24/11/94

THE

Manitoba University Calendar.

For the Year 1894.

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THE

MANITOBA UNIVERSITY

CALENDAR.

For the Year 1894.

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University Almanac for 1894-95.

1894.

Aug. 30.—Last day for receiving applications for Supplemental and for the Medical Entrance Examinations.

Aug. 30.—Last Thursday of the month.—Registrar to be notified on or before this date of appointments of Representatives to the Council and to the Board of Studies.

Sept. 5.—First Wednesday.—Meeting of Board of Studies at 4 p. m.

Sept. 6.—First Thursday.—Statutory meeting of the University Council at 3 p.m.

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

Sept. 19.—Medical Entrance and Supplemental Examinations begin.

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

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

Nov. 7.—Regular meeting of the Board of Studies at 4 p. m.

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

Dec. 6.—First Thursday.—Statutory meeting of the Council at 3 p. m. Election of Registrar.

Dec. 12.—Second Wednesday.—Payment of the first moiety of scholarships.

1895.

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

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

March.—Examination in Medicine will be held in March or April, at a date to be decided upon by the Board of Studies.

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

Mar. 7.—First Thursday.—Statutory meeting of the Council at 3 p. m. Appointment of University Examiners.

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

April 9.—Announcement of May Examinations in the papers if not already announced.

April 22.—Last day for receiving applications for Examination in Arts, Law and Medical Entrance.

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

May 8.—Second Wednesday.—Payment of second moiety of scholarships. (Except Junior B. A. Scholarships in Arts and Intermediate Scholarships in Medicine.)

May 13.—Examinations in Arts, Law and Medical Entrance begin.

May 22.—Last day for sending in to the Registrar application for M. A. and *ad eundem* Degrees. All Graduation Fees must be paid on or before this date.

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

June 6.—First Thursday.—Statutory meeting of the Council at 3 p. m. Payment of second moiety of Junior B. A. and Intermediate Scholarships.

June 7.—Conferring of Degrees, 3 p. m. Annual meeting of Convocation at 4.30 p.m. Nomination of Representatives.

July 13.—Opening of ballot papers and declaring of election of the seven Representatives of Convocation to the Council.

Aug 29.—Last Thursday.—Registrar to be notified on or before this date of appointments of Representatives to the Council and to the Board of Studies.

VISITOR:

HIS HONOR THE LIEUTENANT-GOVERNOR.

THE COUNCIL 1894–95.

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

ST. BONIFACE COLLEGE REPRESENTATIVES.

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

ST. JOHN'S COLLEGE REPRESENTATIVES.

Very Rev. Dean Grisdale, D.D.
Rev. Canon O'Meara, M.A.
Ven. Archd. Fortin, B.A.
Rev. Canon Matheson, B.D.
Rev. Canon Coombes, M.A.
Prof. E. B. Kenrick, B.A.
H. Archibald, B.A.

MANITOBA COLLEGE REPRESENTATIVES

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

WESLEY COLLEGE REPRESENTATIVES.

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

MANITOBA MEDICAL COLLEGE REPRESENTATIVES.

J. W. Good, M.D.
A. McDiarmid, M.D.
H. H. Chown, B.A., M.D.

COLLEGE OF PHYSICIANS AND SURGEONS.

J. R. Jones, M.D.
N. B. Gillies, M.D.
S. C. Corbett, M.D.
J. S. Gray, M.D.

REPRESENTATIVES FROM CONVOCATION.

J. G. Harvey, B.A., LL.B.
Rev. J. W. Matheson, B.A.
I. Pitblado, M.A., LL.B.
E. W. Montgomery, B.A. M.D.
F. C. Wade, B.A.
E. S. Popham, M.A., M.D.
J. A. Machray, B.A.

CONVOCATION CONSISTS OF:

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

ORIGINAL MEMBERS (1877):

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

AD EUNDEM GRADUM.

1881.

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

1882.

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

1883.

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

1884.

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

1885

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

1886

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

1887

J. R. Jones, M.D.
J. W. Whiteford, M. D.

1888

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

1889

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

1890

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

1891

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

1892

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

1893

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

1894

G. D. Wilson, B.A.

Graduates of Manitoba University.

ST. BONIFACE COLLEGE.

B.A.,	1881	(3b)	Haverty, P. (d)
M.A.,	1884		
B.A.,	1881	(3,5)	Betournay, Napoleon.
M.A.,	1884		
B.A.,	1882	(3)	Betournay, Albert.
M.A.,	1885		
B.A.,	1886	(3,6)	LaRiviere, Alphonse.
M.A.,	1889		
B.A.,	1886	(3,7)	Rocan, Elie.
M.A.,	1889		
B.A.,	1887—	(3,6)	DeLaronde, A.
B.A.,	1887	(3,7)	Gauthier, E. Landreville.
M.A.,	1890		
B.A.,	1888	(3,7)	Royal, Henri.
M.A.,	1891		
B.A.,	1888—	(3,5)	Brisebois, D.
B.A.,	1890—	(3,6)	Beliveau, A.
B.A.,	1891	(3,6)	Goulet, R.
M.A.,	1894		
B.A.,	1891—	(3,7)	Jubinville, W. J.
B.A.,	1891	(3b)	Samson, J. M.
M.A.,	1894		
B.A.,	1892—	(3,7)	Dubuc, A. Joseph H.
B.A.,	1892—	(3,6)	Jean, Gustave L.
B.A.,	1892—	(3)	LaRiviere, Alex. C.
B.A.,	1893—	(3,6)	Bernier, Joseph.
B.A.,	1893—	(3)	Buron, Edmund.
B.A.,	1893—	(3,6)	Dubuc, Gustave.
B.A.,	1893—	(3)	Letourneau, Fortunat.
B.A.,	1894—	(3,5)	Trudel, Joseph.

ST. JOHN'S COLLEGE.

D.D.,	—		Most Rev. R. Machray.
D.D.,	—		Right Rev. J. McLean, (d)
D.D.,	—		Right Rev. R. Young.
D.D.,	1887—		Right Rev. Cyprian Pinkham.
D.D.,	—		Ven. A. Cowley, (d)
D.D.,	—		Ven. R. McDonald.
D.D.,	1887—		Very Rev. Dean Grisdale.
D.D.,	1887—		Ven. J. A. Mackay.
D.D.,	1891—		Right Rev. W. D. Reeve.
D.D.,	1893—		Rev. A. W. F. Cooper.
D.D.,	1893—		Ven. T. Vincent.
D.D.,	1893—		Right Rev. Jervois A. Newnham.
B.D.,	1882—		Flett, J.
B.D.,	1884—		Burman, W. A.
B.D.,	1882—		McKay, G., Ven.
B.A., 1881 B.D., 1884		(1,6)	McLennan, R.
B.D.,	1885—		Goulding, A. W.
B.D., 1886 B.A., 1884			Fortin, I. C.
B.D.,	1886—		Bunn, T. W.
B.D.,	1887—		Pentreath, Rev. E. S. W.
B.A., 1884 B.D., 1885 M.A., 1887		(3)	Coggs, T. C.
B.A., 1884 B.D., 1885 M.A., 1887		(1b)	Jeffrey, C. N.
B.D.,	1887—		Littler, C. R.
B.A., 1885 B.D., 1887 M.A., 1891			Nichols, W.
B.A., 1886 B.D., 1888		(1, 7)	Anderson, J. G.
B.A., 1887 B.D., 1888		(3, 7)	Drummond, H. M.
B.A., 1889 B.D., 1891 M.A., 1892		(1)	Pritchard, T. H.
B.A., 1890 B.D., 1891 M.A., 1893		(3a)	Hewitt, N.

B.D.,	1893—		Baldock, H. W.
B.D.,	1893—	(6)	Coates, R. E,
B.A.,	1888	(1,7)	Page, J. W. B.
B.D.,	1888		
M.A.,	1891		
B.A.,	1888	(3)	Stevenson, R. G.
B.D.,	1891		
M.A.,	1893		
B.A.,	1884—	(1,2b)	Kennedy, W. T. B.
B.A.,	1884—	(1a)	Beddome, W. E.
B.A.,	1882—	(1,5)	McKay, James.
B.A.,	1882—	(1,4)	Flett, A. J.
B.A.,	1884—		Kirby, D.
B.A.,	1882—	(1a)	Tait, T. J.
B.A.,	1882—	(1)	Warburton, T. (d.)
B.A.,	1883—	(1,5)	Bird, J. R.
B.A.,	1886—	(1)	Black, J. H.
B.A.,	1884—	(1,6)	Machray, J. A.
B.A.,	1885—	(2,6)	McIntyre, W. A.
B.A.,	1885	(1,7)	Cook, A.
M.A.,	1888		
B.A.,	1886—	(1)	Herchmer, H. W.
B.A.,	1887	(8,7)	Barber, W. D.
M.A.,	1892		
B.A.,	1887—	(4a)	Cook, H. G.
B.A.,	1887	(2b)	Doupe, J. L.
M.A.,	1890		
B.A.,	1887		Goggin, D. J.
M.A.,	1890		
B.A.,	1887	(1)	Ross, W. R.
M.A.	1890		
B.A.,	1888—	(1)	Fisher, H. S.
B.A.,	1888	(4)	Girdlestone, C. W.
M.A.,	1892		
B.A.,	1888	(1,6)	Matheson, J. W.
M.A.,	1891		
B.A.,	1888	(1)	Wrigley, J. H.
M.A.,	1891		
B.A.,	1889—	(1,6)	Phair, E. E.
B.A.,	1889—	(1)	Camsell, G.
B.A.,	1889—	(8,6)	Gill, E. A. W.
B.A.,	1889	(4,6)	Smith, W. H.
M.A.,	1892		
B.A.,	1890—	(3,6)	Corbett, W. A.

B.A.,	1890—	(1b)	Cram, A.
B.A.,	1890—	(1,6)	Cunningham, C.
B.A.,	1890—	(2,5)	Page, Joseph.
"	1890—	(4a)	Walton, T. H. J.
"	1890—		Chapman, F. S.
"	1891—	(9,6)	Aikins, H. B.
"	1891—	(1,6)	Girling, R. H. L.
"	1891—	(8a)	King, H. J.
"	1891—		Mercer, F.
"	1891—	(4)	Rounthwaite, F. S.
"	1892—	(4a)	Brand, William.
"	1892—	(3a)	Clarke, Waddington.
"	1892—	(1,7)	Hobbes, William Ernest.
"	1892—		Kimberly, James Ellis.
"	1892—	(3a)	Stoddart, Daniel Andrew Bell.
"	1893—	(1a)	Norquay, A. T.
"	1893—	(9)	White, A. de Silva.
"	1894—	(4a)	Camsell, Chas.
"	1894—	(4,6)	Cross, J. F.
"	1894—	(3)	Dove, A. J.
"	1894—	(1,6)	d'Easum, G. C.
"	1894—	(3,6)	Lawler, Jas.
"	1894—	(9b)	Macfarlane, A. I.
"	1894—	(9a)	Middleton, S. D.
"	1894—	(4,6)	Roy, H. LeG.
"	1894—	(8,6)	Tymms, W. R.

MANITOBA COLLEGE.

B.A.,	1880—	(4,5)	Gunn, Wm. Reginald.
B.A., 1881 M.A., 1892		(4,8)	Polworth, J. Bruce.
B.A.,	1881—		Munroe, George F.
B.A., 1882 M.A., 1885		(3,6)	Campbell, Alexander M.
B.A., 1882 M.A., 1885		(1,7)	Macbeth, Roderick Geo., Rev.
B.A.,	1882—	(2a, 3a)	McCallum, Neil.
B.A., 1882 M.A., 1885			Sutherland, Roderick Ross.
B.A.,	1883—	(1,7)	Brown, Frank A.
"	1883—	(1)	Anderson, David.
"	1883—		Code, John B. D. (d.)
B.A., 1883 M.A., 1886			Omand, William McKay.

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

B.A.,	1887	(8a)	McKerchar, D. W.
M.A.,	1890		
B.A.,	1887	(8,6)	Saul, J. C.
M.A.,	1891		
B.A.,	1887	(3a)	Smith, R. M.
M.A.,	1891		
B.A.,	1887—	(4,7)	Yeomans, J. A.
B.A.,	1887	(4,6)	Wesbrook, F. F.
M.A.,	1890		
B.A.,	1888—	(3,6)	Argue, W. P.
"	1888—	(3,7)	Campbell, D.
"	1888—	(4b)	Campbell, R. D.
"	1888—	(4b)	Calder, J. A.
"	1888—	(3a)	McGregor, M. P.
"	1888—	(1)	McCrossan, T. J.
"	1888—	(4,7)	Milligan, R. H.
"	1889—	(3,7)	Beveridge, T.
"	1889—	(3a)	Driscoll, A. E.
"	1889—	(3b)	Elkin, W. B.
"	1889—	(3a)	Graham, W. C.
B.A.,	1889	(8a)	Holmes, Miss J. L.
M.A.,	1892		
B.A.,	1889	(4,5)	Leech, J. H.
M.A.,	1892		
LL.B.,	1893		
B.A.,	1889	(8)	Lockhart, T. E.
M.A.,	1893		
B.A.,	1889—	(3a)	McKay, D. D.
"	1889—	(1)	McEwan, M. B.
"	1889—	(8,6)	Munro, J. E.
"	1889—	(3a)	Mulvey, F. (d.)
"	1889—	(1,7)	Russell, F. H.
"	1889—	(4)	Rutherford, W. G.
"	1889	(3)	Sharpe, Frederick James.
M.A.,	1892		
B.A.,	1889—	(3,6)	Urquhart, D. H.
"	1890—	(3)	Campbell, J. A.
"	1890	(3b)	Connery, D. G. S.
M.A.,	1893		
B.A.,	1890—	(4,7)	Cowan, S.
"	1890—	(3a)	Cumming, W. B.
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Session, October 3 to May 31.

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Rev. Thomas Hart, M. A., B. D., Professor of Classics and French.

Rev. John M. King, D. D., Lecturer on Mental and Moral Philosophy and in German.

Rev. A. B. Baird, B. D., Lecturer in Logic and Political Economy and Classics.

Mr. J. S. Scott, B. A., Assistant Lecturer in Mental and Moral Philosophy and Resident Tutor.

Mr. W. E. James, B. A., Tutor and Lecturer in Mathematics.

Mr. John R. McArthur, B. A., Assistant Tutor in Modern Languages.

Mr. Frederick W. Clark, B. A., Assistant Tutor in Classics.

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Session, April 3 to August 31—Staff for 1895.

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Rev. A. B. Baird, B. D., Professor in Manitoba College, Hebrew Introduction and Church History.

Rev. John Scrimger, D. D., Presbyterian College Montreal, Old Testament Exegesis.

Rev. James Ross, B. D., Presbyterian College, Montreal, Homiletics and Church Government.

Rev. James Orr, D. D., Professor of the U. P. Church, Edinburgh, will, it is hoped, give a course of Lectures on Apologetics, or some kindred subject.

A Teacher in Elocution to be appointed.

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1. Peter Redpath Scholarship, $50 for general proficiency.
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3. " " 2nd prize 20 " "

To attain these Scholarships the student must reach the first-class in the examinations on the work of the year, taken in the aggregate.

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R. G. McBeth, B.A.
R. R. Sutherland, B.A.
1886—W. M. Omand, B.A.
A. Maclaren, B.A.
1887—J. H. Mulvey, B.A.
1888—J. T. Huggard, B.A.
H. A. Stewart, B.A.
A. W. Thompson, B.A.
1889—G. McIvor, B.A.
J. A. Bowman, B.A.
1891—J. C. Saul, B.A.
R. M. Smith, B.A.
1893—I. Pitblado, B.A.
R. M. Thomson, B.A.
D. G. S. Connery, B.A.
Daniel McIntyre, B.A.
1894—A. E. Driscoll, B.A.
F. H. Russell, B.A.
Dugald McIntyre, B.A.

B. A.

1880—W. R. Gunn.
1881—G. F. Munroe.
J. B. Polworth.
1882—A. M. Campbell.
R. G. McBeth.
R. R. Sutherland.
N. McCallum.
1883—W. McK. Omand.
F. A. Brown.
A. McLaren.
J. B. D. Code, (dec'd.)
1884—J. H. Mulvey.
D. H. McVicar.
D. S. McPherson, (dec'd)
1885—J. T. Huggard.
A. N. McPherson.
F. B. Anderson.
H. A. Stewart.
A. W. Thomson.
A. McLean.
1886—I. Pitblado.
E. W. Montgomery.
J. H. W. Quigley.
R. M. Thompson.
F. S. Fraser.
F. X. McPhillips.
G. M. McIvor.
T. W. Taylor.

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J. A. Bowman.
M. R. Gordon.
D. McIntyre.
1887—F. L. Davis.
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J. K. McGillivray.
A. N. McLeod.
D. W. McKerchar.
J. C. Saul.
R. M. Smith.
J. A. Yeomans.
F. F. Wesbrook.
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M. P. McGregor.
R. H. Milligan.
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R. D. Campbell.
T. J. McCrossan.
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T. E. Lockhart.
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M. B. McEwen.
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F. Mulvey, (dec'd).
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J. N. McLean.
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McDiarmid Christie, B. A.
McIntyre, Dugald L., B.A.
Richmond, Thomas.
Scott, J. S., B. A.
Slimmon, James.
Innis, Bryce, Post Graduate.

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Guthrie, J. N.
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Lougheed, George.
McRae, W. W.
McVicar Archibald.
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Thomson, S. W., B. A.

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(Affiliated in 1888.)

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G. J. Laird, B.A., Ph. D. (Bresl.), Professor of Chemistry and Experimental Physics.
Dr. Laird, Lecturer on German.
Rev. Prof. Stewart, B.D., Lecturer on English and History.
J. H. Riddell, B.A., B.D., Tutor in Classics.
W. F. Osborne, B.A., Tutor in English and French.

FACULTY OF THEOLOGY.

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Rev. A. Stewart, B.D., Professor of Hebrew, Systematic Theology and Old Testament Exegesis.
Rev. Geo. R. Turk, Lecturer in Homiletics.
Rev. J. H. Riddell, B.A., B.D.
Rev. John Semmens.

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1890—Miss Bertie Earle.
J. D. Hunt.
1891—W. T. Shipley.
E. A. Garratt.
A. J. Tufts.
1892—J. H. Burrow.
W. A. Cooke.
S. E. Clement.
R. A. Clement.
W. A. Lewis.

1893—W. W. Abbott.
M. M. Bennett.
Jas. Endicott.
A. E. Hetherington.
1893—J. K. Sparling.
H. W. Whitla.
1894—A. R. Aldridge.
T. E. Argue.
W. L. Armstrong.
E. J. Chegwin.
J. P. Clinton.
R. J. Cook.
W. S. A. Crux.
Miss M. K. Edmison.
C. G. Elliott.
Jasper Halpenny.
Jos. Little.
A. W. T. Martin.
W. R. Sparling.

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In attendance at Wesley College.

SENIOR B.A.

Brown, Ralph R. J.
Cross, C. H.
Gordon, H. A.
McCrossan, Miss M.
McKitrick, J. W.
Hugg, Jabez B.
Lane, Miss K.
Loftus, Edwin.
Soady, J. H.
Wadge, J. P.

JUNIOR B. A.

Arnett, T. L.
Bruce, J. W.
Fieldhouse, H. V.
Good, Miss S.
Haw, Alfred.
Holling, T. E.
Kenner, A. W.
Lathwell, W. T.
Morgan, J. H.
Riddell, R. M.
Somerset, W. B.
Sparling, F. W.
Switzer, J. C.
Wadge, H. W.

PREVIOUS.

Bray, G. P. L.
Brooks, I. F.
Coke, C. E.
Down, Jas.
Flatt, M. C.
Hughes, W. R.
Irvine, Miss M.
Johnston, T. J.
Parr, W. J.
Perry, G. S.
Shaw, Wm.
Smyth, Miss H.
Taylor, T. E.
Taylor, Hilliard.
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Dawson, A. E.
Harrison, W. H.

Manitoba Medical College.

Established 1883. Affiliated 1884.

ORIGINAL INCORPORATORS.

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Dr. R. J. Blanchard.
Dr. R. G. Brett.
Dr. R. B. Fergusson.*
Dr. J. W. Good.
Dr. A. H. Ferguson.
Dr. J. W. Whiteford.*
Dr. J. Patterson.
Dr. W. R. D. Sutherland.
Dr. T. Fafard.*
Dr. A. McDiarmid.
Hon. Dr. Wilson.

* Deceased.

PROFESSORS AND LECTURERS.

J. Wilford Good, M.B., Tor.; L.R.C.P., Edin.; Member of the Medical Staff of the Winnipeg General Hospital; Ophthalmic and Aural Surgeon to St. Boniface Hospital; Dean of the Faculty. Dundee Block, Main St.
Professor of Clinical Surgery, and Lecturer on Ophthamology and Otology.

A. McDiarmid, M.D., M.B., Tor. Univ.; Fell. Trin. Med. Coll. Cor. St. Mary and Carlton Sts. Gynæcologist to St. Boniface Hospital.
Professor of Obstetrics and Diseases of Women and Children. Treasurer of the Faculty.

J. A. McArthur, M.D., C.M., McGill. 254 Carlton St. Surgeon to St. Boniface Hospital.
Professor of Medical Jurisprudence and Toxicology.

R. M. Simpson, M.D., C.M., Univ. Man.; L.R.C.P., Edin.; L.R.C.S., Edin.; L.M., Edin.; L.F.P. & S., Glasgow; F.R.G.S., London.
Member of the Medical Staff, Winnipeg General Hospital.
Professor of Principles and Practice of Medicine.

H. H. Chown, B.A., M.D., Queen's Univ.; L.R.C.P., London. Member of the Medical Staff of the Winnipeg General Hospital.
Associate Professor of Clinical Surgery. Professor of Surgery.

H. A. Higginson, M.D., C.M., McGill. Member of the Medical Staff of the Winnipeg General Hospital. 268 Donald St.
Demonstrator of Anatomy.

W. J. Neilson, M.D., C.M., McGill. Member of the Medical Staff of the Winnipeg General Hospital. 289 Main St.
Professor of Anatomy.

Æneas J. Macdonnell, B.A., M.D., C.M., McGill. Strevel Terrace, Donald St. Member of the Medical Staff, Winnipeg General Hospital.
Professor of Clinical Medicine.

W. A. B. Hutton, M.D., C.M., Univ. Man. Honorary Member Pharmaceutical Association of Manitoba. 375 William St. Anæsthetizer to St. Boniface Hospital.
Professor of Chemistry, General and Practical.
Registrar of the Faculty.
Lecturer for the Pharmaceutical Association.

J. O. Todd, M.D., C.M., Man. Univ. 402 Elgin Ave. Surgeon to St Boniface Hospital.
Professor of Surgical Anatomy.
Demonstrator of Anatomy.

E. S. Popham, M.A., Victoria; M.D., C.M., Univ. Man. Cor. Ellis and Hargrave Sts. Physician to St. Boniface Hospital.
Professor of Physiology.

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

E. W. Montgomery, B.A., M.D., C.M., Univ. Man. Physician to St. Boniface Hospital.
Professor of Materia Medica and Therapeutics.

Gordon Bell, B.A., Toronto Univ.; M.D., C.M., Univ. Man. Dundee Block, Main St.
Lecturer on Histology and Pathology.

Alex. Campbell, Esq., M.O.C.P. Licentiate Manitoba Pharmaceutical Association. (Howard & Co.)
Lecturer on Pharmacy.

RERESENTATIVES ON UNIVERSITY COUNCIL.

Dr. Good. Dr. McDiarmid. Dr. Chown.

LIST OF STUDENTS, 1893-4.

Andrew, J. N.
Anderson, S.
Brien, F. G.
Baird, A. R.
Bottomly, E.
Bunn, W. R.
Monro, A. S.
Moody, A. W.
McLennan, J. K.
McDonald, D.
McGuire, J. A.
McKay, H.

Burridge, A. J.
Burnham, F. W. E.
Brothers, W. H.
Brown, John.
Barrett. W. T.
Bjornson, Olaf.
Crokat, E. A.
Cleghorn, T. M.
Conklin, J. S.
Coulter, T. E.
Chipperfield, G.
Curtis, G. F.
Camsell, G.
Chalmers, R. K.
Cross, J. W.
Chapman, F. S.
Davidson, D. C.
Davidson, J. R.
Doran, J. E.
Elkin, S. J.
Elliott, G. E.
Ferguson, R. D.
Fyfe, J.
Gahan, J.
Gunne, J. R.
Goodwin, R.
Grant, T.
Gendreau, L. S.
Hargrave, H. P.
Hammon, A.
Hall, J. A.
Henderson, S.
Lawther, A.
Leech, G. W.
Lanigan, L.
McQueen, D. D.
Mutchmor, J. T.
McRae, J. R.
McCulloch, F. W.
McEwen, M. D.
McPhee, Miss Vena F.
McCalman, D. H.
Morrison, J. A.
MacGregor, R.
Morrison, W.
Norquay, H. C.
Perry, H. H.
Patello, R. S.
Poole, J. J.
Proctor, A. B.
Perry, Dallas, G.
Rolston, C. M.
Ross, B. C.
Ross, S. W.
Simpson, Ernest.
Stevenson, W.
Stewart, A B.
Stewart, J.
Smith, C. T.
Storey, B.
Staples, G. W.
Vanstone, C. M.
Versailles, A. E.
Webster, W.
Williamson, G. W.
Watson, J. N.
Watson, C. W.
Wilkinson, Joseph.
Young, G.

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

The Faculty of Physicians and Surgeons,
Glasgow.

The Royal College of Surgeons,
Edinburgh.

The Royal College of Physicians,
Edinburgh.
And for the Triple Qualification of
The Royal College of Physicians and Surgeons,
Edinburgh, and
The Faculty of Physicians and Surgeons,
Glasgow.

LIST OF GRADUATES.

Dixon, G. E.	M.D.,	1886,	St. Paul, Minn.
Fawcett, J., M.A.	M.D.,	1886,	Grand Forks, N.Dak.
Lacombe, G. A.	M.D.,	1886,	Montreal.
†McInnis, H. L.	M.D., C.M.,	1886,	Edmonton, N.W.T.
§†Oliver, A.	M.D.,	1886,	.....
Steep, J. R.	M.D.,	1886,	Winnipeg.
Greig, J. A.	M.D.,	1887,	Bottineau, N. Dak.
Hutton, W. A. B.	M.D., C.M.,	1887,	Winnipeg.
Simpson, R. M.	M.D., C.M.,	1887,	Winnipeg.
†*‡Thompson, A. S.	M.D., C.M.,	1887,	Toronto.
Carscallen, A. D.	M.D.,	1888,	Morris, Man.
*Gemmell, J. E.	M.D., C.M.,	1888,	St. Paul, Minn.
‡†Large, C. J.	M.D., C.M.,	1888,	Alexander.
Latimer, V. E.	M.D., C.M.,	1888,	Chicago.
McIntyre, J. P.	M.D.,	1888,	.....
Sibbit, A.	M.D.,	1888,	Neepawa, Man.
Cowan, D. W.	M.D.,	1888,	Superior City, Minn.
Goulding, F. J.	M.D.,	1888,	Virden, Man.
Blakely, E. A.	M.D.,	1889,	Winnipeg.
†‡Calder, J.	M.D., C.M.,	1889,	Medicine Hat.
*Lamont, T. J.	M.D., C.M.,	1889,	Treherne, Man.
§Lipsett, R.	M.D., C.M.,	1889,	.....
Stewart, A. B.	M.D., C.M.,	1889,	Duck Lake, N.W.T.
McPhillips, X., B.A.	M.D.,	1889,	Victoria, B.C.
†Bell, Gordon	M.D., C.M.,	1890,	Winnipeg.
Braithwaite, W.	M.D.,	1890,	Calgary.
Byers, H. P.	M.D.,	1890,	Melita, Man.
*Fraser, M. S.	M.D., C.M.,	1890,	Brandon.
*Todd, J. O.	M.D., C.M.,	1890,	Winnipeg.
Wesbrook, F. F., B.A.	M.D., C.M.,	1890,	.....
Campbell, R. J.	M.D., C.M.,	1891,	Carnduff, N.W.T.
Cartmell, J. W.	M.D., C.M.,	1891,	Glenboro.
†Popham, E. S., M.A.	M.D., C.M.,	1891,	Winnipeg.
§†Porter, H. W.	M.D., C.M.,	1891,	.....
Sherrin, W. A.	M.D.,	1891,	Souris.

Sparling, J. H.	M.D., C.M.,	1891,	Pilot Mound, Man.
†Boyle, R. C	M.D., C.M.,	1892,	Morden, Man.
Cook, Harry, B.A	M.D., C.M.,	1892,	Manitou, Man.
Fergusson, J. B	M.D., C.M.,	1892,	.....
Foxton, Miss Hattie	M.D., C.M.,	1892,	Detroit, Mich.
Gahan Garner, M.A.	M.D., C.M.,	1892,	Hartney, Man.
Haworth, R. G	M.D., C.M.,	1892,	McGregor, Man.
McInnis, J	M.D., C.M.,	1892,	Carberry, Man.
Metcalf, W. E	M.D., C.M.,	1892,	Portage la Prairie.
†Montgomery, E.W.,	M.A. M.D.C.M.	1892,	Winnipeg.
Pennefather, J. F	M.D.	1892,	.....
Armstrong, J. W., B.A.	M.D., C.M.,	1893,	Gladstone, Man.
Brown, R. W	M.D., C.M.,	1893,	Glenwood, Wis.
Cowan, S. B., B. A.	M.D., C.M.,	1893,	Portage la P., Man.
Campbell, R. D., B.A.	M.D., C.M.,	1893,	Grand Forks, N.Dak.
Duncan, G. E	M.D., C.M.,	1893,	Moose Jaw, N.WT.
†Findlay, E. K	M.D., C.M.,	1893,	Baldur, Man.
Inglis, M. S.	M.D., C.M.,	1893,	Winnipeg.
Lougheed, T. H	M.D.,	1893,	Glenboro.
Morrison, R. L	M.D.,	1893,	Carman, Man.
McLeod, A. N., B.A.	M.D., C.M.,	1893,	Stonewall, Man.
†Sloan, J. McM	M.D., C.M.,	1893,	London, Eng.
Simpson, A. H.	M.D., C.M.,	1893,	Banff, N.W.T.
Andrew, J. N	M.D.,	1894,	Wpg. Gen. Hospital.
Burnham, F. W. E.	M.D., C.M.,	1894,	Morden, Man.
Brien, F. G	M.D., C.M.,	1894,	Douglas, Man.
Camsell, Geo., B.A	M.D., C.M.,	1894,	Wpg. Gen. Hospital.
Crokat, E. A.	M.D., C.M.,	1894,	Winnipeg.
Conklin, J. S., B.A	M.D., C.M.,	1894,	St. Boniface Gen. H.
Elkin, S. J	M.D., C.M.,	1894,	Morris.
Gunne, J. R	M.D., C.M.,	1894,	Gartmor, Man.
Goodwin, Robt.	M.D., C.M.,	1894,	Elkhorn, Man.
Gahan, John	M.D., C.M.,	1894,	Neepawa, Man.
McLennan, J. K.	M.D., C.M.,	1894,	Nipomo, Cal.
McDonald, Don	M.D., C.M.,	1894,	Russell, Man.
Norquay, H. C	M.D.,	1894,	Selkirk, Man.
Stevenson, Wm	M.D., C.M.,	1894,	Virden, Man.
Stewart, J. S	M.D.,	1894,	.....
Versailles, A. E	M.D.,	1894,	.....
Vanstone, C. M	M.D., C.M.,	1894,	Wawanesa.
Baird, A. R.	M.D.,	1894,	Cartwright.

† Isbister Scholarship.
* Boyle Scholarship.
‡ Lafferty Medal.
§ Deceased.

UNIVERSITY OF MANITOBA.

Order of Proceedings.

Class and Honor Lists,

1894

1. Entrance of Council.
2. Address of the Chancellor.
3. Conferring of B. A. Degrees.
   " LL. B. "
   " M. D. "
   " M. A. "
   " Ad Eundem Gradum.
4. Presentation of Medals.
5. Presentation of Scholarships.
6. Address by the Visitor, His Honor Lieut.-Gov. Schultz.
7. Address by Hon. J. D. Cameron, Provincial Secretary.
8. Address by Hon. J. E. P. Prendergast.

Degrees.

B. A.

ST. BONIFACE COLLEGE—Joseph Trudel.

ST. JOHN'S COLLEGE—Charles Camsell, James Frost Cross, Alexander Jarvis Dove, Geoffrey Cyril d'Easum, James Lawler, Alexander Isbister Macfarlane, Stephen Douglas Middleton, Henri LeGallais Roy, William Robert Tymms.

MANITOBA COLLEGE—George Edwin Bruce, Harry James Cowan, James Fleming, Henry George Gunn, Fenton James Hartley, John Patton Lawson, Alexander Proudfoot Ledingham, Duncan Matheson, Miss Annie Kidston Murray, Robert Sidney McMunn, Alexander Duncan McLeod, Thomas Ritchie Ponton, Arthur Thomas Robinson, Charles Tilley Sharpe, William James Small, Edwin Smith, Miss Edith Annie Sutherland, Miss Janet Catherine Taylor, Miss Ida Mabel Urquhart, Joseph Wark.

WESLEY COLLEGE—Albert Richard Aldridge, Thomas Edgar Argue, William Laird Armstrong, Edward John Chegwin, John Percy Clinton, William Stephen Albert Crux, Miss M. K. Edmison, Charles Griggs Elliott, Jasper Halpenny, Joseph Little, Arthur Wesley Thomas Martin, William Rolston Sparling.

M. D.

MANITOBA MEDICAL COLLEGE—A. R. Baird.

LL. B.

Martin Luther Grimmett, Daniel Willis McKerchar.

M. A.

AD EUNDEM GRADUM—A. E. Driscoll, Roger Goulet, Jr., Frank H. Russell, Joseph M. Samson, Dugald McIntyre.

AD EUNDEM GRADUM.

B. A.

UNIVERSITY OF TORONTO—Gilbert D. Wilson.

Medals.

Classics:

Silver Medal—G. C. d'Easum, St. John's College.
Bronze Medal—Joseph Wark, Manitoba College.

Mathematics:

Silver Medal—J. F. Cross, St. John's College.
Bronze Medal—W. R. Sparling, Wesley College.

Natural Science:

Silver Medal—G. E. Bruce, Manitoba College.
Silver Medal—H. LeG. Roy. St. John's College.

Mental and Moral Science (English):

Silver Medal—J. Lawler, St. John's College.
Bronze Medal—J. Halpenny, Wesley College.

Mental and Moral Science (Latin):

Governor General's Silver Medal—J. Trudel, St. Boniface College.

Modern Languages:

Silver Medal—W. R. Tymms, St. John's College.
Bronze Medal—Miss J. C. Taylor, Manitoba College.

General B. A.:

Silver Medal—J. P. Lawson, Manitoba College.

Previous—Latin, Mathematics and Chemistry:

Governor General's Bronze Medal—W. T. Lathwell, Wesley College.

Scholarships.

ARTS.

JUNIOR B. A.

Classics—1. J. W. McNabb, Manitoba College, $200.
2. E. S. Bond, St. John's College, $120.

Mathematics—1. J. B. Hugg, Wesley College, $200.
2. P. Strang, Manitoba College, $120.

Natural Science—1. W. L. Watt, Manitoba College, $200.
2. J. P. Wadge, Wesley College, $120.

Mental and Moral Science (*English*)—
1. W. Manahan, Manitoba College, $200.
2. R. A. King, Manitoba College, $120.

Mental and Moral Science (*Latin*)—
1. Joseph Desourdis, St. Boniface College, $200.

Modern Languages—1. Miss Ethel Hart, Manitoba College, $200.
2. Miss F. E. Byrnes, Manitoba College, $120.

General B. A.—1. E. Loftus, Wesley College, $200.
2. J. H. Soady, Wesley College, $120.

PREVIOUS.

Latin, Mathematics and Chemistry—
1. W. T. Lathwell, Wesley College, $100.
2. G. H. Ross, Manitoba College, $100.
3. J. L. W. Hewison, St. John's College, $100.
4. F. W. Sparling, Wesley College, $60.
5. F. N. Ireland, Manitoba College, $60.

English and History (*English Course*)—
1. E. L. King, St. John's College, $50.
2. { J. L. W. Hewison, St. John's Coll., (Honorable Mention)
{ Miss Jean Russell, Manitoba College, $30.

French and History (*French Course*)—
1. R. M. J. Rocan, St. Boniface College, $50.
2. A. C. LaRiviere, St. Boniface College, $30.

Greek—
1. W. T. Lathwell, Wesley College, (Honorable Mention.)
2. W. J. Inglis, Non-Collegiate, $50.

German—
1. Miss Helen King, Manitoba College, $30.

PRELIMINARY.

Latin and Mathematics—
1. R. W. Craig, Winnipeg Collegiate Institute, $100.
2. S. J. Pierce, " " " 100.
3. { A. C. Campbell " " " 60.
4. { M. Cinq-Mars, St. Boniface College, $60.

Isbister Prizes.

(*Ten Dollars each.*)

Mathematics :

1. S. J. Drake, - - Winnipeg Collegiate Institute.
2. Miss H. G. Gibson, " " "
3. Miss N. L. Moonie, " " "
4. Miss A. S. Galloway, " " "
5. W. B. Cranston, " " "
6. Renford Ritchie, " " "

Faculty of Arts

Faculty of Arts.

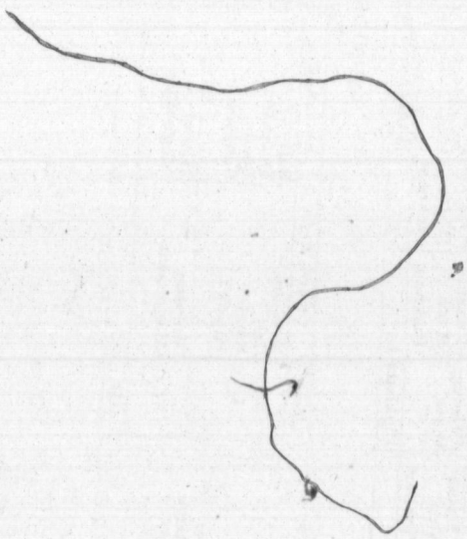
CLASSICAL COURSE.

SENIOR B.A.

CANDIDATES.	Class	Cicero, &c.	Lucian, &c.	Pliny, &c.	Plautus, &c.	Aristotle, &c.	Latin Prose.	Greek Prose.	Latin Grammar	Greek Grammar	Unspec'd Latin.	Unspec'd Greek.	History.	Total.	Total for both yrs.
d'Easum, G. C., St. John's Coll.	I.	d'Easum	d'Easum	d'Easum	d'Easum	d'Easum	d'Easum	d'Easum	d'Easum	d'Easum	d'Easum	d'Easum	d'Easum	d'Easum	d'Easum
Pinkham, A. M., "	II.	Pinkham	Wark	Wark	Wark	Wark	Wark	Wark	Wark	Wark	Wark	Wark	Wark	Wark	Wark
Wark, Jos., Manitoba Coll.	III.		Pinkham	Pinkham	Pinkham						Pinkham		Pinkham		
						Pinkham	Pinkham		Pinkham	Pinkham		Pinkham		Pinkham	Pinkham

JUNIOR B.A.

CANDIDATES.	Class.	Cicero, &c.	Lucian, &c.	Pliny, &c.	Latin Grammar.	Greek Grammar.	History.	Total.
Ball, A. H., Manitoba College.	I.	McNabb	Ball	Ball	McNabb	McNabb	Bond	McNabb
Bond, E. S., St. John's College.		Ball	McNabb	McNabb	Bond	Bond	Hislop	Bond
Hislop, Miss H. B., Manitoba College.		Bond	Bond	Bond	Simpson		Simpson	Ball
Magnusson, R. A. W., St. John's College.		Hislop	Simpson	Hislop	Ball		McNabb	Simpson
McNabb, J. W., Manitoba College.				Simpson			Ball	
Simpson, G. R., St. John's College.	II.	Simpson	Hislop	Magnusson	Magnusson	Simpson		Hislop
		Magnusson	Magnusson			Ball		Magnusson
						Magnusson		
	III.				Hislop	Hislop	Magnusson	



MATHEMATICS.—SPECIAL COURSE.

SENIOR B.A.

CANDIDATES.	Class.	Hydrostatics and Optics.	Newton and Astronomy	Differential Calculus.	Integral and Solid Geom.	Spherical and Geom. Optics.	Hydromechanics and Dynamics.	Total Standing.	Standing for both years.
Cross, J. E., St. John's Coll.	I.	Cross	Cross	Cross	Cross	Cross	Cross	Cross	Cross
Sparling, W. R., Wes. Coll.		Sparling	Sparling		Sparling			Sparling	Sparling
	II.			Sparling		Sparling	Sparling		

JUNIOR B.A.

CANDIDATES.	Class.	Geometry and Geom. Conics.	Arith., Algebra and Trigonom.	Statics and Dynamics.	Higher Algebra.	Trigonometry Pl. and Spherical.	Analytical Geometry.	Total Standing.	
Hugg, J. B., Wes. Coll.	I.	Hugg	Hugg	Hugg	Strang	Hugg	Strang	Hugg	
Strang, P., Man. Coll.		Strang	Strang	Strang	Hugg	Strang	Hugg	Strang	

NATURAL SCIENCE.—Special Course.

SENIOR B. A.

NATURAL SCIENCE.—Special Course.

SENIOR B. A.

Candidates.		Chemistry I.	Chemistry II.	Quanti'tive Analysis.	Descriptive Mineralogy	Determ'tive Mineralogy	Principles of Geology.	Stratigra-phicalGeo'y	Palæonto-logy.	Systematic Botany.	Total.	Total for both years.
Bruce, Geo. E., Manitoba College. Camsell, Chas., St. John's " Cowan, H. J., Manitoba " Elliott, C. G., Wesley " Fleming, J., Manitoba McLeod, A. D., " " Ponton, T. R., " " Roy, H. L., St. John's " Sharpe, C. T., Manitoba "	I.	Elliott Roy Cowan Bruce	Roy Bruce	Cowan Fleming Sharpe Roy Ponton	Bruce Roy	Bruce Roy Cowan Elliott	Bruce	Bruce Roy	Bruce Roy Sharpe	Cowan Bruce Roy Elliott Ponton Camsell	Bruce Roy	Bruce Roy
	II.	Camsell McLeod Ponton	Cowan	Bruce	McLeod Cowan	Camsell Sharpe	Roy Elliott Sharpe Fleming	Sharpe McLeod Ponton Elliott Camsell Cowan	Camsell Cowan Fleming Ponton McLeod		Cowan Elliott Sharpe McLeod Ponton	Cowan McLeod Sharpe Ponton Camsell Fleming
	III.	Sharpe	Elliott McLeod Camsell	Elliott McLeod Camsell	Camsell Sharpe Elliott Fleming Ponton	Fleming McLeod Ponton	Ponton McLeod Cowan Camsell	Fleming	Elliott	McLeod Sharpe Fleming	Camsell Fleming	

JUNIOR B. A.

Candidates.		Chemistry I.	Chemistry II.	Qual. Analysis.	Physics I.	Physics II.	Crystallo-graphy.	Structural Botany.	Practical Botany.	Zoology.	Total.
Brown, Ralph, Wesley College. Creighton, J. A., Manitoba College. Gillies, C. A., " " Gordon, H. A., Wesley College. Wadge, J. P., " " Watt, W. L., Manitoba College.	I.	Watt	Wadge Gillies	Brown	Watt Wadge Gillies	Watt Wadge Gillies Brown	Wadge Watt Brown Gillies	Wadge Watt Gillies Creighton	Watt Wadge Gillies Creighton Brown	Watt Wadge Brown Gillies Creighton	Watt Wadge Gillies
	II.	Creighton Brown Wadge	Watt Creighton	Creighton Gillies Gordon	Brown Creighton	Gordon Creighton	Creighton	Brown Gordon	Gordon	Gordon	Brown Creighton
	III.	Gillies	Brown	Watt Wadge	Gordon		Gordon				Gordon

MENTAL AND MORAL SCIENCE.

ENGLISH COURSE.

SENIOR B.A.

Class	Locke.	Reid.	Hamilton.	Thomson.	Kant.	Paley.	Flint.	Mill.	Total.	Total for both years.
	Dove Halpenny	Lawler Robinson	Dove Ledingham	Lawler Chegwin	Lawler Halpenny	Lawler	Robinson	Lawler	Lawler	Lawler

MENTAL AND MORAL SCIENCE.

ENGLISH COURSE.

SENIOR B.A.

Candidates.	Class	Locke.	Reid.	Hamilton.	Thomson.	Kant.	Paley.	Flint.	Mill.	Total.	Total for both years.
Argue, T. E., Wesley College. Chegwin, E. J., " " Clinton, J. P., " " Dove, A. J., St. John's College. Halpenny, J., Wesley College. Lawler, Jas., St. John's College. Ledingham, A. P., Manitoba Coll. Matheson, D., " " McMunn, R. S., " " Robinson, A. T., " " Smith, E., " "	I.	Dove Halpenny Lawler	Lawler Robinson	Dove Ledingham Robinson McMunn Halpenny Chegwin	Lawler Chegwin Halpenny McMunn	Lawler Halpenny Dove Argue Ledingham	Lawler Argue Robinson Chegwin Halpenny Clinton Matheson Dove Ledingham	Robinson Lawler Ledingham Halpenny Dove Chegwin	Lawler Ledingham Dove Halpenny Clinton	Lawler Halpenny Dove Ledingham	Lawler Halpenny Robinson Matheson Dove
	II.	Ledingham Chegwin Argue Matheson Smith	Dove Halpenny Ledingham McMunn Clinton Matheson Argue Smith	Argue Lawler Clinton Smith Matheson	Argue Ledingham Smith Dove Clinton	Chegwin Matheson Robinson Clinton	Smith	Argue Smith Matheson	Robinson Chegwin	Chegwin Robinson Argue Clinton Matheson Smith	Chegwin Ledingham Argue Clinton
	III.	Clinton Robinson McMunn			Robinson Matheson	Smith *	*	Clinton *	Matheson Argue Smith McMunn	McMunn	Smith McMunn

* McMunn was granted an ægrotat in Kant, Paley and Flint.

JUNIOR B.A.

Candidates.	Class										
Beacham, H., St. John's College. Cross, C. H., Wesley College. Gray, H. A., St. John's College. King, R. A., Manitoba College. Manahan, W., " " MacArthur, A. J. " " McKitrick, J. W., Wesley Coll. Richardson, J. A., St. John's Coll. Ross, D. C., Manitoba College. Stirling, H. J., " "	I.	Manahan Richardson Beacham Stirling	Manahan King Stirling	Manahan King Stirling	King Manahan Richardson Cross McKitrick	Manahan King	Manahan King McKitrick Richardson Ross Cross	Manahan King Richardson	Manahan Richardson Cross McKitrick King Ross	Manahan King Richardson Stirling Cross McKitrick Ross	
	II.	Cross Ross King	Cross McKitrick Richardson	Ross Richardson McKitrick Cross Beacham	Ross Stirling	McKitrick Stirling Ross Richardson Beacham	Beacham Stirling	Stirling Cross Ross	Beacham Stirling	Beacham	
	III.	McKitrick MacArthur Gray	Ross Beacham MacArthur Gray	MacArthur	Gray Beacham MacArthur	Cross Gray	Gray MacArthur	McKitrick Beacham MacArthur Gray	MacArthur Gray		

MENTAL AND MORAL SCIENCE.—Latin Course.

SENIOR B.A.

Candidate.	Class	Logica I.	Logica II.	Ont. and Cosm. I.	Ont. and Cosm. II.	Psychol. I.	Psychol. II.	Theo. Nat. I.	Theo. Nat. II.	Total	Total for both years.
Trudel, Joseph, St. Boniface Coll.	I.	Trudel	Trudel	Trudel	Trudel	Trudel		Trudel		Trudel	Trudel
	II.						Trudel		Trudel		

JUNIOR B.A.

Desourdis, Joseph, St. Bon. Coll.	I.	Desourdis	Desourdis	Desourdis	Desourdis	Desourdis	Desourdis	Desourdis	Desourdis	Desourdis	

MODERN LANGUAGES—HONORS.—SPECIAL COURSE.

SENIOR B.A.

CANDIDATES.	Class	Chaucer, Spenser,	Bacon,	Lazare			

MODERN LANGUAGES—HONORS.—SPECIAL COURSE.

SENIOR B.A.

Candidates.	Class	Chaucer, Spenser, &c.	Bacon, Pope, &c.	Lazare Hoche, &c.	Le Cid, &c.	Lessing and Chamisso.	Schiller and Gœthe.	German Composition, &c.	Total.	Standing for both years.
Edmison, Miss M. K., Wesley College. Gunn, H. G., Manitoba College. Murray, Miss A. K., Manitoba College. Sutherland, Miss E. A., " Taylor, Miss J. C., " Tymms, W. R., St. John's College. Urquhart, Miss Ida, Manitoba College.	I.	Gunn Edmison Tymms Taylor Urquhart Murray Sutherland	Edmison Urquhart Tymms Gunn Taylor Sutherland Murray	Tymms Gunn Edmison Taylor Murray Urquhart Sutherland	Tymms Taylor Edmison Urquhart Sutherland Murray Gunn	Edmison	Urquhart Murray Taylor Tymms Sutherland	Tymms	Tymms Edmison Taylor Urquhart Gunn Murray Sutherland	Tymms Taylor Edmison Murray Sutherland Gunn
Student taking special subjects of this Course. Somerset, Miss M., Wesley College.	II.					Taylor Urquhart Murray Tymms Gunn Sutherland	Gunn Edmison	Edmison Taylor Sutherland Gunn Urquhart Murray		Urquhart

Miss M. Somerset passed in the First Class in Lessing and Chamisso, Schiller and Gœthe, German Composition, &c., Lazare Hoche, &c., and Le Cid, &c.

JUNIOR B.A.

Candidates.	Class	Chaucer, Spenser, &c.	Bacon, Pope, &c.	Lazare Hoche, &c.	Le Cid, &c.	Lessing and Chamisso.	Schiller and Gœthe.	German Composition, &c.	Total.
Adams, Miss E. G., St. John's College. Burke, Miss M. T., " Byrnes, Miss F. E., Manitoba College. Hart, Miss E. H., " Lane, Miss K. E., Wesley College. McCrossan, Miss M., "	I.	Byrnes Hart McCrossan	Hart Byrnes McCrossan	Hart McCrossan Adams Byrnes	Hart Byrnes Adams McCrossan Burke	McCrossan Byrnes Adams Hart	Byrnes Hart	Hart	Hart Byrnes McCrossan
Students taking special subjects of this Course. Doupe, Miss S. E., Manitoba College. Magnusson, R. A. W., St. John's College.	II.	Burke Adams	Adams Lane	Burke Lane	Lane	Lane Burke	McCrossan Burke Adams	Byrnes Adams	Adams Burke Lane
	III.	Lane	Burke				Lane	McCrossan Burke Lane	

Miss Doupe passed in the First Class in Lessing and Chamisso, Schiller and Gœthe, German Composition, &c., Lazare Hoche, &c., and Le Cid, &c.

R. A. W. Magnusson passed in the First Class in Lessing and Chamisso, Schiller and Gœthe, and German Composition, &c.

GENERAL COURSE.

SENIOR B. A.

CANDIDATES.

Aldridge, A. R., Wesley College.
Armstrong, W. L., " "
Crux, W. S. A., " "
Hartley, F. J., Manitoba "
Lawson, J. P., " "
Little, Joseph, Wesley "
Martin, A. W. T., " "
Macfarlane, A. J., St. John's Coll.
Middleton, S. D., " "
Small, W. J., Manitoba College.

	Latin.	Greek.	Hydrostatics.	English.	History.	Physics.	Astronomy.	Logic.	Hamilton.	Total.	Total for both years.
I.	Aldridge Crux Martin	Armstrong Aldridge Crux Little	Lawson Middleton	Crux Lawson Little Martin Aldridge Middleton Macfarlane Armstrong Hartley	Hartley Aldridge Middleton Martin Lawson Armstrong Macfarlane Little Crux	Lawson Little Middleton	Hartley Martin Lawson Crux Little Armstrong Small	Little Hartley Middleton Small Macfarlane Armstrong Martin Aldridge Lawson	Lawson	Lawson Martin Middleton Little Aldridge	Lawson
II.	Lawson Armstrong Little Middleton	Small Lawson Middleton Martin Macfarlane	Hartley Small Armstrong Aldridge Crux	Small		Martin Small Crux	Middleton Aldridge Macfarlane	Crux	Small Middleton Aldridge	Crux Hartley Armstrong Small Macfarlane	Little Martin Aldridge Middleton Crux Armstrong Hartley Small
III.	Macfarlane Small Hartley	Hartley	Macfarlane		Small	Aldridge Macfarlane Armstrong Hartley			Hartley Little Martin Macfarlane Armstrong Crux		Macfarlane

GENERAL COURSE.—Continued.

JUNIOR B. A.

GENERAL COURSE.—Continued.

JUNIOR B. A.

Candidates.		Cicero and Prose.	Livy & Grammar.	Æschylus and Prose.	Lucian and Grammar.	Statics.	Hydrostatics.	Chaucer and Spenser.	Cowper and Genung.
Affleck, G. B., Manitoba Coll.	I.	Loftus Soady Affleck Conklin Dearden	Soady Affleck Loftus Conklin Dearden	Affleck	Affleck	Loftus Dearden Soady Conklin	Loftus Soady Dearden Affleck Conklin	Loftus Soady Affleck Conklin Lang	Soady Loftus Conklin
Conklin, R. Y., " "	II.	Lang		Dearden	Lang Dearden	Affleck	Lang	Dearden	Dearden Affleck Lang
Dearden, J. C., St. John's "	III.		Lang	Lang		Lang			
Lang, A., Manitoba "									
Loftus, E., Wesley "									
Soady, J. H., " "									

JUNIOR B. A.—Continued.

	French Authors.	French Grammar.	German Authors.	German Grammar	Physics I.	Physics II.	Logic.	Hamilton.	Total.
I.	Soady Loftus Conklin	Loftus Soady Conklin	Loftus	Loftus Soady	Soady Dearden Loftus	Soady Affleck Dearden	Loftus Affleck Soady Dearden	Affleck	Loftus Soady Affleck Conklin
II.			Soady Conklin	Conklin	Conklin Affleck Lang	Conklin Loftus	Conklin	Loftus Conklin	Dearden
III.						Lang	Lang	Soady Lang Dearden	Lang

B. A. PASS SUBJECTS

B. A. PASS SUBJECTS.

Class.	Physics.	Hydrostatics.	Trigonometry.	Ethics.	Statics.	Logic.
I.	Cross, J. F.	Brown Desourdis				Cross, J. F. Taylor Hugg Roy Gunn, McCrossan Strang
II.	Hugg Desourdis Trudel McKitrick Sparling, W. R., Taylor Manahan Smith, Clinton, Gunn, Halpenny	Wadge, J. P. King Watt, Manahan Bond Gordon, Cross, C. H. Trudel Smith Gillies Byrnes Creighton	Tymms	Tymms	Manahan, Watt King Cross Halpenny Smith McKitrick, Ross, D. C.	Edmison Sparling, W. R. Cowan, Byrnes Simpson Creighton McNabb Adams, McLeod Urquhart, Gillies, Hart, Burke Watt, Lane Gordon Hislop, Wadge, Wark, Ponton, Fleming

B. A. PASS SUBJECTS.—Continued.

B. A. PASS SUBJECTS.—Continued.

Class.	Physics.	Hydrostatics.	Trigonometry.	Ethics.	Statics.	Logic.
III.	d'Easum, Lawler, Robinson, Cross, C. H., Stirling, Hart, Chegwin, Ledingham, Byrnes, Bond, Dove, King, Sutherland, Matheson, Wark, Beacham, Hislop, Urquhart, Argue, Richardson, Ross, D. C., Lane, Ball, Adams, McCrossan, Magnusson, Murray, Edmison, McNabb *	Stirling, Beacham, McFarlane, Ball, Richardson, J. A., Sutherland, Ross, D. C., Simpson, Murray, Adams, Burke, MacArthur, Gray	Lang, Hislop, Dove	d'Easum, Roy, Edmison, Simpson	Argue, Chegwin, Gillies, Richardson, J. A., Byrnes, Creighton, McLeod, Bond, McCrossan, Robinson, Fleming, Hislop, McNabb, Brown, Clinton, Adams, Burke, Matheson, Magnusson, Wadge, J. P., Beacham, Hart, Pinkham	Sharpe, Brown, Bruce, Magnusson, Camsell, Ball, d'Easum, Murray, Sutherland, Pinkham

* R. S. McMunn granted an ægrotat.

PREVIOUS YEAR.

Class.	Latin.	Greek.	Physiology.	English.	German.	French.	Trigonometry	
	Ross							

PREVIOUS YEAR.

Class.	Latin.	Greek.	Physiology.	English.	German.	French.	Trigonometry.	History.
I.	Ross Lathwell Stewart Inglis Russell, Miss Ireland Hewison Rousseau Sparling Dubuc Fortin Woodroofe King McDougall King, Miss Riddell Kyle, Miss Moodie Rocan	Lathwell Inglis Moodie Rousseau Hewison	Woodhull Hearn Ross Stewart Fisher	King Russell, Miss Hartley Stewart Beal Hewison Duval, Miss Lina	King Miss Russell, Miss	Russell, Miss Hearn Fortin, Miss Stewart Ross King, Miss Kyle, Miss Duval, Miss Lina Somerset Finkelstein, Miss Marlatt McDougall	Dubuc Hewison Lathwell Ross Inglis	King Ross Hewison Woodroofe Lathwell Kyle, Miss Beal Inglis McDougall Russell, Miss Fieldhouse Fortin, Miss McArthur Fisher Morgan

PREVIOUS YEAR—Continued.

Class.	Chemistry.	Euclid.	Algebra.	Francais.	Histoire.
I.	Stewart Lathwell Sparling Ireland Ross McDougall Inglis Marlatt Woodhull Woodroofe Riddell Hewison	Lathwell Sparling Hewison Ross Woodroofe King Dubuc Fortin, Miss Dora Inglis Riddell	Hewison Sparling Lathwell Ross King Riddell Woodroofe Inglis Dubuc	Rocan LaRiviere Rousseau Gingras Dubuc	LaRiviere Rocan Rousseau Dubuc Gingras

PREVIOUS YEAR.

Class.	Latin.—Cont'd.	Greek.—Cont'd.	Physiology.—Cont.	English.—Cont'd.	German.—Cont'd.	French.—Cont'd.	Trigonometry. Continued.	History.—Cont'd.
	Marlatt	Menzies	Kyle, Miss	Inglis	Finkelstein, Miss	Woodroofe	Woodroofe	Hearn
	McKay	Dubuc	McDougal	Ross	Fortin, Miss	McKay	Hartley	Duval, Miss Lina
	Duval, Miss L.	Monteith	Knowlton	Lathwell	Woodroofe			
	Custance							

PREVIOUS YEAR.

Class.	Latin.—Cont'd.	Greek.—Cont'd.	Physiology.—Cont.	English.—Cont'd.	German.—Cont'd.	French.—Cont'd.	Trigonometry. Continued.	History.—Cont'd.
II.	Marlatt McKay Duval, Miss L. Custance McDonald Hartley Somerset Campbell Cameron, Miss Morgan	Menzies Dubuc Monteith Custance Gingras King	Kyle, Miss McDougal Knowlton	Inglis Ross Lathwell Hearn Fortin, Miss Marlatt Riddell Woodroofe Morgan Switzer Holling King, Miss Woodhull Bruce Arnett Fieldhouse Robertson Kenner Somerset McDougall Monteith	Finkelstein, Miss Fortin, Miss Woodroofe Somerset McKay Duval, Miss Lina	Woodroofe McKay Wadge Cameron Fisher Smith	Woodroofe Hartley Fisher Sparling Duval, Miss Riddell King Kyle, Miss Hearn Ireland	Hearn Duval, Miss Lina Somerset Marlatt Holling Hartley Stewart Bruce Riddell Monteith King, Miss Sparling Thorburn McDonald Knowlton

PREVIOUS YEAR—Continued.

Class.	Chemistry.—Cont'd	Euclid.—Cont'd.	Algebra.—Cont'd.
II.	King Hearn Russell, Miss Monteith Dubuc Fisher Hartley Holling King, Miss Fortin, Miss Kyle, Miss Arnett McKay Somerset Switzer	Ireland Kenner McDougall Duval, Miss Lina Fisher Fieldhouse King, Miss Switzer Stewart McKay Campbell Russell, Miss Somerset	Hearn Fortin, Miss Kyle, Miss Duval, Miss Lina McDonald Fisher Hartley

PREVIOUS YEAR.—Continued.

Class	Latin.—Cont'd.	Greek.—Cont'd.	Physiology.—Cont.	English.—Cont'd.	German.—Cont'd.	French.—Cont'd.	Trignometry. Continued.	History.—Cont'd.
	Beal	McDonald	Marlatt	Kyle, Miss	Hartley	Knowlton	Rousseau	Robertson
	Woodhull	Riddell	McArthur	Cameron, Miss	Cameron, Miss	Livingston	Stewart	Arnett
	Gingras	Rocan	Arnett }	Ireland	Smith	Shore, Miss	Fortin, Miss	Hambly
	Bruce	Sparling	Hartley }	Livingston	Shore, Miss	Campbell, Miss	Wadge	McKay
	Shore, Miss	Morgan	Thorburn	Smith	Thorburn	Woodhull	Woodhull	Livingston
	Arnett	Robertson	Campbell	McDonald	Fieldhouse	Fieldhouse	Russell, Miss	Cameron, Miss
	Robinson	Holling	Livingston	McArthur		Arnett	Gingras	Kenner
	Monteith	Ireland		Sparling		McArthur	McKay	Menzies
	Menzies	LaRiviere		Knowlton			Switzer	Shore, Miss
	LaRiviere	Beal		Menzies			Marlatt	Ireland
	Thorburn	Hambly		Shore, Miss			Monteith	Woodhull
	Livingston	Bruce		McKay			Morgan	Switzer
	Hearn	Switzer		Hambly			Somerset	Smith
IH.	Holling	McKenzie		Campbell			McDougall	Campbell
	Kenner	Kenner		Thorburn			McDonald	Finkelstein, Miss E
	Finkelstein Miss E.			Finkelstein, Miss E			Arnett	Custance
	Fieldhouse			Custance			LaRiviere	
	Hambly						Rocan	
	Knowlton						Holling	
	Smith						Custance	
	Wadge						McArthur	
	Switzer						Fieldhouse	
	Fisher						Kenner	
	McKenzie						Shore, Miss	
	McArthur						Beal	
							Knowlton	
							Finkelstein, Miss E	
							King, Miss	

PREVIOUS YEAR.—Continued.

Class	Chemistry.—Cont'd	Euclid.—Cont'd.	Algebra.—Cont'd.
	Morgan	Rousseau	Stewart
	Duval, Miss Lina	McArthur	Ireland
	LaRiviere	Knowlton	Woodhull
	Thorburn	Woodhull	Russell, Miss
	Rocan	Hartley	McDougall
	Rousseau	Finkelstein, Miss E	Monteith
	Livingston	Marlatt	Gingras
	Menzies	Bruce	LaRiviere
	Hambly	Morgan	Somerset
	Bruce	Kyle, Miss T	McArthur
	McArthur	Arnett	Rousseau
	McDonald	Robertson	Shore, Miss
III.	Gingras	Smith	Marlatt
	Beal	Hearn	Bruce
	Shore, Miss	Custance	Morgan
	Campbell	McDonald	Arnett
	Fieldhouse	Hambly	Custance
	Smith	Ireland	Fieldhouse
	Cameron	Shore	King, Miss
	Robertson	Monteith	Holling
		Menzies	Campbell
		Holling	McKay
		LaRiviere	Kenner
		Thorburn	Switzer
		Rocan	Rocan
			Finkelstein, Miss E

PRELIMINARY YEAR.

Class.	Latin.	Greek.	French.	German.	Eng. and Roman History.	Botany.	Canadian History and
	Cinq-Mars, Marius						

PRELIMINARY YEAR.

Class.	Latin.	Greek.	French.	German.	Eng. and Roman History.	Botany.	Canadian History and Geography.
I.	Cinq-Mars, Marius Craig, R W Peirce, S J Rose, E W McKinnon, Miss E M Cinq-Mars, A Davis, Geo H Collins, R C F Gorham, Walter Campbell, A C Hayward, Miss L M G Taylor, Alex Duval, Miss L E	Rose Cinq-Mars, M	Davis Craig, R W McKinnon, Miss Peirce Hayward, Miss Campbell, A C Doupe, Miss Duval, Miss Barton, Miss Gorham Sparling, Miss Smyth, Miss Strevel, Miss Haffner, Miss Archibald Campbell, S A Taylor, Miss Hislop	Duval, Miss Finklestein, Miss Peterson, Miss Archibald Strevel, Miss Sparling, Miss Conklin	Craig, R W Conklin Winram Campbell, S A	Everton Saunders Davis Taylor, A Hamilton Simpson Craig, R W	Conklin Morton Smyth, Miss Winram Duval, Miss Peirce Gorham Craig, R W Taylor, H Campbell, S A Wilson, Miss Doupe, Miss Hislop Clark Parr Haffner, Miss Campbell, A M McNabb Gunn, Miss Sharpe Kydd Sparling, Miss Everton Logan, Miss Davis Peterson, Miss Hamilton Taylor, Miss Hayward, Miss Craig, C H McKay Collins Harvey Barton, Miss Arnett, Miss Taylor, Alex.

PRELIMINARY YEAR.—Continued.

Class.	Algebra.	Euclid.	Arithmetic.	English.

PRELIMINARY YEAR.—Continued.

Class.	Algebra.	Euclid.	Arithmetic.	English.
I.	Peirce Craig, R W Haffner, Miss Davis Howard, Miss Winram Hamilton Duval, Miss Everton Campbell, A C Hayward, Miss Taylor, Alex. Cinq-Mars, M Sparling, Miss Morton Rose Strevel, Miss Douglas Conklin Taylor, Miss	Hayward, Miss Cinq-Mars, M Craig, R W Campbell, A C Winram Peirce Everton Hamilton Davis Hislop Doupe, Miss Brown, Miss Galloway, Miss Sharpe Conklin Duval, Miss Wilson, Miss Taylor, Miss Finklestein, Miss Sparling, Miss Taylor, A Smyth, Miss Carruthers, Miss Campbell, A M Haffner, Miss Martin, Miss Gorham	Davis Everton Campbell Hayward Craig, R W Taylor, A Morton Hamilton Meek Peirce Howard Arnett, Miss Duval, Miss	Peirce Craig, G H Craig, R W Winram Davis Johnson Conklin Sparling, Miss Duval, Miss Hughes Hislop Finkelstein Mis Peterson, Miss Everton Davidson Flatt Douglas Smyth, Miss Donpe, Miss Hamilton

PRELIMINARY YEAR.

Class.	Latin. Continued.	Greek. Continued.	French. Continued.	German. Continued.	Eng. and Roman History. Continued.	Botany. Continued.	Canadian History and Geography. Continued.
	Conklin, G H	Pritchard	Carruthers, Miss	Campbell, S A	Peirce	Nesbitt, Miss	Fletcher
	Morton, T						

PRELIMINARY YEAR.

Class.	Latin. Continued.	Greek. Continued.	French. Continued.	German. Continued.	Eng. and Roman History. Continued.	Botany. Continued.	Canadian History and Geography. Continued.
	Conklin, G H	Pritchard	Carruthers, Miss	Campbell, S A	Peirce	Nesbitt, Miss	Fletcher
	Morton, T	Ferguson	Finkelstein Miss	Fletcher	Cross	Peirce	Johnson
	Haffner, Miss K	Cross	Hamilton	Hislop	Davis	Arnett, Miss	Flatt
	Frazer, A G	Johnston	Everton	Doupe, Miss	Johnson	Winram	Cardiff
	Strevel, Miss M N		Conklin	Taylor, Miss	Haffner, Miss	Craig, G H	Doran
	Campbell, Sidney E A		Taylor, Alec	Howard, Miss	Duval, Miss	Sharpe	Rathwell, Miss
	Mathewson, W H		Howard, Miss	Campbell, A C	Taylor	Miller	Campbell, A C
	Hislop, Charles		Parr	Martin, Miss	Everton		Carruthers, Miss
	Pritchard, E C R		Kydd	Rathwell, Miss	Wilson, Miss		Davidson
	Hamilton, T G		Winram	Smith, Miss	Campbell, A C		Bawden
	Montgomery, R A		Taylor, H	Brown, Miss	Sharpe		Douglas, H C
	McKay, M		Brown, Miss	Parr	Taylor, Miss M		Saunders
	Smyth, Miss H E		Martin, Miss		Smyth, Miss		Meek
	Winram, A R		Wilson, Miss		Flatt		Cory
	Fletcher, R D		Fletcher		Meek		Nesbitt
	Cory, J G		Craig, G H		Howard, Miss		Archibald
	Cross, J H		McLachlin, Miss		Harvey		Cross
	Martin, Miss E A L		Rathwell, Miss		Hislop		Strevel, Miss
II.	Craig, G H		Sharpe		Logan		McLachlan, Miss
	Everton, Samuel		Arnett, Miss		Peacock		Howard, Miss
	Doupe, Miss A J		Douglas, F C A		Barton, Miss		Miller
	Ferguson, Hugh A		Miller		Doupe, Miss		Hughes
			Cardiff				Montgomery
			McNabb				
			Bawden				
			Morton				
			Montgomery				

PRELIMINARY YEAR—Continued.

Class.	Algebra. Continued.	Euclid. Continued.	Arithmetic. Continued.	English. Continued.
	Smyth, Miss H E	Craig, G H	Winram	Taylor, Miss M
	Carruthers, Miss	Morton	Campbell	Gorham, W
	Mrrtin, Miss	Flatt	Davidson	Barton, Miss
	Gorham	Barton, Miss	Sparling, Miss	Hayward, Miss
	Fletcher	Campbell, S A	Rose	Parr
	Arnett, Miss O	Peterson, Miss	Cardiff	Campbell, S A
	McLachlin, Miss	Harvey	Nesbitt	Campbell, A C
	Sharpe	Douglas, H W	Smyth, Miss H	Brown, Miss

PRELIMINARY YEAR—Continued.

Class.	Algebra. Continued.	Euclid. Continued.	Arithmetic. Continued.	English. Continued.
	Smyth, Miss H E	Craig, G H	Winram	Taylor, Miss M
	Carruthers, Miss	Morton	Campbell	Gorham, W
	Mrrtin, Miss	Flatt	Davidson	Barton, Miss
	Gorham	Barton, Miss	Sparling, Miss	Hayward, Miss
	Fletcher	Campbell, S A	Rose	Parr
	Arnett, Miss O	Peterson, Miss	Cardiff	Campbell, S A
	McLachlin, Miss	Harvey	Nesbitt	Campbell, A C
	Sharpe	Douglas, H W	Smyth, Miss H	Brown, Miss
	Hislop, C	Leech	Kydd	Sharpe
	Meek	Bawden	Martin	Fletcher
	Doupe, Miss A G	Fletcher	Douglas, F C A	Haffner, Miss
	Parr	Strevel, Miss	Fletcher	Campbell, A M
	Brown, Miss I W	Arnett, Miss	Jelly	McNabb
	Campbell, A M	Howard, Miss	Cinq-Mars, M	Arnett, Miss
	Campbell, S A	Johnson	Gorham	Archibald
	Kydd	Cardiff	Miller	Martin, Miss
		McNabb	Parr	Kydd
			Doran	Carruthers, Miss
II.			Strevel, Miss	Ferguson
			Hislop	Taylor, H
			Sharpe	Wilson, Miss
			Conklin	McLachlan, Miss
			Haffner, Miss	Nesbitt, Miss
			Gunn, Miss	Harvey
			Campbell, A	Rathwell, Miss
			Archibald	Howard, Miss
			Bawden	Cory
			Flatt	Miller, P H
			Peterson	Saunders
				Meek
				Morton
				Douglas
				Taylor, A
				Gunn, Miss
				Cross
				Doran
				Logan, Miss
				Clark
				Bawden

PRELIMINARY YEAR.

Class.	Latin.—Continued.	Greek. Continued.	French. Continued.	German. Continued.	Eng. and Roman History. Continued.	Botany. Continued.	Can. History and Geography. Continued.
	Sharpe, F B	Campbell, A M	Lipsett	Jelly	Morton	McNabb	Martin, Miss
	Laidlaw, C W	Douglas, H W	Collins	Taylor, H	Campbell, A M	Hayward, Miss	Jelly
	Archibald, J W H	Harvey	Cory	Collins	Hamilton	Wilson, Miss	Ferguson
	Douglas, H W	Laidlaw	Logan, Miss	Cory	Kydd	Doran	Brown, Miss
	Jelly, R C	Cinq-Mars, A	Saunderson	Morton	Carruthers	Carruthers Miss	Douglas, F C A
	Johnson, T J	Hughes	Davidson		Cory	Kydd	Chambers
	Clark, J S		Meek		Gunn, Miss	Logan, Miss	
	Sparling, Miss L E						

PRELIMINARY YEAR.

Class.	Latin.—Continued.	Greek. Continued.	French. Continued.	German. Continued.	Eng. and Roman History. Continued.	Botany. Continued.	Can. History and Geography. Continued.
	Sharpe, F B	Campbell, A M	Lipsett	Jelly	Morton	McNabb	Martin, Miss
	Laidlaw, C W	Douglas, H W	Collins	Taylor, H	Campbell, A M	Hayward, Miss	Jelly
	Archibald, J W H	Harvey	Cory	Collins	Hamilton	Wilson, Miss	Ferguson
	Douglas, H W	Laidlaw	Logan, Miss	Cory	Kydd	Doran	Brown, Miss
	Jelly, R C	Cinq-Mars, A	Saunderson	Morton	Carruthers	Carruthers Miss	Douglas, F C A
	Johnson, T J	Hughes	Davidson		Cory	Kydd	Chambers
	Clark, J S		Meek		Gunn, Miss	Logan, Miss	Pritchard
	Sparling, Miss L E		Mathewson		Arnett	Barton, Miss	Finkelstein, Miss
	Finkelstein, Miss M		Doran		Finkelstein Miss	Haffner, Miss	Mathewson
	Barton, Miss Jessie A				Sparling, Miss	Peterson, Miss	
	Taylor, Hilliard				Nesbitt, Miss	Clark	
	Carruthers, Miss M G				Douglas, F C A	McLachlan, Miss	
	Harvey, Howard				Taylor, H	Bawden	
	Taylor, Miss M				Montgomery	McKay	
	Howard, Miss F M				McLachlan	Davidson	
	Brown, Miss Isabel A				Jelly	Douglas, F C A	
	Peterson, Miss S				Saunders	Gorham	
	McNabb, T C				Donglas, H W	Meek	
III.	Kydd, Albert				McNabb		
	McLachlan, Miss M				Craig, G H		
	Douglas, F C A				Fletcher		
	Bawden, Edwin J				Peterson, Miss		
	Arnett, Miss Olive				Rathwell, Miss		
	Hughes, W R				Miller		
	Campbell, A M				Bawden		
	Gunn, Miss Jean A				Pritchard		
	Flatt, M C				McKay		
	Miller, P H				Clark		
	Rathwell, Miss LauraE				Mathewson		
	Lipsett, H J				Cardiff		
					Parr		
					Rose		
					Hughes		
					Davidson		
					Archibald		
					Strevel, Miss		
					Hayward, Miss		

PRELIMINARY YEAR.—Continued.

Class.	Algebra. Continued.	Euclid. Continued.	Arithmetic. Continued.	English. Continued.
	Archibald	Gunn, Miss	Carruthers	Pritchard, E C R
	Cardiff	Meek	Craig, G H	Cardiff, Mark R
	Craig, G H	Cross	Taylor, H	Jelly, Robt C
	McKay	Doran	Taylor, Miss	Rose, E W
	Bawden	Parr	Douglas, H W	Mathewson, W H
	Harvey	Jelly	Montgomery	Montgomery, R A
	Douglas, F C A	McKay	Mathewson	Collins, R C F
	Gunn, Miss Jean A	Saunders		

PRELIMINARY YEAR.—Continued.

Class.	Algebra. Continued.	Euclid. Continued.	Arithmetic. Continued.	English. Continued.
	Archibald	Gunn, Miss	Carruthers	Pritchard, E C R
	Cardiff	Meek	Craig, G H	Cardiff, Mark R
	Craig, G H	Cross	Taylor, H	Jelly, Robt C
	McKay	Doran	Taylor, Miss	Rose, E W
	Bawden	Parr	Douglas, H W	Mathewson, W H
	Harvey	Jelly	Montgomery	Montgomery, R A
	Douglas, F C A	McKay	Mathewson	Collins, R C F
	Gunn, Miss Jean A	Saunders	Finkelstein, Miss	Strevel, Miss M N
	Peacock	McLachlin, Miss	McNabb	
	Flatt	Nesbitt	Collins	
	Collins	Clark	McKay	
	McNabb, T C	Logan, Miss	Harvey	
	Jelly	Kydd	Wilson, Miss	
	Logan, Miss F	Douglas, F C A	Herchmer	
	Rathwell, Miss L	Davidson	Barton, Miss	
	Miller	Miller	Rathwell, Miss	
	Barton, Miss J A	Montgomery	Clark	
	Montgomery	Mathewson	Cory	
III.	Lipsett	Taylor, H		
	Doran	Archibald		
	Peterson, Miss S	Cory		
	Leech	Ferguson		
	Clark	Collins		
	Davidson	Rose		
	Finkelstein, Miss	Rathwell, Miss		
	Wilson, Miss M			
	Pritchard			
	Nesbitt, Miss G			
	Cross, J H			

PRELIMINARY.

(For French Students.)

Class	Canadian History and Geography.	History de France et Hist. Rom.	Composition.	Misanthrope.	Grammaire et Litterature.
I.	Cinq-Mars, M.	Cinq-Mars, M. Cinq-Mars, A.	Cinq-Mars, M. Cinq-Mars, A.	Cinq-Mars, M. Cinq-Mars, A.	Cinq-Mars, M. Cinq-Mars, A.
II.	Cinq-Mars, A.				

Facu

Andrew, J.
Burnham, F
Brien, F. G.
Camsell, Ge
Conklin, J.
Crokat, E. A
Elkin, S. J.
Gunne, J. R
Goodwin, Re

Brien, F. G.
Burnham, F.
Conklin, J. S
Crokat, E. A
Camsell, Geo
Elkin, S. J.
Gahan, John

INTERMEDIAT

1 Hamman, A . . .
2. Watson, J. A . . .
3. Hargrave, H. P .

Faculty of Medicine.

Degrees.

M. D.

Andrew, J. N.
Burnham, F. W. E.
Brien, F. G.
Camsell, Geo.
Conklin, J. S.
Crokat, E. A.
Elkin, S. J.
Gunne, J. R.
Goodwin, Robt.
Gahan, John.
McLennan, J. K.
McDonald, Don.
Norquay, H. C.
Stevenson, Wm.
Stewart, J. S.
Versailles, A. E.
Vanstone, C. M.

C. M.

Brien, F. G.
Burnham, F. W. E.
Conklin, J. S.
Crokat, E. A.
Camsell, Geo.
Elkin, S. J.
Gahan, John.
Goodwin, Robt.
Gunne, J. R.
McDonald, Don.
McLennan, J. K.
Stevenson, Wm.
Vanstone, C. M.

SCHOLARSHIPS.

INTERMEDIATE.

1 Hamman, A $80
2. Watson, J. A 60
3. Hargrave, H. P 40

PRIMARY.

1. Munro, A. S $100
2. McRae, J. R 80
3. Curtis, G. E 60

FINAL YEAR.

CANDIDATES.		M. D.							C. M.
		Theo. Medicine.	Surgery.	Pathology.	Clinical Medicine.	Clinical Surgery.	Obstetrics	Total	
Andrew, J. N.	I.	Elkin Gunne Burnham Crokat McLennan	Elkin Gunne Andrew Gahan McLennan	Gunne Elkin Conklin Burnham	Elkin Gunne McLennan Crokat	Elkin Conklin Gunne Burnham	Elkin Gunn	Elkin Gunne Burnham McLennan	Elkin, S. J. Gunne, J. R. McLennan, J. K.
Bell, J.	II.	Elkin Gunne Burnham Crokat McLennan	Elkin Gunne Andrew Gahan McLennan	Gunne Elkin Conklin Burnham	Elkin Gunne McLennan Crokat	Elkin Conklin Gunne Burnham	Elkin Gunn	Elkin Gunne Burnham McLennan	Elkin, S. J. Gunne, J. R. McLennan, J. K.
Brown, J.	III.	Elkin Gunne Burnham Crokat McLennan	Elkin Gunne Andrew Gahan McLennan	Gunne Elkin Conklin Burnham	Elkin Gunne McLennan Crokat	Elkin Conklin Gunne Burnham	Elkin Gunn	Elkin Gunne Burnham McLennan	Elkin, S. J. Gunne, J. R. McLennan, J. K.
Crokat, J.	IV.	Elkin Gunne Burnham Crokat McLennan	Elkin Gunne Andrew Gahan McLennan	Gunne Elkin Conklin Burnham	Elkin Gunne McLennan Crokat	Elkin Conklin Gunne Burnham	Elkin Gunn	Elkin Gunne Burnham McLennan	Elkin, S. J. Gunne, J. R. McLennan, J. K.
Gahan, J.	V.	Elkin Gunne Burnham Crokat McLennan	Elkin Gunne Andrew Gahan McLennan	Gunne Elkin Conklin Burnham	Elkin Gunne McLennan Crokat	Elkin Conklin Gunne Burnham	Elkin Gunn	Elkin Gunne Burnham McLennan	Elkin, S. J. Gunne, J. R. McLennan, J. K.
McLennan, J.	VI.	Elkin Gunne Burnham Crokat McLennan	Elkin Gunne Andrew Gahan McLennan	Gunne Elkin Conklin Burnham	Elkin Gunne McLennan Crokat	Elkin Conklin Gunne Burnham	Elkin Gunn	Elkin Gunne Burnham McLennan	Elkin, S. J. Gunne, J. R. McLennan, J. K.

FINAL YEAR.

Candidates.		M. D.							C. M.
		Theo. Medicine.	Surgery.	Pathology.	Clinical Medicine.	Clinical Surgery.	Obstetrics	Total	
Andrew, J. N. Burnham, F. W. E. Brien, F. G. Baird, A. R. Camsell, Geo. Conklin, J. S. Crokat, E. A. Cleghorn, J. M. Elkin, S. J. Gunne, J. R. Goodwin, Robt. Gahan, John McLennan, J. K. McDonald, Donald Norquay, H. C. Stevenson, Wm. Stewart, J. S. Versailles, A. E. Vanstone, C. M.	I.	Elkin Gunne Burnham Crokat McLennan Gahan Andrew	Elkin Gunne Andrew Gahan McLennan	Gunne Elkin Conklin Burnham McLennan Crokat McDonald	Elkin Gunne McLennan Crokat Burnham McDonald Conklin Brien Gahan Cleghorn	Elkin Conklin Gunne Burnham Gahan Crokat McLennan Andrew	Elkin Gunn	Elkin Gunne Burnham McLennan Crokat	Elkin, S. J. Gunne, J. R. McLennan, J. K.
	II.	Conklin Cleghorn Vanstone	Burnham Vanstone Crokat Conklin Brien	Cleghorn Andrew Vanstone Brien Baird, A. R.	Versailles Andrew Goodwin Vanstone Baird, A. R.	Stevenson Versailles Baird, A. R. Brien Stewart Goodwin	Gahan Burnham McLennan	Gahan Conklin Andrew Brien McDonald Vanstone	Burnham, F. W. E. Gahan, John Goodwin, Robt. Conklin, J. S. Brien, F. G. Crokat, E. A.
	III.	Goodwin Camsell Stewart Stevenson Brien McDonald Versailles Baird, A. R. Norquay	Goodwin Camsell Stewart Stevenson McDonald Versailles Norquay Baird, A. R.	Gahan Goodwin Stevenson Stewart Camsell Norquay Versailles	Stevenson Camsell Norquay Stewart	Camsell McDonald Norquay Vanstone	Crokat Goodwin Brien Camsell Conklin Andrew Vanstone Stewart McDonald Norquay Stevenson Versailles	Goodwin Stevenson Stewart Camsell Cleghorn Baird Versailles Norquay	Camsell, Geo. Vanstone, C. M. Stevenson, Wm. McDonald, D.

Dr. W. A. Thompson and Dr. W. Elliott successfully passed the necessary examination for license.

INTERMEDIATE.

CANDIDATES.	Practical Chemistry	Medical Jurisprud. and Toxicology	Surgical Anatomy	Sanitary Science.	Total
Bottomley, E.	Hargrave Coulter Webster Hamman Watson Smith Perry Chipperfield	Young Moody Davidson Hamman McKay Watson McGuire	Gordon Hargrave Hamman Watson Young Coulter Smith	Young Smith Hamman Watson Moody Williamson Bottomley	Hamman Watson Hargrave Smith Young Coulter

INTERMEDIATE.

Candidates.		Practical Chemistry	Medical Jurisprud. and Toxicology	Surgical Anatomy	Sanitary Science.	Total
Bottomley, E. Coulter, J. E. Chipperfield, Geo. Davidson, D. C. Gordon, A. J. Hargrave, H. P. Hamman, A. Hoyes, W. T. Lawther, A. McGuire, J. A. McQueen, D. D. McKay, Hugh. Moody, A. W. Perry, H. H. Poole, J. J. Rolston, C. M. Smith, C. F. Webster, Wm. Williamson, G. M. Watson, J. A. Young, G. P.	I.	Hargrave Coulter Webster Hamman Watson Smith Perry Chipperfield McKay Rolston Lawther	Young Moody Davidson Hamman McKay Watson McGuire Williamson Bottomley Hargrave Chipperfield Hoyes McQueen Coulter Poole Smith Rolston Gordon Perry	Gordon Hargrave Hamman Watson Young Coulter Smith Williamson Chipperfield McKay Moody Bottomley	Young Smith Hamman Watson Moody Williamson Bottomley McGuire	Hamman Watson Hargrave Smith Young Coulter Chipperfield Moody Williamson McKay Bottomley McGuire Davidson
	II.	Bottomley McGuire Williamson Young Davidson Poole Moody	Lawther Webster	Davidson Hoyes Lawther Perry Rolston Poole McGuire	Poole Chipperfield Davidson Hoyes Hargrave Rolston Webster Coulter Lawther McKay	Rolston Perry Poole Lawther Webster Hoyes Gordon
	III.	McQueen *A. J. Gordon		Webster McQueen	Perry Gordon McQueen	McQueen

* Exempt, having passed equivalent examination before.

PRIMARY.

Candidates.		Practical Anatomy.	Theoretical Anatomy.	Materia Medica and Therapeutics.	General Chemistry.	Physiology.	Histology.	Total Standing.
		Munro	Munro	McRae	Proctor	Munro	Munro	Munro
		McRae	McRae	Bunn	Munro	Proctor	Jackson	
		Proctor	Curtis					

PRIMARY.

Candidates.		Practical Anatomy.	Theoretical Anatomy.	Materia Medica and Therapeutics.	General Chemistry.	Physiology.	Histology.	Total Standing.
Bunn, W. R. Chapman, F. S. Curtis, G. E. Erskine, G. F. Fyfe, John Grant, Thos. Gordon, A. J. Jackson, E. L. Munro, A. S. Mutchmor, J. T. McRae, J. R. Proctor, A. P. Staples, G. W. Scot, Wm. Webster, Wm.	I.	Munro McRae Proctor Curtis Gordon Grant Jackson Chapman	Munro McRae Curtis Proctor Grant	McRae Bunn Munro Scot Jackson Grant Webster Erskine Staples	Proctor Munro	Munro Proctor McRae Jackson Grant Curtis	Munro Jackson Curtis Proctor Erskine Grant Fyfe McRae	Munro McRae Curtis Grant Proctor
	II.	Mutchmor Staples Erskine	Webster	Curtis	Scot Curtis McRae	Bunn Staples	Staples Scot Chapman Bunn.	Jackson Staples
	III.	Webster	Gordon Jackson Fyfe Erskine Staples Chapman Bunn Mutchmor	Mutchmor Gordon Chapman	Jackson Grant Staples Fyfe Webster *Gordon	Fyfe Gordon Webster Chapman Scot	Gordon Mutchmor Webster	Gordon Erskine Chapman Webster Bunn Scot Mutchmor Fyfe

Proctor and *Fyfe* not permitted to write in Materia Medica.

* Exempt, having passed equivalent examination before

Messrs. Curtis and J. S. Baird passed in the Botany of the Medical Entrance Examination.

MEDICAL ENTRANCE.

	Latin.	Arithmetic.	Euclid.	Algebra.	Physics.	Botany.	Grammar and Rhetoric.	Composition.	Poetical Literature	Canadian History and Geography.	German.
I.		McLean Fleming, Mc	Burns Delahide		Harrison		Dawson				

MEDICAL ENTRANCE.

	Latin.	Arithmetic.	Euclid.	Algebra.	Physics.	Botany.	Grammar and Rhetoric.	Composition.	Poetical Literature	Canadian History and Geography.	German.
I.		McLean Fleming, Ms	Burns Dalgleish Elliott Holderson		Harrison		Dawson McLean Hollderson			Irving	
II.	McLean Elliott McCulloch Riggs Harrison	Irving Burns	McLean Dawson Gurney Fleming, Ms	McLean Elliott Fleming, Ms	Bride Riggs McLean	Elliott McLean Dalgleish	Elliott Fleming, Ms McCulloch Irving Gurney Dalgleish Wilson Burns	Hollderson Storey Wilson McLean Elliott Fleming, Ms Irving	McLean Elliott Irving Dawson Wilson McCulloch Fleming, Ms Gurney Hollderson	Elliott Dawson Hollderson Wilson Gurney Burns	
III.	Burns Bride Storey Gurney Hollderson Wilson Fleming, Miss M. Dawson Dalgleish Ferry	Holderson Wilson Elliott Dawson Dalgleish	Storey Irving Wilson	Gurney Burns Irving Dalgleish Wilson Storey	Elliott Parr Fleming, Ms Doran Dalgleish Wilson Hollderson Dawson Burns Irving McDonald	Wilson Burns Fleming, Ms Smith Gurney Irving Hollderson Dawson	Storey	Dalgleish Burns Gurney Dawson	Burns Dalgleish	Storey McLean Dalgleish Fleming, Ms	Storey

MEDICAL ENTRANCE.

	Latin.	Arithmetic.	Euclid.	Algebra.	Physics.	Botany.	Grammar and Rhetoric.	Composition.	Poetical Literature	Canadian History and Geography.	German.
I.		McLean Fleming, Mc	Burns Delaield		Harrison		Dawson				

MEDICAL ENTRANCE.

	Latin.	Arithmetic.	Euclid.	Algebra.	Physics.	Botany.	Grammar and Rhetoric.	Composition.	Poetical Literature	Canadian History and Geography.	German.
I.		McLean Fleming, Ms	Burns Dalgleish Elliott Holderson		Harrison		Dawson McLean Hollderson			Irving	
II.	McLean Elliott McCulloch Riggs Harrison	Irving Burns	McLean Dawson Gurney Fleming, Ms	McLean Elliott Fleming, Ms	Bride Riggs McLean	Elliott McLean Dalgleish	Elliott Fleming, Ms McCulloch Irving Gurney Dalgleish Wilson Burns	Hollderson Storey Wilson McLean Elliott Fleming, Ms Irving	McLean Elliott Irving Dawson Wilson McCulloch Fleming, Ms Gurney Hollderson	Elliott Dawson Hollderson Wilson Gurney Burns	
III.	Burns Bride Storey Gurney Hollderson Wilson Fleming, Miss M. Dawson Dalgleish Ferry	Holderson Wilson Elliott Dawson Dalgleish	Storey Irving Wilson	Gurney Burns Irving Dalgleish Wilson Storey	Elliott Parr Fleming, Ms Doran Dalgleish Wilson Hollderson Dawson Burns Irving McDonald	Wilson Burns Fleming, Ms Smith Gurney Irving Hollderson Dawson	Storey	Dalgleish Burns Gurney Dawson	Burns Dalgleish	Storey McLean Dalgleish Fleming, Ms	Storey

LL. B.

FIRST YEAR.

Candidate.	Class.	O'Sullivan.	Taswell-Lang.	Anson.	Snell.	Williams	Bagehot.	Whateley.	Reid.	Total.
Andrews, F. S.	I.	Andrews	Andrews	Andrews	Andrews	Andrews	Andrews	Andrews		Andrews
	II.									

LL. B.

FIRST YEAR.

Candidate.	Class.	O'Sullivan.	Taswell-Lang.	Anson.	Snell.	Williams	Bagehot.	Whateley.	Reid.	Total.
Andrews, F. S.	I.	Andrews	Andrews	Andrews	Andrews	Andrews	Andrews	Andrews		Andrews
	II.								Andrews	

SECOND YEAR.

Candidates.	Class.	Leith.	May.	Todd.	Fawcett.	Best.	Gibbon and Arnold	Underhill	Total.
Heap, F. McPherson, A. N. Shipley, W. T.	I.	McPherson Heap Shipley	Heap McPherson Shipley	Heap McPherson	Heap McPherson Shipley	McPherson Heap	Heap McPherson Shipley	Heap Shipley McPherson	Heap McPherson Shipley
	II.			Shipley		Shipley			

THIRD YEAR.

Candidates.	Class.	Von Savigny	Broom.	Hall.	Hawkins.	Justinian.	Pollock.	Maine.	Total.
Grimmett, M. I. McKerchar, D. W.	I.	McKerchar Grimmett	Grimmett McKerchar	Grimmett		Grimmett	Grimmett	Grimmett McKerchar	Grimmett McKerchar
	II.			McKerchar	Grimmett McKerchar	McKerchar	McKerchar		

LL. B.

FIRST YEAR.

Candidate.	Class.	O'Sullivan.	Taswell-Lang.	Anson.	Snell.	Williams	Bagehot.	Whateley.	Reid.	Total.
Andrews, F. S.	I.	Andrews	Andrews	Andrews	Andrews	Andrews	Andrews	Andrews		Andrews

LL. B.

FIRST YEAR.

Candidate.	Class.	O'Sullivan.	Taswell-Lang.	Anson.	Snell.	Williams	Bagehot.	Whateley.	Reid.	Total.
Andrews, F. S.	I.	Andrews	Andrews	Andrews	Andrews	Andrews	Andrews	Andrews		Andrews
	II.								Andrews	

SECOND YEAR.

Candidates.	Class.	Leith.	May.	Todd.	Fawcett.	Best.	Gibbon and Arnold	Underhill	Total.
Heap, F. McPherson, A. N. Shipley, W. T.	I.	McPherson Heap Shipley	Heap McPherson Shipley	Heap McPherson	Heap McPherson Shipley	McPherson Heap	Heap McPherson Shipley	Heap Shipley McPherson	Heap McPherson Shipley
	II.			Shipley		Shipley			

THIRD YEAR.

Candidates.	Class.	Von Savigny	Broom.	Hall.	Hawkins.	Justinian.	Pollock.	Maine.	Total.
Grimmett, M. I. McKerchar, D. W.	I.	McKerchar Grimmett	Grimmett McKerchar	Grimmett		Grimmett	Grimmett	Grimmett McKerchar	Grimmett McKerchar
	II.			McKerchar	Grimmett McKerchar	McKerchar	McKerchar		

UNIVERS

EXAM

1. State the rules
sion noting exceptio

2. (*a*) Decline con
Give a list of nouns
3rd Decl. and of thos
in gen. plu.

3. (*a*) Adjectives
"issimus to the stem
this.

(*b*) Compare vetus

5. (*a*) Express the
1. Three times
2. Seven juge
3. Two-ninths

(*b*) Write fut. indi
gaudes.

5. (*a*) What given
future participle act.,
what respects the pre
vary from the regular

(*b*) Write out aio a

6. (*a*) Explain the
genative," "ethical
"Dative of Reference."

(*b*) What construct
do, avidus, taedet, adm

7. (*a*) Distinguish,
etenim.

(*b*) State when the
clauses: relative, temp

8. State fully the
narrative from direct

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1894.

SR. B A. HON.

LATIN GRAMMAR.

1. State the rules for gender of the I., II. and IV. Declension noting exceptions.

2. (*a*) Decline cometes, orpheus, heros, fruge, jugerum. (*b*) Give a list of nouns which have "im" in the acc. sing. of the 3rd Decl. and of those adj's of the 3rd Decl. which have "um" in gen. plu.

3. (*a*) Adjectives are compared by adding "ior" and "issimus to the stem of the positive." Give the exceptions to this.

(*b*) Compare vetus, primus, caesius, potius.

5. (*a*) Express the following in Latin:

1. Three times eight is seventy-four.
2. Seven jugera to each citizen.
3. Two-ninths.

(*b*) Write fut. indic. present subj. imperat. in full of *ferio, gaudes.*

5. (*a*) What given parts are required in order to form the future participle act., the perfect infinitive active. Show in what respects the present indic. and the imperative of fero vary from the regular verb.

(*b*) Write out aio and inquam in full.

6. (*a*) Explain the following, giving examples: "Objective genative," "ethical dative," "accusative of specification," "Dative of Reference." Give example

(*b*) What constructions may follow the following words: do, avidus, taedet, admoneo, similis, sino.

7. (*a*) Distinguish, sed, at, atenim autem; nam, enim, etenim.

(*b*) State when the subjunctive occurs in the following clauses: relative, temporal, conditional.

8. State fully the rules to be observed in changing a narrative from direct to indirect narration.

UNIVERS

EXAM

LA

I. The King summ
nature and the ext
enemy, the magnitu
and hopes. For my
ments, and I will no
myself are to-day in
that it is difficult to
we look for will ever
overwhelmed by the
we can consult our o
and preserved by the
plan, but it sometime
the safest and, I ho
so to-day.

II. During the int
were not agitating th
mild or peaceable t
saluted the commons,
them to their houses,
allowed the tribunes
out interruption; th
either in public or pri
began to be agitated.

III. If we would k
its elementary idea, w
most celebrated home
and beautiful Athens.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1894.

LATIN PROSE.—SR. B. A.

I. The King summoned his staff and set before them the nature and the extent of the danger, the numbers of the enemy, the magnitude of their resources, their aims, designs and hopes. For my part, said he, I will utter my real sentiments, and I will not hide the fact that both all of you and I myself are to-day involved in the greatest danger. I know that it is difficult to say whether the reinforcements which we look for will ever reach us or whether we shall perish first overwhelmed by the weapons of this enormous host. Possibly we can consult our own safety by remaining here, sheltered and preserved by these walls; and perhaps this is the safer plan, but it sometimes happens that the most daring course is the safest and, I hope to persuade you that it will prove so to-day.

II. During the intermediate days on which the tribunes were not agitating the subject of the law, nothing was more mild or peaceable than these same persons. They kindly saluted the commons, held conversations with them, invited them to their houses, became their advocates in the forum, allowed the tribunes themselves to hold their meetings without interruption; they never behaved harshly to any one either in public or private, unless when the subject of the law began to be agitated.

III. If we would know what a university is considered in its elementary idea, we must betake ourselves to the first and most celebrated home of European civilization, to the bright and beautiful Athens.

UNIVE

EX

CL

GRE

TIME—Three hours.

You are requested

1. Draw a com
commencement o
resources; (2) po

2. Sketch the
first five years of

3. Compare Pe
statesmen.

4. Clearly exp
disastrous failure

5. Write histori
polis, Melos, Argin

6. Give a concis
(1) The peace
(2) The mutil
(3) The politi
the democracy at t

1. Give an acco
(*a*) the character o
tion of Rome at th

2. Compare the
tary of Marius and

3. Describe the c
objects, and results

4. State the caus
and compare the r
statesmen at its con

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1894

CLASSICAL HONORS—SENIOR B. A.

GREEK AND ROMAN HISTORY.

TIME—Three hours.

You are requested to answer four questions only in each Division.

I.—GREEK HISTORY.

1. Draw a comparison between Athens and Sparta at the commencement of the Peloponnesian War in respect to (1) resources; (2) popularity; (3) political principles.

2. Sketch the principal events that occurred during the first five years of the Peloponnesian War.

3. Compare Pericles and Cleon as orators, soldiers, and statesmen.

4. Clearly explain the causes, direct and indirect, of the disastrous failure of the Athenian expedition to Sicily.

5. Write historical notes on events connected with Amphipolis, Melos, Arginusæ, Ægospotami.

6. Give a concise account of—
(1) The peace of Nicias.
(2) The mutilation of the Hermæ.
(3) The political changes at Athens from the abolition of the democracy at the end of the war to its restoration.

II.—ROMAN HISTORY.

1. Give an account of the war with Jugurtha, showing—(*a*) the character of that prince, and (*b*) the political condition of Rome at the time.

2. Compare the origin, and the career, political and military of Marius and Sulla.

3. Describe the conspiracy of Catiline, shewing its causes, objects, and results.

4. State the causes of the civil war of Cæsar and Pompey, and compare the relative positions and prospects of these statesmen at its commencement.

5. "*The Republic was no more than a shadow and these very (republican) institutions had long been merely the instruments by which tyrants had worked out the ends of their selfish ambition.*"

Give a detailed proof of this from the history of Cæsar.

6. Give an account of the formation of the second Triumvirate and the subsequent policy and fortunes of its members.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1894

HONOR CLASSICS.—SENIOR B.A.

GREEK GRAMMAR.

1. Distinguish (a) Ionic and Hellenistic Greek; (b) stem and root; (c) crasis and synizesis; (d) enclitics and proclitics.

2. Describe the main characteristics by which nouns are classified in Three Declensions.

3. (a) Briefly distinguish the meaning and uses of the various demonstrative pronouns; (b) Parse μίν, δεῖνι, ὅτων; (c) Comment on the formation and meaning of ἐστιν ὅτι, and οἷος τε.

4. (a) In what different ways are verbs regularly augmented? Give examples. (b) Comment on the augment in the 2 aor. of ἄγω, and imperf. of ὁράω.

5. State and exemplify the principal uses of the participle in Greek.

6. Give the principal *interrogative particles*, shewing the force of each by short illustrative questions.

7. (a) What is the use of μὴ as distinguished from οὐ? (b) Show clearly (with example) under what circumstances μὴ οὐ is used.

8. Explain, with examples, the formation, meaning, and construction of the verbal adjective.

9. Write grammatical notes on the moods and tenses in the following constructions:

(a) εἰ ἔπραξε τοῦτο, καλῶς ἂν εἶχεν.
(b) μή σοι μελησατω.
(c) οὐ μὴ πίθηται.
(d) ὄφελε τοῦτο ποιεῖν.
(e) ἡδέως ἂν ἔμεινα ἕως αὐτὸν εἶδον.

UNIVERS

EXAM

HON

GREE

Translate into Gr

When Solon was
happiness he express
and have children.
But some days afte
that he came from A
what news there wa
instructions said, nor
whom the whole city
they told me, of a pe
reputation for virtue
fortunate man is he,
have heard his name
ber it. All I remem
wisdom and justice.
reply, was now much
asking whether it wa
stranger immediately
prophet, for that was
it. Solon therefore l
such things as are us
Thales taking him
things that strike d
from marriage and fr
my good friend, for n
true.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1894

HONOR CLASSICS.—SENIOR B.A.

GREEK PROSE COMPOSITION.

Translate into Greek:

When Solon was conversing with Thales at Miletus about happiness he expressed some wonder that he did not marry and have children. To this Thales did not at once reply. But some days afterwards he instructed a stranger to say that he came from Athens ten days before. Solon inquiring what news there was at Athens, the man according to his instructions said, none except the death of a young man for whom the whole city was in sorrow: for he was the son, as they told me, of a person of great honor, and of the highest reputation for virtue, who was then abroad. What an unfortunate man is he, said Solon; but what is his name? I have heard his name, said the stranger, but I do not remember it. All I remember is that there was much talk of his wisdom and justice. Solon, whose fears increased with every reply, was now much alarmed and mentioned his own name, asking whether it was not Solon's son that was dead. The stranger immediately answered: You seem to me to be a prophet, for that was the father's name; but I had forgotten it. Solon therefore began to beat his head and to say and do such things as are usual to men in a transport of grief. Then Thales taking him by the hand, said with a smile, these things that strike down so firm a man as Solon, kept me from marriage and from having children. But take courage, my good friend, for not a word of what has been told you is true.

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EXAM

HONO

1. Translate :

Τὸν αὐτὸν δὲ τρόπον
μένων· πεπαιδευμένου
καθ' ἕκαστον γένος, ἐφ'
παραπλήσιον γὰρ φαίνε
δέχεσθαι καὶ ῥητορικὸν
καλῶς ἃ γινώσκει, καὶ τ
ἆρα ὁ πεπαιδευμένος, ἀ
τῆς πολιτικῆς οὐκ ἔστιν
κατὰ τὸν βίον πράξεων,
Ἔτι δὲ τοῖς πάθεσιν
ἀνωφελῶς, ἐπειδὴ τὸ τέλ
δ' οὐδὲν νέος τὴν ἡλικία
χρόνον ἡ ἔλλειψις, ἀλλὰ
Τοῖς γὰρ τοιούτοις ἀνόν
τέσιν. τοῖςδὲ κατὰ λόγ
πολυῶφελὲς ἂν εἴη τὸ πε

2. What, according
Ethical Science.

3. *Διὸ τῆς πολιτικῆς*
cuss this statement.

4. Explain the follo
γκρατὴς and *σώφρων*.

5. Translate :

ΠΟΙ. *Νεφελοκοκ*
κλῆσον, ὦ
τεαῖς ἐν ὕ
ΠΕ. *τουτὶ τὸ π*

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1894.

HONOR CLASSICS.—SENIOR B. A.

ARISTOTLE, &c.

1. Translate :

Τὸν αὐτὸν δὲ τρόπον καὶ ἀποδέχεσθαι χρεὼν ἕκαστον τῶν λεγομένων· πεπαιδευμένου γάρ ἐστιν ἐπὶ τοσοῦτον τἀκριβὲς ἐπισητεῖν καθ' ἕκαστον γένος, ἐφ' ὅσον ἡ τοῦ πράγματος φύσις ἐπιδέχεται· παραπλήσιον γὰρ φαίνεται μαθηματικοῦ τε πιθανολογοῦντος ἀποδέχεσθαι καὶ ῥητορικὸν ἀποδείξεις ἀπαιτεῖν. Ἕκαστος δὲ κρίνει καλῶς ἃ γινώσκει, καὶ τούτων ἐστὶν ἀγαθὸς κριτής. Καθ' ἕκαστον ἄρα ὁ πεπαιδευμένος, ἁπλῶς δ' ὁ περὶ πᾶν πεπαιδευμένος. Διὸ τῆς πολιτικῆς οὐκ ἔστιν οἰκεῖος ἀκροατὴς ὁ νέος· ἄπειρος γὰρ τῶν κατὰ τὸν βίον πράξεων, οἱ λόγοι δ' ἐκ τούτων καὶ περὶ τούτων. Ἔτι δὲ τοῖς πάθεσιν ἀκολουθητικὸς ὢν ματαίως ἀκούσεται καὶ ἀνωφελῶς, ἐπειδὴ τὸ τέλος ἐστὶν οὐ γνῶσις ἀλλὰ πρᾶξις. Διαφέρει δ' οὐδὲν νέος τὴν ἡλικίαν ἢ τὸ ἦθος νεαρός· οὐ γὰρ παρὰ τὸν χρόνον ἡ ἔλλειψις, ἀλλὰ διὰ τὸ κατὰ πάθος ζῆν καὶ διώκειν ἕκαστα. Τοῖς γὰρ τοιούτοις ἀνόνητος ἡ γνῶσις γίνεται, καθάπερ τοῖς ἀκρατέσιν. τοῖςδὲ κατὰ λόγον τὰς ὀρέξεις ποιουμένοις καὶ πράττουσι πολυωφελὲς ἂν εἴη τὸ περὶ τούτων εἰδέναι.

2. What, according to Aristotle, is the main question of Ethical Science.

3. *Διὸ τῆς πολιτικῆς οὐκ ἔστιν οἰκεῖος ἀκροατὴς ὁ νέος.* Discuss this statement.

4. Explain the following terms: *γνῶσις, πρᾶξις, ἀκρατὴς, ἐγκρατὴς* and *σώφρων.*

5. Translate :

ΠΟΙ. Νεφελοκοκκυγίαν τὰν εὐδαίμονα
κλῆσον, ὦ Μοῦσα,
τεαῖς ἐν ὕμνων ἀοιδαῖς.
ΠΕ. τουτὶ τὸ πρᾶγμα ποδαπόν ; εἰπέ μοι, τίς εἶ ;

ΠΟΙ. ἐγὼ μελῃλίσσων ἐπέων ἰεὶς ἀοιδάν,
Μουσάων θεράπων ὀτρηρός,
κατὰ τὸν Ὅμηρον.

ΠΕ. ἔπειτα δῆτα δοῦλος ὢν κόμην ἔχεις;

ΠΟΙ. οὔκ, ἀλλὰ πάντες ἐσμὲν οἱ διδιάσκαλοι
Μουσάων θεράποντες ὀτρηροί,
κατὰ τὸν Ὅμηρόν.

ΠΕ. σὺκ ἐτὸς ὀτρηρὸν καὶ τὸ λῃδάριον ἔχεις.
ἀτὰρ, ὦ ποιητά, κατὰ τί δεῦρ' ἀνεφθάρης;

ΠΟΙ. μέλη πεποίηκ' ἐς τὰς Νεφελοκοκκυγίας
τὰς ὑμετέρας κὐκλιά τε πολλὰ καὶ καλά,
καὶ παρθένεια, καὶ κατὰ τὰ Σιμωνίδου.

ΠΕ. ταυτὶ σὺ πότ' ἐποίησας ἀπὸ ποίου χρόνου;

ΠΟΙ. πάλαι πάλαι δὴ τήνδ' ἐγὼ κλῄζω πόλιν.

ΠΕ. οὐκ ἄρτι θύω τὴν δεκάτην ταύτης ἐγὼ,
καὶ τοὔνομ' ὥσπερ παιδίῳ νῦν δὴ 'θέμην;

ΠΟΙ. ἀλλά τις ὠκεῖα Μουσάων φάτις
οἷάπερ ἵππων ἀμαρυγά.
σὺ δὲ πάτερ κτίστορ Αἴτνας,
ζαθέων ἱερῶν ὁμώνυμε,
δὸς ἐμὶν ὅ τι περ
τεᾷ κεφαλᾷ θέλεις
πρόφρων δόμεν ἐμὶν τεῖν.

6. Show that the Dithyrambic poets of Athens are satirized in this extract.

7. Explain: *δοῦλος ὢν κόμην ἔχεις;*
κατὰ τί δεῦρ' ἀνεφθάρης;
τὴν δεκάτην, πάτερ, ὁμώνυμε.

8. Translate:

τὸν στέφανον τῖλαί με καταῦτίκα λεπτὰ ποιησεῖς,
τόν τοι ἐγών, Ἀμαρυλλὶ φίλα, κισσοῖο φυλάσσω,
ἐμπλέξας καλύκεσσι καὶ εὐόδμοισι σελίνοις.
ὦ μοί ἐγώ, τί πέθω; τί ὁ δύσσοος; οὐχ ὑπακούεις;
τὰν βαίταν ἀποδὺς ἐς κύματα τηνῶ ἁλεῦμαι,
ὥπερ τὼς θύννως σκοπιάζεται Ὄλπις ὁ γρεπεύς.
καἴκα μὴ 'ποθάνω, τό γε μὰν τεὸν ἁδὺ τέτυκται.

ἔγνων πράν, ὅκ᾽ ἐμοίγε μεμναμένῳ εἰ φιλέεις με,
οὐδὲ τὸ τηλέφιλον ποτεμάξατο τὸ πλατάγημα,
ἀλλ᾽ αὕτως ἁπαλῶ ποτὶ πάχεϊ ἐξεμαράνθη.
εἶπε καὶ Ἀγροιὼ τἀλαθέα κοσκινόμαντις,
ἃ πρὰν ποιολογεῦσα παραιβάτις, οὕνεκ᾽ ἐγὼ μὲν
τὶν ὅλος ἔγκειμαι· τὺ δέ μευ λόγον οὐδένα ποιῇ.
ἦ μάν τοι λευκὰν διδυματόκον αἶγα φυλάσσω,
τάν με καὶ ἁ Μέρμνωνος ἐριθακὶς ἁ μελανόχρως
αἰτεῖ· καὶ δωσῶ οἱ, ἐπεὶ τύ μοι ἐνδιαθρύπτῃ.

9. (a) *κἄκκα μὴ ᾽ποθάνω κ.τ.λ* . . . Write out this line in attic Greek.

(b) Give the Doric forms of the singular of *ἐγὼ* and *σὺ*.

10. Write explanatory notes on *ποτεμάξατο*, *παραίβατις*, *κοσκινόμαντις*.

11. Scan the first three lines of this extract.

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EXA

1. Translate :

(i) *ΗΦ.* αἰαῖ, Πρ
ΚΡ. σὺ δ' αὖ
στένεις ;

(ii) *ΚΡ.* . . .
οἷοί τε θ
ψευδωνύ
καλοῦσιν
ὅτῳ τρόπ

(iii) *ΚΡ.* ἴδεσθέ μ
δέρχθηθ'
διαχναιόμ
χρόνον ἀ
τοίονδ' ὁ
ἐξηῦρ' ἐπ
φεῦ φεῦ,
πῆμα στεν
χρὴ τέρμ

2. (a) Write notes

(b) Name the
(ii) *ἀπαντλῆσαι* and (i
conveyed by these ex

(c) Parse (iii) *χ*
from each other.

3. Translate :

(i) *ΧΟ.* σὺ μὲν θρ
δύαισιν οὐδ
ἄγαν δ' ἐλε
ἐμὰς δὲ φρ
δέδια δ' ἀμ

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1894.

SENIOR B. A.

ÆSCHYLUS.

1. Translate:

(i) *ΗΦ.* αἰαῖ, Προμηθεῦ, σῶν ὕπερ στένω πόνων.
ΚΡ. σὺ δ' αὖ κατοκνεῖς τῶν Διὸς τ' ἐχθρῶν ὕπερ
στένειες; ὅπως μὴ σαυτὸν οἰκτιεῖς ποτε.

(ii) *ΚΡ.* . . . . . τί σοι
οἷοί τε θνητοὶ τῶνδ' ἀπαντλῆσαι πόνων:
ψευδωνύμως σε δαίμονες Προμηθέα
καλοῦσιν· αὐτὸν γάρ σε δεῖ προμηθεως,
ὅτῳ τρόπῳ τῆσδ' ἐκκυλισθήσει τύθης.

(iii) *ΚΡ.* ἴδεσθέ μ' οἵα πρὸς θεῶν πάσχω θεός.
δέρχθηθ' οἵαις αἰκίαισιν
διακναιόμενος τὸν μυριετῆ
χρόνον ἀθλεύσω.
τοίονδ' ὁ νέος ταγὸς μακάρων
ἐξηῦρ' ἐπ' ἐμοὶ δεσμὸν ἀεικῆ.
φεῦ φεῦ, τὸ παρὸν τό τ' ἐπερχόμενον
πῆμα στενάχω, πῆ ποτε μόχθων
χρὴ τέρματα τῶνδ' ἐπιτεῖλαι.

2. (a) Write notes on the use of ὅπως μὴ in (i) above;

(b) Name the figure of speech contained in the words (ii) ἀπαντλῆσαι and (iii) ἐπιτεῖλαι. Explain fully the meaning conveyed by these expressions.

(c) Parse (iii) χρονον; and distinguish οἷος, οἵος, οἷόσ τε from each other.

3. Translate:

(i) *ΧΟ.* σὺ μὲν θρασύς τε καὶ πικραῖς
δύαισιν οὐδὲν ἐπιχαλᾷς,
ἄγαν δ' ἐλευθεροστομεῖς.
ἐμὰς δὲ φρένας ἐρέθισε διάτορος φόβος·
δέδια δ' ἀμφὶ σαῖς τύχαις,

πᾶ ποτε τῶνδε πόνων [καὶ κέαρ
χρή σε τέρμα κέλσαντ' ἐσιδεῖν. ἀκίχητα γὰρ ἤθεα
ἀπαράμυθον ἔχει Κρόνου παῖς.

(ii) ΩΚ. οὔκουν, Προμηθεῦ, τοῦτο γιγνώσκεις ὅτι
ὀργῆς ζεούσης εἰσὶν ἰατροὶ λόγοι;
ΠΡ. ἐάν τις ἐν καιρῷ γέ μαλθάσσῃ κέαρ
καὶ μὴ σφριγῶντα θυμὸν ἰσχναίνῃ βίᾳ.
ΩΚ. ἐν τῷ προμηθεῖσθαι δὲ καὶ τολμῶν τίνα
ὁρᾷς ἐνοῦσαν ζημίαν; δίδασκέ με.
ΠΡ. μόχθον περισσὸν κουφόνουν τ' εὐηθίαν.

4. (a) In what dialect are the speeches of the chorus written? Why?

(b) Parse οὐδεν, δέδια, κελσαντ', in the above.

(c) Explain the figure contained in ὅτι ὀργῆς . . . βιᾷ.

5. Translate:

(i) ΧΟ. φέρ' ὅπως ἄχαρις χάρις, ὦ φίλος, εἰπὲ, ποῦ τίς ἀλκά;
τίς ἐφαμερίων ἄρηξις; οὐδ' ἐδέρχθης
ὀλιγοδρανίαν ἄκικυν,
ἰσόνειρον, ᾗ τὸ φωτῶν
ἀλαὸν γένος ἐμπεποδισομένον; οὔποτε θνατῶν
τὰν Διὸς ἁρμονίαν ἀνδρῶν παρεξίασι βουλαί.

(ii) ΠΡ. ἦ δυσπετῶς ἂν τοὺς ἐμοὺς ἄθλους φέροις,
ὅτῳ θανεῖν μέν ἐστιν οὐ πεπρωμένον·
αὕτη γὰρ ἦν ἂν πημάτων ἀπαλλαγή·
νῦν δ' οὐδέν ἐστι τέρμα μοι προκείμενον
μόχθων, πρὶν ἂν Ζεὺς ἐκπέσῃ τυραννίδος.
ΙΩ. ἦ γάρ ποτ' ἐστὶν ἐκπεσεῖν ἀρχῆς Λία;

6. (a) Derive: ἐφαμερίων, ὀλιγοδρανίαν, θνάτων.

(b) What other constructions, than the one in the above extract, may πρίν take?

(c) Account for the mood of ἦν in αὕτη γὰρ . . ἀπαλλαγή.

7. Compare Æschylus with other Grecian dramatists.

8. Write notes on the following:

(a) Object of this drama;

(b) Character of Prometheus;

(c) The object the author had in introducing Io.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1894.

HONOR CLASSICS.—SENIOR AND JUNIOR B. A.

I. CICERO.

1. Translate:

Quarta restat causa, quae maxime angere atque sollicitam habere nostram aetatem videtur, appropinquatio mortis: quae certe a senectute non potest longe abesse. O miserum senem, qui mortem contemnendam esse in tam longa aetate non viderit! quae aut plane negligenda est si omnino exstinguit animum; aut etiam optanda si aliquo eum deducit ubi sit futurus aeternus. Atque tertium certe nihil inveniri potest. Quid igitur timeam si aut non miser post mortem aut beatus etiam futurus sum? Quamquam quis est tam stultus, quamvis sit adolescens, cui sit exploratum se ad vesperum esse victurum? Quin etiam aetas illa multo plures quam nostra mortis casus habet: facilius in morbos incidunt adolescentes; gravius aegrotant: tristius curantur. Itaque pauci veniunt ad senectutem: quod ni ita accideret, melius et prudentius viveretur. Mens enim et ratio et consilium in senibus est: qui si nulli fuissent, nullae omnino civitates essent. Sed redeo ad mortem impendentem. Quod illud est crimen senectutis quum illud videatis cum adolescentia esse commune?

2. Quarta restat causa, &c. What are the other objections against old age?

3. Give a brief statement of Cicero's (*a*) philosophy and (*b*) religion.

4. Comment on the mood and tense of fuissent and essent; "qui si nulli fuissent, nullae omnino civitates essent."

II. LIVY.

5. Translate:

His immortalibus editis operibus, cum ad exercitum recensendum contionem in campo ad Capræ paludem haberet, subito coorta tempestas cum magno fragore tonitribusque tam denso regem operuit nimbo, ut conspectum ejus contioni abstulerit; nec deinde in terris Romulus fuit. Romana pubes, sedato tandem pavore, postquam ex tam turbido die

serena et tranquilla lux rediit, ubi vacuam sedem regiam vidit, etsi satis credebat patribus, qui proximi steterant, sublimen raptum procella, tamen, velut orbitatis metu icta, mæstum aliquamdiu silentium obtinuit. Deinde a paucis initio facto, deum deo natum, regem parentemque urbis Romanæ salvere universi Romulum jubent; pacem precibus exposcunt, uti volens proptius suam semper sospitet progeniem. Fuisse credo tum quoque aliquos, qui discerptum regem patrum manibus taciti arguerent (manavit enim hæc quoque sed perobscura fama): illam alteram admiratio viri et pavor præsens nobilitavit.

6. Give a brief description of the character and work of Romulus.

III. VIRGIL.

7. Translate:

Inter quas Phœnissa, recens a vulnere, Dido
Errabat silvâ in magnâ: quam Troius heros
Ut primum juxta stetit, agnovitque, per umbram
Obscuram, qualem primo qui surgere mense
Aut videt, aut vidisse putat per nubila Lunam,
Demisit lacrimas, dulcique affatus amore est:
Infelix Dido! verus mihi nuntius ergo
Venerat exstinctam, ferroque extrema secutam?
Funeris heu! tibi causa fui? Per sidera juro,
Por superos, et, si qua fides tellure sub imâ est,
Invitus, regina, tuo de litore cessi.

IV. VIRGIL.

8. Translate:

Cetera per terras omnes animalia somno
Laxabant curas, et corda oblita laborum:
Ductores Teucrûm primi, delecta juventus,
Consilium summis regni de rebus habebant,
Quid facerent, quisve Æneæ jam nuntius esset:
Stant longis annixi hastis, et scuta tenentes,
Castrorum et campi medio. Tum Nisus et una
Euryalus confestim alacres admittier orant:
Rem magnam, pretiumque moræ fore. Primus Iulus
Accepit trepidos, ac Nisum dicere jussit.
Tum sic Hyrtacides: Audite, O! mentibus æquis,
Æneadæ; neve hæc nostris spectentur ab annis,
Quæ ferimus.

V. HORACE.—ODES.

9. Translate:

Fecunda culpæ secula nuptias
Primum inquinavere et genus et domos;
Hoc fonte derivâta clades
In patriam populumqve fluxit.
Non his juventus orta parentibus
Infecit æquor sanguine Punico,
Pyrrhumque et ingentem cecidit
Antiochum Hannibalemque dirum;
Sed rusticorum mascula militum
Proles, Sabellis docta ligonibus
Versare glebas et severæ
Matris ad arbitrium recisos
Portare fustes, sol ubi montium
Mutaret umbras et juga demeret
Bobus fatigatis amicum
Tempus agens abeunte curru.
Damnosa quid non imminuit dies?
Ætas parentum pejor avis tulit
Nos nequiores, mox daturos
Progeniem vitiosiorem.

10. Explain references in the following: (*a*) Parentibus, (*b*) Sanguine Punico, (*c*) Hannibalem, (*d*) Sabellis..ligonibus.

VI. HORACE.—EPISTLES.

11. Translate:

Trojani belli scriptorem, maxime Lolli,
Dum tu declamas Romæ, Præneste relegi;
Qui, quid sit pulchrum, quid turpe, quid utile, quid non,
Planius ac melius Chrysippo et Crantore dicit.
Cur ita crediderim, nisi quid te detinet, audi.
Fabula, qua Paridis propter narratur amorem
Græcia Barbariæ lento collisa duello,
Stultorum regum et populorum continet æstus.
Antenor censet belli præcidere causam.
Quid Paris? Ut salvus regnet vivatque beatus,
Cogi posse negat. Nestor componere lites
Inter Peliden festinat et inter Atriden;
Hunc amor, ira quidem communiter urit utrumque.
Quidquid delirant reges, plectuntur Achivi.
Seditione, dolis, scelere atque libidine et ira
Iliacos intra muros peccatur et extra.

12. What is the poet's object in this epistle?

13. State the chief differences between the satires and the epistles of Horace.

UNIVERS

EXAM

HONOR CLAS

1. Translate:

Ibi super abiectun
frigidam poposcit han
praenuntius odor sul
illum. Innitens servu
et ego colligo, crassio
stomacho, qui illi natu
aestuans erat. Ubi d
viderat *erat* tertius),
opertumque, ut fuera
quam defuncto simili
nihil ad historiam, n
voluisti. Finem ergo
quibus interfueram qu
rantur, audieram perse
est enim epistulam ali
bus scribere. Vale.

2. To whom, and for

3. Where, when, and
die?

4. Translate:

"Pone domi lauros,
Cretatumque bover
Spectandus! gaude
Vultus erat! nunqu
Hunc hominem."
Delator? quibus in
"Nil horum: verbo
A Capreis." "Bene
Turba Remi?" "S
Damnatos. Idem p
Favisset, si oppressa

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1894.

HONOR CLASSICS.—SENIOR AND JUNIOR B. A.

I.—PLINY.

1. Translate:

Ibi super abiectum linteum recubans semel atque iterum frigidam poposcit hausitque. Deinde flammae flammarumque praenuntius odor sulpuris alios in fugam vertunt, excitant illum. Innitens servulis duobus adsurrexit et statim concidit, et ego colligo, crassiore caligine spiritu obstructo clausoque stomacho, qui illi natura invalidus et angustus et frequenter aestuans erat. Ubi dies redditus (is ab eo quem novissime viderat *erat* tertius), corpus inventum integrum, inlaesum opertumque, ut fuerat indutus: habitus corporis quiescenti quam defuncto similior. Interim Miseni ego et mater—sed nihil ad historiam, nec tu aliud quam de exitu eius scire voluisti. Finem ergo faciam. Unum adiciam, omnia me quibus interfueram quaeque statim, cum maxime vera memorantur, audieram persecutum. Tu potissima excerpes. Aliud est enim epistulam aliud historiam, aliud amico, aliud omnibus scribere. Vale.

2. To whom, and for what purpose, was this letter written?

3. Where, when, and from what cause did Pliny the elder die?

II.—JUVENAL.

4. Translate:

"Pone domi lauros, duc in Capitolia magnum
Cretatumque bovem: Sejanus ducitur unco
Spectandus! gaudent omnes. Quæ labra! quis illi
Vultus erat! nunquam, si quid mihi credis, amavi
Hunc hominem." "Sed quo cecidit sub crimine? quisnam
Delator? quibus indiciis, quo teste probavit?"
"Nil horum: verbosa et grandis epistola venit
A Capreis." "Bene habet; nil plus interrogo. Sed quid
Turba Remi?" "Sequitur fortunam, ut semper, et odit
Damnatos. Idem populus, si Nurtia Tusco
Favisset, si oppressa foret secura senectus

Principis, hac ipsa Sejanum diceret hora
Augustum. Jam pridem, ex quo suffragia nulli
Vendimus, effudit curas. Nam qui dabat olim
Imperium, fasces, legiones, omnia, nunc se
Continet, atque duas tantum res anxius optat,
Panem et Circenses." "Perituros audio multos."
"Nil dubium: magna est fornacula: pallidulus mî
Brutidius meus ad Martis fuit obvius aram.
Quam timeo, victus ne pœnas exigat Ajax,
Ut male defensus!" "Curramus præcipites et,
Dum jacet in ripa, calcemus Cæsaris hostem."

5. Explain the allusions in: Sejanus ducitur unco, epistola, panem et Circenses, magna est fornacula, Cæsaris hostem.

III.—THUCYDIDES.

6. Translate: *ὁ δὲ Θεμιστοκλῆς προαισθόμενος φεύγει ἐκ Πελοποννήσου ἐς Κέρκυραν, ὧν αὐτῶν εὐεργέτης. δεδιέναι δὲ φασκόντων Κερκυραίων ἔχειν αὐτὸν ὥστε Λακεδαιμονίοις καὶ Ἀθηναίοις ἀπεχθέσθαι, διακομίζεται ὑπ' αὐτῶν ἐς τὴν ἤπειρον τὴν καταντικρύ. καὶ διωκόμενος ὑπὸ τῶν προστεταγμένων κατὰ πύστιν ἧ χωροίη, ἀναγκάζεται κατά τι ἄπορον παρὰ Ἄδμητον τὸν Μολοσσῶν βασιλέα ὄντα αὐτῷ οὐ φίλον καταλῦσαι. καὶ ὁ μὲν οὐκ ἔτυχεν ἐπιδημῶν, ὁ δὲ τῆς γυναικὸς ἱκέτης γενόμενος διδάσκεται ὑπ' αὐτῆς τὸν παῖδα σφῶν λαβὼν καθέζεσθαι ἐπὶ τὴν ἑστίαν. καὶ ἐλθόντος οὐ πολὺ ὕστερον τοῦ Ἀδμήτου δηλοῖ τε ὅς ἐστι καὶ οὐκ ἀξιοῖ, εἴ τι ἄρα αὐτὸς ἀντεῖπεν αὐτῷ Ἀθηναίων δεομένῳ, φεύγοντα τιμωρεῖσθαι. καὶ γὰρ ἂν ὑπ' ἐκείνου πολλῷ ἀσθενεστέρου ἐν τῷ παρόντι κακῶς πάσχειν, γενναῖον δὲ εἶναι τοὺς ὁμοίους ἀπὸ τοῦ ἴσου τιμωρεῖσθαι. καὶ ἅμα αὐτὸς μὲν ἐκείνῳ χρείας τινὸς καὶ οὐκ ἐς τὸ σῶμα σώζεσθαι ἐναντιωθῆναι, ἐκεῖνον δ' ἂν εἰ ἐκδοίη αὐτόν (εἰπὼν ὑφ' ὧν καὶ ἐφ' ᾧ διώκεται), σωτηρίας ἂν τῆς ψυχῆς ἀποστερῆσαι.*

7. (a) Write short grammatical notes on *τὸν παῖδα σφῶν*, *ὅς ἐστι*, *ἐς τὸ σῶμα σώζεσθαι*.

(b) Explain the use of the cases in *ὑπ' ἐκείνου πολλῷ ἀσθενεστέρου*.

8. Briefly sketch (according to Thucydides' account) Themistocles' services to Athens, and his career subsequent to the adventure described above.

IV.—PLATO.

9. Translate: *καὶ ὁ Κέβης ἐπιγελάσας Ὡς δεδιότων, ἔφη, ὦ Σώκρατες, πειρῶ ἀναπείθειν· μᾶλλον δὲ μὴ ὡς ἡμῶν δεδιότων, ἀλλ' ἴσως ἔνι τις καὶ ἐν ἡμῖν παῖς, ὅστις τὰ τοιαῦτα φοβεῖται· τοῦτον οὖν πειρώμεθα πείθειν μὴ δεδιέναι τὸν θάνατον ὥσπερ τὰ μορμολύκεια. Ἀλλὰ χρή, ἔφη ὁ Σωκράτης, ἐπάδειν αὐτῷ ἑκάστης ἡμέρας, ἕως ἂν ἐξεπάσητε. Πόθεν οὖν, ἔφη, ὦ Σώκρατες, τῶν τοιούτων ἀγαθὸν ἐπῳδὸν ληψόμεθα, ἐπειδὴ σύ, ἔφη, ἡμᾶς ἀπολείπεις; Πολλὴ μὲν ἡ Ἑλλάς, ἔφη, ὦ Κέβης, ἐν ᾗ ἔνεισί που ἀγαθοὶ ἄνδρες, πολλὰ δὲ καὶ τὰ τῶν βαρβάρων γένη, οὓς πάντας χρὴ διερευνᾶσθαι ζητοῦντας τοιοῦτον ἐπῳδόν, μήτε χρημάτων φειδομένους μήτε πόνων, ὡς οὐκ ἔστιν εἰς ὅ, τι ἂν εὐκαιρότερον ἀναλίσκοιτε χρήματα. ζητεῖν δὲ χρὴ καὶ αὐτοὺς μετ' ἀλλήλων· ἴσως γὰρ ἂν οὐδὲ ῥαδίως εὕροιτε μᾶλλον ὑμῶν δυναμένους τοῦτο ποιεῖν.*

10. How did Socrates combat the fear that the soul is dissolved at death, and by what arguments did Simmias and Cebes show their dissatisfaction with his reasonings?

11. (a) *πολλὴ μὲν ἡ Ἑλλας . . .* Comment on the attitude of mind here displayed by Socrates.

(b) "The Phædo is (not only a dialogue but) a drama." Give reasons for this criticism. What part in the drama is played by Crito, Phædo, Apollodorus?

UNIVERS

EXAM

HONOR CLAS

LU

Time: Three hours.

1. Translate:

(a) Lucian, Drea
πρὸς ἡμᾶς καὶ μνησθῆ
ἤδη γεγηρακότων; ἔωλο
τινας ἡμᾶς ὑπείληφεν;
δαιγούμενος τὸ ἐνύπνιον
καὶ τὰ ἄλλα,—ἴστε γάρ
ἐγνωκὼς αὐτὰ διεξῇει,
πραγμάτων, περιεστώτα
ἡ διήγησις.

(b) Charon: *XAP*
παρεξοντα, ὁπόταν πλέῃ
δυνάμενος. σὺ δέ μοι ἐ
τίς τ' ἄρ'
ουχ' Ἕλλην, ὡς ἔοικεν ἀπ

EPM. Κῦρος ὦ *Χ*
Μήδων ἐχόντων νῦν, Π
δ' ἔναγχος οὗτος ἐκράτη
ἐλασείοντι ἐπὶ Λυδίαν
ἁπάντων.

XAP. ὁ Κροῖσος δὲ

EPM. ἐκεῖσε ἀπόβλ
τριπλοῦν τεῖχος· Σάρδει
ἤδη ἐπὶ κλίνης χρυσῆς κα
μενον. βούλει ἀκούσωμεν

2. Explain the allusio
grammatical notes on
τεῖχος, βούλει ἀκούσωμεν.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1894.

HONOR CLASSICS—SENIOR AND JUNIOR B.A.

LUCIAN, HOMER, &c.

Time: Three hours.

1. Translate:

(a) Lucian, Dream: *τί δ' οὖν ἐπῆλθεν αὐτῷ λῆρῆσαι ταῦτα πρὸς ἡμᾶς καὶ μνησθῆναι παιδικῆς νυκτὸς καὶ ὀνείρων παλαιῶν καὶ ἤδη γεγηρακότων; ἕωλος γὰρ ἡ ψυχρολογία· μὴ ὀνείρων ὑποκριτάς τινας ἡμᾶς ὑπείληφεν; οὔκ, ὦγαθέ· οὐδὲ γάρ ὁ Ξενοφῶν ποτὲ διηγούμενος τὸ ἐνύπνιον, ὡς ἐδόκει αὐτῷ καίεσθαι ἡ πατρῴα οἰκία καὶ τὰ ἄλλα,—ἴστε γάρ—οὐχ ὑπόκρισιν τὴν ὄψιν οὐδ' ὡς φλυαρεῖν ἐγνωκὼς αὐτὰ διεξῄει, καὶ ταῦτα ἐν πολέμῳ καὶ ἀπογνώσει πραγμάτων, περιεστώτων πολεμίων, ἀλλά τι καὶ χρήσιμον εἶχεν ἡ διήγησις.*

(b) Charon: *ΧΑΡ. ἔα τοῦτον οὐκ εἰς μακρὰν γέλωτα ἡμῖν παρεξοντα, ὁπόταν πλέῃ μηδ' ἐμπίδα οὐχ ὅπως ταῦρον ἔτι ἄρασθαι δυνάμενος. σὺ δέ μοι ἐκεῖνο εἰπέ,*

τίς τ' ἄρ' ὅδ' ἄλλος ὁ σεμνὸς ἀνήρ;

οὐχ Ἕλλην, ὡς ἔοικεν ἀπό γοῦν τῆς στολῆς.

ΕΡΜ. Κῦρος ὦ Χάρων, ὅ Καμβύσου, ὃς τὴν ἀρχὴν πάλαι Μήδων ἐχόντων νῦν Περσῶν ἤδη ἐποίησεν εἶναι καὶ Ἀσσυρίων δ' ἔναγχος οὗτος ἐκράτησε καὶ Βαβυλῶνα παρεστήσατο καὶ νῦν ἐλασείοντι ἐπὶ Λυδίαν ἔοικεν, ὡς καθελὼν τὸν Κροῖσον ἄρχοι ἁπάντων.

ΧΑΡ. ὁ Κροῖσος δὲ ποῦ ποτε κἀκεῖνός ἐστιν;

ΕΡΜ. ἐκεῖσε ἀπόβλεψον ἐς τὴν μεγάλην ἀκρόπολιν τὴν τὸ τρεπλοῦν τεῖχος· Σάρδεις ἐκεῖναι, καὶ τὸν Κροῖσον αὐτὸν ὁρᾷς ἤδη ἐπὶ κλίνης χρυσῆς καθήμενον Σόλωνι τῷ Ἀθηναίῳ διαλεγόμενον. βούλει ἀκούσωμεν αὐτῶν ὅ τι καὶ λέγουσι;

2. Explain the allusion to Xenophon in (a); and (b) write grammatical notes on *οὐχ ὅπως ταῦρον, ελασείοντι, τὴν τὸ τεῖχος, βούλει ἀκούσωμεν.*

3. What useful purpose did Lucian conceive he served by these two works?

4. Translate:

(a) Homer, Iliad iii:

Ἦ ῥα καὶ ἀμπεπαλὼν προΐει δολιχόσκιον ἔγχος,
καὶ βάλε Πριαμίδαο κατ' ἀσπίδα πάντοσ' ἐΐσην.
διὰ μὲν ἀσπίδος ἦλθε φαεινῆς ὄβριμον ἔγχος,
καὶ διὰ θώρηκος πολυδαιδάλου ἠρήρειστο·
ἀντικρὺ δὲ παραὶ λαπάρην διάμησε χιτῶνα
ἔγχος· ὁ δ' ἐκλινθη καὶ ἀλεύατο κῆρα μέλαιναν.
Ἀτρεΐδης δὲ ἐρυσσάμενος ξίφος ἀργυρόηλον
πλῆξεν ἀνασχόμενος κόρυθος φάλον· ἀμφὶ δ' ἄρ' αὐτῷ
τριχθά τε καὶ τετραχθὰ διατρυφὲν ἔκπεσε χειρός.
Ἀτρεΐδης δ' ὤμωδξεδ ἰδών εἰς οὐρανὸν εὐρύν
Ζεῦ πάτερ, οὔτις σεῖο θεῶν ὀλοώτερος ἄλλος·
ἦ τ' ἐφάμην τίσεσθαι Ἀλέξανδρον κακότητος·
νῦν δέ μοι ἐν χείρεσσιν ἄγη ξίφος, ἐκ δέ μοι ἔγχος
ἠίχθη παλάμηφι ἐτώσιον, οὐδ' ἔβαλόν μιν."

(b). Homer, Iliad vi:

Ὣς ἄρα φωνήσαντε, καθ' ἵππων ἀΐξαντε,
χεῖράς τ' ἀλλήλων λαβέτην καὶ πιστώσαντο.
ἔνθ' αὖτε Γλαύκῳ Κρονίδης φρένας ἐξέλετο Ζεύς,
ὃς πρὸς Τυδείδην Διομήδεα τεύχε' ἄμειβεν
χρύσεα χαλκείων, ἑκατόμβοι' ἐννεαβοίων.
Ἕκτωρ δ' ὡς Σκαιάς τε πύλας καὶ φηγὸν ἵκανεν,
ἀμφ' ἄρα μιν Τρώων ἄλοχοι θέον ἠδὲ θύγατρες
εἰρόμεναι παῖδάς τε κασιγνήτους τε ἔτας τε
καὶ πόσεας· ὁ δ' ἔπειτα θεοῖς εὔχεσθαι ἀνώγει
πάσας ἑξείης· πολλῇσι δὲ κήδε' ἐφῆπτο.

5. Comment briefly on (a): κατ', the form of ἠρήρειστο, the hiatus in ὤμωξε ἰδών; (b) the force of *mood* in πιστωσαντο, of *tense* in ἐφῆπτο, the *case* χαλκείων and φηγόν.

6. Translate:

Æschylus, Prom. Vinct.

εἰ γάρ μ' ὑπὸ γῆν νέρθεν θ' Ἅιδου
τοῦ νεκροδέγμονος εἰς ἀπέραντον

Τάρταρον ἡκ
ἀγρίως πελάσ
μήτε τις ἄλλο
νῦν δ' αἰθέρι
ἐχθροῖς ἐπ
τίς ὧδε τλή
θεῶν, ὅτῳ
τίς οὐ ξυνα
τεοῖσι δίκα γε Δ
τιθέμενος ἄ
δάμνατ
γένναν· οὐδὲ λήξει, πρὶν
τὰν δυσάλωτον
ἢ μὴν ἔτ' ἐμοῦ
ἐν γυιοπέδαις
χρείαν ἕξει μα
δεῖξαι τὸ νέον
σκῆπτρον τιμά

7. Write short grammati
and mood) on ἦκεν, ἐπεγήθει,

8. Judging from the Trilo
form a part, could Æschylus
charge of impiety?

9. Translate:

Xenophon, Mem. I: "M
Ἀλκιβιάδη· καὶ ἡμεῖς, τηλικοῦτ
τοιαῦτα γὰρ καὶ ἐμελετῶμεν καὶ
ἐμοὶ δοκεῖς μελετῶν." Τὸν δ
Περίκλεις, τότε συνεγενόμην, ὅτ
Ἐπεὶ τοίνυν τάχιστα τῶν πολιτ
Σωκράτει μὲν οὐκέτι προσῄεσαν
εἴ τε προσέλθοιεν, ὑπὲρ ὧν ἡμά
τῆς πόλεως ἔπραττον, ὥνπερ
Ἀλλὰ Κρίτων τε Σωκράτους
Χαιρεκράτης, καὶ Ἑρμοκράτη
Φαιδώνδης, καὶ ἄλλοι, οἳ ἐκείνῳ

Τάρταρον ἦκεν δεσμοῖς ἀλύτοις
ἀγρίως πελάσας, ὡς μήτε θεὸς
μήτε τις ἄλλος τοῖσδ' ἐπεγήθει.
νῦν δ' αἰθέριον κίνυγμα τάλας
ἐχθροῖς ἐπίχαρτα πέπονθα.
τίς ὧδε τλησικάρδιος
θεῶν, ὅτῳ τάδ' ἐπιχαρῆ;
τίς οὐ ξυνασχαλᾷ κακοῖς
τεοῖσι δίχα γε Διός; ὁ δ' ἐπικότως ἀεὶ
τιθέμενος ἄγναμπτον νόον
δάμναται οὐρανίαν
γένναν· οὐδὲ λήξει, πρὶν ἂν ἢ κορέσῃ κέαρ, ἢ παλάμῃ τινὶ
τὰν δυσάλωτον ἕλῃ τις ἀρχάν.
ἦ μὴν ἔτ' ἐμοῦ, καίπερ κρατεραῖς
ἐν γυιοπέδαις αἰκιζομένου,
χρείαν ἕξει μακάρων πρύτανις,
δεῖξαι τὸ νέον βούλευμ', ὑφ' ὅτου
σκῆπτρον τιμάς τ' ἀποσυλᾶται.

7. Write short grammatical notes (showing force of tense and mood) on ἦκεν, ἐπεγήθει, ἀποσυλᾶται.

8. Judging from the Trilogy of which this play is said to form a part, could Æschylus have been justly indicted on a charge of impiety?

9. Translate:

Xenophon, Mem. I: "*Μάλα τοι*," *φάναι τὸν Περικλέα*, "*ὦ Ἀλκιβιάδη· καὶ ἡμεῖς, τηλικοῦτοι ὄντες, δεινοὶ τὰ τοιαῦτα ἦμεν· τοιαῦτα γὰρ καὶ ἐμελετῶμεν καὶ ἐσοφιζόμεθα, οἷά περ καὶ σὺ νῦν ἐμοὶ δοκεῖς μελετᾶν.*" *Τὸν δὲ Ἀλκιβιάδην φάναι*, "*Εἴθε σοι, ὦ Περίκλεις, τότε συνεγενόμην, ὅτε δεινότατος σαυτοῦ ταῦτα ἦσθα.*" *Ἐπεὶ τοίνυν τάχιστα τῶν πολιτευομένων ὑπέλαβον κρείττονες εἶναι, Σωκράτει μὲν οὐκέτι προσῄεσαν· οὔτε γὰρ αὐτοῖς ἄλλως ἤρεσκεν, εἴ τε προσέλθοιεν, ὑπὲρ ὧν ἡμάρτανον ἐλεγχόμενοι ἤχθοντο· τὰ δὲ τῆς πόλεως ἔπραττον, ὧνπερ ἕνεκεν καὶ Σωκράτει προσῆλθον. Ἀλλὰ Κρίτων τε Σωκράτους ἦν ὁμηλικής, καὶ Χαιρεφῶν, καὶ Χαιρεκράτης, καὶ Ἑρμοκράτης, καὶ Σιμμίας, καὶ Κέβης, καὶ Φαιδώνδης, καὶ ἄλλοι, οἳ ἐκείνῳ συνῆσαν, οὐχ ἵνα δημηγορικοὶ ἢ*

δικανικοὶ γένοιντο, ἀλλ' ἵνα, καλοί τε κἀγαθοὶ γενόμενοι, καὶ οἴκῳ καὶ οἰκέταις καὶ οἰκείοις καὶ φίλοις καὶ πολει καὶ πολίταις δύναιντο καλῶς χρῆσθαι· καὶ τούτων οὐδεὶς, οὔτε νεώτερος οὔτε πρεσβύτερος ὤν, σὔτ' ἐποίησε κακὸν οὐδὲν, οὔτ' αἰτίαν ἔσχεν.

10. (a) Clearly explain the connection of this conversation between Pericles and Alcibiades with Xenophon's argument.

(b) Describe how Socrates would argue with ~~the atheist~~, the impostor, and the glutton.

UNIVERS

EXA

LATIN

1. (*a*) Define "
"Qui final," "epicene
(*b*) Name the nou
the "er" throughou
vas (a vessel).

2. (*a*) Define locat
may have.
(*b*) Give the gende
Talpa, virus, colus, ae

3. Distinguish in m
"Sal" and "Sales";
"plagae"; "aqua" an
"ergo," "igitur" and

4. Write out in fu
"inquam," fut. indic. o
5. Write full notes
"infinitive mood," "ge

6. Explain the gram
following:
1. Puro ab inopia
2. Se in conspectu
3. Proxime *deos* a
4. Totam *causam*
5. *Magno illi* ea c

7. And the giant leap
cried aloud so that all t
tain side, heard and can
him that he made this u
away sleep. Was anyo
ing to slay him by craft
no man slays me by cra
does thee wrong we can
great Zeus may send w
Poseidon for help. The
glad at heart for the succ
he was no man.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1894

LATIN GRAMMER.—JUNIOR B. A.

1. (*a*) Define "Root," "Stem," "Objective Genitive," "Qui final," "epicene noun," giving example of each.
(*b*) Name the nouns and the adjectives of 2nd Decl., keep the "er" throughout. Decline Pelides, Panthus, preces, jecur, vas (a vessel).

2. (*a*) Define locative case and show what terminations it may have.
(*b*) Give the gender for the following nouns and reasons: Talpa, virus, colus, aes, linter, dos.

3. Distinguish in meaning or use following sets of words: "Sal" and "Sales"; "gratia" and "gratiae"; "plaga" and "plagae"; "aqua" and "aquae"; "castrum" and "castra"; "ergo," "igitur" and "itaque."

4. Write out in full the gerund of "eo," imperative of "inquam," fut. indic. of "fari," pres. subj. of "aio."
5. Write full notes on the use of the following "ut," "ne," "infinitive mood," "gerund."

6. Explain the grammatical use of the italicised words in following:
1. Puro ab inopia *egerio* inditum nomen.
2. Se in conspectum *nautis* dedit
3. Proxime *deos* accesset Clodius,
4. Totam *causam* obcitus est
5. *Magno illi* ea cunctatio stetit.

7. And the giant leaped up and bore away the stake and cried aloud so that all the cyclopas who dwelt on the mountain side, heard and came to the cave asking him what ailed him that he made this uproar in the peaceful night, driving away sleep. Was anyone robbing him of his sheep, or seeking to slay him by craft or force. And the giant answered, no man slays me by craft. "Naybut" they said, "if no man does thee wrong we cannot help thee. The sickness which great Zeus may send who can avoid. Pray to our Father Poseidon for help. Then they departed; and Ulysses was glad at heart for the success of his device when he said that he was no man.

UNIVERSI

EXAMI

UNS

1. Translate:
Suave, mari magn
e terra magnum a
non quia vexari q
sed quibus ipse ma
suave etiam belli c
sed nil dulcius est,
edita doctrina sapi
despicere unde que
errare atque viam
certare ingenio, co
noctes atque dies n
ad summas emerge
o miseras hominum
qualibus in tenebri
degitur hoc aevi qu
nil aliud sibi natur
corpore seiunctus d
iucundo sensu cura

2. Haec ego omnia,
comperi, domum meam
firmavi, exclusi eos, quos
cum illi ipsi venissent, q
ad me id temporis ventu
Quae cum ita sint,
dere aliquando ex urbe;
um diu te imperatorem
Educ tecum etiam omn
purga urbem. Magno m
atque te murus intersit.
potes: non feram, non pa
talibus habenda est atque
custodi huius urbis, gratia
bilem tamque infestam re
gimus. Non est saepius
tanda rei publicae.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1894

UNSPECIFIED LATIN.

1. Translate:

Suave, mari magno turbantibus aequora ventis,
e terra magnum alterius spectare laborem;
non quia vexari quemquamst iucunda voluptas,
sed quibus ipse malis careas quia cernere suave est
suave etiam belli certamina magna tueri
sed nil dulcius est, bene quam munita tenere
edita doctrina sapientum templa serena,
despicere unde queas alios passimque videre
errare atque viam palantis quaerere vitæ,
certare ingenio, contendere nobilitate,
noctes atque dies niti praestante labore
ad summas emergere opes rerumque potiri.
o miseras hominum mentes, o pectora caeca!
qualibus in tenebris vitae quantisque periclis
degitur hoc aevi quodcumquest! nonne videre
nil aliud sibi naturam latrare, nisi ut, cui
corpore seiunctus dolor absit, mente fruatur
iucundo sensu cura semotu' metuque?

2. Haec ego omnia, vixdum etiam coetu vestro dimisso, comperi, domum meam maioribus praesidiis munivi atque firmavi, exclusi eos, quos tu ad me salutatum mane miseras, cum illi ipsi venissent, quos ego iam multis ac summis viris ad me id temporis venturos praedixeram.

Quae cum ita sint, Catilina, perge quo coepisti, egredere aliquando ex urbe; patent portae: proficiscere. Nimium diu te imperatorem tua illa Manliana castra desiderant. Educ tecum etiam omnes tuos, si minus, quam plurimos; purga urbem. Magno me metu liberabis, dum modo inter me atque te murus intersit. Nobiscum versari iam diutius non potes: non feram, non patiar, non sinam. Magna dis immortalibus habenda est atque huic ipsi Iovi Statori, antiquissimo custodi huius urbis, gratia, quod hanc tam taetram, tam horribilem tamque infestam rei publicae pestem totiens iam effugimus. Non est saepius in uno homine summa salus periclitanda rei publicae.

3. Ad Ciceronem venio, cui eadem pugna cum æqualibus suis fuit quæ mihi vobiscum est. Illi enim antiquos mirabantur, ipse suorum temporum eloquentiam anteponebat; nec ulla re magis oratores ætatis ejusdem præcurrit quam judicio. Primus enim excoluit orationem, primus et verbis delectum adhibuit et compositioni artem; locos quoque lætiores attentavit, et quasdam sententias invenit, utique in iis orationibus quas jam senior et juxta finem vitæ composuit, id est, postquam magis profecerat, usuque et experimentis didicerat quod optimum dicendi genus esset. Nam priores ejus orationes non carent vitiis antiquitatis: lentus est in principiis, longus in narrationibus, otiosus circa excessus; tarde commovetur, raro incalescit; pauci sensus apte et cum quodam lumine terminantur. Nihil excerpere, nihil referre possis; et velut in rudi ædificio firmus sane paries et duraturus, sed non satis expolitus et splendens. Ego autem oratorem, sicut locupletem ac lautum patrem familiæ, non tantum eo volo tecto tegi quod imbrem ac ventum arceat, sed etiam quod visum et oculos delectet; non ea solum instrui supellectile quæ necessariis usibus sufficiat sed sit in apparatu ejus et aurum et gemmæ, ut sumere in manus et aspicere sæpius libeat.

UNIVERSITY

EXAMINA

CLASSICAL HO

PLAUTU

Time—Three hours.

1. Translate:

EU. Redi! quo fugis nu
stolide, clama
EU. Quia ad Trisviros i
CO. Quamob
EU. Quia cultrum habes
Quia commina
mihi. CO. Istuc male
latus fodi.
EU. Homo nullust, te sc
neque quoi eg
lubens faxim.
CO. Pol etsi taceas, palar
ipsa testis est:
ita fustibus sum mollior
cinaedus.
Sed quid tibi, mendice h
quae res?
EU. Etiam rogas? an, q
erat, feci?
Sine! CO. At hercle cu
hoc caput senti
EU. Pol ego haud scio, qu
tuom nunc capu
Sed in aedibus quid tibi
me absente, nisi
Tace ergo:
quia venimus coctum ad
malum, curas,
ego utrum crudum an coc
tutor?

2. Write *(a)* grammatical n
both places.)

(b) Explanatory notes on
cinaedus; *nuptias*.

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EXAMINATIONS, MAY, 1894

CLASSICAL HONORS.—JUNIOR B. A.

PLAUTUS, TERENCE &c.

Time—Three hours.

1. Translate:

EU. Redi! quo fugis nunc? tene, tene! CO. Quid, stolide, clamas?
EU. Quia ad Trisviros iam ego deferam tuom nomen.
CO. Quamobrem?
EU. Quia cultrum habes. CO. Cocum decet. EU. Quia comminatu's
mihi. CO. Istuc malefactum arbitror, quia non latus fodi.
EU. Homo nullust, te scelestior qui vivat hodie, neque quoi ego de industria amplius mali plus lubens faxim.
CO. Pol etsi taceas, palam id quidem est: res ipsa testis est:
ita fustibus sum mollior miser magis quam ullus cinaedus.
Sed quid tibi, mendice homo, nos tactio est? quae res?
EU. Etiam rogas? an, quia minus, quam aequom erat, feci?
Sine! CO. At hercle cum magno malo tuo, si hoc caput sentit!
EU. Pol ego haud scio, quid post fuat: tuom nunc caput sentit!
Sed in aedibus quid tibi meis nam erat negoti me absente, nisi ego iusseram? Volo scire. CO. Tace ergo:
quia venimus coctum ad nuptias. EU. Quid tu, malum, curas,
ego utrum crudum an coctum edim, nisi tu mi es tutor?

2. Write *(a)* grammatical notes on *faxim, nos, coctum,* (in both places.)

(b) Explanatory notes on *Trisviros*; *mollior quam cinaedus*; *nuptias.*

3. *(a)* Write what you know of Plautus' life.

(b) Explain the form of the title ("Aulularia") of this play.

4. Translate:

Redeunti interea ex ipsa re mi incidit suspitio 'hem,
Paululum obsoni: ipsus tristis: de inprouiso nuptiæ:
Non cohærent.' PA. Quorsum nam istuc? DA. Ego me continuo ad Chremem.
Quom illo aduenio, solitudo ante ostium: iam id gaudeo.
CH. Recte dicis. PA. Perge. DA. Maneo: interea intro ire neminem
Video, exire neminem: matronam nullam in ædibus,
Nil ornati, nil tumulti: accessi: intro aspexi. PA. Scio:
Magnum signum. DA. Num uidentur conuenire hæc nuptiis?
PA. Non opinor, Daue. DA. 'Opinor' narras? non recte accipis.
Certa res est. Etiam puerum inde abiens conueni Chremi:
Holera et pisciculos minutos ferre obolo in cenam seni.
CH. Liberatus sum hodie, Daue, tua opera. DA. Ac nullus quidem.
CH. Quid ita? Nempe huic prorsus illam non dat DA. Ridiculum caput,
Quasi necesse sit, si huic non dat, te illam uxorem ducere;
Nisi uides, nisi senis amicos oras, ambis. CH. Bene mones:
Ibo, etsi hercle sæpe iam me spes hæc frustratast. Vale.

5. Comment briefly on *ipsus, quorsum, obolo, nullus, vides.*

6. "*Certa res est.*" What advice did Davus give based on this conviction? What were the disastrous consequences of that advice: and how did all come right at last?

7. Explain *(a)* how far Cæsar was justified in describing Terence as "dimidiatus Menander," and *(b)* how far the ancient critics were right in denying "vis comica" to Terence.

8. Translate:

Uxorem iam pudicam maritus iam non zelotypus, filium subjectum pater retro patiens abdicavit, servum iam fidelem dominus olim mitis ab oculis relegavit; ut quisque hoc nomine emendatur, offendit. Tanti non est bonum quanti odium Christianorum Nunc igitur, si nominis odium est, quis nominum reatus? quae accusatio vocabulorum, nisi si aut barbarum sonat aliqua vox nominis, aut infaustum aut maledicum aut inpudicum? Christianus vero, quantum interpretatio est, de unctione deducitur. Sed et cum perperam Chrestianus pronuntiatur a vobis (nam nec nominis certa est notitia penes vos), de suavitate vel be
itaque in hominibus innoc
secta oditur in nomine u
aliqua disciplina de magis
inducit?

9. *(a)* "Uxorem . .
illustrate the extraordina
Christian?

(b) Comment on the
Chrestianus.

(c) "Quid novi, &c." W
of schools named after the

10. Translate:

Læti, neque procul, Ge
amissum Augustum, post
agmine propero silvam Cæs
scindit, castra in limite loc
concædibus munitus. Inde
atque ex duobus itineribu
impeditius et intentatum e
longiore via cetera adceleran
festam eam Germanis nocte
Cæcina cum expeditis coho
amoliri jubetur: legiones m
nox sideribus illustris, ve
circumdatæ stationes stratis
mensas, nullo metu, non a
incuria disjecta erant, nequ
nisi languida et soluta, inte

11. Write a critical note
out his merits and defects a

vos), de suavitate vel benignitate compositum est. Oditur itaque in hominibus innocuis etiam nomen innocuum. At enim secta oditur in nomine utique sui auctoris. Quid novi, si aliqua disciplina de magistro cognomentum sectatoribus suis inducit?

9. *(a)* "Uxorem . . . relegavit." How does this illustrate the extraordinary antipathy to the mere *name* of Christian?

(b) Comment on the orthography of Christianus and Chrestianus.

(c) "Quid novi, &c." What examples does Tertullian give of schools named after their founders or places of meeting.

10. Translate:

Læti, neque procul, Germani agitabant, dum justitio ob amissum Augustum, post discordiis, attinemur. Romanus agmine propero silvam Cæsiam limitemque a Tiberio cœptum scindit, castra in limite locat, frontem ac tergum vallo, latera concædibus munitus. Inde saltus obscuros permeat, consultatque ex duobus itineribus breve et solitum sequatur, an impeditius et intentatum eoque hostibus incautum. Delecta longiore via cetera adcelerantur: etenim attulerant exploratores festam eam Germanis noctem ac sollemnibus epulis ludicram. Cæcina cum expeditis cohortibus præire et obstantia silvarum amoliri jubetur: legiones modico intervallo sequuntur. Juvit nox sideribus illustris, ventumque ad vicos Marsorum, et circumdatæ stationes stratis etiam tum per cubilia propterque mensas, nullo metu, non antepositis vigiliis. Adec cuncta incuria disjecta erant, neque belli timor; ac ne pax quidem nisi languida et soluta, inter temulentos.

11. Write a critical note on the style of Tacitus, pointing out his merits and defects as a writer of history.

UNIVERSI

EXAMI

CLASSICA

GREEK A

(You are requested to a

Time: Three hours.

I.

1. What was the effe
upon the political desti
Greeks?

2. Describe or define
cil, Ephors, Archons, A

3. Give some account
important principle did
State?

4. Give the dates, c
consequences of the ba
Aegospotami.

5. What events broug
what periods is it usuall

6. Write historical no
(*a*) The statesma
(*b*) The banishme
(*c*) The Macedoni

II.

1. *(a)* What causes l
Mount" in 494 B.C., and
(b) Describe fully by
were drawn up.

2. Give a brief accoun
when, between whom,
fought: Allia, Caudine

3. Relate the principa
Scipios and the two Cato

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EXAMINATIONS, MAY, 1894

CLASSICAL HONORS—JUNIOR B. A.

GREEK AND ROMAN HISTORY.

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

Time: Three hours.

I. GREEK HISTORY.

1. What was the effect of the physical geography of Greece upon the political destinies, and intellectual character of the Greeks?

2. Describe or define the following: Amphictyonic Council, Ephors, Archons, Areopagus, Pnyx, Agora.

3. Give some account of the constitution of Solon. What important principle did he introduce in the government of the State?

4. Give the dates, opposed parties, and the immediate consequences of the battles of Marathon, Salamis, Platœa, Aegospotami.

5. What events brought on the Peloponnesian war? Into what periods is it usually divided?

6. Write historical notes on:
   (*a*) The statesmanship of Pericles.
   (*b*) The banishment of Thucydides.
   (*c*) The Macedonian Supremacy.

II. ROMAN HISTORY.

1. *(a)* What causes led to the "Secession to the Sacred Mount" in 494 B.C., and what was gained by the seceders?
(b) Describe fully by whom, and when, the Twelve Tables were drawn up.

2. Give a brief account of the following battles showing when, between whom, and with what results, they were fought: Allia, Caudine Forks, Cannæ, Carrhœ, Actium.

3. Relate the principal events in the lives of the two Scipios and the two Catos.

4. (*a*) Describe briefly the three great assemblies (Comitia) of the Roman people.

(*b*) Explain as fully as possible the functions of the Curule magistrates, and define briefly the duties of the lesser magistrates.

5. Write short biographical notes on (*a*) Tiberius Gracchus, (*b*) Sulla, (*c*) Octavian.

6. Compare Cæsar and Pompey as commanders and statesmen.

UNIVERS

EXAMI

JU

GREEK

1. (a) State and ex
the Greeks sought to
(b) Define the follo
ispomenon, Recessive

2. (a) Decline the
λαγώς, κέρας, ἀιδώς, κύ
βούκερως, ἄηθης, μέγας

3. State fully rules
the variations in the r

4. (a) Explain the
"reduplicated present
perfect of ἐγείρω and
other verbs having th
Write out the followin
how each part is forme
per. 2nd aor. imperat.
and ἦμαι; 1st per. 2nd

5. State the various

6. Write note on the
it is used with the diffe

7. Distinguish in me
(a) φαίνει τρεχεῖν f
(b) αἰσχύνομαι λεγέ
(c) οἶδα τοῦτο μαθε
(d) ἀγαναχτοῦσιν ὡ
ἀγαναχτοῦσιν

8. Translate into Gre
(a) He said that th

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EXAMINATIONS, MAY, 1894.

JUNIOR B. A.—HONORS.

GREEK GRAMMAR AND PROSE.

1. (a) State and explain the different methods by which the Greeks sought to obtain euphony.
(b) Define the following terms: Barytone, Proclytic, Perispomenon, Recessive Accent.

2. (a) Decline the following nouns: *Τυδείδης, Δημοσθένης, λαγώς, κέρας, ἀιδώς, κύων.* (b) And the following adjectives: *βούκερως, ἄηθης, μέγας, ἰχθύες.*

3. State fully rules for the comparison of adjectives, noting the variations in the rules. Compare *μάλιστα, ὠκύς, παλαιός.*

4. (a) Explain the following terms: "reduplicated aorist," "reduplicated present," "liquid stem." (b) Show how the perfect of *ἐγείρω* and *λαμβάνω* are formed; and name four other verbs having the same peculiarity in formation. (c) Write out the following parts of the following verbs, telling how each part is formed: 1st person, 2nd aor. act. opt.; 2nd per. 2nd aor. imperat. of *ἵημι*; 2nd per. pres imperat. of *εἶμι* and *ἧμαι*; 1st per. 2nd aor. imperat. mid. of *τίθημι.*

5. State the various uses of the Dative in Greek.

6. Write note on the use of the particle *ἄν*, showing when it is used with the different moods.

7. Distinguish in meaning:
(a) *φαίνει τρεχεῖν* from *φαίνει τρέχων*;
(b) *αἰσχύνομαι λεγέιν* from *αἰσχύνομαι λέγων*;
(c) *οἶδα τοῦτο μαθεῖν* from *οἶδα τοῦτο μαθών*;
(d) *ἀγαναχτοῦσιν ὡς μεγάλων τινῶν ἀπεστερημένοι* from *ἀγαναχτοῦσιν μεγαλων τινῶν απεστερημένοι.*

8. Translate into Greek:
(a) He said that the calamity which happened three

times a year was too great for tears, but that the citizens would become happier than ever when at last they know that death is common to all.

(b) The king who needs much money to obtain corn and provisions, says that it is proof of a great general to conquer the enemy in the field, but of a greater to make a good use of victory.

(c) Plato and his school were accustomed to say that it concerns every man to enjoy to the best of his ability the gifts of the gods, to have nothing to do with impiety, to do nothing from envy, and to be hostile to slavery.

(d) If the king had not said that the enemy had returned to Athens during the night the soldiers would have crossed the river at the specified time and would have incurred the greatest danger on behalf of their city.

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EXAMI

UNS

1. Translate:

ΧΟ. τί δρᾷς; το
Ἄδμητε, το
ΑΔ. ἀλλ' εἰ δόμα
ξένον μολόν
οὐ δῆτ', ἐπει
μείων εγεγνε
καὶ πρὸς κακ
δόμους καλεῖ
αὐτὸς δ' ἀρία
ὅταν περ *Ἄρ*
ΧΟ. πῶς οὖν ἔκρυ
φίλου μολόντ
ΑΔ. οὐκ ἄν ποτ' ἦ
εἰ τῶν ἐμῶν
καὶ τῷ μὲν, ο
οὐδ' αἰνέσῃ μ
μέλαθρ' ἀπωθ

2. Translate:

Τῶν δὲ Σωκράτην γεγν
πάντες ἔτι καὶ νῦν διατελοῦ
ὡς ὠφελιμώτατον ὄντα π
τοιοῦτος ὢν, οἷον ἐγὼ δεήγ
ἄνευ τῆς τῶν θεῶν γνώμης
μηδὲ μικρὸν μηδένα, ὠφελε
ἐγκρατὴς δὲ, ὥστε μηδέποτ
τίονος· φρόνιμος δὲ, ὥστε
τὰ χείρω, μηδε ἄλλου προσ
τούτων γνῶσιν, ἱκανὸς δὲ κ
τοιαῦτα, ἱκανὸς δὲ καὶ ἄλ
ἐξελέγξαι καὶ προτρέψασθα

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EXAMINATIONS, MAY, 1894

UNSPECIFIED GREEK.

1. Translate:

ΧΟ. τί δρᾷς; τοσαύτης ξυμφορᾶς προκειμένης,
Ἄδμητε, τολμᾷς ξενοδοχεῖν; τί μῶρος εἶ;
ΑΔ. ἀλλ' εἰ δόμων σφε καὶ πόλεως ἀπήλασα
ξένον μολόντα, μᾶλλον ἄν μ' ἐπῄνεσας;
οὐ δῆτ', ἐπεί μοι ξυμφορὰ μὲν οὐδὲν ἄν
μείων εγεγνετ' ἀξενώτερος δ' ἐγώ.
καὶ πρὸς κακοῖσιν ἄλλο τοῦτ' ἂν ἦν κακὸν,
δόμους καλεῖσθαι τοὺς ἐμοὺς κακοξένους.
αὐτὸς δ' ἀρίστου τοῦδε τυγχάνω ξένου,
ὅταν περ Ἄργους δεῦρο φοίτα χθόνα.
ΧΟ. πῶς οὖν ἔκρυπτες τὸν παρόντα δαίμονα,
φίλου μολόντος ἀνδρὸς, ὡς αὐτὸς λέγεις;
ΑΔ. οὐκ ἄν ποτ' ἠθέλησεν εἰσελθεῖν δόμους,
εἰ τῶν ἐμῶν τε πημάτων ἐγνώρισε.
καὶ τῷ μὲν, οἶμαι, δρῶν τάδ' οὐ φρονεῖν δοκῶ,
οὐδ' αἰνέσει με· τἀμὰ δ' οὐκ ἐπίσταται
μέλαθρ' ἀπωθεῖν οὐδ' ἀτιμάζειν ξένους.

2. Translate:

Τῶν δὲ Σωκράτην γεγνωσκόντων, οἷος ἦν, οἱ ἀρετῆς ἐφιέμενοι πάντες ἔτι καὶ νῦν διατελοῦσι πάντων μάλιστα ποθοῦντες ἐκεῖνον, ὡς ὠφελιμώτατον ὄντα πρὸς ἀρετῆς ἐπιμέλειαν. Ἐμοὶ μὲν δὴ τοιοῦτος ὢν, οἷον ἐγὼ διήγημαι· εὐσεβὴς μὲν οὕτως, ὥστε μηδὲν ἄνευ τῆς τῶν θεῶν γνώμης ποιεῖν· δίκαιος δὲ, ὥστε βλάπτειν μὲν μηδὲ μικρὸν μηδένα, ὠφελεῖν δε τὰ μέγιστα τοὺς χρωμένους αὐτῷ. ἐγκρατὴς δὲ, ὥστε μηδέποτε προαιρεῖσθαι τὸ ἥδιον ἀντὶ τοῦ βελτίονος· φρόνιμος δὲ, ὥστε μὴ διαμαρτάνειν κρίνων τὰ βελτίω καὶ τὰ χείρω, μηδε ἄλλου προσδέεσθαι, ἀλλ' αὐτάρκης εἶναι πρὸς τὴν τούτων γνῶσιν, ἱκανὸς δὲ καὶ λόγῳ εἰπεῖν τε καὶ διορίσασθαι τὰ τοιαῦτα, ἱκανὸς δὲ καὶ ἄλλους δοκιμάσαι τε καὶ ἁμαρτάνοντας ἐξελέγξαι καὶ προτρέψασθαι ἐπ' ἀρετὴν καὶ καλοκἀγαθίαν, ἐδόκει

τοιοῦτος εἶναι, οἷος ἂν εἴη ἄριστός τε ἀνὴρ καὶ εὐδαιμονέστατος. εἰ δέ τῳ μὴ ἀρέσκει ταῦτα, παραβάλλων τὸ ἄλλων ἦθος πρὸς ταῦτα, οὕτω κρινέτω.

3. Translate :

Ἀεὶ μὲν οὖν οἵ θ' ἡμέτεροι πρόγονοι καὶ Λακεδαιμόνιοι φιλοτιμως πρὸς ἀλλήλους εἶχον, οὐ μὴν ἀλλὰ περὶ καλλίστων ἐν ἐκείνοις τοῖς χρόνοις ἐφιλονίκησαν, οὐκ ἐχθροὺς ἀλλ' ἀνταγωνιστὰς σφῶς αὐτοὺς εἶναι νομίζοντες, οὐδ' ἐπὶ δουλείᾳ τῇ τῶν Ἑλλήνων τὸν βάρβαρον θεραπεύοντες ἀλλὰ περὶ μὲν τῆς κοινῆς σωτηρίας ὁμονοοῦντες, ὁπότεροι δὲ ταύτης αἴτιοι γενήσονται, περὶ τούτου ποιούμενοι τὴν ἅμιλλαν. ἐπεδείξαντο δὲ τὰς αὑτῶν ἀρετὰς πρῶτον μὲν ἐν τοῖς ὑπὸ Δαρείου πεμφθεῖσιν. ἀποβάντων γὰρ αὐτῶν εἰς τὴν Ἀττικὴν οἱ μὲν οὐ περιέμειναν τοὺς συμμάχους, ἀλλὰ τὸν κοινὸν πόλεμον ἴδιον ποιησάμενοι πρὸς τοὺς ἁπάσης τῆς Ἑλλάδος καταφρονήσαντες ἀπήντων τὴν οἰκείαν δύναμιν ἔχοντες, ὀλίγοι πρὸς πολλὰς μυριάδας, ὥσπερ ἐν ἀλλοτρίαις ψυχαῖς μέλλοντες κινδυνεύειν, οἱ δ' οὐκ ἔφθησαν πυθόμενοι τὸν περὶ τὴν Ἀττικὴν πόλεμον καὶ πάντων τῶν ἄλλων ἀμελήσαντες ἦκον ἡμῖν ἀμυνοῦντες, τοσαύτην ποιησάμενοι σπουδήν, ὅσηνπερ ἂν τῆς αὑτῶν χώρας πορθουμένης. σημεῖον δὲ τοῦ τάχους καὶ τῆς ἀμιλλης· τοὺς μὲν γὰρ ἡμετέρους προγόνους φασὶ τῆς αὐτῆς ἡμέρας πυθέσθαι τε τὴν ἀπόβασιν τὴν τῶν βαρβάρων καὶ βοηθήσαντας ἐπὶ τοὺς ὅρους τῆς χώρας μάχῃ νεκήσαντας τρόπαιον στῆσαι τῶν πολεμίων, τοὺς δ' ἐν τρισὶν ἡμέραις καὶ τοσαύτας νυξὶ διακόσια καὶ χίλια στάδια διελθεῖν στρατοπέδῳ πορευομένους. οὕτω σφόδρ' ἠπείχθησαν οἱ μὲν μετασχεῖν τῶν κινδύνων, οἱ δὲ φθῆναι συμβαλόντες πρὶν ἐλθεῖν τοὺς βοηθήσοντας.

UNIVERSIT

EXAMIN

ÆSCH

1. Translate :

(i) *ΠΡ.* εἰ γάρ μ' ὑπὸ
τοῦ νεκροδέγ
Τάρταρον ἧκ
δεσμοῖς ἀλύτ
ὡς μήτε θεὸς
τοῖσδ' ἐπεγήθ
νῦν δ' αἰθέρι
ἐχθροῖς ἐπίχ

(ii) σὺ δ' οὐδέπω
πρὸς τοῖς πα
οὔκουν ἔμοιγε
πρὸς κέντρα
τραχὺς μύναρ
καὶ νῦν ἐγὼ μ
ἐὰν δύνωμαι

2. (a) Distinguish 1.
2.
3.

(b) Account for the

(c) Write notes on

3. Translate :

(i) *ΙΩ.* ἦ γάρ ποτ' ἐσ
ΠΡ. ἦδοὶ ἄν, οἶμαι
ΙΩ. πῶς δ' οὐκ ἄν
ΠΡ. ὡς τοίνυν ὄντ
ΙΩ. πρὸς τοῦ τύρ
ΠΡ. αὐτὸς πρὸς αὖ
ΙΩ. ποίῳ τρόπῳ ;
ΠΡ. γαμεῖ γάμον τ

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1894.

JUNIOR B. A.

ÆSCHYLUS AND PROSE.

1. Translate:

(i) *ΠΡ.* *εἰ γάρ μ' ὑπὸ γῆν νέρθεν δ' Ἄιδου*
τοῦ νεκροδέγμονος εἰς ἀπέραντον
Τάρταρον ἧκεν,
δεσμοῖς ἀλύτοις ἀγρίοις πελάσας,
ὡς μήτε θεὸς μήτε τις ἄλλος
τοῖσδ' ἐπεγήθει.
νῦν δ' αἰθέριον κίνυγμ' ὁ τάλας
ἐχθροῖς ἐπίχαρτα πέπονθα.

(ii) *σὺ δ' οὐδέπω ταπεινὸς οὐδ' εἴκεις κακοῖς,*
πρὸς τοῖς παροῦσι δ' ἄλλα προσλαβεῖν θέλεις.
οὔκουν ἔμοιγε χρώμενος διδασκάλῳ
πρὸς κέντρα κῶλον ἐκτενεῖς, ὁρῶν ὅτι
τραχὺς μύναρχος οὐδ' ὑπεύθυνος κρατεῖ.
καὶ νῦν ἐγὼ μὲν εἶμι καὶ πειράσομαι
ἐὰν δύνωμαι τῶνδέ σ' ἐκλῦσαι πόνων·

2. (a) Distinguish 1. *οὔκουν* from *οὐκοῦν*;
2. *ἄλλα* " *ἀλλά*;
3. *εἶμι* " *εἰμί*.

(b) Account for the mood in (i) *ἧκεν, ἐπεγήθει,* (ii) *δυνωμαι.*

(c) Write notes on *Ἄιδου, ὑπεύθυνος.*

3. Translate:

(i) *ΙΩ.* *ἦ γάρ ποτ' ἐστὶν ἐκπεσεῖν ἀρχῆς Δία;*
ΠΡ. *ἥδοι' ἄν, οἶμαι, τήνδ' ἰδοῦσα συμφοράν.*
ΙΩ. *πῶς δ' οὐκ ἄν, ἥτις ἐκ Διὸς πάσχω κακῶς;*
ΠΡ. *ὡς τοίνυν ὄντων τῶνδέ σοι μαθεῖν πάρα.*
ΙΩ. *πρὸς τοῦ τύραννα σκῆπτρα συληθήσεται;*
ΠΡ. *αὐτὸς πρὸς αὑτοῦ κενοφρόνων βουλευμάτων.*
ΙΩ. *ποίῳ τρόπῳ; σήμηνον, εἰ μή τις βλάβη.*
ΠΡ. *γαμεῖ γάμον τοιοῦτον ᾧ ποτ' ἀσχαλᾷ.*

(ii) *EP.* χλιδᾶν ἔοικας τοῖς παροῦσι πράγμασι.
ΠΡ. χλιδῶ; χλιδῶντας ὧδε τοὺς ἐμοὺς ἐγὼ
ἐχθροὺς ἴδοιμι· καὶ σὲ δ' ἐν τούτοις λέγω.
EP. ἦ κἀμὲ γάρ τι ξυμφοραῖς ἐπαιτιᾷ;
ΠΡ. ἁπλῷ λόγῳ τοὺς πάντας ἐχθαίρω θεούς,
ὅσοι παθόντες εὖ κακοῦσί μ' ἐκδίκως.
EP. κλύω σ' ἐγὼ μεμηνότ'· οὐ σμικρὰν νόσον.
ΠΡ. νοσοῖμ' ἄν, εἰ νόσημα τοὺς ἐχθροὺς στυγεῖν.
EP. εἴης φορητὸς οὐκ ἄν, εἰ πράσσοις καλῶς.

4. (a) Give principal parts of *παθόντες, ἴδρυσι, σήμηνον*;
(b) Parse (i) *ὄντων, πάρα*, (ii) *εἴκας, μεμηνότ', νόσον*;
(c) " . . . . . ταῦτά τοι πλανωμένη
πρὸς ἄλλοτ' ἄλλον πημονὴ προσιδάνει."
Explain the figure of speech in this extract.

5. (a) What was the influence of Æschylus on the Greek drama? About when was Prometheus Vinctus written?

(b) Describe the scenic surroundings in which the play is supposed to take place; and state the impressions left upon the mind of the reader as to the character of Zens.

6. Translate into Greek:

(a) The aged king himself said that the general with four others would find the army stationed in the middle of the country and receiving a mina a day for twenty days.

(b) If the Grecian army sent to Ephesus in Ionia had not hindered me from coming to the city to obtain provisions I would not have been so foolish as to choose war instead of peace.

(c) The king, who had come to Athens during the day, feared that the dispensations of fortune would destroy his plans; then aiming at his former happiness and depriving every citizen of his freedom, he attempted to obtain release from his present toil.

(d) The judge who had condemned to death the prisoners older by a year than himself, asked whether the soldiers who had come to lead these unfortunate men to the ship, remembered perfectly the name of every citizen in the state. They answered "most certainly," and immediately undertook to perform their duty.

UNIVERSI

EXAMIN

B. A. H

PROBLE

1. Find the differentia
is $2y\sqrt{1-y^2}$.

2. Integrate $\frac{x^{-2}dx}{\sqrt{a-x}}$

3. The equation to a cu

$$y = \pm x\sqrt{}$$

Trace it; find its ma

4. A and B are fixed
straight lines, on which p
BQ is a constant; show th
hyperbolic paraboloid.

5. The locus of a poi
plane is always equal to i
cone.

6. Prove that if φ be th
tween the perpendicular fr
bisector of the vertical ang

$$\tan\varphi = \tan\frac{A+B}{2}$$

7. If S denote the sum o
$\ldots\ldots\ldots a_n$, prove that

$$\frac{S-a_1}{a_1}\cdot\frac{S-a_2}{a_2}\cdot\frac{S-a_3}{a_3}$$

8. The equation of an ellip
clined at an angle of 45° to
$(a^2+b^2)x^2+2(b^2-a^2)xy+$

9. If r_1,θ_1; r_2,θ_2 be the
P and Q, and R is the midd
vectorial angle of the point R

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EXAMINATIONS, MAY, 1894.

B. A. HONOR MATHEMATICS.

PROBLEMS—PART II., A AND B.

1. Find the differential coefficient of the angle whose sine is $2y\sqrt{1-y^2}$.

2. Integrate $\dfrac{x^{-2}dx}{\sqrt{a-x}}$

3. The equation to a curve is—

$$y = \pm x\sqrt{\frac{a^2 - x^2}{a^2 + x^2}}$$

Trace it; find its maximum ordinate, and its area.

4. A and B are fixed points, one on each of two given straight lines, on which points P, Q, are taken, so that AP+BQ is a constant; show that the straight line PQ generates a hyperbolic paraboloid.

5. The locus of a point whose distance from a fixed plane is always equal to its distance from a fixed line is a cone.

6. Prove that if φ be the angle in a spherical triangle between the perpendicular from the vertex on the base and the bisector of the vertical angle C,

$$\tan\varphi = \tan\frac{A+B}{2}\cdot\tan\frac{A-B}{2}\cdot\tan\frac{C}{2}.$$

7. If S denote the sum of n positive quantities $a_1, a_1, a_3, \ldots\ldots\ldots a_n$, prove that

$$\frac{S-a_1}{a_1}\cdot\frac{S-a_2}{a_2}\cdot\frac{S-a_3}{a_3}\cdots\cdots\frac{S-a_n}{a_n} > (n-1)^n.$$

8. The equation of an ellipse referred to rectangular axes inclined at an angle of 45° to the axes of the curve will be $(a^2+b^2)\,x^2+2\,(b^2-a^2)\,xy+(a^2+b^2)y^2=2a^2\,b^2$.

9. If r_1,θ_1; r_2,θ_2 be the polar co-ordinates of two points P and Q, and R is the middle point of PQ, show that the vectorial angle of the point R is $\tan^{-1}\dfrac{r_1\sin\theta_1+r_2\sin\theta_2}{r_1\cos\theta_1+r_2\cos\theta_2}$.

10. If PP′ be a chord parallel to the major axis AA′ of an ellipse described about a centre of force in the focus, show that the time of describing PP′ : periodic time =

$$\sin^{-1}\frac{PP'}{AA'} : \pi.$$

11. The equation to a curve in terms of the radius vector and the perpendicular from the origin on the tangent being $r=\sqrt{a^2+p^2}$, the locus of the foot of the perpendicular will be the curve $\frac{1}{p^2}=\frac{a^2}{r^4}+\frac{1}{r^2}$.

12. If a particle moves in an ellipse whose equation is $\frac{a}{r}=1+e\cos(\theta-\alpha)$, the focus being the centre of force, and the ellipse revolves round the focus with an angular velocity $(1-c)$ times that of the particle in space, then the orbit described by the particle is

$$\frac{a}{r}=1+e\cos(c\theta-\alpha)$$

13. Find the time of a body falling through any space towards a centre of force, when the force varies inversely as the square root of the distance.

14. The force varies inversely as the 5th power of the distance. A body is projected with a velocity which is to the velocity from infinity as 5 to 3, and in a direction which makes with the line drawn to the centre an angle whose sine is $\frac{2\sqrt{6}}{5}$. Find the orbit and the time of describing a given angle, and determine whether it has an apse.

15. If α, β, γ, are the values of θ which satisfy the equation $a\tan^3\theta+(2a-x)\tan\theta+y=0$, show that

(1) If $\tan\alpha+\tan\beta=h$, then $ah^3+(2a-x)h=y$.

(2) If $\tan\alpha\tan\beta=k$. then $y^2+(2a-x)ak^2=a^2k^3$.

16. An nth part of a hollow paraboloid with its vertex downwards is filled with a fluid of known specific gravity; and a sphere of given size and substance is immersed. Find how high the fluid will rise.

17. Two weights P and Q of similar material resting on a rough double inclined plane, are connected by a fine string passing over a smooth pulley at the common vertex, and Q is on the point of moving down the plane. Prove that the

gr atest weight which can
the equilibrium is—

P. $\frac{\sin 2}{\sin(\alpha}$

when α and β are the incli
and e is the angle of fricti

18. Two lenses of crow
their surfaces in contact a
tion between their refract
surfaces, in order that a pe
parallel after transmission

greatest weight which can be added to P without disturbing the equilibrium is—

$$P.\ \frac{\sin 2e}{\sin(\alpha-e)}\,\frac{\sin(\alpha+\beta)}{\sin(\beta-e)},$$

when α and β are the inclinations of the planes to the horizon and e is the angle of friction.

18. Two lenses of crown and flint glass are placed with their surfaces in contact and coinciding; determine the relation between their refractive indices and the radii of their surfaces, in order that a pencil of parallel rays may continue parallel after transmission through the combination.

UNIVERSI

EXAMIN

INTEGRAL CALCU

Time—Three hours.

1. Integrate $ax^{\frac{m}{n}}dx$

Explain the method o
Integrate $x^3(1+x^2)^5$
What is a formula of

Shew how to integrat

forms, on which the inte

2. If $\frac{\varphi(x)}{F(x)}$ is a rationa

factor $(x-a)$ once, so th

$$A = \frac{\varphi(a)}{F^1(a)}$$

Integrate $\frac{(2x-5)dx}{(x+3)(x+1)}$

3. Find the formula for
When is a curve rectifiabl
Shew that the cycloid i

$$\frac{dy}{dx} = \sqrt{}$$

4. Find (a) the rectangu
area (single integration).
(b) The polar formula
solid involving triple integ
(1) Find the area of the
(2) Given $y = \sqrt{2ax-x}$
the surface of a sphere of

5. Find the shortest di
whose equations are given.

Find the shortest distan
straight line $\frac{x-a}{l} = \frac{y-b}{m} =$

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EXAMINATIONS, MAY, 1894.

INTEGRAL CALCULUS AND SOLID GEOMETRY.

Time—Three hours.

1. Integrate $ax^{\frac{m}{n}}dx$; $\dfrac{dx}{a+bx^2}$

Explain the method of integration by parts.
Integrate $x^3(1+x^2)^5dx$.
What is a formula of reduction?

Shew how to integrate $\dfrac{x^m dx}{(1+x)^n}$, pointing out the ultimate forms, on which the integration may be made to depend.

2. If $\dfrac{\varphi(x)}{F(x)}$ is a rational fraction, where $F(x)$ contains the factor $(x-a)$ once, so that $\dfrac{\varphi(x)}{F(x)} = \dfrac{A}{x-a} + \dfrac{\chi(x)}{\psi(x)}$, shew that $A = \dfrac{\varphi(a)}{F^1(a)}$

Integrate $\dfrac{(2x-5)dx}{(x+3)(x+1)^2}$.

3. Find the formula for determining the length of a curve. When is a curve rectifiable?
Shew that the cycloid is rectifiable, given that

$$\frac{dy}{dx} = \sqrt{\frac{2a-x}{x}}$$

4. Find (a) the rectangular formula for determining a plane area (single integration).
(b) The polar formula for determining the volume of a solid involving triple integration.
(1) Find the area of the common parabola.
(2) Given $y = \sqrt{2ax-x^2}$ shew by the integral calculus that the surface of a sphere of radius $a = 4\pi a^2$.

5. Find the shortest distance between two straight lines whose equations are given.

Find the shortest distance between the axis of z and the straight line $\dfrac{x-a}{l} = \dfrac{y-b}{m} = \dfrac{z}{n}$, and find the equations of the

straight line, of which the shortest distance forms a part.

6. Find the equation of the tangent plane at any point of a conicoid.

Find the equation of the tangent plane to the surface $xyz=a^3$.

7. Examine the surface whose equation is

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

Shew how it may be formed.

Find the nature of the surface represented by the equation $3z^2-x^2-y^2+4xy=a^2$.

8. Find the equation of an ellipsoid referred to 3 conjugate diameters as axes.

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EXAMINATIONS, MAY, 1894

B. A. HONOR MATHEMATICS.

DIFFERENTIAL CALCULUS.

1. Prove that when x increases indefinitely the expression $(1+\frac{1}{x})^x$ approaches a certain limit, but can never reach 3.

Deduce the limit, when z is diminished indefinitely, of $(1+az)^{\frac{1}{z}}$ when a is any constant quantity.

2. What is meant by the differential co-efficient of any function of a variable?

Deduce the differential coefficients of $\frac{\varphi(x)}{\psi(x)}$, $\sin x$, $\tan^{-1}x$, $\log\frac{a+bx}{a-bx}$; also of $xe^{\tan^{-1}x}$, $\log\frac{\sqrt{a}+\sqrt{x}}{\sqrt{a}-\sqrt{x}}$, $\tan^{-1}\sqrt{\frac{1-x}{1+x}}$

3. Assuming Taylor's Theorem, deduce McLaurin's or Sterlings from it.

Expand $\sin^{-1}(x+h)$ in ascending powers of h.

Show that Taylor's Theorem comprehends the Binomial Theorem.

4. If u be any function of the independent variables x and y, prove that $\frac{d\frac{du}{dx}}{dy}=\frac{d\frac{du}{dy}}{dx}$ and state the general law of which this is an example.

5. Verify the above law in the case of $u=\frac{x^2y}{a^2-z^2}$

Given Lagrange's Theorem; deduce Laplace's.

If $y=xe^y$, expand y in ascending powers of x.

6. $\frac{\varphi(x)}{\psi(x)}$ being a fraction such that both $\varphi(x)$ and $\psi(x)$ vanish when $x=a$, show how to find the limit towards which its tends as x approaches the limit a.

Examples (a) $\frac{(a^2-x^2)^{\frac{1}{2}}+a-x}{(a^3-x^3)^{\frac{1}{2}}+(a-x)^{\frac{1}{2}}}$ when x approaches a.

(*b*) $\dfrac{e^{2x}+e^{-2x}-2}{x^2\cos x}$ when x approaches 0.

7. Find the equations to the tangent and normal at any point of the curve $y=f(x)$. Show how to find the radius of curvature at any such point.

In the cycloid whose equation is

$$x=a\cos^{-1}\frac{a-y}{a}-\sqrt{2ay-y^2}$$

the radius of curvature is double the normal.

8. Show how to find maxima or minima values of a function of one variable.

Two points **A** and B lie outside a circle whose center is C, and AP, BP are drawn to a point on the circumference such that AP+BP is a minimum. Prove that they make equal angles with CP.

9. If $r=f(\theta)$ is the equation to a curve referred to polar coordinates, find the tangent of the angle which the radius vector makes with the tangent at any point.

If $r=f(p)$ is the equation to any curve referred to the radius vector and the perpendicular from the origin on the tangent, show that $r^2=pf(r)$ is the equation to the locus of the foot of this perpendicular.

10. Where $u=\psi(x, y)=0$, find $\dfrac{dy}{dx}$ and $\dfrac{d^2y}{dx^2}$

Where $u=ax^3y^2-x^4y^2-x^3y^3$, find the values of x and y which make u a maximum or minimum.

11. Find a test of the convexity or concavity of a curve.

What is a point of inflexion? Find the conditions for the existence of one. Trace the curve $y^2(a^2+x^2)=x^2(a^2-x^2)$. Determine the angles at which it cuts the axis of x, and find its maximum ordinate.

12. Indicate the method of finding the envelop of a series of curves of the same species.

Determine the curve whose tangent cuts off from rectangular axes a constant area.

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EXAMINATIONS, MAY, 1894

HIGHER PLANE TRIGONOMETRY AND SPHERICAL TRIGONOMETRY.

1. If θ be the circular measure of a positive angle less than a right angle, $\sin\theta$ is greater than $\theta - \frac{\theta^3}{4}$.

Calculate approximately the sine of $10''$.

Given that $\sin\theta$ is nearly equal to $\theta - \frac{\theta^2}{6}$, shew that if $\frac{\sin\theta}{\theta} = \frac{2165}{2166}$, θ contains nearly 3 degrees.

2. Shew how in DeMoivre's theorem all the n values of $(\cos\theta + \sqrt{-1}\sin\theta)^n$ may be obtained.

Prove from the theorem that $\sin 4\theta = 4\cos^3\theta\sin\theta - 4\cos\theta\sin^3\theta$.

3. Shew that $2\sqrt{-1}\sin\theta$ may be expressed as $x - \frac{1}{x}$.

Thence (*a*) shew that $\sin^4\theta = \frac{1}{8}\cos 4\theta - \frac{1}{2}\cos 2\theta + \frac{3}{8}$.

(*b*) Express $\sin^n\theta$ in terms of series of multiples of θ, when n is an odd positive integer.

4. Prove that in any triangle $\sin\frac{B-A}{2} = \frac{b-a}{c}\sin\frac{B+A}{2}$

and that $\sin x = e^{\frac{x\sqrt{-1}}{2}} \frac{-e^{-x\sqrt{-1}}}{\sqrt{-1}}$

From these properties prove that if A, B are angles of a triangle $\frac{A}{2} = \frac{B}{2} - \frac{b-a}{c}\frac{\sin B}{1} + (\frac{b-a}{c})^2\frac{\sin 2B}{2} - (\frac{b-c}{c})^3 \frac{\sin 3B}{3} + \ldots$.

5. Prove $\frac{\pi}{4} = 4\tan^{-1}\frac{1}{5} - \tan^{-1}\frac{1}{70} + \tan^{-1}\frac{1}{99}$.

Thence by Gregory's series find a series for calculating π.

6. Sum the following series:

(*a*) Cos $\alpha+\cos(\alpha+\beta)+\cos(\alpha+2\beta)+\ldots$. to n terms.

(*b*) $1+\frac{x\cos\theta}{1}+\frac{x^2\cos 2\theta}{1.2}+\frac{x^3\cos 3\theta}{1.2.3}+\ldots$ in infinitum.

7. Any two sides of a spherical triangle are together greater than the third.

Two angles of a spherical triangle are 45° and 120°, find the maximum value of the 3rd angle.

8. Prove that in a spherical triangle

$$\text{Cos A} = \frac{\cos a - \cos b \cos c}{\sin b \sin c}$$

Deduce from this

1. If $C=\frac{\pi}{2}$, $\cos A = \frac{\tan b}{\tan c}$.

2. If $b = c = \frac{\pi}{2}$, $a = A$.

3. In a plane triangle $\cos A = \frac{b^2+c^2-a^2}{2bc}$.

9. State Napier's rules of circular parts.

Given the hypothenuse c and the angle A in a spherical right angled triangle, shew how to find the other parts of the triangle, pointing out any case of ambiguity.

10. Find r the angular radius of the small circle inscribed in a given triangle.

Prove that $\cot r \sin s = \cot \frac{A}{2} \cot \frac{B}{2} \cot \frac{C}{2}$.

UNIVERS

EXAMI

DYNAMICS

Time—Three hours.

1. When are velocit
How are they then me
When a point moves
ponent velocities, (2) i
stant along and perpe
from a fixed point in th

2. Give Newton's La
statement: "We hav
arrived at a definition a
loss of work through th
for concluding that "th
When a particle move
motion varying directly
a fixed point in that line
This would be the att
a point within the earth
arrive at the earth's cen

3. A free particle m
attraction whose intensi
path. Deduce the equa
is projected with a vel.
acted on by gravity.
Find the force, which a
to the principal axis, wou
section. (The general equ
principal axis for the axis

4. A particle being acte
mine the polar equation o
Find the differential equ
varies inversely on the 5th

5. Define an apse. In a
than two apsidal distances
When a body moves in a
the focus varying inversely
the time of describing any

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EXAMINATIONS, MAY, 1894

DYNAMICS AND HYDROMECHANICS.

Time—Three hours.

1. When are velocity and acceleration said to be variable? How are they then measured?

When a point moves in a plane curve express (1) its component velocities, (2) its component accelerations at any instant along and perpendicular to the radius vector drawn from a fixed point in the plane of the curve.

2. Give Newton's Laws of motion. Explain the following statement: "We have, by means of the first two laws, arrived at a definition and a measure of force." Is there a loss of work through the action of friction? Give a reason for concluding that "the Perpetual Motion is impossible."

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

This would be the attraction on a particle descending from a point within the earth towards its centre. When would it arrive at the earth's centre?

3. A free particle moves under the action of a vertical attraction whose intensity is constant, find the form of the path. Deduce the equation of the path when the particle is projected with a vel. v at an angle α with the axis of x and acted on by gravity.

Find the force, which acting in parallel lines perpendicular to the principal axis, would cause a body to move in a conic section. (The general equation to a conic section taking the principal axis for the axis of x is $y^2=2mx+nx^2$).

4. A particle being acted on by a central attraction, determine the polar equation of the path.

Find the differential equation of the orbit, when the force varies inversely on the 5th power of the distance.

5. Define an apse. In a central orbit there cannot be more than two apsidal distances.

When a body moves in a parabolic orbit about a force in the focus varying inversely as the square of the distance, find the time of describing any given angle from leaving the apse.

6. Define a perfect fluid. What fundamental property of a fluid follows from the definition? Find the pressure at any point and the conditions of equilibrium in the case of a mass of fluid at rest under the action of given forces. What does the equation for the pressure become when the fluid is elastic and temperature constant?

7. A mass of homogeneous liquid contained in a vessel revolves uniformly about a vertical axis, determine the pressure at any point.

A cylinder of fluid revolves with a given velocity round its axis which is vertical. Find the pressure on its surface, neglecting gravity, and shew that the pressure : weight of the fluid :: $4\pi^2 : g$, if the radius of a horizontal section = 1 foot and the time of revolution = 1 second.

8. Find formulæ for the determination of the centre of pressure of any plane area.

Find the centre of pressure of a vertical line of length l, if the distance of the upper extremity of the line from the surface of the fluid = a and of the lower = b.

Deduce the position of the centre of pressure of a rectangle described on the vertical line whose breadth is c, if the top of the line in this case is in the surface of the fluid.

9. Explain the terms: plane of floatation, surface of floatation, and surface of buoyancy.

The positions of equilibrium of a body floating in a homogeneous liquid are determined by drawing normals from G, the centre of gravity of the body to the centre of buoyancy.

Determine the position of equilibrium of a homogeneous isosceles triangle floating on a fluid, supposing only one angle immersed.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1894

SENIOR B. A.

STATICS AND GEOMETRICAL OPTICS.

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

A heavy particle, P, of weight W, is placed on the inside of a smooth parabolic tube, whose axes is vertical and vertex downward and latus rectum $4m$, and is acted on by a horizontal force represented by μ MP, where PM is the ordinate of the point P; shew that if $\mu = \frac{W}{2m}$ the particle will rest in all positions, otherwise the vertex is the only position.

2. A system of non-coplanar forces acting on a rigid body can always be reduced to a single force and a couple.

Determine expressions for the resultant force and the resultant couple, and reduce therefrom expressions for the six conditions of equilibrium.

Three equal spheres, whose centres are A, B, C, are placed on a smooth horizontal plane and fastened together by a string which surrounds them in the plane of their centres, and is just not tight. A fourth equal sphere, whose centre is D, is placed on the top touching all three. Prove that the tension of the string is $\frac{W}{3\sqrt{6}}$ where W is the weight of the

3. Define the *Central Axis* of a system of forces; shew that the couple round it is a minimum; and determine its equation and the co-ordinates of the foot of the perpendicular from the origin on it.

Shew that a system of forces can be reduced to two forces in an infinite number of ways; and prove that when the system is reduced in any way to a pair of forces, represented by two straight lines, the volume of the tetrahedron determined by these lines is constant.

4. State in general terms the method to be followed in finding the centre of gravity of any body by means of the Integral Calculus.

If G be the centre of gravity of N equal particles arranged at equal intervals along the arc of a circle, which subtends an angle 2α at the centre O, shew that, if r be the radius of the circle, $OG = \frac{r}{n} \sin \frac{n\alpha}{n-1} \operatorname{cosec} \frac{\alpha}{n-1}$

Find the centre of gravity of a quadrant of an ellipse in which the density at any point varies as the distance of that point from the major axes.

5. A heavy string of uniform density and thickness is suspended from two fixed points; determine the equation of the curve in which it hangs when it is in equilibrium; and shew that when the origin is properly chosen the tension at any point of the string is the weight of a portion of the string whose length is the ordinate of that point.

6. When a small plane area is illuminated by a pencil of rays emanating from a point the illumination

$$\propto \frac{\text{cosine of angle of incidence}}{(\text{distance from the origin})^2}$$

A small white surface is placed horizontally on a table and illuminated by a lamp placed at a given horizontal distance, d from the surface; shew that the height of the frame from the table that will give the greatest possible illumination is $\frac{d}{\sqrt{2}}$

7. Explain the formation of focal lines when a small oblique pencil is refracted or reflected at a spherical surface.

A small pencil is incident obliquely on a spherical refracting surface; find the distance of the foci from the point of incidence of the axis of the incident pencil.

A small object is placed on the bottom of a vessel of water the depth of which is 37 inches, and is seen by an eye so situated that the angle of emergence is 60°. Shew that it will appear to be at a depth of about 7.89 inches, the refractive index from air to water being $\frac{4}{3}$.

8. Define the principal focus of a lens, its focal length, its centre, its focal centres, and its power.

Prove the formula $\frac{1}{v} - \frac{1}{u} = \frac{1}{f}$ for refraction through a lens the thickness of which is neglected; and show how to determine the focal length of a convex lens.

A convex lens of focal length f is placed at a distance of $4f$ in front of a concave mirror of radius f and an object is placed half way between the two. Compare the size of the image

formed by refraction thr
formed by refraction throu
the mirror.

9. Describe Newton's e
dispersion of light. What
dispersion"? What by ch
method of correcting for
dispersive power of a solid.

An achromatic object-glas
composed of two lenses of
Find the focal length of e
crown glass to that of flint

10. A pencil of parallel ra
water and emerges after one
of incidence so that the de
minimum. Explain why
minimum deviation are most
the rainbow. Investigate th
and secondary rainbow.

If α be the altitude of
color of the primary bow
$4 \sin^{-1} \sqrt{\left(\frac{4-\mu^2}{3\mu^2}\right)} - 2 \sin^{-1}$

formed by refraction through the lens directly with that formed by refraction through the lens after one reflection at the mirror.

9. Describe Newton's experiment shewing the chromatic dispersion of light. What is meant by "the irrationality of dispersion"? What by chromatic aberration? Illustrate the method of correcting for chromatic aberration. Define the dispersive power of a solid.

An achromatic object-glass whose focal length is 70 feet, is composed of two lenses of crown and flint glass respectively. Find the focal length of each lens, the dispersive power of crown glass to that of flint being as 7:10.

10. A pencil of parallel rays from the sun strikes a drop of water and emerges after one internal reflection; find the angle of incidence so that the deviation of the pencil may be a minimum. Explain why the rays which emerge with minimum deviation are most efficacious in the formation of the rainbow. Investigate the order of colors in the primary and secondary rainbow.

If a be the altitude of the sun, the altitude of that color of the primary bow whose refractive index is μ is

$$4 \sin^{-1} \sqrt{\left\{ \frac{4-\mu^2}{3\mu^2} \right\}} - 2 \sin^{-1} \sqrt{\left\{ \frac{4-\mu^2}{3} \right\}} - a$$

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EXAMI

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ARITHMETIC—

1. Arith.—By selling
$112\frac{3}{4}$ and investing the
his income increased b
the latter stock, broker

2. A rents a house f
4 months he takes in
like manner for the las
will each of them pay?

3. Algeb.—If A, B, C
portion shew that they
Prove :—

$$\left(\sqrt[m]{\frac{pa^n-qb}{pc^n-qd}}\right.$$

4. If a, b, c, are in A.

$$-\frac{a}{2}\ b,\ c \text{ are}$$

Sum to n terms, and t
(1) $3+2.7+2.44.$
(2) $1^2+3^2+5^2+$
(3) $\frac{1}{1}+\frac{1}{1+2}\ \frac{}{1-}$

5. Prove that ${}_nC_r+{}_nC_r$
In how many ways car
club of 30 players; and
two elevens be chosen to

6. Find the general ter

and the first negative ter

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JUNIOR B. A.—HONORS.

ARITHMETIC—ALGEBRA—TRIGONOMETRY.

1. Arith.—By selling out £4,500 in the India 5% stock @ $112\frac{3}{4}$ and investing the proceeds in Egyptian 7% stock, A finds his income increased by £163 15s. What was the price of the latter stock, brokerage on each transaction being $\frac{1}{4}$%?

2. A rents a house for $187.20 per annum; at the end of 4 months he takes in B as a co-tenant, and they admit C in like manner for the last $2\frac{1}{2}$ months; what portion of the rent will each of them pay?

---

3. Algeb.—If A, B, C, D satisfy Euclid's definition of proportion shew that they also satisfy the algebraical definition.

Prove:—

$$\left(\sqrt[m]{\frac{pa^n - qb^n}{pc^n - qd^n}}\right)^{\frac{m}{n}} = \left(\sqrt[r]{\frac{sa^t + vb^t}{sc^t + vd^t}}\right)^{\frac{r}{t}}$$

4. If a, b, c, are in A. P. and a^2, b^2 c^2 in H. P., prove that $-\frac{a}{2}$ b, c are in G. P., or else $a = b = c$.

Sum to n terms, and to infinity when possible, the series:

(1) $3+2.7+2.44.+\ldots.$

(2) $1^2+3^2+5^2+\ldots.$

(3) $\frac{1}{1} + \frac{1}{1+2}\ \frac{1}{1+2+3} + \frac{1}{1+2+3+4} + \ldots.$

5. Prove that ${}_nC_r + {}_nC_{r-1} = {}_{n+1}C_r$

In how many ways can a cricket eleven be chosen out of a club of 30 players; and in how many different ways could two elevens be chosen to play a match with one another?

6. Find the general term of the expansion of $(1-2x)^{-\frac{5}{2}}$

and the first negative term of $(1+3x)^{\frac{19}{6}}$

Find by the binomial theorem to 4 places of decimals the value of $\sqrt[4]{630}$.

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7. Trig.—Prove:—

$$2\cos\frac{A}{2} = \pm\sqrt{1+\sin A} \pm \sqrt{1-\sin A}$$

$$2\sin\frac{A}{2} = \pm\sqrt{1+\sin A} \mp \sqrt{1-\sin A}$$

and show that if A be given we know which signs to select in each of the equations formed by the sum and by the difference of these two equations.

8. A, B and C are three statious, and from B a base B D is measured along B A; also the angles C B D, B D C, B C A, are observed, as well as the depression of A and the elevation of B with respect to C; from these data find the height of B and C above the horizontal plane passing through A and the distance of A. B. and C from each other.

9. Given $\tan^2 x + \sin^2 x = \frac{7\sqrt{3}-16}{\sqrt{3}}$, find x.

Prove that $\frac{\sin 3A+\cos 3A}{\sin 3A-\cos 3A} = \left\{\frac{2\sin 2A+1}{2\sin 2A-1}\right\}\tan(45-A)$.

10. Express in terms of the sides of the triangle the radii of the circumscribed and escribed circles. Find the expression for the area of a quadrilateral inscribed in a circle in terms of the sides.

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HIGHER ALGEBRA

1. In any scale of no
whole number divided b
as the difference betwee
places and the sum of th
divided by $r+1$.

Of the weights 1, 2, 4
be selected to weigh 171

2. Solve $\sqrt{(3x^2-4x+3}$
Also $6x^4+$

3. Two persons find a
reigns, 8 crowns and 5 s
they divide the coins?

A pack of cards consists
how many different hand
from it?

4. Find the general ter
$(a+$ $+cx^2+dx^3+\ldots$
How many terms are th
$(a_1+a_2+a_3+\ldots$
Calculate the fifth root o

5. Define the logarithm
tion between the logarithn
different bases a and b.

If $y=e^{\frac{1}{1-\log x}}$ and $z=$

6. If there are n positiv
$\frac{a^m+b^m+c^m+\ldots+k^m}{n} >$
unless m is a positive prope

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JUNIOR B. A.

HONOR MATHEMATICS.

HIGHER ALGEBRA AND THEORY OF EQUATIONS.

DIV. A., PT. II.

1. In any scale of notation of which the radix is r, any whole number divided by $r+1$ will leave the same remainder as the difference between the sum of the digits in the odd places and the sum of those in the even places leaves when divided by $r+1$.

Of the weights 1, 2, 4, 8, ... 2^n pounds, find which must be selected to weigh 1719 pounds.

2. Solve $\sqrt{(3x^2-4x+34)} + \sqrt{(3x^2-4x-11)} = 9.$

Also $6x^4+x^3-47x^2-x+6 = 0.$

3. Two persons find a bag containing 11 guineas, 9 sovereigns, 8 crowns and 5 shillings. In how many ways may they divide the coins?

A pack of cards consists of 52 cards all marked differently; how many different hands of 13 cards in each can be dealt from it?

4. Find the general term in the expansion of—

$(a+bx+cx^2+dx^3+\ldots\ldots\ldots)^n$, n being rational.

How many terms are there in the expansion of—

$(a_1+a_2+a_3+\ldots\ldots\ldots+a_n)^{15}$?

Calculate the fifth root of 242 to five places of decimals.

5. Define the logarithm of any number and find the relation between the logarithms of the same number n to the different bases a and b.

If $y=e^{\frac{1}{1-\log x}}$ and $z=e^{\frac{1}{1-\log y}}$, then $x=e^{\frac{1}{1-\log z}}$.

6. If there are n positive quantitives $a, b, c \ldots\ldots k$, then

$$\frac{a^m+b^m+c^m+\ldots\ldots+k^m}{n} > \left(\frac{a+b+c+\ldots+k}{n}\right)^m$$

unless m is a positive proper fraction.

Prove that $\frac{a_1}{a_2} + \frac{a_2}{a_3} + \frac{a_3}{a_4} + \ldots + \frac{a_{n-2}}{a_{n-1}} + \frac{a_{n-1}}{a_n} + \frac{a_n}{a_1} > n.$

7. Find by the method of undetermined coefficients the sum of the series $1.2 + 2.3 + 3.4 + \ldots\ldots + n(n+1)$; and the sum to n terms of the series $1+3+6+10+\ldots$.

8. Show that every periodic continued fraction is equal to one of the roots of a quadratic equation of which the coefficients are rational.

Show that the third convergent to $\sqrt{(a_2+a+1)}$ is $a+\frac{1}{2}$.

9. Prove that the product of two determinants is a determinant.

Show that $\begin{vmatrix} a-b-c & 2a & 2a \\ 2b & b-c-a & 2b \\ 2c & 2c & c-a-b \end{vmatrix} = (a+b+c)^3.$

Solve the equation $\begin{vmatrix} 4x & 6x+2 & 8x+1 \\ 6x+2 & 9x+3 & 12x \\ 8x+1 & 12x & 16x+2 \end{vmatrix} = 0$

10. Show how to find the remainder when any rational integral function of x is divided by $x-a$.

Apply Horner's method of Synthetic Division to find the quotient and remainder in dividing $3x^5-8x^4-5x^3+26x^2-33x+26$ by x^3-2x^2-4x+8.

11. Investigate the relations between the coefficients and the roots of any equation.

Find the sum of the squares of the roots of the equation $x^n + p_1 x^{n-1} + \ldots\ldots + p_r x^{n-r} + \ldots + p_n = 0$.

12. Expand $f(x+h)$ in ascending powers of h where $f(x) = p_0x^n + p_1x^{n-1} + p_2x^{n-2} + \ldots\ldots + p_{n-1}x + p_n$.

Find the equation whose roots are each less by 2 than the roots of $3x^5 - x^3 + 4x^2 + 5x - 8 = 0$.

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HONOR MATHEMATICS.

PROBLEMS—PART I. A AND B.

1. A B C being an equilateral triangle, B D is taken along B A and equal to one-third of it, and A E is taken along A C equal to B D. If C D, B E intersect in F, show that A F C is a right angle.

2. The locus of the vertex of a triangle whose vertical angle is bisected by a straight line from a fixed point in the base, also fixed, is a circle.

3. Show that—

$$\frac{b+c}{(a-b)(a-c)}+\frac{c+a}{(b-c)(b-a)}+\frac{a+b}{(c-a)(c-b)}=0.$$

and that—

$$\frac{bc}{(a-b)(a-c)}+\frac{ca}{(b-c)(b-a)}+\frac{ab}{(c-a)(c-b)}=1.$$

4. If the sides of the triangle ABC touch a parabola in the points PQR respectively, show that the triangle ABC is equal to half the triangle PQR.

5. POQ is any chord of a parabola drawn through the point O in the axis, through O draw pOq perpendicular to the axis, meeting in AP in p and AQ produced in q. Show that pQ and Pq are parallel and are both bisected by the axis.

6. If R is the radius of the circumscribing circle of a triangle, then $a\cos A+b\cos B+c\cos C=4R\sin A\sin B\sin C$.

7. If ABC be a triangle, whose sides are a, b, c, show that the equations $x(\sin B-\sin C)-y\sin B+z\sin C=0$, $y\sin^2\frac{B}{2}-3\sin^2\frac{C}{2}=0$, $ax+by+cz=0$, cannot be satisfied by any finite values of x, y, z.

8. If $x+y+3=0$, prove that

$$\left(\frac{y-z}{x}+\frac{z-x}{y}+\frac{x-y}{z}\right)\left(\frac{x}{y-z}+\frac{y}{z-x}+\frac{z}{x-y}\right)=9.$$

9. ABCD is a quadrilateral, and two points PQ are taken in AD, BC, such that $AP : PD = CQ : QB$. From P and Q draw straight lines PP_1 QQ_1 equal to, parallel to, and in the same directions as BC and DA respectively, and show that the forces represented by AB, CD, PP_1 QQ_1 are in equilibrium.

10. Three heavy particles are placed at the angles A, B, C, of a triangle, their weights being proportional to the opposite sides respectively; prove that the distance of the centre of gravity of the particles from A is $2\,bc \cos \frac{A}{2} \div (a+b+c)$.

11. During the motion of a heavy particle projected in vacuo with a velocity of v at an angle α $(>30°)$ to the horizon, the times when the whole velocity is double the vertical velocity are $\frac{v}{g}(\sin\alpha \pm \frac{1}{\sqrt{3}}\cos\alpha)$.

12. If two triangular isosceles prisms be placed with two faces in contact and the refracting edges parallel, prove that the deviation of a ray which in passing through the combination in a principal plane is reflected at each base, is independent of the refractive indices of the prisms and of the angle of incidence.

13. If OP, OQ be tangents to a small arc PQ of continued curvature, prove by Newton's method that the ratio of (OP + OQ − arc PQ) : (arc PQ − chord PQ) tends to the limit 2 : 1 when the arc PQ is indefinitely diminished.

14. The ratio of the axes of the orbits of two planets being as 18 to 13; find the periodic time of one of them when that of the other is given.

15. A cylinder is just immersed in a fluid with its axis perpendicular to the surface; find at what point it must be cut by a plane perpendicular to its axis, that the pressures upon the cursurfaces may be equal.

16. A given cone is immersed in water with its vertex downward, what part of the axis will be immersed if the specific gravity of the fluid : that of the cone :: 8:1?

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1. If three forces
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sides of a triangle ta
proportional to the si
The sides AB, AC o
and E. Shew that th
magnitude and direct
magnitude and directi

2. Define a couple, t
couple. Prove that an
equivalent to a single
algebraic sum of the m
If three forces, actin
nitude, direction and p
in order they are equiv
presented by twice the

3. If three forces, act
keep it in equilibrium,
parallel.
A rod whose weight i
divides its length in the
sphere, at the centre
Shew that when its posi
tion to the horizon is ta
at its extremities are 8 v

4. Define the centre o
its position in the case of
A piece of wire 3 ft. lo
of a square and is hung
attached to the point of
the angle $\tan^{-1}\frac{4}{3}$.

5. A body of given we
termine the relation betw
when the plane is smooth

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JUNIOR B. A.

STATICS AND DYNAMICS.

1. If three forces acting on a particle be in equilibrium they can be represented in magnitude and direction by the sides of a triangle taken in order; and each force will be proportional to the sine of the angle between the other two.

The sides AB, AC of the triangle ABC are bisected in D and E. Shew that the resultant of the forces represented in magnitude and direction by BE and DC is represented in magnitude and direction by $\frac{3}{2}$ BC.

2. Define a couple, the arm of a couple, the moment of a couple. Prove that any number of couples in one plane are equivalent to a single couple whose moment is equal to the algebraic sum of the moments of the given couples.

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

3. If three forces, acting in one plane upon a rigid body, keep it in equilibrium, they must either meet in a point or be parallel.

A rod whose weight is 40 lbs., and whose centre of gravity divides its length in the ratio 1:2, is placed inside a smooth sphere, at the centre of which it subtends a right angle. Shew that when its position is one of equilibrium its inclination to the horizon is $\tan^{-1}\frac{1}{3}$, and the reactions of the sphere at its extremities are $8\sqrt{5}$ and $16\sqrt{5}$ lbs. weight respectively.

4. Define the centre of gravity of a body, and determine its position in the case of a uniform triangular lamina.

A piece of wire 3 ft. long is bent in the form of three sides of a square and is hung up by one end. Shew that the side attached to the point of support is inclined to the horizon at the angle $\tan^{-1}\frac{4}{3}$.

5. A body of given weight rests on an inclined plane; determine the relation between the power and the weight, (1) when the plane is smooth, (2) when it is rough and the body

is just on the point of moving up the plane; the power in both cases acting at a given angle with the plane.

Prove that the best angle of traction up a rough inclined plane is the angle of friction.

6. Define velocity and acceleration. Prove the formulæ $v=u+ft$, and $s=ut+\frac{1}{2}ft^2$, explaining the meaning of the symbols involved.

If a particle occupy n seconds less, and acquire a velocity of m feet per second more, at one place than at another in falling through the same distance, shew that $\frac{m}{n}$ equals the geometric mean between the numerical values of gravity at the two places.

7. Define the terms *mass*, *momentum*, *v s viva*. Distinguish between *mass* and *weight*. State Newton's laws of motion. Prove the relation $P=mf$, stating carefully the meaning of the symbols, and the units in terms of which they are measured.

Two particles of masses m_1 and m_2, are connected by a light inextensible string which passes over a smooth pulley. If m_1 be greater than m_2, determine the resulting motion and tension of the string. Shew that the pressure on the axle of the pulley is less than the sum of the weights of the masses.

8. A particle is projected into a non-resisting medium with a given velocity and angle of projection, and is acted on by gravity; shew that its path is a parabola; and determine its time of flight, and its range on a horizontal plane through the point of projection.

From a point in an inclined plane two particles are projected with the same velocity in the same vertical plane in directions at right angles to each other; prove that the difference of their ranges is constant.

9. What is meant by the *coefficient of elasticity*? When one body impinges directly on another, explain the nature of the mutual action, pointing out the assumptions involved in the explanation.

Two smooth balls, one of mass double the other, are moving with equal speed in opposite parallel directions and impinge, their directions of motion at the instant of impact making an angle of 30° with the line of centres. If the coefficient of elasticity be $\frac{1}{2}$, find the velocities of the balls and their directions of motion after the impact.

10. Find the time of descent of a particle moving in a circle under the action of gravity.

A pendulum 37.8 inches long makes 183 beats in 3 minutes at a certain place; find the acceleration due to gravity there.

11. If a body describe a circle of radius r with uniform velocity v, shew that its acceleration is $\frac{v^2}{r}$ directed towards the centre of the circle.

Describe the *conical pendulum*. When the motion of such a pendulum is uniform, determine the relations between the velocity of the particle and the length and inclination of the string.

12. A body describes and ellipse under the action of a force in a focus; find the law of force.

If a be the major axis of the ellipse, and r the radius vector from the focus to any point of the ellipse, the velocity at that point is given by the equation

$$v^2 = \mu\left(\frac{2}{r} - \frac{1}{a}\right),$$

where μ is the strength of the centre.

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JUNIOR B. A.

HONOR MATHEMATICS—DIV. A. PART II.

PLANE ANALYTICAL GEOMETRY.

1. Express the distance between two points in terms of their co-ordinates, the axes being oblique; also in terms of their polar co-ordinates.

If R be the middle point of the straight line joining the two given points, (r_1, θ_1), (r_2, θ_2), and its radius vector is OR, show that $4OR^2 = r_1^2 + r_2^2 + 2r_1 r_2 \cos(\theta_2 - \theta_1)$.

2. Find the angle between two straight lines, whose equations referred to axes inclined at an angle ω, are given.

What must be the inclination of the axes in order that the lines $(xy - 3y - 2x + 6 = 0)$ may include an angle of 135°?

3. Show what transformation in the equation of any locus is necessary to change,

(*a*) The origin without changing the direction of the axes.

(*b*) The direction of the axes, and not the origin, both systems being rectangular.

Transform the equation:—

$$x^2 + xy + y^2 + x + y - 5 = 0, \text{ to } 9x^2 + 3y^2 = 32.$$

4. Find the equation of the tangent at any point of the circle whose equation is $x^2 + y^2 + 2ax + 2by + c = 0$.

Find the equation to a line touching the circle $(x-a)^2 + (y-b)^2 = r^2$, and parallel to the given line $y = mx + c$.

5. Find the length of the tangent drawn from a given point to the circle $x^2 + y^2 + 2ax + 2by + c = 0$. If this equation be written $S = O$, discuss the locus represented by the equation $S - \lambda S' = 0$.

The equations to the straight lines which touch both the circles $x^2 + y^2 = r^2$, $(x-a)^2 + y^2 = r'^2$, are

$$(r \pm r')\, x \pm \left\{ a^2 - (r \pm r')^2 \right\}^{\frac{1}{2}} y = ar.$$

6. Find the equation to the tangent to a parabola at the point h, k, and show that it makes equal angles with the focal distance of the point and the axis of the parabola.

Find the condition that any straight line $Ax+By+C=0$, shall touch the parabola $y^2=4dx$.

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

Show that the locus of the middle points of all chords of an ellipse which pass through a fixed point is a similar ellipse.

8. Find the equation of an hyperbola when referred to its asymptotes as axes of co-ordinates. Hence show that the intercepts of any straight line cutting the hyperbola and its asymptotes which are outside the curve between it and the asymptotes are equal.

9. Show how to find the position and magnitude of the axes of the conic $ax^2+2hxy+by^2=1$.

Draw the curve $x^2+4xy+y^2=11$.

10. Assuming the polar equation of a conic, referred to the focus and axis, find the polar equation of the polar of a given point with respect to the conic. Find also the polar equation of the normal at any point of the conic.

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GEOMETRY AND CONIC SECTIONS.

1. What is the converse of a proposition?

Explain the indirect method in proving a converse.

Give two converses of I. 36, "Parallelograms on equal bases and between the same parallels are equal in area,"—and prove one of them.

Prove also the converse of I. 47.

2. In every triangle the square subtending either of the acute angles is less than the squares on the sides containing that angle, by twice the rectangle contained by either of these sides, the straight line intercepted between the acute angle and the perpendicular let fall upon it from the opposite angle.

Give an algebraical application of this theorem.

How does this theorem differ from the one on an obtuse-angled triangle?

3. Prove the theorem relative to the opposite angles of a quadrilateral inscribed in a circle.

Prove also its converse.

State and prove by what arcs are measured the angles made (1) at the intersection of the diagonals, (2) at the intersection of the opposite sides produced.

4. To describe a rectilineal figure which shall be similar to one and equal to another given rectilineal figure.

Through a given point within a circle draw a chord whose segments shall be in a given ratio.

5. Define a solid angle, a line perpendicular to a plane, a pyramid, a tetrahedran, a dodecahedro.

If two straight lines be parallel and one of them be at right angles to a plane; the other also shall be at right angles to the same plane.

From a point E draw EC, ED perpendicular to two planes CAB, CAD, which intersect in AB, and from D draw DF perpendicular to the plane CAB meeting it in F. Show that the straight line CF, produced if necessary, is perpendicular to A B.

6. Define parabola, tangent, normal.

If the normal at the point P of a parabola meet the axis in the point G, then NG = 2AS.

If S P Q be an equilateral triangle show that SP = 4AS.

7. The tangents at the extremities of a focal chord PQ intersect at right angles in the directrix.

Prove that the part of the directrix intercepted between the perpendiculars upon it from the extremities of any focal chord subtends a right angle at the focus. This portion of the directrix is bisected by the intersection of the tangents.

8. Define ellipse, conjugate diameters, auxiliary circle.

If CP and CD be conjugate semi-diameters, and PN, DR be the ordinates of the points P and D, then

(1) $CN^2 + CR^2 = AC^2$.

(2) $PN^2 + DR^2 = BC^2$.

(4) $CP^2 + CD^2 = AC^2 + BC^2$.

In an ellipse if through the foci chords P S P′, Q S Q′ be drawn parallel to any pair of conjugate diameters, show that SP, SP′ + SQ, SQ′ = $b^2 + l^2$ when b and l are respectively the semi-axis minor and the semi-latus rectum.

9. The area of any parallelogram formed by drawing tangents to an ellipse at the extremities of a pair of conjugate diameters is equal to the rectangle contained by the ellipse.

What parallelogram circumscribing an ellipse has the least area?

10. Define an hyperbola, an asymptote.

If through any two points of an asmyptote RQ, Q′R′ be drawn in any direction, meeting the asymptote in R and R′, then will RQ=R′Q′—

Hence deduce that a diameter bisects all chords drawn parallel to the tangents at its extremities.

Shew that the lines drawn from any point in a rectangular hyperbola to the extremities of a diameter make equal angles with the asymptotes.

11. The curve formed by the intersection of the surface of a right cone and a plane (which neither passes through its vertex nor is at right angles to its axis) will be a parabola ellipse or hyperbola, according as the intersection of the cutting plane to the axis of the cone, is equal to, greater or less than the constant angle which the generating line forms with the axis.

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EXAMINATIONS, MAY, 1894.

HYDROSTATICS AND OPTICS.

1. Give the definition of a fluid, deduce therefrom the laws of transmission of pressure in fluids, and mention any important application of these laws.

If the horizontal section of the smaller of two cylinders, filled with water and connected together, be $1\frac{1}{8}$ square inches and the diameter of the large piston be 20 inches, find the lifting power exerted by the latter when a pressure of 2,000 lbs. is brought to bear upon the smaller cylinder.

2. Describe the construction and action of the common mercury barometer. Discuss the consequence of passing an iron bead up the tube. What correction would be necessary in case some air were to remain within the tube.

If the area of a section of the basin of a barometer be ten times that of a section of the tube, and the mercury fall $1\frac{1}{2}$ inches in the tube, find the true variation in height of the mercury.

3. State the laws connecting change in the volume and density of gases with variation in temperature and pressure.

A cylindrical glass vessel is inverted and plunged into water; by inclining the vessel, half the air is allowed to escape and the cylinder is then held vertically and raised until only $\frac{1}{4}$ of its length is below the surface. Find the difference of level within and without.

4. When is the equilibrium of a floating body stable and when unstable. Define what is meant by metaceutre. Shew why a portion cut from a solid sphere will float in stable equilibrium with its curved surface partly immersed. Draw a diagram shewing the metaceutre.

5. Define the term specific gravity.

Explain the use of the balance for the determination of the specific gravity of a solid.

If the sinker be equal in magnitude to the substance whose specific gravity is required but double its weight in vacuo, and if the two together weighed in water balance the sinker in vacuo, what is the specific gravity of the substance?

6. A pencil of rays is incident directly upon a plane reflecting surface, find its form after reflection.

Draw a diagram shewing the image of an arrow held before a plane mirror.

7. Define what is meant by the "critical angle" and illustrate it by means of a diagram.

What appearance would objects in the air present to an eye under the surface of still water.

8. Give a method of obtaining the condition of minimum deviation of ray passing through a prism. And show how to find the index of refraction of the single prism of a spectroscope provided with a divided circle.

9. Destinguish between virtual and real images. Explain the properties of the optical centre of a lens.

Draw diagrams representing the images formed by a convex lens of an object when it is within the focal distance and when it lies beyond the centre of figure.

10. Draw the path of the rays in an ordinary astronomical refracting telescope.

Explain the use of the spider lines and mark their position. Show that Huyghen's eye-piece cannot be used with them, and explain why Galeleo's telescope cannot serve for measuring.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1894

SENIOR B. A.

CHEMISTRY.—FIRST PAPER.

1. Consider the following changes:—Ice into water, water into steam, oxygen into ozone, red into common phosphorus, chalk into lime, iodine vapour I_2 into iodine vapour I; and state whether you think there is sufficient reason for making a radical distinction between physical and chemical changes.

2. Dalton wrote the formulæ for olefiant gas and marsh gas CH and CH_2 respectively. Why did he adopt these formulæ? Why are the formulæ now written differently?

3. Give an outline account of the Kinetic Theory of Gases.

4. A mixture of gases is brought into contact with a liquid. Explain fully what data are required in order to calculate the amount of each gas absorbed by the liquid.

5. Write notes on Prout's Hypothesis, Doebereiner's Triads, Newland's Law of Octaves.

6. What physical measurements are available for the determination of molecular weights? Point out any analogies between gases and weak solutions. How are exceptions to Raoult's Law explained?

7. What deviations from Boyle's Law have been observed? How are such deviations explained? How do these considerations bear on the question of the absolute size of molecules?

8. Give a summary of the conclusions arrived at as to the relations between (*a*) chemical composition and molecular volume and (*b*) chemical composition and molecular refraction.

9. Explain the expressions:—*critical temperature, reversible reaction, mass action, avidity of acids, migrations of the ions.*

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EXAMINATIONS, MAY, 1894

SENIOR B. A.

CHEMISTRY.—SECOND PAPER.

1. "The usefulness of the balance depends upon two points, 1st, it accuracy, and 2nd, its sensibility or delicacy." Upon what conditions does (*a*) the accuracy, and (*b*) the sensibility, of an ordinary chemical balance depend? Why do you always place the weights in the right hand pan?

2. Write equations expressing the changes which take place when ferric salts are reduced with zinc, when bichromate is used for estimating iron, and when oxalates are titrated with permanganate of potash.

3. What are the main points of difference between the fatty and aromatic compounds?

4. What considerations lead to the adoption of the constitutional formulæ of the aldehydes and ketones?

5. Draw up a table showing the chief points of difference and resemblance between the commoner kinds of sugar. What physical methods are available for the determination of the molecular weights of the carbohydrates? Why is dextrose said to be an aldehyde of mannite?

6. Give a short account of the chemistry of the mustard-oils.

7. Shew by graphic formulæ which of the following substances contain a symmetric carbon atoms, and state, in each case, how many stereo-isomers you would consider possible: Lactic acid, malic acid, maleic acid, succinic acid, tartaric acid.

8. Describe briefly the chemical conduct of benzene and the hypothesis regarding its molecular structure. What light does the study of physical chemistry throw on the question of the constitution of benzene?

9. What isomeric substances of the formulæ C_8H_{10} are possible? How would you distinguish between them?

10. Give a short account of the pyridene bases.

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EXAMINATIONS, MAY, 1894.

SENIOR B. A.

ASTRONOMY AND NEWTON.

1. Illustrate by means of a diagram the various methods used to determine the position of a heavenly body, and define the technical words in terms of which position on the celestical sphere is specified

If a is the meridian altitude of a star of known declination, d; determine the latitude of the place of observation.

2. Explain how the supposition that the earth rotates on its axis accounts for the apparent motions of the stars, and how this with the additional supposition that it revolves about the sun, account for the apparent motion of the sun.

3. Describe, with diagram, the construction of the Transit Instrument. Explain the process of taking a transit.

Name the conditions that the instrument must satisfy when in perfect adjustment, and explain the method of detecting and measuring the several errors due to the impossibility of securing perfect adjustment.

4. Describe and explain the phases of the moon.

5. Define a true solar day and a mean solar day.

From what two causes does the difference between them arise? Define the equation of Time; and prove that it vanishes four times a year.

6. Explain the cause of Eclipses. Define and roughly calculate the solar and lunar *ecliptic limits*. Shew that there may be as many as *seven* eclipses in a year, namely, either five solar and two lunar, or four solar and three lunar.

7. State and prove Lemma II.

Apply the method of Lemma II. to find the volume of a right circular cone.

8. State and prove Lemma VII.

Apply the Lemma to show that the cosine of the angle which the tangent at any point of the curve $y=f(x)$, makes with the axes of x is $\frac{dx}{ds}$.

9. State and prove Lemma XI.

Apply the Lemma to find the radius of curvature at any point of an ellipse.

If the centre of a curvature, corresponding to a point on an ellipse, fall on the conjugate diameter, the area of the corresponding circle of curvature is equal to that of the ellipse.

10. Prove that a body, attracted to a fixed centre, will describe areas about the centre proportional to the times of describing them.

Define the hodograph of an orbit; and prove that if the velocity in the hodograph is proportional to the augular velocity of the corresponding point in the orbit about the centre of attraction, the orbit will be an ellipse described about the focus.

11. Given the velocity at three points of a central orbit; determine the orbit.

If the velocities be proportional in magnitude to the sides of the triangle determined by their directions, the centre of force coincides with the centre of gravity of the triangle.

12. Find the law of attraction under which a body will describe an ellipse about a focus.

Prove that when the distance between the centres of the earth and sun is r the attraction between them is

$$\frac{4\pi^2}{T^2} \cdot \frac{S.E}{S+E} \cdot \frac{a^3}{r^2},$$

where T is the periodic time, S the mass of the sun, E that of the earth, and a the mean distance between their centres.

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EXAMINATIONS, MAY, 1894

SENIOR B. A.

SYSTEMATIC BOTANY.

1. Name genera of Ericaceae found in Manitoba.

2. Give the characters of Cruciferae, also the property of many plants of the order; and name useful as well as noxious examples of the order.

3. The willow herb, fuchsia, and evening primrose belong to the one order. Name it and give its characters.

4. Give genera of Solanaceae, and name useful plants belonging to the order.

5. Give the characters of Liliaceae. Name peculiarities of venation of leaves in two of its genera, and give general and specific name of the prairie onion.

6. Name the useful grasses of Manitoba.

7. Give characters and qualities of Labiatae.

8. Refer to their proper orders the following: Carrot, daisy, nightshade, horehound, elm, ladies' slipper, wild rice, prairie turnip, larkspur, highbush cranberry, wormwood, horse sorrel, burdock, French weed, trailing juniper.

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EXAMINATIONS, MAY, 1894.

NATURAL SCIENCE COURSE.

PRINCIPLES OF GEOLOGY AND LITHOLOGY.

1. Give a brief statement of the nebular hypothesis. What facts are adduced in its favor?

2. Discuss briefly the various ways in which sand and gravel are produced.
When in form of deposits how do these become consolidated into beds.

3. What are the different theories advanced as to the manner in which mineral veins have been formed?
Explain the following terms as used in connection with veins: drusy, horse, banded, lode.

4. How do you account for the difference in temperature experienced in the same latitude on the Atlantic and Pacific Coasts of North America?

5. What are the causes of weathering in granite and what are the constituents it supplies to the soil?

6. Discuss briefly some of the theories respecting earthquake action.
Describe the latest methods and apparatus employed for the study of these phenomena.

7. Define the following terms as applied to rocks: Massive, amygdaloidal, oolitic, acidic, jointed.

8. Describe, naming the ingredients, the following rocks: Gabbro, syenyte, miascyte, andesyte.

9. Name, classify and give composition of the specimens placed before you.

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EXAMINATIONS, MAY, 1894

SENIOR B. A.

STRATIGRAPHICAL GEOLOGY.

1. Describe the Laurentian formation (1) as to stratification (2) mineral composition, (3) extent.

2. Give the peculiarities of the Huronian rocks as found in the north half of the Lake of the Woods.

3. Show the difference between American and European Geology in the relation of the Cretaceous to Eocene.

4. Give a list of the Devonian fossils; and note the peculiarities of plants that occur in these rocks.

5. Draw a section of a river bank in the Cretaceous rocks, illustrating the occurrence of coal seams.

6. Describe the glacial Lake Agassiz.

7. Figure three examples of Cephalopoda found in our Cretaceous rocks.

8. Write notes on "Triassic rocks in Canada," "rocks containing worm burrows," "the distortion of certain Trilobites," and "the first appearance of life in the rocks."

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EXAMINATIONS, MAY, 1894

SENIOR B. A.

PALAEONTOLOGY.

1. "Flint or silex, hard and intractable as it is, is nevertheless capable of solution in water to a certain extent." Give examples in which this fact accounts for silicious tests of minute plants and animals.

2. "In truth the record of life (in the rocks) is far more imperfect than the mere physical series of deposits." Explain and illustrate.

3. Describe Receptaculites and Stromatopora.

4. Describe Calymene and Paradoxides, and give their distribution.

5. Draw figures of Spirifer, Rhynconella, Lingula and Orthis, and give the general characters of the class to which they belong.

6. Describe Cephalaspis and Ptericthys.

7. Give an account of Ichthyosaurus and its distribution.

8. Show in the history of the horse the modification of its foot digits to meet its altered circumstances.

9. Identify specimens 1 to 10.

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EXAMINATIONS, MAY, 1894

DESCRIPTIVE MINERALOGY.

SENIOR B.A.

1. Enumerate Canadian localities of occurrence of the following minerals: Gypsum, Pyrolusite, Agate, Heavy spar, Asbestus, Sphalerite.

Give the chemical composition and crystalline characteristics of each.

Mention the uses to which each is put.

2. Name the different hydrous oxides of iron found in Nature.

How would you distinguish between them?

Explain the formation of bog-iron ore.

3. State the law of Isomorphism and give examples of isomorphic minerals from each of the different systems of crystallization.

4. The minerals represented by the following formulæ are dimorphic: S, C, $Ca\,CO_3$, $S_i\,O_2$, $Fe\,S_2$.

Name the minerals and state the forms in which they crystallize.

5. *(a)* What are the different varieties of coal occuring in Canada? *(b)* State the localities of occurrence and give the geological relations.

6. Give the composition and crystalline form of: Rutile, Zincblende, Beryl, Topaz, Stibnite.

7. How would you distinguish between Hornblende and Pyroxene.

8. Name the minerals represented by the following chemical formulæ: $Mg\,S_i\,O_3$, $H_2\,Al_2\,O_4$, $Zn\,Al_2\,O_4$, $Cu_2\,Si\,O_5$, $3\,Na\,F + Al\,F_3$.

9. Name from inspection the minerals in trays marked A, B, C, D, E, F, G, H, K, L.

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EXAMINATIONS, MAY, 1894.

NATURAL SCIENCE COURSE.

PHYSICS.—PAPER I.

1. What is meant by the *conservation of energy?* Give some examples of transformation of energy.

2. Enunciate Newton's Laws of Motion. Give his proof that gravitation varies inversely with the square of the distance.

3. Show that the kinetic energy of a mass m moving with a velocity v is is $\frac{1}{2}$ m v^2.

4. Define the terms *latent heat* and *specific heat.* What will be the result of mixing 4 lbs. of water at 60° with 10 lbs. of ice at 0°?

If 100 grammes of lead at a temperature of 80° C be put into 5 gm. water at 15° C, find the specific heat of lead if the resultant temperature be 20° C.

5. Enunciate the law connecting the pressure and the volume of a gas under constant temperature. How would you modify your statement so as to include variations of temperature?

6. When one bulb of the palm glass is held in the hand why does the liquid all pass into the other one? Why does the hand experience a sensation of cold when the liquid begins to boil?

7. Explain the production of a musical note *(a)* by an ordinary whistle, *(b)* by holding a glass tube over a small gas jet.

What are the conditions affecting the audibility of sounds?

8. Give laws for transverse vibrations of stretched strings. When stretched by a weight of 16 lbs. a string is found to give the note F. What weight must be used in order that the same string may give the notes B and C?

9. What are Chladni's figures? How are they produced

10. Show how the formula $\frac{1}{f}=\frac{1}{p}+\frac{1}{p'}$ is derived.

11. Draw neat diagrams showing the relative positions and sizes of image and object, when the object is on the principal axis of *(a)* a concave mirror and outside the principal focus.
(b) A convex lens and nearer than the principal focus.

12. Given a convex lens of 18 in. focal length.
Find positions which will give *(a)* a real, and *(b)* a virtual image magnified three times.

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EXAMINATIONS, MAY, 1894.

NATURAL SCIENCE SPECIAL COURSE.

PHYSICS—II. PAPER.

1. What facts relative to electrical phenomena are learned from Faraday's "Ice Pail" experiment?

2. In what different ways may electrical separation be accomplished? For what purposes is each method best adapted?

3. Describe clearly the construction of a Bichromate cell, giving the chemical reactions which take place when a current is being generated.

4. What is meant by electrical *polarization*? How may it be prevented?

5. State and explain Ohm's Law.

Define and give the values of the Farad and of the practical unit of E. M. F.

A current of 1.4 ampères is required to bring to a white heat the filament of an incandescent lamp which offers a resistance of 4 ohms. How large a battery will be necessary, the E. M. F. of each cell being 1.8 volts and r .4 ohms?

6. A current is passing from a battery of 16 cells through a circuit of 8 ohms resistance. Supposing each cell to have an E. M. F. of 1.8 volts and a resistance of .4 ohms, find the strength of the current:

(a) When the cells are united in series.

(b) When all the zincs and all the carbons are united together in parallel arc.

(c) When they are united two abreast.

7. Of four batteries in a circuit, No. 1. has 3 volts and 5 ohms; No. 2. has 2.4 volts and 2.4 ohms; No. 3. has 4 volts and 2 ohms; No. 4. has 1 volt and 6 ohms constants. What current will such a battery produce in a circuit of 6 ohms resistance if Nos. 2 and 3 act in opposition to the other two?

8. Show how a fault in a telegraph cable may be localized.

What is the cause of the retardation noticed in signalling through long cables?

9. Distinguish by means of a diagram *(a)* a series wound dynamo, *(b)* a shunt dynamo, *(c)* a separately-excited dynamo.

10. What is the physical theory of magnetism?

Make a drawing of the various pieces of apparatus required for the making of a horse-shoe electro-magnet, indicating the direction of the current and the N. and S. poles of the magnet.

PRACTICAL.

1. Put your galvanometer into working order and measure the resistance of the spool of wire given you.

2. Determine the specific gravity of the substance given you.

3. Determine the specific heat of the liquid given.

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EXAMINATIONS, MAY, 1894

NATURAL SCIENCE COURSE.

CRYSTALLOGRAPHY.

1. Define the terms:—Zone, brachydome, parameter, parallel grouping, primary forms.

2. What are pseudomorphs and how are they produced?

3. What crystallographic peculiarity usually accompanies pyro-electricity? Give instances.

4. State the Laws of Symmetry and of Constant Angles.

5. Distinguish between pyramids of the first, second and third orders in the Tetragonal System.
Mention any minerals which have planes belonging to the third order.

6. What forms do the following combinations represent:
(*a*) Rhombic dodecahedron with edges bevelled.
(*b*) Scalenohedron with one set of polar edges replaced.
(*c*) Regular octahedron with angles replaced by four triangular planes.
(*d*) Regular tetrahedron with edges truncated.

7. Draw an octant of a tetragonal tristetrahedron and of a diploid.

8. Describe fully the models given you.

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EXAMINATIONS, MAY, 1894.

JUNIOR B. A.

INORGANIC CHEMISTRY.—FIRST PAPER.

1. What would you say if you were asked whether alloys are best considered as chemical compounds or mechanical mixtures?

2. What different agencies may bring about chemical change?

3. Compare carefully the properties of gases with those of weak solutions.

4. How does the theory of salt-solutions account for the following facts? Chlorates give no precipitate with silver salts. Solutions containing (say) copper or cobalt usually, but not always, have the same color. Weak solutions of acids have the same taste.

5. Dalton wrote the formulæ for ethylene and methane CH and CH_2 respectively. Why did he adopt these formulæ? Why are these formulæ not used now?

6. Why is the study of crystallography important to the chemist?

7. How does Gay Lussac's Law of Gaseous Volumes bear on Avogadro's Hypothesis?

8. The formulæ H, HO, H_2O, CuCl, $FeCl_3$, KM_nO_4 express the chemical composition of the substances they stand for Consider in each case whether it is desirable to double the formula.

9. A tube 40 inches long, closed at its lower and contracted at its upper end, is half filled with mercury and then inverted. Half the mercury runs out. Calculate the pressure of the atmosphere.

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EXAMINATIONS, MAY, 1894

JUNIOR B. A.

INORGANIC CHEMISTRY.—SECOND PAPER.

1. Give the properties of the different oxides of nitrogen. Write equations showing the different stages of reduction of nitric acid. Write a short account of azoimide or hydronitric acid. What other compounds of hydrogen with nitrogen are known?

2. Give a detailed account of the manufacture of oil of vitriol.

3. Write an account of the metallurgy of either copper or iron.

4. Compare as fully as you can the reactions of the lead salts with those of the salts of barium.

5. What right (if any) have the coinage metals to be classed with the metals of the alkalis? What other metals do they most resemble?

6. Thallium has been called the "ornithorhynchus among metals." Why?

7. Classify the following oxides according to their salt-forming properties:—H_2O, Li_2O, Cl_2O, Cu_2O, BaO, MnO, NO, CO, B_2O_3, Al_2O_3, P_2O_3, Fe_2O_3, SiO_2, MnO_2, BaO_2, NO_2, N_2O_5, Sb_2O_5, CrO_3, Mn_2O_7, OsO_4.

8. What elements best show the transition between the metals and the non-metals? Explain fully.

9. How far does the arrangement of the elements in groups for the purposes of qualitative analysis agree with the classification indicated by the periodic law? Discuss fully any cases of apparent discordance, considering specially the elements silver, copper, lead, mercury, gold, magnesium, cadmium, zinc.

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EXAMINATIONS, MAY, 1894

JUNIOR B. A.

QUALITATIVE ANALYSIS.

Examine, as fully as possible with the means at your disposal, the substances submitted, describing fully all experiments made.

NOTE.—Candidates will be ranked on the merits of the whole results handed in. The order of merit will not necessarily bear any relation to the final conclusions arrived at by students.

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EXAMINATIONS, MAY, 1894

HONOR B. A.—JUNIOR YEAR.

STRUCTURAL BOTANY.

GRAY.

1. Sketch after Gray, with drawings where possible, the section on "Leaves of special conformation and use."

2. Describe regular dehiscence in a capsule.

3. Give illustrations of consolidated vegetation.

BESSEY AND LECTURES.

4. Describe after your author the formation of new cells.

5. Explain metastasis, and distinguish it from assimilation.

PRACTICAL WORK.

6. Botanize, showing your complete system of tracing through the key, specimens A and B.

7. Make out a minute schedule of the botany of specimens A and B.

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JUNIOR B. A.

PRACTICAL BOTANY.

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1. Describe the different shapes of starch grains found in plants as shown by the microscope.

2. If a grocer sold you a quantity of impure arrowroot, how would you detect the fraud?

4. Describe the appearance, occurrence and structure of stomata.

5. Describe the nucleus and wall of a cell, and show by what reagents you detect them.

6. Draw the figure of a cross section of a grain of wheat.

7. What is the value of iron chloride and diphenylamine respectively as reagents?

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8. Describe the contents of watery mixture A as seen under the microscope.

9. Make a cross and also a vertical section of specimen B.

10. Determine and draw specimens C, D and E.

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EXAMINATIONS, MAY, 1894.

JUNIOR B. A.

ZOOLOGY.

1. Give after Packard a tabular view of the eight branches of the Animal Kingdom and criticize it.

2. Describe Foraminifera and draw Globigerina.

3. Figure Hydra fusca and describe the genus.

4. Describe Taenia solium; and write a note on T. echinococcus.

5. Give a side view of Caloptenus spretus, and deduce from this example the general type of the insecta.

6. Describe, with diagram, the metamorphosis of the toad.

7. Write notes on the differences of man from the apes, and the varieties of man.

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EXAMINATIONS, MAY, 1894

PASS PHYSICS.

1. Define velocity, work, energy, force.

An object is allowed to fall from a height of 4.9 metres. What is meant by saying that its velocity when it strikes the ground is 9.8 metres a second?

An inelastic ball, whose weight is 14 grammes, ascending vertically with a velocity of 250 metres a second, encounters another weighing eight grammes and falling with a velocity of 100 metres a second. How far will the two balls rise after impact?

2. What effect upon the velocity of a sound has (*a*) variation of the barometer, (*b*) variation of the temperature?

Hydrogen is 16 times lighter than oxgyen under the same pressure, (*a*) In which gas will sound travel faster? (*b*) Why? (*c*) How many times faster?

3. What are overtones and harmonics?

How would you determine the existence of nodes and loops in (*a*) a vibrating string, (*b*) a vibrating column of air?

4. The velocity of sound in air being 1125 feet a second, how many vibrations per second does a tuning fork make, whose resonance box is 17.755 cm. long?

5. Define: Heat, temperature, conduction, radiation, specific heat, latent heat.

In what different ways may the specific heat of a substance be obtained?

Find the specific heat of a substance 8 gm. of which at 95°, when immersed in 20 gm. of water at 15°, gave a resulting temperature of 18°.

6. Describe an experiment showing that the boiling point of a liquid depends on the pressure.

Why does sprinkling the floor of a room with water cool the air?

7. Give laws for the reflection of light.

Two cups of the same depth are filled with two different liquids. Explain clearly, with the help of a diagram, why

they both now appear shallower than before, and why one appears shallower than the other.

8. Show by a neat diagram, the use of a double convex lens as a magnifier.

The focal length of a convex lens is 15 cm. Rays of light diverge from a point on the principal axis of the lens and 20 cm. in front of it: to what point will they converge after refraction through the lens?

What is the optical axis of a lens?

9. Sketch neatly an ordinary gold-leaf electroscope and explain clearly how you would charge it positively by induction.

10. Define the terms: Capacity and polarization as used in electricity.

What is the cause of the latter and how may it be prevented?

11. Describe the construction and explain the principle of any good galvanometer.

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EXAMEN, MAI, 1894.

LA PHYSIQUE.

1. Distinguez les forces qui agissent entre les molécules de celles qui agissent entre les masses ; donnez quelques exemples de chaque catégorie.

2. Donnez les définitions de vitesse, travail, énergie, force. Un corps tombe d'une hauteur de $4^m.9$, que signifie l'assertion qu'au moment où il frappe la terre, sa vitesse est de $9^m.8$ par seconde ?

Une balle, non élastique, d'un poids de 14^{grm}, montant selon la verticale avec une vitesse de 250^m par seconde, fait la rencontre d'une autre balle, d'un poids de 8^{grm}, tombant avec une vitesse de 100^m par seconde. De combien les deux s'élèveront ils après le choc ?

3. Comment la vitesse du son est-elle affectée par *(a)* une variation dans la hauteur barométrique, *(b)* une variation de température ?

4. Qu'entend-on par nœud et ventre dans l'acoustique ? Comment déterminer la présence de nœuds et de ventres *(a)* sur une corde en vibration, *(b)* dans une colonne d'air en vibration ?

5. Comment peut-on déterminer le nombre de vibrations par seconde qui produisent un son donné ?

6. Définissez chaleur, température, conduction rayonnement chaleur spécifique, chaleur latente. Indiquez les différentes méthodes pour trouver la chaleur spécifique d'une substance ?

Trouvez la ch. sp. d'une substance dont 110^{grm} à 80° plongés dans 200^{grm} d'eau à 12° y produisirent une température de 16°.

7. Décrivez une expérience prouvant que la température d'ébullition dépend de la pression.

Pourquoi l'air d'une chambre se refroidit-il quand l'on en arrose le plancher ?

8. Donnez les lois de la réflexion de la lumière.

Donnez, avec figure, une explication claire du fait qu'un vase vide paraît plus profond que quand il est rempli d'eau.

9. Montrez par une figure tracée avec soin, comment une lentille bi-convexe sert de loupe.

La longueur focale d'une lentille convexe est de 15^{cm}; des rayons lumineux partent en divergeant d'un point sur l'axe principal de la lentille et distant de 20^{cm}; où iront-ils converger après réfraction à travers la lentille ?

10. Faites la figure de l'électroscope ordinaire à feuilles d'or, et expliquez clairement comment vous pourriez le charger positivement par influence.

11. Décrivez l'expérience pour démontrer que l'électricité statique se porte sur la surface d'un conducteur isolé.

12, Décrivez la construction d'un bon galvanomètre, et expliquez-en le fonctionnement.

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EXAMINATIONS, MAY, 1894.

MENTAL AND MORAL SCIENCE.—SPECIAL.

PALEY.

1. Discuss the argument from Design and estimate the value of Paley's contribution to it.

2. Exhibit briefly the evidence of design as contained in the structure of the human ear.

3. Discuss, after Author, the special contrivances connected with the joints of bones which indicate contriving wisdom.

4. State, after Paley, the marks of intelligence observable in the arrangement of the animal structure *as a mass.*

5. Explain and illustrate the manner in which the general argument is enforced by prospective contrivances and compensations.

6. Trace the application of Paley's argument in the relation of animated bodies to inanimate nature.

7. Explain, after Author, the chief functions of *(a)* the air, *(b)* the water.

8. State and briefly illustrate the two proposition upon which Paley rests the proof of the Divine Goodness.

UNIV

1. Dei exis
etiam ex ordi

2. Objicit H
universi : atl
explicationes s
concipi. Ergo

3. Unitas D
ipsa mundi exi

4. (*a*) Imme
eam et ubiquit

(*b*) Dei aete
sensu rerum c
admitti, quo ser

5. Disseratur
attributorum di
duplici hujus dis

6. Voluntas di
unde ergo fit u
amoris, odii, etc.

7. Describatur

8. Divina pro
vilissima, et speci

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EXAMEN, MAI, 1894.

THEOLOGIA NATURALIS I.

1. Dei existentia probetur ex rerum contingentia; probetur etiam ex ordine mundi, ita ut Kantii difficultati satisfiat.

2. Objicit Herbert Spencer: Triplex proponitur explicatio universi: atheistica, pantheistica et theistica; quæ tres explicationes supponunt aseitatem. Atqui aseitas non potest concipi. Ergo non potest dari universi explicatio. Responde.

3. Unitas Dei deducatur ex ejus infinitate et aseitate, et ex ipsa mundi existentia.

4. (*a*) Immensitatis conceptum declara; distingue inter eam et ubiquitatem; proba divinam immensitatem.

VEL

(*b*) Dei aeternitatem declara et proba, monstrando quo sensu rerum creatarum coexistentia cum aeternitate divina admitti, quo sensu rejici debeat.

5. Disseratur de divinorum attributorum partitione, de attributorum distinctione ab essentia et inter se, atque de duplici hujus distinctionis ratione.

6. Voluntas divina est immutabilis, sine actuum successione; unde ergo fit ut loquamur de ea quasi multi essent actus, amoris, odii, etc.?

7. Describatur natura actionis creativæ.

8. Divina providentia se porrigit ad omnia entia, etiam vilissima, et speciali modo respicit creaturas rationales.

UNIVE

1. Declara
Aquinatis ves
Anselmi, quod

2. Responde

I. Ex eo quo
totam seriem e
II. Absurdu
sufficiens entis
III. Argume
producere potes

3. Probetur
circa essentiam
aseitate.

4. Declaretur
ciliatur cum cet

5. (*a*) Dissera
scientia visionis
materiali scienti

(*b*) Triplex ex
cognoscit actus l
finitorum, (2) in
probetur.

6. Proba divi
indifferentia relat

7. Mala physica
ratione alterius b
negative permitti

8. Objicitur I.:
currere modo *conf*
Objicitur II.: E
primae et causae

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EXAMEN, MAI, 1894.

THEOLOGIA NATURALIS II.

1. Declara quomodo Kantius, Gaunilonis et Thomae Aquinatis vestigiis insistens, ostendat argumentum Sancti Anselmi, quod vocat ontologicum, esse paralogismum.

2. Responde his objectionibus contra existentiam unius Dei:

I. Ex eo quod singula entia sunt contingentia non sequitur totam seriem esse contingentem.

II. Absurdum est ut in ente ab alio contineatur ratio sufficiens entis a se.

III. Argumentum allatum probabilitatem tantummodo producere potest, quia deducitur ex analogia.

3. Probetur Dei infinitas Declaratis variis opinionibus circa essentiam Dei metaphysicam, statuatur eam consistere in aseitate.

4. Declaretur et probetur Dei immutabilitas; quomodo conciliatur cum ceteris divinis attributis?

5. (*a*) Disseratur de scientia simplicis intelligentiae, de scientia visionis et de scientia media, de objecto formali et materiali scientiae divinae.

VEL

(*b*) Triplex explicetur opinio circa modum quo Deus cognoscit actus liberos futuros; (1) in ipsa voluntate entium finitorum, (2) in decretis divinis, (3) in se ipsis; quod ultimum probetur.

6. Proba divinam libertatem consistere in intrinseca indifferentia relationis divini actus ad objecta extrinseca.

7. Mala physica Deus velle nequit ratione sui sed potest ratione alterius boni; mala moralia nunquam intendit, sed negative permittit. Explica.

8. Objicitur I.: Concursus simultaneus facit Deum concurrere modo *confuso* et *caeco*.

Objicitur II.: Hic concursus tollit a Deo rationem causae *primae* et causae *omnipotentis*. Ergo rejiciendus est.

UNIV

MENTA

1. "It may
tions to any e
question, and
the real.

2. Criticize
definitions of

3. (*a*) Mill
ticulars. Outl
position.
(*b*) State Mi
major premises

4. "The pec
Geometry thus
of reasoning by
point out in wh
of mathematica
latter point with

5. "The unif
Explain.

6. State in ge
"a cause."

7. Describe th
agreement and d

8. "There is n
the human mind
Outline the cours
conclusion.

9. Describe an
fallacies:—(*a*) Fa
eralization; (*c*) fa

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EXAMINATIONS, MAY, 1894.

MENTAL AND MORAL SCIENCE—SPECIAL COURSE.

MILL.

1. "It may be asked 'how come we to ascribe our sensations to any external cause?'" Give Mill's answer to this question, and state generally his views as to our knowledge of the real.

2. Criticize after Mill the usual division of definitions into definitions of names and things.

3. (*a*) Mill holds that we argue from particulars to particulars. Outline the proof by which he maintains this position.

(*b*) State Mill's views as to the nature and office of the major premises, comparing his views with those of Thomson.

4. "The peculiar accuracy supposed to be characteristic of Geometry thus appears to be fictitious." Exhibit the process of reasoning by which Mill arrives at this conclusion, and point out in what, according to Mill, the apparent necessity of mathematical truth consists. Compare his views on the latter point with those of Kants.

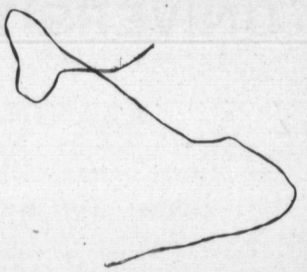
5. "The uniformity of nature is itself a complex fact." Explain.

6. State in general Mill's views as to the true nature of "a cause."

7. Describe the nature and value of the joint method of agreement and difference, illustrating by an example.

8. "There is no proposition of which it can be asserted that the human mind must eternally and irrevocably assent to it." Outline the course of reasoning by which Mill arrives at this conclusion.

9. Describe and briefly illustrate any one of the following fallacies:—(*a*) Fallacies of observation; (*b*) fallacies of generalization; (*c*) fallacies of confusion.



UNIV

1. Principi
vult, est simp

2. Anim æ i
motivum ear
animæ perpet

3. Respond
daret ipsum e
id absurdum
ipsum esse co

4. Sensatio
habendam, pr
inter utrumque
per speciem im
sistit sensatio,
consequitur.

5. Declaretu
formale et pr
intellectiva, con

6. Disseratur
ostendendo qu
eumque moveat.

7. *(a)* Explic

(b) Objicitur:
individuantibus,
quaenam autem
distinctionem face
supponit ideam in

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EXAMINATIONS, MAY, 1894

PSYCHOLOGIA I.

1. Principium substantiale quo homo vivit, cognoscit et vult, est simplex et spirituale.

2. Animæ immortalitas probetur ex eo quod nullum detur motivum eam annihilandi et quod plura motiva exigant animæ perpetuam existentiam.

3. Responde huic objectioni: Si anima rationalis corpori daret ipsum esse, anima esset pars essentialis corporis. Atqui id absurdum est. Ergo anima rationalis corpori non dat ipsum esse corporis.

4. Sensatio est actio immanens et cognoscitiva. Ad eam habendam, praeter facultatem et objectum, requiritur unio inter utrumque, et quidem in ipsa facultate; quae unio habetur per speciem impressam, in cujus tamen receptione non consistit sensatio, sed in operatione quae hujusmodi receptionem consequitur. Haec explica.

5. Declaretur intellectus natura, ejus objectum materiale, formale et proportionatum. Intelligentia, ratio, memoria intellectiva, conscientia, suntne diversae facultates?

6. Disseratur de voluntatis objecto deque ejus actibus, ostendendo quomodo voluntas ab intellectu moveatur eumque moveat.

7. *(a)* Explicentur, cum exemplis,
libertas a coactione,
" indifferentiae,
" contradictionis,
" specificationis,
" contrarietatis.

VEL

(b) Objicitur: Ut intellectus essentiam abstrahat a notis individuantibus, debet antea cognoscere quaenam sit essentia, quaenam autem nota individuans. Atqui, ut possit hanc distinctionem facere, requiritur idea ingenita. Ergo abstractio supponit ideam ingenitam. Responde.

UNIVE

1. Respond
corpus; viget
cente ac senes
essentialiter d

2. Ex union
posita et una

3. Argumen
ad animae in
desideria inex
stantiae.

4. Libertas
ratione, ex ab
formaliter in v

5. Idearum o
plationi idearu
opiniones confu
quod cognitio in
abstractionem, i
et efformatur ve

6. (*a*) Describ
sectatores, circa

(*b*) Probetu
tur qualis sit ea
mente cum funda

7. Intellectus
reflexionem in ac

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EXAMEN, MAI, 1894.

PSYCHOLOGIA II.

1. Responde huic objectioni: Anima easdem subit vices ac corpus; viget ac languesci tut corpus; crescit ac senescit, crescente ac senescente corpore. Ergo non est aliquid a corpore essentialiter distinctum.

2. Ex unione animae et corporis resultat una natura composita et una persona.

3. Argumentum ex desiderio felicitatis deductum nihil valet ad animae imnortalitatem probandam, quia multa dantur desideria inexpleta. Responde huic objectioni ejusque instantiae.

4. Libertas arbitrii probetur ex testimonio conscientiae, ex ratione, ex absurdis, ex communi consensu. Libertas esse formaliter in voluntate, radicaliter in intellectu ostendatur.

5. Idearum originem alii tribuunt ideis innatis, alii contemplationi idearum divinarum, alii humano magisterio. Hae opiniones confutentur probando systema scholasticum, juxta quod cognitio incipit a sensibus, primae ideae acquiruntur per abstractionem, illuminatur phantasma per lumen intellectuale et efformatur verbum mentis. Haec explica.

6. (*a*) Describantur quatuor praecipuae opiniones, earumque sectatores, circa universalia.

VEL

(*b*) Probetur existentia idearum universalium. Explicetur qualis sit earun objectivitas, et quomodo efformentur a mente cum fundamento in re.

7. Intellectus probetur cognoscere individua corpora per reflexionem in actus facultatum sensitivarum.

UNIVE

E

MENTAL

Candidates w
and 9, 10 and 1

1. (*a*) Distin
ments and shew
to the fundame
(*b*) Shew aft
Synthetic.

2. State clear
and indicate its

3. Distinguish
cendental logic.
(*b*) Transcend

4. State just w
gaining a knowle

5. Exhibit full
Kant's Psycholog

6. State and e
word "nature."

7. Exhibit Kan
Noumena and exa
nature of noumen

8. Exhibit the n
Reason.

9. State the thes
Exhibit its solution
this antinomy bear
System.

10. State and cri
existence of God.

11. Compare Kan
that of (*a*) Reid, (*b*)
(2) As to the thing

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EXAMINATIONS, MAY, 1894.

MENTAL AND MORAL SCIENCE.—SPECIAL COURSE.

KANT.

Candidates will take any six of the first eight questions and 9, 10 and 11.

1. (*a*) Distinguish between Analytic and Synthetic judgments and shew the importance of this distinction in relation to the fundamental problem of Pure Reason.
(*b*) Shew after Kant that Mathematical Judgments are Synthetic.

2. State clearly the nature of time under Kant's system, and indicate its office in the formation of experience.

3. Distinguish carefully between (*a*) general and transcendental logic.
(*b*) Transcendental Analytic and transcendental Dialectic.

4. State just what acts of the mind are involved in our gaining a knowledge of "this book."

5. Exhibit fully the work of imagination according to Kant's Psychology.

6. State and examine Kant's view of the import of the word "nature."

7. Exhibit Kant's distinction between Phenomena and Noumena and examine the correctness of his view as to the nature of noumena.

8. Exhibit the nature, use and misuse of the ideas of Pure Reason.

9. State the thesis and antithesis of the third Antinomy. Exhibit its solution and indicate the important relation which this antinomy bears to other portions of Kant's Philosophical System.

10. State and criticize the physico theological proof of the existence of God.

11. Compare Kant's view of the nature of knowledge with that of (*a*) Reid, (*b*) Locke. (1) As to the method of knowing. (2) As to the thing known.

UNIV

MENTA

1. (*a*) Stat
on innate ide
(*b*) Give yo
are.

2. Give Loc
that of Kant.

3. Examine
reference to th

4. State in
sanctions, and

5. Give in ou
nature.

6. (*a*) State
nature of know
(*b*) To what
of knowledge, i

7. (*a*) Exhibi
knowledge.
(*b*) Distinguis
sider the philoso

8. Distinguish
essence. Exami

9. "We are ca
God." Sketch th
this proposition.

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EXAMINATIONS, MAY, 1894

MENTAL AND MORAL SCIENCE—SPECIAL COURSE.

LOCKE.

1. (*a*) State the main points made by Locke in his attack on innate ideas.

(*b*) Give your own conception of what innate ideas really are.

2. Give Locke's account of space and time, comparing with that of Kant.

3. Examine Locke's account of the origin of our ideas by reference to the ideas of (*a*) cause, (*b*) substance.

4. State in outline Locke's theory of moral motives and sanctions, and exhibit its relation to his psychology.

5. Give in outline Locke's classification of ideas as to their nature.

6. (*a*) State clearly what is Locke's view as to the essential nature of knowledge.

(*b*) To what positions, inconsistent with his general theory of knowledge, is Locke compelled to assent?

7. (*a*) Exhibit after Locke the limitations of human knowledge.

(*b*) Distinguish between limitation and illusion, and consider the philosophical value of such a distinction.

8. Distinguish after Locke between real and nominal essence. Examine the correctness of this distinction.

9. "We are capable of knowing certainly that there is a God." Sketch the line of proof by which Locke maintains this proposition.

UNIV

ME

1. *(a)* Dist
Atheism.
(b) "Atheis
critical." Exp

2. *(a)* State
(b) This vie
tages over the
(c) "Materi
ends with an i

3. It is objec
Examine this o

4. "We cann
causes." Exam
tivism.

5. Secularism
life independen
ation." Examin

6. *(a)* Disting
(b) "Christia
justifiable?
(c) Indicate s
view of the univ

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EXAMINATIONS, MAY, 1894.

MENTAL AND MORAL SCIENCE.—SPECIAL.

FLINT.

1. *(a)* Distinguish after the text-book three forms of Atheism.

(b) "Atheism is essentially irrational when not merely critical." Explain and justify this statement.

2. *(a)* State concisely the materialistic view of the universe.

(b) This view of the universe is said to have three advantages over the theistic view. Examine this claim.

(c) "Materialism begins with an unknown quantity and ends with an insoluble problem." Establish this proposition.

3. It is objected to Theism that creation is inconceivable. Examine this objection.

4. "We cannot *see* causality and therefore we cannot *know* causes." Examine this statement as a justification of positivism.

5. Secularism claims that "man has an adequate rule of life independently of belief in God, immortality or revelation." Examine this claim.

6. *(a)* Distinguish Deism, Theism, and Pantheism.

(b) "Christian Pantheism." Explain the term. Is its use justifiable?

(c) Indicate some of the graver results of a Pantheistic view of the universe.

UNIV

M

1. State b
between Reid
tion and how

2. "Sensati
tion nor belie
significance of

3. "Every
judgment or
Explain and v

4. State and
perception and

5. "It seems
immediately pe
subject." Exp
on the contenti

6. (*a*) What
notion of durati
of our memory
used and interer
tion.

7. Criticise Re
of mind.

8. Define ju
functions as held

9. Compare th
Reid and Kant in

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EXAMINATIONS, MAY, 1894.

MENTAL AND MORAL SCIENCE (SPECIAL).

REID.

1. State briefly what was the main question at issue between Reid and his opponents in his discussion on perception and how it arose.

2. "Sensation taken by itself implies neither the conception nor belief any external object" (Reid). Point out the significance of this position.

3. "Every operation of the senses in its very nature implies judgment or belief as well as simple apprehension" (Reid). Explain and vindicate this assertion.

4. State and criticise after Reid (*a*) Hartley's theory of perception and (*b*) that of Berkley.

5. "It seems to be a judgment of nature that the things immediately perceived are qualities which must belong to a subject." Explain this statement and point out its bearing on the contention of Hume.

6. (*a*) What account does Reid give of space. (*b*) "Our notion of duration is necessarily suggested by every operation of our memory." Distinguish between suggestion as here used and interence and indicate the significance of the distinction.

7. Criticise Reid's view of conception as a distinct faculty of mind.

8. Define judgment and give a brief account of its functions as held by Reid.

9. Compare the treatment of the scepticism of Hume by Reid and Kant in respect of (*a*) method and (*b*) result.

UNIV

1. Inter
distingue, e
Distingue in
genere et ide

2. Quadru
distinctionis

3. "Substa
Num detur v
tiones expend
maxime realis

4. Mens nos
perfectionem

5. Existenti
tem causae ex

6. *(a)* Vita
et chimicis, sec
plantae forma

(b) Ex trip
possibilitatem

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EXAMINATIONS, MAY, 1894.

ONTOLOGIA ET COSMOLOGIA I.

1. Inter conceptum objectivum et conceptum formalem distingue, et dic utrum ex his in Ontologia expendamus. Distingue inter ens participium et ens nomen, inter ens in genere et ideam entis infiniti.

2. Quadruplex distinctio expendatur, addito uniuscujusque distinctionis exemplo.

3. "Substantia est ens per se;" quid per hoc intelligendum? Num detur vera substantiae definitio? Quorumdam definitiones expendantur. Duplex substantiae notio probetur esse maxime realis. Refutetur Lockii error.

4. Mens nostra habet claram causae ideam praecontinentis perfectionem effectus.

5. Existentia materiae improductae refutetur, ob necessitatem causae externae et propter praedicata contradictoria.

6. *(a)* Vita vegetativa non resultat ex viribus mechanicis et chimicis, sed provenit a principio quodam vitali, quod est plantae forma substantialis.

VEL.

(b) Ex triplici fonte derivantur argumenta miraculorum possibilitatem negantia; his respondeatur.

UNIV

O

1. Cur not
potest res o
Deum et crea

2. *(a)* Qua
tiae corporea
corpus esse ill
nostra sentent
esse.

(b) Nequit
nantiam compe

3. Sequentib
(1.) Comprel
(2.) Entia fi
ente infinito.
vel secus; si p
alterum, quom
habet.

4. Explicetur
tibus ens finit
Infinitum ab in

5. Finis creat
mundus ostenda

6. Declaretur
aliqua physica r

7. Definiantur
sentia definitiva.

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EXAMEN, MAI, 1894.

ONTOLOGIA ET COSMOLOGIA II.

1. Cur notio analoga, qualis est notio entis, repraesentare potest res objective diversas, sc. substantiam et accidens, Deum et creaturam ?

2. *(a)* Quantitas dimensiva corporis est realitas a substantiae corporeae realitate distincta. Neque objicere juvat corpus esse illud quod habet trinam dimensionem, aut, admissa nostra sententia, substantiam materialem posse sine partibus esse.

VEL

(b) Nequit ratio evidenter demonstrare intrinsecam repugnantiam compenetrationis aut multilocationis corporum.

3. Sequentibus objectionibus responde :
(1.) Comprehendere non possumus quid sit creatio.
(2.) Entia finita, inquit Spinoza, nequeunt esse producta ab ente infinito. Illa enim vel contineri dicuntur in ente infinito, vel secus ; si primum, non fuerunt producta, sed educta ; si alterum, quomodo fuerunt producta ? Nemo dat quod non habet.

4. Explicetur ens finitum. Respondeatur Cartesianis dicentibus ens finitum non posse cognosci nisi per infinitum. Infinitum ab indefinito differt.

5. Finis creationis probetur esse gloria Dei extrinseca, et mundus ostendatur non esse omnium absolute optimus.

6. Declaretur spatii notio. Quid de spatio absoluto ? Estne aliqua physica realitas aut imaginaria possibilitas ?

7. Definiantur locus, praesentia circumscriptiva et praesentia definitiva.

UNIVE

E

MENTAL A

1. *(a)* State
intension of a te
and Bohemian M
(b) Distingui
notative terms a
connotative?"

2. What is m
modality of a pr
to their quantity

3. Mark each c
symbol (A. E. I.
each:
(a) He can't be
(b) Only the ig
(b) It is not al
popular.

4. Prove that:
conclusion can be
the conclusion mus

5. Express each
logical order, givi
fallacy, point it out
(a) Logic is inde
is to be regarded as
fore, not worthy of
(b) Alexander is
the father of Alexa
(c) Warm countr
country; therefore

6. State and disc
language under whic

7. Describe fully
conceptions.

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EXAMINATIONS, MAY, 1894.

MENTAL AND MORAL SCIENCE.—SPECIAL COURSE.

LOGIC.

1. *(a)* State clearly what is meant by the extension and the intension of a term and illustrate by application to moss-rose and Bohemian Martyr.

(b) Distinguish clearly between connotative and non-connotative terms and discuss the question "Are abstract names connotative?"

2. What is meant by the quantity, the quality and the modality of a proposition? Classify propositions according to their quantity and according to their quality.

3. Mark each of the following propositions with its proper symbol (A. E. I. O.) and indicate subject and predicate in each:

(a) He can't be wrong whose life is in the right.

(b) Only the ignorant affect to despise knowledge.

(b) It is not always the most honorable man who is most popular.

4. Prove that: *(a)* From two particular premises no conclusion can be drawn. *(b)* If one premise be particular the conclusion must be particular.

5. Express each of the following arguments in proper logical order, giving the figure and mood. If there is a fallacy, point it out and name it.

(a) Logic is indeed worthy of being cultivated, if Iristotle is to be regarded as infallible, but he is not: Logic is, therefore, not worthy of being cultivated.

(b) Alexander is the son of Philip and therefore Philip is the father of Alexander.

(c) Warm countries alone produce wine; Spain is a warm country; therefore Spain produces wine.

6. State and discuss, after Author, the four functions of language under which the logician is bound to consider it.

7. Describe fully the various steps in the formation of conceptions.

8. Examine the two following questions:

(a) Are representations of the imagination to be considered as intuitions or conceptions?

(b) Can their be abstraction without generalization?

9. Show that it is impossible to have the conclusion in A in any figure but the first.

10. When should an imcomplete induction of facts be deemed sufficient and on what principle?

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LOGICA I.

1. Describantur simplex apprehensio, judicium atque ratiocinium.

2. Discrimen statuatur inter abstractionem, reflectionem et attentionem.

3. Dentur regulae pro prima, secunda et tertia figura syllogismi.

4. Sit hic syllogismus;

Omne animal rationale est homo;
Atqui aliquis homo agit irrationabiliter;
Ergo aliquod animal rationale agit irrationabiliter.

Videtur recte concludere, et tamen medius terminus, *homo*, bis particulariter sumitur. Quomodo hoc explicas?

5. Distingue inter opinionem et certitudinem variasque certitudinis species.

6. *(a)* Judicia quae sensuum relationibus innituntur falsa esse per se nequeunt, quando constat sensus fuisse recte dispositos et convenienter adhibitos. Probetur.

VEL

(b) Causa immediata, sensationem determinans, alia esse non potest quam corpora extra nos realiter existentia. Probetur.

7. Exponantur varia systemata de criterio veritatis quae docentur a Reid, Rousseau, Galuppi, Lammenais et Huet, et breviter refellantur.

UNIV

1. Distin

2. Expon
tum naturae

3. Fiat et
et principia
sertim ex pr

4. (*a*) Dis
ubi A=B, e

(*b*) Specta
indirecta ; sp
posteriori ; o

5. Explicen
simpliciter ad
ad dictum sin

6. Objicitur
quia dantur ju
judicia sensus
tamen homines
suorum istiusm
Responde.

7. Probetur
fidem, quando f
inter se concord
sensus recte dis
vando facto ins

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LOGICA II.

1. Distingue Dialecticam inter et Criticam.

2. Exponantur idearum partitiones ratione tum originis, tum naturae, tum objectorum, descripta tabella.

3. Fiat et explicetur tabella de oppositione propositionum, et principia statuantur quoad conclusiones deducendas praesertim ex propositionibus contradictoriis et contrariis.

4. (*a*) Discrimen declaretur inter syllogismum quantitatis, ubi A=B, et syllogismum qualitatis, ubi A includitur in B.

VEL

(*b*) Spectato modo probationis, demonstratio est directa vel indirecta; spectato medio, demonstratio est vel a priori vel a posteriori; ordo et logicus et ontologicus declaretur.

5. Explicentur et exemplis illustrentur fallaciae a dicto simpliciter ad dictum secundum quid et a dicto secundum quid ad dictum simpliciter.

6. Objicitur: Evidentia non est generale criterium veritatis, quia dantur judicia vera quae evidentiae non innituntur: e.g., *judicia sensus communis* non sunt immediate evidentia, et tamen homines rudes, qui ea tenent, veritatem habent, quamvis suorum istiusmodi judiciorum rationem reddere non possint. Responde.

7. Probetur testimonium humanum plenam sibi mereri fidem, quando fraus esset noxia vel inutilis, quando multi testes inter se concordant, qui sunt probitate insignes, quando eorum sensus recte dispositi et convenienter adhibiti sunt in observando facto insolito et publico.

UNIV

1. Note sa

2. Explain
mo.

3. This st
Al arm
Saluet
By ord
With s
As wel
That G
Though
Ne cou
(a) Describ
which he appe
(b) Scan lir
(c) Write n

4. And, wh
That I
In swich
And yiu
As he sw
Anon th
Fil on h
With so
So lyk a
So rauis
That ne
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Sin Lam
To louen
Ne neuer
Ne coude
Countref
Ne were
Ther dou

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EXAMINATIONS, MAY, 1894

B.A. HONOR ENGLISH.

CHAUCER.

1. Note salient points in Chaucer's versification.

2. Explain the forms atte, thilke, swich, wiltow, nerre, and mo.

3. This strange Knight, that cam thus sodeynly
Al armed saue his heed ful richely,
Salueth king and queene, and lordes alle,
By ordre as they seten in the halle,
With so hy reuerence and obeisance
As wel in speche as in contenance,
That Gawayn with his olde curteisye,
Though he were comen ageyn out of Fairye,
Ne coude him nat amende with a word.

(a) Describe this knight and the circumstances under which he appeared.

(b) Scan lines 93, 94, 95, 96.

(c) Write notes on line 92, and on Gawayn and Fairye.

4. And, whan he sey the thing so fer ygon,
That I hadde graunted him fully my loue,
In swich a gyse as I haue seyd aboue,
And yiuen him my trewe herte, as fre
As he swoor that he yaf his herte to me;
Anon this tigre, ful of doublenesse,
Fil on his knees with so deuout humblesse,
With so hye reuerence and as by his chere
So lyk a gentil louere of manere,
So rauisshed as it semed, for the ioye,
That neuere Troilus, ne Paris of Troye,
I ason certes, ne non other man,
Sin Lameth was, that alderfirst began
To louen two, as writen folk biforn,
Ne neuer, sin the firste man was born,
Ne coude man, by twenty thousand part,
Countrefete the sophimes of his art;
Ne were worthy unbokele his galoche,
Ther doublenesse or feynyng sholde approche,

Ne so coude thanke a wyght as he did me!

(a) Point out the poetic features of this passage.

(b) Paraphrase the passage.

(c) Write notes on "by his chere," "gentil," "Paris of Troye," "as writen folk biforn."

SPENSER.

5. "By this the northerne wagoner had set
His seven fold teme behind the stedfast starre
That was in ocean waves yet never wet,
But firme is fixt, and sendeth light from farre
To all that in the wide deepe wandring arre;
And chearefull Chaunticlere with his note shrill
Had warned once, that Phoebus fiery carre
In hast was climbing up the easterne hill,
Full envious that night so long his roome did fill."

(a) Spalding calls Spenser, "the modern poet of the remote past." Illustrate this statement from the passage.

(b) An English writer has spoken of the "pictures of true nobility of soul in man and woman" found in Spenser. Illustrate.

(c) Write a note on "chearefull Chaunticlere," referring to parallel usage in English literature.

(d) Craik says of Spenser, "his poetry is the most poetical of all poetry." Explain, and allude to some of his grander passages.

SHAKESPEARE.

1. *(a)* From what sources did Shakespeare obtain his idea of the character of Rich. III.?

(b) How can you account for the fact that Shakespeare has managed to secure for a character of such uniform blackness a high degree of tragic sympathy?

2. "The play of Rich. III. is a development in action of a single character."

Explain this statement fully.

3. Explain the following passages, discussing the words italicised, and assigning each passage to it speaker:

(a) And from the *crossrow* pluck the letter G.

(b) Are mighty *gossips* in this monarchy.

(c) Your *aery* buildeth in our aerys nest.

(d) He *is franked* up to fatting for his pains.

(e) Thus, like the *formal vice*, Iniquity, I moralize two meanings in one word.

4. Give reasons for the enduring popularity of the Merchant of Venice.

PRINCIPLES OF COMPOSITION.

1. Give a definition of Style.
What adaptations of style are essential?
What qualities should a good style have?

2. Enumerate and define the figures of speech that promote clearness and concreteness.

3. What various objects are served by repetition?

UNIVER

EX

1. Give estimat

2. Explain the
words in italics.
(*a*) "All wise n
use to ascribe the
(*b*) "Use all su
they are employe
(*c*) "You may
(*d*) "When mat
balancing the win
(*e*) Doctrine an
(*f*) "To speak
Usury."
(*g*) *Excusations*

3. Criticize the
(*a*) "There is li
between equals .
inferior."
(*b*) "To spend t
(*c*) "Mean men
that have strength

4. Summarize th

1. What defects
does Pope satirize?

2. Name the chie
the Dunciad.

Discuss Pope's n
his day.

3. "To where the
Pours at great
Or Tiber, now
Vain of Italian
To happy conv

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BACON.

1. Give estimate of Bacon's use of the pure English idiom.

2. Explain the following with special reference to the words in italics.

(*a*) "All wise men, to *decline* the envy of their own virtues, *use* to ascribe them to Providence and Fortune."

(*b*) "Use all such persons as *affect* the business wherein they are employed for that quickeneth business."

(*c*) "You may *work* any man &c."

(*d*) "When matters (between factions) have stuck long in balancing the winning of some one man *casteth* them."

(*e*) Doctrine and discourse maketh nature less *importune*."

(*f*) "To speak now of the reformation and *reglement* of Usury."

(*g*) *Excusations* and *cessions* are but arts of ostentation."

3. Criticize the thought of Bacon where he says:

(*a*) "There is little friendship in the world, and least of all between equals . . . That that is, is between superior and inferior."

(*b*) "To spend too much time in studies is sloth."

(*c*) "Mean men in their rising must adhere, but great men that have strength in themselves, &c."

4. Summarize the essays "Of Prophecies" and "Of Studies."

POPE.

1. What defects in the schools and universities of his time does Pope satirize?

2. Name the chief persons caricatured in the 4th Book of the Dunciad.

Discuss Pope's motives in satirizing the literary men of his day.

3. "To where the Seine obsequious as she runs,
Pours at great Bourbon's feet her silken sons;
Or Tiber, now no longer Roman rolls,
Vain of Italian arts, Italian souls;
To happy convents, bosomed deep in vines,

Where slumber abbots, purple as their wines,
To isles of fragrance, lily-silvered vales,
Diffusing languor in the panting vales,
To lands of singing, or of dancing slaves
Love-whispering woods, and lute-resounding waves.
But chief her shrine where naked Venus keeps
And Cupids ride the lion of the deeps;
Where eased of fleets the Adriatic main
Wafts the smooth eunuch and enamoured swain."

(a) What places are referred to in these lines?

(b) What contributes to the poetic effect of lines 5 to 10?

4. Explain the following: *(a)* Cimmerian gloom. *(b)* The Siren Sisters. *(c)* Palinurus.

COWPER.

1. Name the principal evils of English life and society touched on in the 4th book of "The Task."

2. Explain the meaning of the following and state the connection in which they occur:

(a) "When they command whom man was born to please."

(b) "I never framed a wish or formed a plan
That flattered one with hopes of earthly bliss
But there I laid the scene.

3. Give derivation of trivial, chanticleer, profane, and the prose form of "The threaded steel," "A fleecy shower."

4. What feeling inspires the following lines and what qualities of style do they exemplify:

(a) "O for a law to noose the villain's neck
Who starves his own."

(b) "The course of human things from good to ill
From ill to worse, is fatal, never fails."

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EXAMINATIONS, MAY, 1894

I.

LAZARE HOCHE.

1. Translate:

Le général LeVeneur commandait alors, par interim et en l'absence de Custine, l'armée du Nord; il chargea son aide-de-camp de reconnaître la ligne de défense que l'armée avait à garder. Hoche parcourut le pays, et quelques jours suffirent à l'investigation de son coup d'œil rapide. Il rapporta de son excursion sur la frontière des informations lumineuses. Quelle fut sa douleur lorsque, de retour au camp, il vit son chef et son ami, le général LeVeneur, entouré de gendarmes, dénoncé comme suspect et sous le coup d'un mandat d'amener qui presque toujours, à cette époque, était l'équivalent d'un arrêt de mort. Emporté à ce triste spectacle, par l'indignation et la colère, Hoche s'écria "Est-ce donc Pitt et Cobourg qui gouvernent la France, puisqu'on enlève à la République ses plus braves défenseurs?" Paroles imprudentes, et qui faillirent coûter la vie à celui qui les avait prononcées. Oubliant l'orage qu'il avait ainsi attiré sur sa tête, Hoche mit par écrit, les observations qu'il avait faites, et redigea plusieurs mémoires militaires justement considérés comme des chefs-d'œuvre.

(a) Difference between "le mémoire" and "la mémoire."

(b) Give rules for forming the plural of compound substantives.

(c) Is "chef" alone pronounced the same as when it finds itself in composition. Indicate pronounciation of both.

2. Translate:

Le quatrième jour au matin, le guichetier, pourvoyeur quotidien de l'échafaud entra dans la prison et lut à haute voix, selon sa coutume, la liste des prisonniers traduits ce jours-là au tribunal révolutionaire. Hoche entendit nommer plusieurs de ceux dont il faisait sa société intime et il attendait son tour qui ne vint pas; le dernier nom inscrit sur la liste funèbre était celui de Thomas. Hoche pâlit à ce nom plus qu'il n'eût fait sans doute s'il eût entendu le sien, et il demeura muet, partagé entre un sombre courroux et une pitié sans espérence. Thomas ne changea point de visage; il tira sa

montre et la donnant à Hoche, il le pria de la garder toujours, et lui demanda en échange une fleur d'un bouquet de roses que Hoche tenait à la main et qu'il avait reçu le matin même d'une personne demeurée inconnue. Tous les autres prisonniers appelés au tribunal avec Thomas en demandèrent aussi : tous furent condamnés et montèrent les degrés de l'échafaud portant une rose à la boutonnière.

(a) Give in full the present tense of *lire*; the future of *venir*; present subjunctive of *faire*; the preterite definite of *tenir*.

3. *(a)* Name as many as you can of the ills under which the mass of the French people rested prior to the Revolution, and which its "auteurs" set themselves to remedy.

(b) What was the first act of violence of the Revolutionary mob?

(c) What do you mean by "les Jacobins," "les Émigrés"?

II.

FÉNÉLON.

1. Translate:

On ne voit dans celui-ci que des discours fleuris et efféminés, que des périodes faites avec un travail infini pour amuser l'oreille, pendant que Démosthène émeut, échauffe et entraîne les cœurs; il est trop vivement touché des intérêts de sa patrie pour s'amuser à tous les jeux d'esprit d'Isocrate; c'est un raisonnement serré et pressant, ce sont des sentiments généreux d'une âme qui ne conçoit rien que de grand, c'est un discours qui croît et qui se fortifie à chaque parole par des raisons nouvelles, c'est un enchaînement de figures hardies et touchantes; vous ne sauriez le lire sans voir qu'il porte la République dans le fond de son cœur; c'est la nature qui parle elle-même dans ses transports; l'art y est si achevé qu'il n'y paraît point; rien n'égala jamais sa rapidité et sa véhémence.

(a) To what English term does "période" answer.

(b) What is meant by "un ouvrage qui sent l'huile?" Is there any expression in this extract that is of the same "genre?"

(c) What is the principle which lies at the basis of all figures of speech, and then define "une figure hardie?"

2. Translate:

Platon dit qu'un discours n'est éloquent qu'autant qu'il agit dans l'âme de l'auditeur; par là vous pouvez juger sûrement de tous les discours que vous entendez. Tout discours qui vous laissera froid, qui ne fera qu'amuser votre esprit, et qui

ne remuera point vos entrailles, votre cœur, quelque beau qu'il paraisse, ne sera point éloquent. Voulez-vous entendre Cicéron parler comme Platon en cette matière ; il vous dira que toute la force de la parole ne doit tendre qu'à mouvoir les ressorts cachés dans le cœur des hommes. Ainsi consultez-vous vous-même, pour savoir si les ornements que vous écoutez font bien. S'il font une vive impression en vous, s'ils rendent votre âme attentive et sensible aux choses qu'ils disent, s'ils vous échauffent et vous enlèvent au-dessus de vous même, croyez hardiment qu'ils ont atteint le but de l'éloquence. Si au lieu de vous attendrir ou de vous inspirer de fortes passions, il ne font que vous plaire, et que vous faire admirer l'éclat et la justesse de leurs pensées et de leurs expressions, dites que ce sont de faux orateurs.

(*a*) "Au lieu de" change this preposition into a conjunction, and using the latter give this sentence as fas as "passions."

(*b*) "Enlèvent." Explain "accent grave."

3. Translate:

N'avez-vous pas remarqué ces roses, ces points, ces petits ornements coupés et sans dessin suivi, enfin tous ces colifichets dont elle est pleine? Voilà en architecture ce que les anthithèses et les autres jeux de mots sont dans l'éloquence. L'architecture Grecque est bien plus simple; elle n'admet que des ornements majestueux et naturels, on n'y voit rien que de grand, de proportionné, de mis en sa place. Cette architecture qu'on appelle gothique, nous est venue des Arabes. Ces sortes d'esprits étant fort vifs, et n'ayant ni règle ni culture ne pouvaient manquer de se jeter dans de fausses subtilités. De là leur vint ce mauvais goût en toutes choses. Ils ont été sophistes en raisonnements, amateurs de colifichets en architecture, et inventeurs de pointes en poésie et en éloquence. Tout cela est du même génie.

(*a*) Define antithesis. When according to Fénélon is the employment of antithesis reprehensible?

(*b*) One man learns his discourse "par cœur" and recites it; another steeps himself in his subject and from the fulness of heart and brain speaks. In what petty respects will the latter fall short of the former, and in what important ones surpass him?

III.

CHANTREL.

1. What is the condition necessary to clearness of expression?

2. Name the chief of the sins against purity of diction. What is the technichal term for "un pêché contre la pureté"?

3. Why are synonyms at once convenient and dangerous?

4. Define the terms "purisme," "laconisme," "période carrée."

5. Distinguish between *the adjective* and *the épithet.*

6. Give terms opposed to (*a*) La vérité.
(*b*) La clarté.
(*c*) La force.
(*d*) La précision.
(*e*) Le naturel.
(*f*) Le style véhément.
(*g*) Le style périodique.

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HONOR FRENCH.

I.—LE CID.

1. *(a)* Translate:

D. Diègue.

D'un affront si cruel,
Qu'à l'honneur de tous deux il porte un coup mortel ;
D'un soufflet. L'insolent en eût perdu la vie,
Mais mon âge a trompé ma généreuse envie ;
Et ce fer que mon bras ne peut plus soutenir,
Je le remets au tien pour venger et punir.
Va contre un arrogant éprouver ton courage :
Ce n'est que dans le sang qu'on lave un tel outrage.
Meurs, ou tue. Au surplus, pour ne te point flatter.
Je te donne à combattre un homme à redouter :
Je l'ai vu, tout couvert de sang et de poussière,
Porter partout l'effroi dans une armée entière ;
J'ai vu, par sa valeur, cent escadrons rompus ;
Et, pour t'en dire encor quelque chose de plus,
Plus que brave soldat, plus que grand capitaine,
C'est....

(b)

Chimène.

Sire, mon père est mort ; mes yeux ont vu son sang
Couler à gros bouillons de son généreux flanc ;
Ce sang qui tant de fois garantit vos murailles,
Ce sang qui tant de fois vous gagna des batailles,
Ce sang qui tout sorti fume encor de courroux
De se voir répandu pour d'autres que pour vous,
Qu'au milieu des hazards n'osait verser la guerre,
Rodrigue en votre cour vient d'en couvrir la terre.

(c)

D. Sanche.

Obligé d'apporter à vos pieds cette épée....

Chimène.

Quoi ! du sang de Rodrigue encor toute trempée !
Perfide, oses-tu bien te montrer à mes yeux,
Après m'avoir ôté ce que j'aimais le mieux ?
Eclate, mon amour, tu n'as plus rien à craindre ;
Mon père est satisfait, cesse de te contraindre ;
Un même coup a mis ma gloire en sûreté,
Mon âme au désespoir, ma flamme en liberté.

2. Shew the connection of each extract with the work.

3. Describe the character of Rodrigue, and shew wherein his heroism consists.

4. Write in full the present subjunctive of the following verbs: *Va, meurs, voir, sorti, craindre.*

5. Cent escadrons; toute trempée. When are *cent* and *toute* variable? When invariable?

6. N'osait. Name the other verbs with which *pas* may be omitted.

7. Derive: Mais, fer, tout, sans, encore, oses.

II.—BRITANNICUS.

8. Translate:

NÉRON.

Excité d'un désir curieux,
Cette nuit je l'ai vue arriver en ces lieux,
Triste, levant au ciel ses yeux baignés de larmes
Qui brillaient au travers des flambeaux et des armes;
Belle sans ornement, dans le simple appareil
D'une beauté qu'on vient d'arracher au sommeil.
Que veux-tu? Je ne sais si cette négligence,
Les ombres, les flambeaux, les cris et le silence,
Et le farouche aspect de ses fiers ravisseurs,
Relevaient de ses yeux les timides douceurs.
Quoi qu'il en soit, ravi d'une si belle vue,
J'ai voulu lui parler et ma voix s'est perdue;
Immobile, saisi d'un long étonnement,
Je l'ai laissé passer dans son appartement.
J'ai passer dans le mien. C'est là que, solitaire,
De son image en vain j'ai voulu me distraire.
Trop présente à mes yeux, je croyais lui parler;
J'aimais jusqu'à ses pleurs que je faisais couler.
Quelquefois, mais trop tard, je lui demandais grâce:
J'employais les soupirs, et même la menace.
Voilà comme occupé de mon nouvel amour,
Mes yeux, sans se fermer, ont attendu le jour.
Mais je m'en fais peut-être une trop belle image:
Elle m'est apparue avec trop d'avantage;
Narcisse, qu'en dis-tu?

9. Show that all the events in this tragedy, even to the death of Britannicus, spring from the arrest of Junia.

10. J'aimais jusqu'à ses pleurs, &c.
Criticise briefly Racine's representation of Nero as in love with Junia.

11. Describe the character of Junia after Racine.

12. Excité *d'*un désir, je l'ai *laissé* passer, voilà comme *occupé*, mais je m'*en* fais. Write grammatical notes on *d*, *laissé*, *occupé*, *en*.

III.—LE MISANTHROPE.

13. Translate:

Cél. Des amants que je fais me rendez-vous coupable ?
Puis-je empêcher les gens de me trouver aimable ?
Et, lorsque, pour me voir, ils font de doux efforts,
Dois-je prendre un bâton pour les mettre dehors ?
Al. Non, ce n'est pas, madame un bâton qu'il faut prendre,
Mais un cœur, à leurs vœux moins facile et moins tendre.
Je sais que vos appas vous suivent en tous lieux ;
Mais votre accueil retient ceux qu'attirent vos yeux,
Et sa douceur offerte à qui vous rend les armes
Achève sur les cœurs l'ouvrage de vos charmes.
Le trop riant espoir que vous leur présentez
Attache autour de vous leurs assiduités,
Et votre complaisance, un peu moins étendue,
De tant de soupirants chasserait la cohue.
Mais, au moins, dites-moi, madame, par quel sort,
Votre Clitandre a l'heur de vous plaire si fort ?
Sur quel fonds de mérite et de vertue sublime
Appuyez-vous en lui l'honneur de votre estime ?
Est-ce par l'ongle long qu'il porte au petit doigt,
Qu'il s'est acquis chez vous l'estime où l'on le voit ?

14. "Où l'on le voit." Write a grammatical note on the use of "l" before *on*.

15. Translate:

Phil. Je trouve un peu bien prompt le dessein où vous êtes ;
Et tout le mal n'est pas si grand que vous le faites.
Ce que votre partie ose vous imputer
N'a point eu le crédit de vous faire arrêter ;
On voit son faux rapport lui-même se détruire,
Et c'est une action qui pourrait bien lui nuire.

16. Who is supposed to have been the prototype of Alceste? Give reasons in your answer.

17. Contrast the characters of Eliante and Célimène, and show the dramatic propriety of their respective fortunes.

Translate into French :

18. (*a*) The first rule in good writing is to know what you are going to write about—a plain, simple rule, but one that is much neglected. If a man makes a good choice of his subject, he will not fail to have the best words at his command, and he will put all in the best order. So Horace says, and he may be right; but it strikes me that a man might choose a good subject and yet spoil it, of which we have notable examples in our own days. The Roman, however, tells us that we must well consider what our shoulders will bear, and what they will not; and so the rule is this: choose a good subject, if you are able to handle it. If you are not, need I tell you that you had better let it alone?

(*b*) The man who broke the power of Gallia in an eight years' war has written the history of the war himself. He was a soldier in his youth, like most Romans of rank, and he had been a governor in Spain shortly before he was consul. But it was not till after he was more than forty years of age that his military career commenced, and he obtained a field wide enough for his daring and capacious genius. It was Cæsar's ambition to conquer the Gauls, and it was prudent policy in the Romans, for Italy was never safe so long as the restless and warlike men beyond the Alps were unsubdued. The rapidity of Cæsar's movements, the immense extent of country over which his military operations extended, his battles, his sieges, his defeats, and his victories, with their political consequences, give to his work an untiring interest, if we read it with proper knowledge and in a proper way.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1894.

MODERN LANGUAGE COURSE.

GERMAN.

LESSING AND CHAMISSO.

1. Translate:

(*a*) Der Wirth. Was sollten Ihro Gnaden nicht?—Ich musz Ihnen einen Ring zeigen. Einen kostbaren Ring. Zwar gnaediges Fraeulein haben da auch einen sehr schoenen am Finger, und je mehr ich ihn betrachte, je mehr musz ich mich wundern, dasz er dem meinen so aehnlich ist.—O! sehen Sie doch, sehen Sie doch! (Indem er ihn aus dem Futteral herausnimmt und dem Fraeulein zureicht.) Welch ein Feuer! der mittelste Brilliant allein wiegt ueber fuenf Karat.

Das Frauelein. (Ihn betrachtend.) Wo bin ich? Was seh' ich? Dieser Ring—

Der Wirth. Ist seine fuenfzehnhundert Thaler unter Bruedern werth.

(*b*) Werner. Ziemt sich nicht?—Wenn an einem heiszen Tage, den uns die Sonne und der Feind heisz machte, sich Ihr Reitknecht mit den Kantinen verloren hatte, und sie zu mir kamen und sagten: Werner, hast du nichts zu trinken? und ich Ihnen meine Feldflashe reichte, nicht wahr, sie nahmen und tranken? Ziemte sich das? — Bei meiner armen Seele, wenn ein Trunk faules Wasser damals nicht oft mehr werth war, als aller der Quark!

(*c*) Das Fraeulein. Ich versage dir ungern dieses Vergnuegen. Du must hier bleiben, Franciska. Du muszt bei unserer Unterredung gegenwaertig sein.—Es faellt mir noch etwas bei. (Sie zieht ihren Ring vom Finger.) Da, nimm meinen Ring, verwahre ihn und gib mir des Majors seinen dafuer.

Franziska. Warum das?

Das Fraeulein (indem Franziska den andern Ring holt.) Recht weisz ich es selbst nicht; aber mich duenkt, ich sehe so etwas voraus, wo ich ihn brauchen koennte. — Man pocht. — Geschwind gib her! (Sie steckt ihn an.) Er ist's!

(*d*) v. Tellheim. Diesen Ring nahmen Sie das erste mal aus meiner Hand, als unser beider Umstaende einander gleich und gluecklich waren. Sie sind nicht mehr gluecklich, aber wie-

derum einander gleich. Gleichheit ist immer das festeste Band der Liebe.—Erlauben Sie, liebste Minna! (Ergreift ihre Hand, um ihr den Ring anzustecken.)

Das Fraeulein. Wie? Mit Gewalt, Herr Major?—Nein, da ist keine Gewalt in der Welt, die mich zwingen soll, diesen Ring wieder anzunehmen! Meinen Sie etwa, dasz es mir an einem Ringe fehlt? O, Sie sehen ja wohl (auf ihren Ring zeigend), dasz ich hier noch einen habe, der Ihrem nicht das Geringste nachgibt?

Franziska. Wenn er es noch nicht merkt!—

v. Tellheim (indem er die Hand des Fraeuleins fahren laeszt). Was ist das? Ich sehe das Fraeulein von Barnhelm aber ich hoere es nicht. — Sie zieren sich, mein Fraeulein. — Vergeben Sie, dasz ich Ihnen dieses Wort nachbrauche.

2. Parse, giving full construction:
(*a*) dem meinigen, welch.
(*b*) uns, aller.
(*c*) des Majors seinen.
(*d*) einander (in line 2) Ihrem.

3. Give the principal parts of (*a*) wiegt, (*b*) zieht, (what peculiarity has this verb? mention others,) duenkt.

4. Indicate the pronunciation of Brillant and give derivations of Karat und Kantine.

5. Translate:

Ungefaehr eine Stunde vom Orte, auf einem sonnigen Plan, ward uns der Weg durch eine festlich geschmueckte Menge versperrt. Der Wagen hielt. Musik, Glockengelaeute, Kanonenschuesse wurden gehoert, ein lautes Vivat durchdrang die Luft,—vor dem Schlage des Wagens erschien in weiszen Kleidern ein Chor Jungfrauen von ausnehmender Schoenheit, die aber vor der Einen, wie die Sterne der Nacht vor der Sonne, verschwanden. Sie trat aus der Mitte der Schwestern hervor; die hohe, zarte Bildung kniete verschaemt erroethend vor mir nieder, und hielt mir auf seidenem Kissen einen aus Lorbeer, Oelzweigen und Rosen geflochtenen Kranz entgegen, indem sie von Majestaet, Erfurcht und Liebe einige Worte sprach, die ich nicht verstand, aber deren zauberischer Silberklang mein Ohr und Herz berauschte,—es war mir, als waere schon einmal die himmlische Erscheinung an mir vorueber gewallt. Der Chor fiel ein und sang das Lob eines guten Koenigs und das Glueck seines Volkes.

(*b*) Wir saszen einst vor einer Hoehle, welche die Fremden, die das Gebirg bereisen, zu besuchen pflegen. Man hoert dort

das Gebrause unterirdischer Stroeme aus ungemessener Tiefe heraufschallen, und kein Grund scheint den Stein den man hineinwirft, in seinem hallenden Fall aufzuhalten. Er malte mir, wie er oefters that, mit verschwenderischer einbildungskraft und im schimmernden Reize der glaenzendsten Farben, sorgfaeltig ausgefuehrte Bilder von dem, was ich in der Welt, kraft meines Seckels, ausfuehren wuerde, wenn ich erst meinen Schatten wieder in meiner Gewalt haette.

6. What is the Gender of Kissen? Mention any other exceptions. What is the difference between *der Chor* and *das Chor*?

7. Of what importance is Minna von Barnhelm *(a)* from a political, *(b)* from a national, point of view?

8. Give a short sketch of Chamisso.

9. Rewrite in correct German the following passage:

Riccaut. Vous êtes bien bonne, Mademoiselle. Aber wie man pfleg zu sagen: ein jeder Unglueck schlepp nak sik seine Bruder; qu'un malheur ne vient jamais seul; so mit mir arrivir. Was ein Honnêthomme von mein Extraction kann anders haben fuer Ressource, als das Spiel? Nun hab ich immer gespielen mit Glueck, so lang ik hatte nit von noethen der Glueck.

UNIVE

EX

MOD

SCHILLER'S

1. Translate:
Die Niederlage
Heinrich den Zwe
das Jahr darauf
de. Die niederla
besonders nahmh
auf dem Grafen v
flandrischon Stae
sen Schauplatz sie
den wieder erholt
Grafen von Egmo
ihn dem Feind ab
mann's Munde, un
Helden seiner Zeit
en Stolze so viel,
ner bekannte, und
dige Art zu entledi

2. Give the root
bluehenden, entledi

3. Parse erholten

4. "Erklaerte ih
structions which m

5. "vergab." Gi

6. Translate:
Vier Monate hatt
eingeraeumt, und fu
Vertheidigung gege
Herbeischaffung ih
haben wuerden, zu
testationen gegen ih
ten. Durch jene ha
Urtheil *verzoegert*, u
haetten die kraeftige
doch noch von Wirk
ges Beharren auf V

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1894.

MODERN LANGUAGE COURSE (SPECIAL).

SCHILLER'S EGMONT, GOETHE'S EGMONT AND IPHIGENIE.

1. Translate:

Die Niederlagen bei St. Quentin und Gravelingen machten Heinrich den Zweiten sehr zum Frieden geneigt, welcher auch das Jahr darauf 1559 zu Chateau Cambresis geschlossen wurde. Die niederlaendische Reiterei hatte sich in diesem Kriege besonders nahmhaft gemacht, und aller Ruhm haeufte sich auf dem Grafen von Egmont, der sie angefuehrt hatte. Die flandrischen Staedte, die sich vom Ungemach des Kriegs, dessen Schauplatz sie gewesen waren, in einem bluehenden Frieden wieder erholten, fuehlten sich fuer diese Wohlthat dem Grafen von Egmont besonders verpflichtet, dessen Tapferkeit ihn dem Feind abgedrungen hatte. Sein Name war in Jedermann's Munde, und die allgemeine Stimme erklaerte ihn zum Helden seiner Zeit. Philip II. selbst vergab seinem spanischen Stolze so viel, dasz er sich oeffentlich fuer seinen Schuldner bekannte, und sich dieser Verbindlichkeit auf eine wuerdige Art zu entledigen versprach.

2. Give the roots with signification of haeufte, Ungemach, bluehenden, entledigen.

3. Parse erholten, abgedrungen hatte, Helden.

4. "Erklaerte ihm zum Helden." Specify two other constructions which might be employed instead of 'zum Helden.

5. "vergab." Give the primary meaning of this verb.

6. Translate:

Vier Monate hatte man dem Fiscal zu seiner Klagschrift eingeraeumt, und fuenfe wurden den beiden Grafen zu ihrer Vertheidigung gegeben. Aber anstatt Zeit und Muehe durch Herbeischaffung ihrer Zeugnisse, die ihnen wenig genuetzt haben wuerden, zu verlieren, verloren sie sie lieber durch Protestationen gegen ihre Richter, die ihnen noch weniger nuetzten. Durch jene haetten sie doch wahrscheinlich das letzte Urtheil *verzoegert*, und in der Zeit, die sie dadurch gewannen, haetten die kraeftigen Verwendungen ihrer Freunde vielleicht doch noch von Wirkung sein koennen; durch ihr hartnaekiges Beharren auf Verwerfung des Gerichts gaben sie dem

Herzog die Gelegenheit an die Hand, den Prozesz zu verkuerzen. Nach Ablauf des letzten aeuszersten Termins, am ersten Juni 1568, erklaerte sie der Rath der Zwoelfe fuer schuldig, und am vierten dieses Monats folgte das letzte Urtheil gegen sie.

7. Point out the idiomatic expressions in this passage, giving the grammatical rules where applicable.

8. Give the exact force of "doch noch," "letzten auszersten termins."

9. Compare, lieber, letzten, aeuszersten.

10. Translate:

Michiavell. Ich bitte Euch, legt seine Offenheit, sein gluecklicheS Blut, das alles Wichtige leicht behandelt, nicht zu gefaehrlich aus! Ihr schadet nur ihm und Euch.

Regentin. Ich lege nichts aus. Ich spreche nur von den unvermeidlichen Folgen, und ich kenne ihn. Sein niederlaendischer Adel und sein golden Vliesz vor der Brust staerken sein Vertrauen, seine Kuehnheit. Beides kann ihn vor einem schnellen, willkuerlichen Unmuth des Koenigs schuetzen. Untersuch' es genau; an dem ganzen Unglueck, das Flandern trifft, ist er doch nur allein schuld. Er hat zuerst den fremden Lehrern nachgesehen, hat's so genau nicht genommen, und vielleicht sich heimlich gefreut, dasz wir etwas zu schaffen hatten. Lasz mich nur! Was ich auf dem Herzen habe, soll bei dieser Gelegenheit davon. Und ich will die Pfeile nicht umsonst verzchieszen; ich weisz, wo er empfindlich ist. Er ist auch empfindlich.

11. Give the Gender and Plural of vliesz, Brust, Unglueck, Pfeile, Herzen.

12. "vliesz vor der Brust staerken." Explain.

13. Derive willkuerlichen, unvermeidlichen, schuetzen.

14. Translate:

Egmont. Wir werden uns vertheidigen koennen. Er rufe die Ritter des Vlieszes zusammen! Wir wollten uns richten lassen.

Oranien. Und was waere ein Urtheil vor der Untersuchung, eine Strafe vor dem Urtheil?

Egmont. Eine Ungerechtigkeit, der sich Philipp nie schuldig machen wird, und eine Thorheit, die ich ihm und seinen Raethen nicht zutraue.

Oranien. Und wenn sie nun ungerecht und thoericht waeren?

Egmont. Nein, Oranien, es ist nicht moeglich. Wer sollte wagen, Hand an uns zu legen? — Uns gefangen zu nehmen,

waer ein verlo nes und fruchtloses Unternehmen. Nein, sie wagen nicht, das Panier der Tyrannei so hoch aufzustecken. Der Windhauch, der diese Nachricht uebers Land braechte, wuerde ein ungeheures Feuer zusammentreiben. Und wohin-aus wollten sie? Richten und verdammen kann nicht der Koenig allein; und wollten sie meuchelmoerderisch an unser Leben?—Sie koennen nicht wollen! Ein schrecklicher Bund wuerde in einem Augen'lick das Volk vereinigen. Hasz und ewige Trennung vom Spanischen Namen wuerde sich gewaltsam erklaeren.

Oranien. Die Flamme wuethete dann ueber unserm Grabe, und das Blut unsrer Feinde floesse zum leeren Suehnopfer. Lasz uns denken, Egmont!

15. "Und das waere ein Urtheil," &c. Give the exact force,

16. "wuethete." Parse.

17. Give the roots of Urtheil, Windhauch, meuchelmoderisch.

18. "vereinigen." Give the different forces of the prefix "ver," with examples.

19. Compare the characters of Orange and Egmont as drawn by Goethe.

20. Translate:

Warum denn jetzt, Der Du so oft gewalt'ge Sorgen gleich Seifenblasen Dir vom Haupte weggewiesen, warum vermagst Du nicht die Ahnung zu verscheuchen, die tausendfach in Dir sich auf und niedertreibt? Seit wann begegnet der Tod Dir fuerchterlich, mit dessen wechselnden Bildern, wie mit den uebrigen Gestalten der gewohnten Erde, Du gelassen lebtest? —Auch ist er's nicht, der rasche Feind, dem die gesunde Brust wetteifernd sich entgegen sehnt; der Kerker ist's, des Grabes Vorbild, dem Helden wie dem Feigen widerlich. Unleidlich ward mir's schon auf meinem gepolsterten Stuhle, wenn in stattlicher Versammlung die Fuersten, was leicht zu entscheiden war, mit widerkehrenden Gespraechen ueberlegten, und zwischen duestern Waenden eines Saals die Balken der Decke mich erdrueckten. Da eilt' ich fort, sobald es moeglich war, und rasch aufs Pferd mit tiefem Athemzuge. Und frisch hinaus, da wo wir hingehoeren! Ins Feld, wo aus der Erde dampfend jede naechste Wohlthat der Natur, und durch die Himmel wehend alle Segen der Gestirne uns umwittern; wo wir, dem erdgebornen Riesen gleich, von der Beruehrung unsrer Mutter kraeftiger uns in die Hoehe reiszen; wo wir die Menschheit ganz, und menschliche Begier in allen

Adern fuehlen; wo das Verlangen vorzudringen, zu besiegen, zu erhaschen, seine Faust zu brauchen, zu besitzen, zu erobern, durch die Seele des jungen Jaegers glueht; wo der Soldat sein angebornes Recht auf alle Welt mit raschem Schritt sich anmaszt, und in fuerchterlicher Freiheit wie ein Hagelwetter durch Wiese, Feld und Wald verderbend streicht, und keine Grenzen kennt, die Menschenhand gezogen.

21. Write a note on this passage; explaining reference and idiomatic expressions, and pointing out its literary beauties.

GOETHE'S EPHIGENIE.

1. Du wendest schaudernd dein Gesicht, o Koenig!
So wendete die Sonn' ihr Antlitz weg
Und ihren Wagen aus dem ew'gen Gleise.
Dies sind die Anherrn deiner Priesterin;
Und viel unseliges Geschick der Maenner,
Viel Thaten des verworrnen Sinnes deckt
Die Nacht mit schweren Fittigen und laeszt
Uns nur in grauenvolle Daemmrung sehn.

2. Sprich deutlicher, dasz ich nicht laenger sinne!
Die Ungewiszheit schlaegt mir tausendfaeltig
Die dunkeln Schwingen um das bange Haupt.

3. Noch einen! Reiche mir aus Lethe's Fluthen
Den letzten kuehlen Baecher der Erquickung!
Bald ist der Krampf des Lebens aus dem Busen
Hinweggespuelt; bald fliesset still mein Geist,
Der Quelle des Vergessens hingegeben,
Zu euch, ihr Schatten, in die ew'gen Nebel.
Gefaellig laszt in eurer Ruhe sich
Den umgetriebnen Sohn der Erde laben!
Welch ein Gelispel hoer' ich in den Zweigen,
Welch ein Geraeusch aus jener Daemmrung saeuseln?—
Sie kommen schon, den neuen Gast zu sehn.
Wer ist die Schaar, die herrlich mit einander
Wie ein versammelt Fuerstenhaus sich freut?
Sie gehen friedlich, Alt' und Junge, Maenner
Mit Weibern; goettergleich und aehnlich scheinen
Die wandelnden Gestalten.

4. Fuerchte nicht!
Betrueglich schlosz die Furcht mit der Gefahr
Ein enges Buendnisz; beide sind Gesellen.

5. Specify three or four of the more prominent metaphors which Goethe employs in this play.

6. Quote two or three of its more striking passages.

7. Sketch the character of Thoas.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1894.

JUNIOR AND SENIOR B. A.

GERMAN PROSE COMPOSITION AND GRAMMAR.

GOSTWICK AND HARRISON.

1. Distinguish the use of the definite article in German and in English.

2. When is the inflected Genitive of zwei and drei employed.

3. Give the classes of verbs which take sein instead of haben as auxiliary.

4. Specify the constructions which are employed in German to express purpose.

5. Mention the peculiarities connected with the use of the modal verbs, sollen, kœnnen, &c.

6. State the different meanings of which *(a)* vor, *(b)* unter and *(c)* von, are susceptible.

7. State the force with examples of the preformatives *(a)* be, *(b)* er, *(c)* ver, *(d)* ent.

8. Render in German:

(a) Peter the Great died at St. Petersburgh on the 8th of February, 1725, in the 53rd year of his age and in the 43rd of his reign.

(b) The higher a bird flies, the smaller it appears to become.

(c) What answer did you receive, when you enquired for the sick man.

(d) The book I want is not to be had here.

(e) The King whose army was defeated has fled.

(f) Mary wished to learn her lesson in half an hour but she was not able.

(g) I am sorry that we do not depart till tomorrow. I had rather departed to-day.

(h) He will not go with me for my sake, perhaps he would go for yours.

(i) They were every day entertained with songs the subject of which was the happy valley.

9. He did not state the impression upon his own mind with the purpose of biasing (neigen) theirs He had felt no less than they had done from the scene of domestic misery which had been exhibited before them; and if they, having God and a good conscience, the sanctity of their oath and the regard (anschein) due to the law of the country, before their eyes, could come to a conclusion favorable to this unhappy prisoner, he should rejoice as much as anyone in court; for never had he found his duty more distressing than on discharging it that day.

10. Contrast the style of Gudrun with that of the Nibelungenlied and outline the plot of Gudrun.

11. Give a brief sketch of Hartmann von Aue, with the names and character of works written by him.

12. Give the substance of "Silvester" and "der Winsbecke," with the names of their authors.

13. Walther von der Vogelweide as a writer and minstrel "is the first of his class." Support this statement by an outline sketch of the character of his writings.

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EXAMINATIONS, MAY, 1894

JUNIOR B. A.—FRENCH AUTHORS.

I.—LAZARE HOCHE.

1. Translate:

Déjà les Prussiens avançaient, nos armées reculaient devant eux et la France était entamée. A chaque progrès de l'ennemi répondait, au sein de la multitude dans Paris, un surcroît de fureur contre le roi et la reine, trop malheureux et trop menacés pour n'être pas soupçonnés de complicité secrète avec ceux qui s'annonçaient comme marchant à leur délivrance, et accusés, non sans fondement, d'entretenir des relations avec les princes de leur famille armés pour leur cause. Déjà la populace, dont d'ardents démagogues entretenaient la fureur, faisait la loi à la Commune ou municipalité de Paris, et dominait l'Assemblée: au 20 juin 1792, elle fit irruption aux Tuileries et abreuva le roi d'outrages; au 10 août, elle renversa le trône en égorgeant ses défenseurs: Louis XVI et sa famille furent incarcérés au Temple. Cependant l'ennemi avançait toujours: Longwy fut pris et Verdun investi. Le courroux populaire ne connut plus de bornes; il s'enflamma contre les nobles et les prêtres suspects de former des vœux pour le succès des armées étrangères. Plusieurs milliers d'infortunés, appartenant aux anciens ordres privilégiés, furent arrachés de leur domicile et entassés pêle-mêle dans les prisons de Paris. Le 2 septembre enfin, jour d'exécrable mémoire, la plus vile populace, encouragée par le concours des autorités municipales et par la complicité tacite du ministre de la justice Danton, se rua sur les prisons et massacra presque tous les prisonniers avec une épouvantable barbarie.

(a) Reculer. Give exact English equivalent.

(b) Give literal meaning of *entamer, abreuver, égorger.*

(c) Malheureux et menacés. Give rules covering every case for the form of an adjective predicated of two or more substantives.

(d) Au 20 juin 1792. Write out in full.

(e) Indicate derivation of *incarcérer* and *pêle-mêle.*

(f) Courroux. Give words expressing other phases of same emotion.

(g) Les privilégiés. Name two of them.

2. Translate:

Les secours attendus approchaient: une partie de l'armée du Nord accourait guidée par les généraux Houchard et Jourdan: elle attaque le 5 septembre, les positions du maréchal Freytag, force celui-ci à se replier sur Furnes, et le 8 septembre 1793, Houchard force Freytag à s'arrêter et lui livre bataille à Hondschotte, à quelques lieues de Dunkerque. Au bruit du canon, Hoche fait une sortie vigoureuse, attaque sous les murs de la place les lignes anglaises et hanovriennes; il empêche le duc d'York de venir en aide d'une manière efficace au maréchal Freytag et il contribue puissamment à la victoire de Houchard. Freytag est rejeté sur Furnes: le duc d'York voit l'armée française victorieuse à Hondschotte prête à fondre sur lui; il se hâte de sortir de la position dangereuse où il se trouve, en face de Dunkerque, entre les marais de la Longmoor et l'Océan, il abandonne artillerie et bagages et lève le siége. C'est à Hoche surtout qu'appartient l'honneur de ce résultat glorieux, à lui qui se montrant tout à la fois chef et soldat, administrateur et tribun populaire, a fait passer le feu électrique de son âme au cœur d'une garnison divisée et découragée, a mis, en quinze jours, une place délabrée en état de résister à un ennemi formidable et a su le contraindre à la retraite.

(a) Se hâter. Give another verb meaning the same.

(b) Give French for "I have enabled him to make progress."

3. Translate:

Mais avant ce premier jour d'affranchissement, la veille encore, l'échafaud était en permanence, et le couteau fonctionnait: on vit marcher à la mort plusieurs membres des plus illustres familles de France, avec eux les deux Trudaine, modèles d'amitié fraternelle, et André Chénier, le chantre immortel de *la jeune Captive*, moissonné dans tout l'éclat du génie, et son ami Roucher, auteur du poème des *Mois* et qui, près de mourir, envoya à ses enfants son portrait et ces vers:

Ne vous étonnez pas, objets charmants et doux,
Si quelque air de tristesse obscurcit mon visage;
Lorsqu'un crayon savant dessinait mon image,
On dressait l'échafaud, et je pensais à vous.

Hoche les vit monter dans la charrette funèbre: déjà l'orage de la réaction thermidorienne grondait avec fureur; quelques heures plus tard ils eussent été sauvés; mais ils ne revinrent pas; ils furent, dans Paris, les dernières et trop regrettables victimes de ce régime de sang.

(a) Les deux Trudaine. When do proper names take the plural sign?

(b) *Moissonné.* How is *death* evidently considered in the use of this word?

II.—LE CID.

1. Translate:

Madame, toutefois, parmi leurs bons succès,
Vous montrez un chagrin qui va jusqu'à l'excès.
Cet amour qui tous deux les comble d'allégresse
Fait-il de ce grand cœur la profonde tristesse?
Et ce grand intérêt que vous prenez pour eux
Vous rend-il malheureuse alors qu'ils sont heureux
Mais je vais trop avant, et deviens indiscrète.

L'INFANTE.

Ma tristesse redouble à la tenir secrète.
Ecoute, ecoute enfin comme j'ai combattu:
Et, plaignant ma faiblesse, admire ma vertu.

(a) Écoute, écoute enfin comme j'ai *combattu*
Et, plaignant ma faiblesse, admire ma vertu

What was the nature of her "combat"? What was her "faiblesse," and what constitutes her "vertu"?

2. Translate:

Cruel, à quel propos sur ce point t'obstiner?
Tu t'es vengé sans aide, et tu m'en veux donner?
Je suivrai ton exemple; et j'ai trop de courage
Pour souffrir qu'avec toi ma gloire se partage.
Mon père et mon honneur ne veuleut rien devoir
Aux traits de ton amour, ni de ton désespoir.

(a) 'A quel propos sur ce point t'obstiner!' What proposition had Rodrigue just made, to which Chimène refers in "ce point"?

3. Translate:

Ma fille, il ne faut point rougir d'un si beau feu,
Ni chercher le moyen d'en faire un désaveu;
Une louable honte en vain t'en sollicite;
Ta gloire est dégagée, et ton devoir est quitte;
Ton père est satisfait; et c'était le venger
Que mettre tant de fois ton Rodrigue en danger.
Tu vois comme le Ciel autrement en dispose,
Ayant tant fait pour lui, fais pour toi quelque chose,
Et ne sois point rebelle à mon commandement,
Qui te donne un époux aimé si chèrement.

(a) What was the ruse adopted by the King to wring from Chimène a confession of her love?

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EXAMINATIONS, MAY, 1894.

GENERAL B. A.

CICERO AND LATIN PROSE.

1. Translate:

Ego Q. Maximum, eum qui Tarentum recepit, senem adulescens ita dilexi, ut aequalem. Erat enim in illo viro comitate condita gravitas, nec senectus mores mutaverat. Quamquam eum colere coepi non admodum grandem natu, sed tamen iam aetate provectum. Anno enim post consul primum fuerat quam ego natus sum, cumque eo quartum consule adulescentulus miles ad Capuam profectus sum quintoque anno post ad Tarentum. Quaestor deinde quadriennio post factus sum, quem magistratum gessi consulibus Tuditano et Cethego, cum quidem ille admodum senex suasor legis Cinciae de donis et muneribus fuit. Hic et bella gerebat ut adulescens, cum plane grandis esset, et Hannibalem iuveniliter exsultantem patientia sua molliebat; de quo praeclare familiaris noster Ennius:

unus homo nobis cunctando restituit rem;
noenum rumores ponebat ante salutem;
ergo plusque magisque viri nunc gloria claret.

2. (*a*) Parse *condita, provectum, quartum.*
(*b*) Write explanatory notes on *suasor, Ennius, cunctando.*

3. Translate:

Itaque adulescentes mihi mori sic videntur, ut cum aquae multitudine flammae vis opprimitur, senes autem sic, ut cum sua sponte, nulla adhibita vi, consumptus ignis exstinguitur, et quasi poma ex arboribus, cruda si sunt, vix evelluntur, si matura et cocta, decidunt, sic vitam adulescentibus vis aufert, senibus maturitas; quae quidem mihi tam iucunda est, ut, quo propius ad mortem accedam, quasi terram videre videar aliquandoque in portum ex longa navigatione esse venturus.

4. *(a)* Is this work rightly called a Dialogue? *(b)* How are the alleged miseries of old age met and refuted?

5. Sketch the chief events of Cicero's life during the twenty years preceding the writing of this treatise.

6. Translate into Latin prose :

"Such was the situation of affairs, when on the arrival of Octavius at Rome things took another turn. Upon hearing of the death of Cæsar, he immediately came to Rome, and, to ingratiate himself with the people, assumed the name of Cæsar. By distributing amongst the citizens the money that was left them by his uncle, he soon took the lead of Anthony, and by his liberality to the soldiers, he brought over to his party the greatest number of those who had served under Cæsar. Cicero also who hated Anthony joined him, and this was so much resented by Brutus, that in his letters he reproached him in the severest terms. 'He perceived,' he said 'that Cicero was tame enough to bear a tyrant, and was only afraid of the tyrant who hated him; but our ancestors,' said Brutus, 'scorned to bear even a gentle master.' He added that as to measures of peace or war he was undetermined, but in one thing he was resolved, *never to be a slave.*"—PLUTARCH.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1894

LIVY.—GENERAL AND PROSE.

GENERAL B. A., SR.

I. Translate:

(*a*) Rebus divinis rite perpetratis vocataque ad concilium multitudine, quae coalescere in populi unius corpus nulla re praeterquam legibus poterat, iura dedit; quae ita sancta generi hominum agresti fore ratus, si se ipse venerabilem insignibus imperii fecisset, cum cetero habitu se augustiorem, tum maxime lictoribus duodecim sumptis fecit. Alii ab numero avium, quae augurio regnum portenderant, eum secutum numerum putant; me haud paenitet eorum sententiae esse, quibus et apparitores hoc genus ab Etruscis finitimis, unde sella curulis, unde toga praetexta sumpta est, et numerum quoque ipsum ductum placet, et ita habuisse Etruscos, quod ex duodecim populis communiter creato rege singulos singuli populi lictores dederint.

(*b*) Ea res stativis excivit Mettium. Ducit quam proxume ad hostem potest. Inde legatum praemissum nuntiare Tullo iubet, priusquam dimicent, opus esse conloquio, si secum congressus sit, satis scire ea se adlaturum, quae nihilo minus ad rem Romanam quam ad Albanam pertineant. Haud aspernatus Tullus, tamen, si vana adferantur, in aciem educit. Exeunt contra et Albani. Postquam structi utrimque stabant, cum paucis procerum in medium duces procedunt. Ibi infit Albanus: "iniurias et non redditas res ex foedere quae repetitae sint et ego regem nostrum Cluilium causam huiusce esse belli audisse videor, nec te dubito, Tulle, eadem prae te ferre; sed si vera potius quam dictu speciosa dicenda sunt, cupido imperii duos cognatos vicinosque populos ad arma stimulat. Neque, recte an perperam, interpretor; fuerit ista eius deliberatio, qui bellum suscepit; me Albani gerendo bello ducem creavere. Illud te, Tulle, monitum velim: Etrusca res quanta circa nos teque maxime sit, quo proprior es Tuscis, hoc magis scis.

(*c*) Inde L. Tarquinius regnare occepit, cui Superbo cognomen facta indiderunt, quia socerum gener sepultura prohibuit, Romulum quoque insepultum perisse dictitans, primoresque patrum, quos Servi rebus favisse credebat, interfecit; conscius deinde male quaerendi regni ab se ipso

adversus se exemplum capi posse, armatis corpus circumsaepsit; neque enim ad ius regni quicuam praeter vim habebat, ut qui neque populi iussu neque auctoribus patribus regnaret. Eo accedebat, ut in caritate civium nihil spei reponenti metu regnum tutandum esset. Quem ut pluribus incuteret, cognitiones capitalium rerum sine consiliis per se solus exercebat, perque eam causam occidere, in exilium agere, bonis multare poterat non suspectos modo aut invisos, sed unde nihil aliud quam praedam sperare posset.

2. Parse the following words: "generi," "genus," "apparatores" in *a*. "Legatum," "regem," "dictu," in *b*. "Superbo," "sepultura," in *c*.

3. Give principal parts of the following verbs: "fore," "ratus," in *a*. "Audisses," and "infit," in *b*. "Favisse" and "circumsaepsit," in *c*.

4. What use did the Roman kings make of the natural belief in divine superintending power? Verify the answer by several examples. What king undertook to cultivate this belief and how?

5. Criticize briefly Livy as a historian?

6. (*a*) The king who had lived for many years in Carthage declared that he could not with a good conscience acquit men who had shown themselves cowardly and unpatriotic in the hour of triumph. (*b*) The philosopher in his old age said to the bystanders that possibly there was no one so base as to be unwilling to die for freedom, home and fatherland; but he feared that those who managed the affairs of the republic consulted their own interests rather than those of the State. (*c*) If the enemy had arrived at the city on the 10th January, the soldiers would have been ashamed of their cowardice. (*d*) It seems that the slave was reluctant to ask the king to pardon him, but he said that it was of the utmost importance both to himself and his children, that he be liberated from prison. (*e*) When the young man was 20 years old he asked whether he must purchase his father's freedom by his own riches or go reluctantly in exile.

7. (*a*) Define the following terms, giving examples of each: "Semi-deponent," "Heterogeneous noun," "Reflexive prounoun," "Ablative of specification." (*b*) Decline, fruge, pelagus, vis.

8. (*a*) Tell how wishes are expressed in Latin. (*b*) When is the subjunctive mood used in principal clauses.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1894

LIVY.—GEN. B.A., JR.

1. Translate:

Spurius Tarpeuis Romanae praeerat arci. Huius filiam virginem auro corrumpit Tatius. ut armatos in arcem accipiat: aquam forte ea tum sacris extra moenia petitum ierat. Accepti obrutam armis necavere, seu ut vi capta potius arx videretur, seu prodendi exempli causa, ne quid usquam fidum proditori esset. Additur fabula, quod vulgo Sabini aureas armillas magni ponderis bracchio laevo gemmatosque magna specie anulos habuerint, pepigisse eam, quod in sinistris manibus haberent: eo scuta illi pro aureis donis congesta. Sunt, qui eam ex pacto tradendi, quod in sinistris manibus esset, de recto arma petisse dicant, et fraude visam agere sua ipsam peremptam mercede.

2. *(a)* Parse "Petitum." "fidum," "specie," "illi."

(b) Compare potius, and account for the moods of "habuerint" and "dicant."

3. Translate:

Ad ultimum omnibus copiis conisus Ancus acie primum vincit; inde ingenti praeda potens Roman redit, tum quoque multis milibus Latinorum in civitatem acceptis, quibus, ut iungeretur Palatio Aventinum ad Murciae datae sedes. Ianiculum quoque adiectum, non inopia loci, sed ne quando ea arx hostium esset. Id non muro solum, sed etiam ob commoditatem itineris ponte sublicio, tum primum in Tiberi facto, coniungi urbi placuit. Quiritium quoque fossa, haud parvum munimentum a planioribus aditu locis, Anci regis opus est. Ingenti incremento rebus auctis cum in tanta multitudine hominum discrimine recte an perperam facti confuso facinora clandestina fierent, carcer ad terrorem increscentis audaciae media urbe inminens foro aedificatur.

4. *(a)* Distinguish in meaning or use: Primum from primo; haud from non; quoque from etiam: Sôlum from solum.

(b) Parse 'praeda," "Murciae," "foro."

5. Translate:

Intentus perficiendo templo fabris undique ex Etruria

accitis non pecunia solum ad id publica est usus, sed operis etiam ex plebe. Qui cum haud parvus et ipse militiae adderetur labor, minus tamen plebs gravabatur se templa deum exaedificare manibus suis, quam postquam et ad alia ut specie minora sic laboris aliquanto maioris traducebantur opera, foros in circo faciendos cloacamque maximam, receptaculum omnium purgamentorum urbis, sub terra agendam; quibus duobus operibus vix nova haec magnificentia quicquam adequare potuit. His laboribus exercita plebe, quia et urbi multitudinem, ubi usus non esset, oneri rebatur esse, et colonis mittendis occupari latius imperii fines volebat, Signiam Circeiosque colonos misit, praesidia urbi futura terra marique.

6. *(a)* Point out any peculiarity in the word operis and name four others having the same peculiarity.

(b) Give principal parts of pepegisse in I., auctis in III., rebatur in V.

7. Compare briefly according to Livy, the first four kings of Rome.

8. When were Livy's Histories written? What are the weak and strong points in his histories?

9. State the different uses of his ablative in Latin. Giving examples.

10. What parts of a verb would be required to be given in order to form the following: fut. participle act., gerundive, imperative, perf., inf., act. Show how these above named moods and tenses are formed.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1894

GENERAL B. A.—JUNIOR.

GREEK.

I.

1. Translate:

ΧΑΡ. οὐδὲν ἀκριβὲς ἐγὼ γοῦν ἀπὸ τοῦ ὑψηλοῦ ὁρῶ. ἐδεόμην δὲ οὐ πόλεις καὶ ὄρη αὐτὸ μόνον ὥσπερ ἐν γρφαῖς ὁρᾶν, ἀλλὰ τοὺς ἀνθρώπους αὐτούς καὶ ἃ πράττουσι καὶ οἷα λέγουσιν, ὥσπερ ὅτε με τὸ πρῶτον ἐντυχὼν εἶδες γελῶντα καὶ ἤρου με ὅ τι γελῴην· ἀκούσας γάρ τινος ἥσθην ἐς ὑπερβολήν.

ΕΡΜ. τί δὲ τοῦτ' ἦν;

ΧΑΡ. ἐπὶ δείπνου, οἶμαι, κληθεὶς ὑπό τινος τῶν φίλων ἐς τὴν ὑστεραίαν, μάλιστα ἤξω, ἔφη· καὶ μετιξὺ λέγοντος ἀπὸ τοῦ τέγους κεραμὶς ἐπιπεσοῦσα οὐκ οἶδ' ὅτου κινήσαντος ἀπέκτεινεν αὐτόν. ἐγέλασα οὖν οὐκ ἐπιτελέσαντος τὴν ὑπόσχεσιν. ἔοικα δὲ καὶ νῦν ὑποκαταβήσεσθαι, ὡς μᾶλλον βλέποιμι καὶ ἀκούοιμι.

2. Parse: *ὁρᾶν, ἐντυχὼν, ἥσθην, κληθεὶς, ἐπιπεσοῦσα, ἀπέκτεινεν*

3. Write grammatical notes on *αὐτὸ μόνον, μεταξὺ λέγοντος, ὡς . . βλέποιμι.*

4. *ἀπὸ τοῦ ὑψηλοῦ.* What place is meant? How is Charon enabled to see and hear what takes place among men?

II.

5. Translate:

ΕΡΜ. οὐ φέρει ὁ Λυδός, ὦ Χάρων, τὴν παρρησίαν καὶ τὴν ἀλήθειαν τῶν λόγων· ἀλλὰ ξένον αὐτῷ δοκεῖ τὸ πρᾶγμα, πένης ἄνθρωπος οὐχ ὑποπτήσσων, τὸ δὲ παριστάμενον ἐλευθέρως λέγων. μεμνήσεται δ' οὖν μικρὸν ὕστερον τοῦ Σόλωνος, ὅταν αὐτὸν δέῃ ἁλόντα ἐπὶ τὴν πυρὰν ὑπὸ τοῦ Κύρου ἀναχθῆναι· ἤκουσα γὰρ τῆς Κλωθοῦς πρώην ἀναγινωσκούσης τὰ ἑκάστῳ ἐπικεκλωσμένα, ἐν οἷς καὶ ταῦτ' ἐγέγραπτο, Κροῖσον μὲν ἁλῶναι ὑπὸ Κύρου, Κῦρον δὲ αὐτὸν ὑπ' ἐκεινησι τῆς Μασσαγέτιδος ἀποθανεῖν. ὁρᾷς τὴν Σκυθίδα, τὴν ἐπὶ τοῦ ἵππου τούτου τοῦ λευκοῦ ἐξελαύνουσαν.

6. *Λυδός, Σόλωνος, πυρὰν, Κύρου, Κλωθοῦς, Σκυθίδα.* Explain references.

III.

7. Translate:

μέχρι μὲν δὴ τούτων γελάσιμα καὶ μειρακιώδη τὰ εἰρημένα· τὰ μετὰ ταῦτα δὲ οὐκέτι εὐκαταφρόνητα, ὦ ἄνδρες, ἀκούσεσθε, ἀλλὰ καὶ πάνυ φιλικόων ἀκροατῶν δεόμενα· ἵνα γὰρ καθ' Ὅμηρον εἴπω

θεῖός μοι ἐνύπνιον ἦλθεν ὄνειρος
ἀμβροσίην διὰ νύκτα

ἐναργὴς οὕτως, ὥστε μηδὲν ἀπολείπεσθαι τῆς ἀληθείας· ἔτι γοῦν καὶ μετὰ τοσοῦτον χρόνον τά τε σχήματά μοι τῶν φανέντων ἐν τοῖς ὀφθαλμοῖς παραμένει καὶ ἡ φωνὴ τῶν ἀκουσθέντων ἔναυλος· οὕτω σαφῆ πάντα ἦν.

8. Derive: *γελάσιμα, μειρακιώδη, εὐκαταφρόνητα, φιλικόων, ἔναυλος.*

IV.

9. Translate:

ἐπεὶ δὲ ἀνῆλθον, ἡ μὲν ἦλαυνε καὶ ὑφηνιόχει, ἀρθεὶς δὲ εἰς ὕψος ἐγὼ ἐπεσκόπουν ἀπὸ τῆς ἕω ἀρξάμενος ἄχρι πρὸς τὴν ἑσπέραν πόλεις καὶ ἔθνη καὶ δήμους, καθάπερ ὁ Τρεπτόλεμος ἀποσπείρων τε ἐς τὴν γῆν. . οὐκέτι μέντοι μέμνημαι, ὅ τι τὸ σπειρόμενον ἦν, πλὴν τοῦτο μόνον, ὅτι κάτωθεν ἀφορῶντες ἄνθρωποι ἐπῄνουν καὶ μετ' εὐφημίας, καθ' οὓς γενοίμην τῇ πτήσει, παρέπεμπον.

10. Parse: *ὑφηνιόχει, ἀρθεὶς, ἕω, ἐπῄνουν, πτήσει.*

11. *Τρεπτόλεμος, σπειρόμενον.* Explain references.

12. What do we learn of Lucian's life from "The Dream?"

13. Write out in full, in the active voice, the present, future, and first aorist indicative, and the present and aorist imperative of *φαίνω* and *ἵστημι.*

14. Translate the following, and account for the case of the words italicised:

(a) *εσθίω χρεῶν.*

(b) *πίομαι ὕδωρ, πίνει ὕδατος.*

(c) *τρεῖς δραχμὰς τοῦ κυνὸς κατέθηκε.*

(d) *τοὺς παῖδας τὴν μουσικὴν διδάσκει.*

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1894.

GENERAL B. A.—SENIOR.

ASTRONOMY.

1. Explain the recurrence of eclipses.

2. What is the radiant point for meteorites? Show why the radiant point is said to be the constellation Leo.

3. Explain by diagram the difference between sidereal and solar day.

4. Show by diagram the explanation of what is called the "Harvest Moon."

5. Define the following terms as applied to the month, viz: lunar, tropical, sidereal, anomalistic, nodical and calendar.

6. What is parallax? and the correction for parallax?

7. Give an account of the Asteroids (1) as to their discovery, (2) number. Name some of the chief.

8. Describe the telescopic appearance of the sun.

9. What has been the value of the spectroscope in the study of the heavenly bodies.

10. What is the cause of variation in certain stars?

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EXAMINATIONS, MAY, 1894.

GENERAL AND PASS STATICS.

1. Define a rigid body, a particle, force, weight, and density. What are the 3 elements which determine a force? State the principle of the transmissibility of force. Enunciate the parallelogram of forces. Shew that the proposition is true for the direction of the two forces P and 2P acting at a point but not in the same straight line.

2. If two forces act at the same point and the angle between their lines of direction is given, find an expression for the magnitude of their resultant.

(a) Find the magnitude and direction of the resultant of the two forces 1lb and $\sqrt{3}$ lbs, acting at right angles.

(b) Find the magnitude of the resultant of the forces 1lb and $3\sqrt{2}$ lbs. inclined at an angle of 45°

3. A particle is placed at one of the angular points of a square ABCD. E, F, G, H are the middle points of AB, BC, CD, DA, respectively. Four forces act upon the particle, which are fully represented by the straight lines AE, AF, AG, and AH. Find the magnitude and direction of the force required to keep the particle in equilibrium.

4. Find the resultant of two forces, whose directions are parallel acting on a rigid body, when the forces act towards the same parts.

Find the magnitude and point of application of the force that must be applied to a rigid bar AB without weight, 4 feet in length, to keep it in equilibrium when acted on by two parallel forces 3lbs, and 5lbs acting in the same direction at the points A and B respectively.

5. Define the centre of gravity. Find the centre of gravity of a plane triangle.

ABC is an isosceles triangle, of which the base AB is 12 inches and the equal sides AC, BC, are $6\sqrt{2}$ inches each. Find the shortest distance of the centre of gravity of the triangle from each of the 3 sides.

6. If a body be suspended from a point, about which it can swing freely, it will rest with its centre of gravity in the vertical line, which passes through the point of suspension.

7. Name the mechanical powers. Give the three classes of levers with two examples of each. State in each case when there is mechanical advantage or the reverse.

In a false balance, the arms being of unequal length, a weight is measured in one scale by P lbs and in the other by Q lbs; shew that the true weight is $\sqrt{PQ}$ and that the arms are to each other as $\sqrt{P} : \sqrt{Q}$.

8. Find the condition of equilibrium of the wheel and axle.

Four sailors each exerting a force capable of supporting 125 lbs. lift an anchor by means of a capstan, whose radius is 1 foot 4 inches and whose spokes are 8 feet long measured from the axis. What force would be applied to the anchor?

9. Find the relation between the power and the weight in the inclined plane, when the power is parallel to the plane.

Find the inclination of the plane on which a power parallel to the plane will support double its own weight.

10. Explain the resistance called "friction." State the statical laws of limiting friction.

A body placed on a rough inclined plane, whose angle is 30°, is just on the point of moving upwards when acted on by a force parallel to the plane equal to its own weight. Find the coefficient of friction.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1894

B. A.—GENERAL AND PASS.

HYDROSTATICS.

1. Define the object matter of hydrostatics. Give definitions of a fluid, powder, rigid body, liquid, gaseous.

Shew how the law of equal transmission of pressure in fluids is a consequence of the definition of a fluid.

2. State and explain the hydrostatic paradox.

There is a weak spot in the upper horizontal surface of a closed vessel filled with fluid—this part cannot bear a pressure greater than 12 lbs. to the square foot. If a piston the area of which is 2 square inches be fitted in the upper surface, what pressure applied to the piston will just burst the vessel?

3. The pressure at any point within a heavy inelastic fluid, not exposed to external pressure, is proportional to the depth of that point below the surface of the fluid. Explain how it is that the pressure on the horizontal base of a vessel filled with liquid, remains the same provided the depth of the liquid and the area of the base do not change even though the quantity of liquid may vary considerably.

4. What is meant by specific gravity? Calculate the specific gravity of iron if 10 cubic inches weigh 45 oz.?

A metal whose specific gravity is 5 is mixed with half its volume of an alloy whose specific gravity is 4; find the specific gravity of the compound?

5. If a body of uniform density be immersed in a fluid and be prevented from rising by a string attached to the bottom of the vessel containing the fluid, find the tension of the string.

The specific gravity of cork is .24 and the weight of a cubic foot of water is 1000 oz., find the pressure necessary to hold down under water a cubic foot of water.

6. When a body of uniform density floats on a fluid, the volume of the part immersed is to the volume of the whole body, as the specific gravity of the body is to the specific gravity of the fluid.

Water is poured into a vessel containing mercury, and an iron cylinder allowed to sink through the water floats with its axis vertical in the mercury. If the cylinder be one inch in length, find the length of the portion immersed in the mercury.

The specific gravity of iron is 7.8, that of mercury is 13.6.

7. Describe Nicholson's Hydrometer and a method for finding with it the specific gravity of a solid heavier than the liquid in which the instrument floats.

8. State and explain the effect of increased atmospheric pressure in these two cases :

(1) A solid slightly emerging from the surface of a liquid in which it is floating.

(2) A hollow cylinder filled with air, closed at top open at bottom, floating vertically with the closed top in the surface of the liquid.

9. Describe the common barometer. How would you find the atmospheric pressure on a square inch ? Does variation in the calibre of the tube of the barometer and therometer affect the respective readings, and give the reason in either case.

10. Explain the theory of the siphon.

A siphon is arranged to empty a lake. The extremity of the longer arm is always under water. It is found that the siphon works only when the barometer stands high. Give the reason of this.

UNIVERSITE DE MANITOBA.

EXAMEN, MAI, 1894.

B. A. GENERAL AND PASS.

HYDROSTATICS.

1. Définissez la matière de l'hydrostatique. Donnez les définitions des termes suivants: fluide, poudre, corps rigide, liquide, gazeux.

Montrez que la loi de la transmission de pression dans un fluide est une conséquence de la définition d'un fluide.

2. Enoncez et expliquez le paradoxe hydrostatique.

Dans la paroi horizontale supérieure d'un vase clos et rempli de fluide, il y a un endroit qui ne peut résister une pression plus grande que 12 lbs. sur le pied carré. Un piston dont la surface est 2 pouces carrés, est ajusté dans cette paroi, quelle pression faut-il lui appliquer pour déterminer la rupture du vase?

3. La pression à un point quelconque à l'intérieur d'un fluide pésant et exempt de toute pression extérieure, est proportionelle à la profondeur de ce point au dessous de la surface du fluide.

Expliquez comment il peut se faire que la pression sur la base horizontale d'un vase remplie de liquide reste la même tant que la surface de la base et la profondeur du liquide ne change pas, quoique la quantité de liquide peut varier considérablement.

4. Qu'entend-on par poids spécifique?

Calculez le poids spécifique du fer, si 10 pouces cubes pèsent 45 oz.

Un métal dont le poids spécifique est 5, est mélangé avec la moitié de son volume d'un alliage dont le poids spécifique est 4; trouvez le poids spécifique du mélange.

5. Si un corps de densité uniforme plongé dans un liquide est empêché de s'élever à la surface par une corde attachée au fond du vase, trouvez la tension de la corde.

Le poids spécifique du liège est de .24 et le poids d'un pied cube d'eau est de 1000 oz., trouvez la force qu'il faut pour tenir sous l'eau un pied cube de liège.

6. Le volume de la partie immergée d'un corps homogène flottant dans un liquide est au volume de tout le corps, comme le poids spécifique du corps est au poids spécifique du fluide.

On verse de l'eau dans un vase contenant du mercure, un cylindre de fer y est introduit et se tient debout, partie dans le mercure, le reste dans l'eau. Si le cylindre est un pouce en longueur, trouvez la longueur de la partie plongée dans le mercure, Le p. sp. du fer étant 7.8 celui du mercure 13.6.

7. Décrivez l'hydromètre de Nicholson et une méthode pour trouvez par son moyen le poids spécifique d'un solide plus pesant que le liquide dans lequel l'instrument flotte.

8. Enoncez et expliquer l'effet produit par une augmentation de pression atmosphérique dans les deux cas suivants :

(1) Un solide flotte dans un liquide sans être complètement submergé.

(2) Un cylindre cru contenant de l'air fermé en haut, ouvert en bas, se tient debout avec sa surface supérieure dans la surface du liquide.

9. Décrivez le baromètre ordinaire. Comment peut-on trouver la pression de l'atmosphére sur un pouce carré. Est-ce qu'une variation de calibre dans le tube d'un baromètre en affecte la hauteur ? Est-ce la même chose pour le thermomètre ? Donnez la raison pour la réponse.

Expliquez la théorie du siphon ?

Pour vider un lac on instale un siphon dont le plus long bras se termine dans de l'eau. On trouve que le siphon ne marche que quand la colonne barométique est haute. Donnéz la raison de ce phénomène.

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EXAMINATIONS, MAY, 1894

PHYSICS.—Paper I.

GENERAL B.A.

1. Define the following terms: Force, stress, momentum, energy, centre of gravity.

2. Define *acceleration*. How would you experimentally determine the acceleration of gravity?

3. State the laws of fluid pressure.

A bale of cotton is to be subjected to a pressure of 2,000 pounds in a press worked by hand. Draw a diagram of such a press, giving dimensions, length of lever arm and strength required for the purpose.

4. Distinguish between density and specific gravity.

Explain fully how you would ascertain the sp. gr. of a substance soluble in water.

5. Explain clearly the cause of *quality* in a musical tone. What is the cause of *discord* or *harmony* when two notes are sounded simultaneously?

6. How may it be shown that the temperature of the air affects the velocity of sound?

7. Give the laws for transverse vibrations of stretched strings.

A and B are two similar wires. A is 2 feet long and has a stretching weight of 8½ pounds. B is four feet long and stretched by a weight of 34 pounds. How are the notes which the wires yield related to each other?

8. Define the terms boiling point, latent heat, and temperature.

If 10 gm. of steam at 100° is condensed in a kilogram of water at 0°, and the temperature of the water is raised to 6.3°; what is the latent heat of steam?

9. Water boils at 212° F, and mercury at 662° F. If equal quantities of each be heated in similar vessels over similar sources of heat, the mercury will boil first. How do you explain this?

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EXAMINATIONS, MAY, 1894

GENERAL B. A. COURSE.

PHYSICS.—2ND PAPER.

1. Give laws for the reflection of light. Explain clearly, with the help of a diagram, why a vessel when empty appears deeper than when filled with water.

2. How would you compare the relative intensities of two sources of light?

Two lamps distant respectively 12 and 240 feet appear equally bright. What is the candle power of the more distant one, the nearer one being of 8 c. p.

3. Describe a method of ascertaining the velocity of light.

4. Prove that if an object in front of a plane mirror moves through a distance d away from the mirror, the image will move through the same distance, whereas if the mirror moves parallel to itself through the same distance, the image will move through a distance twice as great.

5. How would you ascertain the focal length of a concave spherical mirror?

An object 3 inches long is held 6 inches in front of a *convex* mirror whose radius of curvature is 2 feet. Find the nature, position and megnitude of the image. Draw a neat diagram showing the path of the rays of light.

6. How would you account for the fact that a ribbon purchased by gas-light, appeared next morning to match very imperfectly the dress with which it was to be worn?

7, Sketch neatly an ordinary gold-leaf electroscope and explain how you would charge it positively by induction.

8. Describe an experiment to show that static electricity resides on the surface of an insulated conductor.

9. Sketch four cells connected (*a*) in series, (*b*) multiple arc, (*c*) abreast.

Mention the more common batteries in ordinary use, and state for what purposes each is best adapted, with reasons therefor.

10. Describe the construction and explain fully the principle of the ordinary astatic galvanometer.

11. What is Ampire's theory of the magnet?

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EXAMINATIONS, MAY, 1894.

MENTAL AND MORAL SCIENCE.—GENERAL.

STEWART.

1. Explain the term "Active Principles" as designating the appetites and desires and examine its applicability to the Moral Faculty.

2. Give a brief account of the desire of superiority and combat the allegation that it is necessarily malevolent.

3. *(a)* Examine the claim that our benevolent affections are resolvable into self-love.
(b) State after Stewart the final cause of deliberate resentment.

4. State and combat the view of Bentham as to the ground of moral distinctions.

5. State and examine Hutcheson's Moral Sense theory.

6. *(a)* "Liberty," according to some "consists only in a power to act as we will." Examine this statement.
(b) In what does the freedom of will consist and how is it shown that man possesses it.
(c) Define necessitarianism and state the course of argument by which it is sought to be established.

7. Examine the view which resolves all virtue into benevolence.

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EXAMINATIONS, MAY, 1894.

MENTAL AND MORAL SCIENCE.—SPECIAL AND GENERAL.

HAMILTON.

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Special B. A. will take 2, 3, 4, 5, 6, 7, 9, 10, 11.

1. *(a)* Distirguish Psychology and Metaphysics; Empirical and Philosophical Knowledge; the two significations of Substance.

(b) Vindicate as against its assailants the competence of the human mind for metaphysical enquiry.

2. *(a)* State exactly and at length the place which Hamilton assigns to consciousness in philosophical enquiry.

(b) Explain what is meant by incomprehensibility as a characteristic of a fact of consciousness.

3. Shew (*a*) on general grounds and (*b*) by reference to memory that consciousness is not a separate faculty of mind.

4. Compare the division of the mental faculties by Reid and Hamilton respectively.

5. State the grounds on which Reid's title to be regarded as a natural realist might be questioned and adduce the considerations which notwithstanding prove him to have been such.

6. Compare *(a)* Hamilton's views of space with Kant's and *(b)* their views respectively of mental identity.

7. Give a brief account of the laws of association and show after Hamilton that they can be reduced to one great law.

8. *(a)* Establish the existence of native notions; (*b*) their authority; (*c*) discuss the nature of the necessity which is said to be their criterion.

9. Distinguish judgment as involved in the most elementary consciousness and its exercise on the ideas supplied in experience.

10. State and examine Hamilton's doctrine of the relativity of human knowledge.

11. Vindicate as against Hamilton the power of the human mind to attain a real knowledge of God.

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EXAMINATIONS, MAY, 1894

GENERAL COURSE AND PASS.

LOGIC—JEVONS.

1. Name and define the three parts of logical doctrine and the three corresponding operations of mind.

2. Define the following terms:—Singular, general, collective, positive, negative, privative, relative, absolute and connotative, and give an example of each.

3. State fully what is meant by the extension and the intention of a term, and give the law that governs the relation of the two. Illustrate fully.

4. (*a*) Name and define the four kinds of categorical propositions; (*b*) indicate the quantity of subject and predicate in each; (*c*) On condition of A, E, I, O, being in turn true, tell what is the effect on each of the propositions in opposition to it; (*d*) quote the laws of logical opposition.

5. Define inference and conversion. Name and fully explain the four kinds of conversion and give an example to illustrate each kind.

6. State exactly the rules of the syllogism and apply them in determining the validity or non-validity of AEI, IIA, IAI, IEA, OIO, AAI.

7. Explain fully what is meant by the mood and by the figure of a syllogism. Test EAE, AAI in each of the four figures.

8. Test the validity of (*a*) No man is free who is enslaved by his appetites. Freedom is essential to responsibility. A drunkard, then, is not responsible, for he is enslaved by his appetites. (*b*) Punishment should not be allowed, for it is an evil, and no evil should be allowed even for the purpose of doing good.

9. Explain the inductive, deductive and complete methods.

10. Give and explain the rules of logical division.

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EXAMINATIONS, MAY, 1894.

GENERAL B. A.

HISTORY.

1. Describe the battle of Salamis and give the circumstances which immediately preceded it.

2. Give an account of the Confederacy of Delos, and describe the misconduct and conviction of Pansanias.

3. Give a sketch of the administration of Pericles. To what features in his character would you attribute his greatness?

4. What is known as Glamorgan's treaty? Discuss fully the connection of Charles 1st with this treaty.

5. Sketch briefly the career of Richard Cromwell.

6. Write notes on *(a)* the execution of Sir Henry Vane, *(b)* the Savoy Conference, *(c)* the fall of Clarendon.

7. Explain the different effects of the Revolution on England, Scotland and Ireland respectively.

8. Write brief notes on *(a)* the Pragmatic Sanction, *(b)* Maria Theresa, *(c)* the career of Clive.

9. Give the exclusive powers of Provincial Legislatures under the British North America Act.

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EXAMINATIONS, MAY, 1894

GENERAL B. A.

CHAUCER.

1. What is Chaucer's principal divergence from regularity in the matter of rhyme in the Squire's Tale?

2. Give the meaning of the following Chaucerian words:—Wayten, wem, sikerly, skiles, dere, kytheth, alderfirst, barme, can, chalk.

3. "In at the halle dore al sodeynly
Ther came a knight."

(*a*) What four things of miraculous agency did he bring with him?

(*b*) Which one of them is it that plays a part in the Squire's Tale of Love?

(*c*) What effects could be wrought by each?

4. Scan the following lines:

(*a*) "Nay, sir," quod he, "but I wol seye as I can."
(*b*) Ech man wot well—that a kinge's feste.
(*c*) Till wel ny the day bigan to springe.
(*d*) Ybeten hath she hirself so pitously.

5. (*a*) Of what may final *e* be the sign in Chaucer?

(*b*) What was the custom in Chaucer's time in regard to the use of negatives?

(*c*) Parse *seten* in the following:

"Salueth kinge and queen, and lordes alle
By ordre as they *seten* in the halle."

(*d*) Paraphrase—

"Men loven of proper kynde newfangelnesse."

(*e*) Give derivation of steward, worship, lorn.

(*f*) Parse the various pronominal forms in—

"For ye yourself upon yourself you wreke."

(*g*) "As in a toumbe is all the faire above,
And under is the corps, swich as ye wot,
Swich was this ypocrite bothe colde and hot."

Point out the figure of speech in this extract:—Who is the speaker, and of whom does he speak?

SPENSER.

1. State your opinion as to whether Spenser impairs the artistic beauty of his work by such a description as that of the death-struggles of the monster Error in the wood.

2. Explain meaning of following:
Leman, eftsoones, read, welke, lin, reed, bidding his beades, cheere, rosy-fingered morning.

3. Point out the figure in each of the following:
(*a*) "This is the wandring wood."
(*b*) "The lady when she saw her champion fall
Like the old ruins of a broken wall."
(*c*) "The spark of native vertue gan revive."
(*d*) "Sober he seemed and very sagely sad."

4. What device is used by the poet in the following for the sake of effect:—
(*a*) "the flashing fire flies
As from a forge out of their burning shields,
And streams of purple blood new dyes the verdant fields."

5. Who or what is represented by the following:
(*a*) The Red-crosse Knight, (*b*) Una, (*c*) Duessa, (*d*) The Dwarf, (*e*) The three brothers, Sans foy, Sans loy and Sans joy.

6. Describe in a few words Archimago's "little lowly hermitage," with its surroundings.

7. How is the poet's skill shown in the following:
"Two goodly trees.....
And their green leaves trembling with every blast,
Made a calm shadow far in compass round."

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EXAMINATIONS, MAY, 1894.

GENERAL B. A.

COWPER AND GENUNG.

1. *(a)* What was the state of society in England in Cowper's time?

(b) Name the chief characteristics of Cowper as a writer.

2.

The sound of war
Has lost its terror ere it reaches me;
Grieves, but alarms me not. I mourn the pride
And avarice that make man a wolf to man,
Hear the faint echo of those brazen throats
By which he speaks the language of his heart,
And sigh, but never tremble at the sound.
He travels and expatiates, as the bee
From flower to flower, so he from land to land;
The manners, customs, policy of all
Pay contribution to the store he gleans,
He sucks intelligence in every clime,
And spreads the honey of his deep research
At his return, a rich repast for me.

Paraphrase the foregoing passage, explain the allusions and point out the figures of speech in it.

3. Explain the following passages and give their context:

A Roman meal—no powdered pert—
his destructive scythe—cad-devoted Time—
he of Gath—is consolidated soon upon their
jutting breasts—of Indian fume—
the Midas finger of the state—Ingenious
Cowley—Like a swarth Indian with his belt of beads.

4. *(a)* "Cowper brought back nature to poetry, and his influence has been extensive and lasting."

Explain this statement fully.

"Impressions small to us were great to him;
and in a room, a garden, he found a world."

Illustrate this statement from "The Winter Evening."

GENUNG.

1. What are the principal rules and cautions to be observed in the choice of words?

2. Explain clearly what is meant by Retrospective Reference, and give examples of the same.

3. Define Suspension, point out the field of its use, and name the principal means of effecting suspense.

4. What cautions should be observed in the use of Figurative Language?

5. Outline the scheme of a typical paragraph structure.

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EXAMINATIONS, MAY, 1894.

GENERAL B. A.

FRENCH GRAMMAR.

1. When is the definite article used in French as opposed to its use in English? Give examples in your answers.

2. What classes of adjectives are generally placed after the noun?

3. Form the plural of arc-en-ciel, chef-lieu, avant-garde, and give the principal rules for the formation of compound nouns.

4. Form the feminine of *secret, gouverneur, serviteur, acteur, mineur, bénin, favori, franc, fruis, long, malin, sec.*

6. Write out the simple tenses of the indicative and subjunctive of *falloir*, and by means of this verb translate into French:

(a) Jane needs a knife; give her yours.
(b) I shall have to sell my books, because I am hungry.
(c) You must find some one to give you bread.
(d) They will have to write at this examination.

7. Translate:

(a) La vache que j'ai fait tuer.
(b) Les dames que j'ai entendues chanter.
(c) Les chansons que j'ai entendu chanter.

And state the rules for the agreement of the past participle when followed by an infinitive.

8. Translate into French:

Alexander the Great, King of Macedonia, having conquered Darius, King of Persia, made a large number of prisoners, and, among others, the wife and mother of Darius. Now according to the laws of war he might have made slaves of them, but he had too much greatness of soul to make a bad use of his victory; he, therefore, treated them as queens, and showed them the same attentions and respect as if he had been their subject; which Darius hearing, said that Alexander deserved to be victorious, and was alone worthy to

reign in his stead. Observe by this how virtue and greatness of soul compel even enemies to bestow praise.

9. Translate into English:

LE REQUIEM.

Un jour que Mozart était plongé dans una profonde rêverie, il entendit un carosse s'arrêter à sa porte. On lui annonce un inconnu, qui demande à lui parler: on le fait entrer; il voit un homme d'un certain âge, fort bien mis, les manières les plus nobles, et même quelque chose d'imposant: "Je suis chargé, monsieur, par un homme très considérable, de venir vous trouver."—"Quel est cet homme?" interrompit Mozart. "Il ne veut pas être connu."—"A la bonne heure! et que désire-t-il?"—"Il vient de perdre une personne qui lui était bien chère, et dont la mémoire lui sera éternellement précieuse; il veut célébrer tous les ans sa mort par un service solennel, et il vous demande de composer un requiem pour ce service." Mozart se sensit vivement frappé de ce discours, du ton grave dont il était prononcé, de l'air mystérieux qui semblait répandu sur toute cette aventure. Il promit de faire le requiem. L'inconnu continue: "Mettez à cet ouvrage tout votre génie; vous travaillez pour un connaisseur en musique."—"Tant mieux."—"Combien de temps demandez-vous?"—"Quatre semaines."—"Eh bien, je reviendrai dans quatre semaines. Quel prix mettez-vous à votre travail?"—'Cent ducats." L'inconnu les compte sur la table et disparaît.

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EXAMINATIONS, MAY, 1894

GENERAL B. A. COURSE.

GERMAN GRAMMAR AND COMPOSITION.

1. Write sentences showing the proper use of the pronouns of address (sing. and pl.), introducing also the corresponding correlatives (possessive adjectives.)

2. Give a list of nouns which are feminine *(a)* by signification, *(b)* by form, with exceptions.

3. Give the gen sing. and the nom. pl. of the following nouns, prefixing the definite article to indicate the gender in each case; Herz, Name, Monat, Gewand, Kaese, Mensch, Gabel, Glaube, Landsmann.

4. Translate the following sentences, giving any rules for the position of objects, adverbs, &c., suggested by them:

(a) He went home yesterday, at five o'clock.

(b) These trees become green very quickly.

(c) Since I have been here, I have studied my grammar very diligently.

(d) He said apples were not good to eat.

5. Distinguish between: sondern and aber; der See and die See; die Banken and die Baenke; die Baender, die Bande, die Baende, and between the verbs durchreisen and uebersetzen when the prefix is separable and when inseparable.

6. Give a list of verbs after which the dative without a preposition, stands as the sole object.

7. Translate into German:

(a) Have you opened the letters which have just arrived?

(b) I have tried to learn it, but it is too hard for me and I have given it up at last.

(c) It appears to me that this hall in which we are writing is the best one that we could at all have got. The only fault seems to be, that here as elsewhere the three hours allowed us pass all too quickly.

(d) One day as I was going down town, my friend met me, and told me that he was very sorry, yet it was impossible for him at present to repay the money.

(e) If I liked apples, you may be sure that I would always have some at my place.

8. Translate into English:

Winterzeit ist harte Zeit fuer den armen Mann, und der Spatz ist ein armer Mann. Seine Mittel gestatten ihm nicht, groeszere Reisen zu unternehmen und den Winter im Sueden zuzubringen. Er bleibt im Lande und naehrt sich—wie er kann, redlich oder unredlich, er unterscheidet nicht gar zu genau, denn schlieszlich—man musz leben. So lange es noch huebsch warm ist, thut es sich ja. Das taegliche Brod findet sich auf der Strasze, auf dem Felde und im Garten, ein kleines Dessert stiehlt man sich vom Bauer des Kanarienvogels oder des Zeisigs am offenen Fenster, wo immer von einem Stueckchen Zucker oder in Milch geweichtem Weiszbrod etwas genascht werden kann, ohne dasz die armen, rechtmaeszigen Eigenthuemer sich dagegen wehren koennten, aber im Winter wo Alles fest gefroren, alle Fenster fest geschlossen, Alles hoch mit Schnee bedeckt ist, da kommen dann die Nahrungs-sorgen, die dem armen Spatz so manches Kopfzerbrechen verursachen.

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EXAMINATIONS, MAY. 1894.

GERMAN—GENERAL.

LESSING AND SCHILLER.

1. Translate:

Das Fraeulein. Wissen Sie was, Herr Wirth? Ich weisz mich in dieser Sache nicht zu nehmen. Ich dachte, Sie lieszen die ganze Schreiberei bis auf die Ankunft meines Oheims. Ich habe Ihnen schon gestern gesagt, warum er nicht mit mir zugleich angekommen. Er verungluekte zwei Meilen von hier mit seinem Wagen, und wollte durchaus nicht, dasz mich dieser Zufall eine Nacht mehr kosten sollte. Ich muszte also voran. Wenn er vier und zwanzig Stunden nach mir eintrifft so ist es das laengste.

Der Wirth. Nun ja, gnaediges Fraeulein, so wollen wir ihn erwarten.

Das Fraeulein. Er wird auf Ihre Fragen besser antworten koennen. Er wird wissen, wem und wie weit er sich zu entdecken hat, was er von seinen Geschaeften anzeigen musz, und was er davon verschweigen darf.

Der Wirth. Desto besser! Freilich, freilich kann man von einem jungen Maedchen (die Franciska mit einer bedeutenden Miene ansehend) nicht verlangen, dasz es eine ernsthafte Sache mit ernsthaften Leuten ernsthaft traktire.

Parse daechte, lieszen, Wagen, Geschaeften, eintrifft, conjugating the verbs and giving the gender and plural of the nouns.

3. "Ich muszte also voran." Point out the idiom.

4. "Verungluekte," "entdeckte." Give the roots and the force of each of the preformatives.

5. Translate:

v. Tellheim. Du marterst mich; du hoerst es ja, ich will dein Schuldner nicht sein.

Werner. Erst ziemte es sich nicht; nun wollen Sie nicht? Ja, das ist was anders. (Etwas aergerlich) Sie wollen mein Schuldner nicht sein? Wenn Sie es denn aber schon waeren, Herr Major! Oder sind Sie dem Manne nichts schuldig, der einmal den Hieb auffing, der Ihnen den Kopf spalten sollte, und ein andermal den Arm vom Rumpfe hieb, der eben losdruecken und ihnen die Kugel durch die Brust jagen wollte?

Was koennen Sie diesem Manne mehr shuldig werden? Oder hat es mit meinem Halse weniger zu sagen als mit meinem Beutel? Wenn das vornehm gedacht ist, bei meiner armen Seele, so ist es auch sehr abgeschmackt gedacht.

6. "Du hoerst es ja." Give the force of ja here.

7. "Der einmal den Hieb." Accentuate the word "einmal" here. What other accent can it take and with what change of meaning?

8. "Ihnen den Kopf spalten." Point out the idiom.

9. Conjugate the verbs in Auffing, hieb, losdruecken, abgeschmackt.

10. Give the gender and plural of Kopf, Arm, Kugel, Brust, Hals.

11. Sketch the character of v. Tellheim.

12. Translate:

Regentin. Habt Ihr den Bericht ausfuehrlich genug gemacht?

Machiavell. Ausfuehrlich und umstaendlich, wie es der Koenig liebt. Ich erzaehlte, wie zuerst zu St. Omer die bilderstuermerische Wuth sich zeigt—wie eine rasende Menge mit Staeben, Beilen, Haemmern, Leitern, Stricken versehen, von wenig Bewaffneten begleitet, erst Kapellen, Kirchen und Kloester anfallen, die Andaechtigen verjagen, die verschlossenen Pforten aufbrechen, Alles umkehren, die Altaere niederreiszen, die Statuen der Heiligen zerschlagen, alle Gemaelde verderben, Alles was sie nur Geweihtes, Geheiligtes antreffen, zerschmettern, zerreiszen, zertreten—wie sich der Haufe unterwegs vermehrt, die Einwohner von Ypern ihnen die Thore eroeffnen—wie sie den Dom mit unglaublicher Schnelle verwuesten, die Bibliothek des Bischofs verbrennen—wie eine grosze Menge Volks, von gleichem Unsinn ergriffen, sich ueber Menin, Comines, Verwich, Lille verbreitet, nirgend Widerstand findet, und wie fast durch ganz Flandern in Einem Augenblicke die ungeheure Verschwoerung sich erklaert und ausgefuehrt ist.

13. Parse Staeben, Beilen, Haemmern, Kapellen, Kloester, Statuen, giving gender and plural.

14. "Leitern." Parse. What other gender and meaning has the word.

15. "Alles was Sie nur." Give the force of "nur" here.

16. Conjugate zerschlagen, zerreiszen, zertreten, verbrennen.

17. "Versehen." Parse. Give the primary meaning of this word.

18. Translate:

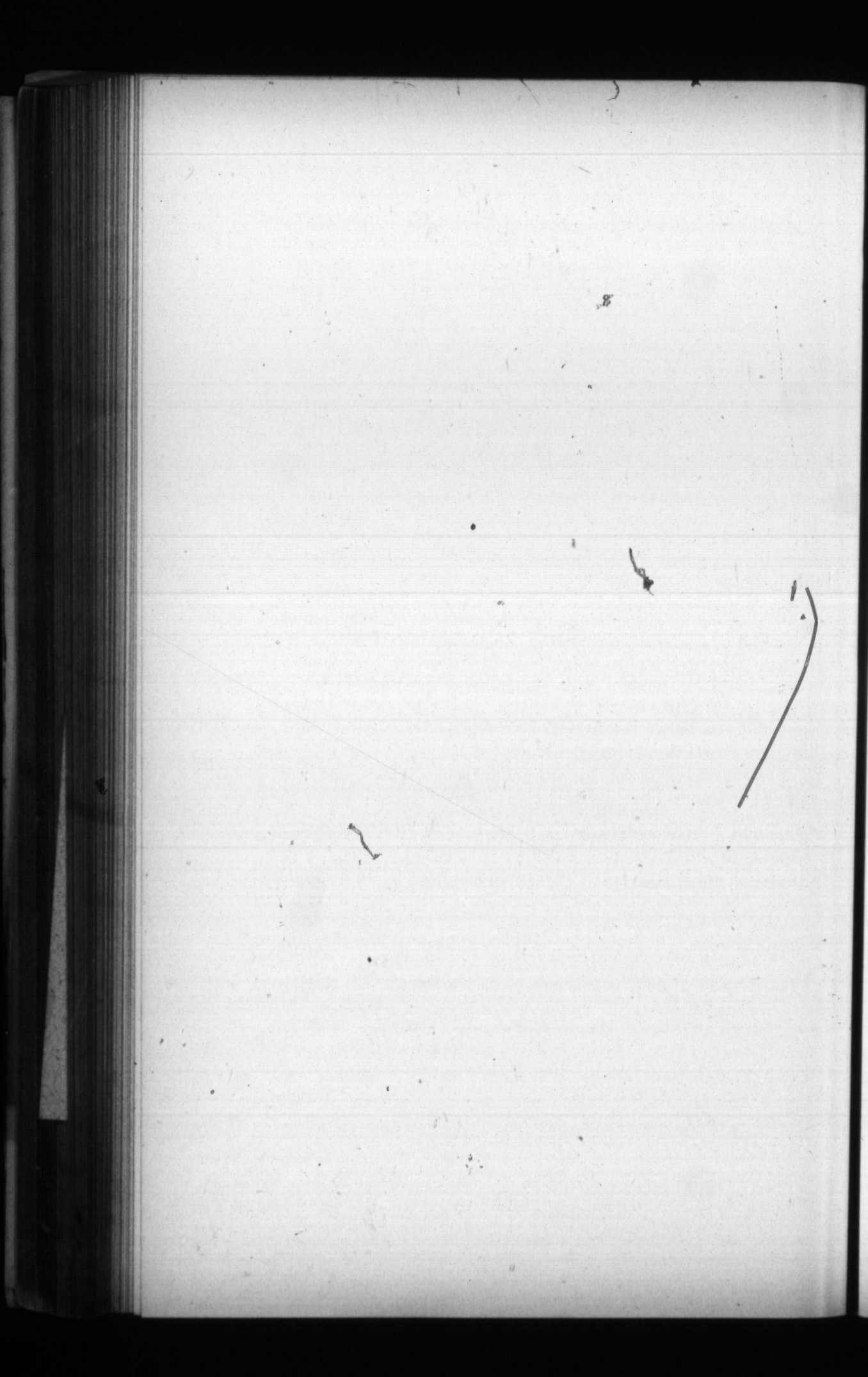
Egmont. Leider rechtfertigen Deine Worte die Furcht des Volks, die allgemeine Furcht! So hat er denn beschlossen, was kein Fuerst beschlieszen sollte. Die Kraft seines Volks, ihr Gemueth, den Begriff, den sie von sich selbst haben, will er schwaechen, niederdruecken, zerstoeren, um sie bequem regieren zu koennen. Er will den innern Kern ihrer Eigenheit verderben; gewisz in der Absicht, sie gluecklicher zu machen. Er will sie vernichten, damit sie etwas werden, ein ander Etwas. O! wenn seine Absicht gut ist, so wird sie miszgeleitet! Nicht dem Koenige widersetzt man sich; man stellt sich nur dem Koenige entgegen, der einen falschen Weg zu wandeln die ersten ungluecklichen Schritte macht.

Alba. Wie Du gesinnt bist, scheint es ein vergeblicher Versuch, uns vereinigen zu wollen. Du denkst gering vom Koenige und veraechtlich von seinen Raethen, wenn Du zweifelst, das Alles sei nicht schon gedacht, geprueft, gewogen worden. Ich habe keinen Auftrag. jedes Fuer und Wider noch einmal durchzugehen. Gehorsam fordre ich von dem Volke—und von Euch, ihr Ersten, Edelsten Rath und That als Buergen dieser unbedingten Pflicht.

19. Parse Volks, Absicht, Raethen, Buergen, giving gender and plural.

20. "Nicht dem Koenige, &c." Write a note bringing out the exact force of the antithesis here.

21. Sketch the character of Claerchen as given by Goethe.



UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1894

SALLUST AND CICERO.—PREVIOUS.

1. Translate:
Traduisez:

(i) Fuêre eâ tempestate, qui dicerent Catilinam, oratione habitâ, quum ad jusjurandum populares sceleris sui adigeret, humani corporis sanguinem vino permixtum in pateris circumtulisse; inde, quum post exsecrationem omnes degustavissent, sicuti in solemnibus sacris fieri consuevit, aperuisse consilium suum; atque eo, dictitare, fecisse, quo inter se magis fidi forent, alius alii tanti facinoris conscii. Nonnulli ficta et hæc et multa præterea existimabant ab iis, qui Ciceronis invidiam, quæ postea orta est, leniri credebant atrocitate sceleris eorum, qui pœnas dederant. Nobis ea res pro magnitudine parum comperta est

(ii) Scitis equidem, milites, socordia atque ignavia Lentuli quantam ipsi cladem nobisque attulerit; quoque modo, dum ex urbe præsidia opperior, in Galliam proficisci nequiverim. Nunc vero quo in loco res nostræ sint, juxtà mecum omnes intelligitis. Exercitus hostium duo, unus ab urbe, alter a Galliâ obstant: diutius in his locis esse, si maximè animus ferat, frumenti atque aliarum rerum egestas prohibet. Quocumque ire placet, ferro iter aperiendum est. Quapropter vos moneo, uti forti atque parato animo sitis, et, quum prœlium inibitis, memineritis vos divitias, decus, gloriam, præterea libertatem atque patriam in dextris vestris portare. Si vincimus, omnia nobis tuta erunt, commeatus abundè, coloniæ atque municipia patebunt: sin metu cesserimus, eadem illa adversa fient: neque locus neque amicus quisquam teget, quem arma non texerint.

2. (*a*) Account for the mood of:
Donnez la raison d'être du cas de:
Adigeret, fieri, forent in (i), and attulerit, ferat, sitis, inibitis in (ii).

(*b*) Give principal parts of:
Donnez les parties principales de:
Orta, permixtum, in (i), patebunt, in (ii).

3. Parse:
Analysez:

Catilinam, dictitare, facinoris, alii, in (i); ire, esse, vos, animo, in (ii).

4. *(a)* Derive:
Donnez l'étymologie de:
Socordia, praesidia, frumenti, municipia, in (ii).

(b) What was the date of the conspiracy? State the object that Sallust had in writing this history. Point out some peculiarities of his style.

Quelle était la date de la conspiration? Quel but Salluste se proposa-t-il en écrivant cette histoire? Indiquez quelques unes des choses particulières dans son style.

5. Translate:
Traduisez:

Itaque hæc vobis provincia, Quirites, si et belli utilitatem et pacis dignitatem retinere vultis, non modo a calamitate, sed etiam a metu calamitatis est defendenda. Nam ceteris in rebus, quum venit calamitas, tum detrimentum accipitur: at in vectigalibus non solum adventus mali, sed etiam metus ipse affert calamitatem. Nam quum hostium copiæ non longe absunt, etiamsi irruptio facta nulla sit, tamen pecora relinquuntur, agricultura deseritur, mercatorum navigatio conquiescit. Ita neque ex portu neque ex decumis neque ex scriptura vectigal conservari potest.

6. Parse:
Analysez:
Vobis, vultis, defendenda, adventus, affert, pecora, decumis.

7. Write explan tory notes on:
Ecrivez des notes explicatives sur:
Provincia, mercatorum, ex portu, ex decumis, ex scriptura.

8. Translate:
Traduisez:

Quo mihi etiam indignius videtur, obtrectatum esse adhuc, Gabinio dicam, anne Pompeio, an utrique? (id quod est verius:) ne legaretur A. Gabinius Cn. Pompei expetenti ac postulanti. Utrum ille, qui postulat ad tantum bellum legatum, quem velit, idoneus non est, qui impetret, quum ceteri ad expilandos socios diripiendasque provincias, quos voluerunt, legatos eduxerint: an ipse, cujus lege salus ac dignitas populo Romano atque omnibus gentibus constituta est, expers esse debet gloriæ ejus imperatoris atque ejus exercitus, qui consilio ipsius atque periculo est constitutus?

9. Obtrectatum esse, legaretur velit, impetret, eduxerint.

Parse these words, giving reasons for their mood.
Analysez ces mots, donnant les raisons d'être du mode.

10. Obtrectatum esse, Cn. Pompeio expetenti ac postulanti, periculo.

Explain clearly the circumstances here referred to.
Expliquez clairement les circonstances auxquelles il est fait allusion ici.

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EXAMINATIONS, MAY, 1894.

PREVIOUS LATIN.

HORACE.

1. Translate:
Tradiusez:

SCRIBERIS Vario fortis et hostium
Victor Mæonii carminis alite
Quam rem cunque ferox navibus aut equis
Miles te duce gesserit.
Nos, Agrippa, neque hæc dicere, nec gravem
Pelidæ stomachum cedere nescii,
Nec cursus duplicis per mare Ulixei,
Nec sævam Pelopis domum
Conamur, tenues grandia, dum pudor
Imbellisque lyræ Musa potens vetat
Laudes egregii Cæsaris et tuas
Culpa deterere ingeni.
Quis Martem tunica tectum adamantina
Digne scripserit? aut pulvere Troico
Nigrum Merionen? aut ope Palladis
Tydiden Superis parem?

2. Scan the first stanza of this ode, and give the rules for the quantity of the last syllable of each word in the stanza.
Scandez la première stance de cette ode, et donnez les règles pour la quantité de la dernière syllabe de chaque mot dans la stance.

3. Translate:
Tradiusez:

Ergo Quintilium perpetuus sopor
Urget! cui Pudor et Justitiæ soror
Incorrupta Fides nudaque Veritas
Quando ullum inveniet parem?
Multis ille bonis flebilis occidit,
Nulli flebilior quam tibi, Virgili.
Tu frustra pius heu non ita creditum
Poscis Quintilium Deos.
Quod si Threicio blandius Orpheo
Auditam moderere arboribus fidem,

Non vanæ redeat sanguis imagini,
Quam virga semel horrida,
Non lenis precibus fata recludere,
Nigro compulerit Mercurius gregi.
Durum : sed levius fit patientia,
Quidquid corrigere est nefas.

4. Parse :
Analysez : Occidit, poscis, moderere, semel, precibus.

5. Account for the moods in :
Donnez la raison d'être des modes dans ;
Moderere, redeat, recludere.

6. Account for the case of :
Donnez la raison du cas dans ; Nulli, Quintilium (line 8) deos, Orpheo, arboribus.

7. Write explanatory notes on :
Ecrivez des notes explicatives sur ;
Quintilium, (ligne 8) Pudor, frustra, virga, Mercurius.

8. Translate :
Traduisez :

Poscimur. Si quid vacui sub umbra
Lusimus tecum, quod et hunc in annum
Vivat et plures, age dic Latinum,
Barbite, carmen,
Lesbio primum modulate civi ;
Qui ferox bello tamen inter arma
Sive jactatam religarat udo
Litore navim,
Liberum et Musas Veneremque et illi
Semper hærentem puerum canebat
Et Lycum nigris oculis nigroque
Crine decorum.
O decus Phœbi et dapibus supremi
Grata testudo Jovis, o laborum
Dulce lenimen, mihi cunque salve
Rite vocanti.

9. Parse :
Analysez : Vacui, barbite, vivat, hærentem, dapibus.

10. Write grammatical notes on :
Ecrivez des notes grammaticales sur : Modulate, civi, navim, cunque.

11. Write explanatory notes on :
Ecrivez des notes explicatives sur : Latinum. Lesbio, civi, puerum, testudo.

12. Scan the first stanza of this ode, and tell to what class of metres it belongs.
Scandez la première stance de cette ode, et dites à quel gendre métrique elle appartient.

UNIV

TIME.—One ho

1. Transla

Quod factu
enim, illo int
remoto, licen
sisse, militibu
maximi fierer
quô manus p
siones. Id
amitteret opt
non æquo ani
paulo antè in
offensá in eu
tyrannum nor
Hæc ille int
quorsum evade
et ait, "eum
et odium milit
suorum negoti
si invenisset io
versariosque
sensus apertur

2. Translate

There were
ant of Catiline
the conspirator
that along with
favoured the re
Pompey's uniqu
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that any one sh
authority shou
spirators' true i
them. Catiline

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EXAMINATIONS, MAY, 1894

PREVIOUS.

LATIN FOR SCHOLARSHIPS.

TIME.—One hour and a half.

1. Translate :—

Quod factum omnibus maximum timorem injecit: nemo enim, illo interfecto, se tutum putabat. Ille autem, adversarii remoto, licentiùs eorum bona, quos sciebat adversùs se sensisse, militibus dispertivit. Quibus divisis, quum quotidiani maximi fierent sumptus, celeriter pecunia deesse cœpit; neque, quô manus porrigeret, suppetebat, nisi in amicorum possessiones. Id ejusmodi erat ut, quum milites reconciliâsset, amitteret optimates. Quarum rerum curâ frangebatur; et, non æquo animo ferebat de se ab iis male existimari, quorum paulo antè in cœlum fuerat elatus laudibus. Vulgus autem, offensá in eum militum voluntate, liberiùs loquebatur, et tyrannum non ferendum dictitabat.

Hæc ille intuens, quum, quemadmodum sedaret, nesciret, et quorsum evaderent, timeret, Callicrates quidam, adit ad Dionem, et ait, "eum magno periculo esse, propter offensionem populi et odium militum; quod nullo modo evitare posset, nisi alicui suorum negotium daret, qui se simularet illi inimicum; quem si invenisset idoneum, facilè omnium animos cogniturum, adversariosque sublaturum, quod inimici ejus dissidenti suos sensus aperturi forent."

2. Translate into Latin prose :—

There were some who said that M. Crassus was not ignorant of Catiline's design. It is true he was not present when the conspirators met at Lœca's on Nov. 6th, but it is probable that along with the majority of the young aristocracy he favoured the revolution, because he thought it would destroy Pompey's unique supremacy; and he was so intensely hostile to that eminent commander that it was said that he preferred that any one should rule at Rome rather than that Pompey's authority should increase. If he had understood the conspirators' true intentions, perhaps he would not have joined them. Catiline had promised his followers the abolition of

debts and the proscription of the wealthy. He could not carry out these measures without bringing ruin upon Crassus, who had amassed immense wealth in order to make himself more secure.

Traduisez en Latin:

Il y en avait qui disaient que Marcus Crassus n'ignorait pas le dessein de Catilina. Il n'était pas present, il est vrai, lorsque les conspirateurs s'assemblèrent chez Læca le six novembre; mais il est probable qu' avec la jeune aristrocratie il favorisait la révolution, ce qui aurait l'effet de détruire la suprématie unique de Pompée; et son hostilité à l'égard de cet éminent général était telle qu'on prétend qu' il eût préfére voir n'importe qui gouverner à Rome plutôt que voir croître l'autorité de Pompée. Cependant s'il eu connu les véritables intentions des conspirateurs peut-être qu'il ne se serait pas joint à eux. Catilina avait promis à ses sectateurs l'abolition des dettes et la proscription des riches. Il ne pouvait mettre ces projets à execution sans causer la ruine de Crassus qui avait amassé des richesses énormes en vue de sa propre sécurité.

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EXAMINATIONS, MAY, 1894.

PREVIOUS.

LATIN GRAMMAR AND PROSE COMPOSITION.

Time—Three hours.

1. (*a*) Decline in the singular:
Déclinez au singulier:
Filius, facinus, quercus, solus.
(*b*) Decline in full:
Déclinez au complet:
Vis, hic, tu, duo.

2. Give the degrees of comparison of:
Donnez les degrés de comparaison de:
Ferox, malus, idoneus, asper, facile.

3. Write out in full:
Ecrivez en entier:
Fut. Indic. of *possum, eo, queror.*
Imperf. Subjunct. Act. of *facio, nolo.*
Fut. Perf. Act. of *refero.*

4. Give the principal parts of:
Donnez les temps primitifs de:
Comperio, cupio, aufero, vivo, exigo, diligo, adimo, promo.

5. What are the rules for expressing: Place *where*, *whence*, and *whither*? Give examples.
Quelles sont les régles relatives aux questions de lieu, *ubi, unde, quo?* Donnez des exemples

6. How is the agent after the gerund expressed? Give examples.
A quel cas se met le nom de l'agent après le gérondif? Donnez des exemples.

7. Write out in full in Latin:
Ecrivez au complet en Latin:
March 12th, December 25th, October 3rd, 1893.
Mars 12me, Décembre 25me, Octobre 3me, 1893.

8. Translate into Latin prose:

1. In the universal panic the king was the first to recover himself and having stretched out his right hand he showed the way to the city of his forefathers.

2. The consuls said that they had consulted the interests of the city rather than their own during their term of office, but now they would gladly of their own accord leave the comforts of their native land and spend the remainder of their lives in exile.

3. If the young man, who is now 24 years of age, had said that he had learned this sad lesson in his boyhood, he would have told a very great falsehood. May he always show himself worthy of the confidence of good men!

4. Accordingly in order that I may not say more nor prove by the example of others, how much weight high reputation possesses in war let our examples of all brilliant exploits be taken from the same Pompey. On the day on which he was appointed by you as commander in the maritime war, from the hopes and name of that one man, such a cheapness of the market suddenly ensued as a long continued peace could scarcely have produced.

8. Traduisez en prose Latine :

(1) Au milieu de la panique universelle, le roi fut le premier à recouvrer ses esprits, et ayant étendu la main droite il indiqua le chemin conduisant à la ville de ses ancêtres.

(2) Les consuls dirent qu'ils avaient consulté les intérêts de la cité plutôt que les leurs durant leur terme d'office, et maintenant ils renonceraient joyeusement et de plein gré aux douceurs du sol natal et iraient passer le reste de leur vie en exil.

(3) Si le jeune homme qui a maintenant à peu prés 24 ans eût dit qu'il avait appris cette triste leçon dans son adolescence il eût dit une grande fausseté. Puisse-t-il toujours se montrer digne de la confiance des hommes de bien !

(4) En conséquence afin de ne rien dire de plus et de ne point chercher de preuve dans les exemples d'autres quel poids une haute réputation peut avoir en guerre, entre tous les brillants exploits ne prenons pour exemple que ceux du même Pompée. Le jour où vous lui avez confié le commandement de la guerre maritime les espérances fondées sur le nom de ce seul homme furent telles que les prix du marché diminuèrent tout à coup à tel point qu'une longue paix aurait à peine pu produire le même effet.

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EXAMINATIONS, MAY, 1894.

DEMOSTHENES AND PLATO.—PREVIOUS.

DEMOSTHENES.

1. Translate:
Traduisez:

Πρῶτον μὲν τοίνυν, ὦ ἄνδρες Ἀθηναῖοι τριήρεις πεντήκοντα παρασκευάσασθαί φημι δεῖν, εἶτ' αὐτοὺς οὕτω τὰς γνώμας ἔχειν ὡς, ἐάν τι δέῃ, πλευστέον εἰς ταύτας αὐτοῖς ἐμβᾶσιν. πρὸς δὲ τούτοις τοῖς ἡμίσεσι τῶν ἱππέων ἱππαγωγοὺς τριήρεις καὶ πλοῖα ἱκανὰ εὐτρεπίσαι κελεύω. ταῦτα μὲν οἶμαι δεῖν ὑπάρχειν ἐπὶ τὰς ἐξαίφνης ταύτας ἀπὸ τῆς οἰκείας χώρας αὐτοῦ στρατείας εἰς Πύλας καὶ Χερρόνησον καὶ Ὄλυνθον καὶ ὅποι βούλεται· δεῖ γὰρ ἐκείνῳ τοῦτο ἐν τῇ γνώμῃ παραστῆσαι, ὡς ὑμεῖς ἐκ τῆς ἀμελείας ταύτης τῆς ἄγαν, ὥσπερ εἰς Εὔβοιαν καὶ πρότερόν ποτέ φασιν εἰς Ἁλίαρτον καὶ τὰ τελευταῖα πρῴην εἰς Πύλας, ἴσως ἂν ὁρμήσαιτε. οὗτοι παντελῶς οὐδ' εἰ μὴ ποιήσαιτ' ἂν τοῦτο, ὡς ἔγωγέ φημι δεῖν, εὐκαταφρόνητόν ἐστιν, ἵν' ἢ διὰ τὸν φόβον εἰδὼς εὐτρεπεῖς ὑμᾶς (εἴσεται γὰρ ἀκριβῶς· εἰσὶ γάρ, εἰσὶν οἱ πάντ' ἐξαγγέλλοντες ἐκείνῳ παρ' ἡμῶν αὐτῶν πλείους τοῦ δέοντος) ἡσυχίαν ἔχῃ, ἢ παριδὼν ταῦτα ἀφύλακτος λῃφθῇ, μηδενὸς ὄντος ἐμποδὼν πλεῖν ἐπὶ τὴν ἐκείνου χώραν ὑμῖν, ἂν ἐνδῷ καιρόν.

2. Parse the underlined words.
Analysez les mots soulignés.

3. *λῃφθῇ*—Conjugate in detail the second aor. opt. active, the first indic. pass., and the subjunctive passive.
Conjuguez en entier l'aor. second opt. actif, le futur indic. pass., et le parfait du subjonctif passif.

4. Write geographical notes on *Πύλας*, *Χερρόνησον* and *Ὄλυνθον*; and historical notes on *εἰς Εὔβοιαν* and *εἰς Ἁλίαρτον*.
Ecrivez quelques notes géographiques sur *Πύλας*, *Χερρόνησον* et *Ὄλυνθον*; et des notes historiques sur *εἰς Εὔβοιαν* et *εἰς Ἁλίαρτον*.

5. Give the derivation of *Ἀθηναῖοι* (with explanatory note) *πλευστέον*, *τριήρεις*, *ἐμβᾶσιν*, *ἀμελείας*, *ἐμποδὼν* (with explanatory note).

Donnez l'étymologie de *Ἀθηναῖοι* (avec notes explicatives) *πλευστέον*, *τριήρεις*, *ἐμβᾶσιν*, *ἀμελείας*, *ἐμποδὼν* (avec notes explicatives).

PLATO.

6. Translate:

Traduisez:

Καὶ γὰρ ἂν δεινὸν εἴη, ὦ Λυσίμαχε, τοῦτό γε, μὴ ἐθέλειν τῳ ξυμπροθυμεῖσθαι ὡς βελτίστῳ γενέσθαι. εἰ μὲν οὖν ἐν τοῖς διαλόγοις τοῖς ἄρτι ἐγὼ μὲν ἐφάνην εἰδώς, τώδε δὲ μὴ εἰδότε, δίκαιον ἂν ἦν ἐμὲ μάλιστα ἐπὶ τοῦτο τὸ ἔργον παρακαλεῖν· νῦν δ' ὁμοίως γὰρ πάντες ἐν ἀπορίᾳ ἐγενόμεθα· τί οὖν ἄν τις ἡμῶν τινὰ προαιροῖτο; ἐμοὶ μὲν οὖν δὴ αὐτῷ δοκεῖ οὐδένα. ἀλλ' ἐπειδὴ ταῦτα οὕτως ἔχει, | σκέψασθε, ἄν τι δόξω ξυμβουλεύειν ὑμῖν. ἐγὼ γὰρ φημι χρῆναι, ὦ ἄνδρες,—οὐδεὶς γὰρ ἔκφορος λόγος—κοινῇ πάντας ἡμᾶς ζητεῖν μάλιστα μὲν ἡμῖν αὐτοῖς διδάσκαλον ὡς ἄριστον, δεόμεθα γάρ, ἔπειτα καὶ τοῖς μειρακίοις, μήτε χρημάτων φειδομένους μήτε ἄλλου μηδενός ἐὰν δὲ ἡμᾶς αὐτοὺς ἔχειν ὡς νῦν ἔχομεν, οὐ ξυμβουλεύω. εἰ δέ τις ἡμῶν καταγελάσεται, ὅτι τηλικοίδε ὄντες εἰς διδασκάλων | ἀξιοῦμεν φοιτᾶν, τὸν Ὅμηρον δοκεῖ μοι χρῆναι προβάλλεσθαι, ὃς ἔφη οὐκ ἀγαθὴν εἶναι αἰδῶ κεχρημένῳ ἀνδρὶ παρεῖναι. καὶ ἡμεῖς οὖν ἐάσαντες χαίρειν εἴ τίς τι ἐρεῖ, κοινῇ ἡμῶν αὐτῶν καὶ τῶν μειρακίων ἐπιμέλειαν ποιησώμεθα.

7. Parse the underlined words.

Analysez les mots soulignés.

8. What principles are illustrated in the way in which the augments may be prefixed to the following words: *προαιροῖτο*, *ξυμβουλεύειν*, *ἀξιοῦμεν*, *κεχρημένῳ*.

Quels principles peut-on démontrer par la manaière dont l'augment peut-être mis en préfixe aux mots suivants: *προαιροῖτο*, *ξυμβουλεύειν*, *ἀξιοῦμεν*, *κεχρημένῳ*.

9. What, in Plato's opinion, constitutes: *ἀνδρεία* (distinguishing it from what spuriously passes under its name) *σωφροσύνη*, *δικαιοσύρη*? What, in his view, is the value of uneducated *versus* educated opinion? And what elements must combine to constitute education?

Qu'est ce qui, dans l'opinion de Platon, constitue : *ἀνδρεία* (distinction faite d'avec de qui passe faussement sous le même nom) *σωφροσύνη, δικαιοσύνη* ? Quelle est d'après la manière de voir de Platon la valeur d'une opinion basée sur l'ignorance relativement à celle basée sur la connaissance ? Et quels sont les éléments constitutifs de l'éducation.

10. Write notes on (a) *εἰς διδασκάλων* ; (b) the relation between the literal and metaphorical meanings of *προβάλλεσθαι* ; (c) *Οὐκ ἀγαθὴν . . . αἰδῶ κεχρημένω, ἀνδρὶ παρεῖναι.*

Ecrivez des notes sur (a) *εἰς διδασκάλων* ; (b) la relation qui existe entre le sens littéral et métaphorique de *προβάλλεσθαι* ; (c) *Οὐκ ἀγαθὴν . . αἰδῶ κεχρημένω, ἀνδρὶ παρεῖναι.*

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(b) ἀλ
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Συ
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(c) " δ

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EXAMINATIONS, MAY, 1894

PREVIOUS.—PREMIER.

HOMER.

1. Translate:
Traduisez:

(a) *καὶ τὴν μὲν κατέπεφνε θεῶν τεράεσσι πιθήσας·*
δεύτερον αὖ Σολύμοισι μαχήσατο κυδαλίμοισιν·
καρτίστην δὴ τήν γε μάχην φάτο δύμεναι ἀνδρῶν.
τὸ τρίτον αὖ κατέπεφνεν Ἀμαζόνας ἀντιανείρας.
τῷ δ' ἄρ' ἀνερχομένῳ πυκινὸν δόλον ἄλλον ὕφαινεν·
κρίνας ἐκ Λυκίης εὐρείης φῶτας ἀρίστους
εἶσε λόχον· τοὶ δ' οὔ τι παλιν οἰκόνδε νέοντο·
πάντας γὰρ κατέπεφνεν ἀμύμων Βελλεροφόντης.
ἀλλ' ὅτε δὴ γίγνωσκε θεοῦ γόνον ἦὺν ἐόντα,
αὐτοῦ μιν κατέρυκε, δίδου δ' ὅ γε θυγατέρα ἦν,
δῶκε δέ οἱ τιμῆς βασιληίδος ἦμισυ πάσης·
καὶ μέν οἱ Λύκιοι τέμενος τάμον ἔξοχον ἄλλων,
καλὸν φυταλιῆς καὶ ἀρούρης, ὄφρα νέμοιτο.

(b) *ἀλλὰ σὺ μὲν πρὸς νηὸν Ἀθηναίης ἀγελείης*
ἔρχευ, ἐγὼ δὲ Πάριν μετελεύσομαι, ὄφρα καλέσσω,
μΐ κ' ἐθέλῃσ' εἰπόντος ἀκουέμεν· ὡς δε οἱ αὖθι
γαῖα χάνοι· μέγα γάρ μιν Ὀλύμπιος ἔτρεφε πῆμα
Τρωσί τε καὶ Πριάμῳ μεγαλήτορι τοῖό τε παισίν.
εἰ κεῖνόν γε ἴδοιμι κατελθόντ' Ἄιδος εἴσω,
φαίην κεν φίλον ἦτορ ὀιζύος ἐκλελαθέσθαι."
ὣς ἔφαθ', ἡ δὲ μολοῦσα ποτὶ μέγαρ' ἀμφιπόλοισιν
κέκλετο· ταὶ δ' ἄρ' ἀόλλισσαν κατὰ ἄστυ γεραιάς.
αὐτὴ δ' ἐς θάλαμον κατεβήσετο κηώεντα,
ἔνθ' ἔσαν οἱ πέπλοι παμποίκιλοι, ἔργα γυναικῶν
Σιδονίων, τὰς αὐτὸς Ἀλέξανδρος θεοειδὴς
ἤγαγε Σιδονίηθεν, ἐπιπλὼς εὐρέα πόντον,
τὴν ὁδόν, ἣν Ἑλένην περ ἀνήγαγεν εὐπατέρειαν.

(c) *" δαιμονίη, μή μοί τι λίην ἀκαχίζεο θυμῷ·*

οὐ γάρ τίς μ' ὑπὲρ αἶσαν ἀνὴρ Ἄιδι προϊάψει·
μοῖραν δ' οὔ τινά φημι πεφυγμένον ἔμμεναι ἀνδρῶν,
οὐ κακόν, οὐδὲ μὲν ἐσθλόν, ἐπὴν τὰ πρῶτα γένηται.
ἀλλ' εἰς οἶκον ἰοῦσα τὰ σ' αὐτῆς ἔργα κόμιζε,
ἱστόν τ' ἠλακάτην τε, καὶ ἀμφιπόλοισι κέλευε
ἔργον ἐποίχεσθαι· πόλεμος δ' ἄνδρεσσι μελήσει
πᾶσιν, ἐμοὶ δὲ μάλιστα, τοὶ Ἰλίῳ ἐγγεγάασιν."

ὣς ἄρα φωνήσας κόρυθ' εἵλετο φαίδιμος Ἕκτωρ
ἵππουριν· ἄλοχος δὲ φίλη οἰκόνδε βεβήκειν
ἐντροπαλιζομένη θαλερὸν κατὰ δάκρυ χέουσα.
αἶψα δ' ἔπειθ' ἵκανε δόμους εὖ ναιετάοντας
Ἕκτορος ἀνδροφόνοιο, κιχήσατο δ' ἔνδοθι πολλὰς
ἀμφιπόλους, τῇσιν δὲ γόον πάσῃσιν ἐνῶρσεν.

2. Parse the underlined words.
Analysez les mots soulignés.

3. Note the Homeric terminations in extracts (b) and (c), and give the corresponding Attic endings.
Marquez les terminaisons Homériques des extraits (b) et (c), et donnez les terminaisons Attiques correspondantes.

4. Scan the last six lines in extract (c), and explain any peculiarities in the metre.
Scandez les six dernières lignes de l'extrait (c), et expliquez ce qu'il y a de particulier dans le mètre.

5. Derive:
Donnez l'étymologie de:
ἀντιανείρας, τεμενος, ἔξοχον, φυταλῆς, μεγαλήτορι αἶσαν, φαίδιμας, ἵππουριν.

6. Write notes on:
Ecrivez des notes sur:
Ἀμαζόνας, Ἀλέξανδρος, Ἄιδι.

7. Explain the distinctively Homeric uses of the subjunctive and optative moods.
Expliquez les emplois caractéristiques qu' Homère fait du subjonctif et de l'optatif.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1894

PREVIOUS GREEK GRAMMAR AND PROSE.

1. Decline:
Déclinez:

ὠκύς νάυτης,
ὑλήεις ἀγρος,
εὐπρεπής γύνη,
οὗτι μέλαν πῶυ.

2. Give a list of the feminine and neuter terminations of nouns of the third declension.
Donnez une liste des terminaisons au féminin et au neutre des noms de la 3me déclinaison.

3. Compare ὅσιος, κυδρός, κακός, ἴδιος, ψευδής and εὐρύς, and give the rule in each case.
Donnez les degrés de comparaison, et la règle particulière à chaque cas, de: ὅσιος, κυδρός, κακός, ἴδιος, ψευδής et εὐρύς.

4. Give rules for the formation of the augment in verbs beginning with a vowel, with examples
Quelles sont les règles relatives à la formation de l'augment dans les verbes qui commencent par une voyelle? Donnez des exemples.

5. Write out the imperf. ind. act. of τιμάω and ἵστημι, 2nd aor. ind. pass. of φαίνω and δίδωμι.
Conjuguez l'imparfait de l'Ind. actif de: τιμάω et ἵστημι, l'aoriste 2nd ind. pass. de φαίνω et δίδωμι.

6. Write out the imperative mood and pres. part. of ἐιμὶ and ἔιμι.
Écrivez tout le mode impératif et tout le participe présent de: ἐιμὶ et ἔιμι.

7. Explain and give examples of relative attraction and inverted attraction. Give some uses of the genitive in Greek with examples.
Expliquez, en donnant des exemples, l'attraction relative ou

ordinaire et l'attraction inverse. Mentionnez avec exemples quelques uns des emplois du génitif en Grec.

8. Turn into Greek :.

(a) Xenophon has told us that Alcibiades went to Socrates not to learn virtue or wisdom but to discover that philospher's art of persuasion. If he had pursued what was honorable and what was advantageous to the city rather than to himself he would have been worthy of great honor. Critias also, another pupil of Socrates, was hated as being one of the Thirty Tyrants. Which of the two do you think did the most harm to the city ? Would that they had been more honorable men !

(b) In the war between Athens and the Peloponesians the same men acted as statesmen and generals. But in the time of Demosthenes, they mainly employed mercenaries for their wars, so that those who fought did so for pay, not for love of their country. If citizens had been in command or had taken the field in conjunction with the mercenaries, the enemies of Athens would not have gained such an advantage. If any one thinks this is not true, let him reflect that the great orator urges nothing more strongly than this, that his countrymen would best look after their own interests by personally controlling and personally sharing in their expeditions.

Traduisez en Grec :

(a) Xenophon nous a dit qu' Alcibiade était allé à Socrate non pour apprendre la vertu et la sagesse mais pour découvrir l'art de persuasion de ce philosophe. S'il eût recherché ce qui était honorable et avantageux à la cité au lieu de son propre avantage, il eût été digne de beaucoup d'honneur. Critias aussi, un autre disciple de Socrate, était haï comme étant un des trente tyrans. Lequel des deux pensez-vous a fait plus d'honneur à la cité ? Plût au ciel qu' ils eussent été plus honorables !

(b) Dans la guerre entre Athènes et les habitants du Péloponèse les mêmes hommes agirent comme hommes d'Etat et comme généraux. Mais au temps de Démosthène, on employait surtout des mercenaires pour la guerre, en sorte que ceux qui combattaient le faisaient pour l'argent et non pour l'amour de leur pays. Si les citoyens eussent eu le commandement ou se fussent portés sur le champ de bataille avec les mercenaires, les ennemis d'Athènes n'auraient pas eu de si grands avantages. Si quelqu'un pense que cela n'est pas vrai, qu'il réfléchisse que le grand orateur n'insiste sur rien plus fortement que ceci : que ses concitoyens serviraient mieux leurs propres intérêts par un contrôle personnel et une part personnelle dans les expéditions.

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EXAMINATIONS, MAY, 1894.

PREVIOUS ALGEBRA.

1. Shew that when the rational and integral expression $ax^n + bx^{n-1} + cx^{n-2} + \ldots$ is divided by $x-f$ the remainder is $af^n + bf^{n-1} + cf^{n-2} + \ldots$

What condition must be satisfied that the above expression may exactly divisible by $x-f$?

Shew that $a(b+c-a)^2 + b(c+a-b)^2 + c(a+b-c)^2 + (b+c-a)(c+a-b)(a+b-c) = 4abc$; and that $x-1$ and $x-2$ are factors of $x^4-23x^2-18x+40$, and find the other factors.

2. In what two ways may an algebraic fraction be defined? Show that the two definitions are equivalent. Why is the following definition inapplicable to algebraic fractions:—"to obtain the fraction $\frac{a}{b}$, where a and b are positive integers, we must divide the unit into b equal parts and take a of those parts"?

From either of the definitions of an algebraic fraction shew that $\frac{a}{b} = \frac{am}{bm}$.

Reduce to its lowest terms the fraction

$$\frac{54x^5-27x^4-3x^2-4}{36x^5+3x^3+3x-2}$$

3. Simply the following:—

(1) $$\frac{1}{a(a-b)(a-c)} + \frac{1}{b(b-a)(b-c)} + \frac{1}{c(c-a)(c-b)}$$

(2) $$\left\{\frac{a^{-1}+b^{-1}}{a^{-1}-b^{-1}}\right\}\left\{\frac{a^{-2}-b^{-2}}{a^{-2}+b^{-2}}\right\}\left\{\frac{1}{\frac{1}{a^{-2}+b^{-2}}+\frac{1}{a^{-2}-b^{-2}}}\right\}$$

Shew that if $\frac{a}{b} = \frac{c}{d}$, then $\left\{\frac{a^m+c^m}{b^m+d^m}\right\}^n = \left\{\frac{a^n+c^n}{b^n+d^n}\right\}^m$

4. Prove that the sum of the roots of $x^2-px+q=0$, is p, and their product q.

Given that 4 is a root of $x^2-5x+q=0$, find the value of q, and the other root.

5 Solve fully the equations :—

(1) $(x+a)(x+b)-(x-a)(x-b)=(a+b)^2$.

(2) $x^2+xy+x=14$. $y^2+xy+y=28$.

(3) $x(x+a)(x+2a)(x+3a)=24a^4$.

Solve the equation $x+\sqrt{5x+10}=8$; and shew that only one of the values obtained for x satifies the equation. Write down the equation to which the other value of x belongs.

6. Explain fully how we are led to consider that $a^{\frac{2}{3}}$ means the cube root of the square of a, or the square of the cube root of a.

Shew that if $x+\sqrt{y}=a+\sqrt{b}$, where a and x are rational, and $\sqrt{b}$ and $\sqrt{y}$ are surd quantities, then will $a=x$, and $b=y$.

7. Extract the square root of $a^6+b^{-6}+4a^5b^{-1}+2b^{-5}a+2a^4b^{-2}-3b^{-4}a^2-6a^3b^{-3}$, and the cube root of $27y^6-54ay^5+63a^2y^4-44a^3y^3+21a^4y^2-6a^5y+a^6$.

Simplify : $\frac{1}{\sqrt{6}-\sqrt{5}}-\frac{3}{\sqrt{7-2\sqrt{10}}}-\frac{4}{\sqrt{6}+\sqrt{2}}$

8. Define ratio, proportion, and joint variation.

Shew that a ratio of greater inequality is diminished by adding the same quantity to each of its terms.

Two casks, A and B, are filled with two kinds of sherry; in the cask A they are mixed in the ratio 2 : 7, and in the cask B they are mixed in the ratio 1 : 5. What quantity must be taken from each cask to form a mixture which shall consist of 2 gallons of the first kind of sherry and 9 gallons of the second kind ?

9. What is meant by the mean proportional between two quantities? If three quantities are in continued proportion the ratio of the first to the third is the duplicate ratio of the first to the second.

The weight of a given body at the surface of a planet varies directly as the mass of the planet and inversely as the square of its radius. The mass of Mars is to that of the earth as 5 to 47, and its radius is to that of the earth as 21 to 40; shew that a body which weighs 100 lbs. at the surface of the earth will weigh about 38 lbs. at the surface of Mars.

10. Shew that the sum of any two terms equidistant from the beginning and end of a series in A.P. is constant.

Determine the arithmetic series whose 6th term is 4 and whose 10th term is 6.

How many terms of the series 2, 5, 8, &c., will give 301 for their sum?

11. When is a series of quantities in geometrical progression?

Find the sum of n terms of a geometric series whose first term is a, and common ratio r.

Sum the series 1, $\frac{2}{3}$, $\frac{4}{9}$, &c., to infinity.

12. Define harmonical progression, and from the definition shew that if a series of quantities be in H.P., their reciprocals will be in A.P.

Three numbers are in H.P; if 4 be taken from each, the remainders are in G.P; if 1 be added to the middle number, they will then be in A.P. Find the numbers.

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EXAMEN, MAI, 1894.

PREMIER EXAMEN.

ALGÈBRE.

1. Démontrer que si l'expression $ax^n+6x^{n-1}+cx^{n-2}+\ldots.$ est divisée par $x-f$ le restant est $af^n+bf^{n-1}+cf^{n-2}+\ldots.$

Quelle condition est requise pour que cette expression soit divisible sans reste par $x-f$?

Montrer que $a(b+c-a)+b(c+a-b)^2+c(a+b-c)^2+(b+c-a)(c+a-b)(a+b-c)=abc$.

Montrer que $x-1$ et $x-2$ sont des facteurs de $x^4-23x^2-18x+40$, et trouver les autres facteurs.

2. Quelles sont les deux manières de définir une fraction algébrique? Montrer que ces deux manières sont équivalentes. Pourquoi la définition suivante est elle inapplicable aux fractions algébriques: Pour avoir la fraction $\frac{a}{b}$, dans laquelle a et b sont des nombres entiers et positifs, il faut diviser l'unité en b parties et prendre a de ces parties?

Déduire d'une de ces définitions que $\frac{a}{b}=\frac{am}{bm}$

Réduire à sa plus simple expression la fraction

$$\frac{54x^5-27x^4-3x^2-4}{36x^5+3x^3+3x-2}$$

3. Simplifier:

(1) $$\frac{1}{a(a-b)(a-c)}+\frac{1}{b(b-a)(b-c)}+\frac{1}{c(c-a)(c-b)}$$

(2) $$\left\{\frac{a^{-1}+b^{-1}}{a^{-1}-b^{-1}}\right\}\left\{\frac{a^{-2}-b^{-2}}{a^{-2}+b^{-2}}\right\}\left\{\frac{1}{\frac{1}{a^{-2}+b^{-2}}+\frac{1}{a^{-2}-b^{-2}}}\right\}$$

Montrer que si $\frac{a}{b}=\frac{c}{d}$, alors $\left\{\frac{a^m+c^m}{b^m+d^m}\right\}^n=\left\{\frac{a^n+c^n}{b^n+d^n}\right\}^m$

4. Prouver que la somme des racines de $x^2-px+q=0$ est p et leur produit est q.

Etant donné que 4 est une racine de $x^2-5x+q=0$, trouver la valeur de q et l'autre racine.

5. Résoudre complètement les équations :

(1) $(x+a)(x+b)-(x-a)(x-b)=(a+b)^2$.

(2) $x^2+xy+x=14$. $y^2+xy+y=28$.

(3) $x(x+a)(x+2a)(x+3a)=24a^4$.

Résoudre l'équation $x+\sqrt{5x+10}=8$, et montrer qu'une valeur seulement de x satisfait l'équation. Ecrire l'équation à laquelle l'autre valeur correspond.

6. Expliquer en détail ce qui nous conduit à croire que $a^{\frac{2}{3}}$ signifie la racine cubique du carré de a, ou le carré de la racine cubique de a.

Montrez que si $x+\sqrt{y}=a+\sqrt{b}$ où a et x sont des nombres rationels et $\sqrt{y}$ et $\sqrt{b}$ des quantités irrationelles, alors $a=x$, $b=y$.

7. Extraire la racine carrée de $a^6+b^{-6}+4a^5b^{-1}+2b^{-5}a+2a^4b^{-2}-3b^{-4}a^2-6a^3b^{-3}$, et la racine cubique de $27y^6-54ay^4+63a^2y^4-44a^3y^3+21a^4y^2-6a^5y+a^6$.

Simplifier : $\frac{1}{\sqrt{6}-\sqrt{5}}-\frac{3}{\sqrt{7-2\sqrt{10}}}-\frac{4}{\sqrt{6}+\sqrt{2}}$

8. Définir rapport, proportion, variation conjointe. Montrer qu'un rapport de plus grande inégalité est diminué lorsque l'on ajoute la même quantité à chacune de ses termes.

Deux barriques contiennent chacune deux espèces de vin de Xeres, dans la barrique A ils sont melangés dans la proportion de 2:7 ; dans B ils se trouvent dans la proportion de 1:5. Quelle quantité faudra-t-il prendre dans chaque barrique pour former un mélange qui contiendra 2 gallons de première espèce de vin de Xeres et 9 du second ?

9. Qu'entend-on par moyen proportionel ? Si trois quantités sont en proportion continues, le rapport de la première à la troisième est le rapport double de la première à la seconde.

Le poids d'un certain corps à la surface d'une planête varie inversement avec le carré du rayon de la planète. La masse de Mars est à celle de la terre comme 5 est à 47, et son rayon est à celui de la terre comme 21 est à 40 ; montrer qu'un corps, qui pèse 100 lbs. à la surface de la terre, pesera à peu près 38 lbs. à la surface de Mars.

10. Montrer que la somme de deux termes à une égale distance du commencement et de la fin d'une serie en P.A. est constante.

Déterminer la série arithmétique dont le 6ième terme est 4 et le 10ième est 6.

Combien des termes de la série 2, 5, 8, etc., donnera 301 pour leur somme ?

11. Quand dit-on qu'une série de quantités est en progression gométrique ?

Trouver la somme de n termes d'une P.G, dont la première terme est a, dont le rapport commun est r.

Donner la somme de la série 1, $\frac{2}{3}$, $\frac{4}{9}$, etc., à l'infini.

12. Définir la progression harmonique, et de la définition, démontrer que si une série de quantités est en P H. leur réciproques seront en P.A. Trois nombres sont en H.P.; si on enlève 4 à chacun, les restants sont en P.G.; si l'on augmente le nombre au milieu de 1 ils seront en P.A. Trouver les nombres.

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EXAMINATIONS, MAY, 1894.

PREVIOUS EUCLID.

Time—Three hours.

1. Define the plane rectilineal angle or plane angle as met with in the first six books of Euclid. Give a more general definition of a plane angle when one or both the bounding lines may not be straight lines. Define an isosceles triangle.

If two angles of a triangle be equal to one another, the sides also, which subtend the equal angles, shall be equal to one another.

If the lines OB, OC bisecting the angles ABC and ACB of a triangle ABC be equal, shew that ABC is an isosceles triangle.

2. Define parallel straight lines. State the axiom, commonly called the 12th, on which Euclid bases his propositions concerning parallel straight lines. Give the substitute for this axiom known as Playfair's axiom.

If a straight line fall on two parallel straight lines, it makes the alternate angles equal to one another.

Prove this using either Euclid's axiom or Playfair's.

3. Equal triangles upon the same base and on the same side of it are between the same parallels.

If the diagonals of a quadrilateral divide it into four triangles of equal area, shew that the quadrilateral is a parallelogram.

4. Define a parallelogram and a square.

The parallelograms about the diameter of a square are likewise squares.

5. If a straight line be divided into two equal and also into two unequal parts, the squares on the two unequal parts are together double of the square on half the line and of the square on the line between the points of section.

Prove this proposition also algebraically.

6. Define a circle.

Equal straight lines in a circle are equally distant from the centre.

7. Define a segment of a circle, an angle in a segment, an angle of a segment and similar segments.

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

A straight line is drawn cutting off similar segments from two given circles. Prove that the four tangents at the points of intersection form a parallelogram.

8. In equal circles equal straight lines cut off equal arcs the greater equal to the greater and the less equal to the less.

AB and CD are equal chords of a circle. Prove that AC is parallel to BD (or, as the letters are chosen, it may be AD to BC.)

9. When does a straight line touch a circle?

Assuming the following proposition for the cases, in which one of the two lines passes through the centre, extend the proof for the case, when neither passes through the centre or prove this last case independently.

"If two straight lines or two chords of a circle cut one another within a circle, the rectangle, contained by the segments of one of them, shall be equal to the rectangle contained by the segments of the other."

There are two concentric circles; shew that the square on the tangent drawn from any point in the greater circle to the less is equal to the rectangle contained by the segments of a chord of the greater circle made by a point in the less circle, which it passes through.

10. Give the geometrical definitions of ratio and proportion. Define alternando (alternation) and invertendo (inversion.) Give the general definition of Ex æquali (or by equality) and the special definitions of the two kinds arising out of the order, in which the magnitudes are taken.

11. If the vertical angle of a triangle be bisected by a straight line, which also cuts the base, the segments of the base shall have the same ratio, which the other sides of the triangle have to one another.

If ABC be a triangle having each of the angles B and C double of the angle A, and if BD bisect the angle ABC and meet AC in D, the square on AD will be equal to the rectangle under AC and CD.

12. In equal circles angles, whether at the centres or at the circumferences have the same ratio, which the arcs, on which they stand, have to one another.

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EXAMEN, MAI, 1894.

PREMIER EXAMEN.

EUCLIDE.

1. Donnez une définition de l'angle plan rectiligne, ou angle plan, tel qu'il se rencontre dans les premiers six livres d'Euclide. Donnez une définition d'un angle plan, dont l'une des lignes qui le forment, ou toutes deux, ne seraient pas des droites. Définissez un triangle isoscèle.

Si deux angles d'un triangle sont égaux, l'un à l'autre, les côtés qui soutendent ces angles égaux, seront égaux entre eux.

Si les lignes OB, OC, bisectrices des angles ABC et ACB d'un triangle ABC, sont égales, démontrez que ABC est un triangle isoscèle.

2. Définissez les droites parallèles. Enoncez l'axiome, ordinairement appelé le 12ième, sur lequel Euclide base ses propositions au sujet des droites parallèles. Enoncez un axiome substitué à celui-ci, et connu sous le nom d'axiome de Playfair.

Si une droite tombe sur deux droites parallèles, les angles alternes seront égaux l'un à l'autre. Prouvez ceci en vous servant de l'axiome d'Euclide, ou de celui de Playfair.

3. Les triangles égaux sur la même base et sur le même côté de cette base se trouvent entre les mêmes parallèles.

Si les diagonales d'un quadrilatère le divisent en quatre triangles égaux en surface, démontrez que le quadrilatère est est un parallélogramme.

4. Définissez un parallélogramme et un carré. Les parallélogrammes sur le diamètre d'un carré sont aussi des carrés.

5. Si l'on divise une droite en deux parties égales et en deux parties inégales, la somme des carrés sur les deux parties inégales est double de la somme du carré construit sur la moitié de la droite et du carré sur la partie de la droite entre les points de section. Prouvez cette proposition par l'algèbre aussi.

6. Définissez un cercle. Dans un cercle des droites égales sont équidistantes du centre.

7. Définissez le segment d'un cercle, l'angle dans un segment, l'angle d'un segment, et des segments semblables.

Les angles dans un segment sont égaux entre eux.

Une droite coupent des segments semblables sur deux cercles donnés. Prouvez que les quatre tangentes au point d'intersection forment un parallélogramme.

8. Dans des cercles égaux des droites égales coupent des arcs égaux, le plus grands égal au plus grand, le plus petit égal au plus petit.

AB, et CD sont des cordes égales dans un cercle. Démontrez que AC est parallèle à BD (ou bien selon le choix des lettres, AD à BC.)

9. Quand dit-on qu'une droite touche un cercle ? Supposant la proposition suivante comme étant vraie pour les cas où l'une des droites passe par le centre, étendez la preuve au cas où aucune d'elles ne passe par le centre, ou prouvez ce dernier cas indépendamment.

Si deux droites ou deux cordes d'un cercle se coupent dans un cercle, le rectangle contenu par les segments de l'un, sera égale au rectangle contenu par les segments de l'autre."

On a deux cercles concentriques, démontrez que le carré sur la tangente tirée d'un point sur la circonférence du plus grand au plus petit, est égal au rectangle contenu par les segments d'une corde du plus grand cercle déterminée par son point d'intersection avec la circonférence du plus petit cercle.

10. Donnez les définitions géométriques de rapport, de proportion. Définissez: alternando (alternation), invertendo (inversion). Donnez la définition général de "ex aequali" (par égalité), et les définitions spécifiques des deux espèces.

11. Si l'angle vertical d'un triangle est divisé en deux angles égaux par une droite qui coupe la base, les segments de la base auront entre eux le même rapport que les autres côtés ont entre eux.

Soit un triangle ABC dont les angles B et C sont chacun le double de l'angle A, si BD est bisectrice de l'angle ABC et rencontre AC en D, le carré sur AD sera égal au rectangle sous AC et CD.

12. Dans des cercles égaux, les angles, soit aux centres soit aux circonférences, ont le même rapport qu'ont entre eux les arcs qu'ils soutendent.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1894.

PREVIOUS.

PROBLEMS.

Take any two numbers out of each of the divisions A. B. C.

Time—1½ hours.

A.

1. Within any parallelogram ABCD, take any point O and draw OA, OC to the ends of the diagonal AC, also through O draw straight lines parallel to the sides of ABCD. Show that the difference of the parallelograms OD and OB is equal to twice the triangle OAC.

2. From the tangent at Q to a circle of which AB is the diameter, cut off QP=AN, where N is the foot of the perpendicular from P on AB, and show that PN cutting the circumference in R is equal to AR.

3. If a quadrilateral PQRS inscribed in a rectangle be such that each pair of its adjacent sides makes equal angles with the sides of the rectangle respectively, then PQRS is a parallelogram, and its sides are parallel to the diagonals of the rectangle.

4. Find a point on the straight line joining the centres O, O′ of two circles which do not intersect, such that the tangents drawn from it to the two circles shall be equal, and show that any point on the perpendicular through the point to OO′ will have the same property.

B.

1. Solve the equations :—

(*a*) $x^2+3xy=10y^2$; $x+y=1$; (*b*) $x^2+xy=12$, $xy-2y^2=1$.

2. Given $al+c'm+b'n=0$, $c'l+bm+a'n=0$,
$b'l+a'm+cn=0$, and $lx+my+nz=0$.

Prove that—

$$\frac{x}{aa'-b'c'}+\frac{y}{bb'-c'a'}+\frac{z}{cc'-a'b'}=0.$$

3. The sum of all the proper fractions that can be formed with the first n natural numbers is $\frac{n}{4}(n-1)$.

4. (*a*) If $\frac{1}{3}\frac{a+b}{a-b}=\frac{1}{4}\frac{b+c}{b-c}=\frac{1}{5}\frac{c+a}{c-a}$

then $32a+35b+27c=0$.

(*b*) Reduce to its lowest terms :—

$$\frac{a-\sqrt[3]{a^2b}+\sqrt[3]{ab^2}}{a+b}.$$

C.

1. In a triangle ABC, if O is the intersection of the perpendiculars from the angles on the opposite sides, and AO is produced to meet BC in D, then $AD \div OD = \tan B \tan C$; but if O is the intersection of the bisectors of the angles, then $AD \div OD = 2 \operatorname{cosec}\frac{A}{2}\cos\frac{B}{2}\cos\frac{C}{2}$.

2. A person approaching a vertical flag staff takes its elevations α, β from distances a, b, from its foot. Show that the square of the length of the staff is equal to

$$\frac{(a\sin\alpha\cos\beta-b\cos\alpha\sin\beta)^2+(a-b)^2\sin^2\alpha.\sin^2\beta}{\sin^2(\alpha-\beta)}.$$

3. A, B, C, being the angles of a triangle, and l, m, n, any quantities such that

$$l\sin(B-C)+m\sin(C-A)+n\sin(A-B)=0,$$
$$\text{and } l\cos(B-C)+m\cos(C-A)+n\cos(A-B)=0,$$

show that $\frac{l}{\sin 3A}=\frac{m}{\sin 3B}=\frac{n}{\sin 3C}$.

4. Prove that $\sin^2A+\cos^2B-2\sin A\cos B\sin(A-B)=\cos^2(A-B)$.

If B and C are angles of a triangle and $\sin B\sin(\frac{1}{2}B+C)=\sin C\sin(\frac{1}{2}C+B)$, prove that $B=C$.

UNIVERSITE DE MANITOBA.

EXAMEN, MAI, 1894.

PREMIER EXAMEN.

PROBLÈMES.

A

On ne doit presenter que deux problemes dans chaque division.

Temps—Une heure et demie.

1. Dans un parallélogramme quelconque, ABCD, prenez un point quelconque O, et menez OA, OC aux bouts de la diagonale AC; aussi par O menez des droites parallèles aux côtés de ABCD. Montrez que la différence des parallélogrammes OD et OB est égale à deux fois le triangle OAC.

2. Dans la tangente au point Q d'un cercle dont AB est le diamètre, prenez QP=AN, N étant le pied de la perpendiculaire de P sur AB, et montrez que PN, coupant la circonférence en R, est égal à AR.

3. Si un quadrilatère PQRS inscrit dans un rectangle est tel que chaque pair de ces côtés adjacents fait des angles égaux avec les côtés du rectangle respectivement, alors PQRS est un parallélogramme, et ses côtés sont parallèles aux diagonales du rectangle.

4. Trouver sur la droite qui joint les centres O,O′ de deux cercles qui ne se coupent pas, un point tel que les tangentes menées du point aux deux cercles soient égales; et prouvez que chaque point sur la perpendiculaire à OO′ menée du point en question aura cette même propriété.

B

1. Résoudre les équations:
   (a) $x^2+3xy=10y^2$, $x+y=1$;
   (b) $x^2+xy=12$, $xy-2y^2=1$.

2. Si $al+c'm+b'n=o$, $c'l+bm+a'n=o$, $b'l+a'm+cn=o$, et $lx+my+nz=o$, prouvez que

$$\frac{x}{aa'-b'c'}+\frac{y}{bb'-c'a'}+\frac{z}{cc'-a'b'}=o.$$

3. La somme de toutes les propres fractions que l'on peut former avec les premiers n nombres naturels est $\frac{n}{4}(n-1)$.

4. Si $\frac{1}{3} \cdot \frac{a+b}{a-b} = \frac{1}{4} \cdot \frac{b+c}{b-c} = \frac{1}{5} \cdot \frac{c+a}{c-a}$,

alors $32a+35b+27c=o$.

(b) Réduisez à sa plus simple expression

$$\frac{a-\sqrt[3]{a^2b}+\sqrt[3]{ab^2}}{a+b}$$

C

1. Dans un triangle ABC, si O est l'intersection des perpendiculaires menées des angles sur les côtés opposants, et AO est prolongé jusqu'à la rencontre de BC en D, prouvez que $AD \div OD = \tan B \cdot \tan C$; mais si O est l'intersection des bissectrices des angles, alors $AD \div OD = 2 \operatorname{cosec} \frac{A}{2} \cdot \cos \frac{B}{2} \cdot \cos \frac{C}{2}$.

2. Un homme en s'approchant vers un baton de pavillon vertical aux distances a, b de son pied, trouve que les élévations sont α, β. Montrez que le carré de la longueur du baton

$$= \frac{(a \sin \alpha \cos \beta - b \cos \alpha \sin \beta)^2 + (a-b)^2 \sin^2 \alpha \sin^2 \beta}{\sin^2(\alpha-\beta)}$$

3. A, B, C sont les angles d'un triangle, et l, m, n sont des quantités tels que $l \sin (B-C) + m \sin (C-B) + n \sin (A-B) = o$, et $l \cos (B-C) + m \cos (C-A) + n \cos (A-B) = o$, prouvez que $l : \sin 3A = m : \sin 3B = n : \sin 3C$.

4. *(a)* Prouvez que $\sin^2 A + \cos^2 B - 2 \sin A \cos B \sin(A-B) = \cos^2(A-B)$.

(b) Si B et C sont les angles d'un triangle, et $\sin B \sin (\frac{1}{2}B + C) = \sin C \sin (\frac{1}{2}C + B)$, prouvez que $B = C$.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1894.

PREVIOUS TRIGONOMETRY.

1. Shew that the circumference of a circle varies as the radius and give some approximate values for this constant ratio.

A mill sail, whose arm is 21 feet, makes 15 revolutions per minute. How miles per hour does the end of the sail travel?

2. What is circular measure? Give a rule for changing grades into circular measure.

One angle of a triangle is 2 in circular measure and another is 20°; find the number of grades in the third.

3. Define sine cosine, prove using a figure, that $\sin^2 A + \cos^2 A = 1$; thence deduce that $\sec^2 A = 1 + \tan^2 A$; also express the other trigometrical ratios in terms of the sine either by deduction from the definitions or by means of a figure.

If $\sin\theta = \cdot 3$, find the other ratios.

4. Define angle, complement, supplement.

Find the complement and supplement of 43° 2′ 57″ of $-\frac{\pi}{4}$ and of -245^{gr}.

Shew that $\sin 960° = -\cos 30$.

5. Prove geometrically that $\cos(A-B) = \cos A \cos B + \sin A \sin B$, and then deduce algebraically the value of $\sin(A-B)$ and $\cos(A+B)$.

Express $\cos\frac{\alpha}{2}$ in terms of $\cos\alpha$.

6. Prove the following:

(1) $\tan\frac{\alpha+\beta}{2} - \tan\frac{\alpha-\beta}{2} = \frac{2\sin\beta}{\cos\alpha + \cos\beta}$

(2) $\sin 3A = 3\sin A - 4\sin^3 A$.

(3) $\frac{\cos 3\theta - \sin 3\theta}{\sin\theta + \cos\theta} = 1 - 2\sin 2\theta$.

(4) $\sec 72° - \sec 36° = \sec 60°$.

7. Solve the equations:

$$\sin 2\theta + \sqrt{3} \cos 2\theta = 1.$$
$$\cot^2 \theta + 4 \cos^2 \theta = 6.$$

8. What is a logrithm, a modulus?

Prove that $\log. m^{\frac{1}{r}} = \frac{1}{r} \log m$

Also $\log_b m = \frac{1}{\log_a b} \times \log_a m.$

Given $\log 2 = .3010300$

Find $\log \left(\frac{5^{90}}{2^{40}}\right)^{\frac{1}{20}}$

9. (1) Given $.6602962 = \log. 4.5740$
$.6603057 = \log. 4.5741,$

Find the number whose logrithm equals 4.6602987.

(2) Given L cot 36° 18′ = 10.1339650
L cot 36° 19′ = 10.1337003

Find L cot 36° 18′ 20″.

10. In any triangle shew that (1) $\cos \frac{A}{2} = \sqrt{\frac{s(s-a)}{bc}}$

Where s = half sum of sides

(2) $\cos^2 \frac{A}{2} + \cos^2 \frac{B}{2} + \cos^2 \frac{C}{2} = 2 + 2 \sin \frac{A}{2} \sin \frac{B}{2} \sin \frac{C}{2}$

(3) $a^2 \sin A + ab \sin B + ac \sin C = (a^2 + b^2 + c^2) \sin A.$

11. Give the formulæ for the solution of the different cases of oblique-angled triangles.

A person standing at the edge of a river observes that the top of a tower on the opposite edge subtends an angle of 55° with a line drawn from his eye parallel to the horizon; receding backwards 30 feet, he then finds it subtends an angle of 45°. Find the breadth of the river.

Given log. 3 = .47712
log. 10493 = .02089
L sin 7° = 9.08589
L sin 35° = 9.75859
L sin 48° = 9.87107.

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EXAMEN, MAI, 1894.

PREMIER EXAMEN.

TRIGONOMÉTRIE.

1. Montrer que la circonférence d'un cercle varié avec le rayon, et donnez quelques valeurs approchées pour ce rapport constant.

Un moulin à vent dont les bras ont 21 pieds de long fait 15 révolutions par minute. Combien de milles par heure parcourt l'extrémité du bras.

2. Qu'est-ce que la mésure circulaire? Donnez la règle pour la transformation de grades en mésure circulaire.

Un angle d'un triangle est 2 en mésure circulaire, une autre est 20°, trouvez le nombre de grades dans le troisième.

3. Définir sinus, cosinus. Prouvez avec figure que $\sin^2 A + \cos^2 A = 1$; delà dèduire que $\sec^2 A = 1 + \tan^2 A$; aussi exprimer les autres rapports trigonométriques en termes du sinus, ou par une déduction des définitions ou bien par une figure.

Si $\sin \theta = .3$ trouver les autres rapports.

4. Définir angle, complément, supplément. Trouver le complément et le supplément de 43°2′57″ de $-\frac{\pi}{4}$ et de -245^{gr}

Démontrer que $\sin 960° = -\cos 30$.

5. Prouver par la géométrie que $\cos (A-B) = \cos A \cos B + \sin A \sin B$, et delà déduire par l'algèbre la valeur de $\sin (A-B)$ et $\cos (A+B)$

Exprimer $\cos \frac{\alpha}{2}$ en termes de $\cos \alpha$.

6. Prouver:

(1) $\tan \frac{\alpha+\beta}{2} - \tan \frac{\alpha-\beta}{2} = \frac{2 \sin \beta}{\cos \alpha + \cos \beta}$

(2) $\sin 3A = 3 \sin A - 4 \sin^3 A$.

(3) $\frac{\cos 2\theta - \sin 3\theta}{\sin \theta + \cos \theta} = 1 - 2 \sin 2\theta$.

(4) $\sec 72° - \sec 36° = \sec 60°$.

7. Résoudre les équations :

$$\sin 2\theta + \sqrt{3} \cos 2\theta = 1.$$

$$\cot^2 \theta + 4 \cos^2 \theta = 6.$$

8. Qu'est-ce qu'un logarithme, un modulus ?

Prouvez que $\log m^{\frac{1}{r}} = \frac{1}{r} \log m$ et que $\log_b m = \frac{1}{\log_a b} \times \log_a m$.

Etant donné que $\log 2 = .3010300$ trouver $\log \left(\frac{5^{90}}{2^{40}}\right)^{\frac{1}{20}}$

9. (1) Etant donné que

$.6602962 = \log 4.5740$

$.6603057 = \log 4.5741$

trouver le nombre dont le logarithme $= 4.9602987$.

(2) Etant donné

L cot 36° 18′ = 10.1339650

L cot 36° 19′ = 10.1337003

trouver cot 36° 18′ 20″.

10. Dans un triangle quelconque montrer que :

(1) $\cos \frac{A}{2} = \sqrt{\frac{s\,(s-a)}{bc}}$ où s = la demi-somme des côtés;

(2) $\cos^2 \frac{A}{2} + \cos^2 \frac{B}{2} + \cos^2 \frac{C}{2} = 2 + 2 \sin \frac{A}{2} \sin \frac{B}{2} \sin \frac{C}{2}$

(3) $a^2 \sin A + ab \sin B + ac \sin C = (a^2 + b^2 + c^2) \sin A$.

11. Donner les formules pour la solution des différents cas des triangles à angles obliques.

Un homme se tenant sur le bord d'une rivière remarque que le sommet d'une tour sur l'autre rive soutend un angle de 55° avec une ligne menée de son œil parallèle à l'horizon ; en reculant 30 pieds, cet angle devient 45°. Trouver la largeur de la rivière.

Etant donné $\log 3 = .47712$

$\log. 10493 = .02089$

L sin 7° = 9.08589

L sin 35° = 9.75859

L sin 48° = 9.87107.

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EXAMINATIONS, MAY, 1894

PREVIOUS CHEMISTRY.

FOR SCHOLARSHIPS.

1. Give reasons for the assumption that (*a*) matter is made up of indivisible particles, (*b*) the molecules of oxygen and hydrogen contain each two atoms, and (*c*) the molecule of water contains two atoms of hydrogen and one atom of oxygen.

2. The atomic weight of beryllium is 9, and the formula of the chloride is $BeCl_2$. If we wrote the formula for the chloride $BeCl_3$, what corresponding change would have to be made in the atomic weight? Explain how the Periodic Law precludes the latter formula and corresponding atomic weight.

3. Dalton gave ethylene and methane the formulæ CH and CH_2 respectively. Why are the formulæ for these substances now written differently?

4. The temperature of a gas is raised from 0° C. to 100° C. What increase of volume takes place? What pressure would have to be applied to reduce it to the original volume?

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EXAMEN, MAI, 1894.

PREMIER EXAMEN.

CHIMIE.

Temps—Une heure et demie.

1. Indiquez les motifs pour l'assomption que *(a)* la matière est formée par l'aggrégation de particules indivisibles, *(b)* les molécules de l'oxygène et de l'hydrogène contiennent deux atomes, *(c)* la molécule d'eau contient deux atomes d'hydrogène et un atome d'oxygène.

2. Le poids atomique du beryllium est 9, et la formule du chlorure est $Be\ Cl^2$, quel poids atomique correspondrait à la formule $Be\ Cl^3$? Expliquez comment la loi périodique rejette cette dernière formule et le poids atomique qui y correspond.

3. Dalton donna à l'éthylène et au méthane les formules CH et CH^2 respectivement. Pourquoi aujourd'hui écrit-on ces formules d'une manière différente ?

4. Si la température d'un gaz s'élève de O° C. à 100° C., quelle variation de volume a lieu ? Quelle pression faudra-t-il lui appliquer pour le réduire à son volume premier ?

Pour les bourses.

UNIV

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EXAMINATIONS, MAY, 1894

PREVIOUS CHEMISTRY.

1. Limestone contains about 12 per cent. of carbon. Why is limestone quite useless as a fuel?

2. Select the five elements which you consider most abundantly distributed in nature, and state their methods of occurrence. In what part of Mendeléeff's Table would you look for the commoner elements?

3. Compare the properties of oxygen with those of hydrogen. Give two methods of preparing each of these elements.

4. Give a full account of the chemistry of the atmosphere, and the more important chemical changes affecting its composition.

5. Write some account of the elements: *Potassium, aluminium, chromium* and *chlorine*. What other elements are most closely related to these?

6. Write equations indicating methods by which the following substances might be prepared: *(a)* ammonia, *(b)* hydrofluoric acid, *(c)* nitric acid, *(d)* silver chloride, *(e)* silver nitrate, *(f)* sodium sulphate.

7. Explain fully the use of the terms "metal" and "basic" in chemistry.

8. What weight of sulphur must be burnt in order to form one hundred litres of sulphur dioxide? Give two other ways of making sulphur dioxide.

9. How are molecular weights obtained? How are the molecular weights of compounds made use of in deducing the atomic weights of the elements? Mention briefly any other methods of getting at atomic weights.

[O=16 S=32]

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EXAMEN, MAI, 1894.

PREMIER EXAMEN.

CHIMIE.

1. La pierre calcaire contient environ 12 p.c. de carbone, pourquoi ne peut-on pas s'en servir comme combustible ?

2. Choisissez les cinq éléments qui sont à votre avis les plus abondamment distribués dans la nature, et indiquez sous quelle forme ils se présentent.

Dansquelle partie de la table de Mendeleeff chercheriez-vous les éléments les plus ordinaires.

3. Faites la comparaison des propriétés de l'oxygène avec celles de l'Hydrogène. Donnez deux méthodes pour la préparation de chacun de ces éléments.

4. Donnez un exposé complet de la chimie de l'atmosphère, et les variations les plus notables qui se produisent dans sa constitution chimique.

5. Rendez compte des éléments: potassium, aluminium, chromium, chlore.

Nommez d'autres éléments qui, par leurs propriétés, se rattachent à ceux-ci.

6. Ecrivez les équations qui représenteraient la préparation des substances suivantes: (*a*) l'ammoniaque, (*b*) l'acide hydrofluorique, (*c*) acide nitrique, (*d*) le chlorure d'argent, (*e*) le nitrate d'argent, (*f*) le sulfate de sodium.

7. Quel poids de soufre faudrait-il brûler pour produire 100 litres de bioxide de soufre ?

Indiquez deux autres méthodes pour former cette substance.

8. Comment obtient-on les poids moléculaires ? Comment les poids moléculaires des composés servent-il pour la détermination des poids atomiques des éléments ?

Indiquez brièvement d'autres méthodes pour arriver à cette détermination.

[S=32, O=16]

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EXAMINATIONS, MAY, 1894.

PREVIOUS PHYSIOLOGY.

1. Write a full description, with drawings, of the blood corpuscles as seen under the microscope.

2. Figure the longitudinal section of the kidney.
(*a*) Explain the three methods of removing the gaseous and liquid excretions from the body and show how they co-operate.

3. Draw a horizontal section of the eyeball, marking its various parts, and name the muscles which move the eyeball.

4. Point out the action of the three different levers as exemplified in the movements of the human foot.

5. Describe the human larynx.

6. Explain the action of afferent and efferent nerves.

7. Figure and name the specimens under the microscope marked A to F.

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EXAMINATIONS, MAY, 1894

SHAKESPEARE—PREVIOUS.

MERCHANT OF VENICE.

Lorenzo:

Your husband is at hand; I hear his trumpet:
We are no tell-tales, madam; fear you not.

Portia:

This night methinks is but the daylight sick;
It looks a little paler; 'tis a day,
Such as the day is when the sun is hid.
Enter *Bassanio, Antonio, Gratiano, and their* followers.

Bassanio:

We should hold day with the Antipodes,
If you would walk in absence of the sun.

Portia:

Let me give light, but let me not be light;
For a light wife doth make a heavy husband,
And never be Bassanio so for me:
But God sort all! You are welcome home, my lord.

Bass:

I thank you, madam. Give welcome to my friend.
This is the man, this is Antonio,
To whom I am so infinitely bound.

Portia:

You should in all sense be much bound to him,
For, as I hear, he was much bound for you.

Antonio:

No more than I am well acquitted of.

Portia:

Sir, you are very welcome to our house:
It must appear in other ways than words,
Therefore I scant this breathing courtesy.

(*a*) Point out the figures of speech in the passage.

(*b*) Give derivations of words trumpet, husband, house, ways, courtesy.

(*c*) Parse the word light in its different positions in the extract.

(*d*) Show in this passage Shakespeare's skilful use of the dialogue.

2. Discuss the different readings of the following:

(a) Act II. Sc. 2, line 86.
"Than Dobbin my fill-horse has upon his tail."

(b) Act II, Sc. 8, line 39.
"Slubber not business for my sake Bassanio."

(c) Act III, Sc. 2, line 159.
"Is sum of—something, which term in gross."

(d) Act V, Sc. 1, line 59.
"Is thick inlaid with patines of bright gold."

3. Write a character sketch of Gratiano, illustrating by reference to his sayings.

JULIUS CAESAR.

4. *(1)* Explain. *(2)* Scan the following lines:

(a) "Old feeble carrions and such suffering souls."

(b) "Let's carve him as a dish fit for the gods."

(c) "O, what a time have you chose out, brave Caius,
To wear a kerchief."

(d) "Will you be pricked in number of your friends."

(e) "Of your philosopho you make no use,
If you place to accidental evils."

(f) "To lock such raseal counters from his friends."

(g) "And here thy hunters stand.
Sign'd in thy spoil, and crimson'd in thy lethe."

5. Give a general analysis of the play of Julius Caesar.

6. Criticize the success of Shakespeare's introduction of the ghost in Act IV; and refer in other parts of Shakespeare to the use of supernatural agencies.

7. Describe the quarrel scene between Brutus and Cassius.

ON BOTH PLAYS.

8. Give examples from either play of nouns used as verbs, adjectives used as verbs, double superlatives, compound epithets, double negatives, and plays on words.

9. Mention *(1)* any anachronisms *(2)* departures from historic fact found in either play.

10. Give examples from the plays of
(1) Obsolete words.
(2) Words which have changed their meaning.
(3) Words used in their classical or derivative sense.

ESSAY.

Write with care as to neatness, correct spelling and punctuation, and logical development, an essay of 25 lines on The Character of Cassius.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1894

ESSAY.

Write an essay of thirty lines on one of the following subjects:

1. "We cannot better illustrate our opinion respecting our great poet (Milton) than by contrasting him with the father of Tuscan Literature (Dante)."

2. "Counter-irritants are of as great use in moral as in physical diseases."

3. "Never since literature became a calling in England had it been a less gainful calling than at the time when Johnson took up his residence in London."

4. Write a character sketch of the King of Borva.

NOTE—Neatness, accuracy, style and development of the subject will all be taken into account in estimating the value of the essay.

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EXAMINATIONS, MAY, 1894

RHETORIC.—PREVIOUS.

1. (Extract page 16-17, The poetry of Milton differs from that of Dante ..... cemetry of Arles.)

(*a*) What characteristics of Macaulay's style are illustrated in this paragraph ?

(*b*) Give rhetorical classification of the sentences.

(*c*) Point out the observance or otherwise of the laws of the paragraph in this extract.

2. Contrast the style of the essay on Milton with that on Johnson.

3. Define and give an example of Synecdoche, Apostrophe, Metonymy, Antithesis.

4. Write sentences illustrating the proper use of the colon, semicolon, dash and quotation marks.

5. Contrast Macaulay with Black; (*a*) as to elements of style; (*b*) as to qualities of style.

6. Explain the difference between a Summary and a Topical Analysis and give both a Summary and Topical Analysis of the following: (Page 47-48. He owed his complete liberation,.....to require any apology.)

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EXAMEN, MAI, 1894.

PREMIER EXAMEN.

RHÉTORIQUE.

1. Quelle différence y a-t-il entre la rhétorique et l'éloquence ?

2. Qu'est-ce que l'orateur ? Enumérez les qualités de l'orateur parfait.

3. Donnez la définition, le but, les qualités, les genres, les sources et l'importance de l'exorde.

4. Quelles qualités doit avoir la proposition ? Quelle est sa place dans un discours ?

5. En quoi consistent la justesse et l'unité de la narration oratoire ?

6. Définissez le syllogisme, l'épichérème, l'enthymème, le dilemme, l'induction ; donnez un exemple de chacun.

7. Qu'entend-on par amplification, et nommez les principales figures par lesquelles se fait l'amplification des pensées.

8. Définissez l'action oratoire et montrez en l'importance.

9. En quoi consiste l'improvisation ?

10. Qu'est-ce que le geste et que doit-on observer dans l'action des bras et des mains ?

11. En quoi consiste l'éloquence de la tribune, du barreau et de la chaire ? Quelle différence entre le cathéchisme, la conférence, le sermon, l'homélie, le panégyrique, l'oraison funèbre ?

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EXAMINATIONS, MAY, 1894

PREVIOUS HISTORY.

1. "The victory of Aylesford struck the key note of the whole English conquest of Britain."
Give an account of this victory and justify the above remark.

2. Sketch fully the life and labors of Cuthbert

3. "But the decrease of slavery went on side by side with an increasing degradation of the bulk."
Sketch the decline of slavery and justify the above statement.

4. Sketch fully the character of King John

5. Give an account of the battle of Bovines and estimate its influence on English history.

6. Give an account of the opus majus and describe the difficulties which stood in the way of Bacon's scientific works.

7. "The very success of Cromwell's measures brought about the ruin of his policy." Explain this remark.

8. Describe *(a)* The growth of commerce; *(b)* The revival of literature under Elizabeth.

9. Tell what you know of the treaty of Dover and explain its influence *(a)* on English *(b)* on European politics.

10. Describe the character and general policy of Walpole.

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EXAMEN, MAI, 1894.

PREMIER EXAMEN.

ATHALIE ET LE CID.

1. Quel est le sujet et l'action d'Athalie ?

2. Sur quoi est fondée l'intrigue ? Comment le nœud est-il formé ?

3. Comment les trois unités sont-elles observées ?

4. Comment justifiez-vous Racine d'avoir mis une équivoque dans la bouche de Joad et d'avoir par ce moyen attiré Athalie dans l'intérieur du temple ?

5. Et quel temps fut jamais si fertile en miracles ?
Quand Dieu par plus d'effets montra-t-il son pouvoir ?
Auras-tu donc toujours des yeux pour ne point voir,
Peuple ingrat ? Quoi ! toujours les plus grandes merveilles
Sans ébranler ton cœur frapperont tes oreilles ?
Faut-il, Abner, faut-il vous rappeler le cours
Des prodiges fameux accomplis en nos jours ?
Des tyrans d'Israel les célèbres disgrâces,
Et Dieu trouvé fidèle en toutes ses menaces ;
L'impie Achab détruit et de son sang trempé
Le champ que par le meurtre il avait usurpé ;
Près de ce champ fatal Jésabel immolée,
Sous les pieds des chevaux cette reine foulée,
Dans son sang inhumain les chiens désaltérés,
Et de son corps hideux les membres déchirés ;
Des prophètes menteurs la troupe confondue,
Et la flamme du ciel sur l'autel descendue ;
Elie aux éléments parlant en souverain,
Les cieux par lui fermés et devenus d'airain,
Et la terre trois ans sans pluie et sans rosée,
Les morts se ranimant à la voix d'Elisée :
Reconnaissez, Abner, à ces traits éclatants,
Un Dieu tel aujourd'hui qu'il fut dans tous les temps :
Il sait quand il lui plaît faire éclater sa gloire.
Et son peuple est toujours présent à sa mémoire.

(*a*) Signalez les principales figures de mots et de pensées contenues dans cet extrait.

(*b*) Donnez l'étymologie des mots suivants : Fertile, miracles, prodiges, inhumain, prophètes, reconnaissez.

6. Quelle Jérusalem nouvelle
Sort du fond du désert brillante de clartés
Et porte sur le front une marque immortelle ?
Peuples de la terre, chantez.
Jérusalem renaît plus charmante et plus belle.
D'où lui viennent de tous cotés
Ces enfants qu'en son sein elle n'a point portés ?
Lève Jérusalem, lève ta tête altière.
Regarde tous ces rois de ta gloire étonnés.
Les rois des nations, devant toi prosternés,
De tes pieds baisent la poussière ;
Les peuples à l'envi marchent à la lumière.
Heureux qui pour Sion d'une sainte ferveur
Sentira son âme embrasée !
Cieux, répandez votre rosée,
Et que la terre enfante son Sauveur.

(*a*) Quelle est cette Jérusalem nouvelle dont parle le poète?
(*b*) A quel genre de style appartient ce morceau ?
(*c*) Donnez quelques notions de versification. Expliquez la succession des rimes et leur richesse en ce morceau.

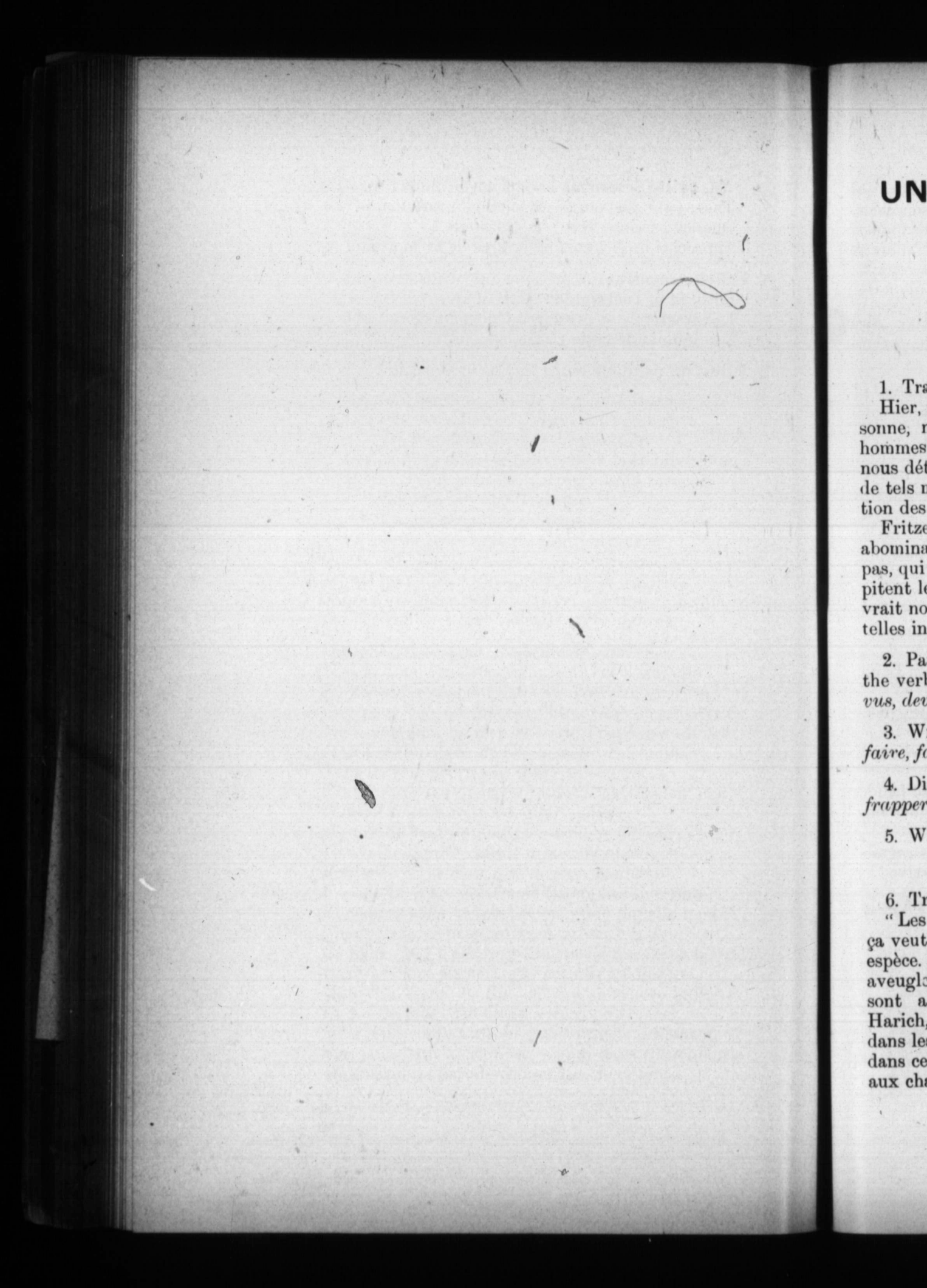
7. O rage ! ô désespoir ! ô vieillesse ennemie !
N'ai-je donc tant vécu que pour cette infamie ?
Et ne suis-je blanchi dans les travaux guerriers
Que pour voir en un jour flétrir tant de lauriers ?
Mon bras qu'avec respect toute l'Espagne admire ;
Mon bras qui tant de fois a sauvé cet empire,
Tant de fois affermi le trône de son roi,
Trahit donc ma querelle et ne fait rien pour moi ?
O cruel souvenir de ma gloire passée !
Œuvre de tant de jours en un jour effacée !
Nouvelle dignité, fatale à mon bonheur !
Précipice élevé d'où tombe mon bonheur !
Faut-il de votre éclat voir triompher le Comte,
Et mourir sans vengeance ou vivre dans la honte ?
Comte, sois de mon prince à présent gouverneur.
Ce haut rang n'admet point un homme sans honneur ;
Et ton jaloux orgueil, par cet affront insigne,
Malgré le choix du Roi, m'en a su rendre indigne.
Et toi, de mes exploits glorieux instrument,
Mais d'un corps tout de glace inutile ornement,
Fer, jadis tant à craindre, et qui dans cette offense,
M'as servi de parade et non pas de défense,

Va, quitte désormais le dernier des humains,
Passe pour me venger en de meilleures mains.

(a) Quelles passions peint ici Corneille ?
(b) Appréciez les beautés littéraires de ce morceau.

8. Faites connaître :
(a) Le sujet et l'action du "Cid."
(b) Le caractère des principaux personnages.
(c) Les défauts de cette pièce.

9. Faites un parallèle entre Racine et Corneille.



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EXAMINATIONS, MAY, 1894.

PREVIOUS EXAMINATION.

FRENCH AUTHORS.

I.

1. Translate:

Hier, nous étions en paix, nous ne demandions rien à personne, nous n'avions pas fait de mal, et tout à coup des hommes étrangers sont venus nous frapper, nous ruiner et nous détruire. Ah! qu'ils soient maudits, ceux qui provoquent de tels malheurs par esprit d'ambition: qu'ils soient l'exécration des siècles!

Fritzel, souviens-toi de cela; c'est tout ce qu il y a de plus abominable sur la terre. Des hommes qui ne se connaissent pas, qui ne se sont jamais vus, et qui tout à coup se précipitent les uns sur les autres pour se déchirer! Cela seul devrait nous faire croire en Dieu, car il faut un vengeur de telles iniquités.

2. Parse, giving the five principal parts (primitive tenses) of the verbs: *Sont venus, soient maudits, souviens toi, se sont vus, devrait.*

3. Write out in full the present indicative of *maudits, faire, faut.*

4. Distinguish *venir frapper, venir à frapper* and *venir de frapper.*

5. Who are the speaker and Fritzel?

II.

6. Translate:

"Les hommes jetteront leurs idoles d'argent," fit le mauser, ça veut dire leurs écus, leurs florins et leur monnaie de toute espèce. "Ils les jetteront aux taupes," c'est-à-dire aux aveugles, car vous savez, monsieur le docteur, que les taupes sont aveugles; les malheureux aveugles, comme le père Harich, sont de véritables taupes; ils marchent en plein jour dans les ténèbres, comme s'ils étaient sous terre. Les hommes, dans ce temps-là, donneront donc leur argent aux aveugles et aux chauves-souris. Par chauves souris, il faut entendre les

vieilles, vieilles femmes qui ne peuvent plus travailler, qui sont chauves et qui se tiennent dans le creux des cheminées, à la manière de Christine Besme, que vous connaissez aussi bien que moi. Cette pauvre Christine est tellement maigre, et conserve si peu de cheveux, que chacun pense en la voyant: "C'est une chauve-souris."

7. Write the first person singular future indicative, and present and imperfect subjunctive of *fit*, *veut*, *dire*, *savez*, *peuvent*, *connaissez*, and the imperative of *veut*.

8 Jetteront. Write out in full the present indicative of this verb Give the rule for doubling the "t," and any verb ending in *eter* that is an exception to this rule.

9. Compare *vieilles*, *bien*, *peu*.

10. *Que* vous connaissez, aussi bien *que* moi, *que* chacun pense. Parse *que* in each of these instances.

11. From what book is the Mauser reading?

III.

12. Translate:

"Allons, allons, Fritzel, s'écria-t-il, hop! hop! du courage.. Tu ne sens donc pas l'odeur de la soupe!"

Il agissait ainsi tous les hivers, quand il faisait bien froid, et s'amusait de me voir dans une grande incertitude.

"Si l'on pouvait m'apporter la soupe ici, lui dis-je, je la sentirais encore bien mieux.

—Oh! le poltron, le poltron! dit l'oncle, il aurait le cœur de manger au lit, voilà de la paresse!"

Alors, pour me montrer le bon exemple, il versa l'eau froide de ma cruche dans la grande écuelle, et se lava la figure des deux mains devant moi, en disant:

"C'est ça qui fait du bien, Fritzel, c'est ça qui vous ragaillardit et vous ouvre les idées. Allons, lève-toi....Arrive!"

13. Write in full the present indicative and present subjunctive of *allons*, *sens* et *lève-toi*.

14. Si l'on. When is the form *l'on* used?

IV.

15. Translate:

C'est ainsi que nous arrivâmes aux premières maisons du village. Alors on s'arrêta quelques instants pour se mettre en ordre, petit Jean accrocha son tambour sur sa cuisse, et le

commandant ayant crié : " En avant, marche ! " les tambours retentirent.

Nous descendîmes la grande rue, marchant tous au pas et nous réjouissant d'une entrée si magnifique. Tous les vieux et les vieilles qui n'avaient pu sortir étaient aux fenêtres et se montraient l'oncle Jacob, qui s'avançait d'un air digne derrière le commandant entre ses deux aides. Je remarquai surtout le père Schmitt, debout à la porte de sa baraque ; il redressait sa haute taille voûtée et nous regardait défiler avec un éclair dans l'œil.

16. At what stage in the story and under what circumstance does this arrival in the village take place ?

17. (*a*) Quelques instants. When is *quelque* variable ? When invariable ?

(*b*) S'avançait. When and why is the cedilla used in this verb ?

(*c*) N'avaient pu. With what other verbs may *pas* be omitted ?

18. Write a short character sketch of the persons named in this extract (IV.) showing the relation of each to the story.

V.

19. Translate :

Poitrinas à *Caboussat*.—Ah ! j'oubliais....il y a un abricotier qui me gêne.

Caboussat.—Où ça ?

Poitrinas.—Au fond....à gauche....Je vous demanderai la permission de l'abattre.

Caboussat.—Ah non ! permettez ...Il n'y a que lui qui me donne....les abricots sont petits, mais d'un juteux....

Poitrinas.—Mon cher collègue, je vous le demande au nom de la science.

Caboussat.—Ah ! du moment que c'est pour la science.... je n'ai rien à lui refuser. (*A part.*) A elle qui me refuse tout !

Poitrinas.—Merci, merci !....pour l'archéologie !....Je retourne continuer mes recherches. (*Fausse sortie.*) A propos, avez-vous parlé à votre fille du mariage ?

Caboussat.—Je lui en ai touché un mot....la proposition n'a pas déplu.

Poitrinas.—Et le défaut, le lui avez-vous confié ?

Caboussat.—Pas encore....je cherche un biais.

Poitrinas.—C'est horrible, n'est-ce pas ?....Je retourne là-bas....ça embaume le romain ! (*Il sort par le fond.*)

20. Le défaut. Explain what this was, and how Caboussat did not see it.

21. What is the best described character in this comedy? Give reasons in your answer.

UNIVERSITE DE MANITOBA.

EXAMEN, MAI, 1894.

PREMIER EXAMEN.

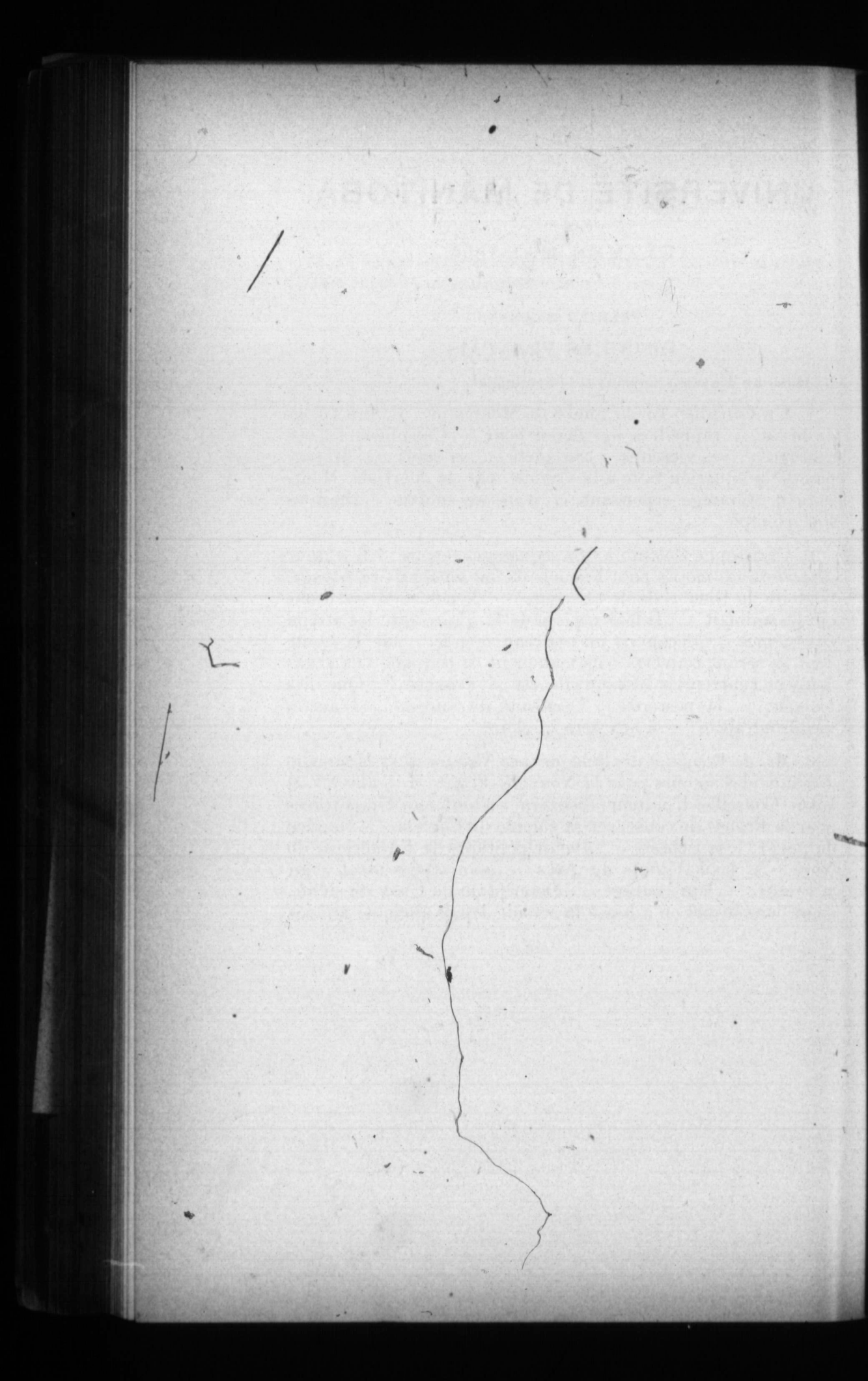
DISCOURS FRANÇAIS.

Choisir un des sujets suivants et le developper :

1. Un Canadien sur la tombe de Montcalm.—Il fera l'éloge du héros....rappellera son amour pour les Canadiens....son courage....ses victoires....sa piété....sa mort ... Il parlera de la situation faite à la Colonie par la mort de Montcalm....Courage cependant....nous ses soldats....imitons son exemple....

2. Christophe Colomb à son équipage révolté :—L'orateur rappellera les motifs pour lesquels ils ont entrepris ce voyage, la gloire de Dieu, celle de l'Espagne....le noble enthousiasme qui les animait....Il leur parlera de la gloire qui les attend eux-mêmes....découvrir un nouveau monde....de la honte dont ils seront couverts, s'ils manquent de courage, s'ils abandonnent l'entreprise alorsqu'elle est si avancée....Que dira Isabelle,....la postérité ? Certitude du succès....D'autres viendront après....à eux sera la gloire.

3. Mr. de Bougainville délégué par Vaudreuil et Montcalm demande des secours pour la Nouvelle-France à Louis XV et à son Conseil.—L'orateur insistera surtout sur l'importance pour la France de conserver sa colonie du Canada....étendue du pays....sa richesse....avenir politique de l'Amérique du Nord....; les habitants du pays....leur attachement pour la France....leur courage....Description de l'état de dénûment dans lequel on a laissé la colonie depuis quelques années.



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EXAMINATIONS, MAY, 1894.

PREVIOUS.

FRENCH GRAMMAR.

1. Write two sentences using the verb *mettre* idiomatically and two using *se mettre.*

2. What is the number and gender of *tout le monde*?
Translate: Were there many people at the ball?

3. State the rule of agreement of adjectives with the word *gens.*
Translate: Old people are suspicious.

4. When is *quelque* uninflected, and when must it be made to agree? Give an example of each case.

5. State the rules of the agreement of verbs after *ni l'un ni l'autre.*

6. Why is the verb in the singular in the following sentence: *Vos amis, vos parents, Dieu vous récompensera.*

7. Distinguish between *dans* and *dedans, sous* and *dessous, autour* and *alentour.*

8. Translate: I think Henry will come, but I do not think Lucy will come with him.

9. Give in full:
(a) The subjunctive present of *venir* and *savoir.*
(b) The indicative present of *aller* and *courir.*

10. Name two verbs ending in *eler* or *eter* in which the *l* or *t* must not be doubled before a mute syllable, and state what must be done instead.

11. Give the general rule of agreement of the past participle used with the verb *avoir.*

12. Translate:
(a) This is a difficult examination.
(b) Never mind.
(c) Good luck!

13. Translate into French :

When I lived in England I used to go frequently to Paris. Once I went there and back without having slept in a bed or even undressed in the meantime. I had no other baggage but a comb in my pocket and a cloak on my arm. My servant thought I had gone to a friend's in the suburbs and was much surprised on hearing that I had crossed the British channel. When I came back I was told a cousin of mine was waiting for me. "How long has she been waiting" was my first question. On hearing my voice my cousin herself came forward to answer me and said that she had been there half an hour. She longed to see me to let me know that her parents with whom she lives are going to change their residence. They wish to sell all their master pieces before removing, and it is only when they have sold them that they will start. They will have their new house painted and will have furniture made for the drawing room. They have already bid farewell to their old neighbours and became acquainted with their new ones. It is said that as soon as they are settled Clara and George will be married. The bishop is to marry them because Clara's sister who married Smith was married by him. Let us hope for them as for the heroes of fairy tales that they will live to be very old and be very happy.

14. Translate :

Bonaparte gravit le St. Bernard.... Le conducteur, qui était tout jeune, lui exposa naïvement les particularités de son obscure existence, et surtout le chagrain qu'il éprouvait de ne pouvoir, faute d'un peu d'aisance, épouser l'une des filles de cette vallée. Le premier consul, tantôt écoutant, tantôt questionnant les passants dont la montagne était remplie, parvint à l'hospice où les bons religieux le reçurent avec empressement. A peine descendu de sa monture, il écrivit un billet, qu'il confia à son guide, en lui recommandant de le remettre exactement à l'administrateur de l'armée resté de l'autre côté du Saint-Bernard. Le soir, le jeune homme retourné à Saint-Pierre apprit avec surprise quel puissant voyageur il avait conduit le matin, et sut que le général Bonaparte lui faisait donner un champ, une maison, les moyen de se marier enfin et de réaliser tous les rêves de sa modeste ambition.—*Thiers.*

UNIVERSITE DE MANITOBA.

EXAMEN, MAI, 1894.

PREMIER EXAMEN.

HISTOIRE DE FRANCE.

1. Résumez l'histoire de Clovis avant et après sa conversion.

2. Faites connaître les peuples que Charlemagne a combattus et l'influence qu'il a exercée sur la civilisation et la religion.

3. Racontez la première croisade.

4. Résumez le règne de St. Louis et ses croisades.

5. Racontez brièvement l'histoire de Jeanne d'Arc.

6. Dans quel but fut formée la Ligue, et quels en furent les résultats ?

7. Quel était le caractère de Henri IV ?

8. Quels sont les principaux évènements du règne de Louis XV ? Portez votre jugement sur ce prince.

9. Faites connaître les causes de la révolution Française.

10. Résumez les campagnes de Napoléon sous le Directoire et le Consulat.

11. Rappelez en peu de mots les principaux évènements de l'empire sous Napoléon III.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1894

PREVIOUS.

GERMAN GRAMMAR AND COMPOSITION.

1. Rewrite, making any corrections deemed necessary, and giving reasons therefor:

(*a*) Glaubt Ihr wir waren unrecht?
(*b*) Kennen sie warum er hat heute gekommen?
(*c*) Ich habe es ihm gegeben.
(*d*) Sind sie fertig mit deiner Arbeit?
(*e*) Folgst du mich, wenn Ich habe es euch verboten?

2. What are the different modes of declension of adjectives?

3. Distinguish between the use of *wenn* and *als; sondern* and *aber, der Band* and *das Band*, giving a German sentence with the proper use of each.

4. Compare the adverbs: *viel, wenig, aeuszerst.*

5. Give the prin. parts, also 2nd pers. sing. of the present indicative of: *Fechten, heben, dreschen, befehlen.*

6. Translate into German:
(*a*) We have rowed a long while against the stream and have become very tired.
(*b*) The child said she was crying because she had torn her dress.
(*c*) What will become of him?
(*d*) What would you do with it, if you were rich?
(*e*) To-day is the twenty-fourth of May, the Queen's birth-day, and I am glad to say, the last day of our examinations.
(*f*) Those who are industrious are always contented.
(*g*) I did not expect to find you here; the greater therefore is my pleasure at meeting you.
(*h*) The new bridge over the Red River, which is, indeed, a very fine one, must have cost a lot of money.

7. Translate:
Die Dragoner waren seit der Entdeckung, dasz der Graf Officier sei, die Artigkeit selbst. Alle Stunden kam einer, um zu rapportiren, wie der Verwundete sich befinde. Aus ihren Reden, die sie hie und da ueber die Geschichte fallen lieszen,

wurde man zwar nicht ganz klug, aber so viel merkte Martiniz und der alte Herr, dasz der Rittmeister, indem er sich geheimer, von Ida erhaltener Begunstigungen ruehmte, gewaltig gelogen habe. Von dem Duelle war uebrigens bis jetzt noch nirgends etwas bekannt geworden. Den Reitknecht des Rittmeisters hielt man in dem Haus vor dem Thore fest, dasz nicht etwa durch ihn Etwas auskaeme, die Uebrigen hatten sich das Ehrenwort gegeben, Nichts zu verrathen.

8. Dictation.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1894

PREVIOUS GERMAN.

AUF WACHE; EGMONT'S LEBEN UND TOD; DER BIBLIOTHEKAR.

1. Translate:

Dumpf und schwer sasz Hauenstein in Einsamkeit, und sein erster Gedanke war nicht sein eignes Leid, sondern das Gabrielens. Wie wird es ihr das Herz zerreiszen. Aber es musz getragen werden! Welch eine unendliche Kluft liegt zwischen heut und gestern! Und wie ist es nur moeglich, dasz der Mann, der so beweglich gesprochen, so treulos sein kann. O freilich die Menschen, die die Staatsgewalt umstuerzen wollen, denen kein Eid heilig, die dem Groszen und Ganzen nicht Treu und Glauben halten, wie sollten sie das dem Einzelnen? Und der Mann hat gesagt: Ich will die Schuld auf mich nehmen, dasz Sie keinem Menschen mehr glauben sollen. Laecherlich; das kann er leicht tragen.

2. Parse sasz, zerreiszen, liegt, umstuerzen; conjugate the verbs.

3. Give and conjugate the corresponding active verbs to sitzen and liegen.

4. "Beweglich." Give the root and the exact force of this word. Give the conjugations of the corresponding verb with their meanings respectively.

5. "Die Schuld." Give the plural of this word, with its signification.

6. "Dem einzelnen." Parse and distinguish from "einzig."

7. Translate:

Die Rolle, welche dieser Mann unter der vorigen Regierung in Deutschland gespielt hatte, trug eben nicht dazu bei, ihm das Herz der Niederlaender im voraus zu gewinnen. Sein gesetzwidriges Verfahren im Staatsrathe zu Bruessel, die Herrschsucht, womit er alle Privilegien der Provinzen mit Fueszen trat, seine Habsucht, seine uerpige Lebensart, sein hochfahrendes Wesen, der Druck, worunter er den hohen Adel hielt, und das geringschaetzige Betragen, das er gegen verschiedene von den Groszen affectirte, brachte die Erbitterung gegen ihn aufs hoechste, und reizte den groeszten Theil unter

ihnen an, sich gegen diesen gemeinschaftlichen Feind zu verbinden.

8. Give the derivation of gesetzwidriges, Herrschsucht, Habsucht, geringschaetzige, verschiedene, gemeinschaftlichen.

9. Parse Privilegien, Provinzen, brachte, anreizte, den Groszen, giving gender of nouns and conjugating verbs.

10. Distinguish gegen and wider, verschiedene and mehrere.

11. Auf hoechste. Compare the adjective. Distinguish the superlative used here from the other superlative employed in German.

12. Translate:

Jede noch so unschuldige Handlung, jede Unterlassung wurde aus dem Gesichtspunkte betrachtet, den man gleich im Eingange festgesetzt hatte, dasz beide Grafen, in Verbindung mit dem Prinzen von Oranien, getrachtet haben sollten, das koenigliche Ansehen in den Niederlaenden ueber den Haufen zu werfen, und sich selbst die Regierueg des Landes in die Haende zu spielen.' Granvellas Vertreibung, Egmonts Absendung nach Madrid, die Confederation der Geusen, die Bewilligungen, welche sie in ihren Statthalterschaften den Protestanten ertheilt—alles dieses muszte nun in Hinsicht auf jenen Plan geschehen sein, alles Zusammenhang haben. Die nichtsbedeutendsten Kleinigkeiten wurden dadurch wichtig, und eine vergiftete die andre. Nachdem man zur Vorsorge die meisten Artikel schon einzeln als Verbrechen beleidigter Majestaet behandelt hatte, so konnte man um so leichter aus allen zusammen dieses Urtheil herausbringen.

13. Parse Gesichtspunkte, Prinzen, Haufen, Landes, einzeln giving gender and plural, and pointing out any peculiarities in inflection or meaning.

14. Vergiftete. Parse and give root. Give the varions forces of "ver" in composition, with an example of each.

15. Translate:

Edith (von links hinten). Papa — Papa — es kommt ein Wagen—ist aber nichts fuer uns.

Marsland. Wieso?—

Edith. Nur ein alter, dicker Herr—

Eva (Fernrohr in der Hand). Wir haben es ganz deutlich gesehen.

Sara (nimmt Eva das Fernrohr aus der Hand). Das schickt sich gar nicht. (Tritt nach hinten und sieht dann durchs Fernrohr).

Edith. Ob das der Bibliothekar sein kann ?

Marsland. Hoert, Kinder, ueber das Kapitel wollte ich gerade noch ein Wort mit Euch reden. Der junge Mann, der heut hier anlangt, ist mir sehr empfohlen—ich wuensche nicht dasz er bald wieder geht. Treibt also keine Allotria mit ihm, wie mit seinem Vorgaenger.

Edith. Oh, Papa—das haben wir nicht gethan.

Eva. Edith hat ihm nur zweimal Zoepfe angesteckt.

Marsland. Ihr habt ihn mit Briefen mystifizirt, weiche Birnen in die Taschen gesteckt—ich weisz alles—also in Zukunft unterbleibt das.—Kommt ihm freundlich entgegen—damit er sich hier wohl fuehlt. Verstanden ?

Edith und Eva. Jawohl ?

UN

1. Tra
1. Tra
Prima
auxiliis
caperen
veterem
dimicat
obsessis
potiri:
recipere
inferiore
ab ducib
Hac re
opinione
dum effe
diutius r
omnibus

2. Par
2. Ana

3. Acc
3. Dor
Capere
The ca
Et des
Consili

4. Con
4. Do
Vetere
Give a
plural.
Donne
cation an

5. Tra
5. Trac
Re fru

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EXAMINATIONS, MAY, 1894.

PRELIMINARY.

CAESAR.—CÉSAR.

1. Translate:
1. Traduisez:

Prima luce, productis omnibus copiis, *duplici acie instituta, auxiliis* in mediam *aciem* conjectis, quid hostes consilii *caperent* exspectabat. Illi, esti propter multitudinem, et *veterem* belli gloriam, paucitatemque nostrorum, se tuto *dimicaturos* existimabant, tamen tutius esse arbitrabantur, *obsessis* viis, commeatu intercluso, sine ullo vulnere victoria *potiri*: et si propter inopiam *rei frumentariae* Romani sese recipere coepissent, *impeditos* in *agmine* et sub *sarcinis*, inferiores animo, *adoriri* cogitabant. Hoc consilio probato ab ducibus, productis Romanorum copiis, sese castris tenebant. Hac re perspecta, Crassus (quum sua cunctatione atque opinione *timoris* hostes nostros milites alacriores ad pugnandum effecissent; atque omnium voces audirentur, exspectari diutius non *opportere*, quin ad castra *iretur)* cohortatus suos, omnibus *cupientibus*, ad hostium castra contendit.

2. Parse the words in italics.
2. Analysez les mots en italiques.

3. Account for the moods of:
3. Donnez la raison d'être des modes de:
Caperent and audirentur.
The cases of:
Et des cas de:
Consilii, victoria, animo, timoris.

4. Compare:
4. Donnez les degrés de comparaison de:
Veterem, tutius, inferiores, alacriores.

Give a list of Latin words which change meaning in the plural.

Donnez une liste de mots latins qui changent de signification an pluriel.

5. Translate:
5. Traduisez:

Re frumentaria comparata equitibusque delectis, iter ea

loca facere
quibus quu
venerunt, q
Populo Ro
lacessantur
suetudo h
inferant, r
isse invitos
posse eis u
patiantur
Suevis conc
possint: re
superare po
At barba
et essedarii
reliquis cop
Erat ob ha
magnitudin
autem, ign
armorum o
et in fluct
dum; quu
progressi, c
tela conjic
rebus nost
imperiti, n
uti proeliis

6. Parse
6. Analy

7. Expla
7. Donn
Attribua
studio.

8. Decli
8. Decli
Dii imm

9. Trans
9. Trad
Leo, asi
partirentie
aliquando
Ille stulte
ceteris ae

loca facere coepit, quibus in locis esse Germanos audiebat. A quibus quum paucorum dierum iter abesset, legati ab his venerunt, quorum haec fuit oratio: Germanos neque *priores* Populo Romano bellum inferre, neque tamen recusare, si *lacessantur* quin armis contendant, quod Germanorum consuetudo haec sit a majoribus tradita, quicumque bellum *inferant*, resistere neque deprecari: haec tamen dicere, venisse invitos, ejectos *domo*. Si suam gratiam Romani *velint*, posse eis utiles esse amicos: vel sibi agros attribuant vel *patiantur* eos tenere, quos armis possederint. Sese unis Suevis concedere, quibus ne dii quidem immortales pares esse possint: reliquum quidem in terris esse neminem, quem non superare possint.

At barbari, consilio Romanorum cognito, praemisso equitatu et essedariis, quo plerumque genere in proeliis uti consuerunt, reliquis copiis subsequuti, nostros navibus *egredi* prohibebant. Erat ob has causas summa difficultas, quod naves, propter magnitudinem, nisi in alto, constitui non poterant; militibus autem, ignotis locis, impeditis manibus, magno et gravi armorum *onere* oppressis, simul et de navibus *desiliendum* et in fluctibus consistendum et cum hostibus erat pugnandum; quum illi aut ex arido, aut paululum in aquam progressi, omnibus membris expediti, notissimis locis, audacter tela conjicerent, et equos insuefactos incitarent. Quibus rebus nostri perterriti, atque hujus omnino generis pugnae imperiti, non eadem alacritate ac studio, quo in pedestribus uti proeliis consueverant, utebantur.

6. Parse the words in italics.
6. Analysez les mots en italiques.

7. Explain the case and moods in:
7. Donnez la raison d'etre des cas et des modes de:

Attribuant, militibus, manibus, membris, generis pugnae, studio.

8. Decline:
8. Declinez:

Dii immortales.

(Not for Medical Entrance.)

9. Translate:
9. Traduisez:

Leo, asinus et Vulpes societatem inierant, ut id inter se partirentier, quod in venatione cepissent. Jam quum aliquando praedam nacti essent, leo asinum partiri jubet. Ille stulte tres aequales portiones facit. Leo indignatus quod ceteris aequareter, asinum dilaniat. Deinde vulpem de

integro praedam dividere jubet. Illa totam ferme leoni tribuit, sibi admodum pauca servans. Leo subridens ejus prudentiam laudare, et, unde haec didicerit quaerere coepit. Tum vulpes: "Calamitas," inquit "asini me docet, quid minores potentioribus debeant."

Dilaniare, to tear up.

Dilaniare, devorer.

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EXAMINATIONS, MAY, 1894.

VIRGIL.—Preliminary.

VIRGILE.—Préliminaire.

1. Translate:
1. Traduisez:

Ecce manus juvenem interea post terga *revinctum*
Pastores magno ad regem clamore *trahebant*
Dardanidæ, qui se ignotum venientibus ultro,
Hoc ipsum ut strueret Trojamque aperiret Achivis,
Obtulerat; fidens animi atque in utrumque paratus,
Seu versare dolos, seu certæ *occumbere* morti.
Undique *visendi* studio Trojana juventus
Circumfusa ruit, certantque *illudere* capto.
Accipe nunc Danaûm insidias, et crimine ab uno
Disce omnes.

Jamque adeo super unus eram, quum limina Vestæ
Servantem et tacitam secreta in *sede* latentem
Tyndarida adspicio: dant clara *incendia* lucem
Erranti passimque oculos per cuncta ferenti.
Illa sibi infestos eversa ob Pergama Teucros,
Et pœnas *Danaum* et deserti *conjugis* iras
Præmetuens, Trojæ et patriæ communis Erinnys,
Abdiderat sese atque *aris* invisa sedebat.
Exarsere ignes animo; subit ira cadentem
Ulcisci patriam et sceleratas sumere pœnas.

Hæc fatus, latos humeros subjectaque colla
Veste super *fulvique insternor* pelle leonis,
Succedoque oneri: dextræ se parvus Iulus
Implicuit, sequiturque patrem non passibus *æquis*;
Pone subit conjux. Ferimur per opaca locorum:
Et me, quem dudum non ulla injecta movebant
Tela, neque adverso glomerati ex agmine Graii,
Nunc omnes terrent auræ, sonus excitat *omnis*
Suspensum et pariter comitique onerique timentem.

2. Parse the italicised words.
2. Analysez les mots soulignés.

3. Account for the cases in:

3. Donnez la raison d'être des cas dans :
Venientibus, studio, erranti, cadentem, pelle, passibus.

4. Explain the reference in each of the three extracts.
4. Expliquez ce à quoi chaque extrait a rapport.

5. Write short historical notes on :
5. Ecrivez quelques notes historiques sur :
Dardanidæ, Tyndarida, Danaûm, Erinnys and Iulus.

6. Scan the last four verses of the third extract.
6. Scandez les quatre derniers vers du troisième extrait.

Translate into Latin :

Virgil was born on the 15th day of the month of October, in the consulship of Crassus and the great Pompeius, not far from the City of Mantua now called Pietola. Æneas, whose life and valor he celebrates in the twelve books of the Æneid, was the son of Venus and the husband of Creusa. After the ruin of Troy, which is described in the second book, the Trojan hero fled through the hostile arrows of the Greek army, but unfortunately during his flight he lost his dear wife. His young son Iulus, however, he succeeded in saving from the common ruin in which Priam and so many of the illustrious men of Iliam perished. Then many were the perils he experienced on the seas when seeking the land where he would, according to the decrees of the gods, found a new kingdom. This we know by the narrative which he gave to the Queen of Carthage. All these misfortunes were brought down upon him and his faithful companions by the hatred of Juno.

Traduisez en Latin :

Virgile naquit le quinzième jour du mois d'Octobre sous le consulat de Crassus et du grand Pompée, non loin de la ville de Mantoue maintenant appelée Piétola. Enée, dont il chante la vie et la valeur dans les douze livres de l'Enéide, était le fils de Vénus et l'époux de Créuse. Après la ruine de Troie, laquelle est décrite dans le 2me livre, le héros Troyen fuit les traits ennemis de l'armée Grecque ; mais malheureusement durant sa fuite il perdit sa chère femme. Cependant il réussit à sauver son jeune fils Jule de la ruine commune dans laquelle périrent tant d'illustres habitants d'Ilion. Ensuite il traversa beaucoup de dangers sur les mers en cherchant la terre où, d'après les décrets des dieux, il devait fonder un nouveau royaume. Ceci nous est connu par la narration qu'il en fit à la reine de Carthage. Tous ces malheurs fondirent sur lui et sur ses fidèles compagnons par la haine de Junon.

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EXAMINATIONS, MAY, 1894.

FOR SCHOLARSHIPS.

PRELIMINARY LATIN.

POUR LES BOURSES.

1. Translate:
1. Traduisez:

Diffugimus visu exangues: illi agmine certo
Laocoonta petunt; et primum parva duorum
Corpora natorum serpens amplexus uterque
Implicat, et miseros morsu depascitur artus:
Post ipsum auxilio subeuntem ac tela ferentem
Corripiunt, spirisque ligant ingentibus; et jam
Bis medium amplexi, bis collo squamea circum
Terga dati, superant capite et cervicibus altis.
Ille simul manibus tendit divellere nodos,
Perfusus sanie vittas atroque veneno;
Clamores simul horrendos ad sidera tollit:
Quales mugitus fugit quum saucius aram,
Taurus, et incertam excussit cervice securim.

2. Scan:
2. Scandez:

Ille simul manibus.....cervice securim.

3. Translate:
3. Traduisez:

Genus hoc est ex *essedis* pugnae. Primo per omnes partes perequitant et tela coniciunt atque ipso terrore equorum et strepitu rotarum ordines plerumque perturbant, et cum se inter equitum turmas insinuaverunt, ex essedis desiliunt et *pedibus* proeliantur. Aurigae interim paulatim ex proelio *excedunt* atque ita *currus* collocant, ut, si illi a multitudine hostium *premantur*, expeditum ad suos receptum habeant. Ita mobilitatem equitum, stabilitatem *peditum* in proeliis praestant.

4. Parse the italicised words.
4. Analysez les mots soulignés.

5. Translate into Latin:

My dearest friends, remember that you are here as soldiers in the field of battle. Should this or that one of those that have

entered the arena, come out of it without honor and glory, he is in all probability to be left as a victim to tell his companions by his defeat that in this kind of war, hard labor is the only sure way to victory. On the other hand sweet is the joy reserved for the conquerors; not only because of the reward promised to victory, but much more on account of the noble pride to be experienced by those brave soldiers of duty.

6. Traduisez en Latin :

Mes très chers amis, souvenez-vous que vous êtes ici comme des soldats sur le champ de bataille. Si celui-ci ou celui-là de ceux qui sont entrés dans l'arène, en revient sans honneur et sans gloire, il restera en toute probabilité comme une victime pour dire à ses compagnons par sa défaite que dans ce genre de guerre, le dur travail est le seul chemin qui mène sûrement à la victoire. D'un autre côté douce est la joie réservée aux vainqueurs; non seulement à cause de la récompense promise, mais beaucoup plus encore à raison du noble orgueil que devront éprouver ces braves soldats du devoir.

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EXAMINATIONS, MAY, 1894.

LATIN GRAMMAR.—PRELIMINARY.

GRAMMAIRE LATINE.—PRELIMINAIRE.

1. Decline in combination:
1. Déclinez par groupe:
Idem tempus, meus filius and *ullum majus opus.*

2. Give the genitive singular and the gender of:
2. Donnez le genitif singulier et le genre de:
Nutus, ordo, nemo, munus, magistratus, locus, Jupiter, papilio, dies, tellus, grex, pelagus, arbor.

3. What are the other degrees of comparison of:
3. Quels sont les autres degrés de comparaison de:
Senior, mature, faciliter, arduus, audacius, superus, longinquus.

4. Write the 2nd singular of the indicative present and future, and of the subjunctive present and imperfect of:
4. Donnez la 2me pers. sing. de l'Indicatif présent et futur et du subjonctif present et imparfait de:
Nolo, edo, fio, eo and *possum.*

5. Give the principal parts of:
5. Donnez les temps primitifs de:
Adsto, recumbo, implico, coerceo, torqueo, prandeo, gaudeo, evado, scindo, pasco, cado, augeo, vincio, caedo.

6. Give the principal parts of *fero* when compounded with:
6. Donnez les temps primitifs de "*fero*" quand il est précédé de:
e- ob- cum- and *ad-*

7. What cases are governed by the following words:
Miseresco, ignosco, desum, potior, accuso, celo, indignus, indulgeo. Give an example of each.
7. Quels cas gouvernent les mots suivants:
Miseresco, ignosco, desum, portior, accuso, celo, indignus, indulgeo. Donnez un example pour chaque mot.

8. Translate:
(a) The eagle sat in the top of the oak.
(b) I am ashamed to do this.

(c) Caesar although he had waited a long time determined to remain another day.
(d) It was necessary that you should come.
(e) We must watch lest we be surrounded.

8. Traduisez en Latin:
(a) L'aigle était perché sur la cime du chêne.
(b) J'ai honte de faire ceci.
(c) César bien qu'il eût attendu longtemps, se décida de rester un autre jour.
(d) Il était nécessaire que vous vinisiez.
(e) Nous devons veillés de peur que nous soyions entourés.

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EXAMINATIONS, MAY, 1894

PRELIMINARY—PRÉLIMINAIRE.

XENOPHON.—XÉNOPHON.

1. Translate:
   Traduisez:

Οἱ δὲ Καρδοῦχοι, ὁρῶντες ὀλίγους ἤδη τοὺς λοιπους, (πολλοὶ γὰρ καὶ τῶν μένειν τεταγμένων ᾤχοντο ἐπιμελόμενοι οἱ μὲν ὑποζυγίων, οἱ δὲ σκευῶν, οἱ δ' ἑταιρῶν,) ἐνταῦθα δὴ ἐπέκειντο θρασέως, καὶ ἤρχοντο σφενδονᾶν καὶ τοξεύειν. Οἱ δὲ Ἕλληνες παιανίσαντες ὥρμησαν δρόμῳ ἐπ' αὐτούς· οἱ δὲ οὐκ ἐδέξαντο· καὶ γὰρ ἦσαν ὡπλισμένοι, ὡς μὲν ἐν τοῖς ὄρεσιν, ἱκανῶς πρὸς τὸ ἐπιδραμεῖν καὶ φεύγειν, πρὸς δὲ τὸ εἰς χεῖρας δέχεσθαι οὐχ ἱκανῶς. Ἐν τούτῳ σημαίνει ὁ σαλπιγκτής· καὶ οἱ μὲν πολέμιοι ἔφευγον πολὺ ἔτι θᾶττον, οἱ δ' Ἕλληνες, τἀναντία στρέψαντες, ἔφευγον διὰ τοῦ ποταμοῦ ὅτι τάχιστα. Τῶν δὲ πολεμίων οἱ μέν τινες, αἰσθόμενοι, πάλιν ἔδραμον ἐπὶ τὸν ποταμόν, καὶ τοξεύοντες ὀλίγοις ἔτρωσαν, οἱ δὲ πολλοί, καὶ πέραν ὄντων τῶν Ἑλλήνων, ἔτι φανεροὶ ἦσαν φεύγοντες. Οἱ δὲ ὑπαντήσαντες, ἀνδριζόμενοι, καὶ προσωτέρω τοῦ καιροῦ προϊόντες, ὕστερον τῶν μετὰ Ξενοφῶντος διέβησαν πάλιν· καὶ ἐτρώθησάν τινες καὶ τούτων.

2. Parse the underlined words.
   Analysez les mots soulignés.

3. Compare:
   Donnez les degrés de comparaison:
   θρασέως, πολὺ, θᾶττον, τάχιστα.

4. Translate:
   Traduisez:

Ὁ δὲ τρίτος ἐγένετο χαλεπός, καὶ ἄνεμος βορρᾶς ἐναντίος ἔπνει, παντάπασιν ἀποκαίων πάντα, καὶ πηγνὺς τοὺς ἀνθρώπους. Ἔνθα δὴ τῶν μάντεών τις εἶπε σφαγιάσασθαι τῷ ἀνέμῳ, καὶ σφαγιάσεται· καὶ πᾶσι δὴ περιφανῶς ἔδοξε λῆξαι τὸ χαλεπὸν τοῦ πνεύματος. Ἦν δὲ τῆς χιόνος τὸ βάθος ὀργυιά· ὥστε καὶ τῶν ὑποζυγίων καὶ

τῶν ἀνδραπόδων πολλὰ ἀπώλετο, καὶ τῶν στρατιωτῶν ὡς τριάκοντα. Διεγένοντο δὲ τὴν νύκτα πῦρ καίοντες· ξύλα δ' ἦν ἐν τῷ σταθμῷ πολλά· οἱ δὲ ὀψὲ προσιόντες ξύλα οὐκ εἶχον. Οἱ οὖν πάλαι ἥκοντες καὶ τὸ πῦρ καίοντες οὐ προσίεσαν πρὸς τὸ πῦρ τοὺς ὀψίζοντας, εἰ μὴ μεταδοῖεν αὐτοῖς πυρούς, ἢ ἄλλο τι, εἴτι ἔχοιεν βρωτόν. Ἔνθα δὴ μετεδίδοσαν ἀλλήλοις ὧν εἶχον ἕκαστοι. Ἔνθα δὲ τὸ πῦρ ἐκαίετο, διατηκομένης τῆς χιόνος, βόθροι ἐγίγνοντο μεγάλοι ἔστε ἐπὶ τὸ δάπεδον· οὗ δὴ παρῆν μετρεῖν τὸ βάθος τῆς χιόνος.

5. Parse the underlined words.
Analysez les mots soulignés.

6. Decline throughout:
Déclinez au complet:
πνεύματος, ὀργυία, καίοντες.

7. μεταδοῖεν, εἶχον, ἐκαίετο, ἐγίγνοντο.
In each of these verbs give (where such parts are extant) the 3rd sing. pres. ind. act.; 3rd pl. fut. ind. act.; 3rd sing. pf. subj. act.; 3rd sing. fut. ind. middle; 3rd sing. fut. ind. passive; perfect inf. pass.; 2 aor. part. act.

Dans chaeun des verbes ci-dessus donnés écrivez (là où les temps existent) la 3e pers. sing. ind. prés. actif; la 3e pers. plur. du futur ind. act.; la 3e pers. sing. du p.p. du subj. act.; 3e pers. sing. fut. ind. voix moyenne; 3e p sing. fut. ind. pass.; le parfait infinitif pass.; 2 aor. part. act.

8. Translate:
Traduisez:

Ἔπειτα, ἢν μὲν ἐπὶ πολλοὺς τεταγμένοι προσάγωμεν, περιττεύσουσίν ἡμῶν οἱ πολέμιοι, καὶ τοῖς περιττοῖς χρήσονται ὅ τι ἂν βούλωνται. Ἐὰν δὲ ἐπ' ὀλίγων τεταγμένοι ἴωμεν, οὐδὲν ἂν εἴη θαυμαστόν εἰ διακοπείη ἡμῶν ἡ φάλαγξ ὑπὸ ἀθρόων καὶ βελῶν καὶ ἀνθρώπων πολλῶν ἐμπεσόντων· εἰ δέ πη τοῦτο ἔσται, τῇ ὅλῃ φάλαγγι κακὸν ἔσται.

9. Parse the underlined words.
Analysez les mots soulignés.

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EXAMINATIONS, MAY, 1894.

PRELIMINARY.—PRÉLIMINAIRE.

HOMER.

1. Translate:
Traduisez:

(a) ὡς εἰπὼν ὤτρυνε μένος καὶ θυμὸν ἑκάστου.
ἔνθα κεν αὖτε Τρῶες ἀρηιφίλων ὑπ' Ἀχαιῶν
Ἴλιον εἰσανέβησαν ἀναλκείῃσι δαμέντες,
εἰ μὴ ἄρ' Αἰνείᾳ τε καὶ Ἕκτορι εἶπε παραστὰς
Πριαμίδης Ἕλενος, οἰωνοπόλων ὄχ' ἄριστος·
Αἰνεία τε καὶ Ἕκτορ, ἐπεὶ πόνος ὔμμι μάλιστα
Τρώων καὶ Λυκίων ἐγκέκλιται, οὕνεκ' ἄριστοι
πᾶσαν ἐπ' ἰθὺν ἐστε μάχεσθαί τε φρονέειν τε,
στῆτ' αὐτοῦ, καὶ λαὸν ἐρυκάκετε πρὸ πυλάων
πάντῃ ἐποιχόμενοι, πρὶν αὖτ' ἐν χερσὶ γυναικῶν
φεύγοντας πεσέειν, δηίοισι δὲ χάρμα γενέσθαι.

(b) ὡς φάτο, τὸν δὲ ἄναχτα χόλος λάβεν, οἷον ἄκουσεν·
κτεῖναι μέν ῥ' ἀλέεινε, σεβάσσατο γάρ τό γε θυμῷ,
πεμπε δὲ μιν Λυκίηνδε, πορεν δ' ὅ γε σήματα λυγρά,
γράψας ἐν πίνακι πτυκτῷ θυμοφθόρα πολλά,
δεῖξαι δ' ἠνώγει ᾧ πενθερῷ, ὄφρ' ἀπόλοιτο.
αὐτὰρ ὁ βῆ Λυκίηνδε θεῶν ὑπ' ἀμύμονι πομπῇ.
ἀλλ' ὅτε δὴ Λυκίην ἶξε Ξάνθον τε ῥέοντα,
προφρονέως μιν τῖεν ἄναξ Λυκίης εὐρείης·
ἐννῆμαρ ξείνισσε καὶ ἐννέα βοῦς ἱέρευσεν.
ἀλλ' ὅτε δὴ δεκάτη ἐφάνη ῥοδοδάκτυλος Ἠώς,
καὶ τότε μιν ἐρέεινε καὶ ἤτεε σῆμα ἰδέσθαι,
ὅττι ῥά οἱ γαμβροῖο πάρα Προίτοιο φέροιτο.

(c) 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.
καὶ 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·

2. Parse the underlined words.
Analysez les mots soulignés

3. Derive : *ἀρηιφίλων, ἀναλκείῃσι, οἰωνοπόλων, θυμοφθόρα.*
Donnez l'étymologie de : *ἀμύμονι, κασιγνήτων.*

4. Scan first six lines in extract (b)
Scandez les six premières lignes de l'extrait (b).

5. Give the Homeric inflexions of the first and third personal pronouns.
Donnez les inflexions Homériques des pronoms personnels de la 1ère et 3me personne.

6. Decline : Declinez : *ῥοδοδακτυλος ἠώς* and *πενίᾳ πτυκτῷ.*

7. Give the comparison of the adjectives in the three extracts which are comparable, with the rule in each case.
Donnez les degrés de comparaison des adjectifs des trois extraits, là où ces adjectifs out des degrés de comparaison, et donnez la règle particulière à chaque cas.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1894

PRELIMINARY.

GREEK GRAMMAR.
GRAMMAIRE GRECQUE.

1. Decline: Déclinez: *γλώσσα, γίγας, ἁλιεύς, χαρίεις, ἄδικος; ὅστις, ἥτις, ὅτι.*

2. (a) Compare, giving rules:
(a) Donnez les degrés de comparaison avec règles:
Βαθύς, ταχύς, πολύς, αἰσχρός.

(b) Give also the ordinary rules of comparison of adjectives, with examples.
(b) Donnez aussi les règles ordinaires de la formation des degrés de comparaison dans les adjectifs, avec exemples.

3. What is meant by the augment and the reduplication? Give, with example, the rules for the formation of the same: (a) in verbs commencing with a vowel, (b) in verbs commencing with *ζ, ψ, ξ, ρ.*

3 Qu'entendez-vous par l'augment et le redoublement? Donnez, avec exemples, les règles relatives à leur formation: (a) dans les verbes qui commencent par une voyelle, (b) dans les verbes qui commencent par *ζ, ψ, ξ, ρ.*

4. Write (a) the second person sing. and plur. in all the tenses of the indicative mood, active voice, of *μηνύω, φιλέω, φαίνω*, (b) the third sing. and plur. in all the tenses of the subjunctive mood, passive voice, of *κίχρημι* to lend, *τύπτω* to strike, and *τιμάω* to honor.

4. Donnez (a) la seconde personne sing. et plur de tous les temps de l'indicatif, voix active, de *μηνύω, φιλέω, φαίνω*, (b) la troisième personne sing. et plur. de tous les temps du subjonctif, voix passive, de: *κίχρημι* prêter, *τύπτω* frapper, *τιμάω* hororer.

5. Turn into Greek:
(a) Who gave you the book? The children had given me their fine books.

(b) Let Cyrus be king. The kings should be honored.

(c) Who was the general? My father fought among the brave generals of Cyrus.

(d) The soldiers will wage war against these kings, whose army is very large.

(e) Cyrus is called the great king. He was teaching wisdom to his soldiers.

5. Traduisez en Grec :

(a) Qui vous a donné le livre? Les enfants m'avaient donné leurs beaux livres.

(b) Que Cyrus soit roi. Les rois devraient être honorés.

(c) Qui était le général? Mon père combattit avec les braves généraux de Cyrus.

(d) Les soldats feront la guerre à ces rois, dont l'armée est très nombreuse.

(e) Cyrus est appelé le grand roi. Il apprenait la sagesse à ses soldats.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1894

PRELIMINARY.

EUCLID.

1. Define a straight line, a plane surface, an angle.
Name and define the different kinds of quadrilaterals.

2. The angles at the base of an isosceles triangle are equal, and if the equal sides be produced, the angles on the other side of the base are also equal.

Deduce a corallary for an equilateral triangle.

Prove that the lines joining the vertices of an equilateral triangle with the middle points of the opposit sides are perpendicular to those sides and equal to one another.

3. The greater angle of a triangle has the greater side opposite to it.

A B C is a triangle whose vertical angle is bisected by a straight line which meets B C in D; from that A B is greater than B D, and A C greater than C D.

4. What is meant by the converse of a proposition?

State and prove the converse of the theorem that equal triangles on the same side of the base are between the same parallels.

Describe a triangle equal to an irregular pentagon.

5. If a square described on one side of a triangle be equal to the squares described on the other two sides, the angle contained by these two sides is a right angle.

Use the converse of this proposition to find a square equal to the sum of the three given squares and to find a square equal to the difference of two given squares.

6. What is a gnonom? If a straight line be divided into two equal segments, and externally into two unequal segments, the rectangle contained by the two unequal segments is equal to the difference between the square on the line between points of section and the square on half the line. Prove this algebraically.

7. Divide a given straight line internally and externally in medial section.

If a straight line be divided internally in medial section and to the straight line be added a part equal to the greater segment, then the whole straight line will be divided in medial section.

Ennunciate this deduction as a problem.

8. The sum of the squares on two sides of a triangle is double of the squares on half the base and on the median to the base.

Define circumference, arc, sector.

Find the centre of a given circle.

Describe a circle to pass through three given points.

9. Draw a tangent to a circle from a given point. Show that it is longer than any other line that can be drawn from that point to meet the circumference in only one point.

10. If a straight line be a tangent to a circle, and from the point of contact a chord be drawn, the angles which the chord makes with the tangent shall be equal to the angles in the alternate segments of the circle.

Shew that this proposition is a particular case of the theorem on the equality of angles in the same segment, and likewise of a simple corallary of the theorem relative to the angles of an inscribable quadrilateral.

UNIVERSITE DE MANITOBA.

EXAMEN, MAI, 1894.

PRÉLIMINAIRE.

EUCLIDE.

1. Définir une droite, une surface plane, un angle. Nommer et définir les différentes espèces de quadrilatères.

2. Les angles à la base d'un triangle isoscèle sont égaux, et si l'on prolonge les côtés égaux, les angles de l'autre côté de la base sont aussi égaux.

Déduire un corollaire pour le cas d'un triangle équilatéral.

Prouver que les lignes qui joignent les sommets d'un triangle équilatéral aux points des milieux des côtés opposés sont perpendiculaires à ces côtés et égales entre elles.

3. Le plus grand côté d'un triangle est opposé au plus grand angle.

ABC est un triangle dont l'angle au sommet est divisé en deux parties égales par une ligne droite qui rencontre BC en D ; prouvez que AB est plus grand que BD, et que AC est plus grand que CD.

4. Qu'entend-on par la converse d'une proposition ?

Enoncer et prouver la converse du théorem que les triangles égaux du même côté de la même base se trouvent entre les mêmes parallèles.

5. Si le carré construit sur un des côtés d'un triangle est égal aux carrés construits sur les deux autres côtés, prouver que l'angle contenu par ces côtés est un angle droit.

Employer la converse de cette proposition pour trouver un carré égal à la somme de trois carrés donnés, et un carré égal à la différence de deux carrés donnés.

8. La somme des carrés sur deux côtés d'un triangle est double des carrés sur la moitié de la base et sur la droite médiane à la base.

9. Définir une circonférence, arc secteur.

Trouver le centre d'un cercle donné. Décrire un cercle qui passera par trois points donnés.

10. Mener une tangente à un cercle d'un point donné.

Montrer que la tangente est plus longue que tout autre ligne que l'on peut mener de ce point pour rencontrer la circonférence en un seul point.

11. Si une droite est tangente à un cercle et du point de contact l'on mène une corde, les angles que cette corde fait avec la tangente sont égaux aux angles dans les segments alternes du cercle. Montrer que cette proposition est un cas particulier du théorem sur l'égalité des angles dans le même segment, et aussi d'un simple corollaire du théorème rélatif aux angles d'un quadrilatère inscriptible.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1894

PRELIMINARY MATHEMATICS.

PROBLEMS.

N.B.—Not more than two questions in each division must be sent up. Questions marked (*a*) or (*b*) count only as half questions.

Time—1½ hours.

A.

1. (*a*) If α and β are the roots of the equation $x^2+px+q=0$, then p and q are the roots of $x^2+(\alpha+\beta-\alpha\beta)\,x-\alpha\beta\,(x+\beta)=0$.

(*b*) Solve the system of equations—

$$\frac{xy}{c}=x+y\,;\quad \frac{yx}{a}=y+z\,;\quad \frac{zx}{b}=z+x.$$

2. A railway goes from A to C. A goods train starts from A at 12 o'clock, and a passenger train at 1 o'clock. After going $\frac{2}{3}$ of the distance, the goods train breaks down, and can only go at $\frac{3}{4}$ of its former rate. At 2.40 p.m. a collision takes place 10 miles from C. The rate of the passenger train being double the reduced rate of the goods train, find the distance from A to C, and the rates of the trains.

3. What is the price of eggs per dozen when 6 less for 25 cents increases the price $2\frac{1}{2}$ cents per dozen?

4. If $a+b+c+d=0$, prove that

$$(bc-ad)\,(ca-bd)\,(ab-cd)=(b+c)^2\,(c+a)^2\,(a+b)^2.$$

B.

1. A man borrows $100 from a money-lender and pays it back in 12 monthly instalments of $10 each. These partial payments are deposited in a savings bank at 4% per annum simple interest. What rate of interest does the money-lender realize per annum?

2. A person buys 6% bonds, the interest on which is payable yearly, and which are paid off at par in 3 years after the time of purchase. If he invests his interest when received at 4% compound interest, what should he pay for the bonds to realize 7% compound interest on his money?

3. A baker's outlay for flour is 70% of his gross receipts, and other trade expenses are 20% of the gross receipts. The price of flour rises 50%, and the other trade expenses are thereby increased 25%. What advance must be made in the price of the $7\frac{1}{2}$ cent loaf that he may still realize the same rate of profit from it?

4. Lumber worth $20 per thousand feet is exported from Canada to the United States to be manufactured at a cost of $25 per thousand feet for re-importation into Canada. If the export duty on lumber be 10% and the import duty on the manufactured article be 30%, find the cost of manufacture in Canada that the Canadian manufacturer, after making a profit of 20%, may sell his goods at a price which would leave the American manufacturer no profit.

C

1. Through the vertices of a triangle ABC, straight lines are drawn making the angles BAL, CBM, ACN all equal. If they intersect, two and two, in the points A_1, B_1, C_1; then the triangles ABC, $A_1B_1C_1$ are equiangular.

2. If EF, GH be parallel to the adjacent sides of a parallelogram ABCD, the diagonals EH, GF of two of the four parallelograms into which they divide it and one of the diagonals of ABCD, meet in a point.

3. If the sides of a right-angled triangle which contain the right angle be denoted by a and b, and if p denote the perpendicular from the right angle on the hypothenuse, then

$$\frac{1}{a^2} + \frac{1}{b^2} = \frac{1}{p^2}.$$

4. If four straight lines be placed so as to form four triangles, prove that the circles circumscribing these triangles pass through a common point.

UNIVERSITE DE MANITOBA.

EXAMEN, MAI, 1894.

EXAMEN PRÉLIMINAIRE.

PROBLÈMES.

N.B.—On ne doit pas presenter plus de deux questions dans chaque division. Les questions marquees (*a*) ou (*b*) ne comptent que pour une moiti de question.

Temps—Une heure et demie.

A

1. *(a)* Si α et β sont les racines de l'équation $x^2+px+q=o$ alors p et q sont les racines de $x^2+(\alpha+\beta-\alpha\beta)x-\alpha\beta(\alpha+\beta)=o$.

(b) Résolvez le système d'équations :

$$\frac{xy}{c}=x+y;\ \frac{yz}{a}=y+z;\ \frac{zx}{b}=z+x.$$

2. Il y a un chemin de fer entre A et C. Un train de marchandises quitte A à midi, et un train de passagers à une heure. Après avoir parcouru $\frac{2}{3}$ de la distance, il arrive un accident au train de marchandises, qui désormais ne peut marcher qu'aux $\frac{3}{4}$ de sa vitesse première. A 2 hr. 40 une collision a lieu à 10 miles de C. La vitesse du train de passagers étant le double de la vitesse diminuée du train de marchandises, trouver la distance de A à C, et la vitesse des deux trains.

3. Quel est le prix des œufs à la douzaine quand 6 de moins pour 25 centins augmente le prix de $2\frac{1}{2}$ centins la douzaine ?

4. Si $a+b+c+d=o$, prouvez que
$(bc-ad)(ca-bd)(ab-cd)=(b+c)^2(c+a)^2(a+b)^2$.

B

1. Un homme emprunte \$100 et paie sa dette en 12 paiements mensuels de \$10. Ces paiements partiels sont déposés à la Banque d'Epargnes à l'intérêt simple de 4% par année. A quel taux le prêteur perçoit-il l'intérêt sur son argent ?

2. Un homme achète des obligations de 6% sur lesquels on paie l'intérêt tous les ans et qui sont acquittées au pair trois ans après l'achat. S'il met cet intérêt, à mesure qu'il le reçoit à intérêt composé de 4%, que devrait-il payer pour ces obligations pour réaliser 7% sur son argent ?

3. Les dépenses d'un boulanger pour la fleur sont 70% de ses recettes brutes, et ses autres dépenses de boutique sont 20% des recettes brutes. Le prix de la fleur monte 50%, et les autres dépenses augmentent en conséquence de 25%. De combien faudra-t-il augmenter le prix du pain qui est actuellement de $7\frac{1}{2}$ centins, pour que le boulanger en perçoive le même profit ?

4. Du bois à $20 le mille pieds est envoyé du Canada aux Etats-Unis pour y être travaillé, ce qui exigera une dépense de $25 le mille pieds, et puis réexpidié au Canada. Si la douane sur le bois brut exporté est de 10 p.c., et la douane sur le bois travaillé importé est de 30 p.c, trouver pour ce travail fait en Canada un prix tel qu'il permette au fabricant canadien de vendre le bois travaillé, avec un profit de 20 p.c., à un taux qui ne laisserait aucun profit au fabricant compétiteur américain.

C

1. Par les sommets d'un triangle ABC on mène des droites faisant les angles BAL, CBM, ACN, tous égaux entre eux. Si ces droites se coupent deux à deux aux points A_1, B_1, C_1, alors les triangles ABC, A_1 B_1 C_1 sont équiangles.

2. Si EF, GH sont des parallèles aux côtés adjacents d'un parallélogramme ABCD, les diagonales EH, GF, de deux des quatre parallélogrammes dans lesquels elles le divisent, et une des diagonales de ABCD se rencontrent en un point.

3. Si les côtés d'un triangle rectangle qui contiennent l'angle droit sont appelés a et b, et si p est la perpendiculaire tirée de l'angle droit sur l'hypoténuse, alors $\frac{1}{a^2}+\frac{1}{b^2}=\frac{1}{p^2}$.

4. Si quatre droites sont arrangées de manière à former quatre triangles, prouvez que les cercles circonscrits passent par un point commun d'intersection.

UNIVERSITE DE MANITOBA.

EXAMEN, MAI, 1894.

EXAMEN PRÉLIMINAIRE.

ALGÈBRE.

1. Définissez: Facteur, coéfficient, puissance, racine carrée, termes, dimensions.

Si $a=1$, $b=2$, $c=3$, $d=4$, $e=5$, trouvez la valeur de $(a-2b+3c)^2-(b-2c+3d)^2+(c-2d+3e)^2$.

Ajoutez: $\frac{32a^4}{3}+a^2+1\frac{1}{2}$, $4a^4+\frac{8a^2}{3}+\frac{1}{2}$, $\frac{4}{3}a^4+\frac{1}{3}a^2-1$; et trouvez les facteurs de la somme.

2. (*a*) Divisez $\frac{4}{3}x^5+3x^4+\frac{37}{6}x^3+\frac{13}{3}x^2+\frac{5}{2}x+1$ par $\frac{1}{3}x^2+\frac{1}{2}x+1$.

(*b*) (*b*) Divisez $x^{\frac{3}{2}}+y+z^2-3x^{\frac{1}{2}}y^{\frac{1}{3}}z^{\frac{2}{3}}$ par $x^{\frac{1}{2}}+y^{\frac{1}{3}}+z^{\frac{2}{3}}$

3. Enoncez et prouvez la règle pour trouver le *p.g.c.d.* et le *p.p.c.m.* de deux expressions algébraiques.

Trouvez le *p.g.c.d.* et le *p.p.c.m.* de $2-x-2x^2+13x^3-6x^4$, et $6+7x-13x^2-4x^3+4x^4$.

4. Simplifiez les expressions suivantes:

$$\left(\frac{x+y}{x-y}+\frac{x-y}{x+y}\right)\div\left(\frac{x+y}{x-y}-\frac{x-y}{x+y}\right), \text{ et}$$

$$\left\{\left(1+\frac{2ab}{a^2+b^2}\right)\div\left(1-\frac{2ab}{a^2+b^2}\right)\right\}\times\frac{\frac{a(a^2-ab-b^2)}{b^3}+1}{\frac{a(a^2+ab-b^2)}{b^3}-1}$$

5. Si $\frac{a}{b}=\frac{c}{d}$, montrez que $\frac{b}{a}=\frac{d}{c}$; $\frac{a}{c}=\frac{b}{d}$; et aussi

$$\frac{a}{a\pm b}=\frac{c}{c\pm d}, \text{ et } \frac{a+b}{a-b}=\frac{c+d}{c-d}$$

Prouvez que $\frac{a^2-(b-c)^2}{(a+c)^2-b^2}+\frac{b^2-(c-a)^2}{(a+b)^2-c^2}+\frac{c^2-(a-b)^2}{(b+c)^2-a^2}=1$.

6. Résoudre les équations:

(*a*) $\frac{5x-3}{7}-\frac{2x-4}{3}=6$.

(*b*) $\frac{6x-2}{5}+6y=38, \frac{3y-5}{12}+x=7\frac{5}{6}$.

7. Deux personnes A et B peuvent finir un certain travail en six jours; ils avaient travaillé tous deux quatre jours, quand A quitta; et B finit l'ouvrage en cinq jours. En quel temps chacun peut-il le faire seul?

8. Simplifiez : $\left(\frac{20-13a}{1-2a}\right)\left\{1-\cfrac{3}{4-\cfrac{3}{4-\cfrac{3}{4-2a}}}\right\}$

et aussi $\sqrt{(4+\sqrt{15})}+\sqrt{(4-\sqrt{15})}$

9. Résoudre les équations :

(*a*) $x=5-\frac{2}{3}y, \frac{1}{5}(6x-1)-\frac{y}{3}+1=\frac{1}{3}0$.

(*b*) $\frac{1}{2}x+\frac{1}{3}y-\frac{1}{3}z=1, x+y-2z=1, z-2x-\frac{1}{3}y=1$.

(*c*) $3x^2+8x=3$.

10. A et B sortent pour une course, A étant placé 50 pas en avant, A prend 5 pas pour 4 de B; mais 3 pas de B sont égaux à 4 de A. Combien de pas auront-ils faits chacun, quand B rejoindra A?

11. Extraire la racine carrée de :

$$1-4x+10x^2-14x^3+13x^4-6x^5+x^6.$$

12. Résoudre les équations :

(*a*) $\frac{x+1}{x-1}+\frac{x+2}{x-2}=\frac{2x+13}{x+1}$

(*b*) $\frac{2}{x}-\frac{3}{x-b}=\frac{2}{a}-\frac{3}{a-b}$.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1894.

PRELIMINARY ALGEBRA.

1. Define the following terms: Factor, co-efficient, power, square root, terms, dimensions.

If $a=1, b=2, c=3, d=4, e=5$, find the value of $(a-2b+3c)^2 - (b-2c+3d)^2 + (c-2d+3e)^2$.

Add $\frac{32a^4}{3}+a^2+1\frac{1}{2}$, $4a^4+\frac{8a^2}{3}+\frac{1}{2}$, $\frac{4}{3}a^4+\frac{1}{3}a^2-1$; and divide the sum into factors.

2. (*a*) Divide $\frac{4}{3}x^5+3x^4+\frac{37}{6}x^3+\frac{13}{3}x^2+\frac{5}{2}x+1$ by $\frac{1}{3}x^2+\frac{1}{2}x+1$.

(*b*) (*b*) Divide $x^{\frac{3}{2}}+y+z^2-3x^{\frac{1}{2}}y^{\frac{1}{3}}z^{\frac{1}{3}}$ by $x^{\frac{1}{2}}+y^{\frac{1}{3}}+z^{\frac{2}{3}}$

3. State and prove the rule for finding the H. C. M. of two algebraical expressions.

Find the H. C. M. and L. C. M. of $2-x-2x^2+13x^3-6x^4$, $6+7x-13x^2-4x^3+4x^4$.

4. Simplify the following expressions:

$$\left(\frac{x+y}{x-y}+\frac{x-y}{x+y}\right)\div\left(\frac{x+y}{x-y}-\frac{x-y}{x+y}\right), \text{ and}$$

$$\left\{\left(1+\frac{2ab}{a^2+b^2}\right)\div\left(1-\frac{2ab}{a^2+b^2}\right)\right\}\times\frac{\frac{a(a^2-ab-b^2)}{b^3}+1}{\frac{a(a^2+ab-b^2)}{b^3}-1}$$

5. If $\frac{a}{b}=\frac{c}{d}$, show that $\frac{b}{a}=\frac{d}{c}$; $\frac{a}{c}=\frac{b}{d}$; also

$$\frac{a}{a\pm b}=\frac{c}{c\pm d}, \text{ and } \frac{a+b}{a-b}=\frac{c+d}{c-d}.$$

Prove that $\frac{a^2-(b-c)^2}{(a+c)^2-b^2}+\frac{b^2-(c-a)^2}{(a+b)^2-c^2}+\frac{c^2-(a-b)^2}{(b+c)^2-a^2}=1$.

6. Solve the following equations:

(*a*) $\frac{5x-3}{7}-\frac{2x-4}{3}=6$.

(*b*) $\frac{6x-2}{5}+6y=38, \frac{3y-5}{12}+x=7\frac{5}{6}$.

7. Two persons, A and B, could finish a job in 6 days; they worked together 4 days, when A was called off, and B finished it in 5 days. In what time could each do it?

8. Simplify $\left(\frac{20-13a}{1-2a}-\right)\left\{1-\frac{3}{4-\frac{3}{4-\frac{3}{4-2a}}}\right\}$

also $\sqrt{(4+\sqrt{15})}+\sqrt{(4-\sqrt{15})}$

9. Solve the equations:

(*a*) $x=5-\frac{2}{3}y, \frac{1}{5}(6x-1)-\frac{y}{3}+1=0$.

(*b*) $\frac{x}{2}+\frac{y}{3}-\frac{z}{3}=1, x+y-2z=1, z-2x-\frac{y}{3}=1$.

(*c*) $3x^2+8x=3$.

10. A and B run a race, A being allowed 50 paces handicap. A takes five paces to B's four, but three of B's paces are equal to four of A's. How many paces will each take before A is overtaken?

11. Extract the square root of

$$1-4x+10x^2-14x^3+13x^4-6x^5+x^6.$$

12. Solve the equations:

(*a*) $\frac{x+1}{x-1}+\frac{x+2}{x-2}=\frac{2x+13}{x+1}$

(*b*) $\frac{2}{x}-\frac{3}{x-b}=\frac{2}{a}-\frac{3}{a-b}$.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1894.

ARITHMETIC.

PRELIMINARY AND MEDICAL ENTRANCE.

Time—Three hours.

1. Simplify :

(*a*) $\dfrac{3(2-\frac{1}{3})+3(1+\frac{2}{3})}{1\frac{1}{9}+(2+\frac{1}{3})(2-\frac{1}{3})+5}$

(*b*) $\cfrac{\cfrac{2}{1\frac{1}{2}+1\frac{3}{4}}}{1\frac{1}{2}+\cfrac{3}{1\frac{1}{2}}}$

(*c*) $\dfrac{3.12-2.31+.009}{.81}$

2. (*a*) How many times can .0375 be subtracted from 7.925 and what is the remainder ?

(*b*) A man who gives $\frac{1}{10}^{th}$ of his income for Church objects and $\frac{1}{20}^{th}$ in charity, spends $\frac{1}{8}^{th}$ in fire, light, and servants, and has $870 over, what is his gross income ?

3. Find the square root of 144.24250201 and the square root of $\frac{1}{2}\left\{\dfrac{\sqrt{5}+\sqrt{3}}{\sqrt{5}-\sqrt{3}}-\dfrac{\sqrt{5}-\sqrt{3}}{\sqrt{5}+\sqrt{3}}\right\}$ to 3 decimal places.

Find the cube root of 12977.875 and of $2\frac{19}{27}$.

4. Find by practice the cost of 37 acres, 3 roods and 25 poles at £42 3s. 4d per acre.

5. If 4 pumps, each having a length of stroke of 3 feet, working 12 hours a day, for 5 days, empty the water out of a mine, how many pumps with a length of stroke of $2\frac{1}{2}$ feet, working 8 hours a day, for 12 days, will be required to empty the same mine, the stroke of the former set of pumps being performed twice as fast as those of the latter.

6. What is the difference between the compound interest of $69000 for 3 years at 5 per cent, and (*a*) the simple interest, and (*b*) the discount on the same sum for the same time, at the same rate per cent ?

Explain how a banker would discount a bill for 60 days at 5 per cent.

7. A man renting his house at 9 per cent on the cost of its erection, arranged that the tenant should pay the city taxes on it, which were ten per cent on the rental, and deduct the amount from the rent. If the owner after this deduction received $1620, what did the erection of the house cost?

8. A man sold out $10000 in Montreal Harbour debentures at 7 per cent at 111½, and invested the proceeds in 4 per cent. Dominion stock at $101⅛. What was the change in his income, allowing brokerage on each transaction at ⅛ per cent?

9. An article, which cost 9½ guineas per cwt. of 112 lbs., is retailed at 2s. 3d. per lb., there being a waste of 5 per cent. What is the rate of profit per cent?

10. A watch is bought for $105, at what price must it be sold to secure a clear profit of 30 per cent after allowing a discount of 2½ per cent?

11. A man, who had a rectangular piece of land 60 yards, one foot, six inches wide, wished to make a garden of one acre at one end of it, what length must be cut off?

12. A bedroom 20 feet long, and 18 feet, 6 inches wide, had a carpet covering the central part of the room, leaving 1½ yards bare all round it. The carpet, which was 20 inches wide, cost $1 a yard, and the uncovered part of the room was stained at a cost of 20 cents a square yard. What was the whole cost of the carpet and staining?

UNIVERSITE DE MANITOBA.

EXAMEN, MAI, 1894.

EXAMEN PRÉLIMINAIRE.

ARITHMÉTIQUE.

1. Simplifiez :

(*a*) $\dfrac{3(2-\frac{1}{3})+3(1+\frac{2}{3})}{1\frac{1}{9}+(2+\frac{1}{3})(2-\frac{1}{3})+5}$

(*b*) $\cfrac{\cfrac{2}{1\frac{1}{2}+1\frac{3}{4}}}{1\frac{1}{2}+\cfrac{3}{1\frac{1}{2}}}$

(*c*) $\dfrac{3.\dot{1}\dot{2}-2.\dot{3}\dot{1}+.0\dot{0}\dot{9}}{.\dot{8}\dot{1}}$

2. (*a*) Combien de fois peut-on soustraire .0375 de 7.925 et quel sera le restant ?

(*b*) Un homme donne $\frac{1}{10}$ de son revenu à l'église, $\frac{1}{20}$ aux pauvres, $\frac{1}{8}$ ponr le combustible, le luminaire et le service, et se trouve avec $870 de surplus. Quel est son revenu ?

3. Trouvez la racine carrée de 144.24250201 et de $\frac{1}{2}\left\{\dfrac{\sqrt{5}+\sqrt{3}}{\sqrt{5}-\sqrt{3}}-\dfrac{\sqrt{5}-\sqrt{3}}{\sqrt{5}+\sqrt{3}}\right\}$ à trois places de décimales.

Trouvez la racine cubique de 12977.875 et de $2\frac{10}{27}$.

4. Trouvez par les parties aliquotes le prix de 37 arpents, 3 vergées, 25 perches à £42 3s. 4d. l'arpent.

5. Quatre pompes, avec un excursion de piston de 3 pieds, marchant 12 heures par jour pour 5 jours, tirent toute l'eau d'une mine. Combien de pompes avec un excursion de piston de $2\frac{1}{2}$ pieds, marchant 8 heures par jour, pour 12 jours, faudra-t-il pour vider cette même mine, si le coup de piston dans le premier cas se fait deux fois aussi vite que dans le second.

6. Quelle est la différence entre l'intérêt composé sur $69000 pour 3 ans à 5 p.c., et (*a*) l'intérêt simple, et (*b*) l'escompte sur la même somme, pour le même temps, au même taux.

Expliquez comment un banquier escompterait un billet pour 60 jours à 5 p.c.

7. Un propriétaire loue sa maison à 9 p.c. des frais de l'érection ; le locataire paie les taxes qui reviennent à 10 p.c. sur la rente, laquelle serait diminuée de ce montant. Si le propriétaire reçoit $1620, cette reduction faite, combien lui a couté l'érection de sa maison ?

8. Un homme vendit à 111½ $10000 d'obligations du Port de Montréal à 7 p.c., et avec l'argent il acheta des Rentes Dominion à 101⅛. Quel changement s'opéra-t-il dans son revenu, si le courtage sur chaque opération est de ⅛ p.c.

9. Une certaine espèce de marchandise couta 9½ guinées par cwt. de 112 livres, elle se vend à 2s.3d. par livre. Quel est le profit p.c. si 5 p.c. de la marchandise se perd par détérioration.

10. On achète une montre pour $105, à quel prix faudra-t-il la vendre pour avoir un profit de 30 p.c., après avoir fait un escompte de 2½ p.c. ?

11. Un propriétaire a un terrain en forme de rectangle de 60 verges 1 pied et 6 pouces de large ; il veut se faire un jardin d'un arpent à un extrémité. Quelle longueur en faut-il couper ?

12. Dans une chambre de 20 pieds de long, 18 pieds 6 pouces de large il y a un tapis au milieu, et tout autour il y a un espace large d'une verge et demie sans tapis. Le tapis, qui a 20 pouces de large, coûte $1 la verge ; la partie nue du plancher est teinte au taux de 20 centins la verge carrée. Combien a-t-on payé le tapis et la teinture ?

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EXAMINATIONS, MAY, 1894.

PRELIMINARY.

CANADIAN HISTORY AND GEOGRAPHY.

1. Write brief notes on the following:
(*a*) Discovery of Canada.
(*b*) Custom of Paris.
(*c*) Constitutional Act of 1791.

2. Explain Feudal, Freehold, Leasehold and Seigniorial Tenure.

3. State concisely what led to, and what were the provisions of the "Washington Treaty."

4. Give short account of the Rebellion of 1837 in Upper Canada.

5. Name six of the most important rivers in Europe, stating the direction they run, the countries they drain and the waters into which they empty.

6. State causes of tides, ocean currents and volcanoes.

7. Through what waters would a boat pass in sailing from Port Arthur to Halifax? Name the cities on both the Canadian and United States sides of those waters.

8. Draw an outline map of North America indicating (*a*) The boundaries of the political divisions with position of the capital of each; (*b*) The six largest rivers; (*c*) The southern boundary of the wheat belt; (*d*) The position of the most valuable Canadian mines.

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EXAMEN, MAI, 1894.

EXAMEN PRÉLIMINAIRE.

HISTOIRE DU CANADA ET GÉOGRAPHIE.

1. Racontez les trois expéditions de Champlain contre les Iroquois.

2. Donnez quelques détails sur la destruction de la nation Huronne.

3. Racontez l'exploit de Dollard et de ses compagnons. En quelle année ?

4. Racontez la campagne de 1758.

5. Faites connaître brièvement les deux batailles des plaines d'Abraham et leur résultat final.

6. Nommez six des plus importantes rivières d'Europe ; indiquant dans quelles directions elles coulent, quelles contrées elles arrosent, où elles se jettent.

7. Faites connaître les causes des marées, des courants marins, des éruptions volcaniques.

8. Par quels cours d'eau voguerait un bateau se dirigeant de Port-Arthur à Halifax ; par quelles villes passerait-il tant du côté Américain que du côté canadien ?

9. Tracez la mappe extérieure de l'Amérique du Nord, indiquant : *(a)* les divisions politiques avec positions des capitales, *(b)* faisant voir le cours des six plus grandes civières de ce continent, *(c)* traçant la ligne limite pour la culture du blé au sud, *(d)* la position des plus importantes mines canadiennes.

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EXAMINATIONS, MAY, 1894

PRELIMINARY EXAMINATION.

ROMAN AND ENGLISH HISTORY.

1. Give the terms of the peace which closed the Second Punic War. Outline the subsequent history of Carthage with special reference to the events of the Third Punic War.

2. Describe the conditions which led to the reforms of the Gracchi. Tell what reforms were proposed by Tiberius Gracchus.

3. Name the chief Roman magistrates. Indicate the duties of the Senate and tell how vacancies in the Senate were filled.

4. Sketch the course of events in the history of Rome from the death of Caesar to the battle of Philippi.

5. Trace briefly the causes of the Revolution of 1688, mentioning especially the events which immediately influenced William to interfere in England.

6. Give the causes which immediately led to the union of England and Scotland in 1707. Give the terms of the union and its effects upon Scotland.

7. State briefly the causes which led to the declaration of Independence. Show as fully as you can that George III. and not the English people was responsible for the revolt of the American Colonies.

8. Sketch the character and career of Pitt the elder, showing his influence in the struggle between France and England, in Europe, India and America.

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EXAMEN, MAI, 1894.

EXAMEN PRÉLIMINAIRE.

HISTOIRE DE FRANCE ET HISTOIRE ROMAINE.

1. Résumez le règne de Louis XIV.

2. Qu'étaient-ce que le Jansénisme et le Gallicanisme ?

3. Quelles ont été les principales victimes de la Révolution; et faites un portrait de ses cruautés.

4. Racontez la campagne de Napoléon en Russie. Quel en fut le résultat ?

5. Faites connaître les principaux évènements de l'histoire de France depuis la Restauration jusqu'à Louis-Philippe (à grands traits.)

6. Faites connaître les termes de la paix qui mit fin à la seconde guerre punique. Tracez à grands traits l'histoire subséquente de Carthage, faisant une mention particulière des évènements de la troisième guerre punique.

7. Faites connaître l'état de choses qui amena les réformes des Gracques. Dites quelles réformes proposa Tiberius Gracchus.

8. Nommez les principaux magistrats de Rome. Faites connaître les devoirs du Sénat; dites comment les vides étaient remplis au Sénat.

9. Résumez l'histoire de Rome depuis la mort de César jusqu'à la bataille de Philippes.

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EXAMINATIONS, MAY, 1894.

PRELIMINARY AND MEDICAL ENTRANCE.

BOTANY.

I.

1. Describe and figure two cells of the potato as seen under the microscope; and state what the contents of cells are.

2. How does the cell wall grow? Describe the cells of sclerenchyma.

3. Describe the flowers of the pine tree; and give the exact meanings of Gymnosperm and Coniferous respectively.

4. Give an account of the flower of the dandelion; and distinguish the strap-shaped corollas from those of the disk in many of the Compositæ.

5. Distinguish the fruits of strawberry, raspberry, apple, and cherry, and describe the order to which they belong.

6. Describe minutely the papilionaceous and labiate corollas.

7. Draw outlines of the following forms of leaves: peltate, sagittate, hastate, cordate, ovate, and deltoid.

8. Give the characters of Ranunculaceae; name some of the principal plants of the order.

9. Work
following
(*a*)

ORGA
Sepal
Petals
Stame
Pistil.

(*b*)

ORGA
Sepal
Petal
Stam
Pistil

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II.

9. Work out from the key the plants represented by the following schedules :

(*a*) POLYPETALOUS DICOTYLEDON.

ORGAN.	NO.	COHESION.	ADHESION.	REMARKS.
Sepals.	5	Gamosepalons.		Stipules ½ heart-shaped, Large.
Petals.	5	Irregular.	Perigynous.	Yellowish-white.
Stamens.	10	Diadelphous.		
Pistil.	1			Ovary simple, with parietal placenta. Style flattish.

Not thorny trees.

(*b*) DICTOYLEDON.

ORGAN.	NO.	COHESON.	ADHESION.	REMARKS.
Sepals.	4	Polysepalous.	Inferior.	
Petals.	4	Polypetalous.	Regular.	
Stamens.	6	Tetradynamous		
Pistil.				Pod half an inch broad.

Flowers white ; stem leaves sagittate.

10. Work out from the Key specimens A and B.

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EXAMINATIONS, MAY, 1894.

PRELIMINARY.

ENGLISH COMPOSITION.

Time—One and one half hours.

Choose one of the following subjects for essay :

1. A description of the castle of Plessis-les-Tours.
2. Character sketch of Louis XI of France.
3. The early struggles of Oliver Goldsmith.
4. The Vicar of Wakefield.

NOTE—Candidates are required to write an essay of thirty lines on one of the subjects given above.

The following will be insisted on in the essay :

1. Neatness and legible writing ;
2. Correct spelling and punctuation ;
3. Well expressed and compact sentences ;
4. Paragraphs to be distinctly marked ;
5. An essay of at least three paragraphs.

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EXAMINATIONS, MAY, 1894

COMPOSITION.

Write an essay of thirty lines on one of the following:

1. Fame.
2. Canada as a Nation.
3. Character of Queen Victoria.

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EXAMINATIONS, MAY, 1894

PRELIMINARY.

ENGLISH GRAMMAR AND RHETORIC.

1. Give the grammatical and rhetorical classification of sentences with an example of each.

2. Explain clearly what is meant by inflection giving examples from pronouns, verbs and adverbs.

3. Explain clearly the difference between infinitives and participles. Point them out and show their use in the following: *(a)* Sitting at the writing desk he was dictating a letter. *(b)* The fishing-rod is crooked. *(c)* Let me speak. *(d)* He was hurt. *(e)* History is philosophy teaching by examples.

4. Explain the meaning and give illustrations of *(a)* objective predicate adjective, *(b)* adverbial adjective.

5. Explain the differences between phrases and clauses and give examples of the different kinds of dependent clauses.

6. Explain the meaning of the following: Topical analysis, paraphrase, summary, periodic sentence.

7. "Now in this *there* is the exact type of the consummate poetical temperament. *For be* it clearly and constantly *remembered, that* the greatness of a poet *depends* upon the two faculties, *acuteness* of feeling and command of *it.*"
(a) Analyze this passage, *(b)* parse the words in italics.

8. State the rules for forming the plural of nouns as illustrated in the words: Men, thieves, cliffs, mackerel, alms, deer, courts-martial.

9. Give the three degrees of comparison of, less, further, next, latest, near, well and badly.

10. Criticize and correct the following:
(a) The ends of each stick was pointed.
(b) I expected to have found you here.
(c) He or his servants was to blame.

(d) The meaning don't lay on the surface.

(e) Fifty dollars reward for the conviction of any person caught collecting or keeping fares given to them to deposit in the box.

(f) Hoping to hear from you soon, believe me, yours truly.

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EXAMINATIONS, MAY, 1894

SCOTT.—PRELIMINARY.

1. *(a)* State fully some of the chief merits and defects of Sir W. Scott as a poet.
(b) From what classes are his characters chiefly selected?
(c) Enumerate some of his principal poems.

2. Give some account of the introductory stanzas in each Canto with regard *(a)* to their metre, *(b)* subject matter, *(c)* purpose.

3. *(a)* In what ways does the presence of white-haired Allanbane give a romantic interest to the story?
(b) Describe fully the ritual and usages connected with the Fiery Cross.

4. Mention the chief points in the characters of Ellen, the Douglas, Rod. Dhn, and Malcolm Græme; and write a brief sketch of Jas. V. as deliniated by Scott in this poem.

5. Give instances (from the poem, if possible) of *(a)* simile, *(b)* metaphor, *(c)* metonomy, *(d)* harmony of sound and meaning, *(e)* repetition, *(f)* apostrophe.

6. Explain briefly the terms: Silvan war woe worth, the chase, tineman, coronach, placket, Tinchel, jennet, elemental, barret-cap, buxom, snood, errand-knight, chaser of the deer, mewed, soldier-matins.

7. *(a)* "Hail to the chief who in triumph advances!
Honored and blest be the evergreen Pine!
Long may the tree, in his banner that glances,
Flourish, the shelter and grace of our line!
(b) He is gone on the mountain,
He is lost to the forest,
Like a summer-dried fountain
When our need was the sorest."
(c) O Alice Brand, my native land
Is lost for love of you;
And we must hold by wood or wold,
As outlaws wont to do."
(1.) Scan the foregoing three selections, (2) explain the

metre in each case, and (3) state what is the object of the songs of which they respectively form part.

8. Paraphrase the following extract, and point out and explain the figures of speech, allusions, and other poetic features:

"Harp of the north, farewell! The hills grow dark,
On purple peaks a deeper shade descending;
In twilight copse the glow-worm lights her spark,
The deer, half seen, are to the covert wending.
Resume thy wizard elm! the fountain lending,
And the wild breezes, thy wilder minstrelsy;
Thy numbers with sweet Nature's vespers blending,
With distant echo from the fold and lea,
And herdboy's evening pipe, and hum of housing bee.

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EXAMEN, MAI, 1894.

EXAMEN PRÉLIMINAIRE.

COMPOSITION FRANÇAISE.

Choisir un des sujets suivants et le developper :

1. Une lettre :

Un jeune homme récemment arrivé au Manitoba écrit ses impressions à un ami : Winnipeg....ses édifices....St. Boniface....l'aspect général du pays....sa richesse....son avenir ....son climat....ses habitants....—Cette lettre doit être plutôt gaie et enjouée que trop sérieuse.

2. Une éthopée : Le paysan canadien.

L'on se moque quelquefois du paysan canadien....c'est à tort....Il est simple....laborieux....hospitalier....ingénu ....gai....Tous dans le village se connaissent....ne forment pour ainsi dire qu'une seule famille....Les garçons aident leurs pères aux champs....les filles, leurs mères, à filer la laine....L'instruction n'est pas aussi répandue à la campagne que dans les villes, soit,....mais la vertu y est moins rare... Joyeuses réunions en hiver....—S'aider des pensées précédentes, ou avoir recours à d'autres que l'on préférera.

3. Une narration : Le fait d'armes du Long-Sault, 1660.

La Nouvelle-France est menacée.....Huit cents Iroquois s'avancent vers Ville-Marie....pour de là se diriger sur Québec ....Adam Dollard sieur des Ormeaux, jeune français de Ville-Marie, conçoit un dessein hardi....Il l'expose à Mr. de Maisonneuve....Préparatifs....serments solennels....Avec seize braves de Montréal il remonte l'outaouais....va au-devant des barbares....les attend dans un vieux fort près du Long-Sault....et lutte héroiquement pendant sept jours.... Tous les Français succombent...mais les Iroquois épouvantés se retirent....la colonie est sauvée.

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EXAMEN, MAI, 1894.

EXAMEN PRÉLIMINAIRE.

GRAMMAIRE ET LITTÉRATURE FRANÇAISES.

1. De quel genre sont les mots suivants : Aide, aigle, amour, couple, foudre, gens ?

2. Qu'avez-vous à remarquer sur les adjectifs : Feu, nu, demi, grande, et sur le mot tout ?

3. Quelle différence existe entre : éminent et imminent, ennuyeux et ennuyant, matinal et matineux, colorer et colorier, égaler et égaliser, insulter et insulter à ?

4. Corrigez les phrases suivantes en motivant vos corrections :

(a) Les élèves qui se sont laissés surpasser, ne seront pas récompensé.

(b) C'est les personnes que j'ai entendu chanter.

(c) Je craignais qu'on nous voit.

(d) Cette maison est plus belle que nous l'avions crue.

5. Ponctuez l'extrait suivant d'une lettre de madame de Sévigné à sa fille :

Si vous étiez ici ma chère bonne vous vous moqueriez de moi j'écris de provision mais c'est par une raison bien différente de celle que je vous donnais un jour pour m'excuser d'écrire à quelqu'un une lettre qui ne devait partir que dans deux jours c'était parceque dans deux jours je n'aurais pas autre chose à lui dire.

6. Extrait de Lamartine

Qu'entends-je ? Autour de moi l'airain sacré résonne !
Quelle foule pieuse en pleurant m'environne ?
Pour qui ce chant funèbre et ce pâle flambeau ?
O mort ! est-ce ta voix qui frappe mon oreille
Pour la dernière fois ! Hé quoi ! je me réveille
Sur le bord du tombeau.
O toi, d'un feu divin précieuse étincelle,
De ce corps périssable habitante immortelle,
Dissipe ces terreurs ; la mort vient t'affranchir !
Prends ton vol, ô mon âme, et dépouille tes chaînes ;
Déposer le fardeau des misères humaines,
Est-ce donc là mourir ?

(*a*) Quel est le style de ce morceau ?
(*b*) Donnez les principales règles de la versification française.

7. Définissez le style simple, tempéré et sublime ; et dites à quel genre de littérature chacun de ces styles convient.

8. Qu'entend-on par figure ? Quelle différence y a-t-il entre une figure de mots et une figure de pensée ?

9. Définissez la métaphore, la prétermission, l'occupation, la correction, la prosopopée, la subjection, l'ironie.

10. Qu'est-ce que la description ? Faites en connaître les qualités et les espèces.

11. Que faut-il observer dans la lettre de condoléance ?

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EXAMINATIONS, MAY, 1894

PRELIMINARY FRENCH GRAMMAR.

I.

1. Give the feminine of the following adjectives:
Ancien, neuf, vieux, fou.

2. Give (in full) the present tense Indic. and subjunctive of:
S'en aller, connaitre, vouloir.

3. Name *(a)* the demonstrative adjectives, telling when one form is used and when another. *(b)* The demonstrative pronouns.

4. State rules, &c., covering every possible combination—for the position of the objective pronouns, direct and indirect.

5. What auxiliary do you use *(a)* with active verbs *(b)* with reflexive verbs, *(c)* unipersonal verbs.

6. Give three ways of avoiding the passive in French, with an example of each.

7. What is the difference in construction taken *(a)* by se souvenir and se rappeler, *(b)* by the adverbs of quantity *beaucoup* and *bien*.

8. When do you use the past indefinite tense?

9. State rules for the agreement of the past participle *(a)* after *etre*, *(b)* after *avoir*, *(c)* of reflexive verbs.

II.

1. Has the doctor's sister paper and ink? She has paper but no ink.

2. Has anyone a pen he can lend me?

3. Is anything the matter with you my friend?

4. Are you afraid, sir, that the dog will bite (mordre) you?

5. I have no relations but I have lots of friends.

6. My uncle and aunt are very good.

7. They tell me I am not so clever (capable) as my brother, but that I am more obliging than he.

8. How much money have you in your purse? Scarcely any, at least I can't lend you any.

9. What day of the month is it? To-day is the 18th.

10. Are you coming to my place to-day? Yes, sir, I am.

11. I am there every Monday at ten o'clock.

12. He comes to me Mondays; Sundays he stays at home.

13. Is there any game on the market? There is not.

14. One often deceives oneself in trying to deceive others.

15. Try on that coat; I think it will fit you.

UNIVERSITE DE MANITOBA.

EXAMEN, MAI, 1894.

EXAMEN PRÉLIMINAIRE.

LE MISANTHROPE.

1. Donnez une courte appréciation du Misanthrope.
2. Quelle en est l'action, le nœud et le dénouement ?
3. Faites connaître le caractère des principaux personnages.
4. Quels sont les incidents du premier acte ?
5. Non elle est générale, et je hais tous les hommes :
   Les uns, parcequ'ils sont méchants et malfaisants,
   Et les autres pour être aux méchants complaisants,
   Et n'avoir point pour eux ces haines vigoureuses
   Que doit donner le vice aux âmes vertueuses.
   De cette complaisance on voit l'injuste excès,
   Pour le franc scélérat avec qui j'ai procès.
   Au travers de son masque on voit à plein le traître ;
   Partout il est connu pour tout ce qu'il peut être ;
   Et ses roulements d'yeux et son ton radouci,
   N'imposent qu'à des gens qui ne sont pas d'ici.
   On sait que ce pied-plat, digne qu'on le confonde,
   Par de sales emplois s'est poussé dans le monde,
   Et que par eux son sort de splendeurs revêtu,
   Fait gronder le mérite et rougir la vertu ;
   Quelques titres honteux qu'en tous lieux on lui donne,
   Son misérable honneur ne voit pour lui personne :
   Nommez-le fourbe, infâme et scélérat maudit,
   Tout le monde en convient et nul n'y contredit ;
   Cependant sa grimace est partout bienvenue ;
   On l'accueille, on lui rit, partout il s'insinue ;
   Et s'il est, par la brigue, un rang à disputer,
   Sur le plus honnête homme on le voit l'emporter.

   (a) Comment Alceste justifie-t-il sa misanthropie ?

   (b) Criticquez la morale des cinq premiers vers.

   (c) De quel personnage le misanthrope fait-il ici le portrait ? et pourquoi ?

   (d) L'indignation d'Alceste contre le vice est-elle désintéressée ?

   (e) Donnez une courte appréciation littéraire de ce morceau.

6. Le pauvre esprit de femme et le sec entretien !
Lorsqu'elle vient me voir, je souffre le martyre;
Il faut suer sans cesse à chercher que lui dire;
Et la stérilité de son expression
Fait mourir à tout coup la conversation.
En vain pour attaquer son stupide silence,
De tous les lieux communs vous prenez l'assistance;
Le beau temps et la pluie, et le froid et le chaud,
Sont des fonds qu'avec elle on épuise bientôt.
Cependant sa visite assez insupportable,
Traîne en une longueur encore épouvantable;
Et l'on demande l'heure et l'on baille vingt fois.
Qu'elle grouille aussi peu qu'une pièce de bois.

(a) Quel travers peint ici le poète ?

(b) Signalez les principales figures de mots et de pensées.

7. Quels défauts reproche-t-on au Misanthrope ?

8. Rapportez le jugement de Fénélon sur Molière.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1894.

PRELIMINARY.

FRENCH AUTHORS.

1. Translate:

Zéro, cause involontaire de cette regrettable mésintelligence, ne semblait point au premier abord mériter la faveur de l'un des époux ni justifier la crainte de l'autre. Comme beaucoup d'hommes de notre connaissance, il manquait absolument de prestige. La nature lui avait refusé les qualités extérieures. Il n'avait pas de brillant. Il avait reçu en partage un grand cœur....mais ce cœur était mal logé....il n'avait même pas le type bien caractérisé d'une race; un peu long, bas sur jambes, la tête énorme, avec une moustache hérissée et une sorte de toupet qui lui retombait sur les yeux, il avait du moins une physionomie originale qui l'empêchait de ressembler à personne. Son poil n'était pas moins mêlé que son sang. Il était poivre et sel comme la barbe d'un homme de cinquante-cinq ans; tantôt lisse et tantôt frisé, ras sur les reins et les cuisses, avec une sorte de palatine plantée dans le cou et retombant sur les épaules qui lui donnait je ne sais quel aspect léonin. Tout cela formait un ensemble probablement étrange, mais qui n'avait rien de flatteur. Il ne serait venu à personne l'idée qu'un pareil chien pût être le compagnon préféré d'une jolie femme, et l'on comprenait bien qu'il eût déplu à Madame Pigault.

(a) Zéro, cause involontaire. Why is *cause* not preceded by an article?

(b) La nature lui avait refusé les qualités extérieures. Analyse this sentence.

(c) ....venu.

Une, a personne. Distinguish between *personne* and *une personne.*

(d) L'on *comprenait.* Give the present subjunctive and present and past participles of this verb.

3. Translate:

Il vit son maître, bondit vers le lit et tomba comme une masse sur la poitrine du dormeur. Jamais, on peut le dire, homme ne fut réveillé plus brusquement.

Le capitaine poussa un léger cri, avant même d'ouvrir les yeux, et le chien, qui craignait sans doute de lui avoir fait du

mal, redescendit du lit aussi vite qu'il y était monté. Jean Pigault, cependant, complètement réveillé, regarda autour de lui, et voyant dans sa chambre celui qu'il croyait à l'autre bout du monde, il se demanda s'il ne dormait point encore. Mais Zéro, sautant pour la seconde fois sur son lit, put le convaincre par la réalité de son poids de la vérité de sa présence. La folle ardeur de sa joie acheva victorieusement la démonstration. Quel autre que ce pauvre Zéro l'aurait donc tant aimé et se serait livré à de tels transports en le revoyant ?

(a) Il *vit*. Parse this verb.

(b) Jamais homme ne fut réveillé plus *brusquement*.

State what you know about the place of the adverb.

Why is *brusquement* at the end of the sentence ?

(c) ....s'il ne dormait *point* encore. Distinguish between *pas* and *point*.

(d) ....de *sa* présence.

....de *sa* joie.

What difference is there between the English and the French in the rule of agreement of words of this class ?

4. Translate :

Melle Clara se réveillait toujours de bonne heure.

Elle fut tout étonnée, ce matin-là, de ne pas voir sa mère dans sa cabine et de trouver cette autre tête à côté d'elle sur l'oreiller.

Elle se frotta les yeux avec ses petits poings, prit son camarade de lit par les cheveux et le secoua.

Le pauvre Totor se réveilla au milieu des supplices les plus bizarres, tourmenté par des doigts malins qui lui chatouillaient le cou et l'empoignaient par le nez.

Il promena autour de lui des yeux surpris et fut tout étonné de voir que son rêve durait toujours.

Au dessus d'eux des pas craquaient. On débarquait des planches sur le quai avec un bruit sourd. Melle. Clara semblait fort intriguée.

Elle éleva le petit doigt en l'air et montra le plafond à son ami avec un geste qui voulait dire : Qu'est que c'est que ça ?

C'était la livraison qui commençait. Dubac, le menuisier de la Villette, était arrivé à six heures avec son cheval et sa charrette, et le père Louveau s'était mis à la besogne d'un entrain qu'on ne lui connaissait pas.

(a) Melle. Clara *se réveillait*. Distinguish between *se réveiller* and *éveiller*.

(b) Elle *fut* tout étonnée. Give the whole tense.

(c) ....prit son camarade de lit par *les* cheveux. Why not par *ses* cheveux ?

(*d*) ....avec un bruit sourd.

What is the meaning of *sourd* when a noun ?

5. Translate :

A présent la cloche ne sonne plus les heures de la récréation du réfectoire et de l'étude.

On est en vacances et le grand collège est désert.

Pas d'autres bruit que celui du jet d'eau dans la cour d'honneur et des moineaux piaillant sur les préaux.

Le roulement des rares voitures arrive lointain et assourdi car on a mis de la paille dans la rue.

C'est au milieu de ce silence et de cette solitude que l'élève Maugendre revient à lui.

Il est tout surpris de se retrouver dans un lit bien blanc entouré de grands rideaux de percale qui mettent tout autour un isolement de demi-jour et de paix.

(*a*)....*ne sonne*....

Give in full the indicative present and past definite.

(*b*) ....*plus*....Give the different meanings of that word translating the following sentences :

J'ai plus d'argent que vous.

Je n'ai plus d'argent.

Plus je vous vois plus je vous aime.

(*c*) *Pas d'autre bruit que celui du jet d'eau,* Supply the important part wanting in this sentence.

(*d*) ....on a *mis*....

Parse this word and give in full the indicative present and present subjunctive.

UNIVE

EX

1. Translate :

"So geht es
es schmerzlich b
tag gewesen und
bald auf den gru
Leid' ; waer' ich
dicke Ezechiel, d
Schlurker, oder
Taler statt Kreu
nur der Bursche

(a) Parse Tag
(b) "Gruenen

2. Translate :

Nimm dich i
hat noch bei Ke
waehrend es di
Beinglaz hervor
stopft und in de
zog es ein unge
und zuendete se
dem Peter freu
Lehren auf den
verschwand end
hollaendischem
den Tannenwip

(a) "Nimm
the 2nd. pers. p
(b) Give the
"blies," "noch."
(c) Account
paragraph : "no

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EXAMINATIONS, MAY, 1894.

PRELIMINARY.

GERMAN AUTHORS.

1. Translate:

"So geht es nicht mehr weiter," sagte Peter eines Tages schmerzlich betruebt zu sich; denn Tags zuvor war Feiertag gewesen und alles Volk in der Schenke; "wenn ich nicht bald auf den gruenen Zweig komme, so tu' ich mir etwas zu Leid'; waer' ich doch nur so angesehen und reich, wie der dicke Ezechiel, oder so kuehn und so gewaltig, wie der lange Schlurker, oder so beruehmt, und koennte den Musikanten Taler statt Kreuzer zuwerfen, wie der Tanzbodenkoenig! Wo nur der Bursche das Geld her hat?"

(*a*) Parse Tags, alles, tu', waer', statt, her.
(*b*) "Gruenen Zweig"—what is the meaning.

2. Translate:

Nimm dich in Acht vor dem Wirthshauslaufen. Peter! 's hat noch bei Keinem lange gut getan." Das Maennlein hatte waehrend es dies sprach, eine neue Pfeife vom schoensten Beinglaz hervorgezogen, sie mit gedoerrten Tannenzapfen gestopft und in den kleinen, zahnlosen Mund gesteckt. Dann zog es ein ungeheures Brennglas hervor, trat in die Sonne und zuendete seine Pfeife an. Als es damit fertig war, bot es dem Peter freundlich die Hand, gab ihm noch ein par gute Lehren auf den Weg, rauchte und blies immer schneller und verschwand endlich in einer Rauchwolke, die nach aechtem hollaendischem Tabak roch und langsam sich kraeuselnd in den Tannenwipfeln verschwebte.

(*a*) "Nimm dich in Acht," &c. Rewrite this sentence, using the 2nd. pers. pl. form Sie.
(*b*) Give the prin. parts of "nimm," "hervorgezogen," "bot," "blies," "noch."
(*c*) Account for the position of the following words in this paragraph: "noch," "es" (l. 7,) "hervor," "war."

3. Translate:

Bald vernahm man im Schwarzwald die Maere, der Kohlenmunkpeter oder Spielpeter sei wieder da, und noch viel reicher, als zuvor. Es gieng auch jetzt wie immer; als er am Bettelstab war, wurde er in der Sonne zur Tuere hinausgeworfen, und als er nun an einem Sonntag Nachmittag seinen ersten Einzug dort hielt, schuet'elten sie ihm die Hand, lobten sein Pferd, fragten nach seiner Reise, und als er wieder mit dem dicken Ezechiel um harte Thaler spielte, stand er in der Achtung so hoch, als je. Er trieb jetzt aber nicht mehr das Glashandwerk, sondern den Holzhandel, aber nur zum Schein.

(*a*) "Sei," why the subjunctive?
(*b*) Parse "ihm."
(*c*) Account for the use of "sondern."

4. Translate:

Der Kalif, dem auch unter dem Storchenfluegel ein tapferes Herz schlug, risz sich mit Verlust einiger Federn los und eilte in einen finstern Gang. Bald war er an einer Thuere angelangt, die nur angelehnt schien, und woraus er deutliche Seufzer, mit ein wenig Geheul, vernahm. Er stiesz mit dem Schnabel die Thuere auf, blieb aber ueberrascht auf der Schwelle stehen. In dem verfallenen Gemach, das nur durch ein kleines Gitterfenster spaerlich erleuchtet war, sah er eine grosze Nachteule am Boden sitzen. Dicke Thraenen rollten ihr aus den groszen runden Augen, und mit heiserer Stimme stiesz sie ihre Klagen aus dem krummen Schnabel heraus. Als sie aber den Kalifen und seinen Vezier, der indesz auch herbeigeschlichen war, erblickte, erhob sie ein lautes Freudengeschrei. Zierlich wischte sie mit dem braungefleckten Fluegel die Thraenen aus dem Auge, und zu dem groszen erstaunen der Beiden rief sie in gutem, menschlichem Arabisch: "Willkommen, Ihr Stoerche, Ihr seid mir ein gutes Zeichen meiner Errettung, denn durch Stoerche werde mir ein groszes Glueck kommen, ist mir einst prephezeit worden!"

(*a*) Parse "dem," "schlug," Federn," "Geheul," "stiesz," "zierlich," "Seid."
(*b*) Give the Gender, with reasons therefor, of "Federn," "Geheul," "Schnabel," "Schwelle," "Auge."

5. Translate:

Da gieszt unendlicher Regen herab,
Von den Bergen stuerzen die Quellen,
Und die Baeche, die Stroeme schwellen;

Und er kommt ans Ufer mit wanderndem Stab,
Da reiszet die Bruecke der Strudel hinab,
Und donnernd sprengen die Wogen
Des Gewoelbes krachenden Bogen.

Und trostlos irrt er an Ufers Rand;
Wie weit er auch spaehet und blicket
Und die Stimme, die rufende, schicket,
Da stoeszet kein Nachen vom sichern Strand,
Der ihn setze an das gewuenschte Land,
Kein Schiffer lenket die Faehre,
Und der wilde Strom wird zum Meere.

* * * * * * *

Und die Angst befluegelt den eilenden Fusz,
Ihn Jagen der Sorge Qualen,
Da schimmern in Abendroths Strahlen
Von ferne die Zinnen von Syrakus,
Und entgegen kommt ihm Philostratus,
Des Hauses redlicher Hueter,
Der erkennet entsetzt den Gebieter.

NOTE.—Question 5 is not required for Medical Matriculation.

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UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1894.

PRELIMINARY.

GERMAN GRAMMAR.

1. Give the Gen. Sing. of Name and the other nouns which form the Genitive in the same manner.
(a) Give the rule for the plural of Feminine nouns.
(b) Mention some exceptions to this rule.

2. Give the Plural of Garten, Kloster, Bauer, Monarch, Geist, Frau, Pflicht, Tochter, and state which is according to rule and which is exceptional.

3. Give the prepositions governing the accusative only.

4. Distinguish wenn, als, wann, as used in relation to time.

5. Give the rules for the Gender of Masculine nouns, *(a)* according to signification, *(b)* according to form.

6. Decline der, die, das, as Relative Pronoun.

7. Give 3rd Sing., Pres., Imp., Perf., Plup., Fut., subj. of moegen.

8. When there are two objects to the verb in a sentence, give the rules for the place of each *(a)* when the one is a person and the other a thing, *(b)* when both are persons, *(c)* when one is a pronoun and the other a noun.

9. Conjugate the following verbs: schieszen, heben, springen, gelten, nehmen, sitzen, laden, heiszen.

10. Distinguish bewegen, bleichen, erschrecken, in meaning and conjugation, when transitive and when intransitive.

11. Translate into German:
(a) I gave you a pen, have you given it to my brother?
(b) The more diligent we are, the more we learn.
(c) The ladies have been in the church, but they are now at home
(d) The Professor is correcting your exercise, he will probably tear it.
(e) I who am your friend will visit you.
(f) My father was a soldier and my brother wishes to be one also.

(*g*) The rain which has spoiled our journey, was more useful than pleasant.

(*h*) Those are my dogs, but these are those which the hunter lost eight days ago.

(*i*) The woman bought two pounds of sugar, and three bottles of wine.

(*k*) I beg pardon that I have come so late.

12. When day broke (anbrechen), before the sun had risen, the woman came and awoke (wecken) both the children. "Rise, we will go to the forest and fetch wood." Then she gave each a small piece of bread and said: "there you have something for midday, but do not eat it sooner, nothing farther do ye receive." Afterwards they went together to the forest.

University of Manitoba.

EXAMINATIONS, 1894.

GENERAL CHEMISTRY.

HONOR.

EXAMINERS: { Dr. Bryce. / Dr. Hutton.

1. What do you understand by the periodicity of elements? Explain the statement: "The properties of an element are periodic functions of the atomic weight."

2. Remsen says: "In water the elements are combined in the proportion of 7.98 parts of oxygen to 1 of hydrogen."
Explain why the atomic weight of O is 15.96.

3. What grounds are there for concluding that there are two atoms of H in the molecule of hydrogen?

4. Define water of crystallization, deliquescence, efflorescence, sublimation. What is the essential feature in the process of combustion?

5. Give a full description of the metals aluminium and nickel, and name their chief salts.

6. Explain the change effected by (1) an oxidizing agent, and (2) by a reducing agent; and show, giving formulas, to which class of reaction the following changes belong:
(1) Aldehyde to acetic acid.
(2) Cane sugar to oxalic acid.
(3) Common alcohol to acetic acid.
(4) Ethylene oxide to common alcohol.
(5) Chloracetic acid to acetic acid.
(6) Nitrobenzene to aniline.

7. Give the formula of ethyl aldehyde? How is it prepared? How is paraldehyde prepared from it?

8. Give the results of the action of KSH on C_2H_5I. What are the names and properties of the compounds formed?

9. Put 10 grams of crystallized oxalic acid, and 50 to 60 grams concentrated sulphuric acid in an appropriate flask. Connect with two Wolf's bottles containing a solution of caustic soda. Heat the contents of the flask gently. Collect some of the gas over water.
Give the name and formula of the gas.
(*a*) State the results of the following:
(1) Setting fire to some of the gas.
(2) Putting a live mouse into a vessel containing a mixture of the gas and air.
(3) Passing some of the gas over heated copper oxide.

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University of Manitoba.

EXAMINATIONS, 1894.

GENERAL CHEMISTRY.

PASS.

EXAMINERS: { Dr. Bryce. / Dr. Hutton.

1. Distinguish clearly the terms atom and molecule. State Avogadro's hypothesis.

2. The weight of a liter of O at 0° and 760 mm. pressure is 1.4298 grams.
Atomic weights: $K = 35$, $Cl = 35$, $O = 16$.
How many liters of O can be obtained from 10 grams of potassium chlorate?

3. On what does the bleaching and deodorizing power of charcoal depend?
Give an account of how it is used for this purpose.

4. What is the value of moist ferric oxide as an antidote for arsenic?

5. What is the chemistry of saponification?

6. How may tartar emetic be prepared? Give its formula.

7. What is a compound ether? How prepared? Give examples.

8. How may hydrocyanic acid be prepared? Give its formula and properties.

9. How may sucrose be converted into glucose?
How may the presence of glucose be demonstrated?

10. What is starch? Give its formula. Note the effect of its being boiled with dilute sulphuric and strong nitric acids respectively.

UNI

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EXAMINATIONS, MAY, 1894

MEDICAL ENTRANCE.

EUCLID.

1. Give the definitions of: A circle, a square, a right angle, a rhombus, parallel straight lines. Write down all of Euclid's axioms.

2. From a given point without a given straight line, to draw a perpendicular to it.

If a straight line through the centre of a circle bisects any chord, show that it cuts it at right angles.

3. If three straight lines are given, any two of which are together greater than the third, show how to construct a triangle whose sides shall be respectively equal to the three given straight lines.

4. If one side of a triangle be produced the exterior angle is equal to the two interior and opposite angles; and the three interior angles of every triangle are together equal to two right angles.

Construct a right angled triangle, having given the hypotenuse and one of the sides.

5. The complements of the parallelograms which are about the diagonal of any parallelogram are equal to one another. ABCD being the parallelogram, AC the diagonal, through E on AC, draw KEH parallel to AB and CD, and GEM parallel to AD and BC. Let GEM cut the other diagonal in F, and through F draw LFN parallel to AB, then AK = DL.

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

7. If the square on one of the sides of a triangle is equal to the sum of the squares on the other two sides, the triangle is right-angled. Find a square equal to the difference of two given squares.

8. If a straight line be divided into any two parts, the rectangle contained by the whole and one of the parts, is equal to the rectangle contained by the two parts, together with the square on the aforesaid part. Euclid II. 3.

Deduce the fourth proposition directly from the second and third.

9. If a straight line be divided into any two parts, the squares on the whole line and one of the parts are together equal to twice the rectangle contained by the whole, and that part together with the square on the other part. Euclid Prop. 7, Bk. 2.

Deduce this also by an application of the third and fourth propositions.

10. In obtuse angled triangles, if a perpendicular be drawn from either of the acute angles to the opposite side produced, the square on the side subtending the obtuse angle is greater than the squares on the sides containing that angle, by twice the rectangle contained by the side on which when produced the perpendicular falls, and the straight line intercepted without the triangle, between the perpendicular and the obtuse angle.

If AD is the perpendicular drawn upon BC produced and AC=BC, show that $AB^2 = 2$ BC. BD., C being the obtuse angle.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1894

MEDICAL MATRICULATION.

PHYSICS.

1. Distinguish between molar and molecular forces, amorphous and crystalline substances, with examples of each.

2. Give some experiments showing that (*a*) the pressure in a liquid increases with the depth, (*b*) the air has weight.

3. Explain why water will frequently run down the side of a tumbler when inclined instead of falling vertically. Suggest any way of preventing this.

4. Define specific gravity, density.
A mass whose weight in air is 30 gm. weighs in water 26 gm., and in another liquid 27 gm. What is the specific gravity of this liquid?

5. What is meant by a node and a loop in Acoustics?
How would you determine the existence of nodes and loops in (*a*) a vibrating string, (*b*) a vibrating column of air?

6. How would you ascertain the number of vibrations per second which produce a given musical tone?

7. Define heat, temperature, conduction, radiation.
Explain the formation of dew. Why is a clear night more favorable to its deposition?

8. What is meant by the terms specific heat and latent heat?
If there were no water on the earth, what difference would be experienced in temperature between day and night, and winter and summer? Explain clearly your reasons for your answer.

9. Give laws for the reflection of light.
Explain clearly why a vessel when empty appears deeper than when filled with water. Diagram.
Show by a neat diagram, the use of a double convex lens as a magnifier.

10. Sketch four cells connected (*a*) in series, (*b*) multiple arc, (*c*) abrest.

Mention the more common batteries in ordinary use, and state for what purposes each is best adapted.

11. How would you charge the gold-leaf electroscope positively by induction?

12. Describe the construction and explain the principle, of any good galvanometer.

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EXAMINATIONS, MAY, 1894.

NATURAL SCIENCE—SPECIAL COURSE.

BLOWPIPE ANALYSIS.

1. Give a good blowpipe reaction for zinc, alumina, a nitrate, Titanium.

2. Determine *a*, *b*, *c*, by means of the tablet.

3. Determine *d*, *e*, *f*, by the borax bead.

4. Determine by any means at your disposal the substances marked *g*, *h*, *k*.

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EXAMINATIONS, 1894.

SANITARY SCIENCE.—Honor.

Examiners { Dr. J. H. O'Donnell.
Dr. Jas. Patterson.

1. Describe a sample of water classed as "good."

Giving—1st. Physical characters.

2nd. Microscopical charaters.

3rd. Chemical constituents, stating proportions of each allowable.

2. Describe the "Roshdale System" of removal: The mode of final disposal, and, under what circumstances would you recommend it?

3. Describe minutely the immediate junction of a "House Drain" with a Sewer; giving your reasons for shape, direction, and diameter.

4. Give in the fewest possible words, the prophyloxis against Epidemic Influenza (La Grippe).

5. State the several factors which must concur before there can be an Epidemic of Cholera.

6. The diseases of occupations may be conveniently divided into classes. Give the most approved classification, and the causes of each class.

7. How would you restore the apparently drowned?

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EXAMINATIONS, 1894.

PRACTICE OF MEDICINE.—Honors.

Examiners { Dr. R. M. Simpson.
Dr. J. R. Jones.

1. Describe and give pathology and treatment of myxœdema.

2. Diagnosis and symptoms of neurasthenia.

3. Pathology and symptomatology of syringomyelia.

4. Name the morbid constituents found in the urine and their clinical significance.

5. Briefly describe Addison's disease.

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EXAMINATIONS, 1894.

FINAL EXAMINATION.

SURGERY.—Honor.

Examiners { Dr. N. B. Gillies.
Dr. H. H. Chown.

1. Give the symptoms and diagnosis of an abscess in the upper end of the tibia. How would you treat it?

2. Give the symptoms, diagnosis and treatment of an hydatid cyst of the liver which is large enough to project into the right hypochondriac region.

3. Give the classification of tumors. Describe a melanotic sarcoma of the thigh. Give the treatment.

4. Describe a multilocular ovarian tumor. Diagnose between it and pregnancy at the fifth month. Give treatment in full. What is the prognosis?

5. Give the pathology, symptoms and treatment of a case of tuberculosis of the knee joint. Give the treatment in the earlier and in the later stages.

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EXAMINE

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EXAMINATIONS, 1894.

MATERIA MEDICA.

HONOR.

EXAMINERS: { C. J. Jamieson, M.D., C.M.
E. W. Montgomery, B.A., M.D., C.M.

1. Contrast the effect of digitalis, atropine and aconite on the heart and circulation.

2. What is the action of the following drugs on digestion:

Alcohol.
Hydrochloric Acid.
Pepsin.
Pancreatine.
Strychnine.

3. Describe the action of cold water, antipyrine and alcohol in fever, and give the chief clinical indications for the use of the latter.

4. Give the therapeutic uses of the iodides, and outline the mercurial treatment of syphilis.

5. Define hypnotics. Sulfonal, chloral, morphine. Give appropriate cases for the use of each.

6. Write prescriptions for the following diseases:

Typhoid.
Acute Articular Rheumatism.
Tonsilitis.
Dysentery.
Gonorrhoea.

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EXAMINATIONS, 1894.

PATHOLOGY.

HONOR.

EXAMINERS: { Dr. Corbett. Dr. Popham.

1. What are the structural differences between the sarcomata and carcinomata, and what bearing have these on the question of recurrence and dissemination?

2. Write fully on "effusions."

3. What is the nature of the forces which are brought into play in establishing immunity in the face of bacterial invasion, and in coping with the various poisons formed when once a foothold is obtained?

4. What is Conhein's hypothesis of the origin of tumors? Give evidence in favor of and against this hypothesis.

5. *Amyloid infiltration of kidney*:
   (*a*) What parts are primarily affected?
   (*b*) Account for the abundance of albumenous urine characteristic of the early stage.
   (*c*) In the latter stage the quantity of urine is diminished. Why?
   (*d*) Gross appearance of the organ.
   (*e*) Test for.

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EXAMINATIONS, 1894.

PHYSIOLOGY.

HONOR.

EXAMINERS: { Dr. Gray. / Dr. Popham.

1. Make a drawing of a transverse section of the spinal chord in the dorsal region indicating thereon the various columns, and give their junction.

2. "Destruction of one cerebral centre, say the right, causes total blindness of the left eye, whereas destruction of the right optic tract causes Hemiopia of both eyes."
Draw a diagram showing the course of the fibres from the cerebral centres to the retina, and show that the above is true.

3. Discuss the different theories given to explain the secretion of urine. Name the salts of the urine and the normal percentage of each.

4. Describe as fully as you can the phenomena observed by the circulation of the blood as may be seen in some transparent part under the microscope.

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EXAMINATIONS, 1894.

THEORETICAL ANATOMY.—Honor.

Examiners { Dr. Neilson.
Dr. Cunningham.

1. Describe the orbit, and name its contents.

2. The internal maxillary artery; its origin, course and branches of each sub-division.

3. The trachea; its position, relations and point of bifurcation.

4. Origin, course and distribution of anterior tibial nerve.

5. Locate the different synovial membranes in connection with the tarsus.

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EXAMINATIONS, 1894.

OBSTETRICS.—HONORS.

EXAMINERS { Dr. McDiarmid. / Dr. Lynch.

1. Describe the human placenta, tracing its development. Mention its diseases.

2. Describe the mechanism of labor in the right occipito-posterior position. In what three ways may the labor terminate? Point out clearly the causes of difficulty in occipito-posterior positions, and outline the treatment.

3. Give the causes, clinical phenomena, prognosis and treatment of abortion, (*a*) threatened, (*b*) inevitable.

4. Give the signs and symptoms of pregnancy during the first three months. Describe the intermittent uterine contractions of pregnancy, and state what important effects they produce during the latter weeks of pregnancy. Give treatment for pernicious vomiting of pregnancy.

5. In a deep transverse position of the face with the chin to the right state precisely how you should apply and use the long forceps. Give method of and your views on the application of forceps to the after coming head.

6. Give diagnosis, prognosis and treatment of extra-uterine gestation.

7. Give causes, pathology, prognosis, symptoms and treatment of chronic corporeal endometritis.

8. Give etiology, symptoms, diagnosis and treatment of uterine retroversion.

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EXAMINATIONS, 1894.

HISTOLOGY.

HONOR.

EXAMINERS: { Dr. Corbett. / Dr. Popham.

1. "In the embryo the whole body is an agglomeration of cells."
Describe a cell as to its composition and methods of division.

2. Give in detail the structure of the small intestine.

3. Describe the course and structure of the tubuli uriniferi.

4. Give the origin of the bile duct.

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EXAMINATIONS, MAY, 1894

3RD YEAR.

INTERNATIONAL LAW.—HALL.

1. Describe fully the duties of a neutral State in cases of prizes taken by a belligerent within its borders and illustrate.

2. A belligerent ship is attacked in neutral waters by a ship of the other belligerent State; what courses are open to it.

3. Discuss the position of an alien towards the State in which he is.

4. Discuss the law with regard to crimes committed by foreigners in territory foreign to the State exercising jurisdiction.

5. Describe the sovereignty of States over its subjects and its responsibility for acts done by them; who are subjects?

6. Give particulars of any invasions of Canada from the U. S. and what principles of international law were involved.

7. Piracy; define and give the various acts which are recognized or alleged to be piratical.

8. Discuss the limits to the right of violence against the person of enemies.

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EXAMINATIONS, MAY, 1894.

3RD YEAR.

CONFLICT OF LAW.—VON SAVIGNY.

1. Discuss fully the ties that bind together individual persons in the common possession of the same positive laws.

2. Discuss the ancient formula mobilia ossibus inherent.

3. What are the rules of Roman Law when between the date of the testament and the death of the testator, a change takes place in those relations of fact which may have an influence on the validity of testaments.

4. Discuss the laws as to intestate succession.

5. Define "Locus regit actum," is it necessary or facultative?

6. What laws govern as to the conditions of the possibility of marriage.

7. By what laws are the rights of property as between spouses to be judged (1) as to foreign real property and (2) where domicile is changed during the marriage.

8. Give the five rules laid down by Von Savigny as to the forum of an obligation.

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EXAMINATIONS, MAY, 1894.

LL.B. 3RD YEAR.

HAWKINS ON WILLS & STATUTES OF MANITOBA.

1. What are the four propositions laid down by Hawkins which embody the general principles governing the construction of wills?

2. A testator makes a general devise of "all my lands" to B. Will such devise include lands (*a*) contracted to be purchased by the testator but not actually conveyed to him (*b*) contracted to be sold by the testator but not actualy conveyed by him.

Explain and give reasons for answer.

3. A testator, after making certain legacies, gives $5,000 out of the residue of his personal estate to A, and *the residue* to B. The bequest to A fails in the testator's lifetime, what becomes of the $5,000 bequeathed to "A?" Give reasons.

4. If a legacy of the same amount to the same person be repeated (*a*) in two separate testamentary instruments, (*b*) in the same testamentary instrument, is the legatee entitled to both legacies? Give rules applicable. Is parol evidence admissible to contradict these rules?

5. A bequest is made to A or B, at the discretion of C, and C fails to exercise the discretion, what becomes of the bequest? Give rule.

6. (*a*) *Devise* to "A and his children."
(*b*) *Bequest* to "A and his children."
What estate does A take in each case? Does it make any difference in either case whether A has children living, either at the date of the will, or at the death of the testator?

7 What construction is to be placed on the words "die without issue" when used in a will? State any other construction that was at any time placed upon these words.

8. In case, after the death of a testator, a child is born for whom no provision has been made in the will, what becomes of the estate?

9. What are the principal points of difference between mortgages under the "*new system*" and under the "*old system*?"

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1894

3RD YEAR.

CONSTITUTIONAL LAW.—BROOM.

1. Villenage—define, give origin of, decline and expiration of same.

2. Discuss fully the right of a sovereign to arrest a person.

3. Discuss the right of a secretary of state to open letters passing through the mails.

4. Wilkes vs. Wood—give full particulars and the principle of law decided.

5. The Executive; of whom does it consist and who is its head?

6. What provisions have been made to secure the independence of the Bench?

7. Discuss the law decided in Calvins case.

8. Discuss the right of the Crown to levy impost duties and what case expounded the law.

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UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1894.

LL.B. 3RD YEAR.

MAINE'S ANCIENT LAW.

1. State and explain briefly the agencies by which law is harmonized with the advance of progressive communities.

2. *(a)* Discuss the constitution of society in primitive times.

(b) What are the various sources of knowledge in regard to the rudiments of the social state?

3. Maine says: "The movement of the progressive societies has hitherto been a movement from status to contract." Explain and illustrate the truth of this statement.

4. Discuss the author's theory of the origin of property and contrast it with Blackstone's theory.

5. What is meant by the "law of nature?"

What position has the theory of natural law occupied in the history of modern jurisprudence.

6. Give a short history of testaments and show in what respects the mancipatory testament differed from the modern will.

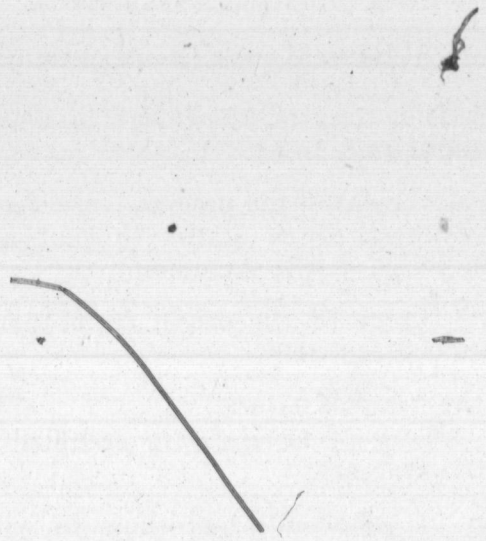
7. *(a)* Sketch the history of the conception of contract among the Romans.

(b) Give the Roman classification of contracts showing the distinctive features of each.

8. Discuss the early conception of crime, and sketch the stages of the history of the criminal law.

9. *(a)* Explain: patria potestas, agnate, cognate.

(b) Explain the various methods by which marriage might be solemnized among the Romans and show the legal status of the wife.



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EXAMINATIONS, MAY, 1894.

LL. B. COURSE.

3RD YEAR.

JUSTINIAN—ROMAN LAW.

1. What is meant by the Jus Civile? Give its sources and explain each briefly.

2. Explain patria potestas. In what different ways might it be dissolved?

3. In what different ways, according to Roman Law, might particular things be acquired?

4 Explain and distinguish between usufructus, usus, and habitatio.

5. What was meant by usucapio? What things could be acquired in this way?

6. Explain clearly:—peculium castrense, peculium adventitium, fidejussores, adpromissores, fideicommissa, fiscus, libertini.

7. To whom might legacies be given in Justinian's time? What changes in the former law did he make?

8. Distinguish and explain:—Mutuum, commodatum, depositum, pignus.

9. Under Justinian what securities were exacted from parties to a suit or other representatives?

10. Explain fully what was meant by: (*a*) Bonorum addictio, (*b*) Bonorum venditio.

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EXAMINATIONS, MAY, 1894

3RD YEAR LL.B.

POLLOCK ON CONTRACTS.

1. Give the authors definition of *(a)* an agreement, *(b)* obligation.

2. *(a)* State the principles of law governing the validity or invalidity of the contracts of lunatics.
(b) Give a short sketch of the different theories that have prevailed in English jurisprudence in regard to such contracts.

3. What are the rules governing the rights and liabilities of a man who professes to make a contract as agent for a named principal, but is not in truth such agent?

4. State and explain any real or apparent exceptions to the rule that "a third party cannot become entitled by the contract itself to demand the performance of any duty under the contract."

5. What are the tests applicable to determine whether covenants in an agreement are dependent or independent?

6. When conditions are prescribed by statute for the conduct of a particular business and such conditions are not observed, what are the rules governing the validity or invalidity of agreements made in the course of such business?

7. Define and distinguish between champerty and maintenance.
How far is it lawful to purchase an interest in property which is the subject of litigation?

8. What must the plaintiff establish in an action for rescission of a contract induced through misrepresentation?

9. What does Pollock call "agreements of imperfect obligation?"
In what different ways may such agreements be produced?

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EXAMINATIONS, MAY, 1894.

2ND YEAR.

CONSTITUTIONAL HISTORY.—TODD.

1. Give the Canadian Table of Precedence.

2. Give the provisions of the British North America Act in regard to the leglislative rights of the Provinces.

3. Give particulars and points of law decided in the celebrated Auchterarder case.

4. In what ways is Imperial dominion exercisable over self governing colonies.

5. Describe the representation aud mode of constitution and composition of the Senate in Canada.

6. What are the functions of a Governor-General in Canada?

7. What are the provisions in the B. N. A. Act referring to the veto power.

8. Define the position of the Crown (1) in legislative and (2) in Executive matters.

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EXAMINATIONS, MAY, 1894.

LL.B. COURSE.

SECOND YEAR.

ROMAN LAW.—GIBBON AND ARNOLD.

1. State and explain the conditions of married women under Roman jurisprudence, giving a brief sketch of the various changes introduced from time to time.

2. Show clearly the duties of the prætor, and explain the prætorian edict, and the perpetual edict.

3. Give a brief sketch of the various reforms in Roman jurisprudence undertaken by Justinian, and mention the reasons why his task was an arduous one.

4. Explain clearly the meaning of *the Falcidian portion* and *inofficious testament.*

5. Give an account of the contest in connection with the introduction of the Terentilian law. What were the causes that led to its introduction?

6. Show fully what system of land tenure prevailed in Rome?

7. State and explain briefly the various modes of action under the Twelve Tables.

8. What were the provisions of the Licinian Laws and when were they passed?

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EXAMINATIONS, MAY, 1894.

LL.B 2ND YEAR.

BEST ON EVIDENCE.

1. State and explain the various sanctions of truth.

2. What are the principal securities which have been devised by law for insuring veracity in evidence given in Courts of Justice?

3. Distinguish between direct and presumptive evidence. Discuss the comparative advantages of each.

4. What are fictions of law? State the various kinds of such fictions and give the rules governing their use.

5. Distinguish clearly between the competency and credibility of a witness. What are the grounds of incompetency?

6. What is meant by real evidence? Give the different kinds of real evidence. State and explain the various infirmative hypotheses affecting such evidence.

7. Explain fully the meaning and application of the principle "the best evidence must be given."

8. Can a witness be sued for slander on a statement made by him in the witness box? Give reason for answer.

9. Discuss the truth of the maxim "a negative is incapable of proof."

10. State the principal rules of proof in criminal cases peculiarly applicable when the proof is presumptive.

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EXAMINATIONS, MAY, 1894

2ND YEAR.

REAL PROPERTY.—LEITH.

1. Give the rule in Shelleys case and illustrate.

2. Copyholds; what are they and how conveyed?

3. Define and illustrate (1) tenants at will, (2) for years, (3) for life, (4) pur autre vie, (5) for an estate tail and (6) tenants in fee simple

4. Describe fully the various modes ancient and modern of conveying lands.

5. What are the incidents of (1) joint tenancies and (2) tenancies in common.

6. Give the provisions and effect of the statutes (1) of uses and (2) of Quja Emptores.

7. Discuss fully the laws as to mortmain.

8. Give the provisions of the laws of descent of real estate upon intestacy.

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EXAMINATIONS, MAY, 1894

LL B. 2ND YEAR.

UNDERHILL ON TORTS.

1. What is the rule as to a person's responsibility for damages caused by an unintentional wrongful act? Give an example.

2. Discuss fully the liability of a master for injuries caused by a servant to a fellow servant.

3. State the doctrine of contributory negligence, and illustrate by an example.
Are there any cases in which the plaintiff is entitled to succeed even though he has been guilty of contributory negligence?

4. Explain the doctrine of ratification as applied to torts.

5. What are the rules in regard to the possession necessary in order to entitle a person to maintain an action for trespass?

6. What are the rules applicable to the liability of a man who finds a chattel for damage done to it by him?

7. What are the necessary elements which give rise to an action for deceit?

8. State the rule as to privty in the case of a tort arising ex contractu. Give examples.

9. In what cases is one who employs a contractor liable for torts caused by such contractor?

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EXAMINATIONS, MAY, 1894

2ND YEAR.

LANDLORD AND TENANT.—FAWCETT.

1. What goods are privileged from seizure for rent and what conditionally privileged.

2. Detail the procedure in regard to distress for rent down to sale.

3. When can distress be made on goods not on the demised premises.

4. Define and illustrate the different leasehold interests and what notice is required to determine.

5. A leases premises to B for two years. The building thereon is destroyed by fire during term; what are the rights of both parties?

6. Give the law as to fraudulent removal to avoid distress.

7. Can a second distress be made; if so when?

8. Give the rights of parties where tender duly made (1) before distress (2) before impounding and (3) after impounding; what amounts to impounding?

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EXAMINATIONS, MAY, 1894

2ND YEAR.

CONSTITUTIONAL HISTORY.—MAY.

1. Give briefly the various functions in the British Constitution of (1) the Crown, (2) the House of Lords and (3) the House of Commons.

2. Review briefly the political history of Wm. Pitt.

3. Give the facts as related by May, leading to the union between Great Britain and Ireland.

4. What is the basis of representation of Scotland in the British Parliament.

5. Discuss the law or custom of impressment.

6. Give the history and constitutional significance of the Lord Gordon riots.

7. Discuss the law as to the liberty of the Press and give history of any cases deciding same.

8. What important constitutional events took place in the reign of Geo. III.

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EXAMINATIONS, MAY, 1894.

BAGEHOT.

(Eight questions constitute a full paper.)

1. Compare the relative value of Cabinet and Presidential Government.

2. Examine the soundness of Bagehot's arguments in favor of a limited monarchy. How could the Cabinet system be made to work, were the monarchy abolished?

3. What is the nature of the Cabinet, and what are its powers?

4. In what circumstances may an English Sovereign exercise a real influence on the course of public events?

5. Give the substance of the Queen's memorandum in regard to Lord Palmerston read in Parliament in 1852.

6. "It is not the business of a cabinet minister to work his department." Discuss this saying.

7. What are the checks and balances in the British Constitution? Compare it in these respects with the Constitution of the United States.

9. How has the British Constitution changed in recent years (*a*) with respect to the power and influence of the Cabinet, and (*b*) the power and influence of the House of Commons?

10. State fully the pre-requisites of Cabinet Government.

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EXAMINATIONS, MAY, 1894.

MENTAL AND MORAL SCIENCE (LAW).

REID.

1. Point out the nature and use of analogical reasoning and the danger attending its employment in Mental Science.

2. (*a*) Distinguish sensation and perception, (*b*) what according to Reid is involved in the act of perception?

3. Give an account of the notion of "cause" and point out its importance in the development of philosophical enquiry.

4. Explain fully the distinction between primary and secondary qualities of body as held by Reid.

5. State Reid's view of personal identity and of its relation to memory.

6. "The notion that in perception the object must be contiguous to the percepient mind seems with many other prejudices to be borrowed from analogy" (Reid). Examine this statement.

7. (*a*) Give a brief account of the formation of general terms.

(*b*) Distinguish nominalism, realism and conceptualism.

8. (*a*) Explain fully what is meant by "principles of common sense," and point out their philosophical significance.

(*b*) State their characteristics as laid down by Reid.

From Andrews and Andrews
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