Course of Study
for the year
1896-7

...and...

CATALOGUE
for the year
1895-6

Vancouver
News-Advertiser Printing and Bookbinding Establishment
Cambie Street
1896
...Vancouver High School....

Vancouver
British Columbia
Canada

Course of Study
for the year

† 1896-7 †

...and...

CATALOGUE
for the year

† 1895-6 †

Vancouver
News-Advertiser Printing and Bookbinding Establishment
Cambie Street
1896
BOARD OF SCHOOL TRUSTEES

VANCOUVER, B.C.

WM. TEMPLETON, Esq., Chairman, '98
C. C. ELDRIDGE, Esq., '98
C. W. MURRAY, Esq., Secretary, '97
G. R. GORDON, Esq., '98
A. H. B. MACGOWAN, Esq., '97
Dr. BRYDONE-JACK, '97
JAMES LOGAN, Esq., '97

FACULTY OF INSTRUCTION

HIGH SCHOOL DEPARTMENT

ALEXANDER ROBINSON, B.A. (Dal.), Principal—
Greek, French and Ancient History

JAMES C. SHAW, B.A. (Dal.), A.M. (Harv.)—
Latin and English Literature

JOHN H. KERR, B.A. (Toronto)—
Mathematics and Commercial Branches

GEORGE E. ROBINSON, B.A. (Dal.)—
Senior Mathematics

JOSEPH K. HENRY, B.A. (Dal.)—
Science and English

PUBLIC SCHOOL DEPARTMENT

F. M. COWPERTHWAIT, B.A. (U.N.B.) — — Principal Central School
G. H. TOM — — — — — — — — — — — — — Principal East End School
T. A. McGARRIGLE, B.A. (U.N.B.) — — — — Principal West End School
G. W. JAMIESON — — — — — — — — — — — Principal Mount Pleasant School
VANCOUVER HIGH SCHOOL

TIME OF SESSION.

There are two terms in the Academic year, commencing respectively on the second Monday in August and the first Monday in January after New Year's Day. The hours of teaching are from 9 a.m. to 12 m., and from 1 p.m. to 3:30 p.m., from April to October, inclusive; and from 9:30 a.m. to 12 m., and from 1 p.m. to 3 p.m., from November to March inclusive.

ADMISSION.

The regular Entrance Examination is held in June of each year. This Examination is under the control of the Education Department of the Province. The following are the subjects of examination:

1. Spelling.—To be able to spell correctly the ordinary words in the Fifth Reader and Spelling Book.

2. Reading.—To read correctly and intelligently any passage in the Fifth Reader.

3. Writing.—To write neatly and legibly.

4. Arithmetic.—To have a good general knowledge of numeration, notation, the four simple and compound rules, reduction, vulgar and decimal fractions, proportion, simple interest and percentage, compound interest and discount.

5. Mental Arithmetic.—To be able to solve mentally any ordinary problems.

6. Grammar.—To know the principal grammatical forms and definitions, and to be able to analyze and parse any ordinary sentence.

7. Geography.—To have a good knowledge of the earth's planetary relations, of the general principles of physical geography, and of the outlines of the maps of Europe, Asia, Africa, America, Oceania, and of the British Empire, and more particularly of that of the Dominion of Canada,
8. *English History.*—To know the different periods and outlines of English History.

9. *Canadian History.*—To have a knowledge of the outlines of Canadian History.

10. *Composition.*—To be able to write a letter correctly as to form and punctuation, and to write a brief composition on any simple subject.

11. *Anatomy, Physiology and Hygiene.*—To have a general knowledge of the subject.

12. *Agriculture.*—To have a general knowledge of the subject.

In order that a candidate may obtain admission to the High School, the aggregate of his marks must amount to at least 60 per cent. of the total marks assigned for all the subjects of examination, and at least 30 per cent. must be obtained in each subject. Candidates will not be admitted who fail to gain 50 per cent. on the grammar paper.

Candidates who have been unable to attend the regular entrance examination, may, on application to the Principal, obtain a special examination.

Teachers of the Public Schools, who have already obtained certificates by examination in the Province, may be admitted to the High School as pupils without being required to pass the usual entrance examination.

---

**CLASSIFICATION.**

There are five classes, designated "A," "B," "C," "D" and "E," respectively. All admissions to the High School are to the "E," or lowest class, unless the candidate can show his ability to enter a higher class.

---

**COURSE OF STUDY.**

CLASS "E."—First Term.

1. *English Language.*—(a).—*Reading.*—Sixth Reader; the principles of orthoepery and elocution, spelling, derivation of words, rendering of poetry into prose, and generally the formation of a good English style.
(b). Composition.—The structure of sentences and paragraphs, correction of errors, familiar and business letters, themes on familiar subjects.
(c). Grammar.—Etymology (as in Smith's English Grammar), analysis and paring of passages from authors not specified.

2. Geography.—Particular geography of Africa and Europe (part). Elementary exercises on the use of the terrestrial globe.

3. History.—British History to the end of the Plantagenet Period.


5. Mathematics.—(a).—Written and Mental Arithmetic.—Vulgar and decimal fractions.
(b). Algebra.—Four fundamental rules, elementary formula, factoring.


SECOND TERM.
Revision of the prescribed work of the First Term, with the following additions:

1. English Language.—Extension of the course for the First Term.

2. Geography.—(a).—Particular geography of Europe completed.
(b). Physical geography from some recognized text-book.

3. History.—British History to the end of the Tudor Period.

4. Book-keeping.—Extension of the course prescribed for the First Term.

5. Mathematics.—(a).—Written and Mental Arithmetic.—Simple and compound interest.
(b). Algebra.—Simple equations, H.C.F. and L.C.M.

6. Classics.—Latin.—To the end of the Pronoun.

CLASS "D."

1. English Language.—Extension of the course for Class "E."

2. Geography.—(a).—Particular geography of Europe completed, Asia.
(b). Physical geography from some recognized text-book.

3. History.—British History to the end of the Stuart Period.


5. Mathematics.—(a.)—Written and Mental Arithmetic.—Simple and compound interest, present worth and discount, proportion.

6. Classics.—Latin.—To the end of the Regular Verb.

CLASS "C."—FIRST TERM.

1. English Language.—Extension of the course for Class "D."

2. Geography.—Physical geography completed.

3. History.—British History from 1688 to the present time.

4. Book-keeping.—Notes, drafts, bills of exchange.

5. Science.—Chemistry.—The gases.

6. Mathematics.—(a.)—Written and Mental Arithmetic.—Present worth and discount, commission.
   (b). Algebra.—To the end of fractions.
   (c). Geometry.—Euclid, Book I., first twenty propositions, with deductions.
   (d). Mensuration.—To the end of the Rectangle.

7. French.—First forty exercises of Fasquelle's Introductory Text-book.

8. Classics.—Latin.—To the end of the Adverb.

SECOND TERM.

1. English Language and Literature.—Extension of the course for First Term. Critical reading of an English classic.

2. History.—(a).—British History completed and reviewed.
   (b).—Outlines of Ancient History, with special reference to the History of Rome.


4. Science.—Chemistry.—The metals.

5. Mathematics.—(a.)—Written and Mental Arithmetic.—Insurance, taxes, stocks.
(b). *Algebra.*—Simultaneous equations, square and cube roots.
(c). *Geometry.*—Euclid, Book I. completed.
(d). *Mensuration.*—Plane surfaces completed.


(b). *Greek.*—The Noun and Adjective.

**CLASS "B."—FIRST TERM.**

1. *English Language and Literature.*—Extension of the course for Class "C." Critical reading of an English classic.


(b). *Natural Philosophy.*—Introduction to Peck's Ganot.

5. *Mathematics.*—(a).—Written and Mental Arithmetic.—Alligation, proportional parts, partnership.
(b). *Algebra.*—Fractions completed, simultaneous equations, square and cube roots.
(c). *Geometry.*—Euclid, Book I. completed, Book II. treated diagrammatically.
(d). *Mensuration.*—Spherical and cylindrical surfaces.


(b). *Greek.*—To the end of the Pronoun.

**SECOND TERM.**

1. *English Language and Literature.*—Extension of the course for First Term, critical reading of an English classic, rhetoric.

2. *History.*—Outlines of Ancient History completed.

3. *Book-keeping.*—Joint accounts and special methods.

(b). *Botany.*—Collection of native wild flowers by each member of the class.
(b). Algebra. — Quadratic equations, indices and surds.
(c). Geometry. — Euclid, Book II., according to the “Line” method, with algebraical equivalents, Book III.
(d). Mensuration. — Volumes of solids.


(b). Greek. — Introductory Text-book completed.

CLASS “A.” — FIRST TERM.

1. English Language and Literature. — Extension of the course for Class “B,” advanced course in English grammar.


(b). Algebra. — Quadratic equations, indices and surds.
(c). Geometry. — Euclid, Books III. and IV.
(d). Mensuration. — Practical applications.


SECOND TERM.

1. English Language and Literature. — Advanced course in English grammar continued, critical reading of an English classic.

(b). Botany.

(b). Algebra. — Ratio and progressions, the proportions, permutations and combinations, binomial theorem.
(c). Geometry.—Euclid, Books V. and VI.

(d). Trigonometry.—To the end of the Solution of Triangles.

4. French.—Corneille, Le Cid; La Fontaine’s Fables, Books I. and II.


(b). Greek.—Xenophon, Anabasis, Book I.; Homer, Iliad, Book I.; Greek prose composition completed.

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RESIDENCE.

The Vancouver High School is not a boarding school. Students from outside districts may, on application to the Secretary of the School Board or to the Principal, obtain a list of suitable boarding houses. Such students are required to report their place of residence to the Principal.

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FEES.

No fee is exacted from any student either from the city or elsewhere.
LIST OF STUDENTS.
In attendance at the Vancouver High School for the Academic year 1895-96.

CLASS "E."

1  Anderson, Roy L.  Vancouver City
2  Anstie, William A.  "  
3  Brown, Thomas J.  "  
4  Burritt, Anna  "  
5  Cook, Agnes  "  
6  Cook, Lizzie  "  
7  Downing, Ella  "  
8  Daniels, Frena  North Arm  
9  Elliott, John  Vancouver City  
10  Gordon, Sarah E.  "  
11  Gordon, Edith M.  "  
12  Gondron, Paul  "  
13  Helgeson, Christian A.  Sooke  
14  Hobbs, Ida  Donald  
15  Henderson, Olive  Chilliwack  
16  Inglis, Jessie  Serpentine  
17  Janes, Albert  Vancouver City  
18  Kane, Daniel D.  Kaslo  
19  Lawson, Hope A.  Vancouver City  
20  Le Cappellain, Thomas A.  "  
21  McConaghy, James  "  
22  McGirr, Maud  "  
23  McDonald, Edwin A.  "  
24  McKay, Stanley  "  
25  McKinnon, Duncan  "  
26  McLeod, Rachel  Sumas  
27  McLachlan, Kate  Vancouver City  
28  McMillan, James  "  
29  McNair, Clara  "  
30  Matthews, Hilda  "  
31  Marstrand Anna  "  
32  Mills, Maud  "  
33  Mulhall, Sutton  "  
34  Nelson, Annie McK  Langley
<table>
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<tr>
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<tr>
<td>35</td>
<td>Paul, Margaret</td>
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<td>36</td>
<td>Rose, Samuel A.</td>
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<td>45</td>
<td>Wilson, William C.</td>
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<td>46</td>
<td>Williams, William</td>
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*Promoted to Class "C" at Mid-summer Examination.*

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<td>47</td>
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<td>Boyver, Mark</td>
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<td>Campion, Rosamond</td>
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<td>Clarkson, Bertie</td>
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<td>Clements, Jessie</td>
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<td>Ford, Harry Smythe</td>
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<td>Tilley, Jennie</td>
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*Promoted to Class "B" at Mid-summer Examination.*
### CLASS “C.”

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<th>No.</th>
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<tr>
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*Promoted to Class “B” at Mid-summer Examination.*

### CLASS “B.”

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<td>Eldridge, Julia</td>
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117 Wood, Alma Edna
118 Wood, Bertram George
119 Young, Beatrice Jane

*Promoted to Class "A" at Midsummer Examination.

CLASS "A."

120 Agnew, Sarah
121 Brown, Elizabeth
122 Brown, William
123 De Pencier, Theodore
125 Garratt, Wilber
124 George, Elizabeth
126 Gordon, Bruce
127 Graham, Mary
128 Graydon, Sheriff
129 MacHaffie, Lorne
130 Marsland, Allan
131 McAlpine, Sarah
132 McQueen, Annie
133 Moss, Laura
134 Robinson, Esther
Promotion Examinations.

LATIN.

Examiner.................................James C. Shaw, A.M.

CLASS "A."

I.

VERSE AND COMPOSITION PAPER.

Time: Three Hours.

A. (a) Translate:

Id metuens veterisque memor Saturnia belli, 
prima quod ad Troiam pro caris gesserat Argis;
—nee quidam causae irarum saevique dolores 
exciderant animo; manet alta mente repostum 
ijuclieium Paridis spretaeque iniuria formae, 
et genus invisum et rapti Ganymedis honores:—
his accensa super iactatos aequore tota 
Troas, reliquias Danaum atque inimitis Achilli, 
arcebat longe Latio, multosque per annos 
errabant acti fatis maria omnia circum: 
tantae molis erat Romanam condere gentem.

1. Memor . . . belli. What other adjectives are followed by a genitive?

2. Saturnia . . . iuclieium Paridis . . . rapti 
Ganymedis honores. Write explanatory notes.

upon case-forms. By what other names does Vergil 
call the Greeks? Classify the genitives Achilli, and 
molis in the last line of the extract.

4. Give the principal parts of manet, repostum, spretae, rapti, 
accensa, arcebat, and condere.
5. Scan the second and third lines, marking quantities and Caesura.

(b) Translate:

Talía voce refert, curisque ingentibus aeger
spem voltu simulat, premit altum corde dolorem.
Illi se praedae accingunt dapibusque futuris:
tergora deripiant costis et viscera nudant,
paris in frusta secant veribusque trementia figunt,
litore aëna locant alii flammisque ministrant.
Tum victu revocant vires, fusique per herbam
implentur veteris Bacchí pinguissque ferinae.
Postquam exempta fames epulis mensaeque remotae,
amissos longo socios sermone requirunt
spemque metumque inter dubii, seu vivere credant
sive extrema pati nec iam exaudire vocatos.

1. Implementur .... Bacchí. What classes of verbs govern
the genitive?

*Bacchí.* Name the figure, and quote a similar one from this
book.

2. Mensae remotae. Discuss this statement, and describe the
customs referred to here and in the last word of the
extract.

3. What word is poetically omitted in the last two lines of the
extract?

4. Give the principal parts of secant, fusi, implementur, and
exempta.

5. Decline dapibus, veribus, vires, and spem, noting peculiarities.

6. "Animun pictura inani pascit." Enumerate the scenes de-
picted.

7. Describe the supernatural elements in Aeneid I.

8. Write Vergil's name in full, a brief sketch of his life, and a
list of his works.

B.

1. Show that impossible Latin must result from (a) disregard of
the different senses of the same English word, (b)
literal translation of metaphorical expressions, (c) un-
due dependence upon derivation as a guide.
2. Illustrate by a comparison of English and Latin sentences the tendency in the latter language towards (a) sub-ordination of clauses and (b) concreteness of expression.

3. State the various ways in which the several (a) pronominal and (b) conjunctival uses of that are expressed in Latin.

4. Translate into Latin:
   (a) His best friends are ashamed of this man, his fame is envied by his enemies, and he is universally hated himself.
   (b) These scouts were the first to reach the top of the mountain, and the last to descend.
   (c) It is said that your brother's views on this question are the same now as they have always been. Is this true or not?
   (d) After marching for the space of three days through the country of the Nervii, Caesar found out from prisoners that the river Sambre was not more than ten miles distant from his camp, and that all the Nervii had encamped across this river.
   (e) Such being the case, Catiline, do you still hesitate to depart from Rome and go into exile at Marseilles?

II.

PROSE PAPER.

A.

(a) Translate:

Quamobrem placuit ei, ut ad Ariovistum legatos mitteret, qui ab eo postularent, uti aliquem locum medium utriusque colloquio deligeret: velle sese de re publica et summis utriusque rebus cum eo agere. Ei legationi Ariovistus respondit: Si quid ipsi a Caesare opus esset, sese ad eum venturum fuisse; si quid ille se velit, illum ad se venire oportere. Praeterea se neque sine exercitu in eas partes Galliae venire audere, quas Caesar possideret, neque exercitum sine magno commeatu atque molimento in unum locum contrahere posse. Sibi autem mirum videri, quid in sua Gallia, quam bello vicisset, aut Caesari aut omnino populo Romano negotii esset.
1. *Qui ab eo postularent.* Express this by all other prose constructions.

2. *Locum medium utriusque.* Explain the genitive and also *negotii* in the last clause of the extract.

3. *Si quid ille se velit.* Comment upon the case of *se*.

(b) Translate:

*Cum esset Caesar in citeriore Gallia in hibernis, ita uti supra demonstravimus, crebri ad eum rumores afferebantur, litterisque item Labieni certior fiebat omnes Belgas, quam tertiam esse Galliae partem dixeramus, contra populum Romanum coniurare obsidesque inter se dare. Coniurandi has esse causas: primum quod vererentur, ne omni pacata Gallia ad eos exercitus noster adduceretur; deinde, quod ab nonnullis Gallis solicitarentur, partim qui, ut Germanos diutius in Gallia versari noluerant, ita populi Romani exercitum hiemare atque inveterascere in Gallia molestae ferenabant, partim qui mobilitate et levitate animi novis imperiis studebant, ab nonnullis etiam, quod in Gallia a potentiouribus atque iis, qui ad conducendos homines facultates habebant, vulgo regna occupabantur, qui minus facile eam rem imperio nostro consequi poterant.*

1. Explain the relative in the first sentence.

2. What are the usual modal changes for *Oratio Obligua?* Note and account for any departures therefrom in the extract.

3. Name, and describe the duties of, the officers in Caesar’s army.

4. Sketch his method of conducting a regular siege, naming and describing the various contrivances employed.

5. What battles are described in the *Gallic War* (Books I. and II.), and with whom?

B.

(a) Translate:

*Potestne tibi haec lux, Catilina, aut huius caeli spiritus esse incendus, cum scias esse horum neminem qui nesciat, te pridie Kalendas Ianuarias Lepido et Tullo consulis stetisse in comitio cum telo? manum consulum et principum civitatis interficiendorum causa paravisse? sceleri ac furori tuo non mentem aliquam aut tinorem tuum, sed fortunum populi Romani obstitisse? Ac iam illa*
omitto—neque enim sunt aut obscura aut non multa commissa postea—: quotiens tu me designatum, quotiens consulem interficere voluisti! quot ego tuas petitiones ita coniectas, ut vitari posse non viderentur, parva quadam delinatione et, ut siunt, corpore effugi! Nihil adsequeris, neque tamen conari ac velle desistis.

1. *Pridie Kalendas Ianuarias Leipdo et Tullo consulibus.* Explain in detail the Roman method of indicating the year, month, and day.

2. *Petitiones.* Explain the point of this word.

(b) Translate:

Nulla est enim natio, quam pertimescamus, nullus rex, qui bellum populo Romano facere possit; omnia sunt externa unius virtute terra marique pacata: domesticum bellum manet, intus insidiae sunt, intus inclusum pericum est, intus est hostis: cum lnxuria nobis, cum amentia, cum scelere certandum est. Huic ego me bello ducem profiteor, Quirites; suscipio inimicitias hominum perditorum: quae sanari poterunt, quacumque ratione sanabo; quae resecanda erunt, non patiar ad perniciem civitatis manere. Proinde aut exeant aut quiescant aut, si et in urbe et in eadem mente permanent, ea quae merentur exspectent.

At etiam sunt qui dicant, Quirites, a me in exilium eiectum esse Catilinam. Quod ego si verbo adsequi possem, istos ipso eicerem, qui haec loquuntur. Homo emin videlicet timidus aut etiam permodestus vocem consulis ferre non potuit: simul atque ire in exilium iussus est, paruit atque ivit.

1. Account for the subjunctives *pertimescamus, exeant, dicant, possem,* and *eicerem.*

2. *Omni sunt externa unius virtue terra marique pacata.* Who is meant by *unius,* and what by *terra marique?*

3. "*Tecum patria tacita loquitur.*" What is the figure called? "*Se ipse iam dignum custodia indicavit.*" Explain *custodia.* "*Vadimonia deserere.*" What was this? "*Meo beneficio tabulae novae preferentur, verum auctionariae.*" Explain.


5. Describe the revolutionary changes proposed by Catiline.
GREEK.

Examiner: ALEXANDER ROBINSON, B.A.

XENOPHON: ANABASIS, BOOK I.

Time: Three Hours.

I.

A. Translate:

Σχεδόν δ’ ὅτε ταῖτα ἦν καὶ ἥλιος ἐδύνετο. ἔντυθα δ’ ἐστησαν οἱ Ἐλληνες καὶ θέμενοι τὰ ὅπλα ἀνεπαύνωσκοι αἱ ἄμαι μὲν ἐθαύμαζον ὅτι οὐδαμὸν Κύρος φοίνικαν οὐδ’ ἄλλος ἀπ’ αὐτοῦ οὐδεὶς παρείχ’ οὗ γὰρ ἦδεαν αὐτὸν τεθνηκότα, ἀλλ’ εἰκαζόν ἡ διώκοντα οἴχεσθαι ἡ καταλήψις ὑμῶν τι προεληλακέναι· καὶ αὐτῷ ἐβουλεύοντο εἰ αὐτὸν μείναντες τὰ σκευοφόρα ἐνταύθα ἄγοντο ἡ ἀπίοιεν ἐπὶ τὸ στρατόπεδον. ἐδοξέαν αὐτοῖς ἀπιέναι· καὶ ἀφικνοῦνται ἀμφὶ δορπηστόν ἐπὶ τὰς σκηνὰς. ταύτης μὲν τῆς ἠμέρας τούτο τὸ τέλος ἐγένετο. καταλαμβάνοντες δὲ τῶν τῷ ἄλλῳ ἱππόματον τὰ πλεύσα, διηρπασμένα καὶ εἰ τὶ συτὸν ἡ πολὺν ἦν, καὶ τὸς ἁμάξας μετὰς ἀλείρων καὶ οἴον, ἄσ παρασκευάζατο Κύρος, ἴνα εἰ ποτὲ σφοδρὰ τὸ στρατεύμα λάβῃ ἕνεια, διαδοθῇ τοῖς Ἕλλησι—ὁριαν δ’ αὐταὶ τετράκοσιαι ὡς ἐλέγοντο ἁμαξαὶ—καὶ ταύτας τότε οἱ σὺν βασιλεῖς διηρπάσαν.

1. (a) θέμενοι τὰ ὅπλα may be translated in three ways.
   (b) εἰ . . . . ἦ: by what other particles are double indirect questions introduced?

2. (a) δορπηστόν: give the Attic Greek for each meal.
   (b) αὐταὶ . . . . ἁμαξαὶ: why is the article not used?

3. Parse, giving chief parts:
   ἐστησαν, παρείχ, τεθνηκότα, προεληλακέναι, διηρπασμένα.

4. Account for the cases of the following words, and write their nom. and gen. in full in sing. and plu.: αὐτὸν, ἄλλων, ἁμάξας, βασιλεῖς, χρημάτων.

5. Translate and comment, where necessary, on the following extracts:
   (a) ἄλλα δὲ στράτευμα αὐτῶν συνελέγετο ἐν Χερρούνησῳ τῇ κατ’ ἀντιπέρας Ἀβενίδον τόνδε τὸν τρίπον.
   (b) ἔνταθα Σεξρῆς, ὅτε ἦκ τῆς Ἑλλάδος ὅτι τῇ μάχῃ ἀπεχώρηε, λέγεται οἰκοδομῆσαι ταῦτα τὰ βασιλεῖα.
(c) ο οδών τοις δύναται ἐπὶ δοβολίας καὶ ἡμιοβόλιον Ἀττικοῖς.
(d) ἐπεὶ δὲ κατεπεράγη ὑπὸ τοῦ πατρὸς συστάτης Δίδας τε καὶ Φρυγίας τῆς μεγάλης καὶ Καππάδοκιας.

II.

B. Translate:

δς ἀρα φωνήσαν' ἀπεβηκτε, τὸν δ' ἔλιπ' αὐτὸν χωφέμενον κατὰ θυμὸν ἐνζώνοιο γνωμάκις, τὴν ρα βη' ἕκοντος ἀπηύρων. αὐτὰρ Ὅδυσσεος ἐς Χρύσην ἔκανεν ἄγων ἱερὴν ἐκατόμβην. οὔ δ' ὅτε δὴ λιμένος πολυβενθέος ἐντὸς ἐκοντο, ἠστά μὲν στείλαντο, θέαν δ' ἐν νηλ μελαίη, ὠστὸν δ' ἱστοδοκὴ πέλασαν προτόνουσιν ύφέντες καρπαλίμως, τὴν δ' εἰς ὄρμον προέρεσαι ἑρτοῦν. έκ δ' εἴνας ἔβαλον, κατὰ δὲ πρωμνήτη ἔδησαν: έκ δὲ καὶ αὐτῷ βαίνον ἐπὶ βηγμίναν θαλάσσης, έκ δ' ἐκατόμβην βῆσαν ἐκηβάλον ᾽Απόλλωνε. έκ δὲ Χρυσῆς νηὸς βη' ποντοπόροκο. τὴν μὲν ἔπειτ' ἐπὶ βιομον ἄγων πολύμερος Ὅδυσσεος πατρὶ φίλῳ ἐν χερσὶ τίθη, καὶ μιν προστείπεν, ὡς Χρύση, πρό μ' ἐπεμψε ἀνάξ ἀνδρῶν ᾽Αγαμέμνων παιδά τε σοὶ ἀγίμεν, Φαίδωρ θ' ἱερὴν ἐκατόμβην μέσα ὑπὲρ Δαναῶν, ὅφ' ἥλιοσμὲνα ἄνακτα, ὃς νῦν Ὀργειόσι πολύστονα κήδε' ἐφύκεν.

1. Write the corresponding Attic of any Epic forms of nouns that may occur in this extract.
2. Give the derivations of the following words: ἐνζώνοιο, ἐκατόμβην, πολυβενθέος, ἱστοδοκὴ, βηγμῖν.
3. Scan the last four lines, exhibiting quantities when necessary.

III.

1. Decline together (a) in the plural οὔτος ὁ ἄνηρ—τίς γυνῆ; (b) in the singular ἐγὼ βασιλεῖς ᾽Αγαμέμνων—σοφὸς ᾽Απόλλων.
2. Write the 1st Aorist imperative Active of ἄγγέλω, μένο, δίδωμι, τιμῶ, φαίνω.
3. Write the Modal Conjugation of:
   (a) 2 Aor. Act. of τίθημι.
   (b) Perf. pass. of στάλλω.
   (c) 1 Aor. pass. of λαρβάνω.

4. Give the principal parts of the following verbs: ἀγω, αἱρέω, αἰσθάνομαι, ἔμμι, καλέω.

5. Write the Perf. Inf. Passive of λείπω, τίμπλημι, τέμνω, ὁμνυμι, βάλλω.

C. Translate into Greek:

And Clearchus spoke as follows: "I advise that this man be put out of the way as quickly as possible."—Then Cyrus marched one day’s journey, three parasangs, with all his army both Grecian and Barbarian drawn up in line of battle.—For, in the first place, whilst still a boy, when he was being educated with his brother and with the rest of the boys, he was considered to be the best of all in everything.—"After this," "this being so," "about midnight," "at day-break," "at sun-set."—And when Cyrus learned that they had crossed he was pleased.

IV.

D. Translate the following "unseen" passage:

Εἴτε ήδη οἱ ἐπορεύθησαν σταθμοῖς δίῳ παραπάγγας δέκα μέχρι ὑπερήλθον τὸς πηγᾶς τοῦ Τίγρητος ποταμοῦ. Εἴτε ήδη οἱ ἐπορεύθησαν σταθμοῖς τρεῖς παραπάγγας πεντεκαίδεκα ἐπὶ τὸν Τηλεβόαν ποταμόν. οὗτος δ’ ἦν καλὸς μὲν, μέγας δ’ ὄν• κόσμιος δέ πολλαὶ περὶ τὸν ποταμὸν ἦσαν. ο’ δὲ τότος οὗτος Ἀρμενία ἐκάλεστο ἡ πρὸς ἐσπέραν. Ὕπαρχως δ’ ἦν αὐτῆς Τιρίβαζος, ὁ καὶ βασιλεῖ πῆλος γενόμενος, καὶ ὅποτε παρεῖ, οὐδεὶς ἄλλος βασιλέα ἐπὶ ἐπὶ άνεβαλλε. οὗτος προσήλαθεν ἑπάες ἐχεόν, καὶ προσέμφασ ἐρημίνη εἰπέν ὅτι βούλειν διαλέξθημαι τοῖς ἀρχονταῖς τοῖς ἀρχονταῖς, τοῖς δὲ στρατηγοῖς ἐδοξείν ἀκούσαν καὶ προσελθόντες εἰς ἐπίκουν ἠρώτων τί θέλοι.

FRENCH.

Examiner.................................John H. Kerr, B.A.

CLASS "A."

I. Indicate the pronunciation of Monsieur, Vinaigre, Saigner, Pecque.

II. Name the Possessive Adjectives, Possessive Pronouns, Interrogative Pronouns.
III. Give rules governing the use of *Cent* and *Mille*.

IV. Give three conjunctive phrases used with the Infinitive, and three with the subjunctive mood.

V. Classify the Tenses and tell how each is formed.

VI. Conjugate:
   (a) *Vendre* in Imperfect Subjunctive negatively.
   (b) *S'en Aller* in Future Indicative interrogatively.
   (c) *Envoyer* in Conditional.
   (d) *Voir* in Preterite Indicative.

VII. Translate:
   (a) My hands are cold.
   (b) What will you do during that time?
   (c) Did your father rise early to day?
   (d) We divide with our friends all that we have.

VIII. Translate:
   Le tyran tombe, bégaine sa fureur, et son âme s'exhale au milieu des imprécations. Tell a déjà disparu ; plus léger que le faon, il s’est précipité du sommet du roc, il court, il vole sur la glace ; il gagne, traverse des sentiers déserts, et prend le chemin d’Altdorf.

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**MATHEMATICS.**

**GEOMETRY.**

*Examiner.................. Geo. E. Robinson, B.A.*

*Time: Three Hours.*

I. In the triangle ABC, A is greater than, equal to or less than C, according as a is greater than, equal to or less than c; and conversely. Enunciate the propositions of which this is a summary. Prove one of them.

II. Give the particular enunciation of I. 44, draw the figure and write a synopsis of the construction and demonstration.

III. If a straight line be divided into any two parts, the rectangle contained by the whole line and one of the parts is equal to the square on that part together with the rectangle contained by the two parts.

   Enunciate \((a + b)^2 - (a - b)^2 = 4ab\) and prove by the line method.
IV. Given $\sqrt{5} = 2.23606$, determine the position of the point of medial section of a line 12 inches long.

What do you understand by the *orthogonal projection* of one straight line upon another?

Include II. 12 and 13 in one enunciation.

V. The circumferences of two circles cannot cut one another in more than two points.

What is the scope and plan of Book IV.?

VI. When is one geometrical ratio said to be greater than another? Show geometrically that 4:5 is greater than 7:9.

State and prove the proposition *ex aequali in proportione perturbata*.

VII. If two triangles be equiangular to one another, the sides about the equal angles shall be proportionals, those sides which are opposite to equal angles being homologous.

What are *similar rectilineal figures*?

VIII. Construct a triangle, having given a median and the two parts into which the median divides the angle.

IX. Two circles touch externally at C; the common tangent at C meets another common tangent at F. Prove that CF is a mean proportional between the radii.

**ALGEBRA.**

*Examiner*......................... Geo. E. Robinson, B.A.

Time: Three Hours.

I. Multiply $x - 5$ by $x - 3$. Explain your work carefully and test the accuracy of your result by making $x = 10$.

II. Factor $24a^2 - 26a - 63$, $1 - b^2 - c^2 + 2bc$, $x^5 - 3x - 2$ and $m^4 - 12m^2n^2 + 4n^4$.

Find the continued product of $a + b + c$, $a + b - c$, $a - b + c$ and $-a + b + c$.

III. Extract the cube root of $x^6 + 6x^5 + 3x^4 - 28x^3 - 9x^2 + 54x - 27$.

IV. In a mile race A gives B a start of 100 yards and beats him by 15 seconds. In the second trial A gives B a start of 45 seconds and is beaten by 22 yards. Find the rate of each in miles per hour.
V. If \( a \) and \( \beta \) are the roots of the equation \( x^2 + px + q = 0 \), express \( a^2 + \beta^2 \) and \( a^3 + \beta^3 \) in terms of \( p \) and \( q \).

VI. Divide \( a - b - c - 3x^3y^3 \) by \( a^3 - b^3 - c^3 \).

Solve the equation \( 4x^3 - 3x^5 = 4 \).

VII. The product of two dissimilar quadratic surds cannot be rational. Explain the technical terms and prove the proposition.

Solve \( x^3 - 3x - 6 \sqrt{x^2 - 3x} - 3 + 2 = 0 \).

VIII. What number must be added to each term of the ratio 5:37 to make it equal to 1:3 ?

When a body falls from rest, its distance from the starting point varies as the square of the time it has been falling: if a body falls through 402\( \frac{1}{2} \) feet in 5 seconds, how far does it fall in 10 seconds? also, how far does it fall in the 10th second?

IX. Find the fourth term in each of the following series:
(1) 2, 2, \( 2^\frac{1}{2} \), \( 2^\frac{1}{3} \), \( 2^\frac{1}{4} \), \ldots \)  
(2) 2, 2, \( 3^\frac{1}{2} \), \( 3^\frac{1}{3} \), \( 3^\frac{1}{4} \), \ldots \)

If the arithmetic mean between \( a \) and \( b \) is twice as great as the geometric mean, show that \( a:b = 2 + \sqrt{3}: 2 - \sqrt{3} \).

TRIGONOMETRY.

Examiner. Geo. E. Robinson, B.A.

Time: 2\( \frac{1}{2} \) Hours.

I. Divide 33\( \frac{1}{2} \) 6' into two parts, so that the number of English seconds in one part may be equal to the number of French seconds in the other part.

II. Make a table exhibiting each of the six trigonometrical ratios in terms of all the others.

III. Write the tangents of 0°, 15°, 30°, etc., up to and including 180°. Give a definition of tan \( A \) applicable to angles in the second quadrant as well as in the first.

IV. From the formulae expressing sin \( A \) and cos \( A \) in terms of functions of \( \frac{A}{2} \) deduce tan \( A \), cot \( A \) and sec \( A \) in terms of tan \( \frac{A}{2} \), cot \( \frac{A}{2} \) and sec \( \frac{A}{2} \) respectively.
V. Use your Mathematical Tables to find $\sqrt{5}$, $\log 0.0031415$, sin 23° 27' 8" and $\cos 66° 32' 50"$.

VI. The area of a triangle is $\sqrt{s \,(s-a)\,(s-b)\,(s-c)}$. Trace briefly the steps by which this result was arrived at.

VII. Given $\sin A + \cosec A = \frac{1}{2}$, find $\sin A$.

A perpendicular is drawn from the angle $A$ of a triangle on the side $BC$, meeting it at $D$; and a perpendicular from $B$ on the side $CA$, meeting it at $E$; show that if $C$ is acute, $DE = c \cos C$.

VIII. $A$ and $B$ are two consecutive milestones on a straight road and $C$ is a distant spire. The angles $ABC$ and $BAC$ are observed to be 45° and 120° respectively. Show that the distance of the spire from $A$ is 2.732 miles.

ARITHMETIC AND MENSURATION.

Examiner: ......................... John H. Kerr, B.A.

CLASS "A."

I. The discount on a promissory note of $100 amounted to $7.50, and the interest made by the banker was 5.405 % per an.; find the time for which the note was discounted.

II. If 14 oxen eat the grass on 2 acres in 3 weeks, and 16 oxen eat the grass on 6 acres in 9 weeks, how many oxen will eat the grass on 24 acres in 6 weeks, the grass on each acre being equal at first and growing uniformly?

III. What % of the first loss is the difference between 8% loss on the cost and 8% loss on that selling price?

IV. Having received a stock dividend of 6%, I find that I own 291 1/2 shares. How many had I at first?

V. What sum should be paid for a $100 debenture to run for 20 years at 4% per an., in order that the investor may realize 5% per an. on his outlay.

VI. What will it cost to paint a cistern without a cover, inside and out, at 12c. a square yard, if the cistern is 30 ft. long, 21 ft. wide, and 8 1/2 ft. deep?

VII. There are four cannon balls of diameters 3, 4, 5 and 6 inches respectively. Show that the weight of the largest is equal to the combined weight of the others.
VIII. Compare the volumes of a right circular cone and a cylinder of the same altitude and base.

IX. A telegraph wire is 70 kilometres long, and 2\(\frac{1}{4}\) millimetres in diameter. Find the volume in cubic decimetres.

X. At what distance from the top must a cone, 14 inches high, be cut parallel to the base, that the volumes of the two parts may be equal?

**BOOK-KEEPING.**

Examiner .................. JOHN H. KERR, B.A.

CLASS "A."

I. Write definitions of: Book-keeping, Promissory Note, Consignment, Account Sales.

II. What is the difference between Shipment Account and Shipment Co. Account?

III. A and B are partners, agreeing to share profits and losses according to capital invested. A invests $6,500, B $5,400. At the end of five months A withdrew $700, and B invested $400. At the end of the year they have gained $4,200. How should this be divided?

IV. Average the following:

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 18</td>
<td>To Mdse, 90 days</td>
<td>2500 00</td>
</tr>
<tr>
<td>Sept. 20</td>
<td>&quot; 60 &quot;</td>
<td>500 00</td>
</tr>
<tr>
<td>Oct. 1</td>
<td>&quot; 30 &quot;</td>
<td>475 00</td>
</tr>
<tr>
<td>Nov. 5</td>
<td>&quot; 30 &quot;</td>
<td>335 00</td>
</tr>
</tbody>
</table>

V. Give Day-book entries corresponding to:

(a) Bills payable Dr. $500 00

Interest and Discount $4 00

To Cash $200 00

" Bills payable 304 00

(b) Mdse. Co. Dr. 540 00

To A. B. 500 00

" Bank 40 00

VI. Give three cases in which the Trial Balance is not a test of the ledger's correctness
VII. Journalize:—

(a) A shipped to B for sale on joint account 1500 bbls. flour @ $6.00. Paid freight $75 with check.

(b) A shipped to B for sale on commission mdse. $800.

CHEMISTRY.

Examiner. ............... ............... J. K. HENRY, B.A.

Time: Two Hours.

I. A gram of Na is used to decompose water. How many litres of H will be obtained, barometer 760 mm., thermometer 0° C? Indicate how you would express your answer in cu. in.

II. Explain by the aid of equations only the following reactions: (a) Sulphuric Acid on copper, (b) Chlorine on slaked lime, (c) Phosphorus burning, (d) Sulphuric Acid on common salt, (e) Sunlight on Chlorine water.

III. Name the compounds of N and O. Describe the preparation of any three of them.

IV. Write the chemical formulas of Alum, Chalk, Saltpetre, Calomel, Alcohol, Baking Soda, Iron Rust, Muriatic Acid, Sand and Sugar.

V. How would you show the proportion of N and O in the air? Name other substances in the air. Is air a chemical compound?

VI. How may Sulphuretted Hydrogen be prepared? A current of this gas is passed through three solutions containing (a) Silver Nitrate, (b) Lead Acetate, (c) Copper Sulphate. What takes place?

VII. Explain the terms Chloride, Anhydride, Normal Salt, Acid Salt, Monad.

VIII. Describe Marsh's test for Arsenic. Give tests for Copper and Sulphuric Acid.

IX. How may Chlorine be prepared? Having obtained a few jars what experiments would you make to show its principal properties?

X. Write on Acetylene.
MACBETH AND ENGLISH GRAMMAR.

Examiner: J. K. Henry, B.A.

Time: Three Hours.

In each Division five questions only to be answered, which must include I and II in A, and VI and VII in B.

A.

I. What are the main facts of Shakespeare's life? Name a few of his earlier and later works.

II. Sketch the character of Macbeth, supporting your statements from the play, and introducing appropriate quotations.

III. Quote either Lady Macbeth's soliloquy on receiving Macbeth's letter, or Macbeth's soliloquy beginning, "If it were done when 'tis done . . ." Quote any other striking passage of at least six lines.

IV. Explain the words as used in the play: Poisons, harbinger, seeing, sleave, coign, graymalkin, gallowglasses, presently, sightless, convince.

V. Explain the following passages, rewriting them in plain prose where necessary:

(a) Champion me to the utterance.

(b) Though the treasure
    Of Nature's germens tumble all together,
    Even till destruction sicken.

(c) Norway himself,
    With terrible numbers,
    Assisted by that most disloyal traitor,
    The Thane of Cawdor, began a dismal conflict,
    Till that Bellona's bridegroom, lapped in proof,
    Confronted him with self-comparisons,
    Point against point rebellious.

(d) My thought whose murder yet is but fantastical,
    Shakes so my single state of man that function
    Is smothered in surmise, and nothing is
    But what is not.

(e) My mind she has mated.

(f) I am not to you known,
    Though in your state of honour I am perfect.

(g) Why in that rawness left you wife and child,
    Those precious motives, those strong knots of love,
    Without leave-taking?
VI. Name the speaker of each extract in V. Point out peculiarities of scansion in (c). Reproduce the sleep-walking scene.

B.

I. Into what five periods may the historical development of English be divided?

II. Define Adjective, Tense, Preposition, Adverbial Adjunct.
   Criticize the following statements or definitions:
   (a) "The Infinitive makes no statement whatever."—Smith.
   (b) "The Participle in -ing attributes some incomplete action or state to the noun to which it refers."—Smith.
   (c) A Transitive verb is one that has an object.

III. Write Etymological notes on kine, Webster, husband, lord, eleven, nearer, uncouth, willy-nilly, farther, art.

IV. Write on the derivation of Adverbs.

V. Write grammatical notes on the following passages from Macbeth:
   (a) Some holy angel
       Fly to the court of England and unfold
       His message ere he come.
   (b) Augurs and understood relations have
       By magot-pies and choughs and rooks brought forth
       The secret'st man of blood.—What is the night?
   (c) Yet must I not [sweep him from my sight]
       For certain friends that are both his and mine,
       Whose loves I may not drop, but wail his fall
       Who I myself struck down.
   (d) Extract (c) in V. of A.

VI. We can but try.
   Say what he will, he will never convince me.
   Parse the italicized words.

VII. Refer to the play of Macbeth to show:
   (a) The ease with which compounds could be formed.
   (b) A certain freedom in the matter of grammatical concord and government.