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University of Toronto.

EXAMINATION PAPERS

FOR

1900.

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Education Department, Ontario.

Annual Examinations, 1900.

PART I. JUNIOR MATRICULATION.

ENGLISH GRAMMAR.

Examiners: { W. J. Alexander, B.A., Ph.D.
Pelham Edgar, B.A., Ph.D.
A. E. Lang, B.A.

1. Wouldst thou be taught, when sleep has taken flight,
By a sure voice that can most sweetly tell,
How far-off yet a glimpse of morning light,
And if to lure the truant back be well,
Forbear to covet a Repeater's stroke,
That, answering to thy touch, will sound the hour ;
Better provide thee with a Cuckoo-clock
For service hung behind the chamber-door ;
And in due time the soft spontaneous shock,
The double note, as if with living power,
Will to composure lead—or make thee blithe as bird in bower.

(Wordsworth's Cuckoo-Clock.)

Analyse the above passage so as to show the various clauses (principal and subordinate) it contains, and indicate their relations to one another. In the case of subordinate clauses be specially careful to state the grammatical functions of each, and to point out the particular word each one modifies. [*N. B.—Write every clause in full.*]

2. Explain the grammatical values and relations of the following words:—"tell" (line 2), "far-off" (line 3), "yet" (line 3), "morning" (line 3), "to lure" (line 4), "well" (line 4), "blithe" (line 11); and also of the italicised words in the following:—

(*a*) He is going *home.*
(*b*) He went *mad.*
(*c*) He drank his tea *hot.*
(*d*) He did nothing but *amuse* himself.
(*e*) He put it *off* as long as *possible.*
(*f*) Eat such things *as* are set before you.
(*g*) I think it *right to let* you know.
(*h*) She ceased *endeavoring* to check it.

[OVER.]

3. Rewrite the following words, amending the spelling where it is incorrect:—*necessery*, *peaceable*, *accomodate*, *proffesser*, *irresistible*, *beleave*, *disapointment*, *delapidated*, *cemetery*, *assassin*, *harrass*, *embarrass*, *similes*, *seperate*, *privilidge*, *existance*.

4. Write the plural of *cargo*, *sheaf*, *piano*, *elf*, *soliloquy*; and the past tense and perfect participle of *burst*, *flee*, *smite*, *beat*, *upbear*.

5. Point out the nature of each of the grammatical errors in the following sentences, and amend them:—

(*a*) There is no doubt but what neither the man to whom I have alluded, or his father were willing to have anything to do with an enterprise for which every other member of the family had lain down their lives.

(*b*) While busied by their studies, the school bell had rang. Directly James heard it, he asked: "Can I go now, or will I be obliged to wait until both the industrious and idle boys have finished their tasks." He feared, perhaps, he would not get credit for his diligence, and hoped to be treated differently than the others; but, I assure you, silence would have served his purpose equally as well.

6. Write down five English words derived from the Latin *litera*, and point out the connection between the present meaning of each of the derivatives and the root, indicating the effect of the various suffixes and prefixes.

7. State in general terms what substitutes are employed in modern English to perform the offices of lost inflections of nouns and verbs. What are the advantages and disadvantages of these substitutes compared with such extensive use of inflections as is found in Latin?

Education Department, Ontario.

Annual Examinations, 1900.

PART I. JUNIOR MATRICULATION.

ARITHMETIC.

Examiners: { A. C. McKay, B.A.
A. Odell.
W. Prendergast, B.A.

1. Simplify $\{(\cdot 05)^3 - (\cdot 02)^3\} \div \{(\cdot 05)^2 + (\cdot 05)(\cdot 02) + (\cdot 02)^2\}$.

2. Reduce to its simplest form :—
$(3\frac{4}{5} + 5\frac{1}{9} - \frac{1}{45})(4\frac{1}{6} - 3\frac{1}{4})$ divided by $1\frac{5}{11} + 2\frac{1}{8} - (2\frac{9}{16} - \frac{1}{8} - \frac{1}{22})$.

3. A man owns $\cdot 1\dot{8}$ of a certain mine. He sells $\cdot 2\dot{5}\dot{2}$ of his share for $5000. What is the value of the mine?

4. A person sold to A $\frac{4}{5}$ of his land; to B $\frac{5}{6}$ of the remainder; to C $\frac{6}{7}$ of what then remained and received $55 for what he had left at $75 an acre. Find the number of acres he had at first.

5. A merchant buys goods amounting per catalogue price to $540.80, subject to 25 % and 10 % off, and he sells at catalogue prices. Find the rate per cent. profit.

6. What per cent. is realised on money by investing in a $3\frac{1}{2}$ per cent. stock at $140, dividends payable yearly?

7. A young man deposits $100 in a savings bank at the beginning of each year, making his first deposit on January 1st, 1895. How much will there be to his credit on December 31st, 1899, the bank paying 3 % per annum?

8. $500. Toronto, January 15th, 1899.

Ninety days after date I promise to pay Henry Graham, or order, the sum of Five Hundred Dollars, with interest at six per cent. per annum. Value received.

John Ryan.

This note was discounted on Feb. 20th, 1899, at 8 per cent. Find its cash value on that date.

[over.]

9. I buy a house, agreeing to pay $500 at the end of each year for 2 years. What would be the cash value equivalent to these two payments, money being worth 6 % per annum?

10. I invested $9586 in Bank Stock at 74⅜, brokerage ⅛, and sold at 80, brokerage ⅛. What did I gain?

Education Department, Ontario.

Annual Examinations, 1900.

PART I. JUNIOR MATRICULATION.

HISTORY AND GEOGRAPHY.

Examiners: W. J. Alexander, B.A., Ph.D.; Pelham Edgar, B.A., Ph.D.; A. E. Lang, B.A.

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1. Enumerate with dates the principal invasions of the British Isles before 1200 A.D.

2. State the provisions of the Act of Union of 1800 and the circumstances which led up to it.

3. Give the causes of the Peninsular War and narrate its chief events.

4. Write notes on the following:—
   (*a*) The Holy Alliance,
   (*b*) Repeal of the Test and Corporation Acts,
   (*c*) Roman Catholic Emancipation Bill.

5. Give a concise account of the Reform Bills of 1831 under the following heads:—
   (*a*) The agitation preceding the legislation,
   (*b*) The nature of the legislation.

6. State the causes which led to the Crimean War.

7. State the provisions of the Quebec Act.

8. Give an account of the following:—
   (*a*) The Act of Union of 1840,
   (*b*) The Municipal Act,
   (*c*) Reciprocity Treaty of 1854,
   (*d*) Clergy Reserves.

9. Draw an outline map of North America at the time of the Declaration of Independence, indicating the position of the various colonies.

10. Indicate the position of the following places with brief notes:—Inkermann, Quatrebras, Trafalgar, Cawnpore, Fort Du Quesne.

Education Department, Ontario.

Annual Examinations, 1900.

PART I. JUNIOR MATRICULATION.

PHYSICS.

Examiners: R. R. Bensley, B.A., M.B.; W. L. Goodwin, D.Sc.; W. J. Loudon, B.A.

1. Explain the principle of the Vernier.

2. Determine, to the first decimal place, the number of grammes in an ounce Avoirdupois, and in an ounce Troy. (1 gramme = 15.4 grains.)

3. Find the number of litres in a gallon.

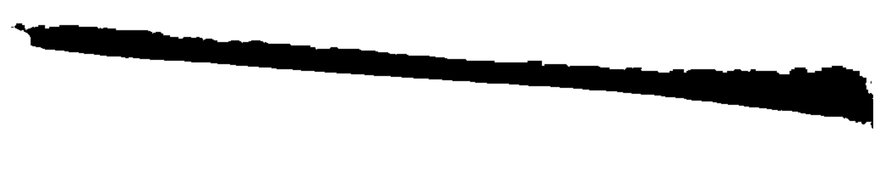
4. Describe any experiment shewing the existence of atmospheric pressure.

5. Explain, giving diagrams, the action of the common pump, and of the force pump.

6. Show how to find the specific gravity of an insoluble solid heavier than water.

7. Explain the method of graduating the ordinary mercurial thermometer.

8. Find the result of mixing 3 lbs. of melting ice with 7 lbs. of water at 60° Fahrenheit.



Education Department, Ontario.

Annual Examinations, 1900.

PART II. JUNIOR LEAVING.

ENGLISH GRAMMAR AND RHETORIC.

Examiners: W. J. ALEXANDER, B.A., PH.D.
PELHAM EDGAR, B.A., Ph.D.
A. E. LANG, B.A.

A.

1. The want of uniformity between the miracles first wrought and those which followed, as far as it is found, might have been almost foretold without the gift of prophecy in that age, or at least may be fully vindicated in this—nay, even the inferiority of Ecclesiastical miracles to the Apostolic; for, if Divine wisdom had determined, as is not difficult to believe, that the wonderful works which illuminate the history of the first days of the Church should be the brightest, what was left to subsequent times, by the very terms of the proposition, but miracles which are but second best, which must necessarily have belonged to some other and independent system if they too were the best, and which admit of belonging to the same system for the very reason that they are not the best?

(*a*) Write out in full the *principal* clauses in the above passage, and state their kind and connection with each other.

(*b*) Write out in full the adverbial and the noun clauses in the above passage; state the grammatical value of each and the particular word or words to which it belongs.

2. State or discuss the grammatical values and relations of the phrases "in that age" (line 3), "to the Apostolic" (line 5), "to believe" (line 6), and of the words "nay" (line 4), "but" (line 8), and "too" (line 10); also of the words italicised in the following:—

(*a*) The journey *home* was uneventful.

(*b*) He kept his hat *on*.

(*c*) If you are a man, prove yourself to be *so*.

3. In the following sentences point out the exact force of the words italicised; in case an alternative form is inserted in parentheses, show whether or not the alternative form is per-

[OVER.]

missible, and if it is, what change of meaning its substitution would effect :—

(*a*) I *shall* (will) be delighted to see you.

(*b*) If we were better, we *should* (would) be happier.

(*c*) Although she might have relieved our anxiety, she *would* not tell us what she knew.

(*d*) While the busy season lasted, he *would* work twelve hours a day.

(*e*) You *might* (could) see him if you tried.

(*f*) He commanded that they *should* (would) be released.

4. Point out the differences between participles and adjectives, illustrating by examples.

5. (*a*) What facts and tendencies in language and what historical facts serve to account for the existence of families of languages?

(*b*) Instance definite examples of similar tendencies actually existing in spoken English at the present day.

(*c*) Among the languages now spoken in Europe mention *three* which are very closely akin to English.

6. Point out the defects in the following sentences in the matter of unity, coherence, clearness, emphasis, or other rhetorical qualities of the sentence ; also recast them in such a way as to amend these defects :—

(*a*) Jessica, very much in love, saw no other plan than running away ; which she did one night while Shylock was out.

(*b*) I studied the lives of these authors and the works of each, but spending most of my time on Milton and Shakespeare.

(*c*) Italy is a narrow tongue of land, the backbone of which is formed by the Appenines.

(*d*) The discovery of the circulation of the blood by Harvey is perhaps the most important that has ever been made in the science of medicine, the next at which we will look being respiration.

(*e*) A pound of Antonio's flesh was to be cut off by the Jew from whatever part of his body he should desire.

(*f*) Sometimes parents or relatives wish a child to enter a certain profession ; and whether the child desires it or not, will cause it to pursue that profession.

7. There are many reasons which may be advanced, to show why war is not indulged in now as in former times. In the first place, trade and commerce play such an important share in the wealth and importance of a nation, that it would be injurious to the country's interest to engage in war, and thereby bring about misery, oppression, and probable ruin. Seward in Nicolay and Hay's *Abraham Lincoln* says: "War in defence of national life is not immoral, and war in defence of independence is an inevitable part of the discipline of nations." The Boers will be splendidly disciplined, according to this, by the time Roberts has done with them. Experience, however, has taught us that it takes a country a long time to recover from the affects of war, especially that country which has been made the seat of hostilities; and moreover the loss occasioned by such a dilemma more than counteracts the gains. Christianity favours fixing disputes in as peaceful a manner as possible. In looking over the past history of nations we cannot help but observe, that it consists largely of a series of wars, battles, and treaties; such a course at present can hardly be conceived of especially since we have so many and varied implements of war at our disposal. Nations at the present day are engaged with questions calculated to advance the interests and prosperity of the country.

(*a*) Criticise, by reference to definite defects in this passage, the unity, coherence, emphasis, etc., of the paragraph structure.

(*b*) Point out and amend the more flagrant improprieties in the choice of words in the passage.

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Education Department, Ontario.

Annual Examinations, 1900.

PART II. JUNIOR LEAVING AND PART II. JUNIOR MATRICULATION.

ENGLISH POETICAL LITERATURE.

Examiners: { W. J. ALEXANDER, B.A., PH.D.
PELHAM EDGAR, B.A., PH.D.
A. E. LANG, B.A.

A.

1. Lives of great men all remind us
We can make our lives sublime,
And, departing, leave behind us
Footprints on the sands of time;

Footprints, that perhaps another,
Sailing o'er life's solemn main,
A forlorn and shipwrecked brother,
Seeing, shall take heart again.

(*a*) Write the above two stanzas in clear prose paraphrase.

(*b*) Discuss the appropriateness of the metaphors they contain.

2. Now, though warier grown, without all guile or suspicion,
Ripe in wisdom was he, but patient, and simple, and childlike.
He was beloved by all, and most of all by the children;
For he told them tales of the *Loup-garou* in the forest,
And of the *goblin* that came in the night to water the horses,
And of the white *Létiche*, the ghost of a child who unchristened
Died, and was doomed to haunt unseen the chambers of children;
And how on Christmas eve the oxen talked in the stable,
And how the fever was cured by a spider shut up in a nutshell,
And of the marvellous powers of four-leaved clover and horseshoes,
With whatsoever else was writ in the lore of the village.

(*a*) Who is the character described?

(*b*) Scan lines 3, 4, 5, marking off the feet and indicating the cæsuras.

(*c*) Write notes on the italicised words.

(*d*) Quote two similes from *Evangeline* indicating their connection with the context.

[OVER.]

3. To be a Prodigal's Favorite—then, worse truth,
A Miser's Pensioner—behold our lot !
O Man, that from thy fair and shining youth
Age might but take the things youth needed not !

(*a*) From what poem is this extract taken ?

(*b*) Develop the meaning of the stanza carefully, and indicate its connection with the preceding stanzas.

4. Give an outline of the poem, "Three years she grew in sun and shower," in order to show Wordsworth's views of the "Education of Nature."

5. State where and in what connection ANY FIVE of the following passages occur:—

(*a*) So passed the morning away. And lo, with a summons sonorous
Sounded the bell from its tower, and over the meadows a drum beat.

(*b*) Read from some humbler poet
Whose songs gushed from his heart.

(*c*) Thy soul was like a Star and dwelt apart.

(*d*) Give all thou canst; high Heaven rejects the lore
Of nicely-calculated less or more.

(*e*) The leaves of memory seemed to make
A mournful rustling in the dark.

(*f*) Thou bringest unto me a tale
Of visionary hours.

(*g*) An instinct call it, a blind sense;
A happy genial influence,
Coming one knows not how, nor whence,
Nor whither going.

(*h*) This City now doth, like a garment, wear
The beauty of the morning.

6. Quote a passage from Wordsworth (about fourteen lines).

B.

7. THE SECOND BEST.

Moderate tasks and moderate leisure,
Quiet living, strict-kept measure
Both in suffering and in pleasure—
'Tis for this thy nature yearns.

But so many books thou readest,
But so many schemes thou breedest,
But so many wishes feedest,
That thy poor head almost turns.

And (the world's so madly jangled,
Human things so fast entangled)
Nature's wish must now be strangled
For that best which she discerns.

So it *must* be! yet, while leading
A strain'd life, while overfeeding,
Like the rest, his wit with reading,
No small profit that man earns,

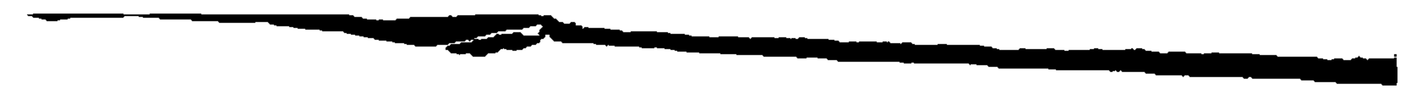
Who through all he meets can steer him,
Can reject what cannot clear him,
Cling to what can truly cheer him;
Who each day more surely learns

That an impulse from the distance
Of his deepest, best existence,
To the words, "Hope, Light, Persistence,"
Strongly sets and truly burns.

(*a*) Explain the title of the poem.

(*b*) Outline the thought in each stanza.

(*c*) Explain in careful detail lines 11-12 and 16-17.



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PART II. JUNIOR LEAVING.

ARITHMETIC AND MENSURATION.

Examiners: A. C. McKay, B.A.; A. Odell; W. Prendergast, B.A.

1. (*a*) Prove that $\cdot 8\dot{6} = \frac{13}{15}$.

(*b*) Prove that the interest on any sum of money is equal to the true discount on the same sum together with the interest on the true discount, time and rate being the same throughout.

2. A man buys a house, agreeing to pay $200 at the end of each year for a period of three years. Find its cash value, money being worth 5 % per annum.

3. Find the surface and the volume of a right circular cone, given the diameter of the base 42 feet and the slant height 26 feet 3 inches. ($\pi = \frac{22}{7}$.)

4. A man invested a certain sum of money in a 6 % stock at $115\frac{7}{8}$, brokerage $\frac{1}{8}$, and one and a half times as much in a 5 % stock at $89\frac{7}{8}$, brokerage $\frac{1}{8}$. His income from the two investments being $940, how much did he invest in each kind of stock?

5. A Toronto merchant owes 18000 francs in Paris. He buys a draft on London when Sterling Exchange is at 8, and when exchange between London and Paris is 25.20 francs per £. What does he pay for the draft?

6. A hollow iron sphere, 2 inches thick, has an internal capacity of 22 cubic feet 792 cubic inches. Find the weight of iron in it if that metal is 7.7 times as heavy as an equal volume of water. (C. ft. water weighs 1000 ounces.)

[OVER.]

7. A, B, and C form a trading company for a year, investing respectively $3000, $2000, $1000. A is appointed manager at $60 a month, and B secretary at $30 a month, salaries to be reduced in proportion as the capital invested is reduced. At the end of 6 months A withdraws from the business and C is appointed manager, and 2 months later B withdraws and C becomes secretary. How should the year's gain of $1150 be divided?

8. A town borrows $20000 to be repaid with interest in 20 equal annual instalments. Find the amount of each payment, money being worth 5 % per annum, given $(1{\cdot}05)^{20}=2{\cdot}6533$.

9. A merchant in London, England, consigns to his agent in Montreal 5000 yards of cloth invoiced at 6 shillings a yard, and instructs him to sell the cloth and invest the proceeds in apples, after deducting the following charges:—Commissions 5 % each, freight $325 and an *ad valorem* duty of 25 %. The cloth is sold at $2 a yard and apples are bought at $2 a barrel. Find the merchant's gain if the apples net him in London 10 shillings a barrel, Sterling Exchange at par.

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6. Determine the values of a, b and c in order that

$$a(x+2)(x+3)+b(x+3)(x+1)+c(x+1)(x+2)=4x+6$$

may be an identity.

7. (a) Find two numbers such that their sum is a and their product b.

(b) The sum of the squares of three consecutive integers is less than the square of their sum by 94. Find the integers.

(c) A rectangular field contains nine acres. Eleven times the number of rods in the length is equal to five times the number of yards in the breadth. Find the length of the field.

Education Department, Ontario.

Annual Examinations, 1900.

PART II. JUNIOR LEAVING AND PART II. JUNIOR MATRICULATION.

EUCLID.

Examiners: { A. C. McKay, B.A.
A. Odell.
W. Prendergast, B.A.

1. Describe a parallelogram that shall be equal to a given triangle and have one of its angles equal to a given angle. (Euclid, Book I., Prop. 42.)

2. Prove that the square described on the hypotenuse of a right angled triangle is equal to the squares described on the other two sides. (Euclid, Book I., Prop. 47.)

3. If a straight line be divided into two equal segments, and also internally into two unequal segments, the sum of the squares on the two unequal segments is double the sum of the squares on half the line and on the line between the points of section. (Euclid, Book II., Prop. 9.)

4. The straight line drawn perpendicular to a diameter of a circle from either end of it, is a tangent to the circle. (Euclid, Book III., Prop. 16.)

5. If from a point without a circle a secant and a tangent be drawn to the circle, prove that the rectangle contained by the secant and its external segment is equal to the square on the tangent. (Euclid, Book III., Prop. 36.)

6. D is any point in the base BC of a triangle ABC; draw a line such that if the triangle be folded about it the point A shall fall on D.

7. Divide a given line externally so that the rectangle contained by the segments may equal a given square.

8. Construct a triangle having given the base, the vertical angle and the perpendicular from the vertex on the base.

Education Department, Ontario.

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PART II. JUNIOR LEAVING AND PART II. JUNIOR MATRICULATION.

ANCIENT HISTORY.

Examiners: { W. J. Alexander, B.A., Ph.D.
Pelham Edgar, B.A., Ph.D.
A. E. Lang, B.A.

NOTE.—*Candidates will take questions 1 to 5 and either 6 or 7.*

1. Give an account of the formation, and trace the subsequent history of the Confederacy of Delos.

2. Describe the Sicilian expedition, giving also the reasons for the undertaking, and the results as far as they were immediately visible.

3. What were the evils that Tiberius and Caius Gracchus tried to remedy? What was the remedy they proposed, and how far were they successful?

4. What led to the quarrel between Pompey and Caesar? Trace briefly the course of events from the outbreak of the quarrel to the death of Pompey.

5. Sketch the life and character of Augustus.

6. Write brief historical notes on the following battles:—Marathon, Salamis, Platæa, Mykale, Leuctra.

7. Draw a map of Greece, showing the principal political divisions and locating the following places:—Athens, Sparta, Delphi, Thermopylæ, Delos, Mantinea, Olympia, Corinth, Salamis, Platæa.

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PART II. JUNIOR LEAVING AND PART II. JUNIOR MATRICULATION.

FRENCH COMPOSITION.

Examiners: W. H. Fraser, B.A.; L. E. Horning, M.A., Ph.D.; A. H. Young, M.A.

A.

1. Translate into French:—
   (*a*) Trees have leaves in summer, but in winter they have no leaves.
   (*b*) These flowers are much finer than my sister's.
   (*c*) Which of these flowers do you prefer, this one or that one?
   (*d*) I know these gentlemen; they are French merchants.

2. Translate into French:—
   (*a*) I have spoken of that affair to him and his brother.
   (*b*) They have just told me what they think of it.
   (*c*) While we were coming out of the house, the others were going in.
   (*d*) My cousins were in the United States, but they have gone to England.

3. Translate into French:—
   (*a*) Here are some fine cherries; should I give her any?
   (*b*) No, do not give her any; we have not enough for ourselves.
   (*c*) I have read all the books your brother has lent me.
   (*d*) I asked the servant if any letters had come for me.

4. Translate into French:—
   (*a*) The master wishes these little boys to listen while he reads.
   (*b*) If it is hot to-morrow, we shall not send the children to school.
   (*c*) I am sorry you have had so many difficulties.
   (*d*) Mary might go for a walk if she wished.

[OVER.]

B.

5. Translate into French, using any words in the extract which follows :—

(*a*) We think your husband has had some misfortune.
(*b*) We saw him walking faster than usual this morning.
(*c*) He seemed also to have an anxious air as he walked.
(*d*) When he saw us come out, he sat down on that rustic bench.

(Not to be translated.)

"C'est bien simple," dit Lise, qui venait de s'asseoir sur le banc rustique, à côté de son mari. "Tu es sorti ce matin un peu plus tôt que d'habitude, à ce qu'il m'a semblé ; je t'ai vu marcher vite ; tu avais l'air préoccupé : j'ai cru qu'il y avait quelque malheur dans l'air, et je t'ai suivi."

C.

6. Translate into French:—

A rich Englishman, who was suffering from melancholy, once consulted the celebrated Doctor Mead. The doctor said to him, "I can do nothing for you, and the only physician capable of curing you lives very far from here." "Where is he?" "In Berlin." The sick man sets out for Berlin, but a letter from Dr. Mead precedes him. At Berlin he is told that the physician he is looking for has gone to Paris. The Englishman leaves Berlin at once, arrives in Paris, whence he is sent in the same manner to Rome and to several other European cities. At last he comes back to London, and finds himself perfectly cured.

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B.

6. Translate into English:—

Mademoiselle de Kerdic.—Ma tâche serait remplie, Monsieur, si je vous avais prouvé que vous vous êtes trompé de chemin, qu'il est une vie plus digne d'un homme et de celui qui la donne,—qu'il est des féeries plus réelles et plus douces où votre imagination vous attirait.... Oui, ma tâche serait remplie.... et je serais heureuse.... quand même ce moment et celle qui vous le prépara ne devrait être pour votre cœur qu'un rêve oublié demain.... un secret, Monsieur, que je laisserais sans crainte à la garde de votre loyauté.

Le Comte.—De grâce.... que ce rêve ne finisse jamais ! (*Il lui prend la main et s'incline jusqu' à terre.*)

Mademoiselle de Kerdic.—N'est-ce pas à la fée encore que cet hommage s'adresse?

Le Comte.—Non.... c'est à l'ange!

7. Write the masculine singular of *digne*, *réelles*, *douce*, *heureuse*.

8. Give the plural of *celui*.

9. Write in full the past indefinite (=perfect) of *s'adresse*.

C.

10. Translate into English:—

(*a*) Aux enfants tout paraît grand, les cours, les jardins, les édifices, les meubles, les hommes, les animaux: aux hommes les choses du monde paraissent ainsi, et j'ose dire par la même raison, parce qu'ils sont petits.

(*b*) On veut quelquefois cacher ses faibles, ou en diminuer l'opinion, par l'aveu libre que l'on en fait. Tel dit: Je suis ignorant, qui ne sait rien. Un homme dit: Je suis vieux; il passe soixante ans; un autre encore: Je ne suis pas riche; et il est pauvre.

(*c*) Les hommes ne veulent pas que l'on découvre les vues qu'ils ont sur leur fortune, ni que l'on pénètre qu' ils pensent à une telle dignité, parce que, s'ils ne l'obtiennent point, il y a de la honte, se persuadent-ils, à être refusés; et, s'ils y parviennent, il y a plus de gloire pour eux d'en être crus dignes par celui qui la leur accorde, que de s'en juger dignes eux-mêmes par leurs cabales.

Quelle plus grande honte y a-t-il, d'être refusé d'un poste que l'on mérite ou d'y être placé sans le mériter ?

Quelques grandes difficultés qu'il y ait à se placer à la cour (*court*), il est plus difficile de se rendre digne d'être placé.

Il coûte moins à faire dire de soi: Pourquoi a-t-il obtenu ce poste? qu' à faire demander: Pourquoi ne l' a-t-il pas obtenu?

Education Department, Ontario.

Annual Examinations, 1900.

PART II. JUNIOR LEAVING AND PART II. JUNIOR MATRICULATION.

GERMAN COMPOSITION.

Examiners: W. H. FRASER, B.A.
L. E. HORNING, M.A., PH.D.
A. H. YOUNG, M.A.

1. Translate into German:—
   (*a*) This man has a bright eye and a red beard.
   (*b*) The trees in the old forest are very tall.
   (*c*) The young handsome boy had money.
   (*d*) There were not many rich people in the country.

2. Translate into German:—
   (*a*) One day he saw the lord of the river.
   (*b*) That happened a hundred years ago.
   (*c*) They did not know what to do.
   (*d*) That will make a large, strong ship.

3. Translate into German:—
   (*a*) You must tell what you have been singing.
   (*b*) He went into the hut and got his hat.
   (*c*) He found his mother in great anxiety about him.
   (*d*) He told her he had met a good friend.

4. Translate into German:—
   (*a*) Some believed he had found a treasure.
   (*b*) He threw the money away quite contentedly.
   (*c*) Then he played almost every working-day.
   (*d*) He sold the glass for half-price.

5. Translate into German:—
   (*a*) He laid his hand on his breast.
   (*b*) He had nothing more left.
   (*c*) He did not feel satisfied after all.
   (*d*) He asked the men for help.

[OVER.]

6. Translate into German :—

(*a*) The Kaliph thanked the owl for his story.
(*b*) The daughter was not less unhappy than the king.
(*c*) Many months have passed since that day.
(*d*) The beast is quite blind in the day-time.

7. Translate into German :—

The merchant was a small, stout man, of brown complexion and poorly dressed. He was carrying a box in which he had pearls, rings, pistols, cups, combs and all sorts of wares. The Kaliph bought a pistol for himself and his Vizier, and for the latter's wife a comb. In the box was a small drawer which the Kaliph drew out and in it found a box of powder and a strange manuscript. These he also bought.

Education Department, Ontario.

Annual Examinations, 1900.

PART II. JUNIOR LEAVING AND PART II. JUNIOR MATRICULATION.

GERMAN AUTHORS, GRAMMAR AND SIGHT TRANSLATION.

Examiners: W. H. Fraser, B.A.; L. E. Horning, M.A., Ph.D.; A. H. Young, M.A.

A.

1. Translate into English:—

Wie er nun ſo ganz allein war, da kamen ihm ſonderbare Gedanken; er fürchtete ſich vor nichts, denn ſein Herz war ja kalt; aber wenn er an den Tod ſeiner Frau dachte, kam ihm ſein eigenes Hinſcheiden in den Sinn, und wie belaſtet er dahinfahren werde, ſchwer belaſtet mit Thränen der Armen, mit tauſend ihrer Flüche, die ſein Herz nicht erweichen konnten, mit dem Jammer der Elenden, auf die er ſeine Hunde gehetzt, belaſtet mit der ſtillen Verzweiflung ſeiner Mutter, mit dem Blute der ſchönen, guten Lisbeth; und konnte er doch nicht einmal dem alten Manne, ihrem Vater, Rechenſchaft geben, wenn er käme und fragte: „Wo iſt meine Tochter, dein Weib?" Wie wollte er einem andern Frage ſtehen, dem alle Wälder, alle Seen, alle Berge gehören und die Leben der Menſchen?

2. Write the definite article before the genitive singular and the nominative plural of *Herz*, *Frau*, *Armen*, *Flüche*, *Weib*.

3. Give in full the present indicative of *fahren*, and the imperfect indicative of *erweichen*.

4. Why is *werde* (line 5) subjunctive?

[OVER.]

B.

5. Translate into English :—

In dem verfallenen Gemach, das nur durch ein kleines Gitterfenſter ſpärlich erleuchtet war, ſah er eine große Nachteule am Boden ſitzen. Dicke Thränen rollten ihr aus den großen runden Augen, und mit heiſerer Stimme ſtieß ſie ihre Klagen aus dem krummen Schnabel heraus. Als ſie aber den Kaliſen und ſeinen Vezier, der indeß auch herbeigeſchlichen war, erblickte, erhob ſie ein lautes Freudengeſchrei. Zierlich wiſchte ſie mit dem braungefleckten Flügel die Thränen aus dem Auge, und zu dem großen Erſtaunen der Beiden rief ſie in gutem, menſchlichem Arabiſch: „Willkommen, Ihr Störche, Ihr ſeid mir ein gutes Zeichen meiner Errettung, denn durch Störche werde mir ein großes Glück kommen, iſt mir einſt prophezeit worden!“

6. Give the present infinitive of *verfallenen*, *stiess . . . heraus*, *herbeigeschlichen*, *erhob*, the past participle of *rief*, *sitzen*, *stiess . . . . heraus*, and the first singular imperfect indicative of *verfallenen*, *herbeigeschlichen*, *prophezeit*.

7. Decline *den grossen runden Augen* throughout the singular.

C.

8. Translate into English :—

In Nicea, meiner lieben Vaterſtadt, wohnte ein Mann, den man den kleinen Muck hieß. Ich kann mir ihn, ob ich gleich damals noch ſehr jung war, noch recht wohl denken, beſonders weil ich einmal von meinem Vater wegen ſeiner halb todt geprügelt wurde. Der kleine Muck nämlich war ſchon ein alter Geſelle, als ich ihn kannte, doch war er nur drei bis vier Fuß hoch; dabei hatte er eine ſonderbare Geſtalt, denn ſein Leib, ſo klein und zierlich er war, mußte einen Kopf tragen, viel größer und dicker als der Kopf anderer Leute; er wohnte ganz allein in einem großen Haus und kochte ſich ſogar ſelbſt; auch hätte man in der Stadt nicht gewußt, ob er lebe oder geſtorben ſei, denn er ging alle vier Wochen nur einmal aus; doch ſah man ihn oft Abends auf ſeinem Dache auf- und abgehen, von der Straße aus glaubte man aber, nur ſein großer Kopf allein laufe auf dem Dache umher. Ich und meine Kameraden waren böſe Buben, die Jedermann gerne neckten und belachten, daher war es uns allemal ein Feſttag, wenn der kleine Muck ausging; und wenn er heraustrat, da ertönte die Luft von unſerem Freudengeſchrei, wir warfen unſere Mützen in die Höhe und tanzten wie toll um ihn her.

Education Department, Ontario.

Annual Examinations, 1900.

PART II. JUNIOR LEAVING AND PART II. JUNIOR MATRICULATION.

LATIN COMPOSITION.

Examiners: A. J. Bell, M.A., Ph.D.; G. W. Johnston, B.A., Ph.D.; A. B. Nicholson, B.A.

1. Translate into Latin:—

(*a*) You ought to be wise; wisdom is better than great riches.

(*b*) The general himself was the first to reach the port of Itius.

(*c*) He has lived many years in Italy, chiefly in Rome, Tibur and Pompeii.

(*d*) He asked them whether they wished to be free or slaves.

(*e*) Caesar ordered that Dumnorix be put to death if he resisted the soldiers.

(*f*) At the foot of the hill was a spot very suitable for a camp.

(*g*) The scouts promised to return two days later.

(*h*) None of you can be believed.

(*i*) Cicero's reply was that it was not the custom of Rome to accept terms from an enemy in arms.

(*j*) They had frequently been warned by skilful seamen not to attempt to cross to the island by night.

2. Translate into Latin:—

After making all preparations, Caesar quickly carried the greater part of his forces over to Britain without the loss of a single man. Within a few days he marched against the enemy, who, he learned, had mustered in great numbers and now held a very strong position. Since his arrival the previous summer, the Britons, with the object of offering as strong opposition as possible to the Romans when they should return, and of driving them more quickly from the island, had decided to entrust (*permittere*) the entire conduct of the war to one of their chiefs, Cassivelaunus. But it was soon clear to the latter that he could not defeat Caesar in battle, nor even prevent him from laying waste the country; and so he sent envoys to the Roman commander to treat for peace.

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qui cesserant, et ab iis, qui proximi steterant, circumveniebantur; sin autem locum tenere vellent, nec virtuti locus relinquebatur, neque ab tanta multitudine coniecta tela conferti vitare poterant.

2. Explain the mood and tense of *possint* (line 5), *velit* (line 6), *excesserat* (line 12), *refugiebant* (line 13), *vellent* (line 17), and *relinquebatur* (line 18), and the case of *studio* (line 2), *diebus* (line 5), and *negotio* (line 6), and give the degrees of comparison of *summa* (line 2), *multum* (line 4), and *proximi* (line 16).

3. Explain fully the reference in *eius generis* (line 3) and *quo praecepto* (line 11), and write descriptive notes on *navis longa* and *cohors*.

4. Parse *eo* (line 1), *cuius* (line 3), *invenit* (line 4), *reverti* (line 15), *steterant* (line 16), and *conferti* (lines 18-19).

B.

5. Translate into English:—

(*a*) Post ipsum auxilio subeuntem ac tela ferentem
corripiunt, spirisque ligant ingentibus; et iam
bis medium amplexi, bis collo squamea circum
terga dati, superant capite et cervicibus altis.
ille simul manibus tendit divellere nodos,
perfusus sanie vittas atroque veneno,
clamores simul horrendos ad sidera tollit;
qualis mugitus, fugit cum saucius aram
taurus et incertam excussit cervice securim.

(*b*) Namque, manus inter maestorumque ora parentum,
ecce levis summo de vertice visus Iuli
fundere lumen apex, tactuque innoxia molles
lambere flamma comas et circum tempora pasci.
nos pavidi trepidare metu, crinemque flagrantem
excutere et sanctos restinguere fontibus ignes.

6. Scan the last two verses of extract (*a*).

7. Explain the case of *auxilio* (line 1), *collo* (line 3), *terga* (line 4), *capite* (line 4), *vittas* (line 6), *ora* (line 10), and *flamma* (line 13).

8. Parse *amplexi* (line 3), *fugit* (line 8), *tactu* (line 12), *pasci* (line 13), and *trepidare* (line 14).

9. Describe any prophecies given in this book about Æneas' future fortunes.

C.

10. Translate into English:—

Acriter in eo loco pugnatum est. Hostes impeditos nostri in flumine aggressi magnum eorum numerum occiderunt; per eorum corpora reliquos audacissime transire conantes multitudine telorum reppulerunt; primos, qui transierant, equitatu circumventos interfecerunt. Hostes, ubi et de expugnando oppido et de flumine transeundo spem se fefellisse intellexerunt neque nostros in locum iniquiorem progredi pugnandi causa viderunt, atque ipsos res frumentaria deficere coepit, consilio convocato constituerunt, optimum esse, domum suam quemque reverti, et, quorum in fines primum Romani exercitum introduxissent, ad eos defendendos undique convenirent, ut potius in suis quam in alienis finibus decertarent et domesticis copiis rei frumentariae uterentur.

fallere—deceive.
potius—rather.
introducere—lead in.
decertare—fight a decisive battle.

Education Department, Ontario.

Annual Examinations, 1900.

PART II. JUNIOR LEAVING AND PART II. JUNIOR MATRICULATION.

GREEK COMPOSITION.

Examiners: A. J. Bell, M.A., Ph.D.; G. W. Johnston, B.A., Ph.D.; A. B. Nicholson, B.A.

1. Translate into Greek:—

The long march. Most of the country. Their ships. After that battle. To the river Euphrates. In the same city. The rest of the army. His own brother. Will they not follow (*ἕπομαι*) their leader? I know where they are going.

2. Translate into Greek:—

(*a*) They halted that night at the river, and next day reached the hills (*ἄκρον*).

(*b*) Another army was collected for Cyrus in the following manner.

(*c*) Saying this he heard a murmur (*θόρυβος*) passing through the ranks.

(*d*) I am afraid you will forget (*ἐπιλανθάνομαι*) the way home.

(*e*) He desired to be on good terms with the powerful that he might not be punished (*δίκην διδόναι*) for his misdeeds (*ἀδικέω*).

3. Translate into Greek:—

Then Cyrus was glad, when he noticed (*αἰσθάνομαι*) that Menon's men had crossed the river. He thereupon sent a herald to speak as follows:—Soldiers, I commend (*ἐπαινέω*) your act. Moreover I shall take good care (*μέλει*) that you shall commend me. Then did the soldiers form (*εἰμί*) high hopes and prayed for his success (*εὐτυχέω*). And so the whole army followed those who had first passed through the river. Of all the soldiers not one was wet (*βρέχω*) by the water above the breast (*μαστοί*). The natives (*ἐνοικέων*) declared that never before had men crossed on foot but by boats. These, however, Abrokomas had burned to check (*κωλύω*) the Greeks. It seemed accordingly as if the river had yielded (*ὑποχωρέω*) before Cyrus as before its future lord.

Education Department, Ontario.

ANNUAL EXAMINATIONS, 1900.

PART II. JUNIOR LEAVING AND PART II. JUNIOR MATRICULATION.

GREEK AUTHORS, GRAMMAR AND SIGHT TRANSLATION.

Examiners: A. J. Bell, M.A., Ph.D.; G. W. Johnston, B.A., Ph.D.; A. B. Nicholson, B.A.

A.

1. Translate into English:

(*a*) *Ἐνταῦθα λέγεται Ἀπόλλων ἐκδεῖραι Μαρσύαν νικήσας ἐρίζοντά οἱ περὶ σοφίας, καὶ τὸ δέρμα κρεμάσαι ἐν τῷ ἄντρῳ ὅθεν αἱ πηγαί· διὰ δὲ τοῦτο ὁ ποταμὸς καλεῖται Μαρσύας. ἐνταῦθα Ξέρξης, ὅτε ἐκ τῆς Ἑλλάδος ἡττηθεὶς τῇ μάχῃ ἀπεχωρει, λέγεται οἰκοδομῆσαι ταῦτά τε τὰ βασίλεια καὶ τὴν Κελαινῶν ἀκρόπολιν.*

Xenophon, *Anab.*, I.

(*b*) *Ὦ ἄνδρες Ἕλληνες, οὐκ ἀνθρώπων ἀπορῶν βαρβάρων συμμάχους ὑμᾶς ἄγω, ἀλλὰ νομίζων ἀμείνους καὶ καὶ κρείττους πολλῶν βαρβάρων ὑμᾶς εἶναι, διὰ τοῦτο προσέλαβον. ὅπως οὖν ἔσεσθε ἄνδρες ἄξιοι τῆς ἐλευθερίας ἧς κέκτησθε καὶ ἧς ὑμᾶς ἐγὼ εὐδαιμονίζω. εὖ γὰρ ἴστε ὅτι τὴν ἐλευθερίαν ἑλοίμην ἂν ἀντὶ ὧν ἔχω πάντων καὶ ἄλλων πολλαπλασίων. ὅπως δὲ καὶ εἰδῆτε εἰς οἷον ἔρχεσθε ἀγῶνα, ὑμᾶς εἰδὼς διδάξω. τὸ μὲν γὰρ πλῆθος πολὺ καὶ κραυγῇ πολλῇ ἐπίασιν· ἂν δὲ ταῦτα ανάσχησθε, τὰ ἄλλα καὶ αἰσχυνεῖσθαί μοι δοκῶ οἵους ἡμῖν γνώσεσθε τους ἐν τῇ χώρᾳ ὄντας ἀνθρώπους.*

Ibid.

(OVER.)

2. Give the distinction between *ἄνηρ* and *ἄνθρωπος*.

3. Explain the case-construction of *ἀμείνους*, *ὧν*, *ἡμῖν*, *ὄντας* in (*b*); and the mood of *ἔσεσθε*, *ἑλοίμην*, *ἀνάσχησθε* in (*b*).

4. Give the tense, voice, number, person of *ἴστε*, *ἑλοίμην*, *ἀνάσχησθε*, *ἐπίασιν* in (*b*), and write the first singular indicative of each.

5. *Ξέρξης ἡττηθεὶς τῇ μάχῃ* in (*a*). Explain the reference, giving the date and place of the battle.

B.

6. Translate into English:

(*a*) *Ὣς ἔφατ' εὐχόμενος, τοῦ δ' ἔκλυε Φοῖβος Ἀπόλλων,*
βῆ δὲ κατ' Οὐλύμποιο καρήνων χωόμενος κηρ,
τόξ' ὤμοισιν ἔχων ἀμφηρεφέα τε φαρέτρην·
ἔκλαγξαν δ' ἄρ' ὀϊστοὶ ἐπ' ὤμων χωομένοιο,
αὐτοῦ κινηθέντος· ὃ δ' ἤϊε νυκτὶ ἐοικώς.
ἕζετ' ἔπειτ' ἀπάνευθε νεῶν, μετὰ δ' ἰὸν ἕηκε·
δεινὴ δὲ κλαγγὴ γένετ' ἀργυρέοιο βιοῖο·
οὐρῆας μὲν πρῶτον ἐπῴχετο καὶ κύνας ἀργούς,
αὐτὰρ ἔπειτ' αὐτοῖσι βέλος ἐχεπευκὲς ἐφιεὶς
βάλλ'· αἰεὶ δὲ πυραὶ νεκύων καίοντο θαμειαί.

HOMER, *Iliad*, I.

(*b*) *"μῆτερ, ἐπεί μ' ἔτεκές γε μινυνθάδιόν περ ἐόντα,*
τιμήν πέρ μοι ὄφελλεν Ὀλύμπιος ἐγγυαλίξαι
Ζεὺς ὑψιβρεμέτης· νῦν δ' οὐδέ με τυτθὸν ἔτισεν·
ἦ γάρ μ' Ἀτρεΐδης εὐρὺ κρείων Ἀγαμέμνων
ἠτίμησεν· ἑλὼν γὰρ ἔχει γέρας, αὐτὸς ἀπούρας."

Ibid.

7. Explain the case-construction of *κῆρ* and *αὐτοῦ* in (*a*); and the tense of *ὄφελλεν* in (*b*).

8. What is the reference in *μινυνθάδιόν περ ἐόντα* in (*b*)?

9. *μ' Ἀτρεΐδης ἠτίμησεν* in (*b*). Give the story briefly.

10. Parse *ἤϊε*, *ἐοικώς*, *θαμειαί* in (*a*); *εὐρὺ* and *ἑλὼν* in (*b*).

11. Scan lines 3 and 4 in (*b*).

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Annual Examinations, 1900.

PART II. JUNIOR LEAVING AND PART II. JUNIOR MATRICULATION.

CHEMISTRY.

Examiners: { R. R Bensley, B.A., M.B.
W. L. Goodwin, D.Sc.
W. J. Loudon, B.A.

1. Charcoal burns in oxygen. Describe carefully the characteristics by which you recognise this as a chemical change.

2. (*a*) Mention four ways of decomposing water.
(*b*) Point out in each case what evidence there is that the water is decomposed, and
(*c*) The products of the decomposition.

3. Show how the oxides of nitrogen illustrate the law of multiple proportions. In your answer refer to the actual proportions *by weight* of the two elements in each compound.

4. (*a*) Write the formula for ammonium nitrate.
(*b*) Calculate its percentage composition.
(*c*) What are the products of its decomposition by heat? [N = 14, O = 16.]

5. What substances are formed when the following are burned in oxygen? [Give names and formulas in each case.] (*a*) sulphur, (*b*) phosphorus, (*c*) sulphuretted hydrogen, (*d*) marsh gas, and (*e*) iron.

6. Iron pyrites ($Fe S_2$) is burned to ferric oxide ($Fe_2 O_3$), and sulphur dioxide:—
(*a*) What is the proportion by weight of the iron pyrites to the ferric oxide?
(*b*) What weight of caustic soda (Na O H) will the sulphur dioxide from 100 lbs. of iron pyrites neutralise? [Fe = 56, S = 32, Na = 23, O = 16.]

[OVER.]

7. Describe the properties of hydrochloric acid under the heads (*a*) physical and (*b*) chemical.

8. Two hundred cubic centimetres of ammonia gas is completely decomposed into its elements:—

(*a*) What is the total volume after decomposition?

(*b*) What is the volume of each element?

NOTE.—*The volumes are supposed to be measured at the same temperature and pressure.*

Education Department, Ontario.

Annual Examinations, 1900.

PART II. JUNIOR LEAVING.

PHYSICS.—(Obligatory.)

Examiners: R. R. Bensley, B.A., M.B.; W. L. Goodwin, D.Sc.; W. J. Loudon, B.A.

1. Explain the principle of the Vernier.

2. Determine, to the first decimal place, the number of grammes in an ounce Avoirdupois, and in an ounce Troy. (1 gramme = 15.4 grains.)

3. Find the number of litres in a gallon.

4. Describe any experiment shewing the existence of atmospheric pressure.

5. Explain, giving diagrams, the action of the common pump, and of the force pump.

6. Show how to find the specific gravity of an insoluble solid heavier than water.

7. Explain the method of graduating the ordinary mercurial thermometer.

8. Find the result of mixing 3 lbs. of melting ice with 7 lbs. of water at 60° Fahrenheit.

Education Department, Ontario.

Annual Examinations, 1900.

PART II. JUNIOR LEAVING AND PART II. JUNIOR MATRICULATION.

PHYSICS.—(Of Optional Group.)

Examiners: R. R. Bensley, B.A., M.B.
W. L. Goodwin, D.Sc.
W. J. Loudon, B.A.

1. (*a*) Explain what is meant by the term *refractive index.*

(*b*) The refractive index from air to glass is $\frac{3}{2}$, from air to water is $\frac{4}{3}$; find the refractive index from glass to water.

2. A small circular area, one inch in radius, is placed one foot from a spherical concave mirror, and its image is found to be a circle of three inches radius. Show that the focal length of the mirror is nine inches.

3. Explain any method of determining the velocity of sound in air.

4. Give the notes of the major diatonic scale, and explain how the minor scales are formed from it.

5. (*a*) State the laws of resistance of conductors.

(*b*) In a divided circuit show that the resistance is found from the relation

$$\frac{1}{R}=\frac{1}{r_1}+\frac{1}{r_2}$$

where r_1, r_2, are the resistances of the secondary circuits.

6. Explain what is meant by the term *ampère.*

7. How would you find practically the resistance of an arc, and of an incandescent electric lamp?

8. Define the term *magnetic declination*, and show why it varies from point to point on the earth's surface.

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SCHEDULE.

NOTE.—*Candidates are requested to indicate Class, Sub-Class, and Division thus* **X**. *Name of Family, Genus and Species must be written in full.*

CLASS I.—GYMNOSPERMS.		
CLASS. II.—ANGIOSPERMS.		
SUB-CLASS I.—DICOTYLEDONS.	1. POLYPETALOUS DIVISION,	
	2. GAMOPETALOUS DIVISION,	
	3. APETALOUS DIVISION,	
SUB-CLASS II.—MONOCOTYLEDONS.	1. SPADICEOUS DIVISION,	
	2. PETALOIDEOUS DIVISION,	
	3. GLUMACEOUS DIVISION,	
Family		
Genus		
Species.		

SCHEDULE—*(Continued).*

ROOT	Origin	**LEAF**	Division
	Form		Position
	Color		Arrangement
	Duration		Stipulation
	Position		Insertion
STEM	Class		Outline
	Attitude		No. of leaflets, if any
	Texture		*Texture
	Position		*Color
	Shape		*Size
	Juice		*Venation
	Branching		*Margin
	Height		*Apex
	Duration		*Base
	Surface		*Surface

*Applicable to leaflets if leaf is compound.

INFLORESCENCE	Mode	Variety

[OVER.]

SCHEDULE—*(Continued)*.

THE FLOWER.

ORGAN.	No.	COHESION.	ADHESION.	NOTES OF FORM, ÆSTIVATION, COLOR, &C.
Perianth. *Leaves.*				
Calyx. *Sepals.*				
Corolla. *Petals.*				
Stamens. *Filaments.* *Anthers.*				
Pistil. *Stigmas.* *Styles.* *Carpels.* *Ovary-cells.*				

Education Department, Ontario.

Annual Examinations, 1900.

PART II. JUNIOR LEAVING.

BOTANY.

Examiners: { R. R. Bensley, B.A., M.B.
W. L. Goodwin, D.Sc.
W. J. Loudon, B.A.

B.

1. Describe the submitted plant, illustrating your description by suitable drawings.

2. Describe the structure of a fern, indicating the important features by careful drawings.

3. Give an account of the distribution of hairs in plants, explaining their usefulness to the plant.

4. Describe, with examples, the various modifications of the flower corresponding to different modes of fertilisation.

5. Give a brief account of the more striking characteristics of aquatic plants, indicating those that are to be found in:—

(*a*) floating plants,
(*b*) submerged plants.

Education Department, Ontario.

Annual Examinations, 1900.

SENIOR LEAVING OR HONOR MATRICULATION.

ENGLISH COMPOSITION.

Examiners: { W. J. ALEXANDER, B.A., PH.D.
PELHAM EDGAR, B.A., PH.D.
A. E. LANG, B.A.

NOTE.—*The candidate will write on* ONE, *and one only, of the following subjects:—*

1. The Public Library.

2. Thanksgiving Day in Canada.

3. The Bicycle.
   (Show how it has affected modern life.)

4. The Necessity of Preserving our Forests.

5. "Plain living and high thinking are no more."

6. Abraham Lincoln: A Character Sketch.

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2. Specify the influences, motives and circumstances which bring about each of the three great crimes of Macbeth; indicate the difference in the character of the three crimes.

3. Indicate the speaker, the occasion, and the application of *any five* of the following passages :—

(*a*) Of all men else, I have avoided thee.

(*b*) There's no art
To find the mind's construction in the face.

(*c*) There's daggers in men's smiles; the near in blood,
The nearer bloody.

(*d*) When our actions do not
Our fears do make us traitors.

(*e*) To beguile the time
Look like the time.

(*f*) Present fears
Are less than horrible imaginings.

(*g*) My strange and self-abuse
Is the initiate fear that wants hard use.

4. (*a*) My thought whose murder yet is but *fantastical*,
Shakes so my *single state of man* that *function*
Is smothered in surmise.

Give the meaning of the italicised words, and then, in simple prosaic language, briefly express the meaning of the whole passage.

(*b*) Thou'dst have, great Glamis, that which cries,
Thus thou must do if thou have it;
And that which rather thou dost fear to do,
Than wishest should be undone.

What is "that which cries"? To what do "thus," "it" and "that" (line 3) respectively refer?

(*c*) The *cynosure* of neighboring eyes.
With antique pillars *massy proof*.
And hear the *unexpressive nuptial song*.
He touch'd the tender stops of various quills,
With eager thought warbling his *Doric lay*.
Peor and Baalim,
Forsake their temples dim,
With that *twice-batter'd god of Palestine*.

Explain fully the italicised words in the above.

5. State in what connection *any seven* of the following passages are found:—

(*a*) Such sights as youthful poets dream
On summer eves by haunted stream.

(*b*) For thou wert still a hope, a love;
Still long'd for, never seen!

(*c*) Not from the grand old masters,
Not from the bards sublime,
Whose distant footsteps echo
Through the corridors of time.

(*d*) And hers shall be the breathing balm,
And hers the silence and the calm
Of mute insensate things.

(*e*) Thy soul was like a star and dwelt apart;
Thou hadst a voice whose sound was like the sea.

(*f*) Him shall no sunshine from the fields of azure,
No drum-beat from the wall,
No morning gun from the black fort's embrasure,
Awaken with its call.

(*g*) Where the great vision of the guarded mount
Looks towards Namancos, and Bayona's hold.

(*h*) A creature not too bright or good
For human nature's daily food.

(*i*) Till old experience do attain,
To something like prophetic strain.

(*j*) Plain living and high thinking are no more:
The homely beauty of the good old cause
Is gone.

(*k*) No nightly trance, or breathed spell
Inspires the pale-ey'd priest from the prophetic cell.

6. In two cases in *Lycidas*, Milton digresses from the subject of the poem to a higher theme; outline the substance of the digression in each case.

7. Narrate, as far as you can in the spirit of the original, the closing scene in the story of *Evangeline*.

Education Department, Ontario.

Annual Examinations, 1900.

SENIOR LEAVING OR HONOR MATRICULATION.

ALGEBRA.

Examiners: { A. C. McKay, B.A.
A. Odell.
W. Prendergast, B.A.

1. Solve:—

(*a*) $x^2+xy+y^2=7$,
$2x^2+3xy+4y^2=24$.

(*b*) $x+y+z=0$,
$2x-3y+z=0$,
$x^2+y^2+z^2=42$.

2. (*a*) Prove that ax^2+bx+c has the same sign as a for all real values of x, when the roots of the equation $ax^2+bx+c=0$ are imaginary.

(*b*) Find the minimum value of $3x^2-7x+19$ for real values of x.

3. (*a*) If four quantities are proportionals, show that the sum of the first and second of them is to their difference as the sum of the third and fourth is to their difference.

(*b*) Given that pc is greater than, equal to, or less than qd, according as pa is greater than, equal to, or less than qb, p and q being any positive integers whatever, prove $\frac{a}{b}=\frac{c}{d}$

(*c*) If a, $2b$, $2c$, d, are in continued proportion, prove that $(a^2+4b^2+4c^2)(4b^2+4c^2+d^2)=4(ab+2bc+cd)^2$.

4. (*a*) How many terms of the series —16, —14, —12, . . . must be taken that the sum may be 38?

(*b*) Find the sum of all multiples of 3 which lie between 100 and 200.

(*c*) For what value of x is the arithmetic mean between ax^2+bx and $ax+bx^2$ equal to $a+b$?

[OVER.]

5. (*a*) Explain fully the statement "the sum to infinity of the series $1+\frac{1}{3}+\frac{1}{3^2}+\ldots$ is $\frac{3}{2}$."

(*b*) Sum to n terms the series whose n^{th} term is $(-1)^{n-1}ab^{n-1}$.

(*c*) Find the sum of n terms of the series whose n^{th} term is $\{a+(n-1)b\}^2$.

6. (*a*) Find an expression for the present value of a deferred annuity of A dollars, to commence at the end of a years and to continue for b years, allowing compound interest at r per cent. per annum.

(*b*) A company borrows money at r per cent. per annum, interest payable yearly, and invests the money in mortgages at r per cent. per annum, interest payable m times a year. Find the company's gain in one year on P dollars borrowed and invested, assuming interest received to be invested immediately.

7. (*a*) Find the number of permutations of n different things taken r at a time.

(*b*) Find the number of ways in which the digits 1, 2, 3, 4, 5, 6, 7, 8, 9, may be arranged, taken all together, keeping the odd digits in the above order, and also the even digits.

8. (*a*) Prove the binomial theorem for a positive integral exponent.

(*b*) Show that the coefficient of x^{n+r} in the expansion of $(1+nx^n)(1-x)^{-2}$ is $(1+n)(1+r)+n$.

(*c*) Use the binomial theorem to find approximately the fifth root of 35·2.

Education Department, Ontario.

Annual Examinations, 1900.

SENIOR LEAVING OR HONOR MATRICULATION.

EUCLID.

Examiners: A. C. McKay, B.A.; A. Odell; W. Prendergast, B.A.

1. To inscribe a regular quindecagon in a given circle. (Book IV., Prop. 16.)

2. Triangles of the same altitude are to one another as their bases. (Book VI., Prop. 1.)

3. To describe a rectilineal figure that shall be equal to one and similar to another rectilineal figure. (Book VI., Prop. 25.)

4. To divide a given straight line internally so that the rectangle contained by its segments may be equal to a given rectangle. (Book VI., Prop. 28.)

5. If the exterior or interior vertical angle of a triangle be bisected by a straight line which also cuts the base, the square on this bisector shall be equal to the difference between the rectangle contained by the sides of the triangle and the rectangle contained by the segments of the base. (Book VI., Prop. B.)

6. In a given circle inscribe a triangle equiangular to a given triangle and having one of its sides parallel to a given line.

7. Describe a regular ten sided figure on a given straight line.

8. Construct a rectangle equal to a given square and having the difference of its sides equal to a given straight line.

9. Bisect a given triangle by a straight line drawn parallel to the base.

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8. Show that the distance from the centre of the inscribed circle to the centre of that escribed circle which touches side a is $\dfrac{a}{\cos\frac{A}{2}}$.

9. Two sides of a triangle are 9 feet and 7 feet respectively and the included angle 64°12′; find the other angles, having given log 2 = .3010300, L tan 57° 54′ = 10.2025255, L tan 11°16′ = 9.2993216, L tan 11°17′ = 9.2999804.

10. A ship sailing due north observes two lighthouses bearing respectively N.E. and N.N.E.; after sailing 20 miles the lighthouses are seen to be in a line due east; find the distance between the lighthouses in miles accurately to 4 places of decimals.

Education Department, Ontario.

Annual Examinations, 1900.

HONOR MATRICULATION.

PROBLEMS.

(SCHOLARSHIPS.)

Examiners: A. C. McKay, B.A.; A. Odell; W. Prendergast, B.A.

1. Solve $(4x^2+16x+15)(x^2+7x+12)=700$.

2. If $b(a^2+c^2+6ac)=2(ab^2+b^2c+c^2a+a^2c)$ then a, b, c are either in Arithmetical Progression or in Harmonical Progression.

3. Find the condition that one root of $x^3+px+q=0$ may be the reciprocal of one root of $1+p'x^2+q'x^3=0$.

4. Find the sum of $m+1$ terms of the series

$$1+m+\frac{m(m+1)}{1.2}+\frac{m(m+1)(m+2)}{1.2.3}+\ldots.$$

m being a positive integer.

5. Show how to construct a triangle, having given one angle and the radii of the inscribed and circumscribed circles.

6. In a triangle ABC, draw a straight line DE parallel to AB, meeting the sides AC and BC in D and E respectively, and such that DE is a mean proportional between BE and EC.

7. Show that the area of the circumscribed circle of a triangle is never less than four times the area of the inscribed circle.

8. In a triangle prove that

$$(\sin A+\sin B+\sin C)\left(\tan\frac{A}{2}+\tan\frac{B}{2}+\tan\frac{C}{2}\right)$$
$$=4\left(1+\sin\frac{A}{2}\sin\frac{B}{2}\sin\frac{C}{2}\right).$$

9. The sides of a quadrilateral in order are a, b, c, d, and the angle between the diagonals is θ. Show that the area of the quadrilateral is $\frac{1}{4}(a^2-b^2+c^2-d^2)\tan\theta$.

Education Department, Ontario.

Annual Examinations, 1900.

SENIOR LEAVING OR HONOR MATRICULATION.

ENGLISH AND ANCIENT HISTORY.

Examiners: { W. J. ALEXANDER, B.A., PH.D.
PELHAM EDGAR, B.A., PH.D.
A. E. LANG, B.A.

1. State clearly the ecclesiastical policy of Henry VIII., and define briefly Elizabeth's attitude towards the church.

2. Give a sketch of the character and an account of the career of Oliver Cromwell. State his policy with regard to religion, commerce, Ireland, colonies and foreign countries.

3. Sketch the social and political condition of England during the reign of Charles II.

4. Trace the growth of Macedonian influence in Grecian affairs after the fall of Thebes.

5. In what respects did the Roman republic differ from a modern republic? Show how Rome was governed.

6. Sketch the life and work of Alcibiades and of Augustus.

7. Give the location of and write brief historical notes on :—

La Rochelle,
Ryswick
Ramillies,
Plassy,
Chæroneia,
Cynoscephelæ,
Megalopolis,
Naupactus,
Cannae,
Massilia,
Saguntum,
Trasimenus.

Education Department, Ontario.

Annual Examinations, 1900.

SENIOR LEAVING OR HONOR MATRICULATION.

FRENCH COMPOSITION.

Examiners: W. H. Fraser, B.A.; L. E. Horning, M.A., Ph.D.; A. H. Young, M.A.

A.

1. Translate into French :—
   (*a*) When you see him, tell him not to come.
   (*b*) What astonishes me is that this has not happened sooner.
   (*c*) The house in which I live belongs to the gentleman who has just passed us.
   (*d*) Nobody has been forgotten; everybody is to receive something useful.

2. Translate into French:—
   (*a*) Although he is ill his thoughts are always active.
   (*b*) I fear some misfortune has happened him, and that he will not come to-day.
   (*c*) These men are ignorant; they can neither read nor write.
   (*d*) That young man reads more than you, but he does not work as much.

3. Translate into French :—
   (*a*) We ought to love others; those who love others are beloved.
   (*b*) Here are the letters; keep them, and do not give them to her.
   (*c*) He is taller by two inches than his brother, who is older than he.
   (*d*) My sister has been learning French for three years; she sets out for France next week.

[OVER.]

4. Translate into French :—

(*a*) To travel is one of the pleasures of life; we all like travelling.

(*b*) If you knew how he has treated me, you would have pity on me.

(*c*) You are not going to try to make me believe that, I hope.

(*d*) Whoever you are, you are not to pass through this gate.

5. Translate into French, using any words in the extract following:—

(*a*) Let us sit down on those chairs, and rest a little.

(*b*) Yvonnet has not obeyed François, and will not look at him.

(*c*) When the side doors have opened, Hector and Aurore will appear.

(*d*) Hector and Yvonnet, carrying torches, precede Aurore, and seem fascinated by her.

(*Not to be translated.*)

Assied-toi là, et repose-toi. (Yvonnet obéit avec anxiété. François le regarde gravement. Yvonnet est fasciné. Puis, la porte laterale s'ouvre: Hector paraît, précédant, le flambeau à la main, et avec l'air du plus profond respect, Mademoiselle Aurore de Kerdic.)

B.

6. Translate into French :—

A traveller arrived at an inn towards evening on a winter day. The weather was very disagreeable: it was snowing and it was windy. After having led his horse to the stable, he entered the kitchen of the inn to warm himself, for he was very cold. He found, however, all the places around the fire occupied by the peasants of the neighborhood, and not one stirred. "Take my horse at once a dozen oysters (*huître*) on a plate," said he to the host. "Your horse? Would your horse eat oysters?" "Have the kindness to execute my order without asking questions," replied the traveller. At these words all the peasants ran to the stable, and our traveller warmed himself. "My good sir," said the host on returning, "it is as I thought, your horse refuses to eat the oysters." "In that case," replied the traveller, who had had time to warm himself, "give them to me, and I shall eat them myself."

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savez qu'il a suffi en tout temps de l'amour intrépide d'un jeune chevalier pour rompre le charme qui voilait la beauté de la fée sous les rides de la vieille décrépite . . . Vous n'en êtes encore malheureusement qu'à l'affection . . . et c'est pourquoi je n'ai rajeuni qu'à moitié . . . . Peut-être un sentiment plus vif amènerait une métamorphose plus complète.

5. *Je me flatte.* Write in full the past indefinite (perfect) of this verb.

C.

6. Translate into English :—

Je sortis péniblement des fossés et j'allai prendre mon cheval. Je me servis de mon mouchoir pour suspendre et fixer mon bras gauche qui ne m'était plus d'aucun usage, et qui me faisait beaucoup souffrir. Grâce à la clarté de la nuit, je retrouvai aisément ma route. Une heure plus tard, j'arrivais au château. On me dit que le docteur Desmarets était dans le salon. Je me hâtai de m'y rendre, et j'y trouvai avec lui une douzaine de personnes dont la contenance accusait un état de préoccupation et d'alarme.—Docteur, dis-je gaiement en entrant, mon cheval vient d'avoir peur de son ombre, il m'a jeté bas sur la route, et je crains d'avoir le bras gauche foulé. Voulez-vous voir ?

7. *Je sortis . . . fixer mon bras gauche.* Rewrite, substituting the past indefinite (perfect) for the past definite (preterite) wherever the latter occurs.

8. *Je crains . . . . foulé.* Rewrite, using *que* instead of *de* and making such other changes as may be necessary.

D.

9. Translate into English :—

PERRICHON:—Eh ! monsieur ! vous n'êtes pas chargé de corriger mes . . . . prétendues fautes d'orthographe ! De quoi vous mêlez-vous ? *(Ils se lèvent.)*

LE COMMANDANT.—Pardon . . . . pour moi, la langue française est une compatriote aimée . . . . une dame de bonne maison, élégante, mais un peu cruelle . . . . . vous le savez mieux que personne.

PERRICHON:—Moi ?

LE COMMANDANT:—Et quand j' ai l' honneur de la rencontrer à l' étranger .... je ne permets pas qu'on éclabousse sa robe. C'est une question de chevalerie et de nationalité.

PERRICHON:—Ah ça ! monsieur, auriez-vous la prétention de me donner une leçon ?

LE COMMANDANT.—Loin de moi cette pensée ....

PERRICHON:—Ah ! ce n'est pas malheureux ! (*A part*) Il recule.

LE COMMANDANT.—Mais sans vouloir vous donner une leçon, je viens vous demander poliment .... une explication.

10. Write in full the imperfect indicative of *chargé*.

11. Write in full the present subjunctive of *vouloir* and *viens*.

E.

12. Translate into English:—

(*a*) Il ne faut pas juger des hommes comme d'un tableau ou d'une figure, sur une seule et première vue: il y a un intérieur et un cœur qu'il faut approfondir. La voile de la modestie couvre le mérite, et le masque de l'hypocrisie cache la malignité. Il n'y a qu'un petit nombre de connaisseurs qui discerne, et qui soit en droit de prononcer. Ce n'est que peu à peu, et forcés même par le temps et les occasions, que la vertu parfaite et le vice consommé viennent enfin à se déclarer.

(*b*) Une circonstance essentielle à la justice que l'on doit aux autres, c'est de la faire promptement et sans différer : la faire attendre, c'est injustice.

(*c*) Ceux qui emploient mal leur temps sont les premiers à se plaindre de sa brièveté. Comme ils le consument à s'habiller, à manger, à dormir, à de sots discours, à se résoudre sur ce qu'ils doivent faire, et souvent à ne rien faire, ils en manquent pour leurs affaires ou pour leurs plaisirs ; ceux, au contraire, qui en font un meilleur usage en ont de reste.

Il n'y a point de ministre si occupé qui ne sache perdre chaque jour deux heures de temps ; cela va loin à la fin d' une longue vie. Et, si le mal est encore plus grand dans les autres conditions des hommes, quelle perte infinie ne se fait pas dans le monde d'une chose si précieuse, et dont on se plaint qu'on n'a point assez?

Education Department, Ontario.

Annual Examinations, 1900.

SENIOR LEAVING OR HONOR MATRICULATION.

GERMAN COMPOSITION.

Examiners: W. H. FRASER, B.A.
L. E. HORNING, M.A., PH.D.
A. H. YOUNG, M.A.

1. Translate into German:—

(*a*) Have you seen my father this morning?
(*b*) About an hour ago he was in town.
(*c*) Do you know in whose house he was?
(*d*) I think it was the third one from the gate.

2. Translate into German:—

(*a*) Do you know the gentleman standing in front of the door?
(*b*) Someone told me he was a merchant from the next city.
(*c*) I saw him going into Mr. Snider's shop yesterday.
(*d*) Perhaps he is going to buy some cloth from him.

3. Translate into German:—

(*a*) He sprang out of bed and dressed himself immediately.
(*b*) All at once I saw the town lying before me in the valley.
(*c*) In the house and round about everything looked as I had left it.
(*d*) What was now to be done? Go back to my village?

4. Translate into German:—

(*a*) What is the matter? Why are you dancing so?
(*b*) My brother is the lucky one. He is about to get married.
(*c*) If I am not mistaken, that is the young lady coming from the garden.
(*d*) Hurry up, old fellow, and put on your fine new coat.

[OVER.]

5. Translate into German:—

(*a*) Do you think, dear husband, that men change when married?

(*b*) I know you are the best wife on earth.

(*c*) If I were to ask a favor of you, would you grant it?

(*d*) That depends upon your request. Let me hear it.

6. Translate into German:—

(*a*) I could have wept for vexation.

(*b*) I could not stand it any longer when no one came.

(*c*) The sun was just going down when the hunters returned.

(*d*) He asked me what my name was and whence I came.

7. Translate into German:—

The wife was telling her husband how she had overheard Henry beg Elsbeth to say "Thank fortune, the table is set," but she wouldn't, and they began to quarrel very seriously. The husband thought his wife would say that, if he asked her, and was very much surprised when she stubbornly refused.

8. Translate into German:—

A man was riding home on a donkey and his son was walking behind. A traveller met them and said to the father: "It is not right for you to ride and let your young son walk—your legs are the stronger." Thereupon the father dismounted and let the son ride. A second man met them and he told the son that he ought to walk for he was younger than his father. So they both rode until they met a third traveller. He said:—"How cruel of you both to be riding on one small donkey!" Both then dismounted. Soon after they met a fourth traveller who asked why all were walking—and what do you think they did then? They carried the donkey home! They were stupid fellows, were'nt they?

Education Department, Ontario.

Annual Examinations, 1900.

SENIOR LEAVING OR HONOR MATRICULATION.

GERMAN AUTHORS, GRAMMAR AND SIGHT TRANSLATION.

Examiners: W. H. Fraser, B.A.; L. E. Horning, M.A., Ph.D.; A. H. Young, M.A.

A.

1. **Translate into English:—**

Sie erhoben ſich vom Dache des Palaſtes und flogen der Gegend von Medina zu.

Mit dem Fliegen wollte es aber nicht gar gut gehen, denn die beiden Störche hatten noch wenig Uebung. „O Herr," ächzte nach ein paar Stunden der Großvezier, „ich halte es mit Euerer Erlaubniß nicht mehr lange aus, Ihr fliegt gar zu ſchnell! Auch iſt es ſchon Abend und wir thäten wohl, ein Unterkommen für die Nacht zu ſuchen."

Chaſid gab der Bitte ſeines Dieners Gehör; und da er unten im Thale eine Ruine erblickte, die ein Obdach zu gewähren ſchien, ſo flogen ſie dahin.

2. Write the third person singular of the perfect indicative of *wollte, gehen, hatten, ächzte, halte aus, fliegt, iſt, thäten, gab, ſchien.*

B.

3. **Translate into English:—**

Fragen konnte ich nicht, denn ich wußte den Namen des Platzes nicht. Endlich fing es auch an ſehr ſchwül zu werden, die Sonnenſtrahlen ſchoſſen recht wie ſengende Pfeile auf das Pflaſter, die Leute verkrochen ſich in die Häuſer, Jalouſien wurden überall wieder zugemacht, und es war auf einmal wie ausgeſtorben auf den Straſſen. Ich warf mich zuletzt ganz verzweifelt vor einem ſchönen, großen Hauſe hin, vor dem ein

[OVER.]

Balkon mit Säulen breite Schatten warf, und betrachtete bald die ſtille Stadt, die in der plötzlichen Einſamkeit bei heller Mittagsſtunde ordentlich ſchauerlich ausſah, bald wieder den tiefblauen, ganz wolkenloſen Himmel, bis ich endlich vor großer Ermüdung gar einſchlummerte.

4. Show, from examples occurring in the extract, the differences between separable verbs and inseparable.

5. Write the third person singular of the present indicative and of the present subjunctive of *wusste, fing an, verkrochen, betrachtete, aussah.*

C.

6. Translate into English:—

Jakob (nach links sehend).—Wenn ich mich nicht irre, kommt ſoeben Luiſe aus dem Garten hierher.

Gertrude (hinsehend).—Charmant, das trifft ſich ja prächtig! Alſo friſch dran, Jakob. Bringe Dein Anliegen vor.

Jakob.—Jetzt, jetzt gleich, Tante?

Gertrude.—Das verſteht ſich; und ſei hübſch zart und manierlich, damit Du keinen Korb bekommſt.

Jakob.—Wollte der Himmel, ich wäre ſo glücklich!

Gertrude.—Aber wie ſiehſt Du denn aus? Haar und Bart müſſen in Ordnung gebracht werden, und dann fort mit dem fatalen Schlafrock und einen hübſchen Rock, oder beſſer, Frack angezogen.

7. Write the second person singular of the imperative of *sehend, kommt, versteht, wäre, gebracht, angezogen.*

D.

8. Translate into English:—

Ausdorf (launig).—Ja, darum bitte ich auch, verderbt mir das Frühſtück nicht. Du biſt ein Närrchen, Emma, und Du, Herr Sohn, Sie müſſen einer jungen Frau ſchon etwas Eigenwillen nachſehen, ſie wird ſich ſchon gewöhnen, wie meine Alte da. Sehen Sie, die kennt keinen Widerſpruch, ſie erfüllt alle meine Wünſche, und wenn ich von ihr verlangte, ſie ſolle ſagen: „Gott ſei Dank, der Tiſch iſt gedeckt," ſie würde es gleich thun!

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Annual Examinations, 1900.

SENIOR LEAVING OR HONOR MATRICULATION.

LATIN COMPOSITION.

Examiners: A. J. Bell, M.A., Ph.D.; G. W. Johnston, B.A., Ph.D.; A. B. Nicholson, B.A.

1. Translate into Latin:—

(*a*) They gave small heed to his pleading, for they saw clearly the reason of his favor for their foes.

(*b*) The general, feeling how important to himself was the speedy reduction of the place, made up his mind that it must be taken with all possible expedition.

(*c*) He could not but feel that if he thus invaded the territories of their allies, the Romans would declare war at once.

(*d*) The Carthaginians, they answered, had never harmed them; why then should they take up arms against them?

(*e*) The gallant Hamilcar, still chafing at the loss of Sardinia, led him to the altar and bade him swear never to be friends with Rome.

(*f*) The fight was fiercer than might have been expected from the number of the combatants.

(*g*) When the fall of Saguntum was announced, shame and vexation at their delay filled the minds of the Romans.

(*h*) Instead of taking his army back with him as he should have done, he sent it on to Spain under the leadership of his brother.

2. Translate into Latin:—

Hannibal also was eager for the fray. He had rested his army for some time among the friendly Insubres, and by a vigorous assault had stormed Taurasia, and thus terrified the Taurini and other hostile tribes into submission. He now heard with joy that Scipio had recrossed the Po, and was moving over a

[OVER.]

plain on which his cavalry was at the mercy of the Punic horse. By a striking object-lesson he strove to teach his troops that their choice lay between victory and death. He asked his Celtic prisoners if they would fight with one another to the death on condition that the victors should receive freedom and honors. The brave barbarians with one voice professed their readiness to accept the offer, and congratulated those of their comrades who were selected as combatants. Hannibal's veterans were not less ready to snatch freedom and victory from the very jaws of death.

Education Department, Ontario.

Annual Examinations, 1900.

SENIOR LEAVING OR HONOR MATRICULATION.

LATIN AUTHORS, GRAMMAR AND SIGHT TRANSLATION.

Examiners: A. J. BELL, M.A., PH.D.; G. W. JOHNSTON, B.A., PH.D.; A. B. NICHOLSON, B.A.

1. **Translate into English:—**

Tum demum Titurius, qui nihil ante providisset, trepidare et concursare cohortesque disponere, haec tamen ipsa timide atque ut eum omnia deficere viderentur; quod plerumque iis accidere consuevit, qui in ipso negotio consilium capere coguntur. At Cotta, qui cogitasset haec posse in itinere accidere, atque ob eam causam profectionis auctor non fuisset, nulla in re communi saluti deerat.

2. **Explain the mood of *trepidare*, *fuisset*, and the case of *profectionis*.**

3. **Translate into English:—**

Experiri iuvat, utrum alios repente Carthaginienses per viginti annos terra ediderit, an iidem sint, qui ad Aegates pugnaverunt insulas et quos ab Eryce duodevicenis denariis aestimatos emisistis, et utrum Hannibal hic sit aemulus itinerum Herculis, ut ipse fert, an vectigalis stipendiariusque et servus populi Romani a patre relictus. Quem nisi Saguntinum scelus agitaret, respiceret profecto, si non patriam victam, domum certe patremque et foedera Hamilcaris scripta manu, qui, iussus ab consule nostro, praesidium deduxit ab Eryce, qui graves impositas victis Carthaginiensibus leges fremens maerensque accepit, qui decedere Sicilia, qui stipendium populo Romano dare pactus est.

4. Explain the reference in *ad Aegates insulas*, *iussus praesidium deduxit ab Eryce*, *aemulus itinerum Herculis*.

[OVER.]

5. Translate into English:—

Pueri circum innuptaeque puellae
sacra canunt, funemque manu contingere gaudent.
illa subit, mediaeque minans illabitur urbi.
o patria, o divom domus Ilium, et incluta bello
moenia Dardanidum! quater ipso in limine portae
substitit, atque utero sonitum quater arma dedere;
instamus tamen inmemores caecique furore,
et monstrum infelix sacrata sistimus arce.
tunc etiam fatis aperit Cassandra futuris
ora, dei iussu non unquam credita Teucris.

6. Make clear the poetic value of the several parts of the apostrophe in lines 4 and 5, and also of *quater in limine substitit.*

7. Explain the case-construction of *urbi*, *fatis*, and give the prose form of *credita Teucris.*

8. Translate into English:—

(*a*)

Ego illis
mollior nec te feriam neque intra
claustra tenebo.

me pater saevis oneret catenis,
quod viro clemens misero peperci;
me vel extremos Numidarum in agros
classe releget.

i, pedes quo te rapiunt et aurae,
dum favet nox et Venus, i secundo
omine et nostri memorem sepulcro
scalpe querellam.

(*b*) Damna tamen celeres reparant caelestia lunae;
nos ubi decidimus,
quo pater Aeneas, quo dives Tullus et Ancus,
pulvis et umbra sumus.

quis scit an adiciant hodiernae crastina summae
tempora di superi?
cuncta manus avidas fugient heredis, amico
quae dederis animo.

9. *Ego illis mollior* in (*a*). What is the story?

10. What is the meaning of the two last lines of (*b*)? Show how they are in harmony with the purpose of the ode.

11. Scan the last stanza in (*a*), marking all long syllables.

12. Explain the reference in the italicized words of the following extracts:—

(*a*) Angebant ingentis spiritus virum *Sicilia Sardiniaque amissae.*

(*b*) Sanguine placâstis ventos et *virgine caesa,*
cum primum Iliacas Danai venistis ad oras;
sanguine quaerendi reditus, *animaque litandum*
Argolica.

13. Translate into English:—

Forte in duobus tum exercitibus erant trigemini fratres nec aetate nec viribus dispares. Horatios Curiatiosque fuisse satis constat, nec ferme res antiqua alia est nobilior. Tamen in re tam clara nominum error manet, utrius populi Horatii, utrius Curiatii fuerint. Auctores utroque trahunt; plures tamen invenio, qui Romanos Horatios vocent; hos ut sequar, inclinat animus. Cum trigeminis agunt reges, ut pro sua quisque patria dimicent ferro: ibi imperium fore, unde victoria fuerit. Nihil recusatur. Tempus et locus convenit. Priusquam dimicarent, foedus ictum inter Romanos et Albanos est his legibus, ut, cuius populi cives eo certamine vicissent, is alteri populo cum bona pace imperitaret.

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ANNUAL EXAMINATIONS, 1900.

SENIOR LEAVING OR HONOR MATRICULATION.

GREEK AUTHORS, GRAMMAR AND SIGHT TRANSLATION.

Examiners: A. J. Bell, M.A., Ph.D.; G. W. Johnston, B.A., Ph.D.; A. B. Nicholson, B.A.

1. Translate into English:

Τὸ δὲ *σύμπαν δῆλος ἦν Κῦρος ὡς σπεύδων πᾶσαν τὴν ὁδὸν καὶ οὐ διατρίβων ὅπου μὴ ἐπισιτισμοῦ ἕνεκα ἤ τινος ἄλλου ἀναγκαίου ἐκαθέζετο, νομίζων, ὅσῳ μὲν θᾶττον ἔλθοι, τοσούτῳ ἀπαρασκευοτέρῳ βασιλεῖ μαχεῖσθαι, ὅσῳ δὲ σχολαίτερον, τοσούτῳ πλέον συναγείρεσθαι βασιλεῖ στράτευμα. καὶ συνιδεῖν δ' ἦν τῷ προσέχοντι τὸν νοῦν ἡ βασιλέως ἀρχὴ πλήθει μὲν χώρας καὶ ἀνθρώπων ἰσχυρὰ οὖσα, τοῖς δὲ μήκεσι τῶν ὁδῶν καὶ τῷ διεσπάσθαι τὰς δυνάμεις ἀσθενής, εἴ τις διὰ ταχέων τὸν πόλεμον ἐποιεῖτο.*

XENOPHON, *Anabasis*, I.

2. Account for the tense of *μαχεῖσθαι, συναγείρεσθαι* and *διεσπάσθαι*, the mood of *ἔλθοι* and *ἐποιεῖτο*, the case of *ὁδόν, ὅσῳ* and *πλήθει*.

3. Give the difference of meaning between *οὐ* and *μή* in *οὐ διατρίβων ὅπου μὴ*, κ.τ.λ., the degrees of comparison of *θᾶττον* and *σχολαίτερον*, and write notes on the construction in *δῆλος ἦν* ρος and *συνιδεῖν δ' ἦν τῷ προσέχοντι . . . ἡ βασιλέως ἀρχή*.

4. Translate into English:

(a) **"*τέκνον, τί κλαίεις; τί δέ σε φρένας ἵκετο πένθος; ἐξαύδα, μὴ κεῦθε νόῳ, ἵνα εἴδομεν ἄμφω.*"**

(OVER.)

Τὴν δὲ βαρὺ στενάχων προσέφη πόδας ὠκὺς Ἀχιλλεύς·
"οἶσθα· τίη τοι ταῦτα ἰδυίῃ πάντ' ἀγορεύω;
ᾠχόμεθ' ἐς Θήβην, ἱερὴν πόλιν Ἠετίωνος,
τὴν δὲ διεπράθομέν τε καὶ ἤγομεν ἐνθάδε πάντα·
καὶ τὰ μὲν εὖ δάσσαντο μετὰ σφίσιν υἷες Ἀχαιῶν,
ἐκ δ' ἔλον Ἀτρεΐδῃ Χρυσηΐδα καλλιπάρῃον.

HOMER, *Iliad*, I.

(*b*) "Κέκλυθι νῦν, Εὔμαιε καὶ ἄλλοι πάντες ἑταῖροι·
Ἠῶθεν προτὶ ἄστυ λιλαίομαι ἀπονέεσθαι
Πτωχεύσων, ἵνα μή σε κατατρύχω καὶ ἑταίρους.
Ἀλλά μοι εὖ θ' ὑπόθευ, καὶ ἅμ' ἠγεμόν' ἐσθλὸν ὄπασσον
Ὅς κέ με κεῖσ' ἀγάγῃ· κατὰ δὲ πτόλιν αὐτὸς ἀνάγκῃ
Πλάγξομαι, αἴ κέν τις κοτύλην καὶ πύρνον ὀρέξῃ.
Καί κ' ἐλθὼν πρὸς δώματ' Ὀδυσσῆος θείοιο
Ἀγγελίην εἴποιμι περίφρονι Πηνελοπείῃ,
Καί κε μνηστήρεσσιν ὑπερφιάλοισι μιγείην,
Εἴ μοι δεῖπνον δοῖεν ὀνείατα μυρί' ἔχοντες.

Ibid., *Odyssey*, XV.

5. Scan v. 2 of (*a*) and vv. 2 and 7 of (*b*), noticing any peculiarities in the metre.

6. Explain the case of *τί* (*κλαίεις*) and *φρένας* in (*a*) and *ἠῶθεν* in (*b*), and the mood of *εἴδομεν* in (*a*) and *μιγείην* and *δοῖεν* in (*b*).

7. Parse *διεπράθομεν*, *δάσσαντο*, *κέκλυθι*, and *ὄπασσον*, and give Attic equivalents of *ἔλον*, *ὑπόθευ*, and *θείοιο*.

8. "The Homeric mode of presenting life has been singularly potent in tracing certain types of character which ever since have stood out clearly before the imagination of the world." Sketch any three such types which are presented in the books of Homer you have read.

9. Translate into English:

(*a*) Ἦ πολὺ διὰ τὸν παρόντα φόβον πολλὰ μὲν ᾠήθησαν ἰδεῖν ὧν οὐκ εἶδον, πολλὰ δ' ἀκοῦσαι ὧν οὐκ ἤκουσαν. Ποῖαι δ' οὐχ ἱκετεῖαι θεῶν ἐγένοντο ἢ θυσιῶν ἀναμνήσεις, ἔλεός τε παίδων καὶ γυναικῶν πόθος οἰκτός τε πατέρων καὶ μητέρων, λογισμὸς δ', εἰ δυστυχήσειαν, τῶν μελλόντων ἔσεσθαι κακῶν; Τίς οὐκ ἂν θεῶν ἠλέησεν αὐτοὺς ὑπὲρ τοῦ μεγέθους τοῦ κινδύνου; Ἢ τίς ἀνθρώπων οὐκ ἂν ἐδάκρυσεν, ἢ τίς τῆς τόλμης αὐτοὺς οὐκ ἂν ἠγάσθη;

LYSIAS, *Epitaphios*.

(*b*) Τὸν μὲν τοίνυν μεταξὺ βίον αὐτοῦ παρήσω· ἐπειδὴ δὲ ἡ ναυμαχία καὶ ἡ συμφορὰ τῇ πόλει ἐγένετο, δημοκρατίας ἔτι οὔσης, ὅθεν τῆς στάσεως ἦρξαν, πέντε ἄνδρες ἔφοροι κατέστησαν ὑπὸ τῶν

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SENIOR LEAVING OR HONOR MATRICULATION.

CHEMISTRY.

Examiners: R. R. Bensley, B.A., M.B.; W. L. Goodwin, D.Sc.; W. J. Loudon, B.A.

NOTE.—*Thirty minutes will be allowed for the analysis of the salt.*

Part A.

Determine the base and the acid in the salt submitted.

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SENIOR LEAVING OR HONOR MATRICULATION.

PHYSICS.

Examiners: R. R. BENSLEY, B.A., M.B.; W. L. GOODWIN, D.Sc.; W. J. LOUDON, B.A.

1. State the principle of the parallelogram of velocities.

A boat is to be rowed straight across a stream with parallel banks and half a mile wide, which is flowing at the rate of four miles per hour. If the velocity of the boat is five miles per hour, find the direction in which it must be pointed.

2. Explain what is meant by the principle of moments.

A thin board in the form of an equilateral triangle and weighing one pound has one quarter of its base resting on the end of a horizontal table and is kept from falling over by a string attached to its vertex and to a point on the table in the same vertical plane as the triangle. If the length of the string be double the height of the vertex of the triangle above its base, show that its tension is two-fifths of a pound.

3. Define the term centre of gravity, and explain how you would determine experimentally that of a body in the form of a thin plate.

A quadrilateral area has two sides parallel. If the lengths of these two sides be a and b, and if the length of the line joining their middle points be l, show that the centre of gravity of the figure lies on this line, at a distance from the middle point of a equal to:—

$$\frac{a(a+b)-2b^2}{3(a^2-b^2)}.l.$$

4. (*a*) A cubic inch of a substance weighs half a pound. What is its specific gravity?

(*b*) Two masses m_1, m_2, balance each other when weighed in water. The specific gravity of the one being s_1, what is that of the other?

[OVER.]

5. Explain the principle of the force-pump.

6. Describe the ordinary mercurial barometer.

A barometer is made with glycerine of specific gravity 1.26: if it stands at a height of 26 feet, what height should the mercurial barometer indicate? (Sp. Gr. of mercury = 13.6.)

7. State Ohm's law.

What is meant by *shunting* a galvanometer? If the resistance of a shunt is one-ninth that of the galvanometer, find the current flowing through each.

8. Explain the construction and use of a thermopile.

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SCHEDULE.

NOTE.—*Candidates are requested to indicate Class, Sub-Class, and Division thus* **X**. *Name of Family, Genus and Species must be written in full.*

CLASS I.—GYMNOSPERMS.			
CLASS. II.—ANGIOSPERMS.			
SUB-CLASS I.—DICOTYLEDONS.	1. POLYPETALOUS DIVISION,		
	2. GAMOPETALOUS DIVISION,		
	3. APETALOUS DIVISION,		
SUB-CLASS II.—MONOCOTYLEDONS.	1. SPADICEOUS DIVISION,		
	2. PETALOIDEOUS DIVISION,		
	3. GLUMACEOUS DIVISION,		
Family			
Genus			
Species.			

SCHEDULE—*(Continued).*

ROOT	Origin	**LEAF**	Division
	Form		Position
	Color		Arrangement
	Duration		Stipulation
	Position		Insertion
STEM	Class		Outline
	Attitude		No. of leaflets, if any
	Texture		*Texture
	Position		*Color
	Shape		*Size
	Juice		*Venation
	Branching		*Margin
	Height		*Apex
	Duration		*Base
	Surface		*Surface

*Applicable to leaflets if leaf is compound.

INFLORESCENCE	Mode	Variety

[OVER.]

SCHEDULE—*(Continued)*.

THE FLOWER.

Organ.	No.	Cohesion.	Adhesion.	Notes of Form, Æstivation, Color, &c.
Perianth. *Leaves.*				
Calyx. *Sepals.*				
Corolla. *Petals.*				
Stamens. *Filaments.* *Anthers.*				
Pistil. *Stigmas.* *Styles.* *Carpels.* *Ovary-cells.*				

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SENIOR LEAVING OR HONOR MATRICULATION.

BIOLOGY.—(Zoology.)

Examiners: { R. R. Bensley, B.A., M.B.
W. L. Goodwin, D.Sc.
W. J. Loudon, B.A.

1. (*a*) **Make an outline drawing of the submitted animal naming the various anatomical features. Explain how the various appendages are used in locomotion.**

(*b*) **What is meant by respiration? Make a drawing of the respiratory organs of the animal submitted, indicating their structure. How is respiration accomplished in these organs?**

2. Describe the external form and the habits of the common turtle (mud turtle or snapping turtle).

3. Shew how birds and insects respectively are specially adapted for flying.

4. Describe the typical stages in the development of the frog. What useful purpose is served by the jelly in which the eggs are imbedded?

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μάργε, τίη δὲ σὺ Τηλεμάχῳ θάνατόν τε μόρον τε
ῥάπτεις, οὐδ' ἱκέτας ἐμπάζεαι, οἷσιν ἄρα Ζεὺς
μάρτυρος ;—οὐδ' ὁσίη κακὰ ῥάπτειν ἀλλήλοισιν.
ἦ οὐκ οἶσθ' ὅτε δεῦρο πατὴρ τεὸς ἵκετο φεύγων,
δῆμον ὑποδδείσας ; δὴ γὰρ κεχολώατο λίην,
οὕνεκα λῃστῆρσιν ἐπισπόμενος Ταφίοισιν
ἤκαχε Θεσπρωτούς· οἱ δ' ἡμῖν ἄρθμιοι ἦσαν.
τόν ῥ' ἔθελον φθῖσαι καὶ ἀπορραῖσαι φίλον ἦτορ
ἠδὲ κατὰ ζωὴν φαγέειν μενοεικέα πολλήν·
ἀλλ' Ὀδυσεὺς κατέρυκε καὶ ἔσχεθεν ἱεμένους περ.
τοῦ νῦν οἶκον ἄτιμον ἔδεις, μνάᾳ δὲ γυναῖκα,
παῖδά τ' ἀποκτείνεις, ἐμὲ δὲ μεγάλως ἀκαχίζεις·
ἀλλά σε παύσασθαι κέλομαι καὶ ἀνωγέμεν ἄλλους."

8. Name the speaker of the above and give the context.

9. Parse in full: *ἔμμεν, κεχολώατο, ἐπισπόμενος, ἤκαχε, ἔσχεθεν, μνάᾳ, ἀνωγέμεν, ἱεμένους.*

10. Substitute Attic for Homeric forms in lines 4, 5, 7.

11. *οἶσθ', φθῖσαι.* Give these tenses in full in indicative and imperative.

12. Scan lines 5 and 6.

13. Translate:

Πολλῶν δὲ καὶ δεινῶν ὑπαρχόντων τοὺς μέν παῖδας αὐτῶν ζηλῶ, ὅτι νεώτεροί εἰσιν ἢ ὥστε εἰδέναι οἷων πατέρων ἐστέρηνται, ἐξ ὧν δ' οὗτοι γεγόνασιν, οἰκτείρω, ὅτι πρεσβύτεροι ἢ ὥστε ἐπιλαθέσθαι τῆς δυστυχίας τῆς ἑαυτῶν. τί γὰρ ἂν τούτων ἀνιαρότερον γένοιτο, ἢ τεκεῖν μὲν καὶ θρέψαι τούς αὐτῶν, ἐν δὲ τῷ γήρᾳ ἀδυνάτους μὲν εἶναι τῷ σώματι, πασῶν δ' ἀπεστερημένους τῶν ἐλπίδων ἀφίλους καὶ ἀπόρους γεγονέναι, ὑπὸ δὲ τῶν αὐτῶν πρότερον ζηλοῦσθαι καὶ νῦν ἐλεεῖσθαι, ποθεινότερον δ' αὐτοῖς εἶναι τον θάνατον τοῦ βίου ; ὅσῳ γὰρ ἄνδρες ἀμείνους ἦσαν, τοσούτῳ τοῖς καταλειπομένοις τὸ πένθος μεῖζον.

*14. *a*) Give the context of the passage;

OR,

(*b*) "The *Epitaphios* is the *threnos* or dirge as modified by a democratic environment." Explain.

15. Give the principal parts of *γεγόνασιν, ἐπιλαθέσθαι, τεκεῖν, θρέψαι.*

16. Account for case of Πολλῶν, *πατέρων, βίου, ὅσῳ.*

17. Translate:

Ἐπειδὴ τοίνυν πάντα ποιοῦντες δίκην παρ᾽ αὐτῶν οὐκ ἂν δύναισθε λαβεῖν, πῶς οὐκ αἰσχρὸν ὑμῖν καὶ ἡντινοῦν ἀπολιπεῖν, ἥντινά τις βούλοιτο παρὰ τούτων λαμβάνειν; πᾶν δ᾽ ἄν μοι δοκεῖ τολμῆσαι, ὅστις νυνὶ οὐχ ἑτέρων ὄντων τῶν δικαστῶν ἀλλ᾽ αὐτῶν τῶν κακῶς πεπονθότων, ἥκει ἀπολογησόμενος πρὸς αὐτοὺς τοὺς μάρτυρας τῆς τούτου πονηρίας· τοσοῦτον ἢ ὑμῶν καταπεφρόνηκεν ἢ ἑτέροις πεπίστευκεν. ὧν ἀμφοτέρων ἄξιον ἐπιμεληθῆναι, ἐνθυμουμένους ὅτι οὔτ᾽ ἂν ἐκεῖνα ἐδύναντο ποιεῖν μὴ ἑτέρων συμπραττόντων οὔτ᾽ ἂν νῦν ἐπεχείρησαν ἐλθεῖν μὴ ὑπὸ τῶν αὐτῶν οἰόμενοι σωθήσεσθαι οἳ οὐ τούτοις ἥκουσι βοηθήσοντες, ἀλλὰ ἡγούμενοι πολλὴν ἄδειαν σφίσιν ἔσεσθαι τῶν πεπραγμένων καὶ τοῦ λοιποῦ ποιεῖν ὅτι ἂν βούλωνται, εἰ τοὺς μεγίστων κακῶν αἰτίους λαβόντες ἀφήσετε.

*18. (*a*) Give an outline of the argument, in brief tabulated form;

OR,

(*b*) Write a note on the attitude of Lysias towards the Democracy, and his *status* as a citizen.

19. Account for the mood of *βούλοιτο, βούλωνται*; change *τολμῆσαι* into direct narration; account for the tense of *ἐδύναντο, ἐπεχείρησαν*; account for the use of *μὴ* in *μὴ ὑπο τῶν αὐτῶν*, &c.

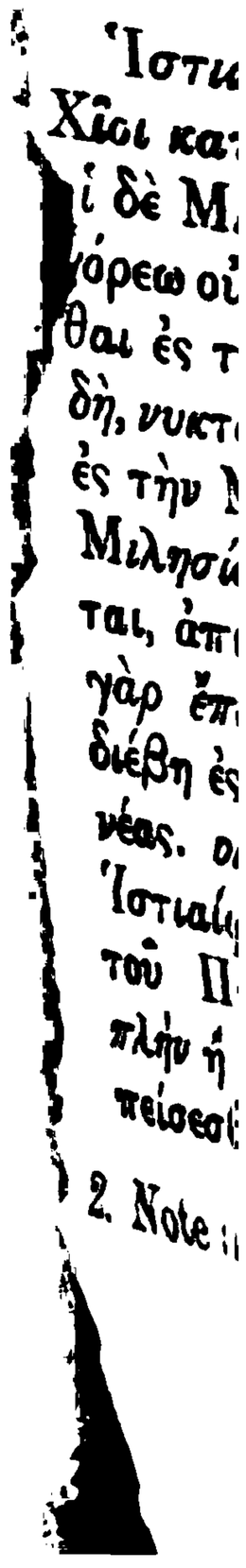
20. Translate:

Οὗτος τοίνυν εἰς τοῦτ᾽ ἦλθε πονηρίας, καὶ οὕτως ὑμῶν κατεφρόνησε καὶ τοὺς πολεμίους ἔδεισε καὶ ἱππεύειν ἐπεθύμησε καὶ τῶν νόμων οὐκ ἐφρόντισεν, ὥστε οὐδὲν αὐτῷ τούτων τῶν κινδύνων ἐμέλησεν, ἀλλ᾽ ἐβουλήθη καὶ ἄτιμος εἶναι καὶ τὰ χρήματ᾽ αὐτοῦ δημευθῆναι καὶ πάσαις ταῖς κειμέναις ζημίαις ἔνοχος γενέσθαι μᾶλλον ἢ μετὰ τῶν πολιτῶν εἶναι καὶ ὁπλίτης γενέσθαι, καὶ ἕτεροι μὲν οὐδεπώποτε ὁπλιτεύσαντες, ἱππεύσαντες δὲ καὶ τὸν ἄλλον χρόνον καὶ πολλὰ κακὰ τοὺς πολεμίους πεποιηκότες, οὐκ ἐτόλμησαν ἐπὶ τοὺς ἵππους ἀναβῆναι, δεδιότες ὑμᾶς καὶ τὸν νόμον· οὕτω γὰρ ἦσαν παρεσκευασμένοι, οὐχ ὡς ἀπολουμένης τῆς πόλεως, ἀλλ᾽ ὡς σωθησομένης καὶ μεγάλης ἐσομένης καὶ τιμωρησομένης τοὺς ἀδικοῦντας· Ἀλκιβιάδης δ᾽ ἐτόλμησεν

[OVER]

ἀναβῆναι, οὔτε εὔνους ὢν τῷ πλήθει οὔτε πρότερον ἱππεύσας οὔτε νῦν ἐπιστάμενος οὔτε ὑφ' ὑμῶν δοκιμασθείς, ὡς οὐκ ἐξὸν τῇ πόλει δίκην παρὰ τῶν ἀδικούντων λαμβάνειν.

ἱππεύω, act as *ἱππεύς*.
δημεύω, confiscate.
ὁπλίτευω, act as *ὁπλίτης*.
ἔνοχος, liable.
δοκιμαζω, approve.



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3. "The euphonic peculiarities of individual words in the Ionic dialect, aside from their inflexion, consist in part in a more or less regular interchange of *consonants* and *vowels*. Besides this, *hiatus*, whether between two words or in the middle of a word, is not avoided."

—STEIN.

Illustrate such peculiarities (euphonic and inflexional), as far as possible, from this passage.

4. Translate:

Νοστήσαντα δέ μιν ὑπῆγον οἱ ἐχθροὶ ὑπὸ τοὺς ἐφόρους φάμενοί μιν δωροδοκήσαντα οὐκ ἐλεῖν τὸ Ἄργος, παρεὸν εὐπετέως μιν ἑλεῖν. Ὁ δέ σφι ἔλεξε, οὔτε εἰ ψευδόμενος, οὔτε εἰ ἀληθέα λέγων, ἔχω σαφηνέως εἰπαι· ἔλεξε δ' ὧν φάμενος "ἐπείτε δὴ τὸ τοῦ Ἄργου ἱρὸν εἶλε, δοκέειν οἱ ἐξεληλυθέναι τὸν χρησμὸν τοῦ θεοῦ· πρὸς ὧν ταῦτα οὐ δικαιοῦν πειρᾶν τῆς πόλιος, πρίν γε δὴ ἱροῖσι χρήσηται, καὶ μάθῃ, εἴτε οἱ ὁ θεὸς παραδιδοῖ, εἴτε οἱ ἐμποδὼν ἕστηκε. καλλιερευμένῳ δὲ ἐν τῷ Ἡραίῳ ἐκ τοῦ ἀγάλματος τῶν στηθέων φλόγα πυρὸς ἐκλάμψαι· μαθεῖν δὲ αὐτὸς οὕτω τὴν ἀτρεκηίην, ὅτι οὐκ αἱρεῖ τὸ Ἄργος· εἰ μὲν γὰρ ἐκ τῆς κεφαλῆς τοῦ ἀγάλματος ἐξέλαμψε, αἱρέειν ἂν κατ' ἄκρης τὴν πόλιν· ἐκ τῶν δὲ στηθέων λάμψαντος πᾶν οἱ πεποιῆσθαι ὅσον ὁ θεὸς ἐβούλετο γενέσθαι." Ταῦτα δὲ λέγων πιστά τε καὶ οἰκότα ἐδόκεε Σπαρτιήτῃσι λέγειν, καὶ ἀπέφυγε πολλὸν τοὺς διώκοντας.

5. *(a)* Who is the person spoken of in the extract?

(b) Write a note on the mood of *χρήσηται*, the tense of *αἱρεῖ*, the case of *οἱ* (*πεποιῆσθαι*), the use of *μιν* (twice). Parse *εἰπαι*, *παραδιδοῖ*.

6. Translate:

Κῶς ὦν δὴ ταῦτα οἷα τέ ἐστι γενεσθαι, καὶ κῶς ἐς σέ τι τουτέων ἀνήκει τῶν πρηγμάτων τὸ κῦρος ἔχειν, νῦν ἔρχομαι φράσων. ἡμέων τῶν στρατηγῶν, ἐόντων δέκα, δίχα γίνονται αἱ γνῶμαι· τῶν μὲν κελευόντων συμβαλέειν, τῶν δὲ οὐ συμβαλέειν. ἢν μέν νυν μὴ συμβάλωμεν, ἔλπομαί τινα στάσιν μεγάλην ἐμπεσοῦσαν διασείσειν τὰ Ἀθηναίων φρονήματα, ὥστε μηδίσαι· ἢν δὲ συμβάλωμεν πρίν τι καὶ σαθρὸν Ἀθηναίων μετεξετέροισι ἐγγενέσθαι, θεῶν τὰ ἴσα νεμόντων, οἷοί τε εἰμὲν περιγενέσθαι τῇ συμβολῇ. Ταῦτα ὦν πάντα ἐς σὲ νῦν τείνει, καὶ ἐκ σέο ἠρτηται

ἦν γὰρ σὺ γνώμῃ τῇ ἐμῇ προσθῇῃ, ἔστι τοι πατρίς τε ἐλευθέρη, καὶ πόλις πρώτη τῶν ἐν τῇ Ἑλλάδι· ἦν δὲ τὴν τῶν ἀποσπευδόντων τὴν συμβολὴν ἕλῃ, ὑπάρξει τοι τῶν ἐγὼ κατέλεξα ἀγαθῶν τὰ ἐναντία.

7. Parse *ἀνήκει, εἰμεν, προσθῇ.* When is *πρίν* found with *(a)* infinitive, *(b)* indicative, *(c)* subjunctive, *(d)* optative?

8. Why is Marathon considered one of the "decisive battles" of history?

9. What object had Herodotus in writing his history? Briefly characterize his style.

II.

HOMER, ODYSSEY.

(Write in a separate book.)

1. **Translate:**

(a)

εὖθ' ὁ δεδειπνήκεν, ὁ δ' ἐπαύετο θεῖος ἀοιδός·
μνηστῆρες δ' ὁμάδησαν ἀνὰ μέγαρ'. αὐτὰρ Ἀθήνη
ἄγχι παρισταμένη Λαερτιάδην Ὀδυσῆα
ὤτρυν', ὡς ἂν πύρνα κατὰ μνηστῆρας ἀγείροι
γνοίη θ', οἵ τιες εἰσιν ἐναίσιμοι οἵ τ' ἀθέμιστοι· 5
ἀλλ' οὐδ' ὡς τιν' ἔμελλ' ἀπαλεξήσειν κακότητος.
βῆ δ' ἴμεν αἰτήσων ἐνδέξια φῶτα ἕκαστον,
πάντοσε χεῖρ' ὀρέγων, ὡς εἰ πτωχὸς πάλαι εἴη.
οἱ δ' ἐλεαίροντες δίδοσαν καὶ ἐθάμβεον αὐτὸν
ἀλλήλους τ' εἴροντο, τίς εἴη καὶ πόθεν ἔλθοι. 10
τοῖσι δὲ καὶ μετέειπε Μελάνθιος αἰπόλος αἰγῶν·
"κέκλυτέ μευ, μνηστῆρες ἀγακλειτῆς βασιλείης,
τοῦδε περὶ ξείνου· ἦ γάρ μιν πρόσθεν ὄπωπα.
ἦ τοι μέν οἱ δεῦρο συβώτης ἡγεμόνευεν,
αὐτὸν δ' οὐ σάφα οἶδα, πόθεν γένος εὔχεται εἶναι."

(b)

τῷ οὐκ οἶδ' ἤ κέν μ' ἀνέσει θεὸς ἦ κὲν ἁλώω
αὐτοῦ ἐνὶ Τροίῃ· σοὶ δ' ἐνθάδε πάντα μελόντων.
μεμνῆσθαι πατρὸς καὶ μητέρος ἐν μεγάροισιν
ὡς νῦν, ἢ ἔτι μᾶλλον, ἐμεῦ ἀπονόσφιν ἐόντος.
αὐτὰρ ἐπὴν δὴ παῖδα γενειήσαντα ἴδηαι, 5
γήμασθ' ᾧ κ' ἐθέλῃσθα τεὸν κατὰ δῶμα λιποῦσα.
κεῖνος τῶς ἀγόρευε· τὰ δὴ νῦν πάντα τελεῖται.
νὺξ δ' ἔσται, ὅτε δὴ στυγερὸς γάμος ἀντιβολήσει
οὐλομένης ἐμέθεν, τῆς τε Ζεὺς ὄλβον ἀπηύρα.
ἀλλὰ τόδ' αἰνὸν ἄχος κραδίην καὶ θυμὸν ἱκάνει· 10

[OVER.]

μνηστήρων οὐχ ἥδε δίκη τὸ πάροιθε τέτυκτο.
οἵ τ' ἀγαθήν τε γυναῖκα καὶ ἀφνειοῖο θύγατρα
μνηστεύειν ἐθέλωσι καὶ ἀλλήλοις ἐρίσωσιν,
αὐτοὶ τοί γ' ἀπάγοισι βόας καὶ ἴφια μῆλα,
κούρης δαῖτα φίλοισι, καὶ ἀγλαὰ δῶρα διδοῦσιν, 15
ἀλλ' οἰκ ἀλλότριον βίοτον νήποινον ἔδουσιν."

2. Scan lines 2 and 14 in extract *(a)*, pointing out and accounting for irregularities.

3. Write brief notes on the following points:

In extract *(a)*, the form of *δεδειπνήκειν* and *κέκλυτε*; the syntax of *ἄν ἀγείροι* and *εἴη* (l. 8); the force of *δ'* (l. 2), and *μέν* (l. 14).

In extract *(b)*, the form of *ἀνέσει* and *τῶς*; the syntax of *κὲν ἀνέσει*, *κὲν ἁλώω*, *γήμασθ'*, *ἐθέλωσι*; the force of *τε* (l. 9) and *τ'* (l. 12).

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6. Who says silence is better than speech for the young? Everybody, I might say.

7. If the gods had given them sleep that they might rest from their daily labors, there would have been no danger that the place would be taken.

8. Since they had not killed all before the ship arrived, they remained near till the prison was opened.

9. Truth, often long obscured, at last prevails, although they condemned him to death on the ground that he had committed impiety.

10. Some of our cities have been destroyed. I am afraid we sometimes make mistakes.

C.

FOR SECOND, THIRD, AND FOURTH YEARS.

Translate into Greek:

You think, don't you, that if he were here all would be well? No, said he, for misfortune is the common lot. Moreover, if they have reached such a pitch of folly as to sell their country for gold, they ought to be punished. Oh! that Socrates were now alive. He used to say, you will be happy if you know yourself.

D.

FOR THIRD AND FOURTH YEARS.

My father, Cephalus, was induced by Pericles to come to this country, and he lived here thirty years, and neither we nor he at any time either prosecuted any man at law, or were prosecuted, but we lived in such a way as neither to trespass against others, nor to be wronged by others. But when the Thirty, profligates and false accusers as they were, entered on the government, they alleged that it was requisite to purify the state from the wicked, and that the rest of the citizens should devote themselves to virtue and justice. But though they spoke thus, they did not venture to act thus, as I, after first speaking of my own affairs, will endeavour to remind you in reference to yours. Theognis and Peison declared before the Thirty with regard to the resident aliens (*μέτοικος*), that there were certain persons disaffected to the constitution: that this was an excellent opportunity to seem to punish them, but in reality to fill their own pockets. They readily persuaded their hearers, for they thought nothing of murdering men, but made a great point of getting money.

University of Toronto.

ANNUAL EXAMINATIONS: 1900.

FIRST AND SECOND YEARS.

GREEK PROSE

HONORS.

Examiner: ADAM CARRUTHERS, M.A.

The delay was fatal. At the first entrance of the Thebans, in the darkness of night, the Plataeans were panic-stricken; they could form no estimate of the nuunber of the enemy, and, in the belief that they were much more numerous than they really were, they listened to their proposals. By degrees they discovered that the force was not overwhelming, and as the Plataean people were strongly attached to Athens, they resolved to attack the invaders, and drive them out. They reflected that the Thebans were strangers in the city, of which every street, house, and gateway was familiar to themselves. It was easy to surprise them, if the attack was made in the dark. The plan was carried out. Just before daybreak a furious onset was made, and though for a short time the Thebans were able to resist, they were soon driven in confusion along the streets, seeking their way out of the city. All the gates save that by which they entered were closed; the Plataeans met them at every turn. Even the women from the house-tops threw tiles and stones upon them, and when day returned, the force which had entered so easily, was annihilated; one hundred and eighty Thebans, including the leader, were taken captive; of the rest, the majority had been killed.

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6. Translate and explain the syntax of the following, with special reference to the words underlined :

(*a*) *ἔδοξέ μοι τὰ ἡμίσεα τῆς οὐσίης ἐξαργυρώσαντα θέσθαι παρὰ σε εὖ ἐξεπισταμένῳ ὡς κτλ.*

(*b*) *ἐνάτῃ δὲ οὐκ ἐξελεύσεσθαι ἔφασαν μὴ οὐ πλήρεος ἐόντος τοῦ κύκλου.*

(*c*) *εἰ γὰρ στασιάσαντες πρὸς ἀλλήλους βίᾳ παρόντων Πελοποννησίων καὶ τῶν ἄλλων ἐχθρῶν εἰς τὴν ἑαυτῶν οἷοι τ' ἐγένοντο κατελθεῖν δῆλον ὅτι ῥᾳδίως ἂν ὁμονοοῦντες πολεμεῖν αὐτοῖς ἐδύναντο·*

To which word does *ἄν* belong? Turn *ὁμονοοῦντες* into a finite mood.

(*d*) *καὶ γάρ τοι θάπτονται δημοσίᾳ καὶ ἀγῶνες τίθενται ἐπ' αὐτοῖς ῥῶμης καὶ σοφίας καὶ πλούτου, ὡς ἀξιόυς ὄντας τοὺς ἐν τῷ πολέμω τετελευτηκότας ταῖς αὐταῖς τιμαῖς καὶ τοὺς ἀθανάτους τιμᾶσθαι.*

(*e*) *οἵτινες παραφρονήσαντες καὶ ἐκπλώσαντες ἐκ τοῦ νόου ἀνδρὶ Φωκαιεῖ ἀλάζονι ἐπιτρέψαντες ἡμέας αὐτοὺς ἔχομεν.*

(*f*) *οἱ μετὰ Θάσου κτίσαντες τὴν νῆσου ταύτην ἥτις νῦν ἐπὶ τοῦ Θάσου τούτου τὸ οὔνομα ἔσχε.*

(*g*) *ἀλλὰ σύ δ' ἐλθὼν αὐτὸς ἐπιτρέψειας ἕκαστα δμωάων ἥ τις τοι ἀρίστη φαίνεται εἶναι·*

(*h*) *ὡς μὴ θάνοι ὅστις ἐμοί γε*
εὐθάδε ναιετάων φίλος εἴη καὶ φιλα ἔρδοι.

(*i*) *οὐδέ τί σε χρὴ*
πρὶν ὥρη, καταλέχθαι· ἀνίη καὶ πολὺς ὕπνος.

(*j*) *νῦν μὲν μήτ' εἴης, βουγάιε, μήτε γένοιο*
εἰ δὴ τοῦτον γε τρομέεις καὶ δείδιας αἰνῶς.

(*k*) *αὐτὰρ ὁ πὰρ λαμπτῆρσι φαείνων ἀιθόμενοισιν ἑστήκειν.*

II.

Write in a separate book.

1. Decline: *Delos, aër, veru, acies, iens.* Compare: *stabilis, munificus, pius.*

2. Illustrate the manner of expressing in Latin the *place from which*, and the *place to which*, noticing any distinctly poetic usage.

Translate: He sailed from the island of Delos to the city of Corinth.

3. Illustrate the rule for the use of tense and mood with *dum*, and give its various meanings in each case.

4. Explain clearly the use of the tense and the mood of the italicized words in the following sentences:

(*a*) Nam si omnia bella, quae cum Graecis gessimus, *contemnenda sunt*, *derideatur* de Pyrrho triumphus M'. Curii.

(*b*) Ac, si mihi nunc de rebus gestis *esset* imperatoris *dicendum*, maxima proelia, commemorare *possem*.

(*c*) Quo ille numquam *esset profectus* si cum mulierculis bellandum *arbitraretur*.

5. Give a metrical scheme of:

maturum reditum pollicitus patrum
sancto concilio, redi. (Hor. Odes.)

6. Explain fully the syntax and use of the italicized words:

(*a*) Cur eum, cum in consilium *iretur*, abesse patiebantur? Cur, eum in consilium *mittebant*, Staienum non requirebant?

(*b*) *An* ego *non venirem* contra alienum?

(*c*) Se Bebrycia *veniens* amyci de gente ferebat.

(*d*) quem sumis celebrare? (What would *celebrare* be in prose?).

(*e*) *quamquam* nemo erat qni *mihi* non *censeret parci* oportere.

(*f*) spem illam *sceleri Oppianici* vendidit.

(*g*) illud Cassianum *Cui bono fuerit.*

(*h*) misericordia *commotus* ne *sis.*

(*i*) *olli* discurrere *pares* atque agmina *terni* diductis solvere choris.

[OVER]

(*j*) pars ingenti *subiere* feretro,
triste ministerium.

(*k*) mala ducis *avi* domum
quam *multo* repetet Graecia milite.

(*l*) *dis* pietas mea
cordi est.

(*m*) postridie ante quam *luceret* combustus est.

(*n*) de te tu *videris.*

(*o*) integer *vitae scelerisque* purus.

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καὶ κάλει· αὐτὰρ ἐγὼν ἑπόμην ἀκαχήμενος ἦτορ.
εἶσε δέ μ' εἰσαγαγοῦσα ἐπὶ θρόνου ἀργυροήλου,
καλοῦ δαιδαλέου· ὑπὸ δὲ θρῆνυς ποσὶν ἦεν·
τεῦξε δέ μοι κυκεῶ χρυσέῳ δέπᾳ, ὄφρα πίοιμι,
ἐν δέ τε φάρμακον ἧκε, κακὰ φρονέουσ' ἐνὶ θυμῷ.

3. Regnavit Ancus annos quattuor et viginti, cuilibet superiorum regum belli pacisque et artibus et gloria par. Jam filii prope pubereni aetatem erant: eo magis Tarquinius instare ut quam primum comitia regi creando fierent. Quibus indictis, sub tempus pueros venatum ablegavit: isque primus et petisse ambitiose regnum, et orationem dicitur habuisse ad conciliandos plebis animos compositam, se non rem novam petere, quippe qui non primus, quod quisquam indignari mirarive posset, sed tertius Romae peregrinus regnum affectet: et Tatium non ex peregrino solum, sed etiam ex hoste, regem factum, et Numam ignarum urbis, non petentem, in regnum ultro accitum: se, ex quo sui potens fuerit, Romam cum conjuge ac fortunis omnibus commigrasse: majorem partem aetatis ejus, quam civilibus officiis fungantur homines, Romae se quam in vetere patria vixisse: domi militiaeque sub haud paenitendo magistro—ipso Anco rege—Romana se jura, Romanos ritus didicisse: obsequio et observantia in regem cum omnibus, benignitate erga alios cum rege ipso certasse.

4. Turnus, ut Ænean cedentem ex agmine vidit,
Turbatosque duces, subita spe fervidus, ardet:
Poscit equos atque arma simul, saltuque superbus
Emicat in currum, et manibus molitur habenas.
Multa virum volitans dat fortia corpora leto:
Semineces volvit multos, aut agmina curru
Proterit, aut raptas fugientibus ingerit hastas.
Qualis apud gelidi cum flumina concitus Hebri
Sanguineus Mavors clypeo increpat, atque furentes,
Bella movens, immittit equos: illi aequore aperto
Ante Notos, Zephyrumque, volant: gemit ultima
pulsu
Thraca pedum; circumque atrae formidinis ora,
Iraeque, Insidiaeque, dei comitatus, aguntur.
Talis equos alacer media inter proelia Turnus
Fumantes sudore, quatit, miserabile caesis
Hostibus insultans; spargit rapida ungula rores
Sanguineos, mixtaque cruor calcatur arena.

University of Toronto.

ANNUAL EXAMINATIONS: 1900.

FIRST YEAR.

ANCIENT HISTORY.

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

Note.—The Candidates will put I. and II. in Separate Books.

I.

N.B. ***Write on four questions.***

1. Compare the powers of the consuls during the first years of the Republic with those of the kings whom they supplanted. In what particulars were those powers affected by the creation at a later period of censors, prætors and curule ædiles?

2. Out of what economic evils did the tribunate arise?

3. Write notes on the decemvirate, military tribunes with consular powers, military colonies, and Latin rights.

4. Contrast the legislative measures of Gaius Gracchus with those of Sulla the dictator.

5. Account for the ascendancy acquired by the Senate during the period of the Great Wars.

6. Write notes on Augustus, Vespasian, and Diocletian.

II.

Note.—The candidates will take four questions.

1. Mention those facts connected with the geographical situation of Greece and the physical features of the country which probably tended to produce the mental characteristics of the Greeks and to influence their political development.

2. Compare the legislation of Solon with that of Cleisthenes. Show how the latter enlarged the number and the powers of the democracy.

[over.]

3. Trace the steps by which Sparta obtained the hegemony of Greece prior to the Persian wars, and show how during the course of those struggles her leadership was forfeited.

4. Point out the influence exerted upon the national life and spirit of the Greek by their great games and their early literature.

5. State the purpose and the extent of the Delian Confederacy, and show how from it was developed the Athenian Empire.

6. Write notes upon Aristeides, Lysander, Nicias, Agesilaus, and Philip of Macedon.

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II.

Translate :

Nec vera virtus, cum semel excidit,
Curat reponi deterioribus.
Si pugnat extricata densis
Cerva plagis, erit ille fortis,
Qui perfidis se credidit hostibus,
Et marte Poenos proteret altero
Qui lora restrictis lacertis
Sensit iners timuitque mortem.
Hic, unde vitam sumeret inscius
Pacem duello miscuit.

1. Scan the first four verses, naming the metre.

2. Sketch the story of the person who is represented as speaking, and show how far his warnings are applicable to Horace's own times.

3. Write explanatory notes on the italicized words in the following passages :

(*a*) *Diffidit urbium*,
Portas vir Macedo, et subruit aemulos
Reges muneribus.

(*b*) Mitte singultus, bene ferre magnam
Disce fortunam : *tua* sectus orbis
nomina ducet.

(*c*) Quid debeas, o Roma, *Neronibus*
Testis *Metaurum flumen*.

(*d*) *Carthagini nunc Hannibal vineas turresque admovet.*

(*e*) *Hic erat juvenis penes quem perfecti huiusce belli laus est.*

III.

Translate at sight :

Principio aestatis, qua haec gerebantur, in Hispania quoque terra marique coeptum bellum est. Hasdrubal ad eum navium numerum, quem a fratre instructum paratumque acceperat, decem adiectis quadraginta navium classem Himilconi tradit, atque ita Carthagine profectus naves prope terram, exercitum in litore ducebat, paratus confligere, quacumque parte copiarum hostis occurrisset. Cn. Scipio postquam movisse ex hibernis hostem audivit, primo eiusdem consilii fuit; deinde

non terra propter ingentem famam novorum auxiliorum concurrere ausus, delecto milite ad naves inposito quinque et triginta navium classe ire obviam hosti pergit.

IV.

Translate into Latin:

1. The Gauls were spared as much as possible.

2. In Spain I should have Hasdrubal as foe.

3. I do not fear that you will think that I address you thus to encourage *(adhortari)* you.

4. They may be cowards, for they are to fight at home; but we must be brave men, since we have either to conquer or die.

5. It is difficult to determine (*diiudicare*) on which bank of the Trebia the armies lay. We are told by Polybius that Hannibal encamped five miles from Scipio, and while in this position received envoys from the Boii, who dwelt near Parma. Then Scipio, alarmed by a mutiny (*seditio*) among his Gallic auxiliaries, retreated by night across the river to a stronger position on a ridge of the Apennines. The Numidians were ordered by Hannibal to harass the march of the enemy, but they wasted time in burning the deserted Roman camp and allowed Scipio to escape.

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1. Write grammatical and explanatory notes on *coepta est*, *in primis*, *ille quidem*, *illam primam... iniuriam*, *alteris nuptiis*, *in privignorum funus*, and give the derivation of *reus*, *monstrum*, *periculum*, *familiae*, and *nupsit*.

2. *Venenum esse deprehensum*. Characterize the account of this matter that Cicero gives in this oration, and compare it with that given by him in his defence of Scamander.

3. Write explanatory notes on the following passages, with special reference to the words italicized in each:

(*a*) *Quattuor viros, quos municipes fecerant*, sustulit.

(*b*) Hoc enim sibi Staienus *cognomen ex imaginibus Aeliorum* delegerat, ne si se Ligurem fecisset, *nationis magis quam generis* uti cognomine videretur.

(*c*) Quid, Albiana pecunia *vestigiisne* nobis odoranda est, an *ad ipsum cubile vobis indicibus* venire possumus?

(*d*) Quod Rostra iam diu vacua *locumque illum post adventum L. Sullae a tribunicia voce desertum* oppresserat.

(*e*) Neminem voluerunt maiores nostri non modo de existimatione cuiusquam, sed ne pecuniaria quidem de re minima esse iudicem, *nisi qui inter adversarios convenisset*.

(*f*) Dixi Habito statim eo capite, qui coisset, quo quis condemnaretur, *illum esse liberum*.

II.

Write in a separate book.

1. Translate:

Quid ergo? haec quis tulit? Is, qui auctoritati senatus, voluntati tuae paruit, denique is tulit cui minime proderant. Illa, quae mea summa voluntate senatus frequens repudiavit, mediocriter adversata tibi, esse existimas? Confusionem suffragiorum flagitasti, perrogationem legis Maniliae, aequationem gratiae, dignitatis suffragiorum. Graviter homines honesti atque in suis vicinitatibus et municipiis gratiosti tulerunt a tali viro esse pugnatum, ut omnes et dignitatis et gratiae gradus

tollerentur. Idem editicios iudices esse voluisti, ut odia occulta civium, quae tacitis nunc discordiis continentur, in fortunas optimi cuiusque erumperent.

2. *ut omnes....tolleretur.* How was this to be effected? Write brief notes on *municipia*, *editicii iudices*, and parse *esse pugnatum*, *cuiusque*.

3. Translate:

(*a*) Musis amicus tristitiam et metus
tradam protervis in mare Creticum
portare ventis, quis sub Arcto
rex gelidae metuatur 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.

(*b*) Non semper imbres nubibus hispidos
manant in agros aut mare Caspium
vexant inaequales procellae
usque, nec Armeniis in oris,

amice Valgi, stat glacies iners
menses per omnes aut Aquilonibus
querceta Gargani laborant
et foliis viduantur orni.

(*c*) Exegi monumentum aere perennius
regalique situ pyramidum altius,
quod non imber edax, non Aquilo impotens
possit diruere aut innumerabilis
annorum series et fuga temporum.

4. In (*a*): explain the mood of *portare*, *terreat*; the use of *Creticum*, *integris*, *Lesbio*, *plectro*, and parse *quis* (l. 3). Scan one stanza of (*a*).

In (*b*): write a brief note on the poet's arrangement and choice of words.

In (*c*): about what year was this written? To what especially does *monumentum* refer? Explain the mood of *possit*.

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ANNUAL EXAMINATIONS: 1900.

SENIOR MATRICULATION AND FIRST YEAR.

ENGLISH COMPOSITION.

Examiner: D. R. KEYS, M.A.

*** **This paper is only for *Senior Matriculants* who have not been in attendance and have not submitted the essays required.**

Write an essay of not more than three pages on *one* of the following subjects:—

1. One touch of nature makes the whole world kin.
2. War is a game which, were their subjects wise,
   Kings would not play at.
3. International Exhibitions.
4. The game of golf.
5. The Queen's Park on a May day.
6. Admired Miranda.

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8. Explain the italicised words and passages below :

(*a*) *Thou dost here usurp,*
The name thou ow'st not.

(*b*) I myself could make
A chough of as deep chat.

(*c*) If 'twere a *kybe*
'Twould put me to my slipper.

(*d*) Now I will believe * * * that in Arabia
There is one tree, the *phœnix'* throne ; one phœnix
At this hour ruling there.

(*e*) Where the Norweyan banners flout the sky,
And fan our people cold.

(*f*) Scotland hath *foisins* to fill up your will,
Of your mere own.

(*g*) I will advise you where to plant yourselves,
Acquaint you with *the perfect spy* of the time.

University of Toronto.

ANNUAL EXAMINATIONS: 1900.

FIRST YEAR.

ENGLISH.

HONORS.

Examiner: L. E. HORNING, PH.D.

HENRY IV., PARTS I. AND II.

1. Give the dates of the composition of both parts of Henry IV.

2. .... "*my old lad of the castle.*" (I. 2, l. 38).

To whom did this originally refer, and why did Shakespeare make the change?

3. What departures from history are to be found in Henry IV., 1 & 2, and what reasons may be advanced in their support?

4. "I know not whether God will have it so,
For some displeasing service I have done.
That, in his secret doom, out of my blood
He'll breed revengement and a scourge for me;
But thou dost in thy passages of life
Make me believe that thou art only mark'd
For the hot vengeance and the rod of heaven
To punish my mistreadings."

HENRY IV., Pt. I., Act III., Sc. 2.

Quote or refer to other passages from either part where the king gives expression to the same dread of punishment for "mistreadings."

5. Briefly sketch the relations of Henry and Falstaff. Was the latter fairly treated in the end?

6. Describe, after Hotspur, the steps by which Henry IV. reached the throne.

[OVER.]

II.

7. Contrast Coleridge and Lamb as to thought and form of expression, illustrating from the selections prescribed.

8. It was the same with our fathers in the time of the Great Civil War. We are by no means unmindful of the great debt which mankind owes to the Puritans of that time, the deliverers of England, the fouuders of the American Commonwealths. But in the day of their power, those men committed one great fault, which left deep and lasting traces in the national character and manners. They mistook the end and overrated the force of government. They determined, not merely to protect religion and public morals from insult, an object for which the civil sword, in discreet hands, may be beneficially employed, but to make the people committed to their rule truly devout. Yet, if they had only reflected on events which they had themselves witnessed and in which they had themselves borne a great part, they would have seen what was likely to be the result of their enterprise. They had lived under a government which, during a long course of years, did all that could be done, by lavish bounty and by rigorous punishment, to enforce conformity to the doctrine and discipline of the Church of England. No person suspected of hostility to that Church had the smallest chance of obtaining favour at the court of Charles. Avowed dissent was punished by imprisonment, by ignominous exposure, by cruel mutilations, and by ruinous fines. And the event had been that the Church had fallen, and had, in its fall, dragged down with it a monarchy which had stood six hundred years. The Puritan might have learned, if from nothing else, yet from his own recent history, that governments which attempt things beyond their reach are likely not merely to fail, but to produce an effect directly the opposite of that which they contemplate as desirable.

Show how this illustrates the work of Macaulay as to

(*a*) Vocabulary.
(*b*) Structure of sentences.
(*c*) Qualities of style.
(*d*) Descriptive powers.

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II.

Translate into French :

A man had a very lazy son, whom he wished to induce [1] to get up earlier. With this object, [2] he told him that some one, by getting up very early, had found a purse full of gold. "That may be," replied the lazy (fellow), "but the man who lost it had got up still earlier."—"That is not proved," returned the father; "it is much more probable that the purse had remained there since the evening before, and that it had been lost by a belated [3] traveller, who did not start early enough."

[1] *décider.* [2] *à cette fin.* [3] *attardé.*

III.

Translate into English :

(*a*) Depuis ce jour on commença à moins compter les uns sur les autres. Dans cette armée vive, susceptible de toutes les impressions et raisonneuse par une civilisation avancée, le disordre se mit vite; le découragement et l'indiscipline se communiquèrent promptement, l'imagination allant sans mesure dans le mal comme dans le bien. Dès lors, à chaque bivouac, à tous les mauvais passages, à tout instant, il se détacha des troupes encore organisées quelque portion qui tomba dans le désordre. Il y en eut pourtant qui résistèrent à cette grande contagion d'indiscipline et de découragement. Ce furent les officiers, les sous-officiers et des soldats tenaces. Ceux-là furent des hommes extraordinaires: ils s'encourageaient en répétant le nom de Smolensk, dont ils se sentaient approcher et où tout leur avait été promis.

(*b*) Ce choc arrêta pendant vingt-quatre heures le mouvement de l'armée russe; il donna à l'empereur la possibilité de séjourner à Krasnoé, et au prince Eugène celle de l'y rejoindre pendant la nuit suivante. Napoléon reçut ce prince avec une joie vive; mais bientôt il retomba dans une inquiétude d'autant plus grande pour Ney et Davout.

1. At what point in the narrative does extract (*a*) occur?

2. Write explanatory notes on Smolensk, Krasnoé, Prince Eugène, Ney.

IV.

Translate into English:

Ainsi périt, à l'âge de trente-six ans et demi, Charles XII, roi de Suède, après avoir éprouvé ce que la prospérité a de plus grand et ce que l'adversité a de plus cruel, sans avoir été amolli par l'une, ni ébranlé un moment par l'autre. Presque toutes ses actions, jusqu'à celles de sa vie privée, ont été bien loin au delà du vraisemblable. C'est peut-être le seul de tous les hommes, et jusqu'ici le seul de tous les rois, qui ait vécu sans faiblesse: il a porté toutes les vertus des héros à un excès où elles sont aussi dangereuses que les vices opposés....Ses grandes qualités, dont une seule eût pu immortaliser un autre prince, ont fait le malheur de son pays. Il n'attaqua jamais personne; mais il ne fut pas aussi prudent qu'implacable dans ses vengeances. Il a été le premier qui ait eu l'ambition d'être conquérant sans avoir l'envie d'agrandir ses Etats; il voulait gagner des empires pour les donner.

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Et que de vos vingt ans vingt siècles se souviennent !
— Voilà ce que je dis. Puis des pitiés me viennent.
Quand je pense à tous ceux qui sont dans le tombeau !

II.

Translate into English :

(*a*) Est-ce à moi de mourir ! Tranquille je m'endors,
Et tranquille je veille ; et ma veille aux remords
Ni mon sommeil ne sont en proie.
Ma bienvenue au jour me rit dans tous les yeux ;
Sur des fronts abattus, mon aspect dans ces lieux
Ranime presque de la joie.

(*b*) Avant une heure, même les jours les plus ardents, je partais par le grand soleil avec le fidèle Achate, pressant le pas, dans la crainte que quelqu'un ne vînt s'emparer de moi avant que j'eusse pu m'esquiver ; mais quand une fois j'avais pu doubler un certain coin, avec quel battement de cœur, avec quel pétillement de joie je commençais à respirer en me sentant sauvé, en me disant : Me voilà maître de moi pour le reste de ce jour ! J'allais alors d'un pas plus tranquille chercher quelque lieu sauvage dans la forêt, quelque lieu désert où rien, en me montrant la main des hommes, n'annonçât la servitude et la domination, quelque asile où je pusse croire avoir pénétré le premier, et où nul tiers importun ne vînt s'interposer entre la nature et moi.

(*c*) On ne réfléchit pas assez à ce qu'a d'étrange ce fait d'une antique race continuant jusqu'à nos jours et presque sous nos yeux sa vie propre dans quelques îles et presqu'îles perdues de l'Occident, de plus en plus distraite, il est vrai, par les bruits du dehors, mais fidèle encore à sa langue, à ses souvenirs, à ses mœurs et à son esprit.

1. Name the author of each extract.
2. Write a brief note on Rousseau and Victor Hugo.
3. Explain the subjunctives in extract (*b*).

III.

Translate into French :

1. If that is so, you are wrong to wait for her any longer.

2. He always used to make his children read until they fell asleep.

3. He will make his children read that book which has just appeared, and which people have spoken so much about.

4. I shall not come unless he comes too.

5. They are not nearly ready. You will have to go alone.

6. How many tragic things that sombre hill has seen.

7. I should like to have spoken to him before he did it.

8. I do not think that there is a single person in Japan whom I know.

IV.

Translate into French :

Do not forget that the war which you wage against us is not just. We are people who dwell in our own country, and we fight honestly, and are simple and pure under the will of God as the grass under the dew. 'It is the republic which has attacked us ; she has come to disturb us in our territory, and she has burned our houses and our harvests, and devastated our farms with grape-shot *(mitraille F.)*, and our women and our children have been obliged to flee bare-footed into the woods while the winter still was unbroken.

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B.

Translate into German:

1. On both sides of the street there stood high trees, the highest of which were over fifty feet high.

2. The son of old Dr. R. is a merchant.

3. Can you show me the nearest way to the village?

4. Could the house have been sold against his will?

5. He said he had paid him for all he had sent him.

6. Copy (*abschreiben*) all the letters that arrived the day before yesterday, and then translate a letter I received just now.

7. One never sees you at your cousin's.

8. Did you recognize (*erkennen*) him as soon as you saw him?

There were once three students, who crossed (*ziehen über*) the Rhine and came to an inn, where they were accustomed (*pflegen*) to put up (*einkehren*). And as they went in, the hostess came to meet them and asked them what they would have. Beer and wine, answered they; and your pretty little daughter we should also like to see. Fresh beer and clear wine you can indeed have; but my daughter is no longer living; here she lies upon the bier (*Totenbahre* f.).

University of Toronto.

ANNUAL EXAMINATIONS: 1900.

FIRST YEAR.

GERMAN.

HONORS.

Examiner: A. E. Lang, B.A.

1. Translate:

(*a*) Ehe Bertha noch etwas erwidern konnte, war die Frau aus dem Zimmer gegangen. Mit einem wunderlichen Gefühl sah das Mädchen ihr nach. Als Bertha nachts den Entschluß gefaßt hatte, ihr Elternhaus zu verlassen, um sich aus eigner Kraft ihr Brot zu verdienen, da hatte sie ihr Herz gepanzert mit dem Entschluß, sich kalt und fremd fortan der ganzen Welt gegenüber zu stellen. Denn nach ihren Erfahrungen, das heißt nach der in Romanen üblichen Schilderung stellt sich die „Welt" einem einzelnen jungen Mädchen, das seinen Weg allein gehen will, besonders unfreundlich entgegen. Und nun, nachdem sie kaum den Fuß aus dem Hause gesetzt, begegnet sie zwei Menschen, die ihr ohne jede Bitte oder Aufforderung hilfreich entgegentreten. Nicht einmal Menschen ihrer Gesellschaftsklasse, sondern einfache Leute mit geringem Einkommen. Es war dem Mädchen, als fühlte es, wie sein Hori- zont sich erweitere.

(*b*) Es reden und träumen die Menschen viel
Von besseren künftigen Tagen;
Nach einem glücklichen, goldenen Ziel
Sieht man sie rennen und jagen.
Die Welt wird alt und wird wieder jung,
Doch der Mensch hofft immer Verbesserung.

Die Hoffnung führt ihn ins Leben ein,
Sie umflattert den fröhlichen Knaben,
Den Jüngling locket ihr Zauberschein,

[OVER.]

Sie wird mit dem Greis nicht begraben;
Denn beſchließt er im Grabe den müden Lauf,
Noch am Grabe pflanzt er — die Hoffnung auf.

Es iſt kein leerer, ſchmeichelnder Wahn,
Erzeugt im Gehirne des Thoren!
Im Herzen kündet es laut ſich an:
Zu etwas Beſſerm ſind wir geboren.
Und was die innere Stimme ſpricht,
Das täuſcht die hoffende Seele nicht.

SCHILLER.

2. Translate into German:

(*a*) One evening four young men, brothers, were sitting together in their farm-house in the country, at a place called Boscobel, not far from Worcester, when they heard a knock at the door. One of the brothers opened it, and there stood a young man, who had just dismounted from his horse. He was covered with mud, and looked very tired and anxious. The farmer asked him to come in, and inquired what he wanted. Then the young man whispered something, and asked whether they wouldn't help him. The farmer called his brothers, and told them that the stranger was Prince Charles, that he and his friends had fought a battle that day at Worcester, and had been beaten, and that he was now fleeing for his life, and wanted to escape to France. The young farmers felt sorry for him, and promised to disguise him so that no one should know who he was, and to help him to escape.

(*b*) 1. She speaks, reads, and writes German very well. 2. The picture hangs too high. 3. He does not keep his word. 4. My physician advises a long walk every day, but that takes too much time. 5. What would you give for it? 6. I asked him to remain. 7. How long did you remain? 8. I found him as he was lying by the way, helped him upon his feet and gave him some money. 9. I came home late, sat a while by the stove, wrote a few letters, and then went to bed. 10. You have done much for me.

3. Write notes on, Nibelungenlied, Hartmann von Aue, Walther von der Vogelweide, Hans Sachs.

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mise, fece, riconosceva, stavano, voluto, rispose, potrà, disse, speso.

2. Complete the tense in which each of the following occurs by writing the remaining forms of its singular and plural: *nacque, aprì, avrebbe, rispose, potrà.*

3. *nel 1798* (l. 1). Give rule for the use of the article here.

4. *del Piemonte* (l. 2). When is the article not used with names of countries?

5. *più del suo regno* (l. 7). When is the comparative followed by *di* and when by *che?*

6. *la sua più grande ambizione* (l. 10). Re-write the phrase, with the adjective after the noun.

7. *sè* (l. 15). Why is the accent mark used?

8. *Se il Piemonte....l'Italia* (ll. 14, 15). Reconstruct the clause with *acquisterebbe* instead of *acquisterà.*

9. *de'miei figli* (l. 18). When is the article omitted with such nouns?

10. Write the following words in phonetic transcription, indicating the stress where it is abnormal: *cercar, piccolo, regno, esercito, cuore, schiavitù, ambizione, Alberto, figli, cominciare.*

II.

Translate into Italian:

1. If you have lost your books, look for them.

2. Make good laws and prepare a strong army; the war will soon begin.

3. Those who seek will find, and to those who knock a door will open.

4. The fortune of Italy was with them, and God protected them.

5. Mary was repeating her lesson to her mother; she was repeating it to her.

6. I must be at the market at ten minutes to ten.

7. What should we do if we lost all our money?

8. When Vittorio Emanuele became king of Piedmont, he set himself to prepare his kingdom for future war. Cavour, the most celebrated man in Italy, was his minister. He was born in eighteen hundred and seven. As a young man he was an officer in the army; then he travelled in England, and, returning to Italy, he became a writer for the newspapers. His first thought was always the liberation of his country. He made so many useful laws that Piedmont soon became rich and powerful. Before his death, which happened on the 6th of June, eighteen hundred and sixty-one, he saw Italy free and united.

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1. Complete the tense in which each of the following occurs by writing the remaining forms of its singular and plural: *llamó, dijo, da, serás, se detiene, digo.*

2. Write in full the preterit of *iba*, and the imperfect subjunctive (either form) of *teniendo.*

3. Give the past participle of *pidiendo*, the 1 sg. pres. subj. of *hacer*, the 1 sg. fut. indic. of *dijo*, the 1 sg. condl. of *tened*, the 1 sg. pres. indic. of *podeis.*

4. *diesen* (l. 4). Why subjunctive?

5. *que le diesen algo* (ll. 3, 4). Re-write the clause in the negative, using the 3 sg. reflexive.

6. *¿Me conoceis....olvida nunca* (ll. 21-23). Re-write these sentences, using the *usted* form.

7. *se os* (l. 23). Parse.

8. Write the plural of *voz* (l. 12), and the singular of *piés* (l. 15).

9. Write an example in Spanish for each of the following forms, showing its correct use in a sentence of not less than ten words: *las mias, algunos, cuya, los que, nadie.*

10. Write a phonetic transcription of the following words: *llamó, dijo, rico, princesa, puente, tened, echó, olvida, hoy, oyó.*

II.

Translate into Spanish:

1. The Pope (trans.: the holy father) sent him to the Holy land, where he visited most of the holy places *(lugar).*

2. Saint Paul and Saint Thomas were apostles *(apóstol).*

3. The king and queen (translate in two ways) have always shown *(manifestar)* a great love for their subjects *(súbdito).*

4. There was a great festival in the village yesterday.

5. Do not tell him that I saw a large eagle on the tree.

6. Nothing would please me more than what you have just proposed *(proponer).*

7. Ask him for it; for if you do not do that, he will give it to her and not to you.

8. Don Fulano was a student. He came home from Salamanca to visit his mother, who was a widow. The villagers, thinking that he knew everything, asked him to preach. He accepted, thinking he would get out of the difficulty in some way. He studied his sermon, and entered the pulpit. He was not able to remember anything that he wished to say. After some moments he said: "My good friends, you know, doubtless, what I mean to say." An old man who was present said: "Sir, some of us know it, and others do not know it." The student replied: "Let those who know it tell it to those who do not know it, and then you will all know it." Saying these words, he descended from the pulpit.

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ANNUAL EXAMINATIONS: 1900.

FIRST YEAR.

HEBREW.

Examiners: { J. F. McCURDY, M.A., LL.D.
J. F. McLAUGHLIN, M.A., B.D.
R. G. MURISON, M.A.

1. **Translate Genesis ii. 4-7:**

4 אֵלֶּה תוֹלְדוֹת הַשָּׁמַיִם וְהָאָרֶץ בְּהִבָּרְאָם בְּיוֹם
עֲשׂוֹת יְהוָה אֱלֹהִים אֶרֶץ וְשָׁמָיִם: 5 וְכֹל שִׂיחַ
הַשָּׂדֶה טֶרֶם יִהְיֶה בָאָרֶץ וְכָל־עֵשֶׂב הַשָּׂדֶה טֶרֶם
יִצְמָח כִּי לֹא הִמְטִיר יְהוָה אֱלֹהִים עַל־הָאָרֶץ
וְאָדָם אַיִן לַעֲבֹד אֶת־הָאֲדָמָה: 6 וְאֵד יַעֲלֶה
מִן־הָאָרֶץ וְהִשְׁקָה אֶת־כָּל־פְּנֵי הָאֲדָמָה: 7 וַיִּיצֶר
יְהוָה אֱלֹהִים אֶת־הָאָדָם עָפָר מִן־הָאֲדָמָה וַיִּפַּח
בְּאַפָּיו נִשְׁמַת חַיִּים וַיְהִי הָאָדָם לְנֶפֶשׁ חַיָּה:

2. **Parse** יִהְיֶה, וְכֹל (4); עֲשׂוֹת, בְּהִבָּרְאָם; וַיִּפַּח, וַיִּיצֶר (6); הִשְׁקָה (5); לַעֲבֹד, אַיִן, הִמְטִיר בְּאַפָּיו (7).

3. יַעֲלֶה. **Parse. Account for the use of the imperfect here.**

4. Name and give the force of the seven ordinary voices of the Hebrew verb. Give the infinitive, the participle, the 3rd s. m. perfect and imperfect of קטל in each of these voices.

5. Inflect עָשָׂה in perfect and infinitive Qal.

6. What is the construct state? Illustrate from above passage.

7. Inflect סוּס in singular and plural, masculine and feminine with pronominal suffixes.

8. Translate Genesis iii. 22-24:

22 וַיֹּאמֶר יְהוָה אֱלֹהִים הֵן הָאָדָם הָיָה כְּאַחַד
מִמֶּנּוּ לָדַעַת טוֹב וָרָע וְעַתָּה פֶּן־יִשְׁלַח יָדוֹ וְלָקַח
גַּם מֵעֵץ הַחַיִּים וְאָכַל וָחַי לְעֹלָם: 23 וַיְשַׁלְּחֵהוּ
יְהוָה אֱלֹהִים מִגַּן־עֵדֶן לַעֲבֹד אֶת־הָאֲדָמָה אֲשֶׁר
לֻקַּח מִשָּׁם: 24 וַיְגָרֶשׁ אֶת־הָאָדָם וַיַּשְׁכֵּן מִקֶּדֶם
לְגַן־עֵדֶן אֶת־הַכְּרֻבִים וְאֵת לַהַט הַחֶרֶב
הַמִּתְהַפֶּכֶת לִשְׁמֹר אֶת־דֶּרֶךְ עֵץ־הַחַיִּים:

9. Parse מִמֶּנּוּ, לָדַעַת (22); וַיְשַׁלְּחֵהוּ, לָקַח (23); וַיְגָרֶשׁ, וַיַּשְׁכֵּן, הַמִּתְהַפֶּכֶת (24).

10. Explain and illustrate waw consecutive.

11. דֶּרֶךְ. Inflect without pronominal suffixes. Translate: his ways, your ways.

12 Inflect לָקַח in Qal imperfect.

13. Translate Genesis xxxvii. 9-12:

9 וַיַּחֲלֹם עוֹד חֲלוֹם אַחֵר וַיְסַפֵּר אֹתוֹ לְאֶחָיו
וַיֹּאמֶר הִנֵּה חָלַמְתִּי חֲלוֹם עוֹד וְהִנֵּה הַשֶּׁמֶשׁ
וְהַיָּרֵחַ וְאַחַד עָשָׂר כּוֹכָבִים מִשְׁתַּחֲוִים לִי:
10 וַיְסַפֵּר אֶל־אָבִיו וְאֶל־אֶחָיו וַיִּגְעַר־בּוֹ אָבִיו

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ANNUAL EXAMINATIONS: 1900.

FIRST YEAR.

ALGEBRA AND TRIGONOMETRY.

PASS.

Examiners: { ALFRED BAKER, M.A.
H. J. DAWSON, B.A.

NOTE.—Candidates will answer the questions in Algebra and Trigonometry in separate books and endorse them accordingly.

Questions 7 and 8 are for those Candidates only who purpose entering the Honor Department of Political Science, and are to be taken by them in place of questions 2 and 5.

1. Solve the equations:

(*a*) $(x + 2)(x + 3)(x + 4)(x + 5) = 1680$;

(*b*) $x^2 + 3y^2 = 31$

$x^2 + xy = 10$

2. If $\frac{x}{l} = \frac{y}{m} = \frac{z}{n}$ then

$$\frac{(x^2 + y^2 + z^2)(yz + zx + xy)}{(l^2 + m^2 + n^2)(mn + nl + lm)} = \frac{x^4 + y^4 + z^4}{l^4 + m^4 + n^4}.$$

Find the two values of the ratio $x : y$ given by the equation

$$x^2 - xy + y^2 = 0$$

and shew that the sum of the two values found equals their product.

3. Show how to find the sum of n terms of an arithmetical progression.

The 7th term of an *A. P.* is 81 and the 12th is 146. Find the progression and how many terms must be taken to make 2043.

4. Sum to 50 term the series

$$1 + \tfrac{1}{2} + \tfrac{1}{4} + \tfrac{1}{8} + \ldots.$$

and show that if the series is extended to infinity, any term is equal to the sum of all succeeding terms.

Find the value of an annuity of $1,000 starting 7 years hence and running for 11 years, the rate of interest being 5%.

5. Define Harmonical Progression, and show that the reciprocals of terms in *H. P.* are in *A. P.*

Insert three harmonic means between 280 and 504.

6. Sum to n terms:

(*a*) $1.2 + 2.3 + 3.4 + \ldots.$

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

7. Show how to find the number of permutations of n things r at a time.

In how many ways can 10 persons be arranged at a round table?

8. State what is meant by the Binomial Theorem.

Expand to four terms, and write down the general term of

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

I. Define the six trigonometrical ratios of an angle.

By which conventions are the definitions extended to angles of any magnitude?

Do these conventions entirely remove ambiguity? Explain.

II. Establish the following identities:

(1) $\tan\theta - \cot\theta = (\tan\theta - 1)(\cot\theta + 1)$.

(2) $\sec^2\theta - \sec^2\phi = \tan^2\theta - \tan^2\phi$.

(3) $\cos\theta\,(2\sec\theta + \tan\theta)(\sec\theta - 2\tan\theta) = 2\cos\theta - 3\tan\theta$.

III. Prove the following:

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

(2) $\sin 3A = 3\sin A - 4\sin^3 A$.

(3) $\cos(A + B)\sin(A - B) + \cos(A - B)\sin(A + B) = 2\sin A\cos A)$.

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ANNUAL EXAMINATIONS: 1900.

FIRST YEAR.

EUCLID AND TRIGONOMETRY.

Examiners: { ALFRED BAKER, M.A.
H. J. DAWSON, B.A.

NOTE.—Candidates will answer the questions in Euclid and Trigonometry in separate books, and endorse them accordingly.

1. Describe a circle to pass through three given points.

Describe a circle to pass through two given points and also to touch a given line. In what case is this construction impossible?

2. Describe an isosceles triangle having each of the angles at the base double the vertical angle.

To make what series of constructions possible was this problem invented?

3. Shew that equality of angles and proportionality of sides are in general both necessary to ensure the similarity of two rectilinear figures. Is there any exception?

If two triangles have one angle of the one equal to one angle of the other and the sides about these equal angles proportional, the triangles shall be similar.

4. Shew how to find a third proportional to two given straight lines.

Shew how to construct an endless series of lines any two consecutive lines of which shall have the same ratio as the above two given straight lines.

5. Prove that proposition in Book VI., which is the generalization of Prop. 47, Book I.

6. Of all quadrilaterals of given perimeter the square has the greatest area.

[OVER.]

I. Why are the true logarithms of the trigonometrical ratios increased by 10, giving the so-called tabular logarithms?

In making this increase by what is the trigonometrical ratio multiplied?

Given $\log 2 = .3010300$, $\log 3 = .4771213$, find the tabular logariths of $\sin 60°$ and $\cos 45°$.

II. In a triangle $a = 276$, $b = 349$, $A = 26° 40'$; find both values of B and of C.

$\log 276 = .4409091 \quad L \sin 26° 40' = 9.6520521$

$\log 349 = .5428254 \quad L \sin 34° 34' = 9.7538624$,

Dif. for $60'' = 1833$.

III. In a triangle $a = 24$, $b = 36$, $c = 48$; find A.

$\log 2 = .3010300 \quad L \sin 14° 28' = 9.3976215$,

Dif. for $60'' = 4894$.

IV. In a triangle $c = 482$, $A = 36° 49'$, $B = 72° 24'$; find b.

$\log 48200 = .6830470 \quad L \sin 70° 47' = 9.9751011$

$\log 48654 = .6871186 \quad L \sin 72° 24' = 9.9791798$,

Dif. $= 89$.

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5. For the continued fraction

$$a_1 + \frac{1}{a_2} + \frac{1}{a_3} + \cdots$$

shew that

$$p_n = a_n p_{n-1} + p_{n-2}.$$

Shew that any recurring continued fraction is the positive root of a quadratic equation.

State the principal facts relative to the continued fraction equivalent to $\sqrt{N}$.

6. Solve in positive integers

$$11x + 15y = 1031,$$

and find the number of solutions.

Find the simplest integral solution of

$$x^2 - 13y^2 = 1$$

and find a general formula that will yield other solutions.

7. Sum

(1) $\frac{5}{1.2.3} + \frac{6}{2.3.4} + \frac{7}{3.4.5} + \ldots$ to n terms.

(3) $1 - 3x + 5x^2 - 7x^3 + 9x^4 - \ldots$ to $2n$ terms.

(3) $4 + 13 + 35 + 94 + 262 + 755 + \ldots$ to n terms.

8. Prove Fermat's Theorem.

If a, b, c are the prime factors of N, and $\phi(N)$ denotes the number of integers less than N and prime to N, shew that

$$\phi(N) = N\left(1 - \frac{1}{a}\right)\left(1 - \frac{1}{b}\right)\left(1 - \frac{1}{c}\right).$$

Shew that the arithmetic mean of all numbers less than n and prime to it (including unity) is $\frac{1}{2}n$.

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ANNUAL EXAMINATIONS : 1900.

FIRST YEAR.

TRIGONOMETRY.

HONORS.

Examiner : H. J. DAWSON, B.A.

1. State DeMoivre's Theorem.

$(\cos\theta + i\sin\theta)^{\frac{1}{n}}$, n an intger, has n and only n different values.

If $x = \cos\theta + i\sin\theta$ and $y = \cos\phi + i\sin\phi$ and $\phi + \theta = 3\pi$ show that

$$\frac{x-y}{x^{\frac{1}{2}} - y^{\frac{1}{2}}} \cdot \frac{x^{\frac{1}{2}} - y^{\frac{1}{2}}}{x^{\frac{1}{3}} - y^{\frac{1}{3}}} \cdot \frac{x^{\frac{1}{3}} - y^{\frac{1}{3}}}{x^{\frac{1}{4}} - y^{\frac{1}{4}}} \ldots \text{ to infinity}$$

is real.

2. Prove that

$$\cos\theta = 1 - \frac{\theta^2}{1\,.\,2} + \frac{\theta^4}{1\,.\,2\,.\,3\,.\,4} - \ldots$$

Why is circular measure here used and what does the formula become when the angle is expressed in rectangular measure?

Prove that

$$\cos^3\theta \sin\theta = \theta - \frac{2 + 2^3}{\lfloor 3} \cdot \theta^3 + \frac{2^3 + 2^7}{\lfloor 5} \cdot \theta^5 - \ldots$$

3. When n is even $\cos n\theta$ can be arranged in a series of powers of $\sin^2\theta$.

Show that when n is even

$$\cos n\theta = 1 - \frac{n^2}{1\,.\,2}\sin^2\theta + \frac{n^2(n^2 - 2^2)}{\lfloor 4}\sin^4\theta - \frac{n^2(n^2 - 2^2)(n^2 - 4^2)}{\lfloor 6}\sin^6\theta + \ldots$$

[OVER.]

Show that the sum of the series

$$\frac{1}{\lfloor 4} \cdot \frac{1}{2^4} + \frac{2^2+4^2}{\lfloor 6} \cdot \frac{1}{2^6} + \frac{2^2 \cdot 4^2 + 2^2 \cdot 6^2 + 4^2 \cdot 6^2}{\lfloor 8} \cdot \frac{1}{2^8} + \ldots$$

$$\text{is } \frac{1}{24} \cdot \left(\frac{\pi}{6}\right)^4.$$

4. Expand θ in powers of $\tan \theta$, θ lying between

$$-\frac{\pi}{4} \text{ and } +\frac{\pi}{4}.$$

If $\sin p = \sin P \sin (z + p)$, expand p in terms of powers of $\sin P$.

5. Prove

$$\sin \theta = \theta \left(1 - \frac{\theta^2}{\pi^2}\right)\left(1 - \frac{\theta^2}{2^2 \pi^2}\right)\left(1 - \frac{\theta^2}{3^2 \pi^2}\right) \ldots$$

Show that the coefficient of θ^n in the product

$$(1 + \theta)\left(1 + \frac{\theta}{2^2}\right)\left(1 + \frac{\theta}{3^2}\right) \ldots \text{ to infinity, is } \frac{\pi^{2n}}{\lfloor 2n + 1}.$$

6. Define "polar triangle."

The sides and angles of the polar triangle are respectively the supplements of the angles and sides of the primitive triangle.

The three sides of a spherical triangle are together less than the circumference of a great circle. Prove this, and show clearly how one can infer that the three angles of a spherical triangle are together greater than two right angles.

7. Prove that for any spherical triangle

(1) $\cos a = \cos b \cos c + \sin b \sin c \cos A$.

(2) $\cos \frac{a}{2} = \sqrt{\frac{\cos (S - B) \cos (S - C)}{\sin B \sin C}}$.

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

8. The three great circles which bisect the angles of a spherical triangle meet in a point.

Find an expression for the angular radius of the small circle inscribed in a given spherical triangle.

9. P is a pole of a small circle; S_1, S_2, ..., S_n is a series of points on this circle dividing it into n equal parts; if Z is any other point on the sphere and ZS_1, ZS_2, ... be be joined, show that

$$\cos ZS_1 + \cos ZS_2 + \ldots + \cos ZS_n = n \cos PZ \cdot \cos \delta$$

where δ is the angular radius of the small circle.

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5. In an ellipse prove the following properties:

(1) $mm' = -\frac{b^2}{a^2}$, where m, m' are the tangents of the inclinations of conjugate diameters to the axis of x.

(2) Sum of squares of two conjugate semi-diameters $= a^2 + b^2$.

6. Find the equation of the hyperbola when referred to its asymptotes as co-ordinates axes, in the form

$$xy = \tfrac{1}{4}(a^2 + b^2).$$

Shew that the portion of the tangent to the hyperbola intercepted by the asymptotes is bisected at the point of contact.

7. Find the co-ordinates of the centre of the conic

$$ax^2 + 2hxy + by^2 + 2gx + 2fy + c = 0.$$

From the results of the problem find the relations between the coefficients in the preceding equation that it may represent

(1) A parabola.

(2) A hyperbola.

(3) Two straight lines.

8. Find the general equation of a conic when subject to the following separate conditions,

(1) Passing through four fixed points.

(2) Touching two fixed lines in two fixed points.

(3) Touching two fixed lines in any points.

8. If a tangent to one of two confocal conics be perpendicular to a tangent to the other, the locus of their point of intersection is a circle.

University of Toronto.

ANNUAL EXAMINATIONS: 1900.

FIRST YEAR.

PROBLEMS.

HONORS.

Examiners: {ALFRED BAKER, M.A.
H. J. DAWSON, B.A.

NOTE.—Candidates will write answers to questions marked 1, 2,.. and to I., II.,..respectively, in separate books and endorse accordingly.

1. Two tangents to the parabola $y^2 = 4ax$ intersect at a constant angle ϕ. Find the locus of their intersections.

2. Two chords PFR, QFS are drawn through the focus of the parabola $y^2 = 4ax$ at right angles to each other, shew that

$$\frac{1}{FP \cdot FR} + \frac{1}{FQ \cdot FS} = \frac{1}{4a^2}.$$

3. A tangent being drawn to an hyperbola, shew that the portions of it intercepted between the asymptotes and the conjugate hyperbola are equal.

4. From points on the ellipse

$$\frac{x^2}{a^2 + \lambda} + \frac{y^2}{b^2 + \lambda} = 1,$$

tangents are drawn to the ellipse

$$\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1.$$

Shew that the chords of contact touch the ellipse

$$\frac{x^2 (a^2 + \lambda)}{a^4} + \frac{y^2 (b^2 + \lambda)}{b^4} = 1.$$

[OVER.]

I. Prove that

$$1 + \frac{11}{14} + \frac{11 \cdot 13}{14 \cdot 16} + \frac{11 \cdot 13 \cdot 15}{14 \cdot 16 \cdot 18} + \ldots . \text{to } \infty = 12.$$

II. If $x_1 + x_2 + \ldots . + x = 1$ and all the x's are positive and unequal, then

$$\frac{1}{x_1} + \frac{1}{x_2} + \ldots . + \frac{1}{x_n} > n^2.$$

III. Shew that

$$\frac{1}{1} - \frac{1}{3} - \frac{2}{4} - \frac{3}{5} - \ldots . - \frac{n}{n+2} - \ldots .$$

$$\text{to } \infty = e - 1.$$

IV. If $2p + 1$ is a prime number $(p!)^2 + (-1)^p$ will be divisible by $2p + 1$.

V. In a spherical triangle, if arcs be drawn from the angles to the middle points of the opposite sides, and if a, a' be the two parts of the one which bisects the side a, shew that

$$\frac{\sin \alpha}{\sin \alpha'} = 2 \cos \frac{a}{2}.$$

VI. $ABCD$ is a quadrilateral whose sides are arcs of great circles, E and F are the middle points of AC and BD which meet in O, and G and H are the middle points of OE and OF. Shew that

$$\cos AB + \cos BC + \cos CD + \cos DA =$$

$$4 \cos \frac{AC}{2} \cos \frac{BD}{2} \cos GH.$$

VII. Given a regular polygon of n sides described in a plane circle of radius r, find the sum of all the diagonals in terms of r and n.

VIII. If $$a^{\alpha + i\beta} = (x + iy)^{p + iq},$$

then $$a = \tfrac{1}{2} p \log_a (x^2 + y^2) - q \tan^{-1} \frac{y}{x} \log_a e$$

and $$\log_a (x^2 + y^2) = \frac{2(\alpha p + \beta q)}{p^2 + q^2}.$$

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8. What is meant by surface tension of a liquid, and how would you prove its existence? What relation does it bear to the phenomenon of evaporation?

9. Describe any form of maximum thermometer.

10. Define co-efficient of linear expansion, and explain how the co-efficient of volumetric expansion may be obtained from it.

11. How would you prove experimentally that the boiling point of water is dependent as external pressure?

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ANNUAL EXAMINATIONS: 1900.

FIRST YEAR.

HYDROSTATICS AND HEAT.

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

1. Show graphically or otherwise that the total pressure on any plane area subjected to fluid pressure is given by the relation.

$$\text{Total pressure} = w\, s\, \bar{h}\, A.$$

How is this relation modified when account is taken of atmospheric pressure?

An open cubical vessel whose edge is six feet is $\frac{1}{3}$ filled with each of the liquids, mercury, water, and oil. Find the resultant pressure on the inner face of a side and on the base when the barometer stands at 76 cms.

(Sp. Gr. of oil $= .9$, of mercury $= 13.6$.)

2. State Boyle's Law. How may it be verified?

Also explain how it may be applied to determine the volume occupied by a given powdered solid.

3. A piece of metal 200 grams in weight is placed on mercury and then covered with water. If the metal floats with eight-seventeenths of its volume immersed in the mercury, find its specific gravity.

4. Explain the construction of mercury gauges suitable for measuring pressures, (1) greater than ten atmospheres, (2) about one-twentieth of an atmosphere, and (3) less than a one thousandeth of an atmosphere.

Explain in a general way the cause of surface tension in liquids. Also describe four experiments which illustrate this property.

5. Define "coefficient of linear expansion," "coefficient of cubical expansion." Establish a relation between these coefficients.

[OVER.]

Explain how to determine the absolute coefficient of expansion of mercury, deducing any formula required.

6. What is meant by the water equivalent of a calorimeter. How is it determined experimentally?

A glass beaker weighing 40 grams contains 500 grams of water and some ice. When 30 grams of steam at 100°C. has been supplied to the vessel the beaker and contents are at a temperature of 3°C. How much ice was there to begin with?

(Latent heat of fusion of ice = 80, of vaporization of water = 537.)

(Sp. heat of glass = 0.2)

7. Define dew point and explain how it may be determined experimentally.

Describe two methods of finding the mass of water present in one cubic metre of moist atmospheric air.

8. If the mechanical equivalent of heat be 4.1×10^7 ergs per centigrade unit of heat, calculate how much work is equivalent to the quantity of heat required to convert a pound of ice into one pound of steam

2.2 lbs. = 1000 grams.

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8. Define centre of gravity.

Find the centre of gravity of a triangular plate.

9. A tradesman uses a balance with arms in the ratio 5 : 6; he weighs out from alternate pans what appears to be 30 lbs.: how much does he gain or lose?

10. Two equal rods OA, OB, each 16.25 feet long and weighing 10 lbs., are hinged at O, and their ends are placed on a smooth horizontal plane, A, B, and O being in the same vertical plane.

If a string 20.4 feet long connect A and B, find the pressure at O, and the tension of the string.

University of Toronto.

ANNUAL EXAMINATIONS: 1900.

FIRST YEAR.

DEPARTMENT OF CHEMISTRY AND MINERALOGY.

ANALYTICAL GEOMETRY.

Examiner: ALFRED BAKER, M.A.

1. The co-ordinates of the angular points of a triangle being (x_1, y_1), (x_2, y_2), (x_3, y_3) shew that

$$\text{Area} = \pm \tfrac{1}{2} \{x_1 (y_2 - y_3) + \ldots + \ldots\}.$$

Use this form to find the equation of a straight line through the points (x_1, y_1), (x_2, y_2).

2. A straight line passes through the point (a, b) and makes an angle θ with the axis of x: find its equation in the form

$$\frac{x - a}{\cos\theta} = \frac{y - b}{\sin\theta} = r.$$

Express the equation of this line in terms of its intercepts on the axes.

3. Shew that the general equation of the first degree

$$Ax + By + C = 0,$$

represents a straight line.

What form, less general, will it take if it be conditioned that it pass through the point (a, b).

4. Find the tangent to the circle $x^2 + y^2 = a^2$ at the point (x', y') on it.

Prove analytically that the normal to the circle at any point passes through the centre.

5. Find the equation of the tangent to the parabola $y^2 = 4ax$ in the form

$$yy' = 2a(x + x').$$

Shew that the tangent bisects the angle between the line to the focus and the perpendicular on the directrix.

[OVER.]

6. In the parabola $y^2 = 4ax$ shew that the locus of the bisection of all chords parallel to

$$\frac{x - a}{l} = \frac{y - \beta}{m}$$

is $$y = 2a \frac{l}{m} .$$

7. If F, F' be the foci and P any point on the ellipse

$$\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1 , \text{ shew that}$$

$$PF + PF' = 2a .$$

Hence explain a practical method of describing the ellipse.

8. Find the equation of the normal to the ellipse

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

at the point (x', y') in the form

$$\frac{x - x'}{\frac{x'}{a^2}} = \frac{y - y'}{\frac{y'}{b^2}}$$

Shew that the normal bisects the angle between the focal distances.

9. Find the equation of the tangent to the ellipse

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

in the form

$$x \cos a + y \sin a = \sqrt{a^2 \cos^2 a + b^2 \sin^2 a} .$$

Use this equation to find the locus of the intersection of perpendicular tangents.

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ANNUAL EXAMINATIONS: 1900.

FIRST YEAR—CHEMISTRY AND MINERALOGY; PHYSICS AND CHEMISTRY.

SECOND YEAR—NATURAL SCIENCE; MATHEMATICS AND PHYSICS.

INORGANIC CHEMISTRY.

Examiners: THE EXAMINERS IN CHEMISTRY.

* Questions 5 and 6 for Chem. and Min.; Phys. and Chem. and Nat. Sci. only.
Question 7 for Math. and Phys. only.

1. What is the object of confirmatory tests? Of the following salts of lead select the three most suitable for use as confirmatory tests; giving reasons in full in each case:

Acetate, bromide, carbonate, chloride, chromate, iodide, nitrate, oxalate, phosphate, sulphate, sulphide, sulphocyanate, thiosulphate.

2. What are basic salts? How may they be obtained? Give examples met with in the laboratory course in qualitative analysis.

3. Why does a little nitric acid interfere with the test for lead by sodium phosphate, and not with the test for lead by sodium sulphate?

Why does *aqua regia* interfere with the test for mercury by potassium iodide?

Why does nitric acid interfere with the precipitation of the second group by hydrogen sulphide?

Why does potassium cyanide interfere with the precipitation of copper by other reagents but not by hydrogen sulphide?

4. How may solutions of copper and of cadmium respectively be obtained from a solution containing salts of both these metals?

[OVER.]

*5. Why must the solution from which group II. has been removed, be boiled with nitric acid before adding the third group reagent ?

Why must the group III. A. reagent contain ammonium chloride ?

Why must the hydrochloric acid solution of zinc and manganese sulphides be boiled before adding potash ?

Why must lead chloride be completely removed from the group I. precipitate before adding ammonia ?

*6. Represent by equations the action of :—

Stannous chloride with potash in excess.

Potassium dichromate with hydrogen sulphide and hydrochloric acid.

Stannous sulphide with yellow ammonium sulphide.

*7. What is meant by a decinormal solution of potassium permanganate ?

How many grammes of $KMnO_4$ does it contain per litre ?

How many grammes of ferrous sulphate would be oxidized by 30cc. of decinormal permanganate ?

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ANNUAL EXAMINATIONS: 1900.

FIRST YEAR.

BIOLOGY.

PASS AND HONORS.

Examiners: { R. R. BENSLEY. / R. B. THOMSON.

NOTE.—Candidates are requested to write the answers to parts A. and B. in separate books.

A.

1. Give an account of the circulatory organs of Vertebrates, comparing particularly those of a fish with those of a mammal.

2. Give an account of the natural history of the Protozoa.

3. Describe the structure of the eye indicating the uses of the various parts.

B.

1. What are the two great groups of higher Fungi? Describe their characteristics.

2. How do the Algae differ from the Fungi?

3. Describe the life history of a fern.

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ANNUAL EXAMINATIONS: 1900.

SECOND YEAR.

GREEK.

PASS AND HONORS.

PLATO, APOLOGY. **EURIPIDES, ION.**

Examiners: { MAURICE HUTTON, M.A.
A. L. LANGFORD, B.A.

NOTE.—Do not omit the parsing. In parsing aorists, specify whether first or second. Candidates will use different books for parts I. and II.

I.

PLATO.

1. Translate literally:

(*a*) *Οὐ γὰρ ἀνθρωπίνῳ ἔοικε τὸ ἐμὲ τῶν μὲν ἐμαυτοῦ ἁπάντων ἠμεληκέναι καὶ ἀνέχεσθαι τῶν οἰκείων ἀμελουμένων τοσαῦτα ἤδη ἔτη, τὸ δὲ ὑμέτερον πράττειν ἀεί, ἰδίᾳ ἑκάστῳ προσιόντα ὥσπερ πατέρα ἢ ἀδελφὸν πρεσβύτερον, πείθοντα ἐπιμελεῖσθαι ἀρετῆς. καὶ εἰ μέν τι ἀπὸ τούτων ἀπέλαυον καὶ μισθὸν λαμβάνων ταῦτα παρεκελευόμην, εἶχον ἄν τινα λόγον· νῦν δὲ ὁρᾶτε δὴ καὶ αὐτοί, ὅτι οἱ κατήγοροι τἆλλα πάντα ἀναισχύντως οὕτω κατηγοροῦντες τοῦτό γε οὐχ οἷοί τε ἐγένοντο ἀπαναισχυντῆσαι παρασχόμενοι μάρτυρα, ὡς ἐγώ ποτέ τινα ἢ ἐπραξάμην μισθὸν ἢ ᾔτησα. ἱκανὸν γάρ, οἶμαι, ἐγὼ παρέχομαι τὸν μάρτυρα, ἀληθῆ ὡς λέγω, τὴν πενίαν.*

(*b*) *Τί οὖν πρέπει ἀνδρὶ πένητι εὐεργέτῃ, δεομένῳ ἄγειν σχολὴν ἐπὶ τῇ ὑμετέρᾳ παρακελεύσει; οὐκ ἔσθ' ὅ τι μᾶλλον, ὦ ἄνδρες Ἀθηναῖοι, πρέπει οὕτως, ὡς τὸν τοιοῦτον ἄνδρα ἐν πρυτανείῳ σιτεῖσθαι, πολύ γε μᾶλλον ἢ εἴ τις ὑμῶν ἵππῳ ἢ ξυνωρίδι ἢ ζεύγει νενίκηκεν Ὀλυμπίασιν.*

[Sight Translation for Pass only.]

(c) Ταῦτ' εἰπὼν ἐκεῖνος μὲν ἀνίστατο εἰς οἴκημά τι ὡς λουσομενος, καὶ ὁ Κρίτων εἵπετο αὐτῷ, ἡμᾶς δ' ἐκέλευε περιμένειν. περιεμένομεν οὖν πρὸς ἡμᾶς αὐτοὺς διαλεγόμενοι περὶ τῶν εἰρημένων καὶ ἀνασκοποῦντες, τοτὲ δ' αὖ περὶ τῆς ξυμφορᾶς διεξιόντες, ὅση ἡμῖν γεγονυῖα εἴη, ἀτεχνῶς ἡγούμενοι ὥσπερ πατρὸς στερηθέντες διάξειν ὀρφανοὶ τὸν ἔπειτα βίον. ἐπειδὴ δὲ ἐλούσατο καὶ ἠνέχθη παρ' αὐτὸν τὰ παιδία — δύο γὰρ αὐτῷ υἱεῖς σμικροὶ ἦσαν, εἷς δὲ μέγας — καὶ αἱ οἰκεῖαι γυναῖκες ἀφίκοντο, [ἐκείναις] ἐναντίον τοῦ Κρίτωνος διαλεχθείς τε καὶ ἐπιστείλας ἅττα ἐβούλετο, τὰς μὲν γυναῖκας καὶ τὰ παιδία ἀπιέναι ἐκέλευσεν, αὐτὸς δὲ ἧκε παρ' ἡμᾶς. καὶ ἦν ἤδη ἐγγὺς ἡλίου δυσμῶν.

2. Parse fully:

(a) ἀνθρωπίνῳ, τὸ, ἐμὲ, ἠμεληκέναι, ἀμελουμένων, ἔτη, ὑμέτερον, πράττειν, προσιόντα, εἶχον, τἆλλα, παρασχόμενοι, τινα, ᾔτησα, ἱκανὸν, πενίαν.

(b) πένητι, ζεύγει, Ὀλυμπίασιν.

II.

EURIPIDES.

Translate:

(a) ΘΕ. ἐπεὶ θεοῦ μαντεῖον ᾤχετ' ἐκλιπὼν
πόσις Κρεούσης, παῖδα τὸν καινὸν λαβὼν
πρὸς δεῖπνα θυσίας θ' ἃς θεοῖς ὡπλίζετο,
Ξοῦθος μὲν ᾤχετ' ἔνθα πῦρ πηδᾷ θεοῦ
βακχεῖον, ὡς σφαγαῖσι Διονύσου πέτρας
δεύσειε δισσὰς παιδὸς ἀντ' ὀπτηρίων,
λέξας· σὺ μὲν νῦν, τέκνον, ἀμφήρεις μένων
σκηνὰς ἀνίστη τεκτόνων μοχθήμασιν·
θύσας δὲ γενέταις θεοῖσιν ἦν μακρόν χρόνον
μένω, παροῦσι δαῖτες ἔστωσαν φίλοις.
λαβὼν δὲ μόσχους ᾤχεθ'· ὁ δὲ νεανίας
σεμνῶς ἀτοίχους περιβολὰς σκηνωμάτων
ὀρθοστάταις ἱδρύεθ', ἡλίου βολὰς
καλῶς φυλάξας, οὔτε πρὸς μέσας φλογὸς
ἀκτῖνας, οὔτ' αὖ πρὸς τελευτώσας βίον,
πλέθρου σταθμήσας μῆκος εἰς εὐγώνιον,
ὡς πάντα Δελφῶν λαὸν εἰς θοίνην καλῶν.

(b) ΚΡ. τἀμὰ νῦν ἄκουσον· αἰνῶ Φοῖβον οὐκ αἰνοῦσα πρίν,
οὕνεχ' οὗ ποτ' ἠμέλησε παιδὸς ἀποδίδοσί μοι.

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ANNUAL EXAMINATIONS: 1900.

SECOND YEAR.

GREEK.

HONORS.

Examiners: { A. L. Langford, B.A.
Adam Carruthers, M.A.
J. C. Robertson, B.A.

I.

SOPHOCLES, OEDIPUS COLONEUS.

Translate:

(*a*)

εἴην ὅθι δαΐων
ἀνδρῶν τάχ' ἐπιστροφαὶ
τὸν χαλκοβόαν Ἄρη
μίξουσιν, ἢ πρὸς Πυθίαις
ἢ λαμπάσιν ἀκταῖς,
οὗ πότνιαι σεμνὰ τιθηνοῦνται τέλη
θνατοῖσιν, ὧν καὶ χρυσέα
κλῃὶς ἐπὶ γλώσσᾳ βέβακε
προσπόλων Εὐμολπιδᾶν·
ἔνθ' οἶμαι τὸν ἐγρεμάχαν
Θησέα καὶ τὰς διστόλους
ἀδμήτας ἀδελφὰς
αὐτάρκει τάχ' ἐμμίξειν βοᾷ
τούσδ' ἀνὰ χώρους.

(*b*)

ὦ παῖδες, ὧδ' ἔπεσθ'. ἐγὼ γὰρ ἡγεμὼν
σφῷν αὖ πέφασμαι καινός, ὥσπερ σφὼ πατρί·
χωρεῖτε, καὶ μὴ ψαύετ', ἀλλ' ἐᾶτέ με
αὐτὸν τὸν ἱερὸν τύμβον ἐξευρεῖν, ἵνα
μοῖρ' ἀνδρὶ τῷδε τῇδε κρυφθῆναι χθονί.
τῇδ', ὧδε, τῇδε βᾶτε· τῇδε γὰρ μ' ἄγει
Ἑρμῆς ὁ πομπὸς ἥ τε νερτέρα θεός.
ὦ φῶς ἀφεγγές, πρόσθε που ποτ' ἦσθ' ἐμόν,
νῦν δ' ἔσχατόν σου τοὐμὸν ἅπτεται δέμας.
ἤδη γὰρ ἕρπω τὸν τελευταῖον βίον

κρύψων παρ᾽ Ἅιδην. ἀλλά, φίλτατε ξένων,
αὐτός τε χώρα θ᾽ ἥδε πρόσπολοί τε σοὶ
εὐδαίμονες γένοισθε, κἀπ᾽ εὐπραξίᾳ
μέμνησθέ μου θανόντος εὐτυχεῖς ἀεί.

1. In (*a*) parse λαμπάσι, ὦν, βοᾷ.

2. In (*b*) who is ἡ νερτέρα θεός? Give the different persons of βᾶτε. Name the figure in φῶς ἀφεγγές. Parse μέμνησθε.

Candidates will answer only one of the following:

3. Make an outline drawing of a Greek theatre, employing what Greek technical terms you can.

4. From internal evidence of the play, to what period in Sophocles' life would you assign its composition?

5. Tell the story of Oedipus, making mention of the incidents touched upon by Sophocles' plays. Name these plays.

II.

ARISTOPHANES.

(Write in a separate book.)

1. Translate:

ΧΟ. ἔα ἔα,
προδεδόμεθ᾽ ἀνόσιά τ᾽ ἐπάθομεν
ὃς γὰρ φίλος ἦν, ὁμότροφά θ᾽ ἡμῖν
ἐνέμετο πεδία παρ᾽ ἡμῖν
παρέβη μὲν θεσμοὺς ἀρχαίους,
παρέβη δ᾽ ὅρκους ὀρνίθων·
ἐς δὲ δόλον ἐκάλεσε, παρέβαλέ τ᾽ ἐμὲ παρὰ
γένος ἀνόσιον, ὅπερ ἐξότ᾽ ἐγένετ᾽ ἐπ᾽ ἐμοὶ
πολέμιον ἐτράφη.
ἀλλὰ πρὸς τοῦτον μὲν ἡμῖν ἐστιν ὕστερος λόγος·
τῷ δὲ πρεσβύτα δοκεῖ μοι τώδε δοῦναι τὴν δίκην
διαφορηθῆναί θ᾽ ὑφ᾽ ἡμῶν.
ΠΕ. ὡς ἀπωλόμεσθ᾽ ἄρα.
ΕΥ. αἴτιος μέντοι σὺ νῷν εἶ τῶν κακῶν τούτων μόνος.
ἐπὶ τί γάρ μ᾽ ἐκεῖθεν ἦγες;
ΠΕ. ἵν᾽ ἀκολυθοίης ἐμοί.
ΕΥ. ἵνα μὲν οὖν κλάοιμι μεγάλα.
ΠΕ. τοῦτο μὲν ληρεῖς ἔχων
κάρτα· πῶς κλαύσει γάρ, ἣν ἅπαξ γε τὠφθαλμὼ
᾽κκοπῇς;

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σαντας ἐκ Νισαίας τοῦ νεωρίου αὐτῶν τεσσατάκοντα ναῦς αἳ ἔτυχον αὐτόθι οὖσαι πλεῦσαι εὐθὺς ἐπὶ τὸν Πειραιᾶ· οὔτε γὰρ ναυτικὸν ἦν προφυλάσσον ἐν αὐτῷ οὐδὲν οὔτε προσδοκία οὐδεμία μὴ ἄν ποτε οἱ πολέμιοι ἐξαπιναίως οὕτως ἐπιπλεύσειαν, ἐπεὶ οὐδ' ἀπὸ τοῦ προφανοῦς τολμῆσαι ἂν οὔτ' εἰ καθ' ἡσυχίαν, διανοοῖντο, μὴ οὐκ ἂν προαισθέσθαι.

2. Explain clearly the syntax of εἰ δρᾷ and αὐτῶν in extract (*a*) and of ἄν ἐπιπλεύσειαν, ἐπεὶ τολμῆσαι ἄν, and μὴ οὐκ in extract (*b*).

3. Discuss the correspondence of the term democracy as used to-day and as used among the Athenians.

4. Enumerate and estimate the points in which Pericles in the Funeral Speech claims superiority for Athens over Sparta.

University of Toronto.

ANNUAL EXAMINATIONS: 1900.

SECOND YEAR.

GRAMMAR.

HONORS.

Examiners: { MAURICE HUTTON, M.A.
G. W. JOHNSTON, M.A., PH.D.

I.

1. Explain the forms *δυνέαται, πεπονέαται, βουλοίατο, κεχωρίδαται, ἐφθάραται, ἀπαλλαξείω, δουλοῖ, δοῦλοι, δουλοῦν, ἐδούλουν, δούλου, δουλοῦ, χρῷο, μεμνήμην, πέπυσσαι, δεσπότεα, ἰχθῦς, νεώ, νεᾠ, νᾠ, νοῶ, νόει, νοεῖ, λυθεῖεν, λυθὲν.*

2. Explain the force of the periphrastic *δουλώσας ἔχει, καταστρεψάμενος εἶχε, καταστρεψάμενος ἔσχε.*

3. What is meant by the ingressive aorist? What is the force of the participle in such sentences as *Κροῖσος σφι ὠνεομένοισι ἔδωκε δωτίνην.*

4. What is the force of the termination *αω* in Greek verbs? of the letters "*σκ*" introduced before the termination of the verb? By what different methods is the idea of desire or attempt expressed in the Greek verb?

5. Distinguish the various meanings of *ὅστις*, of *ποῖος*, of *μὲν οὖν, ἄρα, ἆρα, δ' οὖν*: of *ἄν* with the indicative imperfect; of the optative in a relative clause. Mark the difference between *ὡς* and *ὅτι*; between the (1) infinitive mood and (2) participles and (3) *ὅτι* with finite moods, after verbs of knowing; between the pronouns *αὐτὸν, ἑ, ἑαυτόν.*

6. Translate and explain the syntax of the following passages, especially of the words underlined :

(*a*) ἔπειτα εἰσιν οὗτοι οἱ κατήγοροι πολλοὶ καὶ πολὺν χρόνον ἤδη κατηγορηκότες ἔτι δὲ καὶ ἐν ταύτῃ τῇ ἡλικιᾷ λέγοντες ἐν ᾗ ἂν μάλιστα ἐπιστεύσατε παῖδες ὄντες.

(*b*) τί ἄξιος εἰμι παθεῖν ἢ ἀποτῖσαι ὅ τι μαθὼν οὐχ ἡσυχίαν ἦγον ἀλλ' .... ἐνταῦθα μὲν οὐκ ᾖα οἷ ἐλθὼν μήτε ὑμῖν μήτ' ἐμαυτῷ ἔμελλον μηδὲν ὄφελος εἶναι.

(*c*) καὶ ὄνομα μὲν διὰ τὸ μὴ εἰς ὀλίγους ἀλλ' εἰς πλέονας οἰκεῖν. δημοκρατία κέκληται....οὐδ' αὖ κατὰ πενίαν ἔχων δέ τι ἀγαθὸν δρᾶσαι τὴν πόλιν ἀξιώματος ἀφανείᾳ κεκώλυται.

(*d*) φθόνος γὰρ τοῖς ζῶσι πρὸς το ἀντίπαλον τὸ δὲ μὴ ἐμποδὼν ἀνανταγωνίστῳ εὐνόιᾳ τετίμηται.

(*e*) οἶδ' ἐγώ σε μήτινα
ἐνθένδ' ἀπάξοντ' ἄνδρα πρὸς βίαν ἐμοῦ.
. . . . . .
ὅμως δὲ κἀμοῦ μη παρόντος οἶδ' ὅτι
τοὐμὸν φυλάξει σ' ὄνομα μη πάσχειν κακῶς.

(*f*) θεοῖς γὰρ ἦν οὕτω φίλον
τάχ' ἄν τι μηνίουσιν εἰς γένος πάλαι.

(*g*) ἔσται τάδ' ἔσται· Λοξίας δ' εἀν θέλῃ
νῦν ἀλλὰ τὰς πρὶν ἀναλαβεῖν ἁμαρτιάς,

(*h*) τῆς δ' Αθηναίων χθονός
ἄξω θεατὴν δήθεν ὡς οὐκ ὄντ' ἐμόν.

(*i*) οἱ δὲ βάρβαροι θεοὶ
πεινῶντες ὥσπερ Ιλλυριοὶ κεκριγότες
ἐπιστρατεύσειν φάσ' ἄνωθεν τῷ Διὶ
εἰ μὴ παρέξει ταμπορι' ἀνεφγένα
ἵν' εἰσάγοιτο σπλάγχνα κατατετμημένα
. . . . . .
ἐντεῦθεν ἆρα τοὐπιτριβείης ἐγένετο.

(*j*) ὑπάγοιμι τἄρ' ἂν
νὴ Δί' ὡς οὐκ οἶδ' ἄν εἰ
φθαίης ἄν, ἐπικεῖνται γᾶρ ἐγγὺς
αὐταιί.

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(*e*) *est quadam* prodire tenus.
(*f*) qui *genus*, unde *domo*, pacemne huc fertis.
(*g*) ut ... ita uti nuptiae *Fuerant futurae*, fiant.
(*h*) pars *pedes* ire parat *campis*.
(*i*) dona laboratae *Cereris* ministrant.
(*j*) idem facit *occidenti*.
(*k*) nunc agrestem *Cyclopa movetur*.
(*l*) quom *intellexeras* Id consilium capere, quor non ... ?
(*m*) at iam hoc tibi *inventum* dabo.

University of Toronto.

ANNUAL EXAMINATIONS: 1900.

SECOND YEAR.

GREEK AND ROMAN HISTORY.

HONORS.

Examiner: PERCY J. ROBINSON, B.A.

NOTE.—Candidates will write on four questions in A. and the eighth and any other three questions in B., and will specify in what department they are seeking Honors.

A.

1. Comment on Grote's statement, "Lycurgus was the founder of a warlike brotherhood, rather than the lawgiver of a political community."

2. What was the effect of the rule of Peisistratus upon the political and intellectual life of Athens?

3. Show the effect of the measures proposed by Kleisthenes in the conversion of the Athenian constitution into a democracy. Explain and show the necessity of the institution of ostracism.

4. Describe the relation of Athens to her allies in the Confederacy of Delos before and after the battle of Eurymedon, B. C. 466.

5. Contrast the political views of Cimon and Pericles. What constitutional innovations were introduced by the latter, and calculate their effect upon the subsequent development of Athenian life.

6. What differences may be observed between an ancient and a modern democracy?

7. What reasons may be assigned for the wide divergence of Athens and Sparta in regard to political ideals, social customs and general development?

[OVER.]

B.

8. To what extent were the political institutions of the Romans fashioned upon their religious conceptions?

9. "So far as a revolution in a state can be conservative at all, this one (that of 509 B. C.) was so; not one of the constituent elements of the commonwealth was really overthrown by it." Show what changes actually took place in each of the constituent elements referred to and discuss the truth of Mommsen's statement.

10. "The tribunate presented to the commons an obvious and available aid, and yet could not possibly carry out the necessary economic reform." Describe the economic distress referred to; state fully the nature of the office instituted and show wherein it failed to provide a remedy.

11. What situation of political parties at Rome made the passing of the Licinian Rogations possible? Outline the economic and political reforms proposed, and state the direct and indirect results of the legislation.

12. Discuss the character and influence of the Roman Senate about the end of the period prescribed.

13. "On three great movements hinged the internal history of Rome, and as may be presumed, not less the history—totally lost to us—of the other Italian communities." Explain what three political or social movements are referred to.

14. What steps were taken by the Senate to secure and maintain its hold on the Italian peninsula?

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(*b*) Non ingrata tamen frustra munuscula divis
Promittens tacito succendit vota labello.
Nam velut in summo quatientem bracchia Tauro
Quercum, aut conigeram sudanti cortice pinum,
Indomitus turbo contorquens flamine robur,
Eruit—illa procul radicitus exturbata
Prona cadit, lateque comis obit omnia frangens—
Sic domito saevum prostravit corpore Theseus
Nequiquam vanis jactantem cornua ventis.

1. Scan the first two verses of (*a*) and vv. 6 and 7 of (*b*).

2. Derive and explain the meaning of *quamvis*, *munuscula*, *succendit*, *flamine* and *radicitus*, give the force of the comparative in *neglegentiorum* and remark on the use of *non* in the first verse of (*b*).

3. Describe the purpose and structure of the poem from which extract (*b*) is taken.

III.

Translate at sight:

DEMEANOUR OF APPIUS BEFORE THE POPULAR TRIBUNAL.

Unus e patribus ipse App. Claudius et tribunos et plebem et suum iudicium pro nihilo habebat. Illum non minæ plebis, non senatus preces perpellere unquam potuere, non modo ut vestem mutaret aut supplex prensaret homines, sed ne ut ex consueta quidem asperitate orationis, cum ad populum agenda causa esset, aliquid leniret atque summitteret. Idem habitus oris, eadem contumacia in vultu, idem in oratione spiritus erat, adeo ut magna pars plebis Appium non minus reum timeret, quam consulem timuerat.

IV.

Translate into Latin:

1. (*a*) I do not know his reason for refusing to come.
   (*b*) His friends feared he would not be acquitted.
   (*c*) Great was the shame of the general at his defeat.
   (*d*) When they heard this, they feared the divine displeasure.
   (*e*) They were too old to take part in the defence of the citadel.

2. Meanwhile the defeated Romans took courage. They collected at Veii and there resolved to recall Camillus from banishment and appoint him dictator. That the senate might be duly consulted, a daring youth, named Cominius, offered to swim across the Tiber and climb the Capitol. He reached the top unperceived by the enemy and after the senate had decreed that Camillus should be appointed dictator he returned with all possible speed to Veii.

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Explain the meaning of *tam care*, account for the case of *Lysippo*, note opposing views as to the case of *Boeotum*, and discuss the emendation *cuderet* for *duceret*.

3. Translate :

Respicere exemplar vitae morumque iubebo
doctum imitatorem et vivas hinc ducere voces.
Interdum speciosa locis morataque recte
fabula nullius veneris, sine pondere et arte,
valdius oblectat populum meliusque moratur
quam versus inopes rerum nugaeque canorae.

Explain the meaning of *exemplar* and *locis*. How does Horace account for the difference in taste between the Romans and the Greeks to which he refers in this extract ?

4. Write explanatory notes on the following passages with special reference to the words italicized in each :

(*a*) *Roscia* dic sodes, melior *lex an puerorum* est
Nenia, quae regnum recte facientibus offert.

(*b*) Non quo more piris vesci Calaber jubet hospes
Tu me fecisti *locupletem*.

(*c*) Cum pateris sapiens emendatusque vocari,
Respondesne *tuo*, dic sodes, *nomine*.

(*d*) *Forum putealque Libonis*
Mandabo siccis, adimam cantare severis.

(*e*) *Tres* mihi convivae *prope* dissentire videntur
Poscentes vario multum diversa palato.

(*f*) Difficile est *proprie communia* dicere, tuque
Rectius *Iliacum carmen* deducis in actus,
Quam si proferres ignota indictaque primus.

(*g*) Tuta et parvula laudo,
Cum res deficiunt satis inter vilia fortis.

5. What does Horace regard as the besetting sin of Latin authors ? Quote some of his precepts about the necessity and the means of avoiding this. How far would his own example tend to guide his countrymen in this ?

II.

(*Write in a separate book.*)

Translate :

(*a*) Ast ego, magna Iovis coniunx, nil linquere inausum
Quae potui infelix, quae memet in omnia verti,

Vincor ab Aenea. Quod si mea numina non sunt
Magna satis, dubitem haud equidem inplorare quod usquam est.
Flectere si nequeo Superos, *Acheronta* movebo.

(*b*) Frangimur heu fatis,' inquit, 'ferimurque procella!
Ipsi has sacrilego pendetis sanguine poenas,
O miseri. Te, *Turne*, nefas, te triste manebit
Supplicium; votisque deos venerabere *seris*
Nam mihi parta quies, omnisque in limine portus.

(*c*) Insula *Sicanium* iuxta latus *Aeoliam*que
Erigitur Liparen, fumantibus ardua saxis,
Quam subter specus et *Cyclopum* exesa caminis
Antra *Aetnaea* tonant, validique incudibus ictus
***Auditi* referunt gemitum, striduntque cavernis**
***Stricturae Chalybum*, et fornacibus ignis anhelat,**
Volcani domus, et Volcania nomine tellus.

(*d*) Fortunati *ambo*! si quid mea carmina possunt,
Nulla dies unquam memori vos eximet aevo,
Dum domus Aeneae *Capitoli* inmobile saxum
Accolet, imperiumque pater Romanus habebit.

1. Write notes on italicised words.

2. Sketch the story of Books 7, 8, 9 of the *Aeneid*.

3. Scan the first three verses of (*a*).

4. "The *Aeneid* is a literary epic." Illustrate this statement from your books.

III.

(Write in a separate book.)

1. Translate:

At tamen 'ubi fides?' si roges, nil pudet
Hic ubi opus est: illic ubi nil opus est, ibi verentur.
Sed quid agam? adeamne ad eum et cum eo iniuriam hanc expostulem?
Ingeram mala multa? atque aliquis dicat 'nil promoveris':
Multum: molestus certe ei fuero atque animo morem gessero.
PA. Charine, et me et te inprudens, nisi quid di respiciunt, perdidi.
CH. Itane 'inprudens'? tandem inventast causa, solvisti fidem.
PA. Quid 'tandem'? CH. Etiam nunc me ducere istis dictis postulas?

[OVER.]

PA. Quid istuc est? CH. Postquam me amare dixi, complacitast tibi.
Heu me miserum, qui tuom animum ex animo spectavi
PA. Falsus's.

2. Explain the mood of *roges*, *pudet*. *ingeram*, *dicat*.

3. Give some account of the beginnings of the Roman drama. How and to what extent did it come under the influence of Greek Comedy? What characteristics of Terence show this influence most markedly?

4. in eo disputant
Contaminari non decere *fabulas*.
Explain the italicized words. What was aimed at in this practice?

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providisse suos maiores, qui caverint, ne cui patricio plebeii magistratus paterent; aut patricios habendos fuisse tribunos plebi; adeo se suis etiam sordere nec a plebe minus quam a patribus contemni. Alii purgare plebem, culpam in patres vertere: eorum ambitione artibusque fieri, ut obsaeptum plebi sit ad honorem iter; si plebi respirare ab eorum mixtis precibus minisque liceat, memorem eam suorum inituram suffragia esse et, parto auxilio, imperium quoque adsciturum. Placet, tollendae ambitionis causa tribunos legem promulgare, ne cui album in vestimentum addere petitionis causa liceret.

"*Per tot annos*": since when? Comment on the historical significance of this passage.

(*c*) Duae senatum distinebant sententiae, senis P. Licinii, quem primum dixisse, a filio interrogatum, ferunt, edici palam placere populo, ut, qui particeps esse praedae vellet, in castra Veios iret, altera, App. Claudii, qui largitionem novam, prodigam, inaequalem, inconsultam arguens, si semel nefas ducerent, captam ex hostibus in aerario exhausto bellis pecuniam esse, auctor erat stipendii ex ea pecunia militi numerandi, ut eo minus tributi plebes conferret; eius enim doni societatem sensuras aequaliter omnium domos, non avidas in direptiones manus otiosiorum urbanorum praerepturas fortium bellatorum praemia esse, cum ita ferme eveniat, ut segnior sit praedator, ut quisque laboris periculique praecipuam petere partem soleat.

(*d*) Non enim iam orationes modo M. Manlii, sed facta popularia in speciem, tumultuosa eadem, qua mente fierent intuenti, erant. Centurionem, nobilem militaribus factis, iudicatum pecuniae cum duci vidisset, medio foro cum caterva sua accurrit et manum iniecit, vociferatusque de superbia patrum ac crudelitate feneratorum et miseriis plebis, virtutibus eius viri fortunaque, "Tum vero ego" inquit "nequicquam hac dextra Capitolium arcemque servaverim, si civem commilitonemque meum, tanquam Gallis victoribus captum, in servitutem ac vincla duci videam." Inde rem creditori palam populo solvit, libraque

et aere liberatum emittit, deos atque homines obtestantem, ut M. Manlio, liberatori suo, parenti plebis Romanae, gratiam referant.

2. Explain or comment on the following, without translating:

(*a*) At id prope unum maxime inclinatis rebus incubuit. Tantus enim tribunos furor tenuit, ut non bellum, sed vanam imaginem belli ad avertendos ab legis cura plebis animos Capitolium insedisse contenderent; patriciorum hospites clientesque si, perlata lege, frustra tumultuatos esse se sentiant, maiore, quam venerint, silentio abituros.

(*b*) Interroganti tribuno cur plebeium consulem fieri non oporteret, ut fortasse vere, sic parum utiliter in praesens certamen responderunt, quod nemo plebeius auspicia haberet, ideoque decemviros conubium diremisse, ne incerta prole auspicia turbarentur.

(*c*) Idem hic annus censurae initium fuit, rei a a parva origine ortae, quae deinde tanto incremento aucta est, ut morum disciplinaeque Romanae penes eam regimen, senatus equitumque centuriis decoris dedecorisque discrimen sub dicione eius magistratus, ius publicorum privatorumque locorum, vectigalia populi Romani sub nutu atque arbitrio eius essent.

(*d*) "Vos," inquit, "tribuni plebis, quoniam ad extrema ventum est, senatus appellat, ut in tanto discrimine rei publicae dictatorem dicere consules pro potestate vestra cogatis."

(*e*) Tum primum equis suis merere equites coeperunt.

(*f*) "Bene habet" inquit Sextius. "Quando quidem tantum intercessionem pollere placet, isto ipso telo tutabimur plebem. Agite dum, comitia indicite, patres, tribunis militum creandis; faxo ne iuvet vox ista veto."

[OVER]

3. Write on two of the following :

(1) Give some instances from your Livy of the utmost extent of the tribunician powers. Was the dictatorship always a last possible resource against them ?

(2) Illustrate senatorial procedure by a brief account of the great meeting of the Senate called by the Decemvirs to prepare for operations against the Sabines and Aequi.

(3) Can any party-divisions in the Senate be traced during the long struggle between the orders ?

(4) Illustrate from Livy the artifices employed by the Senate to maintain its hold of power.

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ENGLISH.

PASS AND HONORS.

Examiner: W. J. ALEXANDER, PH.D.

1. Point out, by way of contrast, the respective characteristics of the two poems *The Ancient Mariner* and *Michael*.

2. Give an account of *France: an Ode*, including an outline of the thought and a description of the form of the poem.

3. Compare the ode entitled *Dejection* with the *Ode on Intimations of Immortality*, as regards the thoughts and feelings expressed, so as to bring out the characteristics of the two writers.

4. *Either* describe the form of the sonnet employed by Wordsworth, and state the excellences which particularly characterise his sonnets, *or* quote one of the sonnets prescribed.

I.

5. Stern Daughter of the Voice of God!
O Duty! if that name thou love
Who art a light to guide, a rod
To check the erring, and reprove;
Thou, who art victory and law
When empty terrors overawe;
From vain temptations dost set free,
And calm'st the weary strife of frail humanity!

. . . . . .

III.

Serene will be our days and bright,
And happy will our nature be,
When love is an unerring light,
And joy its own security,
And they a blissful course may hold
Even now, who, not unwisely bold,
Live in the spirit of this creed,
Yet seek thy firm support, according to their need.

[OVER.]

(*a*) Show the appropriateness of the appellation "Stern Daughter of the Voice of God" (I., 1); also of "a rod to check the erring" (I., 3-4).

(*b*) Show the appropriateness of the description, "who art victory and law when empty terrors overawe (I., 5-6).

(*c*) What is the exact meaning of "vain" in I., 7.

(*d*) How does Duty "calm the weary strife of frail humanity" (I. 8)?

(*e*) Explain under what circumstances "love is an unerring light, and joy its own security" (III., 2-3).

(*f*) "This creed" (III., 7). What creed?

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4. The norice of digestioun, the sleepe,
Gan on hem wynke, and bad hem taken keepe,
That muchel drynke and labour wolde han reste;
And with a galpyng mouth hem alle he keste,
And seyde, it was tyme to lye adoun,
For blood was in his dominacioun.

(*a*) Point out all Middle English peculiarities in the words underlined.

(*b*) *Keste.* Explain the root vowel.

(*c*) Scan vv. 1, 3, 5.

(*d*) Explain vv. 3, 6.

II.

1. Briefly characterise the style of the *Battle of the Books.*

2. What does the English language owe to Sam Johnson and to Oliver Goldsmith respectively?

3. Compare Gibbon and Burke as masters of English prose.

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FRENCH.

Examiner: J. H. CAMERON, M.A.

I.

Translate into French:

1. When you know how to read I shall give you these seven books.

2. We should have been willing to give you that if we had been rich enough.

3. He fears that he will lose his time, but he does not fear that he will lose his money.

4. They are annoyed that you have not visited them since last year.

5. When you are in Paris you will go and see the great Exhibition, won't you?

6. It was getting dark and it was very cold, although it was snowing.

7. There are many things which one cannot do without!

8. Slander nobody; let us do our duty; sit down, child; the water is not boiling; that the tree (may) always grow; he solves the question; let him follow us; it is not necessary that you should know that.

II.

Translate into French:

One morning when (*que*) the Duke of York, who afterwards became James the Second, was returning from hunting, he found his brother, King Charles the Second, walking about alone in Hyde Park. "I am surprised, said the Duke,

"that your Majesty should venture (*se risquer*) without attendants (*suite*) in so public a place, at a time when there are so many disorders in the state." —— "My brother James," replied the King, "take care of yourself, and I run no risk. No one would be foolish enough to kill me in order to make you King."

III.

Translate into English:

(*a*) Le bonhomme se boucha l'oreille; mais cette était oreille si large, si ample, si noblement évasée en forme de conque marine, que la petite voix subtile et persévérante s'y glissait toujours malgré lui. La maison de la rue Charonne fut confiée aux soins du contre-maître; l'oncle prit ses quartiers d'hiver dans le bel appartement de son neveu. Il dormit dans un bon lit et s'en trouva bien. . . . . Il fut servi, coiffé, rasé par Germain, et il en prit l'habitude. Peu à peu il se consola de voir son neveu malade; il se fit á l'idée que François ne guérirait peut-être jamais.

(*b*) Le femme du chanoine ainsi prise au dépourvu, resta un moment bouche béante. Elle aurait bien voulu consulter son mari, qui était la forte tête du ménage, et en attendant qu'il fût là, elle cherchait un moyen de parler sans dire ni oui ni non, car elle n'était pas capable de mentir, même pour un grand bien. Cependant Adda la pressait; Adda grandie, fortifiée et presque illuminée par son exaltation, plongeait un regard perçant dans les yeux de la pauvre dame et répétait d'une voix haletante: Réponds! réponds!

1. Complete the paradigm of the respective tenses of the following: *prit, dormit, fit, réponds;* and give in full the present subjunctive of *dormit, servi, voulu, fût, dire, mentir.*

2. Explain the subjunctive in *qu'il fût lá:*

Translate into English:

Il existe un petit cimetière dans un des recoins les plus éloignés de la Russie. Ainsi que presque tous les cimetières chez nous, il présente un aspect des plus tristes; les fossés qui l'entourent sont depuis longtemps comblés et envahis par les herbes,

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FRENCH.

HONORS.

Examiner: J. SQUAIR, B.A.

I.

Translate:

1. Are you very anxious that your son should learn French, sir?

2. I am very anxious for it, and I should like him to learn German also.

3. Patti, the great singer, lives in Wales, does she not? Did you ever hear her sing?

4. Yes, I heard her sing the part of Margaret in Faust. She sang divinely.

5. You will not go away without his knowing it, will you?

6. I went out and stood on the top of the hill, and, from there, I saw our friends coming.

7. Before starting for the country I had the carpenter make me a box.

8. We do not always pity those who complain.

II.

Translate:

Molière's *Bourgeois gentilhomme* is a very amusing play. The chief character Monsieur Jourdain is a person of the middle class who has decided to learn all those things which nobles know. He engages teachers of various sorts—a

music master, a dancing master, a fencing master and so forth, who give him lessons which he does not understand. *He* wishes to learn very simple things, such as spelling and the use of almanacs, while the masters teach him philosophy, physics, ethics and the operations of the mind. He makes one important discovery, namely, that there are two kinds of composition—prose and poetry, and is surprised that he has been speaking prose all his life without knowing it. Poor M. Jourdain has a good deal of trouble with his wife and his servant Nicole, who scold him and laugh at him for his follies. There is a very amusing scene where he tries to teach his wife and Nicole the things which he has learned from his masters. He has a daughter, and he is very anxious to marry her to a noble. His daughter will be a marchioness, at least, and if his wife makes him angry he will make a duchess of her.

III.

Write in French a short essay of about two pages on *one* of the following topics:

(*a*) La vie de Corneille.

(*b*) Le Théâtre au moyen âge.

(*c*) La vie de Shakespeare.

(*d*) Les Contes de Chaucer.

(*e*) L'influence de la Renaissance sur le développement du théâtre.

(*f*) Le siècle de Louis XIV.

IV.

Translate:

(1) Il prit en gré un jour à la duchesse de Gesvres d'aller à Trianon et d'y faire collation. Son âge, sa rareté à la cour, son accoutrement et sa figure excitèrent ces princesses à se moquer tout bas d'elle avec leurs favorites. Elle s'en aperçut, et, sans s'en embarrasser, leur donna leur fait si sec et si serré, qu'elle les fit taire et leur fit baisser les yeux. Ce ne fut pas tout; après la collation, elle s'expliqua si librement, mais si plaisamment, sur leur compte, que la peur leur en prit au point

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HONOR FRENCH.

Examiner: J. H. CAMERON, M.A.

N.B. Candidates are requested to translate only what is asked for.

(*a*) L'irréparable effet d'une chaleur trop prompte
Déshonorait mon père, et me couvrait de honte.
Tu sais comme un soufflet touche un homme de cœur;
J'avais part à l'affront, j'en ai cherché l'auteur;
Je l'ai vu, j'ai vengé mon honneur et mon père;
Je le ferais encor, si j'avais à le faire.
Ce n'est pas qu'en effet contre mon père et moi
Ma flamme assez longtemps n'ait combattu pour toi;
Juge de son pouvoir: dans une telle offense
Jai pu délibérer si j'en prendrais vengeance.
Réduit à te déplaire, ou souffrir un affront,
J'ai pensé qu'à son tour mon bras était trop prompt,
Je me suis accusé de trop de violence;
Et ta beauté, sans doute, emportait la balance,
A moins que d' opposer à tes plus forts appas
Qu'un homme sans honneur ne te méritait pas;
Que malgré cette part que j'avais en ton âme,
Qui m'aima généreux me haïrait infâme;
Qu'écouter ton amour, obéir à sa voix,
C'était m'en rendre indigne et diffamer ton choix.
Je te le dis encore, et, quoique j'en soupire,
Jusqu'au dernier soupir, je veux bien le redire;
Je t'ai fait une offense, et j'ai dû m'y porter
Pour effacer ma honte, et pour te mériter.

Le Cid.

1. Translate lines 3-4, 11-20, 23-24, (total 15 lines).

2. Explain lines 7-10; the mood of *ait combattu*, (l. 8); the allusion in *à son tour*, (l. 12); the tense of *emportait*, (l. 14); the form *encor*, (l. 6).

3. In ll. 21 and 22, why, for metrical reasons only, could *soupire* and *soupir* not change places? (Be precise).

(*b*) Déjà plus d'une fois, dans vos plaintes forcées,
J'ai dû voir et j'ai vu le fond de vos pensées;
Mais toujours sur mes yeux ma facile bonté
A remis le bandeau que j'avais écarté.
Vous l'aimez. Que faisais-je! Et quelle erreur fatale
M'a fait entre mes bras recevoir ma rivale!
Crédule, je l'aimais: mon cœur même aujourd'hui
De son parjure amant lui promettait l'appui.
Voilá donc le triomphe où j'étais amenée!
Moi-même à votre char je me suis enchaînée.
Je vous pardonne, hélas! des vœux intéressés,
Et la perte d'un cœur que vous me ravissez.

(*c*) Moi, je voulais partir aux dépens de ses jours!
Et que m'a fait à moi cette Troie où je cours?
Au pied de ses remparts quel intérêt m'appelle?
Pour qui, sourd à la voix d'une mère immortelle,
Et d'un père éperdu négligeant les avis,
Vais-je y chercher la mort tant prédite à leur fils?
Jamais vaisseaux partis des rives du Scamandre
Aux champs thessaliens osèrent-ils descendre?

Iphigénie en Aulide.

1. Translate 1-8 of (*b*). Who speaks here, and under what circumstances?

2. Explain the references in line 9 of (*b*) and in lines 1, 4-5, 7-8 of (*c*).

3. Write a brief note on Racine's connection with Port-Royal.

(*d*) Quoi que vous écriviez, évitez la bassesse:
Le style le moins noble a pourtant sa noblesse.
Au mépris du bon sens, le burlesque affronté
Trompa les yeux d'abord, plut par sa nouveauté.
On ne vit plus en vers que pointes triviales;
Le Parnasse parla le langage des halles;
La licence à rimer alors n'eut plus de frein;
Apollon travesti devint un Tabarin.

(*e*) Que toujours dans vos vers le sens coupant les mots,
Suspende l'hémistiche, en marque le repos.
Gardez qu'une voyelle, à courir trop hâtée,
Ne soit d'une voyelle en son chemin heurtée.

(*f*) Je hais ces vains auteurs dont la muse forcée
M'entretient de ses feux, toujours froide et glacée;
Qui s'affligent par art, et, fous de sens rassis,
S'érigent pour rimer en amoureux transis.

L'Art poétique.

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FRENCH.

HONORS.

Examiner: PELHAM EDGAR, B.A., PH.D.

I.

1. Translate:

Tels, et plus pernicieux encore, comme vous verrez dans la suite, sont les effets naturels de cette nouvelle doctrine. Mais, de même qu'une eau débordée ne fait pas partout les mêmes ravages, parce que sa rapidité ne trouve pas partout les mêmes penchants et les mêmes ouvertures; ainsi, quoique cet esprit d'indocilité et d'indépendance soit également répandu dans toutes les hérésies de ces derniers siècles, il n'a pas produit universellement les mêmes effets; il a reçu diverses limitations, suivant que la crainte, ou les intérêts, ou l'humeur des particuliers et des nations, ou enfin la puissance divine, qui donne quand il lui plaît des bornes secrètes aux passions des hommes les plus emportés, l'ont différemment retenu.

(*a*) Show in how far this passage is characteristic of Bossuet.

II.

1. Translate:

PHILINTE.

Mon Dieu! des mœurs du temps mettons-nous moins en peine,
Et faisons un peu grâce à la nature humaine;

Ne l'examinons point dans la grande rigueur,
Et voyons ses défauts avec quelque douceur.
Il faut parmi le monde, une vertu traitable;
A force de sagesse, on peut être blâmable;
La parfaite raison fuit toute extrémité,
Et veut que l'on soit sage avec sobriété.
Cette grande roideur des vertus des vieux âges
Heurte trop notre siècle et les communs usages;
Elle veut aux mortels trop de perfection:
Il faut fléchir au temps sans obstination;
Et c'est une folie, à nulle autre seconde,
De vouloir se mêler de corriger le monde.

2. Do not translate:

ALCESTE.

Et que voudriez-vous, madame, que j'y fisse?
L'humeur *dont je me sens* veut que je m'en bannisse;
Le ciel ne m'a point fait, en me donnant le jour,
Une âme compatible avec l'air de la cour.
Je ne me trouve point les vertus nécessaires
Pour y bien réussir, et faire mes affaires.
Etre franc et sincère est mon plus grand talent;
Je ne sais point *jouer* les hommes en parlant;
Et qui n'a pas le don de cacher ce qu'il pense
Doit faire en ce pays fort peu de résidence.
Hors de la cour sans doute on n'a pas cet appui
Et ces titres d'honneur qu'elle donne aujourd'hui;
Mais on n'a pas aussi, perdant ces avantages,
Le chagrin de *jouer* de fort sots personnages;
On n'a point à souffrir mille rebuts cruels;
On n'a point à louer les vers de messieurs tels,
A donner de l'encens à madame une telle
Et de nos francs marquis *essuyer la cervelle.*

(*a*) Compare the views of life as represented in these two passages. What would you infer from the play of Molière's personal opinions?

(*b*) Scan the last two lines of extract 2. Mark the cæsuras, number the syllables, and place the stresses.

(*c*) Explain the italicised words or phrases.

3. Translate:

HARPAGON.

N'as-tu point de honte, dis-moi, *d'en venir à* ces débauches-là? de te précipiter dans des dé-

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III.

1. State the main divisions of Old French literature, giving the name of some important work in each division (11th century to 15th century inclusive).

2. What changes in poetical doctrine were instituted by the Pléiade?

3. Write notes on *Chrétien de Troyes*, *Jean de Meung*, *Confrérie de la Passson*, *Montaigne*, *Hôtel Rambouillet*, *Fénelon*, *Pascal*.

University of Toronto.

ANNUAL EXAMINATIONS: 1900.

SECOND YEAR.

GERMAN.

Examiner: A. E. Lang, B.A.

1. Translate:

(*a*) Im ſüdlichen Teile von Deutſchland liegt das Städtchen Grünwieſel, wo ich geboren und erzogen bin. Es iſt ein Städtchen, wie ſie alle ſind. In der Mitte ein kleiner Marktplatz mit einem Brunnen, an der Seite ein kleines altes Rathaus, umher auf dem Markt die Häuſer des Friedensrichters und der angeſehenſten Kaufleute, und in ein paar engen Straßen, wohnen die übrigen Menſchen. Alles kennt ſich, jedermann weiß, wie es da und dort zugeht, und wenn der Oberpfarrer oder der Bürgermeiſter oder der Arzt ein Gericht mehr auf der Tafel hat, ſo weiß es ſchon am Mittageſſen die ganze Stadt. Nachmittags kommen dann die Frauen zu einander in die Viſite, wie man es nennt, und beſprechen ſich bei ſtarkem Kaffee und ſüßem Kuchen über dieſe große Begebenheit. Ihr könnet Euch denken, wie unangenehm es für eine ſo wohleingerichtete Stadt, wie Grünwieſel, ſein mußte, als ein Mann dorthin zog, von dem niemand wußte, woher er kam, was er wollte, von was er lebte.

(*b*)

Und bräut der Winter noch ſo ſehr
Mit trotzigen Gebärden
Und ſtreut er Eis und Schnee umher,
Es muß doch Frühling werden.

Und drängen die Nebel noch ſo dicht
Sich vor den Blick der Sonne,
Sie wecket doch mit ihrem Licht
Einmal die Welt zur Wonne.

[over.]

Blaſt nur, ihr Stürme, blaſt mit Macht,
Mir ſoll darob nicht bangen ;
Auf leiſen Sohlen über Nacht
Kommt doch der Lenz gegangen.

Da wacht die Erde grünend auf
Weiß nicht, wie ihr geſchehen
Und lacht in den ſonnigen Himmel hinauf
Und möchte vor Luſt vergehen.

—GEIBEL.

2. Translate into German :

(*a*) King Alfred was born just one thousand and fifty-one years ago. He was the youngest son of the West Saxons, and he had three elder brothers.

When Alfred was a boy, no one ever thought that he would come to be King ; but his three elder brothers died, one after another, soon after their father ; and so Alfred became King when he was twenty-two.

Alfred's father and mother had given him the best education they could when he was a boy. In those days Kings' children had not many opportunities for learning, but Alfred made the very best of what opportunities he had, and became a wise and learned man. Very few grown-up people, even, at that time could read and write : Alfred learned to do both when he was quite little.

(*b*) 1. I fetched a chair, seated myself, and waited. 2. Some one knocked ; I opened the door and asked who was there, but no one answered. 3. We talked of books ; he showed great knowledge, and I learned much. 4. I told him what I thought, but it made no difference ; he did not believe me. 5. I have heard nothing of the affair. 6. I shall always esteem her. 7. You will soon hear from me. 8. He will show you the way. 9. Let some one open a window. 10. He has studied two years at a German university.

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Drauf trabte der Kaiser mit Lachen von hinnen.
Das Pfäfflein zerriss und zerspliss sich mit Sinnen.
Kein armer Verbrecher fühlt mehr Schwulität,
Der vor hochnotpeinlichem Halsgericht steht.

Er schickte nach ein, zwei, drei, vier Un'vers'täten;
Er fragte bei ein, zwei, drei, vier Fakultäten,
Er zahlte Gebühren und Sporteln vollauf;
Doch löste kein Doctor die Fragen ihm auf.

6. Give the substance of the ballad from which these stanzas are taken, and compare it with the original from which the author imitated.

7. Write a synopsis of the story of *Der Kampf mit dem Drachen.*

8. Explain the following italicized forms: *entfleuch*, *Panisbrief*; von allen *so* da kamen; er hat *es* nimmermehr Gewinn; dass er labe den Kranken der *sein* begehrt; und liessen sich das Blut nicht *dauren.*

III.

9. Translate:

Das Verhältnis zu dem, was man liebt, ist so entschieden, dass die Umgebung wenig sagen will; aber dass es die gehörige, natürliche, gewohnte Umgebung sei, das verlangt das Gemüt, Bei meinem lebaften Gefühl für alles Gegenwärtige konnte ich mich nicht gleich in den Widerspruch des Augenblicks finden. Das anständige, ruhig-edle Betragen der Mutter paszte vollkommen in diesen Kreis, sie unterschied sich nicht von den übrigen Frauen; Olivie dagegen bewies sich ungeduldig, wie ein Fisch auf dem Strande. Wie sie mich sonst in dem Garten anrief oder auf dem Felde beiseite winkte, wenn sie mir etwas Besonderes zu sagen hatte, so that sie es auch hier, indem sie mich in eine Fenstertiefe zog; sie that es mit Verlegenheit und ungeschickt, weil sie fühlte, dass es nicht paszte, und es doch that.

GOETHE, *Dichtung u. Wahrheit.*

10. Explain the connection of the passage in the narrative.

11. Describe (*a*) the circumstances of Goethe's first visit to Sesenheim;

(*b*) Goethe's relations with Frederica's father.

IV.

12. Translate:

Dieses Mädchen war die Frau. Der Vater war gestorben; sie lebte mit ihrem Manne im Häuschen, sie rief ihn heraus und eine Fülle von Segenswünschen wurde Albert zu Theil. Es waren feurige Kohlen auf sein Haupt; erst allmählich fühlte er dass sie brannten, seine Stellung Emil und Emma gegenüber trat ihm vor die Seele, unwillkürlich ertheilte er sich die Rolle des Krämers, der davon schlich, mochte er sie nun verdienen oder nicht. Es übermannte ihn, er setzte das Kind, das er auf den Arm genommen, fast böse nieder, riss sich von den Leuten los und suchte eine andere Gasse auf.

GRIMM, *Das Kind.*

13. ***ertheilte er sich die Rolle des Krämers.*** **Explain fully the parallel.**

V.

14. Give an account of the Popular Epic Poetry of the Middle High German Period.

15. Write notes on Luther's German writings, Hans Sachs, ***Volksbücher*** **of the Reformation Period, Klopstock.**

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fahrt kamen, entwischte er mir in seinem Anfall (attack) und lief in eine Kirche; wie es nun sein mag, von da an behauptet er, der Spuk (apparation) könne nicht zu ihm herein, wenn er am Altar sitze."

„Wer war froher als ich über dieses Auskunftsmittel? (expedient) Aber auch nicht jede Kirche war ihm recht, bald ist sie zu groß, bald zu klein, wie es so mit kranken Leuten geht. Hier geht es nun unbegreiflich gut. Die Kirche behagt ihm wie beinahe keine, und seit acht oder zehn Tagen hat er gar nicht mehr gewüthet, sondern nur geweint."

(*b*) Was dein Genius vor langer Zeit geschaffen,
Dauern wird es ewig in der Zeiten Flucht,
Und die spätsten Enkel werden nicht erschlaffen
Sich zu laben an der süßen, gold'nen Frucht.
Deine Werke werden unvergänglich stehen,
Denn die Geister können nicht wie Staub vergehen.

D'rum, was Großes du und Tiefes hast gesungen,
Was du Schönes, Wahres, Edles uns gelehrt,
Weit ist's über's Vaterland hinausgedrungen,
In den fernsten Marken bist du hochgeehrt.
Ja, das weite Weltmeer selbst setzt keine Schranke,
Und dein Ruhm wird ewig sein wie der Gedanke.

University of Toronto.

ANNUAL EXAMINATIONS: 1900.

SECOND YEAR.

ITALIAN.

HONORS.

Examiners: { W. H. Fraser, B.A.
E. J. Sacco.

I.

Translate into Italian:

1. Many new houses are being built here at present, because it is hoped that the number of inhabitants will soon increase.

2. Mr. D. ought to live a little more economically, and he could do so if he would live in the country. Living costs less in the country than in the city.

3. He asked me what was the matter with me. I would not answer, but he insisted, and I opened my heart to him as to one of my best friends.

4. You ought to leave your native land; you ought to go to Milan, and plunge into the restless life of that great city.

5. He knows something of Italian literature, but he has not read enough of it to form a personal opinion about authors like Ariosto or Alfieri.

6. After the fall of Napoleon, the Italian princes came back to their thrones. They paid no attention to the desires of the people, and declared themselves ready to punish whoever had dared to think or speak of liberty. The Italians, especially the young, desired liberal reforms, and did not like the influence of Austria. Hence, many secret societies were formed with the object of conspiring against the foreigners,

[over.]

and against the Italian princes. The members of one of these societies took the name of *carbonari*. This name came from the fact that, at first, the members of the society were accustomed to hide among the mountains, and were obliged to dress themselves as charcoal-burners in order not to give suspicion to the police. It is said that, in eighteen hundred and twenty, there were more than four hundred thousand *carbonari* scattered through Italy, and that the half of them belonged to the kingdom of Naples.

II.

NOTE.—The *punti salienti* are given as suggesting an outline to be developed, but the candidate may, at his option, treat the subject in any way which seems to him preferable.

Write a composition of about three hundred words on *one* of the following subjects:

(*a*) "Pompei." *Punti salienti*: La grande città antica situata alle falde del vulcano Vesuvio; sua grandezza e ricchezza; vita degli abitanti; di notte una forte eruzione del Vesuvio copre la città di cenere e fuoco; i cittadini nel fuggire trovano la morte.

(*b*) "La Guerra." *Punti salienti*: Principio della guerra; partenza dei volontari per l'Africa del Sud; perchè partono; entusiasmo del popolo; quali glorie si augurano; descrivere qualche episodio.

(*c*) "Invenzione." *Punti salienti*: In Scozia nasce ricco un bambino; la povertà sostituisce la ricchezza nella famiglia; il ragazzo si applica alla meccanica, ma è infermo; conosciuto pel suo merito gli si domanda un disegno meccanico; provata l'utilità della sua invenzione si applica con felice risultato, ed il suo nome è conosciuto dal mondo.

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1. Give in tabular form, the principal parts (infin., gerund, past part., 1 sg. pres. indic., 1 sg. past def.) of *detto, scoprire, vedere, fece, seppe, accaduto, udendo, arrese, dovesse, riuscita.*

2. Write in full the pres. subj. of *udendo*, the pluperfect indicative of *soccorrermi*, and the future of *stracciato.*

3. Translate: My eldest brother.

4. *gli aveva io stracciato* (l. 3). Rewrite the clause substituting a noun sentence for the infinitive, and giving a reason for the mood used.

5. *farcisi* (l. 9). Parse.

6. *dovesse* (l. 18), *fosse* (l. 23). Why subjunctive?

7. Write the plural of *passaporto, luogo, allo zio, canonico, da lui, mio fratello.*

8. *sarebbe riuscita* (l. 20). Explain the use of this tense.

9. State such rules for the position of personal pronoun objects as are illustrated in the extract, giving from the extract one example of each.

10. Give a phonetic transcription of *stracciato, vicinanze, sbarcato, visita, poche, Ventimiglia, farcisi, lasciato, qualunque, già.*

II.

1. Divide the history of Italian literature into periods.

2. Write notes on any *three* of the following authors giving their approximate dates, and indicating their place in the history of literature: Cecco Angiolieri, Boccaccio, Pulci, Machiavelli, Marino, Manzoni.

3. Write a short paper on *one only* of the following subjects: (*a*) "The Early Prose Literature," (*b*) "The Poetry of Chivalry," (*c*) "The Literature of the Eighteenth Century."

4. Describe briefly any *five* of the following works, naming the author in each case: *Vita Nuova, Dittamondo, Morgante Maggiore, L'Arcadia, Orlando Furioso, Sofonisba, Il Principe, Adone, La Secchia Rapita, Il Giorno.*

University of Toronto.

ANNUAL EXAMINATIONS: 1900.

SECOND YEAR.

SPANISH.

HONORS.

Examiners: { W. H. Fraser, B.A.
P. Toews, M.A., Ph.D.

I.

Translate into Spanish:

1. His eldest brother is not very industrious, but he is much cleverer than I thought.

2. In my whole life, I have never seen such a man.

3. It is enough that I tell you to do it.

4. He routed three hundred enemies.

5. I wish you could procure me a servant who would serve me as faithfully as the one I have just dismissed.

6. You ought to have thanked him for it.

7. After having blessed them, he sprinkled (*rociar*) them with consecrated water.

8. An ambassador having been called before the emperor of the Turks, perceived on arriving that seats had been placed for all but him, and that the Turks had left him standing to show their indifference towards his nation. With great sang-froid he immediately took off his cloak, folded (*doblar*) it and sat down upon it. When the audience was finished, the ambassador rose and took his leave without paying the least attention to his cloak. An officer called to him saying, "Sir, you have forgotton your cloak."—"Oh no, I have not," replied he; "the ambassadors of the king my master are not accustomed to carry their seats with them."

[over.]

II.

NOTE.—The *puntos salientes* are given as suggesting an outline to be developed, but the candidate may, at his option, treat the subject in any way which seems to him preferable.

Write a composition of about three hundred words on *one* of the following subjects:

(*a*) "La guerra de África." Descripcion de los dos pueblos beligerantes y de sus recursos; causa y principio de la guerra; participacion del Canadá; partida de las tropas çanadeses; acontecimientos notables de la lucha; valor de los boers y de las tropas británicas; fin probable de la guerra; consecuencias por la civilizacion.

(*b*) "Un mártir del deber." El referido es guarda aguja; descripcion de sus deberes; descripcion de su persona y de su vida solitaria y monótana; halla en el camino á un niño abandonado; lo lleva á su casita y lo cria cuidadosamente; cambiamento consecuente en el genio del guarda aguja; un dia el niño se sienta sobre el camino; el tren se aproxima; lucha entre el amor y el deber en el corazon del hombre; fin trágico del niño y desesperacion del guarda aguja.

(*c*) "Reconocimiento." Un esclavo de Santo Domingo llamado Luis, trabajando por la noche y la mañana, gana bastante dinero para comprar su libertad; su amo rehusa el dinero, pero pone en libertad al esclavo; el amo vende sus haciendas y vuelve á España; en consecuencia de varias desgracias el amo queda arruinado; vuelve á Santo-Domingo y vive en la miseria; Luis le busca, le ofrece alojamiento en su casa, y finalmente le asigna una pension anual de 5000 pesetas; el antiguo amo se establece en Madrid y vive muchos años con toda comodidad.

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(*b*) Mandaron á un estudiante, yendo á cazar, que no hablase, porque espantaría los conejos. Éste dijo cuando los vió, *Ecce cuniculi multi.* Y como se espantasen y le riñesen, respondió: "Quien había de pensar que los conejos sabían latin?"

1. Write the plural of *país*, *voraz*, giving rules.

2. *allá* (l. 4). Write sentences in Spanish to show the distinction between *allá* and *allí*.

3. *para comer* (l. 4). Distinguish between *para* and *á* before the infinitive in such constructions.

4. *Guardémoslo* (l. 10). Rewrite in the negative.

5. *coma* (l. 9), *sueñe* (l. 11), *hablase* (l. 29). Why subjunctive?

6. *se lo comió* (l. 16). Parse *se*.

7. *á despertar* (l. 16). State rule for the use of *á* here, and give other examples.

8. Give Spanish equivalents, explanations, or approximate expressions for *á pesar de* (l. 6), *diligencias* (l. 7), *es preciso que* (l. 9), *se fueron á la cama* (l. 14), *manjares* (l.25).

9. Give the infin., gerund, past part., 1 sg. pres. indic., and 3 sg. past def., of *dicen*, *se fueron* (l. 14), *pudieron*, *visto*, *quiere*, *sabian*.

10. Give the 1 sg. pres. subj. of *llegaron*, the past part. of *abrir*, the 1 sg. impf. subj. of *tendria*, and of *dió*.

11. Write the following words in phonetic transcription: *pájaro*, *diligencias*, *bocado*, *fueron*, *ángeles*, *yendo*.

II.

1. Into what periods may the history of Spanish literature conveniently be divided? Describe in general terms the literature of any *one* of them.

2. Write notes on the Poema del Cid, and on the ballad literature of Spain.

3. Give a brief account of the rise and development of the drama.

4. Give some account of the writings of any *three* of the following: Berceo, Juan Ruiz (El Arcipreste de Hita), Boscan, Montemayor, Padre Isla, Calderon, Santa Teresa.

University of Toronto.

ANNUAL EXAMINATIONS: 1900.

SECOND YEAR.

HEBREW.

HISTORY AND SYNTAX.

Examiners: { J. F. McCURDY, M.A., PH.D.
J. F. McLAUGHLIN, B.A., B.D.
R. G. MURISON, M.A.

I.

1. What are the chief divisions of the Semitic race? What was the original home of the Semites? Give the principal arguments in favour of this view.

2. Show the broad contrast between the Semites and Western Aryans in the matter of political organization. Point out the types and stages of Semitic government.

3. What books are known as "Prophets" in the Hebrew Canon? What is the probable reason for this title? What are the general features of composition and style which mark the historical portion of the "Prophets"?

4. Briefly outline the contents of the book of Exodus.

II.

1. Write full note on the use of the relative pronoun and give examples.

2. Define and distinguish annexion and apposition.

3. What are the various uses of the simple imperfect and of the jussive?

4. Explain the use of the perfect with strong Vav, or Vav consecutive.

[OVER.]

5. Translate into Hebrew :

(*a*) Thou shalt go to a nation whose tongue thou shalt not understand (hear).

(*b*) Moses grew and became a son of Pharaoh's daughter and God gave him wisdom (חכמה) and strength (גבורה).

(*c*) The people said "What shall we drink?" And he cried unto Jehovah; and Jehovah shewed (Hiph. of ירה) him a tree, and he cut down (גדע) the tree and cast it into the waters, and the waters were made sweet (Qal of מתק).

(*d*) My son, my daughter, our houses, our fields, his brothers, their fathers, the sword of the king's son, the tops (heads) of the mountains, the eldest daughter of the krng of Israel.

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3. Inflect אֵת the preposition, and the sign of the definite accusative with suffixes

4. Inflect רָדָה in pft. Qal, יָרַד in impft. Qal, and give Qal infin., and 3 s.m. pft. and impft. of both verbs.

5. Translate Ruth iv. 6-9 :

6 וַיֹּאמֶר הַגֹּאֵל לֹא אוּכַל לִגְאָל־לִי פֶּן־אַשְׁחִית
אֶת־נַחֲלָתִי גְּאַל־לְךָ אַתָּה אֶת־גְּאֻלָּתִי כִּי לֹא־
אוּכַל לִגְאָל׃ 7 וְזֹאת לְפָנִים בְּיִשְׂרָאֵל עַל־
הַגְּאֻלָּה וְעַל־הַתְּמוּרָה לְקַיֵּם כָּל־דָּבָר שָׁלַף אִישׁ
נַעֲלוֹ וְנָתַן לְרֵעֵהוּ וְזֹאת הַתְּעוּדָה בְּיִשְׂרָאֵל׃
8 וַיֹּאמֶר הַגֹּאֵל לְבֹעַז קְנֵה־לָךְ וַיִּשְׁלֹף נַעֲלוֹ׃
9 וַיֹּאמֶר בֹּעַז לַזְּקֵנִים וְכָל־הָעָם עֵדִים אַתֶּם הַיּוֹם
כִּי קָנִיתִי אֶת־כָּל־אֲשֶׁר לֶאֱלִימֶלֶךְ וְאֵת כָּל־אֲשֶׁר
לְכִלְיוֹן וּמַחְלוֹן מִיַּד נָעֳמִי׃

6. Parse and explain forms אוּכַל (6) ; קניתי (9).

7. לִגְאָל־לִי and לִגְאֻל. Parse and explain difference in pointing.

8. לְקַיֵּם. Parse. What is the more usual form of the intensive of this verb?

9. דָּבָר. Inflect in sing. and plural, giving in each examples with light and heavy suffixes.

10. What books are included in the Kethubhim Division of the Hebrew Canon.

11. Translate 1 Samuel xvii. 39-42 :

39 וַיַּחְגֹּר דָּוִד אֶת־חַרְבּוֹ מֵעַל לְמַדָּיו וַיֹּאֶל לָלֶכֶת
כִּי לֹא־נִסָּה וַיֹּאמֶר דָּוִד אֶל־שָׁאוּל לֹא־אוּכַל
לָלֶכֶת בָּאֵלֶּה כִּי־לֹא נִסֵּיתִי וַיְסִרֵם דָּוִד מֵעָלָיו׃
40 וַיִּקַּח מַקְלוֹ בְּיָדוֹ וַיִּבְחַר־לוֹ חֲמִשָּׁה חַלְּקֵי

אֲבָנִים מִן־הַנַּחַל וַיָּשֶׂם אֹתָם בִּכְלִי הָרֹעִים
אֲשֶׁר־לוֹ וּבַיַּלְקוּט וְקַלְעוֹ בְיָדוֹ וַיִּגַּשׁ אֶל־
הַפְּלִשְׁתִּי׃ 41 וַיֵּלֶךְ הַפְּלִשְׁתִּי הֹלֵךְ וְקָרֵב אֶל־
דָּוִד וְהָאִישׁ נֹשֵׂא הַצִּנָּה לְפָנָיו׃ 42 וַיַּבֵּט
הַפְּלִשְׁתִּי וַיַּרְא אֶת־דָּוִד וַיִּבְזֵהוּ כִּי־הָיָה נַעַר
וְאַדְמֹנִי עִם־יְפֵה מַרְאֶה׃

12. Parse מעליו (39); ויסרם נסה ללכת ויאל (40); וישם ויקח (41); ויבזהו ויבט (42).

13. חַרְבוֹ. Parse. Translate: this good sword; this is a good sword.

14. Inflect לקח in Qal throughout.

15. Five stones. Why is the construct of the numeral not used here?

16. Inflect סבב in Qal impft. and Hiphil perfect.

17. What inconsistencies are said to exist in this story of David and Goliath. Examine these.

18. Translate 1 Kings v. 5-8.

5 וַיֵּשֶׁב יְהוּדָה וְיִשְׂרָאֵל לָבֶטַח אִישׁ תַּחַת גַּפְנוֹ
וְתַחַת תְּאֵנָתוֹ מִדָּן וְעַד־בְּאֵר שָׁבַע כֹּל יְמֵי
שְׁלֹמֹה׃ 6 וַיְהִי לִשְׁלֹמֹה אַרְבָּעִים אֶלֶף אֲרֻוֹת
סוּסִים לְמֶרְכָּבֹו וּשְׁנֵים־עָשָׂר אֶלֶף פָּרָשִׁים׃
7 וְכִלְכְּלוּ הַנִּצָּבִים הָאֵלֶּה אֶת־הַמֶּלֶךְ שְׁלֹמֹה וְאֵת
כָּל־הַקָּרֵב אֶל־שֻׁלְחַן הַמֶּלֶךְ־שְׁלֹמֹה אִישׁ חָדְשׁוֹ
לֹא יַעֲדִרוּ דָּבָר׃ 8 וְהַשְּׂעֹרִים וְהַתֶּבֶן לַסּוּסִים
וְלָרֶכֶשׁ יָבִאוּ אֶל־הַמָּקוֹם אֲשֶׁר יִהְיֶה־שָּׁם אִישׁ
כְּמִשְׁפָּטוֹ׃

[OVER]

19. Parse and explain forms יעדרון, וכלכלן (7).

20. גפנן (5). Parse. From what does the class to which this noun belong get its name? Translate into Hebrew: these vines, the vines of the king, thy vines, your vines.

21. What is your estimate of the character of Solomon?

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III.

Point out the following:

ויתן יהוה אלי את־שני לוחת האבנים כתבים
באצבע אלהים ועליהם ככל־הדברים אשר
דבר יהוה עמכם בהר מתוך האש ביום
הקהל:

University of Toronto.

ANNUAL EXAMINATIONS: 1900.

SECOND YEAR.

ORIENTALS.

HONORS.

HEBREW TEXTS.

Examiners: { J. F. McCURDY, LL.D.
J. F. McLAUGHLIN, M.A., B.A.
R. G. MURISON, M.A.

1. Translate Exodus xv. 1-6.

2. Parse and explain forms רמה, ישיר (1); ואנוהו, וארממנהו (2); טבעו (4); יכסימו (5).

3. ירה. Inflect in Hiphil perfect.

4. Translate Numbers xxiii. 7-10.

5. Parse and explain forms ארה, ינחני, וישא, ועמה (7); קבה (8); אשורנו, אראנו (9).

6. (*a*) What Pe Aleph verbs are inflected like אמר.

(*b*) What are the peculiarities of the verb to go; give its infinitives and participles.

7. Compare the inflection of the 'Ayin double verb in Hebrew Qal and Aramaic Peal.

8. Explain Nun Epenthetic. Inflect קטל with pronominal suffixes with Nun Epenthetic, in imperfect Qal. Give an example of the Infinitive with a suffix.

9. Give the preposition כ, with suffixes.

10. Translate Judges xvi. 25-29.

11. Parse אשען, והמשני, הניחה (26); ושמה (27); ואנמה, והזקני, וברני (28); נכון (29).

12. האנשים, והנשים. Inflect these two nouns in sing. and pl. without pron. suffixes.

[OVER.]

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ORIENTALS.

SIGHT TRANSLATION.

HONORS.

Examiners: J. F. MacCurdy, LL.D.; J. F. MacLaughlin, M.A., B.D.; R. G. Murison, M.A.

Translate:

Deuteronomy xxvi. 6-11.

1 Samuel xxx. 1-5, 16-19.

1 Kings xiii. 11-19.

Jeremiah xxxvii. 1-9.

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MEDIÆVAL HISTORY.

Examiners: { GEORGE M. WRONG, M.A.
DONALD MCFAYDEN, B.A.

1. Explain the main features of the political situation in Italy in the first ten years of the fifth century and indicate the results of this situation upon

(1) Roman rule in Britain;

(2) the city of Rome;

(3) the settlement of the Visigoths in Western Europe.

2. Explain the state of culture of the early Germans and indicate the chief Teutonic migrations southward during the fifth century.

3. Compare the significance of the terms Britain and England and indicate

(1) the nature of the struggle between the British and the English for supremacy.;

(2) the effect of the council of Whitby and the character of the work of Theodore, Archbishop of Canterbury;

(3) the position of Edgar as an English king.

4. Write notes upon:—

(1) Justinian as a reviver of the Roman Empire;

(2) the political position of the Franks about 500 A.D. and in 800 A.D.

(3) the tie between Germany and Italy under Otto the Great.

5. Discuss the state of culture of the English and of their Norman assailants at the time of the conquest and indicate the nature of the rule established by the Normans in England.

[OVER.]

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MEDIÆVAL HISTORY.

HONOURS—SECOND PAPER.

Examiners: { GEORGE M. WRONG, M.A.
DONALD MCFAYDEN, B.A.

1. Account for the chief features of Feudalism and explain the abuses to which the institution lent itself.

2. Explain (*a*) the ecclesiastical situation associated with the Norman Conquest;

(*b*) the relative progress in civilization of conquerors and conquered;

(*c*) the degree of absolutism on the part of the king that the political settlement involved.

3. Account for the degree of liberty enjoyed by the free commonwealths of Italy and indicate the place of Frederic Barbarossa in their history.

4. Explain (*a*) the terms "Holy Roman Empire" and "King of Germany;"

(*b*) the theoretical claims of the mediæval Empire;

(*c*) the meaning of the "Fall of the Hohenstaufen."

5. Write concise notes upon (*a*) the causes of the supremacy of religious ideas in mediæval thought; (*b*) Bernard of Clairvaux (*c*) the causes of the decline of the crusading spirit.

6. Explain (*a*) the growth of the royal power in France under St. Louis;

(*b*) the difference in origin and character between the English *Parliament* and the French *Parlement.*

7. Explain briefly the differing ideals of the monks and the friars noting briefly the salient features of the careers of the two first leaders of the friars.

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PHILOSOPHY—PSYCHOLOGY.

PASS AND HONORS.

Examiners: { A. H. ABBOTT, BA.
F. TRACY, PH.D.

Eight questions count a full paper.

Pass candidates may answer *either* question 5 or question 6, (both marked *).

Honor Candidates must *not* answer question 3 (marked †).

1. "Psychology is the science which describes and explains the phenomena of consciousness, as such."

(*a*) Carefully examine this definition of Psychology, and state clearly what you think it *could* mean.

(*b*) If you accept this definition as adequate, or if you reject it as inadequate, give your exact reasons for so doing.

2. What do you understand by "Psychical Elements," and how do you reach such from the complex experience of any moment?

†3. (*a*) What facts do the following phrases express: "The Continuity of Experience," "The Relativity of Experience," "Experience is a conscious process"?

(*b*) Make up series of numbers to illustrate the Law of Weber, and on the basis of your illustration show its significance in experience.

*4. (*a*) If you see a color where physically there is only uncolored light, is it an illusion? Discuss this point carefully.

(*b*) State what you can regarding the following: Color-Contrast, After-Image, Zero-point (In Sensations of Temperature), Clang (In Sensations of Tone), Resis-

[OVER.]

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ANNUAL EXAMINATIONS: 1900.

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PHILOSOPHY—THEORY OF KNOWLEDGE.

HONORS.

Examiners: { J. G. Hume, M.A., Ph.D.
A. H. Abbott, B.A

LOCKE.

1. (*a*) What do you understand by Theory of Knowledge? Show why, from the conditions which gave rise to the "Essay on the Human Understanding," Locke discussed innate ideas, and indicate what significance his conclusion had in his Theory.

(*b*) Does your view of knowledge allow an "innate" factor in mind? If so, show carefully what you mean by such a factor.

2. Locke tried to show what is the *source* of knowledge: Indicate clearly how his view of this source gave form to his doctrine of the simple idea as "the original of knowledge," and critically examine his *method* of attacking the problem, and his conception of idea.

3. What is Locke's account of the origin of the idea of causality, and what use does he make of the necessity of the causal relation? Discuss both phases of the problem carefully.

4. To what extent did Locke's doctrine of substance arise from, and enter into, his theory of knowledge; and what is the relation of this doctrine to the doctrine of knowledge advocated in Book IV of his Essay?

5. What have the contradictions in Locke's statement of his theory taught you:

(*a*) With regard to the basis and statement of philosophical problems;

(*b*) With regard to the significance of contradictions in your own views of life?

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PHILOSOPHY.

THEORY OF KNOWLEDGE.

HONORS.

Examiner: PROFESSOR J. G. HUME, M.A., PH.D.

HUME.

1. What does Hume accept from Locke and Berkeley? What does he reject?

2. Shew the connection between Hume's discussion of Modes and his discussion of Space and Time. Critically examine the adequacy of Hume's account.

3. Give Hume's discussion of "Necessary Connection."

4. Give Hume's account of substance and identity and shew the connection.

5. Give Hume's views about the "*Self*."

6. Criticize Hume's views by making them consistent with his account of the Self.

7. What fundamental errors logical and psychological may be detected in Hume's writings?

8. Briefly indicate what your own view is concerning Self, Relation, Substance.

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POLITICAL SCIENCE DEPARTMENT.

ENGLISH CONSTITUTIONAL HISTORY.

HONOURS.

Examiner: JAMES MAVOR.

Five Questions only to be answered.

1. Give an outline of the provisions of the Charter of Liberties Henry I. (1100).

2. Contrast the Feudalism of England under the Saxon Kings with that of Normandy during the same period.

3. What were the principal provisions of the Constitutions of Clarendon?

4. Describe fully the clause in Magna Carta which relates to representation and taxation.

5. Sketch the social hierarchy in Saxon times in England and compare it with that of Norman times.

6. Give an account of the Dane-geld and the Ship-geld.

7. Explain the following terms:
   (*a*) Presentment of Englishry.
   (*b*) View of Frankpledge.
   (*c*) Compurgation.

8. Give a sketch of the vicissitudes of the Royal power in England up till 1215.

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DEPARTMENT OF POLITICAL SICENCE.

ANALYTICAL GEOMETRY AND CALCULUS.

Examiner: ALFRED BAKER, M.A.

1. Give a graphical illustration of the statement: "Increase of the same kind of consumption yields pleasure continuously diminishing up to the point of satiety." (Jevons.) How could you interpret the negative magnitudes that appear in continuing your curve to the second or fourth quadrants?

2. (1) A line is defined by the intercepts, a and b, on the axes; find its equation.

(2) A line is defined by (x', y'), (x'', y''), two points through which it passes; find its equation.

In what case will the two preceding definitions of the line be identical?

3. Find the condition that the lines

$$Ax + By + C = 0,$$

$$A'x + B'y + C' = 0,$$

are perpendicular.

A line passes through the origin and is perpendicular to $3x - 2y + 5 = 0$; find its equation.

4. The centre of a circle is (a, b) and its radius is r; find its equation.

Find the equation of the circle which passes through the origin and whose centre is at (a, b).

5. Define the secant and tangent to any curve. Find the equation of the tangent to the circle $x^2 + y^2 = a^2$ at the point (x', y').

[OVER.]

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ELEMENTARY ANALYTICAL STATICS.

HONORS.

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

1. Explain Newton's method of measuring forces.

Define the British and French *absolute* and *gravitation* units of Force and Work.

Express in ergs the kinetic energy of a mass of 10 pounds moving with a velocity of 10 feet per second.

One inch = 25.4 mms.; 1 kilogram = 2.2 pds.

2. Two forces acting at O are represented in direction by OA and OB, and in magnitude by mOA and nOB. Show that their resultant is represented in direction by OG and in magnitude by $(m + n)\ OG$, where G divides AB so that $mAG = nBG$.

3. Obtain by the principle of energy; or otherwise, the conditions of equilibrium for (1) any number of forces acting upon a particle, (2) a system of coplanar forces acting upon a rigid body.

4. A uniform heavy beam AB rests with one end A against a vertical wall, and the other B is fastened by a string BC of given length to a point C in the wall. Determine the pressure against the wall, the tension of the string and the position of the beam and string.

5. Define "angle of friction."

Find the direction and magnitude of the least force required to move a heavy particle resting upon a rough horizontal plane.

[OVER.]

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DIFFERENTIAL CALCULUS.

HONORS.

Examiner: I. J. BIRCHARD, M.A., PH.D.

1. Explain the meaning of the following: "Independent Variable," "Limit," "Infinitesimal of the Second order, Third order," etc., giving in each case a geometrical illustration.

Given the area of a circle πr^2, obtain the ratio of the circumference to the diameter. Can the perimeter of an ellipse be found from its area by the same method?

2. Differentiate $\log a^x$ with reference (1) to x, (2) to (a), giving the reasoning for the first part in full.

Differentiate with reference to x

(1) $e^x (1 - x^3)$, (2) $\dfrac{x}{\sqrt{x^2 + a^2} - a}$,

(3) $\tan^{-1} \sqrt{\dfrac{1 - \cos x}{1 + \cos x}}$.

3. State and prove Leibnitz' Theorem.

Given $y = \log (x + \sqrt{a^2 + x^2})$

derive $(a^2 + x^2) \dfrac{d^2y}{dx^2} + x \dfrac{dy}{dx} = 0$ and

$$(a^2 + x^2) \frac{d^{n+2}y}{dx^{n+2}} + (2n + 1) x \frac{d^{n+1}y}{dx^{n+1}} + n^2 \frac{d^n y}{dx^n} = 0.$$

4. Show how to find the limiting value of a function of a single variable which takes the form $\dfrac{0}{0}$ for a particular value of that variable.

Evaluate $(\tan x)^{\sin x}$ when $x = 0$ and $(\sin x)^{\tan x}$ when $x = \dfrac{\pi}{2}$.

Given $x^3 - 3axy + y^3 = 0$ find $\dfrac{dy}{dx}$ when $x = 0, y = 0$.

[OVER.]

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SOLID GEOMETRY.

HONORS.

Examiner: ALFRED BAKER, M.A.

1. Find the conditions that the plane

$$Ax + By + Cz = 1,$$

may be wholly at infinity.

Also the condition that the line

$$\frac{x - a}{l} = \frac{y - b}{m} = \frac{z - c}{n}$$

may be wholly at infinity.

Obtain the conditions for the parallelism of two planes from the fact that their intersection is a line at infinity.

2. Axes being oblique, find the cosines of the angles which the line

$$\frac{x - a}{l} = \frac{y - b}{m} = \frac{z - c}{n}$$

makes with the co-ordinates axes.

Find the conditions that this line may be perpendicular to the plane

$$Ax + By + Cz = 1,$$

when the axes are oblique.

3. $f(x, y, z) = 0$ being the equation of any conicoid, find the equation of the plane in which lie all chords of this conicoid that are bisected at the point (α, β, γ).

Two similar ellipsoids are concentric and similarly situated; show that tangent planes to the inner ellipsoid contain all chords of the outer ellipsoid which are bisected at the point of contact.

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PHYSICS.

HONORS.

Examiner: W. J. LOUDON, B.A.

1. State the laws of static electricity.

2. Describe the gold-leaf electroscope, and explain how it may be charged with positive electricity. Explain also how it may be used to determine the sign of an external charge or to shew a difference of potential.

3. State Ohm's law and explain, by means of a diagram, the theory of the Wheatstone Bridge.

4. How would you prove that the resistance of any circuit changes with the temperature?

5. Explain the principle of any galvanometer with which you are familiar.

6. Draw a diagram shewing the component parts of an induction coil, explaining the action of the condenser.

7. The bob of a clock pendulem is a vertical disc of copper. Shew that, if the pole of a magnet is held near the lowest position of the centre of the bob, it will tend to stop the clock.

8. A current can go partly through a galvanometer, the resistance of which is 297 ohms, and partly through a piece of wire of three ohms resistance, arranged as a shunt; calculate the total value of the current in ampères, when the galvanometer indicates a current of ·0182 of an ampère passing through it.

9. Define inclination, declination, of the magnetic needle, and find the limits between which they must lie; also shew at what points on the earth's surface their values will be 0°, and 90°.

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PROBLEMS.

HONORS.

Examiner: THE EXAMINERS IN MATHEMATICS AND PHYSICS.

NOTE.—Candidates will write answers to questions 1, 2, to I., II., . . , to α, β, . . , and to A, B, . . , respectively, in separate books, and endorse accordingly.

1. If two circular sections of the ellipsoid

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

of different systems be such that the sphere on which both lie has a constant radius mb, the locus of the centre of the sphere is given by the equations

$$\frac{x^2}{a^2 - b^2} - \frac{z^2}{b^2 - c^2} = 1 - m^2 \text{ and } y = 0.$$

2. From a point three tangents, mutually at right angles to one another, to the ellipsoid

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

shew that the locus of the point is given by

$$x^2 (b^2 + c^2) + \ldots + \ldots = a^2b^2 + b^2c^2 + c^2a^2.$$

I. Shew that the line drawn through the feet of perpendiculars from any point on an ellipse to the principal axes touches the curve

$$\left(\frac{x}{a}\right)^{\frac{2}{3}} + \left(\frac{y}{b}\right)^{\frac{2}{3}} = 1.$$

[OVER.]

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PHYSICS AND CHEMISTRY; MATHEMATICS AND PHYSICS; NATURAL SCIENCE.

CHEMISTRY AND MINERALOGY.

Examiners: THE EXAMINERS IN CHEMISTRY.

*Atomic weights: H = 1 C = 12 O = 16.

1. What is a "phase"?

Why is it unlikely that more than three phases will exist in a mixture of two salts with water, at any given temperature and pressure?

Write an account, with diagrams, of the saturated solutions that may be formed from two salts which can unite to form a double salt.

2. How may the freezing point of a solution be made use of to determine the molecular weight of the dissolved substance?

What theoretical connection is there between the osmotic pressure of the dissolved substance and the freezing point of the solution?

*If a solution containing ten grammes of dextrose, $C_6H_{12}O_6$ in one litre of water freeze at — 0.10°C., what will be the freezing point of a solution of ten grammes of cane sugar, $C_{12}H_{22}O_{11}$, in one litre of water?

3. What circumstances affect the rate of a chemical reaction?

What law has been discovered connecting the concentration of the reacting substances in a solution with the rate of the reaction?

How has this law been made use of in the study of chemical equilibrium?

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CHEMISTRY AND MINERALOGY AND NATURAL SCIENCE.

MINERALOGY.

HONORS.

Examiner: A. P. COLEMAN.

1. What is the scale of hardness of the mineralogist and how is it used? Mention the various kinds of luster, giving a mineral which illustrates each.

2. Give the properties, chemical composition, crystal forms and mode of occurrence of the felspars, garnet and dolomite. Where may they be found in Ontario?

3. Name and describe an oxide and a sulphide which are attracted by the magnet. Where do they occur in Ontario, and what uses have they?

4. Give an account of the different varieties of silica occuring as minerals, mentioning uses and Canadian localites where they are found.

5. Describe the more important carbonates, showing their crystallographic relationships.

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SECOND YEAR.

PHYSIOLOGY.

HONORS.

Examiner: A. B. MACALLUM.

1. How do the lens and cornea affect the rays of light which enter the eye?

2. Give an account of the coagulation of blood.

3. What are the characters and functions of the blood corpuscles?

4. Describe gastric digestion.

5. What are the functions of the skin?

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HONORS ONLY.

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3. Describe Sophocles' appearance after the statue we possess of him.

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Shew by a succinct analysis of the play how Sophocles has achieved this.

III.

PINDAR.

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HONORS ONLY.

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ὄψιν ἢ πρὸς ἀκοήν τι προσβάλῃ, ὥσπερ αὔρα φέρουσα ἀπὸ χρηστῶν τόπων ὑγίειαν, καὶ εὐθὺς ἐκ παίδων λανθάνῃ εἰς ὁμοιότητά τε καὶ φιλίαν καὶ ξυμφωνίαν τῷ καλῷ λόγῳ ἄγουσα ;

8. From what point of view does Plato, in Book III, condemn (*a*) litigiousness, (*b*) the flute, (*c*) possession of private property by the guardians, (*d*) athleticism, (*e*) realism in art or literature, (*f*) a judge who has sown his wild oats, (*g*) a rigid caste system?

9. Translate:

Ἀλλ', ἦν δ' ἐγώ, φαίνεταί μοι βούλεσθαι λέγειν οὗτος ὁ λόγος, ὥς τι ἐν αὐτῷ τῷ ἀνθρώπῳ περὶ τὴν ψυχὴν τὸ μὲν βέλτιον ἔνι, τὸ δὲ χεῖρον, καὶ ὅταν μὲν τὸ βέλτιον φύσει τοῦ χείρονος ἐγκρατὲς ᾖ, τοῦτο λέγειν τὸ κρείττω αὐτοῦ ἐπαινεῖ γοῦν· ὅταν δὲ ὑπὸ τροφῆς κακῆς ἢ τινος ὁμιλίας κρατηθῇ ὑπὸ πλήθους τοῦ χείρονος σμικρότερον τὸ βέλτιον ὄν, τοῦτο δὲ ὡς ἐν ὀνείδει ψέγειν τε καὶ καλεῖν ἥττω ἑαυτοῦ καὶ ἀκόλαστον τὸν οὕτω διακείμενον. Καὶ γὰρ ἔοικεν, ἔφη. Ἀπόβλεπε τοίνυν, ἦν δ' ἐγώ, πρὸς τὴν νέαν ἡμῖν πόλιν, καὶ εὑρήσεις ἐν αὐτῇ τὸ ἕτερον τούτων ἐνόν· κρείττω γὰρ αὐτὴν αὐτῆς δικαίως φήσεις προσαγορεύεσθαι, εἴπερ, οὗ τὸ ἄμεινον τοῦ χείρονος ἄρχει, σώφρον κλητέον καὶ κρεῖττον αὐτοῦ.

(*a*) *τὸ ἕτερον.* What are the two characteristics which this phrase implies are to be found in the temperate individual?

(*b*) Is Plato violating here his avowed principle of reasoning from the state to the individual?

10. State clearly the arguments by which Plato proves that there are three distinct elements in the soul.

11. Translate:

Πέπεισμαι ἐγὼ ἑκὼν εἶναι μηδένα ἀδικεῖν ἀνθρώπων, ἀλλὰ ὑμᾶς τοῦτο οὐ πείθω· ὀλίγον γὰρ χρόνον ἀλλήλοις διειλέγμεθα· ἐπεί, ὡς ἐγῷμαι, εἰ ἦν ὑμῖν νόμος, ὥσπερ καὶ ἄλλοις ἀνθρώποις, περὶ θανάτου μὴ μίαν ἡμέραν μόνον κρίνειν, ἀλλὰ πολλάς, ἐπείσθητε ἄν· νῦν δ' οὐ ῥᾴδιον ἐν χρόνῳ ὀλίγῳ μεγάλας διαβολὰς ἀπολύεσθαι. πεπεισμένος δὴ ἐγὼ μηδένα ἀδικεῖν πολλοῦ δέω ἐμαυτόν γε ἀδικήσειν καὶ κατ' ἐμαυτοῦ ἐρεῖν αὐτός, ὡς ἄξιός εἰμί του κακοῦ καὶ τιμήσεσθαί τοιούτου τινὸς ἐμαυτῷ· τί δείσας ; ἢ μὴ πάθω τοῦτο, οὗ Μέλητός μοι τιμᾶται, ὃ φημι οὐκ

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6. Εἰ δέ τινες ἐφίενται τοῦ φαινομένου ἀγαθοῦ, τῆς [illegible] οὐ κύριοι, ἀλλ' ὁποῖός τις ἕκαστός ἐστι. τοιοῦτον καὶ τὸ τέλος φαίνεται αὐτῷ.

(a) State clearly Aristotle's reply to the objection here suggested. What is the object of his argument?

(b) Show how Aristotle fails to work out his theory of the will so as to arrive at full responsibility.

7. Translate:

Ἔοικεν δὲ τῇ ἐλευθεριότητι ἀνελευθερία ἐναντίον εἶναι μᾶλλόν τε γάρ ἐστι κακὸν τῆς ἀσωτίας, καὶ μᾶλλον ἐπὶ ταύτην ἁμαρτάνουσιν ἢ κατὰ τὴν λεχθεῖσαν ἀσωτίαν.

(a) μᾶλλόν ... ἀσωτίαν. To what extent, if any, is Aristotle correct in his view here?

(b) In what points does μεγαλοπρέπεια differ from ἐλευθεριότης?

8. Give the main differences between the Christian and the Aristotelian virtues. Classify the virtues treated of by Aristotle, bringing under the same heads those which bear more or less resemblance to each other.

9. Translate:

Ὁ δὲ κατὰ νοῦν ἐνεργῶν καὶ τοῦτον θεραπεύων καὶ διακείμενος ἄριστα καὶ θεοφιλέστατος ἔοικεν εἶναι· εἰ γάρ τις ἐπιμέλεια τῶν ἀνθρωπίνων ὑπὸ θεῶν γίνοιτο, ὥσπερ δοκεῖ, καὶ εἴη ἂν εὔλογον χαίρειν τε τοῖσδε τῷ ἀρίστῳ καὶ τῷ συγγενεστάτῳ (τοῦτο δ' ἂν εἴη ὁ νοῦς) καὶ τοὺς ἀγαπῶντας μάλιστα τοῦτο καὶ τιμῶντας ἀντευποιεῖν ὡς τῶν φίλων αὐτοῖς ἐπιμελουμένους καὶ ὀρθῶς τε καὶ καλῶς πράττοντας. Ὅτι δὲ πάντα ταῦτα τῷ σοφῷ μάλισθ' ὑπάρχει, οὐκ ἄδηλον. Θεοφιλέστατος ἄρα. Τὸν αὐτὸν δ' εἰκὸς καὶ εὐδαιμονέστατον εἶναι· ὥστε κἂν οὕτως εἴη ὁ σοφὸς μάλιστ' εὐδαίμων.

Discuss the compatibility of this passage with Aristotle's conception of the nature and activity of the Divine being. Compare the view of this extract with Plato's notion that ὁ μὲν θεοφιλὴς ἂν εἴη μάλιστα ὁ

10. Distinguish (*a*) φρόνησις and σοφία; (*b*) πρᾶξις, ποίησις and θεωρία.

11. Give Aristotle's arguments for state and for private education. To which does he give the preference?

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ANNUAL EXAMINATIONS: 1900.

THIRD YEAR.

GRAMMAR AND PHILOLOGY.

HONORS.

Examiner: A. J. Bell, M.A., Ph.D.

Note.—Candidates will attempt only five questions in each half, four of which must be questions 4, 7, 13 and 14.

A.

1. Sketch the history of Comparative Grammar, connecting with your account the names of Bopp, Schleicher, Geo. Curtius, Grimm and Brugmann.

2. Describe the vocal organs, and show how the sounds represented by *b*, *l*, *m*, *q* and *z* are formed, giving the name of the class to which each of these sounds belong.

3. Write a sketch of the history of our alphabet, and give an account of the origin and transmission of the letters F, G, L, Q and X, stating anything noteworthy with regard to the position of any of them in our alphabet.

4. Give the cognates in Greek and Latin respectively of *sol*, *vivus*, *medius*, *sequimini*, *centum*, *εἶην*, *ἕδνον*, *πέντε*, *παχύς* and *ὅλος*, accounting for all variations in form.

5. Notice and account for changes in form that have taken place in any five of the following: *εἰς*, *ἵππος*, *ἔκφερε*, *γένους*, *πρός*, *velle*, *maior*, *bonus*, *homo* and *stipendium*.

6. State the laws of accent for Greek and Latin, noticing any difference between them; and comment on the accentuation of *καιῶν ὅπο*, *πῶς γὰρ οὔ*, *ἄνθρωπόν τινα*, *ὠντινων* and *ἐσσόμενος*.

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ANNUAL EXAMINATIONS: 1900.

THIRD YEAR.

GREEK AND ROMAN HISTORY.

HONORS.

Examiners: { J. C. ROBERTSON, B.A.
W. S. MILNER, M.A.

NOTE.—Candidates are to write Parts I and II in separate books.

I.

(Write on four questions only, which must include 4.)

1. "As Greek morality was state morality, and half of what was best in the average Greek came from his devotion to the state, civil war meant a frightful moral determination."—GRANT.

"But cruelty in civil war was an old fault of the Greeks, and such failings as were new were the result of sophisty and rhetoric; not of the war."—HOLM.

Comment on these statements, illustrating from the events narrated in Thucydides, Bk. III.

2. Explain the part which Xenophanes, Parmenides, Zeno and Gorgias respectively play in the development of the Eleatic doctrine.

3. Sketch the preparation for Greek philosophy under the three heads of Mythology, Science, and the Greek Genius.

4. Write a paper on Socrates under the following heads:

(*a*) Attitude to previous philosophy.

(*b*) Aim and method of inquiry.

(*c*) Was Socrates but the most eminent of the Sophists? Give arguments *pro* and *con*.

(*d*) Character of *τὸ δαιμόνιον*.

(*e*) Political views.

[OVER.]

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pore evasisset; sed quum omni admixtione corporis liberatus purus et integer esse coepisset, tum esse sapientem. Atque etiam, quum hominis natura morte dissolvitur, ceterarum rerum perspicuum est quo quaeque discedat: abeunt enim illuc omnia, unde orta sunt; animus autem solus, nec quum adest, nec quum discessit, apparet. Iam vero videtis nihil, esse morti tam simile quam somnum. Atqui dormientium animi maxime declarant divinitatem suam: multa enim, quam remissi et liberi sunt, futura prospiciunt. Ex quo intellegitur quales futuri sint, quum se plane corporis vinculis relaxaverint. Quare si haec ita sunt, sic me colitote, inquit, ut deum; sin una est interiturus animus cum corpore, vos tamen, deos verentes, qui hanc omnem pulchritudinem tuentur et regunt, memoriam nostri pie inviolateque servabitis.

CICERO.

(*d*) Inter quae, nulla palam causa, delapsum Camuloduni simulacrum Victoriae ac retro conversum, quasi cederit hostibus: feminae in furorem tubatae adesse exitium canebant. Externosque fremitus in curia eorum auditos; consonuisse ululatibus theatrum, visamque speciem in aestuario. Tamesae subversae coloniae; iam Oceanum cruento aspectu, dilabente aestu humanorum corporum effigies relictas, ut Britanni ad spem, ita veterani ad metum trahebant. Sed quia procul Suetonius aberat, petivere a Cato Deciano procuratore auxilium. Ille haud amplius quam ducentos sine iustis armis misit; et inerat modica militum manus. Tutela templi freti, et impedientibus qui occulti, rebellionis conscii, consilia turbabant, neque fossam aut vallum praeduxerunt, neque motis senibus et feminis iuventus sola restitit: quasi media pace incauti, multitude barbarorum circumveniuntur. Et cetera quidem impetu direpta aut incensa sunt: templum, in quo se miles conglobaverat, biduo obsessum expugnatumque. Et victor Britannus, Petilio Ceriali legato legionis nonae in subsidium adventanti obvius, fudit legionem, et quod peditum, interfecit; Cerialis cum equitibus evasit in castra, et munimentis defensus est. Qua clade et odiis provinciae, quam avaritia in bellum egerat, trepidus procurator Catus in Galliam transiit.

TACITUS.

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bus statum sacrificium ad Hamas. Campanum venturum certiores unt petierunt que, ut et Cumanus ret ad consultandum communiter, erque populus socios hostesque idium ibi armatum se habituros, Romano Poenove periculi esset. quam suspecta fraus erat, nihil

III.

:

heninus, in the war with the Lace- ceived many defeats both by sea sent a message to the oracle of the reason why they who erected es to the gods, and adorned them ly offerings; why they who had ecatombs at their altars, should be than the Lacedæmonians, who fell m in these particulars. To this the following reply, "I am better ne prayers of the Lacedæmonians ne oblations of the Greeks."

SPECTATOR.

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millia militum darentur: se peritum et hostis et regionum brevi operae pretium facturum et, quibus artibus ad id locorum nostri et duces et exercitus capti forent, iis adversus inventorem usurum. Id non promissum magis stolide quam stolide creditum, tamquam eaedem militares et imperatoriae artes essent. Haud dubia res est, quippe inter Hannibalem ducem et centurionem, exercitusque alterum vincendo veteranum, alterum novum totum. Pugnatum est, ut in nulla pari re, duas amplius horas, donec dux stetit, invicta Romana acie. Postquam is non pro vetere fama solum sed etiam metu futuri dedecoris, si sua temeritate contractae cladi superesset, objectans se hostium telis cecidit, fusa extemplo est Romana acies.

LIVY.

III.

Translate into Latin:

When the news of Alexander's death reached Athens, Phocion and Demades professed to disbelieve the report. Demades bade the people not to listen to it: such a corpse would long before have filled the world with its odour. Phocion desired them to have patience; and when many voices asseverated the truth of the report, replied, "If he is dead to-day, he will still be dead to-morrow, and the next day, so that we may deliberate at our leisure, and the more securely."

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(*b*) Satur est cum dicit Horatius 'euhoe.'
quis locus ingenio, nisi cum se carmine solo
vexant et dominis Cirrhae Nysaeque feruntur
pectora vestra duas non admittentia curas?
magnae mentis opus nec de lodice paranda
attonitae, currus et equos faciesque deorum
aspicere et qualis Rutulum confundat Erinys.
nam si Vergilio puer et tolerabile desset
hospitium, caderent omnes a crinibus hydri.

(*c*) Tunc rudis et Graias mirari nescius artes
urbibus eversis praedarum in parte reperta
magnorum artificum frangebat pocula miles,
ut phaleris gauderet ecus caelataque cassis
Romuleae simulacra ferae mansuescere iussae
imperii fato, geminos sub rupe Quirinos,
ac nudam effigiem clipeo venientis et hasta
pendentisque dei perituro ostenderet hosti.

In (*a*): Comment on *gymnasia*, *maioris abollae*, and *Gorgonei caballi*.

In (*b*): Explain the case of *dominis*, the tense of *desset*, *caderent*, and the meaning of *nam si Vergilio ....hydri*.

6. What do you regard as the most striking characteristics of the style of Juvenal's satire? Notice any to be seen in the extracts.

7. State, illustrating by references if you can, and criticise the attitude which Juvenal seems to have assumed towards Greek philosophy and art.

8. Account for the wealth and influence of the *libertini* under the Empire, and show what great and enduring effect they had upon the social and political conditions of the State.

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8. *Plautus (dicitur) ad exemplar Siculi properare Epicharmi.* Explain what is meant by this criticism, and show how far it can be justly applied to either of the plays you have read.

II.

(Write in a separate book.)

Translate:

(*a*) Tela manu iaciunt: quales sub nubibus atris
Strymoniae dant signa grues, atque aethera tranant
Cum sonitu, fugiuntque notos clamore *secundo*.
At Rutulo regi ducibusque ea mira *videri*
Ausoniis, donec versas ad litora puppes
Respiciunt, totumque adlabi classibus aequor.
Ardet apex capiti, cristisque a vertice flamma
Funditur, et vastos umbo vomit aureus ignes:
Non secus, ac liquida si quando nocte *cometae*
Sanguinei lugubre rubent, aut *Sirius* ardor:
Ille sitim morbosque ferens mortalibus aegris
Nascitur, et laevo contristat lumine caelum.

VIRGIL, *Aeneid*.

(*b*) Non haec, o Palla, dederas promissa parenti,
Cautius ut saevo velles te credere Marti!
Haud ignarus eram, quantum nova gloria in armis,
Et praedulce decus primo certamine posset.
Primitiae iuvenis miserae, bellique propinqui
Dura rudimenta! et *nulli* exaudita deorum
Vota precesque meae! tuque, o sanctissima coniunx,
Felix morte tua, neque in hunc servata dolorem!
Contra ego vivendo vici mea fata, superstes
Restarem ut genitor. Troum socia arma secutum
Obruerent Rutuli telis! animam ipse dedissem,
Atque haec pompa domum me, non Pallanta, referret!

Ibid.

(*c*) His aliud maius *Iuturna* adiungit, et alto
Dat signum caelo, quo non *praesentius* ullum
Turbavit mentes Italas, monstroque fefellit.
Namque volans rubra fulvus Iovis ales in aethra
Litoreas agitabat aves turbamque sonantem
Agminis aligeri: subito cum lapsus ad undas
Cycnum excellentem pedibus rapit improbus uncis.

Ibid.

(*d*) Es germana Iovis *Saturni*que altera proles:
Irarum tantos volvis sub pectore fluctus.

[OVER.]

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scientia, quae potest appellari rite sapientia, deinde adiunctis virtutibus, quas ratio rerum omnium dominas, tu voluptatum satellites et ministras esse voluisti; quarum adeo omnium sententia pronuntiabit primum de voluptate, nihil esse ei loci, non modo ut sola ponatur in summi boni sede, quam quaerimus, sed ne illo 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 expers probabitur. Ita relinquet duas, de quibus etiam atque etiam consideret.

Ibid., II.

(*a*) Give the classification of the theories of the chief good which Cicero has in view here.

(*b*) *Etiam atque etiam consideret.* Why?

3. Explain the following terms as used in post-Aristotelian philosophy (stating with what school each is associated):

Canonic, ἀποπροηγμένα, ἀπάθεια, ἐποχή, παρέγκλισις, εἴδωλα, οἱ προκόπτοντες.

4. What was the attitude of the Stoics and the Epicureans, respectively, to civic society? How was their attitude deduced from their respective philosophies? How far was their attitude a development of previous tendencies in philosophy, and how far due to the character of the times?

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ANNUAL EXAMINATIONS: 1900.

THIRD AND FOURTH YEARS.

ENGLISH.

Examiner: A. H. REYNAR. LL.D.

N.B.—For *Honor Course*, take questions 2, 4, 5, 7, 10 and 14.
For *General Course*, take any one question from each section of the paper, and one additional question from section III.

I.

1. What foreign influences were most potent in English literature during the sixteenth century? Describe the nature of those influences and show their marks in the authors prescribed.

2. Show in what different ways Spencer, Shakespeare and Milton have regard to moral effects in their poetic works.

II.

3. Refer to particular descriptions and incidents in the *Fairy Queene* in which the romantic fancy is indulged to the utmost. How did such descriptions accord with the spirit of the age of Spenser and Shakespeare?

4. "Glad of such luck, the luckeless lucky maid
Did her content to please their feeble eyes,
And long time with that salvage people staid
To gather breath in many miseries.
During which time her gentle wit she plies,
To teach them truth which worshipped her in vain
And made her th' image of idolatries:
But when their bootless zeal she did restrain
From her own worship they her asse would worship fain."

Of whom is this written? What is the allegorical significance of the situation and action?

III.

5. Of what dramatic use are Rosaline, the Nurse and the Friar in *Romeo and Juliet*?

[OVER.]

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ANNUAL EXAMINATIONS: 1900

THIRD YEAR.

OLD ENGLISH.

HONORS.

Examiner: L. E. Horning, Ph.D.

1. Translate:

Ac monige scylda openlīce witene bēoþ tō forberanne, ðonne ðæs ðinges tīma ne hiþ ðæt hit mon sidelīce gebētan mæge. Swā se lǣce, ðonne hē on úntīman lācnaþ wunde, hīo wyrmseð ond rotað. For ðǣm, būton hē ðone tīman ārædige ðæs lǣcedōmes, ðonne bið hit swutol ðæt se lācnigenda forlīesð ðone cræft his lǣcedōmes. Ac ðonne se lārēow ieldende sēcð ðone tīman ðe hē his hīeremenn sidelīce on ðrēatigean mæge, ðonne bið hit swutol ðæt hē bierð on his geðylde ðā byrðenne hira scylda. Be ðǣm ís swīðe wel gecueden ðurh ðone salmsceop, ðā hē cwæð: 'Ðā synfullan bytledon uppe on mīnum hrygge.' Hē sārette ðætte ðā synfullan sceoldon bytlan on uppan his hrycge, swelce hē openlīce cuǣde: 'Ðonne ic mann geryhtan ne mæg ond hine gelǣran, ðonne bið mē suelce ic hine bǣre uppe on mīnum hrycge.

2. Give the principal parts of *forberanne* (l. 1), *rotað* (l. 5), *forlīesð* (l. 7), *sēcð* (l. 8).

3. Decline *se lǣce* (l. 3), *hīeremenn* (l. 9), *hine* (all genders), *mē*.

4. Explain the form of the root vowel or diphthong in *lǣce*, *mon*, *forlīesð*, *bierð*, *hrygge*.

5. Give in full the present indicative of *mæge* (l. 3), and *sceoldon* (l. 14).

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ANNUAL EXAMINATIONS : 1900.

THIRD YEAR.

FRENCH.

PASS.

Examiner : W. A. R. KERR, B.A.

Translate into French :

1. I have not seen him since Christmas.

2. All men are animals, but all animals are not necessarily men.

3. I wish he would come ; I cannot wait any longer.

4. He is going to have a new coat made by his tailor.

5. We have just come in without his knowing it.

6. It rained last night, then froze, and ended by snowing.

7. We ought to have done that, but couldn't.

8. A great many people will visit France this summer to see the Exposition.

9. I told him not to do it, but he paid no attention to me.

10. Although he is here, I cannot see him.

II.

Translate into French :

Every boy ought to know that he has five senses ; that the year has four seasons ; that the world is composed of land and water, and divided into five parts ; that there are four cardinal points ; that metals such as gold, silver and lead, are dug out of the earth, and that diamonds are found on the land, and pearls in the sea. Boys ought at an early age to be acquainted with such things as these, in common use ; but I have often found it necessary to explain to them that sugar is made from the juice of the sugar cane which grows in

[over]

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porte-monnaie avec un sou dedans, de petits ciseaux rouillés, si rouillés qu'on ne pourra plus jamais s'en servir,—oh! plus jamais,—un livret d'ouvrière dont les pages sont collées entre elles, une lettre en loques, effacée, où l'on peut lire quelques mots.

—*Un Teneur de livres.*

1. *à la française.* Explain grammatically.

2. Give the rules, with examples, for the agreement of adjectives with *gens*.

3. *sur la plate-forme.* Explain why he had this *crève-pensée*.

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V.

Translate:

L'âme d'un peuple vit dans ses monuments, non pas parce qu'il les a formés, déterminés et qualifiés, mais parce que son art, produit dans ses œuvres supérieures par une série d'hommes dénués souvent du caractère que l'on peut attribuer à leur race ou à leur époque, montre par la suite de ses manifestations glorieuses et dans la mesure même de cette gloire, quel a été le cours des penchants, le génie propre de la nation, son développement spirituel dans ses diverses époques et ses divers milieux. Une littérature, un art national comprennent une suite d'œuvres, signes à la fois de l'organisation mentale générale des masses qui les ont admirées, signes de l'organisation mentale particulière des hommes qui les ont faites. L'histoire littéraire et artistique d'un peuple, pourvu qu'on ait soin d'en éliminer les œuvres dont le succès fut nul et d'y considérer chaque auteur dans la mesure de sa célébrité, présente la série des organisations mentales types d'une nation, c'est-à-dire des évolutions psychologiques de celle-ci. Le *Pilgrim's Progress* et les *Chansons* de Béranger sont significatives de l'Angleterre de la fin du XVIIe siècle et de la France de 1840. Mais elles le sont, non parce qu'elles sont nées à ces deux époques en ces deux pays, mais parce qu'elles y ont été extrêmement lues, lues avec admiration, parce qu'elles ont pénétré dans les cœurs, enflammé et enchanté les intelligences. Que les âmes anglaises eussent été plus frivoles, Bunyan aurait probablement persisté à écrire son livre, muet alors et stérile et qui eût été rejoindre la masse des œuvres mort-nées. Que la France eût eu l'âme plus tragique, il est probable que Béranger serait allé réjouir quelque obscur caveau de ses odelettes, mais la foule les eût méprisées et dédaigné de les chanter.

Émile Hennequin.

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ANNUAL EXAMINATIONS: 1900.

THIRD YEAR.

FRENCH.

HONORS.

Examiner: J. SQUAIR, B.A.

I.

Translate:

Ainsi, la Terre, toute massive qu'elle est, est aisément portée au milieu de la matière céleste, qui est infiniment plus fluide que l'eau, et qui remplit tout ce grand espace où nagent les planètes. Et où faudrait-il que la Terre fût cramponnée pour résister au mouvement de cette matière céleste et ne s'y pas laisser emporter? C'est comme si une petite boule de bois pouvait ne pas suivre le courant d'une rivière.

—*Pluralité des Mondes.*

1. Describe briefly the type of man Fontenelle was.

2. What were his views regarding the nature of light, attraction, number of planets, condition of the moon?

II.

Translate:

M. TURCARET. Moi, usurier! Quelle calomnie!

LA BARONNE. Cela regarde plus M. Rafle que vous.

M. TURCARET. Vouloir faire aux gens un crime de prêter sur gages! Il vaut mieux prêter sur gages que prêter sur rien.

LA BARONNE. Assurément.

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ANNUAL EXAMINATIONS: 1900.

THIRD AND FOURTH YEARS.

GERMAN COMPOSITION AND SIGHT TRANSLATION.

Examiner: W. H. VANDERSMISSEN, M.A.,

I.

1. Translate into German:

(*a*) Although we know that the first attempts to apply (*verwenden*) steam as a motive (*bewegend*) force go back as far as the 17th century, yet we know nothing definite (*bestimmt*) about the place, the exact time, or the person of the real (*eigentlich*) inventor. While the French attribute (*zuschreiben*) this invention to Denis Papin, the English name as inventor the Marquis of Worcester. But the principal improver of the steam-engine, by whose invention it first became possible to use it in the most various branches of industries, was John Watt of Greenock in Scotland.

(*b*) To MR. JOHN SCHWARZ,
Frankfort-on-the-Main, Germany.

Bloemfontein, South Africa,
21st March, 1900.

***My Dear Uncle,*—You ask me how it comes that I, the son of a German, and your nephew, though a Canadian by birth, am so enthusiastic a friend of England as to bear arms voluntarily in the present war against a nation which is fighting for its liberty. Well, I will try to tell you in a few words. We Canadians, whether we are of English blood or not, know by experience, that the English colonies have the freest government and the most absolute *(unbedingt)* liberty in the world, and we believe that the Dutch Colonists in**

[OVER.]

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ANNUAL EXAMINATIONS: 1900,

THIRD YEAR AND CANDIDATES FOR B.A.

GERMAN COMPOSITION.

HONORS.

Examiner: P. Toews, M.A., Ph.D.

I.

Translate into German:

The prince, on hearing the judgment, rushed into the court, and commanded the judge to set the man at liberty, but Gascoigne told him mildly that it was impossible, and advised him, instead of encouraging a violation of the laws and resistance to their execution, to give his father's subjects an example of obedience. Henry, whose irritable temper could not bear this reproach, rushed towards the judge, drawing his sword, as if he intended to do him a personal violence; but Gascoigne, rising with dignity, said to him: "Sir, remember that in this place I represent the king, whom it is your duty to obey, both as your sovereign and as your father; and now, for your contempt of the royal authority I commit you to prison, there to remain until the pleasure of his majesty be known.

The prince, convinced of his error, and daunted by the imposing firmness of the judge, suffered himself to be conducted to jail. When his father, Henry IV., heard of the transaction, he exclaimed: Happy the monarch who possesses a judge so resolute in the discharge of his duty, and a son willing to submit to the authority of the law!

II.

Write a composition of 25 to 30 lines on one of the following subjects:

1. **Milton.**
2. **Die Sturm und Drang Periode.**
3. **The American war of independence.**
4. **The first French revolution.**

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8. Write a short note on the relation of Goethe to the *Stürmer und Dränger.*

9. Translate :

Und es versetzte darauf mit ernstem Blicke der Richter:
Wahrlich, unsere Zeit vergleicht sich den seltensten Zeiten,
Die die Geschichte bemerkt, die heilige wie die gemeine.
Denn wer gestern und heut in diesen Tagen gelebt hat,
Hat schon Jahre gelebt; so drängen sich alle Geschichten.
Denk' ich ein wenig zurück, so scheint mir ein graues Alter
Auf dem Haupte zu liegen, und doch ist die Kraft noch lebendig.
O, wir anderen dürfen uns wohl mit jenen vergleichen,
Denen in ernster Stund' erschien im feurigen Busche
Gott der Herr; auch uns erschien er in Wolken und Feuer.

10. What difficulties were met with in the introduction of the classical dactylic hexameter into German ?

11. Translate :

Geschwister, die ihr an dem weiten Himmel
Das schöne Licht bei Tag und Nacht herauf
Den Menschen bringet,, und den Abgeschiednen
Nicht leuchten dürfet, rettet uns Geschwister !
Du liebst, Diana, deinen holden Bruder
Vor Allem. was dir Erd' und Himmel bietet,
Und wendest dein jungfräulich Angesicht
Nach seinem ew'gen Lichte sehnend still.
O lass den Einz'gen, Spätgefundnen mir
Nicht in der Finsterniss des Wahnsinns rasen
Und ist dein Wille, da du hier mich bargst,
Nunmehr vollendet, willst du mir durch ihn
Und ihm durch mich die sel'ge Hülfe geben,
So lös' ihn von den Banden jenes Fluchs,
Dass nicht die theure Zeit der Rettung schwinde !

12. In what connection does this speech occur, and what light does it throw on the problem of the drama ?

13. State clearly what you know of the evolution of of this drama. What stage of development in Goethe's own work does it represent ?

14. Give an outline of Bürger's *Lenore.*

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ANNUAL EXAMINATIONS: 1900.

THIRD YEAR.

ITALIAN.

HONORS.

Examiners: { W. H. Fraser, B.A.
E. J. Sacco.

I.

Translate the following extracts, *omitting* extract (*c*), but answering all questions based on extracts:

(*a*) Rosa fresca aulentisima c' apar' inver la state,
le donne ti disiano, pulzelle e maritate:
tràmi d'este focora, se t' este a bolontate;
per te non aio abento notte e dia,
penzando pur di voi, madonna mia.

1. Give modern forms for *inver*, *focora*, *bolontate este*, *aio*.

2. Give the substance of lines 3 and 4 in modern Italian.

3. Describe the poem from which the extract is taken, and give its approximate date.

4. Give some account of the school of poetry which it represents, and of a contemporary school.

(*b*) Tu senti, ballatetta, che la morte
mi stringe sì che vita m'abbandona,
e senti come 'l cor si sbatte forte
per quel che ciascun spirito ragiona.
Tanto è distructa già la mia persona
ch' i' non posso soffrire:
se tu mi vuo' servire,
mena l'anima teco,
molto di ciò ti preco,
quando uscirà del core.

1. Give some biographical facts concerning the author, Cavalcanti.

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ANNUAL EXAMINATIONS: 1900.

THIRD YEAR.

ITALIAN.

HONORS.

Examiners: { W. H. Fraser, B.A.
E. J. Sacco.

I.

Translate the following extracts:

(a) Andiam, chè la via lunga ne sospigne:
così si mise, e così mi fe'entrare
nel primo cerchio, che l'abisso cigne.
Quivi, secondo che per ascoltare,
non avea pianto, ma'che di sospiri,
che l'aura eterna facevan tremare:
e ciò avvenia di duol senza martiri,
ch'avean le turbe, ch'eran molte e grandi,
e d'infanti e di femmine e di viri.

1. Express in Italian the ellipsis in line 4.

3. *primo cerchio* (l. 3). Who are punished in this circle, and who in the region outside of it?

3. Remark on the appropriateness of the punishment described as *duol senza martiri*.

4. Scan line 7, marking the cæsura.

(b) Come, per sostentar solaio o tetto,
per mensola talvolta una figura
si vede giunger le ginocchia al petto,
la qual fa del non ver vera rancura
nascere a chi la vede; così fatti
vid'io color, quando posi ben cura.
Ver è che più e meno eran contratti,
secondo ch'avean più e meno addosso.
E quel più pazienza avea negli atti,
piangendo parea dicer: Più non posso.

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ANNUAL EXAMINATIONS: 1900.

THIRD YEAR.

SPANISH.

HONORS.

Examiners: { W. H. Fraser. B.A.
P. Towes, M.A., Ph.D.

I.

Translate the following extracts:

(*a*) Bien se mostraba ser madre en el duelo
que fizo la triste despues que ya vido
el cuerpo en las andas sangriento, tendido,
de aquel que criara con tanto desvelo:
ofende con dichos crueles al cielo,
con nuevos dolores su flaca salud,
y tantas angustias roban su virtud
que cae la triste muerta por el suelo.

1. Name the work from which the extract is taken.
2. When was it written, and for what is it noted?
3. Give modern forms for *vido* (l. 2), *fizo* (l. 2 .
4. Give Spanish equivalents for *andas* (l. 3), *desvelo* (l. 4).

(*b*) Este mundo es el camino
para el otro, que es morada
sin pesar;
mas cumple tener buen tino
para andar esta jornada
sin errar.
Partimos quando nacemos,
andamos quando vivimos
y allegamos
al tiempo que fenecemos:
así que, quando morimos,
descansamos.

1. What is the subject of this poem?

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ANNUAL EXAMINATIONS: 1900.

THIRD YEAR.

SPANISH.

HONORS.

Examiners: { W. H. Fraser, B.A.
P. Toews, M.A., Ph.D.

I.

Translate extracts (*a*) and (*c*):

(*a*) El Campeador por las parias fue entrado,
Grandes aueres priso e muchos sobeianos;
Rretouo dellos quanto que fue algo.
Por en víno a aquesto por que fue acusado.
Tiene dos arcas lennas de oro esmerado.
Ya lo vedes que el rrey le a ayrado.
Dexado ha heredades e casas e palaçios.
Aquelas non las puede leuar, sinon seryen ventadas.

1. Give modern Spanish forms or equivalents for *parias* (l. 1), *priso* (l. 2), *sobeianos* (l. 2), *vedes* (l. 6), *ventadas* (l. 8),

2. *Por las parias fue entrado* (l. 1). What incident in the history of the Cid is referred to here?

3. Parse *en* (l. 4).

(*b*) El dia postrimero commo diçe el Propheta,
El angel pregonero sonará la corneta,
Oyrlo an los muertos cada uno en su capseta,
Correrán al juiçio quisque con su maleta.
Quantos nunca nasçieron e fueron engendrados,
Quantos almas ovieron e fueron vivificados,
Si los comieron aves ó fueron ablentados,
Todos en aquel dia alli serán juntados.

1. Give modern forms for *postrimero* (l. 1), *quisque* (l. 4), *oyrlo an* (l. 3), remarking on the order of words in the last example.

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ANNUAL EXAMINATIONS: 1900.

THIRD YEAR.

HEBREW.

PASS.

HISTORY AND COMPOSITION.

Examiners: { J. F. McCURDY, LL.D.
J. F. McLAUGHLIN, M.A., B.D.
R. G. MURISON, M.A.

I.

1. Sketch briefly the reign of Solomon, and tell the part it played in the History of the Twelve Tribes.

2. What is the date of the death of Ahab? How is this date ascertained? What were the important events of his reign.

3. Trace briefly the rise and influence of Prophecy.

4. What is the date of the Fall of Samaria? How long did the seige last? What was the fate of the Ten Tribes.

5. Write explanatory notes on: The Moabite Stone. (Inscription of Mesha). The Black Obelisk of Shalmaneser. Egyptian policy in Palestine. The Plain of Esdraelon.

II.

1. Give the syntax of the accusative. What is the adverbial accusative? What verbs take two accusatives?

2. What is the usual order of the different parts of a Hebrew sentence?

3. The imperative, cohortative and jussive. Explain the use of these forms. How is the subjunctive expressed in Hebrew?

[OVER.]

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12. Translate Isaiah xliv. 17-20:

17 וּשְׁאֵרִיתוֹ לְאֵל עָשָׂה לְפִסְלוֹ יִסְגֹּד־לוֹ וַיִּשְׁתַּחוּ
וַיִּתְפַּלֵּל אֵלָיו וַיֹּאמַר הַצִּילֵנִי כִּי אֵלִי אָתָּה׃
18 לֹא יָדְעוּ וְלֹא יָבִינוּ כִּי טָח מֵרְאוֹת עֵינֵיהֶם
מֵהַשְׂכִּיל לִבֹּתָם׃ 19 וְלֹא־יָשִׁיב אֶל־לִבּוֹ וְלֹא
דַעַת וְלֹא־תְבוּנָה לֵאמֹר חֶצְיוֹ שָׂרַפְתִּי בְּמוֹ־אֵשׁ
וְאַף אָפִיתִי עַל־גֶּחָלָיו לֶחֶם אֶצְלֶה בָשָׂר וְאֹכֵל
וְיִתְרוֹ לְתוֹעֵבָה אֶעֱשֶׂה לְבוּל עֵץ אֶסְגּוֹד׃ 20 רֹעֶה
אֵפֶר לֵב הוּתַל הִטָּהוּ וְלֹא־יַצִּיל אֶת־נַפְשׁוֹ וְלֹא
יֹאמַר הֲלוֹא־שֶׁקֶר בִּימִינִי׃

13. Parse and explain forms וישתחו, יסגוד־לו, הצילני (17); לבתם, מראות, טח (18); במו־אש, והתל, הטהו (20).

14. Inflect בָּשָׂר with pronominal suffixes and צֵין and לֵב without.

15. Inflect שוב and ישב in Qal and Hiphil perfect.

16. Translate Jeremiah v. 3-7:

3 יְהוָה עֵינֶיךָ הֲלוֹא לֶאֱמוּנָה הִכִּיתָה אֹתָם וְלֹא־
חָלוּ כִּלִּיתָם מֵאֲנוּ קַחַת מוּסָר חִזְּקוּ פְנֵיהֶם
מִסֶּלַע מֵאֲנוּ לָשׁוּב׃ 4 וַאֲנִי אָמַרְתִּי אַךְ דַּלִּים
הֵם נְוָאֲלוּ כִּי לֹא יָדְעוּ דֶּרֶךְ יְהוָה מִשְׁפַּט
אֱלֹהֵיהֶם׃ 5 אֵלְכָה־לִּי אֶל־הַגְּדֹלִים וַאֲדַבְּרָה
אוֹתָם כִּי הֵמָּה יָדְעוּ דֶּרֶךְ יְהוָה מִשְׁפַּט אֱלֹהֵיהֶם
אַךְ הֵמָּה יַחְדָּו שָׁבְרוּ עוֹל נִתְּקוּ מוֹסֵרוֹת

[OVER.]

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ANNUAL EXAMINATIONS: 1900.

THIRD YEAR.

ORIENTALS.

HONORS.

HEBREW TEXTS, I.

Examiners: { J. F. McCURDY, M.A., PH.D.
J. F. McLAUGHLIN, B.A., B.D.
R. G. MURISON, M.A.

1. Translate Isa. v. 3-7.

2. (*a*) Give precisely the syntax of the moods and tenses in v. 5.

(*b*) Derive מִשׂוּכָתוֹ (v. 5); שִׁעֲשׁוּעִין (v. 7); מְהֵרָה (v. 4)

(*c*) Inflect the verbal element of יִשָּׂא (v. 4) in its own stem and tense.

3. Translate Isa. x. 12-15.

4. (*a*) Give a brief historical explanation of vv. 13 and 14.

(*b*) State the principles of the use of the infinitives occurring in this extract.

(*c*) Parse שׁוֹשְׁתִּי. נִבְנוֹתַי (v. 13); מְצַפְעֹנִי (v. 14); מְנִיפוֹ (v. 15); correct מְרִימִין (v. 15).

5. Translate Isa. xlvii. 8-11.

6. Explain the forms אֶפְסִי (v. 8); כְּתֻמִּם (v. 9); שׁוּבְכְתֵךְ רְאֵנִי (v. 10); שְׁחָרָהּ. תִּדְעִי (v. 11).

7. Translate Isa. xlviii. 12-16.

8. (*a*) Write out in the ordinary prose form v. 14 *b*.

(*b*) How were vv. 14 and 15 fulfilled in history?

(*c*) Parse מִקְרֹאֵי (v. 13); אֶהֱבוֹ (v. 14); הֲבֹאתִיו (v. 15).

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HONORS.

BIBLICAL ARAMAIC.

Examiners: J. F. McCURDY, LL.D.
J. F. McLAUGHLIN, M.A., B.D.
R. G. MURISON, M.A.

1. Translate Daniel ii. 7-10.

2. Parse the verbs in this passage, explaining form where necessary.

3. Inflect the noun in לעבדוהי (7), with pronominal suffixes.

4. Give rules for the passive forms when the verb is a Pe sibilant.

5. Inflect קטל in peal throughout.

6. Translate Daniel ii. 34-38.

7. Parse התגזרת, ומחת, המון (34); והוו, השתכח (35); דארין (38).

8. Illustrate from this passage the Aramaic present.

9. What change of letters takes place in Aramaic and Hebrew?

10. דקוּ. Parse. Give regular pointing. Inflect this verb in Peal throughout, giving rules for doubling.

11. יהב. Parse. Translate: He will give.

12. What are the Aramaic pronouns?

[OVER.]

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HONORS.

HEBREW: TRANSLATION AT SIGHT.

Examiners: J. F. McCURDY, PH.D.
J. F. McLAUGHLIN, M.A.
R. G. MURISON, M.A.

1. **Translate: Amos vii. 7-15.**
(אנך, "lead, plummet." בלם, "gather fruit.")

2. **Translate: Jonah iii. 1-6.**

3. **Translate: Jeremiah xxxii. 16-25.**

4. **Translate: Jeremiah xxxvi. 9-18.**
(צום, "fast." לשכה, "apartment." דיו, "ink.").

5. **Translate: Ezekiel xv. 1-3.**

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ANNUAL EXAMINATIONS: 1900.

THIRD YEAR—FIRST PAPER.

HISTORY.

PASS AND HONOURS.

Examiners: { GEORGE M. WRONG, M.A.
A. F. BARR, B.A.

NOTE.—Candidates for Honours will omit Nos. 1, 2 and 8. Pass Candidates will omit Nos. 3 and 9.

1. Explain the problems of discovery as they presented themselves to Prince Henry the Navigator, and to Christopher Columbus and indicate the places of Bartholomew Diaz, Amerigo Vespucci, de Soto and La Vérendrye in the annals of discovery.

2. Explain the meaning of the achievements of Drake and discuss their relation to the English colonial movement.

3. Explain the underlying causes in colonial policy of the successive wars between France and England from the latter part of the 17th century.

4. Discuss:

(1) The significance of the dissolution of the monasteries.

(2) The religious situation in England at the accession of James I.

5. Explain the problem of colonization in North America as it appeared to Champlain and to Frontenac respectively and compare the work of these two leaders.

[OVER.]

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THIRD YEAR.

POLITICAL SCIENCE DEPARTMEMT.

THEORY OF POLITICAL ECONOMY.

HONORS.

Examiners: { JAMES MAVOR. S. M. WICKETT.

Five questions to be answered.

1. Discuss some of the definitions of wealth. Is money wealth?

2. What is capital? What function is performed by it?

3. How does interest arise?

4. What are wages? Mention some of the causes that determine their amount.

5. In what sense is it true that "Industry is limited by Capital?"

6. Give a sketch of the mode in which international trade is conducted. How are balances settled? What is meant by the Law of Comparative Cost?

7. How far is it possible for the labourer to receive "the whole of the product"?

8. Explain briefly the difference between monometallism and bi-metallism.

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ANNUAL EXAMINATIONS: 1900.

THIRD YEAR.

POLITICAL SCIENCE DEPARTMENT.

ENGLISH CONSTITUTIONAL HISTORY.

Examiners: { JAMES MAVOR. S. M. WICKETT, PH.D.

Five questions only to be answered.

1. Give an account of the customary Feudal incidents during the twelfth century in England.

2. Describe generally the differences in principle between Saxon and Norman Feudalism.

3. Give an account of the Danegeld and of early Taxation.

4. Mention some of the more famous Parliaments and give an account of them.

5. What were the principle provisions of Magna Carta?

6. Give a sketch of the development of the judicature in England.

7. Explain:

(*a*) Folcland.

(*b*) Trinoda necessitas.

(*c*) Bocland.

(*d*) Alodial ownership.

8. Give a sketch of the development of the English Navy in its constitutional relations.

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ANNUAL EXAMINATIONS: 1900.

THIRD YEAR.

COLONIAL CONSTITUTIONAL LAW.

HONORS.

Examiners: { HON. DAVID MILLS, LL.B., Q.C., P.C.
J. H. MCEVOY, B.A., LL.B.

1. Explain what is meant by the prerogatives of the Crown being the same in every part of the Empire.

2. What are the powers of the King over conquered territories? State in what way restrictions upon these powers may arise.

3. Explain the powers of the Crown in respect to the creation of a Government and Legislature in a Colony by settlement.

4. Explain fully what is meant by a Provincial establishment. What is meant by a proprietory Government? What is meant by a Charter Government?

5. Explain the prerogatives of the Crown in respect to the creation of electoral districts; and in bestowing like privileges upon newly settled districts.

6. Apart from Imperial Legislation, what are the powers of the Crown in respect to legislation and taxation in a Colony by settlement?

7. Discuss the difference between the privileges of Parliament and the necessary rights of a Legislative Assembly.

8. If a King lose a territory acquired by conquest, it, what are the legal rights of the inhabitants upon the re-establishment of the Royal authority?

[OVER.]

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ANNUAL EXAMINATIONS: 1900.

THIRD YEAR (SECOND IN LAW).

HISTORY OF ENGLISH LAW.

HONORS.

Examiners: { A. H. F. LEFROY, M.A.
T. A. RUSSELL, B.A.

Six questions to be answered.

1. Explain what is meant by (*a*) written law, (*b*) unwritten law, (*c*) common law, (*d*) origin of the common law.

2. Is the origin of our laws, Teutonic or Roman? Discuss fully.

3. Describe the system of Judicature of the Saxons, civil and criminal.

4. Discuss fully the origin of "trial by jury" in both civil and criminal cases.

5. Explain the importance of the reign of Henry II in the history of English Law.

6. Sketch the different statutes of mortmain enacted in England. Explain the reason of their enactment and the influence they have had on the law.

7. What are the chief measures of importance relating to the law in the reign of Charles II?

8. Indicate as fully as possible the chief features of the changes in the form and spirit of the law during the present century.

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ANNUAL EXAMINATIONS: 1900.

THIRD YEAR.

PHILOSOPHY.

ETHICS.

Examiners: { PROFESSOR J. G. HUME, M.A., PH.D.
PROFESSOR E. I. BADGLEY, B.D., LL.D.

1. Briefly discuss the relation of Ethics to Psychology and History and carefully state the reasons for and against including any Metaphysical enquiries in Ethics.

2. What light does a study of "Deliberation" throw upon any problem in Ethics? Give Aristotle's view of Deliberation; Hobbes' view of Deliberation; Your own view.

3. What is the relation of the Individual to Society? Shew by a brief historical sketch different replies that have been given to this question, and clearly point out what bearing it has upon Ethics.

4. Trace the discussion of "innate ideas" in Des-Cartes and Locke. What later writers on Ethics make use of a theory of "innate ideas," or something similar? Explain and critically examine these views.

5. What light is thrown upon the problem of the Freedom of the Will by the discussions of DesCartes and Locke?

6. Give the views of Locke and J. S. Mill upon "Motive." Give your own view.

7. Compare the accounts of "Justice" given by Butler and J. S. Mill. What is your own view?

8. In what way is Ethics concerned in theories of Evolution?

9. Carefully state your own views upon what you regard as the most important questions which a writer on Ethics should attempt to explain.

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ANNUAL EXAMINATIONS: 1900.

FOURTH YEAR.

ETHICS.

HONORS.

Examiner: F. TRACY, B.A., PH.D.

KANT AND ARISTOTLE.

1. What is Aristotle's view of the relation between Ethics and Politics? Compare the view held by Plato. How far can you agree with these views?

2. What, according to Aristotle, is the true goal of ethical inquiry? Show carefully the steps by which he reaches that goal.

3. What is it that constitutes, for Kant, the starting point or "datum" of Ethics? Show how he deduces, from that datum, the essential elements in his ethical system.

4. Whence arises the "rigorism" or asceticism of the Kantian Ethics? Do you consider it necessary to the system?

5. Make a careful and critical comparison between Aristotle and Kant on the following topics:—

(*a*) The method of ethical inquiry.
(*b*) Duty.
(*c*) Freedom.
(*d*) Happiness.

6. Indicate, in brief outline, what you consider to be the true method and content of ethical philosophy.

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ANNUAL EXAMINATIONS: 1900.

THIRD YEAR.

PHILOSOPHY—PSYCHOLOGY.

HONORS.

Examiner: A. H. ABBOTT, B.A.

1. If Psychology be an exact Science, what must be the attitude of Psychologists toward the use of Hypotheses, such as that of Mind? Discuss fully and critically.

2. The Association school hold a purely Physiological Theory of the Retention and Reproduction of Ideas. Expound this Theory and show how it works out:

(*a*) into their doctrine of Association of Ideas;

(*b*) into the Hedonistic doctrine of Will.

3. What do you think of Bain's Law of Self-Conservation as a Psychological priciple in a Theory of Will?

4. What problems have you seen in Feeling and Emotion? Discuss critically.

5. What is Volition in Immediate Experience?

6. Expound and critically examine the statement that any true Morality depends upon the presence of an Apodictic factor in Experience.

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ANNUAL EXAMINATIONS: 1900.

THIRD YEAR.

PHILOSOPHY—ETHICS.

HONORS.

Examiners: { PROF. E. I. BADGLEY, M.A., LL.D.
PROF. J. G. HUME, M.A., PH.D.

1. Explain Green's use of the following terms:—"Self;" "Self-Consciousness;" "Self-Conscious Subject;" "Eternal Consciousness; "Spirit;" "Person;" "Personality;" "God."

Offer any criticism.

2. Show what Green means by "the spiritual principle in nature," and "the spiritual principle in knowledge?"

Why are these discussions introduced in a treatise on Ethics?

3. Give *in extenso* Green's conception of Freedom.

Show whether his view meets the demand of ethical responsibility.

4. Show the relation and interaction—according to Green—between our character and our ideal, and between character and conduct.

5. Briefly indicate what Green regards as the merits and the defects of Utilitarianism, both in theory and in practice.

6. Write explanatory notes on the following quotations:—

(*a*) "Hence there necessarily accompanies or supervenes upon the idea of manifold good things, in which manifold satisfactions have been or may be

[OVER.]

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THIRD YEAR.

DYNAMICS OF A PARTICLE.

HONORS.

Examiners: { I. J. BIRCHARD, M.A., PH.D.
W. J. LOUDON, B.A.

1. When a particle is moving in a given curve, determine the accelerations along and at right angles to the tangent at any instant.

A carriage moves with uniform velocity on a level plane, find the point on one of its wheels where the tendency of a particle to separate from the wheel is greatest, the action of gravity being neglected.

2. Given the velocity of a particle with reference to fixed axes, determine its velocity with reference to axes with the same origin but revolving with uniform angular velocity.

A particle moves toward the centre of the earth in the plane of the equator and with a uniformly accelerated motion, find its velocity at any given time relatively to axes in the plane of the equator, revolving with the earth.

3. A particle moves under an attraction in its line of motion which varies directly as the distance of the particle from a fixed point in that line; determine its motion.

Find approximately the time in minutes required for a particle to fall from the surface of the earth to the centre, assuming an opening to be made and that the earth is homogeneous.

[OVER.]

4. Show that a projectile in a non-resisting medium and under gravity describes a parobola, and that the velocity at any point is equal to that acquired in falling from the directrix to that point.

A wheel on a horizontal plane makes one revolution per second, when a particle detaches itself from a point on the circumference 60° from the top, find the time the particle will remain in the air and the point in the plane where it will fall.

5. "It follows from the principle of *Vis Viva* that when a single particle moves in a field defined by a force function, the kinetic energy of the particle in any and every position differs from the value of the force function at that point by a constant."

Explain with examples the technical terms, and prove the assertion contained in the above quotation.

6. In a central orbit show that the equation connecting the force and the velocity may be written

$$v^2 = C - 2\int F dr.$$

If the law of attraction be that of the inverse cube and if a particle be projected from any point with the velocity from infinity, show that it will describe an equiangular spiral, explain clearly how the constants of integration are to be determined.

7. A particle is constrained to move on a smooth curve under the influence of any forces, obtain an equation for the reaction of the curve.

A particle is projected along the concave side of a catenary from its lowest point with a velocity equal to that acquired by falling thence to the directrix; show that the pressure on the curve when it has risen through half its whole vertical height is $\frac{10}{9} W$.

8. Two equal particle at an initial distance a from each other under attraction, according to the inverse square, are constrained to move from rest along two smooth rods intersecting at right angles, show that they will meet at the intersection at the end of a time denoted by

$$\frac{\pi a^{\frac{3}{2}}}{2\,(2\mu)^{\frac{1}{2}}}.$$

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ANNUAL EXAMINATIONS: 1900.

FOURTH YEAR.

ASTRONOMY.

HONORS.

Examiner: A. T. DeLury, B.A.

1. Explain declination, right ascension, latitude and longitude, both celestial and terrestrial, and altitude and azimuth.

Shew how latitude may be found by observation of a body of known declination.

2. Define sidereal time, apparent solar time, mean solar time, standard time and equation of time.

If the equation of time is 5′ and the longitude of Calcutta is 100° east, what is the apparent solar time when it is mean noon at Greenwich ?

3. Shew how mean solar time may be computed from one observation of the sun's altitude, its declination and the observer's latitude being known.

4. Describe a way of determining longitude by observation of the moon; also by the electric telegraph.

5. Shew that the earth's rotation and the sense of rotation may be inferred from observation of falling bodies.

Measurements on the earth shew that the length of a degree of latitude increases towards the poles. Shew that this implies flattening at the poles.

6. Explain precession of the equinoxes. Does it affect latitude, longitude, declination and right ascension of a star ?

7. Explain aberration. Shew how it affects the co-ordinates of a star.

[OVER.]

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ANNUAL EXAMINATIONS: 1900.

FOURTH YEAR.

ELECTRICITY AND MAGNETISM.

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

1. Define *equipotential surface*, *tube of induction*, *specific inductive capacity*.

Find the exterior equipotential surfaces for a thin spherical shell of attracting matter whose density varies inversely as the cube of the distance to an interior point.

If the density of the shell at a point varies as the cosine of the angle between the radius to this point and a fixed radius, find the form of the interior level surfaces.

2. Establish the expression $\frac{1}{2}\Sigma mv$ for the energy of a system of charged conductors.

Shew that we may regard this energy as distributed throughout the electrical field in such a way that in each unit of volume there is an amount of energy equal to $\frac{R^2}{8\pi}$.

3. Shew that the stress on a conductor due to electrostatic action is $2\pi\sigma^2$ dynes per square centimeter when the surface density of electrification is σ.

Describe some simple form of quadrant electrometer, and explain the theory of the instrument.

4. Explain how to determine the absolute capacity of a condenser, and describe a method for finding the specific inductive capacity of a liquid dielectric.

5. Describe a Clark cell and explain how to determine its electromotive force.

[OVER.]

6. Define *magnetic moment.*

Explain how to determine the horizon
ity of the earth's magnetic field. Also i
method for finding the magnetic moment
bar magnet.

7. Establish the relation $F = 4\pi ni$. for th
of the magnetic field at the centre of a sole
ing an electric current of intensity i.

8. Determine the work done when a clos
circuit bearing a current is displaced under
of a magnetic field.

Shew that the magnetic action of
electric circuit is equivalent to that prod
thin magnetic shell.

9. Explain the terms *coefficient of self*
coefficient of mutual induction.

Determine the value of the curren
instant when a periodic electromotive force
is impressed upon a closed circuit of resista
self induction L. Discuss your results for t
which Lp is very large.

10. Write short notes on two of the subjects :

(*a*) The electrodeless discharge in vacu
(*b*) The constitution of cathode rays.
(*c*) Magnetic permeability of iron.

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GEOMETRICAL OPTICS.

HONORS.

Examiner: C. A. CHANT.

1. Find expressions for the longitudinal and the lateral aberration of a sperical reflector.

Calculate these for an astronomical reflecting telescope of which the mirror's diameter is 4 feet and focal length 40 feet.

2. Obtain (by the curvature method) the formula for refraction at a spherical surface

$$\frac{\mu}{p'} = \frac{1}{p} + \frac{\mu - 1}{r}.$$

Prove Newton's formula for a spherical refractor

$$FP \,.\, F'P' = ff'.$$

3. A spherical cap is cut from a transparent sphere by a plane distant $\frac{R}{\mu}$ from the centre. Show that if a small luminous source be placed at the centre of the flat surface *all* rays emanating from it and passing through the sphere will on emergence appear to come from a point distant μR from the centre of the sphere.

4. Calculate an expression for the field of view of an astronomical telescope fitted with Ramsden eye-piece, the apertures of the object-glass and field-lens, and their distance apart being given. Find what must be the least size of the eye-lens in order that no light may be lost.

[OVER.]

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ANNUAL EXAMINATIONS: 1900.

THIRD AND FOURTH YEARS.

DIFFERENTIAL EQUATIONS.

HONORS.

Examiner: ALFRED BAKER, M.A.

1. Shew how to solve:

(1) The equation $Mdx + Ndy = 0$, when homogeneous in x and y.

(2) The homogeneous equation

$$F\left(\frac{y}{x}, \frac{dy}{dx}\right) = 0,$$

not of the first degree.

Solve the equation $xy^3dx - (a^3 + xy)\,dy = 0$.

2. In the case of the following differential equations:

(1) $Mdx + Ndy = 0$, when exact,

(2) Differential equation of the second order, when exact,

(3) The linear equation

$$P_0\frac{d^ny}{dx^n} + P_1\frac{d^{n-1}y}{dx^{n-1}} + \ldots + P_{n-1}\frac{dy}{dx} + P_ny = X,$$

when exact,

shew how to obtain the criteria of exactness.

Shew also how to integrate such exact differential equations.

Integrate the equation

$$(3 + xy)\frac{d^2y}{dx^2} + x\left(\frac{dy}{dx}\right)^2 + (y - 3xy^2)\frac{dy}{dx} - y^3 = 0,$$

reducing it to an equation of first order and degree.

3. Find integrating factors for the equation

$$Mdx + Ndy = 0,$$

having given that they are of the forms,

(1) $\varphi\left(\frac{y}{x}\right)$; (2) A homogeneous function of x ar

of degree n.

Discover an integrating factor for

$$\frac{dy}{dx} + ay + by^2 = 0.$$

4. Define a singular solution of a differential equation

Shew how to find the singular solution, when it ex both from the differential equation $\varphi(x, y, p) = 0$ and f its complete integral $f(x, y, C) = 0$.

Point out the various anomalous forms which present themselves in finding the p-discriminant or th discriminant, and which are not solutions of the differe uation, giving the grounds on which they are excluded.

Solve the equation

$$axyp^2 - 4xp + y = 0,$$

discovering the singular solution, if any.

5. Obtain methods for finding the orthogonal traject of a given family of curves when the equation to such fa is expressed (1) in cartesian, (2) in polar co-ordinates.

Find the orthogonal trajectory of the curves

$$r^2 = a^2 \log (c \tan \theta),$$

c being the variable parameter.

6. The equation

$$\varphi(D)\, y = X$$

being linear in y with constant co-efficients, shew ho determine:

(1) The Complementary Function, obtaining the f corresponding to equal and imaginary roots in the auxi equation.

(2) The Particular Integral, pointing out the va expedients that under different circumstances may employed.

7. Find the Complementary Function in the equatio

$$(D^2 - a^2)\, y = 0;$$

and the Particular Integral in the equation

$$(D^2 + a^2)^r y = (1 + x)^2 \sin ax.$$

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ANNUAL EXAMINATIONS: 1900.

THIRD YEAR.

STATICS.

HONORS.

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

1. Prove that a system of forces acting on a rigid body are reducible in general to a single force acting at an assigned point and a couple.

Shew how to determine the sum of the moments of a given set of forces about a given line.

2. Find the equations to Poinsot's central axis.

When a system of forces is reduced to a pair of forces that can be represented by two straight lines which are not parallel and which do not intersect, shew that the volume of the tetrahedron formed by joining the extremities of these lines is constant, however the reduction is made.

3. Shew that a system of forces acting on a rigid body may be replaced by two equal forces whose lines of action are perpendicular to each other, and each inclined at an angle of 45° to the central axis. Find the distance between their lines of action.

4. Explain the terms, *potential*, *solid angle*, *line of force*. Show that two level surfaces for a given distribution of attracting matter cannot cut each other.

Determine the equipotential surfaces for a homogenous straight line of attracting matter of finite length.

5. A is a point within the spherical surface CDE and B is its conjugate point. If a given layer of matter spread over the surface acts at outside points as if all the matter were collected at A, find the potential at points within the shell.

Also determine the surface density of this layer.

[over.]

6. Determine the average potential over a sphe surface due to attracting matter entirely outside surface.

Deduce the average potential when part of attracting matter is within the spherical surface.

Establish Poisson's relation

$$\frac{d^2v}{dx^2} + \frac{d^2v}{dy^2} + \frac{d^2v}{dz^2} = -4\pi\rho.$$

7. State Green's Theorem.

Deduce the surface integral of normal attrac over a closed surface containing part of the attrac matter.

If S be one of the equipotential surfaces of a tribution of matter G, find the surface density layer of matter spread over S which will produce, a points outside, the same potentials as G.

8 Show that a shell of homogeneous matter boun by two similar and similarly situated ellipsoids no action at any point within the cavity.

Determine the level surfaces outside the shell such a distribution of matter.

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6. A sphere (radius c) is just filled with water rotates about a vertical axis with angular velocity ω, that $3c\omega^2 = 2g$; prove that the pressure in the surfa equal pressure which cuts the sphere at right angl $\frac{3g\rho c}{4}$, ρ being the density of water.

7. Prove that the equilibrium of a non-homoge sphere of radius b whose $C.G.$ is at a distance h belo centre, resting partly submerged in water on the top fixed rough spherical surface of radius a and dep highest point c, will be stable if its weight is less than

$$\frac{1}{4}\frac{c^2(3b-c)}{b(b^2-bh-ah)}.$$

8. If the depths of the angular points of a triangle l the surface of a liquid be a, b, c, shew that the depth o centre of pressure below the centre of gravity is

$$\frac{(b-c)^2+(c-a)^2+(a-b)^2}{12(a+b+c)}.$$

9. Show that

$$\sin^2\tfrac{1}{2}(D+i)=\sin^2\tfrac{1}{2}i+\frac{(\mu^2-1)\sin^2\tfrac{1}{2}i}{1-\sin^2\tfrac{1}{2}(\varphi-\psi)\sec^2}$$

and thence show that the deviation is a minimum $\varphi=\psi$.

10. A battery of n similar prisms is so arranged t beam of light after traversing them at minimum devi comes out in position to traverse them again; show tha angle i of the prisms is given by

$$\mu\sin\frac{i}{2}=\sin\left(\frac{\pi}{n}+\frac{i}{2}\right).$$

11. Four convex lenses, whose focal lengths are a, b respectively, are placed at intervals

$$a+b,\quad 2b\frac{a+b}{a-b},\quad a+b,$$

on the same axis: show that a pencil of light after r tion through all four lenses, diverges from the point which it originally emanates.

12. Shew that every axis situated in the plane lamina is a principal axis at some point, and find the

13. A uniform rod revolves about one extremity in a horizontal plane, and a ring of the same mass as the rod slides on it without friction from a position of rest at the fixed end; shew that when the ring has described a distance r its direction of motion makes with the rod an angle

$$\tan^{-1}\frac{k}{\sqrt{r^2+k^2}}.$$

14. If a smooth sphere slides on another smooth sphere from the position of unstable equilibrium and φ denotes the angle between the vertical and the line joining their centres, shew that the spheres will separate when $\cos\varphi = \frac{2}{3}$.

15. A particle is projected perpendicularly from the surface of a sphere which attracts according to the inverse square. Show that it will come to rest at a distance from the centre

$$\frac{2a^2g}{2ag - V^2}$$

in which a is the radius and g the acceleration at the surface.

16. A mass of air at 10°C. and under a pressure of 8 metres of mercury has the pressure suddenly reduced to 1 metre. Find the resulting temperature.

17. If the specific gravity of mercury be 13.6, the mean density of the earth 5.6, and the mean height of the barometer be 30 inches, show that the mass of the earth's atmosphere is to the mass of the earth in the ratio 1 : 1,000,000 approximately.

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ANNUAL EXAMINATIONS: 1900.

FOURTH YEAR.

EMBRYOLOGY.

HONORS.

Examiner: R. R. BENSLEY.

1. Describe the various modes of distribution of the food-yolk in ova. In what respects does it influence the course of cleavage?

2. What is polyspermy? Under what circumstances does it occur?

3. What structures compose the umbilical cord in man? Give an account of their several origins.

4. Describe the formation and fate of the visceral arches and clefts in the bird.

5. Give a comparative account of the Mammalian placenta. By what means are the position and fixation of the blastodermic vesicle in the uterus determined?

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ANNUAL EXAMINATIONS: 1900.

In the Agricultural College, Guelph.

PROSE LITERATURE AND HISTORY OF LITERATURE.

Examiner: W. J. Alexander, Ph.D.

1. Give an outline of the life and literary career of Shakespeare.

2. Give an outline of the life and literary career of Wordworth.

3. What are the various lines of plot interest introduced in *Woodstock*? How far do these various lines combine so as to give unity of plot interest to the whole novel?

4. Describe the character of Wildrake. How far is he an essential factor in the plot, and what other artistic reasons had Scott in introducing such a personage?

5. Describe the character of Charles Stuart as represented in *Woodstock*, and point out in how far it resembles, and in how far it differs from, the character assigned to Charles in *Simon Dale*.

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ANNUAL EXAMINATIONS: 1900.

THIRD AND FOURTH YEARS.

MINERALOGY.

Examiner: W. A. PARKS, B.A.

1. Write a paper on the color of minerals under the following heads:

Metallic colors.
Non-metallic colors.
Change of color.
Play of color.
Pleochroism.
Illustrate by examples as far as possible.

2. Explain fully, with examples, zonal structure in minerals.

3. Why are the salts of metasilicic acid spoken of as bisilicates?

Name the groups of metasilicates and give a short account of the more important.

4. Describe and ascribe to its proper place in a systematic classification Spodumene, Olivine, Clausthalite, Erythrite, Kermesite.

5. The mica division includes the Mica group, the Clintonite group and the Chlorite group. Describe the division. Show the distinguishing peculiarities of the groups. Name the members of the first group, and indicate the characteristic bases in each.

6. Describe the following groups and name, with formulæ, the more important members of each: Aragonite group, Apatite group, Pyrite group, Sodalite group.

7. Write notes on the mineral salts of organic acids.

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ANNUAL EXAMINATIONS: 1900.

CANDIDATES FOR LL.B.

COMMERCIAL LAW.

Examiner: R. U. McPherson, B.A., LL.B.

1. Give a brief sketch of the development of bills of exchange.

2. Give your reasons for thinking whether or not a bill of exchange payable to a particular person by name and not to his order or to bearer is negotiable.

3. (*a*) A promise to pay money by stated instalments with a proviso that upon default of payment of any instalment the whole shall become due.

(*b*) A promise to pay money containing also a pledge of collateral security with authority to sell or otherwise dispose of such security to realize the money.

Would these be promissory notes? Explain.

4. (*a*) What is the law as to days of grace on a bill of exchange payable at sight?

(*b*) What is the effect on a note that it bears date on a Sunday?

5. What are the rights of a person in possession of a bill of exchange which is defective in any material particular?

6. A issues his cheque payable to the order of B who loses the cheque which is found by C, who commits forgery by endorsing it in B's name and obtains the money from the bank. Has A any right against the bank? If so, what?

7. When the drawee of a bill of exchange dies before acceptance, what course is open to the holder?

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ANNUAL EXAMINATIONS: 1900.

FOURTH YEAR.

GREEK.

Examiners: { MAURICE HUTTON, M.A.
A. L. LANGFORD, B.A.

NOTE.—Candidates will use different books for parts I. and II.

I.

PLATO, PHAEDO.

1. Translate literally:

(*a*) *Λύειν δέ γε αὐτήν, ὥς φαμεν, προθυμοῦνται ἀεὶ μάλιστα καὶ μόνοι οἱ φιλοσοφοῦντες ὀρθῶς, καὶ τὸ μελέτημα αὐτὸ τοῦτό ἐστι τῶν φιλοσόφων, λύσις καὶ χωρισμὸς ψυχῆς ἀπο σώματος, ἢ οὔ; Φαίνεται. Οὐκοῦν, ὅπερ ἐν ἀρχῇ ἔλεγον γελοῖον ἂν εἰη ἄνδρα παρασκευάζονθ' ἑαυτὸν ἐν τῷ βίῳ ὅ τι ἐγγυτάτω ὄντα τοῦ τεθνάναι οὕτω ζῆν, κἄπειθ' ἥκοντος αὐτῷ τούτου ἀγανακτεῖν; οὐ γελοῖον; Πῶς δ' οὔ; Τῷ ὄντι ἄρα, ἔφη, ὦ Σιμμία, οἱ ὀρθῶς φιλοσοφοῦντες ἀποθνήσκειν μελετῶσι, καὶ τὸ τεθνάναι ἥκιστ' αὐτοῖς ἀνθρώπων φοβερόν. ἐκ τῶνδε δὲ σκόπει. εἰ γὰρ διαβέβληνται μὲν πανταχῇ τῷ σώματι, αὐτὴν δὲ καθ' αὑτὴν ἐπιθυμοῦσι τὴν ψυχὴν ἔχειν, τούτου δὲ γιγνομένου εἰ φοβοῖντο καὶ ἀγανακτοῖεν, οὐ πολλὴ ἂν ἀλογία εἴη, εἰ μὴ ἄσμενοι ἐκεῖσε ἴοιεν, οἳ ἀφικομένοις ἐλπίς ἐστιν οὗ διά βίου ἤρων τυχεῖν· ἤρων δὲ φρονήσεως· ᾧ τε διεβέβληντο, τούτου ἀπηλλάχθαι ξυνόντος αὐτοῖς; ἢ ἀνθρωπίνων μὲν παιδικῶν καὶ γυναικῶν καὶ υἱέων ἀποθανόντων πολλοὶ δὴ ἑκόντες ἠθέλησαν εἰς Ἅιδου ἐλθεῖν, ὑπὸ ταύτης ἀγόμενοι τῆς ἐλπίδος, τῆς τοῦ ὄψεσθαί τε ἐκεῖ ὧν ἐπεθύμουν καὶ ξυνέσεσθαι· φρονέσεως δὲ ἄρα τὶς τῷ ὄντι ἐρῶν, καὶ λαβὼν σφόδρα τὴν αὐτὴν ταύτην ἐλπίδα, μηδαμοῦ ἄλλοθι ἐντεύξεσθαι αὐτῇ ἀξίως*

λόγου ἢ ἐν Ἅιδου, ἀγανακτήσει τε ἀποθνήσκων καὶ οὐκ ἄσμενος εἶσιν αὐτόσε; οἴεσθαί γε χρή, ἐὰν τῷ ὄντι γ' ᾖ, ᾧ ἑταῖρε, φιλόσοφος.

(b) Πάλιν δή μοι, ἔφη, ἐξ ἀρχῆς λέγε. καὶ μή μοι ὃ ἂν ἐρωτῶ ἀποκρίνου, ἀλλὰ μιμούμενος ἐμέ, λέγε δὲ παρ' ἣν τὸ πρῶτον ἔλεγον ἀπόκρισιν, τὴν ἀσφαλῆ ἐκείνην, ἐκ τῶν νῦν λεγομένων ἄλλην ὁρῶν ἀσφάλειαν. εἰ γὰρ ἔροιό με, ᾧ ἂν τί [ἐν τῷ σώματι] ἐγγένηται, θερμὸν ἔσται, οὐ τὴν ἀσφαλῆ σοι ἐρῶ ἀπόκρισιν ἐκείνην τὴν ἀμαθῆ, ὅτι ᾧ ἂν θερμότης, ἀλλὰ κομψοτέραν ἐκ τῶν νῦν, ὅτι ᾧ ἂν πῦρ· οὐδὲ ἂν ἔρῃ, ᾧ ἂν σώματι τί ἐγγένηται, νοσήσει, οὐκ ἐρῶ ὅτι ᾧ ἂν νόσος ἀλλ' ᾧ ἂν πυρετός· οὐδ' ᾧ ἂν ἀριθμῷ τί ἐγγένηται, περιττὸς ἔσται, οὐκ ἐρῶ ᾧ ἂν περιττότης, ἀλλ' ᾧ ἂν μονάς, καὶ τἆλλα οὕτως. ἀλλ' ἔρα εἰ ἤδη ἱκανῶς οἶσθ' ὅ τι βούλομαι. Ἀλλὰ πάνυ ἱκανῶς, ἔφη. Ἀποκρίνου δή, ἦ δ' ὅς, ᾧ ἂν τί ἐγγένηται σώματι, ζῶν ἔσται; Ὧι ἂν ψυχή, ἔφη.

2. Parse fully:

(a) ἐγγυτάτω, σκόπει, ἤρων, υἱέων, Ἅιδου.

(b) ἔρῃ, νοσήσει, ἐρῶ, ἀποκρίνου, ζῶν.

II.

SOPHOCLES, TRACHINIAE.

Translate:

(a) ὧν ἐπιμεμφομένα σ' αἰδοῖα μὲν, ἀντία δ' οἴσω.
φαμὶ γὰρ οὐκ ἀποτρύειν ἐλπίδα τὰν ἀγαθὰν
χρῆναί σ'· ἀνάλγητα γὰρ οὐδ' ὁ πάντα κραίνων
βασιλεὺς
ἐπίβαλε θνατοῖς Κρονίδας· ἀλλ' ἐπὶ πῆμα καὶ χαρὰ
πᾶσι κυκλοῦσιν, οἷον ἄρκτου στροφάδες κέλευθοι,
μένει γὰρ οὔτ' αἰόλα
νὺξ βροτοῖσιν οὔτε Κῆρες οὔτε πλοῦτος,
ἀλλ' ἄφαρ βέβακε, τῷ δ' ἐπέρχεται χαίρειν τε καὶ
στέρεσθαι.
ἃ καὶ σὲ τὰν ἄνασσαν ἐλπίσιν λέγω
τάδ' αἰὲν ἴσχειν· ἐπεὶ τίς ὧδε
τέκνοισι Ζῆν' ἄβουλον εἶδεν;

(b) ὦ πολλὰ δὴ καὶ θερμὰ κοὐ λόγῳ κακὰ
καὶ χερσὶ καὶ νώτοισι μοχθήσας ἐγώ·
κοὔπω τοιοῦτον οὔτ' ἄκοιτις ἡ Διὸς
προὔθηκεν οὔθ' ὁ στυγνὸς Εὐρυσθεὺς ἐμοὶ
οἷον τόδ' ἡ δολῶπις Οἰνέως κόρη

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CANDIDATES FOR B.A.

GREEK.

HONORS.

Examiner: MAURICE HUTTON, M.A.

PLATO, REPUBLIC, AND ARISTOTLE, ETHICS.

1. Translate carefully:

(a) Ἴδοι δ' ἄν τις καὶ ἐκ τῶν κωμῳδιῶν τῶν παλαιῶν καὶ τῶν καινῶν· τοῖς μὲν γὰρ ἦν γελοῖον ἡ αἰσχρολογία, τοῖς δὲ μᾶλλον ἡ ὑπόνοια· διαφέρει δ' οὐ μικρὸν ταῦτα πρὸς εὐσχημοσύνην. Πότερον οὖν τὸν εὖ σκώπτοντα ὁριστέον τῷ λέγειν ἃ πρέπει ἐλευθερίῳ, ἢ τῷ μὴ λυπεῖν τὸν ἀκούοντα, ἢ καὶ τέρπειν; Ἢ καὶ τό γε τοιοῦτον ἀόριστον; Ἄλλο γὰρ ἄλλῳ μισητόν τε καὶ ἡδύ. Τοιαῦτα δὲ καὶ ἀκούσεται· ἃ γὰρ ὑπομένει ἀκούων, ταῦτα καὶ ποιεῖν δοκεῖ. Οὐ δὴ πᾶν ποιήσει· τὸ γὰρ σκῶμμα λοιδόρημά τί ἐστιν, οἱ δὲ νομοθέται ἔνια λοιδορεῖν κωλύουσιν· ἔδει δ' ἴσως καὶ σκώπτειν.

What is Aristotle's name for the virtue here discussed? How does it come to have a place in his system?

(b) Τοῦτο μέν, ἔφη, ἀληθὲς λέγεις. Οἶει ἂν οὖν ἧττόν τι ἀγαθὸν ζωγράφον εἶναι, ὃς ἂν γράψας παράδειγμα, οἷον ἂν εἴη ὁ κάλλιστος ἄνθρωπος, καὶ πάντα εἰς τὸ γράμμα ἱκανῶς ἀποδοὺς μὴ ἔχῃ ἀποδεῖξαι, ὡς καὶ δυνατὸν γενέσθαι τοιοῦτον ἄνδρα; Μὰ Δί' οὐκ ἔγωγ', ἔφη. Τί οὖν; οὐ καὶ ἡμεῖς, φαμέν, παράδειγμα ἐποιοῦμεν λόγῳ ἀγαθῆς πόλεως; Πάνυ γε. Ἧττόν τι οὖν οἴει ἡμᾶς εὖ λέγειν τούτου ἕνεκα, ἐὰν μὴ ἔχωμεν ἀποδεῖξαι, ὡς δυνατὸν οὕτω πόλιν οἰκῆσαι ὡς ἐλέγετο; Οὐ δῆτα, ἔφη. Τὸ μὲν τοίνυν ἀληθές, ἦν δ' ἐγώ, οὕτως· εἰ δὲ δὴ καὶ τοῦτο

προθυμηθῆναι δεῖ σὴν χάριν, ἀποδεῖξαι, ᾗ μάλιστα καὶ κατὰ τί δυνατώτατ' ἂν εἴη, πάλιν μοι πρὸς τὴν τοιαύτην ἀπόδειξιν τὰ αὐτὰ διομολόγησαι. Τὰ ποῖα; Ἆρ' οἷόν τέ τι πραχθῆναι ὡς λέγεται, ἢ φάσιν μὲν ἔχειν πρᾶξιν λέξεως ἧττον ἀληθείας ἐφάπτεσθαι, πᾶν δὲ μή τῳ δοκεῖ.

Does this account of painting correspond with the account of painting and poetry in Book X?

(c) Ἀκούωμεν δὴ καὶ λέγωμεν ἐκεῖθεν ἀναμνησθέντες, ὅθεν διῆμεν τὴν φύσιν, οἷον ἀνάγκη φῶναι τὸν καλόν τε κἀγαθὸν ἐσόμενον. ἡγεῖτο δ' αὐτῷ, εἰ νῷ ἔχεις, πρῶτον μὲν ἀλήθεια, ἣν διώκειν αὐτὸν πάντων καὶ πάντῃ ἔδει ἢ ἀλαζόνι ὄντι μηδαμῇ μετεῖναι φιλοσοφίας ἀληθινῆς. Ἦν γὰρ οὕτω λεγόμενον. Οὐκοῦν ἓν μὲν τοῦτο σφόδρα οὕτω παρὰ δόξαν τοῖς νῦν δοκουμένοις περὶ αὐτοῦ; Καὶ μάλα, ἔφη. Ἆρ' οὖν δὴ οὐ μετρίως ἀπολογησόμεθα, ὅτι πρὸς τὸ ὂν πεφυκὼς εἴη ἰμιλλᾶσθαι ὅ γε ὄντως φιλομαθής, καὶ οὐκ ἐπιμένοι ἐπὶ τοῖς δοξαζομένοις εἶναι πολλοῖς ἑκάστοις, ἀλλ' ἴοι καὶ οὐκ ἀμβλύνοιτο οὐδ' ἀπολήγοι τοῦ ἔρωτος, πρὶν αὐτοῦ ὃ ἔστιν ἑκάστου τῆς φύσεως ἅψασθαι ᾧ προσήκει ψυχῆς ἐφάπτεσθαι τοῦ τοιούτου· προσήκει δὲ ξυγγενεῖ· ᾧ πλησιάσας καὶ μιγεὶς τῷ ὄντι ὄντως, γεννήσας νοῦν καὶ ἀλήθειαν, γνοίη τε καὶ ἀληθῶς ζῴη καὶ τρέφοιτο καὶ οὕτω λήγοι ὠδῖνος, πρὶν δ' οὔ. Ὡς οἷόν τ', ἔφη, μετριώτατα. Τί οὖν; τούτῳ τι μετέσται ψεῦδος ἀγαπᾷν ἢ πᾶν τοὐναντίον μισεῖν; Μισεῖν, ἔφη. Ἡγουμένης δὴ ἀληθείας οὐκ ἄν ποτε, οἶμαι, φαῖμεν αὐτῇ χορὸν κακῶν ἀκολουθῆσαι. Πῶς γάρ; Ἀλλ' ὑγιές τε καὶ δίκαιον ἦθος, ᾧ καὶ σωφροσύνην ἕπεσθαι. Ὀρθῶς, ἔφη. Καὶ δὴ τὸν ἄλλον τῆς φιλοσόφου φύσεως χορὸν τί δεῖ πάλιν ἐξ ἀρχῆς ἀναγκάζοντα τάττειν;

Write grammatical notes on αὐτῷ (after ἡγεῖτο), εἴη (after πεφυκώς), γνοίη, ἀναβιβάζοντα:

And a note on γεννήσας νοῦν and its parallel phrase in the opening of Aristotle's Ethics.

(d) Τίς οὖν ὁ κατὰ ταύτην τὴν πολιτείαν ἀνήρ; πῶς τε γενόμενος ποῖός τέ τις ὤν; Οἶμαι μέν, ἔφη ὁ Ἀδείμαντος, ἐγγύς τι αὐτὸν Γλαύκωνος τουτουὶ νεῖναι ἕνεκά γε φιλονεικίας. Ἴσως, ἦν δ' ἐγώ, τοῦτό γε· ἀλλά μοι δοκεῖ τάδε οὐ κατὰ τοῦτον πεφυκέναι. Τὰ ποῖα; Αὐθαδέστερόν τε δεῖ αὐτόν, ἦν δ' ἐγώ, εἶναι καὶ ὑποαμουσότερόν, φιλόμουσον δέ καὶ φιλικὸν μέν, ῥητορικὸν δ' οὐδαμῶς. καὶ δούλοις μέν τις

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GREEK.

HONORS.

Examiners: { ADAM CARRUTHERS, M.A.
J. C. ROBERTSON, B.A.

ARISTOTLE, POLITICS, BOOK II.

1. Translate:

Φιλίαν τε γὰρ οἰόμεθα μέγιστον εἶναι τῶν ἀγαθῶν ταῖς πόλεσιν (οὕτω γὰρ ἂν ἥκιστα στασιάζοιεν), καὶ τὸ μίαν εἶναι τὴν πόλιν ἐπαινεῖ μάλισθ' ὁ Σωκράτης· ὃ καὶ δοκεῖ κἀκεῖνος εἶναί φησι τῆς φιλίας ἔργον, καθάπερ ἐν τοῖς ἐρωτικοῖς λόγοις ἴσμεν λέγοντα τὸν Ἀριστοφάνην ὡς τῶν ἐρώντων διὰ τὸ σφόδρα φιλεῖν ἐπιθυμούντων συμφῦναι καὶ γενέσθαι ἐκ δύο ὄντων ἀμφοτέρους ἕνα. Ἐνταῦθα μὲν οὖν ἀνάγκη ἀμφοτέρους ἐφθάρθαι ἢ τὸν ἕνα· ἐν δὲ τῇ πόλει τὴν φιλίαν ἀναγκαῖον ὑδαρῆ γίνεσθαι διὰ τὴν κοινωνίαν τὴν τοιαύτην, καὶ ἥκιστα λέγειν τὸν ἐμὸν ἢ υἱὸν πατέρα ἢ πατέρα υἱόν. Ὥσπερ γὰρ μικρὸν γλυκὺ εἰς πολὺ ὕδωρ μιχθὲν ἀναίσθητον ποιεῖ τὴν κρᾶσιν, οὕτω συμβαίνει καὶ τὴν οἰκειότητα τὴν πρὸς ἀλλήλους τὴν ἀπὸ τῶν ὀνομάτων τούτων διαφροντίζειν ἥκιστα ἀναγκαῖον ὂν ἐν τῇ πολιτείᾳ τῇ τοιαύτῃ, ἢ πατέρα ὡς υἱῶν ἢ υἱὸν ὡς πατρός, ἢ υἱὸν ὡς πατρός, ἢ ὡς ἀδελφοὺς ἀλλήλων.

2. What answer would Plato probably have made to the reasoning of the last half of this extract?

3. Explain the construction of *ἐρώντων*, *οἰκειότητα*, *ἀλλήλων*. *ἐρωτικοῖς λόγοις*. What work is referred to?

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Examiner: MAURICE HUTTON, M.A.

ARISTOTLE, POLITICS, I, III.—NEWMAN'S INTRODUCTION.—COULANGES.—FOWLER.

1. Translate carefully:

(*a*) *Φανερὸν δὲ καὶ ἐκ τούτων ὅτι οὐ ταὐτόν ἐστι δεσποτεία καὶ πολιτική, οὐδὲ πᾶσαι ἀλλήλαις αἱ ἀρχαί, ὥσπερ τινὲς φασίν. ἡ μὲν γὰρ ἐλευθέρων φύσει ἡ δὲ δούλων ἐστίν, καὶ ἡ μὲν οἰκονομικὴ μοναρχία (μοναρχεῖται γὰρ πᾶς οἶκος), ἡ δὲ πολιτικὴ ἐλευθέρων καὶ ἴσων ἀρχή. ὁ μὲν οὖν δεσπότης οὐ λέγεται κατ' ἐπιστήμην, ἀλλὰ τῷ τοιόσδ' εἶναι· ὁμοίως δὲ καὶ ὁ ἐλεύθερος. ἐπιστήμη δ' ἂν εἴη καὶ δεσποτικὴ καὶ δουλική, δουλικὴ μὲν οἵαν περ ὁ ἐν Συρακούσαις ἐπαίδευεν· ἐκεῖ γὰρ λαμβάνων τις μισθὸν ἐδίδασκε τὰ ἐγκύκλια διακονήματα τοὺς παῖδας. εἴη δ' ἂν καὶ ἐπὶ πλεῖον τῶν τοιούτων μάθησις, οἷον ὀψοποιικὴ καὶ τἆλλα τὰ τοιαῦτα γένη τῆς διακονίας. ἔστι γὰρ ἕτερα ἑτέρων τὰ μὲν ἐντιμότερα ἔργα τὰ δ' ἀναγκαιότερα.*

(*b*) *Καὶ γὰρ ἀπορήσειεν ἄν τις διὰ τί ἡ μὲν χρηματιστικὴ μόριον τῆς οἰκονομίας, ἡ δ' ἰατρικὴ οὐ μόριον· καίτοι δεῖ ὑγιαίνειν τοὺς κατὰ τὴν οἰκίαν ὥσπερ ζῆν ἢ ἄλλο τι τῶν ἀναγκαίων. ἐπεὶ δ' ἔστι μὲν ὡς τοῦ οἰκονόμου καὶ τοῦ ἄρχοντος καὶ περὶ ὑγιείας ἰδεῖν, ἔστι δ' ὡς οὔ, ἀλλὰ τοῦ ἰατροῦ, οὕτω καὶ περὶ τῶν χρημάτων ἔστι μὲν ὡς τοῦ οἰκονόμου, ἔστι δ' ὡς οὔ, ἀλλὰ τῆς ὑπηρετικῆς· μάλιστα δέ, καθάπερ εἴρηται πρότερον, δεῖ φύσει τοῦτο ὑπάρχειν. φύσεως γάρ τερα.*

ἐστιν ἔργον τροφὴν τῷ γεννηθέντι παρέχειν· γάρ, ἐξ οὗ γίνεται, τροφὴ τὸ λειπόμενον ἐστίν κατὰ φύσιν ἐστὶν ἡ χρηματιστικὴ πᾶσιν ὑπ καρπῶν καὶ τῶν ζῴων. διπλῆς δ' οὔσης ὡσπερ εἴπομεν, καὶ τῆς μὲν καπηλικῆς τῆς δ' ο μικῆς, καὶ ταύτης μὲν ἀναγκαίας καὶ ἐπαινου τῆς δὲ μεταβλητικῆς ψεγομένης δικαίως (ο κατὰ φύσιν ἀλλ' ἀπ' ἀλλήλων ἐστίν), εὐλογ μισεῖται ἡ ὀβολοστατικὴ διὰ τὸ ὑπ' αὐτοῦ νομίσματος εἶναι τὴν κτῆσιν καὶ οὐκ ἐφ' ὅπερ ρίσθη. μεταβολῆς γὰρ ἐγένετο χάριν.

(c) Πολίτης δ' ἁπλῶς οὐδενὶ τῶν ἄλλων ὁρι μᾶλλον ἢ τῷ μετέχειν κρίσεως καὶ ἀρχῆς . ἀρχῶν αἱ μέν εἰσι διῃρημέναι κατὰ χρόνον, ἐνίας μὲν ὅλως δὶς τὸν αὐτὸν οὐκ ἔξεστιν ἄρχ διὰ τινῶν ὡρισμένων χρόνων· ὁ δ' ἀόριστος, δικαστὴς καὶ ἐκκλησιαστής. τάχα μὲν οὖν ἄ τις οὐδ' ἄρχοντας εἶναι τοὺς τοιούτους, οὐδὲ με διὰ ταῦτ' ἀρχῆς· καίτοι γελοῖον τοὺς ἀποστερεῖν ἀρχῆς. ἀλλὰ διαφερέτω μηδέν, ὀνόματος γὰρ ὁ λόγος· ἀνώνυμον γὰρ το κοιν δικαστοῦ καὶ ἐκκλησιαστοῦ, τί δεῖ ταῦτ' καλεῖν. ἔστω δὴ διορισμοῦ χάριν ἀόριστος τίθεμεν δὴ πολίτας τοὺς οὕτω μετέχοντας. οὖν μάλιστ' ἂν ἐφαρμόσας πολίτης ἐπὶ πάντα λεγομένους πολίτας σχεδὸν τοιοῦτος ἐστίν· δεῖ λανθάνειν ὅτι τῶν πραγμάτων ἐν οἷς τὸ ὑποκ διαφέρει τῷ εἴδει, καὶ τὸ μὲν αὐτῶν ἐστὶ πρῶ δὲ δεύτερον τὸ δ' ἐχόμενον, ἢ τὸ παράπαν οὐδέν ἢ τοιαῦτα, τὸ κοινόν, ἡ γλίσχρος.

(d) Ἐπεὶ δὲ χείρους γινόμενοι ἐχρηματίζοντο ἀ κοινῶν, ἐντεῦθέν ποθεν εὔλογον γενέσθαι τὰς ὀ χίας· ἔντιμον γὰρ ἐποίησαν τὸν πλοῦτον. τούτων πρῶτον εἰς τυραννίδας μετέβαλον, ἐκ τυραννίδων εἰς δημοκρατίαν· ἀεὶ γὰρ τὰς ἐλ ἄγοντες δι' αἰσχροκέρδειαν ἰσχυρότερον τὸ κατέστησαν, ὥστ' ἐπιθέσθαι καὶ γενέσθαι δη τίας. ἐπεὶ δὲ καὶ μείζους εἶναι συμβέβη πόλεις, ἴσως οὐδὲ ῥᾴδιον ἔτι γίνεσθαι πο ἑτέραν παρὰ δημοκρατίαν. εἰ δὲ δή τις ἄριστ τὸ βασιλεύεσθαι ταῖς πόλεσιν, πῶς ἕξει τὰ πε τέκνων; πότερον καὶ τὸ γένος δεῖ βασιλεύειν; γινομένων ὁποῖοί τινες ἔτυχον, βλαβερόν. τ παραδώσει κύριος ὢν τοῖς τέκνοις; ἀλλ' τοῦτο ῥᾴδιον πιστεῦσαι· χαλεπὸν γάρ, καὶ μ ἀρετῆς ἢ κατ' ἀνθρωπίνην φύσιν.

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13. "History never repeats itself. Christian church revived something of viously obsolete order of things and the a difference." Explain.

14. (*a*) "Outward actions often re under different civilizations: it is onl the spring of action—that has changed

(*b*) "Ancient beliefs survive as ments, or as modern superstitions."

Illustrate from comparison with modern societies.

15. (*a*) *γιγνομένη μὲν τοῦ ζῆν ἕνεκα οι*

(*b*) *ἔμψυχον ὄργανον.*

(*c*) *Λυκόφρων.*

(*d*) *ἀρχὴ ἀορίστος.*

Explain the meaning and these phrases or names in the Politics.

University of Toronto.

ANNUAL EXAMINATIONS: 1900.

CANDIDATES FOR B.A.

GREEK.

HONORS.

Examiner: J. COLLING, B.A.

1. Translate:

Ἀργεῖοι δὲ λέγουσι τὰ κατ' ἑωυτοὺς γενέσθαι ὧδε· πυθέσθαι γὰρ αὐτίκα κατ' ἀρχὰς τὰ ἐκ τοῦ βαρβάρου ἐγειρόμενα ἐπὶ τὴν Ἑλλάδα. πυθόμενοι δὲ, καὶ μαθόντες ὡς σφεας οἱ Ἕλληνες περιήσονται παραλαμβάνοντες ἐπὶ τὸν Πέρσην, πέμψαι θεοπρόπους ἐς Δελφοὺς, τὸν θεὸν ἐπειρησομένους ὡς σφι μέλλει ἄριστον ποιεῦσι γενέσθαι· νεωστὶ γὰρ σφέων τεθνάναι ἑκακισχιλίους ὑπὸ Λακεδαιμονίων καὶ Κλεομένεος τοῦ Ἀναξανδρίδεω. τῶνδε δὴ εἵνεκα πέμπειν· τὴν δὲ Πυθίην ἐπειρωτῶσι αὐτοῖσι ἀνελεῖν τάδε·

Ἐχθρὲ περιχτιόνεσσι, φίλ' ἀθανάαοισι θεοῖσι,
εἶσω τὸν προβόλαιον ἔχων, πεφυλαγμένος ἦσο,
καὶ κεφαλὴν πεφύλαξο· κάρη δὲ τὸ σῶμα σαώσει.

ταῦτα μὲν τὴν Πυθίην χρῆσαι πρότερον· μετὰ δὲ, ὡς ἐλθεῖν τοὺς ἀγγέλους ἐς δὴ τὸ Ἄργος, ἐπελθεῖν ἐπὶ τὸ βουλευτήριον, καὶ λέγειν τὰ ἐντεταλμένα. τοὺς δὲ πρὸς τὰ λεγόμενα ὑποκρίνασθαι, ὡς ἑτοῖμοί εἰσι Ἀργεῖοι ποιέειν ταῦτα, τριήκοντα ἔτεα εἰρήνην σπεισάμενοι Λακεδαιμονίοισι, καὶ ἡγεόμενοι κατὰ τὸ ἥμισυ πάσης τῆς συμμαχίης· καίτοι κατά γε τὸ δίκαιον γίνεσθαι τὴν ἡγεμονίην ἑωυτῶν, ἀλλ' ὅμως σφι ἀποχρᾶν κατὰ τὸ ἥμισυ ἡγεομένοισι.

HERODOTUS, VII.

(*a*) Explain syntax of *παραλαμβάνοντες*, *ἀνελεῖν*, *ἐλθεῖν*, *τῆς συμμαχίης*.

(*b*) What is Herodotus' attitude to oracles and prophecies? Illustrate if you can.

2. Translate:

Ταῦτα λέγοντος Θεμιστοκλέους, ὁ Κ
Ἀδείμαντος ἐπεφέρετο, σιγᾶν τε κελεύων τ
πατρὶς, καὶ Εὐρυβιάδεα οὐκ ἐᾶν ἐπιψηφίζει
ἀνδρί· πόλιν γὰρ τὴν Θεμιστοκλέους πάρεχ
οὕτω ἐκέλευε γνώμας συμβάλλεσθαι. ταῦτ
προέφερε, ὅτι ἡλώκεσάν τε καὶ
Ἀθῆναι. Τότε δὴ ὁ Θεμιστοκλέης
τοὺς Κορινθίους πολλά τε καὶ κακὰ
τε ἐδήλου λόγῳ ὡς εἴη καὶ πόλις
κείνοισι, ἔστ' ἂν διηκόσιαι νῆες σφ
ρωμέναι· οὐδαμοὺς γὰρ Ἑλλήνων
ἀποκρούσεσθαι. Σημαίνων δὲ ταῦτα, τῷ λ
βαινε ἐς Εὐρυβιάδεα, λέγων μᾶλλον
"Σὺ εἰ μενέεις αὐτοῦ, καὶ μένων ἔσεαι
—εἰ δὲ μὴ, ἀνατρέψεις τὴν Ἑλλάδα· τό
ἡμῖν τοῦ πολέμου φέρουσι αἱ νῆες. ἀλλ'
Εἰ δὲ ταῦτα μὴ ποιήσεις, ἡμεῖς μὲν,
ἀναλαβόντες τοὺς οἰκέτας, κομιεύμεθα
ἐν Ἰταλίῃ, ἧπερ ἡμετέρη τέ ἐστι,
καὶ τὰ λόγια λέγει, ὑπ' ἡμέων αὐτὴν
ὑμεῖς δὲ, συμμάχων τοιῶνδε μουνωθέντες,
τῶν ἐμῶν λόγων."

Ibid., 7

(*a*) In "τῷ μή ἐστι πατρὶς," why is
Comment on ἐπιψηφίζειν. What is the
ἐπεστραμμένα?

(*b*) Comment on "Σὺ εἰ μενέεις ... ἀγαθός."

3. Translate:

Ταῦτα βουλευσάμενοι, κείνην μὲν τὴν
πᾶσαν, προσκειμένης τῆς ἵππου, εἶχον
τον. ὡς δὲ ἥ τε ἡμέρη ἔληγε, καὶ οἱ
παυντο, νυκτὸς δὴ γενομένης, καὶ
ἐς τὴν συνέκειτό σφι ἀπαλλάσσεσθαι,
θέντες οἱ πολλοὶ ἀπαλλάσσοντο· ὃς μὲν
ἐς τὸν συνέκειτο, οὐκ ἐν νόῳ ἔχοντες
ἐκινήθησαν, ἔφευγον ἄσμενοι τὴν ἵππον
Πλαταιέων πόλιν φεύγοντες δὲ, ἀπικνέο
Ἡραῖον. τὸ δὲ πρὸ τῆς πόλιός ἐστι τῆς Πλ
εἴκοσι σταδίους ἀπὸ τῆς κρήνης τῆς Γ
ἀπέχον. ἀπικόμενοι δὲ, ἔθεντο πρὸ τοῦ
πλα.

Ibid.,

"οἱ πολλοὶ" refers to what part of the
forces? To what position does "τὸν χῶρον" refe

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6. Translate and explain carefully tl

Τὰ μὲν κατὰ τὴν Μυκαλησσὸν π
οὐδενὸς ὡς ἐπὶ μεγέθει τῶν κατὰ τὸ
ὀλοφύρασθαι ἀξίῳ τοιαῦτα ξυνέβη.

University of Toronto.

ANNUAL EXAMINATIONS: 1900.

FOURTH YEAR.

GREEK.

HONORS.

Examiners: { A Carruthers, M.A.
J. Fletcher, M.A., LL.D.

I.

1. Translate:

πόθῳ δ' ὑπερπουτίας
φάσμα δόξει δόμων ἀνάσσειν.
εὐμόρφων δὲ κολοσσῶν
ἔχθεται χάρις ἀνδρί.
ὀμμάτων δ' ἐν ἀχηνίαις ἔρρει πᾶσ' Ἀφροδίτα.
ὀνειρόφαντοι δὲ πενθήμονες
πάρεισι δόξαι φέρουσαι χάριν ματαίαν.
μάταν γὰρ εὖτ' ἂν ἐσθλά τις δοκῶν ὁρᾷ,
παραλλάξασα διὰ χερῶν,
βέβακεν ὄψις οὐ μεθύστερον
πτεροῖς ὀπαδοῖς ὕπνου κελεύθοις.
τὰ μὲν κατ' οἴκους ἐφ' ἑστίας ἄχη
τάδ' ἐστὶ καὶ τῶνδ' ὑπερβατώτερα.
τὸ πᾶν δ' ἀφ' Ἕλλανος αἴας συνορμένοις
πένθεια τλησικάρδιος
δόμων ἑκάστου πρέπει.
πολλὰ γοῦν θιγγάνει πρὸς ἦπαρ·
οὓς μὲν γάρ τις ἔπεμψεν
οἶδεν· ἀντὶ δὲ φωτῶν
τεύχη καὶ σποδὸς εἰς ἑκάστου δόμους ἀφικνεῖται.
ὁ χρυσαμοιβὸς δ' Ἄρης σωμάτων

καὶ ταλαντοῦχος ἐν μάχῃ δορὸς
πυρωθὲν ἐξ Ἰλίου
φίλοισι πέμπει βαρὺ
ψῆγμα δυσδάκρυτον ἀν-
τήνορος σποδοῦ γεμί-
ζων λέβητας εὐθέτους.

2. Point out any Greek or Athenian customs referred to in *this chorus*.

3. *ὀμμάτων δ' ἐν ἀχηνίαις*. What different interpretations? Parse *κελεύθοις* and *συνορμένοις*.

4. Cite references in the *Agamemnon* to art or its processes.

5. What literary qualities do you observe in this passage?

6. What are the six elements (*μέρη*) into which Aristotle analyses a tragedy? On which does he lay the greatest stress and on which the least? Which would Henry Irving consider the most important? On which of these elements, in your opinion, does the *Agamemnon* depend for its greatness?

7. Translate:

Al. *εἶα δὴ φίλοι λοχῖται, τοὔργον οὐκ ἐπὰς τέλει.*
Χο. *εἶα δή, ξίφος πρόκωπον πᾶς τις εὐτρεπιζέτω.*
Al. *ἀλλὰ μὴν κἀγὼ πρόκωπος οὐκ ἀναίνομαι δορίν.*
Χο. *δεχομένοις λέγεις θανεῖν σε· τὴν τύχην δ' αἱρώμεθα.*

8. Scan the last line and name the metre. Compare its effect with that of the ordinary metre of the dialogue. Parse *σε*.

II.

(Write in a separate book.)

Translate:

(*a*) *Λαοὶ δ' εἰν ἀγορῇ ἔσαν ἀθρόοι· ἔνθα δὲ νεῖκος*
Ὤρορε, δύο δ' ἄνδρες ἐνείκεσαν εἵνεκα ποινῆς
Ἀνδρὸς ἀποφθιμένου. Ὁ μὲν εὐχετο πάντ' ἀποδοῦναι,
Δήμῳ πιφαύσκων, ὁ δ' ἀναίνετο μηδὲν ἐλέσθαι
Ἄμφω δ' ἰέσθην ἐπὶ ἴστορι πεῖραρ ἑλέσθαι.
Λαοὶ δ' ἀμφοτέροισιν ἐπήπυον, ἀμφὶς ἀρωγοί.
Κήρυκες δ' ἄρα λαὸν ἐρήτυον. Οἱ δὲ γέροντες
Εἵατ' ἐπὶ ξεστοῖσι λίθοις ἱερῷ ἐνὶ κύκλῳ,

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(Answer two of the follow

4. Criticise, after Arnold, the Hy

5. Collect from the *Poetics* Arist
Homer.

6. "No other race has had its es
comprehensively interpreted by its b
Explain. Illustrate from the *Iliad*.

7. Write notes on *Homeridae*,
poet, Chorizontes, Wolfian hypothesi

8. *Quid sit pulchrum, quid turp*
(Horace of Homer). Give Grote's
view.

University of Toronto.

ANNUAL EXAMINATIONS: 1900.

CANDIDATES FOR B.A.

GREEK.

TRANSLATION AT SIGHT.

HONORS.

Examiner: H. J. CRAWFORD, B.A.

1. Translate:

ΣΩ. Ἐπειδὴ φωνὴν ἄπειρον κατενόησεν εἴτε τις θεὸς εἴτε καὶ θεῖος ἄνθρωπος, ὡς λόγος ἐν Αἰγύπτῳ Θεύθ τινα τοῦτον γενέσθαι λέγων, ὃς πρῶτος τὰ φωνήεντα ἐν τῷ ἀπείρῳ κατενόησεν οὐχ ἓν ὄντα ἀλλὰ πλείω, καὶ πάλιν ἕτερα φωνῆς μὲν οὔ, φθόγγου δὲ μετέχοντά τινος, ἀριθμὸν δέ τινα καὶ τούτων εἶναι· τρίτον δὲ εἶδος γραμμάτων διεστήσατο τὰ νῦν λεγόμενα ἄφωνα ἡμῖν· τὸ μετὰ τοῦτο διῄρει τά τε ἄφθογγα καὶ ἄφωνα μέχρι ἑνός ἑκάστου, καὶ τὰ φωνήεντα καὶ τὰ μέσα κατὰ τὸν αὐτὸν τρόπον, ἕως ἀριθμὸν αὐτῶν λαβὼν ἑνί τε ἑκάστῳ καὶ ξύμπασι στοιχεῖον ἐπωνόμασε· καθορῶν δὲ ὡς οὐδεὶς ἡμῶν οὐδ' ἂν ἓν αὐτὸ καθ' αὑτὸ ἄνευ πάντων αὐτῶν μάθοι, τοῦτον τὸν δεσμὸν αὖ λογισάμενος ὡς ὄντα ἕνα καὶ πάντα ταῦτα ἕν πως ποιοῦντα μίαν ἐπ' αὐτοῖς ὡς οὖσαν γραμματικὴν τέχνην ἐπεφθέγξατο προσειπών.

ΦΙ. Ταῦτ' ἔτι σαφέστερον ἐκείνων αὐτά γε πρὸς ἄλληλα, ὦ Πρώταρχε, ἔμαθον· τὸ δ' αὐτό μοι τοῦ λόγου νῦν τε καὶ σμικρὸν ἔμπροσθεν ἐλλείπεται.

ΣΩ. Μῶν, ὦ Φίληβε, τὸ τί πρὸς ἔπος αὖ ταῦτ' ἐστίν;

ΦΙ. Ναί, τοῦτ' ἔστιν ὃ πάλαι ζητοῦμεν ἐγώ τε καὶ Πρώταρχος.

ΣΩ. Ἦ μὴν ἐπ' αὐτῷ γε ἤδη γεγονότες ζητεῖτε, ὡς φῄς, πάλαι;

[OVER.]

ΦΙ. Πῶς;

ΣΩ. Ἆρ' οὐ περὶ προνήσεως ἦν καὶ ἡδονῆς ἡμῖν ἐξ ἀρχῆς ὁ λόγος, ὁπότερον αὐτοῖν αἱρετέον;

ΦΙ. Πῶς γὰρ οὔ;

ΣΩ. Καὶ μὴν ἓν γε ἑκάτερον αὐτοῖν εἶναί φαμεν.

ΦΙ. Πάνυ μὲν οὖν.

ΣΩ. Τοῦτ' αὐτὸ τοίνυν ἡμᾶς ὁ πρόσθεν λόγος ἀπαιτεῖ, πῶς ἔστιν ἓν καὶ πολλὰ αὐτῶν ἑκάτερον, καὶ πῶς μὴ ἄπειρα εὐθύς. ἀλλά τινά ποτε ἀριθμὸν ἑκάτερον ἔμπροσθεν· κέκτηται τοῦ ἄπειρα αὐτοῖν ἕκαστα γεγονέναι;

ΠΡΩ. Οὐκ εἰς φαῦλόν γε ἐρώτημα, ὦ Φίληβε, οὐκ οἶδ' ὁντινα τρόπον κύκλῳ πως περιαγαγὼν ἡμᾶς ἐμβέβληκε Σωκράτης, καὶ σκόπει δὴ πότερος ἡμῶν ἀποκρινεῖται τὸ νῦν ἐρωτώμενον. ἴσως δὴ γελοῖον τὸ ἐμὲ τοῦ λόγου διάδοχον παντελῶς ὑποστάντα διὰ τὸ μὴ δύνασθαι τὸ νῦν ἐρωτηθὲν ἀποκρίνασθαι σοὶ πάλιν τοῦτο προστάττειν· γελοιότερον δ' οἶμαι πολὺ τὸ μηδέτερον ἡμῶν δύνασθαι· σκόπει δὴ τί δράσομεν. εἶδη γάρ μοι δοκεῖ νῦν ἐρωτᾶν ἡδονῆς ἡμᾶς Σωκράτης, εἰτ' ἔστιν εἴτε μή, καὶ ὁπόσα ἐστὶ καὶ ὁποῖα· τῆς τ' αὖ φρονήσεως πέρι κατὰ ταὐτὰ ὡσαύτως.

2. Translate:

Τίς γὰρ τῶν ὁπόσοι γλαυκὰν ναίουσιν ὑπ' ἀῶ,
ἡμετέρας Χάριτας πετάσας ὑποδέξεται οἴκῳ
ἀσπασίως, οὐδ' αὖθις ἀδωρήτους ἀποπεμψεῖ;
αἱ δὲ σκυζόμεναι γυμνοῖς ποσὶν οἴκαδ' ἴασι,
πολλά με τωθάσδοισαι, ὅτ' ἀλιθίαν ὁδὸν ἦνθον·
ὀκνηραὶ δὲ πάλιν κενεὰς ἐπὶ πυθμένι χηλῷ
ψυχροῖς ἐν γονάτεσσι κύρη μίμνοντι βαλοῦσαι,
ἔνθ' αἰεὶ σφίσιν ἕδρα, ἐπὰν ἄπρακτοι ἵκωνται.
τίς τῶν νῦν τοιόσδε; τίς εὖ εἰπόντα φιλάσει;
οὐκ οἶδ', οὐ γὰρ ἔτ' ἄνδρες ἐπ' ἔργμασιν, ὡς πάρος, ἐσθλοῖς
αἰνεῖσθαι σπεύδοντι· νενίκανται δ' ὑπὸ κερδέων.
πᾶς δ', ὑπὸ κόλπῳ χεῖρας ἔχων, πόθεν αὔξεται ἄθρει
ἄργυρος· οὐδέ κεν ἰὸν ἀποτρίψας τινὶ δοίη,
ἀλλ' εὐθὺς μυθεῖται· "ἀπωτέρω, ἢ γόνυ, κυρῆσαι
αὐτῷ μοί τι γένοιτο· θεοὶ τιμῶσιν ἀοιδούς·
τίς δέ κεν ἄλλου ἀκούσαι; ἅλις πάντεσσιν Ὅμηρος
οὗτος ἀοιδῶν λῷστος, ὃς ἐξ ἐμεῦ οἴσεται οἶδεν."

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2. Translate:

Ταῦτα λέγοντος Θεμιστοκλέους, αὖτις ὁ Κορ
Ἀδείμαντος ἐπεφέρετο, σιγᾶν τε κελεύων τῷ μ
πατρὶς, καὶ Εὐρυβιάδεα οὐκ ἐῶν ἐπιψηφίζειν
ἀνδρί· πόλιν γὰρ τὸν Θεμιστοκλέα παρεχό
οὕτω ἐκέλευε γνώμας συμβάλλεσθαι. ταῦτα
προέφερε, ὅτι ἡλώκεσάν τε καὶ κατείχον
Ἀθῆναι. Τότε δὴ ὁ Θεμιστοκλέης κεῶνόν τ
τοὺς Κορινθίους πολλά τε καὶ κακὰ ἔλεγε· ἔφ
τε ἐδήλου λόγῳ ὡς εἴη καὶ πόλις καὶ γῆ μέζωι
κείνοισι, ἔστ' ἂν διηκόσιαι νῆες σφι ἔωσι π
ρωμέναι· οὐδαμοὺς γὰρ Ἑλλήνων αὐτοὺς ἐπ
ἀποκρούσεσθαι. Σημαίνων δὲ ταῦτα, τῷ λόγ
βαινε ἐς Εὐρυβιάδεα, λέγων μᾶλλον ἐπεστραμ
"Σὺ εἰ μενέεις αὐτοῦ, καὶ μένων ἔσεαι ἀνὴρ ἀ
—εἰ δὲ μὴ, ἀνατρέψεις τὴν Ἑλλάδα. τὸ πέ
ἡμῖν τοῦ πολέμου φέρουσι αἱ νῆες. ἀλλ' ἐμοὶ π
Εἰ δὲ ταῦτα μὴ ποιήσεις, ἡμεῖς μὲν, ὡς ἐξ
ἀναλαβόντες τοὺς οἰκέτας, κομιεύμεθα ἐς Σίφ
ἐν Ἰταλίῃ, ἥπερ ἡμετέρη τέ ἐστι ἐκ παλαι
καὶ τὰ λόγια λέγει, ὑπ' ἡμέων αὐτὴν δέειν κτισ
ὑμεῖς δὲ, συμμάχων τοιῶνδε μουνωθέντες, μεμνη
τῶν ἐμῶν λόγων."

Ibid., V

(*a*) In "τῷ μὴ ἐστι πατρὶς," why is μη
Comment on ἐπιψηφίζειν. What is the syn
ἐπεστραμμένα?

(*b*) Comment on "Σὺ εἰ μενέεις ... ἀγαθός."

3. Translate:

Ταῦτα βουλευσάμενοι, κείνην μὲν τὴν
πᾶσαν, προσκειμένης τῆς ἵππου, εἶχον πόνου
τον. ὡς δὲ ἥ τε ἡμέρη ἔληγε, καὶ οἱ
παυντο, νυκτὸς δὴ γενομένης, καὶ ἐούσης τῆ
ἐς τὴν συνέκειτό σφι ἀπαλλάσσεσθαι, ἐνθαῦτ
θέντες οἱ πολλοὶ ἀπαλλάσσοντο· ἐς μὲν τὸν
ἐς τὸν συνέκειτο, οὐκ ἐν νόῳ ἔχοντες· οἱ
ἐκινήθησαν, ἔφευγον ἅσμενοι τὴν ἵππον πρ
Πλαταιέων πόλιν· φεύγοντες δὲ, ἀπικνέονται
Ἡραῖον. τὸ δὲ πρὸ τῆς πόλιός ἐστι τῆς Πλα
εἴκοσι σταδίους ἀπὸ τῆς κρήνης τῆς Γαρ
ἀπέχον. ἀπικόμενοι δὲ, ἔθεντο πρὸ τοῦ ἱρ
πλα.

Ibid.,

"οἱ πολλοὶ" refers to what part of the
forces? To what position does "τὸν χῶρον" ref

4. Translate:

"Οὐ πρὸς τῆς ὑμετέρας δόξης ὦ Λακεδαιμόνιοι τάδε, οὐτε ἐς τὰ κοινὰ τῶν Ἑλλήνων νόμιμα καὶ ἐς τοὺς προγόνους ἁμαρτάνειν, οὔτε ἡμᾶς τοὺς εὐεργέτας ἀλλοτρίας ἕνεκα ἔχθρας μὴ αὐτοὺς ἀδικηθέντας διαφθεῖραι, φείσασθαι δὲ καὶ ἐπικλασθῆναι τῇ γνώμῃ οἴκτῳ σώφρονι λαβόντας, μὴ ὧν πεισόμεθα μόνον δεινόνητα κατανοοῦντας, ἀλλ' οἷοί τε ἂν ὄντες πάθοιμεν καὶ ὡς ἀστάθμητον τὸ τῆς ξυμφορᾶς ᾧ τινι ποτ' ἂν καὶ ἀναξίῳ ξυμπέσοι. ἡμεῖς τε, ὡς πρέπον ἡμῖν καὶ ὡς ἡ χρεία προάγει, [αἰτούμεθα ὑμᾶς] θεοὺς τοὺς ὁμοβωμίους καὶ κοινοὺς τῶν Ἑλλήνων ἐπιβοώμενοι, [πεῖσαι τάδε], προφερόμενοι δ' ὅρκους ὧν οἱ πατέρες ὑμῶν ὤμοσαν, [μὴ ἀμνημονεῖν], ἱκέται γιγνόμεθα ὑμῶν τῶν πατρῴων τάφων καὶ ἐπικαλούμεθα τοὺς κεκμηῶτας μὴ γενέσθαι ὑπὸ Θηβαίοις μηδὲ τοῖς ἐχθίστοις φίλτατοι ὄντες παραδοθῆναι. ἡμέρας τε ἀναμιμνήσκομεν ἐκείνης ἢ τὰ λαμπρότατα μετ' αὐτῶν πράξαντες νῦν ἐν τῇδε τὰ δεινότατα κινδυνεύομεν παθεῖν· ὅπερ δὲ ἀναγκαῖόν τε καὶ χαλεπώτατον τοῖς ὧδε ἔχουσι, λόγου τελευτᾶν, διότι καὶ τοῦ βίου ὁ κίνδυνος ἐγγὺς μετ' αὐτοῦ, παυόμενοi λέγομεν ἤδη ὅτι οὐ Θηβαίοις παρέδομεν τὴν πόλιν — εἱλόμεθα γὰρ ἂν πρό γε τούτου τῷ αἰσχίστῳ ὀλέθρῳ, λιμῷ, τελευτῆσαι — ὑμῖν δὲ πιστεύσαντες προσήλθομεν.

THUCYDIDES, III.

(*a*) What is the syntax of διαφθεῖραι, οἴκτῳ, κατανοοῦντας, ἀμνημονεῖν?

(*b*) "τὸ τῆς ξυμφορᾶς ... ξυμπέσοι." Explain the arguinent

5. Translate:

Τῇ δὲ αὐτῇ ἰδέᾳ ἐκεῖνά τε ἔσχον καὶ τὰ ἐνθάδε νῦν πειρῶνται· ἡγεμόνες γὰρ γενόμενοι ἑκόντων τῶν τε Ἰώνων καὶ ὅσοι ἀπὸ σφῶν ἦσαν ξύμμαχοι ὡς ἐπὶ τοῦ Μήδου τιμωρίᾳ, τοὺς μὲν λειποστρατίαν, τοὺς δὲ ἐπ' ἀλλήλους στρατεύειν, τοῖς δ' ὡς ἑκάστοις τινα εἶχον αἰτίαν εὐπρεπῆ ἐπενεγκόντες κατεστρέψαντο. καὶ οὐ περὶ τῆς ἐλευθερίας ἄρα οὐτε οὗτοι τῶν Ἑλλήνων οὐθ' οἱ Ἕλληνες τῆς ἑαυτῶν τῷ Μήδῳ ἀντέστησαν, περὶ δὲ οἱ μὲν σφίσιν ἀλλὰ μὴ ἐκείνῳ καταδουλώσεως, οἱ δ' ἐπὶ δεσπότου μεταβολῇ, οὐκ ἀξυνετωτέρου, κακοξυνετωτέρου δέ. ἀλλ' οὐ γὰρ δὴ τὴν τῶν Ἀθηναίων εὐκατηγόρητον οὖσαν πόλιν νῦν ἤκομεν ἀποφανοῦντες ἐν εἰδόσιν ὅσα ἀδικεῖ, πολὺ

[OVER.]

δὲ μᾶλλον ἡμῖς αὐτοὺς αἰτιασόμενοι, ὅτ
παραδείγματα τῶν τ' ἐκεῖ Ἑλλήνων, ὡ
θησαν οὐκ ἀμύνοντες σφίσιν αὐτοῖς,
ἡμᾶς ταὐτὰ παρόντα σοφίσματα. Λεοντίνω
γενῶν κατοικίσεις καὶ Ἐγεσταίων ξυμμ
κουρίας, οὐ ξυστραφέντες βουλόμεθα προ
δεῖξαι αὐτοῖς, ὅτι οὐκ Ἴωνες τόδε εἰσὶν οὐδ
πόντιοι καὶ νησιῶται, οἳ δεσπότην ἢ Μῆδοι
τινα ἀεὶ μεταβάλλοντες δουλοῦνται, ἀλλ
ἐλεύθεροι ἀπ' αὐτονόμων τῆς Πελοπον
Σικελίαν οἰκοῦντες.

Ib

(*a*) Note any irregularity in the const
this passage.

(*b*) Who was the speaker and what
occasion of his speech ?

6. Translate and explain carefully the synt

Τὰ μὲν κατὰ τὴν Μυκαλησσὸν πάθει χρ
οὐδενὸς ὡς ἐπὶ μεγέθει τῶν κατὰ τὸν πόλε
ὀλοφύρασθαι ἀξίῳ τοιαῦτα ξυνέβη.

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καὶ ταλαντοῦχος ἐν μάχῃ δορὸς
πυρωθὲν ἐξ Ἰλίου
φίλοισι πέμπει βαρὺ
ψῆγμα δυσδάκρυτον ἀν-
τήνορος σποδοῦ γεμί-
ζων λέβητας εὐθέτους.

2. Point out any Greek or Athenian customs referred to in *this chorus*.

3. *ὀμμάτων δ' ἐν ἀχηνίαις*. What different interpretations? Parse *κελεύθοις* and *συνορμένοις*.

4. Cite references in the *Agamemnon* to art or its processes.

5. What literary qualities do you observe in this passage?

6. What are the six elements (*μέρη*) into which Aristotle analyses a tragedy? On which does he lay the greatest stress and on which the least? Which would Henry Irving consider the most important? On which of these elements, in your opinion, does the *Agamemnon* depend for its greatness?

7. Translate:

ΑΙ. *εἶα δὴ φίλοι λοχῖται, τοὔργον οὐκ ἄνευ πόνου.*
ΧΟ. *εἶα δή, ξίφος πρόκωπον πᾶς τις εὐτρεπιζέσθω.*
ΑΙ. *ἀλλὰ μὴν κἀγὼ πρόκωπος οὐκ ἀναίνομαι θανεῖν.*
ΧΟ. *δεχομένοις λέγεις θανεῖν σε· τὴν τύχην δ' αἰρούμεθα.*

8. Scan the last line and name the metre. Compare its effect with that of the ordinary metre of the dialogue. Parse *σε*.

II.

(Write in a separate book.)

Translate:

(*a*) *Λαοὶ δ' εἰν ἀγορῇ ἔσαν ἀθρόοι· ἔνθα δὲ νεῖκος*
Ὦρώρει, δύο δ' ἄνδρες ἐνείκεον εἵνεκα ποινῆς
Ἀνδρὸς ἀποφθιμένου. Ὁ μὲν εὔχετο πάντ' ἀποδοῦναι,
Δήμῳ πιφαύσκων, ὁ δ' ἀναίνετο μηδὲν ἑλέσθαι
Ἄμφω δ' ἰέσθην ἐπὶ ἴστορι πεῖραρ ἑλέσθαι.
Λαοὶ δ' ἀμφοτέροισιν ἐπήπυον, ἀμφὶς ἀρωγοί·
Κήρυκες δ' ἄρα λαὸν ἐρήτυον. Οἱ δὲ γέροντες
Εἵατ' ἐπὶ ξεστοῖσι λίθοις ἱερῷ ἐνὶ κύκλῳ,

Σκῆπτρα δὲ κηρύκων ἐν χέρσ' ἔχον ἠεροφώνων·
Τοῖσιν ἔπειτ' *ἤϊσσον, ἀμοιβηδὶς δὲ δίκαζον.
Κεῖτο δ' ἄρ' ἐν μέσσοισι δύω χρυσοῖο τάλαντα,
*Τῷ *δόμεν ὃς μετὰ τοῖσι δίκην ἰθύντατα εἴποι.

HOMER, *Iliad.*

(b) Τὼ δ' ἄρα και δοιώ περ ἐόντ' ἀπὸ πάντας ὄλεσσαν.
Οἱ μὲν ἄρ' ἐννῆμαρ κέατ' ἐν φόνῳ, οὐδέ τις ἦεν
Κατθάψαι, λαοὺς δὲ λίθους ποίησε Κρονίων·
Τοὺς δ' ἄρα τῇ δεκάτῃ θάψαν θεοὶ Οὐρανίωνες.
Ἡ δ' ἄρα σίτου μνήσατ', ἐπεὶ κάμε δακρυχέουσα.
Νῦν δέ που ἐν πέτρῃσιν, ἐν οὔρεσιν οἰοπόλοισιν,
Ἐν Σιπύλῳ, ὅθι φασὶ θεάων ἔμμεναι εὐνὰς
Νυμφάων, αἵ τ' ἀμφ' Ἀχελώϊον ἐρρώσαντο,
Ἔνθα λίθος περ ἐοῦσα θεῶν ἐκ κήδεα πέσσει.

Ibid.

(c) Ἠνθέ γε μὰν ἁδεῖα καὶ ἁ Κύπρις γελάοισα,
ἁδέα μὲν γελάοισα, βαρὺν δ' ἀνὰ θυμὸν ἔχοισα,
κεἶπε· "τύ θην τὸν Ἔρωτα κατ' εὔχεο, Δάφνι, λυγίζειν·
ἦ ῥ' οὐκ αὐτὸς Ἔρωτος ὕπ' ἀργαλέω ἐλυγίχθης;"
ἄρχετε βουκολικᾶς Μοῖσαι πάλιν ἄρχετ' ἀοιδᾶς.

THEOCRITUS, *Id.*

(d "Ἔρπεις, ὦ φίλ' Ἄδωνι, καὶ ἐνθάδε κεἰς Ἀχέροντα
ἡμιθέων, ὡς φαντί, μονώτατος. οὔτ' Ἀγαμέμνων
τοῦτ' ἔπαθ', οὔτ' Αἴας ὁ μέγας βαρυμάνιος ἥρως,
οὔθ' Ἕκτωρ Ἑκάβας ὁ γεραίτερος εἴκατι παίδων,
Οὐ Πατροκλῆς, οὐ Πύρρος ἀπὸ Τροίας πάλιν ἐνθών,
οὔθ' οἱ ἔτι πρότερον Λαπίθαι καὶ Δευκαλίωνες,
οὐ Πελοπηϊάδαι τε καὶ Ἄργεος ἄκρα Πελασγῶ.
ἴλαθι νῦν φίλ' Ἄδωνι, καὶ ἐς νέωτ' εὐθυμήσαις.
καὶ νῦν ἦνθες, Ἄδωνι, καὶ ὅκκ' ἀφίκῃ, φίλος ἦξεῖς."

Ibid.

(e) νέρθεν τᾶς κεφαλᾶς φορμὸς βραχύς, εἶμα τάπης ἦν.
οὗτος τοῖς ἁλιεῦσιν ὁ πᾶς πόρος, οὗτος ὁ πλοῦτος.
οὐ κλεῖδ' οὐχὶ θύραν ἔχον οὐ κύνα· πάντα περισσά
ταῦτ' ἐδόκει τήνοις· ἁ γὰρ πενία σφας ἐτήρει.
οὐδεὶς δ' ἐν μέσσῳ γείτων πέλεν· ἁ δὲ παρ' αὐτάν
θλιβομένα καλύβαν τραφερὸν προσέναχε θάλασσα.

Ibid.

1. Parse words in (*a*) marked with an asterisk.

2. Narrate the myth referred to in (*b*).

3. Scan and rewrite in Attic Greek the first two lines of (*c*).

[OVER.]

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(*b*) Nos tamen hoc confirmamus illo augurio, quo: diximus, nec nos fallit nec aliter accidet: corruet iste necesse est aut per adversarios aut ipse per se, qui quidem sibi est adversarius unus maximus; id spero vivis nobis fore. Quamquam tempora sunt nos de illa perpetua iam, non de hac exigua vita cogitare. Sin quid acciderit maturius, haud sane mea multum interfuerit, utrum factum videam, an futurum esse multo ante viderim. Quae cum ita sint, non est committendum, ut iis paream, quos contra me senatus, ne quid res publica detrimenti acciperet, armavit. Tibi sunt omnia commendata, quae commendationis meae pro tuo in nos amore non indigent. Nec hercule ego quidem reperio, quid scribam: sedeo enim *πλουδαρῶν*: quod nihil umquam tam fuit scribendum quam nihil mihi umquam ex plurimis tuis iucunditatibus gratius accidisse quam quod meam Tulliam suavissime diligentissimeque coluisti—valde eo ipsa delectata est, ego autem non minus—, cuius quidem virtus mirifica. Quo modo illa fert publicam cladem! quo modo domesticas tricas! quantus autem animus in discessu nostro! est *στοργή*, est summa *σύντηξις*: tamen nos recte facere et bene audire volt. Sed hac super re nimis, ne meam ipse *συμπαθείαν* iam evocem.

2. Annotate without translating:

(*a*) Nequecuiquam nostrum licuit more maiorum lege uti, neque amisso patrimonio liberum corpus habere: tanta saevitia faeneratorum atque praetoris fuit.

(*b*) Neque tamen senatus provinciam invitus dederat, quippe foedum hominem a re publica procul esse volebat; simul quia boni complures praesidium in eo putabant et iam tum potentia Pompei formidulosa erat.

(*c*) Ex litteris tuis quas publice misisti, cepi una cum omnibus incredibilem voluptatem; tantam enim spem otii ostendisti quantam ego semper omnibus te uno fretus pollicebar; sed hoc scito tuos veteres hostes, novos amicos, vehementer litteris perculsos atque ex magna spe deturbatos iacere.

(*d*) Quaeris deinceps, qui nunc sit status rerum et qui meus: rei publicae statum illum quem tu meo consilio, ego divino confirmatum putabam, qui bonorum omnium coniunctione et auctoritate consulatus mei fixus et fundatus videbatur, nisi quis nos deus respexerit, elapsum scito esse de manibus, uno hoc iudicio.

(*e*) Lurco autem tribuno plebis qui magistratum simul cum lege Aelia iniit, solutus est et Aelia et Fufia, ut legem de ambitu ferret, quam ille bono auspicio claudus homo promulgavit.

(*f*) Dixi me eam Bibuli fortunam, quam ille adflictam putaret, omnium triumphis victoriisque anteferre; dixique eodem teste alio loco, eosdem esse, qui Bibulum exire domo prohibuissent et qui me coegissent: tota vero interrogatio mea nihil habuit nisi reprehensionem illius tribunatus; in qua omnia dicta sunt libertate animoque maximo de vi, de auspiciis, de donatione regnorum.

(*g*) Ain tandem, Attice, laudator integritatis et elegantiae nostrae,

ausus es hoc ex ore tuo—

inquit Ennius, ut equites Scaptio ad pecuniam cogendam darem, me rogare?

(*h*) Quae mihi istim adferuntur? Quae hic video? *ὦ πράξεως καλῆς μέν, ἀτελοῦς δέ*!

Scis quam diligam Siculos et quam illam clientelam honestam iudicem: multa iis Caesar, neque me invito, etsi Latinitas non ferenda, verum tamen—

3. Was Atticus a good adviser for Cicero? What was the attitude towards Caesar of Atticus personally and of the men of his class?

4. Give some account of Caelius Rufus.

II.

[Write in a separate book.]

Translate:

C. Cestio, M. Servilio consulibus nobiles Parthi in urbem venere, ignaro rege Artabano. Is metu Germanici fidus Romanis, aequabilis in suos,

[OVER]

mox superbiam in nos, saevitiam in [illegible] sit ; fretus bellis, quae secunda adversum [illegible] jectas nationes exercuerat, et senectutem Tiberii ut inermem despiciens, avidusque Armeniae, cui defuncto rege Artaxia, Arsacen liberorum suorum veterrimum imposuit, addita contumelia et missis qui gazam a Vonone relictam in Syria Cilicique reposcerent ; simul veteres Persarum ac Macedonum terminos, seque invasurum possessa Cyro et post Alexandro, per vaniloquentiam ac minas jactabat.

Write notes on proper names.

1. Translate, with explanatory notes:

(*a*) Plerumque eos tantum apud se professos diseruit, quorum nomina consulibus edidisset : posse et alios profiteri, si gratiae aut meritis confiderent.

(*b*) Erat quippe adhuc frequens senatoribus, si quid e re publica crederent, loco sententiae premere.

(*c*) Donec tulit opem Caesar disposito per mensas millies sestertio, factaque mutuandi copia sine usuris per triennium, si debitor populo in duplum praediis cavisset. Sic refecta fides.

(*d*) Plebei Romanae viritim HS trecenos numeravi ex testamento patris mei, et nomine meo HS quadringenos ex bellorum manibiis consul quintum dedi, iterum autem in consulatu decimo ex patrimonio meo HS quadringenos congiari viritim pernumeravi, et consul undecimum duodecim frumentationes frumento privatim coempto emensus sum, et tribunicia potestate duodecimum quadringenos nummos tertium viritim dedi.

2. "In his character of Tiberius Tacitus is rhetorical not critical." Illustrate.

3. Give some account of the Roman Fiscus under Tiberius.

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Nec penetrare pati sibi quidquam, quod queat artas
Dissociare intus partes; ut materiai
Corpora sunt, quorum naturam ostendimus ante:
Aut ideo durare aetatem posse per omnem,
Plagarum quia sunt expertia, sicut inane est,
Quod manet intactum, neque ab ictu fungitur ullo;
Aut etiam, quia nulla loci sit copia circum,
Quo quassi res possint discedere dissoluique:
Sicut summarum summa est aeterna, neque extra
Qui locus est, quo dissiliant; neque corpora sunt, quae
Possint incidere, et valida dissolvere plaga.

Notice the connexions in which these verses appear in the 3rd and 5th books, and the purpose of their introduction in each case. How do you account for this and similar repetitions in Lucretius' poem?

5. Give Lucretius' account of the substance of the soul, its composition and the arrangement of its particles, showing on what grounds his views were based.

6. State and criticise Lucretius' refutation of the physical theory of Anaxagoras.

7. What is Lucretius' theory of the origin of language and of laws?

8. Characterize the attitude of Lucretius towards Democritus, Empedocles and Ennius.

II.

(*Write in a separate book.*)

Translate:

(*a*) Tum canit errantem *Permessi* ad flumina *Gallum*
Aonas in montes ut duxerit una sororum,
Utque viro Phoebi chorus assurrexerit omnis;
Ut *Linus* haec illi divino carmine pastor
Floribus atque apio crines ornatus amaro
Dixerit: Hos tibi dant calamos, en accipe, Musae.

(*b*) Nascere, praeque diem veniens age, Lucifer, almum,
Coniugis indigno Nysae deceptus amore
Dum queror, et divos, quamquam nil testibus illis
Profeci, extrema moriens tamen adloquar hora.
Incipe *Maenalios* mecum, mea tibia, versus.

(*c*) At si triticeam in messem robustaque farra
Exercebis humum, solisque instabis aristis,
Ante tibi Eoae *Atlantides* abscondantur
*Cnosia*que ardentis decedat stella *Coronae*,
Debita quam sulcis committas semina quamque
Invitae properes anni spem credere terrae.
Multi ante *occasum Maiae* coepere ; sed illos
Expectata seges vanis elusit aristis.

(*d*) Iamque pedem referens casus evaserat omnes
Redditaque *Eurydice* superas veniebat ad auras
Pone sequens,—namqae hanc dederat *Proserpina* legem—
Cum subita incautum dementia cepit amantem,
Ignoscenda quidem, scirent si ignoscere Manes :

(*e*) Veniet lustris labentibus aetas
Cum domus *Assaraci Phthiam* clarasque Mycenas
Servitio premet ac victis dominabitur Argis.

(*f*) Me si fata meis paterentur ducere vitam
Auspiciis, et sponte mea componere curas,
Urbem Troianam primum dulcesque meorum
Reliquias colerem ; Priami tecta alta manerent,
Et recidiva manu posuissem Pergama victis.

(*g*) Stabant orantes primi transmittere cursum,
Tendebantque manus ripae ulterioris amore.

(*h*) Haud procul inde citae *Mettum* in diversa quadrigae
Distulerant, (at tu dictis, Albane, maneres !)
Raptabatque viri mendacis viscera Tullus
Per silvam.

(*i*) Nescia mens hominum fati sortisque futurae,
Et servire modum, rebus sublata secundis !
Turno tempus erit, magno cum optaverit emptum
Intactum Pallanta, et cum spolia ista diemque
Oderit.

1. Write notes on italicized words.

2. Briefly indicate the context of each passage for translation.

3. In what respects do the *Bucolics*, as poetry, differ from the *Idylls* of Theocritus ?

4. How does Virgil's conception of Nature in the *Georgics* differ from that of Lucretius ?

5. Shew from extract (*e*) the general motive of the *Aeneid* and from (*f*) Virgil's own conception of the character of his hero.

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9. Compare the frontier policy of Augus
that which had prevailed in Republican ti
point out how the army arrangements were
thereby.

10. Explain the attitude of the majority
early emperors to their nobility and literati, a
why a change in this particular appears subse
the accession of Vespasian.

11. Point out the effect produced by the p
upon the consulship, prætorship, ædileship
consular office.

12. In what respects was the condition of
vincials improved by the policy of Augustus

University of Toronto.

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LATIN.

TRANSLATION AT SIGHT.

HONORS.

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

Translate:

(*a*) Audio Valerium Martialem decessisse et moleste fero. erat homo ingeniosus acutus acer, et qui plurimum in scribendo et salis haberet et fellis nec candoris minus. prosecutus eram uiatica secedentem: dederam hoc amicitiae, dederam etiam uersiculis quos de me composuit. fuit moris antiqui eos qui uel singulorum laudes uel urbium scripserant aut honoribus aut pecunia ornare; nostris uero temporibus ut alia speciosa et egregia ita hoc in primis exoleuit. nam postquam desiimus facere laudanda, laudari quoque ineptum putamus. quaeris qui sint uersiculi quibus gratiam rettuli? remitterem te ad ipsum uolumen, nisi quosdam tenerem: tu, si placuerint hi, ceteros in libro requires. adloquitur Musam, mandat ut domum meam Esquiliis quaerat, adeat reuerenter:

sed ne tempore non tuo disertam
pulses ebria ianuam uideto:
totos dat tetricae dies Mineruae,
dum centum studet auribus uirorum
hoc quod saecula posterique possint
Arpinis quoque comparare chartis.
seras tutior ibis ad lucernas:
haec hora est tua, cum furit Lyaeus,
cum regnat rosa, cum madent capilli:
tunc me uel rigidi legant Catones.

meritone eum qui haec de me scripsit et tunc dimisi amicissime et nunc ut amicissimum defunc-

tum esse doleo? dedit enim mihi quantum maximum potuit, daturus amplius, si potuisset. tametsi quid homini potest dari maius quam gloria et laus et aeternitas? at non erunt aeterna quae scripsit: non erunt fortasse, ille tamen scripsit tamquam essent futura. uale.

(b) Siqua recordanti benefacta priora voluptas
Est homini, cum se cogitat esse pium,
Nec sanctam violasse fidem, nec foedere in ullo
Divom ad fallendos numine abusum homines,
Multa parata manent in longa aetate, Catulle,
Ex hoc ingrato gaudia amore tibi.
Nam quaecumque homines bene cuiquam aut dicere possunt
Aut facere, haec a te dictaque factaque sunt,
Omniaque ingratae perierunt credita menti.
Quare iam te cur amplius excrucies?
Quin tu animo offirmas atque istinc teque reducis
Et dis invitis desinis esse miser?
Difficilest longum subito deponere amorem.
Difficilest, verum hoc qualibet efficias.
Una salus haec est, hoc est tibi pervincendum:
Hoc facias, sive id non pote sive pote.

(c) Multorum autem odiis nullas opes posse obsistere, si antea fuit ignotum, nuper est cognitum. Nec vero huius tyranni solum, quem armis oppressa pertulit civitas, paretque cum maxime mortuo, interitus declarat, quantum odium hominum valet ad pestem: sed reliquorum similes exitus tyrannorum; quorum haud fere quisquam interitum talem effugit. Malus enim custos diuturnitatis metus; contraque benevolentia fidelis vel ad perpetuitatem. Sed iis, qui vi oppressos imperio coercent, sit sane adhibenda saevitia, ut eris in famulos, si aliter teneri non possunt: qui vero in libera civitate ita se instruunt, ut metuantur, iis nihil potest esse dementius. Quamvis enim sint demersae leges alicuius opibus, quamvis timefacta libertas, emergunt tamen haec aliquando aut iudiciis tacitis, aut occultis de honore suffragiis. Acriores autem morsus sunt intermissae libertatis quam retentae.

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cause and *measure of difference*, giving the Latin equivalent of each construction and accounting for variations in the cases used in Latin.

8. Explain the meaning of the Greek name of the accusative case, and show how the accusatives of the external and internal object are related to the primary notion expressed by this case. Discuss the division of verbs into transitive and intransitive.

9. Show how the passive voice is formed in Greek and in Latin, and discuss the nature and origin of the middle in *βήσομαι* and the passive in *vītam vīvitur*, and *guvisus sum*.

10. Give reasons for thinking that the strong aorist, rather than the present, is the starting point in the formation of the Indo-European tenses. Account for the aorist use of the perfect in Latin.

11. Compare the Latin with the Greek subjunctive with regard to its origin. Show how the tenses of the Latin subjunctive are formed, and how they differ in meaning and use from the tenses of the Greek subjunctive.

12. Write syntactical notes on the words or phrases underlined in any ten of the following:

(*a*) Romani Veiique in armis erant.

(*b*) Τὰ δ' ἀστικά μ' οὐκ ἐφίλασεν.

(*c*) Μελιγάρυες ὕμνοι ὑστέρων ἀρχαὶ λέγονται.

(*d*) Ego eius (puellae) videndi cupidus recte consequor.

(*e*) Sive mutata iuvenem figura
Ales in terris imitaris almae
Filius maiae.

(*f*) Πρὶν κατὰ Ἰλιόφι κλυτὰ τείχεα λαὸν ἑλέσθαι Τρωϊκόν.

(*g*) Hinc stas, illim causam dicis.

(*h*) Primus cubitu surgat, postremus cubitum eat.

(*i*) Si plus de triginta pedibus patuerit.

(*j*) Sei ques esent, quei sibei deicerent necesus ese Bacanal habere.

(*k*) Non quo mea interesset loci naturae.

(*l*) Ζηλῶ σε τοῦ νοῦ, τῆς δὲ δειλίας στυγῶ.

(*m*) Τίν' ἀεὶ τάκεις ὧδ' ἀκόρεστον οἰμωγὰν τὸν Ἀγαμέμνονα ;

(*n*) Ἁπλᾶς δε λύπας ἐξὸν, οὐκ οἴσω διπλᾶς.

(*o*) Summa difficultate rei frumentariae affecto exercitu usque eo ut complures dies milites frumento caruerint et extremam famem sustentarent.

(*p*) Κνυζώσω δέ τοι ὅσσε πάρος περικαλλὲ' ἐόντε,
Ὡς ἂν ἀεικέλιος πᾶσι μνηστῆρσι φανείης.

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ANNUAL EXAMINATIONS: 1900.

FOURTH YEAR.

ENGLISH.

HONORS II.

Examiner: W. J. ALEXANDER, PH.D.

1. Discuss *Midsummer Night's Dream* in regard to plot-interest and artistic unity.

2. Give a description of the various appearances of Wolsey in *Henry VIII.*; show what light is thrown upon his character on these occasions, and also by the utterances of other personages elsewhere in the play.

3. Point out as fully and as definitely as you can all the indications for determining the age of Hamlet afforded by the play, and discuss this question.

4. Give a description of the scene in *Hamlet* in which the "play within the play" is acted, from the conclusion of Hamlet's advice to the player to Hamlet's exit at the close, discussing the significance of the various points for the exhibition of the hero's feelings and character.

N.B.—Only such details of the "play within the play" are to be given as are needful for the understanding of the remainder of the scene.

5. Explain concisely the connection and reference, and also the meaning in detail, of each of the following extracts, being especially careful to show you understand all obscurities :—

(*a*) And thus do we of wisdom and of reach,
With windlasses and with assays of bias,
By indirections find directions out.

(*b*) There is, sir, an aery of children, little eyases, that cry out on the top of the question, and are most tyrannically clapped for't.

[OVER.]

(*c*) Pray God, your voice, like a piece of uncurrent gold,
be not cracked within the ring.

(*d*) And in the cup an union shall he throw.

(*e*) As I belong to worship and affect
In honour honesty, the tract of everything
Would by a good discourser lose some life
Which action's self was tongue to.

(*f*) You sign your place and calling in full seeming.

(*g*) *Chamberlain*—It seems the marriage with his brother's wife
Has crept too near his conscience.
Suffolk— No, his conscience
Has crept too near another lady.

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ENGLISH.

HONORS.

HISTORICAL GRAMMAR.

Examiner: L. E. Horning, Ph.D.

1. Give a table of Old English dialects, and give, approximately, the geographical position of each. How do they compare with the modern English dialects?

2. What are the main differences between Old and Middle English in respect to *phonology*?

3. Explain the forms of the following italicised words: a two *foot* rule; three *sheep*; his *brethren* are with us; the lean *kine*; the maiden *forlorn*.

4. What is the history of the development of the s-plural in English?

5. Give the principal parts of the Old English verbs *ārīsan*, *cēosan*, *sprecan*, *cweðan* and *gān*, and explain the changes which have taken place in the transition to modern English.

6. Explain the etymological relation of *pater* and *fœder*, *frater* and *brother*, *fill* and *full*, *was* and *were*, *seethe* and *sodden*, *eald* and *old*, *cyrice* and *church*, *drives* and *driveth*, *bindan* and *bind*, *elder* and *older*.

7. What additions were made to the English vocabulary up to 1500, and what relation do the additions bear to the national development of the people?

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4. Parse *wordriht* (3), *freom* (14), *gyrdwîte* (15).

5. Translate :

Folc wæs âfæred : flôdegsa becwôm
gâstas gêomre, geofon dêaþe hwêop.
Wæron beorhhliþu blôdê bestêmed,
holm heolfrê spâw, hræm wæs on ȳþum,
wæter wæpna ful, wælmist âstâh.
Wæron Egypte eft oncyrde,
flugon forhtigende, fær ongêton,
woldon herebleaþe hâmas findan :
gylp wearþ gnornra ! Him ongên gehnâp
atol yþa gewealc : ne þær ænig becwōm
herges tô hâme, ac hîe hindan belêac
wyrd mid wæge. Þær ærwegas lâgon,
mere môdgode, mægen wæs âdrenced.

6. Illustrate Prof. Sievers' five metrical types from the above passage.

7. Give the modern words corresponding to *huæop* (2), *gylp* (9), *ādrenced* (13), with notes on the changes in form and and meaning.

8. Translate :

Geseah þâ swîþmôd cyning, þâ hê his sefan ontrêowde,
wundor on wîte âgangen ; him þæt wræclîc þûhte :
hyssas hâle hwurfon in þam hâtan ofne
ealle æfæste þrȳ [unforbærned].
Him êac þær wæs ân on gesyhþe
engel ælmihtiges : him þær ôwiht ne derede,
ac wæs þær inne ealles gelîcost
efne þonne on sumera sunne scîneþ
and dêawdrîas on dæge weorþeþ
winde geondsâwen. Þæt wæs wuldres god,
þe hîe generede wiþ þam nîþhete.

9. Give principal parts of *geseah* (1), *þūhte* (2), *hwurfon* (3). *scīneð* (8), *geonð sāwen* (10).

10. Derive *cyning* (1), *æfæste* (4), *ōwiht* (6), *nīðhete* (11).

11. Classify according to declension and gender *sefan* (5), *sumera* (8), *God* (10).

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ANNUAL EXAMINATIONS: 1900.

FOURTH YEAR.

FRENCH.

PASS.

Examiner: W. A. R. KERR, B.A.

I.

Translate into French:

1. Don't give them any; they have enough already.

2. The only time I ever saw him he was wearing a white hat.

3. How long have you been living in Paris? I have been here for nearly twenty years.

4. The ladies who have fallen into the water have been rescued.

5. I fear he cannot come. It is getting late.

6. Let us have a cab called; we are in a hurry.

7. It is horrible; don't think any more about it.

8. If I were to go, what would you do?

9. The brown horse fell and broke his leg.

10. I have never seen anything like that.

II.

Translate into French:

When the meal was finished Cacambo, as well as Candide, was going to fully pay his score *(l'écot)* by throwing on the table two of the broad gold pieces which he had picked up. The host and hostess burst out laughing. "Gentlemen," said the host, "we see that you are strangers; we are

not accustomed to see any. Pardon us if we began to laugh when you offered us those pebbles off our highways. You have not, doubtless, any of the money of the country, but it is not necessary to have any in order to dine here. All the inns established for merchants are paid for by the government. You have had bad fare here, because this is a poor village, but everywhere else you will be received as you deserve to be.

—*Voltaire.*

III.

Translate into English :

Elle dessinait quelquefois; et c'était pour Charles un grand amusement que de rester là, tout debout, à la regarder penchée sur son carton, clignant des yeux, afin de mieux voir son ouvrage, ou arrondissant, sur son pouce, des boulettes de mie de pain (soft part of bread). Quant au piano, plus les doigts y couraient vite, plus il s'émerveillait. Elle frappait sur les touches avec aplomb et parcourait du haut en bas tout le clavier sans s'interrompre. Ainsi secoué par elle, le vieil instrument, dont les cordes frissonaient, s'entendait jusqu'an bout du village si la fenêtre était ouverte, et souvent le clerc de l'huissier qui passait sur la grande route nu-tête et en chaussons, s'arrêtait à l'écouter, sa feuille de papier à la main.

—*Gustave Flaubert.*

Translate :

Ayant ainsi parlé
Il fait le partage lui-même
Et donne à chaque sœur un lot contre son gré;
Rien qui pût être convenable,
Partant rien aux sœurs d'agréable:
À la coquette l'attirail
Qui suit les personnes buveuses;
La biberonne eut le bétail;
La ménagère eut les coiffeuses.
Tel fut l'avis du Phrygien,
Alléguant qu'il n'étoit moyen
Plus sûr pour obliger ces filles
À se défaire de leur bien;
Qu'elles se marieroient dans les bonnes familles
Quand on leur verroit de l'argent;
Paieroient leur mère tout comptant;

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FOURTH YEAR.

FRENCH.

Examiner: PELHAM EDGAR, B.A., PH.D.

1. Translate:

CATHOS.

Il est vrai mon oncle, qu'une oreille un peu délicate pâtit furiensement à entendre prononcer ces mots-là; et le nom de Polyxène que ma cousine a choisi, et celui d'Aminte que je me suis donné, ont une grâce dont il faut que vous demeuriez d'accord.

GORGIBUS.

Écoutez, il n'y a qu'un mot qui serve: je n'entends point que vous ayez d'autres noms que ceux qui vous ont été donnés par vos parrains et marraines; et pour ces messieurs dont il est question, je connais leurs familles, et leurs biens, et je veux résolûment que vous vous disposiez à les recevoir pour maris. Je me lasse de vous avoir sur les bras, et la garde de deux filles est une charge un peu trop pesante pour un homme de mon âge.

(*a*) Write a brief account of the Hôtel Rambouillet.

(*b*) Point out the précieuse characteristics of the above extract.

2. Translate:

CLÉONE.

Hé bien, Madame, hé bien! écoutez donc Oreste.
Pyrrhus a commencé, faites au moins le reste.
Pour bien faire, il faudrait que vous le prévinssiez.
Ne m'avez-vous pas dit que vous le haïssiez?

HÉRMIONE.

Si je le haïs, Cléone ! Il y va de ma gloire,
Après tant de bontés dont il perd la mémoire.
Lui qui me fut si cher, et qui m'a pu trahir !
Ah ! je l'ai trop aimé pour ne le point haïr.

CLÉONE.

Fuyez-le donc, Madame ; et puisqu'on vous adore...

(*a*) Discuss the character of Hermione.

(*b*) Write a note on the part played by Cléone.

(*c*) Enumerate the chief works of Racine.

3. Translate :

Doña Sol, absorbée et sans l'entendre.
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 !

HERNANI.

Hélas ! j'ai blasphémé ! Si j'étais à ta place,
Doña Sol, j'en aurais assez, je serais lasse
De ce fou furieux, de ce sombre insensé
Qui ne sait caresser qu'après qu'il a blessé.
Je lui dirais : Va t'en ! Repousse-moi, repousse !
Et je te bénirai, car tu fus bonne et douce,
Car tu m'as supporté trop longtemps, car je suis
Mauvais, je noircirais tes jours avec mes nuits,
Car c'en est trop enfin, ton âme est belle et haute
Et pure, et si je suis méchant, est-ce ta aute ?

(*a*) Scan ll. 6, 11. Number the syllables, mark off the cæsuras, and place the accents. Show also how, if at all, the classical laws of metre are transgressed.

(*b*) By definite reference to *Hernani* point out the difference between classical tragedy and romantic drama :—

(1) With reference to the characters.

(2) With reference to the action.

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FRENCH.

HONORS.

Examiner: PELHAM EDGAR, B.A., PH.D.

1. VERDELET.—A défaut de conviction, il a l'entêtement chevaleresque de son parti. Crois-tu que ton gendre renoncera aux traditions de sa famille, pour le seul plaisir de renoncer à sa paresse ?

POIRIER.—Tu ne connais pas mon gendre, Verdelet, moi, je l'ai étudié à fond, avant de lui donner ma fille. C'est un étourneau ; la légèreté de son caractère le met à l'abri de toute espèce d'entêtement. Quant à ses traditions de famille, *s'il y tenait beaucoup*, il n'eût pas épousé mademoiselle Poirier.

VERDELET.—C'est égal, il eût été prudent de le sonder à ce sujet avant le mariage.

POIRIER.—Que tu es bête! j'aurais eu l'air de lui proposer un marché ; il aurait refusé tout net. On n'obtient de pareilles concessions que par les bons procédés, par une obsession lente et insensible.... Depuis trois mois il est ici comme un *coq en pâte.*

VERDELET.—Je comprends: tu as voulu *graisser la girouette avant de souffler dessus.*

(*a*) Translate the extract.

(*b*) Write notes on the italicised expressions.

(*c*) Compare Augier and Molière as writers of comedy.

2. La petite Solange ...les suivit à petits pas jusque dans la coudrière, riant d'un air penaud quand ils faisaient attention à elle, mais n'en démordant point....Le lendemain, Landry sentant qu'il s'appartenait, parce que le père Caillaud lui avait donné licence

de tout devoir, il partit de si grand matin qu'il pensa surprendre son frère au lit.

(*a*) Translate the extract.

(*b*) Compare the literary methods of George Sand and Flaubert.

3. La poste aux lettres n'est qu'à dix minutes de l'hôtel, dans une large et bruyante rue faisant suite à la promenade et bordée de cafés, de brasseries, de boutiques pour les étrangers, étalages d'alpenstocks, guêtres, courroies, lorgnettes, verres fumés, gourdes, sacs de voyage, qui semblaient là tout exprès pour faire honte à l'Alpiniste renégat. Des touristes défilaient en caravanes, chevaux, guides, mulets, voiles bleues, voiles verts, avec *le brimbalement des cantines à l'amble des bêtes, les pics ferrés marquant le pas contre les cailloux ;* mais cette fête, toujours renouvelée, le laissait indifférent. Il ne sentait même pas la bise fraîche à goût de neige qui venait de la montagne par bouffées, uniquement attentif à dépister les espions qu'il supposait sur ses traces.

(*a*) Translate the italicised portion.

(*b*) Point out the characteristics of Daudet's manner in the extract.

(*c*) Explain briefly the situation.

4. Rien ne vaut mieux, pour se donner dès l'abord la mesure de son génie, que de voir avec quelle facilité il se rattache à son siècle, et comment il s'en détache aussi ; combien il s'y adapte exactement, et combien il en ressort avec grandeur.

(*a*) How does Sainte-Beuve develop this idea ?

5. "Leconte de Lisle's work is the strongest poetic expression of the pessimistic spirit since 1850." Comment on this statement, making explicit reference to poems of his which you have read.

6. La queue en cercle sous leurs ventres palpitants,
L'œil dilaté, tremblant sur leurs pattes fébriles,
Accroupis çà et là, tous hurlaient, immobiles,
Et d'un frisson rapide agités par instants.

L'écume de la mer collait sur leurs échines
De longs poils qui laissaient les vertèbres saillir ;
Et, quand les flots par bonds les venaient assaillir,
Leurs dents blanches claquaient sous leurs rouges babines.

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FRENCH.

HONORS.

Examiner: J. H. CAMERON, M.A.

I.

Translate into French:

1. He is a long time coming; he must be finishing the letter that I told him not to write.

2. We shall not fail to succeed in the undertaking, if we take care to ask all our friends to help us.

3. The lecture which Mr. N. gave us on China was most interesting; have you ever heard a more amusing one?

4. In France, people drink coffee out of glasses; when taken in this way, it is called a "mazagran."

II.

Translate into French:

"As I was riding homewards, I saw a waggon standing at the door of an inn, with* three horses; the two foremost were eating corn† from bags at their noses; but I had observed that the third had dropped his on the ground, and could not stoop to get any food. However, I rode on, absorbed in my reflections, without assisting him. But when I had got nearly home, I remembered what I had observed, and felt extremely hurt at my neglect, and would have ridden back‡, had I not thought the waggoner might have come out of the house and assisted the horse. A man could

* Use *attelé*. †tr. "oats." ‡*tourner bride*.

not have had a better reason for getting off his horse than for such an act of humanity. It is through absence of mind that we omit many duties."

III.

Translate:

4 Juin.

J'aime à regarder de ma fenêtre la Seine et ses quais par ces matins d'un gris tendre qui donnent aux choses une douceur infinie. J'ai contemplé le ciel d'azur qui répand sur la baie de Naples sa sérénité lumineuse. Mais notre ciel de Paris est plus animé, plus bienveillant et plus spirituel. Il sourit, menace, caresse, s'attriste et s'égaie comme un regard humain. Il verse en ce moment une molle clarté sur les hommes et les bêtes de la ville qui accomplissent leur tâche quotidienne. Là-bas, sur l'autre berge, les forts du port Saint-Nicolas déchargent des cargaisons de cornes de bœuf, tandis que des hommes posés sur une passerelle volante font sauter lestement, de bras en bras, des pains de sucre jusque dans la cale du bateau à vapeur. Sur le quai du nord, les chevaux de fiacre, alignés à l'ombre des platanes, la tête dans leur musette, mâchent tranquillement leur avoine, tandis que les cochers rubiconds vident leur verre devant le comptoir du marchand de vin, en guettant du coin de l'œil la pratique matinale.

Les bouquinistes déposent leurs boîtes sur le parapet. Ces braves marchands d'esprit, qui vivent sans cesse dehors, la blouse au vent, sont si bien travaillés par l'air, les pluies, les gelées, les neiges, les brouillards et le grand soleil, qu'ils finissent par ressembler aux vieilles statues des cathédrales. Ils sont tous mes amis et je ne passe guère devant leurs boîtes sans en tirer quelque bouquin qui me manquait jusque là, sans que j'en eusse le moindre soupçon.

Anatole France.

IV.

1. Exhibit by paradigms the derivation of the following tenses of the verb *être*, giving archaic forms also, where necessary to complete the history: Pres. infinitive; past participle; present, imperfect and future indicative, and pres. subjunctive.

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FRENCH.

HONORS.

Examiners: { J. Squair. / Pelham Edgar.

1. Indicate Gautier's place in the development of modern poetry.

2. State briefly what features of Romanticism the Realists opposed.

3. Write a short paper on the historians of the 19th century.

4. Outline the development of the novel in France since 1870.

5. Write notes on:—*Symbolisme, Jean Richepin, Mérimée, les Burgraves, la Dame aux Camelias, Eloa, l'Homme qui rit, Jocelyn, Baudelaire, Emile Faguet.*

II.

In the case of the following extracts (*a*) give in a few lines the subject matter and meaning of each, (*b*) assign each to its proper school and time, with precise reasons.

(*a*) Parvenu au haut du paysage, le jeune homme aperçut, dans la lueur légère, la ferme-auberge où il logeait. Un aboi de chien dévia sa rêverie d'une secousse brutale ou impérieuse, déviation que des notables attablés, dans la grande salle, aggravèrent. Lorsqu'il se trouva dans sa chambre, les murs blancs dont émanait uné fluorescence, un marmottement de voix à travers le plancher, un hangar où l'on voyait confusément dormir de grandes poules hérissées en sphères, les errances de la lune, dans les ombres entrehachées à travers la guipure d'une haie, sur la rive fantasque du

verger où les fruitiers trapus évoquaient une halte de sauvages, une tribu de grands préhistoriques en embuscade, des champs étendus comme des mares rougeâtres aux ondes limoneuses, tout fut des annales merveilleuses que l'émoi de Noël vêtit de renouveau et de prodige.

1. Give a free translation of this extract.

(*b*) O femme, éclair vivant dont l'éclat me renverse,
O vase de splendeur qu'un jour de Dieu transperce !
Pourquoi nos yeux ravis fondent-ils sous les tiens ?
Pourquoi mon âme en vain sous ma main comprimée
S'élance-t-elle à toi comme une aigle enflammée
Dont le feu du bûcher a brisé les liens ?

Déjà l'hiver blanchit les sommets de ma vie.
Sur la route au tombeau, que mes pieds ont suivie,
Ah ! j'ai derrière moi bien des nuits et des jours !
Un regard de quinze ans, s'il y daignait descendre,
Dans mon cœur consumé ne remuerait que cendre,
Cendre de passions qui palpitent toujours !

(*c*) Au milieu du grand silence, et dans le désert de l'avenue les voitures de maraîchers montaient vers Paris, avec les cahots rhythmés de leurs roues, dont les échos battaient les façades des maisons, endormies aux deux bords, derrière les lignes confuses des ormes. Un tombereau de choux et un tombereau de pois, au pont de Neuilly, s'étaient joints aux huit voitures de navets et de carottes qui descendaient de Nanterre ; et les chevaux allaient tout seuls, la tête basse, de leur allure continue et paresseuse, que la montée ralentissait encore. En haut, sur la charge des légumes, allongés à plat ventre, couverts de leur limousine à petites raies noires et grises, les charretiers sommeillaient, les guides aux poignets. Un bec de gaz, au sortir d'une nappe d'ombre, éclairait les clous d'un soulier, la manche bleue d'une blouse, le bout d'une casquette, entrevus dans cette floraison énorme des bouquets rouges des carrottes, des bouquets blancs des navets, des verdures débordantes des pois et des choux.

(*d*) A DELIE.

Le joli diable ailé, dont l'homme a fait un dieu,
Lisait un jour ces fantaisies.
En voyant défiler mes Iris, mes Sylvies :
" Ces petits vers, dit-il, mourront tous avant peu."

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Et sur ses pieds légers l'onde amère ruisselle.
À l'essieu plein de force il attache soudain,
La roue à jantes d'or, à sept rayons d'airain.
Les moyeux sont d'argent, aussi bien que le siège.
Le Dieu soumet au joug quatre étalons de neige
Qui, rebelles au frein, mais au timon liés,
Hérissés, écumants, sur leurs jarrets ployés,
Hennissent vers les cieux, de leurs naseaux splendides.
Mais, du quadruple effort de ses rênes solides,
Le fils d'Hypériôn courbe leurs cols nerveux ;
Et le vent de la mer agite ses cheveux,
Et Séléne pâlit, et les Heures divines
Font descendre l'Aurore aux lointaines collines.
Le Dieu s'écrie ! Il part, et dans l'ampleur du ciel
Il pousse étincelant, le quadrige immortel.
L'air sonore s'emplit de flamme et d'harmonie ;
L'Océan qui palpite, en sa plainte infinie,
Pour saluer le Dieu, murmure un chant plus doux ;
Et, semblable à la vierge en face de l'époux,
La terre, au bord brumeux des ondes apaisées,
S'éveille en rougissant sur son lit de rosées.

1. Translate ll. 1-11.

(*h*) Grâce au sable, il n'y avait pas une tache de boue : grâce à la pluie, il n'y avait pas un grain de cendre. Les bouquets venaient de se laver ; tous les velours, tous les satins, tous les vernis, tous les ors, qui sortent de la terre sous forme de fleurs, étaient irréprochables. Cette magnificence était propre. Le grand silence de la nature heureuse emplissait le jardin. Silence céleste compatible avec mille musiques, roucoulements de nids, bourdonnements d'essaims, palpitations du vent. Toute l'harmonie de la saison s'accomplissait dans un gracieux ensemble ; les entrées et les sorties du printemps avaient lieu dans l'ordre voulu ; les lilas finissaient, les jasmins commençaient ; quelques fleurs étaient attardées, quelques insectes en avance ; l'avant-garde des papillons rouges de juin fraternisait avec l'arrière-garde des papillons blancs de mai. Les platanes faisaient peau neuve. La brise creusait des ondulations dans l'énormité magnifique des marronniers. C'était splendide. Un vétéran de la caserne voisine qui regardait à travers la grille disait : Voilà le printemps au port d'armes et en grande tenue.

University of Toronto.

ANNUAL EXAMINATIONS: 1900.

FOURTH YEAR.

FRENCH.

HONORS.

Examiner : J. SQUAIR, B.A.

I.

(*a*) (Not to be translated) :

Et toi, prêtresse de la terre,
Vierge du Pinde ou de Sion,
Tu fuis ce globe de matière,
Privé de ton dernier rayon !
Ton souffle divin se retire
De ces cœurs flétris, que la lyre
N'émeut plus de ses sons touchants ;
Et pour son Dieu qui le contemple,
Sans toi l'univers est un temple
Qui n'a plus ni parfums ni chants !

(*b*) (Not to be translated) :

D'ici je vois la vie, à travers un nuage,
S'évanouir pour moi dans l'ombre du passé ;
L'amour seul est resté, comme une grande image
Survit seule au réveil dans un songe effacé.

Repose-toi, mon âme, en ce dernier asile,
Ainsi qu'un voyageur qui, le cœur plein d'espoir,
S'assied, avant d'entrer, aux portes de la ville,
Et respire un moment l'air embaumé du soir.

Comme lui, de nos pieds secouons la poussière ;
L'homme par ce chemin ne repasse jamais.
Comme lui, respirons au bout de la carrière
Ce calme avant-coureur de l'éternelle paix.

—*Les Méditations.*

1. Explain carefully the italicised passage.

2. Explain the meaning of passage (*b*).

3. What characteristics of Lamartine are illustrated in these two passages? Be precise.

4. Scan a line or two of (*a*) and (*b*) to show the type of verse in each.

5. To judge by what you have read in the *Méditations*, what were the political and religious views of Lamartine?

II.

(*a*) Translate:

O redoutable époque! et quels temps que les nôtres!
Où, rien qu'en se serrant les uns contre les autres,
Les hommes dans leurs plis écrasent tours, châteaux,
Donjons que les captifs rayaient de leurs couteaux,
Créneaux, portes d'airain comme un carton ployées,
Et, sur leurs boulevards vainement appuyées,
Les pâles garnisons, et les canons de fer
Broyés avec le mur comme l'os dans la chair.

(*b*) (Not to be translated):

Au souffle de l'enfant, *dôme des Invalides*,
Les drapeaux prisonniers sous tes voûtes splendides
Frémirent, comme au vent frémissent les épis;
Et *son cri*, ce doux cri qu'une nourrice apaise,
Fit, nous l'avons tous vu, *bondir* et hurler d'aise
Les canons monstrueux à ta porte accroupis!

Et Lui! l'orgueil gonflait sa puissante narine;
Ses deux bras, jusqu'alors croisés sur sa poitrine,
S'étaient enfin ouverts!
Et *l'enfant*, soutenu dans sa main paternelle,
Inondé des éclairs de sa fauve prunelle,
Rayonnait au travers!

—*Les Chants du Crépuscule.*

1. Explain the meaning of *dôme des Invalides, son cri fit bondir les canons monstrueux à ta porte accroupis, l'enfant rayonnait au travers.*

2. What characteristics of Hugo are illustrated in these two passages? Be precise.

3. Compare, by drawing your examples from the passages before you, Hugo and Lamartine as to poetical imagery and rhythm.

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ment sur lui à corps perdu. Alors, suspendu sur l'abîme, lancé dans le balancement formidable de la cloche, il saisissait le monstre d'airain aux oreillettes, l'étreignait de ses deux genoux, l'éperonnait de ses deux talons, et redoublait de tout le choc et de tout le poids de son corps la furie de la volée.

1. Locate (*a*) and (*b*).

2. Point out the Romantic characteristics in each passage (as to plot, character drawing, language).

V.

Translate:

Charles demeura pantois au milieu de ses malles. Après avoir jeté les yeux sur les murs d'une chambre en mansarde tendue de ce papier jaune à bouquets de fleurs qui tapisse les guinguettes, sur une cheminée en pierre de liais cannelée dont le seul aspect donnait froid, sur des chaises de bois jaune garnies en canne vernissée et qui semblaient avoir plus de quatre angles, sur une table de nuit ouverte dans laquelle aurait pu tenir un petit sergent de voltigeurs, sur le maigre tapis de lisière placé au bas d'un lit à ciel dont les pentes en drap tremblaient comme si elles allaient tomber, achevées par les vers, il regarda sérieusement la grande Nanon et lui dit....

1. Compare, from the passages before you, features of Romantic and Realistic style.

University of Toronto.

ANNUAL EXAMINATIONS: 1900.

CANDIDATES FOR B.A.

GERMAN LITERATURE OF THE NINETEENTH CENTURY.

HONORS.

Examiner: G. H. NEEDLER, B.A., PH.D.

1. What is meant by Fate Tragedy in German literature? Mention the chief writers of this class, characterising them and accounting for the literary phenomenon.

2. (*a*) Sketch Heine's career as a university student, referring to his writings during this period and the various influences moulding his character.

(*b*) Discuss the literary qualities of the *Reisebilder*.

(*c*) What was Heine's opinion (1) of Napoleon, and (2) of England? Illustrate by comparing him with Byron in both these respects.

3. (*a*) Contrast the characters of Sabine Schröter and Lenore von Rothsattel in *Soll und Haben*, illustrating what you consider Freytag's strength or weakness as a novelist.

(*b*) Give an account of Freytag's other literary works.

4. (*a*) "Johannes ist durchaus erfüllt vom Geiste der Verneinung, aber nicht wie Mephisto. Er verneint nicht alles, was besteht, weil es besteht, sondern weil es gemein und niedrig, schändlich und hässlich ist und seine Seele von der Sehnsucht nach dem Hohen und Hehren, dem Reinen und Strahlenden verzehrt wird."

Illustrate this statement by reference to incidents in Sudermann's play.

(*b*) Herodes (zu Johannes). — Euer Anschlag war mir nicht verborgen, und dennoch kam ich, kam ohne das Kriegsvolk, das Rom zu meinem Schutze stellt. Du hieltst mich in deinen Händen, wie du den Stein hieltst. Warum liessest du ihn fallen? Sage, warum schontest du mich?

Give your own answers to these questions of Herod.

(*c*) Translate and annotate briefly the following passages:

(1) Dich, süss lächelnde Lalage, dich werd' ich ewig lieben.

(2) Kerkermeister. — Durch diese Thür kamen die beiden Söhne des Grossen, ehe er sie hinrichten liess.

(3) Gekühlt mit des Hämus fernleuchtendem Schnee,
Die Feuerseele im Froste verborgen,
Begnadet mit seinem zögernden Lacheln
Uns der Falerner.
So leuchtest du zwiefach in schweigendem Licht,
So sprühen uns Flammen aus deinem Erkalten,
So preisen wir selig dein zögerndes Lächeln,
Hoher Vitellius.

5. (*a*) Narrate in outline the story of Heyse's *Maria Francisca.*

(*b*) Translate the following lines occurring in Heyse's stories:

(1) Eine wunderliche Nacht! Du hattest mir's doch sehr angethan, Fenice.

(2) Er bat mich, auf einem Koffer Platz zu nehmen, erfrischte sich, während ich weiter sprach und die Unverfänglichkeit meiner Absicht herausstrich, aus einem Weinglase u. s. w.....

(3) Doch hielt ich jeden Gedanken, mich ihr hinzugeben, für eine Chimäre, und nahm eines nachdenklichen Abends Herz und Kopf gewissenhaft zwischen die Hande, mir einen Vers auf die ganze Sache zu machen.

6. Give some account of the works of Auerbach, Keller, Scheffel, Richard Wagner, Gerhard Hauptmann.

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ANNUAL EXAMINATIONS: 1900.

CANDIDATES FOR B.A.

GOETHE, SCHILLER AND KLEIST.

HONORS.

Examiner: A. E. LANG, B.A.

1. What period of Goethe's life is covered by Dichtung und Wahrheit? Give the date of composition and the plan of the work.

2. Give a concise account of the first ten years of of Goethe's life, as portrayed in Dichtung und Wahrheit.

3. Narrate the circumstances of Goethe's introduction to the Brion family at Sesenheim.

4. Translate:

Wär's möglich? Könnt' ich nicht mehr, wie ich wollte?
Nicht mehr zurück, wie mir's beliebt? Ich müßte
Die That vollbringen, weil ich sie gedacht,
Nicht die Versuchung von mir wies — das Herz
Genährt mit diesem Traum, auf ungewisse
Erfüllung hin die Mittel mir gespart,
Die Wege bloß mir offen hab' gehalten? —
Beim großen Gott des Himmels! Es war nicht
Mein Ernst, beschloss'ne Sache war es nie.
In dem gedanken bloß gefiel ichmir;
Die Freiheit reizte mich und das Vermögen.
War's unrecht, an dem Gaukelbilde mich
Der königlichen Hoffnung zu ergötzen?
Blieb in der Brust mir nicht der Wille frei,
Und sah ich nicht den guten Weg zur Seite,
Der mir die Rückkehr offen stets bewahrte?
Wohin denn seh' ich plötzlich mich geführt?
Bahnlos liegt's hinter mir, und eine Mauer
Aus meinen eignen Werken baut sich auf,
Die mir die Umkehr türmend hemmt!

[OVER.]

5. Trace the current of thought in the remainder of this monologue.

6. In what way has Schiller portrayed the character of Wallenstein so as to lend him a human interest?

7. How has Schiller enlisted our sympathy for Max? Show how the Max-Thekla episode is connected with the rest of the drama.

8. What motives impelled Buttler to murder Wallenstein?

9 State the connection in which any two of the following passages are used :—

(*a*) O! hättest du vom Menschen besser stets
Gedacht, du hättest besser auch gehandelt.
Fluchwürd'ger Argwohn! Unglücksel'ger Zweifel!
Es ist ihm Festes nichts und Unverrücktes.
Und alles wanket wo der Glaube fehlt.

(*b*) Es ist entschieden, nun ist's gut — und schnell
Bin ich geheilt von allen Zweifelsqualen;
Die Brust ist wieder frei, der Geist ist hell;
Nacht musz es sein, wo Friedlands Sterne strahlen.

(*c*) Verschmerzen werd' ich diesen Schlag, das weisz ich
Denn was verschmerzte nicht der Mensch! Vom Höchsten
Wie vom Gemeinsten lernt er sich entwöhnen,
Denn ihn besiegen die gewalt'gen Stunden.

10. What is the central theme of Kleist's Kätchen von Heilbronn?

11. Give briefly your conception of the character of Kätchen.

12. State clearly what is meant by "*Classicism*" and "*Romanticism*."

13. Sketch briefly the period of German Literature from the death of Schiller to the death of Goethe.

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5. Translate :

Daz milter man gar wârhaft sî
geschiht daz, dâ ist wunder bî.
der grôze wille, der dâ ist,
wie mac der wesen verendet ?
dêswâr dâ hœret witze zuo
und wachen gegen dem morgen fruo
und anders manec schœner list,
daz ez iht werde erwendet.
der alsô tuot,
der sol den muot
an riuwe selten kêren,
mit witzen sol er'z allez wegen
und lâze got der sælden pflegen :
sô sól man stegen
nâch lange wernden êren.

6. What differences from Modern High German Grammar do you notice in lines 5-8 ?

7. What was Walther's place in Middle High German Literature ? Who were his chief predecessors in Lyric poetry and who his immediate successors ?

II.

8. Write notes on *Heinrich von Veldeke, Das Niebelungenlied, Wolfram von Eschenbach, Rudolf von Ems.*

9. Give the parts of the following verbs in Middle High German, and explain the changes to Modern High German : *blîben, vliesen, stehen, varn, hœren.*

10. Explain the forms or constructions underlined in : zwei Pfund Butter, Ich bin es zufreden, vor Freude springen, meinetwegen, Kindes Kind.

11. Give a brief occount of the efforts to arrive at a standard language in Germany, noting especially the influence of Luther and Gottsched.

12. What are the principal changes in the transition from Middle to Modern High German in respect to *phonology* and *accidence* ?

University of Toronto.

ANNUAL EXAMINATIONS: 1900.

CANDIDATES FOR B.A.

ITALIAN.

HONORS.

Examiners: { W. H. Fraser, B.A.
E. J. Sacco.

I.

Translate the following extracts:

(*a*) Non comparve la vergine Dïana,
Che, levata per tempo, era ita al bosco
A lavare il bucato a una fontana
Ne le maremme del paese tosco;
E non tornò, che già la tramontana
Girava il carro suo per l'aer fosco:
Venne sua madre a far la scusa in fretta,
Lavorando su i ferri una calzetta.

1. Name and describe briefly the work from which the extract is taken.

2. When was it written, and by whom?

3. What is its literary importance?

(*b*) Il navigante vedea
Fumar le pire igneo vapor, corrusche
D'armi ferree vedea, larve guerriere
Cercar la pugna; e all'orror de'notturni
Silenzi si spandea lungo ne'campi
Di falangi un tumulto e un suon di tube
E un incalzar di cavalli accorenti
Scalpitanti su gli elmi a'moribondi,
E pianto, ed inni, e delle Parche il canto.

1. What is the general plan of the poem from which the extract is taken?

2. Point out any literary merit which you observe in the extract.

(*c*) SAUL. Oh gioia!
Pace hai sul volto? O fero veglio, alquanto
Miei preghi accetti? Io da'tuoi piè non sorgo,
Se tu i miei figli alla crudel vendetta
Pria non togli.—Che parli?...Oh voce! "T'era
"David pur figlio; e il perseguisti, e morto
"Pur lo volevi". Oh! che mi apponi?...Arresta...
Sospendi or, deh!...Davidde ov'è? Si cerchi:
Ei rieda; a posta sua mi uccida, e regni:
Sol che a'miei figli usi pietade, ei regni...

1. Give Italian equivalents or explanations of *veglio* (l. 2), *preghi* (l. 3), *che mi apponi?* (l. 7), *a posta sua* (l. 9), *pietade* (l. 10).

2. *Deh!* derive.

3. Scan line 6.

4. Give some of the characteristics of Alfireri's tragedies.

5. Give the main facts in the biography of Alfieri.

(d) Quanto piace più e quanto più è laudato un gentiluom, che porti arme, modesto, che parli poco e poco si vanti, che un altro, il qual sempre stia in sul laudar sè stesso, e, biastemando con braveria, mostri minacciar al mondo! E niente altro è questo, che affettazione di voler parer gagliardo. Il medesimo accade in ogni esercizio, anzi in ogni cosa, che al mondo fare o dir si possa.

1. Who is the writer of the extract, and what is the title and purpose of the work from which it is taken?

2. Give an Italian equivalent or explanation of *stia in sul laudar sè stesso* (l. 3).

(e) Gli scritti più vicini alla perfezione, hanno questa proprietà, che ordinariamente alla seconda lettura piacciono più che alla prima. Il contrario avviene in molti libri composti con arte e diligenza non più che mediocre, ma non privi però di un qual si sia pregio estrinseco ed apparente; i quali, riletti che sieno, cadono dall'opinione che l'uomo ne avea conceputo alla prima lettura. Ma letti gli uni e gli altri una volta sola, ingannano talora in modo anche i dotti ed esperti, che gli ottimi sono posposti ai mediocri.

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ITALIAN.

HONORS.

Examiners: { W. H. Fraser, B.A.
E. J. Sacco.

I.

Translate the following extracts:

(*a*) Ma perchè il tuo Ruggiero a te sol abbia,
e non al re Agramante, ad obbligarsi
che tratto sia dell'incantata gabbia,
t'insegnerò il rimedio, che de'usarsi.
Tu te n'andrai tre dì lungo la sabbia
del mar, ch'è oramai presso a dimostrarsi:
il terzo giorno, in un albergo teco
arriverà costui, ch' ha l'anel seco.

1. Who is the speaker in this extract, and who is the person addressed?

2. Explain the allusions in *incantata gabbia* and *l'anel.*

3. Who is referred to in the last line?

4. Write the first two lines in prose order in Italian.

5. Write the present indicative in full of *de'.*

(*b*) Più giorni son ch' in questo cimiterio
venni di remotissimo paese,
perchè circa il mio studio alto misterio
mi facesse Merlin meglio palese:
e perchè ebbi vederti desiderio,
poi ci son stata, oltre il disegno, un mese;
chè Merlin, che 'l ver sempre mi predisse,
termine al venir tuo questo dì fisse.

1. Scan line 3, marking the cæsura.

2. Give the substance of lines 3 and 4 in ordinary Italian prose.

3. Explain the allusion in *questo cimiterio*.

4. Name any five of the principal personages in the poem, and state in a few words the part taken by each of them in the action of the poem.

5. In what sense was l'Orlando Furioso a continuation of l'Orlando Innamorato?

II.

Translate the following extracts:

(*a*) Vezzosi augelli infra le verdi fronde
temprano a prova lascivette note.
Mormora l'aura, e fa le foglie e l'onde
garrir, che variamente ella percote.
Quando taccion gli augelli, alto risponde;
quando cantan gli augei, più lieve scote:
sia caso od arte, or accompagna, ed ora
alterna i versi lor la music' ôra.

1. What scene is described in the extract?

2. Give more common Italian forms for *augelli*, *ôra*.

3. Write in full the past definite of *taccion*.

(*b*) Quel segue la vittoria, e la trafitta
vergine, minacciando, incalza e preme.
Ella, mentre cadea, la voce afflitta
movendo, disse le parole estreme;
parole ch' a lei novo un spirto ditta,
spirto di fè, di carità, di speme;
virtù ch'or Dio le infonde; e, se rubella
in vita fu, la vuole in morte ancella.

1. Relate briefly the episode from which the extract is taken.

2. Explain the allusion in *se rubella....ancella*.

3. Give the Latin forms from which the following words are derived: *segue*, *preme*, *parole*, *virtù*, *ancella*.

4. Name and describe any two poems transitional from the Orlando Furioso to the Gerusalemme Liberata.

5. State some of the objections which have been urged against the Gerusalemme Liberata as an epic poem.

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CANDIDATES FOR B.A.

SPANISH.

HONORS.

Examiners: { W. H. Fraser, B.A.
P. Toews, M.A., Ph.D.

I.

Translate the following extracts:

(*a*)

Pobre barquilla mia,
entre peñascos rota,
sin velas desvelada,
y entre las olas sola;
¿ adónde vas perdida ?
¿ adónde, dí, te engolfas ?
Que no hay deseos cuerdos
con esperanzas locas.

1. Describe the general plan of the poem from which the extract is taken.

2. Name the author.

3. Remark on the verbal conceits in lines 3 and 4.

4. Derive *olas*.

(*b*)

¿ El Rey no pudo mentir ?
no, que es imagen de Dios.
Bustos, habeis de morir:
no hay ley que tanto me obligue;
mi loco amor se mitigue.
No sé si es injusto el Rey;
es obedecerle ley;
si lo es, Dios le castigue.

1. The sentiment expressed in this extract was one of the common *motifs* of the Spanish drama of the 17th century. Enlarge.

2. *habeis de morir* (l. 3). Express by another Spanish locution.

3. Scan line 4.

4. Give a brief statement of the dramatic theories of Lope de Vega.

(*c*) Suelta, à otro lado, la madeja de oro,
mustio el dulce carmin de su mejilla,
y en su frente marchita la azucena,
con voz turbada y anhelante lloro,
de su verdugo ante los piés se humilla
tímida vírgen, de amargura llena.

1. Re-write the last two lines in prose order.

2. Explain the grammatical construction of the first three lines.

3. From what poem is the extract taken?

4. Name the author, and explain what is meant by describing him as a "reformed classicist."

(*d*) ¿Qué se hicieron tus muros torreados,
oh mi patria querida?
¿Dónde fueron tus héroes esforzados,
tu espada no vencida?
¡Ay! de tus hijos en la humilde frente
está el rubor grabado:
á sus ojos caidos tristemente
el llanto está agolpado.

1. Write biographical and literary notes on Espronceda.

2. From what Latin letters are the *es* of *espada*, the *j* of *ojos*, and the *ll* of *llanto*, respectively, derived? Give parallel Spanish examples.

3. Scan line 8.

4. Give the infinitive of *fueron* (l. 3).

(*e*) Come de la apariencia á la existencia, como de lo vivo á lo pintado, como de la sombra á lo real: tanta diferencia hay del fuego que dices al que me quema. Por cierto si el del purgatorio es tal, más querria que mi espíritu fuese con los de los brutos animales, que por medio de aquél ir á la gloria de los sanctos.

1. Name the work from which the extract is taken.

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ANNUAL EXAMINATIONS: 1900.

CANDIDATES FOR B.A.

SPANISH.

HONORS.

Examiners: { W. H. Fraser, B.A.
P. Toews, M.A., Ph.D.

I.

Translate the following extracts:

(*a*) Á la dança mortal venit los nasçidos
Que en el mundo soes de qualquiera estado,
El que non quisiere a fuerça e amidos
Faser le he venir muy toste parado.
Pues que ya el frayre bos ha pedricado
Que todos bayaes a faser penitençia,
El que non quisiere poner diligençia
Por mi mon puede ser mas esperado.

1. Give modern Spanish for *a fuerça e amidos* (l. 3), *faser le he* (l. 4), *toste* (l. 4), *bayaes* (l. 6).

2. Describe and name the work from which the extract is taken.

3. Scan line 7.

4. The arrangement of the cæsura and stresses gives to the rythm a peculiar effect resembling a march. Illustrate from the extract.

(*b*) Quin uio numquas tal mal
Sobre rei otro tal.
Aun non so io morto,
Ni so la terra pusto.
Rei otro sobre mi ?
Nunquas atal non ui ;

El seglo ua acaga ;
Ia non se que me faga;
Por uertad no lo creo,
Ata que io lo ueo.
Uenga mio maiordo
Que mios aueres toma.

1. Re-write lines 1-7 in modern Spanish.

2. What is the subject of the drama from which the extract is taken? Who is the speaker in the extract?

3. State briefly what you know of the history of the Spanish drama from its origin to Torres Naharro.

II.

Translate the following extracts:

(*a*)

Nace el bruto, y con la piel
Que dibujan manchas bellas,
Apénas signo es de estrellas
(Gracias al docto pincel),
Cuando atrevido y cruel,
La humana necesidad
Le enseña á tener crueldad,
Mónstruo de su laberinto :
¿ Y yo con mejor instinto
Tengo ménos libertad ?
Nace el pez, que no respira,
Aborto de ovas y lamas,
Y apénas bajel de escamas
Sobre las ondas se mira,
Cuando á todas partes gira,
Midiendo la inmensidad
De tanta capacidad
Como le da el centro frio.

1. Explain line 3.

2. When does *tener* (l. 7) require *á* with the personal accusative ?

3. Give synonyms of *pez* (l. 11), and *onda* (l. 14), defining each word.

(*b*)

A costra de cuatro palos,
Que el llegar aquí me cuesta,
De un alabardero rubio
Que barbó de su librea,
Tengo de ver cuanto pasa ;
Que no hay ventana mas cierta,

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porque no reconoce su retrato; el artista, que pretende pintar á la naturaleza aún más hermosa que en su original; todas estas manías que en cualesquiera épocas han debido existir y sin duda en siglos anteriores habrán podido pasar por extravíos de la razon ó debilidades de la humana especie, el siglo actual, más adelantado y perspícuo, las ha calificado de *romanticismo puro*.

[DICTATION AT 4.30.]

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ANNUAL EXAMINATIONS: 1900.

CANDIDATES FOR B.A.

ORIENTALS.

HONORS.

COMPARATIVE SEMITIC GRAMMAR.

Examiners: J. F. McCURDY, PH.D.
J. F. McLAUGHLIN, M.A.
R. G. MURISON, M.A.

1. Discuss briefly the questions:

(*a*) Which of the Semitic languages is nearest to the Proto-Semitic in its consonantal sounds?

(*b*) Does the same relation hold with regard to the vowels?

2. (*a*) To what various sounds does the Hebrew ע correspond etymologically?

(*b*) Show by actual words or roots how these sounds are represented in the principal Semitic langnages.

3. What becomes of ו and י in the 3 sing. masc. Perf. of verbs in Arabic, Hebrew and Aramaic? Illustrate by examples.

4. What changes take place in Assyrian by combition of primitive ו and י with the vowels *a*, *i*, and *u*? Illustrate by examples taken from verbal tenses.

5. How are the several stems of the Hebrew verb represented, as far as they are represented, in the verb-stems of Aramaic, Assyrian and Arabic?

6. How is the pronoun of the third person expressed in the principle Semitic languages?

7. What are the main facts that justify the division of the Semitic languages into North-Semitic and South-Semitic?

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HONORS.

ASSYRIAN TEXTS.

Examiners: J. F. McCurdy, LL.D.
J. G. McLaughlin, M.A., B.D.
R. G. Murison, M.A.

1. Translate V. Rawlinson i. 57-61.

2. Transcribe the same extract into actual Assyrian words.

3. Parse the verbs occurring in these lines.

4. Translate V. R. i. 110-114.

5. Comment on the forms: *lapān*, *ashar*, *pikittishun*, *apkidsunūti*, *esshūti*.

6. What historical situation is here indicated?

7. Translate V. R. ii. 8-13.

8. Explain, in connection with their derivation and their phonological history, the forms: *rēmu*, *napshatsu*, *ushātir*, *ul abbīsu*, *nibīt*.

9. Translate in the Deluge Story, lines 123-130.

10. Parse *appalsa*, *tāmāta*, *tēnishēti*, *mitchurat*, *aptē*, *attashab*, *abáki*.

11. Write in Assyrian syllable signs: *ilu A-nun-na-ki ish-shu-u ṭi-pa-ra-a-ti*.

u-mu a-na i-tap-lu-si pu-luch-ta i-shi.

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8. Parse הבנים (v. 14). Explain the forms שאננו (v. 18), חפשי (v. 19).

9. Explain the use of the imperfects in v. 13.

10. Translate Job vii. 11-19.

11. (*a*) What is the probable reference in v. 12?

(*b*) Parse and explain the forms חתתני, תבעתני (v. 14).

12. What is the main argument of Job as contrasted with that of Eliphaz and Bildad?

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HEBREW LYRICAL POETRY.

Examiners: { J. F. McCURDY, PH.D.
J. F. McLAUGHLIN, M.A.
R. G. MURISON, M.A.

1. Translate Ps. xviii. 7-13.

2. What is the motive of this appearance of Jahwè, Cite any Old Testament parallels that you know of.

3. Explain the forms גִּחָלִים תֹּאכַל (v. 9); וַיֵּט וַיִּרְא וַיַּעַשׂ (v. 10); יָשָׁת (v. 11).

4. Translate Ps. xlix. 6-12, without changing the received text in any particular.

5. Show the improvements that may be made here by legitimate emendation.

6. With what other portions of the Old Testament may this Psalm be compared as to its matter and spirit? How does it hold an exceptional position among the Psalms?

7. Translate Ps. l. 16-23.

8. Comment on the forms עָלַי (v. 16); דֹּפִי (v. 20); יְשַׁע אַרְאֵנּוּ יְכַבְּדָנְנִי (v. 23).

9. Give the syntax of the verbs (including infinitive) of vv. 20 and 21.

10. Translate Ps. cxxiii.

11. Explain the forms יִשְׂבְּעִי גְּבִרְתָּהּ שֶׁיְּחָנֵנוּ, and correct the last word of the Psalm.

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2. With my soul have I desired thee in the night; yea, with my spirit within me will I seek thee early: for when thy judgments are in the earth the inhabitants of the world learn righteousness.

3. Name not as friends the men who by you stand
In pleasant times, when peace and welfare please you;
But him indeed call friend who grasps your hand
In that dark day when want and danger seize you.

C.

Insert the points in the following passage:

היתה עלי יד־יהוה ויוציאני ברוח יהוה ויניחני
בתוך הבקעה והיא מלאה עצמות: והעבירני
עליהם סביב סביב והנה רבות מאד על־פני
הבקעה והנה יבשות מאד: ויאמר אלי בן־
אדם התחיינה העצמות האלה ואמר אדני
יהוה אתה ידעת:

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FOURTH YEAR.

HEBREW TEXTS.

Examiners: J. F. McCURDY, M.A., LL.D.
J. F. McLAUGHLIN, B.A., B.D.
R. G. MURISON, M.A.

1. Translate Psalm ii. 1-6, indicating the poetical structure as far as possible:

1 לָמָּה רָגְשׁוּ גוֹיִם וּלְאֻמִּים יֶהְגּוּ־רִיק׃ 2 יִתְיַצְּבוּ
מַלְכֵי־אֶרֶץ וְרוֹזְנִים נוֹסְדוּ־יָחַד עַל־יְהוָה וְעַל־
מְשִׁיחוֹ׃ 3 נְנַתְּקָה אֶת־מוֹסְרוֹתֵימוֹ וְנַשְׁלִיכָה
מִמֶּנּוּ עֲבֹתֵימוֹ׃ 4 יוֹשֵׁב בַּשָּׁמַיִם יִשְׂחָק אֲדֹנָי
יִלְעַג־לָמוֹ׃ 5 אָז יְדַבֵּר אֵלֵימוֹ בְאַפּוֹ וּבַחֲרוֹנוֹ
יְבַהֲלֵמוֹ׃ 6 וַאֲנִי נָסַכְתִּי מַלְכִּי עַל־צִיּוֹן הַר־קָדְשִׁי׃

2. (*a*) Parse and explain any unusual forms: יהגו **(v. 1);** נוסדו **(v. 2);** מוסרותימו, ננתקה **(v. 3);** אלימו **(v. 5).**

(*b*) Decline לאמים **(v. 1);** הר, קדשו **(v. 6).**

(*c*) Inflect ישב **in Qal and Hiph. imperfect and infinitive.**

3. Translate Psalm xxiii 1-6 :

1 מִזְמוֹר לְדָוִד יְהוָה רֹעִי לֹא אֶחְסָר׃ 2 בִּנְאוֹת
דֶּשֶׁא יַרְבִּיצֵנִי עַל־מֵי מְנֻחוֹת יְנַהֲלֵנִי׃ 3 נַפְשִׁי
יְשׁוֹבֵב יַנְחֵנִי בְּמַעְגְּלֵי־צֶדֶק לְמַעַן שְׁמוֹ׃ 4 גַּם
כִּי־אֵלֵךְ בְּגֵיא צַלְמָוֶת לֹא־אִירָא רָע כִּי־אַתָּה
עִמָּדִי שִׁבְטְךָ וּמִשְׁעַנְתֶּךָ הֵמָּה יְנַחֲמֻנִי׃ 5 תַּעֲרֹךְ
לְפָנַי שֻׁלְחָן נֶגֶד צֹרְרָי דִּשַּׁנְתָּ בַשֶּׁמֶן רֹאשִׁי
כּוֹסִי רְוָיָה׃ 6 אַךְ טוֹב וָחֶסֶד יִרְדְּפוּנִי כָּל־יְמֵי
חַיָּי וְשַׁבְתִּי בְּבֵית יְהוָה לְאֹרֶךְ יָמִים׃

4 (*a*) Parse רעי (v. 1); מי, ינהלני (v. 2); ישובב, ינחני (v. 3).

(*b*) Write absolute singular of נאות (v. 2); מעגלי (v. 4); גיא, משענתך (v. 4). Decline בית, יום, ראש.

(*c*) ושבתי (v. 6). Translate literally. How should it be emended?

5. Trauslate Psalm xci. 9-11 :

9 כִּי־אַתָּה יְהוָה מַחְסִי עֶלְיוֹן שַׂמְתָּ מְעוֹנֶךָ׃
10 לֹא־תְאֻנֶּה אֵלֶיךָ רָעָה וְנֶגַע לֹא־יִקְרַב בְּאָהֳלֶךָ׃
11 כִּי מַלְאָכָיו יְצַוֶּה־לָּךְ לִשְׁמָרְךָ בְּכָל־דְּרָכֶיךָ׃

6. (*a*) Suggest an emendation or supply a word in v. 9 *a* to restore the consistency of the text.

(*b*) Inflect שמת (v. 9) in perfect and imperfect of the stem in which it occurs.

7. Trauslate Psalm cxxiv. 1-5 :

1 שִׁיר הַמַּעֲלוֹת לְדָוִד לוּלֵי יְהוָה שֶׁהָיָה לָנוּ
יֹאמַר־נָא יִשְׂרָאֵל׃ 2 לוּלֵי יְהוָה שֶׁהָיָה לָנוּ

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ORIENTALS.

GENERAL COURSE.

ARAMAIC, HISTORY, AND COMPOSITION.

Examiners: J. F. McCURDY, PH.D.
J. F. McLAUGHLIN, M.A.
R. G. MURISON, M.A.

I.

1. Translate Dan. ii. 6.
2. (*a*) Parse the verbs occurring in this verse.
   (*b*) Inflect קבל throughout the Pael stem.
   (*c*) Decline חלם, מהנא and שגיא.
3. Translate Dan. ii. 10.
4. (*a*) How did כשדי come to have this special meaning?
   (*b*) How would you express in Hebrew the sense of the several verbs of this verse?

II.

5. Translate into Hebrew:

Jehovah is great and he is also good; the man who does not fear him and pray to him will receive evil and not good, for he has neglected (forgotten) the word which says: "fear God and keep his commandments."

[OVER.]

III.

6. Narrate the principal events of the reign of Hezekiah of Judah, pointing out the causes and effects of the invasion of Sennacherib.

7. What were the chief causes and occasions of the fall of the Assyrian empire?

8. Trace briefly the course of the history of Judah from the accession of Josiah until the Babylonish captivity

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FOURTH YEAR.

GENERAL JURISPRUDENCE

HONORS.

Examiner: A. H. F. LEFROY, M.A.

1. Consider whether there can be a science of General Jurisprudence; and what do you understand by analytical Jurisprudence.

2. "Jurisprudence is concerned only with outward acts." Criticize this statement.

3. What is meant by "law" in analytical Jurisprudence; and in what other senses is the word used.

4. Outline and discuss any two of the following:—
(i) the history of wills; (ii) the history of contract; (iii) the early history of delict and crime; (iv Sir H. Maine's criticisms of the Austinian definition of law.

5. What are the sources of Ontario law.

6. Analyse the following:—"a right," a fact," "a contract;" and classify Rights, Things, and Contracts.

7. What do you understand by "a right in motion," "a divestitive fact," "a *donatio mortis causâ*," "a normal antecedent right *in rem*," a right *in personam*," "*jus possessionis*," "novation," "artificial person," "adjective law," "private international law."

8. Explain and discuss the division of law into public and private; and what are the principal departments of public law.

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POLITICAL PHILOSOPHY.

HONORS.

Examiners: { JAMES MAVOR. S. M. WICKETT.

NOTE.—Five questions only to be answered.

1. Shew the relation between the speculations of Hobbes and those of Sir Thomas More.

2. Define Sovereignty, Society, Rights, Wrongs, Government.

3. (*a*) Is it valid to speak of a "Natural Right"?

(*b*) What is a "Natural Law"?

(*c*) Discuss the various meanings of the word "Law."

4. "The mission of government is not to make laws; but to declare and proclaim natural laws, and make their observance sure."

Discuss this and compare with other theories of the functions of government.

5. Contrast Anarchism and Socialism, and shew their philosophical affiliations.

6. Give an account of the political theories of Locke and Hume.

7. What is the connection between the Utilitarian philosophy as developed by Bentham and the underlying principles of Economic theory as developed by Ricado.

8. "Freedom and government are mutually exclusive." Criticize this statement.

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CANADIAN CONSTITUTIONAL HISTORY.

PASS AND HONORS.

Examiner: JAMES MAVOR.

NOTE.—Five questions to be answered.

1. Describe the feudalism of New France. Estimate its effects on the development of the country.

2. Explain the system of Royal Government in New France.

3. Give the provisions of the Quebec Act, and discuss the wisdom of the measure.

4. Estimate the influence that the English settlements on the Atlantic seaboard have had in the development of our political system.

5. Give a full account of Lord Durham's work in Canada.

6. Give a brief sketch of the growth of municipal institutions in Ontario.

7. Under the British North America Act, discuss (*a*) the powers of the provinces and those of the federal government relating to legislation, (*b*) the position of the judiciary.

8. Compare the present political system of Canada with that of the United States.

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6. Explain :

(1) the course of political development in Canada between 1774 and 1792;

(2) the political union contemplated by Lord Durham's Report;

(3) the immediate causes of Canadian Confederation.

7. Explain your view of the goal of evolution in human history and the place of Rome in this development.

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FOURTH YEAR—FIRST PAPER.

MODERN HISTORY.

PASS AND HONOURS.

Examiners: { GEORGE M. WRONG, M.A.
H. M. BOWMAN, PH.D.

NOTE.—Honour Candidates may omit question 3 *or* question 6.
Pass Candidates may omit questions 4 and 7.

1. Outline:

(1) the effect of the Quebec Act upon the various classes of the French in Canada;

(2) the military position of Great Britain at the outbreak of the war of 1812.

2. Summarize the causes of discontent in the American colonies to the outbreak of hostilities and estimate the political significance of the struggle.

3. Write explanatory notes upon:

(1) the second partition of Poland;

(2) the proposed reforms of Joseph II;

(3) the immediate cause of the final disappearance of the Holy Roman Empire.

4. Explain:

(1) the prevalence of irreligion in France in the 18th century;

(2) the relations between the Parliaments and the Monarchy under Louis XVI.;

(3) the main features of the estrangement of classes in France prior to 1789.

5. Estimate the revoluntary character of the work of the National Assembly.

[OVER.]

6. Write explantory notes upon :

(1) the Reign of Terror viewed from Robespierre's stand-point ;

(2) the weak features of the system established by the constitution of the Directory ;

(3) the means by which Bonaparte acquired supreme power.

7. Explain the following :

(1) the boundaries of France in 1799 and as finally established in 1815 ;

(2) Bonaparte's relations to Prussia after 1806 ;

(3) the chances of success of the Continental Policy ;

(4) the military aspects of the Russian expedition.

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HISTORY OF PHILOSOPHY.

HONORS.

Examiner: PROFESSOR J. G. HUME, M.A., PH.D.

1. Give an outline of Fichte's Philosophy. Shew his relation to Kant. Estimate the value of his results.

2. What is the logical basis of Schopenhauer's Pessimism.

3. Indicate Hegel's method and shew his relation to Kant and Fichte.

4. What light does a study of Kant throw upon the problem of Evolution?

5. What is "Pantheism"? How is it related to Materialism? Critically examine the logical basis of Pantheism.

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PHILOSOPHY.

HONORS.

Examiners: { E. I. BADGLEY, M.A., LL.D.
F. TRACY, B.A., PH.D.

ETHICS—SIDGWICK.

1. Outline clearly the essential features of Egoistic Hedonism, and point out its main defects.

2. Does Ethics—according to Sidgwick—furnish us with a Moral Imperative? If so, in what does it consist? If not, what in his theory takes the place of Kant's Categorical Imperative?

3. Discuss the question of formal vs. material rightness (Motive and Intention); and show after the author what our moral judgments as passed upon actions primarily relate to.

4. Take any social Virtue—Veracity—and show whether it can meet the claims of an Intuitional theory of Ethics.

Is the following conclusion warranted: "Utilitarianism is thus presented as the final form into which Intuitionism tends to pass, when the demand for really self-evident first principles is rigorously pressed."

5. Write critical and explanatory notes on the following quotations:

(*a*) "I hold with Butler that 'Reasonable Self-love and Conscience are the two chief or superior principles in the nature of man,' each of which we are under a 'manifest obligation' to obey."

[OVER.]

(*b*) "Harmony between the maxim of Prudence and the maxim of Rational Benevolence must be somehow demonstrated, if morality is to be made completely rational."

(*c*) "Are we to extend our concern to all the beings capable of pleasure and pain whose feelings are affected by our conduct? Or are we to confine our view to human happiness?"

(*d*) "It would seem that the practical determination of Right Conduct depends on the determination of Ultimate Good."

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6. Discuss the view that animals are mere machines. What problems does the question "Can a parrot really laugh?" suggest? What do you think is the essential difference between man and animals?

7. Compare Kant and Wundt with regard to their views on Substantiality and Causality.

8. Discuss the Subjectivity and Relativity of Time and Space, and show what aspect the "Law" of the conservation of (the quantity of) matter assumes in the light of this question.

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FOURTH YEAR.

METAPHYSICS; ARISTOTLE, LOTZE, ETC.

HONORS.

Examiner: F. TRACY, B.A., PH.D.

1. Expound Aristotle's conception of the "First Philosophy" under the following heads:—

(*a*) Its nature and origin.

(*b*) Its relation to lower forms of knowledge, such as Perception.

(*c*) Its relation to Mathematics and Physics.

2. Write careful notes on Aristotle's doctrine with regard to (*a*) Cause, (*b*) Substance, (*c*) Entity, (*d*) Potentiality and Actuality.

3. What is Aristotle's relation to

(*a*) The Eleatic Being?

(*b*) The Heraclitic Becoming?

(*c*) The νοῦς of Anaxagoras?

(*d*) The Platonic Ideas?

4. Outline Lotze's arguments against the existence of a real world made up of simple, independent and unchanging elements.

5. State and examine the claims of Monism as a Metaphysical doctrine.

6. How would you proceed to show the nature and origin of Philosophy, the division of its field, and the unity underlying the various divisions?

7. Indicate your opinion regarding the soul and the Supreme Being, with the grounds of that opinion.

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University of Toronto.

ANNUAL EXAMINATIONS: 1900.

FOURTH YEAR.

HIGHER PLANE CURVES.

HONORS.

Examiner: H. J. DAWSON, B.A.

1. Explain the use of three coordinates to fix a point or line in a plane, and show that trilinear co-ordinates comprise Cartesian coordinates as a particular case. What is the equivalent in Cartesian geometry of line-coordinates?

Obtain the identical relation connecting ξ, η, ζ the co-ordinates of a line.

If the sides BC, CA, AB of a triangle be divided in the ratios $h:1$, $k:1$, $l:1$, then the lines joining the points of division to the vertices are concurrent if $hkl = 1$.

2. Every curve of the nth degree drawn through

$$np - \tfrac{1}{2}(p-1)(p-2)$$

points situated on a curve of the pth degree ($p < n$) meets this curve in $\frac{1}{2}(p-1)(p-2)$ other points.

Show the significance of the condition $p < n$.

3. Interpret with respect to tangents and singular points the forms

(1) $a\phi + \beta^2\psi = 0$,

(2) $a^2\phi + a\beta\theta + \beta^2\psi = 0$,

(3) $a\phi + \beta^3\psi = 0$,

(4) $a\phi + \beta^2\gamma^2\psi = 0$, where a, β, γ are of the first order and θ, ϕ, ψ are of higher orders.

What properties do the ordinary equations for conic sections exhibit when interpreted in this way?

Form the general equation of a quartic which has as double points the origin, the point $(1, 1)$, and the point at infinity on the axis of x. How many independent constants *should* the equation contain?

[OVER.]

4. Obtain the equation

$$n = m(m - 1) - 2\delta - 3\varkappa$$

illustrating geometrically how the presence of the different singularities of the curve diminishes the class.

Show that the first polar of a curve with respect to a point on an inflexional tangent passes through the point of inflexion and find the form of the first polar at that point.

5. Why are homogeneous coordinates inapplicable to the direct treatment of evolutes and explain how they may be applied ?

Find the degree of the evolute of a curve.

Show that the envelope of a variable line depending on a single parameter has ordinarily no inflexions, and find the number of inflexions for the evolute.

6. The pedal of a curve is the inverse of its polar reciprocal.

If f denote the number of times a curve passes through the circular points at infinity, and g the number of contacts with the line at infinity, and f', g' the reciprocal numbers, find the degree of the Pedal of a curve.

7. Two curves of the nth degree touch at n points in a straight line through O and have n other intersections in a straight line with O. Any line drawn through O meets the first curve in M_1, M_2, ... M_n, and the second curve in m_1, m_2 ... m_n. Prove that the polar conic of O with respect to either curve is the locus of a point P such that

$$\frac{n-1}{OP}\Sigma\left(\frac{1}{OM_1} - \frac{1}{Om_1}\right) = \Sigma\left(\frac{1}{OM_1 \cdot OM_2} - \frac{1}{Om_1 \cdot Om_2}\right).$$

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5. Obtain the vector equation of the parabola in the form

$$\rho = \frac{1}{2l}(y^2 - l^2)\,\alpha + y\beta,$$

focus being the pole.

Find the vector equation of the locus of the middle points of parallel chords.

6. If α, β are unit rectangular vectors x, a scalar variable show that

$$\rho = (1 + x + x^2)\,\alpha + (1 - x + x^2)\,\beta$$

represents a parabola of which $\rho = x(\alpha + \beta)$ is the axis. Determine its directrix and latus rectum. Reduce the equation to the form $S\rho\phi\rho = 1$.

7. Explain briefly the nature of quaternion differentiation taking an example from the following equation :

$$\rho^2 S\alpha\beta - S\alpha\rho \,.\, S\beta\rho = a^2 S\alpha\beta\; V^2\alpha\beta.$$

Find the maximum and minimum value of $T\rho$, and thus show that the locus is an hyperboloid of one sheet with the imaginary axis bisecting the acute angle between the unit vectors α, β.

8. If every particle of a mass attracts with a force which varies as the distance, show by vector methods that the attraction on an external particle is the same as if the entire mass were collected at the centre of mean position.

9. Write in quaternion notation the differential equation of motion of a particle projected from the end of a uniform rod each element of which attracts it with an intensity proportional to the distance.

Show that the radius vector from the centre of the rod describes equal areas in equal times ; that the particle will pass through the other end of the rod, and determine the time of motion between the two ends.

University of Toronto.

ANNUAL EXAMINATIONS: 1900.

FOURTH YEAR.

THEORY OF FUNCTIONS.

HONORS.

Examiner: A. T. DeLury, B.A.

1. What is meant by a limit? Shew that every sequence of real numbers such that each is greater than the one before it has a limit.

2. Define convergence of an infinite series. Shew that a real series which converges, but not absolutely, may, by rearrangement of terms, be made to converge to any real value whatever.

3. Let $\Sigma\Sigma_{ij=1\ldots\infty} b_{ij}$ denote a two-dimensional array. If $\Sigma_{j=1\ldots\infty} | b_{ij} | = B_i$ and $\Sigma_{i=1\ldots\infty} B$ converges, shew that $\Sigma\Sigma\, b_{ij}$ converges by both columns and rows and has the same sum in both cases.

4. Define uniform convergence of a series of functions of a variable. Examine the series

$$\frac{x(1-x)}{(1+x)(1+x^2)} + \frac{x^2(1-x)}{(1+x^2)(1+x^3)} + \frac{x^3(1-x)}{(1+x^3)(1+x^4)} + \ldots\ldots,$$

x being real, on both sides of $x = 1$.

5. If Px converges for $x = a$ it converges absolutely and uniformly in any circle of radius $r < | a |$.

6. If $P_1\, 0 \neq 0$ then $\frac{1}{P_1 x} = P_2 x$. Of what general theorem is this an application? What is the radius of convergence of $P_2 x$?

[OVER.]

7. Define element of an analytic function, continuation and analytic function.

8. Shew that the zeros and infinities of a fractional function are numerable. State and prove Weierstrass' Factor-Theorem for an integral function and deduce the product expression of a fractional function.

9. Define pole of a uniform function; also isolated essential singularity. Shew how rational functions of a variable are characterized by their singularities.

10. Apply Cauchy's Theorem to a function regular at every point of a ring and deduce Laurent's expansion. Specify the kind of singularity about which Laurent's series is a valid expansion.

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4. In Bernoulli's theory of moral expectation if v be the present material fortune of a person, g_1 , g_2 ... material gains expected, and p_1 , p_2 ... their probabilities, obtain the formula

$$V = (v + g_1)^{p_1} (v + g_2)^{p_2} \ldots$$

and explain clearly what V represents.

Under the theory shew that it is disadvantageous to indulge in so-called fair betting, *i.e.*, where the stake put up is proportional to the probability of winning.

5. In the method of least squares on what assumptions does the theory rest?

Obtain the formula,—Probability of an error x

$$= c\, e^{-h^2x^2} = \frac{h}{\sqrt{\pi}}\, e^{-h^2x^2}\, dx\,,$$

confining your attention to direct observations.

6. Two points are taken at random on two sides of a triangle and the points are joined: find the chance

(1) That the triangular area cut off exceeds one-half of the area of the triangle.

(2) That the triangular area cut off does not exceed one-half of the area of the triangle.

7. Two points are taken at random in a given line; find the chance that their distance apart shall exceed a given length.

Two points are taken at random in a rectangle and through them lines are drawn parallel to the sides. Find the probability that in the rectangle so formed no side is less than half the shorter side of the original rectangle.

8. Obtain the usual formula for the present value of a whole life annuity, first payment immediate, on a life aged x years.

A, B and C purchase an annuity to be enjoyed wholly by each in succession,—first by A alone, after his death by B alone, and after his death by C. Find the value of each man's interest.

9. Obtain the formula for single premium for ordinary endowment insurance, *i.e.*, policy paid if man dies any time during the period and paid if he be alive at the end of the period.

Find also the annual premium for such endowment insurance.

10. Obtain the formula for valuation, at end of n years, of a whole life policy paid for by equal annual payments till death.

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. III. If α, β, be any unit vectors prove

$$\sqrt{\frac{\beta}{\alpha}} = \frac{\beta T(\beta - \alpha)}{\beta - \alpha} = \frac{\beta(\alpha - \beta)}{T(\alpha - \beta)}.$$

a. If two planets describe circles in the same plane, when will the aberration of one seen from the other be greatest and least?

β. The right ascension and declination of a star being given, also the date of its rising with the sun, find the latitude of the place.

γ. Shew that the bilinear transformation

$$z' = \frac{az + \beta}{\gamma z + \delta}$$

may be compounded out of transformations of the form

$$x' = z + a,\ x' = bz,\ x' = \frac{1}{z}.$$

Give the geometrical meaning of these transformations and hence shew that the general transformation preserves circles.

δ. Shew that if $f(x)$ is analytic about every point of a strip parallel to the imaginary axis, and if

$$f(x + 2\pi i) = f(x),$$

then $f(x)$ may be expanded in the form

$$\sum_{-\infty}^{+\infty} A_m e^{mx}.$$

A. If x, y, z is a focus of a conic touching the sides of the triangle of reference, the other focus is

$$\frac{1}{x}, \frac{1}{y}, \frac{1}{z}.$$

B. Express in terms of a single parameter the co-ordinates of any point on the curve

$$(x^2 - a^2)^2 = ay^2(3a + 2y).$$

University of Toronto.

ANNUAL EXAMINATIONS: 1900.

FOURTH YEAR.

ACOUSTICS.

HONORS.

Examiner: C. A. CHANT, B.A.

1. A particle is given simultaneously three harmonic vibrations in directions mutually at right angles. Determine the path in space when all the periods are equal.

2. Show that when two harmonic motions at right angles, whose periods are as 1 : 3, are compounded the resulting path is

$$x = a \cos 2\pi\varphi \times$$

$$\left(4\frac{y^3}{b^3} - 3\frac{y}{b}\right) \pm a \sin 2\pi\varphi \left(4\frac{y^2}{b^2} - 1\right)\sqrt{1 - \frac{y^2}{b^2}}\,.$$

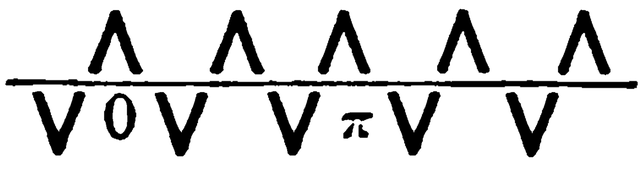
3. Find the values of a_1, a_2, a_3 so that the curve

$$y = a_1 \sin x + a_2 \sin 2x + a_3 \sin 3x$$

may intersect the line whose equation is $y = x$ in the points whose abscissae are

$$\frac{\pi}{4}, \frac{2\pi}{4}, \frac{3\pi}{4}\,.$$

4. Show that the series representing the "curve"



is $$\cos 4x + \frac{1}{3^2}\cos 12x + \frac{1}{5^2}\cos 20x + \ldots$$

5. Assuming that an *even* function of x can be developed in a series of cosines of x and an *odd* function in a series of sines, the expansions being valid for all values of x between $-\pi$ and $+\pi$, show that any function of x can be developed in a series of sines and cosines.

[OVER.

Show that

$$f(x) = \frac{\pi}{4} - \frac{2}{\pi}\left[\cos x + \frac{\cos 3x}{3^2} + \frac{\cos 5x}{5^2} + \frac{\cos 7x}{7^2} + \ldots\right]$$

$$+ \frac{\sin x}{1} - \frac{\sin 2x}{2} + \frac{\sin 3x}{3} - \frac{\sin 4x}{4} + \ldots$$

where $f(x) = 0$ from $x = -\pi$ to $x = 0$

and $= x$ from $x = 0$ to $x = \pi$.

6. Obtain the equation for a vibrating finite string in the form

$$y = \sum_{i=1}^{i=\infty} \sin \frac{i\pi x}{l}\left(A_i \cos \frac{i\pi vt}{l} + B_i \sin \frac{i\pi vt}{l}\right).$$

7. In the case of a plucked string determine the form of the string at the times

$$t = 0,\ \tfrac{1}{4}\tau,\ \tfrac{1}{2}\tau,\ \tfrac{3}{4}\tau;$$

and discuss the motion of a bridge over which the string passes.

8. Obtain the equation of motion of a plane wave in an organ pipe.

Interpret the equation physically, and deduce the velocity for air under standard pressure and with a density of .0012 grams per cubic centimetre.

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5. Obtain the relation for a concave grating

$$\frac{\cos^2 i}{\rho} + \frac{\cos^2 \theta}{\rho'} = \frac{\cos i + \cos \theta}{R}.$$

6. Explain external conical refraction.

Show that the singular tangent touches the wave-surface in a circle.

7. In a biaxal crystal prove that the cosine of the angle between the ray axis and the optic axis is

$$\frac{ac + b^2}{b(a + c)}.$$

8. Obtain relations between the amplitudes of the incident, reflected and refracted light when polarised in a plane perpendicular to the plane of incidence.

Deduce Brewster's Law.

9. Explain how to obtain circularly polarised light, giving analytical representation of it.

University of Toronto.

ANNUAL EXAMINATIONS 1900.

FOURTH YEAR.

ELASTICITY.

HONORS.

Examiner: C. A. CHANT, B.A.

1. Define *homogeneous strain.*

If the strain is a simple elongation e in the direction l, m, n, find the constituents with reference to the three axes.

2. Find under what conditions a strain whose constituents with reference to three rectangular axes are

$$a, b, c, f, g, h,$$

is equivalent to a shear; and show that if the shear is s

$$s^2 = f^2 + g^2 + h^2 + \tfrac{1}{2}(a^2 + b^2 + c^2).$$

3. Show that in the case of a pure strain

$$udx + vdy + wdz = d\phi;$$

and that for incompressible substances $\nabla^2\phi = 0$.

4. What are the principal planes of the stress?

Show that the principal stresses are roots of the equation

$$\begin{vmatrix} A - T, & H, & G, \\ H, & B - T, & F, \\ G, & F, & C - T, \end{vmatrix} = 0.$$

5. If $A, B, H,$ are the constituents of a uniplanar stress find the corresponding principal stresses in terms of them.

6. Obtain the equations of equilibrium in a heterogeneous ress,

$$\frac{dA}{dx} + \frac{dH}{dy} + \frac{dG}{dz} + \rho X = 0; \text{ etc. (two others).}$$

[OVER.]

7. Find the relations between strain and stress in the form

$$A = \lambda\Delta + 2\mu a, \quad B = \lambda\Delta + 2\mu b, \quad C = \lambda\Delta + 2\mu c;$$

$$F = 2\mu f, \quad G = 2\mu g, \quad H = 2\mu h;$$

and give a physical meaning to the quantities λ, μ.

8. A steel (isotropic) rod whose section is a circle of 1 cm. diameter and whose length is 10 metres is suspended by one end. Its density is 7.8 and Young's modulus for it is 2.2×10^{12}. Calculate the extension of the rod.

9. A rectangular beam has a breadth a and thickness b. Compare the droops at the centre according as it rests at the ends on its face or its edge.

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6. Obtain ths normal equation for a set of observation equations.

How would you find the probable error of any one of the unknown quantities?

Measurements of the ordinates of a straight line corresponding to the abscissas 4, 6, 8, and 9, give the values 5, 8, 10, and 12. Show that the most probable equation of the line is

$$y = 1.339x - .029 .$$

A point P is taken at random upon a line AB, and then a point C is taken at random on AP. If we are informed that C is the middle point of AB, show that the probability curve of AP is

$$y = \frac{1}{x \log 2} .$$

7. (*a*) Show that the envelope of the probability curve, when h varies, is the hyperbola

$$xy = \frac{1}{\sqrt{2\pi e}} .$$

(*b*) A marksman shoots 500 times at a target; if his skill is such that when errors are measured in feet, $h = 1$, show that the number of bullet marks between two circles described from the centre with radii 1 and 2 feet, is 175.

University of Toronto.

ANNUAL EXAMINATIONS: 1900.

CANDIDATES FOR B.A.

THERMODYNAMICS.

HONORS.

Examiner: G. R. ANDERSON, M.A.

1. Obtain the fundamental equations.

$$dQ = dU + pdv$$
$$dQ = TdS.$$

2. Show that the latent heat of isothermal expansion equals the absolute temperature multiplied by the change of pressure per unit change of temperature at constant volume.

3. What is meant by the specific heat of saturated vapor? Deduce the equation

$$\frac{dL}{dT} - h + c = \frac{L}{T}.$$

4. From the empirical formulae

$$Q = 606.5 + .305t$$
$$c = 1 + .00004t + .0000009t^2$$

determine the value of h for steam. Calculate approximately the temperature of inversion.

5. Represent graphically changes in condition in a mixture of liquid and vapor where h is negative.

6. Deduce a general equation for the efficiency of a steam engine. In a non-condensing engine if the steam be at 200° C what is the upper limit to the efficiency?

[OVER.]

7. In any space U if a single particle be in motion with uniform velocity u, show that the number of impacts on the surface S is $\frac{Su}{4U}$ per second.

8. Assuming as deduced from the Kinetic theory of gases that the number of impacts at angle θ of N molecules is

$$\frac{N \,.\, S \cos\theta \sin\theta \, d\theta}{2U} \,.\, u$$

deduce Van der Waals' general equation of the fluid state of matter.

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CANDIDATES FOR B.A.

PHYSIOLOGY.

HONORS.

Examiner: A. B. MACALLUM.

1. Give a full account of the functions of the Rolandic area of the brain.

2. Give an account of the changes which occur in the parotid gland cell during its various phases.

3. Describe the origin, course and distribution of the vasoconstrictor nerves.

4. Give a full account of the functions of the pancreatic secretion.

5. Describe the facts which indicate the functions of the various portions of the renal tubules.

6. How is the temperature of the body regulated?

7. Indicate how accommodation for vision is affected.

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ANNUAL EXAMINATIONS: 1900.

THIRD YEAR.

CRYPTOGAMIC BOTANY.

HONORS.

Examiners: { E. C. Jeffrey, Ph.D
R. B. Thomson, B.A.

1. Give some account of the Myxobacteriaceæ and indicate their phylogenetic affinities.

2. Describe the methods of reproduction of the Rhodophyseae.

3. Indicate the general characteristics of the Hypogæi and mention the various groups of Fungi represented among them.

4. Describe the structure of Anthoceros and state reasons for considering its sporophytic generation to be more highly specialized than that of the Jungermanniaceæ.

5. Classify the Vascular Cryptogams, giving reasons for the system of taxonomy adopted.

6. Discuss the structure and affinities of the Ophioglossaceæ.

7. Describe the salient features of the Cycadofilices, with special reference to Medullosa and Lyginodendron. Discuss their relationships.

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PHYSIOLOGICAL CHEMISTRY.

HONORS.

Examiner: A. B. MACALLUM.

1. Describe the characters, origin, and fate of glycogen in the body. How may its presence be demonstrated in the cellular elements, and how may it be isolated in quantities?

2. Enumerate and desrcibe the compounds found in the blood.

3. Discuss the question of the origin of the fats in the body.

4. What is the source and the mode of formation of the hydrochloric acid in the stomach?

5. Describe the changes which occur in proteids during peptonization.

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6. Find the composition of a rotating disc, which according to Weber's Law appears of medium intensity between two discs of the following composition :

40° White + 320° Black

and 320° White + 40° Black.

The reflecting powers of the Black and White are to each other as 1 : 55.

7. What do you think of the question of Fundamental Colours? Critically examine the Component Theories.

8. Give arguments for and against a development of the manifoldness of light qualities in historic man.

9. What is Colour-Blindness, physiologically and psychologically? Distinguish different kinds of Colour-blinds, and demonstrate the nature of their Colour Systems at the Colour-cone.

10. What is the function of the eye as a double organ. Discuss in connection with this the theory that the "third dimension of space" is gained by experience.

11. What do you understand by "Parallaxis of indirect vision." Discuss Phenomena which can be satisfactorily explained by adopting this theory.

12. Between the transit of a star through the meridian and the registration of this event by the astronomer elapses a time of about a quarter of a second. Discuss the physiological and psychological processes which happen during this interval. Can the observer react in different ways?

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ANNUAL EXAMINATIONS: 1900.

FOURTH YEAR.

METEOROLOGY.

Examiner: W. A. PARKS, B.A.

1. Give arguments for the supposition that the light of the sun is blue.

2. Classify and describe the various forms of clouds.

3. Explain fully the anticyclonic calm.

4. Give an account of barometric gradients.
Show how to find the component of gravity tending to produce horizontal movement in the air.

5. Write fully on the physiological effects of polar climate.

6. Why is the winter temperature of Eastern Siberia lower than that of the same latitude in North America?

7. Give an account of the climatic conditions obtaining on the coast of Chili in the different seasons.

NOTE: A mere statement of the immediate cause of difference will not be considered an answer to question 6.

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FOURTH YEAR.

NATURAL SCIENCE, DIVISION II.

PETROGRAPHY AND STRUCTURAL GEOLOGY.

HONORS.

Examiner: A. P. COLEMAN.

1. Discuss the peculiarities of plutonic, dike and eruptive rocks, mentioning the structures found in each and their causes.

2. Name and define the more important massive rocks containing plagioclase.

3. By what characters would you recognize quartz, nepheline, apatite and scapolite under the microscope?

4. Describe joints, slaty cleavage and schistose structure, giving causes for each, and showing their importance in earth sculpture.

5. Sketch and describe various kinds of faults, showing their effects in mountain building and valley formation. To what causes do you ascribe faults of different kinds?

6. How are concretions formed? In what rocks do they usually occur, and of what materials do they consist?

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ANNUAL EXAMINATIONS: 1900.

FOURTH YEAR.

DEPARTMENT NATURAL SCIENCE—DIV. II.

VERTEBRATE PALÆONTOLOGY.

Examiner: A. P. COLEMAN.

1. Discuss the origin of the Elasmobranchii and Teleostei, showing their relationships and position in classification. Give a sketch of the geological history of fishes.

2. Give characters and classification of the Labyrinthodontia, paying special attention to Canadian forms. Where do they occur in Canada and of what age are they?

3. Give an account of the Sauropterygia and of the Orinthosauria.

4. Discuss the characters, position in classification and relationships of the Mesozic mammals.

5. Classify and describe the Edentata, the Creodonta and the Primates of importance in palæontology. Where and when did they occur and how are they related to recent species?

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ANNUAL EXAMINATIONS: 1900.

FOURTH YEAR.

MATHEMATICAL CRYSTALLOGRAPHY.

Examiner: W. A. Parks, B.A.

1. Give the formula, the axial ratio, and one of the polar angles of a scalenohedron, show how to find the other.

2. Show how to find both angles of a trapezohedron of known formula.

3. In the monoclinic system

$$a : b : c :: 1 : 1 : 0.45687 ;\ 0P \wedge a \bar{P} a$$
$$= 124°.\ 26'.\quad \text{Find } \bar{P} a \wedge a \bar{P} a .$$

4. In the monoclinic system

$$a : b : c :: 0.832 : 1 :: 1.364$$

and $(111) \wedge (\bar{1}11) = 95°\ 20'$, $(111) \wedge (1\bar{1}1) = 110°\ 15'$, find β.

5. Draw to a true scale, leaving all construction lines, a combination of a trisoctahedron and a rhombic dodecahedron.

Note: $\cos A = -\cos B \cos C + \sin B \sin C \cos a$.

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FIRST EXAMINATION.

FACULTY OF MEDICINE.

BIOLOGY.

HONORS.

Examiner: J. STAFFORD, B.A., PH.D.

1. What is meant by metamerism? Compare in this respect an earthworm, a crayfish, and a catfish.

2. Give an account of the integumentary organs of Vertebrates.

3. Illustrate and describe the various forms of connective-tissue. What are their functions?

4. From a few well-selected examples illustrate the effect of specialization of function upon (1) individual animals, (2) organs, (3) cells.

5. Explain the effect of the cornea and lens upon light entering the eye.

6. Describe the schizomysetes, giving special attention to forms which are important from medical and economic standpoints.

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ANNUAL EXAMINATIONS: 1900.

FIRST YEAR.

FACULTY OF MEDICINE.

INORGANIC CHEMISTRY.

HONORS.

Examiner: F. B. ALLAN, B A.

1. Give reasons for stating that the molecule of chlorine contains an even number of atoms. Why is it assumed to contain two atoms instead of four, six, etc.?

2. Why is hydrochloric acid said to be a stronger acid than acetic acid?

3. One volume of carbon monoxide unites with one volume of chlorine to form one volume of phosgene gas. Deduce the formula, per cent composition and molecular weight of phosgene gas.

4. How may copper be detected in a mixture of mercurous, bismuth and cupric chlorides?

How may zinc be detected in a mixture of aluminium, zinc and manganous chlorides?

5. Why is chromium said to resemble magnesium, aluminium and sulphur respectively?

6. Express, by equations, the reaction of

Potash with a solution of aluminium chloride.

Potassium ferrocyanide with a solution of cupric sulphate,

Hydrogen sulphide with a solution of potassium permanganate and hydrochloric acid.

Water with phosphorus trichloride.

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7. How would you show that the intensity of light diminishes as the square of the distance from its source increases?

Give an important application of this principle.

8. Explain the simple microscope, drawing the image.

What is the *spectrum* of any particular light?

9. Give illustrations of the chemical activity of the electric current.

Indicate some practical applications.

10. What is meant by electric induction? How would you exhibit it?

Give applications.

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ANNUAL EXAMINATIONS: 1900.

FIRST YEAR.

FACULTY OF MEDICINE.

PHYSICS.

HONORS.

Examiner: C. A. CHANT, B.A.

1. A constant force acting upon a mass of 25 grams causes it to move 11 metres in 4 seconds; what is the magnitude of the force in dynes?

Find the work done by 60 dynes acting through a distance of 4 metres.

2. A man carries a weight of 50 lbs. at the end of a stick 3 feet long resting on his shoulder. He takes hold of the other end and regulates the stick so that the length between his shoulder and his hands is (1) 12, (2) 18, (3) 24 inches. Find the forces exerted by his hand and the pressures on his shoulder in each case.

3. A tank in the form of a cube whose edge is 30 cms. is half filled with water, half with olive oil (sp. gr. ·915). Find the pressure outwards on a vertical face.

The height of a cylindrical bell is a feet and a mercury barometer reads h feet, the density of mercury being d. When sunk the water has risen in the bell b feet. How far down is the bell?

4. Explain how to analyse a sound into its simplest constituents.

5. Two hundred grams of water at 99°C. are mixed with 200 c.c. of milk of density 1.03 at 15°C. contained in a copper vessel of thermal capacity equal to that of 8 grams of water, and the temperature of the mixture is 57°C. If all the heat lost by the water is gained by the milk and the copper, what is the specific heat of the milk?

[OVER.]

6. What is the *dew-point?*

One thousand cubic centimetres of mercury at 200° C. are poured into a hole in a block of ice. If the co-efficient of expansion of mercury is .00018, its density at 0°C. 13.6, and its specific heat .03, find the amount of ice melted.

7. You are required to throw on a wall an image of a gas-flame which stands 8 feet from the wall, and the image is to be three times as large as the flame. In what two ways could it be done? Find the focal length in each case.

8. Explain the compound microscope drawing images and showing the course of the light. Why are several lenses used in objective and eyepiece?

9. A copper wire 30 feet long is joined to the poles of a battery of which the internal resistance is 10 ohms. Two points on this wire 5 feet apart are joined by a copper wire one half as large in section and 15 feet long and the current now circulating is $\frac{5}{33}$ ths of what it was before. Find the resistance of the first wire.

10. If the difference of potential between the terminals of an arc lamp supplied with a 10-ampere current be 50 volts, what is the power consumed in the lamp?

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ANNUAL EXAMINATIONS: 1900.

SECOND EXAMINATION.

FACULTY OF MEDICINE.

ANATOMY.

HONORS.

Examiners: { A. Primrose, M.D., C.M., Edin.; M.R.C.S., Eng. / F. N. G. Starr, M.B., Tor.

1. Describe the structure of the Spinal Cord as observed in transverse section of the mid-dorsal region and indicate the origin and formation of a mixed spinal nerve in this region.

2. Describe the muscular structure of the Tongue, also the arterial and nerve supply of the Tongue.

3. Give the origin, course and distribution of the Third Cranial Nerve.

4. Describe the Gall bladder and Bile ducts with their relations.

5. What structures pass under Poupart's ligament into the Thigh? Indicate their relative position to one another.

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ANNUAL EXAMINATIONS: 1900.

SECOND YEAR.

PHYSIOLOGY.

HONORS.

Examiner: R. R. BENSLEY.

1. Give an account of the functions of the so-called aphasic centre. Discuss "mind-blindness" and "mind-deafness."

2. Give an account of the chemistry of muscle fibre?

3. Describe the distribution of vasodilator nerves.

4. Discuss nitrogenous equilibrium and indicate how it is maintained.

5. Describe fully the fate of haemoglobin set free in the blood.

6. State what is known concerning the pituitary body and the suprarenal gland.

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ANNUAL EXAMINATIONS: 1900.

SECOND YEAR.

HISTOLOGY AND EMBRYOLOGY.

HONORS.

Examiner: R. R. BENSLEY.

1. Give an account of the structure of the kidney.

2. Describe the blood supply to the liver and the small intestine.

3. Describe and compare the phenomena of segmentation and gastrulation in Amblystoma, the chick, and the rabbit.

4. Describe the origin of the heart.

5. Give an account of the development of the venous system in man.

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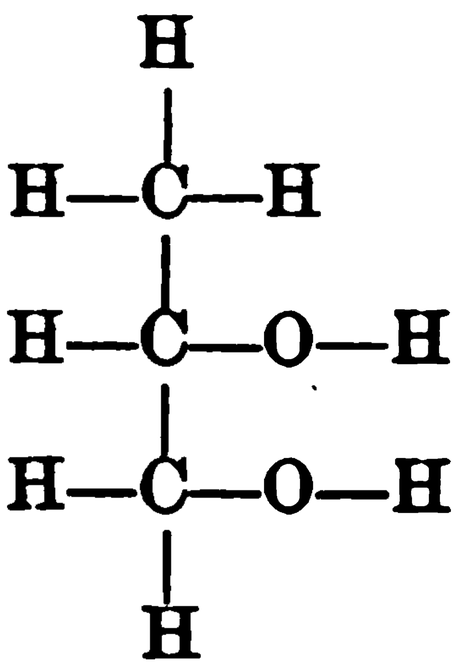
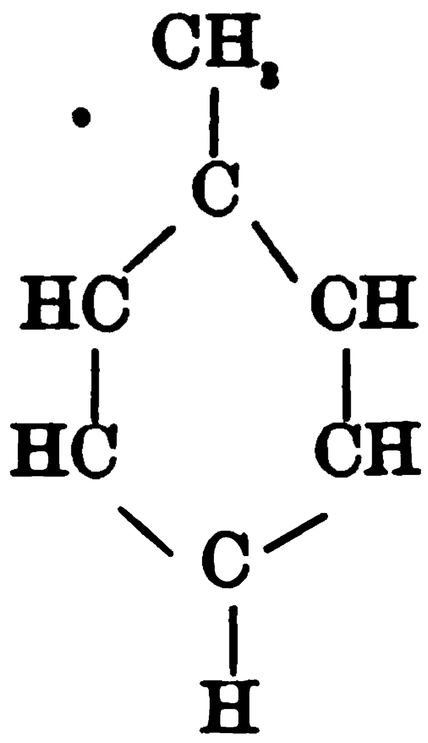
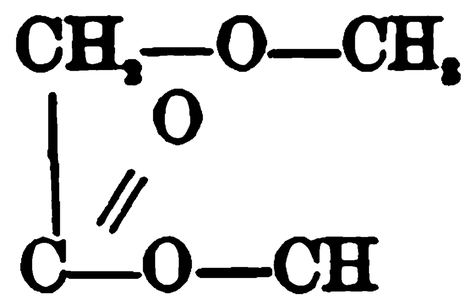
5. What reactions are indicated by the following structural formulæ:







6. Write structural formulae for the possible isomers of Tri-methyl carbinol

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ANNUAL EXAMINATIONS: 1900.

CANDIDATES FOR B.A.Sc.

GEOLOGY.

PASS AND HONORS.

Examiner: A. P. COLEMAN, M.A., PH.D.

1. Sketch and describe the chief types of faults, showing their importance in mountain building and in mining. How may the presence of unseen faults be proved?

2. Give an account of the Cretaceous with special reference to Canada, showing its distribution and chief fossils, and discussing the character of the climate and physical features of the time. Point out the distribution and importance of any economic products of the time.

3. Describe the rocks of the Animikie and Keweenawan and their minerals, showing their usual mode of occurrence and discussing the causes which produced the present structures found in them. Show the economic importance of these rocks and mention their distribution.

4. Discuss the causes and effects of the Glacial period in America, giving especial attention to the relationships of the deposits found in Ontario and near Toronto.

5. Describe the geological relationships of the Canadian gold fields and show the relative importance of each.

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ANNUAL EXAMINATIONS: 1900.

SECOND EXAMINATION.

FACULTY OF MEDICINE.

MATERIA MEDICA.

HONORS.

Examiner: JAMES MACCALLUM, B.A., M.D.

1. What is the difference between an Alkaloid and a Glucoside—example of each.

2. Name the caustic preparations of Potash, Silver, Zinc, Copper, Mercury.

3. What is the solubility in water of Boracic Acid, Carbolic Acid, Benzoic Acid? How would you increase the solubility of each.

4. Why is the addition of water necessary to render Mustard a counter irritant?

5. How is Aconiti Radix distinguished from Armoraciae Radix, Gambogia from Rhei Radix, Colchicum from Squill, Aloes from Jalap Resin and Guaiacum Resin?

6. Name 3 stearoptenes—dose of each.

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ANNUAL EXAMINATIONS: 1900.

FOURTH YEAR.

FACULTY OF MEDICINE.

SURGERY.

PASS AND HONORS.

Examiner: GEORGE A. PETERS, M.B., F.R.C.S., ENG.

1. Give the pathology, signs and treatment of dislocation forward of the head of the radius.

2. There is in a certain bed in a hospital a case of senile gangrene of the foot, extending as far back as the medio-tarsal joint. In an adjacent bed is a case of recent frost-bite of similar extent. Contrast the conditions which will be found on examination, and give the treatment of each case.

3. What are the most frequent causes of death on the battlefield from bullet-wounds? What structures would be injured by a bullet entering at the umbilicus and emerging at the anus?

4. Contrast the deformity which occurs in Potts' disease of the spine (angular curvature) with that of lateral curvature. Explain fully what changes in the tissues produce the deformity in each case.

5. Post-nasal adenoids: Give the symptoms and treatment. What ill effects may result from their presence if untreated?

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ANNUAL EXAMINATIONS: 1900.

FOURTH YEAR.

FACULTY OF MEDICINE.

GYNÆCOLOGY.

Examiner: HENRY T. MACHELL, M.D., L.R.C.P., ED.

1. Mention the chief disorders of menstruation. Give the causes and treatment.

2. Give the causes, course, and treatment of vaginitis.

3. What are the neoplasms of the breast and how are they classified? Describe the operation for removal of carcinoma of the breast.

4. Describe Alexander's operation and mention its chief modifications. What is its range of usefulness?

5. Mention the indications for and describe the operation of trachelorrhaphy. What instruments are needed?

6. Ectopic gestation. Give the signs and symptoms and differential diagnosis at two and at five months.

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ANNUAL EXAMINATIONS : 1900.

FOURTH YEAR.

FACULTY OF MEDICINE.

PATHOLOGY.

Examiner: JOHN A. AMYOT, MB.

1. Explain what is meant by the terms (*a*) Septicæmia, (*b*) Pyæmia.

To what are the symptoms (temperature, malaise, etc,) in Erysipelas due?

2. What facts would cause you to say a given new-growth was malignant? What is cachexia in this connection? Give three (3) of the supposed causes of it.

Make a drawing of a squamous-celled Epithelioma.

3. At the autopsy whatt gross pathological changes would you likely find in an uncomplicated case of Typhoid Fever (the case has been severe, with high temperature, and has lasted three weeks)?

How would you explain the fact that Typhoid Fever comes to an end?

4. What are the causes of Acute Parenchymatous Nephritis? Describe the microscopic changes found in the cortex. Distinguish between the *Degenerative* and *Sugpurative* form. What formed elements of a Pathological nature would you find, microscopically, in the Urine?

Give in detail the steps you would follow to find out if there be a *Pathogenic Bacterium* in the Urine.

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ANNUAL EXAMINATIONS: 1900.

FOURTH EXAMINATION AND FINAL.

FACULTY OF MEDICINE.

FORENSIC MEDICINE.

PASS AND HONORS.

Examiner: B. SPENCER.

1. Describe the mammal red blood cell. Give briefly the tests for blood stains, and state the amount of blood in the adult human body.

2. Describe a burn of the third degree. What are the dangers of burns, both immediate and remote?

3. A man is struck on the head with a sandbag and killed. What lesions will be present macroscopically and microscopically?

4. In death by illuminating gas, give symptoms, treatment, and post-mortem appearances; together with a sketch of the blood spectrum.

4. What are the symptoms and post-mortem appearances of poisoning by phosphorous? What antidote?

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ANNUAL EXAMINATIONS: 1900.

FINAL EXAMINATION.

FACULTY OF MEDICINE.

HYGIENE.

HONORS.

Examiner: WM. OLDRIGHT, M.A., M.D.

N.B.—Candidates for Honors will take questions 1, 2 and 3 assigned them in the Pass Paper in addition to the following. They will please fold the answers to this paper separately from the answers to questions in the Pass Paper.

***1. Write a paper on the effects of various occupations upon the health of those engaged in them.**

***2. Describe in detail the modes of dealing with an outbreak of small-pox (*a*) in a country district; (*b*) in a commercial community in which the disease has made some headway.**

***3. Write a paper on the methods of ultimate disposal of (liquid) sewage.**

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ANNUAL EXAMINATIONS: 1900.

THIRD YEAR.

FACULTY OF LAW.

THEORY OF OBLIGATIONS.

Examiners: R. U. McPherson, B.A., LL.B.

1. Explain *nexum*, *contractus innominati*, *practum*.

2. What was the effect of an impossible condition:
   (*a*) in a testamentary gift?
   (*b*) in a contract?

3. "Novation operates in two ways."
   Explain these fully.

4. What acts were classed as delicts?

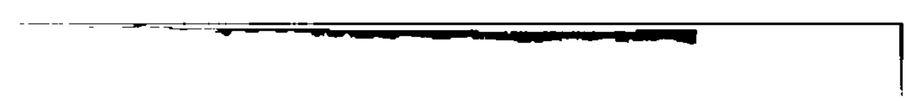
5. "Jurists distinguish between the essence, the nature and the accidents of conttacts."
   Show clearly what is meant.

6. Indicate the liability in the view of the Roman law of:

   (*a*) innkeepers for goods deposited with them by their guests.

   (*b*) common carriers for goods entrusted to them for transportation.

7. Summarize the provisions of the Roman law regarding interest on contracts.



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ANNUAL EXAMINATIONS: 1900.

THIRD YEAR

FACULTY OF LAW.

MEDICAL JURISPRUDENCE.

Examiners: R. U. McPherson, B.A., LL.B.

1. When may a dying declaration be received in evidence? On what principle is it admitted?

2. Explain the hydrostatic test and discuss its value in determining the question of live or still birth.

3. "There is a difference between the legal effect of mania on civil and criminal acts." Explain and discuss this statement.

4. What does the author consider are the chief rules to be observed in cases of post-mortem inspection?

5. How would you determine from the symptoms whether death from poisoning was caused by:

(*a*) Strychnine,

(*b*) Oxalic Acid,

(*c*) Prussic Acid?

6. "This assemblage of symptoms is said to be characteristic of *Railway Spine.*"

Give the symptoms and explain what is meant.

7. Explain how from the direction of a wound you could tell whether it was self-inflicted.

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ANNUAL EXAMINATIONS: 1900.

CANDIDATES FOR LL.B.

REAL PROPERTY.

Examiner: R. U. McPherson B.A., LL.B.

1. How do you account for the fact that the Roman Law had practically no effect on Anglo-Saxon real property law, but did materially affect our later law of real property?

2. What part did legislation play in the development of the law of real property prior to the reign of Henry II.?

3. A. seized in fee, using the words, "grant, bargain and sell," for $100 conveyed land to B. and his heirs to the use of C. and his heirs. How does this conveyance operate? Give reasons.

4. (*a*) What are the requirements of a valid surrender of a lease of land?

(*b*) If a lessee, having granted a sub-lease, surrender his lease, how is the sub-lease affected? Explain the principle on which you base your answer.

5. Show what is meant by saying that covenants run with the land.

State briefly the present law on this head.

6. "Sixty years is a sufficient title against all the world, and cannot be impeached by any dormant claim whatever."

Show on what this statement is based and discuss its correctness.

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ANNUAL EXAMINATIONS: 1900.

FACULTY OF LAW.

FOURTH YEAR.

PRIVATE INTERNATIONAL LAW.

PASS.

Examiner: H. E. Rose, B.A., LL.B.

1. "The older criterion of the personal statute was domicile." Explain the statement, and write a short sketch of the different views that have, from time to time, prevailed in Europe in reference to the subject.

2. If an English court is called upon to determine a question as to the validity of a marriage celebrated abroad, by what law will it be guided in deciding *(a)* whether the requisite formalities have been complied with, *(b)* whether the parties were capable of contracting the marriage?

3. Under what circumstances do the English courts assume jurisdiction to entertain a petition for divorce presented by a wife, the ground alleged being desertion and cruelty committed abroad?

4. When a deceased person has left corporeal chattels in several jurisdictions, to what heir or administrator do they belong? Explain.

5. Write a short note on the maxim *mobilia sequuntur personam*, stating briefly the tendency of the latest authorities on the continent of Europe, and in England, respectively.

6. Under what circumstances do the English courts decide questions as to the ownership, or right to possession of foreign land?

7. What, in general, is necessary to establish a change of domicile from the country of a person's origin to another country?

8. An action is brought in England in 1900 in respect of a tort committed abroad in 1897. By the *lex loci delicti commissi* the period of prescription is two years, whereas by the English law it is four years. Is the action maintainable? Explain.

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6. A majority of the shareholders of a company, incorporated by Act of Parliament, pass a resolution to apply to Parliament for an extension of powers. Will the courts, at the instance of a dissenting shareholder, interfere by injunction to prevent the application being made (*a*) in the name of the company, (*b*) at the company's expense? Explain.

7. May a corporation be made liable in damages for torts of which an essential ingredient is intention on the part of the tort-feasor, *e.g.* malicious prosecution? Explain?

8. A driver in the employ of the defendant, an ominbus company, pulls his horses across the road in front of an omnibns belonging to a rival company, and causes it to upset. Discuss the liability of the defendant.

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ANNUAL EXAMINATIONS: 1900.

FACULTY OF LAW.

FOURTH YEAR.

CONSTRUCTION OF STATUTES.

PASS.

Examiner: H. E. Rose, B.A., LL.B.

1. What is Blackstone's definition of a Remedial Act? Is the definition satisfactory from a modern point of view? Explain.

2. "Strictly speaking, there is no place for interpretation or construction except where the words of a statute admit of two meanings."

Give any other well-known form of stating the principle of the above quotation, and mention some of the more important consequences which follow from the principle.

3. "With reference to contracts, it appears to be established that *communis error facit jus*." May the same statement be made with reference to statutes? Explain.

5. "Whenever a statutory duty is created, any person who can show that he has sustained injuries from the non-performance of that duty can bring an action for damages against the person on whom the duty is imposed."

Discuss the above statement.

6. Write a short note on the effect of statutes on prior enactments relating to the same subject, mentioning any general rules for determining whether the later statute is or is not to be treated as impliedly revoking the earlier.

7. "The rights of the Crown are not barred by any statute which does not name them." Explain what is meant by the statement.

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8. What is necessary to constitute the offence of *Burglary* at common law? How has the definition of the crime been extended by the Criminal Code? What is the distinction, under the Code, between *Burglary* and *Housebreaking*?

9. What is *Forgery*, under the Criminal Code? Is it necessary in order to sustain a conviction for forgery to establish that the accused intended to defraud any particular person?

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ANNUAL EXAMINATIONS: 1900.

CANDIDATES FOR LL.B.

DOMESTIC RELATIONS.

Examiner: R. U. McPherson, B.A., LL.B.

1. Give a brief historical sketch of the action for breach of promise to marry.

2. A person in insolvent circumstances to the knowledge of the intended wife entered into a contract to marry, and a marriage settlement was duly executed in consideration of the marriage, which subsequently took place. The creditors of the husband then took proceedings to set the settlement aside. What are their rights?

3. When can a wife rely on the plea that she acted under the coercion or compulsion of her husband?

4. Show what is the liability of a husband for a tort committed by his wife

(*a*) at Common Law,

(*b*) under existing legislation.

5. Discuss the question whether the liability of a married woman on her contracts is now personal or proprietary.

6. What is your view as to the validity of:

(*a*) a gift to his father by a son after attaining his majority,

(*b*) a gift by a father to his daughter who is under age?

7. A., without being applied to, made specific allegations of fraud against B., a former servant, to C., to whom B. had applied for employment. In consequence of A.'s statements, which were untrue, C. refused to employ B. B. brought an action against A. What must he prove to succeed?

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ANNUAL EXAMINATIONS: 1900.

In the Agricultural College, Guelph.

MILTON AND WORDSWORTH.

Examiner: W. J. Alexander, Ph.D.

1. What was the occasion of *Lycidas* being written? Describe the versification and style of the poem. Give an outline of the thought.

2. Give an outline of the latter part of the Second Book of *Paradise Lost* after the breaking up of the Council.

3. Our birth is but a sleep and a forgetting:
The Soul that rises with us, our life's Star,
Hath had elsewhere its setting,
And cometh from afar:
Not in entire forgetfulnes
And not in utter nakednesss,
But trailing clouds of glory do we come
From God, who is our home:
Heaven lies about us in our infancy!
Shades of the prison-house begin to close
Upon the growing Boy,
But he beholds the light, and whence it flows
He sees it in his joy;
The youth, who daily farther from the East
Must travel, still is Nature's Priest,
And by the vision splendid
Is on his way attended;
At length the man perceives it die away,
And fade into the light of common day.

(*a*) State concisely in simple prosaic language the idea intended to be conveyed by lines 1-4? by lines 5-8?

(*b*) What is meant by "Shades of the prison-house"? by "Nature's Priest"? by "the vision splendid"?

4. Describe the circumstances which led to the writing of "*Tintern Abbey.*" What thoughts are described in the poem as arising from these circumstances? What is the lesson the poet draws in conclusion?

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3. The earlier sections of *In Memoriam* are full of despondency and gloom; the later, of joy and confidence: what principles and beliefs are indicated in the latter sections, to be the ground of the poet's cheerfulness at the close?

4. EITHER quote any one of the minor poems (other than *Guinevere* and *In Memoriam*) prescribed from Tennyson;

OR,

Give a critical account of any one of these minor poems, including an outline of the thought, description of the stanza, enumeration of special beauties, characteristics, etc.

University of Toronto.

ANNUAL EXAMINATIONS: 1900.

In the Agricultural College, Guelph.

PROSE LITERATURE AND HISTORY OF LITERATURE.

Examiner: W. J. Alexander, Ph.D.

1. Give an outline of the life and literary career of Shakespeare.

2. Give an outline of the life and literary career of Wordworth.

3. What are the various lines of plot interest introduced in *Woodstock*? How far do these various lines combine so as to give unity of plot interest to the whole novel?

4. Describe the character of Wildrake. How far is he an essential factor in the plot, and what other artistic reasons had Scott in introducing such a personage?

5. Describe the character of Charles Stuart as represented in *Woodstock*, and point out in how far it resembles, and in how far it differs from, the character assigned to Charles in *Simon Dale*.

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ALL CANDIDATES FOR B.S.A. DEGREE.

CHEMISTRY.

Examiner: F. J. Smale, B.A., Ph.D.

1. Liquid Sulphur Dioxide has a specific gravity of 1.45. What weight of Iron Pyrites must be roasted in order to produce 500cc liquid Sulphur Dioxide?

(Equation: $4\ FeS_2 + 11\ O_2 = 2\ Fe_2O_3 + 8\ SO_2$.)

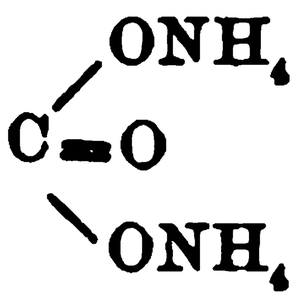
2. Give methods for the preparation of the oxides of Phosphorus. Show how water reacts with these, and give the nomenclature of all the acids thus formed.

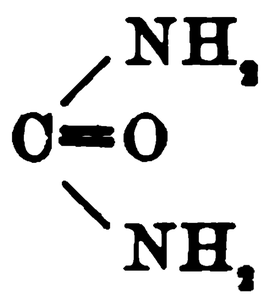
3. Chlorine Bromine and Iodine are said to show marked chemical similarities. Explain this statement.

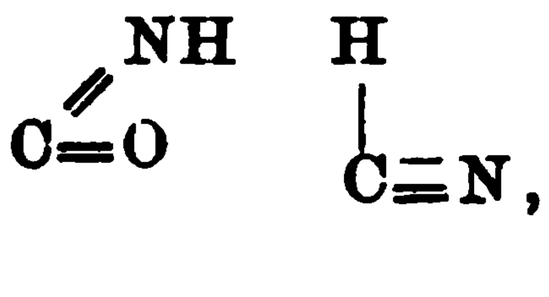
4. Write an account of the preparation and properties of Iron.

5. Give one method for the preparation of each of the following compounds: Nitrous Oxide, Glycerine, Carbolic Acid, Acetic Acid, and Ether.

6. Name the compounds represented by the following formulæ:







and write the formulæ of the following compounds: Bismuth Oxychloride, Alum, Magnesium Sulphate, Iodoform, Sugar, and Benzene.

7. Express by equations the following reactions:

(*a*) Mercuric Chloride treated with Hydrogen Sulphide.

(*b*) Ferric Chloride treated with Pot. Ferrocyan.

(*c*) Potassium Chlorate heated with conc. Sulphuric Acid.

(*d*) Oxalic Acid heated with Sulphuric Acid

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FOR B.S.A.

(GENERAL COURSE.)

SYSTEMATIC, PHYSIOLOGICAL AND HISTOLOGICAL BOTANY.

Examiner: F. C. HARRISON, B.S.A.

1. Describe the *distribution* of organic nutrient substances in plants.

2. Describe the formation of starch in plants.

3. Outline the characters of the Phalarideæ; name the principle genera, and species of economic import ance, and give their geographical distribution.

4. Describe the inflorescence of grasses. Gauge its importance.

5. Write brief notes on:

(*a*) Economic importance and distribution of the Cruciferæ.

(*b*) The characters of the Cyperaceæ.

(*c*) The flora of sand dunes.

6. Describe, with the aid of drawings, a cross-section of the very young stem of the Menispermum Canadense, and contrast it with a section of a three year old stem.

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(FOR SPECIALISTS IN AGRICULTURE.)

ENTOMOLOGY.

Examiner: Wm. Lochhead, B.A., M.S.

1. Describe, with the aid of diagrams, the internal anatomy of the grasshopper, and contrast the mouth-parts of the grasshopper, squash-bug and cabbage-butterfly.

2. Describe the life-history of three common insect pests of the stable, and give the most approved methods of treatment.

3. Discuss the importance of good farm practice in the matter of prevention of insect attacks, and show clearly how the *Hessian Fly*, *Clover-seed Midge* and *Pea-weevil* may be kept under control.

4. (*a*) State clearly the present status of the San Jose Scale problem in Ontario, and outline a practicable method of controlling the pest, (*b*) give the life-history of the *Oyster-shell Bark-louse* and *Plum Lecanium*, and the best methods of treatment.

5. Give a synopsis of Prof. Slingerland's bulletin on the *Cabbage-root Maggot*, and state clearly the conclusions arrived at.

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SPECIALISTS IN AGRICULTURE.

AGRICULTURE.

Examiner: G. E. DAY, B.S.A.

1. "*A three years' rotation may be followed, viz., two sections grass, hay, or pasture, and the third section grain. The section which has been in grass two years is ploughed in August, and thoroughly cultivated until October, then ribbed, and sown the following spring with grain, and again seeded with clover and timothy. With this system fertility can be maintained without applying manure.*"

Discuss the statement made in the last sentence of the quotation, pointing out what would be the probable immediate and ultimate effects of the system described.

2. Disscuss the following farm problems:

(*a*) Length of time land should remain in grass in the regular rotation.

(*b*) How to deal with stubble land on which the clover and grass sown in the spring have been a partial failure.

(*c*) Fall cultivation of land which has been in corn and which still contains some weeds.

(*d*) When and how to apply farmyard manure.

3. Describe fall and spring cultivation, and state quantity of seed per acre for the following:

(*a*) Corn after sod.

(*b*) Oats after roots.

(*c*) Peas after sod, followed by winter wheat (cultivation for winter wheat included).

4. Explain how the average farmer may mitigate the effects of drought.

5. Write a short essay on the place of commercial fertilizers in Ontario agriculture.

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AGRICULTURAL PHYSICS.

SPECIALISTS IN AGRICULTURE, AND CHEMISTRY AND PHYSICS.

Examiner: J. B. REYNOLDS, B.A.

1. Compare for efficiency and mechanical advantage in raising water from a well, the lift pump and the windlass.

2. State the circumstances in which it would be advisable to install (*a*) a siphon, (*b*) a hydraulic ram, for conveying water to a distance. Write full directions for the installation of each.

4. A tile drain has to be carried through a slightiy rolling field. Describe how (*a*) with the theodolite, (*b*) with home-made applicances, the bed of the drain may be determined.

4. Discuss the physical effects of lime on soils. State under what conditions, if at all, it may be applied to advantage.

5. Sketch a plan of ventilation that could be applied to stables under the barn, already built. Write a description of your plan. It must take temperature into consideration, and must not be expensive.

6. Enumerate the physical properties of the soil; outline briefly how these properties are investigated, and state their relation to vegetation.

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SPECIALISTS IN CHEMISTRY AND PHYSICS.

ORGANIC CHEMISTRY.

Examiner: F. J. SMALE, B.A., PH.D.

1. A Ketone whose vapor density (H = 1) was 49.65 yielded upon *final* oxidation two molecules of an acid which, upon analysis, showed the following composition:

C = 48·56%
H = 8.12%
O = 43.28%

Write the probable structural formula of the Ketone.

(C = 11.9, O = 15.9, H = 1)

2. Give an account of the preparation, physical and chemical properties of Acetamide.

3. Write the structural formulæ of all the Isomers (alcohols, aldehydes and ethers) of the composition $C_5 H_{12} O$.

4, Glycollic acid $\begin{bmatrix} CH_2 - OH \\ | \\ C = O \\ - OH \end{bmatrix}$ is said to possess both alcoholic and acidic properties. Explain.

Give reasons for the structural formula assigned to Acetic acid.

5. Compare the properties of *Fatty* and *Aromatic* compounds as exemplified by Acetylene ($C_2 H_2$) and Benzine ($C_6 H_2$).

[OVER.]

6. Give one method of preparation (with equation) for Supho-Urea, Oxalic Acid, Dextrose, Salicylic Acid, Acetanilid.

7. Express by equations the following reactions:

(*a*) Calcium acetate heated.

(*b*) Ethyl acetate boiled with water.

(*c*) Aldehyde treated with Pot. cyanide.

(*d*) Urea treated with Nitrous acid.

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6. "There is a marked gradation in the properties of similar elements with increasing atomic weight." Explain this statement by reference to the natural group : Arsenic Antimony and Bismuth.

7. Express the following reactions by equations :

(*a*) Calcium Carbonate treated with Carbon Dioxide in solution.

(*b*) Ferrons Sulphate in Acid solution treated with Chlorine Water.

(*c*) Potassium Dichromate in Hydrochloric Acid solution treated with Hydrogen Sulphide.

(*d*) Copper treated with Conc. Sulphuric Acid.

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In the Agricultural College, Guelph.

DAIRY, PHYSICS AND REFRIGERATION.

SPECIALISTS IN DAIRYING, AND CHEMISTRY AND PHYSICS.

Examiner: J. B. Reynolds, B.A.

1. Draw sectional view of a typical cream separator, representing the mechanism. Describe the parts that give speed to the bowl.

2. Give a clear and plain explanation of the forces that act in separating the cream from the milk in (*a*) the gravity method, (*b*) the centrifugal method, and show why one method is superior to the other.

3. Describe the bouyancy methods of determining the specific gravity of milk.

4. Describe the wet and dry bulb hygrometer and explain its action.

5. Discuss the physics of freezing mixtures and their adaptability to dairy refrigeration.

6. State the relation between the strength of a brine solution and its physical properties. Describe the method of using brine in mechanical refrigeration.

7. Explain the meaning of the formula:

$$R = \frac{fn\,(t_1 - t_0)}{284000} \text{ tons.}$$

8. 500 lbs. of butter, specific heat .55, temperature 65° F. is stored in a room 8 ft. by 6 ft., 7 ft high, for 24 hours. The outside temperature is 70°, and $n = 3$ for all surfaces. How many gallons of brine, specific gravity 1.076, specific heat .89, initial temperature 20°, would be required to keep the room at a temperature of 34° for the time above stated, and to cool the contents? (A gallon of water weighs 10 lbs.)

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8. What are the chief causes of mottles in butter and how may they be prevented? Are they more common in summer or in winter butter? Give reasons.

9. Under what circumstances would you advise (*a*) cream-gathering creameries, (*b*) whole milk creameries, (*c*) skimming stations, (*d*) making butter on the farm.

10. How can the Canadian dairy farmer increase the yield and profits from his herd of cows?

University of Toronto.

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In the Agricultural College, Guelph.

SPECIALISTS IN DAIRYING.

MILK-TESTING AND CHEESE-MAKING.

Examiner: H. H. Dean, B.S.A.

1. What is meant by the term "Legal Standard of Milk"? Mention difficulties met with in adopting such a standard.

2. (*a*) Give the average composition of cows' milk. (*b*) There is a difference in the first and last drawn milk from a cow. Which is richer, and why?

3. What tests preceded the Babcock Milk test? What is the principle of these tests? Show wherein the Babcock is an improvement on the tests which preceded it. Is the Babcock an ideal test? If not, what are its weak points?

4. How would you proceed to sample milk for a Babcock test, (*a*) which is in good condition, (*b*) sample partially churned, (*c*) sour or loppered milk, (*d*) frozen milk?

5. What is the rule for measuring the fat in the neck of the Babcock bottle and why is the rule adopted?

6. (*a*) Why will a 17.6 c. c. pipette not give accurate results when testing cream for the percentage of fat? (*b*) Give full directions for testing cream with a Babcock tester.

7. Discuss the value of a Lactometer in testing milk.

8. Describe a curd test. What is its value in dairy work?

9. What is the difference between the coagulum obtained by spontaneous souring of milk and that obtained by coagulating with rennet?

[over.]

10. (*a*) Under what conditions is milk not acted upon by rennet? (*b*) What conditions affect the firmness of the coagulum?

11. Under what circumstances would you vary, (*a*) the cooking temperature in cheesemaking, (*b*) the amount of salt added to the curd, (*c*) the temperature for curing the cheese?

12. (*a*) Describe the changes which occur in the ripening of cheese. (*b*) How can these changes be controlled at cheese factories?

13. (*a*) Describe the characteristics of a good Cheddar cheese. (*b*) How may these desirable qualities be injured or destroyed?

14. Find the amount of money which the following patrons should receive by each of three methods of dividing proceeds:

A. delivers 3000 lbs. milk testing 4 per cent. fat.
B. " 2200 " " " 3 5 " " "
C. " 1000 " " " 4.5 " " "

The cheese made is 620 pounds nets the patrons 10 cents per pound.

15. (*a*) Discuss Joint-Stock and Private Enterprise methods of conducting co-operative dairies. (*b*) What are the present prospects of co-operative dairying in Canada?

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DAIRY CHEMISTRY.

SPECIALISTS IN DAIRYING.

Examiner: R. HARCOURT, B.S.A.

1. What are the chief ash constituents of milk, and in about what proportion do they appear in the ash ?

2. (*a*) Write a note on the chemistry of butter fats.

(*b*) Explain clearly the various steps in the Reichert-Wollny method for the detection of impure butter.

3. What is the effect of the ripening of cheese on the albuminoids, fats and sugar.

4. (*a*) Give an account of the properties of the proteids of milk.

(*b*) "The properties of the curd of milk are dependent upon the nature of the combination of the mineral constituents of milk, especially of the lime." Explain.

5. If 60 grams of cream require 40 c.c. of a $\frac{1}{10}$ normal potash solution to neutralize it, what percent of acid does it contain ?

6. Outline the method for the analysis of milk.

7. How may borax, bicerbonate of soda and formaline, when used as preservatives in milk, be detected ?

8. Account for the amphoteric reaction of milk.

9. What is essential in a good dairy salt and what ase the usual impurities ?

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SPECIALISTS IN AGRICULTURE AND DAIRYING.

LIVE STOCK: BREEDING, FEEDING, AND MANAGEMENT.

Examiner: G. E. DAY, B.S.A.

N.B.—Specialists in Agriculture will omit question 4. Specialists in Diarying will omit question 2.

1. Comment on the uses of corn, barley, skim milk, and silage in stock feeding.

2. Write notes on the following:

(*a*) Cooking and steaming food for stock.

(*b*) Feeding roots to ewes in lamb.

(*c*) Feeding cotton-seed meal to dairy cows and to calves.

(*d*) Feeding millet hay to horses.

3. Describe the feeding and management of stock bulls.

4. Briefly discuss the following:

(*a*) Influence of food upon the milk of the dairy cow.

(*b*) Summer feeding and management of lambs.

5. Discuss feeding poultry for home and foreign markets.

6. Explain the terms, "abnormal character," variation," "correlation," and "line breeding."

7. Discuss the relative importance of individuality and pedigree in selecting breeding stock.

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PHYSICS.

SPECIALISTS IN AGRICULTURE, DAIRYING, AND CHEMISTRY AND PHYSICS.

Examiner: J. B. REYNOLDS, B.A.

1. A litre of hydrogen at 15° C. is heated at constant pressure to 100° C. Find its volume at the latter temperature.

2. Explain what is meant by (1) isothermal, (2) adiabatic, expansion of a gas. Illustrate by tracing the history of the steam during one stroke of the piston in the cylinder of a steam-engine.

(*a*) Conservation of energy.
(*b*) Transformation of energy.
(*c*) Dissipation of energy.
(*d*) Degradation of energy.

4. Three barometer tubes each one metre long are filled with mercury and inverted with the open ends just below the surface of a deep cistern of murcury. A small quantity of air is then introduced into the open end of one tube, and a drop of water into another, both air and water rising to the top of the mercury in the tubes. Draw diagrams and write explanatory notes of the different cases described below, showing the liquid surfaces in the tubes:

(*a*) When cold water is poured over the tubes.
(*b*) When hot water is poured over them.
(*c*) When the tubes are pushed down until the open ends are 30 cm. below the surface of the mercury in the cistern.

[OVER.]

5. In a determination of the heat of vaporization of water by passing steam into a calorimeter containing cold water, the following data are obtained:

Weight of calorimeter.....71.5 grams.
Water equivalent of calorimeter.. 8.5 grams.
Weight of calorimeter and water.. 173 grams.
Temperature of cold water..... 17°C.

After passage of steam:

Weight of calorimeter and water..181 grams.
Temperature .....41°.

Compute the heat of vaporization.

6. Explain and compare the methods of heating buildings by hot water and by hot air.

7. Write an article on the Metric System.

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FORESTRY.

Examiner:

T. Southworth.

1. Explain how forests affect the supply of water in our streams.

2. A belt of trees on the West and North sides of a field is said to be of advantage to a crop of Fall Wheat. Why?

3. Our Native trees are commonly divided into two main divisions—Deciduous and Coniferous. To which class does the Larch or Tamarac belong?

4. Describe the process of feeding and digestion in a tree.

5. A maple tree 10 feet high has its lowest branch 4 feet from the ground. Assuming the tree to make a height growth of one foot per year, how far from the ground will this branch be in 15 years.

6. What is the "cambium layer" in a tree?

7. Make a list of trees natve to Ontario giving the common and botanical names in each case.

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(FOR SPECIALISTS IN BIOLOGY.)

ANIMAL PHYSIOLOGY AND HISTOLOGY.

Examiner: Wm. Lochhead, B.A., M.S.

1. Expand and explain the following equations:

(*a*) Food + O_2 = CO_2 + H_2O + Nitrogenous Waste (urea, etc.)

(*b*) Energy set free by oxidation of food = Muscular Work + Heat given off.

2. Describe the minute structure of the small intestine, with special reference to the structure of a villus. What is the exact function of the villi, and how do they work when carrying out this function?

3. Describe the structure, gross and minute, of the kidney. Explain the nature of the process of the secretion of the urine, pointing out the probable functions of the several renal structures.

4. Describe the general structure of the skin, pointing out the various nerve-endings in this organ, the several uses of the skin to the body, and how the skin provides for all these uses.

5. Describe the structure of bony tissue. Explain how the various parts of a bone are nourished.

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FOR SPECIALISTS IN BIOLOGY.

PLANT PATHOLOGY.

Examiner: JOHN DEARNESS.

NOTE.—In answers use the scientific names of species and the proper technical terms for fruiting and vegetative organs.

1. Define with references to species (add illustrative drawings):—Conidia, basidia, hymenium, ascus, paraphysis, chlamydospore, stroma, sclerotium, perithecium, apothecium, and teleutospore.

2. Compare the fruit of *Mucor* with the perithecial fruit of *Penicillium*. In the absence of fruit how can these two species be distinguished?

3. Compare a typical fungal cell with a typical cell in the green parenchyma of a phanerogam.

4. In the sexually reproduced fungi, (the *Phycomycetes* of Brefeld), how do the reproductive bodies of species inhabiting water differ from those of the terrestrial species?

5. Point out the relationship, as indicated by the fructification, existing among wheat-rust, tremella, toadstool and puff-ball.

6. Sketch the life history of a species of *Stemonitis*, *Peronospora*, *Taphrina*, *Podosphæra* and *Rœstelia*.

7. Describe briefly and discuss the remedial or preventive treatment of any two fungal parasites of Indian corn.

8. How is the hymenium modified in *Polyporus*, *Agaricus*, *Hydnum*, and *Clavaria* respectively?

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DEPARTMENT OF DENTISTRY.

ROYAL COLLEGE OF DENTAL SURGEONS OF ONTARIO.

COMBINED ANNUAL EXAMINATION: APRIL, 1990.

FOR D.D.S. AND L.D.S.

ANATOMY.

Examiner: F. N. G. STARR, M.B. (TOR.).

1. What bones enter into the formation of the orbit.

2. Describe minutely the internal surface of the inferior maxillary bone.

3. Describe the course that the blood follows, from the common Carotid artery, to reach the superior central incisor tooth.

4. What are the branches of the facial nerve after it leaves the stylo-mastoid foramen, and what muscles does each branch supply?

5. What muscles are brought into play
   (*a*) When the lower jaw is raised?
   (*b*) When the lower jaw is drawn forward?
   (*c*) When the lower jaw is moved laterally?

6. What sinuses of the dura mater meet at the Torcular Herophili?

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COMBINED ANNUAL EXAMINATIONS: APRIL, 1900.

FOR D.D.S. AND L.D.S.

OPERATIVE DENTISTRY.

Examiner: SYLVESTER MOYER, L.D.S., D.D.S.

---

1. What conditions warrant
   (*a*) The amputation of the root of a tooth?
   (*b*) The devitilizing of a dental pulp?
   (*c*) The extraction of a permanent incisor?
2. Name in order of merit:
   (*a*) Four materials for root filling.
   (*b*) Give reasons for your classification of number one.

3. (*a*) Under what conditions is pulp capping indicated?
   (*b*) With what would you cap a pulp?
   (*c*) What constitutes a perfect capping?

4. Give general reasons unfavourable to or forbidding the extraction of teeth.

5. Upon what does the success in saving a decayed tooth depend?

6. Name the instruments and appliances you would use in the preparation of a mesial cavity for a gold filling in a superior central incisor, where the teeth are crowded.

7. Give your treatment of
   (*a*) An acute alveolar abscess (1st sitting).
   (*b*) A chronic alveolar abscess (2nd sitting).

[OVER].

8. What is the proper method

(*a*) of packing Amalgam into cavities;

(*b*) of packing Gutta percha into cavities;

(*c*) of packing Cement into cavities?

9. Give rules for cavity preparation

(*a*) of all cavities on the proximate surfaces of incisors and cuspids.

(*b*) all cavities on any surface other than the proximate.

10. Account for

(*a*) Gold fillings becoming pitted.

(*b*) The discoloring of a tooth along the margins of a gold filling.

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DEPARTMENT OF DENTISTRY.

Royal College of Dental Surgeons of Ontario.

COMBINED ANNUAL EXAMINATION: APRIL, 1900.

FOR D.D.S. AND L.D.S.

MEDICINE AND SURGERY.

Examiner: D. Clark, L.D.S., D.D.S.

1. Define the following terms:—Fracture, Crepitus, Sequestrum, Cloaca, and Wandering Cell.

2. What is pus? State conditions under which it is formed. Give treatment of part where found.

3. Abscess of antrum:—

(*a*) Give cause;

(*b*) Give symtoms;

(*c*) Treatment.

4. State how you would distinguish between a case of Caries of Bone and Necrosis.

5. Treat a case of Salivary Fistula.

6. What is a Tumor? Distinguish between Malignant and Non-malignant Tumors. Give short history of a case of Epithelioma.

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COMBINED ANNUAL EXAMINATION: APRIL, 1900.

FOR D.D.S. AND L.D.S.

MATERIA MEDICA AND THERAPEUTICS.

Examiner: Harold Clark, D.D.S., L.D.S.

---

1. Give advantages and disadvantages of the Hypodermic method of administering medicine.

What precautions must be observed in its use?

2. Give doses of the following drugs: Ammonii Carbonas, Magnesii Sulphas, Tinc. Camp. Co., Potassii Bromidum, Chloral Hydras. Also give the maximum dose for a child of six years of the same drugs.

3. Write a formula for a mouth-wash or gargle where the oral tissues are relaxed and swollen, the tongue coated and the breath fetid.

4. For ordinary conditions of the oral cavity, what therapeutic values should a dentifrice possess? Write a prescription for such a dentifrice.

5. A patient of a hemorrhagic diathesis requires to have teeth extracted. Write a prescription for constitutional treatment previous to operation.

6. Arsenious Acid escapes from a tooth cavity to the adjoining gum tissue. Describe the probable condition resulting; and outline the treatment for the same.

7. A patient is suffering from pericementitis. You decide that an abscess must result. Describe fully your instructions to the patient and the therapeutic aids you would prescribe to hasten suppurative process, and minimize the patient's suffering.

8. Outline briefly our therapeutic resources in the treatment of sensitive dentine.

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should he have at hand? What other precautions should he take?

5. Define the term "expert witness." Upon what matters may a Dentist be called to give "expert testimony"? How may the expert knowledge of a Dentist aid in identifying dead and mutilated bodies?

6. In what respect does the liability of a non-licentiate differ from that of a licentiate of Dental Surgery, and in what respect are their responsibilities, in law, the same?

University of Toronto.

DEPARTMENT OF DENTISTRY.

ROYAL COLLEGE OF DENTAL SURGEONS OF ONTARIO.

COMBINED ANNUAL EXAMINATION: APRIL, 1900.

FOR D.D.S. AND L.D.S.

ORTHODONTIA.

Examiner: A. E. WEBSTER, L.D.S., D.D.S., M.D.

NOTE.—Senior Candidates will take questions 5 to 11 inclusive.
Junior Candidates will take questions 1 to 4 inclusive and any other four, and no more.

1. For what purpose is each of the following materials used in orthodontia: gold—steel—German silver—nickel—hard vulcanite?

2. Describe fully the making and tempering of a tap.

3. Why is it desirable to cut the thread on German silver wire with the same screw plate that was used in making the tap?

4. What are the advantages of fixed appliances for correcting irregularities of the teeth as compared with removable ones?

5. State briefly the general considerations that should be taken into account before an extensive operation for correcting an irregularity is undertaken.

6. Discuss the effect of too early extraction of and too long retention of the temporary teeth:

(1) On the development of the jaw;

(2) On the development of the alveolus;

(3) On the regularity of the permanent teeth.

7. (*a*) What is the possible effect on the occlusion of extracting the lower first permanent molars at 8 years of age?

(*b*) State briefly some guide as to what teeth to extract in cases of irregularity.

[OVER.]

8. Describe the physiological changes that take place when a tooth is moved in its socket and retained in its new position. What are the dangers in moving a tooth?

9. Illustrate by drawings how to correct each of the following irregularities. Give specifications:

(*a*) Inlocked upper central—patient 8 years old.

(*b*) Inlocked upper cuspid—patient 20 years old.

(*c*) Upper lateral requiring rotation.

(*d*) Lack of anterior occlusion.

(*e*) Lack of room between the bicuspid and lateral for the eruption of the cuspid.

10. How should each of the foregoing be retained after they are put in their proper position? Illustrate with drawings when necessary. How long should the retainer be worn in each case?

11. Read the ticket attached to the models passed to you. Examine the models and pass them along.

Diagnose the irregularity and give the treatnent. Make drawings and give specifications.

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DEPARTMENT OF PHARMACY.

PRESCRIPTIONS.

Examiner: CHAS. F. HEEBNER, PH.G., PHM.B.

1. Translate the following prescriptions:

(*a*) ℞. Quininæ sulphatis, grana sedecim;
Strychninæ sulphatis, grani duas quintas partes;
Acidi hydrochlorici diluti, minima octoginta;
Tincturæ Zingiberis, drachmas duas et dimidiam;
Tincturæ Cardamomi Compositæ, drachmas duas cum semisse;
Syrupi, sesunciam;
Aquæ, unciam et drachmas duas.

Misce secundum artem fiat mistura.

Signatura. Coch. parv. ex cyatho aquæ p. c. sumendum.

(*b*) ℞. Cinchonæ cort. cont. ℥iij
Coque in aquæ puræ f℥xvj
Adjice sub finem coctionis
Serpentariæ radicis cort. ℥ij
Stent per horam et colaturæ adde
Spt. cinnamomi f℥iss
Acidi sulphurici diluti f℥iss

Signa. Cyathus mane iterumque hora ante prandium stomacho vacuo sumendus.

2. Give average adult dose, also average dose for child three years of age, of each of the following: (*a*) Hydrargyri perchloridi; (*b*) Tinctura opii; (*c*) Syrupus ferri iodidi; (*d*) Spiritus ammoniæ aromaticus; (*e*) Tinctura rhei composita.

3. Expand and translate the following: (*a*) H. S.; (*b*) O. N.; (*c*) Emp. Lyth.; (*d*) P. M.; (*e*) F. L. A.; (*f*) P. C.; (*g*) Bis. ind.; (*h*) M. D. S.

[OVER.]

4. Translate the following: (*a*) Sexagesima pars horæ; (*b*) Pro ratione ætatis; (*c*) Ad quartem vicem; (*d*) Aluta; (*e*) In lagenam bene obturata; (*f*) Medicus; (*g*) Balneum calidum.

5. In an half-litre mixture having an aqueous menstruum, how much of each of the following salts can be dissolved: (*a*) Potassium chlorate; (*b*) Acidum boricum; (*c*) Ammonium chloride; (*d*) Sodium bicarbonate; (*e*) Iodine; (*f*) Salol; (*g*) Potassii tartras acidus.

6. Criticise the following prescriptions; point out cases of incompatibility, where they occur; and state if the mixtures can be satisfactorily dispensed, and give method:

(*a*) ℞. Paraffini molle 30·0
Zinci oxidi 4·0
Glycerini 5·0
Tragacanthæ 5·0
M. ft. ung.

(*b*) ℞. Argenti nitratis 3j
Aquæ font. Oj
Solve ft. lotio.

(*c*) ℞. Liq. hydrogenii dioxidi fℨj
Potass. permanganatis gr.L
Aquam ad fℨvj
Misce ft. lotio.

(*d*) ℞. Copaibæ
Tinct. ferri perchlor.
Tinct. cantharidis aa 10 0
Glycerini 20·0
Syrupi 50·0
M. ft. mistura.

(*e*) ℞. Potassi iodidi 3ij
Spt. ætheris nitrosi fℨj
Tinct. ferri perchlor. fℨiss
Tinct. gentianæ compositæ fℨiss
Glycerini fℨss
Aquam ad fℨiv.
M. ft. mist.

7. Write dispensing notes on the incorporation of alkaloids with fatty bases, as in the preparation of ointments, suppositories, liniments, etc.

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Miss Irene Rutley.

℞. Camphoræ gr. xvi.
Pulv. rhei gr. xxiv.
Pulv. opii gr. ij.

Misceantur bene ft. pulvis et mitte in chartas octo

Sig. Exhibe unam, omn. hor. quadrante donec leniatur dolor.

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FINAL EXAMINATION.

DEPARTMENT OF PHARMACY.

PHARMACY AND PHARMACEUTICAL CHEMISTRY.

Examiner: FRANKLIN T. HARRISON, PHAR.D.

1. Give critical notes on the preparation of the following: Syrup of Phosphate of Iron with Quinine and Strychnine, Solution of Bismuth and Ammoniuun Citrate, Lead Plaster.

2. Give the official name and enumerate the ingredients entering into the following preparations: Elixir of Vitriol, Black Draught, Spirit of Sal Volatile, Donovan's Solution.

3. Say in what way and from what cause the following preparations are liable to differ from the standard of strength and purity given in the B. P., and state briefly how such difference may be indicated: Mercury Ointment, Light Magnesia, Precipitated Sulphur, Arsenical Solution.

4. *Tincture of Opium.* Say how it is prepared. Give outline of process of assay and state clearly manner of standardization.

5. Outline a process for the assay of an alkaloidal drug which also contains tannin and a fixed oil.

6. *Incompatibility.* Classify and define. Are the following substances incompatible, and if so in what way, if any, may such incompatibility be overcome?

(*a*) Mucilage of Gum Acacia and Tincture of Ferric Chloride.

(*b*) Iodine and Strong Solution of Ammonia.

(*c*) Arsenical Solution and Solution of Strychnine Hydrochloride.

(*d*) Pyrophosphate of Iron and Diluted Phosphoric Acid.

[OVER.]

7. SYRUPUS FERRI IODIDI—

Iron, in wire - - - - 25 grammes
Iodine - - - - - - 83 "
Refined Sugar - - - - 825 "
Distilled Water, a sufficient quantity.

(*a*) Describe accurately how you would proceed in preparing the above, with notes as to precautions to be observed, etc.

(*b*) To what extent, if any, is the Iron or the Iodine in excess of that theoretically required to combine with the other?

(*c*) State the strength of the finished product, and give method for estimating same.

(Fe = 55.6. 1 = 125.9.)

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DEPARTMENT OF PHARMACY.

PRACTICAL CHEMISTRY.

Examiner: GRAHAM CHAMBERS, B.A., M.B.

1. Detect the acid in substance marded "A."

2. Detect the base in substance marked "B."

3. Detect the acid and base in substance marked "C."

4. Detect the acids and the bases in substance marked "D."

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DEPARTMENT OF PHARMACY.

MATERIA MEDICA, ETC.

Examiner: J. T. FOTHERINGHAM, B.A., M.B., M.D., C.M.

1. Expand into full Latin, and translate into English, the following abbreviations: *S. A. R., ph. pr. conc., vas. vitr., cyath. vinar., hor.* viii. *â vespert.*

2. Give the maximum doses of the following preparations: *Acet. Scillae, Extr. Bellad., Inf. Digitalis, Mist. Sennae Co., Sp. Camphorae, Ol. Phosphoratum, Tr. Nuc. Vom., Tr. Rhei, Tr. Hyoscyami, Tr. Calumbae, Ac. Mur. Dil., Ac. Carbol., Vin. Ipecac., Pulv. Ipecac. Co., Syr. Chloral.*

3. Write notes on the *Glucosides* and *Chlorophyll* as common plant-constituents.

4. Give Source, Habitat, Active Principle, and Therapeutic action of: Croton Bean, Strophanthus Seed, Valerian Root, Assafœtida, and Spanish Fly.

5. Write full *Materia Medica* notes on *Cinchona.*

6. Describe a normal sample of *Cubeb Berries*, distinguishing it from three other drugs with which it might possibly be confounded.

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BOTANY.

Examiner: A. Y. Scott, B.A., M.D., C.M.

1. Write short notes on: Phyllotaxy—Dichotomy—Chlorophyll—Pollen—Metabolism.

2. How is a fruit formed? Classify fruits. Compare the fruit of a Raspberry with that of a Strawberry.

3. Trace fully the development of the ovule of a Phanerogam. How does the ovule of a Conifer differ from that of an Augiosperm?

4. State how Algae agree with and differ from Fungi.

5. Describe fully the nutritive and reproductive processes in the Mosses.

6. Compare the structure of the stem of a Fern with that of a Dicotyledon.

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FIRST YEAR.

FACULTY OF MUSIC.

HARMONY.

FIRST PAPER.

Examiner: S. P. WARREN.

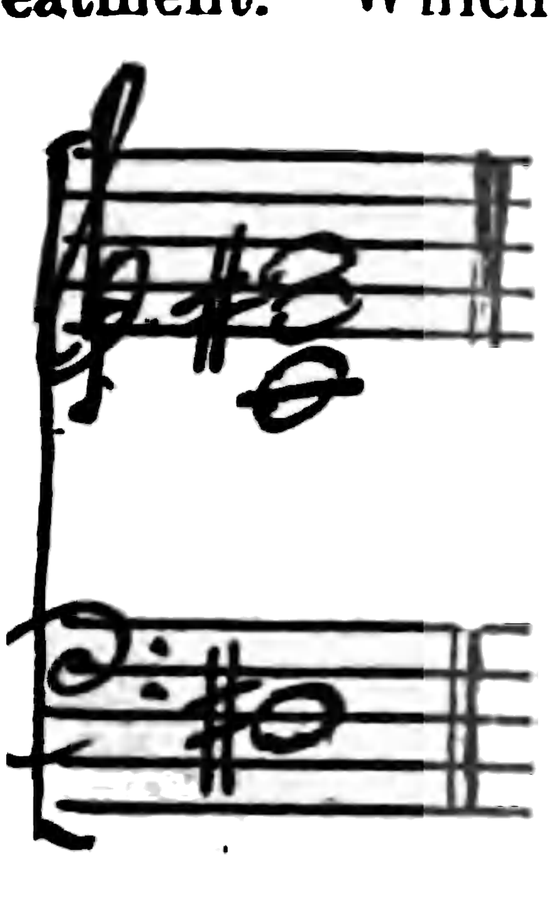
[TIME—THREE HOURS.]

1. Name the intervals in the following succession of notes:

2. Write (*a*) the scale of G sharp major, and (*b*) the scale of A flat minor.

3. In a succession of chords of the sixth, how would you dispose or place the three parts above the bass? Give reasons, and write an example.

4. Write the seventh chords of the scale of G major, preparing and resolving each. Specify those that may need exceptional treatment. Which of them may be used without preparation?



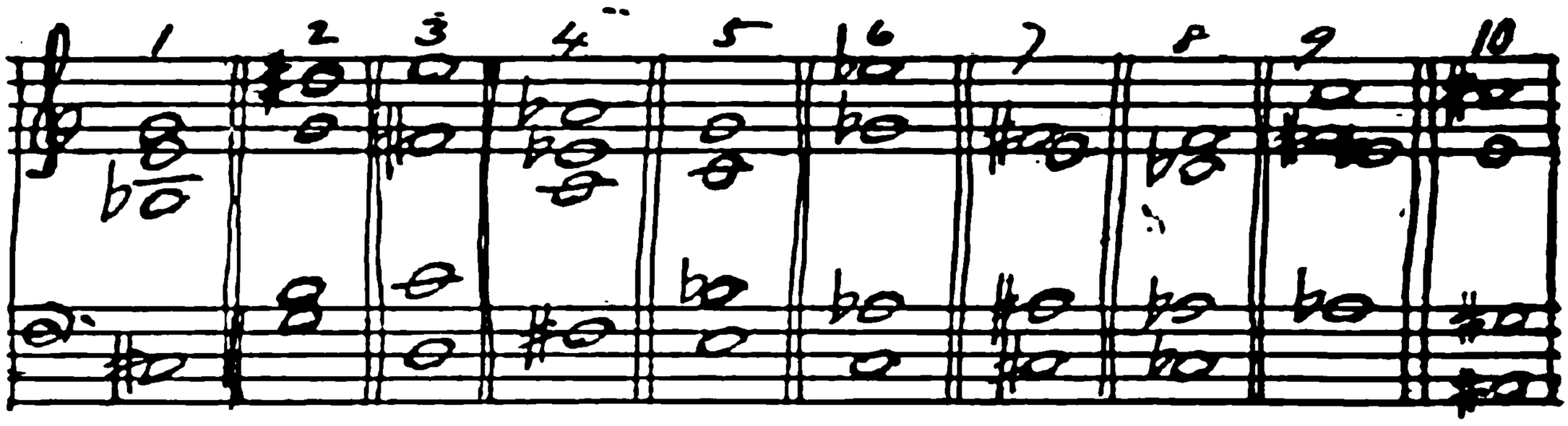
5. (*a*) What is an enharmonic change?

(*b*) Enharmonically change this chord as many times as possible. Figure the bass, and give each chord (along with its root and key) its resolution.

[OVER.]

6. What is the difference between a passing $\frac{6}{4}$, and the Cadence $\frac{6}{4}$ Chord? Give examples.

7. What are the chords. Give their roots and keys.



8. Define (*a*) Suspension.

(*b*) Retardation.

(*c*) Anticipation.

(*d*) Sequence.

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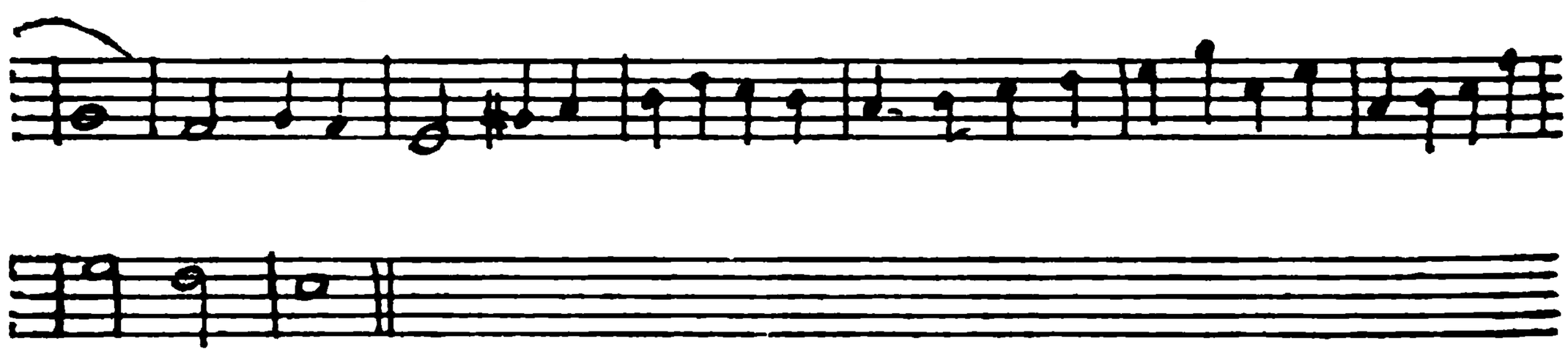


3. Modulations:

(*a*) Write four measures in $\frac{4}{4}$ time, modulating from C to D major.

(*b*) Write four measures in $\frac{4}{4}$ time, modulating from D to F major.

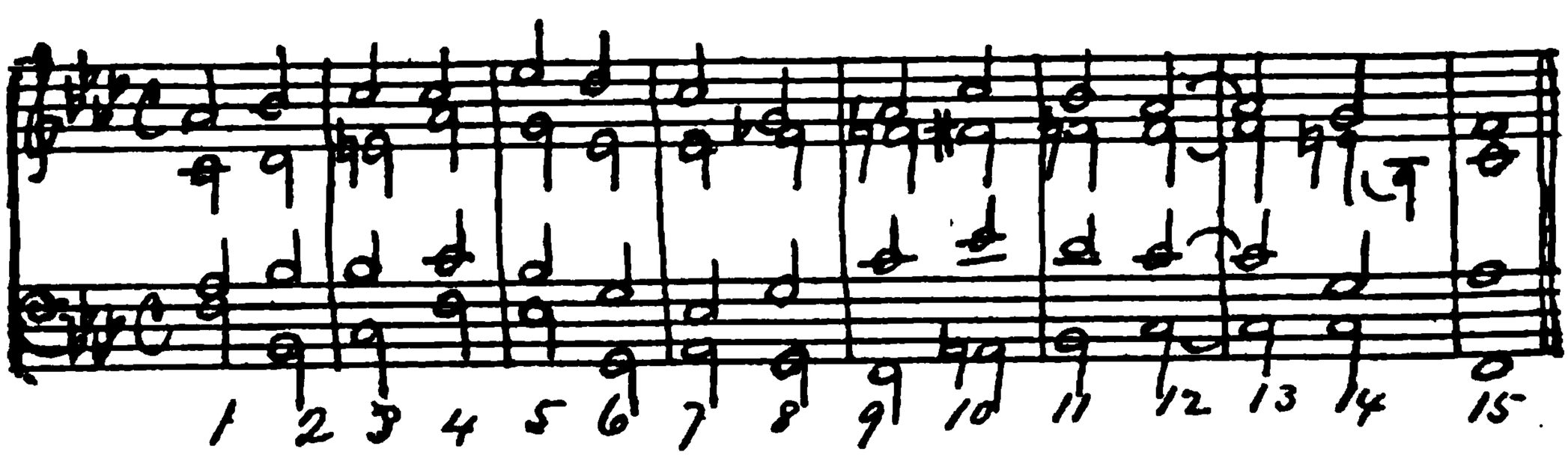
(*c*) Write four measures in $\frac{3}{4}$ time, modulating from F major to A minor, with plagal cadence.

(*d*) Write four measures in $\frac{3}{4}$ time, modulating from A minor to D flat.

In (*a*) and (*b*) employ only triads and their inversions; in (*c*) a dominant 9th and a diminished 7th chord; in (*d*) an augmented 6th chord, with suspensions, etc., at option.

4. Point out errors in the following harmonies:

Re-write them, with such changes as you think necessary.



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FIRST YEAR.

FACULTY OF MUSIC.

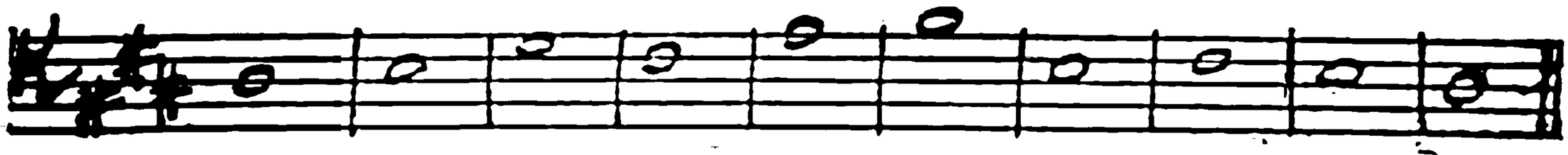
COUNTERPOINT.

Examiner : S. P. WARREN.

[TIME—THREE HOURS.]

TWO VOICE.

1. To the following Cantus Firmus:



Write (*a*) a Counterpoint in the second species for Alto.

(*b*) a Counterpoint in the third species for Bass.

(*c*) a Counterpoint in the fourth species for Soprano.

2. To this Cantus Firmus:

Write (*a*) a Counterpoint in the first species for Tenor.

(*b*) a Counterpoint in the fourth species for Bass.

(*c*) placing the Cantus Firmus in the Bass in a suitable key, write a Counterpoint in the fifth species for Soprano.

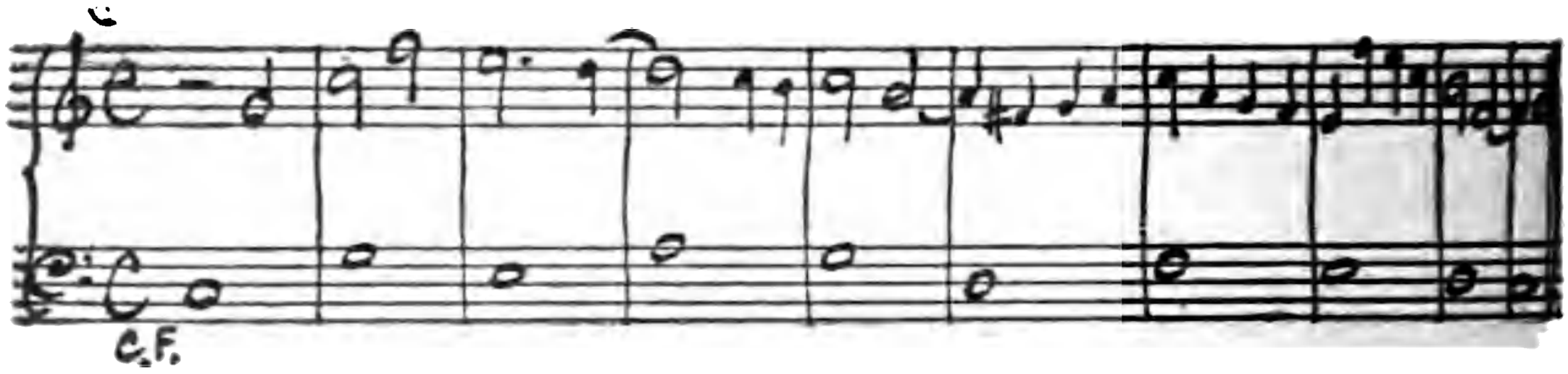
[OVER.]

3. To the following Cantus:

Add (*a*) a Counterpoint in eighth notes for Bass.

(*b*) placing the Cantus in the *Bass*, write a Counterpoint in the fifth species for Treble.

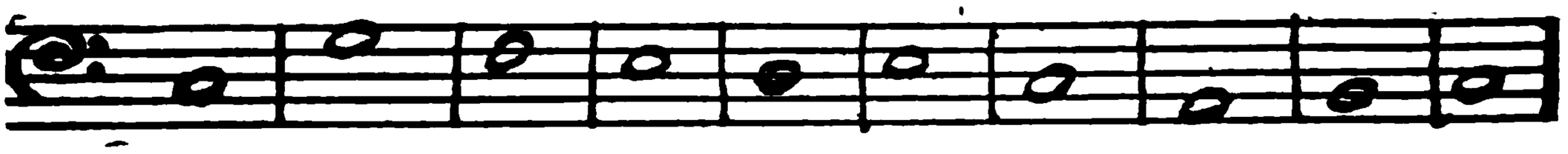
4. Point out errors in the following, and give reasons:



THREE VOICE.

(On three staves, with proper clefs).

5. To the following Cantus Firmus:



Write (*a*) two simultaneous Couterpoints for Alto and Tenor, both in first species.

(*b*) two simultaneous Couterpoints for Alto in second species, and Soprano in third species.

6. To this Cantus Firmus:

Write (*a*) two simultaneous Counterpoints for Soprano in fourth species, and Bass in third species.

(*b*) placing the Cantus Firmus in the Bass, write two simultaneous Counterpoints for Tenor in first species, and Soprano in fifth species.

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6. (*a*) What names were given to some early attempts at harmony ?

(*b*) Describe these attempts.

7. Write concerning Henry Purcell.

8. Give names of as many English musicians as you can, prior to 1750. State in what branch each excelled.

9. Who wrote the "Beggars Opera." Describe it, *i.e.* the character of the music.

10. Give names, chronologically of twelve operatic composers born prior to 1800, Italian, German and French. State which of them have been preeminent in their influence on the opera as an art work.

University of Toronto.

ANNUAL EXAMINATIONS: 1900

FINAL YEAR.

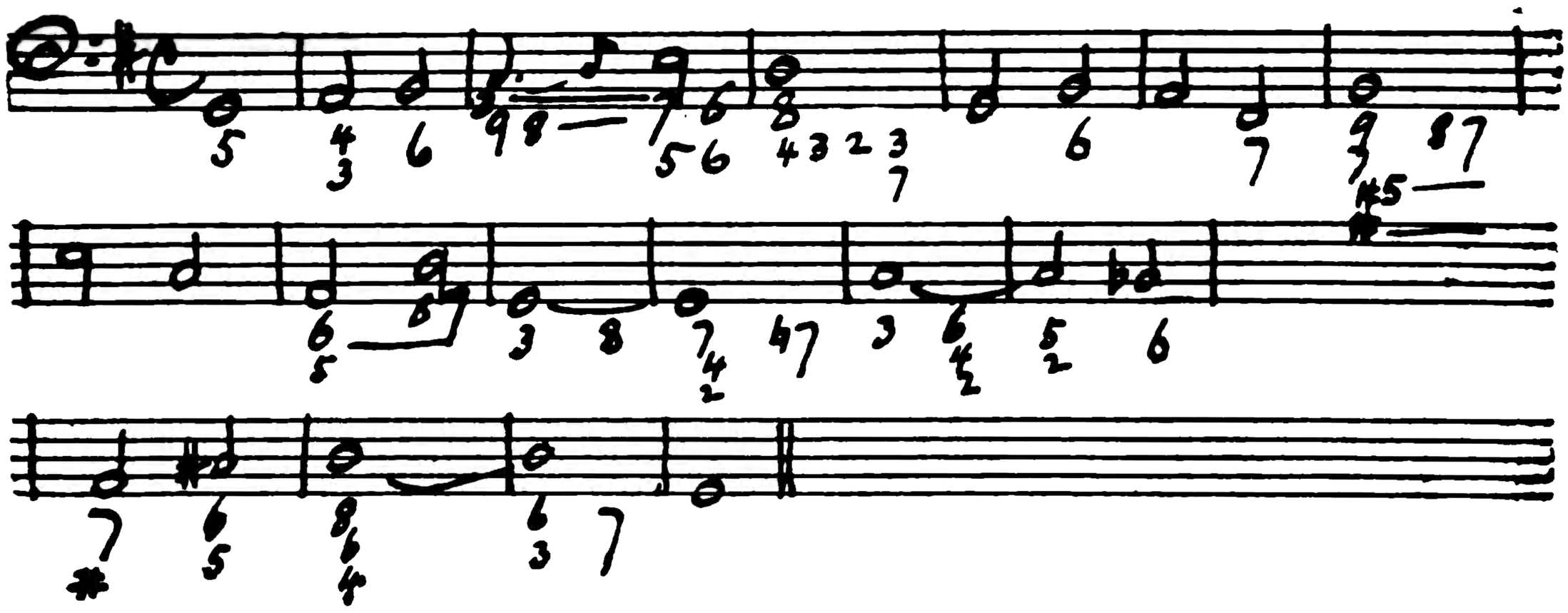
FACULTY OF MUSIC.

HARMONY.

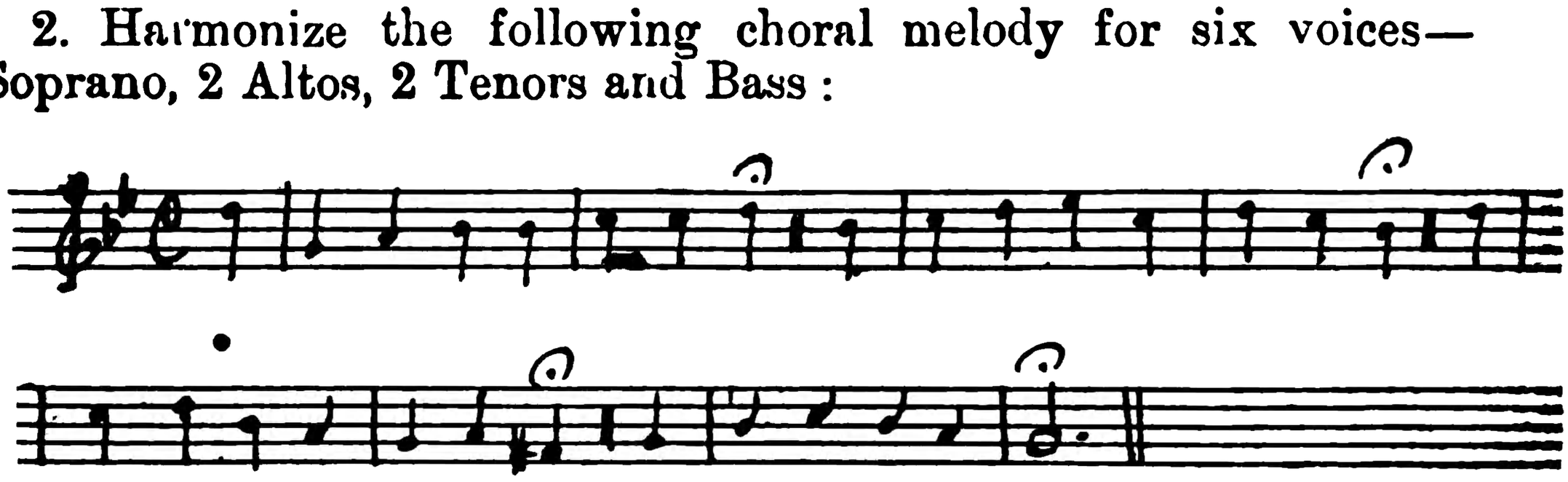
Examiner: S. P. WARREN.

[TIME—THREE HOURS.]

1. Harmonize the following Bass in six parts—2 Sopranos, Alto, Tenor, 2 Basses in open score:



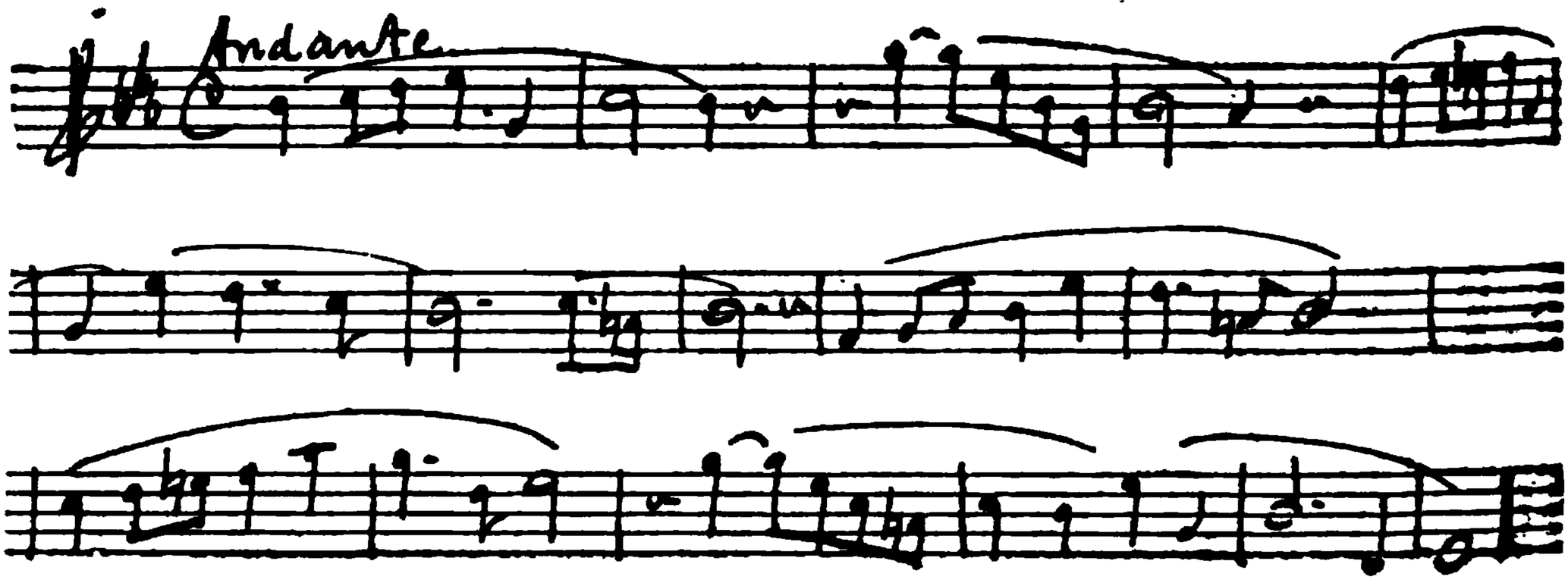
2. Harmonize the following choral melody for six voices—Soprano, 2 Altos, 2 Tenors and Bass:



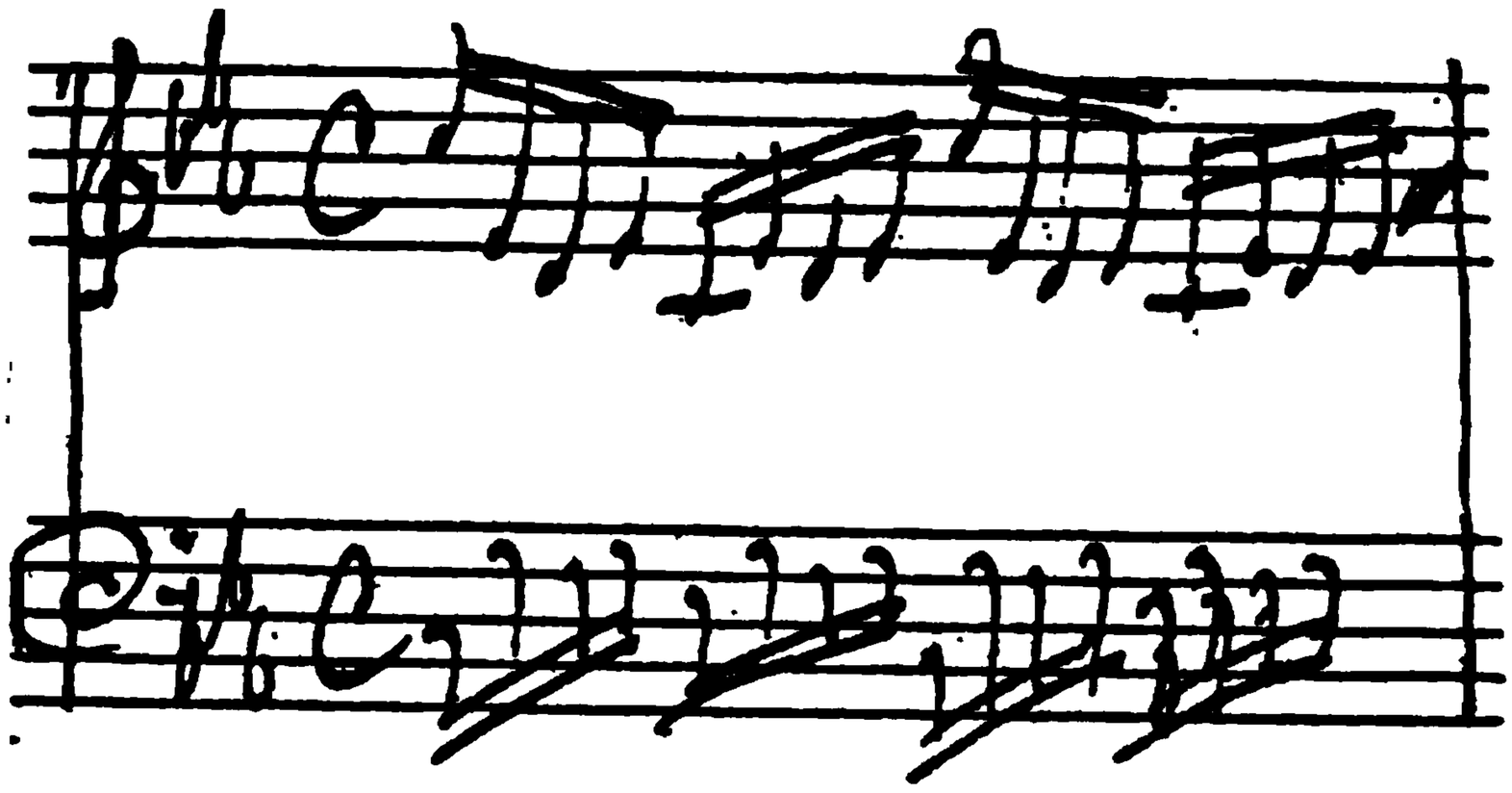
[OVER.]

3. Write a period of sixteen measures, in D major, $\frac{6}{8}$ time, modulating at the eighth measure to A flat major, with full cadence. Pass transitionally through G minor, F minor and D flat major. Modulate back to D, with full cadence, passing through C sharp minor, B major and E minor. Employ suspensions single, double and triple (9th, 11th and 13th chords), passing tones and other devices.

4. Write an accompaniment to this melody as a piece for the piano. Maintain some motival figure throughout.



5. Write the harmonic skeleton or basis in four parts of the prelude in C minor—No. 2, Book I., of Bach's "Well-tempered Clavichord."



See that the chords are properly connected and form a complete harmonic structure Figure the bass, giving roots Elucidate the more dissonant and comdlicated relationships.

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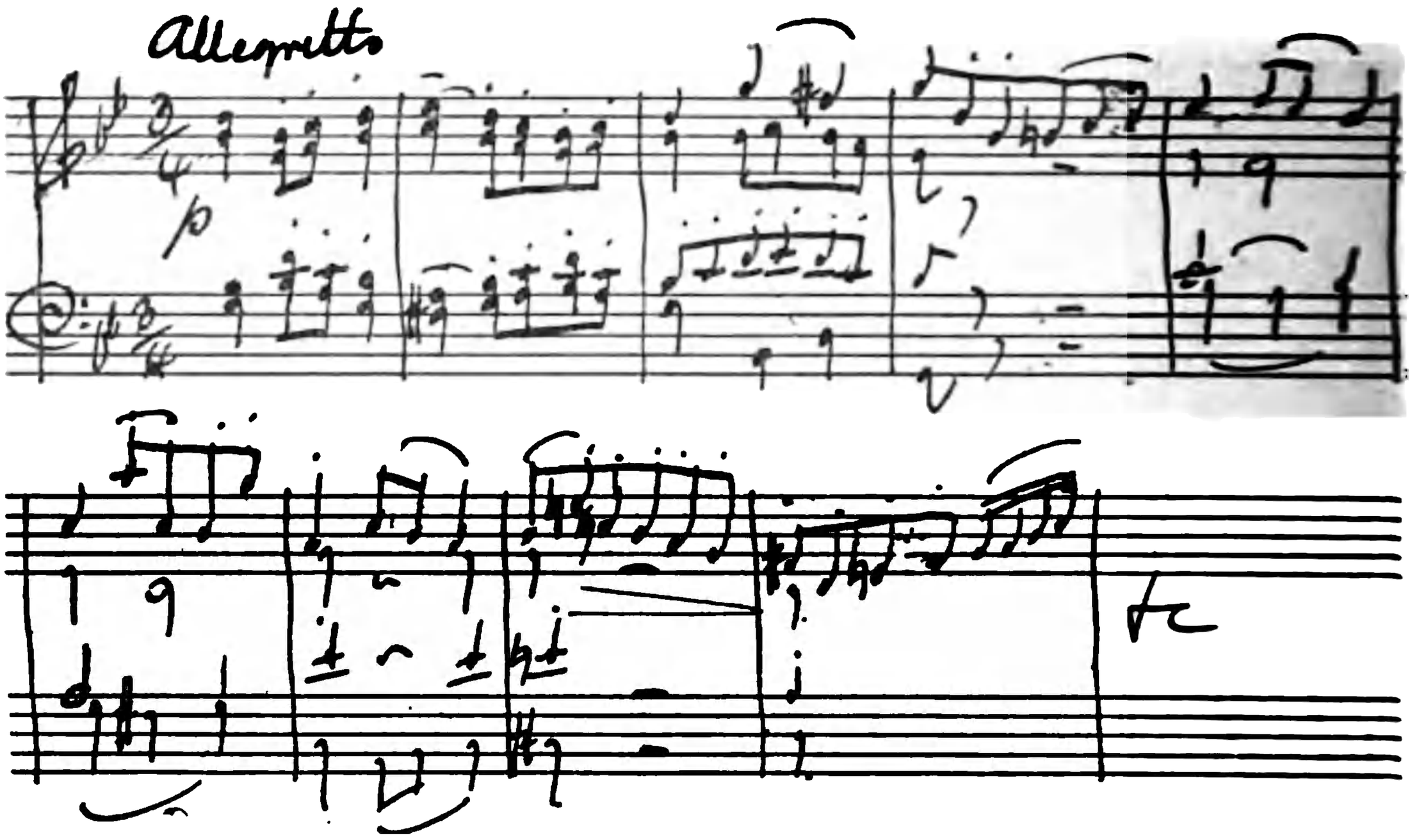
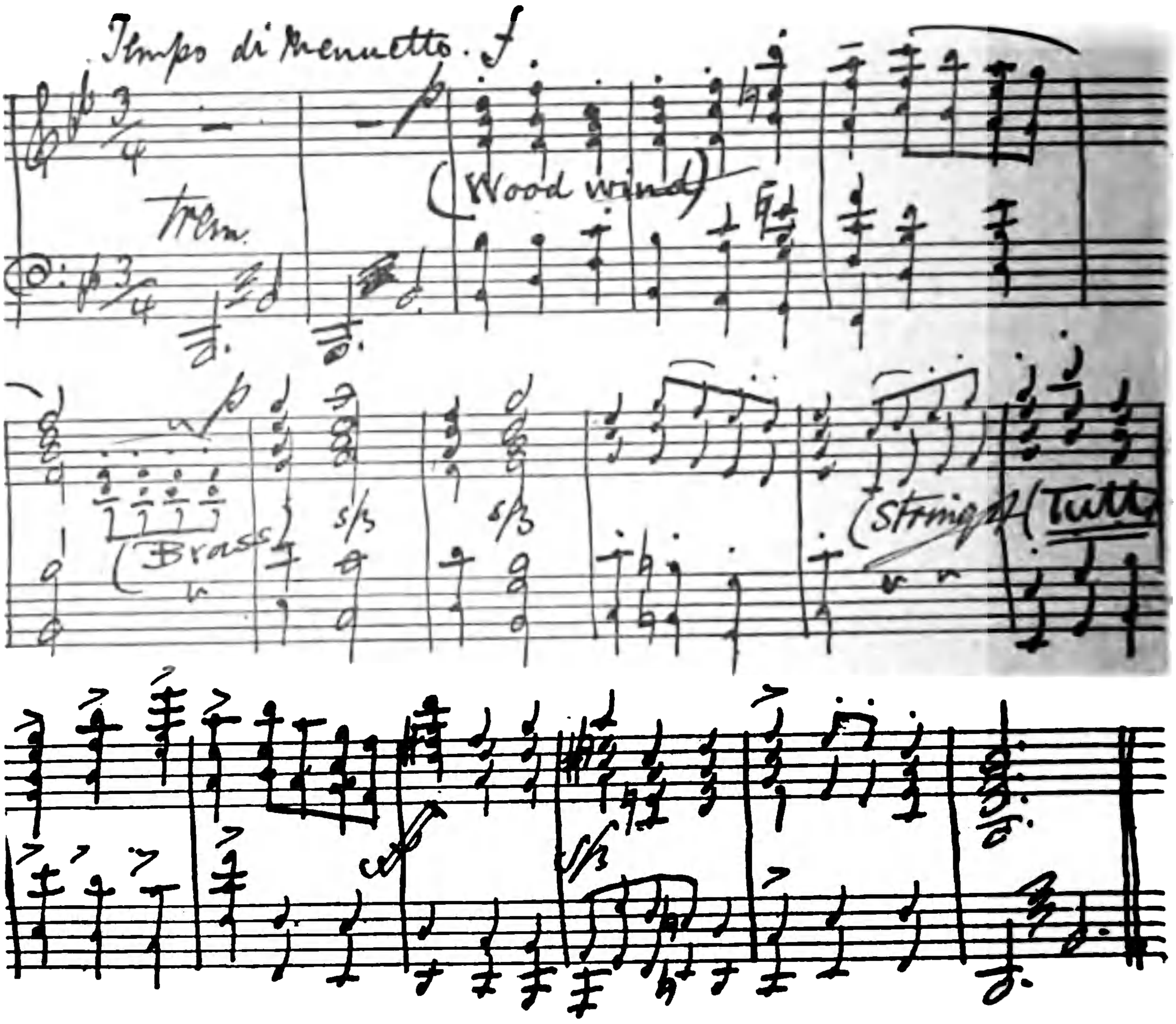
6. Extend the following passage so as to complete a period of sixteen measures, and arrange it for strings:



7. Score the following period for the ordinary full orchestra according to general indications given. Make any changes in the octaves you think necessary. Otherwise fill in and alaborate:



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CANDIDATES FOR B.A.Sc.

FACULTY OF APPLIED SCIENCE.

THERMODYNAMICS.

PASS AND HONORS.

Examiner: ROBERT W. ANGUS, B.A.Sc.

1. $ydx - xdy$ is integrable only when a relation is assumed to exist between x and y; $ydx + xdy$ is integrable whether such a relation exists or not. Explain these statements geometrically.

Justify the propriety of the expression

$$\delta z = \frac{dz}{dx}\delta x + \frac{dz}{dy}\delta y$$

in the case where z is not a function of x and y. Illustrate.

2. Obtain the general expressions for the thermal capacities, l, m, n, o, of a homogeneous fluid in terms of the two specific heats.

Apply the above results to the case of a perfect gas.

3. Show that the specific heat of a perfect gas for the process $pv^2 = \text{const.}$ is

$$\frac{2 - k}{c_v} \text{ where } k = \frac{c_p}{c_v}.$$

4. Describe Roentgen's experiments and method of determining the ratio $\frac{c_p}{c_v}$ for air.

[OVER.]

5. Show that the ratio of expansion

$$r = \left(\frac{1}{x}\right)^{\frac{1.0646}{.0646}}$$

will produce dry saturated steam if the initial quality be x and the expansion curve is the equilateral hyperbola: neglect volume of one pound water.

6. Having given the initial temperature and quality of wet saturated steam, show how to determine the heat supplied per pound while it expands isenergically to a given lower temperature.

7. The characteristic equation of superheated steam being $pv = RT - Cp^{\mu}$, show that

$$\frac{c_p}{c_v} = \frac{v + \mu Cp^{\mu-1}}{(1-\mu)v}.$$

8. Construct the p, v diagram for the steady flow of gas, assuming an arbitrary expansion curve, and interpret the various areas.

Why does this interpretation not include, as a special case, that of the areas on the p, v diagram for reversible changes?

9. Obtain the equations for the steady, adiabatic flow of wet saturated steam from a reservoir through a smooth rounded orifice.

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7. Determine the efficiency of a fire tube heating surface in terms of its area. Deduce the efficiency in terms of the ratio $\frac{d}{l}$ of diameter to length of tube.

If the efficiency be .85 when $\frac{d}{l} = \frac{1}{80}$, find the efficiency of a heating surface in which $\frac{d}{l} = \frac{1}{60}$, other conditions remaining the same.

8, Show how to determine the weight of air used per ponnd of coal from the analysis of the coal, of the ash and of the chimney gases.

9. In the theory of chimney draft show that

$$p_1' - p_1 = (w' - w)\, h \,.\, \frac{(1 + G)}{1 + G + \frac{f h}{r}}$$

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FACULTY OF APPLIED SCIENCE.

HYDRAULICS.

PASS AND HONORS.

Examiner: ROBERT W. ANGUS, B.A.Sc.

1. Determine the height of the dam required to raise the level of a stream a given amount, the width not being affected.

Compute the height to which a stream 5 ft. deep and 200 ft. wide will rise over a dam 8 ft. high, the discharge being 400 cu. ft. per sec.; the width of the stream remaining the same.

2. Find the discharge through a vertical trapezoidal orifice with longest side at bottom and deduce from the formula the discharge through a square and also through a triangular orifice.

3. Describe the Cippoletti weir. State and prove its peculiar property.

4. Investigate the formula for the discharge of a triangular weir. What advantage has the triangular over the rectangular weir?

Determine the error in the computed discharge of such a weir with an angle at the vertex of 60°, due to an error of .01 ft. in the measured head, the discharge being 8.4 cu. ft. per second.

[OVER.]

5. A bell-mouthed pipe, supplied from a reservoir, has two discharging branches alike in all respects. A gate valve in this pipe is adjusted so that the discharge when one branch is closed is half the discharge when the valve and both branches are open.

Show that the limiting value of the coefficient of resistance for the valve is

$$3\left(1 + f\frac{l}{d}\right).$$

6. As an ordinary house tap is gradually closed the velocity of discharge diminishes; when the adjustable orifice of a garden hose is gradually closed the velocity increases.

Obtain the formula by which these results are explained.

7. Determine the limiting ratio between the inlet and outlet areas of a diverging conical tube in order that the flow may be continuous.

8. Assuming the differential equation, find the conditions under which the surface curve of backwater, due to an obstruction in a wide shallow stream of uniform width and slope, (*a*) slopes downward, (*b*) slopes upward, (*c*) is level in approaching the obstructed section.

Determine whether the curve is concave or convex in this neighbourhood.

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6. Investigate the relations between the angles of an outward flow impulse turbine.

Describe the general points of difference between reaction and impulse turbines.

7. Describe the construction of the centrifugal pump.

State all assumptions made in the ordinary theory and show that the normal speed fulfils the condition

$$w_1 = -\frac{r_1}{r_2} n \cos a_2 \cdot v_4 .$$

8. Obtain an expression for the efficiency of a centrifugal pump in terms of the constants.

9. Construct a diagram showing the losses due to shock at entry to and exit from the vanes.

Obtain the relation between the circumferential area and the area measured normal to the stream lines, at entry and exit.

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FACULTY OF APPLIED SCIENCE.

STRENGTH AND ELASTICITY OF MATERIALS.

PASS AND HONORS.

Examiners: { C. H. C. WRIGHT, B.A.Sc.
J. A. DUFF, B.A.

1. Distinguish between the elongation quadric and the strain ellipsoid.

2. Interpret geometrically the six constituents of strain.

3. Obtain the relations between the constituents of stress and of strain in an isotropic body.

4. Obtain a formula for the modulus of rigidity of a round bar, subject to pure torsion. Explain the hypotheses upon which the theory is founded. Describe an experiment by which the value of this modulus may be determined.

5. Explain why the results of translational shearing tests will not accurately determine the shearing strength.

6. Show how to calculate the stresses in a truss containing redundant members.

7. Investigate the position of loads for a maximum stress in any member of a braced arch of three hinges.

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MINERALOGY.

PASS AND HONORS.

Examiner: A. P. COLEMAN, M. A., PH. D.

1. Name from inspection the minerals marked 1, 2, 3, 4, 5, 6, and state their chemical composition as nearly as possible.

2. Determine by blowpipe minerals, 7, 8, 9.

3. Give system of crystallization, and name the planes of 10 and 11.

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LITHOLOGY.

PASS AND HONORS.

Examiner: A. P. COLEMAN, M.A., PH.D.

1. Name from inspection the rocks numbered 1, 2, 3, 4; classify them and mention their constituents.

2. Examine with the microscope thin sections 5 and 6, naming the minerals accurring in them, and defining their characteristic micro-structural features.

Give the name and position in classification of the rocks examined.

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ASSAYING.

Examiner: G. R. MICKLE.

N.B.—In question 3 only one method (the best) for each determination is intended.

1. Give what you consider the best method of determining the silver in a rich base bullion (lead). Explain details of sampling and assaying fully.

2. Give proportions of ingredients of fluxes suitable for assaying the following for gold or silver: (*a*) Roasted zinc blende, (*b*) unroasted zinc blende, (*c*) roasted iron pyrites, (*d*) mispickel, (*e*) nickel speiss.

3. Describe and criticise dry methods of making any of the three following determinations: (1) lead in galena, (2) carbon in anthracite, (3) nickel in speiss, (4) mercury in cinnabar, (5) tin in tin ore.

4. Describe determination of copper in ore by electrolysis and by cyanide method.

5. How would you determine the nickel and platinum in a copper-nickel matte?

6. Give full details of two volumetric methods of determining iron.

7. What do you consider the most convenient method of determining the amount of gold in a cyanide solution? Give your reasons fully?

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8. The currents in the external "Δ"–form circuit of a three phase dynamo being given for non-inductive load (not necessarily equal); determine a graphical solution for the currents in the "Y" connected armature supplying the same.

9. When a condenser and an inductive resistance are connected in series, find the capacity which for given frequency will require the least potential difference to cause a given current to flow through the series.

10. Given voltage of generator, resistance and reactance of circuit, investigate a graphical method of finding values of current and E. M. F. of motor for given power.

Determine also the condition for stable operation as a motor (with sufficient inertia), the means of distinguishing between action of second machine as dynamo or as motor, and the condition for given power with minimum current.

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APPLIED ELECTRICITY.

SECOND PAPER—PASS AND HONORS.

Examiner: T. R. ROSEBRUGH, M.A.

1. Explain what is meant by "breadth coefficient," and find its value for a distributed winding covering the angle θ, as well as for two concentrated coils representing the same space *i.e.* spaced $\frac{\theta}{2}$ apart.

2. Starting from the known E. M. F. of a rotary converter develop the expression for the E. M. F. of a single phase open coil armature.

Find what D. C. voltage can be obtained from a rotary converter supplied from a three phase circuit of 440 volts between wires.

3. Explain the nature of the error that may arise in extending the range of a wattmeter by shunting its field coil, and explain how to avoid the error.

4. Examine graphically the case of a reactive coil (of constant adjustment) in series with a variable non-inductive resistance and supplied with given P. D.

5. Write a note on transformer losses, and indicate to what extent approximately they would be affected by a rise of temperature from 20°*C* to 80°*C* or by a change of 10% in the voltage, the output or the frequency.

6. An alternator has an E. M. F. of 1000 volts and an effective resistance and reactance of 2·5 ohms and 6 ohms respectively.

[OVER.]

Indicate approximately the form of the load line (*a*) for an non-inductive load (*b*) for an external circuit whose power factor is $\frac{5}{13}$.

7. Explain Maxwell's method of measuring "L."

8. Indicate the process of calibrating for alternating current such as an instrument as the Thomson inclined coil ammeter.

9. A transformer is rated at 5 kilowatts and is designed to take current from 1100 volt mains at frequency 60. Calling the iron loss and the copper loss normal for these conditions, what will each be for 6 kilowatts output at 1400 volts and 50 cycles?

10. Write a note on methods of field excitation of alternators.

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(*c*) Sight passage:

Ἤδη, ὦ ἄνδρες δικασταί, τινὲς εἰς κρίσιν καταστάντες ἀδικεῖν μὲν ἔδοξαν, ἀποφαίνοντες δὲ τὰς τῶν προγόνων ἀρετὰς καὶ τὰς σφετέρας αὐτῶν εὐεργεσίας συγγνώμης ἔτυχον παρ' ὑμῶν. ἐπειδὴ τοίνυν καὶ τῶν ἀπολογουμένων ἀποδέχεσθε, ἐάν τι ἀγαθὸν φαίνωνται τὴν πόλιν πεποιηκότες, ἀξιῶ καὶ τῶν κατηγόρων ὑμᾶς ἀκροάσασθαι, ἐὰν ἀποφαίνωσι τοὺς φεύγοντας πάλαι πονηροὺς ὄντας. οἷα μὲν τοίνυν νέος ὢν οὗτος ἐπετήδευσε πολὺ ἂν ἔργον εἴη λέγειν· ἐπειδὴ δὲ τῶν νόμων ἀναγραφεὺς ἐγενετο, τίς οὐκ οἶδεν οἷα τὴν πόλιν ἐλυμήνατο; προσταχθὲν γὰρ αὐτῷ τεσσάρων μηνῶν ἀναγράψαι τοὺς νόμους τοὺς Σόλωνος, ἀντὶ μὲν Σόλωνος αὑτὸν νομοθέτην κατέστησεν, ἀντὶ δὲ τεττάρων μηνῶν ἑξέτη τὴν ἀρχὴν ἐποιήσατο, καθ' ἑκάστην δὲ ἡμέραν ἀργύριον λαμβάνων τοὺς μὲν ἐνέγραφε τοὺς δὲ ἐξήλειφεν. εἰς τοῦτο δὲ κατέστημεν ὥστε ἐκ τῆς τούτου χειρὸς τεταμιεύμεθα τοὺς νόμους· καὶ οἱ ἀντίδικοι ἐπὶ τοῖς δικαστηρίοις ἐναντίους παρείχοντο, ἀμφότεροι παρὰ Νικομάχου φάσκοντες εἰληφέναι.

VOCABULARY.

ἀναγραφεύς, registrar.
ἀπολογοῦμαι, I am a defendant in a trial.
ἐξαλείφω, I expunge.
ἑξέτης, of six years.
ἐπιτηδεύω, I practise.
λυμάινομαι, I injure.
συγγνώμη, forgiveness.
ταμιεύομαι, I have dispensed to me.

(*d*) Ἀλλὰ φθέωμεν ἑλόντες ἐπ' ἀγροῦ νόσφι πόληος
ἢ ἐν ὁδῷ· βίοτον δ' αὐτοὶ καὶ κτήματ' ἔχωμεν,
δασσάμενοι κατὰ μοῖραν ἐφ' ἡμέας, οἰκία δ' αὖτε
κείνου μητέρι δοῖμεν ἔχειν ἠδ' ὅς τις ὀπυίοι.
εἰ δ' ὑμῖν ὅδε μῦθος ἀφανδάνει, ἀλλὰ βόλεσθε
αὐτόν τε ζώειν καὶ ἔχειν πατρώια πάντα,
μή οἱ χρήματ' ἔπειτα ἅλις θυμηδέ' ἔδωμεν
ἐνθάδ' ἀγειρόμενοι, ἀλλ' ἐκ μεγάρσιο ἕκαστος
μνάσθω ἐέδνοισιν διζήμενος· ἡ δέ κ' ἔπειτα
γήμαιθ' ὅς κε πλεῖστα πόροι καὶ μόρσιμος ἔλθοι.

(*e*) Καὶ τότ' ἄρ' ἄγγελον ἦκαν ὃς ἀγγείλειε γυναικί.
οἱ μὲν ἔπειτ' ἀναβάντες ἐπέπλεον ὑγρὰ κέλευθα,
νὼ ἀναβησάμενοι· ἐπὶ δὲ Ζεὺς οὖρον ἴαλλεν.
ἐξῆμαρ μέν ὁμῶς πλέομεν νύκτας τε καὶ ἦμαρ·

ἀλλ᾽ ὅτε δὴ ἕβδομον ἦμαρ ἐπὶ Ζεὺς θῆκε Κρονίων,
τὴν μὲν ἔπειτα γυναῖκα βάλ᾽ Ἄρτεμις ἰοχέαιρα,
ἄντλῳ δ᾽ ἐνδούπησε πεσοῦσ᾽ ὡς εἰναλίη κήξ.
καὶ τὴν μὲν φώκῃσι καὶ ἰχθύσι κύρμα γενέσθαι
ἔκβαλον· αὐτὰρ ἐγὼ λιπόμην ἀκαχήμενος ἦτορ·
τοὺς δ᾽ Ἰθάκῃ ἐπέλασσε φέρων ἄνεμός τε καὶ ὕδωρ,
ἔνθα με Λαέρτης πρίατο κτεάτεσσιν ἑοῖσιν.
οὕτω τήνδε γε γαῖαν ἐγὼν ἴδον ὀφθαλμοῖσι.

2. Parse fully :

(*a*) ἔστησαν, τῃ (ἀυτῶν), ἐμβαλόντων, ἥσθησαν, καινῶν.

(*b*) κατηγορημένα, χρῆναι, δόξῃ, εἰργάσθαι, δύναιντ᾽.

(*d*) φθέωμεν, ἑλόντες, βόλεσθε, μνάσθω, γήμαιθ᾽.

(*e*) νὼ, ἀναβησάμενοι, πλέομεν, ἦμαρ, βάλ᾽, ἔκβαλον, πρίατο.

HONORS ONLY.

3. Scan the first and sixth line of (*d*) and the fifth line of (*e*).

4. Explain the meaning of the mood of δοῖμεν, and of that of ὀπυίοι, and of that of κε πόροι, in (*d*).

5. Explain the force of the voice in ἀναβησάμενοι in (*e*).

6. Translate and comment on the syntax of καὶ τότ᾽ ἄρ᾽ ἄγγελον ἦκαν ὃς ἀγγέιλειε γυναικί (*e*).

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ἐγγενέσθαι, θεῶν τὰ ἴσα νεμοντων οἷοί τέ εἰμεν περιγενέσθαι τῇ συμβολῇ. ταῦτα ὧν πάντα ἐς σὲ νῦν τείνει καὶ ἐκ σέο ἤρτηται· ἢν γὰρ σὺ γνώμῃ τῇ ἐμῇ προσθῇ, ἔστι τοι πατρίς τε ἐλευθέρη καὶ πόλις πρώτη τῶν ἐν τῇ Ἑλλάδι, ἢν δὲ τὴν τῶν ἀποσπευδόντων τὴν συμβολὴν ἕλῃ, ὑπάρξει τοι τῶν ἐγὼ κατέλεξα ἀγαθῶν τὰ ἐναντία.

(c) Ὣς ἄρ' ἔφαν μνηστῆρες, ὁ δ' οὐκ ἐμπάζετο μύθων.
Τηλέμαχος δ' ἐν μὲν κραδίῃ μέγα πένθος ἄεξε
βλημένου, οὐδ' ἄρα δάκρυ χαμαὶ βάλεν ἐκ βλεφάροιιν,
ἀλλ' ἀκέων κίνησε κάρη, κακὰ βυσσοδομεύων.
Τοῦ δ' ὡς οὖν ἤκουσε περίφρων Πηνελόπεια
βλημένου ἐν μεγάρῳ, μετ' ἄρα δμωῇσιν ἔειπεν·
"αἴθ' οὕτως αὐτόν σε βάλοι κλυτότοξος Ἀπόλλων."
τὴν δ' αὖτ' Εὐρυνόμη ταμίη πρὸς μῦθον ἔειπεν·
"εἰ γὰρ ἐπ' ἀρῇσιν τέλος ἡμετέρῃσι γένοιτο·
οὐκ ἄν τις τούτων γε ἐύθρονον Ἠὼ ἵκοιτο." 10
Τὴν δ' αὖτε προσέειπε περίφρων Πηνελόπεια·
"μαῖ', ἐχθροὶ μὲν πάντες, ἐπεὶ κακὰ μηχανάονται·
Ἀντίνοος δὲ μάλιστα μελαίνῃ κηρὶ ἔοικε.
ξεῖνός τις δύστηνος ἀλητεύει κατὰ δῶμα
ἀνέρας αἰτίζων· ἀχρημοσύι η γὰρ ἀνώγει·
ἔνθ' ἄλλοι μὲν πάντες ἀνέπλησάν τ' ἔδοσάν τε,
οὗτος δὲ θρήνυι πρυμνὸν βάλε δεξιὸν ὦμον." 17
Ἡ μὲν ἂρ' ὣς ἀγόρευε μετὰ δμωῇσι γυναιξὶν,
ἡμένη ἐν θαλάμῳ· ὁ δ' ἐδείπνεε δῖος Ὀδυσσεύς.

(d) Ἀμφίνομ', ἦ μάλα μοι δοκέεις πεπνυμένος εἶναι·
τοίου γὰρ καὶ πατρὸς, ἐπεὶ κλέος ἐσθλὸν ἄκουον,
Νῖσον Δουλιχιῆα ἐύν τ' ἔμεν ἀφνειόν τε·
τοῦ σ' ἔκ φασι γενέσθαι, ἐπητῇ δ' ἀνδρὶ ἔοικας.
τοὔνεκά τοι ἐρέω, σὺ δὲ σύνθεο καί μευ ἄκουσον·
οὐδὲν ἀκιδνότερον γαῖα τρέφει ἀνθρώποιο,
πάντων ὅσσα τε γαῖαν ἔπι πνείει τε καὶ ἕρπει. 7
οὐ μὲν γάρ ποτέ φησι κακὸν πείσεσθαι ὀπίσσω,
ὅφρ' ἀρετὴν παρέχωσι θεοὶ καὶ γούνατ' ὀρώρῃ·
ἀλλ' ὅτε δὴ καὶ λυγρὰ θεοὶ μάκαρες τελέσωσι,
καὶ τὰ φέρει ἀεκαζόμενος τετληότι θυμῷ.
τοῖος γὰρ νόος ἐστὶν ἐπιχθονίων ἀνθρώπων
οἷον ἐπ' ἦμαρ ἄγῃσι πατὴρ ἀνδρῶν τε θεῶν τε.
καὶ γὰρ ἐγώ ποτ' ἔμελλον ἐν ἀνδράσιν ὄλβιος εἶναι,
πολλὰ δ' ἀτάσθαλ' ἔρεξα βίῃ καὶ κάρτεῖ εἴκων, 15
πατρί τ' ἐμῷ πίσυνος καὶ ἐμοῖσι κασιγνήτοισι.
τῷ μή τίς ποτε πάμπαν ἀνὴρ ἀθεμίστιος εἴη,
ἀλλ' ὅ γε σιγῇ δῶρα θεῶν ἔχοι, ὅττι διδοῖεν.

2. Parse fully and explain the syntax of:

(*a*) *ἐν* (preceding *δὲ καὶ*), *πολλὸς*, *ἐπικίνδυνος*, *ἐξαργυρώσαντα*, *ἐξεπισταμένῳ*, *δέξαι*, *ἀποδοῦναι*.

(*b*) *καταδουλῶσαι*, *ποιήσαντα*, *οἷα*, *δέδεκται*, *τὰ*, *πείσονται*, *οἵη*, *κῦρος*, *οὔ* [what difference would it make in the translation if *μὴ* were substituted for *οὔ*?], *εἰμεν*, *ἤρτηται*, *προσθῇ*, *τὴν* (preceding *τῶν*), *συμβολὴν*, *ἕλῃ*, *τῶν* (preceding *ἐγὼ*).

(*c*) *ἔφαν*, *βλημένου*, *ἀνέπλησαν*.

(*d*) *ἔμεν*, *σύνθεο*, *ἔπι*, *πείσεσθαι*, *ὀρώρῃ*, *ἦμαρ* [note the two ways of translating this line], *διδοῖεν* (why this mood?).

3. Scan the tenth and seventeenth lines of extract (*c*), and the seventh, eighth and fifteenth lines of (*d*).

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C.—HONORS ONLY.

Men are slaves to words: if some sturdy (*βλοσυρός*) overbearing huntsmen, some caterans-of-the-highlands (*Διάκριοι*), say they are fighting for liberty but their enemy for monarchy, straightway the man in the street shouts for the champions of liberty so-called [*ὁ ἐλευθεριάζων δῆθεν*], and the school children clap their hands for them and send them greetings, and the long-haired poets, blunted in their wits by sharpening their words, [*θήγειν*, to sharpen], boil over (*ἐπιζεῖν*), and all the politicians in the U. S. flow with a strong stream, bombastic (*στόμφακες*), very steep [*ἱππόκρημνοι*], and denounce the monarchists [*οἱ βασιλίζοντες*], even though these latter be free themselves and be bringing freedom and equality to all, and the others be fighting only for the liberty to withhold liberty: great is the sound of words, so as to be too strong sometimes even for philosophers.

University of Toronto.

SENIOR MATRICULATION EXAMINATIONS: JUNE, 1900.

GREEK GRAMMAR.

HONORS.

Examiner: MAURICE HUTTON, M.A.

1. Inflect *νοῦς, ναῦς, νεώς, νέω* (I swim), *νώ, ὅστις, ἡδύς, σώφρων, ἰχθύς, πόλις.*

2. Give the comparative and superlative of *μάκαρ, εὐσεβής, φίλος, ἄδικος, συχνός.*

3. Inflect throughout the first aorist subjunctive passive of *λύω, τίθημι, βάλλω, πράττω*; and the first and second aorists indicative and optative active of *ἵστημι, βαίνω*; and the perfect active participle of *βάλλω, βαίνω, ἵστημι, τίθημι, πράττω, λύω*; inflecting one throughout and writing the nominative singular of the others.

4. Distinguish *ἔμεν, εἰμέν, εἶμεν, ἔμεν*: *ὥς* and *ὡς*: *κάτα* and *κατά, ἐστί* and *ἔστι, ἁλώη* and *ἁλώῃ* (both from *ἁλίσκομαι*), *τύπω* and *τυπῶ* (both from *τύπτω*): *τίς, τις*: *ποῦ, που, ὅπου.*

5. Identify the voices, moods, tenses and persons of the following verbs and the number and cases of the substantives: *ἀξιοῖ, δούλου, δουλοῦ, πλεῖ, ποίει* (Attic), *ποίει* (Homeric), *ποιεῖ, ἰχθῦς, πλέω.* If any of these words have more than one meaning indicate each meaning which it can bear.

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1. Parse *stetit*, *vincentes*, *amplectantur*, *dedi* *expedies*, *vivunt* (giving principal parts).

2. Give the rule for the mood of *mirari*, *invaserit*, *occupes*, and for the case of *ipsi*, *Hispania*, *Carthaginiensium*, *thesauris*, *caementis*, *verticibus*, *annua*, *laboribus*.

3. Write notes on *Saguntum*, *Arabum*, *Tyrrhenum*, *Apulicum*, *Getae*, *Cererem*.

4. Scan the first two lines of extract (*b*) and name the metre.

II.

Translate into Latin:

(*a*) We implored them to spare the women and children.

(*b*) Do not think that we shall ever have such a fleet again.

(*c*) Oh! that he had told us when he intended to set out.

(*d*) I will ask him how much gold was given for adorning the temple.

(*e*) If he had returned home after taking the city, I should have been glad.

(*f*) After this they fought again in the valley, and the people of Romulus were beginning to flee, when Romulus prayed to Jove, that he might stay the people; and so their flight was stayed, and they turned again to the battle. And now the fight was fiercer than ever, when, on a sudden, the Sabine women who had been carried off, ran down from the hill Palatinus, and ran in between their husbands and their fathers, and prayed them to lay aside their anger. So they made peace with one another and the two people became as one.

III.

Translate at sight:

A Cautious Commander.

Q. Maximus et bella gerebat ut adulescens cum plane grandis esset, et Hannibalem iuveniliter

exsultantem patientia sua molliebat; de quo praeclare noster Ennius:

> Unus homo nobis cunctando restituit rem;
> Non ponebat enim rumores ante salutem;
> Ergo postque magisque viri nunc gloria claret.

Tarentum vero, qua vigilantia, quo consilio recepit! cum quidem Salinatori, qui amisso oppido fugerat in arcem, glorianti atque ita dicenti: "Mea opera, Q. Fabi, Tarentum recepisti." "Certe, inquit ridens; "nam nisi tu amisisses numquam recepissem." Nec vero in armis praestantior quam in toga; qui C. Flaminio, quoad potuit restitit, agrum Picentem et Gallicum viritim contra senatus auctoritatem dividenti.

CICERO.

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SENIOR MATRICULATION EXAMINATIONS: JUNE, 1900.

ENGLISH COMPOSITION.

Examiner: W. J. ALEXANDER, PH.D.

Write an original essay, of some three pages in length, on any one of the following themes:

1. The Englishman in History.
2. The Drama.
3. Rural Life in Canada.
4. "Men may rise on stepping-stones
   Of their dead selves to higher things."

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d'éclat, avait, en perdant son meilleur cuirassé, le *Huascar*, perdu du même coup l'empire du Pacifique. Sur terre, les troupes de Pérou avaient été également battues, et le bruit de leurs défaites s'était répandu jusque dans la Sierra où les Indiens commençaient à s'agiter. En plusieurs endroits, les travaux du chemin de fer de Puno à Cuzco avaient été suspendus, et à Tarayaqui même l'ingénieur qui dirigeait les travaux avait rejoint les troupes de son pays.

—*L'Émeraude des Incas.*

III.

Translate into French :

1. Horses and cows are useful animals.

2. Why are you not going to the concert this evening ?

3. Because we have to prepare our lessons.

4. There are my books and pencils on the table. Give them to me, please.

5. I should like to have one of those pretty flowers. They are so beautiful.

6. I should have given him his book if he had asked for it.

7. To whom did you sell your house ?

8. To the gentleman whom you saw here two weeks ago.

9. Let us not go away. If we wait a little he will come.

10. Rise, run, stop, go up, come down, let him follow.

IV.

Translate into French :

The birds rise in the morning before three o'clock. They do not make bread to eat, but they go into the fields where there are worms and seeds, which they pick up and bring back to their families which are in their nests. They do not need milk to drink, but they go to the brooks where there is good water, and there they drink, wash themselves and make their toilet.

brook, *ruisseau, m.* ; seed, *graine, f.* ; worm, *ver, m.*

University of Toronto.

SENIOR MATRICULATION EXAMINATIONS: JUNE, 1900.

FRENCH.

HONORS.

Examiner: PELHAM EDGAR, B.A., PH.D.

I.

Translate into French:

1. He always tries to do what is right.

2. What we have is not always what we need.

3. Whom will you bring when you come to the country."

4. He was sorry that he could not give it to you sooner.

5. He would have been angry with me if I had told him so.

6. He ought to have sent for the doctor at once.

7. The ladies whom we were waiting for have come.

8. Did you not think that he was better (in health).

II.

Translate iuto French:

That marvellous strength, which had been *(faire)* the glory of Milon during his youth, became the cause of his death, when the years had taken from him a part of his vigour, One day, walking in a forest, he perceived a great tree which some wood-cutters had split *(fendre)* down the middle, but which they had abandoned. Milon, remembering all that he had done in his youth, wished to try his strength on the tree already half split. He seized the two parts of the trunk and succeeded in separating them. But before he could disengage his hands, the two parts of the tree joined (themselves) again, and held him captive.

[OVER.]

II.

Translate into English:

On était alors au mois de novembre, dans la saison des mauvais temps de mer; le primat et ses compagnons furent contraints d'attendre quelques jours au port de Wissant, près de Calais. Une fois qu'ils se promenaient sur le rivage, ils virent un homme accourir vers eux, et le prirent d'abord pour le patron de leur vaisseau, venant les avertir de se préparer au passage; mais cet homme leur dit qu'il était clerc et doyen de l'église de Boulogne, et que le comte, son seigneur, l'envoyait les prévenir de ne point s'embarquer, parce que des troupes de gens armés se tenaient en observation sur la côte d'Angleterre, pour saisir ou tuer l'archevêque. "Mon fils," répondit Thomas au messager, "quand j'aurais la certitude d'être démembré et coupé en morceaux sur l'autre bord, je ne m'arrêterais pas dans ma route. C'est assez de sept ans d'absence pour le pasteur et pour le troupeau."

IV.

Translate into English:

Nul ne resterait donc pour attendrir l'histoire
Sur tant de justes massacrés!
Pour consoler leurs fils, leurs veuves, leur mémoire!
Pour que des brigands abhorrés
Frémissent aux portraits noirs de leur ressemblance!
Pour descendre jusqu' aux enfers
Nouer le triple fouet, le fouet de la vengeance
Déjà levé sur ces pervers!
Pour cracher sur leurs noms, pour chanter leur supplice!
Allons, étouffe tes clameurs;
Souffre, ô cœur gros de haine, affamé de justice.
Toi, vertu, pleure si je meurs.

1. From what poem is the extract taken?
2. What is the subject of the poem.

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6. A young man and two old ones will have to do it.

7. He comes. He has come. He will come. He will have come.

8. I can do it. I shall be able to do it. I should have done it. I should have been able to do it.

9. Soon after he had become a prince the celebrated Prussian general Blücher made a short journey to Rostock, his native town, which he had not seen for many years. Immediately upon his arrival he visited the grave of his parents. Then he went to the house where he was born, in order to see once more the scene of his boyhood. He inquired for (*sich erkundigen nach*) the playmates (*Gespielen*) of his youth, and found that only one of them was still alive. When the latter came to Blücher he began to address (*anreden*) him as "Prince." "What do you mean, old fellow?" said Blücher. "Why shall we not call each other as in the days when we were boys together?" and threw his arms about his beloved comrade's neck.

University of Toronto.

SENIOR MATRICULATION EXAMINATIONS: JUNE, 1900.

GERMAN.

HONORS.

Examiner: G. H. NEEDLER, PH.D.

I.

Translate:

1. Schon seit dem Anfange des 15ten Jahrhunderts war unter den deutschen Bauern die Sehnsucht nach Befreiung von den schwer auf ihnen lastenden Verpflichtungen gegen die adeligen Grundbesitzer rege geworden und hatte hier und da auch blutige Aufstände veranlaßt. Zur Zeit der Reformation kam endlich ihr Haß gegen Fürsten und Adel in dem sogenannten Bauernkriege, welcher sich über einen großen Teil Deutschlands verbreitete, zu einem furchtbaren Ausbruche. Bewaffnete Scharen von Bauern, aufs höchste erbittert, zerstörten die Schlösser, plünderten die Klöster und wüteten mit Feuer und Schwert gegen alle, die nicht gemeinschaftliche Sache mit ihnen machten.

2. Der laute Tag ist fortgezogen,
Es kommt die stille Nacht herauf,
Und an dem weiten Himmelsbogen
Da gehen tausend Sterne auf,
Und wo sich Erd' und Himmel einen
In einem lichten Nebelband,
Beginnt der helle Mond zu scheinen
Mit mildem Glanz ins dunkle Land.

Da geht durch alle Welt ein Grüßen
Und schwebet hin von Land zu Land;
Das ist ein leises Liebesküssen,
Das Herz dem Herzen zugesandt,
Das im Gebete aufwärts steiget,
Wie gute Engel, leicht beschwingt,
Das sich zum fernen Liebsten neiget
Und süße Schlummerlieder singt.

[OVER.]

II.

Translate into German:

A certain bishop in Italy was once asked by a friend of his how it came that he was always so cheerful and contented. "That is a secret *(Geheimnis)*," said the bishop, "which I will very gladly reveal. It consists in nothing more than three glances." "How so?" said the friend in astonishment. "Just listen," replied the bishop, smiling. "In whatever position I may find myself, I first of all look up to heaven and recollect that my chief purpose in life is to prepare to go thither some day. Next, I look down upon the earth and call to mind how small the space is which I shall some day occupy *(einnehmen)* when I am buried. Finally, I look around me and see very clearly that there are many, many men who are far less happy than I. Thus I learn humility and perceive how little cause I have to complain of my lot."

III.

1. Describe the chief characteristics of Court Epic, Popular Epic and Court Lyric Poetry of the 12th and 13th centuries.

2. Write notes on *(a)* Literature of the Reformation period, *(b)* the Language Societies of the 17th century *(c)* Gottsched.

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4. Decline, without pronom. suffixes: אָחֹת, שְׂדֵה, אִשָּׁה, אִישׁ, בְּהֵמָה, שָׁמַיִם.

5. Translate Gen. iv. 1-5.

1 וְהָאָדָם יָדַע אֶת־חַוָּה אִשְׁתּוֹ וַתַּהַר וַתֵּלֶד אֶת־
קַיִן וַתֹּאמֶר קָנִיתִי אִישׁ אֶת־יְהוָה׃ 2 וַתֹּסֶף
לָלֶדֶת אֶת־אָחִיו אֶת־הָבֶל וַיְהִי־הֶבֶל רֹעֵה צֹאן
וְקַיִן הָיָה עֹבֵד אֲדָמָה׃ 3 וַיְהִי מִקֵּץ יָמִים וַיָּבֵא
קַיִן מִפְּרִי הָאֲדָמָה מִנְחָה לַיהוָה׃ 4 וְהֶבֶל הֵבִיא
גַם־הוּא מִבְּכֹרוֹת צֹאנוֹ וּמֵחֶלְבֵהֶן וַיִּשַׁע יְהוָה אֶל־
הֶבֶל וְאֶל־מִנְחָתוֹ׃ 5 וְאֶל־קַיִן וְאֶל־מִנְחָתוֹ לֹא
שָׁעָה וַיִּחַר לְקַיִן מְאֹד וַיִּפְּלוּ פָּנָיו׃

6. Parse and explain the form of וַתַּהַר (v. 1); וַתֹּסֶף הֶבֶל, אָחִיו, לָלֶדֶת (v. 2); וַיִּשַׁע (v. 4).

7. Inflect יָדַע in Qal imperfect and construct infinitive, and בּוֹא in Hiph'il perfect.

8. Decline מִנְחָה in singular with pronominal suffixes.

9. Translate Gen. vi. 9-12.

9 אֵלֶּה תּוֹלְדֹת נֹחַ נֹחַ אִישׁ צַדִּיק תָּמִים הָיָה
בְּדֹרֹתָיו אֶת־הָאֱלֹהִים הִתְהַלֶּךְ־נֹחַ׃ 10 וַיּוֹלֶד
נֹחַ שְׁלֹשָׁה בָנִים אֶת־שֵׁם אֶת־חָם וְאֶת־יָפֶת׃
11 וַתִּשָּׁחֵת הָאָרֶץ לִפְנֵי הָאֱלֹהִים וַתִּמָּלֵא הָאָרֶץ
חָמָס׃ 12 וַיַּרְא אֱלֹהִים אֶת־הָאָרֶץ וְהִנֵּה נִשְׁחָתָה
כִּי־הִשְׁחִית כָּל־בָּשָׂר אֶת־דַּרְכּוֹ עַל־הָאָרֶץ׃

10. Point out and parse all Niph'al and Hiph'il forms in this passage.

11. Translate Gen. xxxvii. 25-28.

25 וַיֵּשְׁבוּ לֶאֱכָל־לֶחֶם וַיִּשְׂאוּ עֵינֵיהֶם וַיִּרְאוּ וְהִנֵּה
אֹרְחַת יִשְׁמְעֵאלִים בָּאָה מִגִּלְעָד וּגְמַלֵּיהֶם נֹשְׂאִים
נְכֹאת וּצְרִי וָלֹט הוֹלְכִים לְהוֹרִיד מִצְרָיְמָה׃
26 וַיֹּאמֶר יְהוּדָה אֶל־אֶחָיו מַה־בֶּצַע כִּי נַהֲרֹג
אֶת־אָחִינוּ וְכִסִּינוּ אֶת־דָּמוֹ׃ 27 לְכוּ וְנִמְכְּרֶנּוּ
לַיִּשְׁמְעֵאלִים וְיָדֵנוּ אַל־תְּהִי־בוֹ כִּי־אָחִינוּ בְשָׂרֵנוּ
הוּא וַיִּשְׁמְעוּ אֶחָיו׃ 28 וַיַּעַבְרוּ אֲנָשִׁים מִדְיָנִים
סֹחֲרִים וַיִּמְשְׁכוּ וַיַּעֲלוּ אֶת־יוֹסֵף מִן־הַבּוֹר וַיִּמְכְּרוּ
אֶת־יוֹסֵף לַיִּשְׁמְעֵאלִים בְּעֶשְׂרִים כֶּסֶף וַיָּבִיאוּ
אֶת־יוֹסֵף מִצְרָיְמָה׃

12. Parse וְכִסִּינוּ (v. 25); לְהוֹרִיד, בָּאָה, וַיִּשְׂאוּ (v. 26). **Explain the form** וְנִמְכְּרֶנּוּ (v. 27).

13. Define construct state. Give examples from passages translated.

14. Give the forms and uses of the demonstrative pronouns.

15. Translate into Hebrew:

(a) **My father, my house, our sons and daughters; the good King of Israel; the tree of life in the midst of the garden.**

(b) **I saw, in the night, a man coming to me, and in his hand, a sword.**

(c) **Noah built an ark of wood and entered into it with his wife and his son and his son's wives, and God shut them in and saved them alive from the waters of the flood.**

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SENIOR MATRICULATION EXAMINATIONS: JUNE, 1900.

ALGEBRA AND TRIGONOMETRY.

Examiners: { ALFRED BAKER, M.A.
H. J. DAWSON, B.A.

NOTE.—Candidates will answer the questions in Algebra and Trigonometry in separate books, and endorse them accordingly.

1. Solve:

(*a*) $2x^2 - 3xy - 4y^2 = 4$
$5x^2 + 2xy - 33y^2 = 13.$

(*b*) $2x^4 - x^3 - 4x^2 + x + 2 = 0.$

The difference between the two sides of a right-angled triangle is 3, and if the greater side were but one-half as long and the other side three-fifths as long the square on the hypotenuse would be 25. Find the two sides.

2. If $\frac{x}{a} = \frac{y}{b} = \frac{z}{c}$, then each fraction is equal to

$$\left\{\frac{px^n + qy^n + rz_n}{pa^n + qb^n + rc^n}\right\}^{\frac{1}{n}}.$$

If $\frac{p}{b-c} = \frac{q}{c-a} = \frac{r}{a-b}$, shew that $p + q + r = 0$.

3. Shew the method of summing an Arithmetical Progression by finding the sum of 40 terms of the series

$$2, \frac{9}{4}, \frac{5}{2}, \frac{11}{4}, \ldots.$$

The sum of n terms of an A. P. whose common difference is 2 is 80, and the nth term is 17. Find the first term and the number of terms.

4. Insert 20 geometric means between 5 and 8.

Obtain the value of $.5\dot{4}\dot{3}$.

5. Find the sum of n terms of the series whose n^{th} term is

$$n + n^2 + \frac{2}{3^{n-1}}.$$

6. Sum to n terms:

(1) $a + ar + ar^2 + \ldots.$

(2) $2.4 + 5.6 + 8.8 + 11.10 + \ldots.$

[OVER.]

I. Express the other trigonometrical ratios of an angle in terms of the cotangent.

If the secant of an angle be $\frac{3}{2}$ find the numerical values of the other ratios.

Is the equation $\sec\theta = \dfrac{2ab}{a^2+b^2}$ possible.

II. Prove the following identities:

(1) $(\sec A - \operatorname{cosec} A)(1 + \cot A + \tan A) = \dfrac{\sec^2 A}{\operatorname{cosec} A} - \dfrac{\operatorname{cosec}^2 A}{\sec A}$.

(2) $\sin^2\theta + \cos^4\theta = \cos^2\theta + \sin^4\theta$.

(3) $\tan\theta - \cot\theta = (\tan\theta - 1)(\cot\theta + 1)$.

III. Write down the equations which connect the trigonometrical ratios of A with those of $90° + A$, and also with those of $180° - A$.

IV. Prove the following:

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

(2) $\cos 2A = 2\cos^2 A - 1 = 1 - 2\sin^2 A$.

(3) $\tan(A+B) = \dfrac{\tan A + \tan B}{1 - \tan A\tan B}$.

V. In any triangle shew that:

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

(2) $c = a\cos B + b\cos A$.

(3) $\sin\frac{1}{2}A = \sqrt{\dfrac{(s-b)(s-c)}{bc}}$.

VI. Find expressions for the radii of the circumscribed, inscribed and escribed circles of a triangle.

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I. Prove the following:

(1) $\log mn = \log m + \log n.$

(2) $\log \sqrt[n]{m} = \frac{1}{n} \log m,$

(3) $(\log_a b) \times (\log_b a) = 1.$

II. In a triangle, having given

$$A = 47^\circ\ 16'\ 32'',\ b = 2516,\ c = 1472,$$

find B and C.

$\log 1044 = 3.0187005,\ L \cot 23^\circ\ 38' = 10.3589403,$

Dif. for $60'' = 3439.$

$\log 3988 = 3.6007551,\ L \tan 30^\circ\ 53' = 9.7767685,$

Dif. for $60'' = 2869.$

III. In a triangle, having given

$$a = 55,\ b = 40,\ A = 54^\circ\ 10',$$

find B.

$L \sin 54^\circ\ 10' = 9.9088727,$

$L \sin 36^\circ\ 7' = 9.7704332,\ \log 2 = .3010300,$

$L \sin 36^\circ\ 8' = 8.7706063,\ \log 11 = 1.0413927.$

IV. In a triangle, having given

$$a = 7,\ b = 8,\ c = 9,$$

find A.

$\log 2 = .3010300,\ L \tan 24^\circ\ 5' = 9.6502809,$

$L \tan 24^\circ\ 6' = 9.6506199.$

University of Toronto.

SENIOR MATRICULATION EXAMINATIONS: JUNE, 1900.

PHYSICS.

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

1. Establish the relations

$$v = u + ft, \text{ and } v^2 = u^2 + 2fs$$

for a body moving with a constant acceleration.

2. A body is projected horizontally from the top of a tower with a velocity of 100 feet per second. How far will it be from the point of projection at the end of two seconds, and what will its velocity be at that time? ($g = 32$.)

3. A square plate is divided into four equal triangles by the intersection of its two diagonals. If one of these triangles be removed from the plate, find the position of the centre of of gravity of the remainder of the plate.

4. Define *moment of a force*, and *couple*.

A straight uniform heavy rod of length 6 ft. has weights of 15 and 22 lbs. attached to the ends and rests in equilibrium when balanced at a point $2\frac{1}{2}$ feet from the 22 lb. weight. Find the weight of the rod.

5. Explain how to find the specific gravity of (1) a liquid, (2) a solid lighter than water, (3) a powder which is soluble in water.

6. A rectangular tank, 20 feet long, 8 feet wide, and 4 feet deep is filled with water. Compare the pressures on the sides and the bottom of the tank.

7. Explain the construction and action of (1) a barometer, (2) a siphon, (3) an exhausting air pump.

8. Describe some form of maximum and of minimum thermometer,

If 40 kilograms of water at 60°C. is mixed with 10 kilograms at 180°F., find the temperature of the mixture in degrees Fahrenheit.

9. Describe an experiment which shows that water can be frozen by its own evaporization.

10. Define *latent heat*. Also explain how you would determine the latent heat of vaporization of water.

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SUPPLEMENTAL EXAMINATIONS: SEPTEMBER, 1900.

JUNIOR MATRICULATION.

ENGLISH GRAMMAR.

Examiner: D. R. KEYS, M.A.

How, then, *to guard* against these difficulties? I have no panacea. *I can* only *say* that *you must think* of each question you mean to argue from the points of view we have considered: *ask yourself whether* it runs along in dangerous conformity with your feelings, your habits, your interests, your pride; ask if you have come to your belief merely for want of a *better*, or because you were carried along by the mere pleasure of work. If it comes under either of these heads, be careful; it will not be out of place to test your own position by *trying* to argue the negative.

1. Parse the words in italics.

2. Analyse the last sentence.

3. Explain the ellipsis in the first sentence.

4. Explain and criticize the punctuation of the third sentence.

5. Illustrate from the passage the use of moods and tenses in English.

6. Show how far the extract illustrates the varied sources of our vocabulary.

7. Make a list of the verbal endings now in use in English, explaining the grammatical value of each inflection.

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8. Find to three places of decimals the value of $\sqrt{13}$ and $\sqrt{\frac{5}{7}}$.

9. A man buys two horses, A. and B. A. costs $25 more than B. He sells A. at a profit of 15 per cent. and B. at a profit of 8 per cent., and gains $37.30. What was the original price of each horse?

University of Toronto.

SUPPLEMENTAL EXAMINATIONS: SEPTEMBER, 1900.

JUNIOR MATRICULATION.

BRITISH AND CANADIAN HISTORY.

Examiner: GEORGE M. WRONG, M.A.

1. Outline the chief causes of the outbreak of the American Revolution.

2. Explain the situation that resulted in the issue of the British Orders in Council directed against Napoleon's Continental System.

3. What were the principal causes of the Crimean War?

4. Draw outline maps showing the British territory in North America in 1763 and in 1885, and noting especially the divisions of the Canadian Provinces at the latter date.

5. Write brief explanatory notes on Sir Guy Carleton; Sir Robert Peel and the Corn Laws; the results of the Battle of Waterloo; the British North America Act; the first North-west Rebellion.

6. Note briefly the striking features of the policies of Edward I, Henry VIII, and Queen Elizabeth.

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SUPPLEMENTAL EXAMINATIONS: SEPTEMBER, 1900

JUNIOR MATRICULATION.

ENGLISH COMPOSITION.

Examiner: D. R. KEYS, M.A.

An essay, about two pages in length, on *one* of the following subjects:

1800—1900; a comparison.

The New Ontario.

Tent life.

The poetry of nature.

On making ends meet.

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II.

1. Quote a passage of 10 or 12 lines from Evangeline, and illustrate from it the character of the metre, with its merits and defects.

2. Compare Longfellow and Wordsworth as descriptive poets, illustrating your comparison by referring to particular passages in the poems read.

3. Give in your own words the substance of

(*a*) Wordsworth's *Sonnet to a Distant Friend.*

or

(*b*) Longfellow's *The Fire of Driftwood.*

4. Explain the following quotations:

(*a*) Only this humble plant can guide us here, and hereafter
Crown us with asphodel flowers, that are wet with the dews of nepenthe.

(*b*) And the streets still re-echo the names of the trees of the forest,
As if they fain would appease the Dryads whose haunts they molested.

(*c*) As if life, like the Hebrew, with blood had besprinkled its portals,
That the Angel of Death might see the sign and pass over.

(*d*) Art is long and time is fleeting.

(*e*) The heart of Rachel for her children crying
Will not be comforted.

(*f*) A little Cyclops with one eye
Staring to threaten and defy.

(*g*) While thus before my eyes he gleams,
A brother of the leaves he seems,
When in a moment forth he teems
His little song in gushes.

(*h*) To be a prodigal's favorite—then, worse truth,
A miser's pensioner—behold our lot!

5. Locate 5 of the following passages and show the connexion of each:

(*a*) Beauty born of murmuring sound
Shall pass into her face.

(*b*) Never did sun more beautifully steep
In his first splendour valley, rock, or hill;
Ne'er saw I, never felt, a calm so deep.

(*c*) The wealthiest man among us is the best.
No grandeur now in Nature or in book
Delights us. Rapine, avarice, expense,
This is idolatry; and these we adore:
Plain living and high thinking are no more.

(*d*) Shall fold their tents like the Arabs
And as silently steal away.

(*e*) The leaves of memory seemed to make
A mournful rustling in the dark.

(*f*) There is no fireside, howsoe'er defended
But has one vacant chair.

(*g*) Thy soul was like a star and dwelt apart;
Thou hadst a voice whose sound was like the sea.

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2. Write notes on the aim and career of Pyrrhus.

3. Give an account of the chief events during the course of the second Punic War.

4. State clearly the legislative enactments passed by Caius Gracchus and the objects he expected to attain by each.

5. Contrast the careers and policies of Pompey and Julius Cæsar.

University of Toronto.

SUPPLEMENTAL EXAMINATIONS: SEPTEMBER, 1900.

JUNIOR MATRICULATION.

ALGEBRA.

Examiner: ALFRED T. DELURY, B.A.

1. Factor:

(*a*) $x^4 + x^2y^2 + y^4$,

(*b*) $2x^2 - 6y^2 + 5z^2 + 7yz - 7zx - xy$.

2. (*a*) State and prove the principle upon which depends the process of finding the highest common factor of two polynomials.

(*b*) Shew that the lowest common multiple of two expressions is the product of the two expressions divided by their highest common factor.

3. Solve the equations:

(*a*) $$\left.\begin{aligned} 5x - 7y &= 13 \\ 3x - 2y &= 11 \end{aligned}\right\};$$

(*b*) $$\frac{ax + b}{ax - b} = \frac{cx + d}{cx - d}.$$

4. (*a*) Solve the equation

$$ax^2 + bx + c = 0,$$

and shew that the sum of the roots is $-\frac{b}{a}$ and that the product of the roots is $\frac{c}{a}$.

(*b*) Factor $x^2 - 7x + 3$.

(*c*) Form the equation whose roots are greater by 3 than those of the equation

$$7x^2 - 11x + 2 = 0.$$

[OVER.]

5. Solve the equations:

(*a*) $$\frac{3x+7}{5x+9} = \frac{2x+3}{2x-1}.$$

(*b*) $$\left.\begin{aligned} x + y &= 5 \\ x^2 + y^2 &= 13 \end{aligned}\right\}.$$

7. Explain what is meant by each of the following terms, *rational number*, *real number*, *imaginary number*, and, having found the roots of the equations

(*a*) $2x^2 - 3x + 1 = 0,$

(*b*) $x^2 - 5x + 3 = 0,$

(*c*) $x^2 + x + 1 = 0,$

describe them in these terms.

7. Two numbers differ by 7: the sum of their squares exceeds their product by 219. Find the numbers.

8. Interpret $x^{\frac{1}{2}}$, x^{-7}.

9. Find the square root of $14 + 8\sqrt{3}$.

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SUPPLEMENTAL EXAMINATIONS: SEPTEMBER, 1900.

JUNIOR MATRICULATION.

FRENCH COMPOSITION.

Examiner: J. SQUAIR.

I.

Translate into French:

1. (*a*) Are there pears and apples on the table?
   (*b*) We shall not give you any money.
   (*c*) Iron is hard, snow is cold.
   (*d*) We have neither bread nor milk.

2. (*a*) I have no books; buy me some.
   (*b*) Do not carry away my hat.
   (*c*) There is my pencil; do not break it.
   (*d*) It is raining; let us go away.

3. (*a*) If we had seen the book, we should have taken it.
   (*b*) If you are there we shall see you.
   (*c*) If it does not rain we shall go to church.
   (*d*) If it is warm let us stay here.

4. (*a*) Have you a hat and coat? I have not any.
   (*b*) No person will be there, for it is late.
   (*c*) He has not done anything yet. It is early.
   (*d*) Do not give him what we have.

[OVER.]

II.

Translate into French:

Would you like to take a walk this morning? It is fine, the sun is shining, the birds are singing and everything is gay.—Yes, I will accompany you into the woods and fields.—There are no longer flowers in the woods, but the trees are changing color, and are almost as beautiful in their autumn robes as the flowers of spring.—There are still a good many birds. There are some of them which are gathering in order to depart for warmer skies. There are others which have not yet thought of departing. Some will stay here all winter. They will find worms and seeds to eat.

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II.

Translate :

Vous allez rire, Mademoiselle, mais en vérité, depuis que je suis chez vous, votre personne, votre langage, si parfaitement inattendus au fond des bois, certains détails singuliers de votre intérieur, et enfin je ne sais quel prestige inexplicable dont je me sens comme enveloppé en votre présence, tout cela m'a fait me demander vingt fois si je n'étais pas dans le domaine de la légende, ou du moins de la vision.

—*la Fée.*

1. Give the present subjunctive of *allez*, *sais*, *sens*.

III.

Translate :

Pendant ce temps, les magistrats se dirigeaient vers le château. Ils y arrivèrent au lever du jour. À l'aspect de l'énorme masse des bâtiments qui se détachait, imposante et mystérieuse, sous le ciel, M. d'Esboyat dit à M. Moulinier :

— Nous avons fait une course vaine. Il suffit de voir la physionomie de ce château pour deviner que nous n'y trouverons pas la personne que nous cherchons. Si vous m'en croyez, vous enverrez sur-le-champ un exprès à Saint-Tropez, avec l'ordre de retenir les personnes parties de Toulon avant-hier soir et dont voici la liste. Ce sont ces personnes que nous devrons interroger.

Un gendarme, sur l'ordre de M. Moulinier, partit pour Saint-Tropez, porteur d'instructions précises qui devaient l'aider à retrouver dans cette ville,s'ils y étaient encore, les compagnons de route de madame de Puymerol. Puis les magistrats allèrent sonner à la grille du château.

—*la Tour des Maures.*

University of Toronto.

SUPPLEMENTAL EXAMINATIONS: SEPTEMBER, 1900.

JUNIOR MATRICULATION.

GERMAN COMPOSITION.

Examiners: { W. H. VANDERSMISSEN, M.A.
P. TOEWS, M.A., PH.D.

Translate into German:

1. (*a*) Those girls did not know their lessons and were punished for it.

(*b*) We knew that man, but we have never spoken to him.

(*c*) Our gardens are larger and prettier than your brother's.

(*d*) Those are the highest trees in the forest.

(*e*) They are happiest when they are at home.

2. (*a*) Ask him when he will come to Toronto.

(*b*) When my cousins were in Rome they visited the royal palace.

(*c*) When you go to Paris you ought to visit your friend N.

3. (*a*) Was it you or was it your brother whom we met the day before yesterday?

(*b*) Whose pens are those?

(*c*) You will have to go to school the day after to-morrow.

(*d*) They were to ask him for it as soon as they saw him.

(*e*) We were not permitted to write to each other.

[OVER.]

4. (*a*) I should like to know what time it is.

(*b*) He said it was half-past twelve.

(*c*) They set out on the 7th of July and arrived in Naples on the 17th of the same month.

5. In a little house lived a little boy, and this boy had some tin soldiers (*Zinnsoldaten*), which had been given him on his birthday. There were twenty-five, but they had only forty-nine legs, for one of them had to stand upon one leg; but he could stand on one leg as well as the others who had two legs; and his history we will now read. The soldiers lay together in a box (*Kasten*, m.) until the boy took them out and set them upon the table. There they stood now in their red and blue uniform, and each one held his gun (*Gewehr*, n.) on his arm.

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„Ihr habt einen hübschen Schnabel, Herr Großvezier,“ sprach nach langem Erstaunen der Kalif. „Beim Bart des Propheten, so Etwas habe ich in meinem Leben nicht gesehen.“ „Danke unterthänigst,“ erwiderte der Großvezier, indem er sich bückte; „aber wenn ich es wagen darf, möchte ich behaupten, Eure Hoheit sehen als Storch beinahe noch hübscher aus, denn als Kalif. Aber kommt, wenn es Euch gefällig ist, daß wir unsere Kameraden dort belauschen und erfahren, ob wir wirklich Storchisch können?“

5. Give the infin. and past part. of *fuhr* and the infin. and impf. indic. of *verschwunden.*

6. Give the genitive singular and nominative plural of *Hals* and *Schnabel*, and state the gender of *Achseln* aud *Erstaunen.*

7. Translate into English:

In weniger als drei Monaten habe ich meine beiden treuesten Freunde verloren, Leute, mit denen ich täglich gelebt habe, anmutige Gesellschafter, ehrenwerte Männer und wahre Freunde. Es ist schwer für ein Herz, das so empfindsam geschaffen wurde wie das meine, den tiefen Schmerz zurückzudrängen. Kehre ich nach Berlin zurück, ich werde fast fremd in meinem eigenen Vaterlande, isoliert in meinem Hause sein. Auch Sie haben das Schicksal gehabt, auf einmal viele Personen zu verlieren, die Ihnen lieb waren; ich bewundere Ihren Mut, aber nachahmen kann ich ihn nicht. Meine einzige Hoffnung ist die Zeit, die mit Allem zu Ende kommt, was es in der Natur giebt.

University of Toronto.

SUPPLEMENTAL EXAMINATIONS: SEPTEMBER, 1900.

JUNIOR MATRICULATION.

LATIN PROSE.

Examiner: G. W. JOHNSTON, B.A., PH.D.

Translate into Latin:

1. Do not hope to learn very much unless you study diligently.

2. I have no fear that they will not accept gifts of this kind.

3. Take care to be men worthy of the freedom which you possess.

4. He said he could not believe anyone who had so often broken his word.

5. It soon became clear why they had advanced by the most difficult of the three roads.

6. Seeing that death was at hand, he turned towards his friends and asked them whether he seemed to them to be afraid.

7. Without doubt you will have to fight with great spirit in order not to be defeated and taken prisoners by the superior numbers of the enemy. But remembering how many victories you have won, I cannot doubt that within fifteen days you will be laying siege to their very citadel. This taken, you will be in a position to impose whatever terms you please upon a vanquished people, and you will be held in the highest regard by the whole world.

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4. In (*b*), who is *magna deum genitrix?* Write brief notes on the proper names found in this extract.

5. Scan lines 3, 6 and 10 in (*b*).

Translate:

(*a*) Apud quos Ambiorix ad hunc modum locutus est: "Sese pro Caesaris in se beneficiis plurimum ei confiteri debere, quod ejus opera stipendio liberatus esset quod Aduatucis, finitimis suis, pendere consuesset, quodque ei et filius et fratris filius ab Caesare remissi essent quos Aduatuci, obsidum numero missos, apud se in servitute et catenis tenuissent; neque id quod fecerit de oppugnatione castrorum, aut judicio aut voluntate sua fecisse, sed coactu civitatis; suaque esse ejusmodi imperia, ut non minus haberet juris in se multitudo quam ipse in multitudinem.

(*b*) Labienus, cum et loci natura et manu munitissimis castris sese teneret, de suo ac legionis periculo nihil timebat; ne quam occasionem rei bene gerendae dimitteret cogitabat. Itaque, a Cingetorige atque ejus propinquis oratione Indutiomari cognita, quam in concilio habuerat, nuntios mittit ad finitimas civitates, equitesque undique evocat: his certum diem conveniendi dicit.

1. Parse in

(*a*) *opera, ejusmodi, haberet, juris;*

(*b*) *teneret, ac, quam, rei, conveniendi.*

2. In (*a*), what would be the forms in oratio recta of: *liberatus esset, consuesset, tenuissent, ipse?*

Translate at sight:

Postero die Vercingetorix, concilio convocato, id bellum se suscepisse non suarum necessitatium sed communis libertatis causa demonstrat; et, quoniam sit fortunae cedendum, ad utramque rem se illis offerre, seu morte sua Romanis satisfacere, seu vivum tradere velint. Mittuntur de his rebus ad Caesarem legati. Jubet arma tradi, principes produci. Ipse in munitione pro castris consedit: eo duces producuntur.

University of Toronto.

SUPPLEMENTAL EXAMINATIONS: SEPTEMBER, 1900.

JUNIOR MATRICULATION.

GREEK COMPOSITION.

Examiner: A. L. LANGFORD, B.A.

1. Identify the following forms:

τιμᾷ, δηλοῖ, φιλεῖ, τιμῶ, ἵστη, τιμῶσι, τιμώντων.

2. Translate:

Beside the temple of the goddess; to the two greater queens; Oh, worse citizen; on the best road; into these very beautiful countries; with golden hopes.

3. Translate:

(*a*) The younger then as it happens is present.

(*b*) Kyros was besieging Miletos by sea and land and was endeavoring to restore those who had been banished.

(*c*) He sent to the king the tribute accruing from the cities Tissaphernes had.

(*d*) He sends word to Klearchos to come with whatever troops he had.

(*e*) Promising them that, if he should successfully accomplish the object for which he was taking the field, he would not stop till he had restored them to their homes.

(*f*) Klearchos then narrowly escaped being stoned to death.

[OVER.]

4. Translate:

But when they were out of sight, a report spread that Cyrus was in pursuit of them with triremes; and some prayed that they might be taken because they were cowards and some pitied them if they were to be captured. Cyrus called his generals together and said, Xenias and Pasion have left us, but let them know well, however, that they have neither run away, for I know where they have gone; nor have they fled away, for I have triremes so that I can take their vessel:

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Ὅ σφιν ἐϋφρονέων ἀγορήσατο καὶ μετέειπεν·
"Ὦ Ἀχιλεῦ, κέλεαί με, διΐφιλε, μυθήσασθαι
Μῆνιν Ἀπόλλωνος ἑκατηβελέταο ἄνακτος. 75
Τοιγὰρ ἐγὼν ἐρέω· σὺ δὲ σύνθεο, καί μοι ὄμοσσον
Ἦ μέν μοι πρόφρων ἔπεσιν καὶ χερσὶν ἀρήξειν.
Ἦ γὰρ ὀΐομαι ἄνδρα χολωσέμεν, ὃς μέγα πάντων
Ἀργείων κρατέει καί οἱ πείθονται Ἀχαιοί.
Κρείσσων γὰρ βασιλεὺς, ὅτε χώσεται ἀνδρὶ χέρηϊ· 80
Εἴ περ γάρ τε χόλον γε καὶ αὐτῆμαρ καταπέψῃ,
Ἀλλά τε καὶ μετόπισθεν ἔγει κότον, ὄφρα τελέσσῃ,
Ἐν στήθεσσιν ἑοῖσι. σὺ δὲ φράσαι εἴ με σαώσεις,"

HOMER, *Iliad*, I., 68-83.

6. Scan lines 69 and 74.

7. Give the Attic prose equivalents of *ὣς, ἐόντα, νήεσσ', τὴν, σύνθεο, μὲν, χολωσέμεν.*

8. Parse *ἤδη, ἑκατηβελέταο, ὄμοσσον, χέρηι, ἑοῖσι.*

9. Write out the synopsis of *ἀνέστη, μυθήσασθαι, φράσαι* [*i.e.*, give the first form of each mood—including infin. and partic.—in the particular tense and voice to which each form belongs]

10. Translate at sight:

Τούτῳ τῷ τρόπῳ ἐπορεύθησαν σταθμοὺς τέτταρας· ἡνίκα δὲ τὸν πέμπτον ἐπορεύοντο, εἶδον βασίλειόν τι, καὶ περὶ αὐτὸ κώμας πολλὰς, τὴν δὲ ὁδὸν πρὸς τὸ χωρίον τοῦτο διὰ γηλόφων ὑψηλῶν γιγνομένην, οἳ καθῆκον ἀπὸ τοῦ ὄρους ὑφ' ᾧ ἦν ἡ κώμη. καὶ εἶδον μὲν τοὺς λόφους ἄσμενοι οἱ Ἕλληνες, ὡς εἰκὸς, τῶν πολεμίων ὄντων ἱππέων. ἐπεὶ δὲ πορευόμενοι ἐκ τοῦ πεδίου ἀνέβησαν ἐπὶ τὸν πρῶτον γήλοφον καὶ κατέβαινον, ὡς ἐπὶ τὸν ἕτερον ἀναβείνειν, ἐνταῦθα ἐπιγίγνονται οἱ βάρβαροι, καὶ ἀπὸ τοῦ ὑψηλοῦ εἰς τὸ πρανὲς ἔβαλλον, ἐσφενδόνων, ἐτόξευον. καὶ πολλοὺς ἐτίτρωσκον καὶ ἐκράτησαν τῶν Ἑλλήνων γυμνητῶν, καὶ κατέκλεισαν αὐτοὺς εἴσω τῶν ὅπλων ὥστε παντάπασι ταύτην τὴν ἡμέραν ἄχρηστοι ἦσαν.

λόφος, a hill.
ἄσμενος, glad, gladly.
εἰκὸς, natural. Supply *ἦν* with *ὡς εἰκὸς.*
ἐπιγίγνομαι, attack.
σφενδονάω, use a sling.
εἰς τὸ πρανὲς, down hill.
κατακλείω, shut up.
ὅπλα, here = *ὁπλῖται.*
ἄχρηστος, useless.

University of Toronto.

SUPPLEMENTAL EXAMINATIONS: SEPTEMBER, 1900.

SENIOR MATRICULATION AND FIRST YEAR.

GREEK.

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

1. Translate:

(*a*) *αὐτὰρ ἐπεὶ πόσιος καὶ ἐδητύος ἐξ ἔρον ἕντο,*
τοῖσι δὲ Τηλέμαχος πεπνυμένος ἤρχετο μύθων·
"ὑμεῖς μὲν νῦν ἄστυ δ' ἐλαύνετε νῆα μέλαιναν·
αὐτὰρ ἐγὼν ἀγροὺς ἐπιείσομαι ἠδὲ βοτῆρας·
ἑσπέριος δ' εἰς ἄστυ ἰδὼν ἐμὰ ἔργα κάτειμι.
ἠῶθεν δέ κεν ὔμμιν ὁδοιπόριον παραθείμην,
δαῖτ' ἀγαθὴν κρειῶν τε καὶ οἴνου ἡδυπότοιο."
τὸν δ' αὖτε προσέειπε Θεοκλύμενος θεοειδής
"πῇ γὰρ ἐγὼ, φίλε τέκνον, ἴω; τεῦ δώμαθ' ἵκωμαι
ἀνδρῶν, οἳ κραναήν Ἰθάκην κάτα κοιρανέουσιν;
ἦ ἰθὺς σῆς μητρὸς ἴω καὶ σοῖο δόμοιο."

HOMER, *Odyssey*, XV., 501-11.

(*b*) *ὣς ἄρα φωνήσας υἱὸν κύσε, κάδ δὲ παρειῶν*
δάκρυον ἧκε χαμᾶζε, πάρος δ' ἔχε νωλεμὲς αἰεί.
Τηλέμαχος δ', οὐ γάρ πω ἐπείθετο ὃν πατέρ' εἶναι,
ἐξαῦτίς μιν ἔπεσσιν ἀμειβόμενος προσέειπεν·
"οὐ σύ γ' Ὀδυσσεύς ἐσσι, πατὴρ ἐμός· ἀλλά με δαίμων
θέλγεις, ὄφρ' ἔτι μᾶλλον ὀδυρόμενος στεναχίζω.
οὐ γάρ πως ἂν θνητὸς ἀνὴρ τάδε μηχανόῳτο
ᾧ αὐτοῦ γε νόῳ, ὅτε μὴ θεὸς αὐτὸς ἐπελθὼν
ῥηιδίως ἐθελων θείη νέον ἠὲ γέροντα.
ἦ γάρ τοι νέου ἦσθα γέρων καὶ ἀεικέα ἕσσο·
νῦν δὲ θεοῖσιν ἔοικας, οἳ οὐρανὸν εὐρὺν ἔχουσιν."

Ibid., XVI., 190-200.

2. Scan lines 3 and 5 of (*b*).

3. Give the Attic prose equivalents of *ὔμμιν*, *τὸν*, *τεῦ* in (*a*); of *ὣς*, *αἰεί*, *ἐσσι* in (*b*).

4. Explain the case of *πόσιος*, *ἑσπέριος*, *ἀνδρῶν* in (*a*); the mood of *ἴω* in (*a*); the use of *μὴ* in (*b*), line 8.

5. Give the tense, mood and voice of the following, stating from what verb each comes: *ἔντο*, *ἐπιείσομαι*, *ἴω* in (*a*); *ἧκε*, *θείη*, *ἔσσο* in (*b*).

6. Translate:

(*a*) *Ἀλλὰ γὰρ οὐκ οἶδ' ὅ τι δεῖ τοιαῦτα ὀλοφύρεσθαι· οὐ γὰρ ἐλανθάνομεν ἡμᾶς αὐτοὺς ὄντες θνητοί· ὥστε τί δεῖ, ἃ πάλαι προσεδοκῶμεν πείσεσθαι, ὑπὲρ τούτων νῦν ἄχθεσθαι, ἢ λίαν οὕτω βαρέως φέρειν ἐπὶ ταῖς τῆς φύσεως ξυμφοραῖς, ἐπισταμένους ὅτι ὁ θάνατος κοινὸς καὶ τοῖς χειρίστοις καὶ τοῖς βελτίστοις; Οὔτε γὰρ τοὺς πονηροὺς ὑπερορᾷ οὔτε τοὺς ἀγαθοὺς θαυμάζει, ἀλλ' ἴσον ἑαυτὸν παρέχει πᾶσιν. Εἰ μὲν γὰρ οἷόν τε ἦν τοῖς τοὺς ἐν τῷ πολέμῳ κινδύνους διαφυγοῦσιν ἀθανάτοὺς εἶναι τὸν λοιπὸν χρόνον, ἄξιον τοῖς ζῶσι τὸν ἅπαντα χρόνον πενθεῖν τοὺς τεθνεῶτας· νῦν δὲ ἥ τε φύσις καὶ νόσων ἧττων καὶ γήρως, ὅ τε δαιμων ὁ τὴν ἡμετέραν μοῖραν εἰληχὼς ἀπαραίτητος·*

LYSIAS, *Epitaphius.*

(*b*) *Ἐπειδὴ δὲ εἰς τὸν Πειραιᾶ ἤλθομεν καὶ αἱ ταραχαὶ γεγενημέναι ἦσαν καὶ περὶ τῶν διαλλαγῶν οἱ λόγοι ἐγίνοντο, πολλὰς ἑκάτεροι ἐλπίδας εἴχομεν πρὸς ἀλλήλους ἔσεσθαι ὡς ἀμφότεροι ἐδείξαμεν, οἱ μὲν γὰρ ἐκ Πειραιῶς κρείττους ὄντες εἴασαν αὐτοὺς ἀπελθεῖν· οἱ δὲ εἰς τὸ ἄστυ ἐλθόντες τοὺς μὲν τριάκοντα ἐξέβαλον πλὴν Φείδωνος καὶ Ἐρατοσθένους, ἄρχοντας δὲ τοὺς ἐκείνοις ἐχθίστους εἵλοντο, ἡγούμενοι δικαίως ἂν ὑπὸ τῶν αὐτῶν τούς τε τριάκοντα μισεῖσθαι καὶ τοὺς ἐν Πειραιεῖ φιλεῖσθαι.*

Ibid., Contra Eratosthenem.

7. Give the synopsis of *οἶδα*, *εἰληχὼς*, *εἵλοντο*, *ἐξθέβαλον*.

8. Compare *χειρίστοις*, *ἥττων*, *κρείττους*, *ἐχθίστων*.

9. *αἱ ταραχαὶ*, *τοὺς ἐν πειραιεῖ*. Explain the reference.

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SUPPLEMENTAL EXAMINATIONS: SEPTEMBER, 1900.

ALL THE YEARS.

GREEK PROSE.

Examiner: A. L. LANGFORD, B.A.

NOTE.—First Year Candidates will take A and B; Second Year Candidates will take A, B and C; Third and Fourth Year Candidates will take A, C and D.

A.

(For all Years.)

1. Identify the following forms and translate them: *ἴτε, ἦτε, ἦτε; ἦσαν, ἧσαν; ἴσθι* (two forms), *ἴθι; ἵστην, ἔστην; ἐτέθησαν, ἔθεσαν; λῦσαν, ἔλυσαν, λύσειαν.*

2. Translate into Greek:

Of these same islands; of those five very beautiful daughters; oh! most base judge; with both feet; with all the swiftest triremes; many birds (dat. pl.); the large body, which; the great kings (acc. pl.).

B.

(For First and Second Year Candidates.)

Translate into Greek:

1. If they allow their enemies to live, shall we kill them?

2. The same citizens took those ships, crews and all, and then thought they should command the harbor themselves.

3. Of the many who have suffered wrong at the hands of the governors, one here and there, perhaps, was wicked.

4. Where in the world is it wise to fling away one's liberty for a life of ease?

5. He will never forget the friends of former days even if they accuse him of impiety.

6. They threw themselves down from the wall, but the arms were too many for the number of the killed.

7. He will not come within four years, altho' in the same summer for three days he sailed along the coast.

8. They said they would break down the bridge in order that we might not cross the river.

9. I am surprised that some of our cities have been destroyed, but we shall obey the leader whom you send us.

10. God forbid! They sent a letter to Athens to announce that the island had been taken.

C.

(For Second, Third and Fourth Year Candidates.)

Translate into Greek:

He knew an attack would be made, therefore he said, let us attack the enemy while crossing, since, when life is burdensome, death becomes a welcome refuge. He thought that the force with us would not surrender until their fleet was defeated. They then voted that they must go to war. They did not know where to turn.

D.

(For Third and Fourth Year Candidates.)

Translate into Greek:

While they were at dinner, Philip at once attempted to say something ridiculous, in order that he might accomplish those [purposes] for which he was from time to time invited to dinners. As, however, he failed to excite laughter, it was clear that he was mortified. Again, a little afterwards, he endeavoured to say something else that might be laughed at. But, as they did not even then laugh at him, stopping in the midst of his

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SUPPLEMENTAL EXAMINATIONS: SEPTEMBER, 1900.

FIRST YEAR AND SENIOR MATRICULATION.

LATIN.

Examiner: W. S. MILNER, M.A.

Translate:

(*a*) "Credo ego vos" inquit, "socii, et ipsos cernere, pacatis omnibus Hispániae populis, aut finiendam nobis militiam exercitusque dimittendos esse aut in alias terras transferendum bellum: ita enim hae gentes non pacis solum, sed etiam victoriae bonis florebunt, si ex aliis gentibus praedam et gloriam quaeremus. Itaque quum longinqua a domo instet militia incertumque sit, quando domos vestras et quae cuique ibi cara sunt, visuri sitis, si quis vestrum suos invisere vult, commeatum do."

LIVY.

1. Parse: *bonis*, *quaeremus*, *visuri sitis*.

(*b*) Scipio caedem eam signum defectionis omnium Gallorum esse ratus, contactosque eo scelere velut iniecta rabie ad arma ituros, quanquam gravis adhuc vulnere erat, tamen quarta vigilia noctis insequentis tacito agmine profectus, ad Trebiam fluvium iam in loca altiora collesque impeditiores equiti castra movet. Minus quam ad Ticinum fefellit; missisque Hannibal primum Numidis, deinde omni equitatu, turbasset utique novissimum agmen, ni aviditate praedae in vacua Romana castra Numidae devertissent.

Ibid.

2. Give principal parts of *ratus* and *fefellit*; explain the mood and tense of *turbasset* and *devertissent*; compare *novissimum* and *vacua*.

(*c*) virtus repulsae nescia sordidae
intaminatis fulget honoribus,
nec sumit aut ponit secures
arbitrio popularis aurae.
virtus recludens immeritis mori
caelum negata tentat iter via,
coetusque volgares et udam
spernit humum fugiente penna.

HORACE, *Odes*, III.

3. Bring out the meaning of these two stanzas by a paraphrase or otherwise.

4. Scan the first stanza.

(*d*) o testudinis aureae
dulcem quae strepitum, Pieri, temperas,
o mutis quoque piscibus
donatura cycni, si libeat, sonum,
totum muneris hoc tui est,
quod monstror digito praetereuntium
Romanae fidicen lyrae:
quod spiro et placeo, si placeo, tuum est.

Ibid., IV.

5. Explain case of *muneris*. Who is meant by *Pieri?*

6. Scan the first two lines in (*d*).

Translate at sight:

A SEA FIGHT.

(*e*) Et iam Romanus non appropinquabat modo, sed direxerat etiam in pugnam naves. Itaque non ab hoste et proelio magis Poeni quam suomet ipsi tumultu turbati, tentata verius pugna quam inita, in fugam averterunt classem, et quum adversi amnis os lato agmini et tam multis simul venientibus haud sane intrabile esset, in litus passim naves egerunt, atque alii vadis, alii sicco litore excepti, partim armati, partim inermes ad instructam per litus aciem suorum perfugere; duae tamen primo concursu captae erant Punicae naves, quattuor suppressae.

LIVY, XXII.

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SUPPLEMENTAL EXAMINATIONS: SEPTEMBER, 1900.

V313

SENIOR MATRICULATION AND FIRST YEAR.

ENGLISH COMPOSITION.

Examiner: D. R. KEYS, M.A.

Candidates will write on one of the following themes:

Shakespeare's knowledge of life.

My favorite novel.

Science on the farm.

Weeds and weeding.

Social life in Ontario.

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Who should against his murtherer shut the door,
Nor bear the knife myself. Besides, this Duncan
Hath borne his faculties so meek, hath been
So clear in his great office, that his virtues
Will plead like angels trumpet-tongu'd, against
The deep damnation of his taking-off :
And pity, like a naked new-born babe,
Striding the blast, or heaven's cherubin, hors'd
Upon the sightless couriers of the air,
Shall blow the horrid deed in every eye,
That tears shall down the wind.—I have no spur
To prick the sides of my intent, but only
Vaulting ambition which o'erleaps itself,
And fall on the other."

6. Explain the use of the underlined words and phrases in the passage quoted above.

7. What is the *scene* of The Tempest ?

8. Explain the following passages :

(*a*) ..... —like one
Who having unto truth by telling of it,
Made such a sinner of his memory
To credit his own lie.

The Tempest, Act I., Sc. 2.

(*b*) .....and sometimes I'll get thee
Young scamels from the rocks.

Ib., Act. II., Sc. 2.

(*c*) *Ferd*.....Let me live here ever :
So rare a wondered father and a wife
Makes this place Paradise.

Ib., Act IV., Sc. 1.

9. Explain the characters of Prospero, Miranda and Ariel. Of what qualities may they be considered abstractions or types ?

University of Toronto.

SUPPLEMENTAL EXAMINATIONS: SEPTEMBER, 1900.

FIRST YEAR.

GERMAN.

Examiners: { W. H. VANDERSMISSEN, M.A.
P. TOEWS, M.A., PH.D.

1. Translate:

Drei Einwohner von Balk reiſten mit einander; ſie fanden einen Schatz und teilten ihn. Sie ſetzten ihren Weg fort, indem ſie ſich über den Gebrauch unterhielten, den ſie von ihren Reichtümern machen wollten. Die Lebensmittel, welche ſie mit ſich genommen hatten, waren aufgezehrt; ſie kamen überein, daß Einer von ihnen in die Stadt gehen ſollte, um welche zu kaufen, und daß der Jüngſte dieſen Auftrag übernehmen ſollte; er ging fort. Unterwegs ſagte er zu ſich ſelbſt: Nun bin ich reich; aber ich würde viel reicher ſein, wenn ich allein geweſen wäre, als der Schatz gefunden wurde... Dieſe zwei Menſchen haben mir meine Reichtümer entriſſen. Könnte ich ſie nicht wieder bekommen? Das würde mir leicht ſein: ich dürfte nur die Lebensmittel vergiften, die ich kaufen ſoll; bei meiner Rückkehr würde ich ſagen, daß ich in der Stadt zu Mittag geſpeiſt habe; meine Gefährten würden ohne Mißtrauen davon eſſen, und ſie würden ſterben. Ich habe jetzt nur den dritten Teil des Schatzes, und dann würde ich Alles bekommen.

(*a*) Give the infin. and past part. of *fanden* and *unterhielten*, and the third pers. singular present indicative of *sterben* and *essen*.

(*b*) State the gender of *Misztrauen*.

2. Translate into German:

When two French Grenadiers, who had been prisoners in Russia, heard that France had lost, and that the emperor was a prisoner, they wept

[OVER.]

together over this sad news. Then said the one of them, who was wounded: "My old wound burns again; I shall not live much longer." "Thou canst die," replied the other, "for thou hast neither wife nor child at home." "If thou comest to France," said the first again, "have me buried in French earth with my musket (*Gewehr*, n.) in my hand and the cross-of-honor on my breast, that I may lie there till my emperor rides over my grave; then I will come forth and fight (*kämpfen*) for him"

[DICTATION.]

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II.

Translate :

Un jour que j'étais venu pêcher au bord de la rivière, je vis un petit garçon de huit ou neuf ans, assis sur le gravier de la rive. Il avait déposé près de lui un panier d'où sortait le cou d'une bouteille, et où l'on entrevoyait un morceau de pain et des livres ; il regardait les canards d'un air d'envie, et jouait machinalement avec des cailloux. Quand il entendit le bruit de mes pas, il saisit son panier et se leva vivement, comme un écolier pris en faute.

Je le fis causer, et il m'apprit naïvement qu'il trouvait les canards bien heureux de se baigner toute la journée, et de n'aller point à l'école.

—Changerais-tu avec eux ? lui demandai-je en souriant.

—Oh ! mais oui ! me répondit-il sans la moindre hésitation.

—À la condition d'aller ensuite à la broche ou dans la casserole ?

—Oh ! mais non ! ajouta-t-il avec vivacité.

III.

Translate into French :

1. If he had not gone away, we should have seen him.

2. Do not go away or we shall not be able to finish our work.

3. Do you know the gentleman whose book we found ?

4. I do not know him very well, but I have met his son.

5. If you do not see what you need, ask for it.

6. It was we who went to look for him.

7. He who does not love others will not be loved himself.

8. Will you be kind enough to go and get some meat ?

9. I saw the little boy crying. What was the matter with him ?

10. The poor little child was cold and hungry.

IV.

Translate into French:

A little girl was going through the wood to see her grandmother. She met a wolf who asked her where she was going? She told him. Then the wolf ran as fast as he could to her grandmother's house, entered, ate up the old lady, and lay down in the bed to wait for the little girl. The little girl arrived at the door, knocked, and the wolf invited her to come in. She went in and, at the moment when the wolf was on the point of killing her, a hunter entered and shot the wolf.

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II.

1. What were the *jus commercium*, the *jus honorum* and the *jus connubium*, and over which were waged the chief contests between plebian and patrician?

2. Give the difference between the *comitia curiata* and the *comitia centuriata*. Was the latter political in its origin?

3. Give the causes of the First Punic War, its principal incidents and its result.

4. Indicate the circumstances which led Rome into conflict first with Philip of Macedonia and then with Antiochus the great.

5. Give the principal provisions of the Constitution established by Sulla.

6. Give some of the causes which brought about the downfall of the Roman Republic and the rise of Imperialism.

University of Toronto.

SUPPLEMENTAL EXAMINATIONS: SEPTEMBER, 1900.

FIRST YEAR.

ALGEBRA AND TRIGONOMETRY.

Examiners: { ALFRED BAKER, M.A.
ALFRED T. DELURY, B.A.

NOTE.—Candidates will answer questions 1, 2, ... 7, and questions I., II., ... V. in separate books, and endorse them accordingly.

1. (*a*) Shew that by solving the equation

$$ax^2 + bx + c = 0$$

we can arrive at the linear factors of $ax^2 + bx + c$.

(*b*) Form the equation whose roots are greater by a given quantity h than those of the equation

$$px^2 + 2qx + r = 0.$$

2. Solve:

(*a*) $3x^4 - 20x^2 + 25 = 0.$

(*b*) $2x^4 - 7x^3 + 9x^2 - 7x + 2 = 0.$

(*c*) $\left.\begin{aligned} x^3 + y^3 &= 152 \\ x^2 - xy + y^2 &= 19 \end{aligned}\right\}.$

3. (*a*) If $\frac{a}{b} = \frac{c}{d} = \frac{e}{f}$ then $\frac{ace}{bdf} = \left(\frac{a+c+e}{b+d+f}\right)^3$.

(*b*) If $ax + by + cz = 0$ and $lx + my + nz = 0$, find the ratio $x : y : z$.

4. (*a*) In an arithmetical progression the snm of an odd number of terms is equal to the product of the middle term and the number of terms.

(*b*) Insert seven arithmetical means between 11 and 95.

5. (*a*) Find the sum of n terms of a geometrical progression.

(*b*) From the form of the result in (*a*) find the condition under which the sum of an increasing number of terms tends to a limit.

[OVER.]

(*c*) Shew that the geometrical mean of two positive numbers is less than their arithmetical mean.

(*d*) Find the value of an annuity of A deferred m years and running for n years, the rate being r on the unit.

6. Define *harmonical progression* and from the definition deduce the characteristic property of this series.

7. Sum to n terms

(*a*) $1.2 + 3.4 + 5.6 + \ldots$.

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

I. Define the trigonometrical ratios of an angle.

Write down the numerical values of all the trigonometrical ratios of 60° and 45°.

II. A monntain is observed to be due south and to have an elevation of 60°. On going a mile to the east its altitude is seen to be only 30°. Find its height.

III. Prove geometrically

(1) $\sin(A - B) = \sin A \cos B - \cos A \sin B$.

(2) $\tan(A + B) = \dfrac{\tan A + \tan B}{1 - \tan A \tan B}$.

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

IV. Prove the following:

(1) $\cos A + \cos B = 2 \cos \dfrac{A + B}{2} \cos \dfrac{A - B}{2}$.

(2) $\dfrac{\sin 7A + \sin 3A}{\cos 7A + \cos 3A} = \tan 5A$.

(3) $\sin^2 \dfrac{A}{2} = \dfrac{1 - \cos A}{2}$.

V. In any triangle shew that

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

(2) $\cos A = \dfrac{b^2 + c^2 - a^2}{2bc}$.

(3) $a = c \cos B + b \cos C$.

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I. Given

log 64141 = 4.8071357, log 64142 = 4.8071425, find log 64.1413.

Find also the number whose logarithm is $\bar{1}.807139$.

II. Given $L \cot 26°11' = 10.3083000$

$L \cot 26°12' = 10.3079811$

$L \cot A = 10.3080077$,

find A.

III. In a triangle

$A = 32°16'35''$, $a = 1952.1$, $b = 356.192$,

find B and C.

$L \sin 32°16' = 9.7274278$, diff. = 2000

$L \sin 5°35' = 8.9880834$, diff. = 12903

log 356190 = 5.5516817, diff. = 122

log 19521 = 4.2904798.

IV. In a triangle

$b = 5038$, $c = 6840$, $A = 94°16'$; find B and C.

log 11878 = 4.0747433, log 18020 = 4.2600714

$L \cot 47°8' = 9.9676293$, $L \tan 8°5' = 9.1523627$

diff. for $1' = 9065$.

V. Find the largest angle in the triangle whose sides are 8, 11 and 14 respectively.

log 2 = .30103 $L \sin 46°48' = 9.86271$

log 17 = 1.23045 $L \sin 46°47' = 9.86259$.

University of Toronto.

SUPPLEMENTAL EXAMINATIONS: SEPTEMBER, 1900.

FIRST YEAR.

PHYSICS.

Examiner: C. A. CHANT, M.A.

1. Explain *acceleration*, *momentum*, *energy*. Give illustrations showing how potential energy changes to kinetic energy, or the reverse.

2. Explain the *polygon of forces*.

3. Describe clearly but briefly an instrument which depends on the pressure of the air for its action.

4. How would you find the specific gravity of nitric acid?

5. The temperature of two litres of water is changed from 5° C to 10° C. How much heat was applied?

If now 500 grams of water at 20° C be mixed with the two litres, what will be the resulting temperature?

6. Explain *latent heat*, with illustrations.

7. How could you roughly determine the velocity of sound by using a tuning fork and a tall tube? Explain fully.

8. What is meant by the focal length of a convex lens? of a concave lens? (Give clear diagrams.)

Sunlight passes through a convex lens, then through a concave lens and finally strikes a plane mirror. Exhibit the course of the light.

9. Describe any galvanometer.

10. The electric current can produce heat and light. Give illustrations.

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SUPPLEMENTAL EXAMINATIONS: SEPTEMBER, 1900.

SECOND YEAR.

GREEK AUTHORS.

PASS.

Examiner: ADAM CARRUTHERS, M.A.

1. Translate:

ΙΩ. Γενναιότητος τῶν τρόπων τεκμήριον
τὸ σχῆμ' ἔχεις τόδ', ἥτις εἶ ποτ', ὦ γύναι.
γνοίη δ' ἂν ὡς τὰ πολλά γ' ἀνθρώπου πέρι
τὸ σχῆμ' ἰδών τις, εἰ πέφυκεν εὐγενής.
ἔα.
ἀλλ' ἐξέπληξάς μ', ὄμμα συγκλῄσασα σὸν,
δακρύοις θ' ὑγράνασ' εὐγενῆ παρῄδα,
ὡς εἶδες ἁγνὰ Λοξίου χρηστήρια.
τί ποτε μερίμνης εἰς τόδ' ἦλθες, ὦ γύναι;
οὗ πάντες ἄλλοι γύαλα λεύσσοντες θεοῦ
χαίρουσιν, ἐνταῦθ' ὄμμα σὸν δακρυῤῥοεῖ.

ΚΡ. Ὦ ξένε, τὸ μὲν σὸν οὐκ ἀπαιδεύτως ἔχει
εἰς θαύματ' ἐλθεῖν δακρύων ἐμῶν πέρι.
ἐγὼ δ' ἰδοῦσα τούσδ' Ἀπόλλωνος δόμους,
μνήμην παλαιὰν ἀνεμετρησάμην τινά·
ἐκεῖ δὲ τὸν νοῦν ἔσχον ἐνθάδ' οὖσά περ.
ὦ τλήμονες γυναῖκες· ὦ τολμήματα
θεῶν· τί δῆτα; ποῖ δίκην ἀνοίσομεν,
εἰ τῶν κρατούντων ἀδικίαις ὀλούμεθα;

ΙΩ. τί χρῆμα δ' ἀνερεύνητα δυσθυμεῖ, γύναι;

ΚΡ. οὐδέν· μεθῆκα τόξα· τἀπὶ τῷδε δὲ
ἐγώ τε σιγῶ, καὶ σὺ μὴ φρόντιζ' ἔτι.

ΙΩ. τίς δ' εἶ; πόθεν γῆς ἦλθες; ἐκ ποίου πατρὸς
πέφυκας; ὄνομα τί σε καλεῖν ἡμᾶς χρεών;

ΚΡ. Κρέουσα μέν μοι τοὔνομ', ἐκ δ' Ἐρεχθέως
πέφυκα, πατρὶς γῆ δ' Ἀθηναίων πόλις.

ΙΩ. ὦ κλεινὸν οἰκοῦσ' ἄστυ, γενναίων τ' ἄπο
τραφεῖσα πατέρων, ὥς σε θαυμάζω, γύναι.

EURIPIDES, *Ion*.

2. Parse *γνοίη*, *πέφυκεν*, *ἐλθεῖν*, *ὀλούμεθα*, *μεθῆκα*. Decline *γύναι* in the singular.

3. Give a brief outline of the plot of the *Ion*.

4. Translate :

Σκέψασθε δὲ ὧν ἕνεκα ταῦτα λέγω· μέλλω γὰρ ὑμᾶς διδάξειν, ὅθεν μοι ἡ διαβολὴ γέγονε. ταῦτα γὲρ ἐγὼ ἀκούσας ἐνεθυμούμην οὑτωσί· τί ποτε λέγει ὁ θεός, καὶ τί ποτε αἰνίττεται ; ἔγὼ γὰρ δὴ οὔτε μέγα οὔτε σμικρὸν ξύνοιδα ἐμαυτῷ σοφὸς ὤν· τί οὖν ποτὲ λέγει φάσκων ἐμὲ σοφώτατον εἶναι ; οὐ γὰρ δήπου ψεύδεταί γε· οὐ γὰρ θέμις αὐτῷ. καὶ πολὺν μὲν χρόνον ἠπόρουν, τί ποτε λέγει, ἔπειτα μόγις πάνυ ἐπὶ ζήτησιν αὐτοῦ τοιαύτην τινὰ ἐτραπόμην. ἦλθον ἐπί τινα τῶν δοκούντων σοφῶν εἶναι, ὡς ἐνταῦθα, εἴ πέρ που, ἐλέγξων τὸ μαντεῖον καὶ ἀποφανῶν τῷ χρησμῷ ὅτι οὑτοσὶ ἐμοῦ σοφώτερός ἐστι, σὺ δ' ἐμὲ ἔφησθα. διασκοπῶν οὖν τοῦτον—ὀνόματι γὰρ οὐδὲν δεομαι λέγειν, ἦν δέ τις τῶν πολιτικῶν, πρὸς ὃν ἐγὼ σκοπῶν τοιοῦτόν τι ἔπαθον, ὦ ἄνδρες Ἀθηναῖοι—καὶ διαλεγόμενος αὐτῷ, ἔδοξέ μοι οὗτος ὁ ἀνὴρ δοκεῖν μὲν εἶναι σοφὸς ἄλλοις τε πολλοῖς ἀνθρώποις καὶ μάλιστα ἑαυτῷ, εἶναι δ' οὔ· κἄπειτα ἐπειρώμην αὐτῷ δεικνύναι, ὅτι οἴοιτο μὲν εἶναι σοφός, εἴη δ' οὔ. ἐντεῦθεν οὖν τούτῳ τε ἀπηχθόμην καὶ πολλοῖς τῶν παρόντων, πρὸς ἐμαυτὸν δ' οὖν ἀπιὼν ἐλογιζόμην ὅτι τούτου μὲν τοῦ ἀνθρώπου ἐγὼ σοφώτερός εἰμι· κινδυνεύει μὲν γὰρ ἡμῶν οὐδέτερος οὐδὲν καλὸν κἀγαθὸν εἰδέναι, ἀλλ' οὗτος μὲν οἴεταί τι εἰδέναι οὐκ εἰδώς, ἐγὼ δέ, ὥσπερ οὖν οὐκ οἶδα, οὐδὲ οἴομαι· ἔοικα γοῦν τούτου γε σμικρῷ τινι αὐτῷ τούτῳ σοφώτερος εἶναι, ὅτι ἃ μὴ οἶδα οὐδὲ οἴομαι εἰδέναι. ἐντεῦθεν ἐπ' ἄλλον ἦα τῶν ἐκείνου δοκούντων σοφωτέρων εἶναι, καί μοι ταὐτὰ ταῦτα ἔδοξε. καὶ ἐνταῦθα κἀκείνῳ καὶ ἄλλοις πολλοῖς ἀπηχθόμην.

PLATO, *Apology*.

5. (*a*) Parse *ἀποφανῶν*, *ἀπηχθόμην*, *εἰδέναι*, *ἦα*.

(*b*) *σοφὸς ὤν*. What other case might be used ?

6. Translate :

Πρὸς δέ τούτοις σκέψαι, ὦ Σώκρατες, ἄλλο αὖ εἶδος λόγων περὶ δικαιοσύνης τε καὶ ἀδικίας ἰδίᾳ τι λεγόμενον καὶ ὑπὸ ποιητῶν. πάντες γὰρ ἐξ ἑνὸς στόματος ὑμνοῦσιν, ὡς καλὸν μὲν ἡ σωφροσύνη τε καὶ δικαιοσύνη, χαλεπὸν μέντοι καὶ ἐπίφονον· ἀκο

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SUPPLEMENTAL EXAMINATIONS: SEPTEMBER, 1900.

SECOND YEAR.

LATIN.

Examiner: A. J. Bell, M.A., Ph.D.

I.

Translate:

Romani, ex arce plenam hostium urbem cernentes vagosque per vias omnes cursus, quum alia atque alia parte nova aliqua clades oreretur, non mentibus solum consipere sed ne auribus quidem atque oculis satis constare poterant. Quocunque clamor hostium, mulierum puerorumque ploratus, sonitus flammae, et fragor ruentium tectorum avertisset, paventes ad omnia animos oraque et oculos flectebant, velut ad spectaculum a fortuna positi occidentis patriae nec ullius rerum suarum relicti praeterquam corporum vindices; tanto ante alios miserandi magis, qui unquam obsessi sunt, quod interclusi a patria obsidebantur, omnia sua cernentes in hostium potestate.

Livy, V.

1. Parse fully *oreretur*, *consipere*, *avertisset*, *relicti* and *miserandi*.

2. Account for the case of *oculis*, *positi*, *patriae*, *rerum*, *corporum*, and write a note on the use *a* in *a fortuna* and in *a patria*.

3. Relate the story told by Livy of the deliverance of Rome from the Gauls, and give reasons for calling its truth in question.

II.

Translate:

(*a*) Phaselus ille, quem videtis, hospites,
Ait fuisse navium celerrimus,
Neque ullius natantis impetum trabis
Nequisse praeterire, sive palmulis
Opus foret volare sive linteo.
Et hoc negat minacis Adriatici
Negare litus insulasve Cycladas
Rhodumque nobilem horridamque Thraciam
Propontida, trucemve Ponticum sinum,
Ubi iste post phaselus antea fuit
Comata silva; nam Cytorio in iugo
Loquente saepe sibilum edidit coma.

CATULLUS, IV.

(*b*) Haec mandata prius constanti mente tenentem
Thesea ceu pulsae ventorum flamine nubes
Aereum nivei montis liquere cacumen.
At pater, ut summa prospectum ex arce petebat,
Anxia in assiduos absumens lumina fletus,
Cum primum inflati conspexit lintea veli,
Praecipitem sese scopulorum a vertice iecit,
Amissum credens immiti Thesea fato.

Ibid., LXIV.

1. Scan the first two verses of each extract.

2. Write notes on the syntax of *celerrimus* and *liquere*, the mood of *conspexit*, the difference of meaning between *iste* and *ille*, and the use of negatives in extract (*a*).

3. Trace the course of the voyage indicated in extract (*a*), giving modern geographical names; and discuss the appropriateness of the epithets applied by Catullus to the various bodies of water traversed in this voyage.

III.

Translate at sight:

(TARQUIN ASSAILS THE AGED KING.)

Huic orationi Servius quum intervenisset, trepido nuntio excitatus, extemplo a vestibulo curiae magna voce, "Quid hoc," inquit, "Tarquini, rei est? qua tu audacia me vivo vocare ausus es Patres? aut in sede considere mea?" Quum ille

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SUPPLEMENTAL EXAMINATIONS: SEPTEMBER, 1900.

SECOND YEAR.

ENGLISH.

Examiner: D. R. KEYS, M.A.

1. Describe the state of English poetic literature at the date of the publication of the "*Lyrical Ballads.*" What relation did this book hold to the prevailing views and what was its influence, immediate and remote?

2. (*a*) Sketch the character of Coleridge as a man, and

(*b*) Show his importance in the history of English thought.

3. Explain the Rime of the Ancient Mariner so as to bring out:

(*a*) Its artistic construction;

(*b*) Its literary sources.

4. How does the story of Michael illustrate the author's peculiar views on the relation of man and nature?

5. Criticise Coleridge as a writer of odes.

6. Locate seven of the following quotations, explaining their connection in each case:

(*a*) Flowers are lovely; love is flower-like,
Friendship is a sheltering tree.

(*b*) That best portion of a good man's life,
His little, nameless, unremembered acts
Of kindness and of love.

[OVER.]

(*c*) No voice; but oh! the silence sank
Like music on my heart.

(*d*) Hearing oftentimes
The still, sad music of humanity.

(*e*) O Lady! we receive but what we give,
And in our life alone does nature live.

(*f*) In years that bring the philosophic mind.

(*g*) We must be free or die, who speak the tongue
That Shakspeare spake; the faith and morals hold
Which Milton held.

(*h*) With this key Shakespeare unlocked his heart.

(*i*) Plain living and high thinking are no more.

(*j*) Thou dost preserve the stars from wrong;
And the most ancient heavens, through Thee, are fresh and strong.

7. Quote one of Wordsworth's sonnets and illustrate from it his power over language and versification.

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(*sprengen*) on (*weiter*) as fast as possible, but he was the whole time at my side. Then I stopped and wanted to give him another, but he would not take it. And he showed me the goblins (*Kobold*) under the earth, how they played with silver and gold; and he showed them my gold-piece, and they laughed and hissed (*zischen*), stretching out their dirty fingers. A horror (*Grauen*, n.) seized me and I ran into the wood.

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SUPPLEMENTAL EXAMINATIONS: SEPTEMBER, 1900.

SECOND YEAR.

FRENCH.

Examiner: PELHAM EDGAR, B.A., PH.D.

I.

Translate into French:

1. They arrived on Monday by the railroad.
2. You should speak to them about it.
3. I was very ill two years ago.
4. He must come, and he must also bring his sister.
5. I had seen them at half-past three.
6. Man is a strange animal: I am not the first person who has said so.
7. Poor Adda expected him in vain all the day.

II.

Translate into French:

Cardinal Gibbons, of Baltimore, has just returned from Rome, where he has passed several weeks. He has been absent from the United States for four months. On arriving in New York he had a conversation with a journalist. "The Pope," he said, "is still full of vigour, in spite of his eighty-six years. I found him in better health than eight years ago. He takes a great interest in the affairs of America, whose institutions he admires."

Cardinal Gibbons is one of the most intelligent Catholics in the world.

Saturday, 31st August, 1865 (write in full).

[OVER.]

III.

Translate :

Lorsqu'on sut ce dernier trait de M. Marchal (et tout se sait au jour le jour dans une ville de province), Mlle Kolb fut obligée d'ouvrir les yeux. Elle se rappella que le docteur, depuis l'enfance, s'était toujours conduit en homme délicat: elle embrassa d'un coup d'œil le souvenir des derniers temps, et vit cette délicatesse se colorer d'un reflet héroïque. La seule action reprochable, c'est à dire le mariage d'argent, émergeait comme une contradiction monstrueuse au milieu d'une vie pure. Adda se dit pour la première fois qu'elle pouvait s'être trompée, et ce simple doute la troubla jusqu'au fond de l'âme ; car enfin, s'il y avait quelque malentendu, elle avait persécuté un juste.

1. Write in the plural : *coup d'œil, milieu, malentendu.*

2. Write in the masculine : *monstrueuse, première.*

3. State the irregularities in the verbs *se rappeler émerger.*

IV.

Translate :

Nous verrons cela, répondit Croisilles tout en se hâtant de prendre le chemin de sa rue. Il lui tardait de revoir le toit paternel ; mais, lorsqu'il y fut arrivé, un si triste spectacle s'offrit à lui, qu'il eut à peine le courage d'entrer. La boutique en désordre, les chambres désertes l'alcôve de son père vide, tout présentait à ses regards la nudité de la misère. Il ne restait pas une chaise ; tous les tiroirs avaient été fouillés, le comptoir brisé, la caisse emportée ; rien n'avait échappé aux recherches avides des créanciers et de la justice, qui, après avoir pillé la maison, étaient partis, laissant les portes ouvertes, comme pour témoigner aux passants que leur besogne était accomplie.

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SUPPLEMENTAL EXAMINATIONS: SEPTEMBER, 1900.

SECOND YEAR.

LOGIC.

Examiner: F. TRACY, B.A., PH.D.

1. What is meant by a *Law* in Logic? Compare the use of the term in Ethics and in Civil Polity.

2. Define *judgment* and *proposition*; showing their various forms, and the relation of these forms to one another.

3. Explain the nature and importance of the Middle Term in syllogistic reasoning. Show how its position determines the number of the figures. Discuss the characteristics of the figures.

4. What is a logical fallacy? Enumerate and define the principal fallacies, showing how they arise. Dwell in detail on the fallacies of Undistributed Middle and Petitio Principii.

5. What do you understand by a *cause*? Expound the "methods" of inductive inquiry, showing how they all are methods for causal determination.

6. Explain and illustrate the difference between a natural and an artificial classification. What is the purpose of classification?

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ANNUAL EXAMINATIONS: 1900.

THIRD YEAR.

LATIN.

SUPPLEMENTAL.

Examiners: { J. FLETCHER, M.A., LL.D.
A. L. LANGFORD, B.A.

I.

Translate:

(*a*) DE. Quietus esto, inquam: ego curabo nequid uerborum duit.
Hoc temere numquam amittam ego a me, quin mihi testis adhibeam:
quoi dem et quam ob rem dem, commemorabo.
GE. Vt cautus est, ubi nil opust.
CH. Atque ita opus factost: et matura, dum lubido eadem haec manet:
nam si altera illaec magis instabit, forsitan nos reiciat.
GE. Rem ipsam putasti. DE. Duc me ad eum ergo. GE. Non moror. CH. Vbi hoc egeris, transito ad uxorem meam, ut conueniat hanc prius quam hinc abit.
Dicat eam dare nos Phormioni nuptum, ne suscenseat:
et magis esse illum idoneum, qui ipsi sit familiarior:

TERENCE, *Phormio.*

(*b*) Ter depugnavit Caesar cum civibus, in Thessalia, Africa, Hispania. Omnibus adfuit his pugnis Dolabella: in Hispaniensi etiam vulnus accepit. Si de meo iudicio quaeris, nollem; sed tamen consilium a primo reprehendendum, laudanda constantia: tu vero quid es? Cn. Pompei liberi tum primum patriam repetebant—esto; fuerit haec partium causa communis—: repetebant

praeterea deos patrios, aras, focos, larem suum familiarem, in quae tu invaseras. Haec cum peterent armis ii, quorum erant legibus—etsi in rebus iniquissimis quid potest esse aequi ?—tamen quem erat aequissimum contra Cn. Pompei liberos pugnare ? te, sectorem.

CICERO, *Philippic* II.

(*c*) Quae nemora aut qui vos saltus habuere, puellae
Naides, indigno cum Gallus amore peribat ?
Nam neque Parnasi vobis iuga, nam neque Pindi
Ulla moram fecere, neque Aonie Aganippe.
Illum etiam lauri, etiam flevere myricae,
Pinifer illum etiam sola sub rupe iacentem
Maenalus et gelidi fleverunt saxa Lycaei.
Stant et oves circum (nostri nec paenitet illas :
Nec te paeniteat pecoris, divine poeta ;
Et formosus oves ad flumina pavit Adonis).

VIRGIL, *Eclogues*.

(*d*) Illae autem, paribus quas armis fulgere cernis,
Concordes animae nunc, et dum nocte premuntur,
Heu quantum inter se bellum, si lumina vitae
Attigerint, quantas acies stragemque ciebunt,
Aggeribus socer Alpinis atque arce Monoeci
Descendens, gener adversis instructus Eois !
Ne, pueri, ne tanta animis adsuescite bella,
Neu patriae validas in viscera vertite vires.

VIRGIL, *Aeneid* VI.

1. Parse *esto*, *duit*, *duc*, *egeris*, *nuptum* in (*a*).

2. Explain the syntax of *dem*, *facto*, *sit* in (*a*), of *nollem*, *fuerit*, *peterent* in (*b*), and of *nostri* and *pecoris* in (*c*).

3. *His pugnis* (*b*). Name them.

4. Scan the first three lines of (*c*).

5. Shew from (*c*) what is meant by an artificial pastoral ?

6. Under what circumstances are the words in (*d*) spoken ? Show that the episode from which they are taken is consistent with the general plan of the poem.

II.

Translate at sight :

SPEECH OF HANNO IN REPLY TO HANNIBAL'S ENVOY.

Tum Hanno : "Tacuissem hodie, patres conscripti, ne quid in communi omnium gaudio, quod minus laetum esset vobis, loquerer : nunc interroganti senatori, poeniteatne adhuc suscepti adversus

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SUPPLEMENTAL EXAMINATIONS: SEPTEMBER, 1900.

THIRD AND FOURTH YEARS.

LATIN.

Examiner: J. FLETCHER, M.A., LL.D.

I.

Translate:

(*a*) 'at magnum fecit, quod verbis Graeca Latinis
miscuit.' o seri studiorum, quine putetis
difficile et mirum, Rhodio quod Pitholeonti
contigit? 'at sermo lingua concinnus utraque
suavior, ut Chio nota si commixta Falerni est.'
cum versus facias, te ipsum percontor', an et cum
dura tibi peragenda rei sit causa Petilli?
scilicet oblitus patriaeque patrisque, Latine
cum Pedius causas exsudet Poplicola atque
Corvinus, patriis intermiscere petita
verba foris malis, Canusini more bilinguis?

HORACE.

(*b*) Incolumi Troja Priamus venisset ad umbras
Assaraci, magnis solemnibus, Hectore funus
Portante ac reliquis fratrum cervicibus, inter
Iliadum lacrimas ut primos edere planctus
Cassandra inciperet scissaque Polyxena palla,
Si foret exstinctus diverso tempore, quo non
Coeperat audaces Paris aedificare carinas.

JUVENAL.

(*c*) Atque ea nimirum quaecumque Acheronte profundo
prodita sunt esse, in vita sunt omnia nobis.
nec miser inpendens magnum timet aere saxum
Tantalus, ut famast, cassa formidine torpens;
sed magis in vita divom metus urget inanis
mortalis casumque timent quem cuique ferat fors.
nec Tityon volucres ineunt Acheronte iacentem.

LUCRETIUS.

(*d*) Namque sub Oebaliae memini me turribus altis,
Qua niger umectat flaventia culta Galaesus,
Corycium vidisse senem, cui pauca relicti
Iugera ruris erant, nec fertilis illa iuvencis
Nec pecori opportuna seges nec commoda Baccho,
Hic rarum tamen in dumis olus albaque circum
Lilia verbenasque premens vescumque papaver,
Regum aequabat opes animis, seraque revertens
Nocte domum dapibus mensas onerabat inemptis.

VIRGIL.

(*e*) Rubrio crimini dabatur violatum periurio numen Augusti. quae ubi Tiberio notuere, scripsit consulibus non ideo decretum patri suo caelum, ut in perniciem civium is honor verteretur. Cassium histrionem solitum inter alios eiusdem artis interesse ludis, quos mater sua in memoriam Augusti sacrasset; nec contra religiones fieri, quod effigies eius, ut alia numinum simulacra, venditionibus hortorum et domuum accedant. ius iurandum perinde aestimandum quam si Iovem fefellisset: deorum iniurias dis curae.

TACITUS.

1. Scan the first three lines of (*a*) and write grammatical notes on *verbis*, *studiorum*, *quine*, *tibi*, *patriae*.

2. Define the position of Lucilius in the history of Roman Satire. State briefly Horace's estimate of him.

3. Explain briefly the argument in (*c*). How is it connected with the general object of the Poem.

4. Derive the term *Georgics*. What is the subject of Book IV. of the *Georgics*?

5. Write in direct form all verbs in (*e*) from *Cassium* to the end.

II.

Translate at sight:

THE CAMPANIANS ATTEMPT TO SEIZE CUMAE BY TREACHERY.

In Italia cum post Cannensem pugnam, fractis partis alterius viribus, alterius mollitis animis segnius bellum esset, Campani per se adorti sunt rem Cumanam suae dicionis facere, primo sollicitantes, ut ab Romanis deficerent; ubi id parum

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SUPPLEMENTAL EXAMINATIONS: SEPTEMBER, 1900.

THIRD YEAR.

GERMAN.

SIGHT TRANSLATION AND COMPOSITION.

Examiners: { W. H. VANDERSMISSEN, M.A.
P. TOEWS, M.A., PH.D.

1. Translate:

Florian gedachte den Meister auf andre Gedanken zu bringen, indem er ihm von der gestrigen Wortschlacht zwischen Peter Gais und dem Baron einen humoristisch gefärbten Bericht erstattete. Aber der Meister war nicht aufgelegt, darüber zu lachen. Er wurde im Gegenteil noch ernster und sagte, daß er sich des Peter Gais wohl erinnere. Er habe in seinen Erstlingswerken viel Kraft und Eigenart gefunden und sich Bedeutendes von ihm versprochen. Aber nun erscheine er ihm dem Größenwahn verfallen, dem traurigen Schicksal starker Künstlernaturen, denen es an Erfolg gefehlt hat. Einige wenige unbedingte Anbeter, die einen solchen Verkannten in seiner Selbstüberhebung bestärkten, wirkten oft noch schlimmer auf ihn ein als völlige Vereinsamung.

2. Translate:

Und eh' ihm noch das Wort entfallen,
Da sieht man's von den Schiffen wallen,
Und tausend Stimmen rufen: „Sieg!
Von Feindesnot sind wir befreiet,
Die Kreter hat der Sturm zerstreuet,
Vorbei, geendet ist der Krieg!"

Das hört der Gastfreund mit Entsetzen.
„Fürwahr, ich muß dich glücklich schätzen!
Doch," spricht er, „zittr' ich für dein Heil.
Mir grauet vor der Götter Neide;
Des Lebens ungemischte Freude
Ward keinem Irdischen zu Teil."

[OVER.]

3. Translate into German:

Antonio, a fisherman lived in Sorrento, a small place near Naples.—He had a boat, in which he at times rowed out on the ocean to fish.—Sometimes he would also take letters to Naples to earn money.—One day—it was early in the morning, and the sun had not yet risen—the priest of the little town had to go to Capri.—Antonio, who had promised to carry him over in his boat, met him at the landing-place.—They were just going to depart, when they saw somebody coming in the direction of the boat.—It was Lisa, a young girl of scarcely eighteen years.—As she also wished to go to Capri, Antonio gave her his hand and helped her into the boat.—Then he rowed out into the gulf and was soon in the open water.—While the boat glided over the calm sea, the priest spoke kindly to Lisa, and she answered respectfully.

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Daß unſers Haders wild ausbrechende
Gewalt des Feſtes Würde nicht verletze.
Mit ſchwarzem Flor behangen war das Schiff
Der Kirche, zwanzig Genien umſtanden
Mit Fackeln in den Händen den Altar,
Vor dem der Totenſarg erhaben ruhte,
Mit weißbekreuztem Grabestuch bedeckt.
Und auf dem Grabtuch ſahe man den Stab
Der Herrſchaft liegen und die Fürſtenkrone,
Den ritterlichen Schmuck der goldnen Sporen,
Das Schwert mit diamantenem Gehäng'.
Und alles lag in ſtiller Andacht knieend,
Als ungeſehen jetzt vom hohen Chor
Herab die Orgel anfing ſich zu regen
Und hundertſtimmig der Geſang begann.
Und als der Chor noch fortklang, ſtieg der Sarg
Mitſamt dem Boden, der ihn trug, allmählich
Verſinkend, in die Unterwelt hinab,
Das Grabtuch aber überſchleierte,
Weit ausgebreitet, die verborgne Mündung,
Und auf der Erde blieb der ird'ſche Schmuck
Zurück, dem Niederfahrenden nicht folgend.
Doch auf den Seraphsflügeln des Geſangs
Schwang die befreite Seele ſich nach oben,
Den Himmel ſuchend und den Schoß der Gnade.
Dies alles, Mutter, ruf' ich dir, genau
Beſchreibend, ins Gedächtnis jetzt zurück,
Daß du erkenneſt, ob zu jener Stunde
Ein weltlich Wünſchen mir im Herzen war.

(*a*) State the points of contact between this drama and the antique tragedy. Which of Schiller's other dramas reveal a tendency to imitate the ancients?

III.

Translate:

Wenn er eine Schöne zu gewinnen im Begriffe war, ſo erfand und verbreitete das verſchlagene Kind unter der Hand ganz unbefangen Züge und Thatſachen, woraus hervorzugehen ſchien, daß er eigentlich die in Rede ſtehende Perſon gar nicht leiden könne, vielmehr eine andere im Auge habe und überhaupt ein hinterliſtiger und verſtellter Menſch ſei. So wußte er wiederholt nicht, wie es kam, daß die, welche er liebte, ſich

plötzlich und mißtrauisch von ihm abwandte, während eine andere, an die er nie gedacht, ihn unversehens mit ihrer Gunst beehrte und, einmal im Zuge, nicht mehr nachließ, bis er mit ihr im Gerücht war. Dann pflanzte er in Ungeduld und Verwirrung die eine wie die andere hin und ergab sich auf kurze Zeit der Freiheit. Auf diese Weise verdarb ihm, obgleich er ein schöner und tüchtiger Gesell war, alles, bis er an die nun verstorbene Forstmeisterin geriet. Diese hielt ihn fest, da sie so ehrlich war wie er selbst, und alle Künste der kleinen Hexe waren vergeblich, ja sie bemerkte dieselben nicht einmal, weil sie nur auf die Augen des Geliebten sah.

1. Give a brief sketch of the author's life.

IV.

1. Name the principal epic poems of the Old High German period.

2. Give a brief account of Walther von der Vogelweide.

3. Name the authors of the following works: *Der arme Henrich*, *Parcival*, *Tristan*.

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SUPPLEMENTAL EXAMINATIONS: SEPTEMBER, 1900.

CANDIDATES FOR B.A.

MODERN HISTORY.

Examiner: GEORGE M. WRONG, M.A.

1. Outline the chief steps in the French Revolutionary movement between the meeting of the States-General and the establishment of the Republic.

2. Write notes on the Empress Catherine II. as a Reformer; the Coup d'Etat of the 18th Brumaire (November 9th, 1799); Robespierre; Pitt's attitude and work in relation to the French Revolution; Benjamin Franklin.

3. Indicate (1) the political position of Prussia after the peace of Tilsit; (2) the progress of the movement that resulted in her reorganization.

4. Explain the attitude of the Whig party in England to the revolt of the American colonies, and estimate the effect of the revolution upon English political life.

5. Explain briefly (1) the causes of the American invasion of Canada in 1775; (2) the causes and the political results of the war of 1812-14.

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8. Explain solar eclipses.

Show that the same solar eclipse may be total, partial or non-apparent at different places on the earth's surface.

In what direction (east or west) does a solar eclipse move across the earth's surface? Explain.

9. Name the planets in order from the sun outwards.

Why is the year of an exterior planet longer than that of an interior one?

10. What is "progressive" and what "retrograde" in celestial motion?

Why do the planets vary the apparent direction of their motions? Explain.

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SUPPLEMENTAL EXAMINATIONS: SEPTEMBER, 1900.

FIRST EXAMINATION.

FACULTY OF MEDICINE.

BIOLOGY.

Examiner: J. STAFFORD, B.A., PH.D.

1. Describe and sketch the skeleton of the fore limb of a Mud Puppy (Necturus).

2. Illustrate the structure of the larger blood vessels.

3. Mention a few types of Arthropods, pointing out their distinguishing characteristics.

4. Make drawings and describe the structure of a calcareous sponge.

5. Explain in full how the report of a gun-shot affects, physiologically, the normal human ear.

6. Describe the life-history of any common fern.

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SUPPLEMENTAL EXAMINATIONS: SEPTEMBER, 1900.

SECOND YEAR.

ANATOMY.

Examiner: A. PRIMROSE, M.B., C.M., EDIN.

1. Give an account of the sensory and motor nerve distribution to the Larynx.

2. Describe the origin, course, relations, distribution and branches of the External Iliac Artery.

3. With what bones does the Temporal Bone of the Skull unite? Indicate at what points the articulations take place.

4. Describe the origin of the Great Sciatic Nerve. What Muscles does it supply above the Knee Joint?

5. Give an account of the relations of the Spleen.

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SUPPLEMENTAL EXAMINATIONS: SEPTEMBER, 1900.

SECOND YEAR.

FACULTY OF MEDICINE.

HISTOLOGY AND EMBRYOLOGY.

Examiner: R. R. BENSLEY.

1. Describe fully the structure of the lung and air passages.

2. Give an account of the structure of the urinary bladder.

3. Describe spermato genesis.

4. Describe the development of the rabbit up to the eighth day.

5. Describe the maturation and fertilization of the ovum.

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SUPPLEMENTAL EXAMINATIONS: SEPTEMBER, 1900.

FOURTH YEAR.

MEDICINE.

Examiner: A. McPHEDRAN, M.B.

1. Scarlet Fever and Measles—Give the clinical history until the rash is fully developed.

What are the complications and sequelæ liable to occur in each?

2. Acute Bronchitis—Differential diagnosis, prognosis and treatment.

3. Give the clinical history, diagnosis and prognosis of mitral stenosis in a girl aged 20 years.

4. Give the symptoms of renal calculus. What other conditions may it simulate.

5. Infantile Spinal Paralysis—Give the symptoms and prognosis.