. . THE . .

MANITOBA UNIVERSITY CALENDAR.

FOR THE YEAR 1895.

THE

MANITOBA UNIVERSITY

CALENDAR

For the Year 1895.

WINNIPEG:
PRINTED FOR THE UNIVERSITY BY THE FREE PRESS.
1895.

CONTENTS.

The Calendar	5–6
University Officers	7
The Council	7–8
The Convocation	8–9
Graduates of the University	10–19
Winners of Governor-General's Bronze Medal	20
The Board of Studies	20
The University Examiners	21
St. Boniface College	22–23
St. John's College	24–28
Manitoba College	29–34
Wesley College	35–37
Manitoba Medical College	38–42
Class Lists for 1895	—
Papers set for 1895	—

37253.

July

Aug

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Dec.

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Jan.

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Mar.

Mar.

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April

April

University Almanac for 1895-6.

1895.

July 27.—Opening of ballot papers and declaring result of election of the seven representatives of Convocation to Council.

Aug. 29.—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. 4.—First Wednesday.—Meeting of Board of Studies at 4 p.m.

Sept. 5.—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. 10.—Last day for receiving applications for Supplemental and for the Medical Entrance Examinations.

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

Oct. 1.—Medical Entrance and Supplemental Examinations begin.

Oct. 2.—Regular Meeting of the Board of Studies at 4 p.m.

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

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

Dec. 5.—First Thursday.—Statutory meeting of the Council at 3 p.m. Election of Registrar.

Dec. 11.—Second Wednesday.—Payment of the first moiety of scholarships.

1896.

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

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

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

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

Mar. 5.—First Thursday.—Statutory meeting of the Council at 3 p.m. Appointment of University Examiners.

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

April 7.—Announcement of May Examinations in the papers if not already announced.

April 20.—Last day for receiving applications for Examinations in Arts, Law and Medical Entrance.

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

May 11.—Examinations in Arts, Law and Medical Entrance begin.

May 13.—Second Wednesday.—Payment of second moiety of scholarships. (Except Jr. B. A., Scholarships in Arts and Intermediate Scholarships in Medicine.)

May 20.—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 3.—Regular meeting of the Board of Studies at 4 p.m.

June 4.—First Thursday.—Statutory meeting of the Council at 3 p.m. Payment of second moiety of Jr. B. A. and Intermediate Scholarships.

June 5.—CONFERRING OF DEGREES, 3 p.m. Annual meeting of Convocation at 4.30 p.m. Nomination of representatives.

Officers of the University.

VISITOR.

HIS HONOR THE LIEUTENANT-GOVERNOR.

THE COUNCIL (1895-6).

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.
J. K. Barrett, LL.D.
F. W. Russell, Esq.

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.
B. J. McConnell, M.D.
F. B. Lundy, M.D.
J. S. Gray, M.D.

REPRESENTATIVES FROM CONVOCATION.

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

1886.

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

1887.

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

1888.

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

1895.

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

GRADUATES OF MANITOBA UNIVERSITY.

ST. BONIFACE COLLEGE.

B.A., 1881 M.A., 1884	(3b)	Haverty, P. (d).
B.A., 1881 M.A., 1884	(3,5)	Betournay, Napoleon.
B.A., 1882 M.A., 1885	(3)	Betournay, Albert.
B.A., 1886 M.A., 1889	(3,6)	LaRiviere, Alphonse
B.A., 1886 M.A., 1889	(3,7)	Rocan, Elie.
B.A., 1887—	(3,6)	DeLaronde, A.
B.A., 1887 M.A., 1890	(3,7)	Gauthier, E. Landreville.
B.A., 1888 M.A., 1891	(3,7)	Royal, Henri.
B.A., 1888—	(3,5)	Brisebois, D.
B.A., 1890—	(3,6)	Beliveau, A.
B.A., 1891 M.A., 1894	(3,6)	Goulet, R.
B.A., 1891—	(3,7)	Jubinville, W. J.
B.A., 1891 M.A., 1894	(3b)	Samson, J M.
B.A., 1892 M.A., 1895	(3,7)	Dubuc, A. Joseph H.
B.A., 1892—	(3,6)	Jean, Gustave L.
B.A., 1892 M.A., 1895	(3)	LaRiviere, Alex. C.
B.A., 1893—	(3,6)	Bernier, Joseph.
" 1893—	(3)	Baron, Edmond.
" 1893—	(3,6)	Dubuc, Gustave.
" 1893—	(3)	Letourneau, Fortunat.
" 1894—	(3,5)	Trudel, Joseph.
" 1895—	(3,6)	Desourdis, Joseph.

ST. JOHN'S COLLEGE.

D.D.,	—	Most Rev. R. Machray.
"	—	Right Rev. J. McLean, (d).
"	—	Right Rev. R. Young.
"	1887—	Right Rev. Cyprian Pinkham.
"	—	Ven. A. Cowley, (d).
"	—	Ven. R. McDonald.
"	1887—	Very Rev. Dean Grisdale.
"	1887—	Ven. J. A. Mackay.
"	1891—	Right Rev. W. D. Reeve.
"	1893—	Rev. A. W. F. Cooper.
"	1893—	Ven. T. Vincent.
"	1893—	Right Rev. Jarvois A. Newnham.
B.D.,	1882—	Flett, J.
"	1884—	Burman, W. A.
"	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.
" 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—	(3)	Coates, R. E.
B.A., 1888 B.D., 1888 M.A., 1891	(1,7)	Page, J. W. B.
B.A., 1888 B.D., 1891 M.A., 1893	(3)	Stevenson, R. G.
B.A., 1884—	(1,2b)	Kennedy, W. T. B.
" 1884—	(1a)	Beddome, W. E.
" 1882—	(1,5)	McKay, James.
" 1882—	(1,4)	Flett, A. J.
" 1884—		Kirkby, D.
" 1882—	(1a)	Tait, D. J.
" 1882—	(1)	Warburton, T. (d).
" 1883—	(1,5)	Bird, J. R.
" 1886—	(1)	Black, J. H.
" 1884—	(1,6)	Machray, J. A.
" 1885—	(2,6)	McIntyre, W. A.
B.A., 1885 M.A., 1888	(1,7)	Cook, A.
B.A., 1886—	(1)	Herchmer, H. W.
B.A., 1887 M.A., 1892	(8,7)	Barber, W. D.
B.A., 1887—	(4a)	Cook, H. G.
B.A., 1887 M.A., 1890	(2b)	Doupe, J. L.
B.A., 1887 M.A., 1890		Goggin, D. J.
B.A., 1887 M.A., 1890	(1)	Ross, W. R.
B.A., 1888—	(1)	Fisher, H. S.

B.A., 1888 M.A., 1892	(4)	Girdlestone, C. W.
B.A., 1888 M.A., 1891	(1,6)	Matheson, J. W.
B.A., 1888 M.A., 1891	(1)	Wrigley, J. H.
B.A., 1889—	(1,6)	Phair, E. E.
" 1889—	(1)	Camsell, G.
" 1889—	(8,6)	Gill, E. A. W.
B.A., 1889 M.A., 1892	(4,6)	Smith, W. H.
B.A., 1891 M.A., 1895	(8a)	King, Howard J.
B.D., 1892 M.A., 1895	(3a)	Stoddard, Daniel Andrew Bell.
B.A., 1890—	(3,6)	Corbett, W. A.
" 1890—	(1b)	Cram, A.
" 1890—	(1,6)	Cunningham, C.
" 1890—	(2,5)	Page, Joseph.
" 1890—	(4a)	Walton, T. H. J.
" 1890—		Chapman, F. S.
" 1891—	(9,6)	Aikins, H. B.
" 1891—	(1,6)	Girling, R. H. L.
" 1891—		Mercer, F.
" 1891—	(4)	Rounthwaite, F. S.
" 1892—	(4a)	Brand, William.
" 1892—	(3a)	Clarke, Waddington.
" 1892—	(1,7)	Hobbes, William Ernest.
" 1892—		Kimberly, James Ellis.
" 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.
" 1895—	(8)	Adams, Ethel Georgie.
" 1895—	(8a)	Burke, Mamie Tobin.
" 1895—	(3a)	Beacham, Havelock.
" 1895—	(1,6)	Bond, Edward Spooner.
" 1895—		Gray, Henry Allen.
" 1895—		Hudson, William Henry.
" 1895—	(1a)	Magnusson, Riklef Adolph Wilhelm.
" 1895—	(3)	Richardson, John Andrew.

MANITOBA COLLEGE.

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

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

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

B.A.,	1891—	(1a)	Hogg, L. J.
"	1891—	(3a)	Irvine, W. F.
"	1891—	(3)	Lang, S. E.
"	1891—	(3)	McGillivray, A. J.
"	1891—	(3a)	McDiarmid, C.
"	1891—	(8)	McDonald, J.
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Rev. A. B. Baird, B.D., Professor in Manitoba College, Hebrew Introduction and Church History.

Rev. Wm. MacLaren, D.D., Knox College, Toronto: Systematic Theology.
Rev. Francis R. Beattie, D.D., Professor in Presbyterian College, Louisville, U.S.: Apologetics.
Rev. President Patton, D.D., LL.D., of Princeton University, U.S., will deliver a course of lectures on Theism.
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J. H. D. Munson, B.A., Q.C.
S. R. Parsons, Esq.
T. J. McBride, Esq.
Rev. J. M. Harrison.
Capt. Wm. Robinson.

REPRESENTATIVES ON THE UNIVERSITY COUNCIL.

For 1895-96.

Rev. Principal Sparling.
Prof. Laird.
J. B. Somerset, Esq.
J. H. Ashdown, Esq.
Prof. Cochrane.
J. A. M. Aikins, M.A., Q.C.
Rev. Prof. Stewart, B.D.

REPRESENTATIVES ON THE UNIVERSITY BOARD OF STUDIES.

Professors Cochrane and Laird.

FACULTY OF ARTS.

Rev. J. W. Sparling, M.A., D.D., Principal: Professor of Mental and Moral Philosophy.
R. R. Cochrane, B.A. (Tor.): Professor of Pure and Applied Mathematics.
G. J. Laird, B.A., Ph.D. (Bresl.): Professor of Geology and Experimental Physics. Lecturer in German.
Rev. Prof. Stewart, B.D.: Lecturer in 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.

Rev. J. W. Sparling, M.A., D.D., Principal: Professor of Homiletics, Pastoral Theology and Church History.
Rev. A. Stewart, B.D.: Professor of Hebrew, Systematic Theology and Old Testament Exegesis.
Rev. Geo. R. Turk: Lecturer in Homiletics.
Rev. J. H. Riddell, B.A., B.D.
Rev. John Semmens.

GRADUATES IN ARTS OF THE UNIVERSITY OF MANITOBA FROM WESLEY COLLEGE.

B. A.

1890—Miss Bertie Earle
J. D. Hunt
1991—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
J. K. Sparling
H. W. Whitla
1894—A. R. Aldridge
T. E. Argue.
W. L. Armstrong
E. J. Chegwin
1894—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
1895—Allbinus Clarke
R. J. Cooke
C. H. Cross
H. A. Gordon
A. J. Graham
G. J. Hopper
J. B. Hugg
Miss K. Lane
E. Loftus
J. W. McKitrick
J. H. Soady
J. P. Wadge.

UNDERGRADUATES OF THE UNIVERSITY OF MANITOBA IN ATTENDANCE AT WESLEY COLLEGE.

SENIOR B. A.

Brown, R. R. J.
Bruce, J. W.
Fieldhouse, H. V.
Good, Miss Sarah.
Holling, T. E.
Kyle, Miss Teresa.
Lathwell, W. T. D.
McCrossan, Miss M.
Morgan, J. H.
Sparling, F. W.
Switzer, J. C.
Woodsworth, Jas. W.

JUNIOR B. A.

Brooks, I. F.
Cumming, Robt. W.
Johnston, T. J.
Parr, W. J.
Robson, S. T.
Sparling, Miss L.
Taylor, Hilliard.
Wadge, H. W.
Whitmore, H.

PREVIOUS.

Bennee, G. H.
Flatt, M. C.
Greenway, Russell.
Hughes, W. R.
Irvine, Miss M.
Kinley, H. J.
Perry, G. S.
Risk, F. R. E.
Roberts, A. E.
Shipton, Miss M. B.
Smyth, Miss H.
Spear, E. B.
Stinson, J. R.
Watts, T. J.

Manitoba Medical College.

Established 1883. Affiliated 1884.

ORIGINAL INCORPORATORS.

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

PROFESSORS AND LECTURERS.

J. Wilford Good, M.B. (Tor.), L.R.C.P. (Edin.); Member of the Medical Staff of the Winnipeg General Hospital, Opthalmic 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.

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. 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. (Tor. Univ.) M.D., C.M. (Univ. Man.) Dundee Block, Main St.
Lecturer on Histology and Pathology.

R. Johnstone Blanchard, M.B., C.M. (Edin. Univ.) Member of the Medical Staff of the Winnipeg General Hospital. Cor. St. Mary and Garry Sts.
Professor of Surgery and Clinical Surgery.

J. R. Jones, M.B. (Tor.), L.R.C.P. (Lond.), F.O.S. (Lond.) Member of the Medical Staff of the Winnipeg General Hospital. 247 Donald St.
Professor of Principles and Practice of Medicine, and Clinical Medicine.

James Patterson, M.D., C.M. (McGill). Member of the Medical Staff of the Winnipeg General Hospital. Chairman of the Provincial Board of Health. 277 Donald St.
Emeritius Professor of Hygiene.

J. S. Gray, M.D., C.M. (McGill). Member of the Medical Staff of the Winnipeg General Hospital. Registrar of the Coll. Phys. and Surgs., Manitoba. Hargrave St.
Professor of Clinical Gynæcology.

W. S. England, M.D., C.M. (McGill). Member of the Medical Staff of the Winnipeg General Hospital. Westminster Block.
Lecturer on Histology and Pathology.

Alex. Campbell, Esq., Member Ont. College of Pharmacy; Licentiate Man. Phar. Association. Cor. Main St. and McDermott Ave. (Howard & Co.)
Lecturer on Pharmacy.

REPRESENTATIVES ON UNIVERSITY COUNCIL.

Dr. Good. Dr. McDiarmid. Dr. Simpson.

LIST OF STUDENTS, SEASON 1894-95.

Anderson, Geo.
Argue, A. W.
Alexander, A. B.
Baird, J. S.
Bottomly, E.
Bunn, W. R.
Burridge, A. J.
Bjornson, Olaf.
Brown, Jno.
Brothers, W. H.
Braden, W.
Bride, W. W.
Brown, R. M.
Barrett, W. T.
Coulter, J. E.
Chipperfield, Geo.
Curtis, G. E.
Chapman, F. S.
Cross, J. W.
Chalmers, R. K.
Casselman, V. E. D.
Chestnut, Wm.
Doran, J. E.
Davidson, J. R.
Duncan, James.
Douglas, A. J.
Dawson, A. E.
Dubuc, G. A.
Davidson, C. L.
Davidson, D. C.
Erskine, G. F.
Elliott, G. E.
Emmett, Alex.
Elliott, Hugh.
Ferguson, R. D.
Flett, R. M.

Ferry, E. T.
Gordon, A. J.
Grant, Thos.
Gendreau, L. S.
Graham, J. A.
Gordon, H. A.
Graham, H. J.
Hoyes, W. T.
Hargrave, H. P.
Hammon, A.
Hicks, H. E.
Henderson, Geo.
Hall, J. A.
Harrison, W. H.
Hay, J. C.
Halderson, M. B.
Irving, Frank.
Jackson, E. L.
Kirk, S. J.
Lawther, Alf.
Leech, G. W.
Lockhart, W. T.
Lynch, W. A.
Moody, A. W.
Monro, A. S.
Mutchmore, J.
Morrison, W.
Macgregor, R.
Morrison, T. A.
Mulvey, J. T.
McGuire, J. A.
McKay, Hugh.
McQueen, D. D.
McRae, J. R.
McCulloch, J. M.
McCalman, D. H.
McPhee, Miss.
McEwen, M. D.
McMunn, R. S.
McCracken, W. H.

McLean, N. J.
Nelson, H. C.
Nichols, A. E.
O'Brien, M. C.
Perry, H. H.
Pattillo, R. S.
Poole, J. J.
Parr, C. A.
Perry, D. G.
Proctor, A. P.
Puller, J.
Colston, C.M.
Riggs, W. H.
Ross, B. C.
Ross, S. W.
Roger, R. R.
Robertson, G. M.
Ross, R. L.
Riddell, R. M.
Ross, J. I.
Richardson, John.
Rose, J. F.
Simpson, E. R.
Scott, W. W.
Smith, C. F.
Story, B. S.
Staples, G. W.
Stevenson, R. G.
Stephenson, Dr.
Taylor, A. R.
Tymms, W. R.
Webster, Wm.
Williamson, G. M.
Watson, J. A.
Watson, C. W.
Wilkinson, T. H.
Wilson, T. H.
Wickware, J. W.
Wilson, W. H.
Watt, W. L.
Young, Geo.

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.

NAME.	DEGREE.		RESIDENCE.
Dixon, G. E.	M.D.	1886	St. Paul, Minn.
Fawcett, J., M.A.	M.D.	1886	Grand Forks, N.D.
Lacombe, G. A.	M.D.	1886	Montreal.
†McInnes, 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. R.	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	Winnipeg.
*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	Winnipeg.
McIntyre, J. P., Rev.	M.D.	1888	Birtle, Man.
Sibbit, A.	M.D.	1888	Edinburgh, Scotland.
Cowan, D. W.	M.D.	1888	Superior City, Minn.
Goulding, F. J.	M.D.	1888	Grand Forks, N.D.
Blakely, E. A.	M.D.	1889	Winnipeg.
††Calder, J.	M.D., C.M.	1889	Medicine Hat.
*Lamonte, 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	Selkirk.
*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	Cambridge, Eng.
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	Winnipeg.
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 Prairie.
Campbell, R. D., B.A.	M.D., C.M.	1893	Grand Forks, N.D.
Duncan, G. E.	M.D., C.M.	1893	Chicago.
†Findlay, E. K.	M.D., C.M.	1893	Chicago.
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.
†Sloan, J. McM.	M.D.,C.M.	1893	Chicago.
Simpson, A. H	M.D.,C.M.	1893	Winnipeg.
Andrew, J. N.	M.D.	1894	Neepawa, Man.
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	Winnipeg.
Crokat, E. A.	M.D.,C.M.	1894	Minot, N.D.
Conklin, J. S., B.A	M.D.,C.M.	1894	C. P. R. SS.
Elkin, S. J.	M.D.,C.M.	1894	Emerson.
Gunne, J. R.	M.D.,C.M.	1894	Gartmore, 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	Winnipeg.
Vanstone, C. M.	M.D.,C.M.	1894	Wawanesa
Baird, A. R.	M.D.	1894	Cartwright.
Baird, J. S	M.D.,C.M.	1895	Butte, Mont.
Bottomley, E.	M.D.,C.M.	1895	
Chapman, F. S.	M.D.,C.M.	1895	Souris, Man.
Chipperfield, G. J.	M.D.,C.M.	1895	Alexander, Man.
Coulter, J. E	M.D.,C.M.	1895	De Smet. S. Dak.
Davidson, D. C.	M.D.,C.M.	1895	Cartwright, Man.
Erskine, G. F	M.D.	1895	Glasston, N. Dak.
Gordon, A. J.	M.D.	1895	Carman, Man.
Hay, J. C.	M.D.	1895	Hamilton, N. Dak.
Hoyes, W. T.	M.D.	1985	
Hargrave, H. P.	M.D.	1895	Winnipeg.
Hamman, A.	M.D.,C.M	1895	Cypress River.
Moody, A. W.	M.D.,C.M.	1895	St. Boniface Hospital.
McQueen, D. D.	M.D.,C.M.	1895	Winnipeg.
Mackay, H.	M.D.,C.M.	1895	Winnip'gGen.Hospital.
McGuire, J. A	M.D.	1895	Morris, Man.
Poole, J. J.	M.D.,C.M.	1895	Roland, Man.
Perry, H. H.	M.D.,C.M.	1895	Winnip'gGen.Hospital.
Pattillo, R. S.	M.D.	1895	Bridgewater, N.S.
Rolston, C. M.	M.D.,C.M.	1895	Elkhorn.
Smith, C. F	M.D.	1895	Medicine Hat.
Scott, W. W.	M.D.	1895	Walhalla, N. Dak.
Stewart, A. B.	M.D.	1895	Austin, Man.
Watson, J. A.	M.D.,C.M.	1895	Melita, Man.
Webster, W.	M.D.,C.M.	1895	Winnipeg, Man.
Williamson, G. M.	M.D.,C.M.	1895	Ardoch, N. Dak.
**Young, G. P	M.D.,C.M.	1895	Winnip'g Gen.Hospital.

† Isbister Scholarship.
* Boyle Scholarship.
‡ Lafferty Medal.
⁒ Deceased.
**Governor-General's Silver Medal.

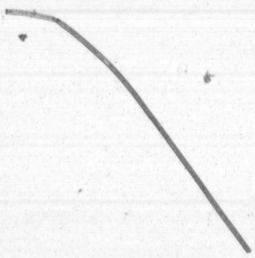
UNIVERSITY OF MANITOBA.

ORDER OF PROCEEDINGS

CLASS AND HONOR LISTS

. . 1895 . .

1. ENTRANCE OF COUNCIL.
2. ADDRESS OF THE CHANCELLOR.
3. CONFERRING OF B.A. DEGREES.
   " LL.B. "
   " C.M. "
   " M.A. "
   " AD EUNDEM GRADUM DEGREES.
4. PRESENTATION OF MEDALS.
5. PRESENTATION OF SCHOLARSHIPS.
6. ADDRESS BY THE VISITOR, SIR JOHN SCHULTZ, LIEUTENANT-GOVERNOR.
7. ADDRESS BY REV. PRINCIPAL KING, D.D.
8. ADDRESS BY REV. FATHER DRUMMOND.



Degrees.

B. A.

ST. BONIFACE COLLEGE—

Joseph Desourdis.

ST. JOHN'S COLLEGE—

Miss Ethel Georgie Adams.
Miss Mamie Tobin Burke.
Havelock Beacham.
Edward Spooner Bond.
Henry Allen Gray.
William Henry Hudson.
Riklef Adolph Wilhelm Magnusson.
John Andrew Richardson.

MANITOBA COLLEGE—

Augustus Henry Ball.
Miss Francis Emma Byrnes.
Roscoe Yeo Conklin.
John Adam Creighton.
Clarence Alexander Gillies.
Miss Ethel Hamilton Hart.
Miss Helen Brown Hislop.
Robert Alexander King.
Allan Lang.
William Manahan.
James Willard McNabb.
William W. McRae.
Daniel G. Ross.
Peter Strang.
Walter Langmuir Watt.

WESLEY COLLEGE—

Albinus Clarke.
Robert Judson Cooke.
Charles Henry Cross.
Herbert Andrew Gordon.
Herbert James Graham.
Edmund John Hopper.
Jabez Bowen Hugg.
Kate Ellen Lane.
Edwin Loftus.
John Wesley McKitrick.
John Hartley Soady.
John Percy Wadge.

Degrees.—Continued.

C. M.

Charles F. Smith.

L. L. B.

Frederick Heap, B. A.
Alexander Nugent McPherson, B. A.

M. A.

Alexandre Joseph Henri Dubuc, B. A.
Margaret Jeannette Johnstone, B. A.
Howard James King, B. A.
Alexandre C. LaRiviere, B. A.
Daniel Albert Bell Stoddart, B. A.

AD EUNDUM GRADUM.

B. A.

ACADIA UNIVERSITY—Camuel L. Davidson.
LAVAL UNIVERSITY—Simeon Gendreau.
TORONTO UNIVERSITY—Ezra Hamilton.
UNIVERSITY OF LONDON—Charles Arthur Parry.

M. A.

UNIVERSITY OF ABERDEEN—George Henderson.
UNIVERSITY OF GLASGOW—Robert McGregor.

Medals.

Classics :

Governor-General's Silver Medal—J. W. McNabb, Manitoba Coll.
University Silver Medal—E. S. Bond, St. John's College.

Mathematics :

Silver Medal—J. B. Hugg, Wesley College.
Bronze Medal—Peter Strang, Manitoba College.

Natural Science :

Silver Medal—W. L. Watt, Manitoba College.
Bronze Medal—J. P. Wadge, Wesley College.

Mental and Moral Science (English) :

Silver Medal—W. Manahan, Manitoba College.
Bronze Medal—R. A. King, Manitoba College.

Mental and Moral Science (Latin) :

Silver Medal—Joseph Desourdis, St. Boniface College.

Modern Languages :

Silver Medal—Miss F. E. Byrnes, Manitoba College.
Bronze Medal—Miss E. H. Hart, Manitoba College.

General B. A :

Silver Medal—J. H. Soady, Wesley College.
Bronze Medal—R. Y. Conklin, Manitoba College.

Previous—Latin, Mathmatics and Chemistry :

Governor-General's Bronze Medal—S. J. A. Pierce, St. John's Coll.

Scholarships.

ARTS.

JUNIOR B. A.

Classics—1. W. T. Lathwell, Wesley College, $200.
2. J. L. W. Hewison, St. John's College, $120.

Mathematics—1. F. W. Sparling, Wesley College, $200.
2. J. Ross, Manitoba College, $120.

Natural Science—1. E. F. Haffner, St. John's College, $200.
2. E. Woodhull, Wesley College, $120.

Mental and Moral Science (*English*)—

1. A. Dunn, Manitoba College, $200.
2. E. L. King, St. John's College, $120.

Mental and Moral Science (*Latin*)—

1. Lucien Dubuc, St. Boniface College, $200.
2. Albert Rousseau, St. Boniface College, $120.

Modern Languages—1. Miss D. L. Fortin, St. John's College, $200.
2. Miss Jean H. Russell, Manitoba Coll., $120.

PREVIOUS.

Latin, Mathematics and Chemistry—

1. S. J. A. Pierce, St. John's College, $100.
2. R. W. Craig, Manitoba College, $100.
3. E. Penner, Manitoba College, $100.
4. A. A. C. Campbell, St. John's College, $60.
5. { A. R. Winram, Manitoba College, $30.
   { A. J. Fraser, Manitoba College, $30.

English and History (*English Course*)—

1. S. J. A. Pierce, St. John's College, (Honorable Mention.)
2. S. G. Chambers, St. John's College, $50.
3. { R. W. Craig, Manitoba College, (Honorable Mention.)
   { J. H. Conklin, Manitoba College, $15.
   { H. Taylor, Wesley College, $15.

French and History (*French Course*)—

M. Cinq-Mars, St. Boniface College, $50.

Greek—

J. H. Cross, Manitoba College, $50.

German—

Miss Lorraine DuVal, Manitoba College, $30.

PRELIMINARY.

Latin and Mathematics—

1. W. G. Lynch, St. John's College, $100.
2. H. M. Irwin, Manitoba College, $100.
3. J. A. Gunn, Winnipeg Collegiate Institute, $60.
4. Mary A. Matthew, Winnipeg Collegiate Institute, $60.

Isbister Prizes.

(*Ten Dollars Each.*)

Classics :

E. Fortin, St. John's College School.
W. Burman, " " "

Mathematics :

J. A. Broach, Winnipeg Collegiate Institute.
Alice Bowen, " " "
E. Todd, " " "
H. Heasman, " " "
W. D. Bayley, " " "
Emily Thornton, " " "

German and Botany :

Helena Penner, Winnipeg Collegiate Institute.

Faculty of Arts.

CLASSICAL COURSE.

SENIOR B.A.

Candidates	Class	Cicero, &c.	Herodotus, &c.	St. Augustine &c.	Aristotle, &c.	Plautus, &c.	Latin Prose	Greek Prose.	Latin Gram.	Greek Gram.	History.	Uuspecified.	Total.	Total for both years.
Ball, A. H., Manitoba Coll. Bond. E. S., St. John's Coll. Hislop, Miss Helen B. Manitoba College. Magnusson, R. A. W. St. John's College. McNabb, J. W., Man. Coll. Simpson, G. R., St. John's College. *Student taking Special Subjects in this Course* :— Hudson, W. H., St. John's College.	I	McNabb. Bond Ball Hislop Simpson	McNabb Bond Ball Hislop	McNabb Bond Ball Hislop	McNabb Bond Ball Hislop	Ball McNabb Bond Hislop Simpson	McNabb Bond Ball Magnusson Simpson Hislop	Bond Magnusson Ball McNabb Simpson Hislop	Bond McNabb Simpson	Bond McNabb	Bond McNabb Ball Hislop Simpson	Bond McNabb Hislop Magnusson Ball	Bond McNabb Ball Hislop	McNabb Bond Ball Hislop
	II.	Magnusson	Simpson Magnusson	Simpson Magnusson	Magnusson	Magnusson			Ball Magnusson Hislop	Magnusson Ball Simpson Hislop	Magnusson		Magnusson Simpson	Simpson Magnusson
	III.											Magnusson		

Mr. W. H. Hudson passed in the 1st class in Herodotus, &c., St. Augustine, &c., Aristotle, &c., Plautus, &c., Latin Prose, Greek Prose, Latin Grammar, History, Greek Grammar, and Composition and 2nd class in Greek Grammar.

JUNIOR B.A.

Candidates	Class	Cicero, &c.	Herodotus, &c.	St. Augustine, &c	Latin Grammar and Composition.	Greek Grammar and Comp.	History.	Total.
Bruce, Jas. W., Wesley College. Custance, M. A. F., St. John's College. Hewison, J. L. W., St. John's College. Lathwell, W. F., Wesley College. Miller, Wm., Manitoba College. Moodie, Peter H , Manitoba College.	I.	Hewison Lathwell Miller	Hewison Lathwell. Moodie	Lathwell Hewison Moodie	Lathwell Hewison	Lathwell	Lathwell Hewison Moodie	Lathwell Hewison
	II.	Moodie Bruce Custance	Miller	Miller	Moodie Miller	Hewison Miller	Miller	Moodie Miller
	III.		Custance Bruce	Bruce Custance	Custance Bruce	Moodie Custance Bruce	Bruce	Bruce Custance

MATHEMATICS—SPECIAL COURSE.

SENIOR B.A.

Candidates.	Class.	Hydro-statics, and Optics.	Newton and Astronomy.	Differential Calculus.	Integral, Cal. and Solid. Geom.	Statics and Optics.	Hydro, Mechanics and Dynamics.	Problems, Part 1.	Problems, Part 2.	Total Standing.	Standing for both years.
Hugg, J. B., Wesley College.	I.	Hugg	Hugg	Hugg	Hugg	Hugg	Hugg	Strang	Hugg	Hugg	Hugg
Strang, P., Manitoba College.			Strang	Strang	Strang	Strang	Strang	Hugg	Strang	Strang	Strang
	II	Strang									

JUNIOR B.A.

Candidates.	Class.	Arith., Algebra and Trigon.	Euclid and Geom. Conics.	Statics and Dynamics.	Analytical Geometry.	Higher Algebra.	Plain and Spherical Trigonometry	Problems.	Total Standing.
Ross, J., Manitoba College.	I.	Ross	Sparling		Sparling	Sparling	Sparling	Ross.	Sparling
Sparling, F. W., Wesley Coll.		Sparling				Ross	Ross	Sparling.	Ross
	II.		Ross	Ross	Ross				
				Sparling					

NATURAL SCIENCE—Special Course.

SENIOR B. A.

Candidates.	Class	Chemistry I.	Chemistry II.	Descriptive Mineralogy	Determ'tive Mineralogy	Principles of Geology.	Stratigraphical Geo'y	Systematic Botany.	Palæontology.	Quanti'tive Analysis.	Total.	Total for both Years.
Cooke, R. J., Wesley Coll. Creighton, J. A. Man. Coll. Gillies, C. A. " Gordon, H. A. Wesley Coll. Graham, H. G. " Wadge, J. P " Watt, W. L., Man. Coll.	I	Watt Gillies Wadge	Watt Wadge Gillies	Wadge Watt Gillies	Wadge Watt Gillies	Watt Wadge Gillies	Watt Cooke Wadge Graham Gillies	Watt Wadge Creighton Gillies Cooke	Watt Wadge Cooke Gillies Graham Creighton Gordon		Watt Wadge Gillies	Watt Wadge Gillies
	II.	Creighton	Creighton Graham		Graham Creighton Gillies Gordon	Cooke Graham Creighton Gordon	Gordon Creighton	Gordon		Gillies Creighton Watt	Creighton Graham Cooke	Creighton Cooke Graham
	III.	Graham, Cooke		Creighton				Graham		Gordon Wadge Cooke Graham	Gordon	Gordon

JUNIOR B.A.

Candidates:	Class.	Zoology.	Structural Botany	Practical Botany	Qualitative Analysis.	Chemistry I.	Chemistry II.	Crystalography.	Physics I.	Physics II.	Total Standing
Campbell, C. M., Manitoba College.	I.	Woodhull	Haffner Woodhull	Campbell Woodhull Haffner	Haffner Woodhull	Haffner	Haffner	Haffner Campbell	Haffner Woodhull	Haffner Woodhull	Haffner Woodhull
Haffner, E., St. John's College.	II.	Haffner Campbell	Campbell					Woodhull	Campbell	Campbell	Campbell
Woodhull, E., Wesley College.	III.				Campbell	Campbell	Woodhull				

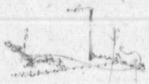
MENTAL AND MORAL SCIENCE.

ENGLISH COURSE.

SENIOR B.A.

Candidates.	Class.	Schwegler.	Sidgwick.	Calderwood	Morell.	Janet.	Mill.	Walker and Bagehot.	Stewart.	Total.	Total for both years.
Beacham, H., St. John's College. Cross, C. H., Wesley College. Gray, H. A., St. John's College. Hopper, E. J., Wesley College. King, R. A., Manitoba College. Manahan, W., " " Marshall, T. M., " " McArthur, A. G., " " McKitrick, J. W., Wesley College. McRae, W. W., Manitoba College. Richardson, J. A., St. John's College. Ross, D. G., Manitoba College.	I.	Richardson Manahan King Beacham	Manahan Richardson King	Manahan King Richardson	Manahan King McKitrick	Manahan Richardson King Ross	Richardson King McKitrick Manahan Ross Cross McArthur	Richardson Manahan McKitrick Ross King Cross.	Manahan Richardson King McKitrick Ross Cross Hopper	Manahan Richardson King McKitrick Ross	Manahan King Richardson McKitrick Ross
	II.	Cross McKitrick Ross McRae Gray	McKitrick Ross McArthur Cross Beacham Hopper	Ross Cross McKitrick Hopper McRae	Richardson Ross McRae Beacham Cross	Beacham McKitrick Cross	McRae Hopper Gray	McRae Gray Beacham Hopper	McRae McArthur Beacham Gray	Cross Beacham McRae Hopper	Cross Beacham
	III.	Hopper	McRae Gray	McArthur Beacham Gray	Hopper Gray McArthur	Hopper McArthur Gray McRae	Beacham	McArthur		Gray McArthur	McArthur Gray

Mr. T. M. Marshall passed in Class I. in Reid, Locke, Thomson, Flint, Mill, Paley; and in Class II. in Hamilton and Kant.



MENTAL AND MORAL SCIENCE.—Continued.

ENGLISH COURSE.

JUNIOR B.A.

CANDIDATES

Beal, E. W. R., St. John's Coll.
Dunn, Alex., Manitoba Coll.
Good, Miss Sarah, Wesley Coll.
Hartley, A., Manitoba College.
Holling, T. E., Wesley College.
Ireland, F. N., Manitoba Coll.
King, E. L., St. John's College.
MacIntosh, Jas., Manitoba Coll.
McKenzie, W. T., "
Monteith, G. B., "
Strachan, A. B., "
Switzer, J. C., Wesley College.
Woodsworth, Jas. S., "

Class	Schwegler.	Sidgwick.	Calderwood	Morell.	Janet.	Mill.	Walker and Bagehot.	Stewart.	Total.
I.	King, E. L. Dunn MacIntosh Beal Ireland Woods-worth	Dunn King McIntosh Woods-worth Monteith	Dunn Woods-worth McIntosh Monteith	MacIntosh Woods-worth Dunn King, E. L.	King, E. L. Woods worth Dunn Beal Strachan McIntosh Ireland	King, E. L. Dunn Monteith Woods-worth MacIntosh Strachan	Dunn King, E. L. Ireland Woods-worth Monteith Hartley McIntosh Switzer Holling	Dunn MacIntosh Hartley Woods-worth Ireland Good, M's Holling King, E. L. Strachan	Dunn King, E. L. Woods-worth McIntosh
II.	Monteith Strachan	Ireland Beal Strachan	Strachan Good, Miss	Ireland Good, Miss Monteith Strachan Hartley McKenzie Switzer Holling Beal	Monteith Hartley Good, Miss	Ireland Hartley Switzer Good, Miss Holling Beal	Good, Miss Beal Strachan	Monteith Switzer McKenzie	Ireland Monteith Strachan Beal Hartley Good, Miss
III.	Hartley McKenzie Holling Switzer Good, Miss	Good, Miss Hartley Switzer McKenzie Holling	King, E. L. McKenzie Ireland Holling Hartley Switzer Beal		McKenzie Holling Switzer	McKenzie	McKenzie	Beal	Switzer Holling McKenzie

MENTAL AND MORAL SCIENCE—Latin Course.

SENIOR B. A.

CANDIDATES.	Class.	Ethica I.	Ethica II.	Ethica III.	Ethica IV.	Hist. de la Phil. I.	Hist. de la Phil. II.	Economie Polit I.	Economie Polit II.	Total.	Total for both years.
Desourdis, Joseph, St. Bon. Coll.	I.	Desourdis	Desourdis	Desourdis	Desourdis	Desourdis	Desourdis	Desourdis	Desourdis	Desourdis	Desourdis

JUNIOR B. A.

Dubuc, Lucien, St. Boniface Coll.	I.	Dubuc Rousseau LaRiviere	Rousseau Dubuc	Dubuc Rousseau LaRiviere	Dubuc Rousseau LaRiviere	Dubuc LaRiviere		Dubuc Rousseau LaRiviere	Dubuc Rousseau LaRiviere	Dubuc Rousseau LaRiviere	
Gingras, Anthony " "	II.		LaRiviere Gingras			Rousseau	LaRiviere Dubuc				
LaRiviere, Adrien, C. " "	III.	Gingras		Gingras	Gingras	Gingras	Rousseau Gingras	Gingras	Gingras	Gingras	
Rousseau, Albert " "											

MODERN LANGUAGES—SPECIAL COURSE.

SENIOR B.A.

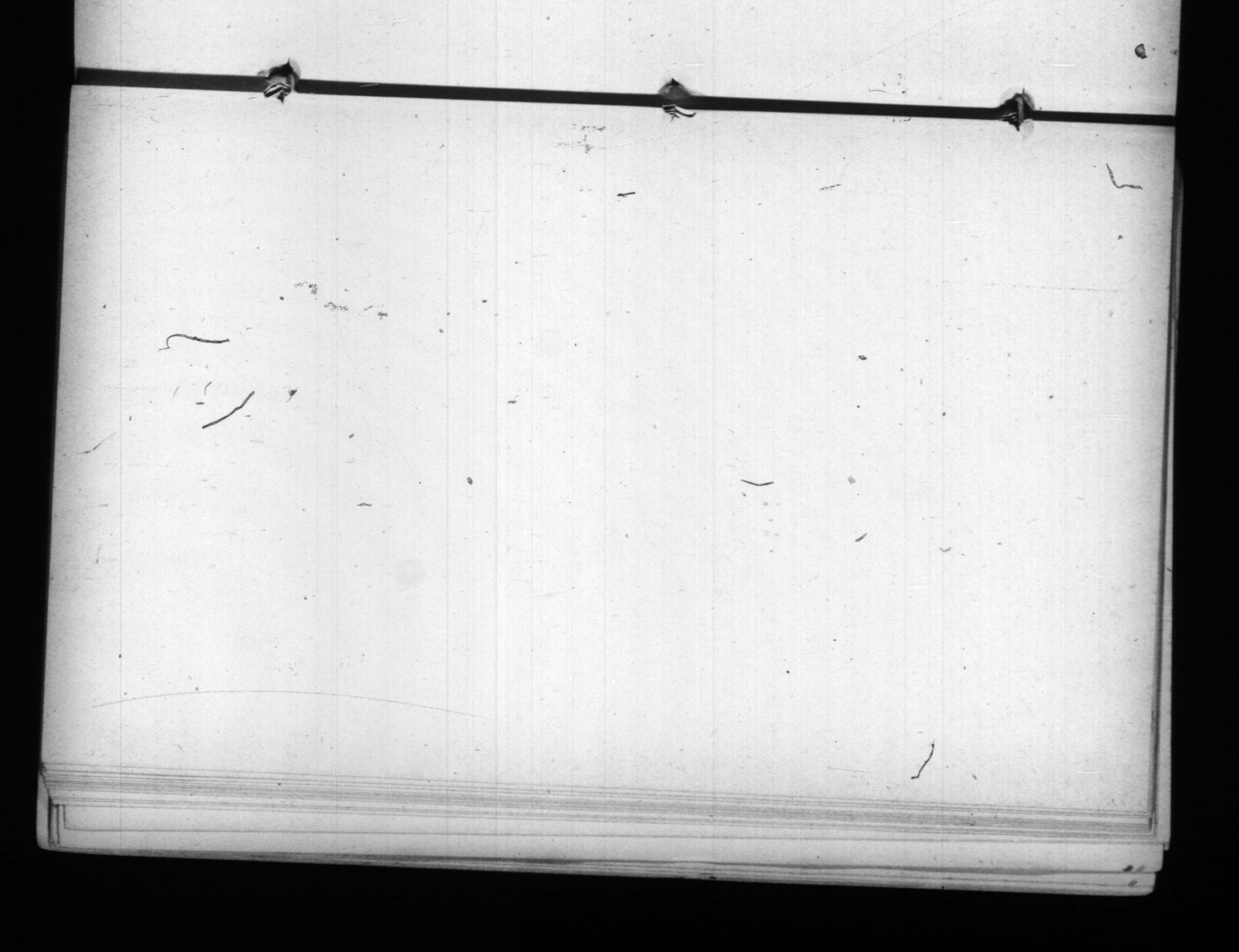
Candidates.	Class.	Lamb and Macaulay.	Wordsworth, Tennyson &c.	Craik and Taylor.	Boileau &c.	Bossuet &c.	Chantrel &c.	German Authors.	German Grammar &c.	Total.	Total for both years.
Adams, Miss E. G., St. John's	I.	Byrnes Adams	Byrnes	Byrnes	Adams Hart Byrnes Burke	Adams Hart Byrnes Burke	Byrnes Hart Adams	Byrnes Hart Adams	Hart Adams	Byrnes Adams Hart	Byrnes Hart Adams
Burke, Miss M. S., St. John's											
Byrnes, Miss F. E., Manitoba											
Hart, Miss E. H., "											
Lane, Miss K. E., Wesley Coll.											
Students taking special subjects of this course.	II.	Burke	Adams Burke Lane	Adams Hart	Lane	Lane	Burke Lane	Burke	Byrnes	Burke	Burke Lane
Doupe, Miss S. E., Manitoba											
Magnusson, R. A. W., St. John's	III.	Hart Lane	Hart	Burke Lane				Lane	Lane Burke	Lane	

Miss Doupe passed in the First Class in Boileau, &c., Bossue , &c., Chantrel, &c., German Authors, and German Grammar and Composition.

R. A. W. Magnusson passed in the First Class in German Authors, and German Grammar and Composition.

JUNIOR B.A.

Candidates.	Class.	Wordsworth Tennyson &c.	Lamb and Macaulay.	Craik and Taylor.	Boileau &c.	Bossuet &c.	Chantrel &c.	German Authors.	German Grammar &c.	Total.
Cameron, Miss C. B., Manitoba College.	I.	Fortin	Fortin Russell	Fortin Russell Duval	ortin Russell King	Fortin Russell Finklestein	Fortin Russell	King Fortin Russell		Fortin Russell
Duval, Miss Lina D., " "										
Fortin, Miss Dora L., St. John's "										
Finklestein, Miss Eva, Manitoba "	II.	King Duval Russell Shore	Duval Shore King	King McKay Shore	Finklestein Duval McKay Cameron Shore	King McKay Duval Shore Cameron	Shore McKay Duval King Cameron	Finklestein McKay Shore Cameron	King Finklestein Fortin	King Duval Shore Finklestein
King, Miss Helen S., Manitoba "										
McKay, W. J., Manitoba "										
Russell, Miss Jean, Manitoba "										
Shore, Miss Grace E., St. John's "	III.	McKay Finklestein Cameron	Cameron McKay Finklestein	Cameron Finklestein			Finklestein	Duval	Russell	McKay Cameron



GENERAL COURSE.

SENIOR B.A.

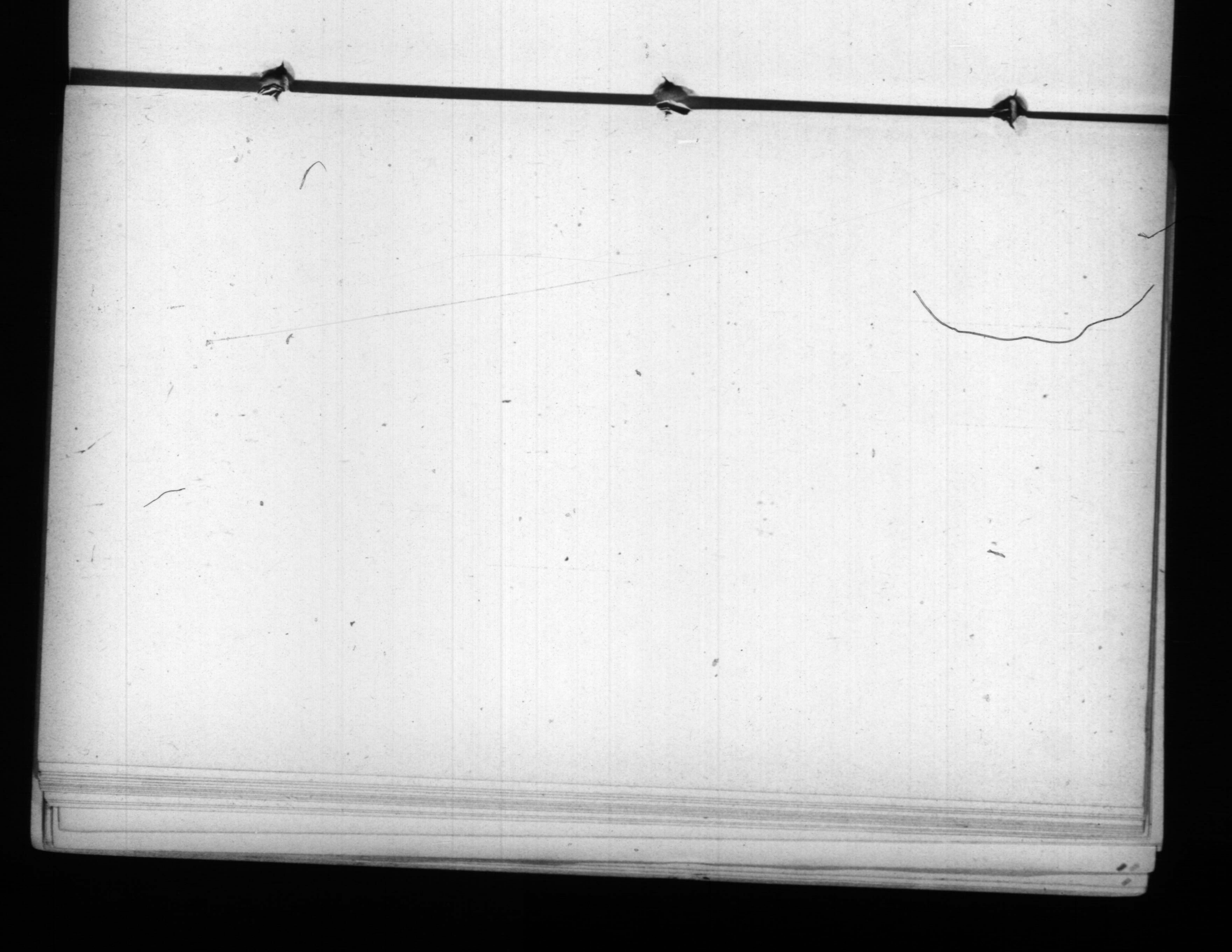
Candidates	Class	Greek.	Latin.	Wordsw'th & Tennyson	Genung	French Gr. and Comp.	French Authors.	German Gr. and Comp.	German Authors	Zoology.	Geology.	Ethics.
Conklin, R. Y., Manitoba College.	I.		Soady	Soady Lang Conklin	Soady Conklin Lang	Soady	Soady Conk in	Soady	Soady	Soady Conklin Lang	Soady Lang	
Lang, A., "												
Loftus, Edwin, Wesley College.	II.	Lang	Conklin Lang			Conklin		Conklin	Conklin		Conklin	Soady Lang
Soady, J. H., "												Conklin
Student taking Special Subjects of this Course—Clarke, Albinus, Wesley Col.	III.											

GENERAL COURSE—SENIOR B.A.—Continued.

Class	Political Economy	Total.	Total for both Years.
I.	Soady	Soady Conklin	Soady Conklin
II.	Lang Conklin	Lang	Lang
III.			

Mr. Albinus Clarke passed in the first class in Genung, second class in Ethics, French Authors, Geology, Wordsworth and Tennyson, third class in French Grammar and Composition, and Hamilton.

Mr. Edwin Loftus was granted an *ægrotat* on the whole examination.



GENERAL COURSE—Continued.

JUNIOR B.A.

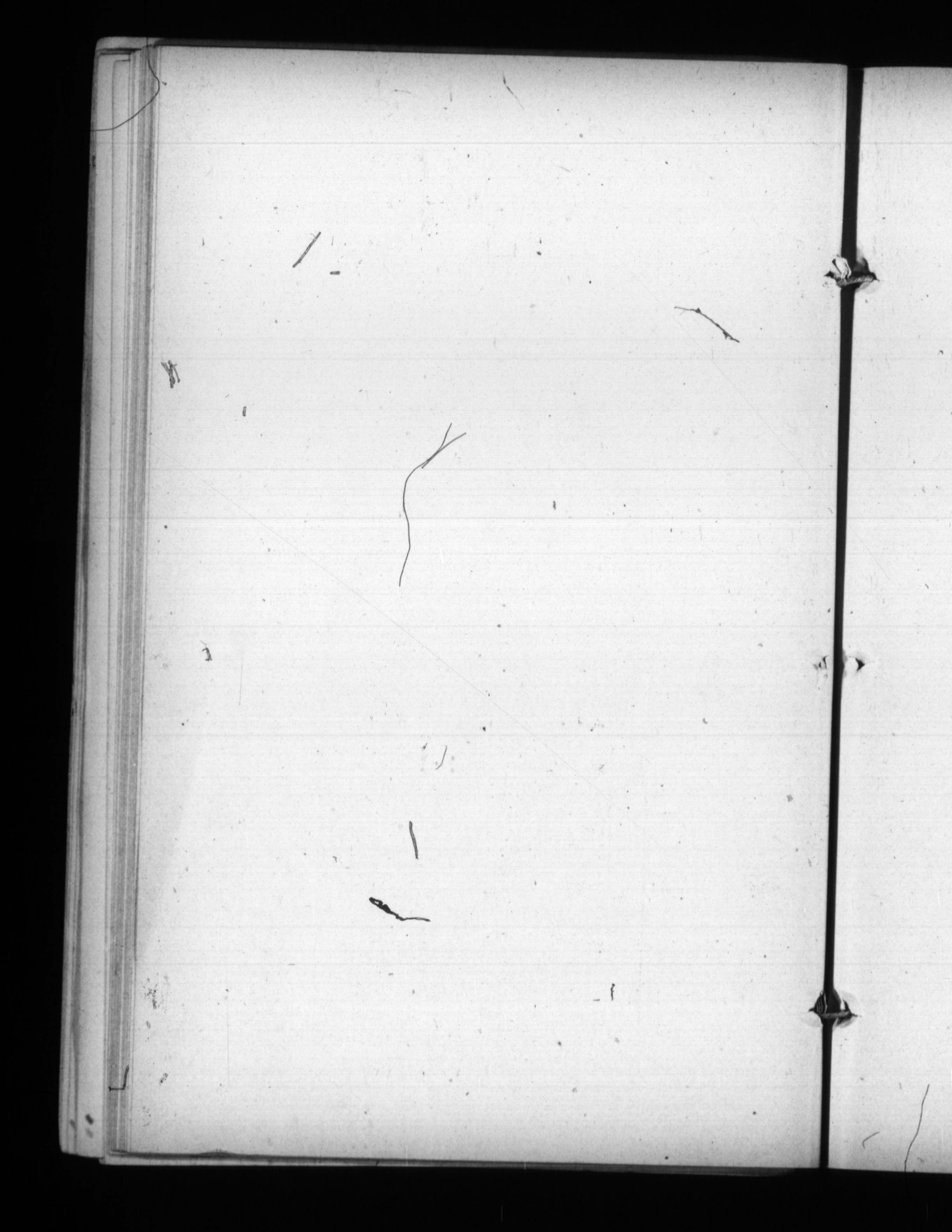
Candidates.	Class	Latin.	Wordsworth and Tennyson.	Genung	French Gram. and Comp.	French Authors.	German Gram. and Comp.	German Authors	Zoology.
Fieldhouse, H. V., Wesley College. Kyle, Miss Teresa, " Woodroofe, R. W., St. John's College.	I.	Fieldhouse Kyle	Kyle	Fieldhouse		Kyle Woodroofe Fieldhouse			Fieldhouse
	II.	Woodroofe	Fieldhouse Woodroofe	Kyle Woodroofe	Kyle		Kyle Woodroofe	Fieldhouse Woodroofe Kyle	Woodroofe
	III.				Woodroofe Fieldhouse		Fieldhouse		Kyle

JUNIOR B.A.—Continued.

Class	Geology.	Ethics.	Statics.	Hydrostatics.	Total.
I.	Fieldhouse	Kyle		Fieldhouse Woodroofe	
II			Woodroofe Fieldhouse	Kyle	Fieldhouse Kyle Woodroofe
III.	Kyle Woodroofe	Woodroofe Fieldhouse			

B. A. PASS SUBJECTS.

Class	Hydrostatics.	Ethics.	Statics.	Trigonometry	Logic.	Physics.
I.	Fieldhouse Hewison Haffner McKay Marlatt Lathwell McNabb Ireland Woodroofe Campbell	Hudson Hugg Ball Fortin, Miss Creighton Russell, Miss Lathwell Magnusson Bond	Lathwell Desourdis		Bond Hudson Moodie Cooke	
II.	Kyle, Teresa Russell, Jean Miller Switzer Woodsworth King, E. L. Hislop. Helen Monteith Marshall Hart, Ethel Dunn Woodhull McKitrick	Wadge Byrnes, Miss Hislop, Miss Adams, Miss Duval, Miss Watt Hewison Strang McNabb Sparling Clarke Lane, Miss King, Miss Ross, John Hart, Miss	Hislop, Helen Woodroofe Fieldhouse Woodsworth Hewison Ball DuVal, Lina D.		Graham	Strang



B. A. PASS SUBJECTS—Continued.

Class	Hydrostatics.	Ethics.	Statics.	Trigonometry.	Logic.	Physics.
	Fortin, Dora	Moodie	Haffner	Cooke	Miller	Hudson
	Hartley	Gillies	Strachan	Ball		Hopper
	Good, Sarah	Shore, Miss	King, Helen	Marshall		Moodie
	King, Helen S.	Gordon	Russell, Jean	Gordon		Dunn
	McArthur, F. G. J.	McKay	Rousseau			
	Finkelstein, Eva	Bruce	La Riviere			
	DuVal, Lina	Woodhull	Simpson			
	Hopper	Haffner	Hopper			
	MacIntosh	Miller	Dubuc			
	Strachan	Burke, Miss	King, E. L.			
	Cameron, Christina	Custance	Marshall			
	Magnusson		Good, Sarah			
	Beal		Monteith			
	Lane, Kate		McKenzie			
III.	Custance		Cooke			
	Bruce		Switzer			
			Shore, Grace E.			
			McKay			
			Woodhull			
			Fortin, Dora			
			Gingras			
			Bruce			
			Ireland			
			MacIntosh			
			Campbell, C. M.			
			McArthur, F. G. J.			
			Cameron, Christina			
			McArthur, A. G.			
			Hartley			
			Beal			

PREVIOUS YEAR.

Class	Latin.	Trignometry.	Algebra.	Euclid.	Chemistry.	Shakespeare.	English Essay.	Rhetoric and Composition.
I.	Pierce, S. J. A. Craig, R. W. Penner, E. Fraser, A. J. McLean, A. L. Conklin, J. H. Cinq-Mars M. Robson, S. T. Davis, G. H. Duval, Lina Miss Sparling, L. E Miss Matthew, N. J. Cross, J. H. Hislop, C.	Pierce Penner Craig, R. W. Morton Campbell, A. C. C. Lang Duval, Miss Davis Winram Cumming	Craig R. W. Pierce Davis Lang Morton Penner Campbell, A. C. C Duval, Miss Cinq-Mars Taylor, A. Winram McLean Howard, Miss	Winram Penner Craig R. W. Lang, D. Pierce Cing-Mars Doupe, Miss Davis Conklin Duval, Miss Haffner, Miss Fraser Howard, Miss Taylor, A. Campbell, A. C. C. Matthew Robson Brooks Morton Sharpe Sparling, Miss Cumming Sissons	Pierce Craig, R. W. Winram Campbell, A. C. C. Morton Davis Penner Matthew Conklin Fraser Duval, Miss Lang, D. Robson McLean Cing-Mars	Pierce Chambers Winram Fraser Conklin Whitmore Robson Duval, Miss L. Campbell, A. C. C. Craig, R. W. Sparling, Miss	Pierce Taylor, H. Whitmore Chambers Penner Conklin Craig, R. W. Campbell, S. A. Davis McVicar, Miss Sharpe Cumming Fraser Cross Matthew Brown, Miss	Pierce Chambers Winram Strevel Miss Campbell, S. A. McVicar, Miss McLean

PREVIOUS YEAR.—Continued.

Glass	Latin.	Trigonometry.	Algebra.	Euclid.	Chemistry.	Shakespeare.	English Essay	Rhetoric and Composition.
	Winram, A. R.	Sharpe	Haffner, Miss	Douglas, H. W.	Campbell, S. A.	Cumming	Robson	Sparling, Miss
	Campbell, A. C. C.	Cinq-Mars	Matthew	Campbell, A. M.	Hislop	Matthew	Doupe, Miss	Craig, R. W.
	Brooks, J. F.	Matthew	Douglas, H. W.	Strevel, Miss	Taylor, A.	Taylor, H.	Brooks	Hislop
	Douglas, H. W.	Taylor	Fraser	Campbell, S. A.	Cumming	Sharpe	Strevel, Miss	Douglas, F. C. A.
	Lang, D. }	McLean	Wallace	McKay	Haffner, Miss	McVicar, Miss	Haffner, Miss	Haffner, Miss
	Rose, E. W. }	Fraser	Brooks	McLean	Sharpe	Hislop	Howard, Miss	Doupe, Miss
	Sharpe, T. D.	Conklin	Cumming	Kydd	Kydd	Lang, D.	Wallace	Duval, Miss
	Chambers, S. G.	Chambers	Campbell, S. A.	Harvey	Knowlton	Davis	Sparling, Miss	Taylor, H.
	Johnston, T. J.	Brooks	Doupe, Miss	McVicar, Miss	Doupe, Miss	Bennee	McLean	Robson
	McVicar, M. Miss }	Haffner	Conklin	Livingstone	McVicar, Miss	Penner	Kydd	Davis
	Doupe, A. J. Miss }	Hislop	Meek	Hislop		Howard, Miss	Bennee	Taylor, A.
	Strevel, M. M. Miss	Wallace		Johnston		Strevel, Miss	Hughes	Lang, D.
	Parr, W. J.	Kydd		Parr		Johnston	Campbell, A. C. C	Craig, G. H.
II.	Archibald, J. W. H.			Brown, Miss		McLean	Johnston	Conklin
	Craig, G. H.			Cross		Martin, Miss	Logan, Miss	Matthew
	Morton, T.			Rose			McKay	Morton
	Haffner, K. E. Miss						Craig, G. H.	Penner
	Whitmore, H. }						Duval, Miss	Fraser
	Kydd, A. }						Morton	Johnston
	Taylor, A. }						Braden	Whitmore
	Campbell, S. A.						Hudson, E.	
	Logan, M. F. Miss }						Harvey	
	Hudson, E. }						Cory	
							Rose	
							Parr	

PREVIOUS YEAR.—Continued.

Class.	Latin.	Trigonometry.	Algebra.	Euclid.	Chemistry.	Shakespeare	English Essay.	Rhetoric and Composition.
III.	Campbell, A. M. Cumming, R. W. Chenier, A. F. Cory, J. G. Pritchard, E.C.R. Howard, F. M. S. Miss Harvey, H. Martin, L. E. A. Miss Bennie, G. H. Taylor, H. Wallace, J. H. Brown, W. Miss Braden, E. Miss Meek, E. E. Burns, R. N. Dalgleish, C. N. McKay, M. Douglas, F. C. A. Sissons,	Howard, Miss Campbell, A. M. Johnston Robson Doupe, Miss Rose Sparling, Miss Livingston Campbell, S. A. Douglas Taylor, H. Sissons Burns Chenier Harvey Meek Parr Thorburn Brown, Miss McVicar, Miss Whitmore Craig, G. H. Logan, Miss Bennee Pritchard Cross McKay Douglas, F. C. A. Braden, Miss Cory Dalgliesh	Robson Johnston Rose Hislop Sparling, Miss Kydd Sharpe Chambers Knowlton Livingstone Douglas, F. C. A. Cross Whitmore McVicar, Miss Chenier Sissons Cory Taylor, H. Parr Brown, Miss Martin, Miss Harvey Campbell, A. M. Dalgleish Craig, G. H.	Meek Dalgliesh Braden, Miss Burns Taylor, A. Martin, Miss Wallace Chambers Chenier Craig, G. H. Cory Whitmore Logan, Miss Archibald Bennee Pritchard	Brooks Johnston Whitmore Sparling, Miss Chambers Meek Chenier Harvey Douglas H. W. Cross Sissons Bennee Campbell, A. M. Howard, Miss Parr Dalgliesh Hudson, E. Taylor, H. Wallace	Doupe, Miss Brown, Miss Wallace Campbell, S. A. Martin, Miss Rose Meek Douglas, F. C. A. Harvey Cory Taylor, A. Cross Haffner, Miss Craig, G. H. Parr Brooks Braden, Miss Pritchard Campbell, A. M. Kydd Hudson, E. Douglas, H. W. Burns Archibald Dalgliesh Sissons McKay Logan, Miss	Meek Martin, Miss Archibald Lang, D. Campbell, A. M. Hislop Taylor, A. Douglas, H. W. Dalgliesh Burns Douglas, F. C. A. Pritchard	Brooks Campbell, A. C. C. Harvey Braden, Miss McKay Sharpe Cumming Howard, Miss Burns Wallace Archibald Dalgliesh Kydd Martin, Miss Rose Douglas, H. W. Sissons Parr Meek Brown, Miss Bennee Pritchard Cross Logan, Miss Hudson, E. Campbell, A. M. Hughes

Mr. W. H. Hudson passed in Chemistry of the Previous.

PREVIOUS YEAR.—Continued.

Class	English History.	Greek.	Physiology.	French.	German.
	Robson	Cross	Penner	Craig, R. W.	DuVal, Miss
	Penner	Cinq-Mars	Pierce	Pierce	Penner
	Winram	Rose	Winram	Davis	Hislop
	Pierce	McLean	Lang, S.	Duval, Miss L.	Conklin
	Craig, R. W.	Douglas, H. W.	Matthew	Sparling, Miss	Sparling, Miss
	Davis	Robson		Strevel, Miss	Doupe, Miss
	Conklin			Hislop	Strevel, Miss
	Taylor, H.			Doupe, Miss	
	Fraser			Conklin	
	Sharpe				
I.	Chambers				
	Whitmore				
	Lang, D.				
	Sparling, Miss				
	Cumming				
	Johnston				
	Campbell, S. A.				
	McLean				

PREVIOUS YEAR—Continued.

Class	English History.	Greek.	Physiology.	French.	German.
	Duval Miss	Johnston	Dalgleish	Fraser	Archibald
	Brooks	Chambers	Craig, G. H.	Winram	Davis
	Bennee	Campbell, A. M.	Sharpe	Matthew	Campbell, A. C. C.
	Cross	Chenier	Morton	Archibald	Cumming
	Hudson, E.		Fraser	Haffner, Miss	Howard, Miss
	McVicar, Miss		Meek	McVicar, Miss	
	Morton		Craig, R. W.	Kydd	
	Craig, G. H.		Sissons	Sharpe	
	Parr			Campbell, S. A.	
	Cory			Martin, Miss	
	Matthew			Howard, Miss	
	Harvey				
	Rose				
	Strevel, Miss				
	Campbell, A. C. C.				
II.	Howard, Miss				
	Taylor, A.				
	Haffner, Miss				
	Doupe, Miss				

PREVIOUS YEAR.—Continued.

Class.	English History.	Greek.	Physiology.	French.	German.
	Braden, Miss	Hudson, E.	McVicar, Miss	Brown, Miss	Campbell, S. A.
	McKay	Brooks	Kydd	Cumming	Martin, Miss
	Logan, Miss	Pritchard	Douglas, F. C. A.	Braden, Miss	Brown, Miss
	Kydd	Wallace	Taylor, A.	Parr	Braden, Miss
	Campbell, A. M.	Harvey	Cory	Lang, S.	Haffner, Miss
	Hughes	Whitmore	Logan, Miss	Taylor, A.	Parr
	Archibald	Burns		Douglas, F. C. A.	Taylor, H.
	Pritchard	Bennee		Logan, Miss	
	Brown, Miss			Morton	
	Burns			Campbell, A. C. C.	
	Meek			Taylor, H.	
	Douglas, F. C. A.			Meek	
III.	Hislop			Craig, G. H.	
	Douglas, H. W.			Dalgleish	
	Wallace			Corv	
	Martin, Miss			Sissons	
	Sissons				
	Dalgliesh				

PREVIOUS FOR FRENCH STUDENTS.

Class	Athalie and Le Cid.	Rhetorique Française.	Composition Française.	Histoire de France.
I.	Cinq-Mars	Cinq-Mars	Chenier Cinq-Mars	Cinq-Mars
II.	Chenier	Chenier		
III.				Chenier

PRELIMINARY YEAR.

Class.	Arithmetic.	Canadian History and Geography.	English Composition.	Grammar and Rhetoric.	Poetical Literature.	French Authors and Grammar.	English and Roman History.	Botany.
	Manning	Markle	Thomas, Mary	Thomas, Mary E.	Roberts	McKinnon, Louise	Mahood	Hodgkinson
	Golden	Kinley	Mahood	Shipton, Maud B.	Kinley	Smith, A. W. H.	McKinnon, L. M.	Smith
	Irwin	Wheeldon	Hannah		Thomas, Mary E.	Thomas, Mary	Bartlett	Saunderson
	Matthew, Mary	McTavish	Calder, Belle		Bathgate, Eliz.	Bathgate, Elizabeth	McTavish	M'Kinnon, Louise
	Ryall	Benson, J. H. D.	Robertson		Iverach	Matthew, Mary	Thomas, Mary E.	
	Gunn	Mahood	Smith, A. E.		Hull	Simpson	Bathgate, Eliz.	
	McKinnon, Louise	Buttrum	Richardson		Shipton, Maud B.	Risk	Hull	
	Wheeldon	Leech	McGavin, A. E.		Argue, Alma	Bennest	Smith, A. W. H.	
	Smith, A. H. W.	Crerar	Hull		Banning	McKenzie		
	Spear	Bathgate, Elizabeth	Smith, A. W. H.		McTavish	Buttrum		
	Monro, Isabella	Arnett	Roberts		Stewart, Louvia	Archibald		
	McTavish	McKinnon, Louise	Chambers		Bartlett	Crerar		
	Bennest	Brogden, Mabel	Bartlett		McKinnon, Louise	Aldridge		
	Stinson	Carmichael, Kate	Lynch		Buttrum			
	Bathgate, Elizabeth	Robertson	Monro, Isabella		Pinn			
	McGavin, Andrew	Elkin, Emily	Leech, G. W.		Jones, Grace E.			
	Crerar	Irwin	Baldwin		Wardell			
	Richardson	Baldwin	Crerar		Smith, A. E.			
I.	Risk	Pinn	Bennest		Spear			
	Lynch	Bartlett	Brogden, Mabel		McGavin, H.			
	Kinley	Banning	Spear		Ryall			
	Elkin, Emily	McGavin, A. E.	Shipton, Maud		Hannah			
	Logan, A. R.	Hodgkinson	Risk		Crerar			
	Robertson	Atkinson	Ranton, Jennie		Stinson			
	Benson, J. H. D.	McKenzie	Matthew, Mary		Mahood			
	Bartlett	Cull, Ivy	Burns, John		Irwin			
	Iverach	Monro, Isabella	Ryall		Matthew			
	Hannah	Simpson	McMillan, Helen					
	McGavin, Hugh	Bennest	Bathgate, Eliz.					
	Banning	Spear	Clement, Polly					
	Markle	Risk	Wardell					
	Salter, Eva	Smith, A. E.	Schmidt, Alice					
	Hargrave, Florence	Roberts	Cushing, Louisa					
	Roberts	Aldridge						
	Aldridge	Stewart, Louvia						
	Cowley							

PRELIMINARY YEAR.—(Continued.)

Class.	Arithmetic.	Canadian History and Geography.	English Composition.	Grammar and Rhetoric.	Poetical Literature.	French Authors and Grammar.	English and Roman History.	Botany.
II.	McConnell, Mary Ranton, Jennie Stewart, Louvia Shipton, Maud Calder, Belle Thomas, Mary Mahood Leech Carmichael. Kate Pinn Wardell Logan, O. E. Archibald Hodgkinson Arnett McKenzie Greene, Eva Agnew Simpson Jones, Grace Saunderson Argue, Alma Baldwin Smith, Albert McFarlane Stephenson, Edith Clement, Polly Schmidt, Alice	Thomas, Mary Hull Smith, A. W. H. Iverach Saunderson Gunn McConnell, Mary Stinson Matthew, Mary Lynch Manning Richardson Hamber Calder, Belle Kennedy Argue, Alma Agnew Clement, Polly Hargrave, Florence McGavin, H. Wardell Cross, Eleanor McVicar, Elizabeth Jones, Grace Schmidt, Alice Stephenson, Edith Ryall McMillan, Helen Shipton, Maud Logan, Orton	Atkinson Carmichael, Kate Leech, E. T. Gunn McKenzie Pinn Kinley Benson, J. H. D. Cull, Ivy Elkin, Emily McVicar, Eliz. Logan, A. R. Stewart, Louvia Pritchard McAra, Alice Wheeldon Stinson Markle Irwin Manning M'Kinnon, Louise Logan, O. E. McGavin, H. Hamber Argue, Alma McTavish	Crerar Roberts Ranton, J. E. Lynch Matthew, Mary Wardell Hamber Calder, Belle Baldwin Irwin Bathgate, Eliz. Monro, Isabella Kinley Smith, A. E. Pinn Gunn McGavin, And. Buttrum Bennest MacVicar, Eliz. Stinson	Hodgkinson Monro, Isabella Bennest Smith, A. W. H. Baldwin Robertson McGavin, A. E. McKenzie Lynch Risk Benson Elkin, Emily Agnew Gunn Carmichael, Kate McVicar, Eliz. Salter, Eva Arnett McMillan, Ellen McConnell, Mary E Cull, Ivy Leech, E. T. Burns Markle Aldridge Schmidt, Alice Manning Chambers Richardson Clement, Polly	Leech Hodgkinson Ranton, Jennie McConnell, Mary Spear Arnett Wheeldon Banning Burns, John Jones, Grace Elkin, Emily Logan, O. E. Monro, Isabella Agnew Gunn Manning	Hannah, J. H. Kennedy Arnett, J. H. Buttrum, H. H. Bennest Leech Benson, J. H. D. Smith, A. E. Monro, Isabella Robertson Carmichael, Kate Wardell Shipton, Maud B. Ryall Hodgkinson MacVicar, Eliz. Cross, Eleanor McGavin, A. E. Lynch Wheeldon Banning Kinley Cowley Elkin, Emily D. Roberts Archibald Cull, Ivy Aldridge	McGavin, Hugh McMillan, Helen Shipton, Maud Wheeldon Clement, Polly Aldridge Thomas, Mary Monro, Isabella McGavin, A. E. McKenzie Atkinson Cardiff Spear Arnett Benson Elkin, Emily Agnew Leech Risk

PRELIMINARY YEAR.—(Continued.)

Class.	Arithmetic.	Canadian History and Geography.	English Composition.	Grammar and Rhetoric.	Poetical Literature.	French Authors and Grammar.	English and Roman History.	Botany.
III.	Burns, John McMillan, Helen Hull Pritchard Cross, Eleanor McAra, Alice Lightcap, Bloomie Cull, Ivy Hamber Bernier Rocan Kennedy Buttrum Brogden, Mabel Atkinson Tassé Chambers McVicar, Elizabeth	Hannah Archibald McFarlane Lightcap, Bloomie Greene, Eva Logan, A. R. Burns, John Chambers Cowley Salter, Eva Ranton, Jennie Pritchard McAra, Alice	Arnett Buttrum Archibald McConnell, Mary Simpson Hargrave, Florence Cowley Greene Eva Cross, Eleanor Lightcap, Bloomie Stephenson, Edith McFarlane Banning Hodgkinson Iverach Kennedy Aldridge Agnew Jones, Grace Saunderson	McAra, Alice McFarlane Hargrave, Flor. Cull, Ivy Stephenson, Edith Carmichael, Kate Pritchard McConnell, Mary E Lightcap, Bloomie Iverach Benson Schmidt, Alice Salter, Eva Leech, E. T. Simpson Robertson Hull Logan, Orton E. Argue, Alma Stewart, Louvia Manning McGavin, Hugh Markle Bartlett Hodgkinson McKinnon, Louisa Elkin, Emily Cross, Eleanor Smith, A. W. H. Kennedy Ryall Banning Chambers Richardson Spear Cowley Logan, A. R. Jones, Grace E. Risk Arnett Hannah	Calder, Belle Cross, Eleanor Greene, Eva Brogden Archibald Simpson Wheeldon Ranton, Jennie Pritchard Stephenson, E. Kennedy McFarlane Lightcap, Bloomie McVicar, Eliz. Hamber Cowley Logan Saunderson	Leech Wardell Calder, Belle Carmichael, Kate Atkinson McGavin, A. E. Cross, Eleanor Stinson Shipton McVicar, Elizabeth Stewart, Louvia Brogden, Mabel McAra, Alice Pinn McGavin, H. Clement, Polly Markle Argue, Alma Stephenson, Edith Richardson Pritchard Creagh Benson, J. H. E. Saunderson Alexander, Miss Hargrave, Flor. Logan, A. R. McMillan, Helen Cull, Ivy Salter, Eva	Spear Risk Crerar McKenzie McFarlane Atkinson Baldwin Doran Jones, Grace, E. Logan, Orton E. Iverach Brogden, Mabel E. Calder, Belle H. Irwin Richardson Stinson Salter, Eva M. McGavin, H. Markle Argue, Alma Ranton, Jennie E. Pinn Schmidt, Alice Burns Matthew, Mary Agnew McConnell, Mary Stewart, Louvia Clement Polly Gunn Hargrave, Florence Simpson Stephenson, Edith. Pritchard Hamber Manning Greene, Eva	Logan, A. R. Bennest Carmichael, Kate Buttrum Stinson Jones, Grace Calder, Belle McConnell, Mary Archibald Logan, O. E. Burns

PRELIMINARY YEAR—Continued.

Class	Greek.	German.	Euclid.	Latin.	Algebra.
I.	Cowley Lynch Hannah Kennedy	Bathgate, Eliz. Simpson	Wheeldon McKinnon, Louise Hodgkinson Manning Monro, Isabella Calder, Belle Bathgate, Elizabeth Lynch Smith, A. W. H. Banning Ranton, Jennie Bennest Gunn Benson McGavin, Andrew Mahood Crerar Aldridge Matthew, Mary Arnett Carmichael, Kate Cull, Ivy Hargrave, Florence Wardell Elkin, Emily Leech Irwin Roberts Stephenson, Edith Cross, Eleanor Saunderson	Lynch Bernier McKinnon, Louise Bennest Golden Tassé Cowley Hodgkinson Thomas, Mary E. Rocan McFarlane Chambers Irwin Matthew, Mary A. Mahood Bathgate, Eliz. L. Risk Hamber Kennedy Buttrum Hannah Giroux	McKinnon, Louise Gunn Monro, Isabella Bathgate, Elizabeth Wheeldon Manning Roberts Matthew, Mary Crerar Stinson Irwin Spear McGavin, Andrew Schmidt, Alice Arnett McTavish Cowley Lynch Atkinson Saunderson Bennest Golden

PRELIMINARY YEAR—Continued.

Class	Greek.	German.	Euclid.	Latin.	Algebra.
	Mahood	Crerar	McGavin, Hugh	Smith, A. W. H. }	Hodgkinson
	Bernier	Matthew, Mary A.	Iverach	Iverach }	Leech
	Roberts	Ranton, Jennie E.	Markle	Roberts	Aldridge
	Iverach	MacVicar, Eliz.	Bartlett	Baldwin	McFarlane
	Irwin	Stephenson, Edith	Spear	McGavin, A. E.	Banning
	Kinley	Banning, P. C.	Ryall	Crerar	McGavin, H.
	Hamber	Cross, Eleanor	Lightcap, Bloomie	Kinley	Calder, Belle
	Tassé	Salter, Eva M	McConnell, Mary	Carmichael, Kate V.	Archibald
	Golden	McAra, Alice	Thomas, Mary	McGavin, Hugh	Elkin, Emily
	Giroux		Burns, John }	Monro, Isabella	Wardell
			Stinson }	Wardell, W. H.	Kinley
			Archibald }	Leech, E. T.	Clement, Polly
			Atkinson }	McKenzie	Argue, Alma
			Schmidt, Alice	Pritchard	Risk
II.			Argue, Alma	Benson, J. H. D.	McKenzie
			McKenzie	Arnett, J. H.	Smith, A. W. H.
			Robertson	Wheeldon	Logan, A. R.
			Golden	Manning }	Hannah
			Kinley	Ranton, Jennie }	Baldwin
			Kennedy	Ryall	Ryall
			Logan, O. E.	Archibald	Benson, J. H. D.
			McMillan	Creagh }	McMillan, Helen
			Bernier	Aldridge }	Burns, John
			Hull		Pinn
			McTavish		Bernier
			Clement, Polly		Cross, Eleanor
			Logan, A. R.		
			Smith, A. E.		
			Salter, Eva		
			Hannah		
			Greene, Eva		

PRELIMINARY YEAR—Continued.

Class	Greek.	German.	Euclid.	Latin.	Algebra.
III.	Rocan	Gunn, J. A.	Simpson	Gunn	Carmichael, Kate
	Chambers	Hargrave, Flor'ce	Agnew	Elkin, Emily D.	McConnell, Mary
	McTavish	Lightcap, BloomieL.	Buttrum	Argue, Alma	Hull
	Smith	Schmidt, Alice G.	Risk	Banning	Tassé
	Baldwin	Wardell, W. H.	Stewart, Louvia	McAra, Alice	Kennedy
	Davis	Cull, Ivy	Shipton, Maud	Richardson	Ranton, Jeanie
		Manning	Brogden, Mabel	Smith, E.	Buttrum
		Creagh	Cowley	Hargrave, Florence	Shipton, Maud
		Brogden, Mabel D.	Baldwin	Burns	McVicar, Elizabeth
			Hamber	Greene, Eva	Salter, Eva
			Tassé	Jones, Grace E.	Mahood
			McAra, Alice	Robertson	Rocan
				McConnell, Mary E.	Hargrave, Florence
				Stinson	McAra, Alice
				Pinn	Jones, Grace
				Shipton, Maud E.	Agnew
				Davis, E. A.	Hamber
				Saunderson	Logan, Orton
				Spear	Greene, Eva
				Simpson	Robertson, H. J.
				Logan, A. R.	Bartlett
				Brogden, Mabel D.	Cull, Ivy
				Stewart, Louisa A.	Brodgen, Mabel
				Logan, Orton E.	Thomas, Mary
				Calder, Belle H.	Giroux
				Cross, Eleanor	Chambers
				Lightcap, Bloomie	Lightcap, Bloomie
				Markle	Stephenson, Edith
				MacVicar, Eliz. M.	Markle
				Cull, Ivy	Pritchard
				Bartlett	Stewart, Louvia
				Salter, Eva M.	
				Stephenson, Edith	
				McTavish	
				Agnew	

PRELIMINARY.—(Continued.)

FOR FRENCH STUDENTS.

Class.	Histoire de France and Hist. Rom.	Composition Francaise	Polyeucte.	Grammaire et Litterature.	Histoire de Can. and Geographie.
I.	Bernier	Tassé Bernier Golden	Bernier	Bernier	Golden Bernier Tassé
II.	Tassé Golden Giroux Rocan	Rocan Giroux	Tassé Rocan Giroux Golden	Tassé Giroux	Rocan Giroux
III.				Rocan Golden	

L. L. B.

FIRST YEAR.

Candidates	Class	Snell.	Anson.	Williams.	Taswell-Langmead.	O'Sullivan.	Logic.	Bagehot.	Baldwin.	Total.
Singer, Joseph.	I.	Singer	Singer	Singer.	Singer Smith	Smith Singer	Singer Smith	Smith Singer	Singer	Singer Smith
Smith, D.	II.	Smith		Smith					Smith	
	III.		Smith							

SECOND YEAR.

Candidates.	Class	Underhill.	Best.	Gibbon and Arnold.	Leith.	May.	Fawcett.	Todd.	Total
Andrews, F. S. Braithwaite, C., B.A. Forrester, David. Jackson, M. B., B.A. Saunderson, H. H., B.A.	I.	Andrews Forrester Saunderson Jackson	Andrews Saunderson Forrester Braithwaite Jackson	Andrews Saunderson Forrester Braithwaite	Forrester Jackson Saunderson Andrews Braithwaite	Forrester Saunderson Braithwaite Andrews	Andrews Forrester Jackson Saunderson	Andrews Forrester Saunderson Braithwaite Jackson	Forrester Andrews Saunderson Jackson Braithwaite
	II.	Braithwaite		Jackson		Jackson	Braithwaite		

THIRD YEAR.

Candidates.	Class	Pollock.	Justinian.	Maine.	Hawkins.	Broom.	Von Savigny.	Hall.	Total.
McPherson, A. N., B.A. Heap, F., B.A.	I.	McPherson Heap		Heap McPherson	Heap	Heap McPherson	Heap	McPherson Heap	Heap McPherson
	II.		Heap McPherson		McPherson		McPherson		

1, 2, & 3

Faculty of Medicine.

Degrees.

M. D.

Baird, J. S.
Bottomley, E.
Chapman, F. S.
Chipperfield, G. J.
Coulter, J. E.
Davidson, D. C.
Erskine, G. F.
Gordon, A J.
Hay, J. C.
Hoyes, W. T.
Hargrave, H. P.
Hamman, A.
Moody, A. W.
McQueen, D. D.
Mackay, H.
McGuire, J. A.
Poole, J. J.
Perry, H. H.
Pattillo, R. S.
Rolston, C. M.
Smith, C. F.
Scott, W. W.
Stewart, A. B.
Watson, J. A.
Webster, W.
Williamson, G. M.
Young, G. P.

C. M.

Baird, J. S.
Bottomley, E.
Chapman, F. S.
Chipperfield, G. J.
Coulter, J. E.
Davidson, D. C.
Hargrave, H. P.
Hamman, A.
Moody, A. W.
McQueen, D. D.
Mackay. H.
Poole, J. J.
Perry, H. H.
Rolston, C. M.
Watson, J. A.
Webster, W.
Williamson, G. M.
Young, G. P.

SCHOLARSHIPS.

	Intermediate.		Primary.	
1, 2, & 3 Aeq.	Monro, A. S.	$60	1. MacGregor, Robt.	$100
	MacGregor, Robt.	60	2. Brown, John	80
	Proctor, A. P.	60	3. Henderson, Geo.	60

FINAL YEAR.

	M. D.							C. M.
	Surgery.	Obstetrics.	Medicine.	Clinical Surgery.	Clinical Medicine.	Pathology.	Total.	

FINAL YEAR.

CANDIDATES.

Baird, J. S.
Bottomley, E.
Chapman, F. S.
Coulter, J. E.
Chipperfield, G. J.
Davidson, D. C.
Erskine, G. F.
Gordon, A. J.
Hay, J. C.
Hoyes, W. T.
Hargrave, H. P.
Hamman, A.
Lawther, A.
Moody, A. W.
McQueen, D. D.
Mackay, H.
McGuire, J. A.
Poole, J. J.
Perry, H. H.
Pattillo, R. S.
Rolston, C. M.
Smith, C. F.
Scott, W. W.
Stewart, A. B.
Watson, J. A.
Webster, W.
Williamson, G. M.
Young, G. P.

	M. D.							C. M.
	Surgery.	Obstetrics.	Medicine.	Clinical Surgery.	Clinical Medicine.	Pathology.	Total.	
I.	Young Moody Mackay Gordon	Hamman Watson Smith Young Rolston McKay Davidson Hay McGuire Williamson Gordon Hoyes Bottomley	Watson Hamman Hargrave	Hargrave Perry Williamson Mackay McGuire Poole Coulter Hamman Hay Moody Baird	Young Perry Moody Bottomley Coulter Williamson Watson Hamman Mackay Hoyes Webster Davidson D C Chipperfield	Hoyes Davidson D C Baird Gordon Mackay Hargrave Coulter	Young Mackay Hamman Watson Gordon Hargrave	Coulter Mackay Young Williamson
II.	Baird Watson, J A Davidson D C Hamman McQueen Smith Patillo Stewart Chipperfield	Scott Hargrave Perry Moody Chipperfi'ld Coulter Stewart Poole McQueen	Gordon Rolston Davidson, D. C. Smith Young Chapman Bottomley Poole Erskine Williamson McGuire Moody Hay Hoyes McQueen Patillo	Gordon Watson Webster Young Erskine Patillo Smith Stewart	Hargrave Gordon Baird Rolston Poole Scott Hay McQueen Lawther McGuire Smith Patillo Erskine	Rolston Smith Chipperfi'ld Hamman Watson Perry McGuire McQueen Patillo Moody Erskine Chapman Bottomley Williamson	Moody Davidson, Perry Smith Williamson Coulter McGuire Baird Rolston Hoyes Hay Poole Bottomley Patillo McQueen Chipperfield Erskine Webster	Watson Baird Patillo Hamman Perry Rolston Smith Bottomley Webster Davidson Moody
III.	Lawther Williamson Rolston Perry Hargrave Hoyes Coulter Chapman Erskine Bottomley Webster McGuire Hay Poole Scott	Patillo Baird Lawther Webster Erskine	Perry Stewart Mackay Scott Coulter Chipperfi'ld Baird Webster	Chapman Richardson McQueen Rolston Hoyes Davidson, D. C. Bottomley Scott	Chapman Stewart	Stewart Lawther Webster Poole Hay Scott	Stewart Scott Lawther Chapman	Chapman McQueen Chipperfield Poole Hargrave

G. J. Chipperfield granted an ægrotat in Clinical Surgery.
Dr. S. D. Hagel and Dr. O. Stephenson successfully passed the necessary examination for license.

INTERMEDIATE.

Candidates.		Surgical Anatomy.	Medical Jurisprudence.	Practical Chemistry.	Sanitary Science.	Total.
Brown, J. Chapman, F. S. Curtis, G. E. Davidson, J. R. Gendreau, L. S. Grant, Thos. Henderson, Geo. Hay, J. C. Jackson, E. L. Monro, A. S. Mutchmor, J. T. MacGregor, Robt. McRae, J. R. Pattillo, R. S. Proctor, A. P. Richardson, J. Story, B. S. Staples, G. W.	I.	Proctor McGregor Davidson Jackson Patillo Staples Monro Curtis	Monro McGregor Hay McRae Curtis Jackson Chapman Patillo Proctor Henderson Story Gendreau Staples Grant Brown	Curtis Staples Proctor Hoyes Patillo McGregor McRae Jackson Monro Chapman Henderson Grant	Monro McRae Proctor Curtis Staples McGregor Henderson Jackson Grant	Monro MacGregor Proctor Curtis Jackson McRae Staples Patillo Henderson Grant Chapman
	II.	Grant Mutchmor Story Henderson Brown Richardson McRae Chapman Gendreau	Davidson, J. R. Mutchmor	Story Gendreau	Story Gendreau Brown Hay Chapman Davidson, J. R.	Story Gendreau Davidson, J. R. Brown Mutchmor Hay Richardson
	III.	*Hay	Richardson	*Brown *Davidson, J. R. *Hay *Richardson	Patillo Mutchmor *Richardson	

* Exempt, having passed equivalent examination before.

PRIMARY.

Candidates.		General Chemistry.	Theoretical Anatomy.	Physiology.	Materia Medica	Practical Anatomy.	Histology.	Total.
Bjornson, O. Barrett, W. T. Brown, J. Bride, W. W. Brothers, W. H. Cross, J. W. Casselman, V. E. D. Davidson, J. R. Davidson, C. L. Douglass, A. J. Ferguson, R. D. Gendreau, L. S. Graham, J. A. Hall, J. A. Henderson, G. Morrison, T. A. Morrison, Wm. McCulloch, J. W. McEwen, M. D. MacGregor, R. Pattillo, R. S. Parr, C. A. Ross, B. C. Storey, B. S. Tymms, W. R. Watson, C. W. Wilkinson, J. Wilson, T. H.	I.	Watson McCullough McGregor Brown Barrett Storey Tymms Erskine Baird	Davidson, J. R. Henderson McGregor Brown	Gendreau Watson Davidson, J. R. Henderson Casselman McGregor Davidson, C. L. Brown Morrison, Wm. Barrett Wilson McEwen Parr Erskine	Watson Douglass McCulloch Davidson, J. R. Henderson McGregor Davidson, C. L. Brown Bjornson Morrison, Wm. Barrett Bride Wilson McEwen Proctor	Brown McGregor Bjornson Storey McEwen McCulloch	Mc Gregor Davidson, C. L. Douglas Davidson, J. R. Henderson Brothers Brown Bjornson Morrison, Wm. Barrett Wilson McEwen	Macgregor Brown Henderson McCulloch Barrett
	II.	Henderson Bjornson Bride Wilson McEwen Brothers Morrison, Wm.	Douglass Watson McCulloch Casselman Bjornson Barrett Storey Bride Wilson	Wilkinson Douglass McCulloch Brothers Cross Bjornson Storey Bride Tymms Hall Mutchmor Ferguson	Gendreau Wilkinson Patillo Ferguson Brothers Cross Ross Storey Tymms Parr Hall	Brothers Douglass Morrison, Wm. Bride Barrett Davidson, J. R. Watson Wilson Cross Henderson Casselman Graham Wilkinson	Gendreau Watson Wilkinson McCulloch Casselman Cross Morrison, T. A. Storey Tymms Parr Hall Ferguson	McEwen Watson Wilson Storey Bjornson Morrison, Wm. Brothers Douglas Bride Davidson, J. R. Wilkinson Gendreau Tymms
	III.	Gendreau Wilkinson Patillo Ferguson Graham Chapman Mutchmor *Davidson, J.R. *Davidson, C.L *Douglas, A. J. *Ross, B. C.	Gendreau Ferguson Brothers Morrison, Wm. McEwen Parr Hall	Patillo Graham	Morrison, T. A. Graham	Parr Ross Gendreau Patillo Ferguson Bunn Morrison, T. A.	Patillo Ross Bride Graham	Ferguson Davidson C L Hall Cross Parr Casselman Patillo Morrison Graham Ross

* Exempt, having passed equivalent examination before.

Casselman not permitted to write on Materia Medica.

WEST VIRGINIA UNIVERSITY

MEDICAL ENTRANCE.

Class	Latin.	Arithmetic.	Euclid.	Algebra.	English Gram. and Rhetoric.	Composition.	Poetical Literature.	Physics.	Botany.	Canadian His'y and Geography.
I.	MacRury	Trick MacRury Rogers				MacRury Hall Weagant	Lawford			Rogers Lawford
II.	Gilliland, Jennie Rathwell Chubb McKechnie	Davies Shiel Chubb Weagant	MacRury Chubb Trick Weagant Lawford Pitblado	Chubb MacRury		Lawford	Davies Weagant Trick Hall	McKechnie	Pitblado Davies Shiel Monro Rogers	Chubb Weagant Shiel Hall Davies MacRury
III.	Irving Pitblado Ross Rogers. Trick Lawford Davies	Pitblado Hall Lawford	Rogers Hall Shiel	Pitblado Rogers Weagant Davies Trick Shiel Lawford Hall	Trick MacRury Lawford Hall	Pitblado Davies Shiel Chubb Rogers		Lawford Trick Gilliland Davies Rogers Hall	Hall Lawford Chubb Trick Weagant Jackson	Pitblado Trick

Class	English aud Roman History	German.	Greek.	French.
I.			MacRury	Chubb
II.		Shiel		
III.	Rogers			

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

HONOR CLASSICS.—SENIOR B. A.

I.—PLAUTUS.

1. Translate:

EUCLIO.—MEGADORUS.

MEG. salvos atque fortunatus, Euclio, semper sies.
EU. di te ament, Megadore. MEG. quid tu? recten atque ut vis vales?
EU. non temerariumst ubi dives blande adpellat pauperem.
iam illic homo aurum me scit habere: eo me salutat blandius.
MEG. ain tu te valere? EU. pol ego haud perbene a pecunia.
MEG. pol si est animus aequos tibi, sat habes qui bene vitam colas.
EU. anus hercle huic indicium fecit de auro: perspicue palamst:
quoi ego iam linguam praecidam atque oculos ecfodiam domi.
MEG. quid tu solus tecum loquere? EU. meam pauperiem conqueror.
virginem habeo grandem, dote cassam atque inlocabilem:
neque eam queo locare quoiquam. MEG. tace, bonum habe animum, Euclio.
dabitur: adiuvabere a me: dic si quid opust: impera.
EU. nunc petit, quom pollicetur: inhiat aurum, ut devoret.
altera manu fert lapidem, panem ostentat altera.
nemini credo qui large blandust dives pauperi.
ubi manum iniicit benigne, ibi onerat aliquam zamiam.
ego istos novi polypos qui ubi quidquid tetigerunt tenent.

2. Write brief notes on the preceding extract where they appear to you necessary or appropriate.

[Over.]

II.—TERENCE.

3. Translate:

SIMO. CHREMES.

Si. Iubeo Chremetem. Ch. O te ipsum quærebam. Si. Et ego te. Ch. Optato aduenis.
Aliquot me adierunt, ex te auditum qui aibant, hodie nubere
Meam filiam tuo gnato: id uiso tun an illi insaniant.
Si. Ausculta paucis: et quid te ego uelim et tu quod quæris scies.
Ch. Ausculto: loquere quid uelis.
Si. Per te deos oro et nostram amicitiam, Chreme,
Quæ incepta a paruis cum ætate adcreuit simul,
Perque unicam tuam gnatam et gnatum meum,
Quoius tibi potestas summa seruandi datur,
Vt me adiuues in hac re, atque ita uti nuptiæ
Fuerant futuræ, fiant. Ch. Ah, ne me obsecra:
Quasi hoc te orando a me inpetrare oporteat.
Alium esse censes nunc me atque olim quom dabam?
Si in remst utrique ut fiant, arcessi iube.
Sed si ex ea re plus malist quam commodi
Vtrique, id oro te in commune ut consulas,
Quasi illa tua sit Pamphilique ego sim pater.
Si. Immo ita uolo itaque postulo ut fiat, Chreme:
Neque postulem abs te, ni ipsa res moneat. Ch. Quid est?
Si. Iræ sunt inter Glycerium et gnatum. Ch. Audio.
Si. Ita magnæ, ut sperem posse auelli. Ch. Fabulæ.
Si. Profecto sic est. Ch. Sic hercle ut dicam tibi:
Amantium iræ amoris integratiost.

4. Sketch the plot of the *Andria*.

5. Show that it is Greek and not Roman life that is reproduced in Roman Comedy.

III.—TERTULLIAN.

6. Translate:

Si certum est denique nos nocentissimos esse, cur a vobis ipsis aliter tractamur, quam pares nostri, id est ceteri nocentes? cum ejusdem noxæ eadem tractatio deberet intervenire. Quodcunque dicimur, cum alii dicuntur, et proprio ore et mercenaria advocatione utuntur ad innocentiæ suæ commendationem. Respondendi, altercandi facultas patet, quando nec liceat indefensos et inauditos omnino damnari. Sed Christianis solis nihil permittitur loqui, quod caussam purget,

(Over.)

quod veritatem defendat, quod judicem non faciat injustum. Sed illud solum exspectatur, quod odio publico necessarium est, confessio nominis, non examinatio criminis: quando si de aliquo nocente cognoscitis, non statim confesso eo nomen homicidæ, vel sacrilegi, vel incesti, vel publici hostis (ut de nostris elogiis loquar) contenti sitis ad pronuntiandum, nisi et consequentia exigatis, qualitatem facti, numerum, locum, modum, tempus, conscios, socios.

7. Describe the character of Tertullian and his style as a writer, and show his object in this part of his work.

IV.—TACITUS.

8. Translate:

Flagrantior inde vis, plures seditioni duces: et Vibulenus quidam, gregarius miles, ante tribunal Blæsi allevatus circumstantium humeris, apud turbatos, et, quid pararet, intentos: *Vos quidem*, inquit, *his innocentibus et miserrimis lucem et spiritum reddidistis: sed quis fratri meo vitam, quis fratrem, mihi reddit? quem missum ad vos a Germanico exercitu de communibus commodis nocte proxima jugulavit per gladiatores suos, quos in exitium militum habet atque armat. Responde, Blæse, ubi cadaver abjeceris? ne hostes quidem sepultura invident: cum osculis, cum lacrimis dolorem meum implevero, me quoque trucidari jube, dum interfectos nullum ob scelus, sed quia utilitati legionum consulebamus, hi sepeliant.*

9. What was the object of Vibulenus in giving this speech?

10. Describe the revolt in Pannonia and the measures taken to suppress it.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

HONOR CLASSICS—SENIOR AND JUNIOR B. A.

I.—CICERO.

1. Translate:

Quamquam quis hoc credat, Cn. Pompeium, juris publici, moris majorum, rei denique publicae peritissimum, quum senatus ei commiserit, ut videret, *ne quid respublica detrimenti caperet;* quo uno versiculo satis armati semper consules fuerunt, etiam nullis armis datis: hunc exercitu, hunc delectu dato, judicium expectaturum fuisse in ejus consiliis vindicandis, qui vi judicia ipsa tolleret? Satis judicatum est a Pompeio, satis, falso ista conferri in Milonem: qui legem tulit, qua, ut ego sentio, Milonem absolvi a vobis oporteret: ut omnes confitentur, liceret. Quod vero in illo loco, atque illis publicorum praesidiorum copiis circumfusus sedet: satis declarat, se non terrorem inferre vobis, (quid enim illo minus dignum, quam cogere, ut vos eum condemnetis in quem animadvertere ipse, et more majorum et suo jure, posset?) sed praesidio esse: ut intelligatis, contra hesternam contionem illam licere vobis, quod sentiatis, libere judicare.

2. Comment on the mood of: tolleret, oporteret, sentiatis.

3. Write explanatory notes on: (a) ne quid respublica detrimenti caperet; (b) legem; (c) illam contionem.

4. State the principal arguments which Cicero employs in support of Milo.

II.—HORACE.

5. Translate:

Aut agitur res in scenis aut acta refertur.
Segnius irritant animos demissa per aurem,
Quam quæ sunt oculis subjecta fidelibus et quæ
Ipse sibi tradit spectator: non tamen intus
Digna geri promes in scenam multaque tolles
Ex oculis, quæ mox narret facundia præsens.
Ne pueros coram populo Medea trucidet,
Aut humana palam coquat exta nefarius Atreus,

(Over.)

Aut in avem Procne vertatur, Cadmus in anguem.
Quodcunque ostendis mihi sic, incredulus odi.
Neve minor neu sit quinto productior actu
Fabula, quæ posci vult et spectata reponi:
Nec Deus intersit, nisi dignus vindice nodus
Inciderit; nec quarta loqui persona laboret.

6. Write explanatory notes on: Medea, Deus, quarta, persona.

III.—HORACE.

7. Translate:

Præterea, ne sic, ut qui jocularia, ridens
Percurram:—quamquam ridentem dicere verum
Quid vetat? ut pueris olim dant crustula blandi
Doctores, elementa velint ut discere prima;—
Sed tamen amoto quæramus seria ludo.
Ille gravem duro terram qui vertit aratro,
Perfidus hic caupo, miles, nautæque, per omne
Audaces mare qui currunt, hac mente laborem
Sese ferre, senes ut in otia tuta recedant,
Aiunt, quum sibi sint congesta cibaria: sicut
Parvula, nam exemplo est, magni formica laboris
Ore trahit quodcunque potest atque addit acervo,
Quem struit, haud ignara ac non incauta futuri.
Quæ, simul inversum contristat Aquarius annum,
Non usquam prorepit et illis utitur ante
Quæsitis sapiens, quum te neque fervidus æstus
Demoveat lucro, neque hiems, ignis, mare, ferrum,
Nil obstet tibi, dum ne sit te ditior alter.

8. Comment on: (a) currunt, (b) magni formica laboris, (c) inversum, (d) Aquarius.

9. Ut pueris olim, &c.,
Sicut parvula, &c.
Apply these comparisons, and show how this extract bears on the subject of the satire.

IV.—VIRGIL.

10. Translate:

Multa adeo gelidâ melius se nocte dedere,
Aut quum sole novo terras irrorat Eous.
Nocte leves melius stipulæ, nocte arida prata
Tondentur; noctes lentus non deficit humor.

[Over.]

Et quidam seros hiberni ad luminis ignes
Pervigilat, ferroque faces inspicat acuto:
Interea, longum cantu solata laborem,
Arguto conjux percurrit pectine telas,
Aut dulcis musti Vulcano decoquit humorem,
Et foliis undam trepidi despumat aheni.
At rubicunda Ceres medio succiditur æstu,
Et medio tostas æstu terit area fruges.
Nudus ara, sere nudus: hiems ignava colono.
Frigoribus parto agricolæ plerumque fruuntur,
Mutuaque inter se læti convivia curant.
Invitat geniælis hiems, curasque resolvit:
Ceu pressæ quum jam portum tetigere carinæ,
Puppibus et læti nautæ imposuere coronas.

11. Explain (a) medio succiditur æstu, (b) hiberni ad luminisignes, (c) and write a note descriptive of this cotter's winter evening.

12. Comment on the scansion of the ninth verse of this extract.

V.—VIRGIL.

13. Translate:

Ultima Cumæi venit jam carminis ætas;
Magnus ab integro sæclorum nascitur ordo.
Jam redit et Virgo, redeunt Saturnia regna;
Jam nova progenies cœlo demittitur alto.
Tu modo nascenti puero, quo ferrea primum
Desinet, ac toto surget gens aurea mundo,
Casta, fave, Lucina: tuus jam regnat Apollo.
Teque adeo decus hoc ævi, te consule, inibit,
Pollio, et incipient magni procedere menses.
Te duce, si qua manent sceleris vestigia nostri,
Irrita perpetuâ solvent formidine terras.
Ille deûm vitam accipiet, divisque videbit
Permixtos heroas, et ipse videbitur illis;
Pacatumque reget patriis virtutibus orbem.

14. Write explanatory notes on: (a) Cumæi carminis, (b) Magnus ordo (c) Virgo, (d) Saturnia regna.

15. "Puero," who is meant? Give reasons in your answer.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

HONOR CLASSICS.—SENIOR AND JUNIOR B. A.

I.—ST AUGUSTINE.

Time—Three hours.

1. Translate :

Et non erat iam illa excusatio, qua videri mihi solebam propterea nondum me contemto saeculo servire tibi, quia incerta mihi esset perceptio veritatis: iam enim et ipsa certa erat. Ego autem adhuc terra obligatus militare tibi recusabam, et impedimentis omnibus sic timebam expediri, quemadmodum impediri timendum est. Ita sarcina saeculi, velut somno adsolet, dulciter premebar; et cogitationes, quibus meditabar in te, similes erant conatibus expergisci volentium, qui tamen superati soporis altitudine remerguntur. Et sicut nemo est, qui dormire semper velit, omniumque sano iudicio vigilare praestat (differt tamen plerumque homo somnum excutere, cum gravis torpor in membris est, eumque iam displicentem carpit libentius, quamvis surgendi tempus advenerit): ita certum habebam, esse melius tuae caritati me dedere, quam meae cupiditati cedere. Sed illud placebat, et vincebat; hoc libebat, et vinciebat.

2. Describe briefly (from this book) the course and result of Augustine's mental struggle.

3. Criticize and illustrate from the above passage, some characteristics of this writer's style.

II.—OVID.

4. Translate :

Dic age, frigoribus, quare novus incipit annus,
Qui melius per ver incipiendus erat ?
Omnia tunc florent: tunc est nova temporis ætas:
Et nova de gravido palmite gemma tumet:

. . . . . .

Tum patitur cultus ager, et renovatur aratro:
Hæc anni novitas jure vocanda fuit.
Quæsieram multis: non multis ille moratus,
Contulit in versus sic sua verba duos.

[tournez.

Bruma novi prima est, veterisque novissima solis:
Principium capiunt Phœbus et annus idem.
Post ea mirabar, cur non sine litibus esset
Prima dies. Causam percipe, Janus ait.
Tempora commisi nascentia rebus agendis,
Totus ab auspicio ne foret annus iners.
Quisque suas artes ob idem delibat agendo:
Nec plus quam solitum testificatur opus.

5. (1) Write grammatical notes on:—incipit (mood); hæc, (gender); quæsieram, agendis, foret.
(2) Derive:—bruma, Janus, delibat.

6. (a) What change in the calendar is referred to in the first line? (b) Shew how the scansion of lines five and ten decides the meaning or construction of *cultus* and *idem*.

7. Translate, with brief explanatory notes:

Dique petitorum, dixit, salvete locorum;
Tuque novos cœlo terra datura deos;
Fluminaque, et fontes, quibus utitur hospita tellus,
Et nemorum Nymphæ, Naiadumque chori;
Este bonis avibus visi natoque mihique:
Ripaque felici tacta sit ista pede.

III.—DEMOSTHENES.

8. Translate:

Ἀλλ' ἐβιάσθη νὴ Δία (τοῦτο γάρ ἐσθ' ὑπόλοιπον) καὶ παρὰ γνώμην, τῶν Θετταλῶν ἱππέων καὶ τῶν Θηβαίων ἐν μέσῳ ληφθείς, συνεχώρησε ταῦτα. καλῶς. οὐκοῦν φασὶ μὲν μέλλειν πρὸς τοὺς Θηβαίους αὐτὸν ὑπόπτως ἔχειν, καὶ λογοποιοῦσι περιόντες τινὲς ὡς Ἐλάτειαν τειχιεῖ· ὁ δὲ ταῦτα μὲν μέλλει καὶ μελλήσει, ὡς ἐγὼ κρίνω, τοῖς Μεσσηνίοις δὲ καὶ τοῖς Ἀργείοις ἐπὶ τοὺς Λακεδαιμονίους συμβάλλειν οὐ μέλλει, ἀλλὰ καὶ ξένους εἰσπέμπει καὶ χρήματ' ἀποστέλλει καὶ δύναμιν μεγάλην ἔχων αὐτός ἐστι προσδόκιμος. τοὺς μὲν ὄντας ἐχθροὺς Θηβαίων Λακεδαιμονίους ἀναιρεῖ, οὓς δ' ἀπώλεσεν αὐτὸς πρότερον Φωκέας νῦν σώζει;

9. Explain references in (a) *ἐβιάσθη*, (b) *Ἐλάτειαν τειχιεῖ*, (c) *Φωκέας νῦν σώζει*.

10. State and explain Philip's attitude towards Messene when this oration was delivered.

(Over.)

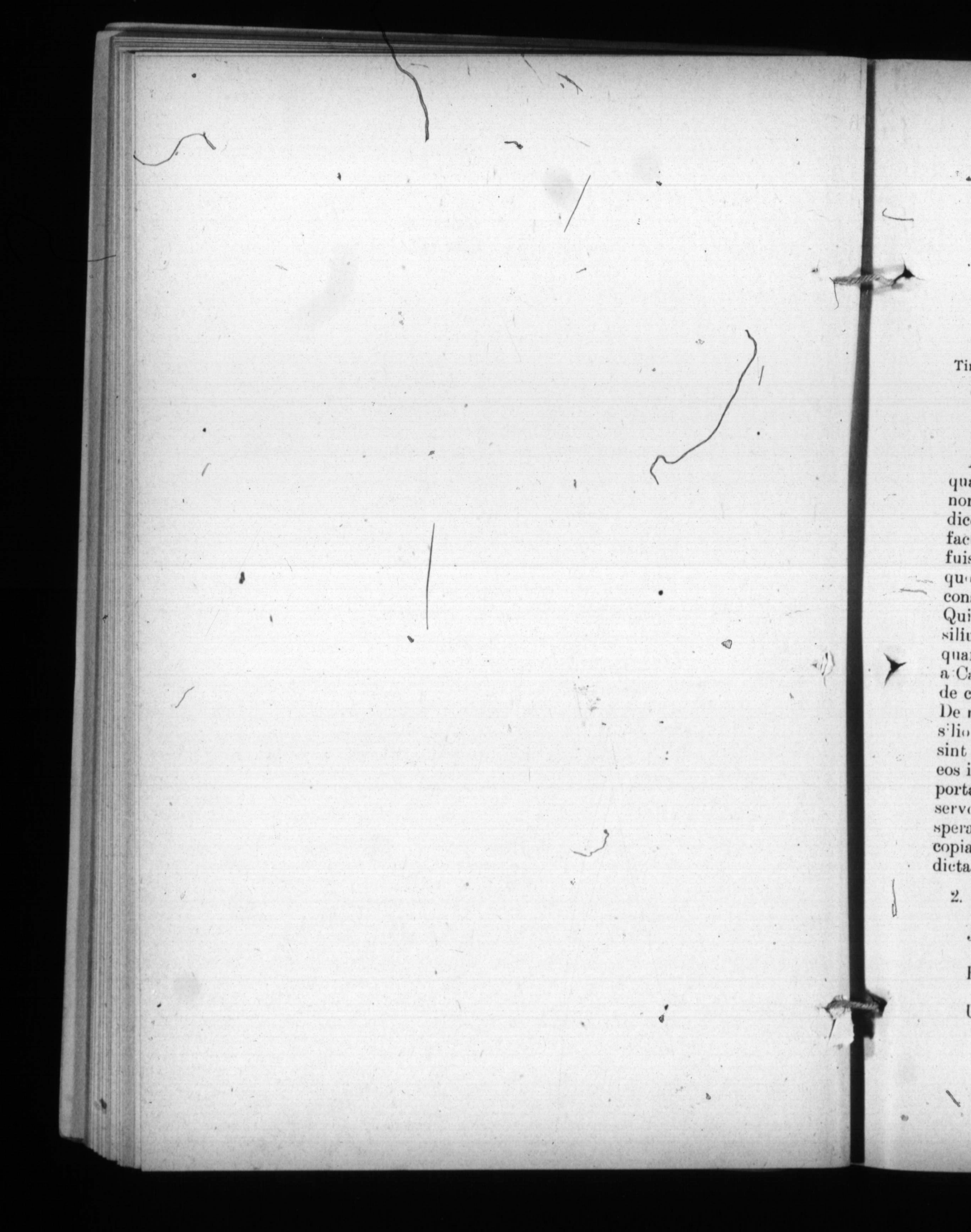
IV.—SOPHOCLES.

11. Translate:

Ὁ μὲν σφαγεὺς ἕστηκεν ἥ τομώτατος
Γένοιτ' ἄν, εἴ τῳ καὶ λογίζεσθαι σχολή,
Δῶρον μὲν ἀνδρὸς Ἕκτορος ξένων ἐμοὶ
Μάλιστα μισηθέντος, ἐχθίστου δ' ὁρᾶν.
Πέπηγε δ' ἐν γῇ πολεμίᾳ τῇ Τρῳάδι,
Σιδηροβρῶτι θηγάνῃ νεακονής·
Ἔπηξα δ' αὐτὸν εὖ περιστείλας ἐγὼ,
Εὐνούστατον τῷδ' ἀνδρὶ διὰ τάχους θανεῖν.
Οὕτω μὲν εὐσκευοῦμεν. ἐκ δὲ τῶνδέ μοι
Σὺ πρῶτος, ὦ Ζεῦ, καὶ γὰρ εἰκὸς, ἄρχεσον.
Αἰτήσομαι δέ σ' οὐ μακρὸν γέρας λαχεῖν.
Πέμψον τιν' ἡμῖν ἄγγελον, κακὴν φάτιν
Τεύχρῳ φέροντα, πρῶτος ὥς με βαστάσῃ
Πεπτῶτα τῷδε περὶ νεορράντῳ ξιφεῖ,
Καὶ μὴ πρὸς ἐχθρῶν του κατοπτευθεὶς πάρος
Ῥιφθῶ κυσὶν πρόβλητος οἰωνοῖς θ' ἕλωρ.
Τοσαῦτά σ', ὦ Ζεῦ, προστρέπω, καλῶ θ' ἅμα
Πομπαῖον Ἑρμῆν χθόνιον εὖ με κοιμίσαι,
Ξὺν ἀσφαδάστῳ καὶ ταχεῖ πηδήματι
Πλευρὰν διαῤῥήξαντα τῷδε φασγάνῳ.

12. Write grammatical notes on:
(a) ἐχθίστον δ' ὁρᾶν, (b) διὰ τάχους θανεῖν,
(c) αἰτήσομαι δέ σ' οὐ μακρὸν γέρας λαχεῖν.

13. Where is the scene of the suicide placed? Why is it put upon the stage?



UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

HONOR CLASSICS.—SENIOR B. A.

UNSPECIFIED LATIN.

Time—3 hours.

Translate:

1. CICERO CASSIO S.—(A. V. C. 710.)

Auget tuus amicus furorem in dies: primum in statua quam posuit in Rostris inscripsit PARENTI OPTIME MERITO, ut non modo sicarii sed jam etiam parricidae judicemini; quid dico, judicemini? judicemur potius; vestri enim pulcherrimi facti ille furiosus me principem dicit fuisse. Utinam quidem fuissem! moles us nobis non esset. Sed hoc vestrum est, quod quoniam praeteriit, utinam haberem quid vobis darem consilii. Sed ne mihi quidem ipsi reperio quid faciendum sit. Quid enim est quod contra vim sine vi fieri possit? Consiliu : omne autem hoc est illorum ut mortem Caesaris persequantur. Itaque a. d. vi. Non. Octob. productus in contionem a Canutio turpissime ille quidem discessit, sed tamen ea dixit de conservatoribus patriae quae dici deberent de proditoribus. De me quidem non dubitanter dixit quin omnia de meo consilio et vos fecissetis et Canutius faceret. Cetera cujusmodi sint ex hoc judica, quod legato tuo viaticum eripuerunt. Quid eos interpretari putas quum hoc faciunt? Ad hostem scilicet portari. O rem miseram! dominum ferre non potuimus: conservo servimus. Et tamen me quidem favente magis quam sperante etiam nunc residet spes in virtute tua. Sed ubi sunt copiae? De reliquo malo te ipsum tecum loqui quam nostra dicta cognoscere. Vale.

2. Nam pater armipotens, postquam nova moenia vidit,
   Multaque Romulea bella peracta manu,
Juppiter, inquit, habet Romana potentia vires;
   Sanguinis officio non eget illa mei.
Redde patri natum; quamvis intercidit alter,
   Pro se, proque Remo, qui mihi restat, erit.
Unus erit quem tu tolles in caerula caeli,
   Tu mihi dixisti; sint rata dicta Jovis.

[Over.]

Juppiter annuerat; nutu tremefactus uterque
Est polus, et caeli pondera movit Atlas.
Est locus; antiqui Capreae dixere paludem.
Forte tuis illic, Romule, jura dabas.
Sol fugit, et removent subeuntia nubila caelum,
Et gravis effusis decidit imber aquis.
Hinc tonat, hinc missis abrumpitur ignibus aether,
Fit fuga; rex patriis astra petebat equis.
Luctus erat, falsaeque Patres in crimine caedis:
Haesissetque animis forsitan illa fides:
Sed Proculus Longa veniebat Julius Alba,
Lunaque surgebat, nec facis usus erat;
Cum subito motu sepes tremuere sinistrae.
Rettulit ille gradus, horrueruntque comae.

3. Sed quo sis, Africane, alacrior ad tutandum rempublicam, sic habeto: Omnibus, qui patriam conservarint, adjuverint, auxerint, certum esse in caelo definitum locum, ubi beati aevo sempiterno fruantur. Nihil est enim illi principi Deo, qui omnem hunc mundum regit, quod quidem in terris fiat, acceptius, quam concilia coetusque hominum, jure sociati, quae civitates appellantur: harum rectores et conservatores hinc profecti, huc revertuntur. Hic ego, etsi eram perterritus, non tam metu mortis, quam insidiarum a meis, quaesivi tamen, viveretne ipse et Paullus pater, et alii, quos nos extinctos arbitraremur. Immo vero, inquit, ii vivunt, qui ex corporum vinculis, tanquam e carcere, evolaverunt: vestra vero, quae dicitur, vita, mors est. Quin tu adspicias ad te venientem Paullum patrem? Quem ubi vidi, equidem vim lacrimarum profudi: ille autem me complexus, atque osculans, flere prohibebat. Atque ego ut primum, fletu represso, loqui posse coepi. Quaeso, inquam, pater sanctissime atque optime quoniam haec est vita, ut Africanum audio dicere, quid moror in terris? quin hinc ad vos venire propero? Non est ita, inquit ille. Nisi enim Deus is, cujus hoc templum est omne, quod conspicis, istis te corporis custodiis liberaverit huc tibi aditus patere non potest.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

HONOR CLASSICS—SENIOR AND JUNIOR B. A.

I.—HERODOTUS.

1. Translate:

τὸ δέ οἱ οὔνομα εἶναι, κατὰ τὠυτὸ τὸ καὶ Ἕλληνες λέγουσι, Ἰοῦν τὴν Ἰνάχου· ταύτας στάσας κατὰ πρύμνην τῆς νεὸς ὠνέεσθαι τῶν φορτίων τῶν σφι ἦν θυμὸς μάλιστα. καὶ τοὺς Φοίνικας διακελευσαμένους ὁρμῆσαι ἐπ' αὐτάς· τὰς μὲν δὴ πλεῦνας τῶν γυναικῶν ἀποφυγέειν, τὴν δὲ Ἰοῦν σὺν ἄλλῃσι ἁρπασθῆναι. ἐσβαλομένους δὲ ἐς τὴν νέα οἴχεσθαι ἀποπλέοντας ἐπ' Αἰγύπτου.

2. (a) Parse τό (before καὶ), στάσας, ἀποφυγέειν, ἐσβαλομένους;

(b) Explain the genitives: φορτίων, τῶν (before σφί), γυναικῶν, Αἰγύπτου;

(c) What is the force of δια in διακελευσαμένους?

3. Translate:

ὁ δὲ ἐννώσας τὰ λεγόμενα, συνεβάλλετο τὸν Ὀρέστεα κατὰ τὸ θεοπρόπιον τοῦτον εἶναι, τῇδε συμβαλλεόμενος· τοῦ χαλκέος δύο ὁρέων φύσας, τοὺς ἀνέμους εὗρισκε ἐόντας· τὸν δὲ ἄκμονα καὶ τὴν σφῦραν, τόν τε τύπον καὶ τὸν ἀντίτυπον· τὸν δὲ ἐξελαυνόμενον σίδηρον, τὸ πῆμα ἐπὶ πήματι κείμενον. κατὰ τοιόνδε τι εἰκάζων, ὡς ἐπὶ κακῷ ἀνθρώπου σίδηρος ἀνεύρηται. συμβαλλεόμενος δὲ ταῦτα, καὶ ἀπελθὼν ἐς Σπάρτην ἔφραζε Λακεδαιμονίοισι πῶν τὸ πρᾶγμα· οἱ δὲ ἐκ λόγου πλαστοῦ ἐπενείκαντές οἱ αἰτίην, ἐδίωξαν· ὁ δὲ ἀπικόμενος ἐς Τεγέην καὶ φράζων τὴν ἑωυτοῦ συμφορὴν πρὸς τὸν χαλκέα, ἐμισθοῦτο παρ' οὐκ ἐκδιδόντος τὴν αὐλήν· χρόνῳ δὲ ὡς ἀνέγνωσε, ἐνοικίσθη· ἀνορύξας δὲ τὸν τάφον καὶ τὰ ὀστέα συλλέξας, οἴχετο φέρων ἐς Σπάρτην· καὶ ἀπὸ τούτου τοῦ χρόνου, ὅκως πειρῴατο ἀλλήλων, πολλῷ κατυπέρτεροι τῷ πολέμῳ ἐγίνοντο οἱ Λακεδαιμόνιοι.

4. Parse *ἀνεύρηται, ἐπενείκαντες, ἐμισθοῦτο, ἀνέγνωσε, πειρῶατο, ἐγίνοντο.* Explain the force of the *mood* of *πειρῶατο*, and the *tense* of the other verbs.

5. What references does Herodotus make to the Seven Wise Men of Greece? 10

II.—ST. CHRYSOSTOM.

6. Translate:

Εἰ γάρ ποτε συμβαίη γενέσθαι τοιοῦτον, οἷον δὴ γέγονε νῦν (ὃ μὴ γένοιτο!), καὶ τινες τῶν ὑβρισμένων βουλεύσωνται ἐπεξελθεῖν τοῖς ὑβρίκόσιν, ἡ πραότης ἡ σὴ καὶ ἡ φιλοσοφία ἀντὶ πάσης ἔσται διδασκαλίας αὐτοῖς καὶ παραινέσεως, καὶ ἐρυθριάσουσι καὶ καταισχυνθήσονται, τοιοῦτον ἔχοντες φιλοσοφίας παράδειγμα, ἐλάττους φανῆναι. Ὥστε τῶν μετὰ ταῦτα πάντων ἔσῃ διδάσκαλος, καὶ τὰ νικητήρια κατ' αὐτῶν ἕξεις, κἂν εἰς αὐτὴν τὴν κορυφὴν τῆς φιλοσοφίας φθάσωσιν. Οὐ γάρ ἐστιν ἴσον αὐτὸν κατάρξαι τοσαύτης πραότητος πρῶτον, καὶ πρὸς ἑτέρους βλέποντα μιμήσασθαι τὰ παρ' ἐκείνων κατορθωθέντα. 11

7. Write grammatical notes on the *mood* of *γένοιτο, βουλεύσωνται, φανῆναι, ἔσῃ, φθάσωσιν, μιμήσασθαι.*

8. (a) In what respects does St. Chrysostom praise the noble qualities of Flavian? (b) State the object and result of Flavian's mission. 12.

III.—HOMER.

9. Translate:

ἐν δὲ λιμὴν εὔορμος, ἵν' οὐ χρεὼ πείσματός ἐστιν,
οὔτ' εὐνὰς βαλέειν οὔτε πρυμνήσι' ἀνάψαι,
ἀλλ' ἐπικέλσαντας μεῖναι χρόνον εἰς ὅ κε ναυτέων
θυμὸς ἐποτρύνῃ καὶ ἐπιπνεύσωσιν ἀῆται.
αὐτὰρ ἐπὶ κρατὸς λιμένος ῥέει ἀγλαὸν ὕδωρ,
κρήνη ὑπὸ σπείους· περὶ δ' αἴγειροι πεφύασιν.
ἔνθα κατεπλέομεν, καί τις θεὸς ἡγεμόνευε
νύκτα δι' ὀρφναίην, οὐδὲ προὔφαινετ' ἰδέσθαι·
ἀὴρ γὰρ παρὰ νηυσὶ βαθεῖ ἦν, οὐδὲ σελήνη
οὐρανόθεν προὔφαινε, κατείχετο δὲ νεφέεσσιν. 13.

ἔνθ' οὔ τις τὴν νῆσον ἐσέδρακεν ὀφθαλμοῖσιν.
οὐδ' οὖν κύματα μακρὰ κυλινδόμενα προτὶ χέρσον
εἰσίδομεν, πρὶν νῆας ἐυσσέλμους ἐπίκέλσαι.

10. (a) Distinguish : πεῖσμα, εὐναί, πρυμνήσια ;
(b) Explain distinctly the uses of the infinitive in this passage.
(c) Give the force of the preposition in ἐπιπνεύσωσιν, κατεπλέομεν, προὐφαίνετο.

11. Translate :

καὶ νύ κ' ὀδυρομένοισι φάνη ῥοδοδάκτυλος ἠώς,
εἰ μὴ ἄρ' ἄλλ' ἐνόησε θεὰ γλαυκῶπις Ἀθήνη.
νύκτα μὲν ἐν περάτῃ δολιχὴν σχέθεν, ἠῶ δ' αὖτε
ῥύσατ' ἐπ' Ὠκεανῷ χρυσόθρονον, οὐδ' ἔα ἵππους
ζεύγνυσθ' ὠκύποδας φάος ἀνθρώποισι φέροντας,
Λάμπον καὶ Φαέθονθ', οἵ τ' ἠῶ πῶλοι ἄγουσι.
καὶ τότ' ἄρ' ἦν ἄλοχον προσέφη πολύμητις Ὀδυσσεύς·
Ὤ γύναι, οὐ γάρ πω πάντων ἐπὶ πείρατ' ἀέθλων
ἤλθομεν, ἀλλ' ἔτ' ὄπισθεν ἀμέτρητος πόνος ἔσται,
πολλὸς καὶ χαλεπός, τὸν ἐμὲ χρὴ πάντα τελέσσαι.
ὣς γάρ μοι ψυχὴ μαντεύσατο Τειρεσίαο
ἤματι τῷ, ὅτε δὴ κατέβην δόμον Ἄϊδος εἰσω
νόστον ἑταίροισιν διζήμενος ἠδ' ἐμοὶ αὐτῷ.

12. (i) Write notes on (a) ὀδυρομένοισι, (b) Φαεθοντα, (c) the πόνος foretold by Tiresias.
(ii) Parse, and give the prose forms of, σχεθεν, τελέσσαι.

IV.—EURIPIDES.

13. Translate :

ὦ Ζεῦ Δίκη τε Ζηνὸς Ἡλίου τε φῶς,
νῦν καλλίνικοι τῶν ἐμῶν ἐχθρῶν, φίλαι,
γενησόμεσθα, κεἰς ὁδὸν βεβήκαμεν.
νῦν δ' ἐλπὶς ἐχθροὺς τοὺς ἐμοὺς τίσειν δίκην.
οὗτος γὰρ ἀνὴρ ἦ μάλιστ' ἐκάμνομεν
λιμὴν πέφανται τῶν ἐμῶν βουλευμάτων·
ἐκ τοῦδ' ἀναψόμεσθα πρυμνήτην κάλων,
μολόντες ἄστυ καὶ πόλισμα Παλλάδος.

ἤδη δὲ πάντα τἀμά σοι βουλεύματα
λέξω· δέχου δὲ μὴ πρὸς ἡδονὴν λόγους.
πέμψασ' ἐμῶν τιν' οἰκετῶν Ἰάσονα
εἰς ὄψιν ἐλθεῖν τὴν ἐμὴν αἰτήσομαι·
μολόντι δ' αὐτῷ μαλθακοὺς λέξω λόγους.

14. (i) Explain: *οὗτος ἀνήρ*, *πόλισμα Παλλαδος*;
(ii) Parse: *πέφανται*, *κάλων*, *μολόντες*.

15. Write a critical note showing, from the Medea, Euripides' merits or defects as a writer of tragedy.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

HONOR CLASSICS.—SENIOR B. A.

I. ARISTOTLE.

1. Translate:

οὐκ ἔστιν ἄρα τὸ ἀγαθὸν κοινόν τι κατὰ μίαν ἰδέαν. ἀλλὰ πῶς δὴ λέγεται; οὐ γὰρ ἔοικε τοῖς γε ἀπὸ τύχης ὁμωνύμοις. ἀλλ' ἆρά γε τῷ ἀφ' ἑνὸς εἶναι ἢ πρὸς ἓν ἅπαντα συντελεῖν, ἢ μᾶλλον κατ' ἀναλογίαν; ὡς γὰρ ἐν σώματι ὄψις, ἐν ψυχῇ νοῦς, καὶ ἄλλο δὴ ἐν ἄλλῳ. ἀλλ' ἴσως ταῦτα μὲν ἀφετέον τὸ νῦν· ἐξακριβοῦν γὰρ ὑπὲρ αὐτῶν ἄλλης ἂν εἴη φιλοσοφίας οἰκειότερον. ὁμοίως δὲ καὶ περὶ τῆς ἰδέας· εἰ γὰρ καὶ ἔστιν ἓν τι τὸ κοινῇ κατηγορούμενον ἀγαθὸν ἢ χωριστόν τι αὐτὸ καθ' αὑτό, δῆλον ὡς οὐκ ἂν εἴη πρακτὸν οὐδὲ κτητὸν ἀνθρώπῳ· νῦν δὲ τοιοῦτόν τι ζητεῖται. τάχα δέ τῳ δόξειεν ἂν βέλτιον εἶναι γνωρίζειν αὐτὸ πρὸς τὰ κτητὰ καὶ πρακτὰ τῶν ἀγαθῶν· οἷον γὰρ παράδειγμα τοῦτ' ἔχοντες μᾶλλον εἰσόμεθα καὶ τὰ ἡμῖν ἀγαθά, κἂν εἰδῶμεν, ἐπιτευξόμεθα αὐτῶν.

2. *(a)* What is meant by τοῖς ὁμωνύμοις? Illustrate by examples the different kinds here referred to. *(b)* ἄλλης φιλοσοφίας.—*What* branch of philosophy is meant? How is this remark characteristic of Aristotle? *(c)* δόξειεν ἂν βέλτιον κ.τ.λ. how does Aristotle disprove this?

3. Translate with short explanatory comments:

εἰ δὴ τὸ τέλος ὁρᾶν δεῖ καὶ τότε μακαρίζειν ἕκαστον οὐχ ὡς ὄντα μακάριον ἀλλ' ὅτι πρότερον ἦν, πῶς οὐκ ἄτοπον, εἰ ὅτ' ἔστιν εὐδαίμων, μὴ ἀληθεύσεται κατ' αὐτοῦ τὸ ὑπάρχον διὰ τὸ μὴ βούλεσθαι τοὺς ζῶντας εὐδαιμονίζειν διὰ τὰς μεταβολάς, καὶ διὰ τὸ μόνιμόν τι τὴν εὐδαιμονίαν ὑπειληφέναι καὶ μηδαμῶς εὐμετάβολον, τὰς δὲ τύχας πολλάκις ἀνανυκλεῖσθαι περὶ τοὺς αὐτούς· δῆλον γὰρ ὡς εἰ συνακολουθοίημεν ταῖς τύχαις, τὸν αὐτὸν εὐδαίμονα καὶ πάλιν ἄθλιον ἐροῦμεν πολλάκις, χαμαιλέοντά τινα τὸν εὐδαίμονα ἀποφαίνοντες καὶ σαθρῶς ἱδρυμένον.

(Over.)

II. ARISTOPHANES.

4. Translate:

ΕΥΕ. ὦ σοφώτατ', εὖ γ' ἀνεῦρες αὐτὸ καὶ στρατηγικῶς·
ὑπερακοντίζεις σύ γ' ἤδη Νικίαν ταῖς μηχαναῖς.
ΧΟΡ. ἐλελελεῦ χώρει, κάθες τὸ ῥύγχος· οὐ μέλλειν ἐχρῆν.
ἕλκε, τίλλε, πᾶτε, δεῖρε, κόπτε πρώτην τὴν χύτραν.
ΕΠ. εἰπέ μοι τί μέλλετ', ὦ πάντων κάκιστα θηρίων,
ἀπολέσαι, παθόντες οὐδέν, ἄνδρε καὶ διασπάσαι
τῆς ἐμῆς γυναικὸς ὄντε ξυγγενέε καὶ φυλέτα;
ΧΟΡ. φεισόμεσθα γὰρ τί τῶνδε μᾶλλον ἡμεῖς ἢ λύκων;
ἢ τίνας τισαίμεθ' ἄλλους τῶνδ' ἂν ἐχθίους ἔτι;
ΕΠ. εἰ δὲ τὴν φύσιν μὲν ἐχθροί, τὸν δὲ νοῦν εἰσιν φίλοι,
καὶ διδάξοντές τι δεῦρ' ἥκουσιν ὑμᾶς χρήσιμον;
ΧΟΡ. πῶς δ' ἂν οἵδ' ἡμᾶς τι φρήσιμον διδάξειάν ποτε,
ἢ φράσειαν, ὄντες ἐχθροὶ τοῖσι πάπποις τοῖς ἐμοῖς;

5. Write explanatory notes on *(a)* the second line, *(b)* τὴν χύτραν, *(c)* the seventh line.

6. *Νικίαν.*—Write a note on the license assumed by the Old Comedy in making personal reference to living characters.

7. Translate:

ΧΟΡ. πρὸς δε τοῖς Σκιάποσιν λί-
μνη τις ἔστ', ἄλουτος οὐ
ψυχαγωγεῖ Σωκράτης·
ἔνθα καὶ Πεισανδρος ἦλθε
δεόμενος ψυχὴν ἰδεῖν, ἣ
ζῶντ' ἐκεῖνον προὔλιπε,
σφάγι' ἔχων κάμηλον ἀ-
μνόν τιν', ἧς λαιμοὺς τεμών,
ὥσπερ οὐδυσσεὺς ἀπῆλθε,
κἆτ' ἀνῆλθ' αὐτῷ κάτωθεν
πρὸς τὸ λαῖμα τῆς καμήλου
Χαιρεφῶν ἡ νυκτερίς.

8. Give full explanatory notes on the proper names in this passage, and explain the reference in ψυχαγωγεῖ.

(Over.)

III. THEOCRITUS.

9. Translate:

τὼς δὲ μετὰ γριπεύς τε γέρων πέτρα τε τέτυκται
λεπράς, ἐφ' ᾇ σπεύδων μέγα δίκτυον ἐς βόλον ἕλκει
ὁ πρέσβυς, κάμνοντι τὸ καρτερὸν ἀνδρὶ ἐοικώς.
φαίης κα γυίων νιν ὅσον σθένος ἐλλοπιεύειν·
ὧδέ οἱ ᾠδήκαντι κατ' αὐχένα πάντοθεν ἶνες
καὶ πολιῷ περ ἐόντι, τὸ δὲ σθένος ἄξιον ἅβας.
τυτθὸν δ' ὅσσον ἄπωθεν ἁλιτρύτοιο γέροντος
πυρραίαις σταφυλαῖσι καλὸν βέβριθεν ἀλωά,
τὰν ὀλίγος τις κῶρος ἀφ' αἱμασιαῖσι φυλάσσει
ἥμενος· ἀμφὶ δέ νιν δύ' ἀλώπεκες, ἃ μὲν ἀν' ὄρχως
φοιτᾷ σινομένα τὰν τρώξιμον, ἃ δ' ἐπὶ πήρᾳ
πάντα δόλον κεύθοισα τὸ παιδίον οὐ πρὶν ἀνησεῖν
φατὶ πρὶν ἢ ἀκράτιστον ἐπὶ ξηροῖσι καθίξη.
αὐτὰρ ὅγ' ἀνθερίκοισι καλὰν πλέκει ἀκριδοθήραν
σχοίνῳ ἐφαρμόσδων· μέλεται δέ οἱ οὔτέ τι πήρας
οὔτε φυτῶν τοσσῆνον, ὅσον περὶ πλέγματι γαθεῖ.

10. *(a)* Parse κα, ὅσον (line 4), ᾠδήκαντι, καλόν, καθίξη.

(b) Point out the most marked differences from the Attic in this passage.

(c) Explain the construction τυτθον ὅσσον.

11. Write a critical note on the reading and interpretation of line 13.

12. Compare Theocritus and Virgil as pastoral poets.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

CLASSICAL HONORS—SENIOR B. A.

GREEK AND ROMAN HISTORY.

THREE HOURS.

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

A.—GREEK HISTORY.

1 (a). Describe fully the various motives and views generally which weighed with Sparta and Athens in entering on the Peloponnesian war. (b) What part did Corinth play in instigating the war, and by what motive was she actuated?

2. Compare Pericles and Cleon as regards their powers of oratory, their foreign policy, and their military career.

3. Sketch the public life of Alcibiades, estimating his influence for good or evil on the fortunes of his country.

4. Write a complete account, giving dates, of affairs connected with (a) Sphacteria, (b) Arginusæ, (c) Aegospotami.

5. Narrate the fortunes of the Athenians in the Sicilian expedition from the arrival of Gylippus to the end.

6. Describe the immediate events that led to (a) the Peace of Nicias, (b) the Peace of Theramenes, giving the date and the conditions of each.

B.—ROMAN HISTORY.

1. Describe the struggle of the Romans with the Cimbri and Teutons, and the effect of that struggle on Roman freedom.

2. Describe the first civil war, telling its cause, its principal events and the state of Rome at its close.

3. Narrate the events which led to the banishment and then to the recall of Cicero.

(Over.)

4. Compare the political and military careers of Pompey and Cæsar up to the battle of Pharsalia.

5. Give an account of the Second Triumvirate, and relate how Octavius established his empire.

6. Give an account, with dates, of the battles of Pharsalia, Philippi, and Actium.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

HONOR CLASSICS.—SENIOR B. A.

UNSPECIFIED GREEK AUTHORS.

Three hours.

Translate:

1. *ΘΕΡΑΠΩΝ.* πολλοὺς μὲν ἤδη κἀπὸ παντοίας χθονὸς
ξένους μολόντας οἶδ' ἐς Ἀδμήτου δόμους,
οἷς δεῖπνα προὔθηκ'· ἀλλὰ τοῦδ' οὔπω ξένου
κακίον' ἐς τήνδ' ἑστίαν ἐδεξάμην.
ὃς πρῶτα μὲν πενθοῦντα δεσπότην ὁρῶν
ἐσῆλθε κἀτόλμησ' ἀμείψασθαι πύλας.
ἔπειτα δ' οὔτι σωφρόνως ἐδέξατο
τὰ προστυχόντα ξένια, συμφορὰν μαθών,
ἀλλ' εἴ τι μὴ φέροιμεν, ὤτρυνεν φέρειν.
ποτῆρα δ' ἐν χείρεσσι κίσσινον λαβὼν
πίνει μελαίνης μητρὸς εὔξωρον μέθυ,
ἕως ἐθέρμην' αὐτὸν ἀμφιβᾶσα φλὸξ
οἴνου· στέφει δὲ κρᾶτα μυρσίνης κλάδοις,
ἄμουσ' ὀλακτῶν, δισσὰ δ' ἦν μέλη κλύειν·
ὁ μὲν γὰρ ἦδε, τῶν ἐν Ἀδμήτου κακῶν
οὐδὲν προτιμῶν, οἰκέται δ' ἐκλαίομεν
δέσποιναν. ὄμμα δ' οὐκ ἐδείκνυμεν ξένῳ
τέγγοντες· Ἄδμητος γὰρ ὧδ' ἐφίετο.
καὶ νῦν ἐγὼ μὲν ἐν δόμοισιν ἑστιῶ
ξένον, πανοῦργον κλῶπα καὶ λῃστήν τινα,
ἡ δ' ἐκ δόμων βέβηκεν, οὐδ' ἐφεσπόμην,
οὐδ' ἐξέτεινα χεῖρ', ἀποιμώζων ἐμὴν
δέσποιναν, ἣ 'μοί πᾶσί τ' οἰκέταισιν ἦν
μήτηρ· κακῶν γὰρ μυρίων ἐρρύετο,
ὀργὰς μαλάσσουσ' ἀνδρός. ἆρα τὸν ξένον
στυγῶ δικαίως, ἐν κακοῖς ἀφιγμένον;

(Over.)

2. Ἀνὴρ κατελείπετο διὰ τὸ μηκέτι δύνασθαι πορεύεσθαι. καὶ ἐγὼ τὸν μὲν ἄνδρα τοσοῦτον ἐγίγνωσκον ὅτι εἷς ἡμῶν εἴη· ἠνάγκασα δὲ σὲ τοῦτον ἄγειν, ὡς μὴ ἀπόλοιτο· καὶ γάρ, ὡς ἐγὼ οἶμαι, πολέμιοι ἡμῖν ἐφείποντο. συνέφη τοῦτο ὁ ἄνθρωπος. Οὐκοῦν, ἔφη ὁ Ξενοφῶν, ἐπεὶ προύπεμψά σε, καταλαμβάνω αὖθις σὺν τοῖς ὀπισθοφύλαξι προσιὼν βόθρον ὀρύττοντα ὡς κατορύξοντα τὸν ἄνθρωπον, καὶ ἐπιστὰς ἐπῄνουν σε. ἐπεὶ δὲ παρεστηκότων ἡμῶν συνέκαμψε τὸ σκέλος ἀνήρ, ἀνέκραγον οἱ παρόντες ὅτι ζῇ ἀνήρ, σὺ δ' εἶπας Ὁπόσα γε βούλεται· ὡς ἔγωγε αὐτὸν οὐκ ἄξω. ἐνταῦθα ἔπαισά σε· ἀληθῆ λέγεις· ἔδοξας γάρ μοι εἰδότι ἐοικέναι ὅτι ἔζη. Τί οὖν; ἔφη, ἧττόν τι ἀπέθανεν, ἐπεὶ ἐγώ σοι ἀπέδειξα αὐτόν; Καὶ γὰρ ἡμεῖς, ἔφη ὁ Ξενοφῶν, πάντες ἀποθανούμεθα· τούτου οὖν ἕνεκα ζῶντας ἡμας δεῖ κατορυχθῆναι; τοῦτον μὲν ἀνέκραγον ὡς ὀλίγας παίσειεν· ἄλλους δ' ἐκέλευε λέγειν διά τί ἕκαστος ἐπλήγη.

3. Ἂν τοῦτο ποιήσωμεν, καὶ αὐτὸς ὁ βασιλεὺς ἀποδέξεται, καὶ ὁ Θεὸς πρὸ τοῦ βασιλέως ἐπαινέσεται, καὶ μεγάλην ἡμῖν τῆς φιλανθρωπίας ἀποδώσει τὴν ἀμοιβήν. Ὥσπερ γὰρ τὸν ὠμὸν καὶ ἀπάνθρωπον ἀποστρέφεται καὶ μισεῖ, οὕτω τὸν ἐλεήμονα καὶ φιλάνθρωπον προσίεται καὶ φιλεῖ· κἂν μὲν δίκαιος ὁ τοιοῦτος ᾖ, λαμπροτέρους αὐτῷ πλέκει τοὺς στεφάνους· ἂν δὲ ἁμαρτωλὸς, παρατρέχει τὰ ἁμαρτήματα, τῆς πρὸς τὸν ὁμόδουλον συμπαθείας ἀμοιβὴν αὐτῷ ταύτην ἀποδιδούς. Ἔλεον γάρ, φησὶ θέλω, καὶ οὐ θυσίαν· καὶ πανταχοῦ τῶν Γραφῶν ὁρᾷς αὐτὸν τοῦτο ἀεὶ ἐπιζητοῦντα, καὶ ταύτην λύσιν τῶν ἁμαρτημάτων εἶναι λέγοντα. Οὕτω τοίνυν αὐτὸν καὶ ἡμεῖς ἵλεων ἐργασώμεθα, οὕτω τὰ ἡμέτερα διαλύσωμεν πλημμελήματα, οὕτω τὴν Ἐκκλησίαν κοσμήσωμεν· οὕτω καὶ βασιλεὺς ἡμᾶς ὁ φιλάνθρωπος ἐπαινέσεται, καθάπερ ἔφθην εἰπὼν καὶ ἅπας ὁ δῆμος κροτήσει, καὶ τὰ πέρατα τῆς οἰκουμένης τὸ φιλάνθρωπον καὶ ἥμερον τῆς πόλεως θαυμάσεται, καὶ μαθόντες οἱ πανταχῇ τῆς γῆς τὰ γενόμενα, κηρύξουσιν ἡμᾶς. Ἵνα οὖν ἀπολαύσωμεν τῶν τοσούτων ἀγαθῶν, προσπέσωμεν, παρακαλέσωμεν, δεηθῶμεν, ἐξαρπάσωμεν τῶν κινδύνων τὸν αἰχμάλωτον, τὸν φυγάδα, τὸν ἱκέτην, ἵνα καὶ αὐτοὶ τῶν μελλόντων ἀγαθῶν ἐπιτύχωμεν, χάριτι καὶ φιλανθρωπίᾳ τοῦ Κυρίου ἡμῶν Ἰησοῦ Χριστοῦ, ᾧ ἡ δόξα καὶ τὸ κράτος, νῦν καὶ ἀεί, καὶ εἰς τοὺς αἰῶνας τῶν αἰώνων. Ἀμήν.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

SENIOR. B. A.—HON.

LATIN GRAMMAR.

1. Define:—Epicene noun, root, stem, hendiadys, prolepsis, synesis, ethical dative.

2. (a) Decline:—cometes, mythos, linter, glis, lues, preci, vicis.

(b) State the general rule for the declension of adjectives of the 3rd declension, noting carefully the exceptions.

3. (a) Give the gender of the following nouns, stating your reasons in each case:—talpa, pampinus, virus, ver, calix, acinaces, pecus, rudens, manus, dies.

(b) Compare sacer, surdus, opimus, potius, and name the adjectives having two superlatives.

4. (a) State the principal uses of the distributives and numeral adverbs.

(b) Express in Latin "The more all the worst citizens have, the more they desire."

5. Point out any peculiarity in the conjugation of capio, and write the fut. pass. indic. and the imperfect subjunctive of this verb, also write out inquam and fari in full.

6. Distinguish in meaning or use the following sets of words:—quisque and uterque; ceteri and reliqui; alius and alter; aliquis, quisquam and quivis; nonnihil and nihil non; sed, etenim, at qui, and quod si.

7. Account for the case in the italicized words:—(1) *Meliora deos* flagito. (2) Longam indutus *vestam*. (3) Hoc spem *mihi* minuit. (4) ne plus *justo* dolueris. (5) omni *observantia* eum prosecutus sum. (6) Venit mihi in mentem *ejus diei*. (7) *Hoc* te admoneo.

8. State carefully the changes to be observed in transposing any indicative, subjunctive, or imperative mood from direct to indirect discourse.

[Over.]

9. (a) What are the rules governing the mood of concessive and comparative sentences?

(b) Account for the italicized subjunctives:

"Vix ego Saturno quemquam regnante videbam
cuius non animo dulcia lucra *forent*.
Tempore crevit amor.....habendi
vix, ultra quo jam *progrediatur* habet."

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

HONOR CLASSICS, SENIOR B. A.

GREEK GRAMMAR.

1. Explain and illustrate by examples: Enclitic, syncope, properispomenon, periphrastic pluperfect, accusative absolute.

2. Compare:

μέλας, ἔυνους, μέσος, ἐχθρός, ῥᾴδιος, φίλος, ταχέως.

Examine the construction: *τότε δεινότατος ἑαυτοῦ ἦν.*

3. (a) Decline plural of *οὗ, σεαυτοῦ, δεῖνα, οὑτοσί, ὅστις.*

(b) Distinguish *νίν* and *μίν*, *αὐτοῦ* and *αὑτοῦ*, *πότερος* and *ποτερός.*

4. (i) Give in full (a) Imperative of *εἰμί, εἶμι* and *οἶδα*;
(b) Imperfect of *φήμι* and *κάθημαι.*

(ii) Explain the meaning of the "principal parts" of a verb. Give examples from *λαμβάνω, πλήσσω, τίκτω, καλέω, θάπτω, τρέχω, βλώσκω.*

5. What is the function of "augment" in verbs? What forms does it take? Discuss the augment in *ἔρριπτον, ἐλήλακα, εὦρων, κέκτημαι, προὔβαινον.*

6. (i) Distinguish use of *οὐ* and *μή* (a) with participles, (b) after *ὥστε*;

(ii) Write grammatical notes on the negative in:
(a) *οὐ μὴ γένηται τοῦτο*;
(b) *οὐ μὴ τοῦτο ποιήσεις*;
(c) *τίς ἀρνεῖται μὴ οὐκ ἐμὲ δεδρακέναι*;
(d) *ὅπως μὴ ποιήσητε ὃ πολλάκις ὑμᾶς ἔβλαψεν.*

7. Explain and exemplify, by short sentences, the use of the Indicative (a) in wishes, (b) in final sentences, (c) after verbs of fearing.

(Over.)

8. (a) What are the principal uses of the Middle Voice?
(b) What tenses are *peculiar* to this Voice (as distinguished from those common to the Passive)?
(c) Distinguish the meaning of the Active and Middle of εὑρίσκω, διδάσκω, αἱρῶ, συμβουλεύω; and δανείζω.

9. Explain fully the formation and construction of the verbals in—τέος. Illustrate, by examples, from the verbs πείθω, κολάζω, φεύγω.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

SENIOR B. A.—HONORS.

GREEK PROSE.

Time—Three hours.

1. Where in the world will you find a man so foolish as to aim at obtaining whatever his heart may desire?

2. It very intimately concerns all that the soldiers be on equal terms with the people and that they have nothing to do with those magistrates who condemned their aged king to death.

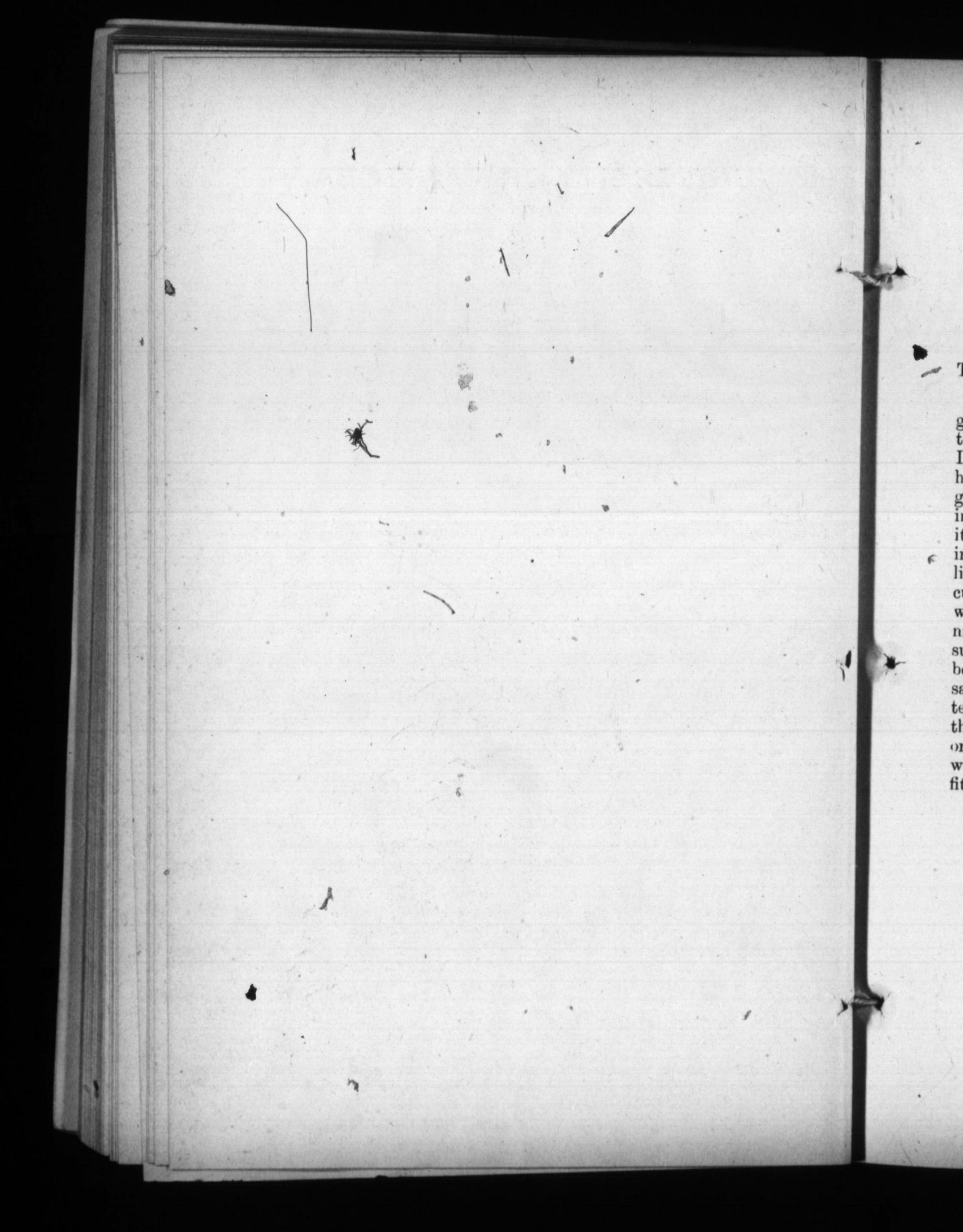
3. Did I not say that I was fearful lest, when each tribe assembled from its own state, one should say one thing and another, another concerning the condition of military affairs?

4. Inasmuch as the ambassador was deeply experienced in the arts of peace he was wise enough to choose peace instead of war before attempting to persuade the citizens to surrender to the enemy a city in which it is right that I should say that ten thousand men perished.

5. If the Lacedemonians had laid waste the surrounding cities by plundering, they would not have secretly entered the city of our forefathers, but I cannot help thinking that they have spent to no purpose ten valuable years in subduing a free and happy people.

6. The physician having perceived that the boy would die, said, after some time, that it was quite evident that he was injured in crossing the ravine, and quietly remarked that we must all obey the laws laid down by the Immortals.

7. Would that you had been supremely happy when the snow was frozen on the river, and may a calamity too great for tears never come to your dwelling as long as fleeting life shall last.



UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

HONOR CLASSICS—SENIOR B. A.

LATIN PROSE COMPOSITION.

Translate into Latin:

I have ever thought it the greatest diminution of the Roman glory imaginable that in their institution of public triumphs they led their enemies in chains when they were prisoners. It is to be allowed that giving all honor to the superiority of heroes above the rest of mankind must needs conduce to the glory and advantage of a nation; but what shocks the imagination to reflect upon is that a polite people should think it reasonable that an unhappy man who was in no way inferior to the victor but by the chance ef war should be led like a slave at the wheels of his chariot. Indeed these circumstances of a triumph, that it was not allowed in a civil war lest one part should be in tears while the other was making acclamations; that it should not be granted except such a number were slain in battle; that the general should be disgraced who made a false muster of his dead; these, I say, had great and politic ends in their being established, and tended to the apparent benefit of the commonwealth. But this behavior to the conquered had no foundation in nature or policy, only to gratify the insolence of a haughty people, who triumphed over barbarous nations, by acting what was fit only for those very barbarians to practise.

—*Tatler.*

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

HONOR CLASSICS—JUNIOR B. A.

LATIN GRAMMAR.

1. Define anastrophe, hendiadys, hysteron proteron, chiasmus, Oxymoron, zeugma.

2. Distinguish in meaning:—*Comitium* and *cōmitia*; *hortus* and *horti*; *natalis* and *natales*; *opera* and *operæ*; *rostrum* and *rostra*; *nonnemo audiet* and *nemo non audiet*; *hic, ille, iste* and *is*.

3. Write the present indicative of (a) aio, (b) inquam, (c) quæso.

4. How is the present stem of the verb formed from the root in the regular verb? Give one example in each conjugation.

5. Give a brief summary of the changes made in turning oratio directa into oratio obliqua. And express in oratio obliqua, Librum si habet, legit, (a) after a primary tense, (b) after a secondary tense.

6. Classify the uses of the ablative, and give an example of each use.

7. Explain the grammatical use of the words in italics in the following:

(a) *Felix* est *dicta sorori*.
(b) Venit mihi in mentem *illius diei*.
(c) Totam *causam* oblitus est.
(d) Evenit facile quod *dis cordi* est.
(e) *Servitutem*, servire.
(f) Pro *deum fidem*.
(g) *Scopulis pendentibus* antrum.

8. Translate in Latin:

(a) Possibly I may be permitted to utter my real sentiments concerning the statement of the writer who said that the

(Over.)

general was entirely ignorant of the number, the aims, the designs and the hopes of the enemy on that day when each citizen was fully persuaded that a great calamity was threatening the city.

(b) Thereupon we all began to look at each other and to say that there is a vast difference between reviling a good citizen and accusing abandoned men of treachery and bribery, but we clearly recognized this that those who hate their contemporaries will be hated by them.

(c) Translate into oratio obliqua: I will be the last to hand over our liberty to men who have plotted against our welfare, and you will be the first to defend your city if a foreign enemy shall set foot on your shores, but in order that the city may be safe now destroy every man who speaks against the King.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

CLASSICAL HONORS.—JUNIOR B. A.

GREEK AND ROMAN HISTORY.

Time.—Three hours.

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

A.—GREEK HISTORY.

1. Name and describe briefly the four national festivals of the Greeks, telling what benefits accrued from them.

2. Explain the social conditions which favored the rise of tyranny in Greece. Illustrate your answer by a brief reference to the history of (a) Corinth, (b) Sicyon.

3. Trace the gradual growth of the Athenian maritime empire Consider (a) the grievances of the subject allies, and (b) the pleas urged in its defence.

4. Give a brief account of the Peloponnesian War, considering its (a) causes, (b) chief battles, and (c) results.

5. Compare Themistocles, Pericles and Alcibiades, as representatives of their times, and estimate the influence they severally exerted upon the destinies of Athens.

6. Write historical notes on:
   (a) The Four Hundred.
   (b) The Supremacy of Thebes.
   (c) The Career of Alexander the Great.

B.—ROMAN HISTORY.

1. Give a sketch of what may be regarded as actual historical fact in the legendary history of Rome under the Kings.

2. (a) Describe the origin and powers of the three great assemblies (the "Comitia"). (b) What were the provisions of

[Over.]

the Canuleian Law (445 B.C.), Licinian Laws (367 B. C.) and Ogulnian Law (300 B.C.)?

3. When, between whom, and with what results were the following battles fought: (i) Allia, (ii) Cannæ, (iii) Zama, (iv) Pharsalia, (v) Philippi?

4. Describe the legislation and fate of C. Gracchus.

5. Write a short life of Sulla *or* Cicero.

6. Give some account of the members of the First Triumvirate in regard to (a) the basis of their influence with the people, (b) their military experiences.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

HONOR CLASSICS.— JUNIOR B. A.

GREEK GRAMMAR AND COMPOSITION.

Time three hours.

1. (a) Define crasis, proclitic, hiatus, attraction, gnomic aorist

(b) Decline δεσπότης, συκῆ, ἰχω, ἔγχελυς, μέγας and πράος.

2. (a) Compare ὀλίγος, εὔνους, ὑλήεις, μάλα, ἀληθῶς.

(b) Tell how reflexive pronouns are formed and decline the indefinite relative pronoun.

3. (a) Show how to form the first aorist passive of a mute stem for any moods. Write the aorist indicative of ἵημι and δίδωμι.

(b) Form the 2nd perfect of ἐγείρω, and point out any peculiarity in its formation and meaning, name any other verbs having the same peculiarities.

4. (a) Write out the 2nd aorist optative of διδράσκω and mention five other verbs having the same peculiarity in the 2nd aorist.

(b) Give the principal parts of προτρέχω, φέρω, πίνω, γίγνομαι.

5. (a) Account for the case of the underlined words:

ἥμαρτε τοῦ σκοποῦ.
ἀκούω βοήν.
ἰτεον ἐστί σοι.
ἔκαμε νόσον.
τί αὐτῷ χρήσομαι;

(b) State when the particle ἄν may be used with the indicative, subjunctive, infinitive and participle. Illustrate by examples.

6. (a) Write a note on the formation and use of verbals.
(b) State the leading uses of the participle in Greek.

7. Translate into Greek Prose:

(Over.)

On the same day on which the battle was fought in Platææ, the Persians were beaten also at Mycale in Ionia. While the Greeks with Leotychides were at Delos, the Samians sent heralds to them without the knowledge of the Persians. And when they were brought before the generals one of them spoke and said: "O ye Greeks, we pray you come and help us, for if the Ionians only see you, they will shake off the yoke of the Persians and the barbarians will never withstand you. Think of the Gods whom we worship in common and deliver from slavery men who are Greeks as ye are and chase away the barbarian." Thus the Samian continued to beseech them, until Leotychides either wishing to know by what name to call him or by the ordering of some God asked the Samian his name and he answered Hegesistratus, "the man who leads an army." Then the other said in haste, that he accepted the omen of his name, and that he might return home when he had given them surety that the Samians would in very truth be faithful to them in war.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

SENIOR B. A.

INTEGRAL CALCULUS AND SOLID GEOMETRY.

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

Integrate the following :—

$$\int x^2 \sin^{-1} x.dx\,; \quad \int \cos\theta \sin 2\theta \sin 3\theta dx\,; \quad \int \frac{x^2 dx}{(x-1)^2(x^2+1)}$$

2. Shew how how to reduce n in the following :—

$$\int \frac{x^n dx}{\sqrt{(a^2+x^2)}}\,; \quad \int \tan^n\theta\, d\theta\,; \quad \int \sin^m\theta \cos^n\theta d\theta\,;$$

and point out in each case the ultimate forms on which the integration may be made to depend.

3. Establish the relation :

$$S = \frac{dp}{d\theta} + \int p\, d\theta,$$

where p is the perpendicular from the origin on the tangent at any point, and θ the angle the perpendicular mokes with the axis of x.

The equations of the cycloid being given in the forms $x=a\ (1-\cos\theta)$; $y=a\ (\theta+\sin\theta)$, find the length of the curve between two consecutive cusps.

4. Find the rectangular and polar formulæ for determining a plane area by single integration.

Find the area common to the curves $y^2=mx$, $x^2=my$.

Trace the cure $r\cos\theta=a$ ccs 2θ and find the area of the loop.

5. Obtain the forumla $\int\int\int r^2 \sin\theta\, d\varphi\, d\theta\, dr$ for finding the volume of a solid, and apply it to find the volume common to the sphere $r=a$, and the solid formed by the revolution of the cardoid $r=a(1+\cos\theta)$, about the initial line.

(Over.)

Find the volume of one of the wedges contained by the surfaces $x^2+y^2=a^2$, $z=bx$, $z=cx$, explaining how the limits between which the integration must be performed, are determined, and illustrating by a figure the progress of the summation.

6. Find the direction cosines of the line perpendicular to two given straight lines.

Find the area of the triangle formed by joining the three points where the plane

$$\frac{x}{a}+\frac{y}{b}+\frac{z}{c}=1 \text{ cuts the axes.}$$

7. Find the coordinates of the centre of a central conicoid represented by the general equation of the second degree; and determine the value of the absolute term of the equation when referred to the centre as origin, in terms of the constants of the general equation.

Find the nature of the conicoid whose equation is

$$5x^2-y^2+z^2+6zx+4xy+2x+4y+6z-8=0.$$

8. Find the diametral plane of lines parallel to the diameter through the point $(x, y, z,)$ on the surface of the ellipsoid $\frac{x^2}{a^2}+\frac{y^2}{b^2}+\frac{z^2}{c^2}=1$, and shew that the sum of the squares of three conjugate diameters of an ellipsoid is constant.

Show that the locus of the centres of sections of the ellipsoid $\frac{x^2}{a^2}+\frac{y^2}{b^2}+\frac{z^2}{c^2}=1$ by planes which are at a constant distance p from the centre, is the surface

$$p^2\left(\frac{x^2}{a^4}+\frac{y^2}{b^4}+\frac{z^2}{c^4}\right)=\left(\frac{x^2}{a^2}+\frac{y^2}{b^2}+\frac{z^2}{c^2}\right)^2.$$

9. Find the central circular sections of an ellipsoid; and prove that any two circular sections of opposite systems are on a sphere.

Show that the conicoid whose equation is

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

has the same cyclic planes for all values of λ.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

SENIOR B. A.

HYDROSTATICS AND OPTICS.

1. Define the whole pressure of a fluid on any surface.

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

A straight line is just immersed vertically in a liquid; divide it into three parts, which shall be equally pressed.

2. Define the centre of pressure. Prove that the depth of the centre of pressure of a plane area is usually greater than the depth of the centre of gravity of the area.

Find the centre of pressure of a parallelogram immersed in a liquid, one side of the area being in the surface of the liquid.

3. Find the conditions of equilibrium of a floating body.

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

A string which is made of an elastic material such that its length is increased an inch by every pound of weight, which is hung upon it, is made to support a sphere of known radius and specific gravity in water. Find how much the string will be stretched beyond its natural length.

4. Describe the barometer. Shew how it is graduated. Find the atmospheric pressure on a square inch.

Two barometers of the same length l, being imperfectly filled with mercury, are observed to stand at the heights a, a' on one day, and b, b' on another. Determine the quantity of air left in each, the temperature being constant.

5. Describe the diving bell. If a small hole is made in the top of a diving bell, will the water flow in or the air flow out?

If a hemispherical diving bell be sunk in water, until the surface of the water in the bell bisects its vertical radius a,

(Over.)

find the distance between the surfaces of the water within and without the bell. (The water barometer standing at 33 feet and the volume of the part of the bell clear of water $=\frac{5}{24}\pi a^3$).

6. Describe Nicholson's Hydrometer and shew how to compare with it the specific gravity of a solid and a liquid

7. A pencil is incident directly upon a plane reflecting surface. Find its form after reflexion.

Shew that the path of a ray of light incident from a point A and reflected by a plane surface to another point B is shorter than it would have been by any other law of reflection, and supposing B fixed, find the locus of A, when the whole length of the incident and reflected ray is constant.

8. Find the geometrical focus of a pencil of rays after direct refraction at a spherical surface.

A small pencil of solar rays incident on the surface of a refracting sphere is brought to a focus on the opposite surface of the sphere; find the refractive index of the substance of which the sphere is made.

9. When a pencil of rays is refracted through a prism in a principal plane, find the deviation of its axis.

A ray enters a prism, the refracting angle of which is so large that no ray can pass out of it; it is, therefore, reflected at the second face of the prism. Show how to determine the angle between the incident aud reflected ray.

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

Find the geometrical focus of a pencil of rays after direct refraction through a sphere.

Find the radius of a glass sphere, which shall be equivalent to a double convex lens of 3 inches focal length (μ in the case of glass $=\frac{3}{2}$).

11. Give some account of Fraunhofer's "fixed lines." Point out their importance. How did Fraunhofer by means of them discover a strong corroboration of the law of refraction?

12. Describe the astronomical telescope. Investigate its field of view.

Two astronomical telescopes, the magnifying powers of which are M, M′ respectively, are placed on the same axis so as to form one telescope; find the magnifying power of the combination.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

SENIOR B. A.

DYNAMICS AND HYDROMECHANICS.

1. Define *angular velobity* and *acceleration.* Shew that $\frac{d^2s}{dt_2}$ expresses the acceleration of a particle in the line of its motion.

The radial and transversal components of the acceleration of a particle moving in a plane curve are, respectively,

$$\frac{d^2r}{dt^2} - r\left(\frac{d\theta}{dt}\right)^2 \text{ and } \frac{1}{r}\cdot\frac{d}{dt}\left(r^2\frac{d\theta}{dt}\right).$$

If the angular velocity of a particle about a point in its plane of motion be constant, prove that the transversal component of its acceleration is proportional to the radial component of its velocity.

2. Define *work, kinetic energy, potential energy,* and *a conservative system.* State *Newton's Laws of motion,* and enunciate the principle of *Conservation of Energy.*

When a particle moves in a straight line under the action of an attraction always directed to a fixed point in the line and varying inversely as the square of the distance from that point, determine from given initial circumstances of the motion, the velocity at any distance from the fixed point, and the time of arriving at the fixed point.

An ellipse is placed with its major axis vertical; show that the time down any chord of its auxiliary circle which touches the ellipse is constant.

3. A particle is projected with a velocity v at an angle α with the axis of x and is acted on by gravity; find the form of the path described by it.

Find the envelop of all the trajectories corresponding to different directions of projection, the velocity of projection being the same for each trajectory.

The curve $y^2=4ax$ is described under a force parallel to the axis of x; shew that the force is constant.

(Over.)

Particles fall down chords of a circle to the lowest point. Shew that the tangents to the circle at the upper extremities of the chords pass through the foci of the parabolas described after leaving the lowest point.

4. Prove that in a sentral orbit

$$(1)\ p\,v=h,$$

$$(2)\ \tfrac{1}{2}\frac{d\,(v^2)}{dt}=-\mathrm{P}\,\frac{dr}{dt};$$

and deduce therefrom that

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

OY is the perpendicular, from a fixed point O, on the tangent to a curve at any point P. If the curve is such that PY is constant, and a particle describe it under the action of a force to O, prove that the force varies as $\mathrm{OP}\div\mathrm{OY}^4$.

5. Define an *apse*. What are the analytical conditions for such a point? Shew that any apsidal line divides the orbit symmetrically.

If $\mathrm{P}=\mu\,u^n$, shew that the apsidal distances are given by the equation

$$u^2=\frac{2\mu}{h^2}\cdot\frac{u^{n-1}}{n-1}+\mathrm{C}.$$

A particle is projected at the distance a with the velocity $\frac{\sqrt{\mu}}{a}$ in the direction at right angles to the initial distance, and is subject to the action of a central force which on a unit mass is equal to $\mu\,\{2\,(a^2+b^2)\,u^5-3\,a^2\,b^2\,u^7\}$; shew that the polar equation of its path is

$$r^2=a^2\cos^2\theta+b^2\sin^2\theta.$$

6. How is the *elasticity* of a fluid measure? Shew that in the case of a perfect gas the measure of elasticity is equal to that of the pressure.

Investigate from first principles the general differential equation by which the pressure at any point of an elastic fluid may be determined.

What are surfaces of equal pressure? Shew that they intersect orthogonally the lines of force.

In the case of an elastic fluid at rest under gravity shew that the surfaces of equal pressure are horizontal planes.

[Over.]

7. Define *whole pressure.* A cylinder, having its axis vertical, is filled with fluid the density of which varies as the depth; find the whole pressure on the curved surface.

Define *centre of pressure;* and obtain formulæ for determining the centre of pressure of any plane area.

A parabolic area, cut off by a double ordinate to the axis h, is immersed vertically in a fluid, the density of which varies as the depth; if the tangent at the vertex lies in the surface of the fluid, show that the depth of the centre of pressure is $\frac{7}{9}h$.

8. Define plane of flotation, centre of buoyancy, surface of buoyancy.

If a plane move so as to cut from a solid a constant volume, and if H be the centroid of the volume cut off, the tangent plane at H to the surface which is the locus of H is parellel to the cutting plane.

A square board is placed in liquid of four times its density; shew that there are three different positions in which it will float with one given corner only below the surface of the liquid.

9. When is the position of a floating body said to be *stable* for any particular displacement? Define *metacentre.*

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

A hollow cone, whose vertical angle is 60°, floats in water with its axis vertical and vertex downward; shew that its metacentre lies in the plane of flotation; and that its equilibrium will be stable provided its specific gravity be greater than $\frac{27}{64}$.

10. State the empirical laws which regulate the pressures of gases at different temperatures.

If several gases of given volumes, intensities of pressure, absolute temperatures, and specific gravities, are mixed together in a vessel of given volume at a given absolute temperature, find the intensity of pressure and specific gravity of the mixture.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

SENIOR B. A.

HIGHER STATICS AND OPTICS.

1. Determine the condition of equilibrium of a particle acted on by any forces and constrained to remain on a given smooth curve.

Two weights, P and Q, connected by a string, rest on the convex side of a smooth cycloid. If l = length of the string, which is supposed to lie along the curve, and a = radius of generating circle, shew that the position of equilibrium is defined by the equation:

$$\sin\frac{\theta}{2}=\frac{a}{\mathrm{P}+\mathrm{Q}},\frac{l}{4a}$$

where θ is the angle between the vertical and the radius to the point on the generating circle which corresponds to P.

2. Define the axis of a couple. By what convention is the axis of a couple made to represent the effect of a couple in sense as well as magnitude?

Find the resultants of any number of forces acting on a rigid body in any directions; and deduce the conditions of equilibrium.

3. A weightless equilateral triangle has three particles, whose weights are w_1, w_2, w_3, placed at its angular points. If the system is suspended from a fixed point by three equal strings at right angles to each other fastened to the corners of the triangle, show that the cosine of the inclination of the plane of the triangle to the horizon is

$$\frac{w_1+w_2+w_3}{\sqrt{\{3\,(w_1^2+w_2^2+w_3^2)\}}}$$

4. Define the central axis of a system of forces: and deduce its equations. Shew that when a system of forces is reduced to two forces, and these are represented by two straight lines, the volume of the tetrahedron of which the two straight lines are opposite edges is constant.

(Over.)

Twelve equal forces occupy the edges of a tube, the parallel forces acting in the same direction. Prove that their central axis is a diagonal.

5. Eind the rectangular formulæ for determining the centre of gravity of a plane area by double integration; and also the polar formulæ for determining the centre of gravity of any solid by triple integration.

Find the centre of gravity of a loop of the curve $r^2 = a^2 \cos 2\theta$; also if the same curve revolve about its axis find the centre of gravity of the surface one loop generates.

6. Obtain the equation of the common catenary in the forms

$$y = \frac{c}{2}\left(e^{\frac{x}{c}} + e^{-\frac{x}{c}}\right), \text{ and } s = \frac{c}{2}\left(e^{\frac{x}{c}} - e^{-\frac{x}{c}}\right)$$

A uniform measuring chain of length l, is stretched tightly over a river, the middle point just touching the water, while each extremity is above the water the height h. Shew that the difference between the length of the chain and the breadth of the river is approximately $\frac{8}{3}\frac{h^2}{l}$.

7. What are focal lines? What is a caustic? Find the equation of the caustic when the reflecting curve is a circular arc and the rays diverge from a point in its circumference; and find the whole length of the curve. Shew that the form of a caustic near a cusp is a semicubical parabola.

A small object at a depth d, below the surface of still water is seen by an eye so situated that the angle of emergence is φ. Shew that the apparent depth is $\frac{d}{u}\frac{\cos^3\varphi}{\cos^3\varphi^1}$.

8. Define achromatism, the dispersive power of a solid, and irrationality of dispersion.

Find the condition of achromatism when a pencil of light passes centrically with small obliquity through two thin lenses in contact.

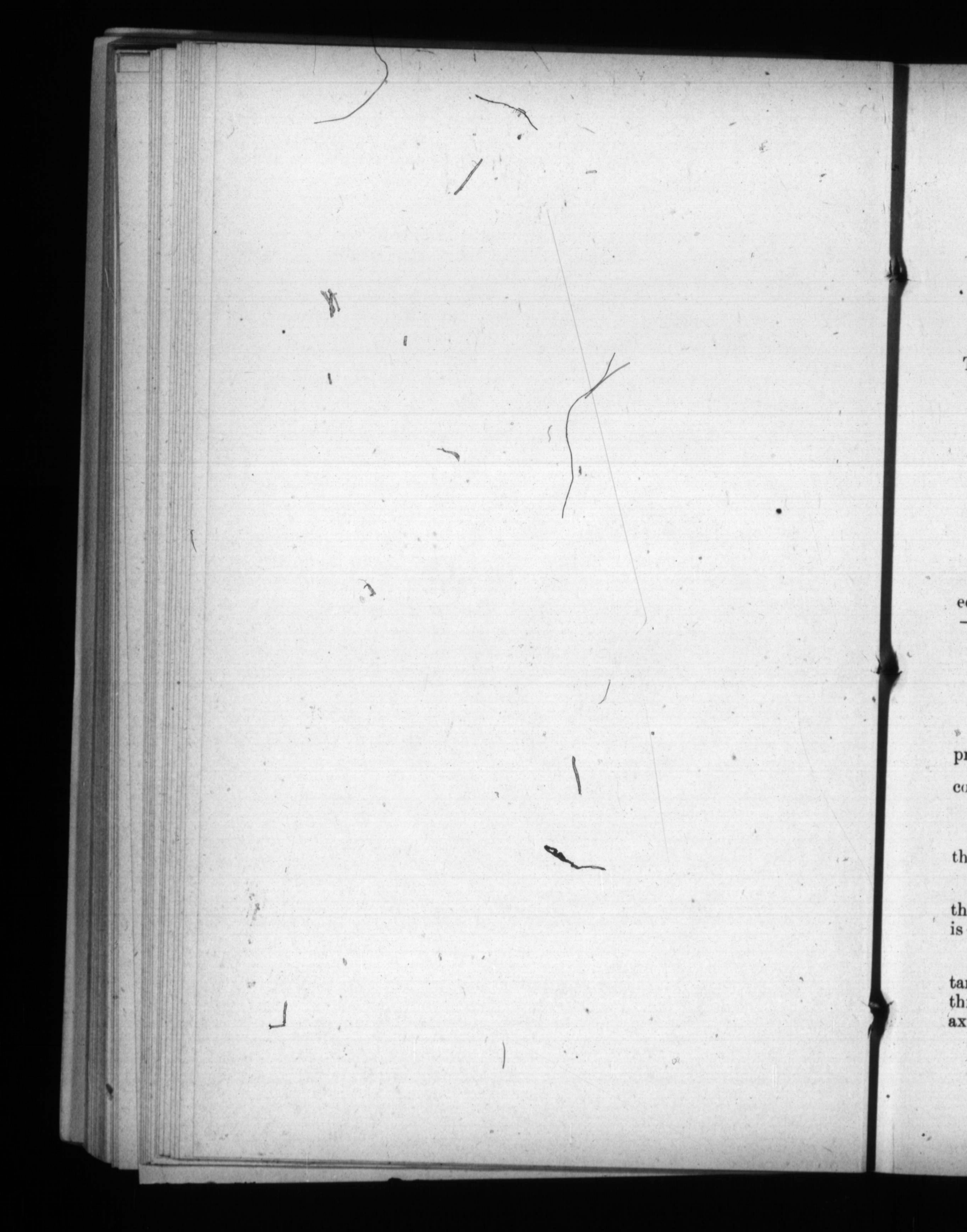
Taking the dispersive power of crown glass to be .03, and that of flint glass .05, find the focal lengths of two lenses of these substances which in contact form an achromatic lens of 60 inches focal length.

9. An astronomical telescope is used to view an object placed 20 yards distant, and the eyepiece is adjusted for the

(Over.)

nearest distinct vislon (10 inches). Find the magnification, if the focal length of the object glass is 2 feet and that of the eyepiece 4 inches.

10. Explain how the primary and secondary rainbows are produced, and deduce the formulæ to shew the order of colors in each.



UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

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

MATHEMATICAL COURSE.

Time—Three hours.

1. If $$\frac{x-a}{b}+\frac{y-b}{c}+\frac{z-c}{a}=0.$$
$$\frac{x-b}{c}+\frac{y-c}{a}+\frac{z-a}{b}=0.$$
$$\frac{x-c}{a}+\frac{y-c}{b}+\frac{z-b}{c}=0$$

Shew that $x=y=z=\frac{ab^2+bc^2+ca^2}{ab+bc+ca}$.

2. If a, b, c, f, g, h be all real, prove that the roots of the equation $(x-a)(x-b)(x-c)-f^2(x-a)-g^2(x-b)-h^2(x-c)-2fgh=0$ will always be real.

3. Prove that:
$$\left(\frac{1+2x}{1+x}\right)^n=1+n\frac{x}{1+2x}+\frac{n(n+1)}{1.2}\left(\frac{x}{1+2x}\right)^2+\ldots$$

4. If A, B, C be the angles of a triangle, and n be even; prove that $\cos nA+\cos nB+\cos nC=-1\pm 4\cos\frac{nA}{2}\cos\frac{nB}{2}\cos\frac{nC}{2}$.

5. If H is the orthocentre of the triangle ABC, then A is the orthocentre of the triangle BGH.

6. The sum of the squares of the distances of a point from the angular points of a triangle is a minimum, when the point is the centroid.

7. The circle circumscribing the triangle formed by any tangent to a hyperbola and the two asymptotes will pass through the points where the corresponding normal cuts the axis.

(Over.)

8. If T is any point on the tangent at P in a conic section and TE, TK are drawn perpendicular to SP and the directrix, SE=e. TK.

9. The side BC of a triangle ABC is bisected at D and forces P and Q are represented by AD and DC. Find a straight line such that, if any point be taken in it, the moments of P and Q about that point are equal in magnitude and of the same sign.

10. If O be the centre of the circumscribed circle of the triangle ABC, and L the intersection of perpendiculars from the vertices on the sides prove that the resultant of forces represented by LA, LB, LC will be represented in magnitude and direction by 2 LD.

11. A ball of given elasticity e is projected from a given point in the circumference of a circle and after two reflections from the circle returns to the same point; determine the angle at which it was projected.

12. A particle is projected at an angle, with the horizontal from the foot of a plane, whose inclination to the horizon is β; show that it will strike the plane at right angles if $\cot \beta = 2 \tan (\alpha - \beta)$.

13. A given cone, whose axis is a, is immersed in liquid with its vertex downwards, what part of the axis will be immersed if the specific gravity of the liquid is to that of the cone as 8 is to 1.

14. A hollow globe is filled with liquid, compare the internal pressure with the weight of the liquid.

15. The focal length of a sphere is n times the radius of the sphere, find the ratio of the sines of incidence and refraction.

16. If d be the distance of the focus of incidence from the centre of a concave reflector, and if a ray be incident on the reflector 60° from its vertex, find the distance, in the axis of the reflector, between the geometrical focus and the intersection of the reflected ray with the axis.

17. If the velocities at three points of a central orbit be proportional in magnitude to the sides of the triangle formed by their directions, the centre of force coincides with the centre of gravity of the triangle.

(Over.)

18. A number of bodies, which describe ellipses about the centre of force as centre in the same periodic time, are projected from a given point with a given velocity in different directions in a plane. Prove that their paths will all touch a fixed ellipse with the given point as focus.

19. Prove that in the course of the year the sun is as long above the horizon of any place as he is below it.

20. Eliminate α from the equations:

$$x \tan (\alpha-\beta)=y \tan (\alpha+\beta)$$
$$(x+y) \cos 2\alpha + (x-y) \cos 2\beta=z.$$

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

SENIOR B.A.—PART 2.—DIVISIONS A AND B.

MATHEMATICAL COURSE.

Three hours.

1. Find the condition that the equations

$$ax^2+by^2+cz^2=0$$
$$lx+my+nz=0$$

may have only one set of values for the ratios $x:y:z$, and show that if this condition hold $\frac{ax}{l}=\frac{by}{m}=\frac{cz}{n}$.

2. If $x^n+rx^{n-p}+s=0$ have equal roots. Shew that

$$\left\{\frac{r}{n}(p-n)\right\}^n=\left\{\frac{s}{p}(n-p)\right\}^p$$

3. Sum the series $m\cos\theta-\frac{1}{3}m^3\cos 3\theta+\frac{1}{5}m^5\cos 5\theta\ldots.$ ad infinitum, m being less than unity, and prove that it has always the same sign as $m\cos\theta$.

4. In any spherical triangle whose sides are a, b, c, and opposite angles A, B, C; if $b=c$, shew that

$$\sin b=\frac{\sin\frac{a}{2}}{\sin\frac{A}{2}}\text{ and }\sin B=\frac{\cos\frac{A}{2}}{\cos\frac{a}{2}}.$$

5. AQA′ is an ellipse, AA′ the major axis, QQ′ any double ordinate Join AQ, A′Q′ and produce these lines to intersect one another in P. Find the locus of P.

6. Describe the least triangle about a given quadrant.

7. If $2y=c(e^{\frac{x}{c}}+e^{-\frac{x}{c}})$ be the equation to the catenary show that the normal $=\frac{1}{c}y^2$.

8. Determine by the differential calculus the conjugate diameters of an ellipse, which make the least angle with each other.

(Over.)

9. Trace the curve $y(a^2-x^2) = a^3$.

10. Obtain the formula $\int_b^a (y_2-y_1)\,dx$ for the area of a closed oval curve and explain how to find the limits for the whole area.

The whole area of the curve $(xy+a+bx)^2=x^2(c^2-x^2)$ is the same as that of a circle of radius c.

11. Find the volume and surface of the solid generated by the circle BQP round an axis ANx iu its own plane.

12. Shew that the plane containing the line $\frac{y}{a}+\frac{z}{c}=1, x=o,$ and parallel to the line $\frac{x}{a}-\frac{z}{c}=1,\ y=o,$ is $\frac{x}{a}-\frac{y}{b}-\frac{z}{c}+1=o$; and if $2d$ be the shortest distance between the lines, shew that $d^{-2}=a^{-2}+b^{-2}+c^{-2}$.

13. Find the centre of gravity of a body of uniform density bounded by the surfaces $z=o,\ y=c,\ c^2z^2=y^2(a^2-x^2)$.

14. Form a circular disc, whose density varies as the distance from the centre, a circular portion, whose diameter is equal to the radius of the disc, is cut out. Shew that the distance of the centre of gravity of the part remaining from the centre of the disc is $\frac{6a}{5(3\pi-2)}$, where a is the radius of the disc.

15. The axis of the hinges of a door is inclined at an angle θ to the horizon. The door is turned out of its position of equilibrium by an angle φ, and held in this position by a force F perpendicular to the plane of the door. If A and B are the hinges, O the middle point of AB, and F is applied at a point P on the middle line OC, of the door, determine F and the reaction of the hinges A and B. (Take AB$=2a$, OC$=2b$, OP$=p$).

16. From a given point in the axis of y a particle is projected with given velocity in a line parallel to the axis of x, and is acted on by a repulsive force parallel to the axis of y and which varies as the distance from the axis of x; shew that the path of the particle is the catenary.

(Over.)

17. A particle under the action of a central force, which varies partly as the inverse cube, and partly as the inverse fifth power, of the distance, is projected from a given point with the velocity that would be acquired in motion from an infinite distance, at $\tan^{-1}\sqrt{2}$ with the distance, and the forces are equal at the point of projection; shew that the orbit described is that given by the equation $r\sqrt{2}=R(\theta+\sqrt{2})$, where R is the distance of the point of projection from the centre.

18. Q is a luminous point situated on AB, the diameter of a hollow sphere, centre O, polished at A and B; F and F_1 are the foci of the pencils reflected at A and B respectively; shew that $FF_1=\dfrac{\frac{4}{r}}{\frac{1}{OQ^2}-\frac{4}{r^2}}$

19. Three convex lenses, of focal lengths f_1, f_2, f_3, are placed on the same axis and separated by intervals a and b; find the magnifying power of the combination for a given position of an object with respect to the lens; and prove that it is independent of the position of the object, if $(f_1-a)(f_2-b)+f_2(f_1+f_2-a-b)=0$.

20. If φ be the angle of refraction of the ray which emerges from a rain-drop (after one internal reflection) with minimum deviation, and 2ϕ be the deviation of this ray, shew that $3\tan^2\varphi+1=2\tan^3\varphi.\tan\phi$.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

MATHEMATICAL COURSE.

DIFFERENTIAL CALCULUS.

1. Prove that $\frac{dy}{dx} \cdot \frac{dx}{dy} = 1$.

Find the differential coefficients of $\log_a x$, $\sin x$, $\tan^{-1} x$.

Given $u = xe^{\tan^{-1} x}$, find $\frac{du}{dx}$.

2. Prove Leibnitz's Theorem, which gives the nth differential coefficient of the product of two functions in terms of the differential coefficients of the separate functions.

Find the nth differential coefficient of $e^{ax}\, y$.

3. State and prove Taylor's Theorem, with the necessary limitations, obtaining a form for the remainder after n terms.

Apply it to establish the expansion of $(1+x)^m$ for real values of x and m.

Expand $\sin^{-1} x$ by Maclaurin's Theorem.

4. If $\frac{\varphi(x)}{\psi(x)}$ is such a fraction that both numerator and denominator vanish when $x=a$, find the limit towards which the fraction tends as x approaches the limit a.

Find the limiting value of $\frac{\log x}{x}$ when $x=\infty$

5. Change the independent variable in $x^n \frac{d^n y}{dx^n}$ from x to t, when $x=e^t$.

6. Define what is meant by $\varphi(x)$ having a maximum or a minimum value.

Shew how to discover maxima and minima values.

Find the maximum or minimum values of (1) $x^3-6x^2+11x-6$; (2) $(\sin x)^m\ (\sin [a-x])^n$.

[Over.]

7. Define an asymptote.

If $y = Ax + B + \frac{C}{x} + \frac{D}{x^2} + \text{—}$ be the equation to a curve, find the equation to the asymptote.

Draw the asymptote to the curve $y^3 = x^3 + ax^2$.

8 Given $z = f(ax+by)$, eliminate the arbitrary function.

Define a cusp. Find the conditions for its existence. Find the point, when $x=a$ in the curve, where equation is

$$y = b + cx^2 + (x-a)^{\frac{5}{2}}.$$

9. Shew that the radius of curvature at any point of a plane curve is given by the formula,

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

Find the radius of curvature and evolute of the cycloid, given $\frac{dy}{dx} = \frac{\sqrt{2a-y}}{\sqrt{y}}$

10. Shew how to find the envelop of a family of curves given by an equation, which involves one arbitrary parameter.

Find the envelop of all ellipses having a constant area, the axes being coincident.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

MATHEMATICAL COURSE.

ANALYTICAL GEOMETRY.—(2 DIMENSIONS.)

Three hours.

1. Find the equation of a straight line drawn through a given point in a given direction.

ABCD is a square, the rectangular coordinates of A, C are (2, 3), (3,5) respectively; find the equations of the four sides.

2. Find formulæ for the change in the direction of the axes without changing the origin, both systems being rectangular.

Transform $\sqrt{\frac{x}{c}}+\sqrt{\frac{y}{c}}=1$ so that the new axis of x may be inclined at 45° to the original axis.

3. Find the points of intersection of a given straight line and a circle. Thence deduce the equation to a tangent $y=mx+a\sqrt{1+m^2}$.

If the line $\frac{x}{a}+\frac{y}{b}=1$ be a tangent to the circle $x^2+y^2=c^2$, shew that $\frac{1}{a^2}+\frac{1}{b^2}=\frac{1}{c^2}$

4. Find the equation of the normal at any point of a parabola. If several parabolas have the same vertex and axis the locus of the extremities of normals to them from a given point in the axis is an ellipse.

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

Chords are drawn through the end of an axis of an ellipse, find the locus of their middle points.

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

(Over.)

The eccentric angles of two points P, Q, are φ, φ^1 respectively; shew that the area of the parallelogram formed by the tangents at the extremities of the diameters through P and Q is $\frac{4\,ab}{\sin(\varphi^1-\varphi)}$.

7. Find the equation of an hyperbola.

Determine the position and axes of the curve $y^2-3xy+x^2+1=0$; the co-ordinate axes being inclined to each other at an angle $\frac{\pi}{3}$.

What would the equation become if the original axes had been rectangular?

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

Shew that the radius of a circle which touches a hyperbola and its asymptotes $= \frac{b}{a}\left\{(a^2+b^2)^{\frac{1}{2}}-b\right\}$

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

Find the equation of the directrix.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

MATHEMATICAL COURSE.

HIGHER ALGEBRA.

1. Find the numerically greatest term in the expansion of $(1+x)^n$, where n is a positive integer.

If a, b, c. d, be any consecutive cooefficients of an expanded binomial, shew that

$$2=\frac{b+c}{b}\left\{\frac{a}{a+b}+\frac{c}{c+d}\right\}.$$

2. Find the general term in the expansion of

$$(a+bx+cx^2+dx^3+-)^n.$$

(a) Find the middle term of $(1+x+x^2)^{12}$.

(b) How many terms are there in $(a+b+c)^9$?

3. Prove that

$$e^x=1+x+\frac{x^2}{\underline{|2}}+\frac{x^3}{\underline{|3}}+---$$

Shew that e is incommensurable.

When n is infinite the limit of

$\left(1+\frac{a}{n}\right)^{\frac{n}{b}}$ is $e^{\frac{a}{b}}$. Prove this.

4. Assuming that $\log_e(1+y)=y-\frac{y^2}{2}+\frac{y^3}{3}-\frac{y^4}{4}+--$

Prove that

$$\log_e\frac{m}{n}=2\left\{\frac{m-n}{m+n}+\frac{1}{3}\left\{\frac{m-n}{m+n}\right\}^3+\frac{1}{5}\left\{\frac{m-n}{m+n}\right\}^5+-\right\}$$

Find $\log_e 2$, and $\log_e 3$ to 5 decimal places.

Assuming the modulus of the common system of logarithms to be .4343, find $\log_{10} 2$.

(Over.)

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

State the principle of undetermined cooefficients and prove it.

Resolve into partial fractions

$$\frac{1+2x}{x^2(x+2)^3(x-1)}$$

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

Find the generating function of the following series:

$$2+4x+14x^2+52x^3+ \text{---}$$

7. In a continued fraction each convergent is nearer to the continued fraction than any of the preceding convergents.

Find to 6 terms the continued fraction equivalent to the quadratic surd $\sqrt{43}$.

8. If two rows or two columns of the determinant are identical, the determinant vanishes.

Shew that $\begin{vmatrix} a^2 & bc & ac+c^2 \\ a^2+ab & b^2 & ac \\ ba & b^2+bc & c^2 \end{vmatrix} = 4a^2b^2c^2.$

9. If the equation $f(x)=0$ has r roots equal to a, then the equation $f'(x)=0$ has $r-1$ roots equal to a.

Find the equation whose roots are the squares of those of a proposed equation.

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

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

Shew that Cardan's method is applicable for solving the equation $x^3-9x-14=0$. Solve the equation.

Is Cardan's method applicable for the equation $x^3-8x^2-6x+9=0$? If inapplicable, how can the solution be completed?

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

JUNIOR B.A.—PROBLEM PAPER.

MATHEMATICAL COURSE.

1. ABC is a triangle; D, E, F are the middle points of BC, CA, AB respectively; AL is drawn from A perpendicular to BC, prove that F, L, D, E lie on a circle.

2. ABCD is a rectangle of which BD is a diagonal. G is the centre of the circle inscribed in the triangle DBC. EGN and FGM are drawn through G parallel to BC and AB respectively. Prove that the rectangle AEGF is half of the rectangle ABCD.

3. If QD, be drawn perpendicular to the diameter PV of a parabola, and QV be the ordinate to that diameter; then will $QD^2=4AS.PV$.

4. If TQ, TQ_1, be tangents to an ellipse whose foci are S, S_1, the angles STQ, STQ_1 will be equal.

5. The number of possible combinations of n things is 2^n-1.

6. Prove that if $f(x)$, any rational integral function of x, be divided by $(x-a)(x-b)$, the remainder will be

$$\left\{\frac{f(a)-f(b)}{a-b}\right\}x+\frac{af(b)-bf(a)}{a-b}$$

7. Solve the equation $8x^3-36x^2+42x-13=0$ by trigonometry.

8. Between Winnipeg and Brandon there are exclusive of those places nineteen stations on the C.P.R. Find the number of tickets required in order that a person may travel from any one station to any other.

9. If one root of the equation $x^3+3qx+r=0$ be $ke^{i\theta}$, then $3q=-k^2(1+2\cos 2\theta)$ and $r=2k^3\cos\theta$.

10. In a regular hexagon, one of whose sides is a, a circle is inscribed, and in this circle another hexagon; and in this

[Over.]

last hexagon another circle, and so on until there are in all n hexagons; shew that the sum of all the areas of the hexagons is $6\sqrt{3}\{1-(\frac{3}{4})^n\}a^2$.

11. There are n letters and n directed envelopes. Shew that the number of ways all the letters can be put into wrong envelopes is

$$\underline{|n}\left\{\frac{1}{\underline{|2}}-\frac{1}{\underline{|3}}+\frac{1}{\underline{|4}}-\ldots+\frac{(-1)^n}{\underline{|n}}\right\}$$

12. A straight line is drawn parallel to the base of a triangle, and its extremities are joined transversely to the base. Find the locus of the intersection of the joining lines.

13. A straight line inclined at an angle θ to the axis of x touches both the curves $y^2=4ax$, $x^2+y^2=c^2$; find the value of θ.

14. Given AB the base of a triangle ABC, and the difference of the tangents of the angles A and B; shew that C lies in a hyperbola.

15. Shew that:
$$\begin{vmatrix} 1 & 1 & 1 & 1 \\ 1 & 1+a & 1 & 1 \\ 1 & 1 & 1+b & 1 \\ 1 & 1 & 1 & 1+c \end{vmatrix} = abc.$$

16. One end of a string is attached to a fixed point A; the string after passing over a smooth peg B, sustains a given weight P at its other extremity, and to a given point C in the string is knotted a particle of weight W. Find the ratio of P to W in terms of AB, AC, and the angle CAB.

17. ABCD is a quadrilateral of which A and C are opposite vertices. Two forces acting at A are represented in magnitude and direction by the sides AB and AD and two forces acting at C are represented in magnitude and direction by the sides CB and CD. Prove that the resultant force is represented in magnitude and direction by four times the line joining the middle points of the diagonal of the quadrilateral.

18. If the unit of acceleration be that of a body falling freely, the unit of velocity the velocity acquired by the body in five seconds from rest, and the unit of momentum that of one pound after falling for ten seconds, find the units of length, mass, and time.

(Over.)

19. A man ascends the Eiffel tower to a certain height and drops a stone. He then ascends another 100 feet and drops another stone. The latter takes half a second longer than the former to reach the ground. Neglecting the resistance of the air, find the elevation of the man when he dropped the first stone.

20. On a plane field the crack of the rifle and the thud of the bullet striking the target are heard at the same instant; find the locus of the hearer.

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UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

JUNIOR B.A.—HONORS.

ARITHMETIC, ALGEBRA, TRIGONOMETRY.

1. *Arith.*—A man has been receiving 12 per cent on his capital in Canada. He goes to England, and invests in the 3 per cent, at $94\frac{3}{8}$, and his income in England is £2400. What was his income in Canada, the £ being equal to $\$4.86\frac{2}{3}$?

2. *Algebra.*—Prove directly that x^n+a^n is sometimes exactly divisible by $x+a$; and when?

3. If $a+b+c+d=0$, prove that: $(a^3+b^3+c^3+d^3)^2 = 9(b+c)^2(c+a)^2(a+b)^2$.

4. Prove that ${}_nC_{n-r}={}_nC_r$.

(a) In how many ways can a picket of 3 men and an officer be chosen out of a company of 80 men and 3 officers.

(b) In how many ways can 8 children form a ring?

5. Assuming that the binomical theorem is true for any positive index, prove that it is true also for any negative index.

(a) Find the general term in the expansion: $(1-2x)^{-\frac{5}{2}}$

(b) Find the first negative term of: $(1+3x)^{\frac{7}{2}}$

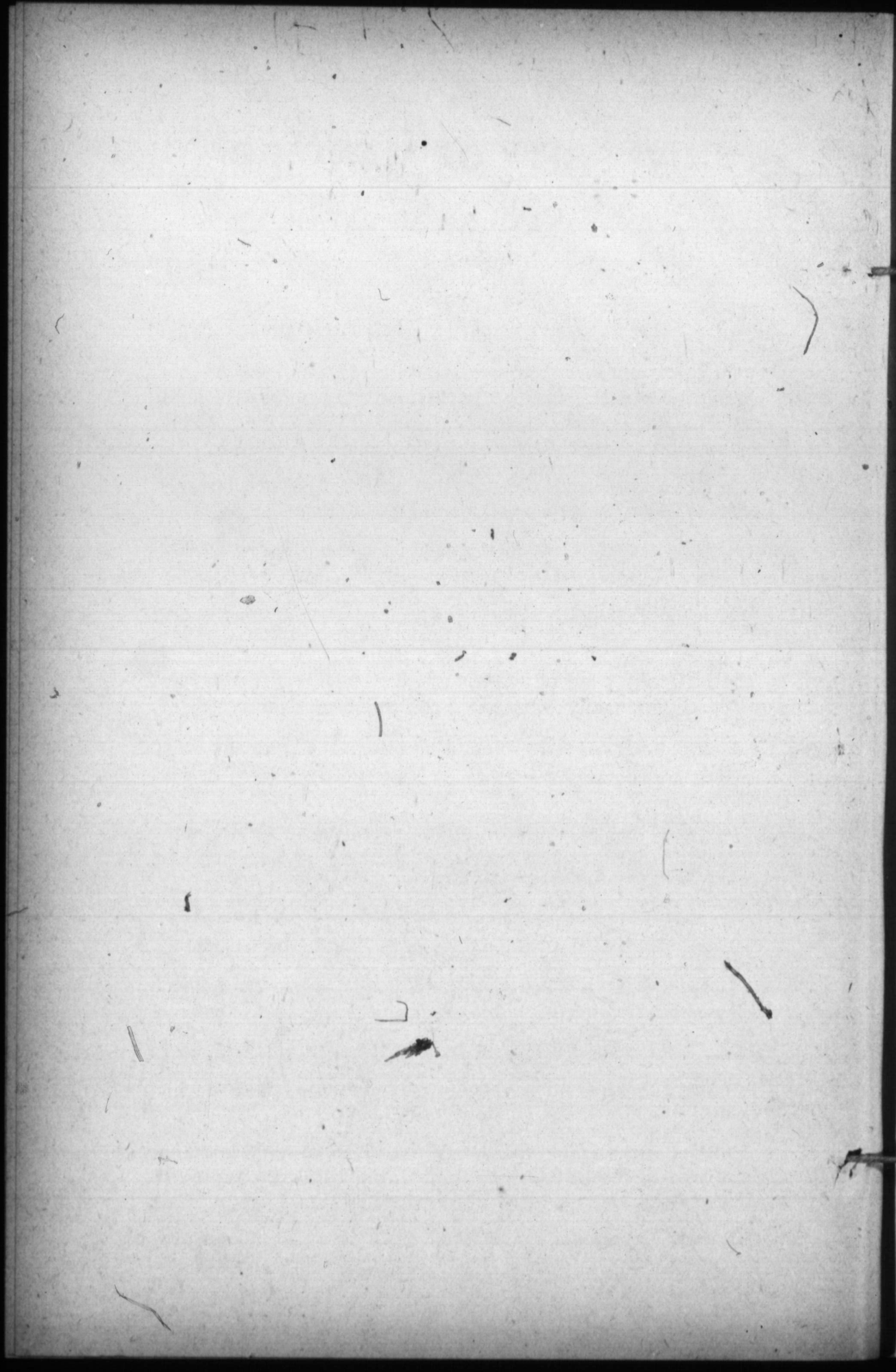
6. *Trig.*—Prove that: $\operatorname{cosec} 2\theta+\cot 4\theta+\operatorname{cosec} 4\theta=\cot\theta$. If $\theta=18°$, find the value of its cosine and of its tangent.

7. If A, B, C be the angles of a triangle, prove the following relation:

$$\cos A+\cos B-\cos C=4\cos\frac{A}{2}\cdot\cos\frac{B}{2}\cdot\sin\frac{C}{2}-1.$$

8. Find the area of a regular polygon of n sides (1) inscribed in a circle, and (2) described about a circle.

9. The angles of a quadrilateral inscribed in a circle taken in order, when multiplied by 1, 2, 2, 3, respectively, are in Arithmetical Progressions; find their values.



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EXAMINATIONS, MAY, 1895.

JUNIOR B. A.

STATICS AND DYNAMICS.

1 (a). Give a proof for the "Parallelogram of Forces."

(b). Find the magnitude and direction of the resultant of two forces acting on a particle.

(c). O is any point in the plane of a triangle ABC and D, E, F, are the middle points of the sides. Show that the system of forces OA, OB, OC, is equivalent to the system OD, OE, OF.

2. If three forces acting on a particle be in equilibrium each is proportional to the sine of the angle between the other two.

A body of mass 130 lbs. is suspended from a horizontal beam by strings whose lengths are respectively 1 ft. 4 in., 5 ft. 3 in., the strings being fastened to the beam at two points 5 ft. 5 in. apart. What are the tensions of the strings?

3 (a). Two given forces meet in a point; prove that the algebraic sum of their moments about any point within the included angle is equal to the moment of their resultant about the same point.

(b). Prove that a system of forces acting in one plane on a rigid body can in general be reduced to a couple and a single force acting at an arbitrary point in the plane.

(c). ABCD is a square; along the sides AB, BC, CD, DA, act forces equal to 1, 9, 5 and 3 lbs. weight respectively; find the force passing through the centre of the square and the couple which are together equivalent to the system.

4 (a). Explain the term, "centre of gravity."

(b). Find the centre of gravity, (1) of a triangular lamina; (2) of three uniform rods forming a triangle. In the latter case, if the system be suspended by a string attached to a point in one of the sides, find the position of the point that the triangle may rest with one side vertical.

5 (a). In the second system of pulleys, if a basket be suspended from the lower block and a man in the basket support himself and the basket by pulling at the free end of the

(Over.)

string, find the tension he exerts, assuming the weight of the man and the basket to be W.

(b). Explain "limiting friction," "coefficient of friction."

(c); A uniform ladder rests with one end on a horizontal floor and the other against a vertical wall, the coefficients of friction being $\frac{3}{4}$ and $\frac{1}{3}$; find the inclination of the ladder when it is about to slip.

6. Define the terms "velocity," "acceleration." Explain how a variable velocity is measured and how that measure is expressed.

The velocity of a falling body receives each second an acceleration of 32 feet per second; express this acceleration, taking the mile as unit of length and the hour as unit of time.

7. (a) Prove that the path of a projectile in vacuo is a parabola.

(b) BAC is a double inclined plane, whose base BC is horizontal, and the angles at B and C are 30° and 60° respectively. Smooth particles slide from A down the two sides of the plane. Prove that after leaving the plane at B and C they will describe parabolas having a common directrix and foci whose distance apart is $\frac{1}{2}$ BC.

8. State the third law of motion and explain clearly its application to the case of a horse starting a cart into motion. If the pull back of the cart be exactly equal to the pull forward of the horse, why do they begin moving?

9. If a body describes a circle of radius r, with uniform velocity v, the body is acted on by a force tending to the centre of the circle, the acceleration of which is $\frac{v^2}{r}$

What is the force towards the centre?

A string is 3 feet long and has one end attached to a fixed point on a smooth horizontal table; if a mass of 5 lbs. tied at the other end of the string describe uniformly a horizontal circle with speed 6 feet per second, find the tension of the string.

10. (a) When a body moves under the action of a central force, the areas described by the radius drawn to the centre of force are in one plane and are proportional to the times of describing them.

(b) A body describes an ellipse round a force in the centre: find the law of force, and the periodic time.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

JUNIOR B. A.

EUCLID AND GEOMETRICAL CONICS.

1. If a parallelogram and a triangle be upon the same base, and between the same parallels; the parallelogram shall be double of the triangle.

ABC is a triangle and on the side BC a parallelogram BDEC is described, and the parallelogram whose adjacent sides are AD, AB is completed and also that whose adjacent sides are AE, AC; show that the sum (or difference) of the two latter parallelograms is equal to the first.

2. To divide a given straight line into two parts, so that the rectangle contained by the whole line and one of the parts shall be equal to the square on the part.

Prove that in the figure of this proposition, if H is the point of section, the squares on AH, HB are together equal to three times the square on AH, and that the difference of the squares on AB, AH is equal to the rectangle AH, AB.

3. The opposite angles of any quadrilateral figure described in a circle, are together equal to two right angles.

E is a point in one diagonal AC of the parallelogram ABCD. Circles are described about the triangles DEA and DEC. Shew that BD passes through the other point of intersection of the circles.

4. To describe an isosceles triangle, having each of the angles at the base double of the third angle.

Two sides of a triangle whose perimeter is constant are given in position; show that the third side always touches a fixed circle.

5. Similar triangles have to one another the duplicate ratio of their homologons sides.

If through D any point of a straight line AD which bisects a given angle BAC a straight line GFDE be drawn meeting AG (which is drawn perpendicular to AD), AB and AC respectively in G, F, E; shew that ED, EF, EG, are in harmonical progression.

[Over.]

6. Define a solid angle, a pyramid, a prism, a tetrahedron.

If two straight lines meeting one another be parallel to two others that meet one another, and are not in the same plane with the first two; the first two and the other two shall contain equal angles.

If a pyramid is cut by planes drawn parallel to its base, the sections are similar to the base; and the areas of such sections are in the duplicate ratio of their perpendicular distances from the vertex.

7. Define a parabola, an ordinate, a diameter, the parameter of a diameter.

If AV be an ordinate to the diameter PV, then will $QV^2 = 4SP.PV$.

The latus-rectum of a parabola is the shortest focal chord.

8. Define auxiliary circle, conjugate diameters, circle of curvature.

(a) If PN be the ordinate of any point P on the ellipse; then will $PN^2 : AN.A^1N :: BC^2 : AC^2$.

(b) If QV be any ordinate to the diameter PCP^1, and CD be conjugate to CP; then will $QV^2 : PV.P^1V :: CD^2 : CP^2$.

9. Define an asymptote, chord of curvature.

If from any point P of an hyperbola, PH, PK be drawn parallel to the asymytotes, meeting them in H and K respectively; then will $4PH.PK = CS^2$.

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

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

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EXAMINATIONS, MAY, 1895.

JUNIOR B. A.

HIGHER PLANE AND SPHERICAL TRIGONOMETRY.

1. *(a)* If θ be the circular measure of a positive angle less than a right angle prove that:

(1) $\sin\theta$, θ, and $\tan\theta$ are in ascending order of magnitude; and (2) $\sin\theta$ is greater than $\theta - \frac{\theta^3}{4}$.

(b) Given that $\sin\theta = \theta - \frac{\theta^3}{\lfloor 3}$, approximately, prove that

if $\frac{\sin\theta}{\theta} = \frac{5045}{5046}$, then will $\theta = 1°58'$, nearly.

2. State DeMoivre's theorem, and prove it for all rational values of the index. When the index is fractional shew how all the values of the expression may be obtained.

Prove from the theorem that if $x_r = \cos\frac{\pi}{2^r} + i\sin\frac{\pi}{2^r}$,

then will $x_1 . x_2 . x_3 \ldots$ ad inf. $= \cos\pi$.

3. Express $\cos^n\theta$ in terms of cosines of multiples of θ, and shew the forms the last term takes according as n is an even or odd integer.

Prove that

$$32\sin^4\theta\cos^2\theta = \cos 6\theta - 2\cos 4\theta - \cos 2\theta + 2.$$

4. Shew that

$$\sin x = \frac{e^{ix} - e^{-ix}}{2i} \text{ and } \cos x = \frac{e^{ix} + e^{-ix}}{2}$$

If $\sin\theta = x\cos(\theta + \alpha)$, prove that

$$\theta = x\cos\alpha - \tfrac{1}{2}x^2\sin 2\alpha - \tfrac{1}{3}x^3\cos 3\alpha + \tfrac{1}{4}x^4\sin 4\alpha + \ldots.$$

5. Prove that if θ lies between $-\frac{\pi}{4}$ and $+\frac{\pi}{4}$,

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

and deduce that

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

stating the limits between which x must lie.

(Over.)

Prove that $4\tan^{-1}\frac{1}{5}-\tan^{-1}\frac{1}{239}=\frac{\pi}{4}$ and deduce the value of π to 3 decimal places.

6. Sum the following series :—

(a) $\sin\alpha+\sin(\alpha+\beta)+\sin(\alpha+2\beta)\ldots$, to n terms.

(b) $\sin\alpha+\frac{1}{2}\sin 2\alpha+\frac{1}{2^2}\sin 3\alpha+\frac{1}{2^3}\sin 4\alpha+\ldots$ ad inf.

7. Prove that in a spherical triangle

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

and deduce from this

(1) $\frac{\sin A}{\sin a}=\frac{\sin B}{\sin b}=\frac{\sin C}{\sin c}$.

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

(3) If l be the length of the arc joining the vertex to the middle point of the base the $\cos l=\frac{\cos a+\cos b}{2\cos\frac{c}{2}}$

8. State Napier's analogies, and prove one of them. Given A, B, c, solve the triangle, pointing out any case of ambiguity and indicating how the ambiguity may be removed.

9. Find the radius of a small circle described about a given triangle.

In an equilateral triangle, $\tan R=2\tan r$.

10. Find an expression for the area of the lune, and deduce thence the area of a given spherical triangle.

What relation connects the area of triangle with the sum of the sides of its polar triangle?

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

SENIOR B. A.

NEWTON AND ASTRONOMY.

1. Of what does the First Section of the Principia treat? Give a brief topical analysis of the Lemmas of this Section.

State and prove Lemma IV., and apply the method of Lemma IV. to find the volume of a right circular cone.

2. State and prove Lemma IX, and explain why the angle between the straight line and the curve must be *finite*.

3. State and prove Lemma XI.; and apply the Lemma to find the chord of curvature at any point of an ellipse drawn through the centre of the ellipse.

4. Prove that a body, attracted to a fixed centre, will describe areas about the centre proportional to the times of describing them; and that the velocity at any point is inversely proportional to the perpendicular from the centre on the tangent at that point.

5. PQ is a small arc of an orbit described by a body under a central force at S; RQ the subtense of the angle of contact at P, parallel to SP; T the time of describing PQ; F the accelerating effect of the central force at P; prove that ultimately $F = \frac{2QR}{T^2}$

Also, if QT be drawn perpendicular to SP, and h denote twice the area described in a unit of time; prove that

$$F = \frac{2h^2}{SP^2} \cdot \frac{QR}{QT^2}.$$

6. Find the law of force, tending to a focus, under which a body describes an ellipse.

Two particles are revolving in an ellipse, under an acceleration tending to a focus. Prove that the direction of one as it appears to the other is parallel to the line bisecting the angle between their focal distances.

(Over.)

7. What is the Celestial Sphere? Positions on the Celestial Sphere are stated in terms of any of the following systems of co-ordinates:—(1) Zenith Distance and Azimuth; (2) Declination and Hour-angle; (3) Declination and Right Ascension; (4) Latitude and Longitude. Describe each of these systems, stating the fundamental plane of reference for each, and illustrating your description by suitable diagrams. Name also the Astronomical instruments most suitable for effecting the necessary measurements required for each system.

8. Describe the Equatorial. For what kind of observation is it specially applicable? What are the conditions of perfect adjustment of the Equatorial, and by what means are these conditions secured?

9. Name the "five Astronomical Corrections," and state concisely to what each of them is owing. State the general effects of Parallax, and prove the formula $\sin p = \sin P \sin z$, where P is the moon's horizontal parallax, and p its parallax when its zenith distance is z.

10. Name the superior and inferior planets. Describe as minutely as possible the apparent motions of inferior planets. Define the Sideral and Synodic period of an inferior planet and investigate the relation between them.

11. Describe and explain the phases of the moon. Explain the causes of eclipses. Shew that the ecliptic limits are greater for a solar than for a lunar eclipse.

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EXAMINATIONS, MAY, 1895.

SENIOR B. A.

MINERALOGY.

1. (a) Classify after your author, the elements occurring as minerals in the free state.

(b) Write brief note on the crystalline characteristics and the occurrence of each.

2. State the law of Isomorphism and mention three groups of minerals which exhibit this characteristic.

3. Mention any mineral fertilizers mined in Canada, with occurrence.

4. State the composition, together with the leading crystallographic and blowpipe characteristics of: Wulfenite, Sphalerite, Corundum, Stibnite, Galena, Topaz.

5. Describe clearly the different forms in which the members of the Feldspar group crystallize, including the twin forms.

6. Give examples of minerals described as *alteration products*, and explain the character of the change which has taken place.

7. Given specimens of the following minerals, how would you determine them from inspection?—Scheelite, Boracite, Zincblende, Copper pyrites, Stilbite, Hornblende, Fluor-spar.

8. Name the specimens given you.

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EXAMINATIONS, MAY, 1895.

SENIOR B. A.

PALAEONTOLOGY.

Time.—Three hours.

1. Show the various grounds on which we divlde age from age and period from period in geology. Give illustrations.

2. "In many cases fossils enable us to come to important conclusions as to the climate of the period in which they lived."

Illustrate this statement, and show some considerations which may vitiate conclusions as to climate.

3. Describe the graptolites and show their importance in stratigraphical geology.

4. Describe two examples of Rugose corals, and give the classification of corals.

5. Show the occurrence of worm burrows and animal foot-prints in the rocks.

6. (a) Show the place of Trilobites in the animal kingdom.
(b) Describe the nearest living relative.
(c) Show their value in rock determination.
(d) Explain Trilobite distortion.

7. Draw figures of Inoceramus, Murchisonia, Voluta, and Maclurea.

(a) Show their place in the animal kingdom, and their importance in geology.

8. Describe the Devonian flora.

9. Determine specimens 1 to 10.

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EXAMINATIONS, MAY, 1895.

SENIOR B. A. HONORS.

STRATIGRAPHICAL GEOLOGY.

Time—Three hours.

1. Give diagrams (a) showing the relation of Laurentian, Huronian, Kewenian, and Potsdam on Lake Superior.

(b) Superposition of Cambrian, Siluro-Cambrian, and drift on Laurentian in Manitoba.

2. Describe fully the Trenton and Hudson River series as found in Manitoba.

3. Give an account of the great salt deposits of Goderich, Ontario.

4. State the facts as to the presence of Carboniferous rocks in the Dominion.

5. Give an account of the occurrence of coal deposits in Manitoba and the Northwest Territories, stating the local circumstances in which coal is found on an exposed river bank.

6. State the theories which have been advanced accounting for the glacial period.

7. Describe an 'Ozar' as found in Manitoba: also give some account of the glacial striæ found in the Red River valley and Lake of the Woods region.

8. State the facts as to the time of man's first appearance on the earth.

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EXAMINATIONS, MAY, 1895.

SENIOR B. A.

PRINCIPLES OF GEOLOGY AND LITHOLOGY.

1. Define the following geological terms: Hade, arenaceous, selvage, dip, horse, basic.

2. Give a brief statement of the Nebular Hypothesis. What facts are adduced in its favor?

3. Describe the geological work of water under the heads: (a) Chemical action of underground water. (b) Mechanical action of rain.

4. In what manner would you determine the true order of arrangement of strata?

5. Discuss briefly some of the theories respecting earthquake action.

Describe the latest methods and the apparatus employed in the study of these phenomena.

6. Write note on the geological work performed by volcanoes, and compare their present activity with that exhibited in former ages.

How does Mallet endeavor to account for volcanic action?

7. In what different ways have valleys been formed?

8. Describe the following rocks:—Felsite, Diorite, Argillite, Obsidian, Hälleflinta, Trachyte, Miasayte.

9. Name, classify and give the composition of the rocks placed before you.

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EXAMINATIONS, MAY, 1895.

SENIOR B. A.

SYSTEMATIC BOTANY.

Time.—Three hours.

1. Deduce from the flowers R. rhomboideus, Anemone patens. and Aquilegia Canadensis the characters of the order to which they belong.

2. Describe the order to which the carrot belongs.

3. Name orders that have dioecious flowers.

4. Name the chief noxious weeds of Manitoba, and the orders to which they belong.

5. Give the order and characters of the Prairie turnip, and also of Seneca root.

6. Give the common and scientific names of the chief trees and wild fruits of Manitoba.

7. Give characters and qualities of Solanaceae.

8. Name useful plants of the Umbelliferae, Rosaceae, Leguminosae, and Cruciferae.

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EXAMINATIONS, MAY, 1895.

SENIOR B. A.

CHEMISTRY—First Paper.

1. A hydrocarbon yields on combustion 69.23 per cent. of water and 338.46 per cent. of carbon dioxide. Show that the simplest formula deducible from this is CH. Give a brief description of the various substances corresponding to this formula. A molecular weight determination gives the number 78. What further conclusions are to be drawn? What additional data would you require in order to determine the nature of the substance?

2. Write a short paper on the chemistry of some of the more important carbohydrates.

3. Compare carefully the behavior of the isomeric organic substances containing the NO_2 group—also those containing the group NO.

4. Show by graphic formulæ the number of possible mono-substitution derivatives of butane, and the number of isomeric pentanes. Indicate briefly the general methods of arriving at the constitution of these various isomers

5. Explain the existence of four varieties of lactic acid giving the evidence in favour of the constitutional formulæ employed. Account also for the different substances having the empirical formula of tartaric acid.

6. Give the reasons for adopting the constitutional formulæ for the following: Mesitylene, Naphthaline, Anthracene.

7. What is Hess's Law of Thermoneutrality? Show that this law is explained by the theory of free ions.

8. Find the heats of formation of sulphur trioxide and acetylene:

$$PbO + S + 3O = PbSO_4 + 1655K.$$
$$PbO + H_2SO_4Aq = PbSO_4 + Aq + 233K.$$
$$SO_3 + Aq = H_2SO_4Aq + 411K.$$

(Over.)

$C_2H_2 + 5O = 2CO_2 + H_2O + 310$ O K.
$C + O_2 = CO_2 + 97$ O K.
$H_2 + O = H_2O + 68$ 4 K.

9. Explain how the electric conductivity of a solution serves as a measure of the chemical affinity of the dissolved substance, and of the amount of dissociation.

10. State Faraday's Law of Electrolysis, and show that it follows from this law that the electromotive force of galvanic elements is proportional to the heat developed by the reactions taking place in them.

11. Compare the electromotive force of a Daniell cell with that of a single-fluid element consisting of zinc and copper in dilute sulphuric acid.

$CuSO_4Aq = 1984.$
$ZnSO_4Aq = 2485.$
$H_2SO_4Aq = 2109.$

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EXAMINATIONS, MAY, 1895.

SENIOR B. A.

CHEMISTRY—SECOND PAPER.

1. What considerations lead Lord Rayleigh and Professor Ramsay to assign the number 40 to the atomic and molecular weights of the supposed element argon?

2. Dalton in 1804 took 6 as the atomic weight of carbon, and Wanklyn in 1894 brought forward evidence in favor of this number. Give fully the exact reasons for believing that 12 (and not 6) is the true weight of the carbon atom.

3. Distinguish between additive, colligative and constitutive properties, giving examples of properties of each kind. With what physical states are colligative properties always associated?

4. Explain the meaning of the equation $pv = RT$. Under what conditions will it apply? Give also the meaning of van der Waal's corrected form—

$$\left(p + \frac{a}{v^2}\right)(v - b) = RT.$$

5. Indicate briefly how, by means of the Kinetic Theory, the numbers 3 and 5 are obtained for the minimum molecular heats of gases, at constant volume and constant pressure respectively. Why do nearly all gases give values higher than the theoretical result?

6. Describe Pulfrich's refractometer for liquids. What general relations exist between molecular refraction and chemical composition?

7. Calculate the osmotic pressure at temperature t of a solution of benzene containing g grammes per litre.

8. Reading "sodium chloride" for "benzene" in the last question, explain fully what additional datum would be required to enable you to work out the problem.

(Over.)

9. Write equations expressing the changes which take place when ferric salts are reduced with zinc, when potassium bichromate is used for estimating iron, and when oxalates are titrated with permanganate of potash.

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EXAMINATIONS, MAY, 1895.

NATURAL SCIENCE COURSE—SENIOR B. A.

DETERMINATIVE MINERALOGY.

1. State the uses in Determinative Mineralogy of the following substances: Carbonate of Soda, Salt of Phosphorus. Cobalt Nitrate, Metallic Tin.

2. How would you detect the presence of Manganese, Bismuth, Molybdenum and Zinc by the blowpipe?

3. Determine the specimens marked A, B, C.

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EXAMINATIONS, MAY, 1895.

HONOR.

ZOOLOGY.

1. Explain Packard's statement that, "the worms are par excellence a generalized, synthetic type from which the other branches of the animal kingdom above the Protozoa and sponges have probably originated."

2. Describe and figure a polyzoon.

3. Give the general characters of Lamelli-branchiata; and figure a bivalve showing foot and siphons.

4. Describe and figure the brain and eye of a normal crustacean, and that of a Mammoth Cave crawfish.

5. Give an account of the classification of Insecta, and a description of one order.

6. Describe the structural peculiarities of the non-placental mammals.

7. Write a full note on the "organs of respiration" as found in different parts of the animal kingdom.

8. What is meant by "protective resemblance" among animals? Illustrate.

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EXAMINATIONS, MAY, 1895.

JUNIOR B. A.

PRACTICAL BOTANY.

I.

1. Describe *(a)* Abbe's drawing prism, *(b)* microtome, *(c)* an objective for "homogeneous" immersion.

2. Draw figures of vegetable hairs studied by you.

3. Figure the pits seen in the three sections of a pine stem.

4. Describe Bacteria cultures made by you, and draw figures of common Bacteriads found.

II.

5. Describe the contents of mixture A.

6. Prove whether B, C, D are starch, proteine, or ordinary cell tissue respectively.

7. Make sections and draw figures of E and F under the microscope.

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EXAMINATIONS, MAY, 1895.

HONOR B.A.—JUNIOR YEAR.

STRUCTURAL BOTANY.

GRAY AND BESSEY.

1. Describe minutely the pistil of any Phænogamous plant you may select.

2. Describe (1) the shapes, (2) the modes of distribution of pollen grains.

3. Give, with diagrams, the different kinds of subterranean stems.

4. Describe any extraordinary movements connected with the capture of insects by carnivorous plants.

5. Give some account of death of plants caused (1) by high temperature, (2) by low temperature.

6. Describe minutely how (1) nitrogen, (2) carbon find their way into plant structure.

PRACTICAL WORK.

7. Draw from memory the figures of the parts of the corolla, of a stamen, and any section of the fruit of one of the Leguminosæ.

[Over.]

8. From the following schedule determine the plant described:

Leaves; net-veined; alternate; leaves compound. Flowers red; yellow inside.				
ORGAN.	NO.	COHESION.	ADHESION.	REMARKS.
Calyx. Sepals.	5	Polysepalous.	Inferior.	Sepals imprica-ted in tree.
Corolla. Petals.	5	Polypetalous.	Hypogynous.	With Spurs.
Stamens.	∞	Polyandrous.	Hypogynous.	
Pistil. Carpels.	5	Apocarpous.	Superior.	With slender styles.

9. Botanize, shewing your method, the two plants A and B.

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EXAMINATIONS, MAY, 1895.

JUNIOR B. A.

CHEMISTRY—First Paper.

1. State Gay-Lussac's Law of Combining Volumes, and point ont its relations to the Hypothesis of Avogadro. What is meant by "Avogadro's Law for Solutions?"

2. Explain the term "critical temperature." What is the general nature of the observed deviations from Boyle's Law?

3. Describe the different methods employed for the determination of molecular weights, and explain the use made of molecular weights in determining atomic weights.

4. Why are atomic weights now commonly referred to O=16 instead of to H=1?

5. Explain, giving illustrative examples, the use of the following terms:—*Alkali, base, diacid base, basic radicle, ion, anhydride, acid, hydracid, tribasic acid, acid radicle, salt, salt radicle, normal salt, neutral salt, double salt, acid salt.*

6. State exactly what is supposed to take place, according to modern theory, when water acidulated with sulphuric acid is decomposed by means of a current of electricity.

7. What is Faraday's Law of Electrolysis? A current of electricity is passed successively through solutions of silver and of another metal. The weights of the deposited metals are found to be in the proportion of 107.9 to 40.1. The specific heat of the latter metal being 0.05, find its atomic weight (Ag.=107.9).

8. Give examples of cases in which the Periodic Law has proved of value in atomic weight determinations. Discuss, from the point of view of the Periodic Law, the probability of the existence of an elementary gas with atomic weight 40.

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EXAMINATIONS, MAY, 1895.

JUNIOR B. A.

CHEMISTRY.—SECOND PAPER.

1. When hydrochloric acid is treated with oxidizing agents chlorine is formed. This substance will support the combustion of a paraffin candle while hydrochloric acid will not. In the products of the combustion hydrochloric acid is found. These and other facts would appear to support the view once held that chlorine is a compound of hydrochloric acid and oxygen.

Examine fully into the question of the elementary nature of chlorine, and suggest any experiments by which you could show that the above phenomena must be differently interpreted and that chlorine does not comport itself like a compound body.

2. Explain the terms "oxidizing agent" and "reducing agent." Select three oxidizing agents and three reducing agents from among the following, and write equations illustrating their action as such agents:—

Sulphuretted hydrogen, sulphur dioxide, nitric acid, nascent hydrogen, chlorine, copper, ferrous sulphate, ozone, hydrogen peroxide, manganese dioxide, chromic acid.

3. Classify the metallic chlorides, sulphates, carbonates, hydroxides, sulphides and nitrates, according to their solubility in water.

4. Silver and copper form chlorides insoluble in water, while lead and mercury form soluble chlorides. Explain how it is that lead and mercury fall into the "silver group" in analysis while copper does not.

5. What weight of sulphuric acid may be prepared from one thousand kilograms of iron pyrites? What will be the approximate volume of air required to effect the complete combustion of the mineral, and what will be the weight of the burnt residue?

(Over.)

6. What elements best show the transition between the metals and the non-metals? Explain fully.

7. Make a list of the salt-forming oxides of sulphur, chromium, manganese and iron, distinguishing between those which are basic and those which are acid. Discuss fully the classification of these elements and their relations to the other elements.

8. Give a brief description of the ammonia-soda process, and compare it, from an economic point of view, with the method of Leblanc.

9. Give a short account of the elements in Mendeléeff's Group II.

10. Write an account of the metallurgy of lead and gold.

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EXAMINATIONS, MAY, 1895.

JUNIOR B. A.

CRYSTALLOGRAPHY.

1. Define: Merohedrism, zone, parameter, mimicry, supplementary twins, clinographic projection.

2. Show why "a definition of the crystallographic systems which is based entirely upon symmetry cannot be wholly satisfactory."

3. Write a short note on Crystal habit and state what is meant by the Rhombohedron of the middle edges.

4. Show how the various holohedral forms of the Regular System may be obtained by varying the values of m and n of the general symbol mOn

5. Describe the appearance of the Rhombic dodecahedron as modified by the planes of *(a)* {211}, *(b)* {311}

6. What are pyramids of the Third Order? Use diagrams to illustrate your answer, and name any minerals which exhibit such planes.

7. Name the hemihedral forms of the Hexakisoctahedron, and state how they are derived from it.

8. Show how to determine the indices of an unknown plane belonging to two known zones.

9. Express the following notations in each of the other three:

$$2a : \tfrac{3}{2}b : c;\ (431);\ -\left[\frac{\infty On}{2}\right];\ i{-}i.$$

10. Name and describe the models placed before you, giving Weiss' Symbols for the different forms.

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EXAMINATIONS, MAY, 1895.

NATURAL SCIENCE COURSE.—JUNIOR B. A.

ELECTRICITY AND MAGNETISM.

1. Define the following terms:—Capacity, potential, electromotive force, dielectric, lines of force, induction.

Describe the electrical condition of a hollow insulated conductor within which a body charged with electricity has been placed, though in such a way that the two are not in contact.

2. Describe Œrsted's experiment to show the relation between a magnet and an electric current.

Draw a diagram of an electro magnet of horse-shoe pattern, indicating the direction in which the current is passing and which is the N. and which the S. pole.

3. What is meant by Polarisation? In what ways may it be prevented? How is this done in the Daniell Cell?

4. Describe the Clark Standard Cell, also the Daniell Cell.

Explain clearly why two small Daniell Cells will electrolyze acidulated water, while one cell, no matter how large, cannot do so.

Calculate the E. M. F. of a Daniell cell from considerations of the heat value of the combinations which take place and the amount of the elements consumed; z for zinc and copper respectively being .00337 and .00337, and H being 1670 and 909.5 respectively.

5. Twenty Leclanché cells each with battery constants of 1.5 volts and 0.5 ohm, are in a circuit of 10 ohms resistance. Find the strength of the current, (a) when the cells are joined in series; (b) when all are joined in parallel arc; (c) when they are arranged two abreast; (d) when four abreast.

6. State the three quantitative laws of Electrolysis.

With a battery of 5 cells giving a constant current of .5 ampère, what amount of zinc would be precipitated from solution if the battery remain fifteen minutes in operation?

(Over.)

7. Describe the method known as Duplex Telegraphy, making use of a neat diagram.

8. Mention briefly some of the more important facts that have been observed which tend to show a close relationship existing between Light and Electricity.

9. Describe Wheatstone's Bridge. Explàin clearly how electrical resistances are measured by means of it.

Find the resistance of the spool of wire given you.

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EXAMINATIONS, MAY, 1895.

NATURAL SCIENCE COURSE.

PHYSICS II.—JUNIOR B. A.

1. Define the terms: Force, molar force, acceleration, energy, work.

2. (a) A body falling from rest at a height of 19.6 metres upon a horizontal surface, rebounds with a velocity which is just one-half as great as that with which it struck. To what height will it again rise? ($g=980$).

(b) One body is dropped from the top of a tower 288 feet high, at the same instant that another is projected vertically upwards from the bottom. Supposing the two to meet half way up the tower, find the initial velocity of the latter and its velocity at the moment of meeting the other.

3. (a) Define: Specific Gravity.

(b) Describe any ordinary hydrometer and explain how to obtain the specific gravity of (1) a liquid; (2) sand.

(c) If the specific gravity of tin is 7.3, and that of zinc is 6.9 find the specific gravity of a solder consisting of 6 parts by weight of tin to 2 parts of lead.

4. What is meant by the *pitch* and by the *timbre* of a note? Upon what does each depend?

5. Give the laws regulating the period of vibration of stretched strings.

A musical string vibrates 400 times in a second; state what occurs, when the length is made *one-third* and *four* times the original length without altering the tension; and also what occurs when the tension is made *four* times and *one-ninth* the original tension without alteration of the length.

6. (a) What is meant by a virtual image?

(b) Draw neat diagrams showing the direction of the rays of light which fall from a luminous *arrow* upon a con-

(Over.)

cave spherical mirror, and the character and relative size of the image formed, (1) when the object is between the principal focus and the centre of curvature; (2) when nearer than the prin. focus.

7. (a) An image of a candle flame, eight times as large as the flame, is to be thrown upon a wall by means of a convex lens placed at a distance of 12 feet from the candle. What will be the focal length of the lens required and where will it be placed?

(b) Deduce the formula: $\frac{1}{f}=\frac{1}{p}+\frac{1}{p'}$.

(c) How would you find the focal length of a convex lens?

8. (a) State Charles' Law and define: Temperature, radiation, specific heat, latent heat.

(b) A mass of 200 gms. of copper, whose specific heat is .095 is heated to 100°C and placed in 100 gms. of alcohol at 8°C, contained in a copper calorimeter, whose mass is 25 gms.: the temperature rises to 28.°5C. Find the specific heat of alcohol.

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EXAMINATIONS, MAY, 1895.

SPECIAL COURSE.

MENTAL AND MORAL SCIENCE.

STEWART.

1. Indicate the plan adopted by Author in his inquiries into the Active and Moral Powers of Man and point out the difficulties that will be encountered in this study. Give his "Division of the Active Powers."

2 (a). Enumerate our principal desires and show how they are distinguished from the appetites; (b) give full account of the Desire of Esteem.

3. State the respects in which the Benevolent Affections agree and state and estimate the course of reasoning by which Stewart seeks to prove, *(a)* that they are instinctive; *(b)* that they have no moral quality.

4. Discuss, after Author, Instinctive and Deliberate Resentment.

5. Show, fully, that we have a Sense of Duty which is not resolvable into a regard to our own happiness.

6. Describe, fully, what is known as the Intuitional System of Ethics and show how far it agrees with, and in what it differs from, Utilitarianism.

7. Show how Stewart, from the standpoint of an Intuitionalist, seeks to account for the difference of moral sentiment and practice found to exist.

8. State exactly what you understand by "Freedom of the Will," and give *reasons* for your view of it.

9. Show that Benevolence and Virtue are not identical.

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EXAMINATIONS, MAY, 1895.

SPECIAL COURSE.

MILL.

1 (a). Consider fully when and how far that which is capital to the individual is also capital to the nation.

(b). A deposits $100 in the Merchant's Bank at 3 per cent. B spends the same amount in laying out his flower garden. Consider fully which does most for the labourer.

2 (a). Describe in outline the chief causes affecting the efficiency of production.

(b). England is a far greater producer than Turkey. Why?

3. "The attacks on the present social order are vigorous and earnest, but are open to the charge of exaggeration." Justify this statement.

4. State briefly the Wages-Fund doctrine and consider some apparent objections to it.

5. "The cost of labour is a function of three variables." Comment fully on this statement, shewing specially the connection of profit with these three constituents of the cost of labour.

6 (a). What is money and what advantages does a community derive from its use?

(b). Are bank notes and cheques money?

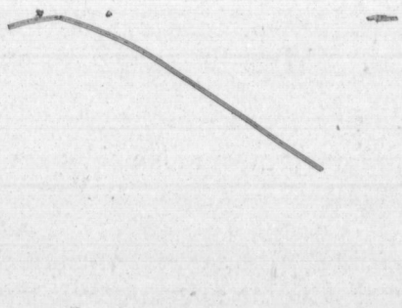
7. "A thing may sometimes be sold cheapest by being produced in some other place than that at which it can be produced with the smallest amount of labour and abstinence." Fully explain this apparent paradox.

8. Consider fully under what circumstances one country can undersell another. Discuss this question with especial reference to the rate of wages.

[Over.]

9 (a). What considerations should govern the rate at which a large national debt should be paid off?

(c). England is probably wealthy enough to pay off the national debt in four years Discuss the desirability of her doing so.



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EXAMINATIONS, MAY, 1895.

MENTAL AND MORAL SCIENCE—SPECIAL.

SIDGWICK.

NOTE.—Students will take Questions 3, 4, 8, 11, 14 and any other four.

1. Point out and illustrate by examples from the history the intimate connection between Ethics and Psychology.

2. Compare briefly the teaching of Socrates, Plato and Aristotle on the relation of Knowledge to Virtue..

3. Give a brief account of Plato's theory of Virtue, defining especially what he understands by *δικαιοσύνη*.

4. Give in tabular form Aristotle's analysis of the Virtues, with brief explanations.

5. How are the Ethics of Stoicism connected with its fundamental, Pantheistic view of the Universe?

6. Explain the nature and basis of the Stoical "Cosmopolitanism."

7. Shew how, starting from opposite principles, Epicureanism and Stoicism reach conclusions closely approximative.

8. Contrast in leading respects the new moral ideal introduced by Christianity with that commonly accepted in Greek and Roman society.

9. State and criticise the view of Hobbes as to the origin of Society and the source of Moral Obligation.

10. Name the chief upholders of the doctrine of an "Eternal and immutable morality." State the merits and defects of this theory.

11. *(a)* State and criticise Butler's view of the relations of Conscience and Self-Love

(b) What difficulty does this recognition of a "dual authority" suggest?

(Over.)

12. Criticise the view of the origin of Conscience in Adam Smith.

13. How does J. S. Mill propose to make the transition from individual to social Ethics? Criticise his view.

14. Kant holds that 'it is through our moral consciousness that we obtain a rational conviction that we are free." Explain this statement, and estimate its validity.

15. Give a brief account of the Pessimism of Schopenhauer.

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EXAMINATIONS, MAY, 1895.

MENTAL AND MORAL SCIENCE.—SPECIAL COURSE.

SCHWEGLER.—HISTORY OF PHILOSOPHY.

Candidates will answer either one of questions numbered 2 or 3, and either one of questions numbered 11 or 12.

1. Give a general view of the Presocratic philosophy.

2. State the chief points in the work of Heraclitus, and shew his relation to his predecessors and successors.

3. Estimate, both positively and negatively, the value of the contribution to the development of philosophic truth, which was made by anaxagoras.

4. Describe, according to Plato, the nature of Logic or Dialectic, pointing out specially his view of the true nature of knowledge.

5. (a) Contrast the Aristotelian with the Platonic method.
   (b) Give an outline of the Aristotelian physics.

6. Explain what the Neo Platonists meant by (a) Ecstacy, (b) emanation.

7. In regard to the monads of Leibuitz, consider them in relation (a) to atoms, (b) to perception, (c) to God.

8. Indicate what you consider to be the distinctive features in the Kantian theory of knowledge.

9. (a) What are the ideas of Pure Reason? What is their true and what their illusory use?
   (b) Distinguish between illusory and defective knowledge, indicating the philosophic importance of this distinction.

10. Exhibit, after Jacobi, the nature and operation of the Principle of Faith.

11. All movement is said by Hegel to be embraced in three stages. Describe these stages, and sketch in outline the application of this law through the whole Hegelian system.

12. Point out what you consider to be the strength and what the weakness of Hegel's work as a philosopher.

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EXAMINATIONS, MAY, 1895.

MENTAL AND MORAL SCIENCE—SPECIAL.

MORELL.

1. What are the main characteristics of the method of Bacon as distinguished from Plato and the Scholastics? Along what line has been the main development of Bacon's method in modern Philosophy?

2 (a). Give the general line of argument by which Descartes sought to establish the real existence of self, God and the world.

(b). What false relation of man to the external world resulted from his method of proving its reality?

3. Define according to Locke sensation and reflection and shew how logically following these definitions, Hume arrived at the denial of self, God and material substance.

4. What was the doctrine common to all philosophers from Descartes to Hume which Reid seized upon as the fundamental error in all? Explain briefly how Reid undertook to answer it.

5. Shew the relation of Spinoza to Descartes as to his method and as to his doctrine of substance.

6. Point out what you consider the more prominent features in the philosophical teaching of Cousin.

7. State and criticise the doctrines of Cabanis and the French Sensationalists.

8. Indicate the tendencies of Modern Idealism with regard to Science, Legislation and Religion.

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EXAMINATIONS, MAY, 1895.

MENTAL AND MORAL SCIENCE.

(SPECIAL, GENERAL, AND PASS B. A.)

CALDERWOOD.

Pass Students will take Questions 1, 2, 3, 4, 5, 7, 9, 10 and 13.
General B. A. Students will take 1, 3, 5, 6, 7, 8, 9, 10 and 11.
Special Course " " 5, 6, 8, 9, 10, 11, 12, 13 and 14.

1. Define Personality and indicate the place it holds in relation to Morality.

2. State what is meant by (a) First Principles of Morals, (b) The Active Principles, (c) Moral Judgments, (d) Moral Sentiments.

3 (a). What are the tests of an "ultimate truth" or "first principle" in morals?

(b). What is the meaning of "necessity" as one of these tests?

4. State generally the difference between an Intuitional and an Empirical or Utilitarian theory of Morals.

5 (a). Give Dr. Calderwood's view of Conscience, and (b) compare it with that of Butler in respect of (1) function, and (2) authority.

6. Sidgwick says, "Our view of what ought to be is derived at least in all its details from our apprehension of what is." How far is this true and how far only?

7. "The obligation under which we are placed by moral law may be termed moral necessity, in contradistinction from physical and intellectual necessity." Explain this statement.

8. "Duties and rights are moral equivalents," and "all moral rights are perfect rights." Examine these statements.

9 (a). Give a brief statement of (1) Egoistic Utilitarianism, (2) Altruistic Utilitarianism, with the names respectively of a few of their more prominent advocates.

(Over.)

(b). Combat Utilitarianism, keeping distinct the arguments which may be urged against it in either form and those which may be urged against its Egoistic and Altruistic forms respectively.

10. Classify the impulses to action and combat the claim that the Desires are resolvable into Self-Love.

11. Point out the difficulties which inhere in the attempt to explain moral distinctions by Psychological Evolution.

12. What difficulties are met in applying Dialectic Evolution to Ethics?

13 (a). What is Determinism? (b) State and examine the arguments by which it is maintained. (c) Is it or is it not distinguishable from Necessitarianism.

14. Examine the view which makes "Self-Realization the moral end.

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EXAMINATIONS, MAY, 1895.

JANET.

1. "An eminent thinker has recently endeavored to give a new turn to Unitarianism." Describe this attempt and estimate its success.

2. Outline after Janet the essential elements which make up the notion of perfection.

3. It has been said that the principle of human personality becomes simply the most exalted form of egotism. How does Janet meet this objection ?

4. (a) Some have attempted to shew that the idea of duty is developed in a purely historical way. Sketch and criticize this attemp.t

(b) Compare the views of Calderwood and Janet as to the basis of moral obligation.

5. "Hence all my duties may be ultimately resolved into that of perfecting myself." How does Janet establish this position.

6. Consider after Janet whether or no conscience can be erroneous.

7. State and examine, (a) Janet's, (b) Kant's, Theory of Liberty.

8. Give after Janet an analysis of the nature of virtue.

9. Distinguish between Hedonism, Regorism, and Eudemonism.

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EXAMINATIONS, MAY, 1895.

J. S. MILL.

1. The whole of the capital of a country is devoted to production. Prove this statement, exhibiting apparent exceptions or limitations.

2. Describe in outline the chief causes affecting the efficiency of production.

3. (a) Summarize Mill's views as to the Institution of Private Property.

(b) Distinguish the two main classes of Socialists, giving the fundamental positions held by each.

4. Discuss, after Mill, the question "Can there be general over-production."?

5. State and fully illustrate the Law of Diminishing Returns.

6. Indicate, after Mill, the chief advantages which a country derives from foreign trade.

BAGEHOT.—GENERAL B. A.

1 Compare the relative value of Cabinet and Presidential Government.

2. Enumerate and discuss the various ways in which the English Monarch strengthens the Government of the Country.

3. Distinguish the various functions of the English Parliament, and point out which are the most important.

4. "It is not the business of a Cabinet Minister to work his department." Discuss fully.

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EXAMINATIONS, MAY, 1895.

WALKER AND BAGÉHOT.

1. Define Political Economy and explain the meaning of the terms:—Wealth, Capital, Price, Productive Consumption, and Seigniorage.

2. Enumerate and discuss the several causes upon which the efficiency of the individual laborer depends.

3. Describe the parties to the Distribution of Wealth and show why each one gets what he does.

4. Discuss the advantages and disadvantages of a purely paper currency and show under what conditions such a currency is possible.

5. What is the true meaning of Rent? Explain fully how Rent arises, and how it is affected by the increase of population and by the development of national resources.

6. Show after author, the object of the Knights of Labor; and discuss the question, "Can Profits be Confiscated?"

7. Describe the Cabinet, and shew fully the relations of the English Cabinet to Parliament and compare them with those of the United States' to Congress.

8. In what circumstances may an English sovereign exercise a real influence on the course of public events? Discuss fully.

9 (a). What are the chief functions of the House of Lords?
(b). Show how it is qualified to perform these functions.

10. Describe the chief functions of the House of Commons and discuss the advantages and disadvantages of a changing Executive

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EXAMEN, MAI, 1895.

MENTAL AND MORAL SCIENCE HONORS.

ECONOMIE POLITIQUE.—I.

1. Qu'est-ce que l'économie politique? Indiquez-en le but, la méthode. Expliquez les termes: besoin, richesse, matière première, production. Faites voir la différence entre utilité, valeur, prix.

2. Qu'est-ce que le travail et quelle en est la fin morale? Décrivez la hiérarchie économique des travaux industriels. Ci ez des exemples de l'extension que le travail mécanique a donné au travail musculaire, et énumérez les avantages et les inconvénients des machines.

3. Esquissez les corporations ouvrières d'autrefois (guilds). Signalez-en les inconvénients. Comparez-les aux "Trades Unions."

4. Décrivez les sociétés coopératives de production, et exposez les avantages économiques et les inconvénients de l'association en général.

5. Distinguez entre le capital et la richesse; capitaux fixes et capitaux circulants. Enumérez les causes de la formation du capital, et rangez-le en catégories.

6. *(a)* Faites voir l'importance d'un bon régime agraire; distinguez entre la culture intensive et extensive; décrivez les avantages et les désavantages du faire-valoir, du métayage, du fermage.

OU BIEN

(b) Définissez les industries manufacturières; montrez comment leur tendance à l'agglomération, qui les différencie de l'industrie agricole, à aggravé le paupérisme, et a amené le relâchement des mœurs.

7. Distinguez entre la petite et la grande industrie; notez les avantages et les désavantages de part et d'autre.

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UNIVERSITE DE MANITOBA.

EXAMEN, MAI, 1895.

MENTAL AND MORAL SCIENCE.—HONORS.

ÉCONOMIE POLITIQUE II.

1. Esquissez l'histoire de l'échange depuis le troc jusqu'aux lettres de crédit, et examinez les causes de l'oscillation de la valeur.

2. Définir la monnaie; indiquer quelques avantages qu'offrent l'or et l'argent comme monnaie. Comment se mesure la valeur de la monnaie?

3. Faites connaître le monométallisme et le bimétallisme surtout en rapport avec la loi de Gresham.

4. Expliquez l'idée du crédit. Faites-en voir l'utilité générale et les dangers d'une extension exagérée.

5. Donnez un aperçu historique du colbertisme. Exposez les deux systèmes du libre exchange et de la protection.

6. Exposez les différentes théories des taxes et faites-en une application générale.

7. Faites connaître et appreciez le malthusianisme.

8. Définissez la rente de la terre, son origine véritable. Son but est incompréhensible sans la connaissance des fins terrestres de l'homme.

9. Indiquez quelques réformes qui favorisent le progrès de la société et donnez une juste idée de la prospérité temporelle.

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EXAMEN, MAI, 1895.

HISTOIRE DE LA PHILOSOPHIE.

PARTIE I.

1. Exposez le système de Pythagore, son enseignement double, respect absolu pour le maître, théorie des nombres, de l'âme, de la vertu.

2. Expliquez ce dicton platonicien: apprendre, c'est se ressouvenir.

3. Caractère saillant de la philosophie d'Aristote; ce qu'il a créé.

4. Résumé de la philosophie d'Epicure. Quel autre nom donne-t-il à sa logique? Quel auteur suit-il en physique? Nommez son disciple le plus connu.

5. Faites connaître brièvement la vie de St. Justin; nommez ses principaux ouvrages; donnez un abrégé de ses doctrines; caractère général de ses œuvres.

6. Esquisse de la vie de Tertullien; appréciation de son génie; ses principaux ouvrages au point de vue philosophique; sa critique des philosophes; son appel au témoignage de l'âme en faveur de Dieu; ce qu'il dit de la nature de l'âme.

7. Idée juste et complète de St. Augustin; comment il tient de Platon et prépare la scolastique.

8. Faites connaître brièvement Boèce, ce que St. Thomas lui emprunte, le " De Consolatione Philosophiae," sa théorie des universaux.

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EXAMEN, MAI, 1895.

HISTOIRE DE LA PHILOSOPHIE.

PARTIE II.

1. St. Anselme et le réalisme modéré; ses deux plus remarquables ouvrages. Est-il idéaliste ou ontologiste? Citer son argument pour l'existence de l'être premier et parfait.

2. Personnalité de St. Bonaventure; caractère de ses écrits; son mysticisme si différent du mysticisme panthéiste. Sacrifie-t-il la raison à la foi? Esquissez sa philosophie. Son explication de la liberté. Est-il partisan des idées innées?

3. St. Thomas d'Aquin est-il original?

4. Que dit Cousin de la philosophie de la Renaissance? Grande place qu'y occupe l'école thomiste. Séquelle d'Occam; caractère de cette société nouvelle. Engouement pour la Grèce; les humanistes.

5. *(a)* Histoire de Giordano Bruno; son panthéisme; ses théories sur l'infini.

Ou bien

(b) Apprécier le caractère et les principaux écrits de Savonarole.

Ou bien

(c) Talent et mérite extraordinaire de Thomas de Vio; sa soutenance contre Pic de la Mirandole.

6. Énumérer les principaux ouvrages de Hume; exposer ses notions sur la substance et la cause; conséquences de ses théories.

7. Décrire l'attitude des positivistes devant les notions de substance, d'essence et de cause; la théorie des trois étapes.

8. Cousin; son mérite; son éclectisme; ses principales erreurs; trois périodes dans sa vie philosophique.

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EXAMEN, MAI, 1895.

ETHICA IV.

1. Exponatur et refutetur communismus præsertim quoad inæqualitatem jurium et conditionum.

2. Jus conficiendi testamentum in jure naturali fundatur, et eodem jure familia in bona paterna ab intestato relicta succedit.

3. Contractus operarios inter et patronos estne contractus societatis? Probetur salarium tale esse debere ut possit operarium ejusque familiam convenienter sustinere.

4. Objectionibus responde ductis ex nocumento quod afferunt cessationes a labore, ex damnis quæ patiuntur cives, ex iniquis petitionibus et fraude metuve ingesto.

5. Polygynia et polyandria explicentur et refutentur.

6. Proba auctoritatem civilem a Deo venire. Inquire utrum hæc auctoritas prius resideat in communitate et ab ipsa in aliquod determinatum subjectum derivet.

7. Quid de principio *non-interventus*, quo negatur unam nationem afferre posse auxilium alteri in magno periculo positæ?

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EXAMINATIONS, MAY, 1895.

HONOR ENGLISH.

LAMB.

1. Lamb's "style is not so much an imitation as a reflexion of the older writers; for in spirit he made himself their contemporary." Discuss this statement, and mention in detail the writers alluded to.

2. Give some illustrations of the "Genuine and cordial vein of pleasantry" in Lamb's Essays.

3. Summarize the essay on "Oxford in the Vacation."

4. Explain the following, and mention in which essay each occurs:—"Pounce boxes," "In tones worthy of Arden," "One poor gaudy-day" "Herculanean raker." "Wooden piggins," "A gag-eater," "Obolary Jew," "His periegesis," "Pam in all his glory" "Handsome volutes to the human capital."

MACAULAY.

5. Macaulay's Essays are "freighted with the spoils of all the ages. They are a literature as well as history." Illustrate this statement from his essay on Milton.

6. Mention the chief points in the parallel between Dante and Milton.

7. Describe Milton's private life and public character as set forth in the essay.

8. Explain the following allusions, and, where you can, give the context:—"Sad Electra's poet," "The long ears of Bottom" The Greek Rhapsodists," "The Pastor Fido," "Weeds of Thyrsis," "The Father of Tuscan Literature," "A Venetian Oligarchy," "Sir Artegal's iron man Talus," "Their Escobars," "Careless Gallios."

(Over.)

ESSAY.

Write a short essay on "The Love of Nature," or, with the following couplet for its subject:

"For manners are not idle, but the fruit
Of loyal nature and of noble mind."

—Idylls of the King.

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EXAMINATIONS, MAY, 1895.

HONOR ENGLISH.

CRAIK'S LITERATURE.

1. James I. of Scotland wrote:

> "Maisters dear,"
> Gower and Chaucer, that on the steppes sate,
> Of rhetorick while they were livand here,
> Superlative as poets laureate,
> Of morality, and eloquence ornate."

(a) Note the place of King James as a poet.

(b) His dialect.

(c) Describe his chief work.

2. Describe fully the "Mirror for Magistrates," and its influence.

3. Give an account of Ben Jonson, and state clearly his relation to Shakespeare.

CRAIK'S ENGLISH.

4. Illustrate fully Mr. Guest's statement, "that in the middle of the fourteenth century there were three great English dialects."

5. Discuss after Mr. Garrett, "the question of the amount of Celtic in English."

TAYLOR.

6. State the positions taken in the Aryan controversy by Max Muller, Latham, Cuno, and Penka.

(a) Give Schrader's six points submitted for the solution of this question.

7. State the confusion that has arisen in the use of the name Celt, and give the physical characteristics of the two races in connection with which the name has been used.

(Over.)

8. Explain the distinction made between the palaeolithic and neolithic periods in man's history.

(a) Refer to their place in neolithic culture, the remains of the kitchen middens, the Swiss pile dwellings, the round barrows, and the long barrows.

(b) Draw a sketch map of Europe and Western Asia, showing the localities of the existing families of Aryan speech, as well as those which have become extinct.

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EXAMINATIONS, MAY, 1895.

MODERN LANGUAGE.—HONOR COURSE.

WORDSWORTH, TENNYSON AND GENUNG.

1. Discuss the "Nature Poetry" of Wordsworth and Tennyson. Explain clearly the standpoint of each with regard to Nature, and the use which each made of Nature.

2. "Epithets form the crucial test of a poet." Point out, with examples, how the test may be successfully applied to Tennyson.

3. Paraphrase the following passage:

> "Here ceased the kindly mother out of breath;
> And Enid listened brightening as she lay;
> Then as the white and glittering star of morn
> Parts from a bank of snow, and by and by
> Slips into golden cloud, the maiden rose,
> And left her maiden couch and robed herself,
> Help'd by the mother's careful hand and eye,
> Without a mirror, in the gorgeous gown;
> Who, after, turn'd her daughter round, and said,
> She never yet had seen her half so fair;
> And call'd her like that maiden in the tale,
> Whom Gwydion made by glamour out of flowers,
> And sweeter than the bride of Cassivelaun,
> Flur, for whose love the Roman Cæsar first
> Invaded Britain, 'But we beat him back,
> As this great Prince invaded us, and we,
> Not beat him back, but welcomed him with joy."

Explain the allusions, and point out the poetical features of the passage.

4. "We use a knowledge of the poet's life and environment to enable us to understand his work, so we may use our knowledge of his work to study the character and range of his genius."

Establish these two points in connection with Tennyson.

(Over

5. How does "The Wanderer" illustrate "the wondrous depth of Wordsworth's feeling for the domestic affections?"

6. Show that the tone and diction of this poem are characteristic of Wordsworth.

7. "Wordsworth is the poet of the few, Tennyson of the many." Show how this is (if it be), the case.

8. Paraphrase the following passage, and explain the allusions:

> "But, as the mind was filled with inward light,
> So not without distinction had he lived,
> Beloved and honored—far as he was known.
> And some small portion of his eloquent speech,
> And something that may serve to set in view
> The feeling pleasures of his loneliness,
> His observations, and the thoughts his mind
> Had dealt with—I will here record in verse;
> Which, if with truth it correspond, and sink
> Or rise as venerable Nature leads.
> The high and tender Muses shall accept
> With gracious smile, deliberately pleased,
> And listening Time reward with sacred praise."

Criticise: Eloquent speech; feeling pleasures; venerable Nature; high and tender Muses; deliberately pleased; listening Time.

GENUNG.

9. Explain fully the "Laws of Association," with examples.

10. Explain clearly the "Occasion and Method in making Abstract," point out its diciplinary value, and give the rules of Abstract.

11. Define Narration, explain its method, and point out its prime requisite

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EXAMINATIONS, MAY, 1895.

JUNIOR AND SENIOR B. A.—HONOURS.

MODERN LANGUAGES

BOSSUET.

I.

1. Translate:

Femme et mère très-chérie et très-honorée, elle a réconcilié avec la France le roi son mari et le roi son fils. Qui ne sait qu'après la mémorable action de l'île de Ré, et durant ce fameux siége de La Rochelle, cette princesse, prompte à se servir des conjonctures importantes, fit conclure la paix, qui empêcha l'Angleterre de continuer son secours aux calvinistes révoltés? Et dans ces dernières années, après que notre grand roi, plus jaloux de sa parole et du salut de ses alliés que de ses propres intérêts, eut déclaré la guerre aux Anglais, ne fut-elle pas encore une sage et heureuse médiatrice? Ne réunit-elle pas les deux royaumes? Et depuis encore, ne s'est-elle pas appliquée en toutes rencontres à conserver cette même intelligence? Ces soins regardent maintenant Vos Altesses Royales; et l'exemple d'une grande reine, aussi bien que le sang de France et d'Angleterre, que vous avez uni par votre heureux mariage, vous doit inspirer le désir de travailler sans cesse à l'union des deux rois qui vous sont si proches, et de qui la puissance et la vertu peuvent faire le destin de toute l'Europe.

2. Write explanatory notes on:
   (a) Le roi son mari et
   (b) le roi son fils
   (c) ce fameux siége de La Rochelle.
   (d) Vos altesses royales.

II.

3. Translate:

Tel a été le sort de l'Angleterre. Mais que, dans cette effroyable confusion de toutes choses, il est beau de considérer ce que la grande Henriette a entrepris pour le salut de ce royaume; ses voyages, sés négociations, ses traités, tout ce que sa prudence et son courage opposaient à la fortune de l'État;

(Over.)

et enfin sa constance, par laquelle n'ayant pu vaincre la violence de la destinée, elle en a si noblement soutenu l'effort! Tous les jours elle ramenait quelqu'un des rebelles; et de peur qu'ils ne fussent malheureusement engagés à faillir toujours, parce qu'ils avaient failli une fois, elle voulait qu'ils trouvassent leur refuge dans sa parole. Ce fut entre ses mains que le gouverneur de Scarborough remit ce port et ce chateau inaccessible.

4. Give *(a)* the conditional of *soutenu*.
(b) the indicative present of *faillir* (modern and old form).
(c) the indicative present of *remit*.

ÉMILE SOUVESTRE.

I.

5. Translate:

1er janvier. — Cette date me vient à la pensée dès que je m'éveille. Encore une année qui s'est détachée de la chaîne des âges pour tomber dans l'abîme du passé! La foule s'empresse de fêter sa jeune sœur. Mais tandis que tous les regards se portent en avant, les miens se retournent en arrière. On sourit à la nouvelle reine, et, malgré moi, je songe à celle que le temps vient d'envelopper dans son linceul.

(a) 'détachée'—Give in full rules for the agreement of past participles.

II

6. Translate:

Autour de moi tout faisait silence. Au dehors seulement une pluie glacée balayait les toits et roulait avec de longues rumeurs dans les gouttières sonores. Par instants, une raffale courait sous les tuiles qui s'entrefroissaient avec un bruit de castagnettes, puis elle s'engouffrait dans le corridor désert. Alors un petit frémissement voluptueux parcourait mes veines, je ramenais sur moi les pans de ma vieille robe de chambre ouatée, j'enfonçais sur mes yeux ma toque de velours rapé, et, me laissant glisser plus profondément dans mon fauteuil, les pieds caressés par la chaude lueur qui brillait à travers la porte du poêle, je m'abandonnais à une sensation de bien-être avivée par la conscience de la tempête qui bruissait au dehors.

(a) What is the infinitive from which 'bruissait' comes? Conjugate so far as found.

(b) What is your estimate of Souvestre's style as a writer, and of his teaching as a philosopher?

[Over.]

LA BRUYÈRE.

I.

7. Translate:

Corneille nous assujettit à ses caractères et à ses idées, Racine se conforme aux nôtres: celui-là peint les hommes comme ils devraient être, celui-ci les peint tels qu'ils sont. Il y a plus dans le premier de ce que l'on admire, et de ce que l'on doit même imiter; il y a plus dans le second de ce que l'on reconnait dans les autres, ou de ce que l'on éprouve dans soi-même. L'un élève, étonne, maîtrise, instruit; l'autre plait, remue, touche, pénètre. Ce qu'il y a de plus beau, de plus noble, et de plus impérieux dans la raison, est manié par le premier; et, par l'autre, ce qu'il y a de plus flatteur et de plus délicat dans la passion. Ce sont, dans celui-là, des maximes, des règles, des préceptes; et, dans celui-ci, du goût et des sentiments. L'on est plus occupé aux pièces de Corneille; l'on est plus ébranlé et plus attendri à celles de Racine. Corneille est plus moral; Racine, plus naturel. Il semble que l'un imite Sophocle, et que l'autre doit plus à Euripide.

(a) Derive: nôtres, étonne, raison, manié, goût.

(b) „Celui-là peint les hommes comme ils devraient être, celui-ci les peints tels qu'ils sont."

8. Illustrate this criticism from le *Cid* and *Britannicus*.

9. Translate:

(a) This caused our line to waver and retire, leaving the officers in front, and just as I was yelling to our company to come back, I got a fearful whack, and felt as if some one had hit me hard with a bludgeon on the neck. Fortunately, I did not fall, but turned and went down the hill, feeling awfully queer and dizzy. How I got there I don't know; but I found myself standing in the river and sousing my face with water, which somewhat revived me.

(b) The sun is setting; its last rays shine with great brilliancy, at once soft and resplendent, shedding over all pink and vermilion lights; these magic lights dye the vast plain which rolls at the base of Pisgah, a fertile plain watered by the waves of a river, and shaded by thick forests, into which sea of verdure long avenues are thrown out like headlands into the ocean. These great prairies are alive with herds; here and there a great bull, a bull of Bashan, rests by itself under a huge tree; far away rise the fortified walls of a town.

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EXAMINATIONS, MAY, 1895.

MODERN LANGUAGES.—HONOURS.

JUNIOR AND SENIOR B.A.

BOILEAU.

I.

1. Translate :

C'est en vain qu'au Parnasse un téméraire auteur
Pense de l'art des vers atteindre la hauteur ;
S'il ne sent point du ciel l'influence secrète,
Si son astre en naissant ne l'a formé poëte,
Dans son génie étroit il est toujours captif ;
Pour lui Phébus est sourd, et Pégase est rétif.

2. Write explanatory notes on Parnasse, Phébus, Pégase. State what they represent here and what is meant by the one being "sourd" and the other "rétif."

II.

3. Translate :

Telle qu'une bergère, au plus beau jour de fête,
De superbes rubis ne charge point sa tête,
Et, sans mêler à l'or l'éclat des diamants,
Cueille en un champ voisin ses plus beaux ornements ;
Telle, aimable en son air, mais humble dans son style,
Doit éclater sans pompe une élégante Idylle.
Son tour simple et naïf n'a rien de fastueux,
Et n'aime point l'orgueil d'un vers présomptueux.
Il faut que sa douceur flatte, chatouille, éveille,
Et jamais de grands mots n'épouvante l'oreille.

4. What kind of style is here commended ?

5. Give in full the imperfect subjunctive of cueille, doit, chatouille.

III.

6. Translate :

Tout poême est brillant de sa propre beauté.
Le Rondeau, né gaulois, à la naïveté.

[Over.]

La Ballade, asservie à ses vieilles maximes,
Souvent doit tout son lustre au caprice des rimes
Le Madrigal, plus simple et plus noble en son tour,
Respire la douceur, la tendresse et l'amour.
L'ardeur de se montrer, et non pas de médire,
Arma la Vérité du vers de la Satire.
Lucile le premier osa la faire voir,
Aux vices des Romains présenta le miroir,
Vengea l'humble vertu de la richesse altière,
Et l'honnête homme à pied du faquin en litière.
Horace à cette aigreur mêla son enjouement :
On ne fut plus ni fat ni sot impunément ;
Et malheur à tout nom qui, propre à la censure,
Put entrer dans un vers sans rompre la mesure !

7. Write full explanatory notes on le Rondeau, la Ballade, le Madrigal, la Satire.

LA FONTAINE.

I.

8. Translate :

Un malheureux appelait tous les jours
La mort à son secours.
"O Mort ! lui disait-il, que tu me sembles belle !
Viens vite, viens finir ma fortune cruelle !"
La Mort crut, en venant, l'obliger en effet.
Elle frappe à sa porte, elle entre, elle se montre.
"Que vois-je ! cria-t-il : ôtez-moi cet objet !
Qu'il est hideux ! que sa rencontre
Me cause d'horreur et d'effroi !
N'approche pas, ô Mort ! ô mort, retire-toi !"

Mécénas fut un galant homme ;
Il a dit quelque part : "Qu'on me rende impotent,
Cul-de-jatte, goutteux, manchot, pourvu qu'en somme
Je vive, c'est assez, je suis plus que content."
Ne viens jamais, ô Mort ! on t'en dit tout autant.

9. Write in full the imperf. subjunctive of : viens, crut, vois, vive.

10. Parse *me* and *que* wherever they occur in this extract.

11. Write an explanatory note on Mécénas.

12. Derive malheureux, assez, jamais, autant.

(Over.)

II.

13. Translate :

Moi, souris ! des méchans vous ont dit ces nouvelles.
Grâce à l'auteur de l'univers,
Je suis oiseau ; voyez mes ailes :
Vive la gent qui fend les airs ! "
Sa raison plut, et sembla bonne.
Elle fait si bien qu'on lui donne
Liberté de se retirer.
Deux jours après, notre étourdie
Aveuglément se va fourrer
Chez une autre belette aux oiseaux ennemie.
La voilà derechef en danger de sa vie.
La dame du logis avec son long museau
S'en allait la croquer en qualité d'oiseau,
Quand elle protesta qu'on lui faisait outrage :
" Moi, pour telle passer ! Vous n'y regardez pas.
Qui fait l'oiseau ? c'est le plumage.
Je suis souris ; vivent les rats !
Jupiter confonde les chats ! "
Par cette adroite repartie
Elle sauva deux fois sa vie.
Plusieurs se sont trouvés qui, d'écharpe changeans,
Aux dangers, ainsi qu'elle, ont souvent fait la figue.
Le sage dit, selon les gens :
" Vive le roi ! vive la Ligue ! "

14. Parse plut, ennemie, derechef, outrage, vivent.

15. Distinguish between aveuglément and aveuglement ; souris (masc.) and souris (fem.) ; museau and muselière.

16. Write explanatory notes on : (a) d'écharpe changeants (b) fait la figue, (c) vive la Ligue ; and give the moral of this fable.

17. " C'est La Fontaine qui est notre Homère." *Taine.* Criticise this statement.

POÉSIE CANADIENNE.

I.

18. Translate :

Vous souvient-il des jours, vieillards de ma patrie
Où nos pères, luttant contre la tyrannie,
Par leurs nobles efforts sauvaient notre avenir ?

[Over.]

Frémissant sous le joug d'une race étrangère,
Malgré l'oppression, leur âme toujours fière,
De la France savait garder le souvenir.

(a.) "Vous souvient-il des jours?" In what other ways might this question be put?

(b.) "Nos pères." Give a synonym for "pères" as here used.

(c.) Indicate the derivation of joug, fière, âme, or (not the noun), glaive, sauvage.

II.

19. Translate:

Sur les champs refroidis jetant son manteau blanc,
Décembre était venu. Voyageur solitaire,
Un homme s'avançait d'un pas faible et tremblant
Aux bords du lac Champlain. Sur sa figure austère
Une immense douleur avait posé sa main.
Gravissant lentement la route qui s'incline
De Carillon bientôt il prenait le chemin,
Puis enfin s'arrêtait sur la haute colline.

(a) Relate the incident which forms the major portion of the poem "Le Drapeau de Carillon," not forgetting the pathetic element therein contained.

III.

20. Translate:

C'était l'heure où les bois s'éveillent aux ramages
Des ruisseaux babillards et des oiseaux sauvages;
Où du soleil levant les radieux reflets
Redonnent leur couleur aux feuilles des forêts;
Où le pétrel hardi de la plage s'élance
Vers les flots menaçants que l'orage balance,
Sur les bords inconnus où le vaillant Cartier,
A Dieu comme à son roi se vouant tout entier,
Etait venu naguère élever la croix sainte,
Un vieillard cheminait jetant au vent sa plainte.

(a) Give the titles of the three poems from which extracts have been chosen. Indicate the authorship of each.

21. Translate into French:

I found on asking him, that every day he carried dinner to his father, who was then working on the left bank of the Seine; and this responsible duty had made him careful and prudent. He had learned those hard but forcible lessons of necessity which nothing can equal. Unfortunately the wants

(Over.)

of this poor family had kept him from school, and he seemed to feel the loss; for he often stopped before the print-shops and asked his companion to read him the names of the engravings. In this way we reached the Boulevard Bonne Nouvelle, which the little wanderer seemed to know again; notwithstanding his fatigue, he hurried on; he was agitated by mixed feelings; at the sight of his house he uttered a cry, and ran towards the iron gate with gilt points; a lady who was standing at the entrance received him in her arms, and from the exclamations of joy, and the sound of kisses, I soon perceived she was his mother.

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UNIVERSITE DE MANITOBA.

EXAMEN, MAI, 1895.

MODERN LANGUAGES.—HONORS.—JUNIOR AND SENIOR B.A.

I.

CHANTREL.

1. Name the different species of the ode, and tell to which of the three "grands genres de poésie" it belongs.

2. Define briefly:
(a) L'acrostiche.
(b) L'épithalame.
(c) Les pièces à tiroir.
(d) L'oratorio.
(e) Le sonnet.
(f) Un coup de théâtre.
(g) L'épître dédicatoire.

3. Develop the statement in reference to *l'action épique* "elle sera une, vraisemblable, entière, grande, intéressante."

4. Distinguish the three epical terms: le début, le noeud, le dénoûment.

5. What are "les trois grandes passions tragiques"?

6. According to Chantrel what is "le but moral":
(a) Of comedy.
(b) Of Satire.

II.

GERUZEZ.

7. What are the three principal periods of French literature?

8. What sort of compositions were the Chansons de gestes? Name two of them and give a short account of the subject of each.

[Over.]

9. What is the origin of the terms "Langue d'Oc" and "Langue d'Oil," and to what was the name Languedoc afterwards applied?

10. *(a)* How and where were historical facts recorded in mediæval times. *(b)* Name the three most prominent lay chroniclers and the first historian worthy of the name. *(c)* When did this historian live? Under what king of France?

11. How did the French theatre originate? Give a full account of its different transformations with the names of the different societies that brought them about.

12. Whom do the French claim as the author of the "Imitation of Christ" and about what time did he live?

13. Name at least three of the poets composing *la Pléiade* and give a sketch of their work.

14. Who was Rabelais? What did he write?

15. Who was the first poet to write French in modern style?

Criticize and give Boileau's opinion about him.

16. Who was the first great tragic poet? When did he live? Name three of his works.

17. *(a)* What are the points of resemblance between Corneille and Racine?

(b) By what means did each influence the public?

(c) In what do "Esther" and "Athalie" differ from every other plays, and for what purpose were they composed.

18. Give a brief sketch of Molière's life and name three of his works.

III.

BRACHET.

19. Define with examples *(a)* classical Latin, *(b)* popular Latin. Tell when this distinction began to be made.

20. Account for the rapid diffusion of the Latin tongue among the people of Gaul of all classes.

(Over.)

21. What is meant by the institution of the "curials"? Describe and explain its effects upon the literary culture of the time.

22. What were the dialects of the Langue d'Oil in the Middle ages? How were these dialects reduced to one? Which one survived?

23. What are the signs that distinguish words of popular origin from those of learned origin? Give an example of each sign.

24. What is the nature of the change that Du Bellay and Ronsard aimed at making in the French language? Give words still existing in French that are traces of this attempt.

25. Distinguish *tonic* from *grammatical* accent, and state the *kinds* and *uses* of the latter.

26. From what Latin words are *posture, hotel, nager, santé, avoine, soir, voile* formed? Trace the process of formation in the first two words.

27. Derive *voyage, sauvage, marchand, sans, langue,* and account in each case for origin of the letter *a*.

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UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

MODERN LANGUAGE COURSE.

GERMAN AUTHORS.

SENIOR AND JUNIOR B. A. will take I, II, IV, V, VII, VIII and IX.
GENERAL B. A. will take I, II, III, IV, V, VI.

I. Translate:

Nach *Uri* fahr' ich steh'nden *Fuszes* gleich,
Dort lebt ein Gastfreund *mir*, Herr Walther Fuerst.
Der ueber diese Zeiten denkt wie ich.
Auch find' ich dort den edeln Bannerherrn
Von Attinghaus — obgleich von hohem Stamm,
Liebt er das Volk und ehrt die alten Sitten.
Mit ihnen Beiden *pfleg'* ich Rat's, wie man
Der Landesfeinde mutig sich erwehrt —
Leb' wohl — und, weil ich fern bin, fuehre Du
Mit klugem Sinn das Regiment des Hauses. —
Dem Pilger, der zum *Gotteshause* wallt,
Dem frommen Moench, der fuer sein Kloster sammelt,
Gieb reichlich und entlass' ihn wohlgepflegt!

1. Give the derivation of *Uri* and explain the phrase "*der Stier von Uri.*"

2. Give the construction of *Fuszes, mir.*

3. What construction follows the verb *pflegen*? Explain fully.

4. Write note on *Gotteshause.* Where was it?

II. Translate:

Hoert, was mir Gott in's Herz gibt, Eidgenossen!
Wir stehen hier statt einer *Landsgemeinde*
Und koennen gelten fuer ein ganzes Volk.
So laszt uns tagen nach den alten Braeuchen
Des Lands, wie wir's in ruhigen Zeiten pflegen;
Was ungesetzlich ist in der Versammlung,
Entschuldige die Not der Zeit. Doch Gott
Ist ueberall, wo man das Recht verwaltet,
Und unter seinem Himmel stehen wir.

[Over.]

1. Write note on *Landsgemeinde*. Does it still exist?
2. *Was ungesetzlich ist*—Explain.

III. Translate:

Ich hab' den Hut nicht aufgestellt zu Altorf
Des Scherzes wegen, oder um die Herzen
Des Volks zu pruefen; diese kenn' ich laengst.
Ich hab' ihn aufgesteckt, dasz sie den Nacken
Mir lernen beugen, den sie aufrecht tragen —
Das Unbequeme hab' ich hingepflanzt
Auf ihren Weg, wo sie vorbeigehen muessen,
Dasz sie darauf stoszen mit dem Aug' und sich
Erinnern ihres Herrn, den sie vergessen.

1. Rewrite the last six lines, in ordinary German prose.

IV. Translate:

Aber nur angelegt war das Pfoertchen, das aus der Laube,
Aus besonderer Gunst, durch die Mauer des Staedtchens gebrochen
Hatte der Ahnherr einst, der wuerdige Burgemeister.
Und so ging sie bequem den trocknen Graben hinueber,
Wo an der Strasse sogleich der wohlumzaeunete Weinberg
Aufstieg steilern Pfads, *die Flaeche zur Sonne gekehret*.
Auch den schritt sie hinauf und freute der Fuelle der Trauben
Sich im Steigen, die kaum sich unter den Blaettern verbargen.
Schattig war und bedeckt der hohe mittlere Laubgang,
Den man auf Stufen erstieg von unbehauenen Platten.
Und es hingen herein Gutedel und Muskateller,
Roethlich blaue darneben von ganz besonderer Groesse,
Alle *mit Fleisze* gepflanzt, der Gaeste Nachtisch zu zieren,
Aber den uebrigen Berg bedeckten einzelne Stoecke,
Kleinere Trauben tragend, von denen der koestliche Wein kommt.
Also schritt sie hinauf, sich schon des Herbstes erfreuend
Und des festlichen Tages, an dem die Gegend im Jubel
Trauben *lieset* und tritt und den Most in die Faesser versammelt,
Feuerwerke des Abends von allen Orten und Enden
Leuchten und knallen, und so *der Ernten schoenste* geehrt wird.

1. Write note on the construction of *die Flaeche zur Sonne gekehret*.—Give another instance of a similar construction.

Also on the use of the *e* in such expressions as *mit Fleisze*.

(Over.)

2. Explain the meaning of *lieset.*

3. Rewrite in full *der Ernten schoenste.*

V. Translate:

Also sprach er. Es fuehlte die treffende Rede das Maedchen,
Und sie hielt sich nicht mehr; es zeigten sich ihre Gefuehle
Maechtig, es hob sich die Brust, aus der ein Seufzer hervordrang.
Und sie sagte sogleich mit heiss vergossenen Thraenen:
O, nie weisz der verstaendige Mann, der im Schmerz uns zu rathen
Denkt, wie wenig *sein Wort, das kalte,* die Brust zu befreien
Je von dem Leiden *vermag,* das ein hohes Schicksal uns auflegt.
Ihr seid gluecklich und froh, wie sollt' ein Scherz euch verwunden!
Doch der Krankende fuehlt auch schmerzlich die leise Beruehrung.
Nein, es huelfe mir nichts, wenn selbst mir Verstellung *gelaenge.*
Zeige sich gleich, was spaeter nur tiefere Schmerzen vermehrte
Und mich *draengte* vielleicht in stillverzehrendes Elend.
Lasst mich wieder hinweg! Ich darf im Hause nicht bleiben;
Ich will fort und gehe, die armen Meinen zu suchen,
Die ich im Unglueck verliess, fuer mich nur das Bessere waehlend.

1. Give principal parts of *vermag, draengte, gelaenge* and account for the mood and tense of the last two.

2. Decline together in full *sein Wort, das kalte.*

VI. Translate:

Aber es saszen die Drei noch immer sprechend zusammen,
Mit dem geistlichen Herrn der Apotheker beim Wirthe;
Und es war das Gespraech noch immer ebendasselbe,
Das viel hin und her nach allen Seiten gefuehrt ward.
Aber der treffliche Pfarrer versetzte, wuerdig gesinnt, drauf:
Widersprechen will ich euch nicht. Ich weisz es, der Mensch soll
Immer streben zum Bessern; und, wie wir sehen, er strebt auch
Immer dem Hoeheren nach, zum wenigsten sucht er das Neue.
Aber geht nicht zu weit! denn neben diesen Gefuehlen
Gab die Natur uns auch die Lust, zu verharren im Alten

(Over.)

Und sich dessen zu freun, was Jeder lange gewohnt ist.
Aller Zustand ist gut, der natuerlich ist und vernuenftig.
Vieles wuenscht sich der Mensch, und doch bedarf er nur wenig;
Denn die Tage sind kurz, und beschraenkt der Sterblichen Schicksal.

VII. Faust: translate:

Du darfst auch da nur frei erscheinen;
Ich habe deines Gleichen nie gehaszt.
Von allen Geistern, die verneinen,
Ist mir der Schalk am wenigsten zur Last.
Des Menschen Thaetigkeit kann allzuleicht erschlaffen,
Er liebt sich bald die unbedingte Ruh;
Drum geb' ich gern ihm den Gesellen zu,
Der reizt und wirkt und musz als Teufel schaffen.
Doch ihr, die echten Goettersoehne,
Erfreut euch der lebendig reichen Schoene!
Das Werdende, das ewig wirkt und lebt,
Umfass' euch mit der Liebe holden Schranken,
Und was in schwankender Erscheinung schwebt,
Befestiget mit dauernden Gedanken.

(*a*) Derive Gesellen, erschlaffen.

(*b*) Give nominative plural of Last, nominative singular of Schranken.

(*c*) Give the construction of "Er liebt sich", and of "der lebendig reichen Schoene".

(*d*) Write a note on "Das Werdende".

VIII. Translate:

Bescheid'ne Wahrheit sprech' ich dir.
Wenn sich der Mensch, die kleine Narrenwelt
Gewoehnlich fuer ein Ganzes haelt.
Ich bin ein Theil des Theils, der anfangs alles war,
Ein Theil der Finsternisz, die sich das Licht gebar,
Das stolze Licht, das nun der Mutter Nacht
Den alten Rang, den Raum ihr streitig macht.
Und doch gelingt's ihm nicht, da es, so viel es strebt,
Verhaftet an den Koerpern klebt.
Von Koerpern stroemt's, die Koerper macht es schoen,
Ein Koerper hemmt's auf seinem Gange.
So, hoff' ich, dauert es nicht lange
Und mit den Koerpern wird's zu Grunde gehn.

(Over.)

(a) Parse sich (l. 5.), ihr (l. 7.), giving the construction in each case.

(b) "dauert". Give the signification of the other verb "dauern."

IX. Translate:

Ich kann es euch so sehr nicht uebel nehmen;
Ich weisz, wie es um diese Lehre steht.
Es erben sich Gesetz' und Rechte
Wie eine ew'ge Krankheit fort;
Sie schleppen von Geschlecht sich zum Geschlechte
Und ruecken sacht von Ort zu Ort.
Vernunft wird Unsinn, Wohlthat Plage;
Weh dir, dasz du ein Enkel bist!
Vom Rechte, das mit uns geboren ist,
Von dem ist leider! nie die Frage.

(a) Give the force here of (1) euch, (2) um (um diese Lehre).

(b) In what other sense is "erben" used?

(c) What part of speech is "uebel" here?

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UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

MODERN LANGUAGE COURSE.

GERMAN GRAMMAR AND COMPOSITION.

GOSTWICK AND HARRISON.

1. To what period of Schiller's career does Wilhelm Tell belong? Where did he obtain the materials for this drama?

2. Compare Goethe with Schiller (a) as dramatist, (b) as lyric poet.

3. What is meant by the Sturm-und Drang period of German Literature? Describe the part played in the movement by Goethe and Schiller.

4. Why is Lessing's Minna von Barnhelm epoch-making in German drama?

5. Give a brief account of the life and writings of Herder and Eichendorff.

6. State any distinctions in connection with the use of the relative pronoun in German.

7. By what prepositions are the following reflexive verbs followed:

(a) sich fuerchten, (b) sich kuemmern, (c) sich schaemen, (d) sich verlassen, (e) sich belaufen.

8. Illustrate by examples the different forces of the preformatives *be* and *ver* in composition.

9. Translate into German:

(a) My friend is more fortunate than wise.

(b) We are not allowed to leave the room, till half-past ten.

(c) We who have known him longest esteem him most.

(d) With money one can do much good to one's fellow-creatures.

(e) You will find what you are seeking in any shop.

(f) Some of our teachers are ill, consequently they cannot come to school.

(Over.)

10. Translate into German:

(a) I who know all which he did, tell it you.

(b) Has the bread been sent, which I ordered?

(c) A church is built beside the house of my friend; they ought to have built it three years ago.

(d) In this field the peasants have already cut the grass, but in that one they will not cut it till to-morrow.

11. Translate into German:

(a) We form our mind by reading good books.

(b) When you see my aunt, tell her, please, that I purpose to visit her.

(c) The unhappy woman is ashamed of her conduct and therefore hides her face.

(d) It is not very easy to translate five or six pages of German when one has to copy the translation two or three times to make it legible (lesbar).

(e) This young man was at one time quite rich, but he squandered (verschwenden) all his money, so that now his home, horses and everything must be sold and he will have to work to earn his bread.

12. Translate into German:

(a) My uncle told me he would be obliged to go to the country for a few weeks after his long illness.

(b) He told me the whole story. I ought to have believed him but I could not.

(c) Milton would not let his daughters study any foreign language because he was of the opinion that one tongue was enough for a woman.

13. Translate into German:

It opens with a picture of the author toiling across a bare field in a hot summer day, and reaching at last a ruined (verwuestet) house, surrounded with tall trees, where he meets by appointment with a hale old man. Then follows a retrospective (zurueck-blickend) account of their first acquaintance—formed it seems when the author was at a village school; and his aged friend occupied "one room,—the fifth part of a house" in the neighborhood. After this we have the history of this reverend person at no small length. He was born, we are happy to find, in Scotland, among the hills of Athol, and his mother after his father's death, married the schoolmaster, so that he was taught his letters betimes.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

GENERAL B. A.—LATIN.

A.—VIRGIL.

1. Translate:

(*a*) vere novo gelidus canis cum montibus umor
liquitur et Zephyro putris se glaeba resolvit,
depresso incipiat iam tum mihi taurus aratro
ingemere, et sulco attritus splendescere vomer.
illa seges demum votis respondet avari
agricolae, bis quae solem, bis frigora sensit;
illius immensae ruperunt horrea messes.
at prius ignotum ferro quam scindimus aequor,
ventos et varium caeli praediscere morem
cura sit ac patrios cultusque habitusque locorum,
et quid quaeque ferat regio et quid quaeque recuset.

(*b*) tum pingues agni et tum mollissima vina,
tum somni dulces densaeque in montibus umbrae.
cuncta tibi Cererem pubes agrestis adoret:
cui tu lacte favos et miti dilue Baccho,
terque novas circum felix eat hostia fruges,
omnis quam chorus et socii comitentur ovantes,
et Cererem clamore vocent in tecta; neque ante
falcem maturis quisquam supponat aristis,
quam Cereri torta redimitus tempora quercu
det motus incompositos et carmina dicat.

(*c*) non alias caelo ceciderunt plura sereno
fulgura, nec diri totiens arsere cometae.
ergo inter sese paribus concurrere telis
Romanas acies iterum videre Philippi;
nec fuit indignum superis, bis sanguine nostro
Emathiam et latos Haemi pinguescere campos.

2. Parse: liquitur, illius, praediscere in (*a*);
tibi, redimitus, torta, tempora, in (*b*);
alias, Philippi in (*c*).

3. Account for the mood of sit and ferat in (*a*); supponat and det in (*b*); concurrere and pinguescere in (*c*).

(Over.)

4. (i) Give the reason for the use of quisquam in (*b*), line 8.
(ii) Write brief notes on the proper names in the extracts.
5. (i) Point out the figures of speech in "scindimus" "morem" and "sensit" of (*a*).
(ii) Write notes on the style, imagery, and teaching of the Georgics.

B.—OVID.

6. Translate:

(*a*) Est quoque, quo populum ius est includere saeptis;
Est quoque, qui nono semper ab orbe redit.
Vindicat Ausonias Iunonis cura Kalendas;
Idibus alba Iovi grandior agna cadit;
Nonarum tutela deo caret. Omnibus istis,
(Ne fallare cave,) proximus ater erit.
Omen ab eventu est; illis nam Roma diebus
Damna sub adverso tristia Marte tulit.
Haec mihi dicta semel totis haerentia fastis,
Ne seriem rerum scindere cogar, erunt.

(*b*) Fallor? an hi fient ingentia moenia colles,
Iuraque ab hac terra caetera terra petet?
Montibus his olim totus promittitur orbis.
Quis tantum fati credat habere locum?
Et iam Dardaniae tangent haec litora pinus.
Hic quoque causa novi femina Martis erit.
Care nepos, Palla, funesta quid induis arma?
Indue: non humili vindice caesus eris.
Victa tamen vinces, eversaque Troia resurges;

(*c*) Causa recens melior; passos Germania crines
Corrigit auspiciis, dux venerande, tuis.
Inde triumphatae libasti munera gentis,
Templaque fecisti, quam colis ipse, deae,
Haec tua constituit genetrix et rebus et ara,
Sola toro magni digna reperta Iovis.

7. Parse: omnibus, fallare, fastis, and cogar, of (*a*);
fati, quid, vindice, of (*b*);
passos and toro, in (*c*).

8. Explain reference in line 8, of (*a*); also in lines 5, 6, and 7 of (*b*); also in lines 1 and 2 of (*c*).

9. (i) Give a short sketch of the life of Ovid.
(ii) Describe the metre of the Fasti, and scan extract (*c*).

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

JUNIOR B. A.

GENERAL B A.—LATIN.

A.—HORACE.

1. Translate:

Ne te *morer*, audi
Quo rem *deducam*. Si quis Deus, "en ego," dicat,
"Iam faciam quod vultis: eris tu, qui modo miles,
Mercator; tu, consultus modo, rusticus, hinc vos,
Vos hinc mutatis discedite partibus: Eia!
Quid statis?" *nolint*. Atqui licet esse *beatis*.
Quid *causæ* est merito quin illis Iuppiter ambas
Iratus buccas inflet, neque se fore posthac
Tam facilem dicat votis ut *præbeat* aurem?
Præterea ne sic, ut qui jocularia, ridens
Percurram (quanquam *ridentem* dicere verum
Quid vetat? ut pueris olim dant crustula blandi
Doctores, elementa *velint* ut discere prima);
Sed tamen amoto quæramus seria *ludo*.

2. Account for the mood or case of the words in italics.

3. Translate:

Quattuor hinc rapimur viginti et millia rhedis,
Mansuri oppidulo quod versu dicere non est,
Signis perfacile est: venit vilissima rerum
Hic aqua; sed panis longe pulcherrimus, ultra
Callidus ut soleat humeris portare viator;
Nam Canusi lapidosus, aquæ non ditior urna
Qui locus a forti Diomede est conditus olim.
Flentibus hinc Varius discedit mæstus amicis.
Inde Rubos fessi pervenimus, utpote longum
Carpentes iter et factum corruptius imbri.
Postera tempestas melior via pejor ad usque
Bari mœnia piscosi; dein Gnatia Lymphis
Iratis exstructa dedit risusque jocosque,
Dum flamma sine thura liquescere limine sacro
Persuadere cupit.

[Over.]

4. Write explanatory notes on *oppidulo, Lymphis iratis, flamma sine thura.*

5. Explain fully the circumstances that occasioned the journey to Brundisium, and state who were Horace's companions on that journey.

B.—LATIN GRAMMAR.

6. (a) Decline: Pelides, vulgus, heros, ancile, jugerum, also adjectives hebes, and uber.
   (b) Point out the peculiarities of "i" stems, and tell what nouns are included in this class.

7. (a) Compare: Pius, egregius, juvenis, parum, male.
   (b) (i) Express in Latin: "Three times nine are twenty-seven."
   (ii) What peculiar signification has quisque with the superlative?

8. (a) What part does the stem of the supine perform in the formation of the verb?
   (b) Write the future passive indic. and the imperfect subjunctive passive of "adeo" and "facio"; the imperative in full of reminiscor and fero, and the present indic. of aio.

9. (a) What construction or constructions follow the following words?—avidus, laedo, interest, piget, licet, potior, damno.
   (b) State fully the rules governing the use of the gerund or gerundive in expressing necessity.
   (c) When is the subjunctive used in a relative clause?

C.—LATIN PROSE.

10. (a) Possibly there is no one so foolish as to say that the king would have given to each tribe the right to destroy his neighbor's property if the sacred island of Delos had been spared by the victorious army.

(b) Surely the orator did not attempt to say that the jury acquitted in his absence a man who was so ashamed of his past life as to remain only ten days in a city founded on the banks of the Tiber, on the 24th of June, 987 A. D.?

(c) The guide pointed out to me the nature and extent of the danger, and said that he would lead me in safety to the other side of the marsh if he might. To this proposition I consented all the more readily since all my companions had consulted, by different methods, their own interests.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

GENERAL B. A.

DEMOSTHENES.

1. Translate:

(a) *τοὺς δὲ Θηβαίους ἡγεῖτο, ὅπερ συνέβη, ἀντὶ τῶν ἑαυτοῖς γεγνομένων τὰ λοιπὰ ἐάσειν ὅπως βούλεται πράττειν ἑαυτόν, καὶ οὐχ ὅπως ἀντιπράξειν καὶ διακωλύσειν, ἀλλὰ καὶ συστρατεύσειν, ἂν αὐτοὺς κελεύῃ. καὶ νῦν τοὺς Μεσσηνίους καὶ τοὺς Ἀργείους ταὐτὰ ὑπειληφὼς εὖ ἐποίει. ὃ καὶ μέγιστόν ἐστι καθ' ὑμῶν ἐγκώμιον, ὦ ἄνδρες Ἀθηναῖοι· κέχρισθε γὰρ ἐκ τούτων τῶν ἔργων μόνοι τῶν πάντων μηδενὸς ἂν κέρδους τὰ κοινὰ δίκαια τῶν Ἑλλήνων προέσθαι, μηδ' ἀνταλλάξασθαι μηδεμιᾶς χάριτος μηδ' ὠφελείας τὴν εἰς τοὺς Ἕλληνας εὔνοιαν.*

(b) *καὶ τίς ἂν ταῦτα πιστεύσειεν; ἐγὼ μὲν γὰρ οὐδ' ἂν ἡγοῦμαι Φίλιππον, οὔτ' εἰ τὰ πρῶτα βιασθεὶς ἄκων ἔπραξεν οὔτ' ἂν εἰ νῦν ἀπεγίγνωσκε Θηβαίους, τοῖς ἐκείνων ἐχθροῖς συνεχῶς ἐναντιοῦσθαι, ἀλλ' ἀφ' ὧν νῦν ποιεῖ, κἀκεῖνα ἐκ προαιρέσεως δῆλός ἐστι ποιήσας. ἐκ πάντων δ', ἄν τις ὀρθῶς θεωρῇ, πάντα πραγματεύεται κατὰ τῆς πόλεως συντάττων.*

(c) *ὅταν οὖν μηκέθ' ὑμῖν ἀμελεῖν ἐξουσία γίγνηται τῶν συμβαινόντων, μηδ' ἀκούηθ' ὅτι ταῦτ' ἐφ' ὑμᾶς ἐστιν ἐμοῦ μηδὲ τοῦ δεῖνος, ἀλλ' αὐτοὶ πάντες ὁρᾶτε καὶ εὖ εἰδῆτε, ὀργίλους καὶ τραχεῖς ὑμᾶς ἔσεσθαι νομίζω. φοβοῦμαι δὴ μὴ τῶν πρέσβεων σεσιωπηκότων, ἐφ' οἷς αὐτοῖς συνίσασι δεδωροδοκηκόσι, τοῖς ἐπανορθοῦν τι πειρωμένοις τῶν διὰ τούτους ἀπολωλότων τῇ παρ' ὑμῶν ὀργῇ περιπεσεῖν συμβῇ· ὁρῶ γὰρ ὡς τὰ πολλὰ ἐνίους οὐκ εἰς τοὺς αἰτίους, ἀλλ' εἰς τοὺς ὑπὸ χεῖρα μάλιστα τὴν ὀργὴν ἀφιέντας.*

2. Parse: *ἑαυτοῖς, ἐάσειν, ὑπειληφώς, κέρδους, ἄν,* before *κέρδους,* in (a);

συμβαινόντων, ἐμοῦ, αὐτοῖς, τοις, πειρωμένοις, ἀπολωλότων, συνίσασι, in (c).

(Over.)

3. Account for the mood and tense of *ἀπεγίγνωσκε*, *θεωρῇ*, *συνταττων*, and state what *ἐναντιοῦσθαι* would be in direct discourse, and why.

4. Point out any peculiarity in the formation and meaning of *ἀπολωλότων*, and name any other verbs which have the same peculiarity of meaning in this particular part.

5. Write a note on the following topics: (a) oratory of Demosthenes; (b) the occasion of the II. Philippic; and (c) its object.

Translate into Greek:

(*a*) The general himself with two others embarked on the same ship, and sailed to Alexandria. After a few days the fleet arrived and blockaded the city for ten days.

(*b*) We went to Sparta on the tenth day, and entered the city by night. Leaving a garrison in it, we began the next day to march homewards; but we were surrounded and defeated by the enemy.

(*c*) The king sent Megabyzus into Egypt, who marched overland with a great army, and defeated the Egyptians, and their allies. He drove the Greeks out of Memphis, and shut them up in a narrow place where he kept them blockaded for more than a year. At length he compelled them to surrender, and thus, after six years fighting, the cause of the Hellenes was lost in Egypt.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

GENERAL B. A. GREEK.

A.—HOMER.

1. Translate:

(a) *οὔτ' ἄρα ποίμνῃσιν καταίσχεται οὔτ' ἀρότοισιν,*
ἀλλ' ἦ γ' ἄσπαρτος καὶ ἀνήροτος ἤματα παντα
ἀνδρῶν χηρεύει, βόσκει δέ τε μηκάδας αἶγας.
οὐ γὰρ Κυκλώπεσσι νέες πάρα μιλτοπάρῃοι,
οὐδ' ἄνδρες νηῶν ἔνι τέκτονες, οἵ κε κάμοιεν
νῆας ἐυσσέλμους, αἵ κεν τελέοιεν ἕκαστα
ἄστε' ἐπ' ἀνθρώπων ἱκνεύμεναι, οἷά τε πολλὰ
ἄνδρες ἐπ' ἀλλήλους νηυσὶν περόωσι θάλασσαν·
οἵ κέ σφιν καὶ νῆσον ἐυκτιμένην ἐκάμοντο.

(b) *αὐτὰρ ἔπειτα*
ἄψ ἐπέθηχ', ὡς εἴ τε φαρέτρῃ πῶμ' ἐπιθείη.
πολλῇ δὲ ῥοίζῳ πρὸς ὄρος τρέπε πίονα μῆλα
Κύκλωψ· αὐτὰρ ἐγὼ λιπόμην κακὰ βυσσοδομεύων,
εἴ πως τισαίμην, δοίη δέ μοι εὖχος Ἀθήνη.
ἦδε δέ μοι κατὰ θυμὸν ἀρίστη φαίνετο βουλή.
Κύκλωπος γὰρ ἔκειτο μέγα ῥόπαλον παρὰ σηκῷ,
χλωρὸν ἐλαίνεον· τὸ μὲν ἔκταμεν, ὄφρα φοροίη
αὐανθέν.

(c) *Ἦμος δ' ἠριγένεια φάνη ῥοδοδάκτυλος Ἠώς,*
καὶ τότ' ἔπειτα νομόνδ' ἐξέσσυτο ἄρσενα μῆλα,
θήλειαι δ' ἐμέμηκον ἀνήμελκτοι περι σηκούς.
οὔθατα γὰρ σφαραγεῦντο. ἄναξ δ' ὀδύνῃσι κακῇσι
τειρόμενος πάντων ὀίων ἐπεμαίετο νῶτα
ὀρθῶν ἑσταότων· τὸ δὲ νήπιος οὐκ ἐνόησεν,
ὥς οἱ ὑπ' εἰροπόκων ὀίων στέρνοισι δέδεντο.

2. Parse πήματα, ἔνι, οἱά, in (a);
ἐπέθηχ', ἔκταμεν, αὐανθέν, in (b);
ἐμέμηκον, ἑσταότων, δεδεντο, in (c).

3. Account for the mood in κάμοιεν in (a); ἐπιθείη, τισαίμην, φοροίη in (b).

4. Explain the terms Epic and Ionic as applied to the language of Homer, and point out such forms in the above extracts.

5. Explain the term "Homeric question," and state the leading objections which have been made to a common authorship of the Iliad and Odyssey.

B.—GRAMMAR.

6. State the general rules for the contraction of vowels, and also the changes which occur in π, κ, and τ mutes before τ, δ, or θ.

7. Decline: (a) The following nouns: ταμίας, Κρονιδης, Ἕως, ἦπαρ, Σωκράτης, ναῦς; (b) The following adjectives; ἄληθης, ὀλήεις, μέγας.

8. Explain what is meant by the attributive and predicative use of adjectives, and illustrate these uses by forming sentences in which αὐτος is the adjective, giving the meaning in each case.

9. (a) Tell how to form the fut. and first aor. act. indic. of a liquid stem, and the second perf and first aor. pass. indic. of a mute stem.

(b) Write the second aor. indic. of προγιγνωσκω, and second aor. midd. optat of ἵστημι.

10. (a) State the general rules for use of tenses in subordinate clauses.

(b) What are the rules governing the use of moods in final clauses, indirect questions, and wishes.

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EXAMINATIONS, MAY, 1895.

FRENCH AUTHORS.—GENERAL B. A.

LA FONTAINE.

Time—Three hours.

1. Translate:

Un pauvre bûcheron, tout couvert de ramée,
Sous le faix du fagot aussi bien que des ans
Gémissant et courbé, marchoit à pas pesans,
Et tâchoit de gagner sa chaumine enfumée.
Enfin, n'en pouvant plus d'effort et de douleur,
Il met bas son fagot, il songe à son malheur.
Quel plaisir a-t-il eu depuis qu'il est au monde?
En est-il un plus pauvre en la machine ronde?
Point de pain quelquefois, et jamais de repos:
Sa femme, ses enfans, les soldats, les impôts,
Le créancier, et la corvée,
Lui font d'un malheureux la peinture achevée.
Il appelle la Mort. Elle vient sans tarder,
Lui demande ce qu'il faut faire.
"C'est, dit-il, enfin de m'aider
A recharger ce bois; tu ne tarderas guère."

Le trépas vient tout guérir;
Mais ne bougeons d'où nous sommes:
Plutôt souffrir que mourir,
C'est la devise des hommes.

2. Parse tout, depuis qu', c', ce (qu'), ce (bois).

3. Write in full the present subjunctive of venir, faire, mourir.

4. Derive faix, chaumine, trépas.

II.

5. Translate:

Mortellement atteint d'une flèche empennée,
Un oiseau déploroit sa triste destinée,
Et disoit, en souffrant un surcroît de douleur:
"Faut-il contribuer à son propre malheur!

[Over.]

Cruels humains! vous tirez de nos ailes
De quoi faire voler ces machines mortelles!
Mais ne vous moquez point, engeance sans pitié;
Souvent il vous arrive un sort comme le nôtre.
Des enfans de Japet toujours une moitié
Fournira des armes à l'autre."

6. Parse atteint, en, faut, le nôtre.

7. "Des enfans de Japet."—Explain reference.

8. What is the lesson of this fable?

III.

SOUVESTRE.

9. Translate:

Je continuai ma route, pensif, mais le cœur soulagé. Si j'avais vu ailleurs le contraste douloureux de l'opulence et de misère, ici je trouvais l'alliance amicale de la richesse et de la pauvreté. La bonne volonté avait adouci, des deux côtés, les inégalités trop rudes, et établi entre l'humble atelier et le brillant hôtel un chemin de bon voisinage. Loin de prêter l'oreille à la voix de l'intérêt, chacun avait écouté celle du dévouement, et il n'était resté place ni au dédain ni à l'envie. Aussi, au lieu du mendiant en haillons que j'avais aperçu près de l'autre seuil, maudissant la richesse, je trouvais l'heureux enfant de l'ouvrier chargé de fleurs et la bénissant! Le problème, si difficile et si périlleux à discuter rien qu'avec le droit, je venais de le voir résolu par l'amour!

10. Write in full the present, and past definite indicative of maudissant, and résolu, and the future indicative, and present subjunctive of avais aperçu and voir.

11. Parse cœur, loin, chacun, celle.

12. Explain the reference in contraste, alliance, mendiant, heureux enfant, problème.

IV.

13. Translate:

A la vue de ces vieux débris de nos luttes patriotiques, la plupart hochaient la tête avec une pitié affligée, et faisaient entendre une plainte ou une malédiction.

—Voilà à quoi sert la gloire! disait un gros marchand, en détournant les yeux avec horreur.

[Over.]

—Déplorable emploi d'une vie humaine! reprenait un jeune homme qui portait sous le bras un volume de philosophie.

—Le troupier aurait mieux fait de ne point quitter sa charrue, ajoutait un paysan d'un air narquois.

—Pauvre vieux! murmurait une femme presque attendrie.

Le vétéran a entendu et son front s'est plissé; car il lui semble que son conducteur est devenu pensif! Frappé de ce qui se répète autour de lui, il répond à peine aux questions du vieillard, et son regard, vaguement perdu dans l'espace, paraît y chercher la solution de quelque problème.

14. Write explanatory notes on: débris, vétéran, conducteur.

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EXAMINATIONS, MAY, 1895.

GENERAL B. A.

I.

FRENCH GRAMMAR.

1. Give the general rule for the formation of the plural in compound nouns and the plural form of the following: Chou-fleur.—Arc-en-ciel.—Avant-coureur.—Pied-à-terre.—Chemin-de-fer.—Basse-cour.—Passe-port.—Passe-partout.

2. Give the feminine of: ambassadeur, chanteur, complet roux, meilleur.

3. Translate: Francis the first of France, Charles the fifth of Germany and Henry the eighth of England lived in the sixteenth century.

4. Distinguish between chaque and chacun and make two sentences using these words.

5. Are the indefinite pronouns singular or plural?

6. They say that the Prince of Wales is to come this summer, have you heard of it?—In France we do not drink water.—There is a ring at the door.—No one is a prophet in his own country.—Every one for himself.—Do not do unto others what thou wouldst not have others do unto thee.—Do you know any one here?—Mr. „so and so" is a fool but his wife is clever —Love one another.

7. Give the present and past participles of *vivre*, the indicative present of *vouloir*, the imperfect indicative of *écrire*, the past definite of *traduire*, the future of *se taire*, the conditional present of *savoir*, the subjunctive present of *cueillir* and imperfect subjunctive of *courir*.

II.

Translate:

Dès que j'appris l'arrivée au pouvoir de mon élève, je lui écrivis pour le féliciter. Il me répondit, me priant de venir

(Over.)

immédiatement le voir Comme j'avais étudié complètement, depuis ma retraite, toutes les questions relatives au canal de Suez, je connaissais parfaitement l'isthme; je m'étais convaincu de la possibilité de faire l'entreprise du percement, qui avait frappé mon imagination, quand j'avais lu les mémoires de Lepère, notre ingénieur en chef de l'expédition du général Bonaparte. Je repris mes anciens travaux, persuadé que j'obtiendrais la concession.

Fragment d'une lettre de Mr de Lesseps.

III.

Translate into French:

In 1707 after the famous engagement between the English fleet and the combined squadrons of Duguay-Trouin and de Forbin the King granted Duguay-Trouin a pension on the treasury of a thousand livres. Duguay-Trouin wrote to the minister begging him to bestow this pension on Mr de St-Auban, his second captain who had lost a leg in attacking the Cumberland and who had more need of a pension than himself. "I am too highly rewarded", added he, „if I obtain the promotion of my officers."

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EXAMINATIONS, MAY, 1895.

GENERAL B. A.

GRAMMAR, COMPOSITION, &c.

1. Give genders of: Diamant, Sommer, Freiheit, Silber, Stunde, Gebirge, with the rules in each case.

2. Distinguish: *(a)* Der Hut and die Hut; *(b)* der Thor and das Thor; *(c)* der Band and das Band.

3. What are the peculiarities in the inflection of der Bauer, der See, das Ohr, der Name, das Herz.

4. Mention the grammatical peculiarities connected with the use of the modal verbs, and give an example of each.

5. Compare blasz, alt, edel, gern, hoch.

6. When are *da*, *hier* and *wo* used instead of the pronouns? Give examples.

7. Distinguish: flieszen and floeszen; hangen and haengen; fahren and fuehren.

8. Give the inseparable prefixes, with examples illustrating the force of any two of them.

9. Define *(a)* Was fuer ein Haus, *(b)* der reiche Bauer, *(c)* alter Glaube.

10. Give the principal parts of the following verbs:— heiszen, fehlen, empfehlen, fragen, wissen, begleiten.

11. Give the 2nd Sing. Present Indic. and 2nd Sing. Imperf. Subj. of treffen, erloeschen, gebaeren, essen, befehlen, nehmen.

12. Give the German for:

The day before yesterday; to-morrow morning; the shepherd's dog; the cow is eating grass; what has happened?; where can I hang this picture?; we were just talking about that; he has been away for two weeks; she returned three days ago.

(Over.)

13. Translate into German :

(a) That young lady has received a volume as a birthday present from her friend, and she is much pleased with it.

(b) We have already burnt the wood, which we bought eight days ago.

(c) What you have heard in the city is very improbable.

(d) Have you all you need ? I am ready to assist you.

(e) It rained heavily yesterday, which was a pity.

14. Translate into German :

(a) He who is rich is not always contented.

(b) One should prefer virtue to happiness.

(c) The book I want is not to be had here.

(d) He has gone out to purchase paper, pens and ink.

(e) I am astonished that you have not yet departed.

15. Write in German a description of Winnipeg, containing not fewer than fifty words.

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EXAMINATIONS, MAY, 1895.

GENERAL B. A.

ZOOLOGY.

Time—3 hours.

1. Draw a figure of the cranium and anterior vertebrae of Amiurus nebulosus from above, naming the several bones.

2. Describe fully the lancelet.

3. Draw the figure of the sparrow and name its external parts.

4. Give an account of the monotremes and marsupials among the mammalia.

5. Draw a diagram of transections of the catfish and crayfish.

6. Describe Trichina spiralis.

7. Give a general classification of fishes.

8. Give your reasons for and against receiving the doctrine of Evolution in Zoology.

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EXAMEN, MAI, 1895.

GENERAL GEOLOGY.

1. Define the terms: False vein, lode, synclinal, unconformable.

2. Discuss briefly the geological action of water as (a) a chemical agent; (b) a mechanical agent.

3. (a) Name the chief glacier regions of the world.

(b) To what is the capability of motion in a glacier attributed?

4. Describe the following rocks and state the composition of each: Syenite, gabbro, doleryte, gneiss, porphyry.

5. Name from inspection the rocks placed before you.

6. Describe the Huronian formation.

7. Draw four characteristic fossils of the Hudson River formation.

8. Give an account of the exposure containing coal on any river bank of the western prairies.

9. State theories accounting for the glacial period.

10. State, with reasons for your belief, the place occupied by human remains in the geologic ages.

11. Name the fossils A to F.

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EXAMINATIONS, MAY, 1895.

GENERAL B. A.

WORDSWORTH AND TENNYSON.

Time—Three hours.

1. Contrast Wordsworth and Tennyson in the following respects:

(a) Their method of viewing nature

(b) The extent to which their poetry is a reflex of the time in which they lived.

(c) The manner of their moral teaching.

2. Write short notes on the "Idylls of the King" under the following heads:

(a) The subject matter, and where obtained.

(b) The author's avowed purpose in writing them.

(c) Their place of merit in the author's works and in English poetry.

3. The following have been laid down as tests of true poetry, viz:

(a) It must be rhythmical.

(b) It must gratify the love of beauty.

(c) It must stir the emotions.

(d) It must be concrete in method.

Apply these tests to the poems under consideration and quote or refer to passages in support of your views.

4. Extracts (Wordsworth):

A Herdsman on the lonely mountain tops,
Such intercourse was his, and in this sort
Was his existence oftentimes *possessed*.
Oh then how beautiful, how bright appeared
The written promise! Early had he learned
To reverence the volume that displays
The mystery, the life which cannot die;
But in the mountains did he *feel* his faith.
All things, responsive to the writing, there
Breathed immortality, revolving life,
And greatness still revolving; infinite:

[Over.]

There littleness was not; the least of things
Seemed infinite; and there his spirit shaped
Her prospects, nor did he believe,—he *saw*.

Beside yon spring I stood,
And eyed its waters till we seemed to feel
One sadness, they and I. For them a bond
Of brotherhood is broken: time has been
When, every day, the touch of human hand
Dislodged the natural sleep that binds them up
In mortal stillness; and they ministered
To human comfort. Stooping down to drink,
Upon the slimy foot-stone I espied
The useless fragment of a wooden bowl,
Green with the moss of years, and subject only
To the soft handling of the elements.

(a) Explain how these passages illustrate Wordsworth's manner of viewing nature
(b) Write a paraphrase of each.
(c) Point out the figures of speech and explain their force.

5. Extracts- -(Tennyson):

'Blow trumpet, for the world is white with May;
Blow trumpet, the long night hath rolled away!
Blow thro' the living world—"Let the King reign."

'Shall Rome or Heathen rule in Arthur's realm?
Flash brand and lance, fall battlaxe upon helm,
Fall battleaxe, and flash brand! Let the King reign.

'Strike for the King and live! his knights have heard
That God hath told the King a secret word.
Fall battleaxe, and flash brand! Let the King reign.

'Blow trumpet! he will lift us from the dust.
Blow trumpet! live the strength and die the lust!
Clang battle, and clash brand! Let the King reign.

For all his face was white
And colourless, and like the wither'd moon
Smote by the fresh beam of the springing east;
And all his greaves and cuisses dash'd with drops
Of onset; and the light and lustrous curls—
That made his forehead like a rising sun
High from the dais-throne—were parch'd with dust;
Or, clotted into points and hanging loose,

(Over.)

Mix'd with the knightly growth that fringed his lips.
So like a shatter'd column lay the King;
Not like that Arthur who, with lance in rest,
From spur to plume a star of tournament,
Shot thro' the lists at Camelot, and charged
Before the eyes of ladies and of kings.

(a) Scan the first extract and explain how the metre used illustrates the skill of the poet.

(b) Under what circumstances was the song (in the first extract) supposed to have been sung?

(c) Explain the following:—brand, secret word, greaves and cuisses, drops of onset, dais-trone, star of tournrment.

6. Give a short account of the way in which "The Passing of Arthur" was composed.

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EXAMINATIONS, MAY, 1895.

GENERAL B. A.

GENUNG.

Time—2 hours.

HANDBOOK OF RHETORICAL ANALYSIS.

1. "A diary Dies. Hodie. How queer to read are some of the entries in the Journal! Here are the records of dinners eaten, and gone the way of flesh. The lights burn blue somehow, and we sit before the ghosts of victuals. Hark at the dead jokes resurging."

(a) How is the significance of the passage increased by the use of the Latin words?

(b) What right has "journal" to be used here in this connection?

(c) From what does the form of "gone the way of flesh" come?

(d) How do you account for the use of the word "resurging?"

2. "He had been the husband of three wives, all long since dead; the father of twenty children, most of whom, at every age of childhood or maturity, had became returned to dust. Here, one would suppose, might have been sorrow enough to imbue the sunniest disposition, through and through with a sable tinge. Not so with our old Inspector."

(a) What condensation do you note in the first sentence of the extract?

(b) Explain how this sentence is loose?

(c) How do you account for the use of the expression 'returned to dust'?

(d) What is the antecedent, and what kind of a reference is there in the word "Here"?

(e) Does "sable tinge" agree with the context?

(f) Why is the last sentence made so abrupt?

RHETORIC.

3. Give the three grades of invention which designate the nature of the genius or talent of the author.

(Over.)

4. What are the main considerations governing the choice of a title?

5. Give the subdivisions of each of the following as treated by Genung: (1) Interpretation; (2) Paraphrase.

6. "Let us name a little more particularly the great divisions of literature in which exposition is the basis." Thus says Genung. Show how he continues his discussion.

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EXAMINATIONS, MAY, 1895.

B. A.—GENERAL AND PASS.

STATICS.

1. Define Force and Statics. Name and define the kinds of forces considered in statics. How are forces represented and measured in statics? Give examples illustrative of the "principle of transmissibility of force."

Define the terms resultant force, and component force. Give illustrations of resultant and component forces.

2. State the parallelogram of forces. Describe an experiment to prove it. Find the resultant of 5 and 10 lbs. weight respectively acting at an angle of 60 degrees.

3. Show that when three forces impressed upon a particle are in equilibrium each is proportional to the sine of the angle between the other two.

4. Define a rigid body.

Find the magnitude and point of application of two like parallel forces acting at two points of a rigid body.

Let P and Q represent two like parallel forces acting at points A and B respectively of a body. Let C be the point in the straight line AB through which the resultant R acts. If R = $14\frac{1}{2}$ lbs., Q = 8 oz, AB = 58 in., find AC and BC.

5. If two forces, which are not parallel, acting on a lever, produce equilibrium, they are inversely as the perpendiculars drawn from the fulcrum to the directions in which the forces act.

A uniform bar of length 2 ft. 8 in. and weight $5\frac{1}{4}$ lbs., is supported horizontally by a smooth hinge at one end, and by a string making an angle of 30 degrees with the bar, and attached to a point 4 inches from the other end. Find the tension of the string.

6. Define the centre of gravity. Find the centre of gravity of a plane triangle.

(Over.)

If from an equilateral triangle, a side of which is a, the triangular portion formed by joining the middle points of two of its sides is cut away, find the distance of the centre of gravity of the remaining piece from the centre of gravity of the whole triangle.

7. Name the mechanical powers. Describe the three classes of levers, stating when there is mechanical disadvantage.

Describe the common balance. What are the requisites of a good balance?

The arms of a false balance are in the ratio of 20 to 21. What will be the loss to a tradesman, who places articles to be weighed at the end of the shorter arm, if he is asked for 4 lbs. of goods priced at $1 per lb?

8. Describe the pulley. Give the arrangement of the pulleys in the three systems of pulleys respectively.

Find the ratio of the power to the weight in the system of pulleys in which there are two blocks, and the same string passes round the pulleys.

If the string is fastened to the lower block, which weighs 6 lbs. and contains 3 pulleys, what weight will a power of 10 lbs. support?

9. Find the condition of equilibrium on a smooth inclined plane, when the power acts parallel to the plane.

A body of weight W is supported on a smooth plane inclined at an angle α to the horizon by means of a force inclined at an angle $\alpha+\beta$ to the horizon. Find the magnitude of the force. If the force is vertical, find the pressure on the plane.

10. Describe the resistance called friction. What is limiting friction? State its statical laws. What is the coefficient of friction?

A body placed on a rough horizontal plane is on the point of motion when acted on by a force above the plane equal to its own weight, inclined to the horizon at an angle of 60 degrees. Find the coefficient of friction.

UNIVERSITE DE MANITOBA.

EXAMEN, MAI, 1895.

STATIQUE.—B. A.

1. Définir : force, statique. Enumérer et définir les forces que l'on étudie dans la statique. Donner des examples du "principe de la transmission des forces." Définir les termes : resultante, composante, et citer quelques examples de ces dernières.

2. Enoncer le théorème du parallélogramme des forces—décrire une expérience qui le démontre.

Trouver la résultante des forces de 5 et 10 lbs. agissant à un angle de 60°.

3. Démontrer que quand il y a équilibre entre trois forces, chocune est proportionnelle au sinus de l'angle compris entre les deux autres.

4. Définir un corps rigide. Trouver la grandeur et le point d'application de la résultante de deux forces parallèles de même direction appliquées en deux points d'un corps rigide.

Soient P et Q ces deux forces appliquées respectivement aux points A et B d'un corps rigide ; qu'un point C de la droite AB soit dans la direction de la résultante ; trouver AB et BC, si R=14½ lbs., Q=8 oz., AB=58 pouces.

5. Si deux forces non parallèles agissant sur un levier produisent l'équilibre, elles sont inversement proportionnelles aux droites perpendiculaires menées du point d'appui sur les directions de ces forces.

Une barre homogène, et de même section, longue de 2 pds. 8 ponces d'un poids de 5¼ lbs., est soutenue horizontalement par une charnière à une extremité, à l'autre par une corde attachée à un point à 4 pouces du bout et faisant avec la barre un angle de 60°. Trouver la tension de la corde.

6. Définir le centre de gravité. Trouvez le centre de gravité d'un triangle plan.

Dans un triangle équilatérale, dont le coté est a, on enlève la partie triangulaire determinée en joignant par des droites

[tournez.

les points des bissections des deux cotés. Trouver le centre de gravité de ce qui reste du premier triangle.

7. Enumérez les machines simples. Décrivez les trois espèces de leviers et indiquez quand il y à désadvantage mécanique.

Décrivez la balance ordinaire; que faut-il pour qu'une balance soit bonne.

Les bras d'une fausse balance sont entre eux comme 20 à 21. Quelle perte subira un marchand qui vend 4 lbs. de marchandise, marquée à $1 la livre, et qui les suspend au bout du plus court bras ?

8. Décrire la poulie. Exposer l'arrangement des poulies dans les trois systèmes.

Trouver le rapport entre la puissance et le poids dans le système où il y a deux moufles et une seule corde qui passe dans ces deux moufles.

Si la corde est attachée à la moufle inférieure qui pesè 6 lbs. et qui contient trois poulies, quel poids pourra soutenir une force de 10 lbs ?

9. Trouver les conditions d'équilibre d'un plan incliné poli, quand la puissance est appliquée parallèlement au plan.

Un corps du poids W est soutenu sur un plan faisant avec l'horizon un angle de α, par une force faisant avec l'horizon un angle $\alpha+\beta$. Trouver la grandeur de la force. Si la force est verticale trouver la pression sur le plan.

10. Décrire la résistance qui s'appelle frottement. Qu'entend-t-on par frottement limité. Enoncer ses lois statiques. Qu'est-ce que le coéfficient du frottement ?

Un corps qui repose sur un plan non poli, horizontal est sur le point de se mettre en mouvement sous l'influence d'une force égale à son poids et faisant avec l'horizon un angle de 60°; trouver le coéfficient du frottement.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

PASS HYDROSTATICS.

1. Define Hydrostatics, and a fluid.

Illustrate by an example what is called the "Hydrostatic Paradox."

2. Prove that the surface of a heavy inelastic fluid at rest is horizontal.

If the pressure of a uniform fluid, not exposed to external pressure, be 15 lbs. to the square inch at a depth of 15 feet, what will be the pressure at a depth of 12 feet?

3. Define Specific Gravity and Density.

Five cubic inches of iron weigh 22½ oz., what is the specific gravity of iron? (a cubic foot of water weighing 1000 oz.)

Two substances of specific gravity 10 and 14, are mixed; find the specific gravity of the mixture (1) if the volumes of the component substances are as 7:8; (2) if their weights are as 7:8.

4. Find the conditions of equilibrium of a body floating in a fluid and wholly immersed in it.

A person supports a ball of lead, weighing 46 oz. and of specific gravity 11.5, wholly immersed in water, by holding the end of a string attached to the ball. What is the tension of the string?

5. Explain Nicholson's Hydrometer.

A substance weighs 65 grains in air. The weight required to sink the Hydrometer in water is 473.4 grains; when the substance is placed above, the weight required is only 321.6 grains; when placed below, the weight required is 339.01 grains. Find the specific gravity of the substance to three decimal places.

6. Describe the common mercurial barometer, and show that the pressure of the atmosphere is accurately represented by the weight of the column of mercury in the barometer.

[Over.]

Assuming the specific gravity of mercury to be 13.6 and the height of the barometer 29.5 inches, find the pressure of the atmosphere per square inch.

7 (a). Explain, using diagrams, the common suction pump and the forcing pump.

(b.) Explain the siphon.

(c.) An experimenter wishes to use a siphon to remove mercury from a vessel 3 feet deep; why will he not be able to remove all by this means?

8. Describe the mercurial thermometer. Explain how to graduate a thermometer according to the three common standard scales.

Express 64° F. in the Centigrade and Reaumur scales.

Express 24° Centigrade in the Fahrenheit and Reaumur scales.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

PASS PHYSICS.

1. Define the terms: Force, molar force, acceleration, energy, work.

2 (a) How would you experimentally show that a body projected horizontally will reach the ground just as soon as if it had been dropped vertically?

(b) A body falling from rest at a height of 19.6 metres upon a horizontal surface, rebounds with a velocity which is just one half as great as that with which it struck. To what height will it again rise? ($g=980$).

3. (a) Define: Specific Gravity.

(b) Describe any ordinary hydrometer and explain clearly how to obtain the specific gravity of (1) a liquid, (2) a piece of cork.

(c) A piece of silver weighing 200 gms. is floating in a vessel of mercury. Find the volume of silver above the surface, the specific gravity of silver being 10.5 and of mercury 13.6.

4. What is meant by the *pitch* and the *timbre* of a note? Upon what does each depend?

5. Define the term *interference* as used in Acoustics. How would you exhibit this by means of an ordinary tuning fork?

6. Given the laws of reflection of light, prove that the image of an object in a plane mirror is in a line with the perpendicular to the mirror and as far behind as the object is in front.

Explain why, on standing on the bank of a shallow pond, you can see the pebbles at the bottom of it only for a short distance, although the water may be of uniform depth throughout.

7. (a) What is meant by a *virtual* image?

[Over.]

(b) Draw *neat* diagrams showing the direction of the rays of light which fall from a luminous *arrow* upon a concave mirror, and the character and relative size of the image, (1) when the object is between the prin. focus and the centre of curvature; (2) when nearer than the prin focus.

(c) A bright object, 4 inches high, is placed on the principal axis of a concave spherical mirror of 6 inches focal length, at a distance of 15 inches from the mirror. Determine the position and size of the image.

8. (a) Define: Temperature, radiation, specific heat, latent heat and state Charles' Law.

(b) A piece of ice in a thin glass vessel is held over a flame and entirely converted into water in 4 minutes. How long will it take to convert the water into steam? Explain your answer clearly.

(c) If a gas has a volume of 45 litres at a pressure of 760 mm. and temperature 27° C., at what pressure will its volume be 30 litres when the temperature is 77° C.?

9. (a) Enunciate Ohm's Law, and define the units used.

(b) Describe any common galvanic cell, and state what different methods may be used to connect 12 cells to form a battery.

(c) What effect will each method have on the strength of the current?

10. Describe any electrical experiments which depend on induction.

11. Explain clearly how a magnetic needle serves the double purpose of determining both the presence and the direction of a current passing over a wire.

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EXAMINATIONS, MAY, 1895.

PREVIOUS.

A.—SALLUST.

1. Translate:
Traduisez:

Ea re cognita, rursus in Nonas Februarias consilium caedis transtulerant. Jam tum non consulibus modo, sed plerisque senatoribus perniciem machinabantur. Quod ni Catilina maturasset pro curia signum sociis dare, eo die post conditam urbem Romam pessumum facinus patratum foret. Quia nondum frequentes armati convenerant ea res consilium diremit. Postea Piso in citeriorem Hispaniam quaestor pro praetore missus est, adnitente Crasso, quod eum infestum inimicum Cn. Pompeio cognoverat. Neque tamen senatus provinciam invitus dederat: quippe foedum hominem a re publica procul esse volebat; simul quia boni complures praesidum in eo putabant, et jam tum potentia Pompei formidolosa erat.

2. Parse: Analysez: cognita, conditam, pessumum, facinus, diremit, adnitente.

3. Account for the mood of:
Donnez la raison du mode dans:
Maturasset, dare, patratum foret.

4. Write explanatory notes on:
Ecrivez des notes explicatives sur:
Ea re, quaestor pro praetore.

B.

5. Translate:
Traduisez:

Quibus rebus confectis omnia propere per nuntios consuli declarantur. At illum ingens cura atque laetitia simul occupavere: nam laetabatur intellegens conjuratione patefacta civitatem periculis ereptam esse, porro autem anxius erat, dubitans in maxumo scelere, tantis civibus deprehensis, quid facto opus esset; poenam illorum sibi oneri, impunitatem perdendae rei publicae fore credebat. Igitur confirmato animo,

(Over.)

vocari ad sese jubet Lentulum, Cathegum, Statilium, Gabinium, itemque [quendam] Caeparium Tarracinensem, qui in Apuliam ad concitanda servitia proficisci parabat.

6. Account for the case of:
Donnez la raison du cas dans:
Facto, opus, sibi, oneri, oneri, reipublicae, animo.

7. Write geographical notes on:
Ecrivez des notes géographiques sur:
Apulia, Tarracina.

8. Write a brief character sketch of Catiline.
Ecrivez une courte esquisse du caractère de Catiline.

C.—CICERO.

9. Translate:
Traduisez:

Multa praetereo consulto, sed ea vos coniectura perspicite, quantum illud bellum factum putetis, quod coniungant reges potentissimi, renovent agitatae nationes, suscipiant integrae gentes, novus imperator noster accipiat vetere exercitu pulso. Satis mihi multa verba fecisse videor, quare esset hoc bellum genere ipso necessarium, magnitudine periculosum: restat ut de imperatore ad id bellum deligendo ac tantis rebus praeficiendo dicendum esse videatur.

10. (a) Parse: Analysez: quod, fecisse, deligendo, rebus;
(b) Compare: Comparez: novus, satis, vetere;
(c) Write a note on the use of: Ecrivez une note sur l'emploi de: videor.

D.

11. Translate:
Traduisez:

Itaque non sum praedicaturus, quantas ille res domi militiae, terra marique, quantaque felicitate gesserit, ut eius semper voluntatibus non modo cives adsenserint, socii obtemperarint, hostes oboedierint, sed etiam venti tempestatesque obsecundarint: hoc brevissime dicam, neminem unquam tam impudentem fuisse, qui ab dis immortalibus tot et tantas res tacitus auderet optare, quot et quantas di immortales ad Cn. Pompeium detulerunt: quod ut illi proprium ac perpetuum sit, Quirites, cum communis salutis atque imperii, tum ipsius hominis causa, sicuti facitis, velle et optare debetis.

[Over.]

12. Account for mood in:
Donnez la raison du mode dans:
Adsenserint, auderet, sit, facitis.

E.

13. Translate:
Traduisez:

Hoc si vos temere fecistis et rei publicae parum consuluistis, recte isti studia vestra suis consiliis regere conantur: sin autem vos plus tum in re publica vidistis, vos his repugnantibus per vosmet ipsos dignitatem huic imperio, salutem orbi terrarum attulistis, aliquando isti principes et sibi et ceteris populi Romani universi auctoritati parendum esse fateantur.

14. Account for mood or case in:
Donnez la raison du mode ou du cas dans:
Fecistis, rei publicae, sibi, parendum, auctoritati, fateantur.

15. State, as fully as possible, the arguments for and against the appointment of Pompey by the Manilian law.
Indiquez aussi completement que possible les arguments pour et contre l'emploi de Pompée sous la loi Manilia.

Time—

1.

2.

3.

4.

5.

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EXAMINATIONS, MAY, 1895.

PREVIOUS LATIN.

HORACE.

Time—Three hours.

1. Translate:
   Traduisez:

Vidimus flavum Tiberim retortis
Littore Etrusco violenter undis
Ire dejectum monumenta regis
    Templaque Vestæ;
Iliæ dum se nimium querenti
Iactat ultorem, vagus et sinistra
Labitur ripa Iove non probante u—
    xorius amnis.
Audiet cives acuisse ferrum
Quo graves Persæ melius perirent;
Audiet pugnas vitio parentum
    Rara juventus.
Quem vocet divum populus ruentis
Imperi rebus! prece qua fatigent
Virgines sanctæ minus audientem
    Carmina Vestam?

2. Parse:
   Analysez:
   Retortis, dejectum, querenti, quo.

3. Account for mood or case of:
   Donnez la raison d'être des modes ou du cas dans:
   Perirent, vocet, littore, Iove, rebus..

4. Write explanatory notes on:
   Ecrivez des notes explicatives sur:
   Littore Etrusco, monumenta regis, ultorem, Vestam.

5. Translate:
   Traduisez:

Tu, ne quæsieris, scire nefas, quem mihi, quem tibi
Finem Di dederint, Leuconoë, nec Babylonios
Tentaris numeros. Ut melius quidquid erit pati,

(Over.)

Seu plures hiemes seu tribuit Juppiter ultimam,
Quæ nunc oppositis debilitat pumicibus mare
Tyrrhenum. Sapias, vina liques, et spatio brevi
Spem longam reseces. Dum loquimur fugerit invida
Ætas: carpe diem quam minimum credula postero.

6. Parse: accounting for the case of:
Analysez: et donnez la raison d'être de:
Nefas, melius, quidquid, ultimam, postero.

7. Write explanatory notes on:
Ecrivez des notes explicatives sur:
Babylonios numeros, carpe diem.

8. Explain the various uses of the subjunctive in this ode.
Expliquez les emplois du subjonctif dans cette ode.

9. Translate:
Traduisez:

Parcus deorum cultor et infrequens
Insanientis dum sapientiæ
Consultus erro, nunc retrorsum
Vela dare atque iterare cursus
Cogor relictos: namque Diespiter
Igni corusco nubila dividens
Plerumque per purum tonantes
Egit equos volucremque currum,
Quo bruta tellus et vaga flumina
Quo Styx et invisi horrida Tænari
Sedes Atlanteusque finis
Concutitur. Valet ima summis
Mutare et insignem attenuat deus
Obscura promens; hinc apicem rapax
Fortuna cum stridore acuto
Sustulit, hic posuisse gaudet.

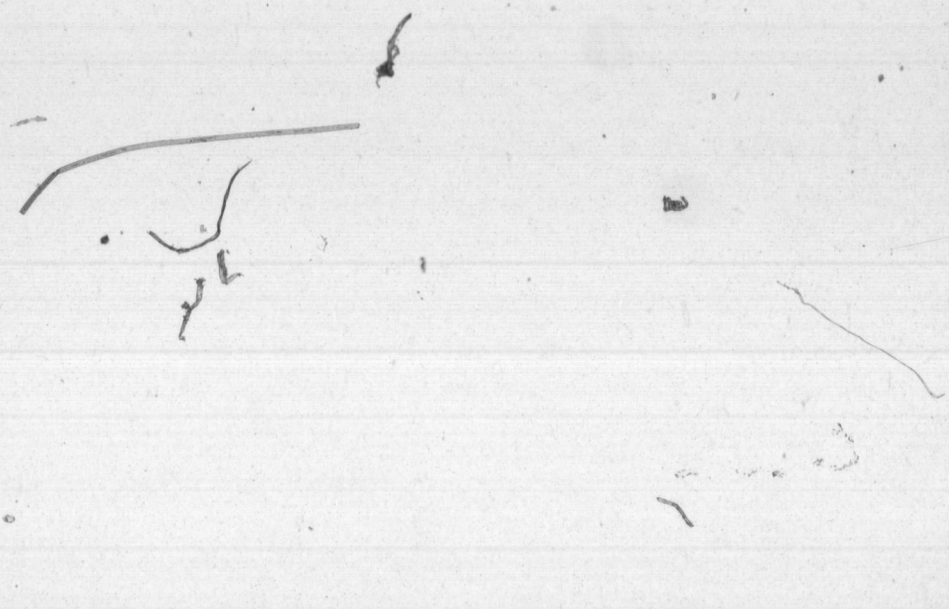
10. (*a*) Give reasons for the case of:
Donnez la raison d'être du cas dans:
Sapientiæ, summis.
(*b*) Explain figure of speech in:
Expliquez la figure de rhétorique:
Insanientis sapientiæ.

11. Derive:
Donnez l'étymologie de:
Retrorsum, invisi, horrida, concutitur, rapax.

[Over.]

12. Name the metre of each extract and scan the first stanza of the first and third extracts, and the first line of the second extract.

Nommez le mètre de chaque extrait et scandez la première stance du premier et du dernier extrait et la première ligne du deuxième extrait.



U

Time—

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EXAMINATIONS, MAY, 1895.

PREVIOUS SCHOLARSHIP PAPER.

LATIN.

Time—One hour and a half.

1. Translate :

Traduisez :

(a) Ex Asia rediens cum ab Aegina Megaram versus navigarem, coepi regiones circumcirca prospicere. Post me erat Aegina, ante Megara, dextra Piraeus, sinistra Corinthus quae oppida quondam tempore florentissima fuerunt, nunc prostrata et diruta ante oculos jacent. Coepi egomet mecum sic cogitare : 'Hem ! nos homunculi indignamur si quis nostrum interiit aut occisus est quorum vita brevior esse debet, cum uno loco tot oppidûm cadavera projecta jacent.' Visne tute, Servi, cohibere, et meminisse hominem te esse natum ? Crede mihi, cogitatione ea non mediocriter sum confirmatus.

(b) Ipse sub Esquiliis, ubi erat sua regia, caesus
concidit in dura sanguinolentus humo.
Filia, carpento patrios initura penates,
ibat per medias alta feroxque vias
Corpus ut aspexit, lacrimis auriga profusis
restitit. Hunc tali corripit illa sono :
'Vadis, an exspectas pretium pietatis amarum ?
Duc, inquam, invitas ipsa per ora rotas !'
Certa fides facti. Dictus Sceleratus ab illa
vicus, et aeterna res ea pressa nota.

2. Translate into Latin :

It happened that Cyrus, when asleep in his palace, one night, a little before his death, had the following dream :— It seemed to him that he saw a young man advance towards him of a form more venerable than that of a mortal, and that he said to him, "Cyrus, prepare yourself for death, for you must soon leave this world." When he awoke, in order that he might win the favor of heaven (for he believed that was soon about to die) he offered sacrifice to Jupiter and the other immortal gods. "May ye accept my sacrifice !" Such

(Over.)

was his prayer while the sacred ceremony was performing: and he added "that he thanked them for all the favours which they had conferred upon him, and begged that they would grant him a death worthy of the life which they had given him!"

3. Traduisez en Latin:

Il arriva que Cyrus, un peu avant sa mort, étant une nuit endormi dans son palais, fit le rêve suivant; Il lui sémbla voir un jeune homme dont l'apparence était plus imposante que celle d'un mortel s'avancer vers lui et lui dire:—"Cyrus, prépare-toi à la mort, car tu dois bientôt quitter ce monde." A son réveil, afin de se rendre le ciel favorable (car il croyait mourir bientôt) il offrit un sacrifice à Jupiter et aux autres dieux immortels. "Veuillez accepter mon sacrifice!" Telle était sa prière tandis que la cérémonie sacrée se célébrait et il ajouta qu'il les remerciait de toutes les faveurs qu'ils lui avaient accordées, et qu'il les implorait de lui accorder une mort digne de la vie qu'ils lui avaient donnée.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

PREVIOUS.—PREMIER EXAMEN.

LATIN GRAMMAR AND PROSE COMPOSITION.

GRAMMAIRE ET PROSE LATINES.

Time 3 hours.
Temps 3 heures.

1. Give the gender and genitive singular of:
   Donnez le genre et le génitif singulier de:

   poema, mel, sal, latro, caro, iter, ver, os (mouth), os (bone).

2. Give the comparative and superlative of:
   Donnez le comparatif et le superlatif de:

   antiquus, benevolus, parvus, nequam, senex.

3. Render into Latin:
   Traduisez en latin:

   'I am obeyed', 'She is spared', 'you are loved', 'we are favoured', 'I hope to be present'.

   "L'on m'obéit", "elle est épargnée", "vous êtes aimés", nous sommes favorisés", "j'espère être présent".

4. Write down the *first person singular of the perfect subjunctive* of:
   Écrivez la première personne au singulier du parfait subjonctif de:

   aufero, impello, consulo, cognosco, nascor, audeo, edo, sto.

5. Give all the participles and a *future infinitive* of:
   Donnez tous les participes et un future de l'infinitif de:

   audio, fido, sequor, sum.

6. What cases are used in expressing time "when" and "how long"?
   Quels cas sont employés dans les questions de temps "quand", et "pendant combien de temps"?

(Over.)

Translate into Latin:
Traduisez en latin:

(a) He remained at Rome nineteen days.

(a) Il demeura à Rome dix-neuf jours.

(b) They returned from Athens at the eighth hour.

(b) Ils revinrent d'Athènes à la huitième heure.

(c) Within the last three months he has stayed with us twice.

(c) Pendant les derniers trois mois il a demeuré chez nous deux fois.

7. Write out in full in Latin:
Écrivez au complet en latin:

May 4th, June 10th, September 18th 1895.

Le quatre de mai; le dix juin; le dix-huit septembre 1895.

8. Translate into Latin:

(a) The historian who had attained to the highest distinction in his native land, said that our forefathers were injured by men who were so base as to surrender the city on the 12th of May 753 A. D.

(b) If the politicians had promised to guard the rigths of the citizens, the soldiers would not with a good conscience have besieged the whole of Greece during the reign of Cæsar.

(c) It seems to me that the governement ordered the soldiers to linger purposely where they were likely to be a protection to those to whom it was of importance to consult the interests of the commonwealth.

(d) The old orator who was the last to entertain such high hopes declared that he was very fearful lest the unexpected victory should bring with it more than the citizens desired.

(e) It cannot be but that your general is very much ashamed of the crimes of the lieutenant who was appointed at his own suggestion and his own risk.

(a) L'historien qui dans sa patrie s'était rendu trés illustre, a dit que nos ancêtres avaient été accablés d'outrages par des hommes assez ignobles pour livrer la ville le 12 de mai 753 après Jésus-Christ.

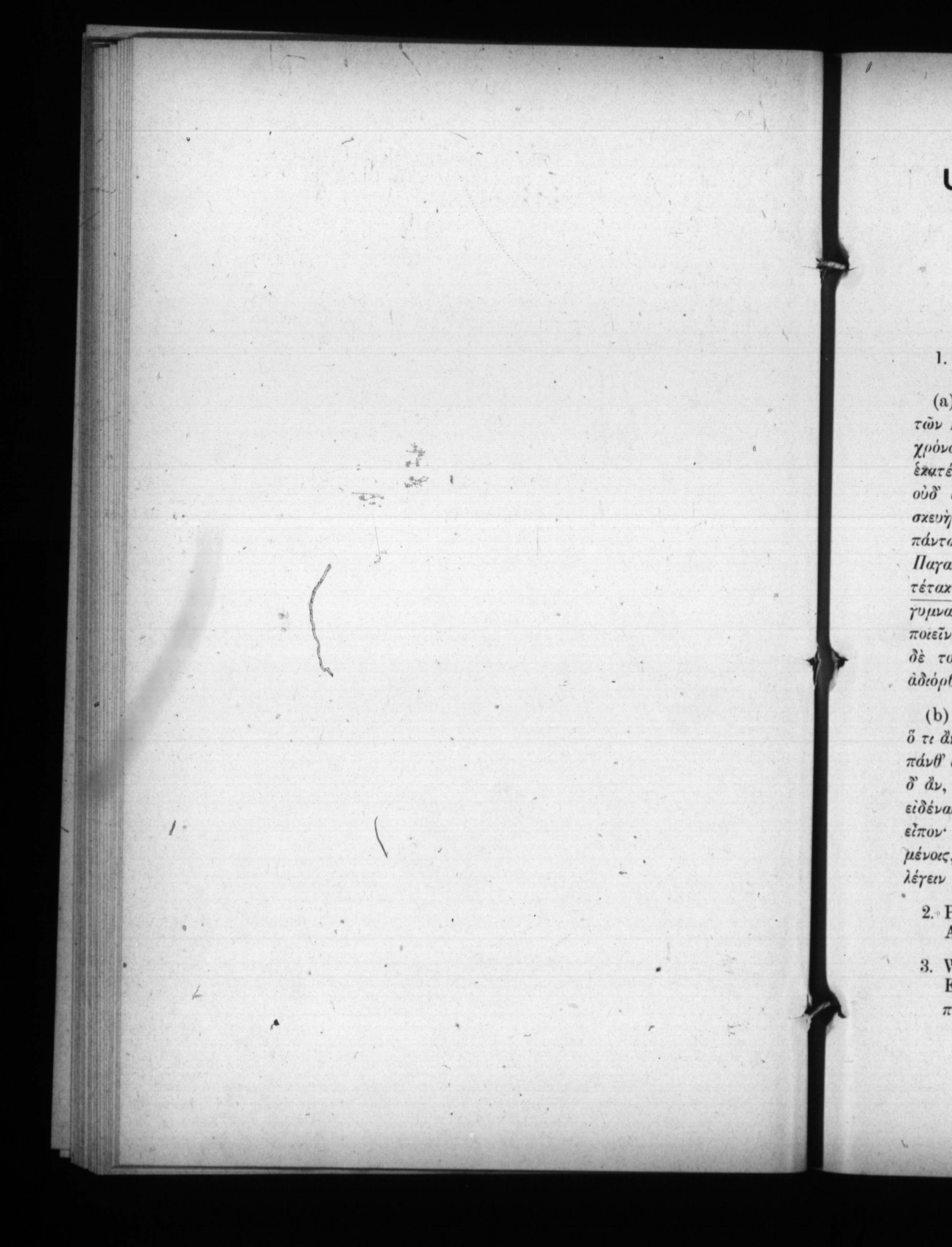
(b) Si les politiques eussent promis de défendre les droits des citoyens, les soldats n'auraient pas pu avec une conscience tranquille assiéger la Grèce entière sous le règne de César.

(Over.)

(c) Il me semble que l'état ordonna aux soldats de séjourner à dessin là où ils pourraient porter secours à ceux à qui il importait de pourvoir aux intérêts du pays.

(d) Le vieil orateur qui nourrit le dernier de si hautes espérances, déclara qu'il craignait beaucoup que la victoire inattendue n'apportât aux citoyens beaucoup plus de choses qu'ils ne désiraient.

(e) Votre général ne peut manquer d'avoir très-fortement honte pour les crimes du lieutenant qui fut nommé sur son conseil et sur sa responsabilité.



UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

PREVIOUS.—PREMIER EAMEN.

DEMOSTHENES AND PLATO

1. Translate :
Traduisez :

(a) *Καίτοι τί δή ποτε, ὦ ἄνδρες Ἀθηναῖοι, νομίζετε τὴν μὲν τῶν Παναθηναίων ἑορτὴν καὶ τὴν τῶν Διονυσίων ἀεὶ τοῦ καθήκοντος χρόνου γίγνεσθαι, ἄν τε δεινοὶ λάχωσιν ἄν τε ἰδιῶται οἱ τουτων ἑκατέρων ἐπιμελούμενος, εἰς ἃ τοσαῦτ' ἀναλίσκετε χρήματα, ὅσα οὐδ' εἰς ἕνα τῶν ἀποστόλων, καὶ τοσοῦτον καὶ τοσαύτην παρασκευήν, ὅσην οὐκ οἶδ' εἴ τι τῶν ἁπάντων ἔχει· τοὺς δ' ἀποστόλους πάντας ὑμῖν ὑστερίζειν τῶν καιρῶν, τὸν εἰς Μεθώνην, τὸν εἰς Παγασάς, τὸν εἰς Ποτίδαιαν; Ὅτι ἐκεῖνα μὲν ἅπαντα νόμῳ τέτακται, καὶ πρόοιδεν ἕκαστος ὑμῶν ἐκ πολλοῦ τίς χορηγὸς ἢ γυμνασίαρχος τῇς φυλῆς, πότε καὶ παρὰ τοῦ καὶ τί λαβόντα τι δεῖ ποιεῖν, οὐδὲν ἀνεξέταστον οὐδ' ἀόριστον ἐν τούτοις ἠμέληται. ἐν δὲ τοῖς περὶ τοῦ πολέμου καὶ τῇ τούτου παρασκευῇ ἄτακτα, ἀδιόρθωτα, ἀόριστα ἅπαντα.*

(b) *Ἐγὼ μὲν οὖν, οὔτ' ἄλλοτε πώποτε πρὸς χάριν εἰλόμην λέγειν, ὅ τι ἂν μὴ καὶ συνοίσειν ὑμῖν πεπεισμένος ὦ, νῦν τε ἃ γιγνώσκω πάνθ' ἁπλῶς, οὐδὲν ὑποστειλάμενος, πεπαῤῥησίασμαι. Ἐβουλόμην δ' ἄν, ὥσπερ ὅτι ὑμῖν συμφέρει τὸ τὰ βέλτιστα ἀκούειν οἶδα, οὕτως εἰδέναι συνοῖσον καὶ τῷ τὰ βέλτιστα εἰπόντι· πολλῷ γὰρ ἂν ἥδιον εἶπον· νῦν δ', ἐπ' ἀδήλοις οὖσι ταῖς ἀπὸ τούτων ἐμαυτῷ γενησομένοις, ὅμως ἐπὶ τῷ, συνοίσειν ὑμῖν, ἐὰν πράξητε ταῦτα, πεπεῖσθαι, λέγειν αἱροῦμαι. Νικᾷη δ' ὅ τι πᾶσιν ὑμῖν μέλλει συνοίσειν.*

2. Parse the underlined words :
Analysez les mots soulignés :

3. Write explanatory notes on :
Ecrivez quelques notes explicatives sur :
παναθηναίων, Διονυσίων, Ποτίδαιαν, χορηγὸς, γυμνασίαρχος.

(Over.)

4. *λαχωσι.* Write out the other persons of this tense and the same tense in the indicative mood :

Donnez les autres personnes de ce temps et aussi le même temps au mode indicatif.

5. Translate :

Traduisez :

Ἐγὼ δὴ φράσω. δοκεῖ γάρ δὴ ἐμοί τε καὶ τῷδε, περὶ ὅσων ἐστὶν ἐπιστήμη, οὐκ ἄλλη μὲν εἶναι περὶ γεγονότος, εἰδέναι ὅπῃ γέγονεν, ἄλλη δὲ περὶ γιγνομένων, ὅπῃ γίγνεται, ἄλλὴ δὲ ὅπῃ ἂν κάλλιστα γένοιτο καὶ γενήσεται τὸ μήπω γεγονός, ἀλλ᾽ ἡ αὐτή. οἷον περὶ τὸ ὑγιεινὸν εἰς ἅπαντας τοὺς χρόνους οὐκ ἄλλη τις ἢ ἡ ἰατρική, μία οὖσα, ἐφορᾷ καὶ γιγνόμενα καὶ γεγονότα καὶ γενησόμενα, ὅπῃ γενήσεται. καὶ περὶ τὰ ἐκ τῆς γῆς αὖ φυόμενα ἡ γεωργία ὡςαύτως ἔχει. καὶ δήπου τὰ περὶ τὸν πόλεμόν αὐτοὶ ἂν μαρτυρήσαιτε ὅτι ἡ στρατηγία κάλλιστα προμηθεῖται τά τε ἄλλα καὶ περὶ τὸ μέλλον ἔσεσθαι, οὐδὲ τῇ μαντικῇ οἴεται δεῖν ὑπηρετεῖν, ἀλλὰ ἄρχειν, ὡς εἰδυῖα κάλλιον τὰ περὶ τὸν πόλεμον καὶ γιγνόμενα καὶ γενησόμενα·

6. Parse the underlined words.

Analysez les mots soulignés.

7. Compare the adjectives and adverbs of the extract.

Donnez les degrés de comparaison des adjectifs et des adverbes de l'extrait.

8. What is Plato's idea regarding education, how does he illustrate it in what he calls courage ?

Quelle idée Platon a-t-il sur l'éducation, et comment le fait-il voir dans ce qu'il appelle le courage ?

9. Parse the verb *γίγνομαι* wherever it appears in the extract.

Analysez le verbe *γίγνομαι* partout où il se rencontre dans l'extrait.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

PREVIOUS.—PREMIER.

HOMER.

1. Translate:
Traduisez:

Ὄρσ', Ἀσκληπιάδη, καλέει κρείων Ἀγαμέμνων,
Ὄφρα ἴδῃ Μενέλαον Ἀρήϊον, ἀρχὸν Ἀχαιῶν,
Ὅν τις ὀϊστεύσας ἔβαλεν τόξων εὖ εἰδὼς
Τρώων ἢ Λυκίων· τῷ μὲν κλέος, ἄμμι δὲ πένθος.

Ὣς φάτο· τῷ δ' ἄρα θυμὸν ἐνὶ στήθεσσιν ὄρινεν
Βὰν δ' ἰέναι καθ' ὅμιλον ἀνὰ στρατὸν εὐρὺν Ἀχαιῶν
Ἀλλ' ὅτε δή ῥ' ἵκανον ὅθι ξανθὸς Μενέλαος
Βλήμενος ἦν—περὶ δ' αὐτὸν ἀγηγέραθ' ὅσσοι ἄριστοι
Κυκλόσ', ὁ δ' ἐν μέσσοισι παρίστατο ἰσόθεος φώς—
Αὐτίκα δ' ἐκ ζωστῆρος ἀρηρότος ἕλκεν ὀϊστόν·
Τοῦ δ' ἐξελκομένοιο πάλιν, ἄγεν ὀξέες ὄγκοι.
Λῦσε δέ οἱ ζωστῆρα παναίολον, ἠδ' ὑπένερθεν
Ζῳμά τε καὶ μίτρην, τὴν χαλκῆες κάμον ἄνδρες.
Αὐτὰρ ἐπεὶ ἴδεν ἕλκος, ὅθ' ἔμπεσε πικρὸς ὀϊστός,
Αἷμ' ἐκμυζήσας ἐπ' ἄρ' ἤπια φάρμακα εἰδὼς
Πάσσε, τά οἱ ποτε πατρὶ φίλα φρονέων πόρε Χείρων.

Ὄφρα τοὶ ἀμφεπένοντο βοὴν ἀγαθὸν Μενέλαον,
Τόφρα δ' ἐπὶ Τρώων στίχες ἤλυθον ἀσπιστάων·
Οἱ δ' αὖτις κατὰ τεύχε' ἔδυν, μνήσαντο δὲ χάρμης.

2. Parse the underlined words.
Analysez les mots soulignés.

3. Scan the first four lines.
Scandez les quatre premières lignes.

(Over.)

4. Translate:
Traduisez:

Θἱ δ' ἐπεὶ οὖν ᾤχοντο, ἰδὲ πρὸ ὁδοῦ ἐγένοντο,
Ἀσωπὸν δ' ἵκοντο βαθύσχοινον, λεχεποίην,
Ἔνθ' αὖτ' ἀγγελίην ἐπὶ Τυδῆ στεῖλαν Ἀχαιοί.
Αὐτὰρ ὁ βῆ, πολέας δὲ κιχήσατο Καδμείωνας
Δαινυμένους κατὰ δῶμα βίης Ἐτεοκληείης.
Ἔνθ' οὐδέ, ξεῖνός περ ἐών, ἱππηλάτα Τυδεὺς
Τάρβει, μοῦνος ἐὼν πολέσιν μετὰ Καδμείοισιν·
Ἀλλ' ὅγ' ἀεθλεύειν προκαλίζετο, πάντα δ' ἐνίκα
Ῥηϊδίως· τοίη οἱ ἐπίρροθος ἦεν Ἀθήνη.
Θἱ δὲ χολωσάμενοι Καδμεῖοι, κέντορες ἵππων,
Αὐτις ἀνερχομένῳ πυκινὸν λόχον εἶσαν ἄγοντες,
Κούρους πεντήκοντα· δύω δ' ἡγήτορες ἦσαν,
Μαίων Αἱμονίδης, ἐπιείκελος ἀθανάτοισιν,
Υἱός τ' Αὐτοφόνοιο, μενεπτόλεμος Πολυφόντης
Τυδεὺς μὲν καὶ τοῖσιν ἀεικέα πότμον ἐφῆκεν·
Πάντας ἔπεφν', ἕνα δ' οἷον ἴει οἰκόνδε νέεσθαι·
Μαίον' ἄρα προέηκε θεῶν τεράεσσι πιθήσας.
Τοῖος ἔην Τυδεὺς Αἰτώλιος· ἀλλὰ τὸν υἱὸν
Γείνατο εἶο χέρηα μάχῃ, ἀγορῇ δέ τ' ἀμείνω.

5. *οἱ δ'*. Who are meant?
De qui veut on parler?

6. Point out the Epic forms in the first ten lines and give the ordinary forms instead of them.

Indiquez les formes épiques des dix premières lignes et donnez les formes ordinaires correspondantes.

7. Parse the underlined words.
Analysez les mots soulignés.

8. Decline:
Déclinez: *τεράεσσι, Τυδεύς, χέρνα.*

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

PREVIOUS GREEK.

GRAMMAR AND PROSE.

Time—Three hours.

1. Give rules for the comparison of adjectives ending in —*ας*, —*ης*,—*υς* and —*ος*, and compare an example of each.

Donnez les règles de comparaison des adjectifs terminés en —*ας*, —*ης*, —*υς*, —*ος*, et donnez un exemple pour chaque classe.

2. Decline together:
Déclinez ensemble:

οὗτις γλυκὺς οἶνος;
τοῦτο δίπλουν τεῖχος;
μεῖζον ἧπαρ.

3. Explain the formation of the future of liquid verbs. How do verbs compounded with a proposition form their augment and reduplication?

Comment se forme le futur dans les verbes liquides. Comment les verbes composés d'une préposition forment-ils leur augment et leur redoublement?

4. Give the rules of contraction for verbs ending in —*εω* and *αω*. Write out the pres. and 2 aorist imperative act. of *δίδωμι*, and pass of *τίθημι*.

Donnez les règles de contraction des verbes dont la terminaison est en —*εω* et *αω*. Ecrivez le présent et l'Aor. 2 de l'impératif actif de *δίδωμι* et passif de *τίθημι*.

5. Give the various ways in which Greek adverbs are formed with an example of each.

Donnez, avec un exemple pour chaque, les différentes manières dont les adverbes Grecs peuvent se former.

6. What cases follow the prepositions *παρά* and *πρός*, and with what different meanings? Give examples of *(a)* accusative of respect or description, *(b)* genitive of comparison, *(c)* genitive absolute, *(d)* dative of cause.

[Over.]

Quels cas régissent et avec quelle signification les prépositions *παρά* et *πρός*. Donnez des exemples *(a)* de l'accusatif de rapport, *(b)* du génitif gouverné par un comparatif, *(c)* du génitif absolu, *(d)* du datif de cause.

Turn into Greek :

Then the Barbarians on their part fled every one as he could, and the Greeks took possession of the height. Those about Tissaphernes went off in another direction. Cheirisophus and his forces, going down into the plain, encamped in a village full of good things. When it was evening the enemy suddenly shewed themselves and cut off some of our men who were in the plain for the sake of forage. Then the general tried to burn the villages and some of the Greeks were much disheartened fearing that if they should burn them they themselves would have no place whence to obtain provisions. Our general, however, when he came down, riding past the ranks addressed them as follows: "Men of Greece, be well assured that this country is already ours, for after we have made a truce with these men and promised not to burn their country, they now burn it themselves as if it belonged to some one else."

Prose :—Alors les Barbares de leur coté s'enfuirent chacun comme il put, et les Grecs prirent possession de la hauteur. Ceux près de Tissaphernes prirent une autre direction. Chirisophes et ses troupes descendant dans la plaine campèrent dans un village où régnait l'abondance. Le soir venu les ennemis se montrèrent tout à coup, et coupèrent la retraite à quelques uns de nos hommes qui étaient à fourager dans la plaine. Alors le général essaya de bruler les villages et quelques Grecs perdirent courage, craignant que s'il les brulait eux-mêmes n'auraient d'où se procurer des approvisionnements. Notre général cependant quand il descendit passant à cheval par les rangs les harangua ainsi : "Hommes de Grèce soyez assurés que ce pays est à nous déjà, car après avoir conclu une trève avec ces hommes et leur avoir promis de ne pas brûler leur pays, ils le brûlent eux-mêmes comme s'il appartenait à quelqu'autre.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

PREVIOUS.

ALGEBRA.

1. Give the geometrical and algebraical definition of proportion. If a, b, c, d are proportional according to the geometrical definition they are also proportional according to the algebraical definition.

If $a:b::c:d$; prove that $a:b::\sqrt{3a^2+5c^2}:\sqrt{3b^2+5d^2}$.

2. If a vary as b when c is constant, and vary as c when b is constant, then a varies as bc when both b and c vary.

The volume of a sphere varies as the cube of its radius; prove that the volume of a sphere whose radius is 6 inches is equal to the sum of the volumes of three spheres whose radii are 3, 4, 5 inches.

3. Find the sum of n terms of an A. P. whose first term and last term are given.

Find the sum of 20 terms of the series: $-5-1+3+\ldots$.

Find the A. P. whose 27th term is 186 and whose 45th term is 312.

4. Given the formula for the sum of n terms of a G.P., deduce that for the sum of an infinite number of terms; and discuss the possibility of affecting the summation of an infinite geometrical series.

Sum to n terms, and to infinity, the series: $12+6+3+\ldots$

Insert between 4 and 18 two numbers of which the first three shall be in A. P. and the last three in G. P.

5. Define a Harmonical Progression; and insert 4 harmonic means between $\frac{1}{3}$ and $\frac{1}{8}$.

Sum to n terms the series: $1.3+3.5+5.7+\ldots$.

Sum to n terms and to infinity the series:

$$\frac{1}{1.3}+\frac{1}{3.5}+\frac{1}{5.7}+\cdots\cdots$$

(Over.)

6. If any rational and integral expression

$$x^n+p_1x^{n-1}+p_2x^{n-2}+\ldots.$$

be divided by $x-f$, the remainder, if any, will be

$$f^n+p_1f^{n-1}+p_2f^{n-2}+\ldots.$$

If $x=a$ makes the expression $x^n+p_1x^{n-1}+p_2x^{n-2}+\ldots.$ vanish then $x-a$ is a factor of the expression.

Use the last theorem to find the factors of:

(1) $a(b^2-c^2)+b(c^2-a^2)+c(a^2-b^2)$.

(2) $x^3-5x^2-2x+24$.

7. Factor by any method the following:

(1) $(a^2+b^2-c^2)^2-4a^2b^2$; (2) x^4-23x^2+1;

(3) $(x^2+7x+6)(x^2+7x+12)-280$.

8. Explain how meanings are obtained for $a^{\frac{m}{n}}$ a^0.

Write down the quotient of $(a^{\frac{1}{2}}-x)\div(a^{\frac{1}{10}}-x^{\frac{1}{5}})$.

Rationalize the denominator of $\dfrac{1}{\sqrt{(12-\sqrt{140})}}$.

9. Solve the following equations:

(1) $\dfrac{x+1}{x-1}+\dfrac{x+2}{x-2}=\dfrac{2x+13}{x+1}$

(2) $(x^2+x+1)(x^2+x+2)=12$.

(3) $x^2+xy=28$; $xy-y^2=3$.

Find three consecutive numbers such that the sum of the cubes of the greatest and least exceeds the cube of the middle one by 18.

10. Extract the square root of

$$1-2x^{\frac{1}{2}}+x+6x^{\frac{3}{2}}-6x^2+9x^3$$

and the cube root of

$$x^6-6x^5+15x^4-20x^3+15x^2-6x+1.$$

11. If α and β are the roots of $x^2+px+q=0$; find the value of $(1+\frac{\alpha}{\beta})+(1+\frac{\beta}{\alpha})$ in terms of p and q.

UNIVERSITE DE MANITOBA.

EXAMEN, MAI, 1895.

PREMIER EXAMEN.

ALGÈBRE.

1. Donner la définition géométrique et algébrique de la proportion. Si a, b, c, d sont proportionnels selon la définition géométrique, ils sont aussi proportionnels selon la définition algébrique.

Si $a:b::c:d$; prouver que $a:b::\sqrt{3a^2+5c^2} : \sqrt{3b^2+5d^2}$.

2. Si a varie comme b quand c est constant, et varie comme c quand b est constant, alors a varie comme bc si b et c sont variables.

Le volume d'une sphère varie comme le cube de son rayon ; prouver que le volume d'une sphère dont le rayon est 6 pouces est égal à la somme des volumes de trois sphères, dont les rayons sont 3, 4, et 5 pouces.

3. Trouver la somme de n termes d'une P. A., dont le premier terme et le dernier sont donnés.

Trouver la somme de 20 termes de la série :$-5-1+3+\ldots$

Trouver la P. A. dont le 27ième terme est 186 et le 45ième est 312.

4. Etant donnée la formule pour la somme de n termes d'une P. G. déduire celle pour la somme d'un nombre infini de termes ; et discutez la possibilité d'effectuer la sommation d'une série géométrique infinie.

Trouver la somme de n termes, et jusqu'à l'infini dans la série $12+6+3+\ldots$.

Insérer entre 4 et 18 deux nombres faisant avec 4 une P. A., et avec 18 une P. G.

5. Définir une Progression Harmonique, et insérer 4 moyens harmoniques entre $\frac{1}{3}$ et $\frac{1}{8}$.

Faites la somme à n termes et à l'infini de

$$\frac{1}{1.3} + \frac{1}{3.5} + \frac{1}{5.7} + \cdots\cdots$$

[tournez.

6. Si l'on divise une expression quelconque rationnelle et intégrale $x^n+p_1x^{n-1}+p_2x^{n-2}+\ldots$ par $x-f$, le reste, s'il y en a, sera $f^n+p_1f^{n-1}+p_2f^{n-2}+\ldots$.

Si $x=a$ rend nulle l'expression $x^n+p_1x^{n-1}+p_2x^{n-2}+\ldots$, alors $x-a$ est un facteur de cette expression.

Se servir de ce dernier théorème pour trouver les facteurs de

(1) $a(b^2-c^2)+b(c^2-a^2)+c(a^2-b^2)$.

(2) $x^3-5x^2-{}_2x+24$.

7. Trouver les facteurs des expressions suivantes :

(1) $(a^2+b^2-c^2)^2-4a^2b^2$; (2) x^4-23x^2+1

(3) $(x^2+7x+6)(x^2+7x+12)-280$.

8. Donnez l'explication qui montre à quoi est égal $a^{\frac{m}{n}}$, et aussi a^o.

Ecrire le quotient de $(a^{\frac{1}{2}}-x)\div(a^{\frac{1}{10}}-x^{\frac{1}{5}})$.

Rendre rationnelle dé nominateur de $\dfrac{1}{\sqrt{(12-\sqrt{140})}}$

9. Rèsoudre les équations suivantes :

(1) $\dfrac{x+1}{x-1}+\dfrac{x+2}{x-2}=\dfrac{2x+13}{x+1}$

(2) $(x^2+x+1)(x^2+x+2)=12$.

(3) $x^2+xy=28$; $xy-y^2=3$.

Trouver trois nombres consécutifs tels que la somme des cubes du plus grand et du plus petit excède de 18 le cube de celui du milieu.

10. Extraire la racine carrée de

$$1-2x^{\frac{1}{2}}+x+6x^{\frac{3}{2}}-6x^2+9x^3$$

et la racine cubique de

$$x^6-6x^5+15x^4-20x^3+15x^2-6x+1.$$

11. Si α et β sont les racines de $x^2+px+q=0$, trouver la valeur de $(1+\dfrac{\alpha}{\beta})+(1+\dfrac{\beta}{\alpha})$ en termes de p et de q.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

PREVIOUS EUCLID.

1. Define a point, a line, a superficies, a triangle; classify triangles according to their sides and angles.

If two triangles have two sides of the one equal to two sides of the other, each to each, and have likewise their bases equal, the angle which is contained by the two sides of the one shall be equal to the angle which is contained by the two sides, equal to them, of the other.

2. Define a *plane* angle, a plane rectilineal angle.

Prove (1) that the exterior angle of a triangle is greater than either of the interior opposite angles; (2) and that it is equal to the sum of these two angles.

What is the magnitude of an angle of a regular octagon?

3. If the square described on one of the sides of a triangle be equal to the squares described on the other two sides of it, the angle contained by these two sides is a right angle.

If ABC be a triangle whose angle A is a right angle, and BE, CF be drawn bisecting the opposite sides respectively, show that four times the sum of the squares on BE and CF is equal to five times the square on BC.

4. If a straight line be bisected, and produced to any point, the rectangle contained by the whole line thus produced, and the part of it produced, together with the square on half the line bisected, is equal to the square on the straight line which is made up of the half and the part produced.

Give an algebraical illustration of the proposition.

5. 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 the obtuse 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.

(Over.)

The sum of the squares on the sides of a parallelogram is equal to the sum of the squares on the diagonals.

6. Define a circle, a segment of a circle, an angle of a segment, an angle in a segment.

If two circles cut one another they shall not have the same circle.

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

If two circles cut one another, the tangents drawn to the two circles from any point in the common chord produced are equal.

8. Give the geometrical definition of a proposition. Hence show that triangles of the same attitude are to one another as their bases.

A quadrilateral is such that the perpendiculars on a diagonal from the opposite verticas are equal. Show that the quadrilateral can be divided into four equal triangles by straight lines drawn from the middle point of the diagonal.

9. Give the general definition of *Ex æquali*, or by equality.

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; and if the segments of the base have the same ratio which the other sides of the triangle have to one auother, the straight line drawn from the vertex to the point of section shall bisect the vertical angle.

UNIVERSITE DE MANITOBA.

EXAMEN, MAI, 1895.

PREMIER EXAMEN.

EUCLIDE.

1. Définir une ligne, un point, une superficie, un triangle; classifier les triangles d'après leurs côtés et leurs angles.

Si deux triangles, de bases égales, ont les deux autres côtés égaux, chacun à chacun, alors les angles compris entre ces côtés égaux seront égaux.

2. Définir un angle plan, un angle plan rectiligne. Prouver (1) que l'angle extérieur d'un triangle est plus grand qu'aucun angle intérieur et opposé; (2) qu'il est égal à la somme de ces deux angles.

Quelle est la valeur de l'angle d'un octogone régulier?

3. Si le carré d'un côté d'un triangle est égal à la somme des carrés des deux autres côtés, l'angle compris entre ces deux côtés est droit.

Si ABC est un triangle dont l'angle A est droit, et que BE, CF soient des droites bissectrices des côtés opposés, demontrer que quatre fois la somme des carrés BE et CF est égale à cinq fois le carré BC.

4. Si une droite est bissectée et prolongée, alors le rectangle formée par la droite ainsi prolongée et la partie prolongée, plus le carré de la moitié de la droite bissectée est égal au carré de la droite formée par la moitié de la droite bissectée et la partie prolongée.

Donner une démonstration algébrique de cette proposition.

5. Dans un triangle obtusangle, le carré du côté opposé à l'angle obtus est égal à la somme des carrés des deux autres côtés, plus deux fois le rectangle construit sur l'un de ces côtés et la projection de l'autre sur celui-ci.

La somme des carrés des côtés d'un parallélogramme est égale à la somme des carrés des diagonales.

[tournez.

6. Définir : cercle, segment de cercle, angle d'un segment, angle dans un segment.

Deux cercles qui se coupent ne sont pas concentriques.

7. Si d'un point extérieur à un cercle, l'on mène deux droites, dont l'une coupe le cercle, et l'autre le rencontre, et si le rectangle construit sur toute la droite qui coupe le cercle et la partie en dehors du cercle est égal au carré sur la droite qui rencontre le cercle, la droite qui rencontre le cercle sera tangente au cercle.

Si deux cercles se coupent, les tangentes aux deux cercles, menées d'un point quelconque de la corde commune prolongée, seront égales.

8. Donner la définition géométrique d'une proportion ; et de là, déduire que des triangles de même hauteur sont entre eux comme leurs bases

Un quadrilatère est tel que les perpendiculaires menées des sommets opposés sur une diagonale sont égales ; démontrer que le quadrilatère peut se diviser en quatre triangles égaux par des droites menées du point de bissection de la diagonale.

9. Donner la définition générale de *ex aequali* ou par égalité.

Si l'angle du sommet d'un triangle est bissecté par une droite qui coupe la base, les segments de la base auront entre eux le même rapport qu'ont entre eux les autres côtés du triangle ; et si les segments de la base ont entre eux le même rapport qu'ont entre eux les autres côtés du triangle, alors la droite menée du sommet du triangle au point de section de la base sera bissectrice de l'angle du sommet du triangle.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

PREVIOUS PROBLEMS.

A.

1. Sum to n terms:

$$\left\{r-\frac{1}{r}\right\}^2+\left\{r^2-\frac{1}{r^2}\right\}^2+\left\{r^3-\frac{1}{r^3}\right\}^2+\ldots\ldots$$

2. Prove the following identities by factoring,

$\frac{1}{3}[(a+b+c)^3-a^3-b^3-c^3]=bc(b+c)+ca(c+a)+ab(a+b)$
$+2abc=a^2(b+c)+b^2(c+a)+c^2(a+b)+2abc$
$=(a+b+c)(ab+bc+ca)-abc.$

3. (a) Deduce from the last example four expressions for $(a+b+c)^3$.

(b) If $x+a$ be a common factor of x^2+px+q and x^2+lx+m, then $a=\frac{m-q}{l-p}$.

4. Show that the sum of any $2n+1$ consecutive integers is divisible by $2n+1$.

B

1. Construct a triangle, having given one side and the medians which bisect the two remaining sides.

2. Produce a given straight line so that the sum of the squares on the given straight line and on the part produced may be equal to twice the rectangle contained by the whole line thus produced and the part produced.

3. The diagonals of a quadrilateral ABCD intersect at O, show that the centres of the circles, described about the triangles OAB, OBC, OCD, ODA will lie in the angular points of a parallelogram.

4. AB and CD are two parallel straight lines; E is the middle point of CD; AC and BE meet at F; AE and BD meet at G, show that FG is parallel to AB.

[Over.]

C.

1. (a) Prove $\frac{\sin(\beta-\gamma)}{\cos\beta\cos\gamma}+\frac{\sin(\gamma-\alpha)}{\cos\gamma\cos\alpha}+\frac{\sin(\alpha-\beta)}{\cos\alpha\cos\beta}=0$

(b) If $x=\tan^{-1}y$, prove $x=\sin^{-1}\frac{y}{\sqrt{1+y^2}}$.

2. (a) In any triangle prove:

$$\tan\frac{A}{2}\tan\frac{B}{2}+\tan\frac{B}{2}\tan\frac{C}{2}+\tan\frac{C}{2}\tan\frac{A}{2}=1$$

(b) Given $\log 80=a$, $\log 45=b$, find $\log 36$.

3. Find the angles of the triangle ABC, having given $a=370$, $b=170$, $c=40°.30'$, $\log 200=2.3010300$, $\log 30=1.4771213$, L $\cos 20°\,15'=9.7722914$, L $\sin 20°\,15'=9.5392230$ L $\tan 45°\,6'=10.0015160$, L $\tan 45°\,7'=10.0017686$.

4. The angles of elevation of a balloon from two stations a mile apart and from a point half way between them, are observed to be 60°, 30° and 45° respectively.

Prove that the height of the balloon is $440\sqrt{2}$.

UNIVERSITE DE MANITOBA.

EXAMEN, MAI, 1895.

PREMIER EXAMEN.

PROBLÈMES.

A.

On ne doit presenter que deux problemes dans chaque division, A, B, C. Les questions marquees (a) ou (b) ne comptent que pour la moitie d'une question. Temps—1½ heures.

1. Faire la sommation jusqu'à n termes de:

$$(r-\tfrac{1}{r})^2+(r^2-\tfrac{1}{r^2})^2+(r^3-\tfrac{1}{r^3})^3+\ldots\ldots$$

2. Prouvez par facteurs les identités suivantes:

$\frac{1}{3}[a+b+c)^3-a^3-b^3-c^3]=bc(b+c)+ca\,(c+a)+ab(a+b)$
$+2abc=a^2\,(b+c)+b^2\,(c+a)+c^2\,(a+b)+2abc=(a+b+c)$
$(ab+bc+ca)-abc.$

3. *(a)* Déduire du problème précédent quatre expressions pour $(a+b+c)^3$.

(b) Si $x+a$ est un facteur commun de x^2+px+q et de x^2+bx+m, alors $a=\dfrac{m-q}{l-p}$

4. Montrer que la somme de $2n+1$ nombres entiers consécutifs est divisible par $2n+1$.

B.

1. Etant donné un côté d'un triangle et les médianes bissectrices des 2 autres côtés, construire le triangle.

2. Prolonger une ligne donnée de manière que la somme des carrés de la ligne donnée et de la partie prolongée soit égale à deux fois le rectangle construit par la ligne ainsi prolongée et la partie prolongée.

3. Les diagonales d'un quadrilatère ABCD se coupent au point O, montrer que les centres des cercles circonscrits aux triangles OAB, OBC, OCD, ODA coïncideront avec les sommets des angles d'un parallélogramme.

[tournez.

4. AB et CD sont deux parallèles ; E est le point de bissection de CD ; AC et BE se rencontrent au point F ; AE et BD au point G ; prouver que FG est parallèle à AB.

C.

1. *(a)* Prouver que

$$\frac{\sin(\beta-\gamma)}{\cos\beta\cos\gamma}+\frac{\sin(\gamma-\alpha)}{\cos\gamma\cos\alpha}+\frac{\sin(\alpha-\beta)}{\cos\alpha\cos\beta}=0.$$

(b) Si $x = \tan^{-1} y$, prouver que $x = \sin^{-1}\dfrac{y}{\sqrt{1+y^2}}$

2. *(a)* Prouver que dans tout triangle :

$$\tan\frac{A}{2}\tan\frac{B}{2}+\tan\frac{B}{2}\tan\frac{C}{2}+\tan\frac{C}{2}\tan\frac{A}{2}=1.$$

(b) Log $80=a$, log $45=b$, trouver log 36.

3. Trouver les angles du triangle ABC, étant donnés :

$a=370$, $b=170$, $c=40°, 30'$

log $200=2.301030$, log $30=1.4771213$.

$L\cos 20°.15' = 9.7722914$, $L\sin 20°.15' = 9.5392230$.

$L\tan 32°.19'.14'' = 9.3017045$.

4. Les angles d'élévation d'un ballon mesurés de deux stations et d'un point équidistant entre les deux stations sont 60°. 30°, et 45° respectivement ; prouver que la hauteur du ballon est $440\sqrt{2}$ verges.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

PREVIOUS EXAMINATION.

TRIGONOMETRY.

Time—Three hours.

1. Show that the circumference of a circle varies as the radius.

Find the circumference of a bicycle wheel, whose diameter is 42 inches. $\left(\pi = \frac{22}{7}\right)$.

2. Describe the sexagesimal, centesimal, and circular modes of measuring angles. Express in circular measure 30°, 120°, 50^g, 200^g.

Find the number of grades in an angle subtended by an arc 93 feet 6 inches long at the centre of a circle, whose radius is 50 feet. $\left(\pi = \frac{22}{7}\right)$.

3. Define the tangent, cotangent, and secant of an acute angle. What is the least positive value of the secant?

Prove (a) $\tan A \cot A = 1$; (b) $\sec^2 A = 1 + \tan^2 A$.

(c) $\dfrac{\cot A + \tan B}{\tan A + \cot B} = \cot A \tan B$.

Find one value of θ which will satisfy the equation $2 \cot \theta - \tan \theta = 1$. Write down also the general values of θ.

4. (a) Find from the figure of a square the values of tan 45° and tan $22^\circ\ 30'$.

Given $\sin A = \frac{1}{\sqrt{2}}$, $\cos B = .5$, $\cot C = \sqrt{3}$, find the other trigonometrical ratios of A, B, C.

If $\cos a = m$, $\cot a = n$, prove that $(1 - m^2)(1 + n^2) = 1$.

(b) Define the complement and supplement of an angle.

Find the complements and supplements of $120^\circ\ 30'$, $-250^g\ 50'$, and $\frac{3\pi}{4}$.

(Over.)

Find the values of sin 1140° and tan 1250°.

5. Prove $\sin(A+B)=\sin A\cos B+\cos A\sin B$.

Write down the expression for $\cos(A+B)$.

Prove $\tan(A+B)=\dfrac{\tan A+\tan B}{1-\tan A\tan B}$.

If ABC be a triangle right angled at C and $\tan A=3\tan B$, shew that $A=60°$.

6. Prove (a) $\cos(180-A)=-\cos A$. (b) $\text{Cos } A+\text{Cos } B=2\cos\dfrac{A+B}{2}\cos\dfrac{A-B}{2}$.

If A, B, C are the angles of a triangle $\cos 2A+\cos 2B+\cos 2C+4\cos A\cos B\cos C+1=0$.

7. Define a logarithm and its characteristic and mantissa. Find $\log_2 8$.

Prove that $\log_a mn=\log_a m+\log_a n$.

Given $\log_{10} 2=.3010300$; find $\log_{10} 5$, $\log_{10} 8$, $\log_{10} 200$, $\log_{10}.5$, log sin 30°, and L cos 45°.

Given log 6.0390=.7809650, log 6.0389=.7809578, find the number whose logarithm is 1.7809601. to 4 decimal places.

8. What are the advantages of the common system of logarithms and from what do they arise?

If x is the log of m to the base a, y the log of m to the base b, show that $y=\dfrac{1}{\log_a b}x$.

9. Prove that in a triangle $\dfrac{\sin A}{\sin B}=\dfrac{a}{b}$ and that $\sin\left(B+\dfrac{A}{2}\right)=\sin\left(C+\dfrac{A}{2}\right)$.

When is there an ambiguous case in the solution of triangles?

Explain by a geometrical figure.

Given A=30°, a=200 feet, c=250 feet; find the third side in the larger triangle. Given, in addition to the logarithms in question 7, log sin 38° 41′=9.7958800, log sin 8° 41′=9.1789001.

10. Prove that in a triangle $\tan\dfrac{A-B}{2}=\dfrac{a-b}{a+b}\cot\dfrac{C}{2}$.

[Over.]

The direct distance from A to B cannot be measured, but the distances of A, B from C are respectively 80 and 100 feet and the angle ACB is 60″. Find the other angles of the triangle.

Given in addition to the logarithms in question 7, log tan $10^\circ\ 53'\ 36'' = 9.28432$.

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EXAMEN, MAI, 1895.

PREMIER EXAMEN.

TRIGONOMÉTRIE.

Temps—Trois heures.

1. Démontrer que la circonférence d'un cercle varie comme le rayon.

Trouver la circonférence d'une roue de vélocipède dont le diamètre est de 42 pouces; $(\pi = \frac{22}{7})$.

2. Décrire le système sexagésimal, centésimal et circulaire pour la mésure des angles.

Exprimer en mésure circulaire 30°, 120°, 50^g, 200^g.

Trouver le nombre de grades dans un angle au centre d'un cercle soutendu par un arc de 93 pieds 6 pouces, dont le rayon est de 50 pieds $(\pi = \frac{22}{7})$.

3. Définir la tangente, co-tangente, et sécante d'un angle aigu. Quelle est la plus petite valeur positive de la sécante? Prouver *(a)* $\tan A \cot A = 1$; *(b)* $\sec^2 A = 1 + \tan^2 A$:

$$(c) \quad \frac{\cot A + \tan B}{\tan A + \cot B} = \cot A \tan B.$$

Trouver la valeur de θ qui satisfera l'équation $2 \cot \theta - \tan \theta = 1$. Ecrire les valeurs générales de θ.

4. *(a)* Déduire de la figure d'un carré les valeurs de tan 45° et de tan $22^\circ\ 30'$.

Etant donné que $\sin A = \frac{1}{\sqrt{2}}$, $\cos B = .5$, $\cot C = \sqrt{3}$, trouver les autres fonctions trigonométriques de A, B, C.

Si $\cos \alpha = m$, $\cot \alpha = n$, prouver que $(1 - m^2)(1 + n^2) = 1$.

(b) Définir le complément et le supplément d'un angle. Trouver les compléments et les suppléments de

$$120^\circ\ 30', -250^g 50', \text{ et de } \frac{3\pi}{4}.$$

Trouver les valeurs de $\sin 1140^\circ$, et de $\tan 1250^g$.

(Over.)

5. Prouver que $\sin (A+B)=\sin A \cos B+\cos A \sin B$.

Ecrire l'expression pour $\cos (A+B)$.

Prouvez que $\tan (A+B) = \dfrac{\tan A+\tan B}{1-\tan A \tan B}$.

Si ABC est un triangle rectangle, C l'angle droit, et $\tan A = 3 \tan B$ montrer que $A=60°$.

6. Prouver que *(a)* $\cos (180-A)=-\cos A$.

(b) $\cos A+\cos B=2 \cos \dfrac{A+B}{2} \cos \dfrac{A-B}{2}$.

Si A, B, C sont les angles d'un triangle, alors $\cos 2A + \cos 2B + \cos 2C + \cos A \cos B \cos C + 1 = 0$.

7. Déduire logarithme, caractérisque, mantisse. Trouver $\log_2 8$. Prouver que $\log_a mn = \log_a m + \log_a n$. Etant donné $\log_{10} 2 = .3010300$; trouvez $\log_{10} 5$, $\log_{10} 8$, $\log_{10} 200$, $\log_{10} 5$, log sin 30° and L cos 45°.

Etant donné log 6.0390=.7809650, log 6.0389=.7809578 trouver le nombre dont le logarithme ast 1.7809601 à quatre décimales près.

8. Quelles sont les avantages du système de logarithmes vulgaires, et d'où proviennent ces avantages? Si x est le logarithme de m à base a, y le log de m à base b, montrer que $y = \dfrac{1}{\log_a b} x$.

9. Prouver que dans un triangle

$$\frac{\sin A}{\sin B} = \frac{a}{b} \text{ et que } \sin (B + \frac{A}{2}) = \sin (C + \frac{A}{2}).$$

Quand y a-t-il de l'ambiguité dans la solution des triangles? Expliquer le cas au moyen d'une figure géométrique.

Etant donné A=30°, a=200 pieds, c=250 pieds; trouver le troisième coté dans le plus grand triangle. Outre les logarithmes donnés dans la question 7 on a:

Log sin 38° 41′=9.7958800.
Log sin 8° 41′=9.1789001.

10. Prouver que dans un triangle $\tan \dfrac{A-B}{2} = \dfrac{a-b}{a+b} \cot \dfrac{C}{2}$.

On ne peut pas mésurer directement la distance de A à B; mais les distances de A et B à C sont respectivement de 80 et 100 pieds et l'angle ACB est de 60°. Trouver les autres angles du triangle. Outre les logarithmes donnés dans la question 7, on a: Log tan 10° 53′ 36″=9.28432.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

PREVIOUS CHEMISTRY.

1. Give a full account of the distribution in nature, the preparation, and the properties of the element chlorine.

2. Compare, as fully as you can, the properties of the elements of the chlorine family with those of the metals of the alkalis.

3. Compare carefully the elements carbon and silicon.

4. Explain the terms "molecule" and "molecular weight." How are molecular weights experimentally determined? Assuming that an atom of hydrogen weighs two one-quadrillionths of a gramme, calculate the weight of a molecule of sugar ($C_{12}H_{22}O_{11}$).

5. Write equations expressing the chemical changes which take place when the following substances are treated with sulphuric acid:—Zinc, zinc oxide (ZnO), zinc hydroxide, zinc carbonate, zinc sulphide, zinc sulphite, zinc chloride, zinc nitrate.

6. Calculate from its formula the percentage composition of any compound containing at least three elements.

7. What weight of water, and what volume of carbon dioxide, would be formed on completely burning a kilogramme of turpentine ($C_{10}H_{16}$)? What substances are formed when turpentine is burnt in chlorine?

8. Write short explanatory notes on the following:—Allotropism, valency, specific heat, heat of combustion.

9. Upon what lines have chemists been able to predict the discovery of elements? Is it to be expected that many more elements will be discovered?

10. The temperature of the body being +37°C., in what proportion does air expand on passing into the lungs when the initial temperature is −23°C.? What numbers express these temperatures on Fahrenheit's scale?

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EXAMEN, MAI, 1895.

PREMIER EXAMEN.

CHIMIE.

1. Rendre compte en détail de l'élément chlore, de sa distribution dans la nature, de sa préparation, de ses propriétés.

2. Comparer, aussi amplement que possible, les propriétés des éléments de la famille du chlore avec les propriétés des métaux de la famille des alkalis.

3. Comparer avec soin le carbone et le silicon.

4. Expliquer les termes „molécule", „poids moléculaire". Comment détermine-t-on les poids moléculaires expérimentalement. Supposant que l'atome d'hydrogène pèse deux quadrillionièmes d'un gramme, calculez le poids d'une molécule de sucre de canne. ($C_{12} H_{22} O_{11}$)

5. Écrire les équations qui représentent les réactions chimiques qui ont lieu quand on agit sur les substances suivantes avec l'acide sulphurique : zinc, oxide de zinc (ZnO), hydrate de zinc, carbonate de zinc, sulfure de zinc, sulphite de zinc, chlorure de zinc, nitrate de zinc.

6. Calculer d'après sa formule la composition pour cent d'une substance quelconque formée au moins de trois éléments

7. Quel poids d'eau, et quel volume de bi-oxide de carbone seront formés par la combustion complète d'un kilogramme de térébenthine? ($C_{10} H_{16}$) Quelles substances se produisent quand on brûle la térébenthine dans le chlore?

8. Écrire brièvement des notes explicatives sur les termes suivants : allotropisme, valence, chaleur spécifique, chaleur de combustion.

9. Quelles méthodes ont conduit les chimistes à prédire la découverte de nouveaux éléments? Doit-on s'attendre à en découvrir beaucoup plus?

(Tournez.)

10. La température du corps humain étant de +37°C, montrer en quelle proportion l'air se dilatera en passant dans les poumons si la température initiale est −23°C. Comment peut-on représenter ces températuressur l'échelle de Fahrenheit?

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EXAMINATIONS, MAY, 1895.

FOR SCHOLARSHIPS.

PREVIOUS CHEMISTRY.

Time.—Two hours.

1. Give a full account of the metallurgy of lead and silver.

2. When are elements said to be in the nascent state? How would you account for their peculiar properties when in this condition.

3. When hydrochloric acid is treated with oxidizing agents a greenish-yellow gas comes off. This gas will support the combustion of a paraffin candle, and hydrochloric acid is found among the products of combustion. These and other facts would appear to support the view, once held, that the yellow gas is a compound of hydrochloric acid and oxygen. Suggest any experiments by which it might be shown that these phenomena must be differently interpreted, and that the substance does not behave like a compound body.

4. Express by equations the action of sulphuretted hydrogen, nascent hydrogen, and sulphur dioxide on solutions respectively of nitric acid, bichromate of potash, ferric chloride, chlorine.

5. State the law of diffusion of gases. Describe an experiment illustrating the different rates of diffusion of hydrogen and air. Calculate the rate of diffusion of pentane vapour ($C_5 H_{12}$), that of hydrogen being taken as unity.

6. Bromine and antimony combine in the proportion of two parts of the former to one of the latter. What conclusions may be drawn regarding the atomic weights of these elements. Knowing further that the atomic weight of bromine is 80, and that the specific heat of antimony is 0.05, show how we may find the exact atomic weight of antimony.

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EXAMEN, MAI, 1895.

PREMIER EXAMEN.

LA CHIMIE POUR LES BOURSES.

Temps : 2 heures.

1. Rendre compte en détail de la métallurgie du plomb et de l'argent.

2. Quand dit-on qu'un élément est à "l'état nascent"? Comment explique-t-on les propriétés caractéristiques qui s'y remarque ?

3. Quand on agit sur l'acide hydrochlorique avec un agent réducteur il se produit un gaz de couleur jaune verdâtre. Ce gaz entretient la combustion d'une chandelle de paraffine, et parmi les produits de la combustion se trouve de l'acide hydrochlorique. Ces faits et d'autres encore paraîtraient appuyer l'opinion, jadis acceptée, que ce gaz est une combinaison d'acide hydrochlorique et d'oxygène. — Suggérer une expérience qui demontrerait que ces phénomènes devraient être expliqués autrement, et que la substance en question ne se comporte pas comme un corps composé.

4. Exprimer par des équations l'action de l'hydrogène nascent et du bioxide de soufre, sur des solutions d'acide azotique, de bichromate de potasse, de chlorure ferrique, de chlore.

5. Énoncer la loi de la diffusion des gaz. Décrire une expérience pour montrer la différente vitesse de diffusion de l'hydrogène et de l'air. Calculer la vitesse de diffusion de la vapeur de pentane (C_5H_{12}), la vitesse de diffusion de l'hydrogène étant prise comme unité.

6. Le brome et l'antimoine se combine dans la proportion de deux parties de brome à une d'antimoine. Quelle conclusion peut-on tirer de là par rapport aux poids atomiques de ces éléments. Sachant de plus que le poids atomique du brome est 80 et que la chaleur spécifique de l'antimoine est 0.05 ; montrer que l'on peut déterminer le poids atomique exact de l'antimoine.

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EXAMINATIONS, MAY, 1895.

PREVIOUS.—PHYSIOLOGY.

1. Give the evidence for believing that the blood circulates in man.

2. What is asphyxia? How produced? How prevented?

3. Draw section of skin showing the sweat glands.

4. Draw diagram of termination of the ileum, with vermiform appendage.

5. Explain fully the mechanism of the ear.

6. Explain the sympathetic system of nerves.

7. Draw diagrams of striated muscle and of both kinds of blood corpuscles.

8. Draw and name specimens A, B, C under the microscope.

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EXAMINATIONS, MAY, 1895.

PREVIOUS SHAKESPEARE.

MERCHANT OF VENICE, RICHARD II., AND KING LEAR.

1. Give some account of the Folio and Quarto Editions of Shakespeare's writings, and point out the various kinds of evidence which help us in determining the chronology of his plays.

2. Shew by examples some of the leading differences between Elizabethan English and the English of the present day.

3. Paraphrase, scan, and point out the figures of speech, in the following passage:

"Look on beauty,
And you shall see 'tis purchased by the weight;
Which therein works a miracle in nature,
Making them lightest that wear most of it:
So are those crisped snaky golden locks
Which make such wanton gambols with the wind,
Upon supposed fairness, often known
To be the dowry of a second head,
The skull that bred them in the sepulchere.
Thus ornan ent is but the guiled shore
To a most dangerous sea; the beauteous scarf
Veiling an Indian beauty; in a word,
The seeming truth which cunning times put on
To entrap the wisest."

4. Contrast the characters of Richard and Bolingbroke.
Describe the entry of Richard and Bolingbroke into London.

5. Write a concise story of the play—*King Lear*. Comment on the diction of the play, and its motive, or pervading sentiment.

6. Coleridge remarks the art with which the opening scenes of Shakespeare's plays are adapted to set the mind of the

(Over.)

spectator in the most suitable key for entering on the piece. Discuss this with reference to the opening scene of the *Merchant of Venice* and of *King Lear* respectively.

7. Explain and comment upon the following phrases:

Lear. All the additions to a King—waterish Burgundy—shall top the legitimate—you taking airs—will not be rubb'd nor stopped—there's your press-money—bring up the brown bills—all this done upon the gad.

R. II. We are enforced to farm our royal realm—old John of Gaunt—upon remainder of a dear account, imp out our drooping country's broken wings.

M. of V. That slew the Sophy—a livery more guarded—wry necked fife—valour's excrement—unto the Tranect.

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EXAMINATIONS, MAY, 1895.

PREVIOUS ESSAY.

Time—1½ hours.

Write an essay of 30 lines on one of the following subjects :—

1. The Study of History.
2. Conversation as a Means of Intellectual Development.
3. True Culture and the Means of Promoting it.
4. The Immutability of True Poetry.

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EXAMINATIONS, MAY, 1895.

PREVIOUS RHETORIC AND COMPOSITION.

Time—1½ hours.

1. Genung gives a number of grammatical forms which he says need caution. Name them.

(a) Criticize the following, applying Genung's rules: Mothers-in-law; women-servants; he is the eldest of the two brothers; who do you take me for? John, than whom no one was nobler, so advises; "though he were a son, yet learned he obedience."

2. Give the rules used to avoid the loss of clearness.

(a) Criticize the following: He was home; it was no use; this happened some other place; the saving of my life.

3. State the rules of punctuation.

(a) Punctuate the following passage:

"The idea of these lines Thackeray has enlarged upon in The Newcomes Vol II Chap VII If love lives through all life and survives through all sorrow and remains steadfast with us through all changes and in all darkness of spirit burns brightly and if we die deplores us for ever and loves still equally and exists with the very last gasp and throb of the faithful bosom whence it passes with the pure soul beyond death surely it shall be immortal though we who remain are separated from it is it not ours in Heaven If we love still those we love can we altogether lose those we love

4. From the following passage work out the principles of paragraph structure:

"While our historians are practising all the arts of controversy, they miserably neglect the art of narration, the art of interesting the affections and presenting pictures to the imagination. That a writer may produce these effects without violating truth is sufficiently proved by many excellent biographical works. The immense popularity which well-written books of this kind have acquired deserves the serious consideration of historians. * * * In the meantime histories of great empires, written by men of eminent ability, lie unread on the shelves of ostentatious libraries.

(Over.)

The writers of history seem to entertain an aristocratical contempt for the writers of memoirs. They think it beneath the dignity of men who describe the resolutions of nations to dwell on the details which constitute the charm of biography. They have imposed on themselves a code of conventional decencies as absurd as that which has been the bane of the French drama. * * The majesty of history seems to resemble the majesty of the poor King of Spain, who died a martyr to ceremony, because the proper dignitaries were not at hand to render him assistance.

That history would be more amusing if this etiquette were relaxed will, we suppose, be acknowledged. But would it be less dignified or less useful? What do we mean when we say that one past event is important and another insignificant? No past event has any intrinsic importance, etc.

5. How do you promote smoothness in writing?

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EXAMINATIONS, MAY, 1895.

ENGLISH HISTORY (PREVIOUS).

Time—3 hours.

1. Give an account of the introduction of Christianity into Britain from Rome, subsequent to the Saxon conquest, and state according to Green the significance of this event to Britain.

2. Give an account of Alfred's work in (a) the establishment of law and order, (b) in education and (c) in literature.

3. Give a brief account of the rise of the Universities and state their influence on Feudalism and on the Church.

4. Sketch the life of Edmund Spenser and give a particular account of his chief poem.

5. Trace the growth of the English Drama and name its chief writers up to the end of the 16th century.

6. What were the chief questions with which the Convention Parliament had to deal and how did it dispose of them?

7. Sketch briefly Marlborough's great campaign on the Continent.

8. Give date and main provisions of Treaty of Ryswick.

9. Write short notes on the following: Theodore of Tarsus, Layamon, The Six Articles, Bill of Securities, Royal Society.

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EXAMEN, MAI, 1895.

PREMIER EXAMEN.

ATHALIE ET LE CID.

1. D'où est tiré le sujet d'Athalie? Quelles étaient les données historiques?

2. Résumez l'action d'Athalie dans chaque acte.

3. Quelle est la physionomie particulière de cette tragédie?

4. Quels sont les personnages historiques et ceux que Racine a inventés?

5. Tracez le caractère de Joad, celui d'Athalie.

6. Portez un jugement sur le mérite de cette tragédie.

7. C'était pendant l'horreur d'une profonde nuit.
Ma mère Jézabel devant moi s'est montrée,
Comme au jour de sa mort pompeusement parée.
Ses malheurs n'avaient point abattu sa fierté ;
Même elle avait encor cet éclat emprunté
Dont elle eut soin de peindre et d'orner son visage,
Pour réparer des ans l'irréparable outrage.
"Tremble, m'a-t-elle dit, fille digne de moi.
Le cruel Dieu des Juifs l'emporte aussi sur toi.
Je te plains de tomber dans ses mains redoutables,
Ma fille." En achevant ces mots épouvantables,
Son ombre vers mon lit a paru se baisser ;
Et moi, je lui tendais les mains pour l'embrasser.
Mais je n'ai plus trouvé qu'un horrible mélange
D'os et de chair meurtris, et traînés dans la fange,
Des lambeaux pleins de sang, et des membres affreux
Que des chiens dévorants se disputaient entre eux.
   a) Dépouillez ce morceau de ses ornements.
   b) Faites en ressortir les beautés.

8. Résumez l'action du Cid.

9. Comment expliquez-vous la moralité de cette pièce?

[tournez.

10. Que dites-vous du personnage de l'Infante ?

11. Indiquez quelques défauts.

12. Jugez la scène suivante et faites ressortir quelques beautés de détail.

Don Diègue.

Rodrigue, as-tu du cœur ?

Don Rodrigue.

Tout autre que mon père
L'éprouverait sur l'heure.

Don Diègue.

Agréable colère !
Digne ressentiment à ma douleur bien doux !
Je reconnais mon sang à ce noble courroux ;
Ma jeunesse revit en cette ardeur si prompte.
Viens, mon fils, viens, mon sang, viens réparer ma honte ;
Viens me venger.

Don Rodrigue.

De quoi ?

Don Diègue.

D'un affront si cruel,
Qu'à l'honneur de tous deux il porte un coup mortel
D'un soufflet. L'insolent en eût perdu la vie ;
Mais mon âge a trompé ma généreuse envie ;
Et ce fer que mon bras ne peut plus soutenir,
Je le remets au tien pour venger et punir.
Va contre un arrogant éprouver ton courage.
Ce n'est que dans le sang qu'on lave un tel outrage ;
Meurs ou tue. Au surplus, pour ne te point flatter,
Je te donne à combattre un homme à redouter :
Je l'ai vu, tout couvert de sang et de poussière,
Porter partout l'effroi dans une armée entière.
J'ai vu par sa valeur cent escadrons rompus ;
Et pour t'en dire encor quelque chose de plus,
Plus que brave soldat, plus que grand capitaine,
C'est ...

Don Rodrigue.

De grâce, achevez.

Don Diègue.

Le père de Chimène,

Don Rodrigue.

Le....

(Tournez.)

Don Diègue.

Ne réplique point, je connais ton amour,
Mais qui peut vivre infâme est indigne du jour.
Plus l'offenseur est cher, et plus grande est l'offense
Enfin tu sais l'affront, et tu tiens la vengeance :
Je ne te dis plus rien. Venge-moi, venge-toi.
Accablé des malheurs où le destin me range,
Je vais les déplorer : va, cours, vole et nous venge.

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EXAMINATIONS, MAY, 1895.

PREVIOUS FRENCH AUTHORS.

I.

ÉMILE SOUVESTRE.

1. Translate:

En définitive, pourquoi me réjouirais-je de voir naître une nouvelle année? Tous ceux qui courent déjà les rues, l'air endimanché et le sourire sur les lèvres, comprennent-ils ce qui les rend joyeux? Savent-ils seulement ce que signifie cette fête et d'où vient l'usage des étrennes?

2. Write in full the following tenses:

(a) The past indefinite of "me réjouirais-je."
(b) The future of "voir."
(c) The past definite of "naître."
(d) The imperfect subjunctive of "courent."
(e) The present indicative of "comprennent-ils."
(f) The present subjunctive of "savent-ils."

3. Translate:

Triste progrès et peut-être grande leçon! Qui sait si plus d'abandon envers celui qui régit le monde ne m'eût point épargné toutes ces angoisses? Peut-être le bonheur n'est-il possible ici-bas qu'à la condition de vivre, comme l'enfant, livré aux devoirs de chaque journée et confiant, pour le reste, en la bonté de notre Père divin.

(a) Give a noun formed from each of the two adjectives "triste" and "grande."
(b) What is the distinction between "vers" and "envers."?
(c) Derive triste, régir, monde, and bonté.

4. Translate:

Il y a quelques jours, je suivais le flanc des buttes vertes que couronne le télégraphe de Montmartre. Au-dessous de moi, le long d'un de ces sentiers qui tournent en spirale pour gravir le coteau, montaient un homme et une jeune fille sur lesquels mes yeux s'arrêtèrent. L'homme avait un paletot à longs poils qui lui donnait quelque ressemblance avec une bête fauve, et portait une grosse canne dont il se servait pour dé-

[Over.]

crire dans l'air d'audacieuses arabesques. Il parlait très haut, d'une voix qui me parut saccadée par la colère. Les yeux, levés par instant, avaient une expression de dureté farouche, et il me sembla qu'il adressait à la jeune fille des reproches ou des menaces qu'elle écoutait avec une touchante résignation.

(*a*) Give expressions exactly opposed in meaning to: au-dessous de, monter, se servir, dureté.

(*b*) Parse lesquels and dont.

(*c*) Write a very brief sketch of each of the following characters: L'oncle Maurice, Françoise et Madeleine, Michel.

II.

MONSIEUR PERRICHON.

5. Translate Scène I, Acte II:

L'Aubergiste.—Ces messieurs prendront-ils autre chose?

Daniel.—Tout à l'heure....du café....

Armand.—Faites manger le guide; après nous partirons pour la mer de Glace.

L'Aubergiste.—Venez, guide. (*Il sort, suivi du guide, par la droite.*)

Daniel.—Eh bien! mon cher Armand?

Armand.—Eh bien! mon cher Daniel?

Daniel.—Les opérations sont engagées, nous avons commencé l'attaque.

Armand.—Notre premier soin a été de nous introduire dans le même wagon que la famille Perrichon; le papa avait déjà mis sa calotte.

Daniel.—Nous les avons bombardés de prévenances, de petits soins.

Armand.—Vous avez prêté votre journal à monsieur Perrichon, qui a dormi dessus....En échange, il vous a offert *les Bords de la Saone*....un livre avec des images.

Daniel.—Et vous, à partir de Dijon, vous avez tenu un store dont la mécanique était dérangée; ça a dû vous fatiguer.

Armand.—Oui, mais la maman m'a comblé de pastilles de chocolat.

Daniel.—Gourmand!..vous vous êtes fait nourrir.

(*a*) Messieurs.—Name two other words whose plural is formed analogously.

(*b*) State the distinction between "dormir" and "s'endormir."

(*c*) Write a note on "devoir" used as a modal auxiliary, giving examples to illustrate its uses.

(Over.)

6. Translate Scène VIII, Acte III :

Daniel, *entrant par le fond, sa lettre a la main.*—Impossible de trouver ce domestique. (*Apercevant Perrichon.*) Oh ! (*Il cache sa lettre.*)

Perrichon.—Daniel ! (*Il cache aussi sa lettre.*)

Daniel.—Eh bien ! monsieur Perrichon.

Perrichon.—Vous voyez..je suis calme..comme le bronze ! (*Apercevant sa femme et sa fille.*) Ma femme, silence ! (*Il descend.*)

Madame Perrichon *à son mari.*—Mon ami, le maître de piano d'Henriette vient de nous envoyer des billets de concert pour demain..midi..

Perrichon, *a part.*—Midi !

Henriette.—C'est à son bénéfice, tu nous accompagneras ?

Perrichon.—Impossible ! demain, ma journée est prise !

Madame Perrichon.—Mais tu n'as rien à faire..

Perrichon.—Si..j'ai une affaire..très importante..demande à Daniel.

Daniel.—Très importante !

Madame Perrichon.—Quel air sérieux ! (*A son mari.*) Tu as la figure longue d'une aune : on dirait que tu as peur.

Perrichon.—Moi ? peur ! On me verra sur le térrain !

(*a*) What is the momentous secret revealed inadvertently by Perrichon in "On me verra sur le terrain" ? Write a brief sketch to put one en rapport with the state of things at this point.

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EXAMINATIONS, MAY, 1895.

PREVIOUS.

FRENCH GRAMMAR AND COMPOSITION.

A.—(GRAMMAR.)

1. Give ten different uses of the definite article in French, with an example of each use.

2. What irregularities are found in the formation of the future in the four conjugations? Show with examples when this tense is used.

3. State the fundamental difference between the indicative and subjunctive; and give the uses of the subjunctive in the three kinds of subordinate clauses, with an example of each kind.

4. Give ten words that may be used as correlatives of *ne* in negative sentences.

5. When is *ne* used alone as a negative?

6. Define the *ne* pleonastic, and give two examples of its use.

7. Give in full the cases where the past participate is (a) variable (b) invariable, with an example of each case.

B.—(COMPOSITION.)

8. Translate into French:

(a) Your sister is long in coming. I have longed to see her.

(b) It is useless for you to speak. He is going to get married. He will marry a friend of yours and the bishop will marry them.

(c) It is they who speak, but it is not they whom we seek.

(d) We have discontinued our studies without our father's knowledge.

(e) He is better judge of such things than I, but I do not bear him ill will for that.

(Over.)

9. Translate into French:

(a) Set that clock right. It is a quarter of an hour too fast.

(b) He dislocated his shoulder, and in consequence had to resign his place.

(c) Those dangerous people would have a grudge against the best people in the world.

(d) The ladies whom I heard sing are here, and the songs which I heard sung are good.

(e) He came very near striking me.

10. Translate into French:

Winter is generally severe in Canada. We see but few birds in the woods and fields, and no flowers except those which are found in our houses. It is generally cold, but beautiful weather, and if we have to wear heavy clothing, there is a bright sun in the sky, and we can breathe easily and be happy. One may ask what becomes of all the animals and birds which we see in summer.

11. Translate into English:

On voyait, il y a quelques années, à Paris, près du palais des Tuileries, la boutique d'un brave cordonnier, qui avait un petit garçon de quatre ans, nommé Paulin, bon, aimable et fort obéissant: aussi son père l'aimait de tout son cœur. Jugez de son chagrin quand il aperçut, un jour, que son fils avait disparu! Comme Paulin ne quittait jamais la maison sans lui, il pensa qu'on le lui avait pris, et il en fut bien affligé. Cependant il espérait toujours que Dieu aurait pitié de lui, et lui rendrait son cher enfant.

Tout le monde sut bientôt le malheur arrivé au pauvre cordonnier. La reine l'apprit, et, comme elle était pleine de bonté pour les malheureux, elle lui écrivit, et lui dit qu'elle le plaignait beaucoup, parce qu'elle savait que l'on est bien malheureux quand on a perdu son enfant. Cette bonne reine lui promettait de faire chercher partout le petit Paulin.

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EXAMEN, MAI, 1895.

PREMIER EXAMEN.

RHÉTORIQUE FRANÇAISE.

Temps 1½ heures.

1. Quelle différence y a-t-il entre la rhétorique et l'éloquence ? Définissez l'une et l'autre.

2. Quel ensemble de qualités est requis dans un orateur parfait ?

3. Dites ce que vous pensez de l'utilité des règles.

4. Quelles sont les opérations intellectuelles que suppose la composition d'un discours ?

5. Faites connaître les principales sources de l'invention.

6. Quelles sont les parties d'un discours ? Définissez brièvement chacune de ces parties.

7. Définissez l'action oratoire et faites connaître son importance.

8. Quels sont les principaux genres d'éloquence ?

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EXAMEN, MAI, 1895.

PREMIER EXAMEN.

COMPOSITION FRANÇAISE.

Temps 1½ heures.

Développer brièvement un des sujets suivants (30 ou 40 lignes):

1. Parallèle entre Démosthène et Cicéron.
2. Horace, poête, philosophe, citoyen.
3. Le caractère de Mithridate d'après Cicéron.
4. La pensée de Buffon: Le style est l'homme même.

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EXAMEN, MAI, 1895.

PREMIER EXAMEN.

HISTOIRE DE FRANCE.

1. Esquissez l'histoire de la Gaule avant les Mérovingiens.

2. Nommez les dynasties qui ont régné successivement sur la France.

3. Dites comment se sont effectués les changements de dynasties.

4. Résumez brièvement le règne de Charlemagne.

5. Résumez le ministère de Richelieu.

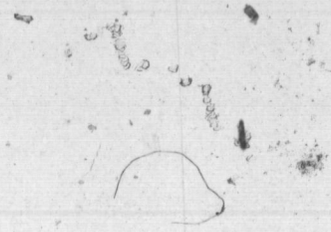
6. Faites connaître à grands traits les guerres du règne de Louis XIV; indiquez les résultats.

7. Faites de même pour les guerres du règne de Louis XV.

8. Tracez le caractère de Louis XVI.

9. Tracez à grands traits les différentes phases de la Révolution française jusqu'au premier empire.

10. Faites connaître les régimes politiques qui se sont succédé depuis le premier empire jusqu'à nos jours.



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EXAMINATIONS, MAY, 1895.

PREVIOUS.

GERMAN GRAMMAR AND COMPOSITION.

1. Mention two cases in which the use of the indefinite article in English is not followed by a corresponding use in German.

2. State the difference in meaning and use between *wann*, *wenn* and *als*; and between *aber*, *allein* and *sondern*.

3. Mention the classes of verbs in which *sein* replaces *haben* as auxiliary, and give an example of each class.

4. Give the substitutes in German for the Passive Voice, and illustrate each by an example.

5. Give rules for the use of the proper mood and tense in reported speeches and give examples.

6. When are *viel* and *wenig* inflected and when not?

7. Illustrate by examples the different meanings of (a) sollen, and (b) lassen.

8. Illustrate by examples the different ways in which the English *for* is rendered in German.

9. Decline in full: der reiche Mensch and schönes Dorf.

10. Give the inseparable prefixes, and illustrate by examples the different meanings of "ver" in composition, and of "ent."

11. Give the German for:

In the days of King Charles the Second; every month of the whole year; he was carrying; he had been praised; everything got wet; that is found everywhere; put the book on the table; hang the picture on the wall: what was I to do?" open the door.

12. Translate into German:

(a) He has not been able to buy the book you wanted.

(Over.)

(b) Owing to the darkness, he did not recognize your father, when he met him on the street, nor did he answer his question.

(c) The teacher said that he was contented with my work.

(d) Charles wrote to his father, and I am on the point of writing to mine.

(e) Has he been able to finish the work? No; he has not been able.

13. Write four sentences of not fewer than ten words, each containing the following terms: (a) deutlich, (b) Ausdruck, (c) Arzt, (d) Schuhmacher.

14. Translate into German:

Once upon a time a poor old peasant died. He had very little to leave to his three sons. The eldest received a horse, the second an ox and the youngest, Gottlieb by name, got what was left, the cat. The poor boy hardly knew what to do and began to cry. The cat looked at him and to his surprise, began to talk. It promised to hunt for him and to help him in every way. So well did it succeed that at last Gottlieb married a princess and, on the death of her father, became king of the land, ruling wisely for a great number of years.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

PREVIOUS.

GERMAN AUTHORS.

1. Translate:

Bolz.—Ja, ja, er verleumdet Sie offenbar, wenn er behauptet, dasz Sie etwas anderes lieben, als Ihre neuen Stiefeln und *ein klein wenig* Ihre eigne Person.—Du selbst bist eine liebespruchende Natur, kleiner Bellmaus. Du gluehst wie ein Raeucherkerzchen, so oft Du eine junge Dame siehst, Du ziehst glimmend und raeucherig um sie herum und hast doch nicht den Mut sie nur einmal anzureden. Aber man musz Nachsicht mit ihm haben, denn er ist von Haus aus lyrischer *Dichter* gewesen, deshalb ist er schuechtern, er erroetet vor den Frauen und ist noch schoener Wallungen faehig.

Bellmaus.—Ich habe keine Lust, mir unaufhoerlich meine Gedichte vorwerfen zu lassen; habe ich sie jemals *euch* vorgelesen?

Bolz.—Nein, dem Himmel sei Dank, *die* Unverschaemtheit hast Du nie gehabt.—(Ernsthaft.) Aber zum Geschaeft, ihr Herren! Die heutige Nummer ist fertig, Oldendorf ist noch nicht hier, lassen Sie *uns* unterdes vertrauten Rat halten.

(a) Parse: *ein klein wenig, Dichter, euch, die, uns.*

(b) Distinguish between ein'mal and einmal' and state which one is used in this extract.

2. Translate:

Bolz (immer eifrig).—Ich will Dich nicht unterhalten von dem Vertrauen, dasz ich in Deine Talente setze, ich bin ueberzeugt, Du wirst in der Kammer und vielleicht als Mitglied der Regierung dem Lande nuetzen. Ich bitte Dich jetzt nur, an die Pflichten zu denken, die Du uebernommen hast gegen unsere politischen Freunde, welche Dir vertrauen, und gegen dies Blatt und uns, die *wir* drei Jahre fleiszig gearbeitet haben, damit der Name Oldendorf, der an der Spitze des Blattes steht, zu Ansehen *komme*. Es handelt sich um Deine Ehre und jeder Augenblick Schwanken in Dir waere ein Unrecht.

Oldendorf (mit Haltung).—Du wirst eifrig ohne Veranlassung. Auch ich halte es fuer Unrecht, mich zurueckzuziehen,

(Over.)

jetzt, wo man mir sagt, dasz ich unserer Sache noetig *sei*. Aber wenn ich Dir, meinem Freunde, gestehe, dasz mir dieser Entschlusz ein groszes Opfer kostet, so vergebe ich dadurch weder unserer Sache noch uns beiden etwas.

(a) Give a list of verbs and adjectives which require the Dative case after them.

(b) Account for the use of *wir*.

(c) Account for the mood and tense of *komme* and *sei*.

3. Translate:

Ida.—Und in der naechsten Stunde darauf laeszt er sich selbst *den Mantel umhaengen*. Das ist ja schrecklich! Und wenn der Vater nicht gewaehlt wird? Es war Unrecht von Oldendorf, dasz er der Schwaeche des Vaters nicht nachgegeben hat. Ist das Ihre Liebe zu mir, Herr Professor? Auch er hat nicht an mich gedacht!

Adelheid.—Weiszt Du was? Wir wollen wuenschen, dasz die beide durchfallen. Diese Politiker! Es war schlimm genug fuer Dich, als nur einer Politik trieb; jetzt, da sie beide von dem *sinnbethoerenden* Trank trinken, bist Du auf alle *Faelle* geliefert. Wenn ich jemals in die Lage kaeme, einen Mann zu meinem Herrn zu machen, ich wuerde ihm nur eine Bedingung stellen, die weise Lebensregel meiner alten Tante: Rauchen Sie Tabak, mein Gemahl, soviel Sie wollen, er *verdirbt* hoechstens die Tapeten, aber unterstehen Sie sich nicht, jemals eine Zeitung anzusehen, das verdirbt Ihren Charakter.

(a) Explain—*den Mantel umhaengen*.

(b) Distinguish between *Faelle* and *Fallen*; *verdirbt* and *verderbt*.

4. Translate:

Oldendorf.—Mein Fraeulein, ich bin nicht eingebildet, ich schlage meine Kraft nicht eben so hoch an, und soweit ich mich kenne, verbirgt sich kein ehrgeiziger Drang auf dem Grund meiner Seele. Es ist moeglich, dasz, wie jetzt Sie, auch eine spaetere Zeit unsern politischen Hader, unsere Parteibestrebungen und was damit zusammenhaengt, sehr niedrig schaetzen wird. Es ist moeglich, dasz unser ganzes Arbeiten *resultatlos* bleibt; es ist moeglich, dasz vieles Gute, das wir ersehnen, sich, wenn es erreicht ist, in das Gegentheil verkehrt, ja, es ist hoechst wahrscheinlich, dasz mein eigner Antheil an dem Kampfe oft peinlich, unerquicklich und durchaus nicht das sein wird, was man eine dankbare Thaetigkeit nennt; aber das alles darf mich nicht abhalten, dem Kampf und

(Over.)

Ringen der Zeit, welcher ich angehoere, mein Leben hinzugeben; denn es ist trotz alledem dieser Kampf das Hoechste und Edelste, was die Gegenwart hervorbringt. Nicht jede Zeit erlaubt ihren Soehnen Resultate zu erobern, welche fuer alle Zeit grosz bleiben, und ich wiederhole es, nicht jedes Jahrhundert ist geeignet, die Menschen, welche darin leben, stattlich und gluecklich zu machen.

(a) Give the derivation of: *Stiefeln, Nachsicht, Kammer, sinnbethoerenden, Thaetigkeit.*

(b) Give the German for *resultatlos.*

(c) What construction follows the preposition *trotz?*

5. Translate:

Die Haupt-Bastei der Stadt vor dem Bruesseler *Thore* wurde sogleich heftig beschossen, aber das Feuer der Belagerten richtete under den Spaniern eine grosze Neiderlage an. Anstatt dadurch abgeschreckt zu werden, wurden sie nur desto hitziger, und der Hohn der Besatzung, welche die Bildsaeule eines Heiligen vor ihren Augen verstuemmelte, und unter den schnoedesten Miszhandlungen von der Brustwehr herabstuerzte, setzte sie vollends in Wuth. Sie drangen mit Ungestuem darauf, gegen die Bastei gefuehrt zu werden, ehe noch hinlaenglich Bresche geschossen war, und der Herzog, um dieses erste *Feuer* zu benutzen, erlaubte den Sturm. Nach einem zweistuendigen moerderischen Gefecht war die Brustwehr erstiegen, und *was* der erste Grimm der Spanier nicht aufopferte, warf sich in die Stadt.

6. Translate:

Einige derselben zogen ganz und gar fort, und ueberlieszen die Stadt, mit der sie das Gute genossen, aber das Schlimme nicht theilen mochten, ihrem Schicksal. Sechzig bis siebzig der Zurueckbleibenden aus dieser Klasse uebergaben dem Rath eine Bittschrift, worin sie den Wunsch aeuszerten, dasz man mit dem Koenig tractiren moechte. Sobald aber das Volk davon Nachricht erhielt, so gerieth es in eine wuethende Bewegung, dasz man es kaum durch Einsperrung der Supplikanten und eine denselben aufgelegte Geldstrafe besaenftigen konnte. Es ruhte auch nicht eher, als bis ein Edikt zu Stande kam, welches auf jeden heimlichen oder oeffentlichen Versuch zum Frieden die Todesstrafe setzte.

(a) Give the principal parts of *zogen, ueberlieszen, genossen, aeuszerten, gerieth.*

(Over.)

7. Translate:

Es kostete weiter nichts, als diese Daemme zu schleifen, so war die ganze Ebene Meer und konnte mit flachen Schiffen bis fast unter die Mauern von Antwerpen befahren werden. Glueckte dieser Versuch, so mochte der Herzog von Parma immerhin die Schelde vermittelst seiner Schiffbruecke hueten; man hatte sich einen neuen Strom aus dem *Stegreif* geschaffen, der im Nothfall die naemlichen Dienste leistete. Eben dies war es auch, was der Prinz von Oranien gleich beim Anfange der Belagerung angerathen und St. Aldegonde ernstlich zu befoerdern gesucht hatte, aber ohne Erfolg, weil einige Buerger nicht zu bewegen gewesen waren, ihr Feld aufzuopfern. Zu diesem letzten Rettungsmittel kam man in der jetzigen Bedraengnisz zurueck, aber die Umstaende hatten sich unterdessen gar sehr geaendert.

(a) Distinguish between *Mauer*, *Wand* and *Wall*; *fahren* and *befahren*; *Strom* and *Flusz*.

(b) Explain the meaning of *Stegreif*.

8. Translate:

Kaum bemerkte dies Alexander, so zeigte er seinen Truppen die fliehenden Schiffe und munterte sie auf, mit einem Feinde zu enden, der sich selbst aufgegeben habe. Die hollaendischen Huelfstruppen waren die ersten, welche wankten, und bald folgten die Seelaender ihrem Beispiel. Sie warfen sich eiligst den Damm herab, um durch Waten oder Schwimmen die Schiffe zu erreichen, aber weil ihre Flucht viel zu ungestuem geschah, so hinderten sie einander selbst, und stuerzten haufenweise unter dem Schwert des nachsetzenden Siegers. Selbst an den Schiffen fanden Viele noch ihr Grab, weil jeder dem andern zuvorzukommen suchte, und mehrere Fahrzeuge unter der Last derer, die sich hineinwarfen, untersanken.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

PRELIMINARY.—PRÉLIMINAIRE.

CÆSAR.—CÉSAR.

1. Translate:
Traduisez:

In his rebus circiter dies decem consumit, ne nocturnis quidem temporibus ad laborem militum intermissis. Subductis navibus castrisque egregie munitis, easdem copias, quas ante, præsidio navibus reliquit: ipse eodem, unde redierat, proficiscitur. Eo quum venisset, majores jam undique in eum locum copiæ Britannorum convenerant, summa imperii bellique administrandi communi consilio permissa Cassivelauno, cujus fines a maritimis civitatibus flumen dividit, quod appellatur Tamesis, a mari circiter millia passuum octoginta. Huic superiore tempore cum reliquis civitatibus continentia bella intercesserant: sed nostro adventu permoti Britanni hunc toti bello imperioque præfecerant.

2. Parse: Analysez: consumit, easdem, redierat, venisset, majores, administrandi, mari, continentia, intercesserant, permoti.

3. State, with explanation, the cases of:
Expliquez le cas:
Belli, communi, Tamesis, huic, hunc.

4. Toti. What other words are declined in the same way in the genitive and dative?
Quels autres mots se déclinent de la même manière au génitif et au datif?

5. Decline together, in the number in which they occur in the text:
Déclinez ensemble au nombre où ils se rencontrent dans le texte:
Easdem copias, communi consilio, superiore tempori, continentia bella.

6. Translate:
Traduisez:

Treviri vero atque Indutiomarus totius hiemis nullum tempus intermiserunt, quin trans Rhenum legatos mitterent, civitates sollicitarent, pecunias pollicerentur, magna parte exercitus nostri interfecta, multo minorem superesse dicerent partem. Neque tamen ulli civitati Germanorum persuaderi potuit, ut Rhenum transiret, quum "se bis expertos" dicerent, "Ariovisti bello et Tenchtherorum transitu, non esse amplius fortunam tentandam." Hac spe lapsus Indutiomarus, nihilo minus copias cogere, exercere, a finitimis equos parare, exsules damnatosque tota Gallia magnis præmiis ad se allicere cœpit. Ac tantam sibi jam iis rebus in Gallia auctoritatem comparaverat, ut undique ad eum legationes concurrerent, gratiam atque amicitiam publice privatimque peterent.

7. Parse: Analysez: sollicitarent, pollicerentur, minorem, expertos, lapsus, cogere, exsules, allicere.

8. Give the 3rd sing. of all the subjunctives in both voices of:
Donnez la 3ème. personne sing. de tous les temps du subjonctif, voix active et passive, de:
Pollicerentur, potuit, coepit, cogere, peterent.

9. Translate:
Traduisez:

Porsena Cloeliam, virginem nobilem, inter obsides accepit. Quum Etruscorum castra haud procul a ripa Tiberis locata essent, Cloelia deceptis custodibus noctu egressa, equo, quem sors dederat, arrepto, Tiberim trajecit. Quod ubi regi nuntiatum est, primo ille incensus ira Romam legatos misit ad Cloeliam obsidem reposcendam. Romani eam ex foedere restituerunt. Tum rex virginis virtutem admiratus eam laudavit, ac parte obsidum donare se dixit, permisitque, ut ipsa, quos vellet, legeret. Productis obsidibus Cloelia virgines elegit, quarum aetatem injuriae obnoxiam sciebat, et cum iis in patriam rediit. Romani novam in femina virtutem novo genere honoris, statua equestri, donavere. In summa Via Sacra fuit posita virgo insidens equo.

Arrepo—to creep toward.
Reposco—to demand back.
Foedus—a compact.
Obnoxius—liable.

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EXAMINATIONS, MAY, 1895.

PRELIMINARY AND MEDICAL ENTRANCE.

VIRGIL AND LATIN PROSE.

3 hours.

1. Translate:

Traduisez:

(a) Aut quid jam *misero* mihi denique restat?
Cui neque apud Danaos usquam locus; et super ipsi
Dardanidæ infensi pœnas cum *sanguine poscunt.*
Quo gemitu conversi animi, compressus et omnis
Impetus. Hortamur *fari*, quo sanguine *cretus*,
Quidve *ferat*; *memoret*, quæ sit fiducia capto.
Ille hæc, depositâ tandem *formidine*, fatur:
Cuncta equidem tibi, rex, fuerit quodcumque, fatebor
Vera, inquit: neque me Argolicâ de gente negabo.
Hoc primum: nec, si miserum fortuna Sinonem
Finxit, vanum etiam mendacemque improba *finget.*

(b) Diverso interea *miscentur* mœnia luctu;
Et magis atque *magis* (quanquam secreta parentis
Anchisæ domus, arboribusque obtecta recessit)
Clarescunt sonitus, armorumque *ingruit* horror.
Excutior somno, et summi fastigia tecti
Ascensu supero, atque arrectis auribus asto.
In *segetem* veluti quum flamma *furentibus* Austris
Incidit; aut rapidus montano flumine torrens
Sternit agros, *sternit* sata læta *boum*que labores,
Præcipitesque trahit silvas; *stupet* inscius alto
Accipiens sonitum saxi de vertice pastor.
Tum vero manifesta fides, Danaûmque *patescunt*
Insidiæ. Jam Deïphobi dedit ampla ruinam,
Vulcano superante, domus: jam proximus *ardet*
Ucalegon: *Sigea* igni freta lata *relucent.*

(c) Nam quod consilium, aut quæ jam fortuna dabatur?
Mene efferre pedem, genitor, te posse relicto
Sperâsti? tantumque nefas patrio *excidit* ore?
Si nihil ex tantâ *superis* placet urbe relinqui,

(Over.)

Et sedet hoc animo, *perituræque* addere Trojæ
Teque tuosque *juvat*; *patet* isti janua leto.
Jamque *aderit* multo Priami de sanguine Pyrrhus,
Natum ante ora patris, patrem qui obtruncat ad aras.
Hoc erat, alma parens, quod me per tela, per ignes,
Eripis? ut mediis hostem in penetralibus, utque
Ascaniumque, patremque meum, juxtàque Creüsam,
Alterum in *alterius* mactatos sanguine *cernam*?
Arma, *viri*, ferte arma: vocat lux ultima victos.

2. Parse the italicised words.
Analysez les mots en italiques.

3. Scan the first 6 lines of extract (a), give the rules of quantity for the syllables of second line.

Scandez les six premiers vers de l'extrait (a), et donnez les règles de la quantité des syllabes du 2e vers.

4. Account for the moods and tenses of "ferat, memoret, perituræ," the cases of "quo, sanguine, auribus, ore."

Donnez la raison d'être des modes et des temps de "ferat, memoret, perituræ," et des cas de "quo, sanguine, auribus, ore."

5. Write out the existing tenses of the indicative mood of inquit. To what class of verbs does clarescunt belong?

Write brief notes on Pyrrhus and Dardanidæ. Give and derive the other names by which the persons referred to were known.

Écrivez les temps qui existent, a l'indicatif, de „inquit". A quelle classe de verbes appartient „clarescunt".

Ecrivez de courtes notes sur Pyrrhus et Dardanidæ. Donnez les autres noms (indiquant les étymologies) sous lesquels les personnes mentionnées étaient connues.

6. Turn into Latin:

(Not for Medical Entrance.)

Cæsar fearing that Indutiomarus would not be a friend and because he saw that Dunmorix must be checked at all costs resolved to make war on the former and exerted himself to keep the latter in allegiance. Having left Labienus to guard the coast, he afterwards set sail at sunset and strove to reach the island. Having landed his army and selected a site suitable for his camp, he tried to ascertain where the enemy had camped. He learned that the large forces which had been col-

(Over.)

lected had spread themselves in the woods and marshes on learning of his arrival. A few days afterwards Cassivelaunus who was over all the Britons made a sally with the intention of storming Cæsar's naval camp. He was defeated and compelled to send ambassadors to Cæsar regarding a surrender. When these things had taken place Cæsar resolved to return to the continent and place his legions in different regions for wintering.

Traduisez en Latin :

Cæsar, craignant qu'Indutiomare ne lui fût pas ami, et parce qu'il comprenait que Dunmorix devait être réprimé à tout prix, résolut de faire la guerre au premier et s'efforça de contenir le dernier dans le devoir. Ayant laissé Labiénus pour garder la côte, il mit à la voile au coucher du soleil et s'efforça d'atteindre l'île. Après avoir débarqué son armée et avoir choisi un endroit propice pour son camp, il essaya de s'sssurer où l'ennemi était campé. Il apprit que les nombreuses troupes qui avaient été rassemblées s'étaient répandues dans les bois et dans les marais à la nouvelle de son arrivée. Quelques jours après, Cassivelaunus qui était à la tête de tous les Bretons fit une sortie dans l'intention de prendre d'assaut le camp de César. Il fut défait et forcé d'envoyer des ambassadeurs à César au sujet de sa soumission Ceci fait, César résolut de retourner sur le continent, et il mit ses légions en différents endroits pour passer l'hiver.

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EXAMINATIONS, MAY, 1895.

SCHOLARSHIPS.

PRELIMINARY LATIN.

1. Suam sententiam in utramque partem esse tutam; si nil sit durius, nullo periculo ad proximam legionem perventuros; si Gallia omnis cum Germanis consentiat, unam esse in celeritate positam salutem. Cottæ quidem, atque eorum, qui dissentirent, consilium quem haberet exitum? in quo si non præsens periculum, at certè longinquâ obsidione fames esset pertimescenda.

Turn into oratio recta.

Rendez cet extrait en employant le discours direct.

2. Translate:
Traduisez:

Cui Pyrrhus: *referes* ergo haec et nuntius ibis
Pelidæ genitori: illi mea tristia facta.
Degeneremque Neoptolemum narrare *memento*
Nunc *morere.*
Sin aliquam expertus sumptis spem ponis in armis
Hanc primum *tutare* domum.
Jupiter omnipotens precibus si *flecteris* ullis
Aspice nos: hoc tantum: et si pietate meremur
Da deinde auxilium pater, atque haec omina *firma*
Ergo age, care pater, cervici imponere nostrae
Ipse subibo humeris, nec me labor iste gravabit.

4. Parse italicized words. Decline precibus singular and plural.

Analysez les mots en italique. Déclinez: precibus, au singulier et au pluriel.

5. Turn into Latin:

Do you think that Caesar was as great a general as we are told he was in the Gallic war? I have read the fourth book, which you must have seen also. Do you remember how he led at one time all his troops and his cavalry out of their

(Over.)

camps? The Germans, upon hearing the shouts behind them, and seing that their soldiers were killed, abandoned their military signs and threw away their arms, and fled toward the river where many perished. Then Caesar's men all returned to their camps with only a few wounded, although the number of the enemy was very much larger than the Roman army.

Traduisez en Latin:

Croyez-vous que César fût aussi grand général qu'on nous dit qu'il a été dans la guerre des Gaules? J'ai lu le quatrième livre, que vous devez avoir vu aussi. Vous souvenez-vous comment il fit un jour sortir ses troupes et sa cavalerie de leurs camps? Les Germains, en entendant les cris des soldats derrière eux, et voyant que leurs hommes étaient tués, abandonnèrent leurs enseignes militaires, quittèrent leurs armes et s'enfuirent vers le fleuve où ils périrent en grand nombre. Alors les soldats de César retournèrent tous à leur camp avec quelques blessés seulement, bien que le nombre des ennemies fût beaucoup plus considérable que l'armée Romaine.

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EXAMINATIONS, MAY, 1895.

PRELIMINARY.—PRÉLIMINAIRE.

LATIN GRAMMAR.

GRAMMAIRE LATINE.

Time 1½ hours

1. Decline in the plural giving only the genitive, dative and accusative case of: frugis saluber, vas capax, quercus viridis; and in the singular only, same cases: heros ingens, imber praeceps and senex infelix.

1. Déclinez au pluriel seulement, ne donnant que le génitif, le datif et l'accusatif: frugis saluber, vas capax et quercus viridis; et au singulier, aux mêmes cas: hero ingens, imber praeceps et senex infelix.

2. Compare the following adjectives:

Donnez les degrés de comparaison des adjectifs suivants:

noxius, saluber, magnificus, parvus, and nequam.

3. Give the principal parts of:

Donnez les temps primitifs de:

ago, ardeo, cado, coquo, dirimo, fido, haurio, lino, posco, sancio.

4. What cases are governed by the following words? give an example for each.

Quels cas gouvernent les mots suivants? donnez un exemple pour chaque mot:

(a) adjectives: minor, cupidus, commodus, idoneus, inanis.

(b) verbs: favere, deficere, gaudere, pugnare, quiescere.

5. Write the 3rd singular and plural of the indicative imperfect and perfect and the subjunctive plusperfect:

Donnez la 3me personne du singulier de l'imparfait et du passé de l'indicatif et du parfait du subjunctif de:

ulciscor, prospicio and doleo.

(Over.)

6. Translate:

(a) The good children will go to town.

(b) I believe you have been more prudent than those of whom I spoke to you last month.

(c) The most difficult thing is to speak always with a wise moderation.

(d) You have had more time than it was necessary to write the sentences given you.

(a) Les bons enfants iront à la ville.

(b) Je crois que vous avez été plus prudents que ceux dont je vous ai parlé le mois dernier.

(c) La chose la plus difficile est de parler toujours avec une sage modération.

(d) Vous avez eu plus de temps qu'il n'était nécessaire pour écrire les phrases que l'on vous avait données.

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EXAMINATIONS, MAY, 1895.

PRELIMINARY.

XENOPHON.

Time—Three hours.

1. Translate:
Traduisez:

(a) Ἀκούσας ταῦτα ὁ Ξενοφῶν προσαγαγὼν πρὸς τὴν χαράδραν τοὺς μὲν ὁπλίτας θέσθαι ἐκέλευσε τὰ ὅπλα, αὐτὸς δὲ διαβὰς σὺν τοῖς λοχαγοῖς ἐσκοπεῖτο πότερον εἴη κρεῖττον ἀπαγαγεῖν καὶ τοὺς διαβεβηκότας ἢ καὶ τοὺς ὁπλίτας διαβιβάζειν, ὡς ἁλόντος ἂν τοῦ χωρίου. ἐδόκει γὰρ τὸ μὲν ἀπαγαγεῖν οὐκ εἶναι ἄνευ πολλῶν νεκρῶν, ἑλεῖν δ' ἂν ᾤοντο καὶ οἱ λοχαγοὶ τὸ χωρίον, καὶ ὁ Ξενοφῶν συνεχώρησε τοῖς ἱεροῖς πιστεύσας· οἱ γὰρ μάντεις ἀποδεδειγμένοι ἦσαν ὅτι μάχη μὲν ἔσται, τὸ δὲ τέλος καλὸν τῆς ἐξόδου. καὶ τοὺς μὲν λοχαγοὺς ἔπεμπε διαβιβῶντας τοὺς ὁπλίτας, αὐτὸς δ' ἔμενεν ἀναχωρίσας ἅπαντας τοὺς πελταστάς, καὶ οὐδένα εἴα ἀκροβολίζεσθαι.

(b) παρεῖχε δὲ ἡ θεὸς τοῖς σκηνοῦσιν ἄλφιτα, ἄρτους, οἶνον, τραγήματα, καὶ τῶν θυομένων ἀπὸ τῆς ἱερᾶς νομῆς λάχος, καὶ τῶν θηρευομένων δέ. καὶ γὰρ θήραν ἐποιοῦντο εἰς τὴν ἑορτὴν οἵ τε Ξενοφῶντος παῖδες καὶ οἱ τῶν ἄλλων πολιτῶν, οἱ δὲ βουλόμενοι καὶ ἄνδρες συνεθήρων· καὶ ἠλίσκετο τὰ μὲν ἐξ αὐτοῦ τοῦ ἱεροῦ χώρου, τὰ δὲ καὶ ἐκ τῆς Φολόης, σύες καὶ δορκάδες καὶ ἔλαφοι.

(c) Εἵποντο δ' αὐτοῖς καὶ τῶν Ἑλλήνων τινές, οὐ ταχθέντες ὑπὸ τῶν στρατηγῶν, ἀλλὰ ἁρπαγῆς ἕνεκεν. οἱ δὲ πολέμιοι προσιόντων τέως μὲν ἡσύχαζον· ἐπεὶ δ' ἐγγὺς ἐγένοντο τοῦ χωρίου, ἐκβοήσαντες τρέπονται αὐτούς, καὶ ἀπέκτειναν συχνοὺς τῶν βαρβάρων καὶ τῶν συναναβάντων Ἑλλήνων τινάς, καὶ ἐδίωκον μέχρι οὗ εἶδον τοὺς Ἕλληνας βοηθοῦντας. εἶτα δὲ ἀποτραπόμενοι ᾤχοντο, καὶ ἀποτεμόντες τὰς κεφαλὰς τῶν νεκρῶν ἐπεδείκνυσαν τοῖς Ἕλλησι καὶ τοῖς ἑαυτῶν πολεμίοις, καὶ ἅμα ἐχόρευον νόμῳ τινὶ ᾄδοντες.

[Over.]

(d) Ἀκούω τινὰ διαβάλλειν, ὦ ἄνδρες, ἐμὲ ὡς ἐγὼ ἄρα ἐξαπατήσας ὑμᾶς μέλλω ἄγειν εἰς Φᾶσιν. ἀκούσατε οὖν μου πρὸς θεῶν, καὶ ἐὰν μὲν ἐγὼ φαίνωμαι ἀδικεῖν, οὐ χρή με ἐνθένδε ἀπελθειν πρὶν ἂν δῶ δίκην· ἂν δ' ὑμῖν φαίνωνται ἀδικεῖν οἱ ἐμὲ διαβάλλοντες, οὕτως αὐτοῖς χρῆσθε ὥσπερ ἄξιον. ὑμεῖς δέ ἔφη, ἵστε δήπου ὅθεν ἥλιος ἀνίσχει καὶ ὅπου δύεται, καὶ ὅτι ἐὰν μέν τις εἰς τὴν Ἑλλάδα μέλλῃ ἰέναι, πρὸς ἑσπέραν δεῖ πορεύεσθαι· ἢν δέ τις βούληται εἰς τοὺς βαρβάρους, τοὔμπαλιν πρὸς ἕω. ἔστιν οὖν ὅστις τοῦτο ἂν δύναιτο ὑμᾶς ἐξαπατῆσαι ὡς ἥλιος ἔνθεν μὲν ἀνίσχει, δύεται δὲ ἐνταῦθα, ἔνθα δὲ δύεται, ἀνίσχει δ' ἐντεῦθεν.

2. Parse underlined words.
Analysez les mots soulignés.

3. Compare :
Donnez les degrés de comparaison des :
χρεῖττον, πολλῶν, ἐγγυς, ἄξιον.
Decline : Déclinez : *μάντεις, ἕω.*

4. Explain the mode of contraction in *χρῆσθαι.*
What verbs contract similarly ?
Explain the augment in *εἴα.* What verbs are similarly augmented ?
Expliquez la manière dont se fait la contraction dans *χρῆσθαι.*
Quels verbes font leur contraction de la même manière.
Expliquez comment se fait l'augment dans *εἴα.* Quels verbes prennent l'augment de la même manière ?

5. *πρὸς θεῶν.* What other cases can this preposition govern, and with what meaning ?
ἐὰν μελλῃ. Explain the usage of *ἐὰν* and *ἐἰ* as to the moods which follow them.
πρὸς θεῶν. Quels autres cas cette préposition peut-elle gouverner et quelle signification prend elle avec chacun de ces cas ?
ἐὰν μελλῃ. Expliquez l'emploi de *ἐὰν* et *ἐἰ* quant aux modes qui les suivent.

6. Give the divisions and officers of the Greek army under Xenophon.
Nommez les divisions et les officiers de l'armée Grecque sous Xénophon.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

PRELIMINARY.—PRÉLIMINAIRE.

HOMER.

1. Translate :
   Traduisez :

(a) *Τῷ μὲν ἔπειτ' ὀδύσαντο θεοὶ ῥεῖα ζώοντες,*
καὶ μιν τυφλὸν ἔθηκε Κρόνου παῖς· οὐδ' ἄρ' ἔτι δὴν
ἦν, ἐπεὶ ἀθανάτοισιν ἀπήχθετο πᾶσι θεοῖσιν.
Οὐδ' ἂν ἐγὼ μαχάρεσσι θεοῖς ἐθέλοιμι μάχεσθαι.
Εἰ δέ τίς ἐσσι βροτῶν, οἳ ἀρούρης καρπὸν ἔδουσιν,
ἆσσον ἴθ', ὥς κεν θᾶσσον ὀλέθρου πείραθ' ἵκηαι.
Τὸν δ' αὖθ' Ἱππολόχοιο προσηύδα φαίδιμος υἱός·
Τυδείδη μεγάθυμε, τίη γενεὴν ἐρεείνεις ;
οἵη περ φύλλων γενεή, τοίη δὲ καὶ ἀνδρῶν.
Φύλλα τὰ μέν τ' ἄεμος χαμάδις χέει, ἄλλα δέ θ' ὕλη
τηλεθόωσα φύει, ἔαρος δ' ἐπιγίγνεται ὥρη·
ὣς ἀνδρῶν γενεὴ ἡ μὲν φύει, ἡ δ' ἀπολήγει.

(b) *Εἰ δ' ἄγε μοι, δμῶαι, νημερτέα μυθήσασθε·*
πῇ ἔβη Ἀνδρομάχη λευκώλενος ἐκ μεγάροιο ;
ἠέ πη ἐς γαλόων, ἢ εἰνατέρων εὐπέπλων,
ἢ ἐς Ἀθηναίης ἐξοίχεται, ἔνθα περ ἄλλαι
Τρωαὶ ἐϋπλόκαμοι δεινὴν θεὸν ἱλάσκονται ;
Τὸν δ' αὖτ' ὀτρηρὴ ταμίη πρὸς μῦθον ἔειπεν·
Ἕκτορ, ἐπεὶ μάλ' ἄνωγας ἀληθέα μυθήσασθαι,
οὔτε πη ἐς γαλόων οὔτ' εἰνατέρων εὐπέπλων,
οὔτ' ἐς Ἀθηναίης ἔξοίχεται, ἔνθα περ ἄλλαι
Τρωαὶ ἐϋπλόκαμοι δεινὴν θεὸν ἱλάσκονται,
ἀλλ' ἐπὶ πύργον ἔβη μέγαν Ἰλίου, οὕνεκ' ἄκουσεν
τειρεσθαι Τρῶας, μέγα δὲ κράτος εἶναι Ἀχαιῶν.

(c) *Ὣς ἄρα φωνήσας κόρυθ' εἵλετο φαίδιμος Ἕκτωρ*
ἵππουριν· ἄλοχος δὲ φίλη οἰκόνδε βεβήκει
ἐντροπαλιζομένη, θαλερὸν κατὰ δάκρυ χέουσα.

(Over.)

Αἶψα δ' ἔπειθ' ἵκανε δόμους εὐναιετάοντας
Ἕκτορος ἀνδροφόνοιο, κιχήσατο δ' ἔνδοθι πολλὰς
ἀμφιπόλους, τῇσιν δὲ γόον πάσῃσιν ἐνῶρσεν.
Αἱ μὲν ἔτι ζωὸν γόον Ἕκτορα ᾧ ἐνὶ οἴκῳ·
οὐ γάρ μιν ἔτ' ἔφαντο ὑπότροπον ἐκ πολέμοιο
ἵξεσθαι, προφυγόντα μένος καὶ χεῖρας Ἀχαιῶν.

2. Parse the underlined words,
Analysez les mots soulignés.

3. Compare :
Donnez les degrés de comparaison de :
θασσον, μεγας, θαλερον.

4. Derive :
Donnez l'étymologie de :
ολεθρου, φαυδιμος, νημερτεα, αλδηχος, ανδροφονοιο.

5. *εἵλετο, βεήκει, ἐνῶρσεν, γόον.*
Conjugate each in all the persons of the given tense.
Conjuguez chacun de ces verbes à toutes les personnes du temps donné.

6. *πυργον μεγαν, μαχαρεσσι θεοίς.*
Decline first two together in the singular only, and the last two together also in the plural only.
Déclinez les deux premiers ensemble, au sing. seulement ; et les deux derniers ensemble aussi et au pluriel seulement.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

PRELIMINARY.

GREEK GRAMMAR.

Time 1½ hours.

1. Write the genitive singular and the dative plural of:
Écrivez le génitif singulier et le datif pluriel de:
βοῦς, ἐλπις, εὐδαίμων, βουλεύσας, μέγας, ὁδούς, πίστις, ὕδωρ, προσελθών.

2. Decline together:
Déclinez ensemble:
ὁ πρεσβύτερος ανάξ.

3. Give, in the indicative and optative moods, the 3rd singular of the future, aorist, and perfect of:
αποφευγω (mid.), λαμβανω (active), ἐλέγχω (active), βάλλω (passive), διασπείρω (passive).

Donnez la 3me personne singulier des futures et des aoristes, indicatifs et optatifs de:
αποφευγω (voix moyenne), λαμβανω et ἐλέγχω (voix active), and βάλλω and διασπείρω (voix passive).

4. Write down in the present tense the 2nd singular and the 3rd plural indicative, active and passive, of:
Écrivez à la 3e personne du présent de l'indicatif, voix active et passive:
μίγνυμι, ἀφίημι, χαλάω, χρυσόω, ὠθέω.

5. Conjugate in full the imperfect indicative, active and passif of:
Conjugez au complet l'imparfait indicatif, actif et passif, de:
χράω and δόχεω.

6. Write notes on the prepositions δία, πάρα and πρός with reference to the cases the govern.
Quels cas gouvernent les prépositions δία, πάρα et πρός.

(Over.)

7. What rules govern the use of moods in conditional sentences?

Quelles règles régissent l'emploi des modes dans les phrases conditionelles?

8. Translate:

(a) Always speak as you think.
(b) If you say that, you will speak the truth.
(c) Let us love those who hate us.
(d) We think he is wise.
(e) We both love and honor our parents.
(f) I will send a messenger into the city in the course of the tenth day.
(g) When will you give me the letter?
(h) We will not deprive the labourer of his pay.

Traduisez:

(a) Parlez toujours comme vous pensez.
(b) Si vous dites cela, vous direz la vérité.
(c) Aimons ceux qui nous haïssent.
(d) Nous pensons qu'il est sage.
(e) Tous deux nous aimons et honorons nos parents.
(f) J'enverrai un messager à la ville dans le cours du dixième jour.
(g) Quand me donnerez-vous la lettre?
(h) Nous ne priverons pas le travailleur de sa paye.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

PRELIMINARY AND MEDICAL ENTRANCE.

EUCLID.

NOTE.—Preliminary Students take the first eight questions; Medical Entrance Students take, instead of 6, 7, 8, the questions 6, 7, 8 marked with an asterisk.

1. If two triangles have two sides of the one equal to two sides of the other, each to each, and have also the angles contained by those sides equal to one another, they shall also have their bases or third sides equal; and the two triangles shall be equal, and their other angles shall be equal, each to each, namely those to which the equal sides are opposite.

Two given points in the base of an isosceles triangle are equidistant from the extremities of the base: show that they are also equidistant from the vertex.

2. Define axiom; quote Euclid's twelfth axiom or Playfair's axiom.

If a line fall on two parallel straight lines it shall make the alternate angles equal.

If from any point in the bisector of an angle, a straight line is drawn parallel to either arm of the angle, the triangle thus formed is isosceles.

3. If a side of any 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.

Find the angle of a regular five-sided figure.

4. If a parallelogram and a triangle be on the same base and between the same parallels, the parallelogram shall be double of the triangle.

ABCD is a parallelogram and P, Q, any points in DC and AD respectively; show that the triangles APB and BQC are equal.

[Over.]

5. If a straight line be divided into any two parts, the square on the whole line is equal to the squares on the two parts together with twice the rectangle contained by the two parts.

Hence show that the square on a straight line is equal to four times the square on half the line.

6. To find the centre of a given circle.

Describe a circle which shall have its centre in a given straight line and pass through two given points.

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

Define converse of a proposition.

Enunciate and prove the converse of this proposition.

8. If a straight line touch a circle, and from the point of contact a straight line be drawn cutting the circle, the angles which this line makes with the line touching the circle shall be equal to the angles which are in the alternate segments of the circle.

What are the two straight lines mentioned in this enunciation called ?

Use this proposition to prove that the two tangents drawn to a circle from an external point are equal.

*6. Name and define the different kinds of angles.

Bisect a given rectilineal angle.

*7. Define a square.

Describe a square on a given finite straight line.

*8. Divide a given straight line into two parts so that the rectangle contained by the whole and one of the parts shall be equal to the square on the other part.

UNIVERSITE DE MANITOBA.

EXAMEN, MAI, 1895.

PRÉLIMINAIRE.

EUCLIDE.

1 Si deux triangles ont deux côtés respectivement égaux et l'angle compris égal, leurs bases seront égales; les deux triangles seront égaux, et les angles, opposés aux côtés égaux seront égaux.

Deux points sur la base d'un triangle isocèle sont équidistants des extrémités de cette base; montrez qu'ils sont aussi équidistants du sommet du triangle.

2. Définissez un axiome; donnez le douzième axiome d'Euclide ou de Playfair.

Lorsque deux droites parallèles sont rencontrées par une sécante, les angles alternes-internes sont égaux.

Si d'un point sur la bissectrice d'un angle, on mène une droite parallèle à l'un des côtés de cet angle, le triangle ainsi formé sera isocèle.

3. Si l'on prolonge le côté de tout triangle, l'angle extérieur sera égal à la somme des angles intérieurs opposés; et la somme des trois angles d'un triangle égale deux angles droits.

Trouvez l'angle d'une figure régulière de cinq côtés.

4. Si un parallélogramme et un triangle sont sur la même base et entre les mêmes parallèles, le parallélogramme sera double du triangle.

ABCD est un parallélogramme, et P, Q, sont deux points sur DC et AD respectivement; montrez que les triangles APB et BQC sont égaux.

5. Si une ligne est divisée en deux parties quelconque, le carré de la ligne est égal à la somme des carrés des deux parties, plus deux fois le rectangle contenu par les deux parties.

Donc, montrez que le carré d'une droite est égal à quatre fois le carré de la moitié de la droite.

6. Trouvez le centre d'un cercle donné.

Décrivez un cercle ayant son centre sur une ligne donnée et passant par deux points donnés.

[Over.]

7. La somme des angles opposés de tout quadrilatère inscrit dans un cercle égale deux angles droits.

Définissez la réciproque d'une proposition.

Enoncez et prouvez la réciproque de cette proposition.

8. Si une droite touche un cercle, et si du point de contac on mène une droite coupant le cercle, les angles inclus par cette ligne et par celle qui touche le cercle seront respectivement égaux aux angles inscrits dans les segments alternes du cercle.

Nommez les deux lignes mentionnées dans cette proposition.

En vertu de cette proposition, prouvez que deux droites, tangentes à un cercle, menées d'un point hors de la circonférence sont égales.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

PRELIMINARY.

ALGEBRA.

1. Find the numerical value of:

$$\frac{2\sqrt{(a^2+b^2)}+\sqrt[3]{(a^2+b^2-c^2+6d^2)}}{d-c+b-a}, \text{ if } \begin{cases} a=3 \\ b=4 \\ c=5 \\ d=6 \end{cases}$$

2. Give 2 definitions of the fraction $\frac{a}{b}$.

Prove that:

(a) $\frac{a}{b} \times \frac{c}{d} = \frac{ac}{bd}$

(b) $\frac{a}{b} \div \frac{c}{d} = \frac{a}{b} \times \frac{d}{c}$

3. Simplify:

(a) $\frac{x}{x-a} + \frac{a}{a-x}$

(b) $\left\{ x+y-\frac{1}{x+y-\frac{xy}{x+y}} \right\} \times \frac{x^3-y^3}{x^2-y^2}$

4. Define H. C. F. and L. C. M.

Find:

(a) The L.C.M. of (x^2-1), $(x-1)^2$, $(x+1)^2$, (x^3-1), (x^3+1).

(b) The H.C.F. and L.C.M. $2x^3+3x^2+4x-3$ and of $6x^3+x^2-1$.

5. Find the factors of:

(a) $x^3+ax^2-a^2x-a^3$.

(b) $a^2+4b^2+9c^2+12bc+6ca+4ab$.

(c) $4x^{\frac{2}{3}}-4x^{\frac{1}{3}}y^{\frac{1}{3}}+y^{\frac{2}{3}}$

[Over.]

6. Solve:

(a) $x - 8x^{\frac{1}{2}} + 12 = 0.$

(b) $\begin{cases} 3y + \dfrac{9}{x} + 6 = 0. \\ y + \dfrac{5}{x} = 8. \end{cases}$

7. Find the square roots of:

(a) $16 + 6\sqrt{7}$ and of

(b) $a^{\frac{4}{3}} + 4ay^{\frac{1}{5}} + 10a^{\frac{2}{3}}y^{\frac{2}{5}} + 12a^{\frac{1}{3}}y^{\frac{3}{5}} + 9y^{\frac{4}{5}}$

8. Find the roots of $ax^2 + bx + c = 0$, and shew that the sum of the roots $= -\dfrac{b}{a}$ and their product $= \dfrac{c}{a}$.

9. Solve:

(a) $\sqrt{(2x+4)} + \sqrt{(3x+7)} = \sqrt{(12x+9)}.$

(b) $\begin{cases} x^2 + xy = 10. \\ y^2 - xy = 3. \end{cases}$

10. Shew that 21 is equal to the sum of the squares of the roots of the equation $x^2 - 5x + 2 = 0.$

11. A rectangular enclosure is half an acre in area, and its perimeter is 198 yards; find the length of its sides.

UNIVERSITE DE MANITOBA.

EXAMEN, MAI, 1895.

EXAMEN PRÉLIMINAIRE.

ALGÈBRE.

1. Trouver la la valeur numérique de:

$$\frac{2\sqrt{(a^2+b^2)}+\sqrt[3]{(a^2+b^2-c^2+6d^2)}}{d-c+b-a}, \quad \text{si} \begin{cases} a=3 \\ b=4 \\ c=5 \\ d=6 \end{cases}$$

3. Simplifier:

(a) $\dfrac{x}{x-a}+\dfrac{a}{a-x}$

(b) $\left\{x+y-\dfrac{1}{x+y-\dfrac{xy}{x+y}}\right\}\times\dfrac{x^3-y^3}{x^2-y^2}$

2. Donner deux définitions de la fraction $\frac{a}{b}$;

Prouver que:

(a) $\dfrac{a}{b}\times\dfrac{c}{d}=\dfrac{ac}{bd}$

(b) $\dfrac{a}{b}\div\dfrac{c}{d}=\dfrac{a}{b}\times\dfrac{d}{c}$

4. Définir le plus grand commun facteur; le plus petit commun multiple.

(a) Trouver le plus petit commun multiple de:

(x^2-1), $(x-1)^2$, $(x+1)^2$, (x^3-1), (x^3+1).

(b) Trouvez le plus grand commun facteur et le plus petit commun multiple de:

$2x^3+3x^2+4x-3$ et de $6x^3+x^2-1$.

5. Trouver les facteurs de:

(a) $x^3+ax^2-a^2x-a^3$.

(b) $a^2+4b^2+9c^2+12bc+6ca+4ab$.

(c) $4x^{\frac{2}{3}}-4x^{\frac{1}{3}}y^{\frac{1}{3}}+y^{\frac{2}{3}}$

[tournez.

6. Résoudre :

(*a*) $x - 8x^{\frac{1}{2}} + 12 = 0.$

(*b*) $\begin{cases} 3y + \dfrac{9}{x} + 6 = 0. \\ y + \dfrac{5}{x} = 8. \end{cases}$

7. Extraire les racines carrées de :

(*a*) $16 + 6\sqrt{7}$ et de

(*b*) $a^{\frac{4}{3}} + 4ay^{\frac{1}{5}} + 10a^{\frac{2}{3}}y^{\frac{2}{5}} + 12a^{\frac{1}{3}}y^{\frac{3}{5}} + 9y^{\frac{4}{5}}$

8. Trouver les racines de $ax^2 + bx + c = 0$, et prouver que la somme des racines est égale à $-\dfrac{b}{a}$ et que le produit des racines est égal à $\dfrac{c}{a}$.

9. Résoudre :

(*a*) $\sqrt{(2x+4)} + \sqrt{(3x+7)} = \sqrt{(12x+9)}.$

(*b*) $\begin{cases} x^2 + xy = 10. \\ y^2 - xy = 3. \end{cases}$

10. Démontrer que 21 est égal à la somme des carrés des racines de l'équation $x^2 - 5x + 2 = 0.$

11. Un enclos rectangulaire dont le périmètre est de 198 verges a une superficie d'un demi acre ; calculez la longueur de ses côtés.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

PRELIMINARY.

ARITHMETIC.

1. Shew that:

$$\frac{1\frac{5}{11}}{2+\frac{\frac{1}{2}}{2\frac{1}{4}}} \text{ of } \frac{2\frac{1}{3}+2\frac{1}{4}}{.\dot{3}+.\dot{9}} + \frac{\frac{3}{20} \text{ of } 1\frac{1}{9} \text{ of } (1\frac{1}{11}+3) \text{ of } .09}{.\dot{0}8\dot{1}} = 3.$$

2. (*a*) Find the value of $1\frac{1}{5}$ of £2.5s. $+\frac{3}{4}$ of £0.16.8 $+\frac{2}{11}$ of £11.13.9 $+\frac{3}{4}$ of $.\dot{3}$ of £2.4.0, and express the result as a decimal of £100.

(*b*) If A, who owned $\frac{2}{5}$ of a farm of 600 acres sold $\frac{2}{3}$ of his share to B, and B sold $\frac{1}{4}$ of his share to C, what is the value of C's land at $50 an acre?

3. Find the square root of 9.622404 and also of $5\frac{1}{16}$. What is the value of $\frac{2}{2-\sqrt{3}}$ to 3 places of decimals?

Find the cube root of 33076.161.

What is the length of a side of a square field which is larger by 12 acres than another square field, the length of a side of which is 182 yards?

4. (*a*) Find by practice the value of 12 acres, 1 rood, $12\frac{1}{2}$ poles at £2.9 4 per acre.

(*b*) How long will 15 men take to dig a trench 100 feet long, $3\frac{3}{8}$ feet deep, and 4 feet broad, if 12 men took 10 days to dig a trench 108 feet long, $6\frac{1}{4}$ deep, and the same breadth?

3. (*a*) Find the difference between the interest and true discount on $8600 for 15 months at 6 per cent.

(*b*) Find the compound interest on $500,000 for 2 years at 8 per cent. payable half-yearly.

(*c*) The discount on $2200 for a certain time is $200. What would the discount on the same sum be for half the time?

6. A man buys $1\frac{1}{4}$ cwt of tea at £4.1.9 per cwt and $\frac{3}{4}$ of a cwt at £5.13.9 and mixes the whole together. If he sells the mixture at $11\frac{1}{4}$d per lb., what is his gain per cent? (1 cwt= 112 lbs.)

(Over.)

7. A bookseller allowed 25 cents on the dollar as discount on the published price of books for cash payment. If the published price gave him 40 per cent profit, what profit per cent would he still have on the cash payment?

8. How much stock can be purchased by the transfer of $10000 stock from the 3 per cents at $90\frac{1}{8}$ to the $3\frac{1}{2}$ per cents at $\$95\frac{7}{8}$, and what change will be effected in income by it, brokerage being allowed at $\frac{1}{8}$ per cent.?

9. A dealer sells a horse at a profit of 20 per cent. The next day the buyer, not liking the horse, sells it to another dealer for $230.40, thereby losing 20 per cent. What did the first dealer give for the horse originally?

10. The floor of a room is to be covered partly by a carpet of rectangular shape in the middle and partly by matting on the floor not covered by the carpet. Find the difference in the whole cost according as the carpet is 12 feet by 13 feet 6 in., or 11 feet 3 inches by 13 feet, the price of the carpet, 27 inches wide being $1.50 per yard and that of the matting 50 cents per square yard.

UNIVERSITE DE MANITOBA.

EXAMEN, MAI, 1895.

EXAMEN PRÉLIMINAIRE.

ARITHMÉTIQUE.

1. Démontrer que :

$$\frac{1\frac{5}{11}}{2+\frac{\frac{1}{2}}{2\frac{1}{4}}} \text{ de } \frac{2\frac{1}{3}+2\frac{1}{4}}{.\dot{3}+.\dot{9}} + \frac{\frac{3}{20} \text{ de } 1\frac{1}{9} \text{ de } (1\frac{1}{11}+3) \text{ de } .09}{.0\dot{8}\dot{1}} = 3.$$

2. (*a*) Trouver la valeur de $1\frac{1}{5}$ de £2.5+$\frac{3}{4}$ de £0.16.8+$\frac{2}{11}$ de £11.13.9+$\frac{3}{4}$ de $.\dot{3}$ de £2.4.0 et exprimer le résultat sous la forme d'une fraction décimale de £100.

(*b*) Si A, propriétaire des $\frac{2}{5}$ d'une ferme, a vendu $\frac{2}{3}$ de sa part à B, et B a vendu $\frac{1}{4}$ de sa part à C, quelle est la valeur de la terre que possède C à $50 l'acre ?

3. Trouvez la racine carée de 9.622404 et de $5\frac{1}{16}$. Donner la valeur de $\frac{2}{2-\sqrt{3}}$ à trois décimales près.

Trouver la racine cubique de 33076.161.

Quel est le coté d'un champ carré qui est plus grand de 12 acres qu'un autre champ carré qui a pour coté 182 verges ?

4. Trouver par les parties aliquotes la valeur de 12 acres, 1 vergée, $12\frac{1}{2}$ perches, à £2.9.4 l'acre.

Combien de temps 15 hommes prendront-ils pour creuser un fossé de 100 pieds de long, $3\frac{3}{8}$ pds. de profondeur et 4 pds. de large, si 12 hommes ont pris 10 jours pour creuser un fossé 108 pieds de longueur, $6\frac{1}{4}$ de profondeur et de la même largeur ?

5. (*a*) Trouver la différence entre l'intérêt et le vrai escompte de $8600 pour 15 mois à 6 pour cent.

(*a*) Trouver l'intérêt composé de $500,000 pour 2 ans à 8 pour cent payable tous les six mois.

(*c*) L'escompte de $2200 pour un temps donné est $200, quel serait l'escompte sur la même somme pour la moitié du temps ?

[tournez.

6. Un homme achète $1\frac{1}{4}$ quintal de thé à £4.1.9 le quintal et $\frac{3}{4}$ quintal à £5.13.9, et il mêle les deux. S'il vend le mélange à $11\frac{1}{4}$d. la livre, quel sera son profit pour cent? (1 quintal=112 lbs.)

7. Un libraire fait sur le prix de vente un escompte de 25 centins par piastre en payant comptant. Si le prix de vente lui donne 40 pour cent de profit, quel sera son profit quand le paiement se fait argent comptant?

8. Combien de fonds peut-on acheter en transférant $10000 de fonds à 3 pour cent au cours de $90\frac{1}{8}$ dans des fonds à $3\frac{1}{2}$ pour cent au cours de $95\frac{7}{8}$, et quel en sera l'effet sur le revenu, le courtage étant $\frac{1}{8}$ pour cent.?

9. Un commerçant vend un cheval avec un profit de 20 pour cent. Le lendemain, l'acheteur ne le trouvant pas à son goût, le vend à un autre commerçant pour $230.40, ce qui lui cause une perte de 20 pour cent. Combien le premier a-t-il payé pour le chaval?

10. On doit couvrir le plancher d'une chambre en y mettant au milieu un tapis de forme rectangulaire, et le reste couvert de nattes. Trouver la différence du coût selon que le tapis est 12 pieds par 13 pieds 6 pouces, ou 11 pieds 3 pouces par 13 pieds, si le prix du tapis, 27 pouces de large, est $1.50 la verge et le prix de la natte 50 centins la verge carrée?

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

PRELIMINARY.

PROBLEMS.

Time.—2½ hours.

NOTE—Not mere than two questions in each division must be sent up. Questions marked (a) or (b) count only as half questions.

A.

1. Given that the time of oscillation of a simple pendulum varies as the square root of its length, and that the length of a pendulum which oscillates once in a second is 39.2 inches: find the length of a pendulum which oscillates 56 times in a minute.

2. An alloy of silver is mixed with an alloy of gold in the ratio of 11.4 to 2.6; the percentage of dross in the silver alloy is 13.5, and that in the gold alloy is 17.35. Find the percentage of dross in the mixture.

3. I invested $3,640 in the 4½ per cents, and on the price falling ½ per cent, I transferred the whole to a 6 per cent stock at 92, and thereby augmented my income by $78¾. At what price did I buy into the 4½ per cents.?

4. On a sum of money borrowed, interest is paid at the rate of 5 per cent. per annum. After a time $600 of the loan is paid off and the interest on the balance reduced to 4 per cent. The yearly interest is now lessened one-third. What was the sum borrowed ?

B.

1. (a) Solve the equations

$$\frac{x+2y}{3z}=\frac{y+2z}{3x}=\frac{z+2x}{3y}=x+y+z.$$

(b) If $x^2-yz=a^2$; $y^2-zx=b^2$; $z^2-xy=c^2$; prove that

$$a^2x+b^2y+c^2z-(a^2+b^2+c^2)\,(x+y+z)=0.$$

[Over.]

2. (a) Shew that

$$\left\{\frac{1+\sqrt{5}}{2}\right\}^2+\left\{\frac{1+\sqrt{5}}{2}\right\}^3=\left\{\frac{1+\sqrt{5}}{2}\right\}^4$$

(b) If $\frac{d^2}{D^2}=\frac{c}{q}$, where d is the difference of the roots of $x^2+bx+c=0$, and D the difference of the roots of $x^2+px+q=0$; prove that $\frac{b^2}{p^2}=\frac{c}{q}$.

3. The front wheel of a carriage makes 78 revolutions more than the hind wheel in going 780 yards; but if the circumferences of each were increased by one yard the front wheel would make only 50 revolutions more than the hind wheel in going the same distance.

4. If \$300 were allowed to remain at simple interest for a certain time it would amount to \$360; if it were allowed to remain two years longer, at a rate of interest one per cent higher, it would amount to \$405. Find the rate of interest and the time.

C.

1. A B C is a triangle; A D F, C F E are perpendiculars let fall from A and C, one on the internal bisector and the other on the external bisector of the angle B; prove that the area of the rectangle B D F E is equal to that of the triangle A B C.

2. One diagonal A C of the rhombus A B C D is divided into any two unequal parts at the point P; shew that the rectangle A P, P C is equal to the difference of the squares on A B, B P.

3. Given one angle of a triangle, the side opposite to it and the sum of the other two sides, construct the triangle.

4. If a triangle be constructed having two of its sides equal to the diagonals of any given quadrilateral, and the included angle equal to either of the angles between these diagonals, then the area of the triangle is equal to the area of the quadrilateral.

UNIVERSITE DE MANITOBA.

EXAMEN, MAI, 1895.

EXAMEN PRÉLIMINAIRE.

PROBLÊMES.

Temps $1\frac{1}{2}$ heures.

Il ne faut pas présenter plus que deux questions dans chaque division. Les questions marquées (a) ou (b) ne comptent que pour la moitié d'une question.

A.

1. Étant donné que la durée des oscillations d'un pendule simple varie comme la racine carrée, de sa longueur, et que la longueur d'un pendule, faisant une oscillation par seconde, est de 39.2 pouces: trouver la longueur d'un pendule qui fait 56 oscillations par minute.

2. Un alliage d'argent est mélangé avec un alliage d'or dans la proportion de 11.4 à 2.6; le percentage du métal moins précieux dans l'alliage d'argent est 13.5, et dans l'alliage d'or de 17.35. Trouver le percentage du métal moins précieux dans le mélange.

3. J'ai placé \$3640 dans des fonds à $4\frac{1}{2}$ pour cent, mais le prix baissant $\frac{1}{2}$ pour cent j'ai transféré le tout dans des fonds à 6 pour cent, à 92, et ainsi j'ai augmenté mes revenues de $\$78\frac{3}{4}$. A quel prix ai-je acheté les fonds à $4\frac{1}{2}$ pour cent?

4. On paye 5 pour cent d'intérêt par an sur un emprunt. Après quelque temps on rembourse \$600 et l'intérêt sur le reste est réduit à 4 pour cent. L'intérêt annuel est maintenant diminué d'un tiers. Quel était le montant de l'emprunt?

B.

1. Résoudre les équotions:

(a) $$\frac{x+2y}{3z}=\frac{y+2z}{3x}=\frac{z+2x}{3y}=x+y+z$$

(b) Si $x^2-yz=a^2;\ y^2-zx=b^2;\ z^2-xy=c^2$ prouver que

$$a^2x+b^2y+c^2z-(a^2+b^2+c^2)\ (x+y+z)=0$$

[tournez.

2. *(a)* Montrez que

$$\left(\frac{1+\sqrt{5}}{2}\right)^2 + \left(\frac{1+\sqrt{5}}{2}\right)^3 = \left(\frac{1+\sqrt{5}}{2}\right)^4$$

(b) Si $\frac{d^2}{D^2} = \frac{c}{q}$, où d est la différence entre les racines de $x^2 + bx + c = 0$, et D est la différence entre les racines de $x^2 + px + q = 0$ prouver que

$$\frac{b^2}{p^2} = \frac{c}{q}.$$

3. La roue de devant d'une voiture fait 78 tours de plus que la roue de derrière en parcourant 780 verges; mais si la circonférence de chaque roue est augmentée d'une verge, la roue de devant ne ferait que 50 tours de plus que la roue de derrière en parcourant le même espace. Trouvez la circonférence de chaque roue.

4. Si l'on met \$300 à intérêt simple pour un certain temps, le montant sera \$360; en laissant cette somme à intérêt deux ans de plus, si on augmente le taux de 1 pour cent, le montant devient \$405. Trouver le taux de l'intérêt et le temps.

C.

1. ABC est un triangle; ADF, CFE sont des droites perpendiculaires menées de A and C, l'une sur la bisectrice intérieure de l'angle B, et l'autre sur la bisectrice extérieure de l'angle B; prouver que la surface du rectangle BDFE est égale à celle du triangle ABC.

2. La diagonale AC du losange ABCD est divisée au point P en deux parties inégales; montrez que le rectangle AP, PC est égal à la différence des carrés sur AB, BP.

3. Étant donnés un angle d'un triangle, le côté qui lui est opposé et la somme des deux autres côtés, construire le triangle.

4. Si l'on construit un triangle ayant deux de ses côtés respectivement égaux aux diagonales du quadrilatère donné, et si l'angle inclus est égale à l'un des deux angles inclus par les diagonales, alors la superficie du triangle est égale à la superficie du quadrilatère.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

PRELIMINARY CANADIAN HISTORY AND GEOGRAPHY.

Time—2 hours.

1. Describe the condition of Canada under Frontenac, and give a short account of his administrations.

2. Give briefly the main provisions of the Quebec Act, of the Constitutional Act, and of the British North America Act, with dates.

3. State concisely the constitutional grievances which caused the rebellion of 1837 and the constitutional changes which resulted from it.

4. Write short notes on the following: Taking of Quebec—Reciprocity Treaty—Ashburton Treaty—Seigniorial Tenure Act.

5. Explain briefly the causes of trade winds, deposition of dew, land and sea breezes.

6. Give the cause of the Gulf Stream, trace its course from its source, telling how it influences the climates of Western Africa, Eastern North America and Western Europe.

7. Draw an outline map of North America, marking the course of six large rivers.

8. Name and give the location of the principal mountain ranges of Europe.

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EXAMEN, MAI, 1895.

PRÉLIMINAIRE.

HISTOIRE DU CANADA ET GÉOGRAPHIE.

Temps—Deux heures.

1. En combien d'époques peut se diviser l'histoire du Canada sous la domination française ?

2. Tracez l'histoire de Champlain et de son œuvre.

3. Faites l'histoire de la campagne de 1759.

4. Nommez quatre ou cinq villes canadiennes fondées sous la domination française. Donnez les dates des fondations et les noms des fondateurs.

5. Quels régimes politiques se sont succédé depuis la conquête jusqu'à nos jours ?

6. Donnez les causes des vestsalizés ; expliquez la formation de la rosée, les brises de terre et de mer.

7. Donnez les causes du gulf-strean ; faites connaître son cours, et dites quelle influence il exerce sur le climat de l'ouest de l'Afrique, de l'est de l'Amérique du Nord et de l'ouest de l'Europe.

8. Tracez la mappe extérieure de l'Amérique du Nord, marquant le cours de six grandes rivières.

9. Nommez et dites où sont situées les principales montagnes de l'Europe.

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EXAMINATIONS, MAY, 1895.

PRELIMINARY.

ENGLISH AND ROMAN HISTORY.

Time—Two hours.

1. Write notes on "The Exclusion Bill," "Bill of Securities."

2. Give briefly the religious and political results of the English Revolution.

3. Compare the character and policy of Walpole with those of the younger Pitt.

4. What were the "Berlin Decrees"? Describe briefly the complications which they occasioned.

5. Write notes on "The Junto," "The first Partition Treaty," "Second Partition Treaty," "Act of Settlement."

6. What is known as the Achaean war? Sketch it.

7. Relate briefly the circumstances which made Sulla master of Rome.

8. Give a brief sketch of the battles of Pharsalia and Philippi, and explain fully their influence upon Roman history.

9. Trace the rise and early growth of Roman Literature, and name some of the chief writers before lhe Augustan age.

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EXAMEN, MAI, 1895.

PRÉLIMINAIRE.

HISTOIRE DE FRANCE ET HISTOIRE ROMAINE.

Temps—2 heures.

1. Résumez brièvement le règne de Louis XIV.

2. Celui de Louis XV.

3. Faites à grands traits l'histoire de la Révolution, jusqu'au premier empire.

4. Celle du premier empire.

5. Nommez les régimes politiques qui se sont succédé depuis le premier empire jusqu'à nos jours.

6. Qu'est-ce que la guerre Achéenne ? Racontez cette guerre brièvement.

7. Dites brièvement comment Sylla devint maître de Rome.

8. Racontez brièvement les batailles de Pharsale et de Philippes et expliquez de votre mieux leur influence sur l'histoire romaine.

9. Racontez les commencements de la littérature romaine. Nommez quelques écrivains de marque avant le siècle d'Auguste.

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EXAMINATIONS, MAY, 1895.

PRELIMINARY AND MEDICAL ENTRANCE.

BOTANY.

I.

Time: 9–10.45.

1. *(a)* Draw a section made through the thickness of a leaf.

(b) Draw one of the stomata on the lower side of the leaf, and shew how stomata act.

2. Spotton says:

"Parasites and saprophytes which are as a rule without chlorophyll, do not assimilate."

Explain fully all the terms used in this sentence, and state what the sentence means.

3. Give examples and descriptions of irregular labiate corollas.

4. Explain phyllotaxis.

5. Describe the flowering apparatus of the pine.

6. Draw leaves of the following forms: serrate, acute, cuspidate, palmate, entire, dentate, crenate, pinnate, and reniform.

7. Give the characters of Rosaceae; name some of the principal plants of the order.

Time : 10

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Time: 10.45–12.30.

(Spotton's key may be used.)

8. Work out by the key the plants represented by the following schedules:

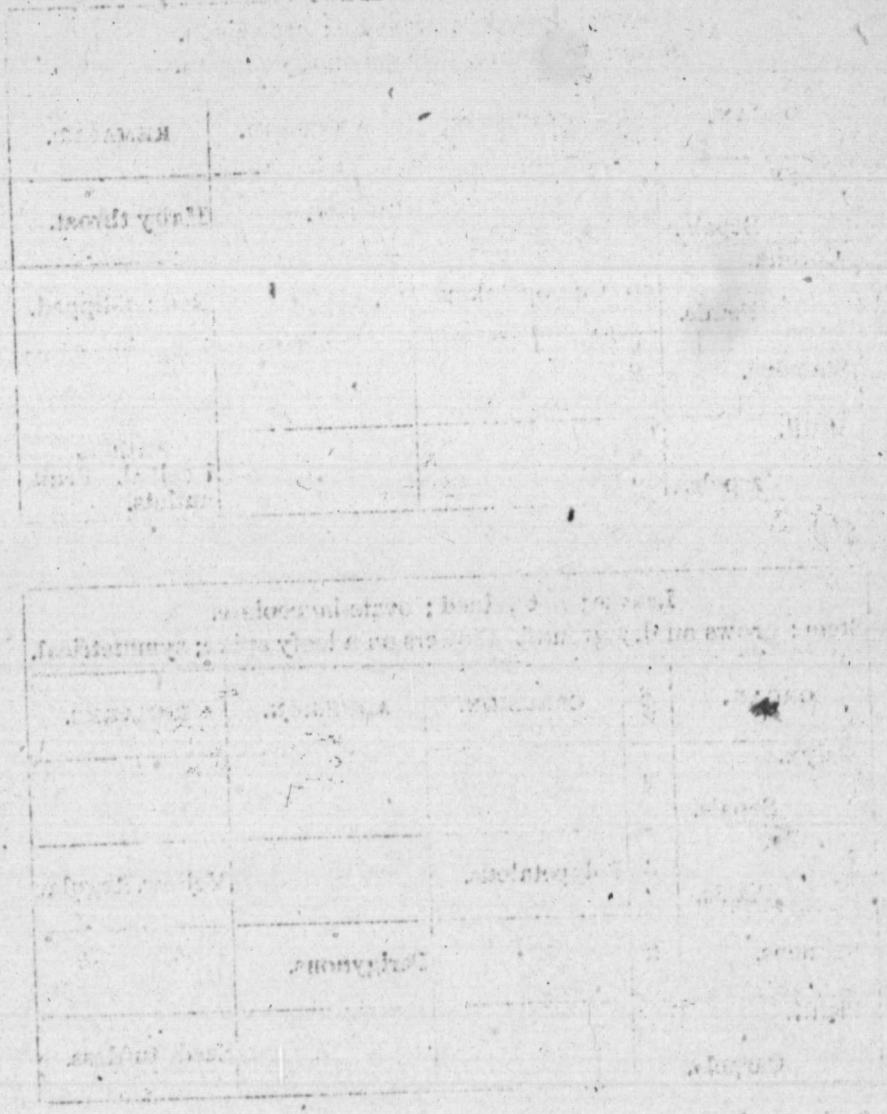
(a)

Leaves; opposite; aromatic; net-veined. Stem: not round. Grows on dry ground.				
ORGAN.	NO.	COHESION.	ADHESION.	REMARKS.
Calyx. Sepals.	5		Inferior.	Hairy throat.
Corolla. Petals.	5	Gamopetalous		Red: 2-lipped.
Stamens.	2			
Pistil. Carpels.	5			Anthers 1 celled. Fruit nutlets.

(b)

Leaves; net-veined; ovate-lanceolate. Stem: grows on dry ground. Flowers on a leafy spike; symmetrical.				
ORGAN.	NO.	COHESION.	ADHESION.	REMARKS.
Calyx. Sepals.	4			
Corolla. Petals.	4	Polypetalous.		Yellow. Regular
Stamens.	8		Perigynous.	
Pistil. Carpels.	4			Seeds tuftless.

9. Botanize flower specimens *A* and *B*, detailing in your answer the various steps taken.



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EXAMINATIONS, MAY, 1895.

PRELIMINARY.

ENGLISH COMPOSITION.

Time—1½ hours.

Choose one of the following subjects for essay:

1. Cowper's School Life.
2. Cowper's Friends.
3. Amy Robsart.
4. The Revels at Kenilworth Castle in Queen Elizabeth's honor.
5. "Union is strength."

NOTE—Candidates are to write on one subject only. The Essay should consist of not less than *one* nor more than *two* pages of foolscap. Legible writing and correct spelling and ponctuation will be regarded as indispensable, and special attention will be paid to the structure of sentences and paragraphs.

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EXAMEN, MAI, 1895.

PRÉLIMINAIRE.

COMPOSITION FRANÇAISE.

Temps 1½ heures.

Choisir un des sujets suivants et le traiter assez brièvement (30 ou 40 lignes) :

1. Le caractère de l'enfance.
2. Le portrait de Champlain.
3. Notre histoire et ses beautés.
4. Le bonheur de la vie champêtre.

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EXAMINATIONS, MAY, 1895.

PRELIMINARY AND MEDICAL ENTRANCE.

GRAMMAR AND RHETORIC.

Time—1½ hours.

1. Name the chief figures of speech; and give an original example of each.

2. *(a)* Construct a sentence with its parts in the order of climax.

(b) Show how the expletive *there*, and the introductory *it* may be used to gain emphasis.

3. Give a topical analysis of the extract at the close of the paper.

4. Note the important considerations to be followed in writing a discursive essay.

5. Give a grammatical analysis of the extract at the close.

6. Parse the words in italics in the following extract:

EXTRACT.

"Ah, why," said Ellen, *sighing* to herself,
"Why do not words, and kiss, and solemn pledge
And nature, *that* is kind in woman's breast,
And reason, that in man is wise and good,
And fear of *Him*, who is a righteous Judge,—
Why do not *these* prevail for human life,
To keep two hearts together, *that began*
Their springtime with one love, and that have need
Of mutual pity and forgiveness, sweet
To grant, or *be received;* while *that* poor bird—
O come and hear him! *Thou* who hast to me
Been faithless, hear him;—though a lowly creature,
One of God's simple children, that yet know not
The Universal Parent, how he *sings!*"

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EXAMINATIONS, MAY, 1895.

PRELIMINARY.

TENNYSON.

Time—3 hours.

1. State what you regard as the most characteristic merits of Tennyson's poetry and quote or refer to passages in illustration.

2. What is the main thought of the following poems:—The Poet, The Voyage, Morte D'Arthur, The Lady of Shalott, The Lotos Eaters.

3. Give a summary of "The Brook." What meters are used? Show their adaptation to the expression of the thought and feeling intended by the author.

4. Explain the connection and meaning of the following: Haroun Alraschid, serene with argent-lidded eyes; an ambling pad; blazoned baldric; we only toil the roof and crown of things; now hawking at geology and schism; the siege perilous.

5. *(a)* And Freedom rear'd in that august sunrise
Her beautiful bold brow,
When rites and forms before his burning eyes
Melted like snow.

There was no blood upon her maiden robes
Sunn'd by those orient skies;
But round about the circles of the globes
Of her keen eyes

And in her raiment's hem was traced in flame
WISDOM, a name to shake
All evil dreams of power—a sacred name.

(b) Out flew the web and floated wide;
The mirror crack'd from side to side;
"The curse is come upon me," cried
The Lady of Shalott.

[Over.]

(c) Lo! sweeten'd with the summer light,
The full-juiced apple, waxing over-mellow,
Drops in a silent autumn night.
All its allotted length of days,
The flower ripens in its place,
Ripens and fades, and falls, and hath no toil,
Fast-rooted in the fruitful soil.

(d) But any man that walks the mead,
In bud or blade, or bloom, may find,
According as his humours lead,
A meaning suited to his mind.
And liberal applications lie
In Art like Nature, dearest friend;
So 'twere to cramp its use, if I
Should hook it to some useful end.

(a) Point out the connection and explain the meaning of each extract.

(b) Scan the first and second lines of each extract and explain the metres.

(c) Point out in these extracts any characteristic merits of the author.

6. To what extent does Tennyson voice the spirit of his own times? Give illustrations from his poems.

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EXAMEN, MAI, 1895.

PRÉLIMINAIRE.

GRAMMAIRE ET LITTERATURE FRANÇAISES.

Temps 1½ hr.

1. L'inversion est-elle admise en français?

2. Corrigez les phrases suivantes :
   a) Il a recouvert la vue.
   b) La clef est après la porte.
   c) Il jouit d'une mauvaise santé.

3. Donnez l'étymologie des mots suivants : insatiable, insurmontable, gendarme, désormais.

4. Combien y a-t-il d'espèces de styles?

5. Quelles sont les qualités communes à tout style?

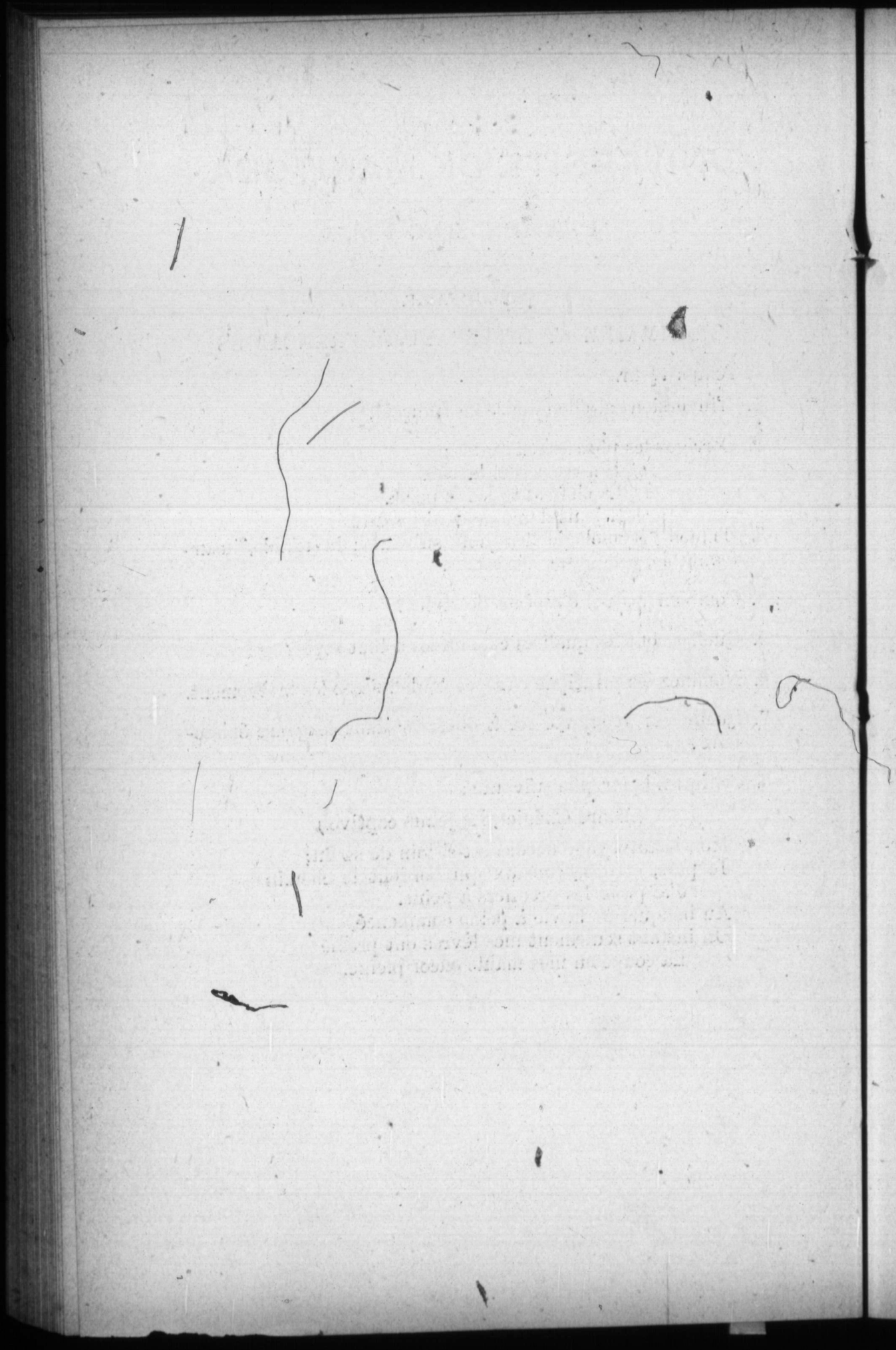
6. Nommez les principaux tropes et définissez-les brièvement.

7. Quelle est la grande loi à observer dans le genre épistolaire?

8. Critiquez la strophe suivante :

(André Chénier, La jeune captive.)

Mon beau voyage encore est si loin de sa fin;
Je pars, et des ormeaux qui bordent le chemin
J'ai passé les premiers à peine.
Au banquet de la vie à peine commencé,
Un instant seulement mes lèvres ont pressé
La coupe en mes mains encor pleine.



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EXAMINATIONS, MAY, 1895.

PRELIMINARY.

FRENCH GRAMMAR.

I.

1. What are considered the principal parts of a French verb? Make out a table showing how the remaining parts are derived therefrom.

2. *(a)* Conjugate at once negatively and interrogatively the past definite of "faire."
(b) Conjugate negatively the past indefinite of "se flatter."
(c) Give in full the future tense of "envoyer," the present indicative of "vouloir," the imperfect subjunctive of "croire."
(d) Name a half-dozen verbs which take "être" alone as auxiliary of tense.

3. In what cases is the verb of a subordinate clause put in the subjunctive? Illustrate your answer by examples. What rule guides you in the matter of tense sequence?

4. *(a)* Give three exceptions to the rule that the plural of an adjective is formed by adding *s* to the singular.
(b) What is the plural of—le bras, l'œil, le jeu, le bijou?
(c) Form the feminine of—âgé, cher, blanc, bas, doux.

FRENCH COMPOSITION.

II.

5. I wish my son to go to school. He will be able to earn his livelihood (gagner sa vie) much more easily if he learns to read and write.

6. If you do not come soon, I shall send for my father.

7. My mother was very angry because I had not given her the money, but I did not give it to her because she had'nt asked me for it.

(Over.)

8. Why did you say you had found the books, when you knew well enough they were lost ?

9. Although his sister was ill he did not wish to stay any longer.

10. I met one of your old neighbors the other day. His face is greatly changed. He looks as if he had had a great deal of trouble.

11. One may be rich without being happy and poor without being wretched.

12. You must come to see us when you are in Toronto. I should be much put out (peiné) if you forgot to visit us.

13. Do you see that pretty little church at the other end of the village. It is almost hidden in the trees.

14. If you had'nt come I should have taken your horse and my father would have taken mine.

UNIVERSITE DE MANITOBA.

EXAMEN, MAI, 1895.

PRÉLIMINAIRE.

POLYEUCTE.

1. Racontez brièvement la vie de Corneille.

2. Où Corneille a-t-il pris le sujet de cette tragédie? Quelles données lui fournissait l'histoire?

3. Qu'est-ce que le poëte a tiré de son propre fonds?

4. Résumez brièvement l'action.

5. Nommez les trois principaux personnages; faites connaître leur caractère en quelques mots.

6. Indiquez les scènes saillantes.

7. Indiquez quelques taches.

8. Que dites-vous de la conversion de Pauline et de Félix au dénouement?

9. Critiquez le songe de Pauline:

Je l'ai vu cette nuit, ce malheureux Sévère,
La vengeance à la main, l'œil ardent de colère.
Il n'était point couvert de ces tristes lambeaux
Qu'une ombre désolée emporte des tombeaux;
Il n'était point percé de ces coups pleins de gloire
Qui, retranchant sa vie, assurent sa mémoire;
Il semblait triomphant, et tel que sur son char
Victorieux dans Rome entre notre César.
Après un peu d'effroi que ma donné sa vue;
"Porte à qui tu voudras la faveur qui m'est due,
Ingrate, m'a-t-il dit; et ce jour expiré,
Pleure à loisir l'époux que tu m'as préféré."
A ces mots, j'ai frémi, mon âme s'est troublée;
Ensuite des chrétiens une impie assemblée,
Pour avancer l'effet de ce discours fatal,
A jeté Polyeucte aux pieds de son rival.

[tournez.

Soudain à son secours j'ai reclamé mon père ;
Hélas ! c'est de tout point ce qui me désespère,
J'ai vu mon père même, un poignard à la main,
Entrer le bras levé pour lui percer le sein :
Là ma douleur trop forte a brouillé ces images ;
Le sang de Polyeucte a satisfait leurs rages :
Je ne sais ni comment ni quand ils l'ont tué,
Mais je sais qu'à sa mort tous ont contribué :
Voilà quel est mon songe.

10. Portez un jugement sur Corneille en général et sur cette pièce en particulier.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

PRELIMINARY EXAMINATION.

FRENCH AUTHORS.

I.

(La Perle Noire only for medical entrance.)

Translate :

Maintenant montre-moi ta fleur aux ailes bleues, que je l'admire..

Elle est dit Balthazar, dans un petit coffre d'acier, au fond de mon secrétaire, avec tous les bijoux de ma pauvre mère. Je l'ai enchâssée dans un médaillon de verre entouré d'or et de perles noires. Je la regardais ce matin encore. C'est charmant..Tu vas voir!

Ce disant, il prit la lampe, tira de sa poche un trousseau de clefs et ouvrit la porte de son cabinet..

Il n'était pas entré que Cornélius l'entendit pousser un cri ..et se leva..Balthazar reparut tout pâle sur le seuil de la porte :

"Cornélius!..Ah! mon Dieu!..

—Quoi donc? Qu'y a-t-il? s'écria le savant effrayé..

—Ah! mon Dieu!..viens!..Regarde! regarde!.."

Et Balthazar éleva la lampe pour éclairer l'intérieur du cabinet..

—*La Perle Noire.*

(a) "Montre."—Parse, and write in full the imperfect subjunctive.

(b) "Bijoux."—Name six other words in *ou* and state how they form their plural.

(c) "Enchâssée."—Give the rule of agreement.

(d) "Disant."—Write present subjunctive in full.

(e) "Prit."—What is the past participle? (Masc. and fem. form.)

II.

Translate :

Ce qui fut pour Balthazar le coup le plus cruel, c'est qu'-ayant ramassé à terre le coffre d'acier, il s'assura qu'il était vide aussi, et que le médaillon avait été pris comme tout le reste!..

(Over.)

Cette perte cruelle, qui l'affectait plus que celle de tout son argent, fit succéder à sa première stupeur un véritable accès de folie. Il ouvrit brusquement la fenêtre qui donnait sur la rue et se mit à crier à pleins poumons : " Au voleur ! "

—*La Perle Noire.*

(a) " Fit succéder."—What is the force of the verb " faire " before another verb ?

(b) " Ouvrit."—Parse and write future tense in full.

III.

Translate :

Il écarta les rideaux du lit et montra à Balthazar le petit crucifix de cuivre de la jeune fille, entièrement doré des pieds à la tête et resplendissant de ce nouvel éclat . .

" Voilà ce qu'il a fait du cadre d'or . . "

Et, plongeant la main dans le coquillage qui servait de bénitier au crucifix, il en tira les deux plaques de verre du médaillon, coulées d'une seule pièce avec la fleur au milieu :

" Et voilà ce qu'il a fait du reste ! . . "

Balthazar regardait son ami d'un air effaré.

" Et si tu veux savoir aussi comment il est sorti, reprit Cornélius en l'entraînant à la fenêtre sans lui laisser le temps de respirer,—regarde ! . . "

Il désignait la plus haute vitre, percée d'un petit trou de la grosseur d'une balle ordinaire, et si net, si rond, si parfait, que l'ouvrier le plus adroit n'eût pas mieux fait.

" Mais, s'écria enfin Balthazar, qui croyait rêver, mais qui est-ce qui a fait tout cela ? . .

—Eh ! nigaud ! tu ne vois pas que c'est LA FOUDRE ! . . "

—*La Perle Noire.*

(a) " Voilà."—Distinguish between " voilà " and " voici," and state how these words are formed.

(b) " S'il est sorti."—Parse, and name two neuter verbs conjugated with " avoir."

(c) When is " foudre " used as a masculine noun ?

IV.

Translate :

Il y a tant de personnes curieuses dans le monde !— Je suis persuadé qu'on voudrait savoir pourquoi mon voyage autour de ma chambre a duré quarante-deux jours au lieu de quarante-trois, ou de tout autre espace de temps ; mais comment l'apprendrais-je au lecteur, puisque je l'ignore moi-même ? Tout ce que je puis assurer, c'est que, si l'ouvrage est trop long à son gré, il n'a pas dépendu de moi de le rendre plus court ;

[Over.]

toute vanité de voyageur à part, je me serais contenté d'un chapitre.

—*Voyage Autour de Ma Chambre.*

1. "S'il y a."—Parse and give the verb in full. (Simple tenses only.)

2. "Ou."—Distinguish between this word and "où."

3. "Si."—State the other significations of this word and write a sentence illustrative of each.

V.

Translate:

C'est aujourd'hui donc que je suis libre, ou plutôt que je vais rentrer dans les fers! Le joug des affaires va de nouveau peser sur moi; je ne ferai plus un pas qui ne soit mesuré par la bienséance et le devoir.—Heureux encore si quelque déesse capricieuse ne me fait pas oublier l'un et l'autre, et si j'échappe à cette nouvelle et dangereuse captivité!

Eh! que ne me laissait-on achever mon voyage! Etait-ce donc pour me punir qu'on m'avait relégué dans ma chambre, —dans cette contrée délicieuse qui renferme tous les biens et toutes les richesses du monde? Autant vaudrait exiler une souris dans un grenier.

—*Voyage Autour de Ma Chombre.*

(a) "Plutôt."—Distinguish between this word and "plus tôt."

(b) "Vaudrait."—Parse.

VI.

Translate:

Les chaleurs de l'été dans la Sibérie sont courtes, fortes et subites. Près d'Irkatsk, les Tunguses vont souvent nus en été; les blés et les autres végétaux croissent, pour ainsi dire, à vue d'œil. Mais, près de la mer Glaciale, les rayons du soleil continuent en vain à échauffer un sol condamné à des gelées éternelles. Au milieu même de ce long jour du cercle polaire, un vent du nord suffit pour couvrir les eaux d'une légère croûte de glace, et pour teindre le feuillage des plantes en jaune et en rouge. Les végétaux n'y vivent souvent que peu de jours. Dans ce court espace de temps, ils fleurissent et forment graine.

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UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

PRELIMINARY.

GERMAN AUTHORS.

1. Translate:

Da brausete aber einmal just im bedenklichsten Zeitpunkt das wilde Heer der Kinder durch die Halle. Jetzt war alle Muehe vernichtet, Thasso fuhr wie besessen zwischen die Kinder und dann zwischen die Beine der Kaeufer, als wolle er die verhaltene Lust nun doppelt zuegellos genieszen. Den Kindern bekam's uebel. Mit furchtbarem Schelten wurden sie hinauf zur Mutter geschickt und die beiden Knaben schon anderen Tages dem Schulmeister zur schaerferen Zucht uebergeben. Auch das Lungern und Balgen auf der Gasse ward ihnen strengstens untersagt. „Sie haben den Hund zu tausend Unarten verfuehrt," meinte Meister Richwin, „und wie kann man ueberhaupt, umtobt von so wilden Kindern, einen jungen Hund erziehen?" Er beschlosz, von nun an seinen boesen Rangen den Daumen scharf auf's Auge zu druecken, damit der Hund Ruhe habe und unverfuehrt bleibe.

[*a*] Give the Nominative Singular and Nominative Plural with the article of Beine, Tages, Auge, Rangen.

[*b*] Give the principal parts of the verbs fuhr, besessen, genieszen, bekam, erziehen.

[*c*] „anderen Tages". Give the construction.

2. Translate:

Inzwischen war dem Rath die geheime Kunde geworden, dasz der Dachsburger naechste Woche auf Lichtmesz mit seinen Freunden zusammenstoszen und in also vereinter Macht einen Hauptstreich wider das Staedtlein fuehren werde. Es galt, dieser Vereinigung der Gegner zuvorzukommen, und zwar stand die Sache derart auf Spitz und Knopf, dasz man den Dachs entweder in dem Augenblick ueberfallen muszte, wo er seine Burg verlassen, den Sammelplatz der Gefaehrten aber noch nicht erreicht hatte, oder, wenn diese einzige Stunde versaeumt wuerde, Verzicht leistete auf jeden Angriff und hinter den schwachen Mauern alle Plage einer sehr bedenklichen Belagerung auf sich nahm.

(Over.)

[*a*] Parse galt, Knopf, verlassen, Burg, Mauern, nahm; giving the principal parts of the verbs, and the Gender and Nominative Plural and the Nouns.

3. Translate:

Der Schultheisz schrieb, er sei zu jedem Gegendienste ergebenst bereit. Doktor Mueller verschenkte und verzehrte seine sechs Pfund Kaese in aller Stille und hob die beiden Briefe auf zum ergoetzlichen Beweise der Thatsache, dasz man wider Wissen, Willen und Verdienst der Mann des Einflusses sein und bleiben muesse, wenn man eben einmal wider Willen und Verdienst Leibmedicus geworden. Wie uebrigens das Geruecht aus der Stadt ihm die Macht eines Guenstlings auf dem Dorfe gegeben, so drang jetzt das Geruecht von dieser Dorfgeschichte, unterwegs ins Groszartigere ausgemalt, in die Stadt zurueck und staerkte hier wiederum den Glauben, dasz Doktor Mueller der allvermoegende Freund des Fuersten sei.

[*a*] „versagen". What is the force of the preformative „ver" in this case. Give examples in which the same preformative is used with a different force.

[*b*] Give the derivation of bewiesenen, leibaerztliche, Verdienst, Guenstlinge, ausgemalt.

4. Translate:

"Goenne mir nur noch wenige Tage Frist und du sollst ueber meine Stellung zum Fuersten und ueber unser Beider Zukunft Alles erfahren, was ich selber zu sagen weisz." Er sprach dies so bestimmt und zugleich so schmerzbewegt, dasz Anna nicht weiter zu forschen wagte. Sie ward aber durch seine Raethselworte noch verwirrter als vorher. Denn sie hatte bisher keineswegs geargwohnt, dasz ihr Braeutigam zu wenig, sondern dasz er zu viel beim Fuersten gelte, indem er sich mit verrannt habe in die sittlichen Irrgaenge des Privatlebens, wie man sie auch dem reinsten Charakter auf dem Throne so gerne anzudichten pflegt. Mit diesem Vorurtheil konnte sie nun Muellers Worte in keiner Weise reimen.

5. Translate:

„Und schaudernd dacht' ich's, da kroch's heran,
Regte hundert Gelenke zugleich,
Will schnappen nach mir; in des Schreckens Wahn
Lass' ich los der Koralle umklammerten Zweig;

(Over.)

Gleich faszt mich der Strudel mit rasendem Toben,
Doch es war mir zum Heil, er risz mich nach oben."

Der Koenig darob sich verwundert schier
Und spricht: „Der Becher ist dein,
Und diesen Ring noch bestimm' ich dir,
Geschmueckt mit dem koestlichsten Edelgestein,
Versuchst du's noch einmal und bringst mir Kunde,
Was du sahst auf des Meeres tiefunterstem Grunde."

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UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

PRELIMINARY.

GERMAN GRAMMAR AND COMPOSITION.

1. *(a)* Give a list of prepositions which govern both the Dative and the Accusative.

(b) Write 4 sentences in German to show when the Dative and when the Accusative case is required.

2. Decline in full *kleines Maedchen, welche schoene Dame, ihr gutes Kind.*

3. Give rules for the position of objects in a principal sentence and translate:

(a) My son always sends me a letter every week.
(b) He has studied the book very diligently at home.
(c) I sent it to my sister yesterday.

4. Give in tabular form the whole of the present indicative, the 1st singular of the past indicative and subjunctive and the past participle of *bleichen, steigen, kriechen, wiegen* (to have weight), *helfen.*

5. Compare the adverbs *hoch, viel, wenig.* How is the superlative absolute of adjectives formed? Give an example.

6. *(a)* Give rules for the feminine of German nouns according to signification, mentioning any exceptions.

(b) How are feminine appellations usually formed? Give the feminine of *Oheim, Sohn, Neffe, Knabe.*

7. Translate:

(a) Why is the girl crying? She has torn her dress.
(b) We always have much pleasure at your place.
(c) If I were you I would not go.
(d) These words are hard to learn, for every word has ten letters.
(e) In the morning I study, and in the afternoon I go for a row on the river.
(f) The teacher said that he was satisfied with my work.

[Over.]

(g) Is that house for sale? I think so, although I am not quite sure. I hope it is, for we are very anxious to obtain a larger house than the one in which we are at present living and this one would suit (passen) us very well, especially as it is in a very pleasant part of the city.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

MEDICAL ENTRANCE.

PHYSICS.

1. Define the terms: Force, molar force, acceleration, energy, work.

2. (a) How would you experimentally show that a body projected horizontally will reach the ground just as soon as if it had been dropped vertically?

(b) A body falling from rest at a height of 19.6 metres upon a horizontal surface, rebounds with a velocity which is just one-half as great as that with which it struck. To what height will it again rise ($g=980$)?

3. (a) Define: Specific gravity.

(b) Describe any ordinary hydrometer and explain how to obtain the specific gravity of (1) a piece of lead, (2) a piece of cork.

(c) A piece of silver weighing 200 gms. is floating in a vessel of mercury. Find the volume of silver above the surface, the specific gravity of silver being 10.5 and of mercury 13.6.

4. In what respects does a musical note differ from an ordinary sound? What is meant by the *pitch* of a note? How is it experimentally determined?

5. Sound travels more slowly in a dense than in a rare medium. Explain then, why in lead, which is $11\frac{1}{2}$ times denser than water, sound travels with the same velocity as it does in water.

6. Give the laws of reflection of light. Explain how it is that, when standing on the bank of a shallow pond, you can see the pebbles at the bottom of it only for a short distance, although the water be of uniform depth throughout.

7. What is meant by a *virtual* image? Draw *neat* diagrams showing the direction of the rays of light which fall from a luminous arrow upon a concave mirror, and the char-

(Over.)

acter and relative size of the image, (a) when the object is between the prin. focus and the centre of curv.; (b) when nearer than the prin. focus.

8. Define: Temperature, conduction, radiation, specific heat, latent heat.

What part does the phenomenon *latent heat* play in the economy of nature?

9. What is meant by an electric condenser? Explain the action of any condenser, with the help of a neat diagram.

10. Describe any common galvanic cell, and state what different methods may be used to connect 12 cells to form a battery.

What effect will each method have on the strength of the current?

11. Describe any electrical experiments which depend on induction.

12. Explain clearly how a magnetic needle serves the double purpose of determining both the presence and the direction of a current passing over a wire.

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EXAMINATIONS, MAY, 1895.

LL. B.—THIRD YEAR.

VON SAVIGNY.

1. Give the rules as to the forum of an obligation as to (a) contracts, (b) unilateral permitted acts and (c) delicts.

2. Discuss broadly the nature of the laws treated by Von Savigny's work—that is the scope of the work.

3. Discuss fully the principles of non retroactivity in regard to rules of laws governing the acquisition of rights.

4. Discuss fully the principles of non retroactivity in regard to rules of laws governing the existence of rights.

5. What was the Theodocian law regarding retroactivity. (5)

6. Locus regit actum. Explain fully.

7. Where the Statute of Limitations is different in the state where the contract is made and where to be enforced, what law applies?

8. Discuss the possible exceptions given by Von Savigny to the action, in point of time, of new laws on the various classes of legal relations.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

LL.B.—THIRD YEAR.

HAWKINS AND STATUTES.

1. What is the rule governing the admissibility of parol evidence to show the testimentary intention of the testator? Illustrate by examples.

2. A testator has a power of appointment over certain lands, to be exercised in any manner he may choose. In his will he leaves "all his lands" to B, making no specific appointment under the power. Who is entitled to the lands over which he had power of appointment. Give reasons.

3. *(a)* What is comprehended in the following terms, when used in a will: *money, estate, effects, goods?*

(b) A testator is mortgagee of certain lands. What interest in the mortgage and the lands therein mentioned will a person take, to whom the testator makes a gift of:

(1) His "securities for money."

(2) His "mortgages."

(3) His "money on securities"?

4. When a debtor bequeaths to his creditor a legacy of a sum of money, what rules govern in order to determine whether the debt shall be considered as satisfied by the legacy, or not?

5. *(a) Devise* to "A or his heirs."

(b) Bequest to "A or his heirs."

A dies in the testator's lifetime. What happens the estate so devised or bequeathed. Give rules and reasons.

6. A bequest is made to "A when he attains the age of 21, the interest to be paid him in the meantime." A dies before reaching 21. What happens the estate so bequeathed? Give reasons.

(Over.)

7. A testator bequeaths the residue of his personal estate to such son of A as shall first attain 21. A has no son at the testator's death. What becomes of the residue so bequeathed and of the income of such residue?

8. Show clearly the legal effect of the following bequests:

(*a*) To "A, and *in the event of his death* to B."

(*b*) To "A's *family*."

(*c*) To "A and *his family*."

(*d*) To "C for life, and, after his decease, to his *surviving* children."

9. An intestate dies, leaving one child, and two children of a deceased grand child. One of the latter dies under age and unmarried. What happens the estate that came to such deceased grand child?

10. What are the requisites (as regard formalities) of a legal *transfer* under the Real Property Act. Show in what respects a *transfer* differs from a *deed* under the old system.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

CONSTITUTIGNAL LAW—BROOM.

1. Discuss fully (1)appointment, (2) authority, (3) independence, (4) responsibility, and (5) term of office of judges.

2. Give provisions of the Habeas Corpus Acts.

3. Give the facts and law relating to the csse of Ashby *vs.* White.

4. What were at common law the privileges and disabilities of aliens and what is their present status?

5. What were the facts and what the law laid down in the case of Barnardiston *vs.* Soame?

6. Discuss fully the maxim, "the king can do no wrong."

7. Has the House of Commons power to commit for contempt and what were the facts and law in the case of the Sheriff of Middlesex?

8 (a). Is a warrant of a Secretary of State to seize the papers of an author (not named) of a seditious libel, legal or illegal; and (2) is the warrant of a Secretary of State to seize the papers of an author (named) of a seditious libel, legal or illegal and give the cases establishing the law.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

L. L. B.—3RD YEAR.

JUSTINIAN.

What changes did the Prætors make in the old law of contracts?

2. Define *obligatio*, contract.
Explain *contractus innominati* and show how such contracts were enforced.

3 (a). What persons under Roman law were incapacitated from making a will?
(b). What special privileges were accorded a soldier as regards the formalities of his testament?

4. State and explain the three classes of heirs.

5. Explain and distinguish between *fidejussores* and *adpromissores*.

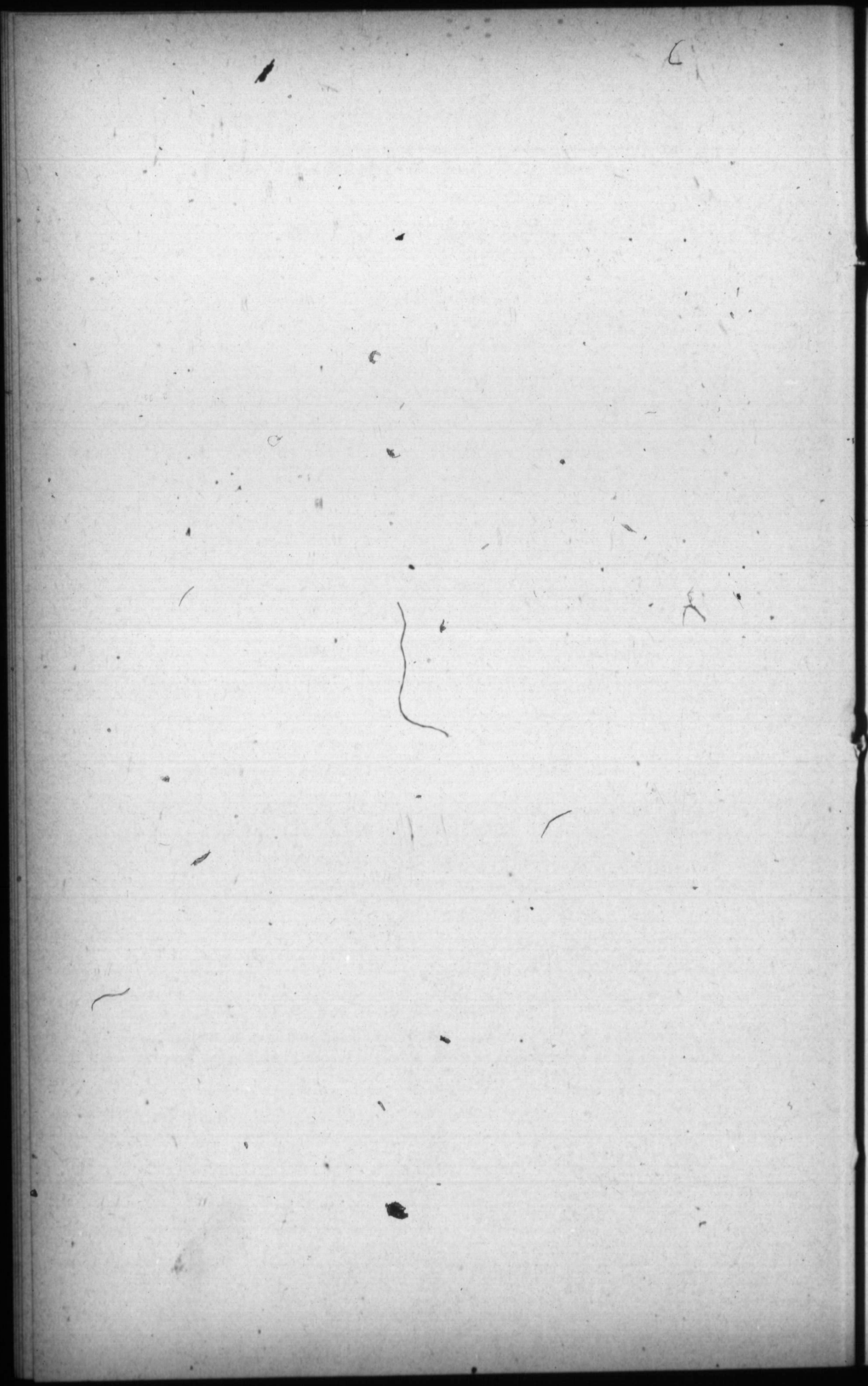
6. Explain the following actions at law: *Actio sacramenti, actio per judicis postulationem, actio per manus ingectionem, actio per pignoris capionem.*

7. Give the obligations of partnership under Roman law.

8. Explain the contract of *mandatum*. Under what general class of contracts does it come? What different forms might the contract of mandatum assume?

9. What checks were imposed on reckless litigation, *(a)* in the time of Gaius; *(b)* under Justinian.

10. In what cases, according to Roman law, was the sentence of the judge void without necessity of appeal? In what cases was an appeal necessary, and within what time, and to whom, should an appeal be taken?



UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

LL. B.—THIRD YEAR.

MAINE—ANCIENT LAW.

1. State and explain the earliest known forms or conceptions of legal phenomena.

What functions have aristocracies performed in the early history of jurisprudence?

2. Explain clearly and show the value in the advance of jurisprudence, of

(a) Legal Fictions;
(b) Responsa Prudentum.

3. By what court were principles of equity administered at Rome? Discuss and criticize the asumption upon which is based the claim of superiority over legal rules of, (a) Roman equity (b) English equity.

4. Explain the origin of modern international law.

5. Describe the various forms of Roman marriage and explain the legal status of the wife.

6. What was a "universal succession?" Give instances. Show the place of such an idea in the history of law.

7. Describe the mancipatory testament. Explain the meaniug of the "bonorum possessio," and the rights thereby acquired.

8. Discuss the form and nature of "village communities."

9. Explain "emphyteusis," and the rights thereby conferred, and trace its effects as shown in history.

10. "The primitive history of criminal law divides itself into four stages." Explain clearly the truth of this statement.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

LL. B.—THIRD YEAR.

POLLOCK ON CONTRACTS.

1 (a). Give Pollock's definition of an agreement. Distinguish between void and voidable agreements. Give an example of each.

(b). Show how offers of reward made by public advertisement come within the general principles of contracts.

2. A makes an agreement with B, the execution of which will cause B to break his contract with C. Discuss whether or not the contract is valid when (a) A knows that B will be obliged to break such contract; (b) A does not know it

3. Discuss to what extent impossibility of performance at the time of making a contract, will relieve the promisor.

4. Explain clearly what is meant by a negotiable instrument and show the peculiar properties attaching to such an instrument.

Distinguish between "negotiability" and "assignability."

5 (a). What constitutes duress at common law? What effect on a contract has the fact that the consent of one party was obtained by duress?

(b) State and explain the equitable doctrine of "undue influence." On whom rests the burden of proof in such cases?

6. Contrast the ancient and modern conceptions of contract as regards form.

7. State the common law rules as to the contracts of infants Show in what respects our law differs from the law now in force in England as regardsr atification of an infant's contract.

8. Discuss to what extent a corporation may be rendered liable in an action *ex delicto*. Will an indictment ever lie against a corporation? If so, in what cases?

(Over.)

9. "Fraud generally includes misrepresentation. * * There are some cases of fraud, however, in which one can hardly say there is a misreprcsentation except by a forced use of language." Show the truth of this statement and illustrate by examples.

10. In what classes of contracts is there a right without a legal remedy? Give examples.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

FAWCETT.

1. Define and distinguish between under leases and assignments of lease and give rights and liabilities of parties thereto.

2. Give the rules relating to the construction of covenants and illustrate.

3. What are tenant's fixtures?

4. What is illegal distress and what are the remedies upon illegal distress?

5. Discuss fully the requisites of distress.

6. Discuss fully the duty of a tenant as to repair.

7. Emblements; (a) what are they, (b) by what tenants claimable, (c) on what events, and (d) of what crops?

8. What are landlords' rights at end of terms where (a) tenant moves away and locks up premises, and (b) where tenant remains in possesion?

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

LL. B.—THIRD YEAR.

HALL.

1. In what does the territorial property of a State consist and what are the modes of acquiring same?

2. Within what limits has the state jurisdiction over persons found within the state and give exceptions.

3. Discuss the extent of the right of a state to require aid from foreigners within the territory in maintaining the public safety and social order.

5. International law; (a) what is it, (b) what States are subject to it, and (c) what are the marks characterizing persons in international law?

5. Give the fundamental rights and duties of States.

6. Divide roughly the property of enemies, (a) susceptible of appropriation and (b) insusceptible of appropriation in time of war.

7. Post liminium; define and in what does it consist and give limitations of its operations.

8. How may (a) persons and (b) property become affected with an enemy character?

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

TODD ON PARLIAMENTARY GOVERNMENT.

1. Discuss the power of disallowance and the duty of the Governor-General-in-Council in case of ultra vires legislation.

2. Define fully the functions, powers and duties of our Governor-General.

3. Sketch shortly the struggle between Great Britain and her North American Colonies in the reign of George III., and what was the principle involved?

4. Define as does Queen Victoria, the relations and duties of a British sovereign to her government and people.

5. Clergy reserves in Canada; give history and disposition of same.

6. Mention the circumstances which gave rise to the establishment of parliamentary government in Canada.

7. What is the present history of Canada in regard to treaty making and mention some treaties in the making of which Canada has had a part

8. Give the history and decision of the controversy about the New Brunswick School Act.

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

L. L. B.—SECOND YEAR.

BEST ON EVIDENCE.

1. State and explain the various divisions of evidence given by Best.

2. What are the characteristic features of the English law of evidence?

3. What are the grounds of incompetency of witnesses? Can the testimony of an avowed atheist be received? If so, under what regulations?

4. Under what circumstances will extrinsic evidence be admitted to contradict, vary or explain a document?

5. State and explain the various modes of proving handwriting by resemblance.
Give some of the infirmative circumstances affecting such proof.

6. State and explain the various principles governing the burden of proof.

7. What classes of evidence are rejected on the ground of public policy?

8. Explain the meaning of the rule "Res judicata pro veritate accipitur." Show clearly under what circumstances the maxim applies.

9 What are the methods of questioning the ruling of a judge on matters of evidence *(a)* in civil cases, *(b)* in criminal cases?

10. In what cases is the evidence of one witness insufficient as proof?

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

L. L. B.—SECOND YEAR.

ROMAN LAW—GIBBON AND ARNOLD.

1 (a) Give an account of the cause and origin of the Twelve Tables.

(b) Explain the assemblies of (a) the *centuries*, (b) the *tribes*, (c) the *Senate*.

2. Explain and distinguish between *Sabinians* and *Proculians*.

How were the controversies between them determined?

3. Describe for what purposes and in what manner the Code, Pandects, and Institutes were prepared.

4. Explain clearly the legal position of a Roman son during the life of the father, sketching historically the various changes introduced in the law.

5. Explain the relation of tutor and pupil.

6. Explain the origin and growth of *fidei-commissa* among the Romans.

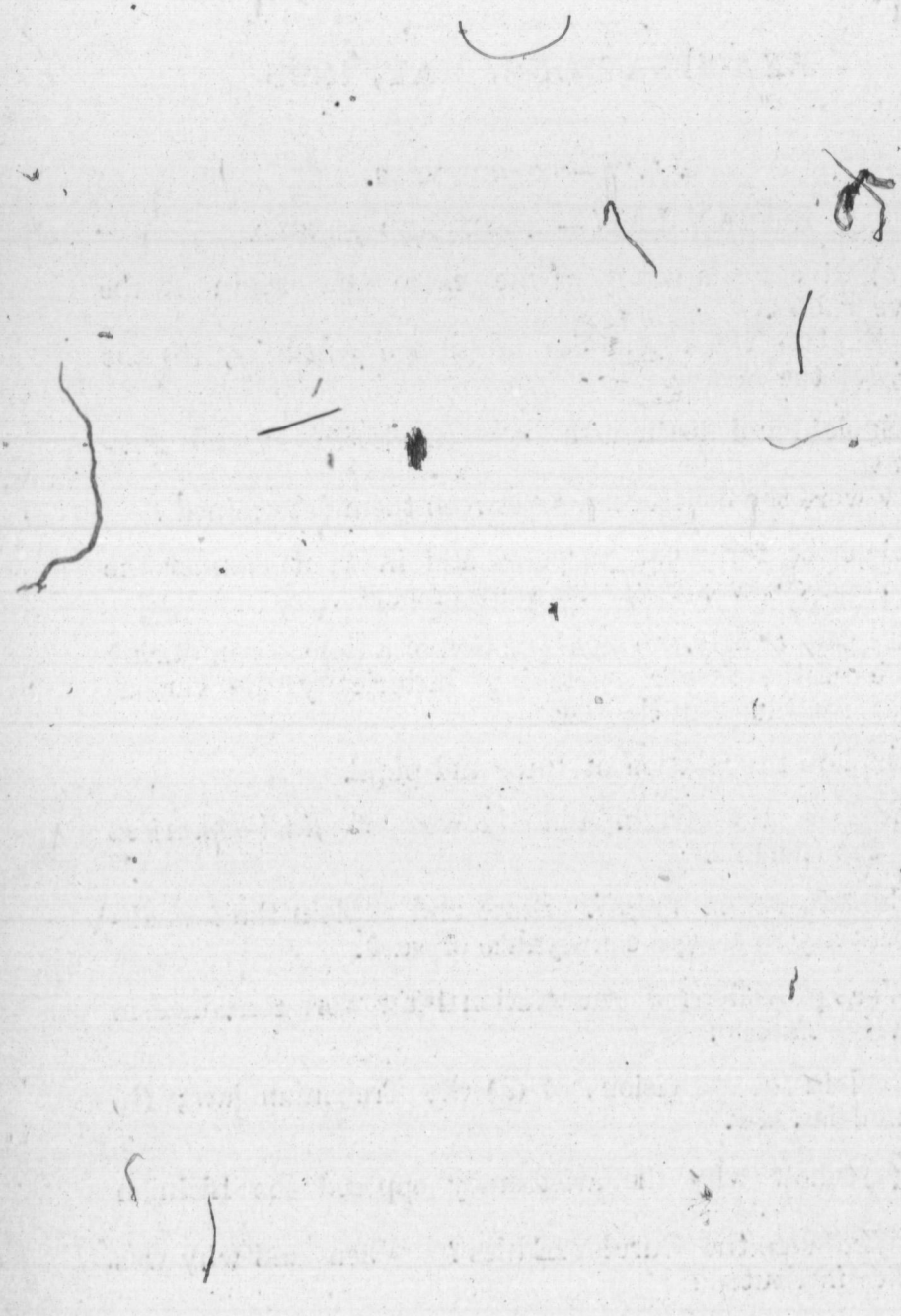
7. Explain *res mancipii*. State and explain the formalities necessary to a legal conveyance of such.

8. What provisions of constitutional law were contained in the Twelve Tables?

9. Explain the provisions of (a) the Trebonian law; (b) the Canuleian law.

10. (a) Show why the aristocracy opposed the Licinian Laws.

(b) Who were the Curule Ædiles? When and why was this office instituted?



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EXAMINATIONS, MAY, 1895.

LL. B.—SECOND YEAR.

UNDERHILL ON TORTS.

1. Define a tort, giving clearly all the component elements. Give examples.

(b). Give meaning of *damnum* and *injuria* and show whether either one is actionable without the other.

2. What is the rule when an act amounts to both a tort and a crime? How is the rule to be enforced?

3. What are the various rules applicable in order to ascertain whether or not a plaintiff may sue for damages occasioned by a breach of some statutory duty?

4. When a loss or damage is attributable both to a wrongful act and to some other distinct cause, what claim, if any, has the injured party against the wrongdoer?

5. An infant hires a bicycle and, (a) returns it damaged; (b) throws it into the river. Discuss the liability of the infant in each case, giving rules applicable.

6. While A is fixing his house, a stranger looking on, volunteers assistance, and is seriously injured by a negligent act of A's servant. Is A liable? Give rule. State any exception to the rules.

7. State the rules that determine the time when the statute of limitations begins to run in connection with a tort.

8. Explain clearly in what cases the plaintiff's remedy may be in tort, although founded on a contract. Give examples.

9. Under what circumstances may a joint owner bring action for trespass or conversion against his co-owner? Give instances.

10. Define a nuisance. Discuss and give the rules governing the liability of a tenant and landlord respectively to a third person who is injured by premises being out of repair.

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EXAMINATIONS, MAY, 1895.

L. L. B.—SECOND YEAR.

LEITH.—REAL PROPERTY.

1. Define *jus accresendi*, and distinguish fully between joint tenants and tenants in common.

2. How may joint tenancies be severed and destroyed? Explain fully the principles involved.

3. A wills a farm to B and subsequently contracts to sell same to C. Discuss fully the claims and rights of next of kin and heirs of A as to the land or the proceeds thereof.

4. Review briefly the constitutional history and power to legislate of Canada before 1792 and the changes then made.

5. Can a mortgagee buy the land mortgaged, at (1) tax sale, or (2) under power of sale in his mortgage, or (3) that of a prior mortgagee? Explain fully.

6. Discuss fully the origin and use of conveyances and give the different kinds and describe each.

7. Discuss fully the rule against perpetuities.

8. Define (1) land; (2) tenements; (3) hereditaments; (4) mortgage; (5) escheat.

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EXAMINATIONS, MAY, 1895.

L. L. B.—2ND YEAR.

CONSTITUTIONAL HISTORY.

1. Sketch briefly the history and present status of the public press in respect to (1) the liberty of its utterance and (2) state inspection.

2. Give short sketch of the general constitutional events of the Victorian reign.

3. Give former and present status of aliens; discuss fully.

4. The civil disabilities of Catholic and dissenters. Give history and manner and statutory provisions relating to relief therefrom.

5. What was the (1) commercial (2) social and (3) political status of Ireland prior to the union.

6. How have the reform bills affected the constitutional relations and standing of the two Houses of Parliament.

7. Define briefly the position, power, responsibility and prerogatives of the Crown and what are the statutory provisions governing the royal succession and what is the legal status of an act passed by a large majority of both Houses but to which the Crown does not consent.

8. Sketch the leading features of the reigns of George IV and of William IV as given by May.

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EXAMINATIONS, MAY, 1895.

L. L. B.—FIRST YEAR.

WILLIAMS ON REAL PROPERTY.

1. What is the theory as to the chief or ultimate ownership of land, which lies at the root of the whole English system of land tenure?

2. State and explain the rule in Shelley's case.

3. Explain shortly (1) copyhold, (2) heriot, (3) appurtenance, (4) base fee, (5) free and common socage.

4. Explain accurately the system of conveyance by lease and release.

5. State accurately the difference between a reversion and a remainder, and give an instance of each.

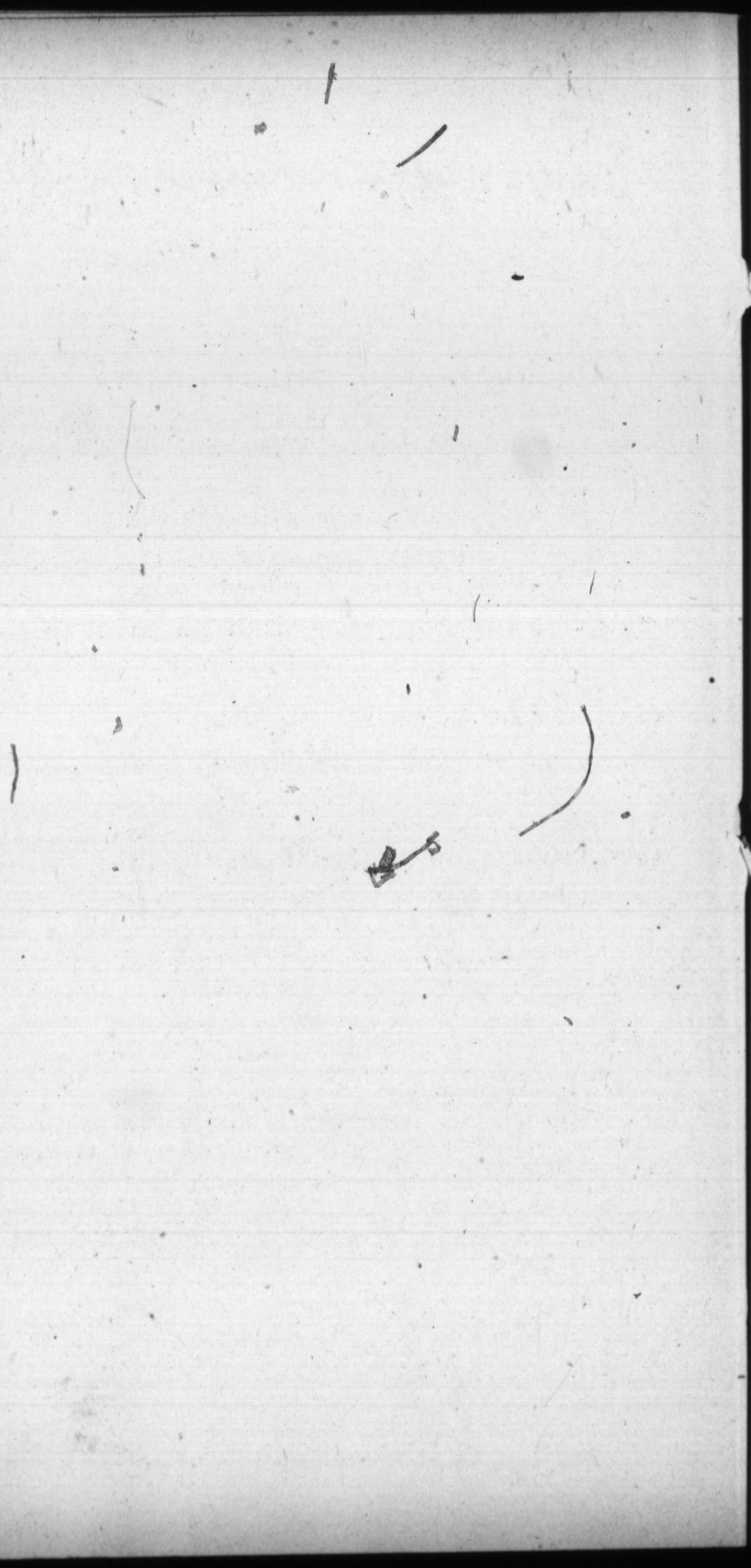
6. Explain and illustrate the difference between a contingent remainder and an executory devise.

7. What are the different kinds of purely incorporeal hereditaments? Give instances of each.

8. Explain a vendor's lien for unpaid purchase money. Will a vendor lose his lien, if he take (1) a bond, (2) a note, (3) a mortgage, or (4) if he sell for an annuity? Give reasons.

9. State shortly the provisions of the Statutes of Elizabeth, relating to fraudulent conveyances of landed estates.

10. Explain accurately the effect of a grant to A for life, remainder to the heirs male of B. Mention all persons or classes of persons who might possibly have an interest in the land so granted.



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EXAMINATIONS, MAY, 1895.

LL. B.—FIRST YEAR.

CONSTITUTIONAL GOVERNMENT—O'SULLIVAN.

1. Sketch shortly the state of government in Canada prior to 1841 and our relations then to the Imperial Parliament and Crown.

2. Give the provisions of the Act of Union of 1841.

3. Designate where jurisdiction lies in the B. N. A. Act as to the following subjects: (a) Education, (b) Agriculture, (c) Immigration, (d) Trade and Commerce, (e) Property and Civil Rights, (f) Banking, (g) Insolvency, (h) Railways.

4. Sketch shortly the events which led to the Act of Confederation of 1867.

5. The Extradition Act, what is it and what cases does it govern?

6. Narrate shortly the constitutional events in the history of Great Britain since 1760, affecting Canada.

7. The Treaty of Paris—what was it and what changes did it effect in Canadian history?

8. Manitoba—sketch shortly its history and the statutory provisions governing its formation and constitutional status.

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EXAMINATIONS, MAY, 1895.

L. L. B.—1ST YEAR.

ANSON ON CONTRACTS.

1 (a). Show clearly all the essential elements of a contract.
(b). "Agreement thus defined seems to be a wider term than contract." Explain and illustrate the meaning of this statement.

2. What are the limitations on the right of a person to revoke an offer made by him, (*a*) in writing not under seal; (*b*) under seal.

3. Discuss whether or not a railway company is bound by its published time table so as to be liable for breach of the terms of such time table. Show clearly the principles of law applicable.

4. Explain and illustrate the meaning of the rule "consideration may be executory or executed; it must not be past." Give any exceptions to the rule.

5. What are the rules governing the validity or invalidity of the contracts of a drunken man?

6. Under what circumstances will mistake of a purchaser as to the quality of an article purchased, affect the validity of a contract?

7. Define Fraud. Explain clearly all the remedies open to a person who has by fraud been induced to enter into a contract.

8. What is a Bill of Lading? To what extent may a Bill of Lading be called a "negotiable instrument?" Show clearly the limitations of the negotiability of such an instrument.

9. In what cases is extrinsic evidence admissible to vary or add to the terms of a written document? Give examples.

10. Under what circumstances will impossibility of performance arising subsequently to the formation of a contract, operate as a discharge of the promisor?

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EXAMINATIONS, MAY, 1895.

L. L. B.—FIRST YEAR.

TASWELL-LANGMEAD.—CONSTITUTIONAL HISTORY.

1. Magna Charta. Give history and provisions.

2. Give the constitutional events in the reign of George III.

3. The Bill of rights of 1689. Give history and text.

4. Reform Acts of 1831 and 1832. Give events relating to same and political significence.

5. Give particulars of the "Bed Chamber" question and what constitutional principle was involved.

6. Sketch briefly the events and constitutional features of the reign of Queen Elizabeth.

7. Houses of Lords and Commons. Give composition and present political status.

8. Discuss fully the history of the law of libel and how and when was freedom of the press completely established.

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EXAMINATIONS, MAY, 1895.

LL.B.—FIRST YEAR.

SNELL'S EQUITY.

1. Explain and illustrate the meaning of the maxim "Equity follows the law."

2. (a) Define and distinguish between the following kinds of trusts: Express, implied, constructive; executed, executory. Give an example of each.

(b) What distinction (if any) is observed by Courts of Equity in dealing with trusts executed and trusts executory?

3. Under what circumstances will a Court of Equity charge a trustee with more than the legal rate of interest on the balances in his hands?

4. What is a *donatio mortis causa?* Show in what respects it differs from (a) a gift *inter vivos*, (b) a legacy.

5. Explain the meaning of satisfaction. If a creditor leaves money to his debtor, give the rules applicable in order to ascertain whether the legacy is to be construed in satisfaction of the debt or not.

6. Under what circumstances, and in whose favor, will a Court of Equity aid the defective execution of a power?

7. What are "constructive frauds?" State the ground of the interference of Courts of Equity in cases of this kind?

8. Under what circumstances will Courts of Equity hold a surety to be discharged?

9. Explain the doctrine of specific performance. Will specific performance be decreed in respect to land situate in a foreign country? Give reason for answer.

10. Under what circumstances will a Court of Equity set aside a purchase by (a) a solicitor from his client, (b) a trustee from his cestui que trust?

UNIVERSITY OF MANITOBA.

EXAMINATIONS, MAY, 1895.

LAW COURSE AND PASS.

LOGIC.—JEVONS.

1. Define Logic and show that a science of thought is possible.

2. Define the following terms:—General, Collective, Concrete, Positive, Privative and Connotative; and state the logical characteristics of each of the following words:—Goodness, white, laity, scalente, Alexander, and inequality.

3. State fully what is meant by the Extension and the Intension of a term. What law connects the quality of extension with that of intension? Illustrate fully.

4. State exactly what is meant by a "Proposition," and show fully the relation of the four propositions A, E, I, O to each other.

5. Describe fully what is meant by Logical Conversion. Name and illustrate other methods of immediate inference.

6. (a) State the rules of the syllogism. (b) Apply them to dermine the validity of AIA, AAI, IIA, IAI, AEE, and AEI. (c) Can any conclusions be drawn from the premises IE?

7. What is meant by the moods, and what by the figures of the syllogism? Prove that O cannot be a premise in either the first or fourth figure, and that A cannot be a conclusion in any figure except the first.

8. Name and define the kinds of Hypothetical and Disjunctive Syllogisms, and state the rules by which they are governed. Give illustrative examples in each case.

9. Examine the following:—(a) If this medicine is valuable those who take it will improve in health. It must be valuable since Mrs. Smith has taken it and has improved in health.

(Over.)

(b) Improbable events happen almost every day; but what happens almost every day is a very probable event; therefore improbable events are very probable events.

10. Estimate the relative values of Observation and Experiment for purposes of inductive research.