CALENDAR

OF

DALHOUSIE COLLEGE

AND

UNIVERSITY.

HALIFAX, NOVA SCOTIA.

1884-85.

HALIFAX:
PRINTED FOR THE UNIVERSITY BY THE NOVA SCOTIA PRINTING COMPANY.
1884.

NOTE.

Persons who possess Calendars of any former Sessions would confer a great favour upon the University, by presenting them to the Library.

ADDENDUM.

Page 46.—Insert as third paragraph:

The MacKenzie Gold Medal, which is provided by the Alumni Association in memory of the late John James MacKenzie, M. A., Ph.D., Professor of Physics, will be awarded to the Undergraduate standing highest among those taking Honours in the department of Experimental Physics and Chemistry, the winners of other medals being excluded.

ERRATA.

Page 29, line 8, *two days with the Tutor* should be *two days with the Professor and three days with the Tutor.*

Page 46.—In the third paragraph omit "one of the following departments, viz.: (1) Experimental Physics and Chemistry, (2)" and "in this order of preference"; and for "in either of these departments," read "in this department."

Page xiv.—The Examination Paper in Classical History and Geography for Senior Munro Exhibitions and Bursaries, omitted, was the same as that set for the Entrance Examination of the Third Year, p. xvii.

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University Calendar, 1884-85.

1884.

Oct. 6, M.—Meeting of Governors.
8, W.—Last day for receiving schedules and certificates for Munro Exhibitions and Bursaries.
14, Tu.—Meeting of Senate, 11 A. M.
15, W.—Meeting of Faculty of Arts, 11 A. M.—Meeting of Faculty of Law, 4 P. M.
16, Th.—Session begins.—Examinations for Junior Munro Exhibitions and Bursaries and Matriculation Examinations (Arts Faculty) begin:
10 A. M., Latin.
3 P. M., Greek, French and German.
17, F. 10 A. M., Mathematics.
3 P. M., ditto.
18, Sa.— 10 A. M., English.
3 P. M., ditto.
" Supplementary Examinations,* 10 A. M.
20, M.—Examinations for Senior Munro Exhibitions and Bursaries begin:
10 A. M., Latin.
3 P. M., Greek.
21, Tu.—Examinations for Senior Munro Exhibitions and Bursaries, continued:
10 A. M., Mathematics.
3 P. M., ditto.
" —Second Year Matriculation Examinations (Law Faculty) begin, 10 A. M.
22, W.—Examinations for Senior Munro Exhibitions and Bursaries, continued:
10 A. M., Logic.
3 P. M., Chemistry and Botany.
23, Th.—Entrance Examinations, and Examinations for Senior Munro Exhibitions and Bursaries:
10 A. M., Classical History and Geography.
3 P. M., English Literature, and History.
" —Supplementary Examinations begin, 10 A. M.
" —First Year Matriculation Examination (Law Faculty), 10 A. M.
" —Meeting of Faculty of Law, 4 P. M.
24, F.—Meeting of Faculty of Arts, 10 A. M.
" —Matriculation, Registration and Issue of Gymnasium Tickets, 2 P. M.
27, M.—Class Tickets issued.
28, Tu.—CONVOCATION, 3 P. M.—Opening address by Prof. Alexander.
29, W.—Lectures begin.
30, Th.—Meeting of Faculty of Arts, 4 P. M.
Nov. 6, Th.—Meeting of Faculty of Law, 4 P. M.
7, F.—Final Matriculation Examination (Arts Faculty), 3 P. M.
10, M.—Meeting of Faculty of Arts, 1 P. M.
14, F.—Meeting of Faculty of Arts, 4 P. M.
Dec. 2, Tu.—Meeting of Faculty of Arts, 1 P. M.
4, Th.—Meeting of Faculty of Law, 4 P. M.
24, W.—No lectures. Christmas Vacation begins.

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* For undergraduates of the Second Year who wish to compete for Senior Munro Exhibitions and Bursaries.

1885.

Jan. 5, M.—Meeting of Governors.
6, Tu.—Lectures resumed—Supplementary Entrance Examinations, 3.30 P. M.
8, Th.—Meeting of Faculty of Law, 4 P. M.
13, Tu.—Meeting of Faculty of Arts, 4 P. M.
30, F.—George Munro's Day. No lectures.
Feb. 3, Tu.—Meeting of Senate, 4 P. M.
5, Th.—Meeting of Faculty of Law, 4 P. M.
18, W.—Ash Wednesday. No lectures.
Mar. 2, M—Last day for receiving M. A. Theses.
5, Th.—Meeting of Faculty of Law, 4 P. M.
April 3, F.—Good Friday. No lectures.
6, M.—Meeting of Governors.
10, F.—Last day of lectures.—Meetings of Faculties of Arts and Law, 4 P. M.
15, W.—Sessional Examinations (Law Faculty) begin, 10 A. M.
" —Sessional Examinations (Arts Faculty) begin:
10 A. M., Latin.
3 P. M., Extra Latin, Hon. Classics, Hon. Philosophy, and Hon. English Literature and History.
16, Th.— 10 A. M., Botany, Ethics, and Hon. Mathematics.
17, F.— 10 A. M., Greek.
3 P. M., Extra Greek, Mineralogy, Hon. Classics, Hon. Philosophy, and Hon. English Literature and History.
20, M.— 10 A. M., Logic, Hon. Classics, and Hon. Physics.
3 P. M., Metaphysics, Practical Chemistry, Hon. Philosophy, and Hon. English Literature and History.
21, Tu.— 10 A. M., Mathematics, Physics (3rd Year), Astronomy, and Hon. Classics.
3 P. M., Mathematics, Physics (4th Year) and Hon. Classics.
22, W.— 10 A. M., English Language and Literature, and History.
3 P. M., Hon. Classics, Hon. Mathematics, Hon. Philosophy, and Hon. English Literature and History.
23, Th.— 10 A. M., French and Extra English.
3 P. M., Hebrew and Extra Mathematics.
24, F.— 10 A. M., Chemistry, Hon. Classics, Hon. Mathematics, Hon. Philosophy and Hon. English Literature and History.
3 P. M., Political Economy.
" —Last day for returning books to the Library.
25, Sa.— 10 A. M., German.
3 P. M., Extra Physics.
27, M. Meeting of Faculty of Arts, 10 A. M.—Meeting of Faculty of Law, 4 P. M.
28, Tu.—Meeting of Senate, 10 A. M.—Results of Sessional Examinations declared.
29, W.—CONVOCATION, 3 P. M.

Historical Sketch.

DALHOUSIE COLLEGE was founded by the Earl of Dalhousie in 1821, "for the education of youth in the higher branches of science and literature."

The original endowment was derived from funds collected at the port of Castine, Maine, during its occupation in 1814 by Sir John C. Sherbrooke, then Lieutenant-Governor of Nova Scotia. These funds the British Government authorized the Earl of Dalhousie, Sir John's successor, to expend "in defraying the expenses of any improvement which it might seem expedient to undertake in the Province;" and the improvement chosen by the Earl was "the founding a College or Academy on the same plan and principle of that at Edinburgh," "open to all occupations and sects of religion, restricted to such branches only as are applicable to our present state, and having the power to expand with the growth and improvement of our society."

The original Board of Governors consisted of the Governor-General of British North America, the Lieutenant-Governor of Nova Scotia, the Bishop, the Chief Justice and President of Council, the Provincial Treasurer and the Speaker of the House of Assembly.

After unsuccessful efforts on the part of both the British Government and the Governors of the College to effect a union with the only other College then existing in the Province, an institution modelled after the University of Oxford, this College went into operation in 1838, under the Presidency of the Rev. Thomas McCulloch, D. D., and with a staff of three professors.

By an Act passed in 1841, University powers were conferred on the College, and the appointment of the Governors was vested in the Lieutenant-Governor and Council.

In 1843 President McCulloch died, and in 1845 the College was closed, the Governors considering it "advisable to allow the funds of the institution to accumulate."

In 1848 an Act was passed authorizing the Lieutenant-Governor and Council to appoint a new Board of Governors "to take such steps for rendering the institution useful and efficient as to His Excellency may seem fit." This Board, from 1849 to 1859, employed the funds of the University to support a High School.

In 1856 the Arts department of the Gorham College, Liverpool, was transferred to this College, "with a view to the furtherance of the establishment of a Provincial University," and an attempt was made to conduct the Institution as a University, in pursuance of the Act of 1841. This union, however, came to an end in 1857.

In 1863 the College was re-organized under the following Act:—

An Act for the Regulation and Support of Dalhousie College.

(Passed the 20th day of April, A. D. 1863.)

WHEREAS, it is expedient to extend the basis on which the said College is established, and to alter the constitution thereof, so as the benefits that may be fairly expected from its invested capital and its central position may, if possible, be realized, and the design of its original founders, as nearly as may be, carried out.

Be it enacted by the Governor, Council, and Assembly as follows:—

1. The Board of Governors now appointed, consisting of the Honorable William Young, the Honorable Joseph Howe, Charles Tupper, S. Leonard Shannon, John W. Ritchie, and James F. Avery, Esquires, shall be a body politic and corporate, by the name and style of the Governors of Dalhousie College, at Halifax, and shall have and exercise all usual powers and authorities as such, and have the title, control and disposition of the building on the Parade, at Halifax, and of the property and funds belonging to the said College, and held for the use thereof by the present Governors; and all vacancies at the Board shall be filled up on recommendation of the remaining members thereof by the Governor-in-Council; and any of the Governors shall be removable by the Governor-in-Council, at the instance of the Board of Governors.

2. Whenever any body of Christians, of any religious persuasion whatsoever, shall satisfy the Board that they are in a condition to endow and support one or more chairs or professorships in the said College, for any branch of literature or science, approved of by the Board, such body in making such endowment, to the extent of twelve hundred dollars a year, shall have a right, from time to time, for every chair endowed, to nominate a Governor to take his seat at the Board, with the approval of the Board of Governors and of the Governor-in-Council, and shall also have a right, from time to time, to nominate a Professor for such chair, subject to the approval of the Board of Governors; and in the event of the death, removal, or resignation of any person nominated under this section, the body nominating shall have power to supply the vacancy thus created.

3. The same right of nominating a Professor from time to time shall belong to any individual or number of individuals, who shall endow to the same extent and support a chair or professorship, and to the nominee of any testator by whose will a chair or professorship may be so endowed.

4. The Governors shall have power to appoint and to determine the duties and salaries of the President, Professors, Lecturers, Tutors, and other officers of the College, and from time to time to make statutes and bye-laws for the regulation and management thereof, and shall assemble together as often as they shall think fit, and upon such notice as to them shall seem meet, for the execution of the trust hereby reposed in them.

5. The said College shall be deemed and taken to be a University, with all the usual and necessary privileges of such institutions; and the students shall have liberty and faculty of taking the degrees of bachelor, master, and doctor, in the several arts and faculties at the

appointed times; and shall have liberty within themselves of performing all scholastic exercises for the conferring of such degrees, and in such manner as shall be directed by the statutes and bye-laws.

6. No religious tests or subscriptions shall be required of the professors, scholars, graduates, students, or officers of the College.

7. The internal regulation of the said College shall be committed to the Senatus Academicus, formed by the respective chairs or professorships thereof, subject in all cases to the approval of the Governors.

8. The Legislature shall have power, from time to time, to modify and control the powers conferred by this Act.

9. The Acts heretofore passed in relation to Dalhousie College are hereby repealed, except the Act passed in the fourth year of his late Majesty King George the Fourth, entitled, "An Act authorizing the lending of a sum of money to the Governors of Dalhousie College, and for securing the re-payment thereof."

This Act was afterwards amended by the following Acts:—

An Act to Amend the Act for the Regulation and Support of Dalhousie College.

(Passed the 6th day of May, A. D. 1875.)

Be it enacted by the Governor, Council, and Assembly as follows:—

1. The present Board of Governors, consisting of nine persons, shall be increased to a number not exceeding fifteen; and the Board shall be filled up by new nominations made on the same principle as set forth in the first section of the Act hereby amended; and any of the Governors shall be removable, as heretofore, by the Governor-in-Council.

2. The Governors shall have power to affiliate to Dalhousie College any other colleges desirous of such affiliation, or any schools in arts, in theology, in law, or in medicine, and to make statutes for such affiliations, and for the regulation and management thereof, on the same principles as obtain in other Universities, and to vary and amend such statutes from time to time. Provided always, that such statutes of affiliation, before they go into effect, shall be submitted to and receive the sanction of the Governor-in-Council.

3. So much of chapter 24 of the Acts of 1863, entitled, "An Act for the Regulation and Support of Dalhousie College," or of any other Act, as is inconsistent with this Act, is repealed.

An Act to Provide for the Organization of a Law Faculty in connection with Dalhousie College, and for other purposes.

(Passed the 14th day of April, A. D. 1881.)

Be it enacted by the Governor, Council and Assembly, as follows:—

1. The Governors of Dalhousie College, at Halifax, shall, in addition to the powers conferred on them by section 2 of chapter 27 of the Acts of 1875, entitled, "An Act to Amend the Act for the Regulation and Support of Dalhousie College," have power to organize a Faculty of Law in connection with such College; and to appoint professors or lecturers in law, and out of the revenues of the College to provide for the maintenance and support of such Faculty, and to make rules for the regulation and management of such Faculty, and for

the granting of degrees in law on the same principles as obtain in other universities, and to vary and amend such rules from time to time.

2. Section 3 of chapter 24 of the Acts of 1863, entitled, "An Act for the regulation and support of Dalhousie College," is amended by adding the words "and governor" after the word "professor" in the said section, and any individual who has hitherto endowed a chair or chairs in the College shall have a right to nominate a governor for each chair endowed, in the same way as if section 3 aforesaid had been originally passed as now amended.

3. Section 1 of the said chapter 27 of the Acts of 1875 is amended by adding the words "provided, however, that in the event of any body of Christians, individual, or number of individuals, endowing and supporting one or more chairs or professorships in the said College, as provided by sections 2 and 3 of the Act hereby amended, and of such body of Christians or individuals nominating a professor or governor by virtue thereof, the number of Governors may be increased beyond fifteen, but such increase shall be limited to the number of such chairs or professorships as may after the passing of this Act be founded by virtue of the said sections 2 and 3.

In pursuance of the Act of 1863, the Presbyterian Church of the Lower Provinces closed their College, and agreed to support two chairs in this University; the Synod of the Maritime Provinces in connection with the Church of Scotland founded one chair; and the College opened in 1864, under the Principalship of Rev. James Ross, D. D., and with an Arts Faculty of six Professors.

In 1868 a Faculty of Medicine was organized, which in 1875 developed into the Halifax Medical College.

In 1883 a Faculty of Law was added.

In addition to the members of the present staff, the following have occupied Professorial Chairs in the College between the dates and in the subjects set opposite their names:—

REV. THOMAS McCULLOCH, D. D., 1838-43, Moral Philosophy, Logic and Rhetoric.

REV. ALEXANDER ROMANS, 1838-42, Classics.

REV. JAMES McINTOSH, 1838-44, Mathematics and Natural Philosophy.

REV. FREDERICK TOMKINS, M. A., (Lond.,) 1856-7, Mathematics and Natural Philosophy.

REV. GEORGE CORNISH,* B. A., (Lond.,) 1856-7, Classics.

THOMAS McCULLOCH, 1863-5, Natural Philosophy.

JOHN JAMES MACKENZIE, M. A., Ph. D., 1877-79, Physics.

HERBERT A. BAYNE,† M. A., Ph. D., F. R. S. C., 1877-79, Organic Chemistry and Chemical Analysis.

JAMES DEMILL, A. M., 1866-80, Rhetoric and History.

REV. DAVID HONEYMAN, D. C. L., F. S. A., F. R. S. C., 1878-83, Geology and Palæontology.

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* Now Professor of Classics, McGill College, Montreal.

† Now Professor of Chemistry, Royal Military College, Kingston, Ont.

Benefactors of the University.

IN 1879, GEO. MUNRO, ESQ., of New York, a native of this Province, placed in the hands of the Governors the funds necessary for the endowment of a Professorship of Physics. In 1881, he established a Professorship of History and Political Economy. In 1882, he founded a chair of English Language and Literature. In 1883, he added to the staff of the College a Professor of Constitutional and International Law, and Tutors in Classics and in Mathematics. This year he has founded a Professorship of Metaphysics. Since 1880, he has provided the University with Exhibitions and Bursaries to the amount of $45,700, which, according to his own desire, have been so offered for competition as to stimulate to greater activity and efficiency the High Schools and Academies of Nova Scotia and the neighboring Provinces.

The Governors desire to place on permanent record their high sense of Mr. Munro's enlightened public spirit, and their gratitude to him for the munificent manner in which he has come to their help in the work of building up an unsectarian University in Nova Scotia.

To connect the donor's name for all time with the benefits thus conferred both on the University and on his native country, the chairs which he has founded shall be called the GEORGE MUNRO CHAIRS of PHYSICS, of HISTORY AND POLITICAL ECONOMY, of ENGLISH LANGUAGE AND LITERATURE, of CONSTITUTIONAL AND INTERNATIONAL LAW, and of METAPHYSICS respectively.

THE following is an extract from the will of the late ALEXANDER McLEOD, ESQ., of Halifax:

"All the residue of my Estate I give and bequeath to the Governors of Dalhousie College or University in the City of Halifax in Trust that the same shall be invested and form a fund to be called the McLeod University Fund, and the interest and income of which shall be applied to the endowment of three or more professorial chairs in said College as they may deem proper; but this bequest is made upon these conditions, namely, that if at any time the said College or University should cease to exist, or be closed for two years, or be made a sectarian college, then and in any such case, the said Fund and all accumulations thereof shall go to the said Synod of the Maritime Provinces of the Presbyterian Church in Canada, to be used for the purposes of higher education in connection with the said Synod, and it is further stipulated that no part of this Fund shall ever be used, either by the said Governors of Dalhousie College or by the said Synod, as a collateral security under any circumstances whatever."

THE following donations have been made to the Endowment Fund:—Hon. Sir Wm. Young, W. J. Stairs, Esq., Hon. Stayley Brown, John Gibson, Esq., John P. Mott, Esq., Wm. P. West, Esq., Thos. A. Ritchie, Esq., and Hon. Robt. Boak, $1000 each; Adam Burns, Esq., Peter Jack, Esq., Hon. Jeremiah Northup, Prof. Lawson and Alex. McLeod, Esq., $500 each; and D. C. Fraser, B. A., $100.

THE following donations were made between 1870 and 1875 to meet current expenses: Rev. Principal Grant, D. D., Sandford Fleming, C. M. G., John Doull, Esq., and W. J. Stairs, Esq., $200 each; Hon. Sir Wm. Young, The Medical Faculty, and Hon. R. Boak, $160 each; J. F. Avery, Esq., M. D., $150; Adam Burns, Esq., $125; Hon. Sir Charles Tupper, Rev. Principal Ross, Prof. G. Lawson, Prof. J. Johnson, Prof. J. DeMill, Prof. Jas. Liechti, John S. Maclean, Esq., James Thomson, Esq., Robt. Morrow, Esq., John Stairs, Esq., Hon. Jeremiah Northup, Jos. Northup, Esq., B. H. Collins, Esq., Alex. McLeod, Esq., J. Donaldson, Esq., A. K. Mackinlay, Esq., T. A. Ritchie, Esq., Edwd. Smith, Esq., and E. H. Skimmings, Esq., $100 each; Hon. Judge Ritchie, Prof. C. Macdonald, J. W. Carmichael, Esq., C. D. Hunter, Esq., Jas. Scott, Esq., Major-General Laurie, J. J. Bremner, Esq., Messrs. Lawson, Harrington & Co., and J. P. Mott, Esq., $80 each; Hon. S. L. Shannon and G. P. Mitchell, Esq., $60 each; W. H. Neal, Esq., R. W. Fraser, Esq., J. B. Duffus, Esq., G. Thomson, Esq., and Peter Jack, Esq., $50 each; with smaller sums amounting to $1289.

THE following donations have been made for the purpose of providing scientific apparatus:—Hon. Sir Wm. Young, $500; Prof. J. G. MacGregor, $200; The Alumni Association, $150; W. J. Stairs, Esq., Hon. Jeremiah Northup, Thos. Bayne, Esq., Alex. McLeod, Esq., John Macnab, Esq., W. P. West, Esq., J. F. Avery, M. D., and Hon. Robt. Boak, $100 each; Hon. J. W. Ritchie, Messrs. Doull & Miller, Robt. Morrow, Esq., Peter Jack, Esq., J. S. Maclean, Esq., Thos. A. Brown, Esq., Messrs. Essen & Co., Jas. Thomson, Esq., John Gibson, Esq., Prof. Lawson, and a Friend, $50 each; with smaller sums amounting to $645.

THE following donations have been made towards fitting up the Gymnasium:—F. B. Chambers, Esq., $50; Hon. Sir Wm. Young, John Doull, Esq., J. F. Stairs, Esq., M. P., Jas. Forrest, B.A., A. H. McKay, B.A., W. M. Doull, Esq., A. Lippincott, B.A., Rev. D. H. Smith, B.A., H. McD. Henry, Esq., Messrs. Doull & Ross, R. Sedgewick, B.A., D. C. Fraser, B.A., and J. G. MacGregor, M.A., $10 each; with smaller sums amounting to $34.

THE following donations have recently been made to assist in meeting current expenses:—Hon. Sir Wm. Young, $200; Hon. A. G. Jones, John Doull, Esq., J. S. Maclean, Esq., Rev. Prof. Forrest, Thos. Bayne, Esq., John Macnab, Esq., and John Gibson, Esq., $100 each; Rev. J. MacMillan, B. D., Jas. Scott, Esq., and J. F. Avery, M. D., $50 each; A. K. Mackinlay, Esq., and J. J. Bremner, Esq., $40 each; Jos. Seeton, Esq., Robt. Seeton, Esq., and W. L. Lovell, Esq., $20 each.

THE Rev. Wm. McCulloch, D. D., of Truro, has recently presented to the College the Museum of his late brother, Thomas McCulloch, Professor of Natural Philosophy in this College. It contains a large and valuable collection of birds, especially of the native birds of the Maritime Provinces; collections of shells, fossils, minerals and rock specimens, made in part by Rev. Thomas McCulloch, D. D., the first President of this College; and a large collection of dried specimens of native plants. The Museum is to be maintained as a separate collection, to be called the McCulloch Collection; and for that purpose there is presented with the Museum a fund of $1400 for its maintenance and enlargement.

The Rev. H. A. Robertson has presented to the College a collection of articles illustrating the Ethnology of the New Hebrides Islands.

THE following donations were made in 1883-4 for the purpose of providing books for the Law Library:—Sir William Young, $200; Hon. Mr. Justice Thompson, Hon. S. L. Shannon, Wallace Graham, Q.C., Robert Sedgewick, Q.C., Prof. R. C. Weldon, H. McD. Henry, Q.C., D. B. Woodworth, Esq., Prof. B. Russell, Prof. J. G. MacGregor, J. J. Stewart, Esq., Hon. Robert Boak, John Y. Payzant, A.M., and W. J. Stairs, Esq., $100 each; T. A. Ritchie, Esq., $50; A. K. Mackinlay, Esq., and James Scott, Esq., $25 each; and R. W. Fraser, Esq., $20.

THE following donations of books have been made during the past year to the University Library:—R. Sedgewick, Q.C., 16 vols. (Encyclopædia Britannica, 9th Ed.); Prof. J. G. MacGregor, 4 vols.; Students' Lecture Committee, 18 vols. (Chambers' Encyclopædia); M. Guthrie, Esq., Liverpool, G. B., 1 vol.; The Historical Society, 1 vol.; Rev. Dr. Honeyman, 1 vol.; H. Cato, Tokio Daigaku, 1 vol.; Registrar Queen's University, 1 vol.; Dominion Government, 7 vols.; Smithsonian Institution, 6 vols.; John Doull, Esq., 7 vols. (Challenger Reports); Geologial Survey of Canada, 2 vols.; Registrar of London University, 1 vol.

THE following gentlemen have during the past year presented to the Law Library the numbers of volumes set opposite their names:—Akins, T. B., D. C. L., 14 vols.; Allison, J. F., Sackville, 1 vol.; Almon, Hon. J. W., M. D., 12 vols., lot of Blue Books; Archibald, Sheriff, 16 vols.; Barnes, H. W., 13 vols.; Bligh, H. H., Q.C., Antigonish, 2 vols.; Boak, H. W. C., 3 vols.; Borden, R. L., 1 vol.; Botsford, Hon. A. E., Sackville, N. B., 150 vols.; Bulmer, J. T., 156 vols.; Commissioners of the Provincial Library, 25 vols.; Customs Department, Halifax, per Hon. William Ross, 176 vols.; Do., per H. Withers, 42 vols.; Daly, M. B., M.P., 121 vols.; Davidson, ———, 5 vols.; DesBarres, Hon. W. F., 212 vols.; DesBarres, L. W., 8 vols.; Dickie, Hon. R. B., Amherst, 200 vols.; Eaton, B. H., Q.C., 19 vols.; Ervin, John, 20 vols.; Evans, Mrs. William, Four Mile House, 11 vols.; Ferguson, Hon. Donald, Charlottetown, P. E. I., 1 vol.; Fielding, Hon. W. F., 12 vols.; Fogo, Hon. James, Q.C., Pictou, 15 vols.; Forrest, Rev. John, 4 vols.; Foster, Foster & Mills, 2 vols.; Fox, J. J., 107 vols.; Frame, Eliza, Shubenacadie, 2 vols.; Fullerton, W. M., Amherst, 3 vols.; Government of Nova Scotia, 97 vols.; Halifax Co., Municipality of, per H. W. Wiswell, 41 vols.; Hannington, Hon. D. L., Dorchester, 10 vols.; Harrington, C. S., Q.C., 1 vol.; Henry, Hugh McD., Q.C., 62 vols.; Hill, P. C., jr., 14 vols.; Hobart, D. K., American Consul, Windsor, 29 vols.; Howe, William, Q.C., 84 vols.; Howe, Sydenham, 3 vols., lot of Pamphlets; Hunt, J. Johnston, 6 vols.; Johnstone, His Honor J. W., Dartmouth, 151 vols.; Kenny, Sir Edward, 140 vols.; King, E. D., Q.C., 30 vols.; Knapp, Chas., Dorchester, 12 vols.; Matheson, ——, Pictou, 14 vols.; MacCoy, W. F., Q.C., 5 vols.; McDonald, Hon. Chief Justice, 2 vols.; McDonald, Alex., 12 vols.; McHeffey, heirs of the late Hon. Richard, Windsor, 143 vols.; McKay, John, Gay's River, 37 vols.; McKenzie, G. A., Dartmouth, 1 vol.; Maclean, Dr. D., Shubenacadie, 9 vols.; McLellan, W. W., 2 vols.; McNab, William, 1 vol.; McSweeney, W. B., 12 vols.; Menger, John, 5 vols.; Mills, W. A., 1 vol.; Milner, Christopher, Sackville, 5 vols.; Moore, Henry, Shubenacadie, 21 vols.; Morse, Charles, Liverpool, 2 vols.; Motton, Robert, 85 vols.; Murray, Rev. Robert, 12 vols.; Oulton, A. E., Dorchester, 2 vols.; Ouseley, J. W., 31 vols.; Parker, F. G., Shubenacadie, 19 vols., 20 Pamphlets;

Parsons, J., 37 vols.; Payzant, J. Y., 20 vols.; Peck, J. B., Dorchester, 3 vols.; Penny, Mrs., Gay's River, 1 vol.; Powell, H. A., Sackville, 8 vols.; Power, Hon. L. G., 3 vols.; Pryor, Henry, D.C.L., Q.C., 144 vols.; Ratchford, C. E., Amherst, 2 vols.; Rigby, Hon. S. G., 27 vols.; Ritchie, Hon. J. W., 12 vols.; Ritchie, George, LL.B., 3 vols.; Russell, B., Dartmouth, 6 vols.; Sedgewick, Robert, Q.C., 27 vols.; Shannon, Hon. S. L., Q.C., 49 vols.; Smith, Hon. H. W., 60 vols.; Soule & Bugbee, Boston, 9 vols.; Stewart, J. J., 6 vols.; Stewart, D. B., Ottawa, 1 vol.; State of Wisconsin, 1 vol.; State of Pennsylvania, 2 vols.; State of Vermont, 1 vol.; State of Illinois, 1 vol.; State of Nebraska, 1 vol.; State of Kentucky, 1 vol.; State of Wyoming, 3 vols.; State of Missouri, 2 vols.; State of Dakota, 1 vol.; State of Michigan, 1 vol.; State of Alabama, 1 vol.; State of Indiana, 1 vol.; State of Montana, 2 vols.; State of New York, 4 vols.; State of New Mexico, 1 vol.; State of Arizona, 1 vol.; Sutherland, W. D., 3 vols.; Thompson, Hon. J. S. D., 72 vols.; Thomson, James, Q.C., 1 vol.; Thorne, J. H., 8 vols.; Tremaine, F. J., 9 vols.; Wallace, T. J., 11 vols., lot of Pamphlets; Wells, W. W., Dorchester, 12 vols.; White, Hon. A. J., 12 vols.; Whitman, Alfred, 7 vols.; Wylde, J. J., 8 vols.

Dalhousie College & University.

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GEORGE MURRAY CAMPBELL, B.A. (Dal.), *George Munro Tutor in Mathematics.*

DAVID BAILEY, *Instructor in Gymnastics.*

Librarian: PROFESSOR FORREST.

Assistant Librarians: { MR. TRUEMAN, MR. CAMPBELL.

Janitor: ARCHIBALD DUNLOP.

General Regulations.

§ I.—THE ACADEMIC YEAR.—The academic year consists of one session. The session of 1884–5 will begin on Thursday, 16th October, 1884, and end on Wednesday, 29th April, 1885.

Notice is hereby given that in 1887 the session may be lengthened by two months.

The Summer Session is for the present suspended.

§ II.—ADMISSION OF STUDENTS.—(1.) Students may enter the College, either as Undergraduates, with the intention of applying for a University Degree at the end of their course, or as General Students, who do not look forward to a University Degree.

(2.) Women shall be admitted to the College, in the Faculty of Arts,—as undergraduates, on the same terms as men,—and as general students, provided they satisfy the Professors of the classes they wish to join that they are qualified to profit by their lectures.

(3.) Undergraduates shall be required to matriculate before entering upon the course of study prescribed for the degree for which they are candidates. Matriculation consists simply in inscribing the name in the Register of Undergraduates; but no student shall be allowed to matriculate unless he has passed either one or other of the Matriculation Examinations of the Faculty in which he is to study, or an equivalent examination as indicated in §§ XII–XIV, XXVI–XXVIII. (For registration fee see § XXIV.)

(4.) No student shall be admitted as an undergraduate after ten days from the opening of the classes, without the special permission of the Faculty in which he is to study.

(5.) Undergraduates from other Universities may, on producing satisfactory certificates, be admitted to similar standing in this University. (See §§ XII, XXVI.)

(6.) General students must enter their names annually in the Register of General Students. (For registration fee see

§ XXIV.) They are not required to pass a matriculation examination, and (except as provided by § II. 2) they may attend such classes as they choose. The Tutors' classes, though open to general students as well as to undergraduates, are open only to students who are attending the Professors' classes in connection with which they are held.

§ **III.—EXAMINATIONS** (called Sessional Examinations) are held at the end of every session in the subjects of the various classes. Both undergraduates and general students are admitted to these examinations, and those who pass are arranged in three divisions—First Class, Second Class, and Passed—according to the merit of their answers. (For regulations see § XVI.)

§ **IV.—ATTENDANCE AND CONDUCT.**—(1.) Professors shall mark the presence or absence of students immediately before commencing the work of the class, and shall note as absent those who enter thereafter, unless satisfactory reasons be assigned.

(2.) Absence without sufficient excuse, or lateness, or inattention, on the part of a student, if persisted in after due admonition by the Professor, shall be reported to the Faculty to which he belongs.

(3.) Injuries to the building or furniture shall be repaired at the expense of the person or persons by whom they have been caused, and such other penalty shall be imposed as the Senate may think proper.

(4.) Any improper conduct on the part of a student, whether in the College or elsewhere, may subject him to the censure of the Senate; and the Senate may fine, reprimand (either privately or in the presence of the Students), report to the parents or guardians, disqualify for competing for Prizes, or report to the Governors for suspension or expulsion.

§ **V.—RESIDENCE.**—Students of the Faculty of Arts, not being registered Students of the Halifax Medical College, must report to the Principal their places of residence within one week after entering the College.

Persons who wish to take such Students as boarders must furnish the Principal with satisfactory references. A register is kept by the Secretary of the Faculty of Arts, containing the names of those persons who have satisfied this condition; and, for the convenience of Students, a list of the names and addresses of such persons will be posted on the notice-board in the College hall at the beginning of the Session.

§ **VI.—CHURCH ATTENDANCE.**—Students of the Faculty of Arts, under twenty-one years of age, and not residing with parents or guardians, must report to the Principal, within one week after entering the College, the churches they intend to make their places of worship during the Session. Intimation will be made to the various clergymen of the city, of the names and addresses of the students who have chosen their churches as places of worship.

§ **VII.—ACADEMIC COSTUME.**—(1.) Bachelors and Masters of Arts, Bachelors of Science and of Laws, and Doctors of Medicine, of this University, shall be entitled to wear gowns,[*] of black stuff, and hoods. The distinctive part of the costume is the hood. The following are the kinds of hood appointed for the various degrees:—

B.A.—Black stuff lined with white silk and bordered with white fur.

M.A.—Black stuff lined with crimson silk.

B.Sc.—Black stuff, with a lining of white silk, bordered with crimson silk.

LL.B.—Black stuff, with a lining of white silk, bordered with gold-colored silk.

M.D., C.M.—Black stuff, with a lining of scarlet silk, bordered with white silk.

(2.) Successful candidates for these degrees shall be required to appear at Convocation in the proper academic costume, to have the degrees conferred upon them. Degrees shall be conferred in the absence of the candidate only by special permission of the Senate.

§ **VIII. — THE UNIVERSITY LIBRARY.**[†] — (1.) All students, graduates, and members of the Alumni Association shall be entitled to the use of the Library.

(2.) A deposit of two dollars must be made with the Librarian, by any person entitled to use the Library, before he can borrow books; but when all such books are returned this deposit will be repaid.

(3.) All books must be returned to the Library on or before the day appointed for that purpose in the Calendar. Students who fail to comply with this rule shall forfeit half the amount of their deposit.

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[*] The gown worn by a Bachelor of Laws shall be similar to that worn by a Barrister-at-Law.

[†] The Legislative Library and the Citizens' Free Library being open to the public on the fulfilment of certain conditions, may also be used by Students.

(4.) No student shall have his Attendance and Examination certificates signed until he has returned the books he may have obtained from the Library.

(5.) Books damaged or lost shall be paid for by the borrower at such rates as the Librarian may direct.

(6.) All fines, one half the amount of the Registration Fees, and Fees for Supplementary and Special Examinations, shall be appropriated to the Library Fund.

§ IX.—THE UNIVERSITY MUSEUM.[*]—The Museum consists chiefly of the Thomas McCulloch collection of Zoological and Geological specimens, recently presented to the University. It is hoped that by the beginning of next Session it may be arranged and ready for the use of Students. Regulations for its use will then be published.

§ X.—THE GYMNASIUM.—(1.) All male students, graduates, and members of the Alumni Association shall, on paying the sessional fee and agreeing to comply with the regulations, be entitled to the use of the Gymnasium.

(2.) Students shall be entitled to instruction in gymnastics without the payment of any additional fee.

(3.) Graduates and members of the Alumni Association shall be admitted to the classes, on payment of a fee of three dollars.

(4.) Gold and Silver Badges will be offered for competition this Session at the close of the course of instruction in gymnastics.

The successful competitors for these Badges, in the Session of 1883–4, were as follows:—

Gold Badge	W. B. Taylor.
Silver Badge	A. W. Lewis.

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[*] The Provincial Museum, which contains collections illustrating the Mineralogy, Zoology, and Geology of the Province, is open to the public daily and may be used by Students.

Faculty of Arts.

THE PRINCIPAL.
PROFESSORS: LYALL,
MACDONALD,
JOHNSON,
LAWSON,
MACGREGOR,
FORREST,
SCHURMAN,
ALEXANDER.
LECTURER: LIECHTI.

Secretary of the Faculty—PROFESSOR MACGREGOR.

TUTORS: TRUEMAN,
CAMPBELL.

§ XI.—COURSES OF INSTRUCTION, 1884–85.

The following is an account of the classes which are to be held this Session:

CLASSICS.

Professor	JOHN JOHNSON, M. A.
Tutor	JAS. S. TRUEMAN, B. A.

First Year Latin Class.

Professor's Class—Mondays, Wednesdays and Fridays, 10—11 A. M.
[‡] *Tutor's Class—Mondays and Wednesdays, 12 M. — 1 P. M.*

Subjects of study:

Virgil: Eclogues.—Cicero: Pro Milone and [*]Pro Lege Manilia.—Composition: Principia Latina, Part IV (latter half).

Second Year Latin Class.

[‡] *Mondays, Wednesdays and Fridays, 11 A. M. — 12 M.*

Subjects of study:

Horace: Odes, Books I, [*]II, [*]III. Livy: Book I.—Composition: Principia Latina, Part V.

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[*] Students seeking a First or Second Class at the Sessional Examinations are examined in this additional subject, which is not read in class; such students are also required to show special accuracy in grammar.

[†] A passage taken from a work not prescribed to be read will be set for translation to students seeking a First or Second Class in these years.

[‡] The Tutor will also be in the Library two or three times a week, from 3 to 5 p. m., when he may be consulted by students with reference to their studies.

† Third and Fourth Years Latin Class.

Mondays, Wednesdays and Fridays, 12 M.—1 P. M.

Subjects of study :

For 1884-5.—Horace : Selected Satires. Tacitus : Annals, Bk. I. Prose Composition.—Philology : Peile's Primer of Comparative Philology.

For 1885-6.—Tacitus : Agricola. Plautus : Captivi. Juvenal : Satires III, X, XIII.—Composition : Principia Latina, Part V.—Philology.

First Year Greek Class.

‡ Tutor's Class—Tuesdays and Thursdays, 10—11 A. M., Fridays 12 M.— 1 P. M.

Subjects of study :

Lucian : De Somnio, Timon, Deorum Comitia. *Xenophon : Cyropedia. Book I.—Composition : Initia Græca, Part III.—Grammar : Accidence.

Second Year Greek Class.

† Tuesdays and Thursdays, 11 A. M.—12 M.

Subjects of study :

Homer : Odyssey, Book IX. Xenophon : Hellenics, Book II. *Demosthenes : Olynthiacs.—Composition : Initia Græca, Part III.

† Third and Fourth Years Greek Class.

Tuesdays and Thursdays, 12 M.—1 P. M.

Subjects of study :

For 1884-5.—Demosthenes : Philippics I, III. Euripides : Medea.—Prose Composition.

For 1885-6.—Plato : Apologia Socratis. Euripides : Alcestis.—Prose Composition.

Honours Class.

Twice a week.

In this class the Latin and Greek Subjects prescribed for Honours in the department of Classics are read, and Latin Prose Composition is regularly practised.

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* Students seeking a First or Second Class at the Sessional Examinations are examined in this additional subject, which is not read in class : such students are also required to shew special accuracy in grammar.

† A passage taken from a work not prescribed to be read will be set for translation to students seeking a First or Second Class in these years.

‡ The Tutor will also be in the Library two or three times a week, from 3 to 5 p. m., when he may be consulted by students with reference to their studies.

HEBREW.

Professor……………………………Rev. PRINCIPAL ROSS, D. D.

Three times a week.

Subjects of study :

Hebrew Grammar ; Translation from Hebrew into English, and from English into Hebrew.

Text Book: Green's Elementary Hebrew Grammar.

MODERN LANGUAGES.

Lecturer……………………………JAMES LIECHTI, M. A.

First French Class.

Tuesdays and Thursdays, 2—3 P. M.

Subjects of study :

Voltaire : *Charles XII.*, Books II and III. Molière : *Le Bourgeois Gentilhomme*. Translation from English writers ; Dictation ; Parsing.

Text Books: Brachet's Public School Elementary French Grammar ; Supplementary Exercises. Other Text Books required will be announced at the opening of the Session.

Second French Class.

Tuesdays and Thursdays, 9—10 A. M.

Subjects of study :

Molière, *L'Avare* ; Racine's *Athalie* ; Molière, *Les Femmes Savantes* (advanced section). Translation from English writers.

Molière's *Tartufe* is prescribed for private reading to candidates for a First Class position at the Sessional Examinations.

Text Books: Brachet's Public School French Grammar ; Exercises to the same on the Accidence and Syntax. Other Text Books required will be announced at the opening of the Session.

First German Class.

Mondays, Wednesdays and Fridays, 3—4 P. M.

Subjects of study :

Adler's Reader ; Schiller's *Wilhelm Tell*.

Text Books: Otto's German Grammar ; Gostwick and Harrison's Outlines of German Literature.

Second German Class.

Mondays, Wednesdays and Fridays, 2—3 P. M.

Subjects of study:

Schiller's *Wilhelm Tell*; Goethe's *Hermann und Dorothea.*

Schiller's *Geschichte des dreissigjährigen Kriegs*, Part I, Book 2, is prescribed for private reading to candidates for a First Class position at the Sessional Examinations.

Text Books: The same as in First Class.

Third German Class.

Mondays, Wednesdays and Fridays, 9—10 A. M.

Subjects of study:

Lessing's *Nathan der Weise*; Goethe's *Egmont*; Schiller's *Maria Stuart.*

Schiller's *Wallenstein's Tod* is prescribed for private reading to candidates for a First Class position at the Sessional Examinations.

Text Books: The same as in the First Class.

ENGLISH LANGUAGE AND LITERATURE.

(George Munro Professorship.)

Professor......................W. J. ALEXANDER, B. A., PH. D.

First Year Class.

Tuesdays and Thursdays, 12—1 P. M.

Rhetoric and English Composition, embracing Exercises in the formation of sentences, Laws of Style, Principles governing the various kinds of Composition, etc.—Students are required to write weekly essays (for the most part on subjects connected with the course on English Literature), which are returned with corrections, after being criticised by professor and students in an hour set apart for that purpose.

As an illustration of the principles laid down in the course on Composition, and as an introduction to the study of Literature, the following works will be read critically:—

Addison: Select Essays.
Pope: Rape of the Lock, *Satires and Epistles.
Johnson: London, Vanity of Human Wishes, Life of Pope, *Lives of Addison, Collins, and Gray.
Collins: The Passions.
Gray: Elegy, Progress of Poesy.
Goldsmith: The Deserted Village.
Macaulay: Samuel Johnson, Boswell's Life of Johnson.

Books recommended: For Rhetoric: Nichol's Primer (Macmillan), and Bain's Manual (Longmans). For Literature: Hudson's Selections from Addison (Ginn & Heath, Boston); Clarendon Press Edition of Pope; Hales' Longer English Poems (Macmillan)—which contains all the poetry read in the class; Macaulay, Standard Series, No. 3.

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* Only for candidates seeking a First or Second Class at the Sessional Examinations.

Second Year Class.

Mondays, Wednesdays and Fridays, 12—1 P. M.

Lectures on Shakespeare and Milton, with critical reading of the following works of each:

Shakespeare—Romeo and Juliet, Midsummer-Night's Dream, *Richard II, Julius Cæsar, *Othello, *Antony and Cleopatra, *The Winter's Tale, The Tempest; *Milton*—L'Allegro, Il Penseroso, Lycidas, Paradise Lost, (Bks. I-IV), Paradise Regained.

Books recommended: Rolfe's or the Clarendon Press Edition of the separate plays of Shakespeare, Dowden's Shakespeare Primer, Clarendon Press Edition of Milton.

Third and Fourth Years Honours Class.

Twice or three times a week.

The following subjects in alternate years—A in 1884–5.

A.—Detailed history of the Elizabethan and Early Stuart period, with special study of Lyly (Euphues, The Anatomy of Wit), Spenser (Faerie Queen, Bk. II), Marlowe (Doctor Faustus), Greene (Friar Bacon and Friar Bungay), Sidney (Apologie for Poetrie), Bacon (Advancement of Learning, Bk. I), Shakespeare (Henry V), Milton (Of Reformation in England, Eikonoklastes, Samson Agonistes). Studies in the Poetry of the 19th Century, from Scott to Tennyson.

Books recommended—Morley's First Sketch of English Literature, Clarendon Press and Arber Editions of Elizabethan and Stuart authors.

B.—The historical development of the English Language and Literature to the year 1400, with a minute study of the language and (select) works of Chaucer.

Books recommended: Sweet's Anglo-Saxon Primer, Morris's Historical Outlines of English Accidence, Morris & Skeat's Specimens of Early English, Chaucer's Prologue and Select Tales.

HISTORY AND POLITICAL ECONOMY.

(George Munro Professorship.)

Professor:...................................REV. J. FORREST.

Third Year History Class.

Mondays, Wednesdays and Fridays, 11 A.M.—12 M.

Subjects of study:

Mediæval History and Modern History to 1648.

The class work will be conducted by means of lectures and examinations on prescribed reading.

Fourth Year History Class.

Tuesdays and Thursdays, 11 A.M.—12 M.

Subject of study:

Modern History from 1648.

The class work will be conducted by means of lectures and examinations on prescribed reading. In the lectures books of reference will be named, and select portions specified for reading.

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* For First Class and New Shakspere Society's Prize.

Advanced History Class.

Once a week.

Subject of study :

English History from 1603 to 1689.

The work of the class will be conducted by means of examinations on reading prescribed from Clarendon, Gardiner, Green, Hallam, Ranke and other authorities on this period.

This class is intended especially for Candidates for Honours in English Literature and History.

Political Economy Class.

Tuesdays and Thursdays, 10 — 11 A.M.

The work of this class will be conducted by means of lectures and examinations on prescribed reading.

Text-book : Mill's Principles of Political Economy.

Books recommended : Smith's Wealth of Nations, Cairnes' Principles of Political Economy, Carey's Principles of Social Science, Roscher's Political Economy, Fawcett's Free Trade and Protection, Carey's Harmony of Interests.

ETHICS.

Professor.............................Rev. Principal Ross, D. D.

Mondays, Wednesdays and Fridays, 10 — 11 A.M.

Ethics, a department of Mental Philosophy, includes the Philosophy of Man's Active, Moral, Social, and Religious nature.

1. Man an Active Being. Will, Volition, Motives and their influence, Fatalists, Libertarians, Necessitarians, Attempt to reconcile Libertarians and Necessitarians, Principles of Action.

2. Man a Moral Being. The Moral Faculty or Conscience defined, Historical review of different opinions respecting the nature of Conscience, and the Foundation of Virtue; Existence of Deity, Theism, Ontological arguments, Teleological arguments ; Atheism, Idealistic and Materialistic ; Correlation of Physical and Mental forces disproved ; Pantheism, Its adherents very numerous, Its immoral tendency.

3. Man a Social Being. State of Nature, Hunter State, Nomadic State, Agricultural State, Commercial State, Origin and Progress of the Arts, Sciences, Commerce, Law, Government and War.

4. Man a Religious Being. Must have an object of Worship. Contents of the Intuition ; Natural Religion, Importance of the Study, its grand defect, Handmaid to Revelation.

Books recommended : Flemings' Manual of Moral Philosophy ; Stewart's Active and Moral Powers (Ed. Hamilton).

METAPHYSICS.

(George Munro Professorship.)

Professor.............................J. G. Schurman, M. A., D. Sc.

Third Year Class.

Mondays and Wednesdays, 10 — 11 A.M.

The problems of ancient and mediæval speculation ; modern philosophy, from Descartes and Bacon to Kant and Reid ; the tendencies and the historical relations of contemporary thought.

Book recommended : Berkeley's Works in Fraser's Selections.

Third and Fourth Years Honours Class.

Tuesdays and Thursdays, 10 — 11 A.M.

Each of the following subjects in alternate sessions—A in 1884-5 :

A. Greek Philosophy, with special reference to Aristotle and Plato.

B. English Empiricism—Locke, Berkeley, and Hume.

Books recommended : Plato's Theætetus and Republic ; Aristotle's De Anima and Metaphysics.

Fourth Year Honours Class.

Fridays, 11 A. M. — 12 M.

The Philosophy of Kant ; the Development from Kant to Hegel.

Books recommended : Kant's Critique of Pure Reason (Müller's translation) Stirling's Text-book to Kant, Caird's Philosophy of Kant.

LOGIC AND PSYCHOLOGY.

Professor.............................Rev. Wm. Lyall, LL. D.

Second Year Class.

Four or five lectures a week, 3 — 4 P.M.

This course will consist of lectures on Mind and its phenomena,—the laws and faculties of Cognition, comprising a review of the doctrines of Locke, Reid, Stewart, Brown, Hamilton, and the modern Sensationalist School,—with the philosophy of the Emotions. Under Logic will be considered—the nature of Concepts, Judgments and Reasonings ; the different orders of Syllogism ; the Fallacies ; the doctrine of Method ; the sources of Error and the means of their correction.

Books recommended : Sir Wm. Hamilton's Lectures on Metaphysics and Logic Prof. Lyall's Intellect, the Emotions and the Moral Nature.

Third and Fourth Years Honours Class.

Two Lectures a week.

This class is intended especially for candidates for Honours in Mental and Moral Philosophy, the work extending over two sessions, and alternating between the two divisions of the general subject.

The lectures will enter into a more critical view of the psychological phase of Philosophy, the theory of the Ratiocinative process, with especial reference to the views of Mill and Hamilton; together with the laws and rules of Inductive Logic. Esthetics also will form a branch of this advanced course.

MATHEMATICS.

Professor..................................C. MACDONALD, M. A.
Tutor................ GEO. M. CAMPBELL, B. A.

First Year Class.

Daily, 11 A. M.—12 M.

Subjects of study:

ALGEBRA.—Involution, Evolution, Theory of Indices, Equations of the First and Second Degree, Proportion, Inequalities, Indeterminate Equations, Variation, Progressions: Propositions in the Theory of Equations, with Horner's method of approximating the roots of a Degree higher than the Second.

GEOMETRY.—First and Second Books of Euclid revised, Third and Fourth Books, Definitions of Fifth, and Sixth Book to the Twentieth Proposition, with Geometrical Exercises and Practical applications.

The class meets daily, with the Professor. The Tutor's class meets three times a week, for the purpose of revision of the Professor's Lectures and illustration of them in working further examples. The Tutor will also be in the Library two or three times a week, from 3 to 5 o'clock, P. M., when he may be consulted by students with reference to their studies.

Books recommended: Hamblin Smith's (Miller & Co.) Elements of Geometry, or Colenso's or Todhunter's; Colenso's or H. Smith's Algebra.

Second Year Class.

Daily, 10—11 A. M.

Subjects of study:

GEOMETRY.—Sixth Book of Euclid finished. Drew's Conic Sections, Parabola and Ellipse. Geometrical Exercises continued.—For First or Second Class: 21 Propositions of the Eleventh Book of Euclid.

TRIGONOMETRY.—Analytical Plane Trigonometry as far as, but exclusive of, DeMoivre's Theorem. Practical applications, with the use of Logarithms, to the Solution of Triangles, Measurement of Heights and Distances, Navigation, &c. Mensuration.—For First or Second Class: Spherical Trigonometry as far as the solution of Right-angled triangles. Extension of Ordinary Course: DeMoivre's Theorem and series connected with the mensuration of Circular arcs.

ALGEBRA.—Permutations and Combinations, Binomial Theorem, Properties of Logarithms, Compound Interest, Annuities.—For First or Second Class: Extension of Ordinary Course. Investigations connected with the Binomial Theorem and the Theory of Logarithms, with applications.

The ordinary class meets, in the beginning of the Session three days with the Professor, and two days with the Tutor; afterwards, two days with the Tutor.

The main subjects of study in the Professor's classes are Modern Geometry and Advanced Algebra; in the Tutor's, Euclid, the Conic Sections geometrically treated, and Analytical Trigonometry.

The Professor holds a class one day a week (Friday) for those studying the extra work of this year.

The Tutor will be in the Library two or three times a week from 3 to 5 P. M., when he may be consulted by students with reference to their studies.

Books recommended:—Colenso's Algebra, 2nd part; Colenso's Trigonometry, 1st part; Todhunter's Spherical Trigonometry, or Hann's Trigonometry, (Weale's Series); Chamber's Logarithmic, &c., Tables.

Honours Class.

There are two Divisions in the Honours Class:

The First Division meets three times a week. Subjects: Analytical Trigonometry, commencing with the applications of DeMoivre's Theorem; Analytical Geometry; Theory of Equations; Differential Calculus.

Books recommended: Colenso's Plane Trigonometry (2nd Part); Todhunter's Conic Sections; Todhunter's Theory of Equations; Hall's Differential and Integral Calculus. Todhunter's Spherical Trigonometry. Any Standard Works on the subjects treated may, however, be used.

The Second Division meets three times a week. Subjects: Spherical Trigonometry, as far as Napier's Analogies; Theory of Equations; Differential Calculus; Integral Calculus, with Differential Equations; Applications of these to Physics, Physical Astronomy, &c.

Books recommended: The same as for the First Division. Also, Tait and Steele's Dynamics of a Particle; Todhunter's Analytical Statics; Boole's Differential Equations.

PHYSICS.

(George Munro Professorship.)

Professor........................J. G. MACGREGOR, M. A., D. Sc.

Third Year Physics Class.

Tuesdays and Thursdays, 11 A.M.—12 M., Fridays 10—11 A.M.

The lectures will be on the following subjects:

Kinematics: (a) motion of a point, (b) motion of a rigid system of points*, (c) strains*.

Dynamics (a) of a Particle, including Kinetics and Statics, (b) of systems of Particles, (c) of a rigid body, including Kinetics* and Statics.

The properties of solid and fluid bodies.

The portions of the subject marked above with an asterisk are intended for candidates for a First Class position at the Sessional Examinations. The portions not thus marked constitute the ordinary work of the class.

Books recommended: Thomson and Tait's Elements of Natural Philosophy, Pt. I., (Cambridge University Press, 9s.) and Magnus' Hydrostatics and Pneumatics, with answers, (Longmans, Green & Co. 1s.)—Students are recommended to order these books through a bookseller some weeks before the beginning of the Session that they may have them at the opening of the class.

Fourth Year Physics Class.

Mondays and Wednesdays, 11 A.M. — 12 M.

The lectures will be on the following subjects:

The various forms of energy, especially Heat, Electricity and Magnetism, Light and Radiant Heat, Sound.

The ordinary work of the class will consist of the description and explanation of phenomena, and the generalisation and application of the simpler quantitative laws. But the attention of candidates for a First Class position at the Sessional Examinations will be directed to all the more important of those portions of the subject which can be treated by elementary mathematical methods.

Definite information will be given by the Professor during the course of lectures as to what portions of the subject are to be considered the ordinary work of the class.

Books recommended: Garnett's Elementary Treatise on Heat (Deighton, Bell & Co., 3s. 6d.), Thompson's Lessons in Electricity and Magnetism (Macmillan & Co., 4s. 6d.) and Deschanel's Natural Philosophy, Ed. Everett, Part IV—Sound and Light (Blackie & Son, 4s. 6d.)

Astronomy Class.

Tuesdays and Thursdays, 10 — 11 A.M.

The subjects of the lectures will be the Elements of Spherical and Physical Astronomy, together with the Elements of Geometrical Optics and their application to the theory of astronomical instruments.

Candidates for a First Class position at the Sessional Examinations will be assumed to be familiar with the Geometry of the Ellipse, and the Elements of Spherical Trigonometry.

Books recommended: Loomis's Treatise on Astronomy (Harper & Bros., $1.50), and Aldis' Geometrical Optics (Deighton, Bell & Co., 3s. 6d.)

Advanced Mathematical Physics Class.

Twice a week.

The subjects of the lectures will be as follows:

Kinematics; Dynamics of a Particle and of a Rigid Body; Hydrodynamics; Thermodynamics; Electrodynamics.—Students will be assumed to have a sufficient knowledge of the Differential and Integral Calculus.

This class is intended especially for candidates for Honours in Mathematics and Physics, but other persons having sufficient knowledge of Mathematics and Physics will be admitted.

Books recommended: Minchin's Statics (Longmans, Green & Co.), Tait and Steele's Dynamics of a Particle (Macmillan & Co.), Aldis' Rigid Dynamics (Deighton, Bell & Co.), Besant's Hydromechanics (Deighton, Bell & Co.), Tait's Sketch of Thermodynamics (Douglas, Edinburgh.)

Physical Laboratory Classes.

If application is made by a sufficient number of students, a class will be formed for instruction in the making of simple physical apparatus for teaching purposes.—This class is intended to facilitate the introduction of the teaching of physical science into the common schools.

A class will also be formed for instruction in the practical application of physical experimental methods, as for example in the determination of the densities of solids, liquids or vapours, specific and latent heat, coefficients of expansion, refractive indices, electrical resistance, electromotive force, magnetic moments, &c.

This class is intended especially for candidates for Honours in Experimental Physics and Chemistry, and for graduates wishing to pursue post-graduate courses; but other persons whose knowledge of Physics is sufficient will also be admitted.

Book recommended: Kohlrausch's Physical Measurements (Churchill.)

CHEMISTRY.

Professor..............................GEO. LAWSON, PH. D., LL. D.

Inorganic Chemistry Class.

Tuesdays, Wednesdays and Fridays, 9 — 10 A. M.

Subjects of lectures:

General principles; Chemical Affinity; Combination: Laws of Combination, by weight, by volume; Equivalent Numbers; Atomic Numbers; Atomic Theory; Nomenclature; Notation; Formulæ; Equations; the Non-metallic Elements and their modes of occurrence in nature, their preparation, their compounds, important chemical processes, natural and artificial, and manufactures, to which they are related; the Metals, their general characters, classification, occurrence in nature; Metallurgical Processes; Alloys; description of all the important metals, their salts and other compounds, and of chemical processes and manufactures connected with them, modes of testing, &c.

Class Book: Green's edition of Wurtz's Elements of Chemistry.

Organic Chemistry Class.

Mondays and Wednesdays, 10 — 11 A. M.

Subjects of lectures:

Principles of Classification; Organic Series; Comparison of the principal Series of the Fatty Group, viz., Parafines and Olefines; Monatomic, Diatomic, Triatomic and Hexatomic Alcohols and Ethers; Monatomic, Diatomic and Tetratomic Acids; Aldehydes; Cyanogen; Comparison of Amines, Diamines, Triamines; Artificial Bases; Alkaloids; Phosphines, Stibines, Arsines; Amides (including Urea and its derivatives); Uric Acid; Colouring Matters; Outline of Animal Chemistry; Tissues; Blood, Milk, Urine; Respiration, Digestion, Nutrition.

Class Book: Green's edition of Wurtz's Manual of Chemistry,

Medical Chemistry Class.

Daily, 9 — 10 A.M.

The Class for Medical Chemistry meets daily throughout the Session. The course embraces a discussion of the Principles of Inorganic Chemistry, on Tuesdays, Wednesdays and Fridays, as in the Arts Course, with special instruction on Mondays and Thursdays in Organic, Medical and Toxicological.

Text Book: Fownes' Chemistry.

Chemical Laboratory.

QUALITATIVE CHEMICAL ANALYSIS.—Systematic Qualitative Analysis; Detection of Bases and Acids, separate and in Mixtures.

Text Books: Qualitative Analysis, Fresenius, Macadam, Thorpe, or Appleton.

QUANTITATIVE CHEMICAL ANALYSIS.—The Laboratory will be open daily (except Saturday) from 9 A. M. to 1 P. M., for work in this department. There is a reference library for the use of students. Facilities are given in the Laboratory for special courses of Analysis, as of Metallic Ores, Coal, Fertilizers, Soils, Articles of Food and Drink, Mineral and Household Waters, &c.; arrangements for instruction in which may be made with the Professor of Chemistry.

Laboratory students are required to pay in addition to their class fees, for breakage of apparatus and for reagents used.

Working Books: Woehler's Mineral Analysis, Bowman's Medical Chemistry.

MINERALOGY.

Professor……………………GEORGE LAWSON, Ph. D., LL. D.

Text Book: Nichol's Mineralogy, or Article Mineralogy in Encyclopædia Britannica.

BOTANY.

Professor……………………GEO. LAWSON, Ph. D., LL. D.

Tuesdays and Thursdays, 10 — 11 A. M.

Subjects of study:

Morphology of the Cell, of the Tissues, and of the External Conformation of Plants; Special Morphology of Thallophytes, Characeæ, Muscineæ; Muscular Forces in the Plant; Aggregation of Organized Structures, Movements of Water and Gases; Chemical Processes, Constituents of Plant Food, Assimilation, Respiration; Influence of Temperature, Light, Electricity, Gravitation; Mechanical Laws of Growth, Tension, Pressure, Friction; Periodicity of Growth, Periodic Movements, Reproduction; Hybridization; Origin of Species; Origin of Varieties; the Theory of Descent; Principles of Classification.

In connection with the Botanical Class, instruction will be given in the general use of the Microscope.

Additional instruction will be given on separate days to Medical Students on the Natural Orders containing medicinal and poisonous plants.

On Saturdays, during favorable weather, there will be field excursions for collecting botanical specimens.

TIME TABLE—FACULTY OF ARTS—1884-85.

HOURS.	FIRST YEAR.	SECOND YEAR.
9 — 10	Inorganic Chem. (Tu. W. F.) Medical Chemistry (daily).	
10 — 11	Latin (M. W. F.) Greek (Tu. Th.) Botany (Tu. Th.)	Mathematics (daily).
11 — 12	Mathematics (daily).	Latin (M. W. F.) Greek (Tu. Th.) Chem. Laboratory (Tu. Th.)
12 — 1	English (Tu. Th.) Latin (Tutor) (M. W.) Greek do. (F.)	English Literature (M. W. F.) Chem. Laboratory (Tu. Th.)
1 — 2		
2 — 3		2nd German (M. W. F.)
3 — 4	1st German (M. W. F.)	Logic (daily).

TIME TABLE—FACULTY OF ARTS—1884-85.

HOURS.	THIRD YEAR.	FOURTH YEAR.
9 — 10	3rd German (M. W. F.)	3rd German (M. W. F.) 2nd French (Tu. Th.)
10 — 11	Metaphysics (M. W.) Organic Chemistry (M. W.) Botany (Tu. Th.) Physics (F.) Hon. Metaphysics (Tu. Th.) Hon. Classics (Tu. Th.)	Ethics (M. W. F.) Political Economy (Tu. Th.) Astronomy (Tu. Th.) Hon. Physics (M. W.) Hon. Metaphysics (Tu. Th.) Hon. Classics (Tu. Th.)
11 — 12	History (M. W. F.) Physics (Tu. Th.)	History (Tu. Th.) Physics (M. W.) Chem. Laboratory (Tu. Th.) Hon. Metaphysics (F.)
12 — 1	Latin (M. W. F.) Greek (Tu. Th.) Chem. Laboratory (Tu. Th.) Hon. Mathematics (M. W. F.)	Latin (M. W. F.) Greek (Tu. Th.) Chem. Laboratory (Tu. Th.) Hon. Mathematics (Tu. Th. F.)
1 — 2		Hon. Mathematics (F.)
2 — 3	1st French (Tu. Th.) Phys. Laboratory.	2nd German (M. W. F.) Phys. Laboratory.
3 — 4	1st German (M. W. F.) Phys. Laboratory.	Phys. Laboratory.

§ XII.—DEGREE OF BACHELOR OF ARTS.—(1). Candidates for the ordinary degree of Bachelor of Arts are required to pass either the First Year Matriculation Examination (admitting to the standing of an undergraduate of the First Year) or the Second Year Matriculation Examination (admitting to the standing of an undergraduate of the Second Year); to attend the classes of the course of study prescribed for this degree during either all four years, or the last three years, according to the standing acquired at the Matriculation Examination; and to pass, according to the regulations of §xvi, either the Degree Examinations of the several years, or the equivalent supplementary examinations in cases in which such supplementary examinations are allowed.—For graduation fee see §xxiv.

2. Undergraduates of other Universities may, on producing satisfactory certificates of standing, be admitted to similar standing in this University, if on examination they are found qualified to enter the classes proper to their years. But if their previous courses of study have not corresponded to the course on which they enter in this University, they may be required by the Senate to take extra classes.

§ XIII.—FIRST YEAR MATRICULATION EXAMINATION.—(1.) Candidates for entrance into the First year of the course shall be examined in the following subjects:

1. LATIN.—Grammar. **One Latin subject.** The following subjects are recommended:

For 1884: *Cæsar*, Gallic War, Book V; or, *Ovid*, Metamorphoses, Book II, Fab. 1, 2, 3; Book III, Fab. 1, 2 or 4, 5, 6.
For 1885: *Cæsar*, Gallic War, Book VI; or, *Ovid*, Metamorphoses, Book II, Fab. 1, 2, 3; Book III, Fab. 1, 2, 5, 6 (Ferguson's Ovid, published by Oliver & Boyd, Edinburgh, contains the prescribed text.)

2. GREEK or FRENCH or GERMAN.

GREEK. Grammar. One Greek subject. The following subjects are recommended:

For 1884: *Xenophon*, Anabasis, Book V or Book VI.
For 1885: *Xenophon*, Anabasis, Book I or Book VI.

If Greek is to be chosen as one of the subjects of the course, it must be taken as a part of this examination.

FRENCH.—Voltaire's *Charles XII*, Book I.—Questions in Grammar limited to the Accidence, and based upon the passages selected.

GERMAN.—Adler's *Reader*, Zweiter Abschnitt, Nos. 4-9 (inclusive.—*Grammar*:—First 14 lessons in Otto's German Grammar (omitting the 9th and 10th lessons.)

N. B.—Instead of the books recommended above in Latin, Greek, French and German, candidates may offer equivalents if they be not parts of the B. A. Course. Candidates who wish to avail themselves of this provision must give notice of their intention to the Secretary of the Faculty at least one week before the date of the examination, and in giving notice they must make a statement of the equivalents which they wish to offer.

3. Mathematics.—*Arithmetic* : *Geometry* : Euclid's Elements, Books I. and II. *Algebra* : Simple Rules, and Simple Equations of one unknown quantity, not involving surds.

4. English.—*Language* : Grammar, Analysis, Writing from Dictation, Composition. *History and Geography* : Outlines of English and Canadian History, and General Geography.

The above examination may be conducted partly *viva voce*.

(2.) Competitors for Munro Exhibitions and Bursaries, whose examinations are approved by the Senate, shall be exempt from further examination for matriculation.

§ XIV.—SECOND YEAR MATRICULATION EXAMINATION.—(1.) Candidates for entrance into the Second Year of the course shall be examined in the following subjects :

1. Latin.—The ordinary subjects of the First Year Class, as specified in § XI, or their equivalents, together with one additional subject (not being a part of the undergraduate course for the year).

2. Greek or German or Botany (according to the subject to be chosen as the second subject of the Second Year).

Greek.—The ordinary subjects of the First Year Class, as specified in § XI, or their equivalents, together with one additional subject (not being a part of the undergraduate class for the year).

German.—The subjects of the First German Class as specified in § XI, or their equivalents.

Botany.—The subjects of the lectures of the Botany Class, as specified in § XI.

3. Classical History and Geography.—The subjects of the Entrance Examination of the Second Year, as specified in § XVI.

4. Mathematics.—The subjects of the First Year Class, as specified in § XI.

5. English.—In addition to the subjects of the First Year Matriculation Examination (in which special stress will be laid on Composition), candidates will be required to pass an examination on Pope's Essay on Man (Clarendon Press edition), and Johnson's Lives of Addison, Pope, Collins, and Gray,—or the equivalents thereof.

6. Inorganic Chemistry.—The subjects of the First Year Class.—Candidates may omit this subject ; but in that event they must take it instead of one of the elective subjects in the Third Year.

The above examination may be conducted partly *viva voce*.

(2.) Candidates must give at least one week's notice to the Secretary of the Faculty, of their intention to appear at this examination ; and in giving such notice they must state in what Latin, English and Greek or German books they intend to offer themselves for examination, and whether or not they wish to be examined in Chemistry.

(3.) Candidates who have previously passed in any one or more of the above subjects, either at the Matriculation Examination or at the Sessional Examination of the First Year shall be exempt from further examination in such subjects.

§ XV.—COURSE OF STUDY FOR DEGREE OF B. A.—(1.) The following is a list of the classes which undergraduates are required to attend in the four years of the B.A. course. The details of the subjects studied in these classes will be found under Courses of Instruction, (§ XI.)

First Year.—1. Latin.
2. Greek or German or Botany.
3. Mathematics.
4. Inorganic Chemistry.
5. English.

Undergraduates who select Botany, as subject 2, shall be required to furnish the Professor, at the beginning of the Second Year, with evidence of their having done the practical work prescribed at the end of the Session.

Second Year.—1. Latin.
2. Greek or German or Practical Chemistry.
3. Mathematics.
4. English Literature.
5. Logic and Psychology.

Undergraduates who selected Greek or German in the First Year must select the same subject in the Second. Those who selected Botany in the First Year must select Practical Chemistry in the Second.

Third Year.—1. Latin.
2. Physics.
3. History.
4. French or German (1st or 3rd Class).
5 and 6. Any two of the following :*
a. Metaphysics.
b. Greek (1st Year or 3rd and 4th Years Class).
c. Organic Chemistry.
d. Practical Chemistry.
e. The modern language not chosen as subj. 4.

Undergraduates selecting Greek or German, shall take the First Year Class or the First Class, respectively, if they have not studied the subject during the first two years, and the Third and Fourth Years Class or the Third Class, respectively, if they have studied the subject during the first two years.

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* So far as the provisions of the Time Table permit.

Fourth Year.—1. Latin.
2. Ethics.
3. French or German (2nd or 3rd Class.)
4, 5 and 6. Any three of the following*:
  a. Greek (2nd Year or 3rd & 4th Years Class.
  b. History.
  c. Political Economy.
  d. Physics.
  e. Astronomy.
  f. Practical Chemistry.
  g. Hebrew.
  h. The modern language not chosen as subject 3.

Undergraduates selecting Greek or German, shall take the Second Year Class or the Second Class, respectively, if they have not studied the subject during the first two years, and the Third and Fourth Years Class or the Third Class, respectively, if they have studied the subject during the first two years.

N. B.—If the languages, Greek, French, or German, are chosen as parts of the course, they must be studied in consecutive years, and for at least two years.

(2.) Undergraduates are required to attend with regularity the classes of their respective years.—The amount of absence, as recorded in the class registers (see § IV. 1), which shall disqualify for the keeping of a Session, shall be determined by the Faculty.

(3.) Attendance on Tutorial Classes is, for the more advanced undergraduates, voluntary; but the Professors in connection with whose classes they are held, have the right of requiring the attendance of undergraduates whom they may consider to need the Tutors' help.

§ XVI.—DEGREE EXAMINATIONS.—(1.) The examinations which candidates for the B. A. Degree are required to pass after matriculation, consist of (a) the Entrance Examinations, and (b) the Sessional Examinations.

(2.) **The Entrance Examinations** are held at the beginning of the Session in the Second, the Third, and the Fourth Years of the Course. The subjects of these Examinations in 1884–5 shall be as follows:

Second Year.—1. Classical History and Geography.—History of Rome to B.C. 31.—Geography of Italia, Sicilia, Gallia, Hispania.

Books Recommended: Liddell's Students' History of Rome; Tozer's Primer of Classical Geography; Ginn & Heath's, or Schmitz's Classical Atlas.

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* So far as the provisions of the Time Table permit.

2. English Literature.—Macaulay's Essays or Boswell's Life of Johnson, Warren Hastings, Life and Writings of Addison, the Earl of Chatham.

Third Year.—1. Classical History and Geography.—History of Greece to the death of Alexander.—Geography of Græcia, Asia, Africa.

Books Recommended: Smith's Students' History of Greece: Tozer's Primer of Classical Geography; Ginn & Heath's, or Schmitz's Classical Atlas.

2. English Literature.—Dryden's Annus Mirabilis, Absalom and Achitophel, The Hind and the Panther, (Clarendon Press edition).

Fourth Year.—History.—Green's History of the English People; Guizot's Concise History of France.

(3.) **The Sessional Examinations** are held at the end of the Session in each of the four years of the Course, in the subjects of the classes of that year, as specified in § XV.

(4.) An undergraduate shall not be allowed as such to enter the classes of any year, unless he has passed all the required Examinations of the previous year.

(5.) If an undergraduate absent himself from any University Examination, except for such cause as may be considered sufficient by the Faculty, he shall lose his Session.

(6.) If an undergraduate fail to pass in more than two subjects at any Sessional Examination he shall lose his Session. —In the case of an undergraduate taking a Session a second time the Faculty may remit attendance on classes, the examinations of which he has already passed with credit.

(7.) If an undergraduate fail to pass in more than two subjects at the Sessional Examinations of the First Year, he shall be allowed to appear as a candidate at the Second Year Matriculation Examination of any subsequent Session.

(8.) If an undergraduate fail to pass in one or two subjects at any Sessional Examination, he shall be allowed a Supplementary Examination in such subject or subjects at the beginning of any subsequent Session, on the day fixed for that purpose in the Calendar. For fee see § XXIV.

(9.) If an undergraduate fail to pass in one or more subjects of any Entrance Examination, he shall be allowed a Supplementary Examination in such subject or subjects in the same Session, on the day fixed for that purpose in the Calendar. For fee see § XXIV.

(10.) If an undergraduate absent himself from any Entrance or Sessional Examination on the day appointed in the Calendar, for reasons considered sufficient by the Faculty, he shall be allowed to appear for examination on the day fixed in the Calendar for the corresponding Supplementary Examination. For fee see § XXIV.

(11.) If an undergraduate absent himself from a Supplementary Examination, for reasons deemed sufficient by the Faculty, he shall be allowed to appear as a candidate at a Special Examination, on a day to be appointed for that purpose by the Faculty. For fee see § XLIV.

(12.) A second Supplementary Examination in the same Session, in any subject of the Sessional Examinations shall in no case be granted.

(13.) Undergraduates wishing to appear as candidates at any Examinations other than Entrance and Sessional Examinations, shall be required to give notice of their intention, to the Secretary of the Faculty at least one week before the date of such examination.

(14.) Students are forbidden to take any book or manuscript into the Examination Hall, except by direction of the Examiner, or to give or to receive assistance, or to hold any communication with one another at the examinations. If a student violate this rule he shall either lose his Session or suffer such penalty as the Faculty may see fit to impose.

§ XVII.—DEGREE OF B. A. WITH HONOURS.—(1.)—An Undergraduate shall be allowed, during the third and fourth years of his course, to restrict his attention to a more limited range of subjects than that demanded of candidates for the ordinary degree of B. A., by entering upon one of the following Honours Courses, viz., (1) Classics, (2) Mathematics and Physics, (3) Mental and Moral Philosophy, (4) Experimental Physics and Chemistry, (5) English Literature and History; provided he has attained a First or Second Class standing at the previous Sessional Examination in the subject corresponding to that of the Honours Course selected.

(2.) A candidate for Honours in any of the above departments shall be required to attend the classes provided in the subjects of such department (See § XI.), to make progress satisfactory to the Professors who conduct such classes, and to pass the examinations in the subjects of such department; and he shall be allowed to omit, from the subjects demanded of candidates for the ordinary degree, certain subjects specified below.

(3.) The Examinations for Honours shall be held at the end of the Fourth Session. But a candidate for Honours may defer his examinations in the subjects of his Honours Course until a year after he has passed the Sessional Examinations in the ordinary subjects of the fourth year; in which case, however, such candidate shall not be entitled to the degree of Bachelor until he has passed the Honours Examination.

(4.) A candidate for Honours, who attains a First or Second Class standing at the examination for Honours, shall obtain the Degree of Bachelor of Arts with First or Second Rank Honours in such department.

(5.) A candidate for Honours, who fails to obtain them, shall receive the ordinary degree of Bachelor of Arts, if his examinations in the subjects of the ordinary course and in those of the department of Honours in which he has studied, are of sufficient merit.

(6.) Candidates for **Honours in Classics** may, in each of the third and fourth years, omit any two of the subjects of those years not bearing on their Honours Course.

Such candidates shall be examined in the following subjects, viz.:

LATIN.—Plautus: Trinummus.
Terence: Heautontimorumenos.
Virgil: Georgics, Books I., IV.
Horace: Epistles, Books I., II., Ars Poetica.
Juvenal: Satires, VII., VIII., XIV.
Cicero: De Oratore, Books I., II.
Livy: Books XXI., XXII.
Tacitus: Annals, II.

GREEK.—Æschylus: Agamemnon.
Sophocles: Œdipus Coloneus.
Aristophanes: The Clouds.
Homer: Odyssey, Book V.—VIII.
Thucydides: Book II.
Plato: Phædo.
Demosthenes: De Corona.

COMPOSITION: Latin Prose.

PHILOLOGY.—Müller's Science of Language, vol. I., Chaps. 1-7 Peile's Introduction to Greek and Latin Etymology. Class Lectures.

LITERATURE.—Mahaffy's History of Greek Literature (the portions bearing on the authors and subjects of the course); Crutwell's History of Roman Literature, selected chapters; Theatre of the Greeks (Donaldson), selected portions.

(7.) Candidates for **Honours in Mathematics and Physics** may omit in the Third Year any two, and in the Fourth Year any three, of the subjects of those years, not bearing on their Honours Course. Such candidates shall be required to take in the Third Year of their Course, the Physics Class of the Fourth Year.—They shall be examined in the following subjects, viz.:

MATHEMATICS.

TRIGONOMETRY.—Angular Analysis; Solution of Spherical Triangles, Napier's Analogies; with application to Astronomical Problems.

ANALYTICAL GEOMETRY.—The Conic Sections, and the Equation of the Second Degree between two variables: as far as set forth in any Standard Treatise on the subject.

Calculus.—Differential and Integral, as set forth in any standard Treatises on these subjects. Differential Equations (selected course), with practical applications to Physical Problems.

PHYSICS.

The subjects of the Professor's lectures on the application of the higher Mathematics to the study of physical problems, consisting of selected chapters in Kinematics, Dynamics of a Particle, Rigid Dynamics, Hydrodynamics, Thermodynamics and Electrodynamics.

(8.) Candidates for **Honours in Mental and Moral Philosophy** may, in each of the Third and Fourth Years, omit any two of the subjects of those years, not bearing on their Honours Course. They shall be examined in the following subjects, viz.:

LOGIC AND PSYCHOLOGY.

Mill's Logic, Book III.
Hamilton's Lectures on Metaphysics and Logic.
Reid's Essay's, VI.
Allison's Essays on the Principles of Taste.
Cousin's Philosophy of the Beautiful.

METAPHYSICS.

Plato's Theætetus, and Republic.
Aristotle's De Anima and Metaphysics, Book I.
Descartes' Method and Meditations.
Locke's Essay on Human Understanding.
Berkeley's Philosophical Works (Ed. Fraser).
Hume's Treatise on Human Nature, vol. I., (with Green's Introduction).
Kant's Critique of Pure Reason.

ETHICS.

Aristotle's Ethics, Books I., III., VI., X., (in English).
Butler's Sermons on Human Nature, with the Preface and the Dissertation on the Nature of Virtue.
Smith's Theory of Moral Sentiments.
Mackintosh's Dissertation on the Nature of Virtue.
Kant's Metaphysic of Ethics.
Mill's Utilitarianism.

(9.) Candidates for **Honours in Experimental Physics and Chemistry** may, in each of the Third and Fourth Years, omit any two of the subjects of those years, not bearing on their Honours Course. Such candidates shall be required to take in the Third Year of their course the Physics Class of the Fourth Year. They shall be examined in the following subjects, viz.:

EXPERIMENTAL PHYSICS.

Properties of Solids, Liquids and Gases, including the principles of the Molecular Theory of the constitution of Bodies.

Heat, including the principles of the Dynamical Theory.

Sound, Light and Radiant Heat, including the principles of the Undulatory Theories.

Electricity and Magnetism.

The Conservation of Energy as the great experimental law of physical phenomena.

In the treatment of these subjects no more extensive mathematical knowledge will be demanded than is necessary for the Bachelor degree.

Candidates shall be required to shew considerable familiarity with both the theory and the practice of the methods of determining physical constants, such as *densities, coefficients of expansion, specific and latent heats, vapour densities, refractive indices, electrical resistance, electromotive force, &c.* and especially with the physical methods and instruments usually employed in chemical research.

The following works are recommended to candidates for consultation:—Magnus' Hydrostatics and Pneumatics (Longmans); Stewart's Treatise on Heat (Clarendon Press); Stone's Elementary Lessons on Sound (Macmillan); Glazebrook's Physical Optics (Longmans); Articles Electricity and Magnetism, Encyclopædia Britannica, 9th Ed., Parts 29 and 58 (A. & C. Black).

CHEMISTRY.

Organic Chemistry.—Principles of Elementary Analysis, Practical Estimation of Carbon, Hydrogen, Oxygen and Nitrogen. Principles of Classification. Hydrocarbons, Chlorides, &c. Monatomic and Polyatomic Alcohols, Aldehydes, Volatile Fatty Acids. Compound Ethers, Ethers of Glycerine, Saponification. Organic Acids. Carbohydrates. Fermentation. Tranformations of the Alcohols, and Laboratory Determinations. Aromatic Group. Compound Ammonias. Alkaloids.

Books recommended: Wurtz's Chemistry, Organic part. Miller's Chemistry, vol. III. Roscoe & Schorlemmer's Chemistry. Reynold's Experimental Chemistry, Part IV. Watts' Dictionary of Chemistry.

Practical Chemistry.—Candidates will be required to show familiarity with modes of Manipulation, Preparation of Gases, Preparation of Laboratory Re-agents, Systematic Method of Testing for Bases and for Acids; also proficiency in one of the following:—(1) Quantitative Estimation of Metallic Ores, (2) Do. of Inorganic Poisons, (3) Soil Analysis, (4) Sanitary Analysis.

Books recommended: Reynold's Experimental Chemistry, Parts I., II., III. Macadam's Practical Chemistry. Fresenius's Qualitative Analysis, Thorpe, or Appleton. Watt's Dictionary of Chemistry.

(10.) Candidates for **Honours in English Literature and History** may, in each of the Third and Fourth Years of their course, omit any two of the subjects of those years, not bearing on their Honours Course. They shall be examined on the following subjects, viz.:

LITERATURE.

The historical development of the language and literature to the year 1400: Anglo-Saxon, Early English (Morris and Skeat's Specimens, Part II., Sections X.—XX.), Chaucer's Canterbury Tales—more particularly The Tale of the Man of Lawe, The Pardoneres Tale, The Second Nonnes Tale, The Chanouns Yemannes Tale.

Detailed History of the Elizabethan and early Stuart Literature, including a general acquaintance with the more important works of the period, and an intimate knowledge of the following:

Lyly: Euphues. The Anatomy of Wit.
Spenser: The Faerie Queene, Book II.
Marlowe: Doctor Faustus.
Greene: Friar Bacon and Friar Bungay.
Sidney: An Apologie for Poetrie.
Bacon: Advancement of Learning, Book I.
Shakespeare: Henry V., Hamlet, Lear.
Milton: Of Reformation in England, Eikonoklastes, Samson Agonistes.
The Poetry of the 19th Century.

HISTORY.

A minute investigation of English History from A.D. 1603-1689.

Books recommended: Green's History of the English People, vol. 3; Lingard's History of England, vols. 7—10; Hallam's Constitutional History of England, Chap. VI.—X; Ranke's History of England; S. R. Gardiner's Works on this Period; Clarendon's History of the Great Rebellion; Masson's Life of Milton; Carlyle's Life of Cromwell; Forster's Life of Elliott; Baynes' Chief Actors in the Puritan Revolution.

§ XVIII.—DEGREE OF MASTER OF ARTS.—A Bachelor of Arts, of at least three years' standing, maintaining meanwhile a good reputation, shall be entitled to the Degree of Master of Arts, on producing a satisfactory thesis on some literary, philosophical or scientific subject. The subject must have been previously approved by the Senate.—The thesis must be handed in on or before 2nd March.—For fee see § XXIV.

§ XIX.—ADMISSION AD EUNDEM GRADUM.—Bachelors or Masters of Arts, who have received their degrees in course at Universities approved by the Senate, shall be admitted *ad eundem gradum* in this University, on producing satisfactory proof of rank and character.—For fee see § XXIV.

§ XX.—DEGREE OF BACHELOR OF SCIENCE.—The degree of Bachelor of Science, for which a course of study has for some years been prescribed, is for the present suspended.

Due provision will be made for the graduation of those undergraduates who have already entered upon this course. They shall be required to attend either the classes prescribed in former Calendars,* or equivalent classes sanctioned by the Faculty of Arts; and to pass the Sessional or Supplementary Examinations in the various subjects of the several years, according to the regulations of § XVI.—For graduation fee see § XXIV.

§ XXI.—DEGREE OF B. Sc. WITH HONOURS.—Undergraduates in Science may specialise their studies during the Third and Fourth years by becoming candidates for Honours in (1) Mathematics and Physics, or (2) Experimental Physics and Chemistry. The requirements and privileges of candidates for the degree of B.Sc. with Honours, shall be the same as those of candidates for the degree of B. A. with Honours (See § XVII.)—The subjects of examination in the above departments of Honours shall be the same as those specified in § XVII.

§ XXII.—MEDALS AND PRIZES.

(The Senate reserves to itself the right of withholding Prizes in cases in which sufficient merit is not shewn.)

THE GOVERNOR-GENERAL'S GOLD MEDAL, which is offered by His Excellency the Marquis of Lansdowne, Governor-General of the Dominion of Canada, will be awarded to the Undergraduate standing highest among those taking Honours in the department of Classics, the winners of other medals being excluded.

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* The Course of Study for B.Sc., prescribed in former Calendars, was as follows:

First Year.—(1) Mathematics.
(2) Inorganic Chemistry.
(3) English Language and Rhetoric.
(4) Latin or German.—If German be taken in the First Year, it must be taken throughout the course; but Latin may be taken the first two years and German the last two.

Second Year.—(1) Mathematics.
(2) Botany or Zoology.
(3) Organic Chemistry.
(4) Latin or German.
(5) French.
(6) Either (A) Extra Mathematics and Chemical Laboratory or (B) Chemical Laboratory (more extended course).—Whichever group (A or B) is taken in the Second Year must be taken in subsequent years.

Third Year.—(1) Logic.
(2) Latin or German.
(3) French.
(4) Geology [or Mineralogy].
(5) Mathematical Physics.
(6) Either (A) Mathematics or (B) Chemical Laboratory.

Fourth Year.—(1) Latin or German.
(2) French.
(3) Experimental Physics.
(4) Geology [or Mineralogy].
(5) Either (A) Mathematics and Astronomy, or (B) Organic Chemistry and Chemical Laboratory.

The Young Gold Medal, which is offered by the Hon. Sir Wm. Young, Ex-Chief Justice of Nova Scotia, and Chairman of the Board of Governors, will be awarded to the Undergraduate standing highest among those taking Honours in the department of Mathematics and Physics, the winners of other medals being excluded.

The DeMill Gold Medal, which is provided by the Alumni Association, in memory of the late James DeMill, M.A., Professor of Rhetoric and History, will be awarded to the Undergraduate standing highest among those taking Honours in the department of English Literature and History, the winners of other medals being excluded.

The Governor-General's Silver Medal, which is offered by His Excellency, the Marquis of Lansdowne, Governor-General of the Dominion of Canada, will be awarded to the Undergraduate standing highest among those taking Honours in one of the following departments, viz.: (1) Experimental Physics and Chemistry. (2) Mental and Moral Philosophy, in this order of preference, the winners of other medals being excluded. If there should be no candidate for Honours in either of these departments, it will be given to the Undergraduate standing next the gold medallist in any other department of Honours in the order of preference in which these departments are enumerated in § xvii.

The University Prizes.—These Prizes will be awarded to those Students who stand first in the several subjects at the Sessional Examinations No Student shall be allowed to hold a Prize more than once in the same class.

North British Society Bursary.—A Bursary, of the annual value of $60, has been founded in connection with Dalhousie College by the North British Society of Halifax, to be competed for at the Sessional Examinations of the Second Year's Course in Arts, and held by the successful competitor for two years, namely, during the Third and Fourth Years of the Undergraduate Course in Arts. Candidates must be Undergraduates who have completed two years of the Curriculum, and must be eligible, at the proper age, to be members of the North British Society. The next competition will take place in April, 1886, at the Sessional Examinations. In awarding this Bursary, Classics, Mathematics, and Chemistry will be reckoned each 150; Logic, 100.

The Waverley Prize.—This Prize, the interest of an endowment of $1000, will be awarded annually to the Student of the Second Mathematical Class, who stands highest at the Sessional Examinations in the Mathematics of the year, the winner of the North British Society Bursary being excluded.

The Avery Prize.—A prize of the value of $25 is offered by Dr. J. F. Avery for competition to the Undergraduates in Arts of the Fourth Year, who are not studying for Honours. It will be awarded to the Undergraduate who stands highest at the Sessional Examinations.

The Early English Text Society's Prize, which is offered annually by that Society, and consists of several volumes of the Society's publications, will be awarded to the Student standing highest in the subject of Early English Language and Literature at the Examinations for Honours in the department of English Literature and History.

The New Shakspere Society's Prize, which is offered annually by that Society, and consists of several volumes of the Society's publications, will be awarded to the student who stands first in Shakespeare at the Sessional Examinations of the Second Year.

§ XXIII.—MUNRO EXHIBITIONS AND BURSARIES.—(1.) The following Exhibitions and Bursaries are offered by Geo. Munro, Esq., of New York, to be competed for at the beginning of the Session in each of the years 1884–5, 1885–6, 1886–7, 1887–8, viz.:

1. Five Junior Exhibitions.
2. Ten Junior Bursaries.
3. Five Senior Exhibitions.
4. Ten Senior Bursaries.

(2.) The Exhibitions are each of the value of $200 *per annum*: the Bursaries are each of the value of $150 *per annum*. Both Exhibitions and Bursaries are tenable for two years.

(3.) *The Junior Exhibitions and Bursaries* are offered for competition (as limited by § xxiii. 6) to candidates for matriculation in Arts, provided they have previously neither matriculated at any University conferring Degrees in Arts, nor appeared as candidates for these Exhibitions and Bursaries more than once.

(4.) *The Senior Exhibitions and Bursaries* are offered for competition to undergraduates entering the Third Year of the Arts Course. Candidates must have completed the Second Year of the Arts Course, either at this or at some other University; but they must not have entered upon the Third Year. They must also have matriculated within three years or within two years of the date of the competition, according as they may have entered upon their course as undergraduates of the First or of the Second year, respectively.

(5.) *The Exhibitions (Junior and Senior)* are open to all candidates satisfying the conditions of sections 3 and 4 respectively.

(6.) *The Bursaries* are limited to candidates from the undermentioned districts, and are awarded according to the following scheme:

Four Bursaries to District No. 1, comprising the Counties of Halifax, Colchester, Pictou and Yarmouth.
Two Bursaries to District No. 2, comprising the remaining Counties of Nova Scotia proper.
One Bursary to District No. 3, viz., the Island of Cape Breton.
Two Bursaries to District No. 4, viz., Prince Edward Island.
One Bursary to District No. 5, viz., New Brunswick.

(7.) The district under which a candidate competes shall be determined either by the locality of the last school or Academy* which he has attended for one school or academic year within the two calendar years immediately preceding (for Junior Exhibitions and Bursaries) the date of the competition, (for Senior Exhibitions and Bursaries) the date of his matriculation; or in the event of his not having attended for a school or academic year any school or academy within these two years, by his permanent or usual residence before the competition or before his matriculation, respectively.

(8.) *The Junior Exhibitions and Bursaries* shall be held during two years, provided the holder *(a)* attend in consecutive years the classes proper to first and second years of the Arts Course to the satisfaction of the Senate, Greek being taken as one of the subjects of each of those years, *(b)* pass in all the subjects of the Sessional Examinations of the first year, and attain a Second Class standing in at least one† of them, and *(c)* pass either the Degree Examinations or the Supplementary Examinations of the second year.

(9.) If a candidate, to whom a Junior Exhibition or Bursary has been awarded, is able to pass the Second Year Matriculation Examination, he may enter the Second Year; in which case, however, he shall hold his Exhibition or Bursary during that year only.

(10.) *The Senior Exhibitions and Bursaries* shall be held during the third and fourth years of the Arts Course, provided the holder *(a)* attend in consecutive years the classes proper to the third and fourth years of the Arts Course, to the satisfaction of the Senate, *(b)* pass in all the subjects at the Sessional Examinations of the third year, and either obtain a Second Class standing in one of them or obtain the favorable

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[*] A College not having University powers shall, for the purposes of this rule, be considered a school or academy.

[†] For the purposes of this condition, Geometry and Algebra shall be reckoned as separate subjects.

report of a Professor on work done in one of the departments of Honours, and *(c)* pass either the Degree Examinations or the Supplementary Examinations of the Fourth Year.

(11.) The annual amounts of the above Exhibitions and Bursaries will be paid in three instalments, the first on the first Monday after the opening of the classes, the second on the first Monday after the Christmas vacation, and the third on the day of the Spring Convocation, the payment of each instalment being dependent upon the fulfilment of the conditions of tenure at the date at which it becomes due.

(12.) Candidates are required to make application for these Exhibitions and Bursaries by means of a printed schedule inserted at the end of this Calendar. *These schedules must be filled up by candidates and sent with the certificates mentioned therein, so as be in the hands of the Principal on or before October 8th, 1884.*—**No schedule will be received after this date.**

(13.) A certain standard of answering at the Examinations, fixed by the Senate, will be required, for obtaining any of the above Exhibitions and Bursaries. A higher standard will be required for Exhibitions than for Bursaries.

(14.) The Senate shall in all cases decide as to the fulfilment of the above rules and conditions.

(15.) The Examinations for the Exhibitions and Bursaries which are offered for 1884, will be held on the days fixed for that purpose in the Calendar.

(16.) The subjects of examination for the *Junior Exhibitions and Bursaries* shall be as follows:

LATIN.—1884†.—*Cæsar*, Gallic War, Book V.; *Ovid*, Metamorphoses, Book II., Fab. 1, 2, 3: Book III., Fab. 1, 2 or 4, 5, 6.—*Grammar*: Accidence, Syntax, Prosody, Scansion of Hexameter Verse.—*Composition*: Easy sentences to be translated into Latin Prose.—**Text Books*: Smith's Smaller Latin Grammar, or Bryce's Latin Grammar; Smith's Principia Latina, Part IV., Exs. 1-35; Arnold's Latin Prose Composition, Exs. 1-9, 21-49.

2. GREEK.—1884†.—*Xenophon*, Anabasis, Books V. and VI.—*Grammar*: Accidence (omitting Accentuation), chief rules of Syntax.—**Text Book*: Hadley's Elements of Greek Grammar.

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[*] These Text Books are mentioned to indicate in a general way the extent of knowledge required.

[†] *Classical subjects for 1885:*

LATIN.—*Cæsar*, Gallic War, Book VI.: *Ovid*, Metamorphoses, Book II., Fab. 1, 2, 3: Book III, Fab. 1, 2, 5, 6 (Ferguson's Ovid, published by Oliver and Boyd Edinburgh, contains the prescribed text.)

GREEK.—*Xenophon*, Anabasis, Books I. and VI.

3. MATHEMATICS.—*Arithmetic*: the ordinary rules of Arithmetic, Vulgar and Decimal Fractions, Proportion and Interest.—*Algebra*: as far as Simple Equations and Surds, with Theory of Indices.—*Geometry*: First, Second and Third Books of Euclid or the subjects thereof.

4. ENGLISH.—*Language*: Grammar, Analysis, Writing from Dictation, Composition.—*History and Geography*: Outlines of English and Canadian History, and General Geography.

The relative values of these subjects shall be as follows: Classics, 250; Mathematics, 200; English 150.

(17.) 1. The subjects of examination for the *Senior Exhibitions and Bursaries* of 1884–5 shall be as follows:

CLASSICS.

LATIN: *Horace*, Odes, Book IV; *Cicero*, Selected Letters (Prichard and Bernard's edition.)

Composition: An easy English passage on a Classical subject to be turned into Latin prose. For models, see Smith's Principia Latina, Part V.

GREEK: *Homer*, Odyssey, Book X; *Herodotus*, Book I, §§ 95-216.

Composition: Translation of easy sentences into Greek Prose, to illustrate the use of the cases. For examples, see Smith's Initia Græca, Part III, Exs. 1-41.

CLASSICAL HISTORY AND GEOGRAPHY. History of Greece to the death of Alexander. Geography of Grecia, Asia, Africa.

Text Books: Smith's Students' Greece. Tozer's Primer of Classical Geography.

MATHEMATICS.

ALGEBRA: As set forth in Colenso's or Todhunter's Algebra, excluding properties of Numbers, Diophantine Analysis and Continued Fractions.

TRIGONOMETRY: Analytical Plane, as far as, but exclusive of DeMoivre's Theorem; with application to Mensuration.

GEOMETRY: The First, Second, Third, Fourth and Sixth Books of Euclid, or the subjects thereof, with the Definitions of the Fifth; Easy exercises on the same.

LOGIC OR ENGLISH LITERATURE.

LOGIC: Sir Wm. Hamilton's Lectures on Logic. The Doctrine of Concepts. The Doctrine of Judgments. The Doctrine of Reasonings. Syllogisms; their Divisions according to internal form, their Divisions according to external form. Reasoning in Comprehension, and Reasoning in Extension. Fallacies.

ENGLISH LITERATURE: *Spenser*, Faerie Queene, Book I; *Shakespeare*, Richard II., Henry V.; *Milton*, Comus, Areopagitica; *Dryden*, Annus Mirabilis, Absalom and Achitophel, The Hind and the Panther.

INORGANIC CHEMISTRY OR BOTANY.

INORGANIC CHEMISTRY: Affinity. Definite Proportions by weight. Equivalents. Volumetric Proportions. Atomic Theory. Non-metallic Elements (except F, Se and B), their distribution in nature, preparation, properties, their oxides, acids or other compounds of theoretical importance. The Metals, general chemical character and classification. Constitution of Salts. Details relating to the following Metals so far as regards their modes of occurrence in nature,

their oxides and most important salts, and common processes and manufactures illustrating their chemical characters:—K, Na, Ba, Ca, Mg, Al, Fe, Zn, Mn, Cr, Bi, Sn, Pb, Cu, Hg, Ag, Au, Pt. Reactions are required to be given in form of chemical equations.

BOTANY: The Cell, its structure, contents and development. Tissues. External conformation of Plants. The Axis. Leaves, structure, functions, principal forms and modifications in form in the principal families of plants. Reproductive process in flowering plants. The Fruit, morphology, principal modifications. The Seed, embryo. Reproduction of Ferns, Mosses, Algæ, Fungi. General principles of the Natural System of Classification, with examples of the principal divisions. Details of structure, relations, and geographical distribution in North America of the following orders: Ranunculaceæ, Nymphæaceæ, Cruciferæ, Violaceæ, Vitaceæ, Leguminosæ, Rosaceæ, Onagraceæ, Cucurbitaceæ, Cactaceæ, Grossulariaceæ, Umbelliferæ, Cinchonaceæ, Compositæ, Ericaceæ, Convolvulaceæ, Boraginaceæ, Solanaceæ, Chenopodiaceæ, Polygonaceæ, Urticaceæ, Betulaceæ, Coniferæ, Orchidaceæ, Liliaceæ, Cyperaceæ, Gramineæ, Polypodiaceæ.

The relative values of the above subjects shall be as follows—Classics, 200; Mathematics, 200; Logic or English Literature, 150; Chemistry or Botany, 150.

2. The subjects of Examination for the Senior Exhibitions and Bursaries of 1885–6 shall be as follows:

CLASSICS: The subjects specified in (17.) 1. of this Section.

MATHEMATICS: The subjects specified in (17.) 1. of this section.

ENGLISH LITERATURE.—The subjects specified in (17.) 1. of this Section.

The relative values of these subjects shall be: Classics, 250; Mathematics, 200; English Literature, 150.

§ XXIV.—FEES.—(1.) Fees are payable by Students for Registration, for the use of the Gymnasium, for classes attended, and for certain Examinations. They are all payable in advance.

No student shall be allowed to enter a class until he has paid the proper fees.

The following is a statement of the fees payable by students generally, and of the special privileges granted to undergraduates:

Registration Fee, payable annually by all Students*	$2.00
Gymnasium Fee, payable annually by all male students attending more than one class, except registered students of the Halifax Medical College	$1.00
Fee for each class attended, per Session† (except the Practical Chemistry Class)	6.00
Fee for Practical Chemistry Class, for every three months of practical work in the Laboratory	6.00
Supplementary Examination Fee	2.00
Special Examination Fee	2.00

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* Undergraduates who matriculated previously to 1884, shall pay a fee of $1.00 annually.

† The English Classes of the First and Second Years, and the History and Physics Classes of the Third and Fourth Years, though extending over two Sessions shall for the purpose of this rule be considered single classes.

An undergraduate in Arts shall pay one fee of six dollars to each Professor whose classes he may attend as parts of his regular course, but in the case of the Professors of Classics and Mathematics fees shall be paid in both the first and the second years of his course.—Undergraduates, taking one or both of the modern languages as parts of their course, shall pay to the Lecturer in Modern Languages, one fee for each language taken.—No fees are required for the tutorial classes in Classics and Mathematics.

Undergraduates in Science shall pay one fee to each Professor whose classes they may attend as parts of their regular course, but in the case of the Professor of Chemistry and Mineralogy and the Lecturer on Modern Languages, fees shall be paid twice.—A fee of six dollars per Session shall be paid for the Practical Chemistry or Laboratory Class as often as it may be taken.

(2.) The graduation fees are as follows :

Fee for either the B. A. or the B. Sc. Diploma, which is payable by candidates before the Sessional Examinations of the Fourth Year, and will be returned in case of failure	$ 5 00
Fee for M. A. Diploma, which must accompany the Thesis, and will be returned if the Thesis is not sustained	20 00
Fee for B. A. or M. A., (*ad eundem gradum*)	10 00

Faculty of Law.

THE PRINCIPAL, (*ex officio*).
Professors : WELDON,
RUSSELL.
Lecturers : THOMPSON,
SHANNON,
THOMSON,
GRAHAM,
SEDGEWICK,
PAYZANT.

Dean of the Faculty : PROFESSOR WELDON.

Librarian : J. T. BULMER.

§XXV.—COURSES OF LECTURES.

The following courses of lectures, to be given in the Session of 1884–5, will begin on the 29th October, 1884, and end on the 10th April, 1885.

CONSTITUTIONAL AND INTERNATIONAL LAW.

(George Munro Professorship.)

Professor..............................R. C. WELDON, M. A., PH. D.

Constitutional Law.

Tuesdays and Fridays, 9.30 to 10.30 A. M.

Subjects of lectures :

The Written Code of the Constitution : Magna Charta, Petition of Right, *Habeas Corpus* Act, Bill of Rights, Act of Settlement. Law of Parliament. Select cases in Constitutional Law. British North America Act. Select cases on the B. N. A. Act.

Constitutional History.

Mondays and Thursdays, 9.30 to 10.30 A. M.

Subjects of lectures :

Anglo-Saxon Royalty. The Judicial System of the Anglo-Saxons. The Witenagemote. Feudalism in England. Origin and Growth of the two Houses of Parliament. Origin and Development of Trial by Jury. The Royal Prerogative. History of the Law of Treason. The Liberty of the Person. The Liberty of the Press. History of Party Government. Origin and Development of the Cabinet System. History of the Reform Bills.

Text-book : Taswell-Langmead's Constitutional History of England.

Conflict of Laws.

Thursday, 3.30 to 4.30 P. M.

Subjects of lectures :

Leading rules as to (1) personal capacity, (2) rights of property, (3) rights of obligation, (4) rights of succession, (5) family rights, (6) forms of legal acts. The use of courts by strangers. The effects of foreign judgments. Extradition. Select cases upon the Conflict of Laws.

Text-book : Dicey's Domicil, Foote's Private International Law.

International Law.

Wednesdays and Fridays, 9.30 to 10.30. A. M.

Subjects of Lectures :

Sources, Subjects, Objects and Sanctions of International Law. Sovereigns, Consuls, Ambassadors, Rights and Duties of Neutrals, Reprisals, Contraband, Blockade, Right of Search, Privateering, Construction of Treaties, Capture and Recapture.

CONTRACTS.

Professor..B. Russell, A. M.

Elementary Law of Contracts.

Tuesdays and Fridays, 9.30 to 10.30 A. M.

Subjects of lectures :

Definition of terms ; agreement or convention, consideration, proposal, acceptance, promise, &c. Persons who may contract, principal and agent. Disabilities arising from infancy, coverture, lunacy, intoxication, &c. Express and implied contracts. Verbal and written contracts. Specialities. Statutory requirements as to validity or authentication of contracts ; Statute of Frauds. Causes vitiating agreements ; mistake, fraud, duress, &c. ; contracts void on grounds of public policy, illegality, &c. Discharge of contracts, recission, performance, payment, release, merger, &c Leading cases.

Text-books : Anson on Contracts. Langdell's Select Cases on Contracts. Langdell's Summary of Contracts.

Sales.

Thursday, 9.30 to 10.30 A. M.

Text-book : Benjamin on Sales.

Construction of Statutes.

Wednesday, 9.30 to 10.30 A. M.

Classification of statutes, Several rules of construction.

Text-book : Maxwell on Statutes.

EVIDENCE AND PROCEDURE.

Lecturer..Mr. Justice Thompson.

Tuesdays and Thursdays, 4.30 to 5.30 P. M.

Nature of Proof, Production and Effect of Evidence, Relevancy.

Parties to Actions, Forms of Actions, Forms of Pleadings, Defects of Pleadings. Practice of the Courts.

Text-books : Greenleaf and Taylor on Evidence, Judicature Act and Rules.

CRIMES.

Lecturer..Mr. Shannon, Q. C.

Wednesday, 3.30 to 4.30 P. M.

Crimes.—Sources of Criminal Law. Felonies and Misdemeanours. Offences against property, against persons, against the Queen and Her Government, against Public Justice, against Public Peace, against Public Trade, against Public Morals. Conspiracy. Accessories. Offences after previous convictions.

Text-book : Archold.

REAL PROPERTY AND CONVEYANCING.

Lecturers { ....Mr. Shannon, Q. C.
....Mr. Thomson, Q.C.

Tuesdays and Fridays, 3.30 to 4.30 P. M.

Subjects of lectures :

Estates of Freehold ; Estates less than Freehold ; Estates in Joint-Tenancy, Coparcenary, Tenancy in Common ; Estates in Possession, Remainder, and Reversion ; Alienation of Property ; Conveyancing, Judgments, &c. ; Easements and Servitudes ; Rents, including Law of Landlord and Tenant ; Descent of Real Estate ; Wills.

Books recommended : Blackstone, Vol. II ; Williams on Real Property ; Tudor's Leading Cases on Real Property ; Greenwood's Manual of Conveyancing.

MERCANTILE LAW.

Lecturer..Mr. Graham, Q. C.

Tuesdays and Thursdays, 8 to 9 P. M.

Subjects of lectures :

Bills of Exchange and Promissory Notes, Shipping, Insurance, Guaranty, Partnership, Joint Stock Companies, Liens.

Books recommended : Smith's Mercantile Law and the books treating of the above subjects recommended by the Barristers' Society of Nova Scotia for admission to the Bar.

EQUITY JURISPRUDENCE.

Lecturer...Mr. Sedgewick, Q. C

Mondays and Wednesdays, 4.30 to 5.30 P. M.

Subjects of lectures:

Trusts, Mortgages, Fraud, Mistake, Specific Performance of Contracts, Recission of Contracts, Administration of Debts and Assets. Election, Account, Discovery, Injunction.

Books Recommended: Story's Equity Jurisprudence, Snell's Equity, White and Tudor's Leading Cases, Statutes of Nova Scotia relating to Equity Jurisprudence and Procedure.

TORTS.

Lecturer...Mr. Payzant.

Friday, 4.30 to 5.30 P. M.

Subjects of lectures:

Definitions. Torts considered with reference to Crimes and Contracts. Deceit. Slander and Libel. Malicious Prosecution. Conspiracy. Assault and Battery. False Imprisonment. Enticement and Seduction. Trespass to Property. Conversion. Violation of Water Rights and Rights of Support. Nuisance. Negligence.

Text-books: Bigelow, Addison.

§ XXVI.—DEGREE OF BACHELOR OF LAWS.—(1.) Candidates for the Degree of LL. B. are required to pass either the First Year Matriculation Examination of this Faculty (admitting to the standing of an Undergraduate of the First Year), or the Second Year Matriculation Examination (admitting to the standing of an Undergraduate of the Second Year), or to have passed other Examinations recognized as the equivalents of these; to attend the classes of the course of study prescribed for this degree during either the first two or the last two years respectively, according to the standing given by the Matriculation Examination; and to pass either the Sessional or the Supplementary Examinations in the subjects of either all three years or of the last two years, according as the candidate has entered as an Undergraduate of the First or of the Second Year.

Although attendance on the classes of the Third Year of the Course is not required of those Undergraduates who have already attended the classes of the first two years, it is urgently recommended.

(2.) Undergraduates of other Universities may, on producing satisfactory certificates of standing, be admitted to similar standing in this University if, on examination, they are found qualified to enter the classes proper to their years. But if their previous courses of study have not corresponded to the course on which they enter in this University, they may be required to take extra classes.

§ XXVII.—FIRST YEAR MATRICULATION EXAMINATION.—(1.) Candidates for entrance into the First Year of the Course shall be examined in the following subjects, except in cases in which certain Examinations mentioned below (§ xxviii. 3) shall have been already passed:

Classics.—Xenophon—Anabasis, Books one and two. Cicero—The 1st and 4th Orations against Catiline. Virgil—Æneid, Books one and two. Translation from English into Latin. Latin Grammar.

Mathematics.—Arithmetic, Geometry, Euclid—Books one, two and three.

English.—A paper on English Grammar, Composition.

History and Geography.—English History; Geography, North America and Europe.

Elements of Book-keeping.

Optional Subject instead of Greek.—French, Translation from French into English, and from English into French.

(2.) Persons desirous of appearing as candidates at this examination must give notice to the Dean of the Faculty on or before October 16th, 1884; and they shall be required to pay a fee of $5.00.—The Examination will be held this Session on Thursday, October 23rd, at 10 o'clock A. M.

(3.) Graduates and Undergraduates in Arts of any recognized College or University, and articled clerks in any of the Provinces of the Dominion of Canada, or in Newfoundland, shall be admitted to the standing of Undergraduates of the First Year in the Faculty of Law, without passing any examination.

§ XXVIII.—SECOND YEAR MATRICULATION EXAMINATION.—(1.) Candidates for entrance into the Second Year of the Course must be either Graduates or Undergraduates in Arts of some recognized College or University, or articled clerks in one of the Provinces of the Dominion of Canada, or in Newfoundland. They must either have passed examinations in the subjects of the First Year of the Course in some Law School recognized by the Faculty, or pass examinations in these subjects in this University.

(2.) Candidates who wish to present themselves for examination in these subjects at the beginning of the Session, must give notice to the Dean of the Faculty on or before October 14th, 1884.—The examinations will begin October 21st, 1884.—The fee for this examination shall be $5.00.

§ XXIX.—COURSE OF STUDY FOR DEGREE OF LL.B.—(1.) The following is a statement of the classes which must be attended in the several years of the Course:

First Year. — 1. Real Property and Conveyancing
2. Contracts.
3. Torts and Crimes.
4. Constitutional History.

Second Year.—1. Evidence, Construction of Statutes.
2. Commercial Law.
3. Equity Jurisprudence.
4. Conflict of Laws.
5. Constitutional Law.

Third Year.—1. International Law.
2. Procedure.
3. Insurance.

(2.) Undergraduates are required to attend with regularity the classes of their respective years.—The extent of absence from prescribed classes which shall disqualify for the keeping of a Session shall be determined by the Faculty.

§ XXX.—DEGREE EXAMINATIONS.—(1.) The examinations which candidates for the LL.B. degree are required to pass after Matriculation are the Sessional Examinations, which are held at the end of the Session in each year of the Course.

(2.) The subjects of these examinations are the subjects of the classes of the various years (§ xxix.) But in the Third Year candidates will also be examined in the following books:

Hunter's Introduction to Roman Law;
Maine's Ancient Law.

(3.) If an Undergraduate fail to pass in any subject or subjects of the Sessional Examinations, he shall be allowed a Supplementary Examination in such subject or subjects at the beginning of any subsequent Session.

(4.) Undergraduates who wish to present themselves at a Supplementary Examination, must give notice to the Dean of the Faculty on or before the first Tuesday in October.

(5.) Students are forbidden to bring any book or manuscript into the Examination Hall, except by direction of the Examiner, or to give or receive assistance, or to hold any communication with one another at the Examinations. If a Student violate this rule, he shall be excluded from the Sessional Examinations of the Session, and such other penalty shall be imposed as the Faculty may determine.

(6.) The Sessional Examinations will begin this Session on April 14th, 1884.

§ XXXI.—MOOT COURTS.—A Moot Court has been organized in connection with the Faculty, at which cases are submitted for argument by the Students. The Moot Court will be held at least once a fortnight, and will be presided over by a member of the Faculty, or by some practising Barrister. Every candidate for a degree will be required to take part, when called upon by the Faculty, in arguments at the Moot Court, unless specially excused.

§ XXXII.—PRIZES.—University prizes will be awarded to those Students who stand first at the Sessional Examinations in the subjects of the various classes.

§ XXXIII.—THE LIBRARY.—Through the kindness of friends of the Law School, whose donations are acknowledged on page 13, the Faculty have already been able to acquire a Library of about 3,000 volumes. Before the opening of the Second Session they hope to make such additions to it that Students may have easy access to all the Reports, Statutes and Text-Books which it is desirable that they should be able to consult.

Students are allowed the privilege of consulting books in the Library of the Bar Society also, on payment of a fee of $5.

§ XXXIV.—FEES.—The following are the fees payable by Students of the Faculty of Law. *They are in all cases payable in advance.*

Students will be admitted to classes only on production of class tickets, which can be obtained from the Dean on payment of the fee.

Registration Fee, payable by all Students	$ 2 00
Fee for each class attended, per Session, payable by general students	10 00
Fee for the classes of the First Year, payable by undergraduates.	30 00
Fee for the classes of the Second Year, payable by undergraduates.	30 00
Fee for the classes of the Third Year, payable by undergraduates.	20 00
Fee for LL.B. diploma, which is payable before the final examination, and will be returned in case of failure	10 00

DEGREES.

APRIL, 1884.

BACHELORS OF ARTS.

Henry Stanislaus Adams	Halifax.
Edmund Munro Dill	Centre Rawdon, Hants Co.
Frank Jones	Digby.
Donald McDonald	Cape North, C. B.
John Peter McLeod	Valleyfield, P. E. I.
Daniel Alexander Murray	Truro.
William Bell Taylor	Halifax.
Dawson Fyers Duckworth Turner	Liverpool, G. B.

BACHELOR OF SCIENCE.

Henry McNeil Smith	Halifax.

GENERAL PASS LIST.

[Containing the names (alphabetically arranged) of Undergraduates who have passed in all the subjects proper to their years.]

FACULTY OF ARTS.

For B.A. Degree.

Fourth Year: Adams, H. S.; Dill, E. M.; Jones, F.; McDonald, D.; McLeod, J. P.; Murray, D. A.; Taylor, W. B.; Turner, D. F. D.

Third Year: Aiton, W.; Coffin, F. S.; Fitzpatrick, H. K.; Gammell, I.; Langille, R. M.; Locke, R. T.; Mackenzie, A. S.; McLeod, J. M.; Martin, E. J.; Newcombe, Margarete F.; Robinson, G. E.; Thompson, A. W.; Tufts, W. M.

Second Year: Allison, M. G.; Cahan, C. H.; Calder, J.; Campbell, A. J.; Coffin, F. J.; Coffin, V. E.; Larkin, F. H.; Lewis, A. W.; Macdonald, E. M.; Mackay, E.; Mackay, N. F.; McKenzie, D. H.; McKinnon, T. H; Macrae, A. W.; Morton, S. A.; Nicholson, A; Robinson, A.; Stewart, D.

First Year: Buchanan, J. J.; Calkin, W. S.; Campbell, W. R.; Coops, F. H.; Creighton, J. E.; Fraser, D.; Forbes, Antoinette; Johnson, G. M.; McLennan, S. J.; McLeod, M. J.; McNeill, Charlotte M.; Morrison, A. M.; Putnam, W. G.; Shaw, H. C.; Shaw, J. C.; Sutherland, J. S.

For B. Sc. Degree.

Fourth Year: Smith, H. M.
Third Year: Campbell, G. G.
Second Year: Saunders, Maria F.

FACULTY OF LAW.

For LL.B. Degree.

Second Year: Bennett, A. W.; Boak, H. W. C.; Doull, W. S., *B. A.*; Ives, W. E.; Lenoir, M. U.; Mooney, P. C. C.; Morse, C.; Ruggles, H., *A. B.*; Sedgewick, J. A., *B. A.*; Wallace, W.; Whitman, A., *B. A.*

First Year: Carter, W. D.; Crowe, W.; Hensley, H. A., *B. A.*; Macdonald, J. A., *B. A.*; Milliken, A. E.; Robertson, H. McN.; Sutherland, J.; Troop, A. G., *A. B.*; Walsh, W. W.; Wells, W. W.

HONOURS, MEDALS, PRIZES, EXHIBITIONS AND BURSARIES, 1883-4.

HONOURS.

CLASSICS.—*First Rank*—McLeod, J. P.
MATHEMATICS AND PHYSICS.—*Second Rank*—Murray, D. A.; Adams, H. S.

MEDALS.

THE GOVERNOR-GENERAL'S GOLD MEDAL—McLeod, J. P.
THE YOUNG GOLD MEDAL—Murray, D. A.
THE GOVERNOR-GENERAL'S SILVER MEDAL Adams, H. S.

UNIVERSITY PRIZES.

FACULTY OF ARTS.

CLASSICS: *Fourth Year*, McLeod, J. P.—*Third Year*, Aiton, W.—*Second Year*, Robinson, A.—*First Year: Latin*, Shaw, J. C.; *Greek*, Fraser, D.
MATHEMATICS: *First Year*, McNeill, Charlotte M.—*Second Year*, Stewart, D.
ASTRONOMY: Murray, D. A.
PHYSICS: Mackenzie, A. S.
ETHICS: McDonald, D.
POLITICAL ECONOMY: Turner, D. F. D.
METAPHYSICS: Ritchie, Eliza.
LOGIC AND PSYCHOLOGY: Cahan, C. H.
ENGLISH LANGUAGE AND LITERATURE *(First Year)*: McNeill, Charlotte M.
CHEMISTRY—INORGANIC: *Second Year*, Robinson, A.—*First Year*, Morrison, A. M.—ORGANIC: Smith, H. M.
HISTORY: *Fourth Year*, McLeod, J. P.—*Third Year*, Gammell, I.
FRENCH: *Second Class*, Turner, D. F. D.—*First Class*, Mackenzie, A. S.
GERMAN: *Second Class*, Saunders, Maria F.—*First Class*, Aiton, W.
HEBREW:—Campbell, A. (New Glasgow).

FACULTY OF LAW.

EVIDENCE: Sedgewick, J. A.
CONFLICT OF LAWS: Morse, C.
CONSTITUTIONAL LAW: Morse, C.
COMMERCIAL LAW: Mooney, P. C. C.
EQUITY: Sedgewick, J. A.
CONSTITUTIONAL HISTORY: Carter, W. D.
REAL ESTATE: Wells, W. W.
CRIMES AND TORTS: Carter, W. D.
CONTRACTS: Wells, W. W.

SPECIAL PRIZES.

THE ST. ANDREW'S CHURCH PRIZE: Nicholson, A.
NORTH BRITISH SOCIETY BURSARY: Mackay, N. F.
THE WAVERLEY PRIZE: Stewart, D.
THE AVERY PRIZE: Turner, D. F. D.
THE NEW SHAKSPERE SOCIETY'S PRIZE: Macknight, Catherine K.
THE JACK HERBARIUM PRIZE: Campbell, G. G.

SENIOR MUNRO EXHIBITIONS.

(1) Mackenzie, A. S., Dartmouth
(2) Gammell, I., Upper Stewiacke.
(3) Tuffts, W. M., Halifax.
(4) Not awarded.
(5) Not awarded.

SENIOR MUNRO BURSARIES.

DISTRICT I. (1) Newcombe, Margarete F., Cornwallis.
(2) Fitzpatrick, H. K., Scotsburn, Pictou Co.
(3) Thompson, A. W., Durham, Pictou Co.
(4) Langille, R. M., River John, Pictou Co.
DISTRICT II. No candidates.
DISTRICT III. No candidates.
DISTRICT IV. (1) Robinson, G. E., Charlottetown.
(2) Martin, K. J., Eldon, Belfast, P. E. I.
DISTRICT V. Aiton, W., Sussex, King's Co., N. B.

JUNIOR MUNRO EXHIBITIONS.

(1) Buchanan, J. J., Sydney, C. B.
(2) McNeill, Charlotte M., Charlottetown, (Prince of Wales College.)
(3) Forbes, Antoinette, Pictou.
(4) Creighton, J. E., Pictou (Pictou Academy).
(5) Not awarded.

JUNIOR MUNRO BURSARIES.

DISTRICT I. (1) Fraser, D., Pictou (Pictou Academy).
(2) Campbell, W. R., Pictou (Pictou Academy).
(3) Sutherland, J. S., Halifax (High School).
(4) Johnson, G. M., Stewiacke (Pictou Academy).
DISTRICT II. (1) Coops, F. H., Milton, Queen's Co., (Liverpool Acad.)
(2) Not awarded.
DISTRICT III. Not awarded.
DISTRICT IV. (1) Shaw, H. C., Stanhope, P. E. I.
(2) Shaw, J. C., Stanhope, P. E. I.
DISTRICT V. No candidates.

EXAMINATIONS, 1883-84.

FACULTY OF ARTS.

MATRICULATION EXAMINATIONS.

(The following list contains the names of those who either passed the Matriculation Examinations, or were allowed to matriculate on report of the examiners for Munro Bursaries. The names are in alphabetical order.)

First Year: Buchanan, J. J. ; Calkin, W. S. ; Campbell, W. R. ; Coops, F. H. ; Creighton, J. E. ; Falconer, J. P. ; Forbes, Antoinette ; Fraser, D. ; Gordon, R. ; Johnson, G. M. ; Kennedy, J. ; McDonald, W. ; McLennan, S. J. ; McLeod, M. J. ; McNeill, Charlotte M. ; Morrison, A. M. ; Putnam, W. G. ; Ross, T. C. ; Shaw, H. C. ; Shaw, J. C. ; Sceloan, D. M. ; Sutherland, J. S. ; Young, W.

ENTRANCE EXAMINATIONS.

(Names in order of merit.)

CLASSICAL HISTORY AND GEOGRAPHY.

Third Year: *Class I.*—Gammell, I. ; Mackenzie, A. S. ; Langille, R. M. ; (Aiton, W. ; Fitzpatrick, H. K.) ; Tuffts, W. M. *Passed.*—McLeod, J. M. ; Martin, K. J. ; Coffin, F. S. ; Thompson, A. W. ; Locke, R. T.

Second Year: *Class I.*—Mackay, N. F. ; (Mackay, E. ; Macrae, A. W.) ; (Allison, M. G. ; Robinson, A.) *Class II.*—Lewis, A. W. ; (Cahan, C. H. ; Larkin, F. H. ; Morton, S. A. ; Smith, J. F. ; Stewart, D.). *Passed.*—Coffin, V. E. ; Calder, J. ; Reid, R. L. ; Flemming, D.

ENGLISH LITERATURE.

Second Year: (Coffin, V. E. ; Smith, J. F.) ; Cahan, C. H. ; Robinson, A. ; Larkin, F. H. ; Mackay, E. ; Stewart, D. ; (Mackay, N. F. ; Macrae, A. W.) ; Calder, J. ; Reid, R. L. ; Allison, M. G. ; Nicholson, A. ; (McKenzie, D. H. ; Morton, S. A.) ; Campbell, A. J. (Flemming, D. ; Macdonald, E. M.) ; Lewis, A. W.

SUPPLEMENTARY EXAMINATIONS.

OCTOBER, 1883.

Third Year: *Physics*, Taylor, W. B.

First Year: *Greek*, McKenzie, D. H. *Algebra*, Campbell, A. J.

JANUARY, 1884.

Second Year: *Classical History and Geography*, Campbell, A. G., Macdonald, E. M., McKenzie, D. H., Nicholson, A.

Third Year: *Classical History and Geography*, Newcombe, Margarete.

SESSIONAL EXAMINATIONS.

CLASS LISTS.

(Containing the names, arranged in order of merit, of all Students who passed in the subjects of the various classes.)

LATIN.

Fourth Year: *Class I*—McLeod, J. P. ; Turner ; Jones. *Class II*—Dill. *Passed*—Taylor, W. B. ; McDonald, D.

Third Year: *Class I*—Aiton ; Tufts ; Thompson, A. W. *Class II*—McLeod, J. M. ; Locke. *Passed*—Coffin, F. S. ; Fitzpatrick. *Special Examination* : *Passed*—Langille, R. M.

Second Year: *Class I*—Robinson, A. ; Mackay, E. ; Mackay, N. F. ; Cahan ; Lewis. *Class II*—Macrae ; Allison ; Morton ; (Coffin, F. J. ; Nicholson.) *Passed*—Larkin ; Stewart ; Coffin, Victor ; McKinnon ; Calder ; Macdonald, E. M. ; Smith, J. F. ; Campbell, A. J. ; McKenzie, D. H.

First Year: *Class I*—Shaw, J. C. ; (Shaw, H. C. ; Buchanan) ; (Forbes, Antoinette ; McNeill, Charlotte) ; Sutherland ; (Coops ; Creighton.) *Class II* McLeod, M. J. ; Morrison ; Fraser. *Passed*—Campbell, W. R. ; Johnson ; McLennan ; Calkin, W. ; McLeod, A. W. ; Putnam ; Casey, C. E.

GREEK.

Fourth Year: *Class I*—McLeod, J. P. *Class II*—Turner ; Dill. *Passed*—Taylor.

Third Year: *Class I*—Aiton ; Mackenzie, A. S. ; Gammell ; Tuffts ; McLeod, J. M. *Class II*—Fitzpatrick. *Passed*—Coffin, F. S. *Special Examination* : *Passed*—Langille.

Second Year: *Class I*—Robinson, A. ; Mackay, E. ; Cahan ; Lewis. *Class II*—(Allison ; Morton ; Macrae) ; Mackay, N. ; Coffin, F. J. ; Nicholson. *Passed*—Larkin ; Coffin, V. ; Calder ; Macdonald, E. M. ; Stewart ; McKenzie, D. H. ; Hamilton ; McKinnon ; Flemming ; Campbell, A. J. ; Smith, J. F. ; Coffin, J. R.

First Year: *Class I*—Fraser ; Shaw, H. C. ; Shaw, J. C. ; Coops ; Buchanan ; Forbes, Antoinette ; McNeill, Charlotte. *Class II* Sutherland. *Passed*—Creighton ; Johnson ; McLeod, M. J. ; Morrison ; McLennan ; Campbell, W. R. ; Putnam.

MATHEMATICS.

First Year: *Class I* McNeill, Charlotte ; Morrison, A. M. ; McLeod, M. J. ; Forbes, Antoinette ; Campbell, W. R. ; Putnam ; Sutherland, J. S. *Class II*—Buchanan ; Fraser, Donald ; Johnson ; Shaw, Henry C. *Passed*—Coops ; Creighton ; Shaw, J. C. ; Calkin ; Casey, C. E. ; Macleman, J. J. *Passed in Geometry*—Allison, E. P. ; Hay, C. M. ; Falconer ; Leck.

Second Year: *Class I*—Stewart, D. ; Nicholson, Alf. ; Mackay, Neil ; Calder, J. *Class II*—Morton, S. A. ; Allison, M. H. ; Coffin, F. J. ; Lewis, Ab. W. ; Saunders, Maria F. ; Robinson, A. *Passed*—Mackay, E. ; McKenzie, D. H. ; Cahan, C. ; McKinnon, T. H. ; Coffin, V. E. ; Macdonald, E. M. ; Macrae, A. W. ; Campbell, A. J. ; Flemming, D. H. ; Larkin, F. H. *Passed in Geometry and Mensuration*—Smith, J. F.

ETHICS.

Class I—McDonald, D. ; Jones, F. ; Coffin, J. R. ; Hamilton, G. ; Dill, E. M. ; Turner, D. F. D. *Class II*—Logan, A. P. *Passed*—McLean, H. K. ; Taylor, W. B.

LOGIC AND PSYCHOLOGY.

Class I—Cahan, C. H. ; Mackay, N. F. ; Coffin, F. J. ; Allison, M. G. ; Lewis, A. W. ; Saunders, Maria F. ; Mackay, E. ; Stewart, D. ; Robinson, A. ; Larkin, F. H. ; Nicholson, A. *Class II*—Coffin, V. E. ; McKenzie, D. H. ; Hamilton, G. ; Macrae, A. W. ; Calder, J. ; Morton, S. A. *Passed*—Smith, J. F. ; Campbell, A. J. ; Macdonald, E. M.

METAPHYSICS.

Class I—Ritchie, Eliza ; Gammell, I. ; Fitzpatrick, H. K. ; Tufts, W. M. ; Ritchie, Mary. *Class II*—Robinson, G. E. ; McLeod, J. M. ; Martin, K. J. ; Newcombe, Margarete F. ; Thompson, A. W. *Passed*—Blair, J. T. ; Coffin, F. S. ; Locke, R. T. ; Campbell, A. (New Glasgow).

ENGLISH.

Second Year: *Class I*—Macknight, Catherine K. ; Saunders, Maria F. ; Burns, Janet E. ; Ritchie, Eliza ; Creelman, Elizabeth ; Ritchie, Mary. *Class II*—(Boak, Louise ; Harding, Maggie F. ; James, Harriet E. ; Robson, Isabel H.) ; Fitch, Adelaide P. *Passed*—Macdonald, Maggie.

First Year: *Class I*—McNeill, Charlotte M. ; Shaw, J. C. ; MacGregor, Bessie ; Forbes, Antoinette ; Sutherland, J. S. ; Morrison, A. M. ; Creighton, J. E. *Class II*—Shaw, H. C. ; Fraser, D. ; Buchanan, J. J. ; Campbell, W. R. ; McLennan, S. J. *Passed*—Adams, Mary ; Hamilton, G. ; McLeod, M. J. ; (Coops, F. H. ; Robinson, Catherine) ; Johnson, G. M. ; Blair, J. T. ; Putnam, W. G. ; Calkin, W. ; McLeod, A. W. ; Casey, C. E. ; Falconer, J.

HISTORY.

Fourth Year: *Class I*—McLeod, J. P. ; Murray, D. A. ; Turner, D. F. D. ; Jones, F. *Passed*—Taylor, W. B.

Third Year: *Class I*—Gammell, I. ; Newcombe, Margarete F. ; McLeod, J. M. ; Thompson, A. W. *Class II*—Locke, R. T. ; Tufts, W. M. *Passed*—Thompson, W. M. ; Coffin, F. S.

POLITICAL ECONOMY.

Class I—Turner, D. F. D. ; Dill, E. M. *Class II*—Jones, F. ; McDonald, D. ; Taylor, W. B.

PHYSICS.

Third Year: *Class I*—Mackenzie, A. S. ; Robinson, G. E. *Class II*—Martin, K. J. ; Locke, R. T. *Passed*—Aiton, W. ; Tufts, W. M. ; Campbell, G. G. ; Coffin, F. S. ; McLeod, J. M. ; Miller, J. J.

Fourth Year: *Class I*—Mackenzie, A. S. *Class II*—Robinson, G. E. ; Martin, K. J. *Passed*—Smith, H. M.

ASTRONOMY.

Class I—Murray, D. A. *Class II*—Adams, H. S.

INORGANIC CHEMISTRY.

Second Year: *Class I*—Robinson, A. ; Allison, M. G. ; Macrae, A. W. ; Cahan, C. H. ; Coffin, F. J. ; Stewart, D. ; Mackay, N. F. ; Mackay, E. ; Lewis, A. W. *Class II*—Larkin, F. H. ; McKinnon, T. H. ; Smith, J. F. ; (Campbell, A. J. ; McKenzie, D. H.) *Passed*—Calder, J. ; Nicholson, A. ; Morton, S. A. ; Coffin, V. E. ; Macdonald, E. M. ; Fleming, D.

First Year: *Class I*—Morrison, A. M. ; McNeill, Charlotte M. ; Forbes, Antoinette. *Class II*—Sutherland, J. S. ; Creighton, J. E. ; Shaw, H. C. ; Campbell, W. R. ; Johnson, G. M. ; Shaw, J. C. *Passed*—Buchanan, J. J. ; McLeod, M. J. ; Fraser, D. ; Coops, F. H. ; Calkin, W. S. ; McLennan, S. J. ; Putnam, W. G.

ORGANIC CHEMISTRY.

Fourth Year: *Class II*—Smith, H. M. *Passed*—Miller, J. J.

CHEMICAL LABORATORY.

Fourth Year: *Class II*—Smith, H. M. ; Miller, J. J.

Third Year: *Class II*—Campbell, G. G.

MINERALOGY.

Fourth Year: *Passed*—(Miller, J. J. ; Smith, H. M.)

Third Year: *Class I*—Campbell, G. G.

HISTOLOGY.

Third Year: *Class I*—Campbell, G. G.

HEBREW.

Class I—Campbell, A. (New Glasgow) ; McDonald, D. ; Dill, E. M. ; Coffin, J. R. *Class II*—McLean, H. K. ; Logan, A. P. *Passed*—Hamilton, G. ; Blair, J. F.

FRENCH.

Second Class: *Class I*—Turner, D. F. D. ; Smith, H. M. ; McLeod, J. P. ; Adams, H. S. *Class II*—Murray, D. A. ; Jones, F. *Passed*—Miller, J. J. ; Dill, E. M. ; McDonald, D. ; Campbell, G. G. ; Taylor, W. B.

First Class: *Class I*—Mackenzie, A. S. ; Martin, K. J. ; Robinson, G. E. ; McLeod, J. M. ; Mackenzie, Gertrude ; Saunders, Maria F. *Class II*—Newcombe, Margarete F. ; Tufts, W. M. ; Gammell, I. ; Fitzpatrick, H. K. ; Thompson, A. W. ; Locke, R. T. *Passed*—Langille, R. M. ; Coffin, F. S.

GERMAN.

Second Class: *Class I*—Saunders, Maria F. ; Adams, H. S. ; Jones, F. *Class II*—Smith, H. M. ; McDonald, D.

First Class: *Class I*—Aiton, W. ; Newcombe, Margarete F. ; Calkin, W. S. *Class II*—Campbell, G. G. *Passed*—Locke, R. T.

FACULTY OF LAW.

MATRICULATION EXAMINATION.

First Year: Sutherland, J.

SESSIONAL EXAMINATIONS.

CLASS LISTS.

Containing the names, in order of merit, of all students who passed in the subjects of the various classes.)

EVIDENCE.

Second Year: *Class I*—Boak; Morse; Whitman; Sedgewick; Ives; Doull; Ruggles; Mooney. *Class II*—Bennett. *Passed*—Lenoir; Wallace.

STATUTES.

Second Year: *Class I*—Sedgewick; Ives; Mooney; Boak; Whitman; Doull. *Class II*—Morse; Ruggles. *Passed*—Bennett; Lenoir; Wallace.

COMMERCIAL LAW.

Second Year: *Class I*—Mooney; Morse; Sedgewick; Ives; Boak. *Class II*—Doull; Whitman; Ruggles. *Passed*—Bennett; Wallace; Lenoir.

EQUITY.

Second Year: *Class I*—Sedgewick; Ives; Boak; Morse. *Class II*—Mooney; Whitman. *Passed*—Ruggles; Doull; Bennett; Wallace; Lenoir.

CONSTITUTIONAL LAW.

Second Year: *Class I*—Morse; Mooney; Boak; Sedgewick. *Class II*—Whitman; Bennett; Doull; Ives. *Passed*—Ruggles; Wallace; Lenoir.

CONFLICT OF LAWS.

Second Year:—*Class I*—Morse; Sedgewick; Bennett. *Class II*—Doull; Mooney; Boak; Ives. *Passed*—Ruggles; Wallace; Lenoir.

REAL PROPERTY.

First Year: *Class I*—Wells; Carter; Hensley; Robertson. *Class II*—Macdonald; Walsh; Jennison; Campbell. *Passed*—Crowe; Troop; Sutherland.

TORTS AND CRIMES.

First Year: *Class I*—Carter; Wells; Hensley; Crowe; Robertson; Macdonald; Walsh. *Class II*—Troop; Jennison; Milliken. *Passed*—Sutherland; Campbell.

CONTRACTS.

First Year: *Class I*—Wells; Carter; Crowe; Hensley; Macdonald; Milliken. *Class II*—Walsh; Sutherland. *Passed*—Troop; Robertson.

CONSTITUTIONAL HISTORY.

First Year: *Class I*—Carter; Hensley; Macdonald; Wells; Crowe. *Class II*—Troop; Sutherland. *Passed*—Robertson; Milliken; Campbell; Walsh.

GENERAL LIST
OF
MEDALS, PRIZES, EXHIBITIONS, &c.
1879–83.[*]

THE GOVERNOR-GENERAL'S GOLD MEDAL.

1880, Crowell, E. 1881, Creelman, H. G. 1882, Trueman, J. S. 1883, Bell, J. A.

THE YOUNG GOLD MEDAL.

1882, Campbell, G. M. 1883, Reid, A. G.

THE GOVERNOR-GENERAL'S SILVER MEDAL.

1880, Fraser, W. M. 1881, not awarded. 1882, not awarded. 1883, Macdonald, J. A.

THE NORTH BRITISH SOCIETY BURSARY.

1880, Campbell, G. M. 1882, McLeod, J. P.

THE AVERY PRIZE.

1880, Thomson, A. E. 1881, Sedgewick, J. A. 1882, Carson, G. S. 1883, McLennan, J. W.

THE WAVERLEY PRIZE.

1879, Murray, H. 1881, Bell, J. A. 1883, Gammell, I.

THE ST. ANDREW'S CHURCH PRIZE.

1879, Murray, H. 1880, Mellish, H. 1881, Macdonald, J. A. 1882, Murray, D. A. 1883, (Aiton, W., and Robinson, G. E.)

THE YOUNG ELOCUTION PRIZES.

1879, (1) McLaren, C. D. (2) Crowell, E. (3) Fraser, W. F. 1880, (1) Murray, D. A. (2) Mellish, H. 1881, (1) Forsyth, J. E. (2) Dill, E. M. (Discontinued 1881.)

THE ALUMNI PRIZES.

1879: *(First Year)*, (1) Campbell, G. M. (2) Carson, G. S. (Discontinued 1879.)

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[*] For medallists of former years see list of Graduates. For prizes, &c., of former years see Calendar of 1881-82.

UNIVERSITY PRIZES.

CLASSICS: *Fourth Year;* 1879, McLean, I. M. 1880, Thomson, A. E. 1881, Sedgewick, J. A. 1882, Trueman, J. S. 1883, Bell, J. A. *Third Year:* 1879, Thomson, A. E. 1880, Murray, H. 1881, Trueman, J. S. 1882, Bell, J. A. 1883, McLeod, J. P. *Second Year;* 1879, (1) Murray, H. (2) Trueman, J. S. 1880, Mellish, H. 1881, Bell, J. A. 1882, McLeod, J. P. 1883, Gammell, I. *First Year:* 1879, Campbell, G. M. 1880, (1) Bell, J. A. (2) Macdonald, J. A. 1881, (1) McLeod, J. P. (2) Adams, H. S. 1882, (1) Gammell, I. (2) Aiton, W., and McLeod, J. M. 1883, Mackay, E.

MATHEMATICS: *Second Year;* 1879, (1) Murray, H., (2) Creelman, H. G. 1880, Campbell, G. M. 1881, Reid, A. G. 1882, Murray, D. A. 1883, Gammell, I. *First Year;* 1879, (1) Campbell, G. M., (2) Carson, G. S. 1880, (1) Murray, D. A., (2) Reid, A. G. 1881, (1) McLeod, J. P., (2) Elliott, H. 1882, Calkin, Lillie B. 1883, Mackay, E.

PHYSICS: 1879, Dickie, A. 1880, Creelman, H. G. 1881, Carson, G. S. 1882, MacGregor, T. S.; *Math. Phys.*, Reid, A. G. 1883, Murray, D. A.

ASTRONOMY: 1881, Creelman, H. G. 1882, Campbell, G. M. 1883, Reid, A. G.

ETHICS AND POLITICAL ECONOMY: 1879, Cameron, C. S. 1880, Dustan, J. F. 1881, Stewart, T. 1882, Carson, G. S.

ETHICS: 1883, McLennan, J. W.

METAPHYSICS: 1879, (1) Mahon, A. W., (2) Crowell, E. 1880, Murray, H. 1881, (1) Fraser, W. M., *B. Sc.*, (2) Campbell, G. M. 1882, Taylor, W. P. 1883, McLeod, J. P.

LOGIC AND PSYCHOLOGY: 1879, Murray, H. 1880, Mahon, A. W. 1881, McLennan, J. W. 1882, McLeod, J. P. 1883, (Gammell, I. and Mackenzie, A. S.)

HISTORY: 1879, Dickie, A.; *Consitutional History*, Mahon, A. W. 1880, Crowell, E. 1882, Crowe, W. 1883, McLennan, J. W.

POLITICAL ECONOMY: 1883, Bell, J. A.

RHETORIC: 1879, Fowler, G. W. 1880, Bell, J. A. 1881, McLeod, J. P. 1882, McLeod, J. M.

ENGLISH LITERATURE AND RHETORIC: 1883, (Larkin, F. H. and Ritchie, Eliza).

CHEMISTRY: 1879, Murray, H. 1880, Campbell, G. M. 1881, (*Organic*) Reid, A. G.; (*Inorganic*) Dickie, H. 1882, (*Organic*) Smith, H. M.; (*Inorganic*) McLeod, J. P. 1883, (*Organic*) Campbell, G. G.; (*Inorganic*) (Gammell, I. and Newcombe, Margareta F.)

GEOLOGY: (JUNIOR) 1881, Cameron, A. G. (SENIOR) 1882, Cameron, A. G.

ZOOLOGY: 1881, Moren, J. A.

BOTANY: 1882, Smith, H. M. 1883, Trueman, H.

FRENCH: *Fourth Year;* 1879, Cameron, C. S. 1880, Mahon, A. W. 1881, Stewart, T. 1882, Mellish, H. 1883, Smith, H. M. *Third Year;* 1879, Mahon, A. W. 1880, Murray, H. 1881, Mellish, H. 1882, Smith, H. M. 1883, Adams, H. S.

GERMAN: 1880, Creelman, H. G. 1881, Reid, A. G.

HEBREW: 1882, Carson, G. S. 1883, McLennan, J. W.

PROFESSORS' SCHOLARSHIPS.

1879—In Arts: (1) Bell, J. A., Halifax High School; (2) Moren, J. A., do.; (3) Macdonald, J. A., do. In Science: Reid, A. G., Halifax High School.

1880—In Arts: (1) Adams, H. S., Halifax High School; (2) Pitblado, J., private study. In Science: Smith, H. M., private study.

(Discontinued 1880.)

THE MUNRO EXHIBITIONS.

(The names are in order of merit.)

SENIOR—1883: Mackenzie, A. S.; Gammell, I.; Tuffts, W. M.

JUNIOR—1881: Gammell, I.; Aiton, W.; Fitzpatrick, H. K.; McLeod, J. M. 1882: Mackay, E.; Cahan, C. H.; Calder, J.; Mackay, N. F.; Robinson, A. 1883: Buchanan, J. J.; McNeill, Charlotte M.; Forbes, Antoinette; Creighton, J. E.

THE MUNRO BURSARIES.

(The names are in order of merit.)

SENIOR—1882: McLeod, J. P.; Murray, D. A.; Adams, H. S.; Jones, F. 1883: Newcombe, Margarete F.; Fitzpatrick, H. K.; Thompson, A. W.; Robinson, G. E.; Martin, K. J.; Aiton, W.; Langille, R. M.

JUNIOR—1880: McLeod, J. P.; Dill, E. M.; Elliott, H.; Morrison, D. L.; Jones, F. 1881: Robinson, G. E.; Kempton, W. F.; Coffin, F. J.; Thompson, A. W.; Calkin, Lillie B.; Crawford, J.; Martin, K. J.; McLean, J. M.; Mackenzie, A. S.; Newcombe, Margarete F.; Tuffts, W. M. 1882: Nicholson, A.; Morton, S. A.; Macdonald, E. M.; Stewart, D.; Lewis, A. W.; Coffin, V. E.; Macrae, A. W.; McKenzie, D. H.; Reid, R. L. 1883: (Coops, F. H.; Fraser D.;) (Shaw, H. C.; Shaw, J. C.); Campbell, W. R.; Sutherland, J. S.; Johnson, G. M.

CERTIFICATES OF MERIT.

(The names are arranged alphabetically.)

FIRST CLASS: *Fourth Year;* 1879, Cameron, C. S.; McLean, I. M. 1881: Creelman, H. G. 1882, Mellish, H.; Trueman, J. S. 1883: Bell, J. A.; McLennan, J. W. *Third Year;* 1880, Blanchard, C. W.; Creelman, H. G.; Murray, H. 1881, Campbell, G. M.; Trueman, J. S. 1882, Bell, J. A.; Reid, A. G. 1883, Adams, H. S.; McLeod, J. P.; Murray, D. A. *Second Year;* 1879, Murray, H. 1880, Campbell, G. M.; Mellish, H. 1881, Bell, J. A.; Reid, A. G. 1882, Adams, H. S.; McLeod, J. P.; Murray, D. A. 1883, Gammell, I.; Martin, K. J.; Mackenzie, A. S.; Robinson, G. E. *First Year;* 1879, Campbell, G. M.; Carson, G. S. 1880, Bell, J. A.; McDonald, J. A.; Moren, J. A.; Murray, D. A.; Reid, A. G. 1881, Adams, H. S.; Elliott, H.; McLeod, J. P. 1882, Aiton, W.; Calkin, Lillie B.; Coffin, F. J.; Gammell, I.; Kempton, W. F.; Martin, K. J.; Mackenzie, A. S.; McLeod, J. M.; Pitblado, I.; Robinson, G. E.; Tuffts, W. M. 1883, Cahan, C. H.; Mackay, E.; Mackay, N. F.; Robinson, A.

(Discontinued 1883.)

SECOND CLASS: *Fourth Year;* 1879, Emmerson, R. R. J. 1880, Crowell, E. 1881, Sedgewick, J. A. 1882, Cameron, A. G.; Carson, G. S.; Davidson, F. J.; Patterson, G. G. 1883, Dickie, H.; McColl, A. *Third Year*; 1879, Crowell, E.; Thomson, A. E. 1881, Mellish, H. 1882, Macdonald, J. A.; McLennan, J. W.; Taylor, W. P. 1883, Smith, H. M. *Second Year*; 1879, Creelman, H. G.; Trueman, J. S. 1880, Cameron, A. G. 1881, Macdonald, J. A.; MacGregor, T. S.; McLennan, J. W.; Moren, J. A. 1882, Smith, H. M. 1883, Aiton, W.; Calkin, Lillie B.; Fitzpatrick, H. K.; McLeod, M.; Newcombe, Margarete F.; Tufts, W. M. *First Year*; 1879, McLennan, J. W. 1880, McInnis, H.; McLeod, J.; Thompson, E. 1881, Dill, E. M.; Jones, F.; Morrison, D. I.; Pitblado, J. 1882, Crawford, J.; Fitzpatrick, H. K.; Newcombe, Margarete F.; Thompson, A. W. 1883, Allison, M. G.; Larkin, F. H.; Lewis, A. W.; Saunders, Maria F.; Stewart, D.

(Discontinued 1883.)

GRADUATES OF THE UNIVERSITY.

N. B.—Degrees printed with the names have been obtained at other Universities.

Graduates are requested to notify the Principal of any change of address.

‡	[1]Adams, H. S., Halifax	B. A., 1884
	Allen, Rev. John M., Madeira	B. A., 1873; M. A., 1876
	Amand, Rev. Joseph, New Hebrides	B. A., 1860; M. A., 1872
	Archibald, Rev. F. W., *M. A., B. D.*, Truro	B. A., 1877
	Archibald, Rev. W. P., Cavendish, P. E. I.	B. A., 1873, M. A., 1878
	Bayne, Prof. H. A., Ph.D., F. R. S. C., Kingston, Ont.	B. A., 1869; M. A., 1872.
	Bayne, Rev. E. S., Middle Musquodoboit	B. A., 1871
†	[1]Bell, F. H., Halifax	B. A., 1876
†	[1]Bell, J. A., Halifax	B. A., 1883
	Bethune, J. L., Baddeck, C. B.	M. D. C. M., 1875
	Blanchard, C. W., Winnipeg	B. A., 1880
	Bruce, Rev. W. T., *M. D.*, Coldstream	B. A., 1872
	Bryden, Rev. C. W., Tatamagouche	B. A., 1873
	Burgess, Rev. J. C., Carleton, N. B.	B. A., 1867
	Cairns, Rev. J. A., *M. A.*, Upper Musquodoboit	B. A., 1878
	Cameron, A. G., Newtown, Guysboro'	B. Sc., 1882
	[2]Cameron, C. S., Halifax	B. A., 1879
‡	Cameron, J. H., South River, Antigonish	B. A., 1878
	Cameron, William	B. A., 1873
	Cameron, J. J., Shakspere, Ont.	B. A., 1869; M. A., 1871
§	[2]Campbell, G. M., Dalhousie College, Halifax	B. A., 1882
	Campbell, D. A., Halifax	M. D. C. M., 1874
	Carmichael, J. M., New Glasgow	B. A., 1872
	Carr, Rev. A. F., Alberton, P. E. I.	B. A., 1868; M. A., 1871
	Carson, G. S., Sussex, N. B.	B. A., 1882
	Chambers, F. E., Truro	B. A., 1879
	Chambers, R. E., New Glasgow	B. A., 1877
	Chase, Rev. J. H., Onslow	B. A., 1866; M. A., 1869
	Chisholm, Don., Antigonish	M. D. C. M., 1874
	Christie, Rev. T. M.	B. A., 1868
	Costley, Alfred, Halifax	B. A., 1881
	Cox, Robinson, Stewiacke	M. D. C. M., 1875
	Creelman, Rev. D. F. (obit.)	B. A., 1873; M. A., 1880
†	[3]Creelman, H. G.	B. A., 1881
	Creighton, J. G. A., Montreal	B. A., 1868
	Creighton, H. S., Dartmouth	B. A., 1880
†	[2]Crowell, Rev. Edwin, Barrington	B. A., 1880
	Cruikshank, Rev. W. *B. D.*, Montreal	B. A., 1872
	Davidson, J. F., Halifax	B. A., 1882
	DeWolfe, G. H., Tintern, Eng.	M. D. C. M., 1872
	Dickie, Alfred, Stewiacke	B. A., 1879; M. A., 1883
	Dickie, Henry, Upper Stewiacke	B. A., 1883
	Dill, Edmund M., Centre Rawdon, Hants Co.	B. A., 1884
	Doull, W. S., Halifax	B. A., 1874
	Duff, Kenneth, Lunenburg	B. A., 1873

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[1] Graduated with Second Rank Honours in Classics.
[2] Graduated with Second Rank Honours in English Literature and History.
[3] Graduated with Second Rank Honours in Mathematics and Physics.
† Governor's-General's Gold Medallist.
‡ Governor-General's Silver Medallist.
§ Young Gold Medallist.

Emmerson, R. R. J., Montreal	B. A., 1879
Fitzpatrick, Rev. James, Saltsprings	B. A., 1875
Forrest, James, Halifax	B. A., 1868 ; M. A., 1872
Fraser, D. C., New Glasgow	B. A., 1872
Fraser, Rev. D. S., Mahone Bay	B. A., 1874
‡ Fraser, W. M., Dartmouth	B. Sc., 1880 ; B. A., 1883
Fraser, W. R., Mt. Thom, Pictou	B. A., 1882
Fulton, G. H., Guysborough	B. A., 1876
† George, Rev. J. L., *M. A.*, Sherbrooke	B. A., 1878
Grant, W. R., (obit.)	B. A., 1877
Gunn, Rev. Adam, Kennetcook	B. A., 1872
Hamilton, H. H., Pictou	B. A., 1877
[1]Hardman, Rev. J. C., *B. D.*, Campbellton	B. A., 1874 ; M. A., 1878
Hardman, W. C., Picton	B. A., 1874 ; M. A., 1881
Hardman, A. W., Pictou	B. A., 1877
Hiltz, C. W., (obit.)	M. D. C. M., 1872
Hunter, John, California	B. A., 1873
Jones, Frank, Digby	B. A., 1884
† Jordan, Rev. L. H., *B. D.*, Halifax	B. A., 1875 ; M. A., 1878
Kinsman, F. S., *M. D.*, Centreville	B. A., 1880
Knowles, J. H., Milton	B. A., 1882
Laird, G. A., Winnipeg	B. A., 1877
Landells, R., Halifax	B. A., 1882
Lindsay, A. W. H., *M. B., C. M.*, Halifax	B. A., 1870 ; M. D., C. M., 1875.
Lippincott, Aubrey, *M. D.*, Pittsburg, Pa	B. A., 1867
Logan, Rev. Richmond, Harbor Grace, N. F. L	B. A., 1877 ; M. A., 1880.
Logan, Melville, Halifax	B. A., 1873
Mason, Rev. W. A., New London, P. E. I	B. A., 1877
McColl, A., New Glasgow	B. Sc., 1883
McCurdy, S. T., New Glasgow	B. A., 1877
McDonald, J. H., (obit.)	B. A., 1867 ; M. A., 1870
McDonald, Donald, Cape North, Cape Breton	B. A., 1884
Macdonald, C. D., Pictou	B. A., 1873
Macdonald, W. M., Halifax	B. A., 1881
‡ [6]Macdonald, J. A., Halifax	B. A., 1883
McDowell, Isaac (obit.)	B. A., 1876
McGregor, Rev. Daniel, Amherst	B. A., 1874
MacGregor, Prof. J. G., *D. Sc.*, Halifax	B. A., 1871 ; M. A., 1874
[3]MacGregor, T. S., Little Bras d'Or	B. A., 1883
[3]McKay, A. H., *B. Sc.*, Pictou	B. A., 1873
McKay, Rev. Kenneth, Richmond, N. B	B. A., 1868
McKeen, Rev. J. A., Hamilton, Bermuda	B. A., 1875
McKenzie, Hugh, Truro	B. A., 1872 ; M. A., 1875
McKenzie, Prof. J. J., Ph. D., (obit.)	B. A., 1869 ; M. A., 1872
McKenzie, Rev. James, Pugwash	B. A., 1878
McKenzie, J. W., Strathalbyn, P. E. I	B. A., 1882
‡ McKittrick, Burgess, Truro	B. A., 1877
[1]McLean, I. M., *M. D.*, Hopewell	B. A., 1879
McLean, Rev. J. A., Barrington	B. A., 1876
McLeod, Rev. A. W., Durham, Co. Pictou	B. A., 1875 ; M. A., 1878
McLeod, Rev. J. W., Trinidad	B. A., 1876 ; M. A., 1880
McLeod, Don., Strathalbyn, P. E. I	B. A., 1874
† [6]McLeod, J. P., Valleyfield, P. E. I	B. A., 1884

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[1] Graduated with Second Rank Honours in Classics.
[3] Graduated with Second Rank Honours in Mathematics and Physics.
[6] Graduated with First Rank Honours in Classics.
† Governor-General's Gold Medallist.
‡ Governor-General's Silver Medallist.

McLennan, J. W., Sydney, C. B	B. A., 1883
McMillan, Finlay	M. D. C. M., 1872
‡ McMillan, Rev. G. W., Princetown, P. E. I	B. A., 1875
McNaughton, Rev. Samuel, Preston, G. B.	B. A., 1867 ; M. A., 1870
McRae, William, Richmond, C. B	M. D. C. M., 1872
Mellish, H., Halifax	B. A., 1882
Millar, Rev. E. D., Lunenburg	B. A., 1869
Moore, Edmund, Chatham	M. D. C. M., 1872
Morton, Joseph H., Shelburne	B. A., 1873
Muir, W. H., Truro	M. D. C. M., 1875
Munro, John, Montreal	B. A., 1876
Munro, G. W., New York	B. A., 1878
Murray, J. S., Charlottetown, P. E. I	B. A., 1877
§ [3]Murray, D. A., Truro	B. A., 1884
Newcombe, E. L., *LL. B.*, Kentville	B. A., 1878 ; M. A., 1881
[4]Oxley, J. M., *LL. B.*, Ottawa	B. A., 1874
Patterson, G. G., New Glasgow	B. A., 1882
Pitlado, Colin, Minneapolis	B. A., 1873
Pollok, A. W., (obit.)	B. A., 1872
§ [5]Reid, A. G., Halifax	B. Sc., 1883
Robert, Cassimir, Arichat, C. B	M. D. C. M., 1875
Robinson, Rev. J. M., Spring Hill	B. A., 1873
Rogers, Rev. Anderson, Yarmouth	B. A., 1878
Ross, Alexander, Dalhousie, N. B	B. A., 1867
Ross, Rev. William, Prince William, N. B	B. A., 1873
Russell, Rev. A. G., Oyster Bay, L. I., N. Y	B. A., 1871
Scott, Rev. Ephraim, New Glasgow	B. A., 1872 ; M. A., 1875
Scott, Rev. Prof. H. McD., *B. D.*, Chicago	B. A., 1879
Scott, J. McD., (obit.)	B. A., 1877
Sedgewick, J. A., Halifax	B. A., 1881
Sedgewick, Robert, Q. C., Halifax	B. A., 1867
Shaw, Robert (obit.)	B. A., 1863
Simpson, Rev. Isaac, LaHave	B. A., 1865
Smith, Rev. D. H., Truro	B. A., 1867 ; M. A., 1871
Smith, Rev. Edwin, Stewiacke	B. A., 1867
Smith, H. McN., Halifax	B. Sc., 1884
Spencer, W. H., Londonderry	B. A., 1881
‡ [3]Stewart, J. McG., Pictou	B. A., 1876
Stewart, Thomas, *B. D.*, Pictou	B. A., 1882
Stramberg, H. H., Cape John, Pictou	B. A., 1875
Sutherland, Rev. J. M	B. A., 1869
Sutherland, Robert (obit.)	M. D. C. M., 1872
Taylor, W. B., Halifax	B. A., 1884
Thomson, A. E., Edinburgh University	B. A., 1880
Thorburn, W. M., Madras	B. A., 1780
Torey, E. J., Guysborough	B. A., 1882
Trueman, A. I., St. John, N. B	B. A., 1872 ; M. A., 1878
† [1]Trueman, J. S., Dalhousie College, Halifax	B. A., 1882
Turner, D. F. D., London, G. B	B. A., 1884
† [3]Waddell, John, *B. Sc., Ph. D.*	B. A., 1877
Wallace, Rev. John, Bermuda	B. A., 1870
Whitman, Alfred, Halifax	B. A., 1873

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[1] Graduated with Second Rank Honours in Classics.
[3] Graduated with Second Rank Honours in Mathematics and Physics.
[4] Graduated with Second Rank Honours in Mental and Moral Philosophy.
[5] Graduated with First Rank Honours in Mathematics and Physics.
† Governor-General's Gold Medallist.
‡ Governor-General's Silver Medallist.
§ Young Gold Medallist.

UNDERGRADUATES, 1883-4.

IN ARTS.

FOURTH YEAR.

Adams, H. S., Halifax.
Dill, E. M., Centre Rawdon, Hants.
Jones, F., Digby.
McDonald, D., Cape North, C. B.
McLeod, J. P., Valleyfield, P. E. I.
Murray, D. A., Truro.
Taylor, W. B., Halifax.
Turner, D. F. D.,[*] London, G. B.

THIRD YEAR.

Aiton, W., Sussex, N. B.
Coffin, F. S., Mt. Stewart, P. E. I.
Fitzpatrick, H. K., Scotsburn, Pictou Co.
Gammell, I., Upper Stewiacke.
Langille, R. M., River John, Pictou.
Locke, R. T., Lockeport, Shelburne Co.
Mackenzie, A. S., Dartmouth.
McLeod, J. M., Valleyfield, P. E. I.
Martin, K. J., Belfast, P. E. I.
Newcombe, Margarete F., W. Cornwallis.
Robinson, G. E., Charlottetown, P. E. I.
Thompson, A. W., Durham, Pictou Co.
Thompson, W. M., Durham, Pictou Co.
Tufts, W. M., Halifax.

SECOND YEAR.

Allison, M. G., Windsor, N. S.
Cahan, C. H., Hebron, Yarmouth Co.
Calder, J., West Bay, C. B.
Campbell, A. J., Truro.
Coffin, F. J., Savage Harbor, P. E. I.
Coffin, V. E., Mt. Stewart, P. E. I.
Flemming, D. H., Halifax.
Larkin, F. H., Alberton, P. E. I.
Lewis, A. W., Central Onslow.
Macdonald, E. M., Pictou.
Mackay, E., Plainfield, Pictou Co.
Mackay, N. F., W. River, Pictou Co.
McKenzie, D. H., Scotsburn.
McKinnon, T. H., Halifax.
Macrae, A. W., St. John, N. B.
Morton, S. A., Milton, Queens Co.
Nicholson, A., Charlottetown, P. E. I.
Reid, R. L., Kentville, N. S.
Robinson, A., Sussex, N. B.
Smith, J. F., Halifax.
Stewart, D., Upper Musquodoboit.

FIRST YEAR.

Buchanan, J. J., Sydney, C. B.
Calkin, W. S., Truro.
Campbell, W. R., E. River, St. Mary's.
Coops, F. H., Milton, Queens Co.
Creighton, J. E., W. River, Pictou.
Falconer, J. P., Sydney, C. B.
Fraser, D., Pictou.
Forbes, Antoinette, Little Harbor, Pictou Co.
Johnson, G. M., Pembroke, Upper Stewiacke.
McLennan, S. J., Sydney, C. B.
McLeod, M. J., Belfast, P. E. I.
McNeill, Charlotte M., Charlottetown, P. E. I.
Morrison, A. M., Dartmouth.
Putnam, W. G., Maitland, Hants.
Shaw, H. C., Stanhope, P. E. I.
Shaw, J. C., Stanhope, P. E. I.
Sutherland, J. S., Andover, Victoria Co., N. B.
Young, W., Halifax.

IN SCIENCE.

FOURTH YEAR.

Miller, J. J., Halifax.
Smith, H. M., Halifax.

THIRD YEAR.

Campbell, G. G., Truro.

SECOND YEAR.

Saunders, Maria F., Halifax.

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[*] Admitted to the standing of an undergraduate of the Fourth Year on certificates from the University of Oxford and King's College, London.

IN LAW.

SECOND YEAR.

Bennett, A. W., Hopewell Cape, N.B.
Boak, H. W. C., Halifax.
Bulmer, J. T., Halifax.
Doull, W. S., *B.A.*, Halifax.
Ives, W. B., Pictou.
Lenoir, M. U., Halifax.
Macdonald, W. M., *B.A.*, Halifax.
Mooney, P. C. C., Halifax.
Morse, C., Liverpool, N. S.
Ruggles, H., *A.B.*, Bridgetown.
Sedgewick, J. A., *B.A.*, Halifax.
Wallace, W. B., Halifax.
Whitman, A., *B.A.*, Halifax.

FIRST YEAR.

Carter, W. D., Bouctouche, N. B.
Crowe, W., Truro.
Hensley, H. A., *B.A.*, Windsor.
Jennison, H. V., Walton, Hants.
Macdonald, J. A., *B.A.*, Halifax.
Milliken, A. E., Moncton, N. B.
Robertson, H. McN., Barrington.
Sutherland, J., Barney's R., Pictou.
Thomson, W. K., Halifax.
Troop, A. G., *A.B.*, Dartmouth.
Walsh, W. W., Halifax.
Wells, W. W., Point de Bute, N. B.

GENERAL STUDENTS, 1883-4.

IN ARTS.

Adams, Mary, Dartmouth.
Allison, E. P., Halifax.
Anderson, Mrs. A., Halifax.
Baker, J. W. N., Somerset, Kings Co.
Bell, Lillian, Halifax.
Blair, J. T., St. John, N. B.
Boak, Louise, Halifax.
Buckley, A. H., Halifax.
Burns, Janet E., Halifax.
Campbell, A., New Glasgow.
Campbell, A. Sydney, C. B.
Casey, C. E., Amherst.
Coffin, J. R., Mt. Stewart, P. E. I.
Cox, F. W., Upper Stewiacke.
Crawford, J. W., Riversdale, Lunenburg Co.
Creelman, Eliz., Dartmouth.
Darling, Mrs. L. F., Halifax.
Dockerty, W. H., Port Hill, P. E. I.
Fitch, Adelaide P., Halifax.
Fuller, A. J., Avonport, Kings Co.
Fulton, W. G., Wallace, N. S.
Hamilton, G.
Harding, Maggie F., Halifax.
Hare, H. M., Bedford, N. S.
Harvey, N. D., Halifax.
Hay, C. M., Woodstock, N. B.
James, Harriet E., Dartmouth.
Jennison, H. V., Halifax.
Jones, W. P., Woodstock, N. B.
Keating, Annie C., Halifax.
Keating, Millie, Halifax.
Lear, Isabel, Halifax.
Leck, G. A., Musquodoboit.
Lockhart, J. S.
Logan, A. P., No. Sydney, C. B.
Lusby, H. W., Amherst.
Macdonald, A. Margaret, Halifax.
Macdonald, C. W., Antigonish.
McDonald, F., Sherbrooke, N. S.
Macdonald, Margaret, Halifax.
MacGregor, Eliz. H., Halifax.
MacGregor, Helen M., Halifax.
MacGregor, Mary C., Halifax.
McKay, J. W., Earltown, Col. Co.
Mackenzie, Helen G., Dartmouth.
Macknight, Catherine R., Dartmouth.
McLean, E. D., Shubenacadie.
McLean, H. K., Middle River, C.B.
Maclean, Mary F. D., Halifax.
McLennan, C. P., Halifax.
McLeod, A. W., Dunstaffnage, P. E. I.
McLeod, J., Halifax.
McLeod, W., North River, Col. Co.
Murphy, F. J. F., Halifax.
Murray, A. J., Loganville, Pictou Co.
Murray, D., Black River, Pictou Co.
O'Donnell, Charlotte W., Halifax.
O'Donnell, Winifred J., Halifax.
Pearman, H. R., Halifax.
Potter, J. G., Halifax.
Reid, A. G., *B. Sc.*, Halifax.
Ritchie, Mary W., Halifax.
Ritchie, Eliza, Halifax.
Robinson, Catherine E., Halifax.
Robson, Isabel H., Dartmouth.
Sawyer, Sophia, Halifax.
Smith, W. F., Woodville.
Stewart, Anne A., Pictou.
Taylor, Bertha L., Halifax.
Taylor, Harriet A., Halifax.
Ternan, W. A., Halifax.
Thomson, A. Halifax.
Thomson, Catherine C., Halifax.
Wade, F. S., Granville Ferry.
Webster, C. A., Yarmouth.

IN LAW.

Barnhill, J., Shubenacadie.
Beckwith, H. L.
Bligh, F., Halifax.
Campbell, A., Sydney, C. B.
Chipman, L., Yarmouth.
Ervin, J., Halifax.
Fielding, G. H., Halifax.
Forbes, F. G., Halifax.
Godfrey, —, Halifax.
Gregory, C. E., Antigonish.
Hartlan, W. E. M., Halifax.
Hewson, R. W., Westmoreland, N. B.
Jennison, J. L., New Glasgow.
Lyons, J. N., Halifax.
McDonald, A., Halifax.
McDougall, J., Halifax.
McKay, A., Dartmouth.
McLellan, W., Halifax.
Menger, J., Halifax.
Mills, W. A., Halifax.
Morrison, A. G., Halifax.
O'Brien, T. F., Halifax.
Pearson, B. F., Halifax.
Peters, A. E., Halifax.
Power, Hon. L. G., Halifax.
Prentice, J., Halifax.
Ritchie, G., *LL.B.*, Halifax.
Ross, J. T., Halifax.
Smith, C. H., Halifax.
Tremaine, F. J., Halifax.
Welton,* H. R., *A.B.*, Toronto, Ont.

SUMMARY.

FACULTY OF ARTS.

Undergraduates in Arts	61
Undergraduates in Science	4
General Students	75
Students, Arts Faculty	140

FACULTY OF LAW.

Undergraduates	24
General Students	31
Students, Law Faculty	55
Students, Arts and Law Faculties	195
Deduct, studying in both Faculties	2
Total	193

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* Registered, but did not attend classes.

THE ALUMNI ASSOCIATION.

(Incorporated 1876.)

EXTRACT FROM THE CONSTITUTION.

ART. II.—The object of the Association shall be the promotion of the best interests of the University.

ART. III., Sec. 1.—All graduates of the University and all students who have attended classes throughout one academic year shall be eligible for membership; but no person shall become a member until three years have elapsed from the time of his matriculation or first registration.

SEC. 2.—Other persons, not eligible for membership under section 1 of this article, may be elected as honorary members on the nomination of the Executive.

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Humphrey, W., Halifax.
Jones, Frank, *B.A.*, Digby.
Jordan, Rev. L. H., *M.A.*, Halifax.
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Macdonald, W. M., *B.A.*, Halifax.
Macdonald, J. A., *B.A.*, Halifax.
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McKay, A. H., *B.A.*, Pictou.
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Walace, Rev. J., *B.A.*, Bermuda.
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Whitman, A., *B.A.*, Barrister, Halifax.
Whittier, H. H., Barrister.
Whittier, Rev. W. S.,

EXAMINATION PAPERS, 1883-84.

FACULTY OF ARTS.

MATRICULATION

AND

JUNIOR MUNRO EXHIBITIONS AND BURSARIES.

GREEK.

Examiner..........................JOHN JOHNSON, M. A.

XENOPHON: ANABASIS, IV, V.

N. B.—Candidates for Matriculation will take I or II, and III. Candidates for Exhibitions and Bursaries will take I, II, III.

TIME: THREE HOURS.

I.

A. Translate: *Ὁ δὲ ταῦτα ὑπισχνεῖτο καὶ φιλοφρονούμενος οἶνον ἔφρασεν ἔνθα ἦν κατορωρυγμένος. Ταύτην μὲν οὖν τὴν νύκτα διασκηνήσαντες οὕτως διεκοιμήθησαν ἐν πᾶσι τοῖς ἀφθόνοις πάντες οἱ στρατιῶται, ἐν φυλακῇ ἔχοντες τὸν κωμάρχην καὶ τὰ τέκνα αὐτοῦ ὁμοῦ ἐν ὀφθαλμοῖς. Τῇ δ' ἐπιούσῃ ἡμέρᾳ Ξενοφῶν λαβὼν τὸν κωμάρχην πρὸς Χειρίσοφον ἐπορεύετο· ὅπου δὲ παρίοι κώμην, ἐτρέπετο πρὸς τοὺς ἐν ταῖς κώμαις καὶ κατελάμβανε πανταχοῦ εὐωχουμένους καὶ εὐθυμουμένους· καὶ οὐδαμόθεν ἀφίεσαν πρὶν παραθεῖναι αὐτοῖς ἄριστον· οὐκ ἦν δ' ὅπου οὐ παρετίθεσαν ἐπὶ τὴν αὐτὴν τράπεζαν κρέα ἄρνεια, ἐρίφεια, χοίρεια, μόσχεια, ὀρνίθεια, σὺν πολλοῖς ἄρτοις τοῖς μὲν πυρίνοις τοῖς δὲ κριθίνοις. Ὁπότε δέ τις φιλοφρονούμενός τῳ βούλοιτο προπιεῖν, εἷλκεν ἐπὶ τὸν κρατῆρα· ἔνθεν ἐπικύψαντα ἔδει ῥοφοῦντα πιεῖν ὥσπερ βοῦν. Καὶ τῷ κωμάρχῃ ἐδίδοσαν λαμβάνειν ὅτι βούλοιτο.*

1. *Οἶνον ἔφρασεν ἔνθα ἦν κατορωρυγμένος.* Explain the syntax. What form might be used for *ἦν* and participle? What is the difference in meaning?

2. *Τῇ ἐπιούσῃ ἡμέρᾳ.* How is this otherwise expressed? What are the Latin equivalents?

3. *Ἔνθεν ἐπικύψαντα ἔδει πιεῖν ὥσπερ βοῦν.* Explain the syntax.

4. What conjunctions are followed by the infinitive?

5. Write the usual form of the noun from which each of the adjectives in the extract is derived.

II.

B. Translate : Ἔστησαν ἀνὰ ἑκατὸν μάλιστα ὥσπερ χοροὶ ἀντιστοιχοῦντες ἀλλήλοις, ἔχοντες γέρρα πάντες λευκῶν βοῶν δασέα, εἰκασμένα κιττοῦ πετάλῳ, ἐν δὲ τῇ δεξιᾷ παλτὸν ὡς ἑξάπηχυ, ἔμπροσθεν μὲν λόγχην ἔχον, ὄπισθεν δὲ αὐτοῦ τοῦ ξύλου σφαιροειδές. Χιτωνίσκους δὲ ἐνδεδύκεσαν ὑπὲρ γονάτων, πάχος ὡς λινοῦ στρωματοδέσμου ἐπὶ τῇ κεφαλῇ δὲ κράνη σκύτινα, οἷά περ τὰ Παφλαγονικά, κρωβύλον ἔχοντα κατὰ μέσον ἐγγύτατα τιαροειδῆ· εἶχον δὲ καὶ σαγάρεις σιδηρᾶς. Ἐντεῦθεν ἐξῆρχε μὲν αὐτῶν εἷς, οἱ δ᾽ ἄλλοι πάντες ᾄδοντες ἐπορεύοντο ἐν ῥυθμῷ καὶ διελθόντες διὰ τῶν τάξεων καὶ διὰ τῶν ὅπλων τῶν Ἑλληνικῶν ἐπορεύοντο εὐθὺς πρὸς τοὺς πολεμίους ἐπὶ χωρίον ὃ ἐδόκει ἐπιμαχώτατον εἶναι. Ὠκεῖτο πρὸ τῆς πόλεως τῆς μητροπόλεως καλουμένης αὐτοῖς καὶ ἐχούσης τὸ ἀκρότατον τῶν Μοσσυνοίκων.

1. πάχος ὡς λινοῦ στρωματοδέσμου. Account for the cases.
2. Μοσσυνοίκων. Derive the name.
3. ἐνδεδύκεσαν. Note peculiarity of form.
4. Explain these military phrases and terms—
   τὰ ὅπλα τίθεσθαι· ἀπὸ παραγγέλσεως· λόχος· ἐνωμοτία.
5. How long did the Greeks take to march from Cunaxa to Cotyora? The distance is stated by Xenophon to have been στάδιοι μύριοι καὶ ὀκτακισχίλιοι καὶ ἑξακόσιοι· Show how the equivalent in English measure is got.
6. To what later event in his life does Xenophon refer in these books?

III.

1. Decline in combination in the singular (showing contractions) λινοῦ στρωματοδέσμου: λευκῶν βοῶν: σαγάρεις σιδηρᾶς.
2. Write in all genders the accus. and voc singular, and nom. and dat. plural of:

   παῖς, πατήρ, ἱππεύς, μέγας, ἀληθής, τιθείς.

3. Compare ἀληθής, μέλας, ἁπλοῦς, ταχέως, ἄμεινον (adverb), παλαιός.
4. Express (*a*) by letters (*b*) by words—1876.
5. What are the rules for reduplication?
6. Write the present indicative passive throughout of τιμάω, showing contractions.
7. Form (*a*) 1 aor. imperative, act. mid. and pass. of—λύω, σπάω.
   (*b*) perf. infn. act. and pass of—ἀγγέλλω, αἱρέω.
   (*c*) nom. case masculine, singular and plural of all act. participles of—δίδωμι.
8. Parse the following verbal forms, giving as many of the chief parts of each as are found:—ὑπισχνεῖτο, κατορωρυγμένος, προπιών, εἷλκεν, (A)—ἔστησαν, ᾄδοντες, καλουμένης (B)—εἰλήχει, συλλεγεῖσιν.

LATIN.

Examiner..................................JOHN JOHNSON, M. A.

CÆSAR : GALLIC WAR, BOOK V. OVID : METAMORPHOSES, BOOK I.

TIME : THREE HOURS.

N. B. Candidates for Matriculation will take either I or II, and III, (omitting C). Candidates for Exhibitions and Bursaries will take I, II, and III.

I.

A. Translate :

Contra ea Titurius, "sero facturos," clamitabant "cum majores hostium manus, adjunctis Germanis, convenissent: aut cum aliquid calamitatis in proximis hibernis esset acceptum, brevem consulendi esse occasionem : Cæsarem arbitrari profectum in Italiam : neque aliter Carnutes interficiendi Tasgetii consilium fuisse capturos, neque Eburones, si ille adesset, tanta cum contemptione nostri ad castra venturos esse : non hostem auctorem, sed rem spectare ; subesse Rhenum ; magno esse Germanis dolori Ariovisti mortem et superiores nostras victorias : ardere Galliam, tot contumeliis acceptis sub Populi Romani imperium redactam, superiore gloria rei militaris extincta." Postremo, "quis hoc sibi persuaderet, sine certa re Ambiorigem ad ejusmodi consilium descendisse? Suam sententiam in utramque partem esse tutam : si nil sit durius, nullo periculo ad proximam legionem perventuros ; si Gallia omnis cum Germanis consentiat, unam esse in celeritate positam salutem. Cottæ quidem atque eorum, qui dissentirent, consilium quem haberet exitum? In quo si non præsens periculum, at certe longinqua obsidione fames esset pertimescenda."

1. Supply the subjects of the infinitive mood, where they are wanting.
2. *Facturos—fuisse capturos—venturos esse.* What forms would have been used instead of these, if the speech had been given in the first person?
3. *Magno esse dolori Germanis Ariovisti mortem.* Account for the datives.
4. *Cottae quidem atque eorum, qui dissentirent, consilium quem haberet exitum.* Account for moods.
5 Qui primum pilum duxerat. Translate and explain.
6. What does Cæsar say in this book about the inhabitants and productions of Britain?

II.

B. Translate :

Est via sublimis, cœlo manifesta sereno ;
Lactea nomen habet, candore notabilis ipso.
Hac iter est Superis ad magni tecta Tonantis,
Regalemque domum. Dextra lævaque Deorum
Atria nobilium valvis celebrantur apertis ;
Plebs habitant diversa locis ; a fronte potentes

Cælicolæ clarique suos posuere Penates.
Hic locus est, quem, verbis audacia detur,
Haud timeam magni dixisse Palatia coeli.
Ergo ubi marmoreo Superi sedere recessu,
Celsior ipse loco sceptroque innixus eburno
Terrificam capitis concussit terque quaterque
Cæsariem, cum qua terram, mare, sidera, movit.
Talibus inde modis ora indignantia solvit:
Non ergo pro mundi regno magis anxius illa
Tempestate fui, qua centum quisque parabat
Injicere anguipedum captivo brachia coelo;
Nam, quanquam ferus hostis erat, tamen illud ab uno
Corpore et ex una pendebat origine bellum.
Nunc mihi, qua totum Nereus circumsonat orbem,
Perdendum est mortale genus.

1. Explain the references in vss. 4 to 9, 15, 16.

2. What poetical licences of case and number are used in this extract?

3. Give briefly the rules for the case of—

Hæc, superis, dextra, salvis, coelo, mihi.

4. Separat *Aonois* Œtaeis Phocis ab arvis.

Write a geographical note.

5. A brief sketch of Ovid's life.

III.

1. (*a*) Decline in the sing:—Horrifer Boreas, utrumque mare, iter idem.

(*b*) Note peculiarities or irregularities in the declension of:—valvis, Themis, ora, artus, opem, viscera, aer, pelagi.

2. Write in the other degrees of comparison (if used) the form or forms corresponding to each of the following:—ultima, simplicius, anxius, ocior, proxime, melius, pejoris.

3. Give the Latin for 41 in each of the four principal classes of numerals (cardinal, &c). When is the distributive used for the cardinal?

4. Give the principal parts of these verbal forms:—sedere, circumsonat, perhorruit, cupiens, gemuere, repertum, reminiscitur, affore, affert.

5. Each of the following words admits of two meanings, according to quantity of syllables:—carebat, mora, jacere, ducis, labor, populus, solum.

Scan vss. 10, 19. When is final *e* long?

7. Write in Latin: At Rome; to Rome; from Rome; to the city of Rome.—Twice a day; yearly; daily; in winter; in the beginning of summer.—After the manner of beasts; in his usual way.

8. Translate into Latin: Of what city were the walls two hundred feet high?—When was Titus Labienus sent as a help to the city?—Sertorius, spare the conquered enemy.—Four years before they used to live at Cadiz (*Gades*).—After crossing the Alps, Hannibal will come into Italy.—He said he would return next day from the country with his daughters, and spend the rest of his life in the city as cheerfully as possible.

MATHEMATICS*

Examiner..............................C. MACDONALD, M. A.

GEOMETRY.

TIME: THREE HOURS.

1. Enuntiate the axiom you employ in proving the three main properties of parallel straight lines: and thereafter prove them.

2. "If a straight line be bisected and produced to any point, the rectangle of the whole line thus produced and the part produced," etc. Complete the enuntiation, prove the proposition, and give its Algebraic representation, or equivalent.

2. On a given straight line, describe a segment of a circle containing an angle equal to a given angle.

4. If a and b units respectively are the lengths of the adjacent sides of a rectangle, find the area *geometrically*. Hence also deduce a rule for finding the area of a *trapezoid*.

5. Chords of a circle are so divided that the rectangles of their segments are all equal: find the locus of the points of section of the chords.

6. Make a right-angled triangle equal to the difference of two scalene triangles, on a given base. (To be done without the use of any parallelogram.)

7. B A C is a fixed angle. The extremities of D E, a line of given length, are in A B and A C respectively, and D E is pushed into its various possible positions. Find when the triangle D A E is a maximum.

ARITHMETIC AND ALGEBRA.

TIME: THREE HOURS.

1. By investing in $3\frac{1}{2}$ p.c. stock a person got $4\frac{1}{2}$ p. c. for his money; how many shares (nominal value each, \$100) could he purchase for \$14.000?

2. From a full jar of nitric acid containing 256 pints, 64 pints are drawn off and the jar is filled with water. The now full jar is treated in the same manner: and the process is repeated 5 times in all. How much acid now remains in the mixture?

3. Reduce to simplest form

$$\frac{x^2}{a-\sqrt{a^2-x^2}}-\frac{x^2}{a+\sqrt{a^2-x^2}}+\frac{2x^2}{\sqrt{a^2-x^2}}\text{; and}$$

prove $\dfrac{5\sqrt{3}}{\sqrt{6}-1}+\dfrac{\sqrt{6}}{\sqrt{3}-\sqrt{2}}$ to be the equivalent of $(3+\sqrt{3})(2+\sqrt{2})$.

4. Find the least common multiple of
$x^5+x^4y+x^3y^2+x^2y^3+xy^4+y^5$ and $x^5-x^4y+x^3y^2-x^2y^3+xy^4-y^5$;
and resolve into factors, with fractional indices, $\sqrt[n]{a^3}+\sqrt[n]{b^3}$.

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* The Matriculation Examination in Mathematics was, for the most part, oral.—The papers given are those set for Exhibitions and Bursaries.

5. Solve the simultaneous equations, without turning the coefficients into vulgar fractions, $2x + \cdot4y = 1\cdot2$, and $3\cdot4x - \cdot02y = \cdot01$.

6. Prove the rule for finding the "Greatest Common Measure," or "Highest Common Factor," as it is sometimes called.

7. Given $\frac{x}{a}+\frac{y}{b}=1 : \frac{x}{b}-\frac{y}{a}=0$; and $\frac{x^2}{a^2}-\frac{y^2}{b^2}-\frac{m^2}{n^2}$. Prove

$$m^2(a^2+b^2)+n^2(a^2-b^2)=0.$$

8. Given $\frac{1+x^3}{(1+x)^2}+\frac{1-x^3}{(1-x)^2}=\frac{p}{q}$: to find x.

ENGLISH.

ENGLISH LANGUAGE.

Examiner........................J. G. SCHURMAN, M. A., D. Sc.

TIME: TWO HOURS.

(Candidates for matriculation only may omit any two questions except 1 and 2.)

1. Write out and punctuate the passage dictated. (From Boswell's Johnson.)

2. Analyse from "It must be owned" to "borrowed from others."

3. Combine the following simple statements into *one* complex sentence: A crow stole a piece of cheese. It had lain in a window. She had discovered it there. She flew into a tree. The cheese was in her beak.

4. Give the derivation of *language, anarchy, expression, imported, strength, real, beauty, daisy, consider, caprice, infallible, dunce, toleration, adopt, subject, matriculation, bursary, exhibition, college, university.*

5. What is the difference between *will* and *shall*? Are they rightly used in the following sentences: I will have to do as you say. They will help me. No one shall save me. Shall you go away? No, I shall not.

6. When is the subjunctive mood used in English? What verb or verbs have the past subjunctive different from the past indicative?

7. How do you explain *a* and *the* in the phrases, "*the* more *the* merrier," "three cents *a* yard," "gone *a*-hunting?"

8. Are the following sentences correct or incorrect? and why?
   (*a.*) The teacher, as well as his pupils, are anxious to-day.
   (*b.*) They act like we did.
   (*c.*) This is a statement whose truth cannot be doubted.
   (*d.*) There is none but students believe it.
   (*e.*) Are there more than one of them?
   (*f.*) Some laid awake all night; others the guns woke at dawn.

9. Write a short essay descriptive of the room in which you are sitting.

ENGLISH AND CANADIAN HISTORY, AND GEOGRAPHY.

Examiner..............................PROFESSOR FORREST.

TIME: TWO HOURS.

(N. B.—Candidates for Matriculation and for Bursaries will answer as many as they can of the following questions. When two questions bear the same number, answer only one.)

1. Give the names of the different dynasties that ruled England from William the Conqueror to Victoria, with number of Kings and Queens in each.

2. Give the dates of the following events:—Landing of Julius Cæsar; Withdrawal of the Romans; Landing of Hengist and Horsa; First Landing of Danes; Landing of William the Conqueror; Signing of Magna Charta; Execution of Charles I.; Accession of Queen Victoria.

3. When and how was Ireland attached to the English Monarchy? Wales? Scotland?

4. When did the Union of the Parliaments of England and Scotland take place? What were the chief terms of the Union?

4. What were the terms of the Act of Settlement, (1701.)

5. "Queen Mary died of Small Pox in the year 1694, leaving William sole ruler. During the eight remaining years, the Commons took three remarkable steps in their encroachments on the power of the Crown." Explain.

5. "They (the Chartists) demanded six sweeping changes in the Constitution." What were they?

6. "Out of these expensive wars sprang the National Debt, which has since swelled to a sum so enormous." Explain.

7. When was Port Royal founded by the French? When captured by the English?

7. Give an account of the massacre of Lachine in 1689.

8. When was Louisburg founded? When first captured by the English? How did the French regain possession? Briefly describe its second capture and destruction.

8. "The French King would not submit to the loss of Louisburg. A great armament was gathered in the port of Rochelle, with the avowed purpose of re-capturing it....Duc d'Anville commanded." What became of the expedition?

9. "It was the first, and long continued to be the only incorporated town in British North America." What town is referred to?

10. When was the first scheme of Union of the Provinces suggested? Trace briefly the steps taken between that time and the consummation of Confederation.

11. What number of degrees represent the highest possible latitude? The greatest possible longitude?

12. Name the cities of the world that have a population of half a million and upwards.

12. Name the Australian colonies, with their capitals.

13. What is the size of New Zealand as compared with Nova Scotia? Of New Guinea? Of Java? Of Borneo? Of Cuba?

14. Through which of the United States does the parallel of 45° north latitude run? Through what countries of Europe does it run?

14. Through what countries does the parallel of 70° west longitude run?

15. What rivers flow into Chesapeake Bay? Into the Black Sea?

15. Name the Sea, gulf or bay into which the following rivers fall:—St. John, Shubenacadie, Restigouche, Volga, Nile, Indus, Ganges, Hoang Ho, Amoor, Rhine.

16. Give the general course of the Hudson, the Miramichi, the Rio Colorado, the Ottawa.

17. Locate the following cities, giving the river or other body of water on or near which the city lies:—Baltimore, Detroit, Chicago, St. Louis, Cayenne, Madras, Hamburg, Vienna, Prague, Pesth, Cologne, Smyrna, Manila.

18. Bound New Brunswick, Alabama, Spain, Holland.

SENIOR MUNRO EXHIBITIONS AND BURSARIES.

GREEK.

Examiner .... JOHN JOHNSON, M. A.

XENOPHON: HELLENICS, BOOK I. DEMOSTHENES: OLYNTHIACS.

TIME: THREE HOURS.

I.

A. Translate: *Οὐκοῦν δίκαιον τὰ μὲν πρὸς πολεμίους μὴ καλῶς πραχθέντα τοὺς πρὸς τούτους ταχθέντας ὑπέχειν λόγον, τοὺς δὲ πρὸς τὴν ἀναίρεσιν, μὴ ποιήσαντας ἃ οἱ στρατηγοὶ ἐκέλευον, διότι οὐκ ἀνείλοντο κρίνεσθαι. τοσοῦτον δ' ἔχω εἰπεῖν ὑπὲρ ἀμφοτέρων ὅτι ὁ χειμὼν διεκώλυσε μηδὲν πρᾶξαι ὧν οἱ στρατηγοὶ παρεσκευάσαντο. τούτων δὲ μάρτυρες οἱ σωθέντες ἀπὸ τοῦ αὐτομάτου, ὧν εἷς τῶν ἡμετέρων στρατηγῶν ἐπὶ καταδύσης νεὼς διασωθείς, ὃν κελεύουσι τῇ αὐτῇ ψήφῳ κρίνεσθαι, καὶ αὐτὸν τότε δεόμενον ἀναιρέσεως, ᾗπερ τοὺς οὐ πράξαντας τὰ προσταχθέντα. μὴ τοίνυν, ὦ ἄνδρες Ἀθηναῖοι, ἀντὶ μὲν τῆς νίκης καὶ τῆς εὐτυχίας ὅμοια ποιήσητε τοῖς ἡττημένοις τε καὶ ἀτυχοῦσιν, ἀντὶ δὲ τῶν ἐκ θεοῦ ἀναγκαίων ἀγνωμονεῖν δόξητε, προδοσίαν καταγνόντες ἀντὶ τῆς ἀδυναμίας οὐχ ἱκανοὺς γενομένους διὰ τὸν χειμῶνα πρᾶξαι τὰ προσταχθέντα.*

1. *ᾗπερ τοὺς οὐ πράξαντας κ.τ.λ.* Supply the ellipsis.

2. *ὁ χειμὼν διεκώλυσε μηδὲν πρᾶξαι ὧν κ.τ.λ.* Give the rule for the use of the negative. Account for cases.

3. *τοῖς ἡττημένοις.* Give the rule for the case. Express in Latin.

4. What constructions are found elsewhere with *καταγιγνώσκω*? What correction therefore of the text is necessary?

5. *ἔχων δὲ ἥκειν τάλαντα πεντακόσια—ἐκέλευον αὐτὸν τάξαι τῷ ναύτῃ δραχμὴν Ἀττικήν.* What is the value of the sums mentioned? Why is *δραχμὴν* qualified by *Ἀττικὴν*?

6. Show how any year B. C. may be expressed in Olympiads? How was a particular year denoted at Sparta?

II.

B. *Ἐγὼ μέν, ὦ ἄνδρες Ἀθηναῖοι, σφόδρ' ἂν ἡγοίμην καὶ αὐτὸς φοβερὸν τὸν Φίλιππον καὶ θαυμαστόν, εἰ τὰ δίκαια πράττοντα ἑώρων ηὐξημένον· νῦν δὲ θεωρῶν καὶ σκοπῶν εὑρίσκω τὴν μὲν ἡμετέραν εὐήθειαν τὸ κατ' ἀρχάς, ὅτε Ὀλυνθίους ἀπήλαυνόν τινες ἐνθένδε βουλομένους ὑμῖν διαλεχθῆναι, τῷ τὴν Ἀμφίπολιν φάσκειν παραδώσειν καὶ τὸ θρυλούμενόν ποτε ἀπόρρητον ἐκεῖνο κατασκευάσαι, τούτῳ προσαγαγόμενον, τὴν δ' Ὀλυνθίων φιλίαν μετὰ ταῦτα τῷ Ποτείδαιαν οὖσαν ὑμετέραν ἐξελεῖν καὶ τοὺς μὲν πρότερον συμμάχους ὑμᾶς ἀδικῆσαι, παραδοῦναι δ' ἐκείνοις. Θετταλοὺς δὲ νῦν τὰ τελευταῖα τῷ Μαγνησίαν παραδώσειν ὑποσχέσθαι καὶ τὸν Φωκικὸν πόλεμον πολεμήσειν ὑπὲρ αὐτῶν ἀναδέξασθαι. ὅλως δ' οὐδείς ἐστιν ὅντιν' οὐ πεφενάκικεν ἐκεῖνος τῶν αὐτῷ χρησαμένων· τὴν γὰρ ἑκάστων ἄνοιαν ἀεὶ τῶν ἀγνοούντων αὐτὸν ἐξαπατῶν καὶ προσλαμβάνων οὕτως ηὐξήθη. ὥσπερ οὖν διὰ τούτων ἤρθη μέγας, ἡνίκα ἕκαστοι συμφέρον αὐτὸν ἑαυτοῖς ᾤοντό τι πράξειν, οὕτως ὀφείλει διὰ τῶν αὐτῶν τούτων καὶ καθαιρεθῆναι πάλιν, ἐπειδὴ πάνθ' ἕνεκα ἑαυτοῦ ποιῶν ἐξελήλεγκται.*

1. *νῦν δὲ θεωρῶν καὶ σιωπῶν κ. τ. λ.* Explain clearly the construction of this sentence.

2. *τοὺς δὲ λέγοντας (δεῖ βοηθεῖν), ἵνα αἱ τῶν πεπολιτευμένων αὐτοῖς εὔθυναι ῥᾴδιαι γένωνται.* Write a note on *εὔθυναι*.

3. *ἂν οἵ τε θεοὶ θέλωσι καὶ ὑμεῖς βούλησθε.* Distinguish *θέλω* and *βούλομαι*.

4. Describe the situation of the places mentioned in the text.

III.

1. Decline with accents in the same numbers:— *Περικλῆς, χρυσάνδρες.*

2. Parse, giving chief parts:—*πληρωθεισῶν, προπέπεται, ἀσίεσθαι.*

3. What classes of verbs govern the genitive? Give one example of each class. Distinguish the meanings of *διά* with different cases.

4. What parts of the verb are *oxytone*?

C. Translate into Greek: Accustom yourself to reverence your parents.—I will make the boy fit to govern men.—The boy is taller than his father.—I will remember my former folly.—He is so beautiful as to be admired by all.—The present crisis requires great thought and deliberation.—When he was a young man, king Pheres, who lived always among flatterers, thought that he surpassed all so far in playing the lyre that not even the famous players were equal to him.

LATIN.

Examiner........................ JOHN JOHNSON, M. A.

LIVY: BOOK XXI. HORACE: ODES, BOOKS III., IV.

TIME: THREE HOURS.

I.

A. Translate: Perventum inde ad frequentem cultoribus alium, ut inter montanos, populum. Ibi non bello aperto, sed suis artibus, fraude et insidiis, est prope circumventus. Magno natu principes castellorum oratores ad Poenum veniunt, alienis malis, utili exemplo, doctos memorantes amicitiam malle quam vim experiri Pœnorum: itaque obedienter imperata facturos: commeatum itinerisque duces et ad fidem promissorum obsides acciperet. Hannibal nec temere credendum nec aspernandum ratus, ne repudiati aperte hostes fierent, benigne quum respondisset, obsidibus, quos dabant, acceptis et commeatu, quem in viam ipsi detulerant, usus, nequaquam ut inter pacatos composito agmine duces eorum sequitur. Primum agmen elephanti et equites erant: ipse post cum robore peditum circumspectans sollicitis omnia incedebat. Ubi in angustiorem viam et parte altera subiectam jugo insuper imminenti ventum est, undique ex insidiis barbari, a fronte, ab tergo coorti, cominus eminus petunt, saxa ingentia in agmen devolvunt. Maxima ab tergo vis hominum urgebat. In eos versa peditum acies haud dubium fecit, quin, nisi firmata extrema agminis fuissent, ingens in eo saltu accipienda clades fuerit. Tunc quoque ad extremum periculi ac prope perniciem ventum est; nam, dum cunctatur Hannibal demittere agmen in angustias, quia non, ut ipse equitibus præsidio erat, ita peditibus quicquam ab tergo auxilii reliquerat, occursantes per obliqua montani, interrupto medio agmine, viam insedere, noxque una Hannibi sine equitibus atque impedimentis acta est.

1. *Hannibal nec temere credendum* &c. Show the connection of clauses in this sentence.

2. *In eos versa acies*, &c. The construction of this sentence is awkward.

3. Donum ex auri pondo quadraginta Lanuvium Junoni portatum est. Account for the cases.

4. Name the temporal conjunctions. Distinguish the use of tense and mood with those denoting antecedent time.

5. The organization of the Roman army in the second Punic war.

6. What authorities have we for the history of the second Punic war? What sources of information had Livy for this period, and how did he use them?

7. Mention some peculiarities of Livy's style.

II.

B. Translate:

Districtus ensis cui super impia
Cervice pendet non Siculae dapes
Dulcem elaborabunt saporem,
Non avium citharæque cantus
Somnum reducent. Somnus agrestium
Lenis virorum non humiles domos
Fastidit umbrosamque ripam,
Non Zephyris agitata Tempe.
Desiderantem quod satis est neque
Tumultuosum sollicitat mare,
Nec saevus Arcturi cadentis
Impetus aut orientis Haedi,
Non verberatae grandine vineae
Fundusque mendax, arbore nunc aquas
Culpante nunc torrentia agros
Sidera nunc hiemes iniquas.
Contracta pisces aequora sentiunt
Jactis in altum molibus; huc frequens
Caementa demittit redemptor
Cum famulis dominusque terrae
Fastidiosus. Sed Timor et Minae
Scandunt eodem quo dominus, neque
Decedit aerata triremi, et
Post equitem sedet atra Cura.
Quodsi dolentem nec Phrygius lapis
Nec purpurarum sidere clarior
Delenit usus nec Falerna
Vitis Achæmeniumque costum
Cur invidendis postibus et novo
Sublime ritu moliar atrium?
Cur valle permutem Sabina
Divitias operosiores?

1. (*a*) Destrictus ensis cui super impia
Cervice pendet.

(*b*) Contracta pisces aequora sentiunt
Jactis in altum molibus.

(*c*) Achæmeniumque costum.

(*d*) Nec Lethaea valet Theseus abrumpere caro
Vincula Pirithoo.

Write explanatory notes. *Valet abrumpere*. What is the pre-augustan construction?

2. Nec Zephyris agitata Tempe. Describe the position of *Tempe*. Account for case of *Zephyris*. Give the Greek and Latin names of the winds.

3. Write notes on the syntax of the last two stanzas, where they seem necessary.

4. Mark the gender and decline:—Tempe, compede, Alpibus, Hadria, Praeneste, fidibus.

5. Quote some imitations of Greek Syntax found in these Books.

6. Scan the following lines and name them and the system to which each belongs :—

(a) Donare et pretium dicere muneri.
(b) Ducere nuda choros.
(c) Dura post paulo fugies inaudax.
(d) Delius et Patareus Apollo.

C. Translate into Latin: Duilius was the first to conquer the Carthaginians in a sea fight. He, seeing that the Roman vessels were excelled by the Carthaginians in swiftness, prepared iron grapnels (*uncus*). These machines were of great use to the Romans, for they grappled with the hostile vessels and then fought with the sword as if in a land fight, and, as they excelled the Carthaginians in strength, easily conquered them. About thirty of the enemies' ships were taken and thirteen were sunk. No victory was more acceptable to the Romans, for they were able to say that they had conquered all their enemies by sea and land.

MATHEMATICS.

Examiner.............................C. Macdonald, M. A.

GEOMETRY.

Time: Three Hours.

1. Enuntiate and prove a Proposition in Book VI. of Euclid, of which the well-known 47th Proposition of Book I. is a special case.

2. If two triangles that have two sides of the one proportional to two sides of the other, are capable of being joined at one angle so that the homologous sides are parallel, the remaining sides shall be in the same straight line.

3. Make a triangle equiangular to a given triangle, such that a line drawn from the vertex making a given angle with the base may be equal to a given line.

4. ABC is a given triangle, and thro' any point Q within it AD, BE, CF are drawn meeting the sides in D, E, F. Prove
$$\frac{QD}{AD}+\frac{QE}{BE}+\frac{QF}{CF}=1.$$

5. The solid contained by the three sides of a triangle is equal to the solid whose base is the area of the triangle, and height equal to twice the diameter of the circle circumscribing the triangle.

6. A church window is in the form of a parallelogram surmounted by an equilateral arch: it is a ft. broad, and b ft. in perpendicular height from the sill to the top of the arch. Find the area.

7. ABC is a triangle, DEFG a square inscribed in it, FG coinciding with BC, and DE being the opposite side of the square. In the triangle ADE, another square is similarly inscribed, and in the remaining triangle towards A, another triangle, and so on, *ad inf.* The base of the triangle ABC $= a$, and its height $= h$. Prove the sum of the areas of the squares $= \frac{a(a+h)^2}{a+2h}$.

ALGEBRA AND TRIGONOMETRY.

Time: Three Hours.

1. Find the roots of the equation $4x^3 - 28x^2 + 61x - 42 = 0$, it being given that one of the roots = the sum of the other two.

2. Prove that $\left(1+\frac{1}{x}\right)^x = e$, when x becomes indefinitely great.

3. If $x+y$, $2y$, $y+z$, are in Har. Progression, then x, y, z, are in Geom. Progression.

4. Given a Table of Logarithmic Sines, Cosines, and Tangents; shew how the Tabular Functions of Secant, Cosecant, Cotangent, are obtained, *giving proof of the method.*

5. p and q are the fractions expressive of the probability for and against an event happening on a single trial. If n trials are made, find the probability of its happening at least r times.

6. A, B, C are the angles of a triangle: prove $\sin A - \sin B + \sin C = 4 \sin\frac{A}{2} \cos\frac{B}{2} \sin\frac{C}{2}$: and find all the values of ϑ in the equation $\cos 3\vartheta + \cos 2\vartheta + \cos\vartheta = 0$.

7. Find angles, area and radius of inscribed circle, in the triangle whose sides are $5a$, $6a$, $7a$.

8. At the distance of d ft. from an observer, a balloon rose from the ground uniformly thro' perfectly still air. After t seconds he observed the angle of elevation, and, after t' seconds more, the angle was twice the former. Find the balloon's height at second observation.

LOGIC.

Examiner......................Professor Lyall, LL. D.

Time: Three Hours.

1. Distinguish between Generalization and Classification in the formation of Concepts, with Examples.

2. What two kinds of reasoning are founded on these processes respectively? Which of these is alone properly reasoning? Give the explanation of this.

3. Give the rules of the Syllogism according as reasoning proceeds in one or other of these ways. What Fallacies result from a violation of these rules, in the case of the Extensive Syllogism?

4. Show how the Disjunctive and Hypothetical Syllogisms are simply modes of Identification and Differentiation, and give the law or principle of each of these Syllogisms.

5. What do you understand by the Moods and Figures of the Syllogism? Characterize the 2nd and 3rd Figures. Are they reducible to the first?

6. Show how the Doctrine of Method arises out of Logic. Give the rule of Definition and Division respectively.

INORGANIC CHEMISTRY.

Examiner...............Professor George Lawson, LL. D.

Time: Three Hours.

1. "The proportions by weight according to which bodies combine are invariable for each combination." Illustrate this statement by examples. "When two bodies, simple or compound, unite in several proportions to form several compounds, the weight of one of these bodies being considered as constant, the weight of the other varies according to a simple ratio." Explain more fully this law of multiple proportions and illustrate it by examples.

2. Give a careful account of the history, and describe the mode of preparation and chemical properties of Oxygen.

3. Give a verbal explanation of the following chemical equation:—

$$2\,Cr\,O_3 + 12HCl = Cr_2\,Cl_6 + 6H_2O + 3Cl_2.$$

4. What are the physical properties of the Chlorides? their chemical properties? Compare them with true Salts.

5. What is a Hydracid? an Oxacid? a Salt? Explain the mode of formation of Salts. What is meant by "double decomposition?" What are neutral, acid and basic Salts respectively?

6. Explain the process of manufacture of Oil of Vitriol (Sulphuric Acid).

BOTANY.

Examiner................ Professor George Lawson, LL. D.

Time: Three Hours.

1. Give a careful description of a plant cell, with special reference to the protoplasm, the cellulose layer forming the sac, and the usual cell contents. Explain the ordinary modes of cell development.

2. Explain the difference in structure between Exogenous, Endogenous and Acrogenous stems, and point out the modifications in foliar venation peculiar to plants having these respective kinds of stems: also, in case of Exogens and Endogens, the number of parts of the floral organs and the peculiarities of the embryo.

3. Explain the process of impregnation and formation of the embryo in flowering plants.

4. Explain the process of reproduction in any *one* of the following groups:—(1.) Ferns. (2.) Mosses. (3.) Algæ. (4.) Fungi.

5. Give an outline of the Natural System of Classification of Plants.

6. Give a description of the chief peculiarities of structure observable in Canadian Leguminosæ (Fabaceæ).

ENTRANCE EXAMINATIONS.

CLASSICAL HISTORY AND GEOGRAPHY.

Examiner..............................John Johnson, M. A.

SECOND YEAR.

Time: Two and a Half Hours.

1. A full description of any one of the Legislative Assemblies at Rome.

2. What was the Latin League? How, why and when was it broken up? What was *Jus Latii*?

3. Describe the events that took place in Italy in 207 B. C.

4. The Manilian Law and the proceedings carried on under it in the following year.

5. The changes introduced and proposed by Julius Cæsar.

6. The events that immediately followed March 15th, 44.

7. The chief divisions of Hispania, the situation of its towns and rivers, giving both ancient and modern names.

8. Describe the situation of the following places and if famous, mention why:—Lugdunum, Corfinium, Egesta, Baiæ, Allia, Anxur.

THIRD YEAR.

Time: Two and a half Hours.

1. Give as minute an account as you can of the political organization of Athens in Solon's time.

2. Describe the reforms introduced by Clisthenes.

3. What historical events took place elsewhere on the days on which the battles of Salamis and Platæa were fought?

4. What were the causes of dissatisfaction among the non-Athenian members of the confederacy of Delos, down to the time of Pericles?

5. Describe Philip's actions during 359—8 B. C.

6. Tell what you know of the life and works of any one of these:—Pheidias, Polycletus, Myron.

7. Draw an outline map of Asia Minor, showing its chief divisions and their ancient names.

8. Describe the situation of the following places, and relate briefly any historical or legendary events connected with them:—Granicus, Ithome, Pylus, Eurymedon, Miletus, Naupactus.

ENGLISH LITERATURE.

SECOND YEAR.

MACAULAY'S ESSAYS ON BACON, BURLEIGH, HAMPDEN AND MILTON.

Examiner........................J. G. SCHURMAN, M. A., D.Sc.

TIME: TWO HOURS.

1. Give the general characteristics of Macaulay's style, illustrating in particular his use of illusion, metaphor, simile, antithesis, and other figures of speech.

2. Judging from style alone, which of the following sentences would you hold to be Macaulay's? and on what grounds?—

(1.) They are such as none but a great genius could have thought of, though upon the perusal of them, they seem to rise of themselves from the subject of which he treats.

(2.) He was not the maker of that road; he was not the discoverer of that road; he was not the person who first surveyed and mapped that road. But he was the person who first called the public attention to an inexhaustible mine of wealth, which has been utterly neglected, and which was accessible by that road alone.

(3.) Then he kissed her for the last time, and that kiss was so sweet he must needs kiss her again: and he wept, but he said they were cruel tears.

(4.) Yet in the being and in the working of a faithful man is there already a something that pertains not to this wild death-element of time; that triumphs over time, and *is*, and will be, when time shall be no more.

(5.) An acre in Middlesex is better than a principality in Utopia. The smallest actual good is better than the most magnificent promises of impossibilities.

(6.) There were many things which they loved better than virtue, and which they feared more than guilt.

(7.) Others might possess the qualities which were necessary to save the popular party in the crisis of danger; he alone had both the power and the inclination to restrain its excesses in the hour of triumph.

(8.) But, if we must make our choice, we shall, like Bassanio in the play, turn from the specious caskets which contain only the Death's head and the Fool's head, and fix on the plain leaden chest which conceals the treasure.

(9.) The principles of liberty were the scoff of every grinning courtier and the Anathema Maranatha of every fawning dean.

3. Write a passage of two sentences, one long and the other short, on any subject you choose, in imitation of Macaulay; and then express the same ideas in the style of Bacon.

4. Give Macaulay's criticism of Mr. Montagu's defence of Bacon against the charge of corruption.

5. Describe Macaulay's method of exposition, as illustrated in the passage on the superiority of the Baconian to the Platonic philosophy.

6. "There is, we think, only one solution of the phenomena which we findin the history and in the drama of that age," (Burleigh's)? What are "the phenomena?" and what "the solution?"

7. Characterize Macaulay's method of describing men and things, and summarize his description of any two of the following:—James I., Charles I., Laud, Strafford, Hampden.

8. Reproduce, as nearly as possible in the author's words, Macaulay's contrast *either* of Milton with Dante, *or* of the Puritans with the Royalists.

9. Quote a few sentences from two or three of the more eloquent passages of the essays, which you may have thought worth committing to memory.

SESSIONAL EXAMINATIONS.

GREEK.

Examiner............................ JOHN JOHNSON, M. A.

FIRST YEAR.

TIME: THREE HOURS.

LUCIAN: CATAPLUS, MENIPPUS, DE SOMNIO.

I.

A. Translate: CATAPLUS, beginning at, ΚΛΩΘ. *Παῦσαι ἀπειλῶν· ἀλλ' ἐμβηθι·* ending at ΜΕΓ. *Ὅτι, νὴ Δία, τύραννος ἦν καὶ δορυφόρους εἶχον μυρίους.*

1. *Τὸ δὲ νῦν ἔχον, μὴ διάτριβε.* Explain the construction of*τὸ δὲ νῦν ἔχον.*

2. *σύρετ' αὐτὸν εἴσω τοῦ ποδός.* Account for the case of *ποδός.*

3. *καὶ ὅπως ἀσφαλῶς ἀμέλει πρὸς τὸν ἱστὸν δεδήσεται.* Supply the ellipsis, and explain the orignal signification of *ἀμέλει.*

4, Give the meaning and derivation of: *σκυτοτόμος, συκοφάνται, ἑρμογλυφέα, χειρώναξ, ἀκρόδρυα, βουλευτόν, κληρονόμος, ἐρραψῳδεῖς, αἰπόλιον.*

5. *Παῦσαι ἀπειλῶν.* Turn this into Latin.

B. Translate: MENIPPUΣ, beginning at MEN. *Ὁ μὲν Σωκράτης κἀκεῖ περιέρχεται* ending at *οὐ γὰρ οἶδ' ὅπως, περὶ τούτου λέγειν προθέμενος, πάμπολυ ἀπεπλανήθην τοῦ λόγου.*

1. *καὶ εἴ τις ἄλλος λάλος νεκρός.* Supply the ellipsis.

2. Account for the cases of *αὐτῷ*, (after *ἐπεφύσητο*) *φωνῇ, ὑπερ, λόγου.*

3. Parse the following verbal forms, giving the chief parts found: *διελέγχων, ἐπεφύσητο, διῳδήκει, γελᾷ, προύθεσαν.*

4. *Ἄλλου τοίνυν ἄλλην ἐπαινοῦντος, ὡς ἕκαστος γνώμης ἢ ἐμπειρίας εἶχεν, ὁ πατὴρ εἰς τὸν θεῖον ἀπιδών, οὐ θέμις, εἶπεν, ἄλλην τεχνην ἐπικρατεῖν, σοῦ παρόντος.* Translate, and account for the case of *γνώμης.* Quote one other example of a similar genitive.

5. Give Latin equivalents for,—*Ἅμα τε—καί; Ἀρχὴ δέ τοι ἥμισυ παντός; Ἄλλου τοινυν ἄλλην ἐπαινοῦντος.*

4. *Ἔλεγε δέ, ὅτι καὶ ζῶν ἕκαστος ἑαυτοῦ ὃ πάντων μάλιστα φιλεῖ, τοῦ σώματος ὅ τι ἂν ἀχρεῖον ᾖ κ. τ. λ.* Account for the cases.

5. *ἐγὼ μάλιστα τεθαύμακα.....ἐπὶ δὲ τραγῳδίᾳ Σοφοκλέα, ἐπὶ δὲ ζωγραφίᾳ Ζεῦξιν.* Give the principal parts of: *τεθαύμακα.* Decline *Σοφοκλέα.* Where was *Ζεῦξις* born, and when did he flourish?

6. What verbs regularly govern two accusatives?

7. What cases are used with views of (*a*) hearing, (*b*) seeing, (*c*) tasting?

8. What adverbs take (*a*) the genitive, (*b*) the dative?

9. Turn into Greek: How many eggs shall I be able to buy in the market for three shillings? I shall go home by the same road, and on the same day as you. Some of the pupils who were prudent listened to their teacher when he spoke about Homer's poems, the imprudent neglected this. What do you think will be the result? By what arguments did his accusers persuade the Athenians that Socrates deserved to die?

(Additional for First or Second Class.)

DEMOSTHENES: OLYNTHIACS.

TIME: TWO AND A HALF HOURS.

I.

A. Translate: OL. I, §§ 1, 3, beginning *ὁ μὲν οὖν παρὼν καιρός, ὦ ἄνδρες Ἀθηναῖοι,* ending *παρακρούσηταί τι τῶν ὅλων πραγμάτων.*

1. *Ὁ μὲν οὖν παρὼν καιρός.* Write an historical note.

2. *μόνον οὐχί.* Distinguish this from *οὐ μόνον.*

3. *ὅτι τῶν πραγμάτων κ. τ. λ.* Account for all cases in this clause.

4. *ἡμεῖς δ' οὐκ οἶδα ὅντινά μοι δοκοῦμεν ἔχειν τρόπον πρὸς αὐτά.* Explain the construction and give the Latin.

5. *ψηφίσασθαι.* What is the meaning of the active voice?

6. *ὅπως ἐνθένδε καὶ βοηθήσετε καὶ μὴ πάθητε.* Account for moods.

7. *ἐστι.* When is it so accentuated? *ἄνθρωπος.* Write the gen. sing.

B. Translate: OL. II. §§ 14, 15, beginning at, *Ὅλως μὲν γὰρ ἡ Μακεδονικὴ δύναμις καὶ ἀρχὴ* ending *δόξαν ἀντὶ τοῦ ζῆν ἀσφαλῶς ᾑρημένος.*

1. *πρὸς Ὀλυνθίους, πρὸς Ποτίδαιαν.* Describe the geographical situation of the places.

2. *νῦν δὲ Θετταλοῖς στασιάζουσι καὶ τεταραγμένοις ἐπὶ τὴν τυραννικὴν οἰκίαν ἐβοήθησε.* What does he refer to?

3. *πάντ' ὠφελεῖ.* What is the constuction?

4. Parse: *κατασκευάσαι, 'ἐξελήλεγκται, προπέποται.*

II.

1. What forms of the following words are found in Od. IX: *ναῦς, οἶς, πολλῶν, σοί, ὤν, βίη, ἡ, ἐσθίειν, τίθης?*

2. Give examples of iterative forms from the same author.

3. Show, by a comparison of Greek and Latin, that many Greek words (*a*) have taken an initial vowel, (*b*) have lost an initial consonant.

4. Write a list of *enclitics.*

THIRD AND FOURTH YEARS.

EURIPIDES: ALCESTIS. PLATO: APOLOGIA SOCRATIS.

TIME: THREE HOURS.

A. Translate: Alc. vv. 280—289.

1. *ὁρᾷς γὰρ τἀμὰ πράγμαθ' ὡς ἔχει.* Comment on the position of these clauses in the sentence, and on the position of the words in these clauses.

2. Distinguish *θέλω* and *βούλομαι*; *καταστήσασα* and *καταστᾶσα.*

3. *παρὸν μοι μὴ θανεῖν.* Parse *παρόν,* and give other examples of a similar construction. When is *οὐ* used with the infinitive, and *μή* with the indicative?

4. *ἀλλ' ἄνδρα τε σχεῖν κ. τ. λ.* The construction of the clause is variously explained.

5. *σχεῖν.* Write 2nd sing. of this tense in all moods. *ἀποσπασθεῖσα.* Parse, give the principal parts, and write the 3rd sing. of this tense in all moods, adding the infinitive.

B. Translate: Alc. vv. 1151—1158, beginning:—

ΑΔ. *μεῖνον παρ' ἡμῖν καὶ ξυνέστιος γενοῦ.*

1. *εὐτυχοίης.* How else may a similar notion be expressed? What verbs have this form of mood?

2. *πάσῃ τ' ἐννέπω τετραρχίᾳ.* Name them.

3. *οὐ γὰρ εὐτυχῶν ἀρνήσομαι.* Is this the usual construction. Classify the uses of the participle, and give one example of each.

4. Parse *κνισᾶν, μεθηρμόσμεσθα.* What is the force of *μετά* in compound verbs?

5. Scan the last three lines of Extract A.

6. Point out differences between the chorus and the dialogue.

C. Translate: Apol. Soc. ch. 27, ending at: *ἀντὶ τούτου δὴ ἕλωμαι ὧν εὖ οἶδ᾽ ὅτι κακῶν ὄντων, τούτου τιμησάμενος;*

1. *ἑκὼν εἶναι.* Give other examples of this construction.

2. *τιμήσεσθαι τοιούτου τινὸς ἐμαυτῷ.* Account for mood and cases.

3. *ἕλωμαι ὧν εὖ οἶδ᾽ ὅτι κακῶν ὄντων.* Two constructions seem to be combined in this phrase.

4. *νῦν δέ, ὡς ἔοικεν, εἰ τρεῖς μόναι μετέπεσον τῶν ψήφων, ἀποπεφεύγη ἄν.* Some editors read *τριάκοντα* instead of *τρεῖς*. Why? Parse *ἀποπεφεύγη*.

5. Show by examples how the indicative mood with and without *ἂν* is used in conditional sentences, and give the equivalents in Latin.

6. Socrates mentions some events in his own life in the Apology.

D. Translate into Greek:—Athenians, if any one among you think that we are executing more men than we ought, let him reflect that where constitutions are changing (*μεθίσταμαι*) these things everywhere happen, and that there must needs be here a great many enemies to those who are changing the government into an oligarchy, both on account of the City being the largest of all in Greece, and the people having been bred in freedom for a very long time.

(Additional for First or Second Class.)

E. Translate this passage, not seen before: *Ὃ δὴ λοιπόν ἐστι, καὶ πάλαι μὲν ἔδει, διαφεύγει δ᾽ οὐδὲ νῦν, τοῦτ᾽ ἐρῶ. οὐδενὸς τῶν πάντων, οὕτως ὡς χρημάτων δεῖ τῇ πόλει πρὸς τὰ νῦν ἐπιόντα πράγματα. συμβέβηκε δ᾽ εὐτυχήματα ἀπὸ ταὐτομάτου, οἷς ἂν χρησώμεθα ὀρθῶς, ἴσως ἂν γένοιτο τὰ δέοντα. πρῶτον μὲν γὰρ οἷς βασιλεὺς πιστεύει καὶ εὐεργέτας ὑπείληφεν ἑαυτοῦ, οὗτοι μισοῦσι καὶ πολεμοῦσι Φιλίππῳ. ἔπειθ᾽ ὁ πράττων καὶ συνειδὼς ἅπανθ᾽ ἃ Φίλιππος κατὰ βασιλέως παρασκευάζεται, οὗτος ἀνάσπαστος γέγονε, καὶ πάσας τὰς πράξεις βασιλεὺς οὐχ ἡμῶν κατηγορούντων ἀκούσεται, οὓς ὑπὲρ τοῦ συμφέροντος ἂν ἡγήσαιτο τοῦ ἰδίου λέγειν, ἀλλὰ τοῦ πράξαντος αὐτοῦ καὶ διοικοῦντος, ὥστ᾽ εἶναι πιστὰς τὰς κατηγορίας, καὶ λοιπὸν λόγον εἶναι τοῖς παρ᾽ ὑμῶν πρέσβεσιν, ὃν βασιλεὺς ἥδιστ᾽ ἂν ἀκούσαι, ὡς τὸν ἀμφοτέρους ἀδικοῦντα κοινῇ τιμωρήσασθαι δεῖ, καὶ ὅτι πολὺ τῷ βασιλεῖ φοβερώτερός ἐσθ᾽ ὁ Φίλιππος, ἂν προτέροις ἡμῖν ἐπιθῆται· εἰ γὰρ ἐγκαταλειπόμενοί τι πεισόμεθα ἡμεῖς, ἀδεῶς ἐπ᾽ ἐκεῖνον ἤδη πορεύσεται.*

LATIN.

Examiner .... JOHN JOHNSON, M. A.

FIRST YEAR.

VIRGIL: ECLOGUES. CICERO: PRO LEGE MANILIA.

TIME: THREE HOURS.

I.

A. Translate:

D. Phyllida mitte mihi: meus est natalis, Iolla;
Cum faciam vitula pro frugibus, ipse venito.
M. Phyllida amo ante alias; nam me discedere flevit,
Et longum Formose, vale, vale, inquit, Iolla.
D. Triste lupus stabulis, maturis frugibus imbres,
Arboribus venti, nobis Amaryllidis irae.
M. Dulce satis humor, depulsis arbutus haedis,
Lenta salix feto pecori, mihi solus Amyntas.
D. Pollio amat nostram, quamvis est rustica, Musam:
Pierides, vitulam lectori pascite vestro.
M. Pollio et ipse facit nova carmina: pascite taurum,
Iam cornu petat et pedibus qui spargat arenam.
D. Qui te, Pollio, amat, veniat quo te quoque gaudet:
Mella fluant illi, ferat et rubus asper amomum.
M. Qui Bavium non odit, amet tua carmina, Maevi,
Atque idem iungat vulpes et mulgeat hircos.
D. Qui legitis flores et humi nascentia fraga,
Frigidus, o pueri, fugite hinc, latet anguis in herba.
M. Parcite, oves, nimium procedere: non bene ripae
Creditur; ipse aries etiam nunc vellera siccat.

1. "Et longum Formose........," *Longum* may be construed in two ways.

2. "Pierides, vitulam lectori pascite vestro." Explain what is meant. What is the origin of the name *Pierides?* Give equivalent epithets used in the Eclogues.

3. "Qui te, Pollio, amat, veniat quo te quoque gaudet. Supply the ellipsis, explain the meaning, and give some account of Pollio.

4. "Qui Bavium non odit, amet tua carmina, Maevi." Tell what is known of these persons.

5. "Non bene ripae creditur." Give the rule for the construction.

6. Are there any poetical usages in this extract?

7. Give the dates of Virgil's birth and death. How are his works described in his epitaph? Are any historical events referred to in the Eclogues?

B. Translate:

Quare, si propter socios nulla ipsi injuria lacessiti, majores nostri cum Antiocho, cum Philippo, cum Aetolis, cum Poenis bella gesserunt, quanto vos studio convenit injuriis provocatos sociorum salutem una cum imperii vestri dignitate defendere? praesertim cum de maximis vestris vectigalibus agatur.

Nam ceterarum provinciarum vectigalia, Quirites, tanta sunt, ut iis ad ipsas provincias tutandas vix contenti esse possimus; Asia vero tam opima est ac fertilis, ut et ubertate agrorum et varietate fructuum et magnitudine pastionis et multitudine earum rerum, quae exportantur, facile omnibus terris antecellat. Itaque haec vobis provincia, Quirites, si et belli utilitatem et pacis dignitatem retinere voltis, non modo a calamitate, sed etiam a metu calamitatis est defendenda. Nam in ceteris rebus, cum venit calamitas, tum detrimentum accipitur; at in vectigalibus non solum adventus mali, sed etiam metus ipse affert calamitatem. Nam cum hostium copiae non longe absunt, etiam si irruptio nulla facta est, tamen pecua relinquuntur, agri cultura deseritur, mercatorum navigatio conquiescit. Ita neque ex portu neque ex decumis neque ex scriptura vectigal conservari potest.

1. "Cum Poenis bella gesserunt." Give the dates and causes.

2. "Quum venit calamitas." Parse *venit*.

3. "Neque ex decumis neque ex scriptura." Explain these terms and account for the name *scriptura*.

4. "Quum de maximis vestris vectigalibus agatur." What is the usual meaning of *agitur de aliqua re?*

5. Account for moods in subordinate clauses in this extract.

6. Quid tam singulare quam ut ex senatusconsulto legibus solutus consul ante fieret (sc. Pompeius) quam ullum alium magistratum per leges capere licuisset. Translate, and write an explanatory note.

7. What made this *Lex Manilia* necessary, according to Cicero? What were the objections to it, and how did Cicero meet them?

II

1. Name the gender, and write the nom. and gen. sing., and gen. pl. of—

frugibus, imbres, pedibus, rastros, ossis, apes, menses, heroum praesepia, fusis.

2. Mark the quantity of each syllable in the preceding words.

3. (*a*) Write the chief parts of—

contingo, desino, adole, diligo, abstulit, resono, recubo, consedimus, aspice, reice.

(*b*) Write the chief parts of the simple forms of these verbs, when they differ from those of the compound forms.

4. Each of the following words admits of different meanings, according to difference in quantity of syllables:

sinum, levi, moris, latus, liba, aret.

5. Distinguish between:—potentia, potestas; paro, pareo, pario; quotidie, indies; si velit, si vellet.

6. In how many ways may the perfect participle active be expressed in Latin? Illustrate in the following sentence—Having left his baggage, he retreated.

7. Translate: Is this girl skilled in singing?—On the road a serpent of huge size attacked the Roman army.—In my opinion he is not a fit person to be put in command of the army.—The senate at Rome decreed that the praetor, P. Cornelius, should despatch troops to the assistance of the Consuls at Capua.—All the best and weightiest men among the philosophers confess that they are ignorant of many things.

(Additional for First or Second Class.)

CICERO: Pro Milone.

[Time: Two and a Half Hours.

I.

A. Translate:

Cur igitur incendium curiæ, oppugnationem ædium M. Lepidi, cædem hanc ipsam contra rempublicam senatus factam esse decrevit? Quia nulla vis unquam est in libera civitate suscepta inter cives non contra rempublicam. Non enim est illa defensio contra vim unquam optanda, sed nonnunquam est necessaria. Nisi vero aut ille dies, in quo Ti. Gracchus est cæsus, aut ille, quo Caius, aut quo arma Saturnini, etiamsi e republica, opressa sunt, rempublicam tamen non vulnerarunt. Itaque ego ipse decrevi, quum cædem in Appia factam esse constaret, non eum, qui se defendisset, contra rempublicam fecisse; sed quum inesset in re vis et insidiæ, crimen judicio reservavi, rem notavi. Quod si per furiosum illum tribunum senatui, quod sentiebat, perficere licuisset, novam quæstionem nunc nullam haberemus. Decernebat enim, ut veteribus legibus tantummodo extra ordinem quæreretur. Divisa sententia est postulante nescio quo. Nihil enim necesse est omnium me flagitia proferre. Sic reliqua auctoritas senatus empta intercessione sublata est.

1. Account for the moods in subordinate clauses.

2. Why are different constructions used with *decerno* in this passage?

3. "Postulante nescio quo. Nihil necesse est. . . ." Parse, *nescio quo, nihil.*

4. Give the dates of the historical events mentioned.

B. Translate:

Non timeo, judices, ne odio inimicitiarum mearum inflammatus, libentius hæc in illum evomere videar quam verius. Etenim etsi præcipuum esse debebat tamen ita communis erat omnium ille hostis, ut in communi odio pæne æqualiter versaretur odium meum. Non potest dici satis, ne cogitari quidem, quantum in illo sceleris, quantum exitii fuerit. Quin sic attendite, judices. Nempe hæc est quæstio de interitu P. Clodii. Fingite animis; (liberæ enim sunt cogitationes nostræ et, quæ volunt, sic intuentur, ut ea cernimus, quæ videmus;) fingite igitur cogitatione imaginem hujus conditionis meæ: si possim efficere, ut Milonem absolvatis, sed ita, si P. Clodius revixerit;—Quid vultu extimuistis? quonam modo ille vos vivus afficeret, quos mortuus inani cogitatione percussit? Quid? si ipse Cn. Pompeius, qui ea virtute ac fortuna est, ut ea potuerit semper, quæ nemo præter illum; si is, inquam, potuisset aut quæstionem de morte P. Clodii ferre, aut ipsum ab inferis excitare, utrum putatis potius facturum fuisse? Etiamsi propter amicitiam vellet illum ab inferis revocare, propter rempublicam non fecisset.

1. "Non timeo, judices, ne. . . ." What conjunctions are used after "fearing"? How is their use explained? Is any other construction found?

2. Distinguish: video, cerno, specto, intueor.

6. Turn the speech in extract B into *oratio recta.*

7. On what ground is Livy's First Book considered to be in the main unhistorical?

8. Point out some instances of suppression in this book and account for them.

9. Give some account of Livy.

C. Translate into Latin:

Fabricius was one of the ambassadors who had come to Pyrrhus to speak about the captives. When Pyrrhus heard his name, he honoured him greatly and sent him gifts and gold. Fabricius refused everything. Next day Pyrrhus, wishing to frighten him by the sudden sight of an elephant, said to his servants, 'let the beast be placed close to Fabricius behind a curtain;' when this was done, at a given signal, the curtain being removed, the beast suddenly uttered a fearful scream, but Fabricius smiled gently and said to Pyrrhus, 'your beast does not move me to day more than your gold did yesterday.'

(Additional for First or Second Class)

HORACE: ODES. BOOKS II. III.

TIME: TWO HOURS.

A. Translate:

Nolis longa ferae bella Numantiae,
Nec dirum Hannibalem, nec Siculum mare
Poeno purpureum sanguine mollibus
  Aptari citharae modis;
Nec saevos Lapithas et nimium mero
Hylaeum domitosque Herculea manu
Telluris juvenes, unde periculum
  Fulgens contremuit domus
Saturni veteris; tuque pedestribus
Dices historiis proelia Caesaris,
Maecenas, melius ductaque per vias
  Regum colla minacium.
Me dulces dominae Musa Licymniae
Cantus, me voluit dicere lucidum
Fulgentes oculos et bene mutuis
  Fidum pectus amoribus;
Quam nec ferre pedem dedecuit choris,
Nec certare joco nec dare brachia
Ludentem nitidis virginibus sacro
  Dianae celebris die.
Num tu quae tenuit dives Achaemenes,
Aut pinguis Phrygiae Mygdonias opes
Permutare velis crine Licymniae,
  Plenas aut Arabum domos?

B. Translate:

Quantum distet ab Inache
  Codrus pro patria non timidus mori
Narras, et genus Aeaci
  Et pugnata sacro bella sub Ilio;
Quo Chium pretio cadum
  Mercemur, quis aquam temperet ignibus,
Quo praebente domum et quota
  Pelignis caream frigoribus, taces.
Da lunae propere novae,
  Da noctis mediae, da, puer, auguris
Murenae: tribus aut novem
  Miscentur cyathis pocula commodis.
Qui Musas amat impares
  Ternos ter cyathos attonitus petet
Vates; tres prohibet supra
  Rixarum metuens tangere Gratia
Nudis juncta sororibus.
  Insanire juvat: cur Berecyntiae
Cessant flamina tibiae?
  Cur pendet tacita fistula cum lyra?
Parcentes ego dexteras
  Odi: sparge rosas; audiat invidus
Dementem strepitum Lycus
  Et vicina seni non habilis Lyco.

1. *(a.)* "Bella Numantiae." Give the dates.

(b.) "Nec saevos Lapithas et nimium mero Hylaeum." What does he refer to?

(c.) "Quae tenuit dives Achaemenes." Who is meant?

2. *(a.)* Desine mollium
Tandem querelarum.

(b.) Quid terras alio calentes
Sole mutamus?

Write explanatory notes on the constructions.

3. Quantum distet ab Inache Codrus."

(a.) Write an historical note.

(b.) What other construction is used with *distare* by Horace?

4. "Tribus aut novem Miscentur cyathis pocula commodis." Explain this passage.

5. Point out some Graecisms in extract B.

6. Arrange as Lyric verses:

Ante Agamemnona fortes vixere—
Verum lucri studium et moras pone—
Et aulam vacuam patefecit.

7. Write sentences in Latin to show the different uses of *dum.*

THIRD AND FOURTH YEARS.

TACITUS: Agricola. PLAUTUS: Captivi. JUVENAL: Satires, III. X. XIII.

A. Translate:

Si novae gentes atque ignota acies constitisset, aliorum exercituum exemplis vos hortarer; nunc vestra decora recensete, vestros oculos interrogate. Hi sunt, quos proximo anno unam legionem furto noctis aggressos clamore debellastis; hi ceterorum Britannorum fugacissimi, ideoque tam diu superstites. Quomodo silvas saltusque penetrantibus fortissimum quodque animal contra ruere,—pavida et inertia ipso agminis sono pelluntur,—sic acerrimi Britannorum iam pridem ceciderunt, reliquus est numerus ignavorum et metuentium. Quos quod tandem invenistis, non restiterunt, sed deprehensi sunt; novissimae res et extremo metu corpora defixere aciem in his vestigiis, in quibus pulchram et spectabilem victoriam ederetis. Transigite cum expeditionibus, imponite quinquaginta annis magnum diem, approbate rei publicae numquam exercitui imputari potuisse aut moras belli aut caussas rebellandi.

1. 'Hi ceterorum Britannorum fugacissimi'. Explain this phrase. Give a similar one from an English author.

2. 'Quomodo silvas……pelluntur.' There is a difficulty in construing this sentence. How may it be explained or removed? Parse *penetrantibus*.

3. 'Quos quod tandem invenistis, non restiterunt.' Explain the construction.

4. 'Novissimae res et extremo metu……ederetis.' What other reading of this sentence is found? Parse *ederetis*, and account for mood and tense.

5. Turn the passage 'Si novae gentes……superstites' into *oratio obliqua*.

6. Point out some characteristics of Tacitus' style in the extract, *or*, write a sketch of Tacitus.

B. Translate:

ERGASILUS.

Tum piscatores, qui præbent populo pisceis fœtidos,
Qui advehuntur quadrupedanti crucianti canterio;
Quorum odos subbasilicanos omneis abigit in foram, 815
Eis ego ora verberabo sirpiculis piscariis:
Ut sciant, alieno naso quam exhibeant molestiam.
Tum lanii autem, qui concinnant liberis orbas oves,
Qui locant cædundos agnos, et dupla agninam danunt,
Qui petroni nomen indunt verveci sectario;
Eum ego si in via petronem publica conspexero,
Et petronem et dominum reddam mortaleis miserrumos.

1. Why is vs. 815, considered spurious by some editors?

2. *(a)* 'Dupla agninam danunt.' What words are understood? Translate with the reading *duplam*.

(b.) Parse *danunt*. Mention other terms used like *agninam*.

3. What are the meaning and derivation of the following words: Latomias, sesquiopus, sorsum, dierectum, nuculeum, offuicis, deruncinatus?

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4. Parse: surpuit, inpingier, pectito, moriri, collos.

5. Scan: Advorte animum sis tu: istos captivos duos
Heri quos emi de praeda a questoribus.

C. (*a*) Hic ubi nocturnae Numa constituebat amicae,
Nunc sacri fontis nemus et delubra locantur
Judaeis, quorum cophinus foenumque supellex;
Omnis enim populo mercedem pendere jussa est
Arbor, et ejectis mendicat silva camenis.

(*b*) Nos hominum divumque fidem clamore ciemus,
Quanto Faesidium laudat vocalis agentem
Sportula. Dic, senior bulla dignissime, nescis,
Quas habeat veneres aliena pecunia?

Translate these passages and write such notes as you think necessary.

1. Name the gender, write the genitive case in the same number, and note any particularities in declension of:

Supellex, epulum, proceres, compago, vices, apium, serraco, lanugo, sestertia, visceribus.

2. What is the subject of the tenth Satire, and what are the illustrations employed?

D. Translate into Latin:

When the Athenians in the war with the Lacedemonians received many defeats both by sea and land, they sent a message to the oracle of Jupiter Ammon, to ask the reason why they who erected so many temples to the gods and adorned them with so many costly offerings: why they who had instituted so many festivals, and accompanied them with such processions and ceremonies: in short, why they who had slain so many hecatombs at their altars, should be less successful than the Lacedemonians who fell so short of them in these particulars? To this the oracle made the following reply: "I am better pleased with the prayers of the Lacedemonians than with all the sacrifices of the Athenians."

(Additional for First or Second Class.)

Translate this letter, not seen before:

(*Pliny excuses himself from being present at Paulinus' inauguration as consul, as he is engaged in re-arranging the terms of tenancy on his estates.*)

C. PLINIUS PAULINO SUO S.

Nec tuae naturae est translaticia *(commonplace)* haec et quasi publica officia a familiaribus amicis contra ipsorum commodum exigere, et ego te constantius amo, quam ut verear ne aliter ac velim accipias, nisi te kalendis statim consulem videro, praesertim cum me necessitas locandorum praediorum plures annos ordinatura detineat, in qua mihi nova consilia sumenda sunt. Nam priore lustro, quamquam post magnas remissiones, reliqua *(arrears)* creverunt: inde plerisque nulla iam cura minuendi aeris alieni, quod desperant posse persolvi; rapiunt etiam consumuntque quod natum est, ut qui iam putent se non sibi parcere. Occurrendum ergo augescentibus vitiis et medendum est. Medendi una ratio, si non nummo, sed partibus, locem ac deinde ex meis aliquos operis exactores custodes fructibus ponam. Et alioqui nullum iustius genus reditus, quam quod terra caelum annus refert. At hoc magnam fidem, acres oculos, numerosas manus poscit.

HEBREW.

Examiner.............................PRINCIPAL ROSS, D.D.

TIME: THREE HOURS.

Translate the following sentences:

Tillākāhh ēēl beith hammelekh. Hālōkh hāl'khū hāʿētsīm limshō'hh. †ʿleihem melekh vāyyōm'rū lāzzāyith mŏlvkhāh ʿāleinū. Kir'ū l'thabh'khēm v'ʿal big'dheikhēm.

1. Analyze and conjugate Tillākāhh. To what class does this verb belong? Give the 3rd pers. masc. sing., and the 1st pers. pl. com. of this tense; and the inf. abs. and constr. and the pass. part. of the kal conjugation.

2. Parse the words melekh and beith. Name the point in mem. Account for its insertion. Give the abs. and constr. state sing. and pl. of the two nouns in the first sentence.

3. Analyze and conjugate the verb hālōkh. To what class does it belong? What purpose is served by joining the inf. abs. to a finite tense?

4. Analyze and conjugate the verb from which limshō'hh comes. Is the sheva under mem silent or vocal? If the prefixed prep. had been khaph or beth would the sheva have been silent or vocal? Assign the reason.

5. Parse the word lāzzāyith. Account for the pattahh under lamedh, and for the dagesh in zain. What is the import of the mark over the zain?

6. For what purpose is the circulus placed over the vav in the word mŏlvkhāh? Explain the words k'ri and kh'thibh. Analyze the word. Where does the vowel under mem come from? Is sheva under lamedh silent or vocal? Why? If the verb had been a middle ē or a middle ō, how would it have been pointed? For what purpose is this form of the imper. and fut. employed?

7. Analyze the last word in the exercise. Is the sheva under gimel silent or vocal? Give the rule. Give also the abs. and constr. states, sing. and plur. of this noun.

8. What is an intermediate syllable? In what letters is Dagesh lene inserted? What effect does it produce on them? For what purpose is Dagesh forte inserted in a letter?

9. To what family of languages does Hebrew belong?

FRENCH.

Examiner.......................PROFESSOR J. LIECHTI, M. A.

FIRST CLASS.

TIME: THREE HOURS.

Questions, marked * are to be omitted by the Junior section; those marked †, by the Senior section.

I.

A. Translate: I. (*a*) Molière's *"Le Bourgeois Gentilhomme."*—*Le Maître à Danser.*—Oui la récompense la plus agréable qu'on *puisse* recevoir des choses que l'on fait, c'est de les *voir* connues, de les voir caressées d'un applaudissement qui vous honore. Il n'y a rien, à mon avis, qui nous *paye* mieux que cela de toutes nos fatigues; et ce sont des douceurs exquises que des louanges éclairées. *Le Maître de Musique.*—J'en demeure d'accord, et je les goûte comme vous. Il n'y a rien assurément qui chatouille davantage que les applaudissements que vous dites; mais cet encens ne fait pas *vivre*. Des louanges toutes pures ne mettent point un homme à son aise; il y faut mêler du solide; et la meilleure façon de louer, c'est de louer avec les mains. C'est un homme à la vérité dont les lumières sont petites, qui parle à tort et à travers de toutes choses, et n'applaudit qu'à contre-sens; mais son argent redresse les jugements de son esprit; il y a du discernement dans sa bourse; et ce bourgeois ignorant nous vaut mieux, comme vous voyez, que le grand seigneur éclairé qui nous a introduits ici.

(*b.*) *Le Maître de Philosophie.*—Eh quoi! messieurs, faut-il s'emporter de la sorte? Et n'avez-vous point lu le docte traité que Sénèque a composé de la colère? Y a-t-il rien de plus bas et de plus honteux que cette passion, qui fait d'un homme une bête féroce? et la raison ne doit-elle pas être maîtresse de tous nos mouvements! *Le Maître à Danser:*—Comment, Monsieur! il vient nous dire des injures à tous deux, en méprisant la danse, que j'exerce, et la musique, dont il fait profession! *Le Maître de Philosophie:*—Un homme sage est au-dessus de toutes les injures qu'on lui peut dire; et la grande réponse qu'on doit faire aux outrages, c'est la modération et la patience. *Le Maître d'Armes:*—Ils ont tous deux l'audace de vouloir comparer leurs professions à la mienne! *Le Maître de Philosophie.*—Faut-il que cela vous émeuve!—Ce n'est pas de vaine gloire et de condition que les hommes doivent disputer entre eux; et ce qui distingue parfaitement les uns des autres c'est la sagesse et la vertu.

(*a.*) 1. *Ce sont des douceurs exquises que des louanges éclairées* Turn this Gallicism into a regular logical sentence, and account for the agreement of *éclairées*.

* 2. Parse *davantage* in: qui chatouille davantage, and show by exs. how it is to be used in modern French. Modernize the clause in question.

3. *Puisse, voir, paye, vivre.* Parse and give rules for mood. Mention exceptions to rules by which *voir* and *vivre* are governed.

* 4. Comment on the expressions: des louanges *toutes pures*; *il y faut mêler*; nous *vaut mieux*.

† 5. Write down the primitive tenses of *introduits*, and state the rule for the agreement of such participles.

(*b.*) 6. Y a-t-il rien de plus bas et de plus honteux que cette passion. State your reason for the masoul. form of *bas* and *honteux*, and explain the use of the prepos *de*.

B. Voltaire's "*Charles XII.*"—Fort de tous ses avantages dus à son seul génie, et de l'absence du roi de Suède, le czar prit Narva d'assaut après un siége régulier, et après avoir empêché qu'elle ne fut secourue par mer et par terre. Les soldats, maîtres de la ville, coururent au pillage; ils s'abandonnèrent aux barbaries les plus énormes: le czar courait de tous côtés pour arrêter le désordre et le massacre; il arracha lui-même des femmes des mains des soldats qui les allaient égorger après les avoir violées; il fut même obligé de tuer de sa main quelques Moscovites qui n'écoutaient point ses ordres. On montre encore à Narva, dans l'hôtel de ville, la table sur laquelle il posa son épée en entrant, et on s'y ressouvient des paroles qu'il adressa aux citoyens qui s'y rassemblèrent: "Ce n'est point du sang des habitants que cette épée est teinte, mais de celui des Moscovites que j'ai répandu pour sauver vos vies."—Si le czar avait toujours eu cette humanité c'était le premier des hommes. Il aspirait à plus qu'à détruire des villes, il en fondait une alors peu loin de Narva même, au milieu de ses nouvelles conquêtes; c'était la ville de Petersbourg, dont il fit depuis sa résidence, et le centre du commerce.

† 1. *Fût, coururent, ressouvient, adressa.* Write in full the tenses to which these verbs belong; give also the infinit. and pres. part of: *pris, secourue, teinte, réponds.*

2. Si le czar avait....Parse *si*; show by exs. that it may be used adverbially in two ways.

* 3. Il aspirait à *plus qu'à*.... What difference do you make between: Il faut *plus qu'un* homme pour faire cela, il faut *plus d'un* homme, and il faut un homme *de plus*.

C. Translate this passage not seen before.—Louis Blanc: *Appel à la pitié.*—La misère engendre non seulement la douleur, mais le crime. Voici un malheureux qui a pris naissance dans le désespoir et le vice; son intelligence n'est pas sortie des ténèbres; l'indigence lui a soufflé de funestes tentations. La main d'un ami n'a jamais pressé sa main. Pas une voix qui ait éveillé en lui les échos de la tendresse, de l'amour. Jeune, il a traversé sans en jouir, l'âge des fleurs et du soleil. Maintenant, s'il devient coupable, criez à votre justice d'intervenir: notre sécurité l'exige. Mais n'oubliez pas que votre ordre social n'a pas étendu sur cet infortuné la protection due à sa faiblesse. N'oubliez pas que son libre arbitre a été perverti dès le berceau; qu'une fatalité inique a pesé sur son âme; qu'il a eu froid, qu'il n'a pas appris la bonté.

II.

1. Mention some prefixes, suffixes and diminutives, used in French to form compound and derivative substantives. Write down three exs. for each case.

* 2. What logical order does the French construction follow? Translate: The young man *writes* letters to his friends twice a week. The *subject* may be placed *after* the *verb*. Give short exs. in illustration.

3. The English *passive* assumes different forms in French. Translate: The place was approached with the greatest care. English is spoken here. This fruit is eaten green. What is the passive of French *intran.* verbs? Take for example: Have these letters been answered? (répondre à). The patient is not allowed to (permettre à..) go out. Note the exceptions with one ex.

4. *Que.* Illustrate the use of this word according as it is: (a) relative pron.; (b) interrogat. pron.; (c) adverb; (d) conjunction. Name the only two *relat.* pros. which may be used as nominatives.

† 5. Le fils de la reine *qui* mourut dernièrement à Cannes. Why is this sent. incorrect? Write it correctly. Distinguish between *quoi?* and *que?*; between: *qui est-ce qui?* and *qu'est-ce qui?* giving short exs.

* 6. Explain the rule concerning the word *quelque*, when followed (a) by a noun; (b) by a verb; (c) by an adjective. Take for exs.: Whatever friends you may have; whatever may be your ambition; however great your influence may be.

† 7. Illustrate the various forms of the English *it is*, denoting time, distance, temperature, or followed by an adjective.

8. Translate into idiomatic French: I am reading a book. I was writing when you entered. I had just been playing when I heard your voice. You are to get up early. This house is to be let. Are you cold. He is wrong. We are forbidden to speak. He is fond of studying.

9. *Se coucher, s'enrichir, s'apercevoir, se défendre.* Write down the affirmative and negative Imperative of these verbs. Which *intransitive* verbs are conjugated with *être?*

10. These rumors are alarming. By obliging your friends you will deserve their friendship. The books we have read, have been published in England. They (f) have not spoken to one another. Translate these sents. and give rules for the agreement of the *part. pres.* and *past.*

11. Name the principal works of Molière and explain the purport of each. What reforms has he accomplished?

Translate into French: (*Junior* Section) Say what is is true, do what is good. Day and night must be differently employed; the former in (a) work, the latter in rest. I have not received the newspaper of which you speak. Into which house has he gone? To-morrow, being Sunday, I shall be at home all day. At what time do you rise, and when do you retire? That word is easily translated. I long to go to the country. It snowed nearly all day. History is more useful to us than novels, even (than) those that pretend to teach virtue. The bee cannot extract any honey from flowers that are only painted.

(*Senior* Section):—The conscience of the just (man) is a mirror of polished steel, which the impure breath of the wicked cannot tarnish. Happiness is not an easy thing; it is very difficult to find it within us, and impossible to find it elsewhere. The mania of most Frenchmen, says Montesquieu, is to shew ingenuity (esprit), and the mania of those who believe to have genius, is to write books. Man must die—whoever he may be, whatever he may do, whatever he may possess, whatever may be his station, however learned and powerful he may be.

SECOND CLASS.

TIME: THREE HOURS.

Passage and questions marked *, are to be omitted by the 1st Section: those marked †, by the 2nd section.

I.

* A. Traduisez: Molière: *L'Avare.—Elise.*—Vous moquez-vous, Valere, de lui parler comme vous faites? *Valère*:—C'est pour ne point l'aigrir, et pour en venir mieux à bout. Heurter de front ses sentiments est le moyen de tout gâter, et il y a de certains esprits qu'il ne faut

prendre qu'en biaisant, des tempéraments ennemis de toute résistance; des naturels rétifs, que la vérité fait cabrer, qui toujours se roidissent contre le droit chemin de la raison, et qu'on ne mène qu'en tournant où l'on veut les conduire. Faites semblant de consentir à ce qu'il veut, vous en viendrez mieux à vos fins.... *Valère (à Elise).*—Oui l'argent est plus précieux que toutes les choses du monde, et vous devez rendre grâce au ciel de l'honnête homme de père qu'il vous a donné, Il sait ce que c'est que de vivre. Lorsqu'on s'offre de prendre une fille sans dot, on ne doit point regarder plus avant. Tout est renfermé là dedans: et *sans dot* tient lieu de beauté, de jeunesse, de naissance, d'honneur, de sagesse et de probité.

B. Racine: *Iphigénie.*—

Doris.—Et que pourrait contre elle une impuissante haine?
Ne valait-il pas mieux, renfermée à Mycène,
Eviter les tourments que vous venez chercher,
Et combattre des feux contraints de se cacher?
Eriphile.—Je le voulais Doris. Mais quelque triste image
Que sa gloire à mes yeux montrât sur ce rivage,
Au sort qui me traînait il fallut consentir:
Une secrète voix m'ordonna de partir,
Me dit qu'offrant ici ma présence importune
Peut-être j'y pourrais porter mon infortune;
Que peut être, approchant ces amants trop heureux,
Quelqu'un de mes malheurs se répandrait sur eux.
Voilà ce qui m'amène, et non l'impatience
D'apprendre à qui je dois une triste naissance;
Ou plutôt leur hymen me servira de loi:
S'il s'achève, il suffit, tout est fini pour moi:
Je périrai, Doris; et, par une mort prompte,
Dans la nuit du tombeau j'enfermerai ma honte,
Sans chercher des parents si longtemps ignorés,
Et que ma folle amour a trop déshonorés.

1. Il y a ellipse dans les deux premiers vers du passage d'Iphigénie. Mentionnez les mots supprimés. Expliquez l'accord du partic. passé *renfermée.*

2. *Quelque triste.... montrât.* Faites l'analyse des mots *quelque* et *montrât. Quelque* peut aussi figurer au pluriel et s'écrit, quelquefois en deux mots; écrivez des exemples à l'appui.

3. Pour quel autre mot *porter* est il mis dans: *Peut-être j'y pourrais porter? Voilà ce qui* m'amène; on peut supprimer le *ce* dans un certain cas. Donnez un exemple.

4. Et que ma folle amour.—Commentez sur le genre du mot *amour.*

C. Traduisez (à livre ouvert) Montalembert: L'Angleterre n'est pas un de ces parcs à allées droites et à arbres taillés, où le regard va droit devant soi à perte de vue, où tout est aligné, émondé, sablé, et arrosé par ordonnance de police. C'est une forêt vigoureuse et touffue, où il y a de bons et de mauvais cantons, des pelouses charmantes et d'abominables fondrières, des chênes seculaires et des broussailles inextricables, mais où tout est spontané, robuste, naturel, et où la vie éclate et abonde de toutes parts. Seulement il faut en faire le tour, la sonder et la parcourir en tout sens et en toute saison, pour s'en faire une idée. Encore ne sait-on jamais très bien si cette idée est exacte ou complète; mais ce qu'on sait, ce qu'on sent c'est qu'il y a là un foyer de vie, de force et de beauté, qui périra sans doute un jour, comme tout ce qui est humain, qui peut demain être consumé par la colère de Dieu, mais où rien n'indique encore la décadence et la mort qu'on se plaît à lui prédire.

† D. (*Avancé*) Molière: *Les femmes savantes.*—

Henriette:—Le ciel, dont nous voyons que l'ordre est tout-puissant,
Pour différents emplois nous fabrique en naissant;
Et tout esprit n'est pas composé d'une étoffe
Qui se trouve taillée à faire un philosophe.
Si le vôtre est né propre aux élévations
Où montent des savants les spéculations,
Le mien, ma soeur, est né pour aller terre à terre,
Et dans les petits soins son faible se resserre.
Ne troublons point du ciel les justes règlements,
Et de nos deux instincts suivons les mouvements.
Habitez, par l'essor d'un grand et beau génie,
Les hautes régions de la philosophie,
Tandis que mon esprit, se tenant ici-bas
Goûtera de l'hymen les terrestres appas.
Ainsi, dans nos desseins l'une à l'autre contraire,
Nous saurons toutes deux imiter notre mère:
Vous, du côté de l'âme et des nobles désirs;
Moi, du côté des sens et des grossiers plaisirs:
Vous, aux productions d'esprit et de lumière;
Moi, dans celles, ma soeur, qui sont de la matière.

† 1. Dans quel but Molière a-t-il écrit cette comédie, et quelle autre pièce tend au même but?

† 2. Mettez en parallèle les deux personnages: Armande et Henriette.

II.

1. Les noms *aigle; chose; personne; gens,* sont des deux genres. Ecrivez des exs. et donnez l'origine de ces mots.

2. Montrez par deux exs. l'accord de l'adjectif qualifiant le nom *gens.* Il y a exception à l'égard du mot *tout,* expliquez et prenez pour ex. *All* honest people will shun the society of blasphemers. Nearly *all* the people have perished. *All* good people respect the laws.

3. The English, French and American navies are the most powerful and the most formidable. I shall not take pains (pl.) for nothing. We have read l'avare, a comedy by Molière. Expliquez l'emploi de l'article dans ses phrases.

4. Corrigez les phrases suivantes et rendez compte des fautes qui s'y trouvent! Il n'y a rien, jusqu'à la vérité même, à qui un peu d'agrément n'est nécessaire.—Que des pauvres ne pourrait-on soulager avec un couple d'écus! La poésie est plus naturelle à l'homme qu'on pense.—Les soldats périrent plus tôt que se rendre.

5. A quelle condition deux adjectifs peuvent-ils avoir un complément commun? Donnez un ex. Traduisez: It is seldom the case that a rich man is prodigal of his wealth to the poor.—That is the *only* thing which money *alone* cannot do.

* 6. Un adjectif peut régir différentes prépositions. Faites les explications nécessaires, prenant pour ex: Air is necessary to life. Air is necessary to live. It is necessary to study.

7. *Nul* s'emploie tantôt avec la particule *ne,* tantôt sans. Citez des exs. à l'appui. Expliquez la nuance entre: *Il n'étudie pas* et *Il n'étudie point.*

* 8. Traduisez les expressions adverbiales : Ventre à terre ; à meilleur marché ; bon gré mal gré ; à dessein ; en un clin d'oeil ; tant soit peu ; à l'envers ; à qui mieux mieux ; en sursaut ; sens dessus dessous ; de pis en pis ; à fleur d'eau ; au fur et à mesure.

9. Citez quelques exs. à l'appui des règles de l'inversion du *sujet* et de celle du *régime direct*. Qu'est-ce qui est incorrect dans les phrases, suivts. : Il a su connaître et se servir de ses avantages. Toi et moi sont accourus. Ce fut à eux à qui j'ai parlé. J'espère vous voir et que je pourrai vous parler de.... Donnez-en le corrigé.

10 La forme verbale en *ant*, accompagnée d'un adverbe, est tantôt *variable*, tantôt *invariable*. Montrez cela en donnant deux exs. Quand cette forme est-elle *toujours* invariable ? prenez pour ex : It is not *in listening to* our passions that we (qu'on) live contentedly, but *in regulating* them.

11. Nommez les participes passés qui sont *invariables avant* le substant. Pourquoi le sont-ils ? Citez quelques exs. Traduisez ; The trees I have seen growing; The trees I have seen cut down. Pourquoi le part passé *seen* s'écrit-il différemment dans ces deux phrases ?

12. Mentionnez les principaux ouvrages de Molière et de Racine, et indiquez les sources auxquelles ils ont emprunté leurs sujets. Molière doit être placé au-dessus de Racine.

Traduisez en Français :—Junius : *To King George III.*—You ascended the throne with a declared, and, I doubt not, a sincere resolution of giving universal satisfaction to your subjects. You found them pleased with the novelty of a young prince whose countenance promised even more than his words, and loyal to you, not only from principal, but passion. It was not a cold allegiance to the first magistrate, but a partial, animated, attachment to a favourite prince, the native of their country. They did not wait to examine your conduct, not to be determined by experience, but gave you a generous credit for the future blessings of your reign, and paid you in advance the dearest tribute of their affections.

(Additional for a First Class.)

Molière : *Le Tartufe*—

Cléante.—Je ne suis point, mon frère, un docteur révéré ;
Et le savoir chez moi n'est pas tout retiré.
Mais, en un mot, je sais, pour toute ma science,
Du faux avec le vrai faire la différence.
Et comme je ne vois nul genre de héros
Qui soit plus à priser que les parfaits dévots,
Aucune chose au monde est plus noble et plus belle
Que la sainte ferveur d'un véritable zèle ;
Aussi ne vois-je rien qui soit plus odieux
Que le dehors plâtré d'un zèle spécieux,
Que ces francs charlatans, que ces dévots de place,
De qui la sacrilége et trompeuse grimace
Abuse impunément, et se joue, à leur gré,
De ce qu'ont les mortels de plus saint et sacré ;
Ces gens qui, par une âme à l'intérêt soumise,
Font de dévotion métier et marchandise,
Et veulent acheter crédit et dignités
A prix de faux clins d'yeux et d'élans affectés ;
Ces gens, dis-je, qu'on voit, d'une ardeur non commune,
Par le chemin du ciel courir à leur fortune.

GERMAN.

Examiner......................PROFESSOR J. LIECHTI, M. A.

FIRST CLASS.

TIME : THREE HOURS.

A. Translate : Schiller's *Wilhelm Tell.*

Gertrud :—Mein lieber Herr und Ehewirth ! Magst du
Ein redlich Wort von deinem Weib vernehmen ?
Des edlen Ibergs Tochter rühm ich mich
Des vielerfahrnen Manns. Wir Schwestern sassen
Die Wolle spinnend, in den langen Nächten,
Wenn bei dem Vater sich des Volkes Häupter
Versammelten, die Pergamente lasen
Der alten Kaiser, und des Landes Wohl
Bedachten in vernünftigem Gespräch.
Aufmerkend hört' ich da *manch kluges* Wort,
Was der Verständ'ge denkt, der Gute wünscht,
Und still im Herzen hab' ich mir's bewahrt.
So höre denn und acht' auf meine Rede !
Denn, was dich presste, sieh, das wusst' ich längst.

B. Hebel's *Einer oder der Andere*—Also ritten sie mit einander in Paris hinein, und zwar das Bäuerlein auf der rechten Seite des Königs ; denn was die liebe Einfalt, es sei mit Absicht oder durch Zufall, Ungeschicktes thun kann, das thut sie. Der Bauer gab dem König auf alle seine Fragen gesprächige Antwort. Er erzählte ihm Manches über den Feldbau, aus seiner Haushaltung und wie er zuweilen des Sonntags auch sein Huhn in dem Topfe habe, und merkte lange nichts. Als er aber sah, wie alle Fenster sich öffneten und alle Strassen sich mit Menschen anfüllten, wie Jedermann ehrerbietig auswich, da ging ihm ein Licht auf.

C. Schiller's *Wilhelm Tell.*—

Melchthal :—..........O fromme Väter dieses Landes !
Ich stehe, nur ein Jüngling, zwischen euch,
Den Vielerfahrnen—meine Stimme muss
Bescheiden schweigen in der Landsgemeinde.
Nicht, weil ich jung bin und nicht viel erlebte,
Verachtet meinen Rath und meine Rede ;
Nicht lüstern jugendliches Blut mich treibt
Des höchsten Jammers schmerzliche Gewalt,
Was auch den Stein des Felsen muss erbarmen.
Ihr selbst seid Väter, Häupter eines Hauses
Und wünscht euch einen tugendhaften Sohn,
Der eures Hauptes heil'ge Locken ehre,
Und euch den Stern des Auges fromm bewache.
O, weil ihr selbst an eurem Leib und Gut
Noch nichts erlitten, eure Augen sich
Noch frisch und hell in ihren Kreisen regen,
So sei euch darum unsre Noth nicht fremd.
Auch über euch hängt das Tyrannenschwert :
Ihr habt das Land von Oestreich abgewendet ;
Kein anderes war meines Vaters Unrecht ;
Ihr seid in gleicher Mitschuld und Verdammniss.

D. Richter's *Neujahrnacht eines Unglücklichen.*—Ach, die Schlangen hingen um seine Brust und die Gifttropfen auf seiner Zunge, und er wusste nun, wo er war. Sinnlos und mit unaussprechlichem Grame rief er zum Himmel hinauf: "Gib mir die Jugend wieder! O Vater, stelle mich auf den Scheideweg wieder, damit ich anders wähle!"—Aber sein Vater und seine Jugend waren längst dahin. Er sah Irrlichter auf den Sümpfen tanzen und auf dem Gottesacker erlöschen, und er sagte "Es sind meine thörichten Tage." Er sah einen Stern aus dem Himmel fliehen und im Falle schimmern und auf der Erde zerrinnen. "Das bin ich," sagte sein blutendes Herz, und die Schlangenzähne der Reue gruben darin in den Wunden weiter.

1. *Ein redlich Wort.* (A.) Is this clause in its present form admissable in Prose? Write the two plurals of *Wort* with their meanings.

2. The two expressions *manch kluges Wort* (A) and *manches kluge Wort*, being correct, and having the same meaning, why then that difference in the declension of *manch* and *kluges*?

3. What poetical license is exhibited in the 3rd line (A). Mention a similar form occurring in passage C.

4. Und wie er zuweilen ... Topfe habe (B). What is the allusion contained in these words. Give the literal meaning of the Germanism *da ging ihm ein Licht auf*, and account fully for *auf*.

5. *Erlebe* (5th line C). Name the other prefixes of the class to which *er* belongs, and illustrate the influence that they have on the verb. Distinguish between *bauen* and *bebauen*; *gehen* and *vergehen*; *reissen* and *zerreissen*.

6. Derivation may be effected by *suffixes*. Form derivat. adjts. with *en*, *haft*, *ig*, giving full explanations. What kind of verbs are formed with *iren*? Write down a few *genuine* German verbs with this ending. Change the foll'g intransitiva into factitiva: *fallen*, *trinken*, *lauten*, *sitzen*, and give the English of each.

7. State your reason for the difference in the meaning of *ein fleissig arbeitender Schüler* and *ein fleissiger, arbeitender Schüler*. Decline the former in the 4 cases sing. and plur., also *trockenere Jahreszeit*. Translate: All my happiness. All the city. All Germany.

8. *Das wusst' ich längst.* Parse *das*, and exhibit it in the character of a relative pron. Write a sentence with *dass*. Decline *ich*, *er*, *sie es*. Write in German: We speak of it. You remember it. It is said.

9. What is meant by simple and compound *separable* verbs; mention three of each class. Translate: The man looked at me when I was going past. Comment on the position of the verb.

10. Write down the 2nd per. sing. Impft. the Infinitive and Past Part of: *magst*, *denkt*, *wusst* (A); *sah*, *erfüllten*, *ging auf* (B); *stehe*, *bin*, *muss*, (C).

11. If I had the money I would buy the house. Translate and write the same sentence omitting the conjunction in the protasis. How does this omission affect the construction. Account for the two infinits. in the clause: Wir haben den Brief nicht *lesen können*.

12. Illustrate by short sentences, the influence that *adverbial* and *subordinative* conjunct. have on certain parts of speech. The *natural* order is observed in sents. like: Wir sind müde, denn wir haben viel geschrieben. Why?

13. Explain the difference between Der Brief *ist* geschrieben, and der Brief *wird* geschrieben. Which auxil. is used for neuter verbs? Take for ex: Your friend has *arrived*. In such sents. as: the patient was not permitted to go out, the English Subject becomes the Object in German. Translate this sent.

15. What is the leading feature of German Literature? Mention the period to which the following works belong, and give the principal features of each of these periods: *Legend of Sigfrid, the dragon-slayer*; *Wessobrunner Gebet*; *Heliand*; *Nibelungenlied*. Which is the oldest written monument of German Literature? In which language are the works of the 2nd period written?

15. Translate into German:—Knowledge is not acquired without labour. The German dictionary which I bought a week ago, was published in London last year. There were over one hundred persons on board, nearly all of whom perished in the water. The first German University was established in 1348. What is to be done? The young man is to be rewarded. Do you know England? Do you know German? Do you know what he says? Do not say a single word. When do you leave for home? When he speaks, he speaks well. When he had finished speaking, he went out. The book is not to be had anywhere. On the 17th of April 1884. (letters.)

SECOND AND THIRD CLASS.

Time: Three Hours.

A. Translate: Schiller's *Wilhelm Tell.*

Melchthal.—So eilt' ich sicher unterm heil'gen Schirm
Des Gastrechts von Gehöfte zu Gehöfte—
Und als ich kam ins heimathliche Thal,
Wo mir der Vettern viel verbreitet wohnen;
Als ich den Vater fand, beraubt und blind,
Auf fremdem Stroh, von der Barmherzigkeit
Mildthät'ger Menschen lebend—
Stauffacher.— Herr im Himmel!
Melchthal.—Da weint' ich nicht! Nicht in ohnmächt'gen Thränen
Goss ich die Kraft des heissen Schmerzens aus;
In tiefer Brust, wie einen theuren Schatz,
Verschloss ich ihn und dachte nur auf Thaten.
Ich kroch durch alle Krümmen des Gebirgs!
Kein Thal war so versteckt, ich späht' es aus;
Bis an der Gletscher eisbedecktem Fuss
Erwartet' ich und fand bewohnte Hütten.
Und überall, wohin mein Fuss mich trug,
Fand ich den gleichen Hass der Tyrannei;
Denn bis an diese letzte Gränze selbst
Belebter Schöpfung, wo der starre Boden
Aufhört zu geben, raubt der Vögte Geiz.
Die Herzen alle dieses biedern Volks
Erregt' ich mit dem Stachel meiner Worte,
Und unser sind sie All' mit Herz und Mund.

B. Goethe's *Hermann und Dorothea.*

Schicksal und Antheil.—Schon von ferne sahn wir den Staub, noch eh' wir die Wiesen
Abwärts kamen; der Zug war schon von Hügel zu Hügel
Unabsehlich dahin, man konnte wenig erkennen.
Als wir nun aber den Weg, der quer durch's Thal geht, erreichten,
War Gedräng' und Getümmel noch gross der Wandrer und Wagen.
Leider sahen wir noch genug der Armen vorbeiziehn,
Konnten einzeln erfahren, wie bitter die schmerzliche Flucht sei,
Und wie froh das Gefühl des eilig geretteten Lebens.

Traurig war es zu sehn, die manichfaltige Habe,
Die ein Haus nur verbirgt, das wohlversehne, und die ein
Guter Wirth umher an die rechten Stellen gesetzt hat,
Immer bereit zum Gebrauche, denn alles ist nöthig und nützlich,
Nun zu sehn das alles, auf mancherlei Wagen und Karren
Durch einander geladen, mit Uebereilung geflüchtet.
Hermann.—Ruhig erwiederte drauf der Sohn, mit ernstlichen Worten:
Ob ich löblich gehandelt? ich weiss es nicht; aber mein Herz hat
Mich geheissen zu thun, so wie ich genau nun erzähle.
Mutter, Ihr kramtet so lange, die alten Stücke zu suchen
Und zu wählen; nur spät war erst das Bündel zusammen,
Auch der Wein und das Bier ward langsam, sorglich gepacket.
Als ich nun endlich vor's Thor und auf die Strasse hinauskam,
Strömte zurück die Menge der Bürger mit Weibern und Kindern,
Mir entgegen; denn fern war schon der Zug der Vertriebnen.
Schneller hielt ich mich dran, und fuhr behende dem Dorf zu,
Wo sie, wie ich gehört, heut übernachten und rasten.
Als ich nun meines Weges die neue Strasse hinanfuhr,
Fiel mir ein Wagen in's Auge, von tüchtigen Bäumen gefüget,
Von zwei Ochsen gezogen, den grössten und stärksten des Auslands,
Neben her aber ging, mit starken Schritten, ein Mädchen,
Lenkte mit langem Stabe die beiden gewaltigen Thiere,
Trieb sie an, und hielt sie zurück, sie leitete klüglich.

1. Relate the occurrence alluded to in the 5th 6th and 7th lines, (A.) Write the sent., *Kein Thal war so versteckt, ich späht' es aus* (A), beginning the dependent clause with *obschon*.

2. *Unabsehlich dahin* (B). Note peculiarity in the construction of this clause, and mention a similar form in the passage *Hermann* (B). Give the derivation of *unabsehlich*.

3. I have seen the book lying on the table. Translate this sentence, giving your reason for the different form the English *past part.* assumes in German. Comment on the same part of speech in such clauses as: His tutor has taught him to speak Latin. Translate this sent.

4. Alter the style of the follg. conj. sents. by changing the dependent clauses into *participles*: Der Monarch, welcher gefürchtet wird, ist nicht immer auch der geliebteste. Der Furchtsame zittert vor jedem Schatten und lebt in ewiger Angst. Nichts ist so entzückend, als der Anblick der Natur, welche im Frühling wieder auflebt und alles verjüngt. Give the English.

5. Distinguish between simple and comp. *separable*, and compd. *inseparable* verbs. Which of the *compd. sep.* verbs reject the syllable *ge* in the past part. Classify the verbs: *aussinnen, frühstücken, widersprechen, vorbeiziehen, missachten, wiederholen, anvertrauen, beantragen.* Write the Impft and past part. of each.

6 *Aber, allein, sondern.* Illustrate the use of these words, state what they denote and how they affect a previous statement. Translate: He is not only talented, but also industrious.

7. In what case is the *principal* clause preceded by the *subor. relative clause*? Take for examples: He who does not wish to hear, must feel. He has long since forgotten, what he has learned. Explain the position of *habe* in: *da ich nicht habe kommen können.*

8 The *predicate* may be an *adjective*, a *noun* or a *verb*. What is the agreement of each of these words; write exs in illustration: Der Sturm ist vorbei. Comment on the predicate *vorbei.*

9. Idiomatic expressions:—Wir stehen für nichts. Meine Uhr ist stehen geblieben. In den Tag hinein leben. Er hat zu leben. Es ging ihm an's Leben. Bleib mir vom Leibe. Einem zu Leibe gehen. Sich eines Bessern besinnen. Etwas zum Besten geben. Nichts für ungut.

10. What Mood is used in *indirect speech* in German; take for ex.: He proceeded to explain his assertion (Behauptung) that the English language was spoken with greater purity at Edinburgh than in London.

11. From what source did Goethe derive the material for his Epic poem, "*Hermann und Dorothea*"? A certain Poem more particularly influenced Goethe to write an Epic Idyll? Prove that his Idyll possesses the essential quality of the Epic. Mention the principal features of the story.

12. Translate into German.—A German again! how did these blue-eyed barbarians acquire so much knowledge? Know, I am the spirit of Cicero, the wisest man of his time, the father of his country, the most eloquent among mortals, but—who does not know me? Yet, in my time, to speak the truth, your countrymen were the most ignorant people that the sun shone upon,—rough, wild, without agriculture or commerce, strangers to science and art, eternal hunters and warriors, clad in the skins of wild animals, and almost untamable animals themselves.

(Additional for a First Class.)

C. Schiller's *Geschichte des dreissigjährigen Kriegs.*—Das Misstrauen der Protestanten lieh dem Ministerium Philipps des Dritten die gefährliche Staatskunst seines Vaters, und bei den deutschen Katholiken bestand noch immer das Vertrauen auf spanische Hülfe, wie der Wunderglaube an die Knochen der Märtyrer. Aeusserliches Gepränge verbarg die Wunden, an denen diese Monarchie sich verblutete, und die Meinung von ihren Kräften blieb, weil sie den hohen Ton ihrer goldnen Tage fortführte. Sklaven zu Hause und Fremdlinge auf ihrem eigenen Throne, gaben die spanischen Schattenkönige ihren deutschen Verwandten Gesetze; und es ist erlaubt, zu zweifeln, ob der Beistand, den sie leisteten, die schimpfliche Abhängigkeit werth war, womit die deutschen Kaiser denselben erkaufen mussten.

1. Analyse the sentence: *Sklaven zu Hause....Gesetze,* noting a certain peculiarity in its construction; and write it in the logical order in the form of a *principal* clause with a *dependent relative* one.

2. Womit die deutschen Kaiser denselben erkaufen mussten. Explain the words *womit* and *denselben.* State why *denselben* is used instead of *ihn.*

ENGLISH LANGUAGE AND LITERATURE.

Examiner.........................J. G. SCHURMAN, M. A., D. Sc.

FIRST YEAR.

TIME: THREE HOURS.

A.

1. Punctuate the following passage: "Now you must have patience with me if in approaching the specialty of this subject I dwell a little on certain points of general political science already known or established for though thus as I believe established some which I shall have occasion to rest arguments on are not yet by any means universally accepted and therefore though I will not lose time in any detailed defence of them it is necessary that I should distinctly tell you in what form I receive and wish to argue from them and this the more because there may perhaps be a part of my audience who have not interested themselves in political economy as it bears on ordinary fields of labour but may yet wish to hear in what way its principle can be applied to art."

2. Combine into one sentence,—"I was yesterday told a story. I could not smile at it. It was of a modest young gentleman. He was invited to an entertainment. He was not used to drink. He had not the confidence to refuse a glass. Suddenly he grew flustered. He took all the talk of the table into his own hands. He abused every one of the company. He flung a bottle at a gentleman's head. By this gentleman he was being entertained."

3. The following sentences, if found faulty, are to be corrected,—in construction, diction, punctuation, &c.

(*a*.) Inspired with love for his native province he intended to do his duty and he believed, that the bill, was not in the interest of the province he would vote against it.

(*b*.) As applied to them the famous words of the Scotch poet, would have to be reversed and we would have to read;

There breathes many a man with soul so dead

(*c*.) Every man was asked to pay, his fair share of the taxation and not as hitherto one half of the tax-payers paying for the whole.

(*d*.) If this should prove unsuccessful which probably it shall, I shall rent the house.

(*e*.) Blessed are the meek—that was one of His observations.

(*f*.) There was a sensation of cabbage: as if all the greens, that had ever been boiled there, were evergreens and flourished in immortal strength.

4. Construct, in imitation of Addison, two sentences—containing together about 150 words—on an imaginary visit of Sir Roger de Coverley to this examination-room.

Or, Write a paragraph of about 400 words characterizing the style of Addison.

B.

5. Describe (*a*) the language, (*b*) the imagery, (*c*) the metre, and (*d*) the nature of the subjects of Pope's poetry.

6. What is the subject of the *Rape of the Lock*? How is it treated? Why has that poem been regarded as "the real epos of society under Queen Anne?"

7. Enumerate Johnson's works. Estimate his service to English Literature.

8. Make an analysis of Gray's *Progress of Poesy*, specifying the illustrations used, and quoting any of the more memorable lines.

9. Name the authors and give the context of the following lines, and explain the words italicised:

(*a*.) *Here* thou great *Anna* whom *three realms* obey.

(*b*.) Once more, *Democritus*, arise on earth.

(*c*.) They saw in *Tempe's* vale her *native maids*.

(*d*.) The *breezy* call of *incense-breathing* morn.

(*e*.) With *incense* kindled at the *Muse's flame*.

(*f*.) In *thy* green lap was *Nature's darling* laid.

(Additional for First or Second Class.)

JOHNSON: SELECT LIVES. POPE: SATIRES AND EPISTLES.

TIME: TWO HOURS.

1. Sketch the history and influence of the *Spectator*. What is Johnson's estimate of the critical papers contributed by Addison?

2. Give Johnson's estimate of Pope's *Essay on Criticism*.

3. How was Pope's *Essay on Man* treated by Crousaz, Warburton, and Johnson?

4. What is the precise relation between Pope's *Satires and Epistles* and their Latin originals?

5. Give the substance of the autobiographical passages in the *Satires and Epistles*.

6. Quote Pope's characterization *either* of Addison *or* Lord Hervey.

7. Explain the allusions in the following passages, indicating the context in which they occur:—

(*a*.) May every Bavius have his Bufo still.

(*b*.) And sees at Cannons what was never there.

(*c*.) In South-sea days not happier, when surmis'd
The lord of thousands, than if now excis'd.

(*d*.) Let humble Allen, with an awkward shame
Do good by stealth and blush to find it fame.

SECOND YEAR.

SHAKESPEARE: HAMLET, TWELFTH NIGHT, OTHELLO, JULIUS CÆSAR, CYMBELINE.

TIME: THREE HOURS.

N. B.—Answer only ten questions, in which, however, 4, 5, 6, 7, 8 must be included. Extra marks will be given for all RELEVANT *quotations.*

1. Specify the evidence by which the chronology of Shakespeare's writings is ascertained.

2. Determine the dates of the plays mentioned above.

3. On what principle does Shakespeare name his plays?
Discuss the propriety of the five names above.

4. 5. 6. 7. 8. The following passages are to be fully explained.

(Take account, where you think it necessary, of the context, of parallel passages, and of corruptions and emendations of the text):—

He smote the sledded Polacks on the ice. Springes to catch woodcocks. Unhousel'd, disappointed, unanel'd. With windlasses and with assays of bias. Their inhibition comes by the means of the late innovation. I am but mad north-north-west. In our circumstance and course of thought. A vice of kings. Hoist with his own petar. A certain convocation of politic worms. You must wear your rue with a difference. He is the card or calender of gentry. (*Hamlet.*)

Like the sweet sound that breathes upon a bank of violets. Good my mouse of virtue. A catch that will draw three souls out of one weaver. Call me cut. She sat like patience on a monument, smiling at grief. Not, like the haggard, check at every feather that comes before his eye. The bed of Ware in England. The new map with the augmentation of the Indies. This is very midsummer madness. (*Twelfth Night.*)

God bless the mark. So may he with more facile question bear it. Seel with wanton dulness my speculative and offic'd instruments. And in the essential vesture of creation does tire the enginer. It frights the isle from her propriety. Some uncleanly apprehensions keep leets and law-days. Strain his entertainment. Though that her jesses were my dear heart-strings, I'd whistle her off and let her down the wind. Our new heraldry is hands, not hearts. I will speak as liberal as the north. (*Othello.*)

Now is it Rome indeed, and room enough. Be factious for redress. The genius and the mortal instruments are then in council. Take thought, and die for Cæsar. Is it physical? As fire drives out fire, so pity, pity. Cry "Havoc"! and let slip the dogs of war. That day he overcame the Nervii And come down with fearful bravery. (*Julius Cæsar.*)

I do extend him, sir, within himself. She's a good sign, but I have seen small reflection of her wit. When I kissed the jack, upon an up cast to be hit away. Swift, swift, you dragons of the night, that dawning may bare the raven's eye. Two winking Cupids....nicely depending on their brands. Alike conversant in general services, and more remarkable in single oppositions. You some permit to second ills with ills, each elder worse, and make them dread it, to the doers' thrift. To satisfy, if of my freedom, 'tis the main part, take no stricter render of me than my all. For feature, laming the shrine of Venus, or straight-pight Minerva, postures beyond brief nature. (*Cymbeline.*)

9. Shew, in detail, what is the "idea" or "central thought" of the play of *Hamlet.* Does the same subject appear in other plays of Shakespeare?

10. Contrast the characters of Imogen and Ophelia.

11. Sketch the character *either* of Othello *or* of Brutus.

12. On what principle does Shakespeare make *Othello* a tragedy, *Twelfth Night* a comedy, and *Cymbeline* neither?

13. What is the relation of morality to art in Shakespeare?

HISTORY.

Examiner .. ..PROFESSOR FORREST.

THIRD YEAR.

TIME: THREE HOURS.

Answer only one question of the first seven divisions. Do not take (b) *if you can answer* (a).

1. (*a.*) What races had formed a settlement in the territory of the Western Empire at the close of the 5th century? In what order had they come? Where did they settle?

(*b.*) What were the relations which existed between the Romans and the Barbarians along the frontier, and how did they prepare the way for the dissolution of the Western Empire?

2. (*a.*) "Now the two great ideas which expiring antiquity bequeathed to the ages that followed were those of a world-monarchy and a world-religion." (Bryce.) Explain.

(*b.*) What were the leading barbarian tribes that harassed the Byzantine Empire in the days of Heraclius? What was his policy regarding them?

3. (*a.*) "Thus —— —— may be considered as the founder of the French monarchy properly so called." Fill in the name and explain.

(*b*) On the death of Clovis (A. D., 511) how was the kingdom of the Franks divided?

4. (*a*) Give the names of the first four Caliphs who succeeded Mohammed and the conquests which took place under each of them.

(*b*) Explain the meaning of the following words which occur in Mohammedan history, Shiites, Sonnites, Abassides, Ommyads, Fatimites.

5. (*a.*) The kings of England and France submitted their disputes to Boniface the VIII. What were the matters in dispute? the decision? the results? Name the kings.

(*b.*) By the middle of the 15th century the number of states into which Spain had been divided was reduced to four. Name them, give position and extent.

6. (*a.*) Give the leading events of the reign of John of France.

(*b.*) Give the leading divisions of Italy at the close of the 15th century.

7. (*a.*) Give a brief description of the constitution of Aragon in the 15th century.

(*b.*) What was the condition of Florence under Lorenzo de Medici.

8. Trace the connection between the teachings of Savonarola and the New Learning in England.

9. Give a brief account of Machiavelli. What is the purport of his work "The Prince."

10. What were the three principal class divisions of the English people in the 11th century. Which class gained most by the Norman conquest?

11. Write brief notes on any two of the following subjects: Brunhild and Fredegonde. The Bundschuh. The Swabian League. Improvement in the position of woman during the middle ages. Margaret, the Semiramis of the north. Early history of Iceland.

FOURTH YEAR.

TIME: THREE HOURS.

1. What two disputes led to the Thirty Years War? What nations took part in the struggle?

2. How far did the treaty of Westphalia secure religious toleration in Germany?

3. What were the terms of the peace of Ryswick? What were its effects on the political history of England?

4. (*a.*) State some of the Constitutional difficulties which arose on the flight of James II. What were the views of the several political parties? How was comparative unanimity secured?

(*b.*) The effects of the Revolution which placed William and Mary on the throne were different in the three Kingdoms of England, Scotland and Ireland. Why?

5. (*a.*) What was the policy of Sir Robert Walpole? How may it be said of him, that his qualities were such as a practical statesman alone, could do full justice to?

(*b.*) What were Pitt's views of the Seven Years War?

6. (*a.*) "Never had England played so great a part in the History of mankind, as in the year 1759." (Green.) Explain.

(*b.*) "It is no exaggeration to say that three of the victories of the Seven Years War determined for ages to come, the destiny of mankind." (Green.) Explain.

7. (*a.*) What was the league formed against Sweden on the Accession of Charles XII? What did each member of the league wish?

(*b.*) What saved the Russian army in the war with Turkey, 1714? What were the provisions of the treaty then formed between these two countries?

8. What effect had the American Revolution on the relations of Crown and Parliament in England?

9. (*a.*) Give a brief account of the Social and Political condition of France at the outbreak of the Revolution in 1789.

(*b.*) "At the moment when the Duke of York with 10,000 English troops joined the Austrian army on the northern border of France, a march on Paris would have crushed the rebellion. But the chance was lost." Why?

10. (*a.*) Give a number of the most important dates in the period of the French Revolution.

(*b.*) How do you account for the astonishing success of the French Republic in the struggle against the 1st Coalition?

11. (*a.*) Give a brief account of the peace of Luneville.

(*b.*) What was Napoleon's design in the conquest and occupation of Egypt?

12. (*a.*) Give a brief account of the death of the Czar Paul, the causes which led to it and the results which flowed from it.

(*b.*) When were the Berlin Decrees issued? What were they?

POLITICAL ECONOMY.

Examiner ....PROFESSOR FORREST.

TIME: THREE HOURS.

1. Give a definition of Political Economy and a brief sketch of its history as a science.

2. Charles V. is sometimes spoken of as the founder of the *Mercantile System*. He called the Portuguese the enemies of Christendom, because they exported coin to the infidel to pay for commodities. Show wherein his mistake consisted.

3. Trace the rise of the doctrine of the *Balance of Trade* in England.

4. A owns a farm worth $2,000.00, Bank Stock $5,000.00, Dominion Debentures $5,000.00, mortgages on his neighbours' farms, $10,000.00. How much of this can properly be considered wealth to the country? Does the aggregate of wealth of all individual citizens fairly represent the wealth of the country?

5. Supposing the Shubenacadie Canal, which was a total failure, to have cost $375,000.00, what was the loss to the capital of the country?

6. "Credit is indispensible for rendering the whole capital of the country productive." Explain.

7. What would be the effect on the business community if the Dry Dock at Halifax were built with money raised in the City? If built with outside capital?

8. It is generally supposed that the gold taken from our mines costs, in labour and material, all that it is worth. Does the country gain anything by working the mines?

9. Briefly discuss the subject of Bimetalism.

10. Trace briefly the history of Paper-money Inflation in France.

11. What determines the value of an Inconvertible Paper Currency ?

12. Give the substance of Bastiat's "Candle Maker's Petition." Show its weakness as an argument against Protection or defend it.

13. Give a summary of Perry's arguments in favor of Free Trade.

14. Carey maintains that Malthusianism is not in harmony with the facts of the past or the present. Give a few of his arguments in support of this statement.

15. What is the value of a house which cost $20,000.00, and will only sell for $4,000.00 ? Discuss the question of value of property, with special reference to our civic taxation.

ETHICS.

Examiner...... ....PRINCIPAL ROSS. D. D.

TIME : THREE HOURS.

1. Specify the mental processes which necessarily precede a deliberate act of choice.

2. Is motive, strictly speaking, Objective or Subjective? Assign reasons for your answers.

3. Explain the phrase "moral necessity" as employed by Necessitarians who are not Fatalists :—shew that, in this sense it is quite compatible with the freedom of the Will.

4. Specify the constituent elements of the Moral Faculty assigning to each its appropriate functions.

5. Give the Utilitarian Theory of Morals. To what grave objections is it open ?

6. Explain the difference between the Foundation and the Standard of Virtue ? How is the Standard of Virtue ascertained.

7. Shew that belief in the Existence of a Supreme Being is Intuitive. Unfold the contents of the Intuition. Explain the office of Reason in this discussion.

8. How does the Problem of Existence first rise in the mind ?

9. In enquiring for the origin of the various forms of existence around us what is the most striking fact that arrests our attention ? What inference do we naturally draw from this fact.

10. On what general principle in Physics do modern materialistic Atheists endeavor to account for the phenomena of life, thought, and volition ? Show by direct and indirect arguments that the explanation is inadequate.

11. In what does Duty originate ? Classify Duties.

12. What is Casuistry ?

13. What estimate should we form of the conduct of a man who does what he knows to be wrong to save life ?—of the man who voluntarily suffers death rather than do wrong ?

14. In the case of conflicting duties, what rule should we adopt for our guidance ?

METAPHYSICS.

Examiner.... ....J. G. SCHURMAN, M. A., D. Sc.

THIRD YEAR.

TIME : THREE HOURS.

1. What is the fundamental distinction between Ancient and Modern Philosophy ?

2. Expound, in its historical relations, the system of Anaxagoras.

3. What causes produced the fall of Scholasticism ?

4. "*Cogito ergo sum.*"

Examine the evidence of this assertion, and show how, according to Descartes, it stands related to all our other knowledge.

5. "Bodies themselves are not properly perceived by the senses, nor by the faculty of imagination, but by the intellect alone." (*Descartes*).

State and examine the reasoning of which this is the conclusion.

6. What is meant by "Innate Ideas" ? On what ground does Locke reject them ?

7. How does Berkeley conceive the relation between objects of sight and of touch ?

8. Expound Berkeley's doctrine of causation ; and compare it with Comte's and J. S. Mill's.

Is there any affinity between the philosophical systems of these three thinkers ?

LOGIC AND PSYCHOLOGY.

Examiner ....PROFESSOR LYALL.

PSYCHOLOGY.

1. What is our classification of the phenomena of Mind ? What are the conditions of mind, and how are they distinguished from mind proper ? Distinguish between the occasion and the cause of an idea ?

2. What do you understand by the Intuitional element in mind, and what is so important to be noted in regard to this element ? Specify the Intuitions, and give the other terms by which they are designated, with the reason for each particular designation.

3. With what Faculties, according to the older nomenclature, do the Laws of Mind and the Practical Processes correspond ? Point out, particularly, what is implied in Generalization, and its relation to Reasoning.

4. How may Memory be identified with Knowledge, and wherein does the Knowledge of Memory differ from Knowledge simply? What phenomena of memory does this view serve to explain, and what are the practical lessons to be derived from the particular view?

5. Give Aristotle's Laws of Reminiscence, and Hume and Brown's Laws of Association. To what single law may they all be reduced? Give briefly the secondary Laws of Association.

6. What is the ordinary view taken of Imagination, and how is it more commonly defined? What kinds of Imagination may this be said to include? Is *it* the poetic faculty? How may the latter be defined?

LOGIC.

1. In what sense may Logic be considered a Science in what an Art?

2. Distinguish between an immediate and irrespective, and a mediate and relative, knowledge.

3. Give the laws of logical thought, and show their correspondence with the laws of mind as given in our Psychological course.

4. What are the two quantities under which concepts may be regarded, involving, it is supposed, two separate processes of reasoning?

5. Show how reasoning is not a matter of quantity, and state our quarrel with Mill and Hamilton on this subject.

6. How are Syllogisms divided according to their internal character, and how in respect of their external form?

7. How are propositions illatively converted?

8. What are the moods and figures of the Syllogism?

9. Why is it often better to retain a Syllogism in the 2nd and 3rd figures than to reduce it to one in the 1st?

10. Give the uses of the 3rd figure particularly.

11. Show how the Fallacies are violations of the rules of the Syllogism, and therefore formal, or "in dictione," and in what respects they may be material, or "extra dictionem."

12. What is the doctrine of Method? What is Synthesis and what Analysis?

13. Give the rules of Definition and Division.

14. How are Probations divided in respect of their matter, form, and degree of cogency? Give the rules of Probation, viewed as an extended process, and distinguished from a single Syllogism or reasoning.

MATHEMATICS.

Examiner..................................C. MACDONALD, M. A.

GEOMETRY.—FIRST YEAR.

APRIL 15TH.—10 A. M. to 1 P. M.

1. If a straight line be divided into two parts, the squares of the whole line and one of the parts are together equal to twice the rectangle of the whole and that part, together with the square of the other part. Shew also that $(a-b)^2 = a^2 + b^2 - 2\,ab$ is the algebraic eqivalent of the proposition.

2. In any triangle, if a perpendicular be drawn from the vertical angle to the opposite side, the square of a side opposite an acute angle at the base is equal to, &c.—complete the enunciation and prove the proposition.

3, The sides of a triangle being *a*, *b*, *c*, opposite the corresponding angles, draw a perpendicular on *c*, and find the segments of the base, and afterwards the perpendicular: do this, using the previous proposition.

4. One circle cannot touch another internally in more than one point.

5. Give Euclid's *construction* for drawing a tangent to a circle from a point without it. Draw the tangent by a shorter method, and criticise Euclid's method.

6. Having given the angular points of a regular pentagon inscribed in a circle, describe a regular pentagon about the circle.

7. If the sides about the angles of two triangles are proportional, the triangles are equiangular.

8. Equal triangles that have one angle of the one equal to one angle of the other, have the sides about the equal angles reciprocally proportional. Extend the enunciation, shewing why you do so.

9. The only regular polygons that can completely fill up a plane superficies without interstitial space, are the three-, four- and six-sided ones.

10. If the vertex of a triangle is nearer the middle of the base than its extremities are, the vertical angle is obtuse: if more distant, it is acute.

11. If perpendiculars be let fall from the angles of a triangle on the opposite sides: (1) they pass through a point: (2) the rectangles of their segments are equal to one another: (3) the lines joining the points where they meet the sides are equally inclined to the sides of the triangle.

12. Find a point in the circumference of a circle from which lines drawn to two given points without it shall contain the greatest possible angle.

ALGEBRA.—FIRST YEAR.

APRIL 15TH.—3 TO 6 P. M.

1. Show that $a + m\sqrt{x} = \sqrt{y}$, is impossible: $\sqrt{x}$ and $\sqrt{y}$ being true surds. Express the substance of this result in a verbal statement.

2. Prove

$$\sqrt{a^3-2a^2x+ax^2}+\sqrt{a^2x-2ax^2+x^3}+\sqrt{a^3-2a^2x+ax^2}$$
$$+\sqrt{a^2x+2ax^2+x^3}=2a(\sqrt{a}+\sqrt{x})$$

3. Explain the method of solving n simultaneous equations containing n unknown quantities (1st degree): such for instance as

$$\begin{array}{ll} ax+by+cz+dw+\&c. & =p \\ a_1x+b_1y+c_1z+d_1w+\&c. & =p_1 \\ \&c. \quad \&c. \quad \&c. & =\&c. \end{array}$$

4. If an algebraic function $f(x)$ of any degree, such as $ax^4+bx^3+cx^2+dx+e$, be divided by $x-r$, shew that the remainder, when the positive powers of x are exhausted, is precisely the same function of r.

5. If p and q are positive quantities, the roots of $x^2-px-q=0$ must in all cases be real, and opposite in sign; and the positive root must be numerically greater than the negative one.

6. Solve the equation $\sqrt{x^2-2x+9}-\frac{x^2}{2}=3-x$. What general principle does your solution illustrate.

7. In an Examination Paper, A made 2¼ times as many marks as B: and the difference of the square roots of the numbers of their marks was $\frac{1}{12}$th of the number that B made. Find the numbers of their marks.

8. Given $\frac{x^2}{y^2}+\frac{y^2}{x^2}-\frac{3x}{y}+\frac{3y}{x}=\frac{13}{4}$, and $x-y=2$; find x and y.

9. Three spherical balls of lead, of diameters 2¾, 3½, 4 inches respectively, are to be fused into a single ball. It is given that the masses of spheres, *ceteris paribus*, is proportional to the cubes of their diameters. Prove that the diameter of the new sphere will be a very little in excess of 5 inches.

10. If $\left\{\frac{n(n+1)}{2}\right\}^2$ be the sum of a series for all values of n, shew that the series must be $1^3+2^3+3^3+\&c.+n^3$.

11. Shew that according to the usual rotation the sum of an arithmetical series $=\left\{2a+(n-1)d\right\}\frac{n}{2}$; and that in the case where this sum is $=0$, the common difference must be of a contrary sign to the first term, and must also, n being odd, be a sub-multiple of it.

12. Prove that $a(b^2+c^2)+b(a^2+c^2)+c(a^2+b^2)>6abc$.

13. Show that the expression $f(x)$ changes its sign from $+$ to $-$, or the other way, as x passes through a root of the equation $f(x)=0$. Prove hence that there is at least one root of the equation

$$x^5+3x^4+2x^3-3x^2-2x-2=0,$$ between 1 and 2.

GEOMETRY AND MENSURATION.—SECOND YEAR.

APRIL 15TH.—10 A. M. TO 1 P. M.

1. Similar triangles are to one another in the duplicate ratio of their homologous sides. Prove this: and represent the ratio of the two triangles by means of two straight lines whereof one X is given.

2. Parallelograms about the diameter of any parallelogram are similar to the whole and to one another.

3. If a quadrilateral be inscribed in a circle, the rectangle contained by its diagonals is equal to the sum of the rectangles contained by its opposite sides.

4. Prove that in a parabola the subnormal is constant and equal to twice the distance of the focus from the vertex.

5. Draw two tangents to a parabola from a given point without it.

6. The area of a parabolic segment is equal to two-thirds of the triangle on the same base whose sides are tangents to the parabola at the extremities of the base.

7. Prove either the 35th or the 36th Proposition of Euclid, Book III, shortly by the Sixth Book.

8. Make an isosceles triangle equal in area to a given triangle and having a common angle with it.

9. If a straight line be drawn through a centre of similitude cutting two circles it shall cut off similar segments.

10. The radius of a circle is 100 ft.: find the area of a sector of it, the arc subtending at the centre 67½°.

11. The sides of a triangle are 15, 16, 17 ft. respectively. Find the radius of the inscribed circle, and the area of the remainder of the triangle.

12. A cubical mass of metal (vol. $=a^3$) is to be cast into the form of a right cone, the diameter of the base to be equal to the height of the cone. Find this diameter.

Apply arithmetical calculation, supposing $a^3=\frac{1}{2}$ a cubic foot, and knowing that $\sqrt[3]{2\pi}=1.845$.

TRIGONOMETRY AND ALGEBRA.—SECOND YEAR.

APRIL 15. 3 TO 6 P. M.

1. Suppose the circumference of the circle to be the unit of circular measure; what would be the circular measure of π°?

2. One angle of a triangle is 45°, and the circular measure of another is $\frac{\pi}{3}$: find the third angle in circular measure and in degrees.

3. Group the six chief Trigonometrical Functions in three pairs, each with its reciprocal. Why *chief?* Also if $\cos B=\frac{a^2-b^2}{a^2+b^2}$, find the other five functions. Shew also that $\sec A=\frac{2\sqrt{ab}}{a+b}$ is impossible a and b being real numbers.

4. Prove, geometrically, for one conformation of figure, that $\sin(A+B)=\sin A\cos B+\cos A\sin B$: and, assuming the universal character of the proof, deduce the common formula for $\cos(A-B)$.

5. Prove $\sin(n+1)A=2\sin nA\cos A-\sin(n-1)A$; and illustrate the use of the formula in the calculation of Trigonometrical Tables.

6. Prove the following relation between the sides and angles of a plane triangle ABC: $a^2+b^2+c^2=2ab\cos C+2ac\cos B+2bc\cos A$.

7. Prove the common formula (*geometrically*, best),
$a+b : a-b :: \tan\frac{1}{2}(A+B) : \tan\frac{1}{2}(A-B)$; and say when, in the solution of a triangle, you would use it. Describe the further steps, if any, of the solution.

8. Distinguish between the true logarithm of a Trigonometrical Function and the artificial logarithm of the same: and prove this relation, for example, $Log\tan A=20-Log\cot A$.

9. Using the common notation for the radii of the circles connected with a triangle, prove $\frac{1}{r}=\frac{1}{r_{,}}+\frac{1}{r_{,,}}+\frac{1}{r_{,,,}}$; prove also that the continued product of the four radii S^2: and give a geometrical meaning to this result.

10. In the expansion of $(a+x)^n$ the co-efficients of terms equidistant from the extremes are equal. When n is odd, find the greatest co-efficient.

11. Shew that the processes of Arithmetical Multiplication and Division can, by the use of logarithms, be reduced to Addition and Substraction.

12. The number of Prime Numbers is indefinitely great. Find whether 1073 is prime or not.

EXTRA MATHEMATICS.—SECOND YEAR.

APRIL 17TH.—3 TO 6 P. M.

1. If two straight lines be cut by parallel planes, they shall be cut in the same ratio.

2. If the sides BA, AC of a triangle BAC be cut at D and E in the same ratio ($m:n$) and BE, CD intersect at Q, then the line AQ being produced shall cut BC in F, so that BF : FC in the duplicate ratio of BD : DA.

3. Enunciate DeMoivre's Theorem, and prove it when n is a fraction equal to $\frac{p}{q}$.

4. Having found the series, $\log_{\epsilon}(1+x)=x-\frac{1}{2}x^2+\frac{1}{3}x^3-$&c., manipulate it so as to obtain the working series for the calculation of common logarithms, viz:—$\log_{10}(n+1)=\log_{10}n+$ &c.

5. Starting from the exponential values for $\sin x$ and $\cos x$, find $\tan x$ in the same, and complete the investigation that results in $\tan^{-1}x=x-\frac{1}{3}x^3+\frac{1}{5}x^5-$&c.

6. Shew that $\log_{\epsilon}2=1-\left(\frac{1}{2.3}+\frac{1}{4.5}+\frac{1}{6.7}+\text{&c.}\right)$

7. Define Pole and Polar with reference to a circle. If a number of chords pass through the same point: prove that the locus of their poles is a straight line: also find this line geometrically. (Prove without referring to class exercises).

8. Prove $\cot^{-1}n+\cot^{-1}(n+1)=\cot^{-1}\frac{n^2+n-1}{2n+1}$.

9. There are four balls in a bag, of which nothing is known but that they are severally either black or white. Two are taken out by chance and they both prove white: these being returned to the bag, two are again drawn and are white. Shew that it is 3 : 2 the balls are all white, and that it is 9 : 1 two are not black.

10. A landlord is to be dispossessed of his estate of which the annual rental is £A. He is to be compensated by an equivalent annuity to last for n years and then expire. If £$A_{,}$ be the annuity, prove

$$A_{,}=\frac{AR^n}{R^n-1}.$$

PHYSICS.

Examiner.............................J G. MACGREGOR, D. Sc.

THIRD YEAR CLASS.

APRIL 15TH.—10 A. M. TO 1 P. M.

N. B.—Twelve questions to be answered.—Those marked with an asterisk have the higher values.

(1.) Define *measurement*, *unit*, *derived unit*.—What relation holds between the numerical measures of a given quantity, and the magnitudes of the units in which they are expressed.

(2.) Define curvature, and shew that the curvature of a circular path is equal to the reciprocal of the radius.

(3.) Define acceleration, and find the acceleration of a particle which, with an initial velocity of 20 ft. per sec. traverses in 10 minutes a distance of 1500 yards.

*(4.) What is Simple Harmonic Motion?—A tooth in the blade of a reaper describes a simple harmonic motion of 1.5 inches amplitude in a period of 0.1 sec. Find its maximum velocity, and its maximum acceleration.

*(5.) If a plane figure be displaced in any way in its own plane, there is in general one point in it, common to any two positions.

(6.) Describe rough experiments by which the Second Law of Motion might be suggested to a person ignorant of Dynamics.

(7.) Define the unit of force of the "absolute" system.—Shew that the unit of mass of the gravitational system is g times the mass the weight of which is taken as the unit of force, g being the acceleration of a freely falling body.

(8.) Enunciate and prove the proposition called the "Triangle of Forces."—Explain *resolution of force.*

*(9.) What is the law of Conservation of Energy as applied to a single particle?—A particle of 4 lbs mass, initially at rest, is acted upon during 10 seconds by a vertical upward force of 256 poundals. Prove that the work done is equal to the Energy which the body possesses after, say, 15 seconds, over and above its initial energy.

*(10.) The work done by a force during any displacement of a particle, is equal to the sum of the quantities of work done by its components.

*(11) Two bodies of equal weight, are connected by a string which passes over two smooth pegs in the same horizontal line, and supports a third body hanging from a smooth ring through which the string passes. The whole system is in equilibrium. Find the distance of the ring from the line joining the pegs, in terms of data easily obtained by measurement before the bodies are hung up.

(12.) Explain clearly why it is that the body of a skater, in skating round a curve, is inclined.—How and why does the inclination depend upon the speed of the skater?—Does it depend upon his weight?

(13) Define *Centre of Mass.*—Show how to find the distance of the centre of mass from a given fixed plane, in the case of a system of three particles situated in one plane.

(14.) Describe the balance.—Enumerate the characteristics of a good Balance, and find the conditions of greatest sensitiveness.

*(15.) Define *longitudinal strain, elasticity.*—Enunciate Hooke's Law.—How would you determine Young's modulus for say india-rubber?—How does the value of Young's modulus depend on the magnitudes of the simple units?

(16.) In a heavy incompressible fluid at rest, surfaces of equal pressure are surfaces of equal depth.

(17.) To test whether or not air was a heavy body, Aristotle weighed different quantities in a bag. As he could detect no difference of weight he considered air to be imponderable. What was his error?

(18.) What is the specific heat of a substance?—How much boiling water must be mixed with 0.5 lb of oil of citron (specific heat=0.45) at 40°C, that the mixture may have a temperature of 50°C.

(19.) Describe an experiment shewing that the boiling point of a liquid rises with the pressure to which the liquid is subjected.—How does the molecular theory explain this phenomenon?

(20.) What are the thermal effects of *(a)* adding sugar to a cup of tea, *(b)* sprinkling ice with salt, *(c)* mixing Sulphuric acid and water? Why are they produced?

(Additional for First Class.)

APRIL 19TH.—3 TO 4.30 P. M.

N. B. Only four questions to be answered. Those marked with an asterisk have the higher values.

*(1.) Shew that two simple harmonic motions in one line and of one period, give when compounded a single simple harmonic motion; and find on what its amplitude depends.

(2.) An angular acceleration about an axis perpendicular to the axis about which a body is rotating changes the direction of the axis of rotation but not the angular velocity.

(3.) A rigid system may be brought from any one position to any other by a determinate translation and a determinate rotation about the direction of translation.

*(4.) A body undergoes a homogeneous strain consisting of elongations in two directions perpendicular to one another. Determine geometrically the positions of the two planes of no distortion, and shew that this strain may be compounded of a simple shear and an elongation in one direction.

(5.) If the acceleration of a falling body is taken as unit of acceleration, the weight of a ton as unit of force, and one horse-power as unit of rate of work, determine the simple units of length, time and mass from which the above unit may be derived.

(6.) Determine the acceleration of the centre of mass of a system of particles in terms of the external forces acting on the particles and the masses of the particles.

*(7.) What are the general equations of motion of a rigid body?—Apply them to the case of a body acted on by two parallel forces, determining the magnitude and direction of the resultant of these forces and the distance of its line of action from the centre of mass.

FOURTH YEAR CLASS.

APRIL 15TH.—3 to 6 P. M.

N. B.—Only twelve questions to be answered.—The questions marked with an asterisk have the higher values.

(1.) Upon what law of the torsion of wires is the Torsion Balance based?—Describe any form of this instrument and illustrate its use.

(2.) Determine the pressure on a sluice gate 12 feet broad, against which the water (density=62 .5 lbs per cu. ft.) rises 5 ft.

(3.) What condition must be fulfilled that the equilibrium of a floating body may be stable?

*(4.) The elasticity (for changes of volume at constant temperature) of a gas which obeys Boyle's Law, is numerically equal to its pressure.

(5.) How would you conduct experiments to determine the dependence of the diffusion of gases of different densities upon their densities?

(6.) Describe some delicate method of measuring the expansion of a rod produced by a given change of temperature. The measurement having been made, how would you determine the mean coefficient of expansion?

(7.) Shew the physical connection between wetness of land and low temperature.

(8.) Assuming a quantity of heat to have a "mechanical equivalent, describe some mode of determining it.

*(9.) The dependence of the Freezing Point upon pressure was predicted: on what grounds?—Describe an experimental mode of verifying it.

(10.) A vapour at a given temperature is found to be able to stand a given pressure and no more. How would you shew this by experiment? How account for it by the molecular theory of the constitution of liquids and vapours?

(11.) Enumerate the chief sources of energy available to us on the earth for conversion into useful work.—What is meant by dissipation or degradation of energy?

(12.) Explain *magnetic field, intensity of field at a point, strength of pole, lamellar magnetization, line of force.*

*(13) Given that a piece of Bismuth when placed in a magnetic field has fewer lines of force passing through it, than passed through the space it occupies, in the undisturbed field, shew that a bar of Bismuth if placed between the poles of a strong horse-shoe magnet, must take up an equatorial position.

(14.) What precautions must be taken to shew that a piece of iron may be electrified by being rubbed with flannel?—How would you shew that it becomes charged when put in contact with a piece of copper?

(15.) How would you shew that when two bodies are electrified by rubbing, equal quantities of positive and negative electricity are produced.

*(16) Determine the amount of work done during the passage of a transient current, which equalizes the potentials of two conductors initially at the potentials, V_1 and V_2, respectively, by the transfer of a quantity of electricity, Q.

(17.) Describe any form of Voltaic cell, and state the conditions which must be fulfilled, in order that such an arrangement of conductors may produce an electric current.

(18.) Describe experiments shewing the production of Induction currents, and give a law determining the direction of the induced currents.

*(19.) What phenomena attend the passage of the electric current through dilute Sulphuric Acid?—What account does the molecular theory of the constitution of liquids give of these phenomena?

*(20.) How would a very delicate Barometer behave if a sound wave were moving past it?—What is the actual motion of the air particles supposed to be, through which the wave is passing?—Shew that such motion would produce a wave.

(Additional for Frst Class.)

APRIL 19TH.— 4.30 to 6 P. M.

N. B.—Only four questions to be answered.

(1.) Find the mean velocity (according to the kinetic theory of gases) of the particles of air at 0 °C and 760 mm. pressure, and (*b*) at 240 °C and 890 mm. pressure. Data:—Specific gravity of mercury =13.596; acceleration of a falling body =9. 8 metres per sec.; specific gravity of air at 0°C and 760 mm $=\frac{1}{773.3}$.

(2.) The mean specific heat of lead between 0 °C and t°, being equal to 0.0286 × 0.000019t, its melting point being 326 °C and the latent heat of fusion 5.369, find the smallest velocity with which a leaden bullet must strike a target in order that the heat produced by the impact way be just sufficient to melt the bullet, its temperature before impact being 0 °C.

(3.) Given a magnet of constant moment, shew how to compare the intensities of the Earth's magnetic field at different places.

(4.) Shew that the capacity of a conductor far from other conducductors is constant.

(5.) Assuming as known the direction of the force exerted in a magnetic field on a wire through which a current is flowing, determine the action on one another of two such wires which are parallel to one another and have currents flowing through them in opposite directions.

(6.) Electric currents are induced by rotating a coil of wire in the Earth's magnetic field. Shew the necessity of a commutator if the currents are to be used in obtaining pure Hydrogen from dilute Sulphuric Acid by electrolysis.

(7.) Compare the changes in temperature produced by the same current during the same time in flowing through wires of masses 10 and 15 grammes, specific heats 0.05 and 0.08, lengths 5 and 6 inches, sections 0.1, and 0.2 sq. mm. and specific resistances 8 and 9, respectively.

ASTRONOMY.

TIME: THREE HOURS.

N. B.—Twelve questions to be answered. Those marked with an asterisk have the higher values.

*(1.) A room has its walls covered with mirrors. Shew that a man may see himself by reflexion at four of the walls, if he look in a direction parallel to either diagonal.

(2.) Investigate the reflexion of a convergent pencil of rays of small angle and directly incident on a concave mirror.

(3.) Shew that a directly incident convergent pencil of rays is convergent after refraction through a convex lens, while it is divergent, parallel or convergent, after refraction through a concave lens, according as the point of initial convergence is at a distance from the lens, greater than, equal to, or less than its focal length.

(4.) The focal length of a combination of two lenses, whose axes coincide, whose distance is a and whose focal lengths are f_1 and f_2 is equal to

$$\frac{f_1 f_2}{f_1+f_2+a}.$$

*(5.) Explain *focal lines, circle of least confusion.*

*(6.) Determine the magnifying power of Galileo's telescope, shewing the course taken by the rays in passing through the instrument.

(7.) If a ray of light is refracted through a prism, the algebraic sum (according to a certain convention of signs) of the angles made by the ray inside the prism with the normals to the refracting surfaces is equal to the angle of the prism.

(8.) Explain *dispersion, irrationality of dispersion, achromatic combinations, Fraunhofer's lines.*

(9.) Describe one method of measuring the density of the earth.

(10.) At all places on the same parallel of latitude, the zenith distance of the pole is the same.

(11.) In what various ways may the positions of heavenly bodies be described.—Sketch the peculiarities of the instruments by means of which their positions are observed.

*(12.) The sun's angular velocity in its annual motion is found to vary as the square of its apparent diameter. Shew that the area swept over by the line joining the sun and earth varies as the time.

(13.) Shew that there can be no northern latitude at which twilight lasts all night at mid-winter.—Find the greatest southerly declination of the sun which admits of twilight all night at mid-winter in the Northern Hemisphere.

(14.) Shew generally how to determine the amount of the difference between mean and apparent solar time, due to the fact that the sun moves in the ecliptic.

*(15.) Explain *Nutation.*

*(16.) Write a short sketch of what we know of sun-spots.—Were there no such spots how would we determine the position of the axis and the time of rotation of the sun?

*(17.) What observations would you make, and how would you employ them, to test the truth of Kepler's First Law?

*(18.) Prove that the forces exerted by the sun on the planets are directly proportional to their masses and inversely proportional to the squares of their distances from it.

(19.) Write a short sketch of the general characters of comets.—What has been learned about them by studying their light?

CHEMISTRY.

Examiner................PROFESSOR GEORGE LAWSON, LL. D.

INORGANIC CHEMISTRY.

PART I.—JANUARY 12TH, 1884.

TIME: THREE HOURS.

1. Define what is meant by the terms (1) Element; (2) Radicle; (3) Molecule; (4.) Atom or Atomic Proportion.

2. Distinguish between (1) Mechanical Cohesion and (2) Chemical Affinity; and between the terms (1) Mechanical Mixture, and (2) Chemical Compound.

3. Explain the mode of formation of Acids, and their relation to Salts, and the distinction between Hydracids and Oxacids.

4. What is the composition of Atmospheric Air. In what state, or states, do its two principal components exist. Give a description of them, with respect to their chemical characters only.

5. Explain the process for preparing Chlorine, and give an account of the affinities and other chemical characters of that element; also, indicate briefly the uses to which it is applied and the forms or combinations in which it may be conveniently used.

6. In what forms does Carbon occur in nature, what are its principal inorganic compounds, what are its chemical affinities, and for what purposes are they made available in the arts on a large scale?

7. Describe the mode of preparation of Nitric Acid from a Nitrate, what are its properties, in what way does it act upon metals, and what tests may be applied to ascertain that a body is a Nitrate.

8. Give a verbal explanation of the meaning of three of the following chemical equations:

(1.) $K_2O+H_2O=(HKO)_2$
(2.) $FeS+H_2SO_4=FeSO_4+H_2S.$
(3.) $2NH_4Cl+CaO=2NH_3+CaCl_2+H_2O.$
(4.) $3KOH+4P+3H_2O=3KH_2PO_2 \quad PH_3$

9. Give mode of preparation of Sulphuric Acid, and describe its properties. In what way would you determine a Salt to be a Sulphate?

10. Give an account of the History of the Discovery of Oxygen and Hydrogen, and of their reduction to the liquid or solid state.

11. Give an account of the method of preparing Iodine from sea weed, and describe the chemical characters of Iodine. What are the principal salts containing Iodine, and in what way would you test the purity of Iodine and an Iodide.

All chemical reactions are to be shown by equations, with verbal explanations only where necessary.

Five questions only to be answered. All the questions will be calculated as of equal value.

PART II.—APRIL 18, 1884.

TIME: THREE HOURS.

1. Explain verbally and by equations the changes that take place when a hydracid or oxacid unites with a basic oxide or hydrate to form a Salt. How are basic salts formed, and wherein do they differ in composition from neutral salts. Write the formulæ of Calcium Carbonate, Iron Pyrites, Ferrous Sulphate, Ferric Chloride.

2. Explain the nature of the chemical changes that take place when metallic Silver dissolves in Nitric Acid. Also the nature of the action of Nitric Acid upon metallic Tin. When metallic Copper is boiled in dilute Sulphuric Acid what takes place? Describe the action, respectively, of Sulphuric and Hydrochloric Acid upon metallic Zinc.

3. What is the composition of the Calcium Phosphate of Bones? What chemical, and what physical, change is brought about by the action of Sulphuric Acid upon Bones, or Bone Earth? What spontaneous change does bone undergo when exposed to atmospheric air. Upon what does the commercial value of a Superphosphate of Lime mainly depend?

4. How do you account, chemically, for the presence of Hydrogen and Oxygen in the combined form as Water on the surface of the globe? for the occurrence of common Salt in the ocean rather than in the waters of lakes and rivers? for the existence of an atmosphere chiefly of free Nitrogen and Oxygen? and for the occurrence of Metals in the earth's crust to so large an extent as Silicates?

5. Show by formula the constitution of a composite Silicate, so as to indicate the different kinds of bases that usually unite with Silicic Oxide to form Silicates. Compare Felspar (Orthoclase) with Clay, in respect to their composition, and explain why Clay makes a richer soil than Sand. By what process can a Silicate be brought into a soluble state for analysis. To what are the colours of minerals (as precious stones) and stained glass due? Give examples.

6. Mention some of the principal facts that have been observed as to the tendency to oxidation of different metals in dry air. What is a Metallic Oxide, and in what way are the Metallic Oxides classified? What is the effect of Heat upon certain Metallic Oxides, and of Carbon at high temperatures? What is the effect upon certain Metallic Oxides of (1) Chlorine and of (2) Water?

7. What is the usual composition of an Iron Ore, and what objectionable impurities is it apt to contain? Explain the process of Metallurgy as applied to Iron Ores in the blast furnace, with special regard to the chemical changes that take place. What is the composition, and what are the properties, respectively, of Soft Iron, Cast Iron, and Steel? What is the ordinary composition of an Iron Slag?

8. Upon what principle are Metallic Bases classified for the purpose of systematic testing in the Laboratory? Specify the test by which each group may be known. Where the group tests are all negative, how can you ascertain that a base (or salt) is really present. Give examples of each group of Bases to the extent of not more than one third of the number of Bases contained in each group.

All chemical re-actions are to be shown by equations, in addition to such verbal explanation as may be necessary.

Five questions to be answered.

ORGANIC CHEMISTRY.

PART I.—20TH DECEMBER, 1883.

TIME: THREE HOURS.

1. Compare Methane, Ethane, Propane, so as to show the mode of generation of such Hydrocarbons of the series C_nH_{2n-2} as have more than one carbon atom, and show by graphic formulæ the mode of saturation of the several Carbon and Hydrogen atoms which they contain. Why is the series called a homologous series?

2. Show the manner in which a saturated and indifferent Hydrocarbon is converted into a Bromide, Iodide, or Chloride, and the mode in which the latter are transformed into other compounds. Explain fully the nature of the residue resulting from the abstraction of the Chlorine which such a compound contains.

3. Show the chemical constitution of an Alcohol, and compare Methylic, Ethylic and Propylic Alcohols with the corresponding saturated Hydrocarbons.

4. Give the process for preparation of Ether, explain its constitution, and describe its general properties.

5. Explain the constitution of Acetic Acid as a derivative of Alcohol, and show the organic groups which it contains.

6. What are "Compound Ethers," and how are they formed. Explain process for Acetic Ether.

7. Explain briefly: what is an Aldehyde? an Amide? an Amine?

Four questions to be answered.

PART II.—10TH APRIL, 1884.

TIME: THREE HOURS.

1. Compare the saturated Hydrocarbons of the Methane Series with corresponding Chlorides, Alcohols, Fatty Acids, and Compound Ethers, so as to show the constitution of each.

2. Describe Acetic Acid, and show its mode of formation in dilute solutions of Alcohol. Explain the process for preparing Acetic Ether; give reactions. What are its properties.

3. What is the chemical constitution of Glycerine. What compounds may be produced by the action of Nitric Acid upon it. Explain the chemical constitution of an animal Fat, and the nature of the change which it undergoes during the process of Saponification.

4. Explain the process by which the percentage of Fat in an organic substance may be ascertained, noticing necessary precautions in manipulation.

5. Describe Starch; point out wherein it differs from other Carbohydrates, what changes it undergoes in the living plant, and in the animal system, and what other metamorphoses it is subject to under the action of heat and acids.

6. Describe the process for preparing Absolute (Ethylic) Alcohol, and state what are its chief properties. Describe the method of ascertaining the percentage of Alcohol in a solution containing other organic compounds.

7. Describe carefully the whole process of Elementary Analysis as applied to organic bodies, and show by calculation the way in which the Atomic Composition of an organic substance is determined from its percentage composition.

Four questions to be answered.

MEDICAL CHEMISTRY.—FIRST YEAR.

PART I.—JANUARY 12TH, 1884.

TIME: THREE HOURS.

The questions were the same as in "Inorganic Chemistry, Part I."

PART II.—9TH APRIL, 1884.

TIME: THREE HOURS.

1. Compare Oxides, Sulphides, Chlorides and Oxy-Salts with respect to their theoretical constitution. What Oxides form soluble hydrates? What Sulphides are soluble? What Chlorides are insoluble?

2. In what forms of combination does the metal Sodium occur in nature? Describe briefly the process of manufacture of Carbonate of Soda from Sea Salt. Give tests for a Soda Salt whereby it can be distinguished from all others. How is Hydrate of Soda prepared from Carbonate, and what are its properties?

3. Mention, in order of their comparative abundance, the compounds of Calcium that occur in nature. Describe the chemical changes that take place in the burning, and slacking, of lime. How is lime water prepared, and to what chemical changes is it liable? When oxalate of lime is raised to a high temperature, what change does it undergo?

4. In what form of combination does Magnesium occur in nature? How is the metal prepared, and what are its properties? In what way is Magnesium Sulphate prepared, and what impurity does it usually contain? How would you distinguish a Magnesium from a Calcium salt?

5. Write the formula showing the composition of crystallized Ferrous Sulphate. What is the chemical nature of the change which it undergoes when in solution? Distinguish by tests a Ferrous from a Ferric salt.

6. Zinc occurs in nature in what forms? How is Sulphate of Zinc prepared, and what is its composition (in crystals)? How is Chloride of Zinc prepared, and what are its properties? Give tests for a Zinc salt.

7. What are the chemical properties of Potassium Bichromate upon which its uses in the arts chiefly depend? When heated with Sulphuric Acid and Alcohol what chemical changes take place? Give test for Chromic Acid. Give test for Sesquisalt of Chromium.

8. What is the composition of common White Arsenic, and in what is it soluble? Describe briefly Marsh's process for detecting Arsenic. Also Reinsch's process. By what means may organic matter be removed, so as to leave a clear solution for testing?

9. Explain the chemical differences between Corrosive Sublimate and Calomel. Give tests whereby the one may be distinguished from the other. Under what circumstances may a Mercurous Salt change into a Mercuric, and *vice versa?* How is Mercury tested for when mixed with organic matter?

Five questions to be answered.

MEDICAL CHEMISTRY.—SECOND AND THIRD YEARS.

PART I.—JANUARY 14TH, 1884.

TIME: THREE HOURS.

1. Describe fully Marsh's Process for Detection of Arsenic and Antimony, explaining throughout the several chemical re-actions by equations.

2. Describe the process for treating the stomach and contents so as to dissolve them, and obtain a clear solution fit for testing for metallic poisons.

3. What are the principal impurities in water affecting its quality for household use, and in what way would you detect their presence, in each case, and ascertain approximately the amount of each.

4. Ascertain the action of a sample of water upon lead pipe.

5. Ascertain the presence or absence of a Mercury Compound in a solution, and determine the precise nature of the compound.

6. Determine the amount of Arsenic present. Calculate into $As_2\,O_3$.

Five questions to be answered.

PART II.—9TH APRIL, 1884.

TIME: THREE HOURS.

1. Explain the process of Elementary Analysis as applied to organic bodies, specifying the modes adopted for determining (1) The amounts of Carbon and Hydrogen; (2) Nitrogen.

2. What is Methane as regards its chemical constitution? What is the nature of the action of Chlorine upon it? What is the relation of Methyl Alcohol to Methane? What is the composition and constitution of Chloroform?

3. Describe briefly the process of Alcoholic Fermentation and explain the chemical constitution of Ethyl Alcohol. What chemical tests would you apply to ascertain its presence? By what process would you ascertain the exact amount present in a solution, such as wine or beer? What method would you adopt to ascertain the amount present in a stomach in a case of poisoning?

4. Explain the process of saponification. What is the constitution, and what are the general chemical properties, of the Volatile Fatty Acids? What is the chemical constitution of Glycerin? What is the chemical constitution of an animal Fat?

5. What is Tartaric Acid as regards its source and constitution? What is the chemical constitution of Tartar Emetic? What is the chemical composition of Cream of Tartar, and of Rochelle Salt?

6. What is a Carbo-hydrate? Compare Glucose, Saccharose and Lactose as regards their composition, solubility and general properties. Give process for ascertaining presence of Glucose in urine.

7. What are the principal chemical compounds in Opium? By what process may Morphia and Meconic Acid be separated in a state of purity without loss? Give tests for Morphia and for Meconic Acid.

8. What is the composition of Nitro-glycerine and of Dynamite, and upon what does their explosive power depend?

Five questions to be answered.

PHARMACEUTICAL CHEMISTRY.

PART I.—JAN. 12TH, 1884.

Same as "Inorganic Chemistry, part I."

PART II.—9TH APRIL, 1884.

TIME: THREE HOURS.

1. What is the relation of Methyl Alcohol to Methane? What is the composition and constitution of Chloroform?

2. Describe briefly the process of Alcoholic Fermentation, and explain the chemical constitution of Ethyl Alcohol. What chemical tests would you apply to ascertain its presence? By what process would you ascertain the exact amount present in a solution such as wine and beer?

3. Explain the process of Sponification. What is the constitution, and what are the general chemical properties, of the Volatile Fatty Acids? What is the chemical constitution of Glycerine? What is the chemical constitution of an animal Fat?

4. What is Tartaric Acid as regards its source and constitution? What is the chemical constitution of Tartar Emetic? What is the chemical composition of Cream of Tartar, and of Rochelle Salt?

5. What is a Carbohydrate? Compare Glucose, Saccharose, and Lactose as regards their composition, solubility and general properties.

6. What is Opium, and what are the principal chemical compounds contained in it?

7. In what way is Magnesium Sulphate prepared, and what impurity does it usually contain? How would you distinguish a Magnesium from a Calcium Salt?

8. Write the formula shewing the composition of crystallized Ferrous Sulphate. What is the chemical nature of the change which it undergoes when in solution? Distinguish by tests a Ferrous from a Ferric salt.

9. How is Sulphate of Zinc prepared, and what is its composition? How is Chloride of Zinc prepared, and what are its properties?

10. What is the composition of common White Arsenic, and in what is it soluble?

11. Explain the chemical differences between Corrosive Sublimate and Calomel. Give tests whereby the one may be distinguished from the other. Under what circumstances may a Mercurous Salt change into a Mercuric, and *vice versa?* How is Mercury tested for when mixed with organic matter?

Five questions to be answered.

CHEMICAL LABORATORY.

TIME: THREE HOURS.

1. Give an account of the Chemical Laboratory work done by you during the Session, explaining the process employed and results obtained in each case, and the theoretical considerations involved.

MINERALOGY.

Examiner .... PROFESSOR GEORGE LAWSON, LL. D

FOURTH YEAR CLASS.

TIME: THREE HOURS.

1. Give an account of the preliminary work done by you in the Laboratory in connection with Mineralogy, and of the Minerals analysed by you during the Session, explaining in each case the process employed, and the results obtained.

THIRD YEAR CLASS.

TIME: THREE HOURS.

1. Define what is meant by the term "Mineral." What is a "Rock." What is meant by the terms Crystallized, Crystalline and Amorphous.

2. What are the six systems of crystallization.

3. What is meant by the terms Cleavage, Hardness and Tenacity. Give examples.

4. Explain the mode of ascertaining the specific gravity of a Mineral heavier than water, noticing precautions to be observed.

5. Give an outline of the System of Classification of Minerals.

6. Give a careful description of four of the following Mineral species: Quartz, Opal, Orthoclase, Serpentine, Hornblende, Kaolin, Calc Spar, Gypsum.

No. 6 to be answered as required, and 4 of the other questions.

BOTANY.

Examiner .... PROFESSOR GEORGE LAWSON, LL. D.

PRACTICAL BOTANY AND HISTOLOGY.

THIRD YEAR (SPECIAL).

1. Give an account of the Microscopic work done by you during the session.

MEDICAL BOTANY.

PART I.—14TH JANUARY, 1884.

1. Describe the process of Cell Development in Plants, noticing particularly the successive changes in the Protoplasm and formation of concentric Cell layers.

2. Describe the structure of Exogenous, Endogenous and Acrogenous Stems.

3. Describe the whole process of Fertilization of the Ovule.

PART II.—APRIL, 1884.

TIME: THREE HOURS.

1. Give a statement of the principles upon which the Natural System of Classification of Plants is founded, with an outline of the system, and examples of the great divisions.

2. Point out the essential difference, between the groups called (1) *Thalamifloræ*, (2) *Calycifloræ*, (3) *Corollifloræ*.

3. Describe the Natural order *Ranunculaceæ*, and notice the principal medicinal plants which it contains.

4. Compare *Cruciferæ* and *Papaveraceæ*.

5. Compare *Leguminosæ (Fabaceæ)* and *Rosaceæ*.

6. Compare *Scrophulariaceæ*, *Labiatæ* and *Boraginaceæ*.

7. Compare *Liliaceæ* and *Amaryllidaceæ*.

8. State briefly the principal points in the life history of a Fern, a Moss and an Alga.

Five questions to be answered.

EXAMINATIONS FOR HONOURS.

I.—HONOURS IN CLASSICS.

Examiner .... JOHN JOHNSON, M. A.

LATIN.

I.

PLAUTUS: TRINUMMUS. TERENCE: HEAUTONTIMORUMENOS.
VIRGIL: GEORGICS, BOOKS I., IV.

TIME: THREE HOURS.

A. Translate: Trin. II. 4, vv. 119-146.

1. Parse: 'siris,' 'quoium,' 'incitas,' 'alternis.'

2. *a.* Quid ego ineptus, dum sermonem vereor interrumpere solus sto.

b. Non ego sum dignus salutis.
c. Si illa tibi placet, placenda dos quoquest.
d. Hercle opinor mi advenienti hac noctu agitandumst vigiliae.
Write notes on some peculiarities of syntax in these sentences.

3. *a.* Cave sis tibi ne bubuli cottabi crebri crepent.
Translate this and explain *cottabi*.

b. Condalium es oblitus, postquam thermopotasti gutturem.
Translate this and write notes on *thermopotasti, gutturem*.

c. Quid est tibi nomen, adulescens? SYC. 'Pax,' id est mihi
What is the origin of *Pax?*

d. Hunc priorem aequom est me habere: tunica propior palliost.
What is the corresponding proverb in Greek?

4. Quote some unusual verbal forms from this play?

5. The metrical difficulties of Plautus have been explained in different ways. Illustrate them in the scansion of the following lines:

Sed istuc negoti cupio scire quid siet.
Apud portitores esse inspectas, denique—
Magis quis sunt obnoxiosae quam parentes liberis.

B. Translate: Terence, Act II. sc. 4, vv. 1-22.

1. Note unusual construction in this passage.

2. *a.* 'Imo, ut putrem, tuum vidi esse habitum, diu etiam duras dabit.'
Write a critical note on this line.

b. 'Omnium adeo vestrarum vulgus quae abs se segregant.'
How is the use of *vestrarum* explained?

3. 'Ita me Di ament.' *Amo* is used in other forms of adjuration.

4. Horace gives a list of the usual characters in a comedy. How does it suit this play?

5. ACTA LUDIS MEGALENSIBUS. Write an explanatory note.

C. Translate: Geor. IV., vv. 250–270.

1. Draw a sketch of the plough as described by Virgil and name the parts.

2. What are the Greek originals of the following:

a. Arctos Oceani metuentis aequore tingui.
b. Scilicet, atque ossae frondosam involvere Olympum.
c. alii stridentie fingunnt
Acra lacu.
d. Instabilis animos (sc. apum).

3. *a.* Namque sub Oebaliae memini me turribus altis
Qua niger humectat flaventia culta Galaesus.
Corycuim vidisse senem.
b. Hic nunc Emathiae portus partriamque revisit.
c. Atque Getae, atque Hebrus, et Actias Orythyia.

Write geographical notes on these passages.

4. Scan the following lines:

a. Atque Getae, atque Hebrus, et Actias Orithyia.
b. Tayete simul os terris ostendit honestum.
c. Sen lento fuerint alvearia vimine texta.

II.

HORACE: EPISTLES, ARS POETICA. JUVENAL: SATIRES, VII., VIII., XIV. CICERO: DE ORATORE, BOOKS I., II. TACITUS: GERMANIA.

TIME: THREE HOURS.

A. Translate: Hor. Epp. II. i., vv., 214–231.

1. *a.* Munus Apolline dignum
Vis complere libris.
b. Rettulit acceptos, regale nomisma, Philippos.
c. Quis nisi Callimachus?
d. Si proprium est, quod quis libra mercatus et aere est.

Write explanatory notes.

2. Quote from Horace:

a. Imitations of Greek Syntax.
b. Words found in his works only.
c. Proverbs, giving their Greek equivalents.

3. In treating of the drama in the ARS POETICA, Horace seems to have in his mind at one time Greek plays, at another time Latin plays.

B. Translate: Juv: Sat. VII., vv. 146–164.

1. Translate the following sentences and write explanatory notes on the words in italics:

a. *Stemmata* quid faciunt?
b. Quod vocis pretium? Siccus petasunculus et vas
Pelamydum, aut vet *Afrorum Epimenia* bulbi.
c. Scribe, puer, vigila causas age, perlege *rubras*
Majorum leges, aut *vitem posce libello.*

2. Give the meaning and derivation of:

semodio, attegias, moneta, bulbuleo, epiredia.

3. Quid enim Verginius armis
Debuit ulcisci magis, aut cum Vindice Galba.

Write an historical note, with dates.

C. Translate: Cic. De Orat., Book II., Chap. 66., §§ 264–266.

1. 'Cujus exemplum, ut brevissimum, sit sane illud, quod ante posmi, Crassi de Memmio.' Tell this story.

2. *a.* 'Multos', inquit Antonius, 'possum tuos Ajaces Oileos nominare.' Parse *Oileos.*
b. 'Demonstravi digito pictum Gallum in Mariano scuto Cimbrico sub Novis distortum.' Explain this.

3. *a.* 'Scipio apud Numantiam, cum stomacharetur cum C. Metello, dixisse dicitur: "Si quintum pareret mater ejus, asinum fuisse parituram. Explain the points of this anecdote.

4. 'Tum ut diceret, si quid vellet, si nucem fregisset.' Turn into *oratio recta.*

5. Where and when is the scene of De Oratore laid? Who are the characters in the dialogue.

D. Translate: Germ., ch. 45 to *eluderuntur.*

1. *a.* 'Illuc usque (et fama vera) tantum natura.' Explain this statement.
b. 'Patientius quam pro solita Germanorum inertia.'
What is the Greek idiom?
c. 'Ergo jam dextro Suevici' et cetera.
What is the fore of *ergo?*

2. Nec dierum numerum, ut nos, sed noctuini computant. Illustrate this practice from our tongue.

3. Suam quisque domum spatio circumdab, sive adversus casus ignis remedium, sive inscitia aedificandi. This sentence exhibits a peculiarity of Tacitus' style.

4. How may the date of the Germania be fixed from internal evidence?

GREEK.

I.

AESCHYLUS: AGAMEMNON. SOPHOCLES: ŒDIPUS COLONEUS, HOMER: ODYSSEY, V—VIII.

TIME: THREE HOURS.

A. Translate: Ag. vv. 599—615 beginning, *καὶ τίς μ' ἐνίπτων εἶπε, Φρυκτωρῶν διά.*

1. *a.* *λόγοις τοιούτοις πλαγκτὸς οὖσ' ἐφαινόμην.* What is the force of the imperfect and the participle?

b. *ὅπως ἄριστα τὸν ἐμὸν αἰδοῖον πόσιν κ. τ. λ.* This sentence is punctuated and construed in two ways.

c. *γυναῖκα πιστὴν δ' ἐν δόμοις εὕροι μολών.* How is the mood of *εὕροι* differently explained?

2. *a.* *δεῖ γὰρ πρὸς οἴκους νοστίμου σωτηρίας,*
κάμψαι διαύλου θάτερον κῶλον πάλιν.

b. *σεμνοί τε θᾶκοι, δαίμονές τ' ἀντήλιοι.* Write explanatory notes.

3. Name the beacon stations by which the news of the taking of Troy is supposed to be conveyed.

B. Translate: Œdip. Col. (*a*) vv. 861—870, beginning, *δεινὸν λέγεις.* (*b*) vv. 1213—1224, beginning, ΧΟΡ. *Ὅστις τοῦ πλέονος μέρους.*

1. *a.* *ὡς τοῦτο νῦν πεπράξεται,*
ἢν μή μ' ὁ κραίνων τῆσδε γῆς ἀπειργάθῃ.

Explain the use of *ὡς* and *πεπράξεται.* Name other verbs formed like *ἀπειργάθῃ.*

b. *ψιλὸν ὄμμ' ἀποσπάσας.* What is meant?

c. *ὁ πάντα λεύσσων Ἥλιος δοίη βίον τοιοῦτον, οἷον κἀμέ, γηράναι ποτέ.* Explain the construction of *οἷον κἀμέ.* Parse *γηράναι.* Another reading is *γηρᾶναι.* What is the difference?

d. The last lines of extract (*b*) are translated in different ways according to the reading.

2. *a.* Scan the first two, and the last two lines of the strophe (extract *b*).

b. Give a *scheme* of the *dochmiac* metre.

3. Describe the place where the scene of this play is laid. What story is connected with the writing of this play?

C. Translate: Od. VII, vv. 108—128.

1. *ἱστὸν τεχνῆσαι,* and *ἱστῶν τεχνῆσσαι* are found as readings in vs. 110: Explain the difference.

2. Distinguish the use or meaning of the following according to quantity: *ἰῷ, λαρος, πασάσθαι ἴσος, καλλίων.*

3. Parse: *τέτμεν, ἀλόω, φανήῃ, ἄμπνυτο, σεῦαν, ὄρσεο, πεφράδεμεν.*

4. Derive: *Ἀργειφόντης, θεουδής, ἀΐδηλος.*

5. What words in Latin and English are of the same origin as: *ἐρετμά, πότερον, θύελλα, κεῖται, ἕδος, ὅμοιος, χάρις?*

II

THUCYDIDES: BOOK VII. PLATO: PHÆDO. DEMOSTHENES: DE CORONA.

TIME: THREE HOURS.

A. Translate: Thuc. VII., ch. 44 to *διεφθείροντο.*

1. *a.* *ἦν οὐδὲ πυθέσθαι ῥᾴδιον ἦν οὐδ' ἀφ' ἑτέρων, ὅτῳ τρόπῳ ἕκαστα ξυνηνέχθη.*

b. *ἑώρων ἀλλήλους, ὡς ἐν σελήνῃ εἰκὸς τὴν μὲν ὄψιν τοῦ σώματος προορᾶν τὴν δὲ γνῶσιν τοῦ οἰκείου ἀπιστεῖσθαι.*

c. *ἀδύνατον ὂν ἐν νυκτὶ ἄλλῳ τῳ σημῆναι.* Write notes on some peculiarities of syntax.

2. Distinguish the following:

a. *τοὺς οὖν Θρᾷκας τοὺς τῷ Δημοσθένει ὑστερήσαντας (τοὺς τοῦ Δημοσθένους ὑστερήσαντας) . . . . ἀπέπεμπον.*

b. *οὕτως ἄφρων εἶ ὥστε οὐ δύνασαι λογίζεσθαι,—ὥστε μὴ δύνασθαι λογίζεσθαι.* Give the equivalent Latin constructions of these.

c. *Σικελοί. Σικελιῶται.*

3. Translate and explain the origin of certain phrases in these sentences:

a. *οὐδὲν γὰρ ἄλλο ἢ πόλει ἐκπεπολιορκημένῃ ἐῴκεσαν ὑποφευγούσῃ.*

b. *οὗτοι μὲν οὖν ἐν τοῖς πρῶτοι ὁρμήσαντες ἀπὸ τοῦ Ταινάρου ἐς τὸ πέλαγος ἀφῆκαν.*

4. Draw a rough sketch of Syracuse, showing the places mentioned in this book.

B. Translate: Phædo, ch. 44.

1. *a.* *τὰ μὲν τῆς Θηβαϊκῆς ἵλεά πως, ὡς ἔοικε, μετρίως γέγονε.*

b. *ἡμεῖς δὲ Ὁμηρικῶς ἐγγὺς ἰόντες.* Explain the meaning.

2. *a.* *οὐ γὰρ δὴ ἐκεῖνόν γε, ἀλλὰ τὴν ἐμαυτοῦ τύχην* (sc. *ἀπέκλαον*) *οἵου ἀνδρὸς ἑταίρου ἐστερημένος εἴην.*

b. *οὐδένα ὅντινα οὐ κατέκλασε τῶν παρόντων πλήν γε αὐτοῦ Σωκράτους.*

Translate and explain the syntax where necessary.

3. *a.* *Ὦ Κρίτων, ἔφη, τῷ Ἀσκληπιῷ ὀφείλομεν ἀλεκτρυόνα.*

b. *κἂν εἰ ξυγκρίνοιτο μὲν πάντα, διακρίνοιτο δὲ μή, ταχὺ ἂν τὸ τοῦ Ἀναξαγόρου γεγονὸς εἴη, ὁμοῦ πάντα χρήματα.*

Write explanatory notes.

4. Distinguish the different uses of *οὐ μή, μὴ οὐ.*

5. Form sentences to illustrate the use of *ἕως.*

C. Translate: Dem. De Cor. §§ 246—248.

1. *a.* *αἴτιος δ' οὗτος, ὥσπερ ἑωλοκρασίαν τινά μοι τῆς πονηρίας τῆς ἑαυτοῦ κατασκεδάσας.*

b. *καίτοι πόσα χρήματα τοὺς ἡγεμόνας τῶν συμμοριῶν ἢ τοὺς δευτέρους καὶ τρίτους οἴεσθέ μοι διδόναι.*

c. *καὶ βοῶν ῥητὰ καὶ ἄρρητα ὀνομάζων, ὥσπερ ἐξ ἁμάξης.*
Write explanatory notes.

2. *a.* *εἶτ' οἶμαι συμβέβηκε τοῖς μὲν ἐληλυθόσι......τὴν ἐλευθερίαν ἀπολωλεκέναι, τοῖς δὲ προεστηκόσι καὶ τἄλλα πλὴν ἑαυτοὺς οἰομένοις πωλεῖν πρώτους ἑαυτοὺς πεπρακόσιν αἰσθέσθαι.*

b. *ὄντι γὰρ φίλων καὶ ξένων, νῦν κόλακας καὶ θεοῖς ἐχθροὶ καὶ τἄλλα ἃ προσήκει πάντ' ἀκούουσιν.*

Translate these sentences, explain the constructions, and quote similar idioms from Milton and Horace.

3 Write in Greek the usual form of a *ψήφισμα*. Why are the documents quoted in the *De Corona* supposed to be spurious?

4 How were the days of an Attic month denoted?

PHILOLOGY AND COMPOSITION.

TIME: THREE HOURS.

A. Translate into Latin: Upon Cæsar's political sins I need not express any judgment; they are patent on the face of history: but to the humanity of our times the merit of his clemency is not equally obvious: I may fairly urge the reader once more to contrast it with what he has read and has yet to read in the pages before him. If in private life Cæsar's gallantries exceeded even the license of his time, what else, the Romans might have asked, was to be expected of the comeliest son of Venus? If charges still more scandalous are freely advanced against him, the earnestness with which he repelled them in an age disgracefully indulgent to the worst iniquities, bespeaks perhaps the dignity of conscious innocence; and the authority on which they rest is at least avowedly worthless.

But Cæsar has other claims on history besides that of political preeminence. As the historian of his own exploits, he was reputed second to no writer of his own class who had then arisen at Rome; as an orator, to none perhaps but Cicero. He wrote on grammar; he wrote tragedies and verses of Society; he wrote a satire in prose which he called his Anti-Cato.

B. (*N. B.—Try only six questions.*)

1. Every science passes through three stages. Illustrate by the case of astronomy.
2. Describe as fully as you can the first stage in the Science of Language.
3. What error long retarded the advance of this science? What was the immediate result of the removal of this error?
4. Give some account of Leibnitz and his services to the study of language.

5. Languages have been grouped together on various principles. What are the scientific methods? Apply one of these methods and show the results.
6. What is the meaning of the name Arya? Where does M. Müller find traces of this name?
7. 'How can you prove that Sanskrit literature is so old as it is supposed to be?' What answer does M. Müller give to this question?

C. *N. B.—Try only six questions.*

1. Show by examples the various forms the verbal stem-suffix *ya* assumes in Greek and in Latin.
2. What words are derived from the root SFAR and its by-forms.
3. Give varied examples of Reduplication.
4. What is the rule for accentuation in Latin? On what grounds does Corssen assume an older law.
5. Shew the changes the Digamma has undergone.
6. Give examples of *Labialism*.
7. Show that the *aspirate* in Greek is often not original.
8. Illustrate the use of the particles used to denote the *superlative* in Greek and Latin, and account for such forms as: fortissimus, facillimus, extremus, summus.

CLASSICAL LITERATURE.

TIME: THREE HOURS.

N. B.—Try only the questions marked, and two more in each part.*

A. 1. *a.* What parts of the Iliad are believed to be interpolations? Give the reasons for this belief in any one important instance.

b. Horace quotes from the Odyssey: give the quotation and state his object in quoting.

2. Give some account of humorous poems previous to Achilochus. Describe the language of Archilochus, and quote Horace's references to him.

* 3. The origin of Tragedy and its development by Thespis.

4. Sophocles won his first prize under peculiar circumstances. His earliest extant play gained him political honours. What changes did he introduce into the composition and representation of plays.

* 5. A sketch of Plato's life. What was Plato's object in introducing Socrates into all his dialogues. How have they been classified?

B. 1. Mention some of the oldest specimens of Latin. What reference is made by Horace to one of them.

2. What shape did the first literary efforts of the Romans take?

3. When were *histriones* first brought to Rome? What account does Livy give of the introduction of the regular drama?

4. Ennius and his works. Horace quotes from them.

* 5. Compare the Prologues of Plautus, Terence and Euripides. What part of a Greek play do those of Plautus most resemble? What were the reasons of his popularity? What compliment was paid to his style by A. Gellius?

* 6. Why did Tragedy not flourish at Rome?

C. * 1. Discuss the following questions (*a*.) The number of Dioysia at Athens. (*b*.) The time of the year at which each festival was held. (*c*.) The peculiar circumstances and regulations affecting the audience and the performance at each festival.

* 2. Give a description of the Theatre at Athens, naming the different parts in Greek.

3. Distinguish τραγῳδός and τρυγῳδός. Horace seems to have confused them.

4. Describe the preparations necessary for producing plays at Athens.

5. Explain fully the meaning of the following terms:—τετραλογία; κορυφαῖος, προσωπεῖον, περίακτος, αἰῶραι.

* 6. Quote any passages you have met in Latin authors, that refer to the stage or the scenic arrangements of a theatre.

II.—HONOURS IN MATHEMATICS AND PHYSICS.

MATHEMATICS.

Examiner .... C. Macdonald, M. A.

I

TRIGONOMETRY AND THEORY OF EQUATIONS.

April 12.—10 A. M. to 1 P. M.

1. O is a point within a triangle at which the three sides subtend equal angles. Given OA, OB, OC, $=\alpha, \beta, \gamma$, respectively. Find the sides.

2. If $2\cos\theta = x + \frac{1}{x}$, and $2\cos\phi = y + \frac{1}{y}$: prove $2\cos(m\theta - n\phi)$

$$= x^m y^{-n} + x^{-m} y^n.$$

3. Express $\cos^n\theta$ in terms of descending multiplies of θ, n being a positive integer. Illustrate, when $n=7$.

4. The roots of the equation, $x^{2n}+1=0$, are in geometrical progression. Shew, independently, that no two of them are equal.

5. Decompose the above equation into its quadratic factors, and find factorials by giving x the values ± 1 successively. From these deduce also that $1 = \tan\frac{\pi}{4n} \tan\frac{3\pi}{4n} \ldots\ldots\ldots \tan\frac{(2n-1)\pi}{4n}$.

6. To what purpose is the decomposition you have just made applied in the Integral Calculus. Give a step or two of the process.

7. By the method of sum and difference of compound angles, sum the series, $\cos\theta + \cos 2\theta + \ldots\ldots\ldots\ldots + \cos n\theta$. Shew also how this summation can be applied to sum the two series $\sin^2\theta + \sin^2 2\theta + \ldots\ldots\ldots + \sin^2 n\theta$, and $\cos^2\theta + \cos^2 2\theta + \ldots\ldots\ldots + \cos^2 n\theta$.

8. Shew that the sum, to infinity, of the series

$$\cos\theta + \tfrac{1}{3}\cos 3\theta + \tfrac{1}{5}\cos 5\theta + \&c., = \log\left(\cot\frac{\theta}{2}\right)^{\frac{1}{2}}.$$

9. State the mutual properties of co-polar triangles; hence from the fundamental equation $\cos A = \frac{\cos a - \cos b \cos c}{\sin b \sin c}$, deduce the expression for $\cos a$ in terms of the angles. Thence go on to find $\cos\frac{a}{2}$ and $\sin\frac{a}{2}$, explaining any paradox that may present itself in the investigation.

10. In an equation with rational co-efficients, imaginary roots enter in pairs.

11. If a be the root of the equation $f(x)=0$, and $f'(x)$ be the first derived function, and if x increase continuously through a; then $f(x)$ and $f'(x)$ have contrary signs just before the passage of the root a, and the same signs just after the passage.

12. Apply Sturm's functions to find what can be known from them respecting the roots of the equation, $x^3 - 3x^2 + x - 4 = 0$.

II.

ANALYTICAL GEOMETRY.

APRIL 16TH.—3 TO 6 P. M.

1. In the equation to a straight line, $y = mx + c$ (oblique coördinates), what is the Geometrical meaning of m? Shew by a figure.

2. If $\alpha = 0$, $\beta = 0$, $\gamma = 0$, be the equations to three straight lines, shew that $l\alpha + m\beta + n\gamma = 0$ may be made to represent any line passing through two given points.

3. Give the investigation for the change of the coördinates of a point from rectangular to oblique, origin unchanged.

4. Find the equation to the chord of contact in any curve of the second degree you choose, tangents being drawn from (h, k).

5. Prove that the equation to the normal of a parabola in terms of the angle it makes with the axis of X, is $y = mx - 2am - am^3$. If the three normals are possible, deduce from this equation a conspicuous inference respecting the angles they make with the axis of X.

6. Shew that, the axis being rectangular, the locus represented by $ax^2 + bxy + cy^2 + f = 0$, becomes $a_1 x^2 + b_1 y^2 + f^1 = 0$, when the axes are turned through an angle θ, such that $tan\ 2\theta = \frac{b}{a-c}$.

7. If two lines, moving parallel to themselves, cut a conic section, the ratio of the rectangles of their segments, measured from their point of intersection, is constant. Prove for the ellipse or the hyperbola.

8. Find the equations to the three tangents to the curve, $3x^2 - 4xy + x - y^2 - 5y = 0$, (1) at the origin: (2) and (3) at the points where the axes cut the curve.

9. In the ellipse, conjugate semiaxes are in different quadrants: in the hyperbola, in the same quadrant.

10. The asymptote bisects the line joining the points where the conjugate axes meet the hyperbola and its conjugate.

11. Tangents to an ellipse meet at a constant angle. Shew that the locus of their intersection is generally a curve of the fourth degree: but if the angle is a right angle, the locus is a circle.

12. Prove that, if a particle move in an orbit that is a conic section, the centre of force being in the focus and $\propto \frac{1}{(\text{dist})^2}$ the sum of the squares of the velocities at the extremities of a focal chord is constant. (You may assume, without proof, that $v = \frac{h}{p}$.)

III.

DIFFERENTIAL AND INTEGRAL CALCULUS.

APRIL 18TH.—10 A. M. TO 1 P. M.

1. $u = x^{\frac{1}{x}}$, $u = \sin^{-1} x \sqrt{1-x^2} - x$, $u = \tan^{-1} \frac{\sqrt{1+x^2}-1}{x}$: find, in each case, $\frac{du}{dx}$.

2. Integrate each of the following expressions: $\frac{x^5\,dx}{1+x^3}$, $\frac{dx}{\sqrt{x^2+a^2}}$, $\frac{d\theta}{1+e\cos\theta}\left(e<1\right)$, $\frac{dx}{(1-x)(1+x^2)}$.

3. Find formulæ of reduction for $\int_x x^m (\log x)^n$, $\int_\theta \sin^n\theta$,

$$\text{and } \int_x \frac{1}{x^m\sqrt{1+x^2}}.$$

4. Prove Bernouilli's series for $\int_x u$, viz.:—

$$\int_x u = ux - \frac{x^2}{1.2}\frac{du}{dx} + \frac{x^3}{1.2.3}\frac{d^2u}{dx^2} - \frac{x^4}{1.2.3.4}.\frac{d^3u}{dx^3} - \&c$$

5. Prove by assuming $f(x) = a$ series in ascending powers of x, that if $f(x) = f'(x)$, $f(x)$ must $= C\epsilon^x$, where C is some constant.

6. If $u = f(x,y) = 0$ be an implicit function of x add y, shew how $\frac{dy}{dx}$ and $\frac{d^2y}{dx^2}$ are found from the partial differential coefficients of u.

7. If $u = f(x,y) = 0$ be an equation between the two variables, involving n arbitrary constants, shew how the common differential equation, of which u is the primitive is found. Prove, for example, that if $y^2 + bx^2 = c$, $xy\frac{d^2y}{dx^2} + x\left(\frac{dy}{dx}\right)^2 - y\frac{dy}{dx} = 0$.

8. Prove that in a spiral the sub-tangent, in the common notation, $= r^2\frac{d\theta}{dr}$. Determine the character of the curve when this is constant.

9. Find the radii of curvature of an ellipse at the extremities of the semi-axis (a, b). Hence infer the length of a quadrant of the evolute of the ellipse.

10. A hemisphere and a paraboloid stand on the same base, viz.: the circle described by the revolution of the *semi-latus rectum* of the parabola that generates the paraboloid. Find the volume of the solid enclosed between their surfaces.

11. Discuss the integration of the differential equation

$$Mdx + Ndy = 0.$$

12. Shew how the equation, $\frac{dy}{dx} + Py = Q$, is to be integrated when Q is not $= 0$. Apply your result to the equation $\frac{dy}{dx} + ay = \epsilon^{mx}$.

PHYSICS.

Examiner..............................J G. MACGREGOR, D. SC.

APRIL 14TH.—10 A. M. TO 1 P. M.

N. B.—Answer as many questions as you can but let your answers be thorough rather than numerous.

1. Find the normal acceleration of a point moving in a plane curve in terms of its velocity and the radius of curvature of the curve.

2. A particle moves in a straight line, with an acceleration towards a fixed point in the line and proportional to its distance from that point. Determine its motion.

3. If the acceleration of a moving point is directed towards a fixed point, its velocity will vary inversely as the perpendicular from the fixed point on the direction of motion.

4. Find the result of the interference of two simple sound waves of the same amplitude and length and moving in opposite directions along the same column of air. Shew when and where maximum and minimum values of displacement, velocity and compression will occur.

5. Shew how the coefficients of a rotational strain indicate the values of the component rotations.

6. Find the equations of motion of a flexible string and apply them to the case of a tense violin string.

7. The rate of change of angular momentum, relatively to the centre of mass, of a system of particles acted on by any forces, is the same as it would be, if, with the same forces acting, the centre of mass were fixed in space.

8. Find the moment of inertia of a thin circular disc whose density at any point is proportional to the square of the distance of that point from the centre, about an axis perpendicular to its plane and through some excentric point. Find also its radius of gyration for the same axis.

9. Obtain equations sufficient to determine the forces necessary to fix in a heavy body, a horizontal axis, about which it is to swing.

10. Obtain *(a)* the equation of the conservation of Energy and *(b)* the equation of the conservation of mass (or of continuity).

11. Obtain from Euler's equations for the motion of a fluid, one equation applicable to cases in which the forces acting are natural forces and the motion of the fluid is differentially irrotational.—How is this equation simplified when applied to cases of steady motion?

12. Assuming $\int \frac{dH}{T} = 0$ to be true of Carnot's simple cycle shew it to be true of *(a)* complex cycles bounded by adiabatic and isothermal lines, and *(b)* of cycles bounded by continuous curves.—Hence prove $\frac{dH}{T}$ to be a complete differential.

13. Shew that the specific heat at constant pressure is always greater than the specific heat at constant volume; and that in the case of rarified gases, the difference between their values is constant.

14. A sudden compression of a substance which contracts as its temperature rises, produces a lowering of its temperature.

15. Show how it may be concluded from certain experiments of Regnault on the latent heat of water vapour that the specific heat of saturated water vapour is negative.

FACULTY OF LAW.

SESSIONAL EXAMINATIONS, 1884.

CONSTITUTIONAL HISTORY OF ENGLAND.

Examiner..............................PROFESSOR WELDON.

FIRST YEAR.

TIME: THREE HOURS.

1. Give the constitution and powers of the Witanagemote.

2. Name and describe the feudal burdens of tenants in Capite.

3. Show that the Great Charter contains the germ of the House of Commons.

4. Give the origin of the three Common Law Courts. Explain the fictions by which the early jurisdiction of the Common Pleas was usurped by the King's Bench and Exchequer.

5. Trace the development of trial by jury.

6. Give an account of the development of the Court of the Exchequer Chamber.

7. Give the history of the privilege of freedom from arrest of an M. P.

8. What are the more important prerogatives of the Crown at the present time?

9. Describe the changes effected by the Habeas Corpus Act. State fully the provisions of the act.

10. Give an account of University Representation in the House of Commons.

11. Discuss the constitutionality of the expulsion of Lord Palmerston from Lord John Russell's Ministry in 1851.

12. Distinguish between Attainder and Impeachment. Give instances of each. Discuss Danby's impeachment. Account for the disuse of impeachments.

13. Distinguish between the Appellate Jurisdictions of the House of Lords and of the Judicial Committee of the Privy Council.

14. Give a detailed account of the present composition of the House of Lords.

15. State and discuss the principal provisions of the Act of Settlement.

CONTRACTS.

Examiner..................BENJAMIN RUSSELL, ESQ., A. B.

FIRST YEAR.

TIME: THREE HOURS.

1. An offer is made to sell specific goods at a price named, and the offeror agrees, at the request of the offeree, to keep the offer open for a specified time, but sells before the time arrives. Has the offeree any remedy? Give your reasons.

2. *(a.)* When is an offer by post irrevocable? *(b.)* When is an acceptance by post binding against the offeror? *(c.)* Name the latest case on the point last referred to.

3. An auctioneer advertises a sale to take place on a certain day and fails to proceed with it. Is any remedy open to one who is put to expense in attending?

4. An auctioneer advertises specified goods for sale without reserve, proceeds with the auction but refuses to knock down the goods to the highest bidder. Is there any remedy?

5. What are the provisions of the Mercantile Law Amendment Act, (English), that affect guarantees?

6. Illustrate the proposition that Courts will not inquire into the adequacy of the consideration for a promise, provided there be a real consideration.

7. An eminent singer contracted with the lessee of a theatre to take part in an opera on a date named, but was prevented by illness. The lessee sues for damages. What are his rights?

8. Plaintiff contracted with the defendant for the use of the Academy of Music for certain specified days, for the purpose of holding a concert. Before the time arrived the Hall was accidently burned down. Can plaintiff recover damages?

9. What does Anson mean by contracts *uberrimae fidei?* What contracts does he place in this class? How do they differ from other contracts as to the effect upon them of innocent misrepresentation?

10. When will innocent misrepresentation invalidate, in its formation, a contract which is not one of the class *uberrimae fidei?*

11. What is the remedy for one who has entered into a contract with a professed agent who was devoid of authority as agent but *bona fide* believed that he had such authority?

12. What is the remedy in such a case if the agent acted *mala fide*, knowing that he had no authority?

Not more than five of the following questions are to be attempted.

1. State and criticise the case of *Cook vs. Oxley*.

2. When does an acceptance by post become irrevocable? Is there any difference of opinion upon this point? Give Mr. Pollock's view and Mr. Benjamin's.

3. How is a parol contract of the class required by the Statute of Frauds to be in writing affected by part-performance?

4. What is meant by a past consideration? Can it ever, and if so under what circumstances, be good consideration for a promise?

5. "Forbearing to prosecute a claim at law is a good consideration for a promise if the claim be well founded *but not otherwise.*" *Langdell.*
Discuss this proposition in connection with the cases of *Callisher* vs. *Biscoffsheim* and *Cook* vs. *Wright.*

6. No action shall be brought whereby to charge a defendant to answer for the debt, default or miscarriage of another person, unless the agreement, &c., shall be in writing. How has the effect of this enactment been restricted by judicial interpretation?

7. Discuss, (with reference to cases,) moral obligation as consideration for a promise.

8. "A bill or note is of a higher nature than a simple contract and is in the nature of a specialty." What does Langdell mean by this statement? In what sense is it true?

REAL PROPERTY.

Examiners.....................{ HON. S. L. SHANNON, Q. C., / JAMES THOMSON, ESQ., Q. C.

FIRST YEAR.

TIME: THREE HOURS.

1. What is the main distinction between an Estate for years and an Estate of freehold?

2. Can an estate for years be created *in futuro*? Can it be created by parol? Give the law on these subjects.

3. What covenants in a lease do, and what do not run with the land. State the law on this head and the leading case upon the subject.

4. What is the peculiar remedy of a landlord to enforce the payment of rent in arrears? Give a synopsis of the statutory provisions on the subject.

5. What things are privileged from distress? Give the leading case on this subject.

6. Is there any implied warranty, on the letting of a house or land that it shall be reasonably fit for habitation, occupation, or cultivation? Is there any difference in this particular between letting a furnished house, and a house not furnished? What is the doctrine laid down in the case of Smith *vs.* Marrable on this subject?

7. What is an easement? In what way can it be acquired, and in what way lost? Give the meaning, and application of the terms "*dominant*" and "*servient.*"

8. Two properties which adjoined, were originally possessed by the same owner, in one of which was a drain to carry off water from the other, a tanyard. The owner sold the two properties to different persons, but the conveyances contained no reference to the drain. Did the purchaser of the tanyard under this state of facts acquire any right to the drain? Give the law upon this subject.

9. What is lateral support? What was the final decision on this subject in Angus *vs.* Dalton in the house of Lords. Give the facts of the case.

10. State the formalities required by the statute in reference to the execution and revocation of wills, of real and personal property.

11. A conveys by deed to B for life, and after the decease of B, to the heirs of B. What estate has B?

12. A conveys to B for life, and after the decease of C and B to D and his heirs. What estate has D?

13. A conveys to B for life, and after the decease of B to the heirs of C who is then living. B conveys by feoffment in fee to D during the lifetime of C. C dies in the lifetime of B. Will the conveyance affect the rights of the heirs of C?

14. A conveys land to feoffees to the use of B and any wife he should marry, so soon as the marriage should take place. What interest has A in the land, and what is the interest of B and C, and what is this interest called.

15. A conveys land to the use of himself for life, and then to his only child, B, for life, and after the decease of B to the eldest son of B who was not then born, and in case E shall have no son then to the heirs of B. B, before the birth of any son conveys to D in fee by a feoffment. After this feoffment B has a son born to him. What effect has his conveyance on the estate of his son? What estate will D take?

TORTS AND CRIMES.

Examiners .... { HON. S. L. SHANNON, Q. C.,
{ JOHN Y. PAYZANT, ESQ.

FIRST YEAR.

TIME: THREE HOURS.

CRIMES.

1. What government has jurisdiction over the criminal law of the Dominion of Canada? Where may be found the criminal law in force in the Maritime Provinces? How far are crimes at common law affected by any Canadian legislation?

2. What is a crime? Into what two heads or branches may crimes be divided? State the difference between the two branches and their legal effect.

3. What two things must unite to constitute a crime? What must be proved in order to excuse a man from punishment upon the ground of insanity? In your answer refer to the decision of the Judges in the case of the Queen *vs.* McNaughten.

4. A foreigner is charged with a crime committed in England,—would it be a sufficient defence for the defendant to allege and prove that the act committed is not criminal in his own country, and that he did not know he was doing wrong?

5. A is guilty of burglary; his wife was at the time of the commission of the crime in her husband's company and assisting in the act. Can she be indicted for the crime? Give the reason for your answer, and state whether that reason will hold good in all crimes.

6. Give the legal distinction between principals and accessories to a crime. A steals goods from a ship and places them at a point some distance, whence B by previous concert carries them away for sale. In what position are A and B as regards the question of principal and accessory? or is there any difference as regards their respective degrees of guilt?

7. Define treason. Under what law is the crime tried and punished in the Dominion? Is the Statute of Edward III still in force?

8. Give the distinction between murder and manslaughter. Suppose the party fatally struck does not die until a year and a day after the stroke received—will this make any difference as to the crime and punishment?

9. A opens a sash window in the night time, puts a crow-bar under a shutter three inches inside the window, but was not within the sash window,—is this burglary? Give the reason for your answer.

10. How many witnesses are required to prove the crime of perjury and why?

TORTS.

1. A is a dry goods merchant, from whom B, a stranger, is seeking to purchase goods on credit. A applies to C, an acquaintance of B, for information as to B's business standing. C replies that B is "a person safely to be trusted and given credit to." The goods are accordingly delivered to B, who shortly afterwards fails without paying for them. What remedy has A against C and what must he prove to establish his action? What authority can you cite in support of your opinion? State the case cited and briefly give the grounds of the judgment of the court.

2. Give any instances in an action for deceit in which it is not necessary to prove the *scienter*.

3. A, a merchant, and B, his clerk, are men of dissolute habits. C, in order to injure B in the estimation of his employer, falsely reports to him that B has reformed and left his old associates. A thereupon discharges B, who, in consequence, loses the means of supporting his family. Has B an action against C? State the principle and give your authority therefor.

4. State briefly the occasions on which the presumption of malice arrising from defamatory publication may be rebutted—classifying them and giving principles applicable to each.

5. A lays an information before a magistrate charging B with having committed an indictable offence, which charge, as slander, would be actionable *per se*. B is thereupon arrested and after examination discharged. Whereupon he commences an action for malicious prosecution against A. What must B prove on the trial to establish his case? Suppose the charge made was that B had assaulted A, what difference in the proof would be required?

6. What exceptions or qualifications can you name to the right involved in *son assault de mesne*?

7. Suppose A and B own and occupy a house, together with the furniture in the house. They disagree. Whereupon A forcibly puts B out, sells the furniture as his own, and lets the house to another person. What remedies has B against A?

8. Compare the acts and their legal consequences of enticing a wife to leave her husband by a parent and by a stranger, respectively.

9. A, having a counterfeit bank note, fraudulently exchanges it for a genuine one, which he thereupon exhibits to a broker to ascertain if it be good,—the broker refuses to return it to him. Has he an action against the broker for conversion?

PRIVATE INTERNATIONAL LAW.

Examiner .... Professor Weldon.

SECOND YEAR.

Time: One and a half Hours.

[*Give full reasons for your answers.*]

1. Define domicile. Indicate the principal criteria of the animus manendi. What was held in Udny *vs.* Udny.

2. Give the principal rules which determine,

a. The jurisdiction of the English Court, in entertaining suits for the dissolution of foreign marriages, and suits for a decree of nullity of marriage.

b. The recognition to be given to foreign divorces by the English Court. Is the fact, that the marriage dissolved abroad had been solemnized in England, material in answering the last question.

3. The child of a domiciled Scotchman B, legitimated per subsequens matrimonium claims moveables and immoveables, situate in England of B dying intestate. What are the child's rights?

The same child claims the same kinds of property in England under the will of C a domiciled Scotchman, in which the property was left "to the children of B." What are its rights? If C's last domicile had been English, what would be the child's rights?

4. The will of a foreigner is entered for probate in Nova Scotia. By what law must the testamentary capacity of the testator be determined? What was the law of England in this matter before Lord Kingsdown's Act. What law must be satisfied as to the mode of executing the will?

5. What is the jurisdiction of the English Court over torts committed abroad.

If an act is tortious by the lex loci delicti commissi but not tortious by the municipal law of England, will the English Court hold it to be a tort.

How in the converse case?

6. Two foreign ships in danger of collision must by English law observe what rule of the road?

7. A Norwegian vessel laden with deals, sailing from St. John to Liverpool, is driven by tempest into Fayal, a Portuguese port. The master executes there a bottomry bond pledging ship, freight and cargo. Telegraphic communication with the owner of the cargo was available but not used. The Fayal creditor, soon after the ship's arrival, takes proceedings against ship, freight and cargo. Subsequently, the owner of the cargo brings an action against the owner of the vessel, seeking to be indemnified for the loss caused by the hypothecation of the cargo. The laws of England, Norway and Portugal are found to conflict both as to the master's discretion in executing bottomry bonds, and as to the degree of liability of the vessel owner to the cargo owner.

What law will be administered by the English court in determining,

a. the rights of the Fayal creditor as against the ship.

b. " " owner of the cargo as against the owner of the vessel.

c. the forms to be observed in executing the bond.

d. the validity of the title of an innocent buyer at Fayal of the deals, in case the master had sold the deals there.

CONSTITUTIONAL LAW.

Examiner .... Professor Weldon.

SECOND YEAR.

Time: Three Hours.

[*Candidates are requested to give reasons.*]

1. State fully the judicial functions of the House of Lords. By whom and in what manner may the judges be required to give opinions on points of law?

2. Discuss the case of Stockdale *vs* Hansard.

3. Was the action of William the Fourth in dismissing Lord Melbourne's ministry in 1834, constitutional?

4. What are the privileges in respect of freedom from arrest,

(a) of an English Peer.
(b) " " M. P.
(c) of a Canadian Senator
(d) " " M. P.
(e) " Nova Scotian M. P. P.

Are these persons or any of them, during their time of privilege liable to be impleaded in a civil action?

5. Has the legislature of a colony, in the absence of express grant, the powers and privileges of the English House of Commons? Is such legislature a court of record? Can it under any circumstances punish for contempt? Cite any pertinent cases you may remember.

6. State fally the liabilities and immunities of a Colonial Governor appointed by the Queen.

7. Is a Justice of the Peace, appointed in 1883 by the Governor of Nova Scotia, a Justice of the Peace within the meaning of a Canadian Statute giving jurisdiction to an officer so-called.

8. Is the pardoning power in Canada exercised by the Governor General acting with the advice of his Council? Give an account of the controversy in this matter between the Colonial Secretary and the Canadian Minister of Justice. Give the results of this dispute.

9. What sections of the B. N. A. Act determine the powers of the local and federal legislatures respectively, in the matter of legislation as to the sale of intoxicating liquors?

Can the Federal Parliament enact a prohibitory law?

" Provincial legislature " " " ?

" Federal Parliament make or authorize the making of police regulations *(e. g.)* as to the hours of closing, affecting such sale.

Can the Provincial legislature enact such police regulations?

Which legislature can limit the number of taverns in a certain district? Give any cases you remember to support your answers.

10. To whom should a Telephone Company apply for a charter, if intending,

(a) To stretch a wire on poles from Halifax to Bedford.

(b) " " " Amherst, N. S. to Sackville, N. B.

(c) To lay a submarine cable from Halifax to Dartmouth?

11. Is the Provincial grant, in 1879, of a part of the foreshore of Halifax harbor valid?

12. A is a riparian owner, B holds from the province an exclusive license to fish, C has from the Dominion an exclusive license to fish in the same part of a river, not navigable in fact, in New Brunswick. What are their several rights?

If the portion of the river were navigable but non-tidal, what are the rights of these parties? What if the section of the river were tidal?

13. Discuss fully Severn *vs.* the Queen.

14. Name the subject matters in respect of which the Federal and Provincial powers have concurrent powers.

EVIDENCE AND CONSTRUCTION OF STATUTES.

Examiner .... HON. MR. JUSTICE THOMPSON.

SECOND YEAR.

TIME: THREE HOURS.

EVIDENCE.

1. State the rules which regulate the "Burden of Proof" and the "Right to Begin", giving an illustration of "Issues of Fact," and stating which party to such issues would have the burden of proof and the right to begin.

2. Is there any difference as to the rules on these subjects, between actions of tort and actions of contract? If you think so, state the difference and the origin of it.

3. State the classes of legal presumptions which may be rebutted by evidence, giving at least one illustration of each class.

4. State which of the presumptions enumerated in the answer to the last question will prevail when coming into conflict with others.

5. Give a general description of those matters which are judicially noticed, and then state the different classes into which those matters may be arranged, so as to include all.

6. Mention the circumstances which give to the witness a privilege from answering, and the matters which disqualify a witness.

7. State the rules which apply to the Notice to Produce:
   (*a.*) For what documents it is not needed.
   (*b.*) Under what circumstances it may be dispensed with altho' the document is not of the kind which you have stated under (*a.*)
   (*c.*) When and how it must be given.
   (*d.*) The time when you may call on your adversary for the documents which you require.
   (*e.*) The effect of non-production after notice.

8. How are documents to be proved?
   (a.) Ancient.
   (b.) Public.
   (c.) Documents to which attestation is not requisite.
   (d.) Documents to which attestation is necessary.

9. When secondary evidence may be given of a document, what kind of evidence will be receivable as such?

10. What limitations are there to the right to discredit, and to contradict one's own witness? State how the rules of Common Law and Statute Law differ in these respects.

11. When are things, said, written, and done by a third party provable? Besides enumerating the classes of such facts which may be proved, state the doctrines as to:
   (*a.*) Admissions which bind a party.
   (*b.*) The "res gestae"
   (*c.*) Entries.
   (*d.*) Proof of pedigree.
   (*e.*) Reputation.

12. State the rules which apply to the admission of extrinsic evidence to affect documents.

CONSTRUCTION OF STATUTES.

1. Mention the canons of construction stated in the lectures.

2. State the principal presumptions applicable to statutes in deciding what the intention of the Legislature was.

3. State the principles applied to statutes affecting the jurisdiction of Superior Courts to review the decisions of Inferior Courts.

4. State the matters which are usually referred to, as aids to construction.

5. Describe what is called the "Equity of a Statute," and the use ancient and modern of such "Equity."

COMMERCIAL LAW.

Examiner................WALLACE GRAHAM, ESQ., A. B., Q. C.

SECOND YEAR.

TIME: THREE HOURS.

GUARANTY.

1. What is a continuing guaranty?

2. In what respect, if any, is a guaranty to be construed differently from other contracts?

3. In what case, if any, is notice of acceptance necessary to be given by the creditor to the guarantor, in order to make the guarantor liable?

4. Under what circumstances may a guaranty be revoked?

5. By what methods may the liability of a guarantor or surety be extinguished?

6. State the rights of the surety against the principal debtor.

PARTNERSHIP.

7. Who are dormant partners? How are they liable to third persons, and what rights have they against their copartners as compared with the rights of known partners.

8. To what extent has each partner power to bind the firm? Mention a number of transactions in respect to which a partner in a trading partnership may bind the firm.

9. Are persons who are not partners ever liable as if they were, and if so, on what principle?

10. State the law respecting the liability of an outgoing partner for debts contracted before his retirement.

11. What matters require to be settled by a majority of the members of a firm, and what by the consent of all members.

12. State generally the duties of the partners to the firm.

13. For what causes are partnerships dissolved?

BILLS AND NOTES.

14 What is a Bill of Exchange, and what are its essential requisites?

15. Between what parties to a Bill or Note, can there be an enquiry as to a total or partial failure of consideration, or as to a fraud, or an illegality of the consideration?

16. When, where, by whom and to whom should presentment for acceptance be made?

17. State the different forms of endorsement.

18. What obligation does the payee assume by endorsing the bill?

19. What is the legal effect of negotiability, and in what does it differ from the assignable character of ordinary choses in action.

20. A makes a note in favor of B, and without consideration, B sells the note to C before maturity the latter buying without notice of the want of consideration, C then sells the paper to D, who has known of the want of consideration. In an action by D against A on the note, can A sustain the defence of want of consideration?

21. A the payee of a note indorses it, and makes a present of it to B. At maturity the maker fails to pay, and the note is duly protested, and notice thereof given to A. In an action by B against A, has A any valid defence to the action?

EQUITY.

Examiner ....ROBERT SEDGEWICK, ESQ., B. A., Q. C.

SECOND YEAR.

TIME: THREE HOURS.

(Give reasons in all cases.)

1. Explain the distinction between executed and executory trusts. State shortly the arguments on both sides, and the decision in Glenorchy *vs.* Bosville.

2. The obligee of a bond endorsed upon it the following memo.: "I assign this bond to my wife as a birthday gift." He signed the memo. and gave the bond to his wife. On his death his executor claimed the money. The widow also claimed it. Which is entitled to it?

3. A solicitor took $5,000 of his client's money, and, adding $5,000 of his own, bought stock in the Dufferin Mining Company. Four years afterwards, when the value of the stock had just doubled, the client discovered his misconduct, and demanded from him $10,000. The solicitor offered to pay the money wrongfully taken and interest. What are the client's rights?

4. (*a*) An intending mortgagee wishes to stipulate that if the mortgagor do not pay six per cent. interest as the interest becomes due, seven per cent. may be charged. Can this be done? If so, how? (*b*) Illustrate historically the phrase, "Once a mortgage, always a mortgage."

5. (*a*) What are the mortgagee's rights as against the mortgagor, after default? (*b*) If he first foreclose, can he proceed by personal action for any deficiency? (c) State what appears to be the law on this subject in England,—in Nova Scotia. (*d*) What effect on the rights of the parties has the dismissal (on the merits) of a bill for redemption of a legal mortgage? (*e*) of an equitable mortgage? (*f*) Explain the doctrine of consolidation of mortgages.

6. (*a*) State shortly the position of a married woman in respect to property at common law, and her position in equity. (*b*) Explain Hulme *vs.* Tennant, and show how the principle settled in that case has since been extended. (*c*) If a gift is made "to the sole use and benefit" of a woman, will such words create (and if so, when?) a separate estate? (*d*) Explain Lady Elibank *vs.* Montolieu.

7. *Ignorantia juris neminem excusat.* Detail any modifications or limitations of this maxim in equity.

8. A, supposing he was executing a power of attorney, executed a mortgage of Whiteacre in favor of B. On the following day he conveyed to B Blackacre. The deed contained the usual receipt for the purchase money ($1,000), but it was not in fact paid. A expected the money at the time, but was induced to take B's note for it. Some time afterwards, B assigned the mortgage of Whiteacre to C for $1,000, (C having no notice of the circumstances under which it was given), and also conveyed to C for $1,500 cash Blackacre, telling him at the same time that A held his note for the original purchase money. B then failed, and A filed a bill against C, claiming payment of B's note as a charge on Blackacre. C filed a bill against A to foreclose the mortgage on Whiteacre. What decrees will be made in these suits?

9. (*a*) State the classes of cases in which contracts relating to personal chattels will be decreed to be specifically performed. (*b*) Under what circumstances will a verbal agreement relating to land be enforced, notwithstanding the Statute of Frauds? (*c*) When the plaintiff seeks specific performance of a written contract with a parol variation, what are his and what are the defendant's rights?

10. (*a*) What do you know about the Earl of Oxford's case? (*b*) A company is making application to the legislature for powers to extend its business beyond the objects for which it was constituted, and is using the corporate moneys to pay expenses. What remedy, if any, has a dissatisfied shareholder? (*c*) What facts must be shown in the plaintiff's bill to found an application for an injunction protecting his legal right?

MUNRO EXHIBITIONS AND BURSARIES.

Candidates for these Exhibitions and Bursaries, must fill up this Schedule, so far as it may be applicable to their case, and send it to the Principal. It should be addressed: "The Principal, Dalhousie College, Halifax, N. S.," and must be sent so as to reach him **on or before October 8th, 1884.**

Candidates must send with this schedule a certificate of good moral character, signed by a clergyman or other respectable citizen.

Candidates for Senior Exhibitions and Bursaries, who are not already undergraduates of Dalhousie College, must send with it also the certificates of standing required by § XII. 2, p. 35.

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(1) Is it for a Senior or for a Junior Exhibition (or Bursary) that you are a candidate?

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(2) Have you ever matriculated in Arts at a University?

....

(3) If so, at what University?..

(4) And at what date?..

(5) How many academic years have you spent as an undergraduate in Arts at a University or at Universities?

....

(6) At what University or Universities were they spent?

....

[OVER.

(7) Give the dates.

....

(8) Have you ever before competed for the Exhibitions and Bursaries for which you are now a candidate?

....

(9) If so, when?..

(10) Name the last School or Academy attended by you for one school or academic year during either the two years ending Oct. 16th, 1884, (if you are not yet a matriculated student) or the two years preceding the date of your matriculation (if you are)?

....

(11) Name the Province and County in which your permanent or usual residence either is now (if you are not yet a matriculated student), or was previously to your matriculation (if you are)?

....

Signature in full..

Present address..

....

Date..