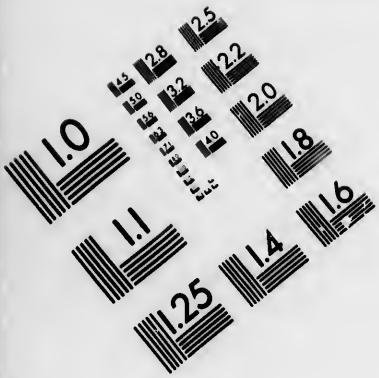


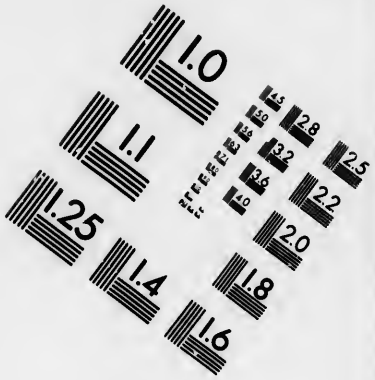
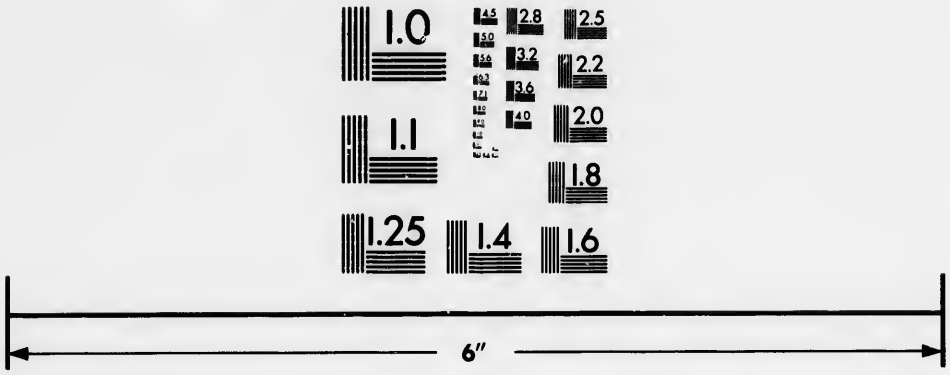
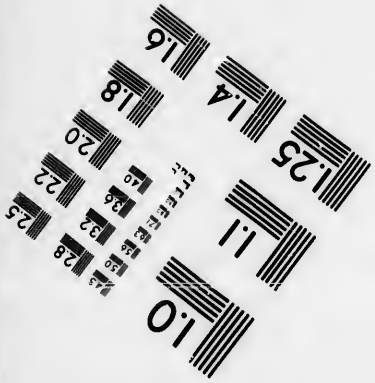
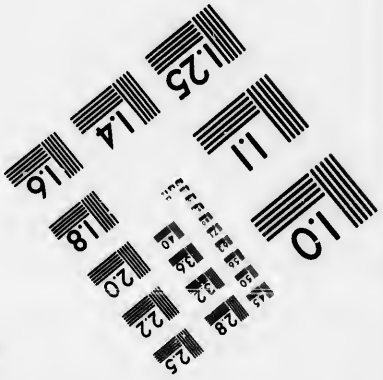


IMAGE EVALUATION
TEST TARGET (MT-3)







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The Rev. John McCaul, LL.D.
John Langton, M.A.
Hon. James Patton, LL.D., Q.C.
The Hon. David Christie, M.L.C.
Sir William E. Logan, F.R.S.
James J. Hayes, M.D.
The Rev. A. Lillie, D.D.
The Hon. John H. Cameron, Q.C. *Treasurer of Law Society.*
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The Principal of Queen's College.
The Rev. S. S. Nelles, D.D., *Principal, Victoria College, Cobourg.*
The Provost of Trinity College, *Toronto.*
The Very Rev. A. McDonell, *Pres. Regiopolis College, Kingston.*
G. R. R. Cockburn, M.A., *Principal of Upper Canada College.*
The Rev. J. Tabaret, *Superior, Bytown College.*
W. T. Aikins, M.D., *President, Toronto School of Medicine.*
H. H. Croft, D.C.L., F.L.S.
J. B. Cherriman, M.A.
Daniel Wilson, LL.D.
The Rev. John Jennings, D.D.
Hon. O. Mowat, V.C.
George Herrick, M.D.
Ira Lewis, M.A.
Larratt Wm. Smith, D.C.L.

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JOHN HELLIWELL, M.A.
WM. GEORGE DRAPER, M.A.
T. A. MCLEAN, M.A.
JOHN BOYD, M.A., B.C.L.
DANIEL MCMICHAEL, LL.D.
JOHN E. THOMSON, B.A.
E. C. JONES, B.A.
J. D. ARMOUR, B.A.
J. J. KINGSMILL, B.A.
HON. WILLIAM CAYLEY.
REV. W. MCCLURE, M.A.
REV. R. A. FYFE, D.D.
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EDWARD BLAKE, M.A., Q.C.
REV. J. BARCLAY, D.D.
REV. W. F. CHECKLEY, M.A.
REV. VICAR-GENERAL WALSH.
REV. A. CARMAN, M.A.
T. H. BULL, M.A.
REV. J. DAVISON.
REV. DR. HELLMUTH.

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Physiology and Comparative Anatomy	M. Barrett, M.D., M.A
Surgery and Anatomy	M. H. Aikins, M.D., M.R.C.S., Eng.
Medicine and Therapeutics	H. H. Wright, L.C.P. & S., U.C.
Midwifery and Medical Jurisprudence	U. Ogden, M.D.

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Chemistry	Henry Croft, D.C.L.
Natural History	Rev. W. Hincks, F.R.S.

ARTS.

Greek and Latin	The Rev. John McCaul, LL.D. W. H. C. Kerr, M.A.
Mathematics	J. B. Cherriman, M.A. J. Loudon, M.A.
English and History	D. Wilson, LL.D. J. A. Boyd, M.A.
French	E. Pernet, Esq.
German and Italian	Rev. J. Schulte, D.D. Ph. D.
Spanish	Rev. J. M. Gibson, M.A.
Mineralogy and Geology	E. J. Chapman, Ph. D.
Metaphysics and Ethics	Rev. James Beaven, D.D. Rev. G. P. Young, M.A.
Oriental Languages	Rev. J. Hellmuth, D.D.
Meteorology	G. T. Kingston, M.A.
Civil Engineering	W. G. Bellairs, C.E
Agriculture	G. Buckland, Esq.

GRADUATES.

Date of Admission.

D.C.L.

1850. Croft, H. H. (*Hon.*)
1852. Crookshank, G. (*ob.*)
1847. Lundy, Rev. F. J. (*Ad eundem*)
1852. Smith, L. W.

LL.D.

1863. Crooks, A., M.A.
1856. Hurlburt, J.
1858. Macdonell, S. S.
1860. [1]McMichael, D.
1858. Patton, J.
1860. [2]Wickson, Rev. A.

M.D.

1866. Aiken, E.
1850. Beaumont, W. (*Hon.*)
1848. Bovell, J. (*Ad eundem.*)
1853. Boyd, W.
1844. Boys, H. (*Ad eundem.*)
1866. Cascaden, J.
1851. Chewett, W. C.
1866. Cascaden, J.
1865. Constantinides, P.
1860. Cronyn, J.
1853. Desmond, H.
1851. Eastwood, W. O.
1851. Eastwood, C. S.
1853. Freeman, C.
1844. Hamilton, J. (*ob.*)
1864. Henry, J.
1854. Herrick, G. (*Ad eundem.*)
1844. King, J. (*ob.*)
1865. Langs, M. S.
1865. [3]Martyn, DeW. H.
1859. [4]Miller, T.

1. Medallist in Metaphysics and Ethics.
2. Gold Medallist in Classics.
3. Silver Medallist.
4. Silver Medallist.

Date of Admission.

M.D.

1853. McKenzie, M. B. (*ob.*)
1850. Nicol, W. B.
1865. Nicol, H.
1853. [1]Oille, L. S.
1845. O'Brien, L. (*Ad eundem.*)
1866. Pasmore, W. J.
1860. Phillips, T. G.
1866. Rae, F.
1850. Richardson, J. H.
1850. Scott, J. (*Ad eundem.*)
1864. Shantz, S. E.
1866. Sill, A.
1859. Thorburn, J. (*Ad eundem.*)
1861. [2]Tisdell, F. B. (*ob.*)
1859. Turner, H. (*Ad eundem.*)
1859. Walker, N. O.
1862. Wanless, J.
1866. White, T. J.
1853. Winer, W.
1856. Woodruff, W.

M.A.

1849. Baldwin, Rev. E.
1857. Barber, G. A. (*ob.*)
1853. Barrett, M.
1845. Barron, F. W.
1866. Bell, J. W.
1866. [3]Bemiss, D.
1858. Blake, D. E.
1857. Boulton, J. F.
1866. Bowers, J. E.
1858. [4]Bowlby, W. H.
1850. Boyd, J.
1861. [5]Boyd, J. A.

1. Gold Medallist.
2. Silver Medallist.
3. Silver Medallist in Natural Sciences.
4. Jameson Medallist.
5. Gold Medallist in Modern Languages.

GRADUATES—*Continued.*

Date of Admission.	M.A.
1856.	Boyd, W. T.
1856.	[1]Brown, J.
1865.	[2]Buchan, J. M.
1860.	Cameron, H. (*Ad eundem.*)
1866.	[3]Campbell, J.
1856.	Cambie, C. (*Ad eundem.*)
1858.	[4]Cattanach, A. J.
1854.	[5]Clark, A. M.
1858.	Craigie, W.
1864.	[6]Cooper, G.
1857.	[7]Crombie, E.
1858.	[8]Crombie, M. M.
1853.	[9]*Crooks, A.*
1849.	*Crookshank, G.* (*ob.*)
1850.	Draper, W. G.
1853.	[10]Eliot, C. F. (*ob*)
1857.	[11]English, C. E.
1860.	[12]Fitch, B. F.
1857.	[13]Fitzgerald, E.
1865.	Fleming, W. B.
1866.	[14]Foster, S.
1858.	Francis, W. S.
1861.	[15]Fraser, J. T. (*ob.*)
1864.	[16]Frisby, E.
1866.	[17]Gibson, J. M.

1. Gold Medallist in Mathematics, and Silver Medallist in Ethics.
2. Silver Medallist in Modern Languages.
3. Gold Medallist in Modern Languages, and in Metaphysics, &c., and Prince's Prizeman.
4. Gold Medallist in Modern Languages, and Jameson Medallist.
5. Gold Medallist in Classics, and Jameson Medallist.
6. Silver Medallist in Classics.
7. Gold Medallist in Classics.
8. Gold Medallist in Classics.
9. Gold Medallist in Classics, and Silver Medallist in Metaphysics and Ethics.
10. Silver Medallist in Ethics.
11. Silver Medallist in Ethics.
12. Silver Medallist in Modern Languages.
13. Gold Medallist in Mathematics and Natural Philosophy.
14. Gold Medallist in Classics.
15. Gold Medallist in Classics.
16. Silver Medallist in Mathematics.
17. Gold Medallist in Modern Languages and in Metaphysics, &c., and Prince's Prizeman.

Date of Admission.	M.A.
1864.	[1]Gibson, J. Morison.
1866.	[2]Goodwillie, G. S.
1848.	Grasett, Rev. E.
1865.	[3]Harbottle, R.
1863.	Hatton, J. C.
1850.	[4]Helliwell, J.
1859.	Hill, Rev. G.
1866.	Hill, J.
1859.	Hodgins, T.
1860.	[5]Holcomb, J. W.
1864.	[6]Hubbert, J.
1859.	Hume, Rev. R
1862.	Hunter. J. H.
1849.	[7]Jessopp, Rev. H. B.
1858.	Jones, C.
1860.	[8]Kerr, W. H. C.
1860.	[9]Kennedy, G.
1865.	King, J.
1858.	[10]Kingsmill, N.
1857.	Lawrason, W. L.
1848.	Lewis, I
1854.	Light, R. N.
1845.	Lightburne. S.
1859.	Litton, J. L. (*Ad eundem.*)
1864.	[11]Loudon, J.
1866.	Macallum A.
1849.	*Macdonell, S. S.*
1858.	Macnabb, A.
1856.	[12]Marling, S. A.
1858.	Montgomery, Rev. D. E. (*Ad eundem.*)
1854.	Morris, J. H.

1. Silver Medallist in Classics, and in Modern Languages, Prizeman in Oriental Languages, and Prince's Prizeman.
2. Silver Medallist in Classics.
3. Silver Medallist in Natural Sciences.
4. Gold Medallist in Classics.
5. Silver Medallist in Metaphysics, &c.
6. Silver Medallist in Natural Sciences.
7. Gold Medallist in Classics.
8. Gold Medallist in Classics.
9. Gold Medallist in Metaphysics, &c.
10. Silver Medallist in Classics.
11. Gold Medallist in Mathematics.
12. Gold Medallist in Classics, and Chancellor's Medallist for Evidences.

GRADUATES—*Continued.*

Date of Admission.	M.A.
1859.	[1]Moss, T.
1866.	Muir, J.
1850.	Murray, Rev. R. (*ob.*)
1857.	[2]McGregor, C. J.
1856.	McKeown, J.
1850.	McLean, T. A.
1863.	[3]McLellan, J. A.
1853.	*McMichael, D.*
1864.	[4]McMurrich, W. B.
1864.	[5]McNish, N.
1858.	*Oille, L. S.*
1859.	Paul, C. D.
1856.	[6]Peterson, H. W.
1845.	Ramsay, W.
1862.	Reeve, W. A.
1848.	[7]Roaf, J.
1866.	Robinson, L. C.
1865.	[8]Ross, J.
1857.	Ryerson, E. F. (*ob.*)
1861.	Sampson, D. A.
1858.	Sanderson, Rev. J. E.
1865.	[9]Seymour, F. E.
1865.	Spotten, H. B.
1848.	[10]Stennett, Rev. W.
1861.	[11]Sullivan, R.
1866.	[12]Tamblyn, W. W.
1858.	Tassie, W.
1856.	Taylor, T. W. (*Ad eundem.*)
1865.	[13]Thom, J. H,
1859.	Tisdell, F. B. (*ob.*)

1. Gold Medallist in Classics, Mathematics and Modern Languages.
2. Gold Medallist in Mathematics and in Natural Philosophy.
3. Silver Medallist in Mathematics and in Metaphysics.
4. Gold Medallist in Natural Sciences.
5. Gold Medallist in Classics.
6. Silver Medallist in Ethics.
7. Silver Medallist in Natural Philosophy.
8. Gold Medallist in Modern Languages.
9. Gold Medallist in Modern Languages.
10. Jameson Medallist, and Medallist in Metaphysics and in Evidences.
11. Gold Medallist in Metaphysics &c., and Silver Medallist in Modern Languages.
12. Silver Medallist in Modeling.
13. Silver Medallist in Mathematics.

Date of Admission.	M.A.
1859.	Turpin, J. (*Ad eundem.*)
1866.	[1]Vandersmissen, W. H.
1866.	[2]Wadsworth, J. J.
1859.	[3]*Walker, N. O.*
1860.	Waters, D,
1858.	Watts, W. A. (*Ad eundem.*)
1848.	Wedd, W.
1849.	Westropp, R.G. (*Ad eundem.*)
1850.	*Wickson, Rev. A.*
1863.	Willson, A. L.
1866.	[4]Wilson, J. S.
1857.	Windeat, J. (*Ad eundem.*)
1864.	Withrow, W. H.
1864.	[5]Woods, S.
	B.C.L.
1854.	*Boyd, J.*
1851.	*Crooks, A.*
1847.	*Lewis, I.*
1847.	*Roaf, J.*
1851	[6]Stinson, E. (*ob.*)
	LL.B.
1863.	Begue, T. H. A.
1860.	Benson, R. L.
1861.	Bethune, J.
1860.	Blain, D.
1861.	Boys, W.
1858.	[7]*Bowlby, W. H.*
1860.	Bowlby, J. W.
1860.	Cochrane, S. H.
1859.	*Crombie M. M.*
1860.	Cronyn, V.
1862.	Cross, J. F.
1860.	Curran, J.
1861.	Denison, G. T.
1863.	Denroche, E. J,
1861.	Douglas, W.
1864.	Donaldson, J.

1. Silver Medallist in Classics.
2. Gold Medallist in Natural Sciences.
3. Gold Medallist in Natural Sciences.
4. Silver Medallist in Mathematics.
5. Gold Medallist in Classics.
6. Gold Medallist.
7. Gold Medallist.

GRADUATES—*Continued.*

Date of Admission.	LL.B.
1864.	Duggan, G. F.
1858.	[1]*English, C. E.*
1861.	English, L.
1864.	Farewell, J. E.
1858.	*Fitzgerald, E.*
1860.	Foster, W. A.
1860.	Ham, J. V. (*ob.*)
1866.	Hamilton, J. C.
1860.	Hancock, J. W.
1858.	Hodgins, T.
1860.	Hodgins, J. G.
1862.	Holcomb, J. W.
1864.	[2]Idington, J.
1864.	Joseph, J. F.
1866.	Kelly, M. J.
1864.	Kennedy, G.
1859.	Laird, W. P.
1864.	Lennox, D.
1860.	Livingstone, J.
1862.	Marling, A.
1863.	Meredith, W.R.
1861.	Miller, W. N.
1863.	Moore, G. E.
1858.	McCaughey, J.
1864.	McDonald, J. F.
1861.	O'Brien, W. L.
1861.	O'Gara, M.
1862.	Osler, B. B.
1860.	Papps, G. S.
1862.	Penton, E.
1866.	Preston, D. H.
1862.	Read, F. A.
1861.	Robertson, H.
1858.	[3]*Sampson, D. A.*
1859.	Sisson, J.
1865.	Smith, A. F.
1865.	Smith, R W.
1862.	Smith, J. F.
1864.	Smith, G. Y.

1. Silver Medallist.
2. Gold Medallist
3. Silver Medallist.

Date of Admission.	LL.B.
1861.	[1]Smith, R.
1863.	Snelling, R.
1860.	[2]Spencer, T. H.
1859.	Stanton, W. I.
1861.	Stayner, F. H.
1861.	Stephens, R. P.
1862.	Stewart, H. D.
1862.	Stuart, A. H.
1862.	Upper, M. C.
1860.	Wood, S.G.
1862.	Wood, S. G. (*ob.*)
	M.B.
1858.	[3]Aikins, M. H.
1859.	[4]Barnhart, C. E.
1860.	[5]Bascom, J.
1866.	Beith, A.
1864.	Bell, W. H.
1861.	Bell, J.
1862.	[6]Bolster, J.
1865.	Buchanan. C. W.
1865.	[7]Burnham, E. L.
1866.	Burns, J. H.
1865.	Chapman, O.W.
1865.	Chrysler, W. H.
1863.	Covernton, W. H.
1866.	Cowan, S.
1863.	Dack, T B. N.
1862.	[8]DeGrassi, G. P.
1865.	DelaHaye, A.
1864.	Douglas, C.
1864.	Eby, A.
1862.	Eckhardt, T. B.
1861.	Elliott, J.
1857.	[9]Francis, W. S.
1864.	Fulton, J.
1866.	Hanavan, M. J.
1864.	Harley, J.

1. Silver Medallist.
2. Silver Medallist.
3. Silver Medallist.
4. Gold Medallist
5. Gold Medallist.
6. Gold Medallist.
7. Gold Medallist.
8. Gold Medallist.
9. Silver Medallist.

GRADUATES—*Continued.*

Date of Admission.	M.B.
1865.	Hodder, F. W.
1866.	Hughes, J. H.
1866.	Jackes, A. G.
1865.	Jackson, J. P.
1866.	Jacques, T.
1864.	Kelly, M. J.
1866.	Kennedy, J. E.
1859.	[1]King, J.
1865.	[2]Kitchen, E. E.
1866.	Langrill, J. A.
1865.	Mackenna, C.
1860.	[3]Morton, E. D.
1863.	McAlpine, D. L.
1863.	McCallum, J.
1865.	[4]McCarthy, J. L. G.
1866.	McConnell, J.
1863.	McCool, D. B.
1866.	[5]McCullough, J
1866.	McDiarmid, P.
1866.	McIntyre, N.
1866.	McKay, A.
1863.	McKay, W.
1864.	[6]McLaughlin, J. W.
1866.	[7]Mickle, W. J.
1866.	Milier, W. H.
1866.	Morton, W.
1864.	Newman, J. B.
1860.	[8]Ogden, W. W.
1865.	Oldright, W.
1866.	Oronhyatekha.
1863.	Orton, R.
1865.	Pentland, W. R.
1860.	[9]Playter, E.
1861.	Pollock, D. J.
1864.	Potts, R.

1. Silver Medallist.
2. Silver Medallist.
3. Silver Medallist.
4. Silver Medallist.
5. Silver Medallist.
6. Gold Medallist.
7. Gold Medallist.
8. Silver Medallist.
9. Silver Medallist.

Date of Admission.	M.B.
1863.	[1]Ramsay, S. F.
1866.	Sinclair, J.
1864.	Sinclair, L. C.
1865.	Smale, S. B.
1866.	Smith, D.
1863.	Stewart, J. W.
1866.	Stubbs, J.
1866.	Sutton, H. H.
1861.	Tempest, W.
1865.	Tennant, J. S.
1864.	Thom, J. C..
1865.	Thorburn, R.
1864.	Tisdale, J. C.
1863.	Trenor, J. B. (*ob.*)
1864.	Vail, C. L.
1866.	[2]Wadsworth, J. J.
1866.	Wallace, J.
1864.	Whiteside, W. N.
1866.	Wilkins, G.
1866.	Williams, R. W.
1864.	Winn, T. B.
	B.A.
1854.	Adams, G.
1863.	[3]Alma, E. J. (*ob.*)
1859.	Appelbe, R. S.
1850.	[4]Armour, J. D.
1866.	Baldwin, R.
1866.	Barker, P. M.
1854.	[5]Bayley, R.
1845.	Beadle, D. W. (*Ad eundem.*)
1866.	[6]Bell, C. W.
1858.	Bernard, R. (*ob.*)
1845.	Bethune, N.
1853.	Bettridge, W.
1858.	Blake, S. H.
1845.	Boulton, H. J.
1848.	Boulton, J.

1. Gold Medallist.
2. Silver Medallist.
3. Medallist in Metaphysics, and Jameson Medallist.
4. Gold Medallist in Classics.
5. Silver Medallist in Natural Philosophy.
6. Gold Medallist in Classics.

GRADUATES—*Continued.*

Date of Admission.	B.A.
1866.	Brunel, G.
1864.	Buchan, H. E.
1853.	Bull, S. J.
1857.	Bull, T. H.
1857.	[1]Burns, N.
1866.	[2]Campbell, A. F.
1865.	Cassells, W. G. P.
1865.	[3]Christie, A. J.
1866.	Clarke, H. F.
1864.	[4]Connor, J. W.
1864.	[5]Craig, T. D.
1866.	Crawford, E. P.
1862	[6]Crawford, W. G.
1849.	*Dack, T. B.*
1866.	Davidson, W.
1866.	[7]Delamere, T. D.
1858.	DesVœux, G. W.
1845.	Dixon, Rev, A.
1857.	Dormer, G. (*Ad eundem.*)
1866.	Dorsey, W. S.
1865.	Douglass, R. D.
1849.	Eastwood, W. O.
1850.	[8]Evans, G. M.
1866.	[9]Falconbridge, W. G.
1864.	Ferguson, J.
1862.	[10]Fisher, J.
1866.	[11]Fitzgerald, W.
1857.	*Francis, W. S.*
1851.	Freer, C. (*ob.*)
1850.	Gage, G. L.
1848.	Geddes, Rev. G.
1862.	Gibbon, H. F. H.

1. Silver Medallist in Natural Sciences.
2. Silver Medallist in Classics, Modern Languages, and in Natural Sciences, and Prince's Prizeman.
3. Silver Medallist in Classics.
4. Silver Medallist in Classics.
5. Gold Medallist in Metaphysics.
6. Silver Medallist in Classics.
7. Silver Medallist in Metaphysics, &c.
8. Medallist in Metaphysics, and in Evidences.
9. Gold Medallist in Modern Languages.
10. Silver Medallist in Mathematics.
11. Gold Medallist in Mathematics.

Date of Admission.	B.A.
1861.	Gillespie, A.
1850.	[1]Grant, A. J.
1861.	[2]Grant, A.
1861.	[3]Grant, G.
1858.	Graydon, S. (*Ad eundem.*)
1860.	Green, G.
1866.	Greenlees, A.
1865.	Greer, G. M.
1864.	Grover, T.
1852.	Hagar, C. (*ob.*)
1865.	Hagar, J. M.
1845	Hagerman, J. T. (*ob.*)
1863.	Hector, A.
1866.	Hill, H. P.
1864.	Hill, R.
1848.	Hudspeth, T. A. (*ob.*)
1853.	[4]Huggard, J. T.
1841.	Hunter, J. H.
1848.	*Hurlburt, J.*
1850.	Hurlburt, H.
1866.	Jackes, C. B.
1866.	Johnstone, J.
1845.	Jones, E. C.
1858.	Jones, H. C. (*Ad eundem.*)
1866.	[5]Junor, D.
1864.	Keefer, W. N.
1849.	Kingsmill, J. J.
1863.	[6]Lafferty, A. M.
1863.	[7]LeSueur, W.
1862.	[8]Livingstone, R. T.
1849.	Loring, G. T. (*ob.*)
1861.	Lount, S.
1865.	[9]Malloy, W.

1. Jameson Medallist.
2. Gold Medallist in Natural Sciences and Silver Medallist in Metaphysics, &c.
3. Gold Medallist in Metaphysics, &c. and Prizeman in Oriental Languages.
4. Gold Medallist in Classics.
5. Silver Medallist in Metaphysics and Ethics.
6. Silver Medallist in Classics and Mathematics.
7. Silver Medallist in Classics.
8. Silver Medallist in Metaphysics, &c.
9. Silver Medallist in Mathematics.

GRADUATES—*Continued.*

Date of Admission.	B.A.
1845.	[1]Marsh, Rev. J. W.
1848.	[2]Marsh, Rev. T W. (*ob.*)
1856.	Matheson, T. G.
1856.	[3]Matheson, R.
1853.	Meudell, W.
1866.	Miller, J. H.
1858.	Milroy, W.
1859.	[4]Mitchell, J. L.
1866.	[5]Moderwell, M. C.
1866	[6]Mooney, D. H.
1866.	[7]Morgan, J. C.
1863.	[8]Mulock, W.
1856.	[9]McDougall, J. L.
1859.	Monsarrat, N.
1857.	McDermid, P.
1864.	[10]McMillan, J.
1862.	McFayden, C.
1861.	McGee, R.
1849.	[11]McKenzie, Rev. J. G. D.
1849.	*McKenzie, M. B.* (*ob.*)
1861.	[12]McMurchy, A.
1858.	McNaughton, T.
1862.	[13]McWilliam, W.
1863.	[14]McWilliams, W. G.
1860.	[15]Ogden, I. O. (*ob.*)
1863.	[16]*Oldright, W.*
1857.	[17]Oliver, W.
1861.	[18]Ormiston, D.

1. Silver Medallist in Evidences.
2. Silver Medallist in Evidences.
3. Gold Medallist in Natural Sciences.
4. Gold Medallist in Natural Sciences.
5. Silver Medallist in Natural Sciences.
6. Silver Medallist in Natural Sciences.
7. Gold Medallist in Natural Sciences, and Silver Medallist in Modern Languages.
8. Gold Medallist in Modern Languages.
9. Gold Medallist in Mathematics, and Silver Medallist in Modern Languages.
10. Silver Medallist in Metaphysics, &c. and Prince's Prizeman.
11. Silver Medallist in Evidences.
12. Silver Medallist in Mathematics.
13. Silver Medallist in Metaphysics, &c.
14. Silver Medallist in Metaphysics, &c.
15. Gold Medallist in Metaphysics.
16. Gold Medallist in Modern Languages.
17. Gold Medallist in Natural Sciences.
18. Silver Medallist in Mathematics.

Date of Admission.	B.A.
1866.	[1]Paterson, J. A.
1864.	Patteson, T. C. (*Adeundem.*)
1851.	Preston, Rev. J. A.
1858.	[2]Rattray, W. J.
1862.	[3]Reeve, R. A.
1851.	[4]Robarts, Rev T. T.
1866.	Robertson, A. J.
1864.	[5]Robertson, T. J.
1862.	Roger, W. M.
1861.	Ross, J. B.
1864.	Rossin, J.
1845.	[6]Robinson, C.
1860.	Rock, W.
1860.	Ross, D. W.
1864.	[7]Rutledge, J.
1863.	[8]Scott, T. H.
1865.	Scott, R. G.
1860.	Scott, W. H.
1864.	Seath, J. A. (*Ad eundem.*)
1848.	Shaw, J. (*ob.*)
1864.	Sharpe, W.
1860.	[9]Sinclair, W.
1865.	Smiley, J.
1857.	Smith, J. F.
1864.	[10]Snider, E. F.
1865.	Squire, G. H.
1845.	Stanton, J.
1849.	[11]Stinson, E. (*ob.*)
1862.	Strang, H. I.
1859.	[12]Tassie, H.
1865.	Taylor, H. B.
1858.	Thom, Rev. J.
1865.	[13]Thompson, J. B.

1. Silver Medallist in Mathematics.
2. Gold Medallist in Metaphysics.
3. Silver Medallist in Natural Sciences.
4. Medallist in Metaphysics.
5. Silver Medallist in Mathematics.
6. Jameson Medallist.
7. Silver Medallist in Mathematics.
8. Silver Medallist in Modern Languages.
9. Silver Medallist in Natural Sciences.
10. Gold Medallist in Natural Sciences.
11. Silver Medallist in Natural Philosophy.
12. Silver Medallist in Classics.
13. Gold Medallist in Natural Sciences.

GRADUATES—*Continued.*

Date of Admission.	B.A.
1845.	Thomson, J. E.
1866.	Traver, A. J.
1854.	Trew, N. M. (*ob.*)
1861.	Turnbull, J.
1851.	[1]Tyner, R. J. (*ob.*)
1862.	[2]Tytler, W.
1856.	Unsworth, R.
1845.	Vankoughnet, B. F. (*ob.*)
1865.	[3]Wardrop, R.
1866.	[4]Watt, W.

1. Chancellor's Medallist for Evidences.
2. Gold Medallist in Natural Sciences.
3. Silver Medallist in Mathematics.
4. Silver Medallist in Modern Languages.

Date of Admission.	B.A.
1854.	[1]Wells, R. M.
1860.	White, J.
1866.	[2]Williams, A.
1849.	*Winer, W.*
1853.	Woodruff, W.
1865.	Woolverton, A.
1866.	Wright, A. H.
1866.	Wright, G. S.
1863.	[3]Wright, T. W.

1. Jameson Medallist, and Silver Medallist in Ethics.
2. Silver Medallist in Natural Sciences.
3. Gold Medallist in Mathematics.

DIPLOMAS IN CIVIL ENGINEERING.

1861. Robertson, C. F. (*Prizeman.*)
1862. Irwin, B.
1863. Bellairs, W. G. (*Prizeman.*)

DIPLOMAS IN AGRICULTURE.

1860. Farewell, J. E. (*Prizeman.*)
1862. Forneri, C. C.
1862. Thompson, J. B. (*Prizeman.*)
1865. Greer, G. M. (*Prizeman.*)
1866. Morgan, J. C. (*Prizeman.*)

UNDERGRADUATES.

FACULTY OF LAW.

Date of Admission.	
1859.	Alma, P.
1864.	Betts, J.
1864.	Brough, C. A.
1860.	Burnham, J.
1859.	Clarke, A. A.
1860.	D'Aubigny, P.
1861.	Dixon, T.
1862.	Duncombe, D. L.
1859.	Dunn, J. M.
1860.	Freel, E.
1862.	Frost, A.
1861.	Gilbert, J. H.
1861.	Glassco, J. T.
1864.	Green, T. J. C.
1865.	Jones, J. W.
1859.	Kerr, W. J.
1864.	Land, R. C. A.
1864	Lash, Z. A.
1864.	Lillie, J. A.
1864.	Masterson, C. M.
1860.	McCaul, G. L.
1860.	McKellar, P. D.
1859.	McLennan, D.
1860.	Peebles, J.
1862.	Preston, J.
1864.	Richardson, W.
1865.	Secord, J.
1860.	Selby, S. B. J.
1864.	Smith, D. S.
1864.	Sullivan, D. L.
1861.	Warren, E.
1864.	Webb, E.
1864.	Williams, A.

FACULTY OF MEDICINE.

1863.	Aberdein, R.
1865.	Allan, E.
1866.	Arnott, H.
1865.	Bell, F. F.
1865.	Bentley, T. B.
1851.	Bigelow, A.
1863.	Bowman, J. W.
1865.	Brunel, J.
1862.	Bulmer, T. S.
1866.	Burgess, T. J. W.
1862.	Burnett, D.
1866.	Burt, W.
1863.	Carlyle, J.
1861.	Cassidy, J.
1864.	Cassidy, J. J.
1863.	Clerke, C. H.
1866.	Cluxton, F. C.
1866.	Coulter, W.
1864.	Douglass. C.
1864.	Eccles, F. R.
1858.	Farewell, J. E.
1864.	Farewell, W. G.
1866.	Fell, H. H.
1862.	Fife, J. A.
1861.	Forrest, R W.
1866.	Gamble, N.

UNDERGRADUATES—*Continued.*

Date of Admission.	
1863.	Goodell, R. H.
1862.	Gouinlock, W. C.
1865.	Grahame, J. E.
1866.	Graham, W.
1863.	Grote, G. W.
1864.	Gwyn, H. C.
1863.	Harrison, F.
1861.	Henry, J.
1866.	Hickman, J.
1861.	Holme, J.
1862.	Holme, W. R.
1861.	Hornibrooke, E.
1863.	Howe, J.
1864..	Hughes, A. H.
1865.	King, D. J.
1862.	King, R.
1863.	King, F.
1866.	Kitchen, D. H.
1863.	Lynch, J.
1865.	McCollum, J. H.
1865.	McCosker, J.
1863.	McDonald, A. E.
1864.	McFarlane, L.
1866.	McNaughton, J.
1862.	McPherson, A. G.
1866.	MacCrimmon, D. A.
1866.	Malcolm, A.
1861.	Milne, W.
1864.	Montgomery, J.
1861.	Munns, W.
1863.	Murray, R. G.
1864.	Newton, J. H.
1866.	Ogden, J.
1864.	Palmer, R. N.
1863.	Penwarden, J.
1861.	Perchard, J. P.
1866.	Pettigrew, G. A.
1865.	Pollard, S. B.
1864.	Quinlan, J.
1860.	Renwick, H.
1861.	Richardson, J.
1860.	Robertson, C.
1866.	Robertson, J. M.
1865.	Robinson, A. R.
1860.	Roche, A.
1863.	Ross, W.
1866.	Rowan, P. J.
1864.	Russell, D. H.
1862.	Scholfield, D. T.
1860	Standish, J.
1866.	Taylor, A.
1866.	Taylor, W. H.
1863.	Tempest, W. F. (*ob.*)
1864.	Tyrwhitt, J.
1866.	Wadsworth, A. H. B.
1866.	Wagner, W. J.
1866.	Whiting, M. A.
1865.	Willcox, M. B.
1864.	Workman, J.

FACULTY OF ARTS.

Date of Admission.	
1860.	Albert Edward, P. (*Ad eundem.*)
1863.	Adams, J.
1860.	Alexander, R. H.
1864.	Amos, W.
1863.	Anderson, A.
1865.	Anderson, J. McK.
1858.	Andrews, H. A.
1866.	Armstrong, W.
1863.	Austin, J.
1865.	Baker. A.

UNDERGRADUATES—*Continued.*

Date of Admission.	
1861.	Baldwin, R.
1860.	Ballantyne, W. D.
1865.	Ballard, W. H.
1866.	Baptie, G.
1861.	Barber, R.
1865.	Barber, J. M.
1861.	Barbour, W. T.
1862.	Barron, J.
1860.	Bearman, E. C.
1861.	Bielby, P.
1860.	Bigg, W. R.
1861.	Black, D.
1862.	Bowes, J. W.
1861.	Brisbin, B.
1864.	Brigg, E. M.
1864.	Bruce, J.
1863.	Bryce, G.
1864.	Burnfield, G.
1862.	Butler, T. P.
1862.	Byers, M.
1861.	Cameron, A.
1863.	Campbell, P.
1864.	Campbell, J.
1866.	Carlyle, A.
1864.	Carney, R.
1864.	Carruthers, G. F.
1864.	Cassels, A.
1866.	Cavers, J.
1864.	Chase, G. A.
1861.	Chisholm, W. R.
1866.	Cockburn, E.
1863.	Connon, C. H.
1861.	Corbould, C.
1864.	Coyne, J. H.
1866.	Crickmore, S. R.
1860.	Croly, J. E.
1864.	Crozier, J.
1866.	Crozier, J.
1863.	Currie, C. D.
1860.	Cutten, H. H.
1862.	Davidson, G.
1861.	DelaMater, H.

Date of Admission.	
1864.	DelaMater, R. A.
1862.	Denroche, H. M.
1861.	Dickie, T.
1864.	Dickson, G. P.
1860.	Dixon, A.
1862.	Dobson, R. L.
1863.	Dow, J.
1863.	Dowsley, A.
1866.	Drummond, P. T.
1866.	Edwards, E. B.
1863.	Ellis, W. H.
1864.	Evans, J.
1865.	Evatt, W. W.
1866.	Ewen, T.
1862.	Farley, P.
1861.	Ferguson, P.
1864.	Fleming, R. McM.
1861.	Fletcher, J.
1863.	Forrest, W.
1864.	Foss, W. D.
1866.	Frazer, A. D.
1863.	Galbraith, J.
1866.	Gibson, G.
1862.	Gilles, G.
1864.	Goodwillie, J. M.
1862.	Gould, J. E.
1857.	Grahame, J.
1866.	Grasett, G. R.
1864.	Grover, T. M.
1860.	Gundy, J. R.
1864.	Hamilton, A.
1865.	Henderson, J.
1863.	Hill, A. C.
1864.	Hodge, G.
1861.	Hodgson, J.
1860.	Holme, J. C.
1862.	Holmes, W. R.
1863.	Hope, R.
1860.	Hopkin, J. W.
1866.	Houston, W.
1863.	Hudson, R. S.
1865.	Hughes, J. H.

UNDERGRADUATES—*Continued.*

Date of Admission.	
1862.	Hunter, D.
1864.	Jamieson, C.
1863.	Jeffers, W.
1860.	Jolly, J. W.
1860.	Jones, S. A.
1861.	Kay, W.
1862.	Kennedy, A.
1860.	Kerr, G.
1861.	Kerr, B.
1864.	Killmaster, J.
1861.	King, A. McP.
1865.	Kingsford, R. E.
1861.	Lash, Z. A.
1863.	Lazier, W. D.
1863.	Ledyard, W. E.
1862.	Leggett, J.
1860.	Lount, G.
1864.	Macdonald, W.
1860.	Magee, J.
1860.	Malcolm, J.
1862.	Mewburn, H. (*ob.*)
1861.	Millar, W.
1860.	Mills, J. H.
1865.	Mills, T. W.
1861.	Mitchell, G. A.
1861.	Moore, W.
1861.	Morrison, J.
1860.	Mulholland, J.
1861.	Mulholland, J. W. P.
1863.	Munro, W.
1864.	Murdoch, A.
1861.	Murphy, J.
1864.	McArthur, J. C.
1863.	McBride, W.
1864.	McColl, J.
1866.	McCormick, Z. C.
1862.	McDiarmid, W.
1860.	McEwan, P. A.
1864.	McGeachy, W. (*Ad eundem.*)
1861.	McInnis, W.
1861.	McInnes, D. J.
1863.	McIntosh, J.

Date of Admission.	
1862.	McKenzie, M.
1865.	McKeown, J. T.
1861.	McKinnon, A.
1862.	McLennan, F.
1863.	McLennan, P.
1865.	McPhail, D. F.
1866.	McPherson, H. H.
1865.	McQuesten, I. B.
1864.	Nason, W. R.
1864.	Nichols, W. L.
1864.	O'Meara, C.
1866.	O'Meara, J. D.
1861.	Orr, R.
1860.	Osborne, R. B.
1861.	Osborne, J. K.
1860.	Park, S.
1863.	Patterson, E. G.
1860.	Patton, F. L.
1864.	Paul, E.
1860.	Perchard, J. P.
1866.	Pettigrew, R.
1863.	Phillips, J. W.
1862.	Porter, G. H.
1866.	Porter, J. M.
1861.	Preston, J.
1863.	Pruyn, D.
1864.	Purdy, J. (*ob.*)
1861.	Purslowe, A.
1861.	Quarry, J. J.
1865.	Radenhurst, G. A.
1861.	Rathwell, W.
1862.	Rattray, C. G.
1861.	Reazin, H.
1863.	Reesor, F. A.
1866.	Reesor, H. A.
1861.	Reid, D.
1861.	Reid, L. H.
1864.	Reid, W. J.
1861.	Rennelson, W. H.
1862.	Rennie, G.
1866.	Richards, A. E.
1862.	Ridout, J.

UNDERGRADUATES—*Continued.*

Date of Admission.	
1862.	Robertson, L. H.
1863.	Robertson, J.
1863.	Robinson, E. F.
1865.	Robinson, G. H.
1866.	Robinson, H. G.
1860.	Rolph, J. W.
1865.	Ross, H. H.
1865.	Ryrie, D.
1861.	Sanson, J.
1864.	Scott, J.
1865.	Scrimger, J.
1863.	Shaw, A.
1862.	Sheppard, G.
1864.	Sinclair, A.
1864.	Sinclair, J. E.
1860.	Small, J. S.
1865.	Smith, C.
1865.	Smith, J. B.
1863.	Smythe, E. H.
1865.	Somerville, J.
1861.	Spafford, J. S.
1864.	Sparling, G. B.
1866.	Spencer, Z. C.
1860.	Stephenson, J.
1863.	Stevenson, R. A.
1864.	Stevenson, E. S.
1864.	Stevenson, J. H.
1863.	Stewart, McL.
1865.	Stuart, J. L.
1860.	Stowell, J.
1862.	Tait, J.
1863.	Taylor, J.
1861.	Terrill, J. J.
1859.	Thompson, A.
1861.	Thorburn, R.
1860.	Thornton, R. M.
1862.	Tyner, A. C.
1863.	Walker, W. F.
1860.	Wallace, D.
1864.	Walshe, S.
1864.	Waters, R. H.
1860.	White, J.
1866.	Wiggins, R. S.
1863.	Williams, C.
1863.	Wilson, G.
1864.	Wismer, J. A.
1863.	Woodside, H. J.
1866.	Woolverton, L.
1861.	Wright, P.
1863.	Yale, H.
1864.	Yokome, F. R.

AGRICULTURE.

1865. McLaren, W.
1866. Squiers, J. C.
1865. Wells, A. J.

CIVIL ENGINEERING.

1865. Brown, Miles.
1865. Brown, G. C.
1866. Kippax, H.
1866. Watson, J. G.

1866.

Medallists.

FACULTY OF MEDICINE.

GOLD MEDAL	MICKLE, W. J.
SILVER MEDAL	MCCULLOUGH, J.
SILVER MEDAL	WADSWORTH, J. J.

FACULTY OF ARTS.

Classics	GOLD MEDAL	BELL, C. W.
"	SILVER MEDAL	CAMPBELL, A. F.
Mathematics	GOLD MEDAL	FITZGERALD, W.
"	SILVER MEDAL	PATERSON, J. A.
Modern Languages	GOLD MEDAL	FALCONBRIDGE, W. G.
" "	SILVER MEDAL	1. MORGAN, J. C.
" "	SILVER MEDAL	2. CAMPBELL, A. F.
" "	SILVER MEDAL	WATT, W.
Natural Sciences	GOLD MEDAL	MORGAN, J. C.
" "	SILVER MEDAL	WILLIAMS, A.
" "	SILVER MEDAL	MODERWELL, M. C.
" "	SILVER MEDAL	CAMPBELL, A. F.
" "	SILVER MEDAL	MOONEY, D. H.
Metaphysics, Ethics, &c	SILVER MEDAL	1. DELAMERE, T. D.
" "	SILVER MEDAL	2. JUNOR, D.

Scholarships.

FACULTY OF LAW.

FIRST YEAR	DEROCHE, H. M.
SECOND YEAR	LIVINGSTON, R. T.
THIRD YEAR	CLERKE, A. A. MACDONELL, G. M.

FACULTY OF MEDICINE.

MATRICULATION	WAGNER, W. J.
FIRST YEAR	FAREWELL, W. G.
SECOND YEAR	MCGEACHY, W.
THIRD YEAR	PALMER, R. V.

FACULTY OF ARTS.

Greek and Latin	Junior Matriculation		GIBSON, G. (double.)
" "	Senior Matriculation		WOOLVERTON, L.
" "	First Year		RYRIE, D. (treble.)
" "	Second Year		HILL, A. C.
Mathematics	Junior Matriculation		WIGGINS, R. S. (double).
"	First Year	1.	RYRIE, D.
"	"	2.	BAKER, A.
"	Second Year		HAMILTON, A.
"	Third Year	1.	PATTERSON, E.G. (double)
"	"	2.	REESOR, F. A.
Modern Languages	Second Year		PURDY, J.
"	Third Year		WHITE, J. / YALE, H.
Natural Sciences	Second Year		GROVER, T. M.
"	Third Year		BRYCE, G. / ELLIS, W. H.
Metaphysics, &c.	Second Year		RENNELSON, W. H.
"	Third Year		SMYTHE, E. H.
General Proficiency	Junior Matriculation	1.	GIBSON, G.
"	"	2.	WIGGINS, R. S.
"	"	3.	CROZIER, J.
"	"	4.	ARMSTRONG, W.
"	"	5.	SPENCER, Z. C.
"	"	6.	ROBINSON, H. G.
"	First Year	1.	RYRIE, D.
"	"	2.	LANGTON, T.
"	"	3.	SCRIMGER, J.
"	"	4.	ROBINSON, G.
"	"	5.	KINGSFORD, R. E.
"	Second Year		NASON, W. R.
"	Third Year		PATTERSON, E. G.

Prizes.

Greek Verse		BELL, C. W.
Agriculture	1st year	BRYCE, G.
"	2nd year	MORGAN, J. C.
Civil Engineering	1st year	BROWN, G. C.
Oriental Languages	1st year	MCKAY, A.
"	2nd year	RENNELSON, W.H.
Prize Essay		MOONEY, D. H.
Prize Poem		STUART, J. L.

Prince's Prize.

CAMPBELL, A. F.

University of Toronto.

ANNUAL EXAMINATIONS: 1866.

JUNIOR MATRICULATION.

GREEK.

Examiners: { REV. JOHN MCCAUL, LL.D.,
WILLIAM H. C. KERR, M.A.

I.

Translate:

Ὣς ἔφατ' εὐχόμενος, τοῦ δ' ἔκλυε Φοῖβος Ἀπόλλων.
Αὐτὰρ ἐπεί ῥ' εὔξαντο καὶ οὐλοχύτας προβάλοντο,
Αὐέρυσαν μὲν πρῶτα καὶ ἔσφαξαν καὶ ἔδειραν,
Μηρούς τ' ἐξέταμον κατά τε κνίσῃ ἐκάλυψαν
Δίπτυχα ποιήσαντες, ἐπ' αὐτῶν δ' ὠμοθέτησαν.
Καῖε δ' ἐπὶ σχίζῃς ὁ γέρων, ἐπὶ δ' αἴθοπα οἶνον
Λείβε· νέοι δὲ παρ' αὐτὸν ἔχον πεμπώβολα χερσίν.
Αὐτὰρ ἐπεὶ κατὰ μῆρ' ἐκάη καὶ σπλάγχν' ἐπάσαντο,
Μίστυλλόν τ' ἄρα τἆλλα καὶ ἀμφ' ὀβελοῖσιν ἔπειραν,
Ὤπτησάν τε περιφραδέως, ἐρύσαντό τε πάντα.
Αὐτὰρ ἐπεὶ παύσαντο πόνου τετύκοντό τε δαῖτα.
Δαίνυντ', οὐδέ τι θυμὸς ἐδεύετο δαιτὸς ἐΐσης.
Κοῦροι μὲν κρητῆρας ἐπεστέψαντο ποτοῖο,
Νώμησαν δ' ἄρα πᾶσιν ἐπαρξάμενοι δεπάεσσιν,
Οἱ δὲ πανημέριοι μολπῇ θεὸν ἱλάσκοντο,
Καλὸν ἀείδοντες παιήονα, κοῦροι Ἀχαιῶν
Μέλποντες Ἑκάεργον· ὁ δὲ φρένα τέρπετ' ἀκούων.

HOMER, *Iliad*, B. I., vv. 487–475.

Parse αὐέρυσαν, ἐξέταμον, λεῖβε, ἐκάη, μίστυλλον, τετύκοντο.

Give the derivations of οὐλοχύτας, δίπτυχα, ὠμοθέτησαν, αἴθοπα, πεμπώβολα, κρητῆρας.

Give the ordinary forms of dialectic varieties in this passage.

4. Distinguish between *πᾰσασθαι* and *πᾱσασθαι*.

5. *παντα*. How construed?

6. *κρητῆρας ἐπεστέψαντο ποτοῖο*. Cite parallel expressions from Greek and Latin poets.

7. *ἐπαρξάμενοι δεπάεσσιν*. What different interpretations?

8. Do you note any instances of tmesis in this passage?

II.

Translate:

ΧΑΡ. Νὴ Δία. ΕΡΜ. Τώμυρις ἐκείνη ἐστί. καὶ τὴν κεφαλήν γε ἀποτεμοῦσα τοῦ Κύρου αὕτη ἐς ἀσκὸν ἐμβαλεῖ πλήρη αἵματος. Ὁρᾷς δὲ καὶ τὸν υἱὸν αὐτοῦ τὸν νεανίσκον; Καμβύσης ἐκεῖνός ἐστιν· οὗτος βασιλεύσει μετὰ τὸν πατέρα, καὶ μυρία σφαλεὶς ἔν τε Λιβύῃ, καὶ Αἰθιοπίᾳ, τὸ τελευταῖον μανεὶς ἀποθανεῖται, ἀποκτείνας τὸν Ἄπιν. ΧΑΡ. Ὦ πολλοῦ γέλωτος. ἀλλὰ νῦν τίς ἂν αὐτοὺς προσβλέψειεν οὕτως ὑπερφρονοῦντας τῶν ἄλλων; ἢ τίς ἂν πιστεύσειεν, ὡς μετ' ὀλιγον οὗτος μὲν αἰχμάλωτος ἔσται, αὗτος δὲ τὴν κεφαλὴν ἕξει ἐν ἀσκῷ αἵματος; Ἐκεῖνος δὲ τίς ἐστιν, ὦ Ἑρμῆ, ὁ τὴν πορφυρᾶν ἐφεστρίδα ἐμπεπορπημένος, ὁ τὸ διάδημα, ᾧ τὸν δακτύλιον ὁ μάγειρος ἀναδίδωσι, τὸν ἰχθὺν ἀνατεμὼν Νήσῳ ἐν ἀμφιρύτῃ· βασιλεὺς δὲ τὶς εὔχεται εἶναι; ΕΡΜ. Εὖγε παρῳδεῖς, ὦ Χάρων. ἀλλὰ Πολυκράτην ὁρᾷς τόν Σαμίων τύραννον, πανευδαίμονα οἰόμενον εἶναι· ἀτὰρ καὶ οὗτος αὐτὸς, ὑπὸ τοῦ παρεστῶτος οἰκέτου Μαιανδρίου προδοθεὶς Ὀροίτῃ τῷ σατράπῃ, ἀνασκολοπισθήσεται, ἄθλιος ἐκπεσών τῆς εὐδαιμονίας ἐν ἀκαρεῖ τοῦ χρόνου. καὶ ταῦτα γὰρ τῆς Κλωθοῦς ἐπήκουσα. ΧΑΡ. Εὖγε, ὦ Κλωθοῖ, γεννικῶς καὶ αὐτοὺς, ὦ βελτίστη, καὶ τὰς κεφαλὰς ἀπότεμνε, καὶ ἀνασκολόπιζε, ὡς εἰδῶσιν ἄνθρωποι ὄντες· ἐν τοσούτῳ δε ἐπαιρέσθων, ὡς ἂν ἀφ' ὑψηλοτέρου ἀλγεινότερον καταπεσούμενοι· ἐγὼ δὲ γελάσομαι τότε γνωρίσας αὐτῶν ἕκαστον γυμνὸν ἐν τῷ σκαφιδίῳ, μήτε πορφυρίδα, μήτε τιάραν, ἢ κλίνην χρυσῆν κομίζοντας.

LUCIAN, *Charon*.

1. Distinguish between *νὴ Δία* and *μὰ Δία*.

2. Parse *πλήρη, σφαλεὶς, μανεὶς, γέλωτος, ἐμπεπορπημένος, προδοθεὶς, ἐπαιρέσθων*.

3. ὁ τὸ διάδημα. Supply the ellipse.

4. Distinguish ὦ, ὤ, and ᾷ from the present subjunctive of εἶναι.

5. Write brief notes on the proper names.

6. Do you detect a Dactylic Hexameter in the extract?

7. μετ' ὀλίγον. Distinguish this phrase from κατ' ὀλίγον, ἐπ' ὀλίγον, and παρ' ὀλίγον.

8. Derive αἰχμάλωτος, ἐφεστρίδα, πανευδαίμονα, σκαφίδιον.

III.

Translate:

Τέλος δ' οὖν ἐφιᾶσί μοι δικάζειν, ὁποτέρᾳ βουλοίμην συνεῖναι αὐτῶν. προτέρα δὲ ἡ σκληρὰ ἐκείνη καὶ ἄνδρωδης ἔλεξεν· Ἐγώ, φίλε παῖ, Ἑρμογλυφικὴ τέχνη εἰμί, ἣν χθὲς ἤρξω μανθάνειν, οἰκεία τέ σοι καὶ συγγενὴς οἴκοθεν· ὅ, τε γὰρ πάππος σου, (εἰποῦσα τοὔνομα τοῦ μητροπάτορος), λιθοξόος ἦν, καὶ τὼ θείω ἀμφοτέρω καὶ μάλα εὐδοκιμεῖτον δὶ ἡμᾶς. εἰ δὲ θέλοις λῆρων μὲν καὶ φληνάφων τῶν παρὰ ταύτης ἀπέχεσθαι, (δείξασα τὴν ἑτέραν), ἕπεσθαι δὲ καὶ συνοικεῖν ἐμοὶ, πρῶτα μὲν θρεψῃ γεννικῶς, καὶ τοὺς ὤμους ἕξεις καρτεροὺς, φθόνου δὲ παντὸς ἀλλότριος ἔσῃ, καὶ οὔποτε ἄπει ἐπὶ τὴν ἀλλοδαπὴν, τὴν πατρίδα καὶ τοὺς οἰκείους καταλιπών· οὐδὲ ἐπὶ λόγοις ἐπαινέσονταί σε πάντες: Μὴ μυσαχθῇς δὲ τοῦ σώματος τὸ εὐτελες, μηδὲ τῆς ἐσθῆτος τὸ πιναρόν· ἀπὸ γὰρ τῶν τοιούτων ὁρμώμενος καὶ Φειδίας ἐκεῖνος ἔδειξε τον Δία, καὶ Πολύκλειτος τὴν Ἥραν εἰργάσατο, καὶ Μύρων ἐπῃνέθη, καὶ Πραξιτέλης ἐθαυμάσθη· προσκυνοῦνται γοῦν οὗτοι μετὰ τῶν θεῶν· εἰ δὴ τούτων εἷς γένοιο, πῶς μὲν οὐ κλεινὸς παρὰ πᾶσιν ἀνθρώποις γένοιο; ζηλωτὸν δὲ καὶ τὸν πατέρα ἀποδείξεις, περίβλεπτον δὲ ἀποφανεῖς καὶ τὴν πατρίδα.

LUCIAN, *Vita*.

1. Parse ἐφιᾶσι, ὁποτέρᾳ, ἤρξω, εὐδοκιμεῖτον, ἄπει, μυσαχθῇς, ἐπῃνέθη.

2. Write brief notes on the proper names.

3. Mark the quantity of the antepenult. in μητροπατορος, μυσαχθῇς, προσκυνοῦνται.

IV.

1. By what ancient biographer has Xenophon's life been written?

2. What different authorities for the time of his birth and death?

3. What works of his are extant?

4. What different authorities for the time when Homer lived?

5. What works, besides the *Iliad* and *Odyssey*, have been ascribed to him?

University of Toronto.

ANNUAL EXAMINATIONS: 1866.

JUNIOR MATRICULATION.

LATIN.

Examiners: { REV. JOHN MCCAUL, LL.D.
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I.

Translate:

Requirétur fortasse nunc, quemadmodum, cum hæc ita sint, reliquum possit esse magnum bellum? Cognoscite, Quirites; non enim hoc sine causa quæsitum videtur. Primum, ex suo regno sic Mithridates profugit, ut ex eodem Ponto Medea illa quondam profugisse dicitur: quam prædicant in fuga, fratris sui membra in iis locis, qua se parens persequeretur, dissipavisse, ut eorum collectio dispersa, mœrorque patrius, celeritatem persequendi retardaret. Sic Mithridates fugiens, maximam vim auri atque argenti, pulcherrimarumque rerum omnium, quas et a majoribus acceperat, et ipse bello superiore ex tota Asia direptas, in suum regnum congesserat, in Ponto omnem reliquit. Hæc dum nostri colligunt omnia diligentius, rex ipse e manibus effugit. Ita illum in persequendi studio mœror, hos lætitia retardavit. Hunc, in illo timore et fuga, Tigranes, rex Armenius, excepit; diffidentemque rebus suis confirmavit, et afflictum erexit, perditumque recreavit. Cujus in regnum posteaquam L. Lucullus cum exercitu venit, plures etiam gentes contra imperatorem nostrum concitatæ sunt.

1. Mark the quantity of the penult. of *quemadmodum*, *profugit*, *prædicant*, *reliquit*, *reliquum*, *diffidens*.

2. *Mithridates.* What were the circumstances of his death?

3. *Ponto.* Define its position, and give the names of the peoples in order along the southern shore of the Euxine.

4. *Illa.* What is the force? What is the corresponding Greek term?

5. *Fratris sui.* Give the name. What town is supposed to have derived its name from the cutting off of the limbs?

6. *Diligentius.* What are the positive and superlative?

7. State the circumstances under which this speech was delivered.

8. Give the designations of the principal magistrates of Rome as a republic.

CICERO, *pro lege Manilia.*

II.

Translate:

Extemplo tentanda fuga canit æquora Calchas;
Nec posse Argolicis exscindi Pergama telis,
Omina ni repetant Argis, numenque reducant,
Quod pelago et curvis secum avexere carinis.
Et nunc, quod patrias vento petiere Mycenas,
Arma deosque parant comites, pelagoque remenso
Improvisi aderunt. Ita digerit omnia Calchas.
Hanc pro Palladio moniti, pro numine læso
Effigiem statuere, nefas quæ triste piaret.
Hanc tamen immensam Calchas attollere molem
Roboribus textis, cæloque educere jussit,
Ne recipi portis, aut duci in mœnia possit;
Neu populum antiqua sub religione tueri.
Nam, si vestra manus violasset dona Minervæ,
Tum magnum exitium (quod di prius omen in ipsum
Convertant!) Priami imperio Phrygibusque futurum.
Sin manibus vestris vestram ascendisset in urbem,
Ultro Asiam magno Pelopea ad mœnia bello
Venturam, et nostros ea fata manere nepotes.
Talibus insidiis perjurique arte Sinonis
Credita res, captique dolis lacrimisque coactis,
Quos neque Tydides, nec Larissæus Achilles,
Non anni domuere decem, non mille carinæ.

VIRGIL, *Æneid*, II., vv. 176–198.

1. Write brief notices of *Calchas*, *Priamus*, *Tydides*, and *Achilles*.

2. *Argis.* Define its position.

3. *Numen.* What? Write a short account of it.

4. *Mycenas.* Define its position.

5. Parse *avexere, remenso, aderunt, textis, coactis, domuere.*

6. *Hanc tamen.* What is the force of *tamen ?*

7. Derive *effigies, porta, religio, exitium, insidiæ.*

8. Give the laws of the quantity of final *e, i, o.*

III.

1. Distinguish *aulă* and *aulā, vĕnit* and *vēnit, rĕpente* and *rēpente, vincĭtur* and *vincītur, pendĕret* and *pendēret, cupĭdo* and *cupīdo.*

2. Distinguish *civitas, oppidum,* and *urbs, mors* and *nex, doceo, edoceo,* and *perdoceo, aufugio,* and *diffugio, delictum* and *peccatum, sponte* and *ultro.*

3. Give a list of verbs that have different meanings according as they govern the accusative or dative.

4. Distinguish the meaning of the Latin *cum* and the English *with.* When is *cum* expressed ? and when omitted ?

*IV.

Translate :

Ponticae gentes a septentrione in sinistrum jacent, a Pontico cognominatae mari. Harum gentium atque regionum rex antiquissimus, Æetes, post Artabazes, a septem Persis oriundus, inde Mithridates, omnium longe maximus: quippe cum quatuor Pyrrho, tredecim anni Annibali suffecerint, ille per quadraginta annos restitit, donec tribus ingentibus bellis subactus felicitate Sullae, virtute Luculli, magnitudine Pompei consumeretur. Causam quidem illius belli praetenderat apud Cassium legatum, adtrectari terminos suos a Nicomede Bithyno ; cæterum elatus animis ingentibus Asiae totius et, si posset, Europae cupiditate flagrabat. Spem ac fiduciam dabant nostra vitia : quippe cum civilibus bellis distringeremur, invitabat occasio, nudumque latus imperii ostendebant procul Marius, Sulla, Sertorius. Inter haec reipublicae vulnera et hos tumultus repente quasi captato tempore in lassos simul atque districtos subitus turbo Pontici belli ab ultima veluti specula septentrionis erupit.

FLORUS, III., 5.

* Only for Candidates for Honors and Scholarships.

Trans

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University of Toronto.

ANNUAL EXAMINATIONS: 1866.

JUNIOR MATRICULATION.

GREEK.

HONORS.

Examiners: { REV. JOHN MCCAUL, LL.D.
WILLIAM H. C. KERR, M.A.

I.

Translate:

Ἐπεὶ δ' ἦσαν κατὰ τὸ εὐώνυμον τῶν Ἑλλήνων κέρας, ἔδεισαν οἱ Ἕλληνες μὴ προσάγοιεν πρὸς τὸ κέρας καὶ περιπτύξαντες ἀμφοτέρωθεν αὐτοὺς κατακόψειαν· καὶ ἐδόκει αὐτοῖς ἀναπτύσσειν τὸ κέρας καὶ ποιήσασθαι ὄπισθεν τὸν ποταμόν. Ἐν ᾧ δὲ ταῦτα ἐβουλεύοντο, καὶ δὴ βασιλεὺς παραμειψάμενος εἰς τὸ αὐτὸ σχῆμα κατέστησεν ἐναντίαν τὴν φάλαγγα ὥσπερ τὸ πρῶτον μαχούμενος συνῄει. Ὡς δὲ εἶδον οἱ Ἕλληνες ἐγγύς τε ὄντας καὶ παρατεταγμένους, αὖθις πάλιν παιανίσαντες ἐπῄεσαν πολὺ ἔτι προθυμότερον ἢ τὸ πρόσθεν. Οἱ δ' αὖ βάρβαροι οὐκ ἐδέχοντο, ἀλλ' ἐκ πλέονος ἢ τὸ πρόσθεν ἔφευγον· οἱ δ' ἐπεδίωκον μέχρι κώμης τινός· ἐνταῦθα δ' ἔστησαν οἱ Ἕλληνες· ὑπὲρ γὰρ τῆς κώμης γήλοφος ἦν, ἐφ' οὗ ἀνεστράφησαν οἱ ἀμφὶ βασιλέα, πεζοὶ μὲν οὐκ ἔτι, τῶν δὲ ἱππέων ὁ λόφος ἐνεπλήσθη, ὥστε τὸ ποιούμενον μὴ γιγνώσκειν. Καὶ τό βασίλειον σημεῖον ὁρᾶν ἔφασαν, ἀετόν τινα χρυσοῦν ἐπὶ πέλτης ἀνατεταμένον. Ἐπεὶ δὲ καὶ ἐνταῦθ' ἐχώρουν οἱ Ἕλληνες, λείπουσι δὴ καὶ τὸν λόφον οἱ ἱππεῖς· οὐ μέντοι ἔτι ἀθρόοι, ἀλλ' ἄλλοι ἄλλοθεν· ἐψιλοῦτο δ' ὁ λόφος τῶν ἱππέων· τέλος δὲ καὶ πάντες ἀπεχώρησαν.

XENOPHON, *Anabasis*, I. c. x. §§ 9–14.

1. *τὸ εὐώνυμον.* Give similar instances of euphemism.

2. Describe accurately the military movements contemplated in the extract.

3. *Ἐν ᾧ ; ἐκ πλέονος.* Supply the ellipses.

4. *Καὶ δή.* Explain the force of *καὶ δή* here.

5. *εἰς τὸ αὐτὸ σχῆμα.* What was the original order of battle, and what position did the respective forces occupy after the engagement.

6. *παιανίσαντες.* What two kinds of Greek battle-songs, and to what deities addressed ?

7. *κώμης τινός.* What was its name ? Describe its position as minutely as you can.

8. Parse *περιπτύξαντες, κατακόψειαν, κατέστησεν, ἐπῄεσαν, ἀνεστράφησαν, ἐνεπλήσθη, ἀνατεταμένον, τέλος.*

II.

Translate :

Ἦμος δ' ἠριγένεια φάνη ῥοδοδάκτυλος Ἠώς,
καὶ τότ' ἔπειτα νομύνδ' ἐξέσσυτο ἄρσενα μῆλα,
θήλειαι δ' ἐμέμηκον ἀνήμελκτοι περὶ σηκούς·
οὔθατα γὰρ σφαραγεῦντο. ἄναξ δ' ὀδύνῃσι κακῇσιν
τειρόμενος, παντων ὀΐων ἐπεμαίετο νῶτα
ὀρθῶν ἑσταότων· τὸ δὲ νήπιος οὐκ ἐνόησεν,
ὡς οἱ ὑπ' εἰροπόκων ὀΐων στέρνοισι δέδεντο.
ὕστατος ἀρνειὸς μήλων ἔστειχε θύραζε,
λαχνῳ στεινόμενος καὶ ἐμοὶ, πυκινὰ φρονέοντι.
τὸν δ' ἐπιμασσάμενος προσέφη κρατερὸς Πολύφημος·
Κριὲ πέπον, τί μοι ὧδε διὰ σπέος ἔσσυο μήλων
ὕστατος ; οὔτι πάρος γε λελειμμένος ἔρχεαι οἰῶν,
ἀλλὰ πολὺ πρῶτος νέμεαι τέρεν' ἄνθεα ποίης,
μακρὰ βιβάς· πρῶτος δὲ ῥοὰς ποταμῶν ἀφικάνεις·
πρῶτος δὲ σταθμόνδε λιλαίεαι ἀπονέεσθαι
ἑσπέριος· νῦν αὖτε πανύστατος—ἦ σύγ' ἄνακτος
ὀφθαλμὸν ποθέεις ; τὸν ἀνὴρ κακὸς ἐξαλάωσεν,
σὺν λυγροῖς ἑτάροισι δαμασσάμενος φρένας οἴνῳ,
Οὖτις, ὃν οὔπω φημὶ πεφυγμένον εἶναι ὄλεθρον.
εἰ δὴ ὁμοφρονέοις, ποτιφωνήεις τε γένοιο,
εἰπεῖν, ὅππῃ κεῖνος ἐμὸν μένος ἠλασκάζει·
τῷ κέ οἱ ἐγκέφαλός γε διὰ σπέος ἄλλυδις ἄλλῃ
θεινομένου ῥαίοιτο πρὸς οὔδεϊ· κἀδ δέ κ' ἐμὸν κῆρ
λωφήσειε κακῶν, τά μοι οὐτιδανὸς πόρεν Οὖτις.

HOMER, *Odyssey*, IX. vv. 437–460.

1. Parse ἐξέσσυτο, ἐμέμηκον, λιλαίεαι, ἐξαλάωσεν, ῥαίοιτο, λωφήσειε.

2. ἀνήμελκτοι; οὔθατα; τέρενα. What are the corresponding words in Latin and English?

3. ποθέεις. What is the correlative Latin term?

4. οἱ.....θεινομένου. What is the construction?

5. Explain any metrical peculiarities in the extract.

6. Cite instances of aposiopesis; of paronomasia.

III.

Translate:

Λέγεται, ὡς ὁ Κάδμος ἀποκτείνας τὸν ἐν Δίρκῃ δράκοντα, καὶ τοὺς ὀδόντας ἐκλεξάμενος, ἔσπειρεν ἐν τῇ ἰδίᾳ γῇ· ἔπειτα ἐξεφύησαν ἄνδρές τε καὶ ὅπλα. Τὸ δὲ ἀληθὲς οὕτως ἔχει. Κάδμος, τῷ γένει ἀνὴρ Φοίνιξ, ἀφίκετο εἰς Θήβας, πρὸς τὸν ἀδελφὸν Φοίνικα ἁμιλλησόμενος περὶ τῆς βασιλείας, ἔχων ἄλλα τε πολλὰ, ὅσα· βασιλεὺς, ἀλλὰ δὴ καὶ ὀδόντας ἐλεφάντῶν. Ἦν δὲ ὁ βασιλεὺς τῶν Θηβῶν Δράκων, Ἄρεως παῖς, ὃν ὁ Κάδμος ἀποκτείνας, ἐβασίλευσεν. Οἱ δὲ φίλοι τοῦ Δράκοντος ἐπολέμουν αὐτῷ ἀνέστησαν δὲ κατὰ Κάδμον καὶ οἱ παῖδες τοῦ Δράκοντος. Ἐπεὶ οὖν οἱ φίλοι, καὶ οἱ παῖδες, ἥττους ἐγένοντο, ἁρπάσαντες τὰ χρήματα τοῦ Κάδμου καὶ τοὺς ἐλεφαντινους ὀδόντας, ἔφυγον, ὅθεν ὡρμῶντο. Ἄλλοι δὲ ἀλλαχῇ διεσπάρησαν· οἱ μὲν εἰς τὴν Ἀττικὴν, οἱ δὲ εἰς Λοκρίδα· ἀφ' ὧν χωρῶν ἐρχόμενοι, ἐπολέμουν τοῖς Θηβαίοις, καὶ ἦσαν ἀργαλέοι πολεμισταί. Ἐπεὶ οὖν τοὺς ἐλεφαντίνους ὀδόντας, οὓς εἶχεν ὁ Κάδμος, ἁρπασάντες ἔφυγον, ἔλεγον οἱ Θηβαίοι· Ὅτι τοιαῦτα δεινὰ ὁ Κάδμος ἐπήγαγεν ἡμῖν, ἀποκτείνας τὸν Δράκοντα· ἐκ τῶν ἐκείνου ὀδόντων πολλοὶ καὶ ἀγαθοὶ ἄνδρες σπαρτοὶ πολεμοῦσιν ἡμῖν. Τούτου δὴ τοιούτου συμβάντος, ὁ μῦθος προσανεπλάσθη.

PALÆPHATUS, Περὶ ἀπίστων.

1. Parse ἀφίκετο, ἥττους, ὡρμῶντο, προσανεπλάσθη.

2. ἀφίκετο εἰς Θήβας. Express this in Latin.

3. ὅσα βασιλεύς. Supply the ellipse.

IV.

1. What are the distinguishing characteristics of the Greek dialects, and over what areas were these respectively distributed? Mention two of the principal writers in each.

2. Write a brief life of Homer, mentioning the works ascribed to him.

3. To what written sound in our alphabet did the *Digamma* correspond?

4. Write a brief life of Xenophon, mentioning the works ascribed to him.

5. What influence did the expedition of the Ten Thousand exert on Grecian military enterprise?

6. What Greek words are without accent?

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ANNUAL EXAMINATIONS: 1866.

JUNIOR MATRICULATION.

LATIN.

HONORS AND SCHOLARSHIPS.

Examiners: { REV. JOHN MCCAUL, LL.D.
WILLIAM H. C. KERR, M.A.

I.

Translate:

Itaque, ut eliceret prædatores, edicit suis, postero die frequentes porta Esquilina, quæ aversissima ab hoste erat, expellerent pecus, scituros id hostes ratus, quod in obsidione et fame servitia infida transfugerent. Et sciere perfugæ indicio, multoque plures ut in spem universæ prædæ flumen trajiciunt. P. Valerius inde T. Herminium cum modicis copiis ad secundum lapidem Gabina via occultum considere jubet, Sp. Larcium cum expedita juventute ad portam Collinam stare, donec hostis prætereat, inde se objicere, ne sit ad flumen reditus: consulum alter T. Lucretius porta Nævia cum aliquot manipulis militum egressus, ipse Valerius Cælio monte cohortes delectas educit, hique primi apparuere hosti. Herminius, ubi tumultum sensit, concurrit ex insidiis versisque in Lucretium Etruscis terga cædit: dextra lævaque hinc a porta Collina illinc ab Nævia redditus clamor: ita cæsi in medio prædatores neque ad pugnam viribus pares et ad fugam sæptis omnibus viis: finisque ille tam effuse evagandi Etruscis fuit.

LIVY, II., c. 11.

1. Mark the quantity of the penult. of *eliceret*, *edicit*, *infida*, *considere*, *educit*, *lævaque*.

2. Give the names and describe the positions of the principal gates of Rome.

3. Compare the lengths of a Roman and an English mile.

4. Write a brief account of *legio*, *cohors*, *centuria*, and *manipulus*.

II.

Translate:

Nullum, Vare, sacra vite prius severis arborem
Circa mite solum Tiburis et mœnia Catili.
Siccis omnia nam dura deus proposuit neque
Mordaces aliter diffugiunt sollicitudines.
Quis post vina gravem militiam aut pauperiem crepat?
Quis non te potius, Bacche pater, teque, decens Venus?
At, ne quis modici transiliat munera Liberi,
Centaurea monet cum Lapithis rixa super mero
Debellata, monet Sithoniis non levis Evius,
Quum fas atque nefas exiguo fine libidinum
Discernunt avidi. Non ego te, candide Bassareu,
Invitum quatiam nec variis obsita frondibus
Sub divum rapiam. Sæva tene cum Berecynthio
Cornu tympana, quæ subsequitur cæcus Amor sui,
Et tollens vacuum plus nimio Gloria verticem,
Arcanique Fides prodiga perlucidior vitro.

HORACE, *Ode*, I., 18.

1. Give a scale of the metre.

2. *Severis*. Distinguish the sense of this from that of the imperative of the verb.

3. Parse *eliceret*, *ratus*, *delectas*, *sæptis* in the preceding extract, and *severis*, *obsita* in this.

4. Write brief notes on *mœnia Catili*, *Centaurea cum Lapithis rixa*, *Sithoniis*, *Evius*, *Bassareu*, *Berecynthio*.

III.

Translate :

Quisquis ad hæc vertit peregrinam littora puppim,
Ille mihi de te multa rogatus abit.
Quamque tibi reddat, si te modo viderit usquam,
Traditur huic digitis charta notata meis.
Nos Pylon, antiqui Neleïa Nestoris arva,
Misimus et Sparten ; Sparte quoque nescia veri,
Quas habitas terras, aut ubi lentus abes.
Utilius starent etiam nunc mœnia Phœbi ;
(Irascor votis heu levis ipsa meis !)
Scirem, ubi pugnares ; et tantum bella timerem ;
Et mea cum multis juncta querela foret.
Quid timeam ignoro ; timeo tamen omnia demens :
Et patet in curas area lata meas.
Quæcunque æquor habet, quæcunque pericula tellus,
Tam longæ causas suspicor esse moræ.

OVID, *Heroides*, I., vv. 59-74.

1. Define the positions of *Pylus* and *Sparta*.

2. Give a brief account of the writing materials used by the Romans.

3. *Mœnia Phœbi.* What city ? Why so designated ?

4. Scan and give the metrical names of the following verses—

Defluit saxis agitatus humor.
Ferre jugum pariter dolosi.
Et liquidas mixto nectaris fundit aquas.
Qui nunc Hesperia sospes ab ultima.

IV.

1. Distinguish the use of *quum* with the indicative and with the subjunctive.

2. What are the different constructions of the gerundive participle ?

3. What is the general law for the quantity of the first syllable of dissyllabic perfects and supines ? Give a list of exceptions.

4. What varieties in the quantity of the prefix *pro* ? Give examples.

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ANNUAL EXAMINATIONS: 1866.

FOR MATRICULATION.

TRANSLATION INTO LATIN PROSE AND VERSE.

Examiners: { REV. JOHN MCCAUL, LL.D.
W. H. C. KERR, M.A.

I.

There was a marsh of inconsiderable extent between our army and that of the enemy. The enemy were waiting to see if our forces should cross this; but our men were ready under arms to attack them in disorder if they should begin to cross. Meanwhile a cavalry engagement took place between the two lines. When neither side made a commencement of crossing, the battle of the cavalry proving more favorable to our men, Cæsar withdrew his troops into the camp. Presently the foe marched from that position to the river Axona, which, as I said before, was to the rear of our camp. There, having discovered the fords, they attempted to lead across part of their forces with the intention, if possible, of storming the fort commanded by Quintus Titurius, and cutting down the bridge; or, if they could not accomplish this, of devastating the fields of the Remi, (who were of great service to us in carrying on the war,) and of preventing our men from foraging.

Palus sum non magnus inter noster atque hostis exercitus. Hic si noster transeo, hostis expecto; noster autem, si ab ille initium transeo fio, ut impeditus aggredior, paratus in arma sum. Interim proelium equestris inter duo acies contendor. Ubi neuter transeo initium facio, secundior eques proelium noster, Cæsar suus in castra reduco. Hostis protinus ex is locus ad flumen Axona contendo, qui sum post noster castra

demonstror. Ibi vadum reperio, pars suus copiæ transduco conor, is consilium, ut, si possum, castellum, qui præsum Quintus Titurius, expugno, ponsque interscindo; si minus possum, ager Remi populor, qui magnus nos usus ad bellum gero sum, commeatusque noster prohibeo.

II.

Cæsar, having received information from Titurius, leads all his cavalry, and the light-armed Numidians, slingers and archers, across the bridge, and marches against these. A fierce engagement here took place. Our forces, having attacked the enemy thrown into disorder in the river, slew a great number of them. The remainder, with the most undaunted bravery, attempting to cross through the corpses of the slain, they repelled by the multitude of missiles; those who first had crossed, surrounded by our cavalry, they slew. The enemy, when they perceived that, both in the matter of storming the town and crossing the river, their expectations were disappointed, and that our troops did not advance into a less advantageous position for the purpose of fighting, and that their supplies were beginning to fail, called a council, and resolved that it was best for each to return home.

III.

ELEGIACS.

O snatch'd away in beauty's bloom!
On thee shall press no ponderous tomb;
But on thy turf shall roses rear
Their leaves, the earliest of the year,
And the wild cypress wave in tender gloom:

And oft by yon blue gushing stream
Shall Sorrow lean her drooping head,
And feed deep thought with many a dream,
And lingering pause and lightly tread;
Fond wretch! as if her step disturbed the dead!

Away! we know that tears are vain,
That death nor heeds nor hears distress:
Will this unteach us to complain?
Or make one mourner weep the less?
And thou, who tell'st me to forget,
Thy looks are wan, thine eyes are wet.

University of Toronto.

ANNUAL EXAMINATIONS: 1866.

JUNIOR MATRICULATION.

EUCLID.

Examiner: J. B. CHERRIMAN, M.A.

NOTE.—Junior Matriculants will take questions 1—13 inclusive; Senior Matriculants, Matriculants in Law and Civil Engineering, and Students of the First Year, will omit questions 1, 3, 8. Algebraical symbols must not be used.

1. To draw a straight line perpendicular to a given straight line of unlimited length, from a given point without it.

2. If two triangles have two sides of the one equal to two sides of the other, each to each, but the angle contained by the two sides of the one greater than the angle contained by the two sides equal to them, of the other, the base of that which has the greater angle will be greater than the base of the other.

3. The straight lines which join the extremities of two equal and parallel straight lines towards the same parts are also themselves equal and parallel.

4. To describe a parallelogram equal to a given rectilineal figure, and having an angle equal to a given angle.

5. If a straight line be divided into any two parts, the squares on the whole line and 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.

6. To describe a square that shall be equal to a given rectilineal figure.

7. If a straight line drawn through the centre of a circle bisect a straight line in it which does not pass through the centre, it will cut it at right angles; and if it cut it at right angles, it will bisect it.

8. One circumference of a circle cannot cut another at more than two points?

9. The diameter is the greatest straight line in a circle; and, of all others, that which is nearer to the centre is always greater than one more remote; and the greater is nearer to the centre than the less.

10. The opposite angles of any quadrilateral figure inscribed in a circle, are together equal to two right-angles.

11. In equal circles, equal angles stand on equal circumferences, whether they be at the centres or circumferences.

12. In a given circle, to inscribe a triangle equiangular to a given triangle.

13. To inscribe a circle in a given equilateral and equiangular pentagon.

14. State and explain Def. 5, Book V.
Prove Prop. 1, Book VI.

15. If two triangles have one angle of the one equal to one angle of the other, and the sides about the equal angles proportionals, the triangles will be equiangular to one another, and will have those angles equal which are opposite to the homologous sides.

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

17. Similar triangles have to one another the duplicate ratio of their homologous sides.

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ANNUAL EXAMINATIONS: 1866.

JUNIOR MATRICULATION.

ARITHMETIC AND ALGEBRA.

HONORS.

Examiners: { J. B. Cherriman, M.A.
J. Loudon, M.A.

1. Find the present value of a $1000 Government debenture with coupons for semi-annual payments of interest 7 per cent. attached, the debentures to mature at the end of 3 years, when I want 8 per cent. interest for money, interest also payable semi-annually.

2. A person buys a quantity of tea in New York at 90 cts. per lb., when gold is at 250, and pays a duty on it of 20 per cent. in bringing it into Canada. He sells it, when greenbacks have risen to 60, for silver on which there is 4 per cent. discount in buying Canadian bills (gold in the purchase of them being at 1 per cent. premium in New York). Find the rate at which he sells so as to make 10 per cent. on the outlay.

3. A person pays in British gold coin for an English acre of land at the rate of ten francs per metre. What weight in gold does he give, supposing an English sovereign to be $4.86, and the alloy to be worth one-tenth part of the gold, a French metre being 39.38 inches, and a franc 17 cents.

4. Prove the rule for the placing of the decimal point in the division of decimals.

Divide 10000 by .00001, and by .00001.

5. Three men and two boys cut and save 10 acres of grain together. A man can cut an acre, or save two acres, and a boy can cut half an acre, or save $1\frac{3}{4}$ acres, in 12 hours. If the men work 10 hours, and the boys 8 hours a day, what will be the least cost of finishing the field?

6. Prove the rule for extracting the square root of a number.

Find the side of a square equal to the sum of two squares, one of which contains half a square [illegible]

CORRECTION.

JUNIOR MATRICULATION.

ALGEBRA.

QUESTION 3.—Add "the gold in a sovereign, weighing 110 grains, and the alloy 10 grains."

QUESTION 5.—For "cost," read "time."

[illegible] Find the sum and product of the roots of the equation $ax^2 + bx + c = 0$.

Form the equation whose roots are

$$\frac{\sqrt{m} - \sqrt{n}}{mn} \text{ and } \frac{\sqrt{m} + \sqrt{n}}{mn}.$$

12. Solve the equations:

$$(1.)\ \frac{x-a}{b+c} + \frac{x-b}{c+a} + \frac{x-c}{a+b} = 3.$$

$$(2.)\ x - a - 1 = \frac{x-1}{x-a}.$$

13. Find the sum of n terms of a series in Geometrical Progression.

Find the cube of a number consisting of n nines.

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JUNIOR MATRICULATION.

cent. in bringing it into Canada. [illegible]
backs have risen to 60, for silver on which there is 4 per cent. discount in buying Canadian bills (gold in the purchase of them being at 1 per cent. premium in New York). Find the rate at which he sells so as to make 10 per cent. on the outlay.

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4. Prove the rule for the placing of the decimal point in the division of decimals.

Divide 10000 by .00001, and by .00001.

5. Three men and two boys cut and save 10 acres of grain together. A man can cut an acre, or save two acres, and a boy can cut half an acre, or save $1\frac{3}{4}$ acres, in 12 hours. If the men work 10 hours, and the boys 8 hours a day, what will be the least cost of finishing the field?

6. Prove the rule for extracting the square root of a number.

Find the side of a square equal to the sum of two squares, one of which contains half a square mile and the other's side is 12 feet 4 inches.

7. Shew the advantages of making use of a decimal notation in Arithmetical operations.

8. State the reasoning by which the truth of the formula $a^m \cdot a^n = a^{m+n}$, is established for all values of m and n.

Trace the changes in the value of x when $a^x = n$, as n increases from o to ∞, (1) when a is > 1, (2) < 1.

9. Investigate a rule for finding the *G. C. M.* of two Algebraical expressions.

Find the *G. C. M.* of $x^3 - a^{\frac{1}{2}} x^{\frac{5}{2}} + a^{\frac{3}{2}} x^{\frac{3}{2}} - a^{\frac{5}{2}} x^{\frac{1}{2}} a + a^3$ and $x^3 - a^{\frac{1}{2}} x^{\frac{5}{2}} + 2ax^2 - a^{\frac{3}{2}} x^{\frac{3}{2}} + a^{\frac{5}{2}} x^{\frac{1}{2}} a^3 - a^3$.

10. If $\frac{a^2}{b^2} + \frac{c^2}{f^2} = \frac{2c}{d}\left\{\frac{a}{b} - \frac{c}{d} + \frac{e}{f}\right\}$, prove that

$$\left(\frac{a+c+e}{b+d+f}\right)^2 = \frac{a^2+c^2+e^2}{b^2+d^2+f^2}.$$

11. Find the sum and product of the roots of the equation $ax^2 + bx + c = 0$.

Form the equation whose roots are

$$\frac{\sqrt{m} - \sqrt{n}}{mn} \text{ and } \frac{\sqrt{m} + \sqrt{n}}{mn}.$$

12. Solve the equations:

(1.) $\frac{x-a}{b+c} + \frac{x-b}{c+a} + \frac{x-c}{a+b} = 3.$

(2.) $x - a - 1 = \frac{x-1}{x-a}.$

13. Find the sum of n terms of a series in Geometrical Progression.

Find the cube of a number consisting of n nines.

1.
point
point

2.
BE w
DH p
to *DI*

3.
equal

4.
point
is equ

5.
paralle
lines a
one of
circle

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ANNUAL EXAMINATIONS: 1866.

JUNIOR MATRICULATION.

MATHEMATICS.

HONORS.

Examiners: { J. B. Cherriman, M.A.
J. Loudon, M.A.

1. $ABCD$ is a square, AC a diagonal, and E the middle point of AD. Shew that the intersection of BE with AC is a point of trisection of AC.

2. In the figure of (1), if F be the point of intersection of BE with AC, and FG be drawn to CD parallel to BC, and DH perpendicular to BE, shew that the angle DFG is equal to DHG.

3. In the figure of (2), shew that the rectangle HE, EF is equal to one twelfth of the whole square.

4. If four circles intersect so that three pass through each point of intersection, the angle at which two of them intersect is equal to the angle at which the other two intersect.

5. Through a point within a triangle lines are drawn parallel to the sides, the rectangles under the segments of these lines are together equal to the rectangle under the segments of one of these lines between the point and the circumscribing circle of the triangle.

6. "We are advised by telegraph that on Friday United States Five-Twenties were sold at the London Stock Exchange for $68\frac{1}{2}$, gold. The same class of securities brought here $110\frac{1}{4}$ currency. Taking the average gold premium at fifty per cent., and adding the par of exchange, which is about eight per cent., the reader can calculate for himself that $68\frac{1}{2}$ gold in London is pretty near $110\frac{1}{4}$ currency in New York, or, more exactly speaking, $110\frac{3}{4}$."—*New York Times*, Tuesday, Aug. 21, 1866.

Give a full explanation of the preceding extract.

7. If $x^4 + ax^3 + bx^2 + cx + d$ be the product of two complete squares, shew that

$$(4b - a^2)^2 = 64d,\ (4b - a^2)\,a = 8c, \text{ and } a\sqrt{3a^2 - 2b} = 3b.$$

8. Shew that $x^{2m} - px^m + q$ and $x^{2n} - p'x^n + q'$ have a C. M. of one or two dimensions, according as m and n are both odd or both even, if $p^n = p'^m$, and $x^2 - px + q = 0$, $x^2 - p'x + q' = 0$, have each equal roots.

9. Solve the equations:

(1) ..... $111\,(.01x - 1.1) - 1010\,(.001x - .011) = 11\,(.1x - 1.1) - (x - 11)$.

(2) ..... $mqx\,(qx - 1) - npx\,(px - 1) = mq\,(x - p^2q) - np\,(x - pq^2)$.

10. If $bz - cy = \alpha$, $cx - az = \beta$, $ay - bx = \gamma$, and $\frac{x}{a'} = \frac{y}{b'} = \frac{z}{c'}$,

shew that $\dfrac{b\beta + c\gamma}{a(b'c - \quad)} = \dfrac{c\gamma + a\alpha}{b(c'a - ca')} = \dfrac{a\alpha + b\beta}{c(a'b - ab')}$.

11. Given the pth and qth terms of a series in Harmonic Progression, find the rth.

Three series in G. P. have the same first term and common ratio, and the numbers of their terms l, m, n, respectively. Shew that, if their sums be in H. P., and l_1, l_2, l_3, be their least terms,

$$r^{l+m+n} = l_1 l_2 l_3 \left\{ \frac{2l_2 - l_3 - l_1}{l_1 l_2 + l_2 l_3 - 2l_1 l_3} \right\}^3.$$

12. A, B, C, are engaged to mow three fields of hay of p, q, r, acres, respectively, working at them in the order A, B, C, the first day, C, A, B, the second day, and so on till the work is done. If one-half, one-third, and one-fourth of the respective fields be finished on a day when they are working in the order A, B, C, and the whole work also in the same order, shew that

$$p = 2q = 3r.$$

13. A persons travels a miles at a uniform rate, and on returning travels a mile an hour faster. He then performs the same journey, walking two miles an hour less than when he first started, and decreasing his rate a mile an hour on his return, and finds that he has taken t hours longer to perform the whole journey than he took at first. Find his rate of walking, and discuss any apparent results.

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ANNUAL EXAMINATIONS: 1866.

JUNIOR MATRICULATION.

HISTORY AND GEOGRAPHY.

ARTS.

Examiners: { D. WILSON, LL.D., J. A. BOYD, M.A.

1. Give an account of the union of England and Wales, of England and Scotland, and of Great Britain and Ireland.

2. Relate the circumstances under which Canada was permanently acquired by England.

3. Mention in chronological order the several dynasties which have occupied the English throne; name the Sovereigns belonging to each family.

4. Give an account of the establishment and the overthrow of the Roman Republic.

5. How did the contest between Rome and Carthage originate and terminate? What great issues were involved in the Punic wars?

6. Name in proper order the Emperors of the Julian family, and sketch the character of each.

7. Narrate the chief incidents of the first and second Persian wars, in which Greece was concerned.

8. Detail the course of events whereby Greece was subjected to Macedonia.

9. Sketch the history of Greece under Alexander the Great.

10. Name the divisions of Asia Minor in ancient, and in modern, times; assign the relative position of each division.

11. What modern territories correspond to the ancient Vindelicia, Noricum, Dacia, Mæsia, Albania, and Iberia (in Asia).

12. Give the names of the six principal rivers of Gallia; describe the course of each; what are their modern names?

Candidates in Medicine, Civil Engineering, and Agriculture, will answer questions numbered 1, 2, 3, 12, *and the following additional questions, which Candidates in Arts need not answer:—*

13. Trace the descent of Queen Victoria from Henry VII.

14. Give a brief account of the battles of Flodden Field, Preston Pans, Bosworth, and Worcester.

15. Give the boundaries and divisions of Switzerland.

16. Draw a map of South America, shewing its subdivisions.

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ANNUAL EXAMINATIONS: 1866.

JUNIOR MATRICULATION.

ENGLISH.

Examiners: { D. WILSON, LL.D.
J. A. BOYD, M.A.

1. Define the following parts of speech: *Whiteness, he-goat, oblique, flight, prevenient, case-ending.*

2. Define grammatical *tense* and *case.* Give the derivation of each; and illustrate both by examples.

2. Explain the difference of structure between *William's boat's helm,* and *the helm of William's boat.*

4. What difference distinguishes the two following objective cases?

(*a*) The ball struck the target.
(*b*) The enemy lay in a hollow.

5. Correct the following, with reasons:

(*a*) Men are of the masculine gender.
(*b*) King, stag, bull, and drake, are all words of the male sex.

6. Which of the following sentences is the better English? Give reasons for the preference:

(*a*) We admire Scott the novelist's genius.
(*b*) We admire the genius of Scott the novelist.
(*c*) We admire the genius of the novelist Scott.

7. Parse the following sentences:

(*a*) The sentence having been pronounced, the criminal burst into tears.

(*b*) Every one to his own taste.

(*c*) With equal promptness still impartial fate
Knocks at the palace and the cottage gate.

(*d*) The ever-memorable achievements of Howard were the rewards of his disinterested self-denial.

8. "Writers like Coleridge and Carlyle have tried to revive such superlatives as *beautifulest*, *delicatest*; but common usage, founded on convenience, is against the adoption of these."

9. Wherein has grammatical usage changed in such old construction as the following? Explain the changes:

(*a*) Take a little wine for thine often infirmities.
(*b*) The boy is indifferent honest.
(*c*) This is Elias that was for to come.

10. Correct the following:

(*a*) Those kind of things.
(*b*) A new pair of shoes.
(*c*) Every one to their own taste.
(*d*) Who did you give it to.
(*e*) I intended to have gone.

MEDICINE.—*Subject of Composition:*

Anatomy bears a relation to Surgery akin to that which Physiology does to Medicine.

University of Toronto.

ANNUAL EXAMINATIONS: 1866.

JUNIOR MATRICULATION.

ENGLISH.

HONORS.

Examiners: { D. WILSON, LL.D., J. A. BOYD, M.A.

1. Craik says: "The English of the Anglo-Saxon period differed from the English that we speak in two important respects. It was an unmixed language; and it was what is called a synthetic, in contradistinction to an analytic language." Explain this.

In the following examples, point out wherein pure conjugation, declension, or other grammatical forms are used, and where other methods are substituted. Shew what is gained or lost in each:—

(*a*) *I loved. I did love.*

(*b*) *The Queen's throne. The throne of the Queen.*

(*c*) *I was asked a question by him. A question was asked me by him. He asked me a question.*

(*d*) *I have come. I am come.*

(*e*) *I ought to go. I might to go.*

3. Correct the following sentences, with reasons:—

(*a*) The crowd was dispersing to their homes.

(*b*) The crowd were unusually noisy.

(*c*) Macaulay, as well as Johnson and Junius, are remarkable for proficiency in the mechanism of composition. All are famed for their style, and each for their highly finished, but artificial polish.

(*d*) We have Abraham to our father.

4. Parse and punctuate the following sentences; and supply the ellipses :—

Above all things beware of dishonesty a thing unworthy of a man honourable conduct is more to be prized than honours blunders are pardonable but cheating never.

5. What traces of a composite character are recognisable in the *grammar*, what in the *vocabulary*, of the English language? Give illustrations of each.

6. "March says: "The confusion into which Anglo-Saxon orthography was thrown by the introduction of the Latin and French elements, bringing with them an alphabet differing more or less from the Saxon in the form and power of its letters, soon led to the abandonment of the characters not common to the orthography of both the native and the foreign tongues." Explain and illustrate this.

Subject for Composition :

Human life compared to the seasons of the year.

University of Toronto.

ANNUAL EXAMINATIONS: 1866.

JUNIOR MATRICULATION IN LAW,

AND

SENIOR MATRICULATION IN ARTS.

LAW.

Examiners: { D. WILSON, LL.D., J. A. BOYD, M.A.

1. Define what is meant by Orthographical, Etymological, and Rhetorical forms, respectively.

2. What are the requisites of a perfect Alphabet? Specify the imperfections of the English Alphabet.

3. Write notes upon the peculiarity of form in the following words:—*Wales, alms, its, next, whom, children.*

4. What do you understand by "adverbs of deflection"? Give examples of several kinds, and indicate the origin of each adverb.

5. Form, in your language, examples of these figures:—*Antithesis, anticlimax, antanaclasis, epizeuxis, oxymoron, allusion.*

6. What are the special claims of the Earl of Surrey to an honorable place in English literature?

7. Name the four earliest writers in English prose; give an account of their writings, as to style and subject.

8. Write short notes upon John Skelton, John Lydgate, Michael Drayton, and John Lyly.

9. Compare Ben Jonson and Massinger as dramatists.

10 Give an account of the development of the regular drama in England.

Subject for Composition:

The advantages of a study of the laws, even to those who do not intend to become lawyers.

University of Toronto.

ANNUAL EXAMINATIONS: 1866.

JUNIOR MATRICULATION.

HISTORY AND GEOGRAPHY.

HONORS AND SCHOLARSHIPS.

Examiners: { D. WILSON, LL.D.
J. A. BOYD, M.A.

1. What were the claims to the English throne of Lady Jane Grey and Charles Edward, the Young Pretender ?.

2. Discuss the various grounds of rivalry which existed between Elizabeth of England and Mary, Queen of Scots, and the effects of this rivalry upon contemporary international policy.

3. Henry VII.—How did he gain his throne? How did he consolidate his power? Against what pretenders did he maintain himself? Relate the circumstances pertaining to each question.

4. Give an account of affairs in England during the government of Richard Cromwell.

5. Sketch the career of the Duke of Marlborough.

6. Mention the chief constitutional changes which resulted from the abdication of James II., and the succession of Mary and William of Orange.

7. Name and give a brief account of the principal naval conflicts which occurred in the Tudor and Stuart periods.

8. Draw an outline map of England, so as to shew the position of all its sea-board counties (naming them); and place in each county the name of its capital city.

9. Name and assign the position of the principal insular possessions of Great Britain.

10. Name and define the course of the large rivers of India and British America.

University of Toronto.

ANNUAL EXAMINATIONS: 1866.

JUNIOR MATRICULATION.

FRENCH.

Examiner: MONSIEUR PERNET.

I.

Translate the following into French:

The man. To the hero. At the hotel. Of the coat. The rose is the queen of flowers. The vigour of mind and body. There are apricots, peaches, pears, and apples. The spoons and forks are on the table. She has the portraits of her two grandfathers. His forefathers have filled high stations. Fill up those holes. Our doors have bolts. That street is narrow and dark. That girl is very cunning. The Italian language is sweet and harmonious. We are in the nineteenth century of the Christian era. She is the benefactress of the poor. She is a good actress and a celebrated singer. This board is too long and too thick. That is a fine tree. London is more populous than Paris, but France is larger and more populous than England.

Give the following parts of the verb *to be* and *to have*:—3rd per. sing. imp. of the ind.; 2nd per. plu. of pres. of subj.; 1st per. plu. of imperative; 2nd per. plu. of pret. def.

Translate:

That I might have been. I shall be. That we may have had. Let them speak. That they may ask. They finish. You will finish. Let him finish. You received (imp. and pret. def.) That they might have sold. They had sold (pret. ant.)

II.

GRAMMATICAL QUESTIONS.

1. What is the difference between possessive adjectives and possessive pronouns? between demonstrative adjectives and demonstrative pronouns? Give a few sentences to illustrate this.

2. What is the exact meaning of *en* and *y*?

3. Why is *même* often placed after a substantive or a pronoun?

4. What is *dont* used instead of?

5. When is *personne* masculine, and when feminine?

6. When is *quelque* written in two words?

III.

Translate:

La régente avait eu part aux affaires sous le régne du roi son fils: *elle était avancée* en âge; mais *son ambition, plus grande que* ses forces et que son génie, lui faisait espérer de jouir longtemps des douceurs de l'autorité sous le roi son petit-fils; elle l'éloignait autant qu'elle pouvait des affaires. Le jeune prince passait son temps à la chasse, ou *s'occupait* à faire la revue des troupes; il faisait même quelquefois l'exercice avec elles: ces amusements ne semblaient que l'effet naturel de la vivacité de son âge; *il ne paraissait* dans sa conduite aucun dégoût qui pût alarmer la régente, et cette princesse se flattait que les dissipations de ces exercices le rendraient incapable d'application, et qu'elle *en gouvernerait* plus longtemps.

VOLTAIRE, *Charles XII.*

1. *Elle était avancée.* Why is this participle feminine?

2. *Son ambition.* Why not *Sa?*

3. *Plus grande que.* What comparative is this?

4. *S'occupait.* What kind of verb is this? and with what auxiliary are its compound tenses formed?

5. *Il ne paraissait.* State also what kind of verb this is?

6. *En gouvernerait.* What does *en* refer to?

IV.

Translate into English.

Prenons part en public aux victoires publiques,
Pleurons dans la maison nos malheurs domestiques,
Et ne regardons point des biens communs à tous,
Quand nous voyons des maux qui ne sont que pour nous.
Pourquoi veux-tu, cruel, agir d'une autre sorte ?
Laisse en entrant ici tes lauriers à la porte,
Mêle tes pleurs aux miens. Quoi ! ces lâches discours
N'arment point ta vertu contre mes tristes jours ?
Mon crime redoublé n'émeut point ta colère ?
Que Camille est heureuse ! elle a pu te déplaire ;
Elle a reçu de toi ce qu'elle a prétendu,
Et recouvre là-bas tout ce qu'elle a perdu.

CORNEILLE, *Horace*, Act iv.

1. *Nos malheurs domestiques.* What does Sabine refer o in using these words ?

2. *Et ne regardons point.* What is the exact meaning f this ?

3. *Quand nous voyons.* Supply another word instead of *uand*, and give 1st per. of the fut. of the verb *voyons.*

4. *Ces lâches discours.* Why *lâches ?*

5. *Que Camille est heureuse ! Elle a pu te déplaire.* Express the same idea in other words.

6. *Là-bas.* Use the noun instead of this.

University of Toronto.

ANNUAL EXAMINATIONS: 1866.

MATRICULATION.

CHEMISTRY.

Examiner: PROFESSOR CROFT.

1. How may the composition of bodies be determined?

2. What are elements? How many are known at present?

3. Into what classes are they divided?

4. Give the characters of these classes.

*5. Give the laws of combination.

*6. Give the laws of combination by volume.

*7. Mention the non-metallic elements, classing them as solids, liquids and gases.

8. What is meant by specific gravity? How may that of solids be determined?

9. Give the preparation and properties of oxygen.

*10. Give the preparation and properties of chlorine and iodine.

11. What compounds does carbon form with oxygen? What are their properties?

12. Give the sources of silica, potassium, barium, boron, copper and mercury.

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* Honor Questions.

University of Toronto.

ANNUAL EXAMINATIONS: 1866.

SENIOR MATRICULATION.

GREEK.

Examiners: { REV. JOHN MCCAUL, LL.D.
WILLIAM H. C. KERR, M.A.

I.

Translate:

Ὣς ἄρα φωνήσας ἀπέβη κορυθαίολος Ἕκτωρ·
Ἀμφὶ δέ μιν σφυρὰ τύπτε καὶ αὐχένα δέρμα κελαινὸν,
Ἄντυξ ἣ πυμάτη θέεν ἀσπίδος ὀμφαλοέσσης.
Γλαῦκος δ' Ἱπολόχοιο πάϊς καὶ Τυδέος υἱὸς
Ἐς μέσον ἀμφοτέρων συνίτην μεμαῶτε μάχεσθαι.
Οἱ δ' ὅτε δὴ σχεδὸν ἦσαν ἐπ' ἀλλήλοισιν ἰόντες,
Τὸν πρότερος προσέειπε, βοὴν ἀγαθὸς Διομήδης·
"Τίς δὲ σύ ἐσσι, φέριστε, καταθνητῶν ἀνθρώπων;
Οὐ μὲν γάρ ποτ' ὄπωπα μάχῃ ἔνι κυδιανείρῃ
Τὸ πρίν· ἀτὰρ μὲν νῦν γε πολὺ προβέβηκας ἁπάντων
Σῷ θάρσει, ὅτ' ἐμὸν δολιχόσκιον ἔγχος ἔμεινας·
Δυστήνων δέ τε παῖδες ἐμῷ μένει ἀντιόωσιν.
Εἰ δέ τις ἀθανάτων γε κατ' οὐρανοῦ εἰλήλουθας
Οὐκ ἂν ἔγωγε θεοῖσιν ἐπουρανίοισι μαχοίμην.
Οὐδὲ γὰρ οὐδὲ Δρύαντος υἱὸς κρατερὸς Λυκόοργος
Δὴν ἦν, ὅς ῥα θεοῖσιν ἐπουρανίοισιν ἔριζεν,
Ὅς ποτε μαινομένοιο Διωνύσοιο τιθήνας
Σεῦε κατ' ἠγάθεον Νυσήϊον· αἱ δ' ἅμα πᾶσαι
Θύσθλα χαμαι κατέχευαν, ὑπ' ἀνδροφόνοιο Λυκούργου
Θεινόμεναι βουπλῆγι. Διώνυσος δὲ φοβηθεὶς
Δύσεθ' ἁλὸς κατὰ κῦμα, Θέτις δ' ὑπεδέξατο κόλπῳ
Δειδιότα· κρατερὸς γὰρ ἔχε τρόμος ἀνδρὸς ὁμοκλῇ.
Τῷ μὲν ἔπειτ' ὀδώσαντο θεοὶ ῥεῖα ζώοντες,
Καί μιν τυφλὸν ἔθηκε Κρόνου παῖς· οὐδ' ἄρ' ἔτι δὴν
Ἦν, ἐπεὶ ἀθανάτοισιν ἀπήχθετο πᾶσι θεοῖσιν.
Οὐδ' ἂν ἐγὼ μακάρεσσι θεοῖς ἐθέλοιμι μάχεσθαι.
Εἰ δέ τίς ἐσσι βροτῶν, οἳ ἀρούρης καρπὸν ἔδουσιν,
Ἄσσον ἴθ', ὥς κεν θᾶσσον ὀλέθρου πείραθ' ἵηαι."

HOMER, *Iliad*, VI., vv. 116-143.

1. Parse *ἀμφὶ, συνίτην, μεμαῶτε, ὄπωπα, σεῦε, εἰλήλουθας, δειδιότα.*

2. Write a note explanatory of *ἄντυξ.*

3. What Latin words correspond to *σφυρὰ, ὄμφαλος, φόριστος, ὀδύσαντο* ?

4. Contrast the shield of Hector here referred to with the Latin *scutum.*

5. Give the derivations of *κορυθαίολος, Ἱπολόχοιο, κυδιανείρῃ, δολιχόσκιον, βουπλῆγι, ὁμοκλῇ.*

6. Describe what are meant by *θύσθλα.* Whence derived ?

7. v. 143. Compare *ἄσσον* and *θᾶσσον.*

8. Write notes on all proper names.

9. Cite instances where blindness was inflicted as punishment by the gods.

10. Give instances, in the passage, of the effect produced on the scansion by the *ictus metricus.*

11. *Νυσήϊον.* Supply the ellipse.

12. Notice dialectic varieties.

13. Write an account of the ancient rhapsodists.

II.

Translate :

Ἔδοξε δὲ καὶ τοὺς στρατηγοὺς δίκην ὑποσχεῖν τοῦ παρεληλυθότος χρόνου. Καὶ διδόντων Φιλήσιος μὲν ὤφλε καὶ Ξανθικλῆς τῆς φυλακῆς τῶν γαυλικῶν χρημάτων τὸ μείωμα εἴκοσι μνᾶς. Σοφαίνετος δὲ, ὅτι ἄρχων αἱρεθεὶς κατημέλει, δέκα μνᾶς. Ξενοφῶντος δὲ, κατηγόρίαν τινες φάσκοντες παίεσθαι ὑπ' αὐτοῦ καὶ ὡς ὑβρίζοντος τὴν κατηγορίαν ἐποιοῦντο. Καὶ ὁ Ξενοφῶν ἀνα[illegible] τὰς ἐ[illegible]λευσεν εἰπεῖν τὸν πρῶτο[illegible] λέξαντα ποῦ καὶ ἐπλ[illegible]η. [illegible] δὲ ἀποκρίνετ[illegible]ι· Ὅπου [illegible] τῷ ῥίγει ἀπωλλύμεθα καὶ [illegible]ὼν πλείστη[illegible]ν. Ὁ δ' εἶπεν· Ἀλλὰ μὴν καὶ χειμῶνός γε ὄντος οἷου λέγεις, σίτου δὲ ἐπιλελοιπότος, οἴνου δὲ μηδ' ὀσφραίνεσθαι παρὸν, ὑπὸ δὲ πόνων πολλῶν ἀπαγορευόντων, πολεμίων δὲ ἑπομένων, εἰ [illegible] τοιούτῳ καιρῷ ὕβριζον, ὁμολογῶ καὶ τῶν ὀνων ὑβριστότ[illegible]ρος εἶναι. οἷς φασιν ὑπὸ τῆς ὕβρεως κόπον οὐκ ἐγγίγνεσθαι. Ὅμως δὲ καὶ λέξον, ἔφη, ἐκ τίνος ἐπλήγης. Πότερον ἤτου σέ

τι καὶ ἐπεί μοι οὐκ ἐδίδως ἔπαιον; ἀλλ' ἀπῄτουν; ἀλλὰ περὶ παιδικῶν μαχόμενος, ἀλλὰ μεθύων ἐπαρῴνησα; Ἐπεὶ δὲ τούτων οὐδὲν ἔφησεν, ἐπήρετο αὐτὸν εἰ ὁπλιτεύοι. Οὐκ ἔφη. Πάλιν εἰ πελτάζοι. Οὐδὲ τοῦτ' ἔφη· ἀλλ' ἡμίονον ἐλαύνειν, ταχθεὶς ὑπὸ τῶν συσκήνων ἐλεύθερος ὤν. Ἐνταῦθα δὴ ἀναγιγνώσκει αὐτὸν καὶ ἤρετο· Ἦ σὺ εἶ ὁ τὸν κάμνοντα ἀπάγων; Ναὶ μὰ Δί', ἔφη· σὺ γὰρ ἠνάγκαζες· τὰ δὲ τῶν ἐμῶν συσκήνων σκεύη διέῤῥιψας. Ἀλλ' ἡ μὲν διάῤῥιψις, ἔφη ὁ Ξενοφῶν, τοιαύτη τις ἐγένετο. Διέδωκα ἄλλοις ἄγειν καὶ ἐκέλευσα πρὸς ἐμὲ ἀπαγαγεῖν· καὶ ἀπολαβὼν ἅπαντα σῶα ἀπέδωκά σοι, ἐπεὶ καὶ σὺ ἐμοὶ ἀπέδειξας τὸν ἄνδρα. Οἷον δὲ τὸ πρᾶγμα ἐγένετο ἀκούσατε, ἔφη· καὶ γὰρ ἄξιον.

XENOPHON, V., c. 8.

1. Parse *ὑποσχεῖν, παρελελυθότος, ἐπλήγη, λέξον, ἐπαρῴνησα.*

2. *διδόντων.* What two parts of *δίδωμι* might this word be?

3. *ὦφλε.* Is this word intransitive here?

4. *τῶν γαυλικῶν χρημάτων το μείωμα.* To what is the allusion?

5. Account for the iota subscript in *ᾔτουν.*

6. What is the construction of *παρεληλύθοτος χρόνου*—of *τῆς φυλακῆς*—of *ὡς ὑβρίζοντος*—of *οἵου λέγεις*—of *σίτου ἐπιλελοιπότος*—of *ὀσφραίνεσθαι παρόν?*

7. Write down in Canadian currency the amount of Sophænetus' fine.

8. What difference in the equipment of a hoplite and a peltast?

9. *ἡμίονον; συσκήνων.* Whence derived?

10. How does Xenophon defend himself against the charge of "acting insolently"?

11. For what cause was Xenophon punished by the Athenians?

12. Mention his extant works.

13. Where and when did he die?

E

Translate

Tri
mutat
gravis
Cujus
inveni
sunt.
mum
Laton
Neptu
stratis
celebr
cuoqu
ignoto
et cu
habito
dempt
quibus

University of Toronto.

ANNUAL EXAMINATIONS: 1866.

SENIOR MATRICULATION.

LATIN.

Examiners: { REV. JOHN MCCAUL, LL.D.
WILLIAM H. C. KERR, M.A.

I.

Translate:

Tristem hiemem—sive ex intemperie cœli raptim mutatione in contrarium facta sive alia qua de causa—gravis pestilensque omnibus animalibus æstas excepit. Cujus insanabili pernicie quando nec causa nec finis inveniebatur, libri Sibyllini ex senatus consulto aditi sunt. Duumviri sacris faciundis—lectisternio tunc primum in urbe Romana facto—per dies octo Apollinem Latonamque et Dianam, Herculem Mercurium atque Neptunum tribus quam amplissime tum apparari poterat stratis lectis placavere. Privatim quoque id sacrum celebratum est. Tota urbe patentibus januis promiscuoque usu rerum omnium in propatulo posito notos ignotosque passim advenas in hospitium ductos ferunt: et cum inimicis quoque benigne ac comiter sermones habitos, jurgiis ac litibus temperatum, vinctis quoque dempta in eos dies vincula: religioni deinde fuisse, quibus eam opem dei tulissent, vinciri.

LIVY, II., p. 318.

1. *Animalibus, pernicie.* In what case? Why?

2. *Libri Sibyllini.* Give a brief account of these.

3. *Lectisternio.* What was this? Write a brief description of it.

4. *Jurgiis.* In what case? Why?

5. Explain the construction and meaning of *religioni.*

II.

Translate:

Æli vetusto nobilis ab Lamo,—
Quando et priores hinc Lamias ferunt
Denominatos et nepotum
Per memores genus omne fastos
Auctore ab illo ducit originem,
Qui Formiarum mœnia dicitur
Princeps et innantem Maricæ
Litoribus tenuisse Lirim
Late tyrannus: — cras foliis nemus
Multis et alga litus inutili
Demissa tempestas ab Euro
Sternet, aquæ nisi fallit augur
Annosa cornix. Dum potis, aridum
Compone lignum: cras Genium mero
Curabis et porco bimestri
Cum famulis operum solutis.

HORACE, *Odes*, III., 17.

1. Give scales of the metres.

2. What is the meaning of *tricolos tetrastrophos?*

3. *Formiarum.* Define its position.

4. *Late tyrannus.* Give the corresponding Greek term.

5. *Operum.* How governed? Give other examples.

III.

Translate :

Tempora cum causis Latium digesta per annum,
  Lapsaque sub terras, ortaque signa canam.
Excipe pacato, Cæsar Germanice, vultu
  Hoc opus, et timidæ dirige navis iter :
Officioque, levem non aversatus honorem,
  Huic tibi devoto numine dexter ades.
Sacra recognosces Annalibus eruta priscis,
  Et quo sit merito quæque notata dies.
Invenies illic et festa domestica vobis :
  Sæpe tibi pater est, sæpe legendus avus.
Quæque ferunt illi pictos signantia fastos,
  Tu quoque cum Druso præmia fratre feres.
Cæsaris arma canant alii ; nos Cæsaris aras,
  Et quoscunque sacris addidit ille dies.
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 judicium docti subitura movetur
  Principis, ut Clario missa legenda deo.

OVID, *Fasti*, I., vv. 1–20.

1. *Cæsar Germanice.* Write a brief notice of him.

2. *Pater, avus.* Give their names.

3. *Druso fratre.* What were the circumstances of his death?

4. *Clario deo.* Who? Why thus designated?

5. State the principal laws of the Elegiac pentameter.

IV.

1. Give a list of verbs that take the accusative of the person and the genitive of the thing.

2. With what adjectives is the ablative used?

3. Explain the meaning of *synæresis, epenthesis, paragoge, anacoluthon, asyndeton, zeugma.*

4. State the laws of the quantity of final *as, es, is, os, us.*

5. Give scales of the Choriambic metres used by Horace.

University of Toronto.

ANNUAL EXAMINATIONS, 1866.

SENIOR MATRICULATION.

GREEK.

HONORS.

Examiners: { REV. JOHN MCCAUL, L.L.D.
WILLIAM H. C. KERR, M.A.

I.

Translate:

Ὣς ἐφάμην, ἡ δ' αὐτίκ' ἀμείβετο δία θεάων·
Σχέτλιε, καὶ δ' αὖ τοι πολεμήϊα ἔργα μέμηλεν
Καὶ πόνος· οὐδὲ θεοῖσιν ὑπείξεαι ἀθανάτοισιν;
Ἡ δέ τοι οὐ θνητὴ ἀλλ' ἀθάνατον κακόν ἐστιν,
Δεινόν τ' ἀργαλέον τε καὶ ἄγριον οὐδὲ μαχητόν.
Οὐδέ τις ἔστ' ἀλκή· φυγέειν κάρτιστον ἀπ' αὐτῆς.
Ἢν γὰρ δηθύνῃσθα κορυσσόμενος παρὰ πέτρῃ,
Δείδω μή σ' ἐξαῦτις ἐφορμηθεῖσα κίχῃσιν
Τόσσῃσιν κεφαλῇσι, τόσους δ' ἐκ φῶτας ἕληται.
Ἀλλὰ μάλα σφοδρῶς ἐλάαν, βωστρεῖν δὲ Κραταιΐν
Μητέρα τῆς Σκύλλης, ἥ μιν τέκε πῆμα βροτοῖσιν·
Ἣ μιν ἔπειτ' ἀποπαύσει ἐς ὕστερον ὁρμηθῆναι.
"Θρινακίην δ' ες νῆσον ἀφίξεαι· ἔνθα δὲ πολλαὶ
Βύσκουτ' ἠελίοιο βόες καὶ ἴφια μῆλα,
Ἑπτὰ βοῶν ἀγέλαι, τόσα δ' οἰῶν πώεα καλά,
Πεντήκοντα δ' ἕκαστα· γόνος δ' οὐ γίγνεται αὐτῶν,
Οὐδέ ποτε φθινύθουσι· θεαὶ δ' ἐπιποιμένες εἰσὶν,
Νύμφαι ἐϋπλόκαμοι, Φαέθουσά τε Λαμπετίη τε,
Ἃς τέκεν ἠελίῳ Ὑπερίονι δῖα Νέαιρα.
Τὰς μὲν ἄρα θρέψασα τεκοῦσά τε πότνια μήτηρ
Θρινακίην ἐς νῆσον ἀπῴκισε τηλόθι ναίειν,
Μῆλα φυλασσέμεναι πατρώϊα καὶ ἕλικας βοῦς.
Τὰς εἰ μὲν κ' ἀσινέας ἐάᾳς νόστου τε μέδηαι,
Ἦ τ' ἂν ἔτ' εἰς Ἰθάκην κακά περ πάσχοντες ἵκοισθε·

Εἰ δέ κε κίνηαι, τότε τοι τεκμαίρομ' ὄλεθρον
Νηΐ τε καὶ ἑτάροις· αὐτὸς δ' εἴ πέρ κεν ἀλύξῃς,
Ὀψὲ κακῶς νεῖαι, ὀλέσας ἄπο πάντας ἑταίρους.

HOMER, *Odyssey*, XII., vv. 115-141.

1. Parse μέμηλεν, ὑπείξεαι, δηθύνησθα, ἐφορμηθεῖσα. ἕληται, πάνεα, ἀλύξῃς.

2. Derive Θρινακίην, ἴφια, ἐϋπλόκαμοι, ἀσινέας.

3. Θρινακίην. Corresponding Latin name? What historic value attaches to Homer's mention of this island?

4. θρέψασα, τεκοῦσα τε. What rhetorical figure? Give other examples in Greek and Latin.

5. Point out the instances in the extract where the digamma affects the scansion.

6. Scan line 137. τὰς εἰ μεν κ', κ.τ.λ.

7. Account for the *iota* subscript in δηθύνησθα.

8. νηΐ. Describe the construction of a Homeric ship, with the Greek names of the different parts.

9. In the last line—what affect has *anastrophe* on the accentuation?

10. Define and give examples of *crasis*, *synæresis*, *apocope*, *prosthesis*, *epenthesis*, *paragoge*.

II.

Translate:

ΘΡΑΣ. Οὐ κατὰ ταὐτά, ὦ Τίμων, τοῖς πολλοῖς τούτοις ἀφίγμαι, ὥσπερ οἱ τὸν πλοῦτόν σου τεθηπότες ἀργυρίου καὶ χρυσίου καὶ δείπνων πολυτελῶν ἐλπίδι συνδεδραμήκασι πολλὴν τὴν κολακείαν ἐπιδειξόμενοι πρὸς ἄνδρα οἷον σέ, ἁπλοϊκὸν καὶ τῶν ὄντων κοινωνικόν· οἶσθα γὰρ ὡς μᾶζα μὲν ἐμοὶ δεῖπνον ἱκανόν, ὄψον δὲ ἥδιστον θύμον ἢ κάρδαμον ἢ εἴ πότε τρυφῴην, ὀλίγον τῶν ἁλῶν· ποτὸν δὲ ἡ ἐννεάκρουνος· ὁ δὲ τρίβων οὗτος ἧς βούλει πορφυρίδος ἀμείνων. τὸ χρυσίον μὲν γὰρ οὐδὲν τιμιώτερον τῶν ἐν τοῖς αἰγιαλοῖς ψηφίδων μοι δοκεῖ. σοῦ δὲ αὐτοῦ χάριν ἐστάλην, ὡς μὴ διαφθείρῃ σε τὸ κάκιστον τοῦτο καὶ ἐπιβουλότατον κτῆμα ὁ πλοῦτος, ὁ πολλοῖς πολλάκις αἴτιος ἀνηκέστων συμφορῶν γεγενημένος· εἰ γάρ μοι πείθοιο, μάλιστα ὅλον ἐς τὴν θάλατταν ἐμβαλεῖς αὐτὸν οὐδὲν ἀναγκαῖον ἀνδρὶ ἀγαθῷ ὄντα καὶ τὸν φιλοσοφίας πλοῦτον ὁρᾶν δυναμένῳ. Εἰ δὲ μὴ

τοῦτο βούλει, σὺ δὲ ἄλλον τρόπον ἀμείνω κατὰ τάχος ἐκφόρησον αὐτὸν ἐκ τῆς οἰκίας, καὶ μηδ' ὀβολὸν σαυτῷ ἀνῇς, διαδιδοὺς ἅπασι τοῖς δεομένοις, ᾧ μὲν πέντε δραχμας, ᾧ δὲ μνᾶν, ᾧ δὲ ἡμιτάλαντον. εἰ δέ τις φιλόσοφος εἴη, διμοιρίαν, ἢ τριμοιρίαν φέρεσθαι δίκαιος· ἐμοὶ δὲ, (καίτοι οὐκ ἐμαυτοῦ χάριν αἰτῶ, ἀλλ' ὅπως μεταδῶ τῶν ἑταίρων τοῖς δεομένοις), ἱκανὸν εἰ ταύτην τὴν πήραν ἐμπλήσας παράσχοις, οὐδὲ ὅλους δύο μεδίμνους χωροῦσαν Αἰγινητικούς· ὀλιγαρκῆ δὲ καὶ μέτριον χρὴ εἶναι τὸν φιλοσοφοῦντα, καὶ μηδὲν ὑπὲρ τὴν πήραν φρονεῖν.

LUCIAN, *Timon.*

1. Distinguish between *ταὐτά* and *ταῦτα*.

2. Parse *ἀφῖγμαι, τεθηπότες, συνδεδραμήκασι, τρυφῴην, ἐστάλην.*

3. Derive *πολυτελῶν, αἰγιαλοῖς, ἀνηκέστων.*

4. Mark the quantity of the penult. in *ἱκανὸν, τρίβων, αἰγιαλοῖς, ψηφίδων.*

5. *ἐννεάκρουνος.* By what name is it still known?

6. What were the respective values of an *oboli*, *drachma*, *mina*, and *ἡμιτάλαντον.*

7. How much did an *Æginetan medimnus* contain?

III.

1. Where and when was Lucian born?

2. On what subjects did he write?

3. What is the dialect, style, and character of his writings?

4. By whom was punctuation first introduced?

5. In what esteem were Homer's poems held in the Hellenic world? Was there any difference of opinion as to their value and merit?

6. Who were the Cyclic poets?

7. What reasons did the Chorizontists assign for dividing the authorship of the Iliad and Odyssey?

8. Give a brief synopsis of the theories of Wolf and Heyne, regarding Homer.

9. What arguments have been made use of to rebut these theories?

Trans

University of Toronto.

ANNUAL EXAMINATIONS: 1866.

FIRST YEAR.

GREEK.

Examiners: { REV. JOHN MCCAUL, LL.D., WILLIAM H. C. KERR, M.A.

I.

Translate:

Ἐποίησε δὲ καὶ βωμὸν καὶ ναὸν ἀπὸ τοῦ ἱεροῦ ἀργυρίου· καὶ τὸ λοιπὸν δὲ ἀεὶ δεκατεύων τὰ ἐκ τοῦ ἀγροῦ ὡραῖα, θυσίαν ἐποίει τῷ θεῷ· καὶ πάντες οἱ πολῖται καὶ οἱ πρόσχωροι ἄνδρες καὶ γυναῖκες μετεῖχον τῆς ἑορτῆς. Παρεῖχε δέ ἡ θεὸς τοῖς σκηνῶσιν ἄλφιτα, ἄρτους, οἶνον, τραγήματα, καί τῶν θυομένων ἀπὸ τῆς ἱερᾶς νομῆς λάχος, καὶ τῶν θηρευομένων δέ. Καὶ γὰρ θήραν ἐποιοῦντο εἰς τὴν ἑορτὴν οἵ τε Ξενοφῶντος παῖδες καὶ οἱ τῶν ἄλλων πολιτῶν· οἱ δὲ βουλόμενοι καὶ ἄνδρες ξυνεθήρων· καὶ ἡλίσκετο τὰ μὲν ἐξ αὐτοῦ τοῦ ἱεροῦ χώρου, τὰ δὲ καὶ ἐκ τῆς Φολόης, σύες καὶ δορκάδες καὶ ἔλαφοι. Ἔστι δὲ ἡ χώρα, ᾗ ἐκ Λακεδαίμονος εἰς Ὀλυμπίαν πορεύονται, ὡς εἴκοσι στάδιοι ἀπὸ τοῦ ἐν Ὀλυμπίᾳ Διὸς ἱεροῦ. Ἔνι δ' ἐν τῷ ἱερῷ χώρῳ καὶ λειμὼν καὶ ἄλση καὶ ὄρη δένδρων μεστά, ἱκανὰ καὶ σῦς καὶ αἶγας καὶ βοῦς τρέφειν καὶ ἵππους, ὥστε καὶ τὰ τῶν εἰς τὴν ἑορτὴν ἰόντων ὑποζύγια εὐωχεῖσθαι. Περὶ δὲ αὐτὸν τὸν ναὸν ἄλσος ἡμέρων δένδρων ἐφυτεύθη, ὅσα ἐστι τρωκτὰ ὡραῖα. Ὁ δὲ ναός, ὡς μικρὸς μεγάλῳ, τῷ ἐν Ἐφέσῳ εἴκασται, καὶ τὸ ξόανον ἔοικεν, ὡς κυπαρίττινον χρυσῷ ὄντι, τῷ ἐν Ἐφέσῳ. Καὶ στήλη ἕστηκε παρὰ τὸν ναόν γράμματα ἔχουσα· ΙΕΡΟΣ Ο ΧΩΡΟΣ ΤΗΣ ΑΡΤΕ-

ΜΙΔΟΣ ΤΟΝ ΔΕ ΕΧΟΝΤΑ ΚΑΙ ΚΑΡΠΟΥΜΕΝΟΝ ΤΗΝ ΜΕΝ ΔΕΚΑΤΗΝ ΚΑΤΑΘΥΕΙΝ ΕΚΑΣΤΟΥ ΕΤΟΥΣ, ΕΚ ΔΕ ΤΟΥ ΠΕΡΙΤΤΟΥ ΤΟΝ ΝΑΟΝ ΕΠΙΣΚΕΥΑΖΕΙΝ· ΑΝ ΔΕ ΤΙΣ ΜΗ ΠΟΙΗΙ ΤΑΥΤΑ ΤΗΙ ΘΕΩΙ ΜΕΛΗΣΕΙ.

Xenophon, *Anabasis*, v., ch. 3, §§. 9–12.

1. Parse *σκηνῶσιν, ξυνεθήρων, ἡλίσκετο, ἔνι, εἴκασται, ἕστηκε.*

2. *οἵ τε Ξενοφῶντος παῖδες.* What were their names?

3. *ἐκ τῆς Φολόης.* Where situate?

4. *ᾗ ἐκ Λακεδαίμονος.* Supply the ellipse.

5. *δορκάδες, ὑποζύγια, ξόανον, στήλη.* Whence derived?

6. *στάδιοι.* How many stades in a parasang?

7. *ὅσα ἐστὶ τρωκτὰ ὡραῖα.* Explain the construction.

8. *ναὸν, λάχος, ἱκανὰ, ξόανον.* Mark the quantity of the penult.

9. What doubts as to the authorship of the Anabasis? How does this extract tend to strengthen the conviction that Xenophon was its author?

II.

1. Briefly narrate the principal events recorded in the fifth book of the Anabasis.

2. What other extant works of Xenophon?

3. Assign dates for his birth and death, giving your reasons therefor.

4. Mention some of his literary contemporaries, with their principal works.

5. What was the distance travelled, and the time employed, in the Expedition and Retreat?

6. What calamity has recently befallen the town where the Greeks first halted on reaching the Euxine? Give its ancient and modern names.

III.

Translate:

Ἔσσεται ἦμαρ ὅτ' ἄν ποτ' ὀλώλῃ Ἴλιος ἱρὴ
Καὶ Πρίαμος καὶ λαὸς ἐϋμμελίω Πριαμοιο.
Ἀλλ' οὔ μοι Τρώων τόσσον μέλει ἄλγος ὀπίσσω,
Οὔτ' αὐτῆς Ἑκάβης οὔτε Πριάμοιο ἄνακτος
Οὔτε κασιγνήτων, οἵ κεν πολέες τε καὶ ἐσθλοὶ
Ἐν κονίῃσι πέσοιεν ὑπ' ἀνδράσι δυσμενέεσσιν,
Ὅσσον σεῦ, ὅτε κέν τις Ἀχαιῶν χαλκοχιτώνων
Δακρυόεσσαν ἄγηται, ἐλεύθερον ἦμαρ ἀπούρας.
Καί κεν ἐν Ἄργει ἐοῦσα πρὸς ἄλλης ἱστὸν ὑφαίνοις,
Καί κεν ὕδωρ φορέοις Μεσσηΐδος ἢ Ὑπερείης
Πόλλ' ἀεκαζομένη, κρατερὴ δ' ἐπικείσετ' ἀνάγκη.
Καί ποτέ τις εἴπῃσιν ἰδὼν κατὰ δάκρυ χέουσαν,
'Ἕκτορος ἥδε γυνή, ὅς ἀριστεύεσκε μάχεσθαι
Τρώων ἱπποδάμων, ὅτε Ἴλιον ἀμφεμάχοντο.'
Ὣς ποτέ τις ἐρέει· σοὶ δ' αὖ νέον ἔσσεται ἄλγος
Χήτεϊ τοιοῦδ' ἀνδρὸς ἀμύνειν δούλιον ἦμαρ.
Ἀλλά με τεθνηῶτα χυτὴ κατὰ γαῖα καλύπτοι
Πρίν γ' ἔτι σῆς τε βοῆς σοῦ θ' ἑλκηθμοῖο πυθέσθαι.
Ὣς εἰπὼν οὗ παιδὸς ὀρέξατο φαίδιμος Ἕκτωρ.
Ἂψ δ' ὁ παῖς πρὸς κόλπον ἐϋζώνοιο τιθήνης
Ἐκλίνθη ἰάχων, πατρὸς φίλου ὄψιν ἀτυχθεὶς,
Ταρβήσας χαλκόν τε ἰδὲ λόφον ἱππιοχαίτην,
Δεινὸν ἀπ' ἀκροτάτης κόρυθος νεύοντα νοήσας.
Ἐκ δ' ἐγέλασσε πατήρ τε φίλος καὶ πότνια μήτηρ.
Αὐτίκ' ἀπὸ κρατὸς κόρυθ' εἵλετο φαίδιμος Ἕκτωρ,
Καὶ τὴν μὲν κατέθηκεν ἐπὶ χθονὶ παμφανόωσαν·
Αὐτὰρ ὅ γ' ὃν φίλον υἱὸν ἐπεὶ κύσε πῆλέ τε χερσὶν,
Εἶπεν ἐπευξάμενος Διί τ' ἄλλοισίν τε θεοῖσιν.

HOMER, *Iliad* vi. 447–475.

1. Parse ὀλώλῃ, ἐϋμμελίω, ἀπούρας, ἀτυχθεὶς, κύσε, πῆλε.

2. Scan the first five lines, noticing the effect which the pronunciation of the digamma produces on the metre.

3. Πρίαμος, ἐϋμμελίω, κασιγνήτων, ἑλκηθμοῖο. Whence derived?

4. Ὅσσον σεῦ. What governs σεῦ? Decline συ, giving dialectic varieties.

5. ἐν Ἄργει. What reason for regarding this as situated in Thessaly?

5. Do you notice any instance of tmesis or zeugma in the extract?

7. Πρίν.....πύθεσθα. Give the rules for the construction of πρίν with the indicative, the optative, and the infinitive?

8. οὗ παιδός. What is the construction? Supply the ellipse. What was his name and fate?

9. λόφον. What is the corresponding Latin term?

IV.

1. State briefly Mr. Grote's theory as to the original title and constituent parts of the Iliad.

2. What internal evidence in the sixth book that the art of writing was not unknown to Homer?

3. What was the doctrine of the Chorizontists? Who was the author of this theory?

4. What four principal opinions existed in ancient times with regard to Homer's age?

5. By whom were the Homeric poems first divided into books?

University of Toronto.

ANNUAL EXAMINATIONS: 1866.

FIRST YEAR.

LATIN.

Examiners: { REV. JOHN MCCAUL, LL.D.
WILLIAM H. C. KERR, M.A.

1.

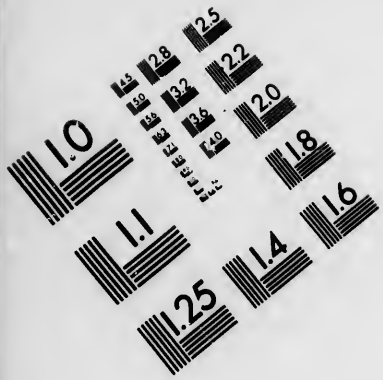
Translate:

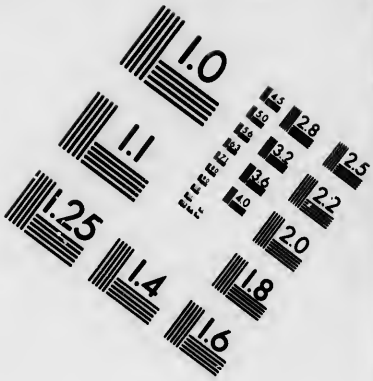
At cur pace lates, motisque recluderis armis?
Nec mora; quæsiti reddita causa mihi.
Ut populo reditus pateant ad bella profecto,
Tota patet demta janua nostra sera.
Pace fores obdo, ne qua discedere possit:
Cæsareoque diu nomine clausus ero.
Dixit; et, attollens oculos diversa tuentes,
Adspexit toto quicquid in orbe fuit;
Pax erat: et vestri, Germanice, causa triumphi
Tradiderat famulas jam tibi Rhenus aquas.
Jane, face æternos, pacem, pacisque ministros:
Neve, suum, præsta, deserat auctor opus.
Quod tamen ex ipsis licuit mihi discere fastis;
Sacravere patres hac duo templa die.
Accepit Phœbo Nymphaque Coronide natum
Insula, dividua quam premit amnis aqua.
Jupiter in parte est. Cepit locus unus utrumque,
Junctaque sunt magno templa nepotis avo.

OVID, *Fasti*, i. vv., 277–294.

1. *Clausus ero.* Under what Emperors was the temple closed?

2. *Germanice.* Who? Mention his principal relatives.





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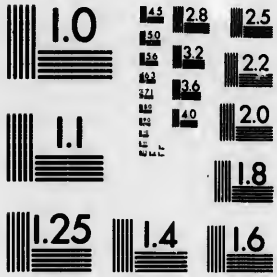

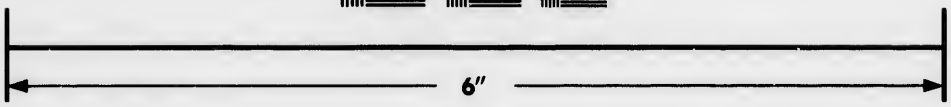

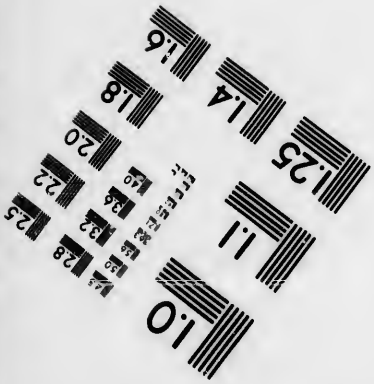

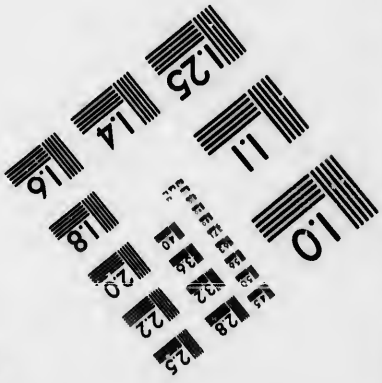

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3. *Neve suum præsta deserat.* Explain the construction.

4. *Natum.* Give the name.

5. *Insula.* What? How connected with the banks of the river?

II.

1. State the principal laws of Latin Elegiac verse.

2. Explain the meaning of *dies fasti, nefasti* and *intercisi.*

3. To what place was Ovid banished? Describe its position; and state the supposed origin of the name.

III.

Translate:

Insequens annus tribunos militum consulari potestate habuit C. Servilium Ahalam tertium Q. Servilium L. Verginium Q. Sulpicium A. Manlium iterum M'. Sergium iterum. His tribunis, dum cura omnium in Veiens bellum intenta est, neglectum Anxyri præsidium vacationibus militum et Vulscos mercatores vulgo receptando proditis repente portarum custodibus oppressum est. Minus militum perit, quia præter ægros lixarum in modum omnes per agros vicinasque urbes negotiabantur. Nec Veiis melius gesta res, quod tum caput omnium curarum publicarum erat. Nam et duces Romani plus inter se irarum quam adversus hostes animi habuerunt, et auctum est bellum adventu repentino Capenatium atque Faliscorum. Hi duo Etruriæ populi, quia proximi regione erant, devictis Veiis bello quoque Romano se proximos fore credentes, Falisci propria etiam causa infesti quod Fidenati bello se jam antea immiscuerant, per legatos ultro citroque missos jure jurando inter se obligati cum exercitibus nec opinato ad Veios accessere. Forte ea regione, qua M'. Sergius tribunus militum præerat, castra adorti sunt ingentemque terrorem intulere, quia Etruriam omnem excitam sedibus magna mole adesse Romani crediderant.

LIVY, v., ch. 8.

1. Of what *prænomina* are the following the initials:—T., Ti., D., N., K.?

2. *His tribunis.* How governed?

3. *Anxyri.* Where? By what other name known?

4. Explain the government of the nouns in this extract, which are in the dative case.

5. *Castra.* When did the Romans learn the art of castrametation?

IV.

1. What was the occasion of the establishment of military tribunes with consular power?

2. Who was the first dictator, and on what occasion appointed?

3. Give examples of Latin adverbs of different terminations. Illustrate their degrees of comparison, and notice peculiarities.

V.

Translate:

Quo me, Bacche, rapis tui
  Plenum? quæ nemora aut quos agor in specus
Velox mente nova? quibus
  Antris egregii Cæsaris audiar
Æternum meditans decus
  Stellis inserere et concilio Jovis?
Dicam insigne recens adhuc
  Indictum ore alio. Non secus in jugis
Exsomnis stupet Euias
  Hebrum prospiciens et nive candidam
Thracen ac pede barbaro
  Lustratam Rhodopen, ut mihi devio
Ripas et vacuum nemus
  Mirari libet. O Naïadum potens
Baccharumque valentium
  Proceras manibus vertere fraxinos,
Nil parvum aut humili modo,
  Nil mortale loquar. Dulce periculum est,
O Lenæe, sequi Deum
  Cingentem viridi tempora pampino.

HORACE, *Odes*, iii., 25.

1. Give scales of the metres.

2. Distinguish *specus* and *antrum*, *exsomnis* and *insomnis*.

3. *Insigne.* What part of speech? Explain.

4. *Naïadum.* Why in genitive?

5. *Lenæe.* Whence derived?

VI.

1. Give scales of Alcaics, and state the principal laws.

2. What Greek writers did Horace imitate in his odes?

3. Distinguish *procĕrum* and *procērum*, *mānibus* and *mănibus*, *dīcam* and *dĭcam*.

University of Toronto.

ANNUAL EXAMINATIONS: 1866.

FIRST YEAR.

GREEK.

HONORS.

Examiners: { REV. JOHN MCCAUL, LL.D.
WILLIAM H. C. KERR, M.A.

I.

Translate:

ΦΙΛ. Ὦ τῆς ἀναισχυντίας, νῦν Τίμωνα γνωρίζετε; νῦν Γναθωνίδης φίλος καὶ συμπότης; τοιγαροῦν δίκαια πεπονθεν οὗτος ἀχάριστος ὤν. ἡμεῖς δὲ οἱ πάλαι ξυνήθεις, καὶ ξυνέφηβοι, καὶ δημόται, ὅμως μετριάζομεν, ὡς μὴ ἐπιπηδᾶν δοκῶμεν. χαῖρε, ὦ δέσποτα, καὶ ὅπως τοὺς μιαροὺς τούτους κόλακας φυλάξῃ, τοὺς ἐπὶ τῆς τραπέζης μόνον, τὰ ἄλλα δὲ κοράκων οὐδὲν διαφέροντας. οὐκ ἔτι πιστευτέα τῶν νῦν οὐδενί· πάντες ἀχάριστοι, καὶ πονηροί, ἐγὼ δὲ τάλαντόν σοι κομίζων, ὡς ἔχοις πρὸς τὰ κατεπείγοντα χρῆσθαι, καθ' ὁδὸν ἤδη πλησίον ἤκουσα, ὡς πλουτοῖης ὑπερμεγέθη τινὰ πλοῦτον. ἥκω τοιγαροῦν ταῦτά σε νουθετήσων· καίτοι σύ γε οὕτω σοφὸς ὢν, οὐδὲν ἴσως δεήσῃ παρ' ἐμοῦ λόγων, ὃς καὶ τῷ Νέστορι τὸ δέον παραινέσειας ἄν. ΤΙΜ. Ἔσται ταῦτα, ὦ Φιλιάδη· πλὴν ἀλλὰ πρόσιθι, ὡς καὶ σὲ φιλοφρονήσωμαι τῇ δικέλλῃ. ΦΙΛ. Ἄνθρωποι, κατέαγα τοῦ κρανίου ὑπὸ τοῦ ἀχαρίστου, διότι τὰ συμφέροντα ἐνουθέτουν αὐτόν. ΤΙΜ. Ἰδοὺ τρίτος οὗτος ὁ ῥήτωρ Δημέας προσέρχεται, ψήφισμα ἔχων ἐν τῇ δεξιᾷ, καὶ συγγενὴς ἡμέτερος εἶναι λέγων. οὗτος ἑκκαίδεκα παρ' ἐμοῦ τάλαντα μιᾶς ἡμέρας ἐκτίσας

τῇ πόλει· (καταδεδίκαστο γὰρ, καὶ ἐδέδετο, οὐκ ἀποδιδοὺς, κἀγὼ ἐλεήσας ἐλυσάμην αὐτόν)· ἐπειδὴ πρώην ἔλαχε τῇ Ἐρεχθηΐδι φυλῇ διανέμειν τὸ θεωρικὸν, κἀγὼ προσῆλθον αἰτῶν τὸ γιγνόμενον, οὐκ ἔφη γνωρίζειν πολίτην ὄντα με.

LUCIAN *Timon.*

1. Parse πέπονθεν, δέσποτα, φυλάξῃ, πλουτοίης, παραινέσειας, κατέαγα, ἔλαχε.

2. ὅπως .... κόλακας φυλάξῃ—πλουτοίης .... τινά πλοῦτον. Explain the constructions.

3. οὐκ ἔτι πιστευτέα τῶν νῦν οὐδενί. Express in Latin.

4. τάλαντον. Give the relative values in Canadian currency of an Attic drachma, mina and talent.

5. τῇ Ἐρεχθηΐδι φυλῇ. Give some account of the Attic φυλαί and δῆμοι.

6. τὸ θεωρικόν. What?

7. What example of paronomasia in the extract?

8. Cite instances in the above passage of verbs which govern two cases.

II.

Translate:

Ἡμεῖς δὲ στεινωπὸν ἀνεπλέομεν γοόωντες·
ἔνθεν μὲν γὰρ Σκύλλ', ἑτέρωθι δὲ δῖα Χάρυβδις
δεινὸν ἀνερρόιβδησε θαλάσσης ἁλμυρὸν ὕδωρ.
ἤτοι ὅτ' ἐξεμέσειε, λέβης ὣς ἐν πυρὶ πολλῷ,
πᾶσ' ἀνεμορμύρεσκε κυκωμένη· ὑψόσε δ' ἄχνη
ἄκροισι σκοπέλοσιν ἐπ' ἀμφοτέροισιν ἔπιπτεν.
ἀλλ' ὅτ' ἀναβρόξειε θαλάσσης ἁλμυρὸν ὕδωρ,
πᾶσ' ἔντοσθε φάνεσκε κυκωμένη· ἀμφὶ δὲ πέτρῃ
δεινὸν ἐβεβρύχει· ὑπένερθε δὲ γαῖα φάνεσκεν
ψάμμῳ κυανέῃ· τοὺς δὲ χλωρὸν δέος ᾕρει.
ἡμεῖς μὲν πρὸς τὴνδ' ἴδομεν, δείσαντες ὄλεθρον·
τόφρα δέ μοι Σκύλλη κοίλης ἐκ νηὸς ἑταίρους
ἓξ ἕλεθ', οἳ χερσίν τε βίῃφί τε φέρτατοι ἦσαν.
σκεψάμενος δ' ἐς νῆα θοὴν ἅμα καὶ μεθ' ἑταίρους,
ἤδη τῶν ἐνόησα πόδας καὶ χεῖρας ὕπερθεν,
ὑψόσ' ἀειρομένων· ἐμὲ δὲ φθέγγοντο καλεῦντες
ἐξονομακλήδην, τότε γ' ὕστατον, ἀχνύμενοι κῆρ.

ὡς δ' ὅτ' ἐπὶ προβόλῳ ἁλιεὺς περιμήκεϊ ῥάβδῳ
ἰχθύσι τοῖς ὀλίγοισι δόλον κατὰ εἴδατα βάλλων,
ἐς πόντον προΐησι βοὸς κέρας ἀγραύλοιο,
ἀσπαίροντα δ' ἔπειτα λαβὼν ἔρριψε θύραζε·
ὣς οἵγ' ἀσπαίροντες ἀείροντο προτὶ πέτρας
αὐτοῦ δ' εἰνὶ θύρῃσι κατήσθιε κεκλήγοντας,
χεῖρας ἐμοὶ ὀρέγοντας ἐν αἰνῇ δηϊοτῆτι.
οἴκτιστον δὴ κεῖνο ἐμοῖς ἴδον ὀφθαλμοῖσιν
πάντων, ὅσσ' ἐμόγησα, πόρους ἁλὸς ἐξερεείνων.

HOMER, *Odyssey*, XII., vv. 234—259.

1. Parse ἀνεμορμύρεσκε, ἀναβρόξειε, φάνεσκε, ἐβεβρύχει, ἔλεθ', κεκλήγοντας.

2. δόλον κατὰ εἴδατα βάλλων. What is the construction?

3. βοὸς κέρας. What is meant?

4. Render literally the last two lines; and scan them.

5. Any example of asyndeton in the extract? What is its effect in composition?

6. Account for the different dialects in which the Homeric poems were written, and notice their leading characteristics.

III.

1. What is known of the life of Lucian?

2. Write a critical notice of his "Dialogues."

3. What office did he hold under the Roman Government?

4. Sketch the character of Ulysses as pourtrayed by Homer.

5. What is known of the ancient Ἀοιδοί?

6. What conflicting accounts as to the manner of the introduction of Homer's songs into Greece?

7. Prove from the character of the language employed in the Odyssey that it is a later work than the Iliad.

IV.

Translate:

ΜΕΝ. Ὦ Κέρβερε, συγγενὴς γὰρ εἰμί σοι, κύων καὶ αὐτὸς ὢν, εἰπέ μοι πρὸς τῆς Στυγὸς, οἷος ἦν ὁ Σωκράτης, ὁπότε κατῄει πρὸς ὑμᾶς· εἰκὸς δέ σε θεὸν ὄντα μὴ ὑλακτεῖν μόνον, ἀλλὰ καὶ ἀνθρωπικῶς φθέγγεσθαι, ὁπότ' ἐθέλοις. ΚΕΡΒ. Πόῤῥωθεν μὲν, ὦ Μένιππε, παντάπασιν ἐδόκει ἀτρέπτῳ τῷ προσώπῳ προσιέναι, καὶ οὐ πάνυ δεδιέναι τὸν θάνατον δοκῶν· καὶ τοῦτ ἐμφῆναι τοῖς ἔξω τοῦ στομίου ἐστῶσιν ἐθέλων· ἐπεὶ δὲ κατέκυψεν εἴσω τοῦ χάσματος, καὶ εἶδε τὸν ζόφον, κἀγὼ ἔτι διαμέλλοντα αὐτὸν δακὼν τῷ κωνείῳ κατέσπασα τοῦ ποδὸς, ὥσπερ τὰ βρέφη ἐκώκυε καὶ τὰ ἑαυτοῦ παιδία ὠδύρετο, καὶ παντοῖος ἐγένετο. ΜΕΝ. Οὐκοῦν σοφιστὴς ὁ ἄνθρωπος ἦν, καὶ οὐκ ἀληθῶς κατεφρόνει τοῦ πράγματος; ΚΕΡΒ. Οὔκ· ἀλλ' ἐπείπερ ἀναγκαῖον αὐτὸ ἑώρα, κατεθρασύνετο, ὡς δῆθεν οὐκ ἄκων πεισόμενος, ὃ πάντως ἔδει παθεῖν, ὡς θαυμάσωνται οἱ θεαταί· καὶ ὅλως, περὶ πάντων γε τῶν τοιούτων εἰπεῖν ἂν ἔχοιμι, ἕως τοῦ στομίου τολμηροὶ, καὶ ἀνδρεῖοι· τάδ' ἔνδοθεν ἔλεγχος ἀκριβής· ΜΕΝ. Ἐγὼ δὲ πῶς σοι κατεληλυθέναι ἔδοξα; ΚΕΡΒ. Μόνος, ὦ Μένιππε, ἀξίως τοῦ γένους, καὶ Διογένης πρὸ σοῦ· ὅτι μὴ ἀναγκαζόμενοι ἐσήειτε, μηδ' ὠθούμενοι, ἀλλ' ἐθελούσιοι, γελῶντες, οἰμώζειν παραγγείλαντες ἅπασιν.

LUCIAN.

University of Toronto.

ANNUAL EXAMINATIONS: 1866.

FIRST YEAR.

LATIN.

HONORS AND SCHOLARSHIPS.

Examiners: { REV. JOHN MCCAUL, LL.D.
WILLIAM H. C. KERR, M.A.

I.

Translate:

Prisco Tarquinio Romæ regnante Celtarum, quæ pars Galliæ tertia est, penes Bituriges summa imperii fuit: ii regem Celtico dabant: Ambigatus is fuit virtute fortunaque quum sua tum publica præpollens, quod in imperio ejus Gallia adeo frugum hominumque fertilis fuit, ut abundans multitudo vix regi videretur posse. Hic magno natu ipse jam exonerare prægravante turba regnum cupiens Bellovesum ac Segovesum sororis filios impigros juvenes missurum se esse in quas dii dedissent auguriis sedes ostendit: quantum ipsi vellent numerum hominum excirent, ne qua gens arcere advenientes posset. Tum Segoveso sortibus dati Hercynei saltus, Belloveso haud paulo lætiorem in Italiam viam dî dabant. Is, quod ejus ex populis abundabat, Bituriges Arvernos Senones Æduos Ambarros Carnutes Aulercos excivit. Profectus ingentibus peditum equitumque copiis in Tricastinos venit. Alpes inde oppositæ erant quas inexsuperabiles visas haud equidem miror nulladum via—quod quidem continens memoria sit, nisi de Hercule fabulis credere libet—superatas. Ibi quum velut sæp-

tos montium altitudo teneret Gallos circumspectarentque, quanam per juncta cœlo juga in alium orbem terrarum transirent, religio etiam tenuit, quod adlatum est advenas quærentes agrum ab Salluvium gente oppugnari. Massilienses erant ii navibus a Phocæa profecti.

LIVY, *Histor.*, v., c. 34.

1. *Pars Galliæ tertia.* What were the other parts? What was the division of Gaul by Augustus?

2. *Celtico.* What is the construction?

3. *Hercynei saltus.* Write a brief account of these.

4. *Is* to *excivit.* Explain the meaning and construction.

5. *Quod quidem continens memoria sit.* What is the construction?

6. *Massilienses, Phocæa.* Write brief notices of these.

II.

Quare conservate, Judices, hominem pudore eo, quem amicorum videtis comprobari, tum dignitate, tum etiam vetustate: ingenio autem tanto, quantum id convenit existimari, quod summorum hominum ingeniis expetitum esse videatis: causa vero ejusmodi, quæ beneficio legis, auctoritate municipii, testimonio Luculli, tabulis Metelli, comprobetur. Quæ quum ita sint, petimus a vobis, Judices, si qua non modo humana, verum etiam divina, in tantis ingeniis commendatio debet esse; ut eum, qui vos, qui vestros imperatores, qui populi Romani res gestas semper ornavit; qui etiam his recentibus nostris vestrisque domesticis periculis, æternum se testimonium laudum daturum esse profitetur: quique est ex eo numero, qui semper apud omnes sancti sunt habiti atque dicti; sic in vestram accipiatis fidem, ut humanitate vestra levatus potius, quam acerbitate violatus esse videatur. Quæ de causa, pro mea consuetudine, breviter simpliciterque dixi, Judices, ea confido probata esse omnibus: quæ firme a me judicialique consuetudine et de hominis ingenio, et communiter de ipsius studio locutus sum, ea, Judices, a vobis spero esse in bonam partem accepta: ab eo, qui judicium exercet, certo scio.

CICERO, *pro Archia.*

1. Give different readings, and translate accordingly.

2. *Beneficio legis.* To what law does Cicero refer? What were the legal claims of Archias?

3. *Auctoritate municipii.* What *municipium*? Distinguish *municipia, coloniæ,* and *civitates fœderatæ.*

4. *Recentibus—periculis.* What?

5. *Ab eo qui judicium exercet.* Explain the meaning, and give the name.

Translate: III.

Et primum Antiphaten, is enim se primus agebat,
Thebana de matre nothum Sarpedonis alti,
Conjecto sternit jaculo: volat Itala cornus
Aëra per tenerum, stomachoque infixa sub altum
Pectus abit; reddit specus atri vulneris undam
Spumantem, et fixo ferrum in pulmone tepescit.
Tum Meropem atque Erymanta manu, tum sternit Aphidnum;
Tum Bitian ardentem oculis, animisque frementem,
Non jaculo—neque enim jaculo vitam ille dedisset—
Sed magnum stridens contorta phalarica venit,
Fulminis acta modo: quam nec duo taurea terga,
Nec duplici squama lorica fidelis et auro
Sustinuit; collapsa ruunt immania membra.
Dat tellus gemitum, et clipeum super intonat ingens:
Qualis in Euboico Baiarum litore quondam
Saxea pila cadit, magnis quam molibus ante
Constructam ponto jaciunt; sic illa ruinam
Prona trahit, penitusque vadis illisa recumbit;
Miscent se maria, et nigræ attolluntur arenæ.
Tum sonitu Prochyta alta tremit, durumque cubile
Inarime Jovis imperiis imposta Typhœo.

VIRGIL, *Æneid*, ix., vv. 696–716.

1. *Cornus.* What is the meaning?

2. *Phalarica.* Explain.

3. *Duo taurea terga.* Where were they?

4. *Duplici.* What is the meaning?

5. *Euboico Baiarum litore.* Where was *Baiae?* Why was the *litus* called *Euboicum? Prochyta.* What is the modern name?

6. Write a note on *v.* 716.

IV.

Translate :

Sulmo mihi patria est, gelidis uberrimus undis,
  Milia qui novies distat ab Urbe decem.
Editus hinc ego sum, nec non ut tempora noris,
  Cum cecidit fato consul uterque pari :
Si quid id est, usque a proavis vetus ordinis heros,
  Non modo fortunæ munere factus eques.
Nec stirps prima fui ; genito sum fratre creatus,
  Qui tribus ante quater mensibus ortus erat.
Lucifer amborum natalibus affuit idem :
  Una celebrata est per duo liba dies.
Haec est armiferae festis de quinque Minervae,
  Quae fieri pugna prima cruenta solet.
Protinus excolimur teneri, curaque parentis
  Imus ad insignes Urbis ab arte viros.
Frater ad eloquium viridi tendebat ab aevo,
  Fortia verbosi natus ad arma fori.
At mihi iam puero caelestia sacra placebant,
  Inque suum furtim Musa trahebat opus.

1. Write a brief notice of the author.

2. *Consul uterque.* Who ? State the circumstances.

3. *Vv.* 10, 11, 12. Write a note on each of these verses.

V.

1. Distinguish the use of *utrum*, *an*, and *ne*.

2. Give examples of the use of *quin* with the subjunctive, the indicative, and the imperative.

3. What exceptions to the rule that a vowel before another vowel is short ?

4. Point out the pentameter, in the preceding extract, which is not in accordance with the general rules of structure.

University of Toronto.

ANNUAL EXAMINATIONS: 1866.

TRANSLATION INTO LATIN PROSE AND VERSE.

Examiners: { REV. JOHN MCCAUL, LL.D.
WILLIAM H. C. KERR, M.A.

PROSE.

I.

Both consuls proceed to the province, and because they were successful there, a thanksgiving for one day was decreed. About two thousand Spaniards came to the boundary of the province, where Sabinus was encamped, praying that they might be received. Sabinus, having ordered the Spaniards to wait in the same place, consulted the Senate by letter. The Senate ordered the Prætor to write in reply to Sabinus: that it was more reasonable that the consuls, whose province it was, should decide what was to be the advantage to the republic. Accordingly the consuls received them, and they, having given hostages, surrendered. After the army retired, forgetting the hostages, they began again to collect their forces.

Consul ambo in provincia proficiscor, et quia prospere ibi res gero, supplicatio in unus dies decerno. Hispanus duo mille fere ad extremus finis provincia, ubi castra Sabinus habeo, venio, uti recipio, oro. Sabinus, opperior idem locus Hispanus jubeo, senatus per litera consulo. Senatus rescribo prætor Sabinus jubeo: verus sum, consul, qui provincia sum, quam sui, quis e respublica sum, decerno. Itaque consul is recipio, atque ille, obses do, sui dedo; postquam exercitus recedo, obliviscor obses, rursus copiæ cogo cœpi.

II.

They say that the goodliest cedars, which grow on the high mountains of Libanus, thrust their roots between the clefts of hard rocks, the better to bear themselves against the strong storms that blow there. As nature hath instructed those kings of trees, so hath reason taught the kings of men to root themselves in the hardy hearts of their faithful subjects. And as those kings of trees have large tops, so have the kings of men large crowns, whereof as the first would soon be broken from their bodies were they not underborne by many branches, so would the other easily totter were they not fastened on their heads with the strong chains of civil justice and martial discipline.

VERSE.

I.—ELEGIACS.

Fountain, that sparklest through the shady place,
Making a soft, sad murmur o'er the stones
That strew thy lucid way! Oh, if some guest
Should haply wander near with slow disease
Smitten, may thy cold springs the rose of health
Bring back, and the quick lustre to his eye!
The ancient oaks that on thy margin wave,
The song of birds, and through the rocky cave
The clear stream gushing, their according sounds
Should mingle, and like some strange music, steal
Sadly, yet soothing, o'er his aching breast.
And thou, pale exile from thy native shores,
Here drink, (O could'st thou! as of Lethe's stream!)
Nor friends, nor bleeding country, nor the views
Of hills or streams beloved, nor vesper bell
Heard in the twilight vale, remember more!

II.—SAPPHICS.

Happy the man, whose wish and care
A few paternal acres bound,
Content to breathe his native air
In his own ground.

Whose herds with milk, whose fields with bread,
Whose flocks supply him with attire;
Whose trees in summer yield him shade,
In winter, fire.

Blest, who can unconcern'dly find
Hours, days, and years, slide soft away
In health of body, peace of mind,
Quiet by day,

Sound sleep by night; study and ease
Together mix'd; sweet recreation,
And innocence, which most does please
With meditation.

Thus let me live, unseen, unknown;
Thus unlamented let me die;
Steal from the world, and not a stone
Tell where I lie.

III.—ALCAICS.

The glories of our birth and state
Are shadows, not substantial things:
There is no armour against fate;
Death lays his icy hand on kings.
Sceptre and crown
Must tumble down,
And in the dust be equal made
With the poor crooked scythe and spade.

Some men with swords may reap the field,
And plant fresh laurels where they kill;
But their strong nerves at last must yield;
They tame but one another still.
Early or late,
They stoop to fate,
And must give up their murmuring breath,
When they, pale captives, creep to death.

The garlands wither on your brow,
  Then boast no more your mighty deeds;
Upon death's purple altar now,
  See where the victor victim bleeds.
    All heads must come
    To the cold tomb;
Only the actions of the just
Smell sweet, and blossom in the dust.

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ANNUAL EXAMINATIONS: 1866.

FIRST YEAR.

EUCLID.

Examiner: J. Loudon, M.A.

1. State Euclid's method of comparing the magnitudes of angles with the definitions and axioms relating thereto.

The angle between any two lines is measured Trigonometrically by one-half the difference between the intercepted arcs of any circle which touches them.

2. If one side of a triangle be produced, the exterior angle shall be greater than either of the interior opposite angles.

The successive differences between lines drawn from a point without to points at equal distances from one another within a given line increase in magnitude as the lines are more remote from the perpendicular.

3. Parallelograms on the same base, and between the same parallels, are equal to one another.

Prove the equality of the parallelograms by dividing them up into pieces admitting of superposition and coincidence.

4. To a given straight line to apply a parallelogram, which shall be equal to a given triangle, and have one of its angles equal to a given rectilineal angle.

5. 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.

Deduce this also from Prop. 4.

If A, B, be the upper rectangle and square, and C, D, the lower square and rectangle in the figure, and if the diagonals of A, D, meet within A in the point O, shew that the circle round the rectangle made up of B and D passes through O and the middle point of the diagonal of C.

6. To describe a square that shall be equal to a given rectilineal figure.

Within a given equilateral triangle describe two equilateral triangles together equal in area to the former, and having their vertices in its sides.

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

The locus of the intersections of lines drawn from the ends of the base of a triangle making equal angles towards the same parts with the sides is a circle.

8. If from any point without a circle two straight lines be drawn, one of which cuts the circle, and the other touches it; the rectangle contained by the whole line which cuts the circle, and the part of it without the circle, shall be equal to the square on the line which touches it.

If $AODC$ and BC be respectively a diameter and chord of a circle whose centre is O, and BC be equal to BD, shew that the circle circumscribing ODB touches BC.

9. To inscribe a circle in a given triangle.

Construct a trapezium which shall be $\frac{1}{n}$th greater than a given trapezium, and have its adjacent sides equal in pairs.

10. To inscribe an equilateral and equiangular hexagon in a given circle.

Twice the area of the hexagon is equal to the rectangle contained by the radius of the circle and the perimeter of the equilateral triangle inscribed in the circle.

11. Equal triangles which have one angle of the one equal to one angle of the other, have their sides about the equal angles reciprocally proportional; and triangles which have one angle of the one equal to one angle of the other, and their sides about the equal angles reciprocally proportional, are equal to one another.

Upon a given base construct a triangle equal in area to a given triangle, and having the rectangle contained by its two sides equal to the rectangle contained by the two sides of the given triangle. When will the construction fail?

12. In any right-angled triangle, any rectilineal figure described on the side subtending the right angle is equal to the similar and similarly described figures on the sides containing the right angle.

Construct an equilateral triangle which shall be equal in area to n equilateral triangles.

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ANNUAL EXAMINATIONS: 1866.

FIRST YEAR.

ALGEBRA.

Examiner: J. B. CHERRIMAN, M.A.

1. Examine for what values of n, $x^n+(-y)^n$ is exactly divisible by $x\pm y$.

The product of any three consecutive integers being formed, and also the product of any other three, the difference of these products will always be exactly divisible by the difference of the middle integers of the two sets, and will be so also by their sum if the product of these middle integers with unity added to it is so.

2. Investigate the Algebraic rule on which is founded the Arithmetical rule for the extraction of the square root.

Prove that

$$\sqrt{\{0.\dot{0}12345679\dot{}\}}+\sqrt{\{0.79\dot{0}12345679\dot{}\}}=1.$$

3. Shew how to find the lowest common multiple of two or more Algebraic quantities.

If α be the highest common divisor of b, c; β of c, a; and γ of a, b; the lowest common multiple of a, b, c, will be $\frac{abc}{\alpha\beta\gamma}$.

4. Determine in what cases a fraction is increased or diminished by adding or subtracting the same quantity to or from both its numerator and denominator.

Shew that an improper fraction is less increased by adding a quantity to its numerator than by subtracting the same from its denominator, while a proper fraction is more diminished by subtracting a quantity from its numerator than by adding the same to its denominator.

5. If any number of quantities be proportionals, as one consequent is to its antecedent, so are any number of the consequents to their antecedents.

$$\text{If } a_1 : b_1 :: a_2^{\frac{1}{2}} : b_2^{\frac{1}{2}} :: a_3^{\frac{1}{3}} : b_3^{\frac{1}{3}} \ldots\ldots\ldots\ldots :: a_n^{\frac{1}{n}} : b_n^{\frac{1}{n}},$$

then will

$$a_1 a_2 \ldots\ldots a_{n-1} : b_1 b_2 \ldots\ldots b_{n-1} :: a_n^{\frac{n-1}{2}} : b_n^{\frac{n-1}{2}}.$$

6. Shew how to solve a quadratic equation, and find the condition that the roots of $ax^2+bx+c=0$, may be reciprocal in magnitude and of opposite signs.

If $a>c$, prove that $ax^2+\frac{5}{2}cx-c>cx^2+\frac{5}{2}ax-a$, except for values of x lying between 2 and $\frac{1}{2}$.

7. Describe any method of solving two simultaneous equations involving two unknown quantities x, y, and no other powers of these.

If $ax+by=c$; and, $a'x+b'y=c$,
then will

$$(x^2+y^2)\left\{(a-a')^2+(b-b')^2\right\}=\left\{x(b-b')-y(a-a')\right\}^2.$$

8. Define the Arithmetic, Geometric, and Harmonic means between two quantities, and shew that they are mentioned in the order of their magnitudes.

If the Geometric mean between a and b be the Arithmetic mean between $\frac{a}{n}$ and $\frac{b}{n}$, it is also the Harmonic between na and nb.

9. Obtain an expression for the sum of a series of terms in Arithmetic progression, (1) in terms of the extremes and the number of terms, (2) in terms of the middle or two middle terms and the number of terms.

If with the natural numbers 1, 2, 3, 4,.....there be formed n series each commencing with 1, and continued in the first by taking the numbers as they stand, in the second by taking every alternate number, in the third every third number, and so on, each series being continued to n terms; shew that the sum of all the numbers taken is

$$\frac{n^2}{4}(n^2+3).$$

10. The common ratio in a Geometrical series being given, find the sum of n terms of the series commencing from a given term.

If a, l be the first and last terms, shew that the sum of $(n+1)$ terms is

$$\frac{l\sqrt[n]{l}-a\sqrt[n]{a}}{\sqrt[n]{l}-\sqrt[n]{a}}.$$

11. Prove

$$(ax+by)^2(x+y)^2-(ax-by)^2(x-y)^2=4xy(a+b)(ax^2+by^2).$$

12. Find the product of $1+\frac{13}{2}x-18x^3$ and $1-\frac{13}{4}x^2+\frac{3}{2}x^3$; divide this product by $1+\frac{11}{2}x-3x^2$ by Horner's method; extract the square root of the quotient; and resolve the first product into simple factors.

13. Solve the equations;—

(1)..... $\frac{2x-11}{7}-\frac{3x-7}{11}+\frac{4x-17}{13}-\frac{5x-13}{17}=1\frac{433}{2431}.$

(2)..... $(x-1221)(x+1)+1111(x+2)-111(x^2-111)=1000.$

(3)..... $\frac{3}{x}-\frac{4}{5y}=3\frac{3}{5}$; $\frac{4}{5x}-\frac{1}{2y}=\frac{1}{10}.$

(4)..... $x^py^qz^r=a$, $x^qy^rz^p=b$, $x^ry^pz^q=c.$

14. Form the quadratic whose roots are $\frac{m\sqrt{a}+n\sqrt{b}}{n\sqrt{a}+m\sqrt{b}}$ and $\frac{m\sqrt{a}-n\sqrt{b}}{n\sqrt{a}-m\sqrt{b}}$; and solve the equation—

$$(n^2a-m^2b)x^2-2mn(a+b)x+m^2a-n^2b=0.$$

15. Sum the series:

(1) ..... $\frac{1}{3}+\frac{5}{6}+\frac{4}{3}+$ ..... to n terms:

(2) ..... $-103-100-97-$ ..... to 52 and 156 terms:

(3) ..... $a-b+\frac{b^2}{a}-\frac{b^3}{a^2}+$ to n terms:

(4) ..... $1+\frac{1}{\sqrt{2}+1}+\frac{\sqrt{2}-1}{\sqrt{2}+1}+$ ..... *ad inf:*

(5) ..... $1+3+6+11+20+37+$ ..... to n terms

16. Three men A, B, C are engaged on a piece of work by the day, but two only of them work at the same time, and each works the same number of days. A alone could have done the work in a days, B alone in b days, and C in c days. Find the number of days the work occupied, and shew that it is half the time in which the men could have done it under the same conditions, if A and B could have done it in c days, B and C in a days, and C and A in b days.

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ANNUAL EXAMINATIONS: 1866.

FIRST YEAR.

TRIGONOMETRY.

Examiner: J. B. CHERRIMAN, M.A.

1. Define the *characteristic* and *mantissa* of a logarithm; and explain the utility of always making the latter positive.

If this convention were not made, what would be the rules for finding the characteristics, and how would our present tables be used in finding the logarithms of decimals?

2. Prove the rules for performing involution and evolution by aid of logarithms, and explain why the latter operation in general gives more accurate results than the former.

3. Find the logarithm of the product of 3·345, 6·955, and 6·210, and find the value of the reciprocal of this product.

4. Find x from the equation

$$a.\,a^2.\,a^3 \ldots\ldots \text{to } x \text{ factors} = n^x,$$

and an approximate value of x from $2^x = 3$.

5. Define the trigonometrical ratios of an angle between 0 and 180°, and investigate the relations that connect them.

Prove

$$\sec^2 A + \operatorname{cosec}^2 A = \sec^2 A \operatorname{cosec}^2 A,$$

and express the cotangent of an angle in terms of its sine.

6. Find the angles of a right-angled triangle when a side and the hypothenuse are given.

A plummet is hanging in the corner of a room by a string 13 inches long; the plummet being now drawn out so as to be 12 inches from one wall and 4 inches from the other,

find the distance it has been raised, and the angle between the string and the vertical.

7. Prove the formulas:

(1) ..... $\sin(A \pm B) = \sin A \cos B \pm \cos A \sin B$;

(2) ..... $\sin A \pm \sin B = 2 \sin\frac{1}{2}(A \pm B) \cos\frac{1}{2}(A \mp B)$;

(3) ..... $\tan^3 A \pm \cot^3 A \pm 3(\tan A \pm \cot A)$
$= 8 \operatorname{cosec}^3 2A$, or, $-8 \cot^3 2A$;

(4) ..... $4 \sin\frac{A}{2} \sin A \sin\frac{3A}{2} = \sin A + \sin 2A - \sin 3A$.

8. In a triangle ABC where C is 90°, AD is drawn to BC bisecting the angle A; find AD in terms of the sides, and prove that

$$\frac{AC^2}{CD^2} = \frac{AB + AC}{AB - AC}.$$

9. Prove the formula, for any triangle,

$$c^2 = a^2 + b^2 - 2ab \cos C,$$

and shew to what propositions in Euclid it is equivalent.

Prove also that

$$c^2 = (a-b)^2 \cos^2\frac{C}{2} + (a+b)^2 \sin^2\frac{C}{2},$$

and shew that it is equivalent to the following construction:

From B as centre with radius equal to AC ($<BC$) describe a circle cutting BC in D, and through D draw a perpendicular to the bisecter of C cutting the circle again in E; then CE is equal to AB.

10. For any triangle, prove

(1) ..... $\tan\frac{1}{2}(A-B) = \frac{a-b}{a+b} \cot\frac{1}{2}C$;

(2) ..... $\tan\frac{1}{2}A = \sqrt{\left\{\frac{(s-b)(s-c)}{s(s-a)}\right\}}$;

(3) ..... $\text{Area} = \sqrt{\left\{s(s-a)(s-b)(s-c)\right\}}$;

(4) ..... $\frac{1}{p_1} + \frac{1}{p_2} + \frac{1}{p_3} = \sqrt{\left\{\frac{\cot\frac{A}{2}\cot\frac{B}{2}\cot\frac{C}{2}}{\text{Area}}\right\}}$,

where p_1, p_2, p_3, are the perpendiculars from the angular points on the sides.

11. Refer the different cases which arise in the solution of oblique triangles to their corresponding propositions in Euclid.

Discuss fully the ambiguity which may arise when two sides and an angle not included by them are given, and shew how the analytical solution distinguishes the cases which may be presented.

12. In the following triangles :—

(1) .... Given $a = 43.73$, $b = 38.82$, $C = 48°26'$, find the angles.

(2) .... Given $a = 33{\cdot}45$, $b = 69{\cdot}55$, $c = 62{\cdot}10$, find the angles and area.

13. A person trying to measure the height of a distant tower, finds three points in the horizontal plane of its base at each of which it has the same elevation, and the distances between these points are 334½, 695½, and 621 feet respectively : he then sets up a vertical staff, between one of these points and the tower, at the distance of its own length from the point, and finds that the top of the tower ranges in a line with the point and the top of the staff. Shew that he can calculate the height of the tower to be 348 feet nearly.

Num.	log.	Angle.	*L.*	
10380	01621	7°32′	tan	9·12138
13000	11394	13°20	cos	9·36289
13918	14358	13°21	cos	9·36342
20000	30103	14°22	tan	9·40847
20450	31069	24°13	cot	10·34701
30000	47712	31°35	tan	9·78874
33450	52440	44°03	tan	8·98559
49100	69108			
62100	79309			
69217	84021			
69550	84230			
82550	91672			

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ANNUAL EXAMINATIONS: 1866.

FIRST YEAR.

ALGEBRA AND TRIGONOMETRY.

HONORS.

Examiner: J. LOUDON, M.A.

1. Express a given whole number and fraction by a whole number and a series of radix fractions in a given scale.

Shew that the number $d_1\, d_2\, d_3 \ldots d_q\, d_1\, d_2\, d_3 \ldots d_q \ldots$, consisting of nq digits in the scale of $(r+1)$, multiplied by $rrr\ldots\ldots$, consisting of q digits, is equal to $d_1\, d_2\, d_3 \ldots d_q$ multiplied by $rrr\ldots\ldots$ consisting of nq digits.

2. Find the number of combinations of n things r together.

In each of the p sides of a polygon there are taken n points; find how many different lines can be drawn joining them.

3. If $f(m) = 1 + mx + \frac{m \,.\, \overline{m-1}}{1 \,.\, 2} x^2 + \ldots$, shew, independently of the Binomial Theorem, that

$$f(m)\, f(n)\, f(p) \ldots = f(m + n + p + \ldots).$$

If $f_r(m) = (1 + x^r)^m$ and $\phi_r(m) = (1 - x^r)^m$, shew that

$$f_1(m)\, f_2(m) \ldots f_n(m) = \frac{\phi_{n+1}(m)\, \phi_{n+2}(m) \ldots \phi_{2n}(m)}{\phi_1(m)\, \phi_2(m) \ldots \varphi_{n-1}(m)}, \text{ or } \frac{\phi_{n+1}(m) \ldots \phi_{2n}(m)}{\phi_1(m) \ldots \phi_{n-2}(m)},$$

according as n is *even* or *odd*.

4. Every convergent is nearer to the continued fraction than any of the preceding convergents.

If $\frac{p_0}{q_0}, \frac{p_1}{q_1}, \ldots \frac{p_r}{q_r}, \ldots$ be successive convergents to a continued fraction, and $m_0, m_1, \ldots m_r \ldots$ corresponding quotients, shew that if $\frac{p_0}{q_0}, \frac{p_r}{q_r}$, be both less than it, the latter is nearer the true value than the former by the quantity

$$\frac{m_2}{q_0 q_2} + \frac{m_4}{q_2 q_4} + \frac{m_6}{q_4 q_6} + \ldots + \frac{m_r}{q_{r-2}\, q_r}.$$

5. Examine what transformations may be applied to the congruence $a \equiv b$, (mod m).

State and prove Fermat's Theorem.

6. Given a person's chance of success and the amount that will accrue to him, if successful; find the value of his expectation.

An annuity of £p is bequeathed to a person aged n years, to continue for q years or till death; supposing that there are a_n persons alive aged n years, and that one dies every year, find the value of his expectation, money making r per cent.

7. Find the general value for all angles which have a given cosine.

Find the general value of $\sin^{-1}(\cos\theta) + \cos^{-1}(\sin\theta)$.

8. Express $\cos\frac{\theta}{2^n}$ in terms of $\cos\theta$.

9. State Demoivre's Theorem, and prove it for a positive integral index.

Shew that $(\cos\theta + \sqrt{-1}\sin\theta)^{\cos\theta + \sqrt{-1}\sin\theta} = e^{-\theta\sin\theta}\{\cos(\theta\cos\theta) + \sqrt{-1}\sin(\theta\cos\theta)\}$.

10. Prove the following:

$$\theta = \tan\theta - \tfrac{1}{3}\tan^3\theta + \tfrac{1}{5}\tan^5\theta - \ldots\ldots$$

$$\frac{\pi^2}{8} = \frac{1}{1^2} + \frac{1}{3^2} + \frac{1}{5^2} + \ldots\ldots$$

and $2\sqrt{-1}\sin(l\alpha + m\beta + n\gamma) = x^l y^m z^n - x^{-l} y^{-m} z^{-n}$, if $2\cos\alpha = x + x^{-1}$, $2\cos\beta = y + y^{-1}$, $2\cos\gamma = z + z^{-1}$.

11. Shew that $\cos\theta = 1 - \frac{\theta^2}{\lfloor 2} + \frac{\theta^4}{\lfloor 4} - \ldots\ldots$

If $a, b, c, \alpha, \beta, \gamma$, be the sides and angles of a triangle, α and β being very small, shew that, approximately,

$$c = a + b - \frac{ab}{a+b}\,\frac{(\alpha+\beta)^2}{2}, \text{ and } \alpha^2 - \alpha\beta + \beta^2 =$$

$$\frac{2}{abc}(a + b - c)(a^2 + ab + b^2).$$

12. Sum the series

(1) $\cos\theta + \sqrt{-1}\sin\theta + (\cos\theta + \sqrt{-1}\sin\theta)^2 + (\cos\theta + \sqrt{-1}\sin\theta)^3 + \ldots$ to n terms.

(2) $\cos\theta - \sin\theta + \frac{1}{3}(\cos^3\theta - \sin^3\theta) + \frac{1}{5}(\cos^5 - \sin^5\theta) + \ldots$ to infinity.

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ANNUAL EXAMINATIONS: 1866.

ALL THE YEARS.

PROBLEMS.

HONORS.

Examiners: { J. B. Cherriman, M.A.
J. Loudon, M.A.

1. If perpendiculars be dropped from the ends of a semicircle upon any line which is drawn through the middle point of the arc, the intercepted part of this line is equal to the sum or difference of the perpendiculars.

2. APB is a semicircle of which C is the centre and AB the base; AD is drawn a tangent at A, and $AD = AB$; CD cuts the semicircle in P; prove that BP produced cuts AD in extreme and mean ratio.

3. Prove that

$$1 + r^2 + r^4 + \ldots\ldots + r^{2n} > (n+1)\, r^n.$$

4. If $f(n,r)$ denote the number of combinations of n different things taken r together, prove that

$$f(n,r) = f(n-p,r) + pf(n-p,r-1) + \frac{p(p-1)}{1.2} f(n-p,r-2) + \ldots\ldots + f(n-p,\, r-p).$$

5. If $f(r)$ denote the $(r+1)$ th term of $(a+b)^n$, prove that

$$\frac{\{f(r)\}^2}{\{f(r)\}^2 - f(r-1)f(r+1)} = \frac{r+1}{n+1}(n-r+1).$$

6. A die which has $(p+q)$ faces is tossed n times, n being even; prove that the number of ways in which the number $\frac{1}{2}n(a+b)$ can be thrown is the same whether there are p faces marked a and q marked b, or q faces marked a and p marked b.

7. A person borrows a sum of money, engaging to pay it back, principal and interest, by $(p+q)$ equal annual instalments, but fails to pay the first p instalments; shew that he may be equitably required to increase the amount of each remaining instalment in the ratio of $R^{p+q}-1 : R^q-1$, where R is the amount of 1£ in one year.

8. If n be a positive integer, prove

$$\frac{1}{\lfloor n}\cdot 1 - \frac{1}{\lfloor 1 \lfloor n-1}\cdot \frac{1}{2} + \frac{1}{\lfloor 2 \lfloor n-2}\cdot \frac{1}{3} - \ldots\ldots + \overset{n}{-}\cdot \frac{1}{\lfloor n}\cdot \frac{1}{n+1}$$
$$= \frac{1}{\lfloor n+1}.$$

9. There are n groups of different letters, p in each group. In how many ways can these be transformed into p groups, each consisting of n letters, so that in any formation each group contains only one belonging to any one of the original groups?

Result, $(\lfloor p)^{n-1}$.

10. There are n vessels containing fluid. From the first, a quantity of fluid is poured into each of the other vessels equal to that which was already in it; the same operation is then performed with the second vessel, and then with the third, and so on. When it has been performed with all the vessels, the quantity of the fluid is the same (a) in each; shew that the quantity at first in the rth vessel was

$$\frac{2^{n-r}\cdot n+1}{2^n}a.$$

11. If the first n terms of the series for e (the Napierian base) be taken, n being not less than 8, the value thus found will be true to at least $(n-5)$ places of decimals.

12. If a circle be drawn touching AC, BC, sides of a triangle, at points dividing the lines in the ratios $b_1 : d$, $a_1 : d$, respectively, and cutting the side AB at distances c_1, c_2, from A, B, shew that

$$2d = b_1 + a_1 - \frac{c_1 - c_2}{b_1 - a_1}.c,$$

where c is the length of the side AB.

13. Prove that the area of a triangle ABC is equal to

$$\tfrac{1}{2}R\,(a\cos A + b\cos B + c\cos C),$$

where R is the radius of the circumscribed circle.

14. The diagonals of a regular pentagon are drawn, forming by their intersections another pentagon; from this pentagon, another is formed in the same way; and from this, another, and so on *ad infinitum;* shew that the sum of all the pentagons is to the first pentagon in the ratio of $\dfrac{\sqrt{5}+1}{\sqrt{5}-1}$ to $\sqrt{5}$.

15. If the feet of the perpendiculars dropped from the angles on the sides of a triangle ABC be joined, thus forming with the sides three triangles, the radii of the circles inscribed in or circumscribed about these triangles are to the corresponding radius of the original triangle as $\cos A : \cos B : \cos C$.

16. In the ambiguous case in the solution of triangles, where A, a, b, are given, if C_1, C_2 be the two values of the angle C, prove that

$$\tan\frac{C_1}{2}\tan\frac{C_2}{2} = \frac{b-a}{b+a},$$

$$\tan\frac{C_1}{2} + \tan\frac{C_2}{2} = \frac{2a\cot A}{b+a}.$$

17. AB, AC are two given lines; a point C_1 is taken in AC, and a perpendicular C_1B_1 is dropped on AB; from B_1, a perpendicular B_1C_2 is dropped on AC; from C_2 another C_2B_2 on AB, and so on continually. If $p_1, p_2, \ldots\ldots$ be these successive perpendiculars, prove that

$$p_1^2 + p_2^2 + \ldots\ldots + p^2_{2r-2} = AC_1^2 - AC_r^2,$$

and deduce the sum of the series

$$1 + \cos^2 a + \cos^4 a + \ldots\ldots + \cos^{2r} a.$$

18. Prove

$$\sin\theta.\frac{\sin\theta}{1} - (\sin\theta)^2.\frac{\sin 2\theta}{2} + (\sin\theta)^3.\frac{\sin 3\theta}{3} - \ldots\ldots \textit{ad inf.}$$

$$= \cot^{-1}(1 + \cot\theta + \cot^2\theta),$$

and deduce

$$\sin\theta.\frac{\sin\theta}{1} + (\sin\theta)^3.\frac{\sin 3\theta}{3} + (\sin\theta)^5.\frac{\sin 5\theta}{5} + \ldots\ldots \textit{ad inf.}$$

$$= \tfrac{1}{2}\cot^{-1}(\tfrac{1}{2}\cot^2\theta).$$

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ANNUAL EXAMINATIONS: 1866.

FIRST YEAR.

ENGLISH.

Examiners: { D. WILSON, LL.D.
J. A. BOYD, M.A.

1. Webster spells traveller, *traveler;* centre, *center;* favour, *favor;* musick, *music:* Discuss the value of such changes, and their accordance with the analogies of the language.

2. The termination *ster* in *songster*, was originally a feminine affix; the *stress* in *songstress* is a double and hybrid termination. Explain these forms, and trace their origin.

3. Define the distinction between a figure of Syntax and a figure of Rhetoric. Give an illustration of each.

4. Give definitions and examples of the figures: Pleonasm, Anastrophe, Truism, Hyperbole, Prolepsis.

5. "That Monmouth was legitimate, nay, that he thought himself legitimate, intelligent men could not believe."—MACAULAY.

Rearrange this sentence in natural order, and show what are the gains and losses from its rhetorical arrangement. What figure is employed?

6. Define and illustrate the difference between a *parenthesis* and an *interjection*, in composition.

HISTORY OF ENGLISH LITERATURE.

EDWARD III. TO JAMES I.

1. Compare *Chaucer* with the English writers immediately preceding and following him: in choice of subject, mode of treatment, and in forms of versification.

2. Craik says: "To the fourteenth century belong the earliest specimens of prose composition in our present mixed English."
State what they are.

3. State the leading facts in the personal history of Skelton, and define his position among the literary men of the fifteenth and sixteenth centuries.

4. State the names and works of the most notable precursors of Shakespeare, as founders of the English Drama; and trace the successive steps in its progress towards maturity.

5. Name and characterise the writings of Shakespeare apart from his dramatic works.

6. Describe the character of English prose literature in the reign of James I. Refer to the leading authors and their works.

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ANNUAL EXAMINATIONS: 1866.

FIRST YEAR.

ENGLISH.

HONORS.

Examiners: { DANIEL WILSON, LL.D.
J. A. BOYD, M.A.

I. ENGLISH LITERATURE AND PROSODY.

1. Mention the results of the Norman Conquest upon literature in England.

2. Give an account of the chief remains of Anglo-Saxon literature.

3. What special interest attaches to the *Langue d'Oyl* in connection with the early literary history of England?

4. Trace the origin and development of metrical romances.

5. Give a detailed account of the peculiarities of prosody noticeable in the "Vision of Piers Ploughman."

6. State the laws of the following measures, and name the principal English poems written in such measures: Terza Rima; Spenserian; Alexandrines; Hexameters; Rhymes Royal, and Service Metre.

II. MACBETH.

7. Coleridge says: "In Hamlet and Macbeth the superstition is not merely different, it is opposite." Elucidate the truth of this criticism by specific references. Compare Shakspeare's witches with those of Middleton.

8. Sketch the characters of Banquo, Macduff and Macbeth as depicted in this drama.

9. What are the characteristic differences of "Macbeth" in regard to language and style of treatment, as compared with Shakspeare's other tragedies? What influences of contemporary history do you trace in "Macbeth?"

10. Explain fully the force of the following expressions:—

a. "As thick as tale, came post with post."

b. "Sleep that knits up the ravelled sleave of care."

c. "—Come, fate, into the list
And champion me to the utterance."

d. "—Dare me to the desert with thy sword:
If trembling I inhabit then, protest me
The baby of a girl."

11. *Duncan.*

"See, see, our honoured hostess!
The love that follows us, sometime is our trouble
Which still we thank as love. Herein I teach you
How you shall bid God yield us for your pains,
And thank us for your trouble."

Paraphrase this passage so as to show its meaning—using by preference the words of the text, unless where they are obsolete.

12. *Macbeth.*

"Now o'er the one half world,
Nature seems dead, and wicked dreams abuse
The curtained sleep; now witchcraft celebrates
Pale Hecate's offerings; and withered murder,
Alarumed by his sentinel, the wolf,
Whose howl's his watch, thus with his stealthy pace,
With Tarquin's ravishing strides, towards his design
Moves like a ghost.—Thou sure and firm-set earth,
Hear not my steps, which way they walk, for fear
The very stones prate of my where-about,
And take the present horror from the time,
Which now suits with it."

a. Point out and name all the rhetorical and syntactical figures in this passage.

b. Set forth all the peculiarities of prosody you observe in it.

c. For "*strides*" it has been proposed to read "sides" and "slides:" what are the relative merits of the three readings?

Translate

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publi
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point
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à fair

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Il
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ANNUAL EXAMINATIONS: 1866.

FIRST YEAR.

FRENCH.

Examiner: MONSIEUR EMILE PERNET.

Translate:

Des batailles perdues, la diminution du peuple, l'affoiblissement du commerce, l'épuisement du trésor public, le soulèvement des nations voisines, pouvoient faire accepter à Carthage les conditions de paix les plus dures: mais Rome ne *se conduisoit point* par le sentiment des biens et des maux; elle ne se déterminoit que par sa gloire; et comme elle n' imaginoit point *qu'elle pût être si elle ne commandoit pas, il n'y avoit point* d'espérance ni de crainte qui pût *l'obliger à* faire une paix qu'elle *n'auroit* point *imposée.*

Comme les rois de Macédoine ne pouvoient pas entretenir un grand nombre de troupes, le moindre échec étoit de conséquence; *d'ailleurs* ils pouvoient difficilement s'agrandir, parceque, leurs desseins n'étant pas inconnus, *on avait toujours les yeux ouverts* sur leurs démarches; et les succès qu'ils avoient dans les guerres entreprises pour leurs alliés étoient un mal que ces mêmes alliés cherchaient d'abord à réparer.

Il faut que je parle d'une magistrature qui contribua beaucoup à maintenir le gouvernement de Rome; ce fut celle des censeurs. Ils faisoient le dénombrement du peuple; et de plus, comme la force de la république

consistoit dans la discipline, l'austérité des moeurs, et l'observation constante de certaines coutumes, ils corrigeoient les abus que la loi n'avoit pas prévus, ou que le magistrat ordinaire ne pouvoit pas punir. *Il y a de mauvais* exemples qui sont *pires* que les crimes; et plus d'états ont péri parcequ'on a violé les moeurs que parcequ'on a violé les lois. A Rome, tout ce qui pouvoit introduire des nouveautés dangereuses, changer le coeur ou l'esprit du citoyen, *et en empêcher*, si j'ose me servir de ce terme, la perpetuité, les désordres domestiques ou publics, étaient réformés par les censeurs: ils pouvoient chasser du sénat qui ils voulaient, ôter à un chevalier le cheval qui lui était entretenu par le public, mettre le citoyen dans une autre tribu, et même parmi ceux qui payoient les charges de la ville sans avoir part à ses privilèges.

MONTESQUIEU'S *Grandeur et Décadence des Romains*, ch. iv., v., viii.

Questions on 1st paragraph :—

1. *Ne se conduisait point.* What is the exact meaning of *se conduisait* here, and what kind of verb is it?

2. *Point.* What is the full force of this word, and what difference between *pas* and *point?*

3. *Qu'elle pût être si elle ne commandait pas.* Supply the ellipsis in that passage.

4. *Pût.* What does this verb come from.

5. Give the first per. plu. of past. def.; third per. plu. of fut. abs.; first per. plu. of subj. pres. and third per. plu. of imp. sub. of this verb.

6. *Si elle ne commandait pas.* Can *Si* ever be used for *Oui?* If so, in what case?

7. *Il n'y avoit point.* What kind of verb is *Il y avoit?* Give the fut., the subj. pres., the past. def., and the pret. ant. of this verb.

8. *L'obliger à.* What is the difference between *obliger à* and *obliger de?*

Questions on 2nd paragraph :—

1. *D'ailleurs.* What part of speech is this word, and is it used in any other acceptation ?

2. *On avoit toujours les yeux ouverts. On :* different meanings of this word. Why is this form so often used in French ?

3. Give half-a-dozen sentences in French to show that you fully understand the different uses of this word—*On.*

4. Give the differe. t meanings of the word *même,* with a short sentence to illustrate each one.

Questions on 3rd passage.

1. *Il faut*—here is followed by the subjunctive—can it ever be followed by an infinitive? If so, in what cases? Exemplify this, also, by sentences in French.

2. What is the meaning of *Comme il faut ?*

3. *Il y a de mauvais.* Do you use this—*Il y a*—in pointing out things, or when do you use it ?

4. *Pires.* What is *pires* the comparative of?

5. *Et en empêcher.* What does *en* refer to here ?

6. Give a list of the verbs of this passage, and state whether they are regular, irregular, or defective.

Translate the following sentences from the *Grammaire des Grammaires :*—

1. He submits to your orders.
2. She gives herself a great deal of trouble.
3. He will soon correct himself.
4. My ambition, thy honesty, and his friendship.
5. My mother has sold her house, and her garden.
6. The lady whom I see.
7. The state in which I find myself.
8. I come from it.

9. Take some more.

10. They will gain nothing by it.

11. One has often need of a person inferior to one's self.

12. Every one will read in his turn.

13. I have heard her sing.

14. Is that the actress whom we heard sing.

15. Sing the song which we heard her sing.

GRAMMATICAL QUESTIONS.

1. When is the article not used before names of countries?

2. Do proper names ever take the mark of the plural? If so, state when.

3. Give the plural of the following compound words:—*Chauve-souris*, *chef-lieu*, *Hôtel-Dieu*, *chef-d'œuvre*, *avant-coureur*, *essuie-mains*, and *passe-partout*.

4. What is the difference in the meaning of the following: *Le haut ton* and *le ton haut*; *le grand air* and *l'air grand*; *un vilain homme* and *un homme vilain*; *un plaisant personage* and *un personage plaisant*.

5. When are the following words masculine—when feminine: *Crêpe*, *Manche*, *Mousse*, *pique*?

6. What is peculiar with regard to the following adjectives: *feu*, *demi*, *nu*?

7. When substantives are united by the conjunction *ou*, with which one does the adjective agree?

8. Some adjectives are placed before the noun, and some after it. Give a few examples with rules bearing on this.

University of Toronto.

ANNUAL EXAMINATIONS: 1866.

FIRST YEAR.

FRENCH.

HONORS AND SCHOLARSHIPS.

Examiner: MONSIEUR EMILE PERNET.

Translate :

ALVAREZ.

Quel mélange, grand Dieu, de tendresse et d'horreur !
L'assassin de mon fils est mon libérateur.
Zamore ! oui, je te dois des jours *que je déteste ;*
Tu m'as vendu bien cher un présent si funeste...
Je suis père, mais homme ; et *malgré* ta fureur,
Malgré la voix du sang qui parle à ma douleur,
Qui demande vengeance à mon âme éperdue,
La voix de tes bienfaits est encore entendue.
Et toi qui *fus ma fille*, et que, dans nos malheurs,
J'appelle encor d'un nom qui fait couler nos pleurs,
Va, ton père est bien loin de joindre à ses souffrances
Cet horrible plaisir que donnent les vengeances.
Il faut perdre à la fois par des coups inouïs,
Et mon libérateur, et ma fille, et mon fils.
Le conseil vous condamne : il a, dans sa colère,
Du fer de la vengeance armé la main d'un pére.
Je n'ai point refusé ce ministère affreux...
Et je viens le remplir, pour vous sauver tous deux.
Zamore, tu peux tout.

ALZIRE, Act V., Scene v.

Translate :

MONTÈZE.

Ma fille, où nous as-tu réduits ?
Voilà de ton amour les exécrables fruits.
Hélas ! nous demandions la grâce de Zamore :
Alvarez avec moi daignait parler encore ;
Un soldat à l'instant se présente à nos yeux ;
Cétait Zamore même, égaré furieux.
Par ce déguisement la vue était trompée ;
A peine entre ses mains j'aperçois une épée :
Entrer, voler *vers nous*, s'élancer sur Gusman,
L'attaquer, le frapper, n'est pour lui qu'un moment.
Le sang de ton époux rejaillit sur ton père :
Zamore, au même instant dépouillant sa colère,
Tombe aux pieds d'Alvarez, et tranquille et soumis,
Lui présentant ce fer teint, du sang de son fils :
" J'ai fait ce que j'ai dû, j'ai vengé mon injure ;
" Fais ton devoir, dit-il, et *venge la nature.*"
Alors il se prosterne, attendant le trépas.
Le père tout sanglant se jette entre mes bras ;
Tout se réveille ; on court, on s'avance, on s'écrie,
On vole à ton époux, on rappelle sa vie ;
On arrête son sang, on presse le secours
De cet art inventé pour conserver nos jours.
Tout le peuple à grand cris demande ton supplice ;
Du meurtre de son maître il te croit la complice.

ALZIRE.

Vouz pourriez !...

MONTÈZE.

Non, mon cœur ne t'en soupçonne pas ;
Non, le tien n'est pas fait pour de *tels attentats ;*
Capable d'une erreur, il ne l'est point d'un crime ;
Tes yeux s'étaient fermés sur le bord de l'abîme.
Je le souhaite ainsi, je le crois ; cependant
Ton époux va mourir des coups de ton amant.

ALZIRE, Act V., Scene ii.

Questions on the first passage :

1. *Mélange.* What is the meaning of this word in the plural ?

2. *Que je déteste.* Why?

3. *Malgré.* What is the meaning of this word when followed by *que*, and what part of speech is it? What does *bon gré, mal gré* mean?

4. *Fus ma fille.* Why no longer so?

5. What is the exact meaning of the author in using the word *va?*

6. Give the second per. plu. of the imp. of ind.; the third per. plu. of the past. def., and the third per. sing. of the past of the subj. of the following verbs which occur in the above passage: *dois, entendue, j'appelle, joindre, je viens, tu peux.*

Questions on the second passage:

1. *Ma fille, où, &c.* Can *où* be used for *lequel?* What does *d'où* express?

2. If a sentence implies extraction, birth, or any moral relation, could *d'où* be used? If it could not, state what word would be used.

3. *A peine.* What are the different meanings of this adverbial locution?

4. *Vers nous.* Give two French sentences showing the difference between *vers* and *envers.*

5. *Et venge la nature.* In what manner?

6. *Tout se réveille.* Supply the ellipsis, and state whether *tout* can be used in several acceptations. If so, give a sentence to illustrate each one.

7. *Vour pourriez!...* Finish the sentence commenced by Alzire.

8. *Tels attentats.* When can *tel* be construed with *que?*

9. Can *tel* ever be used for *ainsi,* or can it be followed by *quel?* If so, illustrate this with examples.

10. Give the following parts of the reflective verbs in the above passage:—third per. sing. of pret. ind.; second per. of pluperfect of ind.; third per. plu. of pret. ant.; second per. sing. of past of cond.; 3rd per. sing. of pluperfect of subj.

Translate into French:

Voltaire occupied at Potsdam one of the most beautiful apartments of the palace: he dwelt on the ground floor near the king, had a private table and carriages at his disposal. He had bargained for two wax tapers per day, and so many pounds of sugar, coffee, tea, and chocolate. Difficulties having arisen several times on account of these things, Frederick replied to the remonstrances of Voltaire, by saying: Come, my friend, you can well dispense with these trifles, they bring on you cares which are beneath your position: I shall order them to be withdrawn. From this time Voltaire sold regularly the twelve pounds of wax tapers that were given to him monthly; and every time he went to his apartments in the evening (which he did very often), he used to take one of the lighted tapers in the king's apartments, and invariably kept it.

University of Toronto.

ANNUAL EXAMINATIONS: 1866.

FIRST YEAR.

GERMAN.

Examiner: Rev. John Schulte, D.D., Ph.D.

I.

GRAMMATICAL QUESTIONS.

1. Decline: *der schöne Garten, die reine Seele, das gute Kind; Ein guter Mann, eine liebende Mutter, ein groszes Haus; Heller Tag, huebsche Tochter, kleines Feld.*

2. What is the termination of the dative plural, in all declensions?

3. How and when are the simple vowels *a, o, u,* changed in the plural?

4. How are diminutives formed?

5. Give a table of the declension of substantives.

6. Give a table of the declension of adjectives.

7. Give the comparative and superlative of *schoen, arm, kurz, edel, eben, lauter, gut, viel, hoch, nahe.*

8. Decline *ich, du, er.*

9. When is *worden,* and when is *geworden* used?

10. Give a table of the terminations of the persons of the present and imperfect.

II.

Translate:

Der Wolf auf dem Sterbebette.

Der Wolf lag in den letzten Zügen und schickte einen prüfenden Blick auf sein vergangenes Leben zurück. „Ich bin freilich ein Sünder,' sagte er, „aber doch hoffe ich, keiner von den größten. Ich habe Böses gethan; aber auch viel Gutes. Einsmals, erinnere ich mich, kam mir ein blöckendes Lamm, welches sich von der Heerde verirrt hatte, so nahe, daß ich es gar leicht hätte würgen können und ich that ihm nichts. Zu eben dieser Zeit hörte ich die Spöttereien und Schmähungen eines Schafes mit der bewundernswürdigsten Gleichgültigkeit an, ob ich schon keine schützenden Hunde zu fürchten hatte."

„Und das alles kann ich dir bezeugen," fiel ihm Freund Fuchs, der ihn zum Tode bereiten half, ins Wort. „Denn ich erinnere mich noch gar wohl aller Umstände dabei. Es war zu eben der Zeit, als du dich an dem Beine so jämmerlich würgtest, das dir der gutherzige Kranich hernach aus dem Schlunde zog."

ADLER, p. 6.

1. *Lag.* Give the infinitive and perfect participle of *lag.* What difference is there between *liegen* and *legen?*

2. Of what words is *Sterbebett* composed?

3. *Schickte.....zurueck.* In what class of sentences is the particle separated, and when is it not separated?

4. *Gethan.* Give the present and imperfect.

5. *Kam.* Give the infinitive and and perfect participle.

6. Conjugate the present of *Koennen.*

7. *Hoerte ich an.* Translate: As I listened to the invectives of the lamb, the dogs came.

8. In what questions or before what sentences is *ob* used?

9. *Zu fuerchten hatte.* Why is the verb here at the end of the sentence?

10. *Half.* Give the infinitive and perfect participle, and conjugate the present.

11. *Zum.....ins.* Explain these and similar contractions.

III.

HISTORY OF GERMAN LITERATURE.

1. When does the first period begin, and how far does it extend?

2. What remains of Ulphilas' translation of the Scriptures?

3. Give an account of the preservation of this venerable relic.

4. Give the character of the German language.

5. What were the labours of the monks during the Middle Ages, and what influence had they on German literature?

6. How far does the second period extend, and what does it contain?

7. What influence had the Crusades on German literature?

8. Give the character of the *Nibelungen-Lied.*

9. How far is Germany indebted to Luther with regard to the German tongue?

University of Toronto.

ANNUAL EXAMINATIONS: 1866.

FIRST YEAR.

GERMAN.

HONORS AND SCHOLARSHIPS.

Examiner: REV. JOHN SCHULTE, D.D., PH.D.

I.

Translate into German:

The greatness of the Roman people consisted almost solely in their martial career. There are some nations —for instance, the Hindoos—which are known rather by their religion, science, and poetry, than by their actions; but among the Romans we find little that can be called great and original, excepting their military exploits. They borrowed their education and their literature from the Greeks; and if they cultivated religion, science, and the fine arts, it was not with a pure devotion, but chiefly with reference to the glory of the State. This was the great object of all Roman ambition—to extend the glory of the Republic. For this many heroes sacrificed their lives in battle. As heroes died to defend the Republic, so the Republic lived only to produce heroes.

II.

Translate into English:

Da versetzte sogleich der Vater lebhaft und sagte:
Die Gesinnung ist löblich, und wahr ist auch die Geschichte,
Mütterchen, die du erzählst: denn so ist Alles begegnet.
Aber besser, ist besser. Nicht einen Jeden betrifft es,
Anzufangen von vorn sein ganzes Leben und Wesen;
Nicht soll Jeder sich quälen, wie wir und Andere thaten.

O, wie glücklich ist der, dem Vater und Mutter das Haus schon
Wohlbestellt übergeben, und der mit Gedeihen es ausziert!
Aller Anfang ist schwer, am schwersten der Anfang der Wirthschaft.
Mancherlei Dinge bedarf der Mensch, und Alles wird täglich
Theurer; da seh' er sich vor, des Geldes mehr zu erwerben.
Und so hoff' ich von dir, mein Hermann, daß du mir nächstens
In das Haus die Braut mit schöner Mitgift hereinführst;
Denn ein wackerer Mann verdient ein begütertes Mädchen,
Und es behaget so wohl, wenn mit dem gewünschten Weibchen
Auch in Körben und Kasten die nützliche Gabe hereinkommt.

GÖETHE'S *Hermann und Dorothea*, p. 16 & 17.

1. *Mütterchen, Weibchen.* What is *chen?* What meaning does it here add to *Mutter* and *Weib?*

2. *Nicht einen Jeden.....* Why the accusative?

3. *Betrifft es.* Give the imperfect. What is *es?*

4. *Anzufangen.* Of what is it composed? Give the imperfect indicative, and perfect participle.

5. *Sich quälen.* After what verbs is *zu* omitted before the infinitive?

6. *Nicht soll.* Give the definition of *auxilary verbs of mood.* Enum[illegible] them.

7. *Thaten* [illegible] the present infinitive and perfect participle.

8. *Wohlbestellt.* Of what is it composed?

9. *Am schwersten.* Explain.

10. *Mancherlei.* What difference is there between *manche, mancherlei, viele, etliche?*

11. *Bedarf.* Conjugate the present.

12. *Da seh' er sich vor.* Why is *vor* separated from the verb?

13. *Mehr.* Give the positive and superlative.

14. Give the inseparable compound verbs in the first ten lines.

University of Toronto.

ANNUAL EXAMINATIONS: 1866.

FIRST YEAR.

NATURAL HISTORY.

Examiner: Rev. Professor Hincks, F.L.S.

1. What organs appear in the more perfect plants? In what two divisions are they comprised?

2. Weak climbing stems distinguished according to the mode in which they support themselves, the direction of their growth, the nature of their clasping organs.

3. Structure and parts of a leaf: What is most important in their study? Give the leading divisions, and mention what secondary distinctions are required in specific description?

4. Function of the flower: its origin: its essential and accessory parts: names of the circles and their component organs: circumstances which explain the differences among flowers.

5. Parts of the fully formed ovule and distinctions founded on their relative position.

6. Sub-kingdoms and classes of the vegetable kingdom.

7. General arrangement of the animal kingdom as far as the classes in each sub-kingdom.

8. Sense of touch, general and special: what organ is peculiarly adapted for obtaining the perceptions of this sense in man? What other provisions are made in other animals and in inferior creatures?

9. Give a general description of the organ of voice, and the mechanism by which it acts in man. What is the nature of the organ in birds, and how is its action modified?

10. In what animal tissue does motive force reside, and what stimulus (how applied) is necessary to its activity?

11. What is peculiar in the relation of the germ to the ovum, to several sub-kingdoms of the animal kingdom?

12. Describe the accessory means of re-production in the animal kingdom.

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ANNUAL EXAMINATIONS: 1866.

FIRST YEAR.

CHEMISTRY.

HONORS.

Examiner: HENRY CROFT, D.C.L.

1. Explain the radiation of cold, and the thermometric equilibrium.

2. Account for the formation of dew, and explain the construction and action of Daniel's hygrometer.

3. Account for the land and sea breezes.

4. Why is the temperature of water lowered when nitre is dissolved in it?

5. A manufacturer wishes to convert 294 lbs. of carbonate of barium into nitrate and the same quantity into sulphate. How much of each acid must he employ, and what quantity of each salt should be obtained?

$Ba = 68 \quad O = 16 \quad C = 6 \quad S = 16 \quad N = 14.$

6. Explain the principle of taking the specific gravities of solids and liquids.

7. In what respects does ozone resemble chlorine and differ from oxygen?

8. Describe the preparation of pure hydrochloric acid.

9. Describe the preparation of carbonic oxide, bisulphide of carbon, and chloride of silicon.

10. Mention some minerals containing potassium, and describe the preparation of the metal.

11. What oxides of copper are known? What are their colours in a hydrated and anhydrous state?

12. How are the two modifications of oxide of mercury obtained? In what respects do they differ?

T

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ANNUAL EXAMINATIONS: 1866.

SECOND YEAR.

GREEK.

Examiners: { REV. JOHN McCAUL, LL.D.,
WILLIAM H. KERR, M.A.

I.

Translate :

Ὡς εἰπὼν ῥάκεα μεγάλης ἀποέργαθεν οὐλῆς.
Τὼ δ' ἐπεὶ εἰσιδέτην εὖ τ' ἐφράσσαντο ἕκαστα,
Κλαῖον ἄρ' ἀμφ' Ὀδυσῆϊ δαΐφρονι χεῖρε βαλόντε,
Καὶ κύνεον ἀγαπαζόμενοι κεφαλήν τε καὶ ὤμους.
Ὡς δ' αὔτως Ὀδυσεὺς κεφαλὰς καὶ χεῖρας ἔκυσσεν.
Καί νύ κ' ὀδυρομένοισιν ἔδυ φάος ἠελίοιο,
Εἰ μὴ Ὀδυσσεὺς αὐτὸς ἐρύκακε, φώνησέν τε·
"Παύεσθον κλαυθμοῖο γόοιό τε, μή τις ἴδηται
Ἐξελθὼν μεγάροιο, ἀτὰρ εἴπῃσι καὶ εἴσω.
Ἀλλὰ προμνηστῖνοι ἐσέλθετε, μηδ' ἅμα πάντες,
Πρῶτος ἐγώ, μετὰ δ' ὕμμες· ἀτὰρ τόδε σῆμα τετύχθω.
Ἄλλοι μὲν γὰρ πάντες, ὅσοι μνηστῆρες ἀγαυοί,
Οὐκ ἐάσουσιν ἐμοὶ δόμεναι βιὸν ἠδὲ φαρέτρην·
Ἀλλὰ σύ, δῖ' Εὔμαιε, φέρων ἀνὰ δώματα τόξον
Ἐν χείρεσσιν ἐμοὶ θέμεναι, εἰπεῖν τε γυναιξὶν
Κληῖσαι μεγάροιο θύρας πυκινῶς ἀραρυίας,
Ἤν δέ τις ἢ στοναχῆς ἠὲ κτύπου ἔνδον ἀκούσῃ
Ἀνδρῶν ἡμετέροισιν ἐν ἕρκεσι, μή τι θύραζε
Προβλώσκειν, ἀλλ' αὐτοῦ ἀκὴν ἔμεναι παρὰ ἔργῳ.
Σοὶ δὲ, Φιλοίτιε δῖε, θύρας ἐπιτέλλομαι αὐλῆς
Κληῖσαι κληῖδι, θοῶς δ' ἐπὶ δεσμὸν ἰῆλαι."

Ὣς εἰπὼν εἰσῆλθε δόμους εὖ ναιετάοντας.
Ἕζετ' ἔπειτ' ἐπὶ δίφρον ἰὼν, ἔνθεν περ ἀνέστη.
Ἐς δ' ἄρα καὶ τὼ δμῶε ἴτην θείου Ὀδυσῆος.
Εὐρύμαχος δ' ἤδη τόξον μετὰ χερσὶν ἐνώμα,
Θάλπων ἔνθα καὶ ἔνθα σέλαι πυρός· ἀλλά μιν οὐδ' ὣς
Ἐντανύσαι δύνατο, μέγα δ' ἔστενε κυδάλιμον κῆρ.

HOMER, *Odyssey*, xxi., vv. 221–247.

1. Parse ἀποέργαθεν, τέτυχθω, θέμεναι, ἰῆλαι, ἀραρυίας, and ἴτην.

2. Write brief notes on αὔτως, προμνηστῖνοι, κληῖδι, δίφρον, and δμῶε.

3. Scan the spondaic verse in the extract.

4. Explain any metrical peculiarities which you notice.

5. Give the ordinary forms of the dialectic varieties of the nouns and pronouns in the extract.

II.

1. Write a brief account of the Cyclic poets.

2. What portions of the Odyssey have been regarded as spurious?

3. What arguments for the Ithacan origin of Homer? What difficulties in identifying the ancient Ithaca?

III.

Translate:

Ἦν μὲν οὖν δίκαιον, ὦ ἄνδρες Ἀθηναῖοι, τοὺς ἐνεγκόντας τὰς ὑποσχέσεις, ἐφ' αἷς ἐπείσθητε ποιήσασθαι τὴν εἰρήνην, καλεῖν· οὔτε γὰρ αὐτὸς ἄν ποτε ὑπέμεινα πρεσβεύειν, οὔτ' ἂν ὑμεῖς οἶδ' ὅτι ἐπαύσασθε πολεμοῦντες, εἰ τοιαῦτα πραξειν τυχόντ' εἰρήνης Φίλιππον ᾤεσθε· ἀλλ' ἦν πολὺ τούτων ἀφεστηκότα τὰ τότε λεγόμενα· καὶ πάλιν γ' ἑτέρους καλεῖν, τίνας; τοὺς ὅτ' ἐγὼ γεγονυίας ἤδη τῆς εἰρήνης ἀπὸ τῆς ὑστέρας ἥκων πρεσβείας τῆς ἐπὶ τοὺς ὅρκους, αἰσθόμενος φενακιζομένην τὴν πόλιν, προὔλεγον καὶ διεμαρτυρόμην καὶ οὐκ εἴων προέσθαι Πύλας οὐδὲ Φωκέας, λέγοντας ὡς ἐγὼ μὲν ὕδωρ πίνων εἰκότως δύστροπος καὶ δύσκολός εἰμι τις ἄνθρωπος, Φίλιππος δ' ἅπερ εὔξαισθ' ἂν

ὑμεῖς, ἐὰν παρέλθῃ, πράξει, καὶ Θεσπιὰς μὲν καὶ Πλαταιὰς τειχιεῖ, Θηβαίους δὲ παύσει τῆς ὕβρεως, Χερρόνησον δὲ τοῖς αὐτοῦ τέλεσι διορύξει, Εὔβοιαν δὲ καὶ τὸν Ὠρωπὸν ἀντ' Ἀμφιπόλεως ὑμῖν ἀποδώσει· ταῦτα γὰρ ἅπαντα ἐπί τοῦ βήματος ἐνταυθὶ μνημονεύετ' οἶδ' ὅτι ῥηθέντα, καίπερ ὄντες οὐ δεινοὶ τοὺς ἀδικοῦντας μεμνῆσθαι. καὶ τὸ πάντων αἴσχιστον, καὶ τοῖς ἐκγόνοις πρὸς τὰς ἐλπίδας τὴν αὐτὴν εἰρήνην εἶναι ταύτην ἐψηφίσασθε· οὕτω τελέως ὑπήχθητε. τί δὴ ταῦτα νῦν λέγω καὶ καλεῖν φημὶ δεῖν τούτους; ἐγὼ νὴ τοὺς θεοὺς τἀληθῆ μετὰ παρρησίας ἐρῶ πρὸς ὑμᾶς καὶ οὐκ ἀποκρύψομαι, οὐχ ἵν' εἰς λοιδορίαν ἐμπεσὼν ἐμαυτῷ μὲν ἐξ ἴσου λόγον παρ' ὑμῖν ποιήσω, τοῖς δ' ἐμοὶ προσκρούσασιν ἐξ ἀρχῆς καινὴν παράσχω πρόφασιν τοῦ πάλιν τι λαβεῖν παρὰ Φιλίππου, οὐδ' ἵνα τὴν ἄλλως ἀδολεσχῶ. ἀλλ' οἶμαί ποθ' ὑμᾶς λυπήσειν ἃ Φίλιππος πράττει μᾶλλον ἢ τὰ νυνί.

DEMOSTHENES, *Phil.* ii.

1. Distinguish the embassies relative to the peace.

2. Describe the position of *Thespiæ*, *Platææ*, *Oropus*, and *Amphipolis*.

3. Give different readings.

4. Parse προὔλεγον, ἐίων, προέσθαι, τειχιεῖ, ὑπήχθητε, and παράσχω.

5. Explain the meaning of τὴν ἄλλως.

IV.

1. Write a brief account of the sacred wars.

2. Describe the buildings and places of interest on the Acropolis.

3. On what grounds did Demosthenes advocate the peace?

V.

1. Give examples in Greek and Latin of genitives after adverbs of place.

2. What prepositions are never compounded with verbs?

3. Distinguish the uses of the middle as direct, indirect, subjective and causative.

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ANNUAL EXAMINATIONS: 1866.

SECOND YEAR.

LATIN.

Examiners: { REV. JOHN MCCAUL, LL.D.
WILLIAM H. C. KERR, M.A.

I.

Translate:

Si quando sedem angustam servataque mella
Thesauris relines, prius haustu sparsus aquarum
Ora fove, fumosque manu prætende sequaces.
Bis gravidos cogunt fœtus, duo tempora messis;
Taygete simul os terris ostendit honestum
Pleias, et Oceani spretos pede reppulit amnes;
Aut eadem sidus fugiens ubi Piscis aquosi
Tristior hibernas cœlo descendit in undas.
Illis ira modum supra est, læsæque venenum
Morsibus inspirant, et spicula cæca relinquunt
Affixæ venis, animasque in vulnere ponunt.
Sin duram metuens hiemem, parcesque futuro,
Contusosque animos et res miserabere fractas,
At suffire thymo, cerasque recidere inanes,
Quis dubitet? nam sæpe favos ignotus adedit
Stellio, et lucifugis congesta cubilia blattis,
Immunisque sedens aliena ad pabula fucus;
Aut asper crabro imparibus se immiscuit armis;
Aut dirum, tineæ, genus; aut invisa Minervæ
Laxos in foribus suspendit aranea casses.
Quo magis exhaustæ fuerint, hoc acrius omnes
Incumbent generis lapsi sarcire ruinas,
Complebuntque foros, et floribus horrea texent.

VIRGIL, *Georgics*, B. IV., vv. 228–250.

1. Give an outline of Virgil's treatment of the subject of bees, their history and management.

2. What was the ancient belief with regard to the origin of honey? What natural phenomenon favored this opinion?

3. *Prius sparsus.* Why was this admonition necessary?

4. *Duo tempora messis.* What two days in our calendar does Virgil indicate as the proper honey-harvests?

5. *Oceani amnes.* What is meant?

6. *Invisa Minervæ aranea.* Why?

7. Mark the quantity of each syllable in the words: *thesauris, Taygete, Pleias, Oceani, genus,* and *aranea,* giving your authority therefor.

8. Parse *relines, fove, eadem, parces, stellio, cubilia,* and *texent.*

9. Distinguish between *sidus* and *stella; tristior* and *mæstior; ira* and *iracundia; amnis, flumen* and *rivus.*

II.

Translate:

Recognosco tandem mecum noctem illam superiorem: jam intelliges multo me vigilare acrius ad salutem, quam te ad perniciem reipublicæ. Dico te priori nocte venisse inter falcarios (non agam obsure) in M. Læcæ domum: convenisse eodem complures ejusdem amentiæ scelerisque socios. Num negare audes? Quid taces? Convincam, si negas. Video enim esse hic in senatu quosdam, qui tecum una fuere. O dii immortales? ubinam gentium sumus? quam rempublicam habemus? in qua urbe vivimus? Hic, hic sunt, in nostro numero, patres conscripti, in hoc orbis terræ sanctissimo gravissimoque consilio, qui de meo nostrumque omnium interitu, qui de hujus urbis atque adeo orbis terrarum exitio cogitent. Hosce ego video consul et de republica sententiam rogo, et, quos ferro trucidari oportebat, eos nondum voce vulnero. Fuisti igitur apud Læcam illa nocte, Catilina: distribuisti partes Italiæ: statuisti, quo quemque proficisci placeret: delegisti quos Romæ relinqueres, quos tecum educeres: descripsisti Urbis partes ad incendia: confirmasti, te ipsum jam esse exiturum: dixisti paullulum tibi esse etiam nunc moræ, quod ego viverem. Reperti sunt duo equites Romani,

qui te ista cura liberarent, et sese illa ipsa nocte paullo ante lucem me meo in lectulo interfecturos pollicerentur. Hæc ego omnia, vixdum etiam cœtu vestro dimisso, comperi: domum meam majoribus præsidiis munivi atque firmavi: exclusi eos, quos tu mane ad me salutatum miseras, quum illi ipsi venissent, quos ego jam multis ac summis viris ad me id temporis venturos esse prædixeram.

CICERO, *Oratio in Catilinam*, I., ch. iv.

1. *Priori nocte.* Give the date of this speech?

2. *Convenisse complures.* Mention the principal ringleaders in Catiline's conspiracy.

3. *Hic in senatu.* Where was the Senate sitting on the occasion of this oration?

4. *Duo equites.* Who were these?

5. *Hæc ego omnia comperi.* How did Cicero become possessed of these facts?

6. In what prior conspiracy had Catiline been engaged, and what was its result?

7. Where and when did Catiline fall?

III.

Translate:

Sed ut omittam communem causam, veniamus ad nostram. Utrum tandem existimas facilius fuisse, Tubero, Ligarium ex Africa exire an vos in Africam non venire? Poteramusne, inquies, quum senatus censuisset? Si me consulis, nullo modo. Sed tamen Ligarium senatus idem legaverat. Atque ille eo tempore paruit, quum parere senatui necesse erat: vos tunc paruistis, quum paruit nemo, nisi qui voluit. Reprehendo igitur? Minime vero. Neque enim licuit aliter vestro generi, nomini, familiæ, disciplinæ. Sed hoc non concedo, ut, quibus rebus gloriemini in vobis, easdem in aliis reprehendatis.

CICERO, *Pro Ligario*, c. vii.

1. *Ligarium ex Africa exire.* Explain the allusion.

2. *Senatus censuit.* What were the numbers, constitution and powers of the Senate when originally established, as compared with the Senate *temp. Ciceronis?*

3. *Nomini.* Take the name *L. Ælius Tubero.* Show the respective value of each of these three names in distinguishing the individual. What was the Latin designation for each?

4. *Familiæ.* Describe briefly the constitution of the Roman family, with particular reference to the legal position of its different members.

5. When, under what law, and before what tribunal, was Ligarius arraigned and put upon his trial? Who was associated with Cicero in his defence?

6. Give the date, place and circumstances of the death (1) of Cicero, (2,) of Virgil.

University of Toronto.

ANNUAL EXAMINATIONS: 1866.

SECOND YEAR.

GREEK.

HONORS AND SCHOLARSHIPS.

Examiners: { REV. JOHN MCCAUL, LL.D.
WILLIAM H. C. KERR, M.A.

I.

Translate:

"Ἕκτορ, ἐγὼ δύστηνος· ἰῇ ἄρα γιγνόμεθ' αἴσῃ
Ἀμφότεροι, σὺ μὲν ἐν Τροίῃ Πριάμου κατὰ δῶμα,
Αὐτὰρ ἐγὼ Θήβῃσιν ὑπὸ Πλάκῳ ὑλήεσσῃ
Ἐν δόμῳ Ἠετίωνος, ὅ μ' ἔτρεφε τυτθὸν ἐοῦσαν,
Δύσμορος αἰνόμορον· ὡς μὴ ὤφελλε τεκέσθαι.
Νῦν δὲ σὺ μὲν Ἀΐδαο δόμους ὑπὸ κεύθεσι γαίης
Ἔρχεαι, αὐτὰρ ἐμὲ στυγερῷ ἐνὶ πένθεϊ λείπεις
Χήρην ἐν μεγάροισι· πάϊς δ' ἔτι νήπιος αὔτως,
Ὃν τέκομεν σύ τ' ἐγώ τε δυσάμμοροι· οὔτε σὺ τούτῳ
Ἔσσεαι, Ἕκτορ, ὄνειαρ, ἐπεὶ θάνες, οὔτε σοὶ οὗτος.
Ἤν περ γὰρ πόλεμόν γε φύγῃ πολύδακρυν Ἀχαιῶν,
Αἰεί τοι τούτῳ γε πόνος καὶ κήδε' ὀπίσσω
Ἔσσονται· ἄλλοι γάρ οἱ ἀπουρήσουσιν ἀρούρας.
Ἦμαρ δ' ὀρφανικὸν παναφήλικα παῖδα τίθησιν·
Πάντα δ' ὑπεμνήμυκε, δεδάκρυνται δὲ παρειαί.
Δευόμενος δέ τ' ἄνεισι πάϊς ἐς πατρὸς ἑταίρους,
Ἄλλον μὲν χλαίνης ἐρύων, ἄλλον δὲ χιτῶνος·
Τῶν δ' ἐλεησάντων κοτύλην τις τυτθὸν ἐπέσχεν,
Χείλεα μέν τ' ἐδίην', ὑπερῴην δ' οὐκ ἐδίηνεν.
Τὸν δὲ καὶ ἀμφιθαλὴς ἐκ δαιτύος ἐστυφέλιξεν,
Χερσὶν πεπληγὼς καὶ ὀνειδείοισιν ἐνίσσων·
'Ἔρρ' οὕτως· οὐ σός γε πατὴρ μεταδαίνυται ἡμῖν.'

HOMER, *Iliad*, xxii., vv. 477–498.

1. Write a brief account of the different cities called *Thebes*.

2. Derive *ἀπουρήσουσιν, ἀρούρας, παναφήλικα, ὑπερῴην, ἀμφιθαλής*.

3. Who were the *στιχῳδοὶ* and *ῥαψῳδοί*?

4. Write down the case-endings of the declensions with the dialectic varieties.

5. Parse the words in this extract that are in the Perfect or the second Aorist.

6. Scan the Spondaic verses in this extract, and in that from Hesiod.

II.

Translate:

Τισσαφέρνης δὲ αἰσθόμενος τοῦτο τὸ ἐπιχείρημα, στρατιάν τε συνέλεγε πολλὴν καὶ ἱππεῖς ἀπέστελλε παραγγέλλων πᾶσιν εἰς Ἔφεσον βοηθεῖν τῇ Ἀρτέμιδι. Θράσυλλος δὲ ἑβδόμῃ καὶ δεκάτῃ ἡμέρᾳ μετὰ τὴν εἰσβολὴν εἰς Ἔφεσον ἔπλευσε, καὶ τοὺς μὲν ὁπλίτας πρὸς τὸν Κορησσὸν ἀποβιβάσας, τοὺς δὲ ἱππεῖς καὶ πελταστὰς καὶ ἐπιβάτας καὶ τοὺς ἄλλους πάντας πρὸς τὸ ἕλος ἐπὶ τὰ ἕτερα τῆς πόλεως, ἅμα τῇ ἡμέρᾳ προσῆγε δύο στρατόπεδα. οἱ δ' ἐκ τῆς πόλεως ἐβοήθησαν σφίσιν, οἵ τε σύμμαχοι οὓς Τισσαφέρνης ἤγαγε, καὶ Συρακόσιοι οἵ τ' ἀπὸ τῶν προτέρων εἴκοσι νεῶν καὶ ἀπὸ ἑτέρων πέντε, αἳ ἔτυχον τότε παραγενόμεναι, νεωστὶ ἥκουσαι μετὰ Εὐκλέους τε τοῦ Ἱππωνος καὶ Ἡρακλείδου τοῦ Ἀριστογένους στρατηγῶν, καὶ Σελινούσιαι δύο. οὗτοι δὲ πάντες πρῶτον μὲν πρὸς τοὺς ὁπλίτας τοὺς ἐν Κορησσῷ ἐβοήθησαν· τούτους δὲ τρεψάμενοι καὶ ἀποκτείναντες ἐξ αὐτῶν ὡς εἰ ἑκατὸν καὶ εἰς τὴν θάλατταν καταδιώξαντες πρὸς τοὺς παρὰ τὸ ἕλος ἐτράποντο. ἔφυγον δὲ κἀκεῖ οἱ Ἀθηναῖοι, καὶ ἀπώλοντο αὐτῶν ὡς τριακόσιοι. οἱ δὲ Ἐφέσιοι τρόπαιον ἐνταῦθα ἔστησαν καὶ ἕτερον πρὸς τῷ Κορησσῷ. τοῖς δὲ Συρακοσίοις καὶ Σελινουσίοις κρατίστοις γενομένοις ἀριστεῖα ἔδωκαν καὶ κοινῇ καὶ ἰδίᾳ πολλοῖς, καὶ οἰκεῖν ἀτέλειαν ἔδοσαν τῷ βουλομένῳ ἀεὶ· Σελινουσίοις δέ, ἐπεὶ ἡ πόλις ἀπωλώλει, καὶ πολιτείαν ἔδοσαν.

Xenophon, *Hellenics*, B. I.

1. What period of time is comprehended in the *Hellenics?*

2. Write notes on Ἀρτέμιδι, ὁπλίτας, πελταστὰς, ἐπιβάτας, τρόπαιον, ἀριστεῖα, ἀτέλεια, and πολιτεία.

3. τῷ βουλομένῳ ἀεὶ. What is the force of ἀεὶ?

4. Define the position of *Coressus.*

5. Decline *Selinus*, and give similar examples.

6. Write a sketch of the life of Alcibiades, with dates.

III.

Translate:

Καίτοι πάντ' ὅσα ἐξημάρτηται καὶ Λακεδαιμονίοις ἐν ἐν τοῖς τριάκοντ' ἐκείνοις ἔτεσι καὶ τοῖς ἡμετέροις προγόνοις ἐν τοῖς ἑβδομήκοντα, ἐλαττονά ἐστιν, ὦ ἄνδρες Ἀθηναῖοι, ὧν Φίλιππος ἐν τρισὶ καὶ δέκα οὐχ ὅλοις ἔτεσιν οἷς ἐπιπολάζει ἠδίκηκε τοὺς Ἕλληνας, μᾶλλον δὲ οὐδὲ πολλοστὸν μέρος τούτων ἐκεῖνα. καὶ τοῦτο, ἐκ βραχέος λόγου ῥᾴδιον δεῖξαι. Ὄλυνθον μὲν δὴ καὶ Μεθώνην καὶ Ἀπολλωνίαν καὶ δύο καὶ τριάκοντα πολεις ἐπὶ Θρᾴκης ἐῶ, ἃς ἁπάσας οὕτως ὠμῶς ἀνῄρηκεν ὥστε μηδ' εἰ πώποτ' ᾠκήθησαν προσελθόντ' εἶναι ῥᾴδιον εἰπεῖν· καὶ τὸ Φωκέων ἔθνος τοσοῦτον ἀνῃρημένον σιωπῶ. ἀλλὰ Θετταλία πῶς ἔχει; οὐχὶ τὰς πολιτείας [καὶ τὰς πόλεις] αὐτῶν παρῄρηται καὶ τετραρχίας κατέστησεν, ἵνα μή μόνον κατὰ πόλεις, ἀλλὰ καὶ ἔθνη δουλεύωσιν; αἱ δ' ἐν Εὐβοίᾳ πόλεις οὐκ ἤδη τυραννοῦνται, καὶ ταῦτα ἐν νήσῳ πλησίον Θηβῶν καὶ Ἀθηνῶν; οὐ διαρρήδην εἰς τὰς ἐπιστολὰς γράφει "ἐμοὶ δ' ἐστὶν εἰρήνη πρὸς τοὺς ἀκούειν ἐμοῦ βουλομένους;" καὶ οὐ γράφει μὲν ταῦτα, τοῖς δ' ἔργοις οὐ ποιεῖ, ἀλλ' ἐφ' Ἑλλήσποντον οἴχεται, πρότερον ἧκεν ἐπ' Ἀμβρακίαν, Ἦλιν ἔχει τηλικαύτην πόλιν ἐν Πελοποννήσῳ, Μεγάροις ἐπεβούλευσε πρώην, οὔθ' ἡ Ἑλλὰς οὔδ' ἡ βάρβαρος τὴν πλεονεξίαν χωρεῖ τἀνθρώπου.

DEMOSTHENES, *Philippic*, III.

1. Define the periods, as stated here, of the Spartan, Athenian, and Macedonian hegemony. What other statement does Demosthenes make as to the Athenian supremacy? How are the two reconciled?

2. Describe the positions of *Olynthus*, *Methone*, *Apollonia*, *Ambracia*, *Elis*, and *Megara*.

3. Give an account of the condition of Thrace at the time of Philip's invasion of it.

4. Why were the people of Thessaly friendly towards Philip?

5. Explain the meaning of *λειτουργίαι*, *συμμορίαι*, *φόροι*, *τέλη*, *ταξίαρχος*, *φύλαρχος*, *οἱ τριακόσιοι*.

6. On what grounds has it been asserted that the conjugation in *μι* represents the oldest and purest form of Greek verbal inflexions?

IV.

Translate:

δὴ τότ' ἀπ' εὐπλεκέων δίφρων θόρον αἶψ' ἐπὶ γαῖαν
παῖς τε Διὸς μεγάλου καὶ Ἐνυαλίοιο ἄνακτος.
ἡνιοχοι δ' ἔμπλην ἔλασαν καλλίτριχας ἵππους·
τῶν δ' ὑπὸ σευομένων κανάχιζε πόσ' εὐρεῖα χθών.
ὡς δ' ὅτ' ἀφ' ὑψηλῆς κορυφῆς ὄρεος μεγάλοιο
πέτραι ἀποθρώσκωσιν, ἐπ' ἀλλήλαις δὲ πέσωσι,
πολλαὶ δὲ δρῦς ὑψίκομοι, πολλαὶ δέ τε πεῦκαι
αἴγειροί τε τανύρριζοι ῥήγνυνται ὑπ' αὐτῶν
ῥίμφα κυλινδομένων, εἴως πεδίονδ' ἀφίκωνται·
ὣς οἱ ἐπ' ἀλλήλοισι πέσον μέγα κεκλήγοντες.
πᾶσα δὲ Μυρμιδόνων τε πόλις κλειτή τ' Ἰαωλκὸς
Ἄρνη τ' ἠδ' Ἑλίκη Ἄνθειά τε ποιήεσσα
φωνῇ ὕπ' ἀμφοτέρων μέγα ἴαχον· οἱ δ' ἀλαλητῷ
θεσπεσίῳ σύνισαν· μέγα δ' ἔκτυπε μητίετα Ζεύς,
κὰδ δ' ἄρ' ἀπ' οὐρανόθεν ψιάδας βαλεν αἱματέσσας,
σῆμα τιθεὶς πολέμοιο ἑῷ μεγαθαρσέϊ παιδί.
οἷος δ' ἐν βήσσῃς ὄρεος χαλεπὸς προϊδέσθαι
κάπρος χαυλιόδων φρονέει θυμῷ μαχέσασθαι
ἀνδράσι θηρευτῇς, θήγει δέ τε λευκὸν ὀδόντα
δοχμωθείς, ἀφρὸς δὲ περὶ στόμα μαστιχόωντι
λείβεται, ὄσσε δὲ οἱ πυρὶ λαμπετόωντι ἐίκτην,
ὀρθὰς δ' ἐν λοφιῇ φρίσσει τρίχας ἀμφὶ τε δειρήν·
τῷ ἴκελος Διὸς υἱὸς ἀφ' ἱππείου θόρε δίφρου.

HESIOD, *Scut. Hercul.*, vv. 370–392.

University of Toronto.

ANNUAL EXAMINATIONS : 1866.

SECOND YEAR.

LATIN.

HONORS.

Examiners : { REV. JOHN MCCAUL, LL.D.
WILLIAM H. C. KERR, M.A.

I.

Translate :

Ergo inter sese paribus concurrere telis
Romana acies iterum videre Philippi;
Nec fuit indignum superis, bis sanguine nostro
Emathiam et latos Hæmi pinguescere campos.
Scilicet et tempus veniet, quum finibus illis
Agricola, incurvo terram molitus aratro,
Exesa inveniet scabra rubigine pila,
Aut gravibus rastris galeas pulsabit inanes,
Grandiaque effossis mirabitur ossa sepulcris.
Di patrii, Indigetes, et Romule, Vestaque mater,
Quæ Tuscum Tiberim et Romana Palatia servas,
Hunc saltem everso juvenem succurrere sæclo
Ne prohibete! Satis jam pridem sanguine nostro
Laomedonteæ luimus perjuria Trojæ.
Jam pridem nobis cœli te regia, Cæsar,
Invidet, atque hominum queritur curare triumphos:
Quippe ubi fas versum atque nefas; tot bella per orbem,
Tam multæ scelerum facies; non ullus aratro
Dignus honos; squalent abditis arva colonis,
Et curvæ rigidum falces conflantur in ensem;
Hinc movet Euphrates, illinc Germania, bellum;
Vicinæ ruptis inter se legibus urbes
Arma ferunt; sævit toto Mars impius orbe:

Ut, quum carceribus sese effudere quadrigæ,
Addunt in spatia, et, frustra retinacula tendens,
Fertur equis auriga, neque audit currus habenas.

VIRGIL, *Georgics*, I, vv. 492–515.

1. *Ergo.* Why? *Iterum.* Explain, giving dates.

2. *Philippi, Emathia, Hæmus.* Whence derived? Where situate? What is their modern names?

3. *Tiberim.* Why called *Tuscum?* *Palatia.* Why is this hill named? Why was Rome called "*urbs septicollis?*"

4. *Juvenem.* What age was this youth at the period of which Virgil is speaking? Give this date.

5. Explain the allusions in *tot bella per orbem*, and *Hinc movet Euphrates, illinc Germania, bellum.*

6. Write notes explanatory of *carceres* and *addunt in spatia.*

7. Give the derivations of *carcer, quadrigæ, spatium, retinaculum, auriga* and *habena.*

II.

Translate:

a. Jam pauca aratro jugeraregiæ
Moles reliquent, undique latius
Extenta visentur Lucrino
Stagna lacu, platanusque cœlebs

Evincet ulmos; tum violaria et
Myrtus et omnis copia narium
Spargent olivetis odorem,
Fertilibus domino priori;

Tum spissa ramis laurea fervidos
Excludet ictus. Non ita Romuli
Præscriptum et intonsi Catonis
Auspiciis veterumque norma.

Privatus illis census erat brevis,
Commune magnum: nulla decempedis
Metata privatis opacam
Porticus excipiebat arcton,

Nec fortuitum spernere cespitem
Leges sinebant, oppida publico
Sumptu jubentes et deorum
Templa novo decorare saxo.

(*b.*) Altera jam teritur bellis civilibus ætas,
Suis et ipsa Roma viribus ruit :
Quam neque finitimi valuerunt perdere Marsi
Minacis aut Etrusca Porsenæ manus,
Æmula nec virtus Capuæ, nec Spartacus acer
Novisque rebus infidelis Allobrox,
Nec fera cærulea domuit Germania pube
Parentibusque abominatus Hannibal ;
Impia perdemus devoti sanguinis ætas,
Ferisque rursus occupabitur solum !

HORACE, *Odes and Epodes.*

a. Justify the censures of Horace on the luxury of his age.

b. Explain briefly, introducing dates, the various attacks against the Roman empire here referred to.

III.

Translate :

Quid ? C. Cassius, in ea familia natus, quæ non modo dominatum, sed ne potentiam quidem cujusquam ferre potuit, me auctorem, credo, desideravit : qui etiam sine his clarissimis viris hanc rem in Cilicia ad ostium fluminis Cydni confecisset, si ille ad eam ripam, quam constituerat, non ad contrariam naves appulisset. Cn. Domitium non patris interitus, clarissimi viri, non avunculi mors, non spoliatio dignitatis ad recuperandam libertatem, sed mea auctoritas excitavit ? An C. Trebonio ego persuasi ? cui ne suadere quidem ausus essem. Quo etiam majorem ei res publica gratiam debet, qui libertatem populi Romani unius amicitiæ præposuit depulsorque dominatus quam particeps esse maluit. An L. Tillius Cimber me est auctorem secutus ? quem ego magis fecisse illam rem sum admiratus quam facturum putavi : admiratus autem ob eam causam, quod immemor beneficiorum, memor patriæ fuisset. Quid duos Servilios ? Cascas dicam an Ahalas ? et hos auctoritate mea censes excitatos potius quam caritate rei publicæ ?

CICERO, *Philippic* ii., §§26, 27.

1. Write notes on the proper names, and explain the historical allusions in the extract.

2. What circumstances gave rise to the composition of this oration?

3. Write notes on the following words and phrases: *Cedant arma togæ—Duo tempora inciderunt quibus aliquid contra Cæsarem Pompeio suaserim—prævaricator—cui bono fuerit—Victor e Thessalia Brundisium revertisti—antesignanus—hora diei decima—Gallicis et lacerna—tabellarius—syngrapha.*

IV.

1. Briefly review the rise and progress of epic poetry among the Romans.

2. Classify the Roman writers of lyric and dramatic poetry, introducing dates where you can.

3. What orators contemporary with Cicero?

V.

Translate:

> Sed si fuerim aut in honoribus petendis nimis ambitiosus; (non hanc dico popularem ambitionem, cujus me principem confiteor; sed illam perniciosam contra leges, cujus primos ordines Sallustius duxit;) aut in gerendis magistratibus, aut in judicandis maleficiis, tam severus; aut in tuenda republica tam vigilans; quam tu proscriptionem vocas: credo, quod non omnes tui similes incolumes in hac urbe vixissent. At quanto meliore loco respublica tuenda staret, si tu, par ac similis scelestorum civium, una cum illis annumeratus esses? An ego tunc falso scripsi, "Cedant arma togæ;" qui togatus armatos, et pace bellum oppressi? An illud mentitus sum,
>
> "O fortunatam natam, me consule, Romam?"
>
> qui tantum intestinum bellum, et domesticum urbis incendium exstinxi? Neque te tui piget, homo levissime, cum ea culpas, quæ in Historiis mihi gloriæ ducis? An turpius est, Patres Conscripti, scribentem mentiri, quam illum palam hoc ordine dicentem?

University of Toronto.

ANNUAL EXAMINATIONS: 1866.

SECOND YEAR.

MECHANICS.

Examiner: J. B. CHERRIMAN, M.A.

1. State the principle of the "Parallelogram of Forces," and prove it so far as the direction of the Resultant is concerned.

If two forces acting at a point be represented in magnitude and direction by the diagonals of a quadrilateral, their Resultant will coincide with that of the forces represented by two opposite sides.

2. Prove that two parallel forces acting on a rigid system are in general equivalent to a single force; and find the position and magnitude of the latter.

What is the exception?

If of three parallel forces acting in the same sense the middle one is the Resultant of the other two, prove that in whatever senses the forces may be severally acting, the line of action of the Resultant of the three coincides with that of one or other of the forces.

3. To determine the centre of gravity of a system of particles in one plane.

Find the centre of gravity of a plane triangular area, and shew that it coincides with that of three equal weights placed at the angular points.

In what case will the centre of gravity of a quadrilateral coincide with that of four equal weights at its angular points?

4. Investigate the conditions of equilibrium when a set of forces acts in one plane on a rigid system which has a fixed point in that plane; and when a set of parallel forces acts upon a system of rigidly connected points.

5. Find the relation between the power and weight on a smooth inclined plane, the power acting parallel to the plane.

The plane being free to move about its lower edge, and a weight supported on it by a string which being parallel to the plane passes through a small smooth ring attached to the top of the plane, and then passing over a smooth fixed pully supports a weight at its other end, shew that when there is equilibrium,

$$p = d \cot a,$$

where d is the distance of the first weight from the foot of the plane, p the perpendicular from the foot on the inclined portion of the string, and a the inclination of the plane to the horizon.

6. State the principle of "virtual velocities" as applied to machines, and discuss the engineering axiom, "Gain of power is loss of time." On what *work* is the power of a locomotive on a railway expended?

7. Investigate the formula in uniformly accelerated motion,

$$s = ut + \tfrac{1}{2} ft^2;$$

and explain in what cases s represents the space described by the particle in the time t.

A particle moving with a certain velocity is observed n seconds afterwards to be moving with the same velocity in the opposite direction; shew that the space passed over in the interval is half that which would have been described if the particle had moved uniformly.

8. State the three laws of motion.

Distinguish between *finite* and *impulsive* forces, giving examples of each, and adapt the second law to the case of the latter.

If velocities be separately communicated to a particle on the circumference of a circle, such that they would respectively cause the particle to move to the circumference along chords at right angles to each other in the same time, shew that when the velocities are communicated to it simultaneously, the time of its reaching the circumference will be unaltered.

9. Determine the motion of a particle projected obliquely and subject to the action of gravity only.

If two particles be projected from the same point in the same direction with different velocities, prove that the line joining them moves parallel to the direction of projection.

10. When two unequal weights are connected by a string which passes over a smooth fixed pully, determine the motion.

If the string breaks at any instant, shew that when the ascending motion of one of them ceases, the other will have descended through three times the space through which the former has ascended in the interval.

11. When two elastic particles impinge directly, determine the changes in their velocities produced by the impact.

If two equal and perfectly elastic particles be projected with velocities u, v, in opposite directions from the same point within a thin smooth tube in the form of a circle; prove that if $\frac{u}{u+v} = \frac{m}{n}$ a fraction in its lowest terms, they will meet together at the point of projection at the nth impact.

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ANNUAL EXAMINATIONS: 1866.

SECOND YEAR.

CONICS.

HONORS.

Examiner: J. LOUDON, M.A.

1. Shew that the equation $f(x\,y) = c$ represents a curve and not any part of a plane. What values are given by the equations $f(x, o) = c$, $f(o, y) = c$?

Examine the loci $f(\theta - a) = o$, $x^6 - y^6 = 0$.

2. Find the equation to a straight line referred to rectangular axes.

The equation to the line joining the feet of the perpendiculars from the origin on the lines $x \cos a + y \sin a = p$, $x \sin a + y \cos a = p$, is $x + y = p\,(\sin a + \cos a)$. Also, the intercepts of the first two lines between their intersection and the intersections of the third line with them are each equal to $\frac{\tan a - 1}{\tan a + 1} p$.

3. Deduce the conditions for parallelism and perpendicularity of the two lines $Ax + By = C$, $A'x + B'y = C'$, from the values of their intercepts on the co-ordinate axes.

Find the locus of the foot of the perpendicular from a given point on a line which is always at a constant distance from it.

4. Find the conditions that the general equation of the second degree should represent a circle.

The locus of a point without a circle from which lines are drawn parallel to a given diameter such that the segment without is one-fourth of the segment within the circle, is an ellipse whose eccentricity is equal to $\frac{\sqrt{5}}{3}$.

5. In an ellipse, if PSp be a focal chord, shew that the tangents at P, p, meet on the directrix at a point T such that TS is perpendicular to Pp.

Shew that the focal radii vectores drawn from the common focus of a parabola and ellipse having the same vertex, inclined at an angle $\sin^{-1}e$ to the latus rectum, are as $2:1, e$ being the eccentricity of the ellipse.

6. Find the relations between p, the perpendicular from the focus on the tangent at any point, and r, the focal radius vector to that point, in the ellipse, hyperbola, and parabola.

If SP be a focal radius vector in an ellipse, shew that it cannot be trisected by lines drawn parallel to the tangent at P through the centre and other focus unless the eccentricity of the ellipse be greater than $\frac{1}{2}$.

7. Define the *asymptotes* of a curve, and shew that the equation to a curve of the second degree referred to them as axes, must be of the form $xy = c$.

Shew that the tangent to a hyperbola, intercepted between the asymptotes, is bisected at its point of contact with the curve.

8. Find the polar equation of the tangent to a hyperbola, referred to the focus, and deduce the equation to an asymptote.

If a focal chord be drawn cutting the asymptotes in Q, q, and inclined at an angle θ to the transverse axis, shew that $\frac{SQ + Sq}{SQ - Sq} = \frac{\tan\theta}{\tan\alpha}$, 2α being the angle between the asymptotes.

9. If TP, TQ be tangents to a parabola whose focus is S, shew that ST bisects the angle PSQ, and $ST^2 = SP.SQ$.

10. Shew that a hyperbola can be represented by the equations $x = a \sec\phi$, $y = b \tan\phi$, and give a geometrical interpretation of the angle ϕ.

The length of the tangent from any point in the hyperbola to the circle on the transverse axis is $= ae \tan\phi$.

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ANNUAL EXAMINATIONS: 1866.

SECOND YEAR.

DIFFERENTIAL AND INTEGRAL CALCULUS.

HONORS.

Examiner: J. LOUDON, M.A.

1. Define the limiting value of $f(x)$ as x approaches a, and distinguish it from the actual value $f(a)$.

Shew that in general there will only be one limiting value, and find $\underset{x=1}{Lt} \dfrac{x^n - 1}{x - 1}$.

2. Define the differential coefficient of $f(x)$ with respect to x, and shew that it exhibits the rate of increase of $f(x)$ as compared with x.

Find the differential coefficient of $f(x)$ with respect to $\phi(x)$.

3. Find the differential coefficient with respect to x of

(1) $e^{x} x^{e}$ (2) $\dfrac{\tan^{-1}\left\{\sin\left(e^{\tan x}\right)\right\}}{\sin^{-1}\left\{\tan\left(e^{\sin x}\right)\right\}}$.

(3) $\sin\left\{\cos\left(\tan x\right)\right\}$ (4) $\log\left(x^{n^{x}}\right)$.

4. If $y = f(x)$, express the second differential coefficient in terms of the successive differentials when the independent variable is general.

Eliminate a and b from

$$y = ae^{\sin x} + be^{\cos x}.$$

5. State Taylor's Theorem and the manner of determining the limits of the remainder.

Expand $\log(1 + \cos x)$.

6. If $f(x)$ changes its sign when x passes through the value a, then $f(a)$ must be 0 or ∞. Hence find the maxima or minima values of a function of a variable.

Find where the horizontal length of an object on a road appears longest to a person on a railway train crossing the road at right angles at a given distance from the object.

7. In curves referred to polar co-ordinates, shew that $dr^2 + r^2 d\theta^2 = ds^2$, and that $p = r^2 \frac{d\theta}{ds}$.

Shew that the equation to an equiangular spiral, u [illegible] $\theta)$, can be put in the form $p = \phi(a)$, where a is the angle made by the tangent at any point with the prime radius.

8. [illegible] the curve $p = f(r)$, shew that the radius of curvature $= \frac{rdr}{dp}$, and the chord of c[illegible]ature through the origin $= \frac{pdr}{dp}$.

If ρ, c, be the radius and chord of curvature through the origin at a point P in a curve, and ρ', c', the radius and chord of curvature at a point Y on the locus of the foot of the perpendicular from the origin on the tangent at P, shew that $\frac{\rho}{\rho'} = \frac{c}{c'}$.

9. Define a *double* point of a curve, and find the condition that the curve $f(x\ y) = 0$ may have a real double point.

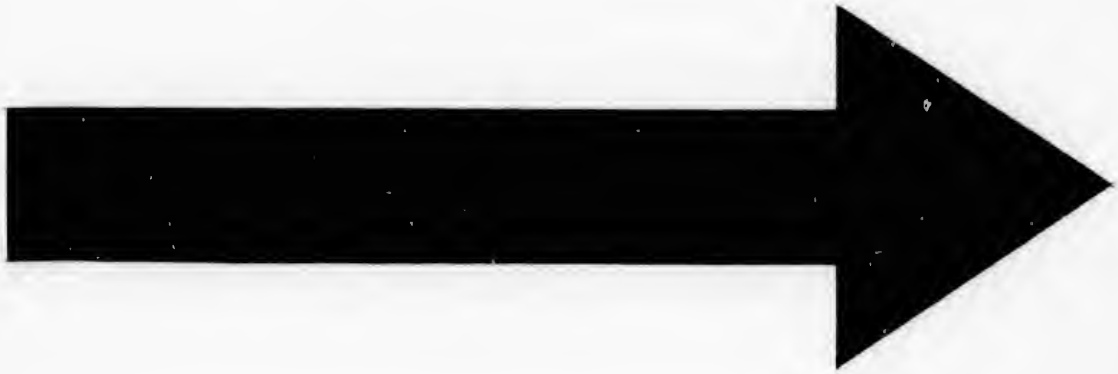
Find the double point in $x^4 + a^2xy = by^3$, and trace the curve.

10. Interpret the process of Integration, and shew that the area between any curve $y = f(x)$, the axis of x, and two ordinates at distances $(n-1)a$ and na, measured from the intersection of the curve with the axis of x, is equal to

$$\int_0^a f(na - x)\, dx.$$

Compare the areas between the curves $\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1$, $x^2 + y^2 = a^2$, and $\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1$, $x^2 + y^2 = b^2$.

11. Integrate $\int \frac{dx}{a^2 + x^2}$, $\int \frac{dx}{\sqrt{x^2 - a^2}}$, $\int \frac{dx}{\sqrt[3]{a^3 + x^3}}$, and shew that $\int x^m (a + bx^n)^{\frac{p}{q}} dx$ is immediately integrable if $\frac{m+1}{n}$ be a positive integer.



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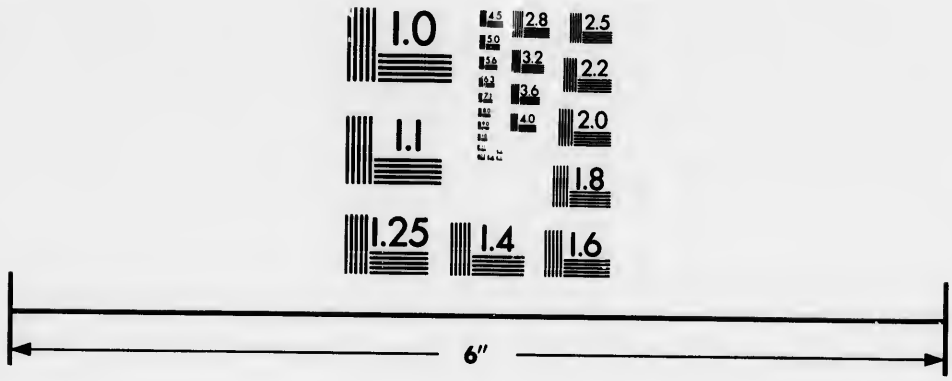

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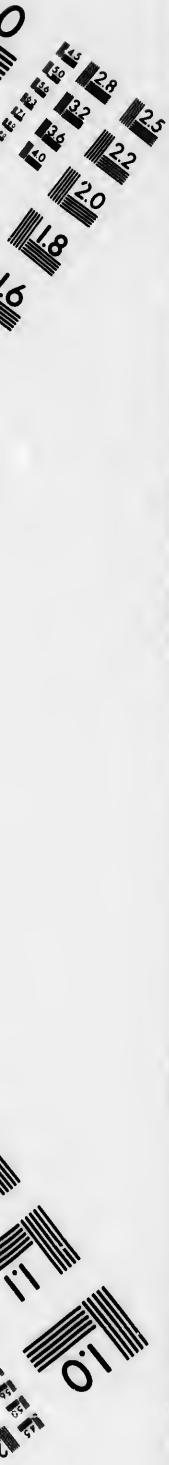
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NEWTON, §§ I, II, III.

HONORS.

Examiner: J. B. CHERRIMAN, M.A.

1. State and prove Lemma I.

As x passes continuously from zero to infinity, examine during what parts of its passage the following quantities tend to and from equality:

$$(x-1)\ (x^2+2), \text{ and } (x-1)\ (x^2+x+1).$$

2. Define similar curves, and prove that similar conterminous arcs which have their chords coincident and lie on the same side of them, have a common tangent. Also prove that the centres of curvature at the other extremities of the chords describe curves similar to each other.

3. Prove Lemma IX.

What is the limiting ratio of the areas when the right line is a tangent?

If C be the middle point of an arc AB, BD the subtense parallel to the sagitta from C, prove that the area between the arc CB, the tangent, and subtense, is ultimately double that between the arc CB and its chord.

4. Determine the chord of curvature through the focus, and the diameter of curvature, in an ellipse.

Prove that they are equal respectively to

$$L\left(\frac{SP}{SY}\right)^2 \text{ and } L\left(\frac{SP}{SY}\right)^3$$

5. Prove Prop. I., § 2.

If the successive bases AB, BC, CD.....are all equal, examine the peculiarities of the figure, determine the limit, and draw inferences respecting the force and velocity.

6. State and prove Prop VI., and shew that the velocity is that due to $\frac{1}{4}$ the chord of curvature in the direction of the force. Generalise these statements for the case of any forces in one plane acting.

If a body be attracted to two fixed points S, H; and, at a point P where SPH is a right angle, the velocities due to the forces respectively be represented in magnitude by the chords of curvature through S, H; the velocity of the body will be represented in magnitude by the diameter of curvature.

7. A body moves in the circumference of a circle under the action of a force tending to a fixed external point, find the law of force.

If round the fixed point as centre, a circle be described to cut the former at right angles, the square on the tangent to this circle, drawn from any point of the former, will be inversely proportional to the velocity there.

8. Find the law of force in an ellipse or hyperbola round the centre.

9. A body being projected at a given distance from a centre of force which varies inversely as the square of the distance, and in a direction inclined at a finite angle to the distance, to prove that it will describe a conic section, and to construct this conic section.

The point of projection being fixed, and the square of the velocity of projection varying as the secant of the angle of projection, prove that the other focus of the orbit will describe a conic.

10. To find the periodic time in an ellipse described under the action of a force tending to the focus.

What inference is drawn from this by comparison of the periodic times of the planets, and how is a similar inference made in the case of non-periodic comets?

11. Define angular velocity, and obtain a measure of it in central orbits.

If the orbit be the spiral $r^2=a\theta$, described under a force tending to the pole, the mean angular velocity in describing any arc is a harmonic mean between the angular velocities at the ends of the arc.

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Translate

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ANNUAL EXAMINATIONS: 1866.

SECOND YEAR.

FRENCH.

Examiner: MONSIEUR EMILE PERNET.

I.

GRAMMATICAL QUESTIONS.

1. When two or more nouns of different numbers and genders, or genders only, have an adnoun common to both, with which one does it agree?

2. Give several ways of asking questions in French.

3. Why is the pronoun *lequel* often used in French?

4, *Personne* is of both genders. Is the adnoun or pronoun which refers to it, put in the masculine or feminine?

5. Translate the two following sentences, giving rule bearing on them:—He did that through avarice, which is capable of anything. I know that by experience, which is a great master.

6. Translate the following:—He has done it, but he will gain nothing by it. He loves his duty, he applies himself to it Are you thinking of your friend? Yes, I am.

CHAMBAUD'S *Grammar.*

II.

Translate:

J'avoue, en la commençant, que je sens *plus que* jamais la difficulté de mon entreprise. *Quand* j'envisage de près les infortunes inouïes d' une si grande reine, je

ne trouve plus de paroles; et mon esprit, rebuté de tant d'indignes traitements qu'on a *faits* à la majesté et à la vertu, ne *se résoudrait* jamais à se jeter parmi *tant d'horreurs*, si la constance admirable avec laquelle cette princesse a soutenu ses calamités ne surpassait de bien loin les crimes qui les ont *causées*. Mais en même temps, chrétiens, un autre soin *me travaille*. Ce n'est pas un *ouvrage* humain que je médite. Je ne suis pas ici un historien qui doive vous développer le secret des cabinets, ni l'ordre des batailles, ni les intérêts des partis: il faut que je m'élève au-dessus de l'homme, pour faire trembler toute créature sous les jugements de Dieu. "J'entrerai, avec David, dans les puissances du Seigneur," et j'ai à vous faire voir les merveilles de sa main et de ses conseils; conseils de juste vengeance sur l'Angleterre; conseils de miséricorde pour le salut de la reine; mais conseils marqués par le doigt de Dieu, dont l'empreinte est si vive et si manifeste, dans les événements que j'ai à traiter, qu'on ne peut résister à cette lumière.

BOSSUET'S *Oraison de la Reine d'Angleterre.*

1. *Plus que.* When is *plus* followed by *de?*

2. *Quand.* Give synonymous words.

3. *Faits.* What is the direct regimen?

4. *Se résoudrait.* What are the past participles of this verb?

5. *Tant d'horreurs.* What is the meaning of *tant* when followed by *que?*

6. *Causées.* Why is *causées* declined here?

7. *Me travaille.* What is the exact meaning of this expression?

8. *Ouvrage.* What is the difference between this word and *Œuvre?*

Translate:

A ce moment, il étend ses soins *jusqu'aux* moindres de ses domestiques. Avec une libéralité digne de sa naissance et de leurs services, il les laisse *comblés* de ses dons, mais encore plus honorés des marques de son

souvenir. Comme il donnait des ordres particuliers et de la plus haute importance, *puisqu'il y allait* de sa conscience et de son salut éternel, averti qu'il fallait écrire et ordonner dans les formes: quand je devrais, Monseigneur, renouveler vos douleurs et rouvrir toutes les plaies de votre cœur, je ne tairai pas ces paroles qu'il repéta si souvent: qu'il vous connaissait; qu'il n'y avait, sans formalités, qu'à vous dire ses intentions; que vous iriez encore au delà, et suppléeriez de vous-même à tout ce qu'il pourrait avoir oublié.

BOSSUET'S *Oraison Funèbre du Prince de Bourbon.*

1. *Jusqu'aux.* Is *jusque* ever written with *s*; if so, when?

2. *Comblé.* In what sense is that word used here? Give its other meanings.

3. *Puisqu'il y allait.* Explain this expression fully.

4. *Quand je devrais.* What part of speech is *quand?*

5. *Au delà.* Can *delà* be used alone; and if so, what is the meaning of it?

6. What other preposition is prefixed to *delà*, used figuratively in a moral sense.

7. Give a complete list of the verbs of this passage, and the following parts of them. Second person plural of pluperfect of the Ind.; first person plural of pret. ant.; Second person plural of pluperfect of subj.

III.

Translate into French:

Franklin, a name ever dear to the lovers of science, benevolence, and uprightness of heart, born at Boston, in America, 1706; died 1790. He was apprenticed to a printer, but his superior talents soon appeared; and after a long series of trials and disappointments, his abilities became generally known, and he was elected a member of the General Assembly at Philadelphia. After the breaking out of hostilities between England and America, Franklin laboured without effect to heal the wound: he then turned his attention to America alone, assisted in the formation of her new constitution, and was appointed her Ambassador to France.

VI.

HISTORY OF FRENCH LITERATURE TO THE 17TH CENTURY.
(*SISMONDI'S*)

1. How can you account for the influence which the Arabians exercised over the literature of Europe?

2. Into what dialects was the Romance-Provençal divided?

3. What was meant by *Tensons* with the Troubadours?

4. How were the poems of the Provençals divided?

5. What does the word *Troubadour* mean?

6. When did Provençal poetry take its rise? In what century, and through what countries did it spread; and what was the effect of it on the courts and on all classes of the people?

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ANNUAL EXAMINATIONS: 1866.

SECOND YEAR.

FRENCH.

HONORS AND SCHOLARSHIPS.

Examiner: MONSIEUR EMILE PERNET.

I.

Translate:

L'aragne cependant *se campe* en un lambris,
Comme si de ces lieux elle eût fait bail à vie,
Travaille à demeurer! *voilà sa toile* ourdie,
Voilà des moucherons de pris.
Une servante vint balayer tout l'ouvrage.
Autre toile tissue, autre coup de balai.
Le pauvre bestion tous les jours déménage.
Enfin, *après un vain essai,*
Il va trouver la goutte. *Elle était en campagne,*
Plus malheureuse mille fois
Que la plus malheureuse aragne.
Son hôte la menait *tantôt* fendre du bois,
Tantôt fouir, houer: goutte bien tracassée
Est, dit-on, à demi pansée.
Oh! je ne saurais plus, dit-elle, y résister.
Changeons, ma sœur l'aragne—Et l'autre d' écouter!
Elle la prend au mot, *se glisse en la cabane:*
Point de coup de balai qui l'oblige à changer.
La goutte, d'autre part, va tout droit se loger
Chez un prélat, qu'elle condamne
A jamais du lit ne bouger,
Cataplasmes, Dieu sait! Les gens n'ont point de honte
De faire aller le mal toujours de pis en pis.
L'une et l'autre trouva de la sorte son compte,
Et fit très-sagement de changer de logis.

LA GOUTTE ET L'ARAIGNÉE, B. III., Fable, viii.

Write in French a few words as a moral to this fable.

1. *Se Campe.* What is the exact meaning of *camper* as a neuter verb?

2. *Comme si.* Give a synonymous expression. Can *comme* ever be used as a conjunction.

3. *Voilà sa toile.....ourdie.* Supply the ellipsis.

4. *Après un vain essai.* Why *vain?*

6. *Elle était en campagne.* What is the exact meaning here of "*en campagne*"?

7. What is the English of the following sentences:

Au lieu de me répondre nettement il battit la campagne. Pendant deux heures le malade a battu la campagne?

8. *Tantôt.* What is the difference between this word and *quelquefois?*

9. *Se glisse en la cabane.* Could *dans* be used here?

II.

Translate:

Ce loup me remet en mémoire
Un de ses compagnons qui fut encore mieux pris:
Il y périt. Voici l'histoire:
Un villageois avait à l'écart son logis.
Messer loup attendait chape-chute à la porte:
Il avait vu sortir gibier de toute sorte,
Veaux de lait, agneaux et brebis,
Régiments de dindons, enfin bonne provende
Le larron commençait pourtant *à s'ennuyer.*
Il entend un enfant crier:
La mère aussitôt le gourmande,
Le menace, s'il ne se tait,
De le donner au loup. L'animal se tient prêt,
Remerciant les dieux d'une telle aventure,
Quand la mère, apaisant sa chère géniture,
Lui dit: Ne criez point; s'il vient, nous le tuerons.
Qu'est-ce-ci? s'écria le mangeur de moutons:
Dire d'un, puis d'un autre! Est-ce ainsi que l'on traite
Les gens faits comme moi? me prend-on pour un sot?
Que quelque jour ce beau marmot
Vienne au bois *cueillir la noisette....*

Comme il disait ces mots, on sort de la maison :
Un chien de cour l'arrête : épieux et fourches-fières
L'ajustent de toutes manières.
Que veniez-vous chercher en ces lieux ? lui dit-on.
Aussitôt il conta l'affaire.
Merci de moi ? lui dit la mère ;
Tu mangeras mon fils ! L'ai-je fait à dessein
Qu'il assouvisse un jour ta faim ?
On assomma la pauvre bête.
Un manant lui coupa le *pied droit et la tête :*
Le seigneur du village à sa porte les mit :
Et ce dicton picard à l'entour fut écrit :

Biaux chires leups, n'écoutez mie
Mère tenchent chen fieux qui crie.

B. IV., Fable xiii.

1. *Il y périt.* What does *y* refer to ?

2. *A s'ennuyer.* What is the exact meaning of this—and what does *ennuyer* mean without the personal pronoun ?

3. *Cueillir la noisette...* Complete the idea.

3. *Qu'il assouvisse.* Prefix the preposition.

4. *Le pied droit et la tête.* Why not *son pied et sa tête ?*

5. Write the moral in modern French.

III.

Translate :

Jamais rien de plus vrai n'est sorti de ma bouche...
Jamais de tant de soins mon esprit agité
Ne porta plus d'envie à sa félicité.
Favorables périls ! Espérance inutile !
N'as-tu pas vu sa gloire, et le trouble d'Achille ?
J'en ai vu, j'en ai fui les signes trop certains.
Ce héros, si terrible au reste des humains,
Qui ne connaît de pleurs que ceux qu'il fait répandre,
Qui *s'endurcit contre eux* dès l'âge le plus tendre,
Et qui, si l'on nous fait un fidèle discours,
Suça même le sang des lions et des ours,
Pour elle de la crainte a fait l'apprentissage:
Elle l'a vu pleurer et *changer de visage.*
Et tu la plains, Doris ! Par combien de malheurs

Ne lui voudrais-je point disputer de tels pleurs!
Quand je devrais comme elle *expirer dans une heure*...
Mais que dis-je, expirer? ne crois pas qu'elle meure.
Dans un lâche *sommeil* crois-tu qu'enseveli,
Achille aura pour elle impunément pâli?
Achille à son malheur saura bien mettre obstacle.
Tu verras que les dieux n'ont dicté cet oracle
Que pour croître à la fois sa gloire et mon tourment,
Et la rendre plus belle aux yeux de son amant.

IPHIGENIE, Act IV., Scene i.

1. *Favorables périls.* Why *favorables?*

2. *J'en ai vu, j'en ai fui.* What does *en* refer to?

3. *Contre eux.* What does *eux* represent?

4. *S'endurcit.* In what tense is this verb?

5. *Pour elle de la crainte,* &c. Paraphrase this line.

6. *Et changer de visage.* What has she learned by this fact?

7. *Expirer dans une heure.* Add a few French words to complete the thought partly expressed by Eriphile.

8. *Sommeil.* In what sense is this word used?

9. *Que pour croître.* What other verb is it almost necessary to place before this one?

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ANNUAL EXAMINATIONS: 1866.

SECOND YEAR.

GERMAN.

Examiner: Rev. John Schulte, D.D., Ph. D.

I.

1. Give the termination of the genitive singular of the different declensions.

2. In what respect are the declensions of nouns, pronouns, and adjectives similar to the Latin and Greek declensions, and how do they differ from those of other modern languages?

3. What simple vowels are changed in the plural?

4. Give the *determined* and *determinative* components of the following compound substantives: *Jugendtage, Scheideweg, Sonnenbahn, Gifttropfen, Irrlichter, Gottesacker.*

5. When are adjectives declined and when undeclined?

6. Decline: 1. *Guter Mann.* 2. *Der gute Mann.* 3. *Ein guter Mann.*

7. Give a table of the declension of adjectives.

8. Give the rules for the regular comparison of adjectives.

9. Explain the following contractions: *ich's, mir's, ist's, am, aus, aufs, beim, durchs, fuers, im, ins, vom, vors, ueberm, uebers, unterm, zum, zur.*

10. How is the indefinite personal pronoun *man* used? To what French pronoun does it correspond?

11. Conjugate the present indicative of the following auxiliary verbs of mood: *ich mag, ich will, ich kann, ich darf, ich musz.*

II.

Translate:

Der Wanderer und die Quelle.

Ein Wanderer kam im heißesten Sommer zu einer Quelle. Er war stark und lange gegangen; Schweiß stand auf seiner Stirne und seine Zunge war vom Durste fast vertrocknet. Da sah er dies silberhelle Wasser, glaubte, hier neue Kräfte zu sammeln, nnd trank mit gierigen Zügen. Aber die schneidende, zu schnell abwechselnde Kälte wirkte so schädlich auf ihn, daß er zu Boden sank. — „Ach, schändliches Gift!" reif er. „Wer hätte unter einem so reizenden Anschein solch eine Bosheit vermuthet?"

„Ich ein Gift?" sprach die Quelle. „Wahrlich, du verläumdest mich. Sieh, die Flnr rings umher grünet und lebt durch mich. Von mir tränken sich die Heerden, und Tausende deiner Brüder fanden hier Erfrischung und Labetrank. Nur Uebermaaß und Unvorsichtigkeit von deiner Seite machen dir den Genuß schädlich. Ich bin schuldlos an deinen Schmerzen und selbst an deinem Tode, sollte er dir auch bevorstehen."

ADLER, p. 29.

1. Give the *Infinitive*, *Imperfect* and *Perfect Participle* of all the irregular verbs in this passage.

2. Give the etymology of the following words: *silberhelle, Labetrank, Uebermaasz, Unvorsichtigkeit, schuldlos.*

3. What verbs in this passage are singly compounded separable—singly compounded and inseparable—doubly compounded?

4. *Trank.* Give the difference between *trinken* and *trænken.*

5. *Er war stark.....gegangen.* What intransitive verbs are conjugated with *haben*, and what with *seyn*?

III.

HISTORY OF GERMAN LITERATURE.

1. To what causes may be assigned the partial destruction of the oldest traditions of the Teutonic tribes?

2. What influence did Charlemagne exercise on German literature?

3. In what sense may the *Nibelungen-Lied* be compared to the *Iliad* of *Homer?*

4. What was the character of the *Minnelieder*, and who were the principal *Minnesingers*?

5. Give some account of the German drama in the Middle Ages.

6. What theological school wrote the most remarkable books in German prose, in the third period? Who were the principal writers, and to what book did Luther write a preface?

7. In what sense did Luther promote popular literature, and why may his language be regarded as the basis of modern High German?

8. Give some account of Hans Sachs.

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ANNUAL EXAMINATIONS: 1866.

SECOND YEAR.

GERMAN.

HONORS AND SCHOLARSHIPS.

Examiner: REV. JOHN SCHULTE, D. D., PH. D.

I.

Translate into German:

A Latin proverb says: *Non scholae, sed vitae discimus.* What is the true meaning of this phrase, learning for life? It implies the direction of our attention to such studies as may be usefully applied to practical life. But this must not be understood in any narrow sense. Life is manifold in its requisitions, and none can tell exactly what aids his future circumstances will require. It must also be remembered that all knowledge is not immediately applicable, and that one portion of education must be founded upon another. To develop our faculties in fair proportion one to another; to exercise, as well as circumstances will allow, the powers of body and mind with which we are endowed, so that the requirements of society may find us, as far as possible, prepared and educated for our duties; this is the mode of learning for life.

II.

Translate into English:

Aber der Sohn stand auf und nahte sich schweigend der Thüre,
Langsam und ohne Geräusch; allein der Vater, entrüstet
Rief ihm nach: So gehe nur hin! ich kenne den Trotzkopf!
Geh' und führe fortan die Wirthschaft, daß ich nicht schelte;
Aber denke nur nicht, du wollest ein bäurisches Mädchen
Je mir bringen in's Haus, als Schwiegertochter, die Trulle!
Lange hab' ich gelebt und weiß mit Menschen zu handeln.
Weiß zu bewirthen die Herren und Frauen, daß sie zufrieden
Von mir weggehn; ich weiß den Fremden gefällig zu schmeicheln.
Aber so soll mir denn auch ein Schwiegertöchterchen endlich
Wiederbegegnen und so mir die viele Mühe versüßen;
Spielen soll sie mir auch das Klavier; es sollen die schönsten,
Besten Leute der Stadt sich mit Vergnügen versammeln,
Wie es Sontags geschieht im Hause des Nachbars. Da drückte
Leise der Sohn auf die Klinke, und so verließ er die Stube.

GOETHE, *Hermann and Dorothe*, B. II.

1. *Stand auf.* Give the present indicative and perfect participle.

2. *Der Thuere.* What case, and why?

3. *Entruestet.* Place it before its noun, and change it accordingly.

4. *Rief ihm nach.* What case is *ihm*, and why?

5. *Nur.* Give its force, in the third and fifth line.

6. What Greek poet does Goethe, in this domestic epic, imitate in the frequent use of particles? Can they be exactly translated into English? Why not?

7. *Trotzkopf.* Give the force. Of what is it composed?

8. *Schelte.* What mood, and why? Give the imperfect and perfect participle.

9. *Du wollst..... bringen in's Haus.* Prefix *dasz*, and change the sentence accordingly.

10. *Mir bringen.* Why is *mir* in the dative. Is there a similar dative in Greek and Latin? What name do grammarians give it?

11. *Ich weisz.* Conjugate the present. Give the imperfect and perfect participle.

12. *Schwiegertoechterchen.* What other meaning, besides the diminutive, does *chen* here add to the noun?

13. *Spielen soll sie.... Klavier.* For what interested purpose?

14. *Wie es Sonntags geschieht.* Is this profanation of the Lord's day general in Germany? Where else does it prevail?

15. *Es geschieht.* What sort of a verb? To what does *Es* refer? Give the imperfect and perfect participle of *geschicht.*

16. *Verliesz.* Give the present indicative and perfect participle.

17. For what is Gœthe's *Harmann und Dorothea* remarkable?

18. On what does its interest greatly depend?

19. In what respect does it displease English taste?

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ANNUAL EXAMINATIONS: 1866.

SECOND YEAR.

HISTORY.

Examiners: { D. Wilson, LL.D.
J. A. Boyd, M.A.

1. What was the issue of the war of the Peloponnesus? What internal changes were effected thereby in the Athenian republic? How and when was the ancient government restored?

2. Sir Edward Creasy says: "When the Metaurus witnessed the defeat and death of Hasdrubal, it witnessed the ruin of the scheme by which alone Carthage could hope to organize decisive success. That battle was the determining crisis of the contest.....between the two great families of the world." Give an account of the scheme referred to, and of the battle by which it was overthrown. What is meant by the author's last remark?

3. Under what circumstances was the Roman capital removed from Rome to Byzantium? What were the results?

4. Sketch the career of Attila and of John Hunniades.

5. What was the question of succession between Louis XI. and Mary of Burgundy? How was it determined, and with what results?

6. Note the main points of difference between the Feudal system as it obtained in France and in England.

7. Trace the progress and estimate the influence of the free cities in early German history.

8. Sketch the rise of the Saracenic power, and point out the changes in national character and influence which followed the establishment of the seat of empire at Bagdad.

9. Recount the incidents of the three famous battles by which Alexander broke the power of Persia and became ultimately master of that empire.

10. Give an account of the distribution and influence of the Norse element in mediæval history.

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ANNUAL EXAMINATIONS: 1866.

SECOND YEAR.

HISTORY.

HONORS AND SCHOLARSHIPS.

Examiners: { DANIEL WILSON, LL.D.
J. A. BOYD, M.A.

1. Trace the history of Saracenic conquest in Europe, and compare it, in political and intellectual influence, with the Ottoman aggression.

2. Account for the abrupt rise of the Arabians into a great political and intellectual power, between the 8th and 12th cents. Discuss the correctness of Gibbon's estimate of the Battle of Tours as an event which "rescued Britain and Gaul from the civil and religious yoke of the Koran."

3. Trace the history of Norman supremacy in Normandy, Italy, and England, and compare the results in each case.

4. When, and under what circumstances, did the Capetian dynasty of France arise? Compare its early influence with that of the previous dynasty when in full vigour. Compare them in their decline.

5. Define the extent of dominion of Charlemagne and of Charles V.; and show how each acquired his various possessions.

6. Show what changes were wrought on the Republics of Northern Italy by the Crusades.

7. Hallam says of Medieval Europe: "The classes below the gentry may be divided into freemen and villeins." Explain in detail what each of the three classes embraced.

8. Explain the origin of the designation of the Kingdom of the Two Sicilies, as the result of changes of dynasty and division of territory.

9. In what way did Henry III. of England involve himself with Pope Innocent IV., in reference to the Crown of Naples? Trace the results affecting English History.

10. Sketch the literary history of the reign of Edward III., and show in how far it was affected by contemporary political and military events.

11. When, and under what circumstances, was the battle of Warna fought; and with what results?

12. Trace the direct and indirect effects of the fall of Constantinople on Western Europe; and explain the nature of the institution of the Janizaries.

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ANNUAL EXAMINATIONS: 1866.

SECOND YEAR.

MINERALOGY AND GEOLOGY.

Examiner: E. J. CHAPMAN, PH.D.

1. State (with examples) the different kinds of structure exhibited by mineral bodies.

2. The minerals placed together, below, are often mistaken for each other:—state, in each case, their distinctive characters and composition:

a. Red Iron Ore. / Cinnabar.	*b.* Iron Pyrites. / Copper Pyrites. / Native Gold.	*c.* Garnet. / Tinstone.
d. Pyrolusite. / Grey Antimony Ore.	*e.* Green Feldspar. / Malachite.	*f.* Apatite. / Beryl.
g. Quartz (Rock Crystal). / Diamond.	*h.* Talc. / Gypsum.	*i.* Red Copper Ore. / Red Silver Ore.

3. State the composition and assumed origin of Meteoric Iron.

4. Clay Iron-stone:—state the composition of this ore, and the rocks in which it commonly occurs.

5. Describe the more important characters by which Strata are known to be of different periods of formation.

6. Trap-rocks:—state their varieties of structure, and general conditions of occurrence.

7. Name, in their proper sequence, the leading Ages and Epochs of the Earth's history.

8. A set of Strata is found to contain Graptolites :—state its geological age.

9. Name the Period or Epoch in which the Trilobites became extinct.

10. Name the more remarkable organic types of the Mesozoic Age.

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ANNUAL EXAMINATIONS: 1866.

SECOND YEAR.

ELEMENTS OF CRYSTALLOGRAPHY, PALÆONTOLOGY, AND PHYSICAL GEOGRAPHY.

HONORS AND SCHOLARSHIPS.

Examiner: PROFESSOR CHAPMAN, PH.D.

1. State the three essential conditions of the Law of Symmetry, as applied to crystal forms.

2. Shew by diagrams the positions and relative lengths of the axes of the six Systems of Crystalization, respectively.

3. Name the system in which "closed forms" invariably occur, and those in which "closed forms" are never present.

4. Explain the connexion existing between lustre, transparency, hardness, and other physical characters, and crystalization.

5. State the systems in which Bisulphide of Iron, and Carbonate of Lime, are known to crystallize.

6. Sigillaria, Lepidodendron, Calamites.—Refer these types to their supposed modern representatives, and point out their distinctive characters.

7. Explain the remarkable structural peculiarity in the shells of Palæozoic Echinida, as compared with Mesozoic and succeeding genera.

8. Enumerate the Families of the Saurian Reptiles, and shew by diagram their geological range. State, also, how their teeth may be distinguished from those of Selachian Fishes; and how their dentition, generally, differs from that of Mammals.

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9. State the four groups into which Lakes may be classified; and give examples of lakes situated at high elevations, and of lakes which lie below the sea-level.

10. Draw an outline map exhibiting the course of the Great Equatorial Current, the Gulf Stream, and Humboldt's Current.

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ANNUAL EXAMINATIONS: 1866.

FIRST OR SECOND YEAR IN ARTS. FIRST IN AGRICULTURE AND IN LAW.

ELEMENTARY NATURAL HISTORY.

HONORS.

Examiner: Rev. Professor Hincks, F.L.S.

VEGETABLE PHYSIOLOGY AND ANATOMY.

1. How does a section of an Exogenous (dicotyledonous) tree enable us to determine its age, and why can this not be done in the case of an Endogenous (monocoly ledonous) tree?

2. What is the structure, and what the function of Stomata? Where are they chiefly placed, and how does their arrangement differ in the higher vegetable sub-kingdoms?

3. Describe cell-circulation in plants. In what substance does it occur? What plants are suitable for observing it?

4. Feeding of fruit—how effected,—why is it necessary that there should be leaf-buds above the fruit? What practical conclusion is drawn respecting pruning and the removal of foliage? Why are fruits with an adherent calyx termed inferior, more secure against injury than others?

OGILVIE'S MASTER BUILDER'S PLAN.

5. What is the structure of the brain in fishes? Name the separate parts in their order?

6. What is the arrangement of the nervous system, and what its position in respect to the aspects of the body in articulata? What is the number of appendages to each articulation belonging to the articulate type, and how is it modified in the different classes?

7. What is the position of the mouth in the free and in the fixed Echinoderm?

8. What is the lowest order of Lamellibranchiate Mollusks? The families in this order?

9. Name the fresh water family in the order Curtisiphonida.

10. What order consists entirely of fresh water Mullusks, and how is it distinguished?

11. What is the family of the shells called Cowries? and what is its position in the system?

12. Give some account of the family Neritidae and its principal genera. What is the example in this family of a shell entirely open and without spire?

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ANNUAL EXAMINATIONS: 1866.

SECOND YEAR.

MURRAY'S LOGIC.

Examiner: Rev. George Paxton Young, M.A.

1. *a.* Define *comprehension* and *extension.*
   b. Exp'ain *abstraction.*
   c. The notion *M* being obtained by abstraction from *N*, compare the extension and comprehension of *M* with those of *N*.

2. *a.* Define *subject* and *predicate.*
   b. Point out the subject and predicate in the sentences, "Dulce et decorum est pro patria mori," and, "It is impossible that greyhounds should fly."

3. *a.* Define *contraries* and *sub-contraries.*
   b. Are contraries properly said to be opposed to one another?

4. *a.* What is definition, properly so called?
   b. State the laws of definition.
   c. Is the definition of conversion given in Murray's Compendium, consistent with these laws?

5. *a.* What two kinds of division are there?
   b. State the laws of division.
   c. Give an example of the division of a *totum universale.*

6. Give an example of each of the following fallacies:

a. Fallacy of division.

b. A dicto secundum quid ad dictum simpliciter.

c. Ignoratio elenchi.

7. In Murray's definition of figure as the legitimate disposition of the middle term in the premises, what is the force of the word *legitimate?* Is there any restriction on the place which the middle term may occupy in the premises? State what you know of the history of the 4th figure.

8. Reduce the following to syllogisms in the first figure:

a. No X is Y;
All Z is Y;
$\therefore$ No Z is X.

b. All X is Y;
Some Z is not Y;
$\therefore$ Some Z is not X.

9. If the term x be the contradictory of X, and y of Y; that is, if x=not-X, and y=not-Y; show that the following inferences are valid, or not valid, as the case may be:

a. Some X is not Y; therefore some y is not x.

b. All X is Y: therefore all y is x.

10. If A and E be contraries; J being the particular under the universal A, and O the particular under the universal E; show that the following inferences are valid, or not valid, as the case may be:

a. A is false; therefore E is true.

b. A is true; therefore E is false.

c. J is false; therefore O is true.

d. J is false; therefore A is false.

e. J is true; therefore O is false.

11. From the general laws of syllogism deduce the affirmative mode in which the minor term is universal in its premises.

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ANNUAL EXAMINATIONS: 1866.

SECOND YEAR.

METAPHYSICS AND ETHICS.

HONORS.

Examiner: REV. JAMES BEAVEN, D.D.

TENNEMANN.

1. *a.* In what does the form of the History of Philosophy consist?

b. How will its formal character be modified?

2. Give some account of the doctrines of the Brahmins and Buddhists.

3. What opinions of Pyrrho and his pupil Timon were followed by the New Academy and Herillus respectively? Explain.

4. *a.* Sketch Aristotle's biography?

b. Give his account of the nature and division of the soul and its faculties.

5. *a.* Exhibit the character of Plotinus?

b. What was his notion of Philosophy; and what his opinion on unity?

6. *a.* Give an account of the origin of Scholasticism?

b. What are its four periods?

c. Mention the principal teachers of the third period, with their characteristics.

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ANNUAL EXAMINATIONS: 1866.

SECOND YEAR.

METAPHYSICS AND ETHICS.

Examiner: Rev. James Beaven, D.D.

WAYLAND.

1. *a.* What is the essential nature of action?

   b. What qualities does an action as such require in the agent?

   c. What additional quality is required for moral action? Illustrate.

2. *a.* Explain the nature of self-love, and illustrate the difference between it and passion.

   b. Shew where it is an allowable principle of action, and where not?

3. *a.* Shew that natural religion discovers to us some moral truth, which unassisted conscience could not discover.

   b. Shew by facts that natural religion is insufficient as a means of human reformation.

   c. Supposing a revelation to be made, what might we suppose would be its character, and why?

4. Establish the duty of prayer by the conditions of our being.

5. State and explain the different modes in which the right of property may be obtained.

6. Give the arguments, pro and con., on the lawfulness of oaths.

7. Explain, after W., the nature of the compact entered into by every member of a civil society.

LOCKE.

1. *a.* What ideas does the idea of solidity include, which that of pure space does not include?

   b. How is it distinguished from hardness?

2. *a.* By what operations of the mind do we obtain ideas of relations? Explain that operation and apply it to relations.

   b. Define relations, and shew what things are essential to forming an idea of relation.

3. Explain the nature of attention, with its various degrees.

4. "The case is quite otherwise with complex ideas; which, consisting of several simple ones, it is in the power of words, standing for the several ideas which make that composition, to imprint complex ideas on the mind, which were never there before, and so make their names be understood."

What is the subject here treated of? and how does this quotation apply to it? Illustrate a limitation of the doctrine here taught, from the anecdote of the statuary, the painter and the blind man.

5. Give an abstract of L.'s chapter on the abuse of words.

6. State an objection to the reality of our knowledge, arising from L.'s theory of the origin of our knowledge, and give L.'s reply.

7. Knowledge being augmented by observation or experiment, and by generalization or abstraction, which of them is applicable to the knowledge of substances, and why?

8. What hindrances to reason in the *discovery* of truth? Explain their nature and operation.

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ANNUAL EXAMINATIONS: 1866.

SECOND YEAR.

LOGIC, METAPHYSICS AND ETHICS.

HONORS.

Examiner: REV. GEORGE PAXTON YOUNG, M.A.

1. Give a sketch of the process by which Des Cartes arrives at the criterion of truth.

2. When are thoughts clear and distinct? May a thought be clear without being distinct, or distinct without being clear? Illustrate by example. Inquire whether the terms *clear* and *distinct* are applicable to notions proper (products of the faculty of comparison).

3. How does our knowledge of other things depend, according to Des Cartes, upon our knowledge of God?

4. What view does Des Cartes take of *substance?* Is the term applicable, in the same sense, to God and to creatures? Is it applicable in the same sense to mind and to body? How many principal attributes must be recognized as belonging to every substance? Name the principal attributes of mind and of body respectively.

5. State the opinions of Des Cartes, with the grounds on which he held them, on the questions, of the existence of a vacuum, of the existence of atoms, and of the indefinite extension of the world.

6. Explain accurately what sensation is, according to Des Cartes. What does he think that we can know of external objects? Does he believe that sensible bodies are composed of parts so small as not to be perceptible? Compare his doctrine on this point with the philosophy of Democritus.

7. To the doctrine that external things must be supposed to exist as causes of sensation, it is objected by some, that "the Supreme Maker of things has an infinity of diverse means at his disposal, by each of which he could have made all the things of this world to appear as we see them, without it being possible for the human mind to know which of all these means he chose to employ."—Does Des Cartes consider this objection to have force to throw doubt on the existence of external things possessed of definite essential qualities? Indicate clearly the position which he holds.

8. "We will accordingly give ourselves no concern in reply to those who demand whether the half of an infinite line is also infinite, and whether an infinite number is even or odd, and the like."—How does Des Cartes keep himself clear from such disputes about the Infinite as are referred to in this quotation?

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ANNUAL EXAMINATIONS: 1866.

SECOND YEAR.

THOMSON'S LAWS OF THOUGHT.

HONORS.

Examiner: REV. GEORGE PAXTON YOUNG, M.A.

1. Whether does Thomson regard language or thought as the proper object matter of logic? How does he support his opinion?

2. By whom was the distinction between *symbolical* and *intuitive* conception first drawn? Does the distinction serve to illustrate any important use of language in aiding the process of thought?

3. How does Thomson criticise Archbishop Whately's opinion, that there can be abstraction without generalization?

4. Mention the different sources of definition.

5. Distinguish three ways of interpreting judgments. Interpret in each of these ways the judgment, *all the metals are conductors of electricity.*

6. Distinguish *explicative* and *ampliative* judgments. Of what use are judgments of the former class?

7. What two judgments in Sir W. Hamilton's table does Thomson reject? State his reasons for rejecting them.

8. From the General Canon of Mediate Inference, deduce the following rules:

   a. One premiss at least must be affirmative.

   b. If one of the premises be negative, the conclusion must be negative.

   c. Neither term of the conclusion must be distributed, unless it has been so in its premiss.

9. What objection does Thomson make to the expressions, *major* and *minor* terms? What would he substitute for these expressions?

10. What view does he take of the opinion, that "the division of syllogisms according to the figures is a mere useless subtlety, the result of an arbitrary attempt on the part of logicians to display the middle term in every possible position?"

11. Explain *sorites*, *dilemma*, *prosyllogism*, *episyllogism*.

12. State the principles of contradiction, of identity, of excluded middle, and of sufficient reason. Why does Thomson deny that these are criteria of truth? What purpose does he regard them as serving in the investigation of truth?

13. Give the substance of his discussion of the question: "How are causes discovered which are less open to observation than the effects"? What is *colligation?* Mention an instance.

14. How does Thomson classify the sciences, and on what grounds does his classification proceed?

15. Explain Sir W. Hamilton's scheme of modes and figures of syllogism.

Translat

φίλο
Ἄδμ
σιγῶ
ἐγγὺ
σὺ δ
γυνα
ὡς δ
κἄστ
σποι
καὶ μ
οὐ μ
ὧν δ
λέξω
ἕως δ
ἔλθω
πράξ
δίδωμ
πολλ

University of Toronto.

ANNUAL EXAMINATIONS: 1866.

THIRD YEAR.

GREEK.

Examiners: { REV. JOHN MCCAUL, LL.D.
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I.

Translate:

φίλον πρὸς ἄνδρα χρὴ λέγειν ἐλευθέρως,
Ἄδμητε, μομφὰς δ' οὐχ ὑπὸ σπλάγχνοις ἔχειν
σιγῶντ'. ἐγὼ δὲ σοῖς κακοῖσιν ἠξίουν
ἐγγὺς παρεστὼς ἐξετάζεσθαι φίλος·
σὺ δ' οὐκ ἔφραζες σῆς προκείμενον νέκυν
γυναικὸς, ἀλλά μ' ἐξένιζες ἐν δόμοις,
ὡς δὴ θυραίου πήματος σπουδὴν ἔχων,
κἄστεψα κρᾶτα καὶ θεοῖς ἐλειψάμην
σπονδὰς ἐν οἴκοις δυστυχοῦσι τοῖσι σοῖς.
καὶ μέμφομαι μὲν μέμφομαι παθὼν τάδε,
οὐ μήν σε λυπεῖν ἐν κακοῖσι βούλομαι.
ὧν δ' οὕνεχ' ἥκω δεῦρ' ὑποστρέψας πάλιν
λέξω. γυναῖκα τήνδε μοι σῶσον λαβὼν,
ἕως ἂν ἵππους δεῦρο Θρῃκίας ἄγων
ἔλθω, τύραννον Βιστόνων κατακτανών.
πράξας δ' ὃ μὴ τύχοιμι, νοστήσαιμι γὰρ,
δίδωμι τήνδε σοῖσι προσπολεῖν δόμοις.
πολλῷ δέ μόχθῳ χεῖρας ἦλθεν εἰς ἐμάς·

ἀγῶνα γὰρ πάνδημον εὑρίσκω τινὰς
τιθέντας ἀθληταῖσιν, ἄξιον πόνου,
ὅθεν κομίζω τήνδε νικητήρια
λαβών· τὰ μὲν γὰρ κοῦφα τοῖς νικῶσιν ἦν
ἵππους ἄγεσθαι, τοῖσι δ' αὖ τὰ μείζονα
νικῶσι, πυγμὴν καὶ πάλην, βουφόρβια·
γυνὴ δ' ἐπ' αὐτοῖς εἶπετ'· ἐντυχόντι δὲ
αἰσχρὸν παρεῖναι κέρδος ἦν τόδ' εὐκλεές.
ἀλλ', ὥσπερ εἶπον, σοὶ μέλειν γυναῖκα χρή·
οὐ γὰρ κλοπαίαν, ἀλλὰ σὺν πόνῳ λαβὼν
ἥκω· χρόνῳ δὲ καὶ σύ μ' αἰνέσεις ἴσως.

EURIPIDES, *Alcestis*, vv. 1008–1036.

1. Parse and accurately explain the syntax of *σιγῶντ'*, *ἠξίουν*, *ἔλθω*, *τύχοιμι*, *πυγμὴν* and *βουφόρβια*.

2. *ἐξετάζεσθαι φίλος*. What different interpretations?

3. *ἐλειψάμην*. What different readings?

4. *τήνδε νικητήρια*. Explain the construction.

5. *ἀγῶνα πάνδημον*. What relation did the speaker bear to the Grecian games? Give some account of these.

6. Distinguish *τὰ κοῦφα* from *τὰ μείζονα*.

7. Give a scale of the metre.

II.

Translate:

ΑΛ. ὁρῶ δίκωπον ὁρῶ σκάφος,
νεκύων δὲ πορθμεὺς
ἔχων χέρ' ἐπὶ κοντῷ Χάρων μ' ἤδη καλεῖ· τί μέλλεις;
ἐπείγου· σὺ κατείργεις. τάδε τοί με σπερχόμενος
ταχύνει.
ΑΔ. οἴμοι· πικράν γε τήνδε μοι ναυκληρίαν
ἔλεξας, ὦ δύσδαιμον, οἷα πάσχομεν.
ΑΛ. ἄγει μ' ἄγει μέ τις, οὐχ ὁρᾷς;
νεκύων ἐς αὐλὰν
ὑπ' ὀφρύσι κυαναυγέσι βλέπων πτερωτὸς Ἅιδας.
τί ῥέξεις; ἄφες. οἵαν ὁδὸν ἁ δειλαιοτάτα προβαίνω.
ΑΔ. οἰκτρὰν φίλοισιν, ἐκ δὲ τῶν μάλιστ' ἐμοὶ
καὶ παισίν, οἷς δὴ πένθος ἐν κοινῷ τόδε.
ΑΛ. μέθετε μέθετέ μ' ἤδη.

κλίνατ', οὐ σθένω ποσί.
πλησίον Ἅιδας·
σκοτία δ' ἐπ' ὄσσοις
νὺξ ἐφέρπει.
τέκνα τέκν', οὐκέτι δὴ
οὐκέτι μάτηρ σφῷν ἔστιν.
χαίροντες, ὦ τέκνα, τόδε φάος ὁρῶτον.
ΑΔ. οἴμοι· τόδ' ἔπος λυπρὸν ἀκούω
καὶ παντὸς ἐμοὶ θανάτου μεῖζον.
μὴ πρός σε θεῶν τλῇς με προδοῦναι,
μὴ πρὸς παίδων, οὓς ὀρφανιεῖς,
ἀλλ' ἄνα τόλμα·
σοῦ γὰρ φθιμένης οὐκέτ' ἂν εἴην·
ἐν σοὶ δ' ἐσμὲν καὶ ζῆν καὶ μή·
σὴν γὰρ φιλίαν σεβόμεσθα.

EURIPIDES, *Alcestis*, vv. 251–280.

1. Scan the last six lines.

2. Derive σκάφος, πορθμεύς, ἐφέρπει, χαίροντες, and ὀρφανιεῖς.

3. Parse τάδε, ἐπείγου, ὁδόν, ὁρῶτον, and ἄνα.

4. πρός σε θεῶν. Supply the ellipse. Cite from Horace a similar Latin construction.

5. τλῇς . . . . τόλμα. Point out the difference of signification here.

III.

Translate:

Τοῖσι δὲ Ἀθηναίων στατηγοῖσι ἐγίνοντο δίχα αἱ γνῶμαι· τῶν μὲν οὐκ ἐώντων συμβάλλειν· "ὀλίγους γὰρ εἶναι, στρατιῇ τῇ Μήδων συμβαλέειν." τῶν δὲ καὶ Μιλτιάδεω κελευόντων. ὡς δὲ δίχα τε ἐγίνοντο, καὶ ἐνίκα ἡ χείρων τῶν γνωμέων, ἐνθαῦτα, ἦν γὰρ ἑνδέκατος ψηφιδοφόρος ὁ τῷ κυάμῳ λαχὼν Ἀθηναίων πολεμαρχέειν· τὸ παλαιὸν γὰρ Ἀθηναῖοι ὁμόψηφον τὸν πολέμαρχον ἐποιεῦντο τοῖσι στρατηγοῖσι· ἦν δὲ τότε πολέμαρχος Καλλίμαχος Ἀφιδναῖος· πρὸς τοῦτον ἐλθὼν Μιλτιάδης, ἔλεγε τάδε· "Ἐν σοὶ νῦν, Καλλίμαχε, ἔστι ἢ καταδουλῶσαι Ἀθήνας, ἢ ἐλευθέρας ποιήσαντα, μνημόσυνα λιπέσθαι ἐς τὸν ἅπαντα ἀνθρώπων βίον, οἷα

οὐδὲ Ἁρμόδιός τε καὶ Ἀριστογείτων λείπουσι· νῦν γάρ δὴ, ἐξ οὗ ἐγένοντο Ἀθηναῖοι, ἐς κίνδυνον ἥκουσι μέγιστον. καὶ ἢν μέν γε ὑποκύψωσι τοῖσι Μήδοισι, δέδοκται τὰ πείσονται παραδεδομένοι Ἱππίῃ· ἢν δὲ περιγένηται αὕτη ἡ πόλις, οἵη τέ ἐστι πρώτη τῶν Ἑλληνίδων πολίων γενέσθαι. Κῶς ὦν δὴ ταῦτα οἷά τέ ἐστι γενέσθαι, καὶ κῶς ἐς σέ τι τούτων ἀνήκει τῶν πρηγμάτων τὸ κῦρος ἔχειν, νῦν ἔρχομαι φράσων. ἡμέων τῶν στρατηγῶν, ἐόντων δέκα δίχα γίνονται αἱ γνῶμαι· τῶν μὲν, κελευόντων συμβαλέειν, τῶν δὲ, οὐ συμβαλέειν. ἢν μέν νῦν μὴ συμβάλωμεν, ἔλπομαί τινα στάσιν μεγάλην ἐμπεσοῦσαν διασείσειν τὰ Ἀθηναίων φρονήματα, ὥστε μηδίσαι· ἢν δὲ συμβάλωμεν, πρίν τι καὶ σαθρὸν Ἀθηναίων μετεξετέροισι ἐγγενέσθαι, θεῶν τὰ ἴσα νεμόντων, οἷοί τε εἰμὲν περιγενέσθαι τῇ συμβολῇ, Ταῦτα ὦν παντα ἐς σε νῦν τείνει, καὶ ἐκ σέο ἄρτηται. ἢν γὰρ σὺ γνώμῃ τῇ ἐμῇ προσθῇ, ἔστι τοι πατρίς τε ἐλευθέρη, καὶ πόλις πρώτη τῶν ἐν τῇ Ἑλλάδι· ἢν δὲ τὴν τῶν ἀποσπευδόντων τὴν συμβολὴν ἕλῃ, ὑπάρξει τοι τῶν ἐγὼ κατέλεξα ἀγαθῶν τὰ ἐναντία." Ταῦτα λέγων ὁ Μιλτιάδης, προσκτᾶται τὸν Καλλίμαχον. προσγενομένης δὲ τοῦ πολεμάχου τῆς γνώμης, ἐκεκύρωτο συμβάλλειν. Μετὰ δὲ, οἱ στρατηγοὶ, τῶν ἡ γνώμη ἔφερε συμβάλλειν, ὡς ἑκάστου αὐτῶν ἐγίνετο πρυτανηίη τῆς ἡμέρης, Μιλτιάδῃ παρεδίδοσαν· ὁ δὲ, δεκόμενος, οὔ τι κω συμβολὴν ἐποιέετο, πρίν γε δὴ αὐτοῦ πρυτανηίη ἐγένετο.

HERODOTUS, vi., 109, 110.

1. ὁ τῷ κυάμῳ λαχών. Mention the different modes and instruments of voting in use among the ancient Athenians.

2. τὸν πολέμαρχον. What historical value does this chapter possess with regard to the duties of this office, before and after the battle of Marathon?

3. Καλλίμαχος.....Μιλτιάδης. Give the date of their conversation. What do we know of their subsequent history?

4. Ἁρμόδιός τε καὶ Ἀριστογείτων. For what act celebrated?

5. Ἱππίῃ. What was he doing in the Median camp?

6. Μηδίσαι. What Greek words similarly derived.

7. *πρυτανηΐῃ τῆς ἡμέρης.* What is meant? Give some account of the Athenian *στρατηγοί,* their number, how chosen, and their civil and military offices.

8. Κῶς ὦν. Write in Attic Greek. Notice other Ionicisms in the passage.

IV.

1. When was the *Alcestis* first acted; with what plays was it exhibited; and what was Euripides' fortune on this occasion?

2. Τὸ δὲ δρᾶμά ἐστι σατυρικώτερον. Is the inference which Aristophanes draws from the place of the Alcestis in the Tetralogy to which it belonged, confirmed by any peculiarities in the play itself?

3. By whom was the custom of performing tragic Trilogies first introduced, and by whom was it first abandoned?

4. What place does Herodotus hold among the writers of Grecian history?

5. Compare the relative merits of Herodotus and Thucydides as historians.

6. Where did Herodotus write his history? By whom were his books numbered after the nine muses?

Ex

Translate :

" Hoc qu
Responde
Artibus a
Non satis
Adspicere
Nudus inc
Aut apoth
Et genus
" Quando
Accipe, q
Sive aliud
Res ubi m
Et quoscu
Ante lare
Qui quam
Sanguine
Tu comes
" Utne te
Me gessi
Pauper er
Et quonda

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ANNUAL EXAMINATIONS: 1866.

THIRD YEAR.

LATIN.

Examiners: { REV. JOHN MCCAUL, LL.D., WILLIAM H. C. KERR, M.A.

I.

Translate:

"Hoc quoque, Tiresia, præter narrata petenti
Responde, quibus amissas reparare queam res
Artibus atque modis.—Quid rides?"—"Jamne doloso
Non satis est Ithacam revehi patriosque penates
Adspicere?" "O nulli quidquam mentite, vides, ut
Nudus inopsque domum redeam, te vate, neque illic
Aut apotheca procis intacta est aut pecus; atqui
Et genus et virtus nisi cum re vilior alga est."
"Quando pauperiem missis ambagibus horres,
Accipe, qua ratione queas ditescere. Turdus
Sive aliud privum dabitur tibi, devolet illuc,
Res ubi magna nitet, domino sene; dulcia poma
Et quoscunque feret cultus tibi fundus honores
Ante larem gustet venerabilior lare dives;
Qui quamvis perjurus erit, sine gente, cruentus
Sanguine fraterno, fugitivus, ne tamen illi
Tu comes exterior, si postulet, ire recuses."
"Utne tegam spurco Damæ latus? haud ita Trojæ
Me gessi certans semper melioribus." "Ergo
Pauper eris." "Fortem hoc animum tolerare jubebo;
Et quondam majora tuli."

HORACE, *Sat.*, ii., 5.

1. *Amissas res.* How lost?

2. *Redeam.* Explain the force of the subjunctive.

3. *Sine gente.* What is the meaning?

4. *Tegam latus.* Explain.

5. *Fortem animum tolerare.* By what Greek compound was this expressed?

II.

1. Name satirists before and after Horace.

2. What evidence is there as to the date of the composition of the second book of Satires?

3. Give the names of the Latin poets, who were born at *Aurunca*, *Sulmo*, *Venusia*, *Rudiæ*, *Verona*, and *Aquinum*.

III.

Translate:

Miramur, si Democriti pecus edit agellos
Cultaque, dum peregre est animus sine corpore velox;
Quum tu inter scabiem tantam et contagia lucri
Nil parvum sapias et adhuc sublimia cures:
Quæ mare compescant causæ, quid temperet annum,
Stellæ sponte sua, jussæne vagentur et errent,
Quid premat obscurum lunæ, quid proferat orbem,
Quid velit et possit rerum concordia discors,
Empedocles, an Stertinium deliret acumen.
Verum, seu pisces seu porrum et cæpe trucidas,
Utere Pompeio Grospho, et si quid petet, ultro
Defer; nil Grosphus nisi verum orabit et æquum.
Vilis amicorum est annona, bonis ubi quid deest.
Ne tamen ignores quo sit Romana loco res:
Cantaber Agrippæ, Claudî virtute Neronis
Armenius cecidit; jus imperiumque Phraates
Cæsaris accepit genibus minor; aurea fruges
Italiæ pleno defundit Copia cornu.

HORACE, *Epist.*, i., 12.

1. Derive *contagia*, *deliro* and *trucido*.

2. Distinguish *stella* and *sidus*, *vagor* and *erro*.

3. *Obscurum.* How construed?

4. v. 13. Explain the meaning of this verse.

5. *Genibus minor.* What is the construction?

IV.

Write brief notices of *Democritus*, *Empedocles*, *Agrippa*, *Claudius Nero*, and *Phraates*.

V.

Translate:

Ob hæc ratus auspiciis ementiendis Latinarumque feriarum mora et consularibus aliis impedimentis retenturos se in urbe, simulato itinere privatus clam in provinciam abiit. Ea res ubi palam facta est, novam insuper iram infestis jam ante patribus movit: non eum senatu modo sed jam cum diis immortalibus C. Flaminium bellum gerere: consulem ante inauspicato factum revocantibus ex ipsa acie diis atque hominibus non paruisse, nunc conscientia spretorum et Capitolium et sollemnem votorum nuncupationem fugisse, ne die initi magistratus Jovis optimi maximi templum adiret, ne senatum invisus ipse et sibi uni invisum videret consuleretque, ne Latinas indiceret Jovique Latiari sollemne sacrum in monte faceret, ne auspicato profectus in Capitolium ad vota nuncupanda, paludatus inde cum lictoribus in provinciam iret: lixæ modo sine insignibus sine lictoribus profectum clam furtim, haud aliter quam si exilii causa solum vertisset: magis pro majestate videlicet imperii Arimini quam Romæ magistratum initurum et in diversorio hospitali quam apud penates suos prætextam sumpturum.

LIVY, xxi., ch. 63.

1. *Auspiciis ementiendis.* What is the meaning? Illustrate by examples.

2. *Latinarum feriarum.* What? Give an account of them.

3. *Sollemnem votorum nuncupationem.* To what is the reference?

4. Distinguish *invisus* and *infestus*, *simulare* and *dissimulare*, *acies* and *agmen*.

5. Mark the quantity of the penult. of *initi* and *Arimini*.

IV.

1. Give an account of the origin of the second Punic war.

2. Write a brief notice of the constitution of Carthage.

3. What authorities for the history of the Punic war are extant? and what are lost?

University of Toronto.

ANNUAL EXAMINATIONS: 1866.

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GREEK.

HONORS.

Examiners: { REV. JOHN MCCAUL, LL.D.,
WILLIAM H. C. KERR, M.A.

I.

Translate :

ἦ ῥ' ἀΐει μου μακαρίτας ἰσοδαίμων βασιλεὺς
βάρβαρα σαφηνῆ
ἱέντος τὰ παναίολ' αἰ-
ανῆ δύσθροα βάγματα ;
παντάλαν' ἄχη διαβοάσω;
νέρθεν ἄρα κλύει μού ;
ἀλλὰ σύ μοι Γᾶ τε καὶ ἄλλοι χθονίων ἀγεμόνες
δαίμονα μεγαυχῆ
ἰόντ' αἰνέσατ' ἐκ δόμων,
Περσᾶν Σουσιγενῆ θεόν·
πέμπετε δ' ἄνω οἷον οὔπω
Περσὶς αἶ' ἐκάλυψεν.
ἦ φίλος ἀνήρ, φίλος ὄχθος· φίλα γὰρ κέκευθεν ἤθη.
Αἰδωνεὺς δ' ἄναπομπος ἀνείης Ἀϊδωνεὺς
Δαρεῖον, οἷον ἄνακτα Δαρεῖον. ἐή.
οὐδὲ γὰρ ἄνδρας ποτ' ἀπώλλυ πολεμοφθόροισιν ἄταις,
θεομήστωρ δ' ἐκικλήσκετο Πέρσαις, θεομήστωρ δ'
ἔσκεν, ἐπεὶ στρατὸν εὖ ἐπωδώκει.
βαλὴν ἀρχαῖος βαλὴν ἴθι, ἰκοῦ,
ἔλθ' ἐπ' ἄκρον κόρυμβον ὄχθου,
κροκόβαπτον ποδὸς εὔμαριν ἀείρων,
βασιλείου τιάρας φάλαρον πιφαύσκων.

ÆSCHYLUS, *Persæ*, vv. 633–661.

1. Scan the first six lines.

2. *μακαρίτας.* The correlative Latin expression?

3. *κλύει μου.* Upon what principle do you account for the use of the genitive after verbs which denote perception?

4. *χθονίων ἀγεμόνες.* What deities are meant? What term was employed in opposition to *χθόνιοι* to express the gods of the upper world?

5. *Σουσιγενῆ θεόν.* By what name is Susa described in the Old Testament? What is its modern name?

6. Explain the Greek conception of *Ἄτη.*

7. Notice different readings, and translate accordingly.

8. *Ἔλθ' ἐπ' ἄκρον κ. τ. λ.* Explain the allusion. How has this passage been criticised? Is the evocation of Darius founded on Grecian or on Persian usage? Where was Darius buried?

9. "*γίνωσκε δὲ ὅτι Δαρεῖοι τρεῖς εἰσι.*" Distinguish them.

10. What critical objections have been urged against the construction of this drama? What English poet of this century has written a lyrical drama closely resembling it in plot and general character? Name the piece referred to.

II.

Translate:

(*a*) *πλήθους μὲν ἄν σάφ' ἴσθ', ἕκατι βαρβάρους*
ναυσὶν κρατῆσαι. καὶ γὰρ Ἕλλησιν μὲν ἦν
ὁ πᾶς ἀριθμὸς ἐς τριακάδας δέκα
ναῶν, δεκὰς δ' ἦν τῶνδε χωρὶς ἔκκριτος·

(*b*) *ἦρξεν μέν, ὦ δέσποινα, τοῦ παντὸς κακοῦ*
φανεὶς ἀλάστωρ ἢ κακὸς δαίμων ποθέν.
ἀνὴρ γὰρ Ἕλλην ἐξ Ἀθηναίων στρατοῦ
ἐλθὼν ἔλεξε παιδὶ σῷ Ξέρξῃ τάδε,
ὡς εἰ μελαίνης νυκτὸς ἵξεται κνέφας,
Ἕλληνες οὐ μενοῖεν, ἀλλὰ σέλμασι
ναῶν ἐπενθορόντες ἄλλος ἄλλοσε
δρασμῷ κρυφαίῳ βίοτον ἐκσωσοίατο.

ÆSCHYLUS, *Persæ*, vv. 337–340, and 353–360.

(*a*) 1. What is the difference between the numbers of the Grecian fleet described in this passage and in Herodotus?

2. Compare the statements of Æschylus and Herodotus as to the numbers of the Persian fleet.

(*b*) 1. Ἀνὴρ Ἕλλην. Does this accurately describe him? Give his name? How was he rewarded for his services?

2. Supply the principal events omitted by Æschylus that intervened between the battle of Salamis and the retreat of Xerxes, and between his arrival at Sardis and his return to Susa.

III.

Translate:

Ὕβρις φυτεύει τύραννον·
Ὕβρις, ἢν πολλῶν ὑπερπλησθῇ μάταν,
ἃ μὴ 'πίκαιρα μηδὲ συμφέροντα,
ἀκροτάταν εἰσαναβᾶσ' ἀπότομον
ἀνώρουσεν εἰς ἀνάγκαν,
ἔνθ' οὐ ποδὶ χρησίμῳ χρῆται.
τὸ καλῶς δ' ἔχον πόλει πάλαισμα
μή ποτε λῦσαι θεὸν αἰτοῦμαι.
θεὸν οὐ λήξω ποτὲ
προστάταν ἴσχων.
εἰ δέ τις ὑπέροπτα χερσὶν
ἢ λόγῳ πορεύεται,
Δίκας ἀφόβητος, οὐδὲ
δαιμόνων ἔδη σέβων,
κακά νιν ἕλοιτο μοῖρα,
δυσπότμου χάριν χλιδᾶς,
εἰ μὴ τὸ κέρδος κερδανεῖ δικαίως,
καὶ τῶν ἀσέπτων εἴρξεται,
ἢ τῶν ἀθίκτων ἕξεται ματάζων.
τίς ἔτι ποτ' ἐν τοῖσδ' ἀνὴρ
θυμῷ βέλη εἴρξεται
ψυχᾶς ἀμύνειν; εἰ γὰρ αἱ
τοιαίδε πράξεις τίμιαι,
τί δεῖ με χορεύειν;
οὐκ ἔτι τὸν ἄθικτον εἶμι
γᾶς ἐπ' ὀμφαλὸν σέβων,
οὐδ' ἐς τὸν Ἄβαισι ναὸν,
οὐδὲ τὰν Ὀλυμπίαν,
εἰ μὴ τάδε χειρόδεικτα
πᾶσιν ἁρμόσει βροτοῖς.
ἀλλ' ὦ κρατύνων, εἴπερ ὄρθ' ἀκούεις,
Ζεῦ, πάντ' ἀνάσσων, μὴ λαθῇ
σὲ, τάν τε σὰν ἀθάνατον αἰὲν ἀρχάν.

φθίσοντα γὰρ Λαΐου
παλαιά σοι θέσφατ' ἐξ-
αίρουσιν ἤδη, κοὐδαμοῦ
τιμαῖς Ἀπόλλων ἐμφανής·
ἔρρει δὲ τὰ θεῖα.

SOPHOCLES, *Œdipus Tyrannus*, vv. 863–900.

1. ὕβρις φυτεύει τύραννον. What political allusion?

2. Notice different readings, and translate accordingly.

3. Explain the different constructions of εἰ in the passage.

4. Give the derivations of ὕβρις, ἀπότομον, πάλαισμα and χλιδᾶς.

5. Distinguish the different meanings of the following words according to their accentuation: καλος, βροτος, βιος, δημος, νομος and τροπος.

6. Define and exemplify the terms, *hyperbaton*, *zeugma*, *prolepsis* and *metathesis*.

7. Explain the metrical terms, *arsis*, *thesis*, *basis*, *anacrusis*, *anaclasis* and *ectasis*. What is an asynartetic verse?

8. What are the varieties of choriambic verse most in use? How may choriambics with a base be distinguished from antispastic verses?

V.

1. What were the plays that made up the tetralogy to which the Persæ belonged? When were they put upon the stage? What machinery requisite for its exhibition?

2. What was the usual number of the tragic chorus? What was the number of the chorus of the Persæ?

3. Enumerate the Attic Dionysia, and explain the origin of their respective names? At which of them were the dithyrambic choruses exhibited?

4. State the dates of the birth and death of (1) Æschylus, (2) Sophocles. Enumerate their dramatic predecessors and contemporaries in order of time.

5. What improvements in tragedy were introduced by Æschylus and Sophocles respectively? Mention the extant plays of each.

University of Toronto.

ANNUAL EXAMINATIONS : 1866.

THIRD YEAR.

GREEK.

HONORS.

Examiners: { REV. JOHN MCCAUL, LL.D.
WILLIAM H. C. KERR, M.A.

I.

Translate :

Ἀλλὰ γὰρ οὔτε τούτων οὐδέν ἐστιν, οὐδέ γ' εἴ τινος ἀκηκόατε ὡς ἐγὼ παιδεύειν ἐπιχειρῶ ἀνθρώπους καὶ χρήματα πράττομαι, οὐδὲ τοῦτο ἀληθές. ἐπεὶ καὶ τοῦτό γέ μοι δοκεῖ καλὸν εἶναι, εἴ τις οἷός τ' εἴη παιδεύειν ἀνθρώπους ὥσπερ Γοργίας τε ὁ Λεοντῖνος καὶ Πρόδικος ὁ Κεῖος καὶ Ἱππίας ὁ Ἠλεῖος. τούτων γὰρ ἕκαστος, ὦ ἄνδρες, οἷός τ' ἐστὶν ἰὼν εἰς ἑκάστην τῶν πόλεων τοὺς νέους, οἷς ἔξεστι τῶν ἑαυτῶν πολιτῶν προῖκα ξυνεῖναι ᾧ ἂν βούλωνται, τούτους πείθουσι τάς ἐκείνων ξυνουσίας ἀπολιπόντας σφίσι ξυνεῖναι χρήματα διδόντας καὶ χάριν προσειδέναι. ἐπεὶ καὶ ἄλλος ἀνήρ ἐστι Πάριος ἔνθαδε σοφός, ὃν ἐγὼ ᾐσθόμην ἐπιδημοῦντα· ἔτυχον γὰρ προσελθὼν ἀνδρὶ ὃς τετέλεκε χρήματα σοφισταῖς πλείω ἢ ξύμπαντες οἱ ἄλλοι, Καλλίᾳ τῷ Ἱππονίκου· τοῦτον οὖν ἀνηρόμην—ἔστον γάρ αὐτῷ δύο υἱέε—ὦ Καλλία, ἦν δ' ἐγώ, εἰ μέν σου τὼ υἱέε πώλω ἢ μόσχω ἐγενέσθην, εἴχομεν ἂν αὐτοῖν ἐπιστάτην λαβεῖν καὶ μισθώσασθαι, ὃς ἔμελλεν αὐτὼ καλώ τε κἀγαθῶ ποιήσειν τὴν προσήκουσαν ἀρετήν· ἦν δ' ἄν οὗτος ἢ τῶν ἱππικῶν τις ἢ τῶν γεωργικῶν· νῦν δ' ἐπειδὴ ἀνθρώπω ἐστόν, τίνα αὐτοῖν ἐν νῷ ἔχεις ἐπιστάτην λαβεῖν ; τίς τῆς τοιαύτης ἀρετῆς, τῆς ἀνθρωπίνης τε καὶ πολιτικῆς, ἐπιστήμων ἐστιν ; οἶμαι γὰρ σε ἐσκέφθαι διὰ τήν τῶν υἱέων κτῆσιν.

PLATO, *Apologia.*

1. Write brief notices of the persons mentioned or referred to in the extract, giving dates.

2. *εἴ τις οἷός τ' εἴη παιδεύειν.* Explain the construction.

3. *τοὺς νέους.....τούτους πείθουσι.* What rhetorical figure?

4. *σοφισταῖς.* Mention the principal Greek Sophists, with their doctrines. What effect had these on the Greek mind?

5. What charges were brought against Socrates, and how did he meet them?

6. Describe the constitution of the tribunal before which he was tried.

7. Who were his accusers? What number of his judges voted (1) for his condemnation, (2) for the penalty of death?

8. Where and when did Plato write the "Apology"? How does this term fail to convey the meaning of the Greek *ἀπολογία*?

II.

Translate:

Κεῖται μὲν οὖν τῆς Ἰβηρίας κατὰ μέσην τὴν παραλίαν ἐν κόλπῳ, νεύοντι πρὸς ἄνεμον Λίβα, οὗ τὸ μέν βάθος ἐστὶν ὡς εἴκοσι σταδίων, τὸ δὲ πλάτος ἐν ταῖς ἀρχαῖς ὡς δέκα· λαμβάνει δὲ διάθεσιν λιμένος ὁ πᾶς κόλπος διὰ τοιαύτην αἰτίαν. νῆσος ἐπὶ τοῦ στόματος αὐτοῦ κεῖται, βραχὺν ἐξ ἑκατέρου τοῦ μέρους εἴσπλουν εἰς αὐτὸν ἀπολείπουσα. ταύτης ἀποδεχομένης τό πελάγιον κῦμα, συμβαίνει, τὸν κόλπον ὅλον εὐδίαν ἴσχειν, πλὴν ἐφ' ὅσον οἱ Λίβες, καθ' ἑκάτερον τὸν εἴσπλουν παρεισπίπτοντες, κλύδωνας ἀποτελοῦσι. τῶν γε μὴν ἄλλων πνευμάτων ἀκλυδώνιστος ὢν τυγχάνει διὰ τὴν περιέχουσαν αὐτὸν ἤπειρον. Ἐν δὲ τῷ μυχῷ τοῦ κόλπου πρόκειται χερρονησίζον ὄρος, ἐφ' οὗ κεῖσθαι συμβαίνει τὴν πόλιν, περιεχομένην θαλάττῃ μὲν ἀπ' ἀνατολῶν καὶ μεσημβρίας, ἀπὸ δὲ τῶν δύσεων λίμνῃ, προσεπιλαμβανούσῃ καὶ τοῦ πρὸς ἄρκτον μέρους· ὥστε τὸν λοιπὸν τόπον μέχρι τῆς ἐπὶ θάτερα θαλάττης, ὅς καὶ συνάπτει τὴν πόλιν πρὸς τὴν ἤπειρον, μὴ πλέον ὑπάρχειν ἢ δυοῖν σταδίων. Ἡ δὲ

πόλις αὐτὴ μεσόκοιλός ἐστι· κατὰ δὲ τὴν ἀπὸ μεσημβρίας πλευρὰν ἐπίπεδον ἔχει τὴν ἀπὸ θαλάττης πρόσοδον· τὰ δὲ λοιπὰ περιέχεται λόφοις, δυσὶν μὲν ὀρεινοῖς καὶ τραχέσιν, ἄλλοις δὲ τρισὶ, πολὺ μὲν χθαμαλωτέροις, σπιλώδεσι δὲ καὶ δυσβάτοις.

POLYBIUS.

1. Give the names and describe the positions of the principal peoples of Spain at the date of the events narrated in this book.

2. Write a brief account of the Achæan league, with dates.

3. To what sect of philosophers did Polybius belong? What are the most probable dates of his birth and death?

4. Write notes on any peculiarities that you observe in the extract.

III.

1. Mention the most eminent of the disciples of Socrates and Plato respectively.

2. What kind of supernatural monitor did Socrates claim as his guide and preceptor?

3. What political office did he at one time hold, and how did he conduct himself therein?

4. Write a brief life of Polybius, introducing dates where you can.

5. Of how many books did his history originally consist, and what period did they embrace?

6. What are his qualities as an historian? How has his style been criticised?

7. In what cases are adverbs of time properly followed by the indicative, in what by the subjunctive or the optative mood?

8. When is the subjunctive, and when the optative required after a relative pronoun or adverb?

IV.

Translate:

Πρῶτον μὲν οὖν ληπτέον, περὶ ποῖα ἀγαθὰ ἢ κακὰ ὁ συμβουλεύων συμβουλεύει· ἐπειδὴ οὐ περὶ ἅπαντα, ἀλλ' ὅσα ἐνδέχεται καὶ γενέσθαι καὶ μή· Ὅσα δὲ ἐξ ἀνάγκης ἢ ἔστιν ἢ ἔσται, ἢ ἀδύνατον εἶναι ἢ γενέσθαι, περὶ τούτων οὐκ ἔστι συμβουλή. Οὐδὲ δὴ περὶ των ἐνδεχομένων ἁπάντων· ἔστι γὰρ καὶ φύσει ἔνια καὶ ἀπὸ τύχης γιγνόμενα ἀγαθά, τῶν ἐνδεχομένων καὶ γίγνεσθαι καὶ μή, περὶ ὧν οὐδὲν πρό ἔργου τὸ συμβουλεύειν· ἀλλά δῆλον ὅτι περὶ ὅσων ἐστὶ τὸ βουλεύεσθαι, τοιαῦτά ἐστιν, ὅσα πέφυκεν ἀνάγεσθαι εἰς ἡμᾶς, καὶ ὧν ἡ ἀρχὴ τῆς γενέσεως ἐφ' ἡμῖν ἐστί· μέχρι γάρ τούτου σκοποῦμεν, ἕως ἂν εὕρωμεν, εἰ ἡμῖν δυνατὰ ἢ ἀδύνατα πρᾶξαι.

ARISTOTLE, *Rhetorica*, c. iv.

University of Toronto.

ANNUAL EXAMINATIONS: 1866.

THIRD YEAR.

LATIN.

HONORS AND SCHOLARSHIPS.

Examiners: { REV. JOHN MCCAUL, LL.D., WILLIAM H. C. KERR, M.A.

I.

Translate:

Lusum it Mæcenas, dormitum ego Virgiliusque;
Namque pila lippis inimicum et ludere crudis.
Hinc nos Roccii recipit plenissima villa,
Quæ super est Caudi cauponas. Nunc mihi paucis
Sarmenti scurræ pugnam Messîque Cicirrhi,
Musa, velim memores, et quo patre natus uterque
Contulerit lites. Messî clarum genus Osci;
Sarmenti domina exstat: ab his majoribus orti
Ad pugnam venere. Prior Sarmentus: "Equi te
Esse feri similem dico." Ridemus, et ipse
Messius: "Accipio:"—caput et movet; "O, tua cornu
Ni foret exsecto frons," inquit, "quid faceres, quum
Sic mutilus miniteris?" At illi fœda cicatrix
Setosam lævi frontem turpaverat oris.
Campanum in morbum, in faciem permulta jocatus,
Pastorem saltaret uti Cyclopa rogabat:
Nil illi larva aut tragicis opus esse cothurnis.
Multa Cicirrhus ad hæc: domasset jamne catenam
Ex voto laribus, quærebat; scriba quid esset,
Deterius nihilo dominæ jus esse. Rogabat
Denique, cur unquam fugisset, cui satis in
Farris libra foret, gracili sic tamque pusillo?

HORACE, *Sat.* i. 5, vv. 48–69.

1. *Pila ludere.* Explain.

2. *Super Caudi cauponas.* Describe the position of *Caudium.* What memorable defeat took place in its neighbourhood?

3. *Osci.* Write a brief notice of them.

4. *Accipio.* What different interpretations?

5. *Saltaret Cyclopa.* What is the construction? Give similar examples.

6. *Donasset catenam ex voto laribus.* What is the meaning?

7. What different opinions as to the occasion of this journey to Brundusium? Which do you prefer? Give your reasons.

II.

Translate:

In verbis etiam tenuis cautusque serendis,
Dixeris egregie, notum si callida verbum
Reddiderit junctura novum. Si forte necesse est
Indiciis monstrare recentibus abdita rerum,
Fingere cinctutis non exaudita Cethegis
Continget, dabiturque licentia sumpta pudenter.
Et nova fictaque nuper habebunt verba fidem, si
Græco fonte cadent, parce detorta. Quid autem
Cæcilio Plautoque dabit Romanus ademptum
Virgilio Varioque? Ego cur, acquirere pauca
Si possum, invideor, quum lingua Catonis et Enni
Sermonem patrium ditaverit et nova rerum
Nomina protulerit? Licuit semperque licebit
Signatum præsente nota producere nomen.
Ut silvæ foliis pronos mutantur in annos,
Prima cadunt; ita verborum vetus interit ætas,
Et juvenum ritu florent modo nata vigentque.
Debemur morti nos nostraque; sive receptus
Terra Neptunus classes aquilonibus arcet,
Regis opus, sterilisve diu palus aptaque remis
Vicinas urbes alit et grave sentit aratrum,
Seu cursum mutavit iniquum frugibus amnis
Doctus iter melius, mortalia facta peribunt,
Nedum sermonum stet honos et gratia vivax.
Multa renascentur, quæ jam cecidere, cadentque
Quæ nunc sunt in honore vocabula, si volet usus,
Quem penes arbitrium est et jus et norma loquendi,

HORACE, *Ars Poet.* vv. 46–72.

1. Give different readings and translate accordingly.

2. What different theories as to the *Ars Poetica?* Which do you prefer? Give your reasons.

3. Write notes on *callida junctura*, *cinctutis*, *præsente nota*, *pronos*, *receptus*, *Neptunus*, *palus*, and *amnis*.

III.

Translate:

DA. Di boni, boni quid porto? Sed ubi inveniam Pamphilum,
Ut metum, in quo nunc est, adimam, atque expleam animum gaudio?
CH. Laetus est nescio quid: PA. Nihil est: nondum haec rescivit mala.
DA. Quem ego nunc credo, si iam audierit sibi paratas nuptias—
CH. Audin tu illum? DA. Toto me oppido exanimatum quaerere.
Sed ubi quaeram? ant quo nunc primum intendam? CH. Cessas adloqui?
DA. Abeo. PA. Dave, ades. Resiste. DA. Quis homo est, qui me? O Pamphile,
Te ipsum quaero. Euge Charine: ambo opportune. Vos volo.
PA. Dave, perii. DA. Quin tu hoc audi. PA. Interii. DA. Quid timeas, scio.
CH. Mea quidem hercle certe in dubio vitast. DA. Et quid tu, scio.
PA. Nuptiae mi..... DA. Etsi scio? PA. hodie. DA. Obtundis, tametsi intelligo?
Id paves, ne ducas tu illam: tu autem, ut ducas, CH. Rem tenes.
PA. Istuc ipsum. DA. Atque istuc ipsum nil pericli est: me vide.
PA. Obsecro te, quamprimum hoc me libera miserum metu. DA. Hem,
Libero; uxorem tibi non dat iam Chremes. PA. Qui scis? DA. Scies.
Tuus pater modo me prehendit: ait tibi uxorem dare sese
Hodie; item alia multa, quae nunc non est narrandi locus.

Continuo ad te properans percurro ad forum, ut dicam
tibi haec.
Ubi te non invenio, ibi ascendo in quendam excelsum
locum.
Circumspicio. Nusquam. Forte ibi huius video Byrriam;
Rogo: negat vidisse. Mihi molestum. Quid agam,
cogito.
Redeunti interea ex ipsa re mi incidit suspicio: hem,
Paululum obsoni: ipsus tristis: de improviso nuptiae:
Non cohaerent. PA. Quorsumnam istuc? DA. Ego
me continuo ad Chremem.
Quum illo advenio, solitudo ante ostium: iam id gaudeo.
CH. Recte dicis. PA. Perge. DA. Maneo: interea
introire neminem
Video, exire neminem: matronam nullam in aedibus,
Nihil ornati, nihil tumulti: accessi: intro aspexi.
PA. Scio.
Magnum signum. DA. Num videntur convenire haec
nuptiis?

TERENCE, *Andrian*, Act II., Scene 2.

1. Scan the first five verses.

2. Write notes on any peculiarities of construction that you observe.

3. Give a list of the Latin dramatic poets, introducing dates where you can.

4. Mention the different species of dramatic entertainments in ancient Italy.

5. Give a brief account of the theatres of Rome.

6. Write a notice of the actors and of the music.

7. State the occasions on which dramatic entertainments were given.

University of Toronto.

ANNUAL EXAMINATIONS: 1866.

THIRD YEAR.

LATIN.

HONORS AND SCHOLARSHIPS.

Examiners: { REV. JOHN MCCAUL, LL.D.
WILLIAM H. C. KERR, M.A.

I.

Translate:

Jam autumnale æquinoctium instabat: et est sinus Euboicus, quem Cœla vocant, suspectus nautis: itaque, ante hiemales motus evadere inde cupientes, Piræeum, unde profecti ad bellum erant, repetunt. Apustius, triginta navibus ibi relictis, super Maleam navigat Corcyram. Regem spatium Initiorum Cereris, ut sacris interesset, tenuit: secundum Initia et ipse in Asiam se recepit, Agesimbroto et Rhodiis domum remissis. Hæc ea æstate terra marique adversus Philippum sociosque ejus a consule et legato Romanis, adjuvantibus rege Attalo et Rhodiis, gesta. Consul alter C. Aurelius ad confectum bellum quum in provinciam venisset, haud clam tulit iram adversus prætorem, quod absente se rem gessisset. Misso igitur eo in Etruriam, ipse in agrum hostium legiones induxit: populandoque, cum præda majore, quam gloria, bellum gessit. L. Furius, simul quod in Etruria nihil erat rei, quod gereret, simul Gallico triumpho imminens, quem, absente consule irato atque invidente, facilius impetrari posse ratus, Romam inopinato quum venisset, senatum in æde Bellonæ habuit: expositisque rebus gestis ut triumphanti sibi in urbem invehi liceret, petit.

LIVY, xxxi, c. 47.

1. *Cœla.* Whence derived?

2. *Piræeum.* Give the names of the smaller harbours.

3. *Maleam.* Where? What is the modern name?

4. *Corcyram.* What is the modern name, and whence derived?

5. *Initiorum Cereris.* Write a brief account of these?

6. *Philippum, Attalo.* Write brief notices of these.

7. *Imminens.* Explain the meaning.

8. *Æde Bellonæ.* Write a brief account of it. Why did the Senate meet there?

9. *Triumphanti.* What were the qualifications for a triumph?

II.

Translate:

Otho, lustrata urbe, et expensis belli consiliis, quando Peninæ Cottiæque Alpes et cæteri Galliarum aditus Vitellianis exercitibus claudebantur, Narbonensem Galliam aggredi statuit; classe valida et partibus fida, quod reliquos cæsorum ad pontem Milvium, et sævitia Galbæ in custodiam habitos, in numeros legionis composuerat, facta et cæteris spe honoratioris in posterum militiæ. Addidit classi urbanas cohortes et plerosque e Prætorianis, vires et robur exercitus, atque ipsis Ducibus consilium et custodes. Summa expeditionis Antonio Novello, Suedio Clementi, primipilaribus, Æmilio Pacensi, cui ademptum a Galba Tribunatum reddiderat, permissa. Curam navium Oscus libertus retinebat, ad observandam honestiorum fidem comitatus. Peditum equitumque copiis Suetonius Paulinus, Marius Celsus, Annius Gallus, rectores destinati. Sed plurima fides Licinio Proculo, Prætorii Præfecto. Is urbanæ militiæ impiger, bellorum insolens, auctoritatem Paulini, vigorem Celsi, maturitatem Galli, ut cuique erat, criminando, quod facillimum factu est, pravus et callidus, bonos et modestos anteibat.

TACITUS, *Histor.* i., c. 87.

1. *Lustrata urbe.* Why was this necessary?

2. *Narbonensem Galliam.* How was Gaul divided at this time?

3. *Pontem Milvium.* Write a brief account of it.

4. *In numeros legionis.* Explain the meaning.

5. *Honoratioris*—than what?

6. *Primipilaribus.* Explain in a brief note.

7. *Tribunatum*—of what?

8. *Comitatus.* What other readings?

9. *Paulini.* Write a brief notice of him.

III.

Frequens enim consessus theatri, in quo sunt mulierculæ et pueri, movetur audiens tam grande carmen:

Adsum atque advenio Acherunte vix via alta atque ardua
Per speluncas saxis structas asperis, pendentibus,
Maxumis, ubi rigida constat crassa caligo inferum.

tantumque valuit error, qui mihi quidem iam sublatus videtur, ut, corpora cremata quum scirent, tamen ea fieri apud inferos fingerent, quæ sine corporibus nec fieri possent nec intelligi. Animos enim per se ipsos viventes non poterant mente complecti, formam aliquam figuramque quærebant. Inde Homeri tota *νεκυία*, inde ea, quæ meus amicus Appius *νεκυομαντεῖα* faciebat, inde in vicinia nostra Averni lacus, unde animæ excitantur 'obscura umbra aperto ex ostio altæ Acheruntis, salso sanguine,' imagines mortuorum. Has tamen imagines loqui volunt, quod fieri, nec sine lingua nec sine palato nec sine faucium, laterum, pulmonum, vi et figura potest. Nihil enim animo videre poterant, ad oculos omnia referebant. Magni autem est ingenii sevocare mentem a sensibus et cogitationem ab consuetudine abducere. Itaque credo equidem etiam alios tot sæculis, sed, quod [*in*] litteris exstet, Pherecydes Syrius primum dixit animos esse hominum sempiternos, antiquus sane: fuit enim meo regnante gentili. Hanc opinionem discipulus eius, Pythagoras, maxime confirmavit: qui quum Superbo regnante in Italiam venisset, tenuit magnam illam Græciam quum honore disciplinæ tum etiam auctoritate, multaque sæcula postea sic viguit Pythagoreorum nomen, ut nulli alii docti viderentur.

CICERO, *Tusc. Disput.* i., 36.

1. Write brief notes on *frequens consessus*, *νεκυία*, *quod in literis extet*, *Pherecydes*, *meo regnante gentili.*

2. Scan the verses.

3. Write an account of the schools of philosophy in *Magna Græcia*, introducing dates where you can.

IV.

1. What ancient authorities for the history of the time of Philip II?

2. Trace the descent of Nero from C. Julius Cæsar, the Prætor.

3. Give examples of any peculiarities that you have observed in Livy.

4. Write a notice of the characteristics of the style of Tacitus, illustrating your remarks by examples.

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ANNUAL EXAMINATIONS: 1866.

THIRD YEAR.

HYDROSTATICS AND OPTICS.

Examiner: J. LOUDON, M.A.

1. Mention the characteristic property of fluids, and account for a difference in pressure at different points of a fluid.

Three holes, one, two, and three inches square respectively, are made in the top of a vessel filled with water, and pistons inserted; if the top of the vessel be in the form of three steps, and the successive vertical distances between the pistons be one foot, when a weight of one ℔ is placed on the second, find what weights must be placed on the other two in order that equilibrium be retained.

2. If two fluids that do not mix, meet in a bent tube, the altitudes of their surfaces above the horizontal plane in which they meet are inversely as their densities.

If a circular uniform tube be half filled with equal volumes of two fluids, the density of the one being n times the density of the other, the tangent of the angle between a horizontal diameter and the diameter joining the free surfaces is equal to $\frac{n-1}{n+1}$.

3. Define the *specific gravity* of a substance.

Given s_1, s_2 the specific gravities of two substances in an article which weighs w_1 and w_2 oz. in vacuo and in water respectively, compare the quantities of the component substances.

4. Describe the Diving Bell, and shew that the length of the rope must always be less than $h\lambda$, where h is the height of the water barometer, and λ the ratio of the volumes of water and air in the Bell.

5. Describe Nicholson's Hydrometer, and compare by means of it the specific gravities (1) of a solid and a fluid, (2) of two fluids.

6. State the law of *reflection* of light, and hence find the position and form of the image of an object placed before a plane mirror.

Three equal mirrors are placed together in the form of a regular prism, and revolve round its axis at a distance d from a small object; shew that so long as there are two images, they cannot be at distances from the object greater than $\sqrt{3d^2 - a^2} - a\sqrt{3}$, $2a$ being the breadth of each mirror.

7. When is an image said to be *real* and when *virtual*?

An object is placed halfway between the centre and principal focus of a concave spherical reflector, determine the position of its image, and whether it is *real* or *virtual*.

8. State the law of *refraction* of light.

The relative distances of an object under water, and its image from an eye directly over the surface, at a distance equal to the distance between the object and its image, are to one another as $2\mu - 1 : \mu$, μ being the refractive index from air into water.

9. Distinguish *convex* and *concave* lenses, and explain how they can be employed to remedy long and short sight.

10. Explain the principle of the Telescope, and trace the course of three rays from an object to the eye through Gregory's.

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ANNUAL EXAMINATIONS: 1866.

THIRD YEAR.

STATICS AND DYNAMICS.

HONORS.

Examiner: J. Loudon, M.A.

1. Determine the conditions of equilibrium of a particle acted on by any forces and constrained to remain on a given smooth curve.

There are two centres of force attracting as the distance at the foci of a smooth ellipse; shew that a particle constrained to move on the curve will rest at a point whose central abscissa is $\frac{\mu - \mu'}{\mu + \mu'} \frac{a}{e}$, μ, μ', being the absolute values of the forces.

2. Any set of forces acting on a rigid body can be reduced to a single resultant force and a single couple.

A solid paraboloid of revolution, the equation to whose surface is $ax = y^2 + z^2$, can be made to rest with a given point in contact with a fixed horizontal plane. Find the equation of the plane parallel to which the couple must act in order to effect this.

3. Shew that the resultant force and couple in (2) can always be reduced to a couple and force in the direction of the axis of the couple.

When the forces are reduced to two forces P, P', which neither meet nor are parallel, shew that $PP' a \sin \alpha$ is constant, a being the perpendicular distance, and α the angle between the directions of P, P'.

4. State and prove Guldin's properties of the centre of gravity.

Apply one of them to find the centre of gravity of one of the equal areas between the curves

$$\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1, \; x^2 + y^2 = a^2.$$

5. A string is stretched over a rough cylinder, and lies in one plane perpendicular to the axis of the cylinder; find the tension at any point and the pressure on the cylinder in the limiting position of equilibrium.

If the string in contact with the cylinder subtends at the axis an angle whose circular measure equals μ, the coefficient of friction, shew that a weight w at one end will support $e^{\mu^2} w$ at the other.

6. State Hooke's law relating to the extension of elastic strings, and write down the equation of equilibrium of an elastic string acted on by any forces.

Find the stretched length of an elastic [illegible] attached to a fixed peg and attracted, according to the law [illegible] the inverse square of the distance, by a thin lamina of infin[illegible] extent, perpendicular to the direction of the string.

7. Find expressions for the radial and transversal velocities of a particle moving in a plane curve.

If the radial and transversal velocities are to one another in a constant ratio, shew that the equation to the path of the particle will be of the form $r=e^{c\theta}$, where c is a constant.

8. In central orbits shew that the velocity and inclination of the tangent to the radius vector are the same at all points equidistant from the centre of force.

Hence shew that the circle is the only curve which can be described with a constant velocity under a central force.

9. A particle, projected from a given point in a given direction with a given velocity, is acted on by a force which tends to a fixed centre and whose accelerating effect on the particle at a point is inversely proportional to the square of the distance of the point from the centre of force; find the orbit described.

10. Determine the velocity of a heavy particle on a smooth plane curve standing in a vertical plane, and projected with a given velocity from a given point.

If a heavy particle of weight w move from rest at the vertex down a vertical ellipse with its axis major horizontal, shew that the force of constraint acting on the particle at the extremity of the latus rectum must always be less than

$$\frac{\sqrt{2}+1}{\sqrt{2}}\,w.$$

11. Determine the velocity, in a resisting medium, of a moving particle acted on by a force in the line of motion.

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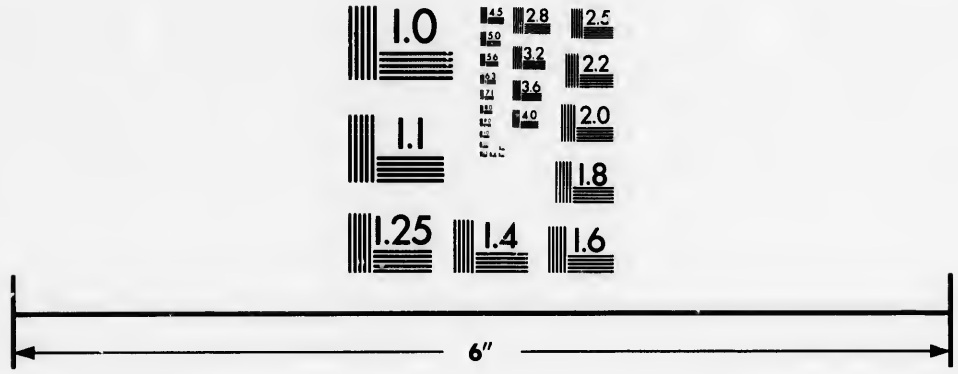

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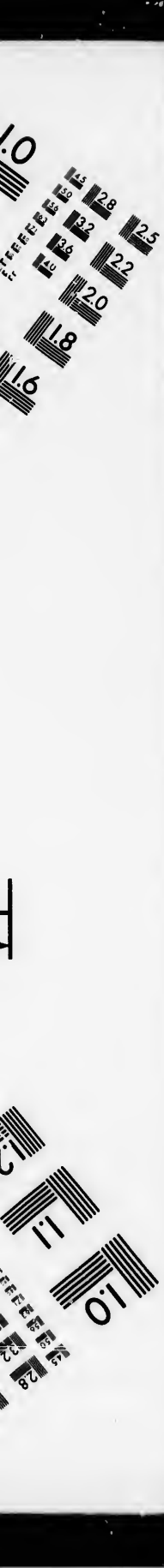

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ANNUAL EXAMINATIONS: 1866.

THIRD YEAR.

HYDROSTATICS AND OPTICS.

HONORS.

Examiners: { J. B. CHERRIMAN, M.A.
J. LOUDON, M.A.

1. Determine the conditions of equilibrium and the pressure at any point of a mass of fluid under the action of any forces.

The pressures on all solid circular rings whose centres coincide with the centre of force, is constant, the force varying inversely as the distance, and the fluid being indefinite in extent.

2. Find the co-ordinates of the centre of pressure of a plane area immersed in a fluid.

If a plane area, symmetrical with respect to the axis of x, and with the tangent at its vertex in the surface of the fluid, revolve about an axis in its plane parallel to the surface at a distance d below it through an angle θ equal to one-half of its former inclination to the surface, shew that the new limits of x in determining the new centre of pressure will be increased by $d \operatorname{cosec} 2\theta\,(2\cos\theta - 1)$.

3. A body floats in a fluid; determine the position of its metacentre with reference to a vertical plane of displacement dividing the body symmetrically through its centre of gravity.

Determine the measure of the stability of a prism, of which the vertical angle is immersed in a fluid, the opposite side being horizontal.

4. State the law connecting the pressure, density, and temperature of gases.

Shew that, when the density ρ of a mass of air suddenly becomes ρ', the pressure is changed in the ratio $(\frac{\rho'}{\rho})^k$, where k is constant.

5. Shew that, when $Xdx + Ydy + Zdz$ is a perfect differential, the temperature and density are the same at all points in a surface of equal pressure.

vi. Find the aberration when a small pencil of light is directly refracted at a spherical surface.

Shew that there are two positions of the origin, the axis of the pencil being fixed, in which the aberration vanishes. Does the whole refracted pencil pass accurately through a point in these cases?

vii. Find the positions of the focal lines when a small pencil is obliquely refracted through a prism, its axis passing in a principal plane, but not very near to the edge.

If the angles of emergence and incidence be the same, and c be the breadth of the prism at the point of incidence, the primary focus will be nearer to the point of emergence than the secondary by the quantity

$$\frac{c}{\mu}(\mu^2 - 1)\tan^2\frac{i}{2},$$

where i is the angle of the prism.

viii. Find the condition of achromatism for a pencil of parallel rays passing directly through a combination of two lenses on the same axis.

Considering only the first powers of the dispersions, shew that when the lenses are of the same material, their focal lengths cannot both be of the same name; and if the convex lens have the longer focal length, there will be three arrangements possible; but if not, only one.

ix. Compare briefly the respective advantages of Gregory's and Cassegrain's telescopes, and of Huyghens' and Ramsden's eye-pieces; and draw figures of the passage of a pencil through Gregory's with Huyghens', and through Cassegrain's with Ramsden's.

x. Shew that the minimum deviation of a ray which enters a rain-drop and emerges after p internal reflexions is $p\pi +$

$$2\tan^{-1}\left\{\frac{(p+1)^2-\mu^2}{\mu^2-1}\right\}^{\frac{1}{2}} - 2(p+1)\tan^{-1}\left\{\frac{\frac{1}{\mu^2}-\frac{1}{(p+1)^2}}{\mu^2-1}\right\}^{\frac{1}{2}},$$

and the breadth of the colored bow from any point of the sun's disc is

$$2\int_{\mu_R}^{\mu_V}\left\{\frac{(p+1)^2-\mu^2}{\mu^2-1}\right\}^{\frac{1}{2}}\frac{d\mu}{\mu}.$$

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THIRD YEAR.

CO-ORDINATE GEOMETRY AND DIFFERENTIAL CALCULUS.

HONORS.

Examiner: J. B. CHERRIMAN, M.A.

1. To find the centre of the conic

$$Ax^2 + 2\,Cxy + By^2 + 2\,Dx + 2\,Ey + F = 0,$$

If C alone be made to vary, the locus of the centre is another conic, passing through the origin and touching the line $Dx = Ey$.

2. In the equation referred to the centre,

$$Ax^2 + 2\,Cxy + By^2 = 1,$$

where ω is the angle between the co-ordinate axes, shew that whatever be the axes, $\dfrac{C^2 - AB}{\sin^2\omega}$ remains invariable, and discriminate the species of the conic by examining the character of the asymptotes.

3. Obtain the general equation to a conic referred to rectangular axes originating in the focus.

If the equation in question (1) be so referred, shew that the distance of the directrix from the focus is $\dfrac{F}{\sqrt{(D^2 + E^2)}}$.

4. Obtain the equation to a conic referred to two tangents as axes, and shew that in the case of a parabola, it becomes

$$\sqrt{\frac{x}{a}} + \sqrt{\frac{y}{b}} = 1.$$

In this case, if from any point in the chord of contact lines be drawn parallel to the axes and cutting them, the line joining the points of section is also a tangent to the parabola.

5. The diagonals of a quadrilateral circumscribed about a conic pass through the intersection of the diagonals of a quadrilateral inscribed at the points of contact, and two opposite sides of the inscribed quadrilateral meet on a diagonal of the circumscribed at the point where it cuts the third diagonal of the same.

6. Define the trilinear coordinates of a point.

Shew that a straight line may be represented in either of the following ways :

$$(1) \ldots\ldots \quad l\alpha + m\beta + n\gamma = 0;$$

$$(2) \ldots\ldots \quad \frac{\alpha-\alpha'}{l} = \frac{\beta-\beta'}{m} = \frac{\gamma-\gamma'}{n} = r;$$

and examine the number of independent constants in these forms.

7. Shew that any conic may be represented in trilinears by a homogeneous function of the coordinates of the second order being equated to zero, and shew how to find the coordinates of its centre.

If a conic, circumscribing the triangle of reference, touch at A the line $\beta + n\gamma$, the locus of its centre will be another conic touching at A the line $\beta - n\gamma$, and passing through the middle point of a and the point where a meets $\beta + n\gamma$.

8. Find the equation to a plane, referred to three rectangular axes in space.

Find the condition that three points whose coordinates are given may lie in a plane passing through the origin; and shew that, if three pyramids be formed by taking each point in succession, and joining it, the origin, and the projections of the other two points on a coordinate plane :—then, whether this coordinate plane be the same for each point, or be a different one for each point, in each case one of these pyramids will be equal to the other two in volume.

9. Prove that a straight line is represented, when referred to three axes in space, by the equations

$$\frac{x-a}{l} = \frac{y-b}{m} = \frac{z-c}{n} = r,$$

and find its direction-cosines.

If it be at right angles to a line whose direction-angles are α, β, γ; then will

$$l \cos \alpha + m \cos \beta + n \cos \gamma = 0.$$

10. Shew that the locus of tangent lines at a point of a surface is in general a plane.

Find the surface traced out by a point which is equally distant from a fixed point S and from a fixed plane; and shew that if the tangent plane at P cuts a line, which is drawn through S at right angles to the fixed plane, in T; then $SP = ST$.

11. Give a general description of the method of finding maximum and minimum values of a function of several varibles.

If $f(x, y, z) = \text{const}$: be the equation to a surface, where f is homogeneous, the points of the surface where a tangent plane will intercept between the co-ordinate planes the greatest or least volume, will be given by the equation

$$\frac{u}{U^2} + \frac{v'}{UW} + \frac{w'}{VU} = \text{anal} = \ldots\ldots$$

where $U, u, u', \ldots\ldots$ are the partial derivatives of f in the usual notation.

12, *State* Lagrange's theorem, and shew that Laplace's is a particular case of it.

If $y = z + x\phi(y)$, then will

$$y = z + \phi(z).x + D_z\left\{\phi(z)\right\}^2 \cdot \frac{x^2}{\lfloor 2} + D_z^2\left\{\phi(z)\right\}^3 \cdot \frac{x^3}{\lfloor 3} + \ldots\ldots\ldots$$

where D_z is put for $\frac{d}{dz}$.

Compositio

Parse :

Un
Des
Et
Rép

Translate :

Qu'
plume
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Béryll
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ment
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et bea
qui ne

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ANNUAL EXAMINATIONS: 1866.

THIRD YEAR.

FRENCH.

Examiner: MONSIEUR EMILE PERNET.

Composition :

Sujet : Les plaisirs de l'Hiver.

Parse :

Un effroyable cri, sorti du fond des flots,
Des airs en ce moment a troublé le repos ;
Et du sein de la terre, une voix formidable
Répond en gémissant à ce cri redoutable.

PHÈDRE, Act V., Scene vi.

Translate :

Qu'on ne me parle jamais d'encre, de papier, de plume, de style, d'imprimeur, d'imprimerie ; *qu'on ne se hasarde* plus de me dire : Vous écrivez si bien, Antisthène ! continuez d'écrire, ne verrons-nous point de vous un *in-folio ?* traitez de toutes les vertus et de tous les vices dans un ouvrage suivi, methodique, qui n'ait point de fin ; ils devraient ajouter, *Et nul cours.* Je renonce à tout ce qui a été, qui est et qui sera livre. Bérylle tombe en syncope à la vue d'un chat, et moi à la vue d'un livre. Suis-je mieux nourri et plus lourdement vêtu, suis-je dans ma chambre à l'abri du nord, ai-je un lit de plume, après vingt ans entiers qu'on *me débite* dans la place ? J'ai un grand nom, dites-vous, et beaucoup de gloire ; dites que j'ai beaucoup de vent qui ne sert à rien : ai-je un grain de ce métal qui pro-

cure toutes choses? Le vil praticien grossit *son mémoire*, se fait rembourser de frais qu'il n'avance pas, et il a pour gendre un comte ou un magistrat. Un homme *rouge* ou *feuille-morte* devient commis, et bientôt plus riche que son maître; il le laisse dans la roture, et avec de l'argent il devient noble. B. s'enrichit à montrer dans un cercle des marionnettes; BB, à vendre en bouteille l'eau de la rivière. Un autre charlatan arrive ici de delà les monts avec une malle; il n'est pas dechargé, que les pensions courent; et il est prêt de retourner d'où il arrive, avec des mulets et des fourgons.

LA BRUYÈRE, *Des Jugements*, 283.

1. *Qu'on ne se hasarde.* Give a synonymous verb, also reflective.

2. *Et.....nul cours.* Supply the words wanting to make this passage very clear to the reader.

3. *Me débite.* What does *me* refer to particularly?

4. *Son mémoire.* When is this word feminine? What is the meaning of it in the plural? When are such sentences as the following used: "*A la mémoire; à l'heureuse mémoire; à l'immortelle mémoire.*" What is the meaning of the following: *Tel prince d'heureuse mémoire, de vertueuse mémoire, &c.*

5. *Il le laisse.* What does *le* refer to?

6. *Marionnettes.* What is the meaning of this saying: *Il a fait jouer les grandes marionnettes.*

7. *De delà.* Can *delà* be preceded by *par?* and what is it followed by when *au* is used with it?

8. *Il est prêt de.* What preposition mostly follows *prêt?* Can this word ever be used as a noun? What is the exact meaning of *Il est prêt de?*

Translate:

Hélas! l'état horrible où le ciel me l'offrit
Revient à tout moment effrayer mon esprit.
De princes égorgés la chambre étoit remplie;
Un poignard à la main l'implacable Athalie
Au carnage animoit ses barbares soldats,
Et poursuivoit le cours de ses assassinats.

Joas, laissé pour mort, frappa soudain ma vue ;
Je me figure encor sa nourrice éperdue,
Qui devant les bourreaux s'étoit jetée en vain,
Et, foible, le tenoit renversé sur son sein.
Je le pris tout sanglant. En baignant son visage
Mes pleurs du sentiment lui rendirent l'usage ;
Et, soit frayeur encore, ou pour me caresser,
De ses bras innocents je me sentis presser.
Grand Dieu ! que mon amour ne lui soit point funeste !
Du fidèle David c'est le précieux reste :
Nourri dans ta maison, en l'amour de ta loi,
Il ne connoît encor d'autre père que toi.
Sur le point d'attaquer une reine homicide,
A l'aspect du péril si ma foi s'intimide,
Si la chair et le sang, se troublant aujourd'hui,
Ont trop de part aux pleurs que je répands pour lui,
Conserve l'héritier de tes saintes promesses,
Et ne punis que moi de toutes mes foiblesses !

RACINE'S *Athalie*, Act I., Scene ii.

1. *Me l'offrit.* What does *le* refer to ?

2. *Joas laissé pour mort, frappa soudain ma vue.* Paraphrase this line.

3. *Pleurs.* Can *pleurs* ever be used in the singular ? What gender is it ?

4. *Amour.* By what is this word often joined to another, and what does the complement then indicate ? What is the meaning of this word in the plural.

5. *Et soit frayeur.* What part of speech is *soit* here ? What is the meaning of *Tant soit peu ?*

6. Give a list of the reflective verbs in this passage, and the following parts of them : Second per. plu. of pret. indefinite ; second per. sing. of pret. anterior ; third per. plu. of pluperfect ; first per. plu. of future anterior ; third per. sing. of past of conditional ; second per. plu. of preterite of subjunctive ; third per. sing. of pluperfect.

QUESTIONS ON THE FRENCH LITERATURE OF THE SEVENTEENTH CENTURY.

1. Where was Molière born? Give some of his best comedies; also state which one he was acting at the time of his death. What comedy is considered as his *chef-d'oeuvre?*

2. Who was the author of Télémaque, and state why this work gave offence to Louis XIV.

3. Name one of the greatest historians of the seventeenth century.

4. What poet of the seventeenth century obtained the name of *Great*, during his lifetime.

5. What peculiar name did Voltaire give to Bossuet?

6. What celebrated writer was named the "*Racine* of the Pulpit."

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ANNUAL EXAMINATIONS: 1866.

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FRENCH.

HONORS AND SCHOLARSHIPS.

Examiner: MONSIEUR EMILE PERNET.

I.

Translate the following into French:

Two great causes, gentlemen, one a moral cause, the other a social one, had driven Europe to join the Crusades. The moral cause, you know, was the impulse of religious sentiments and beliefs. Since the end of the seventh century, Christianity still struggled against the religion of Mahomet; it had conquered it in Europe, after having been dangerously threatened by it; it had succeeded in limiting its influence to Spain alone. It laboured constantly even to drive it away from this place. The Crusades have been represented as an accident, as an unforeseen, unheard of event, sprung out of the accounts that were given by the pilgrims on their return from Jerusalem, and out of the predictions of Peter the Hermit. Nothing of the kind. The Crusades, gentlemen, have been the continuation, the zenith of the great struggle which had been engaged for four centuries between Christianity and Mahometanism.

I have often regretted that there was not a map of France divided in *fiefs*, as we have one of France divided into departments, &c.; a map where all the *fiefs* should be marked, as well as their extent, their

relations and their successive changes. If we compared, by the help of such maps, the state of France before and after the Crusades, we would see how many *fiefs* had disappeared, and how much the great *fiefs* and the small *fiefs* had increased. This is one of the most important results of the Crusades.

GUIZOT'S *Civilization.*

1. Into how many great periods can European civilization be classified?

2. What was the principal effect of the Crusades on civilization?

3. What century is represented as being the greatest in history?

4. In what two principal facts does civilization seem to consist?

Answer these four questions in French.

II.

Translate:

Levez vous—Une couronne, Prince,
Sous qui j'ai quarante ans régi cette province,
Qui passera sans tache en un règne futur,
Et dont tous les brillants ont un éclat *si pur*,
En qui la voix des grands et le commun suffrage
M'ont d'un nombre d'aïeux conservé l'héritage,
Est l'unique moyen que j'ai pu concevoir,
Pour, en votre faveur, désarmer mon pouvoir.
Il faut, pour vous sauver, qu'elle vous appartienne:
Il faut que votre tête, ou tombe, ou la soutienne;
Il vous en faut *pourvoir*, s'il vous faut pardonner;
Et punir votre crime, ou bien *le couronner*.
L'état vous la souhaite; et le peuple m'enseigne,
Voulant que vous viviez, qu'il est las que je règne.
La justice est aux rois la reine des vertus;
Et me vouloir injuste, est ne me vouloir plus.
Régnez. *Après l'état*, j'ai droit de vous élire,
Et donner, *en* mon fils, un père à mon empire.

ROTROU'S *Venceslas*, Act V., Scene xiii.

1. *Sous qui.* What expression would now be used instead of this?

2. *Si pur.* Why?

3. *Est l'unique moyen.* What is the nominative of the verb *est*?

4. *Moyen.* What is the meaning of this word in the plural? What is the exact meaning of "*au moyen de?*" Give a sentence to illustrate this.

5. *Pourvoir.* What is the meaning of this verb when used reflectively

6. *Pourvoir.* Why *pourvoir?*

7. *Le couronner.* Give the full force of this, and explain the idea which Venceslas intends to convey.

8. Fill up the ellipses in the two last lines.

9. Give the past participle of every verb in this passage.

10. State in French whose character you admire most in this play, and your reasons for this preference.

III.

Translate:

Non, je ne puis souffrir cette lâche méthode,
Qu'affectent la plupart de vos gens à la mode;
Et je ne hais rien tant que les contorsions
De tous ces grands faiseurs de protestations,
Ces affables donneurs d'embrassades frivoles,
Ces obligeants diseurs d'inutiles paroles,
Qui de civilités avec tous font combat,
Et traitent *du même air* l'honnête homme et le fat.
Quel avantage a-t-on qu'un homme vous caresse,
Vous jure amitié, foi, zèle, estime, tendresse,
Et vous fasse de vous un éloge éclatant,
Lorsqu'au premier faquin il court en faire autant?
Non, non, il n'est point d'ame un peu bien située
Qui veuille d'une estime ainsi prostituée;
Et la plus glorieuse a des régals peu chers,
Dés qu'on voit qu'on nous mèle avec tout l'univers.
Sur quelque préférence une estime se fonde,
Et c'est n'estimer rien qu'estimer tout le monde.
Puisque *vous y donnez*, dans ces vices du temps,
Morbleu! vous n'êtes pas pour être de mes gens;
Je refuse d'un cœur la vaste complaisance
Qui ne fait de mérite aucune différence:
Je veux qu'on me distingue; et, pour le trancher net,
L'ami du genre humain n'est point du tout mon fait.

LE MISANTHROPE, Act I., Scene i.

1. Give a description of the play in a few words.

2. *Je ne puis.* Give third person of indicative present and imperative of this verb.

3. *Je ne hais rien tant.* What does *tant* in this sentence stand for? Explain this fully.

4. What is the exact meaning of *tant*, when used as an exclamation? Give a French synonym.

5. *Du même air.* Paraphrase this.

6. *Et vous fasse.* What part of this verb is *fasse?*

7. *Qui veuille.....d'une estime.* Supply the ellipsis.

8. What person of the imperative of *vouloir* is used, and what is the meaning of it?

9. *Et la plus glorieuse.* What is so?

10. *Vous y donnez..* Give the exact meaning of this.

11. *Gens.* Has this word a singular? When this word is preceded by an adjective of both genders, would *tous* be written in the masculine or feminine; and how would it be written if the adjective were feminine?

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ANNUAL EXAMINATIONS: 1866.

THIRD YEAR.

GERMAN.

Examiner: Rev. John Schulte, D.D., Ph.D.

GRAMMATICAL QUESTIONS.

1. In what case is the apposition put when it explains a possessive pronoun?

2. What adjectives govern the genitive case?

3. With what substantives does the objective genitive stand? Is it placed before or after the substantive? By what preposition is it frequently expressed? Explain the difference between *die Wahl eines Freundes* and *Eines Freundes Wahl.*

4. What impersonal verbs require the accusative case?

5. When is the accusative used as an absolute case?

Translate: *Der Mann seufzte laut, den Blick nach seinem Vaterlande gerichtet.*

ARRANGEMENT OF WORDS.

6. Explain the essential parts of a sentence: *Subject, Predicate* and *Copula.*

7. Where is the object of the sentence placed?

8. When does the dative precede the accusative, and when the accusative the dative?

9. What place do the oblique cases of the personal pronouns take?

10. Give the rules for the position of adverbs and adverbial expressions.

II.

Translate into German:

Ulphilas, the bishop of the Western Goths, translated the greater part of the Scriptures into the Gothic language. It is said that he omitted the books of Kings, because he feared that their accounts of wars would stimulate the martial spirit of the Germans or Goths. A considerable portion of this translation remains in the present day, as a solitary and invaluable relic of the ancient Gothic language. This book tells a wondrous tale of the world's history. This barbarous people was destined to spread the doctrine of Christianity over the world.

III.

Translate:

Das Fräulein. O, mein Rechthaber, so hätten Sie sich auch gar nicht unglücklich nennen sollen. — Ganz geschwiegen, oder ganz mit der Sprache heraus.—Eine Vernunft, eine Nothwendigkeit, die Ihnen mich zu vergessen befiehlt? Ich bin eine große Liebhaberin von Vernunft, ich habe sehr viel Ehrerbietung für die Nothwendigkeit. — Aber lassen Sie doch hören, wie vernünftig diese Vernunft, wie nothwendig diese Nothwendigkeit ist.

v. Tellheim. Wohl denn; so hören Sie, mein Fräulein. — Sie nennen mich Tellheim; der Name trifft ein. — Aber Sie meinen, ich sey der Tellheim, den Sie in Ihrem Vaterlande gekannt haben: der blühende Mann voller Ansprüche, voller Ruhmbegierde, der seines ganzen Körpers, seiner ganzen Seele mächtig war, vor dem die Schranken der Ehre und des Glücks eröffnet standen, der Ihres Herzens und Ihrer Hand, wenn er schon Ihrer noch nicht würdig war, täglich würdiger zu werden hoffen durfte. — Dieser Tellheim bin ich eben so wenig, — als ich mein Vater bin — Beide sind gewesen. — Ich bin Tellhein, der verabschiedete, der an seiner Ehre gekrankte, der Krüppel, der Bettler. — Jenem, mein Fräulein, versprachen Sie sich: wollen Sie diesem Wort halten?

LESSING, *Minna von Barnhelm*, p. 48.

1. *Sollen.* How is *ought* with the infinitive of the

present translated, and how with the infinitive of the perfect? Translate: *he ought to do it, he ought to have done it, I sha'll do it, shall I do it?*

2. What verbs in this passage are irregular? Give their infinitive, imperfect and perfect participle.

3. *Lassen.* With what infinitive is *lassen* construed? Give its different significations.

4. *Der Tellheim, den.....* What is *der?* Decline it. What is *den?*

5. What is the aim of Lessing in "*Minna von Barnhelm*"? From the history of what war is its subject taken?

IV.

HISTORY OF GERMAN LITERATURE.

1. What was the object of the "Literary Associations" formed in the fifth period.

2. Give some account of Leibnitz.

3. What kind of literary warfare was opened during the sixth period?

4. What are the merits of Klopstock, and the faults of his "*Messiah*"?

5. Give some account of Lessing.

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ANNUAL EXAMINATIONS: 1866.

THIRD YEAR.

GERMAN.

HONORS AND SCHOLARSHIPS.

Examiner: REV. JOHN SCHULTE, D.D., PH.D.

I.

Subject for German composition:

"The Power of the Press."

II.

Translate into English:

„Ich fordre, daß der Dichter nicht nur die menschliche Natur kenne, insofern sie das Modell aller seiner Nachbildungen ist; ich fordre, daß er auch auf die Zuschauer Rücksicht nehme, und genau wisse durch welche Wege man sich ihres Herzens Meister macht; daß er jeden starkeu Schlag, den er auf solches thun will unvermerkt vorbereite; daß er wisse wenn es genug ist, und, eh' er uns durch einerlei Eindrücke ermüdet, oder einen Affekt bis zu dem Grade, wo er peinigend zu werden anfängt, in uns erregt, dem Herzen kleine Ruhepunkte zur Erholung gönne, und die Regungen, die er uns mittheilt ohne Nachtheil der Hauptwirkung zu vermannichfaltigen wisse.

„Ich fordre von ihm eine schöne und ohne Aengstlichkeit mit äußerstem Fleiße polirte Sprache: einen immer warmen kräftigen Ausdruck, einfach und erhaben, ohne jemals zu schwellen noch zu sinken, stark und nervig, ohne rauh und steif zu werden, glänzend, ohne zu blenden; wahre Heldensprache,

die immer der lebende Ausdruck einer großen Seele und unmittelbar vom gegenwärtigen Gefühl eingegeben ist, nie zu viel nie zu wenig sagt und, gleich einem dem Körper angegoss'nen Gewand, immer den eigenthümlichen Geist des Redenden durchscheinen läßt.

WIELAND'S *Geschichte der Abderiten*, ch. VIII.

1. *Dass.....kenne.....nehme.....wisse*, &c., &c. What mood, and why?

2. *Insofern*. Of what is it composed? By what other conjunctions is it followed? What conjunction is here omitted?

3. *Auf*. When does it govern the accusative, and when the dative?

4. *Nachbildungen*. Of what is it composed? From what verb is it derived?

5. *Ihres Herzens*. What case, and why? Give the nominative.

6. *Dem Grade, wo ...* Instead of *wo* put the relative pronoun with a preposition.

7. *Anfängt*. Give the imperfect and perfect participle.

8. *Ruhepunkte*. Of what is it composed?

9. *Vermannichfaltigen*. Give its etymology.

10. How many *subordinate* sentences are in the first long sentence of this passage? Give the principal sentence, and the *first* and *last* word of each *snbordinate* sentence. Change the first three subordinate sentences into simple sentences, by omitting the conjunctions.

11. *Einfach und erhaben,.....stark und nervig*. Why are these adjectives here undeclined?

12. *Ist,.....sagt,.....laeszt*. Why are these verbs at the end of the sentence?

III.

Translate into English:

Iphigenie.

Schilt nicht, o König, unser arm Geschlecht!
Nicht herrlich wie die euern, aber nicht
Unedel sind die Waffen eines Weibes.
Glaub' es, darin bin ich dir vorzuziehn,
Daß ich dein Glück mehr als du selber kenne.
Du wähnest, unbekannt mit dir und mir,
Ein näher Band werd' uns zum Glück vereinen.
Voll gutes Muthes, wie voll gutes Willens,
Dringst du in mich, daß ich mich fügen soll;
Und hier dank ich den Göttern, daß sie mir
Und hier dank' ich den Göttern, daß sie mir
Die Festigkeit gegeben, dieses Bündniß
Nicht einzugehen, das sie nicht gebilligt.

Thoas.

Es spricht kein Gott; es spricht dein eigen Herz.

Iphigenie.

Sie reden nur durch unser Herz zu uns.

Thoas.

Und hab' ich, sie zu hören, nicht das Recht?

Iphigenie.

Es überbraus't der Sturm die zarte Stimme.

Thoas.

Die Priesterin vernimmt sie wohl allein?

Iphigenie.

Vor allen andern merke sie der Fürst!

GOETHE, *Iphigenie auf Tauris*, Act I., Scene iii.

1. *Schilt.* Give the present, imperfect, and perfect participle.

2. *Arm.* Why undeclined? Give the form if it were declined.

3. *Darin.* Name its antecedent

4. *Bin ich dir vorzuziehn.* Why is *ich* after *bin?* Why the infinitive?

5. *Kenne.* What mood; and why?

6. *Unbehannt mit dir und mir.* Turn it into a relative sentence.

7. *Ein näher Band werd'.* Prefix *dasz*, and change the position of words accordingly.

8. *Näher.* Give the postive and superlative.

9. *Dringst.* Give the imperfect and perfect participle.

10. *Gegeben,...gebilligt.* What auxiliary verb is omitted?

11. *Es spricht.* Explain the idiomatic use of *es*.

12. Give the characters of *Thoas*, *Orest*, *Pylades*, and *Iphigenie*.

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ANNUAL EXAMINATIONS: 1866.

THIRD YEAR.

ITALIAN.

HONORS AND SCHOLARSHIPS.

Examiner: REV. JOHN SCHULTE, D.D., PH.D.

I.

GRAMMATICAL QUESTIONS.

1. Decline the article *il, lo, la.*

2. How are its different cases formed?

3. When is *lo* used?

4. Unite the prepositions *in, con, su, per,* with the definite article.

5. How is the plural of nouns formed?

Give the plural of *libro, Papa, donna, madre, amica, piaga, lancia, pioggia, bugia, duca, mille, bue, specie, uomo, Dio, lavatojo, uovo.*

6. What classes of nouns do not change their termination in the plural?

7. Give the rules for the comparison of adjectives.

8. Give the comparative and superlative of *grande, piccolo, buono, cattivo.*

9. Give the *augmentative* and *diminutive* terminations of nouns.

10. What are the peculiarities of the conjunctive pronouns *mi, ti, si, gli, le, ci, ne, vi, lo, il, la, li?*

11. Translate and explain: *parmi, diròtti, parlòmmi, dammi, vanne, senza vederlo, per dirgli, fateglielo, dièdemelo.*

12. How is the French pronoun *on* translated in Italian?

Translate into Italian: *On me dit; on ne dit pas; on ne lui dit pas; on ne leur dit pas; on en parle; on n'en parle pas; on m'en écrit; on voit un homme; on le connaît; on a dit.*

II.

Translate:

VITTORIA *sola.*

Ma! la cosa è così pur troppo. Quando si è sul candelliere, quando si è sul piede di seguitare il gran mondo, una volta che non si possa, si attirano gli scherni e le derisioni. Bisognerebbe non aver principiato. Oh! costa molto il dover discendere! Io non ho tanta virtù che basti. Sono in un'afflizione grandissima, e il mio maggior tormento è l'invidia Se le altre non andassero in villa, non ci sarebbe pericolo ch'io mi rammaricassi per non andarvi. Ma chi sa mai se Giacinta ci vada, o non ci vada? Ella mi sta sul cuore più delle altre. Vo' assicurarmene; lo vo' sapere di certo. Vo'andar io medesima a ritrovarla, dica mio fratello quel che sa dire. Questa curiosità vo' cavarmela. Nasca quel che sa nascere, vo' sodisfarmi. Son donna, son giovane; mi hanno sempre lasciato fare a mio modo, ed è difficile tutto ad un tratto farmi cambiar costume, farmi cambiar temperamento.

GOLDONI, *La Villegiatura*, Act II, Scene 6.

1. Why is the subjunctive mood in the following clauses:

(1). *Una volta che non si possa.* (2). *Che basti.* (3). *Se Giacinta ci vada o non ci vada.* (4). *Dica mio fratello.* (5). *Nasca quel che sa nascere.*

2. *Possa.* Give the present infinitive, preterite indicative, and participle past.

3. *Discendere.* Give the preterite indicative and past participle.

4. *Costa.* Give the nominative to this verb.

5. *Bisognerebbe non aver principiato.* What other verbs require the infinitive without a preposition?

6. *Andassero.* Give the present and future.

7. *Non ci sarebbe; per non andarvi; ci vada.* Explain *ci* and *vi.* To what French particle are they equivalent?

8. *Vo'.* Give the complete form. Conjugate the present.

III.

Translate:

Pensaci, o cara,
Pensaci meglio. Ah non togliamo in Tito
La sua delizia al mondo, il padre a Roma,
L' amico a noi. Fra le memorie antiche
Trova l'egual, se puoi. Fingiti in mente
Eroe più generoso o più clemente.
Parlagli di premiar, proveri a lui
Sembran gli erarj sui:
Parlagli di punir, scuse al delitto
Cerca in ognun. Chi all' inesperta ei dona,
Chi alla canuta età. Risparmia in uno
L' onor del sangue illustre: il basso stato
Compatisce nell' altro. Inutil chiama,
Perduto il giorno ei dice,
In cui fatto non ha qualcun felice.

METASTASIO, *Clemenza di Tito.* Atto i., scena i.

1. *Togliamo.* Give the present infinitive, preterite indicative, past participle, and future indicative.

2. *Se puoi.* When does *se* require the indicative, and when the subjunctive?

3. *Parlagli di premiar.* Change it into a conditional clause.

4. *Chi all' inesperta ei dona chi.....* In what case is *chi?* In what sense is it used here; and to what other pronoun is it equivalent?

5. *Perduto.* Give the present infinitive, preterite indicative, and past participle.

6. *Dice.* Give the present infinitive, preterite indicative, participle past and future indicative.

7. Set the last two sentences into regular construction.

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ANNUAL EXAMINATIONS: 1866.

THIRD YEAR.

MODERN HISTORY.

Examiners: { DANIEL WILSON, LL.D., J. A. BOYD, M.A.

1. Compare Charles V. and Francis I. in personal character, and in influence on their age. Refer to events in illustration.

2. Trace the descent of Charles V. from Ferdinand of Spain, and Maximillian; and define all the sources of his acquisition of territory by inheritance or otherwise.

3. Describe the condition of France under Henry IV., and account for its growing influence in European affairs in the latter part of the reign of his successor.

4. Trace the progress of the Turkish power in Europe in the sixteenth century, and the causes of its decline.

5. Give the date of the Diet of Augsburg, when the agreement, styled *The Peace of Religion*, was ratified; state the parties it embraced, and what it effected.

6. Compare the condition of France as an influential power in Europe, at the commencement and the close of Queen Anne's reign; and account for the change.

7. Trace the successive efforts at union, from the union of the Crowns to that of the Kingdoms of England and Scotland; and show in how far the immediate results realized the expectations of its promoters.

8. Compare North and Chatham, as ministers of George III., in relation to the policy of his reign.

9. Trace the origin of the conflict between France and England, in the eighteenth century, for supremacy in India.

10. Sketch the career of Napoleon subsequent to his return from Elba.

11. Taylor says of A.D. 1815: "The future peace of Europe now depended on the Congress of Vienna, but the decrees of this body were guided more by the convenience of sovereigns than the wishes of nations." Show in how far this accords with history.

12. State, in consecutive order, the succession of Dynasties in France, subsequent to the abdication of Napoleon.

University of Toronto.

ANNUAL EXAMINATIONS: 1866.

THIRD YEAR.

HISTORY.

HONORS.

Examiners: { DANIEL WILSON, LL.D.
J. A. BOYD, M.A.

1. Mention the difficulties which arose between Charles I. and his first parliament. What occasioned the dissolution of his second and third parliaments?

2. Give an account of the controversy respecting the privilege of freedom of speech in parliament, and the manner in which that question was ultimately settled.

3. Hallam says, touching the Earl of Clarendon: "It is doubtless impossible to justify the charges of high treason, on which he was impeached; but there are matters that never were or could be disproved; and our own knowledge enables us to add such grave accusations as must show Clarendon's unfitness for the government of a free country."

Mention the most important of these political errors, and discuss their dangerous influences.

4. Under what circumstances arose the question as to the validity of arbitrary commitments to imprisonment by royal authority? How was the matter determined by the judges and by the parliament?

5. Write brief notes upon the following subjects: Treaty of Uxbridge; Battle of Sedgemoor; Waller's Plot; Treaty of Dover; Battle of Naseby.

6. In Hallam's estimation, the great advantage of the Revolution of 1688 consists in the fact that it broke the line of succession. Discuss the value of this proposition.

7. Macaulay says: "The feeling with which William regarded France explains the whole of his policy towards England." Sketch the main features of this policy with a view to the elucidation of this passage.

8. Explain the import of the term "Convention-parliament." Give an account of all the occasions during this period (1625–1688) upon which such parliaments were assembled in England.

9. Lord Macaulay, speaking of Cromwell, styles him a Prince who was the chief founder of England's maritime greatness and of her colonial empire. Refer in detail to the various facts which justify the use of this language.

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ANNUAL EXAMINATIONS: 1866.

THIRD YEAR.

CHEMISTRY.

PASS.

Examiner: H. Croft, D.C.L.

1. Into what classes are the elements divided? Give the characteristics of the classes.

3. What members of the second class are intimately related to some of the first?

3. From what sources is ammonia obtained? What are its properties?

4. How is phosphoric acid prepared? What salts does it form?

5. In what minerals does boracic acid occur? How is it recognized.

6. In what forms does carbon occur? What other elements are ranked with it.

7. Describe the preparation of iodine and bromine.

8. Mention the ores and oxides of lead, tin, and copper.

9. What elements are found in natural organic bodies.

10. What is the general formula of the alcohols? How many are known?

11. Give the general formula of the fatty acids, with some examples.

12. Give the classes into which the sugars are divided, and mention the different sources of grape sugar.

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ANNUAL EXAMINATIONS: 1866.

THIRD YEAR.

CHEMISTRY.

HONORS.

Examiner: HENRY CROFT, D.C.L.

1. Why is mercury preferred for filling thermometers? Why are the bulbs usually made small, and why are the tubes not closed directly after filling?

2. What difference is observed during the solution, in a small quantity of water, of anhydrous and crystallised chloride of calcium? Account for the difference.

3. Explain the circumstances which influence evaporation, and describe the construction and action of the wet-bulb hygrometer.

4. Explain correctly the mode in which a pith ball is attracted by an electrified body.

5. Give the two theories of frictional electricity, with arguments in favor of each.

6. What are the objections to the old form of galvanic batteries? How far obviated in Daniels'? In what direction does the positive current move in all couples composed of a liquid and two metals?

7. Certain elements are ranked with sulphur, with nitrogen, and with carbon. Give reasons for each grouping.

8. Give the formulas for the alums and the magnesium sulphates, both simple and double. Refer these old formulas to the new types, $R^2=H^2$.

9. What metals are ranked with iron, and why ?

10. Give the sources of the following substances, with the formulas and types of all except the last two :—Cyanic, Cyanuric, Formic and Oxalic Acids; Phenylic Alcohol, Benzole, Aniline, Glycerine, Gallic Acid and Murexide.

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ANNUAL EXAMINATIONS: 1866.

THIRD YEAR.

NATURAL HISTORY.

Examiner: Rev. Professor Hincks, F.L.S.

1. The vegetable cell, its organic and chemical constitution: several modes of increase: varieties of figure, with their apparent causes.

2. Raphides, what they are: varieties of form: how far constant in species or families?

3. Starch, its chemical constitution, usual mode of deposit, varieties of size and figure: test of its presence: its use in the vegetable economy, and the changes it undergoes.

4. Principal forms of venation in Monocotyledonous leaves.

5. Order Graminaceæ, common characters, especially in contrast with Cyperaceæ: kind of distinctions by which the tribes are known: refer the principal cereals to their tribes.

6. Order Ranunculaceæ, its characters: the tribes into which it is divided: its prevailing properties, its relation to the Canadian flora. Berberidaceæ, the principal Canadian plants, with their properties.

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7. Sub-kingdom Radiata, the classes, with their orders. Distinguish the nutritive forms of Hydroid Acalephæ from Polypifera. Trace the series of forms of Echinodermata from where they touch on Polypifera to where they approach a higher sub-kingdom.

8. Orders of Gasteroprod Mollusks, with their characteristic distinctions and their modes of life.

9. Orders of the class Crustacea in the Articulate sub-kingdom. Which of them most probably contains the fossil Trilobites? Which of them was long included among the Mollusca? From what cause, and what considerations establish its true position?

10. The orders of Amphibia, with the analogous orders of Reptilia. What are the distinctions to be relied upon as proving Amphibia to be a separate class?

11. Birds, Order Insessores sub-order Dentirostres: the families and sub-families.

12. Marsupialia (Lyencephala of Owen) the leading characteristics: the sub-orders: their position in relation to other Mammals.

University of Toronto.

ANNUAL EXAMINATIONS: 1866.

THIRD YEAR.

NATURAL HISTORY.

HONORS.

Examiner: REV. PROFESSOR HINCKS, F.L.S.

BOTANY.

1. Arrangement of the different kinds of tissue in a Vascular bundle in Monocotyledonous and Dicotyledonous plants respectively, the difference being pointed out.

2. What parts of plants usually contain the products or secretions which are useful in medicine? Show how we should be guided to these parts by our knowledge of vegetable physiology.

3. Vegetable hairs what are they, and what are their chief varieties of structure, and of effect on the character of stems and foliage?

4. Canadian Gymnogens. The orders and some reference to familiar or useful examples.

5. Analysis of the Umbellal alliance with special reference to Canadian plants, and notices of the properties of the more important orders.

6. Characterize and subdivide the class Polypifera.

7. Give the subdivisions of the orders Lepidoptera and Neuroptera among Insects.

8. Give a general view of the class Pisces as to its orders and families.

9. The families of Saurian reptiles.

10. What is the proposed second suborder of Insessorial birds, and what families are assigned to it ?

11. Where does the bird structure approach most nearly that of terrestrial animals, and where does it touch upon that of fishes ?

12. Mammalia, Order Carnivora, the families, with their special modes of feeding and habits of life.

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ANNUAL EXAMINATIONS: 1866.

THIRD YEAR.

METAPHYSICS AND ETHICS.

Examiner: REV. GEORGE PAXTON YOUNG, M.A.

PALEY'S NATURAL THEOLOGY.

1. What particular *relations*, illustrative of design, are found in the swan? What in the mole?

2. Notice a difficulty in the constitution of the lobster, and describe the expedient by which the difficulty is overcome.

3. What is an instinct? Give Paley's illustrations of instinct, taken from the circumstances of the incubation of eggs. Is the principle of association sufficient to explain the continuance of the affection of birds and beasts for their offspring, after the young animals have grown up?

4. Illustrate, from the case of fruits, unity of purpose under variety of expedient. Explain what Paley means by the remark that "the purpose is fulfilled within a just and limited degree."

5. Describe the instances of compensation found in the mistletoe and in the meadow-saffron respectively.

6. Explain the system of *appetencies*. What argument against the system does Paley draw from the senses of animals?

7. Does Natural Theology furnish any foundation for the doctrines of the personality of God, the infinitude of his knowledge, his omnipresence, his unity?

8. Give the substance of Paley's reply to the question, "Why, under the regency of a supreme and benevolent Will, should there be, in the world, so much, as there is, of the appearance of chance?

9. What objections to the Divine goodness does Paley notice? Give a sketch of his replies.

University of Toronto.

ANNUAL EXAMINATIONS: 1866.

THIRD YEAR.

NATURAL THEOLOGY AND EVIDENCES.

Examiner: REV. JAMES BEAVEN, D.D.

PALEY'S EVIDENCES.

1. Give some instances in which supposed miracles may be resolved into false perception.

2. *a.* What reason does Paley give for thinking that the teachers of Christianity would not find protection in that disbelief of the popular polytheism which prevailed amongst the intelligent?

   b. Illustrate this by the examples he gives.

   c. With what part of his evidence is this connected? and how?

3. *a.* Concerning what books of our present New Testament was there doubt in the early ages of the Church?

   b. What writers state their doubts? and in what manner?

   c. What use does Paley make of the doubts in regard to them?

4. *a.* Mention some cases in which Paley institutes a comparison between the evidence in support of Christian miracles and that which adversaries may bring into competition with it.

b. Do those instances you adduce relate to the proof of the miracles or to the miracles themselves?

5. Give an instance of circumstances observable in the Gospels, which separately suit the situation, character or intention of the several writers.

6. *a.* Shew that the want of universality in the reception of Christianity is not a valid argument against its divine origin.

   b. What ill consequences would have followed from making its evidence sufficiently strong to enforce conviction?

7. *a.* From what circumstance does Gibbon infer the genuineness of the Koran?

   b. Give instances of the same kind from the gospels.

   c. Under what subdivision of the subject is this matter introduced?

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ANNUAL EXAMINATIONS: 1866.

THIRD YEAR.

POLITICAL ECONOMY.

Examiner: REV. JAMES BEAVEN, D.D.

WHATELEY.

1. *a.* Of what inconsistency does W. accuse most of the philosophers who have represented wealth as unfavorable to virtue.

   b. What philosopher appears to maintain the converse of this? Explain.

   c. Shew that he is really intending to teach the opposite.

2. *a.* What does W. consider the leading hindrance to the elevation of savage tribes to a more civilized condition, and how does that lead to what he considers the second cause?

   b. How does the very existence of civilized man prove that civilization "must have been the work of another Being."

3. "In any one of the United States of America, the number of persons tried and convicted of offences probably equals or exceeds the whole population of the tribes of wild Indians who formerly wandered over the same district."

What point is this statement intended to illustrate, and how? And what is its bearing upon a prevalent error?

4. Illustrate the importance of the rule "to begin at the beginning;" and shew how to begin the study of Political Economy.

5. "A specimen of that introduction of accidental circumstances which I have been describing may be found, I think, in the language of a great number of writers respecting Wealth and Value, who have usually made Labour an essential ingredient in their definitions."

What subject is here illustrated, and how?

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ANNUAL EXAMINATIONS: 1866.

THIRD YEAR.

METAPHYSICS AND ETHICS.

HONORS.

Examiner: REV. JAMES BEAVEN, D.D.

LOCKE I., WITH COUSIN.

1. *a.* What is the nature of the inquiry, which Locke proposes, into the human understanding?

b. What advantage does he expect from it?

c. How does Cousin approve of Locke's plan?

2. Give a sketch of the analysis of the first book.

3. How does Locke oppose that form of the doctrine of innate ideas which treats all those ideas as innate which men know and assent to as soon as they come to the use of reason?

4. *a.* In what order does Locke suppose simple and complex notions to be formed?

b. Give Cousin's observations on this statement.

5. Give Cousin's definition of substance. Show how we acquire the first idea of immaterial substance. Account for Locke's opinion of the obscurity of the idea of substance.

6. Show, from the way in which we actually obtain the ideas of space and solidity, that Locke's theory of the method by which we acquire knowledge is incorrect.

MACKINTOSH.

1. On what points connected with morals does Mackintosh consider mankind to be agreed? How does he support that opinion?

2. On what points does Mackintosh consider Plato and Aristotle to have agreed and disagreed respectively?

3. What, in Mackintosh's opinion, is the result of the trial which the main philosophies of Greece had in Roman society from Cicero's time downward?

4. In what points did Cumberland oppose Hobbes? With what philosophers did he agree on the question, Whether utility is a test of the morality of actions? Explain.

5. Give Mackintosh's estimate of the moral features of Hume's "Inquiry concerning the Principles of Morals."

6. With what ethical errors does Mackintosh charge Bentham?

7. Explain fully Mackintosh's views on the question, Whether conscience is an original faculty of our nature.

University of Toronto.

ANNUAL EXAMINATIONS: 1866.

THIRD YEAR.

METAPHYSICS AND ETHICS.

HONORS.

Examiner: REV. GEORGE PAXTON YOUNG, M.A.

STEWART AND TENNEMANN.

1. State the opinion of Gassendi on the question: Is there a real distinction between imagination (the representative faculty) and intellection? How does he support his opinion? Give the substance of Stewart's remarks on the relation which the doctrine of Gassendi bears to that of Locke.

2. "In his philosophical capacity, Malebranche is to be considered in two points of view; first, as a commentator on Des Cartes; and secondly, as the author of some conclusions from the Cartesian philosophy, not perceived or not avowed by his predecessors of the same school." Illustrate the two points to which Stewart here refers.

3. Contrast (after Stewart) the system of Optimism held by Leibnitz with that of Plato.

4. What is the chief aim of Berkeley's new Theory of Vision? Compare the doctrine advocated in this essay with the views generally held before Berkeley's time.

5. State the leading philosophical principles of Condillac.

6. How does Stewart criticise the argument by which Hume endeavors to show that the proposition which asserts the necessity of a cause to every new existence is not intuitively certain? Explain what Hume means by the statement, "Belief is more properly an act of the sensitive than of the cogitative part of our natures." On what ground is the statement made? Does Stewart regard it as correct?

7. Give an outline of Tennemann's account of the reaction excited in England against the empiricism of Locke.

8. Give a general review of the result which Kant obtains from his criticism of the faculty of theoretical knowledge. What feature of the Kantian system is it which gives colour to the allegation that Kant thrust out real existence by one door to let it in by another?

9. "Fichte does not, like Kant, begin by an analysis of our faculties for acquiring knowledge; nor yet, as Reinhold had done, by assuming a primitive *fact*, that of consciousness; but supposes, &c."—What does Fichte begin by supposing? If he does not begin by supposing the fact of consciousness, how does he proceed in attempting to construct consciousness?

10. Explain Jacobi's theory of belief.

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ANNUAL EXAMINATIONS: 1866.

THIRD YEAR.

POLITICAL ECONOMY.

HONORS.

Examiner: REV. JAMES BEAVEN, D.D.

BURLAMAQUI.

1. *a.* What is meant by natural law? From what source must we derive its principles?

b. State and describe the different kinds of error.

2. Explain B.'s distinction between *will* and *liberty;* and illustrate their different operation in regard to evident truths. Show the agreement between B. and Locke on the subject of the will and liberty.

3. Define *law,* and illustrate the definition. Compare this definition with Wayland's.

4. State and explain the twofold end of laws. Show how their matter arises from their end.

5. Show how B.'s definition of a law is agreeable with his doctrine that the laws of nature do not rest upon the arbitrary will of God.

6. What is B.'s decision on the question, whether actions manifestly bad or criminal, to which a person is forced through fear of some great evil, ought to be imputed to him? State the grounds of the decision.

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ANNUAL EXAMINATIONS: 1866.

THIRD YEAR.

CIVIL POLITY.

HONORS.

Examiner: Rev. George Paxton Young, M.A.

SENIOR.

1. What view does Senior take of the opinion that labour is a necessary constituent of wealth?

2. Define value. What are the causes of value? On what does steadiness of value depend?

3. Point out, and illustrate, some remarkable consequences of the proposition, that the efficiency of labour increases in manufactures in an increasing ratio, and in agriculture in a decreasing ratio.

4. In what sense does Senior understand the words *high* and *low*, as applied to wages? How does he discuss the following opinions:

   a. That the rate of wages depends solely on the proportion which the number of labourers bears to the amount of capital in a country.

   b. That the general rate of wages can be diminished by the introduction of machinery.

5. How does he illustrate the influence of the existence or absence of government interference on the productiveness of labour?

6. What are the facts which determine the proportions in which capitalists and labourers share the produce of labour after the deduction of rent and taxation? Illustrate fully.

Translate
ΑΓ.

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ANNUAL EXAMINATIONS: 1866.

CANDIDATES FOR B.A.

GREEK.

Examiners: { REV. JOHN MCCAUL, LL.D.
WILLIAM H. C. KERR, M.A.

I.

Translate:

ΑΓ. ἐγὼ, φίλη δέσποινα, καὶ παρὼν ἐρῶ,
κοὐδὲν παρήσω τῆς ἀληθείας ἔπος.
τί γάρ σε μαλθάσσοιμ' ἂν ὧν ἐς ὕστερον
ψεῦσται φανούμεθ' ; ὀρθὸν ἀλήθει' ἀεί.
ἐγὼ δὲ σῷ ποδαγὸς ἑσπόμην πόσει
πεδίον ἐπ' ἄκρον, ἔνθ' ἔκειτο νηλεὲς
κυνοσπάρακτου σῶμα Πολυνείκους ἔτι·
καὶ τὸν μὲν, αἰτήσαντες ἐνοδίαν θεὸν
Πλούτωνά τ' ὀργὰς εὐμενεῖς κατασχεθεῖν,
λούσαντες ἁγνὸν λουτρὸν, ἐν νεοσπάσιν
θαλλοῖς ὃ δὴ λέλειπτο συγκατῄθομεν,
καὶ τύμβον ὀρθόκρανον οἰκείας χθονὸς
χώσαντες αὖθις πρὸς λιθόστρωτον κόρης
νυμφεῖον Ἅιδου κοῖλον εἰσεβαίνομεν.
φωνῆς δ' ἄπωθεν ὀρθίων κωκυμάτων
κλύει τις ἀκτέριστον ἀμφὶ παστάδα,
καὶ δεσπότῃ Κρέοντι σημαίνει μολών·
τῷ δ' ἀθλίας ἄσημα περιβαίνει βοῆς
ἕρποντι μᾶλλον ἄσσον, οἰμώξας δ' ἔπος
ἵησι δυσθρήνητον, ὦ τάλας ἐγὼ,
ἆρ' εἰμὶ μάντις ; ἆρα δυστυχεστάτην

κέλευθον ἕρπω τῶν παρελθουσῶν ὁδῶν ;
παιδός με σαίνει φθόγγος. ἀλλὰ, πρόσπολοι,
ἴτ' ἆσσον ὠκεῖς, καὶ παραστάντες τάφῳ
ἀθρήσαθ', ἁρμὸν χώματος λιθοσπαδῆ
δύντες πρὸς αὐτὸ στόμιον, εἰ τὸν Αἵμονος
φθόγγον συνίημ', ἢ θεοῖσι κλέπτομαι.

SOPHOCLES, *Antigone*, vv. 1192–1218.

1. Give a scale of the metre.

2. Scan the verses in which there is the Hepthemimeral Cæsura.

3. Distinguish *ἀλήθει'* and *ἀλήθεί'*.

4. Derive *ποδαγὸς*, *νεοσπάσιν*, *ὀρθόκρανον*, *ἀκτέριστον*, and *λιθοσπαδῆ*.

5. Explain the meaning of *ἐνοδίαν*, *κοῖλον*, *σαίνει*, and *ἁρμὸν*.

II.

1. Write a brief account of the origin of the Greek drama.

2. Give the names, with the dates, of dramatic authors before the time of Æschylus.

3. What are the characteristics of Sophocles, as compared with Æschylus and Euripides ?

III.

Translate:

Ὀλύμπια δ' ἐγένετο τοῦ θέρους τούτου, οἷς Ἀνδροσθένης Ἀρκὰς παγκράτιον τὸ πρῶτον ἐνίκα· καὶ Λακεδαιμόνιοι τοῦ ἱεροῦ ὑπὸ Ἠλείων εἴρχθησαν ὥστε μὴ θύειν μηδ' ἀγωνίζεσθαι, οὐκ ἐκτίνοντες τὴν δίκην αὐτοῖς ἣν ἐν τῷ Ὀλυμπιακῷ νόμῳ Ἠλεῖοι κατεδικάσαντο αὐτῶν φάσκοντες σφᾶς ἐπὶ Φύρκον τε τεῖχος ὅπλα ἐπενεγκεῖν καὶ ἐς Λέπρεον αὐτῶν ὁπλίτας ἐν ταῖς Ὀλυμπιακαῖς σπουδαῖς ἐσπέμψαι. ἡ δὲ καταδίκη δισχίλιαι μναῖ ἦσαν, κατὰ τὸν ὁπλίτην ἕκαστον δύο μναῖ, ὥσπερ ὁ νόμος ἔχει. Λακεδαιμόνιοι δὲ πρέσβεις πέμψαντες ἀντέλεγον μὴ δικαίως σφῶν καταδεδικάσθαι, λέγοντες μὴ ἐπηγγέλθαι πω ἐς Λακεδαίμονα τὰς σπονδὰς, ὅτ' ἐσέπεμψαν τοὺς ὁπλίτας. Ἠλεῖοι δὲ τὴν παρ' αὐτοῖς ἐκεχειρίαν ἤδη ἔφασαν εἶναι, πρώτοις γὰρ σφίσιν αὐτοῖς ἐπαγγέλλουσι, καὶ ἡσυχαζόντων σφῶν καὶ οὐ προσδεχομένων ὡς ἐν σπον-

δαῖς, αὐτοὺς λαθεῖν ἀδικήσαντας. οἱ δὲ Λακεδαιμόνιοι ὑπελάμβανον οὐ χρεὼν εἶναι αὐτοὺς ἐπαγγεῖλαι ἔτι ἐς Λακεδαίμονα, εἰ ἀδικεῖν γε ἤδη ἐνόμιζον αὐτούς, ἀλλ' οὐχ ὡς νομίζοντας τοῦτο δρᾶσαι, καὶ ὅπλα οὐδαμόσε ἔτι αὐτοῖς ἐπενεγκεῖν. Ἠλεῖοι δὲ τοῦ αὐτοῦ λόγου εἴχοντο ὡς μὲν οὐκ ἀδικοῦσι μὴ ἂν πεισθῆναι· εἰ δὲ βούλονται σφίσι Λέπρεον ἀποδοῦναι, τό τε αὐτῶν μέρος ἀφιέναι τοῦ ἀργυρίου, καὶ ὃ τῷ θεῷ γίγνεται αὐτοὶ ὑπὲρ ἐκείνων ἐκτίσειν.

THUCYDIDES, V., ch. 49.

1. Write brief notes on παγκράτιον, ὁπλίτας, σπονδαῖς, μναῖ and ἐκεχειρίαν.

2. Give a short account of the Olympic games, as to their institution, the place where they were celebrated, the time, the order of the exercises, and the selection of judges.

3. Mark the quantity of the penult. of ἐνίκα, καταδίκη, ἔφασαν and ἐκτίσειν.

4. σφᾶς ἐπὶ Φύρκον κ. τ. λ. On what grounds has σφῶν been proposed as a correction of σφᾶς?

5. Explain the constructions in this extract, in which the genitive is governed by a verb.

IV.

1. Write a brief account of the origin of the Peloponnesian war.

2. Account for its long continuance.

3. What are the characteristics of Thucydides, as compared with Herodotus and Xenophon?

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ANNUAL EXAMINATIONS : 1866.

CANDIDATES FOR B.A.

LATIN.

Examiners : { REV. JOHN MCCAUL, LL.D.
WILLIAM H. C. KERR, M.A.

I.

Translate :

Visne salutari sicut Sejanus ? habere
Tantundem atque illi summas donare curules,
Illum exercitibus præponere ? tutor haberi
Principis angusta Caprearum in rupe sedentis
Cum grege Chaldæo ? Vis certe pila, cohortes,
Egregios equites et castra domestica. Quidni
Hæc cupias ? et qui nolunt occidere quenquam,
Posse volunt. Sed quæ præclara et prospera, tantum
Ut rebus lætis par sit mensura malorum ?
Hujus, qui trahitur, prætexta sumere mavis,
An Fidenarum Gabiorumque esse potestas,
Et de mensura jus dicere, vasa minora
Frangere, pannosus vacuis Ædilis Ulubris ?
Ergo quid optandum foret, ignorasse fateris
Sejanum : nam qui nimios optabat honores
Et nimias poscebat opes, numerosa parabat
Excelsæ turris tabulata, unde altior esset
Casus, et impulsæ præceps immane ruinæ.
Quid Crassos, quid Pompeios evertit ? et illum,
Ad sua qui domitos deduxit flagra Quirites ?
Summus nempe locus nulla non arte petitus,
Magnaque numinibus vota exaudita malignis.
Ad generum Cereris sine cæde et vulnere pauci
Descendunt reges et sicca morte tyranni.

JUVENAL, *Satire* X, vv. 90–113.

1. *Sejanus.* Mention the principal incidents in his life, giving dates.

2. *Summas* (why not *summos?*) *curules—pila—cohortes—egregios equites—castra domestica.* Define accurately the civil and military offices indicated by these terms.

3. *Principis.* Who? What objections to reading *augusta?*

4. *Tantum*, v. 97. What different readings and interpretations?

5. *Capreæ, Fidenæ, Gabii, Ulubræ.* Where?

6. *Potestas.* What is the modern name for this dignitary?

7. *Ædiles.* What were the duties of this class of Ædiles?

8. *Quid Crassos, quid Pompeios evertit?* Answer this question with special reference to the individuals meant.

9. *Nulla non arte.* Distinguish between *non nullus* and *nullus non.*

10. *Curulis; angustus; rupes; cohors.* Whence derived?

II.

Translate:

Dic igitur, quid causidicis civilia præstent
Officia, et magno comites in fasce libelli?
Ipsi magna sonant, sed tunc, quum creditor audit,
Præcipue, vel si tetigit latus acrior illo,
Qui venit ad dubium grandi cum codice nomen.
Tunc immensa cavi spirant mendacia folles
Conspuiturque sinus. Veram deprendere messem
Si libet: hinc centum patrimonia causidicorum,
Parte alia solum russati pone Lacernæ
Consedere Duces: surgis tu pallidus Ajax
Dicturus dubia pro libertate, bubulco
Judice. Rumpe miser tensum jecur, ut tibi lasso
Figantur virides, scalarum gloria, palmæ.
Quod vocis pretium? siccus petasunculus et vas
Pelamydum, aut veteres, Afrorum epimenia, bulbi,
Aut vinum Tiberi devectum, quinque lagenæ,
Si quater egisti. Si contigit aureus unus,
Inde cadunt partes, ex fœdere, pragmaticorum.

JUVENAL, *Satire* VII, vv. 106–123.

1. What is the force of *comites?* of *pallidus?*

2. With what does *solum* agree? In what case is *Tiberi?*

3. Why is the antepenult. of *codice* long? Give the derivations of *bubulcus*, *epimenia*, *lagenæ* and *pragmatici.*

4. Write notes on *russati Lacernæ*—*Afrorum epimenia*, *aureus*, and *pragmaticorum.*

III.

Translate:

Decreta eo anno triumphalia insignia A. Cæcinæ, L. Apronio, C. Silio, ob res cum Germanico gestas. Nomen *Patris patriæ* Tiberius, a populo sæpius ingestum, repudiavit; neque in acta sua jurari, quanquam censente senatu, permisit, cuncta mortalium incerta, quantoque plus adeptus foret, tanto se magis in lubrico dictitans. Non tamen ideo faciebat fidem civilis animi: nam legem majestatis reduxerat; cui nomen apud veteres idem, sed alia in judicium veniebant; si quis proditione exercitum aut plebem seditionibus, denique male gesta re publica majestatem populi Romani, minuisset. Facta arguebantur, dicta impune erant. Primus Augustus cognitionem de famosis libellis specie legis ejus tractavit, commotus Cassii Severi libidine, qua viros feminasque illustres procacibus scriptis diffamaverat: mox Tiberius, consultante Pompeio Macro prætore an judicia majestatis redderentur, exercendas leges esse respondit. Hunc quoque asperavere carmina incertis auctoribus vulgata in sævitiam superbiamque ejus, et discordem cum matre animum.

TACITUS, *Annals.*, I., 72.

1. *Triumphalia insignia.* Describe them. For what services awarded?

2. *Germanico.* What literary remains of his do we possess? How was he related to the successor of Tiberius?

3. *Legem majestatis.* Supply the ellipse. When was this law passed, and by what name was it known?

4. *Cassii Severi.* What was the fate of this bitter satirist?

IV.

1. What other Roman historians besides Tacitus? Mention their principal works, giving dates.

2. What public records could they consult for the earlier history of Rome?

3. Contrast the style of Tacitus with that of Livy.

4. Under what Roman Emperors did Tacitus flourish?

5. Trace the origin and growth of Roman dramatic and didactic satire.

6. "*Satira tota est nostra.*" Investigate the truth of Quinctilian's assertion.

7. *Satura; satyra; satira.* Which do you prefer, and why?

8. Which of the earlier Roman writers of satire introduced the species known as "Menippean," and what were its characteristics?

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ANNUAL EXAMINATIONS: 1866.

CANDIDATES FOR B.A.

GREEK.

HONORS.

Examiners: { REV. JOHN MCCAUL, LL.D.
WILLIAM H. C. KERR, M.A.

I.

Translate:

Ὑπολάβοι ἄν οὖν τις ὑμῶν ἴσως· ἀλλ', ὦ Σώκρατες, τὸ σὸν τί ἐστι πρᾶγμα; πόθεν αἱ διαβολαί σοι αὗται γεγόνασιν; οὐ γὰρ δήπου σοῦ γε οὐδὲν τῶν ἄλλων περιττότερον πραγματευομένου ἔπειτα τοσαύτη φήμη τε καὶ λόγος γέγονεν [εἰ μή τι ἔπραττες ἀλλοῖον ἢ οἱ πολλοί]· λέγε οὖν ἡμῖν, τί ἐστιν, ἵνα μὴ ἡμεῖς περὶ σοῦ αὐτοσχεδιάζωμεν. ταυτί μοι δοκεῖ δίκαια λέγειν ὁ λέγων, κἄγὼ ὑμῖν πειράσομαι ἀποδεῖξαι, τί ποτ' ἔστι τοῦτο ὃ ἐμοὶ πεποίηκε τό τε ὄνομα καὶ τὴν διαβολήν. ἀκούετε δή. καὶ ἴσως μὲν δόξω τισὶν ὑμῶν παίζειν, εὖ μέντοι ἴστε, πᾶσαν ὑμῖν τὴν ἀλήθειαν ἐρῶ. ἐγὼ γάρ, ὦ ἄνδρες Ἀθηναῖοι, δι' οὐδὲν ἀλλ' ἢ διὰ σοφίαν τινὰ τοῦτο τὸ ὄνομα ἔσχηκα. ποίαν δὴ σοφίαν ταύτην; ἥπερ ἐστὶν ἴσως ἀνθρωπίνη σοφία. τῷ ὄντι γὰρ κινδυνεύω ταύτην εἶναι σοφός· οὗτοι δὲ τάχ' ἄν, οὓς ἄρτι ἔλεγον, μείζω τινὰ ἢ κατ' ἄνθρωπον σοφίαν σοφοὶ εἶεν, ἢ οὐκ ἔχω τί λέγω· οὐ γὰρ δὴ ἔγωγε αὐτὴν ἐπίσταμαι, ἀλλ' ὅστις φησὶ ψεύδεταί τε καὶ ἐπὶ διαβολῇ τῇ ἐμῇ λέγει. καί μοι, ὦ ἄνδρες Ἀθηναῖοι, μὴ θορυβήσητε, μηδ' ἐὰν δόξω τι

ὑμῖν μέγα λέγειν· οὐ γάρ ἐμὸν ἐρῶ τὸν λόγον, ὃν ἂν λέγω, ἀλλ' εἰς ἀξιόχρεων ὑμῖν τὸν λέγοντα ἀνοίσω. τῆς γὰρ ἐμῆς, εἰ δή τίς ἐστι σοφία καὶ οἵα, μάρτυρα ὑμῖν παρέξομαι τὸν θεὸν τὸν ἐν Δελφοῖς. Χαιρεφῶντα γάρ ἴστε που. οὗτος ἐμός τε ἔταῖρος ἦν ἐκ νέου, καὶ ὑμῶν τῷ πλήθει ἑταῖρος τε καὶ ξυνέφυγε τὴν φυγήν ταύτην καὶ μεθ' ὑμῶν κατῆλθε.

PLATO, *Apology*, c. 5.

1. Give an account of the trial of Socrates.

2. Enumerate the philosophers of the Ionic school who preceded him.

3. Notice the different sects founded by his disciples.

II.

Translate :

ΛΟΙΠΟΝ δὲ περὶ τῶν κοινῶν πίστεων ἅπασιν εἰπεῖν, ἐπείπερ εἴρηται περὶ τῶν ἰδίων. Εἰσὶ δ' κοιναὶ πιστεις δύο τῷ γένει, παράδειγμα καὶ ἐνθύμημα· ἡ γάρ γνώμη μέρος ἐνθυμήματός ἐστι. Πρῶτον μὲν οὖν περὶ παραδείγματος λέγωμεν. ὅμοιον γὰρ ἐπαγωγῇ τὸ παράδειγμα· ἡ δ' ἐπαγωγὴ ἀρχή.

Παραδειγμάτων δ' εἴδη δύο· ἕν μὲν γάρ ἐστι παραδείγματος εἶδος τὸ λέγειν πράγματα προγεγενημένα· ἕν δὲ τὸ αὐτὸν ποιεῖν. Τούτου δ' ἕν μὲν παραβολή. ἕν δὲ λόγοι· οἷον οἱ Αἰσωπειοι καὶ Λιβυκοί. Ἔστι δὲ τὸ μὲν παραδείγματα λέγειν τοιονδέ τι, ὥσπερ εἴ τις λέγοι, ὅτι δεῖ πρὸς βασιλέα παρασκευάζεσθαι, καὶ μὴ ἐᾶν Αἴγυπτον χειρώσασθαι· καὶ γὰρ πρότερον Δαρεῖος οὐ πρότερον διέβη, πρὶν Αἴγυπτον ἔλαβε, λαβὼν δὲ διέβη. Καὶ πάλιν, Ξέρξης οὐ πρότερον ἐπεχείρησε, πρὶν ἔλαβε· λαβὼν δὲ διέβη· ὥστε καὶ οὗτος, ἂν λάβῃ, διαβήσεται· δίο οὐκ ἐπιτρεπτέον. Παραβολὴ δὲ τὰ Σωκρατικά· οἷον, εἴ τις λέγοι, ὅτι οὐ δεῖ κληρωτοὺς ἄρχειν· ὅμοιον γὰρ, ὥσπερ ἂν εἴ τις τοὺς ἀθλητὰς κληροίη, μὴ οἳ δύνανται ἀγωνίζεσθαι, ἀλλ' οἳ ἂν λάχωσιν· ἢ τῶν πλωτήρων, ὅν τινα δεῖ κυβερνᾶν, κληρώσειεν, ὡς δέον τὸν λαχόντα, ἀλλὰ μὴ τὸν ἐπιστάμενον. Λόγος δὲ, οἷος ὁ Στησιχόρου περὶ Φαλάριδος, καὶ Λισώπου ὑπέρ τοῦ δημαγωγοῦ. Στησίχορος μὲν γὰρ, ἑλομένων στρατηγὸν αὐτοκράτορα τῶν Ἱμεραίων Φάλαριν, καὶ μελλόντων φυλακὴν διδόναι τοῦ σώματος, τἄλλα διαλεχθεὶς εἶπεν αὐτοῖς λόγον.

ARISTOTLE, *Rhetoric*, ii., c. 20.

1. Give a list of Aristotle's rhetorical treatises.

2. What different species of Enthymemes? State their respective *loci*.

Write notices of *Stesichorus*, *Phalaris*, and *Æsopus*.

III.

Translate:

Περὶ μὲν οὖν τῆς Λακεδαιμονίων εἴρηται, Σόλωνα δ' ἔνιοι μὲν οἴονται νομοθέτην γενέσθαι σπουδαῖον· ὀλιγαρχίαν τε γὰρ καταλῦσαι λίαν ἄκρατον οὖσαν, καὶ δουλεύοντα τὸν δῆμον παῦσαι, καὶ δημοκρατίαν καταστῆσαι τήν πάτριον, μίξαντα καλῶς τὴν πολιτείαν· εἶναι γὰρ τὴν μὲν ἐν Ἀρείῳ πάγῳ βουλὴν ὀλιγαρχικόν, τὸ δὲ τὰς αρχὰς αἱρετὰς ἀριστοκρατικόν, τὰ δὲ δικαστήρια δημοτικόν. Ἔοικε δὲ Σόλων ἐκεῖνα μὲν ὑπάρχοντα πρότερον οὐ καταλῦσαι, τήν τε βουλήν καὶ τὴν τῶν ἀρχῶν αἵρεσιν, τὸν δὲ δῆμον καταστῆσαι, τὰ δικαστήρια ποιήσας ἐκ πάντων. Διὸ καὶ μέμφονταί τινες αὐτῷ· λῦσαι γὰρ θάτερον, κύριον ποιήσαντα τὸ δικαστήριον πάντων, κληρωτὸν ὄν. Ἐπεὶ γὰρ τοῦτ' ἴσχυεν, ὥσπερ τυράννῳ τῷ δήμῳ χαριζόμενοι τὴν πολιτείαν εἰς τὴν νῦν δημοκρατίαν κατέστησαν, καὶ τὴν μὲν ἐν Ἀρείῳ πάγῳ βουλὴν Ἐφιάλτης ἐκόλουσε καὶ Περικλῆς, τὰ δὲ δικαστήρια μισθοφόρα κατέστησε Περικλῆς, καὶ τοῦτον δὴ τὸν τρόπον ἕκαστος τῶν δημαγωγῶν προήγαγεν αὔξων εἰς τὴν νῦν δημοκρατίαν. Φαίνεται δ' οὐ κατὰ τὴν Σόλωνος γενέσθαι τοῦτο προαίρεσιν, ἀλλά μᾶλλον ἀπὸ συμπτώματος· τῆς ναυαρχίας γὰρ ἐν τοῖς Μηδικοῖς ὁ δῆμος αἴτιος γενόμενος ἐφρονηματίσθη, καὶ δημαγωγοὺς ἔλαβε φαύλους ἀντιπολιτευομένων τῶν ἐπιεικῶν, ἐπεὶ Σόλων γε ἔοικε τήν ἀναγκαιοτάτην ἀποδιδόναι τῷ δήμῳ δύναμιν, το τὰς ἀρχὰς αἱρεῖσθαι καὶ εὐθύνειν· μηδὲ γὰρ τούτου κύριος ὢν ὁ δῆμος δοῦλος ἂν εἴη καὶ πολέμιος. Τὰς δ' ἀρχὰς ἐκ τῶν γνωρίμων καὶ τῶν εὐπόρων κατέστησε πάσας, ἐκ τῶν πεντακοσιομεδίμνων καὶ ζευγιτῶν καὶ τρίτου τέλους τῆς καλουμένης ἱππάδος· τὸ δὲ τέταρτον θητικόν, οἷς οὐδεμιᾶς ἀρχῆς μετὴν.

ARISTOTLE, *Politics*, ii. c. 12.

1. What internal evidence in the Politics as to its date?

2. Give a brief analysis of the ideal States of Plato, Phaleas, and Hippodamus, and of Aristotle's objections to them.

3. Write a notice of the Athenian Constitution by Solon, and point out an error in Aristotle's statement, as given in this passage.

IV.

Write notes on *κινδυνεύω, ἀξιόχρεων, τὴν φύγην ταύτην, κατῆλθε,* in No. I.; on *τὸ αὐτὸν ποιεῖν, πρὶν Αἰγυπτον ἐλαβε, διαβήσεται,* in No. II.; and on *δικαστήρια, κληρωτὸν, αἱρετόν, Ἐφιάλτης ἐκόλουσε* in No. III.

University of Toronto.

ANNUAL EXAMINATIONS: 1866.

CANDIDATES FOR B.A.

GREEK.

HONORS.

Examiners: { REV. JOHN MCCAUL, LL.D.
WILLIAM H. C. KERR, M.A.

I.

Translate:

Ἐν δέ χορὸν ποίκιλλε περικλυτὸς Ἀμφιγυήεις,
Τῷ ἴκελον οἷόν ποτ' ἐνὶ Κνωσῷ εὐρείῃ
Δαίδαλος ἤσκησεν καλλιπλοκάμῳ Ἀριάδνῃ.
Ἔνθα μὲν ἠίθεοι καὶ παρθένοι ἀλφεσίβοιαι
Ὠρχεῦντ', ἀλλήλων ἐπὶ καρπῷ χεῖρας ἔχοντες.
Τῶν δ' αἱ μὲν λεπτάς ὀθόνας ἔχον, οἱ δὲ χιτῶνας
Εἵατ' εὐννήτους, ἦκα στίλβοντας ἐλαίῳ·
Καί ῥ' αἱ μὲν καλὰς στεφάνας ἔχον, οἱ δὲ μαχαίρας
Εἶχον χρυσείας ἐξ ἀργυρέων τελαμώνων·
Οἱ δ' ὁτὲ μὲν θρέξασκον ἐπισταμένοισι πόδεσσιν
Ῥεῖα μάλ', ὡς ὅτε τις τροχὸν ἄρμενον ἐν παλάμῃσιν
Ἑζόμενος κεραμεὺς πειρήσεται, αἴ κε θέῃσιν·
Ἄλλοτε δ' αὖ θρέξασκον ἐπὶ στίχας ἀλλήλοισιν.
Πολλὸς δ' ἱμερόεντα χορὸν περιΐσταθ' ὅμιλος
Τερπόμενοι· μετὰ δὲ σφιν ἐμέλπετο θεῖος ἀοιδὸς
Φορμίζων· δοιὼ δὲ κυβιστητῆρε κατ' αὐτοὺς,
Μολπῆς ἐξάρχοντος, ἐδίνευον κατά μέσσους.

HOMER, *Iliad*, xviii., vv. 590–606.

1. Discuss the questions as to the date of the fall of Troy, and the age of Homer.

2. Give a list of places where the ancient dialects were spoken, and notice the authors that wrote in each. Compare the language of Homer and of Herodotus.

3. Illustrate the use of the diagamma by examples taken from this extract, and from that from Hesiod.

II.

Translate:

"Καὶ Χλῶριν εἶδον περικαλλέα, τήν ποτε Νηλεὺς
Γῆμεν ἑὸν διὰ κάλλος, ἐπεὶ πόρε μυρία ἕδνα,
Ὁπλοτάτην κούρην Ἀμφίονος Ἰασίδαο,
Ὅς ποτ' ἐν Ὀρχομενῷ Μινυηΐῳ ἶφι ἄνασσεν·
Ἡ δὲ Πύλου βασίλευε, τέκεν δέ οἱ ἀγλαά τέκνα,
Νέστορά τε Χρομίον τε Περικλύμενόν τ' ἀγέρωχον.
Τοῖσι δ' ἐπ' ἰφθίμην Πηρὼ τέκε, θαῦμα βροτοῖσιν,
Τὴν πάντες μνώοντο περικτίται· οὐδέ τι Νηλεὺς
Τῷ ἐδίδου ὅς μὴ ἕλικας βόας εὐρυμετώπους
Ἐκ Φυλάκης ἐλάσειε βίης Ἰφικληείης
Ἀργαλέας· τὰς δ' οἶος ὑπέσχετο μάντις ἀμύμων
Ἐξελάαν· χαλεπὴ δὲ θεοῦ κατὰ μοῖρ' ἐπέδησεν
Δεσμοί τ' ἀργαλέοι καὶ βουκόλοι ἀγροιῶται.
Ἀλλ' ὅτε δὴ μῆνές τε καὶ ἡμέραι ἐξετελεῦντο
Ἄψ περιτελλομένου ἔτεος, καὶ ἐπήλυθον ὧραι,
Καὶ τότε δὴ μιν ἔλυσε βίη Ἰφικληείη
Θέσφατα πάντ' εἰπόντα· Διὸς δ' ἐτελείετο βουλή.
Καὶ Λήδην εἶδον τὴν Τυνδαρέου παράκοιτιν,
Ἣ ῥ' ὑπὸ Τυνδαρέῳ κρατερόφρονε γείνατο παῖδε,
Κάστορά θ' ἱππόδαμον καὶ πυξ ἀγαθὸν Πολυδεύκεα.

HOMER, *Odyssey*, xi., vv. 281–300.

1. Give a list in order of the places at which Ulysses touched between his departure from Troy and his arrival at Ithaca, noticing any grounds for determining their position.

2. Discuss the questions as to the authorship and age of the Odyssey, citing ancient authorities.

3. Write brief notices of the ancient editors of the Homeric poems, and of the Scholiasts.

III.

Translate:

Πληϊάδων Ἀτλαγγενέων ἐπιτελλομενάων
ἄρχεσθ' ἀμητοῦ· ἀρότοιο δὲ δυσομενάων.
αἱ δ' ἤτοι νύκτας τε καὶ ἤματα τεσσαράκοντα
κεκρύφαται, αὖτις δὲ περιπλομένου ἐνιαυτοῦ
φαίνονται ταπρῶτα χαρασσομένοιο σιδήρου.
οὗτός τοι πεδίων πέλεται νόμος, οἵ τε θαλάσσης.
ἐγγύθι ναιετάουσ', οἵ τ' ἄγκεα βησσήεντα,
πόντου κυμαίνοντος ἀπόπροθι, πίονα χῶρον
ναίουσιν. Γυμνὸν σπείρειν, γυμνὸν δὲ βοωτεῖν,
γυμνὸν δ' ἀμάαν, εἴ χ' ὥρια πάντ' ἐθέλῃσθα
ἔργα κομίζεσθαι Δημήτερος· ὥς τοι ἕκαστα
ὥρι' ἀέξηται, μή πως τὰ μέταζε χατίζων
πτώσσῃς ἀλλοτρίους οἴκους, καὶ μηδὲν ἀνύσσῃς.
ὡς καὶ νῦν ἐπ' ἔμ' ἦλθες· ἐγὼ δέ τοι οὐκ ἐπιδώσω,
οὐδ' ἐπιμετρήσω· ἐργάζευ, νήπιε Πέρση,
ἔργα, τάτ' ἀνθρώποισι θεοὶ διετεκμήραντο,
μήποτε σὺν παίδεσσι γυναικί τε θυμὸν ἀχεύων
ζητεύῃς βίοτον κατὰ γείτονας, οἱ δ' ἀμελῶσιν.
δὶς μὲν γὰρ καὶ τρὶς τάχα τεύξεαι. ἢν δ' ἔτι λυπῇς,
χρῆμα μὲν οὐ πρήξεις, σὺ δ' ἐτώσια πόλλ' ἀγορεύσεις·
ἄχρεῖος δ' ἔσται ἐπέων νομός. ἀλλά σ' ἄνωγα
φράζεσθαι χρειῶν τε λύσιν λιμοῦ τ' ἀλεωρήν.

HESIOD, *Opera et Dies*, vv. 383–404.

1. Discuss the question as to the age of Hesiod relatively to Homer, citing ancient authorities.

2. Give examples illustrating the irregular use of the diagamma in Homer and Hesiod.

3. Write notes on Πληϊάδων, ἐπιτελλομενάων, δυσομενάων, τεσσαράκοντα, ἀμητοῦ, κεκρύφαται, ἀμάαν, μέταζε, Πέρση, ζητεύῃς.

IV.

1. Write a brief notice of public libraries at Athens, Alexandria and Rome.

2. Mention the principal causes of the loss of so many classical works.

3. Give a list of the principal promoters of classical learning in the 15th century.

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University of Toronto.

ANNUAL EXAMINATIONS: 1866.

CANDIDATES FOR B.A.

GREEK.

HONORS.

Examiners: { REV. JOHN MCCAUL, LL.D., WILLIAM H. C. KERR, M.A.

I.

Translate:

Ἔστι γάρ, ὦ ἄνδρες Ἀθηναῖοι, τὸ Κιρραῖον ὠνομασμένον πεδίον καὶ λιμὴν ὁ νῦν ἐξάγιστος καὶ ἐπάρατος ὠνομασμένος. Ταύτην ποτέ τὴν χώραν κατῴκησαν Κιρραῖοι καὶ Ακραγαλλίδαι, γένη παρανομώτατα, οἳ εἰς τὸ ἱερόν τὸ ἐν Δελφοῖς καὶ τὰ ἀναθήματα ἠσέβουν, ἐξημάρτανον δὲ καὶ εἰς τοὺς Ἀμφικτύονας. Ἀγανακτήσαντες δ' ἐπὶ τοῖς γινομένοις μάλιστα μὲν, ὡς λέγονται, οἱ πρόγονοι οἱ ὑμέτεροι, ἔπειτα καὶ οἱ ἄλλοι Ἀμφικτύονες, μαντείαν ἐμαντεύσαντο παρὰ τῷ θεῷ, τίνι χρὴ τιμωρίᾳ τοὺς ἀνθρώπους τούτους μετελθεῖν. Καὶ αὐτοῖς ἀναιρεῖ ἡ Πυθία, πολεμεῖν Κιρραίοις καὶ Ἀκραγαλλίδαις πάντ' ἤματα καὶ πάσας νύκτας, καὶ τὴν χώραν αὐτῶν ἐκπορθήσαντας, καὶ αὐτοὺς ἀνδραποδισαμένους, ἀναθεῖναι τῷ Ἀπόλλωνι τῷ Πυθίῳ καὶ Ἀρτέμιδι καὶ Λητοῖ καὶ Ἀθηνᾷ Προνοίᾳ ἐπὶ πάσῃ ἀεργίᾳ, καὶ ταύτην τὴν χώραν μήτ' αὐτοὺς ἐργάζεσθαι, μήτ' ἄλλον ἐᾷν. Λαβόντες δὲ τὸν χρησμὸν οἱ Ἀμφικτύονες ἐψηφίσαντο, Σόλωνος εἰπόντος Ἀθηναίου τὴν γνώμην, ἀνδρὸς καὶ νομοθετῆσαι δυνατοῦ καὶ περὶ ποίησιν καὶ φιλοσοφίαν διατετριφότος, ἐπιστρατεύειν ἐπὶ τοὺς ἐναγεῖς κατὰ τὴν μαντείαν τοῦ θεοῦ.

ÆSCHINES, *in Ctesiphontem.*

1. Give a list of the remarkable persons and places in the history of the sacred wars, introducing dates where you can.

2. Write a notice of the Amphictyonic Council.

3. *ἀναιρεῖ ἡ Πυθία.* Describe the temple, the offerings, and the peculiarities of consulting and of giving the response.

II.

Translate :

Εἰ μὲν γὰρ ἦν σοὶ πρόδηλα τὰ μέλλοντα, Αἰσχίνη, μόνῳ τῶν ἄλλων, ὅτ' ἐβουλευεθ' ἡ πόλις περὶ τούτων, τότ' ἔδει προλέγειν· εἰ δὲ μὴ προῄδεις, τῆς αὐτῆς ἀγνοίας ὑπεύθυνος εἶ τοῖς ἄλλοις, ὥστε τί μᾶλλον ἐμοῦ σὺ ταῦτα κατηγορεῖς ἢ ἐγὼ σοῦ; τοσοῦτον γὰρ ἀμείνων ἐγὼ σοῦ πολίτης γέγονα εἰς αὐτὰ ταῦθ' ἃ λέγω (καὶ οὔπω περὶ τῶν ἄλλων διαλέγομαι), ὅσον ἐγὼ μὲν ἔδωκα ἐμαυτὸν εἰς τὰ πᾶσι δοκοῦντα συμφέρειν, οὐδένα κίνδυνον ὀκνήσας ἴδιον οὐδ' ὑπολογισάμενος, σὺ δέ οὔθ' ἕτερα εἶπες βελτίω τούτων (οὐ γὰρ ἂν τούτοις ἐχρῶντο), οὔτ' εἰς ταῦτα χρήσιμον οὐδὲν σαυτὸν παρέσχες, ὅπερ δ' ἂν ὁ φαυλότατος καὶ δυσμενέστατος ἄνθρωπος τῇ πόλει, τοῦτο πεποιηκὼς ἐπὶ τοῖς συμβᾶσιν ἐξήτασαι, καὶ ἅμα Ἀρίστρατος ἐν Νάξῳ καὶ Ἀριστόλεως ἐν Θάσῳ, οἱ καθάπαξ ἐχθροὶ τῆς πόλεως, τοὺς Ἀθηναίων κρίνουσι φίλους καὶ Ἀθήνησιν Αἰσχίνης Δημοσθένους κατηγορεῖ. Καίτοι ὅτῳ τά τῶν Ἑλλήνων ἀτυχήματα ἐνευδοκιμεῖν ἀπέκειτο ἀπολωλέναι μᾶλλον οὗτος ἐστι δίκαιος ἢ κατηγορεῖν ἑτέρου· καὶ ὅτῳ συνενηνόχασιν οἱ αὐτοὶ καιροὶ καὶ τοῖς τῆς πόλεως ἐχθροῖς, οὐκ ἔνι τοῦτον εὔνουν εἶναι τῇ πατρίδι. Δηλοῖς δὲ καὶ ἐξ ὧν ζῇς καὶ ποιεῖς καὶ πολιτεύει καὶ πάλιν οὐ πολιτεύει. Πράττεταί τι τῶν ὑμῖν δοκούντων συμφέρειν; ἄφωνος Αἰσχίνης. Ἀντέκρουσέ τι καὶ γέγονεν οἷον οὐκ ἔδει; πάρεστιν Αἰσχίνης· ὥσπερ τὰ ῥήγματα καὶ τὰ σπάσματα, ὅταν τι κακὸν τὸ σῶμα λάβῃ, τότε κινεῖται.

DEMOSTHENES, *de Corona.*

1. Write an account of the life of Demosthenes from the battle of Chæronea to his death.

2. Point out the defects in the Athenian management of the war with Philip.

3. What were the sources of the Athenian revenue? Give an account of each.

III.

Translate :

Ὥστε μοι δοκεῖ πολλὰ λίαν εἶναι τὰ παρακελευόμενα πολεμεῖν αὐτοῖς, μάλιστα δ' ὁ παρὼν καιρὸς, οὗ σαφέστερον οὐδέν. ὃν οὐκ ἀφετέον· καὶ γὰρ αἰσχρὸν παρόντι μὲν μὴ χρῆσθαι, παρελθόντος δ' αὐτοῦ μεμνῆσθαι. τί γὰρ ἂν καὶ βουληθεῖμεν ἡμῖν προσγενέσθαι μέλλοντες βασιλεῖ πολεμεῖν, ἔξω τῶν νῦν ὑπαρχόντων ; οὐκ Αἴγυπτος μὲν αὐτοῦ καὶ Κύπρος ἀφέστηκε, Φοινίκη δὲ καὶ Συρία διὰ τὸν πόλεμον ἀνάστατοι γεγόνασι, Τύρος δ' ἐφ' ᾗ μέγα ἐφρόνησεν, ὑπὸ τῶν ἐχθρῶν ἐκείνου κατείληπται ; τῶν δ' ἐν Κιλικίᾳ πόλεων τὰς μὲν πλείστας οἱ μεθ' ἡμῶν ὄντες ἔχουσι, τὰς δ' οὐ χαλεπόν ἐστι κτήσασθαι. Λυκίας δ' οὐδ' εἰς πώποτε Περσῶν ἐκράτησεν. Ἑκατόμνως δ' ὁ Καρίας ἐπίσταθμος τῇ μὲν ἀληθείᾳ πολυν ἤδη χρόνον ἀφέστηκεν, ὁμολογήσει δ' ὅταν ἡμεῖς βουληθῶμεν. ἀπὸ δὲ Κνίδου μέχρι Σινώπης Ἕλληνες τὴν Ἀσίαν παροικοῦσιν, οὓς οὐ δεῖ πείθειν ἀλλὰ μὴ κωλύειν πολεμεῖν. καίτοι τοιούτων ὁρμητηρίων παρξάντων καὶ τοσούτου πολέμου τὴν Ἀσίαν περιστάντος τί δεῖ τὰ συμβησόμενα λίαν ἀκριβῶς ἐξετάζειν ; ὅπου γὰρ μικρῶν μερῶν ἥττους εἰσὶν, οὐκ ἄδηλον, ὡς ἂν διατεθεῖεν, εἰ πᾶσιν ἡμῖν πολεμεῖν ἀναγκασθεῖεν.

ISOCRATES, *Panegyr.*

1. Give a list of the Attic orators, specifying their extant speeches.

2. Mention the principal rhetoricians and sophists.

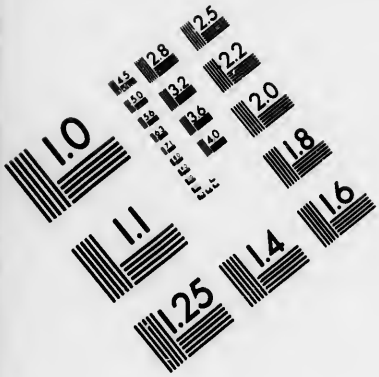
3. *ἀπὸ δὲ Κνίδου ... Ἀσίαν παροικοῦσιν.* Prove the truth of this statement, by enumeratiug (in order) the principal towns.

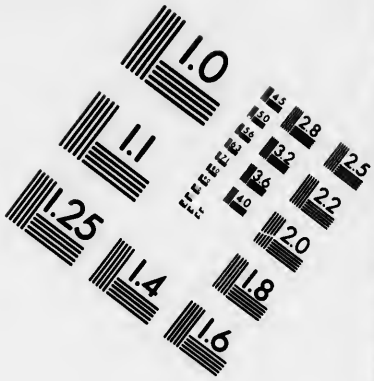
IV.

1. Explain the use of the optative and conjunctive after relatives.

2. Give examples in Greek and Latin of the use of the infinitive in exclamations.

3. Point out the differences of signification of prepositions governing three cases.





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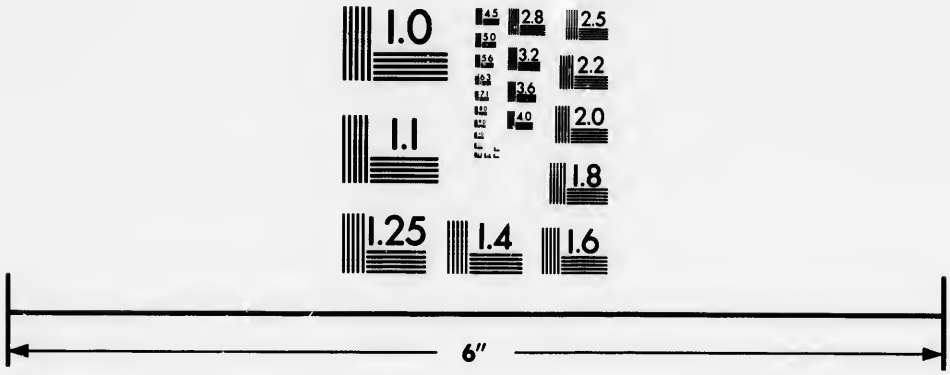

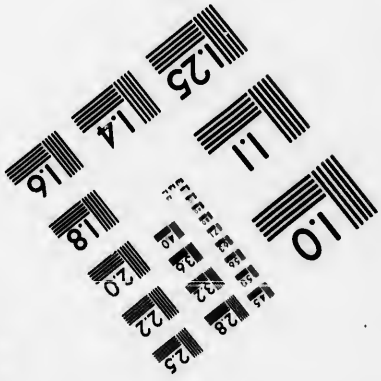

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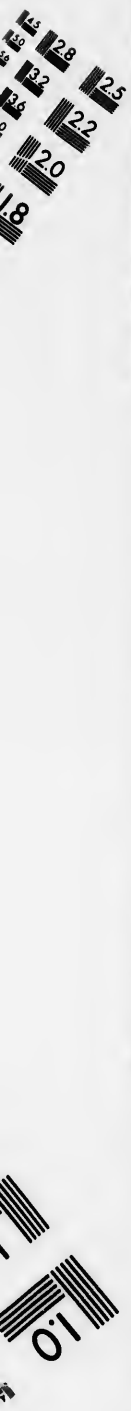
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Translate

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University of Toronto.

ANNUAL EXAMINATIONS: 1866.

CANDIDATES FOR B.A.

GREEK.

HONORS.

Examiners: { REV. JOHN MCCAUL, LL.D.
WILLIAM H. C. KERR, M.A.

I.

Translate:

Ταῦτα δ' ἔτι τούτου ἐπικαλευμένου, προεξαναστάντες πρότεροι οἱ Τεγεῆται ἐχώρεον ἐς τοὺς βαρβάρους· καὶ τοῖσι Λακεδαιμονίοισι αὐτίκα μετὰ τὴν εὐχὴν τὴν Παυσανίεω ἐγίνετο θυομένοισι τὰ σφάγια χρηστά. ὡς δὲ χρόνῳ κοτὲ ἐγένετο, ἐχώρεον καὶ οὗτοι ἐπὶ τοὺς Πέρσας καὶ οἱ Πέρσαι ἀντίοι τὰ τόξα μετέντες. ἐγίνετο δὲ πρῶτον περὶ τὰ γέρρα μάχη· ὡς δὲ ταῦτα ἐπεπτώκεε, ἤδη ἐγίνετο μάχη ἰσχυρὴ παρ' αὐτὸ τὸ Δημήτριον, καὶ χρόνον ἐπὶ πολλὸν, ἐς ὃ ἀπίκοντο ἐς ὠθισμόν· τὰ γὰρ δόρατα ἐπιλαμβανόμενοι κατέκλων οἱ βάρβαροι. λήματι μὲν νυν καὶ ῥώμῃ οὐκ ἔσσονες ἦσαν οἱ Πέρσαι· ἄνοπλοι δὲ ἐόντες, καὶ πρὸς ἀνεπιστήμονες ἦσαν, καὶ οὐκ ὁμοῖοι τοῖσι ἐναντίοισι σοφίην· προεξαΐσσοντες δὲ κατ' ἕνα, καὶ δέκα, καὶ πλεύνες τε καὶ ἐλάσσονες συστρεφόμενοι, ἐσέπιπτον ἐς τοὺς Σπαρτιήτας, καὶ διεφθείροντο.

HERODOTUS, IX., c. 62.

1. State the varieties of the Ionic Dialect.
2. Illustrate the use of the augment by Herodotus.

3. State the origin of the Persian wars, and mention, with dates, the principal events.

4. Give an account of Plutarch's censures on Herodotus, especially with reference to this book.

II.

Translate:

Ξυναθροισθέντες δὲ οἱ Συρακόσιοι καὶ οἱ ξύμμαχοι, τῶν τε αἰχμαλώτων ὅσους ἐδύναντο πλείστους καὶ τὰ σκῦλα ἀναλαβόντες, ἀνεχώρησαν ἐς τὴν πόλιν. καὶ τοὺς μὲν ἄλλους Ἀθηναίων καὶ τῶν ξυμμάχων ὁπόσους ἔλαβον κατεβίβασαν ἐς τὰς λιθοτομίας, ἀσφαλεστάτην εἶναι νομίσαντες τὴν τήρησιν, Νικίαν δὲ καὶ Δημοσθένην ἄκοντος Γυλίππου ἀπέσφαξαν. ὁ γὰρ Γύλιππος καλὸν τὸ ἀγώνισμα ἐνόμιζέν οἱ εἶναι ἐπὶ τοῖς ἄλλοις καὶ τοὺς ἀντιστρατήγους κομίσαι Λακεδαιμονίοις. ξυνέβαινε δὲ τὸν μὲν πολεμιώτατον αὐτοῖς εἶναι, Δημοσθένην, διὰ τὰ ἐν τῇ νήσῳ καὶ Πύλῳ, τὸν δὲ διά τά αὐτὰ ἐπιτηδειότατον. τοὺς γὰρ ἐκ τῆς νήσου ἄνδρας τῶν Λακεδαιμονίων ὁ Νικίας προὐθυμήθη, σπονδὰς πείσας τοὺς Ἀθηναίους ποιήσασθαι, ὥστε ἀφεθῆναι. ἀνθ' ὧν οἵ τε Λακεδαιμόνιοι ἦσαν αὐτῷ προσφιλεῖς, κἀκεῖνος οὐχ ἥκιστα διὰ τοῦτο πιστεύσας ἑαυτὸν τῷ Γυλιππῳ παρέδωκεν. ἀλλὰ τῶν Συρακοσίων τινὲς, ὡς ἐλέγετο, οἱ μὲν δείσαντες, ὅτι πρὸς αὐτὸν ἐκεκοινολόγηντο, μὴ βασανιζόμενος διὰ τὸ τοιοῦτο ταραχὴν σφίσιν ἐν εὐπραγίᾳ ποιήσῃ, ἄλλοι δὲ, καὶ οὐχ ἥκιστα οἱ Κορίνθιοι, μὴ χρήμασι δὴ πείσας τινὰς, ὅτι πλούσιος ἦν, ἀποδρᾷ καὶ αὖθις σφίσι νεώτερόν τι ἀπ' αὐτοῦ γένηται, πείσαντες τοὺς ξυμμάχους ἀπέκτειναν αὐτόν. καὶ ὁ μὲν τοιαύτῃ ἢ ὅτι ἐγγύτατα τούτων αἰτίᾳ ἐνεθνήκει, ἥκιστα δὴ ἄξιος ὢν τῶν γε ἐπ' ἐμοῦ Ἑλλήνων ἐς τοῦτο δυστυχίας ἀφικέσθαι διὰ τὴν πᾶσαν ἐς ἀρετὴν νενομισμένην ἐπιτήδευσιν.

THUCYDIDES, VII., c. 86.

1. Enumerate, with dates, the nations that successively held naval supremacy, and trace their progress and decline.

2. Write a brief notice of the Greek colonies in Sicily.

3. Give the different forms of the *apodosis*, when the indicative follows *εἰ* in the *protasis*, and distinguish their meanings.

4. Distinguish the use of the moods after *πρὶν ἤ*.

III.

Translate into Latin:

Ἐν δὲ τούτῳ τῷ χρόνῳ Ξενοφῶντι ὁρῶντι μὲν πολλοὺς ὁπλίτας τῶν Ἑλλήνων, ὁρῶντι δὲ πολλοὺς πελταστὰς πολλοὺς δὲ καὶ τοξότας καὶ σφενδονήτας καὶ ἱππεῖς δέ, καὶ μάλα ἤδη διὰ τὴν τριβὴν ἱκανούς, ὄντας δ' ἐν τῷ Πόντῳ, ἔνθα οὐκ ἂν ἀπ' ὀλίγων χρημάτων τοσαύτη δύναμις παρεσκευάσθη, καλὸν αὐτῷ ἐδόκει εἶναι καὶ χώραν καὶ δύναμιν τῇ Ἑλλάδι προσκτήσασθαι, πόλιν κατοικίσαντας. Καὶ γενέσθαι ἂν ἐδόκει αὐτῷ μεγάλη, καταλογιζομένῳ τό τε αὐτῶν πλῆθος καὶ τούς περιοικοῦντας τὸν Πόντον. Καὶ ἐπὶ τούτοις ἐθύετο, πρίν τινι εἰπεῖν τῶν στρατιωτῶν, Σιλανὸν παρακαλέσας τὸν Κύρου μάντιν γενόμενον, τὸν Ἀμπρακιώτην. Ὁ δὲ Σιλανὸς δεδιὼς μὴ γένηται ταῦτα καὶ καταμείνῃ που ἡ στρατιά, ἐκφέρει εἰς τὸ στράτευμα λόγον ὅτι Ξενοφῶν βούλεται καταμεῖναι τὴν στρατιὰν καὶ πόλιν οἰκίσαι καὶ ἑαυτῷ ὄνομα καὶ δύναμιν περιποιήσασθαι. Αὐτὸς δ' ὁ Σιλανὸς ἐβούλετο ὅτι τάχιστα εἰς τὴν Ἑλλάδα ἀφικέσθαι· οὗς γὰρ παρὰ Κύρου ἔλαβε τρισχιλίους δαρεικούς, ὅτε τὰς δέκα ἡμέρας ἠλήθευσε θυόμενος Κύρῳ, διεσεσώκει.

Xenophon, *Anabasis*, V.

1. Trace the route from *Cunaxa* to the Euxine, mentioning the places that have been identified by modern travellers.

2. Write a brief notice of the Greek colonies on the northern coast of the Euxine.

3. Give scales of the measures of length used by Xenophon, and by Herodotus.

4. Give examples of the peculiarities of the Attic, and point out the difference between the Old and the New.

IV.

1. Who were the *Logographi?* In what sense is the term used by Thucydides? Give lists of them, introducing dates where you can.

2. What different opinions as to the interval of time between the battles of Marathon and Salamis? Which do you prefer? Give your reasons and cite authorities.

3. Investigate the statement that "the interval of time between the foundation of Syracuse and the Athenian defeat in Sicily exceeds the interval between the latter event and the capture of the city by the Romans by about 120 years."

4. What period of time was occupied in the *Anabasis* and the return to Greece of the ten thousand?

Give the literary chronology of those years, including philosophers, orators, historians, and poets. What different opinions regarding the age of Xenophon at the time? Which do you prefer? Give your reasons and cite authorities.

University of Toronto.

ANNUAL EXAMINATIONS: 1866.

CANDIDATES FOR B.A.

LATIN.

HONORS.

Examiners: { REV. JOHN MCCAUL, LL.D.
WILLIAM H. C. KERR, M.A.

I.

Translate:

(*a*) Ergo
Non satis est puris versum perscribere verbis,
Quem si dissolvas, quivis stomachetur eodem
Quo personatus pacto pater.

(*b*) Quum versus facias, te ipsum percontor, an et quum
Dura tibi peragenda rei sit causa Petillî,
Scilicet oblitus patriæque patrisque, Latine
Quum Pedius causas exsudet Poplicola atque
Corvinus, patriis intermiscere petita
Verba foris malis, Canusini more bilinguis?
Atque ego quum Græcos facerem natus mare citra
Versiculos, vetuit me tali voce Quirinus,
Post mediam noctem visus, quum somnia vera:
"In silvam non ligna feras insanius, ac si
Magnas Græcorum malis implere catervas."
Turgidus Alpinus jugulat dum Memnona, dumque
Defingit Rheni luteum caput, hæc ego ludo,
Quæ neque in æde sonent certantia judice Tarpa,
Nec redeant iterum atque iterum spectanda theatris.
Arguta meretrice potes Davoque Chremeta
Eludente senem comis garrire libellos
Unus vivorum, Fundani; Pollio regum
Facta canit pede ter percusso; forte epos acer
Ut nemo Varius ducit; molle atque facetum
Virgilio annuerunt gaudentes rure Camenæ.

(*c*) Græcia capta ferum victorem cepit, et artes
Intulit agresti Latio; sic horridus ille
Defluxit numerus Saturnius, et grave virus
Munditiæ pepulere; sed in longum tamen ævum
Manserunt hodieque manent vestigia ruris.

HORACE, *Satires and Epistles.*

(*a*) 1. *Ergo.* How does Horace treat the question whether comedy was poetry?

2. What was his opinion of Lucilius? Give your own views as to the justness of his strictures.

(*b*) 1. Write notes on the proper names in this extract.

2. Illustrate the meaning and force of the phrases: *Canusini more bilinguis — silvam non ligna feras—pede ter percusso—gaudentes rure Camenæ.*

(*c*) 1. *Græcia capta victorem cepit.* Prove the truth of this assertion.

2. *Numerus Saturnius.* Give a scale of the Saturnian metre. By what arguments does Macaulay refute Bentley's assertion that the Saturnian measure was imported from Greece into Italy by Nævius?

II.

Translate:

(*a*) Et quoniam cœpit Græcorum mentio, transi
Gymnasia atque audi facinus majoris abollæ.
Stoicus occidit Baream, delator amicum,
Discipulumque senex, ripa nutritus in illa,
Ad quam Gorgonei delapsa est pinna caballi.
Non est Romano cuiquam locus hic, ubi regnat
Protogenes aliquis vel Diphilus aut Erimarcus,
Qui gentis vitio nunquam partitur amicum,
Solus habet. Nam quum facilem stillavit in aurem
Exiguum de naturæ patriæque veneno,
Limine summoveor; perierunt tempora longi
Servitii. Nusquam minor est jactura clientis.

(*b*) Bellorum exuviæ, truncis affixa tropæis
Lorica, et fracta de casside buccula pendens,
Et curtum temone jugum, victæque triremis
Aplustre, et summo tristis captivus in arcu,
Humanis majora bonis creduntur : ad hoc se
Romanus Graiusque ac barbarus induperator
Erexit : causas discriminis atque laboris
Inde habuit. Tanto major famæ sitis est, quam
Virtutis. Quis enim virtutem amplectitur ipsam,
Præmia si tollas ? Patriam tamen obruit olim
Gloria paucorum et laudis titulique cupido
Hæsuri saxis cinerum custodibus, ad quæ
Discutienda valent sterilis mala robora ficus :
Quandoquidem data sunt ipsis quoque fata sepulcris.
Expende Hannibalem ; quot libras in duce summo
Invenies ? hic est quem non capit Africa Mauro
Percussa Oceano Niloque admota tepenti,
Rursus ad Æthiopum populos altosque elephantos.

JUVENAL, *Satires.*

(*a*) 1. *Transi gymnasia.* Different interpretations? *Majoris abollæ.* Give the full force. *Delator amicum.* Explain the allusion. *Ripa in illa.* Where ?

2. Trace to their primary monosyllabic roots: *gymnasia, abolla, caballus, venenum,* and mention an English word derived from the root of each.

(*b*) 1. What are the synonymous Greek terms for *tropæa, cassis, buccula, temo, triremis, aplustre,* and *ficus.* Mention an English word from the root of each. *Expende Hannibalem.* Different interpretations? *Altos elephantos.* What place is meant ?

2. Describe the structure (1) of a Roman trophy, (2) of a triumphal arch.

III.

Translate :

(*a*) Est nunc Brisei quem venosus liber Acci,
Sunt quos Pacuviusque et verrucosa moretur
Antiopa, "*ærumnis cor luctificabile fulta.*"
Hos pueris monitus patres infundere lippos
Quum videas, quærisne, unde hæc sartago loquendi
Venerit in linguas ; unde istud dedecus, in quo
Trossulus exsultat tibi per subsellia levis ?

(*b*) Jus habet ille sui palpo, quem ducit hiantem
Cretata ambitio? Vigila et cicer ingere large
Rixanti populo, nostra ut Floralia possint
Aprici meminisse senes. Quid pulcrius? At quum
Herodis venere dies, unctaque fenestra
Dispositæ pinguem nebulam vomuere lucernæ
Portantes violas, rubrumque amplexa catinum
Cauda natat thunni, tumet alba fidelia vino:
Labra moves tacitus, recutitaque sabbata palles.
Tunc nigri lemures ovoque pericula rupto,
Tunc grandes Galli et cum sistro lusca sacerdos
Incussere Deos infantes corpora, si non
Prædictum ter mane caput gustaveris allî.

PERSIUS, *Satires.*

(*a*) 1. *Accius.....Pacuviusque.* Write notices of these. Why is *Accius* called *Briseus?* Criticise the extract from the *Antiopa.*

2. *Trossulus.* Different derivations?

(*b*) 1. *Jus habet sui.* Cite a parallel expression from Horace. *Palpo.* What different constructions?

2. *Herodis dies.* Connect the satirist's remarks on Jewish ceremonies with the object of this satire.

3. Write notes on *cretata ambitio, cicer, sambuca, festuca, Galli, sistro* and *alli.*

IV.

1. Mention the received dates for the birth and death of Horace, Persius and Juvenal; add some brief remarks on their respective times and characters.

2. Review the relative merits and defects of the three satirists, giving the characteristics of each, and your own estimate of them.

3. Characterize the styles of the metrical compositions which respectively derived their names from Fescennia and Atella; with what species of Greek verse did the latter correspond?

University of Toronto.

ANNUAL EXAMINATIONS: 1866.

CANDIDATES FOR B.A.

LATIN.

HONORS.

Examiners: { REV. JOHN MCCAUL, LL.D., WILLIAM H. C. KERR, M.A.

I.

Translate:

Data est civitas Silvani lege et Carbonis, SI QUI FŒDERATIS CIVITATIBUS ASCRIPTI FUISSENT: SI TUM QUUM LEX FEREBATUR, IN ITALIA DOMICILIUM HABUISSENT; ET SI SEXAGINTA DIEBUS APUD PRÆTOREM ESSENT PROFESSI.

CICERO, *Pro Archia.*

1. *Lege.* When passed, and by what name known? How does Cicero rest his defence of Archias on this law?

2. When, and by whom, and for the infringement of what law was the poet arraigned?

II.

Translate:

Non dicam, duo bella maxima, Punicum et Hispaniense, ab uno imperatore esse confecta, duasque urbes potentissumas, quæ huic imperio maxime minitabantur, ab eodem Scipione esse deletas: non commemorabo, nuper ita vobis patribusque vestris esse visum, ut in uno C. Mario spes imperii poneretur, ut idem cum Jugurtha, idem cum Cimbris, idem cum Theutonis bellum administraret.

Pro Lege Manilia.

1. *Duas urbes.* Name them. Write brief notices of the campaigns and leaders here referred to, introducing dates.

2. What bearing had the extract on Cicero's argument?

III.

Translate:

Diversæ voluntates civium fuerunt, distractæque sententiæ: non enim consiliis solum et studiis, sed armis etiam et castris, dissidebamus. Erat autem obscuritas quædam, erat certamen inter clarissimos duces: multi dubitabant, quid optimum esset; multi, quid sibi expediret; multi, quid deceret; nonnulli etiam, quid liceret. Perfuncta respublica est hoc misero fatalique bello: vicit is, qui non fortuna inflammaret odium suum, sed bonitate leniret; nec qui omnes, quibus iratus esset, eosdem etiam exsilio aut morte dignos judicaret.

Pro Marcello.

1. *Diversæ voluntates civium—inter clarissimos duces.* Explain the allusions.

2. What is the distinction between *defungor* and *perfungor?*

3. *Morte.* Cæsar put three to death nevertheless. Name them.

IV.

Translate:

Etenim permulta sunt in causis in omni parte orationis circumspicienda, ne quid offendas, ne quo irruas. Sæpe aliquis testis aut non lædit, aut minus lædit, nisi lacessatur; orat reus, urgent advocati, ut invehamur, ut male dicamus, denique ut interrogemus: non moveor, non obtempero, non satisfacio, neque tamen ullam adsequor laudem. Homines enim imperiti facilius quod stulte dixeris reprehendere quam quod sapienter tacueris laudare possunt. Hic quantum fit mali, si iratum, si non stultum, si non levem testem læseris! Habet enim et voluntatem nocendi in iracundia et vim in ingenii, et pondus in vita; nec, si hoc Crassus non committit, ideo non multi et sæpe committunt. Quo quidem mihi turpius videri nihil solet, quam quum ex oratoris dicto aliquo aut responso aut rogatu sermo ille sequitur: Occidit. Adversariumne? Immo vero, aiunt, se et eum, quem defendit.

De Oratore.

1. Mention the seven ways by which, Antonius tells us, an advocate may prejudice the cause of his client.

2. What, according to the opinions of the interlocutor in this dialogue, whom Cicero wishes to be regarded as the exponent of his own views, are the requisites of an orator?

V.

Translate:

DIVOS ET EOS, QUI CÆLESTES SEMPER HABITI, COLUNTO, ET OLLOS, QUOS ENDO CÆLO MERITA LOCAVERUNT, HERCULEM, LIBERUM, ÆSCULAPIUM, CASTOREM, POLLUCEM, QUIRINUM: AST OLLA, PROPTER QUÆ DATUR HOMINI ASCENCUS IN CÆLUM, MENTEM, VIRTUTEM, PIETATEM, FIDEM: EARUMQUE LAUDUM DELUBRA SUNTO: NEVE ULLA VITIORUM SACRA SOLLEMNIA OBEUNTO.

FERIIS IURGIA AMOVENTO, EASQUE IN FAMULIS, OPERIŌUS PATRATIS, HABENTO: ITAQUE UT ITA CADAT IN ANNUIS ANFRACTIBUS, DESCRIPTUM ESTO: CERTASQUE FRUGES, CERTASQUE BACAS SACERDOTES PUBLICE LIBANTO: HOC CERTIS SACRIFICIIS AC DIEBUS. ITEMQUE ALIOS AD DIES UBERTATEM LACTIS FETURÆQUE SERVANTO. IDQUE NE COMMITTI POSSIT, AD EAM REM, RATIONEM, CURSUS ANNUOS SACERDOTES FINIUNTO: QUÆQUE QUOIQUE DIVO DECORÆ GRATÆQUE SINT HOSTIÆ, PROVIDENTO. DIVISQUE ALIIS ALII SACERDOTES, OMNIBUS PONTIFICES, SINGULIS FLAMINES SUNTO. VIRGINESQUE VESTALES IN URBE CUSTODIUNTO IGNEN FOCI PULBICI SEMPITERNUM.

CICERO, *De Legibus*, ii., c. 8.

1. Write a brief sketch of the rise and progress of Roman jurisprudence. After what Greek treatise is Cicero's *de Legibus* modelled?

2. *Omnibus pontifices, singulis flamines.* Explain. *Pontifex, flamen, augur, lictor, auspex, Vesta, Æsculapius, Quirinus.* Whence derived?

VI.

Translate:

'Tollite cunta' inquit 'cœptosque auferte labores.' Seu scribis aliquid seu legis, tolli auferri jube et accipe orationem meam, ut illa arma, divinam (num superbius potui?), re vera, ut inter meas, pulchram; nam mihi

satis est certare mecum. Est haec pro Attia Viriola, et dignitate personæ et exempli raritate et judicii magnitudine insignis. Nam femina splendide nata, nupta prætorio viro, exheredata ab octogenario patre intra undecim dies quam illi novercam amore captus induxerat, quadruplici judicio bona paterna repetebat. Sedebant centum et octoginta judices; tot enim quattuor consiliis colliguntur: ingens ntrimque advocatio et numerosa subsellia, praeterea densa circumstantium corona latissimum judicium multiplici circulo ambibat. Ad hoc stipatum tribunal, adque etiam ex superiore basilicæ parte qua feminæ qua viri et audiendi, quod difficile, et quod facile, visendi studio imminebant. Magna exspectatio patrum, magna filiarum, magna etiam novercarum. Secutus est varius eventus. Nam duobus consiliis vicimus, totidem victi sumus.

PLINY, *Epistles*, vi., 33.

1. "*Tollite cuncta*" *inquit*. Where does this passage occur? Who speaks? *Corona*. Quote a passage where Cicero uses this word in the same sense.

2. Describe the constitution and powers of the centumviral court.

VII.

Translate:

Quia tamen superius mentionem habuimus de actione qua in peculium filiorumfamilias servorumve agitur, opus est ut de hac actione et de cæteris quæ eorundem nomine in parentes dominosve dari solent diligentius admoneamus. Et quia, sive cum servis negotium gestum sit, sive cum iis qui in potestate parentis sunt, his fere eadem jura servantur, ne verbosa fiat disputatio, dirigamus sermonem in personam servi dominique, idem intellecturi de liberis quoque et parentibus quorum in potestate sunt.

JUSTINIAN.

1. Describe briefly the position (1) of slaves, (2) of children among the Romans.

2. For what codifications of the Roman laws are we indebted to the legislation of Justinian?

University of Toronto.

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CANDIDATES FOR B.A.

LATIN.

HONORS.

Examiners: { REV. JOHN MCCAUL, LL.D.
WILLIAM H. C. KERR, M.A.

I.

Translate:

a. Legantur tamen in Africam majores natu, nobiles, amplis honoribus: in quîs M. Scaurus, de quo supra memoravimus, consularis, et tum in senatu princeps. Hi, quod in invidia res erat, simul et ab Numidis obsecrati, triduo navim ascendere: dein brevi Uticam adpulsi, literas ad Jugurtham mittunt, quam ocissume ad provinciam accedat; seque ad eum ab senatu missos.

b. At Jugurtha, cognita vanitate atque imperitia legati, subdolus augere amentiam, missitare supplicantes legatos, ipse, quasi vitabundus, per saltuosa loca et tramites exercitum ductare. Deniquc Aulum spe pactionis perpulit, uti, relicto Suthule, in abditas regiones sese, veluti cedentem, insequeretur: ita delicta occultiora fuere. Interea per homines callidos die noctuque exercitum tentabat; centuriones, ducesque turmarum, partim uti transfugerent, alii, signo dato, locum uti desererent. Quæ postquam ex sententia instruit, intempesta nocte, de improviso multitudine Numidarum Auli castra circumvenit. Sed ex eo numero, quos paulo ante corruptos diximus, cohors una Ligurum cum duabus turmis Thracum, et paucis gregariis militibus, transiere ad regem: et centurio primi pili tertiæ legionis per munitionem, quam, uti defenderet, acceperat, locum hostibus introeundi dedit: eaque Numidæ cuncti irrupere.

SALLUST, *Jugurtha.*

a. *M. Scaurus.* What part did he play in the Jugurthine war? *Tum.* When? *In senatu princeps.* What power or advantage attached to this dignity? *Uticam.* What part did it take in the Punic wars?

b. 1. Distinguish *trames, semita* and *calles. Duces turmarum.* How many of them in the cavalry complement of a legion? How many *decuriones?*

2. *Intempesta nocte.* Distinguish from *nocte media.* Give the divisions of the Roman night. *Centurio primi pili.* Accurately explain the position and duties of this officer. What is the difference between *primus* and πρῶτος?

II.

Translate:

a. Extemplo et circa a praetore ad civitates missi legati tribunique, qui suos ad curam custodiæ intenderent; ante omnia Lilybæum teneri: ad apparatum belli, edicto proposito, ut socii navales decem dierum cocta cibaria ad naves deferrent; ubi signum datum esset, ne quis moram conscendendi facere: perque omnem oram, qui ex speculis prospicerent adventantem hostium classem. Simul itaque (quanquam de industria morati cursum navium erant Karthaginienses, ut ante lucem accederent Lilybæum) praesensum tamen est, quia et luna pernox erat, et sublatis armamentis veniebant; extemplo datum e speculis signum, et in oppido ad arma conclamatum est, et in naves conscensum: pars militum in muris portarumque stationibus, pars in navibus erant. Et Karthaginienses, quia rem fore haud cum imparatis cernebant, usque ad lucem portu se abstinuerunt, demendis armamentis eo tempore, aptandaque ad pugnam classe, absumpto. Ubi illuxit, recepere classem in altum, ut spatium pugnæ esset, exitumque liberum e portu naves hostium haberent. Nec Romani detrectavere pugnam, et memoria circa ea ipsa loca gestarum rerum freti, et militum multitudine ac virtute.

b. Demetriade tum Philippus erat. quo cum esset nuntiata clades sociæ urbis, quamquam serum auxilium perditis erat, tamen quae proxima auxilio est, ultionem petens, cum expeditis quinque millibus peditum et trecentis equitibus extemplo profectus cursu propo

Chalcidem contendit, haudquaquam dubius opprim Romanos posse. A qua destitutus spe, nec quicquam aliud quam ad deforme spectaculum semirutae ac fumantis sociæ urbis cum venisset, paucis vix qui sepelirent bello absumptos relictis, æque raptim ac venerat, transgressus ponte Euripum per Bœotiam Athenas ducit, pari incepto haud disparem eventum ratus responsurum ; et respondisset, ni speculator—hemerodromos vocant Græci, ingens die uno cursu emetientes spatium—contemplatus regium agmen ex specula quadam, prægressus nocte media Athenas pervenisset. Idem ibi somnus eademque neglegentia erat, quae Chalcidem dies ante paucos prodiderat.

LIVY, Bb. xxi., c. 49.; xxxi, c. 24.

a. 1. *Prætore.* Who? *Lilybæum.* Describe its position. What is its modern name? *Qui prospicerent.* What is the antecedent to *qui?*

2. Derive *extemplo, oppidum, spatium. Pugnam.* What was its issue? *Memoria gestarum rerum.* Explain the allusion.

b. 1. *Demetriade.* Give some account of its founder. *Sociæ urbis.* Describe its situation.

2. *Hemerodromos.* What Greek word more nearly corresponds to the Latin *speculator?* Give the derivation of both.

III.

Translate :

a. Prætorii præfectos sibi ipsi legere ; Plotium Firmum, e manipularibus quondam, tum vigilibus præpositum, et, incolumi adhuc Galba, partes Othonis secutum. Adjungitur Licinius Proculus, intima familiaritate Othonis, suspectus consilia ejus fovisse. Urbi Flavium Sabinum præfecere, judicium Neronis secuti, sub quo eamdem curam obtinuerat, plerisque Vespasianum fratrem in eo respicientibus. Flagitatum, ut vacationes, præstari centurionibus solitæ, remitterentur. Namque gregarius miles, ut tributum annuum, pendebat. Quarta pars manipuli sparsa per commeatus, aut in ipsis castris vaga, dum mercedem centurioni exsolveret ; neque modum oneris quisquam, neque genus quæstus pensi habebat.

b. Tunc contractos in principia, jussosque dicta cum silentio accipere, temporis ac necessitatis monet. Unam in armis salutem, sed ea consilio temperanda, manendumque intra vallum donec expugnandi hostes spe propius succederent; mox undique erumpendum; illa eruptione ad Rhenum perveniri. Quodsi fugerent, plures silvas, profundas magis paludes, sævitiam hostium superesse: at victoribus decus, gloriam. Quæ domi cara, quæ in castris honesta, memorat: reticuit de adversis. Equos dehinc, orsus a suis, legatorum tribunorumque nulla ambitione fortissimo cuique bellatori tradit, ut hi, mox pedes, in hostem invaderent.

TACITUS, *Histories and Annals.*

a. 1. Write brief notes on the proper names and military terms in this extract.

2. Mention the Roman emperors from Tiberius to Domitian, in order of time, giving dates.

3. *Urbi.* What circumstances probably led to the founding of the city of Rome on the site which it occupied? Point out the peculiar advantages and disadvantages of its position.

b. 1. *In principia.* Describe the form of a Roman camp, giving the names of the several divisions and gates.

2. Explain the inscription on the Roman standard: S. P. Q. R.

3. *Equos.* Give other examples where the Greek π is represented in Latin by "qu."

4. What periods of the Roman Empire are embraced in the Histories and Annals of Tacitus respectively?

IV.

1. What are the sources of early Roman history?

2. Compare the styles of Sallust, Livy, and Tacitus.

3. "The oldest constitution of Rome was in some measure constitutional monarchy inverted." Explain.

4. What were probably the limits of the Roman territory at the close of the regal period?

5. By what name were the Italians first known to the Hellenes? How would you name and classify the races which occupied the Italian peninsula at the dawn of history?

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ANNUAL EXAMINATIONS: 1866.

CANDIDATES FOR B.A.

LATIN.

HONORS.

Examiners: { REV. JOHN MCCAUL, LL.D.
WILLIAM H. C. KERR, M.A.

I.

Translate:

Nec nimio solis maior rota, nec minor ardor
Esse potest, nostris quam sensibus esse videtur.
Nam quibus e spatiis cumque ignes lumina possunt
Allicere, et calidum membris afflare vaporem,
Nil missus intervallis de corpore librant
Flammarum, nihil ad speciem est contractior ignis.
Proinde calor quoniam solis lumenque profusum
Perveniunt nostros ad sensus, et loca fulgent:
Forma quoque hinc solis debet filumque videri,
Nil adeo ut possis plus aut minus addere vere.

LUCRETIUS, V., vv. 565–575.

At sedare sitim fluvii fontesque vocabant;
Ut nunc montibus e magnis decursus aquai
Claricitat late sitientia sæcla ferarum.
Denique noctivagi, silvestria templa tenebant
Nympharum, quibus excibant humore fluenta
Lubrica, proluvie larga lavere humida saxa,
Humida saxa, super viridi stillantia musco:
Et partim plano scatere atque erumpere campo.

vv. 943–950.

1. Notice different readings. *Claricitat, claru citat, clare citat;* Which would you prefer, and why? Parse *nimio, intervallis. Librant, templa;* Whence derived? What was the original signification of *nympha? Humida saxa, humida saxa.* What rhetorical figure? Give other examples, in Latin and English.

2. When did Lucretius publish this poem? To whom was it addressed? After what Greek model was it written? Explain briefly its plan and structure. What is its professed object? Of what philosophical tenets was it intended to be an exposition? What rank does Lucretius hold as a didactic poet? Mention other writers of Greek and Roman didactic poetry, with their works.

II.

Translate:

Dromo, desquama piscis. Tu, Machærio,
Congrum, murænam exdorsua, quantum potes.
Atque omnia, dum absum hinc, exossata fac sient.
Ego hinc artoptam ex proxumo utendam peto
A Congrione. Tu istum gallum, si sapis,
Glabriorem reddes mihi, quam volsus ludiust.
Sed quid hoc clamoris oritur hinc ex proxumo?
Coci hercle, credo, faciunt officium suom.
Fugiam intro, ne quid turbae hic itidem fuat.

PLAUTUS, *Aulularia,* Act ii., Sc. 9.

ME. Quid tu te solus e senatu sevocas?
EU. Pol ego, ut te accusem, merito meditabar.
ME. Quid est?
EU. Quid sit, me rogitas? qui mihi omnis angulos
Furum implevisti in ædibus misero mihi;
Qui intromisisti in aedis quingentos cocos
Cum senis manibus, genere Geryonaceo;
Quos si Argus servet, qui oculeus totus fuit,
Quem quondam Ioni Iuno custodem addidit,
Is nunquam servet; præterea tibicinam,
Quæ mi interbibere sola, si vino scatat,
Corinthiensem fontem Pirenen potest.
Tum obsonium autem..... ME. Pol vel legioni sat est.
Etiam agnum misi. EU. Quo quidem agno sat scio
Magis curionem nusquam esse ullam beluam.
ME. Volo ego ex te scire, qui sit agnus curio.

EU. Qui ossa atque pellis totust: ita cura macet;
Quin exta inspicere in sole etiam vivo licet:
Ita is pellucet, quasi laterna Punica.
ME. Cædundum illum ego conduxi. EU. Tum tu idem optumum est
Loces efferundum: nam iam, credo, mortuost.
ME. Potare ego hodie, Euclio, tecum volo.
EU. Non potem ego quidem hercle. ME. Et ego iussero
Cadum unum vini veteris a me afferrier.

Act iii., Sc. 6, vv. 13–35.

1. Derive *Machærio*, *congrum*, *murænam*, *artoptam*. Compare *glabriorem*, and mention an English word from the same root.

2. *Furum*. How governed? What is the corresponding Greek word? *Vino scatat*. Compare this construction with *plano scatere* in the last line of the extract from Lucretius. *Exta*. The Greeks called these ἔντερα: explain.

3. Explain the phrases: *genere Geryonaceo; agnus curio: laterna Punica; me impartire honoribus; occlude fores ambobus pessulis; onerat aliquam zamiam; ad ravim poscam; ad Trisviros deferam; pipulo differam; abstinebit censione bubula.*

III.

Translate:

AN. Geta. GE. Hem. AN. Quid egisti? GE. Emunxi argento senes.
AN. Satin est id? GE. Nescio hercle, tantum jussus sum.
AN. Eho, verbero, aliud mihi respondes ac rogo?
GE. Quid ergo narras? AN. Quid ergo narrem? Opera tua
Ad restim mi quidem res rediit planissume.
Ut te quidem omnes di deaeque, superi, inferi,
Malis exemplis perdant! Hem, si quid velis,
Huic mandes, qui te ad scopulum e tranquillo auferat.
Quid minus utibile fuit, quam hoc ulcus tangere
Aut nominare uxorem? Iniecta et spes patri
Posse illam extrudi. Cedo nunc porro, Phormio
Dotem si accipiet, uxor ducenda est domum,
Quid fiet? GE. Non enim ducet. AN. Novi. Ceterum

Quum argentum repetent, nostra causa scilicet
In nervom potius ibit. GE. Nihil est, Antipho,
Quin male narrando possit depravarier.
Tu id quod boni est excerpis: dicis quod mali est.
Audi nunc contra iam. Si argentum acceperit,
Ducenda est uxor, ut ais: concedo tibi:
Spatium quidem tandem apparandis nuptiis,
Vocandi, sacrificandi dabitur paululum:
Interea amici, quod polliciti sunt, dabunt:
Inde iste reddet. AN. Quamobrem? Aut quid dicet?
GE. Rogas?
Quot res post illa monstra evenerunt mihi?
Introiit in ædis ater alienus canis:
Anguis per inpluvium decidit de tegulis:
Gallina cecinit: interdixit hariolus:
Auruspex vetuit, ante brumam aliquid novi
Negoti incipere: quæ causa est justissima.
Hæc fient. AN. Ut modo fiant. GE. Fient: me vide.
Pater exit: abi, dic, esse argentum, Phædriæ.

TERENCE, *Phormio*, Act iv., Sc 4.

1. Scan the first six lines. Write a notice of the metres generally employed by Terence.

2. *Phormio; scopulus; bruma; ulcus; hariolus; haruspex.* Whence derived? Write notes on the following words and phrases: *Emunxi argento senes—in nervum ire—inpluvium—asymbolum—sobrinus—sexcentas scribito dicas—Græca Apollodoru Epidicazomenos—Ω plaudite—Cantor plaudite—Calliopius recensui.*

IV.

1. Give some account of marriage ceremonies among the Greeks.

2. Would you class the *Phormio* among *Palliatæ* or *Togatæ?* Give reasons.

3. When was it exhibited? Describe its proper musical accompaniment.

4. What modern imitations of the Aulularia and the Andrian?

5. Write an account of Roman Comedy from its earliest development to the death of Terence, giving dates.

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ANNUAL EXAMINATIONS: 1866.

CANDIDATES FOR B. A..

TRANSLATION INTO GREEK.

HONORS.

Examiners: { REV. JOHN MCCAUL, LL.D.
WILLIAM H. C. KERR, M.A.

PROSE.

At the beginning of the Median wars, Lacedæmon was in possession of the Hegemony, partly as the result of having subjugated and enslaved the free nation of the Messenians, partly because it had assisted many Greek states to expel their Tyrants. Provoked by the part the Greeks had taken in assisting the Ionians against him, the Persian King sent heralds to the Greek cities to require them to give Water and Earth, *i.e.* to acknowledge his supremacy. The Persian envoys were contemptuously sent back, and the Lacedæmonians went so far as to throw them into a well—a deed, however, of which they afterwards so deeply repented, as to send two Lacedæmonians to Susa in expiation. The Persian King then dispatched an army to invade Greece. With its vastly superior force the Athenians and Platæans, without aid from their compatriots, contended at Marathon under Miltiades, and gained the victory. Afterwards, Xerxes came down upon Greece with enormous masses of nations (Herodotus gives a detailed description of this expedition); and with the terrible array of land-forces was associate the not less formidable fleet. Thrace, Macedon, and

Thessaly, were soon subjugated; but the entrance into Greece Proper—the Pass of Thermopylæ—was defended by three hundred Spartans and seven hundred Thespians, whose fate is well known. In spite of the disunion of the Greeks, the Persian fleet was beaten at Salamis; and this glorious battle day presents the three greatest tragedians of Greece in remarkable chronological association: for Æschylus was one of the combatants, and helped to gain the victory, Sophocles danced at the festival that celebrated it, and on the same day Euripides was born. The host that remained in Greece, under the command of Mardonius, was beaten at Platæa by Pausanias, and the Persian power was consequently broken at various points.

VERSE.

CASSANDRA—HECTOR.

CAS. Cry, Trojans, cry! lend me ten thousand eyes,
and I will fill them with prophetic tears.

HEC. Peace sister, peace!

CAS. Virgins and boys, mid-age and wrinkled old,
soft infancy, that nothing canst but cry,
add to my clamours! Let us pay betimes
a moiety of that mass of moan to come.
Cry, Trojans, cry! practice your eyes with tears!
Troy must not be, nor godly Ilion stand;
our fire-brand brother, Paris, burns us all.
Cry, Trojans, cry! a Helen and a woe:
cry, cry! Troy burns, or else let Helen go.

HEC. Now youthful Troilus, do not these high strains
of divination in our sister work
some touches of remorse? or is your blood
so madly hot, that no discourse of reason,
nor fear of bad success in a bad cause,
can qualify the same?

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ANNUAL EXAMINATIONS: 1866.

FOURTH YEAR.

ASTRONOMY AND ACOUSTICS.

Examiner: J. LOUDON, M.A.

1. Explain the manner of determining the position of a star according as it is referred to the *equator*, *horizon*, or *ecliptic*.

2. Draw a figure shewing the relative positions of the following stars:

(1) AR	= 135°,	N. Dec.	= 45°.
(2) Alt.	= 30°,	S. Azimuth	= 60°.
(3) N. Lat.	= 45°,	Longitude	= 225°.

3. Describe the changes in the appearance of the heavens presented to an observer during a star-light night.

4. Mention the most important Astronomical instruments and their uses.

5. Describe the sun's apparent motion in the heavens, and trace the changes in the length of the solar day at different places on the earth's surface during a year.

6. Define a *solar* and a *sidereal* day, and explain the cause of the difference between them.

7. Explain the cause of a *solar* eclipse, and the circumstances under which it may be *total*, *annular*, or *partial*.

8. Describe the motions of the moon and earth relative to the sun and to one another.

9. Define a musical sound, and explain the terms *pitch* and *interval.*

10. Explain the nature of the vibrations (1) in a pipe closed at one end, (2) along a string fastened at both ends.

How can different notes and their harmonics be produced in these cases?

11. Describe the perfect diatonic scale, and the manner in which the construction of similar scales with different fundamental notes is effected.

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ANNUAL EXAMINATIONS: 1866.

CANDIDATES FOR B.A.

RIGID DYNAMICS AND HYDRODYNAMICS.

FOR HONORS.

Examiner: J. B. CHERRIMAN, M.A.

1. Define principal axes of inertia, and shew that three such axes exist at every point of a rigid body.

If A, B, C, be the principal moments at the centre of gravity G of a system of particles; P, one of the particles, of mass m; Q, a fixed point; prove that

$$\Sigma(m.PQ^2) = \tfrac{1}{2}(A+B+C) + GQ^2.\Sigma(m).$$

2. To find the time of a small oscillation of a rigid body about a fixed horizontal axis,

Four equal and uniform rods are rigidly connected so as to form a rhombus; if an angle of the rhombus be $\sin^{-1}\frac{2}{3}$ the system will make small oscillations edgeways in the same time, from whichever angle it be suspended.

3. When a rigid body is moving about a fixed point, having given the angular velocities about the principal axes at the point, obtain equations which will determine its position in space.

With the usual notation, if ω be the angular velocity about the instantaneous axis at any instant, the cosine of the angle between this axis and the fixed axis of z is

$$\frac{1}{\omega}\left(\frac{d\psi}{dt} + \cos\theta\frac{d\phi}{dt}\right).$$

4. When a rigid body is in motion about a fixed point, and no extraneous forces are acting, investigate any invariable relations which connect the angular velocities at any instant about the principal axes at the point, or the directions of these axes in space.

If A, B, C, the principal moments of inertia at the point, are such that

$$AB(A-B) = -BC(B-C) = CA(C-A),$$

and θ, ϕ are the angles made by the axis of B with the instantaneous axis when it is successively in the planes (A,B), (C,B), prove that

$$3\tan^2\theta - \tan^2\phi = -1.$$

5. Prove that a *couple* of rotations simultaneously impressed on a free rigid body produces a motion of translation.

In the general motion of a free rigid body, if u, v, be the velocities of translation corresponding to two origins P, Q lying on a circle which passes through a certain line to which its plane is perpendicular, Q being at the other end of the diameter through the point of section; then

$$u^2 - v^2 \propto PQ^2.$$

6. Determine the instantaneous changes in the motion of a free rigid body when struck by given impulses.

If the body be revolving about an axis which is parallel to the direction of the motion of the centre of gravity, and, on being struck, begin to revolve without translation about an axis at right angles to the former, determine the nature of the impulses.

7, State and prove the principle of the conservation of areas.

Distinguish between the nature of the forces which disappear in this statement and in that of *vis-viva*.

Two equal particles of mass m are revolving in one plane about a centre of force varying as the distance, μ being the absolute force; and when they are at the extremities of their major-axes, they become rigidly connected with the centre and with each other; shew that the instantaneous loss of *vis-viva* is

$$m\mu \cdot \frac{(ab_1 - a_1b)^2}{a^2 + a_1^2},$$

where (a, b), (a_1, b_1) are the respective semi-axes of their orbits.

8. Investigate the velocity with which a fluid issues from a small orifice in a vessel, explaining the nature of the assumptions made in the ordinary investigation.

If an incompressible fluid issue through a small circular orifice in the vertical side of a vessel which is kept constantly full, and the motion of each particle on issuing be perpendicular to the side, find the form of a horizontal section of the descending stream at any depth below the orifice, and shew that the stream contracts to a straight line at a depth below the centre of the orifice equal to the height of the level of the fluid above it.

9. Investigate the equation of continuity in fluid motion.

If the fluid be elastic and the density at the same point be always the same; shew that when the motion is symmetrical about a centre, the pressure at different points at the same instant is inversely proportional to the product of the velocity there and the square of the distance from the centre.

10. Determine the fluid resistance on a plane which moves always parallel to itself in a running stream.

A semicircular lamina can move freely about its base which is fixed vertically, and is placed in a running stream; obtain the equation from which its angular velocity at any time can be found.

11. Investigate the differential equation which determines the propagation of a disturbance in a cylindrical column of air of uniform temperature; and, assuming its solution, find the velocity of propagation.

How does the numerical result of this investigation compare with experiment, and how did Newton and Laplace account for the discrepancy?

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ANNUAL EXAMINATIONS: 1866.

CANDIDATES FOR B.A.

PURE MATHEMATICS.

HONORS.

Examiners: { J. B. CHERRIMAN, M.A.
J. LOUDON, M.A.

i. There are n groups of different letters; find the numbers of the combinations that can be formed by taking one out of each group, two out of each group, and so on.

If the number of letters in each group be the same, and a combination be formed at random by taking r out of each group, find the chance that it will contain t specified letters out of each group.

ii. Find the present value of an annuity commencing at once and continuing for a given number of years.

How is the present value of a life-annuity for an individual of given age ascertained?

If $f(m)$ be the present value of a life-annuity of \$1 for an individual aged m years, and $f(m,n)$ that of an annuity payable during the joint continuance of two lives aged m and n, shew that the present value of the annuity payable until both the lives are extinct is

$$f(m) + f(n) - f(m,n).$$

iii. Prove that $\epsilon^{\theta\sqrt{-1}} = \cos\theta + \sqrt{-1}\sin\theta$.

Is there any limitation to the value of θ in this expression?

By putting the above into the form

$$\theta\sqrt{-1} = \log\{\sqrt{-1}\sin\theta\,(1 - \sqrt{-1}\cot\theta)\},$$

obtain the series

$$\theta = \frac{\pi}{2} - \cot\theta + \tfrac{1}{3}\cot^3\theta - \ldots.$$

$$\log\sin\theta = -\tfrac{1}{2}\cot^2\theta + \tfrac{1}{4}\cot^4\theta - \ldots.$$

iv. Shew that a reciprocal equation can be reduced to one of an even order which can be solved by the solution of an equation of half its dimensions.

If $2y = x + x^{-1}$, and $x^{2n} - 1 = 0$, where n is an odd integer, form the first and last terms of the equation in y, (excluding the values $+1$ and -1,) and hence shew that

$$\cos\frac{\pi}{n}\cos\frac{2\pi}{n}\cos\frac{3\pi}{n}\ldots\ldots\cos\frac{(n-1)\pi}{n} = \pm\frac{1}{2^{n-1}},$$

the upper or lower sign being used according as n is of the form $4p+1$ or $4p+3$.

v. Define the eccentric angle of a point on an ellipse, and find the equation to the tangent and normal in terms of it.

If $\theta_1, \theta_2, \theta_3, \theta_4$ be the eccentric angles of four points on an ellipse where the normals pass through the same point, prove that

$$\cot 2\theta_1 + \cot 2\theta_2 + \cot 2\theta_3 + \cot 2\theta_4 = 0$$

vi. Interpret the following equations in trilinears :—

(1) ..... $\alpha + \beta + \gamma = \text{const}:,$

(2) ..... $a\alpha + b\beta + c\gamma = 0;$

(3) ..... $u\alpha^2 + v\beta^2 + w\gamma^2 = 0;$

(4) ..... $u'\beta\gamma + v'\gamma\alpha + w'\alpha\beta = 0.$

If two chords in a conic be produced to meet, and the point of meeting be joined to the intersection of the lines joining the ends of the chords crosswise, this line will pass through the intersections of two pairs of tangents drawn at the ends of the chords.

vii. Describe the process of reciprocating one curve with regard to another, and explain what is meant by reciprocating with regard to a point. Obtain the position and dimensions of the conic into which a given circle is reciprocated with regard to a given point, and reciprocate the following theorem: "If a parallelogram is inscribed in a circle, it must be a rectangle"—(1) when the origin is the centre, (2) when it is a point on the circle.

8. Shew that $\int_a^b f(x)\,dx$ represents the sum of an infinite series, and is equal to $c\left\{f(a) + c\theta f'(a) + \frac{c^2\theta^2}{\lfloor 2}f''(a) + \ldots\right\}$, where c is the difference between b and a, and θ is a proper fraction.

If $f(x) = \phi'(x)$, in what cases does $\phi(b) - \phi(a)$ fail to give the true value of the integral?

9. Find the radius of curvature in a spiral in terms of the radius vector and the perpendicular on the tangent.

Find the locus of the intersection of the radius vector and the line joining the centre of the circle of curvature with the foot of the perpendicular on the tangent, and shew that in the equiangular spiral it is a similar curve.

x. Find the equation to a tangent plane at a point of a given surface. Prove that there are in general two directions in which we can proceed from a given point of a surface to a consecutive point, in order that the normals may intersect each other, and these directions are at right angles to each other.

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ANNUAL EXAMINATIONS: 1866.

CANDIDATES FOR B.A.

SPHERICAL TRIGONOMETRY AND ASTRONOMY.

HONORS.

Examiner: J. B. CHERRIMAN, M.A.

1. Define the polar triangle of a spherical triangle, and prove that the sides and angles of the one are supplementary to the angles and sides of the other.

An arc bisecting an exterior angle of a triangle cuts the opposite side of the polar triangle in points which are equidistant from the angular points in that side.

2. In any triangle, prove

$$\cos c = \cos a \cos b + \sin a \sin b \cos C,$$

and if $a = b$, prove

$$\tan \frac{c}{2} = \tan \frac{C}{2} \sin a \sin A.$$

3. State Napier's rules for the solution of right-angled triangles, and prove them in one case.

If l be the length of the arc drawn to touch a small circle, whose spherical radius is r, from a point which is at a distance d from the pole of the circle, prove that

$$\tan^2 \tfrac{1}{2} l = \tan \tfrac{1}{2} (d - r) \tan \tfrac{1}{2} (d + r).$$

4. In a triangle, given A, a, b, solve the triangle, shew how an ambiguity arises, and discuss it in the case when $A > 90^\circ$.

In the corresponding case in plane triangles, the circles described about the two triangles which sometimes exist, are equal; can it ever be so in spherical triangles?

5. There can be only five regular polyhedrons.

If a cube and octohedron be both inscribed in, or both circumscribed about the same sphere, the ratio of their edges is $\sqrt{2} : \sqrt{3}$.

6. To find the latitude of a place by observations with the mural circle.

If a star crosses the plane of the circle t hours late, in consequence of a small deviation of this plane from the meridian, the correction to be applied to the latitude (l) computed from the observed zenith distance is

$$(15t)^2 . \frac{\cos l \cos \delta}{\sin (l - \delta)}$$

where δ is the star's N. Dec:.

7. Give Flamstead's method of determining the Sun's R.A. stating its advantages, and the manner in which the differences of R.A. required in the method are obtained by observation.

8. At a given place on a given day, determine the length of the day, the duration of twilight, and the points of the horizon where the sun rises and sets.

9. Investigate the effect of parallax on the hour-angle, and shew how the horizontal parallax may be found from two observations of the body at the same place.

10. Determine the correction of aberration on the latitude of a star, and deduce the explanation of the phenomena which led Bradley to the discovery of aberration.

11. Mention the elements of the Lunar orbit, and indicate the observations by which their values are ascertained.

12. Obtain an expression for the moon's phase.

Shew that when she is on the meridian with the sun, she would appear to be a small crescent with horizontal cusps, the relative breadth of which cannot exceed a certain quantity.

13. Explain clearly what is meant by the equation of time, and to what causes it is due; and determine during what parts of the year it is additive or subtractive.

Given at mean noon on a certain day, Sun's R.A. $= 5^h\ 18^m\ 4^s$; Sun's mean longitude (computed from its value at some previous epoch) $= 5^h\ 18^m\ 55^s$; equation of equinoxes in R.A. $= 1^s$; determine the equation of time at true noon.

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NEWTON, §§ IX, XI, AND LUNAR THEORY.

HONORS.

Examiner: J. B. CHERRIMAN, MA.

1. To find the difference of the forces by which the bodies are retained in the fixed and revolving orbits.—(Prop. 44.)

Examine in what cases the point m or n will be nearer to the centre, and prove that if $\frac{\lambda F^2}{CV^2}$ be the actual magnitude of the force on P at the apse V, the difference of the forces at the distance r will be $(G^2 - F^2)\frac{\lambda R}{r^3}$, where R is the radius of curvature at V in P's orbit.

2. Describe generally Newton's method of finding the apsidal angle in an orbit nearly circular.

Why does Newton call this:—"invenire motus apsidum"?

If an apsidal distance in the proposed orbit be $a - h$, where h is small, shew that the excentricity of the auxiliary ellipse is $\frac{h}{a}\left(2 - \frac{F^2}{G^2}\right)$.

3. An orbit similar and equal to the apparent orbit of P round S in motion may be described round S fixed by the action of the same central force.—(Prop. 58.)

Discuss the circumstances under which two bodies may describe similar orbits round different centres of force.

4. In the problem of three bodies, P, T, S, obtain approximate expressions for the central and tangential disturbing forces of S on P, and the whole gravitation of P to T, on the suppositions that the orbits are in the same plane, are nearly circular, and that S is very much more distant than P from T.

If f be the mean force of T on P, T being supposed at rest, the mean central disturbing force of S on P will be $-f\frac{m^2}{2}$ where m is the ratio of the periodic times of P and S round T.

5. Examine the direct effects of the central and tangential disturbing forces on the mean distance of P, its angular velocity, and periodic time.

Shew that the effect of the *mean* central disturbing force would be to increase P's mean distance in the ratio of $1 + \frac{1}{2}m^2 : 1$, and the periodic time in the ratio of $1 + m^2 : 1$.

6. Given the circumstances of motion at an assigned point in an ellipse described round a fixed centre of force varying inversely as the square of the distance, construct the other focus of the orbit, and examine the changes in its position corresponding to a given small change in the magnitude or direction of the velocity or in the value of the absolute force, at the assigned point.

If the velocity be slightly increased, shew that the excentricity will be increased or diminished according as the assigned point lies on the same side of the minor axis as the centre of force, or on the opposite side.

7. Shew that the tangential disturbing force produces on the whole no direct effect on the motion of the apse-line, and explain the manner in which an indirect effect is produced by it.

8. To consider the effect produced on the motion of the nodes by the ablatitious force.—(Cor. 11.)

How is this inequality affected if the system P, T revolves round S fixed?

9. Form the differential equation for u in the Lunar Theory.

10. Taking as approximate solutions of the equations of the moon, $\theta = pt$, $u = a\{1 + e\cos(c\theta - a)\}$, $s = k\sin(g\theta - \gamma)$, discuss the nature of the motion indicated by them.

11. In finding the longitude in terms of the time to the second approximation, explain why some terms of higher orders must be retained in the previous processes.

12. Assuming

$$\frac{P}{h^2 u^2} = \frac{\mu}{h^2}\left(1 - \frac{3}{2} s^2\right) - \frac{m' u'^3}{h^2 u^3}\left\{\tfrac{1}{2} + \tfrac{3}{2}\cos 2(\theta - \theta')\right\},$$

$$\frac{T}{h^2 u^3} = -\tfrac{3}{2}\frac{m' u'^3}{h^2 u^4}\sin 2(\theta - \theta'),$$

find to the second order the inequality in u called the *variation*, and the parts of it which are due to the central and tangential disturbances separately.

13. Discuss the effect of the inequality called *annual equation* on the moon's periodic time.

14. Refer the inequalities discussed by Newton in the eleventh section to the corresponding terms in the Lunar Theory.

12. Assuming

$$\frac{r'}{\sqrt{\mu a}} = \frac{\mu}{k^2}\left(1 - \frac{3}{2}s\right) - \frac{m' a'^2}{k^2 a^2}\left\{\frac{3}{2} + \frac{3}{2}\cos 2(\theta - \theta')\right\},$$

$$\frac{v'}{\sqrt{\mu a}} = -\frac{3}{2}\frac{m' a'^2}{k^2 a^2}\sin 2(\theta - \theta'),$$

and to the second order the inequality in u called the variation, and the part of it which is due to the central and tangential forces separately.

13. These are the four quantities usually called annual equations of the elements of the lunar orbit.

14. In the inequalities discussed in Section in the preceding section as the corresponding terms in the Lunar Theory.

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ENGLISH.

Examiners: { DANIEL WILSON, LL.D., J. A. BOYD, M.A.

1. "In discourse more sweet,
For eloquence the soul, song charms the sense,
Others apart sat, on a hill retired,
In thoughts more elevate, and reasoned high
Of providence, foreknowledge, will, and fate;
Fix'd fate, free will, foreknowledge absolute;
And found no end, in wandering mazes lost.
Of good and evil much they argued then,
Of happiness and final misery,
Passion and apathy, and glory, and shame:
Vain wisdom all, and false philosophy;
Yet, with a pleasing sorcery, could charm
Pain for a while, or anguish, and excite
Fallacious hope; or arm the obdured breast
With stubborn patience, as with triple steel."

a. Give derivations of adjectives, nouns, and verbs.

b. Discuss all peculiarities in language and structure; and trace them to their sources; viz., archaic or obsolete forms, individual peculiarities of style, or poetical license.

c. Rewrite the first seven lines in prose, supplying additional words where necessary, but changing none.

2. "The striking peculiarity of the English adjective, as compared with the same part of speech in other languages, is its invariability."

Explain this, and trace its history and causes.

3. "There is a necessity for the use of punctuation in modern English, where the relations of the constituent words are not determined by inflection, which does not apply to Greek or Latin."

Explain the nature of the difference referred to, and trace its source in the history of the English language.

4. Define the points of agreement and distinction between *rhyme* and *rhythm;* and trace the derivation and modern significance of both terms.

5. Specify the characteristics of the French element in the English language. Does it affect any predominant verbal forms, and influence any special classes of words? If so, give examples.

HISTORY OF ENGLISH LITERATURE.

QUEEN ANNE TO PRESENT TIME.

1. Of Queen Anne's reign, Spalding remarks: "In the theory of knowledge and in that of religion, old principles were called in question; and the literary man, the statesman, the philosopher, and the theologian, alike found the task allotted them to be mainly that of attack or defence." Illustrate this by reference to the chief writers of the period, both in prose and verse.

2. Trace the literary history of Defoe as a politician; and define his peculiar characteristics as a writer of fiction.

3. Give a brief sketch of the English historians of the eighteenth century; and compare the works of Hume, Robertson, and Gibbon, as literary compositions.

4. Compare Pope and Cowper in rhythm, in richness of fancy, and in the use of satire; and trace the influence of each on his immediate successors.

5. In what sense is the term *Lyrical Poet* applicable to Burns, in a way that it is not to Wordsworth?

6. Trace the revived taste for Ballad Literature; and discuss the influence of Percy's "Reliques" on modern poetry.

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ANNUAL EXAMINATIONS: 1866.

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ENGLISH.

HONORS.

Examiners: { DANIEL WILSON, LL.D.
J. A. BOYD, M.A.

MILTON, POPE, COWPER, AND WORDSWORTH.

1. Compare the blank verse of Cowper with that of Milton. Specify the chief metrical peculiarities which characterize "The Task" and "Paradise Lost."

2. Wherein consists the appropriateness of the name, "The Task," and of the titles of the various books comprised in that poem?

3. Hayley, in his Life of Cowper, says:—"Perhaps no author, ancient or modern, ever possessed so completely as Cowper, the nice art of passing, by the most delicate transition, from subjects to subjects that might otherwise seem but little, or not at all, allied to each other; the rare talent

'Happily to steer
From grave to gay, from lively to severe.'"

Exemplify this remark from "The Task;" discuss the advantages or disadvantages to Cowper's poetry from this power of transition.

4. Discuss the value of Wordsworth's theory of poetic diction.

5. Explain what is referred to in each of the subjoined passages :—

a. ——"Where Deva spreads her *wizard* stream."

Lycidas.

b. ——"That *two-handed engine* at the door
Stands ready to smite once, and smite no more."

Lycidas.

c. "Shall burning Ætna, if a sage requires,
Forget to thunder, and recall her fires?"

Essay on Man.

d. "Now Europe's laurels on their brows behold,
But stained with blood, or ill exchang'd for gold:
Then see them broke with toils, or sunk in ease,
Or infamous for plundered provinces."

Essay on Man.

e. "The wretch to nought but his ambition true,
Who, for the sake of filling with one blast
The post-horns of all Europe, lays her waste."

Table Talk.

6. Cite parallel passages for the following lines:—

a. "God made the country and man made the town."

The Task.

b. "For modes of faith let graceless zealots fight;
His can't be wrong whose life is in the right."

Essay on Man.

c. ——"Ravish'd with the whistling of a name."

Essay on Man.

d. "There is a pleasure in poetic pains
Which only poets know." *The Task.*

e. "England, with all thy faults, I love thee still!"

The Task.

7. Point out and name the figures in the following passages:—

a. "Say, will the falcon, stooping from above,
Smit with her varying plumage, spare the dove?"

Essay on Man.

b. "Who sees and follows that great scheme the best,
Best knows the blessing, and will most be blest."

Essay on Man.

c. "——They are gone,
Gone with the refluent wave into the deep—
A prince with half his people!"

The Task.

d. "The earth—
Shall drown him in her dry and dusty gulfs."

The Task.

e. ——"Feel by turns the bitter change
Of fierce extremes, extremes by change more fierce."

Par. Lost.

f. "Say first—for Heaven hides nothing from thy view,
Nor the deep tract of Hell—say first what cause
Mov'd our grand parents in that happy state,
Favour'd of Heaven so highly, to fall off
From their Creator——?"

Par. Lost.

8. (1.) "Bring the rathe primrose that forsaken dies,
* * * * * * * *
(2.) And every flower that sad embroidery wears:
(3.) Bid amaranthus all his beauty shed,
(4.) And daffadillies fill their cups with tears,
(5.) To strew the laureat hearse where Lycid lies.
(6.) For, so to interpose a little ease,
(7.) Let our frail thoughts dally with false surmise.
(8.) Ay me! Whilst thee the shores and sounding seas
(9.) Wash far away, where'er thy bones are hurl'd,
(10.) Whether beyond the stormy Hebrides,
(11.) Where thou, perhaps, under the whelming tide,
(12.) Visit'st the bottom of the monstrous world;
(13.) Or whether thou, to our moist vows denied,
(14.) Sleep'st by the fable of Bellerus old,
(15.) Where the great Vision of the guarded Mount
(16.) Looks toward Namancos and Bayona's hold;
(17.) Look homeward, Angel, now, and melt with ruth:
(18.) And, O ye dolphins, waft the hapless youth."

Lycidas.

a. Give the meaning and derivation of the words "rathe" (l. 1), "embroidery" (l. 2), "dally," "surmise" (l. 7), "laureat" (l. 5), "monstrous" (l. 12), "ruth" (l. 17).

b. Explain the import of the following phrases:
"The primrose that forsaken dies," (l. 1.)
"To our moist vows denied," (l. 13.)
"O dolphins, waft the youth," (l. 18.)

c. Milton originally wrote "*unwedded*" instead of "forsaken" (l. 1); "*sorrow's liverie*" instead of "sad embroidery" (l. 2); "*floods*" instead of "shores" (l. 8); "*humming*" instead of "whelming" (l. 11). Discuss the propriety or advantage of the original readings, or of the alterations introduced.

d. Who are meant by "Lycid" (l. 5), and "Bellerus" (l. 14)? What by "Namancos" and "Bayona's hold" (l. 16)?

e. Explain concisely the meaning of the whole passage, stating particularly the import of ll. 14–17 inclusive.

f. Indicate all the figures in the above extract. Point out all peculiarities in prosody.

g. Cite from Tennyson parallelisms in regard to any of the above lines.

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ANNUAL EXAMINATIONS: 1866.

FOURTH YEAR.

FRENCH.

Examiner: MONSIEUR EMILE PERNET.

I.

Sujet de Composition: "La Lecture des Romans."

II.

Translate into English:

Eh bien, sire, ajoutez ce comble à mon malheur,
Nommez *ma pâmoison* l'effet de ma douleur:
Un juste déplaisir à *ce point* m'a réduite;
Son trépas *dérobait* sa tête à ma poursuite;
S'il meurt des coups reçus pour le bien du pays,
Ma vengeance est perdue et mes *desseins* trahis:
Une si belle fin m'est trop injurieuse,
Je demande sa mort, mais non pas glorieuse,
Non pas dans un éclat qui l'élève si haut,
Non pas *au lit d'honneur* mais sur un échafaud;
Qu'il meure pour mon père, et non pour la patrie;
Que son nom soit taché, sa mémoire flétrie.

LE CID, Act IV., Scene v.

1. What is the subject of this tragedy?

2. What verb is used now instead of *Tomber en pâmoison*?

3. Have you any remark to make about this expression of Chimène?

4. *Ce point.* What does Chimène mean by this?

5. *Dérobait.* What are the different meanings of this verb? What are also the meanings of it when preceded by the personal pronoun *se*? What is the meaning of *à la dérobée?*

6. *Desseins.* Is this word used in any other acceptation? What is the meaning of *à dessein?*

7. *S'il meurt des coups*, &c. Supply the ellipses in this and the next line?

8. State why does Chimène thus give way to her feelings, and what remark of D. Fernand has increased her anger?

9. *Au lit honneur.* Why d'honneur? What is meant by this?

III.

Translate:

> L'on a soin, presque partout, que, les jours de marché, il y ait des joueurs d'instruments à vent *sur* le balcon de l'hôtel de ville qui domine la place publique: les paysans des environs participent *ainsi* à la douce jouissance du premier des arts. Les écoliers *se promènent dans* les rues, le dimanche, en chantant les psaumes en *chœur.* On raconte que Luther fit souvent partie de ce chœur, dans sa première jeunesse. J'etais à Eisenach, petite ville de Saxe, un jour d'hiver si froid, que les rues mêmes étaient encombrées de neige; je vis une longue suite de jeunes gens en manteau noir, qui traversaient la ville en célébrant les louanges de Dieu. Il n'y avait qu'eux, dans la rue, car la *rigueur* des frimas en écartait tout le monde; et ces voix, presque aussi harmonieuses que celles du Midi, en se *faisant* entendre au milieu d'une nature si sévère, *causaient* d'autant plus d'attendrissement. Les habitants de la ville n'osaient, par ce froid terrible, ouvrir leurs fenêtres; mais on apercevait, derrière les vitraux, des visages tristes ou sereins, jeunes ou vieux, qui recevaient avec joie les consolations religieuses que leur offrait cette douce mélodie.
>
> L'ALLEMAGNE, ch. ii.

1. *Que les jours de marché il y ait.* Do away with the subjunctive mood here, and use a verb in the infinitive.

2. *Sur.* Can this word ever be used for *vers?*

3. *Ainsi.* Give another expression instead of *ainsi*, and preserve the sense.

4. *Se promènent.* What difference is there between this verb *se promener* and *marcher?*

5. *On raconte.* What form do you avoid by using *on* here?

6. *Chœur.* Has this word other meanings? if so, give them.

7. *Rigueur.* Give synonymous words. What is the exact meaning of the following sentence: *Cette chose est de rigueur.*

8. *Se faisant.* What is the exact meaning of *faire* before an infinitive?

9. *Causaient.* What is the other meaning of this verb?

10. Give the past participle of every verb in the passage.

11. Give also a list of the verbs in this, stating the mood, tense and person, of each one.

IV.

1. What poet can be said to have introduced tragedy in France?

2. Name the three most remarkable works of Madame de Staël.

3. Why was Madame de Staël sent into exile, and by whom?

4. What two celebrated writers of the 18th century acquired the greatest influence through their writings.

5. What French author, on account of one of his works, was named *Le Quintilien Français?*

6. Name a few modern French writers of the present day; and give also their principal works.

7. What tragedies are considered the master-pieces of Racine and Corneille. Compare in a few words the style of these two celebrated men.

8. Who is the author of "L'Histoire de la Révolution Française?"

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Translate

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ANNUAL EXAMINATIONS: 1866.

CANDIDATES FOR B.A.

FRENCH.

HONORS AND SCHOLARSHIPS.

Examiner: MONSIEUR EMILE PERNET.

*** All questions to be answered in French.

Translate into French:

I did not know Captain Lyons, a commander for the last six years on one of the ships of the English station of the East; I was not known by him, not even by name; I had not met him any where in Malta, because he was in *quarantine:* and yet, the officer of another nation, of a nation often a rival and hostile one, at the first sign on our part, consents to delay his voyage by two or three days, to cause his ship and his crew to undertake a manoeuvre which often proves very perilous (I refer to that of mooring a ship), to hear perhaps around him the sailors of his crew murmur at such condescension for an unknown Frenchman,—All this through a feeling alone of nobleness of mind and of sympathy for the anxiety of a woman and the sufferings of a child. This is the English officer in all his personal generosity; this is man in all the dignity of his character and of his mission. I shall never forget the act, nor the man. The man who comes sometimes on our ship to make enquiries about our comforts, and to renew to us the assurances of the pleasure he feels in protecting us, seems to me one of the most true hearted and ingenuous man, I have ever met. Nothing in him recals that seeming roughness of the sailor; but

the firmness of the man accustomed to struggle with the most terrible of the elements, is admirably blended on his yet young and handsome face, with the mildness of the mind, the elevation of the thought, and the grace of his character.

LAMARTINE, *Voyage en Orient*, p. 65.

Translate :

Je me *trompais* moi même !
Ami, *n'accable point* un malheureux qui t'aime :
T'ai-je jamais caché mon cœur et mes désirs ?
Tu vis *naître* ma flamme et mes premiers soupirs :
Enfin, quand Ménélas disposa de sa fille
En faveur de Pyrrhus, *vengeur* de sa famille,
Tu vis mon désespoir ; et tu m'as vu depuis
Traîner de mers en mers ma *chaîne* et mes ennuis.
Je te vis à regret, en cet état funeste,
Prêt à suivre partout le déplorable Oreste,
Toujours de ma fureur interrompre le cours,
Et de moi-même enfin me sauver tous les jours.
Mais quand je me souvins que parmi tant d'alarmes,
Hermione à Pyrrhus prodiguait tous ses charmes,
Tu sais de quel *courroux* mon cœur alors épris
Voulut en l'oubliant punir tous ses mépris.
Je fis croire et je crus ma victoire certaine ;
Je pris tous mes transports pour des transports de haine :
Détestant ses *rigueurs*, rabaissant ses attraits,
Je défiais ses yeux de me troubler jamais.
Voilà comme je crus étouffer ma tendresse.
En ce calme trompeur j'arrivai dans la Grèce ;
Et je trouvai d'abord ses princes rassemblés,
Qu'un péril assez grand semblait avoir troublés.
J'y courus. Je pensai que la guerre et la gloire
De soins plus importants rempliraient ma mémoire ;
Que mes sens reprenant leur première vigueur,
L'amour achèverait de sortir de mon cœur.

RACINE, *Andromaque*, Act i, Scene 1.

1. What is the meaning of *tromper* without the personal pronoun ?

2. *N'accable point.* What is the literal meaning of *accabler ?*

3. *Naître.* Give the pret. def. of this verb.

4. *Vengeur.* What is the feminine of this? Give two sentences introducing the word to show that you understand fully in what style it is used.

5. *Ma chaîne.* Why this peculiar expression?

6. *Prêt.* Is this word ever used as a noun?

7. *Courroux.* In what style is the word mostly used?

8. What is the exact meaning of *rigueur* in this sentence: *Cette chose est de rigueur?*

Translate:

> Enfin, j'ai toujours *ouï* dire qu'en mariage, comme *ailleurs*, contentement passe richesse. Les pères et les mères ont cette maudite coutume de demander toujours: *Qu'a-t-il?* et: Qu'a-t-elle? et le compère Piarre a marié sa fille Simonette au gros Thomas pour un *quarquier de vaigne* qu'il avait davantage que le jeune Robin, où alle avait *bouté son amiquié; et v'là* que la pauvre *criature* en est devenue jaune comme *eun coing*, et n'a point profité tout depuis ce temps là. C'est un bel exemple pour vous, *monsieu.* On n'a que son plaisir en ce monde; et j'aimerais mieux *bailler* à ma fille eun bon mari qui *li* fût agréable, que toutes les rentes *de la Biausse.*
>
> MOLIÈRE, *Medecin Malgré lui*, Act ii., Scene 2.

1. *Ouï.* State what is peculiar with regard to this verb, and what verb is often used instead of it?

2. *Ailleurs.* Supply other words instead of this expression.

3. *Qu'a-t-il?* Give the several meanings of this expression.

4. Turn all expressions in italic, from *quarquier* to the end, into good French.

Unit

ANN

Examiner

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ranslate :

Et pour ne rien manger ? animaux, de tr Cela me fend l enfin, j'ai une semble que *c'es* m'ôte tous les et c'est être, n n'avoir nulle pi

.....Celui-là chat d'un de reste de gigot prit, une nuit, e vos chevaux ; e moi vous donna coups de bâton, voulez-vous que part où l'on n *pièces*. Vous ê et jamais on ne de ladre, de vil

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ANNUAL EXAMINATIONS: 1866.

FOURTH YEAR.

FRENCH.

HONORS.

Examiner: MONSIEUR EMILE PERNET.

*** All questions to be answered in French.

Translate:

Et pour ne faire rien, monsieur, est-ce qu'il ne faut rien manger? Il leur *vaudrait* bien mieux, les pauvres animaux, de travailler beaucoup, de manger de même. Cela me fend le cœur, de les voir ainsi exténués; car enfin, j'ai une tendresse pour mes chevaux, qu'il me semble que *c'est moi-même*, quand je les vois pâtir. Je m'ôte tous les jours pour eux les choses de la bouche; et c'est être, monsieur, d'un naturel trop dur, que de n'avoir nulle pitié *de son prochain*.

.....Celui-là conte qu'une fois vous fites *assigner* le chat d'un de vos voisins, pour vous avoir mangé un reste de gigot de mouton; celui-ci, que l'on vous surprit, une nuit, *en venant dérober* vous-même l'avoine de vos chevaux; et que votre cocher, qui était celui d'avant moi vous donna dans l'obscurité, je ne sais combien de coups de bâton, dont vous ne voulûtes rien dire. Enfin, voulez-vous que je vous dise? on ne saurait aller nulle part où l'on ne vous entende *accommoder de toutes pièces*. Vous êtes la fable et la risée de tout le monde; et jamais on ne parle de vous que sous les noms d'avare, de ladre, de vilain, et de fesse-Matthieu.

MOLIÈRE, *L'Avare*, Act iii., Sc. 5.

1. *Et pour ne faire rien.* Paraphrase this, using th indefinite pronoun *on.*

2. *Vaudrait.* What does this verb come from? Giv subjunctive present of it. What is also the meaning of *S faire valoir?*

3. *Que c'est moi-même.* Explain this.

4. *De son prochain.* What is meant by this? Explai this witticism.

5. *Assigner.* Give the different meanings of this word.

6. *En venant.* Change this expression, using the presen of the subjunctive.

7. *Dérober.* What is the meaning of this verb, with th personal pronoun *se*?

8. *Accommoder de toutes pièces.* Give the exact meaning of this.

9. Give a list of all idiomatical expressions in the above passages.

Translate:

ESTHER.

Va, traître, laisse-moi.
Les Juifs n'attendent rien d'un méchant tel que toi.
Misérable! le Dieu vengeur de l'innocence
Tout prêt à te juger, tient déjà sa balance!
Bientôt son juste *arrêt* te sera prononcé.
Tremble: son jour approche, et ton règne est passé.
AMAN. Oui, ce Dieu, je l'avoue, est un Dieu redoutable.
Mais veut-il que l'on garde une haine implacable?
C'en est fait: mon orgueil est forcé de *plier;*
L'inexorable Aman est réduit à prier.
Par le salut des Juifs, par ces pieds que j'embrasse,
Par ce sage vieillard, l'honneur de votre race,
Daignez d'un roi terrible apaiser le courroux;
Sauvez Aman, qui tremble à vos sacrés genoux.

Act ii., Sc. 5.

ESTHER.

Seigneur. je n'ai jamais contemplé qu'avec crainte
L'auguste majesté sur votre front empreinte;
Jugez combien ce front irrité contre moi
Dans mon âme troublée a dû jeter d'effroi:
Sur ce trône sacré *qu'environne la foudre*
J'ai cru vous voir tout prêt à me réduire en poudre.

Hélas ! sans frissonner, quel cœur audacieux
Soutiendroit les éclairs qui partoient de vos yeux ?
Ainsi du Dieu vivant la colère étincelle.....

RACINE, *Esther*, Act ii., Sc. 7.

1. *Va.* In what sense is this expression often used ?

2. *Tel que toi.* What part of speech is *tel*, and is *tel* ever used as a noun ?

3. *Arrêt.* What is the full meaning of this, and in what sense is it used here ?

4. *C'en est fait.* Paraphrase this.

5. *Plier.* Give the force.

6. *Par ce sage vieillard.* Who does this refer to ?

7. Give in a few French words your opinion on the conduct of Aman on this occasion.

8. *Qu'environne la foudre.* Explain this figure.

ORIGIN AND FORMATION OF THE ROMANCE LANGUAGE, BY SIR G. CORNWALL LEWIS.

1. What different names have been given to the language of the Troubadours ?

2. What name did the historians of the Crusaders apply to all the south of France ?

3. In taking this name into consideration state what is the best name that could be applied to the language of the Troubadours.

4. With what language does the Provençal agree in the formation of the plurals of masculine nouns ?

5. Turn the following Provençal words into modern French, to compare their internal changes : *Lengua, segle, aurelha, lairon, paire, paor, fraire, nibot, unze, solel, evesque.*

6. The French language seems originally to have had the same tendency as the Spanish of prefixing *e* to *s*, followed by a consonant. On looking at the list of words given below, state which to you seem to belong to the early period of the French language, and which have been formed with a view of adhering closely to the Latin origin. Give French corresponding words :—*Scapula, schola, spatium, spina, sponsus, scandalum, statua, stipulatio, structura, stylus.*

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ANNUAL EXAMINATIONS: 1866.

CANDIDATES FOR B.A.

GERMAN.

Examiner: REV. JOHN SCHULTE, D.D., PH.D.

I.

Subject for German Composition:—"Horrors of Civil War."

II.

Philipp der Zweite war in allem, was menschlich ist, das Gegenbild seines Vaters. Ehrsüchtig, wie dieser, aber weniger bekannt mit Menschen und Menschenwerth, hatte er sich ein Ideal von der königlichen Herrschaft entworfen, welches Menschen nur als dienstbare Organe der Willkür behandelt, und durch jede Aeußerung der Freiheit beleidigt wird. In Spanien geboren, und unter der eisernen Zuchtruthe des Mönchthums erwachsen, forderte er auch von andern die traurige Einförmigkeit und den Zwang, die sein Charakter geworden waren. Der fröhliche Muthwille der Niederländer empörte sein Temperament und seine Gemüthsart nicht weniger, als ihre Privilegien seine Herrschsucht verwundeten. Er sprach keine andere, als die spanische Sprache, duldete nur Spanier um seine Persou, und hing mit Eigensinn an ihren Gebräuchen. Umsonst, daß der Erfindungsgeist aller flandrischen Städte, durch die er zog, in kostbaren Festen wetteiferte, seine Gegenwart zu verherrlichen. — Philipps Auge blieb finster, alle Verschwendungen der Pracht, alle lauten üppigen Ergießungen der redlichsten Freude, konnten kein Lächeln des Beifalls in seine Mienen locken.

SCHILLER, *Geschichte des Abfalls de Niederlande*, p. 58.

1. Analyze the compound words of the first ten lines.

2. What words in this extract are derived from other languages?

3. Give the infinitive, imperfect, and perfect participle of all the irregular verbs in this passage.

III.

Translate:

Parricida.

Bei euch hofft' ich Barmherzigkeit zu finden:
Auch ihr nahmt Rach,' an eurem Feind.

Tell.

Unglücklicher!
Darfst du der Ehrsucht blut'ge Schuld vermengen
Mit der gerechten Nothwehr eines Vaters?
Hast du der Kinder liebes Haupt vertheidigt?
Des Herdes Heiligthum beschützt? das Schrecklichste,
Das Letzte von den Deinen abgewehrt?
— Zum Himmel heb' ich meine reinen Hände,
Verfluche dich und deine That — Geächt
Hab' ich die heilige Natur' die du
Geschändet — Nichts theil, ich mit dir — Gemordet
Hast du, ich hab' mein Theuerstes vertheidigt.

SCHILLER, *Wilhelm Tell*, p. 163.

1. Why does Schiller, at the end of this drama, introduce the meeting of Tell with the murderer of the emperor?

2. Explain the noble traits of Tell's character, as displayed by him in this scene, and the difference between his vengeance and that of the Duke of Austria.

3. *Nahmt Rach'*. Express the same by a reflexive verb.

4. *Darfst.....vermengen.* When is the infinitive without *zu* required?

5. *Zum.* Of what is it composed?

6. *Die du geschändet.* What is *die?* Decline it.

7. Explain the peculiarities of the German arrangement of words in the last five lines.

8. What English words have a common origin with some in this extract?

IV.

HISTORY OF GERMAN LITERATURE.

1. Mention the chief works of Goethe.

2. Give the character of his "*Faust*" and "*Herman und Dorothea.*"

3. Give a short sketch of the life of Schiller.

4. What is remarkable in his celebrated "*Song of the Bell*"?

5. What court contributed greatly to the advancement of German literature, by patronizing men of genius?

6. What is the general character of German poetry since the days of *Goethe* and *Schiller*?

7. In what class of prose fiction is German literature particularly rich?

8. In what style are *Mueller's* "*Lectures on Universal History*" written?

9. Describe the character of the historical works of *Niebuhr*.

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ANNUAL EXAMINATIONS: 1866.

CANDIDATES FOR B.A.

GERMAN.

HONORS.

Examiner: REV. JOHN SCHULTE, D.D., PH.D.

I.

Translate into English:

Die Eichen.

Abend wird's, des Tages Stimmen schweigen,
Röther strahlt der Sonne letztes Glühn;
Und hier sitz' ich unter euren Zweigen,
Und das Herz ist mir so voll, so kühn!
Alter Zeiten alte treue Zeugen,
Schmückt euch doch des Lebens frisches Grün,
Und der Vorwelt kräftige Gestalten
Sind uns noch in eurer Pracht erhalten.

Viel des Edlen hat die Zeit zertrümmert,
Viel des Schönen starb den frühen Tod;
Durch die reichen Blätterkränze schimmert
Seinen Abschied dort das Abendroth.
Doch um das Verhängniß unbekümmert,
Hat vergebens euch die Zeit bedroht,
Und es ruft mir aus der Zweige Wehen:
Alles Große muß im Tod' bestehen! —

Und ihr habt bestanden! — Unter allen
  Grünt ihr frisch und kühn mit starkem Muth;
Wohl kein Pilger wird vorüber wallen,
  Der in eurem Schatten nicht geruht.
Und wenn herbstlich eure Blätter fallen;
  Todt auch sind sie euch ein köstlich Gut:
Denn, verwesend, werden eure Kinder
  Eurer nächsten Frühlingspracht Begründer.

KOERNER, *Leyer und Schwert.*

1. *Abend wird's.* (1) Give the idiomatic use of *es.* (2) In what cases only is it used? (3) What pronouns are used for the other cases?

2. *Sitz' ich.* Give the present infinitive, imperfect and perfect participle. Why is *ich* after the verb?

3. *Das Herz is mir so voll.* Explain *mir.* Turn it into the possessive pronoun, and change the words accordingly.

4. *Schmueckt euch doch.* (1) Give the force of *doch.* (2) To what English word does it answer, after an imperative mood? (3) What does it express in interrogative sentences, put in the form of direct sentences? (4) What influence has it in regard to the position of the subject in a sentence?

5. *Erhalten.* Give the imperfect.

6. *Viel des Edlen..... Viel des Schoenen.* How is *viel* used? Put it as an adjective before *Edlen* and *Schoenen.* Give its comparative and superlative.

7. *Starb den fruehen Tod.* Why the accusative case? What is generally the root of nouns governed by neuter verbs in the accusative? Give some instances in Latin. Give the present and perfect participle of *starb.*

8. *Blaetterkraenze.* Of what is it composed?

9. *Schimmert seinen Abschied.* Why the accusative?

10. Give the etymology of *Abendroth* and *Fruehlingspracht.*

11. *Bestehen.* When is *zu* omitted before the infinitive? Give the imperfect and perfect participle.

12. *Unter allen.* Supply the noun.

13. *Nicht geruht.* What auxiliary verb is omitted?

14. *Naechsten.* Give the positive and comparative.

II.

Translate into English:

Maria.

Regiert in Frieden!
Jedwedem Anspruch auf dieß Reich entsag' ich.
Ach, meines Geistes Schwingen sind gelähmt,
Nicht Größe lockt mich mehr — Ihr habt's erreicht,
Ich bin nur noch der Schatten der Maria.
Gebrochen ist in langer Kerkerschmach
Der edle Muth — Ihr habt das Aeußerste an mir
Gethan, habt mich zerstört in meiner Blüthe!
— Jetzt macht ein Ende, Schwester! Sprecht es aus,
Das Wort, um dessentwillen ihr gekommen,
Denn nimmer will ich glauben, daß ihr kamt,
Um euer Opfer grausam zu verhöhnen.
Sprecht dieses Wort aus! Sagt mir: „Ihr seyd frei,
„Maria! Meine Macht habt ihr gefühlt;
„Jetzt lernet meinen Edelmuth verehren."
Sagt's und ich will mein Leben, meine Freiheit
Als ein Geschenk aus eurer Hand empfangen.
— Ein Wort macht Alles ungeschehn. Ich warte
Darauf. O, laßt mich's nicht zu lang erharren!

SCHILLER, *Maria Stuart*, Act III., Scene iv.

1. Give the peculiarities of the German arrangement of words in the first eight lines.

2. *Ihr habt's erreicht.* To what does *es* refer?

3. *Gebrochen.* Conjugate the present. Give the imperfect.

4. *Kerkerschmach.* Where? Of what is it composed?

5. *Aeuszerste.* How is it used here? Give the positive.

6. *Um dessentwillen.* Explain.

7. *Um....zu verhoehnen.* Turn it into a sentence commencing with *auf dasz.*

8. *Edelmuth.* Give its etymology.

9. *Empfangen.* Conjugate the present. Give the imperfect and perfect participle.

10. *Ungeschehn.* What is it? How is it used here?

11. *Darauf.* Put in its stead the respective pronoun with the preposition *auf.*

12. *Erharren.* Mention some particles which change intransitive into transitive verbs.

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ANNUAL EXAMINATIONS: 1866.

CANDIDATES FOR B.A.

ITALIAN.

HONORS.

Examiner: REV. JOHN SCHULTE, D.D., Ph. D.

I.

Translate into Italian:

God is the abyss of being, as signifies His name Jehovah; in Him are all perfections, of which perfections each is infinite, all are One. What then is my God? Ask every creature, and let them show you their God, and tell you what He is; not that each can declare Him perfectly, but each in part. Mark what is good in the creatures you behold; all their perfections are but rills proceeding from God the abounding Fount.

II.

Translate into English:

Il padre Cristoforo da*** era un uomo più presso ai sessanta che ai cinquant' anni. Il suo capo raso, salvo la picciola striscia di capegli che lo cingeva al mezzo come una corona, secondo il costume cappuccinesco, si alzava di tempo in tempo con un movimento che lasciava trasparire un non so che di altero e d'inquieto; e tosto si abbassava per riflessione di umiltà. La barba grigia e lunga, che gli copriva le guance e il mento, faceva ancor più risaltare le forme rilevate della parte superiore del volto.

MANZONI, *I Promessi Sposi.*

1. *Il suo capo raso.* What ease, and why?

2. *Salvo.* Could *salva* be used here? Give some other adjectives that are sometimes used in the same manner.

3. *Secondo il costume cappuccinesco.* Explain the meaning. How is it called?

4. *Lasciava trasparire un....* With what does here the indefinite article *un* agree? What verbs require the infinitive without a preposition?

III.

Translate into English:

Amico, hai vinto: io ti perdòn...; perdona
Tu ancora, al corpo no, che nulla pave,
All' alma sì: deh! per lei prega; e dona
Battesmo a me, ch' ogni mia colpa lave.
In queste voci languide risuona
Un non so che di flebile e soave,
Ch' al cor gli serpe ed ogni sdegno ammorza,
E gli occhi a lagrimar gl'invoglia e sforza.

Poco quindi lontan nel sen del monte
Scaturía mormorando un picciol rio:
Egli v' accorse, e l' elmo empiè nel fonte,
E tornò mesto al grande ufficio e pio.
Tremar sentì la man, mentre la fronte
Non conosciuta ancor sciolse e scoprio.
La vide, e la connobbe; e restò senza
E voce e moto. Ahi vista! ahi conoscenza!

TASSO, *Gerusalemme Liberata*, Canto xii., st. 66, 67.

1. Give the substance of this Canto.

2. *Hai vinto.* Give the present infinitive and preterite indicative.

3. What words are used in prose for the following: *pave, alma, lave, cor, rio.*

4. Give the nominative to *risuona.*

5. *So.* Give the preterite indicative.

6. *Mormorando.* When is the gerund used in Italian?

7. *Egli v'accorse.* What is *vi?* To what French particle is it equivalent?

8. *La vide e la conobbe.* Whom? Give the past participle of these two verbs.

9. What lines are particularly beautiful in these two stanzas?

IV.

Translate into English:

Per me si va nella città dolente,
  Per me si va nell' eterno dolore,
  Per me si va tra la perduta gente.
Giustizia mosse il mio alto fattore:
  Fecemi la divina potestate,
  La somma sapienza e il primo amore.
Dinanzi a me non fur cose create,
  Se non eterne, ed io eterno duro:
  Lasciate ogni speranza, voi, ch'entrate.
Queste parole di colore oscuro
  Vid' io scritte al sommo d'una porta:
  Perch' io: Maestro, il senso lor m' è duro.
Ed egli a me, come persona accorta:
  Qui si convien lasciare ogni sospetto;
  Ogni viltà convien che qui sia morta.

DANTE, *Inferno*, Canto iii.

1. *Si va.* Translate into French. *Va.* Conjugate the present indicative; give the future.

2. What does the poet mean by *divina Potestate, somma Sapienza, primo Amore?*

3. *Mosse.* Give the present infinitive and past participle.

4. *Fecemi.* Of what is it composed? Give the future.

5. *Fur.* Give the regular form used in prose.

6. *Se non eterne.* What things does he mean?

7. Who is the Maestro?

8. *Ed egli a me.* Fill up the ellipsis.

9. *Sia morta.* Why the subjunctive? Give the future.

V.

Translate into English:

ELETTRA.

Ecco sereno il dì; caduto ai venti
L'orgoglio, e queto il rio mugghiar dell' onda.

Nostra speme e certezza : in gioia è volto
Ogni timore. Il sospirato porto
Per afferrar gia stan le argive prore ;
E torreggiar le antenne lor da lungi
Si veggon, dense quasi mobil selva.
O madre, è salvo il tuo consorte ; il mio
Genitor vive. Odo, ch' ei primo a terra
Sulla spiaggia balzò ; che ratto ei muove
Ver Argo, e gia quasi alle porte e giunto.
O madre, e ancor qui stai ?

CLITENNESTRA.

Rimembra, Egisto,
Il giuramento.

ELETTRA.

Egisto esce fors' anco
Ad incontrare il re dei re con noi ?

ALFIERI, *Agamemnone*, Atto ii. Scena 2.

1. *Speme.* What word is used for it in prose ?

2. *Volto.* Give the present infinitive and preterite indicative.

3. *Da lungi.* What is the difference between *da* and *di?*

4. *Si veggon.* Express the same without *si.*

5. *Muove.* Give the past participle.

6. *Ver.* Give the form used in prose.

7. *Rimembra, Egisto 'l giuramento.* What *giuramento?*

8. Who is Egisto ?

9. Who is *il re dei re ?*

VI.

HISTORY OF ITALIAN LITERATURE.

1. In what metre is Dante's *Divina Comedia* written? Explain it.

2. Give a short sketch of the life of Dante.

3. On what compositions did Petrarch rest his fame?

4. Give the character of his sonnets to Laura.

5. Give some account of Boccaccio's *Decamerone.*

University of Toronto.

ANNUAL EXAMINATIONS: 1866.

CANDIDATES FOR B.A.

SPANISH.

Examiner: Rev. J. M. Gibson, B.A.

I.

GRAMMATICAL QUESTIONS.

1. Give some rules for use of article in Spanish.

2. How are diminutives formed? Give examples of two different classes.

3. Mention some adjectives which it is customary to contract before substantives.

Express in Spanish: *one man, one bad man, one or two men, twenty five men.*

4. Give the Spanish for: *three o'clock; it has just struck six o'clock; at four p.m.*

5. What is the Spanish usage as to pronouns of address?

Explain how it is that *ustéd* is contracted into *vm.* in writing.

6. Distinguish as to usage between *ser* and *estar.*

What is the difference between *ser bueno* and *estar bueno?*

7. Conjugate impersonal verb *hây*, giving all the tenses.

Translate: *there were twenty nine men.*

8. Give third person plural of all tenses of *deén.*

9. How is repetition of action usually expressed in Spanish?

II.

En vano el injuriado Jucef intento por dos veces arrancarle la conquista enviando ejercitos numerosos a destruirle. Los berberiscos, acaudillados por un sobrino del mismo Jucef, fueron ahuyentados primeramente de las murallas de Valencia con las fuerzas solas del Cid, y derrotados despues completamente por él y don Pedro, rey de Aragon, en las cercanías de Játiva. Estas dos victorias y la rendicion de Olocau, Sierra, Almenara, y sobre todo de Murviedro, plaza antigua y fortisima, acabaron de asegurar a Valencia, que permaneció en poder de Rodrigo todo el tiempo que vivió. Su muerte acaeció cinco años despues de la conquista de aquella capital (1099), que aun se mantuvo todavía casi tres por los cristianos bajo la autoridad y gobierno de doña Jimena. Mas los moros, libres ya del terror que les inspiraba el Campeador, vinieron sobre ella, y la estrecharon tanto, que á ruegos de la viuda de Rodrigo tuvo Alfonso VI que acudir á socorrerla. Los bárbaros no osaron esperarle ; y él, considerada la situacion de la ciudad y la imposibilidad de conservarla en su dominio por la distancia, sacó de allí á los cristianos con todos sus haberes, entregó la poblacion á las llamas, y se los llevó á Castilla.

QUINTANA, *Vida del Cid.*

1. Translate the above extract into English.
2. Give a sketch of the Cid's life as related by Quintana.
3. Parse *acaeció, se mantuvo, vinieron.*
4. *Arrancarle.* In what cases is it admissible thus to join the pronoun with the verb ?
5. Distinguish *ése, éste,* and *aquél.*
6. *Acabaron de.* Explain the idiom.
7. *Aquella capital.* What capital ?

   Write in Spanish the date of the Cid's death.
8. Who was *el Campeador,* and why the title ?

   Inspiraba. Explain the tense.
9. *Tuvo que.* Give synonymous expressions in Spanish.
10. *Il se los llevó.* Explain *se.*

III.

D. CARLOS.

Tenia precision de hablar con un sugeto.

D. DIEGO.

Precision!

D. CARLOS.

Si Señor...Le debo muchas atenciones, y no era posible volverme á Zaragoza, sin estar primero con él.

D. DIEGO.

Ya. En habienda tantas obligaciones de por medio... Pero venirle á ver á las tres de la mañana, me parece mucho desacuerdo...Porque no le escribiste un papel? Mira, aquí he de tener...Con este papel que le hubieras enviado, en mejor ocasion, no habia necesidad de hacerle trasnochar, ni molestar á nadie.

D. CARLOS.

Pues si todo lo sabe usted, para que me llama? Porque no me permite seguir mi camino y se evitaria una contestacion, de la cual ni usted ni yo quedaremos contentos?

D. DIEGO.

Quiere saber su tio de usted lo que hay en esto, y quiere que usted se lo diga.

D. CARLOS.

Para que saber mas?

D. DIEGO.

Porque yo lo quiero y lo mando. Oiga!

D. CARLOS.

Bien está.

D. DIEGO.

Sientate ahi...En donde has conocido á est niña... Que amor es este? Que circunstancias han ocurido?... Que obligaciones hay entre los dos? Dondo, cuando la viste?

MORATIN, *El si de las Niñas*. Act iii. Scene x.

1. Translate the extract into English.

2. Explain the title of the play.

3. State the circumstances out of which this conversation arose.

4. *Volver.* Is this verb ever used as an auxiliary?

5. *En habiendo.* Explain. Is *en* ever used with infinitive?

6. *Venir le.* Explain construction and reference of *le.*

7. *He de tener.* Explain idiom. Supply ellipsis.

8. *Este papel.* What?

9. *Permite.* What is the subject?

10. Parse *oiga,* treating it as a verb.

Give all the persons of its preterite definite.

11. *Sientate.* Do you here mark any change in the uncle's tone? How is it indicated?

IV.

Translation into Spanish:

Gonzalo Fernandez of Cordova, called for his excellence in the art of War "The Great Captain," was born at Montilla in 1453. His father was a grandee of Castille, who died very young. He was educated at Cordova under the care of a prudent and discreet Knight, called Diego Carcamo, who inspired him with generosity, magnanimity, the love of glory, and all those virtues which he afterwards manifested in his career.

V.

SPANISH LITERATURE (SISMONDI).

1. Give some account of the origin of Spanish poetry.

2. Mention some considerations which invest with peculiar interest the poem of the Cid.

In what other form or forms were the exploits of the Cid celebrated?

3. Give some account of the Amadis of Gaul.

4. Which would you characterize as the Augustan age of Spanish Literature?

Mention some of the principal authors who flourished at that time.

5. Write a brief biography of the Author of Don Quixote.

In what other department of literature is he famous?

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ANNUAL EXAMINATIONS: 1866.

CANDIDATES FOR B.A.

MINERALOGY.

Examiner: E. J. CHAPMAN, PH.D.

1. Shew, in tabular form, the proper arrangement of the Crystal Groups in accordance with combined optical and crystallographic characters.

2. Explain the essential difference between hemihedrons of Iron Pyrites and those of grey Copper Ore (Fahlerz).

3. Explain by figure, or otherwise, the formation of arrow-headed twin crystals; and name the mineral by which these crystals are frequently exhibited.

4. Heteromerous Isomorphism :—Explain this term, and illustrate by an example.

5. A substance, soluble in water, but insoluble in strong alcohol of 0.80 sp. gr., loses 60 per cent. of its weight by immersion in the latter fluid. Required its true specific gravity.

6. A Pyritous Ore is suspected to contain Silver. Explain how the presence or absence of this metal may be ascertained by the blowpipe.

7. State the more striking pyrognostic characters of the following minerals :—

Pyromorphite, Fluor Spar, Cinnabar, Grey Antimony Ore, Nitre, Stilbite, Lepidolite, Arsenical Pyrites, Cassiterite, Calcite.

8. Give examples of isomorphous groups amongst natural Carbonates, Sulphates, and Phosphates, respectively.

9. Mention the peculiarity connected with the composition of the following silicates :—

Topaz, Sodalite, Lapis Lazuli.

10. State the formula of a substance having the annexed composition :—

		Per centage of Oxygen:
Phosphoric Acid	42	In PO^5=56.3
Oxide of Iron	29	FeO=22.2
Water	29	HO =83.9

11. A Silicate contains the annexed proportions of Oxygen. Deduce its formula, on the assumption that Silica= SiO^2.

Silica	5.0
Alumina	4.5
Lime	1.0

12. Calculate the per centage of Metallic Iron in the formula FeO, CO^2.

Combining weights:

FeO=450.
CO^2=275.
O=100.

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ANNUAL EXAMINATIONS: 1866.

FOURTH YEAR.

ORGANIC CHEMISTRY.

HONORS.

Examiner: HENRY CROFT, D.C.L,

1. What is the relation of cyanic acid to carbonic acid? Write the formula typically; and show how its decompositions are thus more easily explained.

2. Give the new theory as to the composition of fulminic acid and its salts. Give also the old formula, and show why the new one is preferable.

3. Prove that urea is carbamide, and show how compound ureas containing alcohol radicals can be prepared.

4. The old formulas of the two series of chromo-oxalates are as follows:

$$R^2O^3\ C^2O^3 + Cr^2O^3\ 3\ C^2O^3 + 6\ HO$$
$$KO,\ C^2O^3 + Cr^2O^3\ 3\ C^2O^3 + 12\ HO,$$

Write their formulas typically, the water being additive.

5. Find the formula for a substance having the following composition: $C^2 = 8.54\ H = 0.36\ Br(80) = 85.41\ C^2 = 5.69$.

6. If two bodies have the same vapour density, what may be inferred with regard to their molecular weights?

7. Give examples of metameric and polymeric bodies.

8. How is gun cotton formed? What is its formula? How is it reduced to its original form? What re-agents are usually employed in the reduction of such compounds? Give instances.

9. How is trinitroglycerine prepared? To what type is it referred?

10. Write the formula of hydrated oxide of Phenylamyl diethylammonium.

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ANNUAL EXAMINATIONS: 1866.

FOURTH YEAR.

PRACTICAL CHEMISTRY.

HONORS.

Examiner: HENRY CROFT, D.C.L.

1. Mention the metals the sulphides of which are precipitated by hydrosulphuric acid from acid solutions, and are insoluble in sulphide of ammonium.

2. Give the special tests for all these.

3. What metals are precipitated by sulphide of ammonium from alkaline or neutral solutions, not of a black colour?

4. Give the special tests for all these.

5. Group the acids not precipitated from neutral solutions by chloride of barium or chloride of calcium, but which are precipitated by nitrate of silver.

6. Mention the acids not precipitated by either of the above mentioned tests. Give the most characteristic test for each.

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ANNUAL EXAMINATIONS: 1866.

CANDIDATES FOR B.A.

BOTANY.

Examiner: Rev. Prof. Hincks, F.L.S.

1. What are the common characters of Monocotyledoneæ in respect to the wood, the foliage, the floral organs, and the embryo? What may probably be regarded as the classes under this sub-kingdom, and how are they distinguished?

2. Distinguish the Amomal and Orchidal alliances. What are the orders in each? Properties and uses of the Amomal orders. Chief peculiarities of the flower and in the mode of growth of many Orchidaceæ.

3. Position and characters of the natural order Smilaceæ. What is its valuable product?

4. Characters of the order Taxaceæ. Medical property of the common Yew.

5. The alliances of Hypogynous exogens.

6. The Malval alliance. Its orders. Some of their more remarkable productions. Some very prevalent properties.

7. The Guttiferal alliance. Which order represents it in our own flora? To which order does Tea belong, and what favourite ornamental flower is nearly allied to it? Which is the peculiarly typical order, and what are its properties?

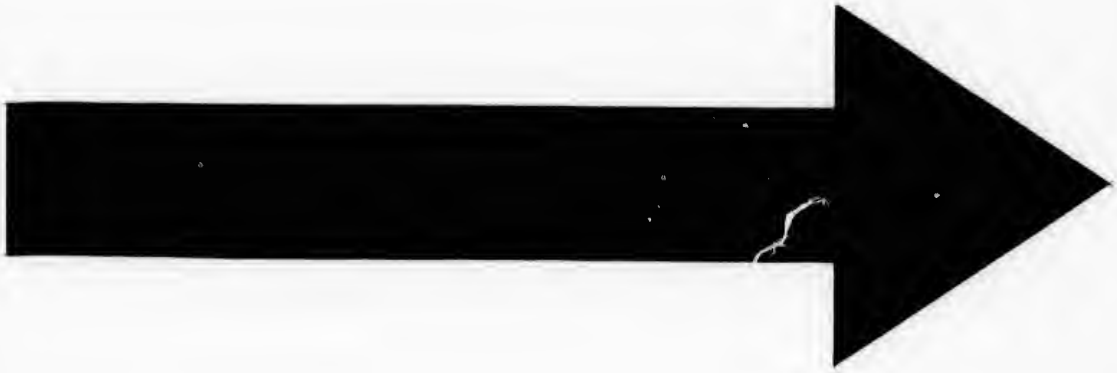
8. Enumerate the more important orders of the Rutal alliance, with some account of their properties and uses, economical and medicinal.

9. Order Polygonaceæ. To what alliance does it belong? What is the real structure of its single seeded fruit? What are its properties?

10. Characters of the Piperal alliance. Use of the principal order.

11. Lauraceæ characters of the order, its properties, and a few remarkable examples of its products and uses.

12. Cinchonal alliance. Orders Cinchonaceæ and Galiaceæ. How distinguished. Their properties, with examples of specially useful species.



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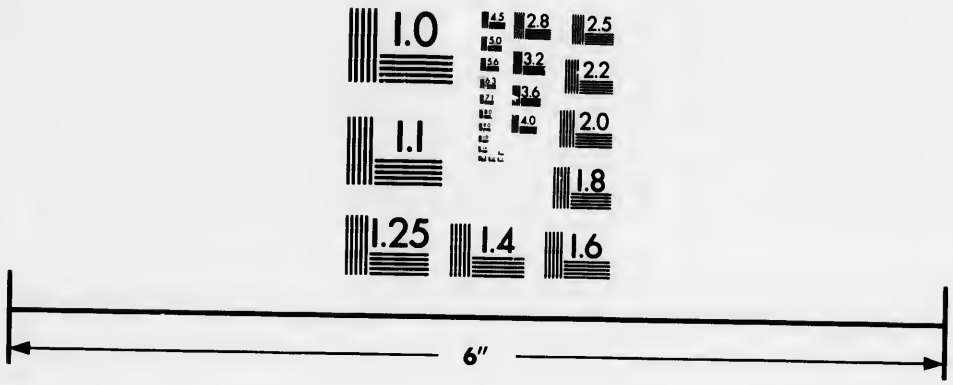

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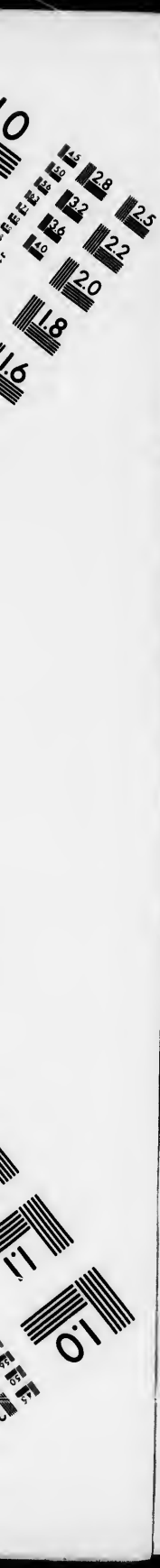
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ANNUAL EXAMINATIONS: 1866.

CANDIDATES FOR B.A.

COMPARATIVE PHYSIOLOGY & HISTOLOGY.

Examiner: REV. PROFESSOR HINCKS, F.L.S.

1. What is meant by diversity in grade of development? What are the characteristics of lower and higher grades? Give illustrative examples.

2. What is the general principle of absorption? In what respect did the earlier physiologists mistake its nature? What is the great difference in the mode of obtaining nutriment between the animal and vegetable kingdoms?

3. What is the source of the need for circulation in organized structures? What two necessary purposes is it employed to accomplish?

4. How does it appear that exhalation must be largely required in all organized structures living in air? Give an account of the apparatus by which it is effected in plants and animals.

5. What is the essential idea of the function of nutrition, and what are its three forms? State the two principal stages into which the operations necessary to the act of nutrition may be divided, and what is necessary in order to these operations being carried on.

6. Upon what modern improvements does Histology or the study of minute tissues mainly depend? What are the causes of confused vision through lenses, and on what principles is it corrected?

7. What is the nature of the organism known as Volvox lobator? In what respect did Ehrenberg increase our knowledge of it, and into what errors did he fall respecting it?

8. What is the characteristic appearance of the group of organisms called Polycystina? How are they best displayed by the microscope? What seems to be their systematic position?

9. The tongues, so called, of gasteropod mollusks as observed by the microscope—their general structure—adaptation of their variations to different modes of feeding—best mode of viewing them by the microscope—their systematic importance.

10. What is the characteristic which makes polarised light specially valuable to the microscopist? Name a class of objects to which it is peculiarly applicable, and point out some of its effects in different cases.

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ANNUAL EXAMINATIONS: 1866.

CANDIDATES FOR B.A.

GEOLOGY AND PHYSICAL GEOGRAPHY.

Examiner: E. J. CHAPMAN, Ph. D.

1. Arrange the Eruptive Rocks in parallel groups under two series: Feldspathic and Feldspatho-magnesian respectively.

2. Enumerate the different kinds of structure exhibited by mineral veins.

3. A stratified rock is found to exhibit ripple-marks throughout its entire thickness. State the various phenomena which this fact indicates.

4. A mineral bed or vein outcrops at A., and dips towards B. at an angle of $x°$. State how the depth of the bed beneath B. may be ascertained.

5. A formation measures along its outcrop, across the strike, x miles, the dip being $x°$. State how the thickness of the formation may be determined.

6. Certain workable coal beds occur in Mesozoic strata. Explain how the beds differ in their fossil associations from the true Coal Measures.

7. Shew by diagram the geological range of the following types: Graptolites, Crinoids, Cystideans, Tetrabranchiate Cephalopods, Dibranchiate Cephalopods, Telcostians, Enaliosaurians.

8. The genus Orthoceras presents three leading types of structure :—explain these.

9. Mention the more striking peculiarities connected with the structure of the Archæopteryx skeleton, and their bearing on existing forms.

10. Explain the three stratigraphical conditions necessary for the occurrence of springs.

11. Enumerate the more important rivers belonging to the Inland Drainage Area of Asia.

12. Draw an outline map of the world, and indicate upon it the limits of the great Life-Zones.

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ANNUAL EXAMINATIONS: 1866.

CANDIDATES FOR B.A.

METEOROLOGY.

Examiner: G. T. Kingston, M.A.

1. Define "Specific heat" and "Latent heat," and show how they are numerically expressed.

(*a*) If the specific heat of ice be $\frac{1}{2}$, and the latent heat of melting ice be 142°; find the weight of water at temperature 180° that must be mixed with 1 lb. of snow at 20°, in order that the mixture may become water at 32°.

2. Describe the barometer, and name the corrections that must be applied to the readings in order that different observations at the same station may be compared. What further corrections are required for intercomparison between the observations made at different stations?

3. Describe the process by which the pressure of vapour is derived from the readings of the dry and wet thermometers; and give a general explanation of the principle which that process involves.

(*a*) If the temperature of the air be the same at two successive hours, while the reading of the wet thermometer be lower at the second hour, what hygrometrical change must have taken place? Give your reasons.

4. Give a general description of the march of the diurnal and annual variations of the pressure of vapour and the relative humidity as observed in the temperate zones.

5. Of the solar heat incident on the upper surface of the atmosphere about what portion reaches the earth?

6. Name a supposed periodic law in the emission of solar heat from year to year, and give an example which appears to support the law.

7. Supposing the atmosphere to be at rest and the temperature to be uniform throughout the same vertical column; show why the generation of vapour from the earth and the condensation of vapour and fall of rain will subvert that uniformity and effect a diminution of temperature at points more and more remote from the earth.

8. Discuss the principal causes which have led to the distinction between an insular and a continental climate.

9. Describe the leading features of cyclones in both hemispheres. Give Taylor's explanation (as contained in Herschell's Meteorology), and show that an important part of the phenomenon is not included in the explanation.

10. Define the terms "*isothermal lines*," "*thermic anomaly*," "*isanomalous lines*," and "*normal lines*."

11. In discussing the geographical distribution of temperature how did Dove meet the two difficulties—the one arising from the insufficient number of daily observations at some stations, and the other from the small number of years through which the observations in some cases were extended?

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ANNUAL EXAMINATIONS: 1866.

CANDIDATES FOR B.A.

MINERALOGY AND GEOLOGY.

HONORS AND SCHOLARSHIPS.

Examiner: E. J. CHAPMAN, PH.D.

CRYSTALLOGRAPHY.

1. Deduce the inclination of a face of the Rhombic Dodecahedron on the cube: the axes being 1: 1: 1.

2. In a substance of the Trimetric system, the axes $x, \bar{x}, \breve{x}$, $=1.37 : 1 : 0.94$. Required the following interfacial angles.

$V:V.$	$V:V2$
$V\frac{1}{2}:V\frac{1}{2}.$	$B:\breve{P}$
$V2:V2.$	$B:2\breve{P}$
$V:V\frac{1}{2}$	$B:4\breve{P}$

3. Given the front angle of a Trimetric Octahedron $=104°20'$, and the side angle$=98°51'$. Required the length of the axes: $\bar{x}$ being unity.

GEOLOGY OF CANADA.

1. Shew, by diagram, the relations of the great lakes of Canada to the existing sea-level.

2. Name and briefly define the four great basins or geological areas into which Canada is naturally divided.

4. Draw a section extending from Lake Simcoe to Cape Ippewash or Kettle Point on Lake Huron, shewing the intervening formations.

4. A salient feature marks the eastern and north-eastern outcrop of the Niagara formation in Western Canada. Describe this; and name the more common fossils of the Niagara group.

5. State the range of the Brachiopod *Atrypa reticularis* in Canadian formations.

7. Explain how the Post-Tertiary deposits of the Basin of the Lakes are essentially distinguished from those of Eastern Canada.

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ANNUAL EXAMINATIONS: 1866.

DEGREE OF B.A.

POLITICAL ECONOMY.

Examiner: Rev. George Paxton Young, M.A.

SMITH'S WEALTH OF NATIONS.

1. *a.* What determines the natural price of commodities?

   b. Mention some circumstances which frequently keep up the market price, for a length of time together, above the natural price.

   c. On which of the constituent elements of price do occasional and temporary fluctuations chiefly fall?

2. Do the variations in the price of labour always correspond with those in the price of provisions?

3. *a.* Is there any connection between the average profits of stock and the interest of money?

   b. Whether do high profits or high wages tend most to raise the price of work?

4. What are Smith's views in regard to long apprenticeships?

5. *a.* Of what parts is circulating capital composed?

   b. What are the principal sources from which circulating capital is constantly renewed?

   c. Does the maintenance of any of the parts of circulating capital occasion a diminution in the neat revenue of a society?

6. *a.* How does Smith show it to be an erroneous opinion, that "the discovery of the Spanish West Indies was the real cause of the lowering in the rate of interest through the greater part of Europe"?

b. By what is the rate of interest determined?

7. Whether does Smith think that the commerce and manufactures of cities have been, throughout the greater part of Europe, the cause, or the effect, of the improvement and cultivation of the country? Illustrate his view.

8. "When two places trade with one another, if the balance of trade be even, neither of them loses or gains; but if it leans in any degree to one side, that one of them loses, and the other gains, in proportion to its declension from the exact equilibrium."

a. Give Smith's reasons for accepting or rejecting this doctrine.

b. What connection is there between his views of the doctrine of the balance of trade, and his opinion as to the unreasonableness of extraordinary restraints upon the importation of goods from those countries with which the balance is supposed to be disadvantageous?

9. What advantages has Europe derived from the discovery of America, and of a passage to the East Indies by the Cape of Good Hope?

10. On what grounds does Smith maintain, in opposition to the system of political economy which represents the produce of land as the sole source of the revenue and wealth of a country, that the labour of artificers, manufacturers, and merchants, is not unproductive?

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ANNUAL EXAMINATIONS: 1866.

FOURTH YEAR.

CIVIL POLITY.

HONORS.

Examiner: REV. JAMES BEAVEN, D.D.

LIEBER'S POLITICAL ETHICS.

1. Explain the nature of natural law, and point out i distinction, both from moral law and from politics. Illu trate the different working of natural law and politics.

2. Why is the study of political ethics necessary?

3. What is a government? Whence does it derive i power? State and illustrate the various origins of gover ments.

4. Show how the prevalence of Roman power contribute to the spread of Christianity, and how the establishment Christianity contributed to change men's views of the obje of the science of politics.

5. What is popularity? And what is the essenti ground of its endurance? Why should a politician not d spise popularity? Give examples in support of this opinio

6. What agreement and difference between the laws England and other European States as to the duty of i forming against a person intending to commit a crime Discuss the subject after Lieber.

7. What difference between ancient and modern times i regard to the representative system? Why should we n return to the ancient method?

MILL'S POLITICAL ECONOMY.

1. Define capital. Show how that may be capital to an individual which may or may not be capital to the community.

2. State and illustrate the effect of the state of things in which the cultivators of land are also its proprietors. To produce these results, is it absolutely necessary that the cultivator should hold the property in fee simple? Why? What *is* essential? Explain.

3. What do you understand by profits? Of what are wages and profits respectively the remuneration? State and explain the elements into which profits may be resolved, and the persons to whom in various cases portions of them may go. What portion of profits resembles wages? How?

4. Discuss the question of the possibility of universal overproduction.

5. Suppose population to increase, but capital and the arts of production to remain stationary, what will the effect be upon wages, profits of capital, and rent, respectively? Explain.

6. "Thus all is fixed, recorded, known, of the *société anonyme*, whilst all is uncertain and unknown in the case of the individual trader."

What question is discussed in this passage? Under what conditions is the assertion made in this passage true? Prove its truth. What is the English designation for the "*société anonyme*"?

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ANNUAL EXAMINATIONS: 1866.

FOURTH YEAR.

METAPHYSICS AND ETHICS.

HONORS.

Examiner: REV. JAMES BEAVEN, D.D.

TENNEMANN.

1. Give Tennemann's division of the kinds of *particular* histories of philosophy, and exemplify it from the plans of Morell's and Jouffroy's works.

2. Compare the methods of philosophizing of Thomas Aquinas and Duns Scotus: and show the connexion of each with the Realists or Nominalists.

3. What does Tennemann mean by calling Hume an *empirical sceptic?* Illustrate this from his own and Morell's account of Hume's doctrines.

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ANNUAL EXAMINATIONS: 1866.

CANDIDATES FOR B.A.

METAPHYSICS AND ETHICS.

HONORS.

Examiner: Rev. George Paxton Young, M.A.

MORELL—JOUFFROY.

1. "In reviewing the progress of these four philosophical tendencies, we cannot fail to make the observation, that they all owe their origin to some correct idea." Describe generally the four leading philosophical tendencies which Morell distinguishes, and point out what he considers to be the correct idea to which each owes its origin.

2. Give the substance of Morell's criticism of Locke's Philosophical Method, and of his Theory of Maxims.

3. Sketch, after Morell, the second movement (English polemical) of modern Idealism.

4. Give Morell's estimate of Dr. Reid as a philosopher.

5. What is the general character of the system contained in Mr. James Mill's "Analysis of the phenomena of the human mind"? More particularly, what are Mr. Mill's views of *consciousness*, *conception*, *abstraction*, *belief*, *time*, *the will?*

6. Mention two kinds of scepticism which have prevailed to a large extent in France. What is the species of scepticism to which Morell considers Germany to be most liable? Describe, as particularly as you can, the sceptical tendency as it manifested itself in the speculations of Schulze.

7. Give, after Jouffroy, an outline of the facts of human nature which lie at the foundation of the science of ethics.

8. State fully Price's system of morals, with Jouffroy's objections to it.

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ANNUAL EXAMINATIONS: 1866.

SECOND YEAR.

HALLAM'S CONSTITUTIONAL HISTORY.

Examiners: { JOHN ROAF, M.A., B.C.L.
THOMAS MOSS, M.A.

1. Trace the causes which contributed to the enlargement of the prerogative during the reigns of the Tudor line.

2. What were the Acts of Supremacy and Uniformity, and when were they passed?

3. What important privilege was claimed by the House of Commons for the first time in the reign of Elizabeth?

4. Distinguish between the Petition of Rights and the Bill of Rights. Give dates.

5. What were the principal constitutional improvements effected during the reign of William III?

6. Mention some of the causes that contributed to weaken the personal authority of the Sovereign on the accession of the House of Hanover.

SMITH'S MERCANTILE LAW.

1. What difference is there between the effect of a covenant not to sue, and a release, given to one of several partners, upon the liability of the rest? Explain.

2. What is the rule for determining the authority of a general agent?

3. Define the extent to which a principal is responsible for wrongs committed by his agent.

4. Where a ship with a registered title has been mortgaged more than once, how is the priority of the mortgagees determined?

5. Define a Bill of Exchange. Does the following instrument come within the definition?

"To A. B.

"You will oblige me if on sight hereof you will pay C. D. or order $400, with current rate of exchange on New York."

"E. F."

Give reasons.

6. What is acceptance *supra protest?* What is the nature of the liability it creates?

7. What is a re-assurance? In what cases allowed?

8. Explain the mode in which a loss not originally total may be made so.

9. How in England may a person purchasing from a thief or finder of goods acquire a title? Is there any, and if so what, difference in our law?

10. What is the legal effect of a creditor accepting a promissory note made by the debtor?

BOWYER'S CIVIL LAW.

1. State the most important doctrines of the civil law with respect to an infant's power to bind himself by contract.

2. Distinguish between consanguinity and affinity, and explain the methods of reckoning the degrees of collateral relationship in the canon and civil laws respectively.

3. What were *fideicommissa* and *fideicommissary substitutions?* What led to their invention, and how were they made effectual for the purpose designed?

4. What is the rule as to the liability of a person dealing

with the property of another: (*a*) where he derives no benefit under the arrangement under which he received it; (*b*) where the arrangement is beneficial to him only; (*c*) where it is beneficial to both parties?

5. What was the rule for determining the measure of damages recoverable for a breach of contract? Is there any, and if so what, difference between this and the rule of our law?

6. Distinguish between extrinsic and intrinsic solemnities in an instrument; and state the rules of evidence applicable to them.

7. What was the law as to priority where a person had successively sold the same thing to several persons? Mention any analogy in the doctrines of English Courts of Equity.

8. Compare the civil and common laws with regard to the crime of theft. (Refer especially to the civil remedy of the aggrieved party.)

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ANNUAL EXAMINATIONS: 1866.

SECOND YEAR.

HONORS AND SCHOLARSHIP.

Examiners: { JOHN ROAF, M.A., B.C.L.
THOMAS MOSS, M.A.

HALLAM'S CONSTITUTIONAL HISTORY.

1. What is the last instance of the exercise of papal supremacy in England?

2. What was the principal cause that led to increased rigor in the treatment of Roman Catholics during the reign of Elizabeth?

3. What theory did James I. hold of a king's subjection to law? How is it probable that his constant assertion of this theory ultimately affected the history of the Constitution?

4. Describe briefly the circumstances of an important case bearing on the right to the writ of *habeas corpus*, decided near the commencement of the reign of Charles I.

5. Why is the case of Fitzharris important in a constitutional point of view?

6. In what reign was the duration of Parliament first limited to a fixed period? What was this period? How afterwards altered? What security is there for an annual meeting of Parliament?

7. Discuss briefly the cases in which Parliament claims to exercise a privilege for the protection of its individual members.

SMITH'S MERCANTILE LAW.

1. In what cases only could a purchaser of goods from an agent acquire a good title at common law? Mention any statutory extension of the rule.

2. What is meant by the "jus accrescendi?" Does it apply to the case of real property held in partnership for purposes of trade; and if so, to what extent?

3. A promissory note is payable to the order of A. B., who makes and signs the following endorsement upon it: "Pay C. D." Can C. D. transfer by endorsement? Explain the principle.

4. What was the extent of the liability of a common carrier for goods entrusted to his charge? How modified by statute?

5. Explain the doctrine of general average. Whence derived?

Goods are shipped from Toronto for Montreal, and lost on the passage:—Are Toronto or Montreal prices to form the basis for calculating general average?

6. What warranties are implied in a contract of Marine Insurance?

7. What are the rules for determining whether the premium paid for a marine insurance must be returned?

8. What are the requisites of a valid tender?

9. Mention the various modes in which a corporation may be created and dissolved.

BOWYER'S CIVIL LAW.

1. Define servitudes. How are they sub-divided in the Roman law?

2. Distinguish between usucapion and prescription.

3. Compare the civil, canon and common laws, with respect to a married woman's power of alienation.

4. What was the nature of the obligation, where there were several obligors, whose names were connected by the particle "or"? What, where "and" was used? What is the English law?

5. Distinguish between *commodatum* and *mutuum.*

6. How was it necessary to prove the existence of a custom in the Roman courts?

7. Explain and illustrate the maxim: *Nihil facit error nominis quum de corpore constat.*

8. What is the general principle on which all obligations *ex delicto* are founded? State some of the principal modifications and exceptions.

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ANNUAL EXAMINATIONS: 1866.

SECOND YEAR.

Examiners: { JOHN ROAF, M.A., B.C.L.
THOMAS MOSS, M.A.

SMITH'S EQUITY JURISPRUDENCE.

1. How does Smith define accident as remediable in equity? Give some of the illustrations.

2. What are the different kinds of fraud? Define them.

3. Mention some cases in which a trustee is responsible for wrongful acts and defaults of his co-trustees, and state the distinction in connection with this point between the case of mere executors and the case of trustess.

4. When is time of the essence of the contract at law, and when in equity?

5. Will equity decree specific performance of an agreement to refer any matter? Give the reason.

6. When is an executor or administrator entitled to an injunction to restrain creditors from proceeding at law to recover their debts?

7. How are assets divided? Define each.

8. How are equitable mortgages created?

9. In what cases will a Court of Equity dissolve a partnership before the regular time?

10. What is a bill of Interpleader? Give an illustration.

WILLIAMS ON REAL PROPERTY.

1. Vhat was the object of the statute *De Donis Conditionalibus*, and how was it defeated?

2. What is an estate in fee simple, and by what tenure can such an estate be held?

3. Describe joint tenancy and tenancy in common.

4. What did the Statute of Uses enact?

5. What is a use upon a use, in what court can it be enforced, and on what principle?

6. What is a contingent remainder? Give an example.

7. How many covenants for title are usually inserted in modern conveyances? Mention them.

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ANNUAL EXAMINATIONS: 1866.

SECOND YEAR.

HONORS AND SCHOLARSHIPS.

Examiners: { JOHN ROAF, M.A., B.C.L.
THOMAS MOSS, M.A.

SMITH'S EQUITY JURISPRUDENCE.

1. Upon what principle does equity refuse to interfere against a *bonâ fide* purchaser for valuable consideration without notice of the adverse title? Define the maxim governing such case.

2. When can a conveyance of property which is liable to the payment of debts made by a person unable to pay his debts be upheld? What statute governs such cases?

3. Define actual and constructive notice respectively.

4. A. is indebted to B., who directs A. to pay the money to C.: Does such direction alone create a trust in favor of C.?

5. A sells real estate to B.; endorsed on the conveyance is a receipt for the purchase money; B. sells on credit to C., who has no notice of non-payment of purchase money: Has A. any remedy against the land or against C.? Explain.

6. What is an equitable assignment of a chose in action?

7. Can interest on mortgage money be converted into principal, so as to charge the land? If so, when and how?

8. Can a plaintiff enforce his title to lands against an innocent person who has made improvements? If so, upon what terms? Upon what priinciple does the court act?

WILLIAMS ON REAL PROPERTY.

1. Give the reasons for the distinction between real and personal property. Mention the most remarkable exception to the rule.

2. When was the statute of *Quia emptores* passed, and what was enacted by it?

3. To what kind of joint owners did the ancient Common Law grant the power of severing their estates without mutual consent? And what was the ancient and what is the modern method of partition in such cases?

4. A conveyance to A. and the issue of his body: What estate is conveyed, and why is it so?

5. A. contracts to sell a piece of property to B., who immediately afterwards dies intestate. To whom does the equitable estate in fee simple descend; and on what principle?

6. What are the rules required for the creation of a contingent remainder?

7. In what court may a vendor's lien be enforced? How is it affected by taking a bond or note or a mortgage of part of the estate respectively?

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ANNUAL EXAMINATIONS: 1866.

THIRD YEAR.

COX'S BRITISH COMMONWEALTH.

Examiners: { JOHN ROAF, M.A., B.C.L.
THOMAS MOSS, M.A.

1. Define the theories of Aristotle, Locke and Hobbes, respecting the objects and duties of government.

2. What are the three essential characteristics of a law?

3. Mention any instances of Parliament having assembled without being convoked by the Sovereign.

4. Is it a correct principle to make the number of representatives of a particular locality strictly proportionate to its number of qualified electors? Explain and illustrate your view.

5. Give an outline of the provisions of the Riot Act.

6. How may wrongs be classified? Distinguish between the different classes, and give an illustration of each.

7. What is a criminal information? For what purposes, and how, brought?

8. What restrictions are imposed upon the power of Colonial Legislatures to make laws?

9. What is the origin of the name *Nisi Prius* as applied to courts?

ARCHBOLD'S LANDLORD AND TENANT.

1. Within what period was a landlord at common law obliged to distrain? To what extent has this right been enlarged?

2. Explain briefly the nature of an action for use and occupation." A. demises to B. by a formal lease for five years. B. duly pays his rent for three years, remains nine months longer, and then leaves. Can such an action be maintained? Give your reason.

3. A. demises to B. for a term; afterwards he mortgages in fee to C. Can C. distrain? Why, or why not? What would be the case if the mortgage had preceded the demise?

4. What exception is there to the rule that things fixed to the freehold cannot be distrained? How established?

5. Define emblements. When is a tenant at will entitled thereto, and when not? What is the rule with regard to tenant for years?

6. Where a person having only a life estate made a lease for years, and died between two rent days, what was the tenant's liability at common law? How altered by statute?

7. What must a landlord prove to entitle himself to recover mesne profits in an action of ejectment, and to what extent can he so recover?

8. In what case may goods be distrained, although they are not on the demised premises?

9. A. agrees to lease to B. What is B's. legal position before entry? What after entry and payment of rent?

SMITH ON CONTRACTS.

1. Explain briefly the doctrines of estoppel and merger as applied to contracts by deed.

2. What is the difference between the 4th and 17th sections of the Statute of Frauds as to the effect of noncompliance with their provisions?

3. A. goes with B. to C's. store, and verbally assures C. that B. is a safe person to trust, well knowing the contrary.

Can C. bring an action against B. for wilful deceit? Reason?

4. What promise is implied by law on the part of remunerated and unremunerated agents respectively? A. deposits goods for safe keeping with his friend B., from whom they are stolen. In what case is B. liable?

5. What is meant by the common law doctrine that a contract is not assignable? Mention any exception.

6. An infant being threatened with an action for the price of necessaries supplied to him, gives a cognovit for the amount claimed. Can it be enforced? Give reasons.

7. What is the rule for determining the extent of the authority of a general agent? A. verbally authorizes B. to execute a lease for five years to C. Is the authority sufficient? If he gave the same authority by letter, what would be the difference, if any?

8. Upon what principle does the power of a wife to bind her husband by contracts made during coverture rest, and what limitation to such power arises from this principle?

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ANNUAL EXAMINATIONS: 1866.

THIRD YEAR.

HONORS AND SCHOLARSHIP.

Examiners: { JOHN ROAF, M.A., B.C.L.
THOMAS MOSS, M.A.

COX'S BRITISH COMMONWEALTH.

1. Explain what Mr. Cox means by the *Principle of Wealth* as affording a test of the right objects of a good government.

2. What is the only kind of legislative measure that is originated by the Crown?

3. What kind of bills were denominated "Tacking Bills"? With what object and with what effect were they occasionally adopted by the Lower House? How has this practice been restrained?

4. Describe the constitution and general functions of the ultimate Court of Appeal, to which a suit brought in this Province may be referred.

5. Mention any differences between the rules regulating the inheritance of the Crown, and the descent of lands at common law.

6. What further sanction to the validity of a treaty is requisite after it has been signed by the representatives of the contracting states?

7. Mention some of the principal administrative prerogatives of the Crown.

8. What are in Mr. Cox's view the chief arguments against the use of the ballot in popular elections? Discuss the validity of each of them.

ARCHBOLD'S LANDLORD AND TENANT.

1. (*a*) A. leases to B. who assigns the term to C.

(*b*) A. leases to B. who sublets to C.

Explain the different rights and liabilities of the three parties in each case.

2. In what case is authority given to a landlord to break open an outer door of a house in order to make a distress, and what precautions must he observe?

3. What statutory right does a landlord possess where goods of his tenant have been seized under a *fi. fa.?* State the conditions necessary to entitle him to this right.

4. What penalty is imposed upon a tenant, who has been served with a writ in ejectment, if he neglects to inform his landlord? What course can the landlord take if the tenant does inform him?

5. To what extent are a tenant's implements of trade protected from distress?

6. A., in 1856, duly demised to B. for twenty-one years; B., in 1861, assigned the term to C., who, in 1863, assigned to D. A. has never received any portion of the rent. State the various remedies he possesses, defining precisely the extent of each.

7. A landlord distrains when no rent is due, and the tenant is thereby compelled to pay him a certain sum to regain possession of his goods: what action or actions can the tenant bring, and what damages can he recover? Explain.

8. For what injuries done to the demised premises during the term can the landlord sue?

SMITH ON CONTRACTS.

1. Define an *executed* and an *executory* consideration. What is requisite to make the former support a promise? When will this requisite be presumed by law?

2. What is the rule of law with respect to contracts in restraint of trade? State any exceptions or modifications that exist.

3. Goods of the value of $100 are sold by auction, and the usual memorandum made by the auctioneer in his book. Does it make any difference whether an action for breach of the contract to purchase is brought by the auctioneer or the owner? Explain.

4. Explain generally the provisions of the Lord Day's Act. A farmer hires a laborer on Sunday. Is the contract within the act? State the ground of your opinion.

5. What exceptions are there to the rule that a man cannot recover back money paid in pursuance of an illegal contract?

6. A. and B., on the 1st of January, 1862, made a joint and several promissory note payable to C. three months after date. On the 1st of May of the same year A. left the Province. When is C's. claim wholly barred by the statute? Explain.

7. What are the requisites to make an admission of liability take a case out of the statute?

8. What is the general rule with regard to the liability to the principal of a person who has contracted with an agent in the belief that he was the principal?

9. An authorized agent signs a promissory note in his own name, and not *per proc.* Is his principal liable? State the ground of your opinion.

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ANNUAL EXAMINATIONS: 1866.

THIRD YEAR.

HONORS AND SCHOLARSHIP.

Examiners: { JOHN ROAF, M.A., B.C.L.
THOMAS MOSS, M.A.

MITFORD'S EQUITY PLEADING.

1. On what grounds may defence be made to a bill?

2. State the different kinds of bills, and shew which of them are still in use in this Province and the mode of procedure substituted for those which are abolished.

3. When does a suit become abated?

4. State the principal grounds of demurrer.

5. State some of the principal cases in which courts of equity give relief because the remedy afforded by the ordinary courts is incomplete.

6. State the general rule as to parties, and the principal exceptions to it.

7. In what manner was scandal or impertinence objected to, and what is the proper course now for objecting to them?

8. Under what circumstances is it proper to make some only of the parties interested parties to a suit as representing the interests of all?

9. When is it improper for a husband to join as co-plaintiff in a suit brought in his wife's behalf?

10. When may a married woman properly defend a suit separately from her husband?

BURTON'S LAW OF REAL PROPERTY.

1. What different kinds of property in lands and tenements are there? Define them.

2. Explain the advantages of a conveyance by lease and release.

3. What is the distinction between a conveyance by bargain and sale and a covenant to stand seized to uses?

4. State the rules given by Mr. Burton for the construction of deeds.

5. Before the statute *De donis*, what was the effect of a gift to A. and the heirs of his body?

6. If a wife be tenant for life, and the reversion in fee be conveyed to the husband and wife, what is the effect?

7. How may contingent remainders be destroyed?

8. Upon the death of the tenant to whom do undevised estates, *pur autre vie*, of which there is no special occupant, go?

9. What is the effect upon land of conveying or devising it upon trust for sale, with an apparent intention it shall be converted into money during the period prior to its sale?

10. What is a resulting trust?

WESTLAKE—CONFLICT OF LAWS.

1. State the rules for ascertaining domicile.

2. Can the English courts in any, and if any what, cases entertain suits respecting foreign lands?

3. In what respects must the *lex fori* and the *lex situs* respectively be regarded in deciding whether children of doubtful legitimacy can inherit?

4. If a new and uninhabited country is found and settled by British subjects, by what laws are they to be governed? What exception is there to the rule?

5. What doubt exists in English law respecting the law by which the legality and sufficiency of a consideration is to be decided?

6. By the laws of Utah polygamy is allowed. In a suit in England for a divorce *a vinculo* of a marriage contracted there, the court refused to grant any relief in the case of such a marriage. Was the decision correct? State the principle.

7. State the rules governing contests in England between assignees under bankruptcy and insolvency laws, and creditors who have attached the bankrupt's chattels abroad,

8. If an English testator, having funds in England and also in this country, leave a pecuniary legacy without separating the funds, or charges it on the English or Canadian funds, in what currency will the legacy, in each case, be payable?

9. In a suit on an obligation, is the plea of a foreign judgment recovered upon it good? What is the effect of a plea by the defendant in such action that judgment has been rendered in his favor in a foreign suit for the same cause?

10. How far does English law recognize, as to transactions in England, foreign determinations of status or capacity?

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ANNUAL EXAMINATIONS: 1866.

THIRD YEAR.

MITFORD'S EQUITY PLEADING.

Examiners: { JOHN ROAF, M.A., B.C.L.
THOMAS MOSS, M.A.

1. Describe the jurisdiction of Courts of Equity.

2. Who can, and who cannot, sue by themselves alone?

3. How are original bills subdivided? State the change introduced into this Province in any of them.

4. What is the difference between an original bill in the nature of a bill of revivor and an original bill in the nature of a supplemental bill?

5. By what means may a defence be made to a bill? What change has been effected here?

6. In what stages of a cause, and by what proceedings, may a plaintiff amend his bill? How are the proceedings affected by the subject of the amendment?

7. What was formerly the effect of a misjoinder of a plaintiff? What course may now be taken in case of such misjoinder?

8. What change in the mode of answering bills has been made by the orders of Court in this Province?

9. What change has been made by orders of Court in the mode of obtaining injunctions to stay proceedings at law?

10. What change has been made in the mode of obtaining administration of an estate?

BURTON'S LAW OF REAL PROPERTY.

1. Enumerate and define the different kinds of laws by which real property in England is regulated.

2. State the modes of alienation appropriate at common law for conveying estates in possession and remainders respectively, and explain the principles on which they depend.

3. Explain the operation of conveyances under the Statute of Uses.

4. Explain the origin of trusts.

5. Define jointure. State its effect and what is necessary to give it effect.

6. By what means are contingent remainders preserved in settlements?

7. Which is of greater magnitude, a lease for 1000 years or for life? Explain.

8. What is necessary to give effect to a bequest of a chattel interest in lands?

9. What is a way of necessity?

10. What different distribution is made of legal and equitable assets?

WESTLAKE'S CONFLICT OF LAWS.

1. What persons born out of the British dominions are deemed natural born subjects of Britain?

2. By what law is the title to immoveables governed?

3. In what cases will British Courts exercise jurisdiction over foreign Sovereigns, or their ambassadors, being British subjects, and when is such jurisdiction excluded?

4. State the rules regulating the formal requisites of obligations.

5. By what law is the extinction of obligations governed?

6. What law governs personal property?

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ANNUAL EXAMINATIONS: 1866.

THIRD YEAR.

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6. What law governs personal property?

7. According to what law is the right to personal representation of an intestate to be decided?

8. When a marriage takes place without settlements, what law decides the mutual rights of husband and wife in each others moveable property?

9. What effect has an appeal from the judgment of a Colonial Court upon an action brought on the judgment appealed against?

10. When is a foreign judgment examinable for error in law, in a suit upon it in the English courts?

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ANNUAL EXAMINATIONS: 1866.

CANDIDATES FOR LL.B.

HONORS.

Examiners: { JOHN ROAF, M.A., B.C.L.
THOMAS MOSS, M.A.

TAYLOR ON EVIDENCE.

1. Where a declaration is so framed that it does not clearly appear whether the plaintiff is complaining of a breach of contract or a wrong, the defendant may plead either *non assumpsit* or *not guilty*. Explain the difference between the issues raised by these pleas respectively. Illustrate by reference to the case of an action brought against a carrier for losing goods entrusted to him.

2. Explain what is meant by the *res gestæ*, and show that their admissibility is no exception to the rule excluding hearsay evidence.

3. What is the first thing that must be shewn when an ancient document is tendered in evidence?

4. Explain clearly the difference between declarations against interest and in the course of office, when tendered in proof of collateral facts.

5. Mention some descriptions of evidence which are inadmissible on the ground of public policy.

6. In what cases will declarations of intention, made by the author of an instrument, be receivable in order to explain its language?

7. What is the mode of procedure, where it is necessary to procure the attendance of a witness who is in prison?

8. Define judgments *inter partes* and *in rem* respectively. How do they differ in respect of conclusiveness?

BLACKSTONE.

1. Mention any classes of cases in which it is not necessary to prove any criminal intent on the part of a prisoner.

2. Define "conspiracy," and state what constitutes the essence of the crime.

3. Define a common nuisance, and distinguish it from a private nuisance. What is the proper remedy in each case?

4. What is larceny? How distinguished from embezzlement?

A tailor appropriates some money, which he finds in the pocket of a coat sent to him to be repaired: Of what offence is he guilty?

5. What was the nature of the privilege known as "benefit of clergy"? To what crimes did it extend?

6. What restrictions are there upon the royal prerogative of pardoning a convicted offender?

7. What is the proceeding where a prisoner on being arraigned stands mute? If his silence arose from obstinacy what was the law in Blackstone's time? What is it now?

8. What are the two sorts of excusable homicide? How does it differ from manslaughter?

9. Can a foreigner be guilty of treason? Explain the principle.

JUSTINIAN'S INSTITUTES.

1. Define *dominium* and *possessio.*

2. Distinguish between *pignus* and *hypotheca.* What analogies in our law?

3. In what four modes could contracts be entered into by the Roman law? Give a brief explanation of each.

4. What was the Roman law when a person used his own materials in building on the land of another?

5. What was the rule as to the formalities requisite to pass the property, where the owner of chattels in the possession of another desired to make a gift of them to that other? What is the English law?

6. *Stipulationum aliæ sunt judiciales, aliæ prætoriæ, aliæ conventionales, aliæ communes tam prætoriæ quam judiciales.*

Translate, and explain the different species of stipulation here mentioned.

7. What was the rule as to the quantum of damages where a person had wrongfully killed the cattle of another?

8. How were actions divided by the civil law? How far does the division resemble that of the common law?

9. *Emancipatos liberos jure civili neque heredes instituere neque exherederare necesse est, quia non sunt sui heredes.* Translate.

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ANNUAL EXAMINATIONS: 1866.

CANDIDATES FOR LL.B.

TAYLOR ON EVIDENCE.

Examiners: { JOHN ROAF, MA., B.C.L.
THOMAS MOSS, M.A.

1. Mention the tests for determining on what party the *onus probandi* lies.

What are the exceptions to the rule that each party has the right to begin?

2. What two points are put in issue by the plea of *non assumpsit?*

3. What is the test for determining whether evidence is primary or secondary?

4. Under what conditions can proof be given of what a witness has previously sworn?

5. What powers do the courts of Common Law now possess of enforcing discovery?

6. Under what limitations may hearsay evidence be given in questions of pedigree?

7. When is it necessary to prove an instrument by the attesting witness? What is the rule if there are two attesting witnesses?

8. What must be the nature and source of an inducement held out to a prisoner in order to exclude his confession?

9. What degree of religious belief is required in a witness?

BLACKSTONE.

1. Distinguish between public and private wrongs.

2. Discuss the question of the degree of liability attaching to a person, who, whilst intoxicated, commits a criminal act.

3. What is a "*præmunire*"?

4. What *primâ facie* presumption is recognized in every case of homicide?

A. and B. are quarrelling; A. draws his sword, and makes a pass at B.; B. then draws; they fight, and B. is killed. Of what crime is A. guilty? Why?

5. Within what time must death ensue after a blow has been struck, in order to make the person striking chargeable with murder? What is the rule in case of poison being administered?

6. Define "assault" and "battery."

There can be no assault on one who consents. Why does this not apply to the case of a prize fight?

7. What are the constituents of the crime of burglary?

8. What is the gist of the plea of *autrefois acquit?*

JUSTINIAN'S INSTITUTES.

1. Distinguish between *jus in re*, and *jus ad rem.* What other term is used to denote the latter?

2. State briefly the changes in the *patria potestas* down to the time of Justinian. What was the ancient mode of emancipation? What did Justinian substitute?

3. When was a *tutor* not compelled to give security? What analogy in our law?

4. What were *bona vacantia?* Who was entitled to them, and how might this title be barred? What is the rule of our law in such a case?

5. Mention the principal classes of persons who were deemed incapable of making a will.

6. Upon what right could a legatee insist, when the subject of the legacy had been pledged by the testator in security for a debt?

7. Explain the manner in which *nomen* came to signify a debt.

8. What was the Roman law as to the title acquired by a person *bonâ fide* purchasing stolen goods from the thief? What is the rule in England? What in Upper Canada?

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2. Discuss the question of the degree of liability attaching to a person, who, whilst intoxicated, commits a criminal act.

3. What is a "*præmunire*"?

4. What *primâ facie* presumption is recognized in every case of homicide?

A. and B. are quarrelling; A. draws his sword, and makes a pass at B.; B. then draws; they fight, and B. is killed. Of what crime is A. guilty? Why?

5. Within what time must death ensue after a blow has been struck, in order to make the person striking chargeable with murder? What is the rule in case of poison being administered?

6. Define "assault" and "battery."

There can be no assault on one who consents. Why does this not apply to the case of a prize fight?

7. What are the constituents of the crime of burglary?

8. What is the gist of the plea of *autrefois acquit?*

JUSTINIAN'S INSTITUTES.

1. Distinguish between *jus in re*, and *jus ad rem.* What other term is used to denote the latter?

2. State briefly the changes in the *patria potestas* down to the time of Justinian. What was the ancient mode of emancipation? What did Justinian substitute?

3. When was a *tutor* not compelled to give security? What analogy in our law?

4. What were *bona vacantia?* Who was entitled to them, and how might this title be barred? What is the rule of our law in such a case?

5. Mention the principal classes of persons who were deemed incapable of making a will.

6. Upon what right could a legatee insist, when the subject of the legacy had been pledged by the testator in security for a debt?

7. Explain the manner in which *nomen* came to signify a debt.

8. What was the Roman law as to the title acquired by a person *bonâ fide* purchasing stolen goods from the thief? What is the rule in England? What in Upper Canada?

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ANNUAL EXAMINATIONS: 1866.

CANDIDATES FOR L.L.B.

SUGDGEN ON VENDORS AND PURCHASERS.

Examiners: { JOHN ROAF, M.A., B.C.L.
THOMAS MOSS, M.A.

1. Explain the maxim *simplex commendatio non obligat*, and shew the difference between such commendation and misrepresentation.

2. When may ambiguities be explained by parol evidence, and when may they not?

3. What is the effect of a contract for sale upon the character of the property?

4. What is the principal criterion whether a contract is for security or for purchase and resale?

5. Can a suit for specific performance of an agreement made by an infant be maintained by him after attaining his majority?

6. What particular burden is thrown upon the purchaser of a reversionary interest?

7. What is a doubtful title within the rule that a purchaser will not be forced to accept a doubtful title?

8. Upon the sale of an estate in portions, who is entitled to possession of the deeds?

9. To what covenants is a purchaser entitled without express stipulation?

10. What remedy has a principal against his agent employed by parol to buy if the agent purchases the estate in his own name and with his own money?

JARMAN ON WILLS.

1. What is the limit of the rule against perpetuities?

2. What persons will take under a gift to the testator's servants, without any description of them?

3. Where personal property is bequeathed to A. and the heirs of his body; and in case of failure of issue of A. then to B., what will be the effect if A. die without issue in the lifetime of the testator?

4. State the doctrine of election.

5. What is the effect where property is devised upon trusts which do not exhaust the whole of it?

6. To whom do terms for raising moneys for void purposes belong?

7. What is an executory devise?

8. What is the effect of a gift to A. and his family?

9. Where a particular estate is carved out with a gift over to the children of the person taking that interest, how is the class of children ascertained?

10. Where lands are devised to trustees in fee in trust for a person, without any words of limitation, what estate does the *cestui que trust* take?

ROMAN JURISPRUDENCE.

1. What evils induced the passage of the Terentillian law?

2. What provisions did Lucius Icilius propose?

3. What subjects were treated of in the 12 Tables under the title of *Jus privatum?*

4. How was property in land originally derived in the Roman States?

5. What was the purport of the Canuleian laws?

6. What caused the improvement of Roman jurisprudence in the 7th century of the city?

7. In what character did the early Emperors promulgate their edicts? By whom was the first change effected?

8. What are the principal divisions of the Institutes?

9. Define the duties and authority of tutors and curators.

10. What restriction did Justinian impose on the power of testamentary disposition?

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ANNUAL EXAMINATIONS: 1866.

CANDIDATES FOR L.L.B.

SUGDEN ON VENDORS AND PURCHASERS.

HONORS AND SCHOLARSHIPS.

Examiners: { JOHN ROAF, M.A., B.C.L.
THOMAS MOSS, M.A.

1. In what cases are agreements for the sale of lands taken out of the Statute of Frauds?

2. What distinction exists in equity between the positions of a plaintiff and a defendant as to giving parol evidence to vary a written agreement?

3. If a contract is to be performed at a period which takes place after the vendor's death, who is entitled to the intermediate rents?

4. Can a suit for specific performance of an agreement by a married woman having a separate estate be maintained?

5. If an estate be sold in consideration of an annuity to the vendor, who died before completion, can the purchaser insist on specific performance?

6. If land sold has been the subject of an exchange what title is the purchaser entitled to have produced?

7. What is the effect of a purchase by a father with his own money in the joint names of himself and child?

8. If a man covenants to purchase and settle lands and afterwards purchases in his own name, what remedy will the covenantee have?

9. In how far does a vendor's lien depend upon intention?

10. What is the effect of a purchaser not enquiring for the deeds?

JARMAN ON WILLS.

1. From what date do wills speak? State the rule in England and in this Province.

2. What is necessary to make a devise or bequest an execution of a power?

3. State the rule and the exception as to the effect of a devise of lands where the testator has freehold lands and leaseholds? Where he has only leaseholds?

4. When do trust estates and mortgages pass under general words in a will? State the exceptions, and whether under such words the beneficial interest in mortgages passes.

5. If a testator gives £10,000 out of the residue of his personal estate to A. and the residue to B. and the bequest to A. fails, to whom does the £10,000 go?

6. What difference is there between a residuary devise of real estate and a residuary bequest of personalty?

7. What persons take under a bequest of personal estate to A. or his heirs, if A. dies before period of distribution? In what proportions do they take?

ROMAN JURISPRUDENCE.

1. What was the purport of the Icilian Law?

2. What were the respective proposals of the commons and the burghers; and what was the measure adopted for the revision of the laws before the formation of the Twelve Tables?

3. Into what classes were persons divided by the Roman lawyers?

4. What modes of action were recognized by the twelve tables?

5. What practical advantages did the commons gain by the passage of the Canuleian law?

6. By what means were the silence or ambiguity of the laws of the Twelve Tables at first supplied?

7. What circumstances rendered a reform in Roman jurisprudence necessary in the time of Justinian?

8. What was the extent of the father's power over his children in Rome?

9. What were the different positions of Roman wives under the earlier and later laws?

10. What period of prescription gave title to moveables and immoveables under the laws of the Twelve Tables; and what change was introduced by Justinian?

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CANDIDATES FOR L.L.B.

HONORS AND SCHOLARSHIPS.

Examiners: { JOHN ROAF, M.A., B.C.L.
THOMAS MOSS, M.A.

SUGDEN ON POWERS.

1. What under the Statute of Uses is the effect of a limitation to the use of several unborn persons jointly?

2. State the operation of a feoffment to A. and his heirs at the death of J. S.

3. If tenant for life with power of sale and exchange convey his whole estate by way of mortgage or security, what is the effect upon the power?

4. State the distinction between these limitations—
   (1.) To A. until B. return from Rome and after B.'s return to C.
   (2.) To A. provided if B. return from Rome the estate shall go to C.

5. What distinction has been taken between a devise that executors shall sell the lands, and a devise of the land to be sold by his executors? State Mr. Sugden's view on this.

6. If land be devised to be sold for certain purposes, without declaring by whom the sale is to be made, but the distribution of the fund is to be made by the executor, who is the person to sell?

7. Under a power to appoint to an object in tail or in fee, what is the effect of an appointment in tail or in fee with a proviso that if he die under twenty-one without issue the estate shall go over?

8. If a fund be settled on one for life with a power to appoint to his children equally, what is the effect of a declaration that upon children dying in the lifetime of the father leaving issue their issue shall stand in their place?

9. Is a lease for years determinable on lives authorized by a power to lease for any number of years not exceeding twenty-one or for life or lives of one, two or three person or persons, so as no greater estate than for three lives be at any one time in being?

WHEATON'S INTERNATIONAL LAW.

1. State the law as to belligerent captures made within neutral territory or on neutral ships public and private, and as to seizures of neutral property on an enemy's vessel.

2. State the effect of a treaty of peace upon the liability of individuals for hostile acts committed on sea and on land, and state the remedy for injuries inflicted after the treaty.

3. What courts have jurisdiction to determine the validity of captures made in war? State the exceptions to the general rule.

4. Are captures by private vessels not commissioned lawful, and to whom does the captured property belong?

5. What is necessary to constitute a violation of blockade?

6. What is the effect of the officers and crew of an armed vessel commissioned against one nation and depredating upon another? What is the remedy?

7. What force has the judgment or sentence of a foreign tribunal of competent jurisdiction proceeding in rem.?

8. Upon what are national proprietary rights founded?

9. To what states do rights of legation belong? Give instance of variances in this respect among dependent states.

10. What is necessary to enable a public minister or other diplomatic agent to conclude a public treaty?

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CANDIDATES FOR LL.B.

HONORS.

Examiners: { JOHN ROAF, M.A., B.C.L.
THOMAS MOSS, M.A.

MACKELDEY.

1. What were the *responsa prudentum?* Of what weight were they at various times?

2. By whom was the *Codex Theodosianus* compiled, and of what does it consist?

3. State what you know of the *authenticæ.*

4. What were the *impensæ in rem collatæ?* How classified? Rule as to each? Analogies in English law?

5. What was the mode of acquiring property, known as *specificatio?*

6. What is the civil law as to the procedure to be observed by a mortgagee who desires to sell the pledged property without a judicial decree?

7. Explain precisely what was meant by *exceptio* as a mode of defence to an action.

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ANNUAL EXAMINATIONS: 1866.

FIRST YEAR.

ANATOMY.

HONORS.

Examiner: M. H. AIKINS, M.D., M.R.C.S., ENG.

1. Describe the lower end of the radius and the wrist joint.

2. Describe the tibialis posticus muscle.

3. Give the points of attachment of the ligaments of the knee joint.

4. Give the shape and boundaries of the thorax, and state accurately its contents.

5. Enumerate the foramina seen at the base of the skull, and the various nerves and arteries to which they give exit and entrance.

6. Give the shape, position, relations and structure of the urinary bladder.

7. Describe the cœcum, and the position and mode of formation of the ilio-cœcal valve.

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ANNUAL EXAMINATIONS: 1866.

FIRST YEAR.

HEAT AND INORGANIC CHEMISTRY.

Examiner: HENRY CROFT, D.C.L.

1. Explain cohesion and adhesion.

2. Explain capillarity and the so-called spheroidal state of bodies.

3. How may the expansion of solids by heat be measured?

4. How may the expansion of gases be shown?

5. What is observed during the solution of salts? How accounted for?

6. What circumstances influence the boiling points?

7. Give the laws of combination.

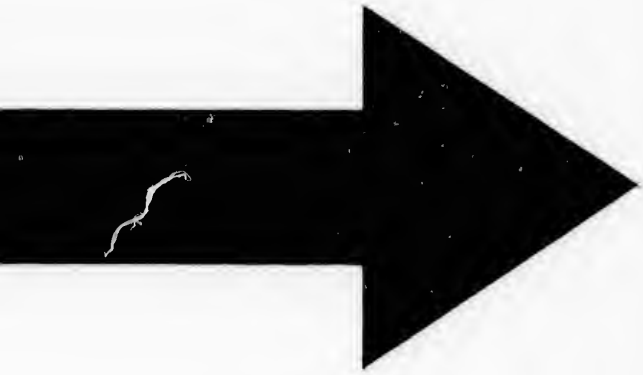
8. What changes accompany chemical action?

9. How may chemical action be promoted?

10. Give the preparation and properties of oxygen and hydrogen?

11. Give the preparation and properties of carbonic oxide, carbonic acid, sulphur and hydrosulphuric acid.

12. How are the following compounds prepared:—Chlorate and carbonate of potassa, carbonate and hyposulphite of soda, dichloride and chloride of mercury?



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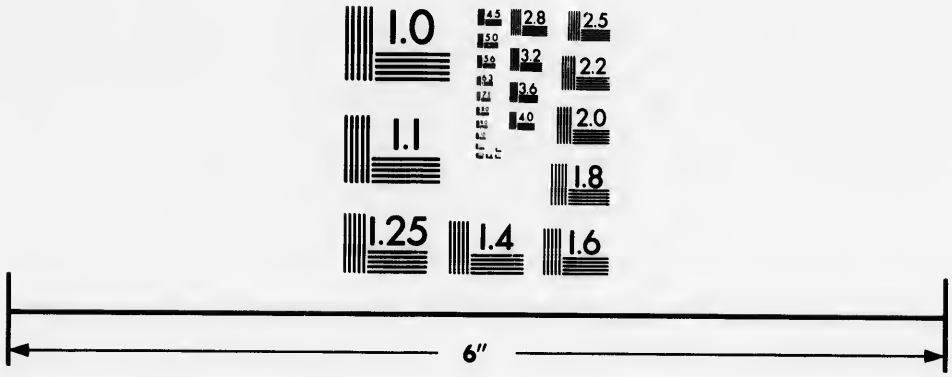

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ANNUAL EXAMINATIONS: 1866.

FIRST YEAR.

PHYSIOLOGY.

SCHOLARSHIP.

Examiner: M. BARRETT, M.A., M.D.

1. State the facts of most physiological interest in regard to albumen.

2. Describe the gelatinous compounds, glutin and chondrin.

3. Describe the salivary glands, their secretions and the functions of the salivary fluids.

4. Describe the intestinal tract, from the commencement of the duodenum downwards.

5. Describe the pulmonary circulation, and the change produced on the blood thereby.

6. If one side of the anterior columns of the spinal cord be wounded, paralysis of voluntary motion of the same side, below the seat of injury, will result; but if a similar lesion occur in the brain, the paralysis will be on the opposite side of the body: why is it so?

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ANNUAL EXAMINATIONS: 1866.

MATERIA MEDICA.

PRIMARY.

Examiner: H. H. Wright, L. C. P. & S., U. C.

1. What minerals supply medicines? Are these usually ministered in the metallic state? if not, in what state? e they, (or any of them) given in the metallic state, and o, which of them?

2. Classify them according to their physiological actions.

3. Commercial varieties of opium. How is opium ob- ed? Physical characters.

4. Definition of narcotic; cholagogue; diaphoritic; seda- ; stimulant.

5. Officinal name for Peruvian bark. (Where obtained? siological actions.) Calomel; cochineal; spirits of salt; ble tartar; Rochelle salts; tartar emetic; gum dragon; rding to either the London or British Pharmacopœia.

6. Enumerate the officinal preparations and doses of preparation of antimony, opium, rhubarb, aloes, sul- ic acid.

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ANNUAL EXAMINATIONS: 1866.

SECOND YEAR.

ANATOMY.

DEGREE OF M.B.

Examiner: M. H. Aikins, M.D., M.R.C.S., Eng.

1. Describe the 5th or 6th dorsal vertebra, and state the distinguishing characteristics of the cervical, dorsal and lumbar vertebræ.

2. Describe the pectoralis major, with its arterial and nervous supply.

3. Describe the vena portæ, and the veins which unite to form it; and state wherein they differ from ordinary veins.

4. Describe Gimbernat's ligament and the femoral canal.

5. State the shape, position, relations and structure of the stomach.

6. Give the relations of the arch of the aorta.

7. State the origin, course and distribution of the median nerve.

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ANNUAL EXAMINATIONS: 1866.

SECOND YEAR.

BOTANY.

Examiner: Rev. Prof. Hincks, F.L.S.

1. Embryo growth: describe the state of the ovule before fertilization; the action of the pollen-granule, and the progress of growth until the embryo is completely formed within the seed.

2. Cells: their original figure: how altered in growth: causes of the changes which take place: thickening of cell walls: source of colour in vegetable substance?

3. Varieties of vascular tissue, with their names and descriptions?

4. Explain the difference of structure between the endogenous and exogenous stem.

5. What are the relations of vegetable to animal life in respect to food and influences on the atmosphere?

6. The androecium: what are its several organs called? How are they occasionally connected with each other and with other floral circles? Of what parts does each organ consist? Modes of opening of anther cells: their position and modes of attachment: some forms of pollen granules?

7. Sub-kingdoms and classes of the vegetable kingdom?

8. Position in the system and characteristic qualities of Ranunculaceæ, Brassicæeæ, Malvæeæ, Scrophulariæeaæ?

9. Explain the structure of the fruit of Cocos, and the interpretation of the ridges on the exterior covering, and the spots as if for openings at one end of the nut.

10. What is saffron: what organ of what plant? To what natural order does it belong?

11. What is quinine: from what plants derived?

12. What is assafœtida? Whence derived?

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ANNUAL EXAMINATIONS: 1866.

SECOND YEAR.

PHYSIOLOGY.

SCHOLARSHIP.

Examiner: M. Barrett, M.A., M.D.

1. Give an account of the hepatic circulation, and contrast the blood of the vena portæ with that of the hepatic vein.

2. Give the minute anatomy of the spleen, and state what are its known functions.

3. State where the following substances, which form a constituent part of the body, are found:—Cloride of Sodium, Sulphur, Phosphoric Acid, Potash, Lime, Soda, Magnesia, Fluoride of Calcium, Hydrochloric Acid, Iron, Sulphocyanogen.

4. Describe the Wolffian bodies, as to their position and function.

5. What are the uses of the tympanic cavity, and what are its contents?

6. What nerves are distributed upon the abdominal viscera?

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ANNUAL EXAMINATIONS: 1866.

SECOND YEAR.

THERAPEUTICS AND PHARMACOLOGY.

Examiner: H. H. WRIGHT, L.C. P. & S., U.C.

1. At what season of the year are medicinal properties of roots in greatest perfection? Enumerate those that should be collected at other times than this season.

2. The object of combining various remedies in one prescription?

3. Rule for determining doses according to age, with three examples at different ages?

4. Enumerate anti-periodic remedies. Objections to the use of any. Period of disease best adapted to their administration. (Do you know of any indigenous remedies of this kind in domestic use?)

5. The officinal preparations of iron. How can the carbonate be kept free (or nearly so) of the sesqui oxyde? How is syrup of iodide of iron prepared? and why is it put up in this form?

6. Enumerate the alkalies used in medicine. What indications do they fill? Doses in their various combinations. Individual application to particular cases.

7. Definition of percolation (how performed): decoction: gum: resin: Pharmacology: Therapeutics.

8. Enumerate the commercial varieties of senna. Where obtained? What kind of cathartic? Best form for administration, and why?

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ANNUAL EXAMINATIONS: 1866.

SECOND YEAR.

ELECTRICITY AND ORGANIC CHEMISTRY.

Examiner: HENRY CROFT, D.C.L.

1. Give the general properties of magnets.

2. What is the inclination needle?

3. How may powerful artificial magnets be made?

4. What is an induced current?

5. Describe the construction and action of the condensing electroscope.

6. Describe the construction and action of the common electrical machine.

7. What elements enter into the composition of natural organic bodies.

8. How may they severally be detected?

9. Give the preparation and properties of cyanogen and hydrocyanic acid.

10. Give the general formula and properties of the alcohols.

11. How may urea be obtained, and what is its true composition?

12. Give the general processes for the extraction of the alkaloids.

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ANNUAL EXAMINATIONS: 1866.

SECOND YEAR.

GENERAL CHEMISTRY.

PASS.

Examiner: HENRY CROFT, D.C.L.

1. Explain fully the phenomenon of ebullition.
2. Explain the meaning of specific heat.
3. What laws affect the radiation of heat?
4. Account for the formation of dew.
5. Explain the construction of Grove's Galvanic Battery.
6. In what ways may electrical currents be produced?
7. Give the methods of preparing chlorine and iodine with their properties.
8. Give the methods of preparing phosphorus and phosphoric acid.
9. From what ores is mercury obtained, and how?
10. From what ores is arsenious acid obtained, and how?
11. From what sources is nitric acid obtained, and how?
12. What alkaloids are contained in opium, and how is the most important one extracted?

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ANNUAL EXAMINATIONS: 1866.

THIRD YEAR.

COMPARATIVE ANATOMY.

SCHOLARSHIP.

Examiner: M. Barrett, M.A., M.D.

1. Describe the lymph hearts in the frog as to position, structure and function.

2. Describe the lungs of reptiles as to position, structure and function, and state what provision is made in the Boa Constrictor, by which it is enabled to swallow an animal of larger diameter than itself.

3. In what respect does the sacrum of implacental mammals differ from that of man and the higher mammalia?

4. Give a description of the digestive apparatus in Ruminantia and Birds.

5. Describe the electrical organs of the Gymnotus as to position and structure.

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ANNUAL EXAMINATIONS: 1866.

THIRD YEAR.

MEDICAL JURISPRUDENCE.

Examiner: UZZIEL OGDEN, M.D.

1. What are the indications of live birth, and when do they fail?

2. How would you distinguish between a hepatized and a fœtal lung?

3. What is the value of the hydrostatic test, as evidence of infanticide?

4. How would you distinguish human blood from that of birds?

5. What vegetable substance, when in clothing, resembles blood coagula; and how would you determine the matter?

6. What is the most reliable test for the presence of strychnine?

7. How would you determine the distance at which a gunshot wound had been inflicted?

8. What is the difference between ulceration and corrosion; and what is their relative frequency in irritant poisoning?

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ANNUAL EXAMINATIONS: 1866.

THIRD YEAR.

MEDICINE.

Examiner: H. H. WRIGHT, L. C. P. & S., U. C.

1. Meaning of the terms exanthem; zymotic; epidemic; endemic; pandemic; sporadic.

2. Diagnosis of epilepsy. Treatment during paroxysm.

3. Pneumonia. Pathological conditions in its several stages. Symptoms and signs Diagnosis. General plan of treatment. What is sought to be obtained by treatment? Prescription for a previously healthy adult—second stage of the disease.

4. Enumerate varieties of intermittent fever, diagnosis of the disease, its geographical distribution. What supplants it near the equator?

5. Pathological condition in acute rheumatism. What tissues suffer most? Diagnosis—general plan, and objects of plan of treatment, with prescription for severe attack, while symptoms are acute.

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ANNUAL EXAMINATIONS: 1866.

THIRD YEAR.

SURGERY.

HONORS.

Examiner: M. H. Aikins, M.D., M.R.C.S., Eng.

1. State the local symptoms of inflammation, and its constitutional and local treatment.

2. Describe the different modes of arresting hemorrhage.

3. State the causes, symptoms, frequent consequences, and treatment of fractured ribs.

4. Give the treatment applicable to acute traumatic inflammation of any of the larger joints in a patient of a good constitution.

5. State the treatment of wound of the plantar arch, and the reasons therefor.

6. Treat a case of oblique fracture of the middle third of the thigh.

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ANNUAL EXAMINATIONS: 1866.

THIRD YEAR.

OBSTETRICS.

Examiner: UZZIEL OGDEN, M.D.

1. What are the symptoms of pregnancy? Which are the earliest and most reliable?

2. What does the menstrual discharge consist of, and what is its source?

3. What is the principal cause of jaundice in the new-born child, and what is the prognosis?

4. What are some of the causes of puerperal convulsions, and in what class of persons do they usually occur?

5. How would you treat puerperal convulsions?

6. What is phlegmasia dolens, and how would you treat it?

7. Name the derangements of menstruation, and state the characteristics of each.

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ANNUAL EXAMINATIONS: 1866.

THIRD YEAR.

PRACTICAL CHEMISTRY.

Examiner: HENRY CROFT, D.C.L.

1. Mention the ordinary impurities in sulphuric acid.
2. Mention the ordinary impurities in potassa.
3. Mention the ordinary impurities in carbonate of soda.
4. How may potassa be detected?
5. How may baryta be distinguished from strontia and lime?
6. How may lead be distinguished from silver?
7. What other metal or oxide might be mistaken for the above?
8. How may cadmium be distinguished from arsenic?
9. How may copper be detected?
10. How may zinc be distinguished from alumina?
11. How may nitric acid be detected?
12. How may phosphoric acid be detected?

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ANNUAL EXAMINATIONS : 1866.

DEGREE OF M.B.

SURGICAL ANATOMY.

Examiner : M. H. Aikins, M.D., M.R.C.S., Eng.

1. Describe the boundaries of Scarpa's triangle, and give the exact relations of the structures found therein.

2. Describe the Anatomy of oblique inguinal hernia.

3. Give the relations of the Anterior tibial, radial and common Carotid Arteries.

4. Describe the popliteal space, and give the relations of the structures found in it.

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ANNUAL EXAMINATIONS : 1866.

DEGREE OF M.B.

ANATOMY.

FOR HONORS.

Examiner: M. H. Aikins, M.D., M.R.C.S., Eng.

1. Describe the muscles of the tongue.

2. Give the attachments of the muscles which flex and extend the forearm.

3. Describe the diaphragm.

4. Describe the position, relations, ligaments, fissures, lobes and vessels of the liver.

5. Describe the coverings and structure of the testes.

6. Describe the base of the brain.

7. Describe the relations of the right subclavian artery.

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ANNUAL EXAMINATIONS: 1866.

CANDIDATES FOR M.B.

MEDICINE.

PASS.

Examiner: H. H. Wright, L. C. P. & S., U. C.

1. Diagnosis of the first stage of pulmonary consumption, (symptoms and signs).

2. Diagnosis of enteric (typhoid) fever, up to end of second week, in a case where no "typhoid symptoms" have been present.

3. Clinical history of a case of measles, embracing premonitory symptoms, the several stages, duration of each, complications, sequela—diagnosis.

4. Diagnosis of hooping cough. Stages—duration.

5. Sanitary measures in view of epidemic visitation.

6. Diagnosis of colic. How many kinds? Causes of each. General plan of treatment of each variety.

7. Diagnosis of any painful affection of abdomen or abdominal walls from peritonitis. Treatment of peritonitis.

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ANNUAL EXAMINATIONS: 1866.

CANDIDATES FOR M.B.

MEDICINE.

HONORS.

Examiner: H. H. Wright, L. C. P. & S., U.C.

1. Give the hygienic treatment of pulmonary consumption in its several stages.

2. Give the diagnosis of albuminuria, and the differential diagnosis of the two principal varieties; also the fallacies likely to occur in tests.

3. The clinical history of the vaccine vesicle—the differential diagnosis of the vesicle. Prophylactic powers of the vaccinia.

4. The pathological condition in enteric (typhoid) fever—the supposed causes—its geographical distribution.

5. Enumerate the pathological conditions giving rise to diarrhœa. Give diagnosis in each case.

6. Differential diagnosis of cerebral apoplexy and cerebral anæmia, in mild and well marked cases, respectively. Treatment in each case.

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ANNUAL EXAMINATIONS: 1866.

DEGREE OF M.B.

THERAPEUTICS AND PHARMACOLOGY.

PASS.

Examiner: H. H. WRIGHT, L.C. P. & S., U.C.

1. Explain the action of hydragogue purgatives in dropsical effusions. Enumerate the medicines of this class. Give the doses. Which are most effective?

2. Chloroform. How administered? Dangers of administration? What pathological conditions are opposed to its use?

3. Definition of the term tonic medicines? In what conditions of systems are they indicated? Enumerate and classify them according to their physiological effects.

4. Enumerate the therapeutical effects of iodine, in large and in medicinal doses. Give its officinal preparations and doses. Class of diseases in which it is most beneficial?

5. Physiological action of opium; officinal preparations. Doses of each for a child ten years old?

6. When is opium contra-indicated?

7. Combination of purgatives for habitual costiveness, in form of prescription, and reasons for same?

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ANNUAL EXAMINATIONS: 1866.

DEGREE OF M.B.

THERAPEUTICS AND PHARMACOLOGY.

HONORS.

Examiner: H. H. Wright, L. C. P. & S., U. C.

1. The supposed *modus operandi* of arsenic. In what diseases most useful? The officinal preparations. Doses for a child eight years old.

2. Enumerate the most valuable cardiac sedatives. Mention the diseases in which they are useful, and their doses.

3. Enumerate the constitutional effects of mercurials. Under what circumstances are they contra-indicated?

4. What diuretics increase the quantity of solid matter excreted by the kidneys, and their doses? and what merely increase the quantity of aqueous fluid, and their doses?

5. What are the most useful emmenagogues? Give especially their *modus operandi.*

6. Give the *modus operandi* of the hypophosphites. Class of cases suited to their administration. Cautions with regard to their administration.

University of Toronto.

ANNUAL EXAMINATIONS: 1866.

DEGREE OF M.B.

PHYSIOLOGY.

Examiner: M. Barrett, M.A., M.D.

1. Estimate the average quantity of fibrin, red corpuscles, solids of serum and water in 1000 parts of blood, and shew under what circumstances these quantities may vary.

2. Give an account of the fatty substances which predominate in the human body, and point out the most obvious purposes to which the fatty matters of the chyle and of the blood are subservient.

3. Describe urea, as to its source, normal average amount in 1000 parts of urine, chemical composition, and the changes it undergoes by decomposition.

4. Describe the several sources and constituents of the spermatic fluid as it is discharged from the urethra.

5. What effect would be produced on respiration, by the division of one pneumogastric nerve; and what effect would be produced by the simultaneous division of both pneumogastric nerves?

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ANNUAL EXAMINATIONS: 1866.

DEGREE OF M.B.

PHYSIOLOGY.

HONORS.

Examiner: M. Barrett, M.A., M.D.

1. Give the minute anatomy and physiology of the posterior columns of the spinal cord.

2. Describe the development of the circulatory apparatus according to the following order:—1st. The vitelline circulation. 2nd. The placental circulation. 3rd. Development of arterial system. 4th. Development of venous system. 5th. Of hepatic circulation; and, 6th. Development of the heart.

University of Toronto.

ANNUAL EXAMINATIONS: 1866.

DEGREE OF M.B.

SURGERY.

Examiner: M. H. Aikins, M.D., M.R.C.S., Eng.

1. Describe the local and constitutional symptoms of inflammation, and state its treatment, local and constitutional.

2. State the causes, symptoms, diagnosis, and treatment of phlegmonous erysipelas.

3. State the symptoms and treatment of concussion of the brain.

4. Name the causes, surgically considered, of compression of the brain, the local treatment adapted to each case; and give the differential diagnosis between concussion and compression.

5. State the causes, predisposing and exciting, of fracture; the treatment applicable to all cases of fracture of the long bones; the objects to be attained by the treatment and the dangers to be guarded against.

6. State the causes, symptoms, consequences and treatment of laceration of the urethra.

University of Toronto.

ANNUAL EXAMINATIONS: 1866.

DEGREE OF M.B.

SURGERY.

HONORS.

Examiner: M. H. Aikins, M.D., M.R.C.S., Eng.

1. Describe the mode of repair in cases of fracture.

2. State the causes and treatment of non-union in cases of fracture.

3. State the various dislocations of the femur, the symptoms and diagnosis of each, the order in which they occur with regard to frequency, and the mode of reducing the most frequent one.

4. Give the symptoms, diagnosis and treatment of strangulated inguinal hernia.

5. A man is kicked in the abdomen by a horse, there is no external wound. State the symptoms which would induce you to believe he had laceration of the intestinal tube, and give the prognosis and treatment.

6. What are the causes, symptoms and treatment of œdema of the larynx?

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ANNUAL EXAMINATIONS: 1866.

CANDIDATES FOR M.B.

MEDICAL JURISPRUDENCE.

PASS.

Examiner: UZZIEL OGDEN, M.D.

1. Distinguish between a *post mortem* and a vital burn.

2. How would you distinguish between injuries inflicted by fire, SO^3, NO^5, and H,cl.?

3. What *post mortem* appearances would lead you to suppose a woman had been recently pregnant; and how would you determine the period of uterogestation?

4. What is the true *corpus luteum*, and when is it found?

5. How are the weight and specific gravity of the fœtal lungs modified by respiration?

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ANNUAL EXAMINATIONS: 1866.

CANDIDATES FOR M.B.

MEDICAL JURISPRUDENCE.

HONORS.

Examiner: UZZIEL OGDEN, M.D.

1. What are the indications of slow arsenical poisoning, and how would you determine the matter during life?

2. In poisoning by cantharides what evidence could you obtain after death?

3. What would be the post mortem appearances in a case of poisoning by morphia?

4. At what period does death usually occur, after poisoning by arsenic: by opium: and by oxalic acid?

5. What are the symptoms and treatment of poisoning by oxalic acid; and what appearances are found after death?

6. State the difference in the effects of irritant and corrosive poisons.

7. How would you distinguish between the effects of concussion and intoxication?

University of Toronto.

ANNUAL EXAMINATIONS: 1866.

CANDIDATES FOR M.B.

OBSTETRICS.

PASS.

Examiner: UZZIEL OGDEN, M.D.

1. What is the condition of the uterus and ovaries during menstruation?

2. How would you treat suppression of the menses in a female with tubercular deposit in the lungs?

3. A female while nursing complains of pain in the chest, with slight cough, impaired vision, and headache; what is the probable cause of her trouble, and how would you treat her?

4. What is the cause of albuminuria in the pregnant female, and what accidents are apt to follow it?

5. Treat a case of convulsions in a child two years old.

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ANNUAL EXAMINATIONS: 1866.

CANDIDATES FOR M.B.

OBSTETRICS.

HONORS.

Examiner: UZZIEL OGDEN, M.D.

1. Diagnose between a hand and foot presentation while the parts are high in the vagina, and treat such cases.

2. Treat a case of arm presentation, the waters having escaped (twenty-four hours previously).

3. What unpleasant results would you apprehend after a labour in which the head was eighteen hours passing through the pelvis?

4. How would you treat vomiting of pregnancy, in mild and severe cases?

5. Diagnose, by means of the cry of the child, between inflammation of the brain and colic.

6. How would you distinguish between accidental and unavoidable hemorrhage, and what is the cause of each?

7. What is the smallest pelvic diameter through which a child can be delivered, living or dead?

8. What diet would you order for a woman after delivery; and what would be your general directions before leaving the house?

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ANNUAL EXAMINATIONS: 1866.

FOURTH YEAR.

PRACTICAL CHEMISTRY.

PASS.

Examiner: HENRY CROFT, D.C.L.

1. Mention the ordinary impurities in sulphuric and hydrochloric acids.

2. What impurities may occur in nitre, and how may it be purified?

3. What impurities are likely to occur in ammonia and sal-ammoniac?

4. Detection of Strontia.

5. Detection of nitric, chloric and iodic acids.

6. How may oxalic be distinguished from phosphoric acid?

7. Give the liquid tests for arsenious and arsenic acids.

8. Give the tests for antimony.

9. Give the tests for sulphur and sulphuric acid.

10. What acids are precipitated by chloride of calcium from neutral solutions.

11. What sulphides are soluble in sulphide of ammonium.

12. Give the tests for oxide of chromium and chromic acid.

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ANNUAL EXAMINATIONS: 1866.

FOURTH YEAR.

PRACTICAL CHEMISTRY.

PASS.

Examiner: HENRY CROFT, D.C.L.

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ANNUAL EXAMINATIONS: 1866.

FOURTH YEAR.

PRACTICAL CHEMISTRY.

HONORS.

Examiner: HENRY CROFT, D.C.L.

1. How may sulphuric acid be freed from its common impurities?

2. How may hydrochloric acid fit for toxicological experiments be prepared?

3. How may bicarbonate of soda be purified?

4. In a mixture of salts of potassa, soda and ammonia, how may all three bases be detected?

5. What sulphates are insoluble, or nearly so, in water?

6. If chlorine or hydrochloric acid has been found, what metals are excluded from a soluble salt?

7. How may salts of lead, silver, and suboxide of mercury, be distinguished?

8. How may the phosphoric acid be detected in an insoluble calculus?

9. How may arsenical spots be distinguished from antimonial?

10. How may meconic acid be detected? how distinguished from acetic and sulphocyanic acids?

11. Detection of uric acid and urate of ammonia.

12. Detection of morphine and strychnine.

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ANNUAL EXAMINATIONS: 1866.

FOURTH YEAR.

GENERAL CHEMISTRY.

HONORS.

Examiner: HENRY CROFT, D.C.L.

1. Give some instances of chemical decomposition by electricity.

2. Describe the construction and action of the electrophorus.

3. How may the so-called radiation of cold be explained?

4. How may the amount of moisture in the air be determined?

5. What is the composition of the atmosphere, and how may the several components be detected and estimated?

6. How may the composition of water be ascertained?

7. What metals are triatomic and associated with nitrogen? Why are they so grouped?

8. Give instances of the artificial formation of natural organic bodies.

9. Give instances of some homologous series of organic bodies.

10. Mention a few of the alcohols and their sources.

11. How are the corresponding acids derived from them?

12. What are the compound ammonias? how obtained? What are their properties, and to what type are they referred?

13. Give the types at present used, with some illustrations.