2α et 2β . Prouver que le diamètre de la tour

$$= 2 \frac{a \sin \alpha \sin \beta}{\sin \beta - \sin \alpha}.$$

4. Une statue AB , sur le sommet d'une colonne BC située sur un plan horizontal, sous-tend le plus grand angle α à l'œil d'un observateur E quand celui-ci est à c pieds de la colonne. Prouver que la hauteur de la statue est $2c \tan \alpha$ pieds; et, si b est la hauteur de l'œil de l'observateur, trouver la hauteur de la colonne.

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UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

PREVIOUS

EUCLID

1. Define parallel straight lines, and quote Euclid's 12th Axiom.

If a straight line fall upon two parallel straight lines it makes the alternate angles equal to one another.

If a straight line DME be drawn through the middle point M of the base BC of the triangle ABC, so as to cut off equal parts AD, AE from the sides AB, AC, produced if necessary respectively, then shall BD be equal to CE.

2. Define a parallelogram.

Describe a parallelogram equal to a given triangle and having one of its angles equal to a given angle.

Describe a parallelogram whose perimeter and area shall be equal to those of a given triangle.

3. Define a gnomon.

Describe a square equal to a given rectilinear figure.

Given a square and one side of a rectangle which is equal to it in area find the other side.

4. Define similar segments.

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

The straight lines which bisect an angle of a quadrilateral inscribed in a circle, and the opposite exterior angle, meet on the circumference.

5. When does a straight line touch a circle.

If a straight line touch a circle and from the point of contact there be drawn a straight line cutting the circle, the angles which this straight line makes with the touching line shall be equal to the angles in the alternate segments of the circle.

(Over)

Two circles intersect in P and Q. Any straight line MPN is drawn terminated by the circles. Tangents at M and N intersect in T. Prove that a circle can go through the points M, T, N, Q.

6. When is circle said to be inscribed in a rectilinear figure?

Inscribe a circle in a given triangle.

If a circle be inscribed in a triangle, the distances from the angular points of the triangle to the points of contact on the sides are respectively equal to the remainders that are left when the lengths of the sides are taken separately from half their sum.

7. Describe an isosceles triangle having each of the angles at the base double of the vertical angle.

If A be the vertex, and BD the base of the constructed triangle, D being one of the points of intersection of the two circles employed in the construction, and E the other, and if AE be drawn meeting BD produced in F, prove that FAB is another isosceles triangle of the same kind.

8. Define accurately the terms duplicate ratio, invertendo, componendo, and the two kinds of ex æquali arising from the different order in which the magnitudes are taken two and two.

State Euclid's test of the proportionality of the four magnitudes, and shew how it is employed to prove that triangles of the same altitude are to one another as their bases.

9. If the exterior angle of a triangle, made by producing one of its sides, be bisected by a straight line which cuts the base produced; the segments between the dividing line and the extremities of the base have the same ratio which the other sides of the triangle have to one another; and conversely.

Prove, from this proposition and the preceding, that the straight lines which bisect one angle of a triangle internally and the other two externally pass through the same point.

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EXAMEN, MAI, 1897.

PREMIER EXAMEN.

EUCLIDE.

1. Définir des droites parallèles, et écrire l'axiome douzième.
Si une sécante coupe deux parallèles les angles alterne-internes sont égaux.
Si on mène une droite DME par le point de bissection M de BC, base du triangle ABC, de manière à couper des segments égaux AD, AE des côtés AB, AC, prolongés si c'est nécessaire, respectivement; alors, BD égale CE.
2. Définir un parallélogramme.
Construire un parallélogramme égal à un triangle donné, et ayant un angle égal à un angle donné.
Construire un parallélogramme dont le périmètre et l'aire égalent respectivement le périmètre et l'aire d'un triangle donné.
3. Définir un gnomon.
Construire un carré égal à une figure rectiligne donnée.
Un rectangle et un carré donnés ont le même aire, un côté du rectangle est donné; trouver l'autre côté.
4. Définir des segments semblables.
Les angles inscrits dans le même segment de cercle sont égaux.
Les bissectrices d'un angle d'un quadrilatère inscrit dans un cercle et de l'angle extérieur opposé se rencontrent en un point de la circonférence.
5. Définir une tangente à un cercle.
Si une droite touche un cercle, et si du point de contact on mène une droite qui coupe ce cercle, les angles que cette droite fait avec la tangente sont égaux aux angles inscrits dans les segments alternes du cercle.
Deux cercles se coupent aux points P et Q. On mène une droite quelconque MPN terminée à la circonférence des deux

cercles. Les tangentes aux points M et N se rencontrent au point T. Prouver qu'on peut décrire un cercle passant par les points M, T, N, Q.

6. Quand un cercle est-il inscrit dans une figure rectiligne donnée ?

Inscrire un cercle dans un triangle donné.

Si un cercle est inscrit dans un triangle, les distances des sommets des angles du triangle aux points de contact des côtés sont respectivement égales aux différences du demi-périmètre du triangle et de chacun de ses côtés.

7. Construire un triangle isocèle, qui ait chacun des angles à la base double du troisième angle.

Si A est le sommet, BD la base du triangle construit ; et si D et E sont les points d'intersection des deux cercles construits ; et si AE rencontre BD prolongé en F ; alors le triangle FAB est un autre triangle isocèle de la même espèce que celui de la proposition.

8. Définir les termes : raison double, *invertendo*, *componendo*, et les deux espèces de *ex aequali* qui résultent de l'ordre différent dans lequel on prend les grandeurs deux à deux.

Donner la définition d'une proportion d'après Euclide ; et montrer comment on l'emploie pour prouver que des triangles de même hauteur sont proportionnels à leurs bases.

9. Si l'angle extérieur d'un triangle est partagé en deux parties égales, les segments qui se trouvent entre la bissectrice et les extrémités de la base ont la même raison que les deux autres côtés du triangle ; et réciproquement.

Prouver, avec l'aide de cette proposition et de la précédente, que la bissectrice d'un angle intérieur d'un triangle et les bissectrices des deux autres angles extérieurs du triangle se rencontrent en un même point.

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(c) $\frac{x+3}{x+1}$

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EXAMINATIONS, MAY, 1897.

PREVIOUS.

ALGEBRA.

1. Define the *Highest Common Factor* and the *Lowest Common Multiple* of two or more algebraical expressions.

A and B, being two algebraical expressions, prove the rule for finding their L.C.M.; and shew that their product is equal to the product of their H.C.F. and L.C.M.

Find the factors of:

(a) $x^2 + (a+1)xy + y^2$;

(b) $ay^3 - y + a - 1$;

(c) $x^4 - 11x^2y^2 + y^4$;

(d) $4a^4 + b^4 + c^4 - 2b^2c^2 - 4a^2c^2 + 4a^2b^2$;

(e) $x^{\frac{1}{3}} + 3x^{-\frac{1}{3}} - 4$.

2. Write down the square root of $ax^{\frac{2}{3}} - 2a^{\frac{5}{6}}x^{\frac{5}{6}} + a^{\frac{2}{3}}x$.

Find the square root of: (a) $11 + 2(1 + \sqrt{5})(1 + \sqrt{7})$;

(b) $25x^2y^{-2} + \frac{1}{4}y^2x^{-2} - 20xy^{-1} - 2xy^{-1} + 9$.

3. Find the cube root of:

$$8x^6 - 36x^5 + 102x^4 - 171x^3 + 204x^2 - 144x + 64.$$

4. Solve the following equations:

(a) $\sqrt{x+1} + \frac{1}{\sqrt{x+1}} = 2$;

(b) $x^2 - 2(a-b)x + b^2 = 2ab$;

(c) $\frac{x+3}{x+1} + \frac{x-6}{x-4} = \frac{x+4}{x+2} + \frac{x-5}{x-3}$;

(d) $x^3 + 1 = 9y$, $x^2 + x = 6y$.

5. α and β , being the roots of the equation $ax^2 + bx + c = 0$; shew that $\alpha + \beta = -\frac{b}{a}$ and that $\alpha\beta = \frac{c}{a}$; and deduce the relations between a , b , c , that the roots may be equal, irrational imaginary.

(Over)

If β and γ be the roots of the equation $x^2 + px + q = 0$, find the value of $\beta^2 + \gamma^2$ and of $\beta^2 - \gamma^2$.

Shew that $(a+b+c)x^2 - 2(a+b)x + (a+b-c) = 0$ has rational roots.

6. Define a surd, surds of the same order and similar surds.

Simplify: (a) $4\sqrt[3]{448} - 15\sqrt[3]{7}$;

(b) $6 - 4\sqrt{3} + \sqrt{16 - 8\sqrt{3}}$.

Find the value of $\frac{\sqrt{2+1}}{\sqrt{2-1}}$ to three places of decimals.

7. A hare takes four leaps to a grey hound's three, but two of the grey hound's leaps are equivalent to three of the hare's; the hare has a start of fifty leaps; how many leaps must the grey hound take to catch the hare?

8. Give the algebraical and geometrical definitions of proportion, and shew that if a, b, c, d satisfy the algebraical test of proportionality, they also satisfy Euclid's test of proportionality.

Find a mean proportional to $(a+b)^2$ and $(a-b)^2$.

If $a:b::c:d$; then $a:a+c::a+b:a+b+c+d$.

9. State when one magnitude is said to vary as another.

If a depends only on b and c and if a varies as b when c is constant, and varies as c when b is constant; then when both b and c vary, a will vary as bc .

The volume of a right circular cone varies jointly as its height and the square of the radius of its base; and the volume of a cone 7 feet high with a base whose radius is 3 feet is 66 cubic feet. Find the volume of a cone 9 feet high with a base whose radius is 14 feet.

10. Define an arithmetical, geometrical and harmonical progression.

Find the arithmetical, geometrical, and harmonical means of a and c .

Find the sum of n terms of a G. P., whose first term is a , the last term l , and the common ratio r .

Sum the following series:

(a) $\frac{1}{\sqrt{2+1}} + \sqrt{2} + \frac{1}{\sqrt{2-1}} + \dots$ to 7 terms;

(b) $4 - 3 + \frac{2}{3} - \dots$ to n terms and to infinity;

(c) $\frac{1}{x}$
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(c) $\frac{1}{(x+1)(x+2)} + \frac{1}{(x+2)(x+3)} + \frac{1}{(x+3)(x+4)} + \dots$ to n terms and to infinity.

Insert 6 arithmetic means between 8 and 29, two geometric means between $\frac{2}{3}$ and $\frac{3}{2}$.

11. An expression of the n^{th} degree in x cannot vanish for more than n values of x , and hence an equation of the n^{th} cannot have more than n roots.

Write down the quotient and remainder of $\frac{a^7 + b^7}{a - b}$, and

the remainder of $\frac{3x^4 + 2x^3 - 3x^2 + 5}{x - 2}$.

State when an algebraical expression is symmetrical with respect to any two letters; give an illustration of it.

Find the factors of:

$$bc(b^2 - c^2) + ca(c^2 - a^2) + ab(a^2 - b^2).$$

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UNIVERSITE DE MANITOBA

EXAMEN, MAI, 1897.

PREMIER EXAMEN.

ALGÈBRE.

1. Définir le *plus grand facteur commun* et le *plus petit commun multiple* de deux ou plusieurs expressions algébriques.

A et B sont deux expressions algébriques, prouver la règle pour trouver leur P.P.C.M.; et montrer que leur produit est égal au produit de leur P.P.C.M. et de leur P.G.F.C.

Trouver les facteurs de :

(a) $x^2 + (a+1)xy + y^2$;

(b) $ay^3 - y + a - 1$;

(c) $x^4 - 11x^2y^2 + y^4$;

(d) $4a^4 + b^4 + c^4 - 2b^2c^2 - 4a^2c^2 + 4a^2b^2$;

(e) $x^{\frac{1}{3}} + 3x^{-\frac{1}{3}} - 4$.

2. Écrire la racine carrée de $ax^{\frac{2}{3}} - 2a^{\frac{5}{6}}x^{\frac{5}{6}} + a^{\frac{2}{3}}x$.

Trouver la racine carrée de $11 + 2(1 + \sqrt{5})(1 + \sqrt{7})$, et de $25x^2y^{-2} + \frac{1}{4}y^2x^{-2} - 20xy^{-1} - 2xy^{-1} + 9$.

3. Trouver la racine cubique de :

$$8x^6 - 36x^5 + 102x^4 - 171x^3 + 204x^2 - 144x + 64.$$

4. Résoudre les équations suivantes :

(a) $\sqrt{x+1} + \frac{1}{\sqrt{a+1}} = 2$;

(b) $x^2 - 2(a-b)x + b^2 = 2ab$;

(c) $\frac{x+3}{x+1} + \frac{x-6}{x-4} = \frac{x+4}{x+2} + \frac{x-5}{x-3}$;

(d) $x^3 + 1 - 9y, x^2 + y = 6y$.

5. α et β sont les racines de l'équation $ax^2 + bx + c = 0$; prouver que $\alpha + \beta = -\frac{b}{a}$ et que $\alpha\beta = \frac{c}{a}$; et déduire les relations entre a, b, c , afin que les racines soient *égales, irrationnelles, imaginaires*.

(Tournez)

Si β et γ sont les racines de l'équation $x^2 + px + q = 0$, trouver la valeur de $\beta^2 + \gamma^2$ et de $\beta^2 - \gamma^2$.

Prouver que $(a+b+c)x^2 - 2(a+b)x + (a-c) = 0$ a des racines rationnelles

6. Définir une *sourde*, des *soudes* du même ordre et des *soudes semblables*.

Simplifier (a) $4\sqrt[3]{448} - 15\sqrt[3]{7}$;

(b) $6 - 4\sqrt{3} + \sqrt{16} - 8\sqrt{3}$.

Trouver la valeur de $\frac{\sqrt{2+1}}{\sqrt{2-1}}$ à 3 décimales près.

7. Un lièvre fait 4 sauts pendant qu'un chien en fait 3; mais 2 sauts du chien valent 3 sauts du lièvre; le lièvre a une avance de 50 sauts sur le chien. Combien de sauts fera le chien avant de rejoindre le lièvre?

Donner les définitions d'une proportion algébrique et géométrique; et prouver que si a, b, c, d sont en proportion algébrique, ils sont aussi en proportion géométrique selon Euclide.

Trouver la moyenne proportionnelle entre $(a+b)^2$ et $(a-b)^2$.

Si $a:b::c:d$, alors $a:a+c::a+b:a+b+c+d$.

9. Quand une grandeur varie-t-elle comme une autre?

Si a dépend seulement de b et de c , et si a varie comme b quand c est constant, et si a varie comme c quand b est constant; alors a varie comme le produit de b et de c .

Le volume d'un cône droit varie conjointement comme sa hauteur et le carré du rayon de sa base; et le volume d'un cône de 7 pieds de hauteur et dont le rayon de la base est 3 pieds, est 66 pieds cubiques; trouver le volume d'un cône de 9 pieds de hauteur et dont le rayon de la base est 14 pieds.

10. Définir une progression arithmétique, géométrique, harmonique.

Trouver les moyens A, G et H de a et de c .

Trouver la somme de n termes d'une P. G. dont le premier est a , le dernier l , et la raison r .

Trouver la somme des séries suivantes :

(a) $\frac{1}{\sqrt{2+1}} + \sqrt{2} + \frac{1}{\sqrt{2-1}} + \dots$ à 7 termes;

(b) $4 - 3 + \frac{2}{4} - \dots$ à n termes et à l'infini;

(c) $\frac{1}{(x+1)(x+2)} + \frac{1}{(x+2)(x+3)} + \frac{1}{(x+3)(x+4)} + \dots$ à n termes, et à l'infini.

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Insérer 6 moyens arithmétiques entre 8 et 29, 2 moyens géométriques entre 1 et -8, et 3 moyens harmoniques entre $\frac{1}{3}$ et $\frac{3}{2}$.

11. Une expression en x du $n^{\text{ième}}$ degré ne peut s'évanouir pour plus de valeurs de x que n contient d'unités; et, conséquemment une équation en x du $n^{\text{ième}}$ degré ne peut avoir plus que n racines.

Ecrire le quotient et le reste de $\frac{a^7 + b^7}{a - b}$, et le reste de

$$\frac{3x^4 + 2x^3 - 3x^2 + 5}{x - 2}$$

Quand une expression algébrique est-elle symétrique par rapport à deux lettres quelconques? Donner un exemple.

Trouver les facteurs de:

$$bc(b^2 - c^2) + ca(c^2 - a^2) + ab(a^2 - b^2).$$

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UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

PREVIOUS.

TRIGONOMETRY.

1. Define the circular measure of an angle and show that it
- $$= \frac{\text{arc}}{\text{radius}}$$

On a circle of 10 feet radius an angle of $22^\circ 30'$ is subtended by an arc 3 feet $11\frac{1}{8}$ inches in length. Find from this the value of π to four decimal places.

2. Define the tangent and secant of an acute angle. From the definitions prove $1 + \tan^2 A = \sec^2 A$.

Prove: (a) $\sqrt{\sec^2 \theta + \operatorname{cosec}^2 \theta} = \tan \theta + \cot \theta$;
(b) $\sec^6 A = \tan^6 A + 3 \tan^2 A \sec^2 A + 1$.

3. If $\sin A = \frac{3}{5}$, find the other Trigonometrical ratios of A.

A person stands at a distance of 30 feet from a wall in which directly opposite to him there is a window. If the angles of elevation of the top and bottom of the window are 45° and 30° respectively, find the length of the window.

4. Trace the changes in sign and magnitude of

(a) $\sin A$,

(b) $\cos (A - 45^\circ)$

as A changes from 0° to 180° .

5. Write down the complements and supplements of $15^\circ 15' 15''$, $125^\circ 25' 22''$, 25 , $-\frac{2\pi}{3}$.

Prove $\sin A = \sin (180 - A)$.

Find the values of $\sin 750^\circ$, $\cos -1125^\circ$, $\tan \frac{25\pi}{3}$.

6. Find a general expression for all angles, that have the same tangent.

(Over)

Find the smallest positive value and the general value of θ , which satisfies the equation.

$$4 \tan^2 \theta + \frac{6 \tan^2 \theta}{1 + \tan^2 \theta} = 3(1 - \tan^2 \theta) + 7.$$

7. Prove geometrically that

$$\sin(A + B) = \sin A \cos B + \cos A \sin B.$$

Write down the expression for $\tan(A + B)$.

$$\text{Prove } \sin 2A = 2 \sin A \cos A; \tan 2A = \frac{2 \tan A}{1 - \tan^2 A}.$$

A flagstaff a feet high is on a tower $3a$ feet high; prove that, if the observer is on a level with the top of the flagstaff, and the flagstaff and tower subtend equal angles, the observer is at a distance $a\sqrt{2}$ from the top of the staff.

$$8. \text{ Prove } \sin A + \sin B = 2 \sin \frac{A+B}{2} \cos \frac{A-B}{2},$$

Prove that

$$\frac{\sin \theta \sin 2\theta + \sin 3\theta \sin 6\theta + \sin 4\theta \sin 13\theta}{\sin \theta \cos 2\theta + \sin 3\theta \cos 6\theta + \sin 4\theta \cos 13\theta} = \tan 9\theta.$$

9. Explain the notation $\sin^{-1}a$, $\tan^{-1}a$.

$$\text{Prove } \tan^{-1} \frac{b}{a} + \tan^{-1} \frac{a-b}{a+b} = \frac{\pi}{4}.$$

10. Define a logarithm. State the advantages of the common system of logarithms

$$\text{Prove } \log_a mn = \log_a m + \log_a n$$

$$\text{Given; } L \tan 38^\circ 39' = 9.9029376$$

$$L \tan 38^\circ 40' = 9.9031966,$$

find $L \tan 38^\circ 39' 15''$.

$$11. \text{ Prove } \sin \frac{A}{2} = \sqrt{\frac{(s-b)(s-c)}{bc}}.$$

$$\text{If } b+c=3a, \text{ then } \cot \frac{B}{2} \cot \frac{C}{2} = 2.$$

$$12. \text{ Prove } \tan \frac{A-B}{2} = \frac{a-b}{a+b} \cot \frac{C}{2}.$$

Two sides of a triangle are as 19 : 1, and the included angle is 60° , find the other angles.

$$\text{Given: } \log 3 = 0.4771213 \text{ and}$$

$$L \tan 57^\circ 19' 11'' = 10.1928032.$$

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UNIVERSITE DE MANITOBA

EXAMEN, MAI, 1897.

PREMIER.

TRIGONOMETRIE.

1. Définir la mesure circulaire d'un angle, et montrer qu'elle
- $$= \frac{\text{arc}}{\text{rayon}}.$$

Dans un cercle de 10 pieds de rayon un angle de $22^{\circ} 30'$ est sous-tendu par un arc de 3 pieds et $11\frac{1}{8}$ pouces en longueur. De ces données, trouver la valeur de π à quatre décimales près.

2. Définir la tangente et la sécante d'un angle aigu. De ces définitions prouver que $1 + \tan^2 A = \sec^2 A$.

Prouver: (a) $\sqrt{\sec^2 \theta + \operatorname{cosec}^2 \theta} = \tan \theta + \cot \theta$;
(b) $\sec^6 A = \tan^6 A + 3 \tan^2 A \sec^2 A + 1$.

3. Si $\sin A = \frac{3}{5}$ et $\tan B = \frac{m^2 + n^2}{2mn}$, trouver les autres fonctions trigonométriques de A et de B.

Une personne est à 30 pieds d'un mur dans lequel se trouve une fenêtre vis-à-vis. Les angles d'élévation du haut et du bas de la fenêtre sont 45° et 30° respectivement; trouver la longueur de la fenêtre.

4. Trouver les changements de signes et de valeur de

(a) $\sin A$,

(b) $\cos (A - 45^{\circ})$

(c) $\frac{\sin A + \sqrt{3} \cos A}{\cos A - \sqrt{3} \sin A}$ si A passe de 0° à 180° .

5. Ecrire les compléments et les suppléments de :
 $15^{\circ} 15' 15''$, de $125^{\circ} 25' 22''$, de $-\frac{2\pi}{3}$.

Prouver que $\sin A = \sin (180 - A)$.

(Tournez)

Trouver les valeurs de $\sin 750^\circ$, $\cos (-1125^\circ)$, $\tan \frac{25\pi}{3}$.

6. Trouver une expression générale pour tous les angles qui ont la même tangente.

Trouver la plus petite valeur positive et la valeur générale de θ pour satisfaire l'équation

$$4 \tan^2 \theta + \frac{6 \tan^2 \theta}{1 + \tan^2 \theta} = 3(1 - \tan^2 \theta) + 7.$$

7. Prouver géométriquement que

$$\sin(A+B) = \sin A \cos B + \cos A \sin B.$$

Ecrire la valeur de $\cos(A+B)$ et de $\tan(A+B)$.

Démontrer que $\tan 2A = \frac{2 \tan A}{1 - \tan^2 A}$, et que

$$\sin 2A = 2 \sin A \cos A.$$

Une tour a $3a$ pour hauteur, a est la longueur de la hampe du pavillon qui est sur la tour; prouver que, si l'observateur est de niveau avec le sommet de la hampe, et que la hampe et la tour sous-tendent des angles égaux, alors l'observateur est à une distance égale à $a\sqrt{2}$ du sommet de la hampe.

8. Prouver que $\sin A + \sin B = 2 \sin \frac{A+B}{2} \cos \frac{A-B}{2}$,

et que $\frac{\sin \theta \sin 2\theta + \sin 3\theta \sin 6\theta + \sin 4\theta \sin 13\theta}{\sin \theta \cos 2\theta + \sin 3\theta \cos 6\theta + \sin 4\theta \cos 13\theta} = \tan 9\theta$.

9. Expliquez les symboles $\sin^{-1} a$, $\tan^{-1} a$.

Prouver que $\tan^{-1} \frac{b}{a} + \tan^{-1} \frac{a-b}{a+b} = \frac{\pi}{4}$.

10. Définir un logarithme. Ecrire les avantages du système vulgaire de logarithmes.

Prouver que (a) $\log_a mn = \log_a m + \log_a n$;

$$(b) \log_b m = \frac{1}{\log_a b} \cdot \log_a m.$$

Donnés; $L \tan 38^\circ 39' = 9.9029376$

$L \tan 38^\circ 40' = 9.9031966$,
trouver la $L \tan 38^\circ 39' 15''$.

11. Prouver que $\sin \frac{A}{2} = \sqrt{\frac{(s-b)(s-c)}{bc}}$.

Si $b+c=3a$, alors $\cot \frac{B}{2} \cot \frac{C}{2} = 2$.

12. Prouver que $\tan \frac{A-B}{2} = \frac{a-b}{a+b} \cot \frac{C}{2}$.

Les deux côtés d'un triangle sont entre eux comme 19 : 1,
et l'angle inclus est 60° , trouver les autres angles.

Donnés : $\log 3 = 0.4771213$

$L \text{ tang } 57^\circ 19' 11'' = 10.1928032$.

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EXAMINATIONS, MAY, 1897.

PREVIOUS.

FRENCH AUTHORS.

1. Translate.

On reconnaît le militaire à sa démarche cadencée, à sa moustache grise et au ruban qui orne sa boutonnière ; on le devinerait à ses soins attentifs pour le petit jardin qui décore sa galerie aérienne ; car il y a deux choses particulièrement aimées de tous les vieux soldats : les fleurs et les enfants. Longtemps obligés de regarder la terre comme un champ de bataille, et sevrés des plaisibles plaisirs d'un sort abrité, ils semblent commencer la vie à l'âge où les autres la finissent. Les goûts des premières années, arrêtés chez eux par les rudes devoirs de la guerre, reffleurissent, tout à coup, sous leurs cheveux blancs ; c'est comme une épargne de jeunesse dont ils touchent tardivement les arrérages.

2. Give the opposite gender form, singular, of :—Grise, attentifs, aérienne, vieux, paisibles, blancs.

3. Tout à coup. Name three other idioms similarly formed with tout.

4. What is the title of the chapter from which the above extract is taken ? Point out the connection in which the extract occurs, and the lesson which the author draws from 'le militaire et le petit jardin.'

5. Translate :

Mais qu'est-ce donc que l'association humaine, si l'un de ses membres peut disparaître ainsi comme une feuille emportée par le vent ?

L'hôpital était voisin d'une caserne ; à l'entrée, des vieillards, des femmes et des enfants se disputaient les restes de pain noir que la charité du soldat leur avait accordés ! Ainsi, des êtres semblables à nous attendent chaque jour sur le pavé que notre pitié leur donne le droit de vivre ! Des troupes entières de déshérités ont à subir, outre les épreuves infligées à

(Over)

tous les enfants de Dieu, les angoisses du froid, de l'humiliation, de la faim ! Tristes républiques humaines où l'homme a une condition pire que l'abeille dans sa ruche, que la fourmi dans sa cité souterraine.

6. (a) Parse each *que* in the above extract, giving its English meaning.

(b) Give four uses of *si* with examples.

7. L'homme qu'a-t-il donc gagné à cette association égoïste et incomplète qui forme les nations ?

State briefly how Souvestre answers this question and that asked in the foregoing extract.

8. Translate :

Le 15 Septembre, huit heures.—Ce matin, pendant que je rangeais mes livres, la mère Geneviève est venue m'apporter le panier de fruits que je lui achète tous les dimanches. Depuis bientôt vingt ans que j'habite le quartier, je me fournis à sa petite boutique de fruiterie. Ailleurs, peut-être, je serais mieux servi; mais la mère Geneviève a peu de pratiques; la quitter serait lui faire un tort et un chagrin volontaires; il me semble que l'ancienneté de nos relations m'a fait contracter envers elle une sorte d'obligation tacite; ma clientèle est devenue sa propriété.

Elle a posé le panier sur ma table, et, comme j'avais besoin de son mari, qui est menuisier, afin d'ajouter quelques rayons à ma bibliothèque, elle est redescendue aussitôt, pour me l'envoyer.

Au premier instant, je n'ai pris garde ni à son air ni à son accent; mais, maintenant, je me les rappelle, et il me semble qu'ils n'avaient point leur jovialité habituelle. La mère Geneviève aurait-elle quelque souci ?

9. Give the five principal parts of: Venir, servi, envoyer, pris, soumises, dusse.

10. (a) Mark any peculiarity in the forms of the verbs: rangeais, achète, rappelle.

(b) Give rules for agreement of the past participles: Venue, servi, fait (both).

(c) *Envers elle*, distinguish from *vers elle*.

(d) *Depuis bientôt vingt ans*. Translate: Twenty years ago.

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11. Translate :

(a) Daniel.—Le papa vous appelle Armand, la mère pleure et la fille vous décoche des phrases bien senties... empruntées aux plus belles pages de monsieur Bouilly... Je suis vaincu, c'est clair ! et je n'ai plus qu'à vous céder la place....

Armand.—Allons donc ! vous plaisantez....

Daniel.—Je plaisante si peu que, dès ce soir, je pars pour Paris....

Armand.—Comment ?

Daniel.—Où vous retrouverez un ami.... qui vous souhaite bonne chance !

Armand.—Vous partez ! ah ! merci !

Daniel.—Voilà un cri du cœur !

Armand.—Ah ! pardon ! je le retire !... après le sacrifice que vous me faites.

Daniel.—Moi ? entendons-nous bien.... je ne vous fais pas le plus léger sacrifice. Si je me retire, c'est que je ne crois avoir aucune chance de réussir ; car, maintenant encore, s'il s'en présentait une.... même petite, je resterais.

Armand.—Ah !

Daniel.—Est-ce singulier ! Depuis qu'Henriette m'échappe, il me semble que je l'aime davantage.

Armand.—Je comprends cela.... aussi, je ne vous demanderai pas le service que je voulais vous demander....

(b) Perrichon.—Je n'ai pas besoin de tous ces raisonnements ! Vous croyez peut-être m'intimider : monsieur.... j'ai fait mes preuves de courage, entendez-vous ! et je vous les ferai voir..

Le Commandant.—Où ça ?

Perrichon.—A l'exposition.... l'année prochaine....

Le Commandant.—Oh ! permettez !... Il me sera impossible d'attendre jusque-là... Pour abréger, je vais au fait : retirez-vous, oui ou non ?

Perrichon.—Rien du tout !

Le Commandant.—Prenez garde !

Daniel.—Monsieur Perrichon !

Perrichon.—Rien du tout ! (*A part.*) Il n'a pas seulement de moustaches !

Le Commandant.—Alors, monsieur Perrichon, j'aurai l'honneur de vous attendre demain, à midi, avec mes témoins, dans les bois de la Malmaison

Daniel.—Commandant ! un mot ?

Le commandant, *remontant*.—Nous vous attendrons chez le garde ?

Daniel.—Mais, commandant....

(Over)

Le commandant.—Milles pardons.... j'ai rendez-vous avec un tapissier.... pour choisir de étoffes, des meubles.... A demain.. midi.... (*Saluant.*) Messieurs.. j'ai l'honneur.. (*il sort.*)

12. Explain briefly what is referred to in the following sentences and their connection with the plot: 'Le service que je voulais vous demander.' 'J'ai fait mes preuves de courage, et je vous les ferai voir.' 'Pour choisir des étoffes.'

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PREVIOUS.

FRENCH GRAMMAR AND COMPOSITION.

I.

1. State and illustrate two idiomatic uses of the future tense in French.

2. Explain the order of the following sentences:—

- (a) Vive la guerre !
- (b) Pouvez-vous me dire où est le docteur ?
- (c) Que voulez-vous ? lui demandai-je.

3. (a) Write the singular of *des cure-dents, gens, voix, and baux.*

(b) Write the plural of *tire-bouchon, gentilhomme, arc-en-ciel.*

4. Make any corrections that may be needed in the following:

- (a) Attends-me, je vous prie.
- (b) Il faudra que je partisse demain.
- (c) Il s'est fâché de moi.
- (d) Il jouit de bonne santé.
- (e) Je désirerais à vous voir.
- (f) La noir vous sied bien.
- (g) Je gagne cinq francs le jour.

5. (a) Write the feminine of *du, franc, and ras.*

(b) Write the plural of *bleu* and *local.*

6. Translate into French:—

- (a) Many others believed him.
- (b) I shall send you money, in case you need it.
- (c) He has been pardoned for his crime.
- (d) It was there I met you.
- (e) Do you think you will receive a letter this morning ?
- (f) Mine is not nearly so good as yours.

(Over)

- (g) What will become of me?
 (h) You and he are always together.

7. Write

- (a) The 3rd singular, Preterite Definite of *coudre*.
 (b) The 2nd plural, Present Indicative of *médire*.
 (c) The 3rd singular, Imperfect Subjunctive of *naître*.
 (d) The past participle of *tistre*.
 (e) The present participial of *échoir*.

II.

8. Translate into French :—

"I have come this morning to pay you a visit," said I to my compatriot, who is 'usher' to one of the ministers. "I have brought you letters from Brittany."

"Stay," he replied, "and wait for me. I shall soon be free, and we will dine together. The minister has nothing to do to-day; he is going to take his young sisters to St. Cloud."

I sat down and read some newspapers which were on the table. They were full of criticisms on the ministry and on the minister himself. Thus, I thought, the powerful abandon their rest and their honour to the poisoned darts of their enemies, as the first Christians gave up their flesh to the lions.

I was interrupted by my friend's return.

"Bad news!" he exclaimed; "the minister has just been summoned to the council. No holiday for me to-day."

9. Translate into French :—

I love the great city. I love it in the spring, when the trees are full of buds, and the baskets of the flower-girls are full of violets, when the crowd is strolling along the boulevards.

I love it in the evening when the stars come out, and a misty shade covers all things. The day has been given to work and to business; now is the hour of pleasure. Do you hear the rolling of the carriages? They are hastening towards the ball of the theatre. The passers-by lounge along the promenades, they look at the sweet-shops, they read the newspapers; tired of the occupations of the day, they are resolved to give what strength they have left to pleasure and amusements.

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III.

10. Translate into English :—

Resté seul, le comte s'approcha d'un meuble curieusement travaillé à la mode italienne, et y prit une boîte longue et plate en bois d'ébène. Elle contenait deux pistolets, qu'il s'occupa de charger avec soin. Il y ajusta ensuite des capsules, qu'il écrasa légèrement avec le pouce sur la cheminée de l'arme. Cela fait, il consulta sa montre, alluma un cigare, et, pendant une demi heure, le bruit régulier de ses pas résonna sourdement sur le tapis de la galerie. Son cigare fini, il s'arrêta, parut réfléchir, et entra dans la chambre voisine, emportant ses armes

11. Translate into English :

—C'est fini, dit elle. Allons-nous-en.

Elle s'aperçut alors que la partie inférieure de la ruine était transformée en un véritable lac d'eau et de boue : elle s'arrêta au bord des degrés du chœur, et laissa échapper un petit cri.

—Comment faire ? dit-elle en regardant ses chaussures légères.

Puis, se retournant vers Camors :

—Monsieur, allez me chercher un bateau !

Camors recula lui-même au moment de poser le pied dans la fange grasse et dans l'eau stagnante qui remplissaient toute l'enceinte de la nef.

—Veuillez attendre un peu, dit-il : je vais aller vous chercher des bottes, des sabots, n'importe quoi.

—Beaucoup plus simple ! dit-elle avec un mouvement de résolution brusque. Vous aller me porter jusqu'à l'entrée.

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PREVIOUS.

GERMAN AUTHORS.

1. Translate :

O l d e n d o r f. Guten Morgen, Herr Oberst!

I d a (ihm freundlich entgegen). Guten Morgen, Oldendorf. — Helfen Sie mir die neuen Georginen bewundern, die der Vater gezogen hat.

O b e r s t. Bemühe doch den Professor nicht, solcher Tand ist nichts mehr für ihn, er hat Größeres im Kopfe.

O l d e n d o r f. Jedenfalls bin ich nicht unfähig geworden, mich über das zu freuen, was Ihnen Freude macht.

O b e r s t (brummend, für sich). Das haben Sie mir nicht gerade bewiesen; ich fürchte, Sie finden ein Vergnügen darin, zu thun, was mich ärgert. — Sie haben wohl jetzt viel zu thun mit Ihrer Wahl, Herr Abgeordneter in Hoffnung?

O l d e n d o r f. Sie wissen, Herr Oberst, daß ich selbst am wenigsten dabei zu thun habe.

O b e r s t. Ich denke doch. Es ist ja sonst Brauch bei solchen Wahlen, daß man einflußreichen Personen den Hof macht und den Wählern die Hand drückt, Reden hält, Versprechungen um sich streut und wie die Teufeleien alle heißen.

(a) Line 1. Guten Morgen. Explain the construction.

(b) Line 3. Helfen Sie mir — give six other verbs which require a similar construction.

(c) Line 10. Explain the use of was as a relative pronoun.

(d) Give the principal parts of gezogen, bewiesen, wissen, thun, heißen.

2. Translate :

(a) B o l z (eifrig). Und trittst Du zurück, so erleidet unsere Partei einen empfindlichen Verlust. (Schnell und nachdrücklich.) Die bevorstehende Sitzung der Kammern wird verhängnisvoll für den Staat. Die Parteien sind einander fast gleich. Jeder Verlust einer Stimme ist für unsere Sache ein Unglück. In dieser Stadt haben wir außer Dir keinen Kandidaten, dessen Popularität groß genug ist, seine Wahl wahrscheinlich zu machen. Entziehst Du Dich aus irgend einem Grunde der Wahl, so siegen unsere Gegner.

(Over)

(b) Adelheid. Meinst Du? — Ich habe aber eine gute Freundin gehabt, die hatte ihr Herz thörichterweise an einen hübschen, übermütigen Burschen gehängt, sie war damals noch ein Kind, und es war ein sehr rührendes Verhältnis. Ritterliche Huldigung von seiner Seite und zarte Seufzer von der ihren. Da hatte die junge Heldin das Unglück, eifersüchtig zu werden, und sie vergaß Poesie und Anstand so weit, dem erwählten Ritter ihres Herzens einen Backenstreich zu geben. Es war nur ein ganz kleiner Backenstreich, aber er wurde verhängnisvoll.

(1) Explain the force of *ent* in *entziehen* in line 7.

(2) Verhältnis, line 4 (b). Mention any nouns in *nis* which are feminine.

3. Translate :

Diese Vernachlässigung der nächsten und natürlichsten Rettungsmittel wird nur dadurch begreiflich, daß man eine völlige Sperrung der Schelde damals noch für völlig unmöglich hielt, und also den äußersten Fall im Ernste gar nicht fürchtete. Als daher die Nachricht einlief, daß der Herzog die Absicht habe, eine Brücke über die Schelde zu schlagen, so verspottete man in Antwerpen allgemein diesen chimärischen Einfall. Man stellte zwischen der Republik und dem Strome eine stolze Vergleichung an, und meinte, daß der eine so wenig als die andre das spanische Joch auf sich leiden würde. 'Ein Strom, der zweitausend vier hundert Fuß breit und wenn er auch nur sein eigenes Wasser hat, über sechzig Fuß tief ist, der aber, wenn ihn die Meeresflut hebt, noch um zwölf Fuß zu steigen pflegt — ein solcher Strom, hieß es, sollte sich durch ein elendes Pfahlwerk beherrschen lassen? Wo würde man Baumstämme hernehmen, hoch genug, um bis auf den Grund zu reichen und über die Fläche emporzuragen? Und ein Werk dieser Art sollte im Winter zu Stande kommen, wo die Fluth ganze Inseln und Gebirge von Eis, gegen welche kaum steinerne Mauern halten, an das schwache Gebälke treiben, und es wie Glas zerplittern wird? Oder gedächte der Herzog, eine Brücke von Schiffen zu erbauen, woher wollte er diese nehmen und auf welchem Wege sie in seine Verschanzungen bringen? Nothwendig müßten sie Antwerpen vorbei passiren, wo eine Flotte bereit stehe, sie entweder aufzufangen oder in Grund zu bohren'.

4. Translate :

Diese Brander sollten in vier verschiedenen Transporten, von einer halben Stunde zur andern, nach der Brücke hinunter laufen, und die Feinde zwei ganze Stunden lang unaufhörlich in Athem erhalten, so daß sie endlich vom Schießen erschöpft und durch vergebliches Warten ermüdet, in ihrer Aufmerksamkeit nachließen, wenn die rechten Vulkane kämen. Voran ließ er zum Ueberfluß noch einige Schiffe laufen, in welchen Pulver verborgen war, um das fließende Werk vor der Brücke zu sprengen, und den Hauptschiffen Bahn zu machen. Zugleich hoffte er durch dieses Vorpostengefecht den Feinden zu thun zu geben, sie heran zu locken und der ganzen tödtenden Wirkung des Vulkans auszusetzen.

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5. Translate:

Abgeschreckt durch so viele mißlungene Versuche, die Schifffahrt auf dem Strome mit Gewalt wieder frei zu machen, dachte man endlich darauf, den Strom ganz und gar zu entbehren. Man erinnerte sich an das Beispiel der Stadt Leyden, welche zehn Jahre vorher von den Spaniern belagert in einer, zur rechten Zeit bewirkten Ueberschwemmung der Felder, ihre Rettung gefunden hatte, und dieses Beispiel beschloß man nachzuahmen.

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PREVIOUS.

GERMAN GRAMMAR.

1. Give the nominative and genitive singular, and nominative plural, with the definite article, of the German for the following words: ray, body, apartment, fowl, spark, eye, neighbor, carpet, fork, hero.
2. What is meant by "mixed declension"? Illustrate your definition by five examples.
3. Give a classification of the neuter verbs in which *sein* replaces *haben*, as auxiliary of the perfect tense, giving an example under each class.
4. Give two sentences each containing a German verb governing the dative of the personal object. Turn these sentences into the passive and show how the construction differs from the English.
5. Give the second person singular present and perfect indicative active, and second person singular, imperfect subjunctive and imperative of, *lesen*, *helfen*, *sterben*, *tragen*, *empfehlen*.
6. Give rules for the proper mood and tense in reported speeches. Give examples with and without *daß*.
7. Distinguish *springen* and *springen*, and give six cases of verbs exemplifying the same distinction.
8. Distinguish, *er bewegte* and *er bewog*; *er wich* and *er wichte*; *er bat* and *er bot*; *wenigstens* and *am wenigsten*; *meistens* and *am meisten*; *sinnlich* and *sinnig*; *höflich* and *höfisch*.
9. Give an example of (a) the use of the past participle in German instead of the English present participle, and (b) of the present infinitive active instead of the present infinitive passive.

(Over)

10. Give the principal parts of, misfallen, weiffagen, heiffen, effen, fragen, rächen.

11. Render into German :

(a) Nothing which I have done has given me so much pleasure.

(b) The wealthiest people are not always the most contented.

(c) My friend is older than he is wise, still one can trust him.

(d) I have read the poems of Fredrick von Schiller and find them worthy of admiration.

(e) He knew all that I knew, and much indeed which I had no opportunity of learning.

(f) It is not very easy to translate five or six pages when one has to copy the translation two or three times to make it legible (leßbar).

(g) A sick man, being asked why he did not send for a physician, answered : "It is because I have no mind to die yet."

(h) I had a pair of boots made at the shoemaker's, but they are so small, I am not able to wear them.

(i) I rely on your coming to my assistance ; I ought indeed sooner to have made you acquainted with my need, but I was afraid of your father.

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PREVIOUS.

SHAKESPERE.

I.—MACBETH.

1. Show what is contributed to the action by each of the seven scenes of the first act.
2. State briefly the connection in which the following extracts occur :
 - (a) "Nothing in his life became him like the leaving it."
 - (b) "He brings great news."
 - (c) "Give me the daggers."
 - (d) "All is the fear and nothing is the love."
 - (e) "Had he his hurts before" ?
3. What is the dramatic value,
 - (a) of making Macbeth bring the daggers away from the scene of the crime.
 - (b) of the porter's scene.
 - (c) of Malcolm's reference to the king's evil ?
4. Trace the degradation of Macbeth's character subsequent to the murder of Duncan.
5. What three scenes of violence integrally connected with the action of the tragedy are enacted off the stage ?
6. Quote in full any one of the following passages :
 - (a) The prayer of Lady Macbeth beginning "Come, you spirits."
 - (b) Macbeth after the murder, "Methought I heard a voice cry."
 - (c) MacBeth to the royal physician "Canst thou not minister."
 - (d) Macbeth on hearing of his wife's death, "To-morrow and to-morrow and to-morrow."

II.—AS YOU LIKE IT.

7. Paraphrase the speech of Jacques, Act II, scene VII:
Why, who cries out on pride,
That can therein tax any private party?
Doth it not flow as hugely as the sea
Till that the wearer's very means do ebb?
What woman in the city do I name,
When that I say the city woman bears
The cost of princes on unworthy shoulders?
Who can come in and say that I mean her,
When such a one as she such is her neighbor?
Or what is he of basest function
That says his bravery is not of my cost,
Thinking that I mean him, but therein suits
His folly to the mettle of my speech?

8. Sketch the character of Rosalind.

9. (a) *Rosalind*: 'He's fallen in love with your foulness and she'll fall in love with my anger. If it be so, as fast as she answers thee with frowning looks I'll sauce her with bitter words. Why look you so upon me?—Act III, Scene I.
(b) *Rosalind*: I will help you if I can; I would love you if I could. I will marry you if ever I marry woman, and I'll be married to-morrow; I will satisfy you, if ever I satisfied man, and you shall be married to-morrow; I will content you, if what pleases you contents you, and you shall be married to-morrow.—Act II, Scene II.

To what persons are the different parts of these speeches addressed?

10. What is the occasion of the speeches that follow:
(a) "Wherefore do you look upon that poor and broken bankrupt there?"
(b) "Hem them away"
(c) "You are not for all markets?"

11. Show at least one cause, connected with the story of the play, for each of the following incidents:

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VII:

- (a) The banishment of Rosalind.
- (b) The departure of Touchstone from the court of Frederick.
- (c) The flight of Orlando.
- (d) The reconciliation of Oliver and Orlando.

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PREVIOUS.

RHETORIC AND COMPOSITION.

Time—1½ hours.

1. "The pursuit of perfection, then, is the pursuit of sweetness and light. He who works for sweetness and light wishes to make reason and the will of God prevail. Culture looks beyond machinery; culture hates hatred; culture has one great passion, the passion for sweetness and light. He who works for machinery, he who works for hatred, works only for confusion. It has one even yet greater!—the passion for making them prevail. It is not satisfied till we *all* come to a perfect man; it knows that the sweetness and light of the few must be imperfect until the raw and unkindled masses of humanity are touched with sweetness and light. If I have not shrunk from saying that we must work for sweetness and light, so neither have I shrunk from saying that we must have a broad basis, must have sweetness and light for as many as possible. I condemn neither way; but culture works very differently. It seeks to do away with classes; to make the best that has been taught and known in the world current everywhere; to make all men live in an atmosphere of sweetness and light, where they may use ideas, as it uses them itself freely,—nourished and not bound by them."—Matthew Arnold.

(a) In this paragraph two sentences are changed from their proper order. Rearrange the paragraph.

(b) In this paragraph at two points sentences are dropped out. Point out these places.

(c) Examine the repetitions in sentences 1 and 2.

(d) Criticise (1) the epithet "raw and unkindled," (2) "nourished and not bound."

(e) Amplify the statement: "Culture looks beyond machinery."

2. "Then to turn to the intellectual side. You know as well as I or any one can tell you, that knowledge is worth very little until you have made it so perfectly your own as to

(Over)

be capable of reproducing it in precise and definite form. Goethe said that in the end we only retain of our studies, after all, what we practically employ of them. And it is at least well that in our serious studies we should have the possibility of practically turning them to a definite destination, clearly before our eyes. Nobody can be sure that he has got clear ideas on a subject, unless he has tried to put them down on a piece of paper in independent words of his own. It is an excellent plan, too, when you have read a good book, to sit down and write a short abstract of what you can remember of it. It is a still better plan, if you can make up your mind to a slight extra labor, to do what Lord Strafford and Gibbon and Daniel Webster did. After glancing over the title, subject or design of a book, these eminent men would take a pen and write roughly what questions they expected to find answered in it, what difficulties solved what kind of information imparted. Such practices keep us from reading with the eye only, gliding vaguely over the page, and they help us to place our new acquisitions in relation with what we knew before."—Morley.

(a) State definitely the subject of this paragraph.

(b) Show the skill of this author in using words of explicit reference.

(c) Criticize the expressions "to sit down and write"; "take a pen and write"; "reading with the eye only."

(d) Is the use of "got" in this passage correct? Is the form "gotten" allowable?

(e) Point out any idioms in this passage.

3. (a) Professor Minto speaking of a sonnet prefixed to a volume published by John Florio, raises the question, Is this an unrecognized sonnet by Shakespeare? In answering this question he gathers the "marks of Shakesporean parentage" in the sonnet. He notes (1) Its superiority to the commonplaces of that day; (2) The earnestness of the descriptions of spring and morning such as are found in Shakespeare; and so on, giving six reasons leading to a strong probability of the sonnet being Shakespeare's. What kind of argument is this?

(b) A man whose health is poor must take melancholy views of life. Jacques' health is poor, therefore Jacques must take melancholy views of life; What kind of argument is this? Is this reasoning faulty? If so, show in what respect?

(c) State the force of argument in the following:

"Wherefore, if God so clothe the grass of the field, which to-day is, and to-morrow is cast into the oven, shall he not much more clothe you, O ye of little faith?"

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(d) Compare the respective values of the kinds of argument found in (a) and (b).

4. "Kant, the philosopher, used to say that there were two things which overwhelmed him with awe as he thought of them. One was the star-sown deep of space, without limit and without end; the other was, right and wrong. Right, the sacrifice of self to good; wrong, the sacrifice of good to self—not graduated objects of desire, to which we are determined by the degrees of our knowledge, but wide asunder as pole and pole, as light and darkness; one the object of infinite love; the other the object of infinite detestation and scorn. It is in this marvellous power in men to do wrong (it is an old story, but none the less true for that) it is in this power to wrong—wrong or right, as it lies somehow with ourselves to choose—that the impossibility stands of forming scientific calculations of what they have done after the fact."
—Froude.

Criticise the sentence-structure of this paragraph.

5. State and illustrate various devices for securing emphasis.

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PREVIOUS.

ESSAY.

Time, 1½ hours.

Write an essay on one of the following subjects :

1. Machinery considered as an end and not as a means.
2. The value and method of a popular study of Logic.
3. The law of Adoption.
4. The reason why a Science of History is impossible.
5. Language—the rough practical test of Nationality.

NOTE.—Candidates are required to write an essay of not more than two pages.

The following will be insisted on in the essay :

1. Neatness and legible writing.
2. Correct spelling and punctuation.
3. Well expressed, compact sentences and paragraphs.
4. Paragraphs to be distinctly marked.
5. An essay of at least three paragraphs.

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PREVIOUS.

HISTORY.

1. Describe the Battle of Bouvines and indicate its influence on the history of England.
2. Discuss the policy of Hubert de Burgh and its effect upon the course of English affairs in his time.
3. Mention the difficulties which met Queen Elizabeth at the beginning of her reign and show in outline how they passed away before the close of her reign.
4. Give the chief periods in Shakspeare's literary career and name a few of the most important Dramas 'belonging to each period.
5. "The Restoration brought Charles to Whitehall, and in an instant the whole face of England was changed." Discuss this statement.
6. Write short notes on :
 - (a) The battle of LaHague.
 - (b) The Act of settlement.
 - (c) The battle of Blenheim.
7. "The greatest constitutional change which our history has witnessed was brought about in an indirect but perfectly efficient way." Explain fully this statement.
8. "The Queen can do wrong." Explain the meaning of this statement and give the constitutional principles upon which it rests.
9. Describe the duties of the following officers :
 - (a) The Governor-General.

(Over)

- (b) The Premier of the Dominion.
- (c) The Minister of Agriculture.

10. Write notes on :

- (a) The civil law of French Canada.
- (b) The Dominion power of Disallowance.

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EXAMINATIONS, MAY, 1897.

PREVIOUS.

PHYSIOLOGY.

1. Describe the mechanism by which sound reaches the brain.
2. Give a diagram showing how a drop of impure blood is purified in the human system.
3. Describe and figure the valves of the heart.
4. Draw figure, and give explanation of the working of the sweat glands.
5. Show how the foot in its different movements illustrates the three kinds of levers. To which class of lever is the propulsion of a canoe by a paddle referred?
6. Explain the mechanism of the human larynx, especially showing how a musical note is produced.
7. Describe "blind spot"; "yellow spot"; and "layer of rods and cones" as found in the eye.
8. Explain (1) "ventriloquism": (2) perspective.
9. Draw and name specimens 1 to 5 under the microscope.

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UNIVERSITE DE MANITOBA

EXAMEN, MAI, 1897.

PREMIER EXAMEN.

ATHALIE ET POLYEUCTE.

1. Quelles sont les sources d'Athalie ? Quelles données historiques fournissaient-elles à Racine ?
2. Quelle est l'action d'Athalie ? Expliquez-en brièvement le développement dans chaque acte.
3. Quelles passions sont mises en jeu dans cette tragédie ?
4. Tracez le caractère de Joad et d'Athalie.
5. " Dieu est le principal acteur d'Athalie " : expliquez cette parole.
6. Indiquez la place d'Athalie dans la tragédie ; donnez vos raisons.
7. Qui prononce les vers suivants ? en quelle circonstance ? qu'avez-vous à en dire ?
Pensez-vous être saint et juste impunément ?
Et comptez-vous pour rien Dieu qui combat pour nous ?
Le bonheur des méchants comme un torrent s'écoule.
Tout vous a réussi ; que Dieu voie et nous juge.
Je ceignis la tiare et marchai son égal.
Comment en un plomb vil l'or pur s'est-il changé ?
Entre le pauvre et vous, vous prendrez Dieu pour juge.
Où sont, Dieu de Jacob, tes antiques bontés ?
Impitoyable Dieu, toi seul as tout conduit.
8. Quelle est l'action de Polyeucte ? Résumez-en le développement à travers les différents actes.
9. Tracez le caractère des quatre principaux personnages.
10. Indiquez quelques défauts.

(Over)

11. Comparez brièvement le songe d'Athalie et celui de Pauline.

12. Qui prononce les vers suivants? en quelles circonstances? faites un mot de critique :

A raconter ses maux souvent on les soulage.
Qui n'appréhende rien, présume trop de soi.
Les dieux et l'empereur sont plus que ma famille.
Elle a trop de vertu pour n'être pas chrétienne.
Ils font des vœux pour nous qui les persécütons.
Adore-les ou meurs—Je suis chrétien.
Je vois, je crois, je sais, je suis désabusée.

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EXAMEN, MAI, 1897.

PREMIER EXAMEN.

RHÉTORIQUE FRANÇAISE.

(Temps, 1½ heure).

1. Quintilien a défini l'orateur : vir bonus dicendi peritus ; que dites-vous de cette définition ?
2. Quelles qualités l'éloquence à un haut degré de perfection suppose-t-elle dans celui qui la possède ? expliquez en particulier le mot de Cicéron : silva rerum ipsi comparanda est.
3. Expliquez l'axiome : pectus est quod disertos facit.
4. Nommez et définissez brièvement les parties du discours.
5. Qu'appelle-t-on mouvements oratoires ? Que sont les passions ? D'où naissent-elles ? Comment les divise-t-on ?
6. Quelle place occupe l'action oratoire dans l'éloquence ? de quoi dépend-elle ?
7. Qu'est-ce que l'improvisation ? Qu'avez-vous à en dire ?
8. Expliquez avec quelque détail dans quel ordre et de quelle manière vous procéderiez pour composer un discours.

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EXAMEN MAI 1967

QUESTIONNAIRE

QUESTIONNAIRE

1. Choisissez un des deux sujets suivants et répondez à la question qui vous est posée.

2. Quelles sont les principales raisons pour lesquelles on suppose que le monde est en train de changer ?

3. Expliquez la signification de la phrase : "Le monde est en train de changer".

4. Nommez et décrivez brièvement les parties du monde.

5. Quelles sont les principales caractéristiques de la civilisation ?

6. Quelles sont les principales caractéristiques de la civilisation ?

7. Quel est le rôle de l'homme dans la civilisation ?

8. Expliquez avec quelques détails dans quel sens et de quelle manière vous procédez pour composer vos réponses.

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EXAMEN, MAI, 1897.

PREMIER EXAMEN.

COMPOSITION FRANÇAISE.

(Temps, 1½ heure).

Choisir une des pensées suivantes et la développer :

1. Aucun chemin de fleurs ne conduit à la gloire.
2. À tous les cœurs bien nés que la patrie est chère !
3. La guerre et ses horreurs, la guerre est à nos portes.
4. Soveraine du monde, ô divine éloquence !
5. Qu'un véritable ami est une douce chose !

N. B.—L'on ne demande pas plus de 40 lignes, mais l'élève doit donner une attention toute particulière à la rédaction de la copie, à l'orthographe, à la correction et à l'élégance du style.

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EXAMEN MAI 1957

UN

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9. Exp
neur gén
(c) du mi
10. Ecri
Français,
fédéral.

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EXAMEN, MAI, 1897.

PREMIER EXAMEN.

HISTOIRE DE FRANCE ET BOURINOT.

1. Nommez les différentes dynasties qui se sont succédé sur le trône de France ; racontez brièvement leur avènement et leur chute.
2. Esquissez brièvement le gouvernement et la législation des Francs sous les Mérovingiens.
3. Faites connaître Charlemagne comme législateur et protecteur des lettres.
4. Racontez la dernière période de la guerre de cent ans.
5. Faites connaître Richelieu et son œuvre.
6. Résumez le règne de Louis XV.
7. Faites connaître la présente constitution de la France.
8. "La Reine ne peut rien faire de mal" : expliquez le sens de cet axiome de la constitution anglaise ; donnez les principes constitutionnels sur lesquels il repose.
9. Expliquez les devoirs et les attributions (a) du gouverneur général, (b) du premier ministre de la Confédération, (c) du ministre de l'Agriculture.
10. Ecrivez quelques mots (a) sur la loi civile du Canada Français, (b) sur le pouvoir de désaveu du gouvernement fédéral.

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EXAMEN, MAI 1957

HISTOIRE DE L'AMERIQUE DU NORD

1. Expliquez les raisons de l'immigration massive des immigrants irlandais et allemands au Canada au cours du dix-neuvième siècle.

2. Décrivez les conditions de vie des immigrants irlandais et allemands au Canada au cours du dix-neuvième siècle.

3. Expliquez les raisons de l'immigration massive des immigrants irlandais et allemands au Canada au cours du dix-neuvième siècle.

4. Décrivez les conditions de vie des immigrants irlandais et allemands au Canada au cours du dix-neuvième siècle.

5. Expliquez les raisons de l'immigration massive des immigrants irlandais et allemands au Canada au cours du dix-neuvième siècle.

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7. Expliquez les raisons de l'immigration massive des immigrants irlandais et allemands au Canada au cours du dix-neuvième siècle.

8. Décrivez les conditions de vie des immigrants irlandais et allemands au Canada au cours du dix-neuvième siècle.

9. Expliquez les raisons de l'immigration massive des immigrants irlandais et allemands au Canada au cours du dix-neuvième siècle.

10. Décrivez les conditions de vie des immigrants irlandais et allemands au Canada au cours du dix-neuvième siècle.

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EXAMINATIONS, MAY, 1897.

PRELIMINARY—PRÉLIMINAIRE.

HOMER—HOMÈRE.

1. Translate :

Traduisez :

Ὡς οἱ μὲν τὰ πένοντο κατὰ στρατὸν οὐδ' Ἀγαμέμνων
λήγ' ἔριδος, τὴν πρῶτον ἐπηπείλησ' Ἀχιλῆϊ,
ἀλλ' ὄγε Ταλθύβιον τε καὶ Εὐρυβάτην προσέειπεν,
τῶ οἱ ἔσαν κῆρυκε καὶ ὄτρηρῶ θεράποντε·
Ἔρχεσθον κλισίην Πηληϊάδεω Ἀχιλῆος.
χειρὸς ἐλόντ' ἀγέμεν Βρισηΐδα καλλιπάρηγον·
εἰ δέ κε μὴ δώησιν, ἐγὼ δέ κεν αὐτὸς ἔλωμαι
ἐλθὼν σὺν πλεόνεσσι· τὸ οἱ καὶ ρίγιον ἔσται.

2. Parse the underlined words.

Analysez les mots soulignés.

3. Give a brief sketch of events from Achilles' quarrel to the end of the first book of the Iliad.

Résumez brièvement les événements du premier livre de l'Iliade depuis la querelle d'Achille jusqu'à la fin du livre.

4. Translate :

Traduisez :

Ἦμος δ' ἠέλιος κατέδυ καὶ ἐπὶ κνέφας ἦλθεν,
οἷον τότε κοιμήσαντο παρὰ πρυμνήσια νηός.
Ἦμος δ' ἠριγένεια φάνη ροδοδάκτυλος Ἥως,
καὶ τότε ἔπειτ' ἀνάγοντο μετὰ στρατὸν εὐρὺν Ἀχαιῶν·
τοῖσιν δ' ἴχμενον οὐρον ἴει ἐκάεργος Ἀπόλλων·
οἱ δ' ἴστον στήσαντ', ἀμφ' ἦ ἰστία λευκὰ πέτασσαν
ἐν δ' ἄνεμος πρῆσεν μέσον ἰστίον, ἀμφὶ δὲ κῶμα
στείρη πορφύρεον μεγάλ' ἴαχε νηὸς ἰούσης·
ἦ δ' ἔθειεν κατὰ κῶμα διαπρήσσουσα κέλευθον.
Αὐτὰρ ἐπεὶ ῥ' ἴκοντο κατα στρατὸν εὐρὺν Ἀχαιῶν,
νῆα μὲν οἷγε μέλαιναν ἐπ' ἠπειροιο ἔρυσσαν
δφουῦ ἐπε φασμάθοις, ὑπὸ δ' ἔρματα μακρὰ τάνυσσαν
αὐτοὶ δ' ἐσκίδναντο κατὰ κλισίας τε νέας τε.

(Over)

5. Parse the underlined words.
Analysez les mots soulignés.

6. Scan from *Οἱ δ' ἴστων* to *μακρὰ τάνυσσαν*.
Scandez depuis *Οἱ δ' ἴστων* à *μακρὰ τάνυσσαν*.

7. Translate :
Traduisez :

Τὸν δ' ἡμείβετ' ἔπειτα βοῶπις πότνια Ἥρη·
Αἰνότατε Κρονίδη, ποῖον τὸν μῦθον ἔειπες ;
Καὶ λίην σε πάρος γ' οὔτ' εἶρομαι οὔτε μεταλλῶ,
ἀλλὰ μάλ' εὐκηλός τὰ φράζει ἄσθ' ἐθέλησθα.
Νῦν δ' αἰνῶς δεῖδοικα κατὰ φρένα μη σε παρείπη
ἀργυρόπεζα θέτις, θυγάτηρ ἀλίοιο γέροντος·
ἡερίη γὰρ σοίγε παρέζετο, καὶ λάβε γούνων.
τῇ σ' οἶω κατανεῦσαι ἐτήτυμον, ὡς Ἀχιλῆα
τιμῆσης, ὀλέσης δὲ πολέας ἐπὶ νηυσὶν Ἀχαιῶν.

8. Parse the underlined words.
Analysez les mots soulignés.

1.

(a)

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(b)

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EXAMINATIONS, MAY, 1897.

PRELIMINARY—PRÉLIMINAIRE.

XENOPHON.

1. Translate :

Traduisez :

(a) Κύρος δ' οὖν ἀνέβη ἐπὶ τὰ ὄρη, οὐδενὸς κωλύοντος, καὶ εἶλε τὰς σκηνάς, οὐ ἐφύλαττον οἱ Κίλικες. Ἐντεῦθεν δὲ κατέβαιναν εἰς πεδῖον μέγα, καλὸν καὶ ἐπίρρυτον, καὶ δένδρων παντοδαπῶν ἔμπλεων καὶ ἀμπέλων.

Μετά δὲ τὰτα συναγαγὼν τοὺς μεθ' ἑαυτοῦ στρατιώτας, καὶ τοὺς προσελθόντας αὐτῷ καὶ τῶν ἄλλων τὸν βουλόμενον, ἔλεξε τοιάδε. “ Ἄνδρες στρατιῶται, τὰ μὲν δὴ Κύρου δῆλον ὅτι οὕτως ἔχει πρὸς ἡμᾶς, ὥσπερ τὰ ἡμέτερα πρὸς ἐκεῖνον· οὔτε γὰρ ἡμεῖς ἔτι ἐκείνου στρατιῶται, (ἐπεὶ γε οὐ συνεπόμεθα αὐτῷ,) οὔτε ἐκεῖνος ἡμῖν ἔτι μισθοδότης. Ὅτι μέντοι ἀδικεῖσθαι νομίζει ὑφ' ἡμῶν, οἶδα ὥστε καὶ, μεταπεμπομένου αὐτοῦ, οὐκ ἐθέλω ἐλθεῖν, τὸ μὲν μέγιστον, αἰσχυνομενος, ὅτι σύννοια ἐμαυτῷ πάντα ἐφυσμένος αὐτόν· ἔπειτα δὲ καὶ δεδιώς, μὴ, λαβὼν με, δίχην ἐπιθῆ, ὧν νομίζει ὑπ' ἐμοῦ ἠδικῆσθαι.

(b) Ἀκούσαντες τὰτα ἐπέειθοντο καὶ διέβησαν, πρὶν τοὺς ἄλλους ἀποκρίνασθαι. Κύρος δ' ἐπεὶ ἤσθητο διαβεβηκότας, ἤσθη τε, καὶ τῷ στρατεύματι πέμψας Γλοῦν, εἶπεν· “ Ἐγὼ μὲν, ὦ ἄνδρες, ὑμῶν ἐπαινώ· ὅπως δὲ καὶ ὑμεῖς ἐμὲ ἐπαινέσητε, ἐμοὶ μελήσει ἢ μηκέτι με Κύρον νομίζετε.” Οἱ μὲν δὴ στρατιῶται, ἐν ἐλπίσει μεγάλαις ὄντες, εὐχοντο αὐτὸν εὐτυχεῖν· Μένωνι δὲ καὶ δῶρα ἐλέγετο πέμψαι μεγαλοπρεπῆ. Ταῦτα δὲ ποιήσας διέβαινε· συνεπετο δὲ καὶ τὸ ἄλλο στράτευμα αὐτῷ ἄπαν· καὶ τῶν διαβαινόντων τὸν ποταμὸν οὐδεὶς ἐβρέχθη ἀνωτέρω τῶν μασθῶν ὑπὸ τοῦ ποταμοῦ.

Στρουθὸν δὲ οὐδεὶς ἔλαβεν· οἱ δὲ διώξαντες τῶν ἵππέων ταχὺ ἐπιόντο· πολὺ γὰρ ἀπεσπато φεύγουσα, τοῖς μὲν ποσι δρόμῳ, ταῖς δὲ πτέρυξιν, ἄρασα, ὥσπερ ἰστίῳ χρωμένῃ. Τὰς δὲ ὠτίδας, ἂν τις ταχὺ ἀνιστῆ, ἔστι λαμβάνειν· πέτονται γὰρ βραχὺ, ὥσπερ πέρδικες, καὶ ταχὺ ἀπαγορεύουσι. Τὰ δὲ κρέα αὐτῶν ἤδιστα ἦν.

(Over)

(c) Ὁ μέντοι Κῦρος εἶπεν, ὅτε καλέσας παρεκελεύετο τοῖς Ἕλλησι, τὴν κραυγὴν τῶν βαρβάρων ἀνέχεσθαι, ἐφεύσθη τοῦτο· οὐ γὰρ κραυγῆ, ἀλλὰ σιγῆ, ὡς ἀνυστὸν, καὶ ἡσυχῆ ἐν ἴσῳ καὶ βραδέως προσῆσαν. Καὶ ἐν τούτῳ Κῦρος, παρελαύνων αὐτὸς σὺν Πίγρητι τῷ ἐρμηνεῖ καὶ ἄλλοις τρισὶν ἢ τετταρσι, τῷ Κλεάρχῳ ἐβόα, ἄγειν τὸ στράτευμα κατὰ μέσον τὸ τῶν πολεμίων, ὅτι ἐκεῖ βασιλεὺς εἶη. “κἂν τοῦτο,” ἔφη, “νικῶμεν, πάνθ’ ἡμῖν πεποιήται.”

2. Parse the underlined words.
Analysez les mots soulignés.

3. Decline in sing: τᾶς πτερυξίν, τὰ κρέα (contracted and uncontracted).

l'éclinez au sing: τᾶς πτερυξίν, τὰ κρέα (formes contractées et noncontractées).

4. Compare: καλον, ταχυ, βραδέως. Account for the case of δένδρων, πάντα, ἄλλουζ, μασθῶν, ἱππέων.

Donnez les degrés de comparaison de καλον, ταχυ, βραδέως. Donnez la raison du cas de δένδρων, πάντα, ἄλλουζ, μασθῶν.

5. Translate:
Traduisez:

1. εἰ οὖν νῦν ἀποδειχθῆσθε τίνας ἡγεῖσθαι τοῦ πλαισίου, οὐκ ἂν ὁπότε οἱ πολέμοι ἐλθοῖεν βουλευεσθαι ἡμῶς δεοί. 2. ἡρώτων Κῦρον τι βούλοιο τῇ στρατείᾳ χρῆσθαι. 3. Ἐνθα δὴ οἱ Ἕλληνες ἔγνωσαν ὅτι πλάσιον ἰσοπλευρον πονηρὰ τάξις εἶη. 4. ὁ πρεσβύτερος παρῶν ἐτύγγανεν.

Explain the nature of the conditional clause in (1), the indirect question in (2), the oblique clause in (3), the participle in (4).

Expliquez l'espèce de phrase conditionnelle dans le 1, l'interrogation indirecte dans 2, le discours indirect dans 3, le participe dans 4.

6. Explain the meaning of πριν and ὥστε (a) with an infinitive, (b) with a finite verb. What construction in indirect discourse is used respectively with φημί, εἶπον and λέγω?

Expliquez le sens de πριν et ὥστε (a) avec un verbe à l'infinitif (b) avec un verbe à un mode personnel. Quelle construction modale est employée avec φημί, εἶπον et avec λέγω?

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

PRELIMINARY—PRÉLIMINAIRE.

GREEK GRAMMAR AND COMPOSITION.

GRAMMAIRE GRECQUE ET THÈME.

A.

1. (a) Decline together, in singular and plural:
Déclinez au sing. et au plur:

τό μέγα ὄρος.

In plural only:

Déclinez au plur:

ὁ εὐδαιμόνων στρατιώτης.

- (b) Write the genitive singular and dative plural of:
Donnez le génitif sing. et le datif pluriel de:

βασιλεύς, ὀπλίτης, νεώς, φύλαξ, χάρις, λυθίς, εἰδώς.

2. Write the contracted forms of the following:

Comment se fait la contraction dans les formes suivantes:

τιμάει, φιλέει, δηλόει, ἐτίμαον, ἐφίλεον, ἐδήλοον, τιμάη, φιλήη, δηλόη.

3. Give in the third person singular and plural the present indicative and present subjunctive of:

Donnez le 3e pers. sing. et plur. du prés. indic. et prés. du subj. de:

εἶμι, ἴημι, also of the perfect form οἶδα.

4. Form in the first person singular only the imperfect and perfect indicative active of:

Formez la première personnesing. de l'imp. et du parf. de de l'ind. actif de:

λύω,θύω, ἀθροίζω, στρατεύω,

and using these as examples, write a note on the formation of the augment and reduplication.

(Over)

et en vous servant de ces verbes comme exemples, dites un mot de la formation de l'augment et du redoublement.

5. Compare :

Donnez les degrés de comparaison de :

πόλεμος, ἡδύς, μέγας, καλός, ἀσχρός.

B.

1. (a) ἐπορεύετο ἐπὶ τὴν πόλιν τὰς σπονδὰς ποιησόμενος.

(b) τοῦτον τὸν στρατιώτην μὴ κολάσῃς.

Translate (a) and (b) and explain the syntax of the underlined words.

Traduisez (a) et (b) et expliquez les règles de syntaxe relatives aux mots soulignés.

2. Translate :

Traduisez :

(a) The treaty has been violated by the Greeks.

Le traité a été violé par les Grecs.

(b) If Cyrus be a friend to us, we will have a friend worthy of honor.

Si Cyrus est notre ami, nous aurons un ami digne d'honneur.

(c) Let us be well disposed to the generals.

Soyons bien disposés envers les généraux.

(d) I fear that the enemy will plunder the villages.

Je crains que les ennemis ne pillent les villages.

(e) Cyrus ordered the generals to collect an army in the plain.

Cyrus ordonna aux généraux de rassembler une armée dans la plaine.

(f) "He collected the soldiers in order that they might march against the city.

Il rassembla les soldats pour qu'ils pussent marcher contre la ville.

(g) "He said that not he himself but Clearchos was general.

Il dit (que ce) n'était pas lui-même mais Cléarque qui était général.

UN

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Tra

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habere.

2. Par

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3. (a)

(b)

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EXAMINATIONS, MAY, 1897.

PRELIMINARY—PRÉLIMINAIRE.

LATIN—SCHOLARSHIPS.

LATIN—POUR LES BOURSES.

(Time, 2 hours).

1. Translate:
Traduisez:

Ibi cum alii fossas complerent, alii multis *telis conjectis* defensores vallo munitionibusque depellerent, auxiliaresque, quibus ad pugnam non multum Crassus confidebat, lapidibus *telisque subministrandis* et ad aggerem *cespitibus* comportandis speciem atque opinionem pugnantium præberent; cum item ab hostibus constanter ac non timide *pugnaretur* telæque ex loco superiore missa non frustra acciderent, equites *circum-itis* hostium castris Crasso renunciaverunt, non eadem esse diligentia ab decumana porta castra munita facilemque aditum habere.

2. Parse the italicised words.
Analysez les mots en italiques.

3. (a) Confidebat: / Name the semi-deponent verbs.
Nommez les verbes semi-déponents.

(b) Explain the rule of using the gerundive instead of the gerund, and give an example.

Expliquez la règle de l'emploi du participe passif d'obligation au lieu du gérondif, et donnez un exemple.

1. Translate:
Traduisez:

Nox erat, et terris animalia somnus habebat;
Effigies sacræ divum, Phrygiique Penates,
Quos mecum a Troja mediisque ex ignibus urbis
Extuleram, visi ante oculos astare jacentis
In somnis, multo manifesti lumine, qua se
Plena per insertas fundebat luna fenestras;
Tum sic affari, et curas his demere dictis:

(Over)

i. Parse :
Analysez : { *Visi, jacentis, demere.*

2. (Not for translation):
(Pas pour traduire):

(a) Prima hominis facies et pulchro pectore virgo
Pube tenus, postrema immani corpore pistris,
Delphinum caudas utero commissa luporum.

(b) Ipse arduus altaque pulsat
Sidera—di, talem terris avertite pestem :—
Nec visu facilis nec dictu affabilis ulli.

In what connection in the story of the Aeneid do these passages occur ?

A quelle partie de l'histoire de l'Enéide ces passages se rapportent-ils ?

3. (Not for translation):
(Pas pour traduire):

Sic pater Aeneas intentis omnibus unus
Fata renarrabat divum, cursusque docebat.
Conticuit tandem, factoque hic fine quievit.

i. Picture the scene to which reference is here made.

ii. In *outline* sketch the wanderings referred to in "fata divum cursusque."

i. Décrivez la scène à laquelle on fait allusion dans cet extrait.

ii. Racontez brièvement les voyages auxquels on fait allusion dans "fata divum cursusque."

Translate :

Victoria, the queen of England, will have reigned fifty years next month. All of us know how happy the English nation has been during her reign and we ought to show her that we love her by our actions in that month. From all parts of the world many people will go to the city of London to endeavor to see what is going there. We in Canada hope to send lieutenants and soldiers across to Britain not as Caesar did many years ago for the sake of carrying on war but to show that we belong to the same great nation and that we are not the men to refuse to fight for our country if we are provoked. This custom has been handed down to us from our ancestors. Let us be worthy of our fatherland and of pitching our camp on that celebrated island.

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Traduisez :

Victoria, la reine d'Angleterre, aura régné cinquante ans, le mois prochain. Tous nous savons combien la nation Anglaise a été heureuse pendant son règne et nous devrions lui montrer que nous l'aimons par nos actions en ce mois. De toutes les parties du monde plusieurs iront à la ville de Londres pour essayer de voir ce qui se passe là. Nous, au Canada, nous espérons envoyer des lieutenants et des soldats en Bretagne, non comme César fit il y a longtemps pour faire la guerre, mais pour montrer que nous appartenons à la même grande nation et que nous ne sommes pas hommes à refuser de combattre pour notre pays, si nous sommes attaqués. Cette coutume nous a été transmise par nos ancêtres. Soyons dignes de la terre de nos pères et (dignes) de placer notre camp sur cette île célèbre.

U

1.

(a)

(b)

(c)

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

PRELIMINARY.—PRÉLIMINAIRE.

VIRGIL.—VIRGILE.

I. Translate :
Traduisez :

- (a) Iamque fere sicco subductæ litore puppes ;
Conubiis arvisque novis operata iuventus ;
Iura domosque dabam : subito cum *tabida* membris,
Corrupto cæli tractu, miserandaque venit
Arboribusque *satisque* lues et letifer annus.
Linquebant dulces animas, aut ægra trahebant
Corpora ; tum sterilis *exurere* Sirius agros ;
Arebant herbæ, et *victum* seges ægra negabat.
Rursus ad oraclum Ortygiæ Phœbumque *remenso*
Horitur pater ire mari, veniamque precari :
Quam fessis finem rebus ferat ; unde laborum
Temptare auxilium iubeat ; quo vertere cursus
- (b) Nate *dea*—nam te maioribus ire per altum
Auspiciis manifesta fides : sic fata *deum* rex
Sortitur, volvitque vices ; is vertitur ordo—
Pauca tibi e multis, quo tutior hospita *lustres*
Aequora et Ausonio possis *considerare* portu,
Expediam dictis ; prohibent nam cetera Parcæ
Scire Helenum farique *vetat* Saturnia Iuno.
Principio Italiam, quam tu iam *rere* propinquam
Vicanosque, ignare, paras invadere portus.
Longa procul longis via dividit *invia* terris.
Ante et Trinacria lentandus remus in unda,
Et *salis* Ausonii lustrandum navibus æquor
Inferni que lacus Acææque insula Ciræ,
Quam tuta possis urbem componere terra.
- (c) Interdum scopulos avulsaque *viscera* montis
Erigit eructans, liquefactaque saxa sub auras
Cum gemitu glomerat, fundoque exæstuat *imo*.
Fama est Enceladi semustum fulmine corpus
Urgeri mole hac, ingentemque insuper Aetnam

(Over)

Inpositam ruptis flammam exspirare *caminis* ;
 Et fessum quotiens *mutet* latus, intremere omnem
Murmure Trinacriam, et cælum *subtexere* fumo.
 Noctem illam tecti silvis inmania monstra
 Perferimus, nec, quæ sonitum *det* causa, videmus.
 Nam neque erant astrorum ignes, nec lucidus *æthra*
 Siderea polus, obscuro sed *nubila* cælo,
 Et lunam in nimbo nox intempesta tenebat.

2. Scan the first 5 lines in extract (a) and account for the quantities in the first line.

Scandez les 5 premiers vers de l'extrait (a) et donnez la raison de la quantité de toutes les syllabes du 1er vers.

3. Parse the italicised words.
 Analysez les mots en italiques.

4. Give the names of the Parcae and tell who they were. Why was Trinacria so called? Give its modern name. Write a note on *Aeaeae insula Circa*.

Donnez les noms des Parques et dites qui elles étaient. Pourquoi la "Trinacrie" était-elle ainsi nommée? Indiquez quel est son nom maintenant. Ecrivez une note sur "Aeaeae insula Circae."

5. Write a note on the declension of *domos*. What words are like it?

Ecrivez un note sur la déclinaison de *domos*. Quels autres mots lui ressemblent?

6. Derive: *conubiis*, *letifer*, *auspiciis*, *semustum*. Account for the moods of: *exurere*, *ferat*, *possis* (twice in b) and the cases of: *membris*, *dictis*, *navibus*.

Donnez l'étymologie de: *conubiis*, *letifer*, *auspiciis*, *semustum*. Donnez la raison du mode de: *exurere*, *ferat*, *possis* (2 fois dans l'extrait b) et la raison du cas de: *membris*, *dictis*, *navibus*.

7. Translate into Latin:

Caesar was greatly disturbed at the letters which he received from his lieutenant and sent him to ascertain what states were in arms against the republic. He was informed that the Helvetii who were the most powerful tribe of all Gaul on account of their valor, influence and number of population were not many miles off and were trying to per-

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suade others to join them. On learning this he saw that he must do many things at one and the same time. He sent forward his cavalry to pursue the enemy. He himself set out with the tenth legion, leaving the two legions which he had enrolled most recently in Gaul as a guard to the baggage. After fighting a successful battle he returned into winter quarters and as there was a scarcity of corn in that district, he was compelled to send out several cohorts in different directions to forage

Traduisez en Latin :

César fut grandement troublé par les lettres qu'il reçut de son lieutenant et l'envoya pour demander quelles cités étaient en armes contre la république. Il apprit que les Helvètes qui étaient la plus puissante nation de toute la Gaule, à cause de leur courage, de leur influence et de leur nombre n'étaient pas éloignés de plusieurs milles et essayaient de persuader aux autres de se joindre à eux. En apprenant ceci, il vit qu'il devait faire plusieurs choses en un seul et même temps. Il envoya en avant sa cavalerie pour poursuivre l'ennemi. Lui-même partit avec la dixième légion, laissant les deux légions qu'il avait levées tout récemment en Gaule comme une garnison pour les bagages.

Après qu'ils eurent fait un heureux combat, il retourna à ses quartiers d'hiver et comme le froment manquait dans cette région il fut forcé de renvoyer quelques cohortes dans différentes directions pour faire du butin.

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UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

PRELIMINARY—PRÉLIMINAIRE.

CÆSAR.—CAÉSAR.

I. Translate :

Traduisez :

(a) Pro his Divitiacus—nam post discessum Belgarum, dimissis Aeduorum copiis, ad eum reverterat—facit verba : Bellovacos omni tempore in fide atque amicitia civitatis Aeduae fuisse : impulsos a suis principibus, qui dicerent Aeduos, a Caesare in servitum redactos, omnes indignitates contumeliasque perferre, et ab Aeduis defecisse et populo Romano bellum intulisse. Qui ejus consilii principes fuissent, quod intellegent quantam calamitatem civitati intulissent, in Britanniam profugisse. Petere non solum Bellovacos, sed etiam pro his Aeduos, ut sua clementia ac mansuetudine in eos utatur. Quod si fecerit, Aeduorum auctoritatem apud omnes Belgas amplificaturum, quorum auxiliis atque opibus, si qua bella inciderint, sustentare consuerint

(b) Quo proelio bellum Venetorum totiusque orae maritimae confectum est. Nam cum omnis juvenus, omnes etiam gravioris aetatis, in quibus aliquid consilii aut dignitatis fuit, eo convenerant, tum navium quod ubique fuerat in unum locum coegerant ; quibus amissis reliqui neque quo se reciperent, neque quemadmodum oppida defenderent, habebant. Itaque se suaque omnia Caesari dediderunt. In quos eo gravius Caesar vindicandum statuit, quo diligentius in reliquum tempus a barbaris jus legatorum conservaretur. Itaque omni senatu necato reliquos sub corona vendidit.

(c) Genus hoc est ex essedis pugnae. Primo per omnes partes perequitant et tela conjiciunt atque ipso terrore equorum et strepitu rotarum ordines plerumque perturbant, et cum se inter equitum turmas insinuaverunt, ex essedis desiliunt et pedibus proeliantur. Aurigae interim paulatim ex proelio excedunt atque ita currus collocant, ut si illi a multitudine hostium premantur, expeditum ad suos receptum habeant. Ita mobilitatem equitum, stabilitatem peditum in proeliis praestant, ac tantum usu quotidiano et exercitatione efficiunt, uti in declivi ac praecipiti loco incitatos equos sustinere et brevi moderari ac flectere et per temonem percurrere et in iugo insistere et se inde in currus citissime recipere consuerint.

(Over)

II. In extract (a) convert into direct narration "Bellovacos omni tempore . . . consuerint."

Dans l'extrait (a) tournez en style direct "Bellovacos omni tempore . . . consuerint."

III. In extract (b)

Dans l'extrait (b)

1. Parse fully "dignitatis," "amissis," "eo," ("in quos eo"), "vindicandum."

1. Analysez complètement "dignitatis," "amissis," "eo," "vindicandum."

2. Explain the mood in "reciperent," "conservaretur."

2. Expliquez le mode de "reciperent," "conservaretur."

3. Why is "quo" used in the clause "quo diligentius conservaretur"?

3. Pourquoi "quo" est-il employé dans la phrase "quo diligentius . . . conservaretur"?

IV. In extract (c) parse :

Dans l'extrait (c) analysez :

1. "Strepitu," "desiliunt," "incitatos," "consuerint."

2. Why is the present tense used throughout the passage?

2. Pourquoi le présent est-il employé dans tout ce passage?

3. Explain the reference in the words "illi" and "suos."

3. Expliquez de qu'il s'agit dans ces mots "illi" et "suos."

V. Write the principal parts of :

Donnez les temps primitifs de :

Impello, infero, consuesco, cogo, amitto, efficio, conjiciunt.

VI. Translate :

Traduisez :

Cum Camillus Falerios obsideret, quidam ludi magister qui filios plurimorum ex nobilibus ejus oppidi docebat, discipulos ex portis eductos duci Romano tradidit, sperans hoc modo oppidum cito captum iri, et sese magna praemia adepturum esse. Camillus tamen, justa ira incensus, cum hominem nudandum curavisset, pueros eum flagellis ad oppidum prosequi jussit, ut civibus demonstraret quantopere populus Romanus perfidiam abominaretur. Quae magnanimitas adeo cives delectavit, ut brevi tempore Romanis oppidum traderent.

Vocabulary:

Vocabulaire:

Ludus—a school, école.

Adipiscor—I obtain, obtenir.

Flagellum—a whip, un fouet.

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UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

PRELIMINARY.—PRÉLIMINAIRE.

LATIN GRAMMAR.—GRAMMAIRE LATINE.

1. Decline together :
Déclinez ensemble :
 Utervis princeps major.
 Senex pauper et miser.
 Idem agger altus.
2. (a) Give the genitive singular and the gender of :
 Donnez le génitif singulier et le genre de :
 Laus, plebs, ver, imago, collis, lapis, æquor, grex.

 (b) Write the abl. sing. and gen. plur. of :
 Ecrivez l'abl. sing. et le gen. plu. de :
 Avis, sol, cubile, ær, vicis.
3. What are the other degrees of comparison of :
 Quels sont les autres degrés de comparaison de :
 Malevolus, strenuus, diu, satis, interior, celeriter, facilis
 deterior, primus.
4. Give the principal parts of :
 Donnez les temps primitifs de :
 Torqueo, seco, sancio, indulgeo, hisco, vinco, vinceo.
5. Write the 3rd p. sing. perf. subj. passive of :
 Ecrivez la 3^e p. sing. du parf. du subj. passif de :
 Conficio, venio, exedo, augeo, fero, cædo, rego, quæro.
6. (a) What case constructions do the following words
 govern? Give examples.
 Quels cas demandent les mots suivants? Donnez des
 exemples.
 Accuso, pœnitet, dignus, conscius, natus, suadeo, instar,
 admoneo.

(Over)

(b) What mood constructions follow jubeo, impero, cupio, suadeo, prohibeo? Give examples.

Quels conjonctions et quels modes demandent les verbes jubeo, impero, cupio, suadeo, prohibeo? Donnez des exemples.

7. Translate:

1. Do you think the city will be captured?
2. The enemy is only two hundred paces from the walls.
3. How much did you pay for this house?
4. It is the custom of many cities to praise those who have been killed in battle.
5. Virtue must be practised by all.
6. Caesar having discovered the plot, the barbarians fled.

Traduisez :

1. Pensez-vous que la ville sera prise?
2. L'ennemi n'est qu'à deux cents pas des murs.
3. Combien avez-vous payé cette maison?
4. Il est d'usage en plusieurs villes de louer ceux qui ont été tués dans les combats.
5. La vertu doit être pratiquée par tous.
6. César ayant découvert la conjuration, les barbares s'enfuirent.

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UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

PRELIMINARY.

I.—ARITHMETIC.

N.B.—Not more than two questions from each section are to be sent up. Questions marked (a) and (b) count only as half questions.

Time—2 hours.

1. Find the weight (in imperial tons of 2,240 lbs. each) of the carbon in the carbonic acid gas in the atmosphere resting on a square mile of land when the pressure of the atmosphere is 14.73 lbs to the square inch, having given (1) that each cubic foot of air contains .00035 cubic feet of carbonic acid gas; (2) that the weight of any volume of carbonic acid is 1.52 times the weight of an equal volume of air under the same pressure and at the same temperature; (3) that $\frac{3}{11}$ by weight of all carbonic acid gas is carbon.

2. A, B, and C engage to hoe an acre of corn for \$7.80. A alone can hoe it in 48 hours; B, in 36 hours; and C in 24 hours. A begins first and works alone 10 hours, then B commences and A and B work together 6 hours, when C joins them, and all work together till the job is finished. How much ought each to receive of the \$7.80.

3. A person bought wheat at 80 cents, barley at 75 cents, and oats at 40 cents per bushel, expending for barley half as much again as for wheat, and for oats twice as much as for wheat. He sold the wheat at a gain of 5%, the barley at a gain of 8%, and the oats at a gain of 10%, and received for the whole \$9,740. How many bushels of each kind of grain did he buy.

4. Smith and Brown hired a span of horses and carriage to go from Winnipeg to Poplar Point, a distance of 42 miles. At Headingly, 12 miles from Winnipeg, they took up Jones, agreeing to carry him to Poplar Point and back to Headingly for his proportionate share of the expenses. At Meadows, 24 miles from Winnipeg, they took up Robinson, agreeing to

(Over)

carry him to Poplar Point and back to Meadows for his proportionate share of the expenses. If \$11 were charged for the use of the horses and carriage, how much should each man pay?

II.--ALGEBRA.

1. (a) If $s = \frac{1}{2}(a+b+c)$, prove that
 $4s(s-a)(s-b)(s-c) = a^2b^2 - \frac{1}{4}(a^2+b^2-c^2)^2$.

(b) Simplify

$$(a^2 - b^2)^{\frac{p-2m}{p}} \times \sqrt[p]{\{(a+b)^{2m}\}} \times \left\{(a-b)^{\frac{m}{p}}\right\}^2$$

2. (a) If $\frac{a+c}{b} = \frac{c}{a} = \frac{a}{c-b}$, prove that $bc = 3a^2$.

(b) If $yz = \sqrt{ay^2 - a^2}$, and $xy = \sqrt{ax^2 - a^2}$, prove that
 $xz = \sqrt{az^2 - a^2}$.

3. If a and β are the roots of the equation $ax^2 + bx + c = 0$, and $\frac{a}{\beta}, \frac{\beta}{a}$ those of the equation $px^2 + qx + r = 0$, then will
 $b^2r + acq = 2apc$.

4. A and B engage to reap a field for 90 shillings. As A could reap it alone in 9 days, they promise to reap it together in five days. They found, however, that they were obliged to call in C, an inferior workman, to assist them the last two days, in consequence of which B received 3s. 9d. less than he would otherwise have received. In what time could B and C each reap the field?

III.—EUCLID.

1. (a) ABC is a triangle; construct another of equal area, having its vertex in BC, and its base lying along AB.

(b) Given the sum of a side and diagonal of a square, construct it.

2. In a right-angled triangle the square on the hypotenuse is equal to the square on the difference of the sides, together with four times the area of the triangle.

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3. A circle is inscribed in the triangle ABC, and a triangle is cut off at each angle by a tangent to the circle. Show that the perimeters of these triangles are together equal to the perimeter of ABC.

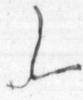
4. A and B are two points on a circle whose centre is C. A circle is described through A, B, C, and a straight line APQ is drawn cutting this circle at P and the original circle at Q. Show that PB is equal to PQ.

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UNIVERSITE DE MANITOBA

EXAMEN, MAI, 1897.

PRÉLIMINAIRE.

PROBLÈMES.

Temps—2 heures.

N.B.—On ne doit tenter que deux questions dans chaque catégorie A, B, C. Celles qui sont marquées (a), (b) ne comptent que pour la moitié d'une question.

A.

1. Trouver le poids, en tonnes de 2240 lbs., du charbon contenu dans un gaz d'acide carbonique dans une atmosphère d'un mille carré, lorsque la pression de l'atmosphère est 14.73 lbs. au pouce carré; étant donnés :

(a) 1 pied cube d'air contient .00035 pied cubique de gaz acide carbonique;

(b) Le poids de tout volume d'acide carbonique est 1.52 fois le poids du même volume d'air à la même pression et à la même température;

(c) Les $\frac{3}{11}$ en poids de l'acide carbonique sont du charbon.

2. A, B et C s'engagent à louer un acre de terre pour \$7.80. A peut faire l'ouvrage en 48 heures, B en 36 et C en 24. A commence et travaille 10 heures; alors, B se joint à A et ils travaillent ensemble 6 heures, enfin C s'unit à A et B pour finir l'ouvrage. Combien chacun doit-il recevoir des \$7.80?

3. Une personne a acheté du blé à 80c., de l'orge à 75c. et de l'avoine à 40c. le minot, et débourse pour l'orge $1\frac{1}{2}$ autant que pour le blé et l'avoine, et pour l'avoine 2 fois autant que pour le blé. Elle a vendu à profit de 5% le blé, de 8% l'orge, et de 10% l'avoine pour \$9740. Combien de minots de chaque espèce a-t-elle achetés?

4. Smith et Brown louent une voiture pour aller de Winnipeg à Poplar Point, une distance de 42 milles. A Headingly, à 12 milles de Winnipeg, ils prennent Jones pour le mener à Poplar Point et retour à Headingly; à Meadows,
(Over)

24 milles de Winnipeg, ils prennent Robbinson pour le conduire à Poplar Point et retour à Meadows. Chacun payant sa part proportionnelle de dépenses. Le louage de la voiture est \$11; combien chacun doit-il payer ?

B

1. (a) Si $s = \frac{1}{2}(a+b+c)$, prouver que :
 $4s(s-a)(s-b)(s-c) = a^2b^2 - \frac{1}{4}(a^2 + b^2 - c^2)^2$.

(b) Simplifier :

$$(a^2 - b^2)^{\frac{p-2m}{p}} \times \sqrt[p]{\left\{ (a+b)^{2m} \right\}} \times \left\{ (a-b)^{\frac{m}{p}} \right\}^2$$

2. (a) Si $\frac{a+c}{b} = \frac{c}{a} = \frac{a}{c-b}$, prouver que $bc = 3a^2$.

(b) Si $yz = \sqrt{ay^2 - a^2}$, and $xy = \sqrt{ax^2 - a^2}$, prouver que
 $xz = \sqrt{az^2 - a^2}$.

3. Si α et β sont les racines de l'équation $ax^2 + bx + c = 0$, et $\frac{a}{\beta}$, $\frac{\beta}{a}$ les racines de $px^2 + qx + r = 0$, alors $b^2r + acq = 2apc$.

4. A et B s'engagent à moissonner un champ pour 90 shillings. Comme A peut le moissonner seul en 9 jours, ils promettent de faire l'ouvrage en 5 jours. Ils trouvent qu'ils leur faut le travail de C, un ouvrier de moindre capacité, pour les deux derniers jours afin de finir à temps; en conséquence B reçoit 3s. 9d. de moins qu'il aurait reçu autrement. En combien de temps B et C, travaillant séparément, pourraient-ils moissonner le champ ?

C

1. (a) ABC est un triangle; construire un autre triangle de même aire, ayant son sommet sur BC, et sa base coïncidant avec AB.

(b) Construire un carré; étant donnée la somme du côté et de la diagonale du carré.

2. Dans un triangle rectangle, le carré de l'hypoténuse est égal au carré de la différence des côtés et 4 fois l'aire du triangle.

3. Un cercle est inscrit dans le triangle ABC, et on forme un triangle à chaque angle par une tangente au cercle. Prou-

ver que l'aire du triangle est égale à la somme des aires des trois triangles formés.

4. A et B s'engagent à moissonner un champ pour 90 shillings. Comme A peut le moissonner seul en 9 jours, ils promettent de faire l'ouvrage en 5 jours. Ils trouvent qu'ils leur faut le travail de C, un ouvrier de moindre capacité, pour les deux derniers jours afin de finir à temps; en conséquence B reçoit 3s. 9d. de moins qu'il aurait reçu autrement. En combien de temps B et C, travaillant séparément, pourraient-ils moissonner le champ ?

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ver que la somme des périmètres de ces triangles est égale au périmètre du triangle ABC.

4. A et B sont deux points sur la circonférence d'un cercle dont le centre est C. On décrit un cercle passant par A, B, C; et on mène une droite APQ coupant ce cercle au point P, et le cercle donné en Q. Prouver que PB est égale à PQ.

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UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

PRELIMINARY.

EUCLID.

1. Define a triangle, a plane rectilineal angle, a right angle, a perpendicular.

If two angles of a triangle be equal to one another, the sides opposite to them shall be equal to one another.

Every equiangular triangle is also equilateral.

2. Give the definitions of a line, a straight line and of parallel straight lines.

If a straight line fall on two parallel straight lines, it makes the alternate angles equal to one another, and the exterior angle equal to the interior and opposite angle on the same side; and also the two interior angles on the same side together equal to two right angles.

A straight line drawn at right angles to BC the base of an isosceles triangle ABC cuts the side AB at D and CA produced at E; show that AED is an isosceles triangle.

3. Define a square, a rhombus.

If the square described on one of the sides of a triangle be equal to the squares described on the other two sides of it, the angle contained by those two sides is a right angle.

Construct a right-angled triangle, having given the hypotenuse and the difference of the sides.

4. Define a parallelogram and a gnomon.

If a straight line be divided into two equal parts and also into two unequal parts, the rectangle contained by the unequal parts, together with the square on the line between the points of section, is equal to the square on half the line.

Divide a given straight line into two parts, such that the rectangle contained by them shall be the greatest possible.

5. Define a rectangle.

Divide a given straight line into two parts, so that the rectangle contained by the whole and one of the parts may be equal to the square on the other part.

(Over)

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.

6. Define a circle; state when two circles are said to touch one another.

If two circles touch one another internally, the straight line which joins their centres being produced, shall pass through the point of contact.

If in two given circles which touch one another internally there be drawn two parallel diameters, an extremity of each diameter and the point of contact shall be in the same straight line.

7. Define a segment of a circle, similar segments.

The opposite angles of any quadrilateral figure inscribed in a circle are together equal to two right angles.

Through a point C in the circumference of a circle two straight lines ACB, DCE are drawn cutting the circle at B and E; shew that the straight line which bisects the angles ACE, DCB meets the circle at a point equidistant from B and E.

8. State when two straight lines are said to be equally distant from the centre of a circle.

Define a sector of a circle.

In a circle the angle in a semi-circle is a right angle; but the angle in a segment greater than a semi-circle is less than a right angle; and the angle in a segment less than a semi-circle is greater than a right angle.

AB is a common chord of two circles; through C, any point of one circumference, straight lines CAD, CBE are drawn, terminated by the other circumference. Show that the arc DE is invariable in length.

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UNIVERSITE DE MANITOBA

EXAMEN, MAI, 1897.

PRÉLIMINAIRE.

EUCLIDE.

1. Définir un triangle, un angle rectiligne plan, un angle droit et une perpendiculaire.

Si deux angles d'un triangle sont égaux, les côtés opposés à ces angles sont égaux.

Tout triangle équiangulaire est équilatéral.

2. Définir une ligne, une ligne droite, et des droites parallèles.

Si une droite coupe deux autres droites parallèles, alors les angles alterne-internes sont égaux, les angles correspondants sont aussi égaux, et la somme des angles intérieurs du même côté est égale à deux angles droits.

On mène une droite perpendiculaire à BC, la base d'un triangle isocèle ABC, coupant le côté AB en D et CA prolongé en E; prouver que le triangle AED est isocèle.

3. Définir un carré, un losange.

Si le carré d'un côté d'un triangle est égal à la somme des carrés des deux autres côtés, l'angle compris par ces deux côtés est droit.

Construire un triangle rectangle dont on connaît l'hypoténuse et la différence des côtés.

4. Définir un parallélogramme, un gnomon.

Si une droite est divisée en deux segments égaux et en deux segments inégaux, le rectangle contenu par les segments inégaux avec le carré de la droite placée entre les sections égale le carré de la moitié de la droite entière.

Diviser une droite donnée en deux segments tels que le rectangle contenu par les segments soit le plus petit possible.

5. Définir un rectangle.

Couper une droite donnée en deux segments tels que le rectangle compris par la droite et un des segments soit égal au carré de l'autre segment.

(Tournez)

Si une droite est partagée comme dans cette proposition, prouver que le rectangle compris par la somme et la différence des segments est égal au rectangle formé par les deux segments.

6. Définir un cercle, des cercles tangents.

Si deux cercles se touchent intérieurement, la droite qui joint leurs centres passe par le point de contact.

Si deux cercles sont tangents intérieurement, et que l'on mène deux diamètres parallèles, alors une extrémité de chaque diamètre et le point de contact seront en ligne droite.

7. Définir un segment de cercle, des segments semblables.

La somme des angles opposés de tout quadrilatère inscrit dans un cercle égale deux angles droits.

Par un point C sur la circonférence d'un cercle, on mène les droites ACB, DCE, coupant le cercle aux points B et E; prouver que la bissectrice des angles ACE, DCB rencontre la circonférence en un point équidistant de B et de E.

8. Quand deux droites sont-elles équidistantes du centre d'un cercle? Définir un secteur de cercle.

Dans tout cercle, l'angle inscrit dans le demi-cercle est droit; l'angle inscrit dans un segment plus grand est plus petit qu'un angle droit; et l'angle inscrit dans un segment plus petit est plus grand qu'un angle droit.

AB est une corde commune à deux cercles; d'un point C sur la circonférence d'un des deux cercles, on mène deux droites CAD, CBE terminées à la circonférence de l'autre cercle: prouver que l'arc DE est constant.

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UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

PRELIMINARY.

ALGEBRA.

1. Define multiplication and deduce the following equalities:

$$a \times b = ab,$$

$$(-a) \times b = -ab,$$

$$a \times (-b) = -ab,$$

$$(-a) \times (-b) = ab.$$

When $x = -3$, find the value of:

$$3x + 20 - 4[17 - 9x - 4\{5(2x - 1) - 4(3x - 2)\}]$$

2. Distinguish between an equation and an identity.
Solve the following equations:

$$(a) \cdot 2x - \frac{3x - 8 \cdot 13}{21} = x - 17;$$

$$(b) x + z = y + 2 = 3x - 7 = 2x + y - 3z + 13.$$

3. Resolve into factors:

$$(a) 9x^2 + 6xy + y^2;$$

$$(b) (3x - y)^3 - (3y - x)^3;$$

$$(c) 108 - 198y + 30y^2;$$

$$(d) x^7 + 8x^4 - 16x^3 - 128;$$

$$(e) x^4 - 15x^2y^2 + 9y^4;$$

$$(f) (x^2 + 5x - 18)(x^2 + 5x - 2) - 132.$$

4. Prove that the product of any two algebraic expressions is equal to the product of their H.C.F. and L.C.M.

Simplify:

$$(a) \frac{3x^3 - 5x^2 + 5x - 2}{3x^4 + x^3 + x^2 + x - 2};$$

$$(b) \frac{a}{2(x-a)} - \frac{a}{2(x+a)} - \frac{a^4}{x^2(x^2 - a^2)};$$

$$(c) \frac{1}{x^2 - 7x + 12} + \frac{2}{x^2 - 4x + 3} - \frac{3}{x^2 - 5x + 4}.$$

(Over)

5. Write down the roots of the equation $ax^2 + bx + c = 0$, find their sum and product and deduce the condition for equal roots.

For what value of p are the roots of $8x^2 + (6-a)x - a = 0$ equal?

Find the condition that the roots of $9x^2 + px + 4 = 0$ may be the squares of the roots of $3x^2 + 4x + 2 = 0$.

6. Solve the following equations:

(a) $x(x-4)(x+5) = (x-1)(x-2)(x-3)$;

(b) $3 - \frac{1}{x+2} = \frac{5}{(2x-3)(x+2)} + \frac{3}{4x-6}$;

(c) $\sqrt{x+5} + \sqrt{x} = \sqrt{6x+1}$;

(d) $x^2 - 4x + 6 + 4\sqrt{x^2 - 7x + 11} = 3x$;

(e) $x^2 - 3xy + y^2 = 5, x - y = 3$;

(f) $8xy - 13y^2 = 3, 13x^2 - 21xy = 10$.

7. Prove $a^m \times a^n = a^{m+n}$ where m and n are positive integers, and find meanings for $a^{\frac{1}{m}}, a^0$ and a^{-m} .

Multiply $x^n + 1 + x^{\frac{n}{2}}$ by $x^{-n} - x^{-\frac{n}{2}} + 1$.

When $a = -3, b = 2, c = 3, x = -1$, find the value of $ba^c - ax^{bc} + xa^b + 3(ac^2)^{\frac{1}{c}}$.

8. Extract the square roots of:

(a) $9x^4 - 12x^3 + 34x^2 - 20x + 25$;

(b) $25x^{-2} - 12x + 16x^{-8} + 4x^4 - 24x^{-5}$.

9. If $a + \sqrt{b} = a + \sqrt{\beta}$ where a and a are rational and \sqrt{b} and $\sqrt{\beta}$ are surds; then $a = a$ and $b = \beta$.

Extract the square root of $47 - 6\sqrt{60}$ and simplify

$$\frac{1}{\sqrt{47+6\sqrt{60}}} + \frac{1}{\sqrt{47-6\sqrt{60}}}$$

Arrange in order of magnitude $\sqrt{2}, \sqrt[3]{3}, \sqrt[6]{10}$.

10. A person bought 80 lbs. of tea, some of it at 40 cents per lb., and the rest at 60 cents per lb.; he finds that by selling the whole at 60 cents, he would gain \$2 more than by adding 10 cents per lb. to the price of each; how many lbs. of each did he buy?

UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

PRELIMINAIRE.

ALGÈBRE.

1. Définir la multiplication, et déduire les égalités suivantes :

$$\begin{aligned}a \times b &= ab, \\(-a) \times b &= -ab, \\a \times (-b) &= -ab, \\(-a) \times (-b) &= ab.\end{aligned}$$

Trouver la valeur de :

$$3x + 20 - 4[17 - 9x - 4\{5(2x - 1) - 4(3x - 2)\}],$$

lorsque $x = -3$.

2. Distinguer entre une équation et une identité.

Résoudre les équations suivantes :

(a) $2x - \frac{3x - 8 \cdot 13}{21} = x - 17;$

(b) $x + z = y + 2 = 3x - 7 = 2x + y - 3z + 13.$

3. Trouver les facteurs de :

- (a) $9x^2 + 6xy + y^2;$
- (b) $(3x - y)^3 - (3y - x)^3;$
- (c) $108 - 198y + 30y^2;$
- (d) $x^7 - 8x^4 - 16x^3 - 128;$
- (e) $x^4 - 15x^2y^2 + 9y^4;$
- (f) $(x^2 + 5x - 18)(x^2 + 5x - 2) - 132.$

4. Prouver que le produit de 2 expressions algébriques est égal au produit de leur P.G.F.C. et P.P.C.M.

Simplifier :

(a) $\frac{3x^3 - 5x^2 + 5x - 2}{3x^4 + x^3 + x^2 + x - 2};$

(b) $\frac{a}{2(x-a)} - \frac{a}{2(x+a)} - \frac{a^4}{x^2(x^2 - a^2)};$

(Over)

$$(c) \frac{1}{x^2 - 7x + 12} + \frac{2}{x^2 - 4x + 3} - \frac{3}{x^2 - 5x + 4}$$

5. Écrire les racines de l'équation $ax^2 + bx + c = 0$; trouver leur somme et leur produit et déduire la condition requise pour avoir des racines égales.

Quelle doit être la valeur de a pour que les racines de $8x^2 + (6-a)x - a = 0$ soient égales ?

Trouver la condition pour que les racines de $9x^2 + px + 4 = 0$, soient les carrés des racines de l'équation $3x^2 + 4x + 2 = 0$.

6. Résoudre les équations suivantes :

$$(a) x(x-4)(x+5) = (x-1)(x-2)(x-3);$$

$$(b) 3 - \frac{1}{x+2} = \frac{5}{(2x-3)(x+2)} + \frac{3}{4x-6};$$

$$(c) \sqrt{x+5} + \sqrt{x} = \sqrt{6x+1};$$

$$(d) x^2 - 4x + 6 + 4\sqrt{x^2 - 7x + 11} = 3x;$$

$$(e) x^2 - 3xy + y^2 = 5, x - y = 3;$$

$$(f) 8xy - 13y^2 = 3, 13x^2 - 21xy = 10.$$

7. Prouver que $a^m \times a^n = a^{m+n}$, quand m et n sont positifs et entiers; et trouver les significations de $a^{\frac{1}{n}}$, a^0 , a^{-n} .

Multiplier $x^n + 1 + x^{\frac{n}{2}}$ par $x^{-n} - x^{-\frac{n}{2}} + 1$;

Trouver la valeur de :

$$ba^c - ax^{bc} + xa^b + 3(ac^2)^{\frac{1}{c}}, \text{ lorsque } a = -3, b = 2, c = 3$$

$$x = -1.$$

8. Extraire les racines carrées de :

$$(a) 9x^4 - 12x^3 + 34x^2 - 20x + 25;$$

$$(b) 25x^{-2} - 12x + 16x^{-8} + 4x^4 - 24x^{-5}.$$

9. Si $a + \sqrt{b} = a + \sqrt{\beta}$, lorsque a et a sont rationnelles, \sqrt{b} et $\sqrt{\beta}$ sont des sourdes, alors $a = a$, $b = \beta$.

Extraire la racine carrée de $47 - 6\sqrt{60}$, et simplifier

$$\frac{1}{\sqrt{47+6\sqrt{60}}} + \frac{1}{\sqrt{47-6\sqrt{60}}}$$

Mettre en ordre de grandeur : $\sqrt{2}$, $\sqrt[3]{3}$, $\sqrt[6]{10}$.

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10. Une personne a acheté 80 lbs de thé, une partie à 40 centins la lb., et le reste à 60 centins la lb. ; elle trouve qu'en vendant le tout à 60 centins la lb. elle gagnerait \$2 de plus qu'en ajoutant 10 centins par lb. au prix de chaque espèce. Combien de lbs de chaque espèce a-t-elle acheté ?

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UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

PRELIMINARY AND MEDICAL ENTRANCE.

ARITHMETIC.

1. (a) Shew that

$$3 \left(\frac{11}{7} - \frac{7}{11} \right) \times \left(1 + \frac{1}{14\frac{2}{5}} \right) = 1\frac{5}{12} \text{ of } 2\frac{1}{7} - \frac{1}{2} \text{ of } \frac{11}{17\frac{1}{2}}.$$

(b) A piece of cloth in length 55.125 yards is divided into pieces each 2.005 of a yard in length, find the number of pieces and what length of cloth remains over.

2. From the sum of $\frac{3}{17} + \frac{1}{3} \div \frac{3}{8}$ of 9s. and .018 of £11 take .02227 of £16.13s. and express the remainder as a decimal of

3. A cyclist making a four weeks' tour rode on the 1st day 75 miles in $10\frac{1}{2}$ hours, on the 2nd day 50 miles in $6\frac{1}{2}$ hours, on the 3rd day 100 miles in $10\frac{1}{4}$ hours, and on the 4th day 81 miles in $8\frac{3}{4}$ hours, what was his average pace per hour, and, judging from the distance travelled in the four days. How far would he travel in his tour, not travelling on Sundays?

4. Find the square root of 45386.0416, and of 6 to 3 decimal places. Find the value of $\frac{3\sqrt{2}}{\sqrt{3}-\sqrt{2}}$ to 3 decimal places. Extract the cube root of 11390.625.

5. Find by practice the rent of a farm containing 24 acres, 3 roods, $32\frac{1}{2}$ poles at £1.2.8 per acre.

6. Under a contract a piece of work had to be finished in a given time. 12 men working 7 hours a day did $\frac{7}{9}$ of the work in $\frac{4}{5}$ of the time, shew that the contract will be fulfilled if the men work 8 hours a day for the rest of the time.

(Over)

7. (a) Find the difference between the simple interest of \$15300 for 73 days at 10 per cent per annum and the discount on a bill of \$15300 due 73 days hence at the same rate.

(b) The discount on \$5500 for a certain time is \$500, what is the discount for the same sum for twice that time?

8. A fraudulent tradesman sells a piece of cloth for $31\frac{1}{2}$ yards at \$4.80 a yard; what unfair profit did he make by using a yard measure 1 inch too short?

9. House property was rented at 10 per cent of its assessed value. What was the rental, if the owner received a net sum of \$1750, after paying 2 per cent for city taxes and 25 cents per cent for school tax on the assessment, and insuring the property for 1 per cent on $\frac{3}{4}$ of the assessed value?

10. A person sold \$12500 Bank of Montreal stock, which brought him 10 per cent. He sold out at 225 and reinvested in preference railway stock paying 4 per cent. He had to pay a broker $\frac{1}{8}$ per cent on each transaction and he made a gain per annum of \$250. At what price did he obtain the railway stock?

11. A and B invested equal sums; A in $3\frac{1}{2}$ per cents at 108, B in $2\frac{3}{4}$ per cents at 96. After this A sold out at par and invested in the $2\frac{3}{4}$ per cents, which had fallen in price. A now found his income the same as B's. What was the price at which he bought the $2\frac{3}{4}$ per cents?

12. One cistern is 7 ft. long, 6 ft. 8 in. wide, and 6 ft. deep, find the length of another cistern which is 8 ft. wide and 5 ft. deep and contains twice as much as the first.

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EXAMEN, MAI, 1897.

PRÉLIMINAIRE.

ARITHMÉTIQUE.

1. (a) Prouver que

$$3 \left(\frac{11}{7} - \frac{7}{11} \right) \times \left(1 + \frac{1}{1 + \frac{2}{5}} \right) = 1 \frac{5}{12} \text{ de } 2 \frac{1}{7} - \frac{1}{2} \text{ de } \frac{1 \frac{1}{4}}{17 \frac{1}{2}}.$$

(b) Une pièce d'étoffe de 55.125 verges de long est divisée en pièces de 2.005 verges chacune; trouver le nombre de pièces et la longueur d'étoffe qui reste.

2. De la somme $\frac{3 \frac{1}{7} + \frac{1}{3}}{5 - \frac{2}{3}} \div \frac{3}{2 \frac{1}{8}}$ de 9s. et de .018 de £11 soustraire .02227 de £16.13s., et exprimer le reste en fraction décimale de £2.

3. Un vélocipédiste dans une excursion de 4 semaines parcourt 75 milles en $10 \frac{1}{2}$ heures le 1er jour, 50 milles en $6 \frac{1}{2}$ heures le 2me jour, 100 milles en $10 \frac{1}{4}$ heures le 3me jour, et 81 milles en $8 \frac{3}{4}$ heures le 4me jour; quelle est sa vitesse moyenne par heure? et, jugeant par la distance parcourue dans les 4 jours, quelle distance a-t-il parcouru dans son voyage, en ne marchant point le dimanche?

4. Trouver la racine carrée de 45386.0416, de 6 à 3 décimales.

Trouver la valeur de $\frac{3\sqrt{2}}{\sqrt{3}-\sqrt{2}}$ à 3 décimales près.

Extraire la racine cubique de 11390.625.

5. Trouver par parties aliquotes la rente d'une ferme de 24 acres, 3 vergées, $32 \frac{1}{2}$ perches à £1.2s.8d. l'acre.

6. Une personne s'engage à faire un ouvrage dans un temps donné. 12 hommes en travaillant 7 heures par jour font les $\frac{7}{9}$ de l'ouvrage dans le $\frac{4}{5}$ du temps; prouver que le contrat sera rempli si les hommes travaillent 8 heures par jour le reste du temps.

(Tournez)

7. (a) Trouver la différence entre l'intérêt simple de \$15300 pour 73 jours à 10% par année, et l'escompte de \$15300 payable dans 73 jours au même taux.

(b) L'escompte de \$5500 pour un certain temps est \$500, quel est l'escompte de la même somme pour un temps double ?

8. Un négociant frauduleux vend une pièce d'étoffe pour $31\frac{1}{2}$ verges à \$4.80 la verge ; quelle injuste profit à-t-il fait en se servant d'une verge un pouce trop courte ?

9. On loue une maison à 10% de sa valeur imposée ; quelle est la rente si le propriétaire reçoit une somme net de \$1750, après avoir payé sur la propriété imposée 2% de taxe pour la ville, $\frac{1}{4}\%$ pour taxe d'école et une assurance sur la propriété de 1% sur les $\frac{3}{4}$ de la valeur imposée.

10. Une personne a vendu \$12500 de fonds de la Banque de Montréal, qui lui ont rapporté 10%. Il les a vendus à 225 et les a remplacés dans des fonds de chemin de fer qui payent 4%.

La commission de courtier est $\frac{1}{8}\%$ sur chaque transaction, et a fait un profit annuel de \$250. A quel prix a-t-il acheté les fonds du chemin de fer ?

11. A et B ont placé des sommes égales ; A dans les $3\frac{1}{2}\%$ à 108, B dans $2\frac{3}{4}\%$ à 96. Ensuite A vend au pair et replace dans les $2\frac{3}{4}\%$ fonds dont le prix a baissé. Alors, A trouve que son revenu est le même que celui de B. A quel prix A a-t-il acheté les fonds dans les $2\frac{3}{4}\%$?

12. Une citerne à 7 pieds de longueur, 6 pieds 8 pouces de largeur, et 6 pieds de profondeur ; trouver la longueur d'une autre citerne de 8 pieds de largeur et 5 pieds de profondeur, et dont la capacité est double de la première.

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EXAMINATIONS, MAY, 1897.

PRELIMINARY EXAMINATION.

FRENCH AUTHORS.

I.

Translate :

Lorsque vous lisez un livre, monsieur, et qu'une idée plus agréable entre tout à coup dans votre imagination, votre âme s'y attache tout de suite et oublie le livre, tandis que vos yeux suivent machinalement les mots et les lignes ; vous achevez la page sans la comprendre et sans vous souvenir de ce que vous avez lu :—cela vient de ce que votre âme, ayant ordonné à sa compagne de lui faire la lecture, ne l'a point avertie de la petite absence qu'elle allait faire, en sorte que l'autre continuait la lecture que votre âme n'écoutait plus.

—*Voyage autour de ma chambre.*

(a) "Ame"—Give the real meaning of this word and also the equivalents that are often to be used in translating.

(b) "Lisez"^{re}—"suivant"—"comprendre"—"vient." Parse these words and give the principal parts of the verbs to which they belong.

II.

Translate :

Entre ces deux tiroirs est un enfoncement où je jette les lettres à mesure que je les reçois ; on trouve là toutes celles que j'ai reçues depuis dix ans ; les plus anciennes sont rangées selon leurs dates en plusieurs paquets ; les nouvelles sont pêle-mêle : il m'en reste plusieurs qui datent de ma première jeunesse.

Quel plaisir de revoir dans ces lettres les situations intéressantes de nos jeunes années ! d'être transportés de nouveau dans ces temps heureux que nous ne reverrons plus !

—*Voyage autour de ma chambre.*

(Over)

(a) "Je jette."—Write the whole tense and also the present indicative of "acheter."

(b) "Transportés."—Account for the agreement.

III.

Translate :

Je m'assoupis insensiblement pendant que l'eau chauffait.— Je jouissais de ce plaisir charmant dont j'ai entretenu mes lecteurs, et qu'on éprouve lorsqu'on se sent dormir. Le bruit agréable que faisait Joannetti, en frappant de la cafetière sur le chenet, retentissait sur mon cerveau, et faisait vibrer toutes mes fibres sensibles, comme l'ébranlement d'une corde de harpe fait résonner les octaves.—Enfin je vis comme une ombre devant moi ; j'ouvris les yeux,—c'était Joannetti.—Ah ! quel parfum ! quelle agréable surprise ! du café ! de la crème ! une pyramide de pain grillé !—Bon lecteur, déjeune avec moi.
—*Voyage autour de ma chambre.*

(a) "Assoupis,"—"faites."—Give imperative.

IV.

Translate :

CABOUSSAT, *paraît au fond avec un chou sous un bras et une betterave sous l'autre.*

L'affaire du père Madou est arrangée. Je lui ai demandé un de ses choux . . . comme objet d'art . . . Je lui ai dit que je le mettrais dans mon salon. Il y avait là un voisin, dans son champ de betteraves, qui commençait à faire la grimace. Je ne pouvais faire moins pour lui que pour l'autre . . . C'est un électeur . . . Alors je lui ai demandé aussi une betterave . . . comme objet d'art . . . Il faut savoir prendre les masses.
—*La Grammaire*

(a) "Moins,"—Give the positive and superlative forms.

(b) "C'est un électeur,"—Why "c'" instead of "il" ?

V.

Translate :

POITRINAS, à *Blanche*.—Que vous êtes bonne d'avoir bien voulu passer par-dessus le défaut d'Edmond !

BLANCHE.—Mais quel défaut ?

(Over)

POITRINAS, à *Caboussat*.—Comment ! vous n'avez donc pas dit ?

CABOUSSAT.—Non ! . . . le courage m'a manqué . . . dites-le, vous ! (*A part*) Comme ça nous allons le connaître.

POITRINAS, à *Blanche*.—Mon fils est un bon jeune homme, affectueux, rangé, jamais de liqueurs, excepté dans son café . . .

CABOUSSAT.—Le gloria !

POITRINAS.—Mais il n'a jamais pu faire accorder les participes.

CABOUSSAT.—Ce n'est que cela ! mais nous ne sommes pas des participes . . . pourvu que nous nous accordions.

BLANCHE.—D'ailleurs il suffira de quelques leçons . . . mon père connaît quelqu'un qui s'en chargera.

CABOUSSAT, à *par*.—Un élève de plus ! . . . Elle sera la grammaire de la famille. —*La Grammaire*.

(a) "Que vous êtes bonne." What equivalent words could be substituted for "que" in this sentence ?

(b) Give the plural of : "un bon jeune homme."

VI.

Translate :

La tzarine parle et écrit couramment le français et l'italien. On la dit écuyère excellente et de première force au tennis.

Comme ses sœurs, elle garda de l'éducation anglaise qu'elle reçut, une indépendance d'allures, une franchise de ton et une extrême simplicité qui contrastaient singulièrement avec la fierté des cours allemandes.

On raconte qu'au cours d'un de ses voyages en Angleterre, visitant les mines de Ruabon (dans le pays de Galles), elle s'amusa à prendre un pic et à extraire de ses propres mains plusieurs blocs de charbon.

Les ouvriers de Ruabon n'ont pas oublié sa visite et la tzarine elle-même raconte toujours avec plaisir l'apprentissage qu'elle fit du métier de mineur dans une galerie située à six cents mètres au-dessous du sol.

Alexandria Féodorovna est l'enfant gâtée de sa grand'mère, la reine Victoria.

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UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

PRELIMINARY.

I. FRENCH GRAMMAR.

1. How is the feminine formed in adjectives? give the principal exceptions.
2. Compare : Bon, mauvais, petit, bien, mal, beaucoup, peu.
3. Correct the following sentences and give the reason of your corrections : J'étudie musique et français—j'ai mal aux œils—je parle à mon frère et ma sœur—il va à France—si je voudrais, je chanterais.
4. Write a French sentence in which "le" will be used as an article and then as a pronoun; one in which "y" will be used first as a pronoun and then as an adverb; one in which "que" will be used first as a pronoun and then as a conjunction; one in which "en" will be used first as a pronoun and then as an adverb, and thirdly as a preposition.
5. (a) Give the principal parts of the following verbs : Aller, sortir, falloir, savoir, faire.
(b) Give the first person singular and plural of the present and future indicative of the same verbs.
6. Name six intransitive verbs which take the auxiliary "être."
7. Give the rules of agreement of past participles with "avoir."
8. Give a list of conjunctions which require the subjunctive in the subordinate clause.

(Over)

II. FRENCH COMPOSITION.

Translate into French :

(a) I am going home to-day. Come with me. I am not ashamed to speak to you; you are right; do not be afraid. I intend to go to the concert if I have time and if I am not sick. Will you send me a ticket? I have just found some money in my purse; and I will go and fetch the musician home with me. I will take off my white cloak and put on my black coat, if the tailor has not spoiled it. I am going to have a new coat and vest made immediately.

(b) When I was a child of seven years of age, my friends on a holiday, filled my pockets with coppers (sous). Being charmed with the sound of a whistle (sifflet) that I saw in the hands of another boy on the street, I offered him all my money for it. I then came home and went whistling all over the house. My brothers and sisters, understanding the bargain I had made, told me I had given four times as much for it as it was worth. This was afterwards useful to me. Often when I was tempted (tenté) to buy some useless thing, I said to myself: "Don't give too much for the whistle."

(c) Once, says an author, (where I need not say)
Two travellers found an oyster (huitre) in their way.
Both fierce, both hungry, the dispute grew strong:
While, scale (balance) in hand, dame Justice pass'd along.
Before her each with clamour pleads the laws,
Explains the matter, and would win the cause.
Dame Justice weighing long the doubtful right,
Takes, opens, swallows it, before their sight.
The cause of strife removed so rarely well,
"There take, (says Justice) take ye each a shell.
We thrive at Westminster on fools like you.
'Twas a fat oyster; live in peace; adieu."

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EXAMINATIONS, MAY, 1897.

PRELIMINARY.

GERMAN AUTHORS.

1. Translate :

Da sah der Mann seine Frau zum ersten Male wieder freundlich an, und wie er sie ansah, meinte er, daß sie noch nie so hübsch gewesen wäre, wie in diesem Augenblicke. Er nahm ihr den kleinen Vogel aus der Hand, hielt ihn sich wieder dicht vor die Nase, besah ihn sich von allen Seiten, schüttelte den Kopf und sagte dann: „Kindchen, du hattest doch Recht! Jetzt sehe ich's erst; es ist wirklich nur ein Spatz. Es ist doch merkwürdig, wie sehr man sich täuschen kann.“

- (a) Give the Plural of Frau, Vogel, Hand, Kopf and Spatz.
- (b) Parse besah. Give the force of *be* in this word and give at least four other verbs in which *be* has a similar force.
- (c) Account for the case of *ihr* and *sich* in lines 4 and 5.

2. Translate :

Da zog das Ungeheuer den Kopf in die Schultern und den Mund bis zu den Ohren, wackelte mit dem Rücken, wie Einer, der sich so recht freut, und sagte grinsend: „Ich gehe zum reichen Mann, der seinen Vater hat hungern lassen. Als der alte Mann sich eines Tages auf die steinerne Treppe vor dem Hause seines Sohnes gesetzt hatte und um Brot bat, kam der Sohn und sagte zum Gesinde: Sagt mir einmal den Hampelmann fort! Da gehe ich nun nachts zu ihm und ziehe ihn zwischen den zwei Mühlrädern durch, bis alle seine Knochen hübsch kurz und klein gebrochen sind. Ist er dann so recht schmeidig und zappelig geworden, so nehme ich ihn am Kragen, schüttle ihn und sage: Siehst du, wie hübsch du nun zappelst, du Hampelmann! Dann wacht er auf, klappert mit den Zähnen und ruft: Frau, bring mir noch ein Deckbett, mich friert. Und wenn er wieder eingeschlafen ist, mache ich's auf's Neue!“

- (a) Parse zog, bat, Nachts, Mühlrädern, gebrochen sind, Kragen, eingeschlafen, giving at the same time the principal parts of the verbs.
- (b) Account for the case of *eines Tages*, and point out the peculiarity in *hat hungern lassen*.

3. Translate :

Als er aufwachte, war es schon fast Abend geworden, und vor ihm stand der Schäfer mit seinen Schafen und strickte. Da sprang er er-

(Over)

quickt auf, dehnte und reckte sich und sagte: „Lieber Himmel, wem's so wüchse! Es ist aber doch hübsch, daß man nun wenigstens weiß, wie's ist.“ Da trat der Schäfer an ihu heran und fragte ihn, woher er käme und wohin er wollte, und ob er schon etwas von dem Baume gehört habe. Nachdem er sich überzeugt, daß er so unschuldig war, wie ein neugeborenes Kind, rief er aus: „Ihr seid ein Glückspilz! Denn daß ihr etwas Gutes geträumt habt, war ja auf euerem Gesichte zu lesen; habe ich euch doch schon lange betrachtet, wie ihr so dalagt!“ Darauf erzählte er ihm, was es für eine Bewandnis mit dem Baume habe: „Was ihr geträumt habt, geht in Erfüllung; das ist so sicher, als wie, daß das hier ein Schaf, und das dort ein Bock ist. Fragt nur die Leute im Dorf, ob ich nicht recht habe! Nun sagt aber auch einmal, was ihr geträumt habt!“

(a) Parse sprang, wüchse, weiß, hat, lesen, dalagt, fragt, giving the principal parts of the verbs.

(b) Give the derivation of erquickt, unschuldig, neugeborenes, Bewandnis and Glückspilz.

(c) „Habe ich euch doch zc.“ (line 10) account for the position of the verb „nur“ (line 13) what is the force of this word here.

4. Translate :

Brüderchen nahm sein Schwesterchen an der Hand und sprach 'seit die Mutter todt ist, haben wir keine gute Stunde mehr; die Stiefmutter schlägt uns alle Tage, und wenn wir zu ihr kommen, stößt sie uns mit den Füßen fort. Die harten Brotkrusten, die übrig bleiben, sind unsere Speise, und dem Hündlein unter dem Tisch gehts besser: dem wirft sie doch manchmal einen guten Bissen zu. Daß Gott erbarm, wenn das unsere Mutter wüßte! Komm, wir wollen miteinander in die weite Welt gehen.' Sie gingen den ganzen Tag über Wiesen, Felder und Steine, und wenn es regnete, sprach das Schwesterchen 'Gott und unsere Herzen, die weinen zusammen!' Abends kamen sie in einen großen Wald und waren so müde von Jammer, Hunger und dem langen Weg, daß sie sich in einen hohlen Baum setzten und einschließen.

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EXAMINATIONS, MAY, 1897.

PRELIMINARY.

GERMAN GRAMMAR.

1. Give English words which indicate the sounds of the german diphthongs ai, ei, au, äu, eu, ie. Indicate also the pronunciation of initial j and jt and final b and d.
2. When is the definite article required in german contrary to the english usage?
3. Give rules for the position of words in the predicate part of a sentence.
4. Distinguish between the use of welcher, der and wer as relative pronouns.
5. Describe clearly the three different methods of declining adjectives for all cases and genders and give an example of each.
6. Translate:
 - (a) His paintings are just as beautiful.
 - (b) The longer the nights, the shorter the days.
 - (c) It is exceedingly pleasant to me.
 - (d) This river is broadest near W.
7. Translate:
 - (a) The rain spoiled my journey to the country.
 - (b) Old people suffer often from Rheumatism.
 - (c) My brother has been bitten by a dog.
 - (d) This pen is mine, where is yours?
 - (e) He hopes to reach here in three or four days if the weather is fine.
 - (f) George lost his parents, when he was still very young.
 - (g) We found the money we lost a week ago.
 - (h) The eldest son of the Queen of England was born the ninth of November, one thousand eight hundred and forty-one.
 - (i) Have you forgotten what I told you yesterday? (This one in three different ways using the pronouns du, ihr and Sie.)

(Over)

8. Translate :

Where do you live? I live in the country, a little way out of the town. You can see the roof of the house from here. We have a nice house and a large garden. I like to live in the country all the year round. I am very fond of the country and the trees, of which we have a great many. There is a little lake near our house and we often go for a row on it.

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EXAMINATIONS, MAY, 1897.

PRELIMINARY.

GREEK, ROMAN, AND ENGLISH HISTORY.

1. Give a short account of the social system of Sparta at the commencement of the 5th century, B.C., comparing it with that of Athens.
2. Write a note on the character and aims of Alexander the Great. Tell briefly the story of his conquests and point out their more important results.
3. Write short explanatory notes on the Confederacy of Delos, the Olympic festival, and the Achaean League.
4. Write short accounts of the Punic wars, treating of (a) their causes, (b) their more important events (c) their results.
5. Give a brief account of the conditions and circumstances under which Rome ceased to be a republic and became an empire.
6. Write short notes on the Licinian Laws, the Gracchi, and the extent of the Roman empire about 100 A.D.
7. Explain Sunderland's plan for a ministry and the circumstances which led to its adoption. Point out the more important results of its adoption.
8. Give an account of the foreign and domestic policy pursued by Walpole, and show its results.
9. Give a concise statement of the policy of the elder Pitt. Sketch the extension of England's colonial possessions under his administration.
10. Write short notes on the Declaration of Rights, the Treaty of Paris, and John Wilkes.

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EXAMINATIONS, MAY, 1897.

PRELIMINARY.

CANADIAN HISTORY AND GEOGRAPHY.

1. Prove that the earth is an oblate spheroid.
2. Name six causes affecting climate. Cite countries as examples.
3. Locate and tell why the following places are important: Father Point, New Orleans, Elba, Duluth, Tracadie, St. Andrews' Rapids.
4. Describe the principal ocean currents of the Atlantic, explain their causes and account for their direction.
5. Describe the canal system of Canada.
6. Give an account of the explorations of Champlain and state the difficulties with which he had to contend.
7. Explain the causes that led to the separation of the Canadas in 1791 to their legislative union in 1841 and to their federal union in 1867.
8. Give an account of the capture of Quebec by Wolfe. By what treaty and at what time was Britain's authority over Canada confirmed?
9. State the Chief provisions of the British North America Act.
10. Sketch the form of the Canadian government, federal and provincial.

UNIVERSITY OF MONTANA

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EXAMINATIONS, MAY, 1897.

PRELIMINARY AND MEDICAL ENTRANCE

POETICAL LITERATURE

1. (a) Within the limits of a sheet of foolscap give the argument of *The Deserted Village*.
(b) Following Goldsmith as nearly as possible, describe the village schoolmaster.
2. (a) "And yet perhaps, if countries we compare,
And estimate the blessings which they share,
Though patriots flatter, still shall wisdom find
An equal portion dealt to all mankind."
Apply the above dictum to (1) France, (2) Holland, (3) Italy.
(b) Point out the peculiar dangers to which, according to Goldsmith in *The Traveller*, England is liable.
3. (b) "What thou art we know not ;
What is most like thee ?"
Quote, or give in your own words, the similes used by Shelley in answering this question and discuss the appropriateness of each.
(b) In the *Ode To a Nightingale* discuss (1) the use the poet makes of the bird, (2) the subjective element in the poem.
4. Describe the structure of *Rosabelle*, and point out where in the excellence of the ballad consists.
5. Explain the meaning of the following quotations, showing the connection of each with the thought of the poem in which it occurs :
 - (1) And thou wert still a hope, a love ;
Still long'd for, never seen !
 - (2) If Thought and Love desert us, from that day
Let us break off all commerce with the Muse.
6. Name the different topics discussed by Byron in *Childe Harold*, Canto IV, indicating *briefly* how he makes the transition from each topic to the next following.

(Over)

7. Quote, or give in your own words, Byron's description of *any two* of the following :

- (1) The Fall of Terni on the Velino river.
- (2) St. Peter's.
- (3) The Tomb of Caecilia Metella.
- (4) An Italian Sunset.

8. Write short notes on the following :

- (1) The Niobe of nations, (2) the friend of Petrarch, (3) the all Etruscan three, (4) Laura's lover, (5) dread statue, (6) Rome's least mortal mind, (7) Byzantium's conquering foe, (8) Alcides with his distaff.

9. (1) The pale purple even 1
 Melts around the flight 2
 Like a star of heaven 3
 In the broad daylight. 4
 Thou art unseen, but yet I hear thy shrill delight. 5
(2) Perhaps the self-same song that found a path. 6
 Through the sad heart of Ruth, when, sick for home 7
 She stood in tears amid the alien corn ; 8
 The same that oft-times hath 9
 Charm'd magic casements, opening on the foam 10
 Of perilous seas in faery lands forlorn. 11
- (a) Point out the poetic features of the above extracts.
 - (2) Scan lines 1, 3, 5, 7 and 11.

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EXAMINATIONS, MAY, 1897.

PRELIMINARY AND MEDICAL ENTRANCE.

GRAMMAR AND RHETORIC.

1. Construct compound sentences illustrating (a) the illative (b) the alternative (c) the adversative and (d) the copulative relation.

2. Criticize the following sentences, and where faulty distinctly specify and correct the fault.

(a) A large proportion of the men was sick.

(b) He had drank the cup.

(c) My father, that is lame, arrived a little after time.

(d) Running before the wind, it was easy for the captain to spy the approaching craft.

(e) Since I am uncertain of the event, I will not go.

(f) John expected to have won.

(g) Of the two athletes the red-haired runner was the best.

3. Describe the passing of a railway train, introducing the figures of metonymy, simile, apostrophe, hyperbole, and antithesis.

4. Illustrate the difference between the use of the comma, semi-colon, and colon in a sentence of your own construction.

5. Give the proper uses of elder and older.

6. Name a few of the verbs which take two objects.

7. Give the requisites of a good paragraph, and criticize the paragraph structure of the following passage:

"There was silence broken by sighs and sanctified with tears, for the joy that filled them might not be stayed. It was the unspeakable joy of souls on the shores of the river of life, resting with the Redeemed in God's presence.

Presently their hands fell apart, and together they went out of the tent. The desert was still as the sky. The sun was sinking fast. The camels slept.

(Over)

A little while after, the tent was struck, and with the remains of the repast, restored to the cot; then the friends mounted, and set out in single file, led by the Egyptian. Their course was due west, into the chilly night. The camels swung forward in steady trot, keeping the line and the intervals so exactly that those following seemed to tread in the tracks of the leader. The riders spoke not once.

By and by the moon came up. And as the three tall, white figures sped, with soundless tread, through the opalescent light, they appeared like spectres flying from hateful shadows. Suddenly, in the air before them, not further up than a low hill-top, flared a lambent plane: as they looked at it, the apparition contracted into a focus of dazzling lustre. Their hearts beat fast: their souls thrilled: and they shouted as with one voice, "The Star! the Star! God is with us".

8. Analyze the following extract, and parse the italicized words:

"But yonder comes the powerful King of Day,
Rejoicing in the east. The lessening cloud,
The kindling azure, and the mountain's brow
Illumed with fluid gold, his *near* approach
Betoken *glad*. Lo! now, apparent all,
Aslant the dew-bright earth, and colored air,
He looks in boundless majesty abroad;
And sheds the shining day, *that* burnished plays
On rocks, and hills, and towers, and wandering streams
High gleaming from afar."

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UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

PRELIMINARY AND MEDICAL ENTRANCE

COMPOSITION

Time 1½ hours.

Choose one of the following subjects for essay :

1. The Literary Style of Scott.
2. The London Apprentices.
3. George Heriot.
4. A Description of Alsatia.
5. King James, the Pedant.

NOTE.—Candidates are required to write an essay of not more than two pages on one of the subjects given above.

The following will be insisted on in the essay ;

1. Neatness and legible writing.
2. Correct spelling and punctuation.
3. Well expressed, compact sentences and paragraphs.
4. Paragraphs to be distinctly marked.
5. An essay of at least three paragraphs.

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UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

PRELIMINARY AND MEDICAL ENTRANCE.

BOTANY.

I.

Time : 2-3.45.

1. Show the relation subsisting between the three terms exogenous, net-veined and dicotyledonous.
2. Define the terms orthotropous, anatropous and campylotropous, and give a diagram illustrating each.
3. What is a fruit? Describe achene, caryopsis, nut, samara, loment, silique, pyxis; and name plants, one in each case, producing such fruits.
4. Describe fully (1) different modes of attachment of anther to filament, (2) modes of opening of anther, (3) different groupings of stamens.
5. Describe the different kinds of indeterminate inflorescence and show their relation the one to the other.
6. State the leading features of the order to which (1) the great willow herb, (2) the trillium, belongs.
7. Write detailed leaf schedules of the leaves submitted.

(Over)

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Time : 3.45-5.30.

(Spotton's Key may be used.)

8. Work out the plant represented by the following schedule :

Leaves; alternate; 5-9 nerved; 3 middle ribs strong; petioled; orate; heart-shaped Stem: woody; climbing; prickly.				
ORGAN	NO.	COHESION	ADHESION	REMARKS
Calyx	6	Polysepalous	Inferior	Regular
Sepals				Perianth
Corolla				
Petals				
Stamens	6		Hypogynous	Anthers 1-celled
Pistil	3	Syncarpous		Fruit a berry.
Carpels				

NOTE. Schedules must be given and every step by which the following plants are determined written down.

9. (a) Determine specimen A.
(b) Determine specimen B.

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UNIVERSITE DE MANITOBA

EXAMEN, MAI, 1897.

PRÉLIMINAIRE.

LE MISANTHROPE ET ESTHER.

1. Résumez la vie de Molière.
2. Indiquez les mérites du Misanthrope et donnez la raison de son peu de succès.
3. Quels sont les défauts de cette pièce ?
4. Tracez le caractère des trois principaux personnages.
5. Indiquez les scènes principales.
6. Dites comment est amené et critiquez le passage suivant :

Et ne faut-il pas bien que Monsieur contredise ?
A la commune voix veut-on qu'il se réduise,
Et qu'il ne fasse pas éclater en tous lieux
L'esprit contrariant qu'il a reçu des cieux ?
Le sentiment d'autrui n'est jamais pour lui plaire :
Il prend toujours en main l'opinion contraire,
Et penserait paraître un homme du commun,
Si l'on voyait qu'il fût de l'avis de quelqu'un.
L'honneur de contredire a pour lui tant de charmes,
Qu'il prend contre lui-même assez souvent les armes,
Et ses vrais sentiments sont combattus par lui
Aussitôt qu'il les voit dans la bouche d'autrui.

7. A quelle occasion et quand Esther a-t-elle été composée ?
8. Faites un résumé de chacun des actes de cette tragédie.
9. Nommez les quatre principaux personnages.

(Tournez)

10. Indiquez les principaux mérites des chœurs d'Esther ;
en quoi diffèrent-ils de ceux de la tragédie grecque ?

11. Répondez à l'objection de Voltaire contre la pièce, à
savoir qu'elle manque d'action et d'intérêt.

12. Reproduisez de mémoire les arguments du discours de
Mardochee à Esther, au premier acte.

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UNIVERSITE DE MANITOBA

EXAMEN, MAI, 1897.

PRÉLIMINAIRE.

COMPOSITION FRANÇAISE.

(Temps, 1½ heure.)

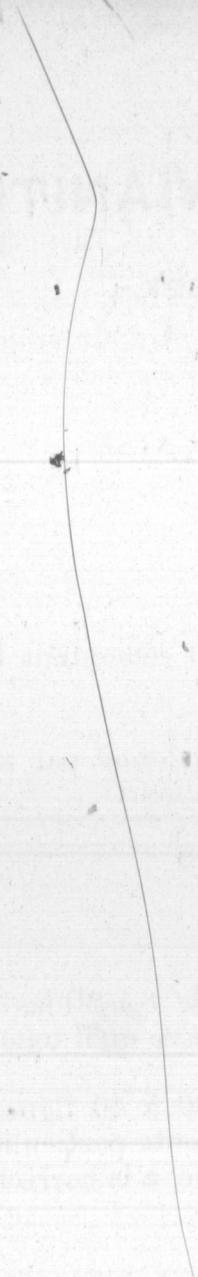
Il faut traiter un des sujets suivants :

1. Les impressions de Jacques Cartier remontant le Saint-Laurent pour la première fois.
2. Le célèbre navigateur Hudson abandonné par son équipage dans les mers du Nord en 1611 ; sa mort.
3. La bataille de Chateauguay en 1813.
4. Winnipeg il y a 30 ans.
5. Inconvénients qu'il y avait pour le roi Midas à avoir obtenu de Bacchus de changer en or tout ce qu'il touchait.

N. B.—L'on ne demande pas plus de 30 à 40 lignes ; mais l'élève doit donner une attention toute particulière à la rédaction de la copie, à l'orthographe, à la correction et à l'élégance du style.



UNIVERSITY OF TORONTO



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UNIVERSITE DE MANITOBA

EXAMEN, MAI, 1897.

PRÉLIMINAIRE.

GRAMMAIRE ET LITTÉRATURE FRANÇAISE.

(Temps, 1½ heure)

1. Corrigez les phrases suivantes : Je me suis en allé; ils se disputent toujours; cet enfant jouit d'une mauvaise santé, il sort d'être malade, il va de mal en pire; c'est Pascal ou Bossuet qui ont dit cela.
2. Contre quelles règles péchent les phrases suivantes : Je ne crois pas qu'il viendra; je voudrais que vous alliez; l'étude que vous aimez la mieux ?
3. Indiquez le genre de : Évangile, atmosphère, été, paroi, amour, délice, orgue, gens, aigle et hymne.
4. Donnez les règles de l'accord du participe passé dans les verbes pronominaux.
5. Indiquez les principales qualités que doivent avoir les mots et les pensées dans le style.
6. Qu'est ce qu'une figure en général ? une figure de mots ? de pensée ? un trope ? une métaphore ?
7. Nommez et définissez quatre figures d'imagination.
8. Quels sont les grands genres de la poésie ? Indiquez brièvement la nature de chacun de ces genres.
9. Critiquez les quatre vers suivants :

Le cœur d'un homme vierge est un vase profond.
Lorsque la première eau qu'on y verse est impure,
La mer y passerait sans laver la souillure.
Car le vase est immense et la tache est au fond.

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UNIVERSITE DE MANITOBA

EXAMEN, MAI, 1897.

PRÉLIMINAIRE.

HISTOIRES GRECQUE, ROMAINE ET FRANÇAISE.

1. Dites quelques mots sur : Tyrtée, Solon, Pisistrate, Périclès, Agésilas, Démosthène, Aratus.
2. Racontez brièvement les batailles les plus célèbres des guerres médiques.
3. Marquez la suite des conquêtes d'Alexandre.
4. Donnez quelques notions historiques sur Coclès, Scévo-la, Manlius Capitolinus, les Fourches Caudines, Viriathe, Numance.
5. Narrez la seconde guerre punique.
6. Racontez brièvement l'établissement de l'empire ro-main ; nommez les différentes dynasties qui se sont succédé à l'empire ; dites quelques mots des Antonins.
7. Quels ont été les généraux, les philosophes, les poètes et les orateurs illustres du siècle de Louis XIV ?
8. Faites l'histoire résumée des affaires religieuses du règne de Louis XIV.
9. Nommez et définissez les trois assemblées dans la révo-lution qui précédèrent le Directoire ; marquez-en les actes les plus importants.
10. Faites brièvement l'histoire des guerres du second em-pire ; indiquez-en les causes, les résultats.

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EXAMEN, MAI, 1897.

PRÉLIMINAIRE.

HISTOIRE DU CANADA ET GÉOGRAPHIE.

(Temps, 3 heures.)

1. Montrez par des faits que l'esprit chrétien a présidé à la fondation de la colonie.
2. Qu'avez-vous à dire sur les moyens pris par la France pour assurer dans les commencements le progrès de la colonie ?
3. Racontez l'affaire de la traite de l'eau-de-vie.... ses principales phases.... sa conclusion.
4. Racontez la campagne de 1758.
5. Racontez l'histoire des deux attaques des Américains contre le Canada.
6. Expliquez brièvement la nature de l'Union en 1841.
7. Résumez l'administration de Lord Elgin.
8. Prouvez que la terre est ronde.
9. Indiquez six causes qui agissent sur le climat ; citez quelques pays comme exemples.
10. Où se trouvent les endroits suivants ? D'où vient leur importance : La Pointe-au-Père — La Nouvelle-Orléans — L'île d'Elbe — Duluth — Tracadie — Les rapides St-André ?
11. Quels sont les principaux canaux du Canada ?
12. Nommez les principaux courants atlantiques ; expliquez leurs causes ; indiquez leurs directions.

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EXAMINATIONS, MAY, 1897.

MEDICAL ENTRANCE.

PHYSICS.

1. State clearly what is meant by the Molecular Theory of matter.

In what respects do solids differ from liquids and liquids from gases in their molecular characteristics?

2. Define the following terms: velocity, unit of velocity, acceleration, mass, weight, work.

A body moving with a velocity of 5 centimetres per second has a constant acceleration of 10 centimetres per second per second in the direction of its motion. Find (a) how far it will go in 20 seconds, (b) how long it will take to go 10 centimetres.

3. Define the terms: *specific gravity*, *centre of gravity*.

How would you show that the pressure on the bottom of a vessel does not depend on the shape of the vessel?

Describe clearly one method of obtaining the specific gravity of a solid.

4. Explain the action of the *siphon* and the *hydrostatic press*.

5. What is meant by a *node* and a *loop* in acoustics?

How would you show the existence of nodes and loops (a) in a vibrating string, (b) in a vibrating column of air?

6. State and account for the difference in tone between a closed and an open organ pipe of the same length.

7. Define the terms: *temperature*, *conduction*, *radiation* and *convection*.

What will be the result of mixing snow at 0°C with 4 lbs of water at 60°C ?

(Over)

8. Give the laws of reflection of light.

A small object is placed close to a thick plate-glass mirror, and is looked at somewhat from the side by an eye placed close to the mirror. A number of images is seen. Explain their formation, making use of a diagram. Which image is the brightest, and why?

9. Describe any ordinary two-fluid galvanic cell, explaining how polarization is overcome.

10. If you were given a voltaic cell, with insulated copper wire connections and a bar of soft iron, one end of which was marked, how would you proceed to so magnetize the bar in order that the marked end would be a north seeking pole? Give a diagram.

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EXAMINATIONS, MAY, 1897.

LL B.—THIRD YEAR.

POLLOCK ON CONTRACTS.

1. State the common law rules as to the contracts of infants. What is the law now in force in England in regard to such contracts?
2. Under what circumstances does a party to a contract become entitled to rescind it on the ground of misrepresentation?
3. As between two assignees of a chose in action, what rules of law govern the right to priority?
4. State the various ways in which corporations may become bound on contracts. What distinction (if any) is there in this respect between trading and non-trading corporations?
5. What are "agreements of imperfect obligation"?
In what different ways may such agreements be produced?
6. Under what circumstances is parol evidence admissible to explain or vary the terms of a written contract.
7. Discuss the effect on a contract that at the time of making it was (a) impossible in itself, (b) impossible by law (c) impossible in fact. Give an example of each.
8. To what extent are the fraudulent representations of an agent binding on the principal?
9. Define agreement. Distinguish clearly between *void* and *voidable* contracts, giving an example of each.
10. (a) Within what restrictions and up to what point has a person a right to revoke an offer or proposal made by him. (b) Explain the principle of law involved in *Dickinson v. Dodds*.

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EXAMINATIONS, MAY, 1897.

LL. B. COURSE.—THIRD YEAR.

MAINE—ANCIENT LAW.

1. What was the special value of the ancient codes, and show their place in the advance of jurisprudence.
2. State and explain briefly the various agencies by which law is brought into harmony with society in progressive countries.
3. What was the position of the Family in early jurisprudence, and what traces of its early position did it leave on Roman private law.
4. Sketch the differences between the ancient mancipatory testament and our modern will, (a) in object, (b) in form.
5. Describe what was meant by the *Prætorian Testament*, and show the reason for its use.
6. Give the author's theory of the origin of property, and show how this theory differs from that of other well known jurists.
7. Explain and distinguish between, *res Mancipi* and *res nec Mancipi*.
8. Explain the earliest known form of contract in Roman law. Show the influence of Roman contract law on Feudalism.
9. Explain the four stages into which the early history of criminal law decides itself.
10. Explain briefly: "Law of nature," "bonorum possessio," "inofficiosum testamentum," "cessio in jure."

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EXAMINATIONS, MAY, 1897.

LL.B.—THIRD YEAR.

JUSTINIAN.

1. Explain: *responsa prudentium, lex naturae, plebiscita, edictum perpétuum.*
2. Explain *patria potestas*. How might emancipation be effected (a) under the old law, (b) under Justinian's legislation?
3. Explain clearly: *servitudo, jus emphyteuticarium, jus superficiarium, jus pignoris.*
4. State the principal rules governing the disinheritance of heirs.
5. What restrictions were placed by law on a man's power to dispose of his estate by legacies?
6. State and explain the three classes of persons entitled to the estate of an intestate.
7. State and explain the four kinds of contracts *re.*
8. Explain the following actions and show when each was applicable: *actio vi bonorum raptorum, actio furti, utilis actio Aquiliae.*
9. Explain interdict. State and explain the three main kinds.
10. Explain obligations arising *quasi ex contractu* and *quasi ex delicto*. Give an example of each.

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EXAMINATIONS, MAY, 1897.

VON SAVIGNY.—CONFLICT OF LAWS.

1. Distinguish between absolute and dispositive laws and give illustrations.
2. Discuss the rule as to the commencement and effect of new laws regarding the forms of alienation.
3. Autonomy—Give meaning of and discuss the misuse of the term.
4. What is the domicile of a woman before and after the death of her husband—explain fully.
5. Give the general rule by which the law as to a man's personal status is fixed.
6. Discuss fully the meaning of the term domicile, and distinguish between residence, and ownership of property, and domicile.
7. Is every person subject to a particular positive law? Discuss fully.
8. *Lex rei sitae*; give rule as to and distinguish between same and *Lex domicili*.
9. Give the effect of new laws as to limitation of actions and usucapion.
10. Give the fundamental rules as to non-retroactivity.

UNIVERSITY OF MANITOBA

EXAMINATIONS MAY 1957

WILSON'S HISTORY OF CANADA

1. The first European to explore the interior of the continent was

2. The first European to reach the Pacific coast of North America was

3. The first European to reach the Gulf of St. Lawrence was

4. The first European to reach the Rocky Mountains was

5. The first European to reach the Pacific coast of the United States was

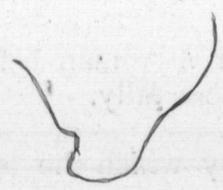
6. The first European to reach the Gulf of California was

7. The first European to reach the Gulf of Mexico was

8. The first European to reach the Gulf of the St. Lawrence was

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EXAMINATIONS, MAY, 1897.

HALL—INTERNATIONAL LAW.

1. Piracy. Define what is its distinctive feature.
2. War. What are its negative effects, and at what moment is the beginning of war fixed ?
3. Discuss and illustrate the rules applicable to a neutral vessel found carrying persons in the service of a belligerent state.
4. Give the declaration of the Berlin conference in regard to the coasts of the African continent.
5. Treaties. Discuss their nature, effects and the modes of securing their execution, and how do they cease to be obligatory ?
6. Truce and flags of truce. Give law briefly, and who are competent to conclude a truce ?
7. What right has a foreign state to the use of the territorial seas of a state and what are the limitations ?
8. Discuss the rules as to the use of neutral territory by a belligerent as a base of operations, and give illustrations.
9. Treaty of Paris, 1856. Give particulars and the subsequent discussion as to the Black sea. What principle was involved ?
10. Give particulars of the disputes between Great Britain and the United States as to (1) Newfoundland fisheries, (2) navigation of the St. Lawrence, (3) the territory of Oregon.

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EXAMINATIONS, MAY, 1897.

BROOM—CONSTITUTIONAL LAW.

1. Discuss fully the law as to the dispensing power of the crown.
2. Embracery; what is it, and what the punishment therefor. Will an action lie against a juror in criminal or civil matters for false verdict? Explain.
3. Give reasons why the sovereign is accounted a body politic.
4. How may the tie of allegiance be severed?
5. Give the law and facts in Bushell's case.
6. Attaint; what was it? Give proceedings on writ of, how abolished, and by what was it superseded?
7. Give facts and law in the case of ship money.
8. Will an action on the case lie at common law against a sheriff for maliciously making a double return of members to serve in parliament? Give law and case.
9. Ligeantia acquisita; what is it and how many kinds?
10. Give the tests laid down for determining who is a natural born subject at common law.

UNIVERSITY OF MANITOBA

EXAMINATION MAY 1951

LAW OF CONTRACTS

1. How does the law of contract differ from the law of tort?

2. What is the difference between a contract and a quasi-contract? Illustrate with an example.

3. What is the difference between a contract and a deed? Illustrate with an example.

4. What is the difference between a contract and a promise? Illustrate with an example.

5. What is the difference between a contract and a covenant? Illustrate with an example.

6. What is the difference between a contract and a lease? Illustrate with an example.

7. What is the difference between a contract and a mortgage? Illustrate with an example.

8. What is the difference between a contract and a bill of exchange? Illustrate with an example.

9. What is the difference between a contract and a negotiable instrument? Illustrate with an example.

10. What is the difference between a contract and a contract of sale? Illustrate with an example.

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1. What is the difference between a contract and a quasi-contract? Illustrate with an example.

2. What is the difference between a contract and a deed? Illustrate with an example.

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4. What is the difference between a contract and a promise? Illustrate with an example.

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EXAMINATIONS, MAY, 1897.

LL.B.—SECOND YEAR.

GIBBON AND ARNOLD.

1. What were the provisions of *The Terentilian Law* and what causes led to its introduction? Give a short sketch of the contest that took place in regard to it.

2. From what sources were the laws of the Twelve Tables prepared?

Explain clearly under the Twelve Tables: (a) Power of father over his children; (b) The law of succession.

3. What were the provisions of the Valerian Laws?

4. What provisions of the Licinian Laws were most important to the commons?

On what terms was the struggle about these laws finally settled?

5. Explain the "Edicts of Prætors." Why were such edicts necessary and what caused their cessation?

6. Sketch the growth of the legislative power vested in, or assumed by, the Roman emperors, showing the legal effect of the laws promulgated by them.

7. Show the legal position of a married woman at the different periods of Roman jurisprudence.

8. Explain clearly the meaning of *inofficious testament* and *the Falcidian portion*.

9. What powers were given creditors by the Twelve Tables, against the persons of insolvent debtors?

10. Explain clearly: *stipulation*, *commodatum*, *mutuum*, *locatio*.

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EXAMINATIONS, MAY, 1897.

LL B.—SECOND YEAR

BEST—EVIDENCE.

1. Explain the meaning of the following kinds of evidence: direct, indirect, real, personal, primary, secondary.
2. Distinguish clearly between the competency of the following persons: (a) Solicitor or counsel in a cause either for or against his client, (b) a juror in a cause he is trying.
3. When an interlineation or erasure appears in a written document, on whom is the onus of explaining when it was made? Give rules.
4. State and explain the various principles governing the *onus probandi*.
5. Explain and distinguish clearly between: *presumptiones hominis*, *presumptiones juris*, *presumptiones juris et de jure*, and fictions of law. Give an example of each.
6. Explain clearly the meaning and extent of the maxim "*omnia praesumuntur contra spoliatores*". Illustrate by an example.
7. Under what circumstances is secondary evidence admissible?
8. What are the rules governing the admissibility or rejection of "opinion evidence"?
9. (a) Give the rules governing the right to put leading questions to a witness; (b) Under what circumstances and in what ways may a party discredit his own witness?
10. Discuss the truth of the maxim "a negative is incapable of proof".

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EXAMINATIONS, MAY, 1897.

LL B.—SECOND YEAR.

UNDERHILL ON TORTS.

1. Discuss the accuracy or inaccuracy of the definition of a tort as "a wrong independent of contract."
2. Where a tort has been committed, what is the effect of proof that similar damages would have been suffered by the plaintiff, even if the defendant had not committed the tort? Illustrate by an example.
3. Where a statutory duty has been neglected by a person, what rules govern as to whether he is liable in an action for damages or not?
4. In what cases will a person employing a contractor be liable for the contractor's wrongful acts?
5. In what cases and for what purposes will an injunction be granted?
6. What are the exceptions to the rule "actio personalis moritur cum persona"?
7. Define malicious prosecution, and show clearly all the factors.
Discuss the effect on a plaintiff's right to recover in an action for malicious prosecution, of proof by the defendant that he consulted an attorney on whose advice he laid the charge.
8. When a person is injured by reason of premises being out of repair, what considerations should guide him in determining whether the landlord or tenant is liable? Give instances.
9. Define a servitude, and explain the different kinds.
Explain the legal right of adjoining owners to the lateral support from the adjoining soil for land and buildings.
10. Explain the principles of law deduced from the "Six Carpenters case".

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EXAMINATIONS, MAY, 1897.

LL.B.

LEITH—REAL PROPERTY.

1. Dower ; What is it ? Who may be endowed, and how ?
How may it be barred and how lost ?
2. Statute of uses ; give object, terms and effect.
3. Curtesy ; give the requisites.
4. Statute of frauds ; give provisions relating to real estate.
5. Deeds ; define, give requisites and rules as to interpretation.
6. Aliens ; Who are aliens and what three incidents are laid down in Calvin's case.
7. Give meaning of the following words :
(1) Liberum tenementum. (2) Fee, (3) Fee simple, (4) Fee tail.
8. Define (a) Attornment, (b) Advowson, (c) Tenant *pur autre vie*, (d) Contingent remainder.
9. Give rules of construction as to (a) deeds, (b) wills, (3) crown grants.
10. Copyholds ; give nature, history, mode of creation and mode of alienation.

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UNIVERSITY OF MANITOBA

EXAMINATIONS, MAY, 1897.

MAY—CONSTITUTIONAL HISTORY.

1. Peerage bill of 1719; give objects and fate.
2. Discuss the proposition that the independence of the House of Lords was unimpaired by the reform/crisis of 1832.
3. The accession of Her Majesty Queen Victoria; give particulars and position of affairs then; also the limitation to her civil and pension lists.
4. Give brief statement of the attitude of Great Britain to her colonies since the American war, especially as to (1) Canada, (2) Australia, and (3) Newfoundland.
5. Review shortly position of Mr. Gladstone in British politics during the Victorian reign.
6. Stockdale's trial 1789; give particulars, point involved and result.
7. Transportation; give particulars of the commencement of this form of punishment and the establishment of the Australian penal settlements and the discontinuance of the same.
8. Review briefly the relations of the royal family to the reigning sovereign.
9. Give the effect of the French revolution on reform in England.
10. General warrants; discuss and give particulars of the cases of the North Briton and Mr. Entinck.

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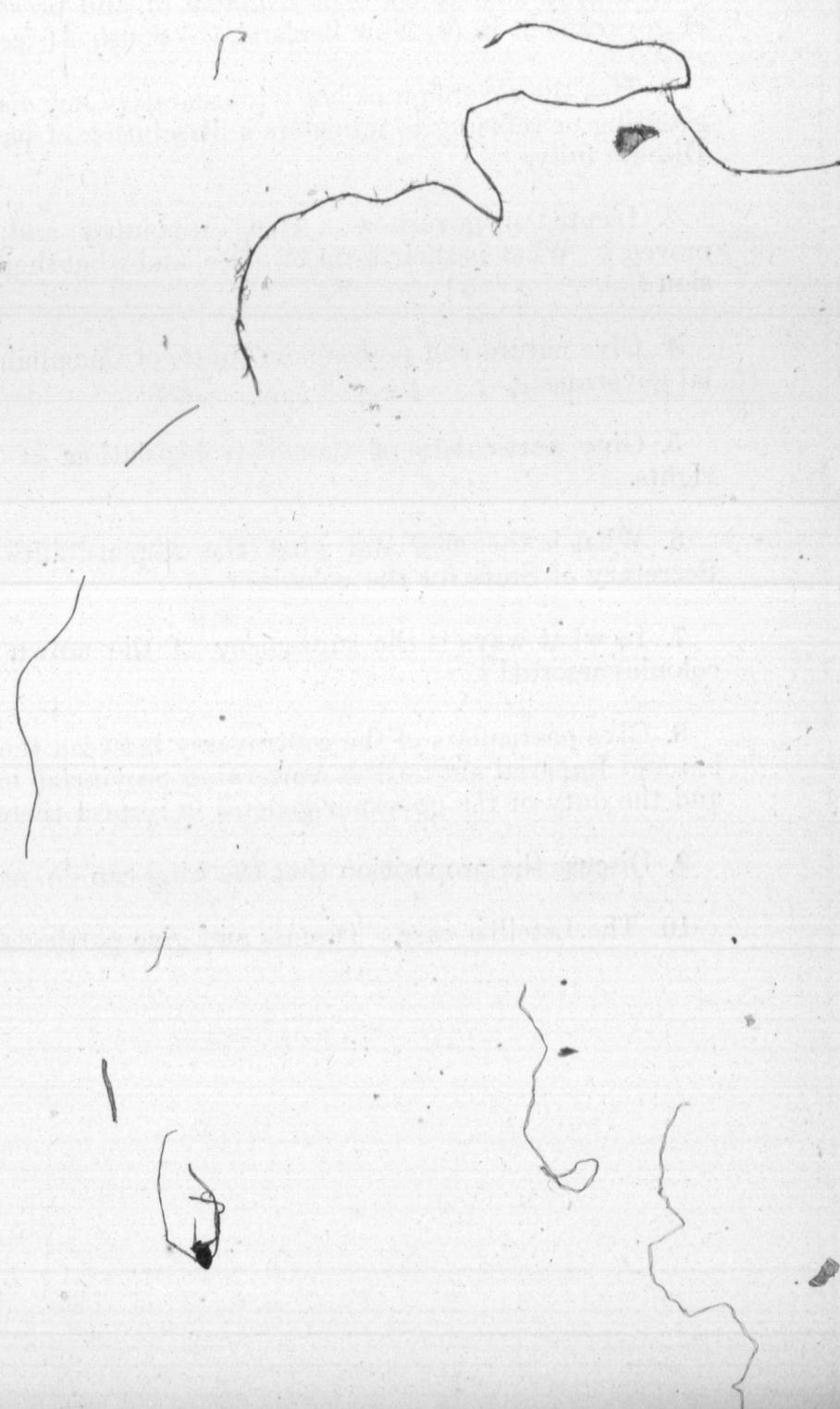
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EXAMINATIONS, MAY, 1897.

TODD—PARLIAMENTARY GOVERNMENT.

1. Review shortly the establishment of, and present status of government in (a) New Zealand, (b) South Africa.
2. Has the sovereign or her representative any discretion in granting or refusing to ministers a dissolution of parliament? Discuss fully.
3. Lieutenant-governor. How appointed and how removed? What is their term of office, and what their commission?
4. Give nature and powers and limits of Canadian territorial government.
5. Give particulars of Canadian legislation as to copyrights.
6. What is the office and what the responsibilities of the Secretary of State for the colonies?
7. In what ways is the supremacy of the crown over its colonies asserted?
8. Give particulars of the controversy between the Dominion and Imperial authorities concerning provincial legislation and the duty of the governor-general in respect thereof.
9. Discuss the proposition that the king can do no wrong.
10. The Letellier case. Discuss and give particulars of.

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EXAMINATIONS, MAY, 1897.

FAWCETT.—LANDLORD AND TENANT.

1. Distress. Define and when and within what time to be made.
2. A's rent falls due Jan. 1st. On Jan. 10th at 11 p.m. he removes his goods without notice to, or knowledge on the part of the landlord. What are the landlord's rights?
3. Distinguish between illegal and irregular distress, and what is the effect of tender before and after impounding?
4. Two properties are under same mortgage; one is leased before, and the other after mortgage. Give the rights of mortgagor and mortgagee as to distress.
5. Give the remedies of a tenant on an illegal distress.
6. What are fixtures, and what are rules as to removal of same.
7. From the breaches of what covenants will the court relieve, and from what will it not?
8. Give the different modes of determination of leases.
9. Interesse termini. What is it and what are the rules relating to same?
10. What implied covenants are included in the term demise?

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EXAMINATIONS MAY 1957

COURSE: PHYSIOLOGY

QUESTION NO. 1

1. Describe the structure and function of the heart.

2. Explain the mechanism of the respiratory pump.

3. Discuss the role of the thyroid gland in metabolism.

4. Describe the path of the lymphatic system.

5. Explain the function of the adrenal medulla.

6. Discuss the regulation of blood pressure.

7. Describe the function of the pituitary gland.

8. Explain the role of the hypothalamus in homeostasis.

9. Discuss the function of the pineal gland.

10. Explain the mechanism of the blood clotting process.

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EXAMINATION IN MEDICINE, 1897.

MEDICINE.

1. Diagnose and treat a case of scarlet fever in a child eight years of age. What complications and sequelae may occur, and their treatment?
2. Diagnose between aortic and mitral valvular diseases of the heart, and describe the various morbid conditions which they may produce.
3. Describe the morbid anatomy, general symptoms and physical signs in fibroid phthisis.
4. Give characteristics of the apoplectic state, and various pathological conditions under which it occurs.
5. Give the pathology, etiology, symptoms and treatment of bulbar paralysis.
6. Describe and treat a case of (1) psoriasis, (2) tinea tonsurae, (3) eczema.
7. Ascities; causes, symptoms and treatment.
8. Give the causes, varieties and symptoms of renal calculus. Treatment during an attack, and also in interval.

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EXAMINATION IN MEDICINE, 1897.

GYNAECOLOGY.

I.

Amenorrhœa — Enumerate causes, and outline the treatment according to these.

II.

Chronic Endometritis—Varieties, causes, physical signs and treatment.

III.

The Bladder—(a) Mention affections of the genital organs most liable to cause disturbance of its functions.

(b) Give indications for, and describe the "buttonhole" operation.

IV.

Pelvic Hematocele—Give differential diagnosis and treatment.

V.

Describe :
Tait's perineorrhaphy, Alexander's operation, Martin's colporrhaphy.

VI.

Give in detail (a) the after treatment in a typical case of ovariectomy, (b) evidences of post-operative peritonitis, and the measures you would adopt to prevent or combat it.

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EXAMINATIONS, MAY, 1897.

OBSTETRICS.

1. Enumerate the symptoms and signs of pregnancy— which of these are positive?

2. What different presentations of the foetus may we have? Which is the most common and what renders it so? How would you diagnose it?

3. How would you treat each of the following? Nausea during pregnancy; pruritis vulvæ of pregnancy; after pains; albumenuria; fissured nipples; post partum hæmorrhage.

4. Mechanism of labor.

(a) Describe the mechanism of labor in right occiput posterior position.

(1) When the occiput rotates to the front.

(2) " " into the hollow of the sacrum.

(b) If necessary to apply forceps what would be your direction of traction in each case and why?

5. Eclampsia:

(a) Definition.

(b) Premonitory symptoms.

(c) Etiology.

(d) Treatment.

6. Give explicit directions for performing podalic version.

7. Give explicit directions for preparing food for an infant a week old, with reasons for each step. How often should it be fed, and how much each time?

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EXAMINATION IN MEDICINE, 1897.

SURGERY.

1. Mention the causes of Epididymitis and give the course, symptoms and treatment of this disease.
2. Write a short account of the fractures of the lower end of the humerus and diagnosis of each.
3. State the various complications which may accompany fractures of the ribs and their treatment.
4. Describe the course, symptoms and treatment of acute osteo-myelitis of the tibia.
5. Describe the course, symptoms and treatment of Scirrhous of the breast.
6. Describe carefully the condition known as acute Intestinal Intussusception. What are the symptoms produced by it.

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EXAMINATION IN MEDICINE, 1897.

PATHOLOGY.

1. Define infiltration and degeneration and give more common forms of latter.
2. Amyloid infiltration; give chief causes, characteristics and organs usually affected.
3. Describe a typical tubercle.
4. Give conditions found in nutmeg liver, alcoholic cirrhosis of liver, brown atrophy of heart.
5. Give pathology of diphtheria.
6. Define a sarcoma and describe particularly the melanotic variety.

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EXAMINATION IN MEDICINE 1957

NAME: _____

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EXAMINATION IN MEDICINE, 1897.

MEDICAL JURISPRUDENCE AND MENTAL DISEASES.

1. Define the terms *somatic* and *molecular* death. Mention the great centers at which death begins and give the symptoms in each form.

2. Give the *surgical* and *legal* definition of a wound. Distinguish between wounds made before and after death; also between homicidal, suicidal and accidental wounds.

3. Mention Dupuytren's classification of burns and scalds. What are the immediate and remote causes of death?

4. State the necessary steps of procedure in conducting a post-mortem examination in a case where death is attended with suspicious circumstances.

5. What do you understand by the terms *primary* and *secondary* dementia. Give the causes and symptoms in each form.

6. Paranoia—definition; symptoms; varieties. Differentiate between the delusional forms of paranoia and those of mania and melancholia.

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EXAMINATION IN MEDICINE, 1897.

SANITARY SCIENCE.

1. Give best means for lessening the unhealthy effects of summer heat.
2. Give best method and material for filtering air, and give requirements of flues and air conduits.
3. Give the best diet for girls attending school from 14 to 18 years of age.
4. Describe Pasteurization of milk and sterilized milk. Name which is to be preferred ; and why.
5. Give simple tests for organic matter in *air* and *water*.
6. Traps lose their water seals from several causes. Name some of the most frequent.
7. Give possible sequetæ of scarlatina, diphtheria, mumps, (perotitis) and how best to avoid.

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EXAMINATION IN MEDICINE, 1897.

PRACTICAL CHEMISTRY.

1. Describe fully the fermentation test for sugar in the urine.

2. Give the chemical action of the following antidotes: Moist ferric hydrate for arsenic, albumen for perchloride of mercury, olive oil for caustic alkalies.

3. In the following instances you are required to send specimens to an analyst; how would you proceed? A man dies suddenly, poisoning suspected. Typhoid fever breaks out in a village, water suspected.

4. Milk (a) What effect has watering on the specific gravity? (b) What effect has skimming on the specific gravity. (c) What percentage of cream should good milk contain?

5. How would you proceed to estimate the urea excreted in twenty-four hours?

6, 7 and 8. Practical work.

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EXAMINATION IN MEDICINE, 1897.

SECOND YEAR.

THEORETICAL ANATOMY.

- 1: The abdomen having been opened, mention in proper order the structures it is necessary to remove to expose the portal vein. How is this vein formed?
2. Course and distribution of the middle cerebral artery and its branches.
3. Course and relations of the nerves supplying the serratus magnus, obturator internus, crico-thyroid and deltoid muscles.
- 4 Structures in relation with left kidney.
5. Nerve supply of scrotum.
6. Describe superior carotid triangle.
7. Name the structures cut through in amputation of lower third of thigh.

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EXAMINATION IN MEDICINE, 1897.

SURGICAL ANATOMY.

1. Exposure of the sciatic nerve; where most accessible; the structures severed.

2. Supra pubic cystotomy; name the tissues divided; the structures to be avoided. Discuss any anatomical points which may be of value in this operation.

3. Nephro-lithotomy; Lumbar operation. Describe the site of the incision: the fascia, muscles, arteries and nerves met with; the perirenal fat; exposure of the kidney; the structures to be avoided.

4. The knee joint:

Describe (1) the ligaments, (2) cartilages, (3) synovial membrane, (4) nerve supply, (5) bursæ that may be connected with the joint. Name the ligaments which check—extension, flexion, pronation, supination, sliding movements.

5. (a) Describe the male urethra, (b) explain the cause of the direction of the urine which has leaked from behind a tight stricture, situated one inch forward in the bulbous portion of the urethra.

6. Discuss the disposition of the peritoneum in the right upper half of the abdomen, and its possible value in the surgery of the gall ducts.

7. The lower deep cervical lymphatic glands on the left side are enlarged (hazel nut in size) and matted to adjoining tissues. Name the structures incised and the structures to be avoided.

8. Amputation of the breast. Structures divided.

9. The right arm is slightly abducted and the head of the humerus is rotated outwards. An incision just external to
(Over)

the coracoid process cutting down on the humerus for four inches; the incision with a slight curve is carried outwards to the posterior border of the axilla; after the humerus is disarticulated the head is projected above the glenoid cavity and the remaining tissues are divided.

Name the structures divided, and especially locating the arteries and where cut.



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EXAMINATION IN MEDICINE, 1897.

PRIMARY.

PHYSIOLOGY.

1. Give the physiology of circulation in the
(a) Aorta, (b) Capillaries, (c) Veins, (d) Thoracic duct.
2. Give in detail the phenomena of asphyxia with their physiological explanation.
3. Discuss the physiological action of ptyalin, and deduce therefrom the general characteristics of the enzymes.
Compare gastric with intestinal digestion.
4. "One of the most important functions of the liver is the formation of glycogen." Explain.
5. Discuss the leading anatomical characteristics of the nerve cell.
6. Describe accurately the physiological relation that exists between the central nervous system and the sympathetic system.
7. Discuss the physiology of
 - (a) Pain.
 - (b) Sleep.
 - (c) The Knee-jerk.
8. A man sees a brick falling toward him, and throws up his hand to ward it off. Trace the probable course of the nerve impulse implied in this act.
9. Illustrate or describe
 - (a) Myopia, (b) Hypermetropia, (c) Presbyopia, (d) Spherical aberration, (e) Astigmatism.

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EXAMINATION IN MEDICINE, 1897.

HISTOLOGY.

1. Describe corpuscular elements of blood.
2. Give minutely histology of large intestine spleen, thyroid and supravental capsule.
3. Describe briefly the skin and its appendages.
4. Describe epithelium found in aesophagus, urinary bladder, uterus, ragina, tubules of kidney.
4. Give structure of an ordinary voluntary muscle as Sartorius.
5. Describe different modes of termination of sensory nerve fibres.

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EXAMINATION IN MEDICINE, 1897.

MATERIA MEDICA AND THERAPEUTICS.

1. Give a classification of antipyretics. Name the principal drugs of this class, with the dose of each, and describe the physiological action of Quinine.

2. What are Tonics. Describe their action. Give fully the physiological action of iron, and name six of the principal drugs of this class, giving dose of each.

3. What are the chief Alkalies? When should they be administered? Give the physiological action of Sodium Bicarbonate.

4. Give the mercurial treatment of the different stages of Syphilis, stating what preparations of the drug you would use. Give the various preparations of mercury, with dose of each.

5. Describe the physiological action of Volatile Oils. Name the drugs of this class, with doses of each.

6. Give the physiological action of Saline Purgatives. Name the principal drugs of this class, with dose of each.

7. Give physiological action of Cocaine.

8. Give dose of the following:

Pulv. Jalapæ Co.

Aloes.

Liq. Strychnæ.

Ext. Belladonæ.

Acid Hydrocyanic, dilute.

Amyl. Nitrite.

Caffeine Citrate.

Atropine Sulph.

Easton's Syrup.

Salol.

Cantharidies.

Anti-toxine.

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1. Give the formula of potassium oxide.

2. Give the formula of potassium sulphate.

3. Write the formula of potassium nitrate. Illustrate.

4. Show the reaction between potassium and oxygen. Also between potassium and water.

5. Describe the properties of potassium. Give the formula for its compounds.

6. Explain the uses of potassium. Give the formula of potassium sulphate and potassium nitrate. Also show their constitution.

7. Write the formula of potassium chloride.

8. Give the formula of potassium carbonate. Also show its constitution.

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EXAMINATIONS, MAY, 1897.

PRIMARY.

CHEMISTRY.

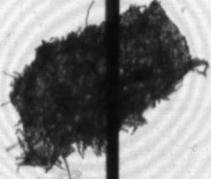
1. Give preparation of chlorine, nitrogen and carbon monoxide.
2. Give preparation, properties and formulas of manganate of potassium, sulphur dioxide and chlorinated lime.
3. What do you understand by chemical nomenclature. Illustrate.
4. Show relationship between water, acids and alkalies, also between NH_2 and $(\text{NH}_4)_2\text{O}$.
5. Define a ketone and give preparation of acetone and tests for it in the urine.
6. Explain why there are different numbers of hydrogen atoms replaceable by a base in the following acids: nitric, sulphuric, phosphoric, acetic, citric and tartaric. Illustrate by constitutional formulas.
7. What is a mercaptan?
8. Give descriptions, preparation and formulas of the constituents of collodion.

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EXAMINATION IN MEDICINE, 1897.

FIRST YEAR.

THEORETICAL ANATOMY.

1. Describe the upper third of the tibia.
2. Name the facial bones; mention those entering into the formation of the orbit.
3. Give the attachments of anterior annular ligament and name the structures passing under it.
4. Name the muscles that flex the wrist-joint and give origin, insertion and nerve supply of two of them.
5. Describe the shoulder joint; name the muscles in relation with this joint and give their respective actions.
6. Origin, insertion and action of pectineus, obliquus externus of abdomen, and peroneus tertius muscles.

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EXAMINATION IN MEDICINE, 1897.

FIRST YEAR.

PHYSIOLOGY.

1. Give the physiology of circulation in the
(a) Aorta, (b) Capillaries, (c) Veins, (d) Thoracic duct.
2. (a) Give the origin and functions of the different components of blood plasma.
(b) Name and describe the possible compounds of Haemoglobin.
3. Describe the nervous and muscular mechanism of respiration.
4. Name the chief internal secretions. State the probable functions of
(a) The Thyroids.
(b) The Adrenals.
(c) The Spleen.
5. What is an enzyme? Classify the enzymes and compare gastric with intestinal digestion.
6. Discuss absorption as applied to the different classes of foods in their passage through the alimentary canal.

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EXAMINATIONS, MAY, 1897.

FIRST YEAR.

CHEMISTRY.

1. Define: Hydrate, base, anhydride, acid, alkali, molecule, atom.
2. What is the difference between water of constitution and water of crystallization? Give examples of salts containing the first, second and both together.
3. Give constitutional formula of hydrofluoric and nitric acids, and describe the preparation and chemical and physical properties of each.
4. How would you prepare the following gases: Chlorine, carbon, dioxide and sulphuretted?
5. Give preparation, formulas, chemical names and tests to distinguish between (a) calomel and corrosive sublimate; (c) the two chlorides of iron.
6. What is water?
7. How much oxygen could you obtain from 16.9 grammes of Ba O_2 at 91°c and 770 mm Bar. $\text{Ba}=137$. $\text{O}=16$.