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EXAMINATION PAPERS

FOR

1891.

TORONTO:
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1891.
Education Department, Ontario.

ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

GREEK.

PASS MATRICULATION.

Examiners: { A. J. Bell, M.A., Ph.D. W. Dale, M.A. J. Fletcher, M.A. }

Note.—Only one of the alternatives (a) and (b) in questions 10 and 14 to be taken.

A.

1. Write down the nom. sing. of βασιλέα, χερσί, ἀληθή, ταύτα, ὅτου.

2. Write down the positive of μέγιστος, ἡδίω, κρείττων, αἰχμηστος, and the comparative of εἴδος.

3. Parse (giving the 1st person pres., fut., pf., and aor. ind. of the verb) ἠλπς, ἠλήφθη, ἠλείφθη, ἠλύσω, ἠδράσον.

4. Distinguish ὁ ἄγαθος ἄνιρ, and ὁ ἄνιρ ἄγαθος. Αὐτῶς ὁ δοῦλος and ὁ αὐτῶς δοῦλος. Ἀλλοι and οἱ ἄλλοι.

5. Translate into Greek:
   (a) He will order his boy to give the money to you.
   (b) This man has taken five ships, crews and all.
   (c) The other of the two armies will march quickly against Babylon.
   (d) Who is that? I will ask who it is.
   (e) He said that he himself thought virtue better than wealth.
B.

Translate:

"Ελθόντων μὲν γὰρ Περσῶν καὶ τῶν σὺν αὐτοῖς παμπληθεὶς στόλῳ ὡς ἀφανισμένων τὰς 'Αθηναίας, ὑποστήναι αὐτοῖς Ἀθηναίοι τομαίαντες ἐνίκησαν αὐτούς. Καὶ εὐξάμενοι τῇ Ἀρτέμιδι, ὅπους ἄν κατακάνωσά τοι στελμίον, τοὺσαύτας χιμαίρας καταβύσσεις τῇ θεῷ, ἐπεὶ οὐκ ἠλθαν ικανὰς εὑρεῖν, ἔσοδοι αὐτοῖς κατ' ἐναυτῶν πεντάκοσιάς θύειν, καὶ ἔτι καὶ νῦν ἀπόδοσαν. "Επείτα ὁτὲ Ξέραξ ὑστεροῦ ἀγείρας τὴν ἀναρίθμητον στρατιάν ἠλθεν ἔπι τὴν Ἑλλάδα, καὶ τότε ἐνίκων οἱ ἡμέτεροι πρόγονοι τοὺς τούτους προγόνους καὶ κατὰ γῆν καὶ κατὰ θάλατταν. "Οἷς ἦστι μὲν τεκμηρία ὅραν τὰ τρόπαια, μέγιστον δὲ μαρτύριον ἡ ἐλευθερία τῶν πόλεων, ἐν αἷς ὑμεῖς ἐγένεσθε καὶ ἐτράφητε· οὐδένα γὰρ ἀνθρωπόν δεσπότην, ἀλλὰ τοὺς θεοὺς προσκυνεῖτε.

XENOPOHON, Anabasis, III.

6. Parse (giving principal parts of verbs) ὑποστήναι, εὑρεῖν, ἠλθεν, ἐνίκων, ἐτράφητε.


8. ὡς ἀφανισμένων. Write a note on this idiom.

9. καταβύσσειν. When is the subject of the infinitive (a) expressed, (b) omitted?

10. (a) Sketch, and illustrate from the third book of the Anabasis, the character of Xenophon.

(b) Draw a rough map to show the route of Cyrus from Sardis to Cunaxa.

C.

Translate:

"Τέκνων, τίπτε λυπῶν πόλεμον θρασύν εἰλήκουσας;
"Η μάλα δὴ τείρουσὶ δυσώνυμοι νεῖς Ἀχαίων
Μαρνάμενοι περὶ ἀστυν' ἔδει γεύσαι θυμός ἀνήκεν
'Ελθὼν' ἐξ ἀκρης πόλος Δί' χείρας ἀνασχεῖν.
"Ἀλλὰ μὲν" ὃφρα κέ τοι μεληδέα οἰνον ἐνείκο,
'Ος στείρης Δί' πατρὶ καὶ ἄλλους ἀθανάτοιος
Πρώτων, ἐπείτα δὲ κ' αὐτὸς ὀνήσεαι, αἰ ἐπ τίρσα.
'Αὐρά' δὲ κεκμηθοὶ μένος μέγα οἰνος ἀξέχει,
'Ως τύψε κέκμηκας ἀμύνων σοῖσιν ἐτήσιων."

HOMER, Iliad, VI.
11. Parse (giving principal parts of verbs) λυπῶν, ἀνήκεν, ἀνασχεῖν, ἀέξει, κέκμηκας.

12. Give Attic Greek for ἄκρης, κέ, ἐνεῖκω, μελιηδέα, πέσθα.

13. κ’ αὐτὸς ὄνησεν. What peculiarity in syntax?

14. (a) What is an epic poem? What difficulty in applying the definition to the Iliad?
   (b) Describe briefly the interview between Hector and Andromache.

D.

Translate at sight:

'Ακούσαντες ταύτα ἐπείθτο καὶ διέβησαν πρὶν τοὺς ἄλλους ἀποκρίνασθαι. Κύρος δ’ ἔπει ἤσθετο διαβεβηκότας, ἤσθη τε καὶ τῷ στρατεύματι πέμψας Πλοῦν εἶπεν: "Ἐγὼ μὲν, ὦ ἄνδρε, ἡδὶ ύμᾶς ἐπαινῶν ὅτως δὲ καὶ ύμεῖς ὑμεῖς ἐπαινέσετε, ἐμοὶ μελήσει, ἢ μηκέτι με Κύρον νομίζετε." Οἱ μὲν δὴ στρατιώται ἐν ἐλπίδι μεγάλαις ὄντες εὐχοντο αὐτῶν εὐπυγῆσαι. Μένοι δὲ καὶ δῶρα ἐλέγετο πέμψα μεγαλοπρεπῶς. 'Ταύτα δὲ τοιχῆς διέβατεν συνείπτο δὲ καὶ τὸ ἀλλο στρατεύμα αὐτῷ ἄπαν. Καὶ τῶν διαμισθῶν τὸν τοπαμόν οὐδεὶς ἐβρέχθη ἐνωτέρῳ τῶν μασθῶν ὑπὸ τοῦ τοπαμοῦ.

XENOPHON, Anabasis, I.

μεγαλοπρεπῶς, munificently; βρέχω, wet; μασθός, breast.
Translate:

'Επτα δὲ καὶ δέκα μὲν πλέον ἡμιτα ποιντοπορεῖον,
'Οκτωκαιδεκάτη δ' ἐφάνη ὅρεα σκιέντα
Γαῖς ὑμετέρης, γηθήσε δὲ μοι φίλον ὄρο
Δυσμόρφη, ἢ γὰρ ἔμελλον ἐτὶ ἐνυσσεσθαι ὅμιλον
Πολλῆ, τῷ μοι ἐπώρασε Ποσειδώνου ἐνοσάχθων,
"Ος μοι ἐφορμήσας ἀνέμους κατέδησε κέλευθα,
'Ορινεν δὲ θάλασσαν ἀνέσφατον, οὐδὲ τί κύμα
Εἰδα ἐπὶ σχεδῆς ἀδικὰ στενάχοντα φέρεσθαι.
Τὴν μὲν ἐπείται βύελλα διεσκέδασθαν ἀντίηρ
ὁνὶχομενος μέγα λαίτμα διέτμαγον, ὁφα μὲ γαίη
'Ὑμετέρη ἐπέλασσε φέρον ἀνέμος τε καὶ ὅμορ.

HOMER, Odyssey, VII.

1. Scan the first four verses, and notice some points of difference between the metre of Homer and that of Virgil.

2. φίλον ὄρο. Write a note on Homer's use of φίλον, and give its equivalent in Attic.

3. Derive σκιέντα, δυσμόρφη, ἐνοσάχθων, ἀθέσφατον.
4. Give an account of the Epic dialect, contrasting it with Attic, and illustrating from the passage given above.

5. Give an account of the various theories that have been held as to the composition of the Iliad and Odyssey.

B.

Translate:

Τοσαῦτα μὲν τοῖνυ χρήματα εἰληφὼς καὶ χρέα πολλῶν ταλάντων ἔχον, ὃν τὰ μὲν παρ’ ἐκούσων, τὰ δ’ ἐκ τῶν δικών εἰσπράττει, ἀ τῆς μισθώσεως ἐξὼ τῆς τραπέζης καὶ τῆς ἀλλης οὕσιας, ἦν κατέλυεν Πασίων, ὀφείλετο ἐκείνῳ καὶ νῦν παρειλήφασιν οὕτως, καὶ τόσατ’ ἀνηλώκος ὥς ἡμεῖς ἠκούσατε, οὐδὲ πολλοστόν μέρος τῶν προσόδων, μὴ ὧτι τῶν ἄρχαιων, εἰς τὰς λειτουργίας, ὡμοί ἀλαξωνεύσεται καὶ τριπαρχίας ἐρεί καὶ χορηγίας.

DEMOSTHENES, Pro Phormione.

6. μὴ ὧτι τῶν ἄρχαιων. Explain the construction, supplying the words necessary to make the sense clear.

7. πολλοστόν. Derive, and show the exact force of this word here.

8. Write explanatory notes on ταλάντων, τριπαρχίας, χορηγίας.

9. Give an account of the plea in support of which this speech was delivered.

10. Give some of the indications afforded by this speech for determining the date of its delivery.

C.

Translate:

ἀλλὰ νὴ Δία οὐκ εἰσὶ τοιοῦτοι. ἀλλ’ ἔσασιν ὑμᾶς, ὡς ἐγὼ νομίζω, πολλοὶ καὶ τῶν Διότιμων καὶ τῶν 'Ἀρχεβιάδην καὶ τῶν Χαρέτιμων τῶν ἑπτάλιον τουτού, οἱ μὲν ἢμέραν μὲν ἐσκυθρωπάκασι καὶ λακωνίζων φασί καὶ τρίβωνοι ἔχουσι καὶ ἀπλὰς ὑποδέχεται, ἐπειδὰν δὲ συλλεγότω καὶ μετ’ ἀλλήλων γένωνται, κακῶν καὶ αἰσχρῶν ὀδύν ἐπηλειποῦσι καὶ ταῦτα τὰ λαμπρὰ καὶ νεανίκα ἐστιν αὐτῶν ὁ γὰρ ἡμεῖς μαρτυρήσομεν ἀλλήλως; οὐ γὰρ ταῦθ’ ἐταίρων ἐστὶ καὶ φίλων; τὶ δὲ καὶ δεινῶν ἐστίν ὃν παρέβεται κατὰ σοῦ; τυπτόμενον φασὶ τινὲς ὅρω; ἡμεῖς δὲ μὴ ἧθοι τὸ παράπταν μαρτυρήσομεν. ἐκδεδυσθαι δοιμάτων; τοῦτ’ ἐκείνως πρῶτον πεποιηκεν ἡμεῖς μαρτυρήσομεν. τὸ χείλος ἐρρωθήσεται; τὴν κεφαλὴν δὲ τῇ ἡμεῖς ἢ ἔτερον τι καταγέναι φήσομεν.

DEMOSTHENES, Contra Cononem.
11. ἰσασιν. Give this tense in full in all its moods.
12. ὁν παρέξεται. Explain the construction.
13. Πάρσε ὑποδεικνύονται, ἥθανε, ἔρράθασαι, κατεγέυον.
14. What kind of action was brought by the plaintiff in this suit? What reason does he give for preferring this to the other legal course open to him?
15. Write a life of Demosthenes.

D.

Translate:


XENOPHON, Memorabilia, II.

VOCABULARY.

ἀπερύκειν, to drive away.

λυσιτελεῖν, to be profitable.

φιλοτιμηθέειν, to be ambitious.
Educational Department, Ontario.

ANNUAL EXAMINATIONS : 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

GREEK GRAMMAR AND COMPOSITION.
SENIOR LEAVING AND HONOR MATRICULATION.

Examiners : { A. J. Bell, M.A., Ph.D. 
                      W. Dale, M.A. 
                      J. Fletcher, M.A. 

Note.—Breathings and accents are required. An option is allowed between questions 5 and 6.

1. Translate into Greek:
   (a) The king himself departed on the same day.
   (b) Did you do that? Certainly not.
   (c) Some they condemned to exile, others to death.
   (d) He did not conceal his opinion from the country.

2. What cases do παρ' δι' κατ' ἐπὶ respectively govern? Give examples in Greek to illustrate the different meanings of each preposition according to the different cases which it governs.

3. Illustrate, by examples, the chief uses of (a) the optative mood; (b) the aorist tense (indicative).

4. Give examples to show the use of the particle ἄν with the indicative, subjunctive and infinitive moods.

5. Translate into Greek:
   (a) If the enemy do this, we shall deprive them of their ships.
   (b) It cannot be that he will do it.
   (c) We must remain wherever we are posted.
   (d) I was afraid that he would not succeed.
   (e) They said that if he were wiser, he would be better.
   (f) Men are less indignant when suffering violence than when suffering wrong.

[OVER]
6. Translate into Greek:
(a) Man must not be honoured before the truth.
(b) Let no one enter here who does not know geometry.
(c) You are so foolish that you hope to conquer.
(d) They deliberated whether they should approach the city by sea or by land.
(e) He would not be invited, even if he were rich.
(f) As it is not possible to save the country, let us die for it.

7. Translate into Greek:
And after him Mardonius spoke: "Not only, my lord, art thou the noblest of living Persians, but likewise of those yet unborn (fut. part. of ἐσμί). Most true are all the words which thou hast spoken. But best of all is thy resolve (δόξα) not to let the Greeks who live in Europe, and who are a worthless race (ἀνάξιος) mock (καταγελάω) us any more. It were indeed a monstrous (δεινός) thing, if after conquering and enslaving the Assyrians and many other mighty nations, not for any wrong they had done us, but only from a wish to increase our empire, we should not then punish the Greeks, who have done us such wanton injury. What is it that we fear? Their numbers or the greatness of their wealth? We know the manner of their battle, and how weak their power is, for already we have subdued (καταστρέφο) their children who dwell in our country."
NOTE.—Candidates will take sections A and B, and any five questions of section C.

A.

Translate into Latin:

1. He thought that the boy would die, but all the rest thought that he would live.
2. Don't you think that he ought to have forgotten how much they had injured him?
3. I asked him which of his friends was favored by the king?
4. No one was so cruel as to wish them to be put to the sword.
5. I believe that the government ought to have ascertained the position of the enemy.

B.

Elated with this victory he encamped that night upon the field (locus) of battle, intending upon the following day to go in pursuit of the enemy who had immediately withdrawn from the neighborhood (locus). At dawn, accordingly, he began the march; but had not advanced far, before ambassadors from the enemy made their appearance (appareo). Flinging themselves at his feet, they implored him with tears in their eyes (fleo) to spare their countrymen. They acknowledged that by the in-
juries they had inflicted upon him they had deserved death; that they hardly dared even to ask for peace. They begged that their offences (maleficium) might not prove their ruin (pernicies).

C.

7. Write down the nom. sing. of nautis, deabus, omine, ossis, muneri, plebi, pectore, noctis, virtute, multitudine.

8. State the gender of nouns in question 7, giving the rule in each case.

9. Parse (giving the principal parts of verbs) cadet, caedet, jacere, det, ferret, quaeatur, queretur, verere, victus, vinctus.

10. Give the principal parts of veto, augeo, audeo, tego, texo, rendo, veneo, veto, jaceo, tollo.

11. What verbs take *ut* with *subjunc.* for the English *infinitive*?
   Translate: They will never persuade you not to do it.

12. State the syntax of verbs of *fearing*.
   Translate: I was afraid that he was not likely to do you much good.

13. State the common forms for the negative imperative.
   Translate: Do not lose such an opportunity.

14. What is a dependent question?
   Translate: Have you told them the nature of the danger?
Note—An option is allowed between questions 4 and 5.

A.

1. Explain what is meant by (a) objective genitive; (b) genitive of quality; (c) genitive of definition; and give in Latin an example of each.

2. Show by examples the various ways in which the present participle in English may be expressed in Latin.

3. Give examples in Latin to illustrate the different meanings of dum and ut.

4. Translate into Latin:

   (a) We are fighting with an enemy who ought in no wise to be spared.

   (b) How few there are who have been, or will be, like him.

   (c) Their answer showed more daring than caution, considering the perilous ground on which they stood.

   (d) Whenever he heard anything of this kind, he would instantly say that the story was invented by some neighbor.

5. Translate into Latin:

   (a) If he does this, I shall be glad; if not, I shall take it quietly.

   (b) These favors are greater than I can requite.

[over.]
(c) I received the thanks of parliament and the nation for having been alone in not despairing of the Common Wealth.

(d) Whatever his guilt, whatever his criminality, no one has a right to indict him in his absence and to condemn him unheard.

6. When is si followed by the indicative, and when by the subjunctive mood? Give examples.

B.

Translate into Latin:

The names of Catilina’s associates show how noble were the families, how exalted the stations of the men who now prepared to plunge into a revolution. Among them were two nephews of the dictator Sulla. Autronius and Cassius had been candidates for the consulship. Bestia was a tribune elect: even the Consul Antonius was suspected of a knowledge of their designs. They counted upon the support of the men who had been impoverished by Sulla, and hoped to inflame the turbulence which animated the dregs of the populace. They expected moreover the armed assistance of the veterans who had already squandered the possessions they had so suddenly acquired. They proposed to excite against their conquerors the hostile feelings of the Italian races. Finally they resolved to seize the gladiators’ schools at Capua: and some of them would not have scrupled to arm even the slaves and criminals.
Translate:

Ariovistus ad postulata Caesaris paucat respondit, de suis virtutibus multa praedicavit: Transisse Rhenum sese non sua sponte, sed rogatum et arcessitum a Gallis; non sine magnae spe magnisqua praemiiis domum propinquoque reliquisse: sedes habere in Gallia ab ipsis concessas, obsides ipsorum voluntate datos; stipendium capere jure bellii quod victores victis imponere consuerint. Non sese Gallis, sed Gallos sibi bellum intulisse; omnes Galliae civitates ad se oppugnandum venisse ac contra se castra habuisse; eas omnes copias a se uno proelio pulsas ac superatas esse.

1. Parse transisse, arcessitum, consuerint, oppugnandum and pulsas, giving the principal parts in each case.

2. Derive obsides, stipendium, bellum, imponere and civitates.

3. Rewrite in direct oration from Transisse Rhenum to imponere consuerint.

Translate:

Caessari omnia uno tempore erant agenda: vexillum proponendum, quod erat insigne cum ad arma concurri oporteret, signum tuba dandum, ab opere revocandi milites, qui paulo longius aggeris (OVER.)
petendi causa processerant arcessendi, acies instruenda, milites cohortandi, signum dandum. Quarum rerum magnum partem temporis brevitatis et successus et incursus hostium impediectbat. His difficultatisibus duae res erant subsidio, scientia atque usus militum, quod superioribus proeliis exercitati, quid fieri oporteret non minus commode ipsi sibi praescribere quam ab aliis doceri poterant, et quod ab opere singululisque legionibus singulos legatos Caesar discedere, nisi munitis castris vetuerat.

4. Parse all the words in *aggeris petendi causa processerant arcessendi*.

5. Write explanatory notes on *vexillum, tuba, signum, legio* and *legatos*.

6. Give an account of any one of the following events: *(a)* the defeat of the Helvetii, *(b)* the conference with Ariovistus, *(c)* the fate of the Aduatuci.

C.

Translate:

*Attulit ipse viris optatum casus honorem.*

*Namque furens animi dum proram ad saxa suburguet*

*Interior spatioque subit Sergestus iniquo,*

*Infelix saxis in procurrentibus haesit.*

*Concussae cautes, et acuto in murice remi*

*Obnixi crepere, illisaeque prora pependit.*

*Consurgunt nautae et magno clamore morantur,*

*Ferratasque sudes et acuta cuspidic contos*

*Expediunt, fractosque legunt in gurgite remos.*

7. Scan the last two verses, marking the caesural pause in each.

8. Show the force of the prefixes in *suburguet, concussae, obnixi, illisa,* and *expediunt.*

9. Account for the case of *viris, animi, spatio, clamore,* and *cuspidic.*

D.

Translate the following, writing notes on the italicized words in each:

*(a)* Una omnes fecere pedem, pariterque sinistros,

*Nunc dextros, solvere sinus; una ardua torquent*

*Cornua detorquentque; ferunt sua flamina classem.*
(b) Victorii chlamydem auratam, quam plurima circum
Purpura Mæandro duplæi Melibœæ cecurrit.

(c) et primus clamore secundo
Hyrtacidae ante omnes exit locus Hippocoontis.

Translate at sight:

His tunc cognitis rebus amici regis, qui propter ætatem eius in
curatione erant regni, sive timore adduxi, ut postea praedicabant, sol-
licitato exercitu regio ne Pompeius Alexandrian Aegyptumque occu-
paret, sive despecta eius fortuna, ut plerumque in calamitate ex amicis
inimici existunt, his, qui erant ab eo missi, palam liberaliter respond-
erunt eumque ad regem venire jussent, ipsi clam consilio inito
Achillam, praefectum regium, singulari hominem audacia, et L. Sep-
timium, tribunum militum, ad interficiendum Pompeium miserunt.
Ab his liberaliter ipse appellatus et quodam notitia Septimii productus,
quod bello praedonum apud eum ordinem duxerat, naviculam parvu-
lam conscendit cum paucis suis: ibi ab Achilla et Septimio interficitur.

sollitare, to tamper with.
liberaliter, courteously.
notitia, knowledge.

praedo, a pirate.
ordinem ducere, to serve as
centurion.
Education Department, Ontario.

ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

LATIN AUTHORS.

SENIOR LEAVING AND HONOR MATRICULATION.

Examiners: { A. J. Bell, M.A., Ph.D.
          William Dale, M.A.
          John Fletcher, M.A.

Note.—Candidates are allowed an option between questions 3 and 4, and also between questions 9 and 10.

A.

Translate:

O diva, gratum quae regis Antium, praesens vel imo tollere de gradu
mortale corpus vel superbos vertere funeribus triumphos,
te pauper ambit sollicita prece
ruris colonus, te dominam aequoris,
qui quicunque Bithyna lacessit
Carpathium pelagus carina.
te Dacus asper, te profugi Scythae
urbesque gentesque et Latium ferox
regumque matres barbarorum et
purpurei metuunt tyranni,
iniurioso ne pede proruas :
stantem columnam, neu populus frequens
ad arma cessantes, ad arma
concit et imperiumque frangat.
te semper anteit saeva Necessitas,
clavos trabales et cuneos manu
gestans aëna, nec severus
uncus abest liquidumque plumbum.

—Horace, Odes, B. I.

1. Write notes on Antium, praesens, triumphos, sollicita,
Bithyna, lacessit, Carpathium, Dacus, Scytha, Latium.

(Over.)
2. Scan the first stanza, marking the quantity of each syllable.

3. Give in detail the meaning of the above passage, showing the connection of thought.

4. Define the special characteristics of the Odes of Horace, illustrating from your book where you can.

B.

Translate:


—Cicero, In Catilinam.

5. Give rules for the mood of comparentur, sis, uterenmur.

6. Write notes on istae, aere alieno, tabulae novae.


9. Unum genus. Describe, in your own words, the first class of Catiline’s supporters. What is Cicero’s advice to them?

10. State the object of each of the four orations against Catiline respectively.
Translate at sight:

Audite, audite consulem, judices, nihil dicam arrogantius, tantum dicam, totos dies atque noctes de republica cogitantem. Non usque eo L. Catilina rempublicam despexit atque contempsit, ut ea copia, quam secum eduxit, se hanc civitatem oppressurum arbitrareretur. Latius patet illius sceleris contagio, quam quisquam putat: ad plures pertinet. Intus, intus, inquam, est equus Trojanus; a quo nunquam, me consule, dormientes opprimemini. Quærís a me, quid ego Catilinam metuam. Nihil; et curavi, ne quis metueret: sed copias illius, quas hic video, dico esse metuendas; nec tam timendus est nunc exercitus L. Catilinae, quam isti, qui illum exercitum deseruisse dicuntur. Non enim deseruerunt; sed ab illo in speculis atque insidiis relictis, in capite atque in cervicibus nostris restiterunt.

—Cicero, Pro Murena.

Late patere, be wide-spread;
specula, watch-tower; resto, remain behind.
Molière, the great French author, was born in Paris in the year one thousand six hundred and twenty-two. His father was the king's upholsterer (tapisier) and was probably a rather rich man. The son received a good education, although not much is known of his youth. When he was about twenty years old he organized a company of actors, which was called L' Illustre Théâtre. But in this he did not succeed very well. He soon lost all his money, and with his troupe was forced to leave Paris and make a tour in the provinces. This tour lasted from sixteen hundred and forty-six till sixteen hundred and fifty-eight. During these years he travelled over (parcourir) nearly the whole of France, and played in many of the large cities. After his return to Paris he became the king’s favorite and produced the masterpieces for which he is so celebrated. At last after fifteen years of great prosperity he died in sixteen hundred and seventy-three at the age of fifty-one.
1. Construct appropriate replies to the following, each answer to consist of at least twelve words:

(a) Aimez-vous que le Canada fût partie des États-Unis ?
(b) Quelle partie de l'année préférez-vous ?
(c) N'est-ce pas que l'étude est une belle chose ?
(d) Quels sont les plaisirs de campagne que vous aimez le mieux ?
(e) Quels sont les devoirs les plus importants du jeune Canadien ?

2. Translate into French:

(a) He has not done it yet.
(b) He has no more of them.
(c) We have scarcely any left.
(d) Nobody will be there.
(e) He has never done anything.

3. Translate into French:

(a) Whom did you bring with you ?
(b) What did you bring with you ?
(c) To whom did you give it ?
(d) Who is yonder in the field ?
(e) Which of those ladies did you meet ?

4. Translate into French:

(a) Let them go away.
(b) Be silent.
(c) Let them not be there.
(d) The woman died.
(e) He was born.
(f) They will run.
(g) Do it now.
(h) Let them be able to do it.
(i) May he know how to do it.
(j) That they might know how to do it.

5. Translate into French:

(a) I shall do what you are doing.
(b) I shall give you what you need.
(c) What did he tell you ?
(d) He told me what you told him.
(e) He whom I saw yesterday is dead.
6. Translate into French:
(a) There are three hundred and three men in the field.
(b) He came on the sixth of July, one thousand eight hundred and ninety-one.
(c) He gave me twenty-five francs and eighty-five centimes.
(d) That man is ninety-seven years old.
(e) He has two hundred and eighty francs.

7. Translate into French:
(a) Canada is our country, let us love it.
(b) Dogs are faithful animals.
(c) That sugar costs five cents a pound.
(d) He comes here Mondays.
(e) Virtue is always beautiful.

8. Translate into French:
(a) Queen Victoria was born on the twenty-fourth of May one thousand eight hundred and nineteen.
(b) We arrived on Tuesday morning at half-past seven.
(c) We always rise at five o'clock on Saturday morning.
(d) He comes Sundays at five in the evening.

9. Translate into French:
(a) That tree is sixty feet high.
(b) Our house is twenty-two feet wide by thirty long.
(c) He earns ten francs a day.
(d) That house is five feet longer than ours.
(e) That box is four feet long and two feet wide.
Translate into French:

A

A hungry fox was one day looking for a poultry-yard. It was late in the afternoon, and as he was passing a farm house he saw a cock and some hens which had gone up into a tree for the night. He drew near and invited them to come down and rejoice with him on account of a new treaty of peace which had been formed between the animals. The cock said he was very glad of it, but that he did not intend to come down before the next morning. “Put,” said he, “I see two dogs coming; I have no doubt they will be glad to celebrate the peace with you.” Just then the fox remembered that he had business elsewhere, and, bidding the cock good-by, began to run. “Why do you run?” said the cock, “if the animals have made a peace, the dogs won’t hurt you. I know them, they are good, loyal dogs and would not harm any one.” “Ah,” said the fox, “I am afraid they have not yet heard the news.”

B

1. Translate into French:
   (a) How long have you lived in this country?
   (b) I have lived here for twenty years.
   (c) I was at his place for two weeks last summer.
   (d) I have been in London many times.
   (e) He will be here in a fortnight, and will stay for a week.
2. Translate into French:
   (a) I should like to have some, can you give me any?
   (b) Will you be so kind as to come to-morrow?
   (c) Will you come and see me? Yes, I shall come.
   (d) He will come; will you come also?
   (e) Will you send for the doctor? Yes, I shall send for him.

3. Translate into French:
   (a) He ought to do it before next week.
   (b) He is to leave for France in a few days.
   (c) I was to have done it but I could not.
   (d) You ought to have gone to see him when you were there.
   (e) My father and mother must have been there.

4. Translate into French:
   (a) We were not there when you came.
   (b) There used to be very many of them in my father's fields.
   (c) When he would go out for a walk he would take a book with him.
   (d) When he used to come to our place he would say to me.
   (e) When I saw him yesterday I told him.

5. Translate into French:
   (a) Whatever you do you will never be rich.
   (b) However good you are you will not succeed.
   (c) Whenever you come tell him to wait for me.
   (d) Whenever he came to see me he brought me something nice.
   (e) Whoever you are you will not deceive me.

6. Translate into French:
   (a) Do you not think you will be there?
   (b) That does not hinder him from being a gentleman.
   (c) However important the affair is we must go away.
   (d) It is probable your father will be able to prevent him from doing it.
   (e) Is it not impossible for our friends to do it?
7. Translate into French:
   (a) You may do it when you come if you wish.
   (b) You may not do it unless you have finished your work.
   (c) However foolish I may be I shall not do what they desire.
   (d) It may rain; it looks very much like it.
   (e) That may be so; I do not know; ask your father.

8. Translate into French:
   (a) Do you know whose horses those are?
   (b) Those are the gentlemen whose horses we saw.
   (c) That is the man whose words I was thinking of.
   (d) I was speaking of what you told me yesterday.
   (e) I was thinking of the man you were speaking of this morning.

9. Translate into French:
   (a) Why did you get your hair cut, in this cold weather?
   (b) He had his house built on a hill.
   (c) He had a coat made for himself.
   (d) Did that little boy not hurt his hand when he fell?
   (e) He will not shave himself, he will get himself shaved.

10. Translate into French:
    (a) Nobody will ever do what you said.
    (b) I never saw anything so beautiful.
    (c) I never saw any one who is so foolish as he.
    (d) He never had anything which pleased him so much.
    (e) Did you ever see any one so poor? Never.
Education Department, Ontario.

ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATTICULATION.

FRENCH AUTHORS.

JUNIOR LEAVING AND PASS MATRICULATION.

Examiners: M. S. Clark, B.A.
           John Petch, M.A.
           John Squair, B.A.

NOTE.— Candidates will take section A, and either section B or section C.

Translate:

Quel homme est ce député Bowelt? le connaissez-vous?
—Mais un brave homme, à ce que je crois du moins, monsieur.

Le jeune homme, en entendant cette appréciation du caractère de Bowelt faite par l'officier, laissa échapper un mouvement de désappointement si étrange, de mécontentement si visible, que l'officier le remarqua et se hâta d'ajouter:
—On le dit, du moins, monseigneur. Quant à moi, je ne puis rien affirmer, ne connaissant pas personnellement monsieur Bowelt.
—Brave homme, répéta celui qu'on avait appelé monseigneur; est-ce brave homme que vous voulez dire ou homme brave?
—Ah! monseigneur m'excusera; je n'oserai établir cette distinction vis-à-vis d'un homme que, je le répète à Son Altesse, je ne connais que de visage.
—Au fait, murmura le jeune homme, attendons, et nous allons bien voir.

L'officier inclina la tête en signe d'assentiment et se tut.

1. le connaissez-vous (1.1)? Translate: I know him and his brother.

2. ne connaissant pas... monsieur Bowelt. Translate: I don't know those gentlemen but I know their names.

3. Point out the various uses of que in the extract.

(over.)
4. se hâta. Change into the Present Perfect Subjunctive, third person plural.

5. Write the first person singular of the Preterite Definite, of the Future Indicative, and of the Present Subjunctive of crois, faîte, avait appelé.

B.

Translate:
Né tout près de là, à Villerville, d'une race de marins, Jean Pigault, dans ses voyages lointains, avait toujours emporté au fond de l'âme l'image de ce coin de terre où s'était passée son enfance. Nulle part il n'avait rien vu qui effaçât chez lui ce radieux souvenir. Tout lui avait paru moins beau que ce pli du rivage où il avait ouvert pour la première fois les yeux à la lumière. Aussi s'était-il toujours dit que, plus tard, si, à force de travail et d'économie, il parvenait à cette précieuse aisance que l'on appelait autrefois la médiocrité dorée, et qui est le but si légitime de tous ceux dont la vie est un long effort et un rude labeur, ce serait là qu'il viendrait abriter ses derniers automnes.

Victor touchait à ses quinze ans.
Il avait poussé tout d'un coup, le petit pâlot, devenant un fort gars aux épaules larges, aux gestes tranquilles.
Depuis le temps qu'il naviguait sur la Belle-Nivernaise, il commençait à connaître son chemin comme un vieux marinier, nommant les bas-fonds, flairant les hauteurs d'eau, passant des manœuvres de la perche à celles du gouvernail.
Il portait la ceinture rouge et la vareuse bouffante autour des reins.
Quand le père Louveau lui abandonnait la barre, Clara, qui se faisait grande fille, venait tricoter à côté de lui, éprise de sa figure calme et de ses mouvements robustes.
Cette fois-là, la route de Corbigny à Paris avait été rude.
Grossie par les pluies d'automne, la Seine avait fait tomber les barrages, et se ruait vers la mer comme une bête échappée.

6. Né tout près de là. Change this into a relative clause.

7. où s'était passée son enfance. Parse each of the first four words.

8. Aussi s'était-il toujours dit. Explain the grammatical peculiarities of this clause. Put elle for il and make any other changes you think this substitution requires.

9. Depuis le temps qu'il naviguait. Translate: "How long have you been going to the college?"
10. Give the first person, singular and plural, of the Present and the Preterite Definite Indicative and of the Present Subjunctive of the following verbs: *effaçait, avait paru, s'était-il dit, parvenait, faisait.*

C.

Translate:

"Bonjour, vieux! dit Tautin, en tendant la main à Pigault. Quel bon vent t'amène?
— Un service que je viens te demander.
— Merci! c'est fait! mais parle vite! tu vois que nous n'allons pas coucher ici!
— Je viens te demander un passage.
— Pour toi?
— Non, pour un ami.
— Tu sais où nous allons!
— Au Sénégal, m'a-t-on dit?
— Juste! c'est là que veut se rendre ton monsieur?
— Oui... c'est-à-dire non!
— Eh bien! il ne tient pas précisément à faire un aussi long voyage... mais il faut qu'il le fasse.
— Ah! je comprends! c'est un indiscipliné, à qui l'on ménage un tour du monde... de correction.
— Non! reprit vivement Jean Pigault, c'est au contraire un très bon enfant. Mais il est la cause de grandes divisions dans la famille.
— Entre le père et la mère?
— Pas précisément, mais entre le mari et la femme et on le sacrifie pour avoir la paix!

* * *

— On ne peut rien lui apprendre.
Et personne ne veut comprendre que l'élève Maugendre a appris à lire en plein bois, par dessus l'épaule de Clara, et que ce n'est pas la même chose que d'étudier la géométrie, sous la fêrule d'un pion hirsute.

Voilà pourquoi l'élève Maugendre dégringole de l'étude des moyens dans l'étude des petits.

C'est qu'il y a une singulière différence entre les leçons du Magister de Corbigny et celles de MM. les professeurs du collège de Nevers.

Toute la distance qui sépare un enseignement en bonnet de peau de lapin, d'un enseignement en toque d'hermine.

Le père Maugendre se désespère.
Il lui semble que le forestier en bicorne s'éloigne à grandes enjambées.

11. *Vieux* (l. 1). Give the French of *an old tree, an old woman*.

12. *Un service que je viens te demander*. Re-write, substituting *ton frère* for *te* and changing *je viens* to the present perfect.

13. *pour un ami* (l. 8). Translate: *For an old friend of mine*.

14. *l'élève a appris*. Translate: *The lessons which Clara has learned*.

15. Give the first person singular of the Imperfect, the Preterite Definite and the Future Indicative, also the first and second persons plural of the Present Subjunctive of the following verbs: *t'aimer, tu sais, comprendre, veut, lire*.
Translate:

Il faut vous laisser enfermer, vos compagnons et vous, jusqu’au moment où je jugerai convenable de vous rendre la liberté.

— Vous êtes le maître, lui répondis-je, en le regardant fixement. Mais puis-je vous adresser une question?

— Aucune, Monsieur.

Sur ce mot, je n’avais pas à discuter, mais à obéir, puisque toute résistance eût été impossible. Je descendis à la cabine qu’occupaient Ned Land et Conseil, et je leur fis part de la détermination du capitaine. Je laisse à penser comment cette communication fut reçue par le Canadien. D’ailleurs, le temps manqua à toute explication. Quatre hommes de l’équipage attendaient à la porte, et ils nous conduisirent à cette cellule où nous avions passé notre première nuit à bord du Nautilus.

Ned Land voulut réclamer, mais la porte se ferma sur lui pour toute réponse.

“Monsieur me dira-t-il ce que cela signifie?” me demanda Conseil.

Je racontai à mes compagnons ce qui s’était passé. Ils furent aussi étonnés que moi, mais aussi peu avancés.

1. **laisser enfermer. Translate: Il faut vous faire enfermer**

(OVER.)
2. jusqu'au moment où, eût été, je leur fis part, vous rendre la liberté, ce que cela signifie. Give an equivalent French expression for each of these.

3. Aucune, Monsieur. Supply the ellipsis in full.

4. Je descendis à la cabine. Translate: My companions (f.) have gone down to the cabin.

5. à cette cellule où nous avions passé, etc. Give an equivalent French expression for oû. Re-write the whole expression, substituting occupé for passé.

6. ils nous conduisirent, la porte se ferma. Change each of these into the Present Perfect tense.

B.

Translate:

Caoussat, mettant la lettre dans sa poche.—De quel diable de défaut a-t-il voulu me parler? (Blanche paraît habillée.) Tiens! tu as fait toilette?... tu vas sortir?

Blanche, revenant par le premier plan à droite.—Oui, je dois, depuis longtemps, une visite à notre voisine, madame de Vercelles.... C'est une famille très-influente et très-portée pour ton élection.... je prendrai la voiture.

Caoussat.—Un mot seulement.... Blanche, as-tu quelquefois songé à te marier?

Blanche, sournoisement.—Moi?.... jamais, papa!

Caoussat.—Enfin, s'il se présentait un parti honorable... un bon jeune homme.... affectueux, rangé.... jamais de liqueurs.... excepté dans son café....

Blanche, à part.—Monsieur Edmond!

Caoussat.—Éprouverais-tu quelque répugnance?

Blanche, vivement.—Oh! non!.... c'est-à-dire.... je ferai tout ce que tu voudras.

* * *

La vieille Lisbeth était venue voir; son menton tremblotait elle, n'osait approcher, et je l'entendais qui récitait l' Ave Maria tout bas. Sa frayeur me gagnait lorsque l'oncle s'écrit:

"Lisbeth, à quoi penses-tu donc? Au nom d'iciel, es-tu folle? Cette femme n'est-elle pas comme toutes les femmes, et ne m'as-tu pas aidé cent fois dans mes opérations? Allons, allons... maintenant la folie reprend le dessus. Va... chauffe de l'eau; c'est tout ce que je puis espérer de toi."

Le chien s'était assis devant l'alcôve, et regardait, à travers ses poils frisés, la femme étendue sur le lit, immobile et pâle comme une morte.
“Fritzel, me dit l’oncle, ferme les volets, nous aurons moins d’air. Et vous, Koffel, faites du feu dans le fourneau, car d’obtenir quelque chose maintenant de Lisbeth, il n’y faut pas penser. Ah ! si parmi tant de misères nous avions encore le bon esprit de rester un peu calmes! Mais il faut que tout s’en mêle : quand le diable est en route, on ne sait plus où il s’arrêtera.”

Ainsi parla l’oncle d’un air désolé. Je courus fermer les volets, et j’entendis qu’il les accrochait à l’intérieur. En regardant vers la fontaine, je vis que deux nouvelles charrettes de morts partaient. Je rentrai tout grelottant.

7. a-t-il voulu me parler. What is the force of this tense here?

8. Moi?... jamais, papa! Supply the ellipsis.

9. Elle n’osait approcher. Give a list of verbs with which pas is usually omitted.

10. Et je l’entendis qui récitait. Express otherwise.

11. à quoi penses-tu donc? Translate: Think of me, old fellow; also, The lady of whose boy I was thinking.

12. Give the participles, and the 3rd Person Singular of the simple tenses of the Indicative and of the Subjunctive Mood of any three of the following verbs: voir, s’était assis, obtenir, il faut, ferai, voudras.

C.

Translate:

Caboussat, à part.—Décidément ce jeune homme-là ne nous convient pas du tout.... D’abord, il a un défaut.... Je ne sais pas lequel.... mais c’est presque un vice.

Blanche.—Eh bien, papa.... et cette communication?

Caboussat.—Voilà ce que c’est.... une bêtise.... un enfantillage.... Poitrinas ne s’est-il pas mis dans la tête de te marier à son fils Edmond....

Blanche.—Ah! vraiment?

Caboussat.—Tu ne le connais pas.... je vais te le dépeindre.... Ce n’est pas un mauvais sujet.... mais il est chauve, myope, petit, commun.... avec un gros ventre..

Blanche.—Mais papa....

Caboussat.—Ce n’est pas pour t’influencer.... car tu es parfaitement libre.... De plus, il lui manque trois dents.... par devant.
Blanche.—Oh! par exemple!
Cahoussat.—De plus... il a un défaut... un défaut énorme...
qui est presque un vice....
Blanche, effrayée.—Un vice, monsieur Edmond!

Puis le mauser s'éloigna, serrant de nouveau la main de l'oncle; on le voyait comme en plein jour marcher dans la rue déserte. Enfin il disparut au coin de la ruelle des Orties, et, le froid étant très vif, nous rentrâmes tous en nous souhaitant le bonsoir.

L'oncle, sur le seuil de ma chambre, m'embrassa et me dit d'une voix étrange, en me serrant sur son cœur:

"Fritzel.... travaille.... travaille.... et conduis-toi bien, cher enfant!"

Il entra chez lui tout ému.

Moi, je ne pensais qu'au bonheur de garder Scipio. Une fois dans ma chambre, je le fis coucher à mes pieds, entre le chaud duvet et le bois de lit; il se tenait la tranquille, la tête entre les pattes; je sentais ses flancs se dilater doucement à chaque respiration, et je n'aurais pas changé mon sort contre celui de l'empereur d'Allemagne.

Jusque passé dix heures, il me fut impossible de dormir, en songeant à ma félicité. L'oncle allait et venait chez lui; je l'entendis ouvrir son secrétaire, puis faire du feu dans le poêle de sa chambre pour la première fois de l'hiver; je pensai qu'il avait l'idée de veiller, et je finis par m'endormir profondément.

13. Je ne sais pas lequel. Show by short sentences the various uses of lequel.

14. de te marier à son fils Edmond. Translate: Blanche is not going to marry his son Edmond.

15. serrant de nouveau la main de l'oncle. Translate: The Mauser and uncle are shaking hands.

16. en me serrant sur son cœur. Why not le coeur. Translate: Uncle kissed me on the forehead.

17. pas changé mon sort. Translate: Do you believe that I have traded dogs with Jack?

18. Write the Participles, and the 3rd Person Singular of the simple tenses of the Indicative and of the Subjunctive Mood of any three of the following verbs:

   disparut, conduis-toi, je sentais, ouvrir, je sais, dépeindre.
Education Department, Ontario.

ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

GERMAN GRAMMAR AND COMPOSITION.

JUNIOR LEAVING AND PASS MATRICULATION.

Examiners: M. S. Clark, B.A.

John Petch, M.A.

John Squair, B.A.

Note.—Candidates will take the first six questions, and two of the others.

1. Decline throughout, the German equivalents of the following:

(a) Such a man;
(b) The poor woman;
(c) Our largest house;
(d) Poor old dog;
(e) I poor boy.

2. Give, with the definite article before each, the nominative singular and plural of ten of the following: Thor, Regen, Antwort, Butter, Abend, Geschichte, Heer, Zeit, Band, Hand, Wunder, Name, Herz, Auge.

3. Write out:

(a) The singular of the present indicative active of essen, müssen, lassen, helfen, wissen;
(b) The 2nd person singular of the imperative, and of the imperfect subjunctive of—stehen, helfen, kommen, einladen, setzen.

4. Give German for—(a) in order that, (b) as soon as, (c) not only......but also, (d) in this manner, (e) a month ago, (f) for your sake, (g) along the shore, (h) for Mary's sake, (i) I have been permitted to sing, (j) He ought to have come, (k) He would have become, (e) She will have been praised, (m) We could not have remained, (n) I shall have to ride. (o) My watch has stopped.

(over.)
5. Translate:
   (a) I know one of the gentlemen at the door, but I cannot remember his name.
   (b) Yonder is the river; on this side stands my house, on that side, his.
   (c) If anything else is needed the good lady herself should be applied to.
   (d) Had you gone away without his seeing you he would have been very sorry.
   (e) Whose is the book you are speaking of? It is your brother's.

6. Translate:
   (a) When is the coldest weather in this country?
   (b) I had already put on my hat and was just on the point of going out.
   (c) You should never forget to thank those who help you.
   (d) It is better to say nothing when one doesn't know what to say.
   (e) Our teacher insists on our writing a German exercise every day.

7. Translate any six of the following:
   (a) I saw him going to school.
   (b) In riding to the country we met him walking to town.
   (c) He came running to me showing me his hand.
   (d) It is pleasant driving and conversing with a friend.
   (e) The man sitting looking out of the window.
   (f) People rely on his getting it.
   (g) In helping others we find the pleasure of doing good.
   (h) Forgiving and loving is more noble than hating.
   (i) Reading the writing is more fatiguing than amusing.
   (j) Are you thinking of going to college in the fall?

8. Write at least forty words in German on either of the following subjects:
   (a) What I shall do during the summer.
   (b) The last story I read.

9. Translate: When the master came home for the first time from the morning walk the day seemed to him very long, which had seemed to him so short before, when he used to sleep late.

10. Translate: Six times in the last fourteen days I have climbed at night over the wall and waded through the moat close to your gate, and nobody perceived me.
11. Translate: But Doctor Müller concluded very gravely with these words: Whoever approaches princes, him the people stamp at once as a man of influence, do what he will.

12. Translate: I have been told there are in this town two books, a red one and a black one; in the red book the adherents of the new order enter their names, in the black one its opponents have to inscribe theirs.

13. Show how words are formed in German, giving one example with each of the following suffixes, and writing the examples on the following model:

   Frucht, fruit; fruchtbar, fruitful:
   -tum, -ling, -icht, -eln, -en, -haft, -ung, -lei, -ieren, -ei.
ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

GERMAN AUTHORS.

JUNIOR LEAVING AND PASS MATRICULATION.

Examiners: M. S. Clark, B.A.
           John Petch, M.A.
           John Squair, B.A.

NOTE. - Candidates will take section A, and either section B or section C.

Translate:


Ich stieg ab, legte mein Ohr auf den Boden, und nun hörte ich nicht nur, daß die Jämmern\(^1\) unter der Erde war, sondern erkannte auch ganz deutlich die Stimme meiner Frau, meines Leutnants und meines Keilnachleutes. Zugleich sah ich auch, daß nicht weit von mir die Dehnung einer Steinhobelgrube war, und es blieb mir nun keineswegs mehr, daß mein armes Weib und ihre Begleiter da hineingefürchtet waren.

1 From klagen, to lament.  3 piteous cry.
2 moaning.  4 from stürzen, to fall.

1. Give the rules for the position in the sentence of such words as voran, um, and ab.

2. Decline in the Singular and Plural, with the definite article prefixed, Ohr and Weib; also decline Niemand.

3. Compare kurz, nahe, armes. (OVER.)
4. Give the 3rd Person Singular of the Present Indicative, and the 2nd Person Singular of the Imperative, of ritt, sehen, stieg, sah, erkannte.

5. Give the 1st Person Singular of the Present Perfect Indicative Active of werde, gehen, warte, stieg ab, blieb.

B.

Translate:

Viel Unrecht hat Gebrüder Michelin nicht, er hat nur auch nichts Rechtes. Jeder Einfall, jeder Laune des Augenblicks gab er sich hin; diese Einfälle aber heben sich seltsam genug, niemals auf die Arbeit, welche im Augenblick zu vollführen dringend Not war. Wenn es galt, in der Weberei nachzuschauen, dann hatte er die größte Luft, auszureiten, und wenn er auffahren sollte zu einem Mitt nach dem benachbarten Gräfenschloß in Weilburg, Billenburg oder Braunfels, wo oft bedeutende Geschäfte abzuschließen waren, dann dachte er ihm wunderblau bei den Medienten. Standen Käufer im Waarenlager, dann schaute Meister Michelin wohl durchs Fenster seinen bösen Buben zu, dann wie er ihrer Unart doch auch einmal wehren wolle, vorgab aber darüber geraume Zeit die Kunden und redete sie zuletzt mit grimmiger bäuerlicher Strenge an und fuhr mit der Eule ins Zeng. als wolle er die Kämmerstatt der Buben prügeln.


6. Explain the grammatical relation of the clauses:
   (a) Wenn es galt in der Weberei nachzusehen.
   (b) Standen Käufer im Waarenlager.

7. Wer, gleich Ihm, keine Praxis kriegt. (a) What is wer here? (b) What could be substituted for it? (c) How is wer more commonly used? (d) If it were so used in the above clause, what would be the arrangement of words?
8. Give, with the def. article preceding the Nom. and Gen. Sing. and Plur. of any five of the following nouns:—

Kunst, Universitäten, Doktor, Leibarzt, Wissenschaft, Hofe, Kabinette, Fürsten, Brauch, Augenblick, Grafenschlössern, Kunden.

9. Give (a) Mood and Tense, (b) principal parts, and (c) the 3rd Sing. Pros. Indic. Act. of any five of the following verbs: that, galt, standen, sann, fuhr, vergass, abzuschliessen, erscheint, sehen, schweige.

C.

Translatio:

Da wehte und wimmelte es nun auf einmal in dem Städtchen wie in einem Ameisenhaufen, wenn ein Knabe mit dem Stock in ein Eisnest stößt; denn die Sonnenschein Bürger fröhlich war, wo das Heize, als tiefgründige Macht auf die Bühne zu treten. In den Kramlädchen und Bieranstalten war allgemeiner Fes
tag, auf den Tieren dagegen, in der Szene, im Rathaus wie nicht minder im Rathöfchen vorging Jung und Alt geschäftig durcheinander. Ein Tag der hatte Blüte, Warnungen und Prophezeiungen in der Tasche, Feder wollte reden. Einige sogar hören, was Andere redeten, und von Schüchtern
gen bis zum Bürgermeister erschienen alle als geborene Führer und Staatsmänner, deren Gaben bisher nur verborgen geruht. Vorab aber galt es als das Zeichen eines wahren Patriot, völlig zu vergessen, daß es noch irgend ein anderes Ding in der Welt gebe als die drohende Feder mit dem Dach und seinen Spielgetreuen.

Drauf der König greift nach dem Becher schnell,
In den Trankel ihn schenkt hinein:
Und schafft du den Becher mir wieder zur Stelle,
So füllt du der tiefgründigstes Gebär mir heim;
Und füllt sie aus Eingemacht heut' noch umarmen,
Die jetzt für dich bittest mit zartem Erbarmen.

Da ergreift's ihm die Seite mit Flammengewalt,
Und es blitzt auf den Augen ihm fähn,
Und er stehet erröten die schöne Gestalt,
Und sieht sie erleuchten und hinstarben hin;
Da treibt's ihn, den törichten Preis zu erwerben,
Und stürzt hinunter auf Leben und Sterben.

Woß hört man die Brandung, woß sehst sie zurück,
Sie verfließt der donnernde Schall;
Da blüht sich's hinhüllen mit lebendem Blick,
Es kommen, es kommen die Wetter all,
Sie rauschen heraus, sie rauschen nieder,
Der Jungling bringt keines wieder.
10. *Wenn ein Knabe... hineinstösst* Give the force of *wenn* here. Omit *wenn* and then arrange as an independent clause.

11. *Mit dem Dachs.* What does *Dachs* usually mean? Tell how it comes to have its special meaning here.

12. Give, with the def. article preceding, the Nom. and the Gen. Sing. and Plur. of any five of the following nouns: *Ameisenhaufen, Kramladen, Pläne, Spiessgesellen, Stock, Werkstätten, Rathskeller, Patrioten, Augen.*

13. Give the Infinitive, the 3rd Sing. of the Pres. and Imperf. Indic. Active, and the perf. part. of any five of the following verbs: *fühlten, heisst, wollte, verborgen, galt, vergessen, gebe, sinken, treibt, erwerben, bringt, erbleichen.*
Translate:

Nach kurzer Zeit kam Bafaroff zurück, setzte sich an den Tisch und begann Thee zu trinken, als ob er den ganzen Samowar (Theemaschine) lernen wollte. Die beiden Brüder sahen ihm schweigend zu und Arkadi beobachtete Lauter und Dutel mit verächtlichen Blicken.

"Sind Sie weit gegangen?" fragte Nikolai endlich.

"Bis zu dem Sumpf am Ende Ihres Eschenwaldes. Ich habe fünf oder sechs Wasserflaschen aufgelegt. Du könntest sie schließen, Arkadi."

"Sie sind wohl kein Jäger?"

"Nein."

"Sie beschäftigen sich vorgängigweise mit Physik?" fragte Paul.

"Ja, überhaupt mit Naturwissenschaften."

"In der letzten Zeit sollen die Germanen in diesen Wissenschaften große Fortschritte gemacht haben?"


* * * * * * *


(over.)
1. Setzte sich an den Tisch. Translate: He is sitting at the table. At table he is always merry.

2. Sie sind wohl kein Jäger. Give the force of wohl here. Give with examples other uses of this word.

3. Translate: I am not an Englishman but a genuine Prussian.

4. Wonach bei Strafe... Give the phrase for which wonach stands here. When must such forms as wonach be used?

5. Wonach bei Strafe... den Cromwell eben so sehr wünschte. According to what rule are these relative clauses constructed with reference to their respective antecedents?

6. Give the 2nd Person Singular of the Imperative and the Imperfect Subjunctive of began, tranken, schiessen, erlassen, brach.

B.

Translate:
(a) Ida (flingelt).

Karl.

Eine Empfehlung an den Herrn Professor, und wir warten mit dem Kaffee auf ihn. (Karl ab.)

Oberst. Nun, das Warten war gerade nicht nötig, wir haben ja getrunken.

Adelheid. Meine Ida noch nicht.

Ida. Still!

Adelheid. Warum hat er sich nur als Candidat auffstellen lassen?

Er hat ohnedies Geschäfte genug.


Ida. Nein, Vater, er hat dabei nicht an sich gedacht.


Adelheid. Und ertragen sie mit Nachsicht, wenn wir ein so gütiges Herz haben wie Sie.

Oberst. Ja, Erfahrung macht flug.

(b) So grosse Ursachen aber die Stadt Antwerpen hatte, die Spanier aus ihren Mauern entfernt zu halten, so wichtige Gründe hatte der spanische Feldherr, sich derselben, um
welchen Preis es auch sei, zu bemächtigen. An dem Besitze
dieser Stadt hing gewissermassen der Besitz des ganzen
Brabantischen Landes, welches sich grösstentheils durch
diesen Kanal mit Gertreide aus Seeland versorgte, und
durch Einnahme derselben versicherte man sich zugleich die
Herrschaft der Schelde. Dem Brabantischen Bund, der in
dieser Stadt seine Versammlungen hielt, wurde mit derselben
seine wichtigste Stütze entzogen, der gesährliche Einfluss
ihres Beispiels, ihrer Rathscläge, ihres Geldes auf die ganze
Partei gehemmt, und in den Schätzen ihrer Bewohner
den Kriegsbedürfnissen des Königs eine reiche Hülfsquelle
aufgethan.

7. Write explanatory notes on the underlined parts of (a).
8. dass du—(1. 15), wenn du nicht—(1. 16). Supply the
ellipsis in either of these cases.
9. Warum hat er sich nur . . . aufstellen lassen? Write this
as a clause dependent on the German of "I should like to
know."
10. Name the chief uses of the Imperfect Indicative in
German, and indicate any examples of such use that may
occur in the above passages.
11. Account clearly for the position of Subject, Verb, and
Direct Object in each of the clauses of the sentence begin-
ning, So grosse Ursachen aber die Stadt, etc.
12. Write the 3rd Singular of the Present Indicative and
the Imperfect Subjunctive and the 2nd Singular Imperative
Active of getrunken, kommen, halten, entzogen, stand.

C.

Translate:

(a) Karl. Werden der Herr Obers! heut nicht ausbreiten?
Obers! Kein! in den Stall mit dem Pferde!
Karl. Zu Wechsel, Herr Oberst. (Ab.)
Obers! (flüstert, Karl wieder an der Thüre). Ist das Fräulein zu sprechen?
Karl. Sie ist in ihrem Zimmer, der Herr Justizrat ist bereits seit
einer Stunde bei ihr.
Obers! Wie? am frühen Morgen?
Karl. Hier ist sie selbst. (Ab. nachdem Adelheid eingetreten.)
Adelheid, Korb (und der Thüre rechts).
Adelheid (zu Korb). Sie bleibt wohl in der Nähe der Gartenthür,
und wenn der bewübste junge Herr kommt, dann führen Sie ihn zu und. (Korb
ab.) Guten Morgen, Herr Obers! (an ihn tretend und ihn heller aufschliessend.)
Wie ist das Bettet heut?
D' er st. Grau, Mädchen, grau und stürmisch! Lerger und Grau sassen in meinen Kopf herum, daß er mir zerspringen möchte. Wie geht es der Kleinen?

(b) Aber welch ein Anblick, als man jetzt wieder zu sich selber kam! Von dem Schlag des entzündeten Vulkans war die Schelde bis in ihre untersten Tiefen gespalten und mit mauerhoher Fluth über den Damm, der sie umgab, hinaus getrieben worden, so dass alle Festungswerke am Ufer mehrere Schuh hoch im Wasser standen. Drei Meilen im Umkreis schüttete die Erde. Beinahe das ganze linke Gerüste, an welchem das Brandschiff sich angehängt hatte, war nebst einem Theil der Schiffbrücke auseinander gesprengt, zerschmettert, und mit allem, was sich darauf befand, mit allen Mastbäumen, Kanonen und Menschen in die Luft gehoben worden. Selbst die ungeheuern Steinmassen, welche die Mine bedeckten, hatte die Gewalt des Vulkans in die benachbarten Felder geschleudert, so dass man nachher mehrere davon, tausend Schritte weit von der Brücke, aus dem Boden herausgrub. Sechs Schiffe waren verbrannt, mehrere in Stücke gegangen. Aber schrecklicher als alles dies war die Niederlage, welche das mörderische Werkzeug unter den Menschen anrichtete. Fünfhundert, nach andern Berichten sogar achthundert Menschen wurden das Opfer seiner Wuth.

13. Write grammatical notes on the underlined phrases of (a).


15. Write down in full and parse the verb phrase in each of the principal clauses of the sentence beginning Von dem Schlag des entzündeten Vulkans... Parse also Waren verbrannt.

16. Angehängt, gesprengt, bedeckten. Give the present infinitive of each; also derive these infinitives and show the change of meaning that has taken place in each case.

17. What two tenses are used throughout the extract (b)? Explain clearly what each denotes.

18. Write down the 3rd Singular of the Present, the Imperfect, and the Present Perfect Indicative Act. of ausreiten, bleiben, eingetreten, gespalten, gegangen.
Education Department, Ontario.

ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

GERMAN GRAMMAR AND COMPOSITION.

SENIOR LEAVING AND HONOR MATRICULATION.

Examiners: M. S. Clark, B.A.
John Petch, M.A.
John Squair, B.A.

NOTE.—Candidates will take the first eight questions and one of the others.

1. Mark the syllable that has the principal accent in each of the following:
   Familie, anderthalb, aufstehen, Exemplar, Friedrichstrasse,
   Geschäftsangelegenheit, Wahrscheinlichkeit, Unwahrscheinlich,
   nachdem [conj.], Buchdruckerei.

2. Give the meaning and the principal parts of:
   unterrichten, unterrichten, erfinden, ausfinden, bitten,
bieten, vollgiessen, vollenden, überlegen, überliegen.

3. Give the German equivalents of:—(a) It is we, (b) something good, (c) a quarter to one, (d) most of the students,
   (e) good bye, (f) so much the less, (g) a regiment of a thousand
   men, (h) any one and every one, (i) have you ever . . . ? Yes
   always, (j) anywhere and everywhere.

4. Give a short example in German to show the use of each of
   the following, and translate each example into English:—
   wer, einerlei, was für, dritthalb, auf's beste, alles (meaning
   persons), am besten, doch, binnen, vermöge.

[OVER]
5. Translate each of the following sentences with each of the pronouns *du, ihr, Sie, man*, for subject:
   (a) You think only of yourself and your own good.
   (b) Will you who are so rich not help your friends?

6. Write out the gen. and dat. singular and plural, of:
   (a) the 3rd personal pronouns,
   (b) the def. article,
   (c) *der, die, das*, as demonstrative pronouns,
   (d) *der, die, das*, as relative pronouns.

7. (a) For what pronoun forms do we use substitutes?
   (b) What are the substitutes in each case?
   (c) When are these substitutes used?

8. Translate:
   (a) If I had been there when the steamer arrived, we should have gone to Germany together.
   (b) They must have seen us, for we did not start home till a quarter to five.
   (c) There are six of them, all strong and well. They ought to work instead of begging.
   (d) They would not work while they could; now, they could not do so if they would.
   (e) Be there at the hour, a week from to-day remember. Let nothing prevent but impossibility.

9. Translate:
   "A man who would have friends must show himself friendly. A man stopped at an inn over night. He had just left a town where he had been staying several years. The landlord asked him why he left the place. He replied, 'Because my neighbors were so disagreeable and disobliging there was no living with them.' The landlord replied, 'You will find just such neighbors where you are going.' The next night another traveller happened to come from the same place. He told the landlord he was obliged to leave the place where he was living, and that it cost him great pain to part with his neighbors, who had been so kind and obliging. The landlord encouraged him by telling him that he would find just such neighbors where he was going."

10. Translate:
   "Here are a thousand dollars," the father had said on the morning Joe went away. "You want to leave us, so go!"
This is all the help you can expect from me. If you lose it, you must shift for yourself. If you succeed, I shall look for you to pay it back. I wish you success, but I don't expect it."

"I have thought, Jared, that if father would help me a little, now when I don't deserve it, I could feel better toward him, and we could be as father and son should be. I should know that he thought something of me. But I can't expect it, and I'm not going to ask you what he said, for fear he has been hard on me, and to save you the pain of telling me."

11. Write in German, not less than a hundred words, on one of the following subjects:

(a) "Spring in Canada."
(b) "Summer in Canada."
(c) "Autumn in the country."
Write an essay on any one, but on one only, of the following subjects:

(a) The Social Condition of England in the time of Richard I. as represented in "Ivanhoe."

(b) The character of Richard I. as represented in "Ivanhoe" and its variations from the Richard of History.

(c) Chivalry and the customs connected therewith.

(d) The Newspaper in Modern Life.

(e) City and Country Life Compared.

(f) The Trial of Warren Hastings.
Write an essay on any one, but on one only, of the subjects suggested in the following:

(a) "Westward the course of empire takes its way."

(b) "For woman is not undeveloped man,
   But diverse: could we make her as the man,
   Sweet Love were slain: his dearest bond is this,
   Not like to like, but like in difference,
   Yet in the long years liker they must grow;
   The man be more of woman, she of man;
   He gain in sweetness and in moral height,
   Nor lose the wrestling thews that throw the world;
   She mental breadth, nor fail in childward care,
   Nor lose the childish in the larger mind;
   Till at the last she set herself to man,
   Like perfect music unto noble words."

(c) Narrate the imaginary life and adventures of Prospero and Miranda from the time of their being sent adrift in the boat until the time of the opening of *The Tempest*.

(d) Write in detail a story on which the following poem might have been based:

> 'Why weep ye by the tide, ladie?
> Why weep ye by the tide?
> I'll wed ye to my youngest son,
> And ye shall be his bride:
> And ye shall be his bride, ladie,
> Sae comely to be seen'—
> But ays she loot the tears down fa'
> For Jock of Hazledean.

(over.)
'Now let this wilfu' grief be done,
And dry that cheek so pale;
Young Frank is chief of Errington
And lord of Langley-dale;
His step is first in peaceful ha'
His sword in battle keen'—
But aye she loot the tears down fa'
For Jock of Hazledean.

'A chain of gold ye shall not lack,
Nor braid to bind your hair.
Nor mettled hound, nor managed hawk,
Nor palfry fresh and fair;
And you the foremost o' them a'
Shall ride our forest-queen'—
But aye she loot the tear down fa'
For Jock of Hazledean.

The kirk was deckd at morning tide,
The tapers glimmer'd fair;
The priest and bridegroom wait the bride,
The dame and knight are there:
They sought her baith by bower and lea';
The ladie was not seen!
She 's o'er the border and awa'
Wi Jock of Hazledean.'
This delusive itch for slander, too common in all ranks of people, whether to gratify a little ungenerous resentment; whether oftener out of a principle of levelling, from a narrowness and poverty of soul, ever impatient of merit and superiority in others; whether from a mean ambition, or the insatiate lust of being witty (a talent in which ill-nature and malice are no ingredients);—or lastly, whether from a natural cruelty of disposition, abstracted from all views and considerations of self;—to which one, or whether to all jointly, we are indebted for this contagious malady, thus much is certain, from whatever seeds it springs, the growth and progress of it are as destructive to, as they are unbecoming, a civilized people. To pass a hard and ill-natured reflection upon an undesigned action; to invent, or which is equally bad, to propagate, a vexatious report without colour and grounds;—to plunder an innocent man of his character and good name, a jewel which perhaps he has starved himself to purchase and probably would hazard his life to secure;—to rob him at the same time of his happiness and peace of mind, perhaps his bread:—the bread, may be, of a virtuous family; and all this, as Solomon says of the madman who casteth firebrands, arrows, and death, and saith, "Am I not in sport?" all this out of wantonness, and oftener from worse motives,—the whole appears such a complication of badness as requires no words or warmth of fancy to aggravate.—Pride, treach-
er, envy, hypocrisy, malice, cruelty and self-love may have been said, in one shape or other, to have occasioned all the frauds and mischiefs that ever happened in the world; but the chances against a coincidence of them all in one person are so many, that one would have supposed the character of a common slanderer as rare and difficult a production in nature as that of a great genius, which seldom happens above once in an age.

1. (a) Write a grammatical analysis of the first sentence:—This delusive creature.
(b) Parse the words in italics throughout the extract.
(c) Ill-nature, self-love.—Why not ill-nature and self-love? Classify self-love and selfishness as to word formation. Compare the methods of word formation to which they respectively belong as to origin and priority, stages of development and extent of usage in the language.

2. Criticise briefly each sentence in the paragraph as to the order of words and terms, clearness and strength, shewing the effect of the rhetorical expedients employed.

3. Discuss the propriety of each of the following phrases as used in the extract:
   Delusive itch for slander, too common, are no ingredients (ll. 1-6), we are indebted (l. 9), contagious malady (l. 9), undesigning action (ll. 12-18), reports without colour and grounds (l. 14), plunder of his character (ll. 14-15), to purchase (l. 16), out of wantonness or worse motives (ll. 21-22), to aggravate (l. 28), in one shape or other (l. 25), that ever happened (l. 26), the coincidence (l. 27).

4. Correct or justify the following expressions as used in the extract, with reasons:
   From a natural cruelty (l. 7), thus much (l. 9), which perhaps he has starved himself and probably would hazard his life (ll. 16-17), at the same time (l. 17), may have been said (ll. 24-25), production in nature (l. 29), perhaps his bread (l. 18), which seldom happens above once in an age (l. 30).

5. Of the following words taken from the extract
   (a) Trace any ten to their sources.
   (b) Select any five that survive from old beliefs and customs, explaining each.
   (c) Give other existing forms of any five, accounting in general terms for the different forms and meanings of such words:
   Delusive, slander, rank, ungenerous, resentment, ill-nature, ambition, witty, talent, consideration, reflection, undesigning, propagate, innocent, jewel, starve, secure, whole, virtuous, sport, person, chance, genius.
B.

6. Discriminate the following pairs of words, and use each word in a phrase in which the other could not be used:

- Ranks, classes; resentment, animosity; merit, worth; insatiate, insatiable; talent, genius; ingredient, component; malady, disease; invent, discover; vexatious, annoying; plunder, rob; hazard, risk; complication, combination.

7. (a) Discuss the use of each of the three degrees of adjectives in forming comparisons.

(b) Correct or justify each of the following:
- a. Of all the figures of speech none come so near painting as metaphor.
- b. He is not such an old man as you.
- c. He is just such an old man as you.
- d. Of all others the vice of lying is the meanest.
- e. The lesser of two evils.
- f. The head boy is a better reader than any boy in the class.
- g. He is the best reader of any boy in the class.

C.

8. Discuss the propriety and the order of each member of the following pairs of terms as used in extract A.

- Meanness and poverty, merit and superiority, ill-nature and malice, views and considerations, growth and progress, hard and ill-natured, colour and grounds, character and good name, happiness and peace of mind, words or warmth of fancy, frauds and mischiefs, rare and difficult.

9. State the principle of Syntax that is violated in each of the following, and make the necessary corrections:

(a) Having failed in this attempt no further trial was made.
(b) Nothing but grave and serious studies delight him.
(c) Everything favored by good usage is not therefore to be retained.
(d) No man hath a propensity to vice as such; on the contrary a wicked deed disgusts him and makes him abhor the author.
(e) Neither will they be persuaded though one rose from the dead.
If history has ever furnished a lesson, how an unscrupulous tyrant, who has determined upon enlarging his own territories at the expense of his neighbors, upon suppressing human freedom wherever it dared to manifest itself, with fine phrases of religion and order forever in his mouth, on deceiving his friends and enemies alike, as to his nefarious and almost incredible designs by means of perpetual and colossal falsehoods; and if such lessons deserve to be pondered, as a source of instruction and guidance, for every age, then certainly the secret story of the negotiations by which the wise Queen of England was beguiled, and her Kingdom brought to the verge of ruin, in the spring of 1588, is worthy of serious attention.

1. Show in what respects this sentence is periodic.

2. Point out the chief syntactical error and suggest a correction.

3. In the following compare as to meaning and force the words of the text with the suggested expressions. If history has ever, (if ever, etc.); has furnished, (furnished); has determined, (determined, or was determined); his own territories, (his territories); it dared, (dare, dares, should dare); manifest itself, (assert itself); deserve to be pondered, (ought to be studied); the secret story, (the story of the secrets of); brought to the verge of ruin, (brink of ruin). (OVER.)
4. Criticise and paraphrase the following expressions, expanding each into a sentence where possible:
With fine phrases of religion and order forever in his mouth.
On deceiving his friends and enemies alike.
By means of perpetual and colossal falsehoods.
As a source of instruction and guidance for every age.
Is worthy of serious attention.

5. Criticise the whole sentence as to its expression of the author’s meaning fully, clearly and forcibly. Rewrite it, beginning with the principal subject, rearranging and dividing it as you please,—making what improvements you think necessary.

6. (a) Explain the nature of the articles, show their origin and advantages, and give rules for their omission and repetition.

(b) Explain the peculiarity in each of the following:
The saint, the father and the husband prays.
He returned a sadder and a wiser man.
A great many men. Full many a gem.
The more the merrier.

7. Trace the history and show the various present uses of who, what, which and whether.

8. Account for our present methods of indicating the number and case of nouns, and give examples of redundancies and specializations in the old forms.

9. Show why the original meanings of the verbs, have, be, can, shall, will, may and do, led to their use as auxiliaries, and how their original meanings have been modified in such use.

10. Discuss the history, the comparative merits and the present tendency of flexion and symbolism in the English language.

11. (a) What principles are to be observed in the employment of figures of rhetoric? define and illustrate three that depend on similarity or comparison, and three that consist in emphatic repetition.

(b) Discuss the nature and requirements of rhyme, rhythm, metre and stanza.
(c) What are the merits of the iambic pentameter that have led to its prevalence in English literature?

(d) Scan and name the following lines:
   “The flesh was a picture for painters to study,
    The fat was so white and the lean was so ruddy.”
   “Leave the deer, leave the steer,
    Leave nets and barges.
    Come with your fighting gear,
    Broadsword and targes.”

12. Account for and correct what is obsolete in each of the following:
   (a) They are they that testify of me,
       There's two or three of us have seen strange sights.
   (b) Let them take whether they will,
       We testify that we do know.
   (c) Ye would none of my reproof.
       I learn song. I can but small grammar.
   (d) The blind man said, Lord that I might receive my sight.
       The serpent beguiled me and I did eat.

13. Write a note on the peculiarities of each of the following:
   its, brethren, of John's, in our midst, another, foremost,
   than, nearer, proven, listen, could, went, had.
ENGLISH POetical LITERATURE.

JUNIOR LEAVING AND PASS MATRICULATION.

Examiners: W. J. Alexander, Ph.D.
T. C. L. Armstrong, M.A., LL.B.
John E. Bryant, M.A.

NOTE.—Candidates for the Junior Leaving Examination will take sections A and C. Candidates for Junior Matriculation will take sections A and B. Of the questions marked with asterisks, only one is to be answered.

A.

1. What are the merits and defects of *Evangeline* as a poem? Make your answer as definite as you can, and illustrate, as far as possible, by references to particular points or passages.

2. Tell in good literary form the story of *The Birds of Killingworth*, reproducing, as far as you can, the spirit of the original.

3. Explain the italicised words in the following passages, carefully giving, in the case of common nouns, the exact shade of meaning:

   (a) The wind seized the gleeds.
   (b) In the bivouac of life.
   (c) It glanced on flowing flag and rippling pennon.
   (d) No morning gun from the black fort's embrasures.
   (e) The right of eminent domain.
   (f) —— he hears in his dreams:
      *The Ranz des Vaches* of old.
   (g) Softly the Angelus sounded.

[OVER.]
*4. Reproduce in your own words the sequence and development of thought in the poem entitled Resignation.

*5 Indicate in what poem and in what connection the following passages appear:

(a) Nor deem the irrevocable past
   As wholly wasted, wholly vain,
   If rising on its wrecks, at last
   To something nobler we attain.

(b) Fame is the fragrance of heroic deeds,
   Of flowers of chivalry and not of weeds.

(c) Sorrow and silence are strong, and patient endurance is
godlike.

(d) —the cares, that infest the day,
   Shall fold their tents, like Arabs,
   And as silently steal away.

(e) Nothing useless is, or low;
   Each thing in its place is best.

*6. Mark the scansion of the following passages, and discuss all variations from the regular metre:

(a) He hears the parson pray and preach,
   He hears his daughter's voice,
   Singing in the village choir,
   And makes his breast rejoice.

(b) Robert of Sicily, brother of Pope Urbane
   And Valmond, Emperor of Allemaine.

(c) Mixed with the whoop of the crane, and the roar of the
grim alligator.

(d) So in each pause of the song, with measured motion
   the clock clicked.

(e) All were subdued and low as the murmurs of love, and
   the great sun—

B.

Beautiful was the night. Behind the black wall of the forest,
Tipping its summit with silver, arose the moon. On the river
Fell here and there through the branches a tremulous gleam of the
moonlight,
Like the sweet thoughts of love on a darkened and devious spirit.
Nearer and round about her, the manifold flowers of the garden 5
Poured out their souls in odours, that were their prayers and confessions.
Unto the night, as it went its way, like a silent Carthusian.
Fuller of fragrance than they, and as heavy with shadows and night-dews,
Hung the heart of the maiden. The calm and the magical moonlight
Seemed to inundate her soul with indefinable longings,
As, through the garden gate, beneath the brown shade of the oak-trees,
Passed she along the path to the edge of the measureless prairie.
Silent it lay, with a silvery haze upon it, and fire-flies
Gleaming and floating away in mingled and infinite numbers.
Over her head the stars, the thoughts of God in the heavens,
Shone on the eyes of man, who had ceased to marvel and worship,
Save when a blazing comet was seen on the walls of that temple,
As if a hand had appeared and written upon them, "Upfarsin,"
And the soul of the maiden, between the stars and the fire-flies,
Wandered alone, and she cried,—"O Gabriel! O my beloved! 20
Art thou so near unto me, and yet I cannot behold thee!
Art thou so near unto me, and yet thy voice does not reach me?
Ah! how often thy feet have trod this path to the prairie!
Ah! how often thine eyes have looked on the woodlands around me!
Ah! how often beneath this oak, returning from labours, 25
Thou hast lain down to rest, and to dream of me in thy slumbers!
When shall these eyes behold, these arms be folded about thee?"
Loud and sudden and near the note of a whip-poor-will sounded
Like a flute in the woods; and anon, through the neighboring thickets,
Farther and farther away it floated and dropped into silence.
"Patience!" whispered the oaks from oracular caverns of darkness;
And, from the moonlit meadow, a sigh responded, "To-morrow!"

7. What is the general idea set before the reader in this passage? Point out the relation of the thoughts, i.e. their relation to the general idea or to one another.

8. Indicate concisely, with references to definite points and passages, the chief merits of this passage.

C.

Old Yew, which graspest at the stones
That name the under-lying dead,
Thy fibres net the dreamless head,
Thy roots are wrapt about the bones.

The seasons bring the flower again,
And bring the firstling to the flock
And in the dusk of thee, the clock;
Beats out the little lives of men.
O not for thee the glow, the bloom,
Who changest not in any gale,
Nor branding summer suns avail
To touch thy thousand years of gloom:

And gazing on thee, sullen tree,
Sick for thy stubborn hardihood,
I seem to fail from out my blood
And grow incorporate into thee.

9. Tell concisely the subject of this poem, and of each stanza in it.

10. Show the development of the thought in this poem and the appropriateness of the introduction of the idea which each clause expresses.
ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

ENGLISH POETICAL LITERATURE.

SENIOR LEAVING AND HONOR MATRICULATION.

Examiners: W. J. Alexander, Ph.D.
          T. C. L. Armstrong, M.A., LL.B.
          John E. Bryant, M.A.

Note.—Candidates for Matriculation will take sections A and B. Candidates for the Senior Leaving examination will take sections A and C.

A.

1. Explain clearly and concisely the meaning of the following passages:

(a) To think o' the teen that I have turned you to,
    Which is from my remembrance!

(b) Down with the topmast! Yare! lower, lower! Bring her to try
    with the main course.

(c) At pick'd leisure,
    Which shall be shortly, single I'll resolve you,
    Which to you shall seem probable, of every
    These happen'd accidents.

(d) —You demi-puppets that
    By moonshine do the green sour ringlets make,
    Whereof the ewe not bites.

(e) Mine eyes, even sociable to the show of thine,
    Fall fellowly drops.

(f) If 't were a kibe
    'Twould put me to my slipper; but I feel not
    This deity in my bosom.

(g) —Urchins
    Shall, for that vast of night that they may work,
    All exercise on thee.

(h) —Which now we find
    Each putter out of five for one will bring us
    Good warrant of.

(over.)
2. Name the speaker of each of the following passages; indicate the context, and the circumstances under which each is spoken:

(a) They'll take suggestion as a cat laps milk.
(b) What seest thou else
In the dark backward and abyss of time?
(c) Misery acquaints a man with strange bedfellows.
(d) The rarer action is
In virtue than in vengeance.
(e) He that dies pays all debts.
(f) The fringed curtains of thine eye advance,
And say what thou seest good.
(g) Sometimes a thousand twangling instruments
Will hum about mine ears.
(h) We are such stuff
As dreams are made on.

3. Describe the character of Prospero.

4. Explain fully and clearly the following passages:

(a) The young son
Hath in the Ram his half course ridden.
(b) Full of time he was knight of the shire,
An alias and a gipsy al of silk
Heng at his girdle, white as morne milk.
A schirrave had he ben and a contour;
Was nowhere such a worthi vavasour.
(c) This reeve sat upon a full good stot
That was all pomely gray, and highte Scot
A long surcote of pers upon he had.
(d) —that telleth in this caas
Tales of best sentence and most solas,
Schal han a soper at our alther cost.
(e) The Mellere was a stout carl for the nones
Ful big he was of braun, and eek of boones
That prevede well, for overal ther he cam
At wrastlynge he wolde have alwey the ram,
There was no dore he wolde heve of harre.

5. Describe in your own words (reproducing in as far as you can the effect of the original passages) any two of the following characters of the Prologue: the Squire, the Monk, the Parson.

6. Either sketch briefly the plot of The Tempest, showing how each scene and personage contributes to the whole effect,
or contrast the method of revealing character employed by Shakespeare with that employed by Chaucer in the Prologue.
B.

I, thus neglecting worldly ends, all dedicated
To closeness and the bettering of my mind
With that which, but by being so retir'd,
O'er-priz'd all popular rate, in my false brother
Awak'd an evil nature; and my trust,
Like a good parent, did beget of him
A falsehood, in its contrary as great
As my trust was; which had indeed no limit,
Not only with what my revenue yielded,
But what my power might else exact—like one
Who having unto truth, by telling of it,
Made such a sinner of his memory,
To credit his own lie—he did believe
He was indeed the duke, out o' the substitution,
And executing the outward face of royalty,
With all prerogative.

7. Express, as nearly as you can, in simple, clear prose the thoughts contained in this passage, being especially careful about those which are obscurely expressed in the original.

8. Characterize fully the style of the passage, and point out the more striking peculiarities of the blank verse employed.

C.

Since what I am to say must be but that
Which contradicts my accusation, and
The testimony on my part no other
But what comes from myself, it shall scarce boot me
To say, 'not guilty'; mine integrity
Being counted falsehood, shall, as I express it,
Be so received. But thus: if powers divine
Behold our human actions, as they do,
I doubt not then but innocence shall make
False accusation blush and tyranny
Tremble at patience.—You, my lord, best know,
Who least will seem to do so, my past life
Hath been as continent, as chaste, as true,
As I am now unhappy; which is more
Than history can pattern, though devis'd
And play'd to take spectators. For behold me,
A fellow of the royal bed, which owe
A moiety of the throne, a great king's daughter,
The mother to a hopeful prince, here standing,
To prate and talk for life and honour fore
Who please to come and hear. For life, I prize it
As I weigh grief, which I would spare; for honour
'Tis a derivative from me to mine,
And only that I stand for.

9. Express, as nearly as you can, in simple, clear prose the thoughts contained in this passage.

10. Characterize fully the style of the passage and point out the more striking peculiarities of the versification.
ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

PHYSICS.

JUNIOR LEAVING AND PASS MATRICULATION.

Examiners: G. Chambers, B.A., M.B.
           J. J. Mackenzie, B.A.
           T. H. Smyth, M.A., B.Sc.

Note.—Not more than two of the three subdivisions, (a), (b), (c), of each question are to be answered.

1. (a) Devise an experiment by which a unit of force may be established.

   (b) A spiral spring acts upon different masses; how can the masses be compared by this means?

   (c) What is the nature of the motion of a body falling from a great distance to the earth under the force of terrestrial gravity only, the body starting from rest?

2. (a) How can the volume (in cubic centimeters) of an irregular-shaped solid and the weight (in grammes) of an equal volume of water be simultaneously determined?

   (b) What precautions must be taken in order to make accurate determinations of these values?

   (c) How many grammes of gold (specific gravity say 20) can be suspended in water by 44 grammes of carbon dioxide gas contained in a weightless bag beneath the surface, assuming that the gas remains at a constant temperature of 0°C. and at normal pressure?

3. (a) What precautions should be taken in the manufacture of the barometer?

   (b) What precautions are necessary in taking readings of the height of the mercurial column of the barometer?

   (c) What properties of fluids are exhibited by the barometer? Express the normal atmospheric pressure in dynes per square centimetre (density of mercury=13.6).
4. (a) The Eiffel Tower is to be utilized in the liquefaction of gases. How may this be done?

(b) Supposing the tower to be 304 metres high, what intensity of pressure could be obtained by means of a liquid of sp. gr. 13.6?

(c) Explain briefly some methods of diminishing the pressure of gases.

5. (a) Show by reference to experiment upon what property of matter any unit of temperature is based, and also upon what property of matter any unit of heat is based.

(b) Describe an experiment to show that heat is a form of energy.

(c) Why must atmospheric pressure be considered in the determination of the boiling point of a Centigrade thermometer?

6. (a) What happens when heat is applied to the bottom of a tin pail containing water at 0°C? What happens when ice at 0°C. is applied to the bottom of the pail when the water contained in it is at 10°C?

(b) When floating ice melts in water is the level of the water altered? Explain.

(c) What takes place when ice at 0°C. congealed in a strong vessel is subjected to great pressure? How may the change be demonstrated?

7. (a) Mention precautions necessary in the determination of the quantity of heat evolved by the condensation of steam.

(b) When ice melts the water formed occupies less space than the ice. How may this change of volume be accurately measured?

(c) Compare the amount of heat required to convert a given mass of ice at—3°C. into water at 38°C., with that required to convert the same mass of water at 38°C. into steam at 100°C. [The specific heat of ice is 0.5].

8. (a) A single Daniell cell, however large, will not electrolyse acidulated water, but two small Daniell cells can be made to do so. How may the electrolysis be accomplished? Explain this.

(b) Describe the chemical reactions which take place in a Bunsen and in a Gravity cell respectively.

(c) How would you show which of these cells has the greater electro-motive force?
9. What will be the effect:
   (a) When a current is passed through two wires of equal lengths but whose cross sections are as 2 to 1;
   (b) When a current is passed through a wire in which a current of equal strength is already passing in an opposite direction;
   (c) When a current is passed through a long-coil galvanometer?

10. (a) Explain the object of the iron hammer with its steel spring, employed in the induction coil.
    (b) How may the electromotive-force of a dynamo be increased?
    (c) What constitutes the internal resistance of a dynamo-electric machine?
Education Department, Ontario.

ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

ARITHMETIC AND MENSURATION.

JUNIOR LEAVING AND PASS MATRICULATION.

Examiners: A. R. Bain, LL.D.

N. F. Dupuis, M.A.

I. E. Martin, B.A.

NOTE.—Candidates for Junior Matriculation must take section A, and any four questions in section B. Candidates for the Junior Leaving Examination must take questions 4 and 5 in section A, any four questions in section B, and any three questions in section C.

A.

1. (a) How can you determine, by inspection, when a number is divisible by 5, 9?

(b) State and illustrate the proof of Multiplication by casting out the nines.

(c) Find the value correct to four decimal places, of:

\[ 2 + \frac{1}{1 \times 2} + \frac{1}{1 \times 2 \times 3} + \frac{1}{1 \times 2 \times 3 \times 4} + \frac{1}{1 \times 2 \times 3 \times 4 \times 5} + \frac{1}{1 \times 2 \times 3 \times 4 \times 5 \times 6} \]

2. Distinguish between prime and composite numbers. Resolve the composite number 277200 into its prime factors, and by this process find the greatest common measure of 1071, 1092, 2310.

3. The actual cost of making a piano is $256. The manufacturer, importer and local agent each make 25% profit. For what amount does the agent sell it?

(over.)
4. One clock strikes 5 strokes in 6 seconds and another strikes 6 strokes in 7 seconds. They strike the 10th stroke of 12 together. If the first clock is correct, what is the error of the second clock when the first clock begins to strike?

5. A speculator is shipping 30 horses, which cost $160 each, to Liverpool. For how much must he insure them at 1\(\frac{1}{4}\) % so that in case of loss he may recover the cost of the horses, and the premium paid for insurance?

B.

6. Jones bought a house for $3,000 cash; it is assessed for \(\frac{3}{4}\) its value, the rate of taxation being 16\(\frac{1}{2}\) mills on the dollar. The insurance is \(\frac{2}{3}\) % on \(\frac{3}{4}\) of the cost. If Jones could have loaned his money at 5 % what monthly rent is he paying for his house.

7. The expense of constructing a railway is $5,000,000; of which 40 % is borrowed on a mortgage at 6 %, and the remainder is held in shares; what must be the average weekly receipts so as to pay the shareholders 5 per cent., the working expenses being 65 % of the gross receipts?

8. A Montreal merchant owes 5,000 francs in Paris. He buys a draft on London when sterling exchange is at a premium of 9; exchange between Paris and London 25.2 francs per £1. What does the draft cost him?

9. A man borrows $100 from a money-lender and pays it back in 12 monthly instalments of $10 each. These partial payments are deposited in the Savings Bank at 4 % per annum, simple interest. What rate of interest per annum is realized?

10. A person buys 6 % Bonds; the interest on which is payable yearly and which are to be paid off at par 3 years after the time of purchase. If he invests his interest when received at 4 % compound interest what should he pay for the Bonds to realize 7 % compound interest on his money?

11. A farm is mortgaged for $4,500 bearing 7 % interest payable yearly; the mortgage has 3 years to run. What sum paid down now would be equivalent to reducing the interest on the mortgage to 5 %, money being worth 4 % per annum, all interest being compound?
12. A certain coin is \( \frac{1}{10} \) of an inch thick and \( \frac{2}{3} \) of an inch in diameter; another has to be made of \( 2\frac{1}{2} \) times the value and twice as thick. What will be its size?

13. It is required to cover a piece of ground 80 feet square by a pyramidal tent 30 feet in perpendicular height; find the cost of the requisite quantity of canvas at 15 cts. per square yard.

14. A ball of lead 4 inches in diameter is covered with silver; find the thickness of the silver in order that (a) the volume of silver may be equal to that of the lead, (b) the surface of silver may be twice that of the lead.

15. A mast is 49 inches in diameter at the bottom and 28 inches at the top, and contains 596.75 cubic feet of wood; find its height \( (\pi = \frac{22}{7}) \).

16. The sides of a rectangle are 16 and 12; find the distance between the feet of the perpendiculars drawn from opposite vertices to a diagonal.
ANNUAL EXAMINATIONS, 1891
THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

EUCLID.

JUNIOR LEAVING AND PASS MATRICULATION.

Examiners: N. F. Dupuis, M.A.
I. E. Martin, B.A.

NOTE.—Candidates for Junior Matriculation will take all the questions from section A, any two questions from section B, and any two questions from section C. Candidates for the Junior Leaving Examination will take all the questions from section B and any four questions from section C.

A.

1. The two lines joining any point within a triangle with the ends of one of the sides are together less than the sum of the other two sides, but contain a greater angle. Euclid I, 21.

2. The complements of the parallelograms which are about the diameter of any parallelogram are equal to one another. Euclid I, 43.

3. Divide a given straight line into two parts so that the rectangle contained by the whole line and one of the parts shall be equal to the square upon the other part. Euclid II, 11.

4. If a point be taken within a circle from which there fall more than two equal straight lines to the circumference, that point is the centre of the circle. Euclid III, 11.

5. The angle at the centre of a circle is double the angle at the circumference, upon the same arc. Euclid III, 20.

B.

6. The opposite sides and angles of a parallelogram are equal to one another and the diameter bisects it. Euclid I, 34.

Also the diameters bisect one another.
7. If a straight line be divided into any two parts the squares on the whole line and on one of the parts are together equal to twice the rectangle contained by the whole and that part, together with the square on the other part. Euclid II, 7.

8. Describe a square which shall be equal to a given rectangle. Euclid II, 14.

9. Draw a tangent to a given circle from a given point without the circle; also show that two tangents can be drawn, and that they are equal.

10. If from any point without a circle a tangent be drawn to the circle and also a straight line cutting the circle, the rectangle contained by the whole line cutting the circle and the part without the circle is equal to the square on the tangent. Euclid III, 36.

C.

11. Being given a rectangle, to construct, on a given finite line as one side, a rectangle equal to the given one.

12. The sum of the three medians of a triangle is less than the sum of the three sides.
   (A median of a triangle is a straight line from a vertex to the middle of the opposite side).

13. Show that the circumference of a circle can pass through any three points not in line, and that only one circumference can pass through the same three points.

14. If the finite line of question 3 is 10 inches long, find approximately the length in inches of the longer part.

15. If a quadrilateral has the sum of two of its opposite angles equal to two right angles, it can be inscribed in a circle.

16. The angle between two intersecting circles is defined to be the angle between tangents to the two circles at the point of intersection.
   Hence draw a circle with given radius to intersect a given circle at right angles.

17. Two circles intersect in A and B, and from any point P on the line through A and B, two straight lines are drawn cutting one of the circles in C and D, and the other circle in E and F.
   Then the rectangle contained by PC and PD is equal to that contained by PE and PF.

18. If a finite line be divided into any three parts the square on the whole line is equal to the sum of the squares on the parts together with twice the sum of the rectangles contained by the parts taken two and two.
ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

EUCLID.

SENIOR LEAVING AND HONOR MATRICULATION.

(A. R. Bain, LL.D.

Examiners: N. F. Dupuis, M.A.

I. E. Martin, B.A.

Note.—Candidates must take all the questions of section A, and any four of section B.

A.

1. (a) Upon the same base, and on the same side of it there cannot be two triangles that have their sides which are terminated in one extremity of the base, equal to one another, and likewise those which are terminated in the other extremity.—Euc. I, 7.

(b) Prove the foregoing directly from the assumed axiom, "a straight line is the shortest distance between two given points."

2. (a) All the interior angles of any rectilineal figure together with four right angles, are equal to twice as many right angles as the figure has sides. Euc. I, 32, Cor. 1.

(b) A, B, C, D, E are five vertices, in order, of the figure whose sides are AC, CE, EB, BD, and DA. Find the sum of the angles ACE, CEB, EBD, BDA and DAC.

3. (a) If a line be divided into two equal, and also into two unequal parts, the rectangle contained by the unequal parts, together with the square on the line between the points of section, is equal to the square on half the line. Euc. II, 5.

(b) If a line be divided into two parts the rectangle contained by the parts is greatest, and the sum of the squares on the parts is least when the parts are equal.

[OVER.]
4. (a) The angle in a semi-circle is a right angle; the angle in any other segment is acute or obtuse according as the segment is greater or less than a semicircle. Eucl. III, 31.

(b) If through a fixed point any number of chords be drawn to the same circle the middle points of the chords lie on a circle.

5. (a) Inscribe a circle in a given triangle.

(b) Show that the problem to draw a circle to touch three straight lines which form a triangle has four solutions, and find them.

6. (a) Give a definition of similar triangles and of homologous sides, and prove that in similar triangles the homologous sides are proportional.

(b) ABC is a triangle and DE is parallel to AC, D being on AB and E on CB. DC and EA intersect in O. Show that BO produced bisects AC.

B.

7. A, B, C, D are the vertices of a square and A', E, F the vertices of an equilateral triangle, both inscribed in the same circle.

Find the angle between BE and DF', and also between DE and BF.

8. A and B are two points on the same side of a line L. Find a point, P, on L, such that the sum of PA and PB may be the least possible.

9. Describe a circle, with a given radius, to touch a given circle and pass through a given point.

Show that there are two solutions, and examine the conditions under which the two solutions become the same, or become impossible.

10. A, B, C, D is a square and AA', BB', CC', DD' are perpendiculars upon any line L.

Show that the square is equal to the difference between the sum of the squares on AA' and CC', and twice the rectangle contained by BB' and DD'.

11. Two tangents are drawn from a point, P, to a circle whose centre is O, and the chord, joining the points of contact of the tangents, cuts OP in Q.

Show that the rectangle contained by OP and OQ is equal to the square on the radius of the circle.
12. Similar triangles are to one another in the duplicate ratio of their homologous sides.

13. Draw two lines parallel to the base of a triangle so as to trisect the area of the triangle.

14. The rectangle contained by the diagonals of any quadrilateral inscribed in a circle is equal to the sum of the rectangles on its opposite sides in pairs.
ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

CHEMISTRY.

JUNIOR LEAVING AND PASS MATRICULATION.

Examiners: {G. Chambers, B.A., M.B. 
J. J. Mackenzie, B.A. 
T. H. Smyth, M.A., B.Sc.}

Note.—Candidates may take any six questions.

1. (a) Describe experiments to show that one c.c. of Hydrogen Gas and one c.c. of Chlorine Gas are found in two c.c. of Hydrochloric Acid Gas, and one c.c. of Oxygen Gas and two c.c. of Hydrogen Gas in two c.c. of Water Gas.

   (b) Draw the inference from the above experiments that the ratio of the weight of two c.c. of each of these compound gases to the weight of one c.c. of Hydrogen is twice the Specific Gravity of the Compound Gases compared to Hydrogen.

2. Discuss the question as to the distinction between a combustible substance and a supporter of combustion. Illustrate by equations the chemical reactions which occur in the combustion of:

   (a) Hydrogen in Chlorine.
   (b) Oxygen in Marsh Gas.
   (c) Carbon Monoxide in Oxygen.
   (d) Sodium in Hydrochloric Acid Gas.
   (e) Hydrogen Sulphide in Oxygen.

3. Explain the meaning assigned by Chemists to the following terms: [a] Oxidizing Agents, [b] Reducing Agents; write equations showing instances of oxidation, [c] by Oxygen Gas, [d] by Chlorine Water, [e] by Nitric Acid; of reduction [f] by heat, [g] by Charcoal, [h] by Nascent Hydrogen.
IMAGE EVALUATION
TEST TARGET (MT-3)

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4. [a] How would you prepare red Phosphorus from the yellow variety? Contrast their physical and chemical properties.
   [b] How many grams of Phosphorus will be required when completely burnt to take the whole of the Oxygen out of 1,000 grams of air. \[P=31.\]

5. Describe the physical changes and illustrate by equations the chemical changes which occur when each of the following substances is heated in a test tube, [a] Ammonium Nitrate, [b] Potassium Nitrate, [c] Lead Nitrate, [d] Calcium Carbonate, [e] Ammonium Chloride.

6. Name and give the formulae of the substances formed by the action of hot Concentrated Sulphuric Acid upon each of the following bodies: [a] Copper, [b] Charcoal, [c] Potassium Chlorate, [d] Potassium Iodide, [e] Ammonium Nitrate, [f] Ammonium Chloride, [g] Calcium Carbonate.

7. Explain the chemical and physical reactions which occur in the following experiments—give equations in each case:
   [a] A small piece of Sodium is thrown upon Water.
   [b] A small piece of Potassium is thrown upon Water.
   [c] Chlorine Gas is mixed with Hydrogen Sulphide.
   [d] Charcoal is heated with Sulphur Vapor.
   [e] Nitrogen Trioxide is mixed with Sulphur Dioxide.

8. Describe experiments shewing how you would distinguish
   [a] Oxygen from Nitrous Oxide,
   [b] Nitrous Oxide from Nitric Oxide,
   [c] Hydrochloric Acid from Hydrobromic Acid.
   [d] Hydrobromic Acid from Hydriodic Acid.
   [e] Hydrogen Sulphide from Phosphuretted Hydrogen.
Education Department, Ontario

ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

CHEMISTRY.

SENIOR LEAVING AND HONOR MATRICULATION.

Examiners: J. J. Mackenzie, B.A.
           T. H. Smyth, M.A., B.Sc.

Note.—Candidates will take any six of the eight questions.

1. (a) The specific gravity of Hydrogen is 0.0692, that of Ammonia is 0.595 (air = 1). What is the molecular weight of Ammonia? Explain how you arrive at your conclusion.
   (b) The vapour density of Sulphur is said to be abnormal at 500°C and normal at 1000°C. Explain the meaning of these statements.
   (c) Describe experiments to show that Ammonium Chloride is decomposed by heat into Ammonia and Hydrogen-chloride gas.

2. A gas gives, on analysis,
   Carbon = 85.78
   Hydrogen = 14.32

   300 c.c. of the gas at 10°C. and 750 mm. Bar. weigh 0.35 grams. Write the formula of the gas.

3. (a) How can Barium Oxide be used as a means of preparing Oxygen from the air?
   (b) Compare the chemical properties of Oxygen and Ozone.
   (c) If the molecule of Oxygen consists of two atoms then the molecule of Ozone consists of more than two atoms. State facts in support of this statement.

(OVER.)
4. Chlorine, Bromine and Iodine are said to belong to the same natural family of elements. Explain and illustrate this statement.

5. (a) How could you prepare the Tri-hydride of Arsenic (Arsine)? Compare its properties with Ammonia and Phosphine.

(b) Write equations showing the reactions which occur when Arsine, Phosphine, and Ammonia respectively burn in air.

6. Write equations illustrating the action of Hydrogen Sulphide upon:
   (a) Chlorine Gas.
   (b) Ammonium Hydrate.
   (c) Nitric Acid.
   (d) Antimonous Chloride.
   (e) Solution of Ferric Chloride.

7. A solution is known to contain Silver Nitrate, Mercurous Nitrate, Mercuric Nitrate or Arsenious Oxide. How would you determine which it contains?

8. (a) Give an account of the Chemistry of Calcium. Illustrate its relations to Barium and Strontium.

(b) What is the cause of the so-called temporary hardness of water. Explain the chemical reactions which occur in the different methods adopted for its removal.
ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

TRIGONOMETRY.

SENIOR LEAVING AND HONOR MATRICULATION.

A. R. Bain, LL.D.

Examiners: N. F. Dupuis, M.A.
I. E. Martin, B.A.

NOTE.—Candidates are required to take all the questions of section A and any two of section B.

A.

1. (a) Define an angle according to the usage of Plane Trigonometry.
   (b) Define the common units of angular measure.
   (c) Express in sign and magnitude in each of the units, the angle described by the minute hand of a clock between the times 9h.5m. and 11h.55m.

2. (a) Define $\sin A$, $\cos A$, $\tan A$, and $\cot A$, when $A$ is less than a right angle.
   (b) Deduce from a geometrical construction the algebraic value of $\frac{\pi}{2} + \alpha$, when $\alpha$ is less than $\frac{\pi}{2}$.
   (c) Find the value of each of the following:
   \[ \sin \frac{\pi}{4}, \cos \frac{\pi}{3}, \tan \frac{\pi}{6}. \]

3. (a) Express all the Trigonometric functions of a given angle in terms of its sine.
   (b) Find a value of $\theta$ and of $\phi$ from the equations $\sin \theta = \frac{1}{2}$, and $\tan \phi = \sqrt{3}$.
   (c) Given $\sin 2\theta = \cos 3\theta$, find $\theta$ and $\sin \theta$.  

[over.]
4. (a) Prove that \(\sin \alpha + \sin \beta = 2\sin \frac{1}{2}(\alpha + \beta)\cos \frac{1}{2}(\alpha - \beta)\), and write the corresponding value for \(\cos \alpha + \cos \beta\).

(b) Show that \(\sin 41^\circ + \sin 67^\circ = \sin 31^\circ - \sin 77^\circ = \sin 5^\circ\), given \(\sin 18^\circ = \frac{\sqrt{5} - 1}{4}\).

(c) Express \(\cos m \theta \cdot \cos n \theta \cdot \cos p \theta\) as the sum of four cosines.

5. In any triangle prove that:

(a) \(\frac{\sin A}{a} = \frac{\sin B}{b} = \frac{\sin C}{c} = \frac{1}{2R}\).

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

(c) \(\tan A + \tan B + \tan C = \tan A \cdot \tan B \cdot \tan C\).

6. Find an expression for

(a) The radius of the incircle (inscribed circle) of a triangle.

(b) The radius of an excircle (escribed circle) of a triangle.

(c) The radius of the circumcircle (circumscribing circle) of a triangle.

7. (a) Prove that

\(r_1 \cot \frac{A}{2} = r_2 \cot \frac{B}{2} = r_3 \cot \frac{C}{2} = r \cot \frac{A}{2} \cot \frac{B}{2} \cot \frac{C}{2}\).

(b) The centres of the excircles of a triangle are joined. Show that the area of the triangle so formed is \(\frac{abc}{2r}\).

8. (a) Prove that

\[\frac{\sin \alpha + \sin \beta + \sin \gamma - \sin (\alpha + \beta + \gamma)}{\cos \alpha + \cos \beta + \cos \gamma + \cos (\alpha + \beta + \gamma)} = \frac{\tan \alpha + \beta + \gamma + \tan r + \alpha}{2} \cdot \frac{2}{2}\]

(b) If \(l, m, n\) are the altitudes of a triangle, drawn from the vertices \(A, B, C\) respectively,

\(a \sin A + b \sin B + c \sin C = 2(l \cos A + m \cos B + n \cos C)\).
9. (a) In any triangle $a^2 = b^2 + c^2 - 2bc \cos A$. Show from this that if $c$ has two real positive values $a$ is less than $b$, and the triangle is ambiguous.

(b) If in the ambiguous case the ratio of the two values of the indeterminate side be $\sqrt{3} + 2$, and the given angle be $45^\circ$, show that the angle between the two positions of the opposite side is $60^\circ$.

10. (a) Given $a, b$ and $C$, write formula for finding $A, B$ and $c$.

(b) The radii of two wheels, in the same plane, are $R$ and $r$, and a belt goes around them and crosses between them at an angle $2\theta$. Find the length of the belt, and show that the length is constant while the sum of the radii is constant.

11. (a) $ABC$ is an equilateral $\triangle$, and $E$, on $BC$ is a vertex of the inscribed square whose side lies along $AC$. Show that $\tan EAC = \frac{1}{2}(3 - \sqrt{3})$.

(b) The altitude of a certain rock is $a^\circ$, and after walking $b$ feet towards the rock up a slope of $\beta^\circ$ to the horizon the altitude of the rock is then $\gamma^\circ$. Find the vertical height of the rock above the first position.
Education Department, Ontario.

ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

ALGEBRA.

JUNIOR LEAVING AND PASS MATRICULATION.

[A. R. Bain, LL.D.
Examiners: N. F. Dupuis, M.A.
I. E. Martin, B.A.]

NOTE.—Candidates for Junior Matriculation will take any eight questions in section A. Candidates for the Junior Leaving examination will take six questions in section A, and any two questions in section B.

A.

1. Collect and reduce to the simplest form:

(a) \[ \frac{x + y - \frac{2x}{y}}{x + y} = \frac{x^3 - ax^2}{y^3 - ax^2} \]

(b) \[ \frac{a}{(a-b)(a-c)} + \frac{b}{(b-c)(b-a)} + \frac{c}{(c-a)(c-b)} \]

2. Find the value of \( x \) in \( (a) \) and the values of \( x \) and \( y \) in \( (b) \).

(a) \[ \frac{\sqrt{3x+1} + \sqrt{3x}}{\sqrt{3x+1} - \sqrt{3x}} = 4 \]

(b) \[ (a-b)x + (c-d)y = p + q, \ (a+b)x - (c+d)y = p - q \]

3. Resolve into factors:

(a) \( a^2 + b^2 - c^2 - d^2 - 2ab + 2cd \)

(b) \( 4x^4 + 6x^3 + 72x - 576 \)

(c) \( x^6 - 7x^4 - 144 \)

4. Solve the equations:

(a) \[ x + \frac{5}{2x} = 3 \frac{1}{2} \]

(b) \[ 3x^2 - 2x + \sqrt{3x^2 - 4x - 6} = 18 + 2x. \] (OVER.)
5. Shew that
\( \frac{b-c}{1+bc} + \frac{d-a}{1+ad} = 0 \), if \( \frac{a-b}{1+ab} + \frac{c-d}{1+cd} = 0 \).

(b) If \( x = \frac{b-c}{a}, y = \frac{c-a}{b}, z = \frac{a-b}{c} \), then \( xyz + x + y + z = 0 \).

6. (a) Solve the equation, \( ax^2 + bx + c = 0 \), and hence find the conditions for equal roots.

(b) If the roots of \( x^2 - px + q = 0 \) are \( \alpha \) and \( \beta \), and if \( \alpha^2 = q \beta \), find the value of \( \alpha \) in terms of \( \beta \).

7. Solve the following equations:
(a) \( x + y = 5, \quad x^3 + y^3 = 65 \).
(b) \( 2x^2 - xy = 6, \quad 2y^2 + 3xy = 8 \).

8. (a) If \( 3x = 2b + 2c - a, \quad 3y = 2a - b + 2c \) and \( 3z = 2a + 2b - c \), shew that \( x^2 + y^2 + z^2 = a^2 + b^2 + c^2 \) and \( xy + xz + yz = ab + ac + bc \).

(b) Prove that \( x^4 - px^2 + qx^2 - rx + s \) divided by \( x - \alpha \) gives \( \alpha^4 - p\alpha^3 + q\alpha^2 - r\alpha + s \) as remainder.

9. If a ship requires 40 hands, a schooner 15, and a steamer 10; if on a given day 36 vessels arrive in port manned in all by 750 men; and if the hands on the ships were sufficient to supply all the schooners and twice the number of steamers, how many vessels of each kind arrived that day?

10. The difference of two numbers is to the less as 4 is to 3, and their product multiplied by the less is 504; find the numbers.

B.

11. (a) When \( x = 2 + \sqrt{3} \) find the value of \( x^3 - 2x^2 + x + 18 \).

(b) Given \( 1 + \sqrt{1 - \frac{a}{x}} = \sqrt{1 + \frac{x}{a}} \) to find \( x \).

12. (a) If the roots of \( ax^2 + dx + f = 0 \) be \( \alpha \) and \( \beta \), shew that the roots of \( c^2x^2 + c(d-f)x - df = 0 \) are \( \alpha + \beta \) and \( \alpha \beta \).

(b) \( x^2 + y^2 = 2x^2 + y^2 - 15, \quad x + y = xy + 1 \).

13. Find two numbers whose difference is 4, and twice whose product is equal to the cube of the less.

14. A number consists of three digits, the square of the second digit equals the product of the other two. The number multiplied by 7 is 124 times the sum of the digits, and if it be increased by 594 the digits will be inverted. Find the number.
Note.—Candidates will take any seven of the nine questions.

1. (a) Assuming the Binomial Theorem for positive integral indices prove it for fractional exponents.

(b) Show that when \( n \) is a positive integer the coefficient of the \( r \)th term in the expansion of \((1 + x)^n\) equals the sum of the coefficients of the \( r \)th and the \((r+1)\)th terms in the expansion of \((1 + x)^{n-1}\).

(c) Find the coefficient of \( x^4 \) in the expansion of \((1 + x + x^2)^5\).

2. (a) By means of the expansion of \((1 + x)^\frac{1}{2}\) find a series whose limit is \(\sqrt{2}\).

(b) Find the coefficients of \(x^n\) in the expansion of \(\frac{(1-2x)^2}{(1-x)^4}\).

(c) If \((10 + 3\sqrt{11})^n = a + b\) where \(a\) and \(n\) are integers and \(b\) is a proper fraction, prove that \((a + b)(1-b) = 1\).

3. (a) If the roots of \(ax^2 + 2bx + c = 0\) be imaginary, what relations subsist between the coefficients of the equation?

(b) If \(x\) be real determine the limits between which \(\frac{x^2 + 5x + 4}{x^2 + 5x}\) can have no real value.

(c) Find the condition that \(y^2 + axy + bx^2 + cy + dx + e = 0\) may be resolved into two rational factors of the first degree.

(Over.)
4. Factor the following expressions:
   (a) \( x^3 + (b-2a)x^2 + (a^2-2ab)x + ba^3 \).
   (b) \((a+b)^5 + (a+b)(b-a) + (a+b)^3(b-a)^2 + (a+b)^2(b-a)^3 + (a+b)(b-a)^4 + (b-a)^5\).
   (c) \(2x^4 - 3x^3 - 21x^2 - 2x + 24\).

5. Solve the equations,
   (a) \( x^2 + y^2 - x - y = 78, \ x + y + xy = 39 \)
   (b) \( x + 7x^3 = 22 = 0 \)
   (c) \((1+x^2)(1+y^2) = 2(xy-1)^2, \ x + y = 5 \).

6. (a) If \( nC_r \) denote the number of combinations of \( n \) things taken \( r \) together, prove that \( n+2C_{r+1} = nC_r + 2nC_r + nC_{r-1} \).
   (b) If the total number of combinations of \( 2n \) things taken 1, 2, 3, \ldots \( 2n \), in a group respectively be 129 times the total number of combinations of \( n \) things taken 1, 2, 3 \ldots \( n \) respectively, find \( n \).
   (c) Prove that the number of permutations of \( 2n \) things of which one-half are alike and the other half alike though different from the first is equal to the greatest number of combinations that can be made of the \( 2n \) things of which none are alike.

7. (a) Deduce the formula for the sum of \( n \) terms of a Geometrical Progression.
   (b) If a G. P. whose ratio is \( r \) consists of \( 4n \) terms, shew that the sum of the first and last \( n \) terms is to the sum of the second and third \( n \) terms as \( r^{2n} - r^n + 1 : r^n \).
   (c) If \( a, y, z \) be in H. P., \( a, x, b \) in A. P. and \( a, z, b \) in G. P., prove that \( y = 2(a+b)\left\{ \left(\frac{a}{b}\right)^{\frac{1}{3}} + \left(\frac{b}{a}\right)^{\frac{1}{3}} \right\}^{-2} \).

8. (a) Define the terms ratio and proportion, and explain what is meant by the statement that one quantity varies inversely as another.
   (b) If \( x \propto y \), and \( xy \propto z^2 \), prove that \( x^3 + y^3 + z^3 \propto xyz \).
   (c) Shew that any sum of money, twice the discount on it for a given time and the interest on the sum for the same time are in harmonical proportion.
9. (a) The sum of \( p \) terms of an Arithmetical Progression is \( q \) and the sum of \( q \) terms is \( p \), show that the sum of \((p-q)\) terms is

\[
\frac{2q}{p} + 1 \left( p-q \right).
\]

(b) Show that the sum to \( n \) terms of the series,

\[
2 + 2.3 + 2.7 + 2.15 + \ldots + (2^n + 1 - 2) = 2^{n+2} - 2(n+2).
\]

(c) If \( A \) be the sum of the series formed by taking the 1st and every \( p^{th} \) term after the first of an infinite Geometrical Progression whose first term is one and whose ratio is less than one, and if \( B \) be the sum of the series formed by taking the 1st and every \( q^{th} \) term after the first, prove

\[
A^q (A-1) = B^p (B-1).
\]
THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

HISTORY AND GEOGRAPHY.

JUNIOR LEAVING AND PASS MATRICULATION.

Examiners: W. J. Alexander, Ph.D.
T. C. L. Armstrong, M.A., LL.B.
J. E. Bryant, M.A.

Note.—Only 9 questions in all are to be answered by any candidate, namely, section A, 5 questions from section B, 2 from section C, and 1 from section D. The two questions marked with an asterisk are for candidates for the Junior Leaving Examination only, and both these questions must be taken by these candidates.

A.

1. Describe the grievances and complaints of the people of Canada which led to The Constitutional Act of 1791. Describe the provisions of this Act and the hopes of those who promoted it; and shew wherein the Act was successful in allaying the discontents of the people and wherein it was not successful.

B.

2. Describe graphically the conflict at Ligny, Quatre Bras, and Waterloo.

3. Describe the policy of William Pitt towards Ireland. How far was he successful in carrying out his policy, and in what respects did he fail? What were the causes of his failure and the results of it?

4. Sketch and contrast the respective attitudes of Burke and Pitt towards France during the progress of the French Revolution (1789-1799). State and account for Pitt's final attitude towards the French Government of that time. (over.)
5. Give an account of the events in the earlier part of the reign of George III (1763-1792) which were concerned with the development of the freedom of the press and the increase of its influence.

*6. Sketch the personal character and political career of the elder Pitt (Lord Chatham) stating particularly his efforts
   (a) in upholding the honor of the empire abroad;
   (b) in promoting the independence of parliament and parliamentary reform;
   (c) in preventing the secession of the American Colonies. Mention any other notable efforts which Chatham made to promote the welfare of the kingdom and advance its honor.

7. Enumerate and describe the improvements and advancements made in the technical arts, manufactures, agriculture and commerce of Britain from 1750 to 1790.

8. Describe and account for the religious revival which characterized the middle of the 18th century. Mention some results of that revival which extended beyond the immediate sphere of its action.

*9. Give an account of Walpole as a Minister of Finance. What were the principles of his financial policy? How far was he able to carry his principles into effect and wherein did he fail? Describe the influence of his policy as Finance Minister and Premier upon the mercantile prosperity of the nation.

10. Describe the difficulties and obstacles that stood in the way of the union of England and Scotland in the reign of Queen Anne. How were these overcome or removed? What were the provisions of the Act of Union? What have been the practical advantages of the Union?

11. Sketch briefly the political and military career of Julius Cesar, accounting as far as you can for its success. Give your estimate of Cesar's character and abilities; also of the influence of his career upon the history of the world.

12. Sketch the career of Philip of Macedon, and give some account of the resistance offered to his ambition by Demosthenes. Give your estimate of the influence of Philip's successes upon the development of political freedom in the ancient world.
13. Sketch the history of the Persian invasion under Xerxes (B.C., 480), describing more particularly the achievements of the Greeks at Thermopylae and Salamis. Sketch briefly the military operations of the Persians and the Greeks during the next year (B.C., 479), and state your opinion as to the general influence of the invasion upon the subsequent history of the Grecian States.

D.

14. Describe generally the extent and boundaries of the British Possessions in North America:
   (a) at the beginning of the Seven Years' War (1756);
   (b) at the close of the War of American Independence (1783).

15. Describe briefly the position (using modern names) of the following:
   (a) Gallia Transalpina,
   (b) Gallia Cisaipina,
   (c) Liguria,
   (d) Etruria,
   (e) Latium,
   (f) Samnium,
   (g) Apulia,
   (h) Asia (propria),
   (i) Cilicia,
   (j) Bithynia and Pontus,
   (k) Thracia,
   (l) Dacia,
   (m) Africa (propria),
   (n) Numidia,
   (o) Mauritania.
HISTORY AND GEOGRAPHY.

SENIOR LEAVING AND HONOR MATRICULATION.

(W. J. ALEXANDER, Ph.D.)

Examiners: T. C. L. ARMSTRONG, M.A., LL.B.
(J. E. BRYANT, M.A.)

Note.—Only six questions in all are to be answered, namely:
any five questions of section A, and either question of
section B.

A.

1. Describe the relations and conduct towards England of
William Prince of Orange, prior to the "Invitation."

2. Describe the Act of Uniformity of 1662, the conditions
which made it possible, and the consequences that flowed
from it.

3. Give some account of the development of physical sci-
ence and natural philosophy during the 17th century.

4. Contrast the social and religious aspects which England
presented before and after the Restoration.

5. Describe the "New Model." Give an account of its
political opinions, and sketch briefly its political conduct from
the battle of Naseby (1645) to the expulsion of the Forty
Members ("Pride's Purge"—December, 1648).

6. Sketch the history of the Long Parliament from its first
assemblage to the attempted arrest of the "Five Members."

7. Describe the means made use of by Charles I to obtain
revenues during the years 1629-1640. Illustrate your
answer by references to particular acts. (OVER.)
8. (a) Describe the character of a typical puritan English gentleman in the reign of James I.

(b) Describe the influence of the translation of the Bible into English, upon the intellectual, social, and moral life of the people.

9. Sketch the character of Elizabeth, illustrating it by reference to her acts as monarch of England.

10. Sketch the career of Thomas Cromwell, with special reference to (a) the power of the throne; (b) the status of the Church; (c) the status of Parliament.

B.

11. Describe briefly the geographical position and historical significance of the following: [Note.—Any ten will be considered a full answer.]

(a) Sedgemoor,  (k) Chalgrove Field,  
(b) Dover,  (l) Nottingham and Northampton (1642),  
(c) Breda,  (m) York (1640),  
(d) Worcester,  (n) Berwick,  
(e) Dunbar,  (o) Rhé,  
(f) Wexford,  (p) Kinsale (1601),  
(g) Drogheda,  (q) Zutphen,  
(h) Oxford (1642-1646),  (r) Pinkie,  
(i) Uxbridge,  (s) Flodden,  
(j) Bristol (1643–1645),  

12. Give brief geographical accounts of the foreign territories acquired or lost by Britain during the Period covered by this examination (1492–1688), and also brief historical accounts of the principal events connected with their acquisition or loss.
ANNUAL EXAMINATIONS, 1891.

THE HIGH SCHOOL PRIMARY, LEAVING, AND UNIVERSITY MATRICULATION.

ZOOLOGY.

SENIOR LEAVING AND HONOR MATRICULATION.

Examiners: G. Chambers, B.A., M.B.
J. J. Mackenzie, B.A.
T. H. Smyth, M.A., B.Sc.

Note.—Candidates must take question 1 and either question 2 or 3 in section A; one question in section B, and two questions in section C.

A.

1. Dissect out and draw the appendages and mouth parts of the animal submitted.

2. Dissect out and draw the alimentary canal of this animal.

3. Dissect out and draw the nervous system of this animal.

B.

4. This form is said to belong to the segmented animals; the earthworm is also a segmented animal. Point out how the segmentation differs in this form from that of the earthworm.

5. Give a brief account of the structure of the eye in this animal. How does it differ from the eye of the Vertebrates?

C.

6. Point out the chief differences between the catfish and the Ganoid fishes.

7. Explain briefly the effects which a parasitic mode of life may have upon the structure of an animal.

8. Make a drawing to show the parts of the brain of a frog. What parts of the brain are more especially developed in man.
Note.—Candidates must take the first six questions and any one of the remaining two.

1. Describe fully the plant submitted.

2. Refer it to its proper position among Phanerogams and name several allied Canadian plants.

3. Draw:
   (a) A Floral diagram.
   (b) A longitudinal section through the flower showing the relationship of the various organs.

4. Point out the characters in this plant which you would consider belong:
   (a) to the Family,
   (b) to the Genus,
   (c) to the Species.

5. Make a drawing of the microscopic preparation submitted, so as to show the different tissues giving their names.
   (Note—Candidates are not required to draw the whole section, but only enough of it to show all the tissues and their relation to one another.)

6. Show how a transverse section through a grass stem would differ from the preparation submitted.

7. Give a brief account of the minute structure of a root. Explain how it performs its function of absorption. What other function may belong to it?

8. Mention some of the chief characters of the Algae. Give a brief account of their reproduction.
ANNUAL EXAMINATIONS: 1891.

FIRST YEAR.

GREEK AUTHORS.

Examiner: FRANCIS HUSTON WALLACE, M.A., B.D.

I.

1. Translate:

Kaiov 'Odusseus de to toliwv ymev avtaro 'Athn.

2. Parse ymev, cheve, filal, epheroth, eikonia.

3. Write philological notes on toliwv, here, antisthos, glaukota, anbroposin.

4. Give the principal parts of erro, emelle, duosithai, anbolerai, ikaino.

5. Translate:

"Ovas aivb, de on myrheis theou ahrxetai, faive de aivbho

Embev elon ois oi mev duosithiin esti vhn

Bantes apteploioi, pver en klesisai Salontes,

'Rheinai, toi de hdoi agaklwtov iwmf 'Odyshia

Eiat' eni Troiwn agorh kekalummenoi uppou.
Aitroi yap μου Τρόους ἐς ἀκρότολιν ἔρισαντο.

Ως ο μέν ἐστικεῖ, τοι 6 ἀκριτα πόλλα ἁγάρενον.

Ἡμενοι ἀμφ' αὐτῶν πράγχ δὲ σφισιν ἡμᾶς ἔβολην.

Ἡ διαπλήθη κοιλον δόρυ νηλέει χαλκῷ,

Ἡ κατὰ πετρῶν βαλέειν ἔρισαντας ἐπ' ἄκρης,

Ἡ εἰάν μέγ' ἄγαλμα θεῶν θελατήριον εἶναι,

Τῇ περ δὴ καὶ ἐπεῖτα τελευτήσεσθαι ἐμελλῆν.

Ἄσα γὰρ ἐμ' ἀπολέσσαί, ἐμὲν πόλις ἄμφικαλύψῃ

Δουράτευν μέγαν ὕππον, δὴ εἰατο πάντες ἀριστοὶ

Ἀργείων Ἀριώσσαι φόνον καὶ κήρα φέροντο.

Ibid., VIII.

6. Parse and explain the syntax of εὐθεν, ἔλαυν ὡς, μιν, διαπληθεῖ, ἐμελλεν, ἀπολέσσαί.


II.

1. Translate:

ΣΩ. Τί δαί, δο Λυσίμαχε; ὅποτερ, ἄν οἱ πλείους
eπανώσων ἡμῶν, τοῦτοι μέλλεις χρησάθαι;

ΔΤ. τί γὰρ ἂν τις καὶ ποιοῖ, ὦ Σώκρατες;

ΣΩ. Ὅν καὶ σὺ, ὦ Μελησία, οὕτως ἂν ποιοῖς; κἂν

εἰ τις περὶ ἀγωνίας τοῦ νίκου σοι βουλή εἶ ἐπὶ χρῆ

άσκειν, ἀρα τοῖς πλείσσων ἄν ἡμῶν πείθοι, ἡ ἤκεινον

ὅστη τυχήμεν ὑπὸ παιδοτριβή ἄγαθόν πεπαιδευμένον
cαὶ ἡσικηκός;

ΜΕ. Ἡκείνῳ εἰκός γε, ὦ Σώκρατες.

ΣΩ. Αὐτῷ ἀρ’ ἄν μᾶλλον πείθοι τῇ τεταρσὶν

οὕτως ἡμῶν;

ΜΕ. Ἱσως.

ΣΩ. Ἐπιστήμη γὰρ, οἴμαι, δεῖ κρίνεσθαι, ἄλλῃ οὐ

πλῆθει, τὸ μέλλον καλῶς κρίθησθαι.

ΜΕ. Ἡγεῖς γὰρ ὃ;

ΣΩ. Οἰκοῦν καὶ νῦν χρῆ πρῶτον αὐτὸ τούτῳ
sκέψασθαι, εἰ ἐστὶ τις ἡμῶν τεχνίκας περὶ οὗ ὑπο-

λευκόθια, ἡ οὐ καὶ εἴ μὲν εἴστω, ἐκεῖνη πείθεσθαι εἴ

ὅτι, τοὺς δ’ ἄλλους εἰν’ εἰ δὲ μή, ἄλλου τινά ἐπεὶν.

ἡ περὶ σμικροῦ οἷότερον νυνὶ κυνδυνεύει μὲν σὺ καὶ

Λυσίμαχος, ἄλλο ὡς περὶ τοῦτο τοῦ κτήματος ὡ τῶν

ὑμετέρων μέγιστον ὑπὸ τυχήναι; νῦν ἦν τῶν ἡ

χρηστῶν τῇ τάναττα γενομένων καὶ πᾶς ὁ οἶκος τοῦ

πατρὸς οὕτως οἰκήσαται, ὡσποδ’ ἂν τῶν οἱ παιδε

γένωνται.

PLATO, Laches, IX.

2. Parse δαί, πλείους, καν, ἡσικηκός, οἰκήσαται.
3. Briefly describe the scene, the persons, the subject, and the course of this Dialogue.

4. Translate:

NI. Εὐ γε, ὁ Δάχης, ὁτι οὐδὲν οἷον ἦτι πρᾶγμα ἦναι, ὅτι αὐτῶς ἄρτι ἐφάνης ἀνδρείας πέρι οὐδὲν εἶδός, ἀλλ' εἶ καί ἐγώ ἐπερω τοιοῦτος ἀναφαίνομαι, πρὸς τοῦτο βλέπεις, καί οὐδὲν ἦτι διόισει, ὡς ἴσω, σοι μετ' ἐμοῦ μηδὲν εἰδέναι ὅπως προσήκει ἑπιστήμην ἦκεν ἄνδρι οἰομένῳ τι ἦναι. οὔ μὲν οὖν μοι δοκεῖσ ὡς ἀληθῶς ἀνθρώπειον πράγμα ἑργάζεσθαι, οὐδὲν πρὸς αὐτῶν βλέπον ἰλλά πρὸς τοὺς ἄλλους: ἐγὼ δ' οἴμαι ἕκκο περὶ ὧν ἐλάγχειν ὦν τε ἐπεικῶς εἰρήθαι, καὶ εἰ τι αὐτῶν μὴ ἰκανῶς εἰρητικα, ὅστερον ἐπανορθώσεσθαι καὶ μετὰ Δάμωνος, ὃς οὔ που ἐοὶ καταγελάνῃ, καὶ ταῦτα οὐδὲ ἴδων πάσοτε τῶν Δάμωνα, καὶ μετ' ἄλλως, καὶ ἐπειδὰν ἐβεβαιώσσιαν αὐτὰ, διδάξει καὶ σέ, καὶ οὖ φθονήσω δοκεῖσ γάρ μοι καὶ μᾶλα σφόδρα δεῖσθαι μαθεῖν.

 Ibid., XXX.

5. Parse and explain the syntax of εἰδός, διοίσει, προσήκει, εἰρήσθαι, δεῖσθαι.

6. Decline πρᾶγμα, ἀνδρείας, ἄνδρι.

7. Write out the perfect indicative active of μαθεῖν.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FIRST YEAR.

GREEK AUTHORS.

HONORS.

Examiner: Francis Huston Wallace, M.A., B.D.

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I.

1. Translate:
   'Τον δ' αὐτὲ προσέειπτε θεά γλαυκώπτης 'Ἄθηνη'
   "Νηπίος εἰς, ὦ ξειν', ἣ τηλθ' εν εἰληλουθας,
   Εἰ δὴ τήρδε γε γαϊν ἀνείρεας οὐδὲ τὶ λήν
   Οὐτων νόμυμος ἐστιν' ἵσασι δὲ μιν μᾶλα πολλοὶ,
   'Ἡμεῖν ὡςοι ναίουσι πρὸς ἠδ' τ' ἥλιον τε,
   'Ἡδ' ὡςοι μετοπίσθε ποτὶ ξόφον ἡρόεντα.
   "Ἡτοι μὲν τρηχεία καὶ οὖν ἰππήλατος ἐστιν,
   Οὐδὲ λήν λυπῆ, ἀτὰρ οὐδ' εὐρεία τέτυκται.
   'Εν μὲν γὰρ οἱ σῖτοι ἅθέσφατοι, ἐν δὲ τε οἶνος
   Γίγνεται' αἰεὶ οὐ μβρος ἔχει τεθάλιῳ τ' ἑρόσ.
   Αἰγίπτους δ' ἀγάθη καὶ βούβατος ἐστὶ μὲν ἔλη
   Παντοτῇ, ἐν δ' ἀρδοῖ ἐπηνεκαι παρέσασιν.
   'Τοι τοι, ξειν', 'Ἰδίκης γε καὶ ἐς Τροίῃν ὄνομ' ἔκει,
   Τὴν περ τηλθο φασίν Ἀχαίδας ἐμμεναι αἰνε'"

   Homer, Odyssey, XIII.

2. Parse εἰς, ἀνείρεας, τέτυκται, παρέσασιν, τῷ.

3. Derive νηπίος, ἡρόεντα, ἰππήλατος, ἅθεσφατος, ἐπηνεκαι.

4. Decline μιν, ἠδ'.

5. Scan the last four lines of the extract.

6. Outline the story of the Odyssey from book XIII. to the end.
7. Translate:

"Ως εἰπὼν ἀνόρασε, τίθει δ' ἄρα οἱ πυρὸς ἐγγὺς:
Εὐώνυμη, ἐν δ' οἷον τε καὶ αὐγὰς δέρματ' ἐβαλλεν.
"Ἐνθ' Ὄδυσσεύς κατέλεκτ' ἐπὶ δὲ χλαίναν βάλεν αὐτῷ
Πυκνὴν καὶ μεγάλὴν, ὥς οἱ παρεκέκσετ' ἀμοίβας,
"Ἐννυσθαί σὺ τε τις χείμων ἐκπαγγέο ὀραίοι.
"Ὡς ὦ μὲν ἐνθ' Ὄδυσσεὺς κοιμήσατο, τοῖ δὲ παρ' αὐτὸν
'Ανδρὲς κοιμήσαντο νεφεῖα: οὐδὲ συμβαίνῃ,
"Ηνδανεν αὐτὸτ' κοίτος, οὐν ἀπὸ κοιμῆθαιναι,
'Αλλ' ὦ γ' ἀρ' ἐξο οἷον ὑπιλίζετο. χαίρε δ' Ὄδυσσεύς
"Οστι πά ρα οἱ βιότοι περικήδετο νάσιφιν ἑόντος.
Πρὸ τοῦ μὲν ξίφος οἷον περὶ στύβαροι βάλετ' ἁμοίως,
'Αμφ' ὑπὲρ χλαίναν ἐέσσατ' ἀλεξάνεμοι, μάλα πυκνὴν,
"Αὐ δὲ νίκην ἑλετ' αὐγὸς ὑπῆρθενς μεγάλοιν,
Εἴλετο δ' οἷον ἀκοντα κινοῦν ἀλκτῆρα καὶ ἀνδρῶν.
Βὴ δ' ἰμεναί κείων οἴδι περ' εὔες ἀργὰνδοντες
Πέτρη ὑπὸ ἀλαφυρῆ εὔθων, Βορέω ὅπ' Ἰωγῆν."

Ibid., XIV.


9. Explain the construction in ἐννυσθαί, κοιμῆθαιναι,

10. State briefly the main points at issue in the Homeric controversy.

II.

1. Translate:

Θουκυδίδης Ἀθηναίος ξυνέγραψε τὸν τίλεμον τὸν
Πελοποννησίων καὶ Ἀθηναίων, ὡς ἔπολεμησαν πρὸς
ἀλλήλους, ἀριστέως εὐθὺς καθισταμένου καὶ ἐπιθέσα
μέγαν τα ἑπεσθαί καὶ ἀξιόλογότατον τῶν προγεγενη-
μένων, τεκμαρόμενος ὃτι ἀκμάζοντες τε ἔσαν ἐς
αὐτὸν ἀμφότεροι παρασευθή τῇ πάθῃ καὶ τὸ ἀλλο
Ἐλληνικὸν ὁρῶς ξυνιστάμενον πρὸς ἐκατέρως, τὸ
μὲν εὔθυς τὸ δὲ καὶ διανοούμενον. κίνησις γὰρ αὕτη
μεγίστη δὴ τοῖς Ἐλληνισι ἐγένετο καὶ μέρει τῶν ἐκα-
τέρων, ὡς δὲ εἰπότως καὶ ἐπὶ τῆλεσιν ἀνθρωπίων, τὰ
γὰρ πρὸ αὐτῶν καὶ τὰ ἔτει παλαιότερα σαφῶς μὲν
ἐφεῦρον διὰ χρόνου πλήθος ἀδύνατα ἤν' ἐκ δὲ τεκμηρίων
ἐν ἐπὶ μακρότατον σκοπούσιν μιο πιστεύσαε Ξυμ-
βαίνειον δὲ μεγάλα νομίζω γενέσθαι οὔτε κατὰ τὸν
πολέμον οὔτε ἐς τὰ ἀλλα.

THUCYDIDES, I.

2. Explain the construction in καθισταμένου, μέγαν,

τὸ μὲν εὐθὺς, ὡς δὲ εἰπότως, ὡς Ἐμβαίνει.
3. Θουκυδίδης. Give a brief account of his life and literary labors.

4. Describe the ostensible and the real causes of the Peloponnesian war according to Thucydides.

5. Translate:

"Τοὺς μὲν Δακεδαμιούς, δὲ ἄνδρας ἔγμαχοι, οὓς ἄν ἐτὶ αἰτιασαίμεθα ὡς ὅτι καὶ αὐτοὶ ἐνέφησαμεν τὸν πόλεμον εἰτί καὶ ἡμᾶς ἐς τοῦτο νῦν ἔσωσαν. χρὴ γὰρ τοὺς ἧμερῶς τὰ ἑδία ἐς ἑσεῖν νέμοντας τὰ κοινὰ προσκοπεῖν, ὡσπερ καὶ ἐν ἄλλοις ἐκ πάντων προτιμῶμεν. ἤμων δὲ ὅσοι μὲν Ἀθηναίοις ἤδοι ἐνηλλάγησαν, οὓς διδαχῆς δέονται ὡστε φυλάξασθαι αὐτοὺς· τοὺς δὲ τὴν μεσόγειαν μάλλον καὶ μὴ ἐν πόρῳ κατακτητικάνους εἰδεῖναι χρὴ ὅτι, τοὺς κάτω ἡμίαμύσοι, χαλεπότεραν ἐξουσία τὴν κατακτητικὴν τῶν ἄραιν καὶ τὰ ἀντιλήψην ἄν ἡ βάλασσα ἡ ἱππεῖρα δίδωσι, καὶ τῶν νῦν λεγομένων μὴ κακοὺς κρίνας ἡμῖν μὴ προσκόπτον εἰμι, προσδιέχεσθαι δὲ ποτὲ, εἰ τά κάτω πρόοιντο, κἂν μέχρι σφῶν τὸ δεμὸν προελθεῖν, καὶ περὶ αὐτῶν υἱὸν ἡμῶν νῦν βουλεύεσθαι.

Ibid.

6. Parse and explain the syntax of αἰτιασαίμεθα, ἐνηλλάγησαν, ἁμύσοι, προσκόπτον, πρόοιντο.

7. Write a note on the speeches in Thucydides.

8. Translate:

"Ο μὲν Περικλῆς τοιαῦτα ἐπεν. οἱ δὲ Ἀθηναίοι νομίσαντες ἀριστα σφίσαν παραμεῖναι αὐτῶν ἐφηβεῖσαν τῇ ἐκείνῳ γρώμῃ, καθ’ ἐκαστά τε ὡς ἐφρασε καὶ τὸ ἑμπατον, οὗτοι κελεύουμενοι ποιήσεως, διεκφέ δὲ κατὰ τὰς ἐνεβήκας ἐτοίμους εἶναι διαλύσεις περὶ τῶν ἐκείνων ἐπὶ τῇ καὶ ὀμοια. καὶ οἱ μὲν ὑπεχώρησαν ἐπὶ οἴκου καὶ οὐκέτι ὑστερον ἐπρεσβεύσων.

Ibid.

9. Explain the construction in κελεύουμενοι ποιήσεως.

10. Give the gist of Pericles’ advice here referred to,
Translate into Greek:

1. They said that they would beat the Athenians.
2. He has a very beautiful head.
3. The words which the soothsayer speaks are false.
4. Some went one way, others another.
5. Surely we do not persuade the gods with gifts, do we?
6. They were more numerous than brave.
7. I went away that I might not see him.
8. If the enemy do this, we shall deprive them of their ships.
9. The law takes care that this shall not occur.
10. If he had had even three talents he would have given them to his brother.
Now, in the end of this year, and in the middle of winter, when the examination-harvest was just at its prime, with which I have both been myself afflicted and have seen others suffering, there happened to be the great festival of Heraclis Philaretos. Now, to the place where they row it may be travelled by the sacred wagons of Hephaestus, if the wind always blow steadily behind their sterns, in about half a day, and by a scratch octere or by a man of decent waist, marching on foot, in something less, so that as well on this account fewer men use the sacred wagons, and also because not only among the priests but especially the menials of Hephaestus, the custom is established rather to receive than to give, and it is more shameful in their eyes not to give, having been asked, than, having asked, not to obtain, notwithstanding which it seemed good to Thucydides, who wrote this history, a ship with gold silver and lumber from the Thracian parts having lately come in, both otherwise to bid farewell to the expense and to go to the race... Of these factions, then, Thucydides joined the Parali, at once wishing to make a display of valour to obliterate the fiasco at Amphipolis, and considering his life and his scholarship alike ephemeral he thought it would be not idiotic, reaping his enjoyments speedily, to abandon the one painlessly, at the zenith of an anaesthetic excitement, rather than, surviving, to lose
the other shamefully, something having happened at examination. And when the antagonistic octoremes appeared it seemed to those looking on to be more like a solemn procession of some god, or a burying of those fallen in war, than a race; but straightway there was a clamour; but to Thucydides it seemed most according to custom to yell “Well rowed, Four!” since he also was a citizen of my own city: which I did, adding to it with an oath, reasonably, the mud simultaneously getting into my eyes and ascending my nose.

C. E. Montague.
I.

1. Translate:

Musis amicus tristitiam et metus
Tradam protetvis in mare Creticum
Portare ventis, quies sub Arcto
Rex gelidae metatur orae,
Quid Tiridaten terreat, unice
Securus, O, quae fontibus integris
Gaudes, apricos necte flores,
Necte meo Lamiae coronam,
Pimplei dulcis! Nil sine te mei
Prosunt honores; hunc fidibus novis,
Hunc Lesbio sacrare plectro
Teque tuasque decet sorores.

HORACE, Odes 1.

2. Scan the first stanza, marking all quantities.

3. Give the principal parts of all the verbs in the extract.

4. Parse musis, quies, orae, Pimplei.

5. Translate:

Saepius ventis agitatur ingens
Pinus, et celsae graviore casu.
Decidunt turres, feriuntque summos
Fulgura montes.
Sperat infestis, metuit secundis
Alteram sortem bene preparatum
Pectus. Informes hiemis reducit
Jupiter, idem
Summumovet. Non, si male nunc, et olim
Sic erit. Quandam eithara tacentem
Suscitat musam neque semper areum
Tendit Apollo.
Rebus angustis animosus atque
Fortis appare; sapienter idem
Contrahes vento nimium secundo
Turgida vela.

HORACE, Odes II.

6. Decline together ingens pinus, gravior casu.
7. Parse infestis, idem (in eighth line of extract), appare, contrahes.

II.

1. Translate:

Neque enim est hoc dissimulandum, quod
obscurarì non potest, sed prae nobis ferendum:
trahimur omnes laudis studio, et optimus quisque
maxime gloria ductur. Ipsi illi philosophi etiam
illos libellis, quos de contemnenda gloria scribunt,
nonem suum inscribunt: in eo ipso, in quo pra-
dicationem nobilitatemque despiciunt, praedicari
de se ac nominari volunt. Decimus quidem Brutus,
summus ille vir et imperator, Aecii, amicissimi sui,
carminibus templorum ac monumentorum aditus
exornavit suorum. Jam vero ille, qui cum Ætolis,
Ennio comite, bellavit, Fulvius, non dubitavit
Martis manubias Musis consequere. Quare, in qua
urbe imperatores prope armati poetae nomen et
Musarum delabra coluerunt, in ea non debent
togati judices a Musarum honore et a poetae
salute abhorrere.

CICERO, Pro Archia.

2. State the main points of this case, and outline
Cicero's treatment of his subject.
3. Write notes on illi philosophi, Ennio, togati.
4. Translate:

Quid enim tam novum, quam adolescentulum
privatum exercitum difficili reipublicè tempore
Remoptime ductu suo gerere? Gessit. Quid
tam præter consuetudinem, quam homini peradol-
escenti, cujus vetas a senatorio gradu longe abesset,
imperium atque exercitum dari? Siciliam per-
mitti atque Africam bellumque in ea administrandum? Fuit in his provinciis singulari innocencia, gravitate, virtute: bellum in Africa maximum confecit, victorem exercitum deportavit. Quid vero tam inauditum, quam equitem Romanum triumphare? At eam quoque rem populus Romanus non modo vidit, sed etiam omni studio visendam et concelebrandam putavit.

CICERO, Pro Lege Manilia.

5. Parse and explain the syntax of *adolescentulum*, *difficilis*, *processe*, *innocentia*, *visendum*.

6. Explain the historical allusions of the extract.

7. Translate:

Sed, ut unde est orsa, in eodem terminetur oratio, maximas tibi omnes gratias agimus, C. Caesar, maiores etiam habemus. Nam omnes idem sentiunt, quod ex omnium precibus et laudibus sentire potuisti; sed quia non est omnibus stantibus necessae dicere a me certe dici volunt, cui necessa est quodam modo, et quod fieri dect, M. Marcello a te huius ordini populoque Romano et rei publicae reddito, fieri id intelligo. Nam laetari omnes non de unius solum, sed de communi omnium salute sentio. Quod autem summae benevolentiae est, qua mea erga illum omnibus semper nota fuit, ut vix C. Marcello, optimo et amantissimo fratris praeter eum quidem cedere nemini, quum id sollicitudine, cura, labore tam diu praestiterim, quam diu est de illius salute dubitatum, certe hoc tempore magnis curis, molestiis, doloribus liberatus, praestare debeo. Itaque, C. Caesar, sic tibi gratias ago, ut omnibus me rebus a te non conservato solum, sed etiam ornato, tamen ad tua in me unum innumerabili merita, quod fieri iam posse non arbitrabar, maximus hoc tuo facto cumulus accesserit.

CICERO, Pro Marcello.

8. Parse and explain the syntax of *orsa*, *stantibus*, *reddito*, *unius*, *praestiterim*. 
Translate:

At rubicunda Ceres medio succiditur aestu;
Et medio tostas aestu terit area fruges.
Nudus ara, sere nudus; hiems ignava colono.
Frigoribus parto agricolae plerumque fruuntur,
Mutuaque inter se laeti convivia curant.
Invitat genialis hiems curasque resolvit:
Ceu pressae quum jam portum tetigere carinae,
Puppibus et laeti nautae imposuere coronas.
Sed tamen et quernas glandes tum stringere tempus,
Et lauri baccas, oleamque, cruentaque myrta;
Tum gruibus pedicas et retia ponere cervis,
Auritosque sequi lepores; tum figere damas,
Stuppea torquament Balearis verbera fundae:
Quum nix alta jacet, glaciam quum flumina tradunt.

Virgil, Georgics, I.

1. Point out any grammatical peculiarities in the words Ceres, fruges, puppibus, lauri, damas.
2. Write brief explanatory notes on medio aestu, nudus, genialis, coronas, Balearis.
3. Derive rubicunda, ignava, tum, quum, stuppea.
4. Describe with drawings the Roman plough.
II.

Translate:

Quod superest, quaecumque premes virgulta per agros,
Sparge simo pingui, et multa memor occule terra;
Aut lapidem bibulum, aut squalentes infode conchas;
Inter enim labentur aquae, tenuisque subbit
Halitus, atque animos tollent sata. Jamque reperti,
Qui saxo super atque ingentis pondere testae
Ugerent: hoc effusos munimen ad imbres;
Hoc, ubi hiulca siti findit Canis aestifer arva.

Ibid., II.

1. Parse quod in quod superest, enim, jamque, reperti, siti.

2. Scan vv. 1, 2, 3, marking all quantities and caesuras.

3. Briefly express the sense of the passage without figures of rhetoric.

4. Give a brief summary of the contents of this Book.

III.

Translate:

Lex dies fuit proposita paucos; ferri coepta
numquam, deposita est in senatu. Kalendis Ianu-
ariis cum in Capitolium nos senatum convocas-
mus, nihil est actum prius, et id mandatu Sullae
Q. Metellus praetor se loqui dixit, Sullam illam
rogationem de se nolle ferri. Ex illo tempore L.
Caecilius egit de re publica multa: agrariae legi,
quae tota a me reprehensa et abieeta est inter-
cessorem se fore professus est, improbis largiti-
onibus restitit, senatus auctoritatem numquam
impedevit, ita se gessit in tribunatu, ut onere
deposito domestici offici nihil postea nisi de rei
publicae commodis cogitarit. Atque in ipsa ro-
gatione ne per vim quid ageretur, quis tum nostrum
Sullam aut Caecilium verebatur? Nonne omnis
ille terror, omnis seditionis timor atque opinio ex
Autroni improbitate pendebat? Eius voces, eius
minae ferebantur; eius aspectus, concursatio, sti-
patio, greges hominum perditorum, metum nobis
seditionesque adferabant. Itaque P. Sulla hoc
importunissimo cum honoris, tum etiam calamita-
tis socio atque comite et secundas fortunas amittere coactus est et in adversis sine ullo remedio atque adlevamento permanere.

CICERO, Pro Sulla.

1. Point out any syntactical peculiarities in this passage.
2. Brief explanatory notes on proposita, Kalendis, Capitolium, agrariae legi, stipatio.
3. Derive numquam, tribunatu, importunissimo, itaque, concursatio.
4. Briefly criticise, from the above extract, Cicero's diction.

IV.

Translate:

Equidem existimo nullum tempus esse frequenteris populi quam illud gladiatorium neque contentionis ullius neque vero ullorum comitiorum. Haec igitur innumerabilis hominum multitudo, haec populi Romani tanta significatio sineulla varietate universi, cum illis ipsis diebus de me actum iri putaretur, quid declaravit nisi optimorum civium salutem et dignitatem populo Romano caram esse universo? At vero ille praetor, qui de me non patris, avi, proavi, maiorum denique suorum omnium, sed Graeculorum instituto contentionem interroga solebat, "velletne me redire," et, cum erat reclamatum semivivis mercenariorum vocibus, populum Romanum negare dicebat: is, cum cotidie gladiatores spectaret, numquam est conspectus, cum veniret. Emerget ubi, cum sub tabulas subrepserat, ut "mater te appello" dicturus vide-retur.

Ibid., Pro Sestio.

1. Write brief explanatory notes on gladiatorium, comitiorum, optimorum civium, praetor, Graeculorum.
2. Distinguish equidem, quidem; tempus, tempestus; universus, totus, cuncti; volo, cupio; is, ille, iste, hic.
3. Explain the allusion in "mater te appello."
4. Explain the legal terms de ambitu, de vi, rogatio, privilegium, adrogatio.
Translate:

decima erat fere diei hora quum cibum capere
consul milites jubet, praecepit ut in armis sint,
quacumque diei noctisve hora signum dederit. 
Paucis milites adloquitur, Samnitium bella extollit,
elevat Etruscos, nec hostem hosti nec multitudinem
multitudini combarundam ait esse: praeter ea te-
lon alius oculitum scituros in tempore, inter ea
taceri opus esse. His ambagibus prodi simulabat
hostes, quo animus militum multitudo territum
restituereetur, et, quod sine munimento consederant,
veri similius erat quod simulabatur. Curati cibo
corpora quieti dant et quarta fere vigilia sine
tumultu excitati arma capiunt: dolabrae calonibus
dividuntur ad vallum prouendam fossasque im-
pleendas: intra munimenta intruitur acies, delectae
cohortes ad portarum exitus collocantur: dato
deinde signo paulo ante lucem, quod aestivis nocti-
bus sopitae maxime quietis tempus est, proruto
vallo erupit acies; stratos passim invadit hostes,
alios immobiles alios semisomnos in cubilibus suis
maximum partem ad arma trepidantes caedes
opressit.

Livy, IX.
VOCAULARY.

aestivus, pertaining to summer.
ambages, evasion.
calo, soldier's servant.
consideo, take post.
cubile, bed.
curo, refresh.
dolabra, pick-axe.
elevo, make light of.
proerno, throw down.
sopio, put to sleep.
trepido, hurry with alarm.

Translate:

Ἐν δὲ ταῖς Ἀθήναις τὴς Παράλοις ἀφικομένης νυκτὸς ἐλέγετο ἡ συμφορά, καὶ οἴμωγὴ ἐκ τοῦ Πειραιῶς διὰ τῶν μακρῶν τεῖχων εἰς ἄστυ διήκεν, ὁ ἐτερὸς ταῖς ἐτέρῳ παραγγέλλων ὡστὶ ἐκεῖνης τῆς νυκτὸς οὐδεὶς ἐκοιμηθή, οὐ μόνον τοὺς ἀπολολότας πνεύμων, ἀλλὰ πολὺ μᾶλλον ἔτι αὐτοὶ ἑαυτοίς, πείσεσθαι νομίζοντες διὰ ἐποίησαν Μηλίους τε Δακεδαιμονίων ἀποίκους ὡτας, κρατήσαντες πολυρκία, καὶ Ἰστιαῖαι καὶ Σκιωναῖους καὶ Τερωναίους καὶ Διυώνης καὶ ἄλλους πολλοὺς τῶν Ἔλληνων, τῇ δ' ὑστεραίᾳ ἐκκλησίαν ἐποίησαν, ἐν ἕ ἐδοξε τοὺς τε λιμένας ἀποχώσαι πλὴν ἕνως καὶ τὰ τείχη εὐπρεπεῖς καὶ φυλάκιας ἐφιστᾶναι καὶ τὰλλα πάντα ὡς εἰς πολυρκίαν παρασκευάζειν τὴν πόλιν. καὶ αὐτοὶ μὲν περὶ ταῦτα ἴσως.

XENOPHON, Historia Graeca, II.

VOCAULARY.

ἀποικός, colonist.
ἀποχώνυμι, bank up.
διήκω, extend.
eὐτρεπτίζω, make ready.
κοιμάμαι, sleep.
οἴμωγη, lamentation.
pνεύμω, bewail.
sυμφορά, misfortune.
Translate carefully:

1. "Εν δὲ τῇ Συκώσῃ, τότε ειδαίμονες, ἐπεάν ἀπὸ δείπνου γένονται, περιθέει ἀνὴρ νεκρῶν ἐν σοφῷ ξύλινον πετοιμάζον, μεμιμημένον ἐς τὰ μάλιστα καὶ γραφὴ καὶ δραμ, μέγεθος δόσω τῇ πάντῃ πικραίᾳ, ἡ διήθεν' δεικνύς δὲ ἐκάστῳ τῶν συμποτευόν, λέγει: "Ες τούτων ὀρέσσων, πικνὺ τα καὶ τέρπεται ἔσται γάρ ἀποθανὼν τοιούτων." Ταῦτα μὲν παρὰ τὰ συμπόσια ποιεῖσθαι.

Herodotus, II.

2. Διὰ ταύτα οὐ νόμος ἔστι σεμιώνεσθαι τὸν κυβερνήτην, καὶ τὸν σῶζοντα ἡμᾶς. οὐδὲ γε, οἱ θαυμάσιες, τῶν μηχανοποιῶν, δὲ οὔτε στράτηγοι, μὴ ὅτι κυβερνήτου, οὔτε ἄλλου οἰνοδόκου ἐλάττω ἐνότε ἔννοιαν σώζειν πόλεις γάρ ἐστὶν ὅτι οἶρος σώζει. μὴ σοι δοκεῖ κατὰ τὸν δυκανικὸν εἶναι; καίτοι εἰ δούλωτος λέγειν, ὁ Καλλίκλεις, ἀπερ ύμεῖς, σεμιώνω τὸ πράγμα, καταχώσειν ἀν ύμᾶς τοῖς λόγοις, λέγων καὶ παρακαλοῦν ἑπὶ τὸ δεῖν γίνεσθαι μηχανοποιοῦν, ὡς οἴδεν ταλά ἐστὶν ἕκαστος γὰρ αὐτῷ ὁ λόγος. ἄλλα οὐ οἴδεν ὢν τοῦτον αὐτὸν καταφρονεῖ καὶ τῆς τέχνης τῆς ἐκείνου, καὶ ἔως ὡς οὐκ εἰς ἀποκαλίζεσθαι δὲ μηχανοποιοῦν, καὶ τῷ νῷ αὐτῶν οὗτ' ἀν οὖν τὰ δυνατά θέλεις, οὐτ' ἀν αὐτὸς τῷ σαυτῷ λαβεῖν τῷ ἐκείνου. καίτοι εἰ δὲν τὰ σαυτῶν ἐπαινεῖς, τίνι δικαίῳ
plógy τού μηχανοτού καταφεύγεις καὶ τῶν ἄλλων ὄν ὡν δὴ ἔλεγον; οἴδ᾽ ὅτι φαίνεσθαι βελτίων εἶναι καὶ ἐκ βελτίων, τὸ δὲ βελτίων εἰ μὴ ἔτειν ὃ ἐγὼ λέγω, ἀλλ᾽ αὐτὸ τοῖς ἑστὶν ἀρετῆ, τὸ σῶζειν αὐτόν καὶ τά ἄντα ὑπάρχον ὁποῖος τις ἤτοις, καταγελαστός σοι ὁ φύσις γίγνεται καὶ μηχανοτού καὶ ιατροῦ καὶ τῶν ἄλλων τεχνῶν, ὅσαι τοῦ σῶζειν ἔνεκα πεποίησαν ἄλλ᾽. ᾧ μακάριῃ, ὥρα ἡ ἂν τὸ γεγονέν \[καὶ τὸ ἀγαθὸν \] ὑ τοῦ σῶζειν τε καὶ σώζοναι. μὴ γὰρ τούτο μὲν τὸ ἔσω ὑπόσων δὴ χρόνον, τὸν γε ὅπως ἄλλης ἄνδρα ἔστεν ἐστὶ καὶ θείοις \[φιλοσοφητέον, ἀλλὰ ἐπιτρέποντα περὶ τούτων τῷ θεῷ καὶ πιστεύσαντα ταῖς \] γυναιξί ότι τὴν εἰμαρμένην ὑπὸ ἄν εἰς ἐκφύγον \[τὸ \] ἐπὶ τούτῳ σκέπτεν τὸν ἄν τρόπον τούτον ἡμὰς \[χρόνον \] βιώναι ὡς ἄριστα βιών.

PLATO, Gorgias.

3. Itaque minime mirum est, nec Oppiam nec aliam ullam tum legem desideratam esse, quæ e modum sumptibus mulierum faceret, quum aurum et purpuram data et oblat a ultra non accipiebant. Si nunc cum illis donis Cineas urbem circumiret, stantes in publico invenisset, quae acciperent. At quæ ego nonnullarum cupiditatum nec causam quidem aut rationem inire possum. Nam ut, quod alii liceat, tibi non licere, aliquid fortasse naturalis aut pudoris aut indignationis habet; sìc acquito omnium cultu, quid unaqueque vestrum spectet, ne in se conspiciatur? Pessimus quidem est pudor vel parsimoniae vel paupertatis; sed utrumque lex vobis demit, quum id, quod habere non licet, non habetis. “Hanc,” inquit, “ipsam exaequationem non fero,” illa locuples. “Cur non insignis auro et purpurea conspicior? cur paupertas alicurum sub hac legis specie latet, ut, quod habere non possunt, habiturum fuisse, si licearet, videantur?” Vultis hoc certamen uxoribus vestris iniicere, Quirites, ut divites id habere velint, quod nulla alia possit; pauperes, ne ob hoc ipsum contemnantur, supra vires se extendant? Nac, simul pudere, quod non oportet, coopertit; quod oportet, non pudebit. Quae de suo poterit, parabit: quae non poterit, virum rogabit. Miserum illum virum, et qui exoratus, et qui non exoratus erit! quum, quod ipse non dederit, datum ab alió videbit. Nunc vulgo alienos viros rogant, et quod maius est, legem et suffragia rogant, et a quibusdam impetrant, adversus te et
rem tuam et liberos tuos inexorabiles. Simul lex
modum sumptibus uxoris tuae facere desierit, tu
nunquam facies. Nolite eodem loco existimare,
Quirites, futuram rem, quo fuit, antequam lex de
hoc ferretur. Et hominem improbum non accus-
sari tutius est, quam absolvit: et luxuria non mota
tolerabilior esset, quam erit nunc, ipsa vinculis,
sicut ferae bestiae, irritata, deinde emissa. Ego
nullo modo abrogandum legem Oppiam censeo.
Vos quod faxitis, deos omnes fortunare velim.

Livy.
University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

FIRST YEAR.

LATIN AND GREEK GRAMMAR.

Examiner: H. R. Fairclough, M.A.

A.

1. Decline, in combination, *gravius onus; tres quercus; eadem domus.*

2. Give the gender and genitive sing. of the following: *genus, pauperies, as, exitus, pecus, tellus, gens, iens, seges, fides.*

3. Compare *magnopere, multum, benevolus, senex, amabilis.*

4. Specify the form of the verb found in *fundo, inquit, copta, ierit, ait, sustulisset, constitit, defessi, norint, ausce,* and give principal parts of each.

5. How do you express in Latin the *place at which,* and the *place to which?*

6. State the syntax of verbs of *commanding,* and of verbs of *advising.*

   Translate: (a) The general commanded his men to march out of camp; (b) I warned him that the enemy was near.

7. How would you translate the italicized words in the following sentence:

   He did not know the *motive* of the betrayer, the *character* of the general, the *time* of the battle, or the *extent* of the loss?

8. Illustrate the various ways of expressing *permission* and *duty* in Latin.
1. Decline in full, ἀνήρ, ἱερέα, νεανίας, ἢδος.
2. Compare ἢδος, αἰσχρός, κακός, εὖ, μάλα.
3. What is the nominative sing. of ταῦτα, ἀττα, μεῖζον, τριχός, αἴδως, οὔτω?
4. Specify the form, and give the principal parts of, ἐπίμων, θέντα, λυπής, ἀπής, ἐλθοῦσι, ληφθέντα, πράξον.
5. Write down the perfect indic. pass. of, γράφω; the aor. 2nd participle act. nom. sing. of ἱστημι; the pres. infin. act. of δουλῶ; the aor. ind. act. of δίδωμι; the infinitives, middle and passive, of λῶ.
6. How does Greek compare with Latin in regard to the expression of purpose, and indirect narration?
LATIN AND GREEK GRAMMAR.

PASS AND HONORS.

Examiner: H. R. FAIRCLOUGH, M.A.

A.

1. Give the gen. sing. and pl. of sidus, jecur, jugerum, melius, nullus, vetus, aliud genus, iene, anceps, domus.

2. Give the voc. sing. of deus, meus, Tullius, vetus.

3. Give the abl. sing. of facilis, senex, quisque, aspersitis.

4. Compare integer, nobilis, humilis, nuper, juvenis, benevolus, male, multitum.

5. From lego, read; durus, hard; mare, sea; aer, sharp; edo, eat; homo, man; Salamis; Cythera; capio, take, and vereor, be timid—form words that denote (a) a reader, to read often; (b) to grow hard; (c) belonging to the sea; (d) sharpness; (e) to desire to eat; (f) a mankin, no one; (g) belonging to Salamis; (h) belonging to Cythera; (i) taken prisoner; (k) timid.

6. Parse the following forms (from Horace, Od. I.), and give principal parts: mearis, sortier, desectam, obsita, inhorruit, compulerit, questae, affitus, constiterint, orte.

7. Translate and explain the syntax of the following:

(a) Odi odioque sum Romanis.

(b) Nescias, an te generum beati
Phyllidis flavae decorent parentes.

(c) Interim quotidie Caesar Aeduos frumentum flagitare.
(d) Tanta fuit caedes ut nemo superfuturus fuerit.
(e) Hunc hominem, si uilla in te esset pietas, colere debebas.

Explain the mood and tense of quaesieris, dederint, erit, tribuit, resces, fugerit.

B.

1. Decline in combination αὐτῇ ἡ γυνῇ, μείζων ναις, εὐγενῆς, βασιλεὺς.

2. Give gen. sing. and dat. pl. of λευκῶς, λυθεῖς, μέλας, ἠδῶς, κύων, ἡχῶ, γένος, θυγάτηρ, ἡγεμόν, οὐς.

3. Compare ὑματίτης, φίλος, ὀλίγος, βάδιος, μάλα, βέβαιος, πένης, σωφρον.

4. Write down aor. 2nd imper. act. of τίθημι and λείπω: imperfect indic. mid. of ἔχω and imperfect indic. of ἐμ: perfect indic. act. of βαίνω and ἱστήμι: and perf. indic. pass. of πείθω.

5. Parse the following forms: φάνωμεν, εἰσαν, εἰδέναι, μαθεῖν, ἐλεῖν, ἑώρων, δουλοῦν, ἡφίκται,

6. Translate the following, commenting on syntax:
   (a) οἶκ ἔχομεν ὅτου σῖτων ἰσησόμεθα.
   (b) ὅπως περὶ τοῦ πολέμου μηδὲν ἐρεῖς.
   (c) φίλῳ ἄστις ἀν ἀγαθὸς ἦ.
   (d) οὐκ ἄπεμι πρὶν ἂν Ἀδω.

7. Adapt 6 (c) to past time, and (d) to a preceding ἐφη.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

ALL THE YEARS.

LATIN AND GREEK GRAMMAR AND PHILOLOGY.

HONORS.

 Examiner: J. C. Robertson, B.A.

Note.—For First Year Candidates seventy-five per cent. will be considered a full paper, and for Second Year Candidates eighty-five per cent.

I.

1. In the following lines of Homer point out and account for the irregularities of scansion:
   
   aίσιμα παρεπυκ' ὃ δ' ἀπ' ἑθεν ὅσατο χειρι,
   
   λαοὶ μὲν ἐβν γέροντα μόνης ἐχον ἀσχαλώντα,
   
   Τρωγὶ τε καὶ Τρωηὶς κατὰ πτόλεμο, ὅ τε θεὸν ἔσ.

2. Give Latin cognates for ἐποῦ, χαμάλος, ἐνθα, ἀμα, βαίνε, δαύς, and Greek cognates for vetus, -que, gravis, liber, fido, vivo, mortalis.

3. Account for the various forms the root assumes in the following verbs: ἐγω., ἔω., ἐσοχ.; πάσοχ.; πείσομαι, πέπονθα, ἔπαθον; ἐλέυσομαι, ἐλήθενα, ἡλθον; βλάσκο, ἐμολον.; ἰέω, ἰρήνην; πέρθαν, πέπορθα, ἔπραθον; γίγνομαι, γενήσομαι, γέγονα, γέγαμεν; ἀπόερη, ἀπούρας.

4. Show how Comparative Philology tends to harmonize the variations in the Greek augment.

5. What changes does original s undergo in Greek and Latin when (a) initial before a vowel, semi-vowel or liquid, (b) medial between vowels? Illustrate.

   Explain the following cases: σέως, σέ, σών, γένεσι, λέλυσαι, λύσα, πέτυσαι, θραυς, μέσος, φασί, misi, causa, desunt, esurio.
6. Account for the following: \( \rho \omega \text{ in } \pi \alpha \tau \rho \iota \iota \sigma \iota ; \) \( \varepsilon \pi \tau \alpha = \text{septem}; \) \( \dot{\eta} \mu \epsilon \iota \sigma = \dot{\alpha} \mu \mu \varepsilon ; \) \( \mu \epsilon \iota \sigma \omega \mu \varepsilon \iota \sigma \omega \nu \alpha \iota \sigma ; \) \( \dot{\eta} \dot{\iota} \dot{\delta} \sigma = \text{septem}; \) \( \text{honor} = \text{honor}; \) \( \dot{\alpha} \tau \alpha \tau = \text{tum}; \) \( \text{quem} = \text{tina}; \) \( \text{est} = \text{edit}; \) \( \text{conficio}, \text{desilio}, \text{for} \text{conficio}, \text{desilio}; \) \( \text{n.} \) \( \text{eis}, \text{f.} \) \( \text{mia}, \text{n.} \) \( \text{e} \nu ; \) the accent of \( \tau \delta \lambda \varepsilon \omega \sigma \) but not \( \mu \eta \ \kappa \lambda \varepsilon \phi \omicron \nu . \)

II.

1. Trace the development of Hypotaxis from Parataxis, paying special attention to the use of the subjunctive and optative moods in dependent sentences.

2. Translate the following sentences, and explain anything noteworthy or peculiar in the syntax:

   (a) Si quid de his rebus dicere vellet, feci potes-
testatem. (Cic.)

   (b) Iam dudum exspecto si tuum officium scias.

   (Plaut.)

   (c) Alius alia causa illata, quam sibi ad profisciscend-
dum necessarium esse diceret, petebat ut ejus voluntate discedere liceret. (Caes.)

   (d) Si licitum esset, comitia in a. d. V. Kal. Mart. edicebat.

   (e) Dicam id quod sentio, Quirites. (Cic.)

   (f) Multa bello passus, dum condaret urbem.

   (VIRG.)

   (g) Gabinium statim, nihil dum suspicantem, vocavi. (Cic.)

   (h) Die quid vis faciam. (Ter.)

   (i) Me ceceum, qui haece ante non viderim. (Cic.)

   (j) Si illis temporibus natus esses quum ab aratro
   arcessebantur, compared with, Accepit
   enim agrum iis temporibus quum jacerent
   prctia praeidiorum. (Cic.)

   (l) Exire ex urbe jubeat consul hostem. Interrogas
   me, num in exsilium? Non jubeo; sed
   si me consulis, suades. (Cic.)

   (m) Nunc age, naturas apibus quas Juppiter ipse
   Addidit, expediam. (Virg.)

3. Translate the following sentences, and explain anything noteworthy or peculiar in the syntax:

   (a) \( \Phi \lambda \iota \tau \iota \sigma \sigma \tau \alpha \iota \iota \sigma \) \( \text{'} \text{A} \lambda \o\nu \eta \sigma \sigma \iota \iota \sigma \) \( \text{edidou,} \) \( \Delta \mu \iota \o\sigma \beta \iota \iota \iota \) \( \text{de} \) \( \dot{\alpha} \tau \eta \gamma \o\rho \omicron \epsilon \nu \) \( \mu \eta \) \( \lambda \alpha \iota \beta \a\nu \a\nu \iota \iota . \) (Aesch.)
(b) *Iē μὴ ἔξεφυγομεν εἰς Δελφοὺς, ἐκνυσίνεςαμεν ἀπολέσθαι.* (Aesch.)

(c) "Ομοὶ δὲ δεῖ...πειρᾶσθαι ὅτις ἢ μὲν δυνώμεθα καλὸς νικῶντες σαζόμεθα: εἰ δὲ μὴ, ἀλλὰ καλῶς γε ἀποθνησκόμεν, ὑποχείρως δὲ μηδέποτε γενώμεθα ζωντες τοις τολμέοις: οἷοί γαρ ἢ ἡμάς τοῦτα παθεῖν ὅλα τῶν ἐχθρῶν οἱ θεοὶ ποιήσειαν. (Xen.)

(d) Oiκ oλ' ἄν εἰ πεῖσαμι. (Eur.)

(e) Οἱ ἵππεις ἀποκτένωυσι τῶν ἀνδρῶν οὐ μείον πεντακοσίων. (Xen.)

(f) χρή τὴν σῶφρωνα τόλμω τοῦ ἐν τῷ συμβουλεύειν μὴ τυχόντα τῆς ὁρθῆς γνώμης ὃχ ὅπως ἕξμουν ἀλλὰ μηδ' ἀτιμάζειν. (Thuc.)

(g) 'Επισχῶν ἄν, ὡς οἱ πλείστοι τῶν εἰσόθεων γνώμην ἀπεφθάναντο, εἰ ἦρεσε τὰ μόι, ἢνυχάν ἄν ἴγων. (Dem.)

(h) Θεματοκλῆς φράζει τῷ ναυκλήρῳ δόσις ἐστὶ καὶ δὲ ἄφενα. (Thuc.)

(i) Ἡ οἰκομνή ἐκ τοῦ Πειραῖ τῆς διὰ τῶν μακρῶν τελεῖ τίς ἡ τον διήκεν, ὃ ἔτερος τῷ ἐτέρῳ παραγγέλλων ὃντ' ἐκείνης τῆς νυκτός συνεχείς ἑκομιζή, οὐ μόνον τοῦς ἀπολλολότας πενθοῦτες... (Xen.)

(j) πόλλ' ἄν ἔχων ἑτέρ' εἵπειν, παραλείπω. (Dem.)

(l) Οἱ ἐν τῷ δικαστηρίῳ τὸτε δικάζουσι ταῦτα συνήσατο. (Dem.)

(m) Οἱ Δακεδαιμόνιοι τῶν ἄλλων Ἐλλήνων τῶν βουλόμενοι ἐκέλευον ἐπεσθαί πλὴν Ιὼνων καὶ Αχαιῶν καὶ ἐστιν ὃ μὲν ἄλλων ἐννώ. (Thuc.)

4. (a) How does Latin express the ideas which in Greek may be conveyed by the ordinary use of the participle or infinitive?

(b) How does Greek express the ideas which in Latin may be expressed by the subjunctive in subordinate sentences?

Arrange your answer in parallel columns, without examples.
There was one Turnus Herdonius of Aricia who made a violent attack on Tarquin for his absence. No wonder, he said, they style him Proud at Rome; for by this title he was already widely known, though not in public or beyond a whisper. Can anything show greater pride than thus to trifle with the Latin nation? The chiefs are summoned to a distance from their homes, while he who called the meeting stays away. Of course he is trying our forbearance, that, if we once accept the yoke, he may crush us under foot. For who can doubt that what he aims at is the sovereignty of Latium? True, if his own countrymen did well to trust him with the crown—granting it came to him thus, and not by violence and parricide—the Latins, too, may feel obliged to follow suit; yet, no, not even then, considering his foreign birth.
The friends of Cicero, more terrified and perplexed than ever, now made a last effort to secure the protection, or at least ascertain the intentions of the consuls and triumvirs. They deemed it impossible that any men who aspired to hold the reins of government should continue to countenance the violence of a faction which had taken possession of the streets. But Gabinius treated their representations with scorn. Piso, to whom, as a family connexion, Cicero applied in person, though less rude, proved not more tractable. He explained to him that Gabinius was compelled by his poverty, if not by his inclination, to espouse the popular side, and that since he despaired of obtaining anything from the senate, his hopes of succeeding to a rich province depended upon the favour of the tribunes. It was his own duty, he argued, to advance the interests of his colleague, just as Cicero himself had catered for Antonius: irony the more cutting, since it was rumoured, falsely we may believe, that, in conceding to Antonius the government of Macedonia, the orator had stipulated for a share of its expected profits. In conclusion he coldly took leave of his visitor, recommending him, as the common duty of every citizen, to provide for his own interests and safety.
University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

FIRST YEAR.

GREEK AND ROMAN HISTORY.

Examiners: { William Dale, M.A. 
{ H. R. Fairclough, M.A.

Note.—Candidates are requested to enclose the answers to questions in sections A. and B. in separate envelopes.

A.

1. Name some of the prominent Greek tyrants. What causes generally gave them power, and how were they overthrown?

2. What steps are noticeable in the growth of the democratic government of Athens?

3. Give an account of the leading men of Athens during the Peloponnesian war.

4. Give an account of Greek literature during the Peloponnesian war.

5. Sketch the development of Macedonian power.

6. Write notes on Achaean League, Mantinea, Leuctra, Pythagoras, Arginusae, Coronea.

B.

1. Explain the origin and functions of the comitia centuriata and comitia tributa respectively.

2. Give an account of the war against Pyrrhus, with dates.

3. Explain the meaning of the terms provincia, Socii navales, rostra, triumphus, tribuni aedilici.

4. Describe the legislation of C. Gracchus with dates.

5. Name the first twelve Caesars, with dates for the accession of each, and give an account of the reign of any one of them.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FIRST EXAMINATION.

ALGEBRA AND TRIGONOMETRY.

Examiners: { JOHN McGOWAN, B.A.
{ W. H. BALLARD, M.A.

Note.—Candidates will enclose the answers to the Algebra and
Trigonometry in separate envelopes, and endorse them
respectively ALGEBRA AND TRIGONOMETRY.
Candidates in the department of Chemistry and Mineralogy
will take questions 9 and 10, and will omit questions 2
and 3. All other candidates will omit questions 9 and 10.

1. A quadratic equation cannot have more than two
roots.
The sum of the roots of \( x^2 - px + q = 0 \) is \( p \) and
their product is \( q \).

2. Solve the equation \( x + (5x + 10)^4 = 8 \), and show
that only one of the values obtained for \( x \) satisfies the
equation.

Write out the equation to which the other value of \( x \)
belongs.

3. Solve fully the equations:
(1) \( x^2 + xy + x = 14 \), \( y^2 + xy + y = 28 \);
(2) \( x (x + a) (x + 2a) (x + 3a) = b^4 \);
(3) \( \frac{3x - 2}{2} + \sqrt{2x^2 - 5x + 3} = \frac{(x + 1)^2}{3} \).

4. If \( a, b, c, d \) are proportionals so also are \( a, c, b, d \).
In the same case find the fourth proportional to
\( a^2 c + ac^2 \), \( b^2 d + bd^2 \), \( (a + c)^2 \) in terms of \( b \) and \( d \).

5. The weight of a given body at the surface of a planet
varies directly as the mass of the planet and inversely as the
square of its radius. The mass of Mars is to that of the
earth as 5 to 47, and its radius is to that of the earth as 21
to 40; show that 100 lbs. at the surface of the earth will
weigh about 38 lbs. at the surface of Mars.
6. Determine the Arithmetic Series whose 5th term is $3\frac{1}{2}$ and whose 8th term is 5.

The sum of any two terms equidistant from the beginning and end of a series in A. P. is constant.

How many terms of the series 2, 5, 8, &c., will give 301 for their sum?

7. Find the sum of a set of quantities in G. P.

The sum of the series $1, \frac{3}{4}, \frac{5}{8}, \&c.$, is always less than 3, but continually approaches 3 as its limit if enough terms be taken.

8. Define Harmonical Progression and from the definition deduce that if a set of quantities are in A. P. their reciprocals are in H. P.

If the $p^{th}$ term of an H. P. is $q$ and the $q^{th}$ term is $p$, the $(p + q)^{th}$ term is $\frac{pq}{p + q}$.

Sum the series to $n$ terms whose $n^{th}$ term is $2^n - n$.

9. Find the number of combinations of $n$ things taken $r$ together, and show that if $nC_r$ be this number, $nC_r + nC_{r-1} = n+1C_r$.

10. Assuming the Binomial Theorem for a positive integral exponent, prove it when the exponent is fractional or negative.

Find the coefficient of $x^r$ in the expansion of $\frac{1}{(1 - x)^4}$.

11. "There are two methods of measuring angles,

(1) The rectangular measure,

(2) The circular measure."

Explain these methods and express in each, (a) the angle of a regular hexagon, (b) the angle of a regular octagon.

12. Define the three principal trigonometrical ratios of an angle, and show that your definitions apply to an angle of any magnitude.

13. Given one of the trigonometrical ratios of an angle less than a right angle, show that all the others may be found.

The base and perpendicular of a right angled triangle are respectively $\sqrt{3} + 1$ and $\sqrt{3} - 1$; find all the ratios of one of its acute angles.

14. Prove the following:

(1) $\cos D - \cos C = 2 \sin \frac{1}{2} (C + D) \sin \frac{1}{2} (C - D)$;
(2) $\cos 2A = 2 \sin (45^\circ + A) \sin (45^\circ - A)$;
(3) $\tan (A - B) = \sqrt{3}$, when $A = \tan^{-1} (2 + \sqrt{3})$, $B = \tan^{-1} (2 - \sqrt{3})$. 

15. In any triangle show that

\[
\begin{align*}
(1) & \quad a^2 = b^2 + c^2 + 2bc \cos A; \\
(2) & \quad \frac{\sin (B - C)}{bc} + \frac{\sin (C - A)}{ca} + \frac{\sin (A - B)}{ab} = 0; \\
(3) & \quad \frac{\sin A + \sin B + \sin C}{a + b + c} = \frac{2 \text{ area}}{abc}.
\end{align*}
\]
ALGEBRA AND TRIGONOMETRY.
HONORS.

Examiners: {John McGowan, B.A.}
          {W. H. Ballard, M.A.}

Note.—Candidates will enclose Algebra and Trigonometry in separate envelopes, endorsing them accordingly.

1. A has to pay B sums of $a$ and $b$ at the end of $x$ years and $y$ years respectively, find the sum which he must pay at the end of $t$ years to liquidate the debt.

Deduce the ordinary rule for equation of payments.

2. $a_n$ is the $n^{th}$ term of a series and $b_0, c_0, \&c.$ are the first terms of the first, second, &c., orders of differences; prove

$$a_n = b_0 + c_0 (n - 1) + d_0 \frac{(n - 1)(n - 2)}{1.2} + \&c.$$  

Hence show that $1^3 + 2^3 x + 3^3 x^2 + \&c.$ is a recurring series whose scale of relation is $(1 - x)^{-4}$.

3. The Arithmetic mean of a number of positive quantities is greater than their Geometric mean.

If $a$ $b$ $c$ are the sides of a triangle and $p + q + r = 0,$

$$a^2 qr + b^2 rp + c^2 pq$$ is negative.

4. Prove that in the continued fraction

$$a_1 + \frac{1}{a_2 + \frac{1}{a_3 + \ldots}},$$

(1) the convergents are in their lowest terms, (2) every fraction which is nearer to a continued fraction than any particular convergent must have a greater denominator than that convergent.

Find the $n^{th}$ convergent to $1 - \frac{2}{3 - \frac{2}{3 - \ldots}}$. 
5. If $n$ is a positive quantity greater than unity

\[
(1 + \frac{1}{n})^n
\]

increases with $n$. What are its limits?

Find $\log_e (1 + x)$ and prove:

\[
\log_e x = x - \frac{1}{x} - \frac{1}{2} \left( x^2 - \frac{1}{x^2} \right) + \frac{1}{3} \left( x^3 - \frac{1}{x^3} \right) \ldots.
\]

6. The infinite series

\[
\frac{1}{1^p} + \frac{1}{2^p} + \frac{1}{3^p} + \ldots
\]

is always divergent except when $p$ is positive and greater than 1.

Examine whether the series whose $n^{th}$ terms are

\[
\frac{(2n^2 - 1)^k}{(3n^3 + 4n)^l} \quad \text{and} \quad \frac{1}{n - 1} \left( \frac{n - 1}{n} \right)^n x,
\]

respectively, are convergent or divergent.

7. Sum the series whose $n^{th}$ terms are

\[
(1) \quad \frac{a}{b} \left( a + d \right) \ldots \left( a + n-1 \right) d.
\]

\[
(2) \quad \frac{1}{(2n-1)3^{2n-1}} \left\{ 1 + 2^{n-1} \right\}.
\]

\[
(3) \quad \frac{n + 2}{n(n + 1)} \cdot \frac{1}{2^n}.
\]

8. If $p$ is a prime, $1 + \frac{p-1}{p}$ is a multiple of $p$.

If $p$ is a prime and $> 2$

\[
\left\{ \frac{1}{2} (p-1) \right\}^2 + (-1)^k (p-1) \quad \text{is a multiple of} \quad p.
\]

9. Find the radii of the inscribed and circumscribed circles of any triangle.

Express the ratio of these radii to one another in terms of the sines of the angles of the triangle.

Shew that the radius of the circumscribed circle is never less than the diameter of the inscribed circle.

10. State and prove De Moivre's theorem.

Employ it to express the cosine of any multiple of an angle in terms of the sine and cosine of the simple angle.

11. Expand $\theta$ in powers of $\tan \theta$.

For what values of $\theta$ is the series convergent?

Obtain series for calculating the value of $\pi$. 
12. Find the sum of the sines of a series of angles which are in arithmetical progression.

Deduce the terms of:

(1) \( \cos a + \cos (a + \beta) + \cos (a + 2\beta) + \ldots \)

(2) \( \cos a - \cos (a + \beta) + \cos (a + 2\beta) - \ldots \)

Find the sum to \( n \) terms of

\( \cos^2 a + \cos^2 (a + \beta) + \cos^2 (a + 2\beta) + \ldots \)
University of Toronto.

ANNUAL EXAMINATIONS: 1881.

FIRST YEAR.

EUCLID AND TRIGONOMETRY.

Examiners: A. R. Bain, LL.D.
W. H. Ballard, M.A.

Note.—The candidates will place their answers to the questions in Euclid in one envelope, and to those in Trigonometry in another, endorsing the envelopes accordingly.

1. To circumscribe a circle about a given square.

$ABCD$ is a square inscribed in a circle, $P$ is any point on the circumference, shew that $PA^2 + PB^2 + PC^2 + PD^2$ is double the square on the diameter of the circumscribing circle.

2. To inscribe a regular hexagon in a given circle.

An equilateral triangle and a regular hexagon are inscribed in the same circle, shew that that the area of the triangle is half that of the hexagon.

3. To inscribe a circle in a given triangle.

Is the more general problem, viz., "To describe a circle tangent to three given straight lines," always possible? Illustrate your answer by a diagram exhibiting each case that may present itself.

4. If a straight line be drawn parallel to one side of a triangle, it shall cut the other sides, or those sides produced proportionally.

From $P$, a given point, in the side $AC$ of the triangle $ABC$, draw a straight line to $CB$ produced so that it will be bisected by $AB$.

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

Divide a straight line into seven equal parts.

6. Triangles which have one angle of the one equal to one angle of the other, and the sides about these angles reciprocally proportional are equal in area.
Prove that the equilateral triangle described on the hypotenuse of a right-angled triangle is equal to the sum of the equilateral triangles described on the other two sides.

7. The rectangle contained by the diagonals of a quadrilateral inscribed in a circle is equal to the sum of the two rectangles contained by its opposite sides.

VIII. "There is, however, a rule by which, if we are given a complete list of the logarithms of numbers having five significant figures, we can find the logarithms of numbers having six or seven significant figures."

State this rule and give an example of its application.

IX. Employ logarithms to find

(1) The value of \( \sqrt{2 + \sqrt{2 + \sqrt{2}}} \);

(2) The time in which a sum of money will double itself at six per cent. per annum compound interest;

(3) The value of \( 1 - (1.06)^{-20} \).

X. The sides of a triangle are respectively \( \frac{a}{2} \) and \( \frac{b}{2} \) of the base: find the vertical angle.

XI. Solve the triangle \( a = 2089, \ b = 1029, \ C = 81^\circ 32' \).

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1. Find the equation of a circle referred to any rectangular axes.

A circle passes through the origin and intercepts lengths $a$ and $b$ respectively from the positive parts of axes of reference; determine the equation of the circle.

2. What is the polar of a point with respect to a circle

Find the equation of the polar. Shew that if points be taken on any straight line the polars of those points will pass through a fixed point, and determine the locus of the pole if the polar of a given circle always passes through a given point.

3. Find the general polar equation of a circle.

Utilize the equation in proving that if a straight line be drawn from any point to cut a circle the rectangle contained by the segments is constant.

If the pole be on the circumference and the initial line be tangent, determine the polar equation of a tangent to the circle at the point whose vectorial angle is $\beta$.

4. Find the locus of the middle points of the system of chords of an ellipse which are parallel to $y = mx$.

5. Deduce the equation to the normal at any point of the ellipse.

Shew that the straight line parallel to the major axis which passes through the intersection of the normals at the ends of a focal chord bisects that chord.
In terms of the focal distances of the point on the ellipse to which a normal is drawn, find the length of that normal between that point and the major axis.

6. Find the co-ordinates of the point of tangency of that tangent to the ellipse which cuts the axes at an angle of 45°.

7. Determine the condition required that

\[ ax^2 + bxy + cy^2 + dx + ey + f = 0 \]

may represent two straight lines.

If \[ 3y^2 - 8xy - 3x^2 + 30x - 27 = 0 \] satisfies the above condition, find the angle of intersection of the lines represented.

8. Find the area of the triangle contained by the axis of \( y \) and the lines \( y = ax + b \) and \( y = cx + f \); also the length of the perpendicular from the intersection of the last two lines on the \( y \)-axis.

9. Determine fully the species and situation of the loci (1) \( y^2 + 6y - 12x + 33 = 0 \), (2) \( y^2 + 2xy + 3x^2 - 4x = 0 \) finding the co-ordinates of their centres, the value of their eccentricities and semi-transverse axes.

10. Find the equation of an hyperbola when referred to its asymptotes as axes of co-ordinates.

A straight line so moves as to cut off a constant area from two intersecting lines; shew that its middle point traces an hyperbola of which the intersecting lines are the asymptotes. If the words “its middle point” were replaced by “any fixed point in the line,” would the question demand an impossibility?

A straight line drawn through one of the vertices of an hyperbola and terminated by two straight lines drawn through the other vertex parallel to the asymptotes will be bisected at the other point where it cuts the hyperbola.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

PROBLEMS.

HONORS.

Examiners: { John McGowan, B.A.
{ Alfred T. DeLury, B.A.

Note.—Candidates will enclose the Problems numbered with Roman and Arabic numerals in separate envelopes, indorsing the envelopes Roman and Arabic respectively.

I. Find the value of

\( \int_0^\pi \log (m^2 - 2mn \cos x + n^2) \, dx \);

\( \int_0^1 x^2e^2 \, dx \)

II. \( ABC \) is a spherical triangle and \( A'B'C' \) is its polar triangle; show that \( AA', BB', CC' \) meet in a point.

III. If \( E \) denote the spherical excess,

\[
\frac{\sin \frac{E}{4} \cos \frac{2A - E}{4}}{\sin \frac{A}{2}} = \frac{\sin \frac{s}{2} \sin \frac{s - a}{2}}{\cos \frac{a}{2}}
\]

IV. Find the envelope of a fixed diameter of a circle which rolls along a straight line.

V. Trace the curves:

1. \( 4x^3 - 4xy^2 + ay^2 - 3ax^2 = 0 \);
2. \( x^3 = axy + ay^2 \).

VI. The minimum triangle circumscribed to a given circle is equilateral; and prove the corresponding proposition for a polygon circumscribed to any oval curve.
1. Find the envelope of the polar planes of point on the circle \( z = a; x^2 + y^2 = 1 \) with respect to the ellipsoid
\[
\frac{x^2}{a^2} + \frac{y^2}{b^2} + \frac{z^2}{c^2} = 1 = 0.
\]

2. Find the locus of points from which the tangent cones to an ellipsoid are right circular.

3. If the projection on the plane \( z = 0 \) of the section of the surface
\[
\frac{x^2}{a^2} + \frac{y^2}{b^2} + 2z = 0
\]
by a plane through the origin, is constant: find the locus of the centre of the section.

4. From an origin, lines are drawn equal and parallel to the radii of curvature of a given ellipse: find the polar equation of the locus of the extremities of those lines.

5. Show that the normal to an ellipse which cuts the curve most obliquely at its second intersection with the curve, is parallel to one of the equiconjugate diameters.

6. The equation,
\[
1 + \left( \frac{m}{n} \right)^2 x + \left( \frac{m(m - 1)}{1.2} \right) x^2 + \ldots = 0,
\]
where \( m \) is a positive integer, has all its roots real.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FIRST YEAR.

ENGLISH.

Examiner: A. H. REYNARD, LL.D.

SHAKESPEARE.

1. To what stages in Shakespeare's literary development belong Romeo and Juliet, Julius Caesar, and The Tempest? Show in each play qualities that accord with their poet's stage of development at the time of writing.

2. Sketch the types of women presented in these plays and show how they are related to the poet's thoughts of woman at the times when the plays were written.

3. Does the passion of Romeo for "the fair Rosaline" contribute to the unity of the work or does it mar that unity? Give the grounds of your opinion on this point.

4. Point out in Romeo and Juliet some lingering influences of the old dramatic style from which Shakespeare afterwards broke away.

5. Describe the character of Mercutio. What artistic reason is given for his removal from the play at so early a stage?

6. Describe the Orchard Scene, where Juliet exclaims: "O Romeo, Romeo, wherefore art thou Romeo?" What qualities give the peculiar charm to this scene?

7. Point out the strength and the weakness of Brutus in Julius Caesar. To what was his failure due?

Antony. O mighty Caesar! Dost thou lie so low?
Are all thy conquests, glories, triumphs, spoils,
Shrunk to this little measure? Fare thee well. I know not, gentlemen, what you intend,
Who else must be let blood, who else is rank:
If I myself, there is no hour so fit
As Caesar's death's hour; nor no instrument
Of half that worthas those your swords; made rich
With the most noble blood of all this world.
I do beseech ye, if you bear me hard,
Now, whilst your purpled hands do reek and smoke,
Fulfil your pleasure. Live a thousand years,
I shall not find myself so apt to die:
No place will please so, no mean of death,
As here, by Caesar and by you, cut off,
The choice and master spirits of this age."

(a) Write philological and explanatory notes on:
Fare thee (l. 150), rank (l. 152), that worth as (l. 155),
beseech ye if you bear (l. 157), reek and smoke (l. 158),
mean (l. 161), by Caesar and by you (l. 162).
(b) Point out the skill of Antony in this address under the circumstances.
(c) What replies are given to Antony by Brutus and Cassius? Show how their different natures transpire in these replies.

9. The Tempest is sometimes called a Romance. Is this correct? What are the characteristics of Romance?

10. Point out resemblances between Shakespeare and Prospero in character and in achievement.

11. How are the parts of Caliban and Ariel related to the general conception of the Tempest?

12. The Tempest, Act II., Sc. 2, ll. 170, &c.

"Caliban. I prithee, let me bring thee where (170
And I with my long nails will dig thee pig-nuts,
And I with my long nails will dig thee pig-nuts,
Show thee a jay's nest, and instruct thee how
To snare the nimble marmoset. I'll bring thee
To elusturing filberts; and sometimes I'll get thee
Young scamelles from the rock. Wilt thou go (175
with me?
Stephano. I prithee now, lead the way without any more talking. Trinculo, the king and all our company else being drown'd, we will inherit here. Here, bear my bottle. Fellow Trinculo, we'll fill him by and by again.

Caliban. [Sings drunkenly]. Farewell, master; farewell, farewell!

Trinculo. A howling monster; a drunken monster!"

(a) Write notes on crabs (l. 170), pignuts (l. 171), marmoset (l. 173), scamel (l. 175), go with me (l. 175.)

(b) Compare the language of Caliban in this scene with that of Stephano and Trinculo. Why the difference?

(c) In what respects is Caliban superior to Stephano and Trinculo?
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FIRST YEAR.

ENGLISH.

Examiners: { T. C. L. ARMSTRONG, M.A., LL.B.
                      H. H. DEWART, B.A.
                      PROF. RYNNAR.}

1. "Yes," resumed I positively, "A poet; for of all writers he has the best chance for immortality. 2. Others may write from the head, but he writes from the heart, and the heart will always understand him. 3. He is the faithful portrayer of nature, whose features are always the same and (always) interesting. 4. Prose writers are voluminous and unwieldy; their pages (are) crowded with commonplaces and their thoughts expanded into tediousness. 5. But with the true poet everything is terse, touching, and brilliant. 6. He gives the choicest thoughts in the choicest language. 7. He illustrates them by every thing that he sees most striking in nature and (in) art. 8. He enriches them by pictures of human life, such as it is passing before him. 9. His writings, therefore, contain the spirit, the aroma, if I may use the phrase, of the age in which he lives. 10. They are the caskets which enclose within a small compass the wealth of the language—its family jewels, which are thus transmitted in a portable form to posterity. 11. The setting may occasionally be antiquated and (may) require now and then to be renewed, but the brilliancy and (the) intrinsic value of the gems continue unaltered. 12. Cast a look back over the long reach of literary history. 13. What vast valleys of dulness filled with monkish legends and academical controversies! What bogs of theological speculations! What dreary wastes of metaphysics! Here and there only do we behold the heaven-illumined bards, elevated like beacons on their widely-separated heights, to transmit the pure light of poetical intelligence from age to age."
(a) Estimate the correctness and the rhetorical force of the passages in italics.

(b) Discuss the advisability of retaining or omitting the words enclosed in parentheses.

(c) Characterize the imagery throughout the extract.

(d) State generally the merits of these conversational sentences, and, referring to them by numbers, show what function each performs in the sequence of thought.

(e) Criticise sentences 4 and 5 as to structure and harmony.

(f) Write a short critique on the whole Essay, estimating the author's taste in selecting his materials, in his sentiments and reflections, and also in choosing the dialogue form.

2. What characteristics of Lamb's style are found in his "Imperfect Sympathies''?

Draw the distinction, after Lamb, of the "imperfect suggestive minds" and the "Caledonian mind," and point out the humour contained in his description of the latter.

3. Discuss the literary merits of Irving and Lamb, and compare each writer with the sentiments expressed in their respective Essays, Mutability of Literature and Imperfect Sympathies.
I.

1. What were the values of the vowels in Old English?

2. Explain the diacritical marks used with the letters č, ě, ě.

3. What is the effect on a (1st) of a following x; (2nd) of an ę in the next syllable; (3rd) of an n following it immediately.

4. "A knowledge of the laws of gradation and mutation is the main key to O. E. Etymology." Illustrate the truth of this with reference to gradation only.

5. Compare O. E. with German as to gender.

6. Decline the Anglo-Saxon for: the stone, this foot, that father, which ship, other books, good eyes.

7. Decline in full the 1st and 2nd personal pronouns.

8. Conjugate in full the present tense of cwethan, sellan, and witan, and the pret. of drincan, and lufian.

9. Note the peculiar uses of the O. E. dative.
II.

(a) Translate:

Gregorius se hulga papa is rihtlice ge-oweden Engliscere theode apostol. Thu he gesæah thiet se mesta diel there theode his laere for-sawon, thu for-lét he hie, and ge'eãs thu hæthman lode. Gif se blinda blindne lætt, hie feallath bægen on ænne pyt. Se Hulga Gæst is luflu and willa theæ Fæder and theæ Suna; and hie sind ealle ge'lice mihtige. Betere is soðo sawol thonne se mete, and betera se lithama thonne his seræ. Soðo sawol is gæst, and be eortlicheum mættum ne leofath. Be'healdath thia fægengand fuglas, thie ne sawath ne ne ripath, ac so heofonlicæ Fæder hie æfætt. Hæcæth, 'Ic neom ðithrum mannum ge'lice;' swelce hæ cæwæde, 'Ic ðena com rihtwisc and thæ ðithre sind sym-fulle.'

1. Point out all words of foreign origin.

2. Arrange the strong and weak nouns in separate lists.

3. Give principal parts of all strong verbs.

4. Explain the declension of all adjectives.

5. Write etymological notes on for-sawon, ge'eãs, lêode, bægen, lithama, gæst, Fæder, æfætt, cæwæth, com.

(b) Translate:

Hwæt thæ Eadmund cyning, mid thæm the Hinguar côm, stôd innan his healle, thæs Hælendes ge'myu'ndig, and æwearp his wæpnu; wolde ge'fænlicæ Cristes ge'byssungum, the forþæad Petre mid wæpnum to winenne wip pâ wælhrêowan ðûðiscean. Hwæt på Eadmund ge'bundon, and ge'bismondun huxlice, and be'ton mid säglum, and swâ siþthan læddon thonne ge'leafluman cyning to ðûnum eorþfæstan þrœwe, and tiægdon hine thær-tó mid heardum bendum, and hine eft swungan langlice mid swipum; and hie simle cli'pode betwix thæm swinglum mid sôkum ge'leafrican to Hælende Criste; and på hæthnan thæ for his ge'leafrican wurdon wûdllice irefre, for thæm the he cli'pode Crist him to fultume: hie senton thæ mid gafelocum him to, swelce him to gamene, oth thiet he call waes be'sett mid hiera
sectungum, swelee iles byrsta, swá swá Sebastiânus wes.  Þa gesæah Hinguar, se ærlæsa flotmann, that se æthela cyning nodle Criste withsacan, ac mid anærudum geleæfan hine æfre clipode: hét hine ðæ be’headian, and ðæ hælthnan swá dydon. Be twix ðæm the he clipode tó Criste ðæ tugon ðæ hælthnan thone hælgan to slege, and mid ðænum swenge slógan him of ðæt hæfod, and his sawol ðithode gesælig tó Criste. Þær wæs sum mann gehende gehealdan, thurh God behydd ðæm hælthnum, the this gehierde eall, and hit eft sægde, swá swá wé hit seegæth hér.

1. Give principal parts of stóð, forbéad, winnenne, tiegdon, wurdon, clipode, gesæah, dydon, tugon, sægde.
2. Derive ærlæasan, cyning, winnenne, sothum, hæthnan, hét, fultume, heafod.
3. Write notes on the use of prepositions in the passage.

III.

1. Write full grammatical and etymological notes on the italicized words in the following passages:
   (a) Yet there the steele stayd not, but inly bate
        Deepe in his flesh, and opened wide a red flood-gate.
   (b) Mee little needed from my right way to have straid.
   (c) Mammon was much displeasd, yet note he chuse
        But beare the rigour of his bold mesprise.
   (d) To whom Cymochles said; For what art thou,
        That makst thyself his dayses-man, to prolong
        The vengeance prest? Or who shall let me now
        On this vile body from to wreake my wrong?
   (e) Wo worth the man
        That first did teach the cursed steele...
   (f) With that he cryde; Mercy doe me not dye,
        Ne deeme thy force by fortunes doome unjust
        That hath (maugre her spight) thus low me laid
        in dust.
   (g) And all that peace did round about her swell
        To catchen hold of that long chaine, thereby
        To climbe aloft, and others to excell.
2. "Thereat the feend his gnashing teeth did grate
   "And griev'd, so long to lack his greedy pray ;
   "For well he weened, that so glorious hayte
   "Would tempt his guest to take thereof assay."

   What figure of speech (besides alliteration) is found in this passage?

3. Explain the metre and versification of the "Faery Queene," and mention the leading poems in which the same metre has been used by later poets.

4. Discuss fully the philological value of the "Faery Queene" to the student of the English Language.

5. Spencer has been spoken of as the precursor of Milton and Puritanism. In what respects does the "Faery Queene" bear out this criticism?

6. Give in substance Spenser's description of Prince Arthur in the 8th Canto, and outline briefly the events succeeding his entrance in which he figures.

7. Write a brief critique on Cantos V. to VIII. of Book II., pointing out what you consider the chief literary merits.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FIRST YEAR.

PROBLEMS.

HONORS.

Examiners: { W. H. BALLARD, M.A.
           { JOHN MCGOWAN, B.A.

Note.—Candidates will enclose solutions to problems numbered with Arabic and Roman numerals in separate envelopes, endorsing them accordingly.

1. Solve the equations
   \[(bxx + cxy - ayz) yz = (cxy + ayz - bxx) zx = (ayz + bzx - cxy) xy = (xyz)^i.\]

2. There are \(n\) drawers numbered consecutively from 1 to \(n\), and such that any drawer, say the \(m^{th}\), contains \(m\) labels numbered from 1 to \(m\). In how many ways may a set of labels numbered 1 to \(n\) be selected taking one from each drawer?

3. In dividing any number by 11 the remainder may first be found, then the units' digit of the quotient, then the hundreds' digit, and so on until the whole quotient has been obtained.

   Prove this, and ascertain whether the same holds in dividing any number, radix \(r\), by \(r + 1\).

4. In obtaining the value of \(r\) from the equation
   \[a = \frac{1}{r} = \frac{a - 1}{1 + r^n},\]
   suppose that there has been found, by trial or otherwise, a value \(r^1\) which cannot differ much from \(r\), shew that a close approximation to the value of \(r\) is given by either of the expressions:
   \[r^1 (1 + \frac{a^1 - a}{a - n (1 + r^1) - n - 1}) = r^1 (1 + \frac{a^1 - a}{a^1 - n (1 + r^1) - n - 1})\]
   where \(a^1 = \frac{1 - (1 + r^1)^n}{r^1}\).

   which of these gives the closer approximation?
5. If \( A + B + C = 90^\circ \), shew that
   
   (1) \[ 2 \cos^2 A \cos^2 B + 2 \cos^2 B \cos^2 C + 2 \cos A \cos^2 C \cos^2 A = \cos^4 A + \cos^4 B + \cos^4 C + 4 \cos^2 A \cos^2 B \cos^2 C; \]
   
   (2) \[ 4 \sin 2A \sin 2B \sin 2C \text{ can never be greater than } \sin 2A + \sin 2B + \sin 2C. \]

6. Shew that
   
   \[ \frac{\pi}{8\sqrt{2}} = \frac{1}{1.3} - \frac{3}{5.7} + \frac{5}{9.11} - \frac{7}{13.15} + \ldots \]

7. Sum to infinity
   
   (1) \[ \sin \theta - \frac{1}{2} \sin 2\theta + \frac{1}{3} \sin 3\theta - \ldots; \]
   
   (2) The series whose \( n^{th} \) term is
   
   \[ \frac{\tan^n \theta (\cos^{2n} \theta - 1)}{2n - 1}. \]

I. If \( ABCD \) be a cyclic quadrilateral, \( AC \) the diameter of its circumscribing circle; prove the difference of the triangles \( BAC \) and \( BCD \) is \( \frac{1}{2} AC^2 \sin 2 BAC. \)

II. \( PQ \) is a chord of a conic normal at \( P \), from the pole of \( PQ \) a line is drawn intersecting the conic in \( R \) and \( N \); prove that the angle \( RPS \) is bisected by \( PQ. \)

III. If the sum of the abscissae of two points on a parabola be given, the locus of the intersections of the tangents at the points is a parabola.

IV. If a circle intersect hyperbola, the product of the perpendiculars from the points of intersection on one asymptote is equal to the product of the perpendiculars on the other asymptote.

V. If the foci be joined to two points on a conic the four lines will touch a circle.

VI. Find the axis and focus of a parabola having given four points on the curve.
ANNUAL EXAMINATIONS: 1891.

FIRST YEAR.

ANCIENT HISTORY.

Examiners: { William Dale, M.A. 
H. R. Fairclough, M.A.

Note—Candidates are requested to enclose the answers to questions in Sections A and B respectively in separate envelopes.

A.

1. Describe concisely the causes which tended to give Rome its early predominance in Latium.

2. Point out the great crises in the contest for political equality between the patricians and plebeians with dates.

3. Explain briefly the origin, the constitution and the powers of the Roman Senate. What changes were changes made in the Senate (a) on the establishment of the Republic; (b) by Sulla? What is the meaning of the term Patres conscripti?

4. Write explanatory notes on Civis Romanus; jus Latii; peregrinus; stipendium; publicani; questio perpetua; novus homo; plebiscitum.

5. What were the reforms proposed by Caius Gracchus? Give the date, and explain the condition of things they were intended to remedy.

6. Describe Hannibal's march from Saguntum into Italy, or the immediate causes which led to the outbreak of the civil war between Pompeius and Cæsar.
B.

1. Give an account of early Greek colonisation.

2. Describe the constitution of Solon, and state what modifications were made by Clisthenes and Pericles.

3. What influence did Persia exert on Greece during and after the Peloponnesian war?


5. What events are connected with Argennoussae, Antalcidas, Granicus, Leuctra, Amphipolis?

6. Sketch the career of Demosthenes.
Translate:

CAROUSSAT, seul.—Tout en promenant mon chou, j’ai réfléchi à ce que m’a dit Machut... Je serais maire, le premier magistrat d’Arpajon ! puis conseiller général ! puis député !... et après ? le portefeuille ! qui sait !... (Tristement) Mais non ! ça ne se peut pas... Je suis riche, considéré, adoré... et une chose s’oppose à mes projets... la grammaire française !... Je ne sais pas... (regardant autour de lui avec inquiétude) je ne sais pas l’orthographe ! Les participes surtout, on ne sait par quel bout les prendre... tantôt ils s’accordent, tantôt ils ne s’accordent pas... quels fichus caractères ! Quand je suis embarrassé, je fais un pâté... mais ce n’est pas de l’orthographe ! Lorsque je parle, ça va très-bien... ça ne se voit pas... j’évite les liaisons... A la campagne, c’est prétentieux... et dangereux... je dis, Je suis allé... (Il prononce sans lier l’s avec l’a.) Ah ! dame ! de mon temps on ne moissait pas dans les écoles... j’ai appris à écrire en vingt-six leçons, et à lire... je ne sais pas comment... puis je me suis lancé dans le commerce des bois de charpente... je crie, mais je ne rédige pas... (Regardant autour de lui.) Pas même les discours que je prononce... des discours étonnants !... Arpajon m’écoute la bouche ouverte... comme un imbécile ! On me croit savant... j’ai une réputation... mais grâce à qui ? grâce à un ange...

2. qui sait. Translate: Who knows French? Who speaks English?

3. j’évite les liaisons. Explain “liaison.”

4. ça. What does this stand for?

5. je me suis lancé. Why suis?

II.

Translate:

Les officiers, les tambours, la cantinière se repliaient en même temps autour de la fontaine, tandis que les compagnies se croisaient comme un jeu de cartes; en moins d’une minute, elles formèrent le carré sur trois rangs, les autres au milieu, et presque aussitôt il se fit dans la rue un bruit épouvantable, les Croates arrivaient; la terre en tremblait. Je les vois encore déboucher au tournant de la rue, leurs grands manteaux rouges flottant derrière eux comme les plis de cinquante étendards et courbés si bas sur leur selle, la latte en avant, qu’on apercevait à peine leurs faces osseuses et brunes aux longues moustaches jaunes.

1. croisaient. From what verb.

2. manteaux rouges. What adjectives always follow the noun?

3. flottant. When does the Pres. Part. agree?

4. aux longues moustaches. Translate: There is the man with long black hair?

Translate:

Moi, le coude sur l’oreiller, les yeux éblouis, regardant la neige s’amasser au bord des petites fenêtres, je me figurais tout cela, et je revoyais aussi les hivers passés: la lueur de notre grand fourneau s’avanceant et reculant le soir sur le plancher, le mauser, Koffel, et l’oncle Jacob autour, le dos courbé, fumant leur pipe et causant de choses indifferentes. J’entendis le rouet de Lisbeth, bourdonner dans le silence, comme les ailes cotonneuses d’un papillon de nuit, et son pied marquer la mesure de la complainte que chante la bûche.
verte au milieu du foyer. Puis dehors, je me représentais les glissades sur la rivière, les parties de traineau, la bataille à pelotes de neige, les éclats de rire, la vitre cassée qui tombe, la vieille grand’mère qui crie du fond de l’allée, tandis que la bande se disperse, les talons aux épaules.

**MADAME THÉRÈSE.**

1. *Le dos courbé.* Why singular?

   Translate: They have large eyes but small noses.

2. *La vieille grand’mère.* Explain the apostrophe.

   Write the masculine equivalent of the expression.

**III.**

Translate:

Il y a deux manières de passionner la foule au théâtre: par le grand et par le vrai. Le grand prend les masses, le vrai saisit l’individu.

Le but du poète dramatique, quel que soit d’ailleurs l’ensemble de ses idées sur l’art, doit donc toujours être, avant tout, de chercher le grand, comme Corneille, ou le vrai comme Molière; ou, mieux encore, et c’est ici le plus haut sommet où puisse monter le génie, d’atteindre tout à la fois le grand et le vrai, le grand dans le vrai, et le vrai dans le grand, comme Shakespeare.

Car, remarquons-le en passant, il a été donné à Shakespeare, et c’est ce qui fait la souveraineté de son génie, de concilier, d’unir, d’amalgamez sans cesse dans son œuvre ces deux qualités, la vérité et la grandeur, qualités presque opposées, ou tout au moins tellement distinctes que le défaut de chacune d’elles constitue le contraire de l’autre; l’écueil du vrai, c’est le petit; l’écueil du grand, c’est le faux.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FIRST YEAR.

FRENCH.

Examiner: J. Squair, B.A.

I.

1. Translate:
   (a) Dogs and cats are sometimes good friends.
   (b) But often they are not good friends.
   (c) That man understands French and German.
   (d) That boy speaks French.
   (e) We have neither friends nor relatives.

2. Translate:
   (a) This sugar cost five cents a pound.
   (b) Those children earn fifty cents a day.
   (c) How much do those pears cost? They cost two cents a piece.
   (d) Your father has grey hair.
   (e) He has his hand in his pocket.

3. Point out the chief differences between the use of the definite article in French, and its use in English.

4. Translate:
   (a) He takes me to church.
   (b) I go with him to school.
   (c) Let them not go away.
   (d) They will not be able to be there.
   (e) Let him know that I am here.
   (f) Be silent.
(g) That you might come.
(h) Let us not run.
(i) I shall call him.
(j) I shall hold it.

5. Translate:
   (a) I gave him some, but he did not give me any.
   (b) Come to me, and then go to him.
   (c) Give them some, and give me some.
   (d) Why do you not give them some?
   (e) Give him nothing, he is not good.

6. Translate:
   (a) You must give me some.
   (b) I wish you to come and see me.
   (c) Be so kind as to give him some.
   (d) I wish your father would do it.
   (e) It is certain we shall be there.

7. Translate:
   (a) Whom did you see yesterday?
   (b) What did you do this morning?
   (c) I did what you told me to do.
   (d) What are you thinking of?
   (e) What were you speaking of?

8. Translate:
   (a) The man whom I saw is here.
   (b) The lady who was here is dead.
   (c) The house in which we lived is old.
   (d) The tree which is behind the house is tall.
   (e) The man to whom I gave the money is gone.

II.

Translate:

When the grass is green, and the flowers bright and gay, then the birds come back to see us after their long sojourn in warmer countries. Then men and animals are glad. It is no longer necessary that the former should wear so much clothes in order to be warm, and the latter have no longer need to
stay in their holes. All may now come out and be glad under the bright sky. The brooks (ruisseaux) which were frozen now run free through the green fields. The birds build their nests in the tall trees, and sing their sweet songs all day long. Who would not like to be a bird? They have no books to read, and no examinations to pass (faire). They eat and sing, and build nests and feed their little ones without thinking of anything else.
I.

Translate:

1. Distinguish *auditoire*, *audience*, and *assistance*.
2. Translate into French, *delenda Carthago*.
3. Distinguish *pays, patrie, contrée* and *campagne*.

Translate:

Et les paresseux, en train de mettre à rude épreuve la patience de leur maître, eurent la joie indicible de voir ce dernier se lever précipitamment au milieu d’une période latine qu’il ne prit même pas le temps d’achever, comme s’il eût oublié soudain jusqu’à leur existence. Un jeu favori, consistant à se lancer à travers la chambre des flèches de papier chargées d’encre qui tachaient les murs et les habits, fut repris aussitôt et continué sans interruption pendant une demi-heure que dura l’absence de M. Duranton. Celui-ci avait endossé à la hâte sa redingote ecclésiastique la plus neuve et abattu d’un rapide coup de brosse le toupet grisouinant que, d’habitude, ses doigts relevaient, par distraction, au-dessus d’une large face olivâtre, plus sympathique et plus franche qu’elle n’était distinguée. Tout en se boutonnant de travers, il pénétra, encore ahuri par la bonne nouvelle, dans la pièce où l’attendait “le prince beau comme le jour” dont avait parlé Henriette.

1. *voir* —— *se lever*, change *voir* to *faire*, making any other changes you consider necessary.

2. *comme s’il eût*. Explain this use of the subjunctive.

3. *que dura, dont avait parlé*. Explain the inversion in these cases.

III.

Translate into French:

I often amuse myself by looking out of my window to see who are passing in the street. It takes all kinds of people to make a world, and as one sits by the window one can see all their varieties. There is the lounging, too lazy to work, and not rich enough to be grand. Then there is the other sort of lounging who is rich enough to make a figure in the world, but who is, however, not any better on that account. As he passes, he raises his umbrella to keep the rain-drops from
spoiling his new coat. It's a pity the rain were not fire which should burn his coat and make him work to get another. There is the man of business who is always in a hurry. You would think he had the whole weight of the universe on his poor shoulders. Yes, see how he bends over as he hurries along. No doubt if he does not cheat some one, he will hinder some one from cheating him. There is the student of the fourth year who has learned all the University can teach him, and who is thinking on what he will do when he has finished his studies. He intends to move the world, in whatever profession he may find himself. I can see it in his look and he will do it, I know.
Translate:

(a) Bon! qu'est-ce que le sens? est-ce faire la moue,
Noyer de longs projets qu'un accident dénoue,
Toujours prévoir, toujours appréhender ? Ma foi,
Ce dont on pleur ailleurs me met en gaité, moi ;
Je me livre au hasard qui me mène à sa guise,
Et chevauche, joyeux, de surprise en surprise.
Les faits, et non pas moi, sont des extravagants,
Témoin ceux qu'on a vus depuis tantôt cinq ans.
Voilà, vous l'avoiturez, de l'incompréhensible ;
Ce serait monstrueux, si ce n'était risible.
Des bourgeois souverains, des rustres généraux,
Des bottiers, des tailleurs, qui battent des héros,
Tandis que des marquis, par la contraire chance,
Se font maîtres d'escrime ou professeurs de danse,
C'est absurde, à tel point que c'est divertissant.
Voyez-vous ce monsieur, d'or tout resplendissant ?
Il fut de mes fermiers ; avec l'argent d'un terme
Il acheta les biens dont il avait la ferme ;
Il a des millions ; moi, je n'ai plus un sou ;
Je trouve cela drôle, et j'en ris comme un fou.
Bref, depuis quinze jours que j'y suis, j'étudie
Paris, et chaque instant m'offre la comédie.

LE LION AMoureux.

1. Who is the speaker? Mention incidents, shewing how this character is kept up.

3. Write notes on que as used in the first two lines.

4. qu'on a vus. Why vus? When is qui used as an object?

5. avodrez. Write a note on this form of the verb.

Translate:

(a) Ils entrèrent tous trois chez la Rebec, et, en moins d'un quart d'heure, la grosse boîteuse réussit à leur servir une omelette de bonne mine, du pain bis et du vin clairlet. Les paysans ne mangeaient pas vite, et le petit Pierre avait si grand appétit qu'il se passa bien une heure avant que Germain pût songer à se remettre en route. La petite Marie avait mangé par complaisance d'abord; puis, peu à peu, la faim était venue : car à seize ans on ne peut pas faire longtemps diète, et l'air des campagnes est impérieux. Les bonnes paroles que Germain sut lui dire pour la consoler et lui faire prendre courage produsirent aussi leur effet ; elle fit effort pour se persuader que sept mois seraient bientôt passés, et pour songer au bonheur qu'elle aurait de se retrouver dans sa famille et dans son hameau, puisque le père Maurice et Germain s'accordaient pour lui promettre de la prendre à leur service.

(b) Tiens, ça me fait plus de peine que je ne peux te le dire, et j'ai envie de te ramener chez ta mère au lieu d'aller à Fourche.

(c) Pour le coup j'y renonce! dit Germain en frappant du pied. On nous a jeté un sort, c'est bien sûr, et nous ne sortirons d'ici qu'au grand jour. Il faut que cet endroit soit endiable.

LA MARE AU DIABLE.

1. Pût songer. Why Subjunctive?

2. "snt lui d'ire," "et lui faire prendre". Explain lui in each case.

3. la petite Marie. When is the article used with the names of persons?
Je lui expliquai les motifs qui avaient dû nécessairement amener ce résultat. Le premier était la multiplicité des emprunts et l'accumulation des intérêts, dont il n'avait point semblé se préoccuper. L'absence de comptabilité écrite et sérieuse l'avait évidemment trompé! il écouta mes explications les deux poings appuyés sur la table et les regards fixés sur les miens.

Je comprends! je comprends! dit-il, quand j'eus achevé; j'ai fait entrer dans mon écurie tous les chevaux qu'on a voulu me prêter sans penser qu'ils me ruinerent en fourrage. Mille millions de diables! voilà où l'on est conduit quand on ne sait pas tracer vos pattes de mouches, et qu'on ne connaît pas votre grimoire! Ceux qui n'ont que leur caboche pour grand livre devraient tout régler de la main à la main, et ne pas se jeter dans les paperasses. C'est comme la rivière, vois-tu, on finit toujours par s'y noyer.

Je lui demandai avec inquiétude s'il n'avait point d'autres ressources que celles dont je venais de prendre note, et si c'était bien là son bilan définitif. Du tout, du tout, reprit-il précipitamment; tu me dis qu'il manque vingt-trois mille francs?... Eh bien! on les trouvera; ils sont ailleurs.

CONFESSIONS D'UN OUVRIER.

1. qui avaient dû. Translate: He ought to have gone to school.

2. qu'on a voulu. Write a note on the agreement of voulu.

3. tout régler. Translate: We have them all. He has done everything. That's all.

4. s'il n'avait point. What difference between point and pas?

5. vingt-trois mille. What numerals take the mark of the plural?
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FIRST YEAR.

GERMAN GRAMMAR AND COMPOSITION.

Examiner: A. F. Chamberlain, M.A.

I.

1. Mention the German prepositions that govern the Dative Case only, and give two examples of the idiomatic uses of each.

2. Show by examples the nature and method of formation of German adverbs.

3. State the force of the following suffixes, giving an example to illustrate each, and indicating their use in word-formation: -chen, -heit, -nis, -in, -tum, -bar, -schaft, -haft.

4. Define the inflectional and syntactical irregularities of the verbs mögen and können.

5. Write notes on the use of the Genitive Case in German.

6. Examine the following sentences, and make any corrections necessary:

   (a) An die ufer des rheines stehen herrlichen Burge.

   (b) Man sagt er hat auf der Kirche gegangen.

   (c) Es gibt viel Beeten in den Garten des Herren.

   (d) Das Antwort und der Frage sind dieselben nicht.

   (e) Kennen sie wer diesen Mann ist!
II.

(A) Translate into German any six of the following sentences:

(a) Which is the heavier, lead or gold?
(b) What has become of your friend?
(c) The ship has sunk in the deep sea.
(d) The twenty-fourth of May is the Queen's birthday.
(e) The days are longest in the month of June.
(f) When did you begin to study German?
(g) Toronto is the largest city in Ontario.
(h) The present Emperor of Germany is William II.
(i) Have you ever been in England?
(j) There are many long rivers in Canada.

(B) Translate into English any six of the following sentences:

(a) Je höher ein Vogel fliegt, je kleiner scheint er zu werden.
(b) Man sagt: Eine Schwalbe macht keinen Sommer.
(c) Wer gern giebt, fragt nicht lange.
(d) Vergeben ist leichter denn vergessen.
(e) Geht Ihre Uhr vor, oder geht sie nach?
(f) Sie müssen die englischen Zeitungen lesen.
(g) Stehen sie gewöhnlich früh des Morgens auf?
(h) Es lässt sich nicht ändern.
(i) Er ging jeden Tag um fünf Uhr aus.
(j) Sicht es nicht nach Regen aus?

III.

Answer, in German sentences of not fewer than six words each, any four of the following sentences:

(a) Was für Bücher lesen Sie?
(b) Haben Sie einen Bruder?
(c) Was für Sprachen studieren Sie?
(d) Auf welche Weise gedenken Sie diesen Sommer zuzubringen?
(e) Wo sind Sie geboren, und in welchem Jahre?
(f) Gibt es heute etwas Neues?
Möchten sie nicht eine Reise nach Europa machen?

IV.

Translate into English:

(a) Napoleon Bonaparte war auf keinem Thron geboren; er stammt aus einer armen adeligen Familie in Ajaccio, der bedeutendsten Stadt der Insel Corsika. Sein Vater war Rechtsgelehrter, seine Mutter, Lüdtitia, eine der schönsten Frauen ihrer Zeit. Er war der zweite von acht Geschwistern und 1769 geboren.

Translate:

(a) Bolz (am Tische links Briefe schnell öffnend, durchschauend und mit Bleistift bezeichnet). Ich habe die Revision bereits gemacht, alter Schelm.


Bolz. Her damit! (liest in der Zeitung) Bälche vom Boden gehoben—Drillinge geboren—Concert, Concert, Vereinigung, Theater—Alles in Ordnung—Neuervorbereite Locomotive; die große Gleichlange! Ich wollte, sie würde ihm als Gelee gefocht, und er müßte sie kalt aussehen (eilt zur Thür rechts). Bellmaus, Ungeheuer, komm hervor!

Bellmaus (von rechts eintretend, die Feder in der Hand). Was gibt’s? Wozu der Lärm?

Bolz (fierlich). Bellmaus, als wir dir die Ehre erwiesen, dich mit Verbesserung der Nepfelsachen für dieses Blatt zu betrauen, da war die Meinung nicht, daß du die eigne große Gleichlange durch die Spalten unserer Zeitung wählen solltest! — Wie konntest du die abgedroschene Lüge wieder bineinfügen?

FREYTAG, Die Journalisten.
1. Parse the following verbs, giving the inf., impf. ind. 1st sing., and past part. of each: gegeben, gestohlen, geboren, gesehen, aufessen, komm, hineinsetzen.

2. Accentuate durchschend, Revision, Mannigfaltige, Concert, Vereinssitzung, Theater.

3. Glee. Indicate the proper pronunciation of this word.

4. Give the gender of Drilling, Concert, Vereinssitzung, Theater, Ungeheuer, Spalte, with rules.

5. Kommt der, &c.; sie würde—aufessen. Write notes on the construction of these clauses.

6. Give the gen. sing. and nom. pl. of Revision, Schelm, Concert, Locomotive, Ungeheuer, Blatt.

Translate:

(b) Bolz. Die kleine Begebenheit ist wie hundert andere, und sie wäre mir gar nicht interessant, wenn ich sie nicht selbst erlebt hätte. Denken Sie sich ein altes Haus, ich bin Student und wohne darin drei Treppen hoch. In dem Hause wohnt ein junger Gelehrter; wir kennen einander nicht. Mitten in der Nacht weckt mich ein wüster Lärm und ein merkwürdiges Knistern unter mir. Wenn das Mäuse waren, so mussten sie einen Fackeltanz aufführen, denn meine Stube war hell erleuchtet. Ich springe an das Fenster, da schlägt die helle Flamme aus dem Stockwerk unter mir bis zu mir herauf, meine Fensterscheiben springen um meinen Kopf herum und ein nichts wünderiger Qualm dringt auf mich ein. Weil es unter diesen Umständen ungemütlich wurde, such zum Fenster hinauszulegen, so laufe ich an die Thür und öffne. Auch die Treppe kann die Gemeinheit nicht verleugnen, welche altem Holz eigen ist, sie brennt in heller Flamme. Drei Treppen hoch und kein Ausweg, ich gab mir verloren.—

Ibid.
Translate:

Den dem die Flut flog an, sich zu verlaufen, und die Führer der Flotte, aus Furcht mit ihren schweren Fahrzeugen auf dem Strand zu bleiben, und bei einem unglücklichen Ausgang des Trefens dem Feinde zur Beute zu werden, zogen sich von dem Damm zurück und suchten das hohe Meer zu gewinnen. Kaum bemerkte dies Alexander, so zeigte er seinen Truppen die fliegenden Schiffe, und mutzte sie auf, mit einem Feinde zu enden, der sich selbst aufgegeben habe. Die holländischen Hülfstruppen waren die ersten, welche wankten, und bald folgten die Seeländer ihrem Beispiel. Sie waren sich eiligst den Damm herab, um durch Waten oder Schwimmen die Schiffe zu erreichen, aber weil ihre Flucht viel zu ungestüm geschah, so hinderten sie einander selbst, und stürzten haufenweise unter dem Schwert des nachsetzenden Siegers. Selbst an den Schiffen fanden Viele noch ihr Grab, weil jeder dem andern zuvorkommen suchte, und mehrere Fahrzeuge unter der Last derer, die sich hineinwarfen, untersanken.

SCHILLER, Belagerung von Antwerpen.

1. Account for the position of each of the following words in its sentence: an (l. 1), bleiben, zogen, Alexander, zeigte, habe, Seeländer, herab, geschah.

2. Accentuate hineinwarfen, untersanken, giving reasons.

3. aufgegeben habe. Parse, and account for the mood.

III.

A. Translate one only of the following extracts, answering the questions attached to (a).

(a) Bei anderen Elementen, wie z. B. beim Quecksilber, Zink und Cadmium, ist Atom und Molekül identisch. Man kann die relativen Gewichte der Atome bestimmen, indem man dem Atom irgend eines Elementes ein bestimmtes Atomgewicht willkürlich ertheilt, mit welchem man die Atomgewichte anderer Elemente vergleichen kann. Diese relativen Gewichte heissen die Atomgewichte. Da der Wasserstoff von allen Elementen das niedrigste Atomgewicht besitzt, so hat man sein Atomgewicht als Einheit gewählt. Das
Moleculargewicht eines Elementes oder einer Verbindung ist die Summe der Gewichte der sie bildenden Atome.

HODGES, Scientific German, Pt. I.

1. *z.B., d.h.* Write these two contractions out in full.

2. Give the principal parts of *besitzen, lassen, vergleichen, heissen, enthalten.*

3. *der sie bildenden Atome.* Show the relation of these words to one another, substituting a relative sentence.

(b) Da die Nährstoffe durch die geschlossenen Wandungen der Zellen hindurchtreten müssen, um in diese hinein zu gelangen, so folgt, dass sie in gelöster, flüssiger Form vorhanden oder gasförmig sein müssen. Sie gelangen auf dem Wege einfacher Diffusion in die zur Aufnahme geeigneten Zellen. Der Kohlenstoff wird den Pflanzen hauptsächlich dadurch zugeführt, dass die blattgrünhaltigen Organe Kohlensäure aufnehmen, dieselbe unter dem Einflusse des Lichtes in ihre Elemente zerlegen, den Kohlenstoff für sich behalten und den Sauerstoff wieder abscheiden. Der Wasserstoff gelangt in alle stickstofffreien Verbindungen wohl nur durch Zersetzung von Wasser; in die stickstoffhaltigen, außer auf diesem Wege, vielleicht auch noch durch Aufnahme von Ammoniak.

Ibid.

B. Translate into German:

(a) Energy means the power of doing work. There are two kinds of energy which are being continually changed into each other, and these are the energy of actual motion (or kinetic energy), and the energy of position (or potential energy). Energy is not destroyed by impact, but is converted into heat.

Also any two of the following sentences:

(b) Elastic fluids have been divided, for convenience sake, into gases and vapors.

(c) The intensity of sound is inversely as the square of the distance of the sonorous body from the ear.

(d) More than three-fourths of the elementary substances possess metallic properties, and among them are all the useful metals.
IV.

Translate:


(b) Hinaus in die Ferne mit lautem Hörnerklang,
Die Stimmen erheben zum männlichen Gesang!
Der Freiheit Hauch weht mächtig durch die Welt,
Ein freies, frohes Leben uns wohlgefallt.
Wir halten zusammen, wie treue Brüder thun,
Wenn Tod uns umgrauet und wenn die Waffen ruhn;
Uns alle treibt ein reiner, froher Sinn,
Nach einem Ziele streben wir alle hin.

Der Hauptmann, er leb' er geht uns kühn voran;
Wir folgen ihm mutig auf blut'ger Siegesbahn.
Er führt uns jetzt zum Kampf und Sieg hinaus,
Er führt uns einst, ihr Brüder, ins Vaterhaus.
Wer wollte wohl zittern vor Tod und vor Gefahr?
Vor Feigheit und Schande erbleicht unsre Schar;
Und wer den Tod im heil'gen Kampfe fand,
Ruht auch in fremder Erde im Vaterland!
Translate:

Ich lebte still und harmlos — das Geschoss
War auf des Waldes Tiere nur gerichtet,
Meine Gedanken waren rein von Mord —
Du hast aus meinem Frieden mich heraus
Geschreckt; in gährend Drachenschnauz hast du
Die Milch der frommen Denvart mir verwandelt;
Zum Ungeheuren hast du mich gewöhnt —
Wer sich des Kindes Haup zum Ziele setzte,
Der kann auch treffen in das Herz des Feindes.

Die armen Kindlein, die unschuldigen,
Das treue Weib, was ich vor deiner Hut
Beschützen, Landvogt! — Da, als ich den Bogen strang
Anlegte — als mir die Hand ergriffene —
Als du mit grausam teufelscher Lufter
Mich zwangst, aufs Haupt des Kindes anzulegen —
Als ich ohnmächtig stehend rang vor dir,
Damals gelobt' ich mir in meinem Innern
Mit furchtbaren Eidschwur, den nur Gott gehört,
Dass meinem nächsten Schusses erstes Ziel
Dein Herz sein sollte — Was ich mir gelobt
In jenes Augenblickes Höllenqualen,
Ist eine heilige Schuld — ich will sie zahlen.

Schiller, Wilhelm Tell.

1. Who is here speaking? Explain the connection of this extract with the plot.
2. *in gährend Drachengift*. Give the prose form of this expression.

3. Give the principal parts of *treffen*, *anzog*, *zwangst*, *anlegen*.

4. Sketch the part taken in the play by Ulrich von Rudenz, Arnold von Melchthal, and Hedwig [Tell’s wife].

5. What was Schiller’s motive in introducing Johannes Parriecida? Give an account of his reception at Tell’s house.

II.

Translate:

HENNING. Vater Lange, ich habe Euch schon einmal gesagt, dasz Ihr mir die Dörte geben sollt. Dazumal habt Ihr mich ausgelacht, und ich habe es ‘unterwürigen müssen. Jetzt meint’ ich nur, das Lachen wäre Euch am Ende vergangen, von wegen—(macht die Gebürde des Hängens) und wenn Ihr die Augen zugemacht habt,—und denn Hans und Hof ohne Herrn,—und weil die Dörte mich will, so freiten wir uns am Ende doch, und da wär’s doch besser,—Ihr gebt uns Euren Segen —man wüsste doch, woran man wäre—and das Sterben würde Euch nicht so sauer, wenn Ihr Eure Tochter—


HEYSE, Hans Lange.

1. Under what circumstances did this conversation take place?

2. Describe any two of the following events in the play:
   
   (a) Bugslaff brought before the duchess, with Enoch’s account of his arrest.

   (b) Achim’s attempt to surprise Bugslaff at Hans Lange’s house, and bring him to Rügenwalde.

   (c) Bugslaff’s appearance as victor at the castle, and what follows to the end of the play.
III.

Translation:

Das unbekannte Wasser lag so schwarz um ihn her, hinter sich hörte er das Springen eines Fisches; es wurde ihm plötzlich so unheimlich in dem fremden Element, dass er mit Gewalt das Gestrick der Pflanzen zerriss, und in athemloser Hast dem Lande zuschwamm. Als er von hier auf, den See zurückblickte, lag die Lilie wie zuvor fern und einsam über der dunklen Tiefe.—Er kleidete sich an und ging langsam nach Hause zurück. Als er aus dem Garten in den Saal trat fand er Erich und die Mutter in den Vorbereitungen einer kleinen Geschäftsreise, welche am andern Tage vor sich gehen sollte. Wo sind denn Sie so spät in der Nacht gewesen? rief ihm die Mutter entgegen. Ich? erwiderte er; ich wollte die Wasserlilie besuchen; es ist aber nichts daraus geworden. Das versteht wieder einmal kein Mensch! sagte Erich. Was Tausend hattest du denn mit der Wasserlilie zu thun? Ich habe sie früher einmal gekannt, sagte Reinhardt; es ist aber schon lange her.

STORM, Immensee.

1. lag, gekannt. Give the principal parts of liegen, legen and lügen; kennen and können.

2. nach. Explain the difference in the use of nach and zu as equivalents of “to.” Illustrate by forming four distinct sentences in German.

3. To what extent is this effort to gain the waterlily symbolic of Reinhardt's life-experience?

IV.

(a) Translate:

Es giebt eine Art guter Köpfe, die in der Jugend vornehmlich verkannt werden; und unter diese gehörte auch Lessing. Auch die besten Vorschriften sind für sie nicht; sie müssen durchaus ihrem eignen Gange ganz überlassen werden. Ihrem Studieren eine andere, und wie man glaubt, eine bessere Richtung geben, ist soviel, als sie davon abwendig machen; und wenn sie sich sogar aus eigner Überzeugung nach fremder Vorschrift zwingen wollen, so fühlen sie doch das für sie
nicht passende Joch. Fallen sie aber auf etwas von freien Stücken, so leben und weben sie ganz darin, und lassen nicht eher ab, als bis sie es ziemlich erschöpft zu haben glauben. Unterdessen nehmen sie aber nichts anders vor; selbst ihre Erholungen haben darauf Beziehung. Je größer der Umfang ihrer Kenntnisse wird, je länger hält ihr Fleiß an. Dabei sind sie aber doch sehr der Zerstreuung ausgesetzt, und können leicht auf einen andern Gegenstand mit eben der Hitze und Anhaltung gebracht werden. Das Planmäßige fällt also ganz bei ihnen weg, das jeder andere Studierende beobachten musß, wenn er die Universität nicht vergebens besucht haben will.

(b) Nur Geduld, wenn Spötter rasen,
    Ist die Drohung oft nur Wind,
    Eichen wachsen oft aus Steinen,
    Vor dergleichen Ruthen weinen,
    Zeigt ein unbesonnen Kind.

    Nur Geduld! das falsche Glücke
    Prüft die Helden durch den Streit:
    Ohne Blut ist wol kein Siegen;
    Und ein wahres Selbstvergnügen
    Kommt nicht ohne Kampf und Leid.

    Nur Geduld, wenn Neider prahlen,
    Denn es ist ein Übergang:
    Eh' wir oft die Hand verkehren,
    Wird ihr Lachen schon zu Zähren
    Und die Lust ein Mordgesang.

    Nur Geduld, die rechte Liebe
    Grünet auf Beständigkeit!
    Lässt uns manche Schönheit warten,
    Gibt uns endlich doch ihr Garten
    Blumen der Zufriedenheit.
1. Indicate the various uses of the Genitive and Dative Cases in German, illustrating your answer by examples.

2. Give an account of the comparison of German adjectives and adverbs.

3. Tell what you know of the syntax of appositive nouns in German.

4. Write a note on the use of the prepositions um, zu, nach, von.

II.

Translate into English the following:

(a) Der Hirsch ist ein schönes, edel gebautes Tier, mit schönen, groszen feurigen Augen, kleinem Kopfe, mit dem herrlichen Gewelh geziert, und mit Füssen, die schlank, jedoch kräftig gebaut sind. Sein Geruch und Gehör sind schärfser, denn sein Gesicht. Wenn er horchet, regt er die Ohren und richtet den Kopf in die Höhe, um jeden Schall besser auffangen zu können. Wenn ihm der Wind entgegen kommt, riecht (vernimmt) er auf mehrere hundert Schritte den Menschen. Er ist neugierig, schlau und listig. Wenn man ihm von weitem zuuft oder pfeift, oder wenn er Musik hört, so bleibt er stehen und sieht sich um; be-
merkt er einen Menschen ohne Gewehr und Hund, so geht er stolz vorüber, denn er weiss bald den Jäger von dem Holzhauer und Wanderer zu unterscheiden.

(b) Die Erde sagt es den Lerchen an,
Das der Frühling gekommen sei,
Da schwingen sie sich himmelan
Und singen es laut und frei.
Es hört's der Wald, es hört's das Feld,
Die Wiesenblumen und Quellen,
Und endlich hört's die ganze Welt
Auch der Mensch in seinen Zellen.
Der Mensch hört es zuletzt und sieht
Nur, wie der Frühling ihm entflieht.”

Hoffmann von Fallersleben.

(c) Das ist der Tag des Herrn;
Ich bin allein auf weiter Flur;
Noch eine Morgenglocke nur;
Nun stille nah und fern
Anbetend knei ich hier.
O süszes Grau! geheimes Wehn!
Als knieten viele ungesehn
Und beteten mit mir.
Der Himmel, nah und fern,
Er ist so klar und feierlich,
So ganz, als wollt er öffnen sich,
Das ist der Tag des Herrn.

Ludwig Uhland.

III.

A. Translate into German any eight of the following sentences:

1. I am sorry that you have been obliged to wait so long for me. 2. I have heard it said that he will have to leave the city. 3. The father departed after he had seen his son arrive. 4. During the fine weather the invalid goes driving every second day. 5. The beggar asked the rich man for a little money, but he gave him none. 6. Mr. B. has not yet been able to take ship for Europe. 7. Believe me, it is impossible for that man to tell the truth. 8. I had already forgiven him before he begged my pardon. 9. It would not surprise me at all if we should have more rain to-day. 10. As soon as June comes we shall say good-bye to the city.
Translate into German:
At this time Burke wrote his famous treatise on the difference between old English and new French liberty. We cannot, he said, go to work carefully enough in this respect. In England each estate has inherited extensive liberties. But a wise foresight, founded upon experience, has set a limit to these liberties. In France they proclaim the natural rights of men and the principle of equality. Ours is a practical liberty, theirs a theoretical. Ours has a historical basis, theirs a purely philosophical one. Ours rests upon clear definitions of the laws, theirs upon the arbitrary definitions of their philosophers.
Nella prima giornata della battaglia di Custoza, il 24 luglio del 1848, una sessantina di soldati d'un reggimento di fanteria del nostro esercito, mandati sopra un'altura a occupare una casa solitaria, si trovarono improvvisamente assaliti da due compagnie di soldati austriaci, che tempestandoli di fucilate da varie parti, appena diedero loro il tempo di rifugiarsi nella casa e di sbarrare precipitosamente le porte, dopo aver lasciato alcuni morti o feriti pei campi. Sbarrate le porte, i nostri accorsero a furia dalle finestre del pian terreno e del primo piano, e cominciarono a fare un fuoco fitto sopra gli assalitori, i quali, avvicinandosi a grado a grado, disposti in forma di semicerchio, rispondevano vigorosamente. Ai sessanta soldati italiani comandavano due ufficiali subalterni e un capitano, un vecchio alto, secco e austero, coi capelli e i baffi bianchi; e c'era con essi un tamburino sardo, un ragazzo di poco più di quattordici anni, che ne dimostrava dodici scarci, piccolo, di viso bruno olivastro, con due occhietti neri e profondi, che scintillavano. Il capitano, da una stanza del primo piano, dirigeva la difesa, lanciando dei comandi che parean colpi di pistola, e non si
vedeva sulla sua faccia feroce nessun segno di commozione. Il tamburino, un po' pallido, ma saldo sulle gambe, salito sopra un tavolino, allungava il collo, trattenendosi alla parete, per guardare fuori dalle finestre; e vedeva a traverso al fumo, nei campi, le divise bianche degli Austriaci, che venivano avanti lentamente.

2. Write the date in the second line, using words instead of figures.

3. giornata, sessantina, purete. Give synonyms and point out the differences.

4. Give the principal parts of diedero—era—vedeva.

SANGUE ROMAGNOLO.

5. Translate:

Quella sera la casa di Ferrucio era più quieta del solito. Il padre, che teneva una piccola bottega di merceria, era andato a Forlì a far delle compere, e sua moglie l'aveva accompagnato con Luigina, una bimba, per portarla da un medico, che doveva operarle un occhio malato; e non dovevano ritornare che la mattina dopo. Mancava poco alla mezzanotte. La donna che veniva a far dei servizi di giorno se n'era andata sull'imbrunire. In casa non rimaneva che la nonna, paralitica delle gambe, e Ferruccio, un ragazzino di tredici anni. Era una casetta col solo piano terreno, posta sullo stradone, a un tiro di fucile da un villaggio, poco lontano da Forlì, città di Romagna; e non aveva accanto che una casa disabitata, rovinata due mesi innanzi da un incendio, sulla quale si vedeva ancora l'insegna d'un'osteria. Dietro la casetta c'era un piccolo orto circondato da una siepe, sul quale dava una porticina rustica; la porta della bottega, che serviva anche di porta di casa, s'apriva sullo stradone. Tutt'intorno si stendeva la campagna solitaria, vasti campi lavorati, piantati di gelsi.

6. Compare più, piccolo, quieta.

7. da un medico. Give the various meanings and uses of da.

8. Point out all augmentatives and diminutives in the above extract, name the words from which they are derived, and state how they modify these.
9. Translate:

Il capataz gli accostò al viso una lanterna e lo guardò. Poi disse: — Sta bene.

Il ragazzo gli baciò la mano.

— Stanotte dormirai in un carro,— soggiunse il capataz, lasciandolo;— domattina alle quattro ti svegliò. Buenos noches.

La mattina alle quattro, al lume delle stelle, la lunga fila dei carri si mise in movimento con grande strepito: ciascun carro tirato da sei bovi, seguiti tutti da un gran numero di animali di ricambio.

Il ragazzo, svegliato e messo dentro a un dei carri, sui sacchi, si riaddormentò subito, profondamente. Quando si svegliò, il convoglio era fermo in un luogo solitario, sotto il sole, e tutti gli uomini—i peones—stavan seduti in cerchio intorno a un quarto di vitello, che arrostiva all'aria aperta, infilato in una specie di spadone piantato in terra, accanto a un gran foco agitato dal vento. Mangiarono tutti insieme, dormirono e poi ripartirono; e così il viaggio continuò regolato come una marcia di soldati.

10. Stanotte, domattina, formo. Give the full forms.

11. Alle quattro...a un quarto. Substitute fuller expressions, and parse quarto.

12. Give the plural and singular forms respectively of luogo, cerchio, sacchi, specie, uomini.
University of Toronto.

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FIRST YEAR.

ITALIAN.
HONORS.

Examiner: Wm. Oldright, M.A., M.D.

1. Give the various forms of the definite article.

2. Give all rules for the formation of the plurals of nouns ending in a.

3. Give the various forms of comparatives of (regular) adjectives, with examples.

4. State the rules for the collocation (placing) of the conjunctive personal pronouns, mentioning any orthographical changes which they undergo. Illustrate by examples.

5. Give the principal parts of a regular verb of each conjugation.

6. Write out in full the preterite definite and the imperfect subjunctive of the second conjugation.

7. Also the present indicative and preterite definite of avere, and the imperative and imperfect subjunctive of essere.

8. Give the diminutive terminations, and their significations, with examples. What parts of speech do they modify?

Translate:

(a) Come into the house. Will you buy John's house? Go to Mr. Smith's.
(b) He saw her in church—at St. Peter's church. Toronto, a city of Canada.

(c) I drink water. Give me some water. Give me a glass (bicchiere) of water.

(d) Am I not right in saying that? We are agreed (accordo).

(e) The old man had white moustaches. "Red as a rose is she."

(f) My Bible (Bibbia) is older than John's; it was printed (stampare) two hundred years ago; I have had it more than twenty years.

(g) That is a most beautiful palace (palazzo); it is the most beautiful in the world, and larger than St. James's.

(h) Where is that brother of yours? What a great man he has become (diventare)! What book are you looking for (cercare)? What kind of book are you looking for?

(i) I am twenty years old. I was there twenty years ago. You have here twenty-one books.

(j) It was a quarter to three of Monday, the third day of May, eighteen hundred and fifty-six. Henry the Fourth succeeded (succeedere) Richard the Second.

(k) Look at him walking up and down (passeggiare) the street (strada). Here I am working (lavorare) for you.

(l) Give it to me. No, do not give it to him, give it to me.

(m) M. Ghiandinelli wishes me to ask you (lei) if your wife has seen his wife.

(n) He had just arrived, when I was on the point of setting out.

(o) I saw the boy whose father came to see you.

(p) Let him laugh (ridere) who wins (guadagnare).

(q) He arrived before the palace gate before the clocks of the city struck ten.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FIRST YEAR.

ORIENTALS.

PASS.

Examiners: J. M. HIRSCHFELDER.
J. F. McCURDY.

1. Translate:

2. Parse the words marked * in the above extract, accounting for all peculiarities of pointing.

3. Decline נַעַרֹן, giving also the forms of the singular with suffixes.

4. Translate:

5. Explain the construction of the first clause of the former of these two verses. Parse and inflect נַעַרֹן. Discuss the forms בָּרָאָה and אֶלֹהִים.
6. Translate:

 Gen. iv. 6, 7.

7. Parse the latter, and quote the phrase containing it. Write the last two words of the second of the above verses without Makkeph, and account for the present pointing with it.

8. Translate:

 Gen. xxxvii. 13, 17, 29.

9. Discuss the use of the affix in these words.

Parse דב, שמש, שמש. Why is the vowel retained in the penult of the word last named?

10. Translate into Hebrew: The woman went to that great city to dwell there. They shut up the house and watched the men who were in it all the night. He looked for his brother and found him at home, and took him by his hand.

11. Give a brief sketch of the geographical distribution of the several divisions of the Semitic race.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FIRST YEAR.

DEPARTMENT OF NATURAL SCIENCE, CHEMISTRY AND MINERALOGY, AND PASS.

CHEMISTRY.

Examiner: T. Proctor Hall, M.A., Ph.D.

1. State exactly the meaning of the sentence, "The molecular weight of oxygen is 31.92." Calculate the molecular weight of marsh gas independently from each of the following data:—
   (1) The formula is C H₄.
   (2) Density (air = 1) is 0.554,
   (3) One liter O°C. and 750 mm weighs 0.7 gram.

   When 10 cm³ of marsh gas are exploded in an endometer with 33 cm³ of oxygen, how much gas, and what kind, remains?

2. What reasons have you for believing that atoms exist? What is known of their nature? Mention a different theory of the constitution of matter, and compare it with the atomic theory.

3. From the equation
   \[ \text{TiO}_2 + 2 \text{Cl}_2 + 2 \text{C} = \text{TiCl}_4 + 2 \text{CO} \]
   find what weight of titanium dioxide is reduced by three grams of carbon, and what volume of carbon monoxide measured at 23°C. and 720 mm is produced by the same.
Write similar equations for the preparation of Silicon tetrachloride and boron trichloride. The atomic weight Ti = 48, C = 12, O = 16, may be used in these calculations.

4. In Mendelejoff's table, carbon and silicon are in the same group. Point out any relations between them which would justify such an arrangement.

If the element fluorine were unknown, which of its properties could be predicted by its position in the table?

6. Give the preparation and properties of hydrogen chloride, and compare with it the hydrides of the other elements.

7. Upon what evidence have chemists adopted Avogadro's theory, that equal volumes of gases, at the same temperature, and pressure, contain the same number of molecules? Indicate, in your answer, the use made of this theory in the determination of atomic weights.
Note.—Pass Candidates will answer any six questions. Honor Candidates the questions marked *.

1. Explain briefly the nature of chlorophyll and give its functions.

*2. Outline the method of reproduction in the Mosses.

*3. What are insectivorous plants? How do they obtain their food? Mention a Canadian example.

*4. Explain what is meant by Heteroeicism. Give an example from the vegetable and animal kingdoms.

*5. Show by diagrams the causes of short and long sight. How may these defects be remedied?

*6. Outline the classification of the fishes. What groups are represented in Canada?

7. Show how a parasitic mode of life tends to modify the structure of an animal, using the Tape Worm as an example.

*8. Explain what is meant by homonomous and heteronomous segmentation, and give examples of each.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FIRST YEAR.

NATURAL SCIENCE.

BIOLOGY.

HONORS.

Examiner: J. J. Mackenzie, B.A.

1. Describe carefully the mouth appendages of the Crayfish, and compare them with the typical abdominal appendage.

2. Explain how respiration is carried on in the Crayfish and Waterbeetle, describing the respiratory organs.

3. What is meant by the visceral skeleton of a fish? Give a description of this in a typical fish.

4. Describe fully the structure of Hydra.

5. Describe fully the structure and mode of reproduction in Spirogyra.
1. Define the following terms, as applied to rocks:
   formation, slaty, massive, amygdaloidal, schistose, laminated, oolitic, conglomerate, false bedding.
2. Upon what evidence is the existence of a high subterranean temperature assumed?
   What different theories are held regarding the condition of the Earth's interior?
3. Give examples of strata which owe their origin to:
   (a) Strictly chemical agencies.
   (b) The agency of animal life.
   (c) The agency of vegetable life.
4. To what after effects are sedimentary rocks subjected?
   Give any instances from your own observation.
5. Name and figure four typical coal plants:
   Give their living representatives where such exist.
6. Of what strata are the following fossilized organisms characteristic:
   Ammonites, Corals, Graptolites, Belemnites, Echinoids, Barnacles, Trilobites, Lamelli-branchiata?
   Sketch any six, and state to what class of living animals each is related.
8. How do you account for the different temperatures experienced by the Pacific and Atlantic coast regions of North America, in the same latitude?
1. Define the terms, *mass, momentum, energy, work*. What is meant by the statement that the acceleration of a falling body is 980? 

2. How much energy (measured in ergs) must be given to a mass of 50 grammes that it may rise 4 seconds? 

Give some examples of transformations of energy. 

What do you understand by the *conservation of energy*? 

3. Describe an experiment to show, 
   (a) that the pressure in a liquid increases with the depth, (b) that air possesses weight. 

4. How could you determine accurately, 
   (a) the volume, (b) the specific gravity of an irregular piece of glass? 

Describe any common form of hydrometer. 

5. State the laws of reflection and refraction of light. 

What is the *principal focus* of a concave spherical mirror? 

A candle is placed before a concave mirror. Show by a drawing, the position and size of the image.
6. State some of the general effects of the application of heat to bodies.

   Distinguish between heat and temperature.
   Give fully the method of construction of a mercurial thermometer, graduated in Fahrenheit degrees.

7. What is meant by the term specific heat?
   How could you determine the specific heat of a small piece of brass?

   Why are places in the vicinity of water less subject to extremes of heat and cold than places inland?

8. Describe, (a) a Grove cell, (b) a Daniell cell.
   State a method you would use for the detection of very weak currents.

   Describe minutely the electrolysis of water.

9. (1) Make a sketch of four cells connected, (a) in series, (b) in multiple arc, (c) abreast, or

   (2) Make a careful drawing showing the essential parts of a Ruhmkorf induction coil.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FIRST YEAR.

DEPARTMENT OF CHEMISTRY AND MINERALOGY.

CONICS.

HONORS.

Examiner: A. R. Bain, LL.D.

1. Show that every equation of the first degree between two variables \((Ax + By + C = 0)\) is the equation of a straight line.

Find the equation of the straight line, axes being rectangular.

(1) in terms of the angle which the line makes with axis of abscissas and the co-ordinates of a given point through which it passes.

(2) in terms of the intercepts on the axes.

(3) in terms of the perpendicular from the origin upon the line, and the angle made by such perpendicular with the \(x\)-axis.

2. Given the lines

\[ y = \frac{x}{2} - 3, \quad y = -4x - 8, \quad \text{and} \quad y = -\frac{2}{3}x + 10, \]

to find,

(1) the co-ordinates of the point where the perpendicular from the intersection of the first and the second line meets the third line.

(2) the length of that perpendicular.

(3) the cosine of the angle between the first and the third line.

3. Deduce the equation of the ellipse referred to its centre and semi-axes, having given the statement that an ellipse is the locus of a point whose distance from a fixed point bears a certain constant ratio to its distance from a fixed line.
4. Find the equation of the normal to the ellipse.

Prove that the normal at any point of the ellipse bisects the angle formed by lines drawn from that point to the foci.

5. If a line be drawn from one extremity of the minor axis to one of the foci and be produced; find in terms of the semi-major axis and the eccentricity—the abscissa of the point where it intersects the ellipse the second time.

6. If \( r \) be the radius of a circle, and \((y, f)\) the co-ordinates of its centre referred to rectangular axes, find the rectangular equation to the circle. To what form does this equation reduce if the centre be taken as the origin of co-ordinates? Make this latter form analogous to (2) in question 1.

Decide whether the following equations represent circles or not:

(1) \( 3x^2 + 5xy - 7y^2 + 2x - 4y + 8 = 0 \).
(2) \( 5x^2 - 5y^2 + 3x - 2y + 7 = 0 \).

7. Form the equation of the circle which passes through the origin and makes on the two axes respectively the intercepts + \( h \) and + \( k \).

Find where \( x + y + 1 = 0 \) intersects \( x^2 + y^2 = 9 \).

8. Deduce the equation of a parabola referred to its transverse axis and directrix.

In the equation \( Ay^2 + Bxy + Cx^2 + Dy + Ex + F = 0 \), what relation must exist amidst the values of \( A, B \) and \( C \), if the equation is that of a parabola?

Does the required relation exist in the following:

(1) \( 4x^2 + 12xy + 9y^2 + 6x - 10y + 5 = 0 \).
(2) \( 5y^2 - 6x + 2y - 7 = 0 \).

What variety of the parabola is represented by \( 4x^2 - 12xy + 9y^2 - 25 = 0 \)?

9. If the co-ordinates of the extremities of a chord of the parabola are \((x', y')\) and \((x'', y'')\), find the equation of the chord, from it deduce the equation of the locus of the middle points of a system of parallel chords, and hence prove that all diameters of a parabola are parallel to the transverse axis.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

GREEK.

Examiners: { M. Maurice Hutton, M.A. } { R. J. Bonner, B.A. }

* Enclose the Demosthenes in one envelope, the Sophocles in the other. No candidate will pass who omits the questions on parsing and syntax. In explaining the syntax of verbs explain always the reason of its mood, and in parsing aorists distinguish between first and second.

SOPHOCLES, ANTIGONE.

1. Translate carefully, with notes where necessary:

(a) ΤΙ δ', ὁ ταλαίφρων, εἰ τάδ' ἐν τούτοις, ἐγὼ λύνοντ' ἂν ἦ' φάττουσα προσθεὶσβ πλέον;

(b) ἄναξ, βροτοίσιν οὐδέν ἐστ' ἀπόμοτον.

(c) κάρην ἄγων τήν, ἢ καθηπρέθη τάφον κακοὶσύσα. κλήρος ἐνθάδ' οὐκ ἐπάλλητο, ἀλλ' ἐστ' ἐμὸν βοῦρμαίον, οὐκ ἄλλον, τόδε.

(d) ὁ πρέσβυ, πάντες ὡστε τοξόται σκοποῦ τοξευεῖτ' ἀνδρός τούδε, καυδε μαντικῆς ἀπρακτος νεὼν εἰμι, τῶν δ' ὑπ' γένους
2. Parse and explain the syntax of:
   (a) προσθέμην.
   (b) λοιπα, ἔξηρόσω, ἀπειλαίς, ἐκτός, μὴκοσ, θούρμων.
   (c) ἐσχάτας, κατ., νιν, ἀμφ., κοπίς.
   (d) μαντικῆς, ὑπαί, γένους, κάκτεφρότισμαι.

HONORS ONLY.
3. (a) What do you conceive to be the moral of the play.
   (b) Point out in the play any indications that Sophocles might have excelled in comedy.
   (c) Explain and illustrate Sophocles' "irony."
   (d) ἑρώς ἐν κτήμασι πίπτεις. Translate and explain.
   (e) What is the meaning of ἀλλα... γὰρ above in (b)? Distinguish other slightly different uses of it.
   (f) What is the force of the tense ἐπάλληλο in (b)?

DEMOSTHENES, DE CORONA.

Note.—Questions marked thus * are for Honors only.
Questions marked thus † are for Pass only.

1. Point out the principal violations of good taste in the De Corona.

2. Give an account of the negotiations leading up to the peace of Philocrates; and show how Philip effected an entrance into central Greece.

*3. Compare Demosthenes with Pericles (a) as an orator, (b) as a statesman, (c) as a war minister.

Translate:
   (a) Ἐπειδὴ τοῖνυ ἐποίησατο τὴν εἰρήνην ἡ πόλις, ἑντάθη πάλιν σκέψασθε τί ἡμῶν ἑκάτερος προε-λέτο πράττειν καὶ γὰρ ἐκ τούτων εἰσέσθε, τίς ἢν ὁ Φιλιππὸς συναγωγιζόμενος, καὶ τίς ὁ πράττων ὑπὲρ ὑμῶν καὶ τὸ τῇ πόλει συμφέρον ζητόν, ἐγὼ μὲν τοῖνυ ἁγραμνο βουλεύων, ὀποπλεῖν τὴν ταχίστην
to ρεύσεις ἐπὶ τοὺς τόπους ἐν ὦς ἄν ὄντα Φίλιπ-
που πυθαγώντα, καὶ τοὺς ὄρκους ἀπολαμβάνειν
οὗτοι δὲ οὐδὲ γράφασιν ἔμοι ταῦτα ποιεῖν ἡθέλεται.

4. Give the force of the tenses of,
(a) ἑποίγαστο, σκέψαθε, ἀπολαμβάνειν:
(b) ὄρκον. Explain the use of the plural.

5. Parse and explain the syntax of εἰσεσθῇ, ταχίσ-
την, πυθαγώντα, γράφαντος.

(b) 'Τρεῖς δ' ἤφορόμενοι τὰ πεπραγμένα καὶ δυσχερα-
νούντες, ἤγετε τὴν εἰρήνην ὅμως· οὐ γὰρ ἦν ὁ τι ἄν
ἐποιεῖτε. καὶ οἱ ἄλλοι δ' 'Ελληνες, ὦμοιος ὦμιν
περιεκαμένοι καὶ διημαρτηκότες ὃν ἠλπίζαν, ἴχνον
τὴν εἰρήνην ἄκμενοι, καὶ αὐτοὶ τρὸπον τιν' ἐκ πολλοῦ
πολεμοῦμενοι.

6. Explain the force of καὶ and δὲ (καὶ οἱ ἄλλοι δὲ).

(c) 'Αλλ' οὕτω περὶ τούτων. καὶ καλὸν μὲν ἐποίησατε
καὶ τὸ σώσα τὴν νῆσον, πολλὰ δ' ἐτὶ τούτῳ κάλλιον
τὸ καταστάντες κύριοι καὶ τῶν σωμάτων καὶ τῶν
πόλεων, ἀποδοῦνα ταῦτα δικαίως αὐτοῖς τοῖς εὐξη-
μαρτήκοσιν εἰς ὑμᾶς, μηδὲν ὁδὸν ἡδίκησθε ἐν οἷς
ἐπιστεῦθη ὑπολογισίμενοι.

7. Explain the syntax of τὸ σώσατε, τούτον, κύριοι,
πόλεων.

Parse καταστάντες, εὐξημαρτήκοσιν, ἡδίκησθε.

8. Give the force of the tense of ἡδίκησθε: and
explain the negative μηδὲν.

Translate. with explanatory notes:

(d) Καὶ γραφεῖς τὸν ἁγιῶν τούτον εἰς υμᾶς εἰσῆλθον
κατέφυγον, καὶ τὸ μέρος τῶν ψηφών ὁ διώκων οὐκ
ἐλαβεν. κατατέθη τοῦτο χρήματα τοὺς ἡγεμόνας τῶν
συμμορίων ἡ τοὺς δευτέρους καὶ τρίτους οἰκεῖ πει
μιᾷ, ὡστε μᾶλλον ποὺ μὴ δεῖναι τὸν νόμον
tούτον, εἰ δὲ μὴ, καταβαλλόντει έλαι ἐν ὑπομοσίᾳ;

9. Parse and explain the syntax of γραφεῖς, ἡγε-
μόνας, καταβαλλόντα, θείαι.

10. Explain the meaning of εἰ δὲ μὴ: and the force
of the voice of θείαι.
Enclose the Aristophanes and the Euripides in one envelope; the Thucydides in another.

I.

ARISTOPHANES, WASPS: EURIPIDES, BACCHAE.

1. Translate:

(a) ἐτὶ δ’ ἡ βουλὴ χוו δήμος οὗτοι κρίναι μέγα πράγμα ἀπορήσῃ,

ἐψῆφισται τοὺς ἀδικοῦντας τοῖς δικασταῖς παράδοναι;

ἐἰτ’ Ἔυάθλος χῶ μέγας οὗτος κολακώνυμος ἀσπίδα-

πολίμορφος

οὕχι προδώσεις ἡμᾶς φασίν, περὶ τοῦ πλῆθους δὲ

μαχεῖσθαι.

καὶ τῷ δήμῳ γνώμην οὐδεὶς πώποτε ένεκησεν, ἐὰν μή ἐπὶ τὰ δικαστήρια ἀφείναι πρώτιστα μιᾶν δικά-

σαντας:

αὐτὸς δ’ ὁ Κλέων ὁ κεκραξιδάμας μόνον ἡμᾶς οὐ

περιτρόγεις,

ἀλλὰ φυλάττει διὰ χειρὸς ἐχον καὶ τὰς μνίας ἀπα-

μένει.

ARISTOPHANES,Wasps.

(b) οὐδ’ ὁτὲ πρῶτον γ’ ἤρξε διδάσκειν, ἀνθρώποι φήσο’ ἐπιθέσθαι,

ἀλλ’ Ἦρακλέους ὀργὴν τω’ ἐχον τοῖς μεγάλοις ἐπιγειεῖν,

θρασεῖος ἐνετὰς εὐθὺς ἀπ’ ἀρχῆς αὐτῷ τῷ καρχαρό-

δουτί,
Determine from the metre the division of the Parabasis from which this extract is taken; and account for the appropriation of that particular metre to that division.

2. Write brief syntactical notes on (a) ἔφημισται, εἶπη, δικάσαντας.

Write brief explanatory notes upon (a) κολακώνυμος ἀντιδιαστήμις, κἀν τῷ δήμῳ ... δικάσαντας, (b) Κώνης, οἰμωξομένους.

3. Translate and explain:
   (a) XO. ὁδὲ μὲν γ' οὐδ' ἐν σελήνῳ συνστὶν οὐδ' ἐν πηγάνῃ τούτῳ γάρ παρεμβαλομένων τῶν τριχωνίκων ἐπών.
   (b) XO. ταῦτα κατίδων ὑπὸ τί μικρὸν ἐπιθέκισα: ἐλτα νῦν ἑξηπατήσειν ἡ χώρας τὴν ἄμπελον.

4. Translate:
   (a) εἴδες δ' ἂν ἡ πλεῦρ' ἡ διχήλων ἐμβασιν, ῥυπτόμεν' ἄνω τε καὶ κάτω κρεμαστά δὲ ἔστας ὑπ' ἐλάταις ἀναπεφυμέν' αἰματί ταύροι δ' ὑβρισταὶ καὶ κέρας θυμουμένοι τὸ πρόσθεν ἐσφαλλόντο πρὸς γαίαν δέμας, μυρίας γειρόν ἀγόμενοι νεανίδων.
   θάσσων δὲ διεφοροῦντο σαρκὸς ἐνυτῇ ἢ σε ὑμάσαι τοὺς βλέφαρα βασιλείου κόραις. χωροῦσι δ' ὡς τ' ὀμιλιαῖς ἀρθείσις δρόμῳ, πεδίων ὑποτάσεις, αἱ παρ' Ἀσσωποῦ ῃαίς εὐκαρπον ἐκβάλλουσι Θηβαίων στάχυν.

   EUPRIPIDES, Bacch. i.
   (b) ἦτο δίκα φανερός, ἦτο ξιφηφόρος, φονεύοντα λαμιῶν διαμπάξ τῶν άθενών, ἀνομὼν, ἀδικον Ἐχίνων, γάλαν γηγενή, δι' ἀδίκηρ γνώμα παρανόμω τ' ὀργή περὶ σά, Βάκχε, ὀργία ματρός τε σάς μανέσα πραπίδε
5. Account for the attitude assumed in the Bacchae towards the popular religion, explaining whether it is a recantation of previous rationalism.

6. Sketch briefly the purpose with which the Wasps was written; and outline the political and social position of Aristophanes.

II.

THUCYDIDES, II.

1. Translate:

Διόσπερ καὶ τοὺς τώνθε νῦν τοκέας διοι πάρεστε οὐκ ὄλοφυροι μᾶλλον ἡ παραμυθήσῳ, εὖ πολυτρόπου γὰρ ξυμφοραῖς ἐπιταύται τραφέντες τὸ δ’ εὔτυχές, οἵ ἄν τῆς εἰπροεστάτης λάχωσιν, ὃς περ εἶδε μὲν νῦν τελευτής, ὡμέως δὲ λύπης, καὶ οὐς ἐνευδαμονησάται τε ὁ βίος ὅμοιος καὶ ἐντελευτὴσαι ξυνεμετρήθη.

(a) Parse τραφέντες, εὔτυχές.
(b) Explain the syntax of νῦν, ἐντελευτήσαται.

2. Translate:

'Ὁ γὰρ Φορμίων παραπλέοντας αὐτοὺς ἐξὸ τοῦ κόλπου ἐγέρει, βουλόμενος εὐ τῇ εὐρυχωρίᾳ ἐπιθέσθαι, οἱ δὲ Κορίνθιοι καὶ οἱ ξύμμαχοι ἐπέλεον μὲν οὐχ ὡς ἐπὶ ναυμαχίαν, ἀλλὰ στρατωτικότερον παρεσκευασμένοι ἐς τὴν 'Ακαρνανίαν, καὶ οὐκ ἂν οἶμενοι πρὸς ἐπτᾶ καὶ τεσσαράκοντα νὰς τὰς σφετέρας τολμήσαι τοὺς 'Ἀθηναίους ἔκοσι ταῖς ἐαυτῶν ναυμαχίαις θυσίαν ποιόσθαι ἐπειδή μέντοι ἀντιπαραπλέοντας τε ἔωροι αὐτοὶ, παρὰ γῆν σφῶν κοιμζομένους, καὶ ἐκ Πατρῶν τῆς 'Ἀχαίας πρὸς τὴν αὐτοπέρα ἡπείρου διαβαλλόντων ἐπὶ Ακαρνανίας κατεῖδον τοὺς 'Αθηναίους ἀπὸ τῆς 'Αχαλκίδος καὶ τοῦ Ἐυήνου ποταμοῦ προσπλέοντας σφὶς καὶ οὐκ ἔλαθον νυκτὸς ὕφοροι μισάμενοι, οὔτω δὲ ἀναγκάζονται ναυμαχεῖν κατὰ μέσον τοῦ πορθμοῦ

(a) κοιμζομένων. Is the rule governing the use of absolute clauses violated?
(b) Explain this passage fully.
3. Why did Greek generals always address their troops before going into action?

4. (a) “When I want a good old gentlemanly vice I think I will take up with avarice.”—Byron.

(b) Ἡ τούτῳ μᾶλλον ἄγαθην πόλιν ποιεὶ ἐνών καὶ ἐν παιδί καὶ ἐν γυναικὶ καὶ δοῦλῳ καὶ ἐλευθέρῳ καὶ δημιουργῷ καὶ ἄρχοντι καὶ ἄρχωμεν, ὅτι τὸ αὐτὸν ἔκαστος ἐς διὰ ἔπραττε καὶ οὐκ ἐπολυπραγμόνει.—Plato, Republic.

What do you infer would have been the attitude of Pericles toward these sayings?

5. Translate, with brief notes:

(a) Φθόνος γὰρ τοῖς ξώσι πρὸς τὸ ἀντίπαλον, τὸ δὲ μὴ ἐμποδῶν ἀνανταγωνιστῷ εὐνοίᾳ τετίμητα.

(b) ὡστὶς δ᾽ ἐπὶ μεγάλως τὸ ἐπὶφθονον λαμβάνει, ὃρθῶς βουλέυεται.

6. “Set speeches are a sort of oratorical lie which the historian used to allow himself in old times.”—Voltaire.

Why did Thucydides allow himself this oratorical lie.

7. Write concise explanatory notes on: πρόξενος, ξενικός, διέκπλους, ξενικάσσα, ὑποπτόνους τοὺς νεκροὺς κομιζεῖται, ὁπλιτῶν παρόντων νανιαχεῖν.
ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

LATIN AUTHORS.

Examiners:  { MAURICE HUTTON, M.A.  
{ WILFRID MUSTARD, M.A.

Note.—(1) No Candidate will pass who omits the questions on parsing and syntax; in explaining the syntax of verbs explain always the reason for the mood.
(2) Candidates are warned against confining their attention to either one of the two authors prescribed.

I.

1. Translate carefully:

(a) Forte quodam utili ad tempus ut comitiis processet potissimum M. Duellio sorte evenit, viro prudenti et ex continuatione magistratus invidiam imminentem cernenti. Qui quum ex veteribus tribunis negaret nullius se rationem habiturum, pugnarentque collegae, ut liberas tribus in suffragium mitteret aut concederet sortem comitiorum collegis, habituris e lege potius comitia quam ex voluntate patrum, iniecta contentione Duellius consules ad subsellia acceitos quum interrogasset, quid de comitiis consularibus in animo haberent, respondissentque se novos consules creaturos, auctores popularis sententiae haud popularis nactus in contionem cum iis processit. Ubi quum consules producti ad populum interrogatique, si eos populus Romanus, memor libertatis per illos receptae doni memor militiae rerumque gestarum, consules iterum faceret, quidnam facturi essent, nihil sententiae suae mutassent, collaudatis consulibus, quod perseverarent ad ultimum dissimiles de conventiorum esse, comitia habuit, et quinque tribunis plebi creatis, quum prae studiis aperte
petentium novem tribunorum alii candidati tribus non explerent, concilium dimisit nec deinde comitiorum causa habuit. Satisfactum legi aiebat, quae numero nusquam praefinito tribunis, modo ut relinquuerentur sanctiret, et ab iis qui creati essent cooptari collegas juberet.

LIVY, III.

(b) Deserta omnia, sine capite, sine viribus, dii præsides ac fortuna urbis tutata est, quae Volscis Æquisque praedonum potius mentem quam hostium dedixit. Adeo enim nullam spem non potiundi modo, sed ne adeundi quidem Romana moenia animus eorum cepit, tectaque procul visa atque imminentes tumuli avertere mentes eorum, ut, totis passim castris fremitu orto quid in vasto ac deserto agro inter tabernarum hominumque desides sine praeda tempus tenterent, quem integrum loca, Tusulanum agrum optimum copiis, petere possent, signa repente convellerent.

2. Parse and explain the Syntax of:

(a) quadam, præcesset, cernenti, habituris, respondissent, cælubros, nactus, facturi, sententiae, (before suæ) mutassent, habuit, (alter comitia) causa, legi, sanctiret, juberet.

(b) avertere, tenterent, possent, convellerent.

1. Translate:

"Nate dea, quo mata trahunt retrahuntque, sequamur; Quidquid erit, superanda omnis fortuna ferando est, Est tibi Dardanianus divinae stirpis Acestes; Hune cape consiliis socium et conjunge volentem, Hune tradamissis superant qui navibus et quos Pertæsum magni incepti rerumque tuarem est; Longævusque senes ac fessas aequore matres Et quidquid tecuminvalidum metuensque pericli est, Delige et his habeant terris sine moenia fessi: Urbem appellabunt permisse nomine Acestam."

VERGIL, Aen. V.

Parse: stirpis, navibus, incepti, pericli, habeant, sine. Scan the last three lines, marking the quantity of each syllable.
2. Translate:

Cerberus hacc ingens latratu regna trifaci
Personat, adverso recubans immanis in antro.
Cui vates, horrere videns jam colla colubris,
Melle soporatam et medicatis frugibus offam
Obicit. Ille fame rabida tria guttura pandens
Corripit objectam, atque immania terga resolvit
Fusus humi, totoque ingens extenditur antro.
Occupat Aeneas aditum custode sepulto,
Evaditque celer ripam inremeabilis undae.

Ib. VI.

Parse: regna, objectam, humi, celer.

Give a brief outline of the Sixth Book of the Aeneid.
I.

1. Translate:
   Non usitata nec tenui ferar
   Penna biformis per liquidum aethera
   Vates, neque in terris morabor
   Longuis, invidiisque major
   Urbes relinquam. Non ego pauperum
   Sanguis parentum, non ego, quem vocas
   Dilecto Mæceenas, obibo,
   Nec Stygia colibebo unda.
   Horace, Odes II., 20.

   (a) Explain the meaning of non usitata.
   (b) Quem vocas dilecto Mæceenas.

   Mention the different explanations of these words,
   that have been offered.

2. Translate:
   Da lunae propere novae,
   Da noctis mediae, da, puer, auguris
   Murenae : tribus aut novem
   Miscenur cyathis pecula commodis.

   Ib., III., 19.

   Explain the syntax of lunae, commodis.

3. Translate:
   Quae cura patrum queaeve Quiritium
   Plenis honorum munibus tuas,
   Auguste, virtutes in aevum
   Per titulos memoresque fastos
   Aceternet, o, qua sol habitabiles
   Illustrat oras, maxime principum —

   Ib. IV. 14.
Explain fully the meaning of *honorum, principum*.

Parse *honorum*.

4. Translate with notes on difficulties in syntax:
   (a) *Nulla certior tamen*
   *Rapaeis Orci fine destinata*
   *Aula divitem manet*
   *Herum.*
   (b) *Patriae quis exul*
   *Se quoque fugit?*
   Explain the meaning of these lines.

5. Translate:
   *Naevius in manibus non est et mentibus haeret*
   *Paene recens? Adeo sanctum est vetus omne poema.*
   *Ambigitur quoties uter utro sit prior, aufer*  
   *Pacuvius docti famam senis, Accius alti,*  
   *Dicitur Afrani toga convenisse Menandro,*  
   *Plautus ad exemplar Siculi properare Epicharmi,*  
   *Vincere Caecilii gravitate, Terentius arte.*
   
   *Epistles II. 1.*
   
   (a) Write explanatory notes on *Afrani toga, properare, arte.*
   (b) Explain the reason of the high reputation of ancient dramatists.

6. Translate:
   *Ergo fungar vice cotis, acutum*
   *Reddere quae ferrum valet, exsors ipsa secundi;*
   *Munus et officium nil scribens ipse docebo,*  
   *Unde parentur opes, quid alat formatque poetam;*  
   *Quid deceat, quid non; quo virtus, quo ferat error.*
   *Ars Poetica.*

   (a) Show how Horace fulfils this promise.
   (b) Explain the meaning of *virtus*.

7. Translate, with notes on difficulties in syntax:
   (a) *Haec tibi dictabam post sanum putre Vacunae*
   *Excepto, quod non simul esses, cetera laetis.*
   *Epistles I. 10.*

   (b) *Alter rixatur de lana saepe caprina,*  
   *Propugnat nugis armatus:*  

8. Discuss with quotations:
   (a) *Horace as a poet of nature.*
   or   (b) *Horace as a moralist.*

9. Describe the political *rolé* of Horace.
II.

1. Translate:


Tacitus, Histories IV, 41.

jusjurandum concepit. Explain the exact meaning.

Illustrate by other passages the meaning of miscendo.

Write explanatory notes on velut censura: delationibus.

2. Illustrate by quotations from this book:

(a) The epigrammatic style of Tacitus.
(b) Greek constructions.
(c) Imitations of Virgil.

3. Sketch the characters of Helvidius Priscus, Musonius Rufus, and Civilis.

4. Write explanatory notes on:

(a) Praefectura praetorioi.
(b) Praetores aerarii.
(c) Praefecti tribunique.
(d) Procurator.
(e) Pueris puellisque patrimis matrimisque, [over.]
5. Translate with brief notes:
   
   (a) Nec tam Musonius aut Publius quam Priscus et Marcellus ceterique, motis ad ultionem animis, exspectabantur.

   (b) Ne Romanis quidem ingratum id bellum, cujus ambiguam fortunam Vespasiano imputatus: victoriae rationem non reddi.

6. Explain the government of Gaul.

7. What is the origin and meaning of cum maxime?
Translate:

Paulo Fabio L. Vitellio consulibus post longum saeculorum ambitum avis phoenix in Aegyptum venit præebuitque materiem doctissimis indigenarum et Graecorum multa super eo miraculo disserendi. de quibus congruunt et plura ambigua, sed cognitu non absurda promere libet. sacrum Soli id animal et ore ac distinctu pinnarum a ceteris avibus diversum consentiunt qui formam eius effinxere; de numero annorum varia traduntur. maxime vulgatum quingentorum spatium: sunt qui adseverent mille quadringentos sexaginta unum interici, priioresque alios tres Sesoside primum, post Amaside dominantibus, dein Ptolemaeo, qui ex Macedonibus tertius regnavit, in civitatem cui Heliopolis nomen, advolavisse, multo ceterarum volucrum comitatu novam faciem mirantium.

Tacitus, Annals VI.

VOCABULARY.

congruo, agree.
dissero, discuss.
distinctus, various tints.
indigena, a native.
Translate:

"Ακούε δή, φασί, μάλα καλοῦ λόγον, δι’ συ μὲν ἡγησει μῦθον, ὡς ἐγώ οἶμαι, ἐγώ δὲ λόγον ὠς ἀληθῆ γὰρ διναὶ σοί λέξεως καὶ μέλλων λέγειν. ὡσπερ γὰρ 
"Ομηρος λέγει, διευείματο τὴν ἀρχὴν ὁ Ζεὺς καὶ ὁ 
Ποσειδῶν καὶ ὁ Πλοῦτος, ἐπείδη παρὰ τοῦ πατρὸς 
παρέλαβον. ἢν οὖν νόμος ὡς περὶ ἀνθρώπων ἐπὶ 
Κρόνου, καὶ ἂν καὶ νῦν ἔτε ἔστιν ἐν θεόις, τῶν 
ἀνθρώπων τῶν μὲν δικαίως τὸν βίον διελθόντα καὶ 
ὄσίως, ἐπειδὰν τελευτήσῃ, εἰς μακάρων νῆσον ἄπι- 
όντα οἴκειν ἐν πάσῃ εὐδαιμονίᾳ ἐκτὸς κακῶν, τὸν δὲ 
ἄδικος καὶ ἀθέους εἰς τὸ τῆς τίσεως τε καὶ δίκης δεσμω-
τῆρον, ὁ δὴ Ταύραρον καλοῦσιν, ἡμεῖς τούτον δὲ 
dικασταὶ ἐπὶ Κρόνου καὶ ἔτι νεαστὶ τοῦ Διὸς τὴν 
ἀρχὴν ἐχοντος ἡμών ἡμῶν ἔκειν τῇ ἡμέρᾳ 
dικαζόντες ὑ μέλλειν τελευτᾶν.

PLATO, Gorgias.

VOCABULARY.

desμωτῆρον, prison.
dιανέμω, divide.
dικαστής, judge.
ἵγεομαι, consider.
μῦθος, fable.

νεωστὶ, lately.
tίσις, punishment.
In the beginning of the action, the son of Decius, a youth of the fairest hopes, and already associated to the honours of the purple, was slain by an arrow in the sight of his afflicted father, who, summoning all his fortitude, admonished the dismayed troops that the loss of a single soldier was of little importance to the Republic. The conflict was terrible, it was the conflict of despair against grief and rage. The first line of the Goths at length gave way in disorder; the second, advancing to sustain it, shared its fate; and the third only remained entire, prepared to dispute the passage of the morass, which was imprudently attempted by the presumption of the enemy. Here the fortune of the day turned, and all things became adverse to the Romans; the place deep with ooze, sinking under those who stood, slippery to such as advanced; their armour heavy, the waters deep; nor could they wield, in that uneasy situation, their weighty javelins.
When Caesar subdued the Gauls, that great nation was already divided into three orders of men: the clergy, the nobility, and the common people. The first governed by superstition; the second by arms, but the third and last was not of any weight or account in their public councils. It was very natural for the plebeians, oppressed by debt, or apprehensive of injuries, to implore the protection of some powerful chief, who acquired over their persons and property the same absolute right, as, among the Greeks and Romans, a master exercised over his slaves. The greatest part of the nation was gradually reduced into a state of servitude: compelled to perpetual labor on the estates of the Gallic nobles, and confined to the soil, either by the real weight of fetters, or by the no less cruel and forcible restraints of the laws. During the long series of troubles which agitated Gaul, from the reign of Galliences to that of Diocletian, the condition of these servile peasants was peculiarly miserable; and they experienced at once the complicated tyranny of the masters, of the barbarians, of the soldiers, and of the officers of the revenue. Their patience was at last provoked into despair. On every side they rose in multitudes, armed with rustic weapons, and with irresistible fury. The ploughman became a foot soldier; the shepherd mounted on horseback, the deserted villages and open towns were abandoned to the flames, and the ravages of the peasants equalled those of the fiercest barbarians.
University of Toronto.

ANNNUAL EXAMINATIONS: 1891.

SECOND, THIRD AND FOURTH YEARS.

LATIN AND GREEK GRAMMAR.

PASS.

Examiner: J. C. Robertson, B.A.

Note.—Third and Fourth Year Candidates taking Greek, and
Second Year Candidates taking Latin only, will take any
four questions in each part on which they write. Third
and Fourth Year Candidates taking Latin only, will take
all of Part I. Second Year Candidates taking Greek will
take any three questions in each part.

I.

1. Translate into Latin:

They have been forbidden, (veto); you have con-
quered; they saw; they follow; we had bound; while
doing; having come; they are coming; they shall be
bound; after sending soldiers; it should be done; on
being conquered; you will be forbidden; you are being
bound; you will be conquered; he is going to set out;
while being followed by us; we shall set out; after
setting out; he was dying; we used to delay; we shall
do; he was persuaded; we had been persuaded; they
must be conquered; they used to come.

2. Translate into Latin, omitting the words enclosed
in brackets:

(a) (He said) that we had come; (b) (they said
this) that we might come; (c) (they said this) that we
might venture to come; (d) (he promised) to come;
(e) (they were ordered) to come; (f) (he urged us) to
come; (g) (the storm was so great) that no one has
ventured to come; (h) (he said this) to persuade us not
to come; (i) (we asked him) who was coming; (k) (he
answered, his brother) was coming; (l) (we asked him)
when he was coming; (m) (he answered) that he was
coming (the next day); (n) (I know) who he is; (o) (he
was certain) that we would be persuaded.
3. Give the pronouns that would be found in the Latin translation of the following:

(a) He promised to follow them; (b) he himself ordered them to follow him; (c) they betook themselves to him; (d) the city itself was taken; (e) we betook ourselves to their enemies; (f) he drew up his forces; (g) this is my province, Caesar, that yours; (h) they were ordered to await his arrival; (i) he ordered them to await his arrival; (k) he awaits their arrival; (l) alarmed by his arrival, not ours; (m) his own arrival had been unperceived; (n) he sent his own son; (o) a large number of us; (p) through fear of you, my men; (q) they led out with them; (r) he sent her to them; (s) on the same day; (t) on that very night; (u) the scarcity of these things; (v) for the whole of this day; (w) the same camp to which we came and from which you had fled; (x) the army which our forces had defeated.

4. Translate into Latin, omitting the words enclosed in brackets:

(a) (He advised them) to go; (b) (he hopes) to go; (c) he wishes to go; (d) he was unwilling to bring; (e) I shall go (to-morrow) if I can; (f) do not become (angry); (g) they are going to bring back; (h) he ought to go; (i) they ought to have gone; (k) (the men) while crossing; (l) it is impossible for us to go; (m) (the storm was so great) that they are unwilling (to go); (n) (the storm was so great) that they preferred (to remain); (o) he could have gone; (p) you ought to persuade them; (q) if he had gone, we should be able to come whenever you wish; (r) (he did this) to become consul.

5. Translate into Latin, omitting the words enclosed in brackets:

(Slain) by a brave man; a few days before; coming with larger forces they took the smaller camp; more money; (superior) in might; (superior) in everything; a man of courage; in another manner; of the best citizens; a more difficult route (iter); the easiest route; as quickly as possible; three thousand cavalry; in the other city; (coming) from the ship; (at the dictation) of no one; all places; out of two houses; (he seized) two hundred and twenty men.
II.

1. Translate exactly the following parts of the verbs
   αἴρεω seize, mid. choose; ταίνω check; μανθάνω learn;
   ὑποσχέομαι promise; ἀποστέλλω despatch.
   ἱφυσών, ἐλούσα, ἰνα ἐλούσθε, ἰνα αἱροίσθε, ἰὰν ἐλητε,
   ἐπαύσω, παύσω, παύω, μὴ παύσητε, ἐπανοῦ, μαθεῖν, μαν-
   θάνειν, μαθοῦσαι, ὑποσχέσθαι, ὑποσχέομαι, ὑποσχούμαι,
   ἀποσταλέσαι, ἀποστελθήμεν, ἀπέστειλαν, ἀποστείλας ἄν.

2. (a) How does Greek represent the various ideas
    expressed in Latin by the ablative case without a
    preposition?

   (b) He urged him to speak the truth may be trans-
    lated into Greek in two ways. What is the distinction?
    In what moods and how does Greek make the distinc-
    tion? Translate in two ways, using κελεύω and ἀληθέω.

3. What parts of the verb are the following forms
   in all probability? State clearly in each case the signs
   by which you have judged, and where alternatives
   exist, state how you would decide by reference to a
   dictionary:
   ἐμπτόπλασας, ἴθροισθαῖ, ἐκκριθέν, ἐπενθρώσκει, ἐπε-
   δεύοντο, ἐξηλαγμένη, ῥήθεσαν, προσεπετεπελέκει, ἔθω-
   τέου, ἐξηγαγόμην, ῥημένου, ἐνθυμηθεὶτε, παρωμάρτων,
   κατέχεον, πτεράνκοι, ἀμεινοθώσα, συνεπαινέοσας, κατέ
   φθίνο.

4. Decline the Greek for this father, the same woman,
   ship, hand; the feminine of the adj. for better; the mas-
   culine of the adj. for true, swift; the neuter of the adj.
   for one, three, all.

5. Give the synopsis (i.e. the first form of each mood)
   of ὀλὴν, ἔλθον, εἴμι, εἴμι, ἓμι, ἐβην.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

PHYSICS.

Examiners: { A. C. McKay, B.A. 
{ I. E. Martin, B.A.

1. Define acceleration. What is the acceleration of a particle moving with a uniform velocity v, (a) in a straight line, (b) in a circle.

2. Define force. What constant force will generate in a mass of 10 grammes, a velocity of 10 centimetres per second, in 10 seconds?

3. Define energy. How much energy must be given to a mass of 1 kgm., that it may rise 4 seconds?

   What is the energy of a mass of m grammes, moving with a velocity of v centimetres in one second?

4. State the conditions of equilibrium of co-planar forces.

   State the principle of the triangle of forces.

5. A stone is thrown into the air, at an angle of 30° with the horizon, with a velocity of 19.6 metres per second. How long before the stone reaches the ground? (g = 9.8.)

6. What causes the weight of a body to vary in different parts of the world?

   Distinguish between weight and mass.

7. State Boyle’s Law. Describe an experiment to verify it for pressures less than one atmosphere,
8. What is the resultant pressure on a solid wholly immersed in a liquid?
   Describe the method of use of the specific gravity bottle.

9. Make a careful drawing, showing all essential parts of the force pump, or of the hydrostatic press.

10. Define heat and temperature.
    Describe an air-thermometer. At 0°C, the volume of a certain mass of air is 50 litres. What will be the volume at 15°C, under the same pressure?

11. Define specific heat.
    If 10 grammes of lead at temperature 80°C, be put into 5 grammes of water at 15°C, and the resultant temperature is 20°C, find the specific heat of lead.

12. Describe any common form of hygrometer,
Unlsersity of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

PHYSICS.
HONORS.

Examiners: {Iva E. Martin, B.A.
{ A. C. McKay, B.A.

1. Shew that the differential expression for acceleration of a point moving in a right line is \( \frac{d^2s}{dt^2} \).

Deduce the fundamental formulae of motion when the acceleration is constant.

Prove that the distances passed over in successive equal intervals of time by a point starting from rest and moving with a constant acceleration are proportional to the terms of the series 1, 3, 5, 7, 9 . . . .

2. Define force, mass, weight.

What is the weight of a mass of 80 grammes at a place where a falling body moves from rest over 327 centimetres in 1''?

An hotel lift moving without friction is observed to descend 4 ft. from rest in 2 seconds; supposing that the lift with its contents is 2 tons and the tension of the chain supporting it is uniform find the tension.

3. A particle is projected from a point on an inclined plane of angle \( \theta \) with velocity \( u \) at an angle \( \alpha \) to the horizon so that its path is in the same plane as the line of greatest slope in the plane; with what velocity must one move in the plane so as to be always vertically under the particle?

4. When two perfectly elastic particles \( P, Q \), impinge with velocity \( u \) and \( v \), prove that the energy interchanged between them is 2 \( P.Q. (Pu + Qv)(u - v) \div (P + Q)^2 \).
5. The resultant of two forces, one represented by a line $OA$, and the other represented by $n$ times the line $OB$ is represented by $(n + 1)$ times the line joining $O$ to the point which divides $AB$ in the ratio of $n$ to 1.

What is the locus of a point $O$ which is such that the resultant of the forces represented by $OA, OB, OC$, where $A, B, C$ are fixed points, is of given magnitude.

6. Forces act at $P$, the intersection of perpendiculars of a triangle $ABC$ from $A, B, C$ upon the opposite sides, and are represented by these perpendiculars; shew that the sums of their moments about each of the angular points cannot be zero unless the triangle is equilateral.

7. Three heavy particles are placed at the angles $A, B, C$ of a triangle, their weights being proportional to the opposite sides $a, b, c$; prove that the distance of the centre of gravity of the particles from $A$ is

$$\frac{2bc \cos \frac{A}{2}}{a + b + c}$$

8. State the laws of friction and define limiting angle of friction ($\lambda$).

A particle rests on a rough curve whose equation is $f(xy) = 0$ and is acted on by forces the sums of whose components along the axes of $x$ and $y$ are $X$ and $Y$; prove that the particle will rest at all points on the curve at which

$$X \frac{df}{dx} + Y \frac{df}{dy} > \sqrt{X^2 + Y^2} \sqrt{\left(\frac{df}{dx}\right)^2 + \left(\frac{df}{dy}\right)^2} \cos \lambda$$

9. If 16 parts by mass of sand ($S_p H = .215$) at 75°, and 20 parts by mass of iron ($S_p H = .1098$) at 45° are thrown into 500 of water at 4°, find the temperature of the mixture.

10. A cubic metre of air at 20° is found to contain 11.56 grammes of a gaseous vapour. What is the relative humidity of this air, the maximum pressure of vapour at 20° being 17.39 m.m.
1. Explain integration as the inverse of differentiation and also as summation.

The indefinite integral in the former case with its added constant is equivalent to the definite integral in the latter case with one limit variable and the other constant.

2. Find the following integrals:

\[
\int \frac{dx}{\sqrt{x^2 + a^2}}, \int \frac{dx}{2 + \cos x}, \int x^2 \sin ax \, dx, \\
\int x^2 (a+bx)^{\frac{1}{2}} \, dx, \int x \tan^{-1} x \, dx.
\]

3. Reduce \( \int \cos^m x \sin ax \, dx, \int a^x x^n \, dx; \)

and by means of \( \int_0^1 x^m (1 - x)^n \) show that

\[
\frac{n(n-1)(n-2) \ldots \ldots \ldots \ldots (m+1) \ldots \ldots \ldots \ldots (m+n)}{(m+1) \ldots \ldots \ldots \ldots (m+n+1)} = \\
\frac{1}{m+1} - \frac{n}{1} \cdot \frac{1}{m+2} + \frac{n(n-1)}{1 \cdot 2} \cdot \frac{1}{m+3} - \&c.
\]

\( n \) being a positive integer.

4. Evaluate

\[
\int_0^a e^{-x^2} \, dx, \int_0^a \log \frac{1 + a^2 x^2}{1 + b^2 x^2} \, dx.
\]

5. Find the area between the curve \( r = a (\sec \theta + \tan \theta) \) and its asymptote \( r = 2a \sec \theta. \)

Prove Holditch's theorem.

6. Find the volume of one of the wedges contained by the surfaces \( x^2 + y^2 = a^2, z = bx \) and \( z = cx. \)

7. Find the mean of all the lines drawn from the origin to the curve \( r = a (\cos \theta + \sin \theta). \)
1. If the limit of the ratio of two infinitesimals is unity, they differ by an infinitesimal of a higher order than their own; and conversely.

Show by a geometrical construction that if $\theta$ be a small quantity of the first order, $\theta$ and $\sin \theta$ differ by a small quantity of the third order.

2. If $y = \sqrt{1 - x^2} = \sin^{-1} x$, use Leibnitz's Theorem to prove

$$(1 - x^2) \frac{d^{n+1}y}{dx^{n+1}} - (2n + 1) x \frac{d^n y}{dx^n} - n^2 \frac{d^{n-1} y}{dx^{n-1}} = 0.$$ 

3. Show that the remainder after $n$ terms of the expansion of $f(x + h)$ by Taylor's Theorem is

$$\frac{h^n}{n!} f^{(n)}(x + \theta h) \text{ where } \theta > 0 \text{ and } < 1.$$ 

The limiting value of $\theta$ when $h$ tends to zero is $\frac{1}{n + 1}$.

4. Show how to find the values of the indeterminate forms $\frac{0}{0}$ and $\frac{\infty}{\infty}$, and discuss the latter form when its actual value is zero.

Evaluate

$$\tan \frac{x}{2} \text{ when } x = \frac{\pi}{2}, \text{ and } (\cos mx)^{\frac{n}{2}} \text{ when } x = 0.$$
5. In the equation \( y = f(x) \), \( y \) is a maximum or minimum when
\[
\frac{dy}{dx} = 0 \quad \text{according as} \quad \frac{d^2y}{dx^2}
\]
is negative or positive.
Illustrate geometrically the cases when the second and higher derivatives also vanish.
Find the maximum and minimum values of
\[ \sin x (1 + \cos x) \].

6. Obtain the following formulae:
\[
\rho = \left\{ 1 + \left(\frac{dy}{dx}\right)^2 \right\}^{\frac{1}{2}} = r \frac{dr}{dp}, \quad t = \frac{dp}{d\psi}.
\]
Find the radius of curvature at the origin for the curve
\[ 2x^4 - 5ax^2y - 2axy^2 + 2a^2y^2 = 0. \]

7. Show how to find the multiple points on a curve.
The curve \((y - x)^2 = (1 - x^2)^5\) has two cusps: find their positions and the tangents to them.

8. Change the independent variable from \( x \) to \( z \) in the equation
\[ x^2 \frac{d^2y}{dx^2} + 2x \frac{dy}{dx} + \frac{a^2}{x^2} y = 0 \text{ when } xz = 1. \]

9. Trace the curves:
(1) \[ r^2 \cos \theta = a^2 \sin 3\theta. \]
(2) \[ x^2 y^2 = a^2 (y^2 - x^2). \]
ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

HONORS.

THEORY OF EQUATIONS.

Examiners: { Alfred T. De Lury, B.A.  
          John McGowan, B.A.  

1. Define and illustrate, algebraic function, rational function, integral function.
   Establish the continuity of a rational integral function of a single variable and hence shew that every equation of odd degree has one real root.

2. If an equation with real coefficients has a root of the form \( a + \sqrt{-1} \cdot \beta \) it has also a root \( a - \sqrt{-1} \cdot \beta \).

   Shew how Descartes' rule of signs may sometimes be employed to fix an inferior limit to the number of imaginary roots, and state when this method fails.
   Ex. \( x^2 - 3x + 1 = 0 \)

3. Investigate a practical method of transforming a given equation into one whose roots are each greater by a given quantity than those of the given equation.
   If the roots \( ax^3 + 3bx^2 + 3cx + d = 0 \) are in A. P., shew that those of the equation
   \( (a^2d - 3abc + 2b^3)x^3 + 3(ac - b^2)x + 1 = 0 \)
   are in H. P.

4. If \( n \) is prime and \( a \) any imaginary root of \( x^n - 1 = 0 \) all the roots are given by \( 1, a, a^2 \ldots, a^{n-1} \)
   Shew how to solve \( x^3 - 1 = 0 ; x^5 - 1 = 0 \), and infer the roots of \( x^{15} - 1 = 0 \)
   Find the equation which has for roots the special roots of \( x^{15} - 1 = 0 \). Can this equation for the special roots be solved directly?
5. Form the equation whose roots are the squared difference of every two roots of \( x^3 + q x + r = 0 \) and obtain the criterion of the nature of the roots of the given cubic.


7. Enunciate the theorems of Fourier and Sturm.

   Apply Sturm's Theorem to find the nature and position of the roots of \( x^4 + 3 x^3 + 7 x^2 + 10 x + 1 = 0 \).

8. \( x^3 - 6x - 14 = 0 \) has \( v \) root between 3 and 4: find the root correct to five decimal places.

9. A multiple root of the order \( m \) of the equation \( f'(x) = 0 \) is a multiple root of order \( m - 1 \) of the first derived equation.

   The equation \( x^3 - 5x^2 - 5x^2 + 45x^2 - 108 = 0 \) has one set of three equal roots: find all the roots.

10. "A symmetric function of the roots of an equation is a single-valued function of the roots." Explain.

   \( a_1, a_2, a_3 \) are three roots of a biquadric, how many values has \( l_1 a_1 + l_2 a_2 + l_3 a_3 \)?

   The sums of the similar powers of the roots of an equation can be expressed rationally in terms of the coefficients

   If \( a_1 + a_2 + a_3 = 0 \) then

   \[
   \frac{a_1^2 + a_2^2 + a_3^2}{2}, \quad \frac{a_1^3 + a_2^3 + a_3^3}{3} = \frac{a_1^5 + a_2^5 + a_3^5}{5}.
   \]
1. Great circles on a sphere bisect each other, and the angle between their planes is measured by the arc joining their poles.

   If the angles of a spherical triangle are each less than two right angles the sides are each less than a semi-circle.

2. Use the properties of polar triangles to find the limits of the sides and angles of an equilateral triangle.

   If the opposite angles of a spherical quadrilateral are equal to each other so also are the opposite sides.

3. Prove

   (1) \( \tan \frac{1}{2} (a - b) = \frac{\sin \frac{1}{2} (A - B) \tan \frac{c}{2}}{\sin \frac{1}{2} (A + B)} \).

   (2) \( \sin^2 \frac{c}{2} = \sin^2 \frac{a}{2} + \sin^2 \frac{b}{2} \), when \( A + B = C \).

4. If \( CDA \) and \( BEA \) be two arcs intersecting in \( A \), and having the angles \( BCA \) and \( DEA \) each right angles, show that \( \tan AD \cdot \tan AC = \tan AE \cdot \tan AB \).

   If an arc of a great circle pass through a fixed point the tangents at its intersections with a small circle intersect on a fixed arc.

5. Prove

   \( \tan r = \tan \frac{A}{2} \sin (s - a) \)

   and deduce from this equation:

   (1) \( \tan \frac{r}{2} = \tan \frac{A}{2} \sin s ; \)

   (2) \( \cot R = \cot \frac{a}{2} \cos (S - A) \).

Examiners: { John McGowan, B.A. 
{ Alfred T. DeLury, B.A. 

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

SPHERICAL TRIGONOMETRY AND
NEWTON I.

HONORS.

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(1) tan \( \frac{1}{2} (a - b) = \frac{\sin \frac{1}{2} (A - B) \tan \frac{c}{2}}{\sin \frac{1}{2} (A + B)} \).

(2) \( \sin^2 \frac{c}{2} = \sin^2 \frac{a}{2} + \sin^2 \frac{b}{2} \), when \( A + B = C \).
6. Find the area of a spherical triangle.
   If the angular points of one triangle are diametrically opposite to the angular points of another triangle, the triangles are equal in area.

7. State and prove Lemma I.
   How must the "assigned difference" be measured?
   Two triangles $CAB$ and $cab$ have a common angle $A$ and the sum of the sides containing that angle is the same in each; $BC$ and $bc$ intersect in $D$: prove that in the limit when $bc$ coincides with $BC$, $CD : DB :: AB : AC$.

8. Prove Lemma V.
   From a familiar method of describing an ellipse show that ellipses which have the same excentricity are similar.

9. State and prove Lemma VII.
   Find the limiting ratio of the segments of two equal chords of a curve when they move up to coincidence.

10. State and prove Lemma XI.
   In an arc $PQ$ of continued curvature $R$ is a point at which the tangent is parallel to $PQ$: prove that the ultimate ratio of $PR$ to $RQ$ when $PQ$ is diminished indefinitely is one of equality.
1. One equation among the coordinates \(x, y, z\) denotes a surface, and two equations denote a line.

Obtain the equation of the straight line in the form

\[
\frac{x-a}{l} = \frac{y-b}{m} = \frac{z-c}{n}.
\]

How many independent constants in the equation of a straight line?

2. Obtain the equation of a plane in the form

\[
lx + my + nz = p = 0.
\]

If \(A_1\) denotes \(l_1 x + m_1 y + n_1 z = p_1\), &c., find the locus of the intersection of \(A_1 - kA_2 = 0\), with \(A_3 - kA_4 = 0\), for different values of \(k\).

3. Find the perpendicular distance of a point from a given straight line.

A point moves so as to be equidistant from three given straight lines; find its locus and shew what this locus becomes if the three lines pass through the origin.

4. Find the centre of the surface given by the general equation of the second degree.

Find the conditions for (1) a line of centres, (2) a plane at centres, (3) a centre of infinity; and state what classes of surfaces these conditions determine.

5. The plane \(lx + my + nz = p = 0\) will touch the ellipsoid

\[
\frac{x^2}{a^2} + \frac{y^2}{b^2} + \frac{z^2}{c^2} = 1 = 0 \text{ if } p^2 = a^2 l^2 + b^2 m^2 + c^2 n^2.
\]

Find the locus of the intersection of three perpendicular tangent planes to an ellipsoid.
6. Find the equation for the lengths of the axes of any plane central section of
\[ \frac{x^2}{a^2} + \frac{y^2}{b^2} + \frac{z^2}{c^2} = 1 = 0, \]
and deduce

(1) The area of the section.

(2) The condition that the section may be a rectangular hyperbola.

(In (2) take \( c^2 \) with a negative sign).

7. In the hyperboloid of one sheet there are two systems of generating lines, and show that all lines of one system intersect all lines of the other, but that no two lines of one system intersect.

What is the nature of the section of this surface by a tangent plane?

8. Find the equation of the osculating plane at any point of a curve in space.

Find the osculating plane and the radius of spherical curvature at a point on the helix,

\[ x = a \cos \theta; \ y = a \sin \theta; \ z = a \theta \tan a. \]


\( R \) and \( R_1 \) are the principal radii of curvature at a point on a surface, \( \rho \) the radius of curvature of a normal section, \( \theta \) the angle between this section and the conjugate normal section; show that \( \rho \) is given by the equation

\[ \rho^2 \sin^2 \theta = (R + R_1) \sin^2 \theta + RR_1 = 0. \]
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

HISTORY.

Examiner: HERBERT HARTLEY DEWART, B.A.

1. Give a brief account of the Salic Law, stating succintly the events and causes that led to its establishment in France.

2. Discuss fully to what extent the Feudal system advanced the national greatness of France, and outline clearly the leading causes and events that brought about the subversion of the system.

3. Describe the constitution of Florence in the earlier part of the 13th century, outlining the most important changes that took place in that and in the succeeding century.

4. "Venice grew into being as a city, not of the Western Empire, but of the Eastern." Trace the growth of the Venetian republic, showing clearly what is meant.

5. Describe the origin, constitution and importance of the Hanseatic Union.

6. Give the most important features in the Constitution of the Cortes of Castile, and contrast it with the civil polity of England under the Plantagenets.

8. Give the leading events of the Third Crusade, and state concisely the most important effects of the crusades upon the intellectual and political life of Europe.

9. Explain the circumstances under which the Channel Islands became a British possession, and point out any anomalies in their form of government that still survive.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

HISTORY.
HONORS.

Examiner: E. C. Jeffrey, B.A.

Note.—Candidates may write on any five of the questions.

1. Outline the developmental history of land tenure in Europe, and indicate its influence on polity.

2. Contrast the political evolution of England with that of France.

3. Account for the superior vitality of the Eastern Roman Empire. Are there any parallels in the life-histories of the two Muselman Caliphatates?

4. Give a general account of the origin of the European town.

5. What were the influences which ushered in the Middle Ages? What phenomena marked their close?

6. Trace the influence of racial and physical factors on the political geography of Mediaeval Europe.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

ANCIENT HISTORY.
HONORS.

Examiners: { WILLIAM DALE, M.A.
{ R. J. BONNER, B.A.

Candidates are requested to enclose the Roman and Greek History in separate envelopes.

Note.—Candidates are requested to enclose their answers to questions in sections A and B in separate envelopes. Only six questions of section A are to be attempted.

A.

1. Describe the original races of Italy, pointing out as far as possible their origin and their connection with the Indo-Germanic people, together with the evidence on which that connection rests.

2. What circumstances contributed to the early predominance of Rome in Latium. Explain carefully the expressions: Roma quadrata, Septimontium, Romani collini, Pons sublicius. What was the origin of the plebs? Who were the clientes?

3. Translate: Libertatis originem inde magis, quia annuum imperium consolare factum est, quam quod deminutum quicquam sit ex regia potestate, numeres. Explain the terms imperium and potestas, and state what constitutional changes immediately followed the expulsion of the Kings. What were the causes of that expulsion?

4. What events are connected with the names, Spurius Cassius, Camillus, Coriolanus, Appius Claudius, Cunuleius, Cineas, Ahala, M. Curius. Give dates.
5. Sum up briefly the chief political and social features of the century of 366-266 B.C. Explain the origin, the duties, and the influence of the censors.

6. Give a clear account of the 2nd Samnite war, with dates.

7. Narrate the causes which led to the conquest of the Latins? Give an account of the great Latin war, with dates. When did Rome close the Latin Confederacy? Explain what is meant by *jus Latii, municipium*?

8. Explain the meaning of *Senatores pedarii, provocatio, transvectio equitum, centuria praerogativa, Lex curiata, Prisci Latini, clavum anni movere, pomoerium, pecunia, possessio*.

9. Describe carefully the constitution of Servius Tullius under the following heads:
   (1) Causes; (2) Comitia centuriata; (3) results.

10. Explain the political effects of (1) the Gallic war of 390; (2) the 2nd Samnite war; (3) the war with Pyrrhus.

B.

GREEK HISTORY.

Note.—Not more than five questions are to be attempted of which two must be selected from the first three.

1. Account for the strenuous resistance offered by Athens to the Persians, and the easy surrender of Boeotia.

2. Shew clearly the relation existing between church and state in a typical Greek city and illustrate the influence of religious rites and practices on Greek politics during the Persian and Peloponnesian wars.

3. Trace the history of the Oligarchic party in Athens from the beginning of the Peloponnesian war to the year 411 B.C.

4. Sketch the origin and development of the Athenian empire.

Discuss the reasons of the revolt of Mytilene as given by the envoys, and the subsequent fate of the city.
5. Compare Greeks with Persians:
   (a) As citizens.
   (b) As soldiers.

6. 'Εξ ὃν ἄλλα τε πολλά ὡς ἐν μεγάλῃ πόλει καὶ ἀρχὴν ἐχούσῃ ἡμαρτήθη καὶ ὁ ἐς Σικελίαν πλοῦς, ὡς ὁ τοσοῦτον γινόμενα ἀμάρτημα ἣν πρὸς ὁδό ἐπήρεσαν, ὅσον οἱ ἐκπέμψαντες οὗ τὰ πρόσφορα τοῖς οἰκομένοις ἐπυγγυόσακοντες, ἄλλα κατὰ τὰς ἱδίας διάβολας περὶ τῆς τοῦ δῆμου προστασίας τὰ τε ἐν τῷ στρατοπέδῳ ἀμβλύτερα ἐπολοῦν καὶ τὰ περὶ τὴν πόλιν πρῶτον ἐν ἀλλήλως ἑταράχθησαν.

   THUCYDIDES, II.

   Explain the causes of the Sicilian expedition. Discuss and illustrate this statement of Thucydides.

7. Describe and classify the constitution of Sparta and explain the relations existing between her and her subjects and allies.

8. Outline the policy and fortunes of Plataia during the Persian and Peloponnesian wars.
1. State the arguments for and against the use of the term “Anglo-Saxon.”

2. Define Mutation, Gradation, Breaking. Explain the phonetic meaning of the following:—e (i, eo)...... a (ae, ea) ..... u (o).

3. Trace the process by which the past tense of giefan became geaf.

4. Illustrate what is meant by “grammatical change.” Classify such changes as they occur in Anglo-Saxon.

5. What traces of Reduplication are to be found in Anglo-Saxon?

6. Give rules for the declension of adjectives. When are the weak forms used?

Translate:

We sind ealle cuman on thissum and-weardan life, and ûre eard nis nâ hêr ac wê sind hêr swelce weg-fêrênde menn ân cyntth òther færth. Hwelec mann selth his bearne naeddran gif hit fisces bitt Ælc thâra the bitt, he on-fêth; and sê the sêcth, hê hit fint, No gæth selc thâra on heofona rice the cwithth tê mê Dryhten, Dryhten’; ac sê the wyroth mines Feeder willan the on heofonum is; sê gæth on heofona rice. Nis hit nê god, thet man nime bearna hlâf and hundum weorpe.
1. Give principal parts of all strong verbs, referring each verb to its proper class.

2. Explain all subjunctives.

3. Seæth. Give principal parts of this verb. Trace it back to Go. saljan, and explain its modern meaning.

4. Write etymological and grammatical notes on ðæter, faerth, fisces, on-feðth fint, heofona, cwithth, god, bearne, hlaf.

5. Give modern English representative of card, swelce, nime.

6. Needran. What is the modern form? Cite other words that have suffered a like change.

7. Faeder. Account for the present form. How does this word illustrate Verner's law?

II.

Translate:

Sæo cwên sægde that hieræ nære be healflum dæle gesægd be Salomones mærtho, and sæo gæstlice cwên, Godes gelakhung ðætho gehwele hælig sūwol, thonne heó cymth tó thære heofonlican Hierusalēm, thonne gesiðt hēo micle māran mærtho and wuldor thonne hieræ ær on life thurh witegan ðætho apostolæ gecydd was. Ne mæg nān ēage on thissum life gesēon, ne nān ēare gehlēran, ne nānes mannes heorte āsmēan thā thing the God gearcæ thæm thē hine lufiæth. Tha thing wē magon begietan, æc wē ne magon hie āsmēan, ne þū nære ne ðæthliæ thara łōda geyhtsumnes.

1. Refer each noun in the above extract to its proper class in the strong or weak declension.

2. Give principal parts of sægde, gesēon, āsmēan, lufiæth and ðæthliæ.

3. Derive witegan, gæstlice, Godes, gecydd.

4. cwên. What pair of doublets has Modern English derived from this word? Give other instances of such dimorphism.

5. āsmēan, gehwele. Give the force of the prefixes in these words.

6. hine. Account for the survival of the dative form.

7. Ær. Give the idiomatic force of this particle.
III.

1. Sketch the plot of the story in that part of the Fairy Queen which you have read and give its moral significance.

2. Write an article on the language of Spenser, showing the influence it exercised on later writers.

3. Contrast the lives of Spenser and Shakespeare.

4. Quote a couple of stanzas from the Faery Queen, scan them and point out their beauties and defects, referring particularly to the Spenserian mannerisms they may contain.
HISTORY OF THE ENGLISH LANGUAGE

1. Give the distinguishing characteristics of each of the "three main stages of development" of the English language, and indicate approximately the period covered by each.

2. What were the direct and indirect effects of the Norman conquest upon the language?

3. Discuss whether English should be classed with Teutonic Platt-Deutsch or with Scandinavian.

4. (a) Write a short paper on the English dialects of the 12th and 13th Centuries, pointing out the main characteristics of each, and accounting for the diversity.

(b) To what causes was the subsequent development of a standard form of English due?

5. Give an account of the various translations of the Bible from early Saxon times down to the beginning of the 17th Century, and estimate the philological importance and formative influence of each.

6. Give an account of the "Ormulum," pointing out its importance to the student of the English language.

7. Write a short paper on the "Scotch" of Robert Burns, showing by internal and external evidence its exact relationship to Modern English, and to its most direct Old English antecedent.
1. Give the various forms (masc., fem., plur.) of the Possessive Pronoun, and translate into French:
   (a) We have our books and she has hers.
   (b) These pens are mine. Those pens are his.
   (c) Go and get my gloves and your own.
   (d) My aunt has brought a friend of hers to see us.
   (e) I only ask for my own.

2. Translate into French:
   (a) To whom have you given the money? To them.
   (b) I am speaking both to him and to her.
   (c) Will you have the kindness to introduce me to him?
   (d) Some one is knocking at the door. Is it my friends? It is they.
   (e) He who commits a fault deserves punishment.

3. Make a table of Interrogative Pronouns and Interrogative Adjectives, including the English equivalent of each form given, and translate the following into French:
   (a) Which one of his sisters has accompanied him?
   (b) Let me know to whom he has told that.
   (c) Whose house is that yonder?
   (d) What is making that noise?
   (e) What books has the book-seller sent?
4. Give the Pres Indic., the Impf. Indic., the Cond., the Pres. Subj. of *faire*, and translate the following, using *faire*:

(a) You will have to remain.
(b) He has had to speak.
(c) One must do one’s duty.
(d) I should need one hundred francs at least.
(e) He had already been obliged to sell his carriage.

5. Translate the following, and remark upon the tense of verbs in italics:

(a) Il y a longtemps que je *réve* d’un officier qui m’a sauvé la vie.
(b) Je *commençais* à me faire à ce tête-à-tête lors-que survint un incident.
(c) Enfin, je me *suis levé* brusquement. “Qu’est-ce que c’est ? *ai-je dit*.”
(d) Si mon fils le *rencontre*, il lui *fera* tout le bien qu’il *pourra*.
(e) J’attendrai qu’il *vienne*.

6. Translate into French:

(a) Do not go away (s’en aller). (b) I should run if I could. (c) We shall gather flowers to- morrow. (d) He does not feel the cold. (e) The queen is dying; the queen is dead. (f) What can I offer you? (g) We shall come next week. (h) I shall have to go home soon. (i) He hates his neighbors and his neighbors hate him. (j) They (f) have sat down. (k) I shall go when I can. (l) Do you know how to read and write? (m) This will be worth more than that after a few days. (n) When shall we see you again? (o) I should like to know that myself.

II.

Translate:

A votre compte, quand un individu, que vous ne connaissez que pour lui avoir marché sur le pied, vous écrit: “Monsieur, trouvez-vous à tel endroit, afin que j’aie la satisfaction de vous égorger en réparation de l’insulte que vous m’avez faite,” il faut qu’on se rende aux ordres du *guidem*, et qu’on prenne bien garde de le faire attendre. Chose étrange! il y a des hommes qui ne risque-
raient pas mille francs pour sauver l'honneur à leur ami, la vie à leur père, et qui risquent leur vie dans un duel pour une parole équivoque ou pour un regard de travers. Mais alors, qu'est-ce donc que la vie? Ce n'est donc plus un bien sans lequel tous les autres sont fort peu de chose? C'est donc un haillon qu'on jette au chifonnier qui passe, ou une pièce de monnaie effacée qu'on abandonne au premier aveugle qui vient chanter sous votre fenêtre?

III.

Translate into French:

The first of the long line of English poets is really Cædmon. At the feasts, in those times, everybody used to sing in turn to amuse the company, but Cædmon used to leave the table before the harp was given to him. One evening when (que) he had done thus, he went to the stable and lay down to sleep, after having cared for (soigner) the cattle, because, 'you must know, he was only a farm-servant in the monastery at Whitby. As he slept, some one appeared to him and said, "Cædmon, sing a song to me." "I cannot sing," he replied, "for that cause I left the feast." "Nevertheless," was the answer, "you must sing to me." "What," then, asked Cædmon, "shall I sing?" The other replied, "sing the beginning of created things." Thereupon he made some verses, which in the morning he still remembered (se souvenir de).
Translate:

(a) Tout Strasbourg est forcé de reconnaître que le docteur Marchal a rajeuni de dix ans. Quand il passe en courant dans la rue, vous diriez qu’il a des ailes; il fend l’air, on croit voir un sillage lumineux derrière lui. Il entre dans les magasins, dans les plus beaux magasins de la ville, et il achète sans marchander tout ce qu’il y a de plus cher. Il paye et s’enfuit comme un fou, sans attendre sa monnaie. A l’hôpital, il est charmant pour les malades, pour les infirmiers, pour les sœurs; il voit tout en beau; c’est le médecin tant mieux, il donne des euvr à ceux qui les demandent; il ordonne du vin, du poulet, des côtelettes à qui en veut. A son cours, il professe les théories les plus consolantes, il nie les maladies incurables, il ne voit pas pourquoi l’homme sage, heureux et marié ne vivrait pas un siècle et demi! On l’écoute, on sourit, et pourtant on convient que jamais il n’a montré tant de talent. Ses élèves l’applaudissent à tout rompre; hier, ils l’ont attendu devant la Faculté pour lui faire une ovation; mais bonsoir! il s’était enfui par derrière et roulait déjà sur le chemin de Hagelstadt.

ABOUT, La Fille du Chanoine.
Mme Benoist était si pressée de jouir de la vie et du faubourg, qu'elle aurait marié sa fille à quinze ans si elle l'avait pu. Mais Lucile à quinze ans n'était encore qu'une petite fille. L'âge ingrat se prolongeait pour elle au-delà des limites ordinaires. Il est à remarquer que les enfants des villages sont moins précoces que ceux des villes : c'est sans doute par la même raison qui fait que les fleurs des champs retardent sur celles des jardins. À seize ans, Lucile commença de prendre figure. Elle était encore un peu maigre, un peu rubiconde, un peu gauche" ; toutefois sa gaucherie, sa maigreur et ses bras rouges n'étaient pas des épouvantails à effaroucher l'amour. Elle ressemblait à ces chastes statues que les sculpteurs allemands de la Renaissance taillaient dans la pierre des cathédrales ; mais aucun fanatique de l'art grec n'eût dédaigné de jouer auprès d'elle le rôle de Pygmalion.

About, La Mère de la Marquise.

1. à qui en veut. Explain this construction.
2. épouvantails. Give a rule for forming the plural of nouns ending in ail.
3. enfui. Indicate the origin and force of the prefix en here.
4. Note any verbs in these extracts that take either à or de before a following infinitive.
5. Write explanatory notes on le médecin eut mieux, du faubourg, la Renaissance, le rôle de Pygmalion.

Translate:

(a) Gourmandez donc les flots tumultueux !
Enchaînez l'océan, Xercès présomptueux !
— Ah ! le doute est permis en face de la tâche,
Parler est imprudent, et se taire est bien lâche,
Faut-il se retirer sans avoir combattu,
Et, se réfugiant dans sa froide vertu,
Considérer d'en haut, philosophe égoïste,
La sombre tragédie à laquelle on assiste ?
Mais c'est autoriser d'autres assassinats.
Qu'est-ce qu'une vertu qui ne s'indigne pas !
Faut-il faire éclater une sainte colère ?
Mais c'est exaspérer la fureur populaire,
Attiser le foyer de nos dissensions,
Et hâter l'incendie et les destructions.
— Peut-être n'est-ce pas sans un travail énorme,
Sans d'immenses douleurs, qu'un État se transfo-
rmee.
Ce long enfantement d'un monde jeune et fort
A des convulsions comme en aurait la mort.
Nous y périrons tous les uns après les autres,
Toute idée est mortelle à ses premiers apôtres.

CHARLOTTE CORDAY, Act I.

1. Notice some of the uses of the circumflex accent, illustrating from the extract.

2. Distinguish rich from sufficient rhymes, pointing out examples of both in the extract.

Translate:

RONDON. Oui, et pour quelque autre raison en-
core. Il y a, de par le monde, une jolie petite dame
de Melcourt.

DELMAR. Y penses-tu? la femme d'un académi-
cien! Un instant, monsieur, respect à nos chefs,
aux vétérans de la littérature!

RONDON. Oh! je suis prêt à ôter mon chapeau;
mais il n'en est pas moins vrai qu'un mari acadé-
micien est ce qu'il y a de plus commode! d'abord,
l'habitude qu'ils ont de fermer les yeux.

DELMAR. Halte-là! ou nous nous fâcherons.
Madame de Melcourt est la sagesse même. Avant
son mariage, c'était une amie de ma sœur; et il
n'y a entre nous que de la bonne amitié. Ingrat
que tu es! c'est à elle que nous devons nos succès;
c'est notre providence littéraire. Vive, aimable,
spirituelle, répandue dans le grand monde, partout
elle vante tous nos ouvrages. Divin! délicieux!
adorable! elle ne sort pas de là; et il y a tant
de gens qui n'ont jamais d'avis, et qui sont enchan-
tés d'être l'écho d'une jolie femme. Et aux pre-
mières représentations, il faut la voir aux loges
d'avant-scène! Elle rit à nos vaudevilles, elle
pleure à nos opéras-comiques. Dernièrement en-
core, j'avais fait un mélodrame... qui est-ce qui ne
fait pas de sottise ! j'avais fait un mélodrame à Feydeau ; elle a eu la présence d'esprit de s'évanouir au second acte, cela a donné l'exemple ; cela a gagné la première galerie ; toutes les dames ont eu des attaques de nerfs, et moi un succès fou. Si ce ne sont pas là des obligations !

RONDON. Allons ! allons ! tu as raison ; mais il faudra lui parler de notre pièce d'aujourd'hui, celle que je viens de lire, pour que d'avance elle l'annonce dans les bals et dans les sociétés ; cela fait louer des loges.

Scribe, Le Charlatanisme, Sc. IV.

1. de par le monde. Explain the construction.

2. vaudevilles. Derive and define.

3. un mélodrame à Feydeau. Explain.

4. aujourd'hui. Account for the presence of the apostrophe in this word.

5. dernierement. When and why is the feminine of the adjective used in forming adverbs ending in ment?

IV.

Translate into French :

A former governor of a large city in Japan, after spending an evening at a friend's table with several companions, was unable to find his carriage, and determined to walk home. Losing his way, however, in the narrow, winding streets, he applied to a policeman to direct his erring footsteps. To his surprise the solemn functionary could not solve his perplexity. He was not acquainted, he said, with the location asked for. A happy expedient suggested itself to the inquirer: "Be good enough to direct me to the residence of the Governor of the city," said the Governor. "I don't know where that is either," responded the policeman. What! not know where the Governor lives? I shall report you to-morrow. I am the Governor." "Well," was the caustic rejoinder, "how do you expect me to know where you live, if you don't know where you live yourself?"
Translate:

Mais à Chateaubriand, le premier, échut le vaste du Désert américain, de la forêt transatlantique.

Ce fut sa grande conquête. Depuis il a su peindre en maître bien des cieux et des contrées, la Campagne romaine, le rivage attique, la vallée du Jourdain: il a pu être plus parfait, plus correct de ligne qu'il ne l'avait été d'abord, plus classique: nulle part il n'a égalé ces premières pages de descriptions, celles que nous retrouverons dans Atala, pour la grandeur, l'étendue, la vivacité originale des impressions, la majesté toute naturelle des tableaux. C'est qu'au moment où il les écrivait il sentait ces grands objets dans leur entière nouveauté et avec cette fraîcheur avide de l'âme, qu'on n'a qu'une fois. Il semble que le fond d'une âme d'artiste soit avide d'un certain idéal inconnu, d'une certaine impression première: comme ces murailles préparées pour la fresque, elle boit aussitôt la première couleur, les premieres images, que la nature, ce grand peintre, y jette en courant.

SAINTE-BEUVE.

1. What writers before Chateaubriand have painted nature?

2. *ne*. Explain the use of each "ne" in the extract.

3. Parse toute (naturelle), soit (avide).
(a) Au thé, le capitaine charmé de nouveau Miss Lydia par une histoire de vendetta transversale, encore plus bizarre que la première, et il acheva de l'enthousiasmer pour la Corse en lui décrivant l'aspect étrange, sauvage du pays, le caractère original de ses habitants, leur hospitalité et leurs moeurs primitives. Enfin, il mit à ses pieds un joli petit stylet, moins remarquable par sa forme que par son origine. Un fameux bandit l'avait cédé au Capitaine Ellis, garanti pour s'être enfoncé dans quatre corps humains. Miss Lydia le passa dans sa ceinture, le mit sur sa table de nuit, et le tira deux fois de son fourreau avant de s'endormir.

(b) — "Pas d'argent entre nous lieutenant," dit Brandolaccio d'un ton résolu.

— "L'argent fait tout dans le monde" dit Castriconi ; "mais dans le maquis on ne fait cas que d'un cœur brave et d'un fusil qui ne rate pas."

— "Je ne voudrais pas vous quitter" reprit Orso, "sans vous laisser quelque souvenir. Voyons, qu'ainsi puis-je te laisser Brando ?"

Le bandit se gratta la tête, et, jetant sur le fusil d'Orso un regard oblique:

"Dame, mon lieutenant... si j'osais... mais non, vous y tenez trop"

— "Qu'est-ce que tu veux ?"

— "Rien... la chose n'est rien... Il faut encore la manière de s'en servir. Je pense toujours à ce coup double et d'une seule main... Oh, cela ne se fait pas deux fois."

— C'est ce fusil que tu veux ?... Je te l'apportais; mais sers-t'en le moins que tu pourras."

MÉRIMÉE.


2. le passa dans sa ceinture. Write sentences showing different uses of passer.

3. le moins que tu pourras. Why Future ?
Translate:

(a) Sur ces entrefaites on reçut des nouvelles de Jacques. Il était installé à Nice et donnait force détails sur son installation. "Le beau pays, mon Daniel, et comme cette mer qui est là sous mes fenêtres t'inspirerait ! Moi, je n'en jouis guère ; je ne sors jamais... Le Marquis dicte tout le jour. Diable d'homme, va ! Quelquefois, entre deux phrases, je lève la tête, je vois une petite voile rouge à l'horizon, puis tout de suite le nez sur mon papier... Mademoiselle d'Hacqueville est toujours bien malade ; je l'entends au-dessus de nous qui tousse, qui tousse... C'est l'ennui de ce pays, tout le monde tousse.

(b) Il faut dormir.
Mais un moment après, je recommence de plus belle.
— Et Rouget, Jacques, Rouget de la fabrique...
   Est-ce que tu t'en souviens ?
Là-dessus, nouveaux éclats de rire et causeries à n'en plus finir.
Soudain un grand coup de poing ébranle la cloison de mon côté, du côté de la ruelle. Consternation générale.
— C'est Coucou-Blanc... me dit Jacques tout bas dans l'oreille.
— Coucou-Blanc... Qu'est-ce que cela ?
— Chut... pas si haut... Coucou-Blanc est notre voisine... Elle se plaint sans doute que nous l'empêchons de dormir.
— Dis donc, Jacques, quel drôle de nom elle a notre voisine !

DAUDET.

Translate:

I then placed the first stone, after which Albert laid one, then the children, according to their ages. All the ladies and gentlemen placed one; and then every one came forward at once, each person carrying a stone and placing it on the cairn. Mr. and Mrs. Anderson were there; Mackay played; and whiskey was given to all. It took, I am sure, an hour building; and whilst it was going
on some merry reels were danced on a stone opposite. All the old people (even the gardener's wife from Corbie Hall, near Abergeldie,) danced; many of the children, Mary Symons and Lizzie Stewart especially, danced so nicely; the latter with her hair all hanging down. Poor dear old "Monk," Sir Robert Gordon's faithful old dog, was sitting there amongst us all. At last, when the cairn, which is, I think, seven or eight feet high, was nearly completed, Albert climbed up to the top of it, and placed the last stone; after which three cheers were given. It was a gay, pretty, and touching sight; and I felt almost inclined to cry. The view was so beautiful over the dear hills; the day so fine; the whole so gemüthlich. May God bless this place, and allow us yet to see it and enjoy it many a long year.

V. R.
Translate:

I.

(a) L'onde semblait me dire : "Espère ! aux mauvais jours
Dieu te rendra ton pain!" Dieu me le doit toujours!
C'était mon Égérie, et l'oracle prospère,
A toutes mes douleurs, jetait ce mot : "espère,
Espère et chante, enfant, dont le berceau trembla,
Plus de frayeur, Camille et ta mère sont là.
Moi j'aurai pour tes chants de longs-échos...—"
Chimère !
Le fossoyeur m'a pris, et Camille et ma mère.
J'avais bien des amis ici-bas quand j'y vins,
Bluet éclos parmi les roses de Provins ;
Du sommeil de la mort, du sommeil que j'envie,
Presque tous maintenant dorment, et, dans la vie,
Le chemin dont l'épine insulte à mes lambeaux
Comme une voie antique est bordé de tombeaux.
Dans le pays des sourds j'ai promené ma lyre ;
J'ai chanté sans échos, et, pris d'un noir délie,
J'ai brisé mon luth, puis, de l'ivoire sacré
J'ai jeté les débris au vent ..... et j'ai pleuré.
HÉGÉSIPPE MOREAU.

(b) La vie des habitants, ou du moins ce qu'on en voit, a quelque chose de calme, de reposé de plâcide. Vous devinez, à la lenteur aisée de leurs mouvements, que le ciel a fait pour eux des heures
de cent et quelques minutes et des années de six à sept cents jours. Ils ont le droit, ces bienheureux, de remettre incessamment les affaires au lendemain, et la preuve, c'est qu'ils resteraient une heure à voir passer la diligence, si la diligence mettait une heure à passer. En été, le seuil des portes est peuplé de figures béantes, arrondies par l'oisiveté éclairées à demi par des yeux presque éteints, comme des lampes dont on a baissé la mèche afin de ménager l'huile. En hiver, les mêmes figures s'appliquent aux fenêtres, d'après centre la vitre un nez honnête et bienveillant. Et le voyageur de l'impériale, fouetté de front et de côté par une bise acariâtre, envie la douce odeur de renfermé, le suave parfum de poussière patriarcale qu'on respire assurément dans ces intérieurs-là.

Translate into French:

(a) A positive man is often disagreeable, but this negative man is still worse. He never rides on horseback, and he never takes a walk; he hardly moves. Sometimes one finds him in his study, sometimes in his garden, but never on the road. He no longer smokes; he hardly speaks; he has had no misfortunes, and he does not complain of his appetite. Sometimes he gets up in the morning, passes the greater part of the day in his study, and goes to bed at night without saying ten words. The vicar has spoken to me about him. He went to see him yesterday, and found him as usual in his study. He will not go again he says. He asked him if he ever took a walk. "No, never." You do not like society? "No." Have you many friends? "No, not one." "Not a friend. You are indeed unfortunate." "Oh no! quite happy. I have no friends, and I have only one enemy, and yet I am quite contented. I like solitude, especially this morning." After this polite remark the vicar left, saying to himself, "Never, never, will I visit that man again."

(b) The princes of Europe have found out a manner of rewarding their subjects who have behaved well, by presenting them with about two yards of blue ribbon, which is worn about the shoulder. They who are honoured with this mark of distinction are called knights, and the king himself is always the head of the
order. This is a very frugal method of recompensing the most important services; and it is very fortunate for kings that their subjects are satisfied with such trifling rewards. Should a nobleman happen to lose his leg in a battle, the king presents him with two yards of ribbon, and he is paid for the loss of his limb. Should an ambassador spend all his paternal fortune in supporting the honour of his country abroad, the king presents him with two yards of ribbon, which is to be considered as an equivalent to his estate. In short, while an European king has a yard or two of blue or green ribbon left, he need be under no apprehension of wanting statesmen, generals, and soldiers.

GOLDSMITH.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND, THIRD, AND FOURTH YEARS, AND FOR PRIZE.

FRENCH PROSE.
PASS AND HONORS.

Examiners: { J. Squair, B.A.
{ W. H. Fraser, B.A.

Note.—Pass Candidates of the Fourth Year, and Honor Candidates of the Second Year, who do not desire to compete for the prize, may omit section I.

Translate into French:

Every man cannot be a poet; but every man may give himself some trouble to cultivate that kindly and genial sensibility on which the writing and the appreciation of poetry depends. To live poetry, indeed, is always better than to write it; better for the individual, and better for society. Now a poetical life is just a life opposed to all sameness and selfishness; eagerly seizing upon the good and beautiful from all quarters, as on its proper aliment. Let a young man, therefore, above all things, beware of shutting himself up within a narrow pale of sympathy, and of fostering unreasonable hatreds and prejudice against others. An honest hater is often a better fellow than a cool friend; but it is better not to hate at all. A good man will, as much as possible, strive to be shaken out of himself, and learn to study the excellences of persons and parties to whom he is naturally opposed.

JOHN STUART BLACKIE.
II.

Write a composition in French on one only of the following topics:

(a) La première des vertus est le dévouement à la patrie.
(b) La France en 1789.
(c) Stanley le grand explorateur.
(d) Les grandes inventions du XIXe siècle.
(e) La littérature française au XVIIe siècle.
(f) Von Moltke.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

GERMAN AUTHORS.

Examiners: { W. H. VanderSmissen, M.A.
{ G. H. Needler, B.A., Ph.D.

"Candidates for Honors in any subject may take any three of the first four parts of this Paper. Candidates for Honors in the Department of Natural Sciences, and of Chemistry and Mineralogy, are allowed an option between Parts IV. and VI., and may take any two of the first three parts. Other Candidates must take Parts I. to V. inclusive. All Candidates must take Part V.

I.

Translate:

Wir singen und sagen vom Grafen so gern,
Der hier in dem Schloß gefaust,
Da, wo ihr den Enkel des seligen Herrn,
Den heute vermählten, bereinigst.
Nun hat sich jener im heiligen Krieg
Zu Ehren getragen durch mannigen Sieg;
Und als er zu Hause vom Rosslein stieg,
Da sand er sein Rosslein oben,
Doch Diener und Habe zerstoben.

Da bist du nun, Gräfin, da bist du zu Haus,
Das Heimische findest du schlimmer!
Zum Fenster da ziehen die Winde hinaus,
Sie kommen durch all die Zimmern.
Was wäre zu thun in der herbstlichen Nacht?
So hab' ich doch manche noch schlimmer vollbracht,
Der Morgen hat alles wohl besser gemacht;
Drun räuch bei der mondlichen Helle
In's Bett, in das Stroh, in's Gestelle!

Goethe, Hochzeitlied.

1. Jener. Who?

3. By whom are the last five lines spoken?

*4. Sketch the plot of this ballad.

*5. Show by quotations or otherwise your knowledge of any other two of Goethe's ballads.

* Honor Candidates will answer these questions in German.

II.

Translate:

Kaum wird in meinen Armen mir ein Bruder
Vom grimm'gen Uebel wundervoll und schnell
Geheilt, kaum naht ein lang' erlfehtes Schiff,
Mich in den Port der Vaterwelt zu leiten,
So legt die taube Noth ein doppelt Laster
Mit eherner Hand mir auf: das heilige,
Mir anvertraute, viel verehrte Bild
Zu rauben und den Mann zu hintergehn,
Dem ich mein Leben und mein Schicksal danke.
O dasz in meinem Busen nicht zuletzt
Ein Widerwille keime! der Titanen,
Der alten Götter tiefer Hasz auf euch,
Olympier, nicht auch die zarte Brust
Mit Geierklauen fasse! Rettet mich,
Und rettet euer Bild in meiner Seele!

GOETHE, Iphigenie auf Tauris.


2. Explain the connection of this passage with the plot.

*3. Sketch the history of Iphigenia's ancestors.

* Honor Candidates will answer this question in German.

*4. Quote in whole or in part the song of the Parcae.

* For Honor Candidates only.

III.

Translate:

Wie einst mit flehendem Verlangen
Pygmalion den Stein umschlosz,
Bis in des Marmors kalte Wangen
Empfindung glühend sich ergosz,
So schlang ich mich mit Liebesarmen
Um die Natur, mit Jugendlust,
Bis sie zu athmen, zu erwarmen
Begann an meiner Dichterbrust.
Und, theilend meine Flammentriebe,
Die Stumme eine Sprache fand,
Mir wiedergab den Kuss der Liebe
Und meines Herzens Klang verstand;
Da lebte mir der Baum, die Rose,
Mir sang der Quellen Silberfall,
Es fühlte selbst das Seelenlose
Von meines Lebens Wiederhall.

SCHILLER, Die Ideale.

1. *Pygmalion, die Stumme.* Explain.

2. Give an outline of this poem.

3. Sketch in outline with quotations any two of Schiller's ballads.

* These questions are to be answered in German by Honor Candidates.

IV.

Translate:

Ihr Geist wirkt in einem ausserordentlichen Grade intuitiv, und alle Ihre denkenden Kräfte scheinen auf die Imagination, als ihre gemeinschaftliche Repräsentantin, gleichsam kompromittiert zu haben. Im Grund ist dies das Höchste, was der Mensch aus sich machen kann, sobald es ihm gelingt, seine Anschauung zu generalisieren und seine Empfindung gesetzgebend zu machen. Darnach streben Sie, und in wie hohem Grade haben Sie es schon erreicht! Mein Verstand wirkt eigentlich mehr symbolisierend, und so schweben ich, als eine Zwitterart, zwischen dem Begriff und der Anschauung, zwischen der Regel und der Empfindung, zwischen dem technischen Kopf und dem Genie.

SCHILLER AN GOETHE.

1. Contrast the appreciation here shown of Goethe with the first impressions of Schiller.

2. How does this passage show the difference between the genius and methods of the two poets?

3. Mention the chief works of Schiller and Goethe alluded to in this correspondence.

* For Honor Candidates only.
V.

1. Contrast the outward circumstances of the lives of Schiller and Goethe respectively.
2. Give a brief account of one dramatic work of each poet.
3. What were Schiller's historical works?
4. Sketch any one of Goethe's romances.

VI.

A Translate:

Das Schwungrad dient dazu, die Bewegung der Maschine gleichförmig zu erhalten. Wenn auch der Druck des Dampfes auf den Kolben ganz unveränderlich wäre, so würde er doch nicht bei allen Stellungen der Kurbel gleichviel zu deren Umdrehung beitragen können. In der That kann man den Druck, welcher durch die Treibstange auf die Kurbel wirkt, in zwei zu einander rechtwinklige Kräfte zerlegt denken; die eine, in der Richtung der Kurbel selbst als Druck auf die Axe wirkend, trägt nichts zur Umdrehung bei, welche ganz allein durch die andere, tangential zur Kurbelbahn wirkende Seitenkraft hervorgebracht wird. Die Grösse dieser beiden Kräfte ändert sich aber in jedem Momente.

HODGES, Scientific German.

B. Translate into German three only of the following sentences:

(1) The foundation of every branch of natural science is the simple observation of nature.
(2) We have to thank the rays of the sun for the heating (Erwärnung) of the earth's surface and of the atmosphere.
(3) Since the volume of a body depends upon the degree of its heat, the expansion of a body can serve to measure its temperature.
(4) Every man and every animal devours (verzehrt) in a year a weight of bread, meat or other nutritive substance (Nahrungstoff) which many times surpasses the weight of his body.
Translate:

Hm! hm! — wunderlich! — Wie ist
Mir denn? — Was will der Sultan? was? — Ich bin
Auf Geld gefaßt, und er will — Wahrheit. Wahrheit!
Und will sie so, — so bar, so blank, — als ob
Die Wahrheit Münze wäre! — Ja, wenn noch
Uralte Münze, die gewogen ward! —
Das ginge noch! Allein so neue Münze,
Die nur der Stempel macht, die man aufs Brett
Nur zählen darf, das ist sie doch nun nicht!
Wie Geld in Sack, so fließe man in Kopf
Auch Wahrheit ein? Wer ist denn hier der Jude?
Ich oder er? — Doch wie? Sollt' er auch wohl
Die Wahrheit subern? — Zwar,
Zwar der Verdacht, daß er die Wahrheit nur
Als Hülle brauche, wär auch gar zu klein! —
zu klein? — Was ist für einen Großen denn
zu klein? — Gewiß, gewiß: er stürzt mit
Der Thüre so ins Haus! Man pocht doch, hört
Doch erst, wenn man als Freund sich nährt. — Ich muß
Behutsam gehn! — Und wie? wie das? — So ganz
Stolzfude sein zu wollen, geht schon nicht. —
Und ganz und gar nicht Jude, geht noch minder.
Denn, wenn kein Jude, dürft' er mich nur fragen,
Warum kein Muselman? — Das war's! Das kann
Mich reiten! — Nicht die Kinder bloß speist man
Mit Märchen ab. — Er kommt. Er komme nur!

LESSING, Nathan der Weise.
1. *Allein so neue Münze... doch nun nicht!* Explain Nathan’s meaning.

2. *Muselmann.* Give and account for the plural of this word.

3. Sketch the plot of the play, showing the connection of this scene with it. Answer in German.

4. Give an account of the dispute which led to the publication of this play. Answer in German.

II.

Translate:


**Schiller** Geschichte des 30jährigen Kriegs.

1. *mag gefallen sein.* Write a note on the order of the words.

2. *durch welche Hand.* Give Schiller’s account of the matter. Answer in German.
A. Translate:


Herman Grimm, Die Sängerin.

1. an, in, auf. Give examples, showing the different cases governed by each of these prepositions.

2. Explain the difference in meaning between verwickeln, einwickeln, entwickeln; empfindlich and empfindsam.

3. meine Unterredung mit der Sängerin. What was the narrator's object in this Unterredung? Tell concisely what Mlle. de Gaussin said on the same occasion regarding the relation between herself and the Marquis. Answer in German.

4. Give an account of the fortunes of Emma and Albert from the time of their departure for Italy, as told in Das Kind. Answer in German.
IV.

Translate:

(a) Währenddem steckte ich hinter den Damen und betrachtete mir den Herrn genauer. Er hatte die schlanke, feingebaute Gestalt des alten Herrn im braunen Hut und auch seine Stimme; aber das war ja unmöglich dessen Kopf. Über der jugendlich glatten Stirn lag ein Streifen dicker, aschblonder Haarwellen und Ringel, die allerdings im schrägeinfallenden Licht einen intensiven Silberschein annahmen. Auffallend erschienen unter diesem mattglänzenden Haar die ranklen Brauen. Fest und kühn die blauen Augen überwölbend, gaben sie dem blassen, vornehmen, wenn auch nicht gerade schöngebildeten Gesicht einen Zug von Kraft. — Ich sah, wie sich allmählich eine kleine Falte zwischen ihnen vertiefte — Ilses Vortrag miszfiel ihm offenbar, er hatte nicht die mindeste Lust, sich mit der Sache zu befassen; hindend da warf er einen Seitenblick auf den neben ihm liegenden, aufgeschlagenen Folianten; man sah, es war ihm fatal, gestört worden zu sein, wenn er sich auch höflicher Weise Mühe gab, eine aufmerksame Haltung zu zeigen.

E. MARLITT, Das Haideprinzesschen.

(b) Wo ist denn nun mein Ehrgeiz hin?
Wo sind die flüchtigen Gedanken,
Womit ich oftmals aus den Schranken
Gemeines Glücks geflogen bin?
Es reizt mich kein berühmter Titel,
Es rührt mich weder Hof noch Pracht,
Ich finde, däucht mich, viel im Kittel,
Was kluge Seelen glücklich macht.

Dies, große Weisheit, dank' ich dir,
Dies dank' ich dir, du süße Liebe;
Durch eure Lust, durch eure Triebe
Erfind' ich selbst mein Glück in mir.
Bleibt Phyllis mir nur treu ergeben,
So ficht mich wol kein Wunsch mehr an,
Als dasz ich mit ihr ruhig leben
Und einmal freudig sterben kann.

GÜNTER, Gedichte.
I.

1. Enumerate and illustrate by examples the various forms of declension of the substantive, giving a rule for the occurrence of the Umlaut.

2. Give the gender of Macht, Stahl, Gefilde, Berlin, Antwort, Messer, Abend, Apfel, Stadttor, and Gesellschaft, giving a rule in each case.

3. Describe the various uses of der, noting the variations in its declension.

4. Give the modal auxiliaries, and frame examples illustrating their leading uses.

5. Enumerate the conjunctions proper, and show how they differ from the remaining classes of Coordinating Conjunctions.

II.

Translate into German:

1. Yesterday afternoon I sent you the picture. Have you not received it? Yes, the servant gave it me this morning. I shall not be able to return it before Monday next. In my opinion it is very fine; do you know where I can get a copy of it? Yes, there are several copies of it for sale at a bookseller’s on King street.
2. An old farmer was riding along the road, when he met three merchants. As he asked what o'clock it was, the first took out his watch and answered that it was just half-past one. To the second, who asked how far it was to the next village, the old man replied that they would reach it in about two hours and a half. He added that he himself intended to go there that same evening.

3. I do not feel very well. What ails you? I have just heard that my brother is ill, and I feel anxious about him. There are few people who can decide so important a question without consulting a friend. I am sorry that I did not explain the matter sooner. Of all the trees in Mr. Brown's garden there is but one that will bear fruit this year.

4. The days are longest in June and shortest in December. The longer the days the shorter the nights. We shall reach Vienna in a couple of days at most. I had rather stay in Munich to-night, for the sooner we return home the better. We heard Patti sing in Leipsic two weeks ago to-day.

III.

Translate into German:

A young man who had paid great attention to his studies, and consequently had made rapid progress, was taken by his father to dine with a company of literary men. After dinner, the conversation turned naturally upon literature and the classics. The young man listened to it with great attention, but did not say anything. On their return home, his father asked him why he had remained silent, when he had so good an opportunity of showing his knowledge. "I was afraid, my dear father," said he, "that if I began to talk of what I do know, I should be interrogated upon what I do not know." "You are right, my dear boy," replied the father, "there is often more danger in speaking than in holding one's tongue."
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

GERMAN GRAMMAR AND COMPOSITION.
HONORS.

Examiner: A. J. Bell, M.A., Ph.D.

I.
1. Compose examples in German to illustrate the meaning and use of the relative pronouns.
2. Show how adjectives and adverbs are compared, giving examples of irregular and defective comparison.
3. Classify the prefixes of Compound Verbs, according as they are separable or inseparable, and indicate by examples the usage in the case of Double Prefixes.
4. Give the leading uses of the genitive, illustrating by examples.
5. Enumerate the uses of the infinitive without zu.

II.
Translate into German:
1. He was of the opinion that we could not succeed, but that if we had followed his advice, all would have been well. However that may be, I should think you would do well to consult your friends. He sold his house that he might pay his debts. He will, I hope, be able to inform us, where our friends are spending their holidays. They will probably have returned to the city by to-morrow morning.
2. They will not venture to come alone without having first asked the way. We rely on obtaining a favourable answer from the minister. They will be very much annoyed at our coming so late. On hearing this I insisted on his coming in at once. I insist on his telling us why he went home instead of coming here.
3. Being a stranger, he will certainly lose his way. A man passing on the street told me where you lived. Knowing that he had much experience in such matters, I asked his advice. I cannot understand what you were thinking of, when you behaved with such indifference to your friend. He is afraid of death.

III.

Translate into German:

(a) The king found in Munich only a forsaken palace, for the elector’s treasures had been transported to Werfen. The magnificence of the building astonished him, and he asked the guide, who showed the apartments, who was the architect. “No other,” replied he, “than the elector himself.” “I wish,” said the king, “that I had this architect to send to Stockholm.” “That,” he was answered, “the architect will take care to prevent.” When the arsenal was examined, they found nothing but carriages, stripped of their cannon. The latter had been so artfully concealed under the floor, that no traces of them remained, and but for the treachery of a workman, the deceit would not have been detected. “Rise up from the dead,” said the king, “and come to judgment.” The floor was pulled up and one hundred and forty pieces of cannon discovered, some of extraordinary calibre, which had been principally taken in the Palatinate and Bohemia. A treasure of thirty thousand gold ducats, concealed in one of the largest, completed the pleasure which the king received from this valuable acquisition.

(b) There is a twofold value in the study of poetry. First.—There is the good moral effect which it has on the student, by strengthening his principles, sharpening his sense of the good and the beautiful, and refining his nature. Secondly.—There is the educational discipline, inasmuch as poetry exhibits language in its most perfect and subtle forms, and improves the understanding by exercise. Accordingly, in a classical education, the poets are employed from the very first; being, indeed, the mediums through whom real familiarity with the ancient languages is ultimately (if ever) attained. Not the less should a reader,
anxious to have a liberal general knowledge of our own literature, pay attention to its poetry; which, for depth of sentiment and feeling for nature, to say nothing of minor qualities, is the richest and grandest body of poetry in the world.

JAMES HANNAY.
1. Translate:
Le donne, i cavalier, l'arme, gli amori,
Le cortesie, l'audaci imprese io canto,
Che furo al tempo, che passaro i Mori
D'Africa il mare, e in Francia nocuer tanto;
Seguendo l'ire, e i giovenil furori
D'Agamante lor re, che si die' vanto
Di vendicar la morte di Trojano
Sopra re Carlo, imperator Romano.
Dirò d'Orlando in un madesmo tratto
Cosa non detta in prosa mai nè in rima;
Che per amor venne in furore, e matto,
D'unom, che si saggio era stimato prima;
Se da colci che tal quasi m'ha fatto,
Che 'l poco ingegno ad ora ad or mi lima,
Me ne sarà però tanto concesso,
Che mi basti a finir quanto ho promesso.
Ariosto, Orlando Furioso, Canto I., St. 1, 2.

2. Write notes on furo, passaro, di', giovenil.

3. In what metre is the Orlando Furioso written?

4. Translate:
Così con volontà de la donzella
La dotta incantratrice il libro chiuse
Tutti gli spiri allora ne la cella
Spariro in fretta, ove eran l'ossa chiuse
Qui Bradamante, poi che la favella  
Le fu concessa usar, la bocca schiusa,  
E domandò: Chi son li duo si tristi,  
Che tra Ippolito e Alfonso abbianó visti?  
Veniano sospirando, e gli occhi bassi  
Parean tener, d’ogni baldanza privi;  
E gir lontan da loro io vede i passi  
Dei frati sì, che ne pareano schivi.  
Parve ch’ a tal domanda ei cangiassi  
La maga in viso, e fe’ dogli occhi rivi;  
E gridò: Ah sfortunati, a quanta pena  
Lungo instigar d’ uomini rei vi mena!

_Ibid_, Canto III., St. 60, 61.

5. Write notes on _de la donzella, ne la cella, Sparriro, l’ossa, poi che, li duo, visti._

6. Rewrite the last of the above stanzas in modern Italian prose without making any unnecessary changes.

7. Translate:

   _Ott._ (Va ruccogliendo da terra tutte le minute cose che trova). Questo pezzo di carta sarà buono per involgervi qualche cosa... Questo spago servirà per legare un sacchetto. In questa casa tutto si lascia andar a male: se non fossi io che abbadassi a tutto, povero me!

   _Tra._ (Camminando forte con una sporta in mano).

   _Ott._ Va piano, va piano, bestia, che tu non rompa le uova.

   _Tra._ Lasci, ch’io vada a fare il desinare, acciocché non si consumi il fuoco.

   _Ott._ Asinaccio! chi t’ha insegnato ad accendere il fuoco così per tempo? Io l’ho spento, ed ora lo tornerai ad accendere.

   _Tra._ Sia maladetta l’avaria:

   _Ott._ Sì, sì, avarizia! se non avessi io un poco d’ economia, non si mangerebbe come si fa. Vien qua, hai fatto buona spesa?

   _Tra._ Ho girato tutta Bologna per aver le uova mezzo baiocco l’uno.

   _Goldoni, Il Vero Amico_, Att. I., Sc. 7.

8. _da terra_. Why is the article omitted? Give some similar sentences.

9. _involgervi_. Translate: To place (metter) there twenty-one eggs.
Translate.

(Dall'alto del prospetto, cuva fuori la testa dalla tappezzeria, e dice: Oh! vecchio maladetto! guarda quant'oro!)

OTT. Queste doppie di Spagna son mal tagliate, ma sono di perfettissimo oro, e, quello che è da stimarsi, sono tutte di peso.

TRA. (Oh! io le farò calare.)

OTT. Queste le ho avute in iscambio di tanto argento colato, portatomi di nascosto da certi galantuomini che vivono alla campagna, per risparmiare la pigione della casa. Oh! è pur dura questa pigione! Quando ho a pagar la pigione, mi vengono i sudori freddi. Quanto volentieri mi comprerei una casa! Ma non ho cuore di spendere due mila scudi.

TRA. (Getta un piccolo susso verso lo scrigno, e si nasconde.)

OTT. Oimè! Che è questo? Oimè! Casca il tetto, precipita la casa! Caro il mio scrigno! Ah! voglia il cielo che tu non resti sepolto sotto le rovine!

TRA. (Maladettissimo! Ha più paura dello scrigno che della sua vita) (Starnuta, e si nasconde.)


TRA. Lascia stare, lascia stare (contraffacendo la voce forte.)

OTT. Chi parla? Come? Dove siete?

TRA. Il diavolo. (Parte).

Ibid, Att. III., Sc. 2.

Parse the first line.

Write notes on di peso, in iscambio, di nascosto, Caro il mio.
1. Translate:

Egli era così alto, che, per entrare dal grande arco nella galleria Vittorio Emanuele, fu costretto a piegarsi ed a camminare colle manaccie puntate sui femori poderosi, e solo nell'ottagono poté lasciare l'incomoda positura; ma nel rizzarsi, avendo preso male le misure, diè del testone nella cupola, e ruppe parecchie lastre di vetro, che gli caddero ai piedi con fracasso. Poco dopo si mosse ed uscì, come era entrato, da un arco laterale. Per le vie camminava spedito, ed in pochi passi fu ai vecchi portoni di Porta Nuova che scavalcò senza arrestarsi; quando giunse in piazza Cavour, seguito da una moltitudine a cui egli non badava, spinse uno sguardo enorme sopra i tetti della città di Milano, poi si chinò verso il gruppo di giovani acacie piantate dal Municipio per dar ombra alle generazioni future, ne prese una delicatamente, e se la infilò con garbo nell'occhiello del farsetto. ...

2. Compare all adjectives and adverbs in the above extract, giving regular as well as irregular forms, and taking care not to change gender or number.

3. *grande arco*, What are the peculiarities of *grande*?
4. Point out all diminutives and augmentative affixes in this extract; mention the words which they modify, remarking on any change of gender that may have occurred.

5. In the first eight lines resolve the compounds of prepositions and articles into their component words.

6. Translate:

Mi sembra ingegnoso il suo metodo di prendere un letterato oscuro e di metterlo con enfasi accanto ai più noti, per sentenziare che vale più di tutti quanti insieme, sebbene non valga gran che. Certo è ingegnissimo quell’altro espediente di disseppellire un morto per accoppare un vivo; ma più di tutto, mi riempie di meraviglia la sicurezza con cui, dopo avermi circondato di rovine, egli per riposare il mio spirito soffocato, tenta di condurlo con dolce violenza alla contemplazione estatica dell’idea del libro che scriverà un giorno.

Ibid.

7. Give the principal parts of all irregular verbs in the above extract.

8. Giorno....giornata. Compare their uses and significations.

9. Condurlo. When does the pronoun follow the verb? What orthographical changes may then take place?

10. Translate:

Non pretendiamo qui spiegare (explain) la supremazia oggi riconosciuta del popolo d’Inghilterra e di America, la quale forse mette le sue prime radici in certe qualità di razza, di clima, di temperamento, impossibili a valutarsi giustamente; ma è naturale che in un’età come la presente, ove le moltitudini sentono ardentemente il bisogno (need) della libertà e della giustizia, primeggi (be pre-eminent) quel popolo presso cui le passioni non soverchiano (overwhelm) la ragione, e l’operosità (activity) è commandata dal dovere e non stimolata dall’orgoglio (pride). Chi oserebbe ora negare che in questo risultamento non entri per molta parte quella certa combinazione di ricerca sperimentale e di ragionamento teorico, quel good
My very dear friend,

I called (passare) this morning at Mr. Thompson's and also at your house. I was sorry (rin crescere) at not finding you at home. When I passed through Paris I had the pleasure (piacere) of seeing your wife (moglie) also your brother and his wife. I thought your brother looked (parere) older than he is; he has all the appearance of a man of more than thirty years; and yet it is so few years ago that we were boys (ragazzi) together. When I called upon him he was in the garden (giardino) by himself. "There he is walking up and down (passeggiare)," said your wife, and I went to meet (rincontrare) him. He did not remember (ricordare) me, although he knew I was somebody he had known at school. When I told him I was called (chiamare) Kent, "Oh yes," said he, "the Duke;" the spontaneous (spontaneo) addition of the old time jocular (di scherzo) cognomen (cognome) made us both laugh. Your wife intended (avere intenzione) to leave Paris on the following Monday. I hope to be more fortunate on my return journey (viaggio) and to see you then.

Meanwhile (Intanto) I am your sincere friend,

JOHN KENT.

11. Translate:

This year the examiner (esaminatore) has tried (cercare) to lessen (fare meno) the difficulties (difficoltà) of the students of the second year by carefully selecting (scegliere) words (parola) with which they have probably (probabilmente) met, and by giving many Italian words. This he has done because they did not have Italian last year. The students of next (venturo) year must not take this for an example (esempio).
1. Give in tabular form the endings of: (a) the pres. subj., 1st conjugation; (b) the condl., 2nd conjugation; (c) the impf. subj., 1st conjugation; (d) the past def., 1st conjugation; (e) the pres. subj., 2nd conjugation.

2. Translate into Italian, giving in each instance your reason for the position of the conjunctive pronoun object:

(a) Introduce (2 pl.) her to them.
(b) Seeing us, they began to run.
(c) Look (2 sing.) at him; do not look at him.
(d) They have told it to us.
(e) We have given it to her.
(f) Do not (3 sing.) break the pen; do not break it.
(g) Give (3 plus.) some of it to us.
(h) Say (2 sing.) it.
(i) Here we are.
(k) I can see thee.

3. Turn the following into the plural:

4. Write one example for each of the following, showing its correct use in a sentence: *L'uno e l'altro, niente, colore, quale (pron.), quale? le quali, cui, cesto, sè, ci* (pronom. adv.)

5. Write examples to show how the hour of the day is expressed (including half hours, quarter hours and minutes, before and after the hour). Show also by examples how dates are expressed (including year, day of the month).

6. Translate the following, remarking on the construction of the italicised portions:

   (a) Quando il padrone comanda, *si ha da obbedire.*
   
   (b) *È un mese ch'io son ospite in casa vostra.*
   
   (c) *Avrò detto che ho d'andare per una lettera che tratto di mio zio.*
   
   (d) *Non so dove io abbia la testa.*
   
   (e) *Ah lo volese il cielo!* 
   
   (f) *Muto restava, mi cred'io, se quella non gli rendea la voce e la favella.*
   
   (g) *Nè s'anco stesse a te di torre e darli, mi parebbe che l' cambiò convenisse.*
   
   (h) *Io vado a parlare col di lei padre, e poi sarò da voi.*

7. Give the comparative and superlative of *bene, piccolo, buono, male, bello.*

8. Show in tabular form the irregularities of *avere, cadere, fare, condurre, piacere, sciogliere, stare, volere, valere.*

II.

Translate into Italian:

1. (a) He would have a prize if he were studious, but he is very idle.

   (b) I knew that gentleman in Paris when I was there with my father.

   (c) Have you forgotten where I live? Yes, sir, because it is a very long time since I have had any news of you.

   (d) On what ship have they embarked? On the "Columbus," I think.

   (e) If I told him so, he would not believe me.
2. (a) In eighteen hundred and ninety-two there will be a great exhibition at Chicago.

(b) He is a most trusty friend. He is my most trusty friend.

(c) Give me those newspapers if you do not need them.

(d) Here they are, I have finished reading them, and I am going to take a walk.

(e) I am glad of that. The weather is very fine and you will enjoy yourself.

3. (a) Have the goodness to tell me what o'clock it is.

(b) I am afraid my master will not go away tomorrow.

(c) I have put out the fire, but I shall light it again (use tornare) at once.

(d) How much would you have given him for his horse if he had wanted to sell it?

(e) It is better to go home now. Let us go.
Note.—Candidates will not translate extract (a) in section I., but will answer all questions on text.

I.
(a) La condesa. (á la doncella.) Llama en seguida á Anselmo, que venga al momento.

Victorina. Es imposible, señora, ya va muy lejos.

La Cond. No importa vé á buscarle.


La Cond. ¿ Solo quizás?... ¡Qué miro! Viene con el otro.

¡Qué es lo que he hecho! ¡Ah! Ya estoy arrepentida.

Oigo que suben.

Vict. (aparte.) ¿Quién será?... La señora no está satisfecha con nada. Continúa la tormenta; me voy antes que empiecen los truenos.

1. á Anselmo (l. 2). Explain the construction, stating the general principles upon which its use depends.

2. que venga (l. 2). Why subjunctive?

3. vé á buscarle (l. 4). What verbs require á before a following infinite? Examples.

4. hacerlo (l. 5). What is the antecedent of -lo?

5. mire usted (l. 5). Turn into the plural.

6. lo que (l. 9). Parse.

7. será? (l. 12). Why future?
8. La Señora no está satisfecha con nada (l. 12)
Turn this expression into the affirmative.

9. Show in tabular form the irregularities of venga, oigo, está, satisfecha, empiecen.

Translate:

(b) Anselmo. (á su ama.) Señora, he revuelto toda la casa, y no he podido encontrar más que esto. (Saca de la funda el armonio de un paraguas viejo y muy grande y le abre.)

5 La Comdesa. (al Desconocido.) Ya ve V., caballero, que no le falta más que la tela. Creemos que haría buen tiempo y no hemos pensado en traer paraguas de Madrid.

Ans. Y además, será infinito dentro de pocos minutos. La lluvia ha cesado, y cualquiera diría que el sol va á salir.

La Condesa. (corriendo hacia la ventana.) ¿Será posible? Va á salir el sol. ¡Qué alegría!

15 Hará buen tiempo y vendrán los amigos que espero con tanta ansiedad. Anselmo, sube al momento á la azotea y cada cinco minutos baja á decirmte cuál es el estado del cielo.

Ans. (Pues, señor, vamos arriba á desempeñar las funciones del barómetro que se hizo pedazos esta mañana.) (Váse.)

1. revuelto (I. 1). Write the present indic. in full.
2. podido (l. 2). Write the preterit def. in full.
3. esto (l. 2). What is the antecedent? Remark on the gender.

4. saca (l. 3). Give the 1 sing. pres. subj. and the 1 sing. past def.
5. creimos (l. 6). Give the 3 sing. past def.
6. traer (l. 8). Write the past def. in full.
7. diría (l. 11). Write the past def. in full.
8. húcia (l. 12). Distinguish in meaning from para con.

9. sube (l. 16), baja (l. 18). Turn into the negative.

10. cada cinco minutos (l. 17). Explain this agreement.
Vargas?

Translate:

(c) Desconocido. ¿Vargas?

La Condesa. Sí, un bandido que ha sido el terror de este país, y que me ha hecho pasar noches terribles. Sólo con nombrarle me echo a temblar como una azogada.

Decon. (Voy á vengarme de ti.) En efecto, ahora recuerdo que ayer arrestaron á ese célebre bandido y que hoy le he visto en el camino de hierro.

10 La cond. Gracias á Dios que nos vemos libres de ese hombre.

Descon. No tan libres como V. cree.

La cond. ¡Cómo! Pues ¿qué ha sucedido?

Descon. Hombre de una destreza y de una fuerza increíbles, ha logrado romper los hierros que le aprisionaban; ha herido á cuatro guardias que le custodiaban, y echó á correr por esos campos sin que fuera posible darle alcance.

1. Give the plural of terror, este, país, me, te.

2. me echo á temblar como una azogada (l. 4). What is the literal meaning of echar? Explain azogada.

3. recuerdo (l. 7). Distinguish recordar and acordarse. Examples.

4. camino de hierro (l. 8). Give a Spanish equivalent expression.

5. Gracias á Dios (l. 10). Supply the ellipsis.

6. Write in full the pres. indic. of hecho, the past def. of sido, the pres. subj. of voy, the impf. indic. of visto, the pres. subj. of herido.

II.

Translate into Spanish:

1. (a) Let there be some one at the door. Let no one come in (pasar).

(b) When the sun goes down among clouds it is a sign that the following day will be overcast or stormy.

(c) What kind of weather is it going to be tomorrow? It will be very hot I am sure.
(d) He who makes shoes is called a shoemaker; he who mends them is called a cobbler.

(e) The train has just arrived and will not go out again to-day.

2. (a) Let us take a walk around the Puerta del Sol. Oh no! Let us be off to Don Manul's.

(b) The house in which we used to live was much larger than this one, and it opened on a large and beautiful garden.

(c) Many Spaniards breakfast at seven or eight o'clock, lunch at half-past eleven or twelve, and dine between six and seven in the evening.

(d) If you were to help me to-day, I should help you to-morrow.

(e) We ought to learn something new every day.
ANNUAL EXAMINATIONS: 1891.
SECOND AND THIRD YEARS.

SPANISH.
HONORS.
Examiner: W. H. Fraser, B.A.

I.

1. Explain the use of the accent-mark in the following forms: qué?, és, útil, lústima, dáme, se, tendzmente, and explain why no accent-mark is needed in verdades, hablamos, comen.

2. Give the fem. plur. of each of the following: cualquiera, por, azul, anduluz, cortes, atroz, inglés, nacional, traidor, menor.

3. Translate into Spanish:
   (a) She seems wiser than she is.
   (b) He is more of a child than I thought.
   (c) The year eighteen hundred and ninety-one.
   (d) He has given me more than half his money.
   (e) A good boy. Good boys.

4. Translate the following, using usted or its substitutes:
   (a) I tell you ladies, we shall have fine weather to-morrow.
   (b) Do you remember the 10th of May.
   (c) I shall come to see you (pleonastic constr.) and tell you the news.
   (d) An acquaintance of yours told me so.
   (e) My friends and yours will arrive here this afternoon.

5. Write one example for each of the following, illustrating its correct use in a sentence: lo que, cuyas, cuáles, ajenos, eso, tan, allá, para, por, sino.
6. When is the past participle variable? Examples.

7. Make a table of the endings of, (a) the conditional, (b) the past def. 1st conjugation, (c) the pres. subj. 3rd conjugation, (d) the impf. subj. 2nd conjugation, (e) the fut. subj. 3rd conjugation.

8. Translate the following, remarking upon the mood of italicized words:
   (a) Me admiro que no lo confieses con franqueza.
   (b) Tampoco fue él único que en su siglo emprendiese guerras religiosas.
   (c) Yo quisiera que vinieseis esta noche a tomar el té con nosotros.
   (d) Sería mejor que leyese despacio.
   (e) Si él tuviese dinero contante no pondría en venta su casa.
   (f) A no ser yo el que lo pedí, no tendría inconveniente.

9. Give, (a) the various forms of the present stem, (b) of the preterite stem, (c) of the future stem of the following: tener, huir, pedir, sentir, pensar.

10. Translate into Spanish, giving in each case your reason for the position of the personal pronoun object:
   (a) I am going to look for them.
   (b) Let us go (irse). Let us not go.
   (c) He leads them (f.) to them (f.).
   (d) Having told you (2 sing.) so.
   (e) Have the goodness to hand (entregar) me it.

II.

Translate into Spanish:

1. (a) The customs of Morocco are very different to those of Europe.
   (b) I saw one hundred soldiers drawn up in the public square.
   (c) The royal palace is larger than any of the houses in the city.
   (d) Last night occurred a most shocking attempt against the king's life.
   (e) They are in that room writing exercises; their exercises to-day are more difficult than those of yesterday.
2. (a) If the children were to behave well at school, they would have a present.

(b) I need a pen, ink, and paper. Now I have what I want, and shall begin to write.

(c) What have you to do this afternoon? I have a great deal to do.

(d) Where is the house in which you used to live? It is in the second street to the right.

(e) How old is your little brother? He is about ten years old.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

ORIENTALS.

PASS.

Examiners: { J. M. HIRSCHFELDER.
{ J. F. McCURDY.

1. Translate Exod. ii. 5, 12:

2. (v. 5). Give the root. What is it a contraction of? Translate: my daughter, their daughters.

Parse v. 5, הַיַּלְדוֹת v. 5, הַיַּלְדוֹת v. 12, הַיַּלְדוֹת v. 12.

3. Translate Ruth ii. 11:

In what does this verb differ from the verb בָּשַׁת to wash?
4. Parse, and explain this construction.
   a. Give the constr. sing., and absol. plural.
      Translate: his father, your fathers.
   b. Give the other nouns which form the constr. sing. like this noun.
      Point out the tonesyllable in these words. Give your reason.

5. Translate 1 Kings v. 9, 10:

6. Decline the 1st noun in the singular, and
   the 2nd in the plural.
   Parse, and inflect the uncontracted form.

7. Translate 2 Kings xviii. 19, 20:

8. Give other verbs which form the future
   like this verb. What was the date of
   this speech, and the historical situation?
   What were the Rabshakeh’s chief argu-

9. Translate Isa. ii. 8, 9:

10. Parse
    Explain the formation of the last named word.

11. Translate Psalm viii. 3, 5:
12. "יִתְנָה." Give the root of the second noun. Translate his mouth, my strength.

"שִׁינָה." In what does it differ in its use from "שִׁנָ"?
HEBREW SYNTAX AND COMPOSITION.

1. What is the true theory of the origin and syntactical history of the relative גֵּרָה? Illustrate this from the present uses of the word. How may the relative idea be expressed otherwise than by employing גֵּרָה?

2. Translate into Hebrew:
   When a young man gets married it is his custom to invite his friends to a feast. Any one who is not there at such a time after being invited is not considered (ברון) a friend.

3. What various ideas may be expressed by apposition in Hebrew?

4. Translate into Hebrew:
   It is a great plague upon [any] land when hail or heavy rain falls upon the standing crops. Such a plague was sent upon the land of Egypt in the old days, and all the people of that land, and the sons and daughters of the king himself, rose up and said to him: "Intercede for us, that this evil be removed from us."

5. Give proofs from any constructions known to you that the adjective in Hebrew was properly an abstract noun. In what ways may our superlative degree be expressed in Hebrew?
6. Translate:

It was said that all the deputation (= the sent), from the oldest of them to the youngest of them, were eloquent men; but it became known from their speaking that ten of them were in truth mere chattering (men of lips).

7. Give a summary of the various uses of the Perfect tense in Hebrew.
Translate:

"ותיה ימי בארץ איש בייבי יברת אש וע стала שם וגו'."

"ותיה ימי הארץ איש בייבי יברת אש וע стала שם וגו'."

Onkelos, Gen. i. 14-16.

2. Parse the words marked *. Compare them with the corresponding forms in Hebrew, explaining phonetic changes in the consonants when it is necessary.
3. Translate:

גְּנֶּקֶץְ יָדָן דּוֹלְחָה מַחְגֶּרֶתָה לַעֲשֵׁיָה יָדָן בָּלַק אֵדַּוַּהוּ מַרָּגֶרֶתָה מְדַמַּרֶתָה מְדַמַּרֶתָה מְדַמַּרֶתָה מְדַמַּרֶתָה

Onkelos, Gen. ii. 6-9.

4. Is the construction of the verbs in v. 6 the exact equivalent of the Hebrew? Explain the use of the last word in v. 7 as representing the original term.

5. Parse 'חרֶרֶתָה (v. 7) and explain the origin of the suffix as compared with the corresponding Hebrew. Account for the form עֵרֵכֶךָ (v. 9). Cite a similar form of like origin.

6. Mention the chief vowel and consonantal changes exemplified in words of the same origin as they appear in Hebrew and Aramaic.

II.

EAST ARAMAIC.

1. Translate:

חֲכַרְתָּא 'אָלָהָה יָבֵבֶשְׁתָּא 'ארָא וָלֵכֶנְסָא דּ'מָאָה קֶשֶׁךָ יַמְנַא וָבֶזֶּא 'אָלָהָה דּ'סָפִּינ. II'וּמָא ר 'אָלָהָה חֲפֵפֶק (י) 'ארָא תָגֶּדֶתָא אֶשֶּבָא דּ'מָצֶדֶרָא זָרַא לָגָנֶסֶח. Gen. i. 10, 11.

2. Parse 'חֲפֵפֶק (י) (v. 11). Is there any justification for the final y in the present text? Parse mez 'רָא (v. 11), and explain the form. Inflect the Perfects 'וּמָק (v. 10), and 'וְמָר (v. 11).

3. Turn the above passage into Targumic and Hebrew.

4. Translate:

וַאֲרָא וָקָבָסָה וָקָבָסָה וָקָבָסָה וָקָבָסָה וָקָבָסָה וָקָבָסָה. (Gen. i. 28.)

5. Inflect the imperatives in the above passage.

6. What are the principle differences between East and West Aramaic in the noun and verb forms and their inflections?
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

ORIENTALS.

HONORS.

(TEXTS AND GRAMMAR.)

Examiners: (J. M. HIRSCHFELDER.
J. F. McCURDY.

1. Translate:

בָּאָרָה הַזָּמֵן לְשׁוֹנָה הַדָּבָר הַשְּׁפָאָר הַיּוֹם לְתוֹרָה הַתּוֹרָה לְתוֹרָה


הַזָּמֵן לְשׁוֹנָה הַדָּבָר הַשְּׁפָאָר הַיּוֹם לְתוֹרָה


Exodus ix. 27-29.

2. Write in order with the vowels the words above left unpointed. Parse the words marked *; and give the construction of each in the present connection.

3. Translate:

ורָאוּ אֶת הָאָדָם כְּשֶׁהוּא בּוֹאֶת עַל תַּבָּנָה עַל הַבְּנֵי יִשְׁרָאֵל


Numb. xxiii. 3-6.
4. Explain the changes produced in any forms in the above extract through the influence of the pause, and also through the employment of Waw Consecutive. Distinguish between the use of וְ(v. 3) and בְּ(v. 6). Inflect the Imperfect and Imperative of קַלּו.

5. Translate:

דִּירָאָרִים אֵלִיָּהוּ וְשְׁמַשׁוֹן אָסָי יִשְׁפְּלָקֵץ יִתְמוֹנָה לִלְחָם אֵלִיָּהוּ וְרֵהָמִית חַסְדָּא הָאָדָם וְנֶחְמָלָה לָהּ פָּרֵסְהַמִּים שָׁבְעֵה יַרְחָמִית לִלְחָם אֵלִיָּהוּ וְרֵהָמִית חַסְדָּא הָאָדָם וְנֶחְמָלָה לָהּ פָּרֵסְהַמִּים שָׁבְעֵה יַרְחָמִית לִלְחָם אֵלִיָּהוּ וְרֵהָמִית חַסְדָּא הָאָדָם וְנֶחְמָלָה לָהּ פָּרֵסְהַמִּים שָׁבְעֵה יַרְחָמִית לִלְחָם אֵלִיָּהוּ וְרֵהָמ

Jud. xvi. 7-9.

6. Explain the use of the tenses in v. 9. Parse וְ(v. 9) and express the same sense, putting the verb in a finite construction. Inflect the Perf. and Imperf. of יִדָּעְךָ. Decline the nouns of Class I. occurring in the above verses.

7. Translate:

נִכְרַת הַיּוֹלֵכְךָ רֹוד בִּרְתָּה בִּאֲבוֹתֵךְ וְאֹתוֹ נְכַסְּיָה נִכְרַת הַיּוֹלֵכְךָ רֹוד בִּרְתָּה בִּאֲבוֹתֵךְ וְאֹתוֹ נְכַסְּיָה

Sam. xviii. 3-5.

8. Parse וְ(v. 3). Mention other verbs which adopt a similar form in the like constructions. Give the derivation of the proper names occurring in these verses.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

ORIENTALS.
HONORS.

LITERATURE AND ANTIQUITIES.

Examiners: { J. M. Hirschfelder. } { J. F. McCurdy. }

1. What systems of writing were prevalent among the ancient Semites? Give a brief sketch of the history of each, as far as it can be made out.

2. Give a classification of the Aramaic dialects. What was the character of the influence exerted by the Aramaeans in history and also in literature? How did Aramaic come to supplant Hebrew as a spoken language?

3. Through what principal changes has the Hebrew text of the Old Testament passed?

4. Name the divisions of the Hebrew Bible, the books included in each, and the principles followed in the classification.

5. What were the oldest forms of literary composition among the Hebrews? Cite specimens. What institutions preceded and conditioned historical composition, properly so called?

6. What is the chief motive of the Book of Kings? Trace the general connection between History and Prophecy in the Old Testament. How were both determined by the relations of Judah and Israel to other nations?

7. What were the principal stations of the Israelites between Goshen and Sinai? What countries and rivers were traversed by them between Mount Hor and their most northerly march east of the Jordan? What were some of the literary results of each of these journeys?
1. Logic is the science of the laws of thought.
   Logic is the art and science of reasoning.
   Logic is the art of thinking.

   Criticize these three Definitions.

2. What have you to remark about the Principles of Identity being enunciated by the proposition A is A?

3. Is the Principle of Causality equally well stated by:
   (a) Every event has a cause;
   (b) Every effect has a cause;
   (c) Nothing exists without a sufficient reason?

4. Formulate the laws governing a sound logical Division.

5. Taking the Proposition: Oysters are nutritious, illustrate by modifications of it, Contrary, Contradictory, Subaltern, and Sub-contrary opposition.

7. Show that to reach a valid conclusion, the middle term must be distributed at least once in the premises.

8. Of what form and quantity is the conclusion drawn from premises, one of which is affirmative, and the other negative, according as both premises are universal, particular, or singular Propositions?

9. How is the Figure of a Syllogism determined? Give an example of each figure.
10. What laws must be observed to guarantee the validity of a Disjunctive Hypothetical Syllogism?

11. Sight, hearing, smell, touch and taste are sometimes for us an occasion of error.

Examine in what this Syllogism is anomalous, the regular Deductive Syllogism being the standard. On what principle has it a logical value?

12. Give examples of the fallacies of Composition, Division, and Begging the Question.
1. What is the relation of Induction to Deduction? Distinguish the three acts of mind called Simple Apprehension, Judgment, and Reasoning.

2. What do you understand by the Laws of Universal Causation, and of the Uniformity of Nature? As to the origin of the belief in these Laws, what different views are held by two rival schools of psychologists?

3. Estimate the relative values of Observation and Experiment for purposes of inductive research.

4. Does the following theory satisfy the conditions of a genuinely scientific hypothesis:
   "Falling bodies are dragged to the earth by the action of invisible spirits."

5. Give a brief exposition of the method of agreement, indicating its imperfections and its chief value.

6. What do you mean by the distribution of a term? Assuming the falsity of the respective propositions A, E, I, O, what may you affirm in each case as to the truth, falsity, or doubtfulness of the remaining three?

7. Define Inference and Conversion. Indicate four processes by which conversion may be brought about, and give an example to illustrate each method.
8. Indicate the four important moods of the second figure, and state the reason why this figure can give only negative conclusions.

9. Throw the following argument into syllogistic form. Give the contradictory of the major premise, and the converse of its contradictory:

The world had a beginning. It must therefore have had a cause, for everything that begins to be must have a cause.
1. (a) Give Mill's definition of Logic, and state his objections against definitions with which he contrasts his own.

(b) What objects are served by Classification and Division?

2. (a) Classify connotative and non-connotative names.

(b) Explain the connotation of privative and of relative names.

3. (a) Discuss fully the import of propositions.

(b) Should a doctrine of the categories precede or follow a doctrine of the import of propositions?

4. Examine Mill's view as to the universal type of reasoning.

5. Can the theories of predication held by Mill and Hamilton respectively, be traced to a common source?

6. Reduce the rules of the syllogism to the smallest possible number.

7. State and examine the various definitions given by Mill of Induction.

8. What ground is there for believing that what is true in certain actually observed cases, must be true in other cases that have not been actually observed? In other words, what is the ground of induction?

9. Illustrate by examples the four methods of inductive inquiry.
1. Enunciate the principles or primary laws of Logic. Which of these is prior to the rest? Show how in Logic a negative principle may be prior to a positive principle.

2. What are the conditions necessary for the validity of the principle of contradiction?

3. State briefly the aristotelian doctrine of universals.

4. Point out clearly what is meant by heads of predicables and categories; and what relation exists between them.

5. Distinguish real definition and logical division.

6. "Judgments are also divided into judgments a priori or analytical, and judgments a posteriori or synthetical." Examine.

7. Has the proposal to quantify the predicate of all propositions any logical basis?

8. State the laws of the conversion of propositions.

9. What are the two principles on which the syllogism is based? Show by reference to formulated syllogisms that in the various moods summed up in the mnemonic for any one of the figures, these principles govern.
10. (a) All just men are religious:
Some men are not religious;
Some men are not just.

(b) Every charitable person is loved;
Some charitable persons are well-off;
Some well-off people are loved.

(c) All ingratiates are selfish;
Some politicians are not selfish;
Some politicians are not ingratiates.

Reduce (a) and (b) to the first figure; and prove (c) by reduction per impossibile.

11. If $X$ is $Z$, $A$ is $B$;
But (a) $X$ is $Z$;
(b) $X$ is not $Z$;
(c) $A$ is $B$;
(d) $A$ is not $B$.

What conclusions may be drawn according as (a), (b), (c) or (d) is stated?

12. Put into syllogistic form and point out anomalies and fallacies, if any, in the following:

(a) Some statesmen are tyrants; for, like the latter, they are not friends of liberty.

(b) There are in the Athletic Club only four officers, each of whom has taken the pledge. Therefore all the officers of the Club are temperate.

(c) It has been observed on several occasions that a fall of the barometer is invariably followed by rain; and that a fall of rain is invariably preceded by a fall of the barometer, consequently when the barometer falls, and only when it falls, we shall soon have rain.
University of Toronto.
ST. MICHAEL'S COLLEGE.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

PSYCHOLOGY

Examiner: REV. P. S. DOWDALL, D.D.

1. Examine the relations of contrast, similarity and mutual inter-dependence between Psychology and Logic.

2. "The hypothesis of faculties has led to the false supposition that mental activity instead of being one and the same throughout its manifold phases, is a juxta-position of totally distinct activities answering to a bundle of detached powers."—(SULLY). Criticize.

3. "My present knowledge of an extended material universe independent of my mind is inexplicable unless at least in some of my percipient acts there is contained an immediate apprehension of extension."—MAHER.

(a) What are your grounds for believing in the existence of an extra-mental material world?

(b) Investigate the ultimate hypothesis necessitated by the denial of this inexplicability.

(c) Examine what percipient faculties give us a direct immediate presentation of superficial extension and distance.

4. Enunciate the chief principles conditioning the reproduction of phenomena in the mind, and examine them comparatively under the aspects of far-reachingness and fundamentality.
5. Point out the prominent features of contrast
   (a) Between creations of the imagination and objects of the material world.
   (b) Between phantasms and concepts.

6. "Intecllet may be defined broadly as the faculty of thought. Under thought we include attention, judgment, reflection, self-consciousness, the formation of concepts, and the process of reasoning. These modes of activity all exhibit a distinctly supra-sensuous element."—MAHER. Prove this last statement.

7. Describe the limits within which you accept the doctrine of the relativity of knowledge; and within these limits determine the comparative perfection of the sensuous and supra-sensuous cognitions of primary and secondary qualities of matter.

8. Demarcate belief from knowledge.

9. Investigate the nature of pleasure, and the conditions determining its intensity, duration and qualitative variation.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

PSYCHOLOGY.

PASS AND HONORS.

Examiner: J. McD. Duncan, B.A.

*. * Candidates will enclose their answers to I. and II. respectively in different envelopes, and write on each envelope the name of the examiner.

I.

1. Examine carefully the principal objections urged against the opinion that consciousness is the only method by which we can become directly acquainted with the phenomena of mind.

2. Classify and define the functions of mind.

3. Analyse the perception of an external object.

4. (a) Discuss the relation each to the others of the laws of association as ordinarily classified.

   (b) How is the suppression of certain links in a chain of association accounted for?

5. Explain the general character and grounds of illusion.

6. Define analytic and synthetic judgments. What warrant is required by each of these classes of judgment?

II.

Examiner: F. Tracy, B.A.

1. Carefully define emotion, distinguishing it from sensation on the one hand, and from thought on the other.
2. Classify emotions according to their objective reference, or according to their exciting cause.

3. Describe the emotion of Fear, Anger, the Ludicrous, the Sublime, with special reference to their physiological expression.

4. Discuss Mr. Darwin's position that most of the expressions of the emotions are hereditary, being the result of "servicable associated habits," formed in the course of ancestral experience.
University of Toronto.

ST. MICHAEL'S COLLEGE.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

PSYCHOLOGY.

HONORS.

Examiner: REV. P. S. DOWDALL, D.D.

1. Which are the principal forms of objective investigation in psychical phenomena?

2. Give Plato's, St. Thomas' and Herbert Spencer's classification of the mental faculties.

3. Are we justified in attributing to the soul special forms of mental activity?

4. Criticize the following definition: "Sensation is the feeling of pleasure or pain attached to an act of sensuous apprehension."

5. Explain what the school-men understood by 'species sensibilis' and 'species intelligibilis'.

6. Do any of our percipient acts immediately make known to us the existence of a reality other than ourselves?

7. Describe the different internal senses according to the Aristotelian Doctrine. Is such a Division of Internal Sensibility important?

8. Is memory a sensuous or an intellectual faculty?

9. Show the distinction between Intellect and Sense by means of (a) Necessary Judgments.

   (b) Reflexion and self-consciousness.

10. Discuss the theory of (a) Innate Ideas.

    (b) Empiricism.
11. How would you show the existence of the "**Intellectus agens**?"

12. By what intellectual process do I affirm as necessary the "**Principle of Causality**?"

13. What is your opinion of the school which holds that conscience is a special original aptitude of the mind capable of feeling the moral quality of actions?
1. "Ideae aliae innatae, aliae adventitae, aliae a me ipso factae mihi videntur." (Some ideas appear to me innate, others to have come from without, and still others to have been formed by myself.)—Descartes.

(a) Enumerate all possible views as to the dependence of human knowledge upon experience and mental function respectively.

(b) Determine which of these views was held by Locke, and state clearly the truth and error of his position.

2. Give Locke's account of the idea of solidity. Is his account of this idea consistent with his definition of primary qualities?

3. Perception, as it is the first faculty of the mind exercised about our ideas, so it is the first and simplest idea we have from reflection. Locke, Essay.

(a) Point out the confusions involved in this account of perception.

(b) Explain how Locke came to represent the mind as passive in the reception of its original ideas (a) of sensation; (b) of reflection.

4. Is a science of nature compatible with the acceptance of Locke's doctrine of essence?
5. What laws, according to Hume, does the imagination generally follow in bringing up successive ideas? Criticise Hume's classification of these laws.

6. (a) Trace the derivation of Hume's theory of "general ideas" from Locke through Berkeley.

(b) Does Hume, in treating of "general ideas," make any assumptions inconsistent with his general philosophical position?

7. Examine the ground of Hume's rejection of infinite divisibility.

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

POLITICAL SCIENCE.

CANADIAN CONSTITUTIONAL HISTORY.

HONORS.

Examiners: { J. M. McEvoy, B.A. 
              A. T. Thompson, B.A. 

N.B.—Candidates are requested not to attempt more than eight questions.

1. Outline the Government of Canada under the rule of French Trading Companies.

2. Describe the system of Government established in Canada in 1663. Note any important changes in its structure during the next hundred years.

3. What rights were guaranteed to the French Canadians at the capitulation of Quebec and of Montreal, and by the Treaty of Paris? What additional rights are they entitled to at the hands of Canadians of British extraction?

4. What was the policy of the Quebec Act?

5. What changes in the Constitutions of the Canadas were recommended by Lord Durham? Was his policy justifiable?

6. Outline the struggle for "Responsible Government" in Upper Canada between 1791-1840.

7. Distinguish between "Responsible Government," as understood and administered by Sydenham and Metcalfe, on the one hand, and Lord Elgin on the other.
8. Out of what did the question of "Clergy Reserves" arise, and in what manner was it settled?

9. What do you understand by "Cabinet Government?"

10. Describe the functions of either Township Councils or County Councils in Ontario.

11. Describe the state of political affairs at the time it entered Confederation of either British Columbia or New Brunswick.

12. Compare very briefly the relations between the Provinces and the Dominion as established by the B. N. A. Act, with those between the States and the Union as established by the American Constitution.
ANNUAL EXAMINATIONS: 1891.
SECOND YEAR.
POLITICAL SCIENCE.
HONORS.

Examiners: J. M. McEvoy, B.A.
           A. T. Thompson, B.A.

N.B.—Candidates are requested not to attempt more than eight questions.

POLITICAL ECONOMY.

1. Examine the assumption made by some Economists, that all persons will act in such a manner as will secure their own best interests.

2. What are the relative advantages and disadvantages of the division of labor?

3. Co-operation in production has not been so successful as co-operation in distribution. How would you account for this?

4. Define value. How is the value of commodities determined?

5. "The fundamental cause of rent is difference in fertility.—Symes. Criticize.

6. What do you understand by "average rate of profit?"

7. State the theoretic arguments, if any, in favor of protection and the practical disadvantages, if any, in its application.

8. What are the objects of trades unions? How far are they suited to the attainment of these objects?

9. State the various circumstances which explain and justify the payment of interest.
10. What would be the result if the government were to issue bills to every farmer to the extent of $500 on the security of his real estate?

11. Illustrate the correct and incorrect use of the phrase “a violation of the laws of Political Economy.”
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

POLITICAL SCIENCE.
HONORS.

Examiners: { A. T. THOMPSON, B.A.
{ J. M. MCÉVOY, B.A.

Note.—Not more than seven questions must be attempted, of which the last must be one.

ENGLISH CONSTITUTIONAL HISTORY.

1. “The English system was strong in its substructure, weak in its superstructure; the Norman system strong in its superstructure, weak in its substructure. The Norman conquest placed the strong Norman superstructure on the strong English substructure.” Explain.

2. Criticise Kemble’s “Canons” concerning the powers of the Witan.

3. Under what circumstances did Taxation, in its modern sense, begin in England, and, prior to this, how were the burdens of government borne?

4. How did William I. modify Continental Feudalism for the purpose of strengthening the central power?

5. Trace the growth of Parliamentary Representation during the 13th and 14th centuries.

6. “It is not probable that so despotic a government as that of the Tudors could have been established at any other period in English history.” Explain and criticize.
7. What important Acts were passed by the Long Parliament, and how did they affect the constitution?

8. How was the constitutional power of the Privy Council weakened during the Tudor and Stuarts periods, and what was Sir William Temple’s scheme for restoring it to its former importance?

9. What was the nature of the Reform Bill of 1832? What have been its effects on the Government of England?

10. Translate and comment upon the following passages:

(a) “Nulli sint in civitate vel burgo vel castello vel extra... qui vetent vicecomites intrare in terram suam vel socam suam ad capiendum illos qui rettati fuerint... quod sint robatores.”

(b) “Sciatis nos... concessisse Deo... quod Anglicana ecclesia libera sit.”

(c) “Communia placita non sequantur curiam nostram sed teneantur in aliquo loco certo.”

(d) “Praeminentes priorum et capitulum ecclesiae vestrae, archidiaconos, totumque clericum vestrae diocesis, facientes quod idem prior et archidiaconi in propriis personis suis, et dictum capitulum per unum, idemque clericus per duos procuratores idoneos... una vobiscum intersint.”

Comment upon the following passage:

(e) “Levying money for or to the use of the Crown, by pretence of prerogative, without grant of parliament, for longer time or in other manner than the same is or shall be granted, is illegal.”
1. Define force. What is a dyne?
A mass of 10 grammes is moving with a velocity of 100 cm. per second. What constant force acting on it for 10 seconds will reduce the mass to rest?

2. Define energy. State the principle of the conservation of energy.
Show that the kinetic energy of a mass $m$ moving with velocity $v$, is $\frac{1}{2} mv^2$.

3. Shew how to measure the pressure at a point in a heavy liquid.
Find the pressure in dynes per square centimetre at a point one metre below the surface of water.

4. State the law connecting the pressure and volume of a gas under constant temperature.
Modify the statement of the law so as to include variations of temperature.

5. Describe and give the theory of any common form of Salimeter,
6. Classify the successive effects produced by the continuous application of heat to a piece of very cold ice.

   The coefficient of linear expansion of glass being .0000085, find the coefficient of cubical expansion.

7. Define \textit{temperature, absolute temperature}. Describe the method of graduating a centigrade thermometer.

   Show how to make a thermometer that will register the highest temperature attained during a given period.

8. Define \textit{latent heat}.

   One kilogramme of steam at 100°C. is passed into 10 kilogrammes of water at 20°C., giving a temperature of 76°C. Deduce the latent heat of vaporization.

9. Describe carefully any common form of voltaic cell. State and define the units of \textit{electromotive force, resistance, and current}.

10. State the laws of currents induced by currents.

    Explain the construction of the induction coil.

11. Describe the ordinary apparatus used for telegraphing, or that for telephoning.

    \textbf{Note.}—Candidates will write on only eight questions.
1. Describe the preparation and properties of the element nitrogen. It is required to fill a gas holder with nitrogen at a pressure of 743 mm and 16.7°C; calculate the weights of the materials necessary for each cubic metre of gas.

In what way could nitrogen be shown to be present in nitre acid?

2. Write equations representing
   (a) the solution of silver in nitric acid
      (1) dilute, (2) concentrated;
   (b) precipitation of the silver by hydrochloric acid.
      (c) reduction of the precipitate by zinc. Calculate the volume of hydrogen chloride (at 0°C and 760°) required for each gram of the silver-salt in solution (b).

3. To account for errors in determinations of the atomic weight of Tellurium the presence of an unknown element of the same group, with higher atomic weight, has been suggested. What properties, physical and chemical, would you expect such an element to have?

4. State the evidence for Avogadro’s law. How are exceptions explained? Deduce the rule, “22.327 liters of any gas at 0°C, and 760 mm weighs its molecular weight in grams.” Calculate the molecular weight of a gas whose density (air = 1) is 2.08.
5. What relation has been found between atomicity or valence and atomic weight?

Write constitutional formulae of the principal compounds of sulphur so as to show the atomicity of this element.

6. A sample of bromine is believed to contain some chlorine. Describe how you would ascertain whether this is, or is not the case.

6b. Write a brief description of the method of detecting manganese in qualitative analysis. Write equations for each of the reactions which occur in the detection, assuming that the manganese was present as permanganate of potassium.

7. Write a short account of the chemistry of manganese and its compounds.

6 and 6A are alternative questions. Greater credit will be given for 6A.
1. Give an account of the reproduction of the horse tails (Equesetaceae).

2. What is meant by Saprophytic and Parasitic plants? Describe briefly their physiological peculiarities, and give examples of both groups.

3. Give a full account of the structure and functions of sieve tissue, and of its occurrence in the plants.

4. Give an account of the structure and formation of cork tissue. What are its chief functions?

5. Describe fully pallisade tissue. Where does it occur? What are its functions, and what conditions govern its formation?

6. Proterandrous, Protogynous, Trimorphic, Dimorphic: explain these terms. In connection with what special character of flowering plants are they used?
1. Describe fully the structure of the heart, and give the circulation of the blood in the cray-fish.

2. Describe fully the structure of the brain of the frog, and give an account of the course and distribution of the cranial nerves.

3. Give an account of the parasitic forms of Protazoaa, showing this relationship to the non-parasitic forms.

4. Describe fully the structure, reproduction, and life history of Echinorhynchus gigas.

5. Outline the classification of the Amphibia, and mention some of the commoner Canadian forms.

6. Give a description of the reproduction and excreatory organs of the common earthworm.
1. Arrange the following minerals in determinative groups:

Graphite, Stibnite, Mispickel, Copper Glance, Fluorspar, Barytine, Molybdenite, Specular Iron, Anthracite, Garnet, Corundum, Aragonite.

State the composition of each.

2. What phenomena may be observed when a mineral is subjected to the fusion test?

What happens when Gypsum, Sphalerite, Prehnite, Malachite, Celestine, and Schorl are so treated?

3. State the uses to which (a) Oxide of Copper, (b) Potassium Iodide, (c) Potassium Cyanide, and (d) Carbonate of Soda, are put in blowpipe analysis.

What reaction takes place in the formation of colored glasses with Borax and Phosphor Salt on platinum wire?

4. Give the blowpipe characters of (a) Pyromorphite, (b) Dark Red Silver Ore, (c) Chromite, (d) Cinnabar, (e) Pyrolusite.

5. Define the following terms as applied to minerals: Dichroism, Refraction, Aspect, Isomorphism. Give two examples of each.

6. Describe the class of Oxides, and name six common examples, with the composition and mode of occurrence of each.
7. Under what circumstances does color become of value in determining the composition of a mineral?

8. What is the composition of Canadian Apatite?
   What forms are exhibited by its crystals?
   Where does it occur?
IMAGE EVALUATION
TEST TARGET (MT-3)

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1. Describe fully the structure of the human eye.
2. Give an account of the changes which the blood undergoes in passing through the tissues of the body.
3. Describe fully the processes of digestion in the small intestine.
4. What is meant by reflex action?
   Describe experiments illustrating your answer.
5. Give an account of the various forms of muscle fibre found in the animal body.
1. Define the term "fossil" as used in geology. Point out the different ways in which organic bodies may be fossilized and preserved. What causes the imperfections in the geological record?

2. State the zoological or botanical relation of the following genera, and their range in geological time: Favosites, Zaphrentis, Calamites, Sigillaria, Orthis, Nummulites, Paradoxides, Chonetes, Cephalaspis, Productus, Trinucleus, Petraia, Asaphus, Ostrea.

3. Of what strata are the following genera characteristic:
   Serpula, Murchisonia, Columnaria, Halysites, Michelinea, Aulopora, Orthoceras, Balanus, Calymene, Petraster.

4. Under what groups are trilobites arranged? Describe each group, and give the name of a typical genus in each, with its geological position.

5. Describe a typical brachiopod. State the geological range of representatives of the class. Name any living genera.

6. Into what orders may the cephalopoda be arranged? Give the distinctive characters of each, the leading fossil forms and their range.
1. Describe fully the structure and methods of reproduction in the Siphonaeae.

2. Describe minutely the reproduction of the Brown Sea Weeds.

3. Give a complete account of the structure and development of the thallus of Chara.

4. Describe fully the structure and methods of reproduction of Penecillium.

5. Give a full description of the histology of Equisetum.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

ELEMENTS OF CRYSTALLOGRAPHY.
HONORS.

Examiner: F. G. Wait, M.A.

1. Define the following terms as used in crystallography:
   Crystal, holohedral form, pyramid, dome, basal plane, dimorphism, brachydome, primary form.
2. To what agencies do crystals owe their origin?
   Which have you seen in operation?
3. Law of Constancy of Interfacial Angles:
   State, and give examples of this law.
4. State the Law of Symmetry.
   What different forms may result when modifications take place in crystals in accordance with it?
5. Describe the holohedral forms of the rhombic system, and show by diagram the position of the various geometrical elements of the crystals of this system.
   Name six minerals belonging to this system.
6. Name the more common irregularities met with in crystals.
7. Name the forms present in the following combinations:
   (a) Rhombic Dodecahedron with its four-planed angles truncated;
   (b) Cube with angles replaced by three four-sided planes;
   (c) Pyramidal Cube with its cube edges truncated;
   (d) Tetragonal Pyramid with all its edges truncated;
   (e) Hexagonal Pyramid with basal edges bevelled;
   (f) Rhombohedron with polar edges truncated.
1. Define force. What is a dyne?
A mass of 10 grammes is moving with a velocity of 100 cm. per second. What constant force acting on it for 10 seconds will reduce the mass to rest?

2. Define energy. State the principle of the conservation of energy.
Show that the kinetic energy of a mass \( m \) moving with velocity \( v \), is \( \frac{1}{2} m v^2 \).

3. Show how to measure the pressure at a point in a heavy liquid.
Find the pressure in dynes per square centimetre at a point one metre below the surface of water.

4. State the law connecting the pressure and volume of a gas under constant temperature.
Modify the statement of the law so as to include variations of temperature.

5. Describe and give the theory of any common form of Salimeter.
6. Classify the successive effects produced by the continuous application of heat to a piece of very cold ice.

The coefficient of linear expansion of glass being .0000085, find the coefficient of cubical expansion.

7. Define temperature, absolute temperature. Describe the method of graduating a centigrade thermometer.

Show how to make a thermometer that will register the highest temperature attained during a given period.

8. Define latent heat.

One kilogramme of steam at 100°C. is passed into 10 kilogrammes of water at 20°C., giving a temperature of 76°C. Deduce the latent heat of vaporization.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

GEOLOGY AND PHYSICAL GEOGRAPHY.
HONORS.

Examiner: F. G. Wait, M.A.

1. What are the objects of geological research, and by what means does it proceed?

2. Briefly outline the various changes wrought upon rocks through the agency of air and of water.

3. Describe the following varieties of rocks, and state the composition of each:
   - Jasper, dolomite, gneiss, syenite, porphyry, chlorite, serpentine.

4. Of what strata are fossil remains of the following especially characteristic:
   - Reptiles, Cycads, Trilobites, Scorpions, Ferns, Graptolites, Ganoid Fishes, Marsupials, Insects?

5. Write a short description of the typical Palaeozoic rocks, having especial reference to their lithological character, and the principal fossils contained in them.

6. Enumerate, and briefly describe, with diagrams, six genera of plants occurring in the Carboniferous Formation. Give their botanical relations, and living representatives.

7. "During the Palaeozoic and Mesozoic ages, and the earlier epochs of the Cenozoic age, the entire surface of the globe appears to have possessed a warm and comparatively uniform temperature, resembling that which now prevails in inter-tropical regions.... As
time passed on, a great climatic change appears to have crept slowly over all the northern portions of both the eastern and western continents.... Under its influence, the once warm climate gradually gave place to all the rigours of an Arctic winter."—Chapman's Minerals and Geology of Ontario and Quebec, pp. 206 and 207.

Upon what evidence do the above statements rest?

What reasons have been assigned for the climatic change above referred to?

8. Constant and Variable Winds:
Name the more notable examples of each of these classes, with their causes, and location.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR.

CHEMISTRY AND MINERALOGY.

CALCULUS.

HONORS.

Examiners: 
{ JOHN Mcgowan, B.A.
{ ALFRED T. DeLury, B.A.

1. Explain what is meant by a function of a quantity.
What does the differential coefficient of a function of a variable quantity represent?

2. Prove the following:
\[ dx^n = nx^{n-1} \, dx, \quad duv = u \, dv + v \, du, \]
\[ d \tan x = \sec^2 x \, dx, \quad d \log x = \frac{dx}{x}. \]

3. Differentiate:
\[ \log \frac{x}{x + \sqrt{x^2 + 1}} \quad x^2, \quad \frac{x^2 + 2x}{a^2} \tan^{-1} \frac{x}{a}, \quad xe^x, \quad \sin \, nx. \]

4. Assuming that \( f(x+y) \) can be expanded in ascending powers of \( y \), prove
\[ f(x+y) = f(x) + y f'(x) + \frac{y^2}{2} f''(x) + \&c. \]
Expand \( \log (1+x), \cos x, \sin^{-1} x \).

5. Find the greatest right cylinder that can be cut from a right cone whose height is \( h \), and the radius of whose base is \( a \).

6. Find the equation of the tangent and normal to the curve \( y = f(x) \).
Find them for the curve \( ax^2 = y(x-a)^2 \) at the point \( x = y = 2a \).

7. Obtain the ordinary expression for the radius of curvature of the curve \( y = f(x) \) at the point \( (x, y) \).
Find the radius of curvature of the curve \( xy = m^2 \) at the point whose abscissa is \( a \).
8. Prove
\[ \int_{a}^{b} f(x) \, dx = f(a) \, dx + f(a + dx) \, dx + \ldots + f(b - dx) \, dx. \]

Find the values of \( \int \cot x \, dx \), \( \int x e^x \, dx \).

9. Find the area of the part of the circle \( x^2 + y^2 = a^2 \) between the limits \( x = a \) and \( x = b \).

Find also the volume generated by its revolution round the axis of \( x \), and the surface of the zone so generated, the limits in each case being the same as before.

10. Find the centre of gravity of the area enclosed by the curve \( y^2 = mx \) and the line \( x = a \).

Find also the centre of gravity of volume generated by the revolution of the same curve around the axis of \( x \), the limits being the same.
1. The element Iodine is said to dissociate at high temperatures, the experimental density approaching that required by a molecule containing a single atom. From the following figures obtained by Victor Meyer at 1500°C. in an estimation of the density of iodine gas by his process, calculate the apparent molecular weight and the percentage of the molecules I, which have undergone dissociation.

0.0704 gram. iodine displaced 10.74 cc. air measured at 720 mm and 13.8°C.

Give a short description of the apparatus used.

2. Explain the reasons which led chemists to assume that the atomic weight of tellurium was less than 128, before any review of its atomic weight had been made.

3. The molecule of ozone is thought to be $O_3$. On what fact is this conclusion based?
4. Write equations for the following reactions:
(a) Ammonium sodium phosphate is heated.
(b) Nitric acid on ferrous sulphate and sulphuric acid.
(c) Nitric acid on copper.
(d) Sulphuric acid on copper.
(e) Ferric sulphate is heated.
(f) Sulphuric acid on thiosulphate of sodium.
5. 158.7 cc of carbon dioxide are set free by the action of nitric acid on 0.976 gram of a mixture of calcium and barium carbonates, measured at 14.5°C and 749 mm. Calculate the composition of the mixture.
6. Give a short account of the chemistry of Sulphur and its compounds. Give the formula of chromium compounds, which justify its comparison with Sulphur.
7. From the data:

\[
\begin{align*}
[C, O] &= 96900 \\
[H, O] &= 68400 \\
[CH, O] &= 213500 \\
\end{align*}
\]

Calculate the heat of formation of marsh gas.

How would you proceed to find the heat of vaporization of \(C\)?
8. Discuss the probability of the existence of the compounds \(BiH\); \(Br_2O\); \(AgCl\); \(PbCl_2\);
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND YEAR—SECOND PAPER.

CHEMISTRY AND MINERALOGY.

INORGANIC CHEMISTRY.

Examiners: \{ W. H. Pike, M.A., Ph.D. \}
\{ T. Proctor Hall, M.A., Ph.D. \}

1. Describe the preparation and properties of pure dry hydrogen iodide. Give equations for its action on nitric acid, and on acid solutions of chromic and permanganic acids respectively.

2. A mixture of nitrous oxide and nitric oxide are exploded with excess of hydrogen, and the contraction on explosion observed.

Volume of mixture ... 17.4\text{cc}  \quad \text{All at the same temperature and pressure.}

After addition of hydrogen ... 38.8\text{cc}  \quad \text{After explosion} ... 17.55\text{cc}

From these data calculate the composition of the mixture, and its density in terms of air.

3. Why is the density of ammonium chloride said to be abnormal? Discuss fully the nature of the abnormality and the experimental evidence by which the suggested explanation as to its nature has been supported.

4. What facts led chemists to assume the existence of the element fluorine, before it had been isolated in the elementary form? What properties would you expect the element to have from its position in Mendelejeff's classification?

5. Write a short account of the chemistry of iron and its compounds.
6. How may cobalt be detected in qualitative analysis? Write equations for each reaction used in the detection.

7. "Charcoal does not assume the form of a permanently elastic fluid which one would expect of a very light element." DALTOn, 1810.

How far are the properties, chemical and physical, of the elements considered to depend upon the atomic weight of the present time?

8. A current of electricity is passed through a series of vessels containing silver nitrate, copper sulphate, and dilute sulphuric acid respectively. What weight of copper, and what volume of mixed oxygen and hydrogen measured at 16.4°C and 752 mm will be set free for each 1 grm. of silver deposited?
ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

GREEK.

Examiners: { MAURICE HUTTON, M.A. } { G. A. H. FRASER, M.A. }

"Candidates are cautioned against confining their attention to either one of the two authors. No Candidate will pass who omits the questions on parsing and syntax. In explaining the syntax of verbs explain always the reason of its mood, and in parsing sorists distinguish between first and second.

Candidates are requested to fold their papers on the two authors separately, and write "Xenophon" "Aristophanes" on the back before placing them in the envelope.

XENOPHON: MEMORABILIA, II., III., IV.

1. Translate carefully:

(a) "Ἰτέον δὲ εἰς θεασωμένους," ἔφη ὁ Σωκράτης. "οὐ γὰρ δὴ ἀκούσας· γε τὸ ἀληθον κρεῖττον· ἔστι καταμαθεῖν." Καὶ ὁ διηγησάμενος, "Οὐκ ἂν φθάνοιτ’," ἔφη. "ἀκολούθοιτες."

(b) "Αἰσχρον δὲ καὶ τὸ διὰ τὴν ἀμέλειαν ἠγράσαι πρὶν ίδεῖν ἑαυτόν, ποῖος ἂν κάλλιστος καὶ κράτιστος τῷ σαί τι γένοιτο· ταύτα δὲ οὐκ ἔστιν ἰδεῖν ἀμελῶντα· οὐ γὰρ ἐθέλει αἱτήματα γέγενται,"

"Ὅργιομένου δὲ ποτὲ τινος, ὃτι προσεπτών των χαίρειν οὐκ ἀντιπροσετηρῆθη, "Γελοίον," ἔφη, "τὸ, εἰ μὲν τὸ σῶμα κάκιον ἔχοντι ἀπίμηνσίς τῷ, μὲν ὁργίζεσθαι· ὅτι δὲ τῷ ἄγεχρῳ ἀνθρωποτέρῳ διακειμένῳ περιέρχεται, τούτῳ σε λυπεῖ."" Αὐλιον δὲ λέγοντος, ὃτι ἀπόδος ἐσθίοι, "Ἀκούμενος," ἔφη, "τούτου φάρμακον ἄγαθον διδάσκει,"

"Ερωμένου δὲ, "Πού;" "Παρεσαθιέεσθαι ἐσθίοντα," ἔφη "καὶ ἡμῶν τε καὶ εὐτελέστερον καὶ ὑμεινότερον," [φησί] "διάξειν πανσάμενον."
"Allou δ' αυ λέγοντος, ὅτι θερμόν ἐγ' τιρ' ἐνυτῷ τὸ ἔδωρ, ὃ πίνει, "'Οταν ἄρ', ἐφι, "βούλη θερμῷ λούσασθαι, ἐτοιμον ἔσται σοι." "Ἀλλὰ ψυχρῶν," ἐφι, "ὅστε λούσασθαι, ἐστίν."

(c) Εἰ δὲ τις, ὅτι, φάσκοντος αὐτοῦ τὸ δαιμόνιον ἐνυτῶ προσημαίνει ὁ τε δέοι καὶ ἡ μὴ δέοι ποιεῖν, ὑπὸ τῶν δικαστῶν κατεγρώθη θάνατος, οἶτει αὐτὸν ἐξέγερσαν περὶ τοῦ δαιμονίου φευγόμενον, ἐννοήσατο πρῶτον μὲν, ὅτι αὐτὸς ἦγε τά τότε πόρρω τῆς ἡλικίας ἦν, ὥστε, εἰ καὶ μὴ τότε, οὐκ ἂν πολλῷ ύστερον τελευτῆσαι τὸν βίον εἶτα ὅτι τὸ μὲν ἀχθερώτατον τοῦ βίου καὶ ἐν ὧ πάντες τῶν διάνοιαν μειῶται ἀπέλευσεν τοῦ δέ τούτου τῆς ψυχῆς τῆς ῥώμην ἐπεδειξάμενον εὐχλειαν προσεκτήσατο, τὴν δὲ δίκην πάντων ἀνθρώπων ἀληθεύτατα καὶ ἔλευθερωτάτα καὶ διακότατα εἰπὼν, καὶ τὴν κατάγνωσιν τοῦ θανάτου προφόρτατα καὶ ἀνδρωδέστατα ἐνεγκών.

2. Parse and explain the syntax of:
   (a) ἵτεον, θεασμούμενος, ἀκούσασθαι, τὸ, λόγου, φθάνοιτε.
   (b) ἔσπυρον, ἀμελουίτα, αὐτόματα, τῷ, μὴ ἂν ὀργίζεσθαι, τῷ ψυχήν, ἐστίνοτα.
   (c) τις, κατεγρώθη, θάνατος, ὑποστάτω, οὐκ ἂν, τελευτῆσαι, τῷ διάνοιαν, προσκετήσατο (what is the force of the pros) δίκην, ἐνεγκών.

HONORS ONLY.

3. Point out any discussions in these books in which Socrates holds an attitude different to that attributed to him on the same subject (1) by Plato in the Republic, (2) by Aristophanes in the Clouds.

4. προσημαίνειν ἃ τε δέοι καὶ ἡ μὴ δέοι κ.τ.λ. (c). How does this passage compare with Plato's account?

ARISTOPHANES: CLOUDS.

I. Translate:
   (a) ἔλθετε δη', ὃ πολυτιμητοὶ Νεῖλοι, τῷ ἐς ἐπὶ-δείξων
      εἰτ' ἐπ' Ὀλυμποῦ κορυφαὶς ιεραὶς χιονοβλήτοις κάθησθε,
      εἰτ' Ὁκεανοῦ πατρὸς ἐν κήποις ιερὸν χρόνον ἔστατε Νύμφαις,
      εἰτ' ἄρα Νεῖλον προχώρας ὑδάτων χρυσέας ἀρύτεσθε πρόχωσιν,
II. Parse and explain the construction of:

(a) τρόφιμα των, πρόχορσιν, χαρείσατο; (b) ὅτιν, ἀνείλετο, "πιτύχη; (c) κιθαριστῶν, κατανύφοι.

III. (a) Explain why the Chorus is an incongruous element in Comedy; account for its presence, and for the need of the so-called Attachment of the Chorus.

(b) Write brief explanatory notes upon: ὁ σώφρων τε χρώ κατατύπων: παρθένοι γάρ . . . τεκέων: παϊς δ' ἑτέρα . . . ἀνείλετο: νῦν οὖν Ἡλέκτραν . . . βόστρυχον.

(c) Scan the second line in extract (c), naming the metre, and accounting for its use in this passage. Whom are the Just and the Unjust Cause probably intended to personify? Give reasons for your answer.

IV. Who were the Sophists with whom Aristophanes identifies Socrates? Were there any grounds for such identification? Discuss concisely the justice of the charges brought by Aristophanes against the new educational system.
1. Translate carefully, with notes where necessary:

(a) καὶ τὸν μὲν ἢστο πλείστον ἀρθρίσης χρόνον
ἐπετέ" ἐμοὶ τὰ δεῖν ἐπηπείλησα ἐπη,
εἰ μὴ φανοῦν τὰν τὸ συντυχὸν πάθος,
καὶ ἤρετ' ἐν τῷ πράγματος κυριὶ ποτὲ.
κῦψα, φίλοι, δείσασα τοιειργασμένον
ἐλεξα πάν ὅσονπερ ἐξεπιστάμην.
ό δ' εὑρὼς ἐξώμοις οἰμώγας λυγρᾶς,
ἀς οὐποτ' αὐτοῦ πρόσθεν εἰσήκουσ' ἐγὼ.
πρὸς ἱηρ κακοῦ τε καὶ βαρυψύχου γύος
τοιοῦτο' ἄει ποτ' ἀνδρός ἐξηγεῖτ' ἐχειν'
ἀλλ' ἀνόφητος ὁδέων κοικιμάτων
ὑπεστέιναξε ταιρὸς ὑδ' ἄριστος.

(b) TET. ἔγω δέ γ' ἀνδρ' ὀπωνα μωρίας πλέων,
δε ἐν κακοῖς ὑδρίζε τοὺς τῶν πέλας,
κατ' αὐτὸν εἰσιδῶν τις ἐμφερῆς ἐμοὶ
ὀργήν θ' ὠμοὶς ἐπε τοιούτον λόγον,
ἀνθρώπον, μὴ ὅποις τεθνηκόντας κακοῖς
εἰ γάρ ποιήσῃς, ἵσθι πειμανούμενος,
τοιοῦτ' ἀνολβῶν ἀνδρ' ἐνούθετε παρὸν.
ὁρᾶ δέ τοι μν, κάστου, ὡς ἐμοὶ δοκεί,
οὐδεὶς ποτ' ἄλλος ἡ σὺ. μῶν ἱριξάμεν;
ME. ἀποεἰμ' καὶ γὰρ αἰσχρόν, εἰ πυθοῖτο τις
λόγοις κολάζεων ὁ βιώκεσθαι πάρῇ.
(c) Δί. στυχών μεν ἁστυ, τῶν δὲ ἐμὸν δῆμον ποθῶν, ὃς οὐδεπώτερον ἐπεν, ἄνθρωπος πρώτως, οὐκ δὲ, οὐκ ἔλαιον, οὐδὲ ἤδην πρώτῳ, ἀλλ’ αὐτὸς ἐφερὲ πάντα χεὶ πρῶιν ἄπηθην. 

νῦν οὖν ἄνεχων ἦκε παρεσκευαζόμενος 

βοῶν, ὑποκροίει, λαὸδερέων τοὺς ῥήματας, 

εἰν τις ἄλλο πλῆρε περὶ εἰρήνης λέγῃ ἀλλ’ οἱ πρυτάνεις γὰρ οὕτωι μεσημβρων. 

οὐκ ἤγαρνον; τοῦτ’ ἐκεῖν’ οὐγώ ἤλεγον εἰς τὴν προεδρίαν πάς ἀνὴ χωτίζεται.

(d) Οἰδέχοτε οὖν Πόλεμον οἴκαρ’ ἀποθέομαι, οὐδὲ παρ’ ἐμοὶ ποτὲ τὸν Ἀρμαδίων ᾠσεται 

ἐγνακτείνης, ὁτι παροιμίως ἀνήρ ἐφυ, 

ὅστις ἐπὶ πάντ’ ἄρα ἐγέντας ἐπικαμάσας, 

εἰρήγαςατο πάντα καλὰ κάνετεπε κάθεξει, 

κακά ἐγέρτει, καὶ προσετὶ πολλὰ προκαλομένου. 

πιές, κατάκεισίν, λαβὲ τόδε φιλοτηθεν, 

τὰς χάρακας ἴππη πολὺ μᾶλλον ἐν τῷ πυρὶ, 

ἐξέχει θ’ Ἱμων βια τῶν οἶνων ἐκ τῶν νιμπέλων. 

ἐπηρότατο δ’ ἐπὶ τὸ δεῖπνον ἀμα καὶ μεγάλα δὴ 

φρονεῖ, 

τοῦ βίου δ’ ἐξέβαλε δεύμα τάχε τὰ πτερὰ πρὸ 

τῶν θυρών. 

ὅ ὡς κύριῳ τῇ καλῇ καὶ χάριτι ταῖς φίλαις ξύν- 

τροφε Διαλλαγῇ, 

ὡς καλὸν ἔχουσα τὸ πρόσωπων ἄρ’ ἐλάνθανες.

(e) Καὶ μετὰ ταῦτα ἑτεριχοῖν οἱ Συμακοσίουι καὶ οἱ 

ξύμαχοι οἱ Ξυμακοσίουι ἀπὸ τῆς πόλεως ὄρη- 

ἀνοί πρὸς τὸ ἔγκαρσιον τείχος ἀπλοῦν, ὅπως οἱ Αθηναῖοι, εἰ μὴ δύνατο κωδυσάτ, μηκέτι οἷον τοῖ 

ὅσιν ἀποτείχεια. καὶ οἱ το Αθηναίοι αναβεβήκεσσαν 

ἡδὴ ἄνω, τὸ ἐπὶ θαλάσσῃ τείχος ἐπιτελέσαται, καὶ 

ὁ Γύλιππος, ἦ γὰρ τοῖς Αθηναίοις τοῦ τείχους 

ἀσθενεῖς, μυκτὸς ἀναλβὸν τὴν στρατιὰν ἑπεί τοῖς 

αὐτῷ. οἱ δ’ Αθηναίοι, ἑτυχούσι γὰρ ἔξω αὐθεῖοι, 

ὡς ἄφθονος, ἀντείπεσαν.

(f) Συμακεπεθέθε δὲ καὶ ὁ Ἐρμοκράτης οὐχ ἢκιστα τοῦ 

ταῖς ναυπὶ μὴ ἀθυμεῖ ἐπισχερήσει πρὸς τοὺς Αθη- 

ναίους, λέγων οὐδὲ ἐκεῖνοι πάριον τῇ ἐμπειρίᾳ 

οὐδὲ ἀλλοι τῇ θαλάσσῃ ἔχει, ἀλλ’ ἄπειροτος 

μᾶλλον τῶν Συμακοσίουι δύνασθαν ἤκαν 

ἤπο Μήδους παντοκράτοις γενέσθαι. καὶ πρὸς ἄνδρα 

τολμηροῦς ὀικοὺς καὶ Ἀθηναίους τοὺς ναυτίλομον 

χαλεπώτάτοις [ἂν] αὐτοῖς φανερώθη χ’ ἄρ’ ἐκείνου 

τοῦ πέλας, οὐ δυνάμει ἐστὶν ὅτε προὐχοντες, τῷ δὲ
2. (a) Parse φανοίην, τῷ πράγματος.
(b) Parse κατ', μῶν, φ. παρῇ.
(c) Parse πρῶ, ἣδην. Note the different uses of ἀλλὰ...γάρ, ὡστι.
(d) Parse φιλοτησίαν, ἕπτέρωται.
(e) Explain the direction and position of the τεῖχος ἀπλῶν here referred to, and the meaning of the phrase ἀναθεηθέντων ἢδη ἄνω, τὸ ἐπὶ βαλάσσῃ. κ.π.λ. What portion of the Athenian wall is Gylippus here attacking by this night march? What is the meaning of ἐξο αὐλομένου?
(f) Comment on σφᾶς, ὑποσχέω.

3. What are the difficulties in this book connected with the use of the words: (1) κύκλος, (2) ἔφρυς, (3) συνετείχσασιν τὸ λοιπὸν τῶν Συρακοσίων μέχρι τοῦ ἐγκαραίου τεῖχους?

4. What are (a) the assertions made by Nicias in this book in reference to the unsoldierly qualities of the Athenian army? (b) the evidence furnished by the text to the justice of his words?
1. Translate carefully, with notes where necessary:

(a) Μεγαλόφυσχος μὲν οὖν ὁ εἰρημένος. 'Ὁ γὰρ μικρὸν ἄξιος καὶ τούτων ἄξιων ἑαυτὸν σοφρον, μεγαλόφυσχος δὲ οὐ ἐν μεγέθει γὰρ ἡ μεγαλοφυσχία, ὡσπερ καὶ τὸ κάλλος ἐν μεγάλῃ σώματι, οἱ μικροὶ δὲ ἄστειοι καὶ σύμμετροι, καλοὶ δὲ οὐ. 'Ο δὲ μεγάλου ἑαυτὸν ἄξιων ἰμάξιος ὁ καὶ μελίστων ἡ ἄξιος οὐ πάς χαῖνος. 'Ο δ᾽ ἑλαττῶν ἡ ἄξιος μικρόφυσχος, ἐὰν τε μεγάλων ἐὰν τε μετρίων, ἐὰν τε καὶ μικρῶν ἄξιων ἰς ἐν ἑλαττῶν αὐτῶν ἰξίοι. Καὶ μάλιστα δὲν δοξεῖν ὁ μεγάλων ἰξίος τι γὰρ ἂν ἐποίει, εἰ μὴ τοσοῦτον ἦν ἰξίος; 'Εστι δὴ ὁ μεγαλόφυσχος τῷ μὲν μεγέθει ἄφεσος, τῷ δὲ ὡς δεῖ μέσος τὸ γὰρ καὶ ἰξίαν αὐτῶν ἰξίοι. Οἱ δ᾽ ὑπερβάλλουσι καὶ ἐκλειποῦςαν. Εἰ δὲ δὴ μεγάλων ἑαυτῶν ἰξίοι ἰξίοι ὁ, καὶ μάλιστα τῶν μεγίστων, περὶ δὲ μάλιστα ἂν ἐνθ. 'Η δ᾽ ἀξία λόγεται πρὸς τὰ ἐκτὸς ἀγαθὰ. Μέγιστον δὲ τούτῳ ἀν θείημεν ὅ τοις θείοις ἀπονέμομεν, καὶ οὐ μᾶλλα ἐφείται οἱ ἐν ἀξιώματι, καὶ τὸ ἐπὶ τοῖς καλλιστοῖς ἄθλοι. 'Τοιοῦτον δ᾽ ἡ τιμὴ μέγιστον γὰρ δὴ τούτῳ τῶν ἐκτὸς ἀγαθῶν. Περὶ τιμῶς δὴ καὶ ἀτιμῶς ὁ μεγαλόφυσχος ἐστιν ὃς δεῖ. Καὶ ἀνει δὲ λόγου φαίνονται οἱ μεγαλόφυσχοι περὶ τιμῆς εἰναι: τιμῆς γὰρ μᾶλλα οἱ μεγάλοι ἰξίουσιν ἑαυτοῖς, κατ᾽ ἰξίαν δὲ. 'Ο δὲ μικρόφυσχος ἀπαλλάσσεται καὶ πρὸς ἑαυτὸν καὶ πρὸς τὸ τοῦ μεγαλοφυσχοῦ ἰξίομα. 'Ο δὲ χαῖνος πρὸς ἑαυτὸν μὲν ὑπερβάλλει, οὐ μὴ τὸν γε μεγαλόφυσχον. 

_Ethics, IV._
(b) Περὶ τὰς τοιαύτας δὴ ἡδωνῶς ἡ σωφροσύνη καὶ ἡ ἀκολογία ἐστὶν διὸ καὶ τὰ λοιπὰ ἥξα κοινωνεῖ, ὥσπερ ἀνδρατοδοξεῖς καὶ θηριώδεις φαίνονται· αὕτη δὲ εἰσιν ἄφη καὶ γεύσις. Φαίνονται δὴ καὶ τῇ γεύσει ἐπὶ μικρῶν ἡ οὐδὲν χρήσαντα τῆς γὰρ γεύσεως ἐστὶν ἡ κρίσιν τῶν χυμῶν, ὅτερ ποιοῦσιν οἱ τοὺς οὖν νοοῦν δοκιμάζοντες καὶ τὰ δήμα ἀρτόντες· οὐ πάνω δὲ χαίρομεν τούτοις, ἦ γὰρ οὐς ἀκολογισταί, ἀλλὰ τῇ ἀπολαύσει, ἢ γίνεται πᾶσα δὲ ἄφης καὶ ἐν αὐτοῖς καὶ ἐν τούτοις. Διὸ καὶ ἡ μοιὲτος τῆς ὅσωλον δόν τὸν φάρμακα αὐτῷ μακρότερον γεράνου γενέσθαι, ὥς ἠδομένος τῇ ἄφης. Κοινωνίᾳ δὲ τῶν ἀνθρώπων καθ᾽ ἐν τῇ ἀκολογίᾳ καὶ δόξῃ ἄν δικαίως ἐπονείδιστος εἶναι, ὅτι οὐκ ἂν ἀνθρωπόν ἐσμέν ὑπάχει, ἀλλ᾽ ἡ ἥξα. Τὸ δὲ τούτου χαίρει καὶ μᾶλλον ἀγαπᾶν θηριώδεις.  
Ibid., III.

(c) Τριῶν γὰρ ὀντών τῶν εἰς τὰς αἱρέσεις καὶ τριῶν τῶν εἰς τὰς φυγίας, καλοῦ συμφέροντος ἡδῶς, καὶ τριῶν τῶν ἐναντίον, αἰσχροῦ μεταλεθοῦ λυπηροῦ, περὶ πάντα μὲν ταῦτα ὁ ἁγαθός κατορθωτικὸς ἐστὶν ὁ δὲ κακὸς ἀμαρτητικός, μάλιστα δὲ περὶ τὴν ἡδονὴν κομίτι τὰ γὰρ αὕτη τοῖς μόνοις, καὶ πᾶσαι τοῖς ὑπὸ τὴν αἵρεσιν παρακολουθεῖ· καὶ γάρ τὸ καλὸν καὶ τὸ συμφέρον ἡδῶν φαίνεται. "Ετεῖ δὲ ἐκ νηπίου πάσιν ἡμῖν συνιεπράπταται διὸ χαλεπῶν ἀποτρεψαθαι τοιοτὸ τὸ πάθος ἐγκεχυμομένον τῷ θεῷ. Κανονίζομεν δὲ καὶ τὰς πράξεις, οὐ μὲν μάλλον οἱ δὲ ἔτων, ἡδονὴ καὶ λύπη. Διὰ τοὺς οὖν ἄναγκαιον εἶναι περὶ πιστὰ τὴν πᾶσαν πραγματείαν· ὅ γὰρ μικρῶν εἰς τὰς πράξεις εὐ ἡ κακῶς χαίρει καὶ λυπεῖται. "Ετεῖ δὲ χαλεπωτέρον ἡδονή μικαίδαι ἡ πολύ, καθάπερ φηνεῖν Πρᾶκλετος, περὶ δὲ τὸ χαλεπωτέρον αἰεὶ καὶ τέχνη γίνεται καὶ ἀρετῆ· καὶ γὰρ τὸ εὖ πέλεν ἐν τούτῳ. "Ομως καὶ διὰ τοῦτο περὶ ἡδῶν καὶ λυπῶν πᾶσα ἡ πραγματεία καὶ τῇ ἀρετῇ καὶ τῇ πολιτείᾳ· ὁ μὲν γὰρ εὐ τούτους χρόμους ἀγάθος ἐστιν, ἢ δὲ κακῶς κακός. "Oτι μὲν οὖν ἐστίν ἡ ἀρετῆ περὶ ἡδονῶς καὶ λυπῶς, καὶ ὅτι εὖ δὲ γίνεται, ὑπὸ τούτων καὶ αὐξᾶται καὶ ὃ θείρεται μὴ ψωνίων γινομένων, καὶ ὅτι εὖ δὲ ἐγένετο, περὶ ταῦτα καὶ ἐνεργεῖ· ἐρήματον. Ἀπορίσσει δ’ ἀν τις, τῶν λέγουσιν ὅτι δεῖ τὰ μὲν δίκαια πράτ- τωντας δικαίως γίνεσθαι, τὰ δὲ σώφρωνα σώφρωνα· εἰ γὰρ πράττουσι τὰ δίκαια καὶ τὰ σώφρωνα, ἡδη ἐξει δίκαιον καὶ σώφρονοι, ὧστερ εἰ τὰ γραμματικά
καὶ τὰ μονσικά, γραμματικοὶ καὶ μουσικοὶ. " Η ὃδὲ ἐπὶ τῶν τεχνῶν οὕτως ἔχει οὐδὲν ἡδονήν τοιαύτης καὶ ἀπὸ τῶν ὑποθέτουν. Τότε οὖν ἦσται γραμματικός, ἢν καὶ γραμματικῶν τὸ ποιήσαι καὶ ἀπὸ τὸν ὑποθέτουν. Τότε οὖν ἦσται γραμματικός, ἢν καὶ γραμματικῶν τὸ ποιήσαι καὶ γραμματικῶς τοῦτο δ’ ἦστι τὸ κατὰ τὴν ἐν αὐτῆς γραμματικήν.

_Ibid., II._

(d) "Εστὶ δὴ καὶ ὁ βίος αὐτῶν καθ’ αὐτῶν ἡδονή. Τὸ μὲν γὰρ ἡδεσθαι τοῖς ψυχικῶς, ἐκάστω δ’ ἐστὶν ἡδονή πρὸς δ’ λέγεται φιλοτοιόπτοις, οἷον ἵππος μὲν τῷ φιλίππω θέαμα δὲ τῷ νεροθῷ φιλοθεσίμω τὸν αὐτὸν δὲ τρόπον καὶ τὰ δίκαια τῷ δικαίῳ καὶ διότι τὰ κατ’ ἁρετήν τῷ φιλαρέτῳ. Τοῖς μὲν οὖν τολλοῖς τὰ ἡδία μακαίρηται διὰ τῷ μὴ φύσει τοιαύτη εἶναι, τοῖς δὲ φιλοκάλλους ἐστίν ἡδία τὰ φύσει ἡδία. Τοιαύτα δ’ αἱ κατ’ ἁρετὴν πράξεις, ὅστε καὶ τούτους εἰσὶν ἡδείαι καὶ καθ’ αὐτῶς. Οὔτε δὲν προσδέεται τῷ ἡδονῆς ὁ βίος αὐτῶν ὡσπερ περιόπτου τινός, ἀλλ’ ἔχει τὴν ἡδονήν ἐν ἑαυτῷ. Πρὸς τοις εἰρημένοις γὰρ οὐδ’ ἐστίν ἀγαθός οἱ καλὸι καὶ πράγματα πράξεων· οὔτε γὰρ δικαίους οὐδεὶς ἅν εἴποι τὸν μὴ καῖροντα τῇ δικαιοπραγμένῳ, οὔτε δικαστ BSON αἰ ταὶς ἐλευθερίαις πράξεων.

_Ibid., I._

2. How did Aristotle differ from Plato in reference to the proposition “virtue is knowledge?”

3. Compare Aristotle’s theory of courage with Plato’s.

4. “Enfin it est des individus nés mercenaires qui ne font aucun bien a leurs amis ou a leurs proches parce qu’ils le doivent, tandis qu’en rendant service a des inconnus ils en recueillent un gain d’amour propre.”—Balzac.

Which of Aristotle’s heroes do these words fit?

5. “The devil’s darling sin is the pride that apes humility.”

What is the Greek word for this quality in Aristotle, and what names does he quote to illustrate it?

6. Greek ethics lay more stress on the pursuit of truth and the training of the intellect than is laid by the ethics of Christianity.

Explain and illustrate.
Translate:

"Ἀρ' οὖν καὶ ἑκάστῃ τῶν τεχνῶν ἐστι τὸ ἐξυμφέρον ἄλλο ἢ ὅ τι μάλιστα τελέαν εἶναι; Πῶς τούτῳ ἔρωτας; Ἡσσπερ, ἐφὶν ἐγὼ, εἰ μὲ ἔρωτα, εἰ ἑξαρκεῖ σῶματι ἐναι σῶματι ἢ προσδεῖται τινος, εἴπομ' ἃν ὅτι παντάπασι μὲν οὖν προσδεῖται. διὰ ταῦτα καὶ ἡ τεχνὴ ἐστὶν ἡ ἱατρικὴ νῦν εὐρημένη, ὅτι σῶμα ἢτι ποιηρόν καὶ οὐκ ἑξαρκεῖ αὐτῷ τοιὸτε εἶναι. τούτῳ οὖν ὅτως ἐκτορίζῃ τὰ ἐξυμφέροντα, ἐπὶ τούτῳ παρεκαλόν ἡ τεχνὴ. οἱ οἰκίας σου δοκῶ, ἐφὶν, ἄν εἴπεῖν αὐτῶ λέγων, ἡ οὐ; Ὁρθὸς, ἐφὶ. Τί δὲ δή; αὐτὴ ἡ ἱατρικὴ ἐστὶ ποιηρά, ἡ ἀλλῆς τῆς τεχνῆς ἐσθ' ὅ τι προσδεῖται τινος ἀρετῆς, ὡσπερ ὀρθῶς ὀψίως καὶ ὡς ἁκοός καὶ διὰ ταῦτα ἐπ᾽ αὐτῶς δεῖ τινὸς τεχνῆς τῆς ὁ ἐξυμφέρον εἰς ταῦτα σκέψομένης τε καὶ ἐκποριζούσῃς; ἄρα καὶ στὶ ἡ τεχνὴ ἐνι τις ποιηρία, καὶ δεὶ ἐκάστῃ τεχνῇ ἄλλῃ τεχνῇ, ἦτις αὐτῇ τὸ ἐξυμφέρον σκέψεται, καὶ τῇ σκέψει ἐτέρας αὐτῇ τινος αὐτῆς, καὶ τοῦτ' ἐστιν ἀπέρατον; ἡ αὐτῇ αὐτῇ τὸ ἐξυμφέρον σκέψεται; ἡ δὲ αὐτῆς συν ἀλλῆς προσδεῖται ἐπὶ τὴν αὐτῆς ποιηρίαν τὸ ἐξυμφέρον σκέψει.

PLATO, Republic, I.

1. Show clearly the grammatical structure of the passage from ὡσπερ, ἐφὶν.

2. τοιὸτε εἶναι. What does this refer to?

3. Contrast the Socrates in Book I. with the Socrates of Books II., III., IV.
4. τέλεος. How does this differ from Aristotle's τέλεος?

5. Translate: τὸν μὲν μουσικῶν δὴ ποιοῦν φρόνιμων λέγεις, τὸν δὲ ἀμονοῦν ἀφρόων. Explain the meaning of μουσικῶς and φρόνιμος (?) What is the meaning of ὁ φρόνιμος in Aristotle? Quote an example of his use of the word.

Translate:

Οὐκ οἶσθα, ὅτι τὸ γε γιὰ ἀληθῶς ψεῦδος, εἰ οἶνον τοῦτο ὀφθεῖν, πάντες τεοί τε καὶ ἀνθρώποι μησύσουν; Ἡδος, ἔφη, λέγει; Ὅτως, ὅτι τῷ κυριότάτῳ ποιούν εὐθέωτα καὶ περὶ τὰ κυριότατα οὔδεις ἔχουν ἔθελεν, ἀλλὰ πάντων μᾶλλον φοβεῖται ἐκεῖ αὐτὸ κεκτήσαί. Οὐδὲ νῦν πιο, ὅτι ἐς μανθάνω. Ὅτει γὰρ τὴν, ἔφη, σεμνὸν λέγων ἐνός ἔντων, ὅτι τῇ ψυχῇ περὶ τὰ ὀντα ψεῦδος τε καὶ ἐγείροις καὶ ἀμάθη ἔλευ καὶ εὐταῦθα ἔχει τε καὶ κεκτήσας τὸ ψεῦδος πάντες ἀμαίνα ἄν δέχαντο καὶ μισοῦν μᾶλλον αὐτὸ ἐν τῷ τοιούτῳ. Πολὺ γε, ἔφη, ἀλλὰ μὴν ὀρθότατον γ' ἀν, ὅ τιν ὅλεγον, τοῦτο ὅσο ἀληθῶς ψεῦδος καλοῖτο, ἢ ἐν τῇ ψυχῇ ἄγνοια ἢ τοῦ ἐγείρομένου ἐπεί τὸ γε ἐν τοῖς λόγοις μιμήμα τι τοῦ ἐν τῇ ψυχῇ ἄστι παθήματο καὶ ἄντερον γεγονός ἔδωκαν, οὐ πάνυ ἄκρατον ψεῦδος. Ὁ οὐχ οὕτως; Ἰδίων μὲν οὖν.

Ibid., II

1. Point out the connection of this passage with the general argument.

2. Explain τὸ γε ὡς ἀληθῶς ψεῦδος: τὸ γε ἐν τοῖς λόγοις...εἴδωλον.

Translate:

Τοῦτο τοῖν πρῶτον ἀυτὸ ἤν τὰ ἔλεγον ὅτι χρεῖα διομολογήσομαι, πάτερον ἓπομεν τοὺς ποιητὰς μιμομενοὺς Ἰην τὰς διγράφεις ποιήτες, ἢ τὰ μὲν μιμομενοὺς, τὰ δὲ μὴ, καὶ ὁποία ἐκάτερα, ἢ οὔδείς μιμοῦσαν. Μαντεύομαι, ἔφη, σκοπεύσατε σε, εἰτε παραδέχόμεθα τρικυρίδια τη καὶ κυρίαν εἰς τὴν πόλιν, εἰτε καὶ ὁ. Ἰσος, ἢν δ' ἔγω ἵστος δὲ καὶ πλείον ἐτί τούτων οὐ γὰρ δὴ ἔγονε τῷ οἴδα, ἀλλ' ὅτι ἢν ἡ λόγος ὄστερ πνεῦμα φήνη, ταύτη ἰτέον. Καὶ καλῶς γ', ἔφη, λέγεις. Τῶς τοῖνυν, ὃ ἄδειμαντε, ἄθρες, πάτερον μιμομενούς Ἰην δὲν εἶναι τοὺς φιλάκας ἢ οὐ; καὶ τοῦτο τοῖς ἐμπροσθεὶς ἐπετα, ὅτι εἴς ἐκάστοις ἐν μὲν ἀν ἐπιτήδειμα καλῶς ἐπιτηδεύοντο, πολλὰ δ' οὐ, ἀλλ'
ei touto ἐπιχειροῦ, πολλῶν ἐφαπτόμενες πάντων ἀποτυγχάνοι ἢν, ὡστ' εἶναί πον ἐλλόγυμος; Τι δ' οὐ μέλλει; Ὄντως καὶ περὶ μιμήσεως ὁ αὐτὸς λόγος, ὅτι πολλὰ ο αὐτὸς μιμεῖσθαι εὖ ὅσπερ ἐν οὐ δυνάτος;

Ibid., III.

1. ὅποια ἐκάτερα. Explain.

2. What are Plato's objections to poetry? Whence derived?

3. Point out the resemblances between Plato's πολιτεία and the historical Sparta.

Translate:

Τοῦτο τοῖνυν, ἢν δ' ἐγώ, φάθι με τότε βουλεῦσαι λέγειν εἰ ἄρα νῦν ἔμαθης, ὅτι ὅσα ἐστίν οὐκ εἶναι τού, αὐτὰ μὲν μόνα αὐτῶν μόνων ἐστί, τῶν δὲ τοιῶν τινῶν ποιὰ ἄττα. καὶ οὐ τι λέγα, ὡς, οἷον ἄν ὃ, τοιαύτα καὶ ἔστιν, ὡς ἄρα καὶ τῶν ἄγιον καὶ νοσοδόν ἡ ἐπιστήμη ἄγια καὶ νοσόδης καὶ τῶν κακῶν καὶ τῶν ἄγαθών κακῆ καὶ ἄγαθῆ ἄλλ' ἐπειδὴ οὐκ αὐτοῦ οὕτε ἐπιστήμη ἐστίν ἐγένετο ἐπιστήμη, ἄλλα ποιοῦ τινος, τούτῳ δ' ἦν ἄγιον καὶ νοσόδης, ποιά δὴ τις ξυνέζη καὶ αὐτὴ γενέσθαι, καὶ τούτῳ αὐτὴν ἐποίησε μηκέτι ἐπιστήμην ἀπλῶς καλεῖσθαι, ἄλλα τοῦ ποιοῦ τινος προσγενομένου ἱστορίαν. Ἐμαθάν, ἐφη, καὶ μοι δοκεῖ αὐτῶς ἔχειν. Το δὲ δὴ δέθος, ἢν δ' ἐγώ, οὐ τούτων θῆσει τῶν τινῶς εἶναι τούτῳ ὅσπερ ἐστίν; ἐστὶ δὲ δὴποῦ δέθος; Ἐγογε, ἢ δ' ὃς πώματός γε.

Ibid., IV.

1. Show the bearing of this passage on the general argument. Explain the distinctive features of Plato's psychology.

2. Describe after Plato the parallel between the individual and the state.

3. Define clearly Plato's conception of δικαιοσύνη.

4. τῶν τινῶς εἶναι. Explain the construction.
CONCERNING GOLF.

Translate into Aristotelian Greek:

And because it is better to hit few times than many —for the good is finite, but the man who goes round in three hundred strokes stretches out in the direction of the infinite—some have said that here too we ought to remember the saying of Hesiod, "The half is better than the whole," thinking not rightly, according at least to my opinion: for in relation to your adversary it is much better to win the Hole than the half. And Homer is a good master both in other respects and also here: for he alone has taught us how to lie as is necessary, both as to the hole (καθόλου) and otherwise. Again, every art and every method, and likewise every action and intention aims at the good. Some, therefore, making a syllogism, aim at a Professor: for Professors, they say, are good (because dry things are good for men, as has been said in the Ethics), and this is a Professor: but perhaps they make a wrong use of the major premise. At any rate, having hit him, it is better to act in some such way as this, not as tragedians seek a recognition (ἀναγνώρισις); for this is most unpleasant (μαρων), and perhaps leads to a catastrophe. It is doubted, whether the man who killed his tutor with a golf-ball acted voluntarily or involuntarily; for on the one hand he did not do it deliberately, since no
one deliberates about the results of chance, as, for instance, whether one will hit the ball this time at any rate or not; yet he wished to kill him, and was glad having done it: and probably on the whole it was a mixed action. Are we, then, to call no man happy till he has finished his round, and, according to Solon, to look to the end? for it is possible to be fortunate for a long time and yet at last to fall into the ditch: and to the man in the ditch there seems to be no good any more, nor evil. But this is perhaps of another consideration: and, at any rate, it has been discussed sufficiently among the topics of swearing. But it is a question whether a "caddie" can be called happy, and most probably he cannot; those who seem to be so are congratulated on account of their hope. (C. E. MONTAGUE.)
Translate:

(a) "Оте дё кал ἥπτον αἰσχρὰ ἀκρασία ἢ τοῦ θυμοῦ ἢ ἢ τῶν ἐπιθυμιῶν, θεωρήσωμεν. "Εσοχε γάρ ὁ θυμὸς ἀκούει μὲν τι του λόγου, παρακούειν δὲ, καθάπερ οἱ ταχεῖς τῶν διακώνων, οὐ πρὶν ἀκούσαι πἀν τὸ λεγόμενον ἐκθέονσιν, εἶτα ἀμαρτάνουσιν τῆς προστάξεως, καὶ οἱ κόινες, πρὶν σκέψασθαι εἰ φίλος, ἀν μόνον γεφήσῃ, ὑλακτούσιν οὗτος ὁ θυμὸς διὰ θερμότητα καὶ ταχυτῆτα τῆς φύσεως ἀκούσας μὲν, οὐκ ἐπιταχύμα τ' ἀκούσας, ὁρμᾶ πρὸς τὴν τιμοριαν. 'Ὁ μὲν γὰρ λόγος ἡ ἡ φαντασία ὅτι ὑβρις ἡ ὀλυγορία ἐδηλώσει, ἡ δ' ὠσπέρ συννομισάμενος ὁτι δεί τῷ τοιοῦτῳ πολεμιῷ χαλεπάναι δῆ εὐθύς: ἡ δ' ἐπίθυμια, ἐκὼ μόνον ἐσπερ ὅτι ἐνδο ὁ λόγος ἡ ἡ αἰσθησις, ὁρμᾶ πρὸς τὴν ἀπόλαυσιν. "Ωσθ' ὁ μὲν θυμὸς ἀκολουθεῖ τ' ὁ λόγφ πος, ἡ δ' ἐπίθυμια οὖ. Ἀισχύνων όν' ὁ μὲν γὰρ τοῦ ἀκρατῆς τοῦ λόγου πως ἤττάται, ὁ δὲ τῆς ἐπίθυμίας καὶ οὐ τοῦ λόγου. "Ετι ταῖς φυσικαις μᾶλλον συγγραφεῖς ἀκολουθεῖν ὀρέξεως, ἐπεὶ καὶ ἐπιθυμήσεις ταῖς τοιαύταις μᾶλλον ὅσα κοινὰ πᾶσι, καὶ ἐφ' ὅσον κοινὰ· ὁ δὲ θυμὸς φυσικώτερον καὶ ἡ χαλεπότητα τῶν ἐπιθυμιῶν τῶν τῆς ὕπερθολῆς καὶ τῶν μὴ ἀναγκαίων, ὁπέρ ὁ ἀπολογούμενος ὅτι τὸν πατέρα τύπτοι. "Καὶ γὰρ οὗτος ἔφη "τὸν ἑαυτοῦ κάκεινος τῶν ἄνωθεν," καὶ τὸ παιδίον δείξας "καὶ οὗτος ἔμε"
ἔφη, "ὅταν ἀνήρ γένηται συγγενεῖς γὰρ ἡμῖν." Καὶ ὁ ἐλκύους ὑπὸ τοῦ νιῶν πᾶνσεθαί εἴδενεν πρὸς ταῖς θύραις καὶ γὰρ αὐτὸς ἔλευσεν τὸν πατέρα μέχρις ἐνταῖθα. Ἐτι ἀδικώτεροι οἱ ἐπίβουλότεροι. 'Ὁ μὲν οὖν μιθωδεὶς οὐκ ἐπίβουλος, οὐδ' ὁ θυμὸς ἄλλα φανερὸς; ἡ δ' ἐπιθυμία, καθότερ τήν Ἀφροδίτην φασί.

διαλογικοὶ γὰρ κυπρογενεύοι·
καὶ τῶν κεστῶν ἰμάρτα Ὁμήρος·
παραθέσις, ἦ τ' ἐκέλευε νῦν πίθα περὶ φιλοσοφίας.

"Ὡστ' εἰπὲ ἀδικωτέρα καὶ ἀισχὼν ἡ ἀκρασία αὕτη τῆς περὶ τὸν θυμὸν ἐστι, καὶ ἀπλῶς ἀκρασία καὶ κακία πως.

Evumenian Elkhier.

(b) ἠγγύττ. Τολμίδης, πρὶν πλοῦν εἰς αὐρίον πλεῦσαι, κόρην Ἀκτην ἢ ὑπεκορίζετ 'Ἀκτίοιοι. μέτριος μὲν τὰς ἡ μικρὸς μετρίος δ' ἡν αὐτὸς οὖ, τῖς Κορυθιαί τρέπεσαν παραθέτη ἄν ὀβὸλον; τολλά τούτ' ἐνευμαιέν ἐν ὑπερήφ ἅστεοι οὖ, εἶτα μνᾶται τὴν πρέασθεραν τῶν στρατηγοῦ του κορών, οὗτοι αὐτῶν μὲν πένητ' ὑπὸ οὗ πάνυ προσείται· ἢγανικτεῖ μέντοι κόρην εἰ κόρη ἤγιρασται· ἀπεδέξατ' ὅν τὸ πράγμα, καὶ θυγατρὸς εἰς τροφὴν διεπράξαθ δῶτ' ἄρκνατα περιστήνη 'Τολμίδην· ὃ δ' οὖν μικρὸς ὡστε γῆμαι· Τολμίδης λέγει τάδε "ἐμέ τούτ' ἐρῶτα" φησιν "Ἀκτίοιοι γ' ἐρῶτα τε," μων ἀπείπε τὴν στρατηγοῦ; σοῦ', εὐφήμει: πολλόν δε', προσποιείται μᾶλλον ὅτι λύσαν μαυαδ' ἐκνοσεῖ (πῶς ἐμθρανάτα τάδε' ἐν ἑγών τοῦτ' ἐγὼ μαθεῖν, ἒ' ἐφ' 'κοινά ποιεῖ χρόνου μοι χείλων ὑπορρείνον,) τολλάκις δ' ἐν ταῖς ἄγνισίς ἐδε νόσος εἶλε νῦ, καὶ τάξι' ἐν τῆς τῆς στρατηγίδος στρατηγοῦ τ' ὁμασίην. ὅλγος διέφυρ χρῶνος, χ' στρατηγοῦ θυγάτηρ ἀπεδώρεσεν ἑδύν μη τις μάργος αἰ γένοιτ' ἁμή· Τολμίδης λαβὼν ἀνέγερεν εὐσεβεῖ χαρέις χαρά. γῆμαι μὲν γὰρ οὗ δ' ἐρχέων ἑκολυ τ' ἡμαία. Ἀκτη τέρμαι σκυτάλης καὶ λαμβάνων ἑφόδια χαῖρειν εἴπε τῇ στρατηγοῦ λυφότον φαιμακόσια. Ἀκτη γραφεῖ δ' ἡ στρατηγῆς αἰ' ὁ τλήμων ἐμάνη. ἡ δ' ἀναγνώρετ' εἰκάζασε Τολμίδη γημεμένην· νῦν καθίσται δ' ἡ στρατηγῆς ὑπεπίμενην πάλαι ἐστε τὴν πατρὸς μακῶσιν οἱ ἐμε μικροὶ Τολμίδαι. [ἡδαί προτάνεια.]

CICERO.

(d) (1) Hoc iacet in tunulo ruptus puerilibus annis Pantagathus, domini cura dolorque sui,
Vix tangente vagos ferro rescere capillos
Doctus et hirsutas excolluisse genas.
Sis licet, ut debes, tellus, placata levisque,
Artificis levior non potes esse manu.

(2) Callidus effracta numinos fur auferet arca,
Prosternet patrios impia flamma lares:
Debitor usuram pariter sortemque negabit,
Non reddet sterilis semina iacta seges:
Dispensatorem fallax spoliabit amica,
Mercibus extractas obruet unda rates.
Extra fortunam est, si quid donatur amicis;
Quas dederis, solas semper habebis opes.

MARTIAL.
1. Translate:

(a) Sed postquam Cn. Pompeius ad bellum maritimum atque Mithridaticum missus est, plebis opes imminutae, paucorum potentia crevit. Hi magistri, provincias, aliaque omnia tenere; ipsi inoxii, florentes, sine metu actatem agere; ceteros judiciis terrere, quo plebeim in magistratu placidius tractarent. Sed ubi primum, dubis rebus, novandi spes oblata est, vetus certamen animos eorum arrexit. Quod si primo proelio Catilina superior aut aequa manu discessisset, profecto magna clades atque calamitates rempublicam oppressisset; neque illis, qui victoriam adepti forent, diutius ea uti licuisset, quin defessis et exsanguibus qui plus posset imperium atque libertatem extorqueret.

(b) Sed ubi Tarquinius Crassum nominavit, hominem nobilern, maximis divitiis, summa potentia, alii rem incredibilem rati, pars tametsi verum existimabant, tamen quia in tali tempore tanta vis hominis magis lenienda quam exagitanda videbatur, plerique Crasso ex negociis privatis obnoxii, conelamant indicem falsum esse, deque ea re postulat uti referatur. Itaque consulente Cicerone frequens senatus decernit, Tarquinii indicium falsum videri, eunumque in vinculis retinendum, neque amplius potestatem faciendam, nisi de eo indicaret, cujus consilio tantam rem es mentitus.
(c) Est locus, in carcere quod Tullianum appellatur, ubi paululum descenderis ad laevam, circiter duodecim pedes humi depressus. Eum muniant undique parietes atque insuper camera lapideis fornicibus vineta; sed incultu, tenebris, odore foeda atque terribilis ejus facies est. In eum locum postquam demissus est Lentulus, vindices rerum capitalium quibus praeeptum erat, laqueo gulam fregere.

2. Parse and explain the construction of:
   (a) tractarent, discersisset, licuisset, defessis, posset; (b) divitis, indicaret, mentitus esset; (c) descenderis.

3. (a) Write brief explanatory notes upon bellum maritimum atque Mithridaticum; quo plebem in magistratu placitum tractarent.
   To whom is the probable reference in qui plus posset?
   (b) Account for Crassus’ commanding position in the State at this time; and discuss his probable cognisance of the conspiracy.

4. Mention and briefly account for the attitude adopted towards the Catilinarian conspiracy by (a) Caesar, (b) the Senatorial party, (c) the general public.

5. Write a short criticism on Sallust’s literary style: comparing it with the current diction of the day.

JUVENAL, SATIRES I., III., IV., V., VII.

1. Translate:
   (a) Nil erit ulterius, quod nostris moribus addat Posteritas; cadem cupient facientque minores; Omne in praecepti vitium stetit. Utere velis, Totos pande sinus. Dicas hic forsitan, “Unde Ingenium par materiae? unde illa priorum Scribendi, quodcumque animo flagrante liberet, Simplicitas ‘cujus non audeo dicere nomen? Quid refert dictis ignoscat Mucius, an non?’ Pone Tigellinum: taeda lucent in illa, Qua stantes ardent, qui fixo gutturo funant, Et latum media sulcwm deduct arena.”
   (b) Quum jam semianimum laceraret Flavius orbem Ultimus, et calvo serviret Roma Neroni,
Incidit Adriaci spatum admirabile rhombi  
Ante domum Veneris quam Dorica sustinet Ancon,  
Implevitatque sinus: neque enim minor haeserat illis,  
Quos operit glacies Maeotica, ruptaque tandem  
Solibus effundit torrentis ad ostia Ponti,  
Desidia tardos et longo frigore pingues.  
Destinat hoc monstrum cymbae linque magister  
Pontifici summo. Quis enim proponere talem  
Aut emere auderet, quum plena et litora multo  
Delatore forent?

(c) Die igitur, quid causidicis civilia praestent  
Officia, et magno comites in fasce libelli?  
Ipsi magna sonant, sed tune, quum creditor audit,  
Praecipue, vel si tetigit latus acrior illo,  
Qui venit ad dubium grandi cum codice nomen.  
Tunc immensa cavi spirant mendacia folles  
Conspuiturque sinus. Veram deprendere messem  
Si libet: hinc centum patrimonia causidicorum,  
Parte alia solum russati pone Lacernae.  
Consedere Duces: surgis tu pallidus Ajax  
Dicturus dubia pro libertate, Butulo  
Judice. Rumpe miser tensum jeur, ut tibi lasso  
Figantur virides, scalarum gloria, palmae.

2. Parse and explain the construction of:
   (a) addat, velis, dicas, scribendi, ignoscat; (b) serviret, auderet; (c) praestent, magna.
   Scan line 5 in (a) ; and line 1 in (b).

3. (a) "Cujus non audeo.... Mucius an non?"
   Whose words are these? What is the grammatical relation of the quotation to the rest of the sentence?
   Illustrate and account for the absence of this simplicitas under most of the Emperors. Explan tauda lucebis in illa....sulcum deduct arena.
   (b) Indicate the several points of the satire in extract (b); with sufficient explanation to shew the force and appropriateness of each.
   (c) Write brief explanatory notes upon conspuiturque sinus; russati Lacernae; pallidus Ajax; Bubulco judice.

4. Mention the principal heads of Juvenal's arraignment of contemporary society, as contained in the above five Satires; discuss the justice of his criticism in each instance; and examine cases in which his conventionality of view affects the soundness of his judgment.
Translate:

Incolunt prope Allobroges, gens jam inde nulla Gallica gente opibus aut fama inferior. Tum discors erat: regni certamine ambigebant fratres: major et qui prius imperitarat, Brancus nomine, minore ab fratre et coetu juniorum, qui jure minus vi plus poterat, pellebatur. Hujus seditionis peropportuna discipatio quum ad Hannibalem rejecta esset, arbiter regni factus, quod ea senatus principumque sententia fuerat, imperium majori restituit. Ob id meritum commesa copiaque rerum omnium, maxime vestis, est adjutus, quam infames frigosibus Alpes praeparari cogeabant. Sedatis Hannibal certaminibus Allobrogum quum jam Alpes pateret, non recta regione iter instituit sed ad laevam in Tricastinos flexit, inde per externam oram Vocontiorum agri tendit in Tricorios haud usquam impedita via, priusquam ad Druntiam flumen pervenit. Is et ipse Alpinus amnis longe omnium Galliae fluminum difficillimus transit: nam, quum aque vim vehat ingentem, non tamen navium patiens est, quia nullis coercitus ripis, pluribus simul neque isdem alveis fluens, nova semper vada novosque gurgites—et ob eadem pediti quoque incerta via est—ad hoc saxa glareosa velvens, nihil stabile nec tum ingredienti praebet.

Livy, XXI.
1. Write explanatory notes on *iam inde: ad laevum; infames frigoribus*.

2. Criticize briefly Livy's account of Hannibal's passage of the Alps.

3. Translate and explain:
   (a) *Vergiliarum sidere occidente*.
   (b) *Ausonia Saguntus*.
   (c) *Occupavit tamen Scipio Padum trajicere*.
   (d) *Latum inde ad populum, "vellent, juberent, populo Carthaginiensi bellum indici."

4. Explain the meaning of *praevogativa militaris; cuniculos excipere; vectigalis; stipendiarius*.

   **Translate:**
   Sub equestris finem certaminis coorta est peditem pugna. Primo et viribus et animis pares constabant ordines Gallis Hispanisque: tandem Romani, duae ac saepe conisi, aequa fronte acieque densa impulere hostium cuneum nimirum eoque parum validum a caetera prominentem acie: impulsis deinde ac trepide referentibus pedem insistere, ac tenore uno per praeceps pavore fugientium agmen in medium primum aciem illati postremo nullo resistente ad subsidia Afrorum pervenerunt, qui utrimque reductis alis constiterant, media, qua Galli Hispanique steterant, alicuanto prominente acie. Qui cuneus ut pulsus aequavit frontem primum, deinde cedendo etiam sinum in medio declivit, Afri circa jam cornua fecerant irruentibusque incante in medium Romanis circumdedere alas, mox cornua extendinge clausere et ab tergo hostes. Hinc Romani defuncti nequiquam proelio uno, omissis Gallis Hispanisque, quorum terga ceciderant, et adversus Afros integrum pugnam incunct, non tantum in eo iniquam quod inclusi adversus circumfusos, sed etiam quod fessi cum recentibus ac vegetis pugnabat.

   **Livy, XXII.**

1. Describe clearly the battle here referred to.

2. Translate and explain: *Omnes eam rogationem, quique Romae, quique in exercitu erant, aequi atque iniqui, praeuter ipsum dictatorem, in contumeliam eius latum acceperunt.*
3. Translate and explain:
   (a) *Triumviri mensarii facti sunt.*
   (b) *Et ita in demortuorum locum se sublecturum, ut ordo ordini, non homo homini praelatus videretur.*
   (c) *Vocii augures vitio creatum (sc. Marcellum) videri pronuntiaverunt.*
   (d) *Ante Kalendas Junias primas.*

   Translate:

   Quum censure or inopiam aerarii se jam locationibus abstinerent aedem sacrificum tuendarum curulumque equorum praebendorum ac simillium his rerum, convenere ad eos frequentes qui hastae huious generis adsueverant, hortarique censure or omnia perinde agerent locarent ac si pecunia in aerario esset: neminem nisi bello confecto pecuniab ac aerario petiturum esse. Convenere deinde domini eorum, quos Tib. Sempronius ad Beneventum manu emiserat, arcessitosque se ab triumviris mensaris esse dixerunt ut pretia servorum acciperent: caeterum non ante quam bello confecto accepturos esse. Quum haec inclinatione animorum plebis ad sustinendum inopiam aerarii fieret, pecuniae quoque pupillares primo deinde viduarum coeptae conferri, nusquam eas tutius sanctiusque deponere credentibus qui deferebant quam in publica fide. Inde si quid emptum paratumque pupillis ac viduis foret, a quaestore perscribatur. Manavit ea privatorum benignitas ex urbe etiam in castra, ut non eques non centurio stipendium acciperet, mercenariumque increpantes vocarent qui accipisset.

   **Livy, XXIV., c. 18.**

1. Quote, or refer to, passages in these books (XXI.-XXIV.), which illustrate the special characteristics of Livy as a historian.

2. Explain the form *triumviri,* and derive *pupillaris* and *vidua.*
1. philo
2. quon
Translate:

Ita, quae mutat, ea corrumpit, quae sequitur, sunt tota Democriti, atomi, inane, imagines, quae eidos non nominant, quorum incursione non solum videamus, sed etiam cogitemus: infinitio ipsa, quam ἀπειρίαν vocant, tota ab illo est; tum innumerables mundi, qui et orientur et intereant cotidie. Quae etsi mihi nullo modo probantur, tamen Democritum, laudatum a ceteris, ab hoc, qui eum unum seclusus esset, nollem vituperatum. Lam in altera philosophiae parte, quae est quaerendi ac disserendi, quae λογική dicitur, iste vester plane, ut mihi quidem videtur, inermis ac nudus est. Tollit definitiones; nihil de dividendo ac partiendo docet; non quomodo efficiatur concludaturque ratio, tradit; non, qua via captiosa solvuntur, ambigua distinguuntur, ostendit; iudicia rerum in sensibus ponit, quibus si semel aliquid falsi pro vero probatum sit, sublatum esse omne iudicium veri et falsi putat.

CICERO, De Finibus, I.

1. Quae mutat, ea corrumpit. Explain.

2. eidos. What two meanings has this word in the philosophy of Democritus? What is the meaning of quorum incursione... cogitemus?
3. *Judicia rerum.* What is the meaning? What is the test according to the Stoics, Epicureans and Academics respectively?

4. Explain carefully the meaning of κανονικός, πρόληψις, ὑπόληψις, and ἀταραξία.

**Translate:**

Quaero autum, quid sit, quod, cum dissoluzione, id est, morte sensus omnium extinguatur, et cum reliqui nihil sit omnino, quod pertineat ad nos, tam accurate tamque diligentem carent et sanctiam, ut Amynomachus et Timocrates, hercules sui, de Hermarchi sententia dixit, quod sit sit ad diem aendum natalem suum quotannis mensis Gane-
lione itemque omnibus mensibus vicecimo die lunae dent ad eorum epulas, qui una secum philo-
sophati sint, ut et sui et Metrodori memoria colatur. Haece ego non possum dicere non esse hominis quamvis et belli et humani, sapientis vero nullo modo, physici praestim, quem se ille esse vult, putare ullam esse cuisquam diem natalem.

Quid? idemne potest esse dies saepius, qui semel fuit? Certe non potest. An eiusdemmodi? Ne id qvidem, nisi multa annorum intercesserint milia, ut omnium siderum eodem, unde profecta sint, fiat ad unum tempus reversio.

*Ibid*, II.

1. Point out the connection of this passage with the general argument of the Book.

2. State briefly Cicero's argument against the position of Torquatus.


4. Explain after Cicero how we arrive at the notion of honestum.

**Translate:**

Druso propinquanti quasi per officium obviae fuere legiones, non lactae, ut adsolet, neque insigni-
nibus fulgentes, sed iluvi deiformi et vultu, quam-
quam maeestiam imitarentur, contumaciae pro-
piores. Postquam vallum introiit, portas stationibus
firmant globos armatorum certis castrorum locis
opperiri iubent; ceteri tribunal ingenti agmine
cirumvenient. stabat Drusus silentium manu
poseens. illi quotiens oculos ad multitudinem retulerant, vocibus truculentis strepere, rursum viso Caesare trepidare; murmvr incertum, atrox clamor et repente quies; diversis animorum motibus pavelbant terrebantque. tandem inter ruptu tumultu literas patris recitat, in quis per scriptum erat, praecipuam ipsi fortissimarum legionum curam, quibuscum plurima bella toleravisset; ubi primum a luctu requiesset animus, acturum apud patres de postulatis eorum; misisse interim filium, ut sine cunctatione concederet quae statim tribui possent; cetera senatui servanda, quem neque gratiae neque severitatis expertem haberipar esset.

Tacitus, Annals, I.

1. Imitarentur. Explain the use of the mood.

2. Illustrate from this passage the characteristics of the style of Tacitus.


Translate:

Post quae rettulit Caesar capiendam virginem in locum Occiae, quae septem et quinquaginta per annos summa sanctinonia Vestalibus sacris praesederat; egitque grates Fonteio Agrippae et Domitio Pollioni, quod offerendo filias de officio in rem publicam certarent. praelata est Pollionis filia, non ob aliud quam quod mater eius in eodem coniugio manebat: nam Agrippa discidio domum imminerat: et Caesar quamvis posthabitant deciens sestertii dote solatus est. Saevitiam annuae incusante plebe statuit frumento pretium, quod emptor penderet, binosque nummos se additurum negotiatoribus in singulos modios. neque tamen ob ea parentis patriae delatum et antea vocabulum adsumsif, acerbeque incerpuit eis, qui divinas occupationes ipsumque dominum dixerant. unde angusta et lubrica oratio sub princepe, qui libertatem metuebat, adulationem oderat.

Ibid, II.


2. Describe the attitude of Tiberius towards (1) Germanicus, (2) the plebs. Quote passages from Tacitus to support your assertions.
3. Write explanatory notes on: militare aerarium; centesima verum venalium; municipia et coloniae; commendatio; maiestas; Sodales Augustales; collega imperii.
University of Toronto.
ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

LATIN.
HONORS.

Examiner: G. A. H. Fraser, M.A.

PLATUS: CAPTVI AND TRINUMMUS.
1. Translate with brief explanatory and grammatical notes where necessary.

TY. Nunc senex est in tonstrina, nunc iam cultros attinet.
Ne id quidem, involucrini inicere voluit, vestem ut ne inquinet.
Sed utrum strictimne attorsurum dicam esse, an per pecinem,
nescio; verum si frugi est, usque admutilabit probe.

HE. Quid tu? servosne esse an liber mavelis? memorat mihi.

PH. Proxumum quod sit bono, quodque ad malo longissume,
Id volo; quamquam non multum fuit molesta servitut,
nec mihi secus erat, quam si esset familiaris filius.

TY. Eugepeae: Thalen talento non emam Milesium; nam ad sapientiam huius ille nimius nugator fuit.
CAPTVI, Act II.

(b) ER. Tum lanii autem, qui concinnant liberis orbis ovae,
qui locant caeduando agnos, et dupla agninam danunt
qui petroni nomine indunt verveci sectario;
edum ego si in via petronem publica conspexero,
et petronem et dominum reddam mortales miserrumos. 
Ibid. IV.
(c) Ph. Sempér tu hoc facito, Lésbonice, cégites, Id óptimum esse tā te uti sis óptumus:
Si id nēques, saltem ut óptumis sis próxumus.
Nunc cónditionem hanc, quam égo fero et quam
aps tē peto,
Dāro átque accipere, Lésbonice, tē uolo.
Di dūites sunt, deos decent opuléntiae
Et fāctiones: uērum nos homūculi
Salillum animae, quām quom extemplo emīsīmus,
Aequō mendicīs átque ille opulentissūmus
Censētur censu ad Acherumne mortuós
št. Mirūm quin tu illo téceum dūitiās feras:
Vbi mortuos sis, īta sī ut nomén cluet.

TRINUMMUS, Act II.

(d) Sālīpotenti et múltipotentī Lōuis fratri aetheret
Neptuno
Laētus lubens laudēs ago grātas grātissque habeō
et fūctibus salis,
Quōs pēnes mei [fūt] potestas, bōnis meis quid
foret et mēne uītae,
Quōm suis me ex locūs in patriam urbēm úsque
incolūmen réducēm faciunt.
Atque tībi ego, Neptūne, ante alīos déōs grātis
ago atque hābeō summas.

Ibid, Act IV.

2. Translate and explain:

(1.) Et illic isti qui sputatur morbus interdum venit.
(2.) Sine sacris hereditatem sum aptus ecfertissū-

(3.) Postid, frumenti quom alibi messis maximast.

(4) Ibit statim aliquo in maxumam malam

3. Scan line 2 in extract (a); line 5 in (b); line 4 in

(c); and line 4 in (d). Mention the four principal

metres used by Plautus; and give some account of the

style employed by the characters.
style of subjects for which they are respectively employed; indicating, with illustrations, the literary significance of changes from one metre to another.

4. Give a concise estimate of Plautus, (a) as a literary artist; (b) as a factor in the formation of public character and morals.

5. Account for the observance of the Unities of Time, Place, and Action, in the Greek and Roman drama; and mention any important violations of any of these Unities, with illustrations from the Captivi and Trinummus.

III.

1. Translate with brief grammatical and explanatory notes where necessary.

JUVENAL: SATIRES, VIII., X., XI., XII., XIII.


SAT. VIII.

(b) Interca Megalesiacæ spectacula mappæ, Ideum sollemne, colunt, similisque triumpho Præda caballorum prætor sedet ac, mihi pace Immense nimiaque licet si dicere plebis, Totam hodie Romam Circus caput et fragor aurem Percutit, eventum viridis quo colligo panni. Nam si deficeret moestam attonitamque viderc Hanc urbem, veluti Cannarum in pulvere victis Consulibus.

Ibid., XI.

[over.]
2. Estimate the justice of Juvenal's attack upon the nobility in Satire VIII., having regard both to the satirist's point of view, and to any considerations which may be urged in palliation of the degeneracy of the upper classes.

3. Outline and illustrate the effect of the despotism of the Empire upon literature.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

THIRD AND FOURTH YEARS.

LATIN PROSE COMPOSITION.

HONORS.

Examiner: William Dale, M.A.

The proudest and most perfect separation which can be found in any age or country, between the nobles and the people, is perhaps that of the Patricians and Plebeians, as it was established in the first age of the Roman republic. Wealth and honors, the offices of the state, and the ceremonies of religion, were almost exclusively possessed by the former, who, preserving the purity of their blood with the most insulting jealousy, held their clients in a condition of specious vasalage. But these distinctions, so incompatible with the spirit of a free people, were removed, after a long struggle, by the persevering efforts of the Tribunes. The most active and successful of the Plebeians, accumulated wealth, aspired to honors, deserved triumphs, and after some generations, assumed the pride of ancient nobility. The Patrician families, on the other hand, whose original number was never recruited till the end of the commonwealth, either failed in the ordinary course of nature, or were extinguished in so many foreign and domestic wars, or through a want of merit or fortune, insensibly mingled with the mass of the people. Very few remained who could derive their pure and genuine origin from the infancy of the city, or even from that of the republic, when Caesar and Augustus created from the body of the senate a competent number of new Patrician families, in the hope of perpetuating an order, which was still considered
honorable and sacred. But these artificial supplies (in which the reigning house was always included) were rapidly swept away by the rage of tyrants, by frequent revolutions, by the change of manners, and by the intermixture of nations. Little more was left when Constantine ascended the throne, than a vague and imperfect tradition, that the Patricians had once been the first of the Romans.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

STATICS.

HONORS.

Examiners: { Iva E. Martin, B.A.  
              A. C. McKay, B.A.  

1. Define *force* and state how it is measured in statics.
Find the relations between three forces in equilibrium
acting on a particle.

If \( R \) be the resultant of any number of forces,
\( P_1, P_2, P_3, \ldots \) acting on a particle, prove that

\[ R^2 = \Sigma P^2 + 2 \Sigma P_1 P_2 \cos \theta_{1,2} \]

where \( \theta_{1,2} \) is the angle between \( P_1 \) and \( P_2 \).

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

A particle rests on an ellipse acted on by forces
\( \lambda x^2, \mu y^2 \), parallel to the axes of \( x \) and \( y \) respectively; find
its position of equilibrium.

3. The sum of the virtual works of any number of forces
acting at a point is equal to the virtual work of the resultant.

Deduce from the principal of virtual work the condition
of equilibrium of a system of forces acting on a particle.

4. Define *Force Polygon*, *Funicular Polygon*, *Astatic
Equilibrium*, *Astatic Centre*.

Find the astatic centre of a System of Coplanar forces
acting on a rigid body.

5. Two equal carriage wheels whose centres are connected
by a smooth bar are placed on a rough inclined plane; determine
whether the equilibrium of the system will be best
preserved by locking the hind or the fore wheel.

6. Give a geometric representation of any force diagram
in any plane

7. Show that the sum of the tangents of the given

   \[ \tan \alpha + \tan \beta = \tan \gamma \]

8. Find the equations of the straight
   line \( y = mx + c \) touching the curve
   \( y^2 = 4ax \)

9. A cylinder of radius \( R \) is rotating about its axis.
   Determine the force \( F \) acting on the cylinder
   in the direction \( P \) is pushed.

10. Find the position of equilibrium of a system of forces
    acting on a rigid body.

Deduce from the principal of virtual work the condition
of equilibrium of a system of forces acting on a particle.

11. Define *Force Polygon*, *Funicular Polygon*, *Astatic
    Equilibrium*, *Astatic Centre*.

Find the astatic centre of a System of Coplanar forces
acting on a rigid body.

5. Two equal carriage wheels whose centres are connected
by a smooth bar are placed on a rough inclined plane; determine
whether the equilibrium of the system will be best
preserved by locking the hind or the fore wheel.
6. Define a moment of a force and couple.

Find the resultant of any number of couples acting in any planes on a rigid body.

7. Prove that a system of forces can be reduced in an infinite number of ways to a pair of equal forces, whose directions make any assigned angle with one another; and find the distance between these forces when the angle is given.

Determine the central axis where there are two forces $P$ and $Q$ whose lines of action are defined by $z = c$, $y = x$, $\tan \alpha$, and $z = -c$, $y = -x \tan \alpha$ respectively.

8. Find an expression for the centre of mass of an arc of a curve.

Determine the coordinates of the centre of mass of the curve $y = \frac{c}{2} \left( e^{\frac{x}{c}} + e^{-\frac{x}{c}} \right)$ between the points $(0, c)$ and $(x_1, y_1)$.

9. A string is stretched over a rough plain curve; find the tension at any point, and the pressure on the curve in the limiting position of equilibrium.

Two equal weights $P$, $Q$ are connected by a string without weight which passes over a rough fixed horizontal cylinder; compare the focus required to raise $P$ according as $P$ is pushed up or $Q$ pulled down.

10. Find the resultant attraction of a homogeneous spherical shell of very small thickness on a particle outside the shell.

Deduce the resultant attraction of a sphere on a particle outside it.
PARTICLE DYNAMICS AND NEWTON.
HONORS.

Examiners: 
  Iva E. Martin, B.A.
  A. C. McKay, B.A.

PARTICLE DYNAMICS.

1. A point moves in a plane curve, find the component accelerations 
   (a) along and perpendicular to the tangent, (b) 
   along and perpendicular to the radius vector.

2. Express in mathematical form the inferences drawn 
   from the laws of motion, which give the equation of motion 
   of a particle.

Compute the tensions of a string to which a mass is 
attached which revolves round a point in a horizontal circle 
ten times in a second with the weight of the mass itself, the 
string being a yard long.

3. A particle is constrained to move in a straight line, 
   and is acted on by an attraction directed to a point not in 
   that line, and expressed by a function \( \phi(r) \) of the distance. 
   Determine the time of a small oscillation.

   Find the time of quickest descent down a focal chord 
   of a parabola whose axis is vertical.

4. Prove the equation \( \frac{d^2u}{d\theta^2} + u = \frac{p}{h^2u^2} \) and find an ex-
   pression for the velocity.

Three forces \( \vec{u}_1D, \vec{u}_2D, \vec{u}_3D \) reside in fixed points, and 
a particle is projected in any direction; prove that the 
periodical time is 
\[ \frac{2\pi}{\sqrt{u_1 + u_2 + u_3}}. \]
5. Prove that the velocity in the hodograph is the acceleration in the curve.

The hodograph of a particle moving in an ellipse about a centre of attraction in the focus is a circle.

The hodograph is a circle described with constant angular velocity about a point in its circumference, find the original path.

6. A string of length \( l \) hangs over a smooth peg so as to be at rest. One end burns away at a uniform rate \( v \). Show that the other end will, at time \( t \), before the whole slips off the peg, be at a depth \( x \) below the peg given by the equation

\[
(l - vt)\left(\frac{d^2x}{dt^2} + g\right) + v \frac{dx}{dt} = 2g.x. \text{ the unit of length of the string containing the unit of mass.}
\]

NEWTON.

7. If a body be revolving in an ellipse, find the law of centripetal force tending to the centre of the ellipse.

A body describes an ellipse about a centre of force in the centre; prove that if \( r, r' \) be two radii vectores and \( a \) the angle between them, the time of describing the intercepted arc

\[
\text{arc} = \frac{1}{\sqrt{u}} \sin^{-1} \frac{r \cdot r' \sin a}{ab}.
\]

8. A body is moving in a parabola, find the law of force tending to the focus.

The ratio of the axes of the orbits of two planets is 18 : 13; find the period time of one when that of the other is given.
1. State the laws of ordinary refraction. Show that the deviation produced by a single refraction increases as the angle of incidence increases, and that the deviation increases faster and faster as the angle of refraction increases uniformly.

2. Show that the deviation is a minimum when a ray of light passes through a prism in a principal plane, making the angles of incidence and emergence equal.

When the incident ray is nearly perpendicular to one face of a prism of small angle, show that the deviation is proportional to the angle of the prism and is independent of the angle of incidence.

3. Show how to measure the refractive index of a prismatic solid.

How could you determine the refractive index of an irregular fragment of a transparent mineral?

4. Find the conditions that two lenses made of different kinds of glass, and placed close together, may be achromatic for two given colours.

Show that when light is refracted at a plane surface, the dispersion is proportional to the tangent of the angle of refraction.

5. Describe Huyghens' eye-piece.

Draw a figure showing the course of the rays of light through a compound microscope with a Huyghens' eye-piece.
What are immersion objectives? What object is attained by their use?

6. The range of vision of an unassisted short-sighted eye being given, determine the range when a double concave lens of given focal length is placed close to the eye.

Under what circumstances does one require different spectacles for reading and for viewing distant objects?

7. Account fully for the formation of the secondary rainbow.

What is a caustic surface?

Find the caustic when parallel light falls on a concave spherical reflector.

8. Find the aberration of a pencil which passes obliquely through a plate of given thickness.

Find the aberration of a pencil directly reflected at a spherical surface.

9. Describe any common form of Heliostat.
1. Obtain an expression for the pressure at any point of a fluid acted upon by any system of forces.

A vessel containing liquid moves vertically upwards with an uniform acceleration, find the pressure at any point.


Prove that a necessary condition of equilibrium is that the lines of Force may be the normals to the Surfaces of Equal Pressure.

The source of the Mississippi River is nearer the centre of the earth than the mouth is. What can be inferred from this about the slope of Level Surfaces on the earth?

3. Find an expression for the whole pressure, and the position of the point at which it may be supposed to act on a given plane.

If $A B C D$ is the section of a reservoir wall, the vertical face of which $(B C)$ is towards the water; the width of the top of the wall $(A D)$ is $a$; the inclination of $A D$ to the vertical is $\theta$, and $\rho$ is the specific gravity of the material of the wall; show that when the water reaches the top of the wall the equation of the line of resistance is

$$x^2 \left( \frac{1}{\rho} + \tan^2 \theta \right) - 3x (y-\rho) \tan \theta - 3a (2y-a) = 0.$$ 

The axes of $x$ and $y$ being $BC$ and $BA$ respectively.
4. Find the conditions of equilibrium of a body floating in a fluid.

A body when suspended from an extremity of an elastic string, whose natural length is \( a \), stretches the string to a length \( na \). If the body be now suspended from a point whose height above the surface of a fluid is \( a \), show that it will sink to a depth \( a (n - 2 + n^{-1}) \) if the density of the fluid is \( n^{-1} \).

5. Define *Surface of Floatation, Surface of Buoyancy,* and *Metacentre.*

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

6. State the laws regulating (1) The pressure of gases at different temperatures. (2) The pressure of the mixture of gases. (3) The pressure of gases at different volumes.

A cylindrical diving bell, of height \( a \), is sunk in water, until the water rises half-way up the axis; find the depth, the height of the water barometer being \( h \).

If the temperature of the air in the cylinder be raised \( \epsilon \), shew that the water recedes a distance equal to
\[
\frac{2a h e t}{2h + a} \text{ nearly.}
\]

7. A flexible surface of any form is exposed to the action of a liquid; find the relation between the pressure, principal tensions, and the curvatures in the directions of these tensions at any point.

Equal quantities of the same material are formed into two thin spherical vessels of given radii; compare the greatest fluid pressure they will sustain.

8. State the laws governing the theory of the existence of a surface tension.

Obtain the equation to the capillary curve in the form
\[
\tan \frac{\phi}{4} = e^c \tan \frac{a}{4}.
\]

Explain the possibility of floating a needle on the surface of water.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

RIGID DYNAMICS.
HONORS.

Examiners: A. C. McKay, B.A.
           I. E. Martin, B.A.

1. Define moment of inertia, radius of gyration. Show that the moment of inertia of an elliptic lamina about a tangent varies as the square of the perpendicular from the centre on the tangent.
   
   If the momental ellipsoid of a body, at the centre of inertia, is a spheroid, there exists in the body a point such that the moments of inertia about all axes through it are the same.

2. Any displacement whatever of a rigid body may be reduced to a translation and a rotation about an axis.
   
   Explain fully the principle known as “The parallelogram of angular velocities.”

3. Show that if a rigid body be thrown vertically up from the earth, the motion of the centre of gravity will not be affected by any rotation the body may have.

4. A cube is swinging freely, suspended from one edge in the horizontal position. Find the length of the equivalent simple pendulum.
   
   What is the least angular velocity when in the lowest position, that the cube may make a complete revolution?
5. Define centre of percussion.
Find the centre of percussion of a triangular lamina, one of the sides being the axis of rotation. Find the centre of percussion of a uniform rod, freely suspended from one end.

6. Determine the general equations of motion of a cube, free to move about a point midway between the centre and one corner.
Determine the pressure on the point for any given motion.

7. A rigid body is moving freely in space, when suddenly a point becomes fixed. Determine the initial subsequent motion.
A cube rolls on a perfectly rough plane. Show that when the axis of rotation changes from one edge to another, the angular velocity is reduced in the ratio one-fourth.

8. A body is moving freely about a fixed point, under the action of no impressed forces. Explain Poinsot's representation of the motion.

9. A rough sphere of radius \( a \), rolls in a vertical plane in a horizontal cylinder of radius \( b \). Show that the period of small oscillations is

\[
2\pi \sqrt{\frac{7 (b-a)}{5g}}
\]

10. A heavy uniform string hangs at rest over a smooth peg. Suddenly one fourth of the string on one side is cut off. Find the instantaneous change of pressure on the peg.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

PHYSICS.

Examiners: { A. C. McKay, B.A. { Iva E. Martin, B.A.

1. Distinguish *shadow, umbra, penumbra.* "When sunlight passes through the spaces between the leaves of trees, circular patches of light are seen on the ground." Why?

2. State the laws of reflection of light.
   Show why the image of an object placed before a plane mirror is formed at an equal distance behind the mirror.

3. What is the *focal length* of a concave mirror? Find the formula \(\frac{1}{v} + \frac{1}{u} = \frac{2}{r}\).
   Draw a figure showing the position and size of the image of a candle, formed by reflection in a concave mirror.

4. Show how to determine practically the focal length of a convex lens.
   Explain the principle of the simple microscope.
   Distinguish *real* and *virtual* images.

5. Make a drawing of a magic lantern, showing carefully the use of all essential parts.

6. What is meant by the strength of the current produced by a given cell?
   Will two cells in the circuit produce double the current?

7. Describe a common form of the tangent galvanometer.
   Show why the tangent of the angle of deflection is proportional to the strength of the current.

8. Define *potential, electromotive force, resistance.*
   Describe the construction of a direct-reading volt-meter

9. What is meant by *declination and inclination* as applied to the magnetic needle?
   Define *intensity of the magnetic field.*
   Why is a magnetic needle deflected by an electric current?
1. If forces $P, Q, R$ acting at the centre $O$ of a circular lamina along the radii $OA, OB, OC$ be equivalent to forces $P_1, Q_1, R_1$ acting along the sides $BC, CA, AB$ of the inscribed triangle, show that

$$\frac{P}{BO} + \frac{Q}{CA} + \frac{R}{AB} = 0.$$ 

2. Two weights $P, Q,$ of similar material, resting on a rough double inclined plane, are connected by a fine string passing over the common vertex, and $Q$ is on the point of motion down the plane: prove that the greatest weight which can be added to $P$ without disturbing the equilibrium is

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

$\alpha, \beta$ being the angles of inclination of the planes and $\epsilon$ the angle of friction.

3. A very small bar of matter is moveable about one extremity which is fixed halfway between two centres of force attracting inversely as the square of the distance; if $l$ be the length of the bar, and $2a$ the distance between the centres of force, prove that there will be four positions of equilibrium if the ratio of the absolute intensity of the more powerful force be to that of the less powerful is greater than

$$\frac{a + 2l}{a - 2l}.$$ 

4. A heavy perfectly elastic particle is dropped from a point within a smooth fixed sphere which is distant horizontally $\frac{1}{2} \sqrt{3} - \sqrt{3}$ times the radius from the centre: prove that it will retrace its path after two rebounds.
5. A uniform string is placed on the arc of a smooth curve in a vertical plane and moves under the action of gravity; prove that the equation of motion is

\[ \frac{d^2s}{dt^2} = \frac{g}{l} (y_1 - y_2) \]

\( l \) being the length of the string, \( s \) the arc described by any point of it at a time \( t \), and \( y_1, y_2 \), the depths of its ends below a fixed horizontal line.

6. A liquid is acted on by two central forces, each varying as the distance from a fixed point and equal at equal distances from these points, one attractive and one repulsive; prove that the surfaces of equal pressure are planes.

7. A uniform rod rests in an oblique position with half its length immersed in liquid and can turn freely about a point in its length whose distance from the lower end is one-sixth of the length; compare the densities of the rod and liquid and prove that the equilibrium is stable.

8. In viewing a small object with a convex lens of 1 inch focus the lens is \( \frac{1}{2} \) inch from the eye, and \( \frac{3}{2} \) th of an inch from the object. Determine the magnifying power under these conditions.

9. One end of a heavy rod rests on a horizontal plane and against a vertical wall. All the surfaces being smooth, if the rod slips down determine the motion.

10. A uniform rod of length \( 2a \) can turn freely about one extremity. In its initial position it makes an angle of \( 90^\circ \) with the vertical, and is projected horizontally with angular velocity \( \omega \); show that the least angle it makes with the vertical is given by the equation \( 4a\omega^2 \cos \theta = 3g \sin^2 \theta \).

11. A sphere is projected obliquely down a rough inclined plane, the motion being pure rolling; determine the friction brought into play, and the path, neglecting the couple of rolling friction.
1. State the main changes which came over the thought and form of literature in the second half of the Eighteenth Century, and show how these are exemplified in the leading writings of the time.

2. With regard to eight of the following quotations name the writer, the work from which each is taken, and indicate the connection in which the passage appears.

(a) O blest retirement, friend to life's decline,
    Retreats from care that never must be mine,
    How happy he, who crowns in shades like these,
    A youth of labour with an age of ease;
    Who quits a world where strong temptations try,
    And since 'tis hard to combat learns to fly!

(b) Me, let the tender office long engage,
    To rock the cradle of repose of Age,
    With lenient arts extend a mother's breath,
    Make Langnor smile, and smooth the bed of Death.

(c) But when to mischief mortals bend their will,
    How soon they find fit instruments of ill!

(d) What cannot praise effect in mighty minds,
    When flattery soothes and when ambition binds?
    Desire of power, on earth a vicious weed,
    Yet sprung from high is of celestial seed;
    In God 'tis glory, and when men aspire
    'Tis but a spark too much of heavenly fire,
(e) **Fate never wounds** more deep the gen'rous heart; 
Than when a blockhead's insult points the dart.

(f) Say why are Beauties prais'd and honour'd most 
The wise man's passion, and the vain man's toast? 
Why deck'd with all that land or sea afford, 
Why Angels call'd and Angel-like ador'd? 
Why round our coaches crowd the white-glov'd beaux 
Why bows the side box from the inmost rows; 
How vain are all these glories, all our pains, 
Unless good sense preserve what beauty gains!

(g) Better to hunt in fields for health unbought 
Than see the doctor for a nauseous draught; 
The wise for cure on exercise depend; 
God never made his work for man to mend.

(h) But knowledge to their eyes her ample page 
Rich with the spoils of time did ne'er unroll.

(i) The mighty master smiled to see 
That love was in the next degree; 
'Twas but a kindred sound to move, 
For pity melts the mind to love.

(j) With arms sublime, that float upon the air, 
In gliding state she wins her easy way; 
O'er her warm cheek, and rising bosom, move 
The bloom of young Desire, and purple light of Love

(k) Beyond the measure vast of thought, 
The works, the wizard Time has wrought! 
The Gaul, 'tis held of antique story 
Saw Britain link'd to his now adverse strand, 
No sea between, nor cliff sublime and hoary 
He pass'd with unwet feet through all our land.

(l) Now air is hush'd, save where the weak-eye'd bat, 
With short shrill shriek flits by on leathern wing.

3. Tell with the greatest possible conciseness what you know of six of the following:
   *Hudibras, Congreve, Young's Night Thoughts, Pilgrim's Progress, Tristram Shandy, Pepys's Diary, Hind and Panther, Ossian, Bishop Berkeley.*

4. (a) *Narrate* very concisely the life of Pope; (b) describe his personal character, (c) and his literary merits and defects,
5. (a) Describe in a general way the character of the "Spectator" Essays, and (b) preserving in as far as you can the spirit of the original, either describe Sir Roger de Coverley, or reproduce any one of the Essays devoted to him.

6. Either show the satiric power and other merits of Swift's *Voyage to Lilliput,*

Or show in what respects the *Rape of the Lock,* (which has been called the "Epos of Society in the reign of Queen Anne") is particularly representative and characteristic of its own age.
1. Contrast the two poets Thomson and Cowper by pointing out differences in matter and manner between Book IV. of the Seasons (Winter) and Book VI. of the Task (Winter Walk at Noon), illustrating fully by definite references to points and passages in the two Books mentioned.

2. Give a critical estimate of Goldsmith's Vicar of Wakefield, and point out resemblances between his novel and his poems.

3. Exemplify from his speech on American Vacation, the characteristics of Burke's intellect, of his style, and of his political principles.

4. Name the writers, point out the stylistic peculiarities, the merits and defects of each of the following passages:

(a) But there are other judges who think I ought not to have translated Chaucer into English, out of a quite contrary notion. They suppose there is a certain veneration due to his old language; and that it is little less than profanation and sacrilege to alter it. They are farther of opinion that somewhat of his good sense will suffer in this transfusion, and much of the beauty of his thoughts will infallibly be lost, which appear with more grace in their old habit. Of this opinion was that excellent person whom I mentioned, the late Earl of Leicester, who valued Chaucer as much as Mr.
Cowley despised him. My lord dissuaded me from this attempt (for I was thinking of it some years before his death), and his authority prevailed so far with me as to defer my undertaking while he lived, in deference to him. Yet my reason was not convinced with what he urged against it. If the first end of a writer is to be understood, then, as his language grows obsolete, his thoughts must grow obscure. When an ancient word for its sound and significance deserves to be revived, I have that reasonable veneration for antiquity to restore it. All beyond this is superstition. Words are not like landmarks, so sacred as never to be removed. Customs are changed; and even statutes are silently repealed, when the reason ceases for which they were enacted. As to the other part of the argument, that his thought will lose of their original beauty, by the renovation of words: in the first place, not only their beauty, but their being is lost, when they are no longer understood; which is the present case. I grant that something must be lost in all transfusion, that is, in all translations; but the sense will remain, which would otherwise be lost, or at least be maimed, when it is scarce intelligible, and that but to a few. How few are there who can read Chaucer so as to understand him perfectly! And if imperfectly, then with less profit and no pleasure. 'Tis not for use of some old Saxon friends that I have taken these pains with him: let them neglect my version, because they have no need of it. I made it for their sakes who understand sense and poetry as well as they, when that poetry and sense is put into words which they understand.

(b) Yet these failures, however frequent, may admit extenuation and apology. To have attempted much is always laudable, even when the enterprise is above the strength that undertakes it; to rest below his own aim is incident to every one whose fancy is active, and whose views are comprehensive; nor is any man satisfied with himself because he has done much, but because he can conceive little. When first I engaged in this work, I resolved to leave neither words nor things unexamined, and pleased myself with a prospect of the hours I should revel away in feasts of literature, the obscure recesses of Northern learning which I should enter and ransack, the treasures with which I expected every search into those neglected
mines to reward my labour, and the triumph with which I should display my acquisitions to mankind. When I had thus inquired into the original of words, I resolved to pierce deep into every science, to inquire the nature of every substance of which I inserted the name, to limit every idea by a definition strictly logical, and exhibit every production of art or nature in an accurate description, that my book might be in place of all other dictionaries, whether appellative or technical. But these were the dreams of a poet doomed at last to wake lexicographer. I soon found that it is too late to look for instruments when the work calls for execution, and that whatever abilities I had brought to the my task, with those I must finally perform it. To deliberate whenever I doubted, to inquire whenever I was ignorant, would have protracted the undertaking without end, and, perhaps, without improvement; for I did not find by my first experiments, that what I had not of my own was easily to be obtained; I saw that one inquiry only gave occasion to another, that book referred to book, that to search was not always to find, and to find was not always to be informed; and that thus to pursue perfection, was, like the first inhabitants of Arcadia, to chase the sun, which when they had reached the hill where he seemed to rest, was still beheld at the same distance from them.

B.

5. Describe the character of Lady Macbeth, and her influence in the development of the plot.

6. Name the speaker of each of the following passages, and indicate the circumstances under which it is uttered; also express concisely and accurately in your own words the meaning of each passage:

(a) My thought, whose murder yet is but fantastical,
    Shakes so my single state of man that function
    Is smothered in surmise

(b) All that impedes thee from the golden round
    Which fate and metaphysical aid doth seem
    To have thee crown'd withal

(c) The love that follows us sometime is our trouble,
    Which still we thank as love. Herein I teach you
    How you shall bid God yield us for your pains
    And thank us for your trouble.
(d) Come, fate, into the list
    And champion me to the utterance
(e) In such bloody distance
    That every minute of his being thrusts
    Against my near'st of life

7. Describe as vividly as you can the Banqueting scene.
1. What causes led to the study of Anglo Saxon in the 16th century? Sketch the progress of the study up to the present time.

2. How did Anglo Saxon consonants differ in pronunciation from their English modern representatives?

3. Write down the mutation forms of a, ea, o, õ, eo, and give examples of words thus related. Explain the cause of mutation. Compare English with Gothic, Icelandic, and O. H. G. in this regard. Cite instances of umlaut in Anglo Saxon.

4. What is meant by the expression “O. E. original a”? By what phonetic laws has this a been influenced, and what are its common modern forms?

5. Give the A. S. gradation series with illustrations. Explain the vowel change in feallan... feoll.


7. Give Sweet’s classification of strong nouns, and compare with that of Sievers.

8. Translate and derive accounting for the phonetic changes, forma, ōther, fihta, fiexta, cahta, endlufton.
9. Decline in full the interrogative pronouns including hwele.
10. Translate and give principal parts of beatan, bēdan, bidan, bīdan, flēgān, flēon, slēan, swe-rīan, teran.
11. What is the force of the following prefixes and suffixes: -eg-, -or-, -ing, -uth, -unga.
12. How is the genitive used in A. S.?
13. How did the A. S. use of tenses differ from that in Modern English?

II.

Translate:
Se móna his leoht ne selth and steorran of heofone feallath. He for-let eall woruld-thing. Gif se biseop ḍēth be his agnum willan and wile bindan thone unscyldigan and thone scyldigan altisan, thonne for-líest he thā miht the him God for-get. Se lichama, the is thāre sæwle vēaf, and- bidath thes mician dōmes, and theāh he bēo tō dúste formolsnod, God hine ārwerth. Twēgen menn ēodon into Godes temple hie tō gebiddenne. Se witegā āwrat be thēm fēower nićenum the him atiwdu wēron, thæt hie hēfiden ēagan him on ālice healfe. “Hwone secgath meńn thæt sie man-nes Sunu?" Hie scufôn śćt hiera scipu and gew[endon him begeondan sw. God is ās hēr tō bēonne.

1. Write etymological notes on the words in italics.
2 Parse bēo, to gebiddenne, atiwdu, hēfiden, sie, Gōd.
3. Explain the change in construction that is revealed by comparing the above passage with the English translation.

III.

Translate:
Sum cwēn was on sūth-dēle, Saba gehāten, snotor and wis. Thā gehierde hēo Salomones hlīsan and cōm fram thēm sūthernum gemērum tō Salomone binnan Hierusālēm mid micelre fare and hieare olfendas bærōn sūtherne wyrta and dēorwierthe gimm-stūnas and ungerim gold. Sēo cwēn thā hēfide spræce with Salomon and saegde him swā hwæt swā hēo on hieare heortan gethōhte.
Salomon thā hie læerde and hieræ sægde eahra thāra
worda andgiet the hēo hine Æscode. Thā geseah
sēo cwēn Salomones wîðdom and thæt māre tem-
pel the hē getimbred hæfde and thā hāc the man
God offrode, and thæs cyninges manigfealdæ
thegnunga and wæs to thæm swīthe of-wunræd
thæt hēo naefde furthor næmne gæst for thæmthe,
hēo mihtē nā furthor suneān. Hēo cwēth thā tō
thæm cyninge: Sōth is thæt word the ic gehērde
on mînum earde be thī and be thīnum wîsdîme, Æc
ic nolde geliefan āær thēm the ic self hit geswēne.
Nu hæbbe ic āfandod thæt mē nas be healfum
dæle thīn mærtho ge-ȝythed. Māre ic thīn wîsdîm
and thīn weorc þonne se hilīsa ware the ic gehī-
ørde. Êadige sind thīne thegnas and thīne thēo-
was the sīmle setforan thē standâth, and thīnne
wîsdîm gehierea th. Geblēsod sīe se slēmhtiga
God, the thē gēccas and gesette ofer Israhēla rīce;
thēt thīn dōmas sette and rihtwisnesse.

1. Illustrate from the above extract the A. S. usage
in respect (a) of the declension of adjectives, (b) of the
employment of the subjunctive mood.

2. Give principal parts and conjugation of all strong
verbs.

V.

Translate:

Thā cōmon on sumne sēl ungesēlīge théofas
cēhta on Ærre nihtē tō thēm ārweorhtan hālgan:
woldon stēlan thā mūthnas the menn thīder brōht
on, and cunnodon mīd craeftē hīc hī inn cuman
mihten. Sum slōg mid slegē swīthe thā hēspēn,
sum hīera mīd fēolān fēolode ymb ūtan, sum ēc
under dealf thā duru mīd spadan sum hīera mīd
hlǣddre wolde on-lūcan thēt ēag-thyrēl; æc hīe
swunecon on idel and earnlice fērdom, swā thēt se
hālgan wer hīe wunorlice geband ælēne swā hē
stōd strūtiendne mīd tōle thēt hīera nūn ne nihtē
thēt morht gefremman ne hīe thūon āstyrīan æc
stōdon swā oth mergen.

1. Parse sēl, mihten, swīthe, strūtiendne, hēspēn.

2. Cunnodon, wolde. Conjugate these verbs in full.
Account as far as you can for their peculiarities.
3. Write etymological notes on ungeselige, menn, swithe, čac, duru, ĕag—thērel, swuncon, wer.

4. What trace of Latin may here be found? Refer to other evidences furnished by the Primer of the foreign elements in Anglo Saxon.

5. Show the poetical character of this extract. Who was its author?
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

HISTORY.

Examiner: E. C. Jeffrey, B.A.

Note.—Candidates may write on five of the questions only.

1. Discuss the settlement and political development of Canada, up to the passage of the British North America Act.

2. Recount the causes and results of North German federation.


5. Trace the growth of democratic government in modern Europe.

6. Describe the influences which made for Canadian federation.
1. Give the principal provisions of the Peace of Westphalia and discuss its effect upon subsequent European history.

2. Contrast the political importance and territorial power of Spain at the death of Philip II., and in 1815.

3. (a) Give an account of the origin of the Seven Years' war, and detail the leading circumstances of the war in America. (b) What was its exact effect upon the territorial power of England and France respectively upon this continent?

4. Point out the effects of the French Revolution upon (a) France, (b) Europe, (c) America.

5. What were the causes and results of North German Federation?


7. What were the principal provisions and political effects of the Quebec Act of 1774?

8. Outline briefly the position of affairs in Canada immediately prior to the time of Lord Durham's Report, and give the most important features and results of this report.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

ANCIENT HISTORY.
HONORS.

Examiners: { WILLIAM DALE, M.A. 
{ R. J. BONNER, B.A.

Note.—Candidates are requested to enclose the answers to questions in sections A and B in separate envelopes. Not more than four questions in section A are to be attempted. Dates are required wherever necessary.

A.

1. Translate: "Neque dum Hannibal in Italia moratur, neque proximis post exessum eius annis, vacavit Licianis colonias condere; cum resset in bello conquirendus potius miles, quam dimittendus, et post bellum vives refoventae magis, quam spargendae."

(a) What colonies were founded during the period (264-168 B.C.)? What was the object of each, and to which class of colonies did each belong?

(b) Describe the condition of Italy at the close of the Second Punic War.

(c) Distinguish between ἀποκλία, colonia and colony.

2. (a) Give an account of the rise and growth of the Carthaginian Empire up to the time of the First Punic War.

(b) Compare the condition of the allies and subjects of Carthage with that of the allies and subjects of Rome.
Translate: Σημείων δὲ πολιτείας συντεταγμένης τὸ
tὸν δῆμον ἐξονσάρ (sc. τὴν πόλιν) διαμένειν ἐν τῇ
tῇ πολιτείᾳ, καὶ μάτε στάσιν ἤ, τι καὶ ἄξιον εἶπεῖν,
γεγενηθαι μήτε τύραννον.

Is this remark true of Carthage?

3. Translate: Cn. Scipionem cum pallio crepidisque
inambulare in gymnasio, libellis eum palaestraeque
operam dare: aequae sequiter molliterque cohortem
totam Syracusarem amoenitate frui: Carthaginem
atque Hannibalem excidisse de memoria: exercitum
omnem licentia corruptum. What is the meaning of
cohors?

Describe the career and character of Cn. Cornelius
Scipio Africanus.

4. (a) Give the history of the dictatorship from B.C.
218 onwards.

(b) Describe the financial expedients of the Roman
government during the Second Punic War.

5. Give an account of the life, writings and character
of Marcus Porcius Cato.

6. Describe the effects of Hellenism (the influence
of Greece on Rome) during this period (a) in politics;
(b) in literature.

Translate and explain:

Sperne mores transmarinos, mille habent officias.
Give Romano per orbem nemo vivit rectius.
Quippe malum unum Catonem, quam trecentos So-
cratus.

7. Estimate the economic effects of the conquests of
this period (a) on the Romans proper; (b) on the
Italians generally.

8. Trace the causes which led to the outbreak of the
Third Macedonian War, and describe the settlement of
the affairs of the East at its close.
1. Contrast the rule of Sparta with that of Athens, stating clearly the data upon which our knowledge of the rule of Sparta rests.

2. Give an account of the conspiracy of Kinadon as told by Xenophon, showing, by suitable comments on interesting and suggestive points in the narrative, the light it throws on the internal condition of Sparta.

3. (a) Note the principal defects in Xenophon as an historian.
(b) What circumstances peculiarly fitted him to be the historian of this period?

4. Describe the relations existing between Sparta and her Peloponnesian allies from the peace of Antalkidas to 360 B.C.

5. Give a concise account of the rule of “The Thirty” in Athens.
Outline, and discuss the adequacy of, the defence of Theramenes.

6. Trace the revival and progress of the naval power of Athens from 404 B.C. to 370 B.C., pointing out the causes and importance of each advance that was made.

7. Account for the sudden ascendancy of Thebes.

8. Compare the efficiency of Greek commanders and soldiers with that of Persian commanders and soldiers, drawing your conclusions from the events of this period.
Why did Greek commanders so seldom lay siege to a city?
translate: (a).

un homme de la cour qui n’a pas un assez beau nom, doit l’ensevelir sous un meilleur; mais s'il l’a tel qu'il ose le porter, il doit alors insinuer qu'il est de tous les noms le plus illustre, comme sa maison de toutes les maisons la plus ancienne; il doit tenir aux princes Lorrains, aux Rohans, aux Chastillons, aux Montmorencis, et, s'il se peut, aux princes du sang; ne parler que de ducs, de cardinaux et de ministres; faire entrer dans toutes les conversations ses aieux paternels, et y trouver place pour l’oriflamme et pour les croisades; avoir des salles parées d’arbres généalogiques, d’écussons chargés de seize quartiers, et de tableaux de ses ancêtres et des alliés de ses ancêtres; se piquer d’avoir un ancien château à tourelles, à créneaux et à mâchecoulis; dire en toute rencontre; ma race, ma branche, mon nom et mes armes; dire de celui-ci qu’il n’est pas homme de qualité, de celle-là qu’elle n’est pas demoiselle; ou si on lui dit qu’Hyacinthe a eu le gros lot, demander s’il est gentilhomme: quelques-uns riront de ces contre-temps, mais il les laissera rire; d’autres en feront des contes, et il leur permettra de conter; il dira toujours qu’il marche après la maison régantante, et, à force de le dire, il sera cru.
(b) Celui qui dit: Je dinai hier à Tibur, ou: j'y soupe ce soir, qui le répète, qui fait dix fois entrer le nom de Plancus dans les moindres conversations, qui dit: Plancus me demandait... je disais à Plancus... celui-là même apprend dans ce moment que son héros vient d'être enlevé par une morte extraordinaire. Il part de la main, il rassemble le peuple dans les places ou sous les portiques, accuse le mort, décrit sa conduite, dénie son consulat, lui ôte jusqu'à la science des détails que la voix publique lui accorde, ne lui passe point une mémoire heureuse, lui refuse l'éloge d'un homme sévère et laborieux, ne lui fait pas l'honneur de lui croire parmi les ennemis de l'empire un ennemi.

1. contre-temps. Give rules for forming the plural of compound nouns, illustrating by examples.

2. Cite the explanation usually given of the proper names in extract (b).

3. aux princes Lorrains... aux Montmorencis. Mention any members of these families eminent in French history.

4. jetez-moi dans les troupes comme un simple soldat, je suis Thersite; mettez-moi à la tête d'une armée dont j'aurai à répondre à toute l'Europe, je suis Achille. Give La Bruyère's reason for this.

5. Translate and explain: Le prince n'a point assez de toute sa fortune pour payer un basse complaisance, si l'on en juge par tout ce que celui qu'il veut recom- penser y a mis du sien; et il n'a pas trop de toute sa puissance pour le punir, s'il mesure sa vengeance au tort qu'il en a reçu.

II.

LA FONTAINE, FABLES.

Translate:

Un homme de moyen âge,
En tirant sur le grison,
Jugea qu'il étoit saison
De songer au mariage.
Il avoit du comptant,
Et partant
De quoi choisir: toutes vouloient lui plaire:
En quoi notre amoureux ne se presoît pas tant;
Bien adresser n'est pas petite affaire.
Deux veuves sur son cœur eurent le plus de part:
   L'une encore verte, et l'autre un peu bien mûre,
   Mais qui révèle son par son art
   Ce qu'avait détruit la nature.
   Ces deux veuves, en badinant,
   En riant, en lui faisant fête,
   L'alloient quelquefois testonnant,
   C'est-à-dire ajustant sa tête.
La vieille, à tout moment, de sa part emportait
   Un peu du poil noir qui restoit,
Afin que son amant en fût plus à sa guise.
La jeune saccageoit les poils blancs à son tour.
Toutes deux firent tant, que notre tête grise
   Demeura sans cheveux et se douta du tour.
   "Je vous rends, leur dit-il, mille graces, les belles,
   Qui m'avez si bien tondu :
   J'ai plus gagné que perdu;
   Car d'hymen point de nouvelles.
   Celle que je prendrois voudroit qu'à sa façon
   Je récuse, et non à la mienne.
   Il n'est tête chauve qui tienne :
   Je vous suis obligé, belles, de la leçon.

1. de quoi. Illustrate, by examples, any uses of this phrase as a substantive.

2. en lui faisant fête. Translate (a) Il célébrait sa fête ; (b) Il prévient, il s'offre, il se fait de fête ; (c) Il n'est pas tous les jours fête.

3. I'alooient. Write a note on the position of the pronoun here.

4. les belles. Account for the use of the article.

5. nouvelles. Translate into French (a) I have just heard from him ; (b) Have you ever heard of his brother Henry ? (c) I have just heard that he came back yesterday.

6. Il n'est tête chauve. Cite analogous completions of the negative.

III.

Translate:
   Digne fille de saint Édouard et de saint Louis,
   elle s'attacha du fond de son cœur à la foi de ces deux grands rois. Qui pourrait assez exprimer le zèle dont elle brûlait pour le rétablissement de cette foi dans le royaume d'Angleterre, où l'on en
conserve tant de précieux monuments? Nous savons qu’elle n’eût pas craint d’exposer sa vie pour un si pieux dessein: et le ciel nous l’a ravie! O Dieu! que prépare ici votre éternelle providence? Me permettez-vous, ô Seigneur, d’envisager en tremblant vos saints et redoutables conseils? Est-ce que les temps de confusion ne sont pas encore accomplis? Est-ce que le crime qui fit céder vos vérités saintes à des passions malheureuses est encore devant vos yeux, et que vous ne l’avez pas assez puni par un aveuglement de plus d’un siècle? Nous ravissez-vous Henriette par un effet du même jugement qui abrégéa les jours de la reine Marie, et son règne si favorable à l’Église? ou bien voulez-vous triompher seul? et, en nous ôtant les moyens dont nos désirs se flattaient, réservez-vous, dans les temps marqués par votre prédestination éternelle, de secrets retours à l’état et à la maison d’Angleterre?

1. *pour le rétablissement de cette foi.* Describe the part played by Henrietta in the plot to bring this about.

IV.

Translate into French;

It is no doubt a pleasant thing to have a library left you. The present writer will disclaim no such legacy, but hereby undertakes to accept it, however dusty. But, good as it is to inherit a library, it is better to collect one. Each volume then, however lightly a stranger’s eye may roam from shelf to shelf, has its own individuality, a history of its own. You remember where you got it, and how much you gave for it; and your word may safely be taken for the first of these facts, but not for the second. The man who has a library of his own collection is able to contemplate himself objectively, and is justified in believing in his own existence. No other man but he would have made precisely such a combination as his. Had he been in any single respect different from what he is, his library, as it exists, never would have existed. Therefore, surely he may exclaim, as in the gloaming he contemplates the books of his loved ones, “They are mine, and I am theirs.”

Obiter Dicta.
Translate:

I.

Valére.

Que parlez-vous ici d'Albe et de sa victoire ?
Ignorez-vous encore la moitié de l'histoire ?

Le Vieil Horace.

Je sais que par sa fuite il a trahi l'État.

Valére.

Oui s'il eût en fuyant terminé le combat ;
Mais on a bientôt vu qu'il ne fuyait qu'en homme
Qui savait mâcher l'avantage de Rome.

Le Vieil Horace.

Quoi ! Rome donc triomphe ?

Valére.

Apprenez, apprenez
La valeur de ce fils qu'à tort vous condamnez.
Resté seul contre trois, mais en cette aventure,
Tous trois étant blessés, et lui seul sans blessure,
Trop faible pour eux tous, trop fort pour chacun d'eux
Il sait bien se tirer d'un pas si hasardeux ;
Il fuit pour mieux combattre, et cette prompte ruse
Divise adroitement trois frères qu'elle abuse.
Chacune le suit d'un pas ou plus ou moins pressé,

II.

Valére.

Que pensez-vous de vos frères ?
Ils ont eux aussi le désir de triompher.

Le Vieil Horace.

Non, Valére, tous ne pensent pas à la même chose.
Ils ont leurs désirs et leurs peines.

Valére.

Je vous l'ai dit, il faut les voir.
Ils ont leurs secrets et leurs secrets.

Le Vieil Horace.

Voyez ce que vous voulez, Valére,
Mais n'écoutez pas tout ce qu'ils disent.

Valére.

Je vous l'ai dit, il faut les voir.
Ils ont tous leurs peines et leurs peines.

Le Vieil Horace.

N'écoutez pas ce qu'ils disent,
Mais voyez ce que vous voulez.

Valére.

Je vous l'ai dit, il faut les voir.
Ils ont tous leurs peines et leurs peines.

Le Vieil Horace.

N'écoutez pas ce qu'ils disent,
Mais voyez ce que vous voulez.

Valére.

Je vous l'ai dit, il faut les voir.
Ils ont tous leurs peines et leurs peines.

Le Vieil Horace.

N'écoutez pas ce qu'ils disent,
Mais voyez ce que vous voulez.

Valére.

Je vous l'ai dit, il faut les voir.
Ils ont tous leurs peines et leurs peines.
Selon qu'il se rencontre ou plus ou moins blessé;

Horace les voyant l'un de l'autre écarts
Se retourne, et déjà le croit demi-domptés:
Il attend le premier, et c'était votre gendre;
L'autre, tout indigné qu'il ait ose l'attendre,
En vain en l'attaquant fait paraître un grand cœur,
Le sang qu'il a perdu ralentit sa vigueur.

1. What peculiarity of the French classic Theatre is seen in the extract?
2. Encor. Why not encore?
3. C'était votre gendre. Write a note on the use of ce, as a pronoun.

Translate:
Dans ce désordre à mes yeux se présente
Un jeune enfant couvert d'une robe éclatante,
Tels qu'on voit des Hébreux les prêtres revêtus.
Sa vue a ranimé mes esprits abattus;
Mais lorsque, revenant de mon trouble funeste,
J'admira sa douceur, son air noble et modeste,
J'ai senti tout à coup un homicide acier
Que le traître en mon sein a plongé tout entier.
De tant d'objets divers le bizarre assemblage
Peut-être du hasard vous paraît un ouvrage:
Moi-même quelque temps, honteuse de ma peur,
Je l'ai pris pour l'effet d'une sombre vapeur.
Mais de ce souvenir mon âme possédée
A deux fois en dormant revu la même idée;
Deux fois mes tristes yeux se sont vu retracer
Ce même enfant toujours tout prêt à me percer.

Athalie.

1. Note any peculiarities in construction, and any words that have not their usual meaning.
2. Write a short note on French versification. Scan lines 1, 2, 3, 4.
3. Give the principal parts (give Fut.), writing the Pres. Indic. in full, of voit, revêtu, abattu, senti, plongé, dormant.
III.

Translate:

CATHOS. (a) En effet, je trouve que c’est renchérir sur le ridicule, qu’une personne se pique d’esprit, et ne sache pas jusqu’au moindre petit quatrain qui se fait chaque jour; et pour moi j’aurais toutes les hontes du monde, s’il fallait qu’on vint à me demander si j’aurais vu quelque chose de nouveau que je n’aurais pas vu.

MASCAR. Il est vrai qu’il est honteux de n’avoir pas des premiers tout ce qui se se fait. Mais ne vous mettez pas en peine; je veux établir chez vous une académie de beaux esprits; et je vous promets qu’il ne se fera pas un bout de vers dans Paris que vous ne sachiez par cœur avant tous les autres. Pour moi, tel que vous me voyez, je m’en escrime un peu, quand je veux; et vous verrez courir de ma façon, dans les belles ruelles de Paris, deux cents chansons, autant de sonnets, * * * *

1. Explain the cases of the Subjunctive in the extract.

2. Qu’on vint à me demander. Translate: He came to call on me, but I had just gone out.

3. Quelque chose de nouveau. Translate: Those are very interesting things.

4. Napoleon is said to have recognized Molière’s success in this play, in a striking manner. Explain.

IV.

Translate:

Ce n’était pas un temps (passez-moi l’expression) de beaucoup d’écriture et de paperasserie; à coup sur la multitude des actes officiels rédigés sous un règne ne prouverait pas grand’chose aujourd’hui en faveur du génie du souverain; il en est autrement du règne de Charlemage: nul doute que le grand nombre des actes publics de tout genre qui nous en sont restés ne soit un témoignage irréfutable de cette activité prodigieuse et contagieuse qui était peut-être sa plus grande supériorité et sa plus sûre puissance; voici le tableau et la classification...
V.

1. Give an account of French Tragedy before Corneille.

2. What are the characteristics of the works of Corneille and Racine? Compare these two writers.

3. Give some reasons for the prominence of Theology in the 17th century. Notice the most important writers on the subject, with their works and influence.
Translate into English:

(a) Il disoit que l'on devoit son cors vestir et acesmer en tel maniere que li preudome de cest siecle ne defissent qu'il en feist trop, ne que li jeune ome ne defissent qu'il en feist peu.

(b) Li seeaus de la lettre estoit brisies, si qu'il n'i avoit de remanant lors que la moitie des jambes de l'image deu seel le roi et l'eschamel seur quoi li rois tenoit ses pieds.

(c) Quant je et mi chevalier venimes hors de l'est aus Sarrazins, nous trouvames bien sis mile Turs, par esme, qui avoient laissie leur herberges et s'estoient truit aus chans.

(d) A l'esmouvoir l'est le roi veut grant noise de trompes, de nacaires et de cors sarrazinois.

(e) A nous tout droit, qui gardions le poncel, vint li cons Pierres de Breaigne, qui venoit tout droit devers la Massoure, et estoit navres d'une espee par mi le visage si que li sans li choit en la bouche; seur un bel cheval bien fourni seoit, ses renes avoit getees seur l'arcon de sa sele et le tenoit a ses deus mains, pour ce que sa gent qui estoient darieres, qui mout le pressoient, ne le getassent deu pas.
1. Parse the italicized words.

2. Derive carefully, letter by letter, shewing whether the changes are regular or not, the following: siècle, deissent, jambes, hors, esme, espec, mi, cheoit, bouche, noise.

3. Compare with the following their modern forms, and explain the reasons for the changes they have undergone: cors, tel, feist, lettre, piés, sis, herberges, chans.

4. Explain the phonetics of the forms, seeaus and seeel.

5. Write notes on interesting changes in the meaning of: preudome, herberges, noise, naurés, soeit.

6. Re-write extract (e) in modern French.

II.

Translate into English:

(a) Car en lieu de six adonques
    J'en demanderai plus qu'onques
    Tout le ciel d'étoiles n'eut,
    Plus que d'arène poussée
    Aux bords, quand l'eau courroucée
    Contre les rives s'esmeut.

(b) De vostre douce haleine
    Evantez ceste plaine,
    Evantez ce séjour:
    Ce pendant que j'ahanne
    A mon blé que je vanne
    A la chaleur du jour.

(c) Tu vois en ce temps nouveau,
    L'essaim beau
    De ces pillardes avettes
    Volleter de fleur en fleur,
    Pour l'odeur
    Qu'ils mussent en leurs cuissettes.

(d) Va-t'en, chanson, au sein d'elle te mettre,
    A qui l'honneur—qui ne me doit permettre
    Telle faveur—est plus cher que la vie.
    Ha, que ma main porte à ton heure d'envie!
    C'est trop pleuré.
(e) Bacchus! qui vois nostre desbauche,
Par ton sainct portrait que j’esbauche
En m’enluminant le museau
De ce trait que je boy sans eau.

Explain this extract.

(f) Ce n’est pas l’humble ver, les abeilles dorées,
La verte demoiselle, aux ailes bigarrées,
Qu’attendent ses petits, béants, de faim pressés ;
Non, c’est l’oiseau douteux, qui dans la nuit végète.
C’est l’immonde lézard, c’est le serpent qu’il jette,
Hideux, aux aiglons hérissés.

(g) J’aime vos tours à tête grise,
Où se brise
L’éclair qui passe avec la brise.
J’aime vos profonds escaliers
Qui, tournoyant dans les entrailles
Des murailles,
A l’hymne éclatant des ouailles
Font répondre tous les piliers.

(h) Sur ses larges bras étendus,
La forêt où s’éveille Flore,
A des chapelets de pendus
Que le matin caresse et dore,
Ce bois sombre, où le chêne arbore
Des grappes de fruits inouis
Même chez le Ture et le More,
C’est le verger du roi Louis.

Explain this extract.
Translate:

(a) Oh si, triste rêveur, passant les bois, les plaines,
Les rochers buissonneux qu'ornent les orois lon-
taines,
Tu t'arrêtes un soir sur ce roc colossal
Où l'azur s'assombrit autour d'un froid cristal;
Si ton regard, perdu dans les neiges des cimes,
Rencontre le matin dans la nuit des abîmes,
Et si, tout haletant de surprise, d'effroi,
Tu planes sur ce monde où Dieu t'a créé roi,
D'un ineffable amour que ta veine s'enflamme,
Car un monde n'est rien au prix d'une seule âme!
Alors, chante plutôt, chante ce grand réveil
Où l'âme secoursa sa fange et son sommeil....
En un hymne d'amour répand ta poésie
A ce banquet funèbre où nous révons la vie,
Ne chantons plus, mon âme un monde sans attrais,
Où, pour nous rappeler la seconde patrie,
L'avenir n'est qu'espoir, le passé que regrets!

MONNERON.

(b) On ne saurait dire que Napoléon avec son génie
n'ait pas eu toutes les sortes d'idées politiques pro-
fondes; mais trop souvent ces idées ne faisaient
que lui traverser en éclair la pensée, et n'y séjour-
naient pas avec la fixité et la prédominance qui
conviennent aux vraies idées politiques. Le je ne
sais quoi de gigantesque, comme je l'ai appelé, l'enlevait au delà. Génie si positif pourtant dans
le détail son idéal sortait hors du possible. Son
dernier mot, quand il l'articulait, tenait peut-être
autant et plus du poète que du politique. Il y
avait dans cette pensée, même si ferme, une cer-
taine hauteur où commençait le rêve. Aussi des
hommes qui ne sont qu'au second rang, si on les
compare à lui, ont su se pousser, eux et leur patrie,
à des fortunes plus stables et se maintenir dans
leurs succès. C'est l'avantage que gardent sur
lui dans l'histoire les Cromwell, les Guillaume
d'Orange, et ce génie combiné de Pitt et de Wel-
lington, qui finalement l'a vaincu.

SAINTE-BEUVE.

(c) Formée au milieu des luttes de la place publi-
que, elle pourra exprimer, dès l'origine, tous les
intérêts, toutes les passions du monde social. Et
c'est par là qu'elle se distinguera, en naissant de
la langue provençale qui, nourrie de sentiments et
d'aspirations solitaires, restait encore impropre aux
conceptions épiques. C'est d'ailleurs à Florence
que s'accomplit la première révolution, qui, par les
arts du dessin, affranchit de l'ancienne terreur
l'imagination humaine. L'homme du moyen âge,
plein d'épouvante, s'avançait dans les voies de la
maceration sans oser se détourner pour contempler
face à face la nature sensuelle et maudite. Sou-
dain il rencontre en Toscane des débris de statues
payennes. Malgré lui, cette beauté l'étonne et le
ravit.

ÉDGR QUINET.

II.

Translate into French:

(a) There were 6067 books published in England
last year, including new editions. Of these already
the greater number are forgotten. It does not
follow that all these works are useless. There
is a more charitable view. A good many discuss
subjects of the day that lose their interest when
the question is settled. But every year has a very
big literary rubbish heap. Out of the above
number of publications the Revue Des Deux Mondes
selected nine as important contributions to litera-
Such statistics as these are sad reading for the young author. Unfortunately for most of those who write books, the pleasure of production is their only recompense. But authors have ever been a sanguine race, and are not likely to be scared into silence by any figures the publishers have to show.

(b) And now, O men who have condemned me, I would fain prophesy to you; for I am about to die, and that is the hour in which men are gifted with prophetic power. And I prophesy to you who are my murderers, that immediately after my death punishment far heavier than you have inflicted on me will surely await you. Me you have killed because you wanted to escape the accuser, and not to give an account of your lives. But that will not be as you suppose: far otherwise. For I say that there will be more accusers of you than there are now; accusers whom hitherto I have restrained: and as they are younger they will be more severe with you, and you will be more offended at them. For if you think that by killing men you can avoid the accuser censuring your lives, you are mistaken; that is not a way of escape which is either possible or honorable; the easiest and noblest way is not to be crushing others, but to be improving yourselves.
MOLIÈRE.

Note.—Candidates are cautioned against vague general statements in answering. Exact references to Molière's plays or quotations from them will be highly valued.

1. Le Misanthrope. Sketch its plot. Say a few words about Molière as a plot maker. What is the real motive of the play? Deduce from it a description of the honnête homme. Is the play really a comedy? What does it teach us regarding Molière's own character and family relations?

2. Point out the position each of the following extracts holds in the play to which it belongs:

(a) O cervelle indocile!
   Faut-il qu'avec les soins qu'on prend incessament,
   On ne te puisse apprendre à parler congrument!
   De pas mis avec rien tu fais la récidive;
   Et c'est, comme on t'a dit, trop d'une négative.

(i) Point out the comique of the dialogue of which this forms a part.

(ii) What is Molière satirizing in the words indocile, congrument, récidive?

(b) que c'est un mariage, madame, où vous vous imaginez bien que je dois avoir de la répuignance; que vous n'ignorez pas, sachant ce que je suis, comme il choque mes intérêts, et que vous voulez bien enfin que je vous dise, avec la permission de mon père, que, si les choses dépendaient de moi, cet hymen ne se ferait point.
In what does the piquancy of this dialogue consist?

(c) Elle monsieur? voilà une belle miçajrée, une pimpesouée bien bâtie, pour vous donner tant d'amour! Je ne lui vois rien que de très médiocre; et vous trouverez cent personnes qui seront plus dignes de vous. Premièrement, elle a les yeux petits.

(i) Translate the extract.

(ii) To what actual person is there a reference?

(d) D'abord chez le beau monde on vous fera venir. Vousirez visiter, pour votre bienvenue, Madame la baillive et madame l'éluèe, Qui d'un siège pliant vous feront honorer. Là dans le carnaval, vous pourrez espérer Le bal et la grand'bande, à savoir, deux musettes, Et parfois Fagotin et les marionettes.

(i) Explain the italicized portions.

(ii) What is the point of humour in the extract.

(e) Il ne manquerait pas de vous parler d'un pain de rive à biseau doré, relevé de croûte partout, croquant tendrement sous la dent; d'un vin à sève veloutée, armé d'un vert qui n'est pas trop commandant; d'un carré de monton gourmand de persil; d'une longe de veau de rivière, longue comme cela, blanche délicate, et qui, sous les dents est une vraie pâte d'amande; de perdrix relevées d'un fumet surprenant; et pour son opéra d'une soupe à bouillon perlé, soutenue d'un jeune gros dindon, cantonnée de pigeonneaux.

Translate the extract.

(f) Vous moquez-vous? vous n'avez pas besoin de cela, et vous êtes d'une pâte à vivre jusqu'à cent ans.

(i) Translate the extract.

(ii) Show the cleverness of this dialogue.

(g) Je puis vous dissiper ces craintes ridicules, Madame; et je sais l'art de lever les scrupules. Le ciel défend, de vrai, certains contentements; Mais on trouve avec lui des accommodements.

............................ Il est une science
De rectifier le mal de l'action
Avec la pureté de notre intention.

To what important discussion is there a reference here?
Translate and explain the following:

(a) C'est être bien coiffé, bien prévenu de lui,
    Que de nous démentir sur le fait d'aujourd'hui.

(b) Je sais l'affaire, et ne prends point le change.

(c) Ah ! ah ! L'homme de bien, vous m'en vouliez donner !

(d) Il n'y a point de monsieur maître Jacques pour un double.

(e) Voilà qui n'est pas sot, et ces gens-là se tremoussent bien.

(f) Diantre soit de l'âne bâti !

(g) C'est à dire un esprit chaussé tout à rebours.

(h) Le sort a bien donné la baie à mon espoir.

(i) Et, en glieu de rabot, un grand mouchoir de cou à résian, aueve quatre grosses houppe de linges qui leu pendont sur l'estomaque.

(j) Ignia humeur qui tienne. Quand en a de l'amique pour les personnes, l'en baille toujour quelque petite signification.

4. From Molière's plays what would you conclude regarding the estimate his contemporaries had of the beauties of nature and the pleasures of country life? (Be precise in your answer.)
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

GERMAN GRAMMAR AND COMPOSITION.

Examiner: W. H. vanderSmissen, M.A.

Candidates for Honors are not required to take this paper. All Candidates are required to take Dictation at the end of the Division.

I.

1. How is the Passive Voice formed in German? Give four German sentences, each containing a different verb in a different tense of the passive.

2. Form five German sentences, each containing a principal and a dependent clause, and two of them containing a modal auxiliary in a compound tense.

II.

(a) Translate into German eight of the following sentences:

(1) I do not know the song, the title of which you have just mentioned. (2) Had I not been so hoarse, I should have sung with pleasure. (3) I hope the rain will not spoil your trip to the country. (4) I do not believe every story I hear. (5) Those students have unfortunately lost a great deal of time, but now they are beginning to study most industriously. (6) The weather is usually coldest in the months of January and February. (7) Mr. Brown is such a lazy man, that he would do no work, if necessity did not compel him to. (8) What day of the month is it? To-day is the 2nd of May, 1891. (9) The train left Toronto at half-past nine in the morning, and did not arrive at Montreal before a quarter past five in the following afternoon. (10) Napoleon I. died on the 5th of May, 1821, at the age of 52 years.
(b) Translate into German:
A tedious visitor had so greatly annoyed a gentleman that he at last ordered his servant not to admit this person again. When the unwelcome visitor came and asked the servant, “Is your master at home?” the latter, wishing to dismiss him politely, said that he was gone out. Then the visitor remarked: “Tell your mistress that I should like to see her, as I have something to say to her.” The servant answered that she too was out. The visitor remarked that he would wait for her, but as it was cold, he would take a seat by the fire in the parlor. But the servant replied with the greatest calmness: “That’s out too.”

III.

Translate:

(a) „Kannst du dich erinnern, ihn je gesehen zu haben?“ sprach der Reiter auf Französisch zu dem Page. „Nie, mein Bater,“ antwortete dieser. „Er hat dich so erstaunt angeblückt,“ fuhr der Marquis fort, „daß ich kaum zweifle, dein Gesicht sei ihm bekannt vorgekommen. Wie! Wenn es einer der Spione wäre, die uns unlücklichen Flüchtlinge auffind, um den Preis zu gewinnen, der auf die Einfangung eines jeden Hugenotten gesetzt ist! Da meine Tochter, wenn er unter der Hülle deiner Verkleidung dich wiedererkannt hätte!” Und wiederum blieb der Marquis rückwärts, sah aber mit Bestürzung, daß der Fremdling, der bei der großen Höhe nicht länger gleichen Schritt mit dem Pferde halten konnte, ein beträchtliches Stück zurückgeschleppt war. „Ich sollte fast eher glauben, daß er selber ein Flüchtling sei, wie wir,“ sagte die Tochter. „Seine Kleidung ist aus Stücken zusammengesetzt, die nicht zu einander passen.“ „Dann hätte er sich seine Garderobe auf sehr unvorsichtige Weise gewählt,“ bemerkte der Bater. „Entweder muß er sich vollständig als Kavalier kleiden, oder als gewöhnlicher Bürger. Mir kommt es vor wie ein gefährlicher Abenteurer und wir wollen machen, daß er uns gänzlich aus dem Gesicht verliert.“
Am gewaltigen Meer
In der Mitternacht,
Wo der Wogen Meer
In die Helfen facht,
Da schieß ich von dem Turm hinaus.
Ich erheb einen Stang
Aus starker Brust
Und mische den Klang
In die wilde Luft,
In die Nacht, in den Sturm, in den Graus.

Dringen durch, dringen durch
Recht freudenvoll,
Mein Lied, von der Burg
In das Sturmgeroll.
Verstünd es weit durch die Nacht,
Wo schwankt ein Schiff
Durch die Flut entlang,
Wo schwindet am Riff
Des Wanderers Gang,
Das oben ein Mensch hier wacht.

Ein kräftiger Mann,
Recht frisch, bereit,
Wo er helfen kann,
Zu wenden das Leid
Mit Ruf, mit Leucht, mit Hand.
Ist zu schwach die Nacht,
Ist zu fern der Ort,
Da schickt er mit Nacht
Seine Stimme fort
Mit Trost über See und Land.

Wer auf Wogen schwelt,
Sehr lieb sein Kahn,
Wer im Walde lebt,
Wo sich Räuber nähn,
Der denke: Gott hilft wohl gleich.
Wer das wilde Meer
Egon hinunterhinst,
Bem des Räubers Speer
In die Hüfte bringt,
Der denkt an das Himmelreich.
IV.

1. Write notes on Klopstock, Wieland and Lessing, giving some account of the chief works of each.

2. Give some account of the Romantic School.

3. What influence had English on German literature?
Translate into German one only of the following extracts:

(a) One may hope, Germany is no longer to any person that vacant land, of gray vapour and chimneys, which it was to most Englishmen, not many years ago. One may hope that, as readers of German have increased a hundredfold, some partial intelligence of Germany, some interest in things German, may have increased in a proportionably higher ratio. At all events, Memoirs of men, German or other, will find listeners among men. Sure enough, Berlin city, on the sandy banks of the Spree, is a living city, even as London is, on the muddy banks of Thames. Daily, with every rising of the blessed heavenly light, Berlin sends up the smoke of a hundred thousand kindled hearths, the fret and stir of five hundred thousand new-awakened human souls;—marking or defacing with such smoke-cloud, material or spiritual, the serene of our common all-embracing Heaven. One Heaven, the same for all, embraces that smoke-cloud too, adopts it, absorbs it, like the rest. Are there not dinner-parties, 'aesthetic teas,' scandal-mongeries, chan-
ges of ministry, police-cases, literary gazettes? The clack of tongues, the sound of hammers, mounts up in that corner of the Planet too, for certain centuries of Time. Berlin has its royalties and diplomacies, its traffickings, travellings; literatures, sculptures, cultivated heads, male and female; and boasts itself to be 'the intellectual capital of Germany.' Nine volumes of Memoirs out of Berlin will surely contain something for us.

(b) "'I thought,' said the curate, 'that you gentlemen of the army, Mr. Trim, never said your prayers at all.' 'I heard the poor gentleman say his prayers last night,' said the landlady, 'very devoutly, and with my own ears, or I could never have believed it.' 'Are you sure of it?' replied the curate. 'A soldier, an't please your reverence,' said I, 'prays as often (of his own accord) as a parson; and when he is fighting for his king and for his own life, and for his honour too, he has the most reason to pray to God of any one in the whole world.'" "Twas well said of thee, Trim," said my uncle Toby. "'But when a soldier,' said I, 'an't please your reverence, has been standing for twelve hours together in the trenches, up to his knees in cold water, or engaged,' said I, 'for months together in long and dangerous marches; harassed, perhaps, in his rear to-day; harrassing others to-morrow; detached here; countermanded there; resting this night upon his arms, beat up in his shirt the next; benumbed in his joints; perhaps without straw in his tent to kneel on; he must say his prayers how and when he can. I believe, said I, for I was piqued, quoth the corporal, for the reputation of the army. 'I believe, an't please your reverence,' said I, 'that when a soldier gets time to pray, he prays as heartily as a parson, though not with all his fuss and hypocrisy.'" "Thou shouldst not have said that, Trim," said my uncle Toby, "for God only knows who is a hypocrite, and who is not. At the great and general review of us all, corporal, at the day of judgment, (and not till then,) it will be seen who have done their duties in this world and who have not;
and we shall be advanced, Trim, accordingly. "I hope we shall," said Trim. "It is in the Scripture," said my uncle Toby, "and I will show it thee to-morrow. In the meantime we may depend upon it, Trim, for our comfort," said my uncle Toby, "that God Almighty is so good and just a Governor of the world, that if we have done our duties in it, it will never be inquired into whether we have done them in a red coat or black one."

"I hope not," said the corporal. "But go on, Trim," said my uncle Toby, "with the story."

II.

Write a composition on one of the following subjects:

(a) Die Kreuzzüge.
(b) Rittertum und Poesie im Mittelalter.
(c) Die deutsche Sprache.
(d) Sommerfreuden und Winterfreuden.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

GERMAN AUTHORS.

Examiners: {A. J. Bell, M.A., Ph.D.
             G. H. Needler, B.A., Ph.D.

"*" Candidates for Honors are required to answer all questions in German.

I.

Translate:

Der Traum ist göttlich.
Doch wird er nie versiegen? Ist mein Carl
Auch seither so weiss, den Neigungen
Der unumschränkten Majestät zu trogen?
Noch ist ein großer Tag zurück — ein Tag —
Wo dieser Heldensinn — ich will Sie mahnen —
In einer schweren Probe sinken wird.
Don Philipp stirbt. Carl erbt das größte Reich
Der Christenheit. — Ein ungeheurer Spalt
Reißt vom Geschlecht der Sterblichen ihn los,
Und Gott ist heut, wer gestern Mensch noch war.
Jetzt hat er seine Schwächen mehr. Die Pflichten
Der Ewigkeit versummen ihm. Die Menschheit
— Noch heut' ein großes Wort in seinem Ohr —
Verkaufst sich selbst und frieht um ihren Gegen.
Sein Mitleid fühlt mit dem Leiden aus,
In Wolläften ermattet seine Tugend.
Für seine Tugend schickt ihn Peru Gold,
Für seine Laster zieht sein Hoft ihm Teufel.
Er schläft beraubt in diesem Himmel ein,
Den seine Sklaven listig um ihn schaffen.

SCHILLER, Don Carlos.
1. Write notes on the use of erbt, kriecht, löschte aus, zieht, in this extract.

2. schufen. When is this verb weak in conjugation? Mention any other verb of like peculiarity.

3. Show the connection of this speech with the plot of the play, and sketch the characters of Posa, the Count of Lerma, and the Duchess of Olivarez.

II.

Translate:


Leiden des jungen Werthers.

1. Give the principal parts of all strong verbs in the extract.

2. Ich lernte . . . kennen. Write a note on this use of the infinitive, illustrating by further examples.

3. das eherene Jahrhundert. Explain.
4. Give an account of the circumstances under which this work was written, and show how far the characters and incidents were modelled or suggested by real characters and events.

III.

Translate:

Nun gibt es nichts Geschickteres, als eine abwesende Person vorzunehmen und gar eine solche, die so viel zu sprechen gibt wie Petrowitsch. Es kam nur darauf an, welche Tonart man anschlug. Annele und die Löwenwirthin hatten schon den Mund gewetzt, sie mussten aber unter dem bannenden Blicke des Löwenwirths still halten, und der Schultheisz-Doktor begann den Petrowitsch zu loben: er thue nur so rauh, weil er sich vor seinem weichen Herzen fürchte; gegen den Schulmeister und Lenz gewandt sagte er: "Der Petrowitsch ist wie Steinkohle, das sind Bäume, die einst bei der sogenannten Sündfluth verkohlt sind, sie haben aber reichen Wärmestoff in sich; so auch der Petrowitsch." Der Schulmeister lächelte einverständlich, Lenz sah verdutzt drein und der Löwenwirth brummte. Die älteste Tochter des Doktors sagte: Petrowitsch habe Freude an der Musik, und wer Freude an der Musik finde, habe auch ein gutes Herz. Lenz nickte einverstündlich, und Annele lächelte holdselig. Die Löwenwirthin durfte sich's nicht nehmen lassen; sie hatte das Gespräch auf einen so ergiebigen Gegenstand gebracht, es durften nicht Andere sich seiner bemächtigen; sie lobte die Gescheitheit des Petrowitsch und gab zu verstehen, dass sie dessen innigste Vertraute sei, wobei nicht undeutlich durchschimmerte, dass sie auch gescheit sei und einen solchen Weisen richtig zu würdigen verstehe, was natürlich nicht Jedermanns Sache ist.

AuERBACH, Edelweiss.

1. Write notes on the formation of the following words: Petrowitsch, Annele, Löwenwirthin, Schultheisz-Doctor.

2. Give short sketches of the Löwenwirth, Pilgrim and Franzl.

3. Es ist eine schwere, herbe, ja, fast unbarmherzige Geschichte, aber die Sonne der Liebe dringt endlich helleuchtend durch.

Explain this by giving an account of Lenz and Annele from the time of their engagement.
IV.

Translate:

Der Rittmeister sprengte zurück zur Lagernache, während der General, den sich die empörten Regimenter aus ihren Reihen freiwillig erhält hatten, mit den Offizieren beriet. Kurz darauf ritt der Bote des Marschalls mit seinem Begleiter durch die Lagergasse. Er war ein junger Edelmann von entschlossenem Wesen und sein Gesicht wäre hübsch gewesen, bis auf den unsteten wilden Blick der Augen, hatte nicht das wüste Lagerleben ihm vor der Zeit Furchen eingebragen. Er sah hochmütig über die düstern, feindseligen Mienen der Reiter, welche herandrangen, um den wohlbe kannten Mann zu betrachten. Als er am Fuss des Hügels abgestiegen war, verbeugte er sich mit hohnender Artigkeit gegen den Feldobersten, dieser aber schnitt ihm die Anrede ab, indem er an seinen Hut rührend im Tone ruhigen Befehls sagte: "Das Schreiben des Marschalls Turenne ist mir übergeben, ihr werdet hier die Antwort des Kriegsraths erwarten." — Dabei wandte er dem Boten den Rücken und schritt mit seinem Gefolge dem Zelte zu, welches in einiger Entfernung eilig aufgeschlagen wurde.

GUSTAV FREYTAG, Die Geschwister.

Ein Tanzbär war der Kettr entrissen,
Kam wieder in den Wald zurück
Und tanzte seiner Schar ein Meisterstück
Auf den gewohnten Hinterfüssen.
"Seht," schrie er, "das ist Kunst, das lernt man in
der Welt.
Thut mir es nach, wenn's euch gefällt,
Und wenn ihr könnt!" — "Geh," brummt ein alter Bär,
"Dergleichen Kunst, sie sei so schwer,
Sie sei so rar sie sei,
Zeigt deinen niedern Geist und deine Sklaverei."

Ein großer Hofmann sein,
Ein Mann, dem Schmeichelei und List
Statt Witz und Tugend ist,
Der durch Kabalen steigt, des Fürsten Gunst
erstiehlt,
Mit Wort und Schwur als Komplimenten spielt,
Ein solcher Mann, ein großer Hofmann sein,
Schliesst das Lob oder Tadel ein?

LESSING, Gedichte.
TRANSLATE:

Des frönte sich diu reine maget.

dō ez vil küme was getaget

dō gie sī dā ir herre sliēf.

sī trūtgemæhle ime rief,

sī sprach ′herre, slāfent ir′?

′nein ich, gemæhle, sage mir,

wie bistū hiute alšō fruo?′

′herre, dā twingeł mich derzuo 910

der jämēr inure fresseit.′

er sprach ′gemahel, daz ist dir leit:

daz erzeigt du an mir wol,

als ez dir got vergelten sol.

nune mag es dehein rāt sīn.′

′entriuwen, lieber herre mīn,

inwer wirt vil guot rāt.

sīt ez alsus umbe iuch stāt

daz man iu gehelfen mač,

ichn gesūme iuch niemer tac.

herre, ir hänt uns doch gesager,

ob ir hetent eine maget

diu gerne den tōt durch iuch lite,

dā soltent ir genesen mīte.

diu wil ich weizgot selbe sīn:

inwer leben ist nūtzer dan daz mīn.′

HARTMAN VON OUWE, Der arme Heinrich.

1. Give the principal parts of gie (905), sliēf (905), stāt (918), līte (923).

2. Parse Des (903), sich (903), inure (911), es (915), inuwer (917), iuħ (920), tau (920).
3. State the ordinary difference in use between nic and niemer, ie and iemer.

4. Give the NHG. equivalents of the following words, writing notes on the changes the vowels have undergone in each: vil, hüme, suge, jämmer, wul, sin, genesen.

5. die reine. Decline singular and plural (feminine only.)

6. Compare Der arme Heinrich with Longfellow's Golden Legend, noticing particularly the spirit of devotion on the part of the peasant's daughter and Elsie, and contrasting the underlying motives of each.

II.

1. Decline tac, hirte, zunge, tohter, dirre (all genders), giving the corresponding NHG. forms in parallel columns.

2. Explain the general relation of MHG. to NHG. with respect to orthography, illustrating by examples.

3. Enumerate the MHG. diphthongs, showing their NHG. equivalents by giving examples of corresponding words in the MHG. and NHG. periods.

4. Show by a table the sub-divisions of High German, and give the relative geographical position of the different dialects, beginning with the southernmost.

5. Write notes on:
   (a) Einigung im schriftlichen Gebrauch der deutschen Sprache. Here refer particularly to Luther's influence.
   (b) Nachtheile der Einigung.
   (c) Kennzeichen des Neuhochdeutschen.
III.

Translate into modern German:
Sò die bluomen ûz dem grase dringent, same si lachen gegen der spilden sunnen, in einem weien an dem morgen fruo, Und diu kleinen vogellin wol singent in ir besten wise die si kunnen, waz wünne mac sich dà genôzen zuo? Ez ist wol halb ein himelrîche. suln wir sprechen waz sich deme gelîche, só sage ich waz mir dicke baz in mînen ougen hât getân, und taete auch noch, gesaehe ich daz.

Swâ ein edeliu frouwe schoene reine, wol gekleidet unde wol gebunden, durch kurzewile zuo vil liuten gåt, Hovelfchen höhgenuot, niht eine, umbe sehende ein wênic under stunden, alsam der sunne gegen den sternen stât,— Der meie bringe uns al sin wunder, waz ist dà só wünneclîches under, als ir vil minneelicher lip? wir låzen alle bluomen stân, und kapfen an daz werde wîp

WALTER v. d. VOGELWEIDE, Gedichte.

Notes: spilden-funkelnden; gebunden-geschmükt; unter stunden-ab und zu; kapfen-schauen.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

GERMAN.

HONORS.

Examiner: W. H. Vandersmissen, M.A.

I.

(a) Modernize and translate into English:

Vom Himel hoch da kom ich her:
ich bring euch gute newe mehr;
der guten mehr bring ich so viel,
davon ich singen und sagen will.
Euch ist e.n kindlein heut geborn
von einer Jungfraw auserkorn,
ein kindelein so zart und fein:
das sol ewr freud und wonne sein.
Es ist der Herr Christ, unser Gott:
der wil euch furn aus aller not;
er wil ewr Heiland selber sein,
von allen sunden machen rein.
Er bring euch alle seligkeit,
die Gott der Vater hat bereit,
dasz ir mit uns im himelreich
solt leben nu und ewigleich.

Martin Luther.

1. Discuss the effect produced by Luther's translation of the Bible on the German language, describing the condition in which he found it, and the motives which led him to adopt that particular dialect as a "Schriftsprache."

2. Point out resemblances in the above extract to the "Volkslied," and mention the chief sources from which German hymns were drawn.
8. Mention some of the leading hymn-writers of the 16th and 17th centuries, quoting from some of the hymns.

4. Discuss the effect of the Reformation on German literature.

(b) Modernize and translate into English:

Ich hab von Gabriel vernommen,
Der Herr werd morgen zu uns kommen,
Bey uns halten ein hohes fest,
Und uns solches verkünden lest,
Und will schauen, wie wir haushalten
Auch wie wir unser kinder walten,
Wie wir sie auch den glauben lehrs,
Auch wie sie Gott förechten und ehrn.
Nach dem wirdt er uns leicht genaden.
Darumb so thu die kinder baden,
Strel ihn und schmück sie allesand
Und leg ihn an ihr feyrgewand,
Kehre das hausz, und streu ein grasz,
Auff dasz es hierinn schmeck des basz,
Wenn Gott der Her kompt morgen rein
Mit den lieben Engelen sein.

5. Give some account of the author, and of the play from which this extract is taken.

6. Sketch the condition of the German drama in the 16th and 17th centuries, and give some account of one or more plays of this period, not including the one from which the above extract is taken.

(c) Translate:

Also was ist dir für eyn Ehr,
Wann rühmst die Alten Teu. schen sehr,
Wie sie für ihre Freiheyt stritten
Und keynen boesen Nachbarn litten,
Und du achst nicht der Freiheyt dein,
Kanst kaum inn deim Land sicher sein,
Last dir dein Nachbarn sein Pferd binden
An deinen Zaun fornen und hinden?
Sollt auch solch Feyger art gebühr.
Daz sie soll Kron und Scepter führen?

FISCHART.
7. Give some account of the author and his chief works.

(d) Translate:

Der Gast antwort entlich gar prechtig
Unser aller Gott ist allmechtig,
Der alles kann, was er nur will:
Sonst, halt ich, sein der Mäus nicht viel,

Die solche pracht und herligkeit
Der nahrung haben diese zeit,

Als ich in meiner Residentz
Genisz aus güldenen Credentz

Und wenn ihr das selbstwoltanschawen
Mit ewrn Kindern und der Frawen,
So zieht mit mir die Stadt hienein:
Da wolln wir echt recht frölich sein,
Essen und trincken herfür langen,

Dass etwas anders sol herprangen

Denn diese arme betteley;

Und ihr meint, das nichts bessers sey.

_Froschmeuseler._

8. Give a sketch of this poem, and name the author.

9. Account for the prevalence of didactic poetry in this period.

10. Estimate the influence of English upon German literature, mentioning the principal English authors who found favour in Germany, and also some of the German authors influenced by them.
Translate the following passages, indicating the connection of each with the plot of the play, with illustrative quotations, and explanatory comments:

(a) Sie hören nicht die folgenden Gesänge,
Die Seelen, denen ich die ersten sang;
Zerstoben ist das freundliche Gedränge,
Verklungen ach! der erste Wiederklang.
Mein Leid ertönt der unbekannten Menge,
Ihr Beifall selbst macht meinem Herzen bang;
Und was sich sonst an meinem Lied erfreuet,
Wenn es noch lebt, irrt in der Welt zerstreuet.

(b) So schreitet in dem engen Brettnerhaus
Den ganzen Kreis der Schöpfung aus,
Und wandelt mit bedächt'ger Schnelle
Vom Himmel durch die Welt zur Hölle.

(c) Such' Er den redlichen Gewinn!
Sey Er kein schellenlauter Thor!
Es trägt Verstand und rechter Sinn
Mit wenig Kunst sich selber vor;
Und wenn's euch Ernst ist was zu sagen,
Ist's nöthig Worten nachzuzeigen?
Ja, eure Reden, die so blinkend sind,
In denen ihr der Menschheit Schnitzel kräuselt,
Sind unerquicklich wie der Nebelwind,
Der herbstlich durch die dürren Blätter säselt!
(d) Dem Herrlichsten, was auch der Geist empfangen,
Drängt immer freud und fremder Stoff sich an;
Wenn wir zum Guten dieser Welt gelangen,
Dann heisst das Bess're Trug und Wahn,
Die uns das Leben gaben, herrliche Gefühle
Erstarren in dem irdischen Gewühle.
Wenn Phantasie sich sonst, mit kühlem Flug,
Und hoffnungsvoll zum Ewigen erweitert,
So ist ein kleiner Raum ihr nun genug.
Wenn Glück auf Glück im Zeitenstrudel scheitert.
Die Sorge nistet gleich im tiefen Herzen,
Dort wirkt sie geheime Schmerzen,
Unruhig wiegt sie sich und stört Lust und Ruh;
Sie deckt sich stets mit neuen Masken zu,
Sie mag als Haus und Hof, als Weib und Kind erscheinen,
Als Feuer, Wasser, Dolch und Gift;
Du belst vor allem was nicht trifft,
Und was du nie verlierst das musst du stets beweinen.

(e) Ich bin der Geist der stets verneint!
Und das mit Recht; denn alles was entsteht
Ist werth das es zu Grunde geht;
Drum besser war's dass nichts entstünde.
So ist denn alles was ihr Sünde,
Zerstörung, kurz das Böse neunt,
Mein eigentliches Element.

(f) Was willst du armer Teufel geben?
Ward eines Menschen Geist, in seinem hohen Streben,
Von deines Gleiches je gefasst?
Doch hast du Speise, die nicht sättigt, hast
Du rothes Gold, das ohne Rast,
Quecksilber gleich, dir in der Hand zerrinnt,
Ein Spiel, bei dem man nie gewinnt,
Ein Mädchen, das an meiner Brust
Mit Aegeln schon dem Nachbar sich verbindet,
Der Ehre schöne Götterlust,
Die wie ein Meteor verschwindet.
Zeig mir die Frucht, die faulst, eh man sie bricht,
Und Bäume, die sich täglich neu begrünen!
(g) O dass dem Menschen nichts Vollkomm'nes wird,  
Empfind' ich nun. Du gabst zu dieser Wonne,  
Die mich den Göttern nah' und näher bringt,  
Mir den Gefährten, den ich schon nicht mehr  
Entbehren kann, wenn er gleich, kalt und frech,  
Mich vor mir selbst erniedrigt, und zu Nichts,  
Mit einem Worthauch, deine Gaben wandelt.  
Er facht in meiner Brust ein; wildes Feuer  
Nach jenem schönen Bild geschäftig an.  
So tanm' ich von Begierde zu Genuss,  
Und im Genuss verschmacht' ich nach Begierde.  

_Faust, Pt. I._

2. Sketch the following scenes, with quotations,  
showing their connection with the plot: Prolog im  
Himmel; Spaziergang; Wald und Höhle; Trüber Tag-  
Feld.

3. Sum up the evidence as to the original plot  
designed by Goethe for this play, particularly with  
reference to the introduction of Mephisto.

II.

1. Give some account of the following periods of  
Goethe's life, outlining his literary activity in each,  
and the products thereof in particular: career at Strass-  
burg; stay at Wetzlar; early Weimar period; first  
journey to Italy.

2. Show by quotations and otherwise your acquaint-  
ance with Wilhelm Meister's _Lehrjahre_, and compare  
it with _Faust_.

3. Give an estimate of Goethe's powers as a lyric poet,  
with quotations.

4. Sketch and criticise "Egmont," or "Torquato  
Tasso," with quotations.
Translate:

(a) Ciò vuol dire che lo spettacolo d'una creatura umana, alla quale s'abbia amore, basta a temprare la solitudine. M'aveva dapprima recato questo beneficio un povero bambino muto, ed or me lo recava la lontana vista d'un uomo di gran merito.

(b) Mio Dio, accetto tutto dalla tua mano; ma invigorisci si prodigiosamente i cuori a cui io era necessario, ch'io cessi d'esser loro tale, e la vita d'alctun di loro non abbia perciò ad abbreviarsi pur d'un giorno!

(c) Lasciai passar più d'un miglio, poi dissi al conte B.:—

Suppongo che si vada a Verona.

—Si va più in là, rispose; andiamo a Venezia, ove debbo consegnarla ad una commissione speciale.

(d) Io faceva la storia di tutto il bene ed il male che in me s'erano formati dall'infanzia in poi, discutendo meco stesso, ingegnandomi di sciogliere ogni dubbio, ordinando quanto meglio io sapea tutte le mie cognizioni tutte le mie idee sopra ogni cosa.
(e) Oh Iddio benedica tutte le anime generose, che non s'adontano d'amare gli sventurati! Ah, tanto più le apprezzo, dacché, negli anni della mia calamità ne conobbi pur di codarde, che mi rinnegarono, e credettero vantaggiarsi, ripetendo improprii contro me.

(f) Schiller allungava le labbra, ed avrei sommesso ch'ei pensava tra sè:—S'io fossi soprintendente, non porterei la paura fino a quel grado; nè il prendersi un arbitrio così giustificato dal bisogno, e così innocuo alla monarchia, potrebbe mai riputarsi gran fallo.

1. *s'abbia* (l. 2). Why reflexive? Why subjunctive?

2. *gran* (l. 5). When is this adjective abbreviated and when is it not?

3. *invigorisci* (l. 6-7). Turn into the negative.

4. *benedica* (l. 22). Why subjunctive?

5. Show in tabular form the irregularities of *vuol, suppongo, si vada, rispose, debbo, facevo, sciorre, sapea, benedica, corobbi*.

II.

Translate:

Chi non è mai uscito di luoghi piccoli, dove regnano piccole ambizioni ed avarizia volgare, con un odio intenso di ciascuno contro ciascuno, come ha per favola i grandi vizi, così le sincere e solide virtù sociali. E nel particolare dell' amicizia, la crede cosa appartenente ai poemi ed alle storie, non alla vita. E s'inganna. Non dico Filadi o Piritoi, ma buoni amici e cordiali, si trovano veramente nel mondo, e non sono rari. I servigi che si possono aspettare e richiedere da tali amici, dico da quelli che dà veramente il mondo, sono, o di parole, che spesso riescono utilissime, o anco di fatti qualche volta: di roba, troppo di rado; e l' uomo savio e prudente non ne de' richiedere di sì fatti. Più presto si trova chi per un estraneo metta a pericolò la vita, che uno che, non dico spenda, ma rischi per l' amico uno scudo.

LEOPARDI.
III.

Translate into Italian:

(a) At a time when so much attention was being given to ancient art in Italy that modern art was being neglected, Michael Angelo had resort (ricorrere) to a stratagem in order to teach the critics the folly of judging such things according to fashion or reputation. He made a statue which represented a sleeping beauty, and, breaking off an arm, buried it in a place where excavations (scavamento) were being made. It was soon found, and was lauded by critics and by the public as a valuable relic of antiquity. When Michael Angelo thought the time opportune he produced the broken arm, and, to the great mortification of the critics, revealed himself as the sculptor.

(b) 1. You should have told me that last night; I could have asked Charles to come. 2. He can neither read nor write. 3. It is generally believed that Rome was founded by Romulus. 4. This is the most interesting book I have ever read. 5. Whatever he undertakes to do, he does it diligently. 6. That old man has been in my service for twenty-one years. 7. We told him it was not the time for arguing. 8. Whose books are these? 9. Of these three pictures this is the one I should prefer. 10. We went to America in a steam-boat and came back in a sailing-vessel.

IV.

1. Write a short biographical sketch of Torquato Tasso, with dates.

2. "To Carlo Goldoni belongs the honor of being the first dramatic reformer of the 18th century." Enlarge.

3. Write notes on Il Tesoretto, Orlando Furioso, Italia Liberata dai Goti, I Promessi Sposi, naming the author in each case.


V.

Dictation at 12.00 o'clock.
2. Mention the different comparatives of adjectives, state how they are formed and illustrate by examples.
3. Give rules for the agreement of the past participle.
4. Point out and illustrate the principal orthographical changes in the transition from Latin to Italian.

5. Translate:
Canto l'armi pietose, e il Capitano
Che il gran sepolcro liberò di Cristo:
Molto egli oprò col senno e con la mano;
Molto soffrì nel glorioso acquisto:
E invan l'Inferno a lui s'oppose, e invano
S'armò d'Asia e di Libia il popol misto;
Che il Ciel gli diè favore, e sotto ai santi
Segni ridusse i suoi compagni erranti.
O Musa, tu che di caduchi allori
Non circondi la fronte in Elicona,
Ma su nel Cielo infra i beati cori
Hai di stelle immortali aurea corona,
Tu spira al petto mio celesti ardori,
Tu rischiara il mio canto, e tu perdona
Se intesso fregi al ver, se adorno in parte
D'altri diletti, che de' tuoi, le carte.

6. What other poems, ancient or modern, resemble the above in their opening lines?
7. *la fronte*. Whose? Supply the Italian word or words to remove the ambiguity.


9. Translate:

   **Sesto**

   E chi potrebbe
   Rapirtene l’acquisto? Ella t’adora;
   In sino al giorno estremo
   Sarò tuo; Tito è giusto.

   **Annio.**

   Il so, ma temo.

   Io sento ch’è in petto
   Mi palpita il core,
   Nè so qual sospetto
   Mi faccia temer.
   Se dubbio è il contento,
   Diventa in amore
   Sicuro tormento
   L’incerto piacer.

   *La Clem. di Tito, Act I., Sc. 3.*

   **Tito.**

   E dove mai s’intese
   Più contumace infedeltà! Poteva
   Il più tenero padre un figlio reo
   Trattar con più dolcezza? Anche innocente
   D’ogni altro error, sarìa di vita indegno
   Per questo sol. Deggio alla mia negletta
   Disprezzata clemenza una vendetta.
   Vendetta! Ah Tito! e tu sari capace
   D’un si basso desio, che rende eguale
   L’offeso all’offensor? Merita in vero
   Gran lode una vendetta, ove non costi
   Più che il volerla. Il torre altrui la vita
   È facoltà comune
   Al più vil della terra; il darla è solo
   De’ Numi e de’ regnanti. Eh viva... In vano
   Parlan dunque le leggi? Io lor custode
   Le eseguo così? Di Sesto amico
   Non sa Tito scordarsi? Han pur saputo
   Obliar d’esser padri e Manlio e Bruto.

   *Ibid., Act III., Sc. 7.*
10. Substitute full prose forms for any shortened or poetic forms in the above extracts.

11. Rewrite in prose form the second stanza of Annio's speech.

12. Translate:

Questi fenomeni di contratture e catalessi (contractions and catalepsies) noi li abbiamo tutti nettamente osservati nel caso tipico di istero-epilessia (hystero-epilepsy), che formò oggetto di varie comunicazioni col Dr. Seppelli. E noi siamo perfettamente sicuri di averli ottenuti al di fuori di qualsiasi suggestione. Infatti, sebbene allora, (era nel 1881), non si parlasse ancora di suggestione nella produzione dei fenomeni ipnotici, noi però ponevamo ogni cura a prendere tutte le precauzioni contro qualche cosa di più che noi temevamo, cioè la simulazione. Quando cominciamo le nostre ricerche sull'ipnotismo, eravamo sotto l'influenza di una forte dose di scetticismo; dubitavamo che il sonno fosse completo, che la coscienza fosse soppressa. Tenevamo quindi ad ogni momento che la malata potesse interpretare, con la finezza propria delle isteriche, ciò che si attendeva; quindi, dal principio alla fine delle nostre esperienze, una serie infinita di precauzioni per porci al coperto da ogni inganno, perché i fenomeni si producessero nelle condizioni della più assoluta spontaneità, ed una serie di verifiche e di controlli, alcuni dei quali, come quelli sulla magnetica, ci condussero a importanti risultati, che hanno valso a metterne in luce l'azione suggestiva.

Comunicazione Sull'Ipnotismo,
pel Prof. A. Tamburini.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

ORIENTALS.

PASS.

Examiners: { J. M. Hirschefelder. { J. F. McCurdy.

1. Translate:

1. Translate:

2. Explain the use of the Imperfect and its equivalent in the above verses. Parse the words marked *. Give the construction of both clauses of the last verse.

3. Translate:

3. Translate:

Isa. xl. 12-17.

Isa. xliii. 5-7.
4. Derive פֹּה and give the meanings of the Kal, Piel, and Hiphil of פֹּה. Parse פֹּה, and inflect the Imperative and Imperfect of this verb in the same stem.

5. Translate:

יהו יאמר ליהוה יהיה קֶרֶן נְכָרָה וְיָסָרָה וְיִכְבָּר וְיִכְבָּר

ISA xli. v. 5.

6. Upon what customs is the phresecology of the above verse based. Decline הָעָבָר. Inflect הָעָבָר; also the Perfect of the same stem.

7. Translate:

חַטַּב الأخيرة וּבְרוֹשֵׁבָם מְשַׁמְּרָתָם יִצְאֵרָה תִּקְצֶר שָׁםְתָה

בֵּאָשֶׁר קָרָא קֵלָאִים אֶחָדָה חָסְמָה הֵבִיאָהוּ אֶל תֵּרָה

הַמְּקַנְּץָהּ; יַאֲשָר יִסְתִּיקֵץָהּ וּלְכָל הנְבֵי הַנְּבֵי הַנְּבֵי הַנְּבֵי הַנְּבֵי הַנְּבֵי

וְלֹא קָעַבָּהּ מְמַכְּרוּ מְמַכְּרוּ מְמַכְּרוּ מְמַכְּרוּ מְמַכְּרוּ מְמַכְּרוּ מְמַכְּרוּ

Jer. iv. 5-7.

8. Parse עֲקַרְתָּה and בָּעָבָרָה. Give the Perfect and Imperfect of עֲקַרְתָּה in all the stems.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

ORIENTALS.

HONORS.

(HEBREW TEXTS.)

Examiners: { J. M. HIRSCHFELDER. 
{ J. F. MCCURDY.

1. Translate:

Amos iii. 4-8.

2. Supply the vowels in the verbs left unpointed above. Explain more fully the metaphors here employed. From what source are the illustrations of Amos generally taken? How is this to be accounted for?

3. Translate:

Micah vi. 3-6.
4. Point fully the words above marked *. Account for the divergent pointings of קנה. Parse נ vxן and inflect the tense.

5. Translate:

וְאֶלֶף נָאָר הָעָשָׁר וְרָשַׁם לֹא חָרֹא עֲמַנְבָּה אָלְמָה. מִסְפָּר יָבֹא וָאֵלֶּה הָעָשָׁר לֹא חָרֹא עֲמַנְבָּה אָלְמָה. יַעַן כִּי יִשְׁתְּנָה עָלֵיהּ אֲרֵם דֶּבָּר אֶלֶּה עֲמַנְבָּה מַעַּרְקָר בְּשָׁם אֱלֹהִים חָרֹא עֲמַנְבָּה אָלְמָה.

Isaiah vii. 4-6.

6. Parse דְּבָרִי. What are the Imperative and Part. of the same stem? Decline מְדָרִי. What is the meaning of the last word in this extract? To what case did the person named belong? What is the proof?

7. Translate:

כִּי קִצְוֵהשׁוֹנַק בֶּלֶשׁ שְׂבֵנָה לָעַגֶּה נְבֵנָה יִתְנַהוּן: וְנַגְּלַשׁ מַלְאָכָה בָּרֹא יָדָה תּוֹרָר לָרְבָּה יָבֹא. בְּעָשְׁרֵי עַרְשֵׁי רַכְבוֹת מִסְפָּר וְתוֹרָר בָּרֹא מֵתֶם בְּמֵשָּׁבָה. בְּכַל נְזָרֵר נְאָמָר אָלְמָה בְּאָמֶת הַדָּבָר שְׁמַרְנוּ לְאֵלֵּה.

Isaiah xiv. 7-10.

8. Point and parse כִּי קִצְוֵהשׁוֹנַק בֶּלֶשׁ שְׂבֵנָה לָעַגְּה נְבֵנָה יִתְנַהוּן. Parse מְדָרִי. What is meant by the first clause of the second of the above verses? Give the syntax fully of the second clause of the same verse.

9. Translate at sight:

זָא דֵלֵב אֲשֹׁלָה סֵפְתּוֹ נֵהֲרַא לּוֹשָׁד אָלָם כִּי נִקְטָב ריִבִּא. פָּנֵים נַכְּחֵלִים מְצַכְּרָבָה: נָפְרֵדְיוּ יִתְנָה הָכֶזָּה וְנָנָא אֵצִלּוּ. בָּרֵחַ נִפּוֹתָה עַלְּבָּה עַל אֲשֹׁלָה סֵפְתּוֹ נֵהֲרַא לּוֹשָׁד אָלָם.

בֵּית בָּנְתִּי נָפְרָאֵיתָה.
1. Give the rules for the use of numerals in Hebrew.

2. Translate: Every year has twelve months or (and) three hundred and sixty-five days. Six days in every seven were given to man for labour, and one is the Sabbath.

3. Give a general statement of the function of the so-called tenses in Hebrew.

4. Explain how the Perfect may be used of future events, and classify the cases in which it may be so employed.

5. Translate: The Prophet of Israel said: I saw a great vision, and behold my people had become strong and numerous through their faith [because they believed] in God; and their captors had ceased from off the earth, and those whom they had served became servants to them.

6. In what cases may the Imperfect be used of present events? Compare such usage with that of the Perfect also as used for our Present.

7. Translate: Our enemies gathered themselves together, as bees do, while we were re-building our beautiful city. But we remembered that Jehovah saves those who fear him and serve him; and so we were delivered from those who hate us.

8. Define the functions of the Jussive and Cohortative.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

ORIENTALS.

HONORS.

Examiners: { J. M. Hirschfelder.
{ J. F. McCurdy.

ARABIC.

1. Translate:
Fa lammā wāfawu 'l harama 'akāma bihi mā sā'a 'l lāhu 'an yukīma wa karraba 'l karābīna wa kādāy 'l manāsika wa bassara 'ahlahu bi hurūgī nabīyyīna Muhammādi sallāy 'l lāhu 'alayhi wa sallama.

2. Parse wāfawu. Explain the change in the last syllable. Inflect kūdāy in the Perfect.

3. Give the Hebrew etymological equivalents of the verbs and nouns occurring in this extract. Account for the form nabīyyī.

4. Translate:
Fa ra'āy 'arda baydā'a hasanata tazhū bi hudratīhā fa 'ahabba 'l nuzūlā bihā li yusalliyya wa yataggaddāy fa 'talābū 'l mā 'a fa lam yagīdūhu.

5. Parse tazhū, yusalliyya, yagīdūhu. Account for the tense and mood in each case. Compare the moods in Arabic with corresponding forms in Hebrew. Distinguish between the uses of wa and fa.
6. Decline the adjective *hasan* in all numbers and both genders. Inflect the imperfect and imperative of *talaba*.

7. Translate:

Kāla 'I hudhudu fi nafsīhī 'inna Sulaymāna kadi 'stagala bi 'I nuzūlī fa 'rtafa'a 'ilāy nahwī 'I sāmā'ī wa nazara 'ilāy tūlī 'I dunyā wa 'ardībhā.

University of Toronto.

SUPPLEMENTAL EXAMINATIONS; 1891.

THIRD YEAR.

PSYCHOLOGY: THE WILL.

Examiner: J. Mark Baldwin, M.A., Ph.D.

Candidates may omit one question.

1. How do you distinguish the states of will from other states of consciousness? Define affect, end, volition.

2. What is the most general psychological stimulus to volition? Say what you can of the psychology of desire.

3. Explain the two great theories of the physical basis of the sense of effort. What are the elements of character? How is character related to will?

4. What is meant by volitional apperception? Criticise the theory that choice is the outcome of motive-forces. How do you explain choice? Is a motive a force?

5. Can a man choose any one of his motives and realize it? After volition, is it true that he could have chosen differently? Is choice ever motiveless? Justify your answer.

6. Criticise accidentalism, and external determinism. Explain in what sense the will is free. In what sense is its activity conditioned?

7. Explain Sully's view of the sense of obligation.

8. Suppose I hold a strictly mechanical theory of brain and nerve action: what views of the relation of mind and body in voluntary movement are open to me?
IMAGE EVALUATION
TEST TARGET (MT-3)

Photographic Sciences Corporation
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WEBSTEP, N.Y. 14580
(716) 872-4503
1. What assistance is lent by the doctrine of evolution to the formation of a physical theory of (a) conscience; (b) free-will? Point out the logical consequences of such a theory.

2. (a) How are animal wants transformed into motives?
   (b) Are motives necessarily determined? And if so, does this determination exclude freedom?

3. Can a moral action ever be constituted by desire? In other words is desiring ever equivalent to willing? And if so, what is the real distinction between desire that is identical with will, and desire that cannot be so identified?

4. Explain the sense in which desire and thought may be called conditions antecedent to willing and the sense in which desire and thought enter into an act of will.

5. Is Mill's doctrine, that some pleasures are intrinsically more desirable than others, compatible with the position that all desire is for pleasure?
6. Define moral good. How do we gain sufficient knowledge of ultimate moral good for the guidance of our conduct?

7. "Thus we inherit from the Greek philosophers both the principle of morality, and the articulation of that principle." Green.

Trace the development in the articulation of this principle among the Greeks, and in modern times, and point out the condition on which its further articulation depends.
EXPERIMENTAL AND THE WILL.

1. Explain in detail Bain's theory of the origin and development of volition. Is spontaneous movement with the laws of pleasure and pain sufficient to account for complex voluntary movement? If not, why not?

2. What meanings do Sully and Bain, respectively, give to the terms "motive" and "deliberation"? What does Bain make of "freedom"? What are the nature and limits of my power to hold an idea before me by attending to it?

3. Argue the "Innervation" question. Show its bearings on the theory of the will?

4. State and illustrate Weber's law. Explain the "psychological" and "physiological" interpretations of it.

5. How would the doctrine that sensation is an apperceptive process lead one to expect some such law as Weber's? How would the principle of "nervous summation" lead one to expect it?

6. Give a résumé of the main results reached by experiments in Psychometry. What light do they throw on attention and will?

7. Explain Helmholtz's and Lotze's theories of the perception of space. What evidence is there for the existence of "local signs"?
8. State the main facts established concerning the localization of motor and sense functions in the cortex of the brain. What light do they throw on the association of ideas, on memory, on the so-called "speech faculty?"

9. What do you understand by a psycho-physical conception of mind? Is it a materialistic conception? What assumptions are necessary to justify the experimental method in psychology?
1. Briefly describe the general tendency of each of the three periods of ancient philosophy.

2. Empedocles has been described as an eclectic, uniting the fundamental ideas of his two immediate predecessors. Show the justice of such a designation by a reference to his system.

3. What fault common to all preceding systems, does the philosophy of Anaxagoras begin to remove?

4. "The philosophy of Socrates is the positive complement of the sophistic principle." Explain.

5. Give a brief positive exposition of the Platonic ideal theory, and indicate the important sources of its essential elements.

6. Contrast the philosophic methods of Plato and Aristotle.

7. Discuss the tenability of the stoic theory of morals.

8. "Philosophy has not infrequently resigned some wide and fruitful territory in order to return upon some narrow strip of land."

Illustrate the truth of this statement by an instance from the history of ancient philosophy.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

MEDIÆVAL PHILOSOPHY AND CICERO
DE FINIBUS.

Examiner: THOS. H. MITCHELL, B.A.

I.

1. What was the most important controversy during the first period of the mediaeval philosophy? Indicate the respective positions taken in this discussion by Johannes Scotus, Roscellinus, and Abelard.

2. State accurately the meaning of the motto, "Credo ut intelligam," and show that upon the whole this was the watchword for the first centuries of the scholastic movement.

3. "Voluntas est superior intellectu." Give some explanation of this statement, the name of its author, and an account of the doctrine to which it was opposed.

4. Indicate some of the principal results of the scholastic philosophy.

II.

5. Translate:

Quid igitur est? inquit; audire enim cupio, quid non probes.

Give in substance the answer of Cicero to this question.

6. Translate:

Quodsi ne ipsarum quidem virtutum laus, in qua maxime ceterorum philosophorum exsultat oratio, reperire exitum potest, nisi derigatur ad voluptatem, voluptas autem est sola, quae nos
vocet ad se et alliciat suapte natura, non potest esse dubium, quin id sit summum atque extremum bonorum omnium, beateque vivere nihil aliud sit nisi cum voluptate vivere.

Mention some of the arguments used by Torquatius to establish the above position.

7. Translate:

Aequam igitur pronuntiabili sententiae ratio adhibita prima divinarum humanarumque rerum scientia, quae potest appellari rite sapientia, deinde adiunctis virtutibus, quas ratio rerum omnium dominas, tu voluptatuum satellites et ministras esse voluisti; quarum adeo omnium sententia pronuntiabilis primum de voluptate, nihil esse ei loci, non modo ut sola ponatur in summis boni sede, quam quaeceimus, sed ne ita quidem modo, ut ad honestatem applicetur. De vacuitate doloris eadem sententia erit. Reicietur etiam Carneades, nec ulla de summo bono ratio aut voluptatis non dolendive particeps aut honestatis ex pers probabitur. Ita reinquet duas, de quibus etiam atque etiam consideret. Aut enim statuet nihil esse bonum nisi honestum, nihil malum nisi turpe, cetera aut omnino nihil habere momenti aut tantum, ut nec expetenda nec fugienda, sed eligenda modo aut reicienda sint, aut anteponet eam, quam cum honestate ornatissimam, tum etiam ipsis in inititis naturae et totius perfectione vitae locupletatam videbit. Quod eo liquidius fecit, si perspectavit, rerum inter eas verborumne sit controversia.

What is your own conception of the Summum Bonum?
1. (a) Mention some typical statements of the question of freedom in willing.
   (b) How would you defend a doctrine of freedom from the charge of contradicting the law of causality?

2. (a) By what criteria does Calderwood distinguish first principles of conduct?
   (b) Are first principles of conduct known intuitively?

3. State accurately the relation each to the other of "volition," "motive" and "end." Answer the following questions:
   (a) Can a volition have different motives in different cases?
   (b) Is a motive the antecedent and a volition the consequent?
   (c) Can a right volition have a wrong end?


5. What view did Hobbes take of the ethical standard, and how was this view opposed by Cudworth and Cumberland respectively?

6. Describe and examine critically Cudworth's ethical position.
7. Is Locke's account of moral responsibility and freedom consistent with the doctrine that the sole determinant of action is pleasure?

8. Give an accurate statement of Butler's ethical doctrine, and point out what you think to be defects in that doctrine.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

THIRD EXAMINATION—(SECOND EXAMINATION LAW).

HISTORY OF ENGLISH LAW.
HONORS.

Examiners: { HON. DAVID MILLS, LL.B.
{ HON. W. PROUDFOOT.

1. What were the provisions of the statute de donis?
2. What were the means by which an estate tail could be barred?
3. What were the provisions of the statute quia emptores, and what change did it effect on tenures?
4. What evils were the statutes of Mortmain intended to prevent: how were they from time to time evaded: and how were these evasions frustrated?
5. When was land made deviseable: did the first statute authorize a devise of the whole land: if not, when was it that the whole became deviseable?
6. State the principal provisions of the statute for prevention of frauds and perjuries in regard to conveyances of, and contracts respecting, lands; as to other contracts, and as to trusts.
7. What was the reason for enacting the statute of distributions, and state generally its provisions?
8. What ameliorations in the criminal law have been made since the beginning of the 19th century?
1. Explain the sanctions by which the conventions of the Constitution are enforced.

2. State the various circumstances under which a dissolution of Parliament by the Sovereign is a proper proceeding.

3. Describe the present constitution of the Treasury Department, and explain what is meant by the issue of a commission to execute the office of the Lord High Treasurer.

4. State the constitutional means for securing the harmony of the several powers of the State in the following cases:

   (1) Where there are variances between the Crown and Parliament on questions of administration.

   (2) Where there are variances between the Crown and Parliament on questions of legislation.

   (3) Where there are variances on the subject of privilege.

   (4) Where the two Houses differ as to proposed Legislation.

5. Explain the territorial origin of the Peerage.
6. Describe Charter Governments, and Proprietary Governments, as forms of colonial government, and describe the institutions in England after which they were modelled.

7. How much of the Common Law do British subjects carry with them into a colony founded by discovery and settlement, and what are the powers of the Crown as to legislation, taxation, and the administration of justice, at common Law, in such colony?

8. Explain fully why the Sovereign alone could not give to the Province of Quebec, the Constitutional System created by the Quebec Act of 1774.
1. Trace the early history of the royal power in England.

2. What were the several obligations of Lord and Tenant under the Feudal Systems?

3. Write short notes on: Danegeld, Tinoda Necessitas, Scutage, Gemot of Salisbury, Cabal.

4. Compare the rule of the House of York with that of the House of Lancaster?

5. What were the conditions upon which William and Mary accepted the throne of England?

6. Explain the nature of Parliamentary Sovereignty, and show that its existence is a legal fact fully recognized by English Law.

7. What do you understand by “the supremacy of the rule of law” as applied to the British Constitution?

8. What is the constitutional importance of the House of Lords?
University of Toronto.

Supplemental Examinations: 1891.

Third Year.

Arts.

Political Science.

Examiners: A. T. Thompson, B.A., LL.B.
           J. M. McEvoy, B.A.

1. Outline the constitution and the functions of the Witan.

2. What changes in the English constitution were introduced by the Norman Conquest?

3. Describe the Angevin system of administration.

4. What were the political results of the Reformation in England?

5. Write brief notes on: Ship Money, Bate's Case, Undertakers, Compulsory Knighthood.

6. Describe the state of parliamentary representation during the reigns of Georges I., II., and III.

7. If the Ministry were outvoted in the British House of Commons on an important question describe the various steps that would require to be taken by the Queen and her advisers before any other important business could be constitutionally transacted by the English government.

7. "The security which an Englishman enjoys for personal freedom does not really depend upon or originate in any general proposition contained in any written document." — Dicey. Explain fully.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

POLITICAL SCIENCE.

ECONOMIC THEORY.

HONORS.

Examiners: { A. T. THOMPSON, B.A.
J. M. McEOVY, B.A.

N.B.—Candidates are requested not to attempt more than eight questions.

1. Show how the mediaeval doctrine of Usury was undermined by the doctrine of Interest.

2. Describe the "Balance of Bargain" system.

3. Compare the attitude of Child and Hume towards the Balance of Trade theory.

4. Comment on the Maxims of Quesnay.

5. Distinguish the essentials and non-essentials in the teaching of Malthus.

6. In what case did Adam Smith consider "Protection" desirable.

7. "What Smith sought to establish was the free competition of equal industrial units; what in fact he was helping to establish was the free competition of unequal industrial units." Explain and comment upon.

8. "Back to Adam Smith." In what sense is this desirable.
9. State and criticize the "Iron Law of Wages."

10. Examine the doctrine laid down by Ricardo that the relative values of commodities are governed by the relative quantities of labor bestowed on their production.

11. Wherein does List find the teaching of Smith and his school defective.
1. Give the various meaning of the term *law*; and with which of its different significations has jurisprudence to deal?

2. How is *Ethic* distinguished from *Law*?

3. Enumerate the sources of law and, and state which is the principal source now.

4. What is the general division of antecedent rights *in personam*, and give a sketch of them under each division?

5. What are the elements of a contract, and when is it deemed to be perfected when entered into by correspondence?

6. What are the remedial or subsequent rights *in personam* and how do they arise?

7. Who are abnormal persons. What variations in status in natural persons cause them to be abnormal?

8. What is adjective law, and enumerate the subjects with which it deals?
1. Define heat. What effect has it on a body by which it can be measured?
   Describe the method of graduation of a thermometer.

2. Define latent heat and thermal capacity.
   The latent heat of water in melting being 80, find the temperature by mixing 5 gm. of snow at 0° with 23 gm. of water at 20°.

3. What effect has the height of the barometer on the boiling point of water?
   Why does the water in a closed vessel not boil when the thermometer rises?

4. State the laws of reflection and refraction.
   Why does the bottom of a vessel appear deeper when empty than when filled with water.

5. Define focal length of a lens.
   The object is 6 feet on one side of a lens and the image is 1 foot on the other side. What is the focal length of the lens.

6. Describe the compound microscope, and show how its magnifying power can be determined by direct observation.
7. Describe Bunsen’s battery and the bicromate lecl, showing how they avoid polarization.

8. Give the construction of the tangent galvanometer, and show how an electric current is measured by it.

9. Compare the results of electrolysis of sulphuric acid, a solution of common salt, and a solution of sodium sulphate.
1. Describe the behavior of the fatty acetones on oxidation. An acetone \( C_3 H_6 O \) gives on oxidation carbon dioxide and an acid distillate, from which silver salts are prepared. The percentage of silver in these salts is 59.64% and 64.85% respectively. From these data deduce the probable constitutional formula of the acetone, and give a method of synthesis of this body.

2. Describe the method of preparation of the ethylamines, and of ethyl-aminonium hydrate, and a method of separation of ethylamine from a mixture of ammonia, ethylamine, diethylamine and triethylamine. Give as far as you can the physical properties of these bodies.

3. By what means can diethylamine be distinguished from its isomers, the four butylamines and the two propy-methyl-amines?

4. Give fully the various chemical properties implied in the constitutional formula

\[
\begin{align*}
O & = C\text{-}O\text{.}H \\
H & \text{-} C\text{-}O\text{.}H \\
H & \text{-} C\text{-}O\text{.}H \\
O & = C\text{-}O\text{.}H.
\end{align*}
\]
By what reactions can the synthesis of such a substance be accomplished?

What modification of the atomic theory has been suggested to explain the existence of several bodies of this formula?

5. What changes in the physical and chemical properties of acids accompany the exchange of “an acid hydrogen” for the ethyl group?

Discuss the following cases: ethyl-sulphuric acid, acetic ether, oxalic ether, sulphurous ether, ethyl glycollate, carbonic ether, ethyl orthocarbonate.

6. Illustrate the following statement: “A number of organic compounds, other than acids and alcohols, are known in which one or more hydrogen atoms may be replaced by sodium.”

7. Give a short account of the chemistry of one of the following classes: Guanidines, Mustard Oils, Ketonic Acids.

8. Upon what evidence is the formula \( \text{CH}_2 \), adopted \( \text{CH}_2 \), ethylene rather than \( \text{CH} \).
1. What bodies are formed by the action of each of the following substances on the sodium compound of phenol. Carbon dioxide; Chloroform; Bromine; Tetrachloride of Carbon; Methylene Dichloride; Trichlor Ethane ($\text{CH}_2\text{—CCl}_3$). Give equations in each case.

2. Give a short account of the chemistry, (reactions, preparations, and physical properties) of phenyl-hydrazine. Also of the salts of diazo-benzene (including diazo-amido-benzene.)

3. On what facts is the statement based, that only one mono-derivative of benzene exists, and that in consequence the six hydrogen atoms are symmetrically situated.

4. Describe the practical methods of replacing one or more hydrogen atoms by bromine in fatty and aromatic compounds.

5. Write constitutional formulae showing the relation between Rosaniline, Triphenyl-Methane, Aurin (or Rosolic acid) Phenol-phthalein and Fluorescein.


7. The physical properties of organic compounds are considered to be dependant upon the number, nature, and arrangement of the constituent atoms. To what extent is this true?
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

DEPARTMENT OF NATURAL SCIENCE.

ORGANIC CHEMISTRY.

Examiners: { T. Proctor Hall, M.A., Ph.D.
{ W. H. Pike, M.A., Ph.D.

1. Compare the properties and methods of preparation of Benzyl alcohol, and Phenol, in illustration of the statement that Benzyl alcohol resembles the fatty alcohols, whilst the phenols exhibit peculiar and characteristic variations of these properties. In what way are these variations affected by the introduction of a nitro group as in the case of Nitro phenol?

2. Name the substances denoted by the following formulae:

\[
\begin{align*}
CH_3 & CH_3 \\
CH_3 & CH & \text{S. H} & C_6H_4 & \{ & CH_3 & H \\
CH_3 & CH & \text{CH} & \text{CH} & \text{H} & \{ & \text{C=N} & & N-C_6H_5 \\
\text{CH}_3 & \text{CH} & \text{CH} & \downarrow & \text{C=NH} & \downarrow & \text{NH}_3
\end{align*}
\]

Write formulae for the bodies indicated by the following names:

(a) acetyl-amido-acetic acid,
(b) ortho-nitro-meta-brom-benzoic ether,
(c) nitro-ethane,
(d) azo-benzene.
3. Give a short account of the Chemistry (preparation, reaction and physical properties) of Glycerol; including in your description reasons for the formula used. Can you suggest any theory for its frequent occurrence in plant life.

4. How may aniline be converted into the following compounds: benzoic acid; phenyl ether (phenyl phenate); benzene; benzene sulphonie acid; toluene.

5. The Silver Salt of an organic acid gives the following numbers on analysis:

\[
\begin{align*}
\text{Silver} & : 65.45 \\
\text{Carbon} & : 14.55 \\
\text{Hydrogen} & : 0.61
\end{align*}
\]

The Silver Salt treated with Ethyl iodide forms an ether with vapour density 5.96 (air = 1). Determine the probable formula of the acid.

6. Discuss fully the arguments on which the formula of any one of the following substances is based: Benzene, Glucose, Naphthalene.

7. Show by equations what occurs when:

(a) propyl iodide is heated with silver cyanide
(b) the product of the action (a) is boiled with dilute hydrochloric acid
(c) the product of reaction (b) is subjected to electrolysis
(d) the product of reaction (a) is treated with nascent hydrogen.
1. (a) The vapour density of a compound gas is 22 (Hydrogen = 1); what is its molecular weight? Explain fully how you arrive at your result.

(b) The vapour density of Ammonium Chloride is said to be abnormal. Explain.

2. Calculate the weight of Oxygen required to burn 10 litres of Hydrogen measured at 25°C, and 745 m.m. Bar.

3. How could you prepare Hydrogen Sulphide? Write equations illustrating the reactions which occur when Hydrogen Sulphide is—

(a) burnt in air.
(b) mixed with Chlorine gas.
(c) passed into a solution of Ammonium Hydrate
(d) passed into a solution of Lead Chloride.

4. The elements Nitrogen, Phosphorus and Arsenic are said to belong to the same natural family. Explain this statement.

5. State the grounds on which the elements are divided into metals, and non-metals.

6. Give an account of the Chemistry of any one of the following elements: Sulphur, Silicon, or Silver.
1. Write an account of the natural history of the Rhizopoda.

2. Describe fully the structure and the reproduction of the Turbellarians.

3. Give the classification of Hirudinea, mentioning the commoner Canadian forms.

4. Describe fully the anatomy of the Tunicata, pointing out the characters which connect them with the Vertebrata.

5. Describe briefly some of the parasitic forms of Crustacea, showing how their parasitic life has modified their structure.

6. What is meant by protective mimicry? Give examples.
1. A leaf falls to the surface of the ground containing a certain amount of Nitrogen; trace the change which this Nitrogen undergoes until it is again used to form plastic materials in a green plant.

2. Explain fully the significance of Iron in the nutrition of plants.

3. Give an account of the various unorganized ferments in vegetable tissues, and explain the nature of their action.

4. Describe briefly the production of heat by plants. How is this process affected by external conditions?

5. What is meant by turgescence of the cell? How is it brought about? Explain its significance for the physiology of the plant.

6. Give an account of the structure of lenticels, and of their functions.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

ECONOMIC MINERALS OF CANADA.

HONORS.

Examiner: F. G. Wait, M.A.

1. Ores of Silver:
   State their composition, and give their location.

2. Nickel:
   Under what conditions does this metal occur in Canada?
   Where are the principal deposits?

3. Mineral Waters:
   How are the Canadian varieties classified? Give the principal localities in which they occur?

4. Fire Clay:
   State its essential composition and qualities, and where it has been found in Canada in workable quantities.
   How would you conduct a rapid qualitative examination of a specimen, to ascertain its value?

5. State the composition, location of workable deposits, and uses of:
   Stibnite, Mispickel, Serpentine, Marble, Pyrolusite, Hydraulic Limestone, Asbestos, Muscovite, Soapstone, Shell Marl, Agate.

6. Name, with their respective localities, the Canadian minerals used in Jewelry.

7. Classify the coals found in Canada.
   Give their geological position and location.

8. From what geological formations, and where, have sandstones and limestones suitable for building purposes been obtained?

Note.—Only the more notable deposits need be given.
1. Define: plane of symmetry, constant form, twinning plane, re-entering angle, clino-pinacoid, sphenoid.

2. Upon what does the notation of crystals depend? Indicate, in the symbols of any recognized system of notation, the planes of crystal composed of a combination of a square prism and a square pyramid of the Tetragonal system. (A vertical face fronts the observer.)

3. Sketch in outline the following, and give the name of a mineral occurring in each form:
   
   (a). Pyramidal cube.
   (b). Rhombohedron.
   (c). Combination of hexagonal prism and pyramid.
   (d). Monoclinic prism.
   (e). Scalenohedron.
   (f). Cube with angles truncated.

4. Hemihedrism and Tetarohedrism.
   State what is meant by these terms, and give the laws governing the same.

   Into what classes are hemihedral crystals of system I. arranged? Give an example of each.
5. Describe the holohedral forms of the Monoclinic system.

Give a diagram to show the positions of the various geometrical elements of the crystals of the system, and the forms resulting when any of these elements are modified or replaced.

Name six minerals crystallizing in the system.

6. Pseudomorphs:

What are these, and how do they originate?

Name two examples.

7. What forms are present in the following combinations:

(a) Pyramidal cube with cube angles truncated.

(b) Cube with angles replaced by six triangular planes.

(c) Rhombic dodecahedron with edges truncated.

(d) Rhombic dodecahedron with edges bevelled.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

GREEK.

Examiner: William Dale, M.A.

* * Candidates taking Honor Philosophy (3rd year) take the first half of this paper.

Notice to fourth year pass men:
Candidates are requested to fold up the papers on the two authors separately, and to place them in separate envelopes.
Candidates are cautioned against confining their attention to either one of the two authors: no Candidate will pass who omits the questions on parsing and syntax; in parsing aorists distinguish between first and second.

PLATO, MENO.

1. Translate carefully:
(a) AN. Πολλοὶ γε δέοντο μάνεσθαι, ὡς Σωκράτες, ἄλλα πολὺ πάλιν οἱ τούτοις διδόντες ἀργύριον τῶν νεῶν τούτων δ᾽ ἐτὶ πάλιν οἱ τούτοις ἐπιτρέποντες, οἱ προσήκοντες' πολὺ δὲ μάλιστα πάντων αἱ πόλεις, ἐδώκαν αὐτοῖς εἰσαφθευσθαι καὶ οὐκ ἐξελαύνουσα, εἰτε τις ἐξενος ἐπὶ γείρετε τοιούτων τι ποιεῖσθαι εἰτε ὑστος.
ΣΩ. Ἡτέρων δὲ, ὡς ἀνυπε, ἵδες τίς σε τῶν συ-φιάτων, ἃτι οὕτως αὐτοῖς χαλεπῶς εἶ;
AN. ὡς μὲ Δία ἐγὼς συγγέγονα πάντοτε αὐτῶν οὐδείς, οὐδὲ ἄλλο εἰς ἔσωμι τῶν ἑῶν οὐδενα.
ΣΩ. Ἀπειρος ἀρ' εὕτε παντάτασι τῶν ἀνδρῶν;
AN. Καὶ εἴην γε.
ΣΩ. Πῶς οὖν ἄν, ὡς δαμόνε, εἰδεις περὶ τούτων τοῦ πράγματος, ἐπὶ τι ἄγαθον ἔχει ἐν ἐαυτῷ ἐπὶ φλάβον, οὐ παντάτασι ἀπειρος εἴης;
AN. Ἐρίδωνος τούτοις γοῦν οἶδα οἷοί εἰσίν, εἶτ' οὖν ἀπειρος αὐτῶν εἰμὶ εἴτε μη.
ΣΩ. Μάντις εἰ ἦσος, δὲ "Ανυτε" εἶπε ὅπως ἦν ἀλλος οὕτως τοῦτον πέρι, ἐξ ὧν αὐτὸς λέγεις ταχαίῳ ἐρυθοῖν, ἀλλὰ γὰρ τούτους ἔχετο σου τίνες εἰσὶ, παρ' ὁδὸν Ἀγαθοκλῆος μοχθῆρος γένοιτο ὁ οὗτος μὲν γὰρ, εἰ ἐν βούλι, ἠστασαν οἱ σοφισταὶ ἀλλὰ δὴ ἦκε τοῖς εἰπτῇ ἡμῖν, καὶ τὸν πατρικὸν τούτῳ ἐταίρου εὐριγήσεις, φράσας αὐτῷ, παρὰ τίνας ἀριστομένοις ἐν τούτῳ τοῖς τίνας τὴν ἀρετὴν ἤπω ὃς ἐγὼ δεῦλον γένετ' ἀν ἄξιος λόγου.

ΑΝ. Τί δὲ αὐτῷ ὁ δὲ ἐφάπαξ ὁ δὲ ἐφάπαξ; ΣΩ. Ἀλλ' ὃς μὲν ἦν γὺνα καὶ πάσχα λόγοι τούτοι εἶναι, εἶπον, ἀλλὰ τυγχάνειν ὑδεῖν λέγον, ὡς σὺ φης' καὶ ἕκατὸς τί λέγεις. Ἀλλὰ σὺ δὴ ἐν τῷ μέρει αὐτῷ εἰπτῇ παρὰ τίνας ἔλθῃ Ἀθηναίων εἰπτῇ ὑπὸν ὅπου βούλει.

ΑΝ. Τί δὲ ἐνος ἀνθρώπου ὑμών δεὶ ἄκουσας; ὁ τῶν γὰρ ἐν εἰσίν Ἀθηναίων τῶν καλῶν κάγαθον, ὑδεῖς ἐστιν δὲ καὶ ἔλεγεν αὐτῶν ποιήσει ἢ οἱ σοφισταὶ, καὶ περ ἐθέλη πείθεσθαι.

ΣΩ. Πότερον δὲ οὕτω καὶ καλῶς ἀπὸ τοῦ αὐτομάτου ἐγένετο τοῦτον παρὰ οὗτος μαθὼν ἣμως μὲν τοὺς ἀλλούς διδάσκειν οἷος τε ἔντεις τάτα, δὲ αὐτὸ μὴ έμαθον.

(b) ΣΩ. Φέρε δὴ, πειράμεθα σοι εἰπέω, τὴν ἐστι σχῆμα σκόπετε οὕνει τὸν ἀποδέχει αὐτὸ εἶναι ἐστιν γὰρ ἡ ἡμῖν τοῦτο σχῆμα, δὲ μόνον τῶν υἱῶν τυγχάνει νομίμαι καὶ ἐπόμενον. ἱκανὸς οὖσι, δὲ ἄλλα πῶς ἰτεῖς; ἐγὼ γὰρ καὶ οὕτως ἐναγαπήσας εἰ μοι ἅρετην ἐίποι.

ΜΕΝ. Ἀλλὰ τοῦτο γε εὐθεῖς, ὁ Σάκρατες.

ΣΩ. Πῶς λέγεις;

ΜΕΝ. "Οὔτι σχῆμα παύ τοι κατὰ τὸν σὺν λόγον, ὁ δὲ χρώς ἔσται. εἶπε δὲ δὴ τὴν χρώνα τις μὴ φαίνει ἐιδέναι, ἀλλὰ ἴσασθαι ὅτι καὶ τοῦ σχῆματος, τί δὲ οὐκ εἰς οὕτως ἀποκεκρίσαι;

ΣΩ. Τάλαμη ἰγνοὶ καὶ μὲν γε τῶν σοφῶν τις εἰσὶ καὶ ἐριστικῶς τε καὶ ἀγωνιστικῶς ὁ ἐρωτικός, εἴπτοι δὲ αὐτὸ ὃτι ἔρωτας μὲν ἐγέρσαις εἴπτοι δὲ μὴ ὅρθης λέγον, σὺν ὕποπτον λαμβάνειν λόγον καὶ ἐλέγχειν. εἰ δὲ ὅπερ ἐγὼ τε καὶ σὺ νυνὶ φέλλοι δυνατοὶ άναλήμβοι διαλέγεσθαι, δεὶ δὴ πρᾶτερον ποὺς διαλεκτικώτερον ἀποκρίνεσθαι. εἴτε δὲ ἔσω τὸ διαλεκτικώτερον μὴ μάνων τάλαμη ἀποκρίνεσθαι, ἀλλὰ καὶ οὗτος ὁ ἀν ψυμολογήθη δέναι ὁ ἐρωτικός μεν. πειράζομαι δὴ καὶ τοι νυνὶ οὕτως εἰπέω.
2. Parse and explain the syntax of:

(a) ἐπιτρέποντες, ἐδόται, ἐὶς, ἐπιτρέποντες, ἐδόται, ἐιρήνες, ἐλθῆς, ὅτου, ὅτι, τῶν καλῶν κἀγαθῶν, βεβαίος.

(b) περιθῷμα, ἀποδεχεῖ, ἀγαπήθην, ἐλευ, ἀπορῶ, προσ-ομολογῆ, ταῦτον.

3. What is the subject of this dialogue, and what the conclusion reached? What is the bearing upon the argument of (1) “the images of Daedalus,” and (2) the electric eel.

EURIPIDES, ION.

Translate carefully:

(a) ὑπερβαλλοῦσας γὰρ ἔχει ἐνθατοῖς ἐβδομοινίας ἀκίνητον ἀφόρμαλ, τέκνων οἷς ἀν καρποτρόφοι λάμπωσιν ἐν θαλάμωι πατρίμωι νεάνιδες ἤβαι, διαδέκτορα πλοῦτον ὡς ἔξουσις ἐκ πατέρων ἐτέρωσι ἐπὶ τέκνων· ἀλλὰ τῇ γὰρ ἐν κακοῖς, σὺν τῷ εὐνυχίαις φίλοι, δορὶ τῇ γῇ πατρίδος φέρει σωτηρίου ἀλκαν.

(b) Ἐν αὐτῶν τοῖς ὑπὲρβαλλόμενοιν ἐν τῇ παρέξει σχεδὸν τοῖς, εἰ καί τοῦτο δεῖ ὡς ἐπιφημίας τοιαῦτοὺς, τοῦ ἀπαίδεω ἀποστυγίω ὑπνοι, ὡς τῇ δικείας, ψεῦδος μετὰ δὲ κτείνων μετρίων μισταῖς εὐπαίδεος ἐξαιμαν.
IIA. τίς γάρ νυν ἔξεθηκεν; οὐ γὰρ δή σὺ γε.

KP. ἡμεῖς, ἐν δρόμῃ σπαραγμῶσαντες πέπλοις. 955

IIA. ούδε ξυνήδει σοι τις ἐκθέσει τέκνου;

KP. αἱ ξυμφοραί γε καὶ τὸ λαβθάνειν μόνον.

IIA. καὶ πῶς ἐν ἀντρὶ παιδὰ σοῦ λυπεῖν ἔτης;

KP. πῶς δ', οἰκτρὰ πολλὰ στῶματος ἐκβαλούσα ἐπη.

IIA. φεῦ'

τλήμων σὺ τόλμης, οὐ δὲ θεὸς μᾶλλον σέθεν. 950

KP. εἰ παιδὰ γ' εἰδές γείρας ἐκτείνοντά μοι.

IIA. μαστὸν διώκοντ' ἡ πρὸς ἀγκάλαις πεσεῖν;

KP. ἐνταῦθ' ἵνα οὐκ ὑπὲρ ἀδικία ἐπαχθῇ εἴμοι.

IIA. σοι δ' ἐσ τῇ δόξῃς ἡλθεν ἐκβαλείν τέκνου;

KP. ὡς τὸν θεόν σώσοντα τόν ἃ αὐτὸν γάνον. 965

IIA. οἴμω, δόμων σῶν δήμος ὡς χειμαίζεται,

KP. τὶ κράτα κρύψας, ὡ γέρον, δακρυρροείς;

IIA. σὲ καὶ πατέρα σῶν δυστυχοῦντας εἰσοροῦν.

KP. τὰ θυγατρὰ τοιαύτα ὑπὲρ εἰ ταύτῳ μένει.

IIA. μὴ νυν ἄτ οἰκτῶν, θυγατερ, ἀντεχώμεθα. 970

2. Parse fully: ἐκτεθεῖς, ἡρκεσεν, ξυνήδει, πεσεῖν, δόξης, σώσοντα, οἰκτῶν.

3. Scan ll. 968-970, marking the caesura and naming the metre.

4. Where is the scene of this play laid? Describe the surroundings of the place.

5. The plays of Euripides have been classified as dramas of (a) plot, (b) character, (c) situation. What is the meaning of such a classification, and under what head would the Ion fall?
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

GREEK.
HONORS.

Examiner: J. C. Robertson, B.A.

1. Translate:

Καίτοι τότε ταύτα ἀμφότερα, Δισχίνη, οὐδὲ ὑπὲρ ἐνεργητῶν ἐποίουν οὔτε ἀκιδώνα ἕώρων. ἀλλ' οὐ διὰ ταύτα προέντο τοὺς καταφεύγοντας ἐφ' ἑαυτοῖς, ἀλλ' ὑπὲρ εὐθυμίας καὶ τιμῆς ἥθελον τοὺς δεινοῖς αὐτοῖς διδώναι, ὅρθοὶ καὶ καλῶς θεωροῦμενοι. πέρυς μὲν γὰρ ἀπασίαν ἀνδρώπων ἔστι τοῦ βίου θυάτωρ, κἂν ἐν οἰκίας τις αὐτὸν καθείρζας τηρῇ δεὶ δὲ τοὺς ἀγαθοὺς ἀνδρὰς ἐγχειρεῖν μὲν ἀπασίαν ἀπὶ τοῖς καλοῖς, τήν ἀγάθην προβαλλομένους ἑλπίδα, φέρειν δ' ὑπὸ τὸ δὲ τὸς δίδω γενναίος. ταῦτ' ἐποίουν οἱ ὑμετέροι πρόγονοι, ταῦτ' ὑμεῖς οἱ πρεσβύτεροι, οἱ Δακεδαμονίους οὐ δίδω τοῖς δοσὶ αὐτοῖς οὐδὲ ἐνεργήτας, ἀλλ' πολλὰ τῆς πόλεως ῥήματας καὶ μεγάλα, ἐπειδή Θηβαῖος καταφθάνεται ἐν Δέκτερω ἀνέλει ἐπεχείρησε, διεκδικοῦτο, οὐ φοβοῦσας τὴν τοῦ Θηβαίου φόβον καὶ δύσαι ὑπάρχουσαν, οὐδὲ ὑπὲρ οἷς πεποιηκότων ἀνθρώπων κινδυνεύεστε διαλογισάμενοι.

DEMOSTHENES, De Corona.

2. Explain the connection of the above passage with Demosthenes’ line of argument, and the reference in ταύτα ἀμφότερα.

3. Explain what is secured by the position which the following words occupy: ἕώρων, προέντο, θάνατος, ἐν οἰκίσκω, ἐγχειρεῖν, καλῶς, προβαλλομένους, ὑμεῖς, Δακεδαμονίους, ὑντας, καὶ μεγάλα, Θηβαῖος, διαλογισάμενοι.
4. Translate:

"Επειδή τοίνυν ἡ μὲν εὐσεβὴς καὶ δικαία ψυφὸς ἀπασί δεδείκται, δέ τε μὲ, ὡς οὖσκε, καίτερ οὐν φιλολογοφον ὑντα, διὰ τὰς ὑπὸ τετῶν βλασφημίας εἰρήμενας αὐτὶ πολλὰς καὶ ἤσεθων αὕτα τίνα γιατί τατ' εἰπεῖν περὶ αὐτόν, καὶ διέβα τὶς ὅν καὶ τίνων μοίδως οὖτος ἄρχει τοῦ κακῶς λέγειν, καὶ λόγους τίνας διασύρει, αὐτὸς εἰρήκως δὲ τὸς οὖν ἢ ὑκε-πισε τῶν μετῆρων ἅθρωπων φθέγξασθαι; — εἰ γὰρ Αἰακὸς ἡ Ραδίμανθος ἡ Μίνως ἡν ὁ κατηγοροῦν, ἀλλὰ μη σπερμολόγος, περὶτρεμμα ἀγορᾶς, διέθρεις γραμματεύς, οὐκ ἂν αὐτὸν οὖμεν ταύτ' εἰπεῖν οὐδ' ἂν οὖτως ἐπαρχεῖς λόγους πορίσασθαι, ὡστε εἰν τραγῳδία βοῶτα ὁ γὰρ καὶ ἦλε καὶ ἄρετη καὶ τὰ τοιαῦτα, καὶ πολὺν σύνειαν καὶ παιδείαν ἑπικαλούμενον, ἦ τὰ καλὰ καὶ τὰ ἀσχραμ διαγνώσκεται; ταῦτα γὰρ δήποτε ἦκοντ' αὐτοῦ λέγοντος; σοι δὲ ἄρετής, ὁ καθαρμα. ἦ τοῖς σοῖς τὰς μετονοία; ἦ καλῶν ἢ μη τοιούτων τὰς διὰμνοσίας; πόθεν δὲ πώς ἐξεύθετο; ποῦ δὲ παιδείας σοι θέμες μην θύμη, ἢς τῶν μὲν ὡς ἀληθῶς τετυχὸς πολλῶν οὐδ' ἂν εἰς εἰπον περὶ αὐτοῦ τοιούτων οὐδεν, ἀλλὰ καὶ εὗρον λέγοντος οὐράκρασεν, τοῖς δ' ἀπολειψθείσι μὲν δόστε σοί, προστοιο-μένους δ' ἦν ἀναισθησίας τὸ τοῖς ἀκούοντας ἅλεγγον ποιεῖν, ὅταν λέγοντος, οὐ τὸ δοκεῖν τοιοῦτοι εἶναι περίεσταν.

Ibid.

5. Explain clearly the allusions to AEschines' history, speech, or style of oratory, contained in this passage.

6. State more explicitly the criticism implied in ὡστε εἰν τραγῳδία βοῶτα.

7. (a) Translate:

Εκ γὰρ αὐτοῦ τοῦ σοφοῦ τούτων παραδείγματος ὁμολόγηκε νῦν ὡς ἡμᾶς ὑπάρχειν ἐγνωσμένοις ἐμὲ μὲν λέγειν ὑπὲρ τῆς πατρίδος, αὐτὸν δ' ὑπὲρ Φιλίπ-πον' οὐ γὰρ ἂν μεταπείθειν υμᾶς ἔξητε μὴ τοιαύτης οὖσας τῆς ὑπορχοῦσης ὑπολήγειως περὶ ἐκατέρω.

Ibid.

(b) τοῦ σοφοῦ τούτου παραδείγματος. Explain. 

λέγειν. On what occasion?

οὐ γὰρ ἂν μεταπείθειν, κ.τ.λ. Is Demosthenes' inference legitimate or sophistic? Why?
8. Translate:

Τί γάρ τοι τῶν ἀπροσδοκητῶν ἐφ' ἦμων οὐ γέγονεν; οὐ γάρ βίον ἦσσαν ἠλευθέρων, οἷος εἰς παραδοξολογίαν τοῖς μεθ' ἡμᾶς ἐφημεν. οὐχ οἷς τῶν Πειρακών ἢ τῶν Ἀθηναίων, ὁ τῶν Ἡλλήσποντος κυριακοῦ ὠφ' ἦλθον ἄνωτεροι μέχρι δυσμυνόν, καὶ οὐ περὶ τοῦ κύριος ἑτερών εἶναι ἀγανακτεῖ ἀλλ' ἂν περὶ τῆς τοῦ σώματος σωτηρίας; καὶ τοὺς αὐτοὺς ὀρῶμεν ἑας τε δόξης ταύτης καὶ τῆς ἑπὶ τῆς Ἑλλάδος ἡγεμονίας ἠξιώμενοι, οἱ καὶ τὸ ἱερὸν ἱερεύνωσαν; ὃθεὶς δὲ, ὁθεὶς, πόλεις ἀστυγειταί, μεθ' ἡμέραν μίαν ἐκ μέσης τῆς Ἑλλάδος ἀνερτασται, εἰ καὶ δικαίως, περὶ τῶν ὄλων οὐκ ὀρθῶς βουλευσάμενοι, ἀλλὰ τὴν ἀλά τὴν ἐνεχθασθαί καὶ τὴν ἀφροσύνην οὐκ ἀνθρώπως ἀλλὰ δαιμόνος κηρήσαμοι. Λακεδαιμόνοι δὲ οἱ ταλαίπωροι, προσηγαγόμενοι μόνῳ τοῦτον τῶν πραγμάτων εξ ἀρχῆς, οἱ τῶν Ἑλλήσπων ποτὲ αξιοῦσιν ἡγεμόνες εἰναι, νῦν ὁμορρήσαστε καὶ τὴν συμφοράν ἐπιδειξαν τοιοσομενοί μέλλουσιν ἀοί Δικεφαλοῦς ἀναπέμπετεβαί, τοῦτο πεισόμενοι καὶ αὐτοὶ καὶ ἡ πατρίς 'τι ἂν ἐκείνη δόξη, καὶ ἐν τῇ τοῦ κρατοῦντος καὶ προηδικημένου μετρίητῃ κριθεροῦμενοι.

Ἀσχίνης, ἐν Κεσιφόντεν.

9. Explain the historical allusions in the above passage.

10. (a) Translate:

"Ὅσοι τοσοῦτον καταγελά τῆς πρῶς ὑμᾶς φιλοτιμίας, ὧστε τὴν μιαρὰν κεφαλὴν ταύτην καὶ ὑπεύθυνον, ἰν οὕτως παρὰ πάντας τοὺς νόμους γέγραφε στεφανώσαι, μερικῶς κατατέμνηκε καὶ τούτων μεθόδους ἐλλείψε τραύματος ἐκ προνοιᾶς γραφάς γραφόμενος, καὶ κατακεκονδύλισται, ὡστε αὐτῶν οἴμα τὰ τῶν κοινῶν ἔργων ἔργον...ἐξεν ἔτι φαινέτα' ὃ γάρ ἀνθρώπως οὐ κεφαλὴν ἀλλὰ πρόσοδον κέκτηται.

Ibid.

(b) Explain the allusions in these lines.

ὑπεύθυνον. Write a short note on the meaning and appropriateness of this epithet.
11. (a) Translate:

Εάν δ' ὑπερπηδήσας τὴν δικαίων ἀπολογίαν παρακαλῆ Δημοσθένην, μᾶλλον μὲν μὴ προσδέχεσθε, μηδ' ἐν ἀρετῇ τοῦ ὑμῶν μηδείς καταλογίζων, δὲ ἄν ἐπανερμένου Κτησιφῶντος εἰ καλέσῃ Δημοσθένην πρῶτος ἀναβοήσῃ "καλεῖ, καλεῖ." ἐπὶ σαῦτον καλεῖς, ἐπὶ τοῦ νόμου καλεῖς, ἐπὶ τὴν δημοκρατίαν καλεῖς. ἄν δ' ἀφα ὑμῖν δόξη ἀκουεῖν, ἀξιώσατε τὸν Δημοσθένην τοὺς αὐτὸν τρόπον ἀπολογεῖσθαι ὑπὲρ κάθω κατηγόρηκα.

Ibid.

(b) τὸν αὐτὸν τρόπον. State what this was, and Ἀσχινεὶς' motive in making the request. What order did Demosthenes follow, and on what pretext?

12. What reasons can be assigned for the postponement and for the re-opening of the case? By which side was the case probably re-opened?

13. What characteristics of Ἀσχινεὶς' oratory, whether excellences or defects, and what mannerisms do you find in the extracts given for translation?

14. Explain the meaning of the terms: θεσομαθεῖα, νομοθεῖα, Κροζίβολος, προεδρία, οἱ Διονυσιάκος νόμος, ὁ τριπαρχικὸς νόμος, παράσημος ρήτωρ, ἐλλεβορίζειν, ἡσυχία ὑποτου, προβούλευμα.
Translate:

Τοίχον καὶ ἀλλαθή, ἔφη, πολλαχοῦ ἄσκηνόμεθα, ὅταν βιάζονται τινὰ παρὰ τῶν λογισμῶν ἐπιθυμίαι, λοιπονοῦτα τε αὐτὸν καὶ θυμούμενον τῷ βιαζόμενῳ ἐν αὐτῷ καὶ ὡσπερ δύον στασιαζόντων ἐγγίμαχοι τῷ λόγῳ γεγομένιον τὸν θυμὸν τοῦ τοιούτου; ταῖς δ' ἐπιθυμίαις αὐτὸν κοιμώμεθα, αἱροῦμεν λόγον μὴ δεῖν, ἀντιπράττεις, οἷμαι σε οὐκ ἀν φάναι γενομένου ποτὲ ἐν σαυτῷ τοῦ τοιούτου αἰσθάνεσθαι, οἷμαι δ' οὐδέν ἐν ἀλλῷ. Οὐ μᾶ τὸν Δία, ἔφη. Τί δὲ; ἂν δ' ὅταν τις οἰηταί ὁµίκειν, οὐχ ὅσον ἄν γενομένῳ τῷ τοιούτῳ ἡμᾶς ὀργίζεσθαι καὶ πεινῶν καὶ ῥυγών καὶ ἀλλο ὁτιῶν τῶν τοιούτων πάθων ὑπ' ἐκείνου, ἂν ἄν οἰηταί δικαίως ταῦτα δρᾶν, καὶ, ὅ λέγω, οἷκ ἐθέλει πρὸς τοῦτον αὐτὸν ἐγείρεσθαι ὁ θυμός;

Republic, IV.

1. ταῖς δ' ἐπιθυμίαις...ἀντιπράττεις. What different interpretations?

2. ὅ λέγω. What is the meaning?

3. Explain briefly the connection of the passage with the general argument.
Translate:

Οὐκοιν, εἶπον, ὦ Γλαύκων, οὕτως ἢδη αὐτὸς ἐστὶν ὁ νόμος, διὸ τὸ διαλέγεσθαι περαινεῖ; ὥς καὶ διὰ νοητὸν μμοῦν ἐν ἧ τῆς ὅψεως δύναμις, ἢν ἐλέγομεν πρὸς αὐτὸ ἢδη τὰ ζῶα ἐπιχειρεῖν ἀποθελέσων καὶ πρὸς αὐτὸ ἀστρά τε καὶ τελευταῖον ἰὴ πρὸς αὐτοῦ τῶν ἰδίων. οὕτω καὶ ὅταν τις τὸ διαλέγεσθαι ἐπιχειρη, ἀνεί πασῶν τῶν αἰσθήσεων διὰ τοῦ λόγου ἐπ᾽ αὐτὸ ἢ ἐστὶν ἐκαστοῦ ὀρμα, κἂν μ᾽ ἀποστῇ, πρὶν ἀν αὐτῷ ἢ ἐστὶν ἀγαθὸν αὐτὴ νοῆσι λάβῃ, ἐπ᾽ αὐτῷ γένεται τῶν νοητῶν τέλει ὀστερ ἔκεινος τότε ἐπὶ τῷ τοῦ ὀρατοῦ. Παντάπασι μὲν οὖν, ἐφ᾽ οὐ; οὐ διαλεκτικὴ ταύτῃ την τὴν πορείαν καλεῖς; Τῇ μὲν; Ἡ δὲ γε, ἢν δ᾽ ἐγὼ, λύσι τε ἀπὸ τῶν δεινῶν καὶ μεταστροφὴ ἀπὸ τῶν σκιῶν ἔτι τὰ εἰδωλα καὶ τὸ φῶς καὶ ἐκ τοῦ καταγείον εἰς τὸν ἰδίων ἑπάνως, καὶ ἐκεῖ πρὸς μὲν τὰ ξῶα τε καὶ φυτὰ καὶ τὸ τῶν ἰδίων φῶς ἔτι ἀδιανύμενα θάλεσσοι, πρὸς δὲ τὰ ἐν ὁδαις φαντάσματα θέα καὶ σκιῶν τῶν ὀντῶν, ἀλλ᾽ οὐκ εἰδῶλων σκιῶν δι᾽ ἔτερον τοιούτου φωτὸς ὡς πρὸς ἰδίων κρίνειν ἀποκεισθεῖσας, τάσα αὐτὴ ἡ πραγματεία τῶν τεχνῶν, ἢ διαλλοθεμένη ταύτην ἔχει τὴν δύναμιν καὶ ἐπαναγωγὴν τὸν βελτίστον ἐν ψυχῆ πρὸς τὴν τοῦ ἀρίστου ἐν τοῖς ὁδαθ βέας, ὀστηρ τότε τοῦ σαφεστάτου ἐν σωματί πρὸς τὴν τοῦ φανοτάτου ἐν τῷ σωματοειδεί τε καὶ ὀρατῷ τότῳ.

_Ibid._, VII.

1. ὅν...περαινεῖ. Explain.
2. πᾶσα αὕτη κ.τ.λ. What is the meaning?
3. What is Plato's illustration to distinguish between the ὀρατοῦ and the νοητοῦ, and what is the object of the distinction?

Translate:

'Ἡ δὲ συγγρώμῃ καὶ οὗτος ὑποστίθεν σμικρολογία αὕτης, ἀλλὰ καταφρονήσεις ὅν ἡμεῖς ἔλεγομεν σεμιξύνοντες, ὅτε τὴν πόλιν ὁκλήρωμεν, ὡς ἐι μὴ τὰς ἀπεριβεβλημένην φύσιν ἔχοι, ὡς ὕποτ' ἄν γένοιτο ἀνὴρ ἀγάθος, εἰ μὴ ταῖς ἐν οὐθον παῖζον ἐν καλοῖς καὶ ἐπιτηθείουν τὰ τοιαύτα πάντα ὡς μεγαλοπρέπους κατατηρησα' ἀπαντᾶ ταῦτα οὐδὲν φρονίζει, ἐξ ὅποιον ἀν τὰς ἐπιτηθεμάτων ἐπὶ τὰ πολιτικὰ ἰδὲν πράττῃ, ἀλλὰ τιμᾶ, ἐὰν ὁ μὴν εἰς ὑπὸν ἑϊτ' ἐπὶ πλήθει. Πάνω γ᾽ ἐφ᾽, γενναία. Ταῦτα τε δὴ, ἐφ᾽, ἐχοὶ ἄν καὶ τούτων ἀλλὰ ἀνθρώπων δημοκρατία, καὶ εἶτ', ὥς οὖς ἄθικος, ἢδεια πολιτεία καὶ ἀναρχος καὶ ποικίλη, ἰσότητα τινα ὁμοίως ὅσος τε καὶ ἀνὸς διανέμουσα. Καὶ ὑπὲρ, ἐφ᾽, γνώριμα λέγεις._

_Ibid._, VIII.
1. Illustrate from history either to prove or disprove the remarks of Plato in this passage as to the spirit of democracy.

Translate:

"Ενθα δή, άσ ήοικην, ο φίλε Γλαύκων, ο πάς γε- δυνος ανθρώπων, και διὰ ταύτα μάλιστα ἐπιμελητέων, ὅπως ἐκατός ἢμῶν τῶν ἄλλων μαθημάτων ἀμελήσας τούτων τοῦ μαθήματος καὶ ξηπηγής καὶ μάθημις ἔσται, ἦν ποθὲν οἷος τῇ μαθείᾳ καὶ ἔξενει, τις αὐτῶν ποιήσει δυνατόν καὶ ἐπιστήμονα, βίον καὶ χρηστόν καὶ πονηρὸν διαγγέλω κοινα, τὸν θελτέω ἕκ τῶν δυνατῶν αἰεὶ πανταχοῦ αἰρέσθαι, καὶ ἀναλογί- μενον πάντα τὰ νῦν δὴ ῥήθεντα, ἔνωθεν θέλω ἀλλήλους καὶ διαφορούμενα πρὸς ἀρετὴν βίου τῶς ἔχει, εἰδέναι, τι κάλλος πενίᾳ ἢ πλούτῳ κραθέν καὶ μετὰ πολλὰς πρὸς ὑπῆρχίς ἐξεως κακῶν ἡ ἁγαθὸν ἐργάζεται, καὶ τί εὐγένεια καὶ δυσγένεια καὶ ἰδιωτικαὶ καὶ ἀρχαὶ καὶ ἱσχύς καὶ ἀσθενεία καὶ εἰμάθεια καὶ δυνάμεια καὶ πάντα τὰ τοιαῦτα τῶν φύσει περὶ ὑπῆρχιν διότι καὶ τῶν ἐπικτήτων τῇ ἐννεακατάληπται πρὸς ἀλλήλα ἐργάζεται, ὅστε ἐξ ἀπαίτων αὐτῶν δυνατών εἶναι συγκαταλημμένον αἰρείαθαι, πρὸς τὴν τῆς ὑπῆρχίς ὑπὸν ἀποβλέπουτα, τόν τε χείρω καὶ τὸν ἀμείων βίον, χείρω μὲν καλοῦντα δι' αὐτὴν ἔκεις ἔξει, εἰς τὸ ἀδικιστέραν γέννασθαι, ἀμείων δὲ ὅστις εἰς τὸ δικαίωτέραν, τὰ δὲ ἄλλα πάντα χαίρειν εἶσθ' ἑορτα- καμεν γάρ, ὅτι ξοντὶ τε καὶ τελευτᾶντι αὐτὰ κατάς τυρεινός αἰώνας. ἀδαμαντίνοι, δὴ δει ταύτην τὴν δόξαν ἔχοντα εἰς Ἀδικοῦ λέναι, ὅπως: ἄν ἣ καὶ ἕκει ἀνέκπληκτος ὑπὸ πλοῦτων τε καὶ τῶν τοιούτων καθὼς, καὶ μή ἐμπεσον εἰς τυραννίδα καὶ ἀλλας τοιαύτας πράξεις πολλὰ μὲν ἐργάσαται καὶ ἀνήκεστα κακὰ, ὅτι δὲ αὐτῶς μελίζω πάθη, ἀλλὰ γνῶς τὸν μέσον ἀεὶ τῶν τοιούτων βιῶν αἰρέσθαι καὶ φεύγεις τὰ ὑπερβαλλόντα ἐκατέρωσαι καὶ ἐν τούτῳ τοῦ βίου κατὰ τὸ δυνατόν καὶ ἐν παντὶ τῷ ἐπείτα: οὕτω γάρ εὐδαιμονετάτοις γίνεται ἀνθρώπως.

Ibid., X.
1. Translate:

(a) "Ως ἔβασ, "Εκτορ δ᾿ οὔ τι κασιρυπῆτο ἀπίθησεν. Αὐτίκα δ᾿ ἐξ ὦχεών σὺν τεύχεσιν ἄλτο χαμάξε, Πάλλων δ᾿ ὁδίᾳ δύο ἐπὶ στρατὸν ὄχετο πάντη, Ὡπρῶνοι μαχέσασθαι, ἤγειρε δὲ φύλοπτν αἰμήν. Οἱ δ᾿ ἐλεύθησαν καὶ ἐναντίαι ἦσαν Ἀχαιῶν· Ἀργείου δ᾿ ὑπεχώρησαν, λήξαν δὲ φόνοιο, Φάν δὲ τιν᾽ ἀβανίτων ἐξ ὦρανοῦ ἀστερεύετος ὘ραύν ἀλεξύσατο κατελθέως δὲ ἐλιχθεῖν.

Homer, Iliad VI.

(b) "Ἄν γὰρ ἀπ᾿ οὕτως εἴη ἔρευ ἐποτο ολλα μᾶλ πάριας Ἀχίλλεος δὲ ἦν χαμάξε, Μόινον ἀποτυμήξας τόλος, πείδονδε δίηπται, Καὶ δὴ μὲν καταπαύσῃ ἀρηπορίης ἀλεγεινής, "Ἡ μὲν ἔχεσκ", ἐπεὶ οὐ ποτ᾿ ἐν πληθυί μένεν ἄνδρῶν, Ἀλλὰ τολὺ προβέθεσκε, τὸ ἤν μένοι συδενε εἰκών." Ὡς φαμένη μεγάρῳ διέσυντο μαυιάδι ἰση, Παλλομένη κραδίνην ἀμα δ᾿ αἰφνίτολοι κλὼν αὐτῆ. Ἀντάρ ἐπεὶ πῦρον τε καὶ ἄνδρῶν ἠλεψα δυμίλοι, "Εστή παντιγνάς ἐπὶ τεῖχες, τὸν δ᾿ ἐνόθεν ἔλκομα, προσθεν πόλιος· ταχεῖς δὲ μὴ ἔπνοι ἐλκοὶ ἀκηδέστως κοίλα; ἐπὶ νῆας Ἀχαιῶν.

Ibid., XXII.
(c) Κριτέ πέπον, τ' μοι ὅδε διὰ σπέος ἐστεος ἐστον μήλων
"Τέτατοι; οὗ τι πάρος γε λελειμμένος ἐρχεαι οἴων,
"Άλλα πολὺ πρῶτος νέμει τέρου' ἄνθεα ποίης
Μακρὰ βιβάσι, πρῶτος δὲ ροῖς ποταμὸν ἀφικάνεις,
Πρῶτος δὲ σταθμόνδε λιλιαιεὶ ἀπονέσθαι,
'Εσπέριος' νῦν ἀπέ τα μνήματος ἐν τῇ ἀνακος
'Οφθαλμὸν ποθέεις, τὸν ἀνὴρ κακὸς ἐξαλώσεν
Σὺν λυγροῖς ἔταρσοι, δαμασάμενος φρένας οἶνον,
Οὔτε, δὲν οὐ πῶ φημ πεφυγμένοι εἶναι ἔλεθρον.
Εἰ δὲ ὁμοφρονεῖσις ποτιφώνεις τε γένοιο
Εἰπεῖν ὅπερ κεῖνος ἐμὸν μένος ἡλικάζει.

HOMER, ODYSSEY IX.

(d) With explanatory notes where necessary:
"Νῦν μὲν δὴ μᾶλα πάρχων κακὸς κακὸν ἴμπλαζει,
'Ως οἰεὶ τὸν ὁμοίον ἀγεῖ θεός ως τὸν ὁμοίον.
Πὴ δὲ τῶν χαλαβρῶν ἄγεις, διάγερτε συνῆτα,
Πτωγὸν ἀνθρώπων, δαίμων ἀπολυμαντῆρα;
'Ος πολλῆς φλῆσις παρατάς φλῆσται όμοι,
Ἀτίλων ἅκολουσ, οὐκ ἄρας οὐδὲ λέβητας.
Τὸν γ' εἰ μοι δοίης σταθμῶν ῥυτήρα γενέσθαι,
Σηκοκαρον τ' ἐμεναι χαλλόν τ' ἐρίφοισι φορήναι,
Καὶ κεν ὅρον πίνων μεγάλην ἐπιγονίνδα θείον."

Ibid., XVII.

2. (a) Write a note on ἀστερόφεντος.

(b) Explain the tense used in καταπάνους, ἔχεσι',
παπτήμασ', ἐλκον. Distinguish ὁμίλον and πληθυ. Explain force of δὴ (I. 4), and τὸν (I. 10). Is anything gained by the addition of ταχέες...Ἀχαῖον?

(c) Write a note on the rhetorical arrangement of the extract. Explain the force of γε (I. 6). Write a note on the use of κακὸς and ἄγαθος in Homer.

(d) Write a note on the use of ὡς and τὸν in ὡς τὸν ὁμοίον (I. 2). Explain the force of τε...τε (I. 8). What is noteworthy in the form of I. 5?

3. The Homeric simile.

4. Answer any two of the following questions:

(a) No other single book of Homer is perhaps more comprehensively typical than the twenty-second book of the Iliad, in character-drawing, use of the divine element, use of simile, and in variety of action. Explain and illustrate.
(b) “Enlargement of the primary Iliad.” Explain fully.

(c) “Homer’s manner is eminently noble,” M. Arnold. “Homer lacks dignity,” Chautauqua textbook. Examine these statements.

(d) What is un-Homeric in the following translations?

“Behold Ulysses, no ignoble name,
Earth sounds my wisdom and high heaven my fame.”
Od. IX.

“Poor dame! she little knew
How much her cares lacked of his care.”
II. XXII.

“Where constant vows by travellers are paid,
And holy horrors solemnize the shade.”
Od. XVII.

“Great Hector of the motley helm thus spake to her responsive”

“The solid heap of night
Shall interpose and stop mine ears against
Thy plaints and plight.”
II. VI.

“Thy barbarous breach of hospitable bands
The god, the god revenges by my hands.”
Od. IX.

“So pass mankind, one generation meets
Its destined period, and a new succeeds.”
II. VI.

5. Translate:

ΓΟΡ. ὃ τὰς ἀλεμάτω ψυχᾶς μόλις ὅμων ἐσώθην,
Πραξινόνα, πολλὸν μὲν ὀχλο, πολλῶν δὲ τεβρίπτων,
panta kρηπίδες, παντ' χλαμυδήφοροι ἄνδρες,
ὰ δ' ὅδος ἄτρυντος τῷ ἐκαστέρῳ ἄμωμι ἀπωκεῖαν.
ΠΡΑΞ. ταῦθ' ὁ πάραρος τῆνος ἐπ' ἐσχατα γὰς ἐλαβ' ἐνθῶν

ιὸν, οὐκ οἰκεῖσιν, ὅπως μὴ γεῖτονες ὅμες
ἀλλάλαις, ποτ' ἔρων, φθειρῶν κακών, αἰέν ὁμοίας.
ΓΟΡ. μὴ λέγε τὸν τεόν ἀνδρα, φίλα. Δίνωνα τοιαῦτα
tὸ μικκὸ παρεύντος ὡρία γύναι, ὡς ποθοφη βυ.
θάρσει Ζωτωρίων, γλυκερών τέκος ὦ λέγει ἄπων.
ΠΡΑΞ. αἰσθάνεται τὸ βρέφος, ναι τὰν πότιναν. ΓΟΡ.
κάλος ἄπως,
ΠΡΑΞ. ἀπφων μὰν τῆνος τὰ πρόαν—λέγομες δὲ πρόαν Ἑθ

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panta κρηπίδες, παντ' χλαμυδήφοροι ἄνδρες,
ὰ δ' ὅδος ἄτρυντος τῷ ἐκαστέρῳ ἄμωμι ἀπωκεῖαν.
ΠΡΑΞ. ταῦθ' ὁ πάραρος τῆνος ἐπ' ἐσχατα γὰς ἐλαβ' ἐνθῶν

ιὸν, οὐκ οἰκεῖσιν, ὅπως μὴ γεῖτονες ὅμες
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ΠΡΑΞ. αἰσθάνεται τὸ βρέφος, ναι τὰν πότιναν. ΓΟΡ.
κάλος ἄπως,
ΠΡΑΞ. ἀπφων μὰν τῆνος τὰ πρόαν—λέγομες δὲ πρόαν Ἑθ
παντα—νίτρον καὶ φύκος ὑπὸ σκανδὸς ἀγράδων ἥνεθ φέρων ἄλας ἄμμιν, ἀνὴρ τρισκαδεκάπτηκυν.
ΓΟΡ. χαμός ταῦτα ἔχει, φθόρος ἁργυρίῳ, Διοκλέιδας.

ΤΗΕΟΧΡΙΤΟΣ, ΧV.

(a) ἐκκλασεύται πλατειάσδουσα ἀπαντα. Translate, and illustrate from the above extract.

(b) Explain l. 3, αἱν ὁμοῖος (l. 7), τῶν πότισιν (l. 11), and the syntax of ἔχλῳ (l. 2).

(c) What indication do you find in the extract that the women are conscious of their dialect?

(d) In what spirit are καλὸς ἀπφδο (l. 11), and ἀπφδο (l. 12), uttered?

(e) What is your opinion of the reality of the two women's irritation?

6. (a) Translate the following extracts:

(b) Assign each to its appropriate character, giving both the English and the Greek name:

τῶν 'Ομήρου ἐπὶ τοῦτο ἐν μόνον κατέχειν, ὅτι οὐκ ἀγαθὸν πολυκοιρανίαν· εἰς κοῖρας ἔστω.
χειροτονοῦμενος ἐξόμυνσαι τὰς ἀρχὰς, οὐ δύσκων σχολάζειν.
δεινὸς δὲ καὶ τοὺς θεοὺς μὴ ἐπεὐχέσθαι.
δεινὸς δὲ καὶ πανδοκεύσαι καὶ τελωνῆσαι καὶ μηδεμίαν ἐργασίαν αἰσχρὰν ἀποδοκιμάσαι· (πανδοκεύσαι) Illustrate from Ar. Ranae).

ζωρότερον πιεῖν.
κλίδανος γενομένου, ἔρωταν εἰ τις μὴ μεμήνται τῶν πλεύσων.

ΤΗΕΟΡΙΣΤΟΣ, Characters.

(c) How does εἰρωνεία as used by Theophrastus differ from the irony attributed to Socrates? Explain what is meant by the irony of Sophocles.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

GREEK.
HONORS.

Examiner: J. C. Robertson, B.A.

I.

1. Translate:

(a) ΚΛ. καὶ μὴ τῶν εἰπὲ μὴ παρὰ γνώμην ἐμοὶ
ΑΓ. γνώμην μεν ἵσθι μὴ διαφθεροῦντ' ἐμὲ.
ΚΛ. ἡμῖν θεοὺς δείσας ἂν ὀδ' ἔρξες τάδε;
ΑΓ. εἰπέρ τις, εἰδοὺς ἡ' εὖ τὸδ' ἐξευπέρ τέλος.
ΚΛ. τί δ' ἂν δοκεῖ σοι Πρίαμος, εἰ τάδ' ἣμυσίν;
ΑΓ. ἐν ποικίλοις ἂν κάρτα μοι βίναι δοκεῖ.
ΚΛ. μὴ νω τῶν ἀνθρώπων αἰδεῦθις ψόγον.
ΑΓ. φήμη γε μέντοι δημόδρους μέγα σθενει.
ΚΛ. ὥδ' ἀφθόνιτος ἡ' οὐκ ἐπίζηλος τέλει.
ΑΓ. οὐτόι γυναικός ἐστιν ἴμερεως μάχης.
ΚΛ. τοῖς ἀθλίοις γε καὶ τὸ νικᾶσθαι πρέπει.
ΑΓ. ἢ καὶ σὺ νίκην τήνδε δύριος τίκει;
ΚΛ. πιθοῦ, κράτος πάρεις γε μὴν ἐκών ἐμοὶ.
(b) ἔτει δ' ἀνάγκας ἐδώ λέπαδυν,
φρενὸς πνεῶν δυσσεβή τροπαίαν ἀναγων ἀνίερον, τόθεν
τὸ παντότολμον φρονεῖν μετέγνω.
(c) τὸ γὰρ δολόσσαι πρὸς γυναικὸς ἢ σαφὸς' ἐγὼ δ' ὑποπτοσ ἔχθρος ἢ παλαγενῆς.
(d) καὶ μὴν ὁ χρησιμὸς οὐκέτ' ἐκ καλυμμάτων ἔσται δεδορκώς μεσαγόμων νύφος δύκαν
λαμπρὸς δ' ἐοικεν ἡλίου πρὸς ἄντολας πνεῶν ἐσήξειν, ὡστε κύματος δύκαν
κλύξειν πρὸς αὐγὰς τούθε μήματος πολὺ
μεῖζον' φρενώσοι δ' οὐκέτ' ἐξ αἰνηματῶν.
καὶ μαρτυρεῖτε συνδράμως ξὺνοι κακῶν
ῥωπηλατούσῃ τῶν πάλαι πεπραγμένων.

Aeschylus, Agamemnon.
2. (a) Explain clearly the meaning of lines 1-4. In what lines is there a twofold meaning? Discuss the question whether the episode of the purple tapestries has an important bearing on the ethical questions involved in Agamemnon's death, or is introduced purely for dramatic effect.

3. (b) Why could Aeschylus not regard the hereditary curse as the chief cause of Agamemnon's tragic fate? What does he represent as the cause, and what bearing has this passage on the question? Does this cause of his death (a) necessarily, (b) actually, coincide with Clytemnestra's motive in killing him?

4. (c) What important differences exist between the Homeric and the Aeschylean form of the myth? Why would the Homeric account be inconsistent with Aeschylus' conception of the tragedy?

5. (d) Explain clearly but briefly the meaning of the passage. What dramatic purposes are served by the introduction of Cassandra in this scene?

6. (e) Where and why does the chorus express a different opinion? State clearly the ethical problem of the Prometheus Vinctus. What is the solution indicated by the poet?

II.

7. Translate:

(a) "Ερως ἀνίκατε μάχαν, Ἑρως δε ἐν κτίμασι πίπτεις, δε ἐν μαλακίας παρεώς νεάνιδος ἐνυχείεις: φοιτάς δ' ὑπερτόντιος ἐν τ' ἀγρονόμοις αὐτάκις, καὶ σ' οὗτ' ἀθανάτων φυξίμοις οίδεις ϋθ' ἀμερλαν σε ἀνθρώπων, δ' ἕχων μέμηνεν. σὺ καὶ δικαίων ἄδικους φρένισα παρασπέσα ἐπὶ λώβα σὺ καὶ τόδε νείκος ἀνδρῶν ἐναμον ἐχεις ταράξας: νυκ. δ' ἑναργῆς βλεφάρων ἵμερος εὐλεκτρὸν ψύμφας, τῶν μεγάλων παρέδρος ἐν ἀρχαῖς θεαμών. ἄμαχος γὰρ ἐμπαιζεθεὸς Ἀφροδίτα
8. (a) Explain the reference in ὑπερτόντιος and in ἀγρονύμοις, the meaning of τῶν μεγάλων...θεσμῶν, the syntax of σ' (l. 4) and the force of κτημασι, σ' γ', ἄδικους, ἔχεις ταράξας, ἁμαχος.

9. (a) The following is given as the scansion of l. 5:

> | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | ~ | <

Explain this scheme and indicate in a similar manner the scansion of lines 1-3, which have the same structure.

10. (b) What is the gain supposed to be made by the transposition indicated? “The introduction of Haemon an invention of Sophocles”; what does he gain thereby?

11. (c) Translate both readings in l. 6. What is noteworthy in the syntax of l. 5, and the scansion of l. 9?

12. Show the connection of the five Stasima of the Antigone with the action of the drama.

13. What limitations are found in the Ajax and the Antigone to the use of a Tritagonist?
III.

14. Translate with brief explanatory notes:

(a) ΠΕΙΣ. ὅρμθες ἀνθρώπους μὲν εἰςιν θεαί,
οἷς θυτέων αὐτοῖς, ἀλλὰ μὴ Δί οὐ τῷ Δί.

ΠΡΙΣ. ἄ μῷρε μῷρε, μὴ θεῶν κἀκεῖνοι φρέναις
dειμάκε, ὅπως μὴ σου γένος παντοκλειστῆν
Δῖος μακέλλη τἀν ἀναστέργη Δίες,
λυγύνε δὲ σῶμα καὶ δύσιν περιπτυχάς
καταβαλίσθη σου Δικυμνίας βολάις.

(b) ἀκούετε λείψ.

(c) ΠΕΙΣ. ὅρμα δὲ σοι τὶ ἐστι, πλοίον, ἡ κυνή;
ΠΡΙΣ. Ἰριδαχέα. ΠΕΙΣ. Πάραλος, ἡ Σαλαμνία;

(d) εἰδότες ὄρθως παρ' ἐμοί Προδίκος κλιέων εἰπήτη τὸ
λοιπὸν.

ΑΡΙΣΤΟΦΑΝΗΣ, Aves.

(e) πρῶτον οὖν ἡμῖν δοκεῖ
ἐξεισάγει τοὺς πολίτας κάθελεν τα δειματα,
κεῖ τις ἁμαρτει σφαλείς τι Φρωμίχου παλαισμασιν,
ἐγενέθησαν φημὶ χρήμα τοις ἀληθοῦσιν τοτε
αἰτίαιν ἐκθέτοι λυγύνες τόσο πρῶτορος ἀμαρτίας,
εἰν- ἂτιμων φημὶ χρήμα μηδέν εἰν' ἐν τῇ πόλει
καὶ γὰρ αἰτιόχων ἐστι τοὺς μὲν ναμαχήσαιταις μίαν
καὶ Πλαταιᾶς εὐθὺς εἰσαὶ καὶ δοῦλον δεσπότας.

(f) ὡς μέγα ἐνυπάθου πανταχοῦ τῶν ὑπὸ ἀνδρῶν.

(g) ήκοθίς ὁ ἀπώλεσεν.

(h) ΕΤ. ἀλλ' οὐξίων πρῶτιστα μὲν μοι τὸ γένος εἰπ' ἄν
ἐνθὺς τοῦ δραματος. ΑΙ. κρέττον γὰρ ἂν σοι νῦν Δί
ἡ το σαυτοῦ.

ΕΤ. ἐπειτ' ἀπὸ τῶν πρῶτων ἐπῶν οὐδὲν παρῆκ' ἄν
ἀργοῖν.
ἀλλ' ἐλεγεν ἡ γυνὴ τέ μοι χω δοῦλος οὐδὲν ἤτοιν,
χω δεσποτής χή παρθένος χή γραφός ἄν. ΑΙ.
ἐπὶ δήτα
οὐκ ἀποθεσεῖν σε ταύτ' ἐχθῆν τολμᾶτα; ΕΤ.
μὰ τῶν 'Απολλων'
δημοκρατικοί γὰρ αὐτ' ἐδρῶν. ΑΙ. τοῦτο μὲν
δασοῦ, ὑ τάν.
οὐ σοι γὰρ ἐστιν περιπάτου κάλλιστα περὶ τε
τούτου.

Ibid., Ranius.

15. Give arguments for and against the following
three views of the main purpose of the Aves; that it
favors the schemes of Alcibiades, that it is a warning
against Alcibiades, that it is written purely to please
and not to instruct.

16. What inferences may be drawn from the fre-
quency of parody in Aristophanes?
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

GREEK.
HONORS.

Examiner: WILLIAM DALE, M.A.

ARISTOTLE.

Translate:

Δέχοντες γὰρ περὶ τοῦ ἱθώνος οὐ λέγομεν ὃτι σοφὸς ἢ συνετὸς ἂλλ' ὃτι πράος ἢ σώφρων, ἑπαίνομεν δὲ καὶ τὸν σοφὸν κατὰ τὴν ἐξίω τῶν ἐξεων δὲ τὰς ἑπαίνεται ἁρετὰς λέγομεν. Διότι δὲ τῆς ἁρετῆς ὁμοίης, τῆς μὲν διανοητικῆς τῆς δὲ ἡθικῆς, ὃ μὲν διανοητικὴ τὸ πλεῖον ἐκ διδασκαλίας ἐχει καὶ τὴν γένεσιν καὶ τὴν αὔξησιν, διότι ἑρμηνείας δεῖται καὶ χρόνου. ἡ δ' ἡθικὴ ἐξ ἔθους περιγίνεται, ὅθεν καὶ τούτοις ἐσχάτης μικρὸν παρεκκλίνου ἀπὸ τοῦ ἔθους. Ἔξ οὖ καὶ δῆλον ὅτι οὐδεμιὰ τῶν ἡθικῶν ἁρετῶν φύσει ἡμῖν ἐγγίνεται: οὐθέν γὰρ τῶν φύσει δυτικῶν ἄλλως ἐθίζεται, οἷον ὁ λίθος φύσει κάτω φερόμενος οὐκ ἀν ἐθισθεὶς ἀνώ φέρεσθαι, οὐδ' ἀν μυριάκοις αὐτον ἐθίζη τις ἀνώ ῥίπτων, οὐδὲ τὸ πῦρ κάτω, οὐδ' ἄλλο οὐδὲν τῶν ἄλλων περικάτων ἄλλως ἀν ἐθισθεὶς. Οὔτ' ἀρα φύσει οὔτε παρὰ φύσιν ἐγγίνονται αἱ ἁρεταὶ ἀλλὰ περικάτωι μὲν ἡμῖν δεξιοθαὶ αὐτῶς, τελειομένους δὲ διὰ τοῦ ἔθους.

Ethics, I., II.

1. ἑπαίνομεν...ἐξίω. Explain.

2. Explain Aristotle's use of the word φύσις.
Translate:

Οὐδὲν ἀν ὅνιν εἰς βουλευτὸν τὸ τέλος ἀλλὰ τὰ πρῶς τὰ τέλη. Οὔδε δὲ τὰ καθ’ ἐκάστα, οἷον εἰ ἄρτος τοῦτο ἡ πτέρνηται ὡς δὲι’ αἰσθήσεως γὰρ ταῦτα. Εἰ δὲ ἄει βουλεύσαται, εἰς ἀπειρον ἤξει. Βουλευτὸν δὲ καὶ προαρετῶν τὸ αὐτὸ, πλὴν ἀφαιρεσίου ἤδη τὸ προαρετῶν τὸ γὰρ ἐκ τῆς βουλῆς προκριθήν προαρετῶν ἐστίν. Παντεῖ γὰρ ἐκάστος ζητῶν πῶς πράξει, ὅταν εἰς αὐτῶν ἀναγάγῃ τὴν ἀρχήν, καὶ αὐτῶν εἰς τὸ ἁγιόμενον τούτῳ γὰρ τὸ προαραγμένου. Δῆλον δὲ τούτῳ καὶ ἐκ τῶν ἀρχαίων πολιτείων, ὡς Ὁμηρος ἐμμενεί’ οἱ γὰρ βασιλεῖς ἄντοκλυτον αὐνήγελλον τὸ δήμον Ὅντος δὲ τοῦ προαρετῶν βουλευτοῦ ὥρκετο τῶν ἕφ᾽ ἡμῖν, καὶ ἡ προαρέσας δὲν εἰς βουλευτικὴ ὑρεία τῶν ἕφ᾽ ἡμῖν ἐκ τοῦ βουλεύσασθαι γὰρ κρίναντες ὅργανα κατὰ τὴν βουλευσιν.

Ibid., III.

1. οὐκ ἀν ὅνιν τὸ τέλος. Why?
2. αἰσθήσεως γὰρ ταῦτα. Explain.
3. Explain briefly the relation of προαρέσας to ἀρέτη.

Translate:

Οὐχ ὁμοίως δὲ τὸ ἐσόν ἐν τε τοῖς δικαίοις καὶ ἐν τῇ φιλίᾳ φαίνεται ἐχειν’ ἐστί γὰρ ἐν μέν τοῖς δικαίοις ἐσθον πρῶτον τὸ κατ’ ἄξιον, τὸ δὲ κατὰ ποσὸν δευτέρων, εἰ δὲ τῇ φιλίᾳ τὸ μὲν κατὰ ποσὸν πρῶτος, τὸ δὲ κατ’ ἄξιον δευτέρως. Δῆλον δ’ εἰς πολὺ διάστημα γίγνεται ἀρετής ἡ κακίας ἡ εὐπορίας ἡ τινος ἀκλόνος οὐ γὰρ ἐτὶ φίλοι εἰσά, ἀλλ’ οὐδ’ ἀξιόνοις. Ἐμφανεστάτου δὲ τοῦτ’ ἐπὶ τῶν θεῶν πλεῖστον γὰρ οὐκεὶ πάσι τοῖς ἄγαθοις ὑπερέχουσιν. Δῆλον δὲ καὶ ἐπὶ τῶν βασιλέων οὐδὲ γὰρ τούτους ἀξιόσυν εἶναι φίλοι οἱ πολὺ καταδέστεροι, οὐδ’ τοῖς ἀριστώτοις ἡ σοφώτατοι οἱ μηδενος ἄξιοι. Ἀκρίσις μὲν οὖν ἐν τοῖς τιμῶτος οὐκ ἐστὶν ὀρισμός, ἐν τινος οἱ φίλοι πολλῶν γὰρ ἀφαιρεσιόν ἔτι μένει, πολὺ δὲ χωρίσθενοι, οἶνον τοῦ θεοῦ, ὑπέτε. Ὑθευ καὶ ἀπορεῖται, μὴ τοῦ ὡς βουλεύονται οἱ φίλοι τοὺς φίλοις τὰ μέγατα τῶν ἄγαθων, οἶνον θεοὺς εἶναι οὐδὲ γὰρ ἐτὶ φίλοι ἐσόνται αὐτοῖς, οὐδὲ δὴ ἄγαθα: οἱ γὰρ φίλοι ἄγαθα.

Ibid., VIII.

1. ἐστὶν γὰρ ... δευτέρως. What is the meaning?
Would it hold for all forms of government according to the Greek conception?
2. Define φίλος and φιλανθρακός after Aristotle. What is the position of φίλος in Aristotle’s moral system?
Translate:

Δεῖ δὴ τὸ ἰδίον προϊσπάρχειν πως οίκειον τῆς ἀρετῆς, στέργων τὸ καλὸν καὶ δυσχεραίνων τὸ αἰσχρόν. Ἡμενεύου δὲ ἄγωνης ἀριθμὸς τυχεῖν πρὸς ἀρετήν χαλεπτον μὴ ὑπὸ τοιοῦτοις τραφέντα νόμοις τὸ γὰρ σωφρόνοις καὶ καρπερικοίς ζῆν οὐχ ὅτι τοῖς πολλοῖς, ἀλλὰς τε καὶ νέοις. Τίο νόμοις δεῖ τετάχθαι τὴν τροφήν καὶ τὰ ἐπιτηδεύματα· οὐκ ἐστὶ γὰρ λυπηρά συνήθη μνήμεα. Οὐχ ικανὸν δὲ δοσόν νόμας τροφής καὶ ἐπιμελείας τυχεῖν ἀριθμός, ἀλλ’ ἐπειδὴ καὶ ἀνδρῳθέντως, δεῖ ἐπιτηδεύειν αὐτά καὶ ἐβίβασθαι, καὶ περὶ ταύτα δεομέθην ἃ νόμοι, καὶ ὅλους δὴ περὶ πάντα τὸν βίον οἱ γὰρ πολλοὶ ἀνάγκη μᾶλλον ἡ λόγον πειθαρχοῦσι καὶ χρησίμης ἡ τῷ καλῷ.

Ibid., X.

1. περὶ πάντα τὸν βίον. What is the Greek conception of the sphere of law? How does Aristotle define νόμος?

2. τῷ καλῷ. What is the meaning?

Translate:

Δεῖ δὴ τὸ ἰδίον προϊσπάρχειν πως οίκειον τῆς ἀρετῆς, στέργων τὸ καλὸν καὶ δυσχεραίνων τὸ αἰσχρόν. Τὸ μὲν οὖν περιττῶν ἔχουσι πάντες οἱ τοῦ Σωκράτους λόγοι καὶ τὸ κομψὸν καὶ τὸ καινοτόμον καὶ [τὸ] ξυτικὸν, καλὸν δὲ πάντα ἰσός χαλεπτον, ἑπεὶ καὶ τὸ μὲν εἱρμένων πλῆθος δεῖ μὴ λαθθαίνειν ὅτι χώρας δεῖς τοῖς τοσοῦτοις Ἐπικουρίας ἡ τῶν ἄλλης ἀπεράντου τὸ πλῆθος, ἡ δὲ ἀργυρὰ πεντακάσιλιοι θρέφονται, καὶ παρὰ τοῦτοις γυναικῶν καὶ θεραπότων ἐτεροὶ χάλας πολλαπλάσιος. δεῖ μὲν οὖν ὑπατικευσθαι κατ’ εὐχήν, μηδὲν μέντοι ἀδύνατον.—λέγεται δ’ ὡς δεῖ τὸ νομοθέτην πρὸς δύο βλέπουτα τιθέναι τοὺς νόμους, πρὸς τὴν χώραν καὶ τοὺς ἀνθρώπους. ἐτεὶ δὲ καλὸν ἔχει προσθέσθαι καὶ ὑπὸ τοὺς γεννητοῦντας τόπους, εἰ δὲ τὴν πόλιν ζῆν βιον πολεμικόν (οὐ γὰρ μόνον ἀναγκαίον εἶσιν αὐτὴν τοιούτως χρὴσατ’ πρὸς τὸν πόλεμον ὁπλιῶς ἀρχηγία κατὰ τὴν οἰκείαν χώραν ἐστίν, ἀλλὰ καὶ πρὸς τοὺς ξενῶν τόπους) εἰ δὲ τίς μὴ τοιοῦτον ἀποδέχεται βιόν, μήτε τὸν ἄλλον μήτε τὸν κομψὸν τῆς πόλεως, ὅμως οὔτε ἤτοι τοῖς θροφεροῖς εἶναι τοῖς πολεμικοῖς, μὴ μόνον ἐξενεύσιν εἰς τὴν χώραν ἀλλὰ καὶ ἀπεξερούσιν.—καὶ τὸ πλῆθος δὲ τῆς κτήσεως ὀρᾶν δὲ, μὴ ποτὲ βέλτιον ἐτέρω— διορίσται τῷ σαφῶς μᾶλλον.

Politics, II.

1. What is Aristotle's definition of πολιτεία?

2. βιόν πολεμικόν or πολιτικόν. Which do you prefer and why? What is the meaning of the latter reading?
1. Translate:

"Ταύτα μὲν τὴν Πυθήν χρήσαι πρώτον μετὰ δὲ ὦς ἔλθειν τοὺς ἄγγελους ἐς ὅ τὸ Ἰργος, ἐπελθεῖν ἀπὸ τοῦ θουλευτήρα, καὶ λέγειν τὰ ἐντελεῖνα, τοὺς δὲ πρὸς τὰ λεγόμενα ὑποκρίνασθαι, ὡς τοῖοι εἰσὶ Ἰργαῖοι ποιεῖν ταύτα, τριήκοντα ἔτεα εἰρήνην στειςάμενοι Λακεδαιμονίους, καὶ ἡγεμόνες κατὰ τὸ ἡμῖν πάσης τῆς συμμαχίας καὶ τοῖς κατὰ γε τὸ δίκαιον γίνεσθαι τὴν ἡγεμονίαν ἐνωτῶν, ἀλλ' ὅμως σφί ἀποχρῶν κατὰ τὸ ἡμῖν ἡγεμόνειοι.

HERODOTUS, VII.

Explain κατά γε τὸ δίκαιον.

2. Translate:

"Ἐπισταμαί δὲ τοσοῦτο, ὅτι, εἰ πάντες ἄνθρωποι τὰ ὁικεῖα κακὰ ἐς μέσον ἀνυγείκαιες, ἀλλὰ δεῖ τοὺς νομοὺς πληρόσοις, ἐγκύψαστε ἀν ἐς τὰ τῶν ἡλία κακὰ, ἀσπασίως ἔκακοι αὐτῶν ἀποφεολάτῳ ὑπὸ τὰ ἐσενεκαίνωτο. οὕτω δὴ ὅν Ἰργαῖοις αἰσχυστὰ πεποίηται. Ἐγὼ δὲ ὁφείλω λέγειν τὰ λεγόμενα, πείθουσα γε μὴν ὅποι παντάπασι ὁφείλω καὶ μοι τούτῳ τὸ ἔπος ἐχέστῳ ἐς πάντα τῶν λόγων.

Ibid.

What is meant by the "malignity" of Herodotus? Is there any ground for the charge?
3. Translate:

Τὴν μὲν δὴ Τραχεῖνην, τῆς ἡρχε Πριξίνος, αὐτίκα ἀιρέσει ἐπιστάμενοι οἱ βάρβαροι. καὶ ἔστη τῶν ἐπιβατῶν αὐτῆς τῶν καλλιστείοντας ἀγαγόντες ἐπὶ τῆς πρώτης τῆς, νῦν ἐσοφαίαν, διαδέχοντο ποιημένου τὸν ἐλλευθέρων πρῶτον καὶ καλλιστον, τῷ δὲ ἀφαγασθεῖν τούτῳ οὖν ὀνόμα ἢν Δεών τάχα δὲ αὐτὸ καὶ τὸ ὀνομάτος ἑπαύρητο.

Ibid.

Quote any other (Greek or Roman) instances where superstitious significance was attached to names.

4. Translate:

"Ελλησὶ μὲν Τισαμεῖνος Ἄντιόγου ἢν ὁ θυμόμενος οὗτος γὰρ δὴ ἐπέτετο τῷ στρατεύματι τούτῳ μάντις τοῦ, ἐστὶ Ηλείων καὶ γένεος τοῦ Ἱαμβέδων Κλαυτιάδων, Λακεδαιμώνις ἐποίησαντο λεοφέτερον. Τισαμεῖνος γὰρ μαντεύος ἐν ὑμνοίς ἐποίησαν, ἀνέλε ἡ Πυθή, ἀγώνας τοὺς μεγίστους ἀναρίστησι τέντε. ὁ μὲν δὲ ἀμαρτῶν τῷ χρηστηρίῳ, προσεἴξῃ γυμνασίῳ, ὡς ἀναρίστησιν γυμνικοὺς ἀγώνας. ἀσκεῶν δὲ πλατήθησθων, παρὰ ἐν πάλαιμα ἔδραμεν μικὰς Ὠλυμπιάδα, Ἱερούλιῳ τῷ Ἀνδριόθε ἐλθὼν ἐς ἔρων.

Ibid., IX.

Κλαυτιάδων. What difficulty is involved in this reading?

Explain παρὰ ἐν... Ὠλυμπιάδα.

5. Translate:

Καὶ ὅσα μὲν λόγῳ ἔστον ἐκαστοὶ ὁ μέλλωντες πολέμησεν ἢν ἐν αὐτῷ ἡδυ δυτῖς, χαλεπὸν τὴν ἀκρίβειαν αὐτὴν τῶν λεγέντων διαμιμηθεῖσα ἦν, ἐμοὶ τε ὡς αὐτὸς ἢκουσα καὶ τοὺς ἀλλοθέν ποθῶν ἐμοὶ ἀπαγγέλλουσιν ὡς δὲ ἐκάστοις ἐμοὶ ἐκαστοί περὶ τῶν ἀντίπαρών τα δέων μᾶλλον εἰπεῖν, ἐχομένω διὸ ἐργυτῶν τῆς ἐμπράμοις γυμνάς τῶν ἀλλήλων λεγέντων, ὡς ἐνεργηταί. τὰ δὲ ἔργα τῶν πραγμάτων ἐν τῷ πολέμῳ οὐκ ἐκ τοῦ παραδόχους πολεμικοῦ μενος ἡμίσια γράφειν, οὐδὲ ὡς ἐμοὶ ἐθέκει, ἀλλ’ ἄρ’ ὡς τα αὐτὸς παρήγι καὶ παρὰ τῶν ἀλλῶν δόσει δυνατῶν ἀκριβεῖα περὶ ἐκάστου ἐπεξελθὼν, ἐπιπόνοις δὲ εἰρίσκετο, διὸτι οἱ παράγοντες τοὺς ἔργοις ἐκάστοις οὐ ταίτα περὶ τῶν αὐτῶν ἐπούν, ἀλλ’ ὡς ἐκάστον τὸς ἐφιάλος ή μήμης ἔχοι, καὶ ἐς μὲν ἀκράσιν ἱστος το
Point out any irregularities of construction in this passage.

What is the government of μνήμης? The meaning of τὸ μὴ μυθόδες?

The force of τὲ in κτήμα τὲ? The subject of ξύγκειται.

6. Translate with explanatory notes:

(b) Γεγενημένως δὴ τῆς νίκης τοῖς Συρακοσίοις λαμπρᾶς ἥδη καὶ τοῦ ναυτικοῦ, πρῶτον μὲν γὰρ ἐφοβοῦτο τὰς μετὰ τὸν Δημοσθένους ναῦς ἐπελθοῦσας, οἱ μὲν Ἀθηναίοι ἐν παρίσταντι ἅθαμάς ἦσαν καὶ ὁ παράλογος αὐτοὶ μέγας ἦν, πολὺ δὲ μεῖζον ἦτο τῆς στρατείας οἱ μετάμελος. πόλεις γὰρ ταῦτας μόνας ἢ ἰδίαι ὀμοιοτρόπως ἐπελθόντες, δημοκρατομέναις τὰ δισπέρ' και αὐτοὶ, καὶ ναῦς καὶ ἱστατο τε καὶ μεγάθη ἑχοῦσαι, οὐ δύναμεν ἐπενεγκεῖν οὔτε ἐκ πολιτείας τῷ μεταβολῆς τῷ διάφορον αὐτοῖς, ὃ προσήγορον ἐν, οὔτ' ἐκ παρασκευῆς πολλῷ κρείσσον, σφαλλόμενοι δὲ τὰ πλείον, τὰ τὸ πρὸ αὐτῶν ἡπόρουν, καὶ ἐπειδὴ γε καὶ ταῖς ναυσὶ ἐκρατήθησαν, δ' οὔκ ἄν φόντῳ, πολλῷ δὴ μᾶλλον ἦτο.

Ibid., VII.

(c) Ἔστι δὲ οὖν τοῖς ἡγεμόνεσιν οἱ Ἀθηναίοι ναῦς τὲ εἴκοσι ὅραις ἐπιλήφθην, καὶ ἐκλεξίων ἐξελέγησαν, μεν μὲν εἶθος τοῦτο πρῶτον ἐς τὴν Πύκνα καλουμένην, ὅπερ καὶ ἄλλοτε εἰσώθεσαν, ἐν ὃπερ καὶ τοὺς τετρακοσίους καταπαύσαντες τοὺς πεντακυκλίτικος ἐφησφήσαντο τὰ πράγματα παραδοῦναι εἶναι δὲ αὐτῶν ὁπότοι καὶ ὅπλα παρέχονται καὶ μισθὸν μηδένα φέρειν μηδεμιᾷ ἀρχῇ, εἰ δὲ μὴ ἐπάρατον ἐποιήσαντο εὕμωνον δὲ καὶ ἄλλαι ὅστερον πυκνὰ ἐκκλησίαν, ἀφ' οὗ καὶ νομοθέταις καὶ τάλλα ἐφησφάσαντο ἐς τὴν πολιτείαν, καὶ οὔχ ἱκεταὶ δὴ τῶν πρῶτον χρόνον ἐτί γε ἐμοῦ Ἀθηναίοι φαίνονται εἰ πολιτεύσαντες μετρὰ γὰρ ἢ τε ἐς τοὺς ὀλίγον καὶ τοὺς πολλοὺς ξύγκρατις εὔνετο, καὶ ἐκ ποιήσων τῶν πραγμάτων γεγομένων τὸτε πρῶτον ἀνήγεικε τὴν πόλιν.

Ibid., VIII.
(a) Μεγίστην δὲ μοι δοξείς διαφοράς ἔχεις τὸ Ῥωμαίων πολίτευμα πρὸς τὸ βέλτιον, εν τῇ περὶ θεῶν διαλήγει. Καὶ μοι δοξείς τὸ παρὰ τοῖς ἄλλοις ἀνθρώποις ἀνειδίζω-μενος, τοῦτο συνέχει τὰ Ῥωμαίων πράγματα, λέγο δὲ τὴν δεισιδαιμονίαν. ἐπὶ τοσοῦτον γὰρ ἐκτεταγμένη καὶ παρεισηκτικά τούτῳ τὸ μέρος παρ᾽ αὐτοῖς εἰς τε τοὺς κατ᾽ ἰδίαν βίους καὶ τὰ κοινὰ τῆς πόλεως, ωστε μὴ καταλπιεῖν ὑπερβολῆν. ὡς καὶ δόξεις ἄν πολλοὶς εἶναι θανάμασιν. ἐμοὶ γε μὴν δοκοῦσί τοῦ πλήθους χάριν τοῦτο πεποιηκέναι. Εἰ μὲν γὰρ ἡν ἑσοφῶν ἀνθρώπων πολίτευμα συναγαγεῖν, ἵσως οὐδὲν ἦν ἅγιακαις ὁ τοιοῦτος τρόπος. ἐπεὶ δὲ τὰν πλήθος ἐστὶν ἐλαφρὸς καὶ πλήρες ἐπιθυμῶν παρανόμου, ὡριγής ἄλογον, θυμοῦν διαλοῦν λείπεται, τοῖς ἀδήλοις φοβίσει καὶ τῇ ποικότριχῳ πραγμάδια τὰ πλήθη συνέχειν. Διότι τοιοὶ παλαιοὶ δοκοῦσί μοι τὰς περὶ θεῶν ἐννοιας, καὶ τὰς ὑπὸ τῶν ἐν ἄδου διαλήγεις οὐκ εἰκῇ, καὶ ὡς ἐνυγόν, εἰς τὰ πλήθη παρεισαγαγεῖν πολὺ δὲ μᾶλλον οἱ νῦν εἰκῇ καὶ ἄλογος ἐκβάλλειν αὐτά. Τοιογαρόν χαρίς τῶν ἄλλων, οἱ τὰ κοινὰ χειρίζοντες, παρὰ μεῦ τοῖς Ἐλληνσὶν, εἶν ταλιντοῦ μόνον πιστευόντες, ἀντι-γραφεῖς ἐγυντες δέκα, καὶ σφραγίδας τοσαύτας, καὶ μάρτυρος διπλασίων, οὐ δύναται τηρεῖν τὴν πίστιν παρὰ δὲ Ῥωμαίοις, κατὰ τὰς ἀρχὰς καὶ προσφείας πολὺ τι πλήθος χρημάτων χειρίζοντες, δι’ αὐτῆς τῆς
κατὰ τὸν ὄρκον πίστεως τηροῦσι τὸ καθῆκον. καὶ
παρὰ μὲν τοῖς ἁλκοις σπανίων ἔστων εὐρείων ἀπεχό-
μενον ἄνθρωπος τῶν δημοσίων, καὶ καθαρεύεται περὶ
ταύτα: παρὰ δὲ τοῖς Ὀσωαίωσ σπανίων ἔστι τὸ
λαβεῖν τίνα πεθοφραμένου ἐπὶ τουα τὴν πράξει.

(b) ΑΝ. λέγον, ὁ ταλαίπωρος, αὐτὸς ὁ χρείας πάρει.
πᾶς πᾶλα γὰρ τοῖς ὑμῖν ἐργασματίζει, ἡ δισφορὰ νῦν,
_episode:763 (καὶ) κατανέωται πως,
παρέσχε φωνὴν τοῖς ἀφοινήσεις τινὰ.

ΠΟ. ἄλλες ἐξερχόμενος θείας γὰρ ἠξιώθη ὦ τινι
πρῶτον μὲν αὐτῶν τῶν ὑμῶν ποιοῦμενος
ἀρωγόν, ἐνθεὶ 
Episode:763 μὲν ἀνέτησεν μολέαν
ὁ τῆς ὑγείας κοινώνος, διότι ἐγὼ
λέγω ὦ τοῖς ταύταις ἀσφαλὲς ἐξ ἑξήφισσι.
καὶ ταῦτα ἄδικα ἔμοι, ὦ τὴν, δούλους μοι,
καὶ ταῖον ἄδικας ἐνταῦθα καὶ πατρός κυριῶς ἑμοί.

γῆς ἐκ πατρῴας ἐξελίσσεσαι φυγάς,
τοῖς τοῖς πανῷριοις συνειδότει ἐνθαδέων ὑμῶν
γονῆς πεφυκώς ἔζησαν ἀπεραιότισσι
ἀναθῶ ὄν ψηφοκλῆς, ἂν φύσει νεώτερος,
γῆς ἐξέφοσαν, ὡστε, νικήσασι χρόνο
ὀπτ' εἰς ἐλευθερίαν ἠκούσαν ὀνδ' ἔργον μολὼν,
πόλιν δὲ πείσας. ὃν ἐγὼ μᾶλλον μὲν
tὴν σὴν Ἐρυθρὰ αἰτίαν εἰρηνεύω
ἐπειτα κατὰ μᾶς ταύτη κλῆναν,
ἐπεὶ γὰρ ἤλθον Ἀργὸς ἐς τὸ Δ.ὑμῖν,
λαβὼν Ἀδραστον πενθερὸν, ἱμωμότας
ἐστησο ἐμαυτὸς ὑγείας ὑποτελέω Ἀνάλως
πρῶτοι καλοῦνται καὶ τετιμοῦνται ὦ τέρει,
ὁποῖος τῶν ἐπιτάλατον ἐς Θῆβας στόλον
ἐν τοιοῦτο ἀγείρας ἡ βάνουμι παιδικός
ἡ τοῖς τάδ' ἐκπράξεστα ἐκβάλουμι γῆ.
ἐξεῖν. τι δήτα νῦν ἀφυγμένοι κυρώ;

(c) Τὸ δὲ δὴ μετὰ τοῦτο, ὃς ἔστη καὶ εἰπώρωμες ἐξεῖν
τε καὶ ὑποδείκνυον, τι ποτὲ νῦν κακὸς ἐν ταῖς πό-
λεσι πράττεται, δὴ ὁ οὖν τούτω οἶκουται, καὶ τίνος
ἀν ομικροτατοῦ μεταβαλόντος ἐλθοί εἰς τοῦτο τὴν
τρόπον τῆς πολιτείας πόλες, μάλιστα μὲν ἐνός, εἰ δὲ
μη, δυσὶν, εἰ δὲ μῆ, δ τι διεγγέτων τῶν ἀριθμῶν καὶ
συμπτάτων τὴν δύναμιν. Παντάπασι, μὲν οὖν, ἑφη.
'Ενός μὲν τούς, ἢ δ' ἐγώ, μεταβαλλόντος δοκοῦμεν
μοι ἐγὼν διεβαί ὅτι μεταπέσοι ἂν, οὐ μέν τοι συμπέρ
γε οὐδὲ ῥαθίων, δινατᾶς δέ Τίνος; ἑφη. 'Επ' αὐτῷ δὴ,
籥 δ' ἐγώ, εἰμι, δ τῷ μεγαλῷ προεκάζομεν κύριατι
εἰρήνεται δ' οὖν, εἰ καὶ μέλλει γέλωτι τε ἀτεχνώ
ἀστερ κύμα ἐκγελῶν καὶ ἀδοξία κατακλύσειν. σκόπει
δὲ δ' μέλλει λέγειν. Δέγε, ἑφη. 'Εάν μή, ἢ δ' ἐγώ,
ἢ οἱ φιλόσοφοι βασιλεύσων ἐν ταῖς πόλεσιν ἢ οἱ
βασιλεῖς τε ὑπὸ λεγόμενοι καὶ δυνάσται φιλοσοφή-
σώς γνησίως τε καὶ ἱκανῶς καὶ τούτῳ εἰς ταῦτων
ἐκμπέσῃ, δύναμις τε πολιτική καὶ φιλοσοφία, τῶν
de νῦν πορευμένων χωρὶς ἐφ’ ἐκάτερον αἰ πολλαὶ
φύσεως ἢ ἀνάγκης ἀποκλεισθάναι, οὐκ ἔστι κακῶν
παύλα, ὁ φίλε Γλαύκων, ταῖς πόλεσι, δοκῶ δ' οὐδὲ
tο ἀνθρωπίνο γένει, οὐδὲ αὕτη ἡ πολιτεία μὴ ποτὲ
πρῶτον φυή τε εἰς τὸ δυνατόν καὶ χῶς ἢ λοιπὸν ἢ,
ὥς νῦν λόγω διεληλυθαμένη, ἀλλὰ τούτῳ ἔστιν, δὲ
ἐμαί πάλαι δικαιον ἐντίθησαι λέγειν, ὥριοντι τίς πολύ
παρὰ δόξαν ἐβδόμεται: χαλέπων γὰρ ἰδεῖν, ὅτε οὐκ
ἄν ἀληθείς τε εὐδαιμονίς κεῖτε ἰδία ὑπὸ δημοσίας,
καὶ δὲ, Ὡ Σάκρατες, ἑφη, τοιῷτον ἐκβιβλήσας ἡμᾶς
tε καὶ λόγου, δν εἰπὼν ἣγου ἐπὶ σὲ πάντων πόλεσι
tε καὶ οὐ φαίνουν νῦν οὕτως οἶοι ῥίγαντας τὰ ἱμάτια
γυμνῶν, λαβόντας δ' τι ἐκάστη παρέτυχαν ὅπλαν, θείω
διατεταμένως ὧς θαυμᾶσθαι ἐργασμένοις οὖς εἰ μὴ
ἀμνιεῖ τῷ λόγῳ καὶ ἐκφέυξει, τῷ οὗτο πωλαζόμενος
διώσεις ἔκτην.
1. What was the law of Syracosius? State its causes and results.

2. Sketch the history of party struggles in Athens during the Peloponnesian war.

3. Theophrastus represents the Oligarch as saying τῶν Ἐνερὲα πρῶτων τῶν κακῶν τῇ πόλει γεγονέναι αὕτων. Explain, and illustrate by the policy of the oligarchs in other parts of Greece.

4. Contrast the aspirations of the three democratic leaders, Themistocles, Pericles, and Cleon. Examine the statement that Pericles' policy was largely to blame for the subsequent degeneration of the Athenian state.

5. "The peace of Philocrates was not only a turning-point in Athenian history, but also a natural climax to the events of the previous thirteen years." Explain these statements.

6. What influence had the Persian wars on (a) the cause of Pan-Hellenic union, (b) the development of Athens?

7. Trace the causes, the reasons for the failure, and the results of the Sicilian expedition.
II.

8. "To strip the oracles from Herodotus' history would be to deprive it of its deepest unity and its most characteristic charm." Explain and illustrate.


10. "As a historian, Herodotus fails chiefly by inattention or insensitivity to political cause and effect." Illustrate.

11. Contrast the conceptions of History entertained by Herodotus and by Thucydides. In what respects is Herodotus nearer than Thucydides to the modern conception?

12. Analyze any one of the following speeches: Nicias' first speech on the Sicilian expedition; Hermoocrates' speech at Camarina; Pericles' Funeral Oration; the speech of the Corecyraean envoys; Alcibiades' speech on the Sicilian expedition.

13. Sketch the psychology of Thucydides.

III.

14. What was the effect of slavery on Athenian life?

15. What inferences may be drawn from the names given to the Greeks by Homer, Herodotus, and the Romans?

16. "Such a character as Aspasia was out of place in a Greek community." Examine this statement.

17. "The incurable passion for small autonomous states, ceaselessly antagonistic with each other, which is the most striking characteristic in Greek political life." Illustrate from different periods of Greek history. What were the results of this policy for Greece itself and for posterity?

18. Sketch the political life, and estimate the influence, of any two of the following: Themistocles, Solon, Miltiades, Demosthenes, Cleon, Pericles, Aristides.

19. "The law of treason neither could nor ought to be enforced against an act which was an error of judgment, not of intention." What was the Athenian practice in this respect, and what were its results?

20. Compare the position of an Athenian citizen in the time of Pericles with that of a Canadian citizen of to-day in respect to political power, public office, liability to taxation, and the framing and administration of the laws.
IV.

21. Trace the development of the Greek doctrine of Nemesis from Homer down to Euripides. How was it influenced by the events of Greek history?

22. "As we read such lines as these:

'What little town by river or sea-shore,
Or mountain-built with peaceful citadel,
Is emptied of its folk, this pious morn?"

or these on the nightingale's song:

'Perhaps the selfsame song that found a path
Through the sad heart of Ruth, when, sick for home,
She stood in tears amid the alien corn';

we ask, What finished Greek scholar has ever so vividly recalled the manner of the Greeks?" What is your conception of 'the manner of the Greeks,' which Keats in these lines is said to have reproduced?

23. Sketch the history of the relation between morality and religion among the Greeks.

24. Under the three heads of (a) nature and treatment of plot, (b) development of character, (c) conception of the purpose of the drama, show the difference between the drama of Aeschylus and Sophocles and the drama of Shakespeare. Show how the peculiar origin of the Athenian drama limited its range, and estimate the artistic gain and loss involved.

25. Quintilian says, "Beauty belongs to countries that lie beside the sea, level and pleasant." Was this the Greek view, judging from their literature? In what respects did the Greeks not share in 'the modern feeling for nature', and the modern attitude to scenes of historical or biographical interest?

26. Compare the theology and view of life of the three great Tragic poets. Of which of them may it most truly be said that it was his aim to 'justify the ways of God to men'?
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*3 WEST MAIN STREET
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University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

ANCIENT PHILOSOPHY.
HONORS.

Examiner: WILLIAM DALE, M.A.

Note.—You are requested not to attempt more than ten questions.

1. Translate and explain:

Δόγμα ἐστὶν ἡ τῆς ἀνθρώπου Σωκράτης δικαίως, τοῖς τ' ἐπακολουθεὶς λόγοις καὶ τὸ φιλοσοφεῖν καθόλου.
ταῦτα γὰρ ἐστὶν ἀμφίων περὶ ἄρκτιν ἐπιστήμης. ἄλλ' ὥ μὲν Σωκράτης τὰ καθόλου οὐ χωρίστα ἐποίει οὔδὲ τοὺς ὁρισμοὺς. οἱ δ' ἑξῆς ἐξετισάν (sc. the Platonists) καὶ τὰ τοιαύτα τῶν οὖτων ἰδεῶν προσηγορεύσαν.

ARISTOTLE, Metaph., M.

2. Discuss the adequacy of the Apology as a defence of Socrates. What do you take to have been the real grounds of condemnation? Give reasons.

Interpret (a) ἴσ' τις Σωκράτης, σοφὸς ἀνὴρ, τὰ τε μετέωρα φροντισθεὶς καὶ τὰ ὑπὸ γῆς ἀνεξήπηκὼς καὶ τὸν ἄνθρωπον κρίττω ποίων. (b) Σωκράτης φησὶν ἀδικεῖν τοὺς τε νέοις διαφθορούσα καὶ θεουσ' οὐς ἡ πόλις νομίζει οὐ νομίζουν, ἄτερα δὲ δαίμονα καὶ α.

What traces of the real Socrates do we find in the Republic?

3. What was the problem of philosophy which Plato set himself to solve?

What does Plato mean by ἰδέα? What by ἰδέα τοῦ ἀγάθου?

What are Aristotle's objections to Plato's theory of ideas? Are the objections valid?

Explain ἢ οὐδ' ἄλλο οὗθεν (sc. τά γαρ άθον) πλὴν τῆς ἰδέας; ὥστε μᾶταιν ἦσται τὸ ἰδέα.
4. Describe the higher education of the guardians. What is the nature and object of dialectic? What cautions are to be used in selecting those who are to pursue this study? Why? What similar limitations do we find in the Ethics? Would either Aristotle or Plato have recommended a student to pursue exclusively the study of philosophy in the University? Why?

Explain ὁ μὲν γὰρ συνοπτικὸς διαλεκτικός.

5. Show what influence political events had on Greek philosophy, illustrating your remarks by reference (a) to Platonism, (b) to Stoicism.

6. What resemblances do we find (a) in the Ethics and the Republic, (b) in the Ethics and the Republic on the one hand, and Stoicism on the other?

7. Describe after Plato (a) the origin of tyranny; (b) the tyrant. Is the description historically true of Greece? Why does he dwell at such length on this subject?

8. "Let who will make the laws of a nation, only let me make its songs." Compare and contrast this sentiment with Plato's theory. What are Plato's objections to poetry? To what extent are they true? What do you conceive to be the true theory of art? One critic denounces modern Art as "a rebus," another as "petty or vile." would Plato have condemned it for any, or for all, of these reasons?


10. "No philosophy ever attempted to be more practical (in the best sense of the word) than Platonism." Explain this. To what extent is Plato on historical ground in the Republic?

11. Explain after Aristotle φυσική ἀρετή, ἡξις, ὅθος λόγος, προσαρθέως, τὸ καλὸν, φύσιςις, ἡδονή, τὸ τέλος, μεγαλοψυχία, ἐνέργεια ψυχῆς.


13. What contributions were made to the science of Ethics by the Stoics? Show how Stoicism became the connecting link between paganism and Christianity. Explain the Stoic conception of nature.
14. “Stoicism is the most self-contradictory of all ancient systems of philosophy.” Explain this.

15. Translate and explain:

(a) η πόλις—γινομένη μὲν οὖν τοῦ ζῆν ἐνεκέν, οὔσα δὲ τοῦ εὐ ζῆν.

(b) τῶν φύσεων πόλις ἐστι, καὶ ὁ ἀνθρωπὸς φύσεως πολιτικὸν ζῶον ἐστι.

(c) ὁ γὰρ βουλευόμενος ζητεῖν καὶ ἀναλύειν τὸν εἰρήμενον τρόπον ἀστερ διάγραμμα καὶ τὸ ἐσχατῶν ἐν τῇ ἀναλύσει πρῶτον εἶναι ἐν τῇ γενέσει.

(d) δὴ λον γὰρ ὅτι τῶν γε δυνάμεων οὐκ ἐστίν (sc. ἡ ἐνθαμωμα).

(e) ἁρετὴ δὲ ἄδεσποτον, ἢν τιμῶν καὶ ἀτιμίων πλέον καὶ ἔλαστον αὐτῆς ἐκαστὸς ἔξις αἰτία ἔλομένοι· θεὸς ἀναλοίος.

16. Point out the causes which contributed to the rise of the Post-Aristotelian systems of philosophy. What are the common features of those systems? Explain the philosophical position of Cicero. What is the meaning of: "Opinionis commenta delet dies, natura indicias confirmat."

17. Translate and explain:

(a) Quaestio de natura deorum, quae et ad cognitionem animi pulcherrima est, et ad moderandum religionem necessaria.

(b) Haece in philosophia ratio contra omnia disserendae nullamque rea aperte iudicandis projecta, a Socrate, repetita ab Arcestila, confirmata a Carneade, usque ad nostram viguit aetatem.

(c) Antiocho enim Stoici cum Peripateticis re concinere videantur, verbis discrepant.

(d) Et cum quatuor genera sint corporum, vicissitudine eorum mundi continuata natura est.

(e) Magnam molestiam suscepit et minime necessarium primus Zeno, post Cleanthes, deinde Chryssippus, commenticarium fabularum vaddere rationem, vocabulario, cur quidque ilia appellatum sit, causas explicare.
SAnftierfi^ of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

ROMAN HISTORY.

HONORS.

Examiner: WILLIAM DALE, M.A.

Note.—Any four questions may be omitted.

1. Translate:
   Filium eius Paulli, qui ad Cannas, quam ter-giversanter perniciosum reipublicae pugnam inierat, tam fortiter in ea mortem obierat. Give an account of the Paullus here described and explain from Livy the meaning of tergiversanter.

2. Translate with explanatory notes:
   (a) Nominatae iam ante consulibus provinciae erant; tum sortiri iussi.
   (b) Negat consilii rem esse Scipio invenis, fatalis dux huiusce belli. "Audendum atque agendum, non consultandum," ait "in tanto malo esse."
   (c) Senatus ex equestri ordine post pugnam Cannensem suppletus est. (Narrate the circumstances of this lectio in detail).

3. (a) Give an account of the financial difficulties of Rome during the early years of the 2nd Punic War, so far as can be gathered from Livy's narrative.
   (b) What are the difficulties in determining the exact route of Hannibal's passage over the Alps?

4. Translate:
   Remoto Carthaginis metu sublataque imperii aemula, non gradu, sed praecipiti cursu, a virtute descitum, ad vitia transcursum; vetus disciplina deserta, nova inducata: in somnum a vigilis, ab armis
Would you accept this as a true account of the cause, and the progress of the Roman Revolution? Give reasons for your answer, and support your reasons by adducing facts and dates.

5. Describe clearly the political position at Rome during the years B.C. 64 and 63: treating the question under the following heads: (1) The governing party; (2) Pompeius; (3) Caesar; (4) Cicero; (5) Catiline; (6) Crassus.

6. Translate:


VELLEIUS, II., c. 126.

Compare this account of the the reign of Tiberius with the conception you have formed of that reign from the narrative of Tacitus.

7. Refer to particular facts and circumstances in Tacitus, in order to substantiate or explain or disprove the assertions in this passage from Velleius.
8. Give an account of the various sources of public revenue during the reigns of Augustus and Tiberius, and explain the mode of collection.


10. Translate and explain:
   (a) Augustus cuncta discordiis civilibus fessa nomine principis sub imperium accept.
   (b) Moderante Tiberio ne plures quam quattuor candidatos commendaret, sine repulsa et ambitu designandos.
   (c) Denis in diem assibus animam et corpus aestimari; hinc vestem, arma, tentoria, hinc saevitiam centurionum et vacaciones munerum redimi.
   (d) Labeoni, quod praeturam intra stetit, commendatio ex injuria.
   (e) Hinc Gracchi et Saturnini, turbatores plebis, nec minor largitor nomine senatus Drusus.

11. State as clearly as possible the advantages and disadvantages respectively that accrued from the establishment of the Empire.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FOURTH YEAR.

LATIN.

Examiner: William Dale, M.A.

Note.—(1) No Candidate will pass who omits the questions on parsing and syntax; in explaining the syntax of verbs explain always the reason for the mood.
(2) Candidates are warned against confining their attention to either one of the two authors prescribed.

1. Translate carefully:

(a) Isdem consulibus atrox odii Agrippina ac Lolliae infensa, quod secum de matrimonio principis certavisset, molitur crimina et accusatorem, qui obiceret Chaldaeos, magos, interrogatumque Apollinis Clarii simulacrum super nuptiis imperatoris. exim Claudius inaudita rea multa de claritudine eius apud senatum praefatus, sorore L. Volusii genitam, maiorem ei patruum Cotta Messalinum esse, Memmio quondam Regulo nuptam (nam de Gai Caesaris nuptiis consulto reticebat), addidit perniciosas in rem publicam consilia et materiem sceleri detrahendam: proin publicatis bonis cederet Italia, ita quinquagiens sestertium ex opibus immensis exuli relictum, et Calpurnia inlustris femina pervertitur, quia formam eius laudeverat princeps, nulla libidine, sed fortuito sermone, unde ira Agrippinae citra ultima stetit. in Lolliam mittitur tribunus, a quo ad mortem adigeretur.

(b) Quindecim dierum alimenta urbi, non amplius, superfuisse constitit, magnaque deum benignitate et modestia hiemis rebus extremis subventum. at hercule olim Italia legionibus longinquas in provincias commeatus portabat, nee nunc infecundi-
tate laboratur. sed Africam potius et Aegyptum exorcerius, navibusque et casibus vita populi Romani permissa est.

TACITUS, Annals XII.

2. Parse and explain the syntax of:
(a) Odii, certavisset, obiceret, interrogatum, rea, genitum, consulto, cedret, quinquagiens, seestertium, exuli, ultima, adigeretur.
(b) Constitit, rebus, subventum, navibus.

PLINY.

1. (a) Translate with explanatory notes:
Oblitine sumus ut nuper post adoptionem non desierit seditio, sed coeperit? Inritamentum istud irrarum et fax tumultus fuisset, nisi incidisset in te. An dubium est ut dare posset imperium imperator qui reverentiam amiserat, auctoritate eius effectum cui dabatur?

PLINY, Panegyricus, VIII.

Adoptionem. Explain the meaning in this connection.

(b) Translate:
Memoranda facies ! delatorum classis permissa omnibus ventis coactaque vela tempestatibus pandere iratosque fluctus sequi, quoscumque in scopulos detulissent. Invabat prospectare statim a portu sparsa navigia et apud illud ipsum mare agere principi gratias, qui clementia sua salva ultionem hominum terrarumque diis maris commendasset. Quantum diversitas temporum posset tum maxime cognitum est, cum iisdem quiqbus antea cautibus innocentissimus quisque nune nocentissimus affigeretur. 

Ib., chap. XXXV.

Delatorum ** ventis; explain the meaning.

(c) Translate:
Cepisti tamen et adfectus nostri et judicii experimentum, quantum maximum praesens capere potuisti, illo die quo sollicitudini pudorique candidatorum ita consualisti ne ullius gaudium alterius tristitia turbaret. Alii cum laetitia, alii cum spe recesserunt: multis gratulandum, nemo consolandus fuit. Nec ideo segnius iuvenes nostros exhortatus es, senatum circumirent, senatui sup-
plicarent, atque ita a principio sperarent honores, si a senatu petissent. Quo quidem in loco, si quibus opus exemplo, adieisti ut te imitarentur.

Ib., chap. LXIX.

2. Parse and explain the syntax of:

(b) coacta; detulissent; statim; aeternitas; posset; commendassent: siadem; affigeretur.
(c) pudor; turbaret; multis; gratulandum; consolandus fuit: quibus; exemplo.

3. Upon what occasion was the Panegyricus delivered? To what extent does Trajan deserve the praises bestowed on him by Pliny?
1. Translate:

(a) Nunc et campus et areae
    Lenesque sub noctem susurri
    Composita repetantur hora,
    Nunc et latentis proditor intimo
    Gratus puellae risus ab angulo
    Pignusque dereptum lacertis
    Aut digito male pertinaci.

(b) Quo pinus ingens albaque populus
    Umbram hospitalem consociare amant
    Ramis? Quid obliquo laborat
    Lymphax fugax trepidare rivo?
    Hue vina et unguenta et nimium breves
    Flores amoenae ferre jube roses.

(c) Nulla certior tamen
    Rapaeis Orci fine destinata
    Aula divitem manet
    Herum. Quid ultra tendis? Æqua tellus
    Panperi recluditur
    Regumque pueris, nec satelles Orci
    Callidum Promethea
    Reexit auro captus.

(d) Immunnis aram si tetigit manus,
    Non sumptuosa blandior hostia
    Mollivit aversos Penates
    Farre pio et saliente mica.
(e) Eripe te morae;
Ne semper uelum Tiber et Æsulae
Declive contempleris arvum et
Telegoni juga parricidae.
Fastidiosam desere copiam et
Molem propinquam nubibus ardinis;
Omitte mirari beatae
Fumum et opes strepituque Roma.

(f) Ego apis Matinae
More modoque
Grata carpentis thyma per laborem
Plurimum circa nemus uvidique
Tiburis ripas operosa parvus
Carmina fingo.

HORACE, Odes.

2. Translate, with a concise statement of the previous context of a and b :

(a) Non ego, nobilium scriptorum auditor et ultor,
Grammaticas ambire tribus et pulpitata dignor:
Hinc illae lacrimae. "Spissis indigna theatris
Scripta pudet recitare et nugas addere pondus,"
Si dixi: "Rides," ait, "et Jovis auribus ista
Servas; fidis enim manare poëtica mella
Te solum, tibi pulcher." Ad haec ego maribus uti
Formido, et luctantis acuto ne secer ungui,

(b) Caedimur et totidem plagis consumimus hostem
Lento Samnites ad lumina prima duello.
Discedo Alcaeus puncto illius; ille meo quis?
Quis nisi Callimachus? Si plus apposcre visus,
Fit Minnemmus, et optivo cogromine crescit.

(c) Sylla longa brevi subjecta vocatur iambus,
Pes citus; unde etiam trimetris accrescere jussit
Nomen iambeis, quam senos redderet ictus
Primus ad extremum semilis sibi. Non ita pridem,
Tardior ut paullo graviorque veniret ad aures,
Spondeos stabiles in jura paterna recepit
Commodus et patient, non ut de sede secunda
Cederet aut quarta socialiter.

Ibid., Epistles.

3. Translate:

(a) tandem haúrire parat demissis flumina palmis
Innixus dextro plena trahens umero.
Cuius ut accensae Dryades candore puellae
Miratae solitos destituere choros,
prolapsum leuiter facili traxere liquore:
tum sonitum rapto corpore fecit Hylas.
cui procul Alcides iterat responsa; sed illi
momen ab extremis fontibus aura refert.
his, o Galle, tuos monitus servabis amores,
formosum Nymphis credere tutus Hylam.

Write a note on the difficulties in the last line.

(b) causa peroratast. flentes me surgite, testes,
dum pretium uitae grata rependit humus,
moribus et caelum patuit: sim digna merendo,
cuius honoratis ossa vehantur aus.

PROPERTIUS.

causa, testes. Explain.

4. Translate:

(a) Phaselus ille, quem videtis, hospites,
Ait fuisse navium celerrimus,
Neque ullius natantis impetus trabis
Nequisse praeterire, sive palmulis
Opus foret volare sive linteo.

(b) Sed tamen in tantis maeroribus, Ortale, mitto
Haec expressa tibi carmina Battiaedae,
Ne tua dicta vagis nequiquam credita ventis
Effluxisse meo forte putes animo,
Ut missum sponsi furtivo munere malum
Procurrat casto virginis e gremio,
Quod miserae, oblitae molli sub veste locatum,
Dum adventu matris prosilit, excutitur,
Atque illud prono praeceps agitur decursa,
Huic manat tristi conscius ore rubor.

CATULLUS.

Battiadæ. Explain. Ut missum sponsi, etc.
Show the connection of this simile with the rest of the

II.

1. This ode is not to be translated.

Quid dedicatum poscit Apollinem
Vates? quid orat de patera novum
Fundens liquorem? Non opinae
Sardinae segetes feraces,
Non aestuosaes grata Calabriae
Armenta, non aurum aut ebur Indicum,
Non rura, quae Liris quicta
Mordet aqua taciturnus amnis.
Premant Calena falce quibus dedit
Fortuna vitem; dives et aureis
Mercator exsiccet culullis
Vina Syra reparata merce,
Dis carus ipsis, quippe ter et quater
Anno revisens acquiror Atlanticum
Impune. Me pascunt olivae,
Me cichorae levesque malvae.
Frui paratis et valido mihi,
Latoe, dones at precor integra
Cum mente nec turpe senectam
Degere nec cithara carentem.

(a) Give in two or three lines the main thought of the ode.

(b) Show how each of the six sentences is connected with, and aids in developing, this main thought.

(c) Show the poetic force or appropriateness of the following words, (i.e. how do they add definiteness or emphasis to the development of the leading thought of the ode): novum, opimae, grata, Calena, aureis, Syra, leves, turpem.

(d) Indicate the words that gather special emphasis from their position, and show the appropriateness of this emphasis.

2. Write an estimate of Horace, based upon what the Odes and Epistles reveal to us of him, as (a) a moralist, (b) a literary critic, (c) a courtier.

3. Point out any illustrations you find in the extracts given for translation of the special characteristics of the style of Horace, Propertius, or Catullus.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

LATIN.
HONORS.

Examiner: J. C. Robertson, B.A.

1. Translate:

(a) Arma amens capio; nec sat rationis in armis:
Sed glomerare manum bello et concurrere in arcem
Cum sociis ardent animi. Furor iraeque mentem
Precipitant; pulchrumque mori succurrat in armis.
Ecce autem telis Panthus elapsus Achivum,
Panthus Othryades, arcis Phaeibique sacerdos,
Sacta manu victosque deos parvumque nepotem
Ipse trahit, cursuque amens ad limina tendit.
'Quo res summa loco, Panthu? quam prendimus
arem?'
Vix ea fatus eram, gemitu quum talia reddit:
'Venit summa dies et ineluctabile tempus
Dardanie. Fuimus Troes; fuit illium et ingens
Gloria Teucrorum. Ferus omnia Jupiter Argos
Transulit.'

Virgil, Aeneid II.

(b) Incipit effari, mediaque in voce resistit:
Nunc cadem, labente die, convivia querit,
Hiacosque iterum demens audire labores
Exposcit, pendetque iterum narrantis ab ore.
Post, ubi digressi, lunenque obscura viciissimi
Luna premit, suadentque cadentia sidera somnos,
Sola domo incert vacua, stratisque reliccis
Incubat: illum absens absentem auditque videtque
Aut gremio Ascanium, genitoris imagine capta,
Detinet, inaudita si fallere possit amorem.

Ib. IV
(c) Quo fessum rapitis, Fabii? tu Maximus ille es. Unus qui nobis cunctando restituis rem. Excudent alli spirantia mollius era. Credo equidem, vivos ducent de marisque vultus; Oralunt causas melius, ccelique meatus Describent radio, et surgentia sidera dicent: Tu regere imperio populos, Romane, memento; Hæ tibi erunt artes: pacisque imponero nomen, Parcere subjectis, et debellare superbos. 

Ibid., VI.

(d) His demum exactis, perfecto munere divae, Devenere locos ietos, et amena vireta Fortunatorum nemorum, sedesque beatas. Largior hic campos æther et immine vestit Purpureo, solemque suum, sua sidera norunt. 

Ibid., VI.

This last line, says Myers, 'touches with a mysterious forlornness the felicity of the underworld.' Explain how this effect is secured.

(e) Quern fugis? extremum fato quod te adloquor, hoc est. 

Ibid., VI.

In Book IV., Dido asks Æneas, 'Mene fugis?' What is the difference in meaning or effect?

2. Translate, with brief explanatory notes on the form, force or syntax of the italicised words:

DE. 

Ille ad me attinet, 
Quando ita nolt frater, de istoe ipse uidavit. 
Sed quis illic est quem uideo procul? estne Hegio Tribulis noster? Si satis cerno, is est hercle. uah, Homo amicus nobis iam inde a puero! di boni, Ne illi modi iam magna nobis cinium Penuriast antiqua uirtute ac fide. 
Hand cito mali quid ortum ex hoc sit publice. 
Quam gaudeo! ubi etiam huius generis reliquias Restare uideo, niuere etiam nunc lubet. 
Opperior hominem hic, ut salutem et conloquar. 
HE. Pro di immortales, facinus indignum, Geta! 
Quid narras? GE. Sic est factum. HE. Ex illan familia 

Tam inliberale facinus esse ortum? o Aeschilne, 
Pol hand paternum istue dedisti. DE. Videlieet
De psaltria hae andiuit, id illi nunc dolet
Alieno. Pater eius nihil pendit. ei nihil,
Utinam hic prope adesset alieni atque audiret
haec!
He. Nisi faciam quae illos aequomst, haud sic
auferent.
Ge. Si deseris tu, perimis. He. Cuiue dixeris.
Neque faciam neque me satis pie posse arbitror.
De. Adibo. Salucre Hegionem plurrum
Inbeo. He. Oh, tequaerebam ipsum. Salue Demest!
De. Quid antem? He. Maior filius tuos Aeschinus,
Quem fratri adoptandum dedisti, neque boni
Neque liberalis functus officium iuri.

Terence, Adelphi.

Donatus tells us that in the original by Menander
Hegio's place is taken by a brother of Sostrata. What
has Terence gained by the change?

3. Translate, with brief explanatory notes, where
necessary:

Ex. Tibi ego rationem reddam, stimulorum seges?
Illue regredere ab ostio! illuc, sis. Vide, ut
Incedit! At scir' quomodo tibi res se habet?
Si hodie hercle fustum cepero aut stimulum in
manum,
Testudineum istum tibi ego grandibro gradum.
Sta. Utinam me divi adduxint ad suspendorum
Potius quidem, quam hoc pacto apud te serviam!
Eu. At ut scelesti sola secum murmurat!
Oeulos hercle ego istos, improba, effodiendum tibi,
Ne me observare possis, quid rerum geram.
Abscedo! etiam nunc! etiam nunc! etiam! ohe,
Iste adestado! Si hercle tu ex istoe loco
Digitum transversum aut unguem latum exsecseris
Ant si respexis, donicum ego te iussere:
Continuo hercle ego te dedam discipulam cruei.

Plautus, Aulularia.

4. Translate, with brief explanatory notes where
necessary:

(o) Hic plaudat nitidi praecox filius inter
Pinnirapi cultos juvenes juvenesque lanistae.
Sic libitum vano, qui nos distinxit, Othoni.

[OVER.]
(b) Caecus adulator, dirusque a ponte satelles, 
Dignus Aricinos qui mendicaret ad axes, 
Blandaque devexae jaectaret basia rhedae. 
Nemo magis rhombum stupuit: nam plurima 
dixit 
In haevum conversus; at illi dextra jacebat 
Bellua. Sic pugnas Cilicis laudabat et ietus, 
Et pegas et pueros inde ad velaria raptos.

(c) Quid facias talem sortitus, Pontice, servum? 
Nempe in Lucanos aut Tusca ergastula mittas. 
At vos, Trojugenaec, vobis ignoscitis, et quae 
Turpia Cerdoni, Volesos Brutumque decebunt.

(d) Arpinas alius Volscorum, in monte solebat 
Foseere mercedes, alieno lassus aratro: 
Nodosam post haec frangebat vertice vitem. 
JUVENAL, Satires III., IV., VIII.

II.

1. "Such a character as that of Æneas is ill 
fitted to fill the leading rôle in a poem of action." 
Explain, and examine how far this is due to Virgil's 
peculiar character and tastes. Is Æneas' character 
untrue to nature as well?

2. Illustrate from the satires read Juvenal's stan-
dard of conduct, his tastes and his prejudices.

3. "New Comedy is a mixture of Earnestness 
and Mirth." Show how the New Comedy, as seen in 
the plays of Plantus and Terence, has equally close 
relations to Tragedy and the Old Comedy. What new 
elements did it depict? How was the nature of the 
plot in the New Comedy affected by its representation 
on the same stage as Tragedy and the Old Comedy?
Translate:

Non enim sumus ii, quibus nihil verum esse videatur, sed ii, qui omnibus veris falsa quaedam adiuncta esse dicamus tanta similitudine, ut in iis nulla insit certa indicandi et adsertiendi nota. Ex quo exstitit illud, multa esse probabilia, quae quamquam non percipientur, tamen quia visum quendam habèrent insignem et illustrem, iis sapientis vita regeretur.

CICERO, de Natura Deorum, I.

1. ii quibus; . . . . . ii qui . . . . . What schools are meant.

2. Write brief explanatory notes on nota, percipierentur, visum quendam.

Translate:

Videtisne igitur, ut a physicis rebus bene atque utiliteter inventis tracta ratio sit ad commenticios et fictos deos? quae res genit falsoes opiniones erioresque turbulentos et superstitiones paene aniles. Et formae enim nobis deorum et aetates et vestitus ornatusque noti sunt, genera praeterea, coniugia, cognationes omniaque traducta ad similitudinem inbeelilitatis humanae; nam et perturbationis animis inducuntur; accepimus enim deorum cupiditates, aegritudines, iraeundiæ; nec vero, ut fabulae ferunt, bellis praeliiisque caruerunt, nec solum, ut apud Homerum, cum duo exercitus con-
trarios alii dei ex alia parte defenderent sed etiam, ut cum Titanis, ut cum Gigantibus, sua propria bella gesserunt. Hac et diceuntur et creduntur stultissime et pleña sunt futilitatis summæque levitatis.

De Natura Deorum, II.


2. Perturbatis animis inducuntur. What is the meaning.

Translate:

Iam vero animum ipsum mentemque hominis, rationem, consilium, prudentiam qui non divina cura perfecta esse perspicit, is his ipsis rebus nihi videtur carere. De quo dum disputaremus, tuam mihi dari vellem, Cotta, eloquentiam. Quo enim tu illa modo diceres! Quanta primum intellegentia, deinde consequentium rerum cum primis connexitio et comprehensio esset in nobis; ex quo videlicet, quid ex quibusque rebus efficiatur, idque ratione concludimus singulasque res definimus circunscripteque complectimur; ex quo scientia intellegitur quam vim habeat aliqua sit, quae ne in deo quidem est ulla praestantior. Quanta vero illa sunt, quae vos Academici infirmitatis et tollitis, quod et sensibus et animo ea, quae extra sunt, percipimus atque comprehendimus!

De Nat. Deor., II.

1. Expain consequentium rerum: ratione concludimus; scientia.

2. Ea, quae extra sunt. What is the meaning?

Translate:

Non animadvertunt, inquit, omnia di, ne reges quidem. Quid est simile? Reges enim si scientes praetermittunt, magna culpa est; at deo ne excuset quod est inscientiae. Quem vos praeclare defenditis, cum dicitis eam vim deorum esse, ut, etiamsi quis morte poenas sceleris effugerit, expectantur eae poenae a liberis, a nepotibus, a posteris. O miram aequalatem deorum! Ferretne civitas ulla latorem istius modi legis, ut condemnaretur filius aut nepos, si pater aut avus deliquisset?

Quinam Tantalidarum internectionis modus
Paretur? aut quamquam omni ob mortem Myrtilli
Poenis luendis dabitur satias supplici?
Utrum poetae Stoicos depravarent, an Stoici poetis dederint auctoritatem, non facile dixerim; portenta enim ab utrisque et flagitia dicitur.

De Nat. Deor. III.

1. Explain the connection of this passage with the general argument.


Translate:


CICERO, Epist. ad Famil. IV.

1. Diccrent. Explain the mood.

2. Write a brief note explanatory of the extract.

Translate with explanatory notes:

Non numquam necessitati, quae pars rationis est, parui. Egi enim quasdam a senatu iussus, quod tamen in numero fuerunt ex illa Thraseae divisione, hoc est ad exemptum pertinentes. Adfui Baeticis contra Baebium Massam: quaesitum est an danda esset inquisitio; data est. Adfui rursus idem querentibus de Caeccilio Classico: quaesitum est an provinciales ut socios ministrosque proconsulis pleci oporteret; poenas luerunt. Accusavi Marium Priscum, qui, lege repetundarum damnaeus, utelatatur elementia legis, eiuis severitatem inumanitate crimine excesserat; relegatus est. Tuitus sum In'iium Bassum, ut incustoditum nimis eieantum ita minime malum; iudicius acceptis in senatu remansit. Dixi proxime pro Vareno, postulante ut sibi invicem evocare testes liceret; impetratum est. In posterum opto ut ea potissimum inbear quae me deceat vel sponte fecisse. Vale.

PLINY, Epist. VI.
1. Translate:

(a) Consules deinde Fabianis artibus, quum debellarare possent, bellum traxisse: id foedus inter omnis nobiles ictum, nec finem ante belli habituros quam consulem Vere plebeium, id est hominem novum fecissent: nam plebeios nobiles jam eisdem initiatos esse sacris et contemnere plebem, ex quo contemni a patribus desierint, coepisse: cui non id apparere, id actum et quasitum esse ut interregnum iniretur, ut in patrum potestate comitia essent? id consules ambos ad exercitum morando quaesisse, id postea, quia invitis iis dictator esset dictus comitiorum causa, expugnatum esse ut vitiosus dictator per augures fieret: habere igitur interregnum eos, consulatum unum certe plebis Romaune esse: populum liberum habiturum ac daturum ei, qui magis vere vincere quam diu imperare malit.

Ib. XXII., c. 34.

Explain plebeios nobiles; eisdem...sacris; interregnum...essent; vitiosus dictator.

(b) Primum eos citaverunt qui post Cannensem cladem agitasse de Italia deserenda dicebantur: princeps eorum L. Caecilius Metellus quaestor tum forte erat: jussu deinde eo cæterisque eisdem noxae reis causam dicere, quem purgari nequissent, pronuntiarunt, verba orationemque eos adversus
rem publicam habuisse, quo conjuratio deserendae Italiae causa fieret. Secundum eos citati nimis callidi exsolevendi jurisjurandi interpretes, qui captivorum ex itinere regressi clam in castra Hannibalis solutum, quod juraverunt redituros, rebantur. His superioribusque illis equi aedepsi, qui publicum equum habebant. tribuque moti aerarii omnes facti. Neque senatu modo aut equestri ordine regendo cura se censorum tenuit.

Ib. XXIV., c. 18.

Explain jurisjurandi, publicum equum, aerarii.

Parse solutum.

2. Translate:

Sed postquam res eorum civibus, moribus, agris aucta, satis prospera satisque pollens videbatur, sicuti pleraque mortalium habentur, invidia ex opulentia orta est. Igitur reges populique finituni bello tentare, pauci ex amicis auxilio esse; nam ecteris metu periculsi a periculis aberant. At Romanis domi militiaeque intenti festinare, parare, alius alium hortari, hostibus obviam ire, libertatem, patriam, parentesque armis tegere. Post, ubi pericula virtute propulerant, sociis atque amicis auxilia portabant, magisque dandis quam accipierundis beneficis amicitias parabant. Imperium legitumum, nomen imperii regium habebant; defecti, quibus corpus annis infirmum, ingenium sapientia validum erat, reipublicae consultabant; hi vel aetate vel curae similitudinse patres appellabantur. Post, ubi regium imperium, quod initio conservandae libertatis atque augendae reipublicae fuerat, in superbiam dominationemque se convertit, inmutato more annu: imperia binosque imperatores sibi fecere; eo modo minune posse putabant per licentiam insolescere animum humanum.

Sallust, Catilina, c. 6.

Write brief comments on habentur, legitumum, imperatores, licentiam, more inmutato.

3. Translate:

(a) Nomen patris patriae Tiberius, a populo saepius ingestum, repudiavit; neque in acta sua iurari quamquam censente senatu permisit, cuncta mortalium incerta, quantque plus adeptus foret, tanto se magis in lubrico dictitans. non tamen ideo
faciebat fidem civile animi; nam legem maiestatis reduxerat, cui nomen apud veteres idem, sed alia in iudicium veniebant, si quis pridione exercitum aut plebem seditionibus, denique male gesta re publica maiestatem populi Romani minuisset: facta arguebantur, dicta impune erant.

TACITUS, Annals I., c. 72.

Write brief comments on *acta, civilis, veteres, maiestatem*.

(b) Ceterum Germanicus aliis quoque miraculis intendit animum, quorum praeipua fuere Memnonis saxae effigies, ubi radiis solis icta est, vocablem sonum reddens, disiectasque inter et vix perias arenas instar montium eductae pyramides certamine et opibus regum, lacus effossa humo, superfluenter Nili receptacula; atque alibi angustiae et profunda altitudo, nullis inquirentiis spatii^, exim ventum Elephantinen ac Syen, claustra olim Romani imperii, quod nunc rubrum ad mare patet.

*ib., Annals II.*, c. 61.

Write notes on *Memnonis, eductae, instar, spatii, nunc*.

(c) Sed praeipua adstricti moris auctor Vespasianus fuit, antiquo ipse cultu victuque. obsequium inde in principem et aemulandi amor validior quam poena ex legibus et metus. nisi forte rebus cunctus inest quidam velut orbis, ut quem ad modum temporum vices, ita morum vertantur; nec omnia apud priores meliora, sed nostra quoque aetas multa laudis et artium imitanda posteris tulit, verum haec nobis in maiore certamira ex honesto maneant.

*ib., Annals III.*, c. 55.

Write brief comments on *velut orbis, artium, verum ... maneant*. 
1. Translate:

(a) Primum ego me illorum, dederim quibus esse poētas, Excerptam numero: neque enim concludere versum Dixeris esse satis; neque si quis scribat uti nos Sermoni propriora, putes hunc esse poētam. Ingenium cui sit, cui mens divinior atque os Magna sonaturum, des nominis hujus honorem. Idcirco quidam, comoedia nec poēma Esset, quaesiverē; quod acer spiritus ac vis Nee verbis nec rebus inest, nisi quod pede certo Differt sermoni, sermo merus. “At pater ardens Saevit, quod meretrice nepos insanus amica Filii usuorem grandi cum dote recuset, Ebrius et, magnum quod dedecus, ambulet ante Noctem cum facibus.” Numquid Pomponius istis Audiret leviora, pater si viveret? Ergo Non satis est puris versum perscribere verbis, Quem si dissolvēs, quīvis stomachetūr cōdem Quo personatus pacto pater.

(b) Multas per gentes et multa per aequora vectus Advenio ad miserās, frater, ad inferías, Ut te postremo donarem munere mortis Et mutam nequiquam alloquerē cinerem.
Quandoquidem fortuna mihi tete abstulit ipsum,
Heu miser indigne frater adempte mihi,
Nunc tamen interea haec, prisco quae more parentum
Tradita sunt tristi munere ad inferias,
Accipe fraterno multum manantia fletu,
Atque in perpetuum, frater, ave atque vale.

(c) Jam primum saxis suspensam hanc aspice rupem:
Disjectae procul ut moles, desertaque montis
Stat domus, et scopuli ingentem traxere ruinam.
Hic spelunca fuit, vasto submota recesser
Semihominis Caci facies quam dira tenebat,
Solis inaccessam radiis; semperque recenti
Caede tepebat humus; foribusque affixa superbis
Ora virum tristi pendebant pallida tabo.
Huic monstru Vulcanus erat pater: illius atros
Ore vomens ignes magna se mole ferebat.
Attulit et nobis aliquando optantibus etas
Auxilium adventumque dei. Nam maximus ultor,
Tergemini nece Geryonne spolissque superbus,
Alcides aderat, tauroaque hac victor agebat
Ingentes; vallemque boves amnemque tenebant.
At furiis Caci mens effera, ne quid inausum
Aut intractatum seclerisque dolive fuisse,
Quatuor a stabulis praestantia corpore tauros
Avertit, totidem forma superante juvenes.
Atque hos, ne qua forent pedibus vestigia rectis,
Cauda in speluncam tractos, versisque viarum
Indiciis raptos, saxo occultabat opaco.
Quaerenti nulla ad speluncam signa ferebant.

(d) At nunc natus infans delegatur Graeculae alicui
ancillae, cui adiungitur unus aut alter ex omnibus
servis, plerunque viissimus nec cuiquam serio
ministerio adcommmodatus. Horum fabulis et erroribus
teneri statim et rudes animi imbuntur; nec quisquam in tota domo penit habet quid coram
infante domino aut dicat aut faciat. Quin etiam
ipsi parentes nec probitati neque modestiae par
vulos adsuefacient, sed lasciviae et dicacitati, per
quae paulatim impudentia inrepet et sui alienique
contemptus. Iam vero propria et peculiaria huius
urbs vitia paene in utero matris concipi mihi
videntur, histrionalis favor et gladiatorum eque
rumque studia; quibus occupatus et obsessus ani
mus quantum loci bonis artibus relinquit?
quotum quemque invenies qui domi quicquam alius loquitur? quos alios adulescentulorum sermones excipimus, si quando auditoria intravimus? ne praeceptores quidem ulla cresientes cum auditoribus suis fabulas habent; colloquent enim discipulos non severitate disciplinae nec ingenii experimento, sed ambitione salutationum et inscebris adulationis.

(e) L. Iulio Caesare C. Marcio Figulo consulibus filiolo me auctum scito salva Terentia. Abs te tam diu nihil litterarum? Ego de meis ad te rationibus scripsi antea diligentius, hoc tempore Catilinam, competitorem nostrum, defendere cogitamus; iudices habemus, quos voluimus, summam accusatoris voluntate. Spero, si absolutus erit,coniunctiorem illum nobis fore in ratione petitionis; sin aliter accident, humaniter feremus. Tuo advento nobis opus est maturo; nam prorsus summam hominum est opinio tuos familiares, nobiles homines, adversarios honori nostro fore: ad eorum voluntatem mihi conciliandam maximo te mihi usu fore video. Qua re Ianuario mense, ut constituiisti, cura ut Romae sis.

CICERO.

2. To what authors would you assign selections a, b, c and d?
1. Explain the terms, azimuth, altitude, right ascension, declination.

An observer, N. Lat. 30° observes the meridian altitude of a star to be 75°. What would be the meridian altitude of the same star be to an observer, N. Lat. 50°, and what is the declination of the star?

2. Explain how the supposition that the earth rotates about an axis accounts for the apparent motion of the stars, and that this, with a rotation of the earth about the sun, accounts for the apparent motions of the sun.

3. What determines (1) the sidereal day, (2) the solar day.

Explain why the latter is not constant, and define mean solar day.

Calculate in ordinary minutes the approximate difference between a sidereal day and a mean solar day.

4. Account for the Seasons, and explain why the summer is longer than the winter.

5. Explain by means of a diagram why at this time of the year the nights are shorter in Toronto than in New Zealand.

The Sun's N. declination is now 18°; within what part of the earth's surface will there not be a sunset or a sunrise within 24 hours?

6. Give a short account of the Nebular Hypothesis,
7. State Kepler's Laws.

Supposing the orbits of the planets to be circles, and being given that Mars is 1.6 times as far away from the sun as the earth, find approximately the length of Mars' year in our days.

8. Define Parallax, and shew how having found the parallax of the sun its distance may be calculated.

How is the distance of a star found?

9. What is inferred from each of the following:

(1) The moon is observed to have always the same portion of her surface towards the earth.

(2) Certain spots visible near the centre of the sun's disc are seen further east on the disc day after day; they are seen again in the same place after about 27 days.

10. Explain how it is that eclipses can occur, and why they occur so seldom.
1. Explain the use of the pendulum in proving that the earth rotates on its axis.

How many hours are required for the revolution of its plane of vibration in latitude 30°?

2. In the transit instrument find the equatorial intervals of the wires and show how they are employed to correct imperfect observations.

State which stars are best for determining the equatorial intervals, giving reasons.

3. Find the latitude by simultaneous observations of the altitudes of two known stars.

Explain the method of procedure where there is only one observer.

4. Find by Flamsteed's method, the position of the first point of Aries.

Find the latitude of the place at which the greatest angle between the ecliptic and the horizon is a right angle; and at this place find the least angle between the ecliptic and the horizon.

5. Define mean time and equation of time and calculate the effect on the equation of time of that part which arises from the obliquity of the ecliptic.

Reduce the local time at a given meridian to the corresponding sidereal time.
6. Obtain the general differential equation of refraction, and deduce Bradley's formula.

7. Show how to find the parallax of a body having given its horizontal parallax.

Find the parallax in declination and hour-angle.

8. If $T$ be one year, $t$ the periodic time of a planet, and $S$ their synodical period prove \( \frac{1}{t} = \frac{1}{T} \pm \frac{1}{S} \), distinguishing the cases.

Show how the stationary positions and the retrograde motions of planets are necessary consequences of the earth's own motion.
1. What are the advantages and the disadvantages of trilinear as compared with Cartesian co-ordinates?
A linear equation denotes a straight line.
Using only this theorem and the definition of the co-ordinates, shew what is denoted by $a \alpha + b \beta + c \gamma = 0$.

2. Find the condition that two given straight lines may be perpendicular.

If the general equation of the second degree denotes two straight lines, find the condition that they may be at right angles to each other.

The straight line at infinity is perpendicular to every straight line.

3. Find the equation of the straight line through the intersection of the two lines $(l_1, m_1, n_1)$ $(l_2, m_2, n_2)$, and parallel to $\gamma = 0$.

The imaginary line

$$(l_1 + il_2) a + (m_1 + im_2) \beta + (n_1 + in_2) \gamma = 0.$$ 

has only one real point.

4. Obtain the equation of the circle circumscribing the triangle of reference.

All conics through the circular points are circles.

5. Find the equation to a conic inscribed in the triangle of reference.

Find the co-ordinates of the focus of a parabola inscribed in the triangle of reference, and the equation of its directrix.
6. Find the centre of \( la^2 + mb^2 + n\gamma^2 = 0 \).

Form the equation of the tangents to this conic from a given point, and infer the equation of the asymptotes.

7. A straight line cuts a pencil of four lines; show that the anharmonic ratio of the range on this line is equal to that of the pencil.

How many values has this ratio for different arrangements of the four points?

8. Discuss the equation \( a\beta = k\gamma\delta \).

\( O, A, B, C, D \) are five points on a conic, \( O \) variable and \( A, B, C, D \) fixed; show that the anharmonic ratio of the pencil \( \{ O, A B C D \} \) is constant.

9. Prove Brianchon's theorem, and give an explicit tangential interpretation to the proof.

10. Reciprocate, the auxiliary conic being a circle.

(1) "Parallel tangents to a circle touch at the extremities of a diameter" (any origin).

(2) "If two circles have a common part, they cannot have more than two real common tangents" (origin within both circles).

An ellipse reciprocates into an equilateral hyperbola; find the locus of the origin.
1. How many conditions determine the general curve of order $n$?

Shew that the following forms properly represent the general curve of the second order, and from them infer general properties of conics:

1. $(ax + by + 1)(a'x + b'y + 1) = c$
2. $(x - a)^2 + (y - b)^2 = (ax + by + c)^2$
3. $\left\{ (x - a_1)^2 + (y - \beta_1)^2 \right\}^4 + \left\{ (x - a_2)^2 + (y - \beta_2)^2 \right\}^4 = c$

Discuss similarly as a cubic form

$\left( a_1x + b_2y + c_2z \right)^3 + \left( a_3x + b_3y + c_3z \right)^3 = d^3$

2. If $c$ the $n^3$ points of intersection of two curves of the $n$th degree $np$ lie on a curve of the $p$th degree ($p < n$), the remaining $n (n - p)$ will lie on a curve of the $(n - p)$th degree.

If two cubics touch each other in three collinear points, their other points of intersection will be collinear.

3. If $n$ is the order of a curve its class is $n (n - 1)$

If the proof were interpreted tangentially it would read, "If $n$ is the class of a curve its degree is $n (n - 1)$.”

Point out the paradox and state wherein the explanation lies.
4. Write down the analytical conditions for a node, a cusp, and an inflexion.

Define the Hessian, and obtain its equation.

Show that a double point on the curve is a double point on the Hessian, and that at such a point both curves have the same nodal tangents.

5. A proper curve of degree $n$ cannot have more than \(\frac{(n - 1)(n - 2)}{2}\) double points.

6. Find the number of normals that can be drawn from a given point to a curve of degree $n$.

Account for the fact that among curves of the second degree, four normals can be drawn to an ellipse, three to a parabola, two to a circle and two to a pair of lines.

7. Find the envelope of the first polars of points on the curve $xy = a^2$ with respect to the curve $x^2 + y^2 = a^2$.

8. Define diameter, and in the general curve find the equation of the diameter corresponding to a given direction.

The locus of the poles of the diameters of the folium of Descartes, $x^3 + y^3 - 3axy = 0$, is a folium, and prove that this last folium is the Hessian of the original curve turned round the double point through an angle $\pi$.

9. Discuss the number and the nature of the foci of a curve of the $n$th class which touches the line at infinity $y$ times and has both $f$ and $J = f - 1$ as $f$-tuple points.

Find the number and position of the foci of the lemniscate $(x^2 + y^2)^2 - a^2(x^2 - y^2) = 0$.

Show that every focus of a curve is a focus of its evolute.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

DIFFERENTIAL EQUATIONS.

HONORS.

Examiners: { John McGowan, B.A. 
{ Alfred T. Delury, B.A.

1. A differential equation of the $n^{th}$ order has $n$, and cannot have more than $n$, independent first integrals.

Explain by geometry why two independent constants must appear in the solution of the equation of the second order.

2. Define singular solution, and state the classes of equations which do not produce singular solutions.

What different loci does a discussion of the differential equation alone give.

Find the singular solution of

$$p^2 y^2 - 2 p x y + 2 y^2 - x^2 = 0$$

and also its complete primitive, and compare the results.

3. The primitive of a linear equation consists of two parts: (1) a particular integral of the equation; (2) the primitive of the equation when the right hand side is made zero.

If a single particular solution of $\phi (D) y = 0$ be known the order of the equation $\phi (D) y = V$ can be lowered by unity.

4. In finding a particular integral of $\phi (D) y = V$, if $\{ \phi (D) \}^{-1} = a D^{-k} (1 + A_1 D + A_2 D^2 + \&c.)$ and $V$ be of the $n^{th}$ degree in $x$, the series $\{1 + A_1 D + A_2 D^2 + \&c.\}$ may have the terms of higher order than $D^n$ neglected.

Solve $D^2 (D - 1) y = x^2 e^x$. 
5. Show how to solve equations which express a relation between two differential co-efficients, also those from which the variable \( x \) is absent.

Solve the equation

\[
(a^2 - x^2) \frac{d^2 y}{dx^2} - \frac{a^2}{x} \frac{dy}{dx} + \frac{x^2}{a} = 0
\]

by changing the independent variable.

6. Find the two series, one finite and the other infinite, which are particular solutions of Legendre's equation

\[
(1 - x^2) \frac{d^2 y}{dx^2} - 2x \frac{dy}{dx} + n(n+1)y = 0
\]

when \( n \) is a positive integer.

7. Show how to find the trajectory of a system of curves.

Find the orthogonal trajectory of \( r^2 = a^2 \cos 2\theta \).

8. Deduce the condition that \( Pdx + Qdy + Rdz = 0 \) may be derived from a single primitive; and show geometrically that this is a particular case, the more general one being that in which it is derived from two equations.

Solve the equation \((y + z) dx + dy + dz = 0\).
ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

QUATERNIONS.
HONORS.

Examiners: { ALFRED DE LURY, B.A.  
{ JOHN McGOWAN, B.A.

1. If \( a_1, a_4, \ldots, a_n \) are known vectors, and \( p_1, p_4, \ldots, p_n \) known functions of two independent parameters, the equation \( \rho = p_1 a_1 + p_4 a_4 + \cdots + p_n a_n \) denotes a surface.

\( a, \beta, \gamma \) are non-coplanar vectors; shew that if

\[ a^2 + y^2 + z^2 = 0, \] the equation \( \rho = y\alpha + x\beta + xy\gamma \)
denotes a cone of the fourth order.

2. \( a, \beta, \gamma \) are coincial coplanar vectors; shew that if

\[ xa + y\beta + z\gamma = 0 \quad \text{where} \quad x + y + z = 0, \]
these vectors

The mid-points of the diagonals of a complete quadrilateral lie on a straight line.

3. Define quaternion and shew that it involves four numbers.

Exhibit a quaternion (1) as the sum of a scalar and a vector, (2) as the product of a tensor and a versor.

\( p \) and \( q \) are two quaternions; shew that in general \( pq \) is not equivalent to \( qp \). When are they the same?

4. Interpret \( a\beta \) and shew its relation to \( \beta a, \frac{\beta}{a}, \frac{a}{\beta} \).

What inferences from the following equations:

\[ V\alpha = 0; S\alpha = 0; S\alpha\beta = 0; p^2 = -1; p^2 = q^2? \]

5. Find the equation of the straight line through a given point and perpendicular to a given plane.

Find also the length of this perpendicular.

Find the equation of the plane through three given points.
6. Shew that the equation of the circle whose centre is given by the vector \( r \) and whose radius is \( a \) is
\[ \rho^2 - 2Sr \rho + r^2 + a^2 = 0. \]
Interpret \( \rho^2 - 2Sr \rho + r^2 + a^2 \) when \( \rho \) is not a vector to the curve.

If \( P \) be any point on a circle, \( O \) any fixed point, the locus of the point in which the tangent at \( P \) intersects the line which bisects \( OP \) at right angles is a straight line.

7. For the ellipse \( Sm \rho \overline{m} = 1 \) find
(1) The condition that two given vectors may be parallel to conjugate diameters.
(2) The locus of a point \( T \) which moves so that the perpendicular from the centre on the polar of \( T \) is constant.

8. The general scalar equation of the second degree denotes a surface of the second order.
Find the equation of the tangent cone from a given point to the ellipsoid \( Sm \rho \overline{m} = 1 \).

9. Find the equation of the polar reciprocal of
\[ \rho = \frac{y^2}{4a} - a + y \beta, \]
the origin being the vertex, and the auxiliary circle being of unit radius.

10. Prove
(1) \( \delta S \overline{m} \gamma = V_{a \beta} S \rho \beta + V_{\beta \gamma} S a \beta + V_{\gamma \alpha} S \beta \gamma \)
(2) \( S(V_{a \beta} V_{\beta \gamma} \rho) = S a \beta \overline{m} \gamma - S a \gamma \overline{m} \beta \).

If the sides of a spherical quadrilateral taken in order are \( a, b, c, d \), shew that the diagonals \( \delta \) and \( \delta' \), intersect at an angle \( \theta \) given by the equation
\[ \cos \theta = \frac{\cos a \cos c - \cos b \cos d}{\sin \delta \sin \delta'}. \]
1. Prove that a determinant remains unchanged in value if the signs of the elements be changed in every alternate member of a set of lines consisting of either diagonal and the lines parallel to it, the diagonal itself being one of the lines left unchanged.

Without reducing the determinants prove

\[
\begin{vmatrix}
  a + b - c, & c, & c \\
  a, & b + c - a, & a \\
  b, & b, & c \end{vmatrix} = \begin{vmatrix}
  a, & b, & c \\
  b, & c, & a \\
  c, & a, & b \end{vmatrix}
\]

2. How many minors of order \( p \) has a determinant of order \( n \)?

Prove \( \mid a_{ik} \mid = \prod a_{ij} A_{ij} \), and show the signs of the terms are determined.

Expand in powers of \( x \) the determinant which has \( x \) for each constituent of its leading diagonal.

3. Any minor of order \( p \) in the system \( A_{ik} \) is equal to the complementary minor of its conjugate in \( A \) multiplied by \( A_{p-1} \).

Prove

\[
\begin{vmatrix}
  0 & x & y & z \\
  x & A & H & G \\
  y & H & B & F \\
  z & G & F & C \\
\end{vmatrix} = \begin{vmatrix}
  a & h & g \\
  h & b & f \\
  g & f & c \\
\end{vmatrix}
\]

\( (ax^2 + by^2 + cz^2 + 2fyz + 2gxz + 2hxy) \)

where \( A, H, \ldots \) stand for complementary minors of \( a, h, \ldots \) in the second determinant.
4. The value of any minor of order \( \mu \) of the determinant \( A_{\ell \mu} \), the product of the two determinants \( A_{\ell} \) and \( A_{\mu} \), can be expressed as the sum of products of corresponding minors of order \( \mu \) of the determinants \( A_{\ell} \) and \( A_{\mu} \).

5. A skew symmetrical determinant of odd order vanishes and of even order is a perfect square.

Find the number of terms in the square root of this latter determinant.

6. A cubic determinant can be expressed as the product of \( n \) factors lineo-linear in two sets of alternate units, and is the sum of \( n \) ordinary determinants each of order \( n \).

7. Show how to eliminate \( x \) between the equations

\[
\begin{align*}
\begin{bmatrix}
1 + a_1 x + a_2 x^2 + & \cdots & + a_m x^m = 0 \\
1 + b_1 x + b_2 x^2 + & \cdots & + b_n x^n = 0
\end{bmatrix}
\end{align*}
\]

If these equations are homogeneous in \( x, y \) and \( z \) the resultant of elimination will be of order \( mn \) in \( y \) and \( z \).

8. If \( f_i(x) = a_{i1} x^{n-1} + a_{i2} x^{n-2} + \cdots + a_{in} \) prove

\[
|f_k(x)| = |a_{k\ell}| = \tau^1 (x_1, x_2, \ldots, x_n).
\]

9. If the coordinates of the angular points of a tetrahedron are \( (x_1, y_1, z_1) \ldots (x_4, y_4, z_4) \) and its volume is \( V \);

\[
6 V = \begin{vmatrix}
1, 1, 1, 1 \\
x_1, x_2, x_3, x_4 \\
y_1, y_2, y_3, y_4 \\
z_1, z_2, z_3, z_4
\end{vmatrix}
\]

By taking the origin of coordinates at the centre of a circle circumscribed round a triangle whose angular points are \( (x_1, y_1) \) &c., show by forming the products of the determinants

\[
\begin{align*}
| x_1, y_1, R |, & | x_1, y_1, - R | \\
| x_2, y_2, R |, & | x_2, y_2, - R | \\
| x_3, y_3, R |, & | x_3, y_3, - R |
\end{align*}
\]

Form the Jacobian of the equations

\[
\begin{align*}
ax^2 + 2bxy + cy^2 &= 0, \\
a_1 x^2 + 2b_1 xy + c_1 y^2 &= 0,
\end{align*}
\]

and hence write out their eliminant.
ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

PROBLEMS.
HONORS.

Examiners: \{ ALFRED T. DE LURY, B.A. \\
{ JOHN McGOWAN, B.A. \\

Note. — Candidates will enclose the Problems numbered with Roman and Arabic numerals in separate envelopes, indorsing the envelopes accordingly.

I. From any two points \( P \) and \( Q \), tangents \( PA, PB, QC, QD \) are drawn to a conic: prove that the four intersections of \( PA \) with \( QC, PB \) with \( QD, PC \) with \( QA, PD \) with \( QB \) are collinear.

II. Two conics are described with a common focus and their corresponding directrices fixed: prove that if the sum of the reciprocals of their latusrecta be constant, their common tangents will touch a conic section.

III. In a unicursal curve of the third order whose double point is given by the parameter \( a \): shew that if \( t_1, t_2, t_3 \) are the parameters of three points in a straight line

\[
\frac{1}{a-t_1} + \frac{1}{a-t_2} + \frac{1}{a-t_3} = 0.
\]

IV. \( OA \) and \( OB \) are two straight lines at right angles and \( P \) a variable point in \( OA \): find the envelope of the inverse of \( OB \) with respect to \( P \), the inversion being given by \( \rho^2 = 1 \).

V. Find the locus of points on the ellipsoid \( S_{ppp} = 1 \) the normals at which intersect the normal at a point on the surface given by the vector \( a \), and find the equation of the surface on which all these normals lie.

VI. If \( a, b, c, d \) be the sides of a spherical quadrilateral, \( \delta \) and \( \delta' \) its diagonals, and if \( a \) and \( c, b \) and \( d, \delta \) and \( \delta' \) intersect at angles \( \theta, \varphi, \psi \) respectively, shew by Quaternion analysis that

\[
\sin a \sin c \cos \theta + \sin b \sin d \cos \varphi + \sin \delta \sin \delta' \cos \psi = 0.
\]
1. From a point in the circumference of a circle a line equal in length to the radius of the circle is drawn at random and from its extremity a second line equal to the former is drawn at random: what is the chance that the second will meet the circumference of the circle?

2. Three sides of a regular polygon of $4n$ sides are chosen at random: prove that the chance that they being produced will form an acute-angled triangle which will contain the polygon is

$$\frac{(n - 1) (n - 2)}{(4n - 1) (4n - 2)}$$

3. Obtain the curve whose radius of curvature is equal to its normal but measured in the opposite direction.

4. Assuming that the primitive of

$$\frac{d^2 y}{dx^2} + \left(1 - \frac{2}{x^2}\right) y = 0$$

is of the form of

$$y = u + \frac{v}{x};$$

prove that it is given by

$$u = A \sin (x + a), \quad v = A \cos (x + a).$$

5. Prove that

$$\sin^2 a, \sin^2 a \cos a, \sin a \cos^2 a, \cos^2 a,$$

$$\sin^2 \beta, \sin^2 \beta \cos \beta, \sin \beta \cos^2 \beta, \cos^2 \beta,$$

$$\sin^2 \gamma, \sin^2 \gamma \cos \gamma, \sin \gamma \cos^2 \gamma, \cos^2 \gamma,$$

$$\sin^2 \delta, \sin^2 \delta \cos \delta, \sin \delta \cos^2 \delta, \cos^2 \delta$$

$$\sin (a - \beta) \sin (a - \delta) \sin (a - \gamma) \sin (a - \delta) \sin (a - \gamma) \sin (a - \delta) \sin (a - \gamma) \sin (a - \delta)$$

6. Prove that the determinant whose principal diagonal is $c_1, c_2, c_3, \ldots, c_n$, elements on one side of this diagonal each equal to $a$, and on the other side each equal to $b$, is equal to

$$\{a(f(b) - bf(a))\} + (a - b) \text{ where } f(x) = (c_1 - x)(c_2 - x) \ldots (c_n - x).$$
1. What is the chance (1) that one of two exclusive events should happen, (2) that one and the only of two independent events should happen?

Two persons toss a shilling in turn on the conditions that the first who tosses two heads in succession wins the shilling and when one fails in tossing a head the other takes his turn: find the value of each man's expectation.

2. Two players A and B want respectively $m$ and $n$ points of winning a set of games, in which their chances of winning a single game are $p$ and $q$ respectively where $p + q = 1$: show that $A$'s chance is represented by the first $n$ terms of either $(p + q)^{m+n-1}$ or $p^m(1 - q)^n$.

3. A bag contains 10 balls which may be either white or black and before a trial is made all numbers of each are equally likely; a ball is drawn and found to be white and replaced; a second ball is drawn and found to be white; if the last is replaced the chance of drawing a black ball is 9 to 42.

4. Two men $A$ and $B$, who have $a$ and $b$ counters respectively to begin with, play a match consisting of separate games, and the winner of a game receives a counter from the loser: find their respective chances of winning the match, which is supposed to be continued until one of the players has no more counters, their chances being even on any game and no game being drawn.
5. Find the chance that $A$ aged $x$ shall be dead, having survived $B$ aged $y$, $y > x$.

Find the value of an annuity on his life to be enjoyed by $B$ and $C$ so long as either of them shall live.

6. A person who has a life annuity wishes to secure to his family after his death an income equal to his present expenditure. What portion of his income must be paid in the way of an annual premium to an assurance office?

7. How many lines can be drawn to intersect a given line of length $a$?

During a rain-storm a circular pond is formed in a circular field. If a man undertakes to cross the field in the dark what is the chance that he will walk into the pond?

8. A line is divided at random, and one of the parts again divided at random: the chance that a triangle may be formed by the parts is $\log 2 - \frac{1}{2}$.

9. On a table a series of equidistant parallel lines is drawn, and a cube is thrown on the table: supposing that the diagonal of the cube is less than the distance between the consecutive lines, find the chance that the cube will rest without covering any part of the lines.
1. Define the electrostatic unit of electricity, and show its connection with the C.G.S. fundamental units.

2. Give the theory of the Leyden jar. Show how to determine practically the capacity of a given jar. What is a farad? What is the meaning of specific inductive capacity?

3. On a conductor removed from the influence of all electrified bodies, a charge of given amount can be distributed in only one way.

4. Describe the construction and method of use of Thomson's Quadrant Electrometer; also Lippmann's Capillary Electrometer.

5. By what different methods could you measure the difference of potential between the two carbon points of an arc light?

6. Sketch the development of the modern dynamo.

7. Find the best arrangement of a given number of cells to produce the strongest possible current in a given circuit.

8. The joint resistance of a divided conductor, the resistances of the parts being \( r_1, r_2, r_3 \) respectively, is

\[
\frac{r_1 r_2 r_3}{r_2 r_3 + r_3 r_1 + r_1 r_2}
\]
9. State fully the hypothesis of electrolysis proposed by Grotthuss and Clausius.
10. State Joule's Law concerning the heat developed in a conductor.
    How would you conduct an experiment to verify the law?
11. Show how to determine the intensity of the earth's magnetic force at any place in absolute units.
1. "It can be shown, by a variety of experiments, that sound is the result of vibratory movement."

Describe two experiments, and explain "vibratory movement."

2. Define period, frequency, wave-length.

A tuning fork makes 256 vibrations per second. The velocity of sound being 340 metres per second, find the wave-length of the note produced.

3. Define pitch and intensity of sound.

A locomotive moving at 100 ft. per second, carries a steam whistle which produces 1000 vibrations per second. The velocity of sound being 1100 ft. per second, determine the pitch of the note heard by a person standing close to the rails before and after the locomotive has passed.

4. Write down the equation connecting the velocity of sound in a solid with its elasticity and density.

The elasticity of a solid being $121 \times 10^9$, and its density being 8.1, determine the velocity of sound through it.

5. Explain echo, interference, beats, nodes, antinodes.

One fork makes 256 vibrations and another 260 per second. How many beats will be produced when sounding together?
6. Describe a graphic method of determining the number of vibrations per second of a tuning-fork.

7. State the laws of the transverse vibration of strings. Why is the base string of a violin wrapped around with metal wire?

8. Define harmonics, and explain the principle of resonance.

A closed organ pipe can produce only odd harmonics.
1. If \( Q \) denote the measure per unit of volume of any quantity connected with the properties of a fluid, investigate the rate of increase of \( Q \) in a fixed rectangular space \( dx, dy, dz \) whose centre is \( (x, y, z) \).

Deduce the rate of increase of the (1) mass per unit of volume, and (2) momentum per unit of volume. Interpret the results by deducing the equations of motion in the Eulerian form.


Obtain the relations between the impulsive pressures and the resulting change of velocities of a fluid under given impulses.

Prove that, if \( \omega \) be the impulsive pressure, \( \varphi \) and \( \varphi' \) the velocity potentials immediately before and after the impulses act, \( V \) the potential of the impulses,

\[
\omega + \rho (V + \varphi' - \varphi)
\]

is constant.

3. Define stream-lines, steady motion, irrotational motion, simply connected region.

In a simply connected region, (1) the stream-lines in a fluid moving irrotating cannot form closed curves, (2) the velocity function \( \varphi \) cannot be a maximum or a minimum at a point in the interior of the fluid, (3) the velocity cannot be a maximum but may be a minimum at a point in the interior of a fluid.
4. Define flow-function.

In a liquid moving irrotationally in two dimensions prove that the line-rate of increase of the flow-function \( \psi \) along any curve at any point is equal to the line-rate of increase of the velocity-function \( \varphi \) along an orthogonal curve at the point.

5. Define flow, circulation and rotation.

The circulation round any plane curve is equal to twice the surface integral of the rotation taken over its area.

6. A mass of fluid filling a right circular cylinder moves from rest under the action of the forces

\[
X = -\frac{ux}{r^2}; \quad Y = \frac{ux}{r^2}, \quad Z = 0.
\]

Show that the fluid rotates with an angular velocity which varies inversely as the square of the distance from the axis, and increases uniformly with the time.

7. A vase in the form of a surface of revolution, and having a finite horizontal aperture in its base, is kept constantly full; determine the rate at which liquid must be poured in.

8. Prove and interpret the following formula for the energy of a liquid moving irrotationally:

\[
2T = -\rho \int \frac{d\varphi}{dn} ds
\]

the integration extending round the boundary.

9. Define vortex lines, vortex filament.

Write down the differential equations of the vortex lines.

Show that

\[
\int \frac{dp}{\rho} + V + \frac{1}{2}q^2
\]

is constant along a vortex line.
ACOUSTICS AND ELASTICITY.
HONORS.

Examiners: IVA E. MARTIN, B.A.
            A. C. MCKAY, B.A.

ACOUSTICS.

1. Define harmonic motion, harmonic curve.

Two harmonic curves which have equal wave lengths can always be compounded into another harmonic curve with the same wave-length.

Express Fourier’s Theorem analytically.

2. Obtain the equation

\[ \frac{d^2y}{dt^2} = \frac{T.g.l}{W} \cdot \frac{d^2y}{dx^2} \]

for the transverse vibration of a string, and shew that the general solution of this equation represents the transmission of two arbitrary forms along an unlimited line in contrary directions.

Deduce the time of vibration.

3. “If the peg of a violin be turned so as to alter the pitch of the lateral vibrations very considerably, it will be found that the pitch of the longitudinal vibrations has varied very slightly.” Discuss and explain.

4. Define a musical interval. How is it measured. Illustrate by a curve the relation between intervals and numerical ratios. Describe the construction of the Diatonic Scale.

5. At a station on a railway passed at full speed by a train, a certain musical note is sounded; explain the difference of the sounds heard by a person in the train as it approaches to and recedes from the station.
ELASTICITY.

6. If \((l,m,n)\) \((l',m',n')\) be the direction-cosines of a line near the point \((x,y,z)\) of a body in the natural and strained states respectively show that

\[ L = l (1 + a - e) + m \frac{du}{dy} + n \frac{du}{dz} \]

&c., where \(e\) is the elongation in the direction of \((l,m,n)\). Deduce the condition that there may be a line of no rotation.

7. Define Shearing Strain and determine the amount of shear along any two lines at right angles to each other due to any small strain.

The shear in a given plane is greatest for two lines making angles of \(45^\circ\) with the axes of the conic in which the given plane cuts the elongation conic.

8. If we take any two element planes in a body at a point the component of the stress per unit of area on the first along the normal to the second is equal to the component of the stress per unit of area on the second along the normal to the first.

If at a point in a body there be a plane on which the stress is zero, the lines of action of the stresses on all other planes at this point lie in this plane of zero stress.

9. The work done in terms of the final stress \((N_1,N_2, N_3, T_1, T_2, T_3)\) on the surface of a small volume \(dv\) in producing the small strain \((a,b,c,s_1,s_2,s_3)\) is

\[ \frac{1}{2} (N_1 a + N_2 b + N_3 c + 2 T_1 s_1 + 2 T_2 s_2 + T_3 s_3). \]

Simplify the above expression in the case of an isotropic body.

10. A beam is supported at the ends and loaded at a point distant \(a, b\) from the supports with a weight \(W\), show that the depression of the weight below the points of support is

\[ W \frac{a^2 b^2}{3E I (a + b)}. \]
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

LEAST SQUARES.
HONORS.

Examiners: \{ Iva E. Martin, B.A. \}
\{ A. C. McKay, B.A. \}

1. What is meant by the probability of an event happening?

Upon what assumptions do we say that the probability \( y \) of an error \( x \) occurring is, connected by the equation

\[
y = ce^{-kx^2}.
\]

Shew that the probability of an error taken at random being numerically less than \( x \) is expressed by

\[
\frac{2k}{\sqrt{\pi}} \cdot \int_{0}^{x} e^{-kx^2} dx.
\]

2. What do you understand by observations of equal precision, and how is the precision of a set of observations determined?

Shew that the probable error of a single observation is

\[
0.6745 \sqrt{\frac{\sum e^2}{n - 1}}
\]

Are you entirely satisfied with the process of arriving at this result?

3. What is meant by the weight of an observation?

Demonstrate that the probable error of an observation of weight unity is

\[
0.6745 \sqrt{\frac{\sum ge^2}{n - 1}}
\]

Deduce the probable error of the general mean.
4. Define observation equations, normal equations.
   Describe the process of finding the most probable value of each of the unknown quantities involved in a set of observation equations.
   Form the normal equations corresponding to the following observation equations:
   \[ x = 10 : y - x = 7 : y = 18 : y - z = 9 : x - z = 2. \]

5. Define conditioned observations.
   Describe the general method of obtaining the most probable values of quantities from observation equations, the quantities being restricted to certain conditioned equations.

6. In what way is the principle of Least Squares used to deduce empirical formula from a number of physical observations.
   A plotted curve resembles a parabola. How would you proceed to take observations to determine its most probable equation.

7. The density of a body was determined ten times, with the following results:
   (1) 9.662  (2) 9.673  (3) 9.664  (4) 9.659  (5) 9.677
   (6) 9.662  (7) 9.663  (8) 9.680  (9) 9.645  (10) 9.654
   Find the probable error of the mean and of one observation.

8. The exterior angles of a triangle \( ABC \) are measured \( l, m \) and \( n \) times and the respective means of each set of observations are \( a, b \) and \( c \), find the most probable value of the angle \( A \) of the triangle, and the probable error of this value.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

PHYSICAL OPTICS.

HONORS.

Examiners: { A. C. McKay, B.A.
{ I. E. Martin, B.A.

1. State your conception of the luminiferous ether, giving reasons for any properties you may ascribe to it.
   Give the argument and experiments from which we conclude that the Emission Theory is false.

2. State fully the conditions that must necessarily be fulfilled to produce interference bands.
   Why must the two images in the fundamental experiment be formed close together?

3. Account for the rectilinear propagation of light.
   Why do we not have rectilinear propagation of sound?

4. State Malus' law of intensity of polarized light, and account for it theoretically.
   Describe minutely how you could verify the law by experiment.

5. Define wave surface. Find the equation of the wave surface in a biaxal crystal. Determine its form, and apply it to find the direction of the refracted rays, for any selected crystal.

6. Account for the phenomena of circular polarisation by means of the Undulatory Theory.
   Describe minutely the essential parts of a Saccharimeter.

7. Show that "the angle of polarisation by reflection" is that of which the tangent is equal to the index of refraction.
Account for the phenomenon of total reflection.

8. "The central spot of the shadow of a small circular disc, cast by rays diverging from a distant point in its axis, is as brightly illuminated as if the disc had not been interposed." Explain.

9. Give the theory of construction of (1) a Nicol prism, (2) a Rochon prism, (3) a Rochon lunette.
IMAGE EVALUATION
TEST TARGET (MT-3)

6"
1. State and discuss the principle of the conservation of energy.
   Define adiabatics, perfect gas, absolute temperature.

2. Show that for any perfect gas \(C_p\) and \(C_v\) differ by a constant.
   Prove that \(\frac{C_p}{C_v} = \frac{\rho}{p} \frac{dp}{d\rho}\), where \(\rho\) is the density.

3. State the substance of Clausius' investigation of the principle of equivalence of transformations.
   "Thus we see that Clausius' theorem, 'the entropy of the universe tends to a maximum,' is by no means identical with, though it is closely connected with, Thomson's theory of dissipation of energy." Explain fully.

4. Form the fundamental equations in the case of saturated vapour. Show from the equations that if saturated steam be expanded in a non-conducting envelope, there must be partial condensation.

5. In the case of a perfect gas show that the increase of entropy and energy are respectively

\[C_p \log \frac{T}{T_0} - R \log \frac{\rho}{\rho_0}, \quad \text{and} \quad (C_p - R) (T - T_0),\]

where the gas passes from the state \((T_0, \rho_0)\) to \((T, \rho)\).

6. Show that if a gas changes its volume without change of temperature, the quantities of heat absorbed or given off form an arithmetical series, while the volumes form a geometrical series.
7. Establish Clausius' theorem of stationary motion

\[ \frac{1}{2} \sum (mv^2) = \frac{3}{2} pV + \sum (kT) \]

Deduce Boyle's law in the case of a gas.

8. Describe Pouillet's Pyrheliometer. Show it enables us to calculate the amount of heat radiated from the sun.
1. A crystal of Anglesite (trimetric) comprising the basal, vertical prism, one side polar and two front polar planes, presents the following angular values:
   \[ V:V, \text{ in front}, = 103° 38', \]
   \[ B:P = 127° 45', \]
   \[ B:4P = 157° 33', \]
   \[ B:3P = 140° 27'. \]

   Calculate the length of the axes, \((a = 1)\).

2. Prove that the angle \(P:P\) over the summit of a regular octahedron = \(70° 32'\).

3. In a combination of three trimetric prisms, \(\frac{1}{2} V, V, 2 V\), the following measurement is obtained:
   \[ V:V \text{ in front} = 112° 20'. \]
   Find \(\frac{1}{2} V: \frac{1}{2} V\) in front, and 2 \(V: 2 V\) in front.

4. A trimetric crystal, (P and V planes) presents the following:
   \[ V:V \text{ in front} = 102° 22' \]
   \[ P:V = 126° 58'. \]

   Required the inclinations of \(P:P\) over a front, side, and middle edge.

5. Determine the length of the vertical axis of a Rhombohedron which measures 87° 40' over a polar edge.
ETHNOLOGY.
HONORS.

Examiner: F. C. Jeefrey, B.A.

1. Define the facial angle, and discuss its value in ethnological classification.
2. What characteristics differentiate anthropoid apes from pithecid men?
3. Discuss from ethnological and anthropological stand points, the probable permanency of:
   (a) Home Rule in Ireland.
   (b) The French Republic.
   (c) The Dominion of Canada.
4. Describe the various theories as to the cradle of the Indo-European family, and name its divisions.
5. Give an account of the Neandertal skull, and indicate its significance.
6. What is meant by the expression prehistoric, as used in anthropology?
7. What light does anthropology throw upon the origin of political institutions?
1. Describe Bacon's *Essays* in general, and reproduce any one of them.

2. Give brief accounts of Sir Philip Sidney's two prose works.

3. In considering the Discrepends of Learning, Bacon (in the *Advancement*, Bk. I.), finds three classes that arise from 'Errors and Vanities in the studies themselves,' and other classes that arise from 'Peccant Humours.' Give as many of these classes as you can, explain what is meant by each of them, and enlarge on those which seem particularly characteristic of Bacon's view, or of the tendencies of his time.

4. (a) Describe concisely Lyly's *Euphues*. (b) Describe the fashion called *Euphuism*, and the kindred tendencies in literature. (c) Whence did these fashions arise? (d) Illustrate by definite references how they affected the literature of the period subsequent to the publication of *Euphues*.

5. What were the remote, and what the immediate circumstances which led to the writing of the *Ecclesiastical Polity*? What are the characteristics of Hooker's mind, ideas, and style exemplified in Bk. I.?

6. Describe Marlowe's characteristics as a dramatist, illustrating by definite references to his works.
7. Point out peculiarities in style and versification which may serve to distinguish the following passages from one another, and to indicate that they belong to different stages of Shakespeare's career:

(a) A cause more promising than a wild dedication of yourselves to unpath'd waters, undream'd shores, most certain to miseries enough; no hope to help you, but as you shake off one to take another; nothing so certain as your anchors, who do their best office, if they can but stay you where you'll be loath to be. Besides you know prosperity's the very bond of love, whose fresh complexion and whose heart together affliction alters.

(b) The current that with gentle murmur glides, thou know'st being stopp'd impatiently doth rage; but when his fair course is not hindered, he makes sweet music with the enamell'd stones, giving a gentle kiss to every sedge he overtaketh in his pilgrimage, and so by many winding nooks he strays with willing sport to the wild ocean. Then let me go and hinder not my course: I'll be as patient as a gentle stream, and make a pastime of each weary step, till the last step have brought me to my love; and there I'll rest as after much turmoil a blessed soul doth in Elysium.

(c) Could great men thunder as Jove himself does, Jove would ne'er be quiet, for every fretting, petty officer would use his heaven, for thunder; nothing but thunder! merciful Heaven, thou rather with thy sharp and sulphurous bolt split the unwedgeable and gnarled oak than the soft myrtle: but man, proud man, drest in a little brief authority, most ignorant of what he's most assured, his glassy essence, like an angry ape, plays such fantastic tricks before high heaven as make the angels weep.
1. Describe the characters and functions in their respective dramas of Falconbridge and Lady Macbeth.

2. Point out clearly and concisely the points (apart from versification) which differentiate The Tempest from the plays of Shakespeare's second period.

3. Discuss the question of unity of plot in the case of the Merchant of Venice, (what criticisms have been made in this regard—how may the obstacles to unity of interest have arisen—how and in what degree Shakespeare has overcome them, etc.) Bring forward any other typical examples with which you may be familiar, of the degree to which Shakespeare regards this unity, and of the methods he adopts to maintain the interest.

4. State concisely the argument advanced in behalf of the theory of divided authorship of Henry VIII. Employ the following passages to exemplify these arguments as far as regards style and versification.

(a) We must not stint
    Our necessary actions, in the fear
    To cope malicious censurers; which ever,
    As ravenous fishes, do a vessel follow
    That is new trimm'd, but benefit no further
    Than vainly longing. What we oft do best,
    By sick interpreters—once weak ones—is
Not ours, or not allow'd; what worst, as oft,
Hitting a grosser quality, is cried up
For our best act. If we shall stand still,
In fear our motion will be mock'd or carp'd at,
We should take root here where we sit, or sit
State-statues only.

(b) Cromwell, I did not think to shed a tear
In all my miseries; but thou hast forc'd me,
Out of thy honest truth, to play the woman.
Let's dry our eyes; and thus far hear me Cromwell;
And, when I am forgotten, as I shall be,
And sleep in dull, cold marble, where no mention
Of me more must be heard of—say, I taught thee;
Say, Wolsey, that once trod the ways of glory,
And sounded all the depths and shoals of honour,
Found thee a way, out of his wrack, to rise in;
A sure and safe one, though thy master miss'd it.

5. Express in simple, concise language, as clearly and
accurately as you are able, the meaning of (a) in ques-
tion 4; also the meaning of the following passages:

(e) It is religion that doth make vows kept;
But thou hast sworn against religion,
By which thou swear'st against the thing thou
swear'st,
And mak'st an oath the surety for thy truth
Against an oath; the truth thou art unsure
To swear, swears only not to be forsworn;
Else what a mockery should it be to swear;
But thou dost swear only to be forsworn;
And most forsworn, to keep what thou dost
swear.

(d) My thoughts, whose murther yet is but fan-
tastical,
Shakes so my single state of man that function
Is smother'd in surmise.

(e) And dare me to the desert with thy sword,
If trembling I inhabit then, protest me
The baby of a girl.
6. Explain what is italicised in the following:

Sleep that knits up the ravell'd sleeve of care.
The shard-borne beetle with his drowsy hum.
My mind she has mating and amazed my sight,
What news on the Rialto. Dobbin, my fill-horse.
And see my wealthy Andrew, dock'd in sand.
Bring them with imagined speed unto the tracuet.
To trash for over-topping.
Thy banks with pioned, and twilled brims.
Thus hulling in the wide sea of my conscience.
That in mine ear I durst not stick a rose
Lest men should say, Look where three farthings goes.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FOURTH YEAR.

ENGLISH.

Examiner: W. J. Alexander, Ph.D.

Note—Candidates for Honors are to answer the questions in Section A only; other Candidates will answer any six questions, but not more than six.

A.

1. Contrast Shelley’s attitude towards nature with Wordsworth’s, illustrating by definite references to their works.

2. Illustrate some of the more characteristic peculiarities of Carlyle’s way of thinking by definite references to those of his works which are assigned for special study.

3. Name the writers of eight of the following passages, and indicate in what connection each passage occurs:

(a) A violet by a mossy stone
    Half hidden from the eye!
    Fair as a star when only one
    Is shining in the sky.

(b) We look before and after,
    And pine for what is not:
    Our sincerest laughter
    With some pain is fraught.

(c) Perhaps the self same song that found a path
    Through the sad heart of Ruth, when, sick for home,
    She stood in tears amid the alien corn.

(d) Ah, but a man’s reach should exceed his grasp,
    Or what’s a heaven for?
(e) The old order changeth, yielding place to new,
And God fulfils himself in many ways.

(f) Will no one tell me what she says?
Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago.

(g) Though babbling only to the vale
Of sunshine and of flowers
Thou bringest unto me tale
Of visionary hours.

(h) A noise like of a hidden brook
In the leafy month of June,
That to the sleeping woods all night
Singeth a quiet tune.

(i) Let us alone. Time driveth onward fast,
And in a little while our lips are dumb.
Let us alone. What is it that will last?
All things are taken from us, and become
Portions and parcels of the dreadful past.

(j) O lift me as a wave, a leaf, a cloud!
I fall upon the thorns of life! I bleed!
A heavy weight of hours has chain'd and bow'd
One too like thee: timeless, and swift, and proud.

(k) The light that never was on sea or land,
The consecration, and the poet's dream.

(l) A grief without a pang, void, dark, and drear,
A stifled, drowsy, unimpassioned grief,
Which finds no natural outlet, no relief,
In word, or sigh, or tear—

4. On the ground of the various peculiarities exhibited in the following "unseen" passages, determine the writer, assigning your reasons in each case:

(a) Oh, good gigantic smile o' the brown old earth,
This autumn morning! How he sets his bones
To bask i' the sun, and thrusts out knees and feet
For the ripple to run over in its mirth;
Listening the while, where on the heap of stones
The white breast of the sea-lark twitters sweet.
This is the doctrine, simple, ancient, true;
Such is life's trial, as old earth smiles and knows.
If you loved only what were worth your love,
Love were clean gain, and wholly well for you:
Make the low nature better for your throes!
Give earth yourself, go up for gain above!

(b) A soul, that, watch'd from earliest youth,
And on thro' many a brightening year,
Had never swerved for craft or fear,
By one side-path, from simple truth;
Who might have chased and claspt Renown
And caught her chaplet here—and there
In haunts of jungle-poisoned air
The flame of life went wavering down;
But ere he left your fatal shore,
And lay on that funereal boat,
Dying, 'Unspeakable' he wrote
'Their kindness,' and he wrote no more;
And sacred is the latest word;
And now The was, the Might-have-been,
And those lone rites I have not seen,
And one drear sound I have not heard,
Are dreams that scarce will let me be,
Not there to bid my boy farewell,
When that within the coffin fell
Fell and flash'd into the Red Sea,
Beneath a hard Arabian moon
And alien stars. To question, why
The sons before the fathers die,
Not mine! and I may meet him soon;
But while my life's late eve endures,
Nor settles into hueless gray,
My memories of his briefer day
Will mix with love for you and yours.

(c) If Thou indeed derive thy light from Heaven
Shine poet in thy place, and be content!
The star that from the zenith darts its beams,
Visible though it be to half the earth,
Though half a sphere be conscious of its brightness,
Is yet of no diviner origin,
No purer essence, than the one that burns,
Like an untended watch-fire, on the ridge
Of some dark mountain; or than those which seem
Humbly to hang, like twinkling winter lamps.
Among the branches of the leafless trees.
Doubtless it will be despised as a weakness by that lofty order of minds who pant after the ideal, and are oppressed by a general sense that their emotions are of too exquisite a character to find fit objects among their everyday fellow-men. I have often been favoured with the confidence of these select natures and find them concur in the experience that great men are over-estimated, and small men insupportable; that if you would love a woman without ever looking back on your love as a folly, she must die while you are courting her; and if you would maintain the slightest belief in human heroism, you must never make a pilgrimage to see the hero. I confess I have often meanly shrunk from confessing to those accomplished and acute gentlemen what my own experience has been. I am afraid I have often smiled with hypocritical assent, and gratified them with an epigram on the fleeting nature of our illusions, which any one moderately acquainted with French literature can command at a moment's notice. Human converse, I think some wise man has remarked, is not rigidly severe. But I herewith discharge my conscience, and declare that I have had quite enthusiastic movements of admiration toward old gentlemen who spoke the worst English, who were occasionally fretful in their temper, and who had never moved in a higher sphere of influence than that of parish overseer; and that the way in which I have come to the conclusion that human nature is lovable—the way I have learnt something of its deep pathos, of its sublime mysteries—has been by living a great deal among people more or less common-place and vulgar, of whom you would, perhaps, hear nothing very surprising if you were to inquire about them in the neighbourhood where they dwell. Ten to one most of the small shop-keepers in their vicinity, saw nothing at all in them. For I have often observed this remarkable coincidence, that the select natures who pant after the ideal, and find nothing in pantaloons or petticoats great enough to command their reverence or love, are curiously in unison with the narrowest and pettiest.
Of all curses that which searches deepest is the violent revelation through infinite darkness—a revelation like that “sudden blaze which far round illuminated hell,” of a happiness or a glory which once and forever has perished. Martyrdom it is, and no less, to revivify by effect of your own, or passively to see revivified, in defiance of your own fierce resistance, the gorgeous spectacle of your visionary morning life, or of your too rapturous noontide, relieved upon a background of funeral darkness. Such poisonous transfigurations, by which the paradise of youthful hours is forced into distilling demoniac misery for ruined nerves, exist for many a profound sensibility. And, as regards myself, touch but some particular key of laughter and of echoing music, sound but for a moment one bar of preparation, and immediately the pomp and glory of all that has composed for me the delirious vision of life re-awaken for torment; the orchestras of the earth open simultaneously to my inner ear; and, in a moment I behold, forming themselves into solemn groups and processions, and passing over sad phantom stages, all that chiefly I have loved, or in whose behalf chiefly I have abhorred and cursed the grave—all that should not have died, yet died the soonest—the brilliant, the noble, the wise, the innocent, the brave, the beautiful. With these dreadful masks, and under the persecution of their malicious beauty, wakens the worm that gnaws at the heart. Under that corrosion arises a hatred, blind and vague, and incomprehensible even to one’s self, as of some unknown snake-like enemy, in some unknown hostile world, brooding with secret power over the fountains of one’s own vitality.

5. Compare *Eve of St. Agnes*, *Fra Lippo Lippi*, and *Enoch Arden*, so as to bring out the distinguishing characteristics of the three authors.

6. Give a concise account of Scott’s life and work.

7. What does Coleridge consider to be the merits and defects of Wordsworth’s poetry?

8. Describe, with critical comments, either Shelley’s *Adonais*, or Coleridge’s *Ancient Mariner*.

9. Compare *Middlemarch* and *Waverley*. 
1. Describe in general terms the Faerie Queen, and illustrate the nature of Spenser's genius by definite reference to his works.

2. Give as concisely as possible the most important facts with regard to the following:—The Shepherd's Calendar, Suckville, Il Penseroso, Hero and Leander, Donne, George Chapman.

3. Describe the character of the songs which are a marked feature of the later poetry of the period (reign of Charles I.) and name the principal writers of them.

4. What are the chief merits and defects of the five books of Paradise Lost assigned for special study? What is the character of Milton's mind and temper as revealed in his poetical works?

5. Describe Paradise Regained. Discuss the question whether or not this poem has any connection, artistic or other, with Paradise Lost.

6. Name the author of each of the following passages:

(a) Let me not to the marriage of true mind
    Admit impediments. Love is not love
    Which alters when it alteration finds.

(b) Drink to me only with thine eyes
    And I will pledge with mine;
    Or leave a kiss but in the cup,
    And I'll not look for wine.
(e) Leave me, O Love, which reachest but to dust;
   And thou, my mind, aspire to higher things;
Grow rich in that which never taketh rust;
   Whatever fades, but fading pleasure brings.
Draw in thy beams, and humble all thy might
To that sweet yolk where lasting freedoms be;
Which breaks the clouds, and opens forth the light,
   That doth both shine and give us sight to see.
O take fast hold; let that light be thy guide
In this small course which birth draws out to death,
   And think how ill becometh him to slide,
Who seeketh heaven, and comes of heavenly breath,
Then farewell, world; thy uttermost I see:
   Eternal love, maintain thy life in me!

(d) I sing of brooks, of blossoms, birds, and bowers,
   Of April, May, of June, and July-flowers;
I sing of May-poles, hock-carts, wassails, wakes,
   Of bride-grooms, brides, and of their bridal-cakes.

(e) Sometimes walking not unseen
By hedge-row elms, on hillocks green,
   Right against the eastern gate
When the great sun begins his state
Rob'd in flames and amber light
   The clouds in thousand liveries dight.

(f) Lord, I confess too, when I dine
   The pulse is thine,
And all those other gifts that be
   There placed by thee;
The worts, the purslain, and the mess
   Of water-cress.

(g) Yet in these thoughts myself almost despising,
   Haply I think on thee, and then my state,
Like to the lark at break of day arising
   From the sullen earth, sings hymns at heaven's gate.

(h) Long though it be, at last I see it gloom,
   And the bright evening star with golden crest
Appear out of the East,
Fair child of beauty! glorious lamp of love!
That all the host of heaven in ranks dost lead,
   And guideth lovers through the night's sad dread,
How cheerfully thou lookest from above,
And seemst to laugh atweene thy twinkling light,
As joying in the sight
Of these glad many, which for joy do sing,
That all the woods them answer, and their echo ring!

(i) Fame is the spur that the clear spirit doth raise
(The last infirmity of noble minds)
To scorn delights and live laborious days.

(j) They left me then, when the gray-hooded Ev'n
Like a sad votarist in palmer's weed,
Rose from the hindmost wheels of Phœbus' wain.

(k) Then as a nimble squirrel from the wood
Ranging the hedges for his filbert food,
Sits pertly on a bough his brown nuts cracking,
And from the shell the sweet white kernel taking,
Till with their crooks and bags a sort of boys,
To share with him, come with so great a noise
That he is forced to leave a nut almost broke
And for his life leap to a neighbour oak.
Translate:

Tout amoureux, de sa maîtresse,
Sur son cœur ou dans son tiroir,
Possède un gage qu'il caresse
Aux jours de regret ou d'espoir.

L'un d'une chevelure noire,
Par un sourire encouragé
A pris une boucle que moire
Un reflet bleu d'aile de geai.

L'autre a, sur un cou blanc qui ploie,
Coupé par derrière un flocon
Retors et fin comme la soie
Que l'on dévide du cocon.

Un troisième, au fond d'une boîte,
Reliquaire du souvenir,
Cache un gant blanc, de forme étroite,
Où nulle main ne peut tenir.

Émaux et Camées.

What are the characteristics of Gautier's poetry?
II.

Translate:

D'où vient donc aujourd'hui,
Mon cousin, que ta porte est si bien verrouillée!
Par les saints! je croyais ta dague plus rouillée!
Et je ne savais pas qu'elle eût hâte à ce point,
Quand nous te venons voir, de reluire à ton poing!
C'est s'y prendre un peu tard pour faire le jeune homme!
Avons-vous des turbans? Serait-ce qu'on me nomme
Mahom on Boabdil, et non Carlos, répond!
Pour nous baisser la herse et nous lever le pont?

Hernani, Acte III, Sc. 7.

1. Point out the cases of *rime riche* occurring in the extract. What are the limitations to its use in French verse.

2. In what respects does Hugo's poetry differ from Gautier's?

III.

Translate:

Vous êtes niais, Charles, lui disait-elle. J'aurai bien de la peine à vous apprendre le monde. Vous avez été très mal pour monsieur des Lupeaux. Je sais bien que c'est un homme peu honorable; mais attendez qu'il soit sans pouvoir, alors vous le mépriserez à votre aise. Savez-vous ce que Madame Campan nous disait? "Mes enfants tant qu'un homme est au ministère, adorez-le; tombe-t-il, aidez à le traîner à la voirie. Puissant, il est une espèce de dieu; détruit, il est au-dessous de Marat dans son égout, parce qu'il vit et que Marat était mort. La vie est une suite de combinaisons, et il faut les étudier, les suivre, pour arriver à se maintenir toujours en bonne position."

Eugénie Grandet.

1. Who was Marat?

2. What striking contrasts exist between Hugo and Balzac?

3. *bien de la peine.* Why *de la*?

4. *attendez qu'il soit.* Why subjunctive?
Lorsque la nuit venait, il quittait sa place et allait s'asseoir au coin de la cheminée, toujours silencieux et rêvant. À quoi ? Talvanne le savait et il se serait bien gardé de le lui demander, dans la crainte de provoquer quelque crise de colère. Sans trêve, l'époux songeait à la jeune femme morte, et maudissait la destinée qui la lui avait prise. Quand il parlait, poussé par le besoin furieux de s'épancher, c'étaient toujours les mêmes récriminations : Pourquoi la mort de cette femme de vingt-huit ans, forte, belle, heureuse, utile, lorsque tant de vieillards malheureux, languissants ne tenant plus ni à rien, n'achevaient pas de mourir ? Quelle atroce injustice que cette loi de l'existence des êtres qui condamnait la jeunesse et la beauté, et épargnait la décrépitude et la sénilité ?

Le Docteur Rameau.
Translate:

(a) Figaro. Le poste n'était pas mauvais, parce qu'ayant le district des pansements et des drogues, je vendais souvent aux hommes de bonnes médecines de cheval...

Le Comte. Qui tuaient les sujets du roi.

Figaro. Ah! ah! il n'y a point de remède universel; mais qui n'ont pas laissé de guérir quelquefois des Galciens, des Catalans, des Auvernats.

Le Comte. Pourquoi donc as-tu quitté?

Figaro. Quitté? C'est bien lui-même; on m'a desservi auprès des puissances.

(b) C'est une histoire qu'il a forgée en arrivant de Madrid, pour donner le change aux galants et les écarter; elle n'est encore que sa papille, mais bientôt...

(c) Fig. La v'là, la v'là.

Le Comte. Qui donc?

Fig. Derrière sa jalousie, la voilà, la voilà. Ne regardez pas, ne regardez donc pas.

(d) C'est bien mettre à plaisir de l'importance à tout! Le vent peut avoir éloigné ce papier, le premier venu, que sais-je?
I; le premier venu. Translate. All are welcome.
(e) Barth. Ah, ah, notre ami, cela vous contrarie et vous dégrise un peu? Mais n'en décampez pas moins à l'instant.
Le Comte (part) J'ai pensé me trahir; (Haut) décamper! Montrez-moi votre brevet d'exemption; quoique je ne sache pas lire, je verrai bientôt.
Barth. Qu'à cela ne tienne. Il est dans ce bureau....
(f) Barth. (criant.) Qu'est-ce que j'entends donc!
Le cruel barbier aura tout laissé tomber par l'escalier, et les plus belles pièces de mon nécessaire!
(g) Voyez le grand malheur pour tant de trai! On ne voit goutte sur l'escalier (Il montre la clé au Comte,) Moi, en montant, j'ai accroché une clé....

LE BARBIER DE SÉVILLE.

II.

Translate:

(a) Au lieu de dix chrétiens que je dus t'accorder,
Je t'en veux donner cent; tu les peux demander.
Qu'ils aillent sur tes pas apprendre à ta patrie
Qu'il est quelques vertus au fond de la Syrie;
Qu'ils jugent en partant qui méritait le mieux,
Des Français ou de moi, l'empire de ces lieux.
(b) Je voudrais que du ciel le barbare secours
De mon sang, dans mon cœur, eût arrêté le cours,
Le jour qu'empoisonné d'une flamme profane,
Ce pur sang des chrétiens brûla pour Orosmane,
Le jour que de ta sœur Orosmane charmé...
Pardonnez-moi, chrétiens; qui ne l'aurait aimé?
(c) Approche, malheureux, qui viens de m'arracher,
De m'ôter pour jamais ce qui me fut si cher;
Méprisable ennemi, qui fais encore paraître
L'audace d'un héro avec l'âme d'un traître;
Tu m'imposais ici pour me déshonorer.
Tes maux vont égaler les maux où tu m'exposes,
Et ton ingratitude, et l'horreur que tu causes.
Avez-vous ordonné son supplice?

ZAIRE.

1. Give the principal parts of all the verbs in (a).
2. eût arrêté (b) why subjunctive?
3. Explain the position in the play of each extract.
4. Scan lines 1, 3, 5, 6 of extract (a).
C'étoit dans ces riantes hôtelleries, préparées par le grand Esprit, que nous nous reposions à l'ombre. Lorsque les vents descendoient du ciel pour balancer ce grand cèdre, que le château aérien bâti sur ses branches allait flottant avec les oiseaux et les voyageurs endormis sous ses abris, que mille soupirs sortaient des corridors et des voûtes du mobile édifice, jamais les merveilles de l'ancien Monde n'ont approché de ce monument du désert.

Chaque soir nous allumions un grand feu et nous bâtissions la hutte du voyage avec une écorce élevée sur quatre piquets. Si j'avais été une dinde sauvage, un ramier, un faisan des bois, nous le suspendions devant le chêne embrasé, au bout d'une gaule plantée en terre, et nous abandonnions au vent le soin de tourner la proie du chasseur. Nous mangions des mousses appelées *tripe de roche*, des écorces sucrées de boulleau, et des pommes de mai, qui ont le goût de la pêche et de la framboise. Le noyer noir, l'erable, le sumac fourmillent le vin à notre table. Quelquefois j'allais chercher parmi les roseaux une plante dont la fleur allongée en cornet contenoit un verre de la plus pure rosée.

Atala.

1: C'étoit. Write a note on the ending -oit.

2. *que le château*. Explain que here. Write a note on the use of the circumflex accent.

3. Shew by sentences the use as auxiliaries of *devoir* and *pouvoir*.

4. Write an article on the Past Participle.

**IV.**

Translate:

Lorsqu'en 1826, pour faire taire certains mauvais bruits qui exagéraient la portée philosophique et la tendance d'incrédulité de ce premier ouvrage, l'auteur crut devoir le comprendre dans l'édition de ses Œuvres complètes, il l'accompagna, comme c'était son droit de Notes et de réfutations qui font aujourd'hui de cette lecture le plus singulier mélange. L'écritain de 1826 se critique, se gourmande, se démonte, se racle au passé sur tous les
tons. Il se croit corrigé, mais il ne l'est pas. Ses Notes je l'avoue, sont impatiente: il ne se tance que pour se louer; il nous fait souvenir à tout instant de ce mot de La Rochefoucauld qu'il cite "On aime mieux dire du mal de soi que de n'en point parler." Si, dix ans plus tard, en 1836, M. de Chateaubriand, vieilli et hors de la scène, dégagé davantage de son rôle officiel de 1826, n'ayant plus là en face de lui M. de Villèle et la Congrégation, et ce portefeuille de Ministre du Roi perdu d'hier et toujours en perspective,—s'il s'était mis à donner une troisième édition de l'Essai, je me figure, sans trop de crainte de me tromper, qu'il aurait fait d'autres Notes critiques sur et contre ses Notes de 1826, et qu'il aurait donné raison plus souvent à ce jeune et loire auteur qu'il était alors, au temps de Londres et dans les années de l'exil.

SAINTE-BEUVE.
En se quittant, chaque parcelle
S’en va dans le creuset profond
Grossir la pâte universelle,
Faîte des formes que Dieu fond.

Les ramiers de nouveau roucoulent
Au cœur de deux jeunes amants,
Et les perles en dents se moulent
Pour l’écrin des rires charmants.

Sur le cresson de la fontaine
Où le cerf boit, l’oreille au guet,
De sa main cachée il égrenè
Les grelots d’argent du muguet.

Le monstre, sous sa chair splendide
Cachait son fantôme inconnu,
Et l’œil de la vierge candide
Allait au bel éphèbe nu.

Je vois, de janvier à décembre,
La procession des bourgeois,
Les solons qui vont à la chambre,
Et les Arthurs qui vont au bois.

Un jour louche et douteux se glisse
Aux vitres jaunes du palon
Où figurent, en haut lisse,
Les aventures d’Apollon.
II.

Translate:

Le vieil empereur mort, vite il fait les doux yeux
A l'empire ! A-t-il pas sa France très chrétienne ?
Ah la part est pourtant belle, et vaut qu'on y tienne !

Croire que mon amour eût si peu de mémoire !
Que jamais ils pourraient, tous ces hommes sans gloire,

Jusqu'à d'autres amours, plus nobles à leur gré,
Rapetisser un cœur où son nom est entré.

C'est toi ! ne m'en veux pas de fuir, être adoré !

Des couronnes, fort bien ! mais des têtes ! cherchez.
Des nains ! que je pourrais, concile ridicule,
Dans ma peau de lion, emporter comme Hercule !
Et qui démaillotés du manteau violet,
Auraient la tête encor de moins que Triboulet !

III.

Translate:

Ni les verrues qui ornaient ce visage martial, ni le teint de brique, ni les bras nerveux, ni les halletons de la Nanon n'empourrèrent le tonnellier, qui se trouvait encore dans l'âge où le cœur tressaille.

Cette pièce, dont les deux croisées donnaient sur la rue, étaient planchées; des panneaux gras, à moulures antiques, la boisait de haut en bas; son plafond se composait de poutres apparentes, également peintes en gris, dont les entre-deux étaient remplis de blanc en bourre qui avait jauni.

Après avoir ôté ses gants, il se frotta les mains à s'en emporter la peau, si l'épiderme n'en eût pas été tanné comme du cuir de Russie, sauf l'odeur des mêlèzes.

La flatterie n'émane jamais des grandes âmes; elle est l'apanage des petits esprits, qui réussissent à se rapetisser encore pour mieux entrer dans la sphère vitale de la personne autour de laquelle ils gravitent. La flatterie sous-entend un intérêt.
IV.

Translate into French:

Olyénin’s lodgings were almost at the end of the village. Occasionally, in the distance beyond the Terek, in the very direction from which Olyénin had come could be heard the sounds of shots—on the Chechnya heights or the Kumitsky plain. Olyénin felt in good spirits after his three months of camp life; his strong body was clean and comfortable after the dust and fatigue of the campaign; all his limbs felt rested, and full of serenity, and strength. His mind was also clear and free from troubles. He recollected that while he was in peril he had behaved well, and that he had been received into the good fellowship of the heroic Karkatzin.

The Cossacks.

V.

(For Pass Candidates only.)

1. Give an outline of the life of Voltaire. In what departments of literature was he most active? What are the characteristics of his prose style?

2. Define Chateaubriand’s position in the development of French literature.

3. Name and characterize briefly the most important poets of the 19th century.


VI.

(For Honor Candidates only.)

Refer the following extracts to the periods and schools to which they belong. Give concisely and definitely your reasons in each case.

(a) Avantage de l’extrême Laideur.

L’âge a fané les Roses de Naïs;
J’ai vu périr la Beauté de Lydie;
Revers pareil menace en vain Cléïs;
Cléïs jamais ne peut être enlaidio.

(b) J’aime de vos longs yeux la lumière verdâtre,
Douce beauté! mais tout aujourd’hui m’est amer,
Et rien, ni votre amour, ni le boudoir, ni l’âtre,
Ne me vaut le soleil rayonnant sur la mer.
Et pourtant aimez-moi, tendre cœur ! Soyez mère,
Même pour un ingrat, même pour un méchant ;
Amante ou sœur, soyez la douceur éphémère
D'un glorieux automne ou d'un soleil couchant.
Courte tâche ! La tombe attend ; elle est avide !
Ah ! laissez-moi, mon front posé sur vos genoux,
Goûter, en regrettant l'été blanc et torride,
De l'arrière-saison le rayon jaune et doux !

(c) Quelle est la fin de tout ? la vie, ou bien la tombe ?
Est-ce l'ononde où l'on flotte ? Est-ce l'ombre où l'on
tombe ?
De tant de pas croisés quel est le but lointain ?
Le berceau contient-il l'homme ou le destin ?
Sommes-nous ici-bas, dans nos maux, dans nos joies,
Des rois prédestinés, ou de fatales proies ?
O Seigneur, dites-nous, dites-nous, Ô Dieu fort,

Si les nids soyeux.....
Sont faits pour les oiseaux ou pour les oiseleurs.

(d) Et sue ce mot elle donna à sa fille un baiser
passionné qui la réveilla. L'enfant ouvrit les yeux,
de grands yeux bleus comme ceux de sa mère, et
regarda, quoi ? Rien, tout, avec cet air sérieux
et quelquefois sévère des petits enfants, qui est un
mystère de leur lumineuse innocence devant nos
crépuscules de vertus. On dirait qu'ils se sentent
anges et qu'ils nous savent hommes.

(e) Le temps. Rien n'est plus long, puisqu'il est
la mesure de l'éternité; rien n'est plus court, puis-
qu'il manque à tous nos projets; rien n'est plus
lent pour qui attend, rien de plus rapide pour qui
jouit; tous les hommes le négligent, tous en regret-
tent la perte.

(f) Il relut sa lettre. Elle lui prit bonne—
Pauvre petite femme ! pensa-t-il avec attendrisse-
ment. Elle va me croire plus insensible qu'un
roc; il eût fallu quelques larmes là-dessus : mais,
moi, je ne peux pas pleurer ; ce n'est pas ma faute.
Alors, s'étant versé de l'eau dans un verre, Rodol-
phe y trempa son doigt et il laissa tomber de haut
une grosse goutte, qui fit une tache pâle sur
l'encre ; puis, cherchant à cacheter la lettre, le
cachet Amor nel cor se rencontra.
1. Sketch Hugo’s life subsequent to 1851.

2. To what periods of Hugo’s life do *Notre Dame de Paris*, and *Quatre-vingt-treize* belong? What striking differences of style are there in these works?

3. Define accurately the position each of the following extracts holds in the work to which it belongs:

(a) Deux pièces étaient braquées de la chaussée du boulevard sur une seule façade de maison, le magasin Sallandrouze, et tiraient sur la façade à entrance, à toute volée, à quelques pas de distance, à bout portant. Cette maison, ancien hôtel bâti en pierre de taille, fendue par les boulets comme par des coins de fer, s’ouvrait, se lézardait, se crevasse du haut en bas.

i. Translate this extract.

(b) *Louis Capet, qu’on appelle*. Il ne voulait pas. *Dame, écoutez donc*. Dire que le 13 janvier il faisait cuire des marrons et qu’il riait avec sa famille! *Quand on l’a couché de force sur la bascule*, qu’on appelle, il n’avait plus ni habit ni souliers; il n’avait que sa chemise, une veste piquée, une culotte de drap gris et des bas de soie gris. J’ai vu ça moi.

i. Explain the italicized portions.

ii. Show the appropriateness of the language used here by this individual.
(c) Gauvain subissait ces spirales vertigineuses de l'esprit revenant sur lui même, qui font la pensée pareille à la couleur. Décidément, même après examen, pouvait-on nier le dévouement de Lanteneac, son abnégation stoïque, son désintéressement superbé ? Quoi ! en présence de toutes les guerres de la guerre civile ouvertes, attester l'humanité !

i. Translate the italicized portion.

ii. With what problem does Gauvain find himself confronted ?

(d) Nous n'essayerons pas de donner au lecteur une idée de ce nez tétraèdre, de cette bouche en fer à cheval, de ce petit œil gauche obstrué d'un sourcil roux en broussailles tandis que l'œil droit disparaissait entièrement sous une énorme verrue, de ces dents désordonnées, ébréchées çà et là, comme les créneaux d'une forteresse, de cette lèvre calleuse sur laquelle une de ces dents empêchait comme la défense d'un éléphant, de ce menton fourchu, et surtout de la physionomie répandue sur tout cela.

i. Translate the extract.

ii. Point out carefully its Romantic characteristics.

(e) Ça et là, on voit déboucher sur les rampes les cavernes ténébreuses de la science qui s'entrecoquent dans ses entrailles. Partout sur sa surface l'art fait luxurier à l'œil ses arabesques, ses rosaces, et ses dentelles.

i. Translate the extract and explain carefully the italicized words.

ii. How would you justify Hugo's frequent digressions ?

(f) Cependant le ravage s'aggravait. Il y avait des écorchures et même des fractures aux mât, qui, emboîtées dans la charpente de la quille, traversent les étages des navires et y font comme de gros piliers ronds. Sous les frappements convulsifs du canon, le mât de mizaine s'était lézardé, le grand mât lui même était entamé.

i. Translate the extract.
(q) Sur son vierge métal mon âme avait aussi
Son auguste origine écrite comme ici,
Et sans doute à côté quelque inscription sainte,
Et, n'est-ce pas, ma mère ? une couronne empreinte!
Mais des passants aussi, d'impérieux passants
Qui vont toujours au cœur par le chemin des sens !
Qui, lorsque le hasard jusqu'à nous les apporte,
Montent notre escalier et poussent notre porte.
Qui viennent bien souvent trouver l'homme au
saint lieu,
Et qui le font tinter pour d'autres que pour Dieu ;
Les passions, hélas ! tourbe d'un jour accourue,
Pour visiter mon âme ont monté de la rue,
Et de quelque couteau se faisant un burin,
Sans respect pour le verbe écrit sur son airain,
Toutes, mêlant ensemble injure, erreur, blasphème,
L'ont rayée en tous sens.

i. Point out item by item how this extract fits into its context.

ii. Explain carefully the italicized portions.

(b) Le jour baisse ; on atteint quelque colline chaude
Que l'apre solitude entoure, immense et fauve,
Et dont pas même un arbre, une roche, un buisson,
Ne coupe l'immobile et lugubre horizon ;
Les tchaouchs, aux lueurs des premières étoiles,
Piquent des pieux en terre et dévouent les toiles ;
En cercle autour du camp les feux sont allumés ;
Il est nuit. Gloire à Dieu ! voyageurs las, dormez.

i. Outline the poem to which this extract belongs.

ii. Comment on the last line.

(i) Millions ! millions ! châteaux ! liste civile !
Un jour je descendis dans les caves de Lille ;
Je vis ce morne enfer.
Des fantômes sont là sous terre dans des chambres,
Blêmes, courbés, ployés ; le ruchis tord leurs membres
Dans son poignet de fer.
Sous ces voûtes on souffre, et l'air semble un toxique ;
L'aveugle en tâtonnant donne à boire an phthisique ;
L'eau coule à longs ruisseaux ;
Presque enfant à vingt ans, déjà vieillard à trente,
Le vivant chaque jour sent la mort pénétrante
S'infiltrer dans ses os.

i. Translate the italicized portions.
ii. Explain what the extract means. Show how it illustrates Hugo's unfairness, and also his socialistic tendencies.

iii. Criticize the extract as a piece of poetry.

(j) Oh! laissez-moi pleurer sur cette race morte
Que rapporta l'exil et qu'exil remporte,
Vent fatal qui trois fois déjà les enleva!
Reconduisons au moins ces vieux rois de nos pères,
Rends, drapeau de Fleurs, les honneurs militaires
A l'oriflamme qui s'en va!

i. Explain exactly the historical facts referred to in lines 2 and 3.

ii. Explain the italicized words.

(k) Enfin, tout au fond, près de la porte, se tenait debout dans l'obscurité, immobile comme une statue, un vigoureux homme à membres troupes, à harnois militaire, à casaque armoriée, dont la face carrée, percée d'yeux à fleur de tête, fendue d'une immense bouche, dérobant ses oreilles sous deux larges abat-vents de cheveux plats, sans front, tenant à la fois du chien et du tigre.

i. Translate the italicized portions.

ii. Point out the characteristic Romantic expressions.

(l) — Toi, règle le départ, car nous sommes pressés,
Moï, je vais dire un mot au drôle que tu asis ;
A tout hasard. Peut-il me servir? Je l'ignore.
Ici jusqu'à ce soir je suis le maître encore.
Je me vengerai, va! Comment? Je ne sais pas;
Mais je veux que ce soit effrayant! De ce pas,
Va faire nos apprêts, et hâte-toi.

* * * *

Une marquise
Me disait l'autre jour en sortant de l'église:
"Quel est donc ce brigand qui, là bas, nez au vent,
Se carré, l'œil au guet et la hanche en avant,
Plus délabré que Job et plus fier que Bragance,
Drapant sa guceuerie avec son arrogance,
Et qui, froissant du poing sous sa manche en haillons
L'épée à lourd pommeau qui lui bat les talons,
Promène, d'une mine altière et magistrale,
Sa cape en dents de scie et ses bas en spirale?"
Translate into English:

(a) Li reis Marsilie i fis molt que traditre:
De ses paiens il vos enveiat quinze,
Chasçuns portout une branche d'olive,
Noncièrent vos cex paroles mediISEmes.
A voz Franceis un conseil en presistes,
Lodèrent voz alques de legerie.

(b) Vairs out les oelz et molt fier le visage,
Gent out le cors et les costez out larges;
Tant par fut bels, tuit si per l'en esguardent.
Dist a Rollant: "Tot fols, por qui t'es-rages?
Ço sêt hom bien que jo sui tes padrastre."

(c) Reis Corsablis il est de l'autre part;
Barbarins est et molt de males arz.
Cil at parlet a lei de bon vassal,
Por tot l'or Dieu ne voelt estre codarz.
Es vos poignant Malprimis de Brigal,
Plus cort a piet que ne fait uns chevals.
Devant Marsilie cil s'escriet molt halt :
"Jo conduirai mon cors en Rencesvals;
Se truis Rollant, ne lairrai que nel mat."
(d) Oliviers sent qu’il est a mort nafrez.  
De lui vengier jamais ne li iert sez;  
En la grant presse or i fiert come ber,  
Trenchet cez haustes et cez escuz boclers,  
Et piez et poinz, espalles et costez.  
Qui lui vedist Sarrazins desmembrier,  
Un mort sor altre a la terre jeter,  
De bon vassal li podust remembrer.

1. Parse the words in italics.
2. Derive carefully, letter by letter, showing whether the changes are regular or not; portout, paroles, costez, parlet, vengier, fiert, por, escridet, out, sez.
3. Give the modern equivalent of the following words, and explain why they have changed: portout, out, set, sui, tes, piet, truis, podust.
4. Vassal, ber, nafrez, escuz boclers. Derive these words. Write notes on the changes of meaning they have undergone from earliest times till the present.
5. Rewrite extract (d) in modern French prose form.

II.

Translate into English:

(a) Ah ! gentis rois, quant Diex vos fis croisier,  
Toute Egypte douteit vostre renon;  
Or perdes tout quant vos voles laissier  
Jherusalem estre en châtivoisons.  
Quar quant Diex fist de vos election  
Et signor de sa venjance,  
Bien deussies monstier vostre poissance  
De revengier les mors et les chaitis  
Qui por vous sont et por s’amor ocis.

(b) Cueurs d’ennuy pieca morfondus,  
Dieu mercy, sont sains et jolis;  
Alez vous en, prenez pais,  
Yver, vous ne demourres plus:  
Les fourriers d’Este sont venus.

III.

Translate into English:

En l’ost de Grece furent quei,  
en crieme sunt et en esfrei.
trop lur meschiet, ce lur est vis.
mult i a ja des lur ocis
et des bléciez et des navrez
tels dunt sunt cil dedens grevez.
rei Thelamon plaignent et plurent ;
la u il gist vunt tuit et curent ;
grant pour unt que il ne muire.
mais ce lur dient bien li mire,
qu'ainz nagueres sera tuz sains ;
de ce seient fi et certains ;
nes espoente pas la plaie,
ne cuident pas qu'a mort le traie.
Translate:

(a) Montons, montons encore. D'autres cieux fécondés
Sont, par delà nos cieux, d'étoiles inondés.
Franchissant notre azur, mon hardi télescope
De notre amas stellaire a percé l'enveloppe ;
Hors de ce tourbillon monstrueux de soleils,
J'ai vu l'infini plein de tourbillons pareils ;
Oui, dans ces gouffres bleus, dans ces profondeurs sombres
Dont la distance échappe au langage des nombres,
Il est — je les ai vus — dez nuages laiteux,
Des gouttes de lumière aux rayons si douteux,
Qu'un ver luisant caché dans l'herbe de nos routes,
Jette assez de lueur pour les éclipser toutes.

PONSARD.

(b) À gauche, une trainée de roches labourées et décharnées s'allonge en promontoire jusqu'à une arcade de grève durcie, que les hautes marées ont ouverte et d'où la vue par trois côtés plonge sur l'Océan. Sous la bise qui siffle, il se lérisse de flots violâtres ; les nuages qui passent le marbrent de plaques encore plus sombres ; si loin que le regard porte, c'est une agitation maladive de vagues ternes, entre-croisées et disloquées, sorte de peau mouvante qui tressaille, tordue par une fièvre in-
térieure ; de temps en temps, une raie d'écume qui les traverse marque un soubresaut plus violent. Cà et là, entre les intervalles des nuages, la lumière découpé quelques champs glauques sur la plaine uniforme ; leur éclat fauve leur couleur malsaine, ajoutent à l'étrangeté et aux mesures de l'horizon. Ces sinistres lueurs changeantes, ces reflets d'étain sur une houle de plomb, ces scories blanches collées aux roches, cet aspect gluant des vagues, donnent l'idée d'un creuset gigantesque, dont le métal bouillonne et luit.

Taine.

(c) L'un, d'une vertu haute et austère, d'une probité au-dessus de nos mœurs, d'une vérité à l'épreuve de la cour, philosophe sans ostentation, chrétien sans faiblesses, courtisan sans passion, l'arbitre du bon goût et de la la rigidité des bienséances, l'ennemi du faux, l'ami et le protecteur du mérite, le zélateur de la gloire de la nation, le censeur de la licence publique ; enfin un de ces hommes qui semblent être comme les restes des anciennes mœurs, et qui seuls ne sont pas de notre siècle.

L'autre, d'un génie vaste et heureux, d'un candeur qui caractérise toujours les grandes âmes et les esprits du premier ordre, l'ornement de l'épiscopat, et dont le clergé de France se fera honneur dans tous les siècles ; un évêque au milieu de la cour ; l'homme de tous les talents et de toutes les sciences, le docteur de toutes les Églises, la terreur de tous les siècles, le Père du dix-septième siècle, et à qui il n'a manqué que d'être né dans les premiers temps pour avoir été la lumière des conciles, l'âme des Pères assemblés, dicté des canons, et présidé à Nicée et à Ephèse.

Massillon.
II.

Translate into French:

(a) Marius was by birth a man of the people in the best sense; he sprang neither from the proud nobility nor yet from the low populace of the Forum. Family honours he had none, liberal education he had none; his temper was rude and coarse, and on provocation brutally ferocious; he had little eloquence or skill in civil affairs, but he was not without a certain cunning, with which he tried to supply their place. On the other hand, he was a good soldier, and a good officer, and we see no reason why we should not add a good general. He rose from the ranks to his consulships mainly, if not wholly, by his own merit.

Freeman.

(b) His Imperial Majesty comes first, and all alone! I have often seen him, and always find the same difficulty in analyzing my own impressions, or conveying them, as to that impassive, reserved, changeless, dark, far-removed countenance. * * Only a flatterer could call the proud cold face handsome, and only an enemy would, I think, style its austere constraint and lofty discontent ill-looking. It is a typical Japanese man's face in many points. You would see a thousand such in a week's travelling hereabouts, but this one stands apart in character as in elevation, touched in its most ordinary lines and lineaments with an almost marble reticence and an iron-clad refusal to be common, even if nature stamped it common, in so much that the slightest bend of the brow in salutation appears to be the result of a superhuman effort of reluctant will. One would say this is a Mikado of the past, who is obliged to belong to and to bow before the too prevailing present, but who, nevertheless, keeps his secret soul apart in the stern and great society of his ancestors, and "with the far-off company of antique Shinto gods."

Edwin Arnold.
Write an essay in French on any one of the following topics:

(a) L'avenir du Canada.
(b) Comment on fait la politique au Canada.
(c) Les plaisirs de l'hiver.
(d) L'alliance entre la France et la Russie.
(e) Perrette et le pot au lait.
Translate:

Walenstein. Es gibt im Menschenleben Augenblicke,
Wo er dem Weltgeist näher ist, als sonst,
Und eine Frage freil hat an das Schicksal.
Solch ein Moment war's als ich in der Nacht,
Die vor der Kämpfer Ruhm vorbeirafft,
Gedankenvol an einen Baum gelehnt,
Hinaus sah in die Ebene. Die Feuer
Des Lagers brannten düster durch den Nebel,
Der Waffen dumpfes Rauschen unterbrach,
Der Munden Ruf einstimmig nur die Stille.
Mein ganzes Leben ging, vergangenes
Und künftiges, in diesem Augenblick
An meinem inneren Gesicht vorüber,
Und an des nächsten Morgens Schicksal knüpste
Der abnungsvolle Geist die fernste Zunahit.

Da sagt' ich also zu mir selbst: So viele
Gebieteßt du! Sie folgen deinen Sternen,
Und sehe, wie auf eine große Nummer,
Ihr Alles auf dein einzigg Haupt, und sind
In deines Glücks Schiff mit dir gestiegen.
Doch kommen wird der Tag, wo diese alle
Das Schicksal wieder auseinander streut,
Nur wenige werden treu bei dir verharren.
Den möchte ich wissen, der der treußt mit
Von allen ist, die dieses Lager einheit.
Gleb mir ein Zeichen, Schicksal! Der soll's sein,
Der an dem nächsten Morgen mir jüret
Entgegenkommt mit einem Liebeszeichen."
1. Der an dem nächsten Morgen mir zuerst Entgegenkommt mit einem Liebeszeichen.

Who did this turn out to be? Show by a reference to subsequent events whether this sign proved true or false.

2. Sketch briefly the character of Max Piccolomini and the part he plays in Wallenstein.

II.

Translate:

Es ärgert mich jedesmal, wenn ich sehe, dass man auch Gottes liebe Blumen, eben so wie uns, in Kasten getheilt hat, und nach ähnlichen Ausserlichkeiten, nämlich nach Staubfäden-Verschiedenheit. Soll doch mal eine Eintheilung statt finden, so folge man dem Vorschlage Theophrasts, der die Blumen mehr nach dem Geiste, nämlich nach ihrem Geruch, eintheilen wollte. Was mich betrifft, so habe ich in der Naturwissenschaft mein eigenes System, und demnach theile ich Alles ein: in Dasjenige, was man essen kann, und in Dasjenige, was man nicht essen kann.

HEINE, Harzreise.

1. Give your estimate of Heine, the man and the writer, as he shows himself in his Harzreise.


III.

Translate:

"Das ist eine Kapelle, nicht wahr?" fragte sie, als sie an seiner Seite in den feierlich dümmernenden Raum eintrat. "Du kannst es immerhin so nennen," erwiderte er, "es ist das Grabmal unserer Königin Luise; hast Du von der schon einmal etwas gehört?" Sie schüttelte das Haupt. "Nun, siehst Du," erklärte er weiter. "sie wird bei uns zu Lande wie eine Heilige geliebt und verehrt, weil sie so gut war." Er hatte dem Aufseher gewinkt, dass er seiner nicht bedürfte, und jetzt stand er mit ihr vor dem Marmorbilde der ruhenden Königin. Plötzlich fühlte er, wie des Mädchens beide Hände seinen Arm ergriffen; er wandte sich zu ihr und sah sie halbgeöffneten Mundes mit
Translate:

Erhabner Geist, du gabst mir, gabst mir alles,
Warum ich bat. Du hast mir nicht umsonst
Dein Angesicht im Feuer zugewendet.
Gabet mir die herrliche Natur zum Königreich,
Kraft, sie zu fühlen, zu genieszen. Nicht
Kalt staunenden Besuch erlaubst du nur,
Vergönnest mir in ihre tiefe Brust,
Wie in den Busen eines Freunde, zu schauen.
Du führst die Reihe der Lebendigen
Vor mir vorbei und lehrst mich meine Brüder
Im stillen Busch, in Luft und Wasser kennen.
Und wenn der Sturm im Walde braust und knarzt
Die Riesenfichten stürzend Nachbarstäbe
Und Nachbarstämme quetschend niederstreift,
Und ihrem Fall dumpf hohl der Hügel donnert,
Dann führst du mich zur sichern Höhe, zeigt
Mich dann mir selbst, und meiner eignen Brust
Geheime tiefe Wunder öffnen sich.
Und steigt vor meinem Blick der reine Mond
Besänftigend herüber, schweben mir
Von Felsenwänden, aus dem feuchten Busch
Der Vorwelt silberne Gestalten auf
Und lindern der Betrachtung strenge Lust.

GOETHE, Faust, Pt. I.

1. At what point in the drama is this monologue delivered? Describe Faust's relations with Mephistopheles from here to the end of Pt. I., omitting the Walpurgisnacht and the Walpurgisnachtstraum.

2. Erhabener Geist, du gabst mir, gabst mir alles
Warum ich bat.

Who is the erhabener Geist, and under what circumstances had he been previously called upon by Faust?
Translate:

(a) Freilich wäre es ein herrliches Ding um unsern Intellekt, wenn er für sich bestände, also ursprüngliche und reine Intelligenz wäre und nicht ein bloß sekundäres Vermögen, welches notwendig auf einem Willen wurzelt, vermöge dieser Basis aber eine Verunreinigung fast aller seiner Erkenntnisse und Urteile zu erleiden hat. Denn wäre dies nicht, so könnte er ein reines Organ der Erkenntnis und Wahrheit sein. Allein wie es jetzt steht, wie selten werden wir da ganz klar sehen in einer Sache, bei der wir irgendwie interessiert sind! Es ist kaum möglich: denn bei jedem Argument und jedem hinzu kommenden Datum spricht sogleich der Wille mit, und zwar ohne dass man seine Stimme von der des Intellekts selbst unterscheiden könnte, indem ja beide zu einem Ich verschmolzen sind. Am deutlichsten wird dies, wenn wir den Ausgang einer uns angelegten Sache prognostizieren wollen: da verfälscht das Interesse fast jeden Schritt des Intellekts, bald als Furcht, bald als Hoffnung.—Schopenhauer.

(b) Im Grenzenlosen sich zu finden,
Wird gern der einzelne verschwinden.
Da löst sich jeder Überdruss;
Statt heissem Wünschen, wildem Wollen,
Statt läst’gem Fordern, strengem Sollen
Sich aufzugeben, ist Genuss.

Weltseele, komm, uns zu durchdringen!
Dann mit dem Weltgeist selbst zu ringen,
Wird unsrer Kräfte Hochberuf.

Teilnehmend führen gute Geister,
Gelinde leitend höchste Meister
Zu dem, der alles schafft und schuf.

Und umzuschaffen das Geschaffne,
Damit sich’s nicht zum Starren waffne,
Wirkt ewiges, lebendiges Thun.

Und was nicht war, nun will es werden,
 Zu reinen Sonnen, farbigen Erden;
In keinem Fälle darf es ruhn.

Es soll sich regen, schaffend handeln,
Erst sich gestalten, dann verwandeln;
Nur scheinbar steht’s Momente still.

Das Ewige regt sich fort in allen,
Denn alles musz in Nichts zerfallen,
Wenn es im Sein beharren will.—Goethe.
I.

1. Translate into German any five of the following:

(a) Whoever would do good in the world, ought not to deal in censure. We ought not to destroy, but rather construct.

(b) There is no business, no avocation whatever, which will not permit a man, who has the inclination, to give a little time every day to study.

(c) Every good writer is to be read, and diligently; and when the volume is finished, is to be gone through again from the beginning.

(d) A wise man knows an ignorant one, because he has been ignorant himself; but the ignorant cannot recognise the wise, because he has never been wise.

(e) The reason why borrowed books are seldom returned, is that it is easier to retain the books themselves than what is inside of them.

(f) No man having leisure to learn all things, a wise man must be sure to lay hold on that which is most useful.

(g) Knowledge is of two kinds. We know a subject ourselves, or we know where we can find information upon it.

(h) Ambition is often overtaken by calamity, because it is not aware of its pursuer, and never looks behind.

(i) Talking and eloquence are not the same: to speak, and to speak well, are two things. A fool may talk, but a wise man speaks.
2. Translate into English any five of the following, noting carefully grammatical and idiomatic peculiarities:

(a) Wir wollen sein ein einig Volk von Brüdern, In keiner Noth uns trennen und Gefahr. Wir wollen trauen auf den höchsten Gott Und uns nicht fürchten vor der Macht der Menschen.—SCHILLER.

(b) Was uns Not ist, uns zum Heil Ward’s gegründet von den Vätern; Aber das ist unser Teil, Dass wir gründen für die Spättern.—E. GEIBEL.

(c) Ja, einst bricht ein Morgen an, Der nie wieder weicht der Nacht; Wo der Kampf ist abgethan Mit des Bösen dunkler Macht.—DE WETTE.

(d) Eine schöne Menschenseele finden, Ist Gewinn; ein schönerer Gewinn ist, Sie erhalten, und der schönst’ und schwerste, Sie, die schon verloren war, zu retten.—HERDER.

(e) Keine Sprache drückt Sachen aus, sondern nur Namen; auch keine menschliche Vernunft also erkennt Sachen, sondern sie hat nur Merkmale von ihnen, die sie mit Worten bezeichnet.—HERDER.

(f) Der Mensch auf der rohesten Stufe nährt sich überall von der Jagd, wozu seltener der Fischfang kommt; erst von der Jagd geht er zum Nomadenleben, zur Viehzucht über.—GEIGER.

(g) Die Juden sollen besondere Heimlichkeiten von dem Namen Gottes gewusst haben. Das lasse ich aber gut sein und wünsche nur, dass das Andenken an Gott und eine jede Spur, daraus wir ihn erkennen können, mir und allen Menschen über Alles grosz und herrlich sein möge.—M. CLAUDIUS.

(h) Das ganze Land von der Elbe an, in der Breite und in der Länge, bis an die Heidenshaf in Littauen und bis jenseit Ungarn, alles hiez Wenden. Das geht aus ihrer Sprache hervor, denn sie weichen darin nicht sehr von einander ab.—AUS DER SÄCHSISCHEN CHRONIK.

(i) Dieser auszergewöhnliche Mann stamnte aus Genua. Geboren mit einem unwiderstehlichen Drange, in die hohe See hinauszufahren, sas er als Kind, schau- und sinnend, stundenlang am Ufer des Meeres und ging schon mit seinem vierzehnten Jahre zu schiffe.—KARL GUDE.
II.

1. Write a concise account of the formation of the plurals of German nouns, illustrating your answer by proper examples.

2. Write sentences indicating clearly the sense in which each of the following words is used in German: hoffentlich, artig, gelegen, unmöglich, zerrinnen, spotten.

3. Mention the chief points with regard to the formation and use of compound nouns in German. Give examples showing clearly the rules and the exceptions.

4. Compare the uses of the Infinitive in German and in English.

III.

(a) Translate into German:

Henry VIII. appointed Sir Thomas More to carry an angry message to Francis I. of France. Sir Thomas told him that he feared, if he carried such a message to so violent a king as Francis, it might cost him his head. "Never fear," said the king, "if Francis should cut off your head, I would make every Frenchman now in London a head shorter." "I am obliged to your Majesty," said Sir Thomas, "but I much fear if any of their heads will fit my shoulders."

(b) Translate into English:

Droben steht die Kapelle, Schauet still ins Thal hinab; Drunten singt bei Wies' und Quelle Froh und hell der Hirten Knab'.

Traurig tönt das Glöcklein nieder, Schauerlich der Leichenchor; Stille sind die frohen Lieder, Und der Knabe lauscht empor.

Droben bringt man sie zum Grabe, Die sich freuten in dem Thal. Hirtenknabe, Hirtenknabe! Dir auch singt man dort einmal.

LUDWIG UHLAND.
IV.


2. Indicate the state of German literature in the 15th and 16th centuries, mentioning the chief writers and their principal works.

3. Give some account of Friedrich von Spee and his writings.
(a) Translate:

dō sī sich hete geleit
an·ir alte bettestat,
sī bereite aber ein bat
mit weinenden ougen:
wan sī truoc tougen
nāhe in ir·gemüete
die aller meisten güete,
die ich von kinde ie vernam.
welch kint getete ouch ie alsam?
des einen sī sich gar verwac,
gelebete sī morne den tac,
daz sī benamen ir leben
umbe ir herren welte geben.

1. Conjugate hete, geleit, truoc, vernam, verwac,
   geben.

2. What phonetic changes are exemplified in the
   modern forms of bat, ougen, gemüete, vernam, umbe?

3. Indicate the pronounciation in M. H. G. and N.
   H. G. respectively of aber, ie, vernam, leben.

4. Name the author, and give an outline of this work,
   pointing out its more prominent medieval characteristics.
(b) Translate:
Künz Constantin der gap so vil,
als ich es in bescheiden wil,
dem stuhl ze Rōme, sper, kriuz unde krōne.
zehant der engel lūte schrē:
owë, owë, zum dritten wē!
ez stuont diu kristenheit mit zühten schōne:
Der ist nū ein gift gevallen;
ir honce ist worden zeiner galleh.
daz wirt der werlt her nach vil leit.
alle fürsten lebent nū mit ēren;
wan der hōe-ste ist geswachet.
daz hāt der pfaffen wal gemachet:
daz si dir, sūzer got, gekleit.
die pfaffen wellent leien reht verkēren.
der engel hāt uns wār geseit.

5. Write explanatory notes on this poem, particularly on lines 11 and 12, and show how it exhibits the political opinions of the author.

6. Give some account of the author's career, and of the times in which he lived.

7. Conjugate gap, bescheiden, schrē.

(c) Translate:
uf einem grūenen akmardf
truo si den wunsch von pardis,
bēde wurzeln unde ris.
das was ein dinc, daz hiez der grāl,
erden wunscches überwal.
Repanse de schoy si hiez,
die sich der grāl tragen liez.
der grāl was von sōhēr art;
wol muos der kiusche siu bewart;
die siu ze rehte solde pflegn,
die muose valsches sich bewegn.

8. Give some account of the poem from which this extract is taken, and of its author.

9. Conjugate kom, such, tragen, liez.

(d) Translate:
"Nu si, swie stare si welle! ine lāze der reise niht hin zuo Prūnhilde. swaz hālt mir geschiht.
durch ir unmāzen schēme muoz ez gewāget siu.
waz, ob mir got gefūget, daz si mir volget an den Rin?"
"Sò wil ich iu daz råten" sprach dò Hagone,
"ir bitet Sifrit mit iu ze tragone
die vil starken reise: daz ist nu mìn råt:
sit ime daz ist kündec, wie ez umb die frouwen ståt."

10. Scan the stanza.

11. Give the rules for the construction of the Nibelungenstrophe, and indicate the general character of M. H. G. versification.

12. Indicate the part played by Gunther, Brünnhilde, Hagen, and Kriemhild respectively in this poem.

13. To what source do we owe a knowledge of the previous relations between Siegfried and Brünhild? Sketch the tale of the Nibelungenhort, and of the loves of the two characters just mentioned according to this source.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

GERMAN.
HONORS.

Examiner: G. H. Needler, B.A., Ph.D.

I.

A Translate into modern German:

Thiu menigl thiū dār stuont inti gihōrta quādun thaz thonar giūn uuāri, andre quādun: 'engil sprah zi imo.' Thō antlingita ther heilant inti quad: 'nalles thurah mīh thisiu stemma quam, oh thurah iuuih. Nū ist duom thesses mittilgarten, nū ther hērōsto thesses mittilgarten uuirdit eruorpfan ūz. Inti ih, ob ih erhaban uuirdu fon erdu, alliu thinsu zi mir selbemo.' Thaz quad her gizeihanōnti uuēlhemo tōde stērbentī uuāri. Thō antlingita imo thiū menigl: 'uuir giōrturnēs fon thēru ēvvu uuanta Christ uuonēt zi ēuūidu; inti vvuō quidistā: gilipīt zi erhefanne mānnes sun? Uuer ist ther mānnes sun?' Thō quad ther heilant: 'nōh nū ist lueil lioht in iu. Geet unz ir lioht habēt, thaz iuuih finstarnessi ni bitūhle; thie dār in finstarnesse geet ni uuciz uuara her ferit. Mit diu ir lioht habēt, giloubēt in lioht, thaz ir liohtes barn sit.'

TATIAN.

1. Give the principal parts of stuont, gihōrta, quādun, quam, eruorpfan, erhaban, thinsu.

2. ist, geet. Give the infinitive and the present indicative (sing. and plur.) of each of these verbs.

3. ther hērōsto. Decline in the singular (all genders.)
B Translate into English:
Sö er giuísso thãr bifând uuár druúhtin Krist gibóran uuard,
thãht er sãr in fêsti mihilo unkusti.
Zi fño er ouh thô lâdota thio uuisun man théih sôgêta,
im in gisuant er thingon ich filu hâlingon.
Thia zit éiscota er fôn in, só ther stêrro giuon uuas quëman zì in,
batsie iz ouh birúñhtin, bi thaz selba kînd irsúñhtin.
'Gidûet mih,' quað er, 'ánauaart bi thes stêrren fart,
sô fâret, éiscot thûre bi thaz kînd sàre.
SÌn éiscot iolicho ich filu giuûralîcho,
slumo dëuet ouh thàanne iz mir zì untzanne.
In uuillu faran bëton man (sö riet mir filu màñag man),
thaz tharzhàa githinge, 'ich ino ouh géba bringe.'
OFTRID, Evangelienharmonie.

1. Write out in full the present indicative and the preterite indicative of one strong verb, and of one weak verb from this extract.
2. Decline er, ih, (sing. and plur. of both.)

II.

1. Give the three periods in the development of the High German language, shewing the main changes it underwent in passing from stage to stage, and explaining why different dates may be given as approximately marking the border-line between the MHG. and NHG. periods.

2. Which of the High German dialects furnished the principal literary monuments of the OHG period? Give their geographical position, and assign each of the following to the proper dialect: Tatian, Ludwigslied, St Emmeramer Gebet, Otfrid.

3. What is the most thorough-going change noticeable in the German vowels when we compare the MHG. with the NHG. period? Illustrate by an example for each vowel.

4. Give the MHG. equivalents of the following words, writing notes on changes in the vowels or consonants of each:—baum, dumm, haus, farbe, lieb, treue, sonne, schlange, geier, blatt.
III.

Translate into modern German:

Daz evangelium zelit uns, daz daz himilrih keilh si demo hushèrro, der des morgenis fruo in sinan uuinkarten samenotí dei uuerhiuti. Uuer uuirdit rehtere kikagenmàzzit demo hushèrren, denne unser hérro der heilige Christ? der dir rihtet alla die er kiscuof, alsò der hushèrro rihtet die imo untetànèn. Der huoshèrro ladote allen den tac die uuerhiute in sinan uuinkarten, sumeliche fruo, sumeliche ze mittemo morgene, sumeliche zi mittemo taga, sumeliche ze nóna, sumeliche ana demo åbanda oder in suelthemo éyte si imo zuo chòmen. Alsò ne gistilde unser hérro der almahtigè got vone anakenge dere uuerlì unzi ana den ente die predigàre ci sentenna zi dera lèra sinere iruuelitono. Der uuinkarte pizeichinet die gotis è, in dir kisezet unde kerihet uuerdent ellìu reht alsò diu uuinreba kerihet uuirdit in demo scuzzelinge.

Wessobrunner Predigt.

Note.—gistilde - liess ab; scuzzelinge - Schössling
(Zweig.)
Translate:

(a) Schweige, schweige!
Missbilligende, misstrebende du!
Aus so grässlichen einzähnigen
Lippen was entbaucht wohl
Solchem furchtbarer Grauelshund.
Denn der Bössartige wohlthätig erscheinend,
Wolfsgrinn unter schafswolligem Blech,
Mir ist er weit schrecklicher als des dreiköpfigen
Hundes Rachen.
Hingeblich lauschend stehn wir da,
Wann? wie? wo nur bricht's hervor
Solcher Tücke
Tiefauseuanerndes Ungethüm?

Goethe, Faust, Act III.

1. Show the connection of this passage with the plot.

2. Contrast the language and versification of this passage with that of Goethe's "Iphigenie."

(b) Sie schleicht heran, an abertausend Enden
Unfruchtbar selbst Unfruchtbarkeit zu spenden;
Nun schwille's und wächst und rollt und überzieht
Der wüstest Strecke widerlich Gebiet.
Da herrschet Woll auf Welle kraftbegeistet,
Zieht sich zurück und es ist nichts geleistet,
Was zur Verzweiflung mich beängstigen könnte!
Zwecklose Kraft unbändiger Elemente!
Da wagt mein Geist sich selbst zu überfliegen;
Hier möchte ich kämpfen, dies möchte ich besiegen.

*Ibid*, Act IV.

3. How is the wish expressed in the last two lines carried out in the last act? Illustrate your reply by quotations.

4. Describe the *denouement* of the play, and show how it agrees with the pact between Faust and Mephisto in *Pt. I.*, giving quotations.

II.

1. How do Goethe’s autobiographical works reveal his personal characteristics as a man and an author?

2. Estimate the effect of Goethe’s Italian journey on the development of his genius, specifying the works particularly influenced thereby.

3. Contrast Meister’s *Wanderjahre* with the *Lehrjahre*, and give some account of the former.

4. Estimate the value to German literature of Goethe’s friendship with Schiller, stating what works of the former in particular received an impulse from the latter, and illustrating your answer by allusions to Schiller’s correspondence.

III.

Translate with explanatory notes:

**Suleika.**

Kaum dasz ich dich wieder habe,
Dich mit Kusz und Liedern liebe,
Bist du still in dich gehoret;
Was beengt und drückt und stört?

**Hatem.**

Ach, Suleika, soll ich's sagen?
Statt zu loben möchte ich klagen!
Sangest sonst nur meine Lieder,
Immer neu und immer wieder.

Sollte wohl auch diese loben,
Doch sie sind nur eingeschoben;
Nicht von Hafis, nicht Nisami,
Nicht Saadi, nicht von Dschami.
1. Who was Suleika? Describe Goethe's relations to her in real life, and show how the poet has idealized it in the "Divan."

2. Give the titles of three of the other books of this work, and indicate the nature of their contents.

3. Mention some of the poems written by Suleika, with quotations.

4. Trace the origin of Goethe's studies in Oriental poetry, and name some poets who followed his lead in this direction.
Translate into English:

(a) Sie blühen schon in Feld und Wald die Blumen lenzgeboren,
Der Lerche Sang, der Drossel Schlag dringt hell zu unsern Ohren,
Der Osterglocken froher Klang verkündet Auferstehen,
Der Genius des Lenzes zieht durch Feld und Wald und Höhen
Und Rosenknospen brechenauf beim Lied der Nachtigallen,
Und Jubelhymnen weihevoll dem groszen Gott erschallen.
Sie blühen schon in holdem Schmuck, von heilgem Licht umflossen,
Die Geistesblumen rein und schön, der Wahrheit Schosz entsprossen.
Ein groszer Geistesfrühling tagt, die Geister mächtig ringen,
Für Wahrheit, Freiheit, Recht und Licht die Flammenschwerter klingen.
Sie blühen schon im lichtern Kleid, der Wahrheit Licht geweiht,
Von dir, o groszer Diesterweg, die Saaten ausgestreuet.
Die Bahnen hast du uns gezeigt, worauf zu Gottes Ruhme
Erblüht ein edles, treues Volk zum freien Menschenthum.
Drum nahen heute huldigend wir dir, dem großen Todten,
Der kühn für Wahrheit, Freiheit stritt, als Winterfrüste drohten.
Und Dank und ew'ge Liebe sei dir, Geistesheld, entboten.
O dass in jedem Lehrerherz die heil'gen Glutcn lohten,
Die brannten einst in deiner Brust für alles Gute, Wahre!
O, dass der Geist von Diesterweg uns all' zusammenscharre,
Damit ein hohes Ideal im Kampf verwirklicht werde:
Ein *freies* Volk auf *freiem* Grund auf Gottes schöner Erde!
Ein Lehrerstand, an Geist, Gemüth im Sinn des
großen Todten,
Die Jugendbildner *gut* und *schön*, der Wahrheit
treue Boten.
Das deutsche Volk, so stark und fromm und fest
wie seine Eichen,
Im Schmuck der alten Lieb', und Treu' den heil'gen
deutschen Zeichen.
Das deutsche Volk, gesinnungstreu im Ringen nach
Vollendung,
Am tapfren Schwert den Palmenzweig nach gott-
gewollter Sendung.
Sie blühen schon! Die Ostergrüß' entflammen unsere
Herzen,
Dass glühen ungetrübt und rein der Freude helle
Kerzen.
Sie blühen schon beim Becherklang, des Frohsinns
schönste Triebe,
Sie blühen schon nach deutscher Art, Gemüthlichkeit
und Liebe,
Sie blühen schon! Dies sei mein Grusz im gastlich
freien Siegen:
Wir wollen, schlaget alle ein, in diesem Zeichen
siegcn!

KLEIN-BOCHUM.
Das war einmal ein Jubeltag!
Bei Sedan fiel der grosse Schlag:
Mac Mahon war ins Garn gegangen,
Der Kaiser und sein Heer gefangen,
Und blitzschnell flog die Siegespost
Am Draht nach Süd und Nord und Ost,
Da gab's ein Jubeln ohne Maszen,
Von Flaggen wogen alle Strassen,
Vieltausendstimmig scholl Hurra,
Und waren noch Kanonen da,
So schoss man auch Viktoria.
 Doch jedenfalls die Wacht am Rhein
Ward angestimmt von gross und klein;
Denn auch durch der Unmünd'gen Mund
Wird Gottes Lob von alters kund.
Lieg einer von den kleinsten Jungen,
Der hat am laut'sten mitgesungen:
Die bunte Mütze auf dem Ohr,
Die Höslein flott im Stiefelrohr,
Marschiert er wacker mit im Chor,
Beteiligt sich den Morgen lang
An jedem Schrei und jedem Sang;
So wichtig nahm's der kleine Wicht.
Als ging's ohn' ihn entschieden nicht,
War so mit Leib und Seel' dabei,
Als ob er selbst die Rheinwacht sei,
Hat drum den Glockenschlag vergessen
Und kommt zu spät zum Mittagessen.
Mit heiß'en Wangen, rotem Kopf,
Mit off'ner Brust, verwehtem Schopf,
Erscheint er endlich siegesmatt —
Die andern waren schon halb satt —
Grüsst obenhin, setzt sich zu Tisch
Und greift nach seinem Löffel frisch,
Jedoch der biedre Vater spricht:
"Fritz, ungebetet iszt man nicht!"
Worauf mein Fritz vom Stuhl steht,
Die Hände faltet zum Gebet,
Und weil sein Kopf noch stark zerstreut,
Giebt's, wie der Geist ihm just gebet,
Spricht: "Lieber Gott, magst ruhig sein,
Fest steht und treu die Wacht am Rhein,
Amen!"

FRIEDRICH KARL VON GEROK.
II.

Translate into English:

(a) Herzlich tut mich erfrewen
die froelich summerzeit,
All mein geblüt vernewen;
der mei vil wollust geit.
Die lerch tut sich erschwingen
mit ihrem hellen schall;
lieblich die voeglin singen,
vorauz die nachtigal.
Der kuckuck mit sein schreien
macht froelich iederman.
Des abends froelich reien
Die meidlin wolgetan.
Spazieren zu den brunnen
Pflegt man in diser zeit,
All welt sucht freud und wunne
mit reisen fern und weit.

VOLKSLIED, des XVI. Jahrh.

(b) Und huob an von Socrate zesagen: wie der
 unrechtemlich von den sinnen wer worden geur-
telt: und doch des nit wolt entrinnen, wie wol
er gemocht hett: umb das er die forcht zweyer
dingen hynneme, die den menschen allen pinlich-
est Syn gesehen werden: das ist die forcht des
kerckhers, und die forcht des tods. Darnach
ertzalt er die gefengknüzz Platonis, und die kesti-
gung und pyn Anaxagore und Zenonis: und (on
die selben) mancher vöckern unrechte verdam-
mung. Er meldet auch das ellend Rutili und
Boecij, und der andern aller die. Boecius in dem
buoch de consolacione sagt mit unnerschulten
tode verderbt worden syn.

NICOLAUS VON WEIL.

III.

Translate:

(a) In dem walde süeze doene
 singent cleiniu vogelin.
An der heide bluomen schoene
blüejent gegen des maien schlin.
Alsó blüet min, höher muot
mit gedanken gegen ir güete,
diu mir richtet min gemliete,
sam der troum den armen tuot.

ULRICH VON LIECHTENSTEIN.
(b) Swer tiutsch wil ebene tihten
der inuoz sin herze rihten
uf mangerleie spräche.
Swer waent, daz die von Âche
redent als die von Franken,
dem sül die miuse danken.
Ein eiglich lant hât sinen site,
der sin lantvolke volget mite.
An spräche, an mäze und an gewande
ist unterscheiden lant von lande,
Der werlde dinc stêt überal
An spräche, an mäze, an wâge, an fal;
ist aber niht tugent in diesem drin,
Schilt man si danne, daz läze ich sin.

HUGO VON TRIMBERG.

IV.

(a) Translate into Modern German:

Quad tho "Sum man habeta zuuene suni.
Quad tho der jungoro fon then themo fater, "fater,
Sor mir teil thero ehti, thiu mir gibure." her tho
teilha thin eht Nalles after manegen tagon
gisamonoten allen ther jungoro sun eilentes fhuor
in verra lantscaf, inti thar ziunart sina eht lebent0
virnlustigo.

AMMONIUS, Evangelien Harmonie.

(b) In godes minna ind in thes christiânes folches
ind unser bêderô gehaltuissi, fon thesemo dage
frammordes, sô fram sô mir got gewizei indi maîd
furgibit, sô haldih tesan minan bruoder, sôsô man
mit rehtû sinan brudher seal, in thî thaz er mig
sô sama duo, indi mit Ludheren in nohheiniu
thing ne gegangu, thè minan willon imo ce scad-
hen werdêhen.

SWUR DER KÖNIGE zu Strassburg, 842.

V.

1. Write notes on the authors of extracts III.a,
III.b, IV.a.

2. Enumerate the words in parts II., III., IV., that
are now entirely obsolete, and mention those that have
taken their place.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

ITALIAN.
HONORS.

Examiner: Wm. Oldright, M.A., M.D.

1. Give the various forms of relative and interrogative pronouns and adjectives, with rules for their use. Illustrate by example in each case.

2. Give the various uses of the preposition da.


5. Translate:

MORTE. In caso che tu non parli col tuo pensiero o con persona che tu abbi dentro alla strozza, alza più la voce e scolpisci meglio le parole: che se mi vai borbotando tra' denti con quella vocina da ragnatelo, io t'intenderò domani, perché l'udito, se non sai, non mi serve meglio che la vista.

modo. Benché sia contrario alla costumatezza, e in Francia non si usi di parlare per essere uditi, pure perché siamo sorelle, e tra noi possiamo fare senza troppi rispetti, parlerò come tu vuoi. Dico che la nostra natura e usanza comune è di rinnovare continuamente il mondo; ma tu fino da principio ti gittasti alle persone e al sangue; io mi contento per lo più delle barbe, dei capelli, degli abiti, delle masserizie, dei palazzi e di cose tali. Ben è vero che io non sono però mancata e non manco di fare parecchi giuochi da paragonare ai tuoi, come verbigrazia sforacchiare quando orecchi, quando labbra e nasi, e stracciarli colle bazzecole che io v'appicco per li fori; abbruciacchiare le
carni degli uomini con istampe roventi che io fo che essi v'improntino per bellezza; formare le teste dei bambini con fasciature e altri ingegni, mettendo per costume che tutti gli uomini del paese abbiano a portare il capo di una figura, come ho fatto in America e in Asia; storiare la gente colle calzature snelle; chiedere il fiato e fare che gli occhi le scoppino dalla strettura dei bustini; e cento altre cose di questo andare.

6. *dentro alla strozza*...... (a) What other preposition does *dentro* take?  (b) Translate: *He is within.*

7. Give the principal parts of all irregular verbs in the above extract.

8. Point out any nouns which are irregular or peculiar in the formation of the plural.

9. Translate:

   Gran cosa è questa. O che tutti gli oriuoli fallano, o il sole dovrebbe esser levato già è più di un'ora: e qui non si vede nè pure un barlume in oriente; con tutto che il cielo sia chiaro e terso come uno specchio. Tutte le stelle risplendono come fosse la mezza notte. Vattene ora all' Almagoesto o al Sacробoseo, e di' che ti assegnino la cagione di questo caso. Io mi ricordo aver letto poco fa in un libro moderno di uno Spagnuolo, che i Peruviani raccontano che una volta, in antico, fu nel paese loro una notte lunghissima, anzi sterminata; e che alla fine il sole usci fuori da un certo lago, che chiamano di Titicaca. Ma insino a qui ho pensato che queste tali, non fossero se non ciance; e io l'ho tenuto per fermo, come fanno tutti gli uomini ragionevoli. Ora che io m'avveggo che la ragione e la scienza non rilevano, a dir proprio, un' acea; mi risolvo a credere che queste e simili cose possano esser vere verissime: anzi io sono per andare a tutti i laghi e a tutti i pantani ch'io potrò, e vedere se io m'abbatteri a pescare il sole. Ma che è questo rombo che io sento, che par come delle ali di uno uccello grande?

10. *Gran.* State its peculiarities, and mention any other adjectives which undergo similar changes.

11. Compare all irregular adjectives and adverbs in the above extract.
12. Translate into Italian:

What are you doing here in this room? There are a hundred things to be done, and you are losing time, and not one of them is executed (seguire).

Pardon, sir, I think that getting ready (allestire) the trunk (baule) is one of the things necessary to be done.

I want you for something more important. Cause the trunk to be filled by the women.

The women are about the mistress; they are occupied for her, and there is not a chance even to see them.

This is my sister's defect. She is never contented. She would always like the servants occupied for her. A month does not suffice her to get ready to go on our country trip (vilegiatura). Two women employed a month for her. It is an insufferable thing.

Add that, the two women not sufficing her, she has called (still) two others in assistance.

And what does she do with so many people? Is she having some new dress made in the house?

Dictation to be given at 4.30 p.m.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

ITALIAN.
HONORS.

Examiner: Wm. Oldright, M.A., M.D.

1. Translate:

Questi la cacerà per ogni villa,
Fin che l' avrà rimessa nell' Inferno,
Là onde invidia prima dipartilla.
Ond' io per lo tuo me' penso e discerno,
Che tu mi segui, ed io sarò tua guida,
E trarrotti di qui per luogo eterno,
Ove udrai le disperate strida,
Vedrai gli antichi spiriti dolenti,
Che la seconda morte ciascun grida:
E vederai color, che son contenti
Nel fuoco, perchè speran di venire,
Quando che sia, alle beate genti:
Alle quai poi se tu vorrai salire,
Anima fia a ciò di me piu degna:
Con lei ti lascierò nel mio partire;
Chè quello Imperador che lasci't regna,
Perch' io fui ribellante alla sua legge,
Non vuol che in sua città per me si vegna.
In tutte parti impera, e quivi regge:
Quivi è la sua cittade, e l' alto seggio:
O felice colui, cui ivi elegge!
Ed io a lui: Poeta, io ti richieggo
Per quello Iddio, che tu non conosciest,
A ciò ch' io fugga questo male e peggio,
Che tu mi meni là dov' or dicesti,
Sì ch' io vegga la porta di San Pietro,
E color, ch tu fai cotanto mesti.
Allor si mosse; ed io li tenni dietro.

2. Describe in brief the plan and division of Dante's great work.

3. Write notes on *villla, prima di partita, lo tuo me', tua guida, trarrotti, strada, San Pietro, li tenni dietro*.

4. Translate:
   
   Ed io, che rimirar mi stava inteso,
   Vidi genti fangose in quel pantano,
   Ignude tutte, e con sembiante ofeso.
   Questi si percotean non pur con mano,
   Ma con la testa, e co' petto, e co' piedi,
   Troncandosi coi denti a brano a brano.
   Lo buon Maestro disse: Figlio, or vedi
   L' anime di color cui vinse l' ira:
   Ed anche vo' che tu per certo credi,
   Che sotto l' acqua ha gente che sospira,
   E fanno pullular quest' acqua al summo,
   Come l' occhio ti dice u' che s' aggira.
   Fitti nel limo dicen: Tristi fummo
   Nell' aer dolce che dal Sol s' allegra,
   Portando dentro accidioso fummo:
   Or ci attristiam nella belletta negra.
   Quest' inno si gorgogliar nella strozza,
   Che dir noi posson con parola integra.
   Coi girammo della lorda pozza
   Grand' arco, tra la ripa secca e il mezzo,
   Con gli occhi volti a chi del fango ingozza.
   Venimmo al piè d' una torre al dassezzo.


5. Point out any words and expressions in this extract which d' <er from modern Italian prose forms.


7. Translate:
   
   Ecco la fiera con la coda aguzza,
   Che passa i monti, e rompe mura ed armi;
   Ecco colui che tutto il mondo appuza:
   Si cominciò lo mio Duca a parlarmi;
   Ed accennolli che venisse a proda
   Vicino al fin de' passegiati marmi:
   E quella sozza imagine di frola
   Sen venne, ed arrivò la testa e il busto;
   Ma in su la riva non trasse la coda.
La faccia sua era faccia d’uom giusto,
Tanto benigna avea di fuor la pelle;
E d’un serpente tutto l’altro fusto.
Duo branche avea pilose infin l’ascelle:
Lo dosso, e il petto, ed ambedue le coste
Dipinte avea di nodi e di rotelle.
Con più color, sommese e soprapposte
Non ser mai in drappo Tartari nè Turchi,
Nè fur tai tele per Aragone imposte.
Come tal volta stanno a riva burchi,
Che parte sono in acqua e parte in terra,
E come là tra li Tedeschi lurchi
Lo bevero s’ asseta a far sua guerra;
Così la fiera pessima si stava
Su l’orlo, che di pietra il sabbion serra.

Ibid., XVII., ll. 1-24.

8. Parse lines 5 and 6.

9. Write notes on mura, infin’ l’ascelle, color sommese e soprapposte, fer, Aragone, di pietra il sabbion serra.

10. Describe the influence of Dante, Tasso, and Ariosto, respectively, and account for their popularity.

11. Write a short paper on the place and influence of the Medici in Italian literature.

12. Characterize the writings of Metastasio and two of the most noted of his cotemporaries.
1. Translate:

EGISTO.

Con una madre, che il consorte ha spento,
Men dolgo io, sì. Quello immolavi al nostro
Amor; non dei questo immolar del pari
Alla mia sicurezza?

CLITENNESTRA.

Oh tu, di sangue
Non sazio mai, nè di delitti ... Oh detti!...—
Di finto amor me già cogliesti al laccio:
Tuoi duri modi poscia assai nel fero
Palese, oimè!.. Pur nel mio petto io nutro
Pur troppo ancor verace e viva fiamma;
E il sai, troppo ?... Argomentar puoi quindi
S'io potrei non amare uno innocente
Unico figlio mio. Qual cor sì atroce
Può non pianger di lui ?...

EGISTO.

Tu, che d’un colpo
Due n’uccidesti. Un ferro stesso al padre
Troncò la vita, e in note atre di sangue
Vergò del figlio la mortal sentenza.
Il mio troppo indugiar, la sorte, e scaltro
L’antiveder d’Elettra, Oreste han salvo.
Ma che perciò ! noni innocente un figlio,
Cui tu prià ’l padre e il regno poscia hai tolto?
CLITENNESTRA.

Oh parole di sangue?... Oh figliuol mio,
Privo di tutto, a chi tutto ti spoglia
Nulla non desti, se non dai tua vita?

ALFIERI, Oreste, Att. I., Sc. 4.

2. Parse the second and third lines.
3. Give the principal parts of all irregular verbs in the first speech of Egistheus.
4. Di finto amor, &c. Parse this and the next line.
5. Scaltra. Compare in meaning with astuto and furbo.
6. Qual cor si atroce non piu, &c. Fill up the ellipsis
7. Translate:

ELETTRA.

Va corri dunque al tuo destin, se il vuoi...
Ma tardi fien, spero, i suoi passi. — Amarmi
Che non poss'io la destra anco d'un ferro,
Per trapassar di mille colpi il petto
D'Egisto infame! Oh cieca madre! oh come
Affascinta da quel vil tu sci! —
Ma pure... io tremo;... or se l' irata plebe
Fare in lei del suo re vendetta?... oh cielo!
Seguasi. — Mr. chi vien? Pilade! e seco
Il fratello non è?

PILADE, ELETTRA, SEGUACI DI PILADE.

ELETTRA.

Deh! dimmi: Oreste?...

PILADE.

D' armi ci cinge la reggia: è certa omai
La preda nostra. Ove si appiattà Egisto?
Vedestil tu?

ELETTRA.

Vidi, e rimaneti indarno
La forseuna sua consorte: fuori,
Per questa porta, ella segliossi; e disse,
Che volca di sè fare a Egisto scudo.
Ito era dunque ci priu fuor della reggia.
PILDAE.

Che agli Argivi mostrarsi osato egli abbia?
Dunque a quest' ora ucciso egli è: felice
Chi primiero il feria! — Ma più dappresso,
Maggiori odo le strida...

ELETTRA.

"Oreste?" Ah fosse!...

PILADE.

Eccolo, ei vien nel furor suo.

*ibid*, *Att. V.*, Sc. 5 & 6.

8. *Se il vuoi*. Write a note upon *il*.

9. Point out in the above passage all poetic forms and substitute the more common ones.

10. Give plurals of *va, mille, cieca, quel vil, re, chi*, *vien, seco, vestestil tu*, and the singular of *armi, strida*.

11. Give synonyms for *primiero, ito, indarno*, and point out any differences in meaning.

12. Translate:

"Abbiamo i nostri anni... pur troppo, ch' il padre molto reverendo!..."

Chi fosse stato lì a vedere, in quel punto, fu come quando, nel mezzo d' un opera seria, s' alza, per isbaglio, uno scenario, prima del tempo, e si vede un cantante che, non pensando, in quel momento, che ci sia un pubblico al mondo, discorre alla buona con un suo compagno. Il viso, l' atto, la voce del conte zio, nel dir quel *pur troppo*! tutto fu naturale: li non c' era politica: era proprio vero che gli dava noia d' avere i suoi anni. Non già che piangesse i passatempi, il brio, l' avvenenza della gioventù: frivolezze, siocchezze, miserie! La cagion del suo dispiacere era ben più soda e importante: era che sperava un certo posto più alto, quando fosse vacato; e temeva di non arrivare a tempo. Ottenuto che l' avesse, si poteva esser certi che non si sarebbe più curato degli anni, non avrebbe desiderato altro, e sarebbe morto contento, come tutti quelli che desideran molto una cosa, assicurano di voler fare, quando siano arri- vati a ottenerla.

*Manzoni, I Promessi Sposi*, Ch. XIX.
1. Translate:

Verdad es que nuestro país no es de aquellos que se conocen a primera ni segunda vista, y si no temiéramos que nos llamasen atrevidos, lo compararíamos de buena gana a esos juegos de manos sorprendentes y inescrutables para el que ignora su artificio, que estribando en una grandísima bagatela, suelen, después de sabidos, dejar asombrado de su poca perspicacia al mismo que se devanó los sesos por buscarles causas extrañas. Muchas veces la falta de una causa determinante en las cosas, nos hace creer que debe de haberlas profundas para mantenerlas al abrigo de nuestra penetración. Tal es el orgullo del hombre, que más quiere declarar en alta voz que las cosas son incomprensibles cuando no las comprende él, que confesar que el ignorarlas puede depender de su torpeza.

Knapp’s Reader, p. 9.

2. Compare all irregular adjectives and adverbs in the above extract.

3. *primera ... buena ... grande ...* What are the rules regarding the elision of these adjectives?

4. Translate:

Dos medios se les ocurren enteramente opuestos; huir ó defenderse. Huir es el proyecto del padre de Berta, es el recurso que más se acomoda á su carácter pacífico. Huir lejos ... muy lejos ... al fin del mundo.
Pero el ama de llaves replica diciendo:

¡Huir! ¡Qué disparate! ¡Adónde podremos ir que no nos siga? ¿Dónde podremos ocultarnos que no nos descubra? Vaya, no hay que pensar en semejante desatino. Lo que debemos hacer es poner pie en pared y defendernos.

Ibid., p. 69.

5. Give the principal parts of all irregular verbs in the above extract.

6. Translate:

La ciencia política progresó; hizose un ramo de ella la ciencia administrativa, de la cual ni aún el nombre conocieron nuestros antepasados. Se supo que la centralización del poder, necesaria en cualquier Estado, como condición imprescindible del orden, ni estaba renida con las garantías de las libertades civil y política, ni con la intervención de los pueblos en sus intereses locales. Conocióse en fin, que colocando en el centro de la monarquía el gobierno y sus resistencias moderadoras, no debía ya encontrar en las fracciones sociales esas resistencias cuyo buen efecto sólo puede proceder de su unidad parlamentaria; y que la concentración de los poderes del Estado era la única condición de que se nacionalicen, por decirlo así, el orden y la libertad, el trono y las garantías individuales.

Ibid., pp. 190-1.

7. estba reñida... haberlas profundas (1st selection). State significations and uses of estar, ser, haber and tener, respectively.

8. la cual... cuyo... que... quien. Write a short paper on their uses.

9. Translate into Spanish:

Such was the celebrated rout of the Garellano, which cost the French about eight thousand men, all their baggage, the best artillery of Europe, and the irreparable loss of so beautiful a kingdom. Italy, which had seen that powerful army, the multitude and equipment of which appeared to be about to devour in a moment the feeble enemy which it had before it, saw it in a short time undone without a battle, and almost without damage or loss to its conquerors. Gonzalo owed this victory to the superiority of his talents, the choice
of his position, and to the constancy with which he maintained himself fifty days before the enemy without swerving for a moment from his proposal on account of the enormous difficulties and labors which opposed him.

10. Name two royal writers of the 13th and 14th centuries, and describe their influence on Spanish literature.

11. Write a short paper on Cervantes and two of the most noted of his cotemporaries.

12. Name the best known Spanish poets of the present century, and describe the works of any two of them.

DICTATION AT 4.30 P.M.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

SPANISH.
HONORS.

Examiner: Wm. Oldright, M.A., M.D.

1. Point out and illustrate (a) the principal orthographical changes in Spanish words in their transition from the Latin; (b) the influence of any other language.

2. Give syntactical rules for the use of the definite article, and illustrate by short Spanish sentences.

3. Write a short paper on the forms and uses of the superlatives relative and absolute respectively.

4. When is the preposition a used before the object of a transitive verb?

5. Give rules for the agreement of the past participle.

6. Translate:

RITA. Yo te lo diré. La madre de doña Paquita dió en escribir cartas y más cartas, diciendo que tenía concertado su casamiento en Madrid con un caballero rico, honrado, bien quisto, en suma, cabal y perfecto, que no había más que apetecer. Acojida la señorita con tales propuestas, y angustiada incesantemente con los sermones de aquella bendita tía, se vio en la necesidad de responder que estaba pronta á todo lo que la mandasen...Pero no te puedo ponderar cuánto lloró la pobrecita, que afligida estuvo. Ni, quería comer, ni podía dormir...y al mismo tiempo era preciso disimular, para que su tía no sospechara 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
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nos ha\textit{habido} ponderado, no consentiría que su pobre Paquita pasara á manos de un desconocido, y se perdiesen para siempre tantas caricias, tantas lágrimas y tantos suspiros estrellados en las tapias del corral. A pocos días de haberle escrito, cata el coche de collaras y el mayoral Gasparet con sus medias azules, y la madre y el novio que vienen por ella; recogimos á toda prisa nuestros merinaqui-


7. Point out in the above extract any idiomatic uses of verbs.

8. \textit{que la mandasesen}. Why \textit{la}?

9. Translate:

\begin{verbatim}
D. DIEGO. Muy bien. Siéntese V... y no hay
que asustarse ni alborotarse \textit{(Siéntanse los dos)} por
nada de lo que yo diga: y cuenta, no nos abandone
el juicio cuando más le necesitamos. Su hija de
V. está enamorada...

DA. IRENE. ¿ Pues no lo he dicho ya mil veces?
Si señor, que lo está, y bastaba que yo lo dijese
para que...

D. DIEGO. Este vicio maldito de interrumpir
á cada paso! Déjeme V. hablar.

DA. IRENE. - Bien, vamos, hable V.

D. DIEGO. Está enamorada; pero no está enam-
orada de mí.

DA. IRENE. ¿ Qué dice V.?

D. DIEGO. Lo que V. oye.

DA. IRENE. Pero ¿ quién le ha contado á V. esos
disparates?

D. DIEGO. Nadie. Yo lo sé, yo lo he visto, nadie
me lo ha contado, y cuando se lo digo á V., bien
seguro estoy de que es verdad... Vaya, ¿ qué llanto
es ese?

DA. IRENE. \textit{llorando}. ¡ Pobre de mí!

D. DIEGO. ¿ A qué viene eso?

DA. IRENE. ¡ Porque me ven sola y sin medios, y
porque soy una pobre viuda, parece que todos me desprecian y se conjuran contra mí!

D. DIEGO. Señora doña Irene.

D. IRENE. Al cabo de mis años y de mis achaques, verme tratada de esta manera, como un estropajo, como una puercas cenicienta, vamos al decir... ¡Quién lo creyera de V.?... ¡Válgame Dios!... Si vivieran mis tres difuntos... Con el último difunto que me viviera, que tenía un genio como una serpiente...

1b. Acto III. Escena 11.

10. Give the principal parts of the irregular verbs in the first speech.

11. Siéntese V. Of what word or words is V. a contraction? Translate: "Gentlemen, have you my horse?"

12. Translate:

El Consejo de Salubridad consulta al Ministerio de Gobernación, la siguiente iniciativa de adición a los artículos del Código penal que tratan de la adulteración de los comestibles y bebidas.

"1. Se considerará adulterado un comestible ó bebida:

"I. Cuando se le mezcla alguna sustancia ó sustancias con el objeto de aumentar su volumen ó su peso.

"II. Cuando le sea sustraído parcial ó totalmente uno ó más de sus componentes.

"2. Se considera falsificado un comestible ó bebida.

"I. Cuando se sustituye completamente ó en parte alguno de los componentes esenciales del efecto.

"II. Cuando sea imitacion de otro efecto y se venda con el nombre de aquel."

Nosotros que tanto hemos atacado al Consejo de Salubridad cuando veíamos su inacción, no podíamos menos de felicitarle ahora, que se dedica a presitar a la sociedad un gran servicio, un servicio que acaso pasará desapercibido que no se estimará en lo que vale, pero que significa nada menos, que un gran paso hacia la higiene pública y que atenuar una de las grandes causas de la mortalidad, en esta gran ciudad en donde la vida media es tan pequeña y en donde la atmósfera, la tierra, y hasta el suelo, y hasta el cielo, parecen conspirar contra la salud de los desdichados habitantes. — (Extract from Current Medical Journal.)
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

ORIENTALS.

PASS.

Examiners: { J. M. Hirschfelder. 
{ J. F. McCurdy.

1. Translate:

Ps. xxix. 3-7; 10-11.

2. What is the occasion and subject of this Psalm? What is the special relevance of v. 10, 11, in this connection? What mountains are alluded to in v. 6? How was it otherwise named, and by whom?

3. Derive ניב (v. 10). Give other significations of ניב than those found here, and explain their association with the root. What is the force of the participles used in this passage? Account for the pointing of ניב (v. 4).

4. Translate:

Ps. xc. 8-12.
5. Define the sort of construct relation exemplified in the phrase מַלִּים כְּלָוָה וְכָלָהּ (v. 8). Could לָוָה be used as well here in place of לָוָה? Why do you think מַלִּים is used in v. 9, and not the more common poetic form employed in v. 10? What is the origin of the expression employed in v. 126?

6. Parse מַלִּים (v. 8); מַלִּים וְכָלָהּ (v. 10); וֹזֶה (v. 12). Write the last named word with the pronominal suffix expressed.

7. Write as many Hebrew words as you know of those employed in the early chapters of Proverbs for different kinds of mental actions and qualities.

8. Translate:

9. Explain the less obvious allusions in this passage in which Job speaks of the ill-omened day of his birth. Derive מָלַים (v. 5). Parse מָלַים (v. 6), and write the uncontracted form. Correct the pointing of מָלַים (v. 6), and explain the new word thus obtained.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FOURTH YEAR.

ORIENTALS.

HONORS.

(DIDACTIC POETRY.)

Examiners: { J. M. HIRSCHFELDER.
{ J. F. McCURDY.

1. Translate:

Prov. xi. 9-12.

2. What moods are employed in ver. 9? Parse and explain the pointing and accentuation of ידועה (v. 10). What parallels may be cited for such a usage? How do you account for the Imperfect at the end of v. 12?

3. Translate:

Prov. x. 11-17.
4. Parse the words marked *, and show how the nouns among them are formed from their respective roots.

5. Translate:

Job v. 6-9.

6. Supply the vowels that are not written here in vs. 8 and 9. What figures of verbal rhetoric are employed in this extract? What is the probable explanation of v. 7 b?

7. Translate:

Job xiv. 11-16.

8. Parse יִרְעָר (v. 12) and הַעֲמָנָה (v. 15). Inflect the former word. What is the special significance here of the use of נֶדֶרָה (v. 14)?

9. What may be said of the literary peculiarities of Didactic as compared with Lyrical Poetry in Hebrew? To what class of composition would you refer the book of Job? Give your reasons.
University of Toronto.

ANNUAL EXAMINATION : 1891.

FOURTH YEAR.

ORIENTALS.
HONORS.

(LYRICAL POETRY.)

Examiners: { J. M. Hirschfelder.
{ J. F. McCurdy.

1. Translate:

2. If יֵדָע (v. 15) is to be amended, how may it best be done? Illustrate from six derived stems represented in the above passage the notional relations existing between them and the simple stems.

3. Parse and derive מִלְכָּת (v. 17). Derive מֵרֵד (v. 17) מַרְבַּע (v. 20). Give the syntax of the last two words of v. 20. Explain the tenses of v. 18. Distinguish various words for "seeing."

4. Translate:

Ps. xxvi. 6-10.
5. Point in full vs. 9, 10. The Septuagint translates ἴλαμβάνεις (v. 7) by τοῦ ἀκούσας. What is your opinion of the true pointing? Parse the word as it stands. Derive μετρεῖ (v. 8), giving the original meaning. Explain the cohortative in v. 6.

6. Translate:

Ps. xxxiii. 16-19.

7. In connection with v. 18 give various words for waiting (trusting). Derive ἔκπληκτος (v. 17). Parse ἀφερείαν (v. 18); ἧδις (v. 19). Distinguish the synonyms for "saving" occurring in this passage. Add another (compare the Assyrian).

8. Give characteristics of Psalm poetry, from the points of view of artistic structure; origin; subjects; purpose, original and secondary.
HEBREW SYNTAX AND COMPOSITION.

1. What is to be said of the Participle in Hebrew (a) as to its construction; (b) as to its so called tense function?

2. Translate: The shepherd was sitting at the door of his tent when suddenly a rider appeared at a distance. He was sitting on an Arabian camel, which looked very tired for he had come a long journey that very day.

3. Distinguish the two Hebrew Infinitives in construction and usage.

4. Translate: I knew for certain [as soon] as I saw the man who had been looking for me [so] very diligently, that he was intelligent and honest and that he would be a faithful servant to the city.

5. Criticise the practice of transferring the case terminology of the classical languages to Hebrew. What kinds of relations and conditions may be indicated by the direct object in Hebrew? Explain the uses of נָא from its origin.

6. Translate: The king of Judah sent messengers to the king of Israel, saying, “let us look one another in the face.” By this phrase the people of old times did not [mean to] say: “let us visit one another as friends,” but: “let us meet one another in battle.”

7. Criticise the following sentence, and if it is wrong, write it so as to make the proper sense:

רָאָאֲתֵנִי וְרָאָאֲתֵה יְשַׁרְאֵל כַּלָּהֵרִים כַָּהֵנָה
Translate:

eli ἐπετι ἀνατι λιββι ἐγυγ μα ἱσσαρυ ἀβιττι ἀσι ἀτιγα ὑσαλὸ Ἀσσυρι ὸΙσταρ Ἀσσυρίτου ἀδκε ἠμοκιῳ ἀσι αἰ Ἀσσυρι ὸΙσταρ ὤμαλὼ κατὺ ἀα ἀμα Ἄσυρι ὸΙσταρ ὤμαλὼ κατὺ ἀα ἀμα Ἄσυρι ᾧτῳ ᾽ερα ᾽βρανὺ ἰνα μὴτεκ γίγκτια ἸΧΙΙ ἱκκρανὶ ἀα ἀἱ ἀτἀμδι ᾽καβαλ ἀτἀμδι ᾽ναβαὶ ᾽αρδαὶ ᾽δαγὶ καῖ ἀπα ἀrchive ἀα ἀκαβιτὶ ἰνα ἀ嗥υ ἀἱ ἁτὶ ἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀἀα

2. Parse the words marked * and trace the development of these forms from the original. Account for the sibilant in Kūsī. What other name did that country bear among the Assyrians?

3. Account for the forms of the endings in ἐπετι, Ἀσσυρίτου and ἀτἀμδι. Inflect ἐγυγ and ὤμαλδι in the proper tense.
4. Translate:

ana ummânâtê mâti Assur emuk sûrrulîya sa ana kidrišunu uszizu istene'û amât limutti šudašêya amâti aunâti išmû râkbešun adî ši-prâtišunu isbatûnim ma ūmurû epšet surrätišun šarrâni aunâti isbatûnim ma ina biriti parzilli iakâti parzilli utammeñû kâti u sêpê

5. Parse and explain the forms uszizu, istene'û, šudašê. What is the Proto-Semitic word for "iron"? What light does the word throw on Semitic phonology and civilization.

6. Write as proper words and translate the following Assyrian transcript:

arkânu šarrâni an-nu-ti ma-λa ap-ki-du ina a-di-ya ih-tu-u
la is-su-rû ma-mit ilâni rabûti tâbtu e-pu-us-su-nu-ti im-su.

7. Give a brief account of the early history and civilization of Babylonia up to the expulsion of the Elamites.
1. Classify the languages of the Semitic family and the principal dialects in each.

2. Which of these languages furnishes the best material for comparative grammatical study? What are some of its disadvantages in this respect? What would you say of the relative richness of Assyrian in Proto-Semitic inflectional forms?

3. What characteristics has Hebrew in common with Arabic which are not shared by the other languages?

4. Give a list of the consonants of Proto-Semitic with their historical representation in Arabic, Hebrew, Aramaic and Assyrian.

5. Give proof that the guttural system of Hebrew and Aramaic is incomplete as a representation of the Proto-Semitic sounds. Account for the history of the gutturals in Arabic as compared with the other languages.

6. Classify the non-guttural consonants of the Semitic system according to the relative positions assumed by the organs of speech in their pronunciation.

7. What important question in the history of civilization is connected with the development of the cuneiform writing of ancient Babylonia? Give a summary presentation of the arguments for and against the theory of a pre-Semitic origin of that system.
1. What primary assumptions underlie inductive inquiry, and on what ground do these assumptions themselves rest?

2. Illustrate by an example the value of hypotheses as subsidiary to induction. What conditions must a legitimate hypothesis fulfil?

3. Indicate the relation between an argument from analogy and a perfect induction.

4. Shew how observation, induction and deduction are employed in establishing the proposition that:

   The economical effect of the employment of slave labour is exhaustion of the soil.

5. Illustrate by an example each of the four methods of inductive inquiry.

6. Explain fully the process of verification.

7. What are the fallacies incident to the employment of the four methods of inductive inquiry?

8. Explain the maxim:—Exceptions prove the rule.
1. What do you consider the true nature and method of psychological inquiry?

2. State and explain the steps involved in the construction of the representation of the external world.

3. What important ideas are involved in the simplest act of memory? Give a mistaken opinion as to the origin of one of these ideas, and refute it by a statement of your own theory.

4. "The knowledge of real existence," says Locke, "depends upon the conformity of our ideas to external things." Show that this is an untenable position.

5. Every event has a cause. What is the origin of this judgment according to: (1) J. S. Mill, (2) Kant, (3) Herbert Spencer, (4) yourself?

6. Define emotion and contrast it with mere sensation. Give some explanation of the general fact of sympathy, indicating the conditions upon which it depends, and the aids by which it may be developed.

7. Indicate some breaches of reasoned continuity which have not been bridged over by the Evolutionary Deduction.
1. Compare in some detail the Aristotelian, Kantian, and Herbartian conceptions of Metaphysics.

2. Explain Lotze's division of the material of Metaphysics. What is your view of the relation of Metaphysics to positive science? To psychology?

3. What theories of knowledge are open to the materialistic Monist? If you were disposed to refute him, how would you do it?

4. Expound Lotze's doctrines of physical causation, space, and time.

5. What are our subjective criteria of objective reality? Have we any right to believe that they give us reality apart from consciousness? Argue the case.

6. What is Lotze's view of the relation of God to the world? Compare it with Green's view.

7. "Idealism requires a relative theory of knowledge, and necessarily issues in phenomenalism." Is this true? Give your reasons. How did Hamilton attempt to escape this conclusion?

8. Can we deny objective reality in the process of knowledge and yet justify subjective reality? If so, can we objectify the idea of God without identifying it with the world? Discuss these questions.
Candidates may omit one question.

1. Give the links of Descartes' argument from self to the external world. Compare it with Green's argument from self to the external world.

2. Expound Spinoza's doctrines of Substance, Attributes, and Modes. Is the doctrine of "attributes" implicit Idealism?

3. Compare Leibnitz's theory of "Monads" with the "Atoms" of Democritus and the "Reals" of Herbert.

4. "Fichte's denial of the ding an sich of Kant was a repetition of Berkeley's denial of the external substance of Locke"; is this true? Explain the historical elements involved in the comparison.

5. What was Reid's contribution to the development of thought? What did he mean by "irresistible belief" and "common sense"? Does he answer Hume?

6. Kant assumed that the categories were not objectively valid; Reid, that the intuitions were objectively valid. Do you find any ground for a choice between the two positions?

7. What is meant by the "identity philosophy"? Who founded it? Compare Hegel's "Absolute" with Spinoza's "Substance." What advantages has the Hegelian conception?
8. What is there common to the Hegelian and Evolution philosophies? Explain "transfigured realism." Criticise Mr. Spencer's theory of "Unity of Composition of Mind."

9. Analyze the current of Modern Philosophy into its several problems; and designate what in your view is the most important contribution made to each since Kant.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

PHILOSOPHY.

HONORS.


ARISTOTLE'S ETHICS.

I.

1. What do you consider the necessary characteristics of the greatest good?
2. Compare the Greek and the modern conceptions of virtue.
3. Reproduce Aristotle's answer to the question: In what cases is a man an involuntary agent?
4. Give a brief exposition of courage and indicate some of its spurious forms.
5. With what great line of argument from the Nicomachean Ethics may you assail and sweep away all sensational theories of morals?

II.

Translate:

(a) Καὶ περὶ μὲν τούτων ἐπὶ τοσοῦτον οἰρήσθω τὰλιν ἐπὶ ἐπιστήμην ὡς τὸ ἔργον ἥν οὐκ ἔπελθεν, τὰ λοιπά ὡς τὰ ἔργα τῷ σωτηρίᾳ. Τὰ δὲ λόγια τῆς συνεργίας τὸν ἔχουσαν, καὶ τῇ ἀκριβείᾳ τῇ ἀκριβείᾳ τῇ ἀκριβείᾳ, τῇ ἀκριβείᾳ τῇ ἀκριβείᾳ τῇ ἀκριβείᾳ, τῇ ἀκριβείᾳ τῇ ἀκριβείᾳ τῇ ἀκριβείᾳ.
τὸ τέλος τοῦτον γὰρ ἔγεικα τὰ λοιπὰ πράττον μας. "Ωστ' εἰ τὰ τῶν πρακτῶν ὑπάντων ἐστὶ τέλος, τοῦτ' ἰν εἰ τὸ πρακτὸν ἀγαθὸν, εἰ δὲ πλεῖον, ταῦτα.

(b) "Οτι μὲν οὖν ἐστὶν ἡ ἀρετὴ ἡ ἡθικὴ μεσότης, καὶ πᾶς, καὶ ὅτι μεσότης δύο κακίων, τῆς μὲν καθ' ὑπερβάλλων τῆς δὲ κατ' ἡλετσίων, καὶ ὅτι τουατὴ ἐστὶ διὰ τὸ στοιχασικὸ τοῦ μέσου ἐναι τοῦ ἐν τοῖς πάθεσι καὶ ταῖς πρᾶξεσιν, ἦκανός εἴρηται. Διὸ καὶ ἔργων ἐστὶ στοιχασικὸ εἶναι' εἰ ἐκάστῳ γὰρ τὸ μέσον λαβεῖ τίνης ἔργον, οἷον κύκλῳ τὸ μέσον οὐ παντὸς ἀλλὰ τοῦ εἰδότος. Οὕτω δὲ ταί τὸ μὲν ὀργικὴν παντὸς καὶ βιώσιμον, καὶ τὸ δοῦναι ἀργύριον καὶ δαπανήσαι. τὸ δ' ὡς καὶ δοὺναι καὶ δοτέ καὶ οὐ ἔνεκα καὶ δοσεῖ τινὸς οὐδὲ ἄριστον ποιεῖν διότερ' ἐν καὶ σπάνιον καὶ ἐπιαινεῖν καὶ καλῶν.

(c) Διαφορομενον δὲ τοῦ τε ἐκουσίου καὶ τοῦ ἀκούσιου, περὶ προαιρέσεως ὑπεται διελθεῖν οἰκεῖοτατον γὰρ εἶναι δοκεῖ τῇ ἀρετῇ καὶ μᾶλλον τὰ ἡθὶ κρίνειν τῶν πράξεων. 'Ἡ προαιρέσεις δὴ ἐκουσίου μὲν φαίνεται, οὐ ταὐτῶν δε, ἀλλ' ἐπὶ πλέον τὸ ἐκουσίου τοῦ μὲν γὰρ ἐκουσίου καὶ ταῖδες καὶ τάλλα ζῶα κοινοιεῖ, προαιρέσεως δ' οὖ, καὶ τὰ ἔξαλφης ἐκουσία τοῦ λέγομεν, κατὰ προαιρέσειν δ' οὖ. Οἱ δὲ λέγεται αὐτὴν ἐπιθυμίαν ἡ θυμὸν ἡ βούλησιν ἡ τινὰ δόξαν οὐκ ἐνόικαν ὑπὸς λέγειν.

(d) Τὰ μὲν οὖν τῆς ἀσωτίας οὐ πάνω συνδιάκειεται οὐ γὰρ ἄριστον μηδεμιότερον λαμβάνοιται παῖσι διδόναι· ταχέως γὰρ ἐπιστεῖται ἡ οὐσία τοὺς ἱδιώτας διότας, οὔτε καὶ δοκοῦσιν ἄσωτοι εἶναι' ἑπεὶ δ' γε τοιοῦτος δοξεῖν οὐ μικρὸ βελτίων εἶναι τοῦ ἀνελευθέρου. Εἰ διάτοις τὸ γὰρ ὡστ' καὶ ὑπὸ τῆς ἡλικίας καὶ ὑπὸ τῆς ἀπορίας, καὶ ἐπὶ τὸ μέσον δύναται ἐλθεῖν. 'Εβεχὶ γὰρ τὰ τοῦ ἀνελευθερίου καὶ γὰρ διδοσι καὶ οὐ λαμβάνει, οὐδέτερον δ' ὡς δεῖ οὐδ' εἰ. Εἰ δὲ τούτῳ ἐθισθήν, ἡ πῶς ἀλλος μεταβάλλοι, εἰ τὰ τοῦ ἀνελευθέρου δοσεῖ γὰρ ὥστε δεῖ καὶ οὐ λησθείται οἶδε ὡς δεῖ. Διὸ καὶ δοκεῖ οὐκ εἶναι φαύλος τὸ ἢθος οὐ γὰρ μοχοθεροῦ οὐδ' ἀγεννοῦ τὸ ὑπερβάλλων διότας καὶ ἡ λαμβανοῦτα, ἡλικίων δ. 'Ο δ' τοῖτον τὸς πρόπον ἄσωτος πολὺ δοκεῖ βελτίων τοῦ ἀνελευθέρου εἶναι διὰ τὰ εἰρήμενα, καὶ ὅτι ο μὲν ὦφελεί πόλλοις, ο δὲ οὐθένα· ἀλλ' οὐδ' αὐτῶν.
Candidates may omit any single question after the fifth.

nüthszustande .... Dadurch entspringt keine Allgemeingültigkeit und Nothwendigkeit des Urtheiles. .... Es geht also noch ein ganz anderes Urtheil voraus, ehe aus Wahrnehmung Erfahrung werden kann. Die gegebener Anschauung muss unter einem Begriff sub- 
sumirt werden, der die form des Urtheilens überhaupt in Ansehung der Anschauung bestimmt, das empirische Bewusstsein der letzteren in einem Bewusstsein überhaupt verknüpf und dadurch den empirischen Ur- 
theilen Allgemeingültigkeit verschafft; dergleichen Begriff ist ein reiner Verstandesbegriff a priori. 
Proleg., § 20.
2. Expand Kant's view of the elements of experience as intimated in the above passage, stating clearly the meaning he conveys by the words \textit{Anschauung}, \textit{Wahrnehmung}, \textit{Begriff}, \textit{Erfahrung}, and their relation to one another. Illustrate with Kant's doctrine of causation.

3. State and examine in detail Kant's arguments for the \textit{a priori} character of space and time. Can we get mathematics or nature-science without \textit{a priori} formalism of space and time?

4. What are the "categories"? What kind of objective validity does Kant give them?

5. Can you bring your criticisms of formal space also against formal categories of intellect (Verstand)? Can we reinstate valid intellectual knowledge without reinstating objective space and time?

6. What is the problem of Kant's Transcendental Dialectic? His solution? In what sense is Kant agnostic? What is the function of transcendental apperception in the system?

7. Outline Kant's criticisms of the traditional theistic proofs—especially the Anselmian. What is the relation of the notion of design, in Kant, to the categories.

8. State the relation of Kant's critique of Practical Reason to the other critiques. Explain his doctrines of right and duty. How does he reach the objective grounding of the moral law? Is he entitled to it?

9. What do you understand by the Neo-Kantian philosophy? What effect does it have on the Kantian system to remove the doctrine of noumena?
1. Define Induction.

2. Are the following to be regarded as instances of inductive reasoning?
   
   (a) All the planets shine by the sun's light, for this is true of each separate planet.
   
   (b) All the angles of any triangle are together equal to two right angles, for this is true of the triangle $ABC$.

3. Upon what principle is all inductive reasoning grounded? How is this principle itself established?

4. Explain fully what is meant by the cause of an event.

5. Distinguish between Composition of Causes and Combination of Causes.

6. Explain fully the different steps in the Deductive method.

7. Discuss the value of an analogical argument.

8. Exemplify the use of the Method of Concondidant Variations.
1. Examine the Intuitional Theory of the right. Is it true that what a man ought to do is always right? Is it true that what is right ought always to be done? Illustrate your answers.

2. Sketch the psychological antecedents of an act of free choice. How is it possible to "change one's mind" in regard to the rightness of a course of conduct?

3. Define the place of sympathy in the ethical system; give in detail any historical views which occur to you of the ethics of sympathy.

4. Give a brief history and criticism of the "Ethic of Evolution."

5. Where does ethics fall in the metaphysical system? What is the relation of the categories of duty and right to the knowledge categories? State the moral argument for the existence of God.

6. Outline the history of the free-will controversy, and show the bearing of the question upon the ethical problem.


8. Explain the so-called "ethical formalism" of Kant. What fault have you to find with it?
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

POLITICAL SCIENCE.

POLITICAL PHILOSOPHY.

HONORS.

Examiners: J. M. McEvoy, B.A.
          A. T. Thompson, B.A.

Note.—Candidates are requested not to attempt more than eight questions.

1. What, according to Aristotle, is the purpose of the State?
2. What does Aristotle mean by saying that the State is prior to the family and the individual?
3. Estimate the value of Aristotle's criticism of Plato.
4. In what way does Marsilius of Padua anticipate the theory of modern Constitutional Government?
5. In what sense is Machiavel the first purely scientific student of politics?
7. What were the defects in Rousseau's political theories as applied to the France of his own time?
8. The doctrine which bases the State upon a conscious union of individuals to secure certain definite advantages has historically been of importance in its relation to two questions: (1) the right of revolution; (2) laissez faire. Explain very briefly.
9. "Political problems do not primarily concern truth or falsehood."—BURKE. Examine this position.
10. Briefly compare the teaching of Bentham and Green as to the object of Law.
11. Can the doctrine of "the survival of the fittest" be applied to human society?
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

POLITICAL SCIENCE,
HONORS.

Examiners: { A. T. THOMPSON, B.A.
{ J. M. McEvoy, B.A.

N.B.—Candidates are requested not to attempt more than eight questions.

ECONOMIC HISTORY.


2. Describe the position of the mediaeval villein.

3. Explain the causes for the decay of the Craft Guilds.

4. Trace the development of the Poor Laws during Elizabeth’s reign.

5. Show the importance in English Economic History of the woollen industry.

6. Distinguish the various stages in the growth of English foreign trade.

7. Describe the origin of the Bank of England, and explain its connection with the financial measures of the government of William III.

8. Trace the progress of the East India Company, down to the beginning of the eighteenth century.

9. What were the social effect of the “Enclosures” of the eighteenth century?
10. Compare the Merchant Guild with the modern Joint Stock Company.

11. Illustrate historically the relative advantages and disadvantages of the Factory system of Industry.

1. Does density of population tend to increase or to diminish the *per capita* productiveness of a nation? Apply your conclusions to determine the importance of the Malthusian doctrine of population.

2. If it were deemed desirable to encourage the manufacturing of steel in Canada would you do so by levying a duty on imported steel, or by giving a bonus per ton for all steel produced in Canada?

3. Examine the soundness of the two fundamental assumptions upon which the *laissez faire* doctrine of the functions of Government proceeds.

4. "Value depends on supply and demand."
   What limitations and explanations does this statement require?

5. "Rents tend to rise with industrial proper."
   Examine this statement.

6. On what principles would you proceed to determine what was "fair wages" between master and workman in any given industry?

7. Describe some of the more important plans recently advanced for the uniting of labour and capital, and examine the expediency of each from an economic standpoint.
1. What is Political Economy?
2. Illustrate the use of induction and deduction in Political Economy.
3. State and criticize the 'Wage Fund Theory.'
4. "Landlords were able to pocket the whole advantage of the Corn Laws, and the people suffered that rents might be kept up." Explain and criticize.
5. What are the functions of money?
6. State arguments for and against the adoption of bimetallism.
7. Is a government justified in taxing the rich for the benefit of the poor? If so, to what degree?
8. Distinguish the various meanings attached to the term "socialism."
1. Explain and illustrate the right of self-preservation as a doctrine of International Law.
   Narrate fully the following matters, and state how far each is justified by the right of self-preservation: the burning of the Caroline; the seizure of the Danish fleet and the bombardment of Copenhagen; the case of the Virginius; the English claim to the valley of the Ohio against prior discovery and occupation by the French.

2. Explain and illustrate the modern rule of Intervention.

3. Explain fully the limits that International Law imposes to the use of violence against the inhabitants of the enemies country.

4. What distinction is there between military occupation and conquest in the legal relation of the enemy to the government and people of the occupied territory?

5. Answer fully who are recognized as legitimate combatants?

6. What is the law at the present time as to the carriage of enemy's goods in a neutral ship? Of a neutral's goods in an enemy's ship?
7. State whether a neutral state can, without a violation of its neutrality, permit the army of a belligerent to pass through its territory? What if the permission is given to both belligerents?

8. A ship of war belonging to one belligerent captures a merchant vessel within neutral waters, how far may the neutral interfere and upon what ground is that interference upheld? State in what respect such a proceeding differs from the proceeding of a prize Court?
1. State the various sources of the Constitutional Law and Custom of Canada.

2. What parts of our Constitutional Law are outside the British North America Act, and what parts are under the Legislative control of the Parliament of Canada, as a constituent body?

3. Name the various departments of the Federal Administration, and give an account of the duties of each department.

4. State the provisions of the British North America Act, 1867, for the Creation of Courts, of Civil and Criminal jurisdiction, and for the appointment of Judges, and point out in what respect the federal plan of government is departed from, in these provisions, relating to the Judicial Department of Government, Provincial, and Federal.

5. State the historical circumstances which establish the proposition, that the constitutional powers vested in the President and Congress of the United States, were not grants from the States, but powers acquired from the King and Parliament of Great Britain by force of arms.
6. Give an account of the Executive Government of the United States, and state how far the Senate is entrusted with executive functions.

7. What provision does the Constitution of the United States make in reference to Bills of Attainder, and in reference to *Ex post facto* Laws?

8. What provision does the Constitution make as to the subject of impeachment: who may be impeached? What are lawful grounds for impeachment? In whom is the power to impeach lodged? By what body are impeachments tried? What is necessary to a conviction? What is the punishment when the impeached party is convicted?
1. Give a summary of the principal provisions of the Quebec Act, 1874.

2. State what changes were made in the Government of the country embraced within the jurisdiction of the Quebec Act, by the Constitutional Act of 1791, and by the King’s Proclamation which accompanied it.

3. Give a summary of the British North American Act, 1867, in the following respects:


2. The Legislative jurisdiction of Parliament.

3. The general scheme for the administration of justice in both Canada and the Provinces of Canada.

4. In what respects is the Canadian Constitution similar in principle to that of the United Kingdom, and in what respects is it similar to that of the United States?

5. Give a summary of the constitution of the United States, and enumerate the Legislative powers of Congress.

6. Enumerate the powers expressly denied to the several states by the Constitution, and relate the circumstances out of which these restrictions arose.
7. Describe the Judicial Department of the Federal Government of the United States.

8. What provision is made under the United States Constitution for the government of the Territories, and what for the admission of new States? How have the Territories been governed, and what are the preliminary conditions to the admission of new States?
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

POLITICAL SCIENCE.
PUBLIC FINANCE.
HONORS.

Examiners: J. M. McEvoy, B.A.
A. T. Thompson, B.A.

Note.—Candidates are requested not to attempt more than eight questions.

1. Describe the functions of the Interstate Commerce Commission. Would it be desirable to subject Canadian railroads to a similar control?

2. What are the best principles upon which to found a system of taxation?

3. Discuss the relative advantages and disadvantages of direct and indirect taxation.

4. Suggest a system of Municipal taxation for Toronto.

5. Does sound policy demand the payment of National Debts? If so, with what rapidity should the payment proceed?

6. Distinguish between the principles which should govern the management of Municipal Debts on the one hand and National Debts on the other.

7. What arguments can be adduced for and against the municipal management of 'natural monopolies'?

8. Is a city justified in granting bonuses for the encouragement of private enterprises?

9. How should a Government deal with its public lands?

10. Trace the history of the science of Finance.

11. Are paper notes money? What bearing, if any, has this question on Government policy?
1. Give an account of recent corrections of atomic weights, as related to Mendelejeff's table.

2. An element whose specific gravity is 18.4 forms a compound with sulphur and oxygen containing 8.7% of sulphur and 65.22% of the metallic base; also a chloride containing 37.09% of chlorine. Find its probable atomic weight.

3. How may the impurities likely to occur in commercial strong sulphuric acid be detected and removed?

4. Explain the action and use of the ordinary oxidizing and reducing agents.

5. Name the sources of compounds of nitrogen and of phosphorus. Make a table of the chief compounds of each, so as to show the varying atomicity of these elements, and the similarity in the two series of compounds.

6. Write equations, showing the action of hydrogen sulphide on the chlorides of the metals of the second group (Hg, Pb, Sn, etc.) in acid solution.
7. What properties are characteristic of metallic and non-metallic elements respectively? Is hydrogen a metal?

8. Describe the methods employed to determine the heat of neutralization of acids and bases, and summarize the results.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

NATURAL SCIENCE—DIV. I.

EMBRYOLOGY.

HONORS.

Examiner: J. J. Mackenzie, B.A.

1. Give an account of the development of the notochord, and the formation of the mesoblastic somites.

2. Sketch the formation, and trace the history of the Wolffian body and Wolffian duct.


4. Describe fully the condition of the heart and circulation of the blood at the end of the fifth day.

5. Describe fully the development of the ear in the Mammalia.
1. Write a brief history of the science of chemistry prior to the year 1800.

2. In what respect did Dalton's theory differ from former atomic theories. What was, and what is, the evidence in its favor?

3. Why were the atomic weights changed? (Make your explanation intelligible to one familiar with the old system only).

4. Trace the influence of Prout's hypothesis on modern chemical theory.

5. Give an account of the Philogiston theory, and of its overthrow. If for philogiston we read 'energy', how near does the theory come to modern views?
University of Toronto.
ANNUAL EXAMINATIONS: 1891.
CANDIDATES FOR B.A.

NATURAL SCIENCE DIV. I.
PHYSIOLOGY.

Examiner: J. J. MacKenzie, B.A.

1. Give a full account of the electrical currents in muscle and nerve.

2. Describe fully the physiology and mechanism of the absorption of fat in the small intestine.

3. Give an account of the so called pressor and depressor nerves and explain their action.

4. Discuss the various views as to color vision.

5. Discuss fully the subject of heat in the animal body. Upon what does it depend, and how is it maintained.
1. Give an account of the primordial cranium, and compare it with the adult cranium of the Amphibia and Mammals.

2. Give a description of the Pelvis of the Lizard and Pigeon, and trace its modifications in intermediate forms.

3. Describe concisely the heart and main vessels in the Ichtyopsida and Reptilia.

4. Discuss the homodynamics of the 3rd, 4th, and 10th cranial nerves.

5. Describe the origin, and discuss the significance of the Thyroid, Epiphysis and Hypophysis.

6. Indicate briefly the comparative anatomy of the Oesophagus, Stomach, and Intestine in the Fishes, Birds, and Mammals.
1. Describe minutely the blood supply of the spleen and bone marrow.

2. Give an account of the nerve tracts in the spinal cord, medulla pons and cerebrum. Explain how this has been determined.

3. Describe fully the histology of the small intestine.

4. Give a complete account of the histology of the skin.

5. What is the structure of the suprarenals? Sketch the development of this organ in the embryo.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

PALEONTOLOGY—VERTEBRATA.
HONORS.

Examiner: F. G. Wait, M.A.

1. Write a short paper on Homotaxis.

2. Describe, with examples, the different kinds of fins and of teeth which are met with in fossil fishes.

3. In what formations, and under what generic names do representatives of the following orders or groups first occur:
   Chelonia, Dinosauria, Cursores, Pedimana, Crocodilia, Proboscidia, Phocidae, Castoridae, Ophidia, Seyllidae.

4. Briefly characterize any five of the following genera. State their zoological relation, and range in geological time:
   Mylodon, Mastodon, Zenglodon, Echidna, Gastornis, Ceratodus, Acipensi, Carcharias, Dinoeras.

5. Name the more important fossil genera of the order of Edentata. State also their geological and geographical distribution.

6. Name the ancestral, fossil types of the modern Horse. Give the geological range of each.

7. Characterize the amphibia. Point out in what respects the living and fossil forms resemble, and in what they differ from one another.
   How are the fossil forms classified?
   Give the more important genera of each order and their range.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

CRYSTALLOGRAPHY AND ADVANCED MINERALOGY.
HONORS.

Examiner: F. G. Wait, M.A.

1. Dimorphism:
   Define this term as applied to minerals, and give its causes.
   
The following minerals, whose chemical formulae are as follows, are dimorphic:
   $C, S, Ag, S, Fe, S, TiO_2, Sb_2O_3, CaCO_3, (Ba, Ca)CO_3$.
   
   Give the names and different forms assumed by each.

2. Write a short paper on twin crystals, referring especially to their modes of formation and of growth, and to their essential parts.
   
   Give an example from each of the six systems, of minerals presenting this phenomenon.

3. Distinguish (a) between inclined and parallel hemihedrons, (b) between vertically direct and vertically alternate hemihedrons.

4. State the chemical formula and leading characters, including crystallographic and blowpipe, of: Corundum, Topaz, Emerald, Turquois, Azurite, Zircon, Titanite, Bornite.

5. Characterize the Phosphates and Arseniates.
   
   Shew in what points they resemble, and in what they differ from one another.
6. Describe the group of the Feldspars, generally, and any one member of the group particularly.

7. What is the action of Hydrochloric Acid on:

- Sphalerite, Garnet, Magnetic Pyrites, Natrolite, Chabazite, Pyrolusite, and Apatite?

8. What Minerals are represented by the following formulae:

\[
Mg Al_2 O_6, 6 Na F + Al_3 F_6, F_2 S As, Co S As, Ni S As, Ag As S, Sb_2 O_3, 3 Pb P O_8 + Pb Cl_2, 3 Ca P O_8 + Ca Cl_2, Al_2 S O_8, Fe_2 P O_8 + 8 H_2 O.
\]

9. Distinguish between Unisilicates and Bisilicates. Give examples of each.
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ANNUAL EXAMINATIONS: 1891.

FOURTH YEAR.

NATURAL SCIENCE, DIVISION I.
MODERN BIOLOGICAL PROBLEMS.
HONORS.

Examined: J. J. MacKenzie, B.A.

1. Contrast the theories of Lamarck and Darwin on the production of Species.
2. Give an account of, and discuss the various theories of Heredity.
3. Outline Weismann's views as to the significance of sexual reproduction in Natural Selection.
4. Describe the formation of the polar bodies, and discuss the views as to their significance.
1. Discuss the origin of fats in the animal and vegetable kingdom.

2. Detail the experiments which show that some albumenoids may replace the higher proteids in the nutrition of the animal.

3. Give Bunge's view on the resorption of iron in the animal body.

4. Describe the methods of preparation of artificial urea. Show what bearing these have upon our knowledge of its structural formula.

Discuss the origin of urea in the body and its relationship to other nitrogenous excreta and extractives.

5. A ball is thrown from the hand: trace the full history of the energy expended in propelling the ball.

6. Give an account of the effects of the presence or absence of oxygen upon the development of microorganisms. Discuss the cause of the difference in yeast fermentation in the presence and absence of oxygen.
N.B. —You are requested to select any four of these questions.

1. At high pressure the volumes of hydrogen and carbon dioxide do not follow Boyle's law. How are the deviations explained? Can the law be so stated that such deviations do not occur?

2. How may the critical temperature of a body be inferred from its properties (a) in the liquid state, and (b) in the gaseous state?

3. Describe those methods for the determination of molecular weights which depend upon changes in the vapor-pressure or in the freezing point of solutions.

4. Discuss the nature of Affinity.

5. What relation do the masses of the substances present in a chemical reaction bear to (1) the rate of change, and (2) the final product?

6. What views are now held regarding the nature of solution? State the laws of osmotic pressure in dilute solutions. Discuss the theory of dissociation into ions.

7. By what experimental method is the statement established, that the heat, set free when a compound is formed, is exactly equal to the heat, which must be supplied to decompose this compound.
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ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

GEOLOGY OF CANADA.
HONORS.

Examiner: F. G. Wait, M.A.

1. Write a geological sketch of the coal fields of Canada.

2. Give an account of the geology of Ontario, having reference to the location, character and economic constituents and typical fossils of the different formations represented.

3. State the geological features of that portion of the Dominion lying west of Manitoba.

4. What different theories have been advanced to explain the manner of filling of mineral veins?
AN ANNUAL EXAMINATION: 1891.
FIRST EXAMINATION AND PRIMARY.

ANATOMY.

John Ferguson, M.A., M.D., L.F.P.S., Glas.

1. Describe the Superior Extremity of the Humerus.
2. Describe the bony surfaces entering into the formation of the Ankle joint.
3. Describe the Soleus muscle.
4. Describe the pronator radii teres muscle.
5. Describe the internal lateral ligament of the Ankle joint.
6. Describe the Pancreas.
ANNUAL EXAMINATIONS: 1891.

FIRST EXAMINATION.

ANATOMY.
HONORS.

Examiners: { M. H. AIKINS, B.A., M.D., M.R.C.S., ENG.
               JOHN FERGUSON, M.A., M.D., L.F.P.S., GLAS.

1. Describe the External Surface of the Occipital bone.

2. Describe the bony surfaces entering into the formation of the Elbow joint.

3. Give the relations to each other and to the tibia of the tendons of the Sartorius, Gracilis and Semitendinosus Muscles.

4. How is the head of the Astragalus supported when the body is in the erect position?

5. Describe the popliteus muscle.

6. Describe the left side of the heart.
1. Classify the tissues of the body.
2. Describe the course of the blood in the heart.
3. Name the digestive ferments, and describe their properties.
4. Describe the corpuscles found in the blood, and state what are their functions.
5. What are the mechanisms in the alimentary canal which promote resorption?
6. Describe how the functions of the eye are performed.
7. Discuss the question of the origin of the energy in the animal body. Why should starchy food give less energy than an equal weight of fat?

* For Honors only.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FIRST YEAR AND PRIMARY.

BIOLOGY.

PASS AND HONORS.

Examiner: J. J. Mackenzie, B.A.

Note.—Honor Candidates take all the questions. Pass and Primary Candidates any six.

1. Give an account of the structure and reproduction of the Liver-fluke (Distomum).

2. Describe briefly the parasitism of the Tape Worms. Show how they are adapted to their mode of life.

3. Compare the mode of respiration in the Insecta and Crustacea.

4. Give an account of the circulatory system of the Frog. Point out the chief differences between the circulation of the blood in the Frog and in Man.

5. Discuss the differences between animals, colourless plants and green plants in respect to their nutrition.

6. What is meant by cross fertilization in plants? Give some of the special adaptations to bring this about.

7. Give an account of the germination of the seed in Angiosperms.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FIRST YEAR AND PRIMARY.

MEDICINE.

INORGANIC CHEMISTRY.

PASS AND HONORS.

Examiner: Graham Chambers, B.A., M.B.

Note.—Candidates are permitted to use Gas Charts, and Tables of Logarithms.

1. (a) Explain the phenomena which attend Chemical combination.
    (b) Describe in detail the difference between a chemical compound and a mechanical mixture.

2. Write a formula of a gas which gives on analysis
   
   Nitrogen = 97.67
   Hydrogen = 2.33
   100.

3. If 357 c.c. of the gas in question two at 17°C and 721 mm. Bar weigh .615 grams, what is the probable molecular weight?

4. Explain, with illustrations, the meaning of the following terms: (a) Reducing Agents, (b) Metals, (c) Bases, (d) Acids, (e) Salts, (f) Divalent, (g) Dissociation.

5. Write equations showing the action of Chlorine gas upon the following:
   (a) Potassium Iodide;
   (b) Powdered Antimony;
   (c) Ammonia;
   (d) Solution of Hydrogen Sulphide;
   (e) Strong and weak solution of Potassium Hydrate,
6. The elements Nitrogen, Phosphorus, Arsenic, and Antimony are said to form similar compounds. Explain this statement.

7. Write the formula of an Alum. How do the physical and chemical properties of this group of compounds assist in the classification of the elements?

8. Describe and explain in what way the presence of a substance not itself taking part in a chemical change may cause a reversal of the action. Thus a solution of Iodine and Sulphur Dioxide gives Sulphuric Acid and Hydriodic Acid, whilst dry Sulphuric and Hydriodic Acids give Sulphur Dioxide and Iodine.
ANATOMY.

Examiners: { John Ferguson, M.A., M.D., Tor.,
             L.R.C.P., Edin.

1. Describe the Odontoid Process of the Axis.
2. What are the characters of the Lumbar Vertebrae.
3. Describe the External Surface of the Occipital Bone.
4. Describe the Lesser Trochanter of the Femur.
5. Give the Muscles attached to the Os Calcis.
6. Define Synarthrosis, Amphiarthrosis, Diarthrosis.
7. Describe the Anterior Common Ligament of the Vertebral Column.
8. State the attachments and actions of the Crucial Ligaments of the Knee.
10. Give the nerve supply to, and the actions of, the Muscles of the Orbital Region.
11. State the origin of the Latissimus Dorsi.
13. Describe the Course and Insertion of the Tendon of the Tibialis Posticus.
14. Give the Course of the Superior Thyroid Artery.
15. Draw a diagram showing the relations of the Artery Vein, and Median Nerve in the Arm.
16. Describe the blood supply to the stomach.
17. State the parts supplied by the Obturator Nerve.
18. What Muscles are supplied by the Ulnar Nerve?
19. Draw a diagram of, and describe the Lachrymal Apparatus.
20. Indicate the area of Cardiac dulness.
1. What are the characters of the bile salts? Describe their origin, function and destination in the body.

2. Make a sketch of the lateral view of the cerebrum and indicate thereon the positions of the visual, auditory, and motor "areas."

3. Describe the functions of the vagus nerve.

4. Describe the mechanism of accommodation in the eye. Show by diagram how the cornea and lens affect the rays of light penetrating the eye.

5. Describe what occurs in the heart during a cardiac cycle.

6. Give a full account of the phenomena of muscle contraction.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND EXAMINATION.

PHYSIOLOGY.
HONORS.

Examiner: A. B. Macallum, M.B., PhD.

1. Write a full account of the history of the fat in the animal body.

2. Describe fully the anatomical and physiological relations of the medulla, Pons Varolii, crura and cortex cerebri to one another.

3. Describe the development of the spinal cord, and of the spinal and sympathetic nerves in the embryo.

4. Give a full account of the conditions which determine renal secretion.

5. State what is meant by Electrotonus, and show wherein the condition differs from that produced by polarizing currents.

6. Under what conditions, and how, is the respiration of the tissues carried on?
1. Describe the various forms of cartilage, and tell where they are found.

2. Describe a transverse section of the radial artery.

3. What is the difference between the striated muscle fibres of the heart and those of the skeletal muscles?

4. Describe fully the elements of simple adenoid tissue, taking as an example one of the solitary glands of the intestine.

5. Enumerate the different structures to be seen in a transverse section of the spinal cord with its membranes.

6. Give the minute anatomy of a lobule of a functionally active mammary gland, and compare it with a salivary gland.

7. Describe how you would prepare a fresh mammalian eye so as to shew the histology of the retina; and what would you see in a vertical section?
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND EXAMINATION AND PRIMARY.

ORGANIC CHEMISTRY.

PASS AND HONORS.

Examiner: Graham Chambers, B.A., M.B.

Note.—Candidates are permitted to use Gas Charts, and Tables of Logarithms.

1. A compound of Oxygen, Nitrogen, Carbon, and Nitrogen gives an analysis:

   Carbon = 40.51 %
   Hydrogen = 7.90 %

In a determination of the Nitrogen by the absolute method .31 grams of the compound yielded 41.9 c.c. of Nitrogen at 16°C and 751 mm. Bar.

The vapor density of the compound was found to be 3.15 (air = 1); write its formula.

2. (a) Write constitutional formulae for the following organic compounds: Dimethyl-Ethyl Methane, Diethyl Ketone, Ethyl-Methyl Ether, Trichloracetic Aldehyde, Urea, Phenol, Benzoic Acid.

   (b) Write names for the substances denoted by the following formulae:

   \[
   \begin{align*}
   &\text{CH}_3 \quad \text{CH}_3 \\
   &\text{CH}_3 - \text{C} - \text{OH} \\
   &\text{C}_2\text{H}_5 \\
   \end{align*}
   \begin{align*}
   &\text{NH}_2 \quad \text{CH}_2 \\
   &\text{CH}_2 \quad \text{N} \\
   &\text{CH}_3 \\
   \end{align*}
   \begin{align*}
   &\text{OH} \quad \text{C} = \text{O} \\
   &\text{ONa} \\
   \end{align*}
   \begin{align*}
   &\text{NH}_2 \\
   \end{align*}
   \begin{align*}
   &\text{OH}
   \end{align*}
\]
3. Starting with Ethyl Alcohol how could you prepare the following substances: Ethyl Chloride, Ethyl Amine, Ethyl Aldehyde, Dimethyl Ketone, Acetic Acid, Diethyl Ether, Ethyl Acetate. Give equations in each case.

2. (a) Write the constitutional formulae of all the isomeric Alcohols of the formula \( \text{C}_n\text{H}_m\text{O} \).

(b) Illustrate by equations the action of oxidizing agents upon each of these Alcohols.

5. Ketones. How prepared? What is action of (a) Nascent Hydrogen; (b) Penta-Chloride of Phosphorus, and (c) Hydrocyanic Acid upon Ketones.

6. The organic compounds \( \text{CH}_3\text{OH} \) and \( \text{CH}_3\text{CHO} \) are said to have both Alcoholic and Acid properties.

What do you understand by this statement?

7. Point out the resemblances between Ammonia and Amines. How are Amines distinguished from Amides? What is the action of Nitrous Acid upon (a) Amines; (b) Amides?

8. Give reasons for the classification of organic compound into the Fatty, and the Aromatic series. Compare the chemical properties of Ethyl Alcohol and Phenol.
1. Arsenic.
   Name its various solid medicinal forms, and give dose of each. Name the various liquid preparations, stating strength and dose of each.
   I wish to add one of the liquid preparations of Arsenic to the following mixture:
   
   R                     Tr. Ferri Perchlor .......... 3iv.
   Tr. Nucis Vom .......... 3ii.
   Aq. ad. ................ 3iv.
   Misc.

   Which preparation would you add, and why?

2. Zinc.
   Name its various salts, describe the physical characters of each, and state solubility. Give general medicinal properties of each, and dose.

   What varieties of it are used, and what is the use of each?
   What other Pharmaceutical preparation has a similar use?

4. Name ingredients of the following, give proportion of the principal ingredient, and state dose:
   Dover's powder, Gregory's powder, Seidlitz powders, Pulv. Jalapae Co, Extract Colocynth Co.
5. State strength and dose of the following:
Syr. Ferri Iodidi, Syr. Chloral Hydrat., and Tinctures of Belladonna, Cannabis Ind., Catechu, Colchicum Seed, Digitalis, Hyoscyamus, Iodine, Lobelia, Nux Vomica, Opium, Podophyllin, Strophanthus, and Valerian Ammoniat

6. State composition and strength of the following ointments. Explain reason for use of the base employed:

7. Cinchona Alkaloids.
Name the Salts of those now used.
State solubility of each, and dose of each.
Which kind of Cinchona bark is used in making the Pharmaceutical preparations?
Name those preparations, and state strength and dose of each.

8. Digestive Ferments.
Name the chief ones now used.
State the source of each.
Explain the part performed by each in assisting digestion.
What kind of medium does each act best in—acid, alkaline, or neutral?
Give dose of each, and describe a method of administering which shall make it effective.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

SECOND EXAMINATION.

ANATOMY.

HONORS.

Examiners:—

John Ferguson, M.A., M.D., Tor.,
L.R.C.P., Edin.

1. Describe accurately the Great Omentum.
2. Explain the blood circulation through the liver.
3. Describe the deep perineal fascia.
4. Explain the formation of the external and internal abdominal rings.
5. What are the parts of the Spermatic cord, and the course taken by each?
6. Describe the duct of the Submaxillary gland.
7. What important parts surround the Middle ear?
8. Trace the right optic nerve from the eye to its origins.
9. Draw a diagram of the Sphenoidal fissure, marking the structures passing through it.
10. Name and describe the peduncles of the Cerebellum.
11. Draw an illustration of the plantar arteries, naming on it the various branches.
12. Describe the formation, position and relations of the foramen of Winslow.
13. State the nerve supply to the following muscles: Gracilis, Obturator Externus, Semitendinosus, Tibialis Anticus, Plantaris, Transversus Pedis, Trapezius, Diaphragm, Serratus Magnus.

14. Describe the actions of the muscle of Mastication.

15. Describe the upper extremity of the Radius?

16. The Thumb is cut off at the middle of the first phalanx. What structures are divided?
1. Define:
(a) Fracture.
(b) Simple fracture.
(c) Comminuted fracture.
(d) Compound fracture.
(e) Complicated fracture.
(f) Impacted fracture.
(g) Partial fracture.

(h) Describe the treatment of a simple fracture of the clavicle in the middle third.

2. Describe the process of repair in an incised wound.

3. Describe the signs of dislocation of the hip upon the dorsum illii. Give method of reduction by manipulation.

1. A laborer is accidentally struck on the head by a pickaxe, the point entering the brain in the region of the right parietal eminence. Beginning at the surface, name in order the structures pierced before reaching the brain.

2. Describe the steps necessary for tying the Subclavian Artery in the third part of its course. Why is this portion of the artery most frequently chosen? How is the collateral circulation carried on?

3. The forearm is amputated in its lower third by the circular method. Name the structures cut.

4. Locate and describe the inguinal lymphatic glands, and state whence they receive their afferent vessels.

5. Give the surface-markings for the following structures: Lateral Sinus, Common Carotid Artery, Internal Abdominal Ring, Fissures of the Right Lung, Femoral Artery, Fissure of Rolando.

6. The Popliteal Space, its boundaries, contents, position of contained parts, including the neighboring bursae.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

THIRD EXAMINATION.

MEDICINE.
PASS AND HONORS.

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

1. Give the clinical history, pathology and treatment of Acute Lobar Pneumonia.

2. Give the symptoms and treatment of Acute Dysentery.

3. Describe the conditions which result from (1) Mitral Regurgitation; (2) Mitral Obstruction. State briefly the important points in the differential diagnosis between these two lesions.

4. Give the symptoms, diagnosis, Prognosis and treatment of Acute Nephritis.

*5. Name the principal causes of Cerebral Abscesses, and give the symptoms and management of that condition.

*6 Give the symptoms and treatment of Acute Eczema, and of Chronic Eczema Erythematous.

* For Honors only.
ANNUAL EXAMINATIONS: 1891.

THIRD EXAMINATION AND FINAL.

THERAPEUTICS.

Examiner: JAMES MACCALLUM, B.A., M.D.

Note.—Third Year Students will take questions 1, 2, 3, 4, 6, 7.

Final " " " 1, 3, 5, 6, 7, 8.

1. Describe the action on the Heart and Vessels, of Digitalis, Caffeine, Atropine, Alcohol, Nitro-Glycerine, Veratrum Viride.

2. Describe the mode of action as Antipyretic, of Quinine, Antipyrin, Salicylic Acid, Cold. State the indications for, and contra indications to, the use of each.

3. Enumerate and contrast the various hypnotics and anodynes.

4. Mention the officinal Anthelmintics, their doses, and the cases in which each is especially applicable.

5. What are the indications for administering stimulants in certain stages of disease.

6. "The means for the removal of dropsical fluid are suitable in all cases, be the cause what it may, unless the dropsy be of renal origin." Discuss this statement, illustrating it by the various drugs used in cases of dropsy.

7. "In old persons who suffer from dyspnoea, the result of Bronchorrhoea, and in whom shortness of breath follows exertion, strychnine is the best remedy we have." Why?
8. "The use of drugs for the relief of constipation is capable of division into two parts. First, the use of remedies to unload the bowel which has become filled; second, the use of drugs which will so influence the intestines as to cause evacuation and normal activity, i.e., drugs which will cure the tendency instead of giving relief." Name the drugs of the two classes, their doses, mode of administration, and the conditions under which each is to be preferred.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

THIRD YEAR.

GENERAL PATHOLOGY.

Examiner: J. Caven, M.D., L.R.C.P., Lond.

* For Honors only.

1. What is Necrosis? State in general terms the causes of Necrosis in the animal body. What are the results of Necrosis as regards the necrosed tissue?

2. In what tissues is Metaplasia (transformation from one kind of tissue to another without passing through an embryonic stage) found to occur? Give examples, both physiological and pathological.

3. Enumerate the diseases classed as Infective Granulomata. Why are they properly so-named? Give cause in each, if known.

4. What is your basis of division in classification of new growths? Enumerate the Carcinomata, indicating the main histological differences.

*5. Why are the Bacteria called Schizomycetes? Give Cohn's classification of the Bacteria.

1. Describe the location and structure of the uterine ligaments.

2. Describe fully the use of antiseptics in obstetric practice.

3. Mrs. A. B., aged 27, multipara, three months pregnant. After a heavy washing on Monday she was taken in the night with bearing-down pains and flowing. Early Tuesday morning she was found to be still flowing and in pain. The discharges had been thrown away, and no information could be gained of what had passed. Give the management of the case.

4. In what cases of puerperal haemorrhage may the tampon be used? Describe the method.

5. Mrs. C. D., confined March 12th, labor normal, lochia profuse. On the 15th the lochia suddenly ceased, temperature 100°F. She complained of chilliness, but no rigor or pain. Slight tenderness over the hypogastrium, and uterus somewhat enlarged. Give diagnosis and treatment.

6. Give the causation and treatment of (a) after-pains; (b) mastitis; (c) ophthalmia neonatorum.

7. What conditions justify the use of the forceps? Describe Tarnier’s axis-traction forceps, and state their advantages.
8. Mrs. E. F., aged 30, first had symptoms of pregnancy early in December, though menstruation occurred as usual. The symptoms persisted until February 15th, when she suddenly felt severe pain in hypogastric region, followed by faintness; pulse 128 and feeble; face pallid. After two hours she rallied. The following day had bearing-down pains, bloody discharge from the vagina, and expulsion of decidua membrane after eight hours. One week later she had another attack of pain in the same region with threatened collapse from which she recovered with difficulty. Discuss diagnosis and treatment.
1. Describe Teale's Amputation of the Thigh. Name the structures divided, and describe the after treatment.

2. Name the conditions necessary for a successful re-section of a joint. State, in detail, the process of re-section of the Elbow-joint, including the after treatment.

3. Describe the process of repair in the Shaft of a long bone after a well adjusted fracture. How would you treat a compound fracture of the Thigh?


University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FINAL EXAMINATION.

SURGICAL ANATOMY.

Examiner: GREGORY FéRÉ, M.B., L.R.C.P., LOND., M.R.C.S., ENG.

1. The Brachial Artery is obliterated at the junction of the middle with the lower third of the arm. How is the circulation carried on?

2. The lower end of the femur is fractured just above the condyles. Describe the displacement of the fragments, and explain the cause.

3. Give the surface-markings for the following structures: Anterior Borders of the Lungs, Brachial Artery, Bifurcation of the Trachea, Spleen, Fissure of Sylvius, Anterior Tibial Artery.

4. A maniac attempting suicide cuts his throat in the thyro-hyoid space. Name the structures that may be divided.

5. Describe the dissection necessary to expose the Right Kidney from the loin.

University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FOURTH EXAMINATION AND FINAL.

MEDICINE.
PASS AND HONORS.

Examiner: H. H. Wright, M.D.

1. Give the characters, mechanism, modifications and significance of the various forms of tubal breathing.
2. Give the symptoms and diagnosis of Pyuria.
3. What are the morbid anatomy, phenomena and diagnosis of tubercular meningitis?
4. Give the causes, phenomena and diagnosis of the Typhoid condition or state, apart from Typhoid fever.
5. Write a paper on Epidemic dysentery—including definition, causes, anatomy, secondary effects and diagnosis.
6. What are the asserted advantages of the cold bath treatment of Typhoid fever, with full directions for its use, and the accepted contra-indications and dangers.
ANNUAL EXAMINATIONS: 1891.

FOURTH EXAMINATION AND FINAL.

GYNAECOLOGY.
HONORS.

Examiner: Allen Baines, M.D., C.M., L.R.C.P., Lon.

1. Mention causes and symptoms of Vesico Vaginal Fistula. Describe operative procedure necessary for cure.


3. Mention diseases with which Ovarian tumor may be confounded.
   Give differential diagnosis between Ovarian Tumor and Pregnancy.

4. Give the varieties and symptoms of Fibromyomata of the Uterus, with appropriate treatment.

5. Give causes, symptoms and treatment of Pelvic Abscess.

No. 5 is for Honor men only.
University of Toronto.

ANNUAL EXAMNATIONS: 1891.

FOURTH EXAMINATION AND FINAL.

MEDICAL JURISPRUDENCE.
PASS AND HONORS.

Examiner: W. Winslow Ogden, M.B.

Note.—Candidates for Pass take the questions only not marked with an asterisk. Honor men take all questions.

1. Indicate the media by which poisons reach their destination after administration by the stomach.

2. Name the chemical antidotes for each of the following substances: (a) Virdigris; (b) Corrosive Sublimate; (c) Tartar Emetic; (d) Sugar of Lead; (e) Liver of Sulphur.

3. How many forms of Naevi Materni are observable, and describe each?

4. Enumerate the signs of Virginity in a female of sanguine temperament over 14 years of age, and under 20 years.

*5. The lungs of a foetus float in water, assume that they float from a particular cause, and shew that they float from no other cause?

*6. A number of adults, male and female, fell into deep water together, from a common accident, and perished; shew from examination of the bodies whether the males or females perished first, and give your reasons for so deciding?

*7. Several individuals, male and female, have been exposed to noxious exhalations in a confined space and have died therefrom. What circumstances would lead to a decision in a question of presumption of survivorship?
1. Define in a few sentences what meanings are usually given to the terms: Illusion, Hallucination, Delusion, and Insane Impulse.

2. What is meant by the expression “The Insanity of Morality,” and how can a person afflicted with it be distinguished from one guilty of mere wickedness?

3. Give the diagnostic symptoms which indicate the difference between Semi-Dementia and Chronic Melancholia.

4. Describe a case of Epileptic Insanity, and give crucial tests by which to detect a pretender.

*5. Give the motor and psychic symptoms which are found in a case of Progressive Paresis in the order in which they usually occur. State generally the gross pathological conditions which are found by a post mortem on the contents of the skull.

*5. There are three distinct exciting causes, one or more of which produce Puerperal Insanity. Give the diagnosis and treatment of each.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FOURTH EXAMINATION AND FINAL

HYGIENE.

PASS AND HONORS.

Examiner: Francis Rae, M.D.

* For Honors.

1. What precautions should be observed to prevent infection from a case of Diphtheria?

2. Enumerate the disinfectants in most common use, and indicate the uses of each.

3. What are the dangers to be apprehended from the presence of sewer gas in a dwelling? By what means may it be excluded?

4. Describe briefly the powers and duties of local boards of health in Ontario.

5. Describe the various processes employed in the purification of water.

6. What precautions should be adopted in the production and care of milk to ensure its purity, and what diseases may be produced by impure milk?

*7. Write a paper descriptive of a healthy home, having regard to the character and location of the site, construction of the building, the drainage, heating, lighting and ventilation.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FOURTH YEAR AND FINAL.

PATHOLOGY.
PASS AND HONORS.

Examiner: H. A. McCallum, M.B.

1. Write a short note on each of the following; (a) Coagulation necrosis; (b) Phagocytes.

2. Give the changes found in the arteries resulting from Syphilis. Where are such changes of great pathological importance?

3. Give the steps in the formation of "Aortic Aneurism."

4. Name the different forms of "Liver Cirrhosis." Describe one form.

5. (a) Describe "Secondary Pneumonias."

   (b) What is meant by "Cardiac Pneumonia"?

   (c) Are they of a Catarrhal or Croupous character?

6. Describe fully the changes seen within the glomeruli and tubes in Chronic Nephritis resulting from Scarlatina.

*For Honors only.
1. State briefly the law as to ratification of a tort?

2. Under what circumstances will a husband be liable at Common Law for necessaries furnished to his wife?

3. What are the rules for determining whether a sum named in a contract as payable for its breach will be regarded as a penalty or as liquidated damages?

4. Into what classes are bailments divided, and what is the liability of the bailee in each case?

5. Discuss the criminal liability of a person affected with insane delusions.

6. What are the respective functions of Court and Jury in actions for malicious prosecution?
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR LL.B.

BROOM'S COMMON LAW.
HONORS.

Examiner: J. McG. Young, B.A.

1. What must be established in order to recover for slander of title?

2. When will a request for an executed consideration be implied?

3. What are the requisites of a valid local custom?

4. Discuss the rule as to merger of a tort in a felony so as to suspend the civil remedy until prosecution of the offender.

5. Distinguish between the liability of a trading partnership and a non-trading association of persons for the acts of a member.

6. Of what importance is intention in Criminal law?
1. When a court of justice in one country is called upon to enforce a contract entered into in another country, the question arises whether or not the contract is valid according to the law of the country where entered into. What other important question arises?

2. A person who has resided in Ontario from birth, makes his will at the age of 20. He subsequently removes to England, taking the will with him, where he dies at the age of 25. Is the will valid or not?

   (a) Assuming that a minor may, by the law of England make a will.

   (b) Assuming the opposite.

3. Give a brief account of the dismissal of Lord Sackville from Washington in 1888.

4. What were the provisions of the Act of the Imperial Parliament of 1870, respecting naturalization?

5. Give a short account of the Fenian invasion of 1866, and of the threatened incursion of Sitting Bull in 1879, and contrast the attitude of the American Government towards Great Britain in the former with the course pursued by them in the latter.

6. Give the substance of the declaration adopted at the Berlin Conference of 1885, respecting the continuity of occupation of the coast of Africa.

7. What is the right of angary?
1. In a contract made by correspondence between persons residing in different countries, and using different languages, which of the languages of the writers will be regarded as governing in arriving at the proper construction?

1. What laws are applicable in cases of obligations arising ex delicto? Discuss this in connection with the rule of the French civil code, which says, in Act 345, "La recherche de la paternité est interdite."

3. "If a holograph testament is privately executed at Berlin, it is an ineffectual act from which no rights accrue at the death of the testator. But if before his death, the French form of testament is introduced, according to which a privately made holograph will is valid, then by the rule of the code that testament would become valid." In connection with this subject discuss briefly the juridical rule, "Tempus regit actum."

4. The Secretary of State, in a communication to the Italian charge d'affairs, on the subject of the late tragedy at New Orleans, said, that "the government of the United States is utterly unable to give the assurance which the Marquis Rudini has demanded." What was the assurance? Discuss the subject briefly in connection with varying responsibility of any State in respect to acts done by
(a) Administrative, naval, or military agents.
(b) Judicial functionaries.
(c) Private persons.

5. Under what conditions may contribution and requisitions be levied by a naval force?

In this connection refer to the article upon the subject by Admiral Aube in the Revue des Deux Mondes in 1882.

6. What was the termination of the claim on the part of the government of Russia to sovereignty over the Pacific Ocean north of the 51st parallel of latitude? Refer to the attitude of the government of the United States subsequently in respect of the same subject matter.
1. What change in the law of libel was effected by Fox's Libel Act, 32 Geo. III.?

2. By the terms of the British North America Act, in whom is vested the command of the Militia, Naval and Military forces of Canada?

3. When should the power of disallowing Provincial Statutes be resorted to?

4. What return was made to the writ of *habeas corpus* in Darnel's case, and with what result?

5. May the Speaker of the Senate of Canada be a Cabinet Minister?

6. Write short notes upon: "Articles of War," "The King can do no Wrong," "Inter arma silent leges."

7. Give a short account of the attempt to check the immigration of Chinese into British Columbia.

8. State briefly the chief incidents of the attempt on the part of the Hon. George Brown to form a new administration in 1858.
1. What was the offence charged against the "Seven Bishops?" State briefly the nature of the subject matter out of which it arose.

2. Give the substance of Mr. Justice Blackburn's charge to the Grand Jury of Middlesex in the case of Governor Eyre of Jamaica.

3. Trace in brief outline the disputed question of the right to appoint Queen's Counsel.

4. "We are, therefore, compelled to conclude that the action taken for the removal of Lieutenant-Governor Letellier was at variance with Constitutional Law and precedent, as well as contrary to the spirit and intent of the British North America Act."

Give the reasons.

5. "The impressment of men for the army was declared to be illegal by an Act of the Long Parliament (16 Car. I. ch. 28), except in certain cases."

Mention the excepted cases.

6. Give the substance of the judgment of Lord Mansfield on the return of the writ of habeas corpus in the case of James Sommersett, a negro confined in irons, on board ship bound for Jamaica.
7. Give a short account of the proposed commercial treaty attempted to be negotiated by the Hon. George Brown in 1874. What objections were raised by certain chambers of commerce in England, and what assurances were given in respect thereto, and by whom?

8. In 1877, Sir George Grey, Premier of the Colony of New Zealand, claimed that the Governor should, as a matter of course, accede to a dissolution of the House upon the request of his ministry, under any and all circumstances. Give the substance of the despatch of Sir Michael Hicks Beach on the subject.
1. What opinion was given by the law officers of the Crown in 1842 as to the power of the government of Canada to grant an exclusive right of ferry between that Province and the United States?

2. Has a Colonial Governor power to proclaim martial law, and if so, state under what circumstances? To what extent, if to any, does martial law when proclaimed supersede the ordinary tribunals?

3. In what respects do the privileges of a ship driven into a foreign port by stress of weather differ from those enjoyed in case of an entry under ordinary circumstances?

4. What material is necessary in order to obtain a writ of habeas corpus? In what cases will the Court examine into the circumstances under which a prisoner has been committed?

5. When the condition on which a pardon is granted by the Crown has been broken may the offender be referred to his original sentence?
6. In October, 1867, one McCordle a citizen of the State of Mississippi was arrested and brought before a military commission, which assumed to act under the authority of the United States, for trial, for publishing in a newspaper criticisms upon military officers and advice to electors not to vote or how to vote, upon certain public questions. State in a few sentences some of the points in Mr. David Dudley Field's contention.
1. An individual partner in a firm of solicitors accepts a bill of exchange, in the partnership name, for a loan of money. Is the firm liable upon it? Explain.

2. Explain briefly the arrangement known under the civil law by the name of novatio.

3. If an agent place his principal’s money to his own account at his bankers, without any mark distinguishing it from his own, what are the rights of the principal in case the banker should fail?

4. In general the agent’s power to commit his principal to third parties is determinable at will by the principal. Mention two exceptions.

5. Explain the similarity between a bill of exchange and a promissory note after the latter has been endorsed.

6. Give the definition of the term “salvage.”

7. Where a joint order is given for several classes of goods, is the acceptance of one class a part acceptance of the whole so as to bind the bargain within the meaning of the 17th section of the Statute of Frauds?
8. Is the reason given in *Grace v. Smith*, that by taking part of the profits he takes part of the fund which is part of the proper security of the creditors sound and sufficient or not? Discuss the subject of test of partnership briefly.

9. A ship's master signs a bill of lading for 100 tons of coal, when in fact only 50 tons have been received. What remedy has an indorsee for value of the bill of lading?
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR LL.B.

(CURRICULUM 1888.)

COMMERCIAL LAW.

HONORS.

Examiner: His Honor Judge Muir, M.A.

SMITH.

1. "A," "B," and "C" are partners in business. "X" has an execution against the goods of "A." What course should be pursued by the sheriff in respect to the property of the partnership?

2. In what cases will a Court by its decree put an end to a partnership?

3. In the case of the death of a partner, what is the rule in the administration of assets where the estate is insufficient to pay in full, and where there are partnership creditors as well?

4. Where should a bill of exchange be presented in each of the following cases:

   (a) Where no place of payment is specified, but the address of the drawee or acceptor is given in the bill.

   (b) Where no place of payment is specified, and no address given.

5. "D," "G," "S," and "C" became sureties to a banker for the debt of "R." At the time, and as a condition of becoming such sureties, "D" and "G," without the knowledge of "S" and "C," obtained from "R" a security against liability. What is the rule of contribution?
6. What are the provisions of 14 Geo. III., cap. 48, relative to gaming or wagering policies? Is it necessary that the assignee of a policy should have any interest in the life of the assured?

7. What is the rule as to length of service where the hiring is a general one without mention of time? Is the illness of a servant a ground of dismissal, and if so, under what circumstances?

8. What is the "right to stop in transitu"? Explain the character of the ingredient of insolvency.

9. Policies of insurance were granted on a cargo of a U. S. merchant ship which was destroyed by the Alabama during the late American war, and compensation was paid by Great Britain as the result of the Geneva arbitration, a part of which and more than sufficient to cover their loss was received by the owners. The underwriters paid as on an actual total loss. Were they entitled to recover back the money so paid? Discuss the doctrine of subrogation in this connection.
1. What were the hardships sought to be remedied by the Employers Liability Act?

2. What is meant by the expression "qualified privilege" in defamation?

3. What must a plaintiff establish in order to succeed in an action of deceit?

4. Under what circumstances will a master be liable for the wilful and deliberate wrongs of his servant?

5. "You cannot convert a contract into a tort to enable you to sue an infant." Explain.

6. Is the malicious bringing of civil proceedings a tort?
1. Discuss briefly the liability of a person dealing with dangerous articles.

2. What are the respective functions of Court and jury in actions of negligence?

3. When can a plaintiff recover in an action in Ontario for an injury received outside the territorial jurisdiction of our Courts?

4. What is the liability of a person inducing the breach of a contract to (a) a party, and (b) a stranger to the broken contract?

5. Is it a defence to an action of tort to show that the plaintiff was a wrongdoer at the time he suffered the injury of which he complains?

6. What is the effect of a recovery of judgment against one of several joint wrongdoers?
1. Mention the two distinct bodies into which the citizens of Rome were divided.

2. What is necessary to constitute a perfect tradition?

3. Distinguish between the rights known as *pignus* and *hypotheeca*.

4. Mention the three origins of the right of Slavery, assigned by Justinian.

5. “The limits within which the Roman law confined the power of a citizen over his property after his death were narrow.”

What system was introduced in order to overcome the effect of so strict a rule?

What provision have we had in English law corresponding to this?

6. “Usufructus est jus alienis rebus utendi, salva rerum substantia; est enim jus in corpore, quo sublato et ipsum tolle necesse est.”

Translate.

7. Explain the application of what was known as *arræ* in contracts of sale. In what respect was the rule changed by Justinian? Did the change apply to written as well as unwritten contracts?
1. What were, in Justinian's time, the chief circumstances by which the personality, either total or partial, of a human being was tested?

2. Were there any, and what, artificial persons: how did they come into existence: and how were they terminated?

3. What were the things not susceptible of appropriation by private persons?

4. What were the principal divisions of things susceptible of appropriation by private persons?

5. What was the power of the head of the Roman family over his children, as to their persons, and as regards property?

6. What was the control of a master of a slave, over the person of the slave, and over his property?

7. What were the *legis actiones*: when were they supplanted by the formulary system; and when was the latter superseded by the *extraordinaria cognitio*? State the chief characteristics of each system.

8. Sketch the progress of a suit in Justinian's time.
JUSTINIAN.

1. "The Roman family, in the peculiar shape it assumed under the jus Quiritium, was modelled on a civil, rather than on a natural basis." Explain.

2. "The dos of the wife, belonged to the husband, and his rights over it were in the ancient law unrestricted."

What were the restraints subsequently imposed?

3. Mention the formalities requisite in the case of the execution of testamentum tripartitum. What other formality was afterwards added, and subsequently abolished?

4. What is meant in Roman law by the institution of an heir?

5. "The provision of the les Furia not applying to fidejussores, they were bound for all they had promised, and as each promised for himself alone, the one first sued had no remedy against the others, until the rescript of Hadrian provided one, and gave him what was called the beneficium divisionis."

Name and explain the character of two other privileges available to the fidejussores.
6. "Hence, probably has arisen that groundless vulgar error, of the necessity of leaving the heir a shilling, or some other express legacy in order to disinherit him effectually." — Blackstone.

What is the provision of the Roman law referred to in the above passage?

1. Why are there no manors in Ontario?

2. Give examples of (a) a vested remainder, (b) a contingent remainder, (c) an Executory devise.

3. What was the doctrine of non-adverse possession? How is it affected by Legislation?

4. What is the effect of a destruction of a deed by mutual consent of the parties?

5. "To every assignment of a mortgage the mortgagor should, if possible, be a party." Why?

6. A devise to A. without words of limitation. How would this be construed (a) at Common Law, (b) under the Wills Act?
1. When do express covenants run with the land?
2. In what different ways may a prescriptive right be claimed?
3. What is meant by the enactment that a feoffment shall not have a tortious operation?
4. Can a mortgagee purchase at a sale under the power in his mortgage? Why?
5. What is the distinction between the covenants for title in a statutory deed and a statutory mortgage?
6. State the object and effect of the provision that a will shall speak from the death of the testator.
1. Does a power of sale authorize a mortgage?

2. What is the effect upon a vendor's lien of his taking personal security?

3. What are the vendors' rights under a condition for rescission if the purchaser take objections which he is unable or unwilling to remove?

4. What are the obligations upon fiduciary vendors with respect to conditions of sale?

5. When will taking possession by a purchaser amount to a waiver of title?

6. Construe a devise to A and his children (a) where A has no children living at the time of the devise, (b) where he has.
1. What is a good root of title?

2. What can be recovered as damages for breach of covenants for title and quiet enjoyment respectively?

3. What is the rule as to payment of interest upon purchase money where no time for completion is fixed by the contract?

4. When will compensation for defects in the estate be granted after conveyance?

5. When will illegitimate children take under a gift in a will to children?

6. What is the law as to the satisfaction of debts by legacies?
ANNUAL EXAMINATIONS: 1891.

FOURTH YEAR.

(CURRICULUM, 1888.)

CORPORATIONS.

Examiner: J. McG. Young, B.A.

1. When will a corporation be bound by a contract not under seal?

2. What must be established to fix a corporation with liability for the torts of its servants?

3. How far do directors occupy the position of trustees towards the company?

4. Explain the proposition that the prospectus must be regarded as the basis of the agreement which results from an application for shares and an allotment to the applicant.

5. Discuss the liability of directors upon contracts ultra vires the company.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FOURTH YEAR.

(CURRICULUM, 1888.)

CORPORATIONS.

HONORS.

Examiner: J. McG. Young, B.A.

1. What are the powers of a Corporation as to borrowing money?

2. What is the liability of a Corporation with respect to contracts *ultra vires* of which it has had the benefit? Give reasons.

3. Upon what principle does the Court act in interfering with the decision of a majority of the shareholders (a) upon matters affecting the internal management of the Company, (b) upon matters involving a change in the nature of the Company's business.

4. Explain and illustrate the distinction as to the liability of a Corporation upon contracts (a) *ultra vires*, (b) *intra vires* but irregular.

5. Discuss the liability of a director for the acts of his co-directors.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR LL.B.

(CURRICULUM 1888.)

CRIMINAL LAW.

PASS.

Examiner: His Honor Judge Muir, M.A.

HARRIS AND TASCHEREAU.

1. What is necessary to constitute a "seditious libel"?

2. Explain the meaning of constructive breaking in burglary, and give an example.

3. What is necessary to constitute the misdemeanor called "forcible entry"? State the remedy.

4. "A," the maker of a promissory note, pays it in full before maturity, but neglects to take up the instrument; the payee endorses it over to a third person for value, is he guilty of forgery or not?

5. Give a short account of the proceedings before a magistrate leading up to the summary conviction of an accused person.

6. On a trial for murder, is evidence on the part of the Crown of a former unsuccessful attempt or threat to murder by the prisoner admissible? Explain.

7. If several prisoners, jointly indicted, are being tried together, may the wife of one of them be called to give evidence against any of them?

8. What is a reprieve? In what two cases is the Court bound to grant it?
9. Explain the following terms:—

*Tales de circumstantibus.*

*Peremptory challenge.*

*Misprison of treason.*

*Embracery.*
SINCE the above was written, the case has come to trial.

The prisoner has been convicted of the crime charged, and the Court has sentenced him to four months' imprisonment, with hard labour.

This Court is now in session, and the prisoner is to be brought up for sentence again, at which time the Court may consider the case further.
9. "85. Every one who, unlawfully and with intent to defraud, by taking, by embezzling, by obtaining by false pretences, or in any other manner whatsoever appropriates to his own use or to the use of any other person, any property whatsoever, so as to deprive any other person temporarily or absolutely of the advantage, use or enjoyment of any beneficial interest in such property in law or in equity, which such other person has therein, is guilty, &c."

Give the origin of this section, and state any objections to the provisions therein.
1. Explain and illustrate the maxim that equity looks to the intent rather than to the form.

2. When will a purchase by a trustee of the trust estate be upheld in equity?

3. Give an example of each of the several kinds of legacies. Which is the most beneficial to the legatee? Why?

4. Explain and illustrate the doctrine of performance.

5. What are the liabilities of a mortgagee in possession?

6. What are the general rules with respect to the cancellation of (a) void, (b) voidable instruments.
1. In what respects are gifts to charities more favored than gifts to individuals?

2. What are the meaning and effect of the decision that a use cannot be limited on a use?

3. What distinction is there in Equity between the construction of executory trusts in marriage articles, and in wills?

4. What are the essentials of a valid donatio mortis causa. Can a cheque be the subject of a donatio?

5. When will Equity give relief in the case of the non-execution of a power?

6. When will specific performance with compensation be decreed against a purchaser?
1. What was the law at Rome as to perfecting title by length of possession?

2. What features have Roman and English Equity in common?

3. Explain and illustrate the operation of *Legal Fictions* in harmonizing law with the requirements of Society.

4. "The movement of progressive societies has hitherto been from *Status* to *Contract.*" Explain.

5. Discuss briefly the influence of the Stoic philosophy upon Roman jurisprudence.
1. What was *emphyteusis* and what later tenure resembled it?

2. "In the progress of jurisprudence contracts were absorbed by pacts." Explain this proposition.

3. What was the reason of the especial privileges extended to creditors at Rome?

4. Trace briefly the development of a system of Criminal Jurisprudence.

5. To what does Maine ascribe the origin of private property?
1. In Xenox v. Wickham, a policy of marine insurance was "signed, sealed, and delivered" by the defendants, the insurers, but was never accepted by the plaintiff, having remained in the defendant's office until the loss. Were the insurers liable? Give reasons.

2. State the provisions of the 4th section of the Statute of Frauds.

3. "The most common form in which a forbearance as a consideration for a promise is in the compromise of an action."
   What elements are necessary to make forbearance a good consideration?

4. An executor sued for a breach of promise to marry the deceased, the promise having been broken, and a right of action having accrued in the lifetime of the testatrix. The action failed. Give reasons.

5. What is necessary on the part of a debtor in order to defend himself in an action successfully by a plea of tender?

6. Does an action lie for procuring a breach of any contract? If not, then does the exceptional rule applicable to the contract of master and servant apply to the manager of a theatre and the actors whom he engages to perform?

7. Is there any, and if so, what implied condition in an agreement for the letting of a furnished house?
   Explain the principle involved.
ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR LL.B.

(CURRICULUM, 1888.)

CONTRACTS.

HONORS.

Examiner: His Honor Judge Muir, M.A.

1. Give the provisions of Lord Tenterden's Act relating to contracts of infants, and state in what respects it has been varied by subsequent legislation.

2. "In Molton in Camroux, a lunatic purchased annuities, paid the money and died. His administratrix sued to recover back the money on the ground that the contract was void." Give the rule of law governing the decision.

3. The acceptor of a Bill of Exchange induced the defendant to endorse it, assuring him that he was signing a guarantee. The plaintiff was a subsequent bona fide indorsee for value. What was held?

4. Define condition precedent and warranty, shewing wherein they are unlike.

5. "The rules respecting the right to rescind contracts entered into under undue influence follow, so far as equity is concerned the rules which apply to fraud, but with one noticeable qualification." Explain.

6. Will a debt barred by the Statute of Limitations constitute a sufficient consideration to support a subsequent promise to pay it?
7. The plaintiff, a professional singer, entered into a contract for the exclusive use of his services as a singer for a length of time, and upon a number of terms, one of which was, that he should be in London without fail at least six days before the commencement of his engagement, for the purpose of rehearsals. He arrived two days only before the time agreed upon.

What was held by the Court in the action for having wrongfully put an end to the agreement?
1. For what causes may a master lawfully discharge his servant without notice?

2. Trace the history of the law with respect to the validity of separation deeds.

3. "Marriage is more than a contract; it is a Status." Explain.

4. Contrast briefly the rights and duties of a parent and a guardian.

5. What was the common law liability of a husband for the antenuptial torts of his wife, and how has it been affected by legislation?

6. When will an allowance for maintenance be made to a father for the support of his child?
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FOURTH YEAR.

ELMSLEY ON DOMESTIC RELATIONS.
HONORS.

Examiner: J. McG. Young, B.A.

1. What are the rights and liabilities of an Infant lessor?
2. When must a contract of hiring be in writing?
3. Can an infant of tender years be guilty of contributory negligence?
4. Discuss briefly the doctrine of restraint upon anticipation. How is it affected by the Married Women's Property Act?
5. What are the principles of English law with respect to the legitimacy of a child conferred by the after-marriage of its parents?
6. What is meant by the "Emancipation" of a child?
1. Is a marriage contracted in Utah Territory, where polygamy is lawful between a man and a woman professing the Mormon faith, both single at the time, recognizable in England?

2. Do English Courts, in any, and if in any, in what cases entertain suits respecting lands situate in a foreign country?

3. Name three indispensable requisites to the validity of marriage to be satisfied by the lex loci actus.

4. Where is the "place of contracting" in the case of a contract made inter absentes by an interchange of letters or telegrams?

5. Give the English rule with respect to the mode of proving foreign laws in proceedings in English Courts.

6. Is it allowable to bring actions in English Courts against foreign States or foreign Sovereigns? What principle is involved?
1. "Two causes affecting the tie of marriage, jactitation of marriage and nullity of marriage; and two affecting the personal relations of the parties during the continuance of that tie, divorce a mensa et toro and restitution of conjugal rights, were ancient subjects of ecclesiastical jurisdiction."

How was the uniformity of the law when so administered preserved? What change took place and what new feature was introduced at the time of the reformation? When was the episcopal jurisdiction in England abolished?

2. Mention an exception to the rule that by the comity of nations the laws of foreign countries are to be respected.

3. An English trading company possessed of a pier in a port in Spain, instituted a cause of damage against an English ship for negligently injuring the pier. The ship owners pleaded that by the law of Spain, the master and mariners of a ship, and not the owners, were liable, as by English law. What was held to be the rule of law?

4. "B," a resident in San Francisco, brought an action against "C." in England. "C." then commenced an action in San Francisco respecting the same subject matter. What must be shewn by "B." to enable him to restrain "C.'s" action?
5. (a) Change of domicile of origin to one of choice.
(b) Intentional resumption of the domicile of origin, after possessing a domicile of choice.
(c) Change of one domicile of choice to another.

Death happening in itinere, give the last domicile in each case.

6. How may foreign judgments in personam be enforced in England? Mention some conditions affecting the validity of foreign judgments, the absence of which would oust the jurisdiction of the English Court?
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

CANDIDATES FOR LL.B.

JURISPRUDENCE.

HONORS.

Examiner: J. McG. Young, B.A.

1. Lorimer characterizes his work as "an attempt to vindicate the necessary character of Jurisprudence as a branch of the science of Nature." Explain briefly.

2. Shew (a) why human enactments never attain to the full character of positive laws; and (b) why judicial sentences may honestly fail to realize the Law of Nature in an individual case.

3. Discuss the statement that the right to be involves the right to dispose of the fruits of being mortis causa.

4. What are the means by which the community declares its Rational will, and what is the relation between them?

5. Explain the relation of Liberty to (a) Order, (b) Equality.

6. State briefly the function of (a) the Church; (b) the School; (c) the Press in the formation by the Community of its Rational will.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

OPERATIVE DENTISTRY.
PASS AND HONORS.

Examiner: J. G. Roberts, D.D.S.

Note. — Candidates for Honors will take the whole paper, and Pass Candidates only those questions marked with an asterisk.

*1. Name the materials used for capping pulps. Select three you consider the best, and discuss their composition and relative values.

*2. Describe the proper method of filling with gold the approximate cavities in the first and the second upper left molars.

*3. Discuss the relative values of the different materials used in filling roots of teeth. Which is best, and why?

4. How should decayed deciduous teeth be treated? Give signs and symptoms of Pathological dentition and methods employed for affording relief.

*5. What Pathological results may follow the death of the pulp? How is Pulpitis distinguished from Periodontitis?
Candidates for Honors take whole paper. Pass Candidates only those marked with an asterisk.

*1. Explain the difficulties met with in taking the "bite," and give best methods of overcoming these difficulties.

*2. How would you construct a full lower denture on a gold base, attaching the teeth with hard solder?

*3. Under what circumstances would you attach teeth to gold plate with solder, and when would you use other methods? Explain advantages and disadvantages of each.

*4 Describe conditions which would make it necessary to extract a tooth, and make a partial denture to supply its place. Give the different reparative methods you would employ at different stages in disease.

*5. Describe minutely the best method of constructing or applying clasps. Explain dangers connected with their use, and how guarded against.

6. Describe construction of best form of crown for second bicuspid.

7. A case is presented of lower jaw fractured between second bicuspid and first molar. The upper first molar on opposite side is missing. How would you construct the best form of interdental splint for this case?

8. Describe the normal articulation of the upper and lower teeth, giving the outlines they present. Explain the advantages gained by this arrangement: 1st, with natural teeth; 2nd, with artificial substitutes, especially where all the teeth are replaced.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

DEGREE OF D.D.S.

MEDICINE AND SURGERY.
PASS AND HONORS.


Note.—Candidates for Honors will take the whole paper, and Pass Candidates only those questions marked with an asterisk.


*2. Give the diagnosis and treatment of a Fibromatous tumor growing in the mouth.

*3. Define an Abscess, name their varieties and give their treatment.

*4. What is meant by Antiseptic treatment of wounds? Describe the methods by which it may be accomplished.

5. Describe a Rodent ulcer.

6. Mention the causes of Necrosis of bone, and describe the process of the Separation of the Sequestrum.

Note.—Candidates for Honors will take the whole paper, and Pass Candidates only those questions marked with an asterisk.

1. Describe the structure of the Enamel.

2. What are interglobular spaces? Where are they mostly found? Explain how they are formed.

3. Describe the structure of the Pulp.

4. Mention the sources of nourishment for the Dentine, and explain how its vitality may be maintained after the Pulp has been destroyed.

5. Describe the development of secondary Dentine.
University of Toronto.

ANNUAL EXAMINATIONS: 1892.

DEGREE OF D.D.S.

DENTAL PATHOLOGY.

Examiner: R. M. Fisher, M.B.

Note.—Candidates for Honors take the whole paper, and Pass Candidates only those questions marked with an asterisk.

*1. Give the pathology of an acute inflammation occurring in a Dental pulp terminating by resolution.

*2. How does the structure of a cicatrix differ from the natural integument.

*3. Describe the process in healing in the soft tissues (a) by primary union, (b) by granulation.

4. What is pus? What other fluids may it be mistaken for? Give ordinary distinguishing test.

5. Give the pathology of Pyorrhea Alveolaris.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

DEGREE OF D.D.S.

MATERIA MEDICA AND THERAPEUTICS.
PASS AND HONORS.

Examiner: R. M. Fisher, M.B.

Note.—Candidates for Honors take the whole paper, and Pass Candidates only those marked with an asterisk.

1. Explain the Therapeutical and Physiological action of, and the indications for the employment of the following drugs: Potassium-Bromide, Morphia Sulphate, Aconite, Magnesium Sulphate.

2. Opium, from what obtained? Mention its principal preparations. How much of the Tincture would be represented by two grains of the pure drug?

*3. Iodine, from what obtained; to what class of remedies does it belong; what is its therapeutical value as applied to Dentistry.

*4. Classify. Give therapeutical and the poisonous dose of Bichloride of Mercury, Strichnia, Arsenious Acid, Carbolic Acid. What is the antidote for Arsenic?

*5. Write a prescription for a mixture containing the following drugs in their ordinary doses: Tincture Opium, Chloral Hydrate, Tincture Belladona, Spts. Chloroform, Syrup Aurantii, add water to make six ounces. Dose, one tablespoonful.

*6. What is the therapeutical action of ice, when applied to an inflamed part? For example, threatened Alveolar Abscess.

*7. Define the following terms: Anaesthetic, Narcotic, Anodyne, Sialogogue, Epispastic, Rubefacient, giving examples of each.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

FACULTY OF DENTISTRY.

ANATOMY.
PASS AND HONORS.


Note.—Candidates for Honors will take the whole Paper, and Pass Candidates only those questions marked with an asterisk.

*1. Give the origin, insertion, action and nerve supply of the Digastric, Mylo-hyoid, and Internal Pterygoid Muscles.

*2. Describe the right Pleura, and give its chief relations.

*3. Give the course, relations, branches and distribution of the Facial Artery as far as the angle of the mouth.

*4. Give the distribution of the Inferior Dental Nerve. Also from the point at which it enters the foramen in the lower jaw, trace its fibres back to the brain.

5. Describe the bony formation of the nasal cavities, and mention the channels of communication between them and their neighboring cavities.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

DEGREE OF D.D.S.

PHYSIOLOGY.

PASS AND HONORS.

Examiner: T. F. McMahon, M.B.

Note.—Candidates for Honors will take the whole Paper, and Pass Candidates only those marked with an asterisk.

*1. Give brief answers to the following questions:
   (a) Quantity of blood in body and how determined?
   (b) What part do white corpuscles and red corpuscles respectively take in the coagulation of the blood? Prove your statements.
   (c) Origin, size, structure, properties and functions of the red blood corpuscles?
   (d) Enumerate the gases of the blood and compare the percentage of each in venous and in arterial blood. In what form does each exist in the blood?
   (e) Describe peculiarities of blood of portal vein, giving reasons for the same, and compare it with hepatic venous blood.

*2. Describe the structure and functions of an intestinal villus.
   Compare osmosis and filtration.

*3. Discuss the cause of the normal beat of the heart and the influence of the nervous system therein.

*4. Classify foods. Where and how are the nitrogenous elements digested and absorbed; what are their uses in the animal economy, and in what form do they leave the body?
5. Enumerate briefly the functions of:
   (1) The cerebral cortex;
   (2) The superficial grey matter of cerebellum;
   (3) The medulla oblongata;
   (4) The spinal cord;
   (5) The ganglia on the posterior roots of the spinal nerves.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

DEGREE OF D.D.S.

CHEMISTRY.

Examiner: W. Theophilus Stuart, M.B.

Note.—Candidates for Honors will take the whole paper, and Pass Candidates only those questions marked with an asterisk.

*1. Explain the following terms: Gravitation, Adhesion, Cohesion, Chemical affinity.

*2. How is Carbon Bisulphide prepared? Give its properties and uses.

*3. For what purposes are the following substances chiefly used: Hydrogen Dioxide, Chlorine, Sulphur Dioxide, Iodine and Carbolic Acid.

*4. Illustrate the conversion of electrical energy into Magnetism Heat, Light, and Chemical energy, also illustrate the physiological effects of Electricity.

*5. How is Alcohol prepared? Shew the relation that Alcohol Aldehyde and Acetic Acid bear to each other, and illustrate by formulae.

6. Shew, by chemical tests, that Saliva is capable of transforming Starch into Sugar. What constituent of Saliva is supposed to bring about this change?

7. Give the uses and formulae of Amyl Nitrite Sulphuric Ether and Iodoform.

8. Explain a natural classification of the elements according to the arrangement of Mendelejeff and Lothar Meyer.

What is meant by the "Periodic Law?"
University of Toronto.

ANNUAL EXAMINATIONS: 1891.
In the Ontario Agricultural College, Guelph.

QUALITATIVE AND QUANTITATIVE ANALYSIS.

Examiner: J. Burwash, D. Sc.

1. Determine three bases and one acid in A.
2. Estimate the percentage of lime (CaO) in B.

2. A solution of Silver nitrate requires for complete precipitation 15.5 litres of Hydrogen sulphide measured at 17.5°C and 762 mm Bar. Find the weight in grams of the precipitate and of Silver (Ag.) originally in solution.

3. A Platinum salt is found to have the following composition:

- Platinum ............... 48.13
- Hydrogen ............... 2.96
- Nitrogen ............... 13.83
- Chlorine ............... 35.07

Deduce its formula:

\( \text{Pt} = 194.9 : \text{Cl} = 35.5 : \text{N} = 14 \)

4. Give the proofs for the assertion that the molecule of Ozone contains three atoms.
5. Write equations representing the following reactions:

(a) Chlorine gas on Potassic Iodide in solution.
(b) Water on Chlorine monoxide.
(c) Water on Nitrogen pentoxide.
(d) Hydrogen sulphide on Arsenic acid, in solution.
(e) Hydrogen Sulphide on Ferric chloride, in solution.
(f) Ammonium Hydrate on Ferric chloride, in solution.
(g) Potassium Hydrate on Aluminum chloride, in solution.

6. State Avogadro's hypothesis, and explain its use in determining the molecular weight of gaseous compounds.

7. Explain what is meant by the valency of an element. Can an element possess different valencies? Illustrate your answers with examples.

2. Distinguish between Isomerism and Metamerism. Write the structural formulae of the possible isomers of pentane and dimethyl benzene.

3. (a) How is Glycerine commercially prepared? Illustrate the chemical reaction by an equation.

   (b) Show by formulae the relation of Glycerine to propane and propyl alcohol.

   (c) Why is Glycerine considered an alcohol?

4. A solution of Urea gave on analysis 94.5 c.c. of Nitrogen at 15.5°C. and 758 mm Bar. What weight of Urea was present? Give constitutional formulae for Urea, Carbonic acid (hydrate) and Carbamic acid.

5. Write a short account of the principal "Albuminoids" as found in the animal and vegetable kingdoms, giving as fully as you can their chemical and physical characteristics.
TOPICS FOR EXAMINATION IN AGRICULTURAL CHEMISTRY.

Examiner: R. C. Kedzie.

1. Why is water so essential to vegetable growth? State all the reasons. How can soil moisture be conserved? Direct and remote influence of tile draining. How does surface cultivation prevent drought?

2. Relation of the nitre plant to nitrification? Conditions favorable for rapid development of the plant? Why does a light dressing of well-rotten manure often produce such marked results, e.g., on an old meadow? Why is mulching so beneficial?

3. Relation of bacterial tubercles on roots of plants to assimilation of free nitrogen? What plants are especially affected by these tubercles? Importance of these facts?

4. How are soluble salts of potash and ammonia taken up by the soil? What materials in the soil are most active in this conservation? What basic soil materials are least retained? Since alumina forms no part of the ash of agricultural plants, why is clay so important a part of good agricultural soils?

5. What plants are benefitted by Nald as manure? How is it beneficial? Influence on the period of ripening of plants? What soils are most benefitted by a dressing of Nald? Dose per acre?

PHYSIOLOGICAL AND STRUCTURAL BOTANY.

Examiner: J. J. Mackenzie, B.A.

1. Examine the flower submitted, and fill out the accompanying schedule.
2. Discuss fully the synthesis of carbohydrates in green plants.
3. Give an account of root pressure. How is it produced? What is its use in the plant economy?
4. Discuss the value, to the plant, of the following ash constituents:—Calcium, Silicon, Iron, Potassium.
5. Describe minutely cork tissue and cork formation. What are its functions?
7. Give a description of a transverse section through a leaf, indicating the functions of the various parts described.
1. Explain the terms: Anthracnose, Bacteria, Mildew, Rust, Weeds.
2. Describe the development, and give the best remedies for the attacks of:
   - The Downy Mildew of the Grape.
   - The Powdery Mildew of the Grape.
4. What is Ammoniacal Copper Carbonate?
5. When Potatoes are found to be affected by the Rot (*Phytophthora infestans*), what steps should be taken to save the crop?
6. Give three instances in each class of annual, biennial, and perennial weeds.
7. Give the best method for the eradication of the following weeds:
   - Shepherd's Purse (*Capsella bursa-pastoris*).
   - Wild Buckwheat (*Polygonum Convolvulus*).
   - Ox-eye Daisy (*Chrysanthemum leucanthemum*).
   - Pigeon Grass (*Setaria viridis*).
   - Horsetail (*Equisetum*).
IMAGE EVALUATION
TEST TARGET (MT-3)
University of Toronto.

ANNUAL EXAMINATIONS: 1891.
IN THE AGRICULTURAL COLLEGE, GUELPH.

FEEDING OF ANIMALS.

Examiner: H. P. Armsby, Ph.D.

1. State in detail how the exact nutritive effect of a ration upon a given animal may be ascertained.

2. What effects may be produced by the food upon the composition of the carcass, and under what conditions?

3. Effects of bodily exertion on metabolism and on fattening.

4. Characteristics and uses of clover as a forage crop compared with other common forage crops.

5. Digestibility of clover in the various forms in which it is used compared with that of grass. Influence of maturity and method of preservation on the digestibility of clover.
UNIVERSITY OF TORONTO.

ANNUAL EXAMINATIONS: 1891.

IN THE ONTARIO AGRICULTURAL COLLEGE, GUELPH.

DAIRYING.

Examiner: Prof. Jas. W. Robertson.

1. What are the physical properties, and the constituents of average milk from cows?

2. Describe the characteristic points of a good dairy cow of any breed.

3. How may cream be separated from milk? State the advantages and disadvantages of each method.

4. Write a short description of the process of butter-making, as it should be carried on at a farm dairy in Ontario in February.

5. How does the development of acidity in milk, curd, or whey, affect the making of cheese by the Cheddar process.

6. Give a ration suitable for milking cows, made up from crops that can be grown on farms in Ontario.

7. State how you would apportion the crops (mentioned in your answer to No. 6), on forty acres of arable land, so as to feed the largest number of cows for one year.

8. What produces "flavour" in butter and cheese?

9. What are the needs of the dairy interests of Ontario, in regard to Standards for milk, and Legislation dealing with the adulteration of it?
ANNUAL EXAMINATIONS: 1891.
IN THE AGRICULTURAL COLLEGE, GUELPH.

ECONOMIC ENTOMOLOGY.

Examiner: James Fletcher, F.R.S.C., F.L.S.

1. Explain the following terms: Hexapoda, Homoptera, Incomplete Metamorphosis, Maxilla, Ocellus, Parthenogenesis, Pseudoneuroptera, Prolegs.

2. Name the parts of the body of one Insect in each of the following orders: Coleoptera, Hemiptera, Lepidoptera.

3. How do Insects breathe and feed, and how does this affect the question of applying remedies?

4. What is the best deterrent wash to prevent borers in fruit trees?

5. Give a short sketch of the life-histories of the following:
   1. Cabbage Maggot (Anthomyia brassicae);
   2. Imported Currant Worm (Nematus ribesii);
   3. The Turnip Flea-beetle (Phyllotreta vittata);
   4. The Pine Borer (Monohamatus confusor);
   5. The Ox Bot-fly (Hypoderma bovis).

6. Give the best remedies for:
   1. The Oyster-shell Bark-louse (Mytilaspis pomorum)
   2. The Pea-weevil (Bruchus pisi)
   3. The Striped Cucumber-beetle (Diabrotica vittata)
   4. The Squash-bug (Anasa tristis)

7. In what proportion to its diluent may Paris Green be used on the following plants: Apple, Peach, Pear, Plum, Potato.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.
IN THE AGRICULTURAL COLLEGE, GUELPH.

AGRICULTURE.

Examiner: Prof. I. P. Roberts.

I.

Note.—Read the questions through carefully. All answers should be short and to the point. Avoid wordy definitions. Seize salient points and prime factors, as the greater always includes the less. Do not repeat the questions, but designate them by their numbers. Write on one side of the paper only. Place your full name on every sheet. Take time to review your answers carefully before handing in your paper.

LAND DRAINAGE.

1. State the effects of thorough drainage of clay lands.
   
   (a) As to temperature of soil.
   (b) As to chemical changes induced.
   (c) As to physical conditions.
   (d) As to liberation of plant food.

2. Should drains run up and down the slopes?

3. Why should there be the fewest possible number of mains?

CULTURE.

4. Nature raises fair crops without culture. How does she do it?
   
   (a) What should we aim to accomplish by plowing?
   (b) What by harrowing and cultivating?
   (c) What by rolling?
   (d) Is the grinding and compacting of the soil by the horses' feet which is necessitated by the present methods of culture, beneficial or harmful?

5. How can moisture best be conserved for the use of hoed crops during dry summer weather?
6. How can available plant food be added to the soil without the use of plants, manures, or fertilizers?

7. What factors would you use to bring a field which does not require drainage, which was producing a minimum crop, up to a maximum yield keeping in view the greatest present and ultimate profit.

MANURES.

8. Give practical rules for preserving waste of farm manures, and state the two principal ways in which waste is likely to occur.

9. In what ways do farm manures benefit the land?

10. What is the value of the nitrogen in a ton of cotton seed meal containing 40 per cent. of albumenoids, if nitrogen is worth 16 cents per pound?

11. Why should a dressing of superphosphate not follow closely a dressing of lime?

ANIMALS.


13. What is the effect of in-and-in-breeding?

14. State in what way and to what extent you would use the four great factors of improvement, heredity, food, habit, and comfort in improving the common cattle of Ontario with a view to more economical meat production.

15. How would you proceed to form a new breed of sheep which would be able to maintain its valuable qualities without a constant infusion of imported blood, and which should really be better adapted to the prevailing conditions in Ontario than any breed now extant?

16. Why should horses be fed oftener than cattle?

17. What effect has the weight of the animal on its power to pull? Why can trotters and thoroughbreds move faster than horses of the same weight of the draft type?

18. Name the best breed of swine for Ontario, and state at some length the principles to be observed in breeding rearing and fattening.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.
IN THE AGRICULTURAL COLLEGE, GUELPH.

DRAWING.

Examiner: C. C. James, M.A.

N.B.—Only rule or straight edge and triangles allowed for this work.

1. Draw your name in block letters one inch long.

2. Draw a simple farm cart.

3. Three gate posts are 12 ft. and 4 ft. apart: between the first and second posts the large gate is on the swing away from the observer at an angle of 60° with line of posts, and between the second and third posts the small gate is on the swing towards the observer at same angle. Draw the same, stating scale and position of observer.
1. Express in a decimal of 4 places the following:

\[ 16 \times \left\{ \frac{1}{5} - \frac{1}{3.5^2} + \frac{1}{5.5^3} - \frac{1}{7.5^4} + \text{&c.} \right\} = \frac{4}{239}. \]

2. Two distances are measured in inches, and are known to be correct within a quarter of a hundredth of an inch each way, being 11.87 and 9.95. How far can their product be depended upon for accuracy?

3. A. starts from Kingston to walk to Belleville, a distance of 45 miles, at the rate of 3\(\frac{1}{2}\) miles per hour, and B. starts from Belleville 3 hours earlier, at the rate of 2\(\frac{1}{2}\) miles per hour, to walk to Kingston. Where do they meet?

4. I sell goods at a profit of 10 per cent. of the first cost to me, and for cash I deduct 5 per cent. of the selling price. What per cent. of the first cost do I gain?

5. The duty on surgical instrument cases is 35 per cent.; that on the instrument 20 per cent.; the duty paid on a case of instruments invoiced at $30 was $7.50; find the invoice price of the instruments alone.

6. (a) What per cent. is realized on money by investing in a 3\(\frac{1}{4}\) per cent. stock at 67?

   (b) When money is worth 4 per cent. what ought to be the price of stock which pays 2\(\frac{1}{2}\) per cent.?
7. A person borrowed money for two years. For the first year he paid 6 per cent., and the second year 7 per cent. At the end of the time he paid back $175. How much was borrowed?

8. A. rented a house for one year for $480; at the end of three months he took in B. as a co-tenant; after four months more they admit C. B. moves out one month before the year is up; how much rent should each pay?

9. A man rents a house for $28 per month for one year. What sum paid in advance would pay the rent for the year, interest being calculated at \( \frac{1}{2} \) per cent. a month?
University of Toronto.

ANNUAL EXAMINATIONS: 1891.

IN THE AGRICULTURAL COLLEGE, GUELPH.

ENGLISH.

Examiner: T. C. L. ARMSTRONG, M.A., LL.B.

1. Characterize Addison as a satirist; illustrating your opinion by reference to any of the selected numbers in the Spectator.

2. Discuss after Addison the advantages of cheerfulness as a moral habit, and cheerfulness in its natural state.

3. "We cannot be guilty of a greater Act of uncharitableness than to interpret the Afflictions which befal our Neighbours as Punishments and Judgments."

How does the author explain, prove and illustrate this statement?

4. Give the substance of Addison's paper on the utility and pleasure of planting. What poets have written on the subject?

5. Give Pope's opinions on the following heads, quoting where you can:

(a) The use of new words.

(b) Judging a poem from the rhymes, or by knowing the "easy vigour of a line."

(c) Suiting the words to the sense.

(d) Following nature and imitating old authors.
6. Complete the couplets in which the following lines occur. And state in what connection each couplet is used:

(a) Pride, where wit fails, steps into our defence.
(b) Drink deep, or taste not the Pierian spring:
(c) True wit is nature to advantage dressed;
(d) A needless Alexandrine ends the song.
(e) 'Tis not enough, no harshness gives offence.
(f) Where Ajax strives some rock's vast weight to throw,
(g) Good nature and good sense must ever join;
(h) Nay, fly to alters; there they'll talk you dead;
(i) Whose own example strengthens all his laws;
(j) Averse alike to flatter, or offend.
1. "The difference between the soaring angel, and the creeping snake, was but the type of the difference between Bacon the philosopher and Bacon the Attorney-General."

   (a) In what connection is this statement used by Macaulay?

   (b) Contrast Bacon's sentiments as expressed in the Essays on Great Place, on Friendship, on Youth and Age, with his own conduct in life.

2. "The poetical faculty was powerful in Bacon's mind, but not, like his wit, so powerful as to usurp the place of his reason."

   Show how Macaulay employs and exemplifies these terms (wit and poetical faculty). Illustrate both from the selected Essays.

3. "Bacon had a wonderful talent for packing thought close, and rendering it portable."

   (a) Express this literally.

   (b) Quote any passages from the Essays that show this talent.

   (c) Characterize briefly Bacon's style, and show how it changed as he grew old.

4. "Two words form the key to the Baconian doctrine—utility and progress." Show what is meant, and estimate the work of Bacon in philosophy and science.
5. Sketch the character of Richard II., referring to passages, and quoting from any of his sentimental speeches.

6. Discuss the poetic justice and the patriotism of the play.

7. Compare the characters York and John of Gaunt, referring to passages.
1. What are the characteristics of Epic poetry as to theme, heroes, episodes, language and machinery.

2. What are the chief peculiarities of Milton's diction and versification? Illustrate your answer by quoting from Bk. I. of Paradise Lost.

3. Quote and comment on any three of the similes used in the following descriptions:
   (a) Satan on the burning lake.
   (b) his shield and spear when going ashore.
   (c) his followers when in the lake,
   (d) when flying in the air,
   (e) when assembled on the plain,
   (f) at the consult.

4. Characterize Milton's description of the bottomless pit, and of Satan when reviewing his host.

5. Write a short note on the poet's invention in selecting his minor heroes.

6. Discuss the poetic and metrical peculiarities of the following passage:

   Anon they move
   In perfect phalanx to the Dorian mood
   Of flutes and soft recorders; such as raised
   To height of noblest temper heroes old,
   Arming to battle, and instead of rage
Deliberate valour breathed, firm and unmoved  
With dread of death to flight or foul retreat;  
Nor wanting power to mitigate or swage  
With solemn touches troubled thoughts, and chase  
Anguish and doubt and fear and sorrow and pain  
From mortal and immortal minds.

7. Write a short critique of Lycidas, showing its origin, its plan, its metrical form, and its poetic merits.
University of Toronto.

ANNUAL EXAMINATIONS: 1891.
IN THE AGRICULTURAL COLLEGE, GUELPH.

ENGLISH.

Examiner: T. C. L. Armstrong, M.A., LL.B.

1. Write a composition of at least 50 lines, on any one of the following subjects:
   (a) Woodman, spare that tree!
   (b) He prayeth best who loveth best
       All things both great and small.
   (c) Speed the plough.
   (d) Winter joys on the farm.

2. (a) What are the advantages and the dangers of the use of rhetorical figures in a composition?
   (b) Distinguish wit and humour; simile and metaphor; irony and sarcasm.
   (c) Explain what is meant by melody and harmony in composition, and state some of the varieties and requirements of the latter in a literary work.

3. (a) Give a short historical account of the different stages of the drama in English Literature.
   (b) Estimate the position in literature, and name the chief works of Chaucer, Milton, Burns and Wordsworth.
   (c) Write a short account of the poets and poetry of the age of Queen Anne.

4. (a) Show what inflections of verbs, nouns and adjectives we have left in our grammar, and by what means the lost inflections of verbs and nouns have been replaced.
   (b) State and illustrate the various uses of: it, what, who, we, that, do.
   (c) Write a note on the grammar of the agreement of the verb with its subject, giving the main rule and the chief sub-rules.
1. Discuss Wordsworth's theory of poetic diction, and apply it in criticizing the Lone Reaper.

2. Show how the principles of contrast and harmony as to sentiments and scenery are employed in Resolution and Independence.

3. Characterize the descriptions and illustrations in this poem, referring to passages or quoting them in your answer.

4. The youth who daily farther from the east
   Must travel, still is nature's priest.
   And by a vision splendid
   Is on his way attended;
   At length the man perceives it die away.
   (a) Express fully what the poet means here,
   (b) How is the vision destroyed in manhood?
   (c) How compensated?
   Quoting where you can from the poem.

5. But there's a tree, of many, one,
   A single field which I have looked upon,
   Both of them speak of something that is gone.
   Explain what is meant here.

6. The thought of our past years in me doth breed
   Perpetual benediction.
   How does the poet limit and explain this in the Intimations.
7. I hold it true whate'er befal;  
I feel it when I sorrow most;  
'Tis better to have loved and lost  
Than never to have loved at all.

(a) How is this sentiment expressed in the earlier stanzas of the poem?

(b) How does the poet show the truth of this sentiment in the previous part of the poem?

(c) Characterize the poet's references to nature in this poem, referring to or quoting passages.
1. How has the composition of the atmosphere affected the earth’s life?
2. How has the climate of successive geological periods been modified by external physical conditions?
3. Describe the various ways in which organic remains or their records have been preserved to us.
4. Account for the colors of aqueous rocks, explaining more fully the presence of red rocks sometimes with rock salt.
5. (a) What proof have we of life in the Eozoic period?
   (b) Give a synopsis of the characteristic life of the Erian system.
6. Explain the following terms: Outcrop, fault, gangue, lode, monoclinal, and archetype.
7. Distinguish between dip and strike; jointed and slaty cleavage; breccia and amygdaloid; selenite and syenite; vein of infiltration and vein of segregation.
8. Describe the age, distribution, and fossil remains of the Laramie Series.
9. Mention and account for the formations of the Pleistocene age.
10. (a) In what geological formation and under what conditions is nickel found in Canada?
    (b) Where has natural gas been struck in sufficient quantities in Canada to be utilized?
11. Identify the specimens of rocks and fossils placed before you.
University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

MATRICULATION.

GREEK.

Examiner: Francis Huston Wallace, M.A., B.D.

I.

1. Decline Πέρσης, νεώς, μήτηρ.
2. Parse χαρίσει, λέοντε, τριήρη, ἥχοι, ἀργυρᾶ.
3. Give the comparative and superlative of σόφος, μέσος, τάχυς, κάκος, μάλα.
4. Write out the imperative 1st aorist active of λῶ, the perfect indicative middle of τρίβω, the imperfect indicative active of τιμᾶω.
5. Parse ἵστατον, τιθέμεν, ἔδω, γνῶθι, ἵτω.
6. Translate into Greek:
   (a) Those who manage the affairs of the state are not always worthy of honor.
   (b) Who are to prevent you?
   (c) Five of the ships escaped; the rest were taken.
   (d) He said that not they but he himself did it.
   (e) Who has suffered such calamities as this man?

II.

1. Translate:
   'Ενταῦθα ἐμείναν ἡμέρας τρεῖς καὶ τῶν τετραμένων ἐνεκα και ἄμα ἐπιτήδεια πολλὰ εἷχον, ἄλευρα, μών, καὶ κριθαί. ἔποιος συμβεβλημένας πολλαὶς. Ταῦτα δὲ συνηγμένα ἦν τῷ σατραπείου τῆς χώρας. Τετάρτη δ' ἡμέρα καταβαίνουσιν εἰς τὸ πεδίον. Ἐπεὶ δὲ κατέλαβεν αὐτοῖς Τισσαφέρης σὺν τῇ δύναμις,
2. Parse τετραμένους, συμβεβλημένας, σατραπεύοντι, πορευόμεθα, μαχαίρια.

3. Account for the case of ημέρας, ἐποίης, χώρας, and the tense of εἶχον and καταβαθμόνως.

4. Outline the events narrated in the third book of the Anabasis.

III.

1. Translate:

Τὸν δ᾽ ἀπαμείβομενος προσέφη κορυφαίολος "Εκτορ', "Δαιμόνι', οὗκ ἐν τῷ τοῦ ἄνθρωπος εἰς, ἔργον ἀτιμήσεις μάχης, ἐπεὶ ἀλειπόμοι ἐσθι.
Αλλὰ ἐκὼν μεθείνω τε καὶ σὺκ ἐθελεῖς τὸ δὲ ἐμὸν κύρ
"Αχνυναί ἐν θυμῷ, δὴ ὑπὲρ σέθεθαι ἀδικήν ἀκούον
Πρὸς Ἰρωνῶν, οὐκ ἔχουσι πολὺν πόνον ἐνεκα σεό.
'Αλλ' ἰὸμεν τὰ δ ὅπισθεν ἀρεσσόμεθ', αἰ ἑκ' ποθὲ Ζεὺς
Δῶῃ ἐπουρανίοιοι θεῶν ἀιενεγήστησιν Ἐκ Τρόις ἐλάσαντας ἐικυνήμιδας Ἀχαιοὺς.'

HOMER, Iliad, VI.

2. Parse Δαιμόνι', ἐσθι, μεθείς, ἀχνυναί, ἐλάσαντας.

IV.

Translate at sight:

"Ἀκόινασα τῶν στρατηγῶν ταῦτα ἢδεξε τὸ στράτευμα συναγαγέων καὶ ἐθῶν, φύλακας καταληπτοῦντες καὶ στρατηγοὺς ἐπὶ τὸς μένουσι Σοφαίτης, ἐπορεύοντο, ἔχοντες ἑγεμόνα τὸν ἄνδρον ἀνθρωπον. Ἐπειδὴ δὲ ὑπερέβαλον τὰ ὄρη, οὶ πελτασαί προϊόντες καὶ κατιδόντες τὸ στρατόπεδον οὐκ ἔμειναν τῶν ὀπλίτας, ἀλλὰ ἀνακραγόντες ἔθεον ἐπὶ τὸ στρατόπεδον. Οἱ δὲ βάρβαροι ἀκόινάντες τὸν ὥρμον οὐχ ὑπέμειναν, ἀλλὰ ἔφευγον δὴ καὶ ἀπέθανον τιμῶς τῶν βαρβάρων καὶ ἔποι ἠλωσαν ὡς εἰκοσί, καὶ ἡ σκηνὴ ἡ Τηρῆδαξ ἐάλω.

XENOPHON, Anabasis, IV.
1. Translate:

Hoc ius Æneas misso certamine tendit
Gramineum in campum, quem collibus undique curvis
Cingebant silvae; mediaque in valle theatri
Circus erat, quo se multis cum millibus heros
Consessu medium tulit exstructoque resedit.
Hic, qui forte velint rapido contendere cursu,
Invitat pretiis animos, et praemia ponit.
Undique conveniunt Teucri mixtique Sicani;
Nisus et Euryalus primi:
Euryalus forma insignis viridique juventa,
Nisus amore pio puori; quos deinde secutus
Regius egregia Priami de stirpe Dioreas;
Hunc Salius simul et Patron: quorum alter Acarnan,
Alter ab Arcadio Tegeaeae sanguine gentis;
Tum duo Trinacrii juvenes, Helymus Panopesque,
Assueti silvis, comites senioris Acestae;
Multi praeterea, quos fama obscura recondit.

Virgil, Æneid, V.

2. Parse and explain the syntax of misso, theatri, consessu, velint, silvis.

3. Give the principal parts of tendit, resedit, mixtique, assumti, recondit.

4. Decline together senioris Acestae.

5. Outline the story of the Æneid.
1. Translate:
Eodem die castra promovit et millibus passuum sex a Caesaris castris sub monte consedit. Postridie eius diei praeter castra Caesaris suas copias traduxit et millibus passuum duobus ultra eum castra fecit, eo consilio, uti frumento commeatuque, qui ex Sequanis et Aeduis supportaretur, Caesarem intercluderat. Ex eo die dies continuos quinque Caesar pro castris suas copias produxit et aciem instructam habuit, ut, si vellet Ariovistus proelio contendere, ei potestas non deesset. Ariovistus his omnibus diibus exercitum castris continuit, equestri proelio quotidie contendit. Genus hoc erat pugnae, quo se Germani exercuerant. Equitum millia erat sex, totidem numero pedites velocissimi ac fortissimi, quos ex omni copia singuli singulos suae salutis causa delegerant. Cum his in proelis versabatur; ad hos se equites recipiebant: hi, si quid erat durius, concurrebat, si qui graviore vulnere accepto quo deciderat, circumsistebant; si quo erat longius prodeundum aut celerius recipiendum, tanta erat horum exercitacione celeritas, ut iubis equorum sublevati currsum adaequarent.

2. Account for the case of millibus, diei, commeatueque, dies, diebus.

3. Parse uti, instructam, totidem, durius, prodeundum.

4. Translate:
Postridie eius diei refractis portis, cum iam defenderet nemo, atque intromissis miliibus nostri sectionem eius oppidi universam Caesar ven- didit. Ab iis, qui emerant, capitum numerus ad eum relatus est millium quinquaquinta trium.

Ibid, II.

III.

Translate at sight:
Caius Duilius, primo Punico bello dux contra Carthaginienses missus, cum videret eos multitum mari posse, classem magis validam quam decoram fabricavit, et manus ferreas cum irrisu hostium primus instituit, quibus inter pugnandum hostium

*validus*, powerful.
*decorus*, beautiful.
*ferreus*, of iron.
*irrusus*, derision.
*apprehendere*, to grapple.
Translate into Latin:

1. He replied that he had taken up arms to assist the oppressed.
2. Having ascertained this fact, he asked why they did not think it a shame to break their word.
3. To prevent him from betraying the allies, he was sent to Messina.
4. We were afraid that you would not come before the winter.
5. Do not pardon him; see to it that he repents of his folly.
6. So great was the danger, that Cæsar had the walls pulled down.
7. Having pursued the enemy for three hours, our men were persuaded to return to camp.
8. Thales, on being asked, what was difficult, said, "To know oneself." Being also asked, what was easy, he replied, "To give advice."
9. Darius wrote to Alexander, that he could not always be caught in a defile (saltus); that Alexander had to cross the Euphrates, to enter plains, where he would have occasion to blush for the smallness of his numbers.
10. The Suevian tribe, says Cæsar, is by far the largest and most warlike of all the Germans. It is said they have one hundred cantons, from each of which they lead forth for war one thousand every year; the rest remain at home and maintain both themselves and the troops.
B.

1. What peculiarities are there in the declension of the following: dea, filius, domus, facies, cum, vetus, alius, alteriter, iens, mille?

2. Compare juvenis, vetus, nequam, faciliter, diu, prope.

3. Give the principal parts of vinco, vivo, consisto, constito, refero, pendo, quaro, queror, orior, confido, (all from Caesar, I.)

4. Give the imperfect subjunctive active 3rd singular of fero, nolo, eo; the future indicative active 3rd singular of partior, volo, futur; the participles passive of pello, confero, mitto.

5. What is the force of the termination in each of the following words: capesso, vivus, vehiculum, silvusus, lucceso, senatus?
1. (a) Simplify

\[ a - (b - c) - [a - b - c - 2 \{ b + c - 3(c - a) - d \}] \]

(b) Shew that, if

\[ x = a + d, \ y = b + d, \ \text{and} \ z = c + d; \]

then will

\[ x^3 + y^3 + z^3 - yz - zx - xy = a^3 + b^3 + c^3 - bc - ca - ab. \]

2. (a) Divide

\[ ax^4 + (ad - bc) x^3 - (ac + bd) x + bc \] by \( ax - b. \)

(b) Find the factors of

\[ ab + bc + cd + da \] and \( ax^4 + x + a + 1. \)

3. (a) Find the H. C. F. of

\[ x^3 - 7x + 12, \ 3x^2 - 6x - 9 \] and \( 2x^3 - 6x^2 - 8. \)

\[ \begin{array}{c|c} \hline \frac{a + x}{a - x} & \frac{a - x}{a + x} \\ \hline \end{array} \]

(b) Simplify

\[ \frac{a + x}{a - x} + \frac{a - x}{a + x}. \]

4. Solve the equations for \( x \)

(a) \( a(x - a) = b(x - b). \)

(b) \( (x + a)^4 - (x - a)^4 + 8a^4 = 8ax^4. \)

(c) \( (x + b)^2 - (x - b)^2 + c^2 = 4bx + a^2. \)

5. Find two numbers, one of which is \( \frac{3}{2} \) of the other, so that the difference of their squares may be equal to 16.
6. A man bought a certain number of railway shares for $1,875; he sold all but 15 of them for $1,740, gaining $4 per share on their cost price; how many shares did he buy?

7. (a) Multiply $x^k - x^j + x^i - x^{-i}$ by $x^j + x^i$.

(b) Extract the square root of $(23 - 8 \sqrt{7})$.

(c) If $x = 2 + \sqrt{5}$ prove that $(x - 1) (x - 2) = x$.

8. If $a \left( \frac{y + z}{b} \right) = b \left( \frac{z + x}{c} \right) = c \left( \frac{x + y}{a} \right)$ then

$$\frac{y - z}{a (b - c)} = \frac{z - x}{b (c - a)} = \frac{x - y}{c (a - b)}$$

9. If $a$ men or $b$ boys can dig $m$ acres of ground in $n$ days, show that the number of boys whose assistance will be required to enable $(a - p)$ men to dig $(m + p)$ acres in $(n - p)$ days will be

$$\frac{pb}{a} \left( 1 + \frac{(n + m) a}{(n - p) m} \right)$$

10. If one-third of the sum of the squares of the roots of the equation $x^3 + px + q = 0$ be equal to their product, shew that $p^3 = 5q$. 

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A man bought a certain number of railway shares for $1,875; he sold all but 15 of them for $1,740, gaining $4 per share on their cost price; how many shares did he buy?
University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

JUNIOR MATRICULATION.

EUCLID.

Examiners: { A. R. Bain, LL.D.  
I. E. Martin, B.A.}

Note.—Any six questions constitute a full paper.

1. The greater angle of every triangle is subtended by the greater side, or has the greater side opposite to it.

In the triangle \( ABC \), if \( AC \) be not greater than \( AB \), shew that any straight line drawn through \( A \) and terminated by the base \( BC \) is less than \( AB \).

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

Any two sides of a triangle are together greater than twice the straight line drawn from the vertex to the middle point of the remaining side.

3. Triangles on the same base and between the same parallels are equal in area.

\( ABC \) is a triangle, and \( D \) is any point in \( AB \); it is required to draw through \( D \) a straight line \( DE \) to meet \( BC \) produced in \( E \), so that the triangle \( DBE \) may be equal to the triangle \( ABC \).

4. In an obtuse-angled triangle, if a perpendicular is drawn from either of the acute angles to the opposite side produced, the square on the side subtending the obtuse angle is greater than the squares on the sides containing the obtuse angle by twice the rectangle contained by the side on which, when produced, the
perpendicular falls, and the line intercepted without the triangle, between the perpendicular and the obtuse angle.

\(ABC\) is a triangle right-angled at \(C\), and \(DE\) is drawn from a point \(D\) in \(AC\) perpendicular to \(AB\): shew that the rectangle \(AB \times AE\) is equal to the rectangle \(AC \times AD\).

5. To describe a square that shall be equal to a given rectilineal figure,—

Given a square and one side of a rectangle which is equal to the square, find the other side.

6. If two circles cut one another they cannot have the same centre.

Two circles, which intersect at one point, must also intersect at another.

7. To draw a tangent to a circle from a given point either on, or without, the circumference,—

In the diameter of a circle produced, determine a point such that the two tangents drawn from it may contain a given angle.

8. In equal circles, the chords which cut off equal arcs shall be equal.

Two equal circles intersect at \(A\) and \(B\); and through \(A\) any straight line \(DC\) is drawn terminated by the circumferences: shew that \(BD\) is equal to \(BC\).
A.

1. Show the distinction between the old and modern methods of indicating the plural in English nouns. Give three examples of each of the following:

Nouns having singular forms with plural meanings.
- " " singular forms only.
- " " plural forms only.
- " " plural forms with singular meanings.
- " " plural forms with changed meanings.

2. Write a note on the distinction of gender in English nouns. Show what remnants of true gender we have. Explain the method of personification, and state its advantages.

3. What are the rules of syntax as to the concord of verb and subject, verb and pronoun, adjective and noun, verb and verb?
B.

It has ever been my opinion, that an excessive solicitude to avoid the use of our first personal pronoun more often has its source in conscious selfishness than in true self-oblivion. A quiet observer of human follies may often amuse or sadden his thoughts by detecting a perpetual feeling of purest egotism through a long masquerade of disguises, the half of which, had old Proteus been master of as many, would have wearied out the patience of Menelaus. I say, the patience only; for it would ask more than the simplicity of Polyphemus, with his one eye extinguished, to be deceived by so poor a repetition of nobody. Yet I can with strictest truth assure my readers that with a pleasure, combined with a sense of weariness, I see the nigh approach of that point of my labours, in which I can convey my opinions and the workings of my heart without reminding the reader obtrusively of myself. But the frequency with which I have spoken in my own person, recalls my apprehensions to the second danger, which it was my hope to guard against; the probable charge of arrogance or presumption, both for daring to dissent from the opinions of great authorities and perhaps, from the general opinion concerning the true value of certain authorities deemed great.

1. (a) What rhetorical advantage is sought by avoiding the first person which is here criticised; (b) mention some of the methods of disguising it; (c) what is gained by using the plural pronoun (we) for the singular, and when is it allowable?

2. Write critical notes on the words and phrases in italics, discussing anything in each worthy of literary or grammatical notice.

3. Show clearly the relation of each of the main sentences of this paragraph, and how this relation is expressed or implied.

4. Paraphrase: Long masquerade of disguises; so poor a repetition of nobody; reminding the reader obtrusively of myself.
1. Describe *Evangeline* in such a way as to give a clear and correct idea of the poem to a person who had never read it. (N.B.—The candidate is cautioned against devoting a disproportionate space to the mere story of the poem).

2. Reproduce in your own words and in good literary form the sequence of thought in *The Arsenal of Springfield* or in *The Ladder of St. Augustine*.

3. **The Day is Done.**

   The day is done, and the darkness
   Falls from the wings of night,
   As a feather is wafted downward
   From an eagle in his flight.

   I see the lights of the village
   Gleam through the rain and mist,
   And a feeling of sadness comes o'er me,
   That my soul cannot resist:

   A feeling of sadness and longing,
   That is not akin to pain,
   And resembles sorrow only
   As the mist resembles the rain.

   Come, read to me some poem,
   Some simple and heartfelt lay,
   That shall soothe this restless feeling,
   And banish the thoughts of day.
Not from the grand old masters,  
   Not from the bards sublime,  
Whose distant footsteps echo  
   Through the corridors of time.  
For, like strains of martial music,  
   Their mighty thoughts suggest  
Life’s endless toil and endeavour;  
   And to-night I long for rest.  

Read from some humbler poet,  
   Whose songs gushed from his heart,  
As showers from the clouds of summer,  
   Or tears from the eyelids start,  
Who, through long days of labour,  
   And nights devoid of ease,  
Still heard in his soul the music  
   Of wonderful melodies.  

Such songs have power to quiet  
   The restless pulse of care,  
And come like the benediction  
   That follows after prayer.  

Then read from the treasured volume  
   The poem of thy choice,  
And lend to the rhyme of the poet  
   The beauty of thy voice.  

And the night shall be filled with music,  
   And the cares, that infest the day,  
Shall fold their tents, like the Arabs,  
   And as silently steal away.

(a) What is the main idea communicated in this poem?

(b) Divide this poem into some four or five sections, and show what each of these contributes to the unfolding of the main idea.

(c) Point out the merits and defects of the poem.

4. Explain fully and accurately the italicised words in the following:

(a) Rushed through the court-yard, thrusting in his rage  
   To right and left each seneschal and page.

(b) And now returned again  
   To Sicily the old Saturnian reign.
(c) Whom Saxon Cadmon calls the Blithe-heart king.

(d) Like sweet thoughts of love on a darkened and devious spirit.

(e) —with distaffs spinning the golden Flax for the gossiping looms.

(f) Sat a herdsman arrayed in gaiters and doublet of deerskin.

5. Indicate in what poem and in what connection the following passages are to be found: (N.B.—Five constitute a full answer).

(a) The friends who leave us do not feel the sorrow
    Of parting, as we feel it, who must stay.

(b) The heights by great men reached and kept
    Were not attained by sudden flight.

(c) Each morning sees some task begun,
    Each evening sees its close;
    Something attempted, something done,
    Has earned a night's repose.

(d) Let us, then, be up and doing,
    With a heart for any fate.

(e) This life of mortal breath
    Is but a portal of the life elysian
    Whose portal we call death.

(f) Like the odours of brine from the ocean
    Comes the thought of other years.

(g) Men have no faith in fine-spun sentiment
    Who put their trust in bullocks and in beeves.
University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

JUNIOR MATRICULATION.

ENGLISH COMPOSITION.

Examiner: W. J. Alexander, Ph.D.

Write an essay on any one but not more than one of the following themes:

(a) The Passage of Arms at Ashby.
(b) The Trial of Rebecca.
(c) The character of Warren Hastings, its merits and defects.
(d) Camping in Ontario.
(e) College Life as pictured by one just entering it.
University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

JUNIOR MATRICULATION.

HISTORY AND GEOGRAPHY.

Examiners. { W. J. Alexander, Ph.D.
{ T. C. L. Armstrong, M.A.

Note.—Candidates may take any two questions in each of the sections A, B, C, D.

A.

1. Describe the measures taken by Parliament in 1689, in reference to (1) the monarchy; (2) control of revenues; (3) control of the army.

2. Indicate briefly the circumstances that led to the formation of the first English Ministry.

3. Relate the circumstances that led to the fall of Marlborough, and indicate the political significance of that event.

4. Describe briefly the struggle between George III. and the Parliament.

B.

1. Sketch briefly the career of Marius or that of Sulla.

2. Write a short account of the second Macedonian war, and the “liberation of Greece,” immediately following its close.

3. Give a brief account of the agrarian reforms of the Gracchi,
C.

1. Trace briefly the struggle between the Greek States and Philip of Macedon.

2. State the causes that led to the Peloponnesian war. Mention some of the chief events in that war, and estimate the effect it had on the parties.

3. Sketch the career of Epaninondas or Pericles.

D.

1. Enumerate and describe the various British Colonial possessions after the capture of Quebec by Wolfe.

2. Draw an outline map of the Roman Empire in the East at the death of Augustus, indicating the positions of the chief places.

3. Tell where each of the following was situated, and state any events of importance in its history:—Etruria, Capua, Samnium, Tarentum, Canne, Syracuse, Zama.
Translate:

La mère Louveau se remit lentement. Elle se débattit contre la mauvaise chance, fit l'impossible pour joindre les deux bouts.
S'ils avaient eu de quoi acheter un bateau neuf,
ils auraient pu relever leur commerce, mais on avait dépensé toutes les économies pendant les jours de maladie, et les bénéfices passaient à boucher les trous de la Belle-Nivernaise qui n'en pouvait plus.

Victor devint une lourde charge pour eux.
Ce n'était plus l'enfant de quatre ans que l'on habillait dans une vareuse et que l'on nourrissait pardessus le marché.
Il avait douze ans, maintenant ; il mangeait comme un homme, bien qu'il fût resté maigrelet, tout en nerfs et qu'on ne pût encore songer à lui faire manœuvrer la gaffe,— quand l'Équipage se cassait quelque chose.
Et tout allait de mal en pis. On avait eu grand-peine au dernier voyage, à remonter la Seine jusqu'à Clamecy.
La Belle-Nivernaise faisait eau de toutes parts ; les raccords ne suffisaient plus, il aurait fallu radouber toute la coque, ou plutôt mettre la barque au rancart et la remplacer.
1. La mère Louveau (l. 1). Explain this use of the definite article.

2. La mère... lentement (l. 1). Re-write the sentence in interrogative form, turning the verb into the pluperfect tense.

3. un bateau neuf (l. 4). Distinguish un bateau neuf and un nouveau bateau.

4. qu'on ne pût (l. 16). Why is pût subjunctive?

5. songer à lui faire (l. 16). Parse lui.

6. quand... quelque chose (ll. 17, 18). Explain the allusion.

7. grand'peine (l. 19). Account for the apostrophe in this form.

8. Write in full the pres. subj. of remit, the conditional of fit, the pres. indic. of joindre, the past def. of mangeait, and the impf. indic. of remplacer.

II.

Translate:

L'élève Maugendre est bien malade.
M. le docteur a beau secouer la tête, quand le pauvre père, qui le reconduit jusqu'à la porte du collège, lui demande d'une voix étranglée d'angoisse:

— Il ne va pas mourir, n'est-ce pas? 

On voit bien que M. le docteur n'est pas rassuré.
Ses cheveux gris ne sont pas rassurés non plus.
Ils disent "non" mollement, comme s'ils avaient peur de se compromettre.

On ne parle plus d'habit vert ni de bicorné.
Il s'agit seulement d'empêcher l'élève Maugendre de mourir.
M. le docteur a dit nettement qu'on ferait bien de lui rendre la clé des champs, s'il en réchappait...

S'il en réchappait!
La pensée de perdre l'enfant qu'il vient de retrouver anéantit tous les désirs ambitieux du père enrichi.
C'est fini, il renonce à son rêve.

Il est tout prêt à enterrer de ses propres mains l'élève de l'école forestière.
Il le clouera dans la bière, si l'on veut.
Il ne portera pas son deuil.
Mais, au moins, que l'autre consente à vivre.
25 Qu'il lui parle, qu'il se lève, qu'il lui jette les bras au cou, qu'il lui dise:
—Console-toi, mon père.
Je suis guéri.

Et le charpentier se pencha sur le lit de Victor.

30 C'est fini. Le vieil arbre est fendu jusqu'à l'aubier. Le cœur de Maugendre est devenu tendre.

1. bien (l. 1). Give the comparative and superlative.

2. vient de retrouver (l. 16). Distinguish from vient retrouver and vient à retrouver.

3. du père enrichi (l. 18). What adjectives regularly follow the noun?

4. Il et tout prêt (l. 20). Turn the sentence into the fem. plur.

5. que l'autre consente (l. 24). Parse consente.

6. console-toi, (l. 27). Turn into negative form.

7. Le vieil arbre (l. 30). Turn into the plural.

8. Write in full the pres. indic. of va, the fut. of voit, the impf. indic. of renonce, the pres. subj. of veut, the pres. subj. of lève.

III.

Translate:

L'épicier, le débitant de tabac et le facteur de la poste aux lettres étaient trois personnages bien connus de Zéro, qui entretenait avec eux de bonnes et constantes relations. Sa rare perspicacité l'empêchait de se tromper d'adresse, et il n'allait jamais chez l'un quand on l'envoyait chez l'autre.

Il partit sur-le-champ, bien décidé à ne pas flâner en route ; heureux peut-être, au fond de l'âme, de pouvoir effacer par un service rendu la nouvelle faute dont il venait encore de charger sa conscience, et son estomac.

L'épicier, accoutumé à voir venir chez lui ce singulier commissionnaire, qui ne marchandait jamais, le prit poliment d'entrer, acheva de servir deux autres clients, arrivés avant lui, car il faut que chacun passe à son tour, regarda ensuite le papier, prit les trente centimes, choisit deux œufs dans une caisse, les mira au jour pour que Zéro fût...
bien certain qu'on le servait en conscience, les
20 plaça délicatement sur un petit lit de varech, les
recouvrit de la serviette, puis, entraîné sans doute
par la force de l'habitude :
“Et avec cela?” dit-il à ce chaland d'une nou-
velle espèce.
1. L'épicier (l. 1). Give the fem. of épicer.
2. de bonnes ... relations (ll. 3, 4). Explain this use
of de.
3. chez l'un (l. 6). Distinguish by examples chez
and avec.
4. poliment (l. 14). State briefly general rules with
examples for the formation of adverbs in -ment from
adjectives.
5. il faut que (l. 15). Translate: il me faudrait
passer; il me fallait passer; il m'aurait fallu passer
6. fut (l. 18). Why subjunctive?
7. dit-il (l. 23). Explain the word order.
8. Write in full the imperative of étaient, the pres.
subj. of connus, the part. def. of entretenait, the pres.
subj. of allait, the fut. of envoyait.

IV.

Translate:

Les jurés sont toujours choisis dans la popula-
tion la plus éclairée. Or, à l'époque du procès
historique de Strasbourg, il y avait un juré qui
n'entendait pas la langue de Voltaire. On dut
traduire à son usage non seulement les dépositions
des témoins français, mais toutes les plaidoiries,
d'un bout à l'autre. Et le hasard malicieux voulut
que ce bonhomme se trouvât le chef du jury. Et
c'est lui qui, appuyant la main droite sur le cœur,
qu'il avait heureusement à gauche, émit cette
singulière déclaration: “Sur mon honneur et ma
conscience, devant Dieu et devant les hommes,
non, le jury n'est pas coupable.” On avait
employé deux heures à lui apprendre la phrase en
français.
1. Write (a) the plural of carnaval, feu, canal, trou, détail, ciel, chef-d'œuvre, madame, hibou, porte-monnaie, and (b) the feminine form of sec, grec, long, franc, vengeur, pêcheur, bref, auteur, égal, tous, paysan.

2. Give (a) the 1st person singular and plural of the present indicative of aller, acheter, écrire, jeter, mourir, fuir, employer, contenir, s'asseoir, boire, and (b) the 3rd person singular of the future indic. and present subj. of faire, croire, boire, acquérir, venir, savoir, voir, aller, vouloir, asseoir.

Translate:

3. There are several horses with white heads and black tails; some have thick manes and short ears. Do they not seem to be of about the same age? They have been brought here to sell.

4. Every letter you write, every word written therein, the persons to whom the letters are written, and the things about which you write......

5. France is one of the countries of Europe; its inhabitants are called French, and the language they speak is also called French. The fourteenth of July is the principal national holiday.

6. The train leaves at five minutes to ten; if you do not hurry you will be late. I, do not intend to go before half-past twelve. So much the better! But when shall we see you again? In about two weeks.
7. Here are some fine apples: let's ask the price.
What's the price of your apples to-day, sir?
These are a cent a piece, those are ten cents a dozen.
Which are the riper, the large ones, or the small ones?
Try them, gentlemen, they are all quite ripe.
The ones we bought this morning were very good.
These are as good, if not better; I like them better.
How many shall we take? As many as our pockets will hold?
Shall I not send them for you? That will be no trouble.
You may send us a dozen and a half of each kind.
How much do we owe you?
Ninety and seventy-five—one franc sixty-five centimes, if you please.

8. If we go to bed late and get up early, we shall not have time enough to rest.
They went to bed last night at sun-set, and got up a little after sun-rise.
After working hard all day one cannot sit up late without being sleepy.
My head has been aching ever since I came home.
A good sleep will cure it.
He or I will see you to-morrow. Neither he nor I would have come if it had been warm.
She and he were afraid you had received bad news from John's friend.
They could have lent us all the money we wanted, if they had known.
The boy left home when he was only sixteen, because he was not allowed to go to school.

9. A lady was always in the habit of having her shoes warmed before putting them on. As the weather was very hot one day, the servant brought them to her mistress without having previously placed them before the fire. When the lady's dog observed this, he immediately interfered, manifesting the greatest indignation at the maid's negligence. He took the shoes from her, carried them to the fire, and, after they had been warmed as usual, brought them and laid them down at his mistress's feet. He looked up in her face with apparent satisfaction, evidently intending to say if he could: "It's all right now, madam."
1. Translate:

Und wie er tritt an des Felsen Hang
Und blickt in den Schlund hinab,
Die Wasser, die sie hinunterschläng,
Die Charybde jetzt brüllend wiedergab,
Und wie mit dem fernen Donners Getöse
Entflügten sie schäumend dem finstern Schöse.

2. Parse Wasser, die, sie, (3rd line), and sie, (6th line).

3. Write the verbs in the tenses that will best correspond with the time and order of the actions represented, and write a note on the tenses here used.

4. Point out particularly how the poet has skilfully represented the sounds of the waters.

5. Write the German of the stanza, with all the changes required by the rules of ordinary prose.

6. Translate:

„Und da hieng ich, und war mir’s mit Grauen bewußt,
Von der menschlichen Hilfe so weit,
Unter Larven die einzige süßliche Brust,
Allein in der gräßlichen Einfamkeit,
Tief unter dem Schall der menschlichen Rede
Bei den Ungeheuern der traurigen Rede.“
7. Write the definite article before the following words in the nominative and genitive singular and nominative plural: Geöse, Schose, Felsen, Graufen, Ungeheuren, Gelenke, Koralle.

8. What does the pronoun es represent in each case where it is used in these two stanzas?

II.

9. Translate:

Wenn er nun dort in wieder gesichertem Behagen bei seiner Haupstrau fah, den treuen, bereit dirgräuchen Thasso zu Füßen, dann sprach er wohl manchem, mit einem wehmütigen Blick auf den „Stummen Rathsherrn“: „Gott verzeih mir’s, daß ich Kindezucht und Hundezucht vergleichte! Die Zucht der Kinder lohnt und Gott und wir erwarten nicht, daß ein Kind den Sold all unserer Mühen uns gleich bar bei Heller und Pfennig heimzahle. Aber dieser Hund hat zum Dank für meine Zucht mich selber erzogen und zum Entgelt für tausend richtig empfangene gefallene Prügel mir endlich Anno 1375 gar das Leben gerettet! Niemals ward ein Schulmeister so rafch und vollgültig gelohnt, wie ich durch meinen und der Reichsstadt Bexlar Stummen Rathsherrn.“

10. Why are the words, wenn, nun, bei, bereit, den („Stummen Rathsherrn“) in the first sentence, used in preference to als, jetzt, mit, schon, dem? Explain clearly.

11. Point out all verbs that are in the subjunctive mood, and give the rule for each.

12. Give the principal parts of fah, sprach, verzeih', vergleiche, heimzahle, erzogen, ward.

13. Explain briefly the following expressions:—wieder gesichertem Behagen, Stummen Rathsherrn, hat mich selber erzogen, gefallene Prügel.

14. Anno 1375. Give the ordinary form, and write the date in full.
15. Translate:

Dem Leibmedicus ging plötzlich ein helles Licht auf; der Anblick Anna's schien den wunderbaren Umschlag beim Fürsten erzeugt zu haben; denn die starrten Weiberröffer pflegten gerade am raschesten und wie durch Zauberre von Weiberaugen besiegt zu werden. In seiner Herzensängst vergaß darum der arme Doktor alle Klugheit und die Bitte des Hofmarschalls obenerwähnt, und plaste mit dem ärztlichen Rathe heraus, daß Seine Durchlaucht noch nicht allzu jah das gewohnte Arbeits- und Zägerleben mit dem schwülten Getümel der Repräsen

16. Write out the singular of the present indicative active of vergaß, möge, sah, erhob.

17. Distinguish besiegt zu werden and gesiegt zu sein, am raschesten and aufs rascheste.

18. Write the last clause of the extract in the future tense with the subject and the other nouns in the plural.

19. Write the following in the nominative and genitive singular and the nominative plural: dem ärztlichen Rathe, dem schwülten Getümel.

III.

20. Translate:

Wie er so da sah, fisch den faflten Kopf rief und, ohne etwas zu sagen, auf seinen Eierbecher hinstarre, dot er ein Bild tießer Ratlosigkeit, und in rascher Folge gingen ihm eine Menge von Gedanken durch den Sinn, Ge
danken an Jugend, Trostsn, Ewigkeit, an alle die Freuden, die man in ihrem wahren Wert erst erkennt, wenn man sie nicht mehr besingt. War es denn schon achttunddreißig Jahre her? Ja wohl, vor achttunddreißig Jahren hatte er zum erstenmal den schwarzroten Rock und mit ihm, wie er damals wahrte, die Männeswärme angezogen. Wie ein Kind, wie ein recht kindisches Kind erfreut ihn nun der junge Soldat von anno dazumal, und nicht viel mehr als ein Kind war er ge-
wesen, als er den ersten Schritt auf der vienstlichen Stufenleiter zurückgelegt hatte und mit dem Rang verständigeres Denken über ihn gekommen war, das durch das sonnige Lächeln eines unvergessbaren Mädchengesichts rascher zur Neige kam. Dies süße Gesicht hatte ihm die Freude am Kasinoleben verleihet und ihm die Schnupft nach einem andern Heim als den vier fahlen, weissgetünchten Wänden einer Kasernenstube erweckt.
Supplemental Examinations: 1891.

Junior Matriculation.

German.

Examiner: W. H. Fraser, B.A.

Grammar and Composition.

Note.—Candidates will omit either the sixth or the eighth question of I.

I.

1. Decline in full in the sing. and plur. with the def. art.: Mantel, Jahr, Haus, Hand, Apfelbaum.

2. What verbs form their compound tenses by means of the auxiliary sein? Show the method of formation by giving the 1st sing. of all the comp. tenses of any verb so conjugated.

3. Decline in full in the singular and plural: dieser schöne Tisch; ein gutes Messer.

4. Write one example for each of the following, showing its correct use in a sentence: aus, über, nach, um, unterhalb, der Morgen, vom, weisen, denken, man.

5. Give the 1st sing. impf. indic., the 1st sing. impf. subj., and the past participle of any five of the following verbs: bergen, werfen, sehen, dürfen, friegen, sitzen, laufen, mögen, liegen, legen.

6. Translate into German:
   (a) This is a good house; it was built by my brother.
   (b) These are not my pens; they are my sisters.
   (c) Mary is young; Louisa is younger; Clara is the youngest of the family.
   (d) How old is she? She is in her twelfth year.
   (e) The more he studies the less he learns.
6. Translate, giving the reason for the use of the subjunctive in each instance:

(a) Er fürchtete er habe das Geld verloren.
(b) Säte ich ihn nie gesehen, so wäre ich jetzt viel glücklicher.
(c) Ich dächte es wäre am besten gleich nach Hause zu geben.
(d) Er ließ mich abweisen, weil er krank sei.
(e) Das hätte ich nie geglaubt.

7. Form sentences containing the past participle of the following: ausgehen, verlassen, erblicken, vorangehen, fortjagen.

8. Translate into German:

(a) I have been obliged to sell my books.
(b) I could not have done that.
(c) He should not have done that.
(d) He could do so, if he would.
(e) You should not do that.

II.

Translate into German:

The first of the English poets was Cædmon. At the feasts in those times everybody used to sing to amuse the guests, but Cædmon used to leave (verlassen) the table before the harp (Harp) was given to him (use: man). One evening he had done this, and went to the stable (Stall) to sleep, after he had cared for (betören) the cattle (Bich) for, as you know, he was only a farm-servant (Bauernnicht) in the monastery (Kloster) at Whitby. While he was sleeping, some one appeared (erzählen) to him in a dream and said, "Cædmon, sing a song to me." "I cannot sing," he answered, "for that cause (deshalb) I left the feast." "Nevertheless," was the answer, "you must sing to me." "What shall I sing?" The other said, "sing of the beginning (Anfang) of the world." Thereupon (darauf) he made some verses (Verse), which the next morning he still remembered (sich erinnern).
1. State the difference between a chemical compound and a mechanical mixture. Give illustrations.

2. What volume of oxygen measured at 2000 millimetres pressure, and 10°C. can be made by heating one kilogram of Manganese Dioxide?

3. How is Nitrogene Monoxide prepared? How would you distinguish it from Oxygen? How many litres of Nitrogen in 20 litres of this gas?

4. Describe the preparation of (a) Sulphuric, (b) Nitric, (c) Hydrochloric Acid.

5. How would you show that marsh gas contains double its own volume of Hydrogen?

6. Jars are furnished containing the following: N₂, NH₃, H₂, CO, CO₂, H₂S, Cl₂. By what experiments would you recognize each?

7. Describe the preparation of (a) Nitrogen, (b) Carbon Monoxide, (c) Chlorine, (d) Ammonia.
UNIVERSITY OF TORONTO.

SUPPLEMENTAL EXAMINATIONS: 1891.

JUNIOR MATRICULATION,

PHYSICS.

Examiners: J. J. MacKenzie, B.A.
J. Burwash, D.Sc.

1. Distinguish between force and energy as the terms are used in Physics.

2. Define the units of length, mass, velocity and force, according to the Centimetre Gramme Second system of units.

3. State and illustrate, briefly, Newton's three laws of motion.

4. Compare the force which, in 5 seconds communicates to a 50 gramme bullet a velocity of 500 metres per second with that of the earth's attraction for a 50 gramme mass, at its surface.

5. Compare the kinetic energy of a bullet weighing 100 grammes and having a velocity of 1000 metres per second with that of 200 grammes which, near the earth's surface, has been falling for 2 seconds.

   Note.—In the two preceding questions, neglect the resistance of the air.

6. Define a perfect fluid. State the chief differences between a solid and a fluid.

7. Find the specific gravity of a piece of lead which weighs 47.48 grammes in air, and 43.33 grammes in water.
8. A body weighing 20 grammes floats in water with two-thirds of its volume immersed. Find its volume and specific gravity.

9. Describe the mercurial and aneroid barometers.

10. Describe the use and explain the principle of the Siphon. What would be the effect if, when the Siphon was working, (a) a small hole were made at the highest point; (b) the atmosphere suddenly became denser than water?
1. Translate:

"Ως ἔφαθ', οἱ δ' ἀρα πάντες ἐπίνεον ὡς ἐκέλευον
Πεμπέμεναι τῶν ἔκειν, ἐπεὶ κατὰ μοῖραν ἐχείπεν.
Αὐτὰρ ἐπεὶ σπεισῶν τ' ἐποίην τ' ἀσού ἠθέλε θυμὸς,
Οἱ μὲν κακκεῖντες ἔβαν οἰκώνδε ἐκαστος,
Αὐτὰρ ὁ ἐν μεγάρῳ ὑπελειπτεῖτο διὸς ὁ Ὅδυσσεύς,
Πρὸ δὲ οἱ Ἀργητά τε καὶ Ἀλκίνως θεοείδες
"Ἡσθήν" ἄμφιπολοι δ' ἀπεκόσμεον ἐντεά δαιτος.
Τοις δ' Ἀργητή λευκόλευος ἥρχετο μίθων
"Εγὼ γὰρ φάρος τε χιτώνι τε εἰμάτ' ἰδώσα
Καλά, τά ρ' αὐθή τεῦξε σὺν ἄμφιπόλει θυμαίξιν.
Καὶ μὲν φυσήσασ' ἔπεα πτεράσετα προστίνα
"Εισίν, τὸ μὲν σε πρῶτον ἔρημον εἰρήσομαι αὐτήν,
Τις πόθεν εἰς ἀνδρῶν; τις τοι ταύτα εἰμάτ' ἐδωκεν;
Οὔ δ' φῆς ἐπὶ πάντων ἀλόμενος ἐνθάδ' ἱκέσθαι;"

HOMER, Odyssey, VII.

2. Parse ἔφαθ', οἱ (first line), Πεμπέμενα, ἔβαν, "Ἡσθήν.

3. Derive μοῖραν, Ὁδυσσεύς, θεοείδης, ἄμφιπολοι, λευκόλευος.

4. Decline γνωαιξίν, ἐπεα πτεράσετα, ἀνδρῶν.

5. Give an account of the Digamma, and point out any instance of it in the extract.
IMAGE EVALUATION
TEST TARGET (MT-3)
6. Translate:

"Ἡ ἐμ, καὶ αὐτῷ φάρει ἑναξα λάβει δίσκον
Μεῖσσα καὶ πάντων, στιβαρότερον οἶκ ὄλγον περ
"Ἡ οἷον Φαίηκες οὐδίσκοι ἀλλήλοιςιν.
Τὸν ρα περιπτέρας ἢκε στιβαρῆς ὄπω χειρᾶς,
Βούμβησεν δὲ λίθος· κατὰ δὲ ἐπτήξαν ποτὶ γαῖη
Φαίηκες δολιχήρετμοι, ναυσίκλιτοι ἄνδρες,
Δῶος ὑπὸ ὄψης· ὥ δὲ ὑπέρτατο σήματα πάντα
'Ρήμαφα θέων ἀπὸ χειρᾶς· ἔθηκε δὲ τερματ. 'Αθήνη
'Ανδρὶ δέμας εἰκνία, ἔπος τ' ἐφατ', ἕκ τ' ὄνομαζεν
"Καὶ κ' ἀλαός τοι, ξείω, διακρίνει τὸ σήμα
'Ἀμφαφόμων, ἔτει οὖ τι μεμυμένον ἐστὶν ὁμίλῳ,
'Ἀλλ' πολὺ πρώτων· οὐ δὲ θάρσει τοῦδ' η' ἀεβλίν
Οὐ τὸς Φαίηκων τὸν γ' ἱζεται, οὐδ' ὑπερήσεις."

Ibid., VIII.

7. Parse "Ἡ, οἶν., ἢκε, εἰκνία, ὑπερήσει.

8. Outline the story of books VII. and VIII.

II.

1. Translate:

ἈΤ. Καλῶς μὲν ἐμοιγε δοκεῖ, ὃ ἄνδρες, Σωκράτης
λέγειν· εἰ δὲ βουλομένους ὑμῖν ἑστὶ περὶ τῶν τοιού-
tων ἑρωτάσθαι τε καὶ διδόναι λόγον, αὕτοις δὴ χρὴ
γνωστερέαν, ὃ Νικία τε καὶ Λάξης. ἐμοὶ μὲν ἄρα καὶ
Μελησία τόδε δῆλον ὅτι ἡδομένους ἢν εἰς, εἰ πάντα,
ὡ Σωκράτης ἐρωτά, ἐθέλοιτε λόγοι διεξείναι· καὶ ἄρα
ἐξ ἀρχῆς εἰσεύθεν ἡρχόμεν ξέγον, ὅτι εἰς συμβούλην
diα ταῦτα ύμᾶς παρακαλέσαιμιν, ὃτι μεμηληκέναι
ὑμῖν ἠγούμεθα, ὡς εἰκός, περὶ τῶν τοιούτων, καὶ
ἀλλάς καὶ ἐπείδη οἱ παῖδες ύμῶν οὐσπερ οἱ
ἡμέτεροι ἥλικιαν ἔχον ταῖς ἀδελφοῖς. εἰ οὖν ύμῖν
μὴ τι διαφέρεις, εἰπάτε καὶ κοινὴ μετὰ Σωκράτους
σκέφασθε, διδόντες τε καὶ δεχόμενοι λόγον παρ'
ἀλλήλων εὖ γὰρ καὶ τοῦτο λέγει ὅδε, ὅτι περὶ τοῦ
μεγάτον υἷν βουλεύμεθα τῶν ἡμετέρων. ἀλλ' ὀρᾶτε
ei δοκεῖ χρήναι οὕτω ποιεῖν.

PLATO, Laches, XII.

2. Parse ἐμοιγε, βουλομένους, δῆλον, διεξίεναι, μεμε-
lηκέναι.

3. Give the principal parts of χρῆ, ἐθέλοιτε, ἠγούμεθα,
diaφέρει, δοκεῖ.
4. Translate:

ΔΑ. Οὗ μᾶ τὸν Δία, καὶ Σωκράτες, οὐ χαλεπὸν εἰπεῖν εἰ γὰρ τὶς ἐθέλοι εἰ τῇ τάξει μένων ἀμύνεσθαι τοὺς πολεμίους καὶ μὴ φεύγοι, εὔειδῆ οτὲ ἀνδρείον ἂν εἰπένει.

ΣΩ. Εἰ μὲν λέγεις, δό Δάρχης ἀλλὰ ἱσιν ἐγὼ ἄτιος, οὐ σαφῶς εἰπών, τὸ σὲ ἀποκρίναται μὴ τούτῳ διανοούμενος ἁρόμην, ἀλλ' ἔτερον.

ΔΑ. Πῶς τούτῳ λέγεις, δό Σωκράτες;

ΣΩ. Ἕγω φράσω, ἐὰν οἷς τε γένομαι. ἀνδρεῖον τοῦ οὗ τὸς, δὲ καὶ σὺ λέγεις, δὲ ἄν ἂν τῇ τάξει μένων μάχηται τοῖς πολεμίοις.

ΔΑ. Ἕγω γοῦν φημὶ.

ΣΩ. Καὶ γὰρ ἑγὼ. ἀλλὰ τί αὕτη, δὲ ἄν φεύγων μάχηται τοῖς πολεμίοις, ἀλλὰ μὴ μένων;

ΔΑ. Πῶς φεύγων;

ΣΩ. Ὡσπέτα τοῦ καὶ Σκύθαι λέγονται οὕν ἢττον φεύγουσι ή διώκοντες μάχεσθαι, καὶ Ὁμήρος ποῦ ἐπαύετον τοὺς τοῦ Αινείου ἱπποὺς κραίναλα μᾶλ' ἔθαν καὶ ἔθα ἐφι αὐτοῦς ἐπίσταται διώκειν ἢδε φεύγοντο καὶ αὐτὸν τοῦ Αινείου κατὰ τοὺς ἐνεκωμάσε, κατὰ τὴν τοῦ φόβου ἐπιστήμην, καὶ ἐπεὶ αὐτὸν εἶναι μὴ στῶρα φόβον.

Ibid., XVII.

5. Parse and explain the syntax of Δία, εἰπεῖν, μάχηται, πολεμίοις, τί.

6. Decline φεύγων in all genders and numbers.
1. Translate:

Quis multa gracilis te puer in rosa
Perfusus liquidis urget odoribus
   Grato, Pyrrha, sub antro?
   Cui flavam religas comam

Simplex munditiis? Hen! quoties fidem
Mutatosque Deos flebit, et aspera
   Nigris aequora ventis
   Emirabitur insolens,

Qui nunc te frutur credulus aurea;
Qui semper vacuam, semper amabilem
   Sperat, nescius aureae
   Fallacis. Miseri, quibus

Intentata nites! Me tabula sacer
Votiva paries indicat uvida
   Suspendisse potenti
   Vestimenta maris Deo.

HORACE, Odes I.

2. Mark all quantities in the first and the last stanza.

3. Explain the last stanza.

5. Translate:

Ille et nefasto te posuit die,
Quicunque primum, et sacrilega manu
Produxit, arbos, in nepotum
Perniciem opprobriumque pagi;

Illum et parentis crediderim sui
Fregisse cervicem et penetralia
Sparsisse nocturno cruoare
Hospitis; ille venena Colcha

Et quidquid usquam concipitur nefas
Tractavit, agro qui statuit meo
Te triste lignum, te caducum
In domini caput immerentis.

6. Parse primum, nepotum, crediderim, sparsisse, nefas.

7. Decline manu, cervicem, caput.

8. Derive nefusto, sacrilega, opprobrium, caducum, domini.

II.

1. Translate:

Quae cum ita sint, petimus a vobis, iudices, si quae non modo humana, verum etiam divina in tantis ingenii commendatio debet esse, ut eum, qui vestros imperatores, qui populi Romani res gestas semper ornavit, qui etiam his recentibus nostris vestrisque domesticis periculis aeternum se testimonium laudis daturum esse profitetur, estque ex eo numero, qui seuuper apud omnis sancti sunt habitu itaque dicti, sic in vestram accipiatis fidem, ut humanitate vestra levatus potius quam acerbitate violatus esse videatur. Quae de causa pro mea consuetudine breviter simpliciterque dixi, iudices, ea confido probata esse omnibus: quae fere a mea iudicialique consuetudine et de hominis ingenio et communiter de ipsius studio locutus sum, ea, iudices, a vobis spero esse in bonam partem accepta, ab eo qui iudicium exercet certo scio.

CICERO, Pro Archia.

2. Parse and explain the syntax of sint, periculis, daturum, probata, a . . . consuetudine.

3. Eo qui iudicium exerut. Who is referred to?
4. Translate:
Quae civitas anteam unquam fuit, non dico Atheniensium, quae satis late quondam mare tenuisse dicitur, non Karthaginiensium, qui permultum classe ac maritimis rebus valuerunt, non Rhodiorum, quorum usque ad nostram memoriam disciplina navalis et gloria remanisit, quae civitas unquam ante tam tenuis, tam parva insula fuit quae non portus suos et agros et aliquam partem regionis atque orae maritimae per se ipsa defendret? At hereule aliquot annos continuos ante legem Gabiniam ille populus Romanus, cuius usque ad nostram memoriam nomen invictum in navalibus pugnis permanserit, magna ac multo maxima parte non modo utilitatis, sed dignitatis atque imperii caruit.

5. Explain the syntax of Atheniensium, classe, defenderet, annos, permanserit.

6. Outline Cicero’s arguments in this oration.

7. Translate:
Atque huius quidem rei M. Marcello sum testis. Nostri enim sensus ut in pace semper, sic tum etiam in bello congruebant. Quotiens ego eum et quanto eum dolore vidi eum insolentiam certorum hominum, tum etiam ipsius victoriae ferocitatem extimescentem! Quo gratior tua liberalitas, C. Caesar, nobis, qui illa vidimus, debet esse. Non enim iam causae sunt inter se, sed victoriae comparandae. Vidimus tuam victoriam proeliorum exitu terminatam, gladium vagina vacuum in urbe non vidimus. Quos amisimus cives, eos Martis vis perculit, non ira victoriae, ut dubitare debeat nemo, quin multos, si fieri posset, C. Caesar ab inferis excitaret, quoniam ex cadem acie conservat, quos potest. Alterius vero partis nihil amplius dicam quam, id quod omnes verebamus, nimis iracundam futuram fuisset victoriam.

8. Translate:

9. Give a brief account of Cicero’s career.
TRANSLATION AT SIGHT.

Examiner: H. R. Fairclough, M.A.

Translate:

(a) "Κλητέ μευ, ἀμφίπολοι, λευκώλενοι, óφρα τι εὑτω. ὦ δὲ αὐτῷ ἂν δὲ μοι ἀεικέλιος δέατ' εἴναι, Νῦν δὲ θεοίσιν οὐκε, τοι οὐρανόν εὐρύν ἔχουσιν. Αἱ γὰρ ἐμοὶ τοίσδε πόσις κεκλημένοι εἴη 'Ενθάδε ναυτάνων, καὶ οἱ οὗτοι αὐτοθε μίμενεν. 'Αλλά δότ', ἀμφίπολοι, ξείνῳ βρῶσιν τε πόσιν τε." "Ὡς ἐφαθ', οἱ δ' ἄρα τῆς μάλα μὲν κλών υδ' ἐπίθυντο, Πάρ δ' ἄρ' Ὀδυσσῆι ἐθέσαν βρῶσιν τε πόσιν τε. "Πηλὸς εἰ πάνε καί ἣςθε πολύτλας δίος 'Ὀδυσσῆι Αρταλέος', δηρῶν γὰρ ἐδητύος ἦν ἄπαστος: Αὐτὰρ Ναυσίκαια λευκώλενος ἄλλ' ἐνόθησεν. Ἐιματ' ἄρα πτύξασα τίθει καλῆς ἐπ' ἅπτης, Ζεῦς δ' ἡμῶν ἐκατερώνηχα, ἄρ δ' ἐβη αὐτῇ, 'Ομάνει ὁ Ὀδυσσῆ, ἐπος τ' ἐφατ', ἐκ τ' ὀνόμαζεν.

HOMER, Odyssey, VI.

(b) Magnam haece res Caesari difficultatem ad consilium capiendum adferebat, si reliquam partem hiemis uno in loco legiones contineret, ne stipendiariis Aedorum expugnatis cuncta Gallia diceretur, quod nullum amieis in eo præsidium videretur positum esse; si maturius ex hibernis educeret, ne abre frumentaria, duris subvectionibus, laboraret. Praestare visum est tamen omnes difficultates perpeti, quam tanta contumelia accepta omnium suorum voluntates alienare. Itaque cohortatus Aeduos de supportando commenatu praemittit ad
Boios, qui de suo adventu doceant hortenturque, ut in fide maneant atque hostium impetum magno animo sustineant. Duabus Agendici legionibus atque impedimentis totius exercitus refietis ad Boios proficiscitur. Altero die cum ad oppidum Senonum Vellaumodium venisset, ne quem post se hostem relinquaret, quo expeditiore re frumentaria uteretur, obpugnare instituit idque biduo circumvallavit.

CAESAR, De Bello Gallico, VII.

VOCABULARY.

αέκτις, sino numine. praestare, be preferable.
ανδάνω, please. stipendii, tributaries.
ἀπαστος, without food. subiectio, conveyance.
ἀρπαλέως, greedily. supporto, supply.
δέατα, seems. 
ζεύγυμι, yoke.
πτύσσω, fold.
The monarch took part in the procession, dressed in white robes, and crowned with a chaplet. A little behind him walked his son and his new son-in-law, whilst his body-guards followed at some distance, in order that the person of the sovereign might be seen by all his subjects. Whilst thus proceeding through the city, a youth suddenly rushed out of the crowd, and drawing a long sword, which he had concealed under his clothes, plunged it into Philip's side, who fell dead upon the spot. The assassin was pursued by some of the royal guards, and having stumbled in his flight, was despatched before he could reach the place where horses had been provided for his escape. His name was Pausanias.
SUPPLEMENTAL EXAMINATIONS: 1891.

FIRST YEAR.

EUCLID AND TRIGONOMETRY.

Examiners: { A. R. Bain, LL.D.
               W. H. Ballard, M.A.
               J. McGowan, B.A.

Note.—The candidates will please place the answers to the questions in Euclid in one envelope, and those to the questions in Trigonometry in another.

1. To inscribe a circle in a given triangle.
   The bisectors of two exterior angles of a triangle and the bisector of the third angle of the triangle have a common point of intersection.

2. In an equilateral triangle the radii of the circumscribed and escribed circles are respectively double and treble of the radius of the inscribed circle.

3. To inscribe a regular pentagon in a given circle.
   If $ABCDE$ is a regular pentagon and $AC, BE$ intersect at $F$, shew that $AB = FC$, and that $BE \cdot FB = FE^2$.

4. If two triangles be equiangular to one another the sides about the equal angles shall be proportionals, those sides which are opposite to equal angles being homologous.
   In the sides $AB, AC$ of a triangle $ABC$ two points $D, E$ are taken such that $BD$ is equal to $CE$; if $DE$, and $BC$ produced meet in $F$, shew that $AB : AC :: EF : DF$.

5. In a right angled triangle if a perpendicular be drawn from the right angle to the hypotenuse, the triangles on each side of it are similar to the whole triangle and to one another.
6. If three straight lines are proportionals, as the first is to the third, so is any rectilineal figure described on the first to a similar and similarly described rectilineal figure on the second.

7. "When the logarithm of a number is a negative quantity it is convenient to express it so that the integral part alone is negative." Explain how this is done.

Shew that the mantissa of the logarithm of a number is not affected by successive multiplications or divisions of the number by 10.

8. Employ logarithms to find

\[ 3 \sqrt[5]{\frac{5}{6}}, \; 19 \log_{10}, \; 8785.47 \div (1.06)^7. \]

9. The base and vertical angle of an isosceles triangle are respectively 380 feet and 37° 16'; solve the triangle.

10. Solve the triangle two of whose sides are 941.04 feet, and 522.38 feet, and the angle opposite the greater of these sides is 37° 46'.

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SUPPLEMENTAL EXAMINATIONS: 1891.

FIRST YEAR.

ALGEBRA AND TRIGONOMETRY.

Examiners: { John McGowan, B.A.  
{ W. H. Ballard, M.A.

Note.—Candidates will please enclose the answers to the Algebra and Trigonometry in separate envelopes, endorsing the envelopes accordingly.

1. If \( a \) and \( \beta \) are the roots of \( x^2 - px + q = 0 \) find the value of \( a + \beta \) and of \( a\beta \) and form the equation whose roots are \( \frac{a}{\beta} \) and \( \frac{\beta}{a} \).

2. In the equation of Question 1, find the conditions that the roots may be (1) both positive, (2) one positive and one negative, the negative root being the greater.

3. Solve fully the equations
   (1) \( x^3 - 6x - 9 = 0 \).
   (2) \( \sqrt{x - 4} = \sqrt{x - 1} - 1 \).
   (3) \( 3x^2 - 4xy = 7, 3xy - 4y^2 = 5 \).

4. If \( a, b, c, d \) are in continued proportion show that \( a : d :: a^2 : b^2 \).
   If \( \frac{a + b}{x + y} = \frac{b + c}{y + z} = \frac{c + a}{z + x} \) then each of these
   \[
   \frac{a + b + c}{x + y + z} = \frac{a}{x} = \frac{b}{y} = \frac{c}{z}.
   \]

5. If \( a \) varies as \( b \) when \( c \) is constant, and \( a \) varies as \( c \) when \( b \) is constant, then when \( b \) and \( c \) both vary \( a \) varies as their product.
   Illustrate this, using space, time and velocity for \( a, b \) and \( c \) respectively.
6. In an Arithmetical Progression prove the formulæ:
   (1) \( l = a + (n - 1) b \);
   \[ s = \frac{n}{2} \left\{ 2a + (n - 1) b \right\} . \]

   Sum to \( n \) terms the series whose \( n^{\text{th}} \) term is \( 4r - 3 \).

7. Find the common ratio when \( n \) geometric means are inserted between \( a \) and \( b \).

   Sum the series \( 1 - \frac{1}{2} + \frac{1}{3} - \frac{1}{4} + \&c. \), to 20 terms and to infinity.

8. Insert 6 harmonic means between between 1 and 20.

   Sum to \( n \) terms each of the series:
   \( 1^2 + 2^2 + 3^2 + 4^2 + \&c.; \)
   \( a + 2ar + 3ar^2 + 4ar^3 + \&c. \)

9. Define the Trigonometrical ratios of an angle less than a right angle, and state the extensions of the definition required for angles greater than a right angle.

   Find \( \cos 0^\circ, \sin 90^\circ, \cot 30^\circ, \sec 45^\circ \).

10. Prove the following:
    \[ \sin 3\theta = 3 \sin A - 4 \sin^3 A ; \]
    \[ (\tan A + \cot A) \sin 2A = 2 ; \]
    \[ \cos 2B - \cos 2A = 2 \sin (A + B) \sin (A - B) . \]

11. State the four cases which arise in the solution of right angled triangles, and give the full solution of any two cases.

   Shew that the solution of an isosceles triangle may be made to depend upon the solution of a right angled triangle.

12. In any triangle show that

   \[ \frac{\sin A}{a} = \frac{\sin B}{b} = \frac{\sin C}{c} ; \]
   \[ \tan \frac{1}{2} (A - B) = \frac{a - b}{a + b} \cot \frac{1}{2} C ; \]
   \[ \text{area} = \sqrt{s(s - a)(s - b)(s - c)} . \]
University of Toronto.

Supplemental Examinations: 1891.

First Year.

English.

Examiners: A. H. Reynea, LL.D.
H. H. Dewart, B.A.

I.

1. By what contrasts does Shakespeare make the characters of Romeo and Juliet more clear and striking?

2. What is peculiar in the verse of Romeo and Juliet? Compare with that of the Tempest.

3. How does the character of Caesar as given by Shakespeare compare with that given in history? What is there in Shakespeare's Caesar to attract the love of Brutus?

4. Compare Antony and Brutus, 1st, in personal qualities; and 2nd, in qualification for political life.

5. Under what circumstances is it supposed that Shakespeare wrote the Tempest? What is there in both the matter and the manner of the work to support this supposition?

6. Compare Juliet and Miranda, and Romeo and Ferdinand.

7. Give the substance and, if possible, the language of Shakespeare in the following passages:

(a) Antony's last words of Brutus.

(b) Romeo's address to Juliet before he drinks the poison.

(c) Prospero's address to Ferdinand after the vision raised by magic arts had vanished.
II.

1. Explain fully what is meant by *mutation, gradation* and *breaking*, and give three different examples of each.

2. What are the Anglo-Saxon relative pronouns? Illustrate the use of each.

3. Explain and illustrate the use of the Gerund in Anglo-Saxon.

4. Decline *fæt, feorh, tō Hierusalem, leode, mann*.

5. Mære is thin wisdom and thin weorc thonne se hlisa where the ic gehierde. Ne ðare ġe on hæthenra manna wege.

Gregōrius se hālga pāpās rihtlice ġerewed Englisere thēode apostol. Thā ġe gesah thuet se mæsta dēl thēre thēode his lære forswāon, thā forlēt hē hie, and ġe-ĕas thā hæthena lēode. Ġif se blinda blindne hett, hie feallath bēgen on ānne pytt.

(1) Translate the above sentences.

(2) Parse *māre, wære, weorc*.

(3) Explain the forms *fære ġe, forswāon, gиф*.
1. While I sat half-murmuring, half-meditating these unprofitable speculations, with my head resting on my hand, I was thrumming with the other hand upon the quarto, until I accidentally loosened the clasps; when, to my utter astonishment, the little book gave two or three yawns, like one awakening from a deep sleep; then a husky item, and at length began to talk. At first its voice was very hoarse and broken, being much troubled by a cobweb which some studious spider had woven across it, and having probably contracted a cold, from long exposure to the chills and damps of the Abbey. In a short time, however, it became more distinct, and I soon found it an exceedingly fluent, conversable tome. Its language, to be sure, was rather quaint and obsolete, and its pronunciation what in the present day would be deemed barbarous; but I shall endeavour, as far as I am able, to render it in modern parlance.

(a) Of the underlined passages, convert the phrases into clauses and the clauses into phrases, without varying the sense.

(b) Show the full meaning and force of—unprofitable speculations, was thrumming, studious spider, conversable tome, modern parlance.

(c) Point out any irregularities in the use of the pronouns in the extract; and show the advantage gained by using the loose form of sentence.
2. Write a short note on the substance and style of Lamb’s Imperfect Sympathies.

3. What is gained by using the dialogue form in composition? Illustrate your answer to this question by referring to passages in the Mutability of Literature.

4. Characterize, referring to passages, Irving’s descriptive, narrative and imaginative powers.
Translate:

Mais non ! ça ne se peut pas ! Je suis riche, considéré, adoré... et une chose s'oppose à mes projets... la grammaire française ; ... Je ne sais pas... (regardant autour de lui avec inquiétude) je ne sais pas l'orthographe ! Les participes surtout, on ne sait pas pour quelle les prendre... tantôt ils s'accordent, tantôt ils ne s'accordent pas... quels riche caractères ! Quand je suis embarrassé, je fais un pâle... mais ce n'est pas de l'orthographe...

Lorsque je parle, ça va très bien... ça ne se voit pas... j'évite les liaisons... A la campagne, c'est prétentieux... je dis : Je suis allé... (Il prononce sans lier les avec la.) Ah ! dame ! de mon temps on ne moisissait pas dans les écoles... j'ai appris à écrire en vingt-six leçons, et à lire... je ne sais pas comment... puis je me suis lancé dans le commerce des bois de charpente... je crue, mais je ne rédige pas... (Regardant autour de lui.) Pas même les discours que je prononce... des discours étonnants !... Arpajon m'écoute la bouche ouverte... comme un imbécile !... On me croit savant... j'ai une réputation... mais grâce à un ange...

1. Give the pres. sub, in full of suis, fais, écrire, appris.

2. Distinguish savoir and connaître.

3. Represent the pronunciation of vingt-six leçons.

4. Je me suis lancé. Put elles for je, and make the other changes necessary for grammatical accuracy.
5. étonnants. What is the rule for the agreement of present participles.

Translate:

Il faut que les enfants soient possédés du diable, car, au lieu de me sauver, je restai là, les yeux écarquillés, pour voir la bataille. J'avais bien peur, c'est vrai, mais la curiosité l'emportait encore.

Le temps de regarder et de frémir, les Croates étaient sur la place, j'entendis à la même seconde le commandant crier : "Feu!" Puis un coup de tonnerre, puis rien que le bourdonnement de mes oreilles. Tout le côté du carré tourné vers la rue venait de faire feu à la fois; les vitres de nos fenêtres tombaient en grelottant, la fumée entrant dans la chambre avec des débris de cartouches, et l'odeur de la poudre remplissait l'air.

MADAME ThÉRÈSE.

1. Distinguish venir without preposition, venir à and venir de.
2. Distinguish temps and fois.
3. Distinguish vitre and verre.
4. Translate: He ran away with his arms raised.

III.

Translate:

Le 15 août au matin, M. Karl Nibor se présenta chez M. Renault avec le docteur Martout et la commission nommée à Paris par la Société de biologie. Comme il arrive souvent en province, l'entrée de notre illustre savant fut une sorte de déception. Mme Renault s'attendait à voir paraître, sinon un magicien en robe de velours, au moins un vieillard d'une gravité extraordinaire. Karl Nibor est un homme de taille moyenne, très blond et très fluet. Peut-être a-t-il bien quarante ans, mais on ne lui en donnerait pas plus de trente-cinq. Il porte la moustache; il est gai, parleur, agréable et assez mondain pour amuser les dames. Mais Clémantine ne jouit pas de sa conversation. Sa tante l'avait emmenée à Moret pour la soustraire aux angoisses de la crainte et aux événements de la victoire.

L'homme à l'Oreille cassée,
University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

FIRST YEAR.

FRENCH.

Examiner: J. Squair, B.A.

1. Translate:
   (a) We have money and you have friends.
   (b) They have many houses and barns.
   (c) We have good horses.
   (d) Our parents have neither horses nor carriages.
   (e) We have not any gold.

2. Translate:
   (a) Men do not love vice.
   (b) Dogs are useful animals.
   (c) I earn two dollars a day.
   (d) Give us some of the good wine.
   (e) I am right and you are wrong.

3. Translate:
   (a) He is going away.
   (b) They will run.
   (c) We shall do so.
   (d) They have come.
   (e) She died last night.
   (f) May they not go away?
   (g) They will gather apples.
   (h) May they not do it?
   (i) The water is boiling.
   (j) The cows are grazing.
4. Translate:
   (a) Does your father not love you?
   (b) Will that man give us some apples?
   (c) Will our friends not have gone away?
   (d) Is he not foolish?
   (e) Shall we not be there?

5. Translate:
   (a) I have never seen him.
   (b) I have not done anything.
   (c) I did not see anybody.
   (d) I have hardly any bread.
   (e) I have no more apples.

6. Translate:
   (a) Have you any more money? I have not.
   (b) Did you see him? I did not.
   (c) You are going to write, are you not?
   (d) Who was there? Nobody.
   (e) When are you coming? Never.

7. Translate:
   (a) Give us some.
   (b) Do not give them any.
   (c) Give it to her.
   (d) Do not give it to her.
   (e) Will you not give us some?

8. Translate:
   (a) Go away.
   (b) Do not go away.
   (c) Take it there.
   (d) Put it there.
   (e) We are giving them some.

9. Translate:
   (a) We have cold hands.
   (b) It will be cold to-morrow.
   (c) Don't you like the soup?
   (d) No, it is cold.
   (e) That dog is cold.
I.

Translate:

Adelheid. Das Frühstück wollen wir nicht vergessen. (Korb tritt ein) Lieber Korb! (spricht leise mit ihm.)
Schmuck. Bitte sehr, lassen Sie doch das! (Schmuck und Korb ab.)

Oberst. Und jetzt, mein Fräulein, erklären Sie mir 5 diese ganze Unterredung; sie geht mich nahe genug an.

Oberst. Ich erweise Sie um diese Briefe, Adelheid. 15 Adelheid. Wozu, Herr Oberst?
Oberst. Ich werde mich nicht ärgern, Mädchen.

Adelheid. Das verlohnt sich auch nicht. Und doch bitte ich Sie, nicht hineinzusehen.—Sie wissen jetzt genug, denn Sie wissen, daß er mit seiner Umgebung ein so großes Vertrauen, als Sie ihm in der letzten Zeit gegeben haben, nicht zu würdigen weiss.

Freytag, die Journalisten.

1. Parse and give the principal parts of vergessen, tritt ein, spricht, bitte, lassen, geht. . . . an, vorkommen, hielt, herauszuziehen, hineinzusehen, wissen.

2. Give the gender of Frühstück, Fräulein, Haus, Besitz, Ausdruck, Brief, Mädchen, Vertrauen. with rules.

4. Accentuate Frühstück, Fräulein, taktlos, Ausdrücke, Oberst, hineinzusehen, Umgebung, Vertrauen, giving the rule in each case.

5. Billete. Indicate the pronunciation.

6. Give reasons for the position of each of the following words in the sentence in which it occurs: wir (l. 1), vergessen, an (l. 5), gehört, vorkommen, würdigen.

II.

So grosse Ursachen aber die Stadt Antwerpen hatte, die Spanier aus ihren Mauern entfernt zu halten, so wichtige Gründe hatte der spanische Feldherr, sich derselben, um welchen Preis es auch

sei, zu bemächtigen. An dem Besitze dieser Stadt hing gewissermaassen der Besitz des ganzen Brabantischen Landes, welches sich grösztenteils durch diesen Kanal mit Getreide aus Seeland versorgte, und durch Einnahme derselben versicherte

man sich zugleich die Herrschaft der Schelde. Dem Brabantischen Bunde, der in dieser Stadt seine Versammlungen hielt, wurde mit derselben seiner wichtigste Stütze entzogen, der gefährliche Einfluss ihres Beispiels, ihrer Rathschlüsse, ihres

geldes auf die ganze Partei genommen, und in den Schätzen ihrer Bewohner den Kriegsbedürfnissen des Königs eine reiche Hülfssquelle aufgethan. Der Fall derselben muszte, früher oder später, den Fall des ganzen Brabant aus sich ziehen,

und das Übergewicht der Macht in diesen Gegen
den entscheidend auf die Seite des Königs neigen.

SCHILLER, die Belagerung von Antwerpen.

1. Give the principal parts of halten, sei, hing, entzogen, aufgethan, musste, ziehen, neigen.

2. Parse derselben (l. 4), sei (l. 5), sich (l. 10), Bunde (l. 11), Macht (l. 20).

3. Give the nom. pl. of Feldherr, Stadt, Bunde, Herrschaft, Beispiel, König.

5. Um welchen Preis es auch sei. Explain the construction.

III.

Translate:

(a)
Treue Liebe bis zum Grabe
Schwör' ich dir mit Herz und Hand!
Was ich bin und was ich habe,
Dank' ich dir, mein Vaterland!

Nicht in Worten nur und Liedern
Ist mein Herz zum Dank bereit,
Mit der That will ich's erwidern
Dir in Not, in Kampf und Streit.

In der Freude wie im Leide
Ruf' ich's Freund' und Feinden zu:
Ewig sind vereint wir beide
Und mein Stolz, mein Glück bist du.

Hoffmann von Fallersleben.

(b)
Ein alter Mann fällte im Walde Holz für den
Winter und trug es seiner Hütte zu. Der Weg
war lang. Seine Kräfte waren schwach. Ver-
drieszlich, warf er unterwegs seine Bürde nieder
und flehte den Tod laut um Erlösung. Im Augen-
blicke stand dieser auch schon vor ihm und fragte
ihn um sein Verlangen.

"Nichts verhänge ich, ganz und gar nichts,"
antwortete der Greis erschrocken, "sondern seid
so gut und hebt mir diese Last wieder auf den
Rücken."

Nach Aesop.
University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

FIRST YEAR.

GERMAN.

Examiner: G. H. Needler, B.A., Ph.D.

I.

1. Form three sentences in German showing the position of adverbs of time and place, and of the negative.

2. Show the position of the verb in principal and dependent sentences.

3. Give an account of the formation of the comparative and superlative of adjectives and adverbs.

4. Compare the German with the English use of the definite article.

5. Form sentences showing the use of the prepositions an, zu, bis, vor, um, and of the verbal prefixes hin-, ent-, be-, fort-.

II.

Translate into German:

1. Was it cold yesterday? Yes, but we had no fire in the stove (Ofen). 2. Those large apples will soon be ripe. 3. He was here yesterday, and is at his uncle's to-day. 4. The days are now becoming short and the nights long. 5. Have you had much pleasure in the city? No, because we have seen very little. 7. The girls were playing in the garden with their father and mother. 8. The little boys go to school every day. 9. When will you be here again? Tomorrow at half past five in the afternoon. 10. A stone fell on his foot, but it was not very heavy. 11. I do not know any of the gentlemen. 12. My friend went to Berlin three days ago.
1. Translate:

בֵּית יִהוָה אַל-חֹזֶה עִמָּנוּ אַל-מָלֵא מִפְּרֵר שֵׁלָה
(Gen. ii. 16, 17.)

2. Parse the words above marked *.

3. Inflect מַדוּר and מַדוּר in the Imperfect Kal.

4. Translate:

בְּשָׁמֶר יִהוָה אַל-פֵּדַע אֵין הָעֵבָּד אֲשֶׁר יְקֻנֶּה
(Gen. iv. 9, 10.)

5. Explain the construction of the last clause of v. 10. Account for the use of the Perfect tense in רֶפֶת (v. 9). How does the plural of the word for "blood" differ in meaning from the singular?

6. Decline the noun פֶּדַע and the two participles occurring in the above extract.
7. Translate:

הָלֵבָּם נַעֲדוּ עַל הַנַּבָּה יְתֹם וְיִשְׁפֻּרֵנִי לְךָ יְתַבֵּא וִיהָנָּן

וְלָא הָלֵבָּם נַעֲדוּ עַל הַנַּבָּה יְתֹם וְיִשְׁפֻּרֵנִי לְךָ יְתַבֵּא וִיהָנָּן

(Gen. xxxvii. 9.)

8. How are the English tenses expressed in Hebrew severally?
University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

FIRST YEAR.

BIOLOGY.

Examiner: J. J. MacKenzie, B.A.

1. Describe fully the organs of flight in the Vertebrata. In what groups are they found?

2. Give an account of the structure of the heart in man. How does it differ from that of the lower Vertebrata?

3. Explain what is meant by metamorphosis. Give example.

4. Give a description of the chief tissue systems in the higher plants. Sketch briefly their functions.

5. Explain what is meant by entomophilous flowers. Give examples.
University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

FIRST EXAMINATION.

ELEMENTARY GEOLOGY AND PHYSICAL GEOGRAPHY.

Examiner: F. G. Wait, M.A.

1. Define the following terms: anticlinal, denudation, dip, formation, metamorphism, strike, unconformability, weathering, jointing.

2. Explain the formation of sandstones, granites, and beds of rock salt.

3. Gneiss, marble, pumice, clay slate, trap, mica schist, jasper conglomerate, limestone:
   (a) Briefly describe each of the above,
   (b) State in each case whether you consider it to be of sedimentary, metamorphic, or igneous origin. Give reasons for your answer.

4. What assistance do fossils furnish the geologist in studying the ancient geography of the earth?

5. Of what ages or periods were the following organisms characteristic: Ammonites, Belemnites, Calamites, Crinoids, Brachiopods, Cycads, Graptolites, Trilobites? Give the living representatives of each, where such exist.

6. Explain, giving diagrams, the phenomena of tides.
No Candidate will pass on this paper who omits the questions on syntax: in parsing verbs explain always the reason for the mood used, and in parsing aorists distinguish between first and second.
Candidates are warned against confining their attention to either of the two authors prescribed.

SOPHOCLES, ANTIGONE.

1. Translate carefully:

(a) ΦΤ. ἀναξ, ἔρω μὲν οἷς ὑπὸ τάχους ὅπο ἰσόπτυσις εὐκατο, κούφον ἐξάρας πόδα, πολλὰς γὰρ ἐσχον φρουτίδων ἐπιστάσεις, ὅδοις κυκλών ἐμικτὸν εἰς ἀναστροφὴν ψυχὴν γὰρ ηῷδα πολλά μου μυθωμενήν, τὰλας, τὶ χαρέισ ὁ μολὼν δωτες δίκην; ττήμων, μενεῖς αὐ; κει τἀδ' εἴσεται Κρέων ἄλλον παρ' ἀνδρός, τῶς οὐ δὴ οὐκ ἄλλως; τοιαύθ' ἐλάσσων ἦμων σπουδὴ βραδές, χοῦτος ὁδὸς βραχεία γίγνεται μακρά. τέλος γε μὲντοι δεύρ' ἐντικηθεν μολείν σοι, κει τὸ μεθέν ἐξερωθ' φράσα δ' ἄμως. τῆς ἐλπίδος γὰρ ἐρχομαι δεδραγμένος, τὸ μὴ παθεῖν ἀν ἄλλο πλήν τὸ μόσιμον.

(KP. τὶ δ' ἐστὶν ἄνθ' οὐ τίν' ἕχεις ἀθυμίαν;

ΦΤ. φράσαι θέλω σου πρώτα τάμαντον' τὸ γὰρ πράγμα' οὐτ' ἐκρασ' οὐτ' εἰδον ὅστις ἦν ὁ δρῶν, οὐδ' ἀν δικαίως ἐς κακὸν πέσομι τι.

(b) "Ερως ἀνίκατε μάχαι,
"Ερως, ὅς ὡς κτήμασι πίπτεις,
ὡς ἐν μαλακάς
νεάνιδος ἐπικεφαλίς,
2. Parse fully and explain the syntax of the following:

(a) ἐξάρας, ηύδα, οὗ, ἄλγυνε, χοντὸς, ἐνίκησεν, δεδραγμένος: distinguish οὗ and οὗ in the last two lines.

(b) ἀνίκατε, νεάνιδος, φοιτᾶς, σ', παραστᾶς, ἤγα, καῦτος, δὴ.

3. Explain (b) εν κτήμασι.

DEMOSTHENES, DE CORONA.

I. Translate:

(a) Ταῦτα γράφατος ἔμοι τότε, καὶ τὸ τῇ πόλει συμφέρον, οὗ τὸ Φιλίππος ζητοῦτος, βραχὺ φορτισάντες οἱ χρηστοὶ πρέσβεις οὗτοι καθῆντο ἐν Μακεδονίᾳ. τρεῖς δὲν οὖν μήνας, ἄπω ἆθε Φιλίππου ἐκ Ὀρ. καὶ πάντα καταστρεφάμενος, ἔξον ἑμερῶν δέκα, μᾶλλον δὲ τριῶν ἢ τετραών, εἰς τὸν Ἑλλησπόντον ἄφησαν καὶ τὰ χωρία σώσαν, λαβόντας τοὺς ὄρκους πρὶν ἐκείνου ἐξελεῖν αὐτοῖς. Οὐ γὰρ ἄν ἦνατ' αὐτῶν παρόντων ἡμῶν, ὡς ᾧν ἐν ὁμίλοις αὐτῶν, ὡστε τῆς εἰρήνης ἀν δημαρτήκης καὶ ὅκα ἂν ἄρφωτα ἐλέε, καὶ τὴν εἰρήνην καὶ τὰ χωρία.

(b) Ὅνομαὶ τοῖνυν λαοῦν εἶναι μοι περὶ τοῦ κηρύγματος ἐπείποι καὶ τῶν ἐνθυμών τὸ γὰρ ὡς τὰ ἀριστὰ τε ἐπραττόν καὶ διὰ παντὸς εἴσοι εἰμί καὶ πράσιμος εἰ ποιεῖν ὁμᾶς, ἵκανον ἐκ τῶν εἰρήμενων δηδηλοῦσθαι μοι νομίζω. Καὶ τὸ μέγατα ἄγε τῶν πεπολυτευμένων καὶ πεπραγμένων ἐμαυτῷ παραλείποι, ὑπολαμβάνων πρῶτον μὲν ἐφεξῆς τοὺς περὶ αὐτοῦ τοῦ
II. (a) Parse and explain the syntax of Φιλίππος, ζητούσας, καθήμενός, ἦλθεν, ημερῶν, ἔφησα, ἔλειας, εἰρήνης.

(b) Explain the syntax of τὸ (γὰρ), εἶναι, ὑμᾶς, ἡμετέρῳ, ὑμῖν.

III. State fully the occasion upon which the De Corona was delivered.
SUPPLEMENTAL EXAMINATIONS: 1891.
SECOND, THIRD AND FOURTH YEARS.

TRANSLATION AT SIGHT.

Examiner: W. P. Mustard, M.A., Ph.D.

A.

Translate:

Oι δὲ Θηβαῖοι ευθὺς μὲν μετὰ τὴν μάχην ἐπεμψαν εἰς Ἀθῆνας ἅγγελον ἑστεφανωμένον, καὶ ἀμα μὲν τῆς νίκης τὸ μέγεθος ἐφραζον ἀμα δὲ βοηθεῖν ἐκέλευον, λέγοντες οὐς νῦν ἔξειθε Λακεδαιμονίους πάντων ἡν ἐπεταμίκεσαν αὐτοὶς τιμωρήσασθαι. τῶν δὲ Ἀθη-

VOCABULARY.

ἀνιάω, to grieve, distress.
ἐξεστι, it is allowed, possible.
ξένος, hospitable.
στεφανώω, to crown.
τιμωρήσαι, to take vengence on.
φράζω, to declare.
B.

Translate:

Postero die transgressus Anienem Hannibal in aciem omnes copias eduxit, nec Fl accus consulesque certamen detractavere. Instructis utrimque exercitibus in ejus pugnae casum, in qua urbs Roma victori præmium esset, imber ingens grandine mixtus ita utramque aciem turbavit, ut vix armis retentis in castra sese receperint nullius rei minore quam hostium metu. Et postero die eodem loco acies instructas eadem tempestas diremit: ubi recepissent se in castra, mira serenitas cum tranquillitate oriebatur. In religionem ea res apud Poenos versa est, auditaque vox Hannibalis fertur, potius ad urbem Romam modo mentem non dari modo fortunam.

**Livy, XXVI.**

**VOCABULARY.**

detroit, to decline.
dirimo, to disturb.
grando, hail.
imber, rain-storm.
potior, to become master of.
1. Translate carefully.

(a) Quae priusquam undique vallo objectae clauderent exitus, quinque equites inter stationes hostium emissi Romam pertulere consulem exercitumque obsideri. Nihil tam nec inopinatum nec tam insperatum accidere potuit. Itaque tantus pavor tanta trepidatio fuit, quanta, si urbe non castra hostes obsiderent. Nautium consulem acessunt. In quo quum parum praeritii ridiculam dictatoremque dici placeret, qui rem perculsam restitueret, L. Quinctius Cincinnatus consensu omnium dicitur. Operae pretium est audire, qui omnia prae divitis humana spernunt neque honoris magni locum neque virtutis putant esse nisi ubi effusae afflant opes: spea unica imperii populi Romani, L. Quinctius trans Tiberim contra eum ipsum locum, ubi nunc navalia sunt, quattuor jugerum colebat agrum, quae prata Quinctia vocantur. Ibi ab legatis—seu fossam fodiens palae inimixus seu quum araret, operi certe, id quod constat, agresti intentus—salute data in vicem redditaque rogatus, ut, quod bene vereret ipsi reique publicae, mandata senatus audiret, admiratus rogantesque "Satine salve," togam propere et tugurio proferre uxorem Rasiliam jubet. Qua simul abterso
pulvere ac sudore velatus processit, dictatorem cum legati gratulantes consultant, in urbem vocant, qui terror sit in exercitu, exponunt.


(b) Nec in tribunicio auxilio Appius nec in judicio populi ullam spem habebat: at tamen et tribunos addpellavit et nullo morante arreptus a viatore "Provoco" inquit. Audita vox una vindex libertatis ex eo missa ore, quo vindiciae nuper ab libertate dictae erant, silentium fecit: et, dum pro se quisque deos tandem esse et non negligere humana fremunt, et superbiae crudelitatique etsi seras non leves tamen venire poenas; provocare, qui provocationem sustulisset, et implorare praeidium populi, qui omnia jura populi obtrisset, rapique in vincula egentem jure libertatis, qui liberum corpus in servitutem addixisset.—ipsius Appii inter concionis murmur fidem populi Romani implorantis vox exaudiebatur. Majorum merita in rem publicam domi militiaque commemorabat; suum infelix erga plebem Romanam studium, quo aequandarum legum causa cum maxima ollensione patrum consultatu abisset; suas leges, quibus manentibus lator carum in vincula ducatur.

Livy, III. ch. 56.

2. Parse fully and explain the syntax of:

(a) clauderent, obsiderent, restitueret jugerum, innisus, araret, redditaque, verteret, essent, sit.

(b) morante, negligere, fremunt, superbiae, provocare, obtrisset, rapique, murmur, implorantis, ducatur.

1. Translate:

Nec minus interea Misenum in litore Teucri Flebant et einer ingrato suprema ferebant. Principio pinguem taedis et robore secto Ingentem struxere pyram, cui frondibus athis Intexunt latera, et ferales ante eupressos Constituunt, decorantque super fulgentibus armis. Pars calidos latices et aena undantia flamnis Expediunt, corpusque lavant frigentis et ungunt. Fit gemitus. Tum membra toro defleta reponeunt, Purpureasque super vestes, velamina nota,
Consiciunt. Pars ingenti subiere feretro,
Triste ministerium, et subiectam more parentum
Aversi tenuere facem. Congesta cremuntur
Turea dona, dapes, fuso crateres olivo.

Vergil, Aeneid, VI.

2. Parse cinerī, cui, frigentis, feretra, ministerium.

3. Scan the first two lines of this extract, marking
the quantity of each syllable.
A dark stormy night in the depth of winter was chosen for the attempt. It was known that in such nights the sentinels took shelter in the towers, and left the intervening battlements unguarded; and it was on this practice that the success of the adventure mainly depended. It was concerted, that the part of the garrison which remained behind should make demonstrations of attacking the enemy's lines on the side opposite to that by which their comrades attempted to escape. And first a small party lightly armed, the right foot bare, to give them a surer footing in the mud, keeping at such a distance from each other as to prevent their arms from clashing, crossed the ditch, and planted their ladders, unseen and unheard; for the noise of their approach was drowned by the wind.
SUPPLEMENTAL EXAMINATIONS: 1891.
SECOND, THIRD AND FOURTH YEARS.

LATIN AND GREEK GRAMMAR.

Examiner: J. C. Robertson, B.A.

Note.—Candidates taking both Latin and Greek will omit in each section the fifth and one other question.

I.

1. Translate into Latin, using the verbs adeo, cohорtor, interficio, jubeo, mitio, perfervo, reperio, utor, volo:

They are willing; we shall employ; he was approaching; we were ordered to kill; he ought (debet) to be killed; she has been sent; he endures; I shall approach; (he said) that you were approaching; (he says) we killed; as (quum and subj.) they are willing; as we had employed; as he was willing; we cannot endure; after exhorting them; after killing her; he is killed; you used to employ; it had been found; I shall find; while exhorting; (for the sake) of approaching and of killing.

2. Translate into Latin:

All the arms; in every city; on the first day; (he built) three thousand very swift (celer) ships; a colder river (frigidus and flumen); on account of (propter) a most difficult circumstance; (he sent us) to another house; (they inhabited) the same regions (locus); in the whole of Italy; (destroyed) with fire; (ready to do) everything; (they are considered) the largest territories; (he sent us) with three hundred and twenty soldiers to Rome,
3. Translate into Latin:

Because *(quod)* we had done this; *(they attempted)* to do this; *(he promises)* to do this; *(he came)* when we were doing this; *(he has found out)* who is doing this; *(he denied)* doing this; after doing this *(they returned)*; *(so difficult)* that we could not do it; *(he is afraid)* that we will do this; *(he said that those)* who had done this *(had gone)*; *(he advises us)* to do this; *(he advised me)* to do this; *(they were attacked)* while doing this; *(he told us)* what he had done; if you do this *(you will be punished)*; to do this *(they returned at once)*.

4. State clearly, and by simple English sentences show when you would translate:

his by *suus* and when by *ejus*, and when not at all, your " *tuus* " " *vester*," " " " " him " *se* " " *eum*, " " by illum, himself " *se* " " *ipse*, of us " *nostri* " " *nostrum*.

5. Translate both literally and idiomatically, and explain the construction of the Latin idiom:

*pugnatum est*; *paucis diebus ante venerunt*; *legatos mittunt qui pacem petant*; *legatos miserunt pacis petendae causa*; *dixit ute urbs caperetur*; *nihil vini*; *mihi parcetur*; *nilites horatatus est ut fortiter pugnarent*; *opportebat te venire*.

II.

1. *παρῆσαν ἔχοντες ἐπτέας τριάκοσίων*, *(they came with [lit. having] three thousand cavalry)*; *κράτιστον ἥμιν ἐμβαλεῖν περὶ τούτου βουλήν*, *(the best course for us is to suggest a consultation about this)*; *νῦν οἶν τε, ἐφέ, λέγετο ἐνθέδε ἀναστάς ποτέρως ἀν τὴν ἀρετὴν μᾶλλον ἁγθεῖται ἀσκεῖσθαι παρ᾽ ἥμιν*, *(let some one then, said he, rise up here and [lit. rising up] state whether he thinks valor would be more generally exhibited among us)*.

   Explain the difference in tense in ἐμβαλεῖν as contrasted with ἀσκεῖσθαι, and in ἔχοντες as contrasted with ἀναστάς.
2. What signs, indicative of their tense, mood, and voice, do the following verbs contain?

parhmelēkōta, eὐξίσθαι, ἐκπεπληχθαί, μυνῆκεται, ἔξενεκθήμα, ἄνῄρουν, συνεθραμμένοι, ἐπένεμε, ἐψι (from ἐάω), μεταστραφεῖς, ἀγωνισμαία, μενεῖς, ἐφείσετο, προτιβεῖς, παραδώμεν, ἡσθησώται, ἄνηρηνται, δύνατο.

3. Decline the Greek for a larger city, the mother herself, a certain portion (μέρος ἃν.), this clear (σαφής) example (παράδειγμα).

4. (a) How would you translate ἄν with the optative, the subjunctive, past tenses of the indicative, and the infinitive respectively?
   (b) What is the nature of the difference between the first and the second aorist in Greek? Has English anything corresponding?

5. Translate, explaining or pointing out peculiarities in the Greek idiom:

(a) ἀγαθοὶ ἐγένοντο διὰ τὸ φύσιν ἔξ ἄγαθῶν.
(b) τίς ᾧ ὀφελεία τοῖς ἡθεῖς τυχικάινει οὕσα ἀπὸ τῶν δώρων ἀν παρ᾽ ἁμῶν λαμβανονοῦν;
(c) ἦ οἶνος πτῶ ἄν εἴλαι αὐτὸς ἐπείρεν, εἰ δέοι;
(d) δῆλον ὅτι οὐ κάλος ἔσθε.
(e) πολλὰ μὲν τὰ εἰρημένα, νοῦ δ᾽ ἐτι πλεῖον τὰ ἱπολευτόμενα.

Explain the force of μὲν in (e).
1. Define *uniform velocity*, *uniform acceleration*, *momentum*.
   How far does a heavy body fall from rest in one second?

2. Define *force*.
   A mass of \( m \) grams is moving with a velocity of \( v \) centimetres a second; in what time will a constant force \( f \) reduce it to rest?

3. Define *energy*.
   Express the kilogrammetre in terms of the C. G. S. unit of energy.

4. Define *pressure at a point* in a fluid.
   Show that it is equal in all directions.

5. Show that the resultant pressure on a body wholly immersed in water, is in the vertical direction, and equal to the weight of water displaced.
   Describe the method of use of the specific gravity bottle.

6. Define *temperature*, *absolute temperature*, *specific heat*.
   Five pounds of mercury at \( 15^\circ C \) are poured into two pounds of boiling water; find the temperature of the mixture, the specific heat of mercury being 003.

7. Describe an instrument used to determine the dew-point.
Translate:

Je ne ménage rien, Marat. — Quand il le faut,
Je suis homme, Danton, à savoir parler haut.
— Toujours le bien public me dicta ma réponse ;
Et puisque vous voulez qu'ici je me prononce,

5 Deux partis dangereux se disputent l'État :
L'un pousse à la faiblesse, et l'autre à l'indulgence;
Ceux-ci, les forcés, ne rêvent que vengeance ;
Les uns veulent fonder, noblesse pire encore,
La noblesse bourgeoise et le règne de l'or ;

10 Les autres, appelant le pillage à leur aide,
Lâchent les indigents sur celui qui possède.
C'est le vice ou l'exces. — Eh bien! je ne suis pas
Du parti des Verrès, ni des Catilinas.

PONSARD, Charlotte Corday.

1. haut (l. 2). Parse.
2. puisque (l. 4). Distinguish from tandis que.
3. vengeance (l. 7). Why no article?
4. pire (l. 8). Give the positive form.
5. Give the first sing. impf. indie. of ménage, prononce, the pres. subj. plur. in full of appeler, the first sing. fut. of possède.

II.

Translate:

(a) La tactique de Mlle Kolb fut innocemment
déjouée par un gentil mouvement de Mme Marchal.
Aussitôt revenue à Strasbourg, la jeune femme
courut tout droit chez son amie, la surprit en
déshabillé du matin et lui sauta au cou du premier
bond. Cela se fit si lestement qu’Adda n’arriva
point à la parade, elle se trouva bel et bien em-
brassée sans pouvoir comprendre comment; mais,
lorsqu’elle eut essuyé le feu, elle se retraçha dans
une indifférence si hargneuse que la bonne Claire,
interdite, désarconnée, ne lui dit pas le demi-quart
de ce qu’elle pensait lui conter. Elle revint à la
maison toute confuse et toute froissée, sans même
avoir tiré de sa poche les petits présents qu’elle
rapportait pour Adda, et elle conta l’aventure au
docteur en pleurant toutes les larmes de ses yeux.

About, La Fille du Chanoine.

(b) M. de Subressac était trèsvieux à soixante-
quinze ans. Malheureusement pour sa vieillesse,
il avait oublié de se marier à temps, et il s’était
condamné à la solitude, cette froide compagne des
vieux garçons. Relégué à un quatrième étage
avec six mille livres de rentes viagères, entre un
valet de chambre et une cuisinière qui le servaient
par habitude, il haïssait le logis et vivait dehors.
Tous les jours, après déjeuner, il faisait sa
toilette avec la coquetterie minutieuse d’une femme qui
prend de l’âge. On a prétendu qu’il mettait du
rouge, mais le fait ne paraît pas bien avéré. Une
fois habillé, il faisait à petits pas cinq ou six visites,
bien reçu partout, et invité à diner sept fois par
semaine. Grâce aux bons sentiments qu’il avait
sentis sur sa route, il était aussi heureux qu’on
peut l’être à soixante-quinze ans, lorsqu’on est
forcé d’aller chercher le bonheur hors de chez soi.

About, La Mère de la Marquise.

1. innocemment (l. 1). How is this adv. formed?
Form an adverb from gentil (l. 2).

2. bel et bien (l. 7). Parse bel.

3. pensait lui conter (l. 12). Distinguish penser à
with a following infin. from penser without prep. with
a following infin.
4. toute confuse (l. 13). Turn into the masc. plur.
5. des vieux garçons (l. 22). Give the corresponding feminine.
6. haïssait (l. 25). Write the pres. indic. in full.
7. Give the principal parts of any five irregular verbs in the extracts.

III.

Translate:

DELM. Approach, you others, and listen well...
... it is necessary to have your devoted friends... and I
need it to be much... finally, as if it would be the case
of a first representation.

JOHN. I understand, sir, we will do as the last.

DELM. It is good... it will be removed!... four
men will be at six minutes' distance, at Monsieur
Derois, councillor, rue de Harlay; they
will mount, they will ring loudly,... they
will ask if they have seen the doctor Rémy. They
will add that one must look for him in all the
quarters, that one must find him,... that it is
requested by a minister, by a prince
and a banker.

JOHN. Yes, sir.

DELM. Above all, do not go wrong and buy another!
... any brother one would want the edition!

JOHN. Be calm.

DELM. All the copies, at any price, that the last
should cost 20 francs! keep, take, there is the money;
and if there is more, do not spare.

SCRIBE, Le Charlatanisme.

1. qu'il doit y être (l. 13). Translate: Vous avez
dû y être; il aurait dû y être; il devrait y être.
2. pourront (l. 20). Why future?
3. Discuss the appropriateness of Le Charlatanisme
as a title for this play.
University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

SECOND YEAR.

FRENCH.

Examiner: W. H. Fraser, B.A.

I.

1. Make a table of the demonstrative pronouns, giving the English equivalents, and translate into French:

(a) Those who laugh will weep.
(b) My pens and my brother's.
(c) These are our pens.
(d) That is why I came.
(e) I say no more; that is enough.

2. Translate into French:

(a) Have you any good sugar for sale?
(b) They have no more money.
(c) Silk dresses and gold watches are not always necessary.
(d) Horses are animals which are useful to men.
(e) Does that young lady know Greek.

3. Translate into French:

(a) He could not carry that sack yesterday.
(b) He could not carry it to-day, if he tried.
(c) May I go now?
(d) You might have gone an hour ago.
(e) She can sing and dance.
4. Translate the following, giving your reason for the agreement or non-agreement of the past participle in each case:

(a) They (f.) have written to each other.
(b) They (f.) have bought themselves dresses.
(c) Here are the dresses which they (f.) have bought themselves.
(d) She was seized by a thief.
(e) What pens have you had?

5. Translate into French:

(a) Let us eat; (b) We shall see; (c) I shall call the servant; (d) I shall send you your books; (e) I hate him; (f) What will become of them? (g) Drink this; (h) That is disappearing; (i) I fear he will come; (j) Do not contradict me; (k) She was born in 1857; (l) They are taking my books; (m) We were laughing; (n) Let us conquer; (o) They have sat down; (p) It will rain to-morrow.

II.

Translate:

Pourant Cromwell mourut triste. Triste, non seulement de mourir, mais aussi, et surtout, de mourir sans avoir atteint son véritable et dernier but. Quel que fût son égoïsme, il avait l'âme trop grande pour que la plus haute fortune, mais purement personnelle et éphémère, comme lui-même ici-bas, suffît à le satisfaire. Les des ruines qu'il avait faites, il avait à cœur de rendre à son pays un gouvernement régulier et stable, le seul gouvernement qui lui convint, la monarchie avec le Parlement. Et en même temps ambitieux au delà du tombeau, par cette soif de la durée qui est le sceau de la grandeur, il aspirait à laisser son nom et sa race en possession de l'empire dans l'avenir. Il échoua dans l'un et l'autre dessein; ses attentats lui avaient créé des obstacles que ni son prudent génie ni sa persévérante volonté ne purent surmonter; et comblé, pour son propre compte, de pouvoir et de gloire, il mourut déçu dans ses plus intimes espérances, ne laissant après lui, pour lui succéder, que les deux ennemis qu'il avait ardemment combattus, l'anarchie et les Stuarts.

QUIZOT.
III.

Translate into French:

A wolf was about to die, and was thinking of his long and wicked life. "I have done wrong sometimes," said he, "but there are many people in the world who are worse than I am. I have often rendered important services to others. One day I recollect (se souvenir) that a poor little lamb passed by my house. I wished (avoir envie) very much to kill it and eat it, but I had pity on its weakness. Precisely at that moment I heard the insulting words of a sheep (brebis). I had nothing to fear, for the dogs were sleeping peacefully." "I can bear witness to (attester) all the facts which you have related," said a fox who was present and who was caring for (soigner) him in his last illness, "for it was at the time when you came very near (manquer de) being strangled (étangler) by that bone from which the crane (grue) had the kindness to deliver you."

IV.

DICTATION—TO BE GIVEN AT TWELVE O'CLOCK.
Supplemental Examinations: 1891.

Second Year.

German Authors.

Examiner: W. H. VandersMissen, M.A.

* Candidates for Honors in other subjects than Modern Languages are required to take any three of the first four parts of this paper. Candidates for Honors in the Natural Sciences may take part V. instead of part IV. All candidates will take part VI. Other candidates will take parts I., II., III., IV. and VI.

I.

Translate:

Ich sage dir, es liegt in, deiner Hand.
Des Königs aufgebrachter Sinn allein
Bereitet diesen fremden bitteren Tod.
Das Heer entwöhnte langst vom harten Opfer
und von dem blut'gen Dienste sein Gemüth,
Ja, mancher, den ein würdiger Geschick
An fremdes Ufer trug, empfand es selbst,
Wie götterschein dem armen Irrenden,
Umhergetrieben an der fremden Grenze,
Ein fremdelich Menschenangesicht begegnet.
O, wende nicht von uns, was du vermögst!
Du endest leicht, was du begonnen hast:
Denn nirgends hauß die Milde, die herab
In menschlicher Gestalt vom Himmel kommt,
Ein Reich sich schneller, als wo trüb und wild
Ein neues Volk, voll Leben, Mut und Kraft,
Es selbst und banger Ahnung überlassen,
Des Menschenlebens schwere Bürden trägt.

Goethe, Iphigenie auf Tauris.
II.

Translate:

Es war ein Kind, das wollte nie
Zur Kirche sich bequemen,
Und Sonntags fand es stets ein Wie,
Den Weg in's Feld zu nehmen.

Die Mutter sprach: Die Glocke tönt,
Und so ist dir's befohlen;
Und hast du dich nicht hingewöhnt,
Sie kommt und wird dich holen.

Das Kind, es denkt: die Glocke hängt
Da droben auf dem Stuhle.
Schon hat's den Weg in's Feld gelenkt,
Als lief es aus der Schule.

Die Glocke Glocke tönt nicht mehr,
Die Mutter hat gefackelt.
Doch welch ein Schrecken! hinterher
Die Glocke kommt gewackelt.

Sie wackelt schnell, man glaubt es kaum;
Das arme Kind im Schrecken,
Es lauft, es kommt, als wie im Traum;
Die Glocke wird es decken.

Doch nimmt es richtig seinen Husch,
Und mit gewandter Schnelle
Eilt es durch Anger, Feld und Busch
Zur Kirche, zur Kapelle.

Und jeden Sonn- und Feiertag
Gedenkt es an den Schaden,
Lässt durch den ersten Glockenschlag,
Nicht in Person sich laden.

   Goethe, Die Wandelnde Glocke.

III.

Translate:

Ist der holde Lenz erschienen?
Hat die Erde sich verjüngt?
Die besonnnten Hügel grünen,
Und des Eises Rinde springt.
Aus der Ströme blauen Spiegel
Lacht der unbewölkte Zeus,
Milder wehen Zephyrs Flügel,
Augen treibt das junge Reis,
In dem Hain erwachen Lieder,
Und die Oreade spricht:
Deine Blumen kehren wieder,
Deine Tochter kehrt nicht.

Ach wie lang ist's, dass ich walle
Suchend durch der Erde Flur!
Titan, deine Strahlen alle
Sand' ich nach der theuren Spur;
Keiner hat mir noch verkündet
Von dem lieben Angesicht,
Und der Tag, der alles findet,
Die Verlore fand er nicht.

Hast du, Zeus, sie mir entrissen?
Hat, von ihrem Reiz gerührt,
Zu des Orkus schwarzen Flüssen
Pluto sie hinabgeführt?

Wer wird nach dem düstern Strande
Meines Ganges Bote sein?

Ewig stösst der Kahn vom Lande,
Doch nur Schatten nimmt er ein.

Jedem sel'gen Aug' verschlossen
Bleibt das nächthiße Gefild,
Und so lang der Styx geflossen,
Trug er kein lebendig Bild.

Nieder führen tausend Steige,
Keiner führt zum Tag zurück;
Ihre Thränen bringt kein Zeuge
Vor der bangen Mutter Blick.

SCHILLER, Klage der Ceres.

IV.

Translate:


SCHILLER'S BRIEFE.

V.

(a) Translate into English:

Die Wärmeerscheinungen haben ihren Grund in einem Bewegungszustand der kleinsten Körperteilechen. Alle Körper werden (mit wenigen Ausnahmen) durch die Wärme ausgedehnt.


HODGE.

(b) Translate into German:

Liquids expand more than solids for the same increment of temperature. Liquids expand more rapidly at a high than at a low temperature. The point at which ebullition begins is called the boiling-point. Sometimes the solid passes at once into a gas upon being [wenn] heated, without assuming the intermediate state [Zwischenzustand] of liquidity. This is called sublimation. Heat is distributed by conduction and radiation.

Ibid.

VI.

1. Give an outline of Schiller's life after his arrival at Weimar, mentioning his works composed during this period.

2. Sketch one drama of Schiller's, and one of Goethe's, not including the "Iphigenie."

3. Give some account of Goethe's position at Weimar.
University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

SECOND AND THIRD YEARS.

GERMAN GRAMMAR AND COMPOSITION.

Examiner: G. H. Needler, B.A., Ph.D.

I.

1. Explain fully, with examples, the difference in use between verbs with separable and those with inseparable prefixes.

2. Decline (sing. and plur.) das schwarze Pferd, e in grosser Hund, kleine Katze.

3. Write out the corresponding Imperf. Indic., Perfect Indic., and Future Indic. of Ich kann gehen, Er muss es thun, Wir wollen nicht essen.

II.

(a) Translate into German eight of the following sentences:

1. The boy is now lying in bed; he has hurt (verletzen) his foot. 2. How far is it from here to Hamilton? 3. If you had been at home you would have come, would you not? 4. A few days ago, when my brother was in the city, he visited the exhibition (Ausstellung). 5. He will return in a short time, but I don't know exactly when. 6. What is the name of this street? It is University street. 7. The student is very fond of translating from English into German. 8. Whose book is that lying in the table? It belongs to the teacher. 9. Perhaps we shall have to change our residence, but I would rather stay where we are at present. 10. Buying a fish is often easier than catching one.
The poets all write as if they were sick, and the whole world a hospital. They all talk of the sufferings and the misery of the earth, and of the joys of heaven, and discontented as they all are, one drives the other into still greater discontent. That is truly a misuse of poetry, which is really given to us in order to smooth over (ausgleichen) the little troubles of life, and make man contented with the world and his lot. But the present generation is afraid of all genuine power, and only in the presence of weakness can it share agreeably the feelings of the poet.

III.

Translate:

(a) Er war zwar bald und fest eingeschlafen; doch der neue Inhalt, die Schatzvermehrung seiner Gedanken weckte ihn vor Tagesanbruch, wie wenn es ein lebendiges Wesen ausser ihm ware, das freundlich seine Schulter berührte. Er musste sich lange besinnen, wo er sei, und erst als er das von der Morgendämmerung erhellte Viereck des grossen Fensters aufmerksam betrachtete, kam er seinen gestrigen Erlebnissen auf die Spur. Es wurde ihm beinahe feierlich angenehm zu Mute, und indem er in diesem Gefühlso hindämme, entschlief er wieder und erwachte erst, als das schöne Landgebiet, in das er hinausschaut, schon im vollen Sonnenscheine lag und der Fluss weithin schimmerte. In den Platanen war grosses Vogelconcert, eine Schar dieser musikanten flatterte und sasz an den Marmorschalen des Brunnen, in dessen Nähe ein Tisch zum Frühstücke gedeckt war.

GOTTFRIED KELLER.

(b) Von Heimatflur und Vaterhaus
Früh zog ich in die Welt hinaus,
Um spät, nach langen Wanderjahren
Geklärten blickes zu erfahren,
Dasz alles Gröszte was ich sah,
Mir schon daheim war immer nah;
Denn rings um diese Erdenwelt
Wölbt sich das blaue Himmelszelt
Für unsern Blick in gleicher Ferne,
Im Glanz der Sonne wie der Sterne.
Und Quellen springen uns zu Füßen,
Uns aus der Unterwelt zu grüssen,
In deren Tiefen, wie in Särgen,
Sieh alte Weltbrandsgluten bergen,
Die einst lebendig dort begraben,
Noch immer Leben in sich haben,
Das drangvoll aus der finstern Gruft
Aufstrebts nach Himmelslicht und Luft,
Und Himmelslicht und Luft und Wasser
Des Lebens Quellen und Erhalter,
Sind aller Körperwelt Umfasser,
Und kennen weder Zeit noch Alter.

Fr. Bodenstedt.

1. Give an account of Schiller's career previous to his friendship with Goethe.
2. To what extent did Goethe and Schiller influence each other in their literary work?
3. Write notes on Gottsched and Bodmer.

* Of IV. Nos. 1 and 2 are for Second Year, Nos. 2 and 3 for Third Year.
1. Under what circumstances did England lose the Duchy of Normandy? What were the effects of the loss of this possession?

2. Point out the position of the Saxon polity immediately before the Norman Conquest, and discuss the statement that "the catastrophe of the Norman Conquest was the averter of greater evils even to the Saxons themselves than those which it inflicted."

3. Trace the rise of the Feudal system upon the continent, and discuss to what extent Feudalism as developed in England differed from the continental system.


6. Contrast the mediaeval free-towns of Italy with the free cities of Germany, outlining clearly the constitution of the latter at the close of the 14th Century.
1. Criticize the following:

   (1) Definitions:
      
      (a) A plant is an organism having roots, branches, leaves, flowers, fruits, &c.
      
      (b) An equilateral triangle is a three-sided figure having all its angles and sides respectively equal to each other.
      
      (c) Diamond is a kind of carbon.
      
   (2) Logical Divisions:
      
      (a) Flowers into petals, sepals, stamens, and pistils.
      
      (b) A piece of chalk into whiteness, extension, solidity, and weight.

2. Explain and illustrate the distinction between real and verbal propositions.

3. Show that if O be a premiss, the middle term holds a like position in both premisses.

4. Given a syllogism will the combination of the conclusion with either premiss ever give the other premiss for conclusion?

5. Examine the following arguments, throwing them into syllogistic form, and naming any fallacies that occur:
(a) Books are both instructive and amusing; Mill's Logic is a book; therefore Mill's Logic is both instructive and amusing.

(b) What happens every day is not improbable; some improbable things happen every day; therefore some improbable things are probable.

(c) "Simon being miserable is an evil-doer, as happiness springs from well-doing."

(d) No man is free who is enslaved by his appetites. Freedom is essential to responsibility. A drunkard, then, is not responsible, for he is enslaved by his appetites.
1. (a) Define the province of Psychology; (b) Discuss the various methods of becoming acquainted with the phenomena of mind.

2. State accurately the relation between perception and sensation.

4. "We are never conscious at all without experiencing transition or change."—Bain.
   Is this statement true? Give reasons for your answer.

4. Give a philosophical account of external reality.

5. Define Emotion.


7. What principles govern the expression of the emotions?

8. How is the control of the will over the emotions exercised?
1. "English is a composite language." Enumerate chronologically the various elements to which the English language is indebted, discussing the extent and character of the influence of each.

2. Give some account of the Brut, Robert of Gloucester's Chronicle, and Piers Plowman, pointing out the dialectic character and value of each.

3. "Our language is French in spirit, although the words are derivately Saxon." Explain fully, giving as many examples as you can to show what is meant.

4. Trace the Scottish dialect of Burns back to its earliest English original, illustrating by examples and accounting for the main divergences from modern English forms.

5. Estimate as accurately as you can the full effect of the Norman Conquest upon the Grammar of the English language.

6. To what extent were the phonetic changes in the English language dependent upon inflexional changes? Illustrate by reference especially the inflexions of gender and case.
1. Translate into English:

הָתַּנָמַר לְסַפֵר תִּמְנָהָה אֶתְרָוָה לָכֶם שָׁמוֹאֲלָה לֵזְיָה
מְדָרֶךְ בָּרָאָה רַמְלֶיהָ לָתַּמְנָה אֶתְרָוָה לָכֶם שָׁמוֹאֲלָה
וְזַאֲמַר שֶם הָשָּׁמוֹאֲלָה אֶשָּׁר עֵשָׁוָה כָּמָאָה הָיוּ:

(Ruth ii. 19.)

2. Parse the words marked *.

3. Inflect עֲבֵד in the Piel Imperfect, and נָבַד in the Hiphil Perfect.

4. Translate:

הָתַּנָמַר לְסַפֵר תִּמְנָהָה אֶתְרָוָה לָכֶם שָׁמוֹאֲלָה מְדָרֶךְ
מְדָרֶךְ בָּרָאָה רַמְלֶיהָ לָתַּמְנָה אֶתְרָוָה לָכֶם שָׁמוֹאֲלָה
וְזַאֲמַר שֶם הָשָּׁמוֹאֲלָה אֶשָּׁר עֵשָׁוָה כָּמָאָה הָיוּ:

(2 Kings xviii. 7, 8.)

5. Explain the use of the tenses in v. 7. How do we come to call נָב וָעָי "Gaza"? What two kings are referred to in v. 7?
1. Translate:

תָּהֳרָה יַבִּיטָהּ תָּפֹּתָהּ כְּנַכַּרְנָה וְעָמַּדְתָּ הָרְרוֹת עָלֵיהֶם וְהַרְרוֹת מִכְנַרְנָהּ כְּנַכַּרְנָה הָרְרוֹת עַל הָרְרוֹת עָלֵיהֶם וְהַרְרוֹת מִכְנַרְנָהּ כְּנַכַּרְנָה

בְּמַעֲשֵׂה רָעֵב אַמְּקִירָה לְמִקְיָם אֲלֵה תוֹרְוָה אֲלֵה תוֹרְוָה אֲלֵה תוֹרְוָה אֲלֵה תוֹרְוָה

(יִשְׁעַיִי ii. 2, 3.)

7. Parse the words marked *.
SUPPLEMENTAL EXAMINATIONS: 1891.

THIRD YEAR.

GREEK AUTHORS.

Examiner: MAURICE HUTTON, M.A.

No Candidate will pass on this paper who omits the questions on syntax: in parsing aorists distinguish always between first and second: in parsing verbs explain always the reason for the mood used.

Candidates are warned against confining their attention to either of the two authors prescribed.

XENOPHON, MEMORABILIA, II., III., IV.

1. Translate carefully:

(a) Καὶ Πρόδικος δὲ ὁ σοφὸς ἐν τῷ συνγράμματι τῷ περὶ τοῦ Ἰρακλέους ὁπερ ὅη καὶ πλεῖστος ἐπίδεικνυταῖ, ὥσαυτως περὶ τῆς ἀρετῆς ἀποφαίνεται, ἢδε πῶς λέγον, ὅσα ἐγώ μέμνημαι φησὶ γὰρ Ἰρακλέα, ἔτει ἐκ ταῖδων εἰς ἡδην ἀρμάτο, ἐν ὑπ' οἷ νέοι ἡδη αὐτοκράτορες τοὺς ἴδους ἔκδήλωσιν, εἰτὲ τὴν ἡδ' ἀρετῆς ὥδεν τρέφονται ἐπὶ τῶν βίων, εἰτὲ τὴν ἰδιὰ κακίας, ἰδέλθοντα εἰς ἱστικὴν καθήσατε, ἀποροῦντα ὁποτέραν τῶν ὥδεν τράπηται καὶ βαφθήναι αὐτῷ δύο γυναικῶς προίεται μεγάλα, τὴν μὲν ἐτέραν εὐπρεπῆ τε ἱδεῖν καὶ ἐλευθέρον, φύσαν κεκοσμημένην τοῦ μὲν σώμα καθαρότητα, τὰ δὲ ὅματα αἰδοί, τὸ δὲ σχῆμα σοφροσύνη, ἐσθήτη δὲ λευκῇ τὴν δι' ἐτέραν τεθραμμέμην μὲν εἰς πολυσαρκίαν τε καὶ ἀπαλότητα, κεκαλλωπισμένην δὲ τὸ μὲν χρώμα, ὡστε λευκότεραν τε καὶ ἐρυθρότεραν τοῦ ὅποτο δοκεῖ φαινεῖσθαι, τὸ δὲ σχῆμα ὡστε δοκεῖν ὁρθότεραν τῆς φύσεως εἶναι, τὰ δὲ ὅματα ἐχεῖν ἐναπετεπαμένα, ἐσθήτα δὲ, ἐξ ἡ δὲ μάλιστα ὥρᾳ διαλάμποι.
(b) "Δοκεὶ δὲ σοι μάθησις καὶ ἐπιστήμη τοῦ δικαίου εἶναι, ὡσπερ τῶν γραμμάτων," Ἔμοιγε." Πότερον δὲ γραμματικότερον κρίνεις, δι ἂν ἐκών μὴ ὄρθος γράφῃ καὶ ἀναγνώσῃ, ἢ ὅσ ἂν ἄκων?" "Οὐ δι ἂν ἐκὼν, ἐγώ γε δύνατο γὰρ ἂν, ὅπως βουλοικτε, καὶ ὄρθος αὐτά τοιεῖν. "Οὐκοῦν ὁ μὲν ἐκών μὴ ὄρθος γράφῃ γραμματικὸς ἂν ἐγὼ, ὁ δὲ ἂκων ἀγράμματος; Ἐπεὶ γὰρ οὐ οὐ, "Τὰ δίκαια δὲ πότερον ὁ ἂκων πευδομένος καὶ ἕξαπατῶν οἴλου, ἢ ὅ ἂκων; "Δήλου ὅτι ὁ ἂκων." Οὐκοῦν γραμματικότερον μὲν τῶν ἐπιστήμονων γράμματα τοῦ μὴ ἐπιστήμονοι φης εἶναι," Ναὶ." "Δικαιότερον δὲ τῶν ἐπιστήμονων τὰ δίκαια τοῦ μὴ ἐπιστήμονοι; " Ψαλνομαι' δοκὸ δὲ μοι καὶ ταῦτα, οὐκ οὐδ' ὅπως, λέγειν," "Γε' δὲ δὴ, ὅσ ἂν βούλομεν τάληθη λέγειν, μηδέποτε τὰ αὐτὰ περὶ τῶν αὐτῶν λέγη, ἀλλ' οὐδ' τε φράσιν τιν αὐτὴν τοτε μὲν πρός ἐω, τοτε δὲ πρὸς ἐσπέραν φράσι, καὶ λογισμὸν ἀποφαινόμενον τοῖς αὐτῶν τοτε μὲν πλείον, τοτε δὲ ἐλάττων ἀποφαινηται, τί σοι δοκεῖ ὁ τοιοῦτος; "Δήλος, νη Δι, εἶναι δὴ ᾧ ἐκεῖναι οὐκ οἴδεν, "Οἶσθα δὲ τινὸς ἄνδραποδώδεις καλουμένους; "Ἐγώγε." "Πότερον διὰ σοφίας, ἢ δ' ἀμαθίαν; "Δήλου δὲ δ' ἀμαθίαν." "Αρ' οὖν διὰ τὴν χαλκεύειν ἀμαθίαν τοῦ ὄνοματος ταύτου τυχάνος; "Οὐ δήται, "Αλλ' ἀρα διὰ τὴν τοῦ τεκταίνεσθαι; "Οδε διὰ ταύτην, "Αλλα διὰ τὴν τοῦ σκυτεύειν; "Οὑδὲ δ' ἐν τούτων, ἐφη, ἀλλὰ καὶ τούτων οἱ γὰρ πλείστων τῶν γε τὰ τοιαύτα ἐπιστήμονων ἄνδραποδώδεις εἰσίν." "Αρ' οὖν τῶν τὰ καλὰ καὶ ἁγαθὰ καὶ δίκαια μὴ εἰδύτων τὸ ὄνομα τούτ' ἐστίν;" "Ἐμοιγε δοκεῖ, ἐφη.

ARISTOPHANES, CLOUDS.

(c) ΣΤΡ. ὁ Γῆ τοῦ φθέγματος, ὡς ἰερὸν καὶ σεμνὸν καὶ τερατώδες.
ΣΩ. αὕται γὰρ τοι μόναι εἰσὶ θεα' τἀλλα δὲ πιν' ἐστὶ φλύαρος.
ΣΤΡ. ὁ Ζεὺς δ' ἡμιν, φέρε, πρὸς τῆς Γῆς, οὐλύμπιος οὐ θεός ἐστιν; 
ΣΩ. ποῖος Ζεὺς; οὐ μὴ λαρήσεις: οὐδ' ἐστι Ζεὺς.
ΣΤΡ. τῇ λέγεις οὕτω; ἀλλὰ τής θεί; τοῦτ' γὰρ ἐμοί γείγην ἀπόφημαι πρῶτον ἀπάνων.
ΣΩ. αὕται δὴ τοι' μεγίλῳς δὲ σ' ἐγὼ σημείως αὐτῷ διδάξω.
φέρε, πού γὰρ πόποτ' ἀνευ Νεφελῶν ὑστ' ἣν
tεθάσαι;
καίτοι χρῆν αἰθρίας ὑστ' αὐτῶν, κατὰς δ' ἀπο-
dημεῖν.

ΣΤΡ. ὥν τοῦ 'Απόλλων, τοῦτο γέ τοι τῷ νυν λόγῳ εὐ

προσέφυσας.
καίτοι πρὸτερου τῶν Δι' ἀληθῶς φίμην διὰ κο-
sκίνου ὑστ.'

ἀλλ' ἀπό τὸ βροντῶν ἐστὶ φράσον τοῦτο με

ποιεῖ τετρεμαίνειν.

ΣΩ. αὕτη βροντώσα κυλινδόμεναι. ΣΤΡ. τῷ τρό-

πρῳ, ὃ πάντα ὑπὶ τολμῶν;

ΣΩ. ὅταν ἐμπληγθῶν' ὢδατος πόλλοι κυκλακασθῶσι

φέρεσθαι, κατακρημανέμεναι πλήρεις ὄμβρου δι' ἀνάγκην,

ἐπὶ βαρεία

εἰς ἀλλήλας ἐμπιπτοῦσαι ἱγνωσταί καὶ πατα-

γούσιν.

ΣΤΡ. ὃ δ' ἀναγκάζων ἐστὶ τίς αὐτάς, οὐχ ὃ Ζεὺς,

/vndε φέρεσθαι ;

ΣΩ. ἤκιστ', ἀλλ' αἰθέριοι δίνος. ΣΤΡ. Δίνος ;

τοῦτ' μ' ἐκλῆθης,

ὃ Ζεὺς οὐκ ὄν, ἀλλ' ἀν' αὐτό τὸ Δίνος νυν μα-

σιλευον.

(1) ΣΤΡ. καὶ μὴν ὅθεν γε πρῶτον ἴρημεσθα λοιδορεῖσθαι

ἔγῳ φράσοι τειχὴ γὰρ εἰστιωμεθ', ὦστερ ἱστε, Πρῶτον μὲν αὐτόν τῆν 

λύραν λαβόντ' ἐγὼ κέ-

λευσα

ἀσαι Σιμωνίδου μέλος, τὸν Κρίων, ὃς ἐπέχθη.

ὅ δ' εἴθεοι ἄρχαίοι εἰν ἐφασε τὸ κιβαρίζειν

μεῖν' τε πνοιαν', ωστερεὶ κάχρυς γυναι' 

ἀλοῦσαν.

ΦΕΛ. οὖν γὰρ τοῦτ' εὐθὺς χρῆν σ' ἀρα τύπτεσθαι τε

καὶ πατεῖσθαι,

μὲνειν κελεύουσ', ὦστερεὶ τεττιγας ἐστίνωτα ;

ΣΤΡ. τοιαῦτα μένοι καὶ τὸτ' ἐλεγεν εὐθὺς, οἰάπερ

μὲν.

καὶ τῶν Σιμωνίδην ἐφασκ' εἶναι κακόν ποιητήν.
κάγῳ μόλις μὲν, ἀλλ' ὁμοὶ ἱρεχόμην τὸ

πρῶτον

ἐκεῖνα δ' ἐκέλευο' αὐτῶν ἀλλὰ μυρρίνην λα-

βόμμα

tῶν Ἀιδήνου λέξα τι μοι καθ' οὕτω εὐθὺς

εἴπειν,
όγω γάρ Αισχύλοι νομίζω πρώτον ἐν ποιηταῖς
ψόφων πλέων, ἀκούστατον, στόμφακα, κρημνο-
τοιον;
κανταύθα πῶς διεσθή μου τὴν καρδίαν ὀρεξθεῖν;
ὅμως δὲ τὸν θυμὸν δακὼν ἐφη, σὺ δὲ ἀλλὰ
tοῦτων
λέξοι τι τῶν νεωτέρων, ἢττ' ἐστὶ τὰ σοφὰ ταῦτα.
ὅ δ' εὖθυν ἡ Ἑυρυπίδου ῥησίν τω', ὡς ἔγημε
ἀδελφὸς, ὀλεξίκακε, τὴν ὑμομητρίαν ἀδελφήν.

2. Parse fully and explain the syntax of the following words:

(a) ὀφριμάτω, ἀποροθύται, ὀποτέραν, τράπταται, φανή-
nαι, ἀπαλότητα.

(b) δήλος, ἡ κέτο,

(c) σολύμπιος, ἀποφήναι, νόητ', τεθέασαι, χρην,
προσέφυσας, τῷ (τρόπῳ).

(d) ἠρέμωμεθα, εἰστινομεθ', ἐπέχθη, ἀλούσαν, ἴνεσχώ-
μην, ὀρεξθεῖν, ἡ σ', ὀλεξίκακε.
Translate:

Sed isdem temporibus Q. Catulus et C. Piso neque precibus neque gratia neque pretio Cicero nem impellere potuere, uti per Allobroges aut alium indicem C. Caesar falso nominaretur. Nam uterque cum illo gravis inimicitias exercetavit: Piso oppugnatus in judicio pecuniarum repetundarum propter cujusdam Transpadani supplicium injustum; Catulus ex petitione pontificatus odio incensus, quod extrema utate, maxumis honoribus usus, ab adolescentulo Caesar victus discesserat. Res autem opportuna videbatur, quod is privotim egregia liberalitate, publice maxumis muneribus grandem pecuniam debebat. Sed ubi consulem ad tantum facinus impellere nequent, ipsi singulatim circumeundo atque ementiundo, quae se ex Volturcio aut Allobrogibus audisse dicerent, magnam illi invidia conflaverant, usque adeo, ut nonnulli equites Romani, qui presidii causa cum telis erant circum adem Concordiae, seu periculi magnitudine seu animi mobilitate impulsi, quo studium suum in rempublicam clarius esset, egredienti ex senatu Caesaris gladio minitarentur.

1. Parse potuere, repetundarum, neque, aut, egredienti, Caesaris.

2. Explain (1) pecuniarum repetundarum; (2) ex petitione pontificatus.
Quis timet aut timuit gelida Prænestæ ruinam,
Aut positis nemorosa inter jugâ Volsiniis, aut
Simplicibus Gabiiis, aut pruni Tiburis arce?
Nos urbe colimus tenui tibicini fultam
Magna parte sui. Nam sic labentibus obstat
Villicus et veteris rima contexit hiatum,
Securos pendente jubet dormire ruina
Vivendum est illic, ubi nulla incendia, nulli
Nocte metus. Jam poscit aquam, jam frivola transiért
Ucalegon; tabulâta tibi jam tertia funant;
Tu nescis: nam si gradibus trepidatur ab imis,
Ultimus ardebit, quem tegula sola tuetur
A pluvia, moll es ubi reddunt ova columbe.
Lectus erat Codro Procūla minor, urceoli sex,
Ornamentum abaci; nec non et parvulus infra
Cantharus, et recubans sub eodem marmore Chiron;
Jamque vetus Græcos servabat cista libellos.
Et divina opici rodebant carmina mures.
Nil habuit Codrus: quis enim negat? et tamen illud
Perdidit infelix totum nihil: ultimus autem
Ærumne cumulus, quod nudum et frustra rogantem
Nemo cibo, nemo hospitio tectoque juvabit.

1. Write explanatory notes on simplicibus, pruni,
frivola, Ucalegon, opici.

2. Parse fultam, trepidatur, recubans, cumulus, quod.

Translate:
Declamare doces? O ferrea pectura Vetti,
Quam perimi; sævos classis numerosa tyrannos!
Nam quæcumque sedens modo legerat, hec eadem stans
Perferet atque eadem cantabit versibus isdem.
Occidit miseros crambe repetita magistros.
Quis color et quod sit causa genus, atque ubi summa
Questio, quà veniant diversa parte sagitae,
Nosse velint omnes, mercedem solvere nemo.
"Mercedem appellas? quid enim scio?" Culpa docentis
Scilicet arguitur, quod lava in parte mamillœ
Nil salit Arcadio juveni, cujus mihi sexta
Quaque die miserum dirus caput Hannibal implect;
Quidquid id est, de quo deliberat, an petat Urbem
A Cannis, an post nimbos et fulmina cautus
Circumagat madidas a tempestate cohortes.
"Quantum vis stipulare, et protinus accipe quod do,
Ut toties illum pater audiat." Hae alii sex
Vel plures uno conclamant ore sophista,
Et veras agitant lites, raptore relictio;
Fusa venena silent, malus ingratusque maritus,
Et quae jam veteres sanant mortaria cecos.

1. Explain crambe repetita, Arcadio juveni, madidas
   cohortes, circumagat, fusa venena silent.

2. Name with dates the Roman satirists, character-
   izing each briefly.
Note—Not more than five questions to be answered.

1. Give a concise account and criticism of Absalom and Achitophel.

2. Briefly describe four of the most important prose works written between 1700 and 1750. (N.B.—No two of the works selected to be by the same author).

3. What are the main characteristics of Pope's poetry? Illustrate from any of his works with which you are acquainted.

4. Concisely describe and give the most important facts with regard to four of the following: Hudibras, Dryden's Heroic Plays, Bunyan's Pilgrims Progress, Pope's Prologue to the Satires, Collins' Ode to Evening, Boswell's Life of Johnson.

5. Describe The Deserted Village so as to give a clear idea of the poem to one who had never read it.

6. Give a concise account of Burke's Life and Works.

7. What is Cowper's importance in the development of poetry? Illustrate your answer by references to his works.

8. State in clear and simple prose the substantial meaning of the following passage, and name the writer and the poem from which it is taken.
Woods, that wave o'er Delphi's steep;
Isles, that crown th' Ægean deep,
Fields, that cool Ædessus laves,
Or where Maeander's amber waves
In lingering lab'rinths creep,
How do your tuneful echoes languish,
Mute, but to the voice of anguish!
Where each old poetic mountain
Inspiration breath'd around;
Ev'ry shade and hallow'd fountain
Murmur'd deep a solemn sound;
Till the sad Nine in Greece's evil hour,
Left their Parnassus for the Latian plains.
Alike they scorn the pomp of tyrant-Power
And coward Vice, that revels in her chains.
When Latium had her lofty spirit lost,
They sought, oh Albion! next thy sea-encircled coast.

Far from the sun and summer gale,
In thy green lap was Natures Darling laid,
What time, where lucid Avon stray'd,
To him the mighty mother did unveil
Her awful face; the dauntless child
Stretch'd forth his little arms and smil'd.
"This pencil take (she said), whose colours clear
Richly paint the vernal year:
Thine too these golden keys, immortal Boy!
This can unlock the gates of joy;
Of horror that, and thrilling fears,
Or ope the sacred source of sympathetic tears."

Nor second He, that rode sublime
Upon the seraph-wings of extasy,
The secrets of th' abyss to spy
He pass'd the flaming bounds of place and time:
The living throne, the sapphire blaze,
Where angels tremble, while they gaze,
He saw; but, blasted with excess of light,
Clos'd his eyes in endless night.
Translate:

Mais je vous demande d’applaudir comme il faut quand nous serons là ; car je me suis engagé de faire valoir la pièce, et on m’en est venu prier encore ce matin. C’est la coutume ici qu’à nous autres 5 gens de cette condition, les auteurs viennent lire leurs pièces nouvelles pour nous engager à les trouver belles et leur donner de la réputation ; et je vous laisse à penser si, quand nous disons quelque chose, le parterre ose nous contredire. Pour moi j’y suis fort exact ; et quand j’ai promis à quelque poète je crie toujours : “Voilà qui est beau !” devant que les chandelles soient allumées.

MOLIÈRE, Les Précieuses Ridicules.

1. serons (l. 2). Why future?
2. m’en est venu (l. 3). Parse en.
3. je vous laisse à penser (l. 8). Translate: Je vous laisse penser; je ne laisse pas de penser.
4. devant que (l. 12). Give the modern French equivalent.

II.

Translate:

Disposez de mon sang, les lois vous en font maître,
J’ai cru devoir le sien aux lieux qui m’ont vu naître : Si dans vos sentiments mon zèle est criminel,
S’il m’en faut recevoir un reproche éternel,
5 Si ma main en devient honteuse et profanée,
Vous pouvez d'un seul mot trancher ma destinée.
Reprenez tout ce sang de qui ma lâcheté
A si brutalement souillé la pureté;
Ma main n'a pu souffrir de crime en votre race,

10 Ne souffrez point de tache en la maison d'Horace.
C'est en ces actions dont l'honneur est blessé
Qu'un père tel que vous se montre intéressé:
Son amour doit se taire où toute excuse est nulle,
Lui-même il y prend part lorsqu'il les dissimule,

15 Et de sa propre gloire il fait trop peu de cas
Quand il ne punit point ce qu'il n'apprécie pas.

Corneille, Horace.

1. Indicate the context, and name the speaker.
2. de qui (l. 7). Remark on this use of qui.
3. Scan lines 10, 11.

III.

Translate : 

Te voilà séducteur,
De ligues, de complots, pernicieux auteur,
Qui dans le trouble seul as mis tes espérances,
Éternel ennemi des suprêmes puissances!

5 En l'appui de ton Dieu tu t'était reposé :
De ton espoir frivole es-tu désabusé?
Il laisse en mon pouvoir et son temple et ta vie.
Je devrais sur l'autel où ta main sacrifie
Te... Mais du prix qu'on m'offre il faut me contenter.

10 Ce que tu m'as promis songe à l'exécuter :
Cet enfant, ce trésor, qu'il faut qu'on me remette,
Où sont-ils ?

Racine, Athalie.

1. Indicate the context, and name the speaker.
2. Te... (l. 9). Complete the ellipsis in French.
3. State the historical facts on which this drama is based.

IV.

Translate : 

Le soleil nous luit tous les jours,
Tous les jours sa clarté succède à l'ombre noire,
Sans que nous en puissions autre chose inférer
Que la nécessité de luire et d'éclairer;

5 D'amener les saisons, de mûrir les semences,
De verser sur les corps certaines influences.
Du reste, en quoi répond au sort toujours divers
Ce train toujours égal dont marche l'univers?
Charlatans, faiseurs d'horoscope,

10 Quittez les cours des princes de l'Europe:
Emmenez avec vous les souffleurs tout d'un temps,
Vous ne méritez pas plus de foi que ces gens.

LA FONTAINE, Fables.

1. succède (l. 2). Distinguish from réussir.
2. divers (l. 7). Give the fem. plur. form.
fut. of inférer, amener.
4. What is the title of the fable from which the extract is taken?

V.

1. Indicate the importance of Malherbe in the literary history of the 17th century.
2. Give some account of the life and writings of Racine.
3. Name the author of each of the following works, adding in each case a short description of the work itself: Petit Carême, Aventures d'Aristonous, Recherche de la Vérité, Socrate Chrétien, Discours de la Méthode, Conjugation de Fiesque, Zaïde, Grand Cyrus, Phèdre, Menteur.
4. Write a short paper on the Arthurian romance in French literature.

VI.

DICTATION—TO BE GIVEN AT TWELVE O'CLOCK.
I.

Translate:

(a) On n’est point effronté par choix, mais par complexion ; c’est un vice de l’être, mais naturel, celui qui n’est pas né tel est modeste, et ne passe pas aisément de cette extrémité à l’autre ; c’est une leçon assez inutile que de lui dire : soyez effronté et vous réussirez ; une mauvaise imitation ne lui profiterait pas, et le ferait échouer. Il ne faut rien de moins dans les cours qu’une vraie et naïve impudence pour réussir.

La Bruyère, De la Cour.

(b) Les grands croient être seuls parfaits, n’admettent qu’à peine dans les autres hommes la droiture d’esprit, l’habileté, la délicatesse, et s’emparent de ces riches talents comme de choses dues à leur naissance. C’est cependant en eux une erreur grossière de se nourrir de si fausses préventions ; ce qu’il y a jamais eu de mieux pensé, de mieux dit, de mieux écrit, et peut-être d’une conduite plus délicate, ne nous est pas toujours venu de leur fonds. Ils ont de grands domaines et une longue suite d’ancêtres, cela ne leur peut être contesté.

La Bruyère, Des Grands.

1. Give the principal parts of any five irregular verbs in the extracts.
II.

Elle est morte, cette grande reine, et par sa mort elle a laissé un regret éternel, non-seulement à Monsieur et à Madame, qui, fidèles à tous leurs devoirs, ont en pour elle des respects si soumis, si sincères, si persévérants, mais encore à tous ceux qui ont eu l'honneur de la servir ou de la connaître. Ne plaignons plus ses disgrâces, qui font maintenant sa félicité. Si elle avait été plus fortunée, son histoire serait plus pompeuse, mais ses œuvres seraient moins pleines; et, avec des titres superbes, elle aurait peut-être paraître vide devant Dieu. Maintenant qu'elle a préféré la croix au trône, et qu'elle a mis ses malheurs au nombre des plus grandes grâces, elle recevra les consolations qui sont promises à ceux qui pleurent. Puissé donc ce Dieu de miséricorde accepter ses afflictions en sacrifice agréable! Puissé-t-il la placer au sein d'Abraham, et, content de ses maux, épargner désormais à sa famille et au monde de si terribles leçons!

BOSSUET, Henriette de France.

1. Give the text from which this funeral oration was preached, and the line of thought as developed in the discourse.

2. Monsieur...Madame. Who?

III.

Translate:

Nous aimons la liberté même chez nos adversaires. Quand nous voyons s'établir une tolérance libérale, alors même qu'elle ne nous profite pas immédiatement, nous la regardons comme un précédent heureux que nous pourrons invoquer plus tard, et nous n'avons garde de nous en plaindre. Les radicaux sont d'un autre avis: il leur faut tout ou rien; dès qu'on ne leur accorde pas tous les droits qu'ils réclament, ils s'empressent d'attaquer les droits des autres, sous prétexte d'égalité. Depuis le temps qu'ils jouent cette partie-là, ils devraient, cependant, avoir appris combien elle est périlleuse. C'est un jeu de bascule, où il faut nécessairement être tout en haut ou tout en bas; l'équilibre horizontal est impossible. Anarchie ou despotisme, il n'y pas de milieu. Mais dans ces
mouvements violents, la liberté est bientôt étouffée, et ses défenseurs, emportés par des forces opposées, sont réduits à un double combat qui épuise inutilement leurs forces sans amener jamais un succès définitif.

IV.

1. Translate into French:
   (a) I fear he will come.
   (b) I fear he will not come.
   (c) I do not fear he will come.
   (d) Do you not fear he will come?
   (e) I do not fear he will not come.

2. Translate into French:
   (a) By reading one learns to read.
   (b) I am surprised at his coming.
   (c) Look at them passing!
   (d) I like hunting.
   (e) Did you hear them shouting?

V.

Translate into French:

A good instance of a neat diplomatic rejoinder is embodied in a story regarding Count Herbert Bismarck on the occasion of the German Emperor's visit to Rome last year. It appears that at the railway station Count Herbert, who is not renowned for the suavity of his manners, pushed rudely against an Italian dignitary who was watching the proceedings. The dignitary was greatly incensed, and remonstrated very forcibly against such unceremonious treatment, whereupon Count Herbert turned round haughtily and said: "I don't think you know who I am. I am Count Herbert Bismarck." "That," replied the Italian, bowing politely: "as an excuse is insufficient, but as an explanation it is ample."
Translate:

1. Give the principal parts of the strong verbs in this extract.

2. Form short sentences showing the uses of was, zu, in, an, entgegen.

3. Sketch concisely the characters of the King, Don Karlos and the Princess of Eboli,
Translate:

Weisz Gott! ich lege mich so oft zu Bette mit dem Wunsch, ja manchmal mit der Hoffnung, nicht wieder zu erwachen: und Morgens schlage ich die Augen auf, sehe die Sonne wieder, und bin elend. O dass ich launisch seyn könnte, könnte die Schuld auf's Wetter, auf einen Dritten, auf eine fehlgeschlagene Unternehmung schieben, so würde die unerträgliche Last des Unwillens doch nur halb auf mir ruhen. Wehe mir! ich fühlte zu wahr, dass an mir allcin alle Schuld liegt—nicht Schuld! Genug, dass in mir die Quelle alles Elendes verborgen ist, wie ehemals die Quelle aller Seligkeit. Bin ich nicht noch eben derselbe, der ehemals in aller Fülle der Empfindung herumschwebte, dem auf jedem Tritte ein Paradies folgte, der ein Herz hatte, eine ganze Welt liebevoll zu umfassen? Und dieses Herz ist jetzt todt, aus ihm fließten keine Entzückungen mehr; meine Augen sind trocken, und meine Sinne, die nicht mehr von erquickenden Tränen gelabt werden, ziehen ängstlich meine Stim zusammen. Ich leide viel; denn ich habe verloren, was meines Lebens einzige Wonne war, die heilige, belebende Kraft, mit der ich Welten um mich schuf; sie ist dahin!

GOETHE, Leiden des jungen Werthers.

1. Give an account of the so-called Sturm und Drang period of German literature, explaining how far Goethe shared in the tendencies of that time.

III.

Translate:

Der Löwenwirth spricht von Jedem nur Gutes und kann's nicht leiden, dass die Weibsleute ein Anderes ausmachen. Denn das ist ihnen ein besonders gutes Gericht, wenn sie den guten Namen von einem Mädehen oder einer Frau ins Haus metzgen können. Die Frau that's noch mit einem gewissen scheinheiligen Mitleid, das Annele aber spielt gern mit der Welt, wie die Katze mit der Maus. Und das Ende vom Lied soll immer sein: Du bist die Schönste, die Gesündeste und die Gescheitseste und—wenn das ein Lob ist—auch die
Bravste. Ich habe mich lang in der Welt besonnen, worin die eigentliche tiefste Rohheit besteht, und die ist gerade oft recht manierlich. Die eigentliche Rohheit ist—die Schadenfreude. O Lenz, du kennst die Tonart nicht, da hilft dir alle deine Musik nichts, du kennst die Tonart nicht, auf die dieses Haus gestimmt ist. Da ist nichts als Spott und Lüge. Diese Menschen werden dich und was du willst und was dir Freude macht, nie verstehen. Ich sag's auch: Nur wer aus der Wahrheit ist, kann die Wahrheit fassen und lieben. Du wirst da ewig fremd sein."

AUERBACH, Edelweiss.

1. Diese Menschen werden dich... nie verstehen.
Did events prove Pilgrim right in this opinion? What do you think of the final influence of Lenz's character upon that of Annele as a probable outcome of their lives as sketched in the story?

2. Tell what connection the flower edelweiss has with the narrative.


IV.

Translate:

(a) Ein ehrlicher Greis trug des Tages Last und Hitze, sein Feld mit eignem Hand zu pflügen und mit eignem Hand den reinen Samen in den lockern Schoss der willigen Erden zu streuen.

Auf einmal stand unter dem breiten Schatten einer Linde eine göttliche Erscheinung vor ihm da! Der Greis stützte.

"Ich bin Salomo," sagte mit vertraulicher Stimmte das Phantom. "Was machst du hier, Alter?"


Ein rares Beispiel will ich singen,
Wobei die Welt erstaunen wird.
Dasz alle Ehen Zwietracht bringen,
Glaubt jeder, aber jeder irrt.

Ich sah das Muster aller Ehen,
Still, wie die stillste Sommernacht.
O! dass sie keiner möge sehen,
Der mich zum frechen Lügner macht!

Und gleichwohl war die Frau kein Engel,
Und der Gemahl kein Heiliger;
Es hatte jedes seine Mängel;
Denn niemand ist von allen leer.

Doch sollte mich ein Spötter fragen,
Wie diese Wunder möglich sind?
Der lasse sich zur Antwort sagen:
Der Mann war taub, die Frau war blind
SUPPLEMENTAL EXAMINATIONS: 1891.

THIRD YEAR.

HISTORY.

Examiner: E. C. Jeffrey, B.A.

Candidates may write on any four of the questions.

1. Sketch the career of Gustavus Adolphus.

2. Give an account of the French Colonies in North America.

3. Mazarin, Richelieu, Louis XIV. What were their political aims and achievements?

4. Describe the development of British commerce in modern times, and estimate its political influence.

5. Discuss the origin of Prussia.

Candidates may omit one question.

1. How do you distinguish the states of will from other states of consciousness? Define instinct, impulse, affect.

2. What is the most general psychological stimulus to volition? Define motive, and end. Distinguish between reactive and voluntary consciousness.

3. Explain the two great theories of the physical basis of the sense of effort. What do you understand by character? How is it related to will?

4. What is meant by volitional apperception? Criticise the theory that choice is the outcome of motive-forces. How do you explain choice? Is a motive a force?

5. Can a man choose any one of his motives and realize it? After volition, is it true that he could have chosen differently? Is choice ever motiveless? Justify your answer.

6. Criticise accidentalism, and external determinism. Explain in what sense the will is free. In what sense is its activity conditioned?

7. Explain Sully's view of responsibility. State clearly the "effect theory" of the will, and indicate its consequences as regards free choice.

8. Suppose I hold a strictly mechanical theory of brain and nerve action: what views of the relation of mind and body in voluntary movement are open to me?
1. Discuss the relation of Psychology to Ethics.

2. If all knowledge be classified as either Representative or Representative, to which class would you assign our knowledge of moral quality in actions?

3. What is moral Obligation, and how does the idea arise in the mind? Is there any difference between “rightness” and “oughtness” in a moral act?

4. Are there any difficulties in the way of explaining the genesis of moral ideas by the principle of Evolution?

5. Give a brief statement of the Libertarian and Necessitarian doctrines with regard to the will.
1. What do we mean by saying "The latent heat of ice is 79 thermal units, and of water at boiling point is 536 thermal units?"

   Define italicised expressions.

   The specific heat of ice being \( \frac{3}{4} \), calculate the number of units of heat expended in raising 10 lbs. of water from \(-10^\circ\)C to \(20^\circ\)C.


   Why are shells, employed for projecting molten iron, lined with a thin coating of clay?

   How is it that ice forms first in pools about blades of grass or straw, and melts first around them?

3. Describe a hygrometer, and explain its action

   Explain the formation of dew, and the conditions under which clouds are formed.


   A straight stick is partially immersed in water. The image, when looked at normally, is inclined at \(45^\circ\) to the surface, and the index of refraction is \(\frac{3}{4}\). Find the inclination of the stick.

5. Describe a convex lens and a concave lens, giving the effect of each.

   Make a geometrical construction for determining the image of an object formed by a lens.
6. A person who sees best at a distance of three feet, employs convex spectacles in order to read by holding his book at a distance of nine inches. Find the focal length of the lens used.

7. Define the terms *ampere, ohm, volt*, showing their relation.

Twenty Grove cells (E.M.F. = 1.8) are united in series, and the circuit completed by a wire of 15 ohms resistance. The current being 1.71 amperes, calculate the internal resistance of each cell.

8. Show how to coat a copper coin with silver by electro-deposition.
University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

GREEK AUTHORS.

Examiners: {Maurice Hutton, M.A.}
{H. R. Fairclough, M.A.}

No Candidate will pass on this paper who omits the questions on syntax: In parsing verbs explain always the reason for the mood used, in parsing aorists distinguish between first and second. Candidates are warned against confining their attention to either of the two authors prescribed. Candidates will fold up their answers to A. and B. in separate envelopes.

A.

PLATO, MENO.

1. Translate carefully:

(a) \[ \Sigma \Omega. \ \overset{\text{Oukouv}}{\text{kai di}v\text{in kaleis ti;}} \]
MEN. "\overset{\text{Egyoge.}}{\text{Ev tu}}\text{tovn} \overset{\text{de e}v\text{n}}{\text{toi lego, efh \Pi\nu\lambda\rhoo}}\text{Iovtrai.}} \overset{\text{e}v\text{ti gar xrho a\pirophi vschi\mathit{am}tovn vphi s}v\text{m-metros kai a}i\text{vtu}}{\text{tovs.}}
MEN. "\overset{\text{Arista moi dokeis, o S}w\text{krateis, tautop}h\text{tovn atokriswn eirhkevai.}}{\text{V}}\text{ov} \overset{\text{r}v\text{soi}}{\text{gar sou kata svn}^2\text{thesan eirhtau kai}} \overset{\text{ama, oima, evnoeis, evtei xhix that ov etstoi eitev ka}}{\text{fowv, de esti, kai osemv kaie alla pol}w\text{tov toiovtov.}}
MEN. "\overset{\text{Pan}v}m\text{en ovd.}}{\text{Ov\text{ro}}\text{ gar esti, o \text{M}en\text{nov, atokrisivs, osev derived suj mal}w\text{v that peri tov vschi\mathit{matov.}}}
MEN. "\overset{\text{Evgyoge.}}{\text{V}}\text{ov.} \overset{\text{Al}l\text{v ovd esti, o vai \text{A}l\text{le}xi\mathit{d}hmov, ov kai e}v\text{yd e}m\text{antov ple}w\text{v, Al}l\text{v} \overset{\text{ek}l\text{en}b}\text{v svl}w\text{v oima de ovd an}}
σοὶ δόξας, εἰ μὴ, ὅσπερ χρῆς, ἔλεγες, ἀναγκαῖον σοι ἀπείναι πρὸ τῶν μυστηριῶν, ἄλλ' εἰ περιμέναις τε καὶ μυθεῖς.

ΜΕΝ. 'Ἀλλὰ περιμένομι' ἀν, ὁ Σῶκρατες, εἰ μοι πολλὰ τοιαῦτα λέγεις.

ΣΩ. Ἀλλὰ μὴν προσβημάζας γε οὔδὲν ἀπολείψω, καὶ σοῦ ἔνεκα καὶ ἐμαυτοῦ, λέγων τοιαῦτα· ἄλλ' ὅτις μὴ ὑπὸ ὅλος τ' ἐσομαι πολλὰ τοιαῦτα λέγεις. ἄλλ' ἵνα δὴ πεῖρον καὶ σὺ ἐμοὶ τὴν ὑπόγραφειν ἀποδοίησαι, κατὰ δὴν εἴσον ἀδετῆς περὶ, ὅ τι ἔστι, καὶ πᾶσα πολλὰ ποιῶν ἐκ τοῦ ἐνός, ὅπερ φασὶ τοὺς συντριβούνας τι ἐκκάστοτε οἱ σκώτουτες, ἄλλ' ἐώςας ὅλης καὶ ἰγιάλε, εἰ τι ἐστὶν ἀρετή: τὰ δὲ γε παραδείγματα παρ' ἐμοὶ εἰληφας.

ΜΕΝ. Δοκεῖ τοῖς μοι, ὁ Σῶκρατες, ἀρετὴ εἶναι, καθάπερ ὁ ποιητὴς λέγει, χαίρειν τε καλὸν καὶ δύνασθαι καὶ ἐγὼ τούτο λέγω ἀρετὴν, ἐπιθυμοῦντα τῶν καλῶν δυνατῶν εἶναι πορίζεσθαι.

(b) ΣΩ. Εἰ οὖν ὃν ἂν ἢ χρόνον καὶ ὃν ἢ μὴ ἢ ἀνθρώπον, ἐνεσονται αὐτῷ ἀληθεῖς δόξας, αἱ ἐρωτήσεις ἐπεγερθῆσαι ἐπιστήμης γίγνονται, ὅρων τῶν ἰδίων χρόνων μεμαθηκία ἐστὶ ἡ ψυχὴ αὐτοῦ; δῆλον γὰρ ὅτι τὸν πάντα χρόνον ἐστὶν ἡ σοὶ ἑστὶν ἀνθρώπος.

ΜΕΝ. Φαίνεται.

ΣΩ. Οὐκοῦν εἰ ἄλλος ἡ ἀλήθεια ἡμῶν τῶν ἄντων ἑστὶν ἐν τῇ ψυχῇ, θνάτων ἀν ἡ ψυχὴ εἰπ., ὡστε ταρατεύματος χρῆ, ὅ μὴ τυχανέως ἐπιστάμενος νῦν, τοῦτο δ' ἐστὶν ὃ μὴ μεμυθημένος, ἐπιπεσοῦν ἥπτειν καὶ ἀναμιμήσθησαι;

ΜΕΝ. Εἰδ' μοι δοκεῖς λέγειν, ὁ Σῶκρατες, οὐκ οἷον ὅπως.

ΣΩ. Καὶ γὰρ ἐγὼ ἐμοὶ, ὁ Μενων. καὶ τὰ μὲν γε ἄλλα οὖν ἄν πάντω ὑπέρ τοῦ λόγου διαγνώσκεις ὅτι δ' ἴσομεν δι' ἡμέρας εἰπ., ὅ μὴ τίς οἶδε, βελτίων δὴν ἐμεύν καὶ ἀνδρικότερον καὶ ἦττον ἀργοί· ἡ εἰ ἔοιμαι, ὅ μὴ ἐπιστάμενα, μηδὲ δυνατῶν εἶναι εὑρεῖν μηδὲ δεῖν ἥπτειν, περὶ τοῦτο πάντω ἄν διαμαχοῦμεν, εἰ οἶδο τε εἶναι, καὶ λόγον καὶ ἔργον.

ΜΕΝ. Καὶ τοῦτο μὲν γε δοκεῖς μοι εἰ δέ λέγειν, ὁ Σῶκρατες.

ΣΩ. Βούλεις οὖν, ἐπειδὴ ἐρωτήσεις, ὅτι ἥπτειν περὶ οὗ μὴ τίς οἶδεν, ἐπιπεσοῦσθαι καὶ ἥπτειν τι ποτ' ἐστιν ἀρετή;

ΜΕΝ. Πάνυ μὲν οὖν, οὐ μὲντοι, ὁ Σῶκρατες, ἄλλ' ἔσχετω ἔκειτο ἂν ἥδιστα, ὅπερ ἥρωμην τὸ πρῶτον, καὶ
1. Translate:

ο Φοιβε, κάκει κανθάδι ού δίκαιος εί
ες τήν ἀποδοσαν, ἢς πάρεισαι οἱ λόγοι,
ού τ' οὐκ ἔσωσας τοι σόν ὄν σοι σαί σ' ἐχρήν,
οθ' ἰστοροῦση μητρὶ μάντις ἡν ἐρείς,
ὁς, εἰ μὲν οὐκέτ ἔστιν, ἀγκαθῇ τάφοι,
εἰ δ' ἔστιν, ἔλθῃ μητρὸς εἰς όφν ποτέ.

2. Explain the allusions in κάκει κανθάδι, τήν ἀποδο-

3. Parse fully ἐσωσας, ἐχρήν, κολυμβεύσα, μαθεῖν,

B.

EURIPIDES, ION.

1. Translate:

ο Φοιβε, κάκει κανθάδι ού δίκαιος εί
ες τήν ἀποδοσαν, ἢς πάρεισαι οἱ λόγοι,
οὔ τ' οὐκ ἔσωσας τοι σόν ὄν σοι σαί σ' ἐχρήν,
οθ' ἰστοροῦση μητρὶ μάντις ἡν ἐρείς,
ὁς, εἰ μὲν οὐκέτ ἔστιν, ἀγκαθῇ τάφοι,
εἰ δ' ἔστιν, ἔλθῃ μητρὸς εἰς όφν ποτέ.

2. Explain the allusions in κάκει κανθάδι, τήν ἀπο-

3. Parse fully ἐσωσας, ἐχρήν, κολυμβεύσα, μαθεῖν,

λάβω, προβῆ, ἀγαθαί.
4. Translate:

Εινοδία, θύγατερ Δάματρος, δ' τῶν γυνιτιπόλων ἐφόδων ἀνάσσεις,
καὶ μεθαμερίαν ὄδωσον δυσθανάτων κρατήρων πληρώματι, ἐφ' οἷς πέμπει
πότνια πότυν ἐμα χθονίας

Γοργόνα λαμοτόμοις ἀπὸ σταλαγμῶν τῷ τῶν Ἐρεχθείδαν
δόμον ἐφαπτομένῳ

μηδὲ πτο' ἄλλος ἄλλον ἀπ' οὐκόν πόλεως ἀνάσσοι
πλὴν τῶν εὐγενετῶν Ἐρεχθείδαν.

εἰ δ' ἀτελῆς θάνατος σπουδαί τε δεσποινάς,
δ' τε καιρὸς ἀπεισὶ τόλμας,

ἄτε νῦν ἑρε αἰτίας, ἢ θητέρου ἔφος ἢ

λαμόν ἐξάφει βρόχον ἀμφὶ δείρην,

πάθει πάθεα δ' ἐξανώτους

εἰς ἄλλας βιώτου κάτεις μορφῶς,

οὐ γὰρ δόμων γ' ἐτέρους

ἀρχιτας ἀλλοσαντοὺς

ξώσα πτο' ὀμμάτων ἐν φαεναις ὑμέχιοτ' ἀν αἰγαῖς

ἄτων εὐπαριστῶν γεγώνο' οἰκον.

5. Write explanatory notes on Εινοδία, τῇ...ἐφαπτομένῳ, ἄ τῶν...οἰκος.

6. Parse δ' (1), ἔδωσον, Γοργόνα, ἑρε, γεγών.

7. Sketch the plot of the Ion, and point out some of the distinctive features of the play.
Translate into Greek:

1. He said that they were writing.
2. The maiden has very beautiful hands.
3. Conon with four others was general in the battle.
4. They condemned him to death.
5. He remained there five days.
6. He will not fight for five days.
7. If he had had anything, he would have given it.
8. If he has anything, he will give it.
9. I fear that he will not die.
10. It is evident that he is mad.
11. He said that if he should have anything, he would give it.
SUPPLEMENTAL EXAMINATIONS: 1891.

CANDIDATES FOR B.A.

LATIN.

Examiners: { WILLIAM DALE, M.A. MAURICE HUTTON, M.A. }

No Candidate will pass on this paper who omits the questions on syntax: in parsing verbs explain always the reason for the mood used.

Candidates are warned against confining their attention to either of the two authors prescribed.

PLINY, PANEGYRICUS.

Translate:

Adlata erat ex Pannonia laurea, id agentibus diis ut invicti imperatoris exortum victoriae insigne decoraret. Hanc imperator Nerva in gremio Jovis conlocarat, cum repente solito maior et augustior, advocata hominum contione deorumque, te filium sibi, hoc est, unicum auxilium fessis rebus adsumpsit. Inde quasi depositi imperii qua securitate qua gloria laetus (nam quantum reperit deponas an partiaris imperium? nisi quod difficilis hoc est, non securus ac praesenti tibi innixus, tuis umeris se patriamque sustentans, tua juventa, tuo robore invaluit. Statim consedit omnis tumultus.

1. Parse adlata, solito, quantum, refert, deponas.

2. Explain (1) ex Pannonia laurea; (2) in gremio Jovis conlocarat.

Translate:

In rostris quoque simul religione ipse te legibus subiecisti, legibus, Caesar, quas nemo principi scripsit. Sed tu nihil amplius vis tibi licere quam nobis: sic fit ut nos tibi plus velitmus. Quod ego nunc primum audio, nunc primum disco, non est princeps super leges, sed leges super principem,
idemque Caesar consuli quod ceteris non licet. Iurat in legem attendentibus diis; nam cui magis
quam Caesar, attendant? iurat observantibus ipsis
quibus idem iurandum est, non ignorans aliqui nemini religiosis quod iuraverit custodierit
quod cuius maxime interest non peierari. Itaque
et abiturus consulatu iurasti te nihil contra leges
fecisses. Magnum hoc erat, cum promitteres; ma-
ius, postquam praestitisti. Iam totiens procedere
in rostra, inascensum illum superbiae principum
locum terere, hic suscipere, hic ponere magistratus,
quam dignum te, quanque diversum consuetudine
illorum qui pauculis diebus gestum consulatum,
immo non gestum abiciebant per edictum!

1. Parse licere, velimus, cuius, abiturus, praestitisti.
2. Explain the derivation and meaning of the words
religio and princeps.

TACITUS, XII.

1. Translate fully:

(a) Hand defuere qui certatim, si cunctaretur
Caesar, vi acturos testificantes erumperent curia.
Conglobatur promissa multitudo populunque Ro-
manum eadem orare clamitat. nec Claudius ultra
exspectato obvius apud forum praebet se gra
tibus, senatumque ingressus decretum postulat,
quo iustae inter patruos fratrumque filias nuptiae
etiam in posterum statuerentur, nec tamen reper-
tus est nisi unus talis matrimonii cupidor, Alledius
Severus eques Romanus, quem plerique Agrippiniae
gratia in pulsum ferebant. versa ex eo civitas et
cuncta feminae oboediebant, non per lasciviam, ut
Mossalina, rebus Romanis inludenti. adductum et
quasi virile servitium: palam severitas ac saepius
superbia; nihil domi inudicum, nisi dominationi
expediret. cupidus nuni immensa obtentum habe-
bant, quasi subsidium regno pararetur.

(b) D. Junio Q. Haterio consulis sedecim annos
natus Nero Octaviam Caesaris filiam in matrimo-
nium accept. utque studiosi honestis et eloquentiae
gloria eniteceret, causa Iliensium suscepsa Roma-
num Troia demissum et Iulias stirpis auctorem
Aeneam aliaque haud procul fabulis vetera faeunde
exsecutus perpetrat, ut Ilienses omni publico mu-
nere solverentur. eodem oratore Bononiensi coloniae igni haustae subventum centiens sestertii largitione. reddita Rhodiis libertas, adempta saepe aut firmata, prout bellis externis meruerant aut domi seditione deliquerant; tributumque Apanensi- bus terrae motu convolvis in quinquennium re- missum.

2. Parse fully and explain the syntax of the following words:
   
   (a) acturos, testificantes, erumperent, eadem, exspectato, gratantibus, statuerentur, inludenti, expedire, obtentum, regno.

   (b) suscepta, demissum, executus, haustae, subven- tum, sestertii, deliquerunt, quinquennium.
Translate:

Eh bien, Madame, il faut que vous m'éclaircissiez: Cet ordre est important plus que vous ne croyez; Je me suis consulté. . . . Malheureux l'un par l'autre, Il faut régler d'un mot, et mon sort et le vôtre. Peut-être qu'en effet ce que j'ai fait pour vous, Mon orgueil oublié, mon sceptre à vos genoux, Mes bienfaits, mon respect, mes soins, ma confiance, Ont arraché de vous quelque reconnaissance.

Zaïre, Acte IV., Scène 6.

1. Who is the speaker, and to whom does he speak?
2. Translate: This is not more important than you think.
3. Write down 3rd sing. and 3rd plu. of the Pres. Ind. of régler.
4. What is the difference between arracher à and arracher de?

II.

Translate:

Bar. De la justice! C'est bon entre vous autres misérables, la justice! Je suis votre maître, moi, pour avoir toujours raison.

La Jeun. (éternuant). Mais pardi, quand une chose est vraie . . .

Bar. Quand une chose est vraie! Si je ne veux pas qu'elle soit vraie, je prétends qu'elle ne soit
pas vraie. Il n’y aurait qu’à permettre à tous ces faquins-là d’avoir raison, vous verriez bientôt ce que deviendrait l’autorité.

La Jeune. (éternuant.) J’aime autant recevoir mon congé. Un service terrible, et toujours un train d’enfer!

L’Eveil (pleurant). Un pauvre homme de bien est traité comme un misérable.

Le Barbier de Séville, Acte II., Sc. 7.

1. Explain the connection of this passage.

2. Explain the cases of the subjunctive occurring in the extract.

3. What is the difference between traiter comme and traiter de?

III.

Translate:

Chactas, quoique aveugle, est désigné par le conseil des sçehns pour commander l’expédition, à cause du respect que les tribus indiennes lui portaient. Les prières et les jeûnes commencent; les jongleurs interprètent les songes; ou consulte les Manitous; ou fait des sacrifices de petun; on brûle des filets de langue d’original; on examine s’ils pétillent dans la flammé, afin de découvrir la volonté des Génies; on part enfin, après avoir mangé le chien sacré.

Atala, Prologue.

1. Translate: Though he is young he is not foolish.

2. Give the Pret. Def. in full of mangé, part, fait.

IV.

Write short sketches of the lives of Voltaire, Beaumarchais, and Chateaubriand, and point out briefly what place each holds in the development of French literature.
During the wars in Italy, a gentleman who was returning home late at night was robbed of his cloak by some soldiers. He complained to the celebrated chief of the brigands, Facino Cane, telling him that some of his men had taken his cloak, and saying he hoped the general would not let them go unpunished. Facino, looking at the gentleman, asked him how he was dressed when he lost his cloak. "Just as I am at present," replied he. "Then," said the chief, "you have not been robbed by my men, for I am sure there is not one among them who would have left you so good a coat upon your back as that you wear now."
University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

FOURTH YEAR.

ENGLISH.

Examiner: W. J. Alexander, Ph.D.

Note—Not more than five questions are to be answered.

1. Describe *The Lotus-Eaters*, so as to give as accurate an idea as possible of the poem to one who had never read it.

2. In how far does Carlyle accept the popular view of Boswell, and what does he urge in Boswell's favour?

3. What are Carlyle's political views as you gather them from *The Hero as a King*?

4. Contrast *The Ancient Mariner* and *The Lay of the Last Minstrel*.

5. Describe any one of the principal characters in *Middlemarch*.

6. Employ Wordsworth's *To the Skylark*, Shelley's *To a Skylark*, and Keats *Ode to a Nightingale*, to illustrate the distinguishing peculiarities of these three poets.

7. Describe the poem *Andrea del Sarto* and show what doctrines of Browning it exemplifies.

8. Use the following lines to exemplify the characteristics of the writer's style.

ODE TO AUTUMN.

Season of mists and mellow fruitfulness!
Close bosom-friend of the maturing sun;
Conspiring with him how to load and bless
With fruit the vines that round the thatch-eaves run;
To bend with apples the moss'd cottage-trees,
And fill all fruit with ripeness to the core;
To swell the gourd, and plump the hazel shells
With a sweet kernel; to set budding more
And still more, later flowers for the bees,
Until they think warm days will never cease;
For Summer has o'erbrimmed their clammy cells.

Who hath not seen thee oft amid thy store?
Sometimes who ever seeks abroad may find
Thee sitting careless on a granary floor,
Thy hair soft-lifted by the winnowing wind;
Or on a half-reap'd furrow sound asleep,
Drowsed with the fume of poppies, while thy hook
Sparcs the next swath and all its twined flowers;
And sometimes like a gleaner thou dost keep
Steady the laden head across a brook;
Or by a cider-press, with patient look,
Thou watchest the last oozings, hours by hours.

Where are the songs of Spring? Ay, where are they?
Think not of them,—thou hast thy music too,
While barred clouds bloom the soft-dying day
And touch the stubble-plains with rosy hue;
Then in a wailful choir the small gnats mourn
Among the river-sallows, borne aloft
Or sinking as the light wind lives or dies;
And full-grown lambs loud bleat from hilly bourn;
Hedge-crickets sing, and now with treble soft
The red-breast whistles from a garden-croft,
And gathering swallows twitter in the skies.

9. With regard to five of the following passages,
name the author, the poem from which it is taken, and
briefly indicate the connection in which it appears.

(a) For what are men better than sheep or goats
That nourish a blind life within the brain
If, knowing God, they lift not hands of prayer.

(b) How good is man's life, the mere living, how fit to employ
All the heart and the soul and the senses for ever in joy.

(c) The leafless trees and every icy crag
Tinkled like iron, while the distant hills
Into the tumult sent an alien sound
Of melancholy, not unnoticed, while the stars,
Eastward were sparkling clear, and in the west
The orange sky of evening died away.
For I have learned
To look on nature not as in the hour
Of thoughtless youth; but hearing oftentimes
The still, sad music of humanity.

For now the noonday quiet holds the hill
The grasshopper is silent in the grass:
The lizard, with his shadow on the stone,
Rests like a shadow, and the cicala sleeps
The purple flowers droop: the golden bee
Is lily-cradled.

He prayeth best, who loveth best
All things both great and small;
For the dear God who loveth us,
He made and loveth all.

Heard melodies are sweet, but those unheard
Are sweeter.

The present scene, the future lot,
His toils, his wants were all forgot:
Cold diffidence and age's frost,
In the full tide of song were lost;
Each blank in faithless memory void,
The poet's glowing thought supplied.

He is made one with nature. There is heard
His voice in all her music, from the moan
Of thunder to the song of night's sweet bird.
He is a presence to be felt and known
In darkness and in light, from herb and stone.
1. Describe accurately and fully an experiment to determine the velocity of sound in air. What effect on the velocity of sound in air is caused by a change in (a) the barometric height, (b) the temperature?

2. A tube one metre long, open at both ends, is sounding its fundamental note. Find its pitch approximately. What other notes may be produced by the same tube?

3. Describe the diatonic scale. Explain the different methods of temperament.

4. State the laws of transverse vibrations of strings.

5. Upon what does the intensity of the sound of a tuning fork depend? How can we compare directly the intensities of two sounds of the same pitch?

6. A person is moving directly away from a source of sound. If \( v \) be his velocity, and \( V \) the velocity of sound, show that the pitch is altered in ratio \( V - v : V \).

7. What is the nature of timbre?
1. Explain the terms azimuth, right ascension, declination, altitude.

   The declination of a star whose meridian altitude is 68½° is 24°. Find the latitude to the place of observation.

2. Discuss the length of the day at different seasons of the year, at (1) the equator; (2) 45° N. lat. (3) 80° N. lat.

   Account for the lengths of the seasons.

4. Define Sidereal day, Solar day, Mean Solar day.
   Give the reason why any given star rises earlier on successive evenings.

5. Define Precession and Nutation. How are they caused?

6. "The theory that the earth is fixed breaks down absolutely when it encounters aberration of light and annual parallax." State the reason of this.

7. Define Refraction, and examine its effect on the period during which the sun appears above the horizon.
   If the sun's N. declination is 10°, find the latitude north of which twilight lasts all night.
8. Account for the apparent motions of the planets in the heavens.

9. The number of solar eclipses exceeds the number of lunar, but of the latter more are visible at a given station than of the former. Explain this fully.

10. Explain Laplace's theory of the origin of the solar system.
University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

FOURTH YEAR.

FEDERAL CONSTITUTIONAL LAW.

Examiners:  
Hon. Wm. Proudfoot, J.
Hon. David Mills, LL.B.

2. State the provisions of the B. N. A. Act, 1867, relating to the representation of the Provinces in the House of Commons.
3. Enumerate the exclusive powers of the Provincial Legislatures as set out in section 92 of the B. N. A. Act, 1867.
4. Describe the various administrative departments of the Government of Ontario, under its present constitution; state how they are created.
5. Describe the system of government which has existed in the North West Territories of Canada since 1875.
6. State the provisions of the constitution of the United States regulating the election of the President and Vice-President, and explain the changes which custom had made in the election.
7. Explain fully the constitution of the Senate and House of Representatives of the United States.
8. Compare the executive departments of government of Canada and the United States, and point out their differences.
University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1901.

FIRST YEAR AND PRIMARY.

BIOLOGY.

Examiner: J. J. MACKENZIE, B.A.

Note.—Only six questions are to be answered.

1. Explain what is meant by ossification in cartilage and in membrane. Illustrate from the skeleton of the frog.

2. Point out the chief differences in structure between Ectoparasites and Endoparasites. Give examples of both forms to illustrate your answer.

3. Describe fully the reproduction and development of the Distome.

4. Describe fully the heart and circulatory system of the Mussel, and give an account of its respiration and respiratory organs.

5. What are the chief differences between Phanerogams and Cryptogams? Sketch the classification of the latter group, and point out the principles upon which this is based.

6. Describe fully a typical vegetable cell.

7. Give an account of the natural history of the Bacteria.
1. Define the terms (a) Atom, (b) Molecule.
   Why do you consider the Molecule of Oxygen to contain two Atoms?

2. What volume of Oxygen measured at 20° and 745 mm Bar, would be furnished by the Electrolysis of 5 grammes of water?

3. Give an account of the Chemistry of Chlorine. Illustrate its relations to Bromine and Iodine.

4. Write equations showing the action of a solution of Potassium Hydrate upon (a) Zinc, (b) Ammonium Chloride, (c) Mercurous Chloride, (d) Mercuric Chloride, (e) Ferric Chloride.

5. The elements: Sodium, Potassium, and Lithium, are said to belong to the same natural family. Explain and illustrate this statement.
SUPPLEMENTAL EXAMINATIONS: 1891.

FIRST EXAMINATION.

ANATOMY.

Examiners: \{M. H. Aikins, B.A., M.D., M.R.C.S., Eng.\}
\{John Ferguson, M.A., M.D., L.F.P.S., Glas.\}

1. Describe the Sacrum, and contrast the male with the female Sacrum.
2. Describe the Frontal bone.
3. Describe the ligaments of the elbow joint.
4. Give the attachments, muscular relations and actions of the Latissimus Dorsi.
5. Name and give the points of attachment of the muscles which move the thumb, and give their actions.
6. Describe the shape, position, relations, and vascular supply of the Pancreas.
SUPPLEMENTAL EXAMINATIONS: 1891.

FIRST EXAMINATION.

FACULTY OF MEDICINE.

PHYSIOLOGY.

Examiner: A. B. Macallum, M.B., Ph.D.

1. Describe the phenomena of the heart beat.

2. What are the functions of gray and white matter of the brain and spinal cord?

3. What are the functions of the skin?

4. Describe the respiratory movements, and the apparatus by which these are produced.

5. What is the fate of each of the three kinds of foodstuffs during the process of digestion?
SUPPLEMENTAL EXAMINATIONS: 1891.

SECOND AND PRIMARY EXAMINATION.

MATERIA MEDICA.

Examiner: O. R. Avison, M.D.

1. Acid Boric.—Describe its physical properties, and state solubility, dose, and principal medicinal use.


3. Ferri et Quininae Citras.—Describe it physical properties. State solubility, dose, and percentage of Quinine.

4. Ipecacuanha.—Describe the uncrushed root. What are its chief medicinal properties? State the different doses of the powdered root? Name its preparations, and give the dose of each?

5. Jaborandi.—What is its chief alkaloid? Give dose of the Fluid Extract, and of the alkaloid.

6. Give the composition of—
   Linimentum Chloroformi.
   Pulv. Glycyerhizae Co.
   Tinct. Camphorae Co.
   Lotio Nigræ.
   Pil Rhei Co.

7. Sugar of Lead.—Give its proper name. Describe it, and state Solubility, principal medicinal properties, and dose of each.

8. Hydrogen Peroxide. What is it? Describe it. What is its chief use? How used?
1. Describe the Dorsalis Pedis Artery.
2. Describe the Falx cerebri.
3. Describe the circulation around the shoulder joint.
4. State fully the relations of the Spleen.
5. Describe the Male Urethra.
6. Describe the Common Synovial Membrane of the Carpus.
7. Describe the Pulmonary Veins.
8. The head is turned spasmodically to the right, what muscles are in action?
9. Draw a diagram of the brachial plexus.
10. Define the following terms: Articulation, bursa, sutura vera, sutura notha, Synovia, Sesamoid bone, Graafian Vesicle, rima glottidis.
1. Describe fully the functions of the pancreas.

2. Make a drawing of a transverse section of the spinal chord in the dorsal region, indicating thereon the various columns and areas, and describing briefly the functions of each.

3. Give a full description of the cellular elements of the blood.

4. What are the phenomena of a pulse beat? How are these produced, and how may they be modified?

5. Give the characters of normal urine. What is the origin of each of the four most important constituents of it?
1. Describe the phenomena of indirect nuclear division (Karyokinesis.)

2. Describe white fibrous tissue, mentioning its principal varieties.

3. What are the following, and where are they found: (a) goblet cells; (b) Brunner's glands; (c) Graafian follicles; (d) organ of Jacobson?

4. Describe the course and structure of a uriniferous tubule.

5. Give the minute anatomy of a hepatic lobule.
1. 335 of a gram: of a substance gave the following result on analysis:
   Carbon Dioxide .440 gram.
   Water .135 "

   The vapour density of the substance was found to be 67. (Hydrogen = 1). Write its formula.

2. Write constitutional formulae for the substances denoted by the following names: Dimethyl-Carbinol, Ethyl Mercaptan, Iso-propyl-amine, Oxamide, Ethyl-Iso-propyl-Ketone, Phenol.

3. Describe the properties, constitution, and methods of preparation of the group of organic bodies known as paraffins.

4. Illustrate the chemical reactions showing the relations between Ethyl alcohol and glycerine.

5. How are Ketones prepared? Write equations showing the action of (a) Oxidizing Agents, (b) Nascent Hydrogen upon Ketones.
1. Describe the process of ovulation. What connection does it bear to menstruation?

2. Describe the chorion. To what diseases is it subject, and what are the consequences to the mother and to the foetus?

3. Give the diagnosis of pregnancy at the third month.

4. Describe the management of a normal confinement from the birth of the child and during the lying-in period.

5. Describe the mechanism and treatment of face presentations—mento-posterior.

6. What are the indications for podalic version? Give the methods of operating.

7. Give the causes and treatment of thrush.
1. What remedies may be safely given in relatively larger doses to infants than adults? Give rule for apportioning dose to age? Reason for rule.

2. Why is the dose of morphine smaller if given hypodermically than if per orem.

3. Name the emetics of the B. P. Explain the mode of action of each. In what conditions is each to be preferred? Why? Arrange them in order of quickness of action.

When and why would you prescribe as purgatives Rheum, Aloes, Sulphur, Salines Podophyllin, Hydrarg, Submur.

5. Codeine, Morphia, Phenacetine, Belladonna, Heat, Quinine, Cocaine are used to relieve pain. What are special indications, and contra indications for the use of each?

6. What drugs are used to relieve itching? Explain their mode of action.

7. When would you use (a) Mustard; (b) Croton Oil; (c) Cantharides as counter irritants? What directions would you give the patient as to their use?
1. Define:
   (a) Amputation.
   (b) Aneurism.
   (c) Lipoma.
   (d) Nævus.
   (e) Ostitis.
   (f) Hernia.
   (g) Dislocation.


3. Distinguish between hydrocele and scrotal hernia.

4. Describe the signs of fracture in the lower third of the femur.

5. Describe three methods of securing haemastasis, and explain the processes involved.
1. Describe the relations and connections of the descending and sigmoid flexure of the colon, in so far as they are concerned in lumbar and inguinal colotomy.

2. Give a description of the scalp, in what layer are the principal blood vessels found? Why is a cut extending through the scalp to the bone more serious than one in which the bone is not laid bare?

3. Describe the shoulder joint; mention the bony prominences which may be felt about the shoulder, and state briefly the relations of the head of the bone in the common varieties of dislocation.

4. Describe the anatomy of a femoral hernia. In relieving a constriction at the crural ring in a strangulated hernia, in what direction would you make your incision, and why would you choose that direction.
1. Give the Symptoms, Diagnosis, and Treatment of Acute Pleurisy.
2. Give the Symptoms and Pathology of Appendicitis.
3. Write out the Treatment in detail of a case of Typhoid Fever of average severity.
4. Give the differential Diagnosis between Tuberculosis and Typhoid Fever.
5. Describe the gait of patients suffering from Locomotor Ataxia, Lateral Sclerosis, and Hemiplegia.
1. Give the chief indications to be depended upon in making a diagnosis of incipient hip disease.

2. Describe Syme's amputation of the foot. Distinguish between it and Pirorgoff's amputation.

3. A child one year old is presented having an enlargement of the scrotum. What are three most probable suppositions in regard to it? Give the differential diagnosis between them.

4. Describe the two most common dislocations which occur at the elbow—giving fully the diagnostic signs in each.

5. Describe the treatment of a simple fracture in the lower third of the femur.

2. Friction sounds—characters, causes, diagnosis as to locality.


4. Synonyms and popular names of the milder forms of Epilepsy. Phenomena and full diagnosis of.

5. Theory of Infectious Diseases.

6. Phenomena and diagnosis of Jaundice,
1. Describe the symptoms, and post mortem appearances of death from cold?

2. What degree of penetration is necessary to constitute rape?

3. Describe the Facies Hippocratica.

4. Distinguish between Suggillations and Hypostatic congestions seen after death?

Describe the changes occurring in the ductus arteriosus from the moment of birth till closure is completed.
University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

FINAL EXAMINATION.

GYNAECOLOGY.

Examiner: ALLEN BAINES, M.D.

1. Give the principal causes of Dysmenorrhea, with appropriate treatment.
2. Give causes and treatment of Metrorrhagia.
University of Toronto.

SUPPLEMENTAL EXAMINATIONS: 1891.

FINAL EXAMINATION.

HYGIENE.

Examiner: Francis Rae, M.D.

1. Describe the various agencies by which house air may be rendered impure; how may the impurities be removed, and what dangers are to be apprehended from them?

2. How would you proceed to limit the spread of, and stamp out an epidemic of smallpox?

3. Describe the various sources whence water may become polluted, and how would you proceed to determine the impurities present, in a given sample, without reference to their relative proportions?

4. Describe the various methods of disposal of sewage, and indicate the conditions under which each is most applicable?

5. Enumerate the most common adulterations of milk, and how would you proceed to determine their presence?
1. Give a medical and an ethical definition of Insanity, and state wherein they differ.

2. Describe what is meant by Circular Insanity.


4. State the characteristic features of Syphilitic Insanity, and some of the pathological conditions found in the brain after death.
SUPPLEMENTAL EXAMINATIONS: 1891.

FACULTY OF DENTISTRY,

ANATOMY.


1. Describe the Parotid Gland; give its relations, and the course of its duct.

2. Describe the pterygoid process of the sphenoid bone; give its articulations? What muscles are attached to it, and where?

3. Describe the course of the internal carotid artery from its origin to the point at which it gives off the ophthalmic artery.

4. Give a brief description of the course and relations of the large intestine.