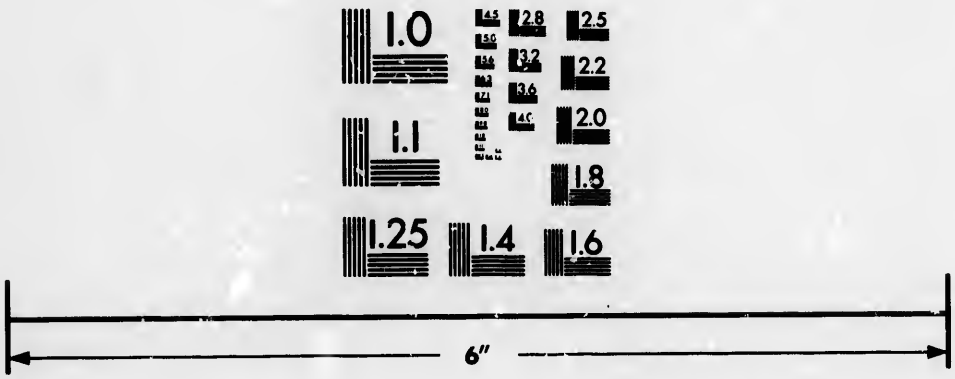
IMAGE EVALUATION
TEST TARGET (MT-3)



Photographic Sciences Corporation

23 WEST MAIN STREET
WEBSTER, N.Y. 14580
(716) 872-4503

Technical and Bibliographic Notes/Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming, are checked below.

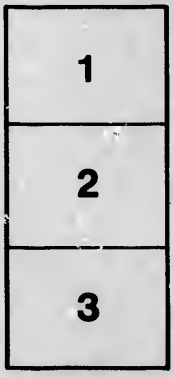
L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

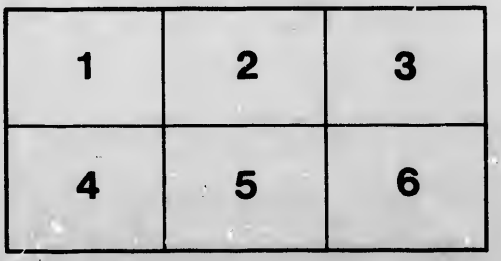
- [ ] Coloured covers/ Couverture de couleur
- [ ] Covers damaged/ Couverture endommagée
- [ ] Covers restored and/or laminated/ Couverture restaurée et/ou pelliculée
- [ ] Cover title missing/ Le titre de couverture manque
- [ ] Coloured maps/ Cartes géographiques en couleur
- [ ] Coloured ink (i.e. other than blue or black)/ Encre de couleur (i.e. autre que bleue ou noire)
- [ ] Coloured plates and/or illustrations/ Planches et/ou illustrations en couleur
- [ ] Bound with other material/ Relié avec d'autres documents
- [x] Tight binding may cause shadows or distortion along interior margin/ La reliure serrée peut causer de l'ombre ou de la distortion le long de la marge intérieure
- [ ] Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/ Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.
- [ ] Additional comments:/ Commentaires supplémentaires:

- [ ] Coloured pages/ Pages de couleur
- [ ] Pages damaged/ Pages endommagées
- [ ] Pages restored and/or laminated/ Pages restaurées et/ou pelliculées
- [x] Pages discoloured, stained or foxed/ Pages décolorées, tachetées ou piquées
- [ ] Pages detached/ Pages détachées
- [x] Showthrough/ Transparence
- [ ] Quality of print varies/ Qualité inégale de l'impression
- [ ] Includes supplementary material/ Comprend du matériel supplémentaire
- [ ] Only edition available/ Seule édition disponible
- [ ] Pages wholly or partially obscured by errata slips, tissues, etc., have been refilmed to ensure the best possible image/ Les pages totalement ou partiellement obscurcies par un feuillet d'errata, une pelure, etc., ont été filmées à nouveau de façon à obtenir la meilleure image possible.

This item is filmed at the reduction ratio checked below/
Ce document est filmé au taux de réduction indiqué ci-dessous.

10X		12X		14X		16X		18X		20X		22X		24X		26X		28X		30X		32X
										✓												





University of Toronto.

EXAMINATION PAPERS.

FOR

1875.

TORONTO:
HENRY ROWSELL.

1875.

MEMBERS OF THE SENATE

OF THE

University of Toronto.

HON. JOSEPH CURRAN MORRISON,
Chancellor.

HON. THOMAS MOSS, M.A.
Vice-Chancellor.

REV. JOHN McCAUL, LL.D.,
President of University College.

REV. EGERTON RYERSON, D.D.,
Chief Superintendent of Education.

HON. JOHN HILLYARD CAMERON, D.C.L., Q.C., M.P.,
Representative of the Law Society of Ontario.

GEORGE R. R. COCKBURN, M.A.,
Principal of Upper Canada College.

WILLIAM THOMAS AIKINS, M.D.,
Representative of the Toronto School of Medicine.

REV. ROBERT ALEXANDER FYFE, D.D.,
Representative of the Canadian Literary Institute, Woodstock.

SAMUEL BARTON BURDETT, LL.B.,
Representative of Albert College, Belleville.

WILLIAM TASSIE, LL.D.
Representative of High School Masters, Ontario.

HENRY HOLMES CROFT, D.C.L., F.L.S.
JOHN LANGTON, M.A.
HON. JAMES PATTON, LL.D., Q.C.
HON. ADAM CROOKS, LL.D., Q.C., M.P.P.
LARRATT WILLIAM SMITH, D.C.L.
} *Ex Vice-Chancellors.*

EDWARD JOHN CHAPMAN, Ph. D., LL.D.
GEORGE TEMPLEMAN KINGSTON, M.A.
} *Representing Council of University College.*

MEMBERS OF THE SENATE—*Continued.*

The following Fifteen Members were elected by Convocation:

HON. EDWARD BLAKE, M.A., Q.C., M.P., LAUGHLIN McFARLANE, M.B. THOMAS WARDLAW TAYLOR, M.A.	*Retire in* 1876.
WILLIAM MULOCK, M.A. JOHN BOYD, M.A., B.C.L. WILLIAM OLDRIGHT, M.A., M.D.	*Retire in* 1877.
JOHN MORISON GIBSON, M.A. LL.B. JAMES HENRY RICHARDSON, M.D. JAMES ALEXANDER McLELLAN, LL.D.	*Retire in* 1878.
JAMES LOUDON, M.A. JAMES THORBURN, M.D. THOMAS KIRKLAND, M.A.	*Retire in* 1879.
WILLIAM RALPH MEREDITH, LL.B., M.P.P. JAMES FISHER, M.A. ARCHIBALD FREDERICK CAMPBELL, M.A.	*Retire in* 1880.

The following Nine Members were nominated by his Excellency, the Lieutenant-Governor.

HON. WILLIAM McMASTER. HON. JOHN WELLINGTON GWYNNE. HON. GEORGE BROWN.	*Retire in* 1876.
JOHN McKEOWN, M.A. CASIMIR STANISLAUS GZOWSKI, C.E. JOHN MACDONALD, M.P.	*Retire in* 1877.
DANIEL WILSON, LL.D. REV. DANIEL JAMES MACDONNELL, B.D. GOLDWIN SMITH, M.A.	*Retire in* 1878.

BURSAR—DAVID BUCHAN, ESQ.

REGISTRAR—WILLIAM GLENHOLME FALCONBRIDGE, M.A.

LIBRARIAN—WILLIAM HENRY VANDERSMISSEN, M.A.

EXAMINERS, 1874–75.

LAW.

W. P. R. Street, LL. B. | Thomas Hodgins, M.A., LL. B.

MEDICINE.

Physiology and Comparative Anatomy	J. H. McCollum, M.B.
Surgery and Anatomy	R. Zimmerman, M.B.
Medicine and Therapeutics	A. Greenlees, M.B.
Midwifery and Medical Jurisprudence	Francis Rae, M.D.

MEDICINE AND ARTS.

Chemistry	W. Oliver, B.A.
Natural History	R. Ramsay Wright, M.A., B.Sc.

ARTS.

Greek and Latin	S. Arthur Marling, M.A. Rev. N. McNish, M.A., LL.D.
Mathematics	J. Galbraith, M.A. H. P. Milligan, B.A.
English and History	J. M. Buchan, M.A. F. E. Seymour, M.A.
Modern Languages	Rev. James Roy, M.A. J. E. Graham, M.D. F. E. Seymour, M.A.
Mineralogy and Geology	J. Gibson, B.A.
Metaphysics and Ethics	Rev. G. P. Young, M.A. W. J. Robertson, B.A.
Oriental Languages	Rev. J. M. King, M.A.
Meteorology	G. T. Kingston, M.A.

Civil Engineering	A. Macdougall, C. E.

of A
—36

Dat Aml	
1867	
1854	
1867	
1865	
1866	
1858	
1875	
1869	
1853	
1867	
1868	
1859	
1871	
1850	
1870	
1871	
1873	
1875	
1870	
1868	
1874	
1875	

1. Sil
2. Me
M
3. Sil
4. Go
5. Sil
6. Sil
7. Go
8. Sil

University of Toronto.

GRADUATES.

* * Doctors and Bachelors of Laws; Doctors and Bachelors of Medicine; Masters of Arts; and Bachelors of Arts of three years standing, are Members of Convocation —36 Vict. Ont. Cap. 29 S. 7.

A.

Date of Admission.		
1867	M.B..	Aberdein, Robert.
1854	B.A..	Adams, G.
1867	B.A..	Adams, John.
1865	M.B..	Aiken, Edward.
1866	M.D..	
1858	M.B..	[1]Aikins, Moses Henry.
1875	B.A..	Aikins, James Albert Manning.
1869	M.B..	Allan, Edward.
1853	B.A..	[2]Alma, Edward Jamieson (*Ob.*)
1867	B.A..	Anderson, Adam (*Ob.*)
1868	M.B..	Anderson, John McKenzie.
1859	B.A..	Appelbe, Robert Swanton.
1871	B.A..	[3]Archibald, Heber.
1850	B.A..	[4]Armour, John Douglas.
1870	B.A..	[5]Armstrong, William.
1871	M.A..	
1873	M.B..	Armstrong, Francis Robert.
1875	B.A..	[6]Armstrong, Thomas Clinton Little.
1870	M.B..	Arnott, Henry.
1868	B.A..	[7]Atkinson, Charles Theodore.
1874	B.A..	[8]Aylsworth, Allen Bristol.
1875	M.A..	

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

B.

Date of Admission.		
1869	B.A..	[1]Baker, Alfred.
1846	B.A..	Baldwin, Edmund.
1849	M.A..	
1866	B.A..	Baldwin, Robert Russell.
1874	M.B..	Ball, Jerrold.
1870	B.A..	Ballantyne, William Douglass.
1873	B.A..	Ballantyne, Francis.
1874	M.A..	
1871	B.A..	[2]Ballard, William Henry.
1875	M.A..	
1873	M.B..	Balmer, John Stephen.
1870	B.A..	[3]Baptie, George.
1871	M.A..	
1850	B.A..	Barber, George Anthony (*Ob.*)
1857	M.A..	
1869	B.A..	Barber, Joseph Mark.
1866	B.A..	Barker, Peter McGill.
1859	M.B..	[4]Barnhart, Charles Edward
1849	B.A..	Barrett, Michael.
1853	M.A..	
	M.D..	
1845	M.A..	Barron, Frederick William
1867	B.A..	[5]Barron, James (*Ob.*)
1873	B.A..	Barwick, Walter.
1874	M.A..	
1860	M.B..	[6]Bascom, Joseph.

1. Gold Medallist in Mathematics.
2. Gold Medallist in Mathematics.
3. Silver Medallist in Natural Sciences.
4. Gold Medallist.
5. Gold Medallist in Metaphysics, &c., and Prince's Prizeman.
6. Gold Medallist.

GRADUATES—*Continued.*

B.

Date of Admission.		
1872	M.B..	Bates, Sidney Lawrence.
1854	B.A..	[1]Bayly Richard.
1845	B.A..	Beadle, Delos W. (*Ad eundem*).
1875	B.A..	[2]Beattie, Francis Robert.
1850	M.D..	Beaumont, W. (*Hon.*)
1875	B.A..	Beck, Henry Thatcher.
1873	M.B..	[3]Beeman, Milton Ira.
1874	M.B..	Beemer, Nelson Henry.
1863	LL.B..	Begue, Theophilus Henry Alexis.
1866	M.B..	Beith, A.
1861	M.B..	Bell, John.
1864	B.A..	Bell, John W.
1866	M.A..	
1864	M.B..	Bell, William H.
1866	B.A..	[4]Bell, Charles Wallace.
1865	B.A..	[5]Bemiss, David.
1866	M.A..	
1875	M.B..	[6]Bennett, John Henry.
1860	LL.B..	Benson, Richard Lowe.
1869	M.B..	[7]Bentley, Thomas Brigham
1858	B.A..	Bernard, Richard Barrett (*Ob.*)
1845	B.A..	Bethune, Norman.
1861	LL.B..	Bethune, James.
1853	B.A..	Bettridge, William.
1874	B.A..	[8]Betts, Frederick Pimlott.
1869	B.A..	Bickford, William Atkinson.
1868	B.A..	Bigg, Edmund Murney.
1870	M.A..	
1869	B.A..	[9]Biggar, Charles Robert Webster.
1873	M.A..	
1872	B.A..	[10]Biggs, Samuel Clarke.

1. Silver Medallist in Natural Philosophy.
2. Silver Medallist in Metaphysics, &c.
3. Silver Medallist.
4. Gold Medallist in Classics.
5. Silver Medallist in Natural Sciences.
6. Silver Medallist and Starr Silver Medallist.
7. Silver Medallist.
8. Silver Medallist in Metaphysics, &c.
9. Gold Medallist in Natural Sciences.
10. Silver Medallist in Natural Sciences.

B.

Date of Admission.		
1867	B.A..	Black, Davidson.
1871	M.B..	Black, William Steele.
1873	B.A..	Black, Fergus.
1874	B.A..	Blackstock, Thomas Gibbs
1860	LL.B..	Blain, David.
1870	LL.D..	
1854	B.A..	[1]Blake, Dominick Edward.
1858	M.A..	
1858	B.A..	Blake, Samuel Hume.
1862	M.B..	[2]Bolster, John.
1845	B.A..	Boulton, Henry John.
1848	B.A..	Boulton, John.
1854	B.A..	Boulton, James Forster (*Ob*).
1857	M.A..	
1848	M.D..	Bovell, James (*Adeundem*).
1865	B.A..	Bowers, Jacob E.
1866	M.A..	
1856	B.A..	[3]Bowlby, Ward Hamilton.
1858	M.A.. LL.B..	
1860	LL.B.	Bowlby, John Wedgwood.
1867	M.B..	Bowman, James W.
1848	B.A..	Boyd, John.
1850	M.A..	
1854	B.C.L.	
1853	B.A..	Boyd, William Thomas.
1856	M.A..	
1853	M.D..	Boyd, Walter.
1860	B.A..	[4]Boyd, John Alexander.
1861	M.A..	
1875	B.A..	[5]Boyd, Francis Leith.
1844	M.D..	Boys, H. (*Ad eundem*).
1861	LL.B..	Boys, William.
1873	M.B..	Brewster, Nathaniel.
1875	M.B..	[6]Britton, William.

1. Silver Medallist in Classics.
2. Gold Medallist.
3. Jameson Medallist in Arts and Gold Medallist in Law.
4. Gold Medallist in Modern Languages.
5. Silver Medallist in Classics.
6. Gold Medallist and Starr Gold Medallist.

GRADUATES—*Continued.*

B

Date of Admission.		
1854 B.A..		[1]Brown, James.
1856 M.A..		
1868 M.B..		[2]Brown, John Price.
1869 M.D..		
1871 M.B..		[3]Brown, Owen Campbell.
1871 M.A..		Browning, T. B. (*Ad eundem.*)
1868 B.A..		[4]Bruce, George.
1866 B.A..		Brunel, George.
1871 M.A..		
1867 B.A..		[5]Bryce, George.
1868 M.A..		
1862 B.A..		[6]Buchan, John Milne
1865 M.A..		
1864 B.A..		Buchan, Humphrey Ewing.
1867 M.B..		
1869 M.A..		
M.D..		
1865 M.B..		Buchanan, Charles W.
1871 M.B..		Buchanan, George.
1853 B.A..		Bull, Samuel James.
1857 B.A..		Bull, Thomas Henry.
1875 B.A..		Bull, Bartholomew Edward.
1870 M.B..		[7]Burgess, Thomas Joseph Workman.
1863 B.A..		Burkitt, Thomas H.
1867 M.B..		Burnet, D.
1869 B.A..		[8]Burnfield, George
1873 M.A..		
1865 M.B..		[9]Burnham, E. L.
1871 B.A..		Burnham, William Rufus (*Ob.*)
1857 B.A..		[10]Burns, Nelson.

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

B.

Date of Admission.		
1866 M.B..		Burns, J. H.
1870 M.B..		[1]Burt, William.

C.

1856 B.A..		Camble, Charles (*Ob.*)
Ad eundem.		
1856 M.A..		
1860 B.A..		Cameron, Hector.
Ad eundem.		
1860 M.A..		
1868 B.A..		Cameron, Robert.
1869 M.A..		
1874 M.B..		[2]Cameron, Irving Heward.
1875 M.B..		Cameron, Kenneth Hugh Lochiel.
1865 B.A..		[3]Campbell, John.
1866 M.A..		
1866 B.A..		[4]Campbell, Archibald Frederick.
1875 M.A..		
1873 B.A..		Campbell, James.
1874 M.A..		
1873 B.A..		Campbell, John.
1874 M.B..		[5]Campbell, Aaron Jesse.
1870 B.A..		[6]Carlyle, Alexander.
1869 M.B..		Carney, R.
1875 B.A..		[7]Carscadden, Thomas.
1863 M.B..		Cascaden, John.
1866 M.D..		
1871 B.A..		Casey, George Elliott.
1865 B.A..		Cassels, Walter Gibson Pringle.
1868 B.A..		[8]Cassels, Allan.
1868 M.B..		[9]Cassidy, J. J.
1869 M.D..		

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

GRADUATES—*Continued.*

C.

Date of Admission.		
1856	B.A..	[1]Cattanach, Alexander John.
1858	M.A..	
1865	M.B..	Chapman, O. W.
1870	B.A..	[2]Chase, George Ambrose.
1851	M.D..	Chowett, William Cameron.
1872	LL.B..	Chisholm, Duncan.
1865	B.A..	[3]Christie, Alexander J.
1868	LL.B..	
1872	B.A..	Christie, James Douglas.
1865	M.B..	Chrysler, W. H.
1851	B.A..	[4]Clark, Alister McKenzie.
1854	M.A..	
1846	Mus.B	Clarke, James Paton,
1856	Mus.D	
1866	B.A..	Clarke, Henry F.
1871	M.B..	Clement, John James.
1867	M.B..	Clerke, Charles H.
1867	LL.B..	Clerke, Alfred A.
1873	M.B..	[5]Close, James Alexander.
1860	LL.B..	Cochrane, Samuel H. (*Ob.*)
1870	LL.D..	
1870	B.A..	Cockburn, Edward.
1872	M.A..	
1871	M.B..	Cole, Henry James.
1867	B.A..	[6]Connon, Charles Henry.
1868	M.A..	
1864	B.A..	[7]Connor, James William.
1864	M.B..	Constantinides, Petros.
1865	M.D..	
1875	M.B..	Cook, Allan Buchner.
1862	B.A..	[8]Cooper, George.
1864	M.A..	
1874	M.B..	Corman, John Wesley.

1. Gold Medallist in Modern Languages and Jameson Medallist.
2. Silver Medallist in Modern Languages.
3. Silver Medallist in Classics.
4. Gold Medallist in Classics and Jameson Medallist
5. Gold Medallist and Starr Silver Medallist.
6. Silver Medallist in Classics.
7. Silver Medallist in Classics.
8. Silver Medallist in Classics.

C.

Date of Admission.		
1875	M.B..	Cotton, James Henry.
1863	M.B..	Covernton, William H.
1868	M.D..	
1875	M.B..	Covernton, Theodore Selby.
1866	M.B..	Cowan, S.
1871	M.B..	Cowan, George Hoyle.
1870	B.A..	[1]Coyne, James Henry.
1864	B.A..	[2]Craig, Thomas Dixon.
1873	B.A..	[3]Craig, John.
1848	B.A..	Craigie, William.
1858	M.A..	
1862	B.A..	[4]Crawford, William Glover.
1866	B.A..	Crawford, Edward Patrick.
1870	M.A..	
1874	B.A..	[5]Crawford, Angus.
1872	B.A..	[6]Crerar, John.
1870	B.A..	Crickmore, Snelling Roper.
1850	D.C.L.	Croft, Henry Holmes (*Hon.*)
1868	B.A..	[7]Croly, John Edgar.
1870	M.A..	
1854	B.A..	[8]Crombie, Ernestus.
1857	M.A..	
1856	B.A..	[9]Crombie, Marcellus Marcus Aurelius.
1858	M.A..	
1859	LL.B..	
1859	M.B..	Cronyn, John.
1860	M.D..	
1860	LL.B..	Cronyn, Verschoyle.
18[illegible]	B.C.L.	[10]Crooks, Adam.
1852	B.A..	
1853	M.A..	
1863	LL.D..	

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

GRADUATES—*Continued.*

C.

Date of Admission.		
1845	B.A..	Crookshank, George (*Ob.*)
1848	M.A.. B.C.L.	
1852	D.C.L.	
1862	LL.B..	Cross, James Fletcher.
1871	B.A..	Crozier, James.
1872	M.B..	[1]Crozier, John Beatty.
1870	B.A..	Cruickshank, Alexander Downie.
1869	B.A..	[2]Cumming, Montgomery.
1873	LL.B..	
1860	LL.B..	Curran, Joseph J.
1867	B.A..	Curry, Charles D.

D.

1849	B.A..	Dack, Thomas Benjamin N.
1863	M.B..	
1873	B.A..	Dadson, Ebenezer William.
1871	B.A..	[3]Dale, William.
1873	M.A..	
1866	B.A..	Davidson, William.
1874	B.A..	[4]Dawson, Alexander.
1862	M.B..	[5]DeGrassi, George Philip.
1865	M.B..	DeLaHaye, Alcide.
1868	B.A..	[6]DeLaMatter, Robert Hamel.
1871	M.B..	
1866	B.A..	[7]Delamere, Thomas Dawson.
1868	M.A..	
1861	LL.B..	Denison, George Taylor.
1863	LL.B..	Denroche, Edward James.
1868	B.A..	[8]Deroche, Hammel Madden.
1853	M.D..	Desmond, Humphrey.
1858	B.A..	DesVœux, George William.
1875	B.A..	Dickey, Arthur Rupert.

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

D.

Date of Admission.		
1871	B.A..	Dickson, Edwin Hamilton.
1848	B.A..	Dixon, Alexander.
1864	LL.B..	Donaldson, James.
1871	M.B..	Donaldson, John.
1857	B.A..	Dormer, George (*Ad eundem*)—(*Ob.*)
1866	B.A..	Dorsey, William S.
1861	LL.B..	Douglas, William.
1867	M.B..	
1864	M.B...	Douglas, C.
1865	B.A..	Douglass, Robert Dunn.
1869	B.A..	Dowsley, Andrew.
1845	B.A..	Draper, William George (*Ob.*)
1850	M.A..	
1864	LL.B..	Duggan, George Frederic.
1868	B.A.. LL.B..	Dunn, J. M.

E.

1871	M.B..	Eakins, James.
1875	M.B..	[1]Eakins, James Edwin.
1849	B.A..	Eastwood, William Octavius.
1853	M.D..	
1851	M.D..	Eastwood, Charles Septimus
1864	M.B..	Eby, Aaron.
1867	M.B..	[2]Eccles, Francis R.
1868	M.D..	
1862	M.B..	Eckardt, Thomas P.
1870	B.A..	[3]Edwards, Elihu Burritt.
1871	M.A..	
1851	B.A..	[4]Eliot Charles Frederick.
1857	M.A..	
1861	M.B..	[5]Elliott, John (*Ob.*)
1867	B.A..	[6]Ellis, William Hodgson.
1868	M.A..	
1870	M.B..	

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

GRADUATES—*Continued.*

E.

Date of Admission.		
1875	B.A..	[1]Embree, Luther Edmund.
1854	B.A..	[2]English, Caleb Elias.
1857	M.A..	
1858	LL.B..	
1861	LL.B..	English, Lyman.
1850	B.A..	[3]Evans, George Mountain.
1868	M.B..	Evans, Lewis Hamilton.
1869	M.D..	
1870	B.A..	[4]Ewen, Thomas Edward.
1871	M.A..	

F.

1866	B.A..	[5]Falconbridge, William Glenholme.
1870	M.A..	
1864	LL.B..	Farewell, John Edwin.
1874	M.B..	[6]Farewell, Adolphus.
1875	M.D..	
1869	M.B..	Fell, Hampden H.
1873	M.D..	
1864	B.A..	Ferguson, John.
1872	B.A..	Ferguson, William John.
1873	M.B..	Ferrier, William.
1875	M.D..	
1862	B.A..	[7]Fisher, James.
1872	M.A..	
1873	B.A..	Fisken, John Kerr.
1859	B.A..	[8]Fitch, Benjamin Franklin.
1860	M.A..	
1851	B.A..	[9]Fitzgerald, Edward.
1857	M.A..	
1858	LL.B..	
1866	B.A..	[10]Fitzgerald, William.
1871	M.A..	

1. Silver Medallist in Modern Languages.
2. Silver Medallist in Ethics, and in Law.
3. Medallist in Metaphysics and in Evidences.
4. Silver Medallist in Natural Sciences.
5. Gold Medallist in Modern Languages.
6. Silver Medallist and Starr Silver Medallist.
7. Silver Medallist in Mathematics.
8. Silver Medallist in Modern Languages.
9. Gold Medallist in Mathematics and Natural Philosophy.
10. Gold Medallist in Mathematics.

F.

Date of Admission.		
1864	B.A..	Fleming, William B.
1865	M.A..	
1871	B.A..	[1]Fletcher, Hugh.
1872	B.A..	[2]Fletcher, John.
1873	B.A..	[3]Fletcher, Colin.
1874	M.A..	
1875	B.A..	[4]Fletcher, William.
1875	B.A..	Flint, William Hyland.
1869	M.B..	Ford, Samuel Payne.
1872	M.D..	
1871	M.B..	[5]Forrest, William.
1872	B.A..	
	M.D..	
1872	M.B..	Forrest, R. W.
1875	B.A..	[6]Forsyth, David.
1871	B.A..	Foss, William Daniel.
1860	LL.B..	Foster, William Alexander.
1865	B.A..	[7]Foster, Stuart.
1866	M.A..	
1871	B.A..	[8]Fotheringham, Thomas Francis.
1872	M.A..	
1857	B.A..	[9]Francis, William Stoten.
1858	M.A..	
1859	M.B..	
1860	B.A..	[10]Fraser, James Thomas (*Ob.*)
1861	M.A..	
1870	B.A..	[11]Fraser, Robert Douglas.
1871	M.A..	
1874	M.B..	[12]Fraser, Donald Blair.
1874	M.B..	[13]Fraser, Duncan.

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

GRADUATES—*Continued.*

F.

Date of Admission.		
1853	M.D..	Freeman, Clarkson.
1851	B.A..	Freer, Cortlandt.
1863	B.A..	[1]Frisby, Edgar.
1864	M.A..	
1864	M.B..	Fulton, John.

G.

1850	B.A..	Gage, James Lorenzo.
1868	B.A..	[2]Galbraith, John.
1875	M.A..	
1868	M.B..	Galbraith, Daniel.
1873	B.A..	Galt, Alexander Casimir.
1869	M.B..	Gamble, N.
1848	B.A..	Geddes, J. Gamble.
1862	B.A..	Gibbon, Henry F. Howard (*Ob.*)
1865	LL.B..	
1862	B.A..	[3]Gibson, John Munro.
1866	M.A..	
1863	B.A..	[4]Gibson, John Morison.
1864	M.A..	
1869	LL.B..	
1870	B.A..	[5]Gibson, Goodwin.
1871	M.A..	
1872	B.A..	[6]Gibson, John.
1873	B.A..	Gilchrist, John Robertson.
1861	B.A..	Gillespie, Adam Scott.
1875	B.A..	Gilmer, Henry Halleck.
1869	B.A..	Gilmour, George.
1865	B.A..	[7]Goodwillie, George Stewart
1866	M.A..	
1868	B.A..	Goodwillie, John Milton.
1869	M.A..	
1869	M.B..	Gouinlock, William Coleman.

1. Silver Medallist in Mathematics.
2. Gold Medallist in Mathematics and Prince's Prizeman.
3. Gold Medallist in Modern Languages and in Metaphysics, &c., and Prince's Prizeman.
4. Silver Medallist in Classics and in Modern Languages and Prince's Prizeman in Arts; Gold Medallist in Law.
5. Gold Medallist in Classics.
6. Gold Medallist in Natural Sciences.
7. Silver Medallist in Classics.

G.

Date of Admission.		
1867	M.B..	Graham, William.
1868	M.D..	
1869	M.B..	[1]Graham, James Elliot.
1870	M.D..	
1871	M.B..	Graham, William Henry.
1850	B.A..	[2]Grant, Allan James.
1859	M.A..	
1861	B.A..	[3]Grant, Alexander.
1861	B.A..	[4]Grant, George.
1845	B.A..	Grasett, Elliott.
1848	M.A..	
1870	B.A..	[5]Grasett, George Robert.
1873	M.B..	Gray, J. W. V.
1858	B.A..	Graydon, Simpson. (*Ad eundem.*)
1860	B.A..	Green, George.
1866	B.A..	Greenlees, Andrew.
1870	M.B..	[6]Greenlees, Alexander.
1865	B.A..	Greer, George M. [*dem*).
1869	M.A..	
1875	M.A..	Gregg, William (*Ad eun-*
1874	B.A..	[7]Griffin, Herbert Spohn.
1869	M.B..	Grote, Gorham W.
1864	B.A..	Grover, Thomas.
1868	B.A..	Grover, Thomas Maitland.
1871	M.B..	Groves, Abraham.
1873	M.D..	
1873	M.B..	Gunn, John.

H.

1862	B.A..	Hagar, C. C.
1865	B.A..	Hagar, Joseph M.
1869	M.A..	
1845	B.A..	Hagerman, James Talbot (*Ob.*)
1873	M.B..	[8]Hagle, Samuel David.

1. Gold Medallist and Starr Medallist.
2. Jameson Medallist.
3. Gold Medallist in Natural Sciences, and Silver Medallist in Metaphysics, &c.
4. Gold Medallist in Metaphysics, &c.
5. Silver Medallist in Classics.
6. Gold Medallist and Starr Silver Medallist.
7. Silver Medallist in Natural Sciences.
8. Silver Medallist and Starr Silver Medallist.

GRADUATES—*Continued.*

H.

Date of Admission.		
1860	LL.B.	Ham, John Vandal.
1866	LL.B..	Hamilton, James Cleland.
1868	B.A..	[1]Hamilton Alexander.
1869	M.A..	
1870	M.B..	
1873	B.A..	Hamilton, Alexander Morton.
1874	M.A..	
1873	B.A..	[2]Hamilton, John Brownlee.
1874	MA..	
1866	M.B..	Hanavan, Matthew Joseph.
1860	LL.B..	Hancock, John Webster.
1864	B.A..	[3]Harbottle, Robert.
1865	M.A..	
1867	M B..	
1870	B.A..	[4]Harcourt, Richard.
1871	M.A..	
1864	M.B..	Harley, John.
1875	B.A..	[5]Harstone, Leonard.
1861	B.A..	Hatton, John Cassie.
1863	M.A..	
1872	LL B..	
1863	B.A..	Hector, Alfred.
1845	B.A..	[6]Helliwell, John.
1850	M.A..	
1871	B.A..	[7]Henderson, John.
1872	M.A..	
1871	M.B..	[8]Henning, N. P.
1863	M.B..	Henry, James.
1864	M.D..	
1875	B.A..	Henry, John Johnson.
1854	M.D..	Herrick, George. *(Ad eundem.)*
1869	M.B..	Hickman, John.
1870	M.D..	

1. Silver Medallist in Mathematics.
2. Silver Medallist in Natural Sciences.
3. Silver Medallist in Natural Sciences in Arts; Silver Medallist in Medicine.
4. Silver Medallist in Metaphysics, &c.
5. Silver Medallist in Classics.
6. Gold Medallist in Classics.
7. Silver Medallist in Classics.
8. Silver Medallist and Starr Silver Medallist.

H.

Date of Admission.		
1871	B.A..	Hicks, Henry Minaker.
1873	M.A..	
1858	B.A..	Hill, George Steven Joseph
1859	M.A..	
1864	B.A..	Hill, Rowland.
1865	B.A..	Hill, Jeffrey.
1866	M.A..	
1866	B.A..	Hill, Hammel P.
1868	M.A..	
1867	B.A..	[1]Hill, Arundel Charles.
1868	M.A..	
1872	B.A..	Hill, Alfred Henry Scott.
1874	M.B..	
1875	M.B..	Hobley, Thomas.
1845	C.M..	Hodder, Edward M.
1865	M.B..	Hodder, Frederick W.
1856	B.A..	Hodgins, Thomas.
1858	LL.B..	
1859	M.A..	
1860	LL.B..	Hodgins, John George.
1870	LL.D..	
1874	B.A..	Hodgins, William Egerton.
1875	M.A..	
1874	B.A..	[2]Hodgson, John Eastwood.
1859	B.A..	[3]Holcomb, John William.
1860	M.A..	
1862	LL.B..	
1867	B.A..	Hope, Robert.
1875	M.B..	Hopkins, Ephraim Lytton.
1872	B.A..	Houston, William.
1874	M.A..	
1868	M.B..	[4]Howe, Thomas C.
1869	M.D..	
1863	B.A..	[5]Hubbart, James A.
1864	M.A..	
1861	M.B..	[6]Hudson, A.

1. Gold Medallist in Classics.
2. Silver Medallist in Classics.
3. Silver Medallist in Metaphysics, &c.
4. Silver Medallist.
5. Silver Medallist in Natural Sciences.
6. Gold Medallist.

GRADUATES—*Continued.*

H.

Date of Admission.		
1848	B.A..	Hudspeth, Thomas A. (*Ob.*)
1853	B.A..	[1]Huggard, John Thompson.
1866	M.B..	Hughes, J. H.
1868	M.B..	Hughes, Arthur H.
1870	M.D..	
1869	B.A..	[2]Hughes, James Henderson.
1870	M.A..	
1869	M.B..	[3]Humble, Christopher.
1856	B.A..	Hume, Robert.
1859	M.A..	
1868	M.B..	[4]Hunt, Robert Herbert.
1861	B.A..	Hunter, J. Howard.
1861	M.A..	
1871	B.A..	Hunter, David Hamilton.
1875	M.B..	Hunter, John.
1848	B.A..	Hurlburt, Jesse Brown.
1850	D.C.L.	
1856	LL.D..	
1850	B.A..	Hurlburt, Henry.
1857	M.A..	

I.

1864	LL.B..	[5]Idington, John.

J.

1866	B.A..	Jackes, Charles Bagot.
1866	M.B..	Jackes, A. G.
1872	M.B..	Jackes, George Wyllie.
1865	M.B..	Jackson, John Philip.
1866	M.B..	Jacques, T.
1875	B.A..	Jeffers, James Frith.
1846	B.A..	[6]Jessopp, Henry Bate.
1849	M.A..	
1869	B.A..	Jewell, John Arthur.
1870	M.B..	Johnson, Arthur Jukes.

1. Gold Medallist in Classics.
2. Silver Medallist in Natural Sciences.
3. Silver Medallist.
4. Silver Medallist and Starr Medallist.
5. Gold Medallist.
6. Gold Medallist in Classics.

J.

Date of Admission.		
1866	B.A..	Johnston, James.
1871	M.A..	
1874	B.A..	[1]Johnston, William.
1846	B.A..	Jones, Edward Coursolles.
1854	B.A..	Jones, Clarkson.
1858	M.A..	
1858	B.A..	Jones, Herbert C. (*Ad eundem.*)
1862	LL.B..	Joseph, Frank John.
1866	B.A..	[2]Junor, David.
1869	M.A..	

K.

1870	B.A...	Kay, William.
1871	MA..	
1864	B.A..	Keefer, William Napier.
1864	M.B..	Kelley, Michael J.
1866	LL.B..	
1867	M.D..	
1857	B.A.	[3]Kennedy, George.
1860	M.A..	
1864	LL.B..	
1866	M.B..	Kennedy, John E.
1873	B.A..	Kennin, Frank Nicholls.
1875	M.A..	
1859	B.A..	[4]Kerr, William Henry Corry.
1860	M.A..	
1875	B.A..	[5]Kerr, Frederick Warren.
1871	B.A..	[6]Kew, Michael.
1872	B.A..	[7]Killam. Albert Clements.
1869	B.A..	Killmaster, John.
1859	M.B..	King, John.
1864	B.A..	[8]King John.
1865	M.A..	

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

GRADUATES—*Continued.*

K.

Date of Admission.		
1869	M.B..	King, Daniel Joseph.
1875	B.A..	[1]King, William Frederick.
1869	B.A..	[2]Kingsford, Rupert Etherege.
1871	M.A..	
1873	LL.B..	
1849	B.A..	Kingsmill, John James.
1856	B.A..	[3]Kingsmill, Nicol.
1858	M.A..	
1871	B.A..	[4]Kingston, William Hall.
1873	M.A..	
1870	B.A..	Kirkland, Thomas.
1871	M.A..	
1865	M.B..	[5]Kitchen, E. E.

L.

1863	B.A..	[6]Lafferty, Alfred M.
1867	M.A..	
1859	LL.B..	Laird William Palmer.
1866	M.B..	Langrill, John Alexander.
1864	M.B..	Langs, M. S.
1865	M.D..	
1869	B.A..	[7]Langton, Thomas.
1871	M.A..	
1874	LL.B..	
1853	B.A..	Lawrason, William Lawrence.
1857	M.A..	
1873	M B..	Lean, Thomas.
1867	B A..	Ledyard, William Edward.
1870	M.B..	
1871	B.A..	[8]Ledyard, John Sheppard.
1864	LL.B..	Lennox, D.
1875	B.A..	Leslie, Alexander.
1873	B.A..	Lesslie, Rolph Bidwell.
1875	M.A..	
	M.B..	

1. Gold Medallist in Mathematics.
2. Silver Medallist in Classics and in Modern Languages.
3. Silver Medallist in Classics.
4. Silver Medallist in Metaphysics, &c.
5. Silver Medallist.
6. Silver Medallist in Classics and in Mathematics.
7. Gold Medallist in Classics.
8. Silver Medallist in Natural Sciences.

L.

Date of Admission.		
1863	B.A..	[1]Le Sueur, William, D.
1845	B.A..	Lewis, Ira.
1848	M.A..	
	B.C.L.	
1869	B.A..	Lewis, George.
1850	B.A..	Light, Robert Newton.
1854	M.A..	
1845	M.A..	Lightburne, Stafford.
1856	B.A..	Lister, B. P.
1859	M.A..	Litton, J. Letablière, (*Ad eundem*).
1860	LL.B..	[2]Livingston, John.
1862	B.A..	[3]Livingstone, Robert Thomson. [(*Ob.*)
1849	B.A..	Loring, George Frederick,
1873	B.A..	[4]Long, John Henry.
1862	B.A..	[5]Loudon, James.
1864	M.A..	
1861	B.A..	Lount, Samuel.
1874	M.B..	Luke, Andrew.
1848	B.C.L.	Lundy, Francis James.
	D C.L.	

M.

1864	B.A..	Macallum, Archibald.
1866	M.A..	
1874	B.A..	[6]Macbeth, Thomas Talbot.
1868	B.A..	[7]Macdonald, William.
1870	M.A..	
1869	B.A..	Macdonald, Hugh John.
1872	M.B..	Macdonald, Albert Angus.
1845	B.A..	Macdonell, Samuel Smith.
1848	B.C.L.	
1849	M.A..	
1858	LL.D..	
1854	B.A..	[8]Macgregor, Charles John.
1857	M.A..	

1. Silver Medallist in Classics.
2. Silver Medallist.
3. Silver Medallist in Metaphysics, &c.
4. Gold Medallist in Modern Languages.
5. Gold Medallist in Mathematics.
6. Gold Medallist in Classics.
7. Silver Medallist in Modern Languages.
8. Gold Medallist in Mathematics and Natural Philosophy.

GRADUATES—*Continued.*

M.

Date of Admission.		
1873	M.B..	Machell, Henry Thomas.
1849 1853	B.A.. M.D..	MacKenzie, Matthew Bell (*Ob.*)
1864	B.A..	[1]Macmillan, John.
1856 1858	B.A.. M.A..	Macnabb, Alexander.
1862 1867	B.A.. M.A..	Macwilliam, William.
1873	B.A..	[2]Madden, James Henry.
1873	B.A..	Madill, Francis.
1872	B.A..	Magee, John James.
1869	M.B..	Malcolm, Alexander.
1865	B.A..	[3]Malloy, William.
1870	B.A..	Malloy, William.
1874 1875	B.A.. M.A..	[4]Manley, Frederick Fitzpayne.
1854 1856	B.A.. M.A..	[5]Marling, Samuel Arthur.
1862	LL.B..	Marling, Alexander.
1848	B.A..	[6]Marsh, John Walker.
1848	B.A..	Marsh, Thomas William (*Ob.*)
1874	B.A..	Marsh, Alfred Henry.
1860 1865	M.B.. M.D..	[7]Martyn, DeWitt.
1856	B.A..	[8]Matheson, Robert.
1856	B.A..	Matheson, Thomas Gray.
1873	M.B..	[9]Meldrum, Norman William.
1872	LL.B..	Meredith, William Ralph.
1872 1874	M.B.. M.D..	Metcalf, William George.
1853	B.A..	Meudell, William (*Ob*).

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

M.

Date of Admission.		
1874	B.A..	Michell, Frank.
1866 1867	M.B.. M.D..	[1]Mickle, William Julius.
1871	B.A..	Middleton, William Cantley.
1872	B.A..	Millar, John.
1858 1859	M.B.. M.D..	[2]Miller, Thomas.
1861	LL.B..	Miller, William Nicholas.
1866 1867	B.A.. M.A..	Miller, John H.
1866 1870	M.B.. M.D..	Miller, William H.
1873	B.A..	[3]Milligan, Henry Peter.
1871 1872	B.A.. M.A..	Mills, Thomas Wesley.
186[illegible]	M.B..	Milne, William.
1858	B.A..	Milroy, William.
1859 1867	B.A.. M.A..	[4]Mitchell, James W.
1867	B.A..	Mitchell, George Albert.
1866	B.A..	[5]Moderwell, Malcolm Cameron.
1859	B.A..	Monsarrat, Nicholas.
1858	M.A..	Montgomery, Edward Donald (*Ad eundem.*)
1867 1868	M.B.. M.D..	Montgomery, John.
1866	B.A..	[6]Mooney, Daniel Henry.
1863	LL.B..	Moore, George E.
1871	M.B..	[7]Moore, Charles Young.
1866	B.A..	[8]Morgan, James Choppin.
1851 1854	B.A.. M.A..	Morris, James Henry.

1. Gold Medallist.
2. Silver Medallist.
3. Gold Medallist in Mathematics.
4. Gold Medallist in Natural Sciences.
5. Silver Medallist in Natural Sciences.
6. Silver Medallist in Natural Sciences.
7. Silver Medallist and Starr Gold Medallist.
8. Gold Medallist in Natural Sciences and Silver Medallist in Modern Languages.

GRADUATES—*Continued.*

M.

Date of Admission.		
1872	M.B..	Morrison, Joseph.
1873	M.B..	Morrow, Charles.
1860	M.B..	[1]Morton, Edward D.
1866	M.B..	Morton, W.
1858	B.A..	[2]Moss, Thomas.
1859	M.A..	
1865	B.A..	[3]Muir, John.
1866	M.A..	
1873	LL.B..	
1867	B.A..	Mulholland, John W. Percy.
1863	B.A..	[4]Mulock, William.
1871	M.A..	
1869	B.A..	Mulock, William Redford.
1868	B.A..	Murdoch, Andrew.
1869	M.A..	

Mc.

1863	M.B..	McAlpine, Dugald Leitch.
1875	M.B..	McAlpine, John.
1869	M.B..	McArthur, John C.
1870	M.D..	
1867	B.A..	McBride, William.
1868	M.A..	
1863	M.B..	McCallum, James.
1865	M.B..	[5]McCarthy, John L. G.
1854	B.A..	McCaughey, James.
1858	LL.B.	
1874	B.A..	McClelland, Alexander Miller.
1872	M.B..	McClure, William.
1870	B.A..	McColl, John.
1869	M.B..	[6]McCollum, John Henry.
1866	M.B..	McConnell, John.
1869	M.B..	McConnell, John Davidson.

1. Silver Medallist.
2. Gold Medallist in Classics, in Mathematics, and in Modern Languages.
3. Silver Medallist in Law.
4. Gold Medallist in Modern Languages.
5. Silver Medallist.
6. Silver Medallist.

M

Date of Admission.		
1863	M.B..	McCool, Daniel B.
1871	B.A..	McCormick, Zachary Charles.
1872	M.A..	
1875	B.A..	[1]McCoy, Joseph.
1866	M.B..	[2]McCullough, James.
1867	M.D..	
1857	B.A..	McDermid, Peter.
1866	M.B..	McDiarmid, Peter.
1868	M.D..	
1867	B.A..	McDiarmid, William.
1875	B.A..	[3]McDiarmid, Archibald P.
1864	LL.B.	McDonald, J. F.
1859	B.A..	[4]McDougall, John Lorn.
1867	M.B..	[5]McFarlane, Laughlin.
1862	B.A..	McFayden, Charles.
1861	B.A..	McGee, Robert.
1875	M.B..	McGregor, John Owen.
1873	LL.B.	[6]McIntosh, John.
1866	M.B..	McIntyre, N.
1863	M.B..	McKay, William.
1866	M.B..	McKay, A.
1867	M.D..	
1869	B.A..	McKay, William A.
1875	B.A..	McKay, Robert Peter.
1872	B.A..	[7]McKee, Samuel James.
1865	M.B..	McKenna, Charles.
1849	B.A..	[8]McKenzie, J. G. D. (*Ob.*)
1854	B.A..	McKeown, John.
1856	M.A..	
1871	M.B..	McKinnon, Angus.
1872	M.D..	
1864	M.B..	[9]McLaughlin, J. W.
1845	B.A..	McLean, Thomas Alexander.
1850	M.A..	

1. Silver Medallist in Natural Sciences.
2. Silver Medallist.
3. Silver Medallist in Metaphysics, &c.
4. Gold Medallist in Mathematics and Silver Medallist in Modern Languages.
5. Silver Medallist.
6. Gold Medallist.
7. Silver Medallist in Metaphysics, &c.
8. Silver Medallist in Evidences.
9. Gold Medallist.

GRADUATES—*Continued.*

Mc.

Date of Admission.		
1862	B.A..	[1]McLellan, James Alexander.
1863	M.A..	
1872	LL.B.	
1873	LL.D.	
1872	M.B..	McLellan Charles.
1863	LL.B.	McMahon, Thomas Babington.
1848	B.A..	[2]McMichael, Daniel.
1849	B.C.L.	
1860	M.A..	
	LL.D.	
1872	B.A..	McMichael, David Aaron.
1875	B.A..	[3]McMurchie, James.
1861	B.A..	[4]McMurchy, Archibald.
1868	M.A..	
1863	B.A..	[5]McMurrich, William Barclay.
1864	M.A..	
1858	B.A..	McNaughton, Thomas
1863	B.A..	[6]McNish, Neil.
1864	M.A..	
1873	LL.B.	
1874	LL.D.	
1871	B.A..	McPherson, Helenus Hill.
1872	M.A..	
1873	B.A..	[7]McPherson, Lafayette Alexander.
1869	B.A..	McQuesten, Isaac Baldwin.
1870	M.A..	
1863	B.A..	[8]McWilliams, William G.

N.

1869	B.A..	[9]Nason William Randall (*Ob.*).
1864	M.B..	Newman, John B.

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

N.

Date of Admission.		
1867	M.B..	[1]Newton, J. H.
1868	M.D..	
1873	M.B..	Nichol William.
1873	B.A..	[2]Nichols, John.
1850	M.D..	Nicol, W. B. (*Hon.*)
1864	M.B..	Nicol, H.
1865	M.D..	

O.

1845	M.D..	O'Brien, Lucius (*Ad eundem.*)
1861	LL.B.	O'Brien, William E.
1861	LL.B.	O'Gara, Martin.
1860	B.A..	[3]Ogden, Isaac O. (*Ob.*)
1860	M.B..	[4]Ogden, W. W.
1868	M.B..	Ogden, John.
1870	M.B..	Ogilvie, Robert.
1854	B.A..	[5]Oille, Lucius Sterne.
1858	M.A..	
	M.B..	
1859	M.D..	
1863	B.A..	[6]Oldright, William.
1865	M.B..	
1867	M.A..	
	M.D..	
1857	B.A..	[7]Oliver, William.
1870	B.A..	[8]O'Meara, James Dallas.
1874	M.A..	
1875	M.B..	O'Neil Edward.
1861	B.A..	[9]Ormiston, David.
1866	M.B..	Oronhyatekha.
1867	M.D..	
1863	M.B..	Orton, Richard.

1. Silver Medallist.
2. Gold Medallist in Natural Sciences.
3. Gold Medallist in Metaphysics, &c.
4. Silver Medallist.
5. Gold Medallist in Medicine.
6. Gold Medallist in Modern Languages.
7. Gold Medallist in Natural Sciences.
8. Gold Medallist in Metaphysics, &c.
9. Silver Medallist in Mathematics.

GRADUATES—*Continued.*

O.

Date of Admission.		
1862	LL.B.	Osler, Britton Bath.
1872	B.A..	O'Sullivan, Dennis Ambrose.

P.

1867	M.B..	[1]Palmer, R. N.
1868	M.D..	
1860	LL.B.	Papps, George S.
1875	M.B..	Park, Hugh.
1865	M.B..	Pasmore, W. J.
1866	M.D..	
1866	B.A..	[2]Paterson, John Alexander
1867	M.A..	
1874	M.B..	Paterson, Charles A.
1867	B.A..	[3]Patterson, Ephraim George.
1869	M.A..	
1864	B.A..	Patteson, Thomas Charles (*Ad eundem.*)
1848	B.C.L.	Patton James.
1858	LL.D.	
1858	B.A..	Paul, Cornelius Danford.
1859	M.A..	
1868	B.A..	Paul Edgar Taylor.
1865	M.B..	Pentland, William R.
1862	LL.B.	Penton, Edward.
1868	B.A..	Pepper John.
1873	B.A..	Perdue William Egerton.
1853	B.A..	[4]Peterson, Henry William.
1856	M.A..	
1872	M.B..	Peterson, Henry.
1870	B.A..	Pettigrew, Robert.
1872	M.A..	
1870	M.B..	Pettigrew, George A.
1859	M.B..	Phillips, Thomas G.
1860	M.D..	
1860	M.B..	[5]Playter, Edward.
1868	M.D..	

1. Silver Medallist and Starr Medallist.
2. Silver Medallist in Mathematics.
3. Gold Medallist in Mathematics.
4. Medallist in Ethics.
5. Silver Medallist.

P.

Date of Admission.		
1869	M.B..	Pollard, Stephen Ballard.
1861	M.B..	Pollock, Duncan J.
1874	B.A..	[1]Ponton, Edward George.
1864	M.B..	Potts, Robert (*Ob.*)
1851	B.A..	Preston, James Abraham.
1866	LL.B.	Preston, David Hiram.
1867	B.A..	Preston, J.
1867	B.A..	Pruyn, David John.
1869	M.A..	
1874	B.A..	Putnam, Alanson Harris.
1868	B.A..	Pyper, Lewis.

R.

1869	B.A..	Radenhurst, George Arthur.
1874	M.A..	
1865	M.B..	Rae, Francis.
1866	M.D..	
1845	M.A..	Ramsay, William.
1863	M.B..	[2]Ramsey, Samuel Francis.
1874	B.A..	Rankin, John Brown.
1858	B.A..	[3]Rattray, William Jordan.
1862	LL.B.	Read, Frederick Arthur (*Ob.*)
1875	B.A..	Reavley, Albert Wilson.
1867	B.A..	[4]Reesor, Frederick Augustus.
1870	B.A..	Reesor, Henry Arthur.
1861	B.A..	Reeve, William Albert.
1862	M.A..	
1862	B.A..	[5]Reeve, Richard A.
1868	B.A..	Reid, William John.
1874	B.A..	Reid, Joseph.
1868	B.A..	[6]Rennelson, William Hector.
1869	M.A..	
1875	M.B..	Renwick, James Weir.
1870	M.B..	Reynolds, Thomas Noble.

1. Silver Medallist in Modern Languages.
2. Gold Medallist.
3. Gold Medallist in Metaphysics, &c.
4. Silver Medallist in Mathematics.
5. Silver Medallist in Natural Sciences.
6. Gold Medallist in Metaphysics, &c.

GRADUATES—*Continued.*

R.

Date of Admission.		
1870	B.A..	[1]Richards, Albert Elswood.
1871	M.A..	
1848	M.B..	Richardson, James Henry.
1850	M.D..	
1867	M.B..	Richardson, H.
1870	M.D..	
1871	M.B..	Richardson, Samuel R.
1873	M.B..	Richardson, Joseph.
1874	B.A..	Richardson, Samuel.
1845	B.A..	Roaf, John (*Ob.*)
1848	M.A..	
	B.C.L.	
1851	B.A..	[2]Robarts, Thomas Tempest.
1861	LL.B.	Robertson, Henry.
1864	B.A..	[3]Robertson, Thomas Jaffray.
1866	B.A..	Robertson, Alexander James.
1870	M.B..	Robertson, Hugh.
1873	B.A..	[4]Robertson, William John.
1846	B.A..	[5]Robinson, Christopher.
1865	B.A..	Robinson, Lawrence C.
1866	M.A..	
1869	B.A..	[6]Robinson, George Hunter.
1871	M.A..	
1869	M.B..	Robinson, Andrew Rose.
1871	B.A..	[7]Robinson, John Gunn.
1873	M.A..	
1872	M.B..	Robinson, Jonathan.
1873	M.B..	Robinson, Robert Hunter.
1860	B.A..	Rock, Warren.
1862	B.A..	Roger, Walter M.
1867	M.A..	

1. Silver Medallist in Modern Languages.
2. Medallist in Metaphysics, &c.
3. Silver Medallist in Mathematics.
4. Gold Medallist in Metaphysics, &c., Silver Medallist in Mathematics, and Prince's Prizeman.
5. Jameson Medallist.
6. Silver Medallist in Classics.
7. Silver Medallist in Modern Languages.

R.

Date of Admission.		
1857	B.A..	[1]Ross, James.
1865	M.A..	
1860	B.A..	Ross, David Wilson.
1861	B.A..	Ross, John B. (*Ob*).
1869	B.A..	[2]Ross, Homer Hugo.
1871	M.A..	
1874	B.A..	Ross, Arthur Wellington.
1875	B.A..	Ross, David.
1864	B.A..	Rossin, Julius.
1870	M.B..	Rowan, Peter Joseph.
1872	B.A..	Rutherford, Walter.
1864	B.A..	[3]Rutledge, James.
1848	B.A..	Ryerson, Egerton Fish.
1857	M.A..	
1870	B.A..	Ryerson, Charles Egerton.

S.

1858	LL.B.	[4]Sampson, David Ashe (*Ob.*)
1860	B.A..	
1861	M.A..	
1856	B.A..	Sanderson, Joseph Edward.
1858	M.A..	
1850	M.D..	Scott, John.
1860	B.A..	Scott, William Hepburne.
1863	B.A..	[5]Scott, Thomas H.
1868	M.A..	
1865	B.A..	Scott, Robert George.
1872	M.B..	Scott, Alexander.
1872	B.A..	[6]Scott, Henry James.
1874	B.A..	Scott, Alexander.
1869	B.A..	[7]Scrimger, John.
1871	M.A..	
1864	B.A..	Seath, John (*Ad eundem*).
1864	B.A..	[8]Seymour, Frederick Elias.
1865	M.A..	

1. Gold Medallist in Modern Languages.
2. Silver Medallist in Natural Sciences.
3. Silver Medallist in Mathematics.
4. Silver Medallist in Law.
5. Silver Medallist in Modern Languages.
6. Gold Medallist in Metaphysics, &c.
7. Silver Medallist in Modern Languages, and in Metaphysics, &c.
8. Gold Medallist in Modern Languages.

GRADUATES—*Continued.*

S.

Date of Admission.		
1863	M.B..	Shantz, Samuel E. (*Ob.*
1864	M.D..	
1864	B.A..	Sharpe, William.
1848	B.A..	Shaw, John (*Ob.*)
1874	M.B..	[1]Shaw, George.
1875	B.A..	[2]Shaw, George Edmund.
1864	M.B..	Sill, Abraham.
1866	M.D..	
1867	B.A..	Sills, Orville.
1860	B.A..	[3]Sinclair, William.
1864	M.B..	Sinclair, L. C.
1866	M.B..	Sinclair, J.
1870	B.A..	[4]Sinclair, Angus.
1871	M.A..	
1859	LL.B..	Sisson, Jonathan.
1868	M.B..	Sloane, Allan C.
1865	M.B..	Smale, S. B
1873	B.A..	[5]Small, John Turnbull.
1875	M.A..	
1873	B.A..	Smellie, Thomas Stuart Traill.
1874	M.A..	
1865	B.A..	Smiley, John.
1868	M.A..	
1848	B.C.L.	Smith, Larratt William.
1852	D.C.L.	
1857	B.A..	Smith, James Fox.
1861	LL.B..	[6]Smith, Robert.
1862	LL.B..	Smith, James Frederick.
1864	LL.B..	Smith, George Young.
1865	LL.B.	Smith, A. F.
1865	LL.B..	Smith, Robert W.
1866	M.B..	Smith, Daniel.
1867	M.D..	
1869	B.A..	Smith, James Bruce.
1870	M.B..	[7]Smith, Charles M.

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

S.

Date of Admission.		
1873	M.A..	Smith, Goldwin, (*Ad eundem.*)
1874	M.B..	Smith, George.
1875	B.A..	[1]Smyth, Thomas Henry.
1867	B.A..	[2]Smythe, Edward Handley.
1871	M.A..	
1868	LL.B..	Snelling, Richard.
1873	LL.D..	
1864	B.A..	[3]Snider, Elias Franklin.
1873	B.A..	[4]Snider, Colin George.
1875	B.A..	[5]Snider, David Martin.
1869	B.A..	Somerville, John.
1870	M.A..	
1867	M B..	[6]Sparks, Thomas.
1860	LL B..	[7]Spencer, Theodore Henry.
1870	LL.D..	
1870	B A..	[8]Spencer, Zeno Carpenter.
1864	B A..	Spotton Henry Byron.
1865	M A..	
1865	B.A..	Squire, George H.
1870	M.B..	[9]Standish, John.
1845	B A..	Stanton, James.
1859	LL.B..	Stanton, William Irvine.
1861	LL.B..	Stayner, Frederick Henry
1869	M.B..	Steele, Charles Albert (*Ob*).
1845	B.A..	[10]Stennett, Walter.
1848	M.A..	
1861	LL B.	Stephens, Richard Porter.
1868	B.A..	Stevenson, Edward S.
1862	LL.B.	Stewart, Hamilton D.
1863	M.B..	Stewart, James W.
1867	B.A..	Stewart, McLeod.
1870	M.A..	

1. Silver Medallist in Natural Sciences.
2. Silver Medallist in Metaphysics, &c.
3. Gold Medallist in Natural Sciences.
4. Silver Medallist in Metaphysics, &c.
5. Silver Medallist in Classics.
6. Silver Medallist.
7. Silver Medallist.
8. Silver Medallist in Natural Sciences.
9. Silver Medallist.
10. Jameson Medallist and Medallist in Metaphysics and in Evidences.

GRADUATES—*Continued.*

S.

Date of Admission.	
1872 B.A..	Stewart, Dugald.
1873 B.A..	[1]Stewart, Alexander.
1849 B.A.. / 1851 B.C.L.	[2]Stinson, Ebenezer (*Ob.*)
1870 M.B..	Stone, David Franklin.
1873 B.A.. / 1875 M.A..	[3]Straith, Peter.
1862 B.A..	Strang, Hugh Innes.
1868 LL.B..	[4]Street, William P. R.
1862 LL.B..	Stuart, Albert Henry.
1872 B.A..	Stuart, John Lowry.
1866 M.B..	Stubbs, J.
1859 B.A.. / 1861 MA...	[5]Sullivan, Robert (*Ob.*)
1868 LL.B..	Sullivan, Dion C.
1867 B.A..	Sully, J. D. D.
1872 B.A..	Sutherland, William Macbeth.
1873 LL.B..	Sutherland, D. G.
1866 M.B..	Sutton, H. H.
1869 M.B..	Swan, Thomas.

T.

1865 B.A.. / 1866 M.A..	[6]Tamblyn, William W.
1856 B.A.. / 1858 M.A..	Tassie, William.
1859 B.A..	[7]Tassie, Henry.
1874 B.A..	Tassie, Alexander Stewart.
1856 B.A.. *Ad eundem.* / 1856 M.A..	Taylor, Thomas Wardlaw.
1865 B.A..	Taylor, Henry B.
1867 B.A.. / 1870 M.A..	Taylor, John.

1. Silver Medallist in Metaphysics, &c.
2. Silver Medallist in Natural Philosophy, in Arts, and Gold Medallist in Law.
3. Silver Medallist in Metaphysics, &c.
4. Gold Medallist.
5. Gold Medallist in Metaphysics, &c., and Silver Medallist in Modern Languages.
6. Silver Medallist in Modern Languages.
7. Silver Medallist in Classics.

T.

Date of Admission.	
1868 M.B..	Taylor, William H.
1871 M.B..	Taylor, Alexander.
1874 M.B..	Taylor, Charles Edward Stuart.
1871 B.A..	[1]Teefy, John Read.
1861 M.B..	Tempest, William (*Ob.*)
1865 M.B.. / 1869 M.D..	Tennant, James Sutherland.
1854 B.A..	Thom, James.
1861 B.A.. / 1865 M.A..	[2]Thom, John Highet.
1864 M.B.. / 1866 M.D..	Thom, J. C.
1865 B.A..	[3]Thompson, James B.
1874 B.A..	[4]Thompson, George Wallace.
1845 B.A..	Thomson, John Edgeworth
1859 M.D..	Thorburn, James (*Ad eundem.*)
1865 M.B..	Thorburn, Richard.
1869 B.A..	[5]Thornton, Robert McAlpine.
1864 M.B..	Tisdale, J. C. (*Ob.*)
1858 B.A.. / 1859 M.A.. / 1860 M.B.. / 1861 M.D..	[6]Tisdell, Francis B. (*Ob*).
1873 B.A.. / 1874 M.A..	[7]Torrance, John.
1866 B.A.. / 1870 M.A..	Traver, A. J.
1872 B.A..	Traver, Elliot.
1863 M.B..	Trenor, J. B.
1854 B.A.. / 1859 M.A..	Trew, Neil McLean.
1875 M.B..	Trimble, Robert John.
1861 B.A..	[8]Turnbull, James.

1. Silver Medallist in Mathematics.
2. Silver Medallist in Mathematics.
3. Gold Medallist in Natural Sciences.
4. Gold Medallist in Natural Sciences.
5. Silver Medallist in Metaphysics, &c.
6. Silver Medallist in Medicine.
7. Silver Medallist in Metaphysics, &c.
8. Gold Medallist in Modern Languages.

GRADUATES—*Continued.*

T.

Date of Admission.		
1873	B.A..	Turnbull, Alexander Mathieson.
1859	M.D..	Turner, Henry (*Ad eundem.*)
1857	M.A..	Turpin, John (*Ad eundem.*)
1851	B.A..	[1]Tyner, Richard James (*Ob.*)
1862	B.A..	[2]Tytler, William.

U

1856	B.A..	Unsworth, Richard.
1862	LL.B..	Upper, Martin C.

V.

1864	M.B..	Vail, Charles L.
1864	B.A..	[3]VanderSmissen, William Henry.
1866	M.A..	
1846	B.A..	Vankoughnet, Bolton John (*Ad eundem.*)—(*Ob.*)

W.

1860	B.A..	[4]Wadsworth, James J.
1868	M.A..	
1866	M.B..	
1868	M.B..	Wadsworth, Andrew H.B.
1870	M.B..	[5]Wagner, William Jacob.
1856	B.A..	[6]Walker, Nathaniel Osborne.
1857	M.B..	
1859	M.A..	
	M.D..	
1867	B.A..	[7]Walker, William Frederick
1869	M.A..	
1874	LL.B..	
1866	M.B..	Wallace, J.
1867	M.D..	
1873	B.A..	[8]Wallace, Francis Huston.
1874	M.A..	

1. Chancellor's Medallist for Evidences.
2. Gold Medallist in Natural Sciences.
3. Silver Medallist in Classics.
4. Gold Medallist in Natural Sciences in Arts, Silver Medallist in Medicine.
5. Silver Medallist and Starr Silver Medallist.
6. Gold Medallist in Natural Sciences.
7. Silver Medallist in Law.
8. Gold Medallist in Classics.

W.

Date of Admission.		
1873	B.A..	Wallace, James.
1861	M.B..	Wanless, John.
1862	M.D..	
1865	B.A..	[1]Wardrop, Robert.
1859	B.A..	Waters, David.
1860	M.A..	
1867	LL.B..	
1870	LL.D..	
1868	M.B..	Waters, George.
1866	B.A..	[2]Watt, William.
1873	LL.B..	
1858	M.A..	Watts, Walter Angus, (*Ad eundem*).
1845	B.A..	[3]Wedd, William.
1848	M.A..	
1854	B.A..	[4]Wells, Rupert Mearse.
1871	M.B..	Wells, Samuel Machell.
1873	B.A..	Wellwood, Nesbitt John.
1849	B.A.. *Ad eundem.*	Westropp, Robert Giddings.
1849	M.A..	
1860	B.A..	White, Joseph.
1865	M.B..	White, Thomas.
1866	M.D..	
1867	B.A..	[5]White, John.
1868	M.A..	
1870	M.B..	White, John Edward.
1872	B.A..	[6]White, James.
1873	M.A..	
1875	M.B..	
1874	M.B..	Whitehead, Alexander J.
1874	M.B..	Whiteman, Robert.
1864	M.B..	Whiteside, W. N.

1. Silver Medallist in Mathematics.
2. Silver Medallist in Modern Languages.
3. Silver Medallist in Classics.
4. Jameson Medallist and Silver Medallist in Ethics.
5. Gold Medallist in Modern Languages.
6. Silver Medallist in Classics in Arts, Silver Medallist and Starr Silver Medallist in Medicine.

GRADUATES—*Continued.*

W.

Date of Admission.		
1848	B.A..	[1]Wickson, Arthur.
1850	M.A..	
1860	LL.B.. LL.D..	
1871	B.A.	[2]Wightman, John Roaf.
1872	M.A..	
1872	LL.B..	Wilkes, Alfred J.
1875	B.A..	[3]Wilkie John.
1866	M.B..	Wilkins, George.
1868	M.D..	
1869	B.A..	[4]Wilkins, David Francis Henry.
1866	B.A..	[5]Williams, Adolphus.
1866	M.B..	Williams, R. W.
1870	M.B..	[6]Williams, Alfred.
1872	B.A..	[7]Williams, William.
1862	B.A..	Willson, Arthur L.
1863	M.A..	
1864	B.A..	[8]Wilson, John S.
1865	M.A..	
1874	B.A..	[9]Wilson, William Alexander
1857	B.A.. *Ad eundem.*	Windeat, James.
1857	M.A..	
1849	B.A..	Winer, William.
1853	M.A..	
1864	M.B..	Winn, Theophilus B.

1. Gold Medallist in Classics.
2. Gold Medallist in Metaphysics, &c.
3. Silver Medallist in Natural Sciences.
4. Silver Medallist in Natural Sciences.
5. Silver Medallist in Natural Sciences.
6. Silver Medallist.
7. Silver Medallist in Modern Languages.
8. Silver Medallist in Mathematics.
9. Silver Medallist in Metaphysics, &c.

W.

Date of Admission.		
1863	B.A..	Withrow, William H.
1864	M.A..	
1860	LL.B..	Wood, Samuel George.
1853	B.A..	Woodruff, William.
1856	M.B.. M.D..	
1862	B.A..	[1]Woods, Samuel.
1864	M.A..	
1865	B.A..	Woolverton, Algernon.
1867	M.A..	
1869	B.A..	Woolverton, Linus.
1870	M.A..	
1863	B.A..	[2]Wright, Thomas W.
1866	B.A..	[3]Wright, Adam Henry.
1873	M.B..	
1866	B.A..	Wright, George Sills.
1867	M.B..	Wright, George.
1872	M.B..	Wright, Frederick Henry.
1875	B.A..	Wright, Joseph Alfred.

Y.

1867	B.A..	[4]Yale, Henry.
1869	B.A..	Young, F. H.
1873	M.A..	Young, George Paxton, (*Ad eundem*).
1874	B.A..	[5]Yule, James Colton.

Z.

1872	M.B..	[6]Zimmerman, Richard.

1. Gold Medallist in Classics.
2. Gold Medallist in Mathematics.
3. Silver Medallist in Medicine.
4. Silver Medallist in Modern Languages.
5. Silver Medallist in Classics and in Metaphysics, &c.
6. Gold Medallist and Starr Gold Medallist.

DIPLOMAS IN CIVIL ENGINEERING.

1861 Robertson, C. F. (*Prizeman.*)
1862 Bellairs, Walter George. (*Prizeman.*)
1862 Irwin, Benoni.
1867 Brown, Gerald C. (*Prizeman.*)
1870 Kippax, Hargreaves.

DIPLOMAS IN AGRICULTURE.

1862 Farewell, John E. (*Prizeman.*)
1862 Forneri, Cosford C.
1862 Thompson, James B. (*Prizeman.*)
1865 Greer, George M. (*Prizeman.*)
1866 Morgan, James Choppin. (*Prizeman.*)
1867 Bryce, George. (*Prizeman.*)
1870 Palmer, Benson Jones.
1872 Palmer, Elgin Burpe.
1873 Madill, Francis.

UNDERGRADUATES.

FACULTY OF LAW.

Date of Admission.	
1869	Alward, Silas.
1868	Bell, A.
1871	Christie, Donald Malcolm.
1875	Crerar, John.
1867	Delamere, Thomas Dawson.
1866	Deroche, Hammel Madden.
1867	Elliott, William Moore.
1867	Fenton, Frederick.
1869	Fitzgerald, William.
1874	Galt, Alexander Casimir.
1866	Goodwillie, George Stewart.
1867	Hill, Hammel P.
1865	Jones, John Williamson.
1873	Killam, Albert Clements.
1866	Livingston, Robert Thomson.
1868	McCabe, J.
1866	McMurrich, William Barclay.
1874	O'Sullivan, Dennis Ambrose.
1873	Radenhurst, George Arthur.
1867	Reesor, Henry Arthur.
1874	Robertson, William John.
1867	Rutledge, James.
1873	Scott, Henry James.
1865	Secord, John.
1870	Smythe, Edward Handley.

FACULTY OF MEDICINE.

Date of Admission.	
1875	Adams, William Anderson.
1870	Aitcheson, William.
1869	Appelbe, James.
1865	Bell, Forrest F.
1873	Bentley, Richard Irvine.
1873	Birdsal, Samuel Edsal.
1875	Bonnar, Hector Alexander.
1873	Bowerman, Albert Claude.
1867	Bredin, Richard.
1865	Brunel, John.
1867	Buchner, John L.
1875	Burns, Wesley Jones.
1873	Burt, Franklin.
1874	Byam, John Wesley.
1873	Carthew, Charles Edward.
1867	Clarke, John.
1869	Clarke, Alfred.
1869	Clarke, Thomas Field.
1874	Clarke, C. K.
1866	Cluxton, Frederick Charles.
1866	Coulter, William.
1875	Davidson, Alexander.
1875	Duggan, Frederick Joseph.
1873	Egleston, John Phineas.
1867	Farewell, George McGill.
1872	Farewell, Abram Alfred Inkerman.
1873	Field, Byron.
1873	Fisher, David Merritt.

UNDERGRADUATES.—*Continued.*

Date of Admission.	
1875	Gardiner, John Herbert.
1871	Gordon, James Robert.
1873	Gordon, George.
1873	Grant, Andrew.
1875	Grant, William Frank Gervase.
1868	Grasett, Frederick Lemaitre.
1875	Griffin, Herbert Spohn.
1869	Hamilton, John Robert.
1870	Hamilton, Robert.
1875	Heartwell, Oliver Tiffany.
1875	Hooper, Thomas Howard.
1875	Jamieson, David.
1870	Johnston, James Silas.
1870	Kelly, James.
1873	Kennedy, George Allan.
1870	King, John Sumpter.
1866	Kitchen, Daniel Hickson.
1874	Kitchen, Edward Collver.
1869	Klotz, Otto Julius.
1873	Knowles William Rattray.
1873	Lackner, Henry George.
1870	Lavell, Charles Henry.
1875	Lehman, William.
1868	Locke, Charles F. A.
1866	MacCrimmon, Donald Alexander.
1871	Macdonald, Hugh.
1873	Minaker, William.
1871	Moran, J. B.
1873	Murray, Sydney Smith.
1865	McCosker, Joseph.
1867	McDiarmid, Duncan.
1870	McDiarmid, James.
1873	McDonagh, George Raymond.
1873	McDonald, Duncan Forbes.
1870	McFayden, Duncan.
1871	McGillivray, John Alexander.
1868	McLaren, Alexander.
1871	McLean, John.

Date of Admission.	
1867	McMaster, N. G.
1866	McNaughton, John.
1873	McPhedran, Alexander.
1873	Ogg, Alexander Stark.
1873	Orr, Rowland Beatty.
1873	Page, Arthur Wellesley.
1873	Perkins, Orville Juan.
1875	Pomeroy, John Reynolds.
1873	Reeve, John Edward.
1867	Reid, George.
1873	Reynolds, Henry James.
1875	Reynolds, Arthur Rowley.
1873	Richards, Nicholas D.
1874	Richardson, Samuel.
1866	Robertson, John M.
1873	Robinson, Alexander.
1875	Ross, James Frederick William.
1873	Sanderson, Albert.
1871	Sandison, Edward.
1867	Sharpe, William James.
1873	Shaver, Alexander W.
1872	Shaw, Frank Wood.
1873	Shogejowaneh.
1874	Sivewright, John Philip.
1875	Smith, John Washington.
1868	Spiers, Richard B.
1873	Stone, George Wethington.
1875	Strangways, William Franklin.
1873	Stuart, William Theophilus.
1873	Thompson, John Nixon.
1874	Tyrrell, Robert Shaw.
1866	Whiting, Matthew Alexander.
1869	Wilkinson, Arthur.
1865	Willcox, Marshall Bidwell.
1873	Wilson, William John.
1867	Yokome, Firman Richard.
1869	Young, William Howie.

UNDERGRADUATES—*Continued.*

FACULTY OF ARTS.

Date of Admission.	
1860	Albert Edward, P. (*Ad eundem*).
1872	Abraham, Robert Henry.
1873	Adair, James.
1872	Aikins, William Heber.
1873	Aikins, Henry Wilberforce.
1873	Alexander, William John.
1869	Allison, James.
1864	Amos, Walter.
1865	Anderson, John McKenzie.
1870	Arkland, Henry John.
1871	Armour, Edward Douglas.
1871	Armstrong, John.
1873	Arthy, Edward Westhead.
1866	Atkinson, John Sangster.
1869	Bain, George Wallace.
1873	Baird, Andrew.
1868	Baldwin, Edmund St. George.
1869	Balfour, John Page.
1870	Barr, Isaac.
1875	Barron, Robert.
1874	Bates, Joseph Irving.
1875	Bates, Stuart Samuel L.
1874	Beattie, Daniel.
1870	Beckett, Samuel L.
1872	Bell, James Washington.
1874	Bell, Andrew James.
1873	Beynon, George William.
1873	Beynon, Thomas Barnes.
1868	Bickle, William.
1875	Bitzer, Conrad.
1874	Black, William.
1872	Blackadar, Alfred Kimball.
1872	Boyd, Charles.
1873	Bowes, Edward Addison Emmet.
1875	Bowa, John Campbell Ferrie.
1871	Britton, William.
1867	Brown, William Godbee.
1872	Brown, Thomas.
1873	Brown, Edward Betley.
1873	Brown, James Roland.
1870	Bruce, John.
1870	Bryant, John Ebenezer.
1872	Bryce, Peter.
1869	Burnham, George Herbert.
1868	Burton, Warren.
1872	Cameron, John.
1874	Cameron, John William.
1875	Cameron, Edward Robert.
1875	Cameron, John Donald.
1872	Campbell, Peter Sinclair.
1874	Campbell, Alexander Urquhart.
1875	Campbell, John Henry Mayne.
1871	Canby, Benjamin Franklin.
1872	Carey, Robert Dobree.
1872	Carmichael, William.
1875	Carruthers, John.
1867	Caswell, David John.
1866	Cavers, John.
1874	Chisholm James.
1870	Christie, Donald Malcolm.
1871	Clark, Donald K.
1871	Clark, Malcolm Sinclair.
1871	Clarkson, Charles.
1875	Cleaver, Solomon.
1874	Clement, William Henry Pope.
1874	Clements, Edgar Nourood.
1869	Clump, Guildford Dudley.
1875	Cole, Addison.
1874	Condon, Frederick Tennyson.
1870	Cook, William.
1875	Copeland, Charles Moore.
1875	Corcoran, Thomas.
1870	Covernton, Theodore Selby.
1873	Cox, John Loane.
1872	Craig, James Penrhyn.
1873	Craigie, James.
1875	Crawford, Horace Edgar.
1874	Crowle, Frederick William.
1870	Crysler, Alexander.
1875	Culham, Joseph Alexander.

UNDERGRADUATES—*Continued.*

Date of Admission.	
1874	Cummings, Richard Black.
1869	Davidson, Robert Gordon.
1875	Davidson, Alexander Bruce.
1870	Davis, Thomas Robert.
1873	Davis, Samuel Percy.
1875	Davis, Ghent.
1873	Davison, James.
1875	Davison, John Lorenzo.
1874	Dawson, James.
1875	Delany, John Walter.
1875	Dickson, John Elder.
1870	Dixon, John.
1875	Dobbs, Ogilvie Graham.
1873	Dobbyn, William Richard.
1872	Doherty, John.
1871	Donnelly, John Henry.
1869	Dow, John Ball.
1869	Duff, Samuel J.
1872	Eakins, William George.
1873	Eastman, Samuel Henry.
1873	Eede, Charles.
1875	Elliott, John Wilson.
1871	English, Edward Noble.
1865	Evatt, William Worts.
1875	Fairbank, Henry Adington.
1874	Farmer, Jones.
1874	Farquharson, James.
1875	Fenwick, Murray M.
1871	Field, George Washington.
1872	Findlay, David.
1875	Fitzsimmons, William.
1869	Fleming, John.
1871	Fox, Edward T.
1870	Fullerton, James.
1875	Galbraith, Robert Alfred.
1875	Gibson, John.
1875	Gilmore, Thomas Henry.
1869	Glashan, John Cadenhead.
1870	Goggin, David James.
1868	Goldie, John.
1870	Gordon, Charles.
1871	Graham, James Young.

Date of Admission.	
1875	Graham, William Hugh.
1872	Grant, Wilbur.
1875	Gunn, Robert.
1875	Gunn, William.
1874	Hague, Dyson.
1870	Hall, Baldwin.
1874	Hamilton, James.
1870	Hankey, Francis Longsdon.
1872	Harris, Elmore.
1871	Harrison, Thomas Shaw.
1873	Harstone, John Chedley.
1873	Hayter, Frederic Edwin.
1872	Head, Sampson Leslie Howell.
1872	Hellmuth, Isidore, Frederick.
1875	Herridge, William Thomas.
1874	Hodge, Robert.
1872	Hodgins, Frank Egerton.
1867	Hope, Robert Knight.
1870	Hourigan, Andrew.
1873	Houston, John.
1869	Hoyles, Alfred Liddell.
1874	Hunt, William Homer.
1871	Hunter, James Henry.
1873	Hunter, James Macfie.
1873	Hunter, William Armstrong.
1871	Hurd, Hiram Scott.
1874	Hutt, Erastus Robert.
1875	Inglis, George.
1873	Innes, Alexander.
1875	Jacques, George Mortimer.
1873	Jardine, William Wilson.
1868	Johnson, William DeGeer.
1873	Johnston, Adam.
1874	Johnston, James Ronald.
1872	Jones, James Robert.
1868	Junor, Kenneth Frank.
1875	Justin, Benjamin Franklin.
1872	Kelly, John George.
1874	Kennedy, Robert William.
1872	Kerby, John Ross.
1873	Kerr, John.
1874	Keys, David Reade.

UNDERGRADUATES—*Continued.*

Date of Admission.	
1871	Kinrade, Thomas Lachlan.
1873	Langton, William Alexander.
1872	Lathrop, Charles Harvey.
1875	Lawrence, Fred.
1874	Lees, James Edward.
1871	Loan, John.
1867	Lonergan, Michael L. S.
1871	Macfarlane, Peter A.
1868	Machell, Henry Thomas.
1874	Mackenzie, Donald Cameron.
1867	Mackenzie, James Alexander.
1870	MacLaren, David.
1875	MacLaren, David.
1872	Magill, Hugh.
1870	Marling, Arthur Woodhouse.
1875	Marshall, Isaac Norton.
1867	Matthews, George.
1872	Meredith, Thomas Graves.
1875	Millar, Charles.
1875	Millar, Peter.
1868	Montgomery, Henry.
1870	Moore, Alvin Joshua.
1874	Morgan, Joseph.
1872	Morphy, Henry Edmund.
1868	Morrow, Walter.
1871	Muckle, John.
1875	Munro, Donald.
1874	McAlease, William Valleau.
1874	McBride, William.
1873	McCallum, Malcolm.
1868	McCarty, Daniel.
1875	McCaul, Charles Coursolles.
1875	McColl, Duncan.
1868	McDermid, Duncan.
1869	McDiarmid, John.
1870	McDonald, Donald.
1875	McDonald, John.
1875	McDonald, James.
1875	McDougall, James.
1874	McEwen, Peter Arthur.
1875	McFarland, Harry John.
1873	McGill, Solomon George,

Date of Admission.	
1873	McGregor, John Ormond.
1875	McGregor, Malcolm.
1870	McKay, Emanuel.
1872	McKechnie, D. L.
1874	McKechnie, Neil Sinclair.
1875	McLaren, George.
1867	McLeod, John.
1875	McMinn, William John Robertson.
1868	McMurchy, John Donald.
1875	McMurrich, James Playfair.
1875	McPhail, Daniel Frederick.
1869	McPhadyen, Hugh.
1873	McQuilkin, Samuel.
1874	Nason, Henry.
1873	Nicholson, Edward Elcock.
1874	Northrup, William Barton.
1870	Ogden, Walter Huntingdon.
1873	O'Hanly, John Mitchell.
1872	O'Rourke, Thomas Alfred.
1863	Orr, Robert Kimball.
1874	Orr, William Andrew.
1873	Orth, Malcolm Cameron.
1874	Page, Thomas Otway.
1868	Panton, James Hoyes.
1872	Paterson, David Smith.
1875	Patterson, James Wilson.
1875	Pendrey, Robert.
1872	Perkins, Jacob.
1872	Philip, William Knox.
1870	Phillips, Sylvanus.
1874	Pollock, James Edward.
1873	Ponton, William Nesbitt.
1862	Porter, George H.
1866	Porter, John M.
1874	Proctor, Edward Robert Chamberlain.
1868	Punshon, John William Vickers.
1875	Pyne, Albert Roberts.
1875	Ramsay, David Millar.
1875	Reddick, David.
1873	Redditt, Thomas Henry.
1869	Rich, Albert Russell.

UNDERGRADUATES—*Continued.*

Date of Admission.	
1867	Richmond, John M.
1869	Robertson, Francis Beverley.
1870	Robertson, Charles.
1869	Roger, Robert.
1870	Rolph, Thomas Taylor.
1871	Ross, John.
1871	Ross, Robert Armstrong.
1874	Ross, Herbert Charles.
1874	Ross, William Octavius.
1871	Russell, Alexander.
1874	Russell, John.
1873	Ruttan, Robert Fulford.
1872	Scott, William.
1870	Secord, Herbert Canning.
1875	Shaw, Alexander Boles.
1875	Shields, Alexander.
1875	Simmonds, Richard Reesor.
1873	Simpson Caleb Platt.
1865	Smith, Charles.
1870	Smith, James Bray.
1872	Smith, George Henri.
1873	Smith, Ira.
1874	Smith, John Sidney.
1875	Smith, George.
1875	Smoke, Samuel Clement.
1875	Smyth, William John.
1871	Snyder, Thomas.
1875	Somerville, George Anderson.
1864	Sparling, George B.
1873	Spotton, William Spenser.
1873	Stalker, Daniel.
1872	Steele, Alexander.
1870	Stevenson, Ephraim.
1869	Stewart, George.
1869	Stewart, John Smith.
1872	Stewart, Joseph William Alexander.
1871	Stuart, John.
1875	Sullivan, Frederick Eyre.
1875	Sutherland, Alexander.
1873	Tait, Donald.
1870	Taylor, Samuel John.
1869	Thomson, Thomas.
1874	Tibb, John Campbell.
1862	Tilley, John James.
1873	Troy, William Dennis.
1869	Tully, Andrew Farquhar.
1874	Turnbull, John A.
1871	Tyrrell, Robert Shaw.
1871	Vanderburg, James Francis.
1867	VanEvery. William Oliver.
1874	Wallace, William George.
1872	Walsh, William Legh.
1869	Watt, Robert.
1875	Weir, Samuel John.
1869	Wells, George Washington.
1872	Wetherell, James Elgin.
1875	White, William.
1869	Wicher, Thomas.
1866	Wiggins, R. Stephen.
1873	Wilson, John.
1874	Wolverton, Newton.
1867	Young, Thomas.

UNDERGRADUATES—*Continued.*

CIVIL ENGINEERING.

Date of Admission.	
1868	Brough, Redmond John.
1865	Brown, Miles.
1869	Brown, Arthur.
1873	Christie, Frederic Webster.
1875	Fowlds, Frederick William.
1875	Griffin, Albert Dyke.
1873	Irvine, Charles Robert.
1869	Kains, Thomas.
1868	Killaly, Richard Fleming.
1869	Klotz, Otto Julius.
1868	Leonard, Edwin E.
1872	McNabb, John Fitzpatrick.
1867	Ormond, James E.
1869	Pearce, William.
1868	Peters, Samuel Frank.
1873	Ross, George.
1875	Stewart, Robert.
1866	Watson, John George.
1871	Wilson, James.

AGRICULTURE.

Date of Admission.	
1868	Collins, Joseph Jonathan.
1870	Eadie, Robert.
1871	Fothergill, Augustus T.
1865	McLaren, W.
1871	Slade, Arthur.
1866	Squier, Isaac C.
1865	Wells, Alimando Jesse.

Scholarships.

MATRICULATION, 1875.

ARTS, (SENIOR MATRICULATION).

Classics..... SMOKE, S. C. Private tuition with Head Master Paris High School.

Mathematics..... MILLAR, P., from Peterborough Collegiate Institute.

General Proficiency..... MILLAR, P.; SMOKE, S. C.

ARTS, (JUNIOR MATRICULATION.)

Classics..... 1. HERRIDGE, W. T., (Treble) from Hamilton Collegiate Institute.

2. CAMERON, J. D., (Double) from Canadian Literary Institute, Woodstock.
CULHAM, J. A., from Whitby High School.

Mathematics..... 1. SOMERVILLE, G. A., (Double) from Whitby High School, and with W. Dale, M.A.

2. HERRIDGE, W. T.

3. DAVISON, J. L., from Newburgh High School, and private study.

English, French, & History.. WEIR, S. J., (Double) from Galt High School.

General Proficiency..... 1. HERRIDGE, W. T.

2. WEIR, S. J.

3. CAMERON, J. D.

4. SOMERVILLE, G. A.

5. DAVISON, J. L.

6. DICKSON, J. E., from Newmarket High School.

7. ELLIOTT, J. W., from Upper Canada College.

Medals, Scholarships, and Prizes.

Medals.

FACULTY OF MEDICINE.

GOLD MEDAL		BRITTON, W.
SILVER MEDAL	1.	WHITE, J.
	2.	BENNETT, J. H.
	3.	EAKINS, J. E.
STARR GOLD MEDAL		BRITTON, W.
STARR SILVER MEDAL	1.	WHITE, J.
	2.	BENNETT. J. H.

FACULTY OF ARTS.

Classics	GOLD MEDAL		KERR, F. W.
"	SILVER MEDAL	1.	BOYD, F. L.
"		2.	SNIDER, D. M.
"		3.	HARSTONE, L.
Mathematics	GOLD MEDAL		KING, W. F.
"	SILVER MEDAL	1.	FORSYTH, D.
Modern Languages	GOLD MEDAL		SHAW, G. E.
" "	SILVER MEDAL	1.	EMBREE, L. E.
" "		2.	ARMSTRONG, T. C. L.
Natural Sciences	GOLD MEDAL		FLETCHER, W.
" "	SILVER MEDAL	1.	SMYTH, T. H.
" "		2.	MCCOY, J.
" "		3.	WILKIE, J.
Metaphysics and Ethics	GOLD MEDAL		CARSCADDEN, T.
" "	SILVER MEDAL	1.	BEATTIE, F. R.
" "		2.	MCDIARMID, A. P. MCMURCHIE, J.

Scholarships.

FACULTY OF LAW.

THIRD YEAR ..... O'SULLIVAN, D. A.

FACULTY OF MEDICINE.

FIRST YEAR ..... GRIFFIN, H. S.
SECOND YEAR ..... STUART, W. T.
THIRD YEAR ..... MCPHEDRAN, A.

FACULTY OF ARTS.

Greek and Latin	1st Year	1.	MORGAN, J.
" "	"	2.	FARMER, J. (Double.)
" "	2nd Year	1.	WETHERELL, J. E.
" "	"	2.	JOHNSTON, A. (Treble.)
" "	3rd Year	1.	NICHOLSON, E. E.
" "	"	2.	HARRIS, E.
Mathematics	1st Year	1.	HAYTER, F. E.
"	"	2.	HAMILTON, J.
"	2nd Year	1.	BRYANT, J. E. (Double.)
"	"	2.	COX, J. L.
"	3rd Year		BLACKADAR, A. K. (Double.)
Modern Languages	2nd Year		JOHNSTON, A.
" "	3rd Year		EAKINS, W. G.
Natural Sciences	2nd Year		DAVIS, S. P.
" "	3rd Year		ABRAHAM, R. H.
Metaphysics, &c	2nd Year		EASTMAN, S. H.
"	3rd Year		STEWART, J. W. A.
History and Civil Polity	"		BRYCE, P. (Double.)
Special Proficiency in subjects other than Classics and Mathematics	1st Year		KEYS, D. R. (Double.
	2nd Year		BOWES, E. A. E. (Double.)
General Proficiency	1st Year	1.	NASON, H.
" "	"	2.	CHISHOLM, J.
" "	"	3.	FARMER, J.
" "	"	4.	KEYS, D. R.
" "	"	5.	HAGUE, D.
" "	2nd Year	1.	JOHNSTON, A.
" "	"	2.	BRYANT, J. E.
" "	"	3.	BOWES, E. A. E.
" "	"	4.	PONTON, W. N.
" "	3rd Year	1.	BLACKADAR, A. K.
" "	"	2.	CAMPBELL, P. S.
" "	"	3.	BRYCE, P.
" "	"	4.	PATERSON, D. S.

Prizes.

French Prose		SHAW, G. E.
German Prose		SHAW, G. E.
Oriental Languages	3rd Year	HARRIS, E.
"	2nd Year	BAIRD, A.
"	1st Year	BALFOUR, J. P.

Prince's Prize.

FLETCHER, W.

SUBJECTS FOR PRIZE COMPOSITIONS, 1876.

GREEK VERSE: (Iamb. Trim. Acat.)

Milton—Samson Agonistes, from "I was a fool too rash" to "in his wild aery flight."

GREEK PROSE:

W. S. Landor—Imaginary Conversations; Lord Brooke and Sir Philip Sidney, from "But away, away with politics" to "indifference and inconstancy."

LATIN VERSE:

"Hyperborei Triumphi."

LATIN PROSE:

Merivale—Romans under the Empire, Vol. IV., ch. xxxviii., p. 330, from "The silence of history throws a veil" to "compassion of the offended emperor," p. 335.

ENGLISH PROSE:

"The Crescent and the Cross."

ENGLISH VERSE:

"The Fountains of the Nile."

*FRENCH PROSE:

(Subject to be announced at the time of writing).

*GERMAN PROSE:

(Subject to be announced at the time of writing).

*To be written in the Hall, in the presence of the Examiners.

The Compositions (with the exception of the French and German Prose) signed with fictitious name or motto, and accompanied by an envelope having such fictitious name or motto on the outside, and the author's name inside, must be forwarded by post to the Registrar on or before the first day of May.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

JUNIOR MATRICULATION.

GREEK.

Examiner: W. D. PEARMAN, M.A.

I.

Translate:

ΧΑΡ. Καὶ πόσῳ δικαιότερον ἂν ἐμέ, ὦ Ἑρμῆ, ἐπαινοῖεν, ὃς αὐτόν σοι τὸν Μίλωνα μετ' ὀλίγον ξυλλαβὼν ἐνθήσομαι ἐς τὸ σκαφίδιον, ὁπόταν ἥκῃ πρὸς ἡμᾶς ὑπὸ τοῦ ἀναλωτοτάτου τῶν ἀνταγωνιστῶν καταπαλαισθεὶς τοῦ Θανάτου, μηδὲ ξυνεὶς ὅπως αὐτὸν ὑποσκελίζει, κἄπα οἰμώξεται ἡμῖν δηλαδὴ μεμνημένος τῶν στεφάνων τουτων καὶ τοῦ κρότου· νῦν δὲ μέγα φρονεῖ θαυμαζόμενος ἐπὶ τῇ τοῦ ταύρου φορᾷ. τί δ' οὖν οἰηθῶμεν; ἆρα ἐλπίζειν αὐτὸν καὶ τεθνήξεσθαί ποτε;

ΣΟΛ. Οὐδὲ σιδήρου ἐκεῖνός γε δεήσεται, ἀλλ' ἢν τε χαλκὸν ἤν τε χρυσὸν ἀναθῇς, ἄλλοις μέν ποτε κτῆμα καὶ ἕρμαιον ἔσῃ ἀνατεθεικὼς ἢ Φωκεῦσιν ἢ Βοιωτοῖς ἢ Δελφοῖς αὐτοῖς ἤ τινι τυράννῳ ἢ λῃστῇ τῷ δὲ θεῷ ὀλίγον μέλει τῶν σῶν χρυσοποιῶν.

ΚΡΟΙΣ. Ἀεὶ σύ μου τῷ πλούτῳ προσπολεμεῖς καὶ φθονεῖς.

ΕΡΜ. Οὐ φέρει ὁ Λυδός, ὦ Χάρων, τὴν παρρησίαν καὶ τὴν ἀλήθειαν τῶν λόγων, ἀλλὰ ξένον αὐτῷ δοκεῖ τὸ πρᾶγμα, πένης ἄνθρωπος οὐχ ὑποπτήσσων, τὸ δὲ παριστάμενον ἐλευθέρως λέγων. μεμνήσεται δ' οὖν μικρὸν ὕστερον τοῦ Σόλωνος, ὅταν αὐτὸν δέῃ ἁλόντα ἐπὶ τὴν πυρὰν ὑπὸ τοῦ Κύρου ἀναχθῆναι· ἤκουσα γὰρ τῆς Κλωθοῦς πρῴην ἀναγινωσκούσης τὰ ἑκάστῳ ἐπικεκλωσμένα, ἐν οἷς καὶ ταῦτα ἐγέγραπτο, Κροῖσον μὲν ἁλῶναι ὑπὸ Κύρου, Κῦρον δὲ αὐτὸν ὑπ' ἐκεινησὶ τῆς Μασσαγέτιδος ἀποθανεῖν. ὁρᾷς τὴν Σκυθίδα, τὴν ἐπὶ τοῦ ἵππου τούτου τοῦ λευκοῦ ἐξελαύνουσαν.

LUCIAN, *Charon.*

1. Parse ἐπαινοῖεν, τεθνήξεσθαι, ἀνατεθεικώς, ἐπικεκλωσμένα, ἁλῶναι.

2. Give the derivation and Latin equivalent of ὑποσκελίζει, λῃστῇ, and παῤῥησίαν.

3. Mark the quantity of the penult. of Λυδός, χρυσόν δηλαδή.

4. Discriminate between the uses of ἐπί with (α) Genitive, (β) Dative, (γ) Accusative.

II.

Translate:

δείξασα δέ μοι τὰ τοσαῦτα κἀμὲ τοῖς ἐπαινοῦσιν ἐκείνοις ἐπανήγαγεν αὖθις οὐκέτι τὴν ἐσθῆτα ἐκείνην ἐνδεδυκότα, ἣν εἶχον ἀφιπτάμενος, ἀλλ' ἐμοὶ ἐδόκουν εὐπάρυφός τις ἐπανήκειν. καταλαβοῦσα οὖν καὶ τὸν πατέρα ἑστῶτα καὶ περιμένοντα ἐδείκνυεν αὐτῷ ἐκείνην τὴν ἐσθῆτα κἀμέ, οἷος ἥκοιμι, καί τι καὶ ὑπέμνησεν, οἷα μικροῦ δεῖν περὶ ἐμοῦ ἐβουλεύσαντο. ταῦτα μέμνημαι ἰδὼν ἀντίπαις ἔτι ὤν, ἐμοὶ δοκεῖ, ἐκταραχθεὶς πρὸς τὸν τῶν πληγῶν φόβον. μεταξὺ δὲ λέγοντος, Ἡράκλεις, ἔφη τις, ὡς μακρὸν τὸ ἐνύπνιον καὶ δικανικόν.

LUCIAN, *Vita.*

1. Explain the construction of (α) οἷος ἥκοιμι. (β) μικροῦ δεῖν.

2. Parse ἑστῶτα. Give the derivation of εὐπάρυφος.

3. What is the force of the preposition in the following compounds: ἐπανήκειν, καταλαβοῦσα, ὑπέμνησεν, ἐκταραχθεὶς?

4. Decline Ἡράκλεις. Compare μακρός.

III.

Translate:

Τὴν μὲν γὰρ σὺν νηὶ θοῇ ἑλίκωπες Ἀχαιοί
Ἐς Χρύσην πέμπουσιν, ἄγουσι δὲ δῶρα ἄνακτι·
Τὴν δὲ νέον κλισίηθεν ἔβαν κήρυκες ἄγοντες
Κούρην Βρισῆος, τήν μοι δόσαν υἷες Ἀχαιῶν.
Ἀλλὰ σύ, εἰ δύνασαί γε, περίσχεο παιδὸς ἑῆος·
Ἐλθοῦσ' Οὔλυμπόνδε Δία λίσαι, εἴ ποτε δή τι
Ἢ ἔπει ὤνησας κραδίην Διὸς ἠὲ καὶ ἔργῳ.
Πολλάκι γάρ σεο πατρὸς ἐνὶ μεγάροισιν ἄκουσα

Εὐχομένης, ὅτ' ἔφησθα κελαινεφέϊ Κρονίωνι
Οἴῃ ἐν ἀθανάτοισιν ἀεικέα λοιγὸν ἀμῦναι,
Ὁππότε μιν ξυνδῆσαι Ὀλύμπιοι ἤθελον ἄλλοι,
Ἥρη τ' ἠδὲ Ποσειδάων καὶ Παλλὰς Ἀθήνη.
Ἀλλὰ σὺ τόν γ' ἐλθοῦσα, θεὰ, ὑπελύσαο δεσμῶν,
Ὠχ' ἑκατόγχειρον καλέσασ' ἐς μακρὸν Ὄλυμπον,
Ὃν Βριάρεων καλέουσι θεοὶ, ἄνδρες δέ τε πάντες
Αἰγαίων· ὁ γὰρ αὖτε βίῃ οὗ πατρὸς ἀμείνων·
Ὃς ῥα παρὰ Κρονίωνι καθέζετο κύδεϊ γαίων.

Τὴν μὲν ἔπειτ' ἐπὶ βωμὸν ἄγων πολύαιτις Ὀδυσσεὺς
Πατρὶ φίλῳ ἐν χερσὶ τίθει, καί μιν προσέειπεν·
"Ὦ Χρύση, πρό μ' ἔπεμψεν ἄναξ ἀνδρῶν Ἀγαμέμνων
Παῖδά τε σοὶ ἀγέμεν, Φοίβῳ θ' ἱερὴν ἑκατόμβην
Ῥέξαι ὑπὲρ Δαναῶν, ὄφρ' ἱλασόμεσθα ἄνακτα,
Ὃς νῦν Ἀργείοισι πολύστονα κήδε' ἐφῆκεν."
Ὣς εἰπὼν ἐν χερσὶ τίθει, ὁ δ' ἐδέξατο χαίρων
Παῖδα φίλην. τοὶ δ' ὦκα θεῷ κλειτὴν ἑκατόμβην
Ἑξείης ἔστησαν ἐΰδμητον περὶ βωμόν,
Χερνίψαντο δ' ἔπειτα καὶ οὐλοχύτας ἀνέλοντο.

HOMER, *Iliad*, I.

1. Parse ἔβαν, περίσχεο, λίσαι, ὤνησας, ἱλασόμεσθα, ἔστησαν.

2. Give the derivation of ἑλίκωπες, χερνίψαντο, οὐλοχύτας.

3. Scan the first two lines of extract (*a*) τὴν μὲν γὰρ κ.τ.λ. and ἐς Χρύσην κ.τ.λ.

4 What is the strict sense of εὔχομαι? How does Homer employ the appellations Ἀχαιοί, Δαναοί, and Ἀργεῖοι?

5. Give a short account of the various theories, which have been propounded respecting the authorship of the *Iliad* and *Odyssey*.

T

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

JUNIOR MATRICULATION.

GREEK.

HONORS AND SCHOLARSHIPS.

Examiner: W. D. PEARMAN, M.A.

I.

Translate:

Ἐπεὶ δὲ κατεπέμφθη ὑπὸ τοῦ πατρὸς σατράπης Λυδίας τε καὶ Φρυγίας τῆς μεγάλης καὶ Καππαδοκίας, στρατηγὸς δὲ καὶ πάντων ἀπεδείχθη οἷς καθήκει εἰς Καστωλοῦ πεδίον ἀθροίζεσθαι, πρῶτον μὲν ἐπέδειξεν αὐτὸν ὅτι περὶ πλείστου ποιοῖτο, εἴ τῳ σπείσαιτο καὶ εἴ τῳ συνθοῖτο καὶ εἴ τῳ ὑπόσχοιτό τι, μηδὲν ψεύδεσθαι. καὶ γὰρ οὖν ἐπίστευον μὲν αὐτῷ αἱ πόλεις ἐπιτρεπόμεναι, ἐπίστευον δ' οἱ ἄνδρες· καὶ εἴ τις πολέμιος ἐγένετο, σπεισαμένου Κύρου ἐπίστευε μηδὲν ἂν παρὰ τὰς σπονδὰς παθεῖν. τοιγαροῦν ἐπεὶ Τισσαφέρνει ἐπολέμησε, πᾶσαι αἱ πόλεις ἑκοῦσαι Κῦρον εἵλοντο ἀντὶ Τισσαφέρνους πλὴν Μιλησίων· οὗτοι δὲ ὅτι οὐκ ἤθελε τοὺς φεύγοντας προέσθαι ἐφοβοῦντο αὐτόν. καὶ γὰρ ἔργῳ ἐπεδείκνυτο καὶ ἔλεγεν ὅτι οὐκ ἄν ποτε προοῖτο, ἐπεὶ ἅπαξ φίλος αὐτοῖς ἐγένετο, οὐδ' εἰ ἔτι μὲν μείους γένοιντο, ἔτι δὲ κάκιον πράξειαν. φανερὸς δ' ἦν, καὶ εἴ τίς τι ἀγαθὸν ἢ κακὸν ποιήσειεν αὐτόν, νικᾶν πειρώμενος· καὶ εὐχὴν δέ τινες αὐτοῦ ἐξέφερον ὡς εὔχοιτο τοσοῦτον χρόνον ζῆν ἔστε νικῴη καὶ τοὺς εὖ καὶ τοὺς κακῶς ποιοῦντας ἀλεξόμενος. καὶ γὰρ οὖν πλεῖστοι δὴ αὐτῷ ἑνί γε ἀνδρὶ τῶν ἐφ' ἡμῶν ἐπεθύμησαν καὶ χρήματα καὶ πόλεις καὶ τὰ ἑαυτῶν σώματα προέσθαι.

XENOPHON, *Anabasis* I.

1. Parse *ὑπόσχοιτο, νικῷη, σπείσαιτο, προοιτο.* Mark the quantity of the penult. of *κάκιον, πεδίον,* and *ἐπεδείκνυτο.*

2. Describe the geographical position of (*a*) *Φρυγίας τῆς μεγάλης,* (*b*) *Καστωλοῦ πεδίον.*

II.

Translate:

Οὔτ' ἄρα ποίμνησιν καταΐσχεται οὔτ' ἀρότοισιν
Ἀλλ' ἥ γ' ἄσπαρτος καὶ ἀνήροτος ἤματα πάντα
Ἀνδρῶν χηρεύει, βόσκει δέ τε μηκάδας αἶγας.
Οὐ γὰρ Κυκλώπεσσι νέες πάρα μιλτοπάρῃοι,
Οὐδ' ἄνδρες νηῶν ἔνι τέκτονες, οἵ κε κάμοιεν
Νῆας ἐϋσσέλμους, αἵ κεν τελέοιεν ἕκαστα
Αστε' ἐπ' ἀνθρώπων ἱκνεύμεναι, οἷά τε πολλὰ
Ἄνδρες ἐπ' ἀλλήλους νηυσὶν περόωσι θάλασσαν·
Οἵ κέ σφιν καὶ νῆσον ἐϋκτιμένην ἐκάμοντο.
Οὐ μὲν γάρ τι κακή γε, φέροι δέ κεν ὥρια πάντα·
Ἐν μὲν γὰρ λειμῶνες ἁλὸς πολιοῖο παρ' ὄχθας
Ἁδρηλοὶ μαλακοί. μάλα κ' ἄφθιτοι ἄμπελοι εἶεν.
Ἐν δ' ἄροσις λείη· μάλα κεν βαθὺ λήϊον αἰεί
Εἰς ὥρας ἀμῷεν ἐπεὶ μάλα πῖαρ ὑπ' οὖδας.
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.

HOMER, *Odyssey* IX.

1. Parse *ἀμῷεν, ἀῆται, εἶεν, πεφύασιν.* Give the derivation of *μιλτοπάρῃοι, πείσματος.*

2. Give the Latin equivalent of *ὥρια, θυμός, πρυμνήσια.*

III.

Translate:

Χαρμίδην δὲ τὸν Γλαύκωνος ὁρῶν ἀξιόλογον μὲν ἄνδρα ὄντα, καὶ πολλῷ δυνατώτερον τῶν τὰ πολιτικὰ τότε πραττόντων, ὀκνοῦντα δὲ προσιέναι τῷ δήμῳ καὶ τῶν τῆς πόλεως πραγμάτων ἐπιμελεῖσθαι, "Εἰπέ μοι," ἔφη, "ὦ Χαρμίδη, εἴ τις, ἱκανὸς ὢν τοὺς στεφανίτας ἀγῶνας νικᾶν, καὶ διὰ τοῦτο αὐτός τε τιμᾶσθαι καὶ τὴν πατρίδα ἐν τῇ Ἑλλάδι εὐδοκιμωτέραν ποιεῖν, μὴ θέλοι ἀγωνίζεσθαι, ποῖόν τινα τοῦτον νομίζοις ἂν τὸν ἄνδρα εἶναι;" "δῆλον

ὅτι," ἔφη, "μαλακόν τε καὶ δειλόν." "Εἰ δέ τις," ἔφη, "δυνατὸς ὢν τῶν τῆς πόλεως πραγμάτων ἐπιμελόμενος τήν τε πόλιν αὔξειν καὶ αὐτὸς διὰ τοῦτο τιμᾶσθαι, ὀκνοίη δὴ τοῦτο πράττειν, οὐκ ἂν εἰκότως δειλὸς νομίζοιτο;" "Ἴσως," ἔφη· "ἀτὰρ πρὸς τί με ταῦτ' ἐρωτᾷς;" "Ὅτι," ἔφη, "οἶμαί σε, δυνατὸν ὄντα, ὀκνεῖν ἐπιμελεῖσθαι, καὶ ταῦτα ὢν ἀνάγκη σοι μετέχειν πολίτῃ γε ὄντι."

XENOPHON, *Memorabilia.*

1. ἀγῶνας νικᾶν. To what class does the *accusative* in this construction belong?

2. Give a short account of the writings of Xenophon.

Tr

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

JUNIOR MATRICULATION.

LATIN.

Examiner: S. ARTHUR MARLING, M.A.

I.

Translate:

Quem enim imperatorem possumus ullo in numero putare, cujus in exercitu veneant centuriatus atque venierint? Quid hunc hominem magnum aut amplum de republica cogitare, qui pecuniam, ex ærario depromptam ad bellum administrandum, aut propter cupiditatem provinciæ magistratibus diviserit aut propter avaritiam Romæ in quæstu reliquerit? Vestra admurmuratio facit, Quirites, ut agnoscere videamini, qui hæc fecerint; ego autem neminem nomino: quare irasci mihi nemo poterit, nisi qui ante de se voluerit confiteri. Itaque, propter hanc avaritiam imperatorum, quantas calamitates, quocumque ventum sit nostri exercitus ferant, quis ignorat? Itinera, quæ per hosce annos in Italia per agros atque oppida civium Romanorum nostri imperatores fecerunt, recordamini: tum facilius statuetis, quid apud exteras nationes fieri existimetis. Utrum plures arbitramini per hosce annos militum vestrorum armis hostium urbes, an hibernis sociorum civitates esse deletas? Neque enim potest exercitum is continere imperator, qui se ipsum non continet; neque severus esse in judicando, qui alios in se severos esse judices non vult. Hic miramur, hunc hominem tantum excellere ceteris, cujus legiones sic in Asiam pervenerint, ut non modo manus tanti exercitus, sed ne vestigium quidem cuiquam pacato nocuisse dicatur?

CICERO, *pro. Leg. Manil.*

1. *Cujus*, &c. What is the allusion ?

2. Distinguish the uses of the subjunctive mood which occur in the extract.

3. Parse *venierint*, *poterit*.

4. Decline *hibernis*, *plures*, *republica*, *neminem* ; give the other degrees of comparison of *facilius* and *exteras* ; and conjugate *agnoscere*, *irasci*, and *excellere*.

5. Explain the syntax of *ventum sit*, *hibernis*, *ceteris*.

6. Distinguish *nostri* and *nostrum* (gen. plu.), *imperium* and *potestas*, *ullus* and *aliquis*, *ærarium* and *fiscus*, *sed* and *autem*.

7. Explain the meaning of *cupiditatem provinciæ*, *in quæstu*, *itinera*.....*recordamini*.

II.

Translate :

Primus se, Danaum magna comitante caterva,
Androgeus offert nobis, socia agmina credens
Inscius, atque ultro verbis compellat amicis :
'Festinate, viri : nam quæ tam sera moratur
Segnities ? alii rapiunt incensa feruntque
Pergama : vos celsis nunc primum a navibus itis ?'
Dixit ; et extemplo—neque enim responsa dabantur
Fida satis—sensit medios delapsus in hostes.
Obstupuit, retroque pedem cum voce repressit.
Improvisum aspris veluti qui sentibus anguem
Pressit humi nitens, trepidusque repente refugit
Attollentem iras, et cærula colla tumentem :
Haud secus Androgeus visu tremefactus abibat.
Irruimus, densis et circumfundimur armis ;
Ignarosque loci passim et formidine captos
Sternimus. Aspirat primo fortuna labori.
Atque hic successu exsultans animisque Corœbus,
'O socii, qua prima,' inquit 'fortuna salutis
Monstrat iter, quaque ostendit se dextra, sequamur.

VIRGIL, *Æneid*, II. vv. 370–388.

1. *Sensit*.....*hostes*, *attollentem*, *labori*, *dextra*. Explain the constructions.

2. Conjugate *comitante*, *compellat*, *obstupuit*, *repressit*.

3. Distinguish the meanings, according to quantity, of *nitens*, *venimus*, *labere*.

4. *Ultro*. What is the force ?

III.

Translate:

Hic mihi nescio quod trepido male numen amicum
Confusam eripuit mentem. Namque avia cursu
Dum sequor, et nota excedo regione viarum,
Heu! misero conjux fatone erepta Creüsa
Substitit, erravitne via, seu lassa resedit,
Incertum; nec post oculis est reddita nostris.
Nec prius amissam respexi, animumve reflexi,
Quam tumulum antiquæ Cereris sedemque sacratam
Venimus: hic demum collectis omnibus una
Defuit, et comites natumque virumque fefellit.
Quem non incusavi amens hominumque deorumque?
Aut quid in eversa vidi crudelius urbe?
Ascanium Anchisenque patrem Teucrosque penates
Commendo sociis, et curva valle recondo;
Ipse urbem repeto, et cingor fulgentibus armis.
Stat casus renovare omnes, omnemque reverti
Per T.ojam, et rursus caput objectare periclis.

Ibid, vv. 735–751.

1. *Quod.* Why not *quid?*

2. Derive *viarum, periclis, portæ, lumine, Creusa.*

3. Scan vv. 371, 379, 741, 745.

4. What difference of meaning between *defuit* and *abfuit*, *comes* and *socius*, *uxor* and *conjux*, *murus* and *paries?*

5. What is the subject of the Æneid? What theories have been advanced as to the object of Virgil in writing it? From what sources did he derive his materials for the poem? What are the principal merits and defects of his style?

IV.

1. Write short notices of Mithridates and Sertorius.

2. Explain and give examples of *Euphemism, Ecthlipsis, Caesura, Tmesis.*

3. Briefly examine this statement: "Cicero was the first of the second order of great minds."

4. Give the rules for the quantity of *i* and *o* final, with the exceptions.

Tr

W
pl

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

JUNIOR MATRICULATION.

LATIN.

HONORS.

Examiner: S. ARTHUR MARLING M.A.

I.

Translate:

Interim quum in senatu vicisset sententia, quæ censebat reddenda bona, eamque ipsam causam moræ in urbe haberent legati, quod spatium ad vehicula comparauda a consulibus sumpsissent, quibus regum asportarent res, omne id tempus cum conjuratis consultando absumunt, evincuntque instando ut litteræ sibi ad Tarquinios darentur: nam aliter qui crediturus eos, non vana ab legatis super rebus tantis adferri? datæ litteræ, ut pignus fidei essent, manifestum facinus fecerunt. Nam quum pridie quam legati ad Tarquinios proficiscerentur, et cœnatum forte apud Vitellios esset conjuratique ibi remotis arbitris multa inter se de novo, ut fit, consilio egissent, sermonem eorum ex servis unus excepit, qui jam antea id senserat agi, sed eam occasionem, ut litteræ legatis darentur, quæ deprehensæ rem coarguere possent, exspectabat: postquam datas sensit, rem ad consules detulit.

LIVY, II.

1. *Consulibus.* Who?

2. *Qui...eos, cœnatum, datas.* What is the construction?

3. *Senatu, &c.* What different modes of taking the votes? What was the number of senators at this time? Their usual place of meeting?

II.

Translate:

Fertur Prometheus addere principi
Limo coactûs particulam undique
Desectam, et insani leonis
Vim stomacho apposuisse nostro.
Iræ Thyesten exitio gravi
Stravere, et altis urbibus ultimæ
Stetere causæ, cur perirent
Funditus, imprimeretque muris
Hostile aratrum exercitus insolens.
Compesce mentem: me quoque pectoris
Tentavit in dulci juventa
Fervor, et in celeres iambos
Misit furentem: nunc ego mitibus
Mutare quæro tristia; dum mihi
Fias recantatis amica
Opprobriis, animumque reddas.

HORACE, *Odes*, I, 16.

1. *Principi.* What is the meaning?

2. *Causæ, muris, mitibus.* What case, and why?

3. *Celeres iambos.* What different interpretations of *celeres*? To what does Horace allude? Derive *iambos.*

4. Write short notes on *Prometheus* and *Thyestes.*

5. Conjugate *desectam, compesce, furentem.*

6. What conjunctions are used with the subjunctive only? When do *dum* and *quum* require the subjunctive?

7. Give scales and names of the metres.

III.

Translate, and explain briefly:

a. Salis vendendi arbitrium, quia impenso pretio venibat, in publicum omni sumpta ademptum privatis.

b. Si transitum pontem a tergo reliquissent, jam plus hostium in Palatio Capitolioque quam in Janiculo fore.

c. Ne intervallo quidem facto, oblitum tanquam alieni regni Superbum Tarquinium velut hereditatem gentis scelere ac vi repetisse.

d. **Negligis immeritis nocituram**
Postmodo te natis fraudem committere ?

e. Scriberis Vario fortis et hostium
Victor, Mæonii carminis alite.

IV.

Translate:

Ausus es, o nimium nimiumque oblite tuorum,
Thracia nocturno tangere castra dolo;
Totque simul mactare viros, adjutus ab uno!
At bene cautus eras, et memor ante mei!
Usque metu micuere sinus; dum victor amicum
Dictus es Ismariis isse per agmen equis.
Sed mihi quid prodest vestris disjecta lacertis
Ilios? et, murus quod fuit ante, solum?
Si maneo, qualis Troja durante manebam:
Virque mihi, dempto fine carendus, abes?
Diruta sunt aliis, uni mihi Pergama restant;
Incola captivo quæ bove victor arat.
Jam seges est, ubi Troja fuit; rescandaque falce
Luxuriat, Phrygio sanguine pinguis, humus.

OVID, *Heroides*, I.

1. *Uno.* Who is meant?

2. *Ismariis.* Explain.

3. What is the origin of the term 'Elegiac'? State the laws which regulate the structure of this species of verse.

4. Name Roman poets contemporary with Ovid.

V.

Translate, with all needful comments:

TULLIUS TERENTIÆ, ET PATER TULLIOLÆ, DUABUS ANIMIS SUIS; ET CICERO MATRI OPTIMÆ, SUAVISS. SORORI, S.P.D.

Si vos valetis, nos valemus. Vestrum jam consilium est, non solum meum, quid sit vobis faciendum. Si ille Romam modeste venturus est, recte in præsentia domi esse potestis: sin homo amens diripiendam urbem daturus est, vereor, ut Dolabella ipse satis nobis prodesse possit. Etiam illud metuo, ne jam intercludamur, ut, cum velitis exire, non liceat. Reliquum est. quod ipsæ optime considerabitis, vestri similes feminæ sintne

Romæ. Si enim non sunt, videndum est, ut honeste vos esse possitis. Quomodo quidem nunc se res habet, modo ut hæc vobis locu tenere liceat, bellissime vel mecum, vel in nostris prædiis, esse poteritis. Etiam illud verendum est, ne brevi tempore fames in Urbe sit.

His de rebus, velim, cum Pomponio, cum Camillo, cum quibus vobis videbitur, consideretis. Ad summam, animo forti sitis. Labienus rem meliorem fecit. Adjuvat etiam Piso, quod ab Urbe discedit, et sceleris condemnat generum suum. Vos, meæ carissimæ animæ, quam sæpissime ad me scribite, et vos quid agatis, et quid istic agatur. Quintus pater, et filius, et Rufus, vobis salutem dicunt. Valete. VIII Calend. Quintiles. Minturnis.

neste vos
et, modo
mecum,
am illud
sit.
Camillo,
summam,
m fecit.
t sceleris
æ animæ,
gatis, et
t Rufus,
Quintiles.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

MATRICULATION.

LATIN PROSE.

Examiner: W. D. PEARMAN, M.A.

I.

This is the language of the people; mine indeed, Laterensis, this: "That the jury ought not to enquire why you have been beaten, provided that you have not been beaten by bribery. For if, as often as a man shall have been passed over, who ought not to have been passed over, so often it shall behove him, who shall have been elected, to be condemned; there is no longer any reason why the people should be appealed to, no reason why the distribution of tickets and the returning of the votes, should be awaited. At once, when I shall have seen who have announced themselves (as candidates), I shall say: 'this man is of Consular family, that man of Prætorian; the remaining candidates, I see, are from the Equestrian order: they are all without stain, they are all equally good and upright men; but degrees of rank must needs be observed: let the Prætorian class give way to the Consular, nor let the Equestrian position vie with the Prætorian."

Hic populus oratio sum ; meus vero, Laterensis, hic : Quare vinco non debeo judex quæro, modo ne largitio vinco. Nam si, quotiescumque prætereo is qui non debeo prætereo, toties oporteo is qui facio condemno, nihil jam sum qui populus supplico, nihil qui diribitio, nihil qui renuntiatio suffragium expecto ; simul ut qui profiteor video, dico : Hic familia consularis sum, ille prætorius : reliqui video sum ex equestris locus : sum omnis sine macula, sum omnis æque bonus vir atque integer ; sed servo necesse sum gradus : cedo consularis genus prætorius, nec contendo cum prætorius equester locus.

II.

Party feeling is removed, suffrages are quashed : there are no contests, no liberty of the people in appointing magistrates, no waiting for the votes : nothing, as it generally does turn out, will happen contrary to expectation : there will be no variety, after this, in the elections. But if it does frequently happen, that we marvel both that some persons have been elected and that others have not been ; if the *Campus* and those waves of the *Comitia*, as a bottomless and boundless sea, so surge, as it were with a sort of tide, that they advance towards some but recede from others ; shall we amid such a current of party feeling and tumult of recklessness, look for some moderation, counsel, or reason ?

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

MATRICULATION.

LATIN VERSE.

Examiner: S. ARTHUR MARLING, M.A.

Ere, in the northern gale,
The summer tresses of the trees are gone,
The woods of Autumn, all around our vale,
Have put their glory on.

I roam the woods that crown
The upland, where the mingled splendours glow,
Where the gay company of trees look down
On the green fields below.

Let in through all the trees
Come the strange rays; the forest depths are bright;
Their sunny-coloured foliage in the breeze
Twinkles, like beams of light.

Oh, Autumn! why so soon
Depart the hues that make the forest glad;
Thy gentle wind and thy fair sunny moon,
And leave thee wild and sad?

Ah! 'twere a lot too blest,
For ever in thy coloured shades to stray;
Amid the kisses of the soft south-west
To rove and dream for aye;

And leave the vain low strife
That makes man mad—the tug for wealth and power,
The passions and the cares that wither life,
And waste its little hour.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

MATRICULATION.

LATIN GRAMMAR.

HONORS.

Examiner: S. ARTHUR MARLING, M.A.

1. Shew how names of qualities are formed in Latin; and explain the composition of the words *parsimonia, velum, acriter, superstitio, morosus, maxilla, jumentum, anceps, funditus.*

2. Decline together, *remex alacer, brevis epitome, locuples Dido,* marking all quantities.

3. Point out anomalies of gender or inflexion in *caro, virus, vellus, supellex, bes, cinis, acus, Tempe, Thales, Pessinus.*

4. Give a list of correlative adjectives and pronouns.

5. How is the comparative degree of adjectives formed? and what are the other degrees of comparison of *maturus, imus, acer, proximus, gracilis, maledicus, ditior, benevolus?*

6. Give the various uses of the Ablative case in Latin, with illustrative examples.

7. Conjugate, marking the quantity of all antepenults. and penults.: *furo, seco, oblino, cieo, tundo, metior, findo, attingo, reperio, lavo, pungo, expergiscor, cædo, luceo, juvo, sedeo.*

8. Shew that the meaning of the following words varies according to the construction used with them: *tempero, consulo, metuo.*

9. Translate, and briefly remark upon the syntax of these sentences:

a. Mene incepto desistere victam!

b. Cæsar cognovit per Afranium stare quominus dimicaretur.

c. Ego te maximi et feci semper et facio.

d. It clamor cœlo.

10. Render into Latin: (1) He said that he would not come to town without being asked, because he did not know with whom he should have to live. (2) A battle was fought near Mantinea in the year 362 B.C. (3) Be sure you write to me as soon as you can. (4) The rich are usually envied.

11. How are assertions *softened* in Latin? Give examples.

12. Shew that a difference of quantity is attended with a difference of meaning in *refert, educat, sedes, fide, fere, modo, velis, vado, finis.*

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

JUNIOR AND SENIOR MATRICULATION.

EUCLID.

Examiner: EDGAR FRISBY, M.A.

*** Junior Matriculants will omit questions 15 and 16, and Senior Matriculants questions 12 and 13.

1. Define the terms axiom, postulate, scholium, corollary.

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

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.

4. Triangles on equal bases and between the same parallels are equal to one another.

5. 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.

6. If the diagonals of a quadrilateral bisect each other, it is a parallelogram; if the bisecting lines are equal it is rectangular; if the lines bisect at right angles it is equilateral.

7. If a straight line be divided into two equal, and also into two unequal parts, the squares on the two unequal parts are together double of the square on half the line and of the square on the line between the points of section.

8. Divide a straight line into two parts, so that the rectangle contained by the whole and one of the parts may be equal to the square on the other part.

9. In the Algebraic solution of the preceding problem, we obtain a quadratic equation which gives two values of the unknown quantity. Enunciate the Geometrical proposition which corresponds to the other root.

10. The sum of the squares on the diagonals of a parallelogram is equal to the sum of the squares on the sides.

11. The opposite angles of a quadrilateral inscribed in a circle are together equal to two right angles.

12. The straight lines bisecting the sides of a triangle at right angles meet in a point.

13. Construct a triangle, having given the middle points of sides.

14. Describe a circle about a given equilateral and equiangular pentagon.

15. From a given straight line to cut off any part required.

16. Similar triangles are to one another in the duplicate ratio of their homologous sides.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

JUNIOR MATRICULATION.

MATHEMATICS.

Examiner: EDGAR FRISBY, M.A.

1. To draw a straight line at right angles to a given straight line from a given point in the same.

2. Any two sides of a triangle are together greater than the third side.

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

3. Find the G. C. M. of 255 and 340, and of 240, 648, and 420.

4. Add together $\frac{\frac{1}{3}-\frac{1}{4}}{\frac{1}{5}-\frac{1}{11}}$ and $\frac{\frac{3}{8}-\frac{2}{9}}{2\frac{5}{11}-1\frac{2}{3}}$

5. Divide £120 7*s*. $10\frac{1}{4}$*d*. by $8\frac{7}{9}$, and multiply the result by $9\frac{7}{9}$.

6. Reduce 14 weeks 6 days 23 hours 45 minutes to the fraction of a year consisting of $365\frac{1}{4}$ days.

7. Divide the product of 1.075 and .0101 by .43.

8. Which of the following fractions will reduce to terminating and which to recurring decimals?

$$\frac{67}{128},\ \frac{66}{129},\ \frac{65}{130},\ \frac{64}{131}.$$

9. Find $\sqrt{18671041}$ and (to three decimal places) $\sqrt{3.14159}$.

10. By selling at 5*s*. I lose 10 per cent.; whether do I gain or lose, and at what rate, by selling at 7*s*.?

11. From $3a^2 - 4a + 2$ take $2a^2 + 6a - 3$, and from the sum of 2.325 and -1.26 take 3.637.

12. Multiply $2a^2 - 5a + 1$ by $a^2 - 2a + 3$, and $\frac{1}{2}a^2 - \frac{2}{3}a + 1$ by $\frac{1}{2}a^2 + \frac{2}{3}a - 1$.

13. Divide $x^5 + 3x^4 - 5x^3 - 7x^2 + 12x - 4$ by $x^2 + 3x - 2$.

14. Solve $4(x - 11) - 7(x - 2) = 6 - (x - 8)$,

$$\frac{8 - 2x}{14} + \frac{6x}{7} - \frac{5}{7} = \frac{3(2x + 6)}{14} - \frac{2x}{7}.$$

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

JUNIOR MATRICULATION.

ARITHMETIC AND ALGEBRA.

HONORS.

Examiner: EDGAR FRISBY, M.A.

1. Prove the following statements:

   (1.) Any number and its unit figure when divided by 2 or 5, give the same remainder.

   (2.) Any number and its last two figures on the right, when divided by 4 or 25, give the same remainder.

2. Shew that a proper fraction is increased by adding the same number to both terms.

3. A decimal unit of any order is always greater than the sum of the numbers expressed by all the figures which follow it.

4. Shew how to convert a simple or mixed periodic decimal into an ordinary fraction.

   Examples: $\cdot\dot{3}1\dot{6}$ and $\cdot 67\dot{1}3\dot{5}$.

5. Having found a certain number of figures in the extraction of the square root of a number, shew how we may obtain as many more, less one, by a simple process of division.

   Example: Find the square root of 265·32, to within a unit of the fifth decimal place.

6. (1) Explain the Exponential notation in Algebra, and the advantage of using it.

(2) Exemplify the application of the Commutative and Distributive Laws in the operations of the first four rules of Algebra.

7. Shew how the phrase, *the product of two fractions*, must be interpreted (1) in Arithmetic; (2) in Algebra.

8. Solve the equations, $ax + by = c, a'x + b'y = c'$.

Interpret the solution (1) when all three, (2) two only of the ratios $\frac{a}{a'}, \frac{b}{b'}, \frac{c}{c'}$, are equal.

9. Express the sum of the reciprocals of the roots of $ax^2 + bx + c = 0$ in terms of the coefficients.

As a is indefinitely diminished, what are the limits to which the two roots approach?

10. Solve the equations:

(1) $(x + 2)(x + 3)(x + 4)(x + 5) = 360.$

(2) $\dfrac{\sqrt{a} - \sqrt{(a - \sqrt{a^2 - ax})}}{\sqrt{a} + \sqrt{(a - \sqrt{a^2 - ax})}} = c.$

(3) $y^2z^2 = a^2x, z^2x^2 = b^2y, x^2y^2 = c^2z.$

11. Between 2 and 3 o'clock the minute hand was between 3 and 4, and exactly an hour afterwards, the hour and minute hands had changed places. What was the exact time at the first observation?

ERRATUM.

In question 11 for "exactly" substitute "about."

University of Toronto.

ANNUAL EXAMINATIONS : 1875.

JUNIOR MATRICULATION.

MATHEMATICS.

HONORS.

Examiner : EDGAR FRISBY, M.A.

1. If a figure be constructed, as in Euclid I. 47, and three exterior lines be drawn so as to make a polygon without any re-entering angles, the sum of the squares on the three lines so drawn will be equal to six times the square on the side subtending the right angle of the original triangle.

2. O is the centre of the inscribed circle of the triangle ABC, and O' of the escribed circle which touches BC. If D be the point of intersection of OO' and BC, prove $BD.\ DC = OD.\ DO'$.

3. Construct a triangle having given the perimeter and the angles at the base.

4. Find by the method of abridged multiplication the product of 26.12783 and 523.23856 true to within ·001.

5. Explain the *carat* system of expressing the quality of gold.

What is the quantity of *standard* metal contained in 21 lbs. 10 oz. 18 dwts. 12 grs. of gold reported worse 1 carat, 3¼ grains?

6. Explain the Algebraic use of the terms *factor*, *measure*, *greater ;* and point out the impropriety of the phrase, *the greatest common measure*, in Algebra.

In the Arithmetical process for finding the G. C. M. of two numbers, prove that each remainder is less than half of the second preceding romainder.

7, and three
without any
hree lines so
he side sub-

the triangle
s BC. If D
$BD.\ DC =$

erimeter and

ion the pro-
01.

he quality of

contained in
orse 1 carat,

ctor, measure,
phrase, *the*

G. C. M. of
than half of

7. Shew, without division, that $abc(a+b+c)$ is a factor of
$$(a+b+c)^4-(b+c)^4-(c+a)^4-(a+b)^4+a^4+b^4+c^4.$$

8. If $ayz=(y+z)x$, $bzx=(z+x)y$, $cxy=(x+y)z$, prove
$$(b+1)(c+1)+(c+1)(a+1)+(a+1)(b+1)=(a+1)(b+1)(c+1).$$

9. If $a=b\sqrt{(1-c^2)}+c\sqrt{(1-b^2)}$, then will $b=c\sqrt{(1-a^2)}+a\sqrt{(1-c^2)}$, and also $c=a\sqrt{(1-b^2)}+b\sqrt{(1-a^2)}$.

10. Eliminate x, y, z, from the equations
$$x^2(y+z)=a^3,\quad y^2(z+x)=b^3,\quad z^2(x+y)=c^3,\quad xyz=abc.$$

11. Solve the equation
$$x+3\sqrt{(x-3)}\ \sqrt{(x+6)}=3+4\sqrt{(x+6)}.$$

*

[N.B.—C
Eng
on
Mat

(a)
(b)
(c)
(d)

1.
relatio
find a

gramm
descrip

2.
reason

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

JUNIOR MATRICULATION.

ENGLISH.

Examiner: WILLIAM HOUSTON, M.A.

*** Legible writing and correct spelling are indispensable.

COMPOSITION.

[N.B.—Candidates for Matriculation in Medicine, Agriculture, and Civil Engineering *must*, in order to pass, write a satisfactory Composition on one of the following topics. Composition is also required of Matriculants in Arts who are Candidates for Honors.]

(*a*) Every man is the architect of his own fortunes.

(*b*) Evil communications corrupt good manners.

(*c*) Whatever is is right.

(*d*) The use and abuse of fiction as a species of literature.

GRAMMAR.

1. Some grammarians classify all words as *notional* and *relational*; where, in such a system, can the Interjection find a place?

Mr. Morrell calls the Interjection an "extra-grammatical utterance;" discuss the correctness of the description.

2. "Oral Spelling is a contradiction in terms." Give reasons for agreeing with or differing from this view.

3. Explain and illustrate the different methods of forming the plural of nouns.

Give, with meanings, both forms of the plural of *die, index, penny, brother, genius.*

4. Define the Verb (*a*) according to meaning, (*b*) according to function.

State, with reasons, which mode of definition is preferable in practical etymology, and which is philosophically most correct.

5. Distinguish in nature and use between coördinate and subordinate conjunctions.

6. Define Hybrid words, and give some examples of such as are in common use.

7. Mention, giving examples, the more common methods of forming Augmentatives, Diminutives, and Patronymics, and give the different forces of the two former classes of words in ordinary use.

8. Distinguish between Barbarism, Solecism, and Impropriety, and give examples of each.

9. Correct, where necessary, the English of the following passages, giving reasons for any changes that may be made :—

(*a*) I shall do all I can to persuade others to take the same measures for their cure which I have.

(*b*) This dedication may serve for any book that has, is, or shall be published.

(*c*) Will it be urged that the four gospels are as old or even older than tradition ?

Bolingbroke.

(*d*) The nations not so blessed as thee
Must in their turn to tyrants fall.

Thomson.

(*e*) A late writer strangely asserted that liberty exists in that degree as representation and constituency agree.

Lieber's Political Ethics.

10. At Church *with* meek and unaffected grace,
His looks adorned the venerable place;
Truth from his lips prevail'd with double sway,
And fools, who came to scoff, remained to pray.
The *service past,* around the pious man,
With ready zeal, each honest rustic ran;
Even children followed, with endearing wile,
And plucked his gown *to share* the good man's smile.
His ready smile a parent's warmth *exprest,*
Their welfare pleased him, and their cares *distrest;*
To them his heart, his love, his griefs were given,
But all his serious thoughts had rest in heaven.
As some tall cliff that lifts its awful form,
Swells from the vale and midway leaves the storm.
Though round its breast the rolling clouds are spread,
Eternal sunshine settles on its head.

(*a*) Give a detailed analysis of the last eight lines.

(*b*) Give the full syntactical parsing of all the italicized words.

(*c*) Derive all words of foreign origin.

(*d*) Re-write the whole passage in prose.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

JUNIOR MATRICULATION.

ENGLISH.

HONORS.

Examiner: J. M. Buchan, M.A.

1. "Strictly speaking, therefore, number, case, gender, are, as applied to words—*grammatical forms* expressive of the number, the condition in relation to something else named in the sentence, and the sex of the things to which the words, whether nouns, pronouns, adjectives, or verbs are applied.—*Angus, Hand-book of the English Tongue.*

Define the extent to which these defin tions are applicable in English, and compare our language in regard to the inflexions under consideration with the other languages with whose grammatical structure you are acquainted.

2. Give examples of the various forms of compound sentences containing correlative clauses.

3. Distinguish, with regard to signification and use, 'some' from 'any,' 'each' from 'every' and 'either,' 'by' from 'with,' 'a or an' from 'one,' 'the' from 'that,' 'shall' from 'will,' 'where' from 'whither,' 'hope' from 'expect, 'laudable' from 'praiseworthy,' 'silence' from 'taciturnity.'

4. Classify the consonants so as to indicate the different relations of each sound.

5. Give the derivation of the names of the days of the week and the months of the year, of *Easter*, *riding* (a division of a county), *county*, *shire*, *since*, *frontispiece*, *afraid*, *feign*, *surgeon*, *peck*, *furlong*, *sorcerer*, *matriculation*, *feat*, *address*, *impair*, *invoice*, *squadron*, *raisin*, *parapet*, *usher*, and *surplice*.

6. Vary the form of the sentence, 'John taught James grammar,' as often as you can, and point out the different shades of meaning expressed by the different constructions.

7. Comment on the form or history of the words—*foremost*, *other*, *its*, *heard*, *bent*, *could*, *wrought*, and *songstress*.

8. Explain the origin, and give the force of the terminations *wise*, *ate*, *fy*, *ly*, *ible*, *ice*, *ee*, and *ty*.

9. Punctuate the following sentence, and comment on the words that have a sense or a construction not used at the present day:—

"And certainly it is the nature of extreme self-lovers as they will set a house on fire and it were but to roast their eggs and yet these men many times hold credit with their masters because their study is but to please them and profit themselves and for either respect they will abandon the good of their affairs.—*Bacon, Of Wisdom for a Man's Self.*

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

JUNIOR MATRICULATION.

HISTORY AND GEOGRAPHY.

Examiner: J. M. Buchan, M.A.

*** Grammatical language, legible writing, and correct spelling are indispensable. Candidates in Arts are required to answer two, and only two questions in each division of the paper; Candidates in Medicine, Agriculture, and Civil Engineering are required to take all the questions in Divisions I. and IV.

I.

1. Sketch the part played by the Danes in early English history.

2. Tell what you know about the growth of the constitution during the reigns of the first three Edwards.

3. Give an outline of the career of Wolsey and of the younger Pitt.

4. Sketch the history of the reigns of Henry IV. and George IV.

5. Give a full account of the disputes which led to the American War of Independence.

II.

6. Describe the various Greek, Roman, and Anglo-Saxon assemblies of the people.

7. Sketch the career of Demosthenes and that of Cicero.

III.

8. Make a list of the cities, islands, and countries subject to Athens at the outbreak of the Peloponnesian War; a list of the allies of Athens; and a list of the allies of Sparta; and indicate, by means of a rough map, the position of every place mentioned in your lists.

9. Give the Latin names of the Thames, the Rhine, the Seine, the Marne, the Loire, the Garonne, the Saone, the Rhone, the Danube, and the Ebro; the modern name and the position of Eboracum, Panormus, Burdigala, Brundusium, Smyrna, and Hierosolyma; and tell what you know about the situation, origin, and history of Antioch, Cumæ, Marseilles, Syracuse, and Utica.

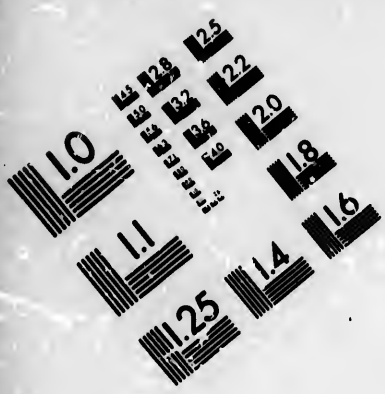
IV.

10. Draw a rough map of Turkey in Europe.

11. Describe the physical geography of South America.

12. State where the following places are, and tell in the case of each what connection, if any, it has with English history:—

Ava, Badajos, Blenheim, Corunna, Culloden, Delagoa Bay, Khiva, Leipsic, Montevideo, Naseby, Plassey, Savannah, Sedgemoor, Toulon, Ujiji, Utrecht, Walcheren, and Waterloo.



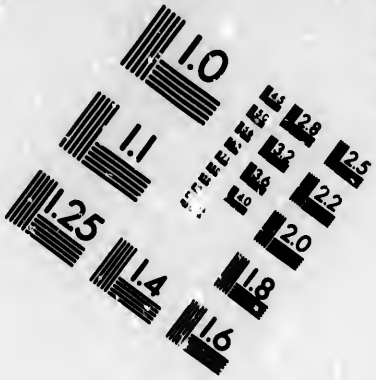
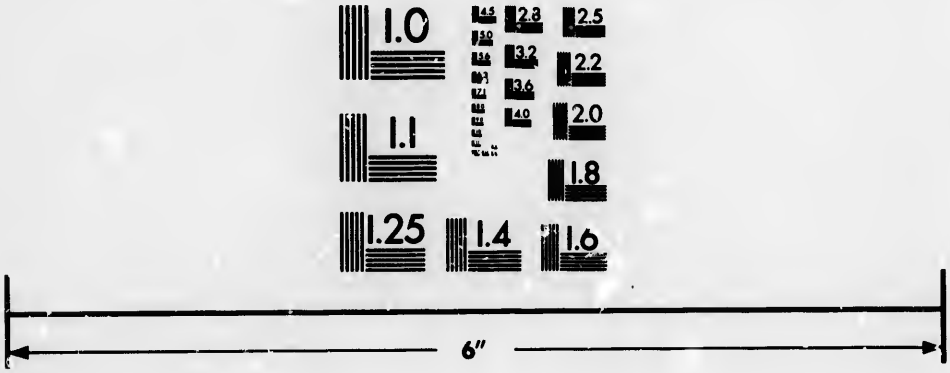
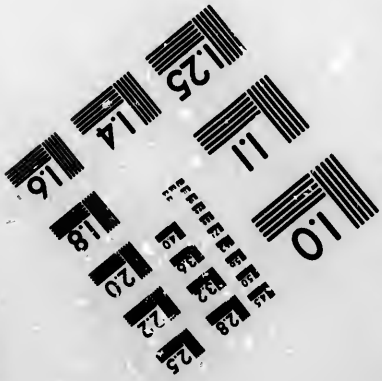


IMAGE EVALUATION
TEST TARGET (MT-3)





Photographic Sciences Corporation

23 WEST MAIN STREET
WEBSTER, N.Y. 14580
(716) 872-4503


2.8
2.5
3.2
2.2
2.0
1.0

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

JUNIOR MATRICULATION.

HISTORY AND GEOGRAPHY.

HONORS.

Examiner: WM. HOUSTON, M.A.

1. Discuss the hereditary claim of Henry VII. to the throne of England, and trace the circumstances which enabled him to obtain and to retain possession of it.

2. Sketch the history of the English Reformation.

3. Sketch the history of the Long Parliament, introducing the more important dates.

4. Give some account of the *Grand Remonstrance*, the *Exclusion Bill*, the *Declaration of Indulgence*, the *Mutiny Act*, and the *Bill of Rights*.

5. Trace briefly the careers of Thomas More, William Cecil, George Villiers, John Hampden, and John Milton, showing the nature and extent of the influence exercised by each on English History.

6. Name and describe the British possessions in Europe, exclusive of the British Islands proper, stating how and when each was acquired.

7. It is proposed to erect the British colonies in South Africa into a confederation; give a full geographical description of these colonies, and explain in detail their present political condition.

8. Explain what is meant by the *North-west Passage*, and give some account of Arctic exploration and discovery down to the present time, showing the different objects in view at different periods.

9. Name, with capitals, the political divisions of (*a*) British North America, and (*b*) the Dominion of Canada. To which Provinces do the following islands belong: Cape Breton, Anticosti, Vancouver, Magdalen Islands, and Grand Manan?

10. Describe the localities in Canada where, and the natural condition in which the following mineral substances are found in paying quantities: *Gold*, *Silver*, *Copper*, *Iron*, *Petroleum*, and *Salt*.

a

s

r

t

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

JUNIOR MATRICULATION IN ARTS:
MATRICULATION IN CIVIL ENGINEERING.

FRENCH.

Examiner: REV. JAMES ROY, M.A.

I.

GRAMMAR AND EXERCISES.

1. Name the feminine letters of the alphabet.

2. When is the final *e* of *entre* elided?

3. What cases exist in modern French?

4. When is *mille* abridged to *mil?*

5. Give derivation of *autrui* and *on.*

6. What is the gender of *personne?*

7. What verbs take *être* as their auxiliary?

8. When may *i* be elided?

9. Compare the French adjectives for *good, bad, little,* and adverbs for *well, badly, little.*

10. Distinguish between the superlative relative and the superlative absolute.

11. Give the present indicative of *acquérir, cueillir, haïr, mourir,* and *maudire.*

12. State the origin of *-ment* in *fortement.*

13. Give the plural of *grand'-mère, Hôtel-Dieu, tête-à-tête.*

14. Give present subjunctive of *prévaloir.*

15. Give homonyms of *fait, laid, mais.*

Translate:

1. Medea was a deceitful enchantress.
2. The empress has become a huntress.
3. There is a fine, white, woollen dress.
4. I have a beautiful velvet coat.
5. This hot soup was made by my servant.
6. She was greatly esteemed by the wise.
7. John is the second of the eight sons of Mr. Charles.
8. On the eleventh of June, I was in town.
9. He flatters himself that he has done his duty.
10. It is said that meat is very dear this summer.
11. Tell me what you think of it.
12. Whoever said so has not spoken the truth.
13. Both horses had been killed.
14. Do you read Latin?
15. Should she not have flattered herself?
16. Do you think it is going to rain?
17. In what country are black swans found?
18. It was necessary for him to eat.
19. I am peeling an orange.
20. If he pay me for that gun, I shall pay you what I owe you.
21. I am not so tall as you.
22. You have as many books as your sister-in-law.
23. She has quite as much sugar as tea.
24. I have as many.
25. Tell it to me.

II.

FOR ARTS ONLY.

Translate:

Quand on eut bien barricadé la maison, et que le roi eut fait le tour de ses prétendus retranchements, il se mit à jouer aux échecs tranquillement avec son favori Grothusen, comme si tout eût été dans une sécurité profonde. Heureusement Fabrice, l'envoyé de Holstein, ne s'était point logé à Varnitza, mais dans un petit village entre Varnitza et Bender, où demeurait aussi M. Jeffreys, envoyé d'Angleterre auprès du roi de Suède. Ces deux ministres, voyant l'orage prêt à éclater, prirent sur eux de se rendre médiateurs entre les Turcs et le roi. Le kan, et surtout le bacha de Bender, qui n'avait nulle envie de faire violence à ce monarque, reçurent avec empressement les offres de ces deux ministres: ils eurent ensemble à Bender deux conférences, où assistèrent cet huissier du serail et le grand maître des écuries, qui avaient apporté l'ordre du sultan et le fetva du mufti.

VOLTAIRE, *Charles XII*, Liv. vi. p. 213.

1. *eut barricadé.* State the difference between this tense and the pluperfect.

2. *que le roi.* Explain the use of *que.*

3. *jouer aux.* State the difference between *jouer*, *pincer*, and *toucher*, and between *jouer à* and *jouer de.*

4. *si tout eût été.* What tense and mood are here?

5. *Heureusement.* How are adverbs in *-ment* formed from adjectives?

6. *s'était logé.* What tense is this?

7. *village.* Give some feminine nouns in *-age.*

8. *voyant.* Give preterite definite of this verb.

9. *médiateurs.* Why no article?

10. *où.* When is this an adverb?

11. *écuries.* Distinguish from *étable.*

12. *Bender.* On what river?

Translate :

Il était à la chasse aux ours quand il reçut la nouvelle de l'irruption des Saxons en Livonie : il faisait cette chasse d'une maniere aussi nouvelle que dangereuse ; on n'avait d'autres armes que des bâtons fourchus derrière un filet tendu à des arbres : un ours d'une grandeur démesurée vint droit au roi, qui le terrassa, après une longue lutte, à l'aide du filet et de son bâton.

Il faut avouer qu'en considérant de telles aventures, la force prodigieuse du roi Auguste et les voyages du czar, on croirait être au temps des Hercule et des Thesée.

Il partit pour sa première campagne le 8 mai, nouveau style, de l'année 1700. Il quitta Stockholm, où il ne revint jamais.

Une foule innombrable de peuple l'accompagna jusqu'au port de Carlscroon, en faisant des voeux pour lui, en versant des larmes, et en l'admirant. Avant de sortir de Suède, il établit à Stockholm un conseil de défense, composé de plusieurs sénateurs. Cette commission devait prendre soin de tout ce qui regardait la flotte, les troupes, et les fortifications du pays.

Charles XII., Liv. i. p. 48.

1. *Ours.* How pronounced ?

2. *Livonie.* State boundaries of this.

3. *d'autres armes. des bâtons.* Why is article used in one case, and omitted in the other ?

4. *vint.* Give infinitive present of this.

5. *des Hercule.* Explain grammatical construction.

6. *nouveau style.* Explain. When was this introduced into England ? Where does old style still prevail ?

7 *prendre soin.* Distinguish from *prendre garde.*

III.

FOR ARTS ONLY.

Translate :

Il faut bien que je pleure :
Mon insensible amant ordonne que je meure,
Et, quand l'hymen pour nous allume son flambeau,
Il l'éteint de sa main pour m'ouvrir le tombeau.
Ce coeur impitoyable à ma perte s'obstine,
Et dit qu'il m'aime encore alors qu'il m'assassine.

Que les pleurs d'une amante ont de puissants discours,
Et qu'un bel oeil est fort avec un tel secours !
Que mon coeur s'attendrit à cette triste vue !
Ma constance contre elle à regret s'évertue.
N'attaquez plus ma gloire avec tant de douleurs,
Et laissez moi sauver ma vertu de vos pleurs.
Je sens qu'elle chancelle, et defend mal la place ;
Plus je suis votre amant, moins je suis Curiace :
Faible d'avoir déjà combattu l'amitié,
Vaincrait-elle à la fois l'amour et la pitié ?
Allez, ne m'aimez plus, ne versez plus de larmes,
Ou j'oppose l'offense à de si fortes armes ;
Je me défendrai mieux contre votre courroux,
Et pour le mériter, je n'ai plus d'yeux pour vous.
Vengez-vous d'un ingrat, punissez un volage.

CORNEILLE. *Horace*, Acte IV., Sc. v. p. 38.

1. Who is supposed to speak in the first extract ?

2. *pleure.* After what constructions does the subjunctive occur ?

3. *meure.* Give present infinitive and past participle of this.

4. *hymen.* How is this pronounced ?

5. *éteint.* Give preterite definite, first singular of this.

6. *de sa main.* Give rules for use of *de* and *par* after passive verbs.

7. *ouvrir.* Give past participle.

8. Write notes on the first two lines of the second extract.

9. *Je sens.* Give infinitive present.

10. *Faible.* With what word does this agree ?

FOR CIVIL ENGINEERING ONLY.

Translate :

Donne-moi donc, barbare, un coeur comme le tien :
Et, si tu veux enfin que je t'ouvre mon âme,
Rends-moi mon Curiace, ou laisse agir ma flamme.
Ma joie et mes douleurs dépendaient de son sort,
Je l'adorais vivant, et je le pleure mort.
Ne cherche plus ta soeur où tu l'avais laissée,
Tu ne revois en moi qu' une amante offensée,
Qui comme une furie attachée à tes pas
Te veut incessamment reprocher son trepas.
Tigre altéré de sang, qui me défends les larmes,
Qui veux que dans sa mort je trouve encor des charmes
Et que jusques au ciel élevant tes exploits
Moi-même je le tue une seconde fois !
Puisse tant de malheurs accompagner ta vie,
Que tu tombes au point de me porter envie !
Et toi bientôt souiller par quelque lâcheté
Cette gloire si chère à ta brutalité !

O ciel ! qui vit jamais une pareille rage !
Crois-tu donc que je sois insensible à l'outrage,
Que je souffre en mon sang ce mortel déshonneur ?
Aime, aime cette mort qui fait notre bonheur ;
Et préfère du moins au souvenir d' un homme
Ce que doit ta naissance aux interêts de Rome.

CORNEILLE. *Horace*, Acte IV., Sc. v. p. 71, 2.

1. Describe the characters who here speak.

2. *Donne-moi.* Translate the following : *Give it to her, or lend it to her. Do not tear it from him. Do not give it to me.*

3. *veux.* Translate the following, using *vouloir : He bears ill-will to me. Have the goodness to repeat it. I cannot forgive myself for having been so thoughtless.*

4. *ouvre, souffre.* Give infinitives present.

5. *âme.* State the various uses of the circumflex accent.

6. *laissée.* Explain agreement.

7. *encor.* Why not *encore ?*

8. *ciel.* State and translate plurals of this.

9. *toi.* Explain difference of French Canadian and Parisian pronunciation of this.

10. *toi, souiller.* Explain grammatical construction.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

SENIOR MATRICULATION.

GREEK.

Examiner: S. ARTHUR MARLING, M.A.

I.

Translate:

Μαχομένων δὲ αὐτῶν καὶ ἀπορουμένων, θεῶν τις αὐτοῖς μηχανὴν σωτηρίας δίδωσιν. Ἐξαπίνης γὰρ ἀνέλαμψεν οἰκία τῶν ἐν δεξιᾷ ὅτου δὴ ἐνάψαντος. Ὡς δ' αὕτη συνέπιπτεν, ἔφευγον οἱ ἀπὸ τῶν ἐν δεξιᾷ οἰκιῶν. Ὡς δ' ἔμαθεν ὁ Ξενοφῶν τοῦτο παρὰ τῆς τύχης, ἐνάπτειν ἐκέλευε καὶ τὰς ἐν ἀριστερᾷ οἰκίας· αἱ δὲ ξύλιναι ἦσαν, ὥστε καὶ ταχὺ ἐκαίοντο. Ἔφευγον οὖν καὶ οἱ ἀπὸ τούτων τῶν οἰκιῶν. Οἱ δὲ κατὰ τὸ στόμα δὴ ἔτι μόνοι ἐλύπουν καὶ δῆλοι ἦσαν ὅτι ἐπικείσονται ἐπὶ τῇ ἐξόδῳ τε καὶ καταβάσει. Ἐνταῦθα παραγγέλλει φορεῖν ξύλα ὅσοι ἐτύγχανον ἔξω ὄντες τῶν βελῶν εἰς τὸ μέσον ἑαυτῶν καὶ τῶν πολεμίων. Ἐπεὶ δὲ ἱκανὰ ἤδη ἦν, ἐνῆψαν· ἐνῆπτον δὲ καὶ τὰς παρ' αὐτὸ τὸ χαράκωμα οἰκίας, ὅπως οἱ πολέμιοι ἀμφὶ ταῦτα ἔχοιεν. Οὕτω μόλις ἀπῆλθον ἀπὸ τοῦ χωρίου, πῦρ ἐν μέσῳ ἑαυτῶν καὶ τῶν πολεμίων ποιησάμενοι. Καὶ κατεκαύθη πᾶσα ἡ πόλις καὶ αἱ οἰκίαι καὶ αἱ τύρσεις καὶ τὰ σταυρώματα καὶ τἆλλα πάντα πλὴν τῆς ἄκρας.

XENOPHON, *Anabasis*, V.

1. ὅτου, ἔχοιεν. Explain the constructions.

2. κατὰ τὸ στόμα. What is the meaning?

3. Illustrate from the extract the difference between the imperfect and aorist tenses.

II.

Translate :

Ἀλλὰ γὰρ ὁπόταν γαλήνη ᾖ ἐμβιβῶ. Οὔκουν ἐγὼ μὲν ἐν ἑνὶ πλοίῳ πλευσοῦμαι, ὑμεῖς δὲ τοὐλάχιστον ἐν ἑκατόν. Πῶς ἂν οὖν ὑμᾶς ἐγὼ ἢ βιασαίμην σὺν ἐμοὶ πλεῖν μὴ βουλομένους ἢ ἐξαπατήσας ἄγοιμι ; Ποιῶ δ ὑμᾶς ἐξαπατηθέντας καὶ καταγοητευθέντας ὑπ' ἐμοῦ ἥκειν εἰς Φᾶσιν· καὶ δὴ καὶ ἀποβαίνομεν εἰς τὴν χώραν· γνώσεσθε δήπου ὅτι οὐκ ἐν τῇ Ἑλλάδι ἐστέ· καὶ ἐγὼ μὲν ἔσομαι ὁ ἐξηπατηκὼς εἷς ὑμᾶς, ὑμεῖς δὲ οἱ ἐξηπατημένοι ἐγγὺς μυρίων ἔχοντες ὅπλα. Πῶς ἂν οὖν εἷς·ἀνὴρ μᾶλλον δοίη δίκην ἢ οὕτω περὶ αὐτοῦ τε καὶ ὑμῶν βουλευόμενος ; Ἀλλ οὗτοί εἰσιν οἱ λόγοι ἀνδρῶν ἠλιθίων καὶ ἐμοὶ φθονούντων, ὅτι ἐγὼ ὑφ' ὑμῶν τιμῶμαι. Καίτοι οὐ δικαίως γ' ἄν μοι φθονοῖεν· τίνα γὰρ αὐτῶν ἐγὼ κωλύω ἢ λέγειν, εἴ τις τι δύναται ἀγαθόν, ἐν ὑμῖν, ἢ μάχεσθαι, εἴ τις ἐθέλει, ὑπὲρ ὑμῶν τε καὶ ἑαυτοῦ, ἢ ἐγρηγορέναι περὶ τῆς ὑμετέρας ἀσφαλείας ἐπιμελόμενον ; Τί γάρ ; ἄρχοντας αἱρουμένων ὑμῶν ἐγὼ τίνι ἐμποδὼν εἰμι ; Παρίημι, ἀρχέτω· μόνον ἀγαθόν τι ποιῶν ὑμᾶς φαινέσθω.

Ibid.

1. Briefly describe the circumstances to which this passage refers.

2. Parse ἐμβιβῶ, ἐξηπατημένοι, ἐγρηγορέναι, φαινέσθω.

3. Distinguish *τίνα* and *τινα*, *ὡς* and *ὥς*, *πάρα* and *παρά*, *ἕξω* and *ἔξω*, *πῶς* and *πως*.

4. Write the other degrees of comparison of *ταχύ*, *ἐλάχιστον*, *ἐγγύς*, *δικαίως*, *ἀγαθόν*.

5. Decline throughout, *βελῶν*, *ἀνήρ*, *αὐτοῦ*.

6. *Φᾶσιν*. Give the ancient and modern names of the country through which it flows.

III.

Translate :

α'. Οὐδὲ γὰρ οὐδὲ Δρύαντος υἱὸς κρατερὸς Λυκόοργος
Δὴν·ἦν, ὅς ῥα θεοῖσιν ἐπουρανίοισιν ἔριζεν,
Ὅς ποτε μαινομένοιο Διωνύσοιο τιθήνας
Σεῦε κατ' ἠγάθεον Νυσήϊον· αἱ δ' ἅμα πᾶσαι
Θύσθλα χαμαὶ κατέχευαν, ὑπ' ἀνδροφόνοιο Λυκούργου
Θεινόμεναι βουπλῆγι. Διώνυσος δὲ φοβηθεὶς

Δύσεθ' ἁλὸς κυτὰ κῦμα, Θέτις δ' ὑπεδέξατο κόλπῳ
Δειδιότα· κρατερὸς γὰρ ἔχε τρόμος ἀνδρὸς ὑμοκλῆ.
Τῷ μὲν ἔπειτ' ὀδύσαντο θεοὶ ῥεῖα ζώοντες,
Καί μιν τυφλὸν ἔθηκε Κρόνου παῖς· οὐδ' ἄρ' ἔτι δὴν
Ἦν, ἐπεὶ ἀθανάτοισιν ἀπήχθετο πᾶσι θεοῖσιν.
Οὐδ' ἂν ἐγὼ μακάρεσσι θεοῖς ἐθέλοιμι μάχεσθαι.
Εἰ δέ τίς ἐσσι βροτῶν, οἳ ἀρούρης καρπὸν ἔδουσιν,
Ἄσσον ἴθ', ὥς κεν θᾶσσον ὀλέθρου πείραθ' ἵκηαι."

vv. 130–143.

β'. Ἦ ῥα γυνὴ ταμίη· ὁ δ' ἀπέσσυτο δώματος Ἕκτωρ
Τὴν αὐτὴν ὁδὸν αὖτις ἐϋκτιμένας κατ' ἀγυιάς.
Εὖτ' ἐπὶ πύλας ἵκανε διερχόμενος μέγα ἄστυ
Σκαιάς—τῇ γὰρ ἔμελλε διεξίμεναι πεδίονδε—,
Ἔνθ' ἄλοχος πολύδωρος ἐναντίη ἦλθε θέουσα
Ἀνδρομάχη, θυγάτηρ μεγαλήτορος Ἠετίωνος,
Ἠετίων ὅς ἔναιεν ὑπὸ Πλάκῳ ὑληέσσῃ,
Θήβῃ ὑποπλακίῃ, Κιλίκεσσ' ἄνδρεσσιν ἀνάσσων·
Τοῦ περ δὴ θυγάτηρ ἔχεθ' Ἕκτορι χαλκοκορυστῇ.
Ἡ οἱ ἔπειτ' ἤντησ', ἅμα δ' ἀμφίπολος κίεν αὐτῇ
Παῖδ' ἐπὶ κόλπῳ ἔχουσ' ἀταλάφρονα νήπιον αὔτως,
Ἑκτορίδην ἀγαπητὸν, ἀλίγκιον ἀστέρι καλῷ,
Τόν ῥ' Ἕκτωρ καλέεσκε Σκαμάνδριον, αὐτὰρ οἱ ἄλλοι
Ἀστυάνακτ'· οἶος γὰρ ἐρύετο Ἴλιον Ἕκτωρ.
Ἤτοι ὁ μὲν μείδησεν ἰδὼν ἐς παῖδα σιωπῇ·
Ἀνδρομάχη δέ οἱ ἄγχι παρίστατο δακρυχέουσα,
Ἓν τ' ἄρα οἱ φῦ χειρὶ, ἔπος τ' ἐφατ', ἔκ τ' ὀνόμαζεν.

vv 390–406.

HOMER, *Iliad*, VI.

1. Write short notes on Λυκόοργος, Νυσήιον, Σκαιάς, Θήβῃ.

2. v. 396. Ἠετίων. What peculiarity? Cite other instances.

3. Parse δύσεθ', δειδιότα, ἀπήχθετο, ἴθ', ἀπέσσυτο, ἔχεθ', ἔφατ'.

4. θύσθλα. What is meant?

5. Scan vv. 138, 392, 396, noting any metrical peculiarities.

6. Mention the principal uses of the accusative case in Greek; and discuss the syntax of ὁδόν (391), πύλας (392), ἔπος (406.

7. What is the force of the suffixes -σκε, -θι, -θεν, and -δε; and how are they attached?

IV.

1. A short life of Xenophon.
2. The internal evidence as to the authorship of the Iliad.
3. Explain such forms as *ἵκηαι, δαήμεναι, καππεδίον, ᾔδη.*
4. The derivation of *βουπλῆγι, ὁμοκλῇ, νήπιον,* Ἴλιον.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

SENIOR MATRICULATION.

GREEK.

HONORS.

Examiner: S. ARTHUR MARLING, M.A.

I.

Translate:

ΖΕΥΣ. Τί οὖν ἀγανακτεῖς κατ' αὐτῶν; διδόασι γὰρ ἄμφω καλὴν τὴν δίκην· οἱ μὲν, ὥσπερ ὁ Τάνταλος, ἄποτοι καὶ ἄγευστοι, καὶ ξηροὶ τὸ στόμα, ἐπικεχηνότες μόνον τῷ χρυσίῳ· οἱ δὲ, καθάπερ ὁ Φινεὺς, ἀπὸ τῆς φάρυγγος τὴν τροφὴν ὑπὸ τῶν Ἁρπυιῶν ἀφαιρούμενοι. Ἀλλ' ἄπιθι ἤδη σωφρονεστέρῳ παραπολὺ τῷ Τίμωνι ἐντευξόμενος.
ΠΛΟΥΤ. Ἐκεῖνος γάρ ποτε παύσεται ὥσπερ ἐκ κοφίνου τετρυπημένου, πρὶν ὅλως εἰσρυῆναί με, κατὰ σπουδὴν ἐξαντλῶν, φθάσαι βουλόμενος τὴν ἐπιῤῥοὴν, μὴ ὑπέραιρλος εἰσπεσὼν ἐπικλύσω αὐτόν; ὥστε ἐς τὸν τῶν Δαναΐδων πίθον ὑδροφορήσειν μοι δοκῶ, καὶ μάτην ἐπαντλήσειν τοῦ κύτους μὴ στέγοντος· ἀλλὰ πρὶν εἰσρυῆναι, σχεδὸν ἐκχυθησομένου τοῦ ἐπιῤῥέοντος· οὕτως εὐρύτερον τὸ πρὸς τὴν ἔκχυσιν κεχηνὸς τοῦ πίθου, καὶ ἀκώλυτος ἡ ἔξοδος.
ΖΕΥΣ. Οὐκοῦν εἰ μὴ ἐμφράξηται τὸ κεχηνὸς τοῦτο, καὶ εἰς τὸ ἅπαξ ἀναπεπταμένον, ἐκχυθέντος ἐν βραχεῖ σου, ῥᾳδίως εὑρήσει τὴν διφθέραν αὖθις, καὶ τὴν δίκελλαν ἐν τῇ τρυγὶ τοῦ πίθου.

LUCIAN, *Timon.*

1. Ἁρπυιῶν. Give their names, and the meaning of each. What explanation of the fable? What connection with the Strophades?

2. Explain the construction of τροφήν, and of παύσεται to ἐπιῤῥοήν.

3. Δαναΐδων. Who? Quote from Horace any allusions to them.

4. Mark the quantity of the penult. in κοφίνου, ἐπικλύσω, ἔκχυσιν, ἀκώλυτος.

5. Parse ἐπικεχηνότες, ἐντευξόμενος, εἰσρυῆναι, ἐκχυθησομένου, ἀναπεπταμένον.

II.

Translate:

ΤΙΜ. Ἀλλ' οὐκ ἐμπέπρησται, ὦ μιαρὲ, ἡ ἀκρόπολις, ὥστε δῆλος εἶ συκοφαντῶν· ΔΗΜ. Ἀλλὰ καὶ πλουτεῖς, τὸν ὀπισθόδομον διορύξας. ΤΙΜ. Οὐ διώρυκταί οὐδὲ οὗτος· ὥστε ἀπίθανά σου καὶ ταῦτα. ΔΗΜ. Διορυχθήσεται μὲν ὕστερον· ἤδη δὲ σὺ πάντα τὰ ἐν αὐτῷ ἔχεις. ΤΙΜ. Οὐκοῦν καὶ ἄλλην λάμβανε. ΔΗΜ. Οἴμοι τὸ μετάφρενον. ΤΙΜ. Μὴ κέκραχθι· κατοίσω γάρ σοι καὶ τρίτην. ἐπεὶ καὶ γελοῖα πάμπαν πάθοιμι, δύο μὲν Λακεδαιμονίων μοίρας κατακόψας ἄνοπλος, ἓν δὲ μιαρὸν ἀνθρώπιον μὴ ἐπιτρίψας· μάτην γὰρ ἂν εἴην καὶ νενικηκὼς Ὀλύμπια πύξ, καὶ πάλην.

Ibid.

1. Write short explanatory notes on συκοφαντῶν, ὀπισθόδομον.

2. τρίτην. What is the ellipsis?

3. Λακεδαιμονίων, κ.τ.λ. What is the reference?

4. μοίρας. What other reading? Give the derivation. How many men in a μοίρα? What were its subdivisions?

5. Ὀλύμπια. What is the construction? Explain the terms ἐκεχειρία, πένταθλον, παγκράτιον. What special qualifications were demanded in the competitors at these games?

6. Translate into Greek (1.) He grasped me by the feet. (2.) I will have the boy taught music. (3.) Xenophon left half the army to guard the camp. (4.) He accused Cyrus to his brother of plotting against him.

III.

Translate:

"Ἡμεῖς μὲν στεινωπὸν ἀνεπλέομεν γοόωντες·
Ἔνθεν γὰρ Σκύλλη, ἑτέρωθι δὲ δῖα Χάρυβδις
Δεινὸν ἀνερροίβδησε θαλάσσης ἁλμυρὸν ὕδωρ.
Ἤτοι ὅτ' ἐξεμέσειε, λέβης ὡς ἐν πυρὶ πολλῷ,
Πᾶσ' ἀνεμορμύρεσκε κυκωμένη· ὑψόσε δ' ἄχνη
Ἄκροισι σκοπέλοισιν ἐπ' ἀμφοτέροισιν ἔπιπτεν.
Ἀλλ' ὅτ' ἀναβρόξειε θαλάσσης ἁλμυρὸν ὕδωρ,
Πᾶσ' ἔντοσθε φάνεσκε κυκωμένη, ἀμφὶ δὲ πέτρη
Δεινὸν ἐβεβρύχειν, ὑπένερθε δὲ γαῖα φάνεσκεν
Ψάμμῳ κυανέῃ· τοὺς δὲ χλωρὸν δέος ᾕρει.
Ἡμεῖς μὲν πρὸς τὴν ἴδομεν δείσαντες ὄλεθρον.
Τόφρα δέ μοι Σκύλλη κοίλης ἐκ νηὸς ἑταίρους
Ἓξ ἕλεθ' οἳ χερσίν τε βίηφί τε φέρτατοι ἦσαν.
Σκεψάμενος δ' ἐς νῆα θοὴν ἅμα καὶ μεθ' ἑταίρους
Ἤδη τῶν ἐνόησα πόδας καὶ χεῖρας ὕπερθεν
Ὑψόσ' ἀειρομένων· ἐμὲ δὲ φθέγγοντο καλεῦντες
Ἐξενομακλήδην, τότε γ' ὕστατον, ἀχνύμενοι κῆρ.

HOMER, *Odyssey*, XII.

1. Parse ἐξεμέσειε (giving the force of the mood), φάνεσκε, ᾕρει.

2. Derive Σκύλλη, δεῖνον, χλωρόν, Χάρυβδις, ψάμμῳ.

3. Give the ordinary for the epic forms in this passage.

4. Distinguish ὅτε and ὅταν, δῖα and διά, ἤδη and ᾔδη.

5. βίηφι. Explain the meaning and use of the suffix -φι.

6. When is a long vowel or diphthong at the end of a word generally made short in Homer? What are the exceptions?

IV.

Translate:

Ὣς ἄρα φωνήσασ' ἀπέβη γλαυκῶπις Ἀθήνη
Πόντον ἐπ' ἀτρύγετον, λίπε δὲ Σχερίην ἐρατεινήν,
Ἵκετο δ' ἐς Μαραθῶνα καὶ εὐρυάγυιαν Ἀθήνην,
Δῦνε δ' Ἐρεχθῆος πυκινὸν δόμον· αὐτὰρ Ὀδυσσεὺς
Ἀλκινόου πρὸς δῶματ' ἴε κλυτά. πολλὰ δέ οἱ κῆρ
Ὥρμαιν' ἱσταμένῳ πρὶν χάλκεον οὐδὸν ἱκέσθαι.
Ὡς τε γὰρ ἠελίου αἴγλη πέλεν ἠὲ σελήνης
Δῶμα καθ' ὑψερεφὲς μεγαλήτορος Ἀλκινόοιο.

Χάλκεοι μὲν γὰρ τοῖχοι ἐληλέδατ' ἔνθα καὶ ἔνθα,
Ἐς μυχὸν ἐξ οὐδοῦ, περὶ δὲ θριγκὸς κυάνοιο·
Χρύσειαι δὲ θύραι πυκινὸν δόμον ἐντὸς ἔεργον·
Σταθμοὶ δ' ἀργύρεοι ἐν χαλκέῳ ἕστασαν οὐδῷ,
Ἀργύρεον δ' ἐφ' ὑπερθύριον, χρυσέη δὲ κορώνη.
Χρύσειοι δ' ἑκάτερθε καὶ ἀργύρεοι κύνες ἦσαν,
Οὓς Ἥφαιστος ἔτευξεν ἰδυίῃσι πραπίδεσσιν
Δῶμα φυλασσέμεναι μεγαλήτορος Ἀλκινόοιο,
Ἀθανάτους ὄντας καὶ ἀγήρως ἤματα πάντα.
Ἐν δὲ θρόνοι περὶ τοῖχον ἐρηρέδατ' ἔνθα καὶ ἔνθα,
Ἐς μυχὸν ἐξ οὐδοῖο διαμπερές, ἔνθ' ἐνὶ πέπλοι
Λεπτοὶ ἐΰννητοι βεβλήατο, ἔργα γυναικῶν.
Ἔνθα δὲ Φαιήκων ἡγήτορες ἑδριόωντο
Πίνοντες καὶ ἔδοντες· ἐπηετανὸν γὰρ ἔχεσκον.

Ibid., VII.

University of Toronto.

ANNUAL EXAMINATIONS : 1875.

SENIOR MATRICULATION.

LATIN.

Examiner: W. D. PEARMAN, M.A.

I.

Translate:

Prudens futuri temporis exitum
Caliginosa nocte premit deus,
  Ridetque si mortalis ultra
    Fas trepidat. Quod adest memento
Componere aequus; cetera fluminis
Ritu feruntur, nunc medio aequore
  Cum pace delabentis Etruscum
    In mare, nunc lapides adesos
Stirpesque raptas et pecus et domus
Volventis una non sine montium
  Clamore vicinaeque silvae,
    Cum fera diluvies quietos
Irritat amnes. Ille potens sui
Laetusque deget, cui licet in diem
  Dixisse Vixi: cras vel atra
    Nube polum Pater occupato
Vel sole puro; non tamen irritum
Quodcunque retro est efficiet, neque
  Diffinget infectumque reddet
    Quod fugiens semel hora vexit.
Fortuna saevo laeta negotio et
Ludum insolentemludere pertinax
  Transmutat incertos honores,
    Nunc mihi, nunc alii benigna.
Laudo manentem; si celeres quatit
Pennas resigno quae dedit, et mea
  Virtute me involvo probamque
    Pauperiem sine dote quaero.

HORACE, *Odes*, III.

1. Give perfect tense of *premit, ridet, deget, quatit.*

2. *Prudens. Quod adest. potens sui. Laudo.* State the precise force of these words as used in this extract, giving the Greek equivalent where you are able.

3. Give the derivation of *trepidat, aequus, diluvies, irritum, insolentem.*

4. Give a scale of the metre of this ode. State whether it is *μονόκωλον* or *μονόστροφον*, explaining the meaning of these terms.

II.

Translate:

Ante, deos homini quod conciliare valeret,
  Far erat et puri lucida mica salis.
Nondum pertulerat lacrimatas cortice myrrhas
  Acta per aequoreas hospita navis aquas;
Thura nec Euphrates, nec miserat India costum,
  Nec fuerant rubri cognita fila croci.
Ara dabat fumos, herbis contenta Sabinis,
  Et non exiguo laurus adusta sono.
Si quis erat factis prati de flore coronis
  Qui posset violas a[illegible]re, dives erat.
Hic, qui nunc aperit percussi viscera tauri,
  In sacris nullum culter habebat opus.
Prima Ceres avidae gavisa est sanguine porcae,
  Ulta suas merita caede nocentis opes.
Nam sata vere novo teneris lactentia succis
  Eruta setigerae comperit ore suis.
Sus dederat poenas: exemplo territus hujus
  Palmite debueras abstinuisse, caper.
Quem spectans aliquis dentes in vite prementem
  Talia non tacito dicta dolore dedit:

OVID, *Fasti*, I.

1. Give the gender of *flore, sanguine, palmite, dentes.*

2. Parse *gavisa, ulta, comperit.*

3. Distinguish between *aliquis, quis, quidam, quisquam, quivis.*

4. *Palmite debueras* &c. Notice any peculiarity of construction in this verse.

5. Write short geographical notes upon *Euphrates, Sabinis.*

III.

Translate :

Ad hæc consultanda procurandaque multitudine omni a vi et armis conversa et animi aliquid agendo occupati erant, et deorum adsidua insidens cura, quum interesse rebus humanis cœleste numen videretur, ea pietate omnium pectora imbuerat, ut fides ac jusjurandum proximo legum ac pœnarum metu civitatem regerent. Et quum ipsi se homines in regis velut unici exempli mores formarent, tum finitimi etiam populi, qui antea castra non urbem positam in medio ad sollicitandam omnium pacem crediderant, in eam verecundiam adducti sunt, ut civitatem totam in cultum versam deorum violare ducerent nefas. Lucus erat, quem medium ex opaco specu fons perenni rigabat aqua : quo quiase persæpe Numa sine arbitris velut ad congressum deæ inferebat, Camenis eum lucum sacravit, quod earum ibi concilia cum conjuge sua Egeria essent.

LIVY, V.

1. Distinguish between *jus jurandum* and *sacramentum ; verecundia*, *pudicitia*, and *modestia; adsiduus* and *diligens ; perennis* and *perpetuus*.

2. How may the so-called "Servian" laws be generally distinguished from those attributed to Numa ?

3. Give the derivation of *poena*, *arbiter*, *concilia*.

4. *interesse*. State and explain the various constructions in which this verb is used.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

SENIOR MATRICULATION.

LATIN.

HONORS AND SCHOLARSHIPS.

Examiner: W. D. PEARMAN, M.A.

I.

Translate:

Romæ interim satis jam omnibus ut in tali re ad tuendam arcem compositis turba seniorum domus regressa adventum hostium obstinato ad mortem animo exspectabat. Qui eorum curules gesserant magistratus, ut in fortunæ pristinæ honorumque aut virtutis insignibus morerentur, quæ augustissima vestis est tensas ducentibus triumphantibusve, ea vestiti medio ædium eburnis sellis sedere. Sunt qui M. Fabio pontifice maximo præfante carmen devovisse eos se pro patria Quiritibusque Romanis tradant. Galli, et quia interposita nocte a contentione pugnæ remiserant animos et quod nec in acie ancipiti usquam certaverant prœlio nec tum impetu aut vi capiebant urbem, sine ira sine ardore animorum ingressi postero die urbem patente Collina porta in forum perveniunt, circumferentes oculos ad templa deûm arcemque totam solam belli speciem tenentem.

LIVY, V.

1. Derive *obstinato, ancipiti.* Distinguish between *pristinus, priscus, vetus,* and *antiquus.*

2. *Curules magistratus.* What were they?

II.

Translate:

"Mene igitur socium summis adjungere rebus,
Nisc, fugis? solum te in tanta pericula mittam?
Non ita me genitor bellis assuetus Opheltes
Argolicum terrorem inter Trojæque labores
Sublatum erudiit; nec tecum talia gessi,
Magnanimum Æneam et fata extrema secutus.
Est hic, est animus lucis contemtor, et istum
Qui vita bene credat emi, quo tendis, honorem."
Nisus ad hæc: "Equidem de te nil tale verebar:
Nec fas—non. Ita me referat tibi magnus ovantem
Jupiter, aut quicumque oculis hæc aspicit æquis.
Sed si quis—quæ multa vides discrimine tali—
Si quis in adversum rapiat casusve deusve,
Te superesse velim; tua vita dignior ætas.
Sit, qui me raptum pugna pretiove redemtum
Mandet humo; solita aut si qua id fortuna vetabit,
Absenti ferat inferias, decoretque sepulcro.
Neu matri miseræ tanti sim causa doloris:
Quæ te sola, puer, multis e matribus ausa
Persequitur, magni nec mœnia curat Acestæ."

VIRGIL, *Æneid,* IX.

1. *Te in tanta pericula mittam.* Quote instances of similar alliteration.

2. *Qui vita bene credat,* &c. Explain the construction of this sentence.

3. Scan the 6th verse of this extract, *magnanimum Æneam,* &c.

III.

Translate :

Quare conservate, judices, hominem pudore eo, quem amicorum videtis comprobari quum dignitate tum etiam vetustate, ingenio autem tanto, quantum id convenit existimari, quod summorum hominum ingeniis expetitum esse videatis, causa vero ejusmodi, quæ beneficio legis, auctoritate municipii, testimonio Luculli, tabulis Metelli comprobetur. Quæ quum ita sint, petimus a vobis, judices, si qua non modo humana, verum etiam divina in tantis ingeniis commendatio debet esse, ut cum, qui vos, qui vestros imperatores, qui populi Romani res gestas semper ornavit, qui etiam his recentibus nostris vestrisque domesticis periculis æternum se testimonium laudis daturum esse profitetur, estque ex eo numero, qui semper apud omnes sancti sunt habiti itaque dicti, sic in vestram accipiatis fidem, ut humanitate vestra levatus potius quam acerbitate violatus esse videatur.

CICERO, *pro Archia.*

1. Mark the quantity of the penult. and antepenult. of *expetitum*, *periculis*, *levatus*.

2. Distinguish between *municipium* and *colonia*.

3. *Auctoritate*. What is the radical meaning of this word? Shew how it comes to have the meaning with which it is employed in this extract.

4. Before whom was this case tried? What is meant by the terms "*in jure*," and "*in judicio*"?

IV.

Translate :

Sint sane inimicitiæ; quæ esse non debebant; rex enim Deiotarus vestram familiam abjectam et obscuram e tenebris in lucem evocavit. Quis tuum patrem antea, qui esset, quam cujus gener esset, audivit? Sed quamvis ingrate et impie necessitudinis nomen repudiaretis, tamen inimicitias hominum more gerere poteratis, non ficto crimine insectari, non expetere vitam, non capitis arcessere. Esto; concedatur hæc quoque acerbitas et odii magnitudo; adeone, ut omnia vitæ salutisque communis atque etiam humanitatis jura violentur? Servum sollicitare verbis, spe promissisque corrumpere, abducere domum, contra dominum armare, hoc est non uni propinquo, sed omnibus familiis nefarium bellum indicere. Nam ista corruptela servi si non modo impunita fuerit, sed etiam a tanta auctoritate approbata, nulli parietes nostram salutem, nullæ leges, nulla jura custodient.

CICERO, *pro Deiotaro.*

1. Give the Greek equivalent of *necessitudinis.*
2. *Capitis arcessere.* Explain the construction.

t; rex
scuram
antea,
l quam-
liaretis,
is, non
capitis
oitas et
ie com-
Servum
bducere
non uni
ndicere.
fuerit,
parietes
ient.

otaro.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

SENIOR MATRICULATION.

ALGEBRA.

Examiner: EDGAR FRISBY, M.A.

1. State the advantages of employing negative and fractional exponents.

Prove that the product of $(1+x)^{\frac{1}{2}} + (1-x)^{\frac{1}{2}}$ and $2 - (1 - x^2)^{\frac{1}{2}}$ is

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

2. Divide, according to Horner's Method,

$$2x^4 - 3x^3 + 7x^2 - 8x + 10 \text{ by } x^2 - 3x + 4.$$

3. Write down the quotients of $x^6 - y^6$ divided by $x \pm y$; and prove

$$(a + b - c)^2 (a - b + c) + (a + b + c), (a + b - c)$$
$$(b + c - a) = 4bc (a + b - c).$$

4. Prove the following:

(i.) The difference between any the same odd powers, of two quantities is exactly divisible by the difference between the quantities.

(ii.) The difference between any the same even powers of two quantities is exactly divisible by the sum of the quantities and also by their difference.

5. Explain the use of the terms *dimensions*, *measure*, and *multiple*, in Algebra, and prove that a common measure of two quantities will measure the sum or difference of any multiples of those quantities.

Find the H. C. M. of $2x^3 + 9x^2 + 4x - 15$ and $4x^3 + 8x^2 + 3x + 20$.

6. Simplify

$$\text{(i.)}\quad \frac{a^2-bc}{(a-b)\,(a-c)} + \frac{b^2-ca}{(b-c)\,(b-a)} + \frac{c^2-ab}{(c-a)\,(c-b)}$$

$$\text{(ii.)}\quad \left(\frac{1}{x^2} - \frac{1}{xy} + \frac{1}{y^2}\right) \div \left(x^3 + y^3\right).$$

7. Solve the equations

$$\frac{5x-3}{7} - \frac{8-x}{3} = \frac{7x}{2} - \frac{4}{5}\left(4x+2\right).$$

$$\sqrt{8+x} + \sqrt{x+3} = 5.$$

8. Solve the equation $x^2 + px + q = 0$, and shew how to form the quadratic whose roots are given.

9. Goods are marked for sale at a price which gives a profit of n per cent. on the selling price, and $n + 50$ per cent. on the cost price. Find n.

10. One root of $x^3 + 8 = 5x^2 + 18x + 16$ is -2; find the remaining two.

11. In simultaneous equations, what is the nature of the solution according as there are more or fewer equations than unknown quantities?

Find the ratios $x : y : z$, from the equations

$$5x + 2y - 3z = 0,$$
$$17x + \tfrac{1}{2}y - 6z = 0.$$

12. Shew how to find the sum of n terms of a series in Arithmetical progression.

The middle term of a series in *A. P.* is 100; find the sum of 51 terms.

13. If $\frac{l}{x} = \frac{m}{y} = \frac{n}{z}$ and $\frac{x^2}{a^2} + \frac{y^2}{b^2} + \frac{z^2}{c^2} = 1$, then

$$\frac{l^2}{a^2} + \frac{m^2}{b^2} + \frac{n^2}{c^2} = \frac{l^2+m^2+n^2}{a^2+b^2+c^2}.$$

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

SENIOR MATRICULATION.

TRIGONOMETRY.

Examiner: EDGAR FRISBY, M.A.

1. Write down the characteristics of the logarithms of 235, 2·368, ·806, ·00025.

2. State the numerical limits between which the numbers lie whose logarithms have characteristics 5 and $\bar{2}$.

3. State the rules for finding the logarithms of products, quotients, powers, and roots.

Find the logarithm of $\sqrt[10]{\cdot 67234} \times (3\cdot 8826)^{10}$.

4. Given log 2 = ·30103, find log ·00025.

Calculate the values of

$$\frac{\sqrt[3]{67\cdot 234}}{38\cdot 826} \text{ and } \sqrt{\frac{672\cdot 34 \times 388\cdot 26}{412\cdot 67 \times 462\cdot 75}}.$$

5. Explain how the size of an angle is expressed in Trigonometry.

Find the complement of 66° 41′ 4″ and the supplement of 100° 5′ 25″.

6. Define the Trigonometrical ratios of an angle less than two right angles.

Find the sin, cos, and tan of 30° and 60°.

7. In a triangle ($A > B$) prove

$$\sin (A + B) = \sin A \cos B + \cos A \sin B.$$

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

8. Prove the formulas

$$\tan^2 \tfrac{1}{2}x = \frac{1 - \cos x}{1 + \cos x},$$

$$\tan \tfrac{1}{2}x = \frac{1 + \sin x - \cos x}{1 + \sin x + \cos x}.$$

9. (1) Given $c = 672.34$, $A = 35° 16' 25''$, $C = 90°$, solve the triangle.

(2) Given $A = 50° 38' 52''$, $B = 60° 7' 25''$, $a = 412.67$, solve the triangle.

10. If $s =$ the semi-perimeter of the triangle ABC, prove that the radii of the inscribed and circumscribed circles are, respectively,

$$s \tan \tfrac{1}{2} A \tan \tfrac{1}{2} B \tan \tfrac{1}{2} C, \quad \tfrac{1}{4} s \sec \tfrac{1}{2} A \sec \tfrac{1}{2} B \sec \tfrac{1}{2} C.$$

No.	log.	Angle.	Log.
10473	02006	sin. 35° 16′ 25″	9·76154
11691	06788	cos. 35° 16′ 25″	9·91190
38826	58913	cosec. 50° 38′ 52″	10·11167
41267	61560	sin. 60° 7′ 25″	9·93807
46275	66535	sin. 69° 13′ 43″	9·97081
49899	69809		
54890	73949		
67234	82759		

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

SENIOR MATRICULATION.

ENGLISH.

Examiner: WILLIAM HOUSTON, M.A.

1. Give a sketch of the origin and history of alphabetical writing, and shew how far the imperfections of the English alphabet may be historically accounted for.

2. How far is the term "inflection" applicable to the gender of nouns in English?

Point out and account for any peculiarities of form or meaning in *songster*, *maltster*, *youngster*, *songstress*, and *seamstress*.

3. Distinguish etymologically and in signification between the first "one" and the second in the following sentence, and discuss the applicability of the term pronoun to each:

"*One* does not know whether to accept the *one* or the other."

4. Some grammarians are of opinion that *self* was originally a noun, others hold that it was an adjective. Which theory will best account for anomalies in the formation of the compound pronouns, *myself*, *thyself*, *himself*, *herself*, *themselves*, and why?

5. Mr. Rushton says: "Grammarians have produced much needless perplexity by confounding the two forms in *-ing*."

Distinguish etymologically between these two forms of the so-called present participle, and shew whether any advantage is gained by observing the distinction in practice.

6. Account historically for the introduction of the Latin element of the English vocabulary, giving a few examples of words of Latin origin belonging to each of the two earlier stages of the process.

Derive the following words, giving the intermediate forms: *Sir, madam, curfew, vinegar, bachelor, prize, biscuit, proxy, kerchief,* and *verdict.*

7. Define, and illustrate by examples, the following figures: *Simile, metaphor, allusion, antithesis,* and *hyperbole.*

8. *Pole*—Old Rome, that first made martyrs in the Church,
Trembled for her own gods, for these were trembling—
But when did our Rome tremble?
Paget— Did she not
In Henry's time and Edward's?
Pole— What, my Lord!
The Church on Peter's rock? never! I have seen
A pine in Italy that cast its shadow
Athwart a cataract; firm stood the pine—
The cataract shook the shadow. To my mind,
The cataract typed the headlong plunge and fall
Of heresy to the pit: the pine was Rome.
You see, my Lords;
It was the shadow of the Church that trembled;
Your church was but the shadow of a church,
Wanting the triple mitre.
Gardiner—Here be tropes.
Pole—And tropes are good to clothe a naked truth,
And make it look more seemly.
Gardiner—Tropes again!
Pole—You are hard to please. Then without tropes, my Lord.
An overmuch severeness, I repeat,
When faith is wavering makes the waverer pass
Into more settled hatred of the doctrines
Of those who rule, which hatred by-and-by
Involves the ruler (thus there springs to light
That Centaur of a monstrous Commonweal,
The traitor-heretic) then tho' some may quail,
Yet others are that dare the stake and fire,
And there strong torment bravely borne, begets
An admiration and an indignation,

And hot desire to imitate; so the plague
Of schism spreads;

* * * * *

Methinks that under our Queen's regimen
We might go softlier than with crimson rowel
And streaming lash. When Herod-Henry first
Began to batter at your English Church,
This was the cause, and hence the judgment on her.
She seethed with such adulteries; and the lives
Of many among your churchmen were so foul
That heaven wept and earth blush'd. I would advise
That we should thoroughly cleanse the Church within
Before these bitter statutes be requicken'd,
So after that when she once more is seen
White as the light, the spotless bride of Christ,
Like Christ himself on Tabor, possibly
The Lutheran may be won to her again;
Till when, my Lords, I counsel tolerance.

TENNYSON'S *Queen Mary*, Act iii., scene 4.

(*a*) Shew, by pointing out the figures of speech made use of by Pole, how far Gardiner was justified in his remarks, "Here be tropes," and "tropes again!"

(*b*) Shew by a similar analysis to what extent Pole, in his subsequent remarks, failed to fulfil his promise to dispense with the use of rhetorical figures.

9. Discuss the propriety of regarding Chaucer as the founder of a school of poetry. Give an account of the principal writers usually classed as his disciples, enumerating and briefly describing their more important works.

10. Account for the literary barrenness of the 15th century, and trace the operation of the causes leading to the *renaissance* of the Elizabethan age.

11. Name the authors of the "Utopia," the "Praise of Folly," and the "Arcadia." Describe these works, and point out the relation of their authors to the progress of learning and literature in England.

12. Hallam, speaking of the language of the authorized version of the Bible, says: "It may, in the eyes of many, be a better English, but it is not the English of Daniel, or Raleigh, or Bacon, as any one may easily perceive."

Explain fully what is implied in this statement, and account for the difference between the English of the Bible and that of contemporary writers.

Subject for Composition:

The relation which the Literature of a country bears to its Political History.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

SENIOR MATRICULATION.

ENGLISH.

HONORS.

Examiner: J. M. Buchan, M.A.

ENGLISH LITERATURE.

1. Tell what you know about Bede, Roger Bacon, and Robert Mannying.

2. "Ye ne schulen eten vleschs ne seim buten ine muchele seenesse; other hwoso is euer feble eteth potage blitheliche, and wunieth ou to lutel drunch. Notheleas, leoue sustren, ower mete and ower drunch haueth ithuht me lesse then ich wolde."

Ancren Riwle.

(i.) Rewrite in modern English.

(ii.) What is the meaning of 'Ancren Riwle'?

(iii.) Give an account of the work.

3. Compare or contrast the Canterbury Tales and the Vision of Pier's Ploughman, in regard to their poetical form, the mental and moral characteristics of the authors, and their modes of treating the same subjects.

PROLOGUE TO THE CANTERBURY TALES.

4. "A gentle maunciple was ther of a temple,
Of which achatours mighten take exemple
For to be wys in beyying of vitaille.
For whether that he payde, or took by taille,
Algate he waytede so in his achate,
That he was ay biforn and in good state.
Now is not that of God a ful fair grace,
That such a lewed mannes wit schal pace
The wisdom of an heep of lernede men?
Of maystres hadde he moo than thries ten,
That were of lawe expert and curious;
Of which ther were a doseyn in that house,
Worthi to ben stiwardz of rente and lond
Of any lord that is in Engelond,
To make him lyve by his propre good,
In honour detteles, but-if he were wood,
Or lyve as scarsly as hym list desire;
And able for to helpen al a schire
In any caas that mighte falle or happe;
And yit this maunciple sette here aller cappe."

Prologue to the Canterbury Tales, ll. 567–586.

(i.) Rewrite line by line in modern English.

(ii.) Give the derivation of 'maunciple,' 'achatour,' 'vitaille,' 'taille,' 'doseyn.'

(iii.) Scan l. 585.

(iv.) Parse 'hym,' and 'list,' l. 583; and 'here' and 'aller,' l. 586.

(v.) What inflexions are marked by final *e* in Chaucer's adjectives?

JULIUS CÆSAR.

5. Describe the character of Anthony as conceived by Shakespeare.

6. *Brutus*—Let me tell you, Cassius, you yourself
Are much condemned to have an itching palm;
To sell and mart your offices for gold
To undeservers.

Cassius— I an itching palm? 5
You know that you are Brutus that speak this,
Or, by the Gods, this speech were else your last.

Brutus—The name of Cassius honours this corruption,
And chastisement doth therefore hide his head.

Cassius—Chastisement! 10

Brutus—Remember March, the ides of March remember!
Did not great Julius bleed for justice sake?
What villain touched his body, that did stab,
And not for justice? What, shall one of us,
That struck the foremost man of all this world 15
But for supporting robbers, shall we now
Contaminate our fingers with base bribes,
And sell the mighty space of our large honours
For so much trash as may be grasped thus?
I had rather be a dog and { bait / bay } the moon, 20
Than such a Roman.

JULIUS CÆSAR, *Act IV.*, *Scene* 3.

(i.) Notice any lines that cannot be scanned in the ordinary way.

(ii.) Distinguish 'mart' from 'sell,' in l. 3.

(iii.) Point out any constructions that would not be used in modern prose.

(iv.) Parse 'but' in l. 16.

(v.) 'You are Brutus that speak this,' l. 6; 'chastisement doth hide his head,' l. 9; and 'I had rather be,' l. 20. Discuss the grammar of these constructions.

(vi.) Give the derivation of 'chastisement,' 'justice,' 'finger,' 'base,' and 'such.'

(vii.) Analyse from 'what' in l. 14 to the end.

(viii.) Point out any examples of rhetorical figures that occur in the extract.

(ix.) L. 20. How does 'bay the moon' differ from 'bait the moon'? Which is the preferable reading? Give reasons for your answer.

PROSODY.

7. Enumerate the meanings of the word *verse*.

8. Quote or compose examples of the different Iambic measures used by English poets.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

SENIOR MATRICULATION IN ARTS:
JUNIOR, IN LAW.

FRENCH.

Examiner: REV. JAMES ROY, M.A.

I.

GRAMMAR.

1. When are the names of countries used without the article?

2. Are the following expressions correct? What is the difference of meaning between them? State the rule governing them. (*a*) *N'avons-nous pas de l'argent?* (*b*) *N'avons-nous pas d'argent?*

3. Why do we say, *le Dante, le Tasse, le Guide,* with the article, but *Pétrarque, Michel-Ange,* without it?

4. Of what number is *soi?*

5. When may *à* come before *nous?*

6. What prepositions follow *aimer, accoutumer, chercher, s'efforcer, s'empresser, penser?*

7. What is the difference between *forcer à* and *forcer de, contraindre à* and *contraindre de, obliger à* and *obliger de?*

8. In the following sentence what governs the subjunctive: *Je doute que vous ayez étudié hier.*

9. State the position in which *bien* stands with an infinitive.

10. Give the principal rules for the use of the subjunctive.

II.

EXERCISES.

(*a*) Translate:

1. Have that fish fried.
2. He plays the great lord.
3. Have you any green peas?
4. He is pretending to sleep.
5. He speaks and writes German.
6. The late princess was admired by everybody.
7. The more one has the more one wants.
8. That house was formerly mine.
9. Are you pleased with that speech?
10. The ladies I heard singing.
11. The songs I heard sung.
12. We who are cooks put the frying pan on the stove.
13. The gang of thieves got in.
14. A gang of thieves got in.
15. I should write if I could.

(*b*) Correct the errors in the following, and give reasons for each correction:

1. *L'homme qui aime à faire le bien, et qu'on l'en loue, n'est pas vraiment vertueux.*

2. *Le temps renverse tout ce qu'il éléve.*

3. *L'aigle est d'une caractére dominante, il est le tyran des habitans de l'air et de ceux de la terre.*

4. *Ma haine va mourir que j'ai crue immortelle.*

5. *C'est le plus brave des officiers du regiment qui ait été décoré.*

III.

Translate:

Le mal que peuvent faire les mauvais livres n'est corrigé que par les bons; les inconvénients des lumières ne sont évités que par un plus haut degré de lumières. Il y a deux routes à prendre en toutes choses: retrancher ce qui est dangereux, ou donner des forces nouvelles pour y résister. Le second moyen est le seul

qui convienne à l'époque où nous vivons; car l'innocence ne pouvant être de nos jours la compagne de l'ignorance, celle-ci ne fait que du mal. Tant de paroles ont été dites, tant de sophismes répétés, qu'il faut beaucoup savoir pour bien juger, et les temps sont passés où l'on s'en tenait en fait d'idées au patrimoine de ses pères. On doit donc songer, non à repousser les lumières, mais à les rendre complètes, pour que leurs rayons brisés ne présentent point de fausses lueurs. Un gouvernement ne saurait prétendre à dérober à une grande nation la connaissance de l'esprit qui règne dans son siècle : cet esprit renferme des éléments de force et de grandeur, dont on peut user avec succès quand on ne craint pas d'aborder hardiment toutes les questions : on trouve alors dans les vérités éternelles des ressources contre les erreurs passagères, et dans la liberté même le maintien de l'ordre et l'accroissement de la puissance.

MADAME DE STAËL, *L'Allem*, p. 39.

1. *les inconvénients.....de lumières.* What English poet has an often quoted sentiment similar to this ? Quote the words.

2. *nouvelles.* (*a*) Distinguish *nouvelles* from *neuves.* (*b*) Give sentences illustrating the use of the different forms of *nouvelles.*

3. *Second moyen.* Could *deuxième* be used here ?

4. *convienne, présentent.* What parts of the verbs ? Why used ?

5. *vivons.* Give preterite definite.

6. *donc.* When is final *c* not sounded in French ?

7. *de fausses lueurs.* Why no article ?

8. *saurait.* To what other French word is this equivalent ?

9. *connaissance.* (*a*) From what verb is this derived ? (*b*) Distinguish that verb from *savoir.*

10. *Le second moyen.....nous vivons.* Write, in French a short criticism on the sentiment here expressed.

IV.

1. State the arguments of Madame de Staël on the question of Language *versus* Mathematics, as a basis of instruction.

2. Compare the literary character of Madame de Staël with that of Voltaire.

V.

Translate :

> Les Français sont les plus habiles diplomates de l'Europe, et ces hommes, qu'on accuse d'indiscrétion et d'impertinence, savent mieux que personne cacher un secret, et captiver ceux dont ils ont besoin. Ils ne déplaisent jamais que quand ils le veulent, c'est-a-dire, quand leur vanité croit trouver mieux son compte dans le dédain que dans l'obligeance. L'esprit de conversation a singulièrement développé chez les Français l'esprit plus serieux des négociations politiques. Il n'est point d'ambassadeur étranger qui pût lutter contre eux en ce genre, à moins que, mettant absolument de côté toute prétention à la finesse, il n' allât droit en affaires, comme celui qui se battrait sans savoir l'escrime.

L'Allem; p. 58.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

SENIOR MATRICULATION, ARTS: JUNIOR, LAW.

FRENCH.

HONORS AND SCHOLARSHIPS.

Examiner: REV. JAMES ROY, M.A.

I.

Translate:

O ciel anéantis ma fatale existence.
Quoi! ce Dieu que je sers me laisse sans secours!
Il défend à mes mains d'attenter sur mes jours!
Ah! j'ai quitté des dieux dont la bonté facile
Me permettait la mort, la mort, mon seul asile.
Eh! quel crime est-ce donc, devant ce Dieu jaloux,
De hâter un moment qu'il nous prepare à tous?
Quoi! du calice amer d'un malheur si durable
Faut-il boire à longs traits la lie insupportable?
Ce corps vil et mortel est-il donc si sacré,
Que l' esprit qui le meut ne le quitte à son gré?
Ce peuple de vainqueurs, armé de son tonnerre,
A-t-il le droit affreux de depeupler la terre,
D'exterminer les miens, de déchirer mon flanc?
Et moi je ne pourrai disposer de mon sang?
Je ne pourrai sur moi permettre à mon courage
Ce que sur l'univers il permet à sa rage?
Zamore va mourir dans ses tourments affreux.
Barbares!

VOLTAIRE. *Alzire*, Acte V., Sc. iii.

1. *anéantis.* Distinguish *anéantir* from *détruire.*

2. *sers.* What compound of this verb is regular ?

3. *hâter.* Translate by this verb, and by another, the expression, " Make haste."

4. *amer.* In what words of more than one syllable is *r* final, preceded by *e*, sounded ?

5. *meut.* Give infinitive.

6. *gré.* Give and translate a French sentence illustrating the meaning of *savoir gré.*

7. *pourrai.* With what verbs may *pas* be omitted after *ne ?*

8. *Mourir.* Give present indicative.

9. *Quoi.....insupportable.* Write, in French, a short criticism on these lines.

10. Write, in French, a short account of the incidents of this play.

II.

Translate :

Connaissez-vous un homme appelé l'Eminence grise, ce capucin redouté que le Cardinal emploie à tout, consulte souvent, et méprise toujours ? C'est à lui que les capucins de Loudun se sont adressés. Une femme de ce pays et du petit peuple, nommée Hamon, ayant eu le bonheur de plaire à la reine quand elle passa dans ce pays, cette princesse l'attacha à son service. Vous savez quelle haine sépare sa cour de celle du Cardinal, vous savez qu' Anne d' Autriche et M. de Richelieu se sont quelque temps disputé la faveur du roi, et que, de ces deux soleils, la France ne savait jamais le soir lequel se lèverait le lendemain. Dans un moment d'éclipse du Cardinal, un satire parut, sortie du système planétaire de la reine ; elle avait pour titre la *Cordonnière de la reine mère ;* elle était bassement écrite et conçue, mais refermait des choses si injurieuses sur la naissance et la personne du Cardinal, que les ennemis de ce ministre s'en emparèrent et lui donnèrent une vogue qui l' irrita. On y révélait, dit-on, beaucoup d' intrigues et de mysterès qu'il croyait impénétrables; il lut cet ouvrage

anonyme et voulut en savoir l'auteur. Ce fut dans ce temps même que les capucins de cette petite ville écrivirent au père Joseph qu'une correspondance continuelle entre Grandier et la Hamon ne leur laissait aucun doute qu'il ne fût l'auteur de cette diatribe. En vain avait-il publié précédemment des livres religieux de prières et de méditations dont le style seul devait l'absoudre d'avoir mis la main à un libelle écrit dans le language des halles; le Cardinal, dès longtemps prévenu contre Urbain, n'a voulu voir que lui de coupable: on lui a rappelé que lorsqu' il n' était encore que prieur de Coussay, Grandier lui disputa le pas, le prit, même avant lui: je suis bien trompé si ce pas ne met son pied dans la tombe.

DE VIGNY, *Cinq-Mars* pp. 58, 9.

1. *L'Eminence grise.* Who was this? Describe his character.

2. *à lui.* Why is *à* permitted before *lui?*

3. *adressés.* Explain agreement.

4. *pays.* Distinguish from *campagne* and *patrie.*

5. *se sont—disputé.* Why is *disputé* in the singular?

6. *lequel.* Why not *qui?*

7. *le soir. le lendemain.* Explain construction.

8. *Dans un moment, &c.* What figure occurs in this sentence and the previous one?

9. *parut.* Give infinitive present.

10. *fût.* Why this mood and tense?

11. *En vain.* Give some other expressions after which subject and verb become inverted.

12. *l'absoudre.* *(a)* What parts of this verb are wanting? *(b)* Give the participles.

III.

Translate :

The thrill *(saisissement)* of joy was more dangerous for Miss de Lajolais than grief. The poor child fell heavily and senseless on the marble of the gallery. Thanks to the care of the Empress, of princess Hortense, and of their ladies, Miss de Lajolais soon recovered her consciousness.—"My father, my father!" she murmured as soon as she could speak. "Oh! let me be the first to announce to him his pardon." Then, rising, she wished to escape from the arms which retained her; but, too feeble for so many different emotions, she fell back helpless. "There is nothing pressing, now, Miss," said one of the ladies, "take a little rest and some nourishment: you will go after an hour." "After an hour!" cried Maria, "you want me to delay for an hour the announcement of life to a man condemned to death, and that man my father! Oh! madam," added she, turning towards the empress, "let me go, I beg of you; think that it is my father, that he has his pardon, and that he does not yet know of it." "Be it so, my child," replied the excellent Josephine; "but you cannot go alone to his prison." "But I came very well alone to your castle," she quickly replied. "May your majesty permit us to accompany Miss de Lajolais," demanded at once several officers and aides-de-camp of the Emperor, whom the action, natural though it was, of Miss de Lajolais had filed with admiration. "M. de Lavalette will do me this favor," said the empress, smiling graciously at one of them.

University of Toronto.

ANNUAL EXAMINATIONS: 1876.

SENIOR MATRICULATION.

GERMAN.

Examiner: J. E. Graham, M.D.

I.

Translate:

Vierter Auftritt.

Champagne. Dann Frau von Mirville.

Champagne (allein). Sie sind fort — Glück zu, Champagne! Der Sieg ist unser! Jetzt frisch ans Werk, daß wir die Heirath noch in dieser Nacht zu Stande bringen — Da kommt die Schwester meines Herrn; ihr kann ich alles sagen.

Fr. v. Mirville. Ah, bist du da Champagne? Weißt du nicht, wo der Onkel ist?

Champagne. Auf dem Weg nach Straßburg.

Fr. v. Mirville. Wie? Was? Erkläre dich!

Champagne. Recht gern, Ihr Gnaden. Sie wissen vielleicht nicht, daß mein Herr und dieser Lormeuil einen heftigen Zank zusammen gehabt haben.

Fr. v. Mirville. Ganz im Gegentheil. Sie sind als die besten Freunde geschieden, das weiß ich.

Champagne. Nun, so habe ich's aber nicht gewußt. Und in der Hitze meines Eifers ging ich hin, mir bei der Polizei Hilfe zu suchen. Ich komme her mit zwei Sergeanten, davon der eine Befehl hat, dem Herrn von Lormeuil an der Seite zu bleiben, der andere, meinen Herrn nach Straßburg zurück zu bringen. — Nun reitet der Teufel diesen verwünschten Sergeanten, daß er den Onkel für den Neffen nimmt, ihn beinahe mit Gewalt in die Kutsche packt, und fort mit ihm, jagst du nicht, so gilt's nicht, nach Straßburg!

Fr. v. Mirville. Wie, Champagne! du schickst meinen Onkel anstatt meines Bruders auf die Reise? Nein, das kann nicht dein Ernst sein.

Champagne. Um Vergebung, es ist mein voller Ernst — Das Elsaß ist ein scharmantes Land; der Herr Oberst haben sich noch nicht darin umgesehen, und ich verschaffe Ihnen diese kleine Ergötzlichkeit.

Fr. v. Mirville. Du kannst noch scherzen? Was macht aber der Herr von Lormeuil?

Champagne. Er führt seinen Sergeanten in der Stadt spazieren.

Fr. v. Mirville. Der arme Junge! (rdient wohl, daß ich Antheil an ihm nehme.

Champagne. Nun, gnädige Frau! Ans Werk! Keine Zeit verloren! Wenn mein Herr seine Cousine nur erst geheirathet hat, so wollen wir den Onkel zurückholen. Ich suche meinen Herrn auf; ich bringe ihn her, und wenn nur Sie uns beistehen, so muß diese Nacht alles richtig werden.

SCHILLER, *Der Neffe als Onkel.*

1. Conjugate *bringen*, *bleiben*, *nehmen*, *gelten*, *verlieren*, *beistehen*, giving the present indicative of each.

2. Give the plurals of *Heirath*, *Nacht*, *Zank*, *Frau*, *Stadt*.

3. Give the gender of *Glück*, *Weg*, *Gegentheil*, *Gewalt*, *Antheil*.

4. *Nun reitet der Teufel, &c.* Explain the construction of this sentence.

5. *Um Vergebung.* Supply the words which are understood.

II.

Translate:

Dem dunkeln Schooß der heil'gen Erde
Vertrauen wir der Hände That,
Vertraut der Sämann seine Saat
Und hofft, daß sie entkeimen werde
Zum Segen, nach des Himmels Rath.
Noch köstlicheren Samen bergen
Wir trauernd in der Erde Schooß
Und hoffen, daß er aus den Särgen
Erblühen soll zu schönerm Loos.

Von dem Dome,
Schwer und bang,
Tönt die Glocke
Grabgesang.
Ernst begleiten ihre Trauerschläge
Einen Wandrer auf dem letzten Wege.

Ach! die Gattin ist's, die theure,
Ach! es ist die treue Mutter,
Die der schwarze Fürst der Schatten
Wegführt aus dem Arm des Gatten,
Aus der zarten Kinder Schaar,
Die sie blühend ihm gebar,
Die sie an der treuen Brust
Wachsen sah mit Mutterlust —
Ach! des Hauses zarte Bande
Sind gelöst auf immerdar;
Denn sie wohnt im Schattenlande,
Die des Hauses Mutter war;
Denn es fehlt ihr treues Walten,
Ihre Sorge wacht nicht mehr
An verwaister Stätte schalten
Wird die Fremde, liebeleer.

SCHILLER, *Das Lied von der Glocke.*

1. Conjugate *bergen, begleiten, wachsen, sehen.*

2. Give the plural of *That, Rath, Loos, Schaar, Haus.*

3. Give the gender of *Schooss, Rath, Schaar, Hans.*

4. Give the gender of *Band.* Enumerate substantives which have a double gender giving their different meaning.

5. Enumerate substantives which have two plurals, with their different meaning.

III.

Translate into German:

An old philosopher (*Philosoph*) observing a young man who had too great a volubility (*Gelaüfigkeit*) of tongue, spoke thus to him: Take notice (*Bedenken sie*), my friend, that nature (*die Natur*) has given us two ears and but (*um*) one tongue, that (*damit*) we listen much and speak little.

Milton, being asked by (*von*) a friend, whether (*ob*) he would instruct (*unterrichten*) his daughters in the different languages, replied, No sir, one tongue (*die Zunge die Sprache*) is sufficient (*genug*) for a woman.

th

ex

an

of

pl

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

SENIOR MATRICULATION.

GERMAN.

Examiner: J. E. GRAHAM, M.D.

I.

GRAMMAR.

1. Give the construction of the direct principal sentence; the inverted principal sentence, and the dependent sentence.

2. Define the strong and weak conjugations. Give examples.

3. How is the passive voice formed in its various moods and tenses. Illustrate by an example.

4. Give general rules for the determination of the gender of substantives.

5. What classes of substantives modify the vowel in the plural?

6. Give general rules for the declension of adjectives.

7. Enumerate and decline the relative pronouns.

8. What prepositions govern the accusative only?

II.

Translate:

Des Mädchens Klage.

Der Eichwald brauset,
Die Wolken ziehn,
Das Mägdlein sitzet
An Ufers Grün,
Es bricht sich die Welle mit Macht, mit Macht,
Und sie seufzet hinaus in die finstere Nacht,
Das Auge vom Weinen getrübet.

„Das Herz ist gestorben,
Die Welt ist leer,
Und weiter gibt sie
Dem Wunsche nichts mehr.
Du Heilige, rufe dein Kind zurück,
Ich habe genossen das irdische Glück,
Ich habe gelebt und geliebet."

„Es rinnet der Thränen
Vergeblicher Lauf;
Die Klage, sie wecket
Die Todten nicht auf;
Doch nenne, was tröstet und heilet die Brust,
Nach der süßen Liebe verschwundener Lust,
Ich, die Himmlische, will's nicht versagen."

„Laß rinnen der Thränen
Vergeblicher Lauf!
Es wecke die Klage
Den Todten nicht auf!
Das süßeste Glück für die trauernde Brust
Nach der schönen Liebe verschwundener Lust
Sind der Liebe Schmerzen und Klagen."

Schiller.

1. Conjugate *ziehn*, *geben*, *rinnen*, *nennen*, *sterben*, *verschwinden*, *brechen*.

2. Give the gender of *Ufer*, *Macht*, *Kind*, *Wolke*.

3. Give the plural of *Eichwald*, *Kind*, *Macht*, and *Lauf*.

4. Decline *Auge* and *Herz*.

5. *An Ufers Grün.* Explain the construction.

6. *Nach der süssen Liebe verschwundener Lust.* Explain construction. Why is *Lust* not preceded by an article?

III.

LITERATURE.

1. Write what you know of the *Minnesänger* and *Meistersänger?*

2. Give some account of the following authors and name their principal works: *Herder*, *Schiller*, *Goethe*, *Grillparzer*, and *Heine*.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

SENIOR MATRICULATION.

CHEMISTRY.

HONORS.

Examiner: W. OLIVER, B.A.

1. A small quantity of chloride of lime is placed in a sick room; explain its action. Suppose you add a little diluted acid, what would be the effect?

2. Compare the burning of a candle in oxygen and chlorine. How do you account for the large amount of smoke or soot when a substance like turpentine is consumed in chlorine?

3. Explain why there is supposed to be a metal called ammonium. Sal ammoniac is heated with lime—What gas would be given off? Explain by equation the chemical changes taking place.

4. Interpret the following: N_2O, NO, N_2O_3, N_2O_4, N_2O_5, explaining the signification of such letters and figures generally. State in clear terms the law illustrated by these formulæ.

5. Distinguish between coal, marsh, and olefiant gases, giving formulæ for last two. Mention the several sources of illuminating power in ordinary coal gas, and state how it may be increased.

6. Draw a simple diagram illustrating the combustion of a common candle, and explain fully the chemical changes that take place.

7. Water contains mineral, organic, and gaseous impurities. How would you proceed to get rid of each of these, observing that such matters may be either in suspension or solution ?

8. Given sp. gr. of sulphur at 2.07, a cubic foot of it on being tested gives only 1.75 sp. gr. Calculate the cubical contents of the cavities, a cubic inch of water weighing ·03616 lbs. avoirdupois.

9. Explain the chemical changes in the following :—

(a) A piece of polished iron exposed to the atmosphere for a length of time.

(b) Sulphur and iron filings heated together for a length of time.

(c) Soda and tartaric acid mixed together in presence of water.

(d) Action of acid preserves on the zinc top of preserve jars.

10. Deduce the empirical formula of the following substance: carbon 20 per cent., oxygen 26.67 per cent., and sulphur 53.33 per cent. Also, how much potassium chlorate will be required to give 5 lbs. oxygen gas.

11. Mention the more common ores of iron with their formulæ, and give a brief description of the manufacture of the metal from its ores.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

FIRST YEAR.

GREEK.

Examiner: REV. NEIL MACNISH, B.D., LL.D.

I.

XENOPHON: *Anabasis*, B. V.

1. Mention the leading incidents in the life of Xenophon.

2. What was the chief aim of his writings?

3. Account for any peculiarity in his style.

4. Discuss the statement which he makes in his *Hellenics*: "How, therefore, Cyrus collected an army and went up with it against his brother;—how the battle took place;—how he was killed, and how the Greeks afterwards returned in safety to the sea, has been written by Themistogenes the Syracusan."

5. (*a*) Translate:

Ἐπεὶ δὲ τὰ ἐπιτήδεια οὐκέτι ἦν λαμβάνειν ὥστε ἀπαυθημερίζειν ἐπὶ τὸ στρατόπεδον, ἐκ τούτου λαβὼν ὁ Ξενοφῶν ἡγεμόνας τῶν Τραπεζουντίων ἐξάγει εἰς Δρίλας τὸ ἥμισυ τοῦ στρατεύματος, τὸ δὲ ἥμισυ φυλάττειν κατέλιπε τὸ στρατόπεδον· οἱ γὰρ Κόλχοι, ἅτε ἐκπεπτωκότες τῶν οἰκιῶν, πολλοὶ ἦσαν ἀθρόοι καὶ ὑπερκάθηντο ἐπὶ τῶν ἄκρων. Οἱ δὲ Τραπεζούντιοι ὁπόθεν μὲν τὰ ἐπιτήδεια ῥᾴδιον ἦν λαβεῖν οὐκ ἦγον· φίλοι γὰρ αὐτοῖς ἦσαν· εἰς τοὺς Δρίλας δὲ προθύμως ἦγον, ὑφ' ὧν κακῶς ἔπασχον, εἰς χωρία τε ὀρεινὰ καὶ δύσβατα καὶ ἀνθρώπους πολεμικωτάτους τῶν ἐν τῷ Πόντῳ.

(*b*) Parse λαβὼν, ἐκπεπτωκότες, ἦγον.

(*c*) Compare ῥᾴδιον, προθύμως.

(*d*) Explain ἐκ τούτου, ἅτε.. οἰκιῶν, φίλοι γὰρ...ἦσαν, ὑφ' ὧν...ἔπασχον.

(*e*) Derive ἐπιτήδεια, ἀπαυθημέριζειν, δύσβατα.

6. (*a*) Translate:

Οἷα δὲ ὑμῖν καὶ διαπεπράχασιν οἱ αὐθαίρετοι οὗτοι στρατηγοὶ σκέψασθε. Ζήλαρχος μὲν γὰρ ὁ ἀγορανόμος εἰ μὲν ἀδικεῖ ὑμᾶς, οἴχεται ἀποπλέων οὐ δοὺς ὑμῖν δίκην· εἰ δὲ μὴ ἀδικεῖ, φεύγει ἐκ τοῦ στρατεύματος δείσας μὴ ἀδίκως ἄκριτος ἀποθάνῃ. Οἱ δὲ καταλεύσαντες τοὺς πρέσβεις διεπράξαντο ὑμῖν μόνοις μὲν τῶν Ἑλλήνων εἰς Κερασοῦντα μὴ ἀσφαλὲς εἶναι, ἐὰν μὴ σὺν ἰσχύϊ ἀφικνῆσθε· τοὺς δὲ νεκροὺς οὓς πρώσθεν αὐτοὶ οἱ κατακανόντες ἐκέλευον θάπτειν, τούτους διεπράξαντο μηδὲ σὺν κηρυκίῳ ἔτι ἀσφαλὲς εἶναι ἀνελέσθαι. Τίς γὰρ ἐθελήσει κῆρυξ ἰέναι κήρυκας ἀπεκτονώς; Ἀλλ' ἡμεῖς Κερασουντίων θάψαι αὐτοὺς ἐδεήθημεν.

(*b*) Decline δοὺς, κῆρυξ.

(*c*) Explain the terms: ἀγορανόμος, κηρυκίῳ.

(*d*) What is the construction of ὄιχεται ἀποπλέων..., οἱ δὲ καταλέυσαντες...μὴ ἀσφαλὲς εἶναι, τούτους ...ἀνελέσθαι?

II.

Homer: *Iliad*, VI.

1. How can the probable age of Homer be determined?

2. What argument in favour of the antiquity of his poems can be drawn from the *Digamma*?

3. Give the Greek and Latin names of the deities that are mentioned by Homer.

4. Who were the *Cyclic poets*, the *Chorizontes*, and the *Homeridæ*?

5. (*a*) Translate:

Αἴας δὲ πρῶτος Τελαμώνιος, ἕρκος Ἀχαιῶν,
Τρώων ῥῆξε φάλαγγα, φόως δ' ἑτάροισιν ἔθηκεν,
Ἄνδρα βαλὼν ὃς ἄριστος Θρήκεσσι τέτυκτο,
Τιδὴν Ἐϋσσώρου Ἀκάμαντ' ἠΰ τε μέγαν τε
Τόν ῥ' ἔβαλε πρῶτος κόρυθος φάλον ἱπποδασείης,
Ἐν δὲ μετώπῳ πῆξε, πέρησε δ' ἄρ' ὀστέον εἴσω
Αἰχμὴ χαλκείη· τὸν δὲ σκότος ὄσσε κάλυψεν·

(*b*) Parse τέτυκτο, ἠΰν.

(*c*) Give the meaning of φάλον, and mention the names of the other parts of the Grecian helmet.

(*d*) Explain the construction of ἕρκος Ἀχαιῶν, τὸν δὲ...κάλυψεν.

(*e*) Scan ἄνδρα...μέγαν τε.

6. (*a*) Translate:

Ὡς φάτο, τὸν δὲ ἄνακτα χόλος λάβεν, οἷον ἄκουσεν.
Κτεῖναι μέν ῥ' ἀλέεινε, σεβάσσατο γὰρ τό γε θυμῷ,
Πέμπε δέ μιν Λυκίηνδε, πόρεν δ' ὅ γε σήματα λυγρὰ,
Γράψας ἐν πίνακι πτυκτῷ θυμοφθόρα πολλὰ.
Δεῖξαι δ' ἠνώγειν ᾧ πενθερῷ ὄφρ' ἀπόλοιτο.

(*b*) Account for the frequent absence of the *augment* in Homer.

(*c*) Explain the historical reference in the extract.

(*d*) Parse σεβάσσατο, πόρεν, πίνακι.

(*e*) What is meant by σήματα λυγρά?

(*f*) What arguments can be adduced to prove that *writing* was unknown in the time of Homer?

7. (*a*) Translate:

"Δαιμονίη, μή μοί τι λίην ἀκαχίζεο θυμῷ.
Οὐ γάρ τίς μ' ὑπὲρ αἶσαν ἀνὴρ Ἄϊδι προϊάψει·
Μοῖραν δ' οὔ τινά φημι πεφυγμένον ἔμμεναι ἀνδρῶν,
Οὐ κακὸν, οὐδὲ μὲν ἐσθλὸν, ἐπὴν τὸ πρῶτα γένηται.
Ἀλλ' εἰς οἶκον ἰοῦσα τὰ σ' αὐτῆς ἔργα κόμιζε,
Ἱστόν τ' ἠλακάτην τε, καὶ ἀμφιπόλοισι κέλευε
Ἔργον ἐποίχεσθαι. Πόλεμος δ' ἄνδρεσσι μελήσει
Πᾶσιν, ἐμοὶ δὲ μάλιστα, τοὶ Ἰλίῳ ἐγγεγάασιν."

vv. 486–493.

(*b*) Scan vv. 487, 493.

(*c*) Explain the terms: ῥάβδος, ἄισακος, ῥαψῳδός, κιθαρῳδός.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

FIRST YEAR.

GREEK.

HONORS.

Examiner: REV. NEIL MACNISH, B.D., LL.D.

I.

LUCIAN: *Timon.*

1. What were the characteristics of the age in which Lucian lived?

2. Examine the statement of Donaldson: "Lucian is on many accounts, one of the most interesting of men of letters in the declining period of Greek literary history."

3. With what propriety may the name *prose Aristophanes* be given to Lucian?

4. What is the import of the term *Parrhesiades* which Lucian applies to himself?

5. (*a*) Translate:

ΖΕΤΣ. Τίς οὗτός ἐστιν, ὦ Ἑρμῆ, ὁ κεκραγὼς ἐκ τῆς Ἀττικῆς παρὰ τὸν Τιμηττὸν ἐν τῇ ὑπωρείᾳ; πιναρὸς ὅλος, καὶ αὐχμῶν, καὶ ὑποδίφθερος. σκάπτει δὲ οἶμαι ἐπικεκυφώς· λάλος ἄνθρωπος, καὶ θρασύς. ἦπου φιλόσοφός ἐστιν· οὐ γὰρ ἂν οὕτως ἀσεβεῖς τοὺς λόγους διεξῄει καθ' ἡμῶν. ΕΡΜ. Τί φῄς, ὦ πάτερ; ἀγνοεῖς Τίμωνα τὸν Εχεκρατίδου, τὸν Κολυττέα; οὗτός ἐστιν ὁ πολλάκις ἡμᾶς καθ' ἱερῶν τελείων ἑστιάσας, ὁ νεόπλουτος, ὁ τὰς ὅλας ἑκατόμβας· παρ' ᾧ λαμπρῶς εἰώθαμεν ἑορτάζειν τὰ Διάσια.

(*b*) Parse *κεκραγώς, ἐώθαμεν.*

(*c*) Write explanatory notes on *παρὰ τὸν Ὑμηττόν, ὁ τὰς ὅλας ἑκατόμβας, τὰ Διάσια.*

(*d*) What is the construction of *οὐ γὰρ ἄν...ἡμῶν ?*

6. (*a*) Translate :

Μᾶλλον δὲ παῖε· σέ φημι Θησαυρὲ χρυσοῦ, ὑπάκουσον Τίμωνι τουτωί, καὶ πάρασχε σεαυτὸν ἀνελέσθαι. σκάπτε, ὦ Τίμων, βαθείας καταφέρων· ἐγὼ δὲ ὑμῖν ὑποστήσομαι. ΤΙΜ. *Ἄγε δή, ὦ δίκελλα, νῦν μοι ἐπίῤῥωσον σεαυτην, καὶ μὴ κάμῃς ἐκ τοῦ βάθους τὸν Θησαυρὸν ἐς τοὐμφανὲς προκαλουμένη. ὦ Ζεῦ τεράστιε, καὶ φίλοι Κορύβαντες, καὶ Ἑρμῆ κερδῶε, πόθεν χρυσίον τοσοῦτον; ἤ που ὄναρ ταῦτά ἐστι ; δέδια γοῦν μὴ ἄνθρακας εὕρω, ἀνεγρόμενος. ἀλλὰ μὴν χρυσίον ἐστὶν ἐπίσημον, ὑπέρυθρον, βαρύ, καὶ τὴν πρόσοψιν ὑπερήδιστον.*

Ὦ χρυσὲ, δεξίωμα κάλλιστον βροτοῖς·

Αἰθόμενον γὰρ πῦρ ἅτε διαπρέπεις, καὶ νύκτωρ, καὶ μεθ' ἡμέραν.

(*b*) Parse *ἐπιῤῥωσον, κάμῃς, τοὐμφανὲς, δέδια.*

(*c*) *Ἐγὼ δὲ ὑμῖν ὑποστησόμαι.* Give different readings and interpretations.

(*d*) Who were the *Κορύβαντες* ? By what other names were they known ?

(*e*) What is the allusion in *μὴ ἄνθρακας εὕρω* ?

(*f*) *Ὦ χρυσὲ...ἡμέραν.* From what authors have these words been taken ?

(*g*) Explain the terms: *Anacoluthon, Asyndeton, Brachylogy, Hyperbaton.*

II.

Homer : *Odyssey*, XII.

1. (*a*) Translate :

"*Αὐτὰρ ἐπεὶ ποταμοῖο λίπεν ῥόον Ὠκεανοῖο*
Νηῦς, ἀπὸ δ' ἵκετο κῦμα θαλάσσης εὐρυπόροιο
Νῆσόν τ' Αἰαίην, ὅθι τ' Ἠοῦς ἠριγενείης
Οἰκία καὶ χοροί εἰσι καὶ ἀντολαὶ Ἠελίοιο,
Νῆα μὲν ἔνθ' ἐλθόντες ἐκέλσαμεν ἐν ψαμάθοισιν,
Ἐκ δὲ καὶ αὐτοὶ βῆμεν ἐπὶ ῥηγμῖνι θαλάσσης.
Ἔνθα δ' ἀποβρίξαντες ἐμείναμεν Ἠῶ δῖαν.

(*b*) What meaning did Homer give to the term Ὠκεανός ?

(*c*) Decline ῥηγμῖνι.

(*d*) What is meant by ὅθι τ' Ἠοῦς...ἀντολαὶ Ἠελίοιο ?

2. (*a*) Translate :

Ἔνθα δ' ἐνὶ Σκύλλη ναίει δεινὸν λελακυῖα.
Τῆς ἤτοι φωνὴ μὲν ὅση σκύλακος νεογιλῆς
Γύγνεται, αὐτὴ δ' αὖτε πέλωρ κακόν· οὐδέ κέ τίς μιν
Γηθήσειεν ἰδὼν, οὐδ' εἰ θεὸς ἀντιάσειεν.
Τῆς ἤτοι πόδες εἰσὶ δυώδεκα πάντες ἄωροι ;
Ἓξ δέ τέ οἱ δειραὶ περιμήκεες, ἐν δὲ ἑκάστῃ
Σμερδαλέη κεφαλὴ, ἐν δὲ τρίστοιχοι ὀδόντες,
Πύκνοὶ καὶ θαμέες, πλεῖοι μελανος θανάτοιο.
Μέσσῃ μὲν τε κατὰ σπείους κοίλοιο δέδυκεν,
Ἔξω δ' ἐξίσχει κεφαλὰς δεινοῖο βερέθρου,
Λὐτοῦ δ' ἰχθυάα, σκόπελον περιμαιμώωσα,
Δελφῖνάς τε κύνας τε, καὶ εἴ ποθι μεῖζον ἕλῃσιν
Κῆτος, ἃ μυρία βόσκει ἀγάστονος Ἀμφιτρίτη.
Τῇ δ' οὔ πώ ποτε ναῦται ἀκήριοι εὐχετόωνται
Παρφυγέειν σὺν νηῒ. φέρει δέ τε κρατὶ ἑκάστῳ
Φῶτ' ἐξαρπάξασα νεὸς κυανοπρώροιο.

vv. 85–100.

(*b*) Parse πέλωρ, δέδοκεν, κύνας.

(*c*) Scan vv. 91, 95, 97, 98.

III.

1. Name the poems which have been assigned to Homer.

2. Which of them are to be regarded as spurious, and why ?

3. What traces of the infancy of the nation are to be found in the Iliad and Odyssey ?

4. What conclusion is to be drawn regarding the Gods from the representations which the Homeric poems contain ?

5. Discuss these statements :

(*a*) Ὅι μέντοι ἀρχαῖοι καὶ τον Κυκλον ἀνάφερουσιν εἰς Ὅμηρον.

(*b*) Ὅμηρον μεμελοποιηκέναι πᾶσαν ἑαυτοῦ τὴν ποίησιν

(*c*) Ὑιέ Μέλητος, Ὅμηρε σὺ γὰρ κλεὸς Ἑλλάδι πᾶσῃ
Καὶ Κολοφῶνι πάτρῃ Θῆκας ἐν ἄϊδιον.

6. Examine the questions which Grote asks respecting the Homeric poems: "Were they preserved with or without being written? Was the *Iliad* originally composed as one poem, and the *Odyssey* in like manner? or is each of them an aggregation of parts originally self-existent and unconnected? Was the authorship of each poem single-headed or many-headed?"

IV.

Homer: *Iliad*, XVIII.

Translate:

Ἐν δὲ χορὸν ποίκιλλε περικλυτὸς Ἀμφιγυήεις,
Τῷ ἴκελον οἷόν ποτ' ἐνὶ Κνωσῷ εὐρείῃ
Δαίδαλος ἤσκησεν καλλιπλοκάμῳ Ἀριάδνῃ.
Ἔνθα μὲν ἠίθεοι καὶ παρθένοι ἀλφεσίβοιαι
Ὠρχεῦντ', ἀλλήλων ἐπὶ καρπῷ χεῖρας ἔχοντες.
Τῶν δ' αἱ μὲν λεπτὰς ὀθόνας ἔχον, οἱ δὲ χιτῶνας
Εἵατ' ἐϋννήτους, ἦκα στίλβοντας ἐλαίῳ·
Καί ῥ' αἱ μὲν καλὰς στεφάνας ἔχον, οἱ δὲ μαχαίρας
Εἶχον χρυσείας ἐξ ἀργυρέων τελαμώνων.
Οἱ δ' ὅτε μὲν θρέξασκον ἐπισταμένοισι πόδεσσιν
Ῥεῖα μάλ', ὡς ὅτε τις τροχὸν ἅρμενον ἐν παλάμῃσιν
Ἑζόμενος κεραμεὺς πειρήσεται, αἴ κε θέῃσιν·
Ἄλλοτε δ' αὖ θρέξασκον ἐπὶ στίχας ἀλλήλοισιν.
Πολλὸς δ' ἱμερόεντα χορὸν περιίσταθ' ὅμιλος
Τερπόμενοι· μετὰ δὲ σφιν ἐμέλπετο θεῖος ἀοιδὸς
φορμίζων· δοιὼ δὲ κυβιστητῆρε κατ' αὐτοὺς
Μολπῆς ἐξάρχοντος ἐδίνευον κατὰ ἔμσσους.

What is meant by ὁ Λίνος, στιχωδόι, λειάινειν χορὸν, κρεμβαλιαστύς, εὐρύχοροι?

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

FIRST YEAR.

LATIN.

Examiner: S. ARTHUR MARLING, M.A.

I

Translate:

Postero die libera corpora dictator sub corona vendidit: ea sola pecunia in publicum redigitur haud sine ira plebis. Et quod rettulere secum prædæ, nec duci, qui ad senatum—malignitatis auctores quærendo—rem arbitrii sui rejecisset, nec senatui, sed Liciniæ familiæ, ex qua filius ad senatum rettulisset pater tam popularis sententiæ auctor fuisset, acceptum referebant. Quum jam humanæ opes egestæ a Veiis essent, amoliri tum deûm dona ipsosque deos sed colentium magis quam rapientium modo cœpere: namque delecti ex omni exercitu juvenes pure lautis corporibus candida veste, quibus deportanda Romam regina Juno adsignata erat, venerabundi templum iniere, primo religiose admoventes manus, quod id signum more Etrusco nisi certæ gentis sacerdos adtrectare non esset solitus: dein quum quidam seu spiritu divino tactus seu juvenali joco, "Visne Romam ire, Juno?" dixisset, adnuisse cæteri deam conclamaverunt. Inde fabulæ adjectum est, vocem quoque dicentis velle auditam: motam certe sede sua parvi molimenti adminiculis sequentis modo accepimus levem ac facilem tralatu fuisse, integramque in Aventinum æternam sedem suam, quo vota Romani dictatoris vocaverant, perlatam, ubi templum ei post ea idem qui voverat Camillus dedicavit.

LIVY, V.

1. *Rejecisset.* Why in the subjunctive mood?

2. Parse *egestæ, delecti, lautis, tralatu,* giving the principal parts.

3. *Et quod rettulere ..... referebant.* Explain fully the meaning.

4. Give the origin and meaning of the following terms and phrases: *sub corona vendere, cuniculus, fustuarium, agger, candidati, stipendium, sub hasta veniere.*

5. *More Etrusco.* On what grounds have the Etrurians been styled "The most singular people of the peninsula"?

6. Whence did Livy derive the materials for his history?

II.

Translate:

Herculis ritu modo dictus, o plebs,
Morte venalem petiisse laurum
Cæsar Hispana repetit penates
    Victor ab ora.
Unico gaudens mulier marito
Prodeat justis operata sacris,
Et soror clari ducis et decoræ
    Supplice vitta
Virginum matres juvenumque nuper
Sospitum. Vos, o pueri et puellæ
Jam virum expertæ, male ominatis
    Parcite verbis.
Hic dies vere mihi festus atras
Eximet curas: ego nec tumultum
Nec mori per vim metuam tenente
    Cæsare terras.
I, pete unguentum, puer, et coronas
Et cadum Marsi memorem duelli,
Spartacum si qua potuit vagantem
    Fallere testa.
Dic et argutæ properet Neæræ
Myrrheum nodo cohibere crinem;
Si per invisum mora janitorem
    Fiet, abito.

HORACE, *Odes,* III.

1. *Herculis ritu, &c., Marsi duelli, tumultum, coronas.* Write brief explanatory notes on these expressions.

2. *Mulier, soror.* Who are meant?

3. *Operata, fallere.* What are the corresponding Greek terms?

4. *Mihi, properet, duelli, qua.* Explain the constructions.

5. Conjugate *prodeat, eximet, metuam, vagantem.*

6. Distinguish *Penates* and *Lares, mulier* and *femina, ater* and *niger, metuo* and *timeo, candidus* and *albus.*

7. What different reading and interpretation of the 11th line?

III.

Translate:

Care nepos, Palla, funesta quid induis arma?
  Indue: non humili vindice cæsus eris.
Victa tamen vinces, eversaque Troja resurges;
  Obruet hostiles ista ruina domos.
Urite victrices Neptunia Pergama flammæ;
  Num minus hic toto est altior orbe cinis?
Jam pius Æneas sacra, et sacra altera patrem,
  Afferet: Iliacos excipe, Vesta, deos.
Tempus erit cum vos orbemque tuebitur idem,
  Et fient ipso sacra colente deo;
Et penes Augustos patriæ tutela manebit.
  Hanc fas imperii fræna tenere domum.
Inde nepos natusque dei, licet ipse recuset,
  Pondera cælesti mente paterna feret.
Utque ego perpetuis olim sacrabor in aris,
  Sic Augusta novum Julia numen erit.
Talibus ut dictis nostros descendit in annos,
  Substitit in medios præscia lingua sonos.
Puppibus egressus Latia stetit exul in herba.
  Felix, exilium cui locus ille fuit!
Nec mora longa fuit; stabant nova tecta, nec alter
  Montibus Ausoniis Arcade major erat.
Ecce boves illuc Erytheïdas applicat heros
  Emensus longi claviger orbis iter.
Dumque huic hospitium domus est Tegeaea, vagantur
  Incustoditæ lata per arva boves.

OVID, *Fasti*, I.

1. *Nepos.....eris.* What is the meaning?

2. *Sacra altera, boves Erytheidas, domus Tegeæa.* Why so called?

3. (*a*) Compare *pius, sacra,* and *novum;* and (*b*) decline *cinis* and *boves.*

4. What is the force of v. 540?

5. Give the rules for the use of the supines in Latin.

6. Shew that the meaning of the following words varies with the quantity: *fallere, reduci, suis, vincis, paret.*

7. What alterations were made in the Calendar by Julius Cæsar? What changes have been made subsequently?

8. Scan the following verses; mark the quantities; give the metrical names, and note peculiarities:

Seu malis vetita legibus alea.
Tibi qualum Cythereæ puer ales tibi telas.
Vos lene consilium et datis et dato.
Frangere enitar modo multum amati.
Oblitus æternæque Vestæ.
Imbrium divina avis imminentum.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

FIRST YEAR.

LATIN.

HONORS.

Examiner: S. Arthur Marling, M.A.

I.

Translate:

(*a*) Alpes inde oppositæ erant, quas inexsuperabiles visas haud equidem miror nulladum via—quod quidem continens memoria sit, nisi de Hercule fabulis credere libet—superatas. Ibi quum velut sæptos montium altitudo teneret Gallos circumspectarentque, quanam per juncta cœlo juga in alium orbem terrarum transirent, religio etiam tenuit, quod adiatum est advenas quærentes agrum ab Saluvium gente oppugnari. Massilienses erant ii navibus a Phocæa profecti. Id Galli fortunæ suæ omen rati adjuvere, ut, quem primum in terram egressi occupaverant locum, patentibus silvis communirent, Ipsi per Taurinos saltusque Vesuli alti Alpes transcenderunt, fusisque acie Tuscis haud procul Ticino flumine, quum, in quo consederant, agrum Insubrium appellari audissent—cognomine Insubribus pago Æduorum—ibi omen sequentes loci condidere urbem, Mediolanium appellârunt.

Livy, V., 34.

Write short notes on the names of places in the extract.

(*b*) Lucretio consuli ea provincia evenit. Is cum exercitu profectus acie hostes vincit, victorque Romam ad majus aliquanto certamen redit: dies dicta erat tribunis plebi biennii superioris A. Verginio et Q. Pomponio, quos defendi patrum consensu ad fidem senatus pertinebat; neque enim eos aut vitæ ullo crimine alio aut gesti magistratus quisquam arguebat præter quam quod gratificantes patribus rogationi tribuniciæ intercessissent. Vicit tamen gratiam senatus plebis ira, et pessimo exemplo innoxii denis millibus gravis æris condemnati sunt.

Ibid, 29.

1. Explain fully the meaning of extract (*b*).

2. Give the origin and meaning of *literæ laureatæ, pomœrium, tumultuarius exercitus, curules magistratus, flamen dialis.*

3. Camillus palam sceleris plebem arguere, "quæ jam in suos versa non intelligeret se pravo judicio de tribunis intercessionem sustulisse, intercessione sublata tribuniciam potestatem evertisse. Nam quod illi sperarent, effrenatam licentiam ejus magistratus patres laturos, falli eos; si tribunicia vis tribunicio auxilio repelli nequeat, aliud telum patres inventuros esse." Transform the quotation into the *oratio recta.*

II.

Translate:

Census nostros requiris scilicet. Est enim obscurum, proximis censoribus hunc cum clarissimo imperatore, L. Lucullo, apud exercitum fuisse: superioribus, cum eodem quæstore fuisse in Asia: primis, Julio et Crasso, nullam populi partem esse censam. Sed, quoniam census non jus civitatis confirmat, ac tantummodo indicat, eum, qui sit census, ita se jam tum gessisse pro cive, iis temporibus, quæ tu criminaris ne ipsius quidem judicio eum in civium Romanorum jure esse versatum, et testamentum sæpe fecit nostris legibus, et adiit hereditates civium Romanorum, et in beneficiis ad ærarium delatus est a L. Lucullo prætore et consule.

CICERO, *pro Archia.*

1. *Nostros, superioribus, primis.* What is the meaning?

2. *Nullam partem . . . censam.* What was the reason?

3. *Quæ.* What is the construction?

4. *Ærarium.* Where kept, and under whose charge?

5. *Pretore et consule.* What different reading has been suggested, and on what grounds?

III.

Translate :

(*a*) Tum sic Hyrtacides : " Audite o mentibus aequis
Æneadæ, neve hæc nostris spectentur ab annis,
Quæ ferimus. Rutuli somno vinoque soluti
Conticuere ; locum insidiis conspeximus ipsi,
Qui patet in bivio portæ, quæ proxima ponto ;
Interrupti ignes, aterque ad sidera fumus
Erigitur ; si fortuna permittitis uti,
Quæsitum Æneam ad mœnia Pallantea
Mox hic cum spoliis, ingenti cæde peracta,
Affore cernetis. Nec nos via fallit euntes :
Vidimus obscuris primam sub vallibus urbem
Venatu assiduo et totum cognovimus amnem.

VIRGIL, *Æneid*, IX., vv. 234–245.

(*b*) Hanc ego nunc ignaram hujus quodcumque pericli est
Inque salutatam linquo ; Nox et tua testis
Dextera, quod nequeam lacrimas perferre parentis.
At tu, oro, solare inopem, et succurre relictæ.
Hanc sine me spem ferre tui : audentior ibo
In casus omnes. Percussa mente dederunt
Dardanidæ lacrimas ; ante omnes pulcher Iulus ;
Atque animum patriæ strinxit pietatis imago,
Tum sic affatur :
Spondeo digna tuis ingentibus omnia cœptis.
Namque erit ista mihi genetrix, nomenque Creüsæ
Solum defuerit, nec partum gratia talem
Parva manet.

Ibid, vv. 287–299.

1. *Hyrtacides.* Who is meant ? What similar episodes in other poets ?

2. Notice different readings in the extracts.

3. Translate the following passages, noting any peculiarities of allusion or construction :

(*a*) Extremas Corythi penetravit ad urbes
Lydorumque manum.

(*b*) Castra inimica petunt, multis tamen ante futuri
Exitio.

(*c*) Tu tamen interea calido mihi sanguine pœnas
Persolves amborum.

(*d*) Excussi manibus radii, revolutaque pensa.

(*e*) Vos, o Calliope, precor, aspirate canenti.

(*f*) Ense levis nudo parma que inglorius hasta.

(*g*) Desidiae cordi : juvat indulgere choreis,
Et tunicæ manicas, et habent redimicula mitræ.

4. Distinguish the different meanings, according to quantity, of *fere, solum, nitens, mori, domo, ora, opera,* and *reliqui;* and mark the quantity of the final letter in *mihi, bene, antea, ego, ergo, quia.*

IV.

Translate :

Felix, qui potuit rerum cognoscere causas,
Atque metus omnes et inexorabile fatum
Subjecit pedibus strepitumque Acherontis avari !
Fortunatus et ille, deos qui novit agrestes
Panaque Silvanumque senem Nymphasque sorores !
Illum non populi fasces, non purpura regum
Flexit, et infidos agitans discordia fratres ;
Aut conjurato descendens Dacus ab Histro ;
Non res Romanæ perituraque regna ; neque ille
Aut doluit miserans inopem aut invidit habenti.
Quos rami fructus, quos ipsa volentia rura
Sponte tulere sua, carpsit ; nec ferrea jura
Insanumque forum aut populi tabularia vidit.
Sollicitant alii remis freta cæca, ruuntque
In ferrum, penetrant aulas et limina regum ;
Hic petit excidiis urbem miserosque penates,
Ut gemma bibat, et Serrano dormiat ostro ;
Condit opes alius, defossoque incubat auro ;
Hic stupet attonitus rostris ; hunc plausus hiantem
Per cuneos geminatus enim plebisque patrumque
Corripuit ; gaudent perfusi sanguine fratrum,
Exsilioque domos et dulcia limina mutant,
Atque alio patriam quærunt sub sole jacentem.

VIRGIL, *Georgics*, II.

1. Cite any parallel passages you may remember.

2. What allusions in the extract indicate the time at which it was written ?

3. What is meant by *conjurato, tabularia, cuneos, rostris ?*

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

ALL THE YEARS.

LATIN PROSE AND VERSE.

Examiner: REV. NEIL MACNISH, B.D., LL.D.

I.

PROSE.

Let this, therefore, be laid down as the first law of friendship, that we seek honourable things from our friends, and that we do honourable things for the sake of our friends. Let us not even wait until we are asked. Let zeal be always ready, and let delay be absent. Let us rejoice to give advice freely. Above all, in friendship, let the authority of friends, who are giving good advice, have weight; and let it, [*i. e.*, the authority], be applied both to advising not only openly but also sharply, if the affair will demand [such a thing]; and let it be obeyed when it is applied. For I am of opinion, that certain wonderful things gave pleasure to certain persons who, I hear, were reckoned wise men in Greece,—that excessive friendships are to be avoided; that every one has enough, and more than enough of his own affairs, and that it is troublesome to be too much involved in the affairs of others.

Hic igitur primus lex amicitia sancio, ut ab amicus honestus peto, et amicus causa honestus facio. Ne exspecto quidem dum rogor. Studium semper adsum, et cunctatio absum. Consilium do gaudeo libere. Plurimum in amicitia amicus bene suadeo valeo auctoritas, isque et adhibeor ad moneo non modo aperte, sed etiam acriter, si res postulo, et adhibitus pareor. Nam quidam, qui audio Sapiens habitus in Graecia, placeo opinor mirabilis quidam, fugior sum nimius amicitia, satis superque sum suus quique res, et alienis nimis implicor molestus sum.

II.

After all, what kind of a Deity must that be who is not graced with one single virtue, if we should succeed in forming this idea of such an one? Must we not attribute prudence to a Deity?—a virtue which consists in the knowledge of things good, bad, and indifferent. Yet what need has a being for the discernment of good and ill, who neither has, nor can have, any ill? Of what use is reason to him? Of what use is understanding? We men, indeed, find them useful to aid us in finding out things which are obscure by those which are clear to us; but nothing can be obscure to a Deity. As to justice, which gives to every one his own, it is not the concern of the Gods; since that virtue, according to your doctrine, received its birth from men, and from civil society. Temperance consists in abstinence from corporeal pleasures, and if such abstinence have a place in heaven, so also must the pleasures abstained from. Lastly, if fortitude is ascribed to the Deity, how does it appear? In afflictions, in labour, in danger? None of these things can affect a God. How then can we conceive this to be a Deity, that makes no use of reason, and is not endowed with any virtue?

III.

VERSE.

ELEGIACS.

O Friend! for ever loved, for ever dear!
What fruitless tears have bathed thy honour'd bier!
What sighs re-echo'd to thy parting breath,
Whilst thou wast struggling in the pang of death!
Could tears retard the tyrant in his course;
Could sighs avert his dart's relentless force;
Could youth and virtue claim a short delay,
Or beauty charm the spectre from his prey;
Thou still hadst lived to bless my aching sight,
Thy comrade's honour and thy friend's delight.
If yet thy gentle spirit hover nigh
The spot where now thy mouldering ashes lie,
Here wilt thou read, recorded on my heart,
A grief too deep to trust the sculptor's art.
No marble marks thy couch of lowly sleep,
But living statues there are seen to weep;
Affliction's semblance bends not o'er thy tomb,
Affliction's self deplores thy youthful doom.

What though the sire lament his failing line,
A father's sorrow cannot equal mine!
Though none, like thee, his dying hour will cheer,
Yet other offspring soothe his anguish here;
But who with me shall hold thy former place?
Thine image, what new friendship can efface?
Ah! none! a father's tears will cease to flow,
Time will assuage an infant brother's woe;
To all, save one, is consolation known,
While solitary friendship sighs alone.

IV.

SAPPHICS.

Few years have passed since thou and I
  Were firmest friends—at least in name;
And childhood's gay sincerity
  Preserved our feelings long the same.

But now, like me, too well thou know'st
  What trifles oft the heart recall;
And those who once have loved the most,
  Too soon forget they loved at all.

And such the change the heart displays,
  So frail is early friendship's reign,
A month's brief lapse, perhaps a day's,
  Will view thy mind estranged again.

If so, it never shall be mine
  To mourn the loss of such a heart;
The fault was Nature's fault, not thine,
  Which made thee fickle as thou art.

As rolls the ocean's changing tide,
  So human feelings ebb and flow;
And who would in a breast confide,
  Where stormy passions ever glow!

What friend for thee, howe'er inclined,
  Will deign to own a kindred care?
Who will debase his manly mind,
  For friendship every fool may share?

In time forbear: amidst the throng
  No more so base a thing be seen;
No more so idly pass along;
  Be something, anything but—mean.

V.

ALCAICS.

Friend of my youth! when young we roved,
Like striplings, mutually beloved,
With friendship's purest glow;
The bliss which winged those rosy hours
Was such as pleasure seldom showers
On mortals here below.

The recollection seems alone
Dearer than all the joys I've known,
When distant far from you;
Though pain, 'tis still a pleasing pain,
To trace those days and hours again,
And sigh again, "adieu."

My pensive memory lingers o'er
Those scenes to be enjoyed no more,
Those scenes regretted ever;
The measure of our youth is full,
Life's evening dream is dark and dull,
And we may meet—ah! never.

Yet since in danger courts abound,
Where specious rivals glitter round,
From snares may saints preserve you;
And grant you love or friendship ne'er
From any claim a kindred care,
But those who best deserve you!

Not for a moment may you stray,
From truth's secure, unerring way!
May no delights decoy!
O'er roses may your footsteps move,
Your smiles be ever smiles of love,
Your tears be tears of joy!

Oh! if you wish that happiness
Your coming days and years may bless,
And virtues crown your brow;
Be still as you were wont to be,
Spotless as you've been known to me—
Be still as you are now.

d,

;

University of Toronto.

ANNUAL EXAMINATIONS : 1875.

LATIN GRAMMAR.

HONORS.

Examiner: REV. NEIL MACNISH, B.D., LL.D.

1. Decline together, marking the quantity, *aloe acris, cucumis bonus, supellex melior.*

2. Show how the quantity of syllables is affected by their position.

3. What names in the second declension have *um* instead of *orum* in the genitive plural ?

4. Give reasons why this form is to be written *um* and not *ûm.*

5. Discuss the quantity of *e* in the genitive and dative singular of the fifth declension.

6. Give the list of *derivative* words where the quantity of the *root* is lengthened.

7. Give a list of *derivative* words where the quantity of the *root* is shortened.

8. Give a list of nouns that are defective in *case.*

9. Give a list of words derived from the Greek, wherein the *digamma* can be traced.

10. Decline *unusquisque, nostras, alteruter.*

11. What are the chief *archaic forms* of the Latin declensions ?

12. Give a list of adverbs ending in *im.*

13. Explain the reason why such forms as *amarier, nutribam, scibo, edim, duim, and perduim* are used by Latin authors.

14. Give and conjugate the compounds of *teneo, statuo, facio, jacio.*

15. What is the third person singular, in all the tenses and moods, of *queo, fio, aio, inquam ?*

16. Detail the advantages which the Latin language derives from its gerunds and supines.

17. Translate into Latin :

(*a*) It is disgraceful to lie.

(*b*) Timoleon, which is thought more difficult, bore a prosperous more wisely than an adverse fortune.

(*c*) It cannot be denied, that it is more disgraceful to deceive than to be deceived.

(*d*) What prevents Cæsar from being happy ?

18. Translate the following sentences, and explain the construction :

(*a*) Mihi negligenti esse non licet.

(*b*) Augustus Alexandria brevi potitus est.

(*c*) Dignus est qui ametur.

(*d*) Quo factum est ut plus quam Collegae Miltiades valuerit.

(*e*) Themistocles certiorem eum fecit id agi ut pons quem ille in Hellesponto fecerat, dissolveretur.

(*f*) Natus est Cæsar tertio Kalendas Octobres.

19. What is meant by *metrical foot, verse, metre, dipodia, Spondaic lines, Trochaic Cæsura, Penthemimeral Cæsura ?*

20. In Latin poetry, what are the laws affecting the quantity of the last syllable in the verse ?

21. Explain and illustrate the meaning of *Systole* and *Diastole.*

22. What is meant by *Molossus, Anapaestus, Amphimacer, Antispastus ?*

23. Explain the terms : *Carmina Dicola Distropha, Carmina Dicola Tristropha, Carmina Dicola Pentastropha, Carmina Tricola Tristropha, Carmina Tricola Tetrastropha.*

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

FIRST YEAR.

ALGEBRA.

Examiner: J. GALBRAITH, B.A.

1. With the convention that $x^n = x.x.x.$ ..... to n factors shew that $x^m \times x^n = x^{m+n}$ when m and n are positive integers, and assuming this law to be general assign a meaning to x^n when n is fractional, negative or zero.

2. Give the rule for and proof of Horner's method of division: show how you proceed if the leading coefficient in the divisor be not 1, and how the finite remainder, it any. is ascertained

Divide by Horner's method

$x^9 - 4x^8 - x^7 + 14x^6 - 10x^5 - 21x^4 + 29x^3 - 8x^2 - 10x + 3$ by $x^4 - 4x^3 + 2x^2 - 2$ showing the final remainder.

$3x^3 - 9x + \frac{4}{x^2}$ by $4x^2 + 8$ giving the quotient as far as the term involving x^{-3}.

Expand by this method $\frac{1 - x}{1 - x - x^2}$.

3. Show that when any function of x is divided by $ax + b$ with a remainder which does not contain x, this remainder is the value of the given function with $-\frac{b}{a}$ substituted for x.

Show that the value of

$6x^6 - 481x^5 + 79x^4 + 81x^3 - 81x^2 + 86x - 481$ when $x = 80$ is -1.

4. Investigate a rule for obtaining the square root of an algebraic quantity.

Deduce the arithmetical rule.

5. What kind of quantities only can be measures or multiples?

Investigate the method of finding the Greatest Common Measure of two polynomials involving powers of some one letter.

Find the Greatest Common Measure of

$x^8 + 2x^6 + 3x^4 - 2x^2 + 1$ and $6x^3 + x^7 + 17x^5 - 7x^3 - 2$.

5. Reduce to its lowest terms

$$\frac{2x^5 - 11x^2 - 9}{4x^5 + 11x^4 + 81}; \qquad \frac{4xy^{-1} - 1 - 3x^{-1}y}{3x^2y^{-1} - 3x + y - x^{-1}y^2}.$$

6. Simplify the expressions

$$\frac{\dfrac{a}{a-b} - \dfrac{b}{a+b}}{\dfrac{a}{b} + \dfrac{b}{a+b}}; \qquad \frac{x^4 + y^4}{x^4 - y^4} - \frac{x^2 - y^2}{x^2 + y^2} + \frac{x^2 + y^2}{x^2 - y^2}$$

7. Define a surd. When is a surd said to be in its simplest form?

Rationalize the denominators of the following fractions;

$$\frac{\sqrt{18}}{2\sqrt{2} - \sqrt{3}}; \quad \frac{1}{7 + 2\sqrt{10}}; \quad \frac{6 + \sqrt{3}}{10 + 5\sqrt{5}}.$$

Extract the square roots of

$$7 \pm \sqrt{40}, \quad 5 - \sqrt{21}.$$

8. Explain the difference between an equation and an identity. What are the roots of an equation?

State the axioms which govern the operations of the solution.

Solve

$$\frac{x}{2} - \frac{x-1}{3} = \frac{\frac{1}{3}x + 3}{x}.$$

$$\frac{1}{x-1} + \frac{2}{x-2} = \frac{3}{x-3}.$$

$$\sqrt{ax} - \sqrt{bx} = a - b.$$

9. Solve the quadratic $ax^2 + bx + c = 0$.

Determine when its roots are (1) real and positive, (2) real and negative, (3) positive and integral, (4) real and equal.

Solve the equations

$$\frac{1}{x+a+b} = \frac{1}{x} + \frac{1}{a} + \frac{1}{b}$$

$$a\frac{1-x}{1+x} + b\frac{1+x}{1-x} = c. \qquad \frac{1}{3x+1} + \frac{3x-2}{4} = 1.$$

10. What is meant by elimination?

Describe the usual methods of elimination

Solve $\left.\begin{aligned} 3x + 5y &= 1 \\ xy &= 6 \end{aligned}\right\}$ $\qquad x + y = xy = \frac{7}{12}$

$$\frac{x}{y} + \frac{y}{x} = \frac{a}{b}$$

$$xy = ab$$

$$x^2 + y^2 + z^2 = a^2$$
$$yz + zx + xy = b^2$$
$$x + y - z = c$$

11. Find the sum of n terms of an arithmetic progression, having given the first and last terms.

The first term of an arithmetic series is 1, the sum of the first 20 terms is 400—find the 30th term.

12. Find the sum of a geometric progression to infinity having given the first term and the common ratio which is less than 1.

The first term of a geometric series is 1792 the 9th term is 7, find the sum to infinity.

13. If $\frac{a}{b} = \frac{c}{d}$ and $f(a, b)$, $\phi(a, b)$ denote any two homogeneous functions of n dimensions in a, b, then

$$\frac{f(a, b)}{\phi(a, b)} = \frac{f(c,d)}{\phi(c,d)}$$

Explain the meaning of the terms "dimension," "function," "homogeneous."

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

FIRST YEAR.

EUCLID.

Examiner: H. P. MILLIGAN, B.A.

1. If two angles of a triangle are equal the sides sub-tending them are equal.

Two equal circles, centres C and F, interred in the points A B, through B the diameter B C D is drawn C A is joined and produced to meet the other circle in E and D A is joined and produced to meet B E in G. Prove A G E is an isosceles triangle.

2. In any triangle the greater side is that which sub-tends the greater angle.

Find a point within an isosceles triangle the perpendiculars from which upon the equal sides are each double of the perpendicular on the base.

3. Equal triangles upon the same base and upon the same side of it are between the same parallels.

If A B C, A D C be the two triangles and E F the intersections of their sides prove that E F bisects base.

4. The opposite sides and angles of a parallelogram are equal to one another and the diagonal bisects it.

If a diagonal of a quadrilatrial bisect it, it also bisects the other diagonal.

5. If a straight line be bisected and produced to any point the rectangle contained by the whole line thus produced and the part 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.

If CD be equidistant from the extremities of the straight line AB, prove that the rectangle AB, CD, and the square on AC, are together equal to the square on BC.

6. 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.

Produce a given line so that the rectangle contained by the whole line produced, and the part produced, shall be equal to the square on the line which is half the difference of the given line and the part produced,

7. If any point be taken in the diameter of a circle which is not the centre, of all the straight lines which can be drawn from it to the circumference, the greatest is that in which the centre is and the other part of that diameter is the least.

From a given point without a circle draw a straight line so that the part intercepted by the circle shall be equal to the radius.

8. One circle cannot touch another in more points than one.

Describe a circle touching three straight lines, two of which are parallel.

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

Two circles intersect and a triangle is formed having for base a common chord of the circles passing through one of the points of intersection, and for vertex the other point of intersection, prove that the angle between the bisector of the vertical angle and the perpendicular from the vertex on the base is constant and equal to half the difference of the base angles.

10. If two straight lines cut one another within a circle, the rectangle contained by the segments of one of them is equal to the rectangle contained by the segments of the other.

Any number of quadrilaterals having two opposite sides equal, but not parallel, are inscribed in a circle if the equal sides all pass through a point, the diagonals all pass through a point.

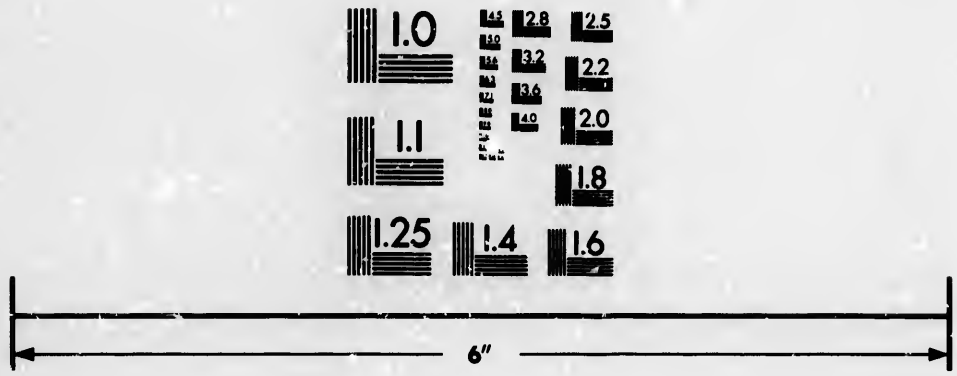
11. Inscribe a circle in a given equilateral equiangular pentagon.

The perpendiculars from the angular points A, B, C, of of a triangle meet in P prove that the circles described about the triangles $P\,A\,B$, $P\,B\,C$, $P\,C\,A$, are equal.

12. If two triangles have one angle of the one equal to one angle of the other and the sides about two other angles proportionals, then if each of the remaining angles be either less or not less than a right angle the triangles shall be equiangular, and shall have those angles equal about which the sides are proportional.

Prove this by superimposing the triangles.

IMAGE EVALUATION
TEST TARGET (MT-3)



Photographic
Sciences
Corporation

23 WEST MAIN STREET
WEBSTER, N.Y. 14580
(716) 872-4503


2.8
2.5
3.2
2.2
4.0
2.0
1.8
1.1
1.0

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

FIRST YEAR.

TRIGONOMETRY.

Examiner: J. GALBRAITH, B.A.

1. Show by general reasoning that the logarithms to base 10 of numbers between 1 and 0 are negative. How are the tables made use of in the case of such numbers?

Example. Find the logs of ·0493, ·18392, ·0072.

2. Explain what is meant by the characteristic and the mantissa of a logarithm. Show clearly why it is necessary to register only the latter in the tables.

3. What are the numbers given in the Tables of Logarithmic Sines, Tangents, &c., logarithms of?

Having given a table of logarithmic sines from 0° to 90° at intervals of 1′, shew that any logarithmic function of any angle expressed in whole minutes may be found by one operation of addition or subtraction.

4. Explain the use of the columns headed D and P, P, given in some Logarithmic Tables. How would you proceed in the absence of such columns?

5. Perform the following operations by means of logarithms; Divide the product of 511·62 into 18·38 by 66, and extract the fifth root of the quotient.

Find A from the equation $\cot A = \dfrac{144 \div 616}{\tan 38° \, 2'}$.

Find the logarithms of

$$\frac{9{\cdot}19 \times 19)^{\frac{1}{5}}}{(36 \times 40)^{5}}; \quad \sqrt[\frac{3}{7}]{673 \div 165^{2}}.$$

6. Having given a table of natural tangents, show how you would proceed to find the angle of elevation of a rifle aimed at, and properly sighted for a distant object at the level of the eye.

7. Trace the changes in sign and magnitude of the sine, cosine, and tangent through the first two quadrants, and deduce these functions of $180 - A$ in terms of the same functions of A—A being in the first quadrant.

8. Prove the following relations:

$$\cos(A + B) = \cos A \cos B - \sin A \sin B.$$

$$2 \sin A \cos B = \sin(A + B) + \sin(A - B.)$$

$$\cos^2 A - \sin^2 B = \cos(A + B) \cos(A - B).$$

$$\frac{\cos A + \sin A}{\cos A - \sin A} = \tan 2A + \sec 2A.$$

$$\tan^2 A + \cot^2 A = 2 + 4 \cot^2 2A.$$

9. Having given the three sides of a triangle, find its area and also the sines and cosines of its angles, independently of each other.

Example: Three sides of a $\triangle$ being 6, $6 + \sqrt{2}$, $6 - \sqrt{2}$, find its area, the sine of the angle opposite the least side, and the cosine of that opposite the greatest side.

10. In any triangle prove the following:

$$\tan \frac{A}{2} = \sqrt{\frac{(s-b)(s-c)}{s(s-a)}} \qquad \text{area} = \frac{a^2}{2} \quad \frac{\sin B \sin C}{\sin(B + C)}$$

$$= \tfrac{1}{4}(b^2 - c^2) \frac{\sin B \sin C}{\sin(B - C)} \qquad c = a \cos B + b \cos A.$$

Show that the latter expression always gives a positive value for c.

11. Solve the triangles.

$a = 380$, $b = 236$, $C = 103°.56'$,

$a = 200$, $b = 493{\cdot}24$, $c = 330$.

12. A and B are two inaccessible points on a mountain side. A surveyor measures a horizontal base line $C\ D$ and observes with a theodolite the altitudes of A and B and their angular separations from $C\ D$ at C and then at D. Shew that he has data sufficient for mapping A and B, and also for checking his work.

No.	Log.	Diff.	Angle.	Log.	Diff. for 1′
1440	·158362	302	cot 51°.58′	9·893331	261
6160	·789581	70	tan 10°.21′	9·261578	714
3800	·579784	114	sin 76°.4′	9·987030	31
4932	·693023	88	sin 48°.23′	9·873672	112
5116	·708931	84	cos 67°.50′	9·576689	310
1838	·264346	237	sin 8°.14′	9·155977	873
3300	·518514	131			
2000	·301030	217			
1816	·259116	239			
2692	·430750				

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A. AND FIRST YEAR.

ALGEBRA AND TRIGONOMETRY:

HONORS.

Examiners: J. GALBRAITH, B.A.
H. P. MILLIGAN, B.A.

1. Find the number of combinations with r things in each combination that can be formed out of n sets of p things each, no two of any set occurring in the same combination.

Prove that the total number of combinations formed by taking one out of each of any number of n sets containing p things each is one less than the number of combinations formed by taking one out of each of n sets containing $(p + 1)$ things each.

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

Prove $a^4 + b^4 + c^4 > a^2 b^2 + b^2 c^2 + c^2 a^2$.

3. Prove the law of formation of the successive convergents to a continued fraction.

If $\frac{p_1}{q_1}, \frac{p_2}{q_2}$ &c., be the successive convergents to a continued fraction, prove

$$\frac{p_3 - p_1}{q_3 - q_1} - \frac{p_5 - p_3}{q_5 - q_3} = \pm \frac{q_4 - q_3}{q_2 q_3 q_4}.$$

4. Prove Fermat's Theorem,

If a be prime to b show that the sum of the quotients formed by dividing $a, 2a \ldots\ldots (b - 1)a$ by b is $\frac{(a - 1)(b - 1)}{2}$.

5. Suppose the nth term of a series to be

$$U_n \equiv \left\{ an + b \right\} \left\{ a(n+1) + b \right\} \ldots\ldots \left\{ a(n+m-1+b) \right\}$$

where m is a fixed positive integer and a and b known constants, shew that the sum of the first n terms will be

$$\frac{(an+b)\,U_{n+1}}{(m+1)\,a} + C, \quad \text{where } C \text{ is some constant.}$$

Find the sum of the first n terms of the series :

$$\frac{1}{1\cdot 2} + \frac{2}{2\cdot 3\cdot 4} + \frac{3}{3\cdot 4\cdot 5\cdot 6} + \ldots\ldots\ldots$$

6. A bag contains twenty balls, two of which are marked. Ten are drawn and replaced, then eight are drawn and replaced, then seven are drawn. Find the chance of the double event that the two marked balls are drawn each time and that no other ball is drawn twice.

7. Find the general expression for angles which have (a) the same sine, (b) the same cosine.

Show that the general expression for angles which have sine and cosine of opposite signs is $\pi\ (n + \cos^2 \frac{a}{2})$ where $a < \frac{\pi}{2}$ and n is an integer or zero.

8. Show when a small increment of θ will produce a nearly proportional increment of $\tan\theta$.

Shew that when $\sin(\theta - \theta')$ is nearly equal to $\sin\theta - \sin\theta'$ it is nearly equal to $\theta - \theta'$, but that it may be nearly equal to $\theta - \theta'$ without being nearly equal to $\sin\theta - \sin\theta'$.

9. Find the radii of the inscribed and escribed circles of a given triangle.

If r be the radius of the inscribed circle of a regular polygon and r' the radius of the circle inscribed in the triangle formed by producing two alternate sides to meet, shew that $4rr' = a^2$, a being a side of the regular polygon.

10. Shew that

$$\cos a = 1 - \frac{a^2}{\lfloor 2} + \frac{a^4}{\lfloor 4} -$$

$$\sin a = a - \frac{a^3}{\lfloor 3} + \frac{a^5}{\lfloor 5} -$$

$$1 = \frac{2^2}{2} - \frac{(2\pi)^2\, 4^2}{\lfloor 4} + \frac{(2\pi)^4\, 6^2}{\lfloor 6} - \frac{(2\pi)^6\, 8^2}{\lfloor 8} +$$

11. State and prove Demoivre's theorem for real values of n.

Shew that the expressions

$$\cos\frac{m}{n}(2r\pi+\theta)+\sqrt{-1}\sin\frac{m}{n}(2r\pi+\theta),$$

and $\cos\dfrac{2r\pi+m\theta}{n}+\sqrt{-1}\sin\dfrac{2r\pi+m\theta}{n}$ give the same set of values on taking r from 1 to $n-1$.

12. If $2\cos a_1 = x_1+x_1^{-1}$, $2\cos a_2 = x_2+x_2^{-1}$, &c. then $2\cos(aa_1+ba_2+\ldots\ldots) = x_1^a x_2^b\ldots\ldots + x_1^{-a}x_2^{-b}.\ \ldots.$

Expose the fallacy in the following :—

If $2\cos a = x+x^{-1}$, then $2\cos ma = x^m+x^{-m}$, whether m be integral or fractional: Now $2\cos 2\pi = 1+1^{-1}$, $\therefore 2\cos 2m\pi = 1^m+1^{-m}=2$, or $\cos 2m\pi = 1$, $\therefore m$ cannot be fractional.

13. Sum the following :

$$x\sin(\theta+a)+\frac{x^2}{\lfloor 1}\sin(\theta+2a)+\frac{x^3}{\lfloor 2}\sin(\theta+3a)$$
$$+\frac{x^4}{\lfloor 3}\sin(\theta+4a)+\ldots\ldots\ldots \text{ in inf.}$$

$$\sin 2\theta+2\sin 4\theta+3\sin 6\theta+\ldots\ldots\ldots+n\sin 2n\theta$$

$$\sin\theta\sin 2\theta+2\sin 2\theta\sin 4\theta+3\sin 3\theta\sin 6\theta+$$
$$\ldots\ldots\ldots+n\sin n\theta\sin 2n\theta.$$

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

ALL THE YEARS.

PROBLEMS.

HONORS.

Examiners: J. GALBRAITH, B.A.
H. P. MILLIGAN, B.A.

1. Find a point in a side of a triangle, the distance of which from the opposite angle is double of the distance from one of the adjacent angles.

2. Describe a circle which shall touch a given circle and a given tangent to that circle.

3. ABC is a triangle BD, BE lines perpendicular to and bisecting the base respectively, F is the middle point of BD, BG is drawn parallel to EF, meeting the base AC in G. Prove that AD is equal to CG.

4. Given the sum of the sides, the base and the height of a triangle; construct it.

5. If $x + y + z = \frac{1}{x} + \frac{1}{y} + \frac{1}{z} = 0$, prove

$$(1) \qquad x^8 + y^8 + z^8 = 0.$$

$$(2) \qquad \frac{x^9 + y^9 + z^9}{x^6 + y^6 + z^6} = xyz.$$

6. If $f(r) = \frac{1 \cdot 3 \cdot 5 \ldots\ldots\ldots (2r-1)}{2^{3r} \lfloor r} 3^r$ prove

$$1 + f(1) + f(2) + \ldots\ldots\ldots$$

$$= \left\{ 1 + \frac{2f(1)}{3} + \frac{2^2 f(2)}{3^2} + \ldots\ldots \right\}^2$$

7. Show that

$$\frac{1}{4a \sin a} - \frac{\cos a}{(2 \sin a)^2} = \frac{\pi^2}{(a^2 - \pi^2)^2} - \frac{(2\pi)^2}{\{a^2 - (2\pi)^2\}^2}$$

$$+ \frac{(3\pi)^2}{\{a^2 - (3\pi)^2\}^2} - \text{in inf.}$$

8. Three dice each numbered from one to six, are thrown twice in succession; find the chance that no number is repeated.

Six dice are thrown; find the chance that the numbers are all different.

9. If ABC be a triangle described about a circle, and r_1, r_2, r_3, the radii of the circles inscribed between this circle and the sides containing the angles A, B, C, respectively, and p, q, r, the perpendiculars from these angles on the opposite sides a, b, c, respectively, then

$$(abcpqr)^{\frac{1}{2}} = (a + b + c)\,(\sqrt{r_1 r_2} + \sqrt{r_2 r_3} + \sqrt{r_3 r_1})$$

10. ABC is a given segment of a circle whose centre is O, B and D the middle points of its arc and chord respectively; a circle is described on BD as diameter. Find the centre of the circle touching the arc, chord, and inscribed circle.

11. n straight lines diverge in one plane from a point C, each line bisecting the angle between the two neighbouring lines; the point C revolves in a circle of given radius in the same plane, shew that the sum of the intercepts of the lines between the point C and the circumference of a fixed circle concentric with that described by C, but of greater radius, bears a fixed ratio to the sum of their reciprocals.

12. If in any triangle ABC, a line be drawn from one angle C to the point D, where the inscribed circle touches the opposite side, and if in the two triangles so formed circles be inscribed touching AB in E and F, and the sides AC, BC in G and H respectively, shew that EF is bisected in D, and that a circle may be described through G and H, touching AC and BC.

13. If the circumference of a circle be divided into n parts which subtend angles $a_1, a_2, a_3 \ldots\ldots a_n$, at a point within the circle, and if

$$2 \cos a_1 = x_1 + x_1^{-1}, \quad 2 \cos a_2 = x_2 + x_2^{-1},$$

&c., &c., then

$$x_1 x_2 x_3 \ldots\ldots x_n = 1.$$

14. Find the respective costs of Dominion loans issued at 90 and 107, bearing interest at the rates of 4 and 5 per cent. per annum respectively, supposed payable annually, each having 30 years to run, interest being compounded annually.

No.	Log.	Diff.
1046	·019532	116
3881	·588944	112
3825	·582631	114

15. Sum the series

$$\frac{1}{\sin x \tan x} + \frac{2}{\sin 2x \tan 2x} + \frac{2^2}{\sin 2^2 x \tan 2^2 x}$$

to n terms.

$$\sin n\theta + (n-1)\sin(n-1)\theta + \frac{(n-1)(n-2)}{\lfloor 2}\sin(n-2)\theta + \ldots\ldots\ldots\ldots + (n-1)\sin 2\theta + \sin\theta.$$

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

FIRST YEAR.

ENGLISH.

Examiners: { J. M. BUCHAN, M.A.
FRED. E. SEYMOUR, M.A.

1. Classify the letters of the English alphabet with reference to the organs by which they are produced. Classify the sounds of the English language in the same manner.

2. Give a detailed account of the accidence of the English Noun, noticing not only its general but also its exceptional Etymological Forms.

3. Trace the changes in signification which the following words have undergone,—*bombast, villain, chattel, cheque, gazette, lumber, pragmatical, preposterous, prodigious, romance.*

4. Trace the following words to their Latin roots and account for the changes in form they have undergone,—*address, custom, delight, esquire, gin, invoice, preach, route, soldier, toilette.*

5. Point out the etymological sources and derivation of the words in the following extract:—

"Jostled and jostling through the mud,
Peculiar to the town of Lud,
Down narrow streets and crooked lanes they dived,
Past many a gusty avenue through which
Came yellow fog, and smell of pitch,
From barge and boat, and dusky wharf derived;
With darker fumes brought eddying by the draught,
From loco-smoko-motive craft;
Mingling with scents of butter, cheese, and gammons,
Tea, coffee, sugar, pickles, rosin, wax,
Hides, tallow, Russia-matting, hemp, and flax,

Salt-cod, red-herrings, sprats, and kippered salmons,
Nuts, oranges, and lemons.
Each pungent spice, and aromatic gum,
Gas, pepper, soap-lees, brandy, gin, and rum;
Alamode-beef and greens,—the London soil,—
Glue, coal, tobacco, turpentine, and oil,
Bark, asafœtida, squills, vitriol, hops.
In short, all sniffs, and whiffs, and puffs, and snuffs,
From metals, minerals, and dyewood stuffs,
Fruits, victual, drink, solidities, or slops—
In flasks, casks, bales, trucks, wagons, taverns, shops,
Boats, lighters, cellars, wharfs, and warehouse-tops,
That, as we walk upon the river's ridge,
Assault the nose—below the bridge."

—*Thomas Hood.*

6. Define and give examples of *anacœnosis*, *antonomasia*, *catachresis*, *epizeuxis*, *metonymy*, *syllepsis;* and point out the Rhetorical Figures in the following passage:—

"O for a draught of vintage that hath been
Cooled a long age in the deep-delved earth,
Tasting of Flora and the country green,
Dance, and Provençal song, and sun-burnt mirth!
O for a beaker full of the warm South,
Full of the true, the blissful Hippocrene,
With beaded bubbles winking at the brim,
And purple-stained mouth;
That I might drink, and leave the world unseen,
And with thee fade away into the forest dim."

—*Keats.*

7. Trace the derivation of *agate*, *ammonia*, *anthem*, *artesian*, *belfry*, *canter*, *ermine*, *hoax*, *imbecile*, *musket*, *sheriff*, *silly*, *tariff*.

8. Give a detailed account of The Vision concerning Piers the Plowman, describing its rhythm and versification, its aim and subject, its style and language, its place in English literature, and what is known of its author.

9. Give some account of the life and writings of—

(i.) William Tyndal,
(ii.) John Skelton,
(iii.) William Dunbar,
(iv.) Henry Howard,
(v.) Robert Greene,
(vi.) Thomas Nash,
(vii.) Michael Drayton.

10. Describe briefly the following works, mentioning authors, dates, and leading characteristics, as far as you can:

(i.) Toxophilus,
(ii.) Pastime of Pleasure,
(iii.) Six Centuries of Epigrams,
(iv.) Ralph Roister Doister,
(v.) Ferrex and Porrex,
(vi.) Fair Rosamund and Queen Eleanor.

Subject for Composition:

"Every popular writer is, in a certain sense, a product of his country and his age, a reflection of the intellect, the moral sentiment, and the prevailing social opinions of his time."

—*G. P. Marsh.*

1.
is app
2.
Shak
3.
4.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

FIRST YEAR.

ENGLISH.

HONORS.

Examiners: { J. M. BUCHAN, M.A, FRED. E. SEYMOUR, M.A.

JULIUS CÆSAR.

1. Discuss the question whether the name of this play is appropriate.

2. Point out the political and the moral errors of Shakspeare's Brutus.

3. Contrast the characters of Brutus and Cassius.

4. *Brutus.* No, not an oath: If not the { faiths / faith / fate / face } of men,
The sufferance of our souls, the times' abuse,—
If these be motives weak, break off betimes,
And every man hence to his idle bed;
So let high-sighted tyranny { rage / range } on 5.
Till each man drop by lottery. But if these,
As I am sure they do, bear fire enough
To kindle cowards, and to steel with valour
The melting spirits of women; then, countrymen,
What need we any spur, but our own cause, 10.
To prick us to redress? What other bond,
Than secret Romans, that have spoke the word,

And will not palter? And what other oath,
Than honesty to honesty engaged
That this shall be, or we will fall for it? 15.
Swear priests, and cowards, and men cautelous,
Old, feeble carrions, and such suffering souls
That welcome wrongs; unto bad causes swear
Such creatures as men doubt; but do not stain
The even virtue of our enterprise, 20.
Nor the insuppressive mettle of our spirits,
To think, that or our cause or our performance
Did need an oath; when every drop of blood,
That every Roman bears, and nobly bears,
Is guilty of a several bastardy, 25.
If he do break the smallest particle
Of any promise that hath passed from him.

(i.) Discuss the suitability of the different readings proposed in ll. 1 and 5.

(ii.) Explain the meaning of 'Till each man drop by lottery (l. 6), of 'men cautelous' (l. 17), and of 'even virtue' (l. 20).

(iii.) Point out all words used in a sense which they do not bear at the present day.

(iv.) Parse 'what' (l. 10), 'but' (l. 10), 'Romans' (l. 12), 'that' (l. 18), 'as' (l. 19).

(v.) Scan ll. 6, 8, and 9.

(vi.) Point out the rhetorical forms in the first fifteen lines.

PROLOGUE TO THE CANTERBURY TALES.

5. "A marchaunt was ther with a forked berd,
In motteleye, and high on horse he sat,
Uppon his heed a Flaundrisch bever hat;
His botes clapsed faire and fetysly.
His resons he spak ful solempnely,
Sownynge alway thencres of his wynnynge.
He wolde the see were kept for eny thinge
Betwixe Middelburgh and Orewelle.
Wel couthe he in eschaunge scheeldes selle.
This worthi man ful wel his wit bisette;
Ther wiste no man that he was in dette,

So estately was he of governaunce,
With his bargayns, and with his chevysaunce.
For sothe he was a worthi man withalle,
But soth to sayn, I not what men him calle."

Ll. 270–284.

(i.) Re-write line by line in modern English.

(ii.) Scan ll. 273, 277, 278, 280, and 283.

(iii.) Explain the meaning of l. 278.

(iv.) Trace the deviation of *fetysly*, *reson*, and *chevysaunce*.

(v.) Explain the forms *wiste*, *sayn*, *not*, and *calle*.

6. Give an account of the case inflections of nouns in Chaucer's English.

HISTORY OF ENGLISH LITERATURE.

7. "It is commonly asserted that for some reigns after the Norman Conquest, the exclusive language of government and legislation in England was the French—that all pleadings, at least in the supreme courts, were carried on in that language,—and that in it all deeds were drawn up and all laws promulgated."—*Craik.*

Give the correct account of the matter referred to in the sentence quoted, and also state to what extent the French language superseded the English in the period following the Conquest.

8. Describe the literary and the linguistic character of the extant specimens of the English of the first half of the thirteenth century.

PROSODY.

9. State the laws of the sonnet.

10. Explain the scansion of

"Break, break, break,
At the foot of thy crags, O sea!
But the tender grace of a day that is dead
Will never come back to me."

Tennyson.

11. Compare the merits of rhymed and blank verse,

a

o

n

g

th

th

an

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

FIRST YEAR: ARTS AND CIVIL ENGINEERING.

FRENCH.

Examiner: REV. JAMES ROY, M.A.

I.

GRAMMAR.

1. Give a list of adverbs which take *de*, without an article, after them.

2. Explain the use of the different forms of *demi*.

3. Explain the use of *second* and *deuxième*.

4. When is the article before *plus* and *moins* invariable?

5. When is *être*, after *ce*, plural?

6. In sentences of two clauses, beginning with *ce qui* or *ce que*, when is *ce* repeated, and when not?

7. When is *duquel* preferable to *dont?*

8. Explain *l'* in *l'on*.

9. Explain the difference in construction between *ni—ni*, and *neither—nor*.

10. Explain the agreement of variable words with general collectives, and with partitive collectives.

11. Give rule for connection of moods and tenses with the subjunctive.

12. What is the chief point to be observed in deciding the variations of past participles?

13. Distinguish between *autour* and *alentour*, *au travers* and *à travers*, *avant* and *devant*.

14. When may *de* be omitted after *près* and *proche?*

15. Explain the pronunciation of *Caen, Michel, Michel-Ange, Joad, Madrid, Doubs, Jésus, Jonas, bourg, Strasbourg, Sieyes, Soult.*

II.

Translate:

1. Give me some good French wines.

2. Has he not any friends?

3. Wheat is sold for a dollar a bushel.

4. He gives him a hundred pounds a year.

5. The gentleman and lady are gone.

6. Dante, Tasso, and Ariosto, are celebrated amongst Italian poets.

7. He is a physician; but he is an unfortunate man.

8. She has many jewels. (*Give in two ways.*)

9. My vine wants cutting.

10. I have enough of money.

11. Will you have some more toast?

12. Not any more, I thank you.

13. I beg pardon, that is something astonishing.

14. The man who wears crape on his arm may eat a pancake.

15. What wicked people!

16. They are the most wicked people in the world.

17. How many saw-mills had your father?

18. These flowers smell well.

19. It is charming to see so fine a landscape. (*Give in two ways.*)

20. How wide is that river?

21. Here is the answer I have received.

22. These are the prizes I have obtained at college.

23. Near noon, she was ready to go out.

24. Have you come from Lower Canada?

25. No, sir, I have just arrived from France.

III.

Correct the errors in the following sentences, and give reasons for each correction:

1. *La nature toute entière se trouve dans les grands poèmes épiques.*

2. *Mon innocence est le seul bien qui me reste; laissez-moi-la.*

3. *Laissez-moi cette chaîne, ou m'arrachez le jour.*

4. *Lisez Démosthène et Cicéron; ils sont les plus grands orateurs que l'antiquité ait produits.*

5. *Etes-vous mère? Je le suis.*

IV.

FOR ARTS ONLY.

*** *Students to read first paragraph.*

Translate:

Herder venait de mourir quand je suis arrivée à Weimar, mais Wieland, Goethe, et Schiller y étaient encore. Je peindrai chacun de ces hommes séparément, dans la section suivante; je les peindrai surtout par leurs ouvrages, car leurs livres ressemblent parfaitement à leur caractère et à leur entretien. Cet accord très-rare est une preuve de sincérité: quand on a pour premier but, en écrivant, de faire effet sur les autres, on ne se montre jamais à eux tel qu'on est réellement; mais quand on écrit pour satisfaire à l' inspiration intérieure dont l' âme est saisie, on fait connaître par ses écrits, même sans le vouloir, jusques aux moindres nuances de sa manière d' être et de penser.

Le séjour des petites villes m' a toujours paru très-ennuyeux. L'esprit des hommes s'y rétrécit; le coeur des femmes s'y glace; on y vit tellement en présence les uns des autres, qu'on est oppressé par ses semblables; ce n'est plus cette opinion á distance, qui vous anime et retentit de loin comme le bruit de la gloire; c'est un examen minutieux de toutes les actions de votre vie, une observation de chaque détail, qui rend incapable de comprendre l'ensemble de votre caractère; et plus on a d'indépendance et d'élévation, moins on

peut respirer à travers tous ces petits barreaux. Ceett pénible gêne n'existait point à Weimar; ce n'était point une petite ville, mais un grand château; un cercle choisi s'entretenait avec intérêt de chaque production nouvelle des arts. Des femmes, disciples aimables de quelques hommes supérieurs, s'occupaient sans cesse des ouvrages littéraires, comme des événements publics les plus importants. On appelait l' univers à soi par la lecture et l' étude; on échappait par l' étendue de la pensée aux bornes des circonstances; en réfléchissant souvent ensemble sur les grandes questions que fait naître la destinée commune à tous, on oubliait les anecdotes particulières de chacun. On ne rencontrait aucun de ces merveilleux de province, qui prennent si facilement le dédain pour de la grâce, et l'affectation pour de l'élégance.

MME. DE STAËL, *L'Allem*, pp. 74,5.

1. Write in full the imperfect subjunctive of the following verbs: *venait, peindrai, écrit, prennent.*

2. *Mourir.* Give past participle.

3. *je suis arrivée.* What verbs take *être* as auxiliary? Give rules for variations of past participles.

4. *Séparément.* Give rules for position of adverbs.

5. *Sans le vouloir.* To what does *le* relate?

6. *Moindres.* Give positive of this.

7. *des petites villes.* Why not *de?*

8. *à travers.* Distinguish from *au travers.*

9. *appelait.* Write the present indicative, and explain any peculiarity in the spelling.

10. *Naître.* Give preterite definite of this verb.

V.

FOR CIVIL ENGINEERING ONLY.

Translate:

Enlever les terres par des tranchées, des deblais, et en faire des terrasses, des remblais, ou travailler par *voie de compensation;* quand le transport à de grandes

distances devient trop coûteux, chercher plus loin ces terres, ou faire des emprunts; exécuter enfin ce travail le plus sûrement le plus rapidement et surtout le plus économiquement possible, tel est le problème.

Plusieurs moyens se présentent pour arriver à cette solution :

Des hommes et des femmes piochent la terre et la portent dans des paniers. C'est là le procédé primitif encore en usage en Espagne. Le chemin de fer d' Egypte a aussi été construit de cette façon. Les terrassements du chemin de Naples à Castellamare ont été exécutés en grande partie par des femmes.

Comme deuxième moyen de transport, on se sert de tombereaux ou de brouettes; de ses dernières il y a plus de deux millions en France. On dit que c'est Pascal qui a inventé ce modeste et indispensable véhicule.

Enfin, comme moyen expéditif, on se sert de la gravité et de la vapeur; les wagons chargés sont abandonnés á leur propre poids, ou ils sont mis en mouvement par des locomotives á quatre roues réformées. La vapeur est employée quand la distance de transport dépasse 700 mètres. Pour hâter le déchargement des vagons, on les fait rouler sur une espèce de pont de bois dont l'une des extrémités repose sur le remblai et l'autre sur un échafaud, une ferme, qui avance sur un petit chemin de fer, absolument comme les machines à decharger les bateaux à pierres de taille sur le quai d'Orsay, à Paris. Ce pont locomobile s'appelle en termes d' atelier une *baleine*.

WITH, *Const. de Chem. de Fer.*, p. 80.

1. Translate the following: *Moellons, ornières, longerons, longrines, longuerines, laminé, remorqués, essieux, talus, mouton, affouillements, manège.*

2. Where are wooden rails said to have been first used?

3. What is the *Prophilographe?*

4. *Coefficient d' élasticité.* Define *coefficient* as here used.

5. *La résistance de la fonte à la rupture par l' écrasement.* To what is this proportional?

6. Describe the apparatus patented in 1845 by Dr. Pott.

7. What objections have been raised to the use of iron plates in the construction of bridges ?

8. Of what tubular bridge is it said that it has not been subject to sensible horizontal vibrations from the strongest tempests ?

9. By what term does the author designate the system of constructing suspension bridges ?

10. What objections does the author raise to suspension bridges ?

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

FIRST YEAR.

FRENCH.

HONORS.

Examiner: REV. JAMES ROY, M.A.

I.

Translate:

Le ciel, qui veut ma mort, et qui l'a suspendue,
Mon père, en ce moment m'amène à votre vue.
Mon âme fugitive, et prête à me quitter,
S'arrête devant vous—mais pour vous imiter.
Je meurs: le voile tombe; un nouveau jour m'éclaire;
Je ne me suis connu qu'au bout de ma carrière;
J'ai fait, jusqu'au moment qui me plonge au cercueil,
Gémir l'humanité du poids de mon orgueil.
Le ciel venge la terre: il est juste; et ma vie
Ne peut payer le sang dont ma main s'est rougie.
Le bonheur m'aveugla, la mort m'a détrompé.
Je pardonne à la main par qui Dieu m'a frappé.
J'étais maître en ces lieux, seul je commande encore;
Seul je puis faire grâce, et la fais à Zamore.
Vis, superbe ennemi, sois libre, et te souvien
Quel fut, et le devoir, et la mort, d'un chrétien.
(A Montèze, qui se jette à ses pieds.)
Montèze, Américains, qui fûtes mes victimes,
Songez que ma clémence a surpassé mes crimes,
Instruisez l'Amérique; apprenez à ses rois
Que les chrétiens sont nés pour leur donner des lois.
(A Zamore.)

Des dieux que nous servons connais la différence :
Les tiens t'ont commandé le meurtre et la vengeance ;
Et le mien, quand ton bras vient de m'assassiner,
M'ordonne de te plaindre et de te pardonner.

VOLTAIRE, *Alzire, Acte V. Sc.* 7.

1. Who speaks these words ?

2. What circumstances led to the adoption by Voltaire of the *dénoûment* of this play ?

3. Whose words are said to be reproduced in the last part of this extract ?

4. Write, in French, a description of the character of *Gusman.*

II.

Translate :

Le maître des requêtes reprit :

J'ai su par le vieil abbé sourd qui était à dîner chez la maréchale d'Effiat, et qui a tout entendu, que ce jeune Cinq-Mars montrait plus d'énergie qu'on ne l'imaginait, et qu'il tenta de délivrer le maréchal de Bassompierre. J'ai encore le rapport détaillé du sourd, qui a très-bien joué son rôle ; l'éminentissime Cardinal doit en être satisfait.

J'ai dit à monseigneur, recommença Joseph, car ces deux séides farouches alternaient leurs discours comme les pasteurs de Virgile ; j'ai dit qu'il serait bon de se défaire de ce petit d'Effiat, et que je m'en chargerais, si tel était son bon plaisir ; il serait facile de le perdre dans l'esprit du Roi.

Il serait plus sûr de le faire mourir de sa blessure, reprit Laubardemont ; si Son Eminence avait la bonté de m'en donner l'ordre, je connais intimement le médecin en second, qui m'a guéri d'un coup au front, et qui le soigne. C'est un homme prudent, tout dévoué à monseigneur le Cardinal-Duc, et dont le brelan a un peu dérangé les affaires.

Je crois, repartit Joseph avec un air de modestie mêlé d'un peu d'aigreur, que si Son Eminence avait quelqu'un à employer á ce projet utile, ce serait plutôt son négociateur habituel, qui a eu quelque succès autrefois.

Je crois pouvoir en énumérer quelques uns assez marquants, reprit Laubardemont, et très-nouveaux, dont la difficulté était grande.

DEVIGNY, *Cinq-Mars*, p. 176.

1. *Maître de requêtes.* Explain the duties of this office.

2. *d'Effiat.* Whence this title?

3. *l'imaginait.* Explain *l'*.

4. *délivrer le maréchal.* To what does this allude?

5. *Joseph.* Who was this?

6. *les pasteurs de Virgile.* Explain the allusion.

7. *coup au front.* Explain the allusion.

8. *C'est un homme.* Why not *il est?*

9. Give the principal parts of the following: *su, entendu, doit, crois.*

10. Write, in French, a description of the character of *Richelieu,*

III.

Translate:

"Prussia, which, since Frederick the Great, dreamed of re-establishing (*reconstituer*) the Germanic Empire, knew well that she could find this fortune, menacing to (*pour*) Europe, only after a military humiliation of France; and she prepared the means of it with an indefatigable perseverance. She over-excited, by history, poetry, and science, German patriotism against those whom she caused to be called in her newspapers, "The hereditary enemy." She armed all her people from twenty to sixty years; she demanded (*exiger*) of her officers the most complete instruction, of her troops, the most severe discipline; and, by an organization which left inactive no particle (*parcelle*) of the national forces, by a foresight (*prévoyance*) which utilized all the resources of industry and science, she established, in the centre of Europe, the most formidable machine of war the world has yet seen.

Hist. de France, DURUY.

c

d

t
a

n

s

e

a

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

FIRST YEAR.

GERMAN.

Examiner: J. E. GRAHAM, M.D.

I.

GRAMMAR.

1. How are the verbs divided into the strong and weak conjugations? Classify the strong verbs.

2. What is the position of the verb in principal and dependent sentences.

3. How is the passive voice of transitive verbs formed in the different tenses of the indicative mood. Illustrate by an example.

4. How is the gender of compound substantives determined? Give examples.

5. Give the terminations in the different cases of the strong and weak declensions.

6. Enumerate the demonstrative pronouns, and shew how each is declined?

7. How are the comparative and superlative degrees of adverbs formed.

8. What prepositions govern the dative only?

II.

Translate:

Der Sänger.

„Was hör' ich draußen vor dem Thor,
Was auf der Brücke schallen?
Laß den Gesang vor unserm Ohr
Im Saale wiederhallen!"
Der König sprach's, der Page lief;
Der Knabe kam, der König rief:
„Laßt mir herein den Alten!"

„Gegrüßet seid mir, ehle Herrn,
Gegrüßt ihr, schöne Damen!
Welch reicher Himmel! Stern bei Stern
Wer kennet ihre Namen?
Im Saal voll Pracht und Herrlichkeit
Schließt, Augen, euch; hier ist nicht Zeit,
Sich staunend zu ergötzen."

Der Sänger drückt die Augen ein
Und schlug in vollen Tönen;
Die Ritter schauten muthig drein,
Und in den Schooß die Schönen.
Der König, dem das Lied gefiel,
Ließ, ihn zu ehren für das Spiel,
Eine goldne Kette reichen.

„Die goldne Kette gib mir nicht,
Die Kette gib den Rittern,
Vor deren kühnem Angesicht
Der Feinde Lanzen splittern;
Gib sie dem Kanzler, den du hast,
Und laß ihn noch die holdne Last
Zu andern Lasten tragen.

Ich singe, wie der Vogel singt,
Der in den Zweigen wohnet;
Das Lied, das aus der Kehle dringt,
Ist Lohn, der reichlich lohnet.
Doch darf ich bitten, bitt ich eins:
Laß mir den besten Becher Weins
In purem Golde reichen."

Er setzt' ihn an, er trank ihn aus;
„O Trank voll süßer Labe!
O wohl dem hochbeglückten Haus,
Wo das ist kleine Gabe!
Ergeht's euch wohl, so denkt an mich
Und danket Gott so warm, als ich
Für diesen Trunk euch danke."

GOETHE.

1. Conjugate *laufen*, *rufen*, *gefallen*, *schliessen*, *geben*, *trinken*.

2. Give the genders of *Trank*, *Thor*, *Ohr*, *Saal*, *Auge*.

3. Classify all the verbs in the latter half of the selection into the strong and weak conjugations.

4. Are there any inseparable verbs in the selection? If so, name them.

5. Give the plurals of the following: *Pracht*, *Zeit*, *Schloss*, *Lied*, *Trank*, *Haus*.

III.

GERMAN LITERATURE.

1. Who were the *Minnesänger?* Name the most celebrated.

2. What is the character of Lessing's works? Name the principal dramas of which he is the author.

3. Write what you know of the characters of Klopstock, Wieland, and Herder.

4. Name the principal works of Goethe. Give a short sketch of his life.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

FIRST YEAR.

GERMAN.

HONORS.

Examiner: J. E. GRAHAM, M.D.

I.

Translate into German:

Several (*mehrere*) of the British forests (*wald*) which are now cut down (*umhauen*) at different periods (*zeit*) by order (*auf Befehl*) of the English Parliament because they harboured (*zuflucht gewähren*) wolves and outlaws. Thus the Welsh (*wallisisch*) woods were cut and burned (*wiederbrennen*) in the reign (*Herrschaft*) of Edward I. as were many of those in Ireland by Henry II. to prevent (*verhindern*) the natives (*Eingeborne*) from harbouring (*zuflucht suchen*) in them, and harassing (*belästigen*) the troops.

Practice (*Uebung*) must settle (*verleihen*) the habit (*Fertigkeit*) of doing (*vollbringen*) without reflecting (*nachdenken über*) on the rule (*Regel*).

During the eruption (*Ausbruch*) from the crater of the Tombora mountain in Sumbawa the darkness (*Finsterniss*) occasioned (*verursachen*) by the ashes in the day time (*am Tage*) was so profound (*tief*) that nothing equal to it was ever witnessed (*wie man nie was aehwliches wahrgenommen*) in the darkest (*dunkel*) night of Lava.

II.

Translate:

Fr. v. Dorsigny. Laß uns allein, Sophie. (Sophie geht ab.) Wie, Dorsigny, Sie können mir ins Angesicht behaupten, daß Sie nicht kurz vorhin mit mir gesprochen haben? Nun, wahrhaftig, welcher Andere als Sie, als der Herr dieses Hauses, als der Vater meiner Tochter, als mein Gemahl endlich, hätte das thun können, was Sie thaten!

Oberst Was Teufel hätte ich denn gethan?

Fr. v. Dorsigny. Muß ich Sie daran erinnern? Wie? Sie wissen nicht mehr, daß Sie erst vor kurzem mit unserer Tochter gesprochen, daß Sie ihre Neigung zu unserm Neffen entdeckt haben, und daß wir eins worden sind, sie ihm zur Frau zu geben, sobald er wird angekommen sein?

Oberst. Ich weiß nicht — Madame, ob das alles nur ein Traum Ihrer Einbildungskraft ist, oder ob wirklich ein Anderer in meiner Abwesenheit meinen Platz eingenommen hat. Ist das Letztere, so war's hohe Zeit, daß ich kam — Dieser Jemand schlägt meinen Schwiegersohn todt, verheirathet meine Tochter und sticht mich aus bei meiner Frau, und meine Frau und meine Tochter lassen sich's beide ganz vortrefflich gefallen.

Fr. v. Dorsigny. Welche Verstockung! — In Wahrheit, Herr von Dorsigny, ich weiß mich in Ihr Betragen nicht zu finden.

Oberst. Ich werde nicht klug aus dem Ihrigen.

SCHILLER, *Der neffe als Onkel*, Act II. Scene 7.

1. Conjugate *können, wissen, geben, ankommen, einnehmen, stehen, gefallen.* Give the present indicative of each.

2. Give the plural of *Tochter, Vater, Gemahl, Neigung, Traum.* State whether they belong to the strong or weak declension.

3. Give the gender of *Traum, Wahrheit, Betragen.*

4. *Ist das Letztere...kam.* Explain the construction, and, supply any words which may be wanting.

5. *Ins Angesicht,* Give other instances of contractions of prepositions and the indefinite article.

III.

Translate:

Und der Vater mit frohem Blick
Von des Hauses weitschauendem Giebel
Ueberzählet sein blühend Glück,
Siehet der Pfosten ragende Bäume,
Und der Scheunen gefüllte Räume,
Und die Speicher, vom Segen gebogen,
Und des Kornes bewegte Wogen,
Rühmt sich mit stolzem Mund:
Fest, wie der Erde Grund,
Gegen des Unglücks Macht
Steht mir des Hauses Pracht!
Doch mit dis Geschickes Mächten
Ist kein ew'ger Bund zu flechten,
Und das Unglück schreitet schnell.

Wohl! Nun kann der Guß beginnen;
Schön gezacket ist der Bruch.
Doch, bevor wir's lassen rinnen,
Betet einen frommen Spruch!
Stoßt den Zapfen aus!
Gott bewahr' das Haus!
Rauchend in des Henkels Bogen
Sphißt's mit feuerbraunen Wogen.

SCHILLER, *Das Lied von der Glocke.*

1. Give the plurals of *Blick, Mund, Grund, Pracht, Guss, Bruch, Spruch.*

2. Conjugate *sehen, stehen, schreiten, beginnen, rinnen, beten lassen.*

3. Give the genders of *Blick, Giebel, Segen, Pracht, Bogen,* with rules.

4. *Rageude Bäume. Gegen des Unglücks Macht.* Why is the article not used in these two instances.

5. Explain the difference between *rinnen, rennen,* and *Laufen.*

6. *Doch mit...zu flechten.* Explain the construction.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

FIRST YEAR.

CHEMISTRY.

Examiner: W. OLIVER, B.A.

1. Give the formula for the composition of water, with the names and combining numbers of the gases that compose it, and a brief description of the properties of each. Why are two atoms of hydrogen considered equivalent to one of oxygen?

2. Given four vessels said to contain, each, one of the following substances: oxygen, bromine vapor, carbonic acid, and chlorine. How would you set about to determine the contents of each particular vessel?

3. Write down the formulæ for the oxides of nitrogen. Distinguish between oxygen and nitrous oxide. Calculate how many grammes of potassic nitrate will be required to make fifty grammes of hydrogen nitrate (nitric acid).

4. Explain the chemical reaction in the following cases:—

(*a*) A piece of sodium thrown into a vessel of water.

(*b*) A silver spoon brought repeatedly in contact with an egg.

(*c*) Chlorine in contact with moistened litmus paper.

(*d*) Sulphurous acid on a discolored straw hat.

(*e*) Sulphuric acid on common salt.

5. Describe the structure of flame in a candle. A lighted lamp held beneath the glass chimney of another lighted lamp extinguishes it. Explain. Why does olefiant gas burn with a brighter flame than hydrogen?

6. Describe the manufacture of SO_4, explaining the reactions that take place.

7. Write in symbols, with combining numbers, hydrogen, sulphur, mercury, chlorine, nitrogen, lead, arsenic, iodine, manganese, bismuth.

8. (*a*) Calculate the quantity of air necessary to completely consume 693 tons of carbon. (*b*) Convert 58° C. to Fahrenheit. (*c*) How much chlorine can be obtained from 5256 grammes of hydric chloride?

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

FIRST AND SECOND YEARS.

NATURAL HISTORY.

Examiner: R. RAMSAY WRIGHT, M.A., B.Sc., Edin.

1. Give a classification of the Foraminifera, with an account of some of the chief living forms and a sketch of the distribution of the order in time.

2. Describe the structure of Hydra, and explain its modes of reproduction.

3. Give the characters of the Sub-Kingdom Echinodermata, and of the classes into which it is divided.

4. Compare a scorpion with a lobster as to external form and internal structure.

5. Describe the anatomy of the cuttle-fish.

6. What are the amnion and allantois? In what classes of the Vertebrata do they occur?

---

7. Describe the structures which are met with from without inwards in a section of a Dicotyledonous stem.

8. Define the following terms:—Bract, placenta, hilum, micropyle, aril, fovilla.

T

λ

co

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

SECOND YEAR.

GREEK.

Examiner: S. ARTHUR MARLING, M.A.

I.

Translate:

Πρῶτον μὲν τοίνυν, ὦ ἄνδρες Ἀθηναῖοι, τριήρεις πεντήκοντα παρασκευάσασθαί φημι δεῖν, εἶτ' αὐτοὺς οὕτω τὰς γνώμας ἔχειν ὡς, ἐάν τι δέῃ, πλευστέον εἰς ταύτας αὐτοῖς ἐμβᾶσιν. πρὸς δὲ τούτοις τοῖς ἡμίσεσι τῶν ἱππέων ἱππαγωγοὺς τριήρεις καὶ πλοῖα ἱκανὰ εὐτρεπίσαι κελεύω. ταῦτα μὲν οἶμαι δεῖν ὑπάρχειν ἐπὶ τὰς ἐξαίφνης ταύτας ἀπὸ τῆς οἰκείας χώρας αὐτοῦ στρατείας εἰς Πύλας καὶ Χερρόνησον καὶ Ὄλυνθον καὶ ὅποι βούλεται· δεῖ γὰρ ἐκείνῳ τοῦτο ἐν τῇ γνώμῃ παραστῆναι, ὡς ὑμεῖς ἐκ τῆς ἀμελείας ταύτης τῆς ἄγαν, ὥσπερ εἰς Εὔβοιαν καὶ πρότερόν ποτέ φασιν εἰς Ἁλίαρτον καὶ τὰ τελευταῖα πρώην εἰς Πύλας, ἴσως ἂν ὁρμήσαιτε. οὗτοι παντελῶς οὐδ' εἰ μὴ ποιήσαιτ' ἂν τοῦτο, ὡς ἔγωγέ φημι δεῖν, εὐκαταφρόνητόν ἐστιν, ἵν' ἢ διὰ τὸν φόβον εἰδὼς εὐτρεπεῖς ὑμᾶς — εἴσεται γὰρ ἀκριβῶς· εἰσὶ γὰρ, εἰσὶν οἱ πάντ' ἐξαγγέλλοντες ἐκείνῳ παρ' ἡμῶν αὐτῶν πλείους τοῦ δέοντος — ἡσυχίαν ἔχῃ, ἢ παριδὼν ταῦτα ἀφύλακτος ληφθῇ, μηδενὸς ὄντος ἐμποδὼν πλεῖν ἐπὶ τὴν ἐκείνου χώραν ὑμῖν, ἂν ἐνδῷ καιρόν.

DEMOSTHENES, *Philippic* I.

1. Parse ἐμβᾶσιν, παραστῆναι, ἡμίσεσι, ὁρμήσαιτε, εἴσεται, ληφθῇ.

2. αὐτοὺς.....ἐμβᾶσιν; τοῦ δέοντος; μηδενός. Explain the construction.

3. Define the geographical positions named in the extract, and mention any important historical event connected with any of them.

4. *οἱ πάντ' ἐξαγγέλλονται.* Explain the allusion.

5. What classification of the orations of Demosthenes has been made? Give examples of each kind.

II.

Translate:

Πῶς γὰρ οἴεσθ', ἔφην, ὦ ἄνδρες Μεσσήνιοι, δυσχερῶς ἀκούειν Ὀλυνθίους, εἴ τίς τι λέγοι κατὰ Φιλίππου κατ' ἐκείνους τοὺς χρόνους, ὅτ' Ἀνθεμοῦντα μὲν αὐτοῖς ἠφίει, ἧς πάντες οἱ πρότερον Μακεδονίας βασιλεῖς ἀντεποιοῦντο, Ποτίδαιαν δ' ἐδίδου τοὺς Ἀθηναίων ἀποίκους ἐκβαλών, καὶ τὴν μὲν ἔχθραν τὴν πρὸς ἡμᾶς αὐτὸς ἀνῄρητο, τὴν χώραν δ' ἐκείνοις ἐδεδώκει καρποῦσθαι; ἆρα προσδοκᾶν αὐτοὺς τοιαῦτα πείσεσθαι, ἢ λέγοντος ἄν τινος πιστεῦσαι οἴεσθε; ἀλλ' ὅμως ἔφην ἐγὼ μικρὸν χρόνον τὴν ἀλλοτρίαν καρπωσάμενοι πολὺν τῆς αὑτῶν ὑπ' ἐκείνου στέρονται, αἰσχρῶς ἐκπεσόντες, οὐ κρατηθέντες μόνον, ἀλλὰ καὶ προδοθέντες ὑπ' ἀλλήλων καὶ πραθέντες· οἱ γὰρ ἀσφαλεῖς ταῖς πολιτείαις αἱ πρὸς τοὺς τυράννους αὗται λίαν ὁμιλίαι. τί δ' οἱ Θετταλοί; ἆρ' οἴεσθ', ἔφην, ὅτ' αὐτοῖς τοὺς τυράννους ἐξέβαλλε καὶ πάλιν Νίκαιαν καὶ Μαγνησίαν ἐδίδου προσδοκᾶν τὴν καθεστῶσάν νῦν δεκαδαρχίαν ἔσεσθαι παρ' αὐτοῖς; ἢ τὸν τὴν πυλαίαν ἀποδόντα τοῦτον τάς ἰδίας αὐτῶν προσόδους παραιρήσεσθαι; οὐκ ἔστι ταῦτα. ἀλλὰ μὴν γέγονε ταῦτα καὶ πᾶσιν ἔστιν εἰδέναι.

Ibid. Phil. II.

1. *ἆρα.* What is the force?

2. *δεκαδαρχίαν.* What different interpretations? What was Philip's title as head of the Thessalian communities?

3. When, and under what circumstances, was this speech delivered?

4. What difference between the Greek and Latin idioms in regard to (*a*) the case absolute, (*b*) nouns denoting time? Give examples.

III.

Translate :

"Ὡς εἰπὼν ῥάκεα μεγάλης ἀποέργαθεν οὐλῆς.
Τὼ δ' ἐπεὶ εἰσιδέτην εὖ τ' ἐφράσσαντο ἕκαστα,
Κλαῖον ἄρ' ἀμφ' Ὀδυσῆϊ δαΐφρονι χεῖρε βαλόντε,
Καὶ κύνεον ἀγαπαζόμενοι κεφαλήν τε καὶ ὤμους
Ὣς δ' αὔτως Ὀδυσεὺς κεφαλὰς καὶ χεῖρας ἔκυσσεν.
Καὶ νύ κ' ὀδυρομένοισιν ἔδυ φάος ἠελίοιο,
Εἰ μὴ Ὀδυσσεὺς αὐτὸς ἐρύκακε, φώνησέν τε·
"Παύεσθον κλαυθμοῖο γόοιό τε, μή τις ἴδηται
Ἐξελθὼν μεγάροιο, ἀτὰρ εἴπῃσι καὶ εἴσω.
Ἀλλὰ προμνηστῖνοι ἐσέλθετε, μηδ' ἅμα πάντες,
Πρῶτος ἐγώ, μετὰ δ' ὔμμες· ἀτὰρ τόδε σῆμα τετύχθω.
Ἄλλοι μὲν γὰρ πάντες, ὅσοι μνηστῆρες ἀγαυοὶ,
Οὐκ ἐάσουσιν ἐμοὶ δόμεναι βιὸν ἠδὲ φαρέτρην·
Ἀλλὰ σὺ, δῖ' Εὔμαιε, φέρων ἀνὰ δώματα τόξον
Ἐν χείρεσσιν ἐμοὶ θέμεναι, εἰπεῖν τε γυναιξὶν
Κληῖσαι μεγάροιο θύρας πυκινῶς ἀραρυίας,
Ἤν δέ τις ἢ στοναχῆς ἠὲ κτύπου ἔνδον ἀκούσῃ
Ἀνδρῶν ἠμετέροισιν ἐν ἕρκεσι, μή τι θύραζε
Προβλώσκειν, ἀλλ' αὐτοῦ ἀκὴν ἔμεναι παρὰ ἔργῳ.
Σοὶ δὲ, Φιλοίτιε δῖε, θύρας ἐπιτέλλομαι αὐλῆς
Κληῖσαι κληῖδι, θοῶς δ' ἐπὶ δεσμὸν ἰῆλαι."

HOMER, *Odyssey*, XXI.

1. *προμνηστῖνοι, μνηστῆρες, δεσμόν.* Whence derived ?

2. Parse *τετύχθω, θέμεναι, ἀραρυίας, ἰῆλαι.*

3. Express in ordinary Greek the Epic forms of the first ten lines of the extract.

4. Give examples of euphonic modifications of Greek verbs.

5. What portions of the Iliad and Odyssey have been regarded as interpolations, and on what grounds ?

Tr

Wi

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

SECOND YEAR.

GREEK.

HONORS.

Examiner: S. ARTHUR MARLING, M.A.

I.

Translate:

παρῆλθε δέ τις εἰς τὴν ἐκκλησίαν φάσκων ἐπὶ τεύχους ἀλφίτων σωθῆναι· ἐπιστέλλειν δ' αὐτῷ τοὺς ἀπολλυμένους, ἐὰν σωθῇ, ἀπαγγεῖλαι τῷ δήμῳ ὅτι οἱ στρατηγοὶ οὐκ ἀνείλοντο τοὺς ἀρίστους ὑπὲρ τῆς πατρίδος γενομένους. τὸν δὲ Καλλίξενον προσεκαλέσαντο παράνομα φάσκοντες γεγραφέναι Εὐρυπτόλεμός τε ὁ Πεισιάνακτος καὶ ἄλλοι τινές. τοῦ δὲ δήμου ἔνιοι ταῦτα ἐπῄνουν, τὸ δὲ πλῆθος ἐβόα δεινὸν εἶναι εἰ μή τις ἐάσει τὸν δῆμον πράττειν ὃ ἂν βούληται. καὶ ἐπὶ τούτοις εἰπόντος Λυκίσκου καὶ τούτοις τῇ αὐτῇ ψήφῳ κρίνεσθαι ᾗπερ καὶ τοὺς στρατηγούς, ἐὰν μὴ ἀφῶσι τὴν κλῆσιν, ἐπεθορύβησε πάλιν ὁ ὄχλος, καὶ ἠναγκάσθησαν ἀφιέναι τὰς κλήσεις. τῶν δὲ πρυτάνεών τινων οὐ φασκόντων προθήσειν τὴν διαψήφισιν παρὰ τὸν νόμον, αὖθις Καλλίξενος ἀναβὰς κατηγόρει αὐτῶν τὰ αὐτά. οἱ δὲ ἐβόων καλεῖν τοὺς οὐ φάσκοντας οἱ δὲ πρυτάνεις φοβηθέντες ὡμολόγουν πάντες προθήσειν πλὴν Σωκράτους τοῦ Σωφρονίσκου· οὗτος δ' οὐκ ἔφη ἀλλ' ἢ κατὰ νόμον πάντα ποιήσειν.

XENOPHON, *Hellenics* I.

1. παράνομα, κ. τ. λ., ἀφιέναι τὰς κλήσεις, πρυτάνεις. Write explanatory notes on these expressions.

2. Σωκράτους. What office did he hold at this time?

3. What objections to the proposal of Callixenus? By what law were the accused tried, and with what result?

4. Xenophon has been charged with purposely making this part of his narrative obscure: on what grounds?

5. Ἐπὶ τούτοις. Distinguish the meanings of ἐπὶ according to the cases which it governs, giving examples.

6. "The Greek language is rich in uses of the participle." Illustrate this statement.

II.

Translate:

Τίσιν οὖν ὑμεῖς κινδυνεύσαιτ' ἀν, εἴ τι γένοιτο; τῷ τὸν Ἑλλήσποντον ὑμῶν ἀλλοτριωθῆναι, τῷ Μεγάρων καὶ τῆς Εὐβοίας τὸν πολεμοῦνθ' ὑμῖν γενέσθαι κύριον, τῷ Πελοποννησίους τἀκείνου φρονῆσαι. εἶτα τὸν τοῦτο τὸ μηχάνημα ἐπὶ τὴν πόλιν ἱστάντα, τοῦτον εἰρήνην ἄγειν ἐγὼ φῶ πρὸς ὑμᾶς; πολλοῦ γε καὶ δέω, ἀλλ' ἀφ' ἧς ἡμέρας ἀνεῖλε Φωκέας, ἀπὸ ταύτης ἔγωγ' αὐτὸν πολεμεῖν ὁρίζομαι. ὑμᾶς δὲ, ἐὰν μὲν ἀμύνησθε ἤδη, σωφρονήσεσθε φημὶ ἐὰν δ' ἐάσητε, οὐδὲ τοῦθ' ὅταν βούλησθε δυνήσεσθε ποιῆσαι. καὶ τοσοῦτόν γε ἀφέστηκα τῶν ἄλλων, ὦ ἄνδρες Ἀθηναῖοι, τῶν συμβουλευόντων ὥστ' οὐδὲ δοκεῖ μοι περὶ Χερρονήσου νῦν σκοπεῖν οὐδὲ Βυζαντίου, ἀλλ' ἐπαμῦναι μὲν τούτοις, καὶ διατηρῆσαι μή τι πάθωσι, καὶ τοῖς οὖσιν ἐκεῖ νῦν στρατιώταις πάνθ' ὅσων ἂν δέωνται ἀποστεῖλαι, βουλεύεσθαι μέντοι περὶ πάντων τῶν Ἑλλήνων ὡς ἐν κινδύνῳ μεγάλῳ καθεστώτων. βούλομαι δ' εἰπεῖν πρὸς ὑμᾶς ἐξ ὧι ὑπὲρ τῶν πραγμάτων οὕτω φοβοῦμαι, ἵν' ἐὰν μὲν ὀρθῶς λογίζωμαι, μετάσχητε τῶν λογισμῶν καὶ πρόνοιάν τιν' ὑμῶν γ' αὐτῶν, εἰ μὴ καὶ τῶν ἄλλων ἄρα βούλεσθε, ποιήσησθε, ἐὰν δὲ ληρεῖν καὶ τετυφῶσθαι δοκῶ, μήτε νῦν μήτ' αὖθις ὡς ὑγιαίνοντί μοι προσέχητε.

DEMOSTHENES, *Philippic* III.

1. Τίσιν, φρονῆσαι, λογισμῶν. Explain the constructions.

2. μηχάνημα. What is meant?

3. ἀνεῖλε Φωκέας. To what does the speaker refer?

4. Χερρονήσου. Draw a rough map of the Chersonese and vicinity, marking the chief Athenian settlements. How was Philip compelled to evacuate the Chersonese?

5. Translate the following sentences, and notice grammatical peculiarities:

(*a*) Οἱ Ἕλληνες οὕτως εἶχον ὁμονοίας πρὸς ἀλλήλους.

(*b*) Ἱστιαῖος ὑπέδυνε τῶν Ἰώνων τὴν ἡγεμονίαν τοῦ πρὸς Δαρεῖον πολέμου.

(*c*) Κολαστέον ἐστί σοι τὸν ἄνθρωπον.

(*d*) οἴῳ γε ἐμοὶ, παντάπασιν ἄπορόν ἐστι.

6. Translate into Greek (*a*) The ships were lost, crews and all; (*b*) He came into the house without being observed; (*c*) You said you would come on the third day.

III.

Translate:

"Ἤμβροτες, οὐδ' ἄρα πώ τι, θεοῖς ἐπιείκελ' Ἀχιλλεῦ,
Ἐκ Διὸς ἠείδης τὸν ἐμὸν μόρον. Ἤτοι ἔφης γε·
Ἀλλά τις ἀρτιεπὴς καὶ ἐπίκλοπος ἔπλεο μύθων,
Ὄφρα σ' ὑποδδείσας μένεος ἀλκῆς τε λάθωμαι.
Οὐ μέν μοι φεύγοντι μεταφρένῳ ἐν δόρυ πήξεις,
Ἀλλ' ἰθὺς μεμαῶτι διὰ στήθεσφιν ἔλασσον,
Εἴ τοι ἔδωκε θεός. Νῦν αὖτ' ἐμὸν ἔγχος ἄλεναι
Χάλκεον. Ὡς δή μιν σῷ ἐν χροῖ πᾶν κομίσαιο.
Καί κεν ἐλαφρότερος πόλεμος Τρώεσσι γένοιτο
Σεῖο καταφθιμένοιο· σὺ γάρ σφισι πῆμα μέγιστον."
Ἦ ῥα, καὶ ἀμπεπαλὼν προΐει δολιχόσκιον ἔγχος,
Καὶ βάλε Πηλείδαο μέσον σάκος, οὐδ' ἀφάμαρτεν·
Τῆλε δ' ἀπεπλάγχθη σάκεος δόρυ. Χώσατο δ' Ἕκτωρ
Ὅττι ῥα οἱ βέλος ὠκὺ ἐτώσιον ἔκφυγε χειρὸς,
Στῆ δὲ κατηφήσας, οὐδ' ἄλλ' ἔχε μείλινον ἔγχος.
Δηΐφοβον δ' ἐκάλει λευκάσπιδα, μακρὸν ἀΰσας.
Ἤτεέ μιν δόρυ μακρόν· ὁ δ' οὔ τί οἱ ἐγγύθεν ἦεν.
Ἕκτωρ δ' ἔγνω ᾗσιν ἐνὶ φρεσὶ, φώνησέν τε·
"Ὦ πόποι, ἦ μάλα δή με θεοὶ θάνατόνδε κάλεσσαν·
Δηΐφοβον γὰρ ἔγωγ' ἐφάμην ἥρωα παρεῖναι·
Ἀλλ' ὁ μὲν ἐν τείχει, ἐμὲ δ' ἐξαπάτησεν Ἀθήνη.

HOMER, *Iliad* XXII.

1. Parse ἤμβροτες, ἄλεναι, καταφθιμένοιο, ἀμπεπαλών, ἀπεπλάγχθη.

2. Derive μόρον, επίκλοπος, πῆμα.

3. μέσον, μακρόν. Compare.

4. (*a*) State the rules which regulate the elision or modification of final vowels, in the Homeric verse, before a word beginning with a vowel? (*b*) Give instances of Homer's adapting his metre to the thought.

5. What was Bentley's opinion as the authorship of the Homeric poems?

6. State, very briefly, the arguments for and against their having been originally committed to writing.

IV.

Translate:

Θεσπέσιον δ' ἐν πᾶσι μετέπρεπεν Αἴσονος υἱός
Κάλλεϊ καὶ χαρίτεσσιν· ἐπ' αὐτῷ δ' ὄμματα κούρη
Λοξὰ παρὰ λιπαρὴν σχομένη θηεῖτο καλύπτρην,
Κῆρ ἄχεϊ σμύχουσα· νόος δέ οἱ ἠΰτ' ὄνειρος
Ἑρπύζων πεπότητο μετ' ἴχνια νισσομένοιο.
Καί ῥ' οἱ μέν ῥα δόμων ἐξήλυθον ἀσχαλόωντες·
Χαλκιόπη δὲ χόλον πεφυλαγμένη Αἴηταο
Καρπαλίμως θάλαμόν δε σὺν υἵασιν οἷσι βεβήκει,
Αὔτως δ' αὖ Μήδεια μετέστιχε· πολλὰ δὲ θυμῷ
Ὥρμαιν' ὅσσα τ' ἔρωτες ἐποτρύνουσι μέλεσθαι.
Προπρὸ δ' ἄρ' ὀφθαλμῶν ἔτι οἱ ἰνδάλλετο πάντα·
Αὐτός θ' οἷος ἔην οἷοισί τε φάρεσιν ἕστο
Οἷα τ' ἔειφ' ὥς θ' ἕζετ' ἐπὶ θρόνου, ὥς τε θύραζε
Ἤιεν· οὐδέ τιν' ἄλλον ὀίσσατο πορφύρουσα
Ἔμμεναι ἀνέρα τοῖον· ἐν οὔασι δ' αἰὲν ὀρώρει
Αὐδή τε, μῦθοί τε μελίφρονες οὓς ἀγόρευσε·
Τάρβει δ' ἀμφ' αὐτῷ, μή μιν βόες ἦε καὶ αὐτὸς
Αἰήτης φθίσειεν· ὀδύρετο δ' ἠΰτε πάμπαν
Ἤδη τεθνειῶτα· τέρεν δέ οἱ ἀμφὶ παρειὰς
Δάκρυον αἰνοτάτῳ ἐλέῳ ῥέε κηδοσύνῃσιν·
Ἦκα δὲ μυρομένη λιγέως ἀνενείκατο μῦθον·
"Τίπτ' ἐμὲ δειλαίην τόδ' ἔχει ἄχος; εἴθ' ὅγε πάντων
Φθίσεται Ἡρώων προφερέστατος, εἴτε χερείων,
Ἐῤῥέτω· ἦ μὲν ὄφελλεν ἀκήριος ἐξαλέασθαι.
Ναὶ δὴ τοῦτό γε πότνια θεὰ Περσηΐ, πέλοιτο·
Οἴκαδε νοστήσειε φυγὼν μόρον· εἰ δέ μιν αἶσα
Δμηθῆναι ὑπὸ βουσὶ τόδε προπάροιθε δαείη
Οὕνεκεν οὔχ οἱ ἔγωγε κακῇ ἐπιγαίομαι ἄτῃ.

APOLLONIUS RHODIUS, *Argonautica.*

1. State what you know of the author.

2. Parse πεπότητο, ἕστο, τεθνειῶτα, ἀνενείκατο, ἐῤῥέτω, δαείη.

3. Περσηΐ, βουσὶ. What is meant?

4. What explanations of the myth of the Argonauts have been suggested?

5. φάρεσι. Give the Greek names for the garments worn in the Heroic age.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

SECOND YEAR.

LATIN.

Examiner: REV. NEIL MACNISH, B.D., LL.D.

I.

CICERO: *Catiline*, I.

1. When and where was Cicero born?

2. Who were his instructors?

3. Why was the term *novus homo* applied to him?

4. Define fully the place which he occupies in Roman literature.

5. State the circumstances which led to the delivery of the *orations against Catiline.*

6. Was there anything unconstitutional in the treatment of Catiline and his associates?

7. (*a*) Translate:

An vero vir amplissimus, P. Scipio, pontifex maximus, Ti. Gracchum mediocriter labefactantem statum rei publicae privatus interfecit: Catilinam orbem terrae caede atque incendiis vastare cupientem, nos consules perferemus? Nam illa nimis antiqua praetereo, quod C. Servilius Ahala Sp. Maelium, novis rebus studentem, manu suâ occidit.

(*b*) Parse *cupientem, manu.*

(*c*) Explain the historical references which are made in the extract.

(*d*) Write brief notes on *pontifex maximus, novis rebus studentem.*

8. (*a*) **Translate:**

Etenim jamdiu, Patres conscripti, in his periculis conjurationis insidiisque versamur, sed nescio quo pacto omnium scelerum ac veteris furoris et audaciae maturitas in nostri consulatûs tempus erupit.

(*b*) Explain fully the import of *Patres conscripti.*

(*c*) Parse *Scelerum, veteris, tempus.*

II.

Cicero: *Pro Ligario.*

1. Give a brief statement of the charge which was brought against Ligarius.

2. By what arguments did Cicero defend him, and what was the result of the trial?

3. (*a*) Translate:

Fac igitur, quod de homine nobilissimo et clarissimo fecisti nuper in curia, nunc idem in foro de optimis et huic omni frequentiae probatissimis fratribus. Ut concessisti illum senatui, sic da hunc populo, cuius voluntatem carissimam semper habuisti, et, si ille dies tibi gloriosissimus, populo Romano gratissimus fuit, noli, obsecro, dubitare, C. Cæsar, similem illi gloriae laudem quam saepissime quaerere. Nihil est tam populare quam bonitas, nulla de virtutibus tuis plurimis nec admirabilior nec gratior misericordia est.

(*b*) Parse *fac.*

(*c*) What other verbs have a similar form in the same mood?

(*d*) Conjugate the verbs to which *concessisti, da, noli, quaerere* belong.

(*e*) Derive and define *curia, foro.*

(*f*) *Ut ..... illum senatui.* What is the reference?

(*g*) Explain the construction of *et huic ..... fratribus, similem ..... quaerere.*

III.

VIRGIL: *Georgics*, IV.

1. When and where was Virgil born?

2. Who were his instructors?

3. What literary men of note were his contemporaries?

4. Give the epitaph which he himself is supposed to have written.

5. Derive and explain the term, *Georgica*.

6. Give the name of the author and of the work that Virgil has followed in the *Georgics*.

7. (*a*) Translate:

Namque sub Œbaliae memini me turribus arcis,
Qua niger humectat flaventia culta Galaesus,
Corycium vidisse senem, cui pauca relicti
Jugera ruris erant; nec fertilis illa juvencis,
Nec pecori opportuna seges nec commoda Baccho.

(*b*) Parse *memini, senem, seges.*

(*c*) Write short notes on *sub Œbaliae ..... arcis, Corycium ..... senem.*

8. (*a*) Translate:

At chorus aequalis Dryadum clamore supremos
Implerunt montes; flerunt Rhodopeïae arces
Altaque Pangaea et Rhesi Mavortia tellus,
Atque Getae atque Hebrus et Actias Orithyia.

(*b*) Derive, and give the genitive singular of, *Dryadum, Actias.*

(*c*) Translate into Greek: *Chorus aequalis Dryadum.*

(*d*) Indicate the position of the places to which reference is made.

(*e*) Scan the extract, and mark the quantity of the words.

(*f*) Notice any peculiarity in the scansion.

Tran

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

SECOND YEAR.

LATIN.

Examiner: S. ARTHUR MARLING, M.A.

I.

Translate:

Potestne tibi hæc lux, Catilina, aut hujus cœli spiritus esse jucundus, quum scias, horum esse neminem, qui nesciat, te pridie Kalendas Jan. Lepido et Tullo consulibus stetisse in comitio cum telo? manum, consulum et principum civitatis interficiendorum caussa paravisse? sceleri ac furori tuo non mentem aliquam aut timorem tuum, sed fortunam P. R. obstitisse? Ac jam illa omitto: neque enim sunt aut obscura, aut non multa post commissa. Quoties tu me designatum, quoties consulem interficere conatus es? Quot ego tuas petitiones, ita conjectas, ut vitari non posse viderentur, parva quadam declinatione et, ut aiunt, corpore effugi. Nihil agis, nihil assequeris[, nihil moliris, quod mihi latere valeat in tempore]: neque tamen conari ac velle desistis. Quoties jam tibi extorta est sica ista de manibus! quoties vero excidit casu aliquo et elapsa est! [tamen ea carere diutius non potes:] quæ quidem quibus abs te initiata sacris ac devota sit, nescio, quod eam necesse putas esse consulis in corpore defigere.

CICERO, *in Catilin.*, I.

1. Mark the quantity of the penult. in *assequeris, excidit, carere, effugi.*

2. Parse *obstitisse, desistis, extorta, devota, elapsa,* giving the principal parts.

3. *Kalendas, sceleri, ea.* Explain the constructions.

4. Distinguish *jucundus* and *amœnus*; *iste, is,* and *ille*; *egere* and *carere.*

5. *Stetisse in comitio,* &c. What Latin historians mention this plot? Give a brief account of it.

6. *Kalendas.* Whence derived? Write the full Latin expression for the 5th of March, the 28th of April, the 14th of May.

7. Write short explanatory notes on *designatum, cum telo, petitiones.*

8. Where and when was this oration delivered?

II.

Translate:

Suscepto bello, Caesar, gesto etiam ex parte magna, nulla vi coactus, iudicio ac voluntate ad ea arma profectus sum, quae erant sumpta contra te. Apud quem igitur hoc dico? Nempe apud eum, qui quum hoc sciret, tamen me, ante quam vidit, rei publicae reddidit: qui ad me ex Aegypto litteras misit, ut essem idem qui fuissem: qui, quum ipse imperator in toto imperio populi Romani unus esset, esse me alterum passus est: a quo hoc ipso C. Pansa mihi hunc nuntium perferente concessos fasces laureatos tenui, quoad tenendos putavi: qui mihi tum denique se salutem putavit reddere, si eam nullis spoliatam ornamentis dedisset. 8. Vide, quaeso, Tubero, ut, qui de meo facto dubitem, de Ligarii non audeam confiteri. Atque haec propterea de me dixi, ut mihi Tubero, quum de se eadem dicerem, ignosceret.

CICERO, *pro Ligario.*

1. *Ægypto.* Write a concise account of Cæsar's campaign in Egypt.

2. *Fasces laureatos...putavi.* Explain the meaning.

3. *Imperator.* On what occasion did Cicero receive this title?

4. *Quæso.* How is this verb commonly employed? What parts of it are in use?

III.

Translate:

Quis deus hanc, Musæ, qui nobis extudit artem?
Unde nova ingressus hominum experientia cepit?
Pastor Aristæus fugiens Peneïa Tempe,
Amissis, ut fama, apibus morboque fameque,
Tristis ad extremi sacrum caput adstitit amnis,
Multa querens, atque hac affatus voce parentem:
"Mater, Cyrene mater, quæ gurgitis hujus
Ima tenes, quid me præclara stirpe deorum
Si modo, quem perhibes, pater est Thymbræus Apollo,
Invisum fatis genuisti? aut quo tibi nostri
Pulsus amor? quid me cœlum sperare jubebas?
En etiam hunc ipsum vitæ mortalis honorem,
Quem mihi vix frugum et pecudum custodia solers
Omnia tentanti extuderat, te matre, relinquo.
Quin age, et ipsa manu felices erue silvas;
Fer stabulis inimicum ignem, atque interfice messes;
Ure sata, et validam in vites molire bipennem:
Tanta meæ si te ceperunt tædia laudis."
At mater sonitum thalamo sub fluminis alti
Sensit. Eam circum Milesia vellera Nymphæ
Carpebant, hyali saturo fucata colore,
Drymoque, Xanthoque, Ligeaque, Phyllodoceque,
Cæsariem effusæ nitidam per candida colla.

VIRGIL, *Georg.* IV.

1. Write brief notes on *Peneïa Tempe*, *Thymbræus*, *Milesia vellera.*

2. *Ipsum.* What is the force here?

3. Parse *extudit*, *querens*, *genuisti*, *vellera*, *saturo.*

4. *Fucata.* What objection to this epithet?

5. Scan vv. 3, 15, 16, and 22.

6. What is the derivation of the word 'Georgics'? At whose suggestion and with what objects was the poem written? What Greek didactic writers did Virgil imitate and improve upon?

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

SECOND YEAR.

LATIN.

HONORS.

Examiner: REV. NEIL MACNISH, B.D., LL.D.

I.

CICERO: *Philippic,* II.

1. Give a brief account of the political life of Cicero.

2. To what does he thus allude: Recto igitur Magnus ille noster, me audiente, posuit in judicio ..... rempublicam nostram justissimas huic municipio gratias agere posse quod ex eo duo sui conservatores exstitissent?

3. Explain the allusion which Juvenal thus makes to Cicero: "O fortunatam natam me consule Romam!" Antoni gladios potuit contemnere, si sic omnia dixisset.

4. When, and with what object, did Cicero deliver his *Philippic Orations:* and why do they bear this name?

5. (*a*) Translate:

Postea vero quam se totum Pompeius Caesari tradidit, quid ego illum ab eo distrahere conarer? Stulti erat sperare, suadere impudentis. Duo tamen tempora inciderunt, quibus aliquid contra Caesarem Pompeio suaserim. Ea velim reprehendas, si potes: unum, ne quinquennii imperium Caesari prorogaret: alterum, ne pateretur ferri ut absentis eius ratio haberetur. Quorum si utrumvis persuasissem, in has miserias numquam incidissemus. Atque idem ego, quum iam opes omnes, et suas et populi Romani Pompeius ad

Caesarem detulisset, seroque ea sentire coepisset, quae multo ante provideram, inferrique patriae bellum nefarium viderem, pacis, concordiae, compositionis auctor esse non destiti, meaque illa vox est nota multis: Utinam, Cn. Pompei, cum C. Caesare societatem aut numquam coisses aut numquam diremisses! Fuit alterum gravitatis, alterum prudentiae tuae.

(*b*) Detail the references in *Duo tamen tempora ..... haberetur.*

(*c*) What is the construction of *quibus ... suaserim, ea ... reprehendas, ne pateretur ..... haberetur?*

(*d*) Explain and give examples of *Pleonasm*, and *Ellipsis.*

II.

VIRGIL: *Georgics*, I.

1. Discuss the question as to whether the poet's name was *Virgilius* or *Vergilius.*

2. By whom, and for what reason, was the name *Parthenias* given to him?

3. Determine from internal evidence the time at which the *Georgics* were written.

4. Cite passages from the *Georgics* which have been taken from Greek authors.

5. (*a*) Translate:

Vere fabis satio; tum te quoque, Medica, putres
Accipiunt sulci, et milio venit annua cura:
Candidus auratis aperit quum cornibus annum
Taurus, et adverso cedens Canis occidit astro.
At si triticeam in messem robustaque farra
Exercebis humum, solisque instabis aristis,
Ante tibi Eoae Atlantides abscondantur,
Gnosiaque ardentis decedat stella Coronae,
Debita quam sulcis committas semina, quamque
Invitae properes anni spem credere terrae.

(*b*) What is the construction of *vere fabis satio?*

(*c*) Give different interpretations of *Taurus et ..... astro.*

(*d*) Who are meant by the *Atlantides*, and what other names do they bear?

(*e*) Scan *Ante tibi ..... abscondantur*, and point out any peculiarity in the scansion.

III.

Horace: *Odes*, II. & IV.

1. Define fully the influence which Horace exerted on the *Lyric* poetry of Rome.

2. Give the names of the principal Lyric poets of Greece and Rome.

3. Give examples of *Graecisms* which are used by Horace.

4. Cite passages from his writings to show what opinion he entertained of his own merits as a poet.

5. (*a*) Translate:

Nolis longa ferae bella Numantiae,
Nec dirum Hannibalem, nec Siculum mare
Poeno purpureum sanguine, mollibus
Aptari citharae modis,
Nec saevos Lapithas et nimium mero
Hylaeum; domitosque Herculea manu
Telluris juvenes, unde periculum
Fulgens contremuit domus
Saturni veteris.

(*b*) Explain the historical references which are here made.

(*c*) Give a scale of the metre.

6. (*a*) Translate:

Carthagini jam non ego nuntios
Mittam superbos. Occidit, occidit
Spes omnis et fortuna nostri
Nominis, Hasdrubale interemto.
Nil Claudiae non perficient manus,
Quas et benigno numine Jupiter
Defendit et curae sagaces
Expediunt per acuta belli.

(*b*) Give the Greek equivalent for *benigno numine, Jupiter defendit.*

(*c*) Give the dates of *the Punic wars.*

(*d*) Scan *Carthagini* to *interemto.*

(*e*) What is the meaning of *Elegiambus, Iambelegus, Asynartete?*

IV.

Translate :

Clarorum virorum facta moresque posteris tradere, antiquitus usitatum, ne nostris temporibus, quamquam incuriosa suorum aetas omisit, quotiens magna aliqua ac nobilis virtus vicit ac supergressa est vitium, parvis magnisque civitatibus commune, ignorantiam recti et invidiam. Sed apud priores ut agere digna memoratu pronum magisque in aperto erat, ita celeberrimus quisque ingenio ad prodendam virtutis memoriam, sine gratia aut ambitione, bonae tantum conscientiae pretio ducebatur. Ac plerique suam ipsi vitam narrare fiduciam potius morum quam arrogantiam arbitrati sunt; nec id Rutilio et Scauro citra fidem aut obtrectationi fuit. Adeo virtutes iisdem temporibus optime aestimantur, quibus facillime gignuntur.

TACITUS : *Agricola.*

Expand D.M.S.; H.S.E.; F.C.; V.S.L.M.; V.S.LL.M.

tradere,
amquam
a aliqua
n, parvis
recti et
emoratu
ıus quis-
sine gra-
tio duce-
fiduciam
ınt; nec
ıoni fuit.
imantur,

ricola.

L.M.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

SECOND YEAR.

STATICS AND DYNAMICS.

Examiner: J. GALBRAITH, B.A.

1. What is necessary to be known about a statical force that it may be fully determined?

Explain how such a force is measured.

2. Give the laws of sliding friction, and shew how the coefficient of friction between two substances may be determined experimentally.

An isosceles wooden trestle consisting of two legs hinged together at the top, standing on a rough floor, will support a weight only when the legs include an angle less than 30°. It is made to support a given weight on the same floor when the legs include an angle of 60° by connecting the feet by a string; determine the limiting values of the tension of the string and the thrust of a leg, neglecting the weight of the trestle.

2. When are two points said to be rigidly connected relatively to the forces acting on them?

State the experimental law on which the science of statics is based.

If a rod be pressed against a wall in the direction of its length, are you to infer from the above law that the actual pressure thus caused at any point in the wall, in the direction of the rod produced, is equal to that at the point of contact of rod and wall. Explain clearly the meaning of the law.

4. Define the resultant of a set of forces acting on a body at a given point.

What principle, besides the above mentioned law, is assumed as an axiom in the proof of the parallelogram of forces.

5. Define the moment of a force about a given point.

Two intersecting forces act on a rigid body in the same plane with a fixed point round which the body can turn; determine the condition of equilibrium.

6. Define the centre of gravity of a system of heavy particles.

Find the centre of gravity of a system of particles in one plane.

A heavy uniform wire is bent into the form of an equilateral triangle which is loaded at the angular points with weights in the proportion 3 : 4 : 5; find the centre of gravity of the system, the sum of the weights being equal to the weight of the wire.

7. Find a formula for graduating the common steelyard.

Explain why it is not necessary in the common letter balance to place the weights in any particular position on the pan.

8. When is the motion of a particle said to be uniformly accelerated.

When a particle moves with a uniformly accelerated motion in a straight line from a fixed point, to find the distance from the point after a given time, v being the velocity at the fixed point.

A stone is dropped into a well, and after 2 seconds is heard to strike the water; required the depth to the surface of the water, the velocity of sound being 1132 ft. per second, and the uniform acceleration of the stone's motion 30 feet per second.

9. State and explain Newton's first law of motion.

Defining force to be any cause which changes or tends to change a particle's condition of rest or motion, shew that the law is not merely a consequence of the definition.

10. Determine the motion of a heavy particle on a smooth inclined plane, after a given time from rest.

If a heavy particle be projected with a velocity of 10 feet per second up an inclined plane, which rises at the rate of 1 vertical in 3 horizontal, through what space will it have moved at the end of 5 seconds.

11. A body weighing 10 lbs. is falling under the action of gravity, and is being pressed vertically downwards with a pressure of 1 lb. by another body, such as the hand; determine its velocity at the end of three seconds from rest.

12. Explain the third law of motion, and shew how you would test it by some experiment involving the collision of smooth balls.

x

a

ori

ax

wl

x

be

is

re

th

fro

ge

A

$3x$

m

to

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

SECOND YEAR.

CONIC SECTIONS.

HONORS.

Examiner: H. P. MILLIGAN, B.A.

1. Investigate the equation to a straight line in the form $\frac{x}{a}+\frac{y}{b}=1$.

Find the locus of the foot of the perpendicular from the origin on the line $\frac{x}{a}+\frac{y}{b}=1$, a^2+b^2 being constant and the axes rectangular.

2. Find what the equation $x \cos a + y \sin a = p$ becomes when the origin is transferred to the point a, o and the axis of x is turned through an angle β.

3. Find the equation to a straight line bisecting the angle between two lines whose equations are given. A straight line is drawn cutting off intercepts on the ax s the sum of the reciprocals of which is constant, prove that the line bisecting the angle between the given line and the perpendicular on it from the origin passes through a fixed point.

4. Find the co-ordinates of the centre of a circle from the general equation, and determine the condition that the line $Ax+By+C=D$ may be a normal to the circle.

What are the co-ordinates of the centre of the circle $3x^2+2xy+3y^2-10x-5y+4=0$.

5. Find the condition that the line $\frac{x-a}{l}=\frac{y-b}{m}=k$ may touch the circle $x^2+y^2=a^2$ and deduce the equation to the tangent.

Find the equations to the common tangents to the circles $x^2 - 2ax + y^2 = 0$, $x^2 - 2bx + y^2 = 0$.

6. Determine the conditions that the general equation of the second degree may represent an ellipse, an hyperbola, and a parabola respectively.

The equation to a conic being

$$Ax^2 + By^2 + Cxy + Dx + Ey + F = O$$

find the locus of the centre when

$$C = \frac{2\,(A\,E - B\,D)}{D - E}$$

7. Define conjugate diameters, and shew that in an ellipse an infinite number of pairs of such diameters exist.

P is a given point on an ellipse, and a circle is described passing through the intersections of the normal and ordinate at P, with the major axis and diameter conjugate to the diameter through P; show that the length of the tangent from P to this circle is equal to the semi-axis minor.

8. Explain the meaning and use of the eccentric angle and find the equation to the normal in terms of it.

The line joining the extremity of the semiaxis minor to the foot of the ordinate from a point P on an ellipse bisects the normal through P; prove that the sum of the squares of the abscissa and the semilatus rectum is equal to the square of the semiaxis major.

9. Find the equation to the hyperbola referred to its asymptotes.

Two chords of an hyperbola intersect in a point on the asymptote; shew that a circle can be described through the extremities of the chords.

10. Define the terms pole and polar, and prove that if any number of lines pass through a point, the polar of that point in regard to a conic is the locus of the poles of the lines.

Two parabolas have a common vertex, and their axes and curvatures in the same direction. Find the locus of the poles with respect to B of the tangents to A.

11. Find the polar equation to the ellipse, focus being pole.

ρ_1, θ_1; ρ_2, θ_2 are two points in an ellipse on opposite sides of the latus rectum. If

$$c^2(\rho_1 + \rho_2)^2 - 2c(\rho_1 + \rho_2) = \rho_1\rho_2\left\{(c^2 - 2)\rho_1\rho_2 + 2c^2\right\}$$

c being semilatus rectum, prove that the given points subtend a right angle at focus.

12. The equation to a conic being $a x^2 + b y^2 + 2 c x y = 1$, shew that the equations to the axes of the conic are

$$2 c x - (a - b - r) y = 0$$
$$2 c x - (a - b + r) y = 0$$
$$\text{where } r = \left\{ (b - a)^2 + 4 c^2 \right\}^{\frac{1}{2}}$$

13. An ellipse being traced upon a plane, give two geometrical constructions for determining the foci.

c
b
h

te
th
a
N

th

v

ti
d
th
th

fe
o
p

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A. AND SECOND YEAR.

NEWTON: SECTIONS I., II., AND III.

HONORS.

Examiner: J. GALBRAITH, B.A.

1. Quantities, and the ratios of quantities which tend continually to equality, and whose difference may be made to bear to either of them a ratio which is less than any finite ratio, have their limits equal. Lemma I., Evans, 4th Ed.

Quantities, as likewise the ratios of quantities which tend constantly to equality during any finite time, and before the end of that time approach each other more nearly than for any assignable difference become ultimately equal. Lemma I, Newton.

Prove each of these statements, and point out clearly the differences between them.

2. State and prove Lemma IV.

Apply this Lemma to find the relation between the volumes of a sphere and the circumscribing cylinder.

3. P and P + C are two pressures acting in opposite directions on a given particle; if C be constant, and P increase indefinitely, the ultimate ratio of the pressures is unity, and yet the particle will move with a motion continually accelerated by the unbalanced pressure C. Explain the seeming anomaly.

4. State and prove Lemma XI.

Write down the general equation of the nth degree referred to the tangent as axis of x, and the point of contact as origin, which includes all curves having finite curvature at the point of contact.

5. The centripetal forces by which bodies describe different circles with uniform velocities tend to the centres of the circles, and are as the squares of the arcs described in the same time divided by the radii.

A body revolves uniformly in a circle of radius equal to twice the earth's radius about the centre of the earth in the plane of the equator, under the action of gravity; find an expression for the time that it will be above the horizon of a given point on the equator, and for the apparent angular velocity about that point.

6. If a body moving round a fixed centre of force describes the arc PQ in time T, if F be the central force at P, and QR a subtense parallel to SP, when PQ and T are diminished indefinitely,

$$F = 2 \text{ limit } \frac{QR}{T^2}.$$

In the proof given by Evans, the point Q' is taken in the line QR. Give a proof free from this assumption, or give a reason for it.

Prove the formulæ

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

$$V^2 = F\frac{PV}{2}.$$

7. Compare the forces by which a body attracted separately to two centres of force may describe the same circle in the same periodic time.

Two bodies are describing equal and similar orbits about centres of force, not similarly situated, in given periodic times —compare the forces at similar points in the orbits.

8. To find the law of force by which a body may describe a semicircle, the centre of force being so distant that all lines drawn from it to the body may be considered parallel.

Shew by a similar method of proof that the force always parallel to the axis by which a body describes a given parabola is constant.

9. A body describes an ellipse round a centre of force in the centre of the ellipse; find the law of force.

Two particles, mutually unattractive, are describing ellipses of the same eccentricity e in the same plane about the same fixed centre of force in the centre, the major axis of one ellipse coinciding with and being equal to the minor axis of the other; the particles move in the same direction and meet, becoming suddenly united. Find the ratio of their masses, that the subsequent orbit may be a circle.

10. If a body be projected at a given distance from a centre of force which varies as $(\text{dist.})^{-\frac{3}{2}}$, and in a direction making a finite angle with the distance, it will describe a conic section.

11. Find the velocity at any point of a conic section described about a centre of force in the focus.

Any number of mutually unattracting particles of the same elasticity are projected in various directions in the same plane from a fixed point P with the same velocity, so as to describe ellipses about a fixed centre of force S in the common focus. A hard prism of indefinitely small cross section is fixed at P with its axis perpendicular to the plane of projection, and alters its form so that each particle always impinges perpendicularly on its corresponding face. Describe the subsequent motion. What will be the motion of the particles and the form of the prism after an indefinitely long time?

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A. AND SECOND YEAR.

DIFFERENTIAL AND INTEGRAL CALCULUS.

HONORS.

Examiner: H. P. MILLIGAN, B.A.

1. Define a differential and a differential coefficient.

Shew that a differential may be of any magnitude, and illustrate geometrically.

2. Find the differential coefficient with respect to x of the following:

$$a^x,\ \sin x,\ e^{\sin^{-1}x},\ a^{x^n},\ \sec x \log x.$$

3. Define the term independent variable, and show what is represented by $\frac{d^n y}{dx^n}$.

Explain the advantage of making one of the variables equicrescent.

4. Having given an equation among the differentials of x and y when x is independent variable, find the equivalent equation when z is independent variable, z being a known function of x.

Change the independent variable from x to z in the equation

$$x^2 y\, d^2y + (x + y)\, dy\, dx + xy^2\, dx^2 = 0,$$

having given $x = \sin^{-1} z$.

5. Define an integral.

Integrate the following:—

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

(3) $\frac{(a^2 + x^2)^{\frac{3}{2}} dx}{x\sqrt{a^2 - x^2}}.$ (4) $x\sqrt{1 - x^2}\ \sin^{-1} x dx.$

6 Find a formula of reduction for $\dfrac{x^m\,dx}{(a + b\,x^n)^p}$, m and p being both positive.

Integrate $\dfrac{x^{\frac{3}{2}}dx}{(a + x)^4}$.

7. Find the limits of the remainder after n terms of the expansion of $f(x+h)$ by Taylor's theorem.

Expand $\tan^{-1}x$ by Stirling's theorem.

8. Shew how to determine the maxima and minima values of a function of one variable, and give a test for distinguishing between them.

Find the maximum area of an isosceles triangle inscribed in a circle.

An ellipse is described with semi-axes a and b, and a concentric circle is described passing through the foci, find the value of b which makes the area common to the ellipse, and the circle a maximum a remaining constant.

9. Find the equations to the normal and tangent at a point x', y' on the curve $u = 0$.

Explain the result when $\dfrac{du}{dx} = 0$, $\dfrac{du}{dy} = 0$.

10. If any curve has a contact of the mth order with a second curve and a contact of the nth order with a third curve at the same point, where m is greater than n, and an ordinate is drawn cutting the three curves, the portion intercepted between the curves whose contact is of the mth order bears to that intercepted between those whose contact is of the nth order a ratio which approaches zero as the ordinate approaches that through the point of contact.

11. Define the term circle of curvature.

Prove the following expressions for the radius of curvature:

$$\pm\frac{ds^3}{dy\,d^2x - dx\,d^2y} \qquad \frac{-\left\{1 + \left(\dfrac{dy}{dx}\right)^2\right\}^{\frac{3}{2}}, \dfrac{ds}{d\tau}}{\dfrac{d^2y}{dx^2}}$$

$$\frac{\left\{r^2 + \left(\dfrac{dr}{d\theta}\right)^2\right\}^{\frac{3}{2}}}{r\dfrac{d^2r}{d\theta^2} - 2\left(\dfrac{dr}{d\theta}\right)^2 - r^2}$$

distinguishing the independent variable in each case.

12. Define the different kinds of singular points and show how to determine each in a given curve.

Trace the curve $x^3 - y^3 = a^3$, and determine the asymptotes and singular points.

13. Prove that a definite integral is the limit of the sum of an infinite series.

Determine the area between two intersecting circles of radii a and b the distances between their centres being $\frac{2}{3}(a + b)$.

S

1.
poin

2.
poin
draw
circl

that

3.
an e
recta
semi
angl

4.
to its
pend

5.

6.
middl
of tho
suspe

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

SECOND AND THIRD YEARS, AND CANDIDATES FOR B.A.

PROBLEMS.

HONORS.

Examiners: { J. GALBRAITH, B.A.
H. P. MILLIGAN, B.A.

1. Find a point in a given circle equidistant from a given point and a given tangent to the circle.

2. PS, PH, are the focal distances, PM the ordinate of a point P on an ellipse of which C is the centre. CDE is drawn parallel to SP, meeting HP in D and the auxiliary circle in E, prove that DE is equal to DM.

If FN is the ordinate of any point in the line MD, prove that the triangle FHM is equal to the triangle PNM.

3. PM is the ordinate and PT the tangent at a point P on an ellipse, and a point D is taken on CP, such that the rectangle under CP and PD is equal to the square on the semi-axis minor; prove that the angle PDM is equal to the angle CPT.

4. PM is the ordinate of a point on a given ellipse referred to its centre C and axes, find the locus of the foot of the perpendicular from M on CP.

5. $$\int_a^b \phi(x-a)\,dx - \int_{-a}^0 \phi(x+a)\,dx =$$
$$\frac{1}{2}\int_{2a}^{b+a} \left\{\phi\,\tfrac{1}{2}(b-a+x) + \phi\,\tfrac{1}{2}(b-a-x)\right\} dx.$$

6. A quadrilateral lamina is suspended by each of the middle points of its sides in succession, and the intersection of the diagonals in each case lies vertically under the point of suspension; prove that the quadrilateral is a parallelogram.

7. Two isosceles triangular laminas have their bases BC, EC, rigidly united in the same straight line, the triangle ABC is double the area and half the height of the triangle DEC, the system is suspended from the point E, prove that the point A lies vertically under the point of suspension.

8. A quadrilateral of given sides has three of its sides equal to each other, show that when the area is a maximum it can be inscribed in a circle.

9. The squares of the perpendiculars from the focus to the tangents at the extremities of any focal chord of an ellipse and at the extremity of the latus rectum are in harmonical progression.

Deduce the relation between the velocities at these points if the ellipse be described about a force to the focus.

10. $P\,Q$ is an arc of continuous curvature, $Q\,R$ a subtense always making a finite angle at R with the tangent at P, $Q\,T$ the tangent at Q meets the tangent at P in T, a circle $P\,Q\,R$ is described about the triangle $P\,Q\,R$; shew that $T\,P$, $T\,Q$, $T\,R$ as Q moves up to P are ultimately equal. Is T ultimately the centre of the circle? What part of the circumference of the circle is between P and Q ultimately?

11. A particle of given mass describes an ellipse about a fixed centre of force in the centre; a particle of n times the mass of the former describes an ellipse whose major axis is the minor axis of the former ellipse about the same centre of force; the particles move in the same direction and meet at a common apse becoming united. Shew that this apsidal distance is the major or minor semi-axis of the subsequent orbit according as $n \gtrless \frac{1}{\sqrt{1-e^2}}$, e being the common excentricity of the original orbits.

12. If a smooth billiard table have a smooth circular cushion and an imperfectly elastic ball be impelled without rotation against the cushion with a velocity v in a direction making an angle θ with the normal to the cushion, find the values of v and θ after the nth contact, and show that the ball will ultimately slide round the table in contact with the cushion with a velocity $v \sin \theta$.

13. In an ellipse described about a centre of force in the focus shew that the velocity of Y the foot of the perpendicular from the focus to the tangent at P is $\frac{b\sqrt{\mu a}}{r(2a-r)}$, a and b being the semi-axes, r the distance of P, and μ the absolute force.

14. Four equal rods of length a are hinged together in the form of a rhombus; a pair of equal rods of length c hinged at their extremities to the same fixed point have their other extremities hinged to two opposite angles of the rhombus, each to each: shew that if one of the free angles of the rhombus be made to move in a straight line in the plane of the rhombus at a distance a from the fixed point, the opposite angle will describe an arc of a circle whose radius is $\frac{b^2 \sqrt{c^2}}{2a}$. Determine the greatest amplitudes of the motions of these angles.

15. A uniform stretched string is in motion in a straight line under the action of two uniform forces P, Q, $(P > Q)$ acting at its ends A, B, respectively in opposite senses in direction of its length. Shew that if l is the length of the string the tension at a point which is at a distance s from the end A and s' from the end B is $\frac{1}{l}(Ps' + Qs)$.

T

o

sa

su

pa

yo

hea

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

ARTS: SECOND YEAR. LAW: FIRST YEAR.

FRENCH.

Examiner: REV. JAMES ROY, M.A.

I.

Translate:

1. It was in 1858 that I saw Paris for the first time.

2. Look here! what a pretty little butter-fly is resting on that hedge.

3. Many people believe that Homer never existed: what say you about it?

4. I have been told that spring-water is dangerous in summer.

5. A poor man, with a white beard, besought the passers by.

6. What is the use of passports in France?

7. Is every one content with his lot? Far from it.

8. The more one has, the more one wishes to have.

9. You are taller than I by two inches, are you not?

10. Are these ladies Irish? Yes, they are.

11. I went to the doctor, but he had gone away: will you go to him?

12. Is he the doctor to whom you go when you have a head-ache?

13. I apologize to you for my error.

14. He bears hard upon me.

15. I fell in with a friend.

16. I will fight out the battle.

17. Lay the table in the dining room on the ground floor.

18. Pardon every one for his faults, if he confess and forsake them.

19. He has squandered as much money as had been left to him.

20. This city, I said, shall one day be the first in the world.

II.

GRAMMATICAL QUESTIONS.

1. When is final *t* not carried to next word?

2. Give Pujol's authority for omitting *t* in plural of such words as *parent*.

3. When is the past participle invariable after *le peu de*?

4. When a verb used negatively follows *il y a* and *depuis que*, under what circumstances is *pas* suppressed?

5. When is "by" translated by *de*, and when by *par*?

6. Distinguish between *ajouter* and *ajouter à*, *applaudir* and *applaudir à*, *jouer à* and *jouer de*, *manquer à* and *manquer de*.

7. When should *tard* be used, and when *en retard*?

8. In what respect do *obéir à* and *convenir de* differ from other intransitive verbs?

9. What constructions follow *il faut*?

10. Explain agreement of adjectives *demi* and *feu*.

III.

ANTONIN ROCHE.

Translate:

Sa chaire est une assez longue tribune, qu'il parcourt d'un bout à l'autre avec autant d' agitation que de régularité; il ne manque jamais de partir au commencement d'une phrase, et de revenir à la fin, comme le balancier d'une pendule; et, cependant, il fait tant de gestes, il a l'air si passionné, qu'on le croirait capable de tout oublier. Mais c'est, si l'on peut s'exprimer ainsi, une fureur systématique, telle qu'on en voit beaucoup en Italie, où la vivacité des mouvements extérieurs n'indique souvent qu'une emotion superficielle. Un crucifix est suspendu à l'extrémité de la chaire; le prédicateur le détache, le baise, le presse sur

son coeur, et puis le remet à sa place avec un très-grand sang-froid quand la période pathétique est achevée. Il y a aussi un moyen de faire effet dont les prédicateurs ordinaires se servent assez souvent, c'est le bonnet carré qu'ils portent sur la tête; ils l'otent et le remettent avec une rapidité inconcevable. L'un d'eux s'en prenait à Voltaire et surtout à Rousseau, de l'irréligion du siècle. Il jetait son bonnet au milieu de la chaire, le chargeait de représenter Jean Jacques, et en cette qualité il le haranguait et lui disait: "Eh bien! philosophe génevois, qu'avez-vous à objecter à mes arguments?" Il se taisait alors quelques moments comme pour attendre la réponse; et, le bonnet ne répondant rien, il le remettait sur sa tête, et terminait l'entretien par ces mots: "A présent que vous êtes convaincu, n'en parlons plus."

Ces scènes bizarres se renouvellent souvent parmi les prédicateurs à Rome, car le véritable talent en ce genre y est très-rare.

1. Who were the two chiefs of literary reform in the beginning of this century? What are the prominent features of their style? From whose influence were their writings mainly a reaction?

2. Name the leaders of the Catholic, and of the Eclectic, school of literature.

3. Name some effects of modern social and political life on literature in France.

IV.

DEMOGEOT.

1. Explain the bearing of the formula, A : B : : B : C, upon the opinions of *Bonald*. What did he call his system?

2. What was the double literary object pursued by France during the period called *La Restauration?*

3. What does Goethe consider the foundation of "The three unities"? What relation does he say French poets bear to this?

4. "*Mes chansons, c'est moi*": whose words are these? What historical expression is here imitated?

5. Briefly contrast the objects of *l'école descriptive* and *l'école philosophique*. Who was the chief of the latter?

V.

Translate into French :

The powerful Haroun-al-Raschid (*Aaron-Raschid*) began to suspect that his vizier, Giafar, did not merit the confidence which he had given him; the wives of Haroun, the inhabitants of Bagdad, the courtiers, and the dervises, bitterly censured the vizier. The caliph loved Giafar: he did not wish to condemn him upon the clamors of the city and of the court. He visited his empire: he saw everywhere the land well cultivated, the country smiling, the hamlets (*hameaux*) wealthy, useful arts in honor, and youth joyful. He visited his fortified places and his seaports: he saw numerous vessels which threatened the coasts of Africa and Asia: he saw warriors disciplined and contented. These warriors, the sailors, and the country people, cried out: "O God! bless the faithful, in prolonging the days of Haroun-al-Raschid and his vizier Giafar; they maintain in the empire peace, justice, and abundance: thou manifestest, great God, thy love for the faithful, in giving them a caliph like Haroun, and a vizier like Giafar." The caliph, touched by these expressions of joy (*acclamations*), enters into a mosque (*mosquée*,) throws himself upon his knees, and cries: "Great God! I thank thee: thou hast given me a minister of whom my courtiers speak ill to me, and of whom my people (*peuples*) speak well."

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

ARTS: SECOND YEAR. LAW: FIRST YEAR.

FRENCH.

HONORS.

Examiner: REV. JAMES ROY, M.A.

I.

Translate:

Si certains esprits vifs et décisifs étaient crus, ce serait encore trop que les termes pour exprimer les sentiments; il faudrait leur parler par signes, ou sans parler se faire entendre. Quelque soin qu'on apporte à être serré et concis, et quelque réputation qu'on ait d'être tel, ils vous trouvent diffus. Il faut leur laisser tout à suppléer, et n'écrire que pour eux seuls: ils conçoivent une période par le mot qui la commence, et par une période tout un chapitre: leur avez-vous lu un seul endroit de l'ouvrage, c'est assez, il sont dans le fait et entendent l'ouvrage. Un tissu d'énigmes leur serait une lecture divertissante; et c'est une perte pour eux que ce style estropié qui les enlève soit rare, et que peu d'écrivains s'en accommodent. Les comparaisons tirées d'un fleuve dont le cours, quoique rapide, est égal et uniforme, ou d'un embrasement qui, poussé par les vents, s'épand au loin dans une forêt où il consume les chênes et les pins, ne leur fournissent aucune idée de l'éloquence.

Montrez-leur un feu grégeois qui les surprenne ou un éclair qui les éblouisse, il vous quittent du bon et du beau.

LA BRUYÈRE, *Caractères*, pp. 11, 12.

1. *encore trop que.* Parse *que.*

2. *apporte à être serré. on ait d'être tel.* What parts of the verbs *apporter* and *avoir* are here used, and why?

3. *Soit rare.* Why subjunctive used?

4. *grégeois.* Give a modern French term for this. When are proper adjectives, in French, written with a capital?

5. *Ils vous quittent du bon.* Give another expression equivalent to this.

II.

Translate:

Tel, comme dit Merlin, cuide engeigner autrui,
  Qui souvent s'engeigne soi-même.
J'ai regret que ce mot soit trop vieux aujourd 'hui;
Il m'a toujours semblé d'une énergie extrême.
Mais afin d'en venir au dessein que j'ai pris:
Un rat plein d'embonpoint, gras, et des mieux nourris
Et qui ne connaissait l'avent ni le carême,
Sur le bord d'un marais égayait ses esprits.
Une grenouille approche, et lui dit en sa langue:
Venez me voir chez moi; je vous ferai festin.
  Messire rat promit soudain:
Il n'était pas besoin de plus longue harangue.
Elle allégua pourtant les délices du bain,
La curiosité, le plaisir du voyage,
Cent raretés à voir le long du marécage
Un jour il conterait à ses petits-enfants
Les beautés de ces lieux, les mœurs des habitants,
Et le gouvernement de la chose publique
                Aquatique.
Un point sans plus tenait le galant empêché:
Il nageait quelque peu, mais il fallait de l'aide.
La grenouille à cela trouve un très-bon remède:
  Le rat fut à son pied par la patte attaché;
  Un brin de jone en fit l'affaire.
Dans le marais entrés, notre bonne commère
S'efforce de tirer son hôte au fond de l'eau,
Contre le droit des gens, contre la foi jurée;
Pretend qu'elle en fera gorge chaude et curée;
C'était, à son avis, un excellent morceau.
Dejà dans son esprit la galande le croque.
Il atteste les dieux; la perfide s'en moque:
Il résiste; elle tire. En ce combat nouveau,

Un milan, qui dans l'air, planait, faisait la ronde,
Voit d'en haut le pauvret se débattant sur l'onde.
Il fond dessus, l'enlève, et, par même moyen,
La grenouille et le lien.
Tout en fut; tant et si bien,
Que de cette double proie
L'oiseau se donne au coeur joie,
Ayant, de cette façon,
A souper chair et poisson.

La ruse la mieux ourdie
Peut nuire à son inventeur:
Et souvent la perfidie
Retourne sur son auteur.

LAFONTAINE, *Fables*, Liv. IV., Fab. VIII.

1. *Merlin.* Who was this?

2. *cuide.* Trace this from *cogitare*, stating and illustrating the laws of transformation observed in the process.

3. *engeigner.* For this, a printer once substituted *enseigner*. Trace both to their origin in vulgar Latin, stating and illustrating as above.

4. *fera gorge, &c.* Explain.

5. *se donne.* Give a French sentence illustrating the meaning of *donner sur*.

III.

Translate:

Deux compagnons, pressés d'argent,
A leur voisin fourreur vendirent
La peau d'un ours encor vivant,
Mais qu'ils tueraient bientôt; du moins à ce qu'ils dirent.
C'était le roi des ours au compte de ces gens.
Le marchand à sa peau devait faire fortune;
Elle garantirait des froids les plus cuisants;
On en pourrait fourrer plutôt deux robes qu'une.
Dindenaut prisait moins ses moutons qu'eux leur ours:
Leur, à leur compte, et non à celui de la bête.
S'offrant de la livrer au plus tard dans deux jours,
Ils conviennent de prix, et se mettent en quête,
Trouvent l'ours qui s'avance et vient vers eux au trot.
Voilà mes gens frappés comme d'un coup de foudre.
Le marché ne tint pas, il fallut le résoudre:
D'intérêts contre l'ours, on n'en dit pas un mot.

L'un des deux compagnons grimpe au faîte d'un arbre ;
  L'autre, plus froid que n'est un marbre,
Se couche sur le nez, fait le mort, tient son vent,
  Ayant quelque part ouï dire
  Que l'ours s'acharne peu souvent
Sur un corps qui ne vit, ne meut, ni ne respire.
Seigneur ours, comme un sot, donna dans ce panneau :
Il voit ce corps gisant, le croit privé de vie ;
  Et, de peur de supercherie,
Le tourne, le retourne approche son museau,
  Flaire aux passages de l'haleine.
C'est, dit il, un cadavre ; ôtons-nous, car il sent,
A ces mots, l'ours s'en va dans la forêt prochaine.
L'un de nos deux marchands de son arbre descend,
Court à son compagnon, lui dit que c'est merveille
Qu'il n'ait eu seulement que la peur pour tout mal.
Eh bien, ajouta-t-il, la peau de l'animal ?
  Mais que t'a-t-il dit à l'oreille ?
Car il t'approchait de bien près,
  Te retournant avec sa serre.—
  Il m'a dit qu'il ne faut jamais
Vendre la peau de l'ours qu'on ne l'ait mis par terre.

LAFONTAINE, *Fables*, Lib. v. Fab. xx.

1. *Ours.* How pronounced?
2. *gens.* State gender of this.
3. *Dindenaut.* Who?
4. *gisant.* Give the parts of this verb which are in use.
5. *de l'ours qu'on.* Parse *qu'*.
6. *on ne l'ait mis.* Why subjunctive? Why this tense?

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

SECOND YEAR.

GERMAN.

Examiner: J. E. GRAHAM, M.D.

I.

GRAMMATICAL QUESTIONS.

1. Give rules for the determination of the genders of substantives.

2. What classes of substantives modify the radical vowel in the plural?

3. Give the rules by which proper names are declined.

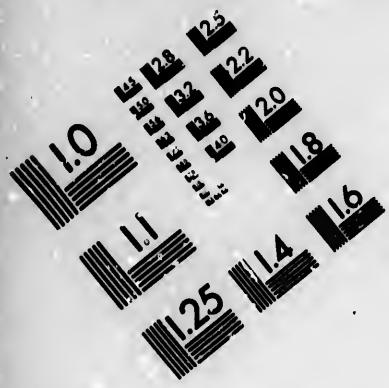
4. Conjugate the auxiliary verbs of mood. How are the past compound tenses found when they are accompanied by an infinite?

5. Give the circumstances which require its prefix to be separated in separable compound verbs.

6. Enumerate the indefinite pronouns. How are they declined?

7. What prepositions govern both the dative and accusative? Give rules concerning them.

8. How is the absolute superlative of adjectives formed?



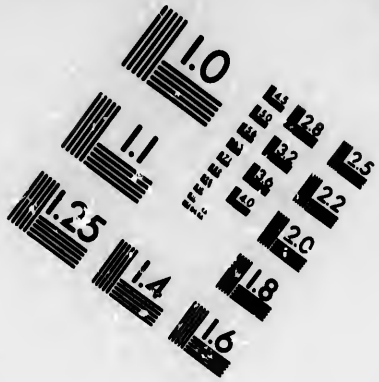
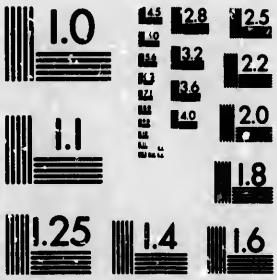
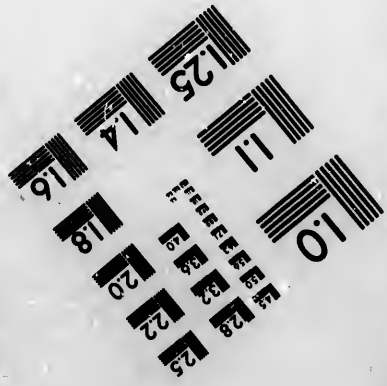


IMAGE EVALUATION
TEST TARGET (MT-3)



6"



Photographic
Sciences
Corporation

23 WEST MAIN STREET
WEBSTER, N.Y. 14580
(716) 872-4503


2.8
2.5
3.2
2.2
3.6
2.0
4.0
1.8
1.0

II.

Translate:

Der Kampf mit dem Drachen.

Was rennt das Volk, was wälzt sich dort
Die langen Gassen brausend fort?
Stürzt Rhodus unter Feuers Flammen?
Es rottet sich im Sturm zusammen,
Und einen Ritter, hoch zu Roß,
Gewahr' ich aus dem Menschentroß,
Und hinter ihm, welch' Abentheuer;
Bringt man geschleppt ein Ungeheuer;
Ein Drache scheint es von Gestalt,
Mit weitem Krokodilesrachen,
Und Alles blickt verwundert bald
Den Ritter an und bald den Drachen.

Und tausend Stimmen werden laut:
„Das ist der Lindwurm, kommt und schaut,
Der Hirt und Heerden uns verschlungen!
Das ist der Held, der ihn bezwungen!
Viel Andre zogen vor ihm aus,
Zu wagen den gewalt'gen Strauß,
Doch Keinen sah man wiederkehren;
Den kühnen Ritter soll man ehren!"
Und nach dem Kloster geht der Zug,
Wo St. Johann's des Täufers Orden,
Die Ritter des Spitals, im Flug
Zu Rathe sind versammelt worden.

Und vor den edlen Meister tritt
Der Jüngling mit bescheidnem Schritt;
Nachdrängt das Volk mit wildem Rufen,
Erfüllend des Geländers Stufen.
Und jener nimmt das Wort und spricht:
„Ich hab' erfüllt die Ritterpflicht.
Der Drache, der das Land verödet,
Er liegt von meiner Hand getödtet.
Frei ist dem Wanderer der Weg;
Der Hirte treibe ins Gefilde;
Froh walle auf dem Felsensteg
Der Pilger zu dem Gnadenbilde."

SCHILLER.

1. Give the genders of the following substantives: *Gasse, Feuer, Ross, Flug, Rath, Schritt, Gnadenbild.*

2. Conjugate *rennen, kommen, verschlingen, bezwingen, ehren treten nachdrängen, sprechen, treiben.*

3. Enumerate the verbs used in the reflective form in the selection. How are German reflectives often translated into English?

4. In what different ways may *was* be used? Give rules with regard to it.

5. *Und hinter ihm:* Why is the dative used? *Vor den Ritter:* Why is the accusative used?

III.

GERMAN LITERATURE.

1. Give a synopsis of the contents of the *Niebelungenlied.* Enumerate the various Sagas upon which the poem is founded, as well as those in any way connected with it.

2. Give an account of the Sagas concerning the *Heilige Graal.*

3. Give an account of the history and writing of *Wolfram von Eschenbach* and *Walther von der Vogelweide.* To what class of poets did they belong?

4. Write what you know of the *Meistersänger.*

IV.

Translation from English into German:

THE BATTLE OF SOLWAY.

At the battle of Solway, in the time of Henry VIII., 1542, when the Scotch army, commanded by Oliver Sinclair, was routed, an unfortunate troop of horse driven by *their* fears, plunged into a morass, which instantly closed upon them. The tale was traditional, but *it* is now authenticated; a man and a horse, in complete armour, having been found by peat diggers in the place where it was always supposed the affair had happened. The skeleton of each was well preserved, and the different parts of the armour easily distinguished.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

SECOND YEAR.

GERMAN.

HONORS.

Examiner: J. E. GRAHAM, M.D.

I.

Translate:

Dies versetzte mich in die heiterste Stimmung, so daß, als der Podesta mit seinem Actuarius herankam, ich ihn freimüthig begrüßte, und auf seine Frage: warum ich ihre Festung abzeichnete, ihm bescheiden erwiederte: daß ich dieses Gemäuer nicht für eine Festung anerkenne. Ich machte ihn und das Volk aufmerksam auf den Verfall dieser Thürme und dieser Mauern, auf den Mangel von Thoren, kurz auf die Wehrlosigkeit des ganzen Zustandes und versicherte, ich habe hier nichts als eine Ruine zu sehen und zu zeichnen gedacht.

Man entgegnete mir: wenn es eine Ruine sei, was denn dran wohl merkwürdig scheinen könne? Ich erwiederte darauf, weil ich Zeit und Gunst zu gewinnen suchte, sehr umständlich, daß sie wüßten, wie viele Reisende nur um der Ruinen willen nach Italien zögen, daß Rom, die Hauptstadt der Welt, von den Barbaren verwüstet, voller Ruinen stehe, welche hundert und aber hundertmal gezeichnet worden, daß nicht alles aus dem Alterthum so erhalten sei, wie das Amphitheater zu Verona, welches ich denn auch bald zu sehen hoffte.

GOETHE'S *Italienische Reise*.

1. *Gemäuer.* What is usually the gender of substantives having the augment *ge?* Mention some exceptions.

2. *Thoren.* Has the word *Thor* any other signification or gender than the one here expressed? Give examples of double genders.

3. *Um der Ruinen willen.* Give other propositions governing the genitive.

4. Give the plural of the following substantives: *Festung, Volk, Verfall, Gunst, Hauptstadt, Alterthum.*

5. Conjugate *anerkennen, sehen, denken, scheinen, gewinnen.*

6. Give the gender of *Mauer, Zeit, Gunst, Alterthum* with rules.

7. *Italien.* When is the article used before proper names?

II.

Translate:

Dies ist der Prinz Pallagonia, sagte der Händler, welcher von Zeit zu Zeit durch die Stadt geht und für die in der Barbarei gefangenen Sklaven ein Lösegeld zusammenheischt. Zwar beträgt dieses Einsammeln niemals viel, aber der Gegenstand bleibt doch im Andenken und oft vermachen diejenigen, welche bei Lebzeiten zurückhielten, schöne Summen zu solchem Zweck. Schon viele Jahre ist der Prinz Vorsteher dieser Anstalt und hat unendlich viel Gutes gestiftet!

Statt auf die Thorheiten seines Landsitzes, rief ich aus, hätte er hierher jene gaoßen Summen verwenden sollen. Kein Fürst in der Welt hätte mehr geleistet.

Dagegen sagte der Kaufmann: sind wir doch alle so! unsere Narrheiten bezahlen wir gar gerne selbst, zu unsern Tugenden sollen andere das Geld hergeben.

GOETHE'S, *Italienische Reise.*

1. *Dieses Einsammeln.* Why is the neuter gender used?

2. *Hätte er hierher...sollen.* Explain the construction.

3. Give the genders of *Zweck, Jahr, Nariheit, Tugend.* with rules.

III.

Translate from English into German:

Munificent bequests and donations for public purposes, whether charitable or educational, form a striking feature in the modern history of the United States, and especially of New England. Not only is it common for rich capitalists to leave by will a portion of their fortune towards the endowment of national institutions, but individuals during their lifetime make magnificent grants of money for the same objects. There is here no compulsory law for the equal partition of property among children, as in France; and, on the other hand, no custom of entail or primogeniture, as in England: so that the affluent feel themselves at liberty to share their wealth between the kindred and the public; it being impossible to found a family, and parents having frequently the happiness of seeing all their children well provided for and independent long before their death.

University of Toronto.

ANNUAL EXAMINATIONS : 1875.

SECOND YEAR.

HISTORY.

Examiners : { J. M. BUCHAN, M.A.
FRED. E. SEYMOUR, M.A.

1. Write a sketch of the part played by the Phenicians in developing the civilization of the ancient world.

2. State the leading features of the political constitution of the democratic Greek cities in the age of Pericles, and point out its merits and defects.

3. Narrate the history of the overthrow of Grecian freedom by Philip.

4. Give a general view of the leading causes which operated to change Rome from a free state to a despotism.

5. Describe the political changes introduced by the younger Gracchus.

6. Discuss the question whether King John was a usurper.

7. One of the causes which, according to Hallam, had a very leading efficacy in the gradual development of free institutions in England was "the manner in which feudal principles of insubordination and resistance were modified by the prerogatives of the early Norman kings." Compare the operation of the feudal system in France and England with respect to its effect on the development of free institutions.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

SECOND YEAR.

HISTORY.

HONORS.

Examiners: { J. M. Buchan, M.A.
Fred. E. Seymour, M.A.

1. Write a sketch of the career of Charlemagne.

2. Give a full account of the political, the religious, and the social state of Western Europe at the time of the First Crusade.

3. Give a general view of the causes which concurred to abolish serfdom in Western Europe.

4. Describe fully the political condition of Italy in the days of Dante, Petrarch, and Boccaccio.

5. Enumerate and briefly explain the leading changes which mark the transition from mediæval to modern history.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

SECOND YEAR.

METAPHYSICS AND ETHICS.

Examiner: W. J. ROBERTSON B.A.

STEWART.

1. What circumstances distinguish the *appetites*? Can the appetites be called *selfish*? Discuss independently.

2. Distinguish between *Emulation* and *Envy*.

3. Are the Benevolent affections selfish in their origin? Give reasons for your answer.

4. "That we have a sense of duty, which is not resolvable into a regard to our happiness, appears from various considerations." What considerations? State arguments in support of the contrary opinion.

5. How does Stewart disprove the statement that historical facts show the moral judgments of mankind to be entirely factitious?

6. What different views have been held as to how we form our notions of *right and wrong*?

7. Briefly state the views of Hobbes and Cudworth regarding the perceptions of *right and wrong*, and the *ultimate standard* of morality.

8. (*a*) What does Hutcheson mean by "moral sense"?

(*b*) "From the hypothesis of a moral sense various sceptical conclusions have been deduced by later writers"? Explain.

9. State clearly Stewart's views regarding the origin of our ideas of *right and wrong*. Criticise.

10. Give the substance of the section "Of the office and use of reason in the practice of morality."

LOCKE.

1. (*a*) Define "Idea" (according to Locke.)

   (*b*) What are the sources whence all our ideas are derived? Answer this question, giving your own opinion as well as Locke's.

2. What are our first ideas—Simple or complex? Thoroughly examine and illustrate this subject.

3. Give and defend a classification of the qualities of body.

4. (*a*) Locke states that bodies produce ideas in us by impulse. Uphold or refute this statement.

   (*b*) Are our ideas of qualities resemblance or not?

5. (*a*) Inquire into how we obtain the ideas of *space* and *time*.

   (*b*) Do we obtain the idea of succession from motion?

6. Whence the idea of *cause*? Of *power*? Discuss, after Locke, stating any objections to his views.

7. How do we obtain the idea of *substance?* What is Locke's opinion as to our idea of substance in general?

8. (*a*) Wherein does *Identity* consist? What is a person? What constitutes *personal identity*?

   (*b*) Criticise Locke with respect to what constitutes *personal identity;* also his definition of *person;* and show whether he is consistent or not in his statement of what constitutes *personal identity?*

9. Wherein does morality consist? Discuss, after Locke, the nature of *moral* good and evil—suggesting any objections to his arguments and conclusions.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

SECOND YEAR.

METAPHYSICS AND ETHICS.

HONORS.

Examiner: REV. GEORGE PAXTON YOUNG, M.A.

TENNEMANN'S HISTORY OF PHILOSOPHY.

1. (*a*) Sketch the life of Pythagoras. (*b*) Give some account of the manner in which the Pythagoreans deduced the universe of existing things from the principle which they assumed.

2. (*a*) Inquire whether the picture of the Sophists, drawn by Plato and Aristotle, was just. (*b*) Sketch the life and opinions of Protagoras.

3. (*a*) How far were the conditions, necessary to constitute an epoch in philosophy, satisfied in the case of Socrates? (*b*) Estimate the value, in a practical respect, of the search after definitions, which Socrates prosecuted. (*c*) Explain, and criticise, the Socratic opinion, that no man does evil voluntarily.

4. (*a*) Give a sketch of Plato's criticism of the doctrine, that knowledge is sensation. (*b*) Point out the correspondence between the constituent elements of his ideal Republic and the component parts of the soul.

5. (*a*) What, according to Aristotle, are *nature, chance, change, place* and *time?* (*b*) Give his definition of virtue, and explain it. (*c*) "His remarks are particularly interesting on the manifestations of the cognitive powers, that is, on the senses." Give the substance of any of these remarks with which you are acquainted.

6. Give a general account of the controversy between the Academy and the Porch, indicating (with reasons) where, in your opinion, the victory lay.

7. Who was Ænesidemus? Indicate, generally, his philosophical position. State, more particularly, the ground he took in regard to the principle of causality.

8. Describe the different theatres on which Neo-Platonism flourished; and give an account of the Neo-Platonic theory of knowledge.

9. Tennemann says, that Johannes Scotus Erigena adopted as his philosophical system a revived Neo-Platonism. Point out exactly the degree of the affinity of the views of J. S. E. to Neo-Platonism.

10. Point out, generally, how the development of thought was affected by the Magister Sententiarum, by Alexander of Hales, and by William of Occam.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

SECOND YEAR.

LOGIC.

Examiner: REV. GEORGE PAXTON YOUNG, M.A.

MURRAY'S COMPENDIUM.

Note.—Students who take Honors will omit the questions marked with an asterisk.

1. How does Murray define Logic? Inquire whether the manner in which the subject is treated in the Compendium be in harmony with the definition.

2. It is stated in the Compendium that "the operations of the understanding" are the subject-matter (*objectum*) of Logic. How, then, is Logic distinguished from Psychology, and on what ground does Murray select three operations, *simple apprehension*, *judgment*, and *reasoning*, for exclusive consideration?

*3. What is meant by the *extension*, and what by the *comprehension*, of a term? Illustrate the relation between extension and comprehension by reference to the three terms, *waters*, *dark waters*, *waters dark and deep*.

*4. "An affirmative proposition is that in which the predicate is said to agree (*convenire*) with the subject." Agree, in what respect?

*5. In what propositions is the quantity of the predicate universal? Give a reason for your answer.

*6. Why do I and E alone admit of simple conversion?

7. Inquire *(a)* whether two sub-contrary propositions can both be true; *(b)* whether they can both be false; *(c)* whether one may be true, while the other is false. Illustrate your conclusion in each case by an example.

8. Let the term X be the contradictory of x, and Y of y. Inquire whether, if all x be y, it follows that all Y is X.

*9. State the rules of *definition*, and those of *division*.

10. *(a)* Distinguish the different figures of categorical syllogism from one another. *(b)* Prove, that, in the third figure, the minor premise must be affirmative. *(c)* Inquire what the quantity of the conclusion, in the same figure, must be.

11. Give an example (with matter) of an argument in the fourth figure; and reduce the argument to the first figure.

Additional for Honors.

THOMSON'S OUTLINE OF THE LAWS OF THOUGHT.

12. State, after Thomson, the functions of language.

13. Examine the statement: "for all logical purposes, the hypothetical judgment may be treated as a categorical."

14. Distinguish substitutive judgments from attributive. Inquire to which of these heads disjunctive judgments are to be referred.

15. Give an instance (*a*) of immediate inference by means of privative conceptions; (*b*) of immediate inference by added determinants; (*c*) of immediate inference from a disjunctive judgment.

16. State the general canon of mediate inference. Deduce the rules: "if one of the premises be negative, the conclusion must also be negative;" and, "neither term of the conclusion must be distributed, unless it has been so in its premiss."

17. Define Induction. Give an instance of what Thomson calls the pure inductive syllogism; and inquire whether there is really any *induction*, in the proper sense of the term, in the conclusion so drawn.

18. Give (with sufficient illustration) Thomson's answer to the question: "How are causes discovered, which are not obvious, even after repeated inspection of the facts in which they lie hid"?

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

SECOND YEAR.

MINERALOGY AND GEOLOGY.

Examiner: JOHN GIBSON, B.A., F.G.S.

I.

1. Enumerate the different processes by which crystals are produced, and illustrate by examples.

2. Explain and exemplify the meaning of the following terms as used in mineralogy:

(1) Streak,	(8) Isomorphism,
(2) Iridescence,	(9) Dimorphism,
(3) Chatoyance,	(10) Nodular,
(4) Asterism,	(11) Amygdaloidal,
(5) Botryoidal,	(12) Vesicular,
(6) Translucent,	(13) Conchoidal,
(7) Cleavage,	(14) Polarization.

3. Explain the nature and formation of *pseudomorphous* crystals, and give examples of such.

4. Mention the essential constituents of the following minerals: (1) Graphite, (2) Grey Antimony ore, (3) Orpiment, (4) Malachite, (5) Cassiterite, (6) Barytine, (7) Celestine, (8) Haematite, (9) Pyrolusite, (10) Corundum, (11) Gypsum, (12) Apatite, (13) Cryolite, (14) Cinnabar, (15) Mispickel.

5. Give the blow-pipe characters by which the following substances may be detected: (1) Lead, (2) Antimony, (3) Mercury, (4) Zinc, (5) Chromium, (6) Strontia, (7) Lithia, (8) Nitre, (9) Salt, (10) Fluor Spar.

II.

6. Describe the general characters of *Igneous, Metamorphic*, and *Sedimentary* rocks, respectively; and give examples of each of these groups.

7. Tabulate the strata of the Mesozoic Period; mention the lithological characters of the different series, and their most characteristic fossils.

8. Rocks of Devonian Age. Briefly characterize their lithology and palæontology, and give their distribution.

9. In examining a country which contains three groups of beds, (viz., the upper one, *shale;* the second, *limestone;* and the third and lowest, *sandstone*), you arrive at a spot where the sandstone crops out apparently from beneath the shale without any intervening limestone: name more than one possible explanation of this, illustrating each by a section.

10. Moraines. State the different kinds, and explain their formation.

III.

11. Volcanos. How grouped in Physical Geography? Whence arises the steam ejected during eruptions?

12. Name and locate the principal oceanic currents.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

SECOND YEAR.

CRYSTALLOGRAPHY & PALÆONTOLOGY.

HONORS AND SCHOLARSHIPS.

Examiner: JOHN GIBSON, B.A., F.G.S.

I.

1. State succinctly the difference between a crystallographic *form* and a *combination*, and give examples.

2. Regular Tetrahedron. How produced from the regular Octahedron? Give examples of minerals crystallizing in this form; and name the forms resulting when (*a*) edges are truncated, (*b*) angles truncated, and (*c*) angles replaced by 3 planes.

3. Enumerate the more common forms and combinations belonging to the Dimetric System of Crystallization, and give examples of minerals crystallizing in this system.

4. Hexagonal System. Draw horizontal and vertical projections. Enumerate the hemihedral forms, and give examples of *Oxides*, *Phosphates*, *Carbonates*, *Silicates*, *Sulphates*, and *Sulphides* belonging to this system.

5. Characterize the Monoclinic System, draw horizontal and vertical projections, and give examples of *Carbonates*, *Silicates*, *Sulphates*, and *Sulphides* belonging to this system.

II.

6. Gasteropoda. Give an account of their structure and physiology, and shew by diagrams their distribution in time.

7. Graptolitidae. Name and describe any two of the genera; point out their zoological affinities, and give their geological range.

8. Refer the following genera to their places in the Geological Series and in the Zoological Classification:—(1) Calamites, (2) Petraia, (3) Pentremites, (4) Serpula, (5) Leperditia, (6) Calymene, (8) Orthis, (9) Cephalaspis, (10) Mastodon.

9. Give the general characters of the Pterosauria, and state how they differ from and are allied to Birds; give their range in time.

10. State the difference observable in the vertebrae of the extinct and existing Crocodilia.

11. Distinguish between the general characters of the extinct Mammalia of the Australian and South American provinces; compare them with the existing Faunas of the same areas.

1.

2.
who

3.
μυθ

4.
His

5.
theo

6

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

THIRD YEAR.

GREEK.

Examiner: REV. NEIL MACNISH, B.D., LL.D.

HERODOTUS, B. VI.

1. Why has Herodotus been called a *Thurian*?

2. In what respect does he differ from the logographers who preceded him?

3. Why did Aristotle apply to him the name Ἡρόδοτος ὁ μυθόλογος?

4. Account for the Ionic spirit which pervades his History?

5. How can it be maintained that "he was, in truth, a theologian and poet, as well as an historian"?

6. (*a*) Translate:

Ἐνθαῦτα δὴ ὁ Κλεομένης ἐκέλευε πάντα τινὰ τῶν εἰλωτέων περινέειν ὕλῃ τὸ ἄλσος· τῶν δὲ πειθομένων, ἐνέπρησε τὸ ἄλσος. καιομένου δὲ ἤδη, ἐπείρετο τῶν τινα αὐτομόλων, τίνος εἴη θεῶν τὸ ἄλσος; ὁ δὲ ἔφη Ἄργου εἶναι. ὁ δὲ, ὡς ἤκουσε, ἀναστενάξας μέγα, εἶπε· "Ὦ Ἄπολλον χρηστήριε, ἦ μεγάλως με ἠπάτηκας, φάμενος Ἄργος αἱρήσειν· συμβάλλομαι δ' ἐξήκειν μοι τὸ χρηστήριον."

(*b*) Parse ἐνέπρησε, ἄλσος, φάμενος.

(*c*) Explain the construction of ἐκέλευε.....εἰλωτέων, τίνος εἴη θεῶν τὸ ἄλσος;

(*d*) Write in ordinary Greek any *Ionic forms* that occur in the extract.

7. (*a*) Translate:

Μετὰ δὲ τὸ ἐν Μαραθῶνι τρῶμα γενόμενον, Μιλτιάδης καὶ πρότερον εὐδοκιμέων παρὰ Ἀθηναίοισι τότε μᾶλλον αὔξετο. αἰτήσας δὲ νέας ἑβδομήκοντα καὶ στρατιήν τε καὶ χρήματα τοὺς Ἀθηναίους, οὐ φράσας σφι ἐπ' ἣν ἐπιστρατεύεται χώρην, ἀλλὰ φὰς αὐτοὺς καταπλουτιεῖν ἤν οἱ ἕπωνται· ἐπὶ γὰρ χώρην τοιαύτην δή τινα ἄξειν ὅθεν χρυσὸν εὐπετέως ἄφθονον οἴσονται· λέγων τοιαῦτα, αἴτεε τὰς νέας. Ἀθηναῖοι δὲ τούτοισι ἐπαρθέντες παρέδοσαν.

(*b*) Decline τρῶμα, φάς.

(*c*) Give the date of the battle of Marathon, and detail the results which followed from it.

II.

EURIPIDES: *Alcestis.*

1. What is the origin of the name *Euripides?*

2. Discuss briefly the style of Euripides.

3. Show, from internal evidence, that "the *Alcestis* is a tragi-comedy and not a tragedy proper."

4. (*a*) Translate:

Ὦ δώματ' Ἀδμήτει', ἐν οἷς ἔτλην ἐγὼ
θῆσσαν τράπεζαν αἰνέσαι, θεός περ ὤν.
Ζεὺς γὰρ κατακτὰς παῖδα τὸν ἐμὸν αἴτιος
Ἀσκληπιὸν, στέρνοισιν ἐμβαλὼν φλόγα.
οὗ δὴ χολωθεὶς τέκτονας δίου πυρὸς
κτείνω Κύκλωπας· καί μέ θητεύειν πατὴρ
θνητῷ παρ' ἀνδρὶ τῶνδ' ἄποιν' ἠνάγκασεν.
ἐλθὼν δὲ γαῖαν τήνδ' ἐβουφόρβουν ξένῳ,
καὶ τόνδ' ἔσωζον οἶκον ἐς τόδ' ἡμέρας.

(*b*) Parse ἔτ-ην, θῆσσαν.

(*c*) What is the construction of οὗ δη χολωθείς, τῶνδ' ἄποινα ἠμάγκασεν.

(*d*) What is the Latin equivalent of ἐς τόδ' ἡμέρας?

5. (*a*) Translate :

ΑΔ. ὦ σχῆμα δόμων, πῶς εἰσέλθω ;
πῶς δ' οἰκήσω, μεταπίπτοντος
δαίμονος ; οἴμοι. πολὺ γὰρ τὸ μέσον.
τότε μὲν πεύκαιας σὺν Πηλιάσιν,
σύν δ' ὑμεναίοις ἔστείχον ἔσω,
φιλίας ἀλόχου χέρα βαστάζων.
πολυάχητος δ' εἵπετο κῶμος,
τήν τε θανοῦσαν κἄμ' ὀλβίζων,
ὡς ευπατρίδαι καὶ ἀπ' ἀμφοτέρων
ὄντες ἀριστέων σύζυγες εἶμεν,
νῦν δ' ὑμεναίων γόος ἀντίπαλος,
λευκῶν τε πέπλων μέλανες στολμοὶ
πέμπουσί μ' ἔσω
λέκτρων κοίτας ἐς ἐρήμους.

(*b*) Compare πολὺ, ἔσω, μέλανες.

(*c*) Derive ἀλόχου, ἐυπάτριδαι, σύζυγες, κοίτας.

(*d*) Give a scale of the metre.

6. (*a*) Translate :

ΑΔ. θίγω, προσείπω ζῶσαν ὡς δάμαρτ' ἐμήν ;
ΗΡ. πρόσειπ'. ἔχεις γὰρ πᾶν ὅσονπερ ἤθελες.
ΑΔ. ὦ φιλτάτης γυναικὸς ὄμμα καὶ δέμας,
ἔχω σ' ἀέλπτως, οὔποτ' ὄχεσθαι δοκῶν.
ΗΡ. ἔχεις· φθόνος δὲ μὴ γένοιτό τις θεῶν.

(*b*) Parse θίγω.

(*c*) Scan the extract.

(*d*) Enumerate the peculiarities of the metre.

(*e*) Explain the terms: *Dipodia*, *Tetrameter*, *Proceleusmaticus*, Παραχορήγημα, Στάσιμον.

1.
Æsch

2.

3.
Æsch

4.
εἰς Δ

5.
in *th*

6.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

THIRD YEAR.

GREEK.

HONORS.

Examiner: REV. NEIL MACNISH, B.D., LL.D.

I.

ÆSCHYLUS: *The Persians.*

1. What political sentiments prevade the Tragedies of Æschylus?

2. What induced him to add the *second* actor?

3. Extend the statement: Tragœdias primus in lucem Æschylus protulit.

4. What is meant by *ἐκάλουν δέ καὶ* [*Ἄισχυλον*] *τεθνεῶτα εἰς Διονύσια*?

5. How may the presence of so many Trochaic passages in *the Persians* be accounted for?

6. (*a*) Translate:

Ταῦτά μου μελαγχίτων
φρὴν ἀμύσσεται φόβῳ,
ὁᾶ, Περσικοῦ στρατεύματος
τοῦδε, μὴ πόλις πύθηται κένανδρον μέγ' ἄστυ Σουσίδος,
καὶ τὸ Κισσίων πόλισμ'
ἀντίδουπον ἔσσεται,
ὀᾶ, τοῦτ' ἔπος γυναικοπληθὴς ὅμιλος ἀπύων,
βυσσίνοις δ' ἐν πέπλοις πέσῃ λακίς.

(*b*) What is the Genetive singular of φρὴν, πόλις, ἄστυ, πολισμ', ἔπος, λακίς?

(*c*) Parse πέσῃ; Give its forms in the same tense throughout the active voice, and enumerate the compound words which are formed from it.

(*d*) Notice any different readings and interpretations.

(*e*) Scan ταῦτά...στρατεύματος.

7. (*a*) Translate:

Οὔ σε βουλόμεσθα, μῆτερ, οὔτ' ἄγαν φοβεῖν λόγοις
οὔτε θαρσύνειν. θεοὺς δὲ προστροπαῖς ἱκνουμένη,
εἴ τι φλαῦρον εἶδες, αἰτοῦ τῶνδ' ἀποτροπὴν τελεῖν,
τὰ δ' ἀγάθ' ἐκτελῆ γενέσθαι σοί τε καὶ τέκνοις σέθεν
καὶ πόλει φίλοις τε πᾶσι. δεύτερον δὲ χρὴ χοὰς
γῇ τε καὶ φθιτοῖς χέασθαι· πρευμενῶς δ' αἰτοῦ τάδε
σὸν πόσιν Δαρεῖον, ὅνπερ φῆς ἰδεῖν κατ' εὐφρόνην,
ἐσθλά σοι πέμπειν τέκνῳ τε γῆς ἔνερθεν ἐς φάος,
τἄμπαλιν δὲ τῶτδε γαίας κάτοχα μαυροῦσθαι σκότῳ.

(*b*) Give a scale of the metre.

(*c*) Notice any peculiar constructions.

(*d*) Give different interpretations of αἰτοῦ τῶνδ'... γενέσθαι, πρευμενῶς...εἰς φάος.

8. (*a*) Translate:

ΞΕ. ἴυγγά μοι δῆτ'
ἀγαθῶν ἑτάρων ὑπομιμνήσκεις,
ἄλαστ' ἄλαστα στυγνὰ πρόκακα λέγων.
βοᾷ βοᾷ μοι μελέων ἔντοσθεν ἦτορ.
ΧΟ. καὶ μὴν ἄλλους γε ποθοῦμεν,
Μάρδων ἀνδρῶν μυριόνταρχον
Ξάνθην ἄρειόν τ' Ἀγχάρην,
Δίαιξίν τ' ἠδ' Ἀρσάκην
ἱππιάνακτας,
Κυγδαδάταν καὶ Λυθίμναν
Τόλμον ν' αἰχμᾶς ἀκόρεστον.

(*b*) Parse ἴυγγα.

(*c*) Scan the extract, giving the name of the feet.

II.

Sophocles : *Œdipus Tyrannus.*

1. What improvements did Sophocles make in Tragedy ?

2. What is the ethical teaching of his Tragedies ?

3. Expand the saying : "Sophocles represented men as they ought to be, Euripides men as they are."

4. (*a*) Translate :

Πρῶτά σε κεκλόμενος, θύγατερ Διὸς, ἄμβροτ' Ἀθάνα,
γαιάοχόν τ' ἀδελφεὰν
Ἄρτεμιν, ἃ κυκλόεντ' ἀγορᾶς θρόνον εὐκλέα θάσσει,
χαὶ Φοῖβον ἑκαβόλον, ἰὼ
τρισσοὶ ἀλεξίμοροι προφάνητέ μοι,
εἴ ποκε καὶ προτέρας ἄτας ὑπερορνυμένας πόλει
ἠνύσατ' ἐκτοπίαν φλόγα πήματος, ἔλθετε καὶ νῦν.

(*b*) What is the meaning of *ἃ κυκλόεστ'. .θάσσει* ?

(*c*) Account for the prevalence of *Doric forms* in the Greek chorus.

5. (*a*) Translate :

Πῶς οὐχ, ὅθ' ἡ ῥαψῳδὸς ἐνθάδ' ἦν κύων,
ἡὔδας τι τοῖσδ' ἀστοῖσιν ἐκλυτήριον ;
καίτοι τό γ' αἴνιγμ' οὐχὶ τοὐπιόντος ἦν
ἀνδρὸς διειπεῖν, ἀλλὰ μαντείας ἔδει·
ἣν οὔτ' ἀπ' οἰωνῶν σὺ προὐφάνης ἔχων
οὔτ' ἐκ θεῶν του γνωτόν· ἀλλ' ἐγὼ μολὼν,
ὁ μηδὲν εἰδὼς Οἰδίπους, ἔπαυσά νιν,
γνώμῃ κυρήσας οὐδ' ἀπ' οἰωνῶν μαθών,
ὃν δὴ σὺ πειρᾷς ἐκβαλεῖν, δοκῶν θρόνοις
παραστατήσειν τοῖς Κρεοντείοις πέλας.

(*b*) Decline *κύων*.

(*c*) Write notes on *ἡ ῥαψῳδός ..κύων,ἀλλ'...Οἰδίπους, δοκῶν...πέλας.*

(*d*) What is the construction of *ἦν...του γνωτόν* ?

6. (*a*) Translate:

Εἴπερ ἐγὼ μάντις εἰμὶ
καὶ κατὰ γνώμαν ἴδρις,
οὐ τὸν Ὄλυμπον, ἀπείρων,
ὦ Κιθαιρὼν, οὐκ ἔτι τὰν ἑτέραν
πανσέληνον, μὴ οὐ σέ γε καὶ πατριώταν Οἰδίπου
καὶ τροφὸν καὶ ματέρ' αὔξειν,
καὶ χορεύεσθαι πρὸς ἡμῶν, ὡς ἐπίηρα φέροντα τοῖς ἐμοῖς
τυράννοις.
ἰήιε Φοῖβε, σοὶ δὲ ταῦτ' ἀρέστ' εἴη.

(*b*) Scan the extract.

III.

1. Why did Dramatic poetry, especially Tragedy, attain to perfection only in Athens?

2. How was Tragedy affected by the introduction of the *Deus ex machina*?

3. Explain the terms: στιχομύθια, *Ischiorrhogic Iambics*, *Anaclasis*, *Polyschematistic verse*, *Periodicus*.

IV.

SOPHOCLES: *Œdipus Coloneus*.

Accentuate, scan and translate:

ΧΟ. Ευιππου, ξενε, τασδε χωρας
ικου τα κρατιστα γας επαυλα,
τον αργητα Κολωνον, ενθ'
α λιγεια μινυρεται
θαμιζουσα μαλιστ' αηδων
χλωραις υπο βασσαις,
τον οινωπα νεμουσα κισσον
και ταν αβατον θεου
φυλλαδα μυριοκαρπον ανηλιον
ανηνεμον τε παντων
χειμωνων· ιν ο βακχιωτας
αει Διονυσος εμβατευει
θεαις αμφιπολων τιθηναις.

What historical interest attaches to this Tragedy?

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

THIRD YEAR.

GREEK AND LATIN.

HONORS.

Examiners: { REV. N. MACNISH, B.D., LL.D.
S. ARTHUR MARLING, M.A.

I.

PLATO: *Apology.*

1. Define the position which Socrates occupies in Greek philosophy.

2. When was the Apology in all likelihood written?

3. Discuss the question as to how far Plato expresses his own views in the *Apology.*

4. Who are meant by the *Socratici viri*?

5. Illustrate the Socratic εἰρώνεια.

6. (*a*) Translate:

Ἐγὼ γάρ, ὦ ἄνδρες Ἀθηναῖοι, ἄλλην μὲν ἀρχὴν οὐδεμίαν πώποτε ἦρξα ἐν τῇ πόλει, ἐβούλευσα δέ· καὶ ἔτυχεν ἡμῶν ἡ φυλὴ Ἀντιοχὶς πρυτανεύουσα, ὅτε ὑμεῖς τοὺς δέκα στρατηγοὺς τοὺς οὐκ ἀνελομένους τοὺς ἐκ τῆς ναυμαχίας ἐβούλεσθε ἀθρόους κρινειν, παρανόμως, ὡς ἐν τῷ ὑστέρῳ χρόνῳ πᾶσιν ὑμῖν ἔδοξε. τότ' ἐγὼ μόνος τῶν πρυτάνεων ἠναντιώθην ὑμῖν μηδὲν ποιεῖν παρὰ τοὺς νόμους, καὶ ἐναντία ἐψηφισάμην.

(*b*) Parse ἔτυχεν, ὑστέρῳ, ἠναντίωθην.

(*c*) Detail fully the meaning of ἐβούλευσα δὲ, καὶ τυχεν...πρυτάνευουσα.

(*d*) What is the historical reference in *στρατηγοὺς... ναυμαχίας* ?

7. (*a*) Translate :

Τάχα δ' ἄν τις ὑμῶν ἀγανακτήσειεν ἀναμνησθεὶς ἑαυτοῦ εἰ ὁ μὲν καὶ ἐλάττω τουτουὶ τοῦ ἀγῶνος ἀγῶνα ἀγωνιζόμενος ἐδεήθη τε καὶ ἱκέτευσε τοὺς δικαστὰς μετὰ πολλῶν δακρύων, παιδία τε αὐτοῦ ἀναβιβασάμενος, ἵνα ὅ τι μάλιστα ἐλεηθείη, καὶ ἄλλους τῶν οἰκείων καὶ φίλων πολλούς, ἐγὼ δὲ οὐδὲν ἄρα τούτων ποίησω καὶ ταῦτα κινδυνεύων, ὡς ἂν δόξαιμι, τὸν ἔσχατον κίνδυνον.

(*b*) Compare *τάχα, ἐλάττω.*

(*c*) Give a summary of the arguments in *the Apology.*

II.

Polybius : *Scipio in Spain.*

1. Give a brief account of the life of Polybius.

2. What facilities did he have for the composition of his History ?

3. Who continued his History ?

4. What Latin authors borrowed largely from his writings?

5. Examine his style, and the reliability of his History.

6. (*a*) Translate :

Τότε γὰρ, ὡς ἔοικεν, ἑπτακαιδέκατον ἔτος ἔχων, καὶ πρῶτον εἰς ὕπαιθρον ἐξεληλυθὼς, συστήσαντος αὐτῷ τοῦ πατρὸς διαφερόντων ἱππέων οὐλαμὸν ἀσφαλείας χάριν, συνθεασάμενος ἐν τῷ κινδύνῳ τὸν πατέρα περιειλημμένον ὑπὸ τῶν πολεμίων μετὰ δυοῖν ἢ τριῶν ἱππέων, καὶ τετρωμένον ἐπισφαλῶς, τὰς μὲν ἀρχὰς ἐπεβάλετο παρακαλεῖν τοὺς μεθ' ἑαυτοῦ, βοηθῆσαι τῷ πατρί.

(*b*) Parse *ἔοικεν, τετρωμένον.*

(*c*) What is the Latin for *εἰς ὕπαιθρον, οὐλαμὸν, ἀσφαλείας χάριν, τοὺς μεθ' ἑαυτου* ?

7. Translate :

Καὶ τούτους μὲν ἀπογράφεσθαι προσέταξε πρὸς τὸν ταμίαν, συστήσας Ῥωμαϊκὸν ἐπιμελητὴν κατὰ τριάκοντα, τὸ γὰρ πᾶν πλῆθος ἐγένετο τούτων περὶ δισχιλίους. ἐκ δὲ τῶν λοιπῶν αἰχμαλώτων ἐκλέξας τοὺς εὐρωστοτάτους, καὶ τοῖς εἴδεσι καὶ ταῖς ἡλικίαις ἀκμαιοτάτους προσέμιξε τοῖς αὐτοῦ πληρώμασι.

III.

Translate:

PA. Perii: metuo, ut substet hospes. CH. Si, Simo, hunc noris satis,
Non ita arbitrere: bonus est hic vir. SI. Hic vir sit bonus?
Itane adtemperate evenit, hodie in ipsis nuptiis
Ut veniret, antehac numquam? Est vero huic credendúm, Chreme?
PA. Ni metuam patrem, habeo pro illa re illum quod moneám probe.
SI. Sycophanta. CR. Hem. CH. Sic, Crito, est hic: mitte. CR. Videat qui siet.
Si mihi perget quae volt dicere, ea quæ non volt audiet.
Ego istaec moveo aut curo? Non tu tuum malum aequo animo feres?
Nam ego quae dico, vera an falsa audieris, iam sciri potest.
Atticus quidam olim navi fracta ad Andrum eiectus est,
Et istaec una parva virgo. Tum ille egens forte adplicat
Primum Chrysidis patrem se. SI. Fabulam inceptat. CH. Sine.
CR. Itane vero? obturbat. CH. Perge tu. CR. Is mihi cognatus fuit.
Qui eum recepit. Ibi ego audivi ex illo sese esse Atticum.
Is ibi mortuus est. CH. Eius nomen? CH. Nomen tam cito? PA. Phania. CH. Hem,
perii. CR. Verum hercle opinor fuisse Phaniam: hoc certo scio,
Rhamnusium se aiebat esse. CH. O Iuppiter. CR. Eadem haec, Chreme,
Multi alii in Andro audivere. CH. Utinam id sit, quod spero. Eho, dic mihi,
Quid eam tum; suamne esse aibat? CR. Non. CH. Cuiam igitur? CR. Fratris filiam.
CH. Certe meast. CR. Quid ais? SI. Quid tu ais? PA. Arrige auris, Pamphile.
SI. Qui credis? CH. Phania illic frater meus fuit. SI. Noram et scio.

TERENCE, *Andria*.

1. *Attemperate, istaec, cognatus, applicat.* Give the precise meaning.

2. *Rhamnusium.* Had the people of Attica any municipal organization? Explain.

3. Scan vv. 13–18. Name the metre and give scales.

4. *Noram et scio.* Explain.

5. Translate, with brief notes:

"Quae convenire Andriam ex Perinthea
Fatur transtulisse atque usum pro suis."

"DA. Ex ara hinc sume uerbenas tibi
Atque eas substerne. MY. Quamobrem id tute non facis?
DA. Quia, si forte opus sit ad erum jurandum mihi
Non adposuisse, ut liquido possim."

"Concrepuerit a Glycerio ostium."

"Clamitent
Me sycophantem, hereditatem persequi
Mendicum; tum ipsam despoliare non lubet.
MY. O optume hospes, pol crito antiquom obtines."

6. Draw a plan of a Roman theatre, shewing particularly the distribution of the audience and of the actors.

IV.

Translate:

Adeste aequo animo; date potestatém mihi,
Statariam agere ut liceat per silentium;
Ne semper servos currens, iratus senex,
Edax parasitus, sycophanta autem impudens,
Avarus leno, adsidue agendi sint mihi
Clamore summo, cum labore maxumo.
Mea causa causam hanc iustam esse animum inducite,
Ut aliqua pars laboris minuatur mihi.
Nam nunc novas qui scribunt, nil parcunt seni:
Si quae laboriosa est ad me curritur:
Si lenis est ad alium defertur gregem.
In hac est pura oratio. experimini,
In utramque partem ingenium quid possit meum.
Si numquam avare pretium statui arti meae,
Et eum esse quaestum in animum induxi maxumum,
Quam maxume servire vostris commodis:
Exemplum statuite in me, ut adulescentuli
Vobis placere studeant potius, quam sibi.

TERENCE.

1. Give name and scale of the metre.

2. Notice grammatical peculiarities.

3. What musical accompaniments to Roman comedy?

ve the

muni-

ales.

n facis?
nihi

nes."
icularly

ucite,

n.

num,

RENCE.

nedy?

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A., AND THIRD YEAR.

TRANSLATION INTO GREEK.

HONORS.

Examiner: S. ARTHUR MARLING, M.A.

I.

PROSE.

As for the slowness and dilatoriness which they most blame in us, be not ashamed of them. For by hurrying to begin the war, you would be the more slow in finishing it, because you took it in hand when unprepared; and at the same time we always enjoy a city that is free and most glorious; and it is a wise moderation that can best constitute this. For owing to it we alone do not grow insolent in success, and yield less than others to misfortunes. We are not excited by the pleasure afforded by those who with praise stimulate us to dangers contrary to our conviction; and if any one provoke us with accusation, we are not the more prevailed on though being thus annoyed. We are both warlike and wise through our orderly temper: warlike, because shame partakes very largely of moderation, and courage of shame; and wise, because we are brought up with no little learning to despise the laws, and with too severe a self-control to disobey them; and are not over-clever in useless things, so that while in word we might ably find fault with our enemies' resources, we should not go against them so well in deed. But we always provide in deed against our adversaries with the expectation of their planning well, and must not rest our hopes on the probability of their blundering, but on the belief of our own taking cautious forethought. Again we should not think that one man differs much from another, but that he is the best who is educated in the most necessary things.

II.

VERSE.

But when the next sun brake from underground,
Then, those two brethren slowly with bent brows
Accompanying, the sad chariot-bier
Past like a shadow thro' the field, that shone
Full summer, to that stream whereon the barge,
Palled all its length in blackest samite, lay.
There sat the lifelong servitor at the house,
Loyal, the dumb old servitor, on deck.
So those two brethren from the chariot took
And on the black decks laid her in her bed,
Set in her hand a lily, o'er her hung
The silken case with braided blazonings,
And kissed her quiet brows, and saying to her
"Sister, farewell for ever," and again,
"Farewell, sweet sister," parted all in tears.
Then rose the dumb old servitor, and the dead
Steered by the dumb, went upward with the flood
In her right hand the lily, in her left
The letter—all her bright hair streaming down—
And all the coverlid was cloth of gold
Drawn to her waist, and she herself in white
All but her face, and that clear-featured face
Was lovely, for she did not seem as dead,
But fast asleep, and lay as tho' she smiled.

Trans

1.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

THIRD YEAR.

LATIN.

Examiner: S. ARTHUR MARLING, M.A.

I.

Translate:

"Jamdudum ausculto et cupiens tibi dicere servus
Pauca reformido." "Davusne?" "Ita, Davus, amicum
Mancipium domino et frugi quod sit satis, hoc est,
Ut vitale putes." "Age, libertate Decembri,
Quando ita majores voluerunt, utere; narra."
"Pars hominum vitiis gaudet constanter et urget
Propositum; pars multa natat, modo recta capessens,
Interdum pravis obnoxia. Sæpe notatus
Cum tribus annellis, modo læva Priscus inani,
Vixit inæqualis, clavum ut mutaret in horas;
Ædibus ex magnis subito se conderet, unde
Mundior exiret vix libertinus honeste;
Jam mœchus Romæ, jam mallet doctus Athenis
Vivere, Vertumnis, quotquot sunt, natus iniquis.
Scurra Volanerius, postquam illi justa cheragra
Contudit articulos, qui pro se tolleret atque
Mitteret in phimum talos, mercede diurna
Conductum pavit; quanto constantior îsdem
In vitiis, tanto levius miser ac prior illo,
Qui jam contento, jam laxo fune laborat."
"Non dices hodie, quorsum hæc tam putida tendant,
Furcifer?" "Ad te, inquam." "Quo pacto, pessime?"

HORACE, *Satires.*

1. *Mancipium, annellis, furcifer.* Derive and explain.

2. *Vitale, libertate Decembri, tanto.* Explain the constructions.

3. *Sæpe notatus* ..... *in horas*; *Vertumnis* ..... *iniquis.* What is the meaning?

4. *Hodie.* What is the force?

5. *Cheragra.* Why not *Chiragra?*

6. Give a concise account of the Roman Satire.

II.

Translate:

Arcanum neque tu scrutaberis illius unquam;
Commissumque teges et vino tortus et ira
Nec tua laudabis studia aut aliena reprendes,
Nec, quum venari volet ille, poëmata panges.
Gratia sic fratrum geminorum, Amphionis atque
Zethi, dissiluit, donec suspecta severo
Conticuit lyra. Fraternis cessisse putatur
Moribus Amphion: tu cede potentis amici
Lenibus imperiis, quotiesque educet in agros
Ætolis onerata plagis jumenta canesque,
Surge et inhumanæ senium depone Camenæ,
Cœnes ut pariter pulmenta laboribus empta;
Romanis sollemne viris opus, utile famæ
Vitæque et membris, præsertim quum valeas et
Vel cursu superare canem vel viribus aprum
Possis. Adde, virilia quod speciosius arma
Non est qui tractet:—scis quo clamore coronæ
Prœlia sustineas campestria;—denique sævam
Militiam puer et Cantabrica bella tulisti
Sub duce, qui templis Parthorum signa refigit
Nunc et, si quid abest, Italis adjudicat armis.
Ac,—ne te retrahas et inexcusabilis adsis—,
Quamvis nil extra numerum fecisse modumque
Curas: interdum nugaris rure paterno.

HORACE, *Epistles.*

1. Write brief notes on the proper names.

2. Cite parallel passages.

3. Distinguish *plăga* and *plāga*, *căne*s and *cānes*, *edŭcet* and *edūcet*.

4. Give examples from Horace of *oxymoron*, *litotes*, *euphemism*, and *hypallage*.

5. What is the meaning of *interdum*.....*paterno*.

III.

Translate:

Postero die jam segnius intercursantibus barbaris junctæ copiæ saltusque haud sine clade, majore tamen jumentorum quam hominum pernicie, superatus. Inde montani pauciores jam et latrocinii magis quam belli more concursabant modo in primum modo in novissimum agmen, utcumque aut locus opportunitatem daret aut progressi morative aliquam occasionem fecissent. Elephanti, sicut per arctas præcipites vias magna mora agebantur, ita tutum ab hostibus quacumque incederent, quia insuetis adeundi propius metus erat, agmen præbebant. Nono die in jugum Alpium perventum est per invia pleraque et errores, quos aut ducentium fraus aut, ubi fides iis non esset, temere initæ valles a conjectantibus iter faciebant. Biduum in jugo stativa habita fessisque labore ac pugnando quies data militibus: jumentaque aliquot, quæ prolapsa in rupibus erant, sequendo vestigia agminis in castra pervenere. Fessis tædio tot malorum nivis etiam casus occidente jam sidere Vergiliarum ingentem terrorem adjecit.

LIVY, XXI.

1. What are the difficulties in accepting Livy's narrative of the passage of the Alps?

2. Explain the construction of *insuetis, perventum est, fessis* (2).

3. *Occidente jam sidere Vergiliarum.* What is the meaning?

4. Give a summary of the sources of early Roman history.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

THIRD YEAR.

LATIN.

HONORS.

Examiner: S. ARTHUR MARLING, M.A.

I.

Translate:

Successit vetus his comœdia, non sine multa
Laude; sed in vitium libertas excidit et vim
Dignam lege regi; lex est accepta chorusque
Turpiter obticuit sublato jure nocendi.
Nil intentatum nostri liquere poëtæ.
Nec minimum meruere decus, vestigia Græca
Ausi deserere et celebrare domestica facta,
Vel qui prætextas vel qui docuere togatas.
Nec virtute foret clarisve potentius armis
Quam lingua Latium, si non offenderet unum-
quemque poëtarum limæ labor et mora. Vos, o
Pompilius sanguis, carmen reprehendite, quod non
Multa dies et multa litura coërcuit atque
Perfectum decies non castigavit ad unguem.
Ingenium misera quia fortunatius arte
Credit et excludit sanos Helicone poëtas
Democritus, bona pars non ungues ponere curat,
Non barbam, secreta petit loca, balnea vitat.

HORACE, *Epistles*, II., 3, vv. 281–298.

1. *His, lex, togatas, ad unguem.* Explain and illustrate.

2. Mention the Roman dramatic authors before the time of Horace.

3. v. 294. What different reading and meaning?

4. Distinguish Old, Middle, and New Comedy; and mention the principal authors in each.

II.

Translate:

Objiciet nemo sordes mihi, quas tibi, Tulli,
Quum Tiburte via prætorem quinque sequuntur
Te pueri lasanum portantes œnophorumque.
Hoc ego commodius quam tu, præclare senator,
Millibus atque aliis vivo. Quacunque libido est,
Incedo solus; percontor, quanti olus ac far;
Fallacem circum vespertinumque pererro
Sæpe forum; adsisto divinis; inde domum me
Ad porri et ciceris refero laganique catinum;
Cœna ministratur pueris tribus, et lapis albus
[illegible]cula cum cyatho duo sustinet; adstat echinus
[illegible]is, cum patera guttus, Campana supellex.
Deinde eo dormitum, non sollicitus, mihi quod cras
Surgendum sit mane, obeundus Marsya, qui se
Vultum ferre negat Noviorum posse minoris.
Ad quartam jaceo; post hanc vagor; aut ego lecto
Aut scripto, quod me tacitum juvet, ungor olivo,
Non quo fraudatis immundus Natta lucernis.
Ast ubi me fessum sol acrior ire lavatum
Admonuit, fugio Campum lusumque trigonem.

IBID, *Satires.*

1. *Obeundus Marsya ..... minoris.* What is the meaning?

2. *Quanti, Tiburte via, circum, lecto.* Explain the constructions.

III.

Explain allusions or constructions in the following:

(*a*) Licuit semperque licebit
Signatum præsente nota procudere nomen.

(*b*) Publica materia privata juris erit, si
Nec circa vilem patulumque moraberis orbem;
Nec verbum verbo curabis reddere fidus
Interpres; nec desilies imitator in arctum.

(*c*) Valeat res ludicra, si me
Palma negata macrum, donata reducit opimum.

(*d*) Multa Cicirrus ad hæc; donasset jamne catenam
Ex voto Laribus, quærebat; Scriba quod esset
Deterius nihilo dominæ jus esse.

(*e*) Turgidus Alpinus jugulat dum Memnona, dumque
Defingit Rheni luteum caput, hæc ego ludo
Quæ nec in æde sonent certantia, judice Tarpa,
Nec redeant iterum spectanda theatris.

IV.

Translate, commenting briefly on the words preceded by an asterisk:

Sed vulgus, et magnitudine nimia communium curarum expers populus, sentire paulatim belli mala, conversa in militum usum omni pecunia, intentis alimentorum pretiis: quæ motu Vindicis haud perinde plebem attriverant, secura tum urbe et provinciali bello, quod inter legiones * Galliasque velut externum fuit. Nam ex quo divus Augustus res Cæsarum composuit, procul, et in unius solicitudinem aut decus, populus Romanus bellaverat. Sub Tiberio et Caio tantum pacis adversa rei publicæ pertimuere. Scriboniani contra Claudium incepta simul audita et coërcita. Nero nuntiis magis et rumoribus quam armis depulsus. Tum legiones classesque et, quod raro alias, * prætorianus urbanusque miles in aciem deducti: Oriens Occidensque et quicquid utrinque * virium est, a tergo; si ducibus aliis bellatum foret, longo bello materia. Fuere qui proficiscenti Othoni moras religionemque nondum conditorum * ancilium afferrent. Aspernatus est omnem cunctationem ut Neroni quoque exitiosam: et Cæcina jam Alpes transgressus exstimulabat.

TACITUS, *Histories.*

1. On what countries did Rome mainly depend for its supply of grain? Cite any passages in support of your statement.

2. Give a brief account of the gens, the familia, and the personal career of Galba.

3. Explain the sentences: (*a*) Suscepere duo manipulares imperium P. R. transferendum et transtulerunt. (*b*) Ignarus interim Galba, et sacris intentus, fatigabat alieni jam imperii Deos.

V.

Translate :

Attali legatis—nam ii quoque per id tempus venerant—mandat, ut Aeginæ rex, ubi hibernabat, classem Romanam opperiretur, qua adiuncta bello maritimo, sicut ante, Philippum urgeret. ad Rhodios quoque missi legati, ut capesserent partem belli. nec Philippus segnius—iam enim in Macedoniam pervenerat—apparabat bellum. filium Persea, puerum admodum, datis ex amicorum numero qui ætatem eius regerent, cum parte copiarum ad obsidendas angustias quæ ad Pelagonian sunt mittit. Sciathum et Peparethum, haud ignobiles urbes, ne classi hostium prædæ ac præmio essent, diruit. ad Aetolos mittit legatos, ne gens inquieta adventu Romanorum fidem mutaret.

LIVY, XXXI.

1. Notice, concisely, the persons and places mentioned.

2. Give examples of peculiar grammatical constructions used by Tacitus.

3. Give rules, with examples, for the tenses in oratio obliqua.

pus vener-
oat, classem
o maritimo,
ios quoque
c Philippus
erat—appa-
um, datis ex
, cum parte
Pelagonian
ud ignobiles
sent, diruit.
ta adventu

, XXXI.

mentioned.

nstructions

s in oratio

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

THIRD YEAR.

HYDROSTATICS AND OPTICS.

Examiner: H. P. MILLIGAN, B.A.

1. Define the the term specific gravity, and show how to determine the specific gravity of a solid.

A vessel contains two fluids which do not mix of specific gravities S and $2\ S$ respectively, the depth of the upper fluid being a. A circular lamina of radius a and specific gravity S is immersed, find the area of the portion immersed in the lower fluid.

2. What is the characteristic property of a fluid as regards transmission of pressure.

Distinguish between elastic and inelastic fluids, and state the law connecting the pressure and density of an elastic fluid.

3. Give the rule for finding the vertical pressure and the whole normal pressure of a fluid on the surface of a vessel containing it.

A cylinder of height three feet, radius one foot is filled with water and another cylinder of height one foot radius six inches, is immersed with its axis vertical, and sinks till the middle point of its axis coincides with the middle point of the axis of the first cylinder, find the whole pressure on the second cylinder.

4. Given volumes of known specific gravities are compounded, show how to determine the specific gravity of the compound.

A cube where side is six inches and weighing 50 pounds, is composed of equal volumes of three substances, the specific gravities of two of which are 5 and 7 respectively, find the specific gravity of the third.

5. Describe the condenser and find the density of the air in the receiver after u strokes of the piston.

If the volume of the barrel be $\frac{1}{n}$ th, that of the receiver and the valve between them (without weight), open when the piston has descended through $\frac{1}{r}$th the height of the barrel; find how many strokes have been made.

6. When two fluids meet in a bent tube, the heights of their surfaces above the horizontal plane in which they meet, are inversely as their densities.

Three fluids whose densities are in the ratio of 1, 2, and 3, are placed in a circular tube in the order named, each occupying one-fourth of the tube, the plane of the tube being vertical; find the positions of the fluids.

7. Give the laws of reflection and refraction of light.

Explain the appearance of objects above the surface to an eye under water.

8. Define the geometrical focus of a pencil of rays incident on a spherical reflector; and find the position of the principal focus.

A convergent pencil is incident on a concave spherical reflector at a distance of four inches, and is made to converge to a distance of two inches; find the focal length of the mirror.

9. What is the refracting angle of a prism? Show that a ray passing through a prism denser than the surrounding medium, in a plane perpendicular to the edge, will be turned from the edge.

10. Describe Newton's telescope, tracing the course of a pencil of three rays throught it from a distant object to the eye.

11. Explain the formation of the rainbow, and shew that not more than half the bow can be seen at once.

12. Describe Hadley's sextant, and explain the manner in which it is employed.

und

the

giv
ma

inte

imr
pos

ing
to t
tre
as c
θ th

stra

to t
its
find
gra

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A. AND THIRD YEAR.

HYDROSTATICS AND OPTICS.

HONORS.

Examiner: J. GALBRAITH, B.A.

1. Find the pressure at any point in a fluid in equilibrium under the action of given forces.

Shew that the pressure at any point in a fluid at rest is the same in every direction.

2. In an elastic fluid of variable temperature at rest under given forces, investigate the conditions that the free surface may be a surface of equal density and temperature.

When these surfaces do not coincide, shew that they intersect in the same curve, and find its equations.

3. Define the centre of pressure of a given plane area immersed in a fluid at rest under given forces, and find its position.

A mass of elastic fluid of equable temperature, extending indefinitely in all directions from a given point, is attracted to that point by a force, varying as the distance; find the centre of pressure of the sector of a circle about the given point as centre, P being the pressure at the centre, a the radius, and θ the angle of the sector.

4. A body floats in a heavy fluid under the action of constraining forces, determine the conditions of equilibrium.

A spherical balloon of given radius and weight is attached to the ground by a heavy, fine, elastic cord of given density in its unstretched state, exerting a given tension at its lower end, find the position of equilibrium of the balloon, temperature and gravity being constant.

5. A mass of air being suddenly compressed or dilated, find the changes of pressure and temperature.

Shew clearly that your method of investigation is compatible with the experimental result; that the co-efficient connecting the condensation with the *change* of temperature is a function of the temperature.

6. Obtain a formula by means of which the difference in height of two places may be ascertained by the barometer.

The upper part of a vertical barometer tube has a sectional area b^2, the lower part an area a^2; both parts are partially occupied by the mercury, which is prevented from running out by the pressure of the atmosphere on a small disc sliding in the tube in contact with the mercury. A given volume of air of atmospheric pressure is admitted into the vacuum, yet so as not to entirely empty the upper portion of mercury. Determine the tension of this air, having given the original position of the upper surface of the mercury.

7. Find the illumination at any point of a surface illuminated by a given surface of uniform brightness.

The sky being clouded in such a manner that its brightness varies as the zenith distance. ($\mu\,\theta$) Shew that the intensity of the illumination of a horizontal plane, at the point occupied by the observer is $\frac{\pi^2\mu}{4}$

8. When a pencil is incident directly on a spherical reflecting surface, find the point where the direction of a given ray after reflection cuts the axis.

Prove the theorem upon which the validity of your method of approximation depends.

9. A small pencil is incident obliquely on a plane refracting surface, to find the distance of the focal lines from the point of incidence of the axis.

An eye in a given position under water, sees through a small tube inclined to the vertical at a given angle and entirely submerged, a small portion of the mast of a vessel moving with a given velocity in the vertical plane through the tube. Taking the primary focus for the image seen by the eye, find its velocity and also the distance of the image corresponding to a given distance of the mast and the part of the mast which is seen at that distance.

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

Shew how to determine, practically, the focal lengths of convex and concave lenses of inconsiderable thickness.

11. Trace a pencil of three rays through Gregory's telescope fitted with Ramsden's eyepiece, and find the magnifying power.

Why cannot Huyghen's eyepiece be used in a transit instrument?

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

THIRD YEAR.

MODERN GEOMETRY.

HONORS.

Examiner: H. P. MILLIGAN, B.A.

1. Find the co-ordinates of the centre of the conic represented by the general equation of the second degree, and find the condition that it may represent a parabola.

Find the co-ordinates of the foci and the equations to the directrices of the curve $ax^2 + bx^2 + 2cxy = 1$, and deduce the condition that it may represent a circle.

2. Interpret the equation $\alpha - \kappa\beta = 0$.

Find the equation to the line passing through the vertex C of a triangle such that the ratio of the perpendiculars from any point in it on the lines through C bisecting and perpendicular to the base respectively, is $\cot \frac{1}{2}(A + B.)$

3. Interpret the constants in the equation

$$l\alpha + m\beta + n\gamma = 0.$$

Form the equation to the line passing through the vertex of the triangle of reference and bisecting the perpendicular from one of the other angles upon the opposite side.

4. Deduce the harmonic properties of a complete quadrilateral.

Prove that the points of bisection of the three diagonals lie in a straight line.

5. Find the locus of a point such that the feet of the perpendiculars from it on the sides of a triangle lie in the same straight line.

6. Interpret the equation $\alpha\gamma = \kappa\beta\delta$, and find the condition that it may represent a circle.

Form the equation to the circle circumscribing the triangle formed by joining the middle points of the sides of the triangle of reference.

7. Find the condition that the lines $l\alpha + m\beta + n\gamma = 0$, $l_1\alpha + m_1\beta + n_1\gamma = 0$ shall be parallel.

Two circles intersect, prove that two of the chords joining the extremities of any two common chords through the points of intersection of the circles are parallel,

8. Interpret the equation $L^2 + M^2 - N^2 = 0$.

Two conics have a common focus, prove that two of their chords of intersection pass through the intersection of their directrices.

9. Explain the method of reciprocal polars.

Reciprocate the following theorems :

(1) The opposite angles of any quadrilateral inscribed in a circle are together equal to two right angles.

(2) The angle made by a tangent to a circle with any chord through the point of contact is equal to the angle in the alternate segment.

(3) If a circle is described about a triangle ABC, and tangents to the circle at B, C, meet in A', and through A' is drawn a straight line meeting AC, AB, in the points B', C', BB', CC' will intersect on the circle.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

THIRD YEAR.

EQUATIONS AND CALCULUS.

HONORS.

Examiner: H. P. MILLIGAN, B.A.

1. Investigate the relations between the roots and the coefficients of the equation:

$$x^n + p^1 x^{n-1} + \ldots\ldots\ldots\ldots + p^n = 0$$

Find the sum of the reciprocals of the squares of the roots of the equation:

$$x^3 + 3x^2 - 5x - 18 = 0$$

2. Investigate a method for determining a superior limit to the positive roots of an equation.

Find limits to the roots of the equation:

$$x^5 - 5x^4 + 18x^3 - 40x^2 + x + 1 = 0$$

3. Give Cardan's method for the solution of a cubic equation.

Find the roots of the equation:

$$x^5 + 2x^3 - 40x^2 - 24x + 160 = 0$$

4. State and prove Sturm's theorem. Apply it to find the number of real roots of the equation:

$$3x^4 + x + 5 = 0$$

5. Investigate Horner's method of determining the real roots of an equation.

Approximate to the real roots of the equation:

$x^3 + 4x^2 - 20x - 81 = 0$, which lies between 4 and 5.

6. Define a symmetrical function of any number of quantities.

Show how to express the sums of the powers of the roots of an equation in terms of the co-efficients.

Find the value of $\Sigma(\alpha + \beta)^2$ where α, β, γ, &c., are the roots of the equation $x^n + p_1 x^{n-1} + \ldots\ldots\ldots + p^n = 0$.

7. Change the order of integration in

$$\int_0^a \int_{-\frac{b}{a}\sqrt{a^2-x^2}}^{\sqrt{a^2-x^2}} V dy dx$$

Find the area included between an ellipse and the auxiliary circle.

8. Show how to transform $\iint x dx dy$ into one involving only u, v having given

$$\frac{x}{y} = u, \; x - y = v$$

9. Prove $\frac{d}{dc}\int_b^a f(x, c)\, dx = \int_b^a \frac{d}{dc} f(x, c)\, dx$.

What limitation is necessary?

10. Evaluate the following integrals:

$$\int_0^\infty \left(1 + \frac{x^2}{n}\right)^{-n} dx, \qquad \int_0^\pi \frac{dx}{a + b\cos x},$$

$$\int_0^\infty e^{-ax^2} dx \qquad \int_0^\pi \frac{\cos rx}{1 + e\cos x} dx.$$

11. Find the limit when n is infinite of

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

T

1. Disti
representa
tuitions o

2. Give
and Hami

3. State
perties of

4. In
consist?
show how

5. Why
categories

University of Toronto.

ANNUAL EXAMINATIONS: 1873

SECOND YEAR.

LOGIC.

HONORS.

Examiner: W. H. RENNELSON, M.A.

THOMSON'S LAWS OF THOUGHT.

1. Distinguish clearly *intuitions* and *conceptions*. "Are representations of the imagination to be considered intuitions or conceptions?" Discuss.

2. Give an account of the discussion between Thomson and Hamilton regarding the judgments η and ω.

3. State the canon of mediate inference, and the properties of syllogism arising out of it.

4. In what does the Philosophic Criterion of truth consist? State the four principal criteria of logicians, and show how far they are valuable.

5. Why does Thompson object to Aristotle's table of categories? What does he propose to substitute?

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A. AND THIRD YEAR.

SOLID GEOMETRY.

HONORS.

Examiner: H. P. MILLIGAN, B.A.

1. Find the angle between two lines whose direction cosines are given.

Find the angle between the lines

(1) $x + y + z = 3.$ $x + 2y - z = 2.$	(2) $x + 2y + 2z = 4.$ $x - 2y + z = 3.$

2. Find the perpendicular distance of a given point from a given straight line.

Deduce analytically from the result that if the perpendicular distance is zero, the given point lies in the straight line.

3. The equation of a cone of the second degree whose vertex is origin is homogeneous.

Show that any plane passing through the vertex intersects the cone in two straight lines real or imaginary, and find the angle between those lines.

Prove that the tangent plane at any point passes through the vertex.

4. Find the equation to the ellipsoid referred to its centre and axes.

Show how to generate the surface

$$\frac{x^2}{a^2} + \frac{y^2}{b^2} + \left(\frac{x^2}{a^2} - \frac{y^2}{b^2}\right)\frac{z^2}{c^2} + \frac{z^4}{c^4} = 1.$$

5. Find the area of the section of the ellipsoid

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

made by the plane $lx + my + nz = p$.

Prove that the areas of sections made by planes at equal distances from the centre and respectively parallel to tangent planes at equal distances from the centre are equal.

6. Find the equation to the tangent plane at any point of the surface $F.(x, y, z,) = 0$.

Find the equation to the tangent plane to an ellipsoid, which is at equal distances from the extremities of the three semiaxes.

7. Find the envelope of the tangent planes to an ellipsoid which pass through a given point.

An enveloping cone is drawn to the surface—

$\frac{x^2}{a^2} + \frac{y^2}{b^2} + \frac{z^2}{c^2} = 1$ with its vertex at the point $h, 0, 0,$

Find the area of the sphere passing through the curve of contact and the vertex of the cone.

8. Find the equation to the osculating plane at a given point of a curve.

Find the equation to the osculating plane at any point of the curve.

$$x + y + z = 1, \; ax^2 + by^2 + cz^2 = 1.$$

9. Show how to find the equation to the envelope of a series of intersecting surfaces.

Apply this method to find the equation to the enveloping cone of an ellipsoid.

10. Find those normal sections at a given point of a surface in which the radii of curvature are greatest and least.

1

angl
of th
will
with

3
a rig

redu
a giv
abou

they
that
resul

3

circl
plan
lami
mete
that
grea
desc

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A. AND THIRD YEAR.

STATICS AND DYNAMICS.

HONORS.

Examiner: J. GALBRAITH, B.A.

1. State and prove the parallelogram of couples.

Two given couples whose planes intersect at a given angle ϕ act on a rigid body, find the moment and the envelope of the plane of a third couple which when applied to the body will turn the plane of the resultant couple through an angle θ without altering its magnitude.

3. To find the resultants of any number of forces acting on a rigid body in any directions.

A set of forces in one plane acting on a rigid body are reducible to a couple $\Sigma\,(Yx - Xy)$ and a resultant force R at a given origin: shew that if the forces be turned in this plane about their points of application through an angle

$$\tan^{-1}\frac{\Sigma\,(Xy - Yx)}{\Sigma\,(Xx + Yy)}$$

they will reduce to a single resultant force R—, hence shew that the *centre* of this set of forces is in the line of the new resultant at a distance from the former origin

$$\frac{1}{R}\sqrt{\left\{\Sigma\,(Xy - Yx)\right\}^2 + \left\{\Sigma\,(Xx + Yy)\right\}^2}$$

3. State and prove Guldin's properties.

The centre of a circular lamina of radius r revolves in a circle about a fixed point with uniform angular velocity in a plane perpendicular to the plane of the lamina, while the lamina revolves with the same angular velocity about the diameter perpendicular to the plane of motion of the centre, shew that the solid thus generated in a revolution is equal to the greatest solid generated by an area $2r^2$ whose centre of gravity describes the same circle.

4. A flexible inextensible string is stretched in equilibrium over a given smooth curve under the action of given forces in the plane of the curve. Determine the tension and the pressure at a given point.

Such a string of length equal to $\frac{1}{2}$ the perimeter of a given smooth rigid ellipse is placed on the ellipse and attracted to its centre by a force varying as the distance. Shew that there is only one position of equilibrium, and find the greatest tension. Shew that if the string could resist compression it would have another position of equilibrium, and the greatest tension would be the same as before.

5. State the principle of virtual velocities, and examine what forces may be neglected in forming the equation if the hypothetical displacements are consistent with the geometrical relations of the system.

Deduce from this principle the six equations of equilibrium.

6. Shew clearly that $\frac{ds}{dt}$ always represents the whole velocity of a particle, while $\frac{dv}{dt}$ represents its whole acceleration in only one case, d denoting total differentiation. Obtain the expressions for the radial and transversal accelerations of a particle moving in one plane. Find the normal and *transversal* components of the acceleration.

7. Shew in general how to find the forces which act on a particle that it may describe a given curve in a given manner.

Find the force under which a particle will describe the common catenary with a given uniform horizontal velocity. Also the position, velocity, and direction of motion at a given time.

8. In central orbits prove the following:

$$\frac{d\,u}{d\,\theta^2} + u - \frac{p}{h^2 u^2} = 0 \qquad \frac{v\,d\,v}{d\,t} + \frac{p\,d\,r}{d\,t} = 0$$

$$\frac{d\,\theta}{d\,t} = h u^2 \qquad P = \frac{h^2}{p^3}\frac{dp}{dr}$$

$$v^2 = h^2 \left\{ u^2 + \left(\frac{d\,u}{d\,\theta}\right)^2 \right\}$$

Shew that in an orbit round a centre of force, varying as any power of the distance, there cannot be more than two different apsidal distances.

9. Integrate the equation $\frac{d^2s}{dt^2} = g - kv^2$, representing the motion of a particle in a resisting medium under the action of a constant force.

Does this equation properly represent the motion of translation of a heavy body falling through air, admitting the resistance to vary as $(vel)^2$? If not, form the proper equation, and determine the *terminal* velocity by inspection.

10. Having given the circumstances of motion at an assigned point, determine the elements of the orbit, the force being towards a fixed point and varying as the distance.

A centre of attractive force varying as the distance exists at one extremity of a diagonal of a given rectangle; this diagonal is divided so that the square on the segment next the centre of force is equal to half the square on the diagonal, from the point of section a particle is projected parallel to the other diagonal with the velocity due to half its distance from the centre of force. Find the orbit.

1.
lengt
motic
point
dens
wher

2.
ellipt
the d
focal

proje
a cir

3.
throu
right
the fl
of ur
equil

angle

of th

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

THIRD YEAR AND CANDIDATES FOR B.A.

PROBLEMS.

HONORS.

Examiners: { J. GALBRAITH, B.A.
H. P. MILLIGAN, B.A.

1. A given pull is applied to a cylindrical rod of given length and mass, at one end, causing a uniformly accelerated motion in the direction of its length. Find the tenacity at any point and its law of variation that the rod may just cohere, the density at a distance x from the forward end being $\mu\ (x + 1)$ where μ is a constant.

2. A particle is placed on the external surface of a smooth elliptical ring, and attracted to the foci by forces varying as the distance. Shew that in its position of equilibrium, the local distances are inversely as the absolute forces.

Find the velocity and direction with which it must be projected from its position of equilibrium, that it may describe a circle.

3. A segment of a paraboloid of revolution made by a plane through its focus perpendicular to its axis, is surmounted by a right circular cylinder of height h, whose base coincides with the flat surface of the paraboloid; the whole being solid and of uniform density, will rest on a horizontal table in stable equilibrium when the axis is inclined to the vertical at an angle $\theta = \tan^{-1}\sqrt{\dfrac{h^2 - 2ah - \frac{1}{3}a^2}{a(a+2h)}}$, $4a$ being the latus rectum of the generating parabola.

4. If f_1, f_2 be the focal lengths of two thin lenses of the same substance on the same axis, a the distance between them, ω the dispersive power of the substance; shew that if a pencil of parallel rays be refracted through the combination the latter cannot be achromatic for any two colours unless

$$\omega > \frac{a+f_1}{a}\left\{1+\frac{(a+f_1)^2}{f_1 f_2}\right\}.$$

5. A ray of common light is refracted through a prism in a principal plane, so that the dispersion is a minimum; shew that

$$\sin(\iota-\phi^1) = \frac{1}{\mu}\sqrt{\frac{1}{2}\left\{1-\frac{\cos\iota}{\cos(\iota-2\phi^1)}\right.}$$

ϕ^1 being the angle of refraction at the first surface for the colour whose refraction index is μ and ι the refracting angle of the prism.

6. If a shaft be supposed sunk to the centre of the earth, find expressions for the pressure of the atmosphere at the bottom and the least pressure of the external atmosphere in terms of the pressure and the force of gravity at the surface, the temperature being supposed constant, and the earth and atmosphere at rest.

Shew that the point where the pressure is the geometrical mean of the above pressures is situated at a distance of $\frac{1}{3}$ the earth's radius above its surface.

7. A solid homogeneous cone floats in a bowl of water with axis vertical and vertex down in unstable equilibrium; the whole is placed in the receiver of an air pump, and after n strokes the equilibrium becomes neutral; if σ be the sp. gr. of water, that of air being unity, h the height of the cone, $2a$ its vertical angle, p : 1 the ratio of the effective capacity of the receiver to the sum of the effective capacities of receiver and pump, shew that the depth of the vertex below the surface of the water originally was

$$h\left\{\frac{\cos^6 a\,(\sigma-p^n)-(1-p^n)}{\sigma-1}\right\}^{1/3}$$

8. Two ellipses have a common focus and two common tangents are drawn intersecting in P, from any point Q in one of the common tangents a tangent is drawn to each of the ellipses, and these produced meet another common tangent in L and M. Prove that $L\,M$ subtends a constant angle at one of the foci.

9. An ellipse is inscribed in a quadrilateral, one of its foci being in a diagonal of the quadrilateral. Prove that two of the chords of contact intersect on the directrix.

10. Prove

$$\int_{\frac{3\pi}{4}}^{\frac{\pi}{4}} \left\{ (1 + \tan^2 x)\, \phi\, (\tan x) + (1 + \cot^2 x)\, \phi\, (\cot x \right\} dx = 0.$$

11. A straight line is drawn terminated by the curves

$$\frac{x^2}{a^2} + \frac{z^2}{c^2} = 1\ ;\ y = 0$$

$$\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1\ ;\ z = 0$$

and moves parallel to the plane of $y\ z$, find the locus of its middle point.

12. Find the condition that the line

$$\frac{x}{a} + \frac{y}{b} + \frac{z}{c} = 0 : l x + m y + n z = p$$

may be a normal to the ellipsoid

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

13. A beam, of length $2l$, weight W, rests with one extremity on a rough horizontal plane, the other end suspended by a chain, of length $2l$, from a point at a distance of $3l$ above the plane; find the limiting positions of equilibrium.

14. A conical vessel is filled with water, and a heavy ball placed in its mouth; find the radius of the ball that the quantity of water expelled may be a maximum.

15. Two conics, having a common focus, touch internally at the point P, and any straight line is drawn meeting the conics in L, M prove that the tangents at L, M, intersect on a common chord of the conics.

16. A person standing at a distance of thirty feet from a house of width forty feet, height to the eaves thirty feet, and a roof of pitch 30°, throws a small stone in a plane perpendicular to the side of the house, so that it strikes the roof at its lowest point; find the least velocity of projection such that the stone passes over the house, and find where it strikes the ground on the other side.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

THIRD YEAR.

FRENCH.

Examiner: REV. JAMES ROY, M.A.

Subject for composition: *L'Education.*

*** Not to be less than thirty lines.

I.

Translate:

Tu vois mon trouble; apprends ce qui le cause,
Et juge s'il est temps, ami, que je repose.
Tu te souviens du jour qu'en Aulide assemblés
Nos vaisseaux par les vents semblaient être appelés.
Nous partions; et déjà, par mille cris de joie,
Nous menacions de loin les rivages de Troie.
Un prodige étonnant fit taire ce transport:
Le vent qui nous flattait nous laissa dans le port.
Il fallut s'arrêter; et la rame inutile
Fatigua vainement une mer immobile.
Ce miracle inouï me fit tourner les yeux
Vers la divinité qu'on adore en ces lieux:
Suivi de Ménélas, de Nestor, et d'Ulysse,
J'offris sur ses autels un secret sacrifice.
Quelle fut sa réponse! et quel devins-je, Arcas,
Quand j'entendis ces mots prononcés par Calchas:

RACINE, *Iphigénie,* Act I., Sc. i.

1. Who is supposed to speak these words?

2. *te souviens.* What is the difference of construction between *se souvenir* and *se rappeler?*

3. *Vers.* Distinguish from *envers.*

4. *Quel devins-je.* (*a*) Give this in more modern French. (*b*) Translate: What will become of that boy? He has become a doctor. She has become a very celebrated authoress.

5. State the different opinions held as to the fate of Iphigenia.

Translate:

Dans les champs phrygiens les effets feront foi
Qui la chérit le plus ou d'Ulysse ou de moi:

Acte I., Sc. ii.

1. *phrygiens.* Give rule for writing proper adjectives with capitals.

2. *d'Ulysse, de moi.* Explain *de.*

Translate:

Avez-vous pu penser qu'au sang d'Agamemnon
Achille préférât une fille sans nom,
Qui de tout son destin ce qu'elle a pu comprendre,
C'est qu'elle sort d'un sang qu'il brûle de répandre?

Acte II., Sc. v.

1. *préférât.* Why this mood? Why this tense?

2. *Qui.* Parse this.

II.

Translate:

Le sublime ne peut se trouver que dans les grands sujets. La poésie, l'histoire, et la philosophie ont toutes le même objet, et un très-grand objet: l'homme et la nature. La philosophie décrit et dépeint la nature; la poésie la peint et l'embellit; elle peint aussi les hommes, elle les agrandit, elle les exagére; elle crée les héros et les dieux; l'histoire ne peint que l'homme, et le peint tel qu' il est; ainsi le ton de l'historien ne deviendra sublime que quand il fera le portrait des plus grands hommes, quand il exposera les plus grandes actions, les plus grands mouvements, les plus grandes révolutions, et partout ailleurs il suffira qu'il soit majestueux et grave.

Le ton du philosophe pourra devenir sublime toutes le fois qu'il parlera des lois de la nature, des êtres en général, de l'espace, de la matière du mouvement et du

temps, de l'âme, de l'esprit humain, des sentiments, des passions ; dans le reste, il suffira qu'il soit noble et élevé. Mais le ton de l'orateur et du poëte, dès que le sujet est grand, doit toujours être sublime, parce qu'ils sont les maîtres de joindre à la grandeur des sujets autant de couleur, autant de mouvement, autant d'illusion qu'il leur plaît, et que, devant toujours peindre et toujours agrandir les objets, ils doivent aussi partout employer toute la force et déployer toute l'étendue de leur génie.

ANTONIN ROCHE, *Buffon.*

III.

FRENCH LITERATURE, (DEMOGEOT.)

1. State the influences on French literature of *L'hôtel de Rambouillet.*

2. Who was *Arthénice?* Describe her character.

3. Give, from the life of Corneille, two instances in which popular taste proved itself superior to pedantry and affectation.

4. Compare the characters represented in the plays of Shakespeare with those of Corneille.

5. "*O chair!*" "*O idée!*" Explain the bearing of these expressions on the philosophical systems of their respective authors.

6. Give an account of the Abbey of Port Royal.

7. Into what classes may the tragedies of Racine be divided ?

8. Into what periods may the literary career of Boileau be divided ?

9. Which of Boileau's Satires is most commended ?

10. Which are called "*trois froides satires*"?

11. At what age did the genius of *La Fontaine* ripen ?

12. What is the leading principle of the philosophy of *La Rochefoucauld?*

13. What work is called "*l'Athalie du théâtre comique*"?

14. "*Courage, Molière, voilà la bonne comédie!*" On what occasion were these words used ?

15. Describe the countenance of Molière.

Tra

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

THIRD YEAR.

FRENCH.

HONORS.—FIRST PAPER.

Examiner: REV. JAMES ROY, M.A.

I.

Translate:

La cour est comme un édifice bâti de marbre; je veux dire qu'elle est composée d'hommes fort durs, mais fort polis.

L'on va quelquefois à la cour pour en revenir, et se faire par là respecter du noble de sa province, ou de son diocésain.

Un vieil auteur, et dont j'ose rapporter ici les propres termes, de peur d'en affaiblir le sens par ma traduction, dit que *s'elongner des petits, voir de ses pareils, et iceulx vilainer et dépriser; s'accointer de grands et puissants en tous biens et chevances, et en cette leur cointise et privauté estre de tous ebats, gabs, mommeries, et vilaines besoignes; estre eshonté, saffrannier et sans point de vergogne; endurer brocards et gausseries de tous chacuns, sans pour ce feindre de cheminer en avant, et à tout son entregent engendre heur et fortune.*

Que d'amis, que de parents naissent en une nuit au nouveau ministre! Les uns font valoir leurs anciennes liaisons, leur société d'études, les droits du voisinage; les autres feuillettent leur généalogie, remontent jusqu'à un trisaïeul, rappellent le côté paternel et le maternel: l'on veut tenir à cet homme par quelque endroit, et l'on dit plusieurs fois le jour que l'on y tient;

on l'imprimerait volontiers : *C'est mon ami, et je suis fort aise de son élévation ; j'y dois pendre part, il m'est assez proche.* Hommes vains et dévoués à la fortune, fades courtisans, parliez-vous ainsi il y a huit jours ? Est-il devenu, depuis ce temps, plus homme de bien, plus digne du choix que le prince en vient de faire ! Attendiez-vous cette circonstancce pour le mieux connaître !

LABRUYÈRE, *De La Cour*, pp. 121, 145, 146.

1. What figure is employed in the first sentence ?

2. *vieil.* Give all the forms of this word, and state when each is used.

3. *auteur.* Who is this supposed to have been ?

4. Write notes on *s'elongner, s'accointer, saffrannier, à tout.*

5. *trisaïeul.* Give the equivalent Latin term.

II.

Translate :

Il coûte si peu aux grands à ne donner que des paroles, et leur condition les dispense si fort de tenir les belles promesses qu'ils vous ont faites, que c'est modestie à eux de ne promettre pas encore plus largement.

Une froideur ou une incivilité qui vient de ceux qui sont au-dessus de nous nous les fait haïr ; mais un salut ou un sourire nous les réconcilie.

DesGrands, pp. 161, 163.

1. *Nous les reconcilie.* Give this in another form.

2. Write, in French, a short criticism on the style of *La Bruyère.*

III.

C'est donc ici d'Esther le superbe jardin,
Et ce salon pompeux est le lieu du festin ?
Mais tandis que la porte en est encor fermée,
Ecoutez les conseils d'une épouse alarmée.
Au nom du sacré noeud qui me lie avec vous,
Dissimulez, seigneur, cet aveugle courroux ;
Eclaircissez ce front où la tristesse est peinte :
Les rois craignent surtout le reproche et la plainte.
Seul entre tous les grands par la reine invité,

Ressentez donc aussi cette félicité.
Si le mal vous aigrit, que le bienfait vous touche.
Je l'ai cent fois appris de votre propre bouche :
Quiconque ne sait pas dévorer un affront,
Ni de fausses couleurs se déguiser le front,
Loin de l'aspect des rois qu'il s'écarte, qu'il fuie !
Il est des contre-temps qu'il faut qu'un sage essuie :
Souvent avec prudence un outrage enduré
Aux honneurs les plus hauts a servi de degré.

RACINE, *Esther*, Acte III. Sc. i.

1. State the origin of this play.

2. What passion is excluded from it.

3. What other play of *Racine* resembles *Esther* in this respect ?

4. What is the relation of this play to the rule of the "Three Unities" ?

5. Mark the scansion of the first, third, and sixth lines. What measure is this ?

6. Write a note on the word *Ressentez*.

7. *contre-temps*. Give rule for forming plural of compound nouns.

IV.

BAJAZET.

Translate :

Non, vous ne verrez point cette fête cruelle,
Plus vous me commandez de vous être infidèle,
Madame, plus je vois combien vous méritez
De ne point obtenir ce que vous souhaitez,
Quoi ! Cet amour si tendre, et né dans notre enfance,
Dont les feux avec nous ont crû dans le silence ;
Vos larmes, que ma main pouvait seule arrêter ;
Mes serments redoublés de ne vous point quitter :
Tout cela finirait par une perfidie ?
J'épouserais, et qui ? s'il faut que je le die,
Une esclave attachée à ses seuls intérêts,
Qui présente à mes yeux les supplices tout prêts,
Qui m'offre ou son hymen, ou la mort infaillible,
Tandis qu'à mes périls Atalide sensible,
Et trop digne du sang qui lui donna le jour,
Veut me sacrifier jusques à son amour ?
Ah ! qu'au jaloux sultan ma tête soit portée,
Puisqu'il faut à ce prix qu'elle soit rachetée.

ATALIDE.

Seigneur, vous pourriez vivre, et ne me point trahir.

BAJAZET.

Parlez. Si je le puis, je suis prêt d'obéir.

RACINE, *Bajazet*, Acte II. Sc. V.

1. Write, in French, an account of the leading incidents of this play.

2. *épouserais.* Distinguish between *épouser*, *marier*, and *se marier*.

3. *hymen.* How is this pronounced ?

4. Writes notes on *qui je le die*, *jusques*, *prêt de*.

5. Describe the character of *Acomat*.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

THIRD YEAR.

FRENCH.

HONORS: SECOND PAPER.

Examiner: REV. JAMES ROY, M.A.

I.

Translate:

Et je prise bien moins tout ce que l'on admire
Qu'une vieille chanson que je m'en vais vous dire.

Si le roi m'avait donné
Paris sa grand'ville,
Et qu'il me fallût quitter
L'amour de ma mie,
Je dirais au roi Henri:
Reprenez votre Paris;
J'aime mieux ma mie, ô gué!
J'aime mieux ma mie!

La rime n'est pas riche, et le style en est vieux.
Mais ne voyez-vous pas que cela vaut bien mieux
Que ces colifichets dont le bon sens murmure,
Et que la passion parle là toute pure?

MOLIÈRE, *Le Misanthrope, Acte I., Sc.* 2.

Je ne sais point jouer les hommes en parlant;
Et qui n'a pas le don de cacher ce qu'il pense
Doit faire en ce pays fort peu de résidence.
Hors de la cour, sans doute, on n'a pas cet appui,
Et ces titres d'honneur qu'elle donne aujourd'hui;
Mais on n'a pas aussi, perdant ces avantages,

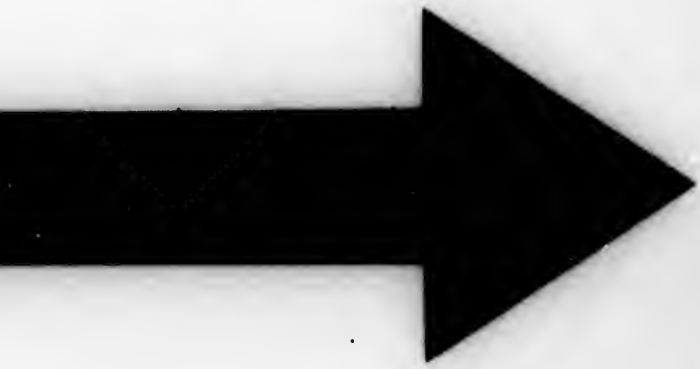
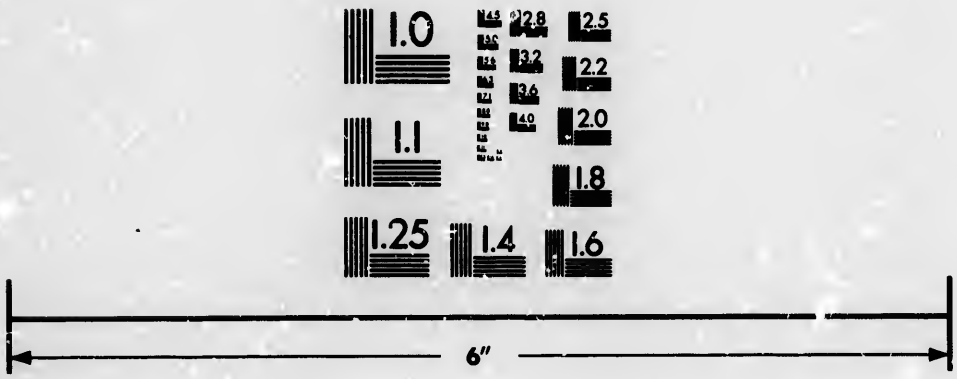
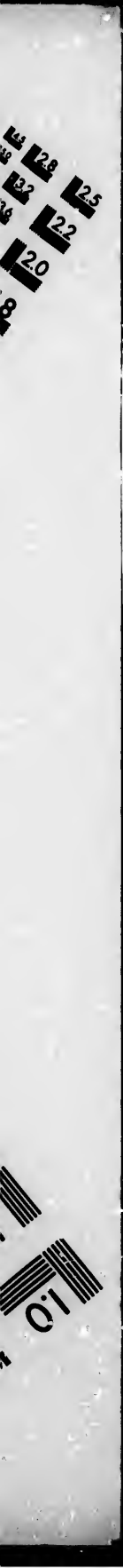


IMAGE EVALUATION
TEST TARGET (MT-3)



Photographic Sciences Corporation

23 WEST MAIN STREET
WEBSTER, N.Y. 14580
(716) 872-4503


2.8
2.5
3.2
2.2
3.6
2.0
1.0

Le chagrin de jouer de fort sots personnages.
On n'a point à souffrir mille rebuts cruels;
On n'a point à louer les vers de messieurs tels,
A donner de l'encens à madame une telle,
Et de nos francs marquis essuyer la cervelle.

Ibid, Acte III., Sc. 7.

1. Who speaks here? What is the occasion of the first extract?

2. *l'on.* What part of speech is *l'* here? Prove this from the history of the language. After what words is it used before *on*?

3. *grand'ville.* Give the reason, from the relation of French to Latin, why *grand* is used instead of *grande.* State the origin of the apostrophe here used.

4. *cruels, tels; telle, cervelle.* Distinguish between male and female rhymes. What rule of French poetry is here violated?

5. *toute pure.* What part of speech is *toute*?

6. Write, in French, a short description of the character of *Molière.*

II.

Translate:

"N'en doutez point, leur dit ce savant canoniste,
Ce coup part, j'en suis sûr, d'une main janséniste.
Mes yeux en sont témoins: j'ai vu moi-même hier
Entrer chez le prélat le chapelain Garnier.
Arnauld, cet hérétique ardent à nous détruire,
Par ce ministre adroit tente de le séduire.
Sans doute il aura lu dans son saint Augustin,
Qu'autrefois saint Louis érigea ce lutrin.
Il va nous inonder des torrents de sa plume;
Il faut pour lui répondre ouvrir plus d'un volume.
Consultons sur ce point quelque auteur signalé,
Voyons si des lutrins Bauni n'a point parlé.
Etudions enfin, il en est temps encore:
Et pour ce grand projet, tantôt dès que l'Aurore
Rallumera le jour dans l'onde enseveli,
Que chacun prenne en main le moelleux Abéli."
Ce conseil imprévu de nouveau les étonne:
Surtout le gras Evrard d'epouvante en frissonne.
"Moi, dit-il, qu'à mon âge, écolier tout nouveau,
J'aille pour un lutrin me troubler le cerveau?
O le plaisant conseil!"

BOILEAU, *Le Lutrin.*

III.

Translate :

Phillippie, qui, dans le commencement de son règne s'était attiré l'amour et la confiance des Grecs par sa modération, changea tout à coup : il devint un cruel tyran dans un temps où il aurait dû être juste par politique et par ambition. Il voyait, quoique de loin, les Carthaginois et les Romains, dont les forces étaient immenses ; il avait fini la guerre à l'avantage de ses alliés, et s'était réconcilié avec les Etoliens. Il était naturel qu'il pensât à unir toute la Grèce avec lui pour empêcher les étrangers de s'y établir ; mais il l'irrita au contraire par de petites usurpations, et s'amusant à discuter de vains intérêts quand il s'agissait de son existence, par trois ou quatre mauvaises actions il se rendit odieux et détestable à tous les Grecs.

Les Etoliens furent les plus irrités, et les Romains, saisissant l'occasion de leur ressentiment, ou plutôt de leur folie, firent alliance avec eux, entrèrent dans la Grèce et l'armèrent contre Philippe.

Ce prince fut vaincu à la journée des Cynocéphales, et cette victoire fut due en partie à la valeur des Etoliens. Il fut si fort consterné qu'il se réduisit à un traité qui était moins une paix qu'un abandon de ses propres forces : il fit sortir ses garnisons de toute la Grèce, livra ses vaisseaux, et s'obligea de payer mille talents en dix années.

MONTESQUIEU, *G. et D. des Romains.*

1
the

2
pri

3
sen

4
sub

5

6
the

7
to t

8
wit

9
lett
wri

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

THIRD YEAR.

GERMAN.

Examiner: J. E. GRAHAM, M.D.

I.

GRAMMATICAL QUESTIONS.

1. What classes of verbs do not take the augment *ge* in the past participle. Give examples.

2. What is the difference in construction between a principal and a dependent sentence.

3. Under what circumstance is the order of the principal sentence inverted.

4. What is meant by the strong and weak declensions of substantives? Give examples.

5. In what cases is the article used before proper names.

6. Enumerate the demonstrative pronouns. How are they declined?

7. Into what classes may adverbs be divided according to their form? Give examples.

8. Give the different meanings of the preposition *über*, with examples.

9. Translate, "You might (or could) have read the letter." He might have gone." "You ought to have written your exercise." Give rules.

II.

Translate:

Johanna.

Du nennst mich eine Zauberin, gibst mir Künste
Der Hölle Schuld — Ist Frieden stiften, Haß
Versöhnen ein Geschäft der Hölle? Kommt
Die Eintracht aus dem ew'gen Pfuhl hervor?
Was ist unschuldg, heilig, menschlich gut,
Wenn es der Kampf, nicht ist um's Vaterland?
Seit wann ist die Natur so mit sich selbst
Im Streite, daß der Himmel die gerechte Sache
Verläßt, und daß die Teufel sie beschützen?
Ist aber das, was ich dir sage, gut,
Wo anders als von oben konnt' ich's schöpfen?
Wer hätte sich auf meiner Schäfertrift
Zu mir gesellt, das kind' sche Hirtenmädchen
In königlichen Dingen einzuweih'n?
Ich bin vor hohen Fürsten nie gestanden,
Die Kunst der Rede ist dem Munde fremd.
Doch jetzt, da ich's bedarf, dich zu bewegen,
Besitz' ich Einsicht, hoher Dinge Kunde,
Der Länder und der Könige Geschick
Liegt sonnenhell vor meinem Kindesblick,
Und einem Donnerkeil führ' ich im Munde

Burgund.

Wie wird mir? Wie geschieht mir? Ist's ein Gott,
Der mir das Herz im tiefsten Busen wendet?
— Sie trügt nicht, diese rührende Gestalt!
Nein, nein! Bin ich durch Zaubers Macht geblendet,
So ist's durch eine himmlische Gewalt;
Mir sagt's das Herz, sie ist von Gott gesendet.

Johanna.

Er ist gerührt, er ist's! Ich habe nicht
Umsonst gefleht; des Zornes Donnerwolke schmilzt
Von seiner Stirne thränenthauend hin,
Und aus den Augen, Friede strahlend, bricht
Die goldne Sonne des Gefühls hervor.
— Weg mit den Waffen — drücket Herz an Herz —
Er weint, er ist bezwungen, er ist unser!

SCHILLER, *Jungfrau von Orleans*, Act ii., Scene 10.

1. *Ist Frieden stiften, Hass versöhnen ein Geschäft der Hölle?* Explain the construction.

2. *Und dass die Teufel sie beschützen.* What does the *sie* stand for?

3. Conjugate *nennen, dürfen, geschehen, senden, schmelzen, bezwingen, geben.*

4. Give the genders of the following: *Hass, Geschäft, Pfuhl, Ding, Kunde, Macht, Auge, Herz.*

5. *Wenn es der Kampf nicht ist ums Vaterland?* What does the *es* stand for? Shew, by examples, the various ways in which this word may be used.

6. To what class of verbs does *nennen* belong? Give examples of others of the same class.

7. State your opinion of the merits of *Die Jungfrau von Orleans* as a drama.

III.

Translate into German:

The Battle of the Alma.

The French seized the empty ground which divided the enemy from the sea, and then undertook to assail the enemy's left wing; but was baffled by the want of a road for Canrobert's artillery, and by the exceeding cogency of the rule which forbids them from engaging their infantry on open ground without the support of cannon. Their failure placed them in jeopardy; for they had committed so large a proportion of their force to the distant part of the West Cliff and the sea-shore, that for nearly an hour they lay much at the mercy of any Russian general who might have chosen to take advantage of their severed condition.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

THIRD YEAR.

GERMAN.

PASS AND HONORS.

Examiner: J. E. GRAHAM, M.D.

I.

LITERATURE.

1. Write what you know of Opitz, and the first Silesian school.

2. Give a short account of the lives and times of Gottsched and Bodmer.

3. Who was the author of *Wallenstein's Lager?* Name the other two dramas which, with it, make up the Trilogy. Write critical notes on each.

4. Give a short sketch of the life and character of Klopstock, Wieland, Jean Paul Richter, and Heinrich Heine. Name the principal works of each.

5. Write notes on Goethe's *Wilhelm Meister.*

II.

Translate:

Zwinger.

(In der Mauerhöhle ein Andachtsbild der Mater dolorosa Blumenkrüge davor.)

Grethchen.

(steckt frische Blumen in die Krüge.)

Ach neige,
Du Schmerzenreiche,
Dein Antlitz gnädig meiner Noth?
Das Schwert im Herzen,
Mit tausend Schmerzen
Blickst auf zu deines Sohnes Tod.
Zum Vater blickst du,
Und Seufzer schickst du
Hinauf um sein und deine Noth.
Wer fühlet,
Wie wühlet

Der Schmerz mir im Gebein?
Was mein armes Herz hier
banget,
Was es zittert, was verlanget
Weisst nur du, nur du allein!
Wohin ich immer gehe,
wie weh, wie weh, wie wehe
Wird mir im Busen hier!
Ich bin ach kaum alleine,
Ich wein', ich wein', ich
weine,
Das Herz zerbricht in mir.
Die Scherben vor meinem
Fenster.
Bethaut' ich mit Thränen,
ach!
Als ich am frühen Morgen
Dir diese Blumen brach.
Schien hell in meine Kammer
Die Sonne früh herauf,
Sass ich in allem Jammer
In meinem Bett' schon auf.
Hilf! rette mich von
Schmach und Tod!
Ach neige,
Du Schmerzenreiche,
Dein Antlitz gnädig meiner
Noth!

GOETHE, *Faust.*

Write critical notes on the play of *Faust.*

III.

Translate:

Ueber das Immergrün unserer Gefühle.

"Wie enge ist das warme Leben und wie breit seine Winterseite! Kannst du die Entzückungen, welche überwältigend und mit dem Versprechen ihrer Unsterblichkeit in deinem Herzen geherrscht, dir den nächsten Tag wieder zurück führen, wenn sie dem Gegenstande nachgeflohen sind? Wie viel bleibt dir von der Seligkeit, welche dir eine Landschaft, ein Glück, eine Musik, eine Stunde der Freundschaft und Liebe gegeben, in deiner Erinnerung zurück? Höchstens warme Schatten deiner Vergangenheit; ein mattes Nachschimmern hängt sich an den erneuerten Gegenstand, und die Entzückung, die vorher so gewaltsam dein Herz erschütterte, erregt nur ein leises Nachzittern voll Sehnsucht, die eben der lebendige Zeuge ist, wie wenig du behalten hast."

JEAN PAUL RICHTER.

T

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

THIRD YEAR.

GERMAN.

HONORS.

Examiner: J. E. GRAHAM, M.D.

I.

Translate:

Marinelli. Gräfin!

Orsina. Kommen Sie her! Sehen Sie mich an! steif an! Aug' in Auge!

Marinelli. Nun?

Orsina. Wissen Sie nicht, was ich denke?

Marinelli. Wie kann ich das?

Orsina. Haben Sie keinen Antheil daran?

Marinelli. Woran?

Orsina Schwören Sie!—Nein, schwören Sie nicht. Sie möchten eine Sünde mehr begehen — Oder ja, schwören Sie nur. Eine Sünde mehr oder weniger für einen, der doch verdammt ist! — Haben Sie keinen Antheil daran?

Marinelli. Sie erschrecken mich, Gräfin.

Orsina. Gewiß? — Nun, Marinelli, argwohnt Ihr gutes Herz auch nichts?

Marinelli. Was? worüber?

Orsina. Wohl, — so will ich Ihnen etwas vertrauen, — etwas, das Ihnen jedes Haar auf dem Kopfe zu Berge sträuhen soll.—Aber hier, so nahe an der Thüre, möchte uns jemand hören. Kommen Sie hierher. — Und! (indem sie den Finger auf den Mund legt) Hören Sie! ganz in geheim! (und-ihren Mund seinem Ohre nähert, als ob sie ihm zuflüstern wollte, was sie aber sehr laut ihm zuschreit) Der Prinz ist ein Mörder!

Marinelli. Grüfin,— Gräfin — sind Sie ganz von Sinnen?

Orsina. Von Sinnen? Ha! ha! ha! (aus vollem Halse lachend) Ich bin selten oder nie mit meinem Verstande so wohl zufrieden gewesen, als eben jetzt.—Zuverlässig, Marinelli; —aber es bleibt unter uns—(leise) der Prinz ist ein Mörder! Des Grafen Appiani Mörder!—Den haben nicht Räuber, den haben Helfershelfer des Prinzen, den hat der Prinz umgebracht!

Marinelli. Wie kann Ihnen so eine Abscheulichkeit in den Mund, in die Gedanken kommen?

Orsina. Wie?—Ganz natürlich.—Mit dieser Emilia Galotti, die hier bei ihm ist,—deren Bräutigam so über Hals über Kopf sich aus der Welt trollen müssen,—mit dieser Emilia Galotti hat der Prinz heute Morgen in der Halle bei den Dominikanern ein Langes und Breites gesprochen. Das weiß ich, das haben meine Kundschafter gesehen. Sie haben auch gehört, was er mit ihr gesprochen. Nun, guter Herr? Bin ich von Sinnen? Ich reime, dächt' ich, doch noch so ziemlich zusammen, was zusammen gehört. — Oder trifft auch das nur so von ungefähr zu? Ist Ihnen auch das Zufall? O, Marinelli jo verstehen Sie auf die Bosheit der Menschen sich eben so schlecht, als auf die Vorsicht.

Marinelli. Gräfin, Sie würden sich um den Hals reden—

Orsina. Wenn ich das mehrern sagte? — Desto besser, desio beffer!—Morgen will ich es auf dem Markte ausrufen.—Und wer mir widerspricht, der war des Mörders Sgießgeselle.—Leben Sie wohl (indem sie fortgehen will, begegnet sie an der Thüre dem alten Galotti, der eiligst hereintritt).

EMILIA GALOTTI.

1. *Haben Sie ... daran?* What does the *daran* refer to?

2. *Eine Sünde ... verdammt ist.* Supply any words which may be wanting.

3. *Zuflüstern.* What is the object?

4. *Umgebracht.* What is the force of the *um?* Give similar instances.

II.

Translate:

Abschied von Wien.

Leb' wahl! leb' wohl!—Mit dumpfen Herzensschlägen
  Begrüß' ich dich, und folge meiner Pflicht.
Im Auge will sich eine Thräne regen;
  Was sträub' ich mich, die Thräne schmäht mich nicht.—
Ach! wo ich wandle, sey's auf Friedenswegen,
  Sey's, wo der Tod die blut'gen Kränze bricht:
Da werden deine theuern Huldgestalten
  In Lieb' und Sehnsucht meine Seele spalten.

Verkennt mich nicht, Ihr Genien meines Lebens,
  Verkennt nicht meiner Seele ernsten Drang!
Begreift die treue Richtung meines Strebens,
  So in dem Liede, wie im Schwerterklang.
Es schwärmten meine Träume nicht vergebens;
  Was ich so oft gefeiert mit Gesang,
Für Volk und Freiheit ein begeistert Sterben:
  Laßt mich nun selbst um diese Krone werben.

Wohl leichter mögen sich die Kränze flechten,
  Errungen mit des Liedes heit'rem Muth;
Ein rechtes Herz schlägt freudig nach dem Rechten.
  Die ich gepflegt mit jugendlicher Gluth,
Laßt mich der Kunst ein Vaterland erfechten.
  Und gält' es auch das eigne wärmste Blut.—
Noch diesen Kuß! und wenn's der letzte bliebe!
Es gibt ja keinen Tod für unsre Liebe.

KÖRNER, *Leyer und Schwert.*

1. What are the various uses of "*was*?"

2. *Sei's auf Friedenswegen.* Why is the verb first?

3. *In Lieb und Sehnsucht.* What case, and why?

4. Analyse the last two lines of the second stanza; also, the fourth and fifth lines of the third stanza.

5. *Diesen Kuss.* Why accusative?

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

THIRD YEAR.

ITALIAN.

HONORS.

Examiner: FRED. E. SEYMOUR, M. A.

I.

Translate:

BER. Signore, il signor Ferdinando desidera riverirla. (*A Leon.*)

LEO. Venga, venga, è padrone.

VIT. Sentimi. Va' immediatemente dal sarto, da Monsieur *de la Réjouissance*, e digli che finisca subito il mio vestito, che lo voglio prima ch' io parta per la campagna; altrimenti me ne renderà conto, e non farà più il sarto in Livorno.

BER. Sarà servita. (*Parte.*)

LEO. Via, acchetatevi, e non vi fate scorgere dal signor Ferdinando.

VIT. Che importa a me del signor Ferdinando? Io non mi prendo soggezione di lui. M' immagino che anche quest' anno verrà in campagna a piantare il bordone da noi.

LEO. Certo, mi ha dato speranza di venir con noi, e intende di farci una distinzione; ma siccome è uno di quelli che si cacciano da per tutto, e si fanno merito rapportando qua e là i fatti degli altri, convien guardarsene, e non fargli sapere ogni cosa; perchè se sapesse le vostre smanie per l' abito, sarebbe capace di porvi in ridicolo in tutte le compagnie, e in tutte le conversazioni.

VIT. E perchè dunque volete condur con noi questo canchero, se conoscete il di lui carattere?

LEO. Vedete bene: in campagna è necessario aver della compagnia. Tutti procurano d' aver più gente che possano; e poi si sente dire: il tale ha dieci persone, il tale ne ha sei, il tale otto; e chi ne ha più è più stimato. Ferdinando poi è una persona che commoda infinitamente. Giuoca tutto, è sempre allegro, dice delle buffonerie, mangia bene, fa onore alla tavola, soffre la burla, e non se ne ha a male di niente.

VIT. Sì, sì, è vero; in campagna questi caratteri sono necessarj. Ma che fa, che non viene?

LEO. Eccolo lì, ch' esce dalla cucina?

VIT. Che cosa sarà andato a fare in cucina?

LEO. Curiosità. Vuol saper tutto; vuol saper quel che si fa, quel che si mangia, e poi lo dice per tutto.

VIT. Manco male, che di noi non potrà raccontare miserie.

GOLDONI, *La Villeggiatura*, Acto I., Scena IV.

1. *Venga, Voglio, rendera, dato, sapere, porvi, condur, dire, esce, andato, potra*; conjugate each of these verbs through the present and perfect indicative and give their past participles.

2. *È padrone*; give the force and literal meaning. *Dal sarto, da monsieur*, &c.; why not *al sarto* &c. *Non farà più il sarto*; give the force of this expression. *Sarà servita*; supply the Italian subject of the verb. *Non vi fate scorgere*; explain the idiom; give the literal meaning of *scorgere*, and parse *fate*.

3. *Io non mi prendo soggezione di lui*; what does this mean? *Piantare il bordone*; give the literal and idiomatic significations. *Che si cacciano da per tutto*; explain. *Che comoda infinitamente*; explain the meaning of this phrase, also of *non se ne ha a male di niente*; *raccontare miserie*, give the correct meaning of *miserie* in this expression.

4. Explain the title of this play.

II.

Translate:

Ecco il punto, o Vitellia,
D' esaminar la tua costanza. Avrai
Valor che basti a rimirare esangue
Il tuo Sesto fedel! Sesto che t' ama
Più della vita sua? che per tua colpa
Divenne reo? che t' ubbidì crudele?
Che ingiusta t' adorò? che in faccia a morte
Sì gran fede ti serba? E tu fra tanto,
Non ignota a te stessa, andrai tranquilla
Al talamo d' Augusto? Ah! mi vedrei
Sempre Sesto d' intorno. E l' aure e i sassi
Temerei che loquaci
Mi scoprissero a Tito. A' piedi suoi
Vadasi il tutto a palesar. Si scemi
Il delitto di Sesto,
Se scusar non pi può. Speranze, addio,
D' impero e d' imenei: nutrirvi adesso
Stupidità saria. Ma, pur che sempre
Questa smania crudel non mi tormenti,
Si gettin pur l' altre speranze a' venti.
Getta il nocchier talora
Pur que' tesori all' onde,
Che da remote sponde
Per tanto mar portò.
E giunto al lido amico,
Gli Dei ringrazia ancora,
Che ritornò mendico,
Ma salvo ritornò.

METASTASIO, *La Clemenza di Tito, At.* III., *Sc.* XI.

5. Describe the versification of this drama, and explain in what the peculiar beauties and merits of Metastasio's operas consist.

6. *Ecco il punto d'esaminar*, &c.; explain the meaning and construction; distinguish between *punto* and *punta*. Translate *vi arrivò a punto*. *Esangue*; what does it mean here? *Il tutto a palesar*; what does *tutto* refer to? *Si scemi*. *Si gettin*; parse and give the syntactical relations.

7. Who was Vitellia? Give an account of the part she fills in the plot, and of the motives which prompt her various actions.

III.

ITALIAN GRAMMAR.

8. When is the definite article used in Italian, and when omitted? When does it assume the form *lo* or *gli*, and when is the *i* of *gli* omitted? With what propositions does it suffer contraction, and how?

9. Give the rules for forming the plurals of nouns. Give the plural of *albergo, buè, corno, Dio, dì, membro, tempio.* Translate "He went a thousand miles in a thousand hours."

10. Explain the formation and idiomatic use of *augmentatives* and *diminutives* in Italian.

11. Explain the meanings and uses of *altro, altri,* and *altrui.*

12. Give the significations of *da* and *per* and illustrate the various ways in which they are idiomatically employed.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

THIRD YEAR.

HISTORY.

Examiners: J. M. Buchan, M.A.
Fred. E. Seymour, M.A.

1. Sketch the history of the struggle of the people of Holland against Philip II.

2. Give an account of the settlement of New England.

3. Explain the causes of the French Revolution of 1789, and trace its connection with the English Revolutions and with the American Revolution.

4. Sketch the history of the part played by Russia in European politics since the time of Peter the Great.

5. Describe the revolutionary movements of 1848.

6. Investigate the causes of the decline of the power of Spain.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

THIRD YEAR.

HISTORY.

HONORS.

Examiners: { J. M. Buchan, M.A.
Fred. E. Seymour, M.A.

1. Sketch the political history of Cromwell.

2. Give an account of the provisions of the Habeas Corpus Act of 1679; distinguish what was new from what was old in it; and trace the history of the principles it embodied.

3. Give an account of the relations between the courts of England and France during the reigns of Charles II. and James II.

4. Narrate the train of events that led to the Revolution of 1688.

5. Sketch the progress of the principle of the responsibility of ministers to Parliament.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

THIRD YEAR.

ETHNOLOGY.

HONORS.

Examiners: { J. M. BUCHAN, M.A.
FRED. E. SEYMOUR, M.A.

1. What considerations tend to complicate the problem of the unity or non-unity of the human Species? What are the leading doctrines on this point?

2. Give the present and ancient areas of the Euskaldunac, their ethnic connections, and a theory of their origin.

3. Mention the physical characteristics of the Laps, and trace their ethnic connection with North-western Asia.

4. "Instead of the Kelts of Iberia having been Kelts in the modern sense of the term, the Kelts of Gallia were Iberians."

Explain the full significance of this assertion, and its bearing on the Ethnology of Spain and France.

5. Sketch the line of argument used by Latham in discussing the question, *Who were the Ligurians?*

6. Name the localities occupied by people of Pelasgic stock within the period of authentic history, and investigate a theory to account for their occurrence in such positions.

7. Write an article on the origin and development of grammatical forms.

8. "Language begins where interjections end."—*Max Müller.* What is meant by this statement, how is it maintained, and what theory of the origin of speech is affected by it?

9. Name and classify the dead and living languages of Teutonic stock.

10. Explain the terms, *mythology*, *dialect*, *comparative philology*, *dialectical regeneration*, *agglutinate*, *radical stage*, *Turanian*, *allophyllian*, *Eponymus*, *protoplast*, *negro*.

University of Toronto.

ANNUAL EXAMINATIONS : 1875.

THIRD YEAR.

CHEMISTRY.

Examiner : W. OLIVER, B.A.

1. A pound of ice at 32° and a pound of water at 174°, are placed in the same vessel. State and explain the result. Why must the transition of ice to water and water to ice, always be a gradual process? What terms are applied to the heat absorbed or given out in the above experiment?

2. A jug of water at the temperature of 40° is placed on the table, and in a few moments the outside is covered with moisture. On the experiment being repeated the following day, no deposit of moisture takes place. Discuss the matter briefly, and show from the phenomena observed how you would construct an instrument to measure the dew point.

3. A party on ascending a mountain, found it impossible to cook an egg, though the water was boiling violently. Explain the cause, and state what connection the atmosphere has with the process called boiling. State how the same fact could have been determined without the actual experiment.

4. A spirit lamp is found just sufficient to keep a pound of water boiling at 100° C.; what effect would the application of another flame of equal power produce? Given the latent heat of water equal to say 520°; how much steam at 100° C., would be necessary to raise 104 oz. water from 0° to 100° C.?

5. Describe and explain the action of a Leyden jar. From your knowledge of the nature and action of electricity, discuss the efficiency of a tall tree near a house, as a lightning rod.

6. Draw a diagram of Grove's battery, and explain its action.

7. What is the chief source of the lead of commerce? How is the metal obtained from its ore? Give an equation representing the changes that take place.

8. Characterize the metals of the alkalies and alkaline earths; giving their general properties fully. What is the composition of gun-metal, bell-metal, speculum-metal, and printer's type.

9. Name and characterize the following, giving their uses in the arts: $Al^2 O^3$, $MgSO^4 + 7H_2O$, Fe^3O^4, $PbCO^4$.

10. Calculate the formula of a substance yielding on analysis Carbon 27·5, and Oxygen 72·5.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

THIRD YEAR.

CHEMISTRY.

HONORS.

Examiner: W. OLIVER, B.A.

1. Ether boils at 34° 5′ C., mercury at 350° C., and zinc at 423° C.; find the corresponding temperature in Fahrenheit. What would 85 cubic feet of hydrogen at 100° C. measure at 150° C.? A piece of iron ore weighs in air (10·5 oz.) and in water 8·22; find its specific gravity.

2. Explain by example the difference between conduction and convection. By care, water may be cooled to 22°, but the slightest agitation raises it to 32°. Account for this, and mention any other bodies subject to the same law.

3. A joint of meat in a closed vessel is cooked by means of a jet of steam, and another by being immersed in boiling water kept at 100° C., and a third in a heated oven. Explain how the same effect is produced in the several cases.

4. Explain the construction and operation of the dipping needle, and shew by means of the phenomena observed by its aid, that the earth corresponds closely to an ordinary bar magnet.

5. A conductor of an electrical machine gives off sparks freely; but, on a pointed brass rod being inserted in it, the flow of electricity is checked or stopped altogether. Explain the phenomenon, and state to what useful invention it has given rise.

6. Name the two varieties of phosphorous, and state how one may be converted into the other. Give the properties of each. How much phosphorus can be obtained from 124 grammes of calcium phosphate?

7. Explain clearly what is meant by the terms atom, molecule, monad, divalent, acid, salt.

8. Name and characterize briefly the following: $MgCO_3$, As_2O_3, K_2FeO_4, $ZnSO_4 + 7\ H_2O$, KNO_3.

9. Write a paragraph on $C_4H_6O_6$, stating what you know of the substance, how it is obtained, and giving the equations in any process you mention.

10. Explain how the determination of the vapor density of an organic body serves as a means of getting at its molecular weight.

E

1.
thei

2.
chie
spac

3.
oyst

4.
met

5.
func

6.
givi

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

THIRD YEAR.

NATURAL HISTORY.

Examiner: R. RAMSAY WRIGHT, M.A., B.Sc., (Edin.)

1. Give a classification of the sponges, and an account of their different modes of reproduction.

2. Give a classification of the Echinoidea, indicating the chief peculiarities of the families and their distribution in space and time.

3. Contrast the structure of a snail with that of an oyster.

4. Describe the modifications of the circulatory organs met with in the class Pisces.

5. Give an account of the structure, distribution, and function of laticiferous vessels.

6. Describe the different ways in which fruits open; giving examples.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

THIRD YEAR.

NATURAL HISTORY.

HONORS.

Examiner: R. RAMSAY WRIGHT, M.A., B.Sc., Edin.

1. Describe the development of a bird from the impregnation of the ovum till the formation of the foetal membranes.

2. In which group of Insects is the serial homology between the appendages of the mouth most evident, in which most obscure? Describe typical forms of the extreme cases, and give transition forms.

3. What is Metagenesis? Illustrate your answer by reference to the development of the genera Taenia and Salpa.

4. To what functions are Cilia subservient in the Animal Kingdom?

5. Explain the different modes of cell-development in the Vegetable Kingdom.

6. Give some account of the phenomena of irritability n plants.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

THIRD YEAR.

NATURAL THEOLOGY AND EVIDENCES.

Examiner: W. J. ROBERTSON, B.A.

NATURAL THEOLOGY.

1. (*a*) State the argument of natural theology.

   (*b*) What are the premises of the argument, and how does Paley obtain them?

2. Give, with Paley's refutation, the principal arguments against *design* in nature.

3. Give the *argument cumulative.*

4. Shew the evidence of *design* in the vertebræ of the *human neck,* in the *fore-arm,* and in the *spine.*

5. (*a*) Give instances of *peculiar organizations,* and (*b*) of *prospective contrivances.*

6. What evidence of design in *instinct?* Discuss, giving different views as to the *nature* and *end* of *instinct.*

7. How does Paley prove the *goodness* and *unity* of the Deity?

EVIDENCES.

1. (*a*) What *suppositions* does Paley make, before entering on the evidences of Christianity?

   (*b*) Give, with Paley's reply, Hume's argument against the credibility of miracles.

2. (*a*) What are the two main propositions which Paley endeavours to establish?

   (*b*) To support the first of these propositions what points are necessary to be made out?

3. State the evidence of Tacitus, Suetonius, and Pliny.

4. Mention any arguments in favor of the *authenticity* of Scripture.

5. (*a*) In seeking to establish the second of his two main propositions, what cases does Paley exclude from consideration.

(*b*) "In *appreciating* the credit of any miraculous story there are distinctions which relate to the evidence. There are other distinctions which relate to the miracles themselves, and ought to be carefully retained." What are the distinctions of the latter kind?

6. Give instances of the *candour* of the writers of the New Testament.

7. Shew the *identity* of Christ's character, as given by the four evangelists.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

THIRD YEAR.

POLITICAL ECONOMY.

PASS.

Examiner: W. J. ROBERTSON, B.A.

ROGERS.

1. If the contract be voluntary, and the service be mutual, is one man's gain another's loss? Discuss.

2. (*a*) What is the *cause* of value? Distinguish between *value in exchange*, and *value in use.*

   (*b*) What expedients are adopted to lessen labor, and increase production?

   (*c*) Give examples of the beneficial effect of *division of labor.*

3. (*a*) What, according to Rogers, is the *measure* of value? Illustrate.

   (*b*) Can there be a *general* rise in *value*? If not, why not?

   (*c*) Can there be a *general* rise in price? Illustrate.

4. (*a*) What functions does *money* perform? Account for the error that money alone is wealth.

   (*b*) Enumerate various substitutes for money.

5. Investigate the true relation between *Capital* and *Labor*, referring to popular theories and remedies, which you deem erroneous.

6. Give an account of the causes which depress the rate of wages.

7. Give Rogers's views regarding the subject of Protection, stating the limits he prescribes, and shewing wherein he disagrees with Mill.

8. (*a*) Give the *general* rules of taxation?

(*b*) What are the relative advantages of *direct* and *indirect* taxation.

1

2
Cri
rin

3
unp
con

4
mer

5
and

6
the

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

THIRD YEAR.

CIVIL POLITY.

HONORS.

Examiner: W. J. ROBERTSON, B.A.

MILL I.

1. (*a*) What are the requisites of production?

   (*b*) Does nature contribute more to the efficacy of labor in some occupations than in others? Explain.

2. State the different ways in which labor is employed. Criticise the division of labor into agricultural, manufacturing, and commercial.

3. Discuss, after Mill, the questions of *productive* and *unproductive* labor, also of *productive* and *unproductive* consumption.

4. Enumerate and illustrate (where necessary) the fundamental propositions respecting capital.

5. Institute a comparison between the benefits of large and small farming respectively.

6. Give the substance of Mill's chapter "Of the Law of the Increase of Labor."

University of Toronto.

ANNUAL EXAMINATIONS : 1875.

THIRD YEAR.

METAPHYSICS AND ETHICS.

Examiner : REV. GEORGE PAXTON YOUNG, M.A.

REID AND CALDERWOOD.

1. What does Dr. Calderwood mean when he says that "the knowledge of moral quality is of the nature of judgment ?"

2. How does he distinguish moral principles from moral judgments ? Examine his opinion as to the foundation principle of morality.

3. Examine the position, that the motive to an action may be right, though the act may be wrong.

4. Examine Dr. Calderwood's opinion as to the origin of property.

5. Explain briefly Professor Bain's theory of conscience.

6. Criticise Mr. John Stuart Mill's opinion as to the source of obligation.

7. Give an exposition (with reasons) of your own position on the question of the Ethical Standard.

8. Inquire what force there is in Dr. Calderwood's objections to the doctrine of Philosophical Necessity.

9. Sketch concisely Dr. Reid's doctrine of Perception. Inquire whether there is any thing in it inconsistent with the *immediacy* of our knowledge of material objects.

10. Give an exposition, from your own point of view, of the relation between phenomena of imagination and those of perception.

11. Explain Dr. Reid's doctrine of Common Sense.

12. Dr. Reid lays it down as a first principle of necessary truth, that "design and intelligence in the cause may be inferred, with certainty, from marks or signs of it in the effect." Examine his position here.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

THIRD YEAR.

METAPHYSICS AND ETHICS.

HONORS.

Examiner: REV. GEORGE PAXTON YOUNG, M.A.

LOCKE, B. I., WITH COUSIN'S CRITIQUE; DES CARTES.

1. "The time has now come to explain ourselves regarding this doctrine, (the doctrine of *innate ideas*), and concerning Locke's representation of it."—*Cousin.* Give the substance of the explanation here referred to, and state how far you consider it satisfactory.

2. "Locke places the acquisition of the senses before those of thought. Now, we might pause here, and demand if this order is real."—*Cousin.* Inquire whether there is any ground for believing that the order is not real.

3. "The understanding is, for Locke, only an instrument that exhausts itself upon sensation."—*Cousin.* Examine this assertion.

4. "To derive all ideas from sensation and from reflection, and particularly from sensation, imposes upon Locke the necessity of confounding certain ideas with certain others,—for example, the seven following ideas: the idea of space, of time, of the infinite, of personal identity, of substance, of cause, of good and evil."—*Cousin.* Specify the ideas with which, according to Cousin, Locke confounds those mentioned; and examine the justice of Cousin's charge, in the case of the ideas of *time*, of *the infinite*, of *personal identity*, of *substance*, and of *cause*.

5. "I have demonstrated that the theory of Locke, which makes knowledge to rest upon comparison, does not explain the true process of the mind in the acquisition of a great many of its cognitions."—*Cousin.* Illustrate Cousin's reasoning in defence of the position here indicated, by reference to the cognitions: *I exist; this body is red.*

6. "Liberty is not, and cannot be, either in the faculty of thinking or in that of outward action." (Cousin).—Where, then, does Cousin find liberty? Examine his doctrine.

7. What is the nature of the Cartesian *doubt?* Enquire as to its legitimacy.

8. "It is now manifest to me that bodies themselves are not properly perceived by the senses nor by the faculty of imagination, but by the intellect alone." (Meditation II).—Explain.

9. "Though I were to suppose that I always was as I now am, it would not follow, even on this supposition, that no author of my existence needed to be sought after." (Meditation III.)—Develop the view here referred to.

10. "Regarding myself more closely, and considering what my errors are, I observe that these depend on the concurrence of two causes."—(Med. IV.) Mention the two causes referred to; and show how they concur to produce error.

11. State briefly the views of Des Cartes on the following points:

(*a*) What thought (cogitatio) is.

(*b*) What constitutes clear and distinct perception.

(*c*) What space is.

(*d*) What we can know of external objects by means of our senses; and how this knowledge is reached.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

THIRD YEAR.

METAPHYSICS AND ETHICS.

HONORS.

Examiner: W. J. ROBERTSON, B.A.

SCHWEGLER.

1. What were the causes that led to the overthrow of the *Scholastic Philosophy?* Show the *results* of *Scholasticism.*

2. Give some account of Böhm. What is valuable in his philosophy?

3. Show how Descartes is the originator and father of Modern Philosophy. State his proofs of the existence of God, and criticise them.

4. How are Geulinx, Malebranche, Leibnitz, and Spinoza, related to Descartes.

5. Criticise the opinions of Spinoza.

6. Connect the philosophy of Locke with the sensualism of Condillac and Helvetius.

7. Characterize the French Illumination, and show its causes and results.

8. Sketch the views of Berkeley, and show how his philosophy is related to that of Locke.

9. Describe the German Illumination.

10. "Kant is the great restorer of philosophy." How?

11. (*a*) State the fundamental ideas of Kant's Critique of Pure Reason.

    (*b*) Give an estimate of the Critique of Practical Reason.

12. Sketch the philosophy of Jacobi.

Tra

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

GREEK.

Examiner: S. ARTHUR MARLING, M.A.

I.

Translate:

Τοῦ δ' ἐπιγιγνομένου θέρους Διῆς τε οἱ ἐν Ἄθῳ ἀπέστησαν Ἀθηναίων πρὸς Χαλκιδέας καὶ Λακεδαιμόνιοι τὰ ἐν Ἀχαΐᾳ οὐκ ἐπιτηδείως πρότερον ἔχοντα καθίσταντο. καὶ Ἀργείων ὁ δῆμος κατ' ὀλίγον ξυνιστάμενός τε καὶ ἀναθαρσήσας ἐπέθεντο τοῖς ὀλίγοις τηρήσαντες αὐτὰς τὰς γυμνοπαιδίας τῶν Λακεδαιμονίων. καὶ μάχης γενομένης ἐν τῇ πόλει ἐπεκράτησεν ὁ δῆμος, καὶ τοὺς μὲν ἀπέκτεινε τοὺς δὲ ἐξήλασεν. οἱ δὲ Λακεδαιμόνιοι, ἕως μὲν αὐτοὺς μετεπέμποντο οἱ φίλοι, οὐκ ἦλθον ἐκ πλείονος, ἀναβαλόμενοι δέ τὰς γυμνοπαιδίας ἐβοήθουν· καὶ ἐν Τεγέᾳ πυθόμενοι ὅτι νενίκηνται οἱ ὀλίγοι, προελθεῖν μὲν οὐκέτι ἠθέλησαν δεομένων τῶν διαπεφευγότων, ἀναχωρήσαντες δὲ ἐπ' οἴκου τὰς γυμνοπαιδίας ἦγον. καὶ ὕστερον ἐλθόντων πρέσβεων ἀπό τε τῶν ἐν τῇ πόλει ἀγγέλων καὶ τῶν ἔξω Ἀργείων, παρόντων τε τῶν ξυμμάχων, καὶ ῥηθέντων πολλῶν ἀφ' ἑκατέρων, ἔγνωσαν μὲν ἀδικεῖν τοὺς ἐν τῇ πόλει καὶ ἔδοξεν αὐτοῖς στρατεύειν ἐς Ἄργος, διατριβαὶ δὲ καὶ μελλήσεις ἐγίγνοντο. ὁ δὲ δῆμος τῶν Ἀργείων ἐν τούτῳ, φοβούμενος τοὺς Λακεδαιμονίους καὶ τὴν τῶν Ἀθηναίων ξυμμαχίαν πάλιν προσαγόμενός τε καὶ νομίζων μέγιστον ἂν σφᾶς ὠφελήσειν, τειχίζει μακρὰ τείχη ἐς θάλασσαν, ὅπως ἦν τῆς γῆς εἴργωνται, ἡ κατὰ θάλασσαν σφᾶς μετὰ τῶν Ἀθηναίων ἐπαγωγὴ τῶν ἐπιτηδείων ὠφελῇ.

THUCYDIDES, V.

1. What is the construction of *θέρους, πλείονος, τῆς γῆς*?

2. Write brief notices of the names of places mentioned in the extract.

3. Distinguish *κατ' ὀλίγον, παρ' ὀλίγον,* and *μετ' ὀλίγον.*

4. Parse *καθίσταντο, πυθόμενοι, ἔγνωσαν, ὠφελῇ.*

5. *γυμνοπαιδίας.* Say briefly what you know about this.

6. What period of the war is embraced in this book? Who directed the Athenian policy during the time? Give a short account of him.

7. On what ground is Thucydides styled "the greatest of Athenian historians"? What share had he in the events he describes? By whom is it likely that his history was divided into books, &c., as we have it?

II.

Translate:

ἐγὼ δὲ σῷ ποδαγὸς ἑσπόμην πόσει
πεδίον ἐπ' ἄκρον, ἔνθ' ἔκειτο νηλεὲς
κυνοσπάρακτον σῶμα Πολυνείκους ἔτι·
καὶ τὸν μέν, αἰτήσαντες ἐνοδίαν θεὸν
Πλούτωνά τ' ὀργὰς εὐμενεῖς κατασχεθεῖν,
λούσαντες ἁγνὸν λουτρὸν, ἐν νεοσπάσιν
θαλλοῖς ὃ δὴ λέλειπτο συγκατῄθομεν,
καὶ τύμβον ὀρθόκρανον οἰκείας χθονὸς
χώσαντες αὖθις πρὸς λιθόστρωτον κόρης
νυμφεῖον Ἅιδου κοῖλον εἰσεβαίνομεν.
φωνῆς δ' ἄπωθεν ὀρθίων κωκυμάτων
κλύει τις ἀκτέριστον ἀμφὶ παστάδα,
καὶ δεσπότῃ Κρέοντι σημαίνει μολών·
τῷ δ' ἀθλίας ἄσημα περιβαίνει βοῆς
ἕρποντι μᾶλλον ἄσσον, οἰμώξας δ' ἔπος
ἵησι δυσθρήνητον, ὦ τάλας ἐγὼ,
ἆρ' εἰμὶ μάντις; ἆρα δυστυχεστάτην
κέλευθον ἕρπω τῶν παρελθουσῶν ὁδῶν;
παιδός με σαίνει φθόγγος. ἀλλὰ, πρόσπολοι,
ἴτ' ἄσσον ὠκεῖς, καὶ παραστάντες τάφῳ
ἀθρήσαθ', ἁρμὸν χώματος λιθοσπαδῆ
δύντες πρὸς αὐτὸ στόμιον, εἰ τὸν Αἵμονος
φθόγγον συνίημ', ἢ θεοῖσι κλέπτομαι.

SOPHOCLES, *Antigone.*

1. *νηλὲες, λιθόστρωτον, φθόγγον, ἀκτέριστον.* Give derivations.

2. *ἐνοδίαν θεὸν.* Who is meant? Give the Latin equivalent.

3. Parse *μολὼν, λέλειπτο, ἀθρησαθ'.*

4. Trace and illustrate concisely, the connection between the Greek drama and the Greek religion.

5. What are the chief characteristics of the choral odes? How were they sung? What did the chorus represent?

6. Explain briefly the terms *ἐμμέλεια, χορηγός, κορυφαῖος, θυμέλη, ὀρχήστρα.*

7. When was the *Antigone* exhibited? What appointment is Sophocles said to have received in connection with its exhibition?

III.

1. Give examples of different constructions with *ὥστε, πρὶν,* and *ἄν.*

2. Compare the usage of the Greek and Latin languages in regard to the Case Absolute.

3. Distinguish and give specimens of the Greek dialects.

Tran

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

GREEK.

HONORS.

Examiner: S. ARTHUR MARLING, M.A.

Translate:

Ἔνθα κεν αὖτε Τρῶες ἀρηϊφίλων ὑπ' Ἀχαιῶν
Ἴλιον εἰσανέβησαν, ἀναλκείῃσι δαμέντες,
Εἰ μὴ ἄρ' Αἰνείᾳ τε καὶ Ἕκτορι εἶπε παραστὰς
Πριαμίδης Ἕλενος, οἰωνοπόλων ὄχ' ἄριστος·
"Αἰνεία τε καὶ Ἕκτορ, ἐπεὶ πόνος ὔμμι μάλιστα
Τρώων καὶ Λυκίων ἐγκέκλιται, οὕνεκ' ἄριστοι
Πᾶσαν ἐπ' ἰθύν ἐστε μάχεσθαί τε φρονέειν τε,
Στῆτ' αὐτοῦ, καὶ λαὸν ἐρυκάκετε πρὸ πυλάων
Πάντῃ ἐποιχόμενοι, πρὶν αὖτ' ἐν χερσὶ γυναικῶν
Φεύγοντας πεσέειν, δηΐοισι δὲ χάρμα γενέσθαι.
Αὐτὰρ ἐπεί κε φάλαγγας ἐποτρύνητον ἁπάσας,
Ἡμεῖς μὲν Δαναοῖσι μαχησόμεθ' αὖθι μένοντες,
Καὶ μάλα τειρόμενοί περ· ἀναγκαίη γὰρ ἐπείγει·
Ἕκτορ, ἀτὰρ σὺ πόλινδε μετέρχεο, εἰπὲ δ' ἔπειτα
Μητέρι σῇ καὶ ἐμῇ· ἡ δὲ ξυνάγουσα γεραιὰς
Νηὸν Ἀθηναίης γλαυκώπιδος ἐν πόλει ἄκρῃ,
Οἴξασα κληῖδι θύρας ἱεροῖο δόμοιο,
Πέπλον, ὅ οἱ δοκέει χαριέστατος ἠδὲ μέγιστος
Εἶναι ἐνὶ μεγάρῳ καί οἱ πολὺ φίλτατος αὐτῇ,
Θεῖναι Ἀθηναίης ἐπὶ γούνασιν ἠϋκόμοιο,
Καί οἱ ὑποσχέσθαι δυοκαίδεκα βοῦς ἐνὶ νηῷ
Ἥνις ἠκέστας ἱερευσέμεν, αἴ κ' ἐλεήσῃ
Ἄστυ τε καὶ Τρώων ἀλόχους καὶ νήπια τέκνα.

HOMER, *Iliad*, VI.

1. Οἰωνοπόλων. Distinguish between the οἰωνόπολος, ὀνειρόπολος, ἀρητήρ, μάντις, and θεόπροπος of Homer. What is the proper meaning of ἱερεύς?

2. πᾶσαν ἐπ' ἰθὺν, θεῖναι. Explain the constructions.

3. Parse δαμέντες, ὑποσχέσθαι, ἱερευσέμεν.

4. ἐγκέκλιται. Explain this passage, quoted by Mr. Farrar: "*Verba non possunt nisi per flexuram quandam cum aliis orationis partibus præter præpositiones consociari.*" Illustrate by examples.

5. εἰπὲ. What parts of the verb are always accented on the ultimate?

II.

Translate:

Τὸν δ' ἄρ' ὑπόδρα ἰδὼν προσέφη πόδας ὠκὺς Ἀχιλλεύς·
"Μή με, κύον, γούνων γουνάζεο μηδὲ τοκήων.
Αἴ γάρ πως αὐτόν με μένος καὶ θυμὸς ἀνείη
Ὠμ' ἀποταμνόμενον κρέα ἔδμεναι, οἷά μ' ἔοργας·
Ὡς οὐκ ἔσθ' ὃς σῆς γε κύνας κεφαλῆς ἀπαλάλκοι,
Οὐδ' εἴ κεν δεκάκις τε καὶ εἰκοσινήριτ' ἄποινα
Στήσωσ' ἐνθάδ' ἄγοντες, ὑπόσχωνται δὲ καὶ ἄλλα·
Οὐδ' εἴ κεν σ' αὐτὸν χρυσῷ ἐρύσασθαι ἀνώγοι
Δαρδανίδης Πρίαμος· οὐδ' ὥς σέ γε πότνια μήτηρ
Ἐνθεμένη λεχέεσσι γοήσεται, ὃν τέκεν αὐτὴ,
Ἀλλὰ κύνες τε καὶ οἰωνοὶ κατὰ πάντα δάσονται."

Ibid. XXII.

1. Quote passages wherein Latin poets have imitated Homer.

2. Mr. Gladstone and Mr. Paley hold different views regarding the authorship of the Homeric poems. State them, and also, very briefly, the grounds of difference.

III.

Translate:

"Ὡς ἔφατ', αὐτίκα δὲ χρυσόθρονος ἤλυθεν ἠώς.
Ἡ μὲν ἔπειτ' ἀνὰ νῆσον ἀπέστιχε δῖα θεάων·
Αὐτὰρ ἐγὼν ἐπὶ νῆα κιὼν ὤτρυνον ἑταίρους
Αὐτούς τ' ἀμβαίνειν ἀνά τε πρυμνήσια λῦσαι.
Οἱ δ' αἶψ' εἴσβαινον καὶ ἐπὶ κληῖσι καθῖζον.
Ἑξῆς δ' ἑζόμενοι πολιὴν ἅλα τύπτον ἐρετμοῖς.
Ἡμῖν δ' αὖ κατόπισθε νεὸς κυανοπρώροιο
Ἴκμενον οὖρον ἵει πλησίστιον, ἐσθλὸν ἑταῖρον,
Κίρκη ἐϋπλόκαμος, δεινὴ θεὸς αὐδήεσσα.
Αὐτίκα δ' ὅπλα ἕκαστα πονησάμενοι κατὰ νῆα
Ἥμεθα· τὴν δ' ἄνεμός τε κυβερνήτης τ' ἴθυνεν.
Δὴ τότ' ἐγὼν ἑτάροισι μετηύδων ἀχνύμενος κῆρ·

Ibid. Odyssey XII.

1. *νῆσον.* Where does Homer seem to place this?

2. *Κίρκη.* What explanation does Heyne give of the story of Circe and Ulysses? Is there any evidence of the Oriental origin of Greek myths?

3. Explain the meaning of *ἴκμενον, πλησίστιον, αὐδήεσσα.*

4. *Ὅπλα ἕκαστα.* What is the meaning? What is the construction?

5. Translate, with brief notices of peculiar constructions or allusions:

(*a*) *ὄρνυσθ' ἐξείης ἐπιδέξια πάντες ἑταῖροι*
ἀρξάμενοι τοῦ χώρου, ὅθεν τέ περ οἰνοχοεύει.

(*b*) *τοσσὸν δὲ βίης ἐπιδευέες εἰμὲν*
ἀντιθέου Ὀδυσῆος, ὅτ' οὐ δυνάμεσθα τανύσσαι
τόξον· ἐλεγχείη δὲ καὶ ἐσσομένοισι πυθέσθαι.

(*c*) *Ἄττα, πρόσω φέρε τόξα· τάχ' οὐκ εὖ πᾶσι πιθήσεις·*

(*d*) *κεῖτο δ' ὑπ' ἀιθούσῃ ὅπλον νεὸς ἀμφιελίσσης*
βύβλινον, ᾧ ῥ' ἐπέδησε θύρας, ἐς δ' ἤϊεν αὐτός.

(*e*) *ἦμος δ' ἐπὶ δόρπον ἀνὴρ ἀγορῆθεν ἀνέστη*
κρίνων νείκεα πολλὰ δικαζομένων αἰζηῶν,
τῆμος δὴ τά γε δοῦρα Χαρύβδιος ἐξεφαάνθη.

IV.

Translate:

Αἶψα δὲ γηράσκοντας ἀτιμήσουσι τοκῆας
μέμψονται δ' ἄρα τοὺς χαλεποῖς βάζοντ' ἐπέεσσι
σχέτλιοι οὔτε θεῶν ὄπιν εἰδότες. οὐδὲ μὲν οἵ γε
γηράντεσσι τοκεῦσιν ἀπὸ θρεπτήρια δοῖεν,
χειροδίκαι· ἕτερος δ' ἑτέρου πόλιν ἐξαλαπάξει.
οὐδέ τις εὐόρκου χάρις ἔσσεται οὐδὲ δικαίου,
οὔτ' ἀγαθοῦ· μᾶλλον δὲ κακῶν ῥεκτῆρα καὶ ὕβριν
ἀνέρα τιμήσουσι· δίκη δ' ἐν χερσὶ καὶ αἰδὼς
οὐκ ἔσται· βλάψει δ' ὁ κακὸς τὸν ἀρείονα φῶτα
μύθοισι σκολιοῖς ἐνέπων, ἐπὶ δ' ὅρκον ὀμεῖται·
ζῆλος δ' ἀνθρώποισιν ὀϊζυροῖσιν ἅπασι
δυσκέλαδος κακόχαρτος ὁμαρτήσει στυγερώπης.
καὶ τότε δὴ πρὸς Ὄλυμπον ἀπὸ χθονὸς εὐρυοδείης,
λευκοῖσιν φαρέεσσι καλυψαμένω χρόα καλόν,
ἀθανάτων μετὰ φῦλον ἴτην, προλιπόντ' ἀνθρώπους,
Αἰδὼς καὶ Νέμεσις. τὰ δὲ λείψεται ἄλγεα λυγρὰ
θνητοῖς ἀνθρώποισι· κακοῦ δ' οὐκ ἔσσεται ἀλκή.

HESIOD, *Works and Days.*

1. Quote parallel passages.

2. ἀπὸ. What is the force?

3. Εἰσὶ γάρ τινες οἵ φασιν οὐθὲν ἀγένητον εἶναι τῶν πραγμάτων, ἀλλὰ πάντα γίγνεσθαι, γενόμενα δὲ τὰ μὲν ἄφθαρτα διαμένειν τὰ δὲ πάλιν φθείρεσθαι, μάλιστα μὲν οἱ περὶ Ἡσίοδον, εἶτα καὶ τῶν ἄλλων οἱ πρῶτοι φυσιολογήσαντες. (Aristotle.) Translate, and examine the statement.

4. What evidence as to the period at which writing first became known to the Greeks?

V.

Translate:

Περὶ δὲ τῆς διηγηματικῆς καὶ ἐν ἑξαμέτρῳ μιμητικῆς, ὅτι δεῖ τοὺς μύθους, καθάπερ ἐν ταῖς τραγῳδίαις, συνιστάναι δραματικοὺς, καὶ περὶ μίαν πρᾶξιν ὅλην καὶ τελείαν ἔχουσαν ἀρχὴν καὶ μέσον καὶ τέλος, ἵν' ὥσπερ ζῶον ἓν ὅλον ποιῇ τὴν οἰκείαν ἡδονὴν, δῆλον· καὶ μὴ ὁμοίας ἱστορίαις τὰς συνθέσεις εἶναι, ἐν αἷς ἀνάγκη οὐχὶ μιᾶς πράξεως ποιεῖσθαι δήλωσιν, ἀλλ' ἑνὸς χρόνου, ὅσα ἐν τούτῳ συνέβη περὶ ἕνα ἢ πλείους, ὧν ἕκαστα, ὡς ἔτυχεν, ἔχει πρὸς ἄλληλα. Ὥσπερ γὰρ κατὰ τοὺς αὐτοὺς χρόνους ἥ τ' ἐν Σαλαμῖνι ἐγένετο ναυμαχία, καὶ ἡ ἐν Σικελίᾳ Καρχηδονίων μάχη, οὐδὲν πρὸς τὸ αὐτὸ συντείνουσαι τέλος· οὕτω καὶ ἐν τοῖς ἐφεξῆς χρόνοις ἐνίοτε γίνεται θάτερον μετὰ θάτερον, ἐξ ὧν ἓν οὐδὲν γίνεται τέλος. Σχεδὸν δὲ οἱ πολλοὶ τῶν ποιητῶν τοῦτο δρῶσι· Διὸ, ὥσπερ εἴπομεν ἤδη καὶ ταύτῃ θεσπέσιος ἂν φανείη Ὅμηρος παρὰ τοὺς ἄλλους, τῷ μηδὲ τὸν πόλεμον, καίπερ ἔχοντα ἀρχὴν καὶ τέλος, ἐπιχειρῆσαι ποιεῖν ὅλον· λίαν γὰρ ἂν μέγας, καὶ οὐκ εὐσύνοπτος ἔμελλεν ἔσεσθαι· ἢ τῷ μεγέθει μετριάζοντα, καταπεπλεγμένον τῇ ποικιλίᾳ.

ARISTOTLE, *Poetic.*

Write notes on οἰκείαν, ἡ ἐν Σικελίᾳ.....τέλος.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

GREEK.

HONORS.

Examiner: S. ARTHUR MARLING, M.A.

I.

Translate:

Ἀποκτείνασι δὲ τοῖσι Πελασγοῖσι τοὺς σφετέρους παῖδάς τε καὶ γυναῖκας, οὔτε γῆ καρπὸν ἔφερε, οὔτε γυναῖκές τε καὶ τοῖμναι ὁμοίως ἔτικτον καὶ πρὸ τοῦ. πιεζόμενοι δὲ λιμῷ τε καὶ ἀπαιδίῃ, ἐς Δελφοὺς ἔπεμπον, λύτιν τινὰ αἰτησόμενοι τῶν παρεόντων κακῶν. Ἡ δὲ Πυθίη σφέας ἐκέλευε Ἀθηναίοισι δίκας διδόναι ταύτας τὰς ἂν αὐτοὶ Ἀθηναῖοι δικάσωσι. ἦλθόν τε δὴ ἐς τὰς Ἀθήνας οἱ Πελασγοὶ, καὶ δίκας ἐπαγγέλλοντο βουλόμενοι διδόναι παντὸς τοῦ ἀδικήματος. Ἀθηναῖοι δὲ ἐν τῷ πρυτανηΐῳ κλίνην στρώσαντες ὡς εἶχον κάλλιστα, καὶ τράπεζαν ἐπιπλέην ἀγαθῶν πάντων παραθέντες, ἐκέλευον τοὺς Πελασγοὺς τὴν χώρην σφίσι παραδιδόναι οὕτω ἔχουσαν. οἱ δὲ Πελασγοὶ ὑπολαβόντες εἶπαν· Ἐπεὰν βορέῃ ἀνέμῳ αὐτημερὸν νηῦς ἐξανύσῃ ἐκ τῆς ὑμετέρης ἐς τὴν ἡμετέρην, τότε παραδώσομεν." τοῦτο εἶπαν, ἐπιστάμενοι τοῦτο εἶναι ἀδύνατον γενέσθαι, ἡ γὰρ Ἀττικὴ πρὸς νότον κέεται πολλὸν τῆς Λήμνου.

HERODOTUS, VI.

Τοῖσι μέν νυν Ἀθηναίοισι καὶ τοῖσι προσεχέσι τούτοισι τεταγμένοισι, μέχρι κου τῶν ἡμισέων, ἡ ὁδὸς ἐγίνετο κατ' αἰγιαλόν τε καὶ ἄπεδον χῶρον· τοῖσι δὲ Λακεδαιμονίοισι καὶ τοῖσι ἐπεξῆς τούτοισι τεταγμένοισι, κατά τε χαράδρην καὶ οὔρεα. ἐν ᾧ δὲ οἱ Λακεδαιμόνιοι περιήϊσαν, οὗτοι οἱ ἐπὶ τῷ ἑτέρῳ κέρεϊ ἔτι καὶ δὴ ἐμάχοντο. Ἕως μέν νυν

τοῖσι Πέρσῃσι ὄρθια ἦν τὰ γέρρα, ἠμίνοντό τε καὶ οὐδὲν ἔλασσον εἶχον τῇ μάχῃ. ἐπεὶ δὲ τῶν Ἀθηναίων καὶ τῶν προσεχέων ὁ στρατὸς, ὅκως ἐωυτῶν γένηται τὸ ἔργον καὶ μὴ Λακεδαιμονίων, παρακελευσάμενοι, ἔργου εἴχοντο προθυμότερον, ἐνθεῦτεν ἤδη ἑτεροιοῦτο τὸ πρῆγμα. διωσάμενοι γὰρ τὰ γέρρα οὗτοι, φερόμενοι ἐσεπεσον ἁλέες ἐς τοὺς Πέρσας.

Ibid, IX.

1. Ὁμοίως...οὗ. Explain the construction.

2. οἱ Πελασγοὶ. Who are meant? What theories as to the Pelasgi?

3. What was the general principal aim of Herodotus in his work? What period is embraced in it? Give a summary of the Calliope.

4. Give some account of the λογόγραφοι.

5. What internal evidence as to (*a*) the travels of Herodotus, (*b*) the age of the author?

II.

Translate:

Καὶ τοῦ αὐτοῦ θέρους, ἤδη ἡκόντων αὐτοῖς τῶν ἀπὸ Θρᾴκης μετὰ Βρασίδου ἐξελθόντων στρατιωτῶν οὓς ὁ Χλεαρίδας μετὰ τὰς σπονδὰς ἐκόμισεν, οἱ Λακεδαιμόνιοι ἐψηφίσαντο τοὺς μὲν μετὰ Βρασίδου Εἵλωτας μαχεσαμένους ἐλευθέρους εἶναι, καὶ οἰκεῖν ὅπου ἂν βούλωνται· καὶ ὕστερον οὐ πολλῷ αὐτοὺς μετὰ των Νεοδαμωδῶν ἐς Λέπρεον κατέστησαν, κείμενον ἐπὶ τῆς Λακωνικῆς καὶ τῆς Ἠλείας, ὄντες ἤδη διάφοροι Ἠλείοις· τοὺς δ' ἐκ τῆς νήσου ληφθέντας σφῶν καὶ τὰ ὅπλα παραδόντας, δείσαντες μή τι διὰ τὴν ξυμφορὰν νομίσαντες ἐλασσωθήσεσθαι καὶ ὄντες ἐπίτιμοι νεωτερίσωσιν, ἤδη καὶ ἀρχάς τινας ἔχοντας ἀτίμους ἐποίησαν, ἀτιμίαν δὲ τοιάνδε ὥστε μήτε ἄρχειν μήτε πριαμένους τι ἢ πωλοῦντας κυρίους εἶναι. ὕστερον δὲ αὖθις χρόνῳ ἐπίτιμοι ἐγένοντο.

THUCYDIDES.

1. Βρασίδου. Give some account of him.

2. Εἵλωτας. What derivations of this word have been proposed? What was the κρυπτεία?

3. Νεοδαμωδῶν. Explain what is meant. Who were the μόθωνες?

4. *ἀτιμίαν.* What different kinds? What was involved in it?

5. *τῆς νήσου.* Shew its position by a rough plan. What were the circumstances alluded to?

Translate:

Τούς τε Ἀθηναίους ὑμῶν πάλιν αὖ καὶ τάδε ὑπομιμνήσκω ὅτι οὔτε ναῦς ἐν τοῖς νεωσοίκοις ἄλλας ὁμοίας ταῖσδε οὔτε ὁπλιτῶν ἡλικίαν ὑπελίπετε, εἴ τε ξυμβήσεταί τι ἄλλο ἢ τὸ κρατεῖν ὑμῖν, τούς τε ἐνθάδε πολεμίους εὐθὺς ἐπ' ἐκεῖνα πλευσομένους καὶ τοὺς ἐκεῖ ὑπολοίπους ἡμῶν ἀδυνάτους ἐσομένους τούς τε αὐτοῦ καὶ τοὺς ἐπελθόντας ἀμύνασθαι. καὶ οἱ μὲν ἂν ὑπὸ Συρακοσίοις εὐθὺς γίγνοισθε, οἷς αὐτοὶ ἴστε οἵᾳ γνώμῃ ἐπήλθετε, οἱ δ' ἐκεῖ ὑπὸ Λακεδαιμονίοις.

Ibid, VII.

III.

Translate:

Ταῦτ' εἰπὼν Εὐρυπτόλεμος ἔγραψε γνώμην κατὰ τὸ Καννωνοῦ ψήφισμα κρίνεσθαι τοὺς ἄνδρας δίχα ἕκαστον· ἡ δὲ τῆς βουλῆς ἦν μιᾷ ψήφῳ ἅπαντας κρίνειν. τούτων δὲ διαχειροτονουμένων τὸ μὲν πρῶτον ἔκριναν τὴν Εὐρυπτολέμου· ὑπομασαμένου δὲ Μενεκλέους καὶ πάλιν διαχειροτονίας γενομένης ἔκριναν τὴν τῆς βουλῆς. καὶ μετὰ ταῦτα κατεψηφίσαντο τῶν ναυμαχησάντων στρατηγῶν ὀκτὼ ὄντων· ἀπέθανον δὲ οἱ παρόντες ἕξ. καὶ οὐ πολλῷ χρόνῳ ὕστερον μετέμελε τοῖς Ἀθηναίοις, καὶ ἐψηφίσαντο οἵτινες τὸν δῆμον ἐξηπάτησαν, προβολὰς αὐτῶν εἶναι. καὶ ἐγγυητὰς καταστῆσαι, ἕως ἂν κριθῶσιν, εἶναι δὲ καὶ Καλλίξενον τούτων. προυβλήθησαν δὲ καὶ ἄλλοι τέτταρες; καὶ ἐδέθησαν ὑπὸ τῶν ἐγγυησαμένων. ὕστερον δὲ στάσεώς τινος γενομένης, ἐν ᾗ Κλεοφῶν ἀπέθανεν, ἀπέδρασαν οὗτοι, πρὶν κριθῆναι· Καλλίξενος δὲ κατελθὼν ὅτε καὶ οἱ ἐκ Πειραιῶς εἰς τὸ ἄστυ, μισούμενος ὑπὸ πάντων λιμῷ ἀπέθανεν.

XENOPHON, *Hellenica*, I. 7.

1. Distinguish *ψήφισμα*, *νόμος*, and *προβούλευμα*. Give the Greek terms for "to bring in a bill," "to carry a bill," "to repeal a statute."

2. Describe the judicial proceedings taken in a trial at Athens.

3. What circumstances occasioned the trial referred to in the extract?

IV.

Translate:

Τὴν μὲν οὖν ἄλλην δύναμιν ἑτοιμάσας πρὸς μάχην, συνεῖχεν ἐν τῷ χάρακι· τοὺς δὲ γροσφομάχους καὶ τῶν πεζῶν τοὺς ἐπιλέκτους ἐξαφιεὶς, ἐκέλευε προσβάλλειν πρὸς τὴν ὀφρὺν, καὶ καταπειράζειν τῆς τῶν πολεμίων ἐφεδρείας. τῶν δὲ ποιούντων τὸ παραγγελθὲν εὐψύχως, τὰς μὲν ἀρχὰς ὁ τῶν Καρχηδονίων στρατηγὸς ἐκαραδόκει τὸ συμβαῖνον· θεωρῶν δὲ διὰ τὴν τόλμαν τῶν Ῥωμαίων τοὺς παρ' αὐτῶν πιεζομένους, καὶ κακῶς πάσχοντας, ἐξῆγε τὴν δύναμιν, καὶ παρενέβαλε παρὰ τὴν ὀφρὺν, πιστεύων τοῖς τόποις. Κατὰ δὲ τὸν καιρὸν τοῦτον ὁ Πόπλιος τοὺς μὲν εὐζώνους ἅπαντας ἐπαφῆκε, συντάξας βοηθεῖν τοῖς προκινδυνεύουσι, τοὺς δὲ λοιποὺς ἑτοίμους ἔχων, τοὺς μὲν ἡμίσεις αὐτὸς ἔχων, περιελθὼν τὴν ὀφρὺν κατὰ τὸ λαιὸν τῶν ὑπεναντίων, προσέβαλλε τοῖς Καρχηδονίοις· τοὺς δ' ἡμίσεις Λαιλίῳ δοὺς, ὁμοίως παρήγγειλε τὴν ἔφοδον ἐπὶ τὰ δεξιὰ μέρη τῶν πολεμίων.

POLYBIUS X.

1. Short notes on *χαρακι, γροσφομάχους, ὀφρὺν.* Give the Latin.

2. *Στρατηγὸς.* Who?

3. Translate into Latin: *Μετὰ ταῦτα παρεδίδου τοῖς ταμίαις τὰ χρήματα, ὅσα δημόσια κατελήφθη τῶν Καρχηδονίων. Ἦν δὲ ταῦτα πλείω τῶν ἑξακοσίων ταλάντων. ὥστε προστεθέντων τούτων οἷς παρῆν αὐτὸς ἐκ Ῥώμης ἔχων τετρακοσίοις, τὴν ὅλην παράθεσιν αὐτῶν γενέσθαι τῆς χορηγίας πλείω τῶν χιλίων.*

4. *προστεθέντων...τετρακοσίοις.* Explain the construction

5. *χορηγίας.* Origin and meaning of the word?

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

GREEK.

HONORS.

Examiner: S. ARTHUR MARLING, M.A.

I.

Translate:

Εἰς τρία μέρη διαιρεῖται ἡ ἡμέρα, ὅταν εἰσίῃ γραφὴ παρανόμων εἰς τὸ δικαστήριον. Ἐγχεῖται γὰρ τὸ μὲν πρῶτον ὕδωρ τῷ κατηγόρῳ καὶ τοῖς νόμοις καὶ τῇ δημοκρατίᾳ, τὸ δὲ δεύτερον ὕδωρ τῷ τὴν γραφὴν φεύγοντι, καὶ τοῖς εἰς αὐτὸ τὸ πρᾶγμα λέγουσιν· ἐπειδὰν δὲ τῇ πρώτῃ ψήφῳ μὴ λυθῇ τὸ παράνομον, ἤδη τὸ τρίτον ὕδωρ ἐγχεῖται τῇ τιμήσει καὶ τῷ μεγέθει τῆς ὀργῆς τῆς ὑμετέρας· ὅστις μὲν οὖν ἐν τῇ τιμήσει τὴν ψῆφον αἰτεῖ, τὴν ὀργὴν τὴν ὑμετέραν παραιτεῖται· ὅστις δ' ἐν τῷ πρώτῳ λόγῳ τὴν ψῆφον αἰτεῖ, ὅρκον αἰτεῖ, νόμον αἰτεῖ, δημοκρατίαν αἰτεῖ, ὧν οὔτε αἰτῆσαι οὐδὲν ὅσιον οὐδενὶ οὔτ' αἰτηθέντα ἑτέρῳ δοῦναι. Κελεύσατε οὖν αὐτούς, ἐάσαντας ὑμᾶς τὴν πρώτην ψῆφον κατὰ τοὺς νόμους διενεγκεῖν, ἀπαντᾶν εἰς τὴν τίμησιν. Ὅλως δ' ἔγωγε, ὦ ἄνδρες Ἀθηναῖοι, ὀλίγου δέω εἰπεῖν, ὡς καὶ νόμον δεῖ τεθῆναι ἐπὶ ταῖς γραφαῖς μόνον ταῖς τῶν παρανόμων, μὴ ἐξεῖναι μήτε τῷ κατηγόρῳ συνηγόρους παρέχεσθαι, μήτε τῷ τὴν γραφὴν τῶν παρανόμων φεύγοντι· οὐ γὰρ ἀόριστόν ἐστι τὸ δίκαιον, ἀλλ' ὡρισμένον τοῖς νόμοις τοῖς ὑμετέροις. Ὥσπερ γὰρ ἐν τῇ τεκτονικῇ ὅταν εἰδέναι βουλώμεθα τὸ ὀρθὸν καὶ τὸ μή, τὸν κανόνα προσφέρομεν ᾧ διαγινώσκεται, οὕτω καὶ ἐν ταῖς γραφαῖς τῶν παρανόμων παράκειται κανὼν τοῦ δικαίου τουτὶ τὸ σανίδιον καὶ τὸ ψήφισμα καὶ οἱ παραγεγραμμένοι νόμοι.

ÆSCHINES *adv. Ctesiphontem.*

1. Write short explanatory notes on *τὸ πρῶτον ὕδωρ, ὅστις δ' ἄν.....δημοκρατίαν αἰτεῖ, ἀπαντᾶν εἰς τὴν τίμησιν, κανόνα, σανιδίον.*

2. Into what four periods does Æschines divide his rival's public career?

II.

Translate:

Διὸ δέδοκται τῇ βουλῇ καὶ τῷ δήμῳ τῷ Ἀθηναίων, εὐξαμένους καὶ θύσαντας τοῖς θεοῖς καὶ ἥρωσι τοῖς κατέχουσι τὴν πόλιν καὶ τὴν χώραν τὴν Ἀθηναίων, καὶ ἐνθυμηθέντας τῆς τῶν προγόνων ἀρετῆς, διότι περὶ πλείονος ἐποιοῦντο τὴν τῶν Ἑλλήνων ἐλευθερίαν διατηρεῖν ἢ τὴν ἰδίαν πατρίδα, διακοσίας ναῦς καθέλκειν εἰς τὴν θάλατταν καὶ τὸν ναύαρχον ἀναπλεῖν ἐντὸς Πύλῶν, καὶ τὸν στρατηγὸν καὶ τὸν ἵππαρχον τὰς πεζὰς καὶ τὰς ἱππικὰς δυνάμεις Ἐλευσῖνάδε ἐξάγειν, πέμψαι δὲ καὶ πρέσβεις πρὸς τοὺς ἄλλους Ἕλληνας, πρῶτον δὲ πάντων πρὸς Θηβαίους διὰ τὸ ἐγγυτάτω εἶναι τὸν Φίλιππον τῆς ἐκείνων χώρας, παρακαλεῖν δὲ αὐτοὺς μηδὲν καταπλαγέντας τὸν Φίλιππον ἀντέχεσθαι τῆς ἑαυτῶν καὶ τῆς τῶν ἄλλων Ἑλλήνων ἐλευθερίας, καὶ ὅτι ὁ Ἀθηναίων δῆμος, οὐδὲν μνησίκακῶν εἴ τι πρότερον γέγονεν ἀλλότριον ταῖς πόλεσι πρὸς ἀλλήλας, βοηθήσει καὶ δυνάμεσι καὶ χρήμασι καὶ βέλεσι καὶ ὅπλοις, εἰδὼς ὅτι αὐτοῖς μὲν πρὸς ἀλλήλους διαμφισβητεῖν περὶ τῆς ἡγεμονίας οὖσιν Ἕλλησι καλὸν, ὑπὸ δὲ ἀλλοφύλου ἀνθρώπου ἄρχεσθαι καὶ τῆς ἡγεμονίας ἀποστερεῖσθαι ἀνάξιον εἶναι καὶ τῆς τῶν Ἑλλήνων δόξης καὶ τῆς τῶν προγόνων ἀρετῆς. Ἔτι δὲ οὐδὲ ἀλλότριον ἡγεῖται εἶναι ὁ Ἀθηναίων δῆμος τὸν Θηβαίων δῆμον οὔτε τῇ συγγενείᾳ οὔτε τῷ ὁμοφύλῳ. Ἀναμιμνήσκεται δὲ καὶ τὰς τῶν προγόνων τῶν ἑαυτοῦ εἰς τοὺς Θηβαίων προγόνους εὐεργεσίας.

DEMOSTHENES, *de Corona.*

1. *βουλῇ.* Give a brief account of this.
2. *ἥρωσι.* Who are meant?
3. *συγγενείᾳ, ὁμοφύλῳ.* Explain.
4. Compare Demosthenes and Cicero.

III.

Translate, with brief comments:

(*a*) *κατιδὼν δέ τις ταῦτα, νομοθέτης τίθησι νόμον, καὶ μάλα καλῶς ἔχοντα, τὸν διαῤῥήδην ἀπαγορεύοντα τοὺς ὑπευθύνους μὴ στεφανοῦν.*

(*b*) Ἐκ τριηράρχου λογογράφος ἀνεφάνη, τὰ πατρῶα καταγελάστως προέμενος.

(*c*) Ἡγοῦντο γὰρ, ὥσπερ τότ' αὐτοὺς φεύγοντας ἀπὸ Φυλῆς Θρασύβουλος κατήγαγεν, οὕτω νῦν μένοντας ἐξελαύνειν παρὰ τοὺς νόμους γράφοντά τι.

(*d*) πάνυ γὰρ παρὰ τοῦτο, οὐχ ὁρᾷς; γέγονε τὰ τῶν Ἑλλήνων πράγματα, εἰ τουτὶ τὸ ῥῆμα, ἀλλὰ μὴ τουτὶ διελέχθην ἐγὼ, ἢ δευρὶ τὴν χεῖρα, ἀλλὰ μὴ δευρὶ παρήνεγκα.

IV.

Translate:

Ἀπόδειξιν ὁ Δημοσθένης ὑπὲρ τῶν πεπολιτευμένων εἰσφέρει· τίς δ' ἦν ἡ κατὰ φύσιν χρῆσις αὐτῆς; "Οὐχ ἡμάρτετε, ὦ τὸν ὑπὲρ τῆς τῶν Ἑλλήνων ἐλευθερίας ἀγῶνα ἀράμενοι· ἔχετε δὲ οἰκεῖα τούτου παραδείγματα· οὐδὲ γὰρ οἱ ἐν Μαραθῶνι ἥμαρτον, οὐδ' οἱ ἐν Σαλαμῖνι, οὐδὲ οἱ ἐν Πλαταιαῖς." Ἀλλ' ἐπειδὴ, καθάπερ ἐμπνευσθεὶς ἐξαίφνης ὑπὸ Θεοῦ καὶ οἱονεὶ φοιβόληπτος γενόμενος, τὸν κατὰ τῶν ἀριστέων τῆς Ἑλλάδος ὅρκον ἐξεφώνησεν, "Οὐκ ἔστιν ὅπως ἡμάρτετε, οὐ μὰ τοὺς ἐν Μαραθῶνι προκινδυνεύσαντας," φαίνεται δι' ἑνὸς τοῦ ὁμοτικοῦ σχήματος, (ὅπερ ἐνθάδε ἀποστροφὴν ἐγὼ καλῶ,) τοὺς μὲν προγόνους ἀποθεώσας, ὅτι δεῖ τοὺς οὕτως ἀποθανόντας ὡς Θεοὺς ὀμνύναι παριστάνων, τοῖς δὲ κρίνουσι τὸ τῶν ἐκεῖ προκινδυνευσάντων ἐντιθεὶς φρόνημα, τὴν δὲ τῆς ἀποδείξεως φύσιν μεθεστακὼς εἰς ὑπερβάλλον ὕψος καὶ πάθος, καὶ ξένων καὶ ὑπερφυῶν ὅρκων ἀξιοπιστίαν, καὶ ἅμα παιώνιόν τινα καὶ ἀλεξιφάρμακον εἰς τὰς ψυχὰς τῶν ἀκουόντων καθιεὶς λόγον, ὡς κουφιζομένους ὑπὸ τῶν ἐγκωμίων μηδὲν ἔλαττον τῇ μάχῃ τῇ πρὸς Φίλιππον, ἢ ἐπὶ τοῖς κατὰ Μαραθῶνα καὶ Σαλαμῖνα νικητηρίοις, παρίστασθαι φρονεῖν· οἷς πᾶσι τοὺς ἀκροατὰς διὰ τοῦ σχηματισμοῦ συναρπάσας ᾤχετο.

Καίτοι παρὰ τῷ Εὐπόλιδι τοῦ ὅρκου τὸ σπέρμα φασὶν εὑρῆσθαι,

Οὐ γὰρ, μὰ τὴν Μαραθῶνι τὴν ἐμὴν μάχην,
Χαίρων τις αὐτῶν τοὐμὸν ἀλγυνεῖ κέαρ.

Ἔστι δὲ οὐ τὸ ὁπωσοῦν τινὰ ὀμόσαι μέγα, τὸ δὲ ποῦ, καὶ πῶς, καὶ ἐφ' ὧν καιρῶν, καὶ τίνος ἕνεκα. Ἀλλ' ἐκεῖ μὲν οὐδέν ἐστ' εἰ μὴ ὅρκος, καὶ πρὸς εὐτυχοῦντας ἔτι καὶ οὐ δεομένους παρηγορίας τοὺς Ἀθηναίους· ἔτι δ' οὐχὶ τοὺς ἄνδρας ἀπαθανατίσας ὁ ποιητὴς ὤμοσεν, ἵνα τῆς ἐκείνων

ἀρετῆς τοῖς ἀκούουσιν ἐντέκῃ λόγον ἄξιον, ἀλλ' ἀπὸ τῶν προκινδυνευσάντων ἐπὶ τὸ ἄψυχον ἀπεπλανήθη, τὴν μάχην. Παρὰ δὲ τῷ Δημοσθένει πεπραγμάτευται πρὸς ἡττημένους ὁ ὅρκος, ὡς μὴ Χαιρώνειαν ἔτ' Ἀθηναίοις ἀτύχημα φαίνεσθαι. Καὶ ταὐτὸν, ὡς ἔφην, ἅμα ἀπόδειξίς ἐστι τοῦ μηδὲν ἡμαρτηκέναι, παράδειγμα, ὅρκων πίστις, ἐγκώμιον, προτροπή.

LONGINUS, *de Sublim.* 19.

1. φοιβόληπτος, παιώνιον. Explain, and cite illustrative passages.

2. Ἐυπολίδι. Distinguish the Old and the New Comedy.

3. ἄψυχον. What is the force?

4. Say briefly what you know of Isocrates, Lysias, Demades, and Hyperides.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

GREEK.

HONORS.

Examiner: S. ARTHUR MARLING, M.A.

I.

Translate:

Τιμόσθενες, ὕμμε δ' ἐκλάρωσεν πότμος
Ζηνὶ γενεθλίῳ· ὃς σὲ μὲν Νεμέᾳ πρόφατον,
Ἀλκιμέδοντα δὲ πὰρ Κρόνου λόφῳ
θῆκεν Ὀλυμπιονίκαν.
ἦν δ' ἐσορᾶν καλός, ἔργῳ τ' οὐ κατὰ εἶδος ἐλέγχων
ἐξένεπε κρατέων πάλᾳ δολιχήρετμον Αἴγιναν πάτραν·
ἔνθα Σώτειρα Διὸς ξενίου
πάρεδρος ἀσκεῖται Θέμις
ἔξοχ' ἀνθρώπων. ὅ τι γὰρ πολὺ καὶ πολλᾷ ῥέπει,
ὀρθᾷ διακρίνειν φρενὶ μὴ παρὰ καιρόν,
δυσπαλές, τεθμὸς δέ τις ἀθανάτων καὶ τάνδ' ἁλιερκέα χώραν
παντοδαποῖσιν ὑπέστασε ξένοις
κίονα δαιμονίαν.
ὁ δ' ἐπαντέλλων χρόνος
τοῦτο πράσσων μὴ κάμοι·
Δωριεῖ λαῷ ταμιευομέναν ἔξ Αἰακοῦ·
τὸν παῖς ὁ Λατοῦς εὐρυμέδων τε Ποσειδᾶν,
Ἰλίῳ μέλλοντες ἐπὶ στέφανον τεῦξαι, καλέσαντο συνεργὸν
τείχεος, ἦν ὅτι νιν πεπρωμένον
ὀρνυμένων πολέμων
πτολιπόρθοις ἐν μάχαις
λάβρον ἀμπνεῦσαι καπνόν.

PINDAR, *Olympic Odes*, VIII.

1. Write short explanatory notes on ὕμμε, ῥέπει, τεθμὸς, κίονα, πεπρωμένον.

2. Translate:

Ὃς τᾶς ὀφιώδεος υἱόν ποτε Γοργόνος ἢ πολλ' ἀμφὶ κρουνοῖς
Πάγασον ζεῦξαι ποθέων ἔπαθεν,
πρίν γέ οἱ χρυσάμπυκα κούρα χαλινὸν
Παλλὰς ἤνεγκ'· ἐξ ὀνείρου δ' αὐτίκα
ἦν ὕπαρ· φώνασε δ'· Εὔδεις, Αἰολίδα βασιλεῦ;
ἄγε φίλτρον τόδ' ἵππειον δέκευ,
καὶ Δαμαίῳ νιν θύων ταῦρον ἀργᾶντα πατρὶ δεῖξον.

Ibid. XIII.

3. Scan the verses; and give the ordinary for the lyric forms in this extract.

4. Explain the allusions.

5. Enumerate and describe the principal varieties of Lyric poetry among the Greeks.

6. How are the *Epinicia* divided?

II.

Translate:

"Ὦ λύκοι, ὦ θῶες, ὦ ἀν' ὤρεα φωλάδες ἄρκτοι,
χαίρεθ' · ὁ βουκόλος ὔμμιν ἐγὼ Δάφνις οὐκέτ' ἀν' ὕλαν,
οὐκέτ' ἀνὰ δρυμώς, οὐκ ἄλσεα. χαῖρ' Ἀρέθοισα
καὶ ποταμοί, τοὶ χεῖτε καλὸν κατὰ Θυμβρίδος ὕδωρ."
ἄρχετε βουκολικᾶς Μοῖσαι πάλιν ἄρχετ' ἀοιδᾶς.
"Ὦ Πὰν Πάν, εἴτ' ἐσσὶ κατ' ὤρεα μακρὰ Λυκαίω,
εἴτε τύγ' ἀμφιπολεῖς μέγα Μαίναλον, ἔνθ' ἐπὶ νᾶσον
τὰν Σικελάν, Ἑλίκας δὲ λίπ' ἠρίον αἰπύ τε σᾶμα
τᾶνο Λυκαονίδαο, τὸ καὶ μακάρεσσιν ἀγατόν."
λήγετε βουκολικᾶς Μοῖσαι ἴτε λήγετ' ἀοιδᾶς.
"Ἐνθ' ὤναξ καὶ τᾶνδε φέρ' εὐπακτοῖο μελίπνουν
ἐκ κηρῶ σύριγγα καλάν, περὶ χεῖλος ἑλικτάν.
ἢ γὰρ ἐγὼν ὑπ' ἔρωτος ἐς Ἄϊδος ἔλκομαι ἤδη,
Δάφνις ἐγὼν ὅδε τᾶνος ὁ τὰς βόας ὧδε νομεύων,
Δάφνις ὁ τὼς ταύρως καὶ πόρτιας ὧδε ποτίσδων."
λήγετε βουκολικᾶς Μοῖσαι ἴτε λήγετ' ἀοιδᾶς.
"Νῦν δ' ἴα μὲν φορέοιτε βάτοι, φορέοιτε δ' ἄκανθαι,
ἁ δὲ καλὰ νάρκισσος ἐπ' ἀρκεύθοισι κομάσαι·
πάντα δ' ἔναλλα γένοιντο, καὶ ἁ πίτυς ὄχνας ἐνείκαι,
Δάφνις ἐπεὶ θνάσκει, καὶ τὰς κύνας ὤλαφος ἔλκοι,
κὠξ ὀρέων τοὶ σκῶπες ἀηδόσι γαρύσαιντο."

THEOCRITUS, *Idylls.*

1. Λυκαονίδαο. Who is meant?

2. Σύριγγα...ἑλικτάν. Explain.

3. State briefly what is known of the history of Theocritus? What classification of the Idylls has been made? What peculiarities in the structure of his verse?

4. Which of the Greek dialects is most closely allied to the Latin? Give examples. Write the ordinary forms of varieties in the first ten verses of the extract.

III.

Translate:

Ἀλλὰ Δίκα κίχε πάντα. ἐγὼ δ' ἐπὶ πένθεϊ τῷδε
δάκρυσι καὶ τεὸν οἶτον ὀδύρομαι. εἰ δυνάμαν δέ,
ὡς Ὀρφεὺς καταβὰς ποτὶ Τάρταρον, ὥς ποκ' Ὀδυσσεὺς,
ὡς πάρος Ἀλκείδας, κἠγὼ τάχ' ἂν ἐς δόμον ἦλθον
Πλουτέος, ὥς κέ σ' ἴδοιμι, καὶ εἰ Πλουτῆ: μελίσδῃ,
ὡς ἂν ἀκουσαίμαν, τί μελίσδεαι. ἀλλ' ἔτι Κώρᾳ
Σικελικόν τι λίγαινε καὶ ἁδύ τι βουκολιάζευ.
καὶ κείνα Σικελά, καὶ ἐν Αἰτναίαισιν ἔπαιζεν
ἀόσι, καὶ μέλος ἦδε τὸ Δώριον· οὐκ ἀγέραστος
ἐσσεῖθ' ἁ μολπά, χὡς Ὀρφέϊ πρόσθεν ἔδωκεν
ἁδέα φορμίζοντι παλίσσυτον Εὐρυδίκειαν,
καὶ σὲ Βίων πέμψει τοῖς ὤρεσιν. εἰ δέ τι κἠγὼν
συρίσδων δυνάμαν, παρὰ Πλουτέϊ κ' αὐτὸς ἄειδον.

MOSCHUS, *Idylls.*

1. ἀλλ' ἐτὶ Κώρᾳ...ἦδε τὸ Δώριον. Explain the meaning.

2. What poets, ancient and modern, have described *Necyia*?

3. Cite parallel passages in Greek and Latin.

Translate:

κεῖνον μὲν περιπολλὰ φίλοι κύνες ὠρύονται
καὶ Νύμφαι κλαίουσιν Ὀρειάδες· ἁ δ' Ἀφροδίτα
λυσαμένα πλοκαμῖδας ἀνὰ δρυμὼς ἀλάληται
πενθαλέα νήπαστος ἀσάνδαλος, αἱ δὲ βάτοι νιν
ἐρχομέναν κείρουσι καὶ ἱερὸν αἷμα δρέπονται·
ὀξὺ δὲ κωκύοισα δι' ἄγκεα μακρὰ φορεῖται,
Ἀσσύριον βοόωσα πόσιν καὶ πολλὰ σαλεῦσα.

BION.

1. Ασσύριον πόσιν. What remarkable allusion to his worship in Scripture?

2. What are the characteristics of the κοινὴ διάλεκτος?

3. Give an account of the writing materials used by the Greeks: and explain the terms κοινηδὸν γράφειν, πρωτοκολλον, σύλλαβος.

IV.

Arrange, write in the ordinary characters, with accents, translate, and explain:

ΟΙΔΕΤΡΙΗΚΟΣΙΟΙΣΠΑΡΤΑΠΑΤΡΙΤΟΙΣΣΤΝΑΡΙΘΜΟΙΣ
ΙΝΑΧΙΔΑΙΣΘΤΡΕΑΝΑΜΦΙΜΑΧΕΣΣΑΜΕΝΟΙ
ΑΤΧΕΝΑΣΟΤΣΤΡΕΨΑΝΤΕΣΟΠΛΠΟΔΟΣΙΧΝΙΑΠΡΑΤΟΝ
ΑΡΜΟΣΑΜΕΝΤΑΤΤΑΙΚΑΙΛΙΠΟΜΕΝΒΙΟΤΑΝ
ΑΡΣΕΝΙΔΕΟΘΡΤΑΔΑΟΦΟΝΟΥΚΕΚΑΛΤΜΜΕΝΟΝΟΠΛΟΝ
ΚΑΡΤΣΣΕΙΘΤΡΕΛΖΕΤΛΑΚΕΔΑΙΜΟΝΙΩΝ
ΑΙΔΕΤΙΣΑΡΓΕΙΩΝΕΦΤΓΕΝΜΟΡΟΝΠΣΑΠΑΔΡΑΣΤΟΤ
ΣΠΑΡΤΑΙΔΕΟΤΤΟΘΑΝΕΙΝΛΛΛΑΦΤΓΕΙΝΘΑΝΑΤΟΣ

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

GREEK.

HONORS.

Examiner: S. ARTHUR MARLING, M.A.

I.

Translate:

(1.) ΧΟ. ὀτοτοῖ, βασιλεῦ, στρατιᾶς ἀγαθῆς
καὶ Περσονόμου τιμῆς μεγάλης,
κόσμου τ' ἀνδρῶν,
οὓς νῦν δαίμων ἀπέκειρε.
γᾶ δ' αἰάζει τὰν ἐγγαίαν
ἤβαν Ξέρξᾳ κταμέναν Ἅιδου
σάκτορι Π:ρσᾶν· ᾀδοβάται γὰρ
πολλοὶ φῶτες, χώρας ἄνθος,
τοξοδάμαντες, πάνυ γαρ φύστις
μυριὰς ἀνδρῶν, ἐξέφθινται.
αἰαῖ αἰαῖ κεδνᾶς ἀλκᾶς.
Ἀσία δὲ χθὼν, βασιλεῦ γαίας,
αἰνῶς αἰνῶς ἐπὶ γόνυ κέκλιται.
ΞΕ. ὅδ' ἐγὼ, οἰοῖ, αἰακτὸς
μέλεος γέννᾳ γᾶ τε πατρῴᾳ
κακὸν ἄρ' ἐγενόμαν.
ΧΟ. πρόσφθογγόν σοι νόστου τὰν
κακοφάτιδα βοὰν, κακομέλετον ἰὰν
Μαριανδυνοῦ θρηνητῆρος
πέμψω πολύδακρυν ἰακχάν.

ÆSCHYLUS, *Persæ.*

(2.) φέρ' ὅπως ἄχαρις χάρις, ὦ φίλος, εἰπὲ ποῦ τίς ἀλκά;
τίς ἐφαμερίων ἄρηξις; οὐδ' ἐδέρχθης
ὀλιγοδρανίαν ἄκικυν,
ἰσόνειρον, ᾗ τὸ φωτῶν
ἀλαὸν γένος ἐμπεποδισμένον; οὔποτε θνατῶν
τὰν Διὸς ἁρμονίαν ἀνδρῶν παρεξίασι βουλαι.
ἔμαθον τάδε σὰς προσιδοῦσ' ὁλοὰς τύχας, Προμηθεῦ.
τὸ διαμφίδιον δέ μοι μέλος προσέπτα
τόδ' ἐκεῖνό θ' ὅ τ' ἀμφὶ λουτρὰ
καὶ λέχος σὸν ὑμεναίουν
ἰότατι γάμων, ὅτε τὰν ὁμοπάτριον ἔδνοις
ἄγαγες Ἡσιόναν πιθὼν δάμαρτα κοινόλεκτρον.

Ibid. Prometheus.

Notice different readings, and translate accordingly.

II.

Translate:

ΧΟ. ἰὼ γενεαὶ βροτῶν,
ὡς ὑμᾶς ἴσα καὶ τὸ μη-
δὲν ζώσας ἐναριθμῶ.
τίς γὰρ, τίς ἀνὴρ πλέον
τᾶς εὐδαιμονίας φέρει
ἢ τοσοῦτον ὅσον δοκεῖν
καὶ δόξαντ' ἀποκλῖναι;
τὸν σόν τοι παράδειγμ' ἔχων
τὸν σὸν δαίμονα, τὸν σὸν, ὦ
τλᾶμον Οἰδιπόδα; βροτῶν
οὐδὲν μακαρίζω·
ὅστις καθ' ὑπερβολὰν
τοξεύσας ἐκράτησε τοῦ
πάντ' εὐδαίμονος ὄλβου,
ὦ Ζεῦ, κατὰ μὲν φθίσας
τὰν γαμψώνυχα παρθένον
χρησμῳδόν· θανάτων δ' ἐμᾷ
χώρᾳ πύργος ἀνέστα·
ἐξ οὗ καὶ βασιλεὺς καλεῖ
ἐμὸς, καὶ τὰ μέγιστ' ἐτι-
μάθης, ταῖς μεγάλαισιν ἐν
Θήβαισιν ἀνάσσων.
τανῦν δ' ἀκούειν τίς ἀθλιώτερος;
τίς ἄταις ἀγρίαις, τίς ἐν πόνοις
ξύνοικος ἀλλαγᾷ βίου;

SOPHOCLES, *Œdipus Rex.*

1. Describe, using the Greek terms, the various steps taken in putting a play upon the Athenian stage.

2. What was the *ἐκκύκλημα*? Give examples of its use.

3. How many persons in the chorus? How does Aristotle describe their action?

4. Distinguish the dialects of the choral odes and of the dialogue, and account for the difference.

III.

Translate:

Ἰᾶσον, αἰτοῦμαί σε τῶν εἰρημένων
συγγνώμον' εἶναι· τὰς δ' ἐμὰς ὀργὰς φέρειν
εἰκός σ', ἐπεὶ νῷν πόλλ' ὑπείργασται φίλα.
ἐγὼ δ' ἐμαυτῇ διὰ λόγων ἀφικόμην,
κἀλοιδόρησα· σχετλία, τί μαίνομαι
καὶ δυσμεναίνω τοῖσι βουλεύουσιν εὖ,
ἐχθρὰ δὲ γαίας κοιράνοις καθίσταμαι
πόσει θ', ὃς ἡμῖν δρᾷ τὰ συμφορώτατα,
γήμας τύραννον καὶ κασιγνήτους τέκνοις
ἐμοῖς φυτεύων; οὐκ ἀπαλλαχθήσομαι
θυμοῦ; τί πάσχω, θεῶν πορίζοντων καλῶς;
οὐκ εἰσὶ μέν μοι παῖδες, οἶδα δὲ χθόνα
φεύγοντας ἡμᾶς καὶ σπανίζοντας φίλων;
ταῦτ' ἐννοήσασ' ᾐσθόμην ἀβουλίαν
πολλὴν ἔχουσα καὶ μάτην θυμουμένη.
νῦν οὖν ἐπαινῶ, σωφρονεῖν τέ μοι δοκεῖς
κῆδος τόδ' ἡμῖν προσλαβὼν, ἐγὼ δ' ἄφρων,
ᾗ χρῆν μετεῖναι τῶνδε τῶν βουλευμάτων
καὶ ξυμπεραίνειν καὶ παρεστάναι λέχει,
νύμφην τε κηδεύουσαν ἥδεσθαι σέθεν.

EURIPIDES, *Medea.*

1. Notice peculiar constructions in the extract.

2. Point out any faults in the following, and indicate corrections:

(α') *ἦν δ' ἐγγὺς ἦλθε θάνατος, οὐδεὶς βούλεται.*

(β') *Στρατὸς περᾷ κρυσταλλοπῆγα διὰ πόρον.*

(γ') *Ὁπόταν στρατοπεδεύονται, τάφρον περιβάλλονται.*

(δ') *Ἦλθεν εἰς τὸ ἄστυ ἵνα ἴδῃ τὸν πατέρα.*

(ε') *Επεὶ διά γε ὑμᾶς αὐτοὺς, πάλαι ἂν ἀπολώλατε.*

3. Translate:

ιαχαν αιον πολυστονον γοων
λιγυρα δ' αχεα μογερα βοα
τον εν λεχει προδοταν κακονυμφον·
θεοκλυτει δ' αδικα παθουσα
ταν Ζηνος ορκιαν Θεμιν α νιν εβασεν
Ελλαδ' ες αντιπορον
δι' αλα ̄νυχιον εφ' αλμυραν
ποντου κληδ' απεραντον.

Ibid.

4. Scan and accentuate the above, marking all quantities, and giving the metrical names.

IV.

Translate, and briefly comment on any noteworthy points in the following:

(1) ὥστ' οὐ Κρέοντος προστάτου γεγράψομαι.

(2) τὶ δῆτ' ἐμοὶ ζῆν κέρδος, ἀλλ' οὐκ ἐν τάχει
ἐῤῥιψ' ἐμαυτὴν τῆσδ' ἀπὸ στύφλου πέτρας,
ὅπως πέδῳ σκήψασα τῶν πάντων πόνων
ἀπηλλάγην ;

(3) δυσάλγητος γὰρ ἂν
εἴην τοιάνδε μὴ οὐ κατοικτείρων ἕδραν.

(4) κεἰ μὲν φοβεῖται τοὐπίκλημ' ὑπεξελὼν
αὐτὸς καθ' αὑτοῦ· πείσεται γὰρ ἄλλο μὲν
ἀστεργὲς οὐδὲν, γῆς δ' ἄπεισιν ἀβλαβής.

V.

Translate:

Εἰ μὲν τις ἀνὴρ τῶν ἀρχαίων κωμῳδοδιδάσκαλος ἡμᾶς
ἠνάγκαζεν λέξοντας ἔπη πρὸς τὸ θέατρον παραβῆναι,
οὐκ ἂν φαύλως ἔτυχεν τούτου. νῦν δ' ἄξιός ἐσθ' ὁ ποιητής,
ὅτι τοὺς αὐτοὺς ἡμῖν μισεῖ, τολμᾷ τε λέγειν τὰ δίκαια,
καὶ γενναίως πρὸς τὸν Τυφῶ χωρεῖ καὶ τὴν ἐριώλην.
ἃ δὲ θαυμάζειν ὑμῶν φησιν πολλοὺς αὐτῷ προσιόντας,
καὶ βασανίζειν, ὡς οὐχὶ πάλαι χορὸν αἰτοίη καθ' ἑαυτόν,
ἡμᾶς ὑμῖν ἐκέλευε φράσαι περὶ τούτου. φησὶ γὰρ ἀνὴρ
οὐχ ὑπ' ἀνοίας τοῦτο πεπονθὼς διατρίβειν, ἀλλὰ νομίζων
κωμῳδοδιδασκαλίαν εἶναι χαλεπώτατον ἔργον ἁπάντων·
πολλῶν γὰρ δὴ πειρασάντων αὐτὴν ὀλίγοις χαρίσασθαι·
ὑμᾶς τε πάλαι διαγιγνώσκων ἐπετείους τὴν φύσιν ὄντας,
καὶ τοὺς προτέρους τῶν ποιητῶν ἅμα τῷ γήρᾳ προδιδόντας·

τοῦτο μὲν εἰδὼς ἄπαθε Μάγνης ἅμα ταῖς πολιαῖς κατιούσαις,
ὃς πλεῖστα χορῶν τῶν ἀντιπάλων νίκης ἔστησε τροπαῖα·
πάσας δ' ὑμῖν φωνὰς ἱεὶς καὶ ψάλλων καὶ πτερυγίζων
καὶ λυδίζων καὶ ψηνίζων καὶ βαπτόμενος βαραχείοις
οὐκ ἐξήρκεσεν, ἀλλὰ τελευτῶν ἐπὶ γήρως, οὐ γὰρ ἐφ' ἥβης,
ἐξεβλήθη πρεσβύτης ὤν, ὅτι τοῦ σκώπτειν ἀπελείφθη·
εἶτα Κρατίνου μεμνημένος, ὃς πολλῷ ῥεύσας ποτ' ἐπαίνῳ
διὰ τῶν ἀφελῶν πεδίων ἔρρει, καὶ τῆς στάσεως παρασύρων
ἐφόρει τὰς δρῦς καὶ τὰς πλατάνους καὶ τοὺς ἐχθροὺς προθελύμνους·
ᾆσαι δ' οὐκ ἦν ἐν ξυμποσίῳ πλήν, Δωροῖ συκοπέδιλε,
καὶ τέκτονες εὐπαλάμων ὕμνων· οὕτως ἤνθησεν ἐκεῖνος.

ARISTOPHANES, *Knights*, vv. 507–530.

1. What appears to have been the political object of this play? In what light does the author regard the war which was raging at the time?

2. Wherein does the comic senarius differ from the tragic?

3. Arrange the plays of Aristophanes in chronological order.

4. Quote instances in which Aristophanes travesties other poets.

5. Explain vv. 523, 529.

6. What is the meaning of *διθύραμβος*, *αὐτοσχεδιάσματα*, *διδασκαλίαι*, *βροντεῖον*, *ἐφηβικόν*?

Tra

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

GREEK.

HONORS.

Examiner: S. ARTHUR MARLING, M.A.

I.

Translate:

Ἐγὼ γὰρ ἂν οἶμαι, εἴ τινα ἐκλεξάμενον δέοι ταύτην τὴν νύκτα, ἐν ᾗ οὕτω κατέδαρθεν, ὥστε μηδ' ὄναρ ἰδεῖν, καὶ τὰς ἄλλας νύκτας τε καὶ ἡμέρας τὰς τοῦ βίου τοῦ ἑαυτοῦ ἀντιπαραθέντα ταύτῃ τῇ νυκτὶ δέοι σκεψάμενον εἰπεῖν, πόσας ἄμεινον καὶ ἥδιον ἡμέρας καὶ νύκτας ταύτης τῆς νυκτὸς βεβίωκεν ἐν τῷ ἑαυτοῦ βίῳ, οἶμαι ἂν μὴ ὅτι ἰδιώτην τινά, ἀλλὰ τὸν μέγαν βασιλέα εὐαριθμήτους ἂν εὑρεῖν αὐτὸν ταύτας πρὸς τὰς ἄλλας ἡμέρας καὶ νύκτας. εἰ οὖν τοιοῦτον ὁ θάνατός ἐστι, κέρδος ἔγωγε λέγω· καὶ γὰρ οὐδὲν πλείων ὁ πᾶς χρόνος φαίνεται οὕτω δὴ εἶναι ἢ μία νύξ. εἰ δ' αὖ οἷον ἀποδημῆσαί ἐστιν ὁ θάνατος ἐνθένδε εἰς ἄλλον τόπον, καὶ ἀληθῆ ἐστὶ τὰ λεγόμενα, ὡς ἄρα ἐκεῖ εἰσὶν ἅπαντες οἱ τεθνεῶτες, τί μεῖζον ἀγαθὸν τούτου εἴη ἄν, ὦ ἄνδρες δικασταί; εἰ γάρ τις ἀφικόμενος εἰς Ἅιδου, ἀπαλλαγεὶς τούτων τῶν φασκόντων δικαστῶν εἶναι, εὑρήσει τοὺς ἀληθῶς δικαστάς, οἵπερ καὶ λέγονται ἐκεῖ δικάζειν, Μίνως τε καὶ Ῥαδάμανθυς καὶ Αἰακὸς καὶ Τριπτόλεμος καὶ ἄλλοι ὅσοι τῶν ἡμιθέων δίκαιοι ἐγένοντο ἐν τῷ ἑαυτῶν βίῳ, ἆρα φαύλη ἂν εἴη ἡ ἀποδημία; ἢ αὖ Ὀρφεῖ ξυγγενέσθαι καὶ Μουσαίῳ καὶ Ἡσιόδῳ καὶ Ὁμήρῳ ἐπὶ πόσῳ ἄν τις δέξαιτ' ἂν ὑμῶν; ἐγὼ μὲν γὰρ πολλάκις ἐθέλω τεθνάναι, εἰ ταῦτ' ἐστὶν ἀληθῆ.

PLATO, *Apology.*

1. *μὴ ὅτι ἰδιώτην.* What is the construction?

2. Write short notices of Æacus and Musæus.

3. Give instances of religious fanaticism among the Athenians.

4. Examine how far the condemnation of Socrates was due (*a*) to his teachings, (*b*) to his conduct, (*c*) to the circumstances of the times.

5. What are the authorities in regard to the doctrines of Socrates, and what the difficulties in accepting them as true exponents of his system?

6. Give a *stemma* of the Greek schools of philosophy and name their respective founders.

II.

Translate:

Διὸ καὶ μέμφονταί τινες αὐτῷ. λῦσαι γὰρ θάτερον, κύριον παιήσαντα τὸ δικαστήριον πάντων, κληρωτὸν ὄν· ἐπεὶ γὰρ τοῦτ' ἴσχυεν, ὥσπερ τυράννῳ τῷ δήμῳ χαριζόμενοι τὴν πολιτείαν εἰς τὴν νῦν δημοκρατίαν κατέστησαν. Καὶ τὴν μὲν ἐν Ἀρείῳ πάγῳ βουλὴν Ἐφιάλτης ἐκόλουσε καὶ Περικλῆς, τὰ δὲ δικαστήρια μισθοφόρα κατέστησε Περικλῆς· καὶ τοῦτον δὴ τὸν τρόπον ἕκαστος τῶν δημαγωγῶν προήγαγεν αὔξων εἰς τὴν νῦν δημοκρατίαν. Φαίνεται δ' οὐ κατὰ τὴν Σόλωνος γενέσθαι τοῦτο προαίρεσιν, ἀλλὰ μᾶλλον ἀπὸ συμπτώματος. Τῆς ναυαρχίας γὰρ ἐν τοῖς Μηδικοῖς ὁ δῆμος αἴτιος γενόμενος ἐφρονηματίσθη, καὶ δημαγωγοὺς ἔλαβε φαύλους, ἀντιπολιτευομένων τῶν ἐπιεικῶν. Σόλων γε ἔοικε τὴν ἀναγκαιοτάτην ἀποδιδόναι τῷ δήμῳ δύναμιν, τὸ τὰς ἀρχὰς αἱρεῖσθαι καὶ εὐθύνειν. μηδὲ γὰρ τούτου κύριος ὢν ὁ δῆμος [δοῦλος] ἂν εἴη καὶ πολέμιος. Τὰς δ' ἀρχὰς ἐκ τῶν γνωρίμων καὶ τῶν εὐπορων κατέστησε πάσας, ἐκ τῶν πεντακοσιομεδίμνων καὶ ζευγιτῶν καὶ τρίτου τέλους τῆς καλουμένης ἱππάδος· τὸ δὲ τέταρτον θητικόν, οἷς οὐδεμιᾶς ἀρχῆς μετῆν.

ARISTOTLE, *Politics*, B. II.

1. *αὐτῷ.* Who is meant?

2. Enumerate, concisely, the political and social reforms due to (*a*) Cleisthenes, (*b*) Pericles.

3. *τὸ δικαστήριον.* Describe briefly.

4. Translate and explain the following lines by Solon:

πολλοὺς δ' Ἀθήνας πατρίδ' εἰς θεόκτιτον
ἀνήγαγον πραθέντας, ἄλλον ἐκδίκως,
ἄλλον δικαίως, τοὺς δ' ἀναγκαίης ὕπο
χρησμὸν λέγοντας. γλῶσσαν οὐκέτ' Ἀττικὴν
ἱέντας, ὡς ἂν πολλαχῆ πλανωμένους,
τοὺς δ' ἐνθάδ' αὐτοῦ δουλίην ἀεικέα
ἔχοντας, ἤθη δεσποτῶν τρομευμένους,
ἐλευθέρους ἔθηκα· ταῦτα μὲν κράτη
ὁμοῦ βίην τε καὶ δίκην συναρμόσας
ἔρεξα, καὶ διῆλθον ὡς ὑπεσχόμην.
θεσμοὺς δ' ὁμοίους τῷ κακῷ τε κἀγαθῷ
εὐθεῖαν εἰς ἕκαστον ἁρμόσας δίκην
ἔγραψα.

III.

Translate:

Περὶ μὲν γὰρ τῶν ἀμφισβητουμένων, ἢ παραδόξων, μὴ ἄνευ ἐπιλόγου, ἀλλ' ἢ προθέντα τὸν ἐπίλογον, γνώμῃ χρῆσθαι τῷ συμπεράσματι· οἷον, εἴ τις εἴποι, Ἐγὼ μὲν οὖν ἐπειδὴ οὔτε φθονεῖσθαι δεῖ, οὔτ' ἀργὸν εἶναι, οὐ φημὶ χρῆναι παιδεύεσθαι· ἢ τοῦτο προειπόντα, ἐπειπεῖν τὰ ἔμπροσθεν. Περὶ δὲ τῶν μὴ παραδόξων, ἀδήλων δὲ, προστιθέντα τὸ διότι στρογγυλώτατα. Ἁρμόττει δ' ἐν τοῖς τοιούτοις, καὶ τὰ Λακωνικὰ ἀποφθέγματα, καὶ τὰ αἰνιγματώδη· οἷον, εἴ τις λέγοι ὅπερ Στησίχορος ἐν Λοκροῖς εἶπεν, ὅτι οὐ δεῖ ὑβριστὰς εἶναι, ὅπως μὴ οἱ τέττιγες χαμόθεν ᾄδωσιν. Ἁρμόττει δὲ γνωμολογεῖν, ἡλικίᾳ μὲν πρεσβύτερον· περὶ δὲ τούτων, ὧν ἔμπειρός τις ἐστιν. Ὡς τὸ μὲν μὴ τηλικοῦτον ὄντα γνωμολογεῖν, ἀπρεπὲς, ὥσπερ καὶ τὸ μυθολογεῖν· τὸ δὲ περὶ ὧν ἄπειρος, ἠλίθιον καὶ ἀπαίδευτον. Σημεῖον δ' ἱκανόν· οἱ γὰρ ἀγροῖκοι μάλιστα γνωμοτύποι εἰσὶ, καὶ ῥᾳδίως ἀποφαίνονται. Καθόλου δὲ μὴ ὄντος, καθόλου εἰπεῖν, μάλιστα ἁρμόττει ἐν σχετλιασμῷ, καὶ δεινώσει· καὶ ἐν τούτοις, ἢ ἀρχόμενον, ἢ ἀποδείξαντα.

ARISTOTLE, *Rhet.*, II.

1. What is the definition of γνώμη, in this treatise? Give the writer's rules for the use of γνῶμαι.

2. *Stesichorus.* Say briefly what you know of him?

3. ἐγὼ μεν...παιδεύεσθαι, οὐ δεῖ ὑβριστὰς...ᾄδωσιν. What is the meaning?

4. Give some account of Aristotle, his works, and his school.

University of Toronto.

ANNUAL EXAMINATIONS; 1875.

CANDIDATES FOR B.A.

GREEK GRAMMAR.

HONORS.

Examiner: S. ARTHUR MARLING, M.A.

1. Give the rules for the quantity of final *α* in the first declension.

2. Decline, with proper accentuation, *γνωμη, γυνη, πολις*, noting the variations of accent, with the rules therefor.

3. Explain peculiarities in the following forms: *θοὔδωρ, βεβώς, ἐγῷδα, θἀτέρου, κᾆτα.*

4. Give the comparative and superlative of *μέσος, εὔνους, λάλος, ταχύς*, and *πέπων*; and distinguish the meanings of the forms assigned as comparatives and superlatives to *ἀγαθὸς* and *κακός*. Why is the singular form of the adjective used in the comparative of adverbs, and the plural in the superlative?

5. Write out the declension of *ἐγὼ* and *σύ*, with the dialectic variations.

6. Write out in full the perfect indicative passive of *πλέκω, τρίβω, χωρίζω*, and *τρέφω*, and note any peculiarities.

7. On what ground is it maintained that verbs in *μι* are older than those in *ω*? Give the chief anomalous forms of *μίγνυμι, ῥήγνυμι*, and *πίμπρημι*; also of *πίνω* and *τίτρωσκω.*

8. Distinguish *ποιῆσαι, ποίησαι*, and *ποιήσαι*, with explanations; also *λιθόβολος* and *λιθοβόλος, οἴκοι* and *οἶκοι, φίλει* and *φιλεῖ.*

9. Write a list of verbs, (*a*) with double augment; (*b*) with the augment *ει* instead of *η*.

10. State and give examples of the chief uses of the Greek participle, and notice participial constructions of *φθάνω* and *ἔχω*.

11. Distinguish and give examples of the genitive, dative, and accusative of time.

12. Explain the terms: *Constructio ad sensum, Anacoluthon, Protasis, Litotes, Oxymoron, Anacrusis.* Give examples.

13. Translate and comment on the grammar of the following:

(*a*) *ἐκεῖνος οὐκ ἔγημεν, ἀλλ' ἐγήματο.*

(*b*) *πολίτου ἀγαθοῦ νομίζεται θαῤῥεῖν.*

(*c*) *τὰ μέλλοντα κρίνομεν τοῖς γεγενημένοις.*

(*d*) *ἀλλ' ἐγὼ μολὼν*
ὁ μηδὲν εἰδὼς Οἰδίπους ἔπαυσά νιν. Why *μηδὲν*?

1
2
3
man
4

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

LATIN.

Examiner: REV. NEIL MACNISH, B.D., LL.D.

I.

TACITUS: *Annals, I.*

1. What writer did Tacitus adopt as his model?

2. What are the extant writings of Tacitus?

3. How many books did the *Annals* comprise, and how many are extant?

4. (*a*) Translate:

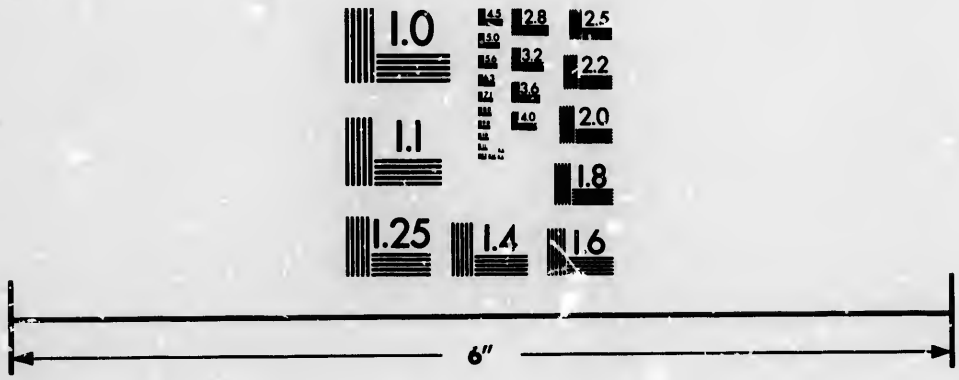
Decreta eo anno triumphalia insignia A. Caecinae, L. Apronio, C. Silio, ob res cum Germanico gestas. Nomen *Patris patriae* Tiberius, a populo saepius ingestum, repudiavit; neque in acta sua jurari, quamquam censente senatu, permisit: cuncta mortalum incerta, quantoque plus adeptus foret, tanto se magis in lubrico dictitans. Non tamen ideo faciebat fidem civilis animi: nam legem majestatis reduxerat; cui nomen apud veteres idem, sed alia in judicium veniebant.

(*b*) Conjugate the verbs to which *decreta, ingestum, censente,* and *adeptus* belong.

(*c*) What is meant by *triumphalia insignia, legem majestatis?*

(*d*) For what reason was the title *pater patriae* conferred by the Romans?

IMAGE EVALUATION
TEST TARGET (MT-3)



Photographic
Sciences
Corporation

23 WEST MAIN STREET
WEBSTER, N.Y. 14580
(716) 872-4503


2.8
2.5
3.2
2.2
2.0
1.0

5. (*a*) Translate:

Templum ut in colonia Tarraconensi strueretur Augusto petentibus Hispanis permissum, datumque in omnes provincias exemplum. Centesimam rerum venalium, post bella civilia institutam, deprecante populo, edixit Tiberius militare aerarium eo subsidio niti: simul imparem oneri rem publicam, nisi vicesimo militiae anno veterani dimitterentur. Ita proximae seditionis male consulta, quibus sedecim stipendiorum finem expresserant, abolita in posterum.

(*b*) Parse *oneri, abolita.*

(*c*) Explain the construction of *Templum ..... permissum, ita proximae ..... consulta.*

(*d*) Explain *Militare aerarium, veterani.*

II.

JUVENAL: *Sat.* III., VII., VIII., X.

1. (*a*) Translate:

Nam mihi commota jam dudum mulio virga
Adnuit. Ergo vale nostri memor, et quoties te
Roma tuo refici properantem reddet Aquino,
Me quoque ad Helvinam Cererem vestramque Dianam
Convelle a Cumis. Satirarum ego, ni pudet illas,
Adjutor gelidos veniam caligatus in agros.

(*b*) Explain the construction of *ergo ..... memor.*

(*c*) *Pudet.* What other verbs govern the same cases?

2. (*a*) Translate:

Consedere Duces: surgis tu pallidus Ajax
Dicturus dubia pro libertate, bubulco
Judice. Rumpe miser tensum jecur, ut tibi lasso
Figantur virides, scalarum gloria, palmae.

(*b*) Parse *tensum, jecur.*

3. (*a*) Translate:

Hic novus Arpinas, ignobilis et modo Romae
Municipalis eques, galeatum ponit ubique
Praesidium attonitis, et in omni gente laborat.
Tantum igitur muros intra toga contulit illi
Nominis et tituli, quantum non Leucade, quantum
Thessaliae campis Octavius abstulit udo
Caedibus assiduis gladio. Sed Roma parentem,
Roma Patrem Patriae Ciceronem libera dixit.

(*b*) What is the genitive singular of *Arpinas, eques, Leucade?*

(*c*) Detail the reference in *quantum non Leucade, quantum Thessaliae?*

(*d*) Give the full import of *Roma ..... libera dixit.*

4. (*a*) Translate:

Expende Hannibalem; quot libras in duce summo
Invenies? Hic est, quem non capit Africa Mauro
Percussa Oceano Niloque admota tepenti,
Rursus ad Æthiopum populos altosque elephantos.
Additur imperiis Hispania; Pyrenaeum
Transilit. Opposuit natura Alpemque nivemque:
Diducit scopulos et montem rumpit aceto.

(*b*) Parse *summo, nivemque.*

(*c*) Give the derivation of *Oceani, rursus, Æthiopum, elephantos, Pyrenaeum, scopulos.*

(*d*) Scan *Percussa Oceano* to *nivemque.*

fi

th

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

LATIN.

HONORS.

Examiner: REV. NEIL MACNISH, B.D., LL.D.

I.

SALLUST: *Jugurtha.*

1. Why has Sallust been generally considered as the first among the Romans who merited the title of *historian?*

2. Give the genealogy of the Numidian princes.

3. What were the *political* consequences of the Jugurthine war, so far as Rome was concerned?

4. Draw a map of Africa as it was known to the Romans.

5. (*a*) Translate:

At Jugurtha, contra spem nuntio accepto, quippe cui Romae omnia venum ire in animo haeserat, filium et cum eo duos familiares ad senatem legatos mittit, hisque ut illis, quos Hiempsale interfecto miserat, praecepit, omnes mortales pecunia aggrediantur. Qui postquam Romam adventabant, senatus a Bestia consultus est, placeretne legatos Jugurthae recipi moenibus; iique decrevere, nisi regnum ipsumque deditum venissent, uti in diebus proxumis decem Italia decederent.

(*b*) Parse *venum, placeretne, deditum.*

(*c*) Explain the construction of *quippe . . haeserat.*

(*d*) Derive *quippe, filium, pecunia, moenibus.*

(*e*) Detail the Roman laws respecting ambassadors.

6. (*a*) Translate:

Per idem tempus adversum Gallos ab ducibus nostris Q. Caepione et Cn. Manlio male pugnatum: quo metu Italia omnis contremuerat. Illique et inde usque ad nostram memoriam Romani sic habuere: alia omnia virtuti suae prona esse, cum Gallis pro salute, non pro gloria certare. Sed postquam bellum in Numidia confectum et Jugurtham Romam vinctum adduci nuntiatum est, Marius consul absens factus, et ei decreta provincia Gallia; isque Kalendis Januariis magna gloria consul triumphavit. Ea tempestate spes atque opes civitatis in illo sitae.

(*b*) To what is the reference in *Per idem...pugnatum?*

(*c*) What were the Roman laws respecting the election of consuls?

(*d*) Give a brief account of the life of Marius.

II.

Lucretius, V.

1. How can the antiquated character of the style of Lucretius be accounted for?

2. What commendations have been bestowed on him by ancient and modern writers?

3. What is the value of his own statement:

Avia Pieridum peragro loca, nullius ante
Trita solo?

4. What are the religious tenets of his philosophy?

5. (*a*) Translate:

Qua prius aggrediar quam de re fundere fata
Sanctius, et multo certa ratione magis, quam
Pythia, quae tripode e Phoebi lauroque profatur;
Multa tibi expediam doctis solatia dictis;
Religione refrenatus ne forte rearis,
Terras, et solem, coelum, mare, sidera, lunam
Corpore divino debere aeterna manere.

(*b*) Decline *tripode, mare.*

(*c*) Translate into Greek, and explain *Pythia..... profatur.*

6. (*a*) Translate:

Inde loci sequitur calor aridus, et comes una
Pulverulenta Ceres, et Etesia flabra Aquilonum:
Inde Autumnus adit; graditur simul Evius Evan;
Inde aliae tempestates ventique sequuntur,
Altitonans Vulturnus, et Auster fulmine pollens:
Tandem Bruma nives affert, pigrumque rigorem
Reddit: Hiems sequitur, crepitans ac dentibus Algus.

(*b*) What is the genitive singular of *comes, Ceres, Hiems, Algus?*

(*c*) Derive *Comes, Ceres, Etesia, Autumnus, Evius, Bruma, nives, Hiems.*

7. (*a*) Translate:

Inde boves Lucas turrito corpore tetros,
Anguimanos, belli docuerunt vulnera Poeni
Sufferre, et magnas Martis turbare catervas.
Sic alid ex alio peperit discordia tristis,
Horribile humanis quod gentibus esset in armis;
Inque dies belli terroribus addidit augmen.

(*b*) Parse *tetros, alid, augmen.*

(*c*) What is the reference in *Inde boves Lucas?*

(*d*) Give the ancient form of the Latin declensions.

III.

CICERO: *De Finibus.*

1. (*a*) Translate:

Nam si omnes atomi declinabunt, nullae unquam cohaerescent: sin aliae declinabunt, aliae suo nutu recte ferentur, primum erit hoc quasi provincias atomis dare, quae recte, quae oblique ferantur: deinde eadem illa atomorum, in quo etiam Democritus haeret, turbulenta concursio hunc mundi ornatum efficere non poterit. Ne illud quidem Physici, credere, aliquid esse minimum quod profecto nunquam putavisset, si a Polyaeno, familiari suo, geometriam discere maluisset, quam illam etiam ipsum dedocere. Sol Democrito magnus videtur, quippe homini erudito in geometriaque perfecto; huic bipedalis fortasse: tantum enim esse censet, quantus videtur, vel paullo aut majorem, aut minorem. Ita, quae mutat, ea corrum-

pit: quae sequitur, sunt tota Democriti. Atomi, inane, imagines, quae εἴδωλα nominant, quorum incursione non solum videamus, sed etiam cogitemus: infinitio ipsa, quam ἀπειριαν vocant, tota ab illo est: tum innumerabiles mundi, qui et oriantur, et intereant quotidie. Quae etsi mihi nullo modo probantur tamen Democritum, laudatum a ceteris, ab hoc, qui eum unum secutus est, nollem vituperatum.

(*b*) What causes made the philosophy of Epicurus acceptable to the Romans?

(*c*) Give an outline of the philosophy of Democritus.

(*d*) Explain the argument in *Atomi.....et intereant quotidie.*

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

LATIN.

HONORS.

Examiner: REV. NEIL MACNISH, B.D., LL.D.

I.

LIVY: V., XXI., XXXI.

1. Why has Livy been styled "*the Homer of the Roman people, and the Herodotus of the Roman Historian?*

2. Over what time did his History of Rome extend?

3. In what manner, according to Niebuhr, did he compose his History?

4. (*a*) Translate:

Inventumque tandem est, ubi neglectas cæremonias intermissumve sollemne dii arguerent, nihil profecto aliud esse quam magistratus vitio creatos, Latinas sacrumque in Albano monte non rite concepisse: unam expiationem eorum esse, ut tribuni militum abdicarent se magistratu, auspicia de integro repeterentur et interregnum iniretur.

(*b*) Explain full the allusion in *Latinas..... ... concepisse.*

(*c*) *Tribuni militum.* How were they elected?

5. (*a*) Translate:

Forsitan aliquis dicat, aut Veiis ea nos facturos aut huc inde missuros sacerdotes nostros, qui faciant: quorum neutrum fieri salvis cærimoniis potest. Et, ne omnia generatim sacra omnesque percenseam deos, in Jovis epulo num alibi quam in Capitolio pulvinar suscipi potest? quid de æternis Vestæ ignibus signoque, quod imperii pignus custodia ejus templi tenetur, loquar? quid de ancilibus vestris, Mars Gradive tuque Quirine pater? hæc omnia in profano deseri placet sacra, æqualia urbi, quædam vetustiora origine urbis?

(*b*.) Parse *pulvinar*, *ancilibus*.

(*c*.) Write notes on the historical references in the extract.

6. (*a*) Translate:

Id cum inter omnes constet, eo magis miror ambigi, quanam Alpes transierit, et vulgo credere Pœnino—atque inde nomen et jugo Alpium inditum—transgressum, Cœlium per Cremonis jugum dicere transissue: qui ambo saltus eum non in Taurinos sed per Salassos montanos ad Libuos Gallos deduxerint: nec verisimile est ea tum ad Galliam patuisse itinera, utique quæ ad Pœninum ferunt obsæpta gentibus semigermanis fuissent: neque herecule montibus his, si quem forte id movet, ab transitu Pœnorum ullo Seduni, Veragri, incolæ jugi ejus, norint nomen inditum, sed ab eo quem in summo sacratum vertice Pœninum montani appellant.

(*b*) What authority does Livy follow here?

(*c*) Discuss the question as to the pass by which Hannibal entered Italy.

(*d*) Give the names and dates of the battles which he fought in Italy, and mention the Roman generals who severally opposed him.

7. (*a*) Translate:

Exitu huius anni cum de agris veterum militum relatum esset, qui ductu atque auspicio P. Scipionis in Africa bellum perfecissent, decreverunt patres, ut M. Iunius praetor urbis, si ei videretur, decemviros agro Samniti Apuloque, quod eius publicum populi Romani esset, metiendo dividendoque crearet.

(*b*) Parse *metiendo, Samniti.*

(*c*) What is meant by *veterum militum, quod eius publicum ..... esset?*

8. (*a*) Translate:

Erant pleraque silvestria circa, incommoda phalangi maxime Macedonum, quae, nisi ubi prælongis hastis velut vallum ante clipeos obiecit, quod ut fiat, libero campo opus est, nullius admodum usus est. Thracas quoque rumpiae, ingentis et ipsae longitudinis, inter obiectos undique ramos impediebant.

(*b*) Parse *phalangi, Thracas.*

(*c*) Explain the construction of *quae nisi ..... usus est.*

(*d*) What is meant by *Conjugatio periphrastica?*

II.

TACITUS: *Histories*, I.

1. Over what period did his histories extend?

2. What is the ethical character of his writings?

3. (*a*) Translate:

Sed tum e libertis Onomastum futuro sceleri præfecit, a quo Barbium Proculum tesserarium speculatorum et Veturium optionem eorundem perductos, postquam vario sermone callidos audacesque cognovit, pretio et promissis onerat, data pecunia ad pertentandos plurium animos.

(*b*) By what means could Roman slaves gain their liberty?

(*c*) Explain the import of these terms: *tesserarium speculatorum et optionem.*

4. (*a*) Translate:

Sed præcipuus et cum præsenti exitio etiam futuri pavor, subita inundatione Tiberis: qui immenso auctu, proruto ponte sublicio, ac strage obstantis molis refusus, non modo jacentia et plana urbis loca, sed secura ejusmodi casuum implevit.

(*b*) *Ponte sublicio.* Give the names of the other bridges by which the Tiber was crossed at Rome.

(*c*) Give the names, with date of their accession and death of the emperors to whom the extant portion of the *Histories* refers.

III.

1. Explain the terms: *Lupercalia, Roma quadrata, Septimontium, Exquiliae.*

2. How were the primitive political unities formed with which Italian history begins?

3. What is the historical value of the *συνοικισμός* which was formed by the Ramnians, Tities, and Luceres?

4. Examine the statement of Mommsen: "Rome was a creation rather than a growth, and the youngest rather than the oldest among the Latin cities."

5. What were the documents, &c., which the Latin historians could have consulted in reference to the early history of Rome?

6. Account for the independence of Greek models which the Latin historians, as compared with the Latin poets, are found to possess.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

LATIN.

HONORS.

Examiner: REV. NEIL MACNISH, B.D., LL.D.

I.

HORACE.

1. Explain this statement regarding him: "Lyric poetry is the most subjective of all poetry, and the musician of the Roman lyre was the most subjective of Latin poets."

2. Give citations from Greek authors in the writings of Horace.

3. (*a*) Translate:

Jam Fides et Pax et Honos Pudorque
Priscus et neglecta redire Virtus
Audet, apparetque beata pleno
    Copia cornu.
Augur et fulgente decorus arcu
Phœbus acceptusque novem Camenis,
Qui salutari levat arte fessos
    Corporis artus,
Si Palatinas videt æquus arces,
Remque Romanam Latiumque felix
Alterum in lustrum meliusque semper
    Proroget ævum.

Carmen Saeculare.

(*b*) Explain fully the origin, and purport of this hymn.

4. (*a*) Translate :

Magna movet stomacho fastidia, seu puer unctis
Tractavit calicem manibus, dum furta ligurit ;
Sive gravis veteri crateræ limus adhæsit.
Vilibus in scopis, in mappis, in scobe quantus
Consistit sumptus ? Neglectis, flagitium ingens.
Ten' lapides, varios lutulenta radere palma,
Et Tyrias dare circum illota toralia vestes,
Oblitum, quanto curam sumptumque minorem
Hæc habeant, tanto reprehendi justius illis,
Quæ nisi divitibus nequeant contingere mensis ?

Sat. II.

(*b*) Parse *scobe, illota, oblitum.*

(*c*) Trace the growth of *Roman Satire.*

5. (*a*) Translate :

Græcia capta ferum victorem cepit, et artes
Intulit agresti Latio : sic horridus ille
Defluxit numerus Saturnius, et grave virus
Munditiæ pepulere ; sed in longum tamen ævum
Manserunt hodieque manent vestigia ruis.

Epist. II.

(*b*) Expand the allusions which are made in the extract.

6. (*a*) Translate :

Ignotum tragicæ genus invenisse Camenæ
Dicitur et plaustris vexisse poëmata Thespis,
Quæ canerent agerentque peruncti fæcibus ora.
Post hunc personæ pallæque repertor honestæ
Æschylus et modicis instravit pulpita tignis
Et docuit magnumque loqui nitique cothurno.

Ars Poetica.

(*b*) Define the position of Thespis in Greek tragedy.

(*c*) With what object did Horace write the *Ars Poetica*?

(*d*) What modern writers have imitated it ?

(*e*) Who were the most ancient Scholiasts on Horace ?

II.

Persius.

1. Give a brief account of the life and writings of Persius.

2. Cite passages in which he follows Horace.

3. (*a*) Translate:

Scribimus, inclusus numeros ille, hic pede liber,
Grande aliquid, quod pulmo animæ prælargus anhelet.
Scilicet hæc populo, pexusque togaque recenti
Et natalitia tandem cum sardonyche albus,
Sede leget celsa, liquido quum plasmate guttur
Mobile colluerit patranti fractus ocello.

Sat. I.

(*b*) Explain any peculiar allusions in the extract.

4. (*a*) Translate:

Hoc satis? an deceat pulmonem rumpere ventis,
Stemmate quod Tusco ramum milicsime ducis,
Censoremque tuum vel quod trabeate salutas?
Ad populum phaleras: ego te intus et in cute novi.
Non pudet ad morem discincti vivere Nattæ?

Sat. III.

(*b*) Notice any peculiar constructions.

(*c*) Explain the terms: *Censio, transvectio, trabeate.*

5. (*a*) Translate:

Tunc grandes Galli et cum sistro fusca sacerdos
Incussere Deos inflantes corpora, si non
Prædictum ter mane caput gustaveris alli.
Dixeris hæc inter varicosos Centuriones,
Continuo crassum ridet Vulfenius ingens,
Et centum Græcos curto centusse licetur.

Sat. V.

(*b*) Parse *licetur.*

(*c*) Write notes on *Galli, et ..... centusse licetur.*

(*d*) What is the general character of the versification of the Roman Satirists?

III.

Martial.

1. (*a*) Translate:

Puella senibus dulcior michi cygnis,
Agna Galaesi Mollior Phalantini,
Concha Lucrini delicatior stagni,
Cin nec lapillos praeferas Erythraeos,
Nec modo politum pecudis Indicæ dentem
Nivesque primas liliumque non tactum,
Quæ crine vicit Baetici gregis vellus
Rhenique nodos aureamque nitellam;
Fragravit ore quod rosarium Paesti,
Quod Atticarum prima mella cerarum
Quod sucinorum rapta de manu gleba;
Cui comparatus indecens erat pavus,
Inamabilis sciurus et frequens phœnix;
Ad huc recenti tepet Erotion busto,
Quam pessimorum lex amara fatorum
Sexta peregit hieme, nec tamen tota,
Nostros amores gaudiumque lususque.

(*b*) Write brief notes on the proper names that occur in the extract.

(*c*) Give a scale of the metre, and mention the peculiarities which belong to it.

University of Toronto.

ANNUAL EXAMINATIONS : 1875.

CANDIDATES FOR B.A.

LATIN.

HONORS.

Examiner: REV. NEIL MACNISH, B.D., LL.D.

CICERO.

1. Show that he purified the Latin language morally as well as æsthetically.

2. What is the value of his own remark: Philosophia nascatur Latinis quidem litteris ex his temporibus, eamque nos adjuvemus.

3. In what sense is the saying true "that he bore none of his calamities like a man, but his death"?

4. Examine the statement of Quintilian: "Cicero combined the force of Demosthenes, the copiousness of Plato, and the elegance of Isocrates."

5. (*a*) Translate:

Decimus quidem Brutus, summus ille vir et imperator, Accii amicissimi sui, carminibus templorum ac monumentorum aditus exornavit suorum. Jam vero ille, qui cum Ætolis, Ennio comite, bellavit, Fulvius, non dubitavit Martis manubias Musis consecrare. Quare, in qua urbe imperatores prope armati poetarum nomen et Musarum delubra coluerunt, in ea non debent togati judices a Musarum honore et a poetarum salute abhorrere.

Pro Archia.

(*b*) What doubts have been raised respecting the genuineness of this oration?

(*c*) Explain the historical references in the extract.

(*d*) Distinguish *templum, fanum, delubrum, aedes.*

6. (*a*) Translate:

Homines enim ad deos nulla re propius accedunt quam salutem hominibus dando. Nihil habet nec fortuna tua maius quam ut possis, nec natura melius quam ut velis servare quam plurimos. Longiorem orationem causa forsitan postulabat, tua certe natura breviorem. Qua re quum utilius esse arbitrer te ipsum quam me aut quemquam loqui tecum, finem iam faciam: tantum te admonebo, si illi absenti salutem dederis, praesentibus his omnibus te daturum.

Pro Ligario.

(*b*) Give a list of adverbs that have an irregular comparison.

(*c*) Illustrate the use and force of the gerund.

7. (*a*) Translate:

Quid ego de commentariis infinitis, quid de innumerabilibus chirographis loquar? quorum etiam institores sunt, qui ea tamquam gladiatorum libellos palam venditent. Itaque tanti acervi nummorum apud istum construuntur, ut iam expendantur, non numerentur pecuniae. At quam caeca avaritia est! Nuper fixa tabula est, qua civitates locupletissimae Cretensium vectigalibus liberantur, statuiturque, ne post M. Brutum proconsule sit Creta provincia. Tu mentis es compos? tu non constringendus? An Caesaris decreto Creta post M. Bruti decessum potuit liberari, quum Creta nihil ad Brutum Caesare vivo pertineret.

Philippic, II.

(*b*) Parse *compos, constringendus.*

(*c*) How was money calculated by the Romans?

(*d*) What were the laws affecting the government of Roman provinces?

8. (*a*) Translate:

Atqui, ne nostros contemnas, inquit Antonius, Graeci quoque ipsi sic initio scriptitarunt, ut noster Cato, ut Pictor, ut Piso. Erat enim historia nihil aliud nisi annalium confectio; cuius rei memoriaeque publicae retinendae causa ab initio rerum Romanarum usque ad P. Mucium pontificem maximum res omnes singulorum annorum mandabat litteris pontifex maximus referebatque in album et proponebat tabulam domi, potestas ut esset populo cognoscendi; itaque etiam nunc annales maximi nominantur. Hanc similitudinem scribendi multi secuti sunt, qui sine ullis ornamentis monumenta solum temporum, hominum, locorum gestarumque rerum reliquerunt.

De Oratore, I.

(*b*) Give a list of Roman annalists.

9. (*a*) Translate:

Nec Lycurgi leges neque Solonis neque Charondae neque Zaleuci nec nostras XII tabulas nec plebiscita desidero; sed te existimo quum populis tum etiam singulis hodierno sermone leges vivendi et disciplinam daturum esse. M. Huius vero disputationis, Quinte est proprium id, quod exspectas, atque utinam esset etiam facultatis meae.

De Legibus, I.

(*b*) Write brief notes on *Nec Lycurgi leges....tabulas.*

(*c*) Explain the construction of *est hujus.....meae.*

10. (*a*) Translate:

Qua in lege quum esset, neve aurum addito, quam humane excepit altera lex: quoi auro dentes vincti escunt, ast im cum illo sepelire urereve se fraude esto. Et simul illud videtote, aliud habitum esse sepelire et urere. Duae sunt praeterea leges de sepulcris, quarum altera privatorum aedificiis, altera ipsis sepulcris cavet. Nam quod rogum bustumve novum vetat propius sexaginta pedes adjici aedes alienas invito domino, incendium veretur acerbum. Quod autem forum id est, vestibulum sepulcri bustumve usucapi vetat, tuetur ius sepulcrorum.

De Legibus, II..

(*b*) Parse *escunt, tuetur.*

(*c*) When, with what object, and after what model, did Cicero write this treatise?

(*d*) What are his views regarding the origin and force of *Lex*?

11. (*a*) Translate:

Si vales, bene est. Constitueramus, ud ad te antea scripseram, ob viam Ciceronem Caesari mittere, sed mutavimus consilium, quia de illius adventu nihil audiebamus. De ceteris rebus, etsi nihil erat novi, tamen quid velimus et quid hoc tempore putemus opus esse ex Sicca ppteris cognoscere. Tulliam adhuc mecum teneo. Valetudinem tuam cura dilligenter. Vale. XII. Kalendas Quintil.

Epistles ad Familiares, XIV.

(*b*) Who were the chief correspondents of Cicero?

(*c*) What is the general character of Latin epistolography?

(*d*) Draw a comparison between the Greeks and Romans in this respect.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

LATIN.

HONORS.

Examiner: REV. NEIL MACNISH, B.D., LL.D.

I.

VIRGIL.

1. What were the sources from which he derived the materials for his poems?

2. To what extent was he indebted to the old Latin poets?

3. What is meant by *Eclogue*? and what is the difference between *Eclogue* and *Æglogue*?

4. Translate:

At nos hinc alii sitientes ibimus Afros,
Pars Scythiam et rapidum Cretæ veniemus Oaxem,
Et penitus toto divisos orbe Britannos.
En unquam patrios longo post tempore fines,
Pauperis et tugurî congestum cespite culmen,
Post aliquot, mea regna videns, mirabor aristas?
Impius hæc tam culta novalia miles habebit?

Eclogue, I.

II.

5. (*a*) Translate :

An deus immensi venias maris, ac tua nautæ
Numina sola colant, tibi serviat ultima Thule,
Teque sibi generum Tethys emat omnibus undis ;
Anne novum tardis sidus te mensibus addas,
Qua locus Erigonen inter Chelasque sequentes
Panditur ; ipse tibi jam brachia contrahit ardens
Scorpios, et cœli justa plus parte reliquit.

Georgics, I.

(*b*) Parse *chelasque*.

(*c*) What opinions have been held regarding *Thule ?*

6. (*a*) Translate :

Solus hyperboreas glacies Tanaimque nivalem,
Arvaque Rhipæis nunquam viduata pruinis
Lustrabat, raptam Eurydicen atque irrita Ditis
Dona querens : spretæ Ciconum quo munere matres,
Inter sacra deûm nocturneque orgia Bacchi,
Discerptum latos juvenem sparsere per agros.

Georgics, IV.

(*b*) Write brief notes on the proper names in the extract.

(*c*) What importance did the Romans attach to agriculture ?

(*d*) Examine the commendation of Horace :

Molle atque facetum
Virgilio annuerunt gaudentes rure Camœnae

7. (*a*) Translate :

Vobis picta croco et fulgenti murice vestis,
Desidiæ cordi ; juvat indulgere choreis ;
Et tunicæ manicas, et habent redimicula mitræ.
O vere Phrygiæ, neque enim Phryges, ite per alta
Dindyma, ubi assuetis biforem dat tibia cantum.

Æneid, IX.

(*b*) Explain the construction of *Desidiae .....choreis.*

(*c*) O vere.....Phryges. Cite parallel passages.

8. (*a*) **Translate:**

Jupiter ipse duas æquato examine lances
Sustinet, et fata imponit diversa duorum,
Quem damnet labor, et quo vergat pondere letum.

Æneid, XII.

(*b*) Explain fully the allusion that is here made.

(*c*) According to Homer, Æneas, after the fall of Ilium, ruled over the Trojans who remained at home. What authors first represented Æneas as coming to the West?

(*d*) What may have been the political object of the *Æneid*?

III.

Plautus: *Aulularia.*

1. (*a*) Translate:

Volui ánimum tandem cónfirmare hodié meum,
ut béne me haberem fíliai núptiis:
venio ád macellum, rógito piscis; índicant
carós, agninam cáram, caram búbulam.
vitulínam, cetum, pórcinam, cara ómnia:
atque éo fuerunt cáriora: aes nòn erat.
Abeo íllinc iratus, quóniam nihil est, quí emam;
ita íllis impuris ómnibus adiví manum.

(*b*) Scan the extract, marking the quantities.

(*c*) Account for the peculiar language of Roman Comedy.

2. (*a*) Translate:

Picés divitiis, qui aúreos montés colunt,
ego sólus supero. Nam ístos réges céteros
memoráre nolo, hóminum mendicábula:
ego sum íllе rex Philíppus! O lepidúm diem!

(*b*) Explain the meaning of Picés.....colunt.

(*c*) What is the import of *Fabula Rhinthonica, Oscan Plays* or *Plays of Atellae?*

(*d*) How can the hesitation of the ancients be accounted for, in reference to the genuineness and spuriousness of the plays of Plautus?

IV.

TERENCE: *Andrian.*

1. Discuss the statement regarding Rome: "In the dramatic world, comedy greatly preponderated over tragedy. The spectators knit their brows when, instead of the expected comedy, the tragedy began."

2. Examine the opinion of Cicero: At comicorum senarii propter similitudinem sermonis sic saepe sunt abjecti, ut nonnunquam vix in eis numerus et versus intelligi possit, quo est ad inveniendum difficilior in oratione numerus quam in versibus.

3. Whom did Terence imitate?

4. Explain the language which he applies to himself:

   Repente ad studium hunc se applicasse musicum,
   Amicum, ingenio fretum, haud natura sua.

5. Translate:

   Hóccinest crédibile, aút memorábile;
   tánta vecórdia innáta cuiquam út siet,
   út malis gaúdeant, átque ex incómmodis
   álteriús sua ut cómparent cómmoda? Ah
   ídne est verum? Immo id est génus hominum pessumum, in
   dénegandò modo queís pudor paúlum adest.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

LATIN.

HONORS.

Examiner: REV. NEIL MACNISH, B.D., LL.D.

I.

CATULLUS.

1. Why has the term *Doctus* been applied to him?

2. Show that he was the founder of a new School of of *Latin* poetry.

3. Explain the words of Martial:

> Quae si tot fuerint, quot ille dixit
> Donabo tibi passerem *Catulli.*

4. Give scales of the principal metres which Catullus employs.

5. (*a*) Translate:

> Phaselus ille, quem videtis, hospites,
> Ait fuisse navium celerrimus,
> Neque ullius natantis impetum trabis
> Nequisse praeterire, sive palmulis
> Opus foret volare, sive linteo.
> Et hoc negat minacis Adriatici
> Negare litus, insulasve Cycladas,
> Rhodumve nobilem, horridamve Thraciam,
> Propontida, trucemve Ponticum sinum;
> Ubi iste, post Phaselus, antea fuit
> Comata silva: nam Cytorio in jugo
> Loquente saepe sibilum edidit coma.
> Amastri Pontica et Cytore buxifer,
> Tibi haec fuisse et esse cognitissima
> Ait Phaselus.

(*b*) Parse *trabis, Propontida.*

(*c*) Indicate the relative position of the places that are mentioned in the extract.

II.

TIBULLUS.

1. How can it be shown that he is the most original poet of the Augustan age ?

2. Expand the statement of Quintilian: Elegia Graecos quoque provocamus, cujus mihi tersus atque elegans maxime videtur auctor Tibullus.

3. (*a*) Translate :

Turbaque vernarum, saturi bona signa coloni,
  Ludet, et ex virgis extruet ante casas.
Eventura precor. Viden' ut felicibus extis
  Significet placidos nuntia fibra deos ?
Nunc mihi fumosos veteris proferte Falernos
  Consulis, et Chio solvite vincla cado.
Vina diem celebrent ; non festa luce madere
  Est rubor, errantes et male ferre pedes.
Sed "bene Messalam" sua quisque ad pocula dicat,
  Nomen et absentis singula verba sonent.
Gentis Aquitanae celeber Messala triumphis,
  Et magna intonsis gloria victor avis,
Huc ades, aspiraque mihi, dum carmine nostro
  Redditur agricolis gratia coelitibus.

(*b*) Give different interpretations of *Turbaque vernarum, fibra.*

(*c*) What were the principal Greek and Roman wines?

(*d*) What is the reference in *Gentis...triumphis?*

III.

Propertius.

1. What Greek models did he copy?

2. Point out the chief beauties of his style.

3. (*a*) Translate:

Dic mihi de nostra, quae sentis, vera puella:
Sic tibi sint dominae, Lygdame, dempta juga.
Num me laetitia tumefactum fallis inani,
Haec referens, quae me credere velle putas?
Omnis enim debet sine vano nuncius esse,
Majoremque timens servus habere fidem.
Nunc mihi, si qua tenes, ab origine dicere prima
Incipe; suspensis auribus ista bibam.

(*b*) Notice any various readings and translate accordingly.

IV.

Pliny: *Epistles*, VI.

1. Give a short account of his life.

2. Enumerate his writings.

3. (*a*) Translate:

Tandem illa caligo tenuata quasi in fumum nebulamve discessit: mox dies versus, sol etiam effulsit, luridus tamen, qualis esse, cum deficit, solet. Occursabant trepidantibus adhuc oculis mutata omni altoque cinere, tamquam nive, obducta. Regressi Misenum, curatis uteumque corporibus suspensam dubiamque noctem spe ac metu exegimus. Metus praevalebat: nam et tremor terrae perseverabat et plerique lymphati terrificis vaticinationibus et sua et aliena mala ludificabantur. Nobis tamen ne tunc quidem, quamquam et expertis periculum et exspectantibus, abeundi consilium, donec de avunculo nuntius. Haec nequaquam historia digna non scripturus leges et tibi, scilicet qui requisisti, imputabis, si digna ne epistula quidem videbuntur. Vale.

(*b*) Explain *et plerique...ludificabantur.*

(*c*) What objections have been raised against the genuineness of *Haec nequaquam...vale.*

V.

1. Give a short account of the earliest Latin poetry.

2. Why were Greek metre naturalized in Latium ?

3. What influence did the Alexandrine School exert over Latin writers ?

4. Expand :

> Poenico bello secundo Musa pennato gradu,
> Intulit se bellicosam Romuli in gentem feram.

5. Give a list of Latin grammarians.

VI.

Expand and translate :

I.

IMP · CAES . DIVI·ANTONINI · F.
DIVI · HADRIANI · NEP DIVI
TRAIANI PARTH · PRON · DIVI
NERVAE · AEN ·
M · AVR · ANIONINO AVG · GERM .
SARM · PONT · MAX · TRIB . POT · XX
IMP . VIII · COS · III . P · P .
S · P · Q · R.

II.

D . M .
IVLIVS · SYRVS
MIL · COH · I . PR .
> IVLIANI
AVR · DIOGENES
MIL · COH · VII · PR ·
> QVARTI · HER.
A · O · B · M · F · C.

over

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

ASTRONOMY AND ACOUSTICS.

Examiner: H. P. MILLIGAN, B.A.

1. Define the terms *rational and sensible horizon, equator, declination, right ascension, hour angle, azimuth* and *ecliptic.*

2. Describe the phenomena presented in the motions of different stars observed from the same place.

Give a method of observing the parallel circular motion of the stars.

3. Show that a star in the equator is above the horizon for just one half of its diurnal course.

Is this true for the poles?

4. Describe the different kinds of days.

Trace the changes in the length of a solar day, at a place on the earth's surface.

5. Explain the causes of the change of seasons.

Show what the effect would be if the axis of the earth were coincident with the ecliptic and always tangential to the earth's orbit.

6. Explain the cause of the trade winds.

What is the effect at the equator?

7. Describe the method of observation with the mural circle.

To what errors of adjustment is it liable?

8. State Kepler's laws, and Newton's inferences from them.

9. Describe and account for the moon's phases.

Explain the difference in the appearances of the moon when she comes to the meridian shortly after six in the evening, and shortly before six in the morning.

10. Explain the effect of aberration of light on the apparent place of a star.

11. State the received theory of the production and propagation of sound, and distinguish between the *pitch*, *quality*, and *intensity* of a musical note.

12. Describe the mode of vibration of the air in a tube closed at one end.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

SPHERICAL TRIGONOMETRY AND ASTRONOMY.

HONORS.

Examiner: H. P. MILLIGAN, B.A.

1. Define the polar triangle.

The angles and sides of the primitive triangle are respectively the supplements of the sides and angles of the polar triangle.

If A is the supplement of a, shew that the sides of the primitive triangle are respectively equal or supplemental to the sides of the polar triangle.

2. Express the cosine of an angle of a spherical triangle in terms of the sines and cosines of its sides.

If $A = a$, prove $\cos^2 C = (1 - \sin B \sin C)(1 \pm \sin C \sin A)$

3. Prove the following formulas:

(1) $\cot a \sin b = \cot A \sin C + \cos b \cos c$,

(2) $\cos \frac{A}{2} = \sqrt{\frac{\sin s \sin (s - a)}{\sin b \sin c}}$

(3) $\cos A = \sin B \sin C \cos a - \cos B \cos C$.

(4) $\tan \frac{1}{2}(a + b) = \frac{\cos \frac{1}{2}(A - B)}{\cos \frac{1}{2}(A + B)} \tan \frac{c}{2}$

4. Having two angles and the included side of a spherical triangle, show how to find the remaining parts.

If the two angles be together equal to two right angles, prove that the two opposite sides are respectively equal to the corresponding sides of the polar triangle.

5. Find the area of a spherical triangle.

Prove $\tan \frac{1}{4} E = \sqrt{\left\{ \tan \frac{1}{2} s \tan \frac{1}{2} (s-a) \tan \frac{1}{2} (s-b) \tan \frac{1}{2} (s-c). \right\}}$

In an equilateral spherical triangle, prove

$$\cos \tfrac{1}{2} (a+E) + \cos \tfrac{1}{2} (a-E) = 3 - 2 \sec^2 \tfrac{1}{2} a.$$

6. If three arcs be drawn from the angles of a spherical triangle through any point to meet the opposite side the products of the sines of the alternate segments of the sides are equal.

Through the angular point C of a spherical triangle lines CD, CE, and CF are drawn perpendicular to the opposite side, bisecting the angle C, and bisecting the opposite side respectively, prove the following formulas:

(1) $\tan \frac{1}{2} (BCD - ACD) = \tan^2 \frac{1}{2} (A+B) \tan \frac{1}{2} (ACF - BCF)$.

(2) $\tan \frac{1}{2} (BD - AD) \tan \frac{1}{2} (BE - AE) = \tan^2 \frac{1}{2} (a-b)$.

(3) $\tan \frac{1}{2} C \cos^2 \frac{1}{2} (a+b) \tan \frac{1}{2} (BCD - ACD)$
$= \cot \frac{1}{2} c \cos^2 \frac{1}{2} (a-b) \tan \frac{1}{2} (AE - BE)$.

7. Describe the transit instrument and the method of making observations with it.

Show how to remedy the errors of adjustment of the instrument.

8. Find the latitude and hour angle from two altitudes of the sun, and the time between.

9. Find the relations between the sun's right ascension, declination, and longitude.

If the sun appear to rise in the south-east to a person in latitude 60° north, find the hour angle at sunrise.

10. Explain the different kinds of time in use. Explain the advantage of employing equinoctial time.

11. Find the duration of twilight at a given time and place.

Find the condition that it may last all night.

12. Find the effect of parallax on the latitude and longitude of a star.

RIG

least

to fi

grav

axis
tanc
parr

a fix

(1)
atta
(2)
unc

of a

str
wh

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

RIGID DYNAMICS AND HYDRODYNAMICS.

HONORS.

Examiner: J. GALBRAITH, B.A.

1. Define the *principal axes* of a rigid body at a given point.

Through any point in space there may be drawn at least one system of principal axes of a given body.

2. Given one principal axis of a body at a proposed point, to find the other two.

If a straight line be a principal axis at the centre of gravity it is a principal axis at every point in its length.

The radius of gyration of a right circular cone about its axis when the density at a point varies conjointly as the distance from the axis and the distance from the vertex measured parallel to the axis is $r\sqrt{\frac{3}{5}}$, r being the radius of the base.

3. Determine the motion of a rigid body revolving about a fixed axis under given finite forces.

The cone in (2) is suspended from a horizontal axis; (1) by a point in the perimeter of its base, and a fine thread attached to the vertex so that its axis of figure is horizontal; (2) by the vertex—compare the times of a small oscillation under the action of gravity.

4. Determine the change of motion under given impulses of a rigid body of which one point is fixed.

A quiescent plane circular lamina fixed at its centre is struck at a point on the circumference by a given blow B whose direction lies in the plane containing the tangent and

normal to the lamina at that point, and makes an angle θ with the normal—shew that the lamina will revolve about an axis inclined to its plane at an angle $\tan^{-1} \frac{\tan \theta}{2}$ with an angular velocity $\frac{2B}{mr} \sqrt{1 + 3\cos^2 \theta}$ m, r being the mass and radius respectively of the lamina.

Shew that the *invariable plane* through the fixed point contains the line of the blow.

5. Shew analytically that the motion of a free rigid body at a given instant may always be represented by a motion of translation of all the particles in parallel directions with a common velocity, combined with a motion of rotation about any one of these particles considered fixed.

When finite forces act on a given body, having given the initial circumstances of its motion, the initial magnitudes and directions of the forces acting on the various particles of the body and their laws of variation, shew why we cannot in general determine the position and motion of the body after a given time.

Is this the case with impulsive forces?

6. State and prove the principle of conservation of areas.

Considering the solar system as uninfluenced by the rest of the universe, shew what data would be required to determine the position of the ecliptic at a given instant with reference to the invariable plane at the centre of gravity of the system, and indicate the method of proceeding.

7. Establish the rectangular equations of *steady motion* in three dimensions at a given point in a fluid acted on by certain forces.

If the forces be such that $Xdx + Ydy + Zdz = dR$ and the motion be such that $udx + vdy + wdz = d\phi$ the above equations reduce to

$$\frac{dp}{\rho} = dR - UdU;$$

U being the resultant velocity at the point x, y, z.

8. Find the time in which a given quantity of fluid will flow through a small orifice under the action of gravity.

Three vessels in the forms, respectively of a prolate spheroid, a paraboloid of revolution whose generating curve has the latus-rectum equal to that of the generating ellipse of the spheroid and a right circular cone, vertex down, similar to to that generated by the line joining the extremities of the major and minor axes of the generating curve of the spheroid,

have their axes vertical, and are filled with water to the same height which discharges through equal small orifices at the lowest points of the axes; shew that the spheroid will be emptied in a time equal to the difference of the times of emptying of the paraboloid and cone.

9. A plane lamina is immersed in a stream perpendicular to the direction of its motion; find the pressure on the lamina.

In place of the stream, suppose a free jet of cross section equal to the area of the lamina to strike perpendicularly an extended plane with the same velocity; would the pressure be the same? Give reasons.

10. In the side of a vessel containing heavy incompressible fluid which rotates uniformly, without relative displacement, about a vertical axis, a small aperture is made. Shew that the expression for the velocity of efflux may be put in the same form as if the fluid were at rest. Also, find the velocity of efflux in terms of the angular velocity about the fixed axis, having given the height of the free surface when the fluid is at rest.

11. Integrate and interpret fully the differential equation of the motion due to a small disturbance at a given point in homogeneous air in a small tube of indefinite length, gravity and friction being neglected.

Shew that the velocity of a given particle is proportional to the *condensation*.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A

NEWTON: SECTIONS IX. AND XI., AND LUNAR THEORY.

HONORS.

Examiner: J. GALBRAITH, B.A.

1. Give a general explanation of the object and processes of Sec. IX., Bk. I., and shew to what extent the results are applicable in the investigation of the motion of the moon.

2. The law of force in an orbit nearly circular being given, to find an approximate value of the apsidal angle. Prop. 45.

Determine the motion of the apse of Jupiter's outer satellite in one revolution, having given $m = \frac{1}{264}$.

Why is the calculated motion of the apse in this case much more correct than in the case of the moon to the same order of approximation?

3. The force varying as $(\text{dist.})^{-2}$, it is required to compare the major axis of P's relative orbit round S in motion with the major axis of the ellipse in which P might revolve round S at rest in the same periodic time. Prop. 60.

In proving that the force which retains the moon in her orbit about the earth is the force of gravity, why did Newton not employ the mean distance between the earth and moon?

4. Force $\propto$ (dist.)$^{-2}$. Two bodies S and P revolve round a third, T, in such a manner that P describes the interior orbit; to shew that P will describe round T areas more nearly proportional to the times and a figure more nearly resembling an ellipse, if T be acted on by the attractions of the other two than if it were either not attracted by them at all, or attracted much much more or much less. Prop. 66.

Explain the method of treating the lunar problem, followed by Newton in this proposition and corollaries, and give a statement of the results and their comparative accuracy.

5. To consider the effects produced on the motion of the nodes by the ablatitious force. Prop. 66, Cor. 11.

Find the motion of the node of Jupiter's outer satellite (see 2) in one revolution, neglecting powers of m beyond the second.

6. Obtain the rigorous differential equations of the moon's motion referred to polar co-ordinates.

Find the differential equation independent of the time which connects the moon's radius vector with the corresponding longitude.

7. Having given $u = a(1 - \frac{3}{4}\kappa^2 - \frac{1}{2}m^2 - e^2)$

$$s = \kappa \sin(g\theta - \gamma)$$

find the moon's mean parallax, R being the earth's radius.

Explain what is meant by the *mean* value of a function containing periodic terms.

Ex. If $x = a + b \sin\theta + c \sin^2\theta + d \sin^3\theta$, what is its mean value?

8. Investigate the effect of the term

$$+ \frac{11}{8}m^2 \sin\left\{(2 - 2m)pt - 2\beta\right\}$$

considered as a correction applied to the mean value of the moon's longitude at a given time.

Determine approximately the variations of the moon's linear velocity due to this term, the orbit being originally circular.

9. Demonstrate the property of the term

$$-\tfrac{1}{8}\kappa^2 \sin 2(gpt - \gamma)$$

in the expression for the moon's longitude, in virtue of which it is called the *reduction*.

10. Explain without demonstration the principles by means of which it is possible, with certain limitations, to reduce the problem of the motion of a satellite about its primary in the solar system, to the problem of the motion of three particles.

ver
is l
fro
iss
cen

h b
and

act
one
mo
of
and
the

bul
bri
ins

on
a s

the

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

PROBLEMS.

HONORS.

Examiners: { J. GALBRAITH, B.A.
H. P. MILLIGAN, B.A.

1. A vessel in the form of a surface of revolution, axis vertical, and which has a circular orifice in its horizontal base is kept constantly full of water, which issues in vertical lines from the orifice. Shew that the equation to the surface of the issuing fluid referred to rectangular axes originating in the centre of the orifice, the plane of $x\,y$ being horizontal, is

$$(x^2 + y^2)^2 \left(z + \frac{ha^2}{a^2 - \pi^2 r^4}\right) = \frac{ha^2 r^4}{a^2 - \pi^2 r^4},$$

h being the depth of the orifice below the surface, r its radius, and a the area of the upper surface.

2. A square horizontal piece of board is falling under the action of gravity; it is struck by a bullet which lodges in it, one edge of the board undergoing no change of motion at the moment of impact; determine the subsequent motion and point of impact, having given a the length of a side, M, m, the masses and v, u, the velocities of the board and bullet respectively at the moment of impact.

Investigate the motion also on the supposition that the bullet is annihilated the moment it comes into relative equilibrium with the point of contact, which it is supposed to do instantaneously in both cases.

3. A homogeneous oblate spheroid rests in stable equilibrium on a perfectly rough horizontal plane. Shew that the time of a small oscillation is

$$2\pi\sqrt{\frac{b\,(a^2 + 6\,b^2)}{5\,g\,(a^2 - b^2)}};$$ a, b being

the semi-axes of the generating ellipse.

Also, find the time when the plane is smooth.

4. Shew that if the spheroid in (3) be hung by the extremity of its axis, and the time of a small oscillation be the same as when on the rough horizontal plane, the excentricity of the generating ellipse must be $\sqrt{\frac{1}{2}}$.

5. A person whose tractive force is $c\,(d - v'')^2$, v'' being his velocity, and c, d constants, tows a boat a certain distance up stream, walking as fast as possible. Shew that the work done is to that he would have done in rowing the boat through the same distance in the same time, as

$$\frac{d\sqrt{c} - v\sqrt{k}}{\sqrt{c}\,(d + v)} : 1$$

the resistance being $k v_1^2$, in either case, where v_1 is the velocity through the water and v the velocity of the stream,

6. Two smooth cylinders of equal lengths and uniform density, whose radii are r and r_1, are bound together by an elastic string of tension t in the plane passing through their centres of gravity, perpendicular to their axes; a pull is applied to the cylinder of radius r in a direction from the other, causing uniformly accelerated motion, such that the mutual pressure between the cylinders just disappears. Shew that the applied pull is, $4t\,\dfrac{(r^2 + r_1^2)\,(rr_1)^{\frac{1}{2}}}{r_1^2(r + r_1)}$

7. A quiescent flat body lying on a smooth horizontal plane is struck by a sudden blow in that plane; shew that the equation of the path of the point struck, referred to lines through the original position of the centre of gravity parallel and perpendicular to the direction of the blow, as axes of x and y respectively, is

$$\left\{x - h\left(a + \cos^{-1}\frac{y}{r}\right)\right\}^2 + y^2 = r^2$$

where h and r are the distances of the centre of gravity from the axis of spontaneous rotation and the point struck respectively, and a is the inclination of r to the axis of y originally.

8. n inelastic spheres of equal size and each of uniform density but whose masses are in the ratio of the natural numbers 1, 2, ... n, are connected in the order of their masses by fine inextensible strings of equal length a, and placed in contact with each other in a straight line on a smooth horizontal table; the lightest sphere is projected in this line with a velocity v from its neighbour: shew that the interval between the times that the first ball is projected and the last ball stops is

$$\frac{2}{3}n(n^2-1)\frac{a}{v} \text{ or } \left(\frac{\frac{n}{2}(n-1)^2\left\{\frac{n}{2}(n+1)-1\right\}}{\frac{n}{2}(n-1)-1}+\frac{n}{6}(n^2-1)\right)\frac{a}{v}$$

according as the first ball is stopped the instant after or the instant before the last ball begins to move.

9. A concave mirror generated by the revolution of a quadrant of an ellipse about the axis major, reflects the light from a luminous point placed at the nearer focus against a wall at the extremity of the major axis of the generating ellipse, and perpendicular to the axis—neglecting reflexions after the first, find the law of variation of the brightness within the well defined bright circle which will be seen and the radius of this circle.

10. An elastic sphere is projected upwards along a perfectly rough plane inclined at an angle a to the horizon, with a velocity of translation u, and an angular velocity a about a horizontal axis through its centre perpendicular to its path, and immediately impinges upon an equal sphere of the same material (which is held at rest by a string) so that the line joining the centres of the spheres at the moment of impact makes an angle of 45° with the first sphere's line of motion produced, find the motion of the first sphere after impact.

11. A ball is suspended by an inelastic string from a given point, and oscillates upon a smooth inclined plane, the distance of which from the point of suspension is h, the starting point being the extremity of the horizontal diameter of the circle of oscillation, after a time t the plane suddenly vanishes, find the subsequent motion of the ball.

12. A semicircular disc of radius a is at rest on a pefectly rough sphere of radius $3a$, with the middle point of its curved side in contact with the highest point of the sphere, and is struck vertically by a blow at the extremity of its horizontal diameter, find the condition that it leaves the sphere.

13. CD, CE and CF are lines drawn from the vertex C of a spherical triangle perpendicular to the opposite side, bisecting the angle C, and bisecting the opposite side respectively, prove

$$\tan\tfrac{1}{2}C\cos^2\tfrac{1}{2}(a+b)\tan\tfrac{1}{2}(BCD-ACD)$$
$$=\cot\tfrac{1}{2}c\cos^2\tfrac{1}{2}(a-b)\tan\tfrac{1}{2}(AE-BE.)$$

14. In a spherical triangle, if $a+b+c=\pi$, prove

(1) $\cos A+\cos B+\cos C=1$.

(2) $\cot b\cot c+\cot c\cot a+\cot a\cot b=1$.

(3) $\cos^2 a+\cos^2 b+\cos^2 c+2\cos a\cos b\cos c=1$.

Writ
their b
consist
lence
author

"I
Iolco
heroe
Atha
broth
nym
birth
tains
shep
by th
beca
fierce
last
broth
over

"I

University of Toronto.

ANNUAL EXAMINATIONS : 1875.

CANDIDATES FOR B.A.

ENGLISH.

Examiners: { J. M. BUCHAN, M.A.
FRED. E. SEYMOUR, M.A.

Write a brief critique upon each of the following passages, pointing out their beauties or blemishes, their merits or defects ; shewing wherein these consist, and what principles of correct composition and of rhetorical excellence are exemplified or transgressed in them. Name, if you can, the authors of the several extracts :—

I.

"Phrixus had a cousin called Æson, who was king in Iolcos by the sea. There he ruled over the rich Minuan heroes, as Athamas, his uncle, ruled in Bœotia; and, like Athamas, he was an unhappy man. For he had a step-brother named Pelias, of whom some said that he was a nymph's son, and there were dark and sad tales about his birth. When he was a babe he was cast out on the mountains, and a wild mare came by, and kicked him. But a shepherd passing found the baby, with its face all blackened by the blow; and took him home, and called him Pelias, because his face was bruised and black. And he grew up fierce and lawless, and did many a fearful deed; and at last he drove out Æson his step-brother, and then his own brother Neleus, and took the kingdom to himself, and ruled over the rich Minuan heroes, in Iolcos by the sea."

II.

"My love is now awake out of her dreams
And her fair eyes like stars that dimméd were
With darksome clouds, now show their goodly beams
More bright than Hesperus his head doth rear.
Come now, ye damsels, daughters of delight,
Help quickly her to dight:

But first, come ye fair hours, which were begot,
In Jove's sweet paradise of day and night;
Which do the seasons of the year allot,
And all that ever in this world is fair,
Do make and still repair:
And ye three handmaids of the Cyprian queen,
The which do still adorn her beauty's pride
Help to adorn my beautifullest bride:
And, as ye her array, still throw between
Some graces to be seen;
And, as ye use to Venus, to her sing,
The whiles the woods shall answer, and your echo ring."

III.

"Far below him the Tappan Zee spread its dusky and indistinct waste of waters, with here and there the tall mast of a sloop riding quietly at anchor under the land. In the dead hush of midnight he could even hear the barking of the watch-dog from the opposite shore of the Hudson; but it was so vague and faint as only to give an idea of his distance from this faithful companion of man. Now and then, too, the long-drawn crowing of a cock, accidentally awakened, would sound far, far off, from some farm-house away among the hills—but it was like a dreaming sound in his ear. No signs of life occurred near him, but occasionally the melancholy chirp of a cricket, or perhaps the guttural twang of a bull-frog, from a neighbouring marsh, as if sleeping uncomfortably, and turning suddenly in his bed."

IV.

"Oh, weep for Adonais—he is dead!
Wake, melancholy Mother, wake and weep!
Yet wherefore? Quench within their burning bed
The fiery tears, and let thy loud heart keep,
Like his, a mute and uncomplaining sleep;
For he is gone where all things wise and fair
Descend:— oh, dream not that the amorous Deep
Will yet restore him to the vital air;
Death feeds on his mute voice, and laughs at our despair."

V.

"Coleridge was not without what talkers call wit, and there were touches of prickly sarcasm in him, contemptuous enough of the world and its idols and popular dignitaries he had traits even of poetical humour: but in general he seemed deficient in laughter; or indeed in sympathy for

concrete human things, either on the sunny or on the stormy side. One right peal of concrete laughter at some convicted flesh-and-blood absurdity, one burst of noble indignation at some injustice or depravity, rubbing elbows with us on this solid Earth, how strange would it have been in that Kantean haze-world, and how infinitely cheering amid its vacant air-castles and dim-melting ghosts and shadows! None such ever came. His life had been an abstract thinking and dreaming, idealistic, passed amid the ghosts of defunct bodies and of unborn ones. The moaning singsong of that theosophico-metaphysical monotony left on you, at last, a very dreary feeling."

VI.

"Meanwhile Bianca dreamed—'twas once when night
  Along the darkened plain began to creep,
Like a young Hottentot, whose eyes are bright,
  Although in skin as sooty as a sweep:
The flowers had shut their eyes—the zephyr light
  Was gone, for it had rocked the leaves to sleep,
And all the little birds had laid their heads
Under their wings—sleeping in feather beds.

Lone in her chamber sate the dark-eyed maid,
  By easy stages jaunting through her prayers,
But listening side long to a serenade,
  That robbed the saints a little of their shares;
For Julio underneath the lattice played
  His Deh Vieni, and such amorous airs,
Born only underneath Italian skies,
Where every fiddle has a bridge of Sighs."

VII.

"It is true that even in the rudest minds emotion will tend to make the expression more vivid and forcible; but it will not for all that necessarily rise to poetry. Emotion or excitement alone will not produce that idealization in which poetry consists. To have that effect the excitement must be of a peculiar character, and the mind in which it takes place must be peculiarly gifted. The mistake has probably arisen from a confusion of two things which are widely different—the real language of men in a state of excitement, and the imaginative imitation of such language in the artistic delineation of the excitement. The latter alone will necessarily or universally be poetical; the former may be the veriest prose."

1. Compare in detail the Etymological and Syntactical forms of the English language with those of the Latin.

2. Give an historical sketch of English *Rhythm.*

3. Write brief historical and etymological notes explanatory of the words printed in Italics in the following extracts:—

"And Jonathan gave his *artillery* unto the lad, and said unto him, Go, carry them into the city." —1 *Sam.*, xx. 40.

"By my *Christendom*
So I were out of prison and kept sheep,
I should be merry as the day is long."
—*King John*, iv., 1.

Blessed shall ye be when men shall hate you, and *abandon* your name as evil for the Son of man's sake."—*Luke*, vi. 22. Rheims.

"His lean, pale, hoar and withered corpse grew *fulsome* fair and fresh."—*Golding.*

"It is no good reason for a man's religion, that he was born and brought up in it; for then a *Turk* would have as much reason to be a *Turk* as a Christian to be a Christian."—*Chillingworth.*

"In man there is nothing *admirable* but his ignorance and weakness."—*J. Taylor.*

"Towards the four winds four speedy cherubim
Put to their mouths the sounding *alchemy*."
—*Par. Lost*, b. ii.

"The sin of maumetrie is the first that is *defended* in the Ten Commandments."—*Chaucer*, Parson's Tale.

"They were forthwith stoned to death as a *document* unto others."—*Sir W. Raleigh.*

"Within fourteen generations, the royal blood of the Kings of Judah ran in the veins of plain Joseph, a *painful* carpenter."—*Fuller.*

4. Give an account of the "Brut" and the "Ormulum," noticing their vocabulary and versification, their literary plan and importance, their influence on contemporary and subsequent literature, &c., &c.

5. Give a sketch of the English novelists of the eighteenth century, noticing their literary characteristics and peculiarities as compared with each other, and with later writers of the same class. Mention also their principal works.

6. Estimate the literary merit of the writings and characterize the style of

(i.) Gray,
(ii.) Johnson,
(iii.) Keats,
(iv.) Shelley,
(v.) Browning.

1. (
Queen
it, and
intend
which

2. (

(

(

(

(

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B. A.

ENGLISH.

HONORS.

Examiners: { J. M. BUCHAN, M.A.
FRED. E. SEYMOUR, M.A.

SPENSER.

1. Give the argument of the Second Book of the Faerie Queene, mentioning the principal adventures described in it, and pointing out the particular way in which each is intended to exemplify the merit of that special virtue of which Sir Guyon is made the exemplar.

2. (*a*) Give some account of the popular beliefs of different ages in Elfs and Fairies.

(*b*) What myth related in this book is dramatically developed by Shakspeare, and how do the narratives differ?

(*c*) What allegorical work of the seventeenth century makes use of a conceit similar to that of the Castle of Alma in Canto IX?

(*d*) "Braggadocchio.....is of fayre Belphoebe *fowle forlorne.*" Does the narrative justify this expression in the heading of Canto III?

(*e*) What editions or MSS. form the basis for textual criticism of the works of Spenser, Shakspeare, and Milton?

3. Explain peculiarities in structure, derivation, or meaning of the following words and phrases:

(i.) *Blive, eath, gree, libbard, losell, portaunce, shrightes, stowre, threasure, wonne.*

(ii.) To *accloye*, to *cleepe*, to *erne*, to *hurtle*, to *lout*, to *sty*, to *swincke*.

(iii.) *Behight, derdoing, purfled, raught, yode, yplight.*

(iv.) "One that to *bountie* never cast his mynd." "In his *kestrell kynd*." "With *self-loved personage* deceived." "Golden *sell*." "Ghastly *bug*." "Amorous *retrate*." "In her *rude heares* sweet flowers themselves did lap." "Who his mind *behaves* with cares." "*Wastfull* ground." "I *n'ill* thine offred grace." "*No'te* he choose." "A stately *siege*."

4. "Below her ham her weed did somewhat trayne,
And her streight legs most bravely were embayld
In gilden buskins of costly cordwáyne,
All bard with golden bends, which were entayld
With curious antickes, and full fayre aumayld—
Before they fastned were under her knee
In a rich iewell, and therein entrayld
The ends of all the knots that none might see
How they within their fouldings close enwrapped bee."
II. 3, xxvii.

(*a*) What is the derivation of "*weed*," and how comes it to be used in this sense?

(*b*) Account for this signification of "*bravely*."

(*c*) Give the meaning and derivation of "*embayld*," "*entayld*," "*aumayld*" and "*entrayld*."

(*d*) Write a note on *en* as a termination of English adjectives.

(*e*) "*Cordwayne*." Give the derivation.

(*f*) "*Bendes*." What is meant by the word as here used?

(*g*) "*Antickes*." Define.

(*h*) Quote an entire stanza from any part of the Faerie Queene, and mention later writers who have made extensive use of this form of versification. What modification of it was used by Chatterton?

5. (*a*) Give a brief description of Spenser's "Shepheards Calender," noticing the different characters introduced into it, and the different forms of versification employed.

(*b*) Sketch in detail the plot or argument of any one of the Æglogues.

(*c*) Give modern equivalents for archaic forms in the following extract:—

Wil. Seest not thilke same Hawthorne studde,
How bragly it beginnes to budde,
And utter his tender head?
Flora now calleth forth eche flower,
And bids make readie Maias bowre,
That newe is upryst from bedde:
Tho shall we sporten in delight,
And learne with Lettice to wexe light,
That scornefully lookes askaunce;
Tho will we little Love awake,
That now sleepeth in Lethe lake,
And pray him leaden our daunce.

Tho. Willye, I wene thou bee assot;
For lustic Love still sleepeth not,
But is abroad at his game.

—*Shep. Cal.*, Æg. III., Ll. 13–27.

(*d*) Cuddie's song in the August Æglogue contains six six-line stanzas, with the same terminal words in each thus arranged:

I.	II.	III.	IV.	V.	VI.
a	f	e	d	e	b
b	a	f	e	d	c
c	b	a	f	c	d
d	c	b	a	f	e
e	d	c	b	a	f
f	e	d	c	b	a,

Whence did Spencer derive this method of versification, and what name is given to it?

6. "*Pro.* Abhorred slave,
Which any point of goodness will not take,
Being capable of ill! I pitied thee,
Took pains to make thee speak, taught thee each hour
One thing or other; when thou did'st not, savage,
Know thine own meaning, but would'st gabble like
A thing most brutish, I endow'd thy purposes
With words that made them known: But thy vile race,
Though thou didst learn, had that in 't which good natures
Could not abide to be with: therefore wast thou
Deservedly confined into this rock,
Who hadst deserved more than a prison.

Cal. You taught me language; and my profit on 't
Is, I know how to curse: The red-plague rid you,
For learning me your language!

Pro. Hag-seed, hence!
Fetch us in fuel; and be quick, thou wert best,
To answer other business. Shrug'st thou, malice?
If thou neglect'st, or dost unwillingly
What I command, I'll rack thee with old cramps;
Fill all thy bones with aches; make thee roar,
That beasts shall tremble at thy din."

Tempest, I. 2.

"Abhorred slave *which* &c." Account for the use of this word, and distinguish the significations of *who* and *which* as applied to persons by Shakspeare.

"Confined *into*, &c." Why *into?*

"*Who* hadst deserved &c." Write a note on the use of the relative pronouns in the Elizabethan age.

"My profit *on't*, &c." Suggest a cause for this use of the preposition.

"The red-plague." What is meant by the *red-plague?*

"For *learning* me, &c." Give other examples from Shakspeare, Spenser, or Milton, of a transitive use of intransitive verbs.

"Thou wert best, &c." Explain fully the formation of this expression.

"With *old* cramps." Explain.

"That beasts, &c." What is eluded here?

7. (*a*) Discuss the structure of Shakspeare blank verse, and point out the allowable modifications of the regular iambic line.

(*b*) Scan the lines in the extract given above, which begin :

"Being capable, &c."
"A thing most, &c."
"Who hadst, &c."
"Fill all thy bones, &c."

(*c*) Compare the supernatural element in these two dramas.

8. Write explanatory notes upon the words marked in the following passages :

(*a*) I *would* no more
Endure this wooden slavery than *to* suffer
The flesh-fly blow my mouth."—*Tempest*, III. 1.

(*b*) *By'r lakin,* I can go no further, Sir ;
My old bones *aches.*"—*Ibid.*, III. 3.

(*c*) *How does* your honour *for this many a day.*"—*Hamlet*, III. 1.

(*d*) And I of ladies most *deject* and wretched."—*Ibid.*

(*e*) The spirit upon whose weal *depends* and *rests*
The lives of many."—*Ibid.* III. 3.

(*f*) For 'tis the sport to have the engineer
Hoist with his own petard."—*Ibid.* III. 4.

(*g*) I hoped thou *shouldst have been* my Hamlet's wife.
I thought thy bride-bed *to have decked* sweet maid."
Ibid. V. 1.

9. Quote passages from either drama which strike you as possessing peculiar excellence. Notice also those brief phrases or exclamations which have come to be almost regular and habitual forms of expression amongst English speaking people of every class.

MILTON.

10. Give a sketch of Milton's life; compare him with Dante in his power and manner of describing the supernatural, and refer to any features of the Paradise Lost which seem to have been originally suggested by Tasso's Gerusalemme Liberata.

11. Detail the argument of Books V. and VI., and compare the battle scenes of the latter, as to poetic merit, with the briefer description of Satan's overthrow in Book I.

12. (*a*) At what period of the poet's life, and under what circumstances was the Mask of Comus produced?

(*b*) Give some account of the Mask as a form of dramatic representation in England. Give the names of the more famous authors of masks.

13. Write brief critical or explanatory notes upon the following extracts:

(i.) "Nor doth the moon no nourishment exhale
From her *moist continent* to higher orbs."

"The invention all *admired*, and each how he
To be the inventor miss'd."

"Instant without *disturb*, they *took alarm*,
And onward moved embattled."

"O'er all the Italian fields where still doth sway
The *triple-tyrant*."

"Confined and *pester'd* in this pinfold here."

"That *moly*
That Hermes once to wise Ulysses gave."

"To those *budge* doctors of the stoic *fur*."

(ii.) Explain the following allusions:—
"Like *Maia's son*," "*where* Alcinous reigned," "dark-veiled *Cottytto*," "Our *Star of Arcady* or *Tyrian Cynosure*," "the Carpathian wizard," "the *great Emathian conqueror*," "the *sociable spirit that deign'd to travel with Tobias*," "killed with report *that old man eloquent*." "Sad Electra's *poet*." "Sadly sits the *Assyrian queen*."

(iii.) "Sprung from old Anchises' line."—Trace the mythic pedigree from Sabrina to Anchises.

(iv.) "May thy lofty head be crowned
With many a tower and terrace round,
And here and there thy banks upon
With groves of myrrh and cinnamon."

Explain the grammatical construction of this passage.

(v.) Quote or designate passages of special beauty or merit in the works of this author.

Po
qu
su
th

Co
lo

se
of

fo
co
va

as

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

ENGLISH.

HONORS.

Examiners: { J. M. BUCHAN, M.A.
FRED. E. SEYMOUR, M.A.

POPE, COWPER, AND WORDSWORTH.

1. On what grounds did Wordsworth refuse to recognize Pope as a poet? State, with reasons, your own view of the question; and contrast these two authors in regard to the subjects selected and the modes of treatment adopted by them.

2. Investigate the connection between the poetry of Cowper and the tendencies of the age to which he belonged.

3. Give an account of the subjects dealt with in the second book of the Task, and illustrate Cowper's method of treatment by quotations.

4. State the laws which regulate the matter and the form of the Sonnet, tell what you know of its history, and compare Wordsworth with the principal preceding cultivators of this species of poetry.

5. Compare Cowper and Wordsworth as patriotic and as religious poets.

6. Write a brief critical estimate of Tintern Abbey.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

FRENCH.

Examiner: REV. JAMES ROY, M.A.

Subject for composition: *La Tristesse.*

*** Not to be less than thirty lines.

I.

Translate:

Généreux héritier d'une illustre famille,
Qui fut toujours la gloire et l'appui de Castille,
Race de tant d'aïeux en valeur signalés,
Que l'essai de la tienne a sitôt égalés,
Pour te récompenser ma force est trop petite,
Et j'ai moins de pouvoir que tu n'as de mérite.
Le pays délivré d'un si rude ennemi,
Mon sceptre dans ma main par la tienne affermi,
Et les Maures défaits, avant qu'en ces alarmes
J'eusse pu donner ordre à repousser leurs armes,
Ne sont point des exploits qui laissent à ton roi
Le moyen ni l'espoir de s'acquitter vers toi.
Mais les deux rois captifs feront ta récompense:
Ils t'ont nommé tous deux leurs Cid en ma présence:
Puisque Cid en leur langue est autant que seigneur,
Je ne t'envierai pas ce beau titre d'honneur.
Sois désormais le Cid, qu'à ce grand nom tout cède,
Qu'il comble d'épouvante, et Grenade, et Tolède,
Et qu'il marque à tous ceux qui vivent sous mes lois,
Et ce que tu me vaux, et ce que je te dois.

Que votre majesté, sire, épargne ma honte;
D'un si faible service elle fait trop de compte,

Et me force à rougir devant un si grand roi
Di mériter si peu l'honneur que j'en reçoi,
Je sais trop que je dois au bien de votre empire,
Et le sang qui m'anime, et l'air que je respire,
Et quand je les perdrai pour un si digne objet,
Je ferai seulement le devoir d'un sujet.

CORNEILLE, *Le Cid*, Act IV., Scene iii.

1. Whose words are these ?

2. *Aïeux.* Give all the forms of this word, and their respective meanings.

3. *égalés*, With what does this agree ? Give rule.

4. *tu n'as*, Explain use of *n'* here.

5. *J'eusse pu.* Why is this tense used ? Give the rule.

6. *honte.* Distinguish this from *pudeur.* Which is most apppropriate here ?

7. *reçoi.* Explain the spelling.

8. *trop, main, vers, nom, vaux, force, sang.* Give homonyms of these words.

9. State the relation of this play to the " Three unities."

10. State the leading anachronism of the play.

11. State the chief cause of its success.

12. What was the course which Richelieu pursued with reference to it, and the consequences of this to the play ?

II.

Translate :

L'Emperères Morchufles s'ère venuz herbergier devant l'assaut à une place à tot son pooir, et ot tendues ses vermeilles tentes. Ensi dura cil afaires trosque à lundi matin ; et lors furent armé cil des nés et des vissiers et cil des galies. Et cil de la ville les doutèrent plus que il ne firent à premiers : si furent si esbaudi que sor les murs et sor les tors ne paroient se genz non. Et lors commença li assaus fiers et merveilleus ; et chascun vaissiaus assailloit endroit lui. Li huz de la noise fu si granz, que il sembla que la terre fondist. Ensi dura li assaus longuement, tant que nostre Sires lor fist lever un vent que on apele Boire ; et bota les nés et les vaissiaus sor la rive plus qu'estoient devant ; et deux nés qui estoient loiées

ensemble, dont l'une avait nom *la Pélerine*, et li autre *li Paradis* aprochièrent à la tor, l'une d'une part, et l'autre d'autre, si com Diex et li venz les mena, que l'eschiel de *la Pélerine* se joinst à la tor. En maintenant un Venisien et un chevalier de France qui avoit nom André d'Urboise, entrèrent en la tor, et autres genz comoncent à entrer après als; et cil de la tor se disconfisent et s'en vont.

Quand ce virent li chevalier qui estoient ès vissiers s'en issent à la terre et drecent eschiele a plain del mur, et montent contremont le mur par force, et conquistrent bien quatre des tors. Et ils comencent assaillir des nés et des vissiers et des galies, qui ainz ainz, qui mielz mielz; et dépècent bien trois des portes et entrent enz et comencent à monter. Et chevauchent droit à la herberge de l'Empereor Morchufles. Et il avoit ses batailles rangies devant ses tentes; et com il virent venir les chevaliers à cheval, si se discontisent. Et s'en va l'Emperères fuiant par les rues al chastel de Boukelion.

ANTONIN ROCHE, *Prosateurs.*

1. Give a paradigm of the definite article from this extract.

2. (*a*) Exhibit the scheme of declension which appears in such words as *murs, vent, chevaliers,* shewing what cases are used, and how they are distinguished. (*b*) What Latin declension seems to have had a preponderating influence on the formation of old French cases?

3. (*a*) From what Latin cases have *Emperères* and *Empereor* respectively come? (*b*) What do these words teach as to the retention or rejection, in old French, of the Latin accent?

III.

FRENCH LITERATURE, (DEMOGEOT).

1. What is *Reynouard's règle de l's?* Where does a similar rule exist?

2. State some traces of the Gallic, or Breton, language in modern French.

3. Trace the words *oc* and *oui* to their Latin originals.

4. What centuries are included in the term "middle ages."

5. Wherein are the poetic fictions of the middle ages superior to history?

6. (*a*) What characteristics of the times are brought out by the Carlovingian poems? (*b*) What by those of the age of Arthur?

7. What produced the decay of Provençal poetry?

8. What effect was produced on the literature of the *Trouvères* by the relegation of all profound thought to the clergy?

9. What subjects were embraced under the terms *trivium* and *quadrivium?*

10. State the respective metaphysical systems of *Roscelin de Compiègne*, *Anselme*, and *Abélard*.

11. What mental faculty does *Montaigne* call "*la folle du logis*"?

12. What literary reform did *Ronsard* attempt? Why did it fail?

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

FRENCH.

HONORS.

Examiner: REV. JAMES ROY, M.A.

∴ All answers to be in French.

I.

Translate:

Le sort de l'orateur, comme Démosthène ou Mirabeau, les deux seuls dignes de ce nom, est plus séduisant que le sort du philosophe ou du poëte; l'orateur participe à la fois de la gloire de l'écrivain et de la puissance des masses sur lesquelles et par lesquelles il agit:—c'est le philosophe roi, s'il est philosophe; mais son arme terrible, le peuple, se brise entre ses mains, le blesse et le tue lui-même;—et puis ce qu'il fait, ce qu'il dit, ce qu'il remue dans l'humanité, passions, principes, interêts passagers, tout cela n'est pas durable, n'est pas éternel de sa nature. Le poëte, au contraire, et j'entends par poëte tout ce qui crée des idées en bronze, en pierre, en prose, en paroles, en rhythmes, le poëte ne remue que ce qui est impérissable dans la nature et dans le coeur humain;—les temps passent, les langues s'usent; mais il vit toujours tout entier, toujours aussi lui, aussi grand, aussi neuf, aussi puissant sur l'âme de ses lecteurs; son sort est moins humain, mais plus divin! il est au-dessus de l'orateur.

LAMARTINE, *Voyage en Orient*, p. 104.

II.

Translate :

De ta tige détachée,
Pauvre feuille desséchée,
Où vas-tu ? Je n'en sais rien :
L'orage a brisé le chêne
Qui seul était mon soutien ;
De son inconstante haleine
Le zéphyr ou l'aquilon
Depuis ce jour me promène
De la forêt à la plaine,
De la montagne au vallon.
Je vais où le vent me mène,
Sans me plaindre ou m'effrayer ;
Je vais où va toute chose,
Où va la feuille de rose,
Et la feuille de laurier.

ANTONIN ROCHE, *Poëtes Français.*

1. What figure is employed in this poem ?

2. Concerning whom was it written ?

3. *Rose, laurier.* Of what are these here used as emblems ?

III.

Translate :

HARP.—Quelle ? Est-il rien de plus scandaleux que ce somptueux équipage que vous promenez par la ville ? Je querellais hier votre soeur ; mais c'est encore pis. Voilà qui crie vengeance au ciel : et, à vous prendre depuis les pieds jusqu'à la tête, il y aurait là de quoi faire une bonne constitution. Je vous l'ai dit vingt fois, mon fils : toutes vos manières me déplaisent fort ; et, pour aller ainsi vêtu, il faut bien que vous me dérobiez.

CLÉANTE.—Hé ! comment vous dérober ?

HARP.—Que sais-je, moi ? Où pouvez-vous donc prendre de quoi entretenir l'état que vous portez ?

CLÉANTE.—Moi, mon père ? c'est que je joue ; et comme je suis fort heureux, je mets sur moi tout l'argent que je gagne.

HARP.—C'est fort mal faire. Si vous êtes heureux au jeu, vous en devriez profiter, et mettre à honnête intérêt l'argent que vous gagnez, afin de le trouver un jour. Je voudrais bien savoir, sans parler du reste, à

quoi servent tous ces rubans dont vous voilà lardé depuis les pieds jusqu' à la tête, et si une demi-douzaine d'aiguillettes ne suffit pas pour attacher un haut-de-chausses. It est bien nécessaire d'employer de l'argent à des perruques, lorsque l'on peut porter des cheveux de son crû, qui ne coûte rien ! je vais gager qu'en perruques et rubans il y a du moins vingt pistoles, et vingt pistoles rapportent par année dix-huit livres six sous huit deniers, à ne les placer qu'au denier douze.

CLÉANTE.—Vous avez raison.

MOLIÈRE, *L'Avare*, Act i., Scene v.

1. Give an outline of this play.

2. *furieusement.* How are adverbs formed from adjectives ?

3. *entretenir.* Give meaning of *s'entretenir.*

4. *voudrais.* Give the imperative, second plural of this, and its meaning in English.

5. *si.* What parts of the verb may not be used with this ?

6. *demi-douzaine.* When is *demi* variable ?

7. *vingt pistoles.* (*a*) When is *vingt* put in the plural form ? (*b*) Give the English value of this sum.

8. *au denier douze.* What percentage is this ?

9. What was the nature of the revolution produced in French comedy by Molière ?

10. Give the substance of the comparison instituted by *Antonin Roche* between Shakespeare and Molière.

IV.

Translate :

Oswald et Corinne s' arrêtèrent pour considérer les deux lions de basalte qu'on voit au pied de l'escalier du Capitole. Ils viennent d'Égypte ; les sculpteurs égyptiens saisissaient avec bien plus de génie la figure des animaux que celle des hommes. Ces lions du Capitole sont noblement paisibles, et leur genre de physionomie est la véritable image de la tranquilité dans la force.

A guisa di lion, quando si posa.

DANTE.

Non loin de ces lions, on voit une statue de Rome mutilée, que les Romains modernes ont placée là, sans songer qu'ils donnait ainsi le plus parfait emblème de leur Rome actuelle. Cette statue n'a ni tête, ni pieds; mais le corps et la draperie qui restent ont encore des beautés antiques. Au haut de l'escalier sont deux colosses qui re présentent, à ce qu'on croit, Castor et Pollux, puis les trophées de Marius, puis deux colonnes milliaires qui servaient à mesurer l'univers romain, et la statue équestre de Marc-Aurèle, belle et calme au milieu de ces divers souvenirs. Ainsi tout est là, les temps héroïques représentés par les Dioscures, la république par les lions, les guerres civiles par Marius, et les beaux temps des empereurs par Marc-Aurèle.

MAD. DE STAËL, *Corinne*, p. 71.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

FRENCH.

HONORS: SECOND PAPER.

Examiner: REV. JAMES ROY, M.A.

∴ All answers to be in French.

I.

Translate:

Ces fades lieux communs, dont nous sommes nourris,
Ne sont pas pour tremper de vigoureux esprits,
Quand un livre niais, bourré de phrases vides,
Aura fait un faux monde aux jeunes gens candides;
Quand ils supposeront, sur la fois des régents,
Qu'on n'honore ici-bas que les honnêtes gens;
Que résultera-t-il de toutes ces chimères?
Que les réalités leur seront plus amères,
Et que, passant de l'une à l'autre extremité;
Ils ne voudront plus croire à nulle probité.
Non; la morale parle un tout autre langage,
Il faut qu'on sache à quoi la vertu nous engage,
Que sa pratique est rude, et qu'un homme d'honneur
N'a pas de récompense, excepté dans son coeur.
—J'en aurais beaucoup plus à dire, mais j'abrége.
C'est déjà trops prêché. Bonsoir. Quand te verrai-je?

PONSARD, *L'Hon. et L'Arg.*, Act i., Scene iii.

II.

Translate :

Je te veux seulement dire quelques mots francs,
Dictés par l'amitié comme je la comprends.
Tu fis bien de payer les dettes paternelles ;
Mais c'était obéir aux règles éternelles ;
Tu serais méprisable, ayant autrement fait ;
Puis, du premier instinct c'était le prompt effet ;
Un sacrifice fier charme une âme hautaine ;
La gloire en est presente, et la douleur lointaine.
Je ne méconnais point un acte noble en soi ;
Tu fis bien ; mais beaucoup auraient fait comme toi.
La vertu, qui n'est pas d'un facile exercise,
C'est la persévérance après le sacrifice.

PONSARD, *L'Hon. et L'Arg.*, Acte IV., Sc. vi.

1. Who is supposed to use these words ?

2. *c'était.* Who is said to have first succeeded in introducing into such words as *était* an *a* instead of an *o?*

3. *premier.* Give a list of words in which *er* final must be sounded.

4. Write, in French, a note on the sentiment contained in the last two lines.

III

Translate :

Un auteur quelquefois, trop plein de son objet,
Jamais sans l'epuiser n'abandonne un sujet,
S'il rencontre un palais, il m'en dépeint la face :
Il me promène après de terasse en terasse ;
Ici s'offre un perron ; là règne un corridor ;
Là ce balcon s'enferme en un balustre d'or.
Il compte des plafonds les ronds et les ovales ;
"Ce ne sont que festons, ce ne sont qu'astragales."
Je saute vingt feuillets pour en trouver la fin,
Et je me sauve à peine au travers du jardin.
Fuyez de ces auteurs l'abondance stérile,
Et ne vous chargez point d'un détail inutile.
Tout ce qu'on dit de trop est fade et rebutant :
L'esprit rassasié le rejette à l'instant,
Qui ne sait se borner ne sut jamais écrire.

BOILEAU, *De L'Art Poét.*

IV.

Translate :

Lorsque l'enfant paraît, le cercle de famille
Applaudit à grands cris ; son doux regard qui brille
Fait briller tous les yeux,
Et les plus tristes fronts, les plus souillés peut-être,
Se dérident souvent à voir l'enfant paraître
Innocent et joyeux.

Il est si beau l'enfant ! avec son doux sourire,
Sa douce bonne foi, sa voix qui veut tout dire,
Ses pleurs vites apaisés,
Laissant errer sa vue étonnée et ravie,
Offrant de toutes parts sa jeune âme à la vie,
Et sa bouche aux baisers !

Seigneur ! préservez-moi, préservez ceux que j'aime,
Frères, parents, amis, et mes ennemis même
Dans le mal triomphants,
De jamais voir, Seigneur ! l'été sans fleurs vermeilles,
La cage sans oiseaux, la ruche sans abeilles,
La maison sans enfants !

VICTOR HUGO.

University of Toronto

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

GERMAN.

Examiner: J. E. GRAHAM, M.D.

I.

GRAMMAR.

1. Conjugate *berathchlagen, veranlassen herbergen bemitleiden.* Give reasons.

2. Give the plural of *Macht, Ohnmacht, Vollmacht, Kaufmann, Material, Studium, Hospital.*

3. Give rules for the declension of proper names.

4. Translate: "What has become of"; "What kind of"; "*As old* again as"; "The higher the hill, the deeper the valley."

5. Give rules for the declension of adjectives.

6. Give the comparative and superlative of *viel, viele, gern, bald, nahe.*

7. Give rules for the separation of the prefix in separable compound verbs.

8. Enumerate the indefinite pronouns. Decline those which are declinable.

9. What prepositions govern the accusative?

10. Give the rules which are found to be the most use in determining the genders of substantives.

II.

Translate:

Attinghausen.

Der Adel steigt von seinen alten Burgen,
Und schwört den Städten seinen Bürgereid;
Im Uechtland schon, im Thurgau hat's begonnen,
Die edle Bern erhebt ihr herrschend Haupt,
Freiburg ist eine sichre Burg der Freien,
Die rege Zürich waffnet ihre Zünfte
Zum kriegerischen Heer — es bricht die Macht
Der Könige sich an ihren ew'gen Wällen —
Die Fürsten seh' ich und die edeln Herrn
In Harnischen herangezogen kommen,
Ein harmlos Volk von Hirten zu bekriegen.
Auf Tod und Leben wird gekämpft, und herrlich
Wird mancher Paß durch blutige Entscheidung.
Der Landmann stürzt sich mit der nackten Brust,
Ein freies Opfer, in die Schaar der Lanzen!
Er bricht sie, und des Adels Blüthe fällt,
Es hebt die Freiheit siegend ihre Fahne.
Drum haltet fest zusammen — fest und ewig —
Kein Ort der Freiheit sei dem andern fremd —
Hochwachten stellet aus auf euren Bergen,
Daß sich der Bund zum Bunde rasch versammle —
Seid einig — einig — einig —

SCHILLER, *Wilhelm Tell*, Act IV., Scene 2.

Translate:

Tell.

Auf dieser Bank von Stein will ich mich setzen,
Dem Wanderer zur kurzen Ruh bereitet —
Denn hier ist keine Heimat — Jeder treibt
Sich an dem Andern rasch und fremd vorüber
Und fraget nicht nach seinem Schmerz — Hier geht
Der sorgenvolle Kaufmann und der leicht
Geschürzte Pilger — der andächt'ge Mönch,
Der düstre Räuber und der heitre Spielmann,
Der Säumer mit dem schwer beladnen Roß,
Der ferne herkommt von der Menschen Ländern,
Denn jede Straße führt ans End der Welt.
Sie alle ziehen ihres Weges fort
An ihr Geschäft — und meines ist der Mord!
Sonst, wenn der Vater auszog, liebe Kinder,
Da war ein Freuen, wenn er wieder kam;
Denn niemals kehrt' er heim, er bracht' euch etwas,

War's eine schöne Alpenblume, war's
Ein feltner Vogel oder Ammonshorn,
Wie es der Wandrer findet auf den Bergen —
Jetzt geht er einem andern Waidwerk nach,
Am wilden Weg sitzt er mit Mordgedanken;
Des Feindes Leben ist's, worauf er lauert.
— Und doch an euch nur denkt er liebe Kinder,
Auch jetzt — euch zu vertheid'gen, eure holde Unschuld
Zu schützen vor der Rache des Tyrannen,
Will er zum Morde jetzt den Bogen spannen.

Ibid, Scene 3.

Write critical notes on the play.

III.

Translate:

Leutner zu Bötticher.

Was sagen Sie zu dem allen?

Bötticher.

Ich habe nur immer noch das vortreffliche Spiel des Mannes im Kopfe, welcher den Kater darstellt. Welches Studium! Welche Feinheit! Welche Beobachtung! Welcher Anzug!

Schlosser.

Das ist wahr, er sieht natürlich aus, wie ein großer Kater.

Bötticher.

Und bemerken Sie nur seine ganze Maske, wie ich seinen Anzug lieber nennen möchte; denn da er so ganz sein natürliches Aussehn verstellt hat, so ist dieser Ausdruck weit passender. Gott segne mir doch auch bei der Gelegenheit die Alten! Sie wissen wahrscheinlich nicht, daß diese Alten alle Rollen ohne Ausnahme in Masken spielen, wie Sie im Athenäus, Pollur und andern finden werden. Es ist schwer, sehn Sie, das alles so genau zu wissen, weil man mitunter diese Bücher deswegen selber nachschlagen muß; doch hat man freilich nachher auch den Vortheil, daß man sie anführen kann.

TIECKE, *Der Gestiefelte Kater.*

What objects had the author in view in writing this play.

Subject for Composition: *Die deutsche Sprache.*

b

c

v

C

t
c

I

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

GERMAN.

PASS AND HONORS.

Examiner: J. E. GRAHAM, M.D.

I.

HISTORY OF GERMAN LITERATURE.

1. Give an account of the "*Sängerkreig auf der Wartburg.*"

2. Write what you know of the following poems: "*Parcival, Rosengarten zu Worms—Rabenschlacht.*"

3. Write notes on *Wolfram von Eschenbach, Gottfried von Strasburg, Walther von der Vogelweide.*

4. To what class of poets did Hans Sachs belong? Give an account of his life and work.

5. Give an account of the condition of German literature at the end of the 17th and beginning of the 18th centuries.

6. Compare the dramas of Goethe with those of Schiller.

7. Write notes on Gellert, Herder, Lavater, Klopstock, Ludwig, Tieck, and Schlegel.

II.

Translate:

KÖNIG.

[Betrachtet ihn mit einem Blick der Verwunderung.]

Mich schon gesprochen also?

MARQUIS.

Nein.

KÖNIG.

[Wiederum Stillschweigen.]

Sie machten
um meine Krone Sich verdient. Warum
entziehen Sie Sich Dank? In meinem
Gedächtniss drängen sich der Menschen viel,
Allgegenwärtig ist nur Einer. Ihnen
Hätt' es gebührt, Sich meinem Aug' zu zeigen.
Wesswegen thaten Sie das nicht?

MARQUIS.

Es sind
zween Tage, Sire, dass ich ins Königreich
zurückgekommen.

KÖNIG.

Ich bin nicht gesonnen
in meiner Unterthanen Schuld zu stehn.
Erbitten Sie Sich eine Gnade.

MARQUIS.

Ich
geniesse die Gesetze.

KÖNIG.

Dieses Vorrecht
hat auch der Mörder.

MARQUIS.

Wie viel mehr also
der gute Bürger!—Sire, ich bin vergnügt.

KÖNIG.

[Vor sich.]

Viel kühner Muth, bei Gott! Doch das war zu
erwarten—Hätte wohl der Türksche Mond
gezittert ohne diesen? Stolz will ich
den Spanier. Ich mag es gerne leiden,
wenn auch der Becher, überschäumt — — Sie traten
aus meinen Diensten, hör' ich?

MARQUIS.

Einem Bessern
den Platz zu räumen, zog ich mich zurücke.

KÖNIG.

Das thut mir leid. Wenn solche Köpfe feiern,
wie viel Verlust für meinen Staat — Vielleicht
befürchten Sie, die Sphäre zu verfehlen
die ihres Geistes würdig ist.

SCHILLER, *Don Carlos*, Act III., Scene 10.

III.

Translate:

MAIFEST.

Wie herrlich leuchtet
Mir die Nature!
Wie glänzt die Sonne!
Wie lacht die Flur!
Es dringen Blüten
Aus jedem Zweig
Und tausend Stimmen
Aus dem Gesträuch.
Und Freud und Wonne
Aus jeder Brust.
O Erd, o Sonne
O Glück, o Lust!
O Lieb', o Liebe,
So golden schön,
Wie Morgenwolken
Auf jenen Höhn!
Du segnest herrlich
Das frische Feld,
Im Blütendampfe
Die volle Welt.
O Mädchen, Mädchen,
Wie lieb' ich dich!
Wie blinkt dein Auge!
Wie liebst du mich!
So liebt die Lerche
Gesang und Luft,
Und Morgenblumen
Den Himmels-Duft,
Wie ich dich liebe
Mit warmem Blut,
Die du mir Jugend,
Und Freud und Muth
Zu neuen Liedern
Und Tänzen giebst!
Sei ewig glücklich,
Wie du mich liebst!

GOETHE.

IV.

Translate:

HARFENSPIELER.

Wer nie sein Brod mit Thränen ass,
Wer nie die kummervollen Nächte
Auf seinem Bette weinend sass,
Der kennt euch nicht, ihr himmlischen Mächte!
Ihr führt ins Leben uns hinein,
Ihr lasst den Armen schuldig werden,
Dann überlasst ihr ihn der Pein;—
Denn alle Schuld rächt sich auf Erden.

GOETHE.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

GERMAN.

HONORS.

Examiner: J. E. GRAHAM, M.D.

I.

Translate:

Diese gefährliche Trennung zerriß den Reichstag, und drohte auf immer alle Einheit der Berathschlagungen zu zerstören. So aufrichtig der Kaiser gewünscht hatte, nach dem Beyspiele Maximilians, seines Vaters, zwischen beyden Religionen eine staatskluge Mitte zu halten, so ließ ihm das jetzige Betragen der Protestanten nur eine bedenkliche Wahl zwischen beyden. Zu seinen dringenden Bedürfnissen war ihm ein allgemeiner Beytrag der Reichsstände unentbehrlich; und doch konnte er sich die eine Parthey nicht verpflichten, ohne die Hülfe der andern zu verscherzen. Da er in seinen eigenen Erblanden so wenig befestegt war, so mußte er schon vor dem entfernten Gedanken zittern, mit den Protestanten in einen öffentlichen Krieg zu gerathen. Aber die Augen der ganzen katholischen Welt, die auf seine jetzige Entschließung geheftet waren, die Vorstellungen der katholischen Stände, des Römischen und Spanischen Hofes, erlaubten ihm eben so wenig, die Protestanten zum Nachtheil der katholischen Religion zu begünstigen. Eine so mißliche Situation mußte einen größeren Geist, als Matthias war, niederschlagen, und schwerlich hätte er sich mit eigener Klugheit daraus gezogen. Der Vortheil der Katholiken war aber aufs engste mit dem Ansehen des Kaisers verflochten, und ließen sie dieses sinken, so hatten die geistlichen Fürsten besonders gegen die Eingriffe der Protestanten keine Schutz-wehre mehr.

SCHILLER, *Dreissig jähriger Krieg*, B. I.

(1.) Give your opinion of Schiller as a historical writer.

(2.) *Redürfnissen.* What is the gender of substantives ending in *niss?* Give exceptions.

(3.) *Erblanden.* Give the two plurals for *Land*, with their different significations. Enumerate other substantives with two plurals.

(4.) *Verflochten.* Conjugate the verb.

(5.) When is the verb *ziehen* conjugated with *haben*, and when with *sein*.

II.

Translate:

„O Folko, o mein Held, o Du meines Lebens Blüthe, mein Schutz und me'n liebstes Heil auf Erden, laß mich Alles wissen, wenn Du darfst. Wo aber irgend ein gegebenes Wort Dich bindet, ist es ein Andres. Du weißt, daß ich aus dem Stamme der Portamour bin, und von meinem Ritter nichts verlangen werde, das auch nur die Ahnung eines Hauches auf sein makelloses Wappenschild werfen dürfte."

Folko sah einen Augenblick ernst vor sich hin, dann freundlich lächelnd in seiner Dame Angesicht, sprechend: „es ist nicht das, Gabriele. Aber wirst Du es tragen können, was ich Dir verkünden soll? Wirst Du nicht zusammen sinken davor, wie eine schlanke Tanne vor der Last des Schnee's?"

Sie richtete sich etwas stolz empor, und sprach: „ich habe Dich schon vorhin an meiner Väter Namen erinnert. Laß mich nun hinzu fügen, daß ich die Ehefrau des Freihern von Montfaucon bin?"

„So sei es denn;" erwiederte Folko, sich ernsthaft neigend. „Und was einmal herauf muß an das Licht der Sonnen, wohin es seinem finstern Wesen nach nicht gehört, tritt es am mindesten schrecklich hin durch plötzlichen Blitz. Wisse denn, Gabriele: der böse Ritter, welcher meine Freunde Gotthard und Rudlieb erschlagen wollte, ist eben Niemand anders, als unser Gastfreund und Vetter, Biörn Gluth-Auge."

FOUQUE, *Sintram.*

(1.) *Wo aber irgend &c.* Explain fully the meaning and construction of this sentence, and supply any words which may be wanting.

(2.) *Angesicht.* Why is the article wanting? Under what circumstances is the article not used before substantives?

(3.) *Stamme der Portamour.* Give rules for the use of the article before proper nouns.

(4.) *Namen.* Enumerate the substantives declined in the same way. Give reasons.

III.

Translate:

Shakespear fand keinen Chor vor sich; aber wohl Staats-und Marionettenspiele — wohl! er bildete also aus diesen Staats-und Marionettenspielen, dem so schlechten Leim! das herrliche Geschöpf, das da vor uns steht und lebt! Er fand keinen so einfachen Volks- und Vaterlandscharakter, sondern ein Vielfaches von Ständen, Lebensarten, Gesinnungen, Völkern und Spracharten — der Gram um das Vorige wäre vergebens gewesen; er dichtete also Stände und Menschen Völker und Spracharten, König und Narren, Narren und König zu dem herrlichen Ganzen! Er fand keinen so einfachen Geist der Geschichte, der Fabel, der Handlung: er nahm Geschichte, wie er sie fand, und setzte mit Schöpfergeist das veaschiedenartigste Zeug zu einem Wunderganzen zusammen, was wir, wenn nicht Handlung im griechischen Verstande, so Aktion im Sinne der mittlern, oder in der Sprache der neuern Zeiten Begebenheit (*evenement*) grosses Eräugnis nennen wollen — o Aristoteles, wenn du erschienest, wie würdest du den neuen Sophokles homerisiren? würdest so eine eigne Theorie über ihn dichten, die jetzt seine Landsleute, Home und Hurd, Pope und Johnson noch nicht gedichtet haben? Würdest dich freuen, von Jedem Deiner Stücke, Handlung, Charakter, Meinungen, Ausdruck, Bühne, wie aus zwey Punkten des Dreyecks Linien ziehen zu können, die sich oben in einem Punkte des Zwecks, der Vollkommenheit begegnen! Würdest zu Sophokles sagen: mahle das heilige Blatt dieses Altars! und du o nordischer Barde alle Seiten und Wände dieses Tempels in dein unsterbliches Fresko!

HERDER.

IV.

Translate:

Ueber den Zustand der Deutschen Litteratur jener Zeit ist so vieles und ausreichendes geschrieben worden, dass wohl jedermann der einigen Antheil hieran nimmt vollkommen unterrichtet seyn kann; wie denn auch das Urtheil darüber wohl ziemlich überein stimmen dürfte: und was ich gegenwärtig stück-und sprungweise davon zu sagen gedenke, ist nicht sowohl wie sie an und für sich beschaffen seyn mochte, als vielmehr wie sie sich zu mir verhielt. Ich will deshalb zuerst von solchen Dingen sprechen, durch welche das Publicum besonders aufgeregt wird, von den beiden Erbfeinden alles behaglichen Lebens und aller heiteren selbstgenügsamen lebendigen Dichtkunst: von der Satire und der Kritik.

GOETHE.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

GERMAN.

HONORS.

Examiner: J. E. GRAHAM, M.D.

I.

Translate:

Oft sitzen sie, der fromme freundliche Greis
In ihrer Mitt', Amanda seine rechte
In ihrer linken Hand, und hören halbe Nächte
Ihm zu, von seinet langen Lebensreis'
Ein Stück, das ihm lebendig wird, erzählen.
Vom Antheil, den die warmen jungen Seelen
An allem nehmen, wird's ihm selber warm dabei,
Dann werden unvermerkt aus zwei Geschichten drei.

Zuweilen, um den Geist des Trübsinns zu beschwören,
Der, wenn die Flur in dumpfer Stille traurt,
Im Schneegewölk mit Eulenflügeln laurt,
Läßt Hüon seine Kunst auf einer Harfe hören,
  Die er von ungefähr in einem Winkel fand,
Lang' ungebraucht, verstimmt, und kaum noch halb bespannt:
Doch scheint das schnarrende Holz von Orpheus Geist beseelet,
Sobald sich Rezia's Gesang mit ihm vermählet.

Oft lockte sie ein heller Wintertag,
Wenn fern die See von strenger Kätte rauchte,
Der blenden weiße Schnee dicht auf den Bergen lag,
Und itzt die Abendsonn' ihn wie in Purpur tauchte.
Dann lockte sie der wunderschöne Glanz
Im reinen Strom der kalten Luft zu baden.
Wie mächtig fühlten sie sich dann gestärkt! wie ganz
Durchheitert, neu belebt, und alles Grams entladen!

WIELAND, *Oberon.*

1. *Seine rechte.* What case, and why?

Halbe Nächte. What case, and why?

2. *Erzählen.* Explain the construction.

3. *Vom Antheil.* How is the preposition used?

4. Characterise the versification of this poem.

II.

Translate:

Iphigenie (nach einigem Stillschweigen).

Hat denn zur unerhörten That der Mann
Allein das Recht? Drückt denn Unmögliches
Nur er an die gewalt'ge Heldenbrust?
Was nennt man groß? Was hebt die Seele schaudernd
Dem immer wiederholenden Erzähler,
Als was mit unwahrscheinlichem Erfolg
Der Muthigste begann? Der in der Nacht
Allein das Heer des Feindes überschleicht,
Wie unversehen eine Flamme wüthend
Die Schlafenden, Erwachenden ergreift,
Zuletzt gedrängt von den Ermunterten
Auf Feindespferden, doch mit Beute kehrt,
Wird der allein gepriesen? der allein,
Der, einen sichern Weg verachtend, kühn
Gebirg' und Wälder durchzustreifen geht,
Daß er von Räubern eine Gegend säubre?
Ist uns nichts übrig? muß ein zartes Weib
Sich ihres angebornen Rechts entäußern,
Wild gegen Wilde seyn, wie Amazonen,
Das Recht des Schwerts euch rauben und mit Blute
Die Unterdrückung rächen? Auf und ab
Steigt in der Brust ein kühnes Unternehmen:
Ich werde großem Vorwurf nicht entgehn,
Noch schwerem Uebel, wenn es mir mißlingt;
Allein euch leg' ich's auf die Kniee!

GOETHE'S *Iphigenie auf Tauris.*

1. *Dem immer wiederholenden.* Why is the dative used?

2. *Der in der Nacht.* What is the antecedent of *Der?*

3. *Euch leg' ich's auf die Kniee.* Explain the meaning.

III.

Translate:

Ist das ein Glück, daß du begluckt gewesen,
Wenn du dahinstirbst in unsel'gen Qualen?
Wenn jahrelange Hölle muß bezahlen
Für eine Stunde, mir zum Heil erlesen?

O komm, o komm! du schönstes aller Wesen
Mit Augen, leuchtend in der Liebe Stralen,
Mit Lippen, welche Treue mir befahlen,
O komm! Doch nicht damit ich soll genesen

Denn bis du nahest dem, der dieß geschrieben,
Hat er, der Sehnsucht Raub, bereits genossen
Den Bodensatz im Lebenskelch voll Wermut.

Doch komm, und singe denen, die dich lieben,
Die Lieder nur, in denen sich ergossen
Durch lange, bange Nachte seine Schwermut.

Platen.

IV.

Translate:

Der Abend kommt gezogen,
Der Nebel bedeckt die See;
Geheimnißvoll rauschen die Wogen,
Da steigt es weiß in die Höh'.

Die Meerfrau steigt aus den Wellen,
Und setzt sich zu mir, am Strand;
Die weißen Brüste quellen
Hervor aus dem Schleiergewand.

Sie drückt mich und sie preßt mich
Und thut mir fast ein Weh';
Du drückst ja viel zu fest mich,
Du schöne Wasserfee!

„Ich presse dich, in meinen Armen,
Und drücke dich mit Gewalt;
Ich will bei dir erwarmen,
Der Abend ist gar zu kalt."

Der Mond schaut immer blasser
Aus dämmriger Wolkenhöh';
Dein Auge wird trüber und nasser,
Du schöne Wasserfee!

„Es wird nicht trüber und nasser,
Mein Aug' ist naß und trüb',
Weil, als ich stieg aus dem Wasser,
Ein Tropfen im Auge blieb."

Die Möven schrillen kläglich,
Es grollt und brandet die See;
Dein Herz pocht wild beweglich,
Du schöne Wasserfee!

„Mein Herz pocht wild beweglich,
Es pocht beweglich wild;
Weil ich dich liebe unsäglich,
Du liebes Menschenbild!"

Heine.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

ITALIAN.

HONORS.

Examiner: FRED. E. SEYMOUR, M.A.

I.

Translate:

Ahi giustizia di Dio! tante chi stipa
Nuove travaglie e pene, quante io viddi?
E perchè nostra colpa sì ne scipa?
Come fa l' onda là sovra Cariddi,
Che si frange con quella in cui s' intoppa;
Così convien che qui la gente riddi.
Qui vidi gente più che altrove troppa,
E d' una parte e d' altra, con grandi urli,
Voltando pesi per forza di poppa:
Percotevansi incontro, e poscia pur li
Si rivolgea ciascun, voltando a retro,
Gridando: Perchè tieni? e perchè burli?
Così tornavan per lo cerchio tetro,
Da ogni mano all' opposito punto,
Gridando sempre in loro ontoso metro.
Poi si volgea ciascun, quand' era giunto,
Per lo suo mezzo cerchio, all' altra giostra.
Ed io che avea lo cor quasi compunto,
Dissi: Maestro mio, or mi dimostra
Che gente è questa; e se tutti fur cherci
Questi chercuti alla sinistra nostra.

Ed egli a me: Tutti quanti fur guerci
Sì della mente in la vita primaia,
Che con misura nullo spendio ferci.

Dante, Inferno, VII., 19-42.

1. (i.) *Chi stipa.* To whom does *chi* refer? What different renderings may be given to this sentence?

   (ii.) *Viddi.* Give the full indicative, present and perfect, and account for the reduplicated *d.*

   (iii.) *Scipa.* Give the literal meaning, and the more usual form of this verb.

   (iv.) *Riddi.* Parse and explain the meaning.

   (v.) *Poppa.* Give other meanings of *poppa* and *burli.*

   (vi.) *Si rivolgea ciascun.* Give the perfect indicative of *rivolgea.* Explain the common Italian expression *volger le spalle.* Translate *questo fiore volge al turchino.*

   (vii.) *Mezzo cerchio.* Explain the idioms *darla pel mezzo* and *senza mezzo.* Indicate the two pronunciations of mezzo, and the meaning attached to each.

   (viii.) *Giostra.* Translate *Fare una giostra ad uno.*

2. Who is the "*Maestro*" referred to in the extract? Explain the versification of this poem, and notice the peculiarities of Dante's style.

3. On what grounds does Sismondi consider this poem "the most sublime conception of the human intellect"? Account for the dearth of Italian literature in the fifteenth century.

4. Give some account of the life and writings of Petrarch, Boccaccio, Pulci, Boiardo and Ariosto, estimating the literary merit of each writer.

5. Sketch briefly the life of Tasso. Compare the Romantic and Classic schools of poetry, and investigate the relations of Tasso to each of them.

II.

Translate:

Ed ecco, in sogno, di stellata veste
Cinta gli appar la sospirata amica:
Bella assai più; ma lo splendor celeste

Orna, e non toglie la notizia antica.
E con dolce atto di pietà, le meste
Luci par che gli asciughi, e così dica :
Mira come son bella e come lieta,
Fedel mio caro : e in me tuo duolo acqueta.

Tale i' son, tua mercè : tu me dai vivi
Del mortal mondo, per error, togliesti ;
Tu in grembo a Dio fra gl' immortali e divi,
Per pietà, di salir degna mi fêsti.
Quivi io beata amando godo ; e quivi
Spero che per te loco anco s' appresti,
Ove al gran Sole e nell' eterno die
Vagheggerai le sue bellezze e mie.

Se tu medesmo non t' invídi il cielo,
E non travíi col vaneggiar de' sensi,
Vivi, e sappi ch' io t' amo, e non tel celo,
Quanto più creatura amar conviensi.
Così dicendo, fiammeggiò di zelo
Per gli occhi, fuor del mortal uso accensi :
Poi nel profondo de' suoi rai si chiuse,
E sparve, e novo in lui conforto infuse.

—*Tasso.* La Gerusalemme Liberata XII. 91-93.

6. (i.) *Gli appar.* To whom does *gli* refer, and who is the *amica?* Give the force of *sospirata*, and of *notizia antica* ?

(ii.) *Toglie.* Give the present infinitive, present indicative, and present subjunctive of this verb. Explain the idioms *tor gita, tolti dal pianto, torne la volta, torre il capo ad uno*

(iii.) *Atto di pietà.* Distinguish between *pietà* and *piéta*, and translate *pity* and *piety* into Italian.

(iv.) *Luci par che.* Parse *par.*

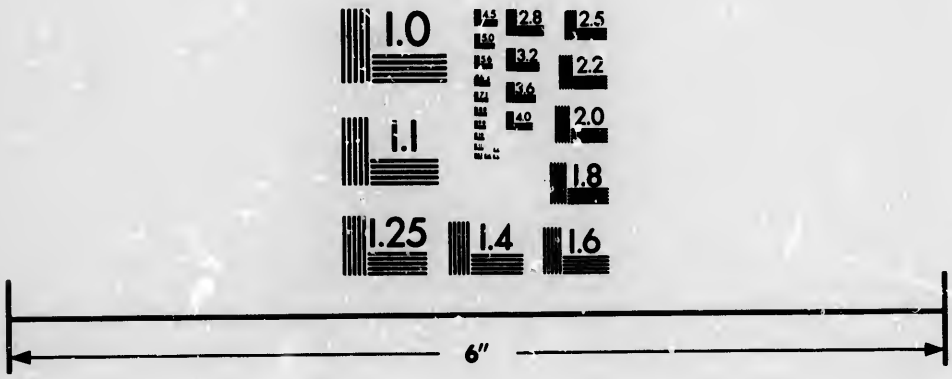
(v.) *Sua mercè.* Give the force. What adverb is derived from *mercè*, and what does it mean ?

(vi.) *Di salir degna.* Give all the irregular parts of *salire.* Distinguish between *sagliamo* and *saliamo.*

(vii.) *Le sue bellezze.* To whom or what does *sue* refer ?

(viii.) *Se tu medesmo...il cielo.* Explain the literal meaning of this line.

IMAGE EVALUATION
TEST TARGET (MT-3)



Photographic Sciences Corporation

23 WEST MAIN STREET
WEBSTER, N.Y. 14580
(716) 872-4503


2.8
2.5
3.2
2.2
2.0
1.0

III.

Translate :

AGAMENNONE.

Son io tra' miei tornato ? ovver mi aggiro
Fra novelli nemici ? Elettra, ah ! togli
D' orrido dubbio il padre. Entro mia reggia
Nuova accoglienza io trovo ; alla consorte
Quasi stranier son fatto ; eppur tornata,
Parmi, or essere appieno in sè potrebbe.
Ogni suo detto, ogni suo sguardo, ogni atto,
Scolpito porta e il diffidare, e l' arte.
Sì terribile or dunque a lei son io,
Ch' entro al suo cor null' altro affetto io vaglia
A destar, che il terrore ? Ove son iti
Quei casti e veri amplessi suoi ; quei dolci
Semplici detti ? e quelli, a mille a mille,
Segni d' amòr non dubbj, onde sì grave
M' era il partir, sì lusinghiera speme,
Sì desiato, sospirato il punto
Del ritornare, ah ! dimmi, or perchè tutti,
E in maggior copia, in lei più non li trovo ?

ELETTRA.

Padre, signor, tai nomi in te raccogli,
Che non men reverenza al cor ne infondi,
Che amore. In preda a rio dolor due lustri
La tua consorte visse : un giorno (il vedi)
Breve è pur troppo a ristorare i lunghi
Sofferti affanni. Il suo silenzio...

AGAMENNONE.

Oh quanto
Meno il silenzio mi stupia da prima,
Ch' ora i composti studiati accenti !

—*Alfieri*, Agamennone, At. III., Sc. i.

7. Explain the plot of this drama sufficiently to account for the sadness of Agamennone, and the embarrassed manner of Elettra, as exhibited in this passage.

8. Compare the dramas of Alfieri with those of Metastasio as to language, plot, rythm, truth to nature, &c.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B. A.

ITALIAN.

HONORS.

Examiner: FRED. E. SEYMOUR, M.A.

I.

Translate:

Le sue parole, io le ho intese, e non te le saprei ripetere. Le parole dell' iniquo che è forte penetrano e sfuggono. Egli può adirarsi che tu mostri sospetto di lui, e nello stesso tempo farti sentire che quello di che tu sospetti è certo: può insultare e chiamarsi offeso, schernire e domandar ragione, atterrire e lagnarsi, essere sfacciato e irreprensible. Non chiedere più oltre. Colui non ha proferito il nome di questa innocente nè il tuo, non ha mostrato pur di conoscervi, non ha detto di pretender nulla; ma....ma pur troppo ho dovuto capire ch' egli è irremovibile. Nondimeno, confidenza in Dio! Voi, poverette, non vi perdete d'animo: e tu, Renzo....oh! credi pure ch' io so vestirmi i tuoi panni, ch' io sento quello che passa nel tuo cuore. Ma, pazienza! È una magra parola, una parola amara per chi non crede: ma tu!.....non vorrai tu concedere a Dio un giorno, due giorni, il tempo ch' Egli vuol prendere per far venire al di sopra la buona ragione? Il tempo è suo; ed egli ce ne ha promesso tanto! Lascia fare a Lui, Renzo; e sappi..... sappiate tutti ch' io tengo già un filo per aiutarvi. Per ora non posso dirvi di più. Domani io non verrò quassù; debbo stare al convento tutto il giorno, per voi. Tu, Renzo, fa di venirvi: o se per caso impensato

tu non potessi, mandate un uomo fidato, un garzoncello di giudizio, pel quale io possa farvi sapere quello che occorrerà. Si fa notte; convien ch' io corra al convento. Fede, coraggio; e buona sera.

MANZONI, *I Promessi Sposi*, c. VII.

1. Give some account of the author and of the literary character of *I Promessi Sposi*. Name English and German writers of the present century who have produced fictions of the same class. Where did Manzoni get his model for this style of composition?

2. Who is the speaker in the above passage? Recapitulate, briefly, his history, as given in the preceding portion of the narrative.

3. (i.) *Te le saprei*, &c.—Give the principal meanings of this verb.

(ii.) *Farti sentire*, &c.—Give construction of *far*. To whom does *ti* refer?

(iii.) *Non chiedere*, &c.—Parse *chiedere*: give its past participle.

(iv.) *Poverette*, *garzoncello*.—Explain the formation and idiomatic use of diminutives in Italian.

(v.) *Convien ch' io corra*, &c.—Give rules for the use of the subjunctive in Italian.

II.

Translate:

MADAMA, *sola*. Io tremo.—(*Legge.*) *Signore, Tutto è perduto: i creditori non hanno voluto sottoscrivere: la sentenza fu confermata; vi s' intimerà quanto prima. State bene in guardia, mentre il vostro arresto è ordinato.* ..... Che lessi! ... Che intesi! ... Mio marito...indebitato...in pericolo di perdere la libertà! Ma come mai è possibile?... Egli non giuoca, egli non ha cattive pratiche; egli non è amante d' un lusso eccedente....Per colpa sua...Sarebbe dunque per colpa mia?... O Dio! qual infausto raggio m' illumina! I rimproveri di Angelica, l' odio del signor Geronte, il disprezzo cui egli dimostra di giorno in giorno di me ...Mi si squarcia la benda dinanzi gli occhi. Io vedo il fallo di mio marito, vedo il mio. Il suo troppo amor l' ha sedotto, la mia inesperienza m' ha abbagliata. Dalancour è colpevole, ed io lo sono forse al pari di lui

...Ma qual rimedio a questa situazione crudele? Suo zio solo...sì...suo zio potrebbe rimediarvi .....Ma Dalancour sarebbe egli in istato in questi momenti d' abbatimento, e di dolore...Ah! s' io ne fui la cagione... sebbene involontaria...perchè non andrò io medesima? ...Sì...quando dovessi ancora gettarmi ai suoi piedi... Ma...con questo carattere aspro intrattabile potrò io lusingarmi di piegarlo?...Andrò io ad espormi ai suoi sgarbi?... Ah! che importa? E che sono tutte le mie umiliazioni nello stato orribile di mio marito?...Si, vi corro...Questa sola idea dee darmi corraggio.

GOLDONI, *Il Burbero Benefico.* At. II., Sc. xii.

1. Decribe the condition of Italian comedy when Goldoni first appeared upon the scene, and the changes effected in it by him.

2. (i.) *Legge,—sottoscrivere,—perdere,—corro.* Conjugate these verbs through the perfect of the indicative, and give their participles.

(ii.) *Vi s' intimerà,* &c. Explain and illustrate the use of *vi, ne* and *ci.*

(iii.) *Pratiche.* Give the singular of *pratiche* and the plural of *zio, Dio* and *piè.*

(iv.) *Al pari di lui.* What is the literal meaning of *al pari.* Render *stare a piè pari* and *giuocare a pari e a caffo.*

(v.) *Potrebbe,— espormi, — dee.* Conjugate each of these verbs through the present indicative.

III.

Translate into Italian:

There was a man in the land of Uz (*Us*), whose name was Job; and that man was perfect, and upright, and one that feared God, and eschewed (*si retrarre di*) evil. And there were born unto him seven sons and three daughters. His substance (*bestiame*) also was seven thousand sheep, and three thousand camels, and five hundred yoke of oxen, and five hundred she asses, and a very great household; so that this man was the greatest of all the men of the East. And his sons went and feasted in their houses, every one his day; and sent and called for their three sisters to eat and to drink with them. And it was so, when the days of their feasting were gone about, that Job sent and

sanctified them, and rose up early in the morning, and offered burnt offerings (*olocausto*) according to the number of them all: for Job said, It may be that my sons have sinned, and cursed God in their hearts. Thus did Job continually. Now there was a day when the sons of God came to present themselves before the Lord, and Satan came also among them. And the Lord said unto Satan, Whence comest thou? Then Satan answered the Lord, and said, From going to and fro in the earth (*aggirare*), and from walking up and down in it (*passegiare*). And the Lord said unto Satan, Hast thou considered my servant, Job, that there is none like him in the earth, a perfect and an upright man, one that feareth God and escheweth evil? Then Satan answered the Lord, and said, Doth Job fear God for nought (*indarno*)? Hast not Thou made an hedge about him (surrounded him as with an hedge), and about his house, and about all that he hath on every side? Thou hast blessed the work of his hands, and his substance is increased in the land.

JOB, I., 1-10.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

SPANISH.

HONORS.

Examiner: FRED. E. SEYMOUR.

I.

Translate:

Berenguer fué llevado á la tienda de Rodrigo, que, sentado magestuosamente en su Silla, escuchó con semblante airado las disculpas y humillaciones abatidas del prisionero, sin responderle benignamente, y sin consentirle sentarse. Ordenó á sus soldados que le custodiasen fuera; pero tambien mandó que se le tratase espléndidamente; y á pocos dias le concedió la libertad. Tratóse luego del rescate de los demas cautivas. En los principales no hubo dificultad; pero ¿qué habian de dar los infelices soldados? Ajustóse, sin embargo, su libertad por una suma alzada, y partieron despues á recogerla á su patria. Parte de ella trajeron presentando sus hijos y parientes en rehenes de lo que faltaba. Mas Rodrigo, digno de su fortuna y de su gloria, no solo los dejó ir libres, sino que les perdonó todo el rescate. Accion excesivamente generosa; pues en la situacion á que sus enemigos le habian reducido, su susistencia y la de su ejército dependia enteramente de los rescates, de los despojos y de las correrías.—*Quintana,* El Cid.

1. (i.) *Berenguer.* Who was he? What is said of him in the narrative?

(ii.) *Llevado.* Explain the signification of this verb when used along with the preposition *por.*

(iii.) *Sentado.* What is the primary meaning of *Sentar?*

(iv.) *Sin embargo.* Give the force and literal meaning. How is this expression often colloquially intensified?

(v.) *Trajeron. Reducido.* Conjugate through the present indicative, present imperative, and present subjunctive.

(vi.) *Dejó ir libres.* Parse *dejó.* Give the participles of *ir*, and conjugate it through the tenses of the indicative active.

II.

Translate:

Cirinola está situada sobre una altura, y en el declive que forma el cerro habia plantadas muchas viñas, defendidas por un pequeño foso. En este recinto sentó su real Gonzalo, agrandando el foso cuanto le permitió la premura del tiempo, levantando el borde interior á manera de rebellin, y guarneciéndole á trechos con garfios y puntas de hierro, para inutilizar la caballería enemiga. Recogiéronse al fin las tropas al campo, y habiendo encontrada agua, el ansia de apaciguar la sed los puso en confusion, de manera que toda la habilidad de Gonzalo y de sus oficiales apenas era bastante para llamarlos al deber y ponerlos en órden. En esto al polvo anunciaba ya la venida de los enemigos, y los corredores vinieron á avisarlo al general. Eran los nuestros cinco mil y quinientos infantes, y mil y quinientos caballos entre hombres de armas, arqueros y ginetes. Gonzalo los dividió en tres escuadrones, que colocó en tres diversas calles, que formaban las viñas: uno de españoles mirando hácia Cirinola, mandado por Pizarro, Zamudio y Villalba: otro de alemanes, regido por capitanes de su nacion; y el tercero de españoles, al Cargo de Diego Garcìa de Paredes y Pedro Navarro, apostado junto á la artillería para ayudarla y defenderla: flanqueó estos cuerpos con los hombres de armas, que dividió en dos trozos, mandados por Diego de Mendoza y Próspero Colonna: á Fabricio su primo y á Pedro de Paz dió el cuidado de los caballos ligeros que puso fuera de las viñas para que maniobrasen con facilidad. La pausa que hicieron los franceses, consultando lo que habian de hacer, dió lugar á estas

disposiciones, y á que la gente, tomando algun respiro, pudiese disponer el cuerpo y el espíritu á la pelea. La excesiva fatiga que habian sufrido aquel dia hacia dudar á Gonzalo de su resistencia, cuando Paredes, viéndole todo sumergido en estos pensamientos: "Para ahora, señor, le dice, es necesaria la firmeza de corazon que siempre soleis tener: nuestra causa es justa: la victoria será nuestra, y yo os la prometo con los pocos españoles que aquí somos." Gonzalo admitió agradecido el venturoso anuncio, y se preparó á recibir al enemigo. —*Quintana*, El gran Capitan.

2. (i.) *Sento su real.* Give the force and literal meaning.
   (ii.) *Á maniera de rebellin.* How is that? What is a *rebellin?*
   (iii.) *Los puso en confusion.* Give the past participle of *puso;* also the present subjunctive and the conditional.
   (iv.) *Corredores vinieron.* Conjugate *vinieron* through the present and perfect indicative. What is a *corredor de cambios?*
   (v.) *Arqueros.* Give other meanings of this word.
   (vi.) *Le dice.* Give the present and preterite indicative and past participle of this verb, and the parts that are in use of *soleis.*

III.

GRAMMAR.

3. How is the plural of nouns and adjectives formed in Spanish?

4. When are conjunctive pronouns made *arrimados?* What elision of letters is allowable?

5. Write down the cardinal numbers from *one* to *twenty-one.*

6. Name the auxiliary verbs in Spanish, and give rules to determine the proper auxiliary required in any given case.

7. Name as many conjunctions as you can which require the subjunctive mood after them.

8. When is *and* expressed by *y* and when by *é?* When is the conjunction *ó* changed to *ú?*

9. Give the rules that regulate the syntax of the definite article.

10. Distinguish between *para* and *por* when referring to time.

University of Toronto.

ANNUAL EXAMINATIONS : 1875.

CANDIDATES FOR B.A.

SPANISH.

HONORS.

Examiner : FRED. E. SEYMOUR, M.A.

I.

Translate :

Rita. Yo te lo diré. La madre de Doña Paquita dió en escribir cartas y mas cartas, diciendo que tenia concertado su casamiento en Madrid con un caballero rico, honrado, bien quisto ; en suma, cabal y perfecto, que no habia mas que apetecer. Acosada la Señorita con tales propuestas, y angustiada incesantemente con los sermones de aquella bendita monja, se vió en la necesidad de responder que estaba pronta á todo lo que la mandasen . . Pero no te puedo ponderar cuanto lloró la probecita, que afligida estuvo. Ni queria comer, ni podia dormir . . . Y al mismo tiempo era preciso disimular, para que su tia no sospechára la verdad del caso. Ello es que cuando, pasado el primer susto, hubo lugar de discurrir escapatorias y arbitrios, no hallamos otro que el de avisar á tu amo ; esperando que si era su cariño tan verdadero y de buena ley como nos habia ponderado, no consentiria que su pobre Paquita pasára á manos de un desconocido, y se perdiesen para siempre tantas caricias, tantas lágrimas y tantos suspiros estrellados en las tapias del corral. Apenas partió la carta á su destino, cata el coche de colleras y el mayoral Gasparet, con sus medias azules, y la madre y el novio, que vienen por ella ; recogimos

á toda prisa nuestros meriñaques, se atan los cofres, nos despedimos de aquellas buenas mugeres, y en dos latigazos llegamos antes de ayer á Alcalá. La detencion ha sido para que la Señorita visite á otra tia monja que tiene aquí, tan arrugada y tan sorda como la que dejamos allá. Ya la ha visto, ya la han besado bastante una por una todas las religiosas, y creo que mañana temprano saldremos. Por estia casualidad nos...

Calam. Sí. No digas mas ... Pero .. ¿Con que el novio está en la posada?

Rita. Ese es su cuarto, (*Señalando el cuarto de don Diego, el de doña Irene y el de doña Francisca*) este el de la madre, y aquel el nuestro.

Calam. ¿Comó nuestro? ¿Tuyo y mio?

Rita. No por cierto. Aquí dormiremos esta noche la Señorita y yo: porque ayer metidas las tres en ese de enfrente, ni cabiamos de pié, ni pudimos dormir un instante, ni respirar siquiera.

Calam. Bien ... A Dios.

(*Recoge los trastos que puso sobre la mesa, en ademan de irse.*)

Rita. ¿Y adonde?

Calam. Yo me entiendo...Pero el novio ¿trae consigo criados, amigos ó deudos que le quiten la primera zambullida que le amenaza?

Rita. Un criado viene con él.

Calam. ¡Poca cosa!...Mira, dile en caridad que se disponga, por que está de peligro. A Dios.

Rita. ¿Y volverás presto?

Calam. Se supone. Estas cosas piden diligencia; y aunque apenas puedo moverme, es necesario que mi teniente deje la visita y venga á cuidar de su hacienda, disponer el entierro de ese hombre, y...¿Con que ese es nuestro cuarto, eh?

Rita. Si. De la Señorita y mio.

Calam. ¡Bribona!

Rita. ¡Botarate! A Dios.

Calam. A Dios, aborrecida.

MORATIN, *El si de las Niñas*, Act. I., esc. viii.

(i.) *Bien quisto.* Parse *quisto.*

(ii.) *Ello es que cuando,* &c. Supply the words idiomatically elided. What does *ello* refer to? Parse *hubo.*

(iii.) *Coche de colleras.* Give the free and literal meaning.

(iv.) *El mayoral Gasparet, con sus medias azules.* What is a *mayoral?* Translate *medias-medias.*

(v.) *En ese deenfrente.* To what does *ese* refer?

(vi.) *Zambullida.* Give its literal meaning.

(vii.) *A cuidar de su hacienda.* Explain the reference in *hacienda.*

II.

Translate into Spanish:

When the unhappy Conradin, last survivor (*resto*) of the House of Suevia, heard the sentence of death to which his inhuman conqueror, Charles of Anjou, condemned him, after declaiming (*reclamar*) against the iniquity of the decision, it is said that having taken off a ring which he wore (*traer*) upon his finger he flung it into the midst of those assembled to witness (*el concurso que assistar*) the sad spectacle, giving along with it the investiture of his estates to the prince who should avenge him. There was not wanting some one to pick up this pledge of discord, and, bearing it to the King of Aragon, Pedro III., to make him acquainted with the words of the dying prince, and to remind him of the right he had to the kingdoms of Naples and of Sicily, usurped by the French. Pedro was married to Constance, the daughter of Manfred Coradin's natural uncle, who, lord of these realms, had been formerly conquered and slain by Charles upon the fields of Benevento; and this alliance gave more weight to the pretensions of the Aragonese monarch, who was (*hallarse*) then in the vigour of age, full of valour, and thirsting (*codicioso*) for glory and power.

But the ambition of this prince would have been, perhaps, only directed against the Saracens but for the conduct of the French in the conquered country. Their insolence, augmented by the pride of victory, and strengthened by their conviction of the sanctity and justice of their cause, recognizing neither limits nor restraint, revelled (*abandonarse*) in the greatest excesses and trampled upon all domestic and civil rights. Then indignation burst the bonds of fear, and taught the men oppressed the strength which in their discouragement they were ignorant of possessing. An insult to a lady by a Frenchman in the streets of Palermo gave occasion to that terrible slaughter which is known in all histories by the name of the Sicilian Vespers (*Vésperas Sicilianas*).

III.

1. Describe the poem and romances of the Cid, their influence upon, and their place in Spanish literature.

2. Name the classical writers of Castile in the age of Charles V., and notice what each contributed towards the developement and perfection of the literature of their country.

3. Characterize the different schools or periods of the Castilian drama, and mention the representative writers of each period.

4. Give a brief biographical sketch of the author of *Don Quixote.*

5. What do you mean by "The Romance Languages?" Name them, and explain as fully as you can, the causes and influences which have brought about their present structure and appearance, so diverse from that of the parent language.

heir

e of
the
heir

the
s of

Don

es ?"
uses
sent
the

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

PRACTICAL CHEMISTRY.

Examiner: W. OLIVER, B.A.

1. In a solution of barium and calcium, what reagents will remove the barium? Suppose we add potassium chromate to a calcium solution alone, what would be the effect? On the removal of the barium, what reagents will throw down the calcium?

2. Give the reaction in the case of the following tests for iron, distinguishing between ferrous and ferric reaction:

(*a*) Ferrocyanide of Potassium.
(*b*) Ferricyanide of Potassium.
(*c*) Caustic Alkalies.
(*d*) Sulphocyanate of Potassium.

3. Construct a short table for the analysis of an aqueous solution containing salts of one or more of the metals, zinc, aluminium, or iron.

4. How may zinc, magnesium, and ammonium be successively removed from an aqueous solution?

5. Give Marsh's test for arsenic in full. How would you distinguish between the spots formed on porcelain by arsenic and antimony?

6. Draw up a table for testing an aqueous solution supposed to contain salts of arsenicum, calcium, zinc, and ammonium.

7. What are the principal tests for copper?

8. A white powder is given you supposed to be a salt. Before proceeding to make a solution of it, what preliminary steps would you take to determine its composition?

9. A substance is found to be insoluble in water, hydrochloric, and nitric acids. How would you then proceed to determine the nature of the body?

10. The contents of the stomach of a person supposed to have been poisoned by hydrocyanic acid are sent to you. Give the various tests and reactions by which you would definitely prove that the acid was really present.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

APPLIED CHEMISTRY.

Examiner: W. OLIVER, B.A.

1. What is meant by the term "glass?" Give the general process of manufacture. Distinguish between plate glass, Bohemian glass, crystal, and common bottle glass, giving the proportions of the various substances used in the manufacture.

2. What are the essentials required in the making of porcelain and earthenware? Explain the terms "biscuit," "glaze," and give the composition of each in porcelain and earthenware.

3. Give a full account of the manufacture of H_2SO_4, distinguishing between it, the fuming acid and the hydrated acid, giving formulæ for all this.

4. Supposing iron to be 60 cts. per cwt., zinc four dollars per cwt., and pure H_2SO_4 $1.50 per cwt., what would be the cost of producing 200 lbs. of hydrogen for balloon purposes, by the action of the acid on either metal.

5. Give two principal methods of preparing acetic acid, with formulæ. How is the pure acid obtained? Mention the most important acetates, and state for what purposes they are used.

6. Write a paper on $C_4H_6O_6$, giving its properties and the uses of itself, and salts, in medicine and the arts.

7. Explain the chemical reaction in the following cases :

(*a*) Consumption of a ton of coal in an ordinary atmosphere.

(*b*) Bleaching of straw goods.

(*c*) Alumina used in calico-printing.

(*d*) Caustic alkali on oil, in the process of saponification.

(*e*) Manganese dinoxide added to melted glass containing iron.

8. Give a full description of the manufacture of white lead on a large scale, giving equations representing the changes that occur. How would you obtain it in a pure state? What are its chief uses in the arts?

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

ORGANIC CHEMISTRY.

HONORS.

Examiner: W. OLIVER, B.A.

1. Explain clearly by example the difference between rational and empirical formulæ; stating why it is necessary to arrange formulæ having the same elements and same number of elements in different ways.

2. Define the term "isomerism." Give an outline of the process for determining the amount of carbon and hydrogen in an organic body.

3. Describe the preparation and properties of $CHCl_3$ Give the formula for the corresponding iodine compound.

4. What common radical is contained in C_2H_6O and $C_4C_4H_{10}O$? Name the above substances, and give the preparation and uses of the former.

5. How would you obtain formic acid synthetically? Give its formula and describe its properties. State the mode of preparing the pure glacial acid.

6. Write a paper on $C_3H_6O_3$, stating what you know of the various modes of preparation, its properties and uses, and giving equations representing the changes occurring in any process you mention.

7. What division may be made of the saccharine bodies? Give a representative formula for each division, and mention the most important.

8. Give three methods of preparing dextrose, and describe its action on copper and silver salts.

9. Write down the names and formulæ of the first six primary alcohols.

tle

th
Ch

lo
In

fe

in

to
an

in

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

NATURAL HISTORY.

HONORS.

Examiner: R. RAMSAY WRIGHT, M.A., B.Sc., (Edin.)

1. Compare the under surfaces of the skulls of the turtle, duck, and pig.—[See specimens.]

2. Contrast the skeleton of the anterior extremities of the following genera: Ceratodus, Lepidosiren, Raja, Rana, Chelone, Falco, Equus, Sus.

3. What relations of homology exist between the following bones: Quadratum, Hyomandibulare, Malleus, Incus, Stapes, Columella auris, Columella, (of Lizard)?

4. Describe the genito-urinary apparatus of a male and female newt.

5. Compare as to external form the brains of the following animals: Lamprey, Turtle, Fowl, Cat.

6. What conditions of the alimentary canal are observed to characterize herbivorous, as contrasted with carnivorous animals?

Describe the stomach of a sheep; and state how the intestine of a tadpole differs from that of a frog.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

MINERALOGY.

Examiner: JOHN GIBSON, B.A., F.G.S.

1. Define and illustrate by examples the following terms as applied to minerals:—

(1) Dimorphism,	(7) Opalescence,
(2) Isotrimorphism,	(8) Dendritic,
(3) Heteromerous isomorphism,	(9) Dichroism,
(4) Botryoidal,	(10) Unchanged streak.
(5) Amygdaloidal,	(11) Chatoyance,
(6) Conchoidal,	(12) Polarization.

2. Describe Wollaston's Goniometer, and explain the method of its employment.

3. Explain the term, "cleavage of minerals," and characterize the cleavage of the following minerals:—(1) Diamond, (2) Fluor Spar, (3) Galena, (4) Calcite, (5) Orthoclase, (6) Labradorite, (7) Chlorite, (8) Mica. Illustrate the practical benefit of this character in the determination of minerals.

4. What are Twin Crystals? Give examples, and state how the twin axis in any given twin crystal may be found.

5. Shew how to deduce in any given mineral, (1) the chemical formula from the percentage composition; and (2) the percentage composition from the chemical formula.

(*a*) The analysis of a mineral gave the following result:—Aluminium = 14·5, Potassium = 20·8, Silicon = 22·3, and Oxygen = 42·5 per cent. Calculate the formula of the mineral, give its name, and state under what conditions it occurs in nature.

(*b*) Calculate the loss of weight that would accrue by "dead roasting" to an ore of the following formula :—$Cu^2S + Fe^2S^3$.

6. Hexagonal or rhombohedral system of chrystalization. State its axial relations, name its most important hemihedral forms, and give a classified list of crystals belonging to the system.

7. Triclinic or Anorthic system. State its axial relations, and give examples of triclinic crystals of the Feldspar Group.

8. What is meant by the term "Pyro-electric" as applied to crystals ? By what crystallographic peculiarity is this phenomenon accompanied ? Give examples.

9. Give the blow-pipe characters distinguishing *Silicates*, *Sulphates*, *Arseniates*, *Phosphates*, *Fluorides* and *Nitrates* ; and give examples of coloured flames before the blow-pipe.

10. Give the approximate composition, and name the crystal systems of the following minerals : (1) Diamond, (2) Quartz, (3) Copper Pyrites, (4) Iron Pyrites, (5) Cinnabar, (6) Zinc Blende, (7) Realgar, (8) Pyromorphite, (9) Cassiterite, (10) Spinel, (11) Anabase, (12) Cryolite, (13) Dolomite, and (14) Cyanite.

12. A stream of white-hot lava passes first over rich meadow-land and afterwards over a bed of limestone. State what results will, in your opinion, be produced in each case.

13. Explain the formation of iron ore in lakes and bogs. State its character and composition.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

GEOLOGY, PALÆONTOLOGY, PHYSICAL GEOGRAPHY.

Examiner: JOHN GIBSON, B.A., F.G.S.

I.

1. What are the tests of the ages of *aqueous* rocks.

2. Define the following geological terms, illustrating, where possible, your meaning by diagrams:—(1) Outcrop, (2) Escarpment, (3) Dip, (4) Strike, (5) Synclinal axis, (6) Anticlinal axis, (7) Overlap, (8) Unconformability, (9) Inversion, (10) Fault.

3. What are the principal forms of *denudation*? Distinguish them by their effect on the surface denuded.

4. What are *Passage-beds?* Give an example, explaining their stratigraphy and palæontology.

5. Tertiary (Cenozoic) Period: Tabulate its strata, and mention the lithological character of the principal series, and their most characteristic fossils.

6. Describe the principal characters of *Estuarine, Lacustrine,* and *Deep-sea* deposits; and explain how they may be distinguished from each other in a series of strata.

II.

7. How can former *land-surfaces* be distinguished by palæontological evidence? Give some examples.

8. Give the distribution of the *Echinodermata* in the palæozoic rocks.

9. Give the range in time and zoological position of the following genera:—(1) Receptaculites, (2) Graptolites, (3) Favosites, (4) Calceola, (5) Serpulites, (6) Balamus, (7) Beyrichia, (8) Dalmanites, (9) Eurypterus, (10) Terebratula, (11) Lingula, (12) Trigonia, (13) Maclurea, (14) Dipterus, (15) Plesiosaurus, (16) Microlestes, (17) Elephas, (18) Hipparion.

10. Contrast the *Tetrabranchiate Cephalopoda* of the Palæozoic rocks with those of the Mesozoic and recent Periods.

11. Classify zoologically the Cenozoic Mammalia.

III.

12. Explain fully the reasons for the difference between the winter climate of Western Europe, and of the eastern shore of North America, in the same parallels of latitude.

13. Explain Darwin's views respecting the formation of Atolls or Lagoon Islands, and of Coral Reefs generally.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

MATHEMATICAL CRYSTALLOGRAPHY AND GEOLOGY OF CANADA.

HONORS.

Examiner: JOHN GIBSON, B.A., F.G.S.

I.

1. A rhombic octahedron exhibits the interfacial angle 2A over a front polar edge, 2B over a side polar edge, and 2C over a middle edge. Shew by diagrams the spherical and plane triangles required to obtain the lengths of the axes; using first 2A and 2B; secondly, 2A and 2C; and thirdly, 2B and 2C.

2. Given a combination of two rhombic prisms, with a basal plane:—In one prism $V : V = 156° 16'$ (in front); in the other $Vn : Vn = 115° 34'$ (in front.) Assuming the first to be the protaxial form, required the value of n in the second form.

3. The protaxial prism in Arsenical Pyrites measures 111° 53′ over an obtuse or front vertical edge: required the length of the shorter axis $\breve{x}$; ($\bar{x}$ = unity.)

II.

4. Draw a section through Ontario from Toronto to Sarnia, with a view to shew the general geology of the western peninsula.

5. Tabulate the Silurian rocks of Ontario as arranged by the Canadian and New York geologists, and characterize each division palæontologically.

6. Give a brief description of the geology of the eastern coast of Lake Huron from Sarnia to Cape Hurd on the Bruce peninsula.

7. An erratic block of magnesian limestone, composed of brilliant, crystalline, strongly coherent grains, is observed to hold, among other fossils, the casts of *Megalomus Canadensis*, *Pentamerus occidentalis*, and *Pleurotomaria Huronensis*. Name, characterize, and give the distribution of the formation to which this block should be referred.

8. Describe the Huronian rocks of Canada, with their mineral veins.

9. Mention the group of rocks to which many geologists apply the term "Saliferous," and shew how the term is objectionable. Explain the probable origin of salt deposits generally.

10. Give a description of the geology of the island of Montreal.

11. Characterize the Post-Tertiary deposits of the Province of Ontario.

12. Give a brief account of the geological structure of the Western Plains and Rocky Mountain Region of British North America.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

METEOROLOGY.

PASS AND HONORS.

Examiner: G. T. KINGSTON, M.A.

1. Define the terms "specific heat" and "latent heat," and state how they are expressed numerically.

2. Describe the construction of the barometer, and state what corrections are required for the instrument, as you have described it, in order that observations at the *same* station may be intercomparable.

3. Give the standard specific gravity of mercury to which barometric readings at different stations should be referred, in order to be intercomparable.

(*a*) Explain the nature of the *two* corrections for gravitation, and also of the correction for reducing to sea level.

(*b*) Investigate a formula for computing the reduction to sea level.

4. State what is meant by diurnal and annual variations of an element, and give the general character of the diurnal variations of barometric pressure.

5. State, in a general way, the connection between the latitude and the extent of the *regular* diurnal and of the irregular oscillations of the barometer.

6. Describe the mode of determining the freezing and boiling points of a thermometer. State also which of the two should be determined first, and give your reason.

7. Explain the principle concerned in the exposure and protection of a thermometer when used for observing the temperature of the air, and describe an arrangement suitable for the purpose.

8. If the mean temperatures of a month at eight hours separated by equal intervals of three hours, be denoted by I., II., III., IV., V., VI., VII., VIII.: shew how to compute the constants in the following formula for obtaining the mean temperature proper to any other hour:

$$t = t_0 + t_1 \sin(x + c_1) + t_2 \sin(2x + c_2) + t_3 \sin(3x + c_3) + t_4 \sin(4x + c_4).$$

9. Explain the meaning of the term "Isothermal line," and state the general influence of ocean currents on the form of the isothermals.

10. Describe the nature of the office performed by aqueous vapour on the geographical distribution of heat, and also on the distribution of heat at different times in the same place.

11. Define the terms "absolute and relative humidity;" and state the mode of expressing each numerically.

12. Explain the principle on which the process depends for finding the pressure of vapour from the dry and wet thermometers; and state the character of the change in the pressure of vapour which accompanies given changes in the readings of the thermometers.

13. State the general principle of Robinson's anemometer.

*14. Define the term "Resultant direction of the wind," and shew that it is given by the formula,

$$\tan \bar{\theta} = \frac{\Sigma (a \sin \theta)}{\Sigma (a \cos \theta)};$$

when θ is the angular distance (reckoned from the north towards the right) of the point from which the wind blew through a distance of (a) miles, and $\bar{\theta}$ the analogous angle for the resultant.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

CIVIL POLITY.

Examiner: REV. GEORGE PAXTON YOUNG, M.A.

COX'S BRITISH COMMONWEALTH—SMITH'S WEALTH OF NATIONS.

1. From what source is the right of government derived? Examine the question fully.

2. Give an account of the origin and rise of the British Cabinet. On what conditions does the permanence of any particular Cabinet usually depend?

3. Describe the practice of Parliament with respect to private bills; and state what different courses may be adopted when a public bill is returned from either House to the other with amendments.

4. What is an impeachment, and how is it conducted?

5. Examine the doctrine of the balance of power.

6. Under what restrictions are criteria of truth afforded by public opinion? And to what extent do justice and policy require that governments should be directed by its dictates?

7. Give an account of the origin and use of money.

8. Show, that, in the price of commodities, the profits of stock constitute a component part altogether different from the wages of labour, and regulated by different principles.

9. Explain the order in which manufactures, agriculture, and foreign commerce naturally arise; and state the relation of these branches to the increase of opulence, whether in town or country.

10. "The attention of governments never was so unnecessarily employed as when directed to watch over the preservation of the increase of the quantity of money in any country." How does Smith establish this position?

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

CIVIL POLITY.

HONORS.

Examiner: W. J. ROBERTSON, B.A.

AUSTIN.

1. *(a)* Distinguish between laws *proper* and *improper*.

   (b) "Positive laws are related in the way of resemblance or by close or remote analogies to the following objects." What objects?

2. *(a)* What is the proper subject matter of jurisprudence?

   (b) Distinguish between *positive law*, and *positive morality*.

3. Criticise Austin's definitions of *command, duty,* and *sanction*. Is his theory of jurisprudence in any manner affected by these definitions? If so, how?

4. Examine Austin's views as to *rewards* being *sanctions*.

5. "There are other objects improperly termed laws (not being commands), which yet may properly be included within the province of jurisprudence." Explain.

6. *(a)* Discuss the various hypotheses (including Austin's) regarding the nature of the index to the *unrevealed* laws of God.

   (b) How does Austin distinguish between *motives to action*, and the *standard* of *right actions*.

7. Criticise Austin's opinion as to the possibility of demonstrating morality.

8. Inquire into the origin of Government.

9. Distinguish between *delegation* and *representation*. Are the members of the Commons' House in Britain, delegates or representatives ?

10. What is meant by *constitutional* law ? Can a *sovereign* act unconstitutionally ? Give reasons for your answer.

11. *(a)* Distinguish between governments *de jure* and *de facto*.

(b) Give the substance of Austin's remarks relative to the lawfulness and unlawfulness of governments *de facto*.

12. *(a)* How does Austin distinguish *volitions* from *intentions*? Criticise this distinction.

(b) Distinguish *physical compulsion* from *sanction*.

13. What is the objection to *ex post facto* laws ? State any arguments in favor of them.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

CIVIL POLITY.

HONORS.

Examiner: W. J. ROBERTSON, B.A.

MILL.

1. Show what would be the effect of increasing *fixed* Capital, at the expense of *circulating*.

2. Explain and illustrate the diversity in the effective strength of the desire of accumulation.

3. Give the substance of the chapter "Of the Law of the Increase of Production from Land."

4. Distinguish between Communism, St. Simonism, and Fourierism. Criticise these systems.

5. Examine Mill's views on the right of bequest and inheritance.

6. Give examples of the influence of *custom* on *rents, tenure of land,* and *prices.*

7. Discuss the question of peasant proprietorship.

8. Enumerate various popular remedies for low wages. Criticise.

9. State Mill's theory of rent, with your own views thereon.

10. Can there be an over-supply of commodities generally? Explain.

11. (*a*) What regulates international values? Illustrate.

(*b*) Briefly show the indirect benefits of Commerce.

12. Give examples of exceptions to the rule of *Laisser-faire.*

13. Discuss briefly the influence of credit on prices.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

METAPHYSICS AND ETHICS.

HONORS.

Examiner: REV. GEORGE PAXTON YOUNG, M.A.

HAMILTON'S NOTES AND DISSERTATIONS.

MILL'S LOGIC, BOOK III. OF INDUCTION.

1. How does Sir W. Hamilton endeavour to shew that the argument from Common Sense is strictly philosophical? Examine his position.

2. Within the psychological point of view, from which the qualities of matter may be considered, there are (Hamilton tells us) "two special points of view; that of *Sense*, and that of *Understanding*." Distinguish these; and enquire whether the primary qualities, the secundo-primary, and the secondaries, respectively, fall more under the point of view of the Understanding, or under that of Sense.

3. What (according to Hamilton) are the primaries, the secundo-primaries, and the secondaries, respectively, *as apprehended;* and how, as modes of matter, are they *thought*?

4. "Though the fact of sensation proper and the fact of perception proper imply each other, they are not proporportionally co-existent." State Hamilton's doctrine on this point more fully; and give reasons for accepting or rejecting it.

5. Examine the position, taken by Hamilton, on the question, whether space is given *a priori* as a native possession of the mind, or is acquired *a posteriori* as a generalization from the experience of sense.

6. How, according to Hamilton, is the knowledge of an extra-organic world reached? Criticise his doctrine.

7. Illustrate the methods of experimental inquiry by reference to Liebeg's theory of metallic poisons.

8. How are complex effects, compounded of the effects of many causes, to be studied?

9. Point out the proper use of scientific hypotheses. How can legitimate hypotheses be distinguished from illegitimate?

10. What are Empirical laws? How can we know that any uniformity, ascertained by experience, is only an Empirical law? How can the limited degree of reliance, which philosophers are accustomed to place in Empirical laws, be justified?

11. What is meant by *chance*? Explain generally how it can be determined whether any given conjunction of phenomena is casual. How is the elimination of chance effected?

Ex

1. (
philoso
betwee
philoso

2. '
tains i
Give a
to the
alleged
inquire
mainta

3. '
nomen
this is t
conside
strictly
tion dr

4. '
the *a p*
with t
abstrac
nothin
a Kant
each ca

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

METAPHYSICS AND ETHICS.

Examiner: REV. GEORGE PAXTON YOUNG, M.A.

KANT'S CRITIQUE OF PURE REASON.

1. Give such a statement of Kant's relation to previous philosophy, as will explain the comparison he makes between the revolution he proposed to introduce into philosophy and that effected by Copernicus in Astronomy.

2. "The science of Natural Philosophy (Physics) contains in itself synthetical judgments *a priori*, as principles." Give an instance; shew distinctly, with special reference to the instance you give, how, according to Kant, such alleged synthetical judgments *a priori* are possible; and inquire whether the statement quoted is capable of being maintained.

3. "We call the *rainbow* a mere appearance or phenomenon, and the *rain* the reality or thing in itself; and this is true enough, &c." In what sense alone does Kant consider that such a mode of speaking is correct? From a strictly philosophical point of view, how must the distinction drawn between "rain" and "rainbow" be criticised?

4. "How can it be said that time and space are simply the *a priori* product of sensibility, and have nothing to do with the understanding; and on what grounds can the abstract ideas of the understanding be regarded as having nothing to do with the reason?"—*Morell.* Answer, from a Kantian point of view, these questions; and state, in each case, your own opinion, with reasons.

5. "The effect of an object upon the faculty of representation, so far as we are affected by the object, is sensation."—*Crit. of Pure Reason.* Does Kant, then, assume the existence of objects which affect us? If so, is the assumption legitimate? Examine, in connection with this point, Kant's "Refutation of Idealism."

6. What does Kant mean by *primitive conjunction.* State (with reasons) whether it is borrowed from objects by perception. If it be not so borrowed from objects, explain where it must be sought for; and point out its relation to determinate thought.

7. (*a*) Distinguish the *synthetical* from the *analytical* unity of apperception, and point out the relation between them.

(*b*) "In the synthetical unity of apperception, I am conscious, not of myself, as I appear to myself, nor as I am in myself, but," &c. (*Crit. of Pure Reason*). What then? Explain fully.

8. (*a*) What sort of proof do the principles of the pure understanding admit of? (*b*) How does Kant distinguish the certitude which belongs to one group of these principles from that attaching to another? (*c*) Inquire whether the distinction he draws, is well founded; and show what the position you take would lead you to conclude, with respect to the validity of the principles embraced in the two groups respectively.

9. "Reason may be distinguished from understanding as the *faculty of principles.*" (*Crit. of Pure Reason*).—Does not Kant treat of pure principles of the understanding? Explain, then, in what sense Reason, as distinguished from Understanding, is the faculty of principles.

10. The Antithesis of the Second Antimony of Pure Reason contains the statement: "There does not exist in the world a simple substance." Kant remarks that this dialectical assertion has opposed to it the proposition, that "the object of the internal sense, the thinking Ego, is an absolutely simple substance."

(*a*) On what supposition does the reasoning in the Antimony proceed? (*b*) Inquire whether, the supposition in question being made, the reasoning in the Antimony is sufficient to warrant the conclusion that there does not exist in the world a simple substance. (*c*) Consider, more particularly, the bearing of this reasoning on the assertion, that the thinking Ego is an absolutely simple substance.

11. "My intention, in the above remarks, has not been to prove the actual existence of freedom. I have not even aimed at demonstrating the possibility of freedom."—What, then, was Kant's aim in his exposition of the Cosmological idea of freedom? Give a brief statement (without criticism) of the line of thought by which he endeavours to establish the point which it was his task to prove.

University of Toronto.

ANNUAL EXAMINATIONS: 1785.

CANDIDATES FOR B.A.

METAPHYSICS AND ETHICS.

HONORS.

Examiner: W. J. ROBERTSON, B.A.

CALDERWOOD.

1. *(a)* "It is of essential moment to distinguish between the *foundation* of moral distinctions, and the *knowledge* of them." Who has confounded these; and what views does Calderwood hold on these points?

   (b) How may we ascertain whether moral distinctions are recognized by men generally?

2. *(a)* "A theory of the knowledge of moral distinctions by means of a moral sense as an organ or power of perception, is thus shown to be impossible." How?

   (b) "It thus appears that the knowledge of moral quality is not obtained without comparison." Explain.

3. Examine Calderwood's views on the first principles of morals.

4. Criticise the philosophy of Comte, and the Positivist School.

5. What is conscience? What its position among other springs of activity? Can conscience be educated? Give reasons for your answer.

6. What *psychological explanation* does C. give to account for the diversity of moral judgments among men?

7. Discuss briefly the question of the origin of knowledge, and show its bearing on the formation of an ethical system.

8. Examine the utilitarian theory of morals with respect to the *knowledge of moral distinctions.*

9. Calderwood represents the WILL, as standing between the INTELLECT, and the DESIRES, AFFECTIONS, and EMOTIONS, between the "sensory and the reason." Examine this view.

10. "Each knows himself as the cause of his own actions." Discuss.

11. Suggest any arguments in favor of a future state of existence.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR B.A.

METAPHYSICS AND ETHICS.

HONORS.

Examiner: W. J. ROBERTSON, B.A.

SCHWEGLER AND TENNEMANN.

1. *(a)* Define "philosophy." How is it distinguished from the Sciences?

   (b) What was Hegel's view of the History of Philosophy? Examine it.

2. Briefly characterize the Pre-Socratic Philosophy.

3. Sketch the philosophy of the Eleatic Zeno.

4. Criticise the philosophy of the Atomic School.

5. Show the developement of philosophy under Socrates, Plato, and Aristotle. Describe the Socratic method.

6. Sketch the philosophy of Hume. What modern philosophers have developed his views?

7. Describe Leibnitz' system of *monads*. Compare his *monads* with the Greek *atoms*.

8. Give an estimate of the philosophy of Berkeley.

9. What position did Jacobi hold in relation to the Kantian Philosophy? Sketch his opinions.

10. Show the relation between Kant and Fichte. Give some account of Fichte's Theory of Knowledge.

11. Characterize the Scholastic Philosophy. What were the results flowing from it? and what causes led to its downfall?

12. Give an account of the opinions of Abelard, Duns Scotus, and William of Occam.

1.
circ
cont
shou

2.
pay
pay

3.
mad

4.
his
firm
agai

5.
info

joint
the

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

SECOND YEAR.

SMITH'S MERCANTILE LAW.

Examiners: { THOMAS HODGINS, M.A., LL.B.
W. P. R. STREET, LL.B.

1. What is meant by stoppage in transitû? Under what circumstances does it arise? What is the effect upon the contract, of the exercise of the right? in what manner should the right be exercised?

2. State the general rules as to the appropriation of payments? Can the creditor in any case appropriate a payment to a debt barred by the Statute of Limitations?

3. In what different modes may a power of Attorney be made irrevocable?

4. What is the extent to which a partner, by an act on his own individual account, can bind the property of the firm? What rights has an execution creditor of one partner against the property of the firm?

5. What are the requisites of a legal tender? How may informalities in the tender be cured?

A. and B., living in different parts of the country, are joint creditors of C. How can C. make a valid tender of the amount due?

sk

on
th

he

ch

pl
Cu

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

FIRST AND SECOND YEARS.

NATURAL HISTORY.

HONORS.

Examiner: R. RAMSAY WRIGHT, M.A., B.Sc. (Edin.)

1. Give a classification of the Infusoria Ciliata, and a sketch of their different modes of reproduction.

2. Describe the structure of a Ctenophorous Medusa.

3. Compare the structure and functions of the segmental-organs of Vermes, the pseudo-hearts of the Brachiopoda and the "Organs of Bojanus" of the Mollusca.

4. Describe the circulatory system of the frog, and state how that of the tadpole differs from it.

5. What is a cyme? Describe and give examples of its chief forms.

6. Explain the nature of the fruit in the following plants:—Strawberry, Rose, Buttercup, Fig, Pine Apple, Cucumber.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

SECOND YEAR.

SMITH'S MERCANTILE LAW.

HONORS.

Examiners: { THOMAS HODGINS, M.A., LL.B.
W. P. R. STREET, LL.B.

1. In what cases is a principal bound by the acts of an agent who has exceeded, or acted in a manner contrary to his instructions?

2. What was the Common Law rule as to the right of an agent to bind his principal by a disposition of the goods of the principal?

3. A. and B. are co-sureties for C. in a simple contract for a debt of $1,000. In 1860 A. is compelled to pay $500 of the debt; in 1865 C. pays the remaining $500; in 1870 A. sues B. for contribution in respect of A.'s payment of $500. Can B. set up the Statute of Limitations as a defence? Explain.

4. Goods are sold and delivered upon an agreement that the purchaser is to pay for them by a Bill at four months. What are the immediate and ultimate rights of the seller upon the purchaser making default in delivering the Bill?

5. What are the provisions of the Act under which juries are authorized to allow interest to a creditor?

6. In what cases did a right of lien exist at Common Law? In what other mode may a right of lien arise?

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

SECOND YEAR.

BOWYER'S CIVIL LAW.

Examiners: { THOMAS HODGINS, M.A., LL.B.
W. P. R. STREET, LL.B.

1. What is the *jus postliminii*? How has its original meaning been extended?

2. Give instances of acquisition by accession. Compare the English Law upon the subject.

3. Distinguish between negative and positive servitudes. How may they respectively be established?

4. What were testamentary substitutions? What gave rise to the practice of making use of them?

5. State shortly the rules of the Roman Law relating to the imputation of payments.

6. Define the meaning of the word "*Status*." What were the actions called having for their object the decisions of questions relating to Status? Why so called?

Ro
the

shi

sou
sou
cla

mo

an

Is
fac

University of Toronto.

ANNUAL EXAMINATIONS 1875.

SECOND YEAR.

BOWYER'S CIVIL LAW.

HONORS.

Examiners: { THOMAS HODGINS, M.A., LL.B.
W. P. R. STREET, LL.B.

1. How many species of marriage were there amongst Roman citizens? What were they called, and what was the difference between them?

2. Enumerate and describe the three species of guardianship spoken of by Vinnius.

3. "Some things are common to all men by natural law; some are public; some belong to corporate or politic bodies; some belong to no one." Give an example of each of these classes.

4. What is meant by alluvion? To what branch of the modes of acquisition does it belong?

5. Give a short account of *fidei-commissa.* Mention any analogies in English Law.

6. What was the quasi contract called *condictio indebiti*? Is there any difference with respect to it, between error in fact, and error in law?

1.
Natio

2.
the n

3.
mater

4.
ment

5.
propr
rapid

6.
rent,

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

SECOND YEAR.

ROGERS'S POLITICAL ECONOMY.

Examiners: { THOMAS HODGINS, M.A., LL.B.
W. P. R. STREET, LL.B.

1. What was Mr. Price's scheme for extinguishing the National Debt?

2. What are the objects of Trades Unions, and what are the means taken to carry them out?

3. Explain the peculiar disadvantages of taxes on raw materials.

4. What is the measure of value? Explain the statement that there can be no universal rise in values.

5. How does the author discuss the question as to the propriety of government interference to check the too rapid exhaustion of coal in Great Britain?

6. State briefly the causes which increase and diminish rent, and explain their operation in doing so.

1

2
sub
Wh
just

3
aris
labo

4
equ

5
in c
is it

6
the
by

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

SECOND YEAR.

ROGERS'S POLITICAL ECONOMY.

HONORS.

Examiners: { THOMAS HODGINS, M.A., LL.B.
W. P. R. STREET, LL.B.

1. Mention some of the causes of an efflux of specie.

2. "If a government interferes with the liberty of its subjects it is bound to shew cause for the interference." What are the two causes which the author mentions as justifying such interference?

3. How is Rent defined? Upon whom does the loss arising from an increase in the wages of agricultural laborers fall? Explain?

4. Mention some of the difficulties in the way of an equitable tax upon incomes.

5. Explain the operation of a rise in the rate of discount in checking a drain of specie. Under what circumstances is it likely to be ineffectual for that purpose?

6. What is the real pledge given by a government as the security for the National Debt? How is this shewn by the author?

1.
"tena

2.
Wha

3.
vesti

4.
entitl

5.
give

6.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

THIRD YEAR.

BURTON ON REAL PROPERTY.

Examiners: { THOMAS HODGINS, M.A., LL.B.
W. P. R. STREET, LL.B.

1. Explain the terms "lord paramount," "mesne lord," "tenant paravail," "tenant in capite."

2. When and how were the old military tenures abolished? What is meant by the tenure in free and common socage?

3. What are the two rules governing the creation and vesting of contingent remainders?

4. Out of what estates, legal and equitable, is a widow entitled to dower?

5. Describe what is meant by a cross remainder, and give an instance.

6. Explain the doctrine of Scintilla Juris.

Ex

1. Gi
an exec

2. St
relating
effect o
lands in

3. W
to an es
vested r
A. dies

4. W
third pe
covenan
the effe
a partic

5. Up
c
b

6. W
between
and stra

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

THIRD YEAR.

BURTON ON REAL PROPERTY.

HONORS.

Examiners: { THOMAS HODGINS, M.A., LL.B.
W. P. R. STREET, LL.B.

1. Give an example of a contingent remainder, and of an executory devise.

2. State shortly the provisions of the Act 9 Geo. II., c. 36, relating to conveyances for charitable uses. What was the effect of the previous statutes relating to alienation of lands in mortmain to religious and other corporations?

3. What is necessary to be proved to entitle a husband to an estate by the curtesy? A. is tenant for life with a vested remainder to B. for life, with remainder to A. in fee. A. dies before B.: is A.'s husband entitled to curtesy?

4. What acts of disturbance by the covenantor and by third persons respectively amount to a breach of an absolute covenant for quiet enjoyment in the usual form? What is the effect of providing in the covenant against the acts of a particular person?

5. Upon a devise to "A. and his issue," what is the effect,

a. Where A. had issue at the time the devise is made,

b. Where A. has no issue at the time?

6. What is the effect of recitals of facts in a deed, as between the parties to the deed, and as between the parties and strangers.

ARG

A

1. W
"demis
and ho
lease ?

2. It
be brou

3. W
of there

4. D
which
which
should

5. To
mesne

6. U
recover
may th

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

THIRD YEAR.

ARCHBOLD'S LANDLORD AND TENANT.

Examiners: { THOMAS HODGINS, M.A., LL.B.
W. P. R. STREET, LL.B.

1. What if any covenant is implied from the word "demise" in a lease? What is the extent of the covenant, and how is it effected by express covenants in the same lease?

2. In what form should an action for excessive distress be brought? Upon what enactment is the action founded?

3. What articles are exempt from distress, in the event of there being other sufficient distress on the premises?

4. Distinguish the injuries to the demised premises which give only to the tenant a right of action from those which give the landlord a right of action: In what form should the action by each be brought?

5. To what extent, and under what circumstances are mesne profits recoverable in an action of ejectment?

6. Under what circumstances is a landlord entitled to recover double rent from his tenant, and in what manner may the double rent be recovered?

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

THIRD YEAR.

ARCHBOLD'S LANDLORD AND TENANT.

HONORS.

Examiners: { THOMAS HODGINS, M.A., LL.B.
W. P. R. STREET, LL.B.

1. Mention the exceptions to the rule, that a distress for rent must be made upon some part of the demised premises.

2. What are tenants fixtures? What are the tenant's rights as to them? Are they distrainable for rent by the landlord? Are they liable to seizure by the sheriff under execution against the tenant?

3. Goods of a tenant in arrear for rent are seized on the demised premises under execution against the tenant, can the landlord lawfully distrain them before removal? What statutory remedy has he?

4. In an action of ejectment by lessor against lessee, to what extent if at all can the lessee go into evidence as to lessor's title, and to what extent is he precluded from doing so?

5. In what cases is the venue local, and in what cases transitory, where the landlord sues for rent reserved in a lease? Give reasons.

6. In the absence of any agreement between the lessor and the lessee of a house, upon whom does the duty of repairing it fall? Is this liability a statutory or a common law one.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR LL.B.

INSTITUTES OF JUSTINIAN.

Examiners: { THOMAS HODGINS, M.A., LL.B.
W. P. R. STREET, LL.B.

1. Explain the different functions of the *magistratus* and *judex* under the Roman law, and the object and use of the system of *formulæ*.

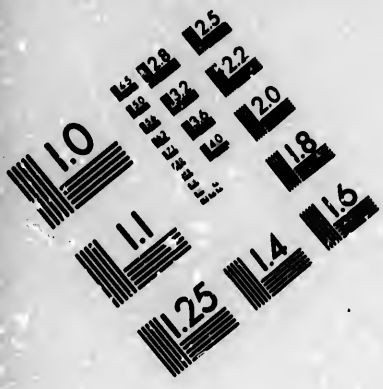
2. What was arrogation? Explain the distinction between *adoptio ninus plena* and *adoptio plena*.

3. State shortly the provisions of the Institutes as to acquisition of property by tradition,—(*a*) Upon a gift; (*b*) Upon a sale.

4. Distinguish between heirs *necessarii, sui et necessarii,* and *extranei*.

4. Explain and illustrate the meaning of *Dies cedit* and *Dies venit*.

6. What was the action *damori injuriæ*, and to what cases did it apply?



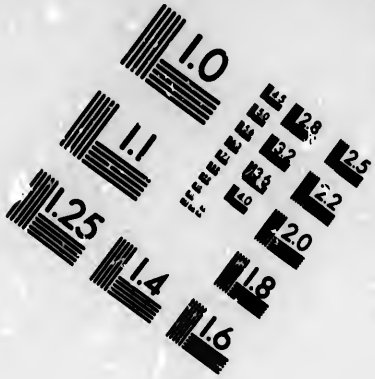
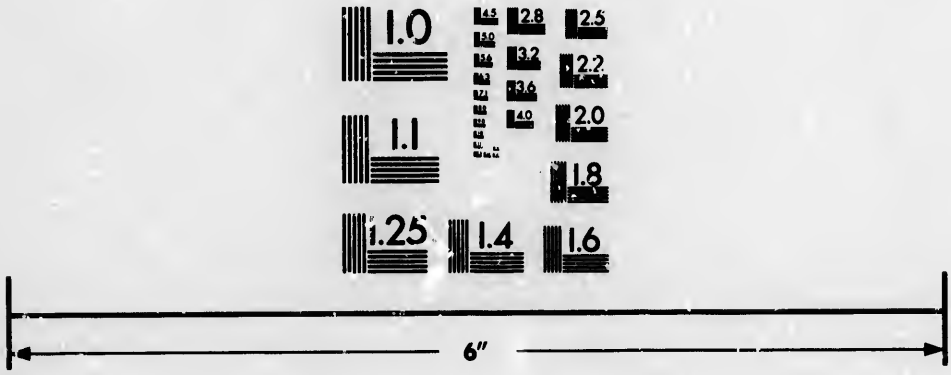


IMAGE EVALUATION
TEST TARGET (MT-3)



Photographic
Sciences
Corporation

23 WEST MAIN STREET
WEBSTER, N.Y. 14580
(716) 872-4503


2.8
2.5
2.2
2.0
1.8
1.0

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR LL.B.

INSTITUTES OF JUSTINIAN.

HONORS.

Examiners: { THOMAS HODGINS, M.A., LL.B.
W. P. R. STREET, LL.B.

1. Describe and dintinguish the three systems of civil process existing at different times, viz., the *legis actiones, formula,* and *extraordinaria judia.*

2. What were the different modes in which the *patua potestas* might be ended?

3. What was included in the word *caput?* Describe the three kinds of *capitis diminutio.*

4. What was the *beneficium abstinendi,* and how did it differ from the *beneficium separationis* accorded to slaves?

5. What was the *actio facti,* and what might be recovered in it? What other remedies had the owner of the thing stolen?

6. Explain the meaning of *peculium.* Mention the different kinds of *peculia.*

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR LL.B.

BLACKSTONE.

Examiners: { THOMAS HODGINS, M.A., LL.B.
W. P. R. STREET, LL.B. }

1. What is meant by attainder? Distinguish between attainder and conviction, and describe shortly the consequences of attainder.

2. What are the different special pleas in bar that may be pleaded to an indictment? Upon a judgment against the prisoner upon a special plea in bar, is he allowed any further plea?

3. What are the reasons for the distinctions made between accessories and principals?

4. Describe the offences of barratry, maintenance, and embracery.

5. What is Sir Edward Coke's definition of a burglar? State shortly the time, the place, the manner, and the intent necessary to constitute the crime of burglary.

1.
allow
to th
To w
jectio

2.
degre
fact.

3.
Expla

4.
homic

5.
prison
exami

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR LL.B.

BLACKSTONE.

HONORS.

Examiners: { THOMAS HODGINS, M.A., LL.B.
W. P. R. STREET, LL.B.

1. "The principal case where constraint of a superior is allowed as an excuse for criminal misconduct is, with regard to the matrimonial subjection of the wife to her husband." To what extent and under what circumstances is this subjection allowed as an excuse?

2. Distinguish between a principal in the first and second degree, and also between an accessory before and after the fact. What offences do not admit of accessories?

3. What was the original offence called a *præmunire?* Explain the meaning of misprision of treason.

4. Describe and illustrate the different kinds of excusable homicide.

5. Give a short account of the rise of the right of a prisoner, accused of a capital offence, to have witnesses examined on his behalf upon his trial.

an

Gi

th
ma

an

De
lef

University of Toronto.

ANNUAL EXAMINATIONS : 1875.

FIRST YEAR.

ANATOMY.

Examiner: R. ZIMMERMAN, M.B., L.R.C.P. Lond.

1. Describe the head, neck, and trochanters of the femur, and the ligaments of the hip joint.

2. Describe the bones and ligaments of the ankle joint. Give the position of the tendons in relation.

3. Give the origin, position, insertion, and relations of the supinator brevis, sterno-cleido-mastoid, and serratus magnus muscles.

4. Describe the duodenum, cœcum, and transverse colon.

5. Give the position and relations of the spleen, liver, and pancreas.

6. Give the position of the heart, and its relations. Describe the right ventricle. How does it differ from the left ?

1.
givin

2.

3.
the s
proce

4.
ent s

5.
and e
stanc

6.
suppo

7.
and
proce

8.
struct

9.
their

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

FIRST YEAR.

PHYSIOLOGY.

Examiner: J. H. McCollum, M.B.

1. Name the proximate principles of the human body; giving a detailed description of the three principal ones.

2. Describe adipose and areolar tissues.

3. Describe the salivary glands; give the composition of the salivary fluids, and the part it takes in the digestive process.

4. Enumerate the various forms of joints. and the different structures entering into their formation.

5. What do you understand by the terms: endosmose and exosmose? Give instances of each, and the circumstances which assist or retard their due performance.

6. Describe the *pacinian* bodies, where found, and their supposed function.

7. Give the composition of the gastric juice, its nature and qualities, and the part it performs in the digestive process.

8. Name the different forms of epithelia, found in animal structures, and where each variety may be found.

9. How are the malphighian bodies formed, and what is their function?

1
sol
for

2
a li
wat
nat

3
hyd
resu
sim

4

6
mer
it e
met

6
K_2C

7
you
as a

8
anti
met

University of Toronto.

ANNUAL EXAMINATIONS : 1875.

FIRST YEAR.

MEDICINE.

CHEMISTRY.

Examiner : W. OLIVER, B.A.

1. Define the term calorimetry. Mention any methods of solving problems in calorimetry. Give and explain a formula for determining the specific heat of a body.

2. Give methods for determining the specific gravity of a liquid. Mention any exceptional fact in the expansion of water, and state what effect this has in the economy of nature.

3. Twenty-one parts by weight of oxygen and two of hydrogen are exploded in a closed vessel: explain fully the result, and state what theory has been founded on this and similar experiments.

4. Explain in full the principle of the Argand lamp.

5. Describe the allotropic modifications of sulphur; mentioning also its sources and the usual forms in which it exists. Why is it placed with the oxygen group of metals?

6. Name and characterize briefly the following: K_2CrO_4, K_3O_4 MgO, $CaCO_3$.

7. Give the formula for chloride of lime, and state how you would prepare it. Explain the action of this substance as a disinfectant.

8. Name and give the formula for the chief ore of antimony. What are the two most important oxides of the metal? Give a method for the preparation of each.

E

1. N
and ne

2. D
in the

3. G

4. D

5. D
with it

6. O
of the

7. O
their d

University of Toronto.

ANNUAL EXAMINATIONS 1875.

SECOND YEAR.

ANATOMY.

Examiner: R. ZIMMERMAN, M.B., L.R.C.P., Lond.

1. Name the muscles of the larynx. Give their action and nervous supply.

2. Describe fully the peculiarities of the vascular system in the fœtus. Give the course of the circulation.

3. Give the reflections of the peritonæum.

4. Describe the nasal fossæ.

5. Describe the course of the superior maxillary artery, with its relations and the distribution of its branches.

6. Origin, course, insertion, and relations of the muscles of the male perinæum.

7. Origin, course, communications, and branches, with their distribution, of the facial nerve.

1. Sta
lation to

2. De
characte

3. Wh
its soun

4. De
canal fou
Lieberki

5. Giv
nerves;
divided?

6. Des
the qua
hours; i
stances v
ents.

7. In
that shou
respired
the most

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

SECOND YEAR.

PHYSIOLOGY.

Examiner: J. H. McCollum, M.B.

1. State the character of the red-blood corpuscle, its relation to the white, and its uses.

2. Describe the coats of arteries and veins, and their characteristic differences.

3. What is the nervous supply of the heart, and cause of its sounds?

4. Describe the intestinal villi, in what portions of the canal found, their function, and wherein they differ from *Lieberkühns follicles* in structure.

5. Give the origin and distribution of the third pair of nerves; and what would be the result if one, or both be divided?

6. Describe the minute anatomy of the kidney. Give the quantity of urine secreted by a healthy man in 24 hours; its specific gravity; name some of the circumstances which may alter the normal quantity and constituents.

7. In public institutions, what is the smallest cubic space that should be alloted to each person. If the same air be respired for many hours, what per cent. of carbonic acid is the most that will be found while life can be sustained.

TH

1. W
Aloe S

2. S
medici
tion of

3. W
what ci

4. W
lowing
pulvis
and tin
one yea

5. W
tum ?

6. Gi

7. Fr
uses, pe

8. Na
briefly t

University of Toronto.

CLOSING EXAMINATIONS: 1875.

SECOND YEAR.

THERAPEUTICS AND PHARMACOLOGY.

Examiner: ALEXANDER GREENLEES, M.B.

1. What are the sources, doses, and uses of Oleum Ricini, Aloe Socotrina, and Elaterium?

2. State the differences in the effects of the above named medicines, and the circumstances in which the administration of each would be suitable or objectionable.

3. What are the usual effects of cold bathing? Under what circumstances would you prohibit it?

4. What is the proportion of Opium in each of the following preparations: Pulvis cretæ aromaticus cum opio, pulvis specacuanhæ compositus, tinctura opii camphorata, and tinctura opii, with the dose of each suitable for a child one year old?

5. What is the strength of acidum hydrocyanicum dilutum? State its physiological effects and dose.

6. Give the strength of syrupus ferri iodidi and dose.

7. From what is Santoninum obtained? What are its uses, peculiar effects, and dose for a child?

8. Name the preparations of aconiti radix. State briefly their therapeutical application.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

SECOND YEAR.

MEDICINE.

CHEMISTRY.

Examiner: W. OLIVER, B.A.

1. A person stands near the conductor of a large electrical machine in active operation; but not near enough to allow of the passage of electricity. What would follow if the conductor were suddenly discharged? Explain fully.

2. Mention any reason why the vitreous and resinous theory of electricity has been abandoned.

3. State briefly the theory of terrestial magnetism, shewing the analogy of the earth to an ordinary bar magnet, and giving any observed phenomena to support it.

4. Compare Grove's and Smee's Batteries, pointing out the excellencies and defects of each.

5. Draw a series of simple diagrams shewing the different varieties of the electrical force in the case of a liquid placed between two solids.

6. How is oxalic acid chiefly produced. In what form does it occur in the juice of plants? Give the principal methods of preparing it in large and small quantities respectively.

7. Name and give the formulæ for the various classes into which the saccharine bodies may be divided. Describe concisely the preparation of sucrose.

8. What is the formula for cacodyl? Give the ordinary mode of its preparation, and its characteristics.

9. Name the different constituents of human blood. What part does oxygen play in the circulation. Compare venous and arterial blood with respect to the relative proportion of *C*, *O*, and *N* in them.

SH

A

First

1.
divis

2.

3.
cotyl

4.
ledon
sprou

5.
logic

6.

7.
is $\frac{2}{5}$:

8.
stem,

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

SECOND YEAR, PRIMARY, AND DEGREE OF M.B.

BOTANY.

Examiner: R. RAMSAY WRIGHT, M.A., B. Sc., Edin.

First four questions for Second Year. First six questions for Primary. Last four questions for M.B.

1. Into what layers is the bark of a dicotyledonous tree divisible, and what tissues are characteristic of these?

2. Describe the structure and functions of a leaf.

3. Define the following terms: pappus, phyllodium, cotyledon, spathe, conduplicate, chalazza.

4. Give a sketch of the reproductive process in a dycotyledonous plant from the shedding of the pollen till the sprouting of the seed.

5. What is the nature of cellulose, chemically and physiologically considered?

6. Describe the development of an ovule.

7. What is phyllotaxis? The phyllotaxis of the apple is $\frac{2}{5}$: what does the fraction express?

8. What are the chief subterranean modifications of the stem, and how may these be distinguished from roots?

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

THIRD YEAR.

MEDICINE.

Examiner: ALEXANDER GREENLEES, M.B.

1. Define the term plethora. What symptoms are produced by it?

2. What are the causes of ascites? From what is it to be distinguished?

3. Describe the symptoms connected with the different stages of an ordinary case of acute pleuritis, and distinguish between the second stage of that disease and pneumonitis with consolidation of lower lobe.

4. Give the symptoms and treatment of intestinal colic.

5. Diagnose and treat hysterical convulsions.

6. What slight variation from the normal temperature of the body, would, if persistent, indicate the presence of disease of some kind?

7. Describe the appearances of the irruption in chicken pox. On what day of the disease may it usually be seen?

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

THIRD YEAR.

SURGERY.

Examiner: R. ZIMMERMAN, M.B., L.R.C.P., Lond.

1. What are the general signs of fractures and dislocations?

2. What is secondary hœmorrhage? Give its causes and treatment.

3. Name the varieties of erysipelas. Give the symptoms and treatment.

4. Varieties, signs, and treatment of dislocations of the shoulder joint.

5. Diagnose between acute synovitis and arthritis of the knee joint. Give the prognosis and treatment of each.

6. What are the causes of aneurisms? Give varieties and symptoms, and name the different methods of treatment.

7. Give the treatment of fracture of the lower jaw.

t
t

I

c

c

g
G
n

hi

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

THIRD YEAR.

COMPARATIVE ANATOMY

Examiner: J. H. McCollum, M.B.

1. In Zoological language, what do you understand by the term individual? and what by the process of Gemmation and Fission? Give examples of each.

2. Give a description of the digestive apparatus in Ruminantia and birds.

3. What are the characteristics which determine the class Rodentia?

4. Describe the process of respiration, the heart and circulation, in the class Pisces (fishes).

5. Enumerate the different orders in the class Arachnida, giving mode of circulation and respiration in this class. Give a minute description of the orders Acarina and Araneida; naming members of each.

6. Describe the heart and circulation in Reptilia.

7. Give the Hibitats of the order anoplura, with a short history of this class.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

THIRD YEAR.

OBSTETRICS.

Examiner: FRANCIS RAE, M.D.

1. Describe the structure and function of the placenta.

2. Give causes and treatment of retained placenta.

3. Describe the several stages of natural labor, giving the treatment requisite during each stage.

4. What circumstances demand the use of the forceps? Describe the mode of their application and use.

5. Give causes and treatment of *post partum* hemorrhage. By what means would you anticipate it, where you had reason to suspect its occurrence?

6. What is abortion? Give causes, symptoms, and treatment.

1
star
abo

2

3.
pois
life
take

4.

5.
inflic

6.

7.
toms

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

THIRD YEAR.

MEDICAL JURISPRUDENCE.

Examiner: FRANCIS RAE, M.D.

1. What are the mechanical means and medicinal substances usually employed in the production of criminal abortion? What dangers attend their use?

2. What are the evidences of death from strangulation?

3. Give the symptoms and *post mortem* appearances of poisoning by arsenic, the quantity necessary to destroy life in the adult, and the period at which death generally takes place.

4. Describe the various tests for arsenic.

5. Distinguish between a *post mortem* wound and one inflicted during life.

6. Distinguish between delirium and acute mania.

7. Name the poisonous principles, and give the symptoms and *post mortem* appearances in poisoning by coal gas.

a
w

an

w
an

su
lin

of
so
co

bl
an
me

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

THIRD YEAR.

MEDICINE.

PRACTICAL CHEMISTRY.

Examiner: W. OLIVER, B.A.

1. A substance heated in a tube, open at both ends, gives a white sublimate: another, a metallic coating. State what metals may be present, and in what form.

2. Give a single test for salts of zinc, arsenic, nitric acid, and ammonia.

3. What substances give a white precipitate when treated with carbonate of ammonia in presence of chloride of ammonium?

4. It has been found in spectroscopic analysis that every substance that has been exposed to the air gives the sodium lines. How do you account for this?

5. What substances give a black precipitate with sulphide of ammonium in presence of chloride of ammonium, the solution being neutral? Of what does the precipitate consist?

6. Certain salts are found to color the outer flame of the blow-pipe, one violet, another moistened with HCl, green, another yellow, and still another crimson. Name the metals present in each case.

7. Give tests for the borates, phosphates, and silica.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

PRIMARY.

MATERIA MEDICA.

Examiner: ALEXANDER GREENLEES, M.B.

1. Give tests for purity of potasii iodidum, its doses and uses.

2. Give the preparation of acidum sulphuricum dilutum; for what is it administered?

3. What is assafœtida? Give its source, characters, and uses in medicine.

4. How is unguentum hydrargyri oxidi rubri prepared, and for what is it generally prescribed?

5. State the effects of antimonium tartaratum according to dose given; name the preparations in which it is used, and the strength of each.

6. What are the effects of opium on the different secretions and excretions? Give the composition of pulvis ipecacuanhæ compositus.

7. What are the doses and characters of hydrargyri perchloridum and hydrargyri subchloridum?

num

plod
after

prop

subs
take
the

chlor
carb
of ir

bases

mang

as ble

arseni

How

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

PRIMARY.

MEDICINE.

CHEMISTRY.

Examiner: W. OLIVER, B.A.

1. Describe the gas nitrogen, giving its combining number and mode of preparation.

2. Five volumes of air, and five of hydrogen, are exploded in an eudiometer: what volume of each will remain after the explosion?

3. Explain and illustrate by example the law of multiple proportions.

4. On breathing into a glass of lime water, a white substance is formed. Explain by formula the changes that take place, and characterize briefly the elements of which the precipitate is composed.

5. Give the formula for nitric acid, olefiant gas, hydrochloric acid, ammonia, phosphoric acid, iodide of potassium, carbonic sulphide, chloride of sodium, arsenic, and peroxide of iron.

6. Explain fully what is meant by the terms *acids*, *bases*, and *salts*.

7. Give tests for determining the presence of iron, zinc, manganese, and copper.

8. Compare the action of chlorine and sulphurous acid as bleaching agents.

9. Name and give the formula for the compounds of arsenic and oxygen, with the mode of obtaining them.

10. Distinguish between the ferrous and ferric salts. How would you obtain $Fe_2\ 3\ SO_4$ from $Fe_2\ O_3$?

de
pa

co
th

sti
di

div
div

sta

is s
in
thi

7
sys

8
nan

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

DEGREE OF M.B. AND PRIMARY.

PHYSIOLOGY.

Examiner: J. H. McCollum, M.B.

1. Describe the structure of the lungs, giving a minute description of the air cells and of the blood vessels in these parts.

2. Give the histological relation of the red and colourless corpuscles; and the part which they respectively take in the vital phenomena of the blood.

3. Describe the structure of the stomach. Give the constituents of the gastric juice and the part it performs in the digestive process.

4. What effect would be produced on respiration by division of one pneumo-gastric? and what by simultaneous division of both?

5. Describe the formation of bone from cartilage, and state the means by which bone is nourished.

6. Describe the minute anatomy of the liver; how bile is secreted, its uses, and the quantity secreted by an adult in 24 hours; also give a short account of the circulation in this gland.

7. Give a general description of the sympathetic nervous system, and its functions.

8. Describe the mechanism of deglutition and vomiting, naming the structures which take part in each act.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

DEGREE OF M.B. AND PRIMARY.

ANATOMY.

Examiner: R. ZIMMERMAN, M.B., L.R.C.P., Lond.

1. Describe the articular surfaces of the bones, and the ligaments of the elbow joint. Give the relative position of the structures in connection therewith, and the anastomosis of the arterial supply.

2. Give the origin, insertion, and relations of the deltoid, psoas magnus, and supinator brevis muscles.

3. Name and give the relative position of the parts seen on the under surface of the brain.

4. Give the boundaries of the superior opening of the thorax. Name the parts that pass through it, and give their relative position.

5. Give the relations of the right subclavian artery. Name its branches.

6. Describe the hepatic, cystic, and common bile ducts.

7. Position, relations, and branches, with their distribution, of the femoral artery.

8. Origin, course, and branches, with their distribution, of the pneumogastric nerve.

bi

Gi
ac

pe
tor

ad

ipe

gas

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

DEGREE OF M.B.

THERAPEUTICS AND PHARMACOLOGY.

Examiner: ALEXANDER GREENLEES, M.B.

1. Name the medicines, not alkaloids, known as simple bitters, and give their general therapeutical uses.

2. What are the officinal preparations of nux vomica? Give their doses and therapeutical uses. What is their action on the vessels of the spinal chord?

3. Give the adult doses of liquor arsenicalis, hydrargyri perchloridum, plumbi acetas, tinctura veratri viridis, santoninum, tinctura opii.

4. What is the hypodermic dose of morphia? State the advantages of this mode of administering it.

5. For what purposes are enemata used?

6. Give the preparation of vinum antimoniale and vinum ipecacuanhæ, doses and therapeutics.

7. What is the effect of alkalies on the secretion of the gastric juice?

T

1. W
Expla

2. I
worm,
tion.

3. S
vascula
its use

4. W
effect o
to opiu

5. W
ployed

6. In
in what

7. Gi
dose.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

DEGREE OF M.B.

THERAPEUTICS AND PHARMACOLOGY.

HONORS.

Examiner: ALEXANDER GREENLEES, M.B.

1. What is the effect of acids on gastric secretion? Explain how they relieve thirst in feverish states.

2. Name two of the most effectual remedies for tape worm, their doses, and best time and mode of administration.

3. State the effects of opium on the digestive and cerebro-vascular systems, and from these effects infer in what cases its use would be beneficial or injurious.

4. What is the dose of chloral hydrate? What is its effect on the brain? State reasons why it is to be preferred to opium as a hypnotic.

5. What preparation of calabar bean is generally employed? Give its therapeutical uses and dose.

6. In what affections is potassæ chloras most useful? and in what form is it eliminated?

7. Give the preparation of pulvis jalapæ compositus, and dose.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

DEGREE OF M.B.

MEDICINE.

Examiner: ALEXANDER GREENLEES, M.B.

1. Describe the effects of anæmia, and state the treatment you would advise for it.

2. Describe the symptoms and physical signs of a case of pneumonitis, in which the prognosis would be favorable.

3. What treatment would you adopt in a case of gastric hæmorrhage? Of what diseases or morbid conditions is it an effect?

4. Give the symptoms, treatment, and causes of nephritic colic.

5. With what local affections may typhoid fever be confounded?

6. Give the characteristic symptoms of small pox and measles, with the appearances of the irruptions up to the eighth day of the disease.

7. What are the causes of chronic peritonitis? Give the *post mortem* appearances.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

DEGREE OF M.B.

MEDICINE.

HONORS.

Examiner: ALEXANDER GREENLEES, M.B.

1. Give the clinical history of acute cerebral menengitis.

2. Define reflex paraplegia, and state the explanations offered as to its mode of production.

3. What are the chief sources of danger in acute albuminuria.

4. Give diagnosis, prognosis, and treatment of empyema.

5. How do person become affected with tape worm? Give the treatment and means of prevention.

6. Describe the changes produced in the liver in cirrhosis. Give the general symptoms, causes, and prognosis.

7. Describe the symptoms of angina pectoris. With what is it most frequently associated?

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

DEGREE OF M.B.

SURGERY.

Examiner: R. ZIMMERMAN, M.B., L.R.C.P., Lond.

1. Give the symptoms, complications, and the treatment in full, of wounds of the lung.

2. Describe the different modes of treatment of fractures of the femur below the trochanter.

3. Give the symptoms of fr ctures of the base of the skull.

4. Give the treatment of wound of the palmur arches.

5. Give the causes, symptoms, pathological anatomy, prognosis, and treatment of white swelling of the knee.

6. What are the indications for excision of the elbow-joint? Describe the operation, and give the after treatment.

7. Give the diagnosis of scrotal tumors.

8. Symptoms, diagnosis, and treatment of strangulated inguinal hernia. Describe the operation, its difficulties, and dangers.

D
da

of

to
me

sec

cir

axi

and

University of Toronto.

ANNUAL EXAMINATIONS. 1875.

DEGREE OF M.B.

SURGERY.

HONORS.

Examiner: R. ZIMMERMAN, M.B., L.R.C.P., Lond.

1. In what cases is lithotomy, in what lithotrity indicated? Describe the operations. What are the difficulties and dangers in each? Give the after treatment in each.

2. Give the causes, symptoms, prognosis, and treatment of acute and chronic intestinal obstruction.

3. Compare the operations of tracheotomy and laryngotomy. Describe the operations, and give the after treatment.

4. Causes, symptoms, prognosis, and treatment of the secondary effects of concussion of the spine.

5. Describe the operation of trephining. Under what circumstances is it necessary?

6. Symptoms, prognosis, and treatment of inflamed axillary aneurism.

7. Describe the varieties of lupus. Give the diagnosis and treatment.

t

r

t

t

D

a
re

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

DEGREE OF M.B.

OBSTETRICS.

Examiner: FRANCIS RAE, M.D.

1. Describe the several stages of natural labor, giving the treatment requisite during each stage.

2. What is the decidua? Describe the mode of its formation, and name its different parts.

3. Give the diagnosis and treatment of a breech presentation.

4. What is abortion? Give causes, symptoms, and treatment.

5. What circumstances demand the use of the forceps? Describe the mode of their application and use.

6. Give causes, and treatment of *post partum* hemorrhage, and by what means would you anticipate it where you had reason to suspect its occurrence?

o
m

u

a

ce

of

sy

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

DEGREE OF M.D.

OBSTETRICS.

HONORS.

Examiner: FRANCIS RAE, M.D.

1. Describe the conditions under which the induction of premature labor would be justifiable, and the various methods resorted to for its accomplishment.

2. Give the causes, symptoms, and treatment of *inversio uteri*, occurring as a complication of labor.

3. Describe the varieties, causes, symptoms, prognosis, and treatment of puerperal convulsions.

4. Give the symptoms, prognosis, and treatment of *placenta prævia.*

5. Give the varieties, symptoms, prognosis, and treatment of uterine polypi.

6. What is the prognosis in rupture of the uterus. Give symptoms, causes, and treatment.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

DEGREE OF M.B.

PHYSIOLOGY.

HONORS.

Examiner: J. H. McCollum, M.B.

1. Give the minute anatomy of the skin and its appendages, also the functions of the skin.

2. What are the nerves of taste? and what nerves supply the abdominal viscera?

3. Describe minutely fœtal circulation and the sources of nourishment of the fœtus.

4. Name and locate the intestinal glands, giving a minute description of each form of gland and their functions.

5. Give a history of the developement and structure of teeth, both in the first and second dentition.

6. Give the origin of the fifth nerve, its distribution and function.

7. Describe the sclerotic coat of the eye and its uses.

8. Name the ductless glands, with the supposed function of each.

li
d

d
g

d
la

ex

"f

ni
en

pl
ne

on
th

pil
tai

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

CANDIDATES FOR M.B.

MEDICINE.

CHEMISTRY.

Examiner: W. OLIVER, B.A.

1. Give the equation expressing the reaction of slacked lime on sal-ammoniac, in the production of ammonia; and describe briefly the properties of the gas.

2. What is the chief source of iodine, and in what form does it occur? Describe the process of manufacture, and give the chief properties of the element.

3. What is meant by the terms, atom, molecule, monad, dyad, triad. Name some bodies, illustrating the use of the last three terms.

4. Give two modes for the preparation of caustic potash, explaining the reaction in each case.

5. Sketch briefly the changes that take place, when "ferments" are added to certain organic bodies.

6. Give two processes for determining the amount of nitrogen in organic bodies; explaining when you would employ each.

7. Light is passed through a prism; explain what takes place. How many distinct spectra are there? and give as nearly as possible the limits of each.

8. Show by experiment that electricity collects chiefly on the surface of conductors; and describe a jar, illustrating the same point in the case of non-conductors.

9. Describe the construction and operation of a voltaic pile. Distinguish between quantity and intensity in voltaic electricity.

ho
pu

tre
en
cas
pre
ma
pre

aci

sup
wh

hyd
hyd
pre

7
ces
vol
of
gre

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

DEGREE OF M.B.

MEDICINE.

PRACTICAL CHEMISTRY.

Examiner: W. OLIVER, B.A.

1. What are the usual impurities of sulphuric acid, and how would you render it sufficiently pure for medicinal purposes?

2. A substance is dissolved in hydrochloric acid, and treated with sulphate of lime. There may be three different results according to the substances present. In one case there may be an immediate precipitate, in another, a precipitate after some time, and in a third case the solution may remain clear. Name the substances that may be present in each case.

3. State the behaviour of peroxide of iron and chromic acid in presence of sulph-hydric acid.

4. Give tests for hydrocyanic acid.

5. In a case of suspected poisoning, a white powder, supposed to be arsenic is found. Give a series of tests by which it may be definitely determined.

6. Name the principal metals that are precipitated by hydro-sulphuric acid, from a solution acidulated with hydrochloric or nitric acid, and state in what form the precipitates occur.

7. In testing for the presence of acids what simple process would you employ to divide them into two groups, volatile and non-volatile? A substance after the addition of sulphuric acid is observed to color the alcohol flame green. Name it.

t

c
l

p

o
li

a

f

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

DEGREE OF M.B.

ANATOMY.

HONORS.

Examiner: R. ZIMMERMAN, M.B., L.R.C.P., Lond.

1. Describe the membranes of the spinal cord. Compare them with the membranes of the brain.

2. Give the relations of the orbital nerves in the cavernous sinus, at the sphenoidal fissure, and in the orbit. Describe the chorda tympani nerve.

3. Give the boundaries, and the contents in their relative position, of the mediastinum.

4. Origin, course, relations, and branches of the opthalmic, obturator, and internal pudic arteries. Name the peculiarities of the two latter.

5. Describe the bladder, giving its structure, position, and relations.

6. Describe the pelvic fascia.

7. Give the boundaries and contents of the zygomatic fossæ. Name the openings communicating with it.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

DEGREE OF M.B.

SURGICAL ANATOMY.

Examiner: R. ZIMMERMAN, M.B., L.R.C.P., Lond.

1. Give the anatomy of the parts concerned in the operations of laryngotomy, tracheotomy, and laryngo-tracheotomy.

2. Name the parts divided, and the parts to be avoided, in the operation for lateral lithotomy.

3. How is the collateral circulation established after ligation of the subclavian, (3rd part) external iliac, and femoral arteries?

4. Give the anatomy of the popliteal space.

5. Give the relations of the right common carotid artery. Describe the operation for ligating.

6. Give the position of the tendons and fasciæl concerned in the varieties of talipes. Describe the operation for the different varieties.

w

ca
m

in

po

of
de

an

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

DEGREE OF M.D.

MEDICAL JURISPRUDENCE.

Examiner: FRANCIS RAE, M.D.

1. Describe the application of the hydrostatic test. To what fallacies is it liable?

2. A body is found floating in the water. Was death caused by drowning, or had it taken place previous to immersion? How would you determine?

3. Distinguish between a *post mortem* wound and one inflicted during life.

4. Give the symptoms and *post mortem* appearances of poisoning by sulphuric, hydrochloric, and nitric acids.

5. Describe the symptoms and *post mortem* appearances of poisoning by arsenic. Give the quantity requisite to destroy life, and the period at which death occurs.

6. Distinguish between delirium and acute mania.

7. Name the poisonous principles, and give the symptoms and *post mortem* appearances in poisoning by coal gas.

1.
prese
tity r

2.
uterin
of ges

3.
poison
tity o
time a

4.
and th
liquid

5.
distin

6.
what

University of Toronto.

ANNUAL EXAMINATIONS; 1875.

DEGREE OF M.B.

MEDICAL JURISPRUDENCE.

HONORS.

Examiner: FRANCIS RAE, M.D.

1. Describe the symptoms, and *post mortem* appearances present in oxalic acid poisoning. Give the tests and quantity necessary to destroy life.

2. Give the characters by which you would judge of the uterine age of a child from the sixth to the ninth month of gestation.

3. Give the symptoms and *post mortem* appearances of poisoning by hydrocyanic acid, and strychnia; the quantity of each necessary to destroy life in the adult, and the time at which death occurs.

4. Give the tests for hydrocyanic acid and strychnia, and the mode of detecting each when contained in organic liquids.

5. Enumerate the varieties of insanity. How would you distinguish between *real* and *feigned*?

6. What is the relation of suicide to life insurance, and what is its influence on the validity of the policy?

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

DEGREE OF M.B.

SURGICAL PATHOLOGY.

HONORS—STARR MEDAL.

Examiner: R. ZIMMERMAN, M.B., L.R.C.P., Lond.

1. Describe fully the changes that take place in and around an artery, after its ligature or division.

2. Give the pathology of pycemia.

3. What are the causes of gangrene? Describe its pathology, and the changes that take place in the separation of a gangrenous part.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

STARR MEDAL.

MEDICAL PATHOLOGY.

Examiner: ALEXANDER GREENLEES, M.B.

1. Describe the gross and microscopical appearances of muscular tissue undergoing fatty degeneration; what parts are most prone to it? and what causes tend to produce it?

2. State the pathology and morbid anatomy of diptheria.

3. State the views held as to the nature of acute rheumatism, with the grounds on which these views are based.

University of Toronto.

ANNUAL EXAMINATIONS: 1875.

STARR MEDAL.

MEDICAL PATHOLOGY.

Examiner: ALEXANDER GREENLEES, M.B.

1. Describe the gross and microscopical appearances of muscular tissue undergoing fatty degeneration; what parts are most prone to it? and what causes tend to produce it?

2. State the pathology and morbid anatomy of diptheria.

3. State the views held as to the nature of acute rheumatism, with the grounds on which these views are based.