CALENDAR

OF

Dalhousie College and University,

HALIFAX,

NOVA SCOTIA.

SESSION 1866-7.

HALIFAX.
PRINTED FOR THE UNIVERSITY,
AT THE "CITIZEN" STEAM PRESS.
1866.

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ACADEMICAL YEAR, 1866–67.

1866.	
	October.
Oct. 19	Meeting of Governors.
" 24	**Opening of Winter Session.**
" "	Matriculation Examination, at 3 P. M.
" 25	Matriculation Examination continued.
" 26	Matriculation and Registration.
" "	Supplementary Examination.
" 29	Lectures begin.
	November.
Nov. 5	Meeting of Senate.
" 7	Final Matriculation Examination.
	December.
Dec. 3	Meeting of Senate.
" 20	Christmas Holidays begin.
1867.	January.
Jan. 2	College re-opens.
" 7	Meeting of Senate.
" 25	Meeting of Governors.
	February and March
Feb. 4	Meeting of Senate.
March 4	Meeting of Senate.
	April.
April 1	Meeting of Senate.
" 10	Lectures close.
" 11	**Sessional Examinations commence.**
" "	Examination in Natural Philosophy.
" "	Examination in History.

1867.	April.
April 12	**Sessional Examination** continued.
" "	Examination in Chemistry.
" 15	Examination in Classics.
" 16	Examination in Classics.
" 17	Examination in Mathematics.
" 18	Examination in Modern Languages, 4th yr.
" "	Examination in Metaphysics.
" "	Examination in Logic and Psychology.
" 19	GOOD FRIDAY.
" 22	Examination in Ethics.
" "	Examination in Political Economy.
" "	Examination in Rhetoric.
" "	Examination in Modern Languages, 3d yr.
" 23	Meeting of Senate.
" 24	CONVOCATION DAY.
" 29	**Opening of Summer Session.**
" "	Lectures begin.
	May.
May 6	Meeting of Senate.
" 24	Queen's Birth Day.—Holiday.
	June.
June 3	Meeting of Senate.
" 20	Ascension of Queen Victoria.—Holiday.
" 21	Founding of Halifax.—Holiday.
" "	Meeting of Governors.
" "	Lectures close.
" 24	**Sessional Examinations.**
" 25	Sessional Examinations.
" 26	**End of Summer Session.**

Dalhousie College and University.

HALIFAX.

COVERNORS.

HON. WILLIAM YOUNG, Chief Justice of Nova Scotia, *Chairman.*

HON. CHARLES TUPPER, M. D., Provincial Secretary.

HON. J. W. RITCHIE, M. E. C., Solicitor General.

HON. S. L. SHANNON, M. P. P.

HON. JOSEPH HOWE.

REV. GEORGE M. GRANT, M. A.

JAMES F. AVERY, M. D.

ANDREW MACKINLAY, ESQ.

CHARLES ROBSON, ESQ.

JAMES THOMSON, ESQ., *Secretary and Treasurer.*

SENATE.

VERY REV. JAMES ROSS, D. D., *Principal.*

REV. WILLIAM LYALL, LL. D.

CHARLES MACDONALD, M. A., *Secretary.*

JOHN JOHNSON, M. A.

GEORGE LAWSON, Ph. D., LL. D.

JAMES DEMILL, M. A.

Officers of Instruction.

VERY REV. PRINCIPAL ROSS, D. D.,
Professor of Ethics and Political Economy.

REV. WILLIAM LYALL, LL. D.,
Professor of Psychology and Metaphysics.

CHARLES MACDONALD, M. A.,
Professor of Mathematics.

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JAMES LIECHTI, ESQ.,
Tutor of Modern Languages.

MR. ERROL BOYD, *Curator.*

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JAMES LIDDELL, Esq.,
Tutor of Modern Languages.

Mr. ERROL BOYD, Curator.

Faculty of Arts.

SECTION I.—SESSIONS.

In each Academical Year there are two Sessions:—the first, a Winter Session, and the second a Summer Session.

The Winter Session for 1866–67 will commence on Wednesday, October 24th, 1866, and end on Wednesday, April 24th 1867.

The Summer Session will commence on Monday, April 29th, 1867, and end on Wednesday, June 26th, 1867.

SECTION II.—ADMISSION OF STUDENTS.

Applicants for admission will present themselves at the College on the opening day of the Winter Session, at 3 P. M.

Students may enter either,

1st, as *Undergraduates*, with the intention of applying for the Degree of B. A. at the end of the course; or,

2nd, as *Occasional Students*.

Students entering as Undergraduates of the first year are required to pass the Matriculation Examination at the opening of the Winter Session, and to take the regular classes prescribed for the Arts course.

Students may also enter as Undergraduates of the second year, by complying with the conditions specified in Section No. 3.

Occasional Students are not required to pass any preliminary examination, and may attend any classes they choose.

No person can be admitted as an Undergraduate after ten days from the opening of the session, without the special permission of the Senate. Occasional Students will be admitted at any time during the Session.

Undergraduates from other Universities will be admitted to similar standing in this University, on producing satisfactory certificates, if on examination they be found qualified to enter the corresponding classes.

SECTION III.—MATRICULATION EXAMINATION.

For the First Year.

The subjects of examination for entrance into the first year are,—

I. In Classics.

Latin Grammar, Greek Grammar, one easy Latin, and one easy Greek Author.

The following Authors are recommended:

Latin.

Cæsar, one book; Virgil, one book; Cicero, three Orations; Horace one book of Odes.

Greek.

Xenophon, one book; Homer, one book; Lucian's Dialogues; New Testament, one Gospel.

II. In Mathematics.

Arithmetic; Euclid's Elements, Book I.

III.

In English Grammar.
History of England.
Geography.
English Composition.

For the Second Year.

In order to enter as Undergraduates of the second year, it will be necessary to pass an examination,—

1st, in the *Classics* of the first year as specified in Section 11, or their equivalents.

2nd, in the *Mathematics* of the first year as specified in Section 11, or their equivalents.

3rd, in *English Grammar, English History, Geography* and *Composition.*

N. B.—Students who enter the second year must attend the Lectures on *Rhetoric.*

SECTION IV.—COURSE OF STUDY.

The Undergraduate course extends either,

1st, over four Winter Sessions, or,

2nd, over the Winter and Summer Sessions of two Academic years, and an additional Winter Session.

In order to enter upon the latter course, Students must be able to pass the Entrance Examination of the second year, and must take the classes prescribed by the Senate in the Summer Session.

I. Winter Session.

FIRST YEAR.

Classics, Mathematics and Rhetoric.

SECOND YEAR.

Classics, Mathematics, Chemistry, Logic and Psychology.

THIRD YEAR.

Classics, Metaphysics, Modern Languages, Natural Philosophy (Mathematical and Experimental Physics), Chemistry, Mathematics (optional), and Practical Chemistry (optional).

FOURTH YEAR.

Ethics, Political Economy, History, Modern Languages, Natural Philosophy (Experimental Physics), and Classics or Mathematics.

II. Summer Session.

Classes will be opened for instruction in the following subjects:

Classics.
Mathematics.
Logic.
Optics.
Botany.
English Literature.
Modern Languages.

SECTON V.—FEES.

Tickets are issued, and Fees payable on the first day of the Lectures.

The Fee to each Professor, whose class or classes a Student attends, is *six dollars* for the Winter Session; and *four dollars* for the Summer Session; or *eight dollars* for both. Any Undergraduate who has paid fees twice, either to the Professor of Classics or Mathematics, may attend the classes of such Professor during the remainder of his Undergraduate course without paying an additional fee.

Occasional Students pay a fee for every class they attend. (This rule does not apply to those Occasional Students who entered previous to the Winter Session of 1866–67.)

Experimental Chemistry is an optional class, the fee for which is *six dollars*.

In addition to Class Fees, there is a Matriculation Fee of *two dollars*, payable by Undergraduates. Occasional Students pay an annual Registration Fee of *one dollar*.

The fees of Undergraduates who take the complete course in this University are as follows:

Classes of	First year,	and Matriculation.....	$20
"	Second "	.....	24
"	Third "	.....	12
"	Fourth "	.....	6

SECTION VI.—GRADUATION IN ARTS.

Degree of B. A.

The Degree of B. A. may be obtained by attending the prescribed courses of Lectures, extending over four Winter Sessions, or three Winter and two Summer Sessions, and by passing the following Examinations, the Candidate maintaining throughout the period a good moral character :—

1st. Matriculation Examination at the beginning of the first or second session.

2nd. Examination at the close of the first session, in Classics, Mathematics and Rhetoric.

3rd. Examination at the close of the second session, in Classics, Mathematics, Logic and Psychology, and Chemistry.

4th. Examination at the close of the third session, in Classics, Natural Philosophy, Modern Languages, Metaphysics and Chemistry.

5th. Final Examination for Degree, at the close of the fourth session, or subsequently in Modern Languages, Ethics, Political Economy, History, Natural Philosophy, and either Classics or Mathematics, at the option of the Candidate.

In no case shall a Student be entitled to a Degree who has not passed in every subject of the course.

Fee for Diploma *five dollars*, payable before the Final Examination.

Degree of M. A.

Bachelors of Arts of at least three years' standing, maintaining meanwhile a good reputation, shall be entitled to the Degree of M. A., on producing an approved Thesis on a literary, scientific, or professional subject.

Fee for Diploma *five dollars.*

SECTION VII.—REGULATIONS FOR EXAMINATIONS.

1. If an Undergraduate absent himself from any University Examination, except for such cause as may be held good by the Senate, he will lose his year.

2. If an Undergraduate fail to pass in any Examination, he will be allowed a Supplementary Examination on the first Friday of the following Winter Session, on giving notice to the Secretary of the Senate.

3. Failure in more than two subjects will involve the loss of the year. N. B.—In the application of this rule, Classics and Mathematics will each be reckoned as two subjects.

4. In all cases where a Student presents himself for Supplementary Examination, except on the day mentioned in Rule 2nd, he will be required to pay a fine of *two dollars*.

5. Students are forbidden to bring any books or manuscripts into the Examination Hall, unless by the direction of the Examiner, under penalty of losing their Examination.

6. Students who pass the Examination in the several subjects of their respective years, are arranged in three classes, according to the merit of their answers on those subjects.

7. A position in the First or Second Class will be considered honorable.

SECTION VIII.—SCHOLARSHIPS.

1ST. HALIFAX SCHOOLS.

A Scholarship entitling to free attendance on all the classes of the Undergraduate course, (provided the holder of it maintain throughout, a first or second class position) is offered by the Professors for competition this year, to Pupils from the Halifax Schools;—the competition to take place at the Matriculation Examination.

Pupils from the Halifax Schools must intimate to the Secretary of the Senate their intention of competing, on the opening day of the Session.

2ND. PICTOU ACADEMY.

A Scholarship of equal value, and to be held under the same conditions, is offered this year for competition to Pupils attending the Pictou Academy; the award to be made after examination by the Principal of the Academy.

3RD. YARMOUTH ACADEMY.

A Scholarship of equal value, and to be held under the same conditions, is offered this year for competition to Pupils attending the Yarmouth Academy, the award to be made after examination by the Principal of that Academy.

These Scholarships can be competed for only by Pupils who have attended the schools from which they come, for a period of not less than one year previous to the competition.

In all cases successful competitors must be able to pass creditably the Matriculation Examination of the College.

Should the Principal of either of the above Academies decline to examine, an examiner may be appointed by the Senate of Dalhousie College.

It is intended to offer Scholarships for competition next year to the pupils of the

HALIFAX SCHOOLS.
PRINCE OF WALES COLLEGE, Charlottetown.
NEW GLASGOW ACADEMY.

SECTION IX.—PRIZES AND CERTIFICATES OF MERIT.

I. Prizes.

1. UNIVERSITY PRIZES.

Prizes will be awarded to those Undergraduates who occupy the first place in the examination in any of the following subjects, provided they stand in the first or second class, and pass in the other subjects of the year.

Classics.
Mathematics.
History.
Modern Languages.
Chemistry.
Natural Philosophy.
Rhetoric.

2. The Grant Prize.

A prize of $20 is offered by the Rev. G. M. Grant, M. A., for the best Essay on the following subject:

"*The genius and character of the Roman People.*"

Competition is open to all Students of the years 1865–66 and 1866–67.

The Essays are to be sent in before the First of January, 1867, signed with mottoes, and accompanied by sealed envelopes containing the name of the competitor.

3. The Young Prizes.

The following Prizes are offered by the Hon. The Chief Justice of Nova Scotia:

1*st Prize* $25.—To the most eminent Student of the third and fourth years, to be decided by the votes of the Students of those years.

2*nd Prize* $15.—To the most eminent Student of the first and second years, to be decided by the votes of the Students of those years.

Certificates of Merit.

Certificates of Merit will be given to Students who have obtained a first or second class standing in all the branches of study proper to the session.

In publishing the names of Students of the first and second years who obtain Prizes and Certificates of Merit, mention will be made of the Schools in which they received their preliminary education.

SECTION X.—ATTENDANCE AND CONDUCT.

1. All Undergraduates and Occasional Students attending more classes than one, are required to provide themselves with caps and gowns, and wear them in going to and from the College. Gowns are to be worn at Lectures, and at all meetings of the University.

2. Attendance upon all the classes of the year, except those which shall be announced as optional, shall be imperative on all Undergraduates.

3. A Class Book will be kept by each Professor in which the presence or absence of Students will be carefully noted.

4. Professors will mark the presence or absence of Students immediately before commencing the exercises of the class, and will note as absent those who enter thereafter, unless satisfactory reasons be assigned.

5. Absence or tardiness without sufficient excuse, and inattention or disorder in the Class Room, if persisted in after due admonition by the Professor, or the discipline proper to the class, will be reported to the Senate.

6. The amount of absence or tardiness which shall disqualify for the keeping of a Session will be determined by the Senate.

9. Injuries to the Building or Furniture will be repaired at the expense of the party by whom they have been caused, and such other penalty will be imposed as the Senate may think proper.

8. While in the College, and going to it or from it, Students must conduct themselves in an orderly manner. Any Professor observing any improper conduct in a Student will admonish him, and if necessary report to the Principal.

9. When Students are brought before the Senate and convicted of a violation of any of these rules, the Senate may reprimand privately or in the presence of all the Students, or report to the parents or guardians, or

disqualify for competing for Prizes or Certificates of Merit, or report to the Governors for suspension or expulsion.

10. Students not residing with parents or guardians must report to the Principal their places of residence within one week after their entering College, and the Principal may disallow such residence if he see good cause. Any change of residence must also be reported.

11. It is expected that every Student will attend divine service on Sunday.

SECTION XI.—COURSE OF INSTRUCTION.

CLASSICS.

JOHN JOHNSON, M. A., PROFESSOR.

First Year.

LATIN.

Cicero, Pro Lege Manilia.
Virgil, Æneid, Book VII.
Prose Composition.

GREEK.

Xenophon, Anabasis, Book V.
Demosthenes, Olynthiac I.

Second Year.

LATIN.

Livy, Book XXI.
Horace, Epistles, Book I.
Prose Composition.
History of Rome.

GREEK.

Herodotus, Book I.
Homer, Book VI.
Prose Composition.
History of Greece.

Third Year.

LATIN.

Terence, Heautontimoroumenos.
Plautus, Miles Gloriosus.
Horace, Ars Poetica.
Prose Composition.

GREEK.

Euripides, Hippolytus.
Æschylus, Prometheus Vinctus.
Prose Composition.
Greek Drama.

Fourth Year.

LATIN.

Tacitus, Annals, Book I.
*Juvenal, Satires, I, III, X, XIII.
Prose Composition.

GREEK.

Demosthenes, De Corona.
*Æschines, Contra Ctesiphontem.
Comparative Philology.

MATHEMATICS.

CHARLES MACDONALD, M. A., PROFESSOR.

First Year.

Algebra.—To the end of Progressions.
Geometry.—Six books of Euclid, with Deductions.
Trigonometry.—Solution of Plane Triangles.

Second Year.

Algebra.—Binomial Theorem, Logarithms, Life Annuities, Probabilities.
Geometry.—Eleventh Book of Euclid, 21 Props.
Trigonometry.—Analytical, Plane and Spherical.

Third Year.

Angular Analysis.—DeMoivre's Theorem.
Theory of Equations; Conic Sections analytically; Differential Calculus. Mechanics.

Fourth Year.

Differential and Integral Calculus, and Conic Sections, with Application to Mechanics. Mechanics.

*Additional for Prizes.

BOOKS RECOMMENDED.

*Young's Elementary course of Mathematics. Cassell's or Potts' Euclid.

The books in Weale's Series on Trigonometry, Conic Sections and Calculus.

Todhunter's Differential and Integral Calculus. Galbraith and Haughton's Mechanics.†

ETHICS AND POLITICAL ECONOMY.

VERY REV. PRINCIPAL ROSS, D. D., PROFESSOR.

Fourth Year.

ETHICS.

Text Books.—Stewart's Active and Moral Powers of Man.
Whewell's Elements of Morality.

POLITICAL ECONOMY.

Text Books.—Mill's Political Economy.
Wayland's Political Economy.

LOGIC, METAPHYSICS AND ESTHETICS.

REV. WILLIAM LYALL, LL.D., PROFESSOR.

Second Year.

LOGIC AND PSYCHOLOGY.

Text Books.—Sir William Hamilton's Lectures on Logic.
Prof. Lyall's "Intellect, the Emotions, and the Moral Nature."

*Suffices for the course, except Geometry.
†For Students of the first year, the Mathematical Books used in the Schools for the most part are sufficient.

Third Year.

METAPHYSICS AND ESTHETICS.

Text Books.—Sir William Hamilton's Lectures on Metaphysics.
Mansel's Metaphysics.
Lewes' Biographical History of Philosophy.
Cousin on the Beautiful.
Allison's Essay on the Nature and Principles of Taste.

CHEMISTRY AND MINERALOGY.

GEORGE LAWSON, PH. D., LL. D., PROFESSOR.

Second Year.

JUNIOR CHEMISTRY.

Text Book.—Chambers's Chemistry by Macadam.

Third Year.

SENIOR CHEMISTRY.

Text Book.—Fownes' Chemistry, (or Gregory's).

PRACTICAL CHEMISTRY.

Laboratory Books.—Fresenius's Qualitative and Quantitative Analysis.
Bowman's Medical Chemistry.

MINERALOGY AND GEOLOGY.

Nichols' or Dana's Mineralogy.
Dana's Manual of Geology.
Dawson's Acadian Geology.

NATURAL PHILOSOPHY.

EXPERIMENTAL PHYSICS.

VERY REV. PRINCIPAL ROSS, D. D., PROFESSOR.

Third Year.

Text Book.—Lardner's Handbook.

Fourth Year.

Text Book.—Lardner's Handbook.

MATHEMATICAL PHYSICS.

CHARLES MACDONALD, M. A., PROFESSOR.

Third Year.

Text Books.—Lardner's Handbook.
Galbraith and Haughton's Mechanics.

HISTORY AND RHETORIC.

JAMES DEMILL, M. A., PROFESSOR.

First Year.

RHETORIC.

Text Books.—Whately's Elements of Rhetoric.
Campbell's Philosophy of Rhetoric.
Latham's Handbook of the English Language.

Essays once a fortnight.

Fourth Year.

HISTORY.

Text Books.—Gibbon's Decline and Fall of the Roman Empire.
Hume's History of England.
Martin's History of France.
Hallam's Middle Ages.
Sismondi's Italian Republics.
Taylor's Manual of Modern History.

Books Recommended.

Guizot's History of Civilization.
Michelet's History of France.
Hallam's Constitutional History.

MODERN LANGUAGES.

JAMES LIECHTI, ESQ., TUTOR.

Third Year.

FRENCH.

Pujol's Grammar, (first part.)
Peschier's Entretiens Familiers.

GERMAN.

Ahn's Grammar, (Meissner.)
Adler's Reader.

Fourth Year.

FRENCH.

Pujol's Grammar, (second part.)
Peschier's Causeries Parisiennes.

GERMAN.

Otto's Conversation Grammar.
Adler's Reader.
A Play of Schiller.

List of Graduates, Undergraduates and Occasional Students.

GRADUATES.

DEGREE OF B. A.

Chase, Henry J., Cornwallis.
Shaw, Robert, New Perth, P. E. I.

UNDERGRADUATES, 1865-6.

Fourth Year.

Burgess, Joshua A., Cornwallis.
Chase, Henry J., Cornwallis.
Shaw, Robert, New Perth, P. E. I.

Third Year.

Cameron, J. J., Georgetown, P. E. I.
Lippincott, Aubrey, New Glasgow.
MacDonald, J. H., Cornwallis.
MacNaughton, Samuel, Pictou.
Ross, Alexander, Pictou.
Sedgewick, Robert, Middle Musquodoboit.
Smith, David, Truro.

Second Year.

Carr, Arthur F., St. Edwards, P. E. I.
Creighton, James G. A., Halifax.
Gordon, Æneas G., Scotch Hill.
Forrest, James, Halifax.
McKenzie, J. W., Pictou.
Meek, John C., Rawdon.

First Year.

Annand, Joseph, Gay's River.
Campbell, Donald, East River, Pictou.
Campbell, John, Lake Ainslie, C. B.
Campbell, Gordon, Sherbrooke.
Cameron, Alexander H., New Glasgow.
Fraser, Alexander, New Glasgow.
Fraser, Duncan, New Glasgow.
MacKenzie, John J., Green Hill.
Richard, John J., West River, Pictou.
Sutherland, John R., West River, Pictou.
Thompson, Alexander F., Antigonishe.
Webster, Barclay, Kentville.

OCCASIONAL STUDENTS.—1865-6.

NAME.	RESIDENCE.	SUBJECTS.
Archibald, Howard	Truro.	French.
Christie, Thomas	Yarmouth.	Clas. Math. Logic.
Crowe, Eutychus	Halifax.	Chemistry.
Dickie, Alfred	Maitland.	Clas. Eth. & P. Econ
Fraser, Charles	Cavendish, P.E.I.	Logic, Clas. Eth. Fr
Faetwell, R. J.	Halifax.	French.
Gow, John	Lunenburg.	Class. Math. Meta. Nat. Phil.
Grant, Edward	Pictou.	Clas. Ethics, Chem. Mod. Lang.
Grant, William	Pictou.	Clas. Chem. Ethics.
Gunn, Samuel	Pictou.	Classics, Ethics.
Johnstone, Wm.	Pictou.	Clas. Math. Chem.
Kelly, Fred. W.	Stewiacke.	Clas. Math. Rhet.
Layton, Jacob	Londonderry.	Clas. Eth. Pol. Eco.
Leishman, John	Richibucto, N.B	Clas. Logic, Meta.
Maxwell, Arch.	Pictou.	Clas. Rhet. Chem.
McDonald, J. F.	Gay's River.	Rhet. Chem.
Murray, Hezekiah	Mabou, C.B.	Clas. Math. Rhet.
Nelson, J. W.	Shubenacadie.	Chemistry.
Parker, Samuel	Halifax.	Lat. Mat. Rhet. Fr.
Robinson, W. S.	Baillie, St Jas. N.B	Nat. Philosophy.
Scott, Hugh	Sherbrooke.	Clas. Math. Rhet.
Seeton, Parker	Halifax.	Latin, Rhet. Prac. Chemistry.
Smith, Edwin	Truro.	Clas. Mat. Met. His.
Smith, J. P.	Pictou.	Clas. Chemistry.
Stairs, J. F.	Halifax.	Chemistry.
Urquhart, Alex.	Elmsdale.	Math. French.
Waddel, Sherburne	Sheet Harbor.	Clas. Mat. Mo. Lan.
Young, Alex.	Halifax.	Clas. Rhetoric.

EXAMINATIONS, 1865-6.

Prize List,

UNIVERSITY PRIZES.

Fourth Year.

Classics.	Shaw, Robert.
Ethics and Political Economy.	Shaw, Robert.
History.	Shaw, Robert.
Chemistry.	Burgess, Joshua C.

Third Year.

Classics.	Ross, Alex.
Mathematics.	Ross, Alex.
Natural Philosophy.	Ross, Alex.
French.	McNaughton, Samuel.

Second Year.

Classics.	Gordon, Æneas, Pictou Academy.
Mathematics.	Carr, Arthur F., Prince of Wales College, Charlottetown, P. E. I.
Logic & Psychology.	Carr, Arthur F.

First Year.

Classics.	McKenzie, J. J., Durham, West River, Pictou.
Mathematics.	McKenzie, J. J., West River, Pictou.
Rhetoric.	McKenzie, J. J., " "

CERTIFICATES OF GENERAL MERIT.

Fourth Year.

Class I.—Shaw, Robert.

Third Year.

None.

Second Year.

Class I.—None.
Class II.—Carr, Arthur F., Prince of Wales College.
Gordon, Æneas, Pictou Academy.

First Year.

Class I.—McKenzie, J. J., Durham.
Class II.—Annand, Joseph—Private Study.
Fraser, Alexander, New Glasgow.
Fraser, Duncan C., Normal School, Truro.
Sutherland, John M., New Glasgow Academy.

GRANT PRIZE.

The Grant Prize of Five Pounds for the best Essay on "*Hume's Argument on Miracles*" was awarded to
Chase, Joseph Henry.

Pass List.

Examination for Degree of B. A.

Chase, Joseph Henry, Cornwallis.
Shaw, Robert, New Perth, P. E. I.

Examination of Third Year.

McNaughton, Samuel.
Ross, Alexander.

Examination of Second Year.

Carr, Arthur F.
Forrest, James.
Gordon, Æneas.

Examination of First Year.

Annand, Joseph.
Fraser, Alexander.
Fraser, Duncan.
McKenzie, J. J.
Sutherland, John M.

Second Year.

Class I.—None.
Class II.—Carr, Arthur F. Prince of Wales College.
Gordon, Enos, Pictou Academy.

First Year.

Class I.—McKenzie, J. J., Durham.
Class II.—Annand, Joseph—Private Study.
Fraser, Alexander, New Glasgow.
Fraser, Duncan C., Normal School, Truro.
Sutherland, John M., New Glasgow Academy.

GRANT PRIZE.

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Pass List.

Examination for Degree of B. A.

Chase, Joseph Henry, Cornwallis.
Shaw, Robert, New Perth, P. E. I.

Examination of Third Year.

McNaughton, Samuel.
Ross, Alexander.

Examination of Second Year.

Carr, Arthur F.
Forrest, James.
Gordon, Enos.

Examination of First Year.

Annand, Joseph.
Fraser, Alexander.
Fraser, Duncan.
McKenzie, J. J.
Sutherland, John M.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX, N. S.

SESSIONAL EXAMINATIONS, 1866.

MONDAY, MARCH 26, 9 A. M., to 1 P. M.

LATIN.—FIRST YEAR.

CICERO; ORATIONS AGAINST CATALINE, I. IV.—VIRGIL; ÆNEID, BOOK VI.

1. *a.* Translate:—Etenim quæro, si quis paterfamilias, liberis suis a servo interfectis, uxore occisa, incensa domo, supplicium de servi non quam acerbissimum sumpserit, utrum is clemens ac misericors an inhumanissimus et crudelissimus esse videatur? Mihi vero importunus ac ferreus qui non dolore ac cruciatu nocentis suum dolorem cruciatumque lenierit. Sic nos in his homnibus, qui nos, qui conjuges, qui liberos nostros trucidare voluerunt, qui singulas unius cujusque nostrum domos et hoc universum reipublicæ domicilium delere conati sunt, qui id egerunt ut gentem Allobrogum in vestigiis hujus urbis atque cinere deflagrati imperii collocarunt, si vehementissimi fuerimus, misericordes habebimur, sin remissiores esse voluerimus, summæ nobis crudelitatis in patriæ civiumque pernicie fama subeunda est. *Orat. in Cat.* IV. 6.

b. Incipit Æneas heros: Non ulla laborum.
O virgo, nova mi facies inopinave surgit:
Omnia præcepi atque animo mecum ante peregi.
Unum oro: quando hic inferni janua regis
Dicitur et tenebrosa palus Acheronte refuso,
Ire ad conspectum cari genitoris et ora
Contingat; doceas iter et sacra ostia pandas.
Illum ego per flammas et mille sequentia tela
Eripui his humeris, medioque ex hoste recepi;
Ille meum comitatus iter maria omnia mecum,
Atque omnes pelagique minas cælique ferebat,
Invalidus, vires ultra sortemque senectæ.
Quin, ut te supplex peterem et tua limina adirem,
Idem orans manadata dabat. Gnatique patrisque
Alma, precor, miserere; potes nam omnia, nec te
Nequiquam lucis Hecate præfecit Avernis.
Si potuit Manes arcessere conjugis Orpheus,
Threicia fretus cithara fidibusque canoris,
Si fratrem Pollux alterna morte redemit,
Itque reditque viam totiens—quid Thesea magnum,
Quid memorem Alciden? et mi genus ab Jove summo.

Æn. VI. 163-123.

2. Parse the first sentence of extract (*a*), and the lines "Quin ut te . . . Avernis," giving the rules for case and mood.

3. Supply the ellipses in the sentences "Mihi vero . . . " (*a*), "Si potuit Manes . . . . " (*b*). Explain the use of different moods in the relative sentences "qui non dolore . . . lenierit," "qui liberos trucidare voluerunt."

4. Decline: "paterfamilias", "domo", "conjuges", "liberos" "reipublicæ", "cinere"—"virgo", "ora," "mille", "maria", "pelagi" "minas" "cœli".

5. Conjugate: "Incipit", "surgit" "peregi" "dicitur", "contingat", "pandas", "ferebat" "petcrem" "areessere" "redemit" "memorem".

6. *a.* Give the meaning and derivation of these words: *nudiustertius, hodie, sempiternus, conjux, judico, egregius, provincia, alienigina, negligo, Avernus, exanimis, comes, securis.* *b.* Scan vss. 103-106.

7. Relate the myths alluded to in vss. 119 123.

8. When and where was the Fourth orrtion against Cataline delivered? What object did Cicero gain by it? What became of Cataline? How old was Cicero at the time of his Consulship? When and where did he die? What facts are known about Virgil?

9. In what respects did the higher magistracies of Rome differ from those of modern States? When and why were Censors first appointed? Describe their duties.

10. When is a sentence beginning with *that* translated by the *acc.* and *inf.* in Latin? When by the *subjunctive* with *ut* and *ne?* How is the tense determined in the latter case? When is the English *infinitive* translate by the *subj.* with *ut* or *ne*? How are *simple* and *double interrogative* sentences introduced? What verbs are followed by the *dative?* Explain the phrase *mea refert.*

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX, N. S.

SESSIONAL EXAMINATIONS, 1866.

MONDAY, MARCH 26TH, 9 A. M. to 1 P. M.

LATIN.—SECOND YEAR.

LIVY: BOOK XXI. CHAPS. 1-40. HORACE: EPISTLES BOOK I.

1. *a.* Translate:—Hannibal, Sagunta capto, *Carthaginem* novam in hiberna concesserat. Ibique *auditis*, quæ *Romæ*, quæque *Carthagine* acta decretaque forent, seque non ducem solum, sed etiam causam esse belli, partitis devenditisque reliquiis prædæ, nihil ultra *differendum* ratus, Hispani generis milites convocat: 'Credo ego vos,' inquit, 'socii, et ipsos cernere, pacatis omnibus Hispaniæ populis, aut finiendam nobis militiam exercitusque dimittendosque, aut in alias terras transferendum bellum: ita enim hæ gentes non pacis solum, sed etiam victoria, bonis florebunt, si in aliis gentibus prædam et gloriam quæremus. Itaque, quum longinqua ab domo *instet* militia, incertumque sit, quando domos vestras, et quæ cuique ibi cara sunt. *visuri sitis*, si quis vestrum suos invisere vult, commeatum do. Primo vere, edico, *adsitis;* at, Diis bene juvantibus, bellum ingentis *gloriæ* prædæque futurum incipiamus.

b. Si potes Archiacis conviva recumbere lectis,
Nec modica *cœnare times olus* omne patella,
Supremo te sole domi, Torquate, manebo.
Vina bibes *iterum Tauro* diffusa palustres
Inter Minturnas Sinuessanamque Petrinum.
Si melius quid habes arcesse vel imperium fer.
Jamdudum splendet focus et tibi munda supellex.
Mitte leves spes et certamnia divitiarum
Et Mosehi causam: cras nato Cæsare festus
Dat veniam somnumque dies; impune licebit
Æstivam sermone benigno tendere noctem.
Quo wihi fortunam, si non conceditur uti?
Parcus ob heredis curam nimiumque severus
Assidet insano: potare et spargere flores
Incipiam, patiarque vel inconsultus haberi.
Quid non ebrietas designat? operta recludit,
Spes jubet esse ratos, ad prœlium trudit inertem;
Sollicitis animis onus eximit, addocet artes.
Fecundi calices quem non in paupertate solutum?
Hæc *ego procurare et idoneus imperor* et non
Invitus, ne turpe toral, ne sordida mappa
Corruget nares, ne non et cantharus et lanx

Ostendat tibi te, ne fidos inter amicos
Sit qui dicta foras eliminet, ut coeat par
Jungaturque pari. Butram tibi Septiciumque,
Et nisi cœna prior potiorque puella Sabimun
Detinct, assuman ; locus est et pluribus umbris :
Tu quotus esse velis rescribe, et rebus omissis
Atria servantem postico falle clientem.

2. Parse the words which are printed in Italics and illustrate unusnal constructions by similar examples.

3. Write notes on the following words: "Archiacis lectis," "vina diffusa," "cras nato Cæsare," "cœna," "umbris," "atria," "postico," "clientem."—*Mancipia, fasces, curule ebur, Cœrite era digni, mediastinus, grammatici.*

4. *a.* Decline "reliquiis," "vere," "olus," "supellex," "nares," "locus." Conjugate "invisere," "juvantibus," "arcesse," "tendere," "potare," "operta," "eximit," "corruget," "falle."

5. Give the etymology and meaning of these words: *cœna, atrium, curule, supellex, arcesso, mediastinus, cheragra, sodes, compesco, ampullor, fomentum, designator, quadrigæ, annonæ, comitiæ, consul.*

6. Mention the immediate causes of the Punic Wars. How long did each last? Which were the chief battles in the Second? Give their dates. When did Rome complete the conquest of Italy? On what principles did the Romans govern it? Trace Hannibal's march to Italy.

7. Where and when was Horace born? Why did he go to Athen? What caused him to leave it? What style of poetry did he introduce into Latin literature? What title did he give himself in consequence?

8. Turn Hannibal's speech in extract (*a*) into the form of the *oratio obliqua.* How are questions asked in *or. obl.?*

9. Mention the principal cases in which the relative is followed by the *subjunctive* mood.

10. Translate into Latin: —So great alarm wns carried to Rome from this defeat, ihat they believed the enemy would come at once to the city; and that there was no hope or help by which they might prevent an attack on the gates and city. When two consular armies were defeated, what other generals (said they,) what other armies were there to be summoned?

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX, N. S.

SESSIONAL EXAMINATIONS, 1866.

MONDAY, MARCH 26, 9 A. M., to 1 P. M.

VIRGIL; GEORGICS I. IV.—TERENCE; ADELPHI.—HORACE; ARS POETICA.

LATIN.—THIRD YEAR.

1. Translate:—

a. Si quando sedem angustam servataque mella
Thesauris relines, prius haustu sparsus aquarum
Ora fove, fumosque manu prætende sequacis.
Bis gravidos cogent fetus, duo tempora messis,
Taygete simul os terris ostendit honestum
Plias et oceani spretos pede reppulit amnis.
Aut eadem sidus fugiens ubi Piscis aquosi
Tristior hibernas cœlo descendit in undas.
Illis ira modum supra est, læsæque venenum
Morsibus inspirant, et spicula cœca relinquunt
Adfixæ venis, animasque in vulnere ponunt.
Sin duram metues hiemem parcesque futuro
Contunsosque animos et res miserabere fractas:
At suffire thymo cerasque recidere inanis
Quis dubitet? Nam sæpe favos ignotus adedit
Stellio et lucifugis congesta cubilia blattis
Immunisque sedens aliena ad pabula fucus.

GEOR. IV. 228 244.

b. * * * * * *Syrus.* Timet:
Injeci scrupulum homini. *Sannio.* O scelera: illud vide,
Ut in ipso articulo oppressit. emptæ mulieres
Complures et item hinc alia quæ porto Cyprum.
Nisi eo ad mercatum venio, damnum maxumumst.
Nunc si hoc omitto ac tum agam ubi illinc rediero,
Nil est; refrixerit res: 'nunc demum venis?
Quor passu's? ubi eras?' ut sit satius perdere
Quam aut nunc manere tam diu aut tum persequi.
Sy. Jamne enumerasti id quod ad te rediturum putes?
Sa. Hocine illo dignumst? hocine incipere Aeschinum?
Per oppressionem ut hanc mi eripere postulet?
Sy. Labascit. unum hoc habeo: vide si satis placet:
Potius quam venias in periculum, Sannio,
Seruesne an perdas totum, diuiduom face.
Minas decem conradet alicunde. *Sa.* Ei mihi,
Etiam de sorte nunc venio in dubium miser?

ADELPH. II. ii 227–242

c. *Sy.* Edepol, Syrisce, te curasti molliter
Lauteque munus administrasti tuom.
Abi. sed postquam intus sum omnium rerum satur,
Prodeambulare huc lubitumst. *Demea.* Illud sis vide
Exemplum disciplinæ. *Sy.* Ecce autem hic adest

Senex noster. quid fit? quid tu es tristis? *De.* Oh scelus.
Sy. Ohe jam: tu verba fundis hic, sapientia?
De. Tu si meus esses . . . *Sy.* Dis quidem esses, Demea
Ac tuam rem constabilisses. *De.* Exemplo omnibus
Curarem ut esses. *Sy.* Quam ob rem? Quid feci? *De.*
Rogas?
In ipsa turba atque in peccato maxumo,
Quod vix sedatum satis est, potasti, scelus,
Quasi re bene gesta. *Sy.* Sane nollem huc exitum.

AD. IV. viii. 763-775.

d. Neve minor, neu sit quinto productior actu
Fabula, quæ posci vult, et spectata reponi.
Nec Deus intersit, nisi dignus vindice nodus
Inciderit: nec quarta loqui persona laboret.
Actoris partes chorus officiumque virile
Defendat; neu quid medios intercinat actus,
Quod non proposito conducat, et hæreat apte.
Ille bonis faveat que, et consilietur amicis,
Et regat iratos, et amet peccare timentes:
Ille dapes laudet mensæ brevis; ille salubrem
Justitiam, legesque, et apertis otia portis;
Ille tegat commissa: Deos precatur et oret
Ut redeat miseris, abeat fortuna superbis.

HOR. A. P. 189 200.

2. Write notes where the grammatical construction or different readings in these extracts seem to you to require explanation.

3. Explain the dramatic rules laid down by Horace in extract *d*.

4. *a*. Analyze these words and give others of similar formation: *prœterea, ellum. ain, scilicet, uspiam, quorsum, quoniam, istuc, Sis.*

b. Derive *nego, meridie, arcesso, reprehendo, silicernium, purgo.* Trace the meanings of *puto, despondeo, cerno, censeo, expergiscor.*

5. In what metre were the early Roman ballads written? Give a scheme and an example of it By whom and when were Grecian metres introduced into Latin literature?

6. What metres are used in Terence? Two methods have been proposed for overcoming certain difficulties in the scansion of them? Scan the first six lines of (*c*.)

7. When did *Histriones* first come to Rome? Describe their performances. Name the principal Latin dramatists. When was the *Adelphi* first performed? What was the chief diffe ence between a Grecian and a Roman Theatre?

8. A spurious epitaph briefly describes Virgil's life and writings? What authors did he imitate in the *Georgics?*

9. Translate into Latin:—Whilst these occurrences were taking place in Italy, the war was proceeding no less vigorously in Spain: but up to this time more favorably for the Romans. When Publius and Cnæus Scipio had divided their forces with each other, in order that Cnæus might conduct the war by land, and Publius by sea. Hasdrœbal, the Carthagenian General, not having sufficient confidence in either kind of his forces, kept aloof from the enemy, until four thousand infantry and five hundred cavalry were sent from Africa to reinforce him.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX, N. S.

SESSIONAL EXAMINATIONS, 1866.

MONDAY, MARCH 26, 9 A. M., to 1 P. M.

LATIN—FOURTH YEAR.

TACITUS: ANNALS, BOOK I.

1. Translate *a*. Chap. XXVII.
   b. Chap. XLIII.
   c. Chap. LXIV.

2. Describe the administration of the *Provinces* in the time of Augustus. What were the boundaries of the Empire at his death?

3. Trace the changes in the enlistment and organization of the Roman armies?

4. What are the *elements* of Language? How many kinds are there? How are languages classified with respect to them.

5. What is meant by the *genealogical* classification of Languages? What tests are to be employed in this classification? Arrange the following languages by *Family* and *Class:—English, Irish, French, Hungarian, Hebrew, Greek, Hindustani, Cuneiform Inscriptions of Ninevah, Gipsy.*

6. State in a general form *Grimm's Law.* What is meant by the *law of divergent articulation?* Give an example of it.

7. Give words in Latin and Greek cognate to these:—*who, that, same, bier, yesterday, garden, child, king, wit, hound, foot, be, can:* mentioning the laws of the changes.

8. Trace back these words to their originals:—*chamber, gender, bishop, piano, page* (an attendant), *age, chief, leisure, meagre. mais, autre, choux, feu, queue, malgre, y, encore, epitre, etat.* In each case give another example of similar changes.

9. Enumerate the cases of the Sanscrit noun? To which of them does the Latin *Dative* probably correspond? What was the original termination of the *Nom. Sing* of *Mas.* and *Fem.* nouns in Latin and Greek? Why are the *Nom. Acc.* and *Voc.* of *neuter* nouns alike? There is a trace of the old termination of the *Abl. Sing.* in classical Latin.

10. Analyse these verbal forms and explain clearly the origin of each part: *sumus, eram, fio, audiebat, monui, suasit, cecidimus;—loveth, am, hears;—a t-il, jetais, nous chanterons.*

11. Translate into Latin:—It had been Cæsar's policy to spare the wealth of the provinces which he wished to attach to his side, and his system was directly opposed to the confiscation of his enemies' estates, but his want of ready money was urgent, and it was in arranging the quarrels of a dependent kingdom that the best opportunity might be found for exacting it. This undoubtedly was the urgent motive which impelled him to intrude on the affairs of a jealous people, in which his principal designs were in no way implicated.

ADDITIONAL FOR PRIZE: CICERO DE OFFICIIS LIB I.

Translate Chap. XXXIV.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1866.

TUESDAY, MARCH 27TH.

GREEK—FIRST YEAR.

XENOPHON'S ANABSIS, BOOK IV.

1. Translate:—

a. οἱ μέντοι πολέμιοι οὐδὲν ἐπαύσαντο δι' ὅλης τῆς νυκτὸς κυλίνδοντες τοὺς λίθους· τεκμαίρεσθαι δ' ἦν τῷ ψόφῳ. οἱ δ' ἔχοντες τὸν ἡγεμόνα κύκλῳ περιόντες καταλαμβάνουσι τοὺς φύλακας ἀμφὶ πῦρ καθημένους· καὶ τοὺς μὲν κατακανόντες τοὺς δὲ καταδιώξαντες αὐτοὶ ἐνταῦθ' ἔμενον ὡς τὸ ἄκρον κατέχοντες. οἱ δ' οὐ κατεῖχον, ἀλλὰ μαστὸς ἦν ὑπὲρ αὐτῶν παρ' ὃν ἦν ἡ στενὴ αὕτη ὁδὸς ἐφ' ἣ ἐκάθηντο οἱ φύλακες. ἔφοδος μέντοι αὐτόθεν ἐπὶ τοὺς πολεμίους ἦν οἱ ἐπὶ τῇ φανερᾷ ὁδῷ ἐκάθηντο. καὶ τὴν μὲν νύκτα ἐνταῦθα διήγαγον· ἐπεὶ δ' ἡμέρα ὑπέφαινεν, ἐπορεύοντο σιγῇ συντεταγμένοι ἐπὶ τοὺς πολεμίους· καὶ γὰρ ὁμίχλη ἐγένετο, ὥστ' ἔλαθον ἐγγὺς προσελθόντες.

b. Ἐντεῦθεν δ' ἐπορεύθησαν σταθμοὺς τρεῖς διὰ πεδίου παρασάγγας πεντεκαίδεκα· καὶ Τιρίβαζος παρηκολούθει ἔχων τὴν ἑαυτοῦ δύναμιν ἀπέχων ὡς δέκα σταδίους· καὶ ἀφίκοντο εἰς βασίλεια καὶ κώμας πέριξ πολλὰς πολλῶν τῶν ἐπιτηδείων μεστάς. στρατοπεδευομένων δ' αὐτῶν γίγνεται τῆς νυκτὸς χιὼν πολλή· καὶ ἔωθεν ἔδοξε διασκηνῆσαι τὰς τάξεις καὶ τοὺς στρατηγοὺς κατὰ τὰς κώμας· οὐ γὰρ ἑώρων πολέμιον οὐδένα καὶ ἀσφαλὲς ἐδόκει εἶναι διὰ τὸ πλῆθος τῆς χιόνος. ἐνταῦθα εἶχον πάντα τὰ ἐπιτήδεια ὅσα ἐστὶν ἀγαθά, ἱερεῖα, σῖτον, οἴνους παλαιοὺς εὐώδεις, ἀσταφίδας, ὄσπρια παντοδαπά. τῶν δὲ ἀποσκεδαννυμένων τινὲς ἀπὸ τοῦ στρατοπέδου ἔλεγον ὅτι κατίδοιεν στράτευμα καὶ νύκτωρ πολλὰ πυρὰ φαίνοιτο.

c. ἐνθα δὴ Πολυκράτης Ἀθηναῖος λοχαγὸς ἐκέλευσεν ἀφιέναι ἑαυτόν· καὶ λαβὼν τοὺς εὐζώνους, θέων ἐπὶ τὴν κώμην ἣν εἰλήχει Ξενοφῶν καταλαμβάνει πάντας ἔνδον τοὺς κωμήτας καὶ τὸν κωμάρχην, καὶ πώλους εἰς δασμὸν βασιλεῖ τρεφομένους ἑπτακαίδεκα, καὶ τὴν θυγατέρα τοῦ κωμάρχου ἐνάτην ἡμέραν γεγαμημένην· ὁ δ' ἀνὴρ αὐτῆς λαγῶς ᾤχετο θηράσων καὶ οὐχ ἥλω ἐν ταῖς κώμαις.

2. How may subordinate clauses be classified? Explain the names of the classes. Give an euample of each class from the preceding extracts, shewing the words to which it is related and the relation existing between them. Translate into Latin the last sentence of extract (*b*).

3. Parse:—*τῷ ψόφῳ, κύκλῳ, τοὺς μὲν—τοὺς δὲ, ἐκάθηντο, τὴν νύκτα, σιγῇ,—δέκα σταδίους, τῶν ἐπιτηδείων, φαίνοιτο.*

4. Decline the following Nouns and Adjectives:—*ὁπλίτης, στάδιον, χιών, γυνή, πλῆθος, εὐώδης, μέγας, οἷτος.*

5. Parse these verbal forms and conjugate the verbs they come from: —*ἐπαύσαντο, καταλαμβάνουσι, ἔμενον, κατεῖχον, ὑπέφαινεν, συντεταγμένοι,— ἀφίκοντο, ἐώρων, ἔλεγον,—ἐκέλευσεν, θέων, ἧλω.*

6. *a.* Write the Fut., 1 Aor., Perf., and (if used) 2 Aor. Act., Pass. and Mid. of these verbs:—*τρέπω, πλέκω, δέρω, κρίνω, τιμάω, θηράω.*

b. Write out the 1 Aor. and 2 Aor. of all the Moods of the Act., Pass. and Mid. voices of *λειπω.*

c. Give the Present Tense of the Moods of *εἶμι, εἰμι, ἵημι.*

*7. Translate and explain the following passages:—*προσβάλλουσι πρὸς τὸν λόφον ὀρθίοις τοῖς λόχοις.—εἷλκον δὲ τὰς νευρὰς ὁπότε τοξεύοιεν πρὸς τὸ κάτω τοῦ τόξου τῷ ἀριστερῷ ποδὶ προβαίνοντες.—Ἐχρῶντο δὲ αὐτοῖς* (sc. *τοῖς τοξεύμασι*) *οἱ Ἕλληνες, ἐπεὶ κάβοιεν, ἀκοντίοις ἐναγκυλῶντες.—παρήγγειλε τοῖς λοχαγοῖς κατ' ἐνωμοτίας ποιήσασθαι ἕκαστον τὸν ἑαυτοῦ λόχον, παρ' ἀσπίδας παραγαγόντας τὴν ἐνωμοτίαν ἐπὶ φάλαγγος.—*(παρήγγειλε) *ἀναστρέψαντας ἐπὶ δόρυ ἡγεῖσθαι τοὺς οὐραγούς.—θέσθαι τὰ ὅπλα.*

8. Explain these terms:—*φάλαγξ, λόχος, ἐνωμοτία, ἀσπίς, ὅπλον, πέλτη.* Give the etymology and meaning of:—*ὀπισθοφύλαξ, ἀυλίζω, ἐνεδρεύω, ἐγχειρίδιον, στρατηγός, τὰ ὑπόζυγια, τὰ σκευοφόρα.*

9. What was the object of Cyrus' expedition? When did it take place? What was the cause of its failure? Trace the route of the army during its advance and retreat. What tribes now represent the *Καρδοῦχοι*? What has caused some doubt about Xenophon's age then?

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1866.

TUESDAY, MARCH 27TH.

GREEK—SECOND YEAR.

HERODOTUS, BOOK II. SEC. 1-100.

1. Translate :—

a. Ἀλλὰ Ἑλλήνων μέν τινες, ἐπίσημοι βουλόμενοι γενέσθαι σοφίην, ἔλεξαν περὶ τοῦ ὕδατος τούτου τριφασίας ὁδούς· τῶν τὰς μὲν δύο τῶν ὁδῶν οὐδ' ἀξιῶ μνησθῆναι, εἰ μὴ ὅσον σημῆναι βουλόμενος μοῦνον· τῶν ἡ ἑτέρη μὲν λέγει τοὺς ἐτησίας ἀνέμους εἶναι αἰτίους πληθύειν τὸν ποταμὸν, κωλύοντας ἐς θάλασσαν ἐκρέειν τὸν Νεῖλον; πολλάκις δὲ ἐτησίαι μὲν οὐκ ὦν ἔπνευσαν, ὁ δὲ Νεῖλος τὠυτὸ ἐργάζεται· πρὸς δὲ, εἰ ἐτησίαι αἴτιοι ἦσαν, χρῆν καὶ τοὺς ἄλλους ποταμοὺς ὅσοι τοῖσι ἐτησιῃσι ἀντίοι ῥέουσι ὁμοίως πάσχειν καὶ κατὰ τὰ αὐτὰ τῷ Νείλῳ, καὶ μᾶλλον ἔτι τοσουτῳ, ὅσῳ ἐλάσσονες ἐόντες ἀσθενέστερα τὰ ῥεύματα παρέχονται· εἰσὶ δὲ πολλοὶ μὲν ἐν τῇ Συρίῃ ποταμοὶ, πολλοὶ δὲ ἐν τῇ Λιβύῃ, οἱ οὐδὲν τοιοῦτο πάσχουσι οἷον τι καὶ ὁ Νεῖλος.

b. Χρηστηρίων δὲ πέρι, τοῦ τε ἐν Ἕλλησι καὶ τοῦ ἐν Λιβύῃ, τόνδε Αἰγύπτιοι λόγον λέγουσι· ἔφασαν οἱ ἱρέες τοῦ Θηβαιέος Διὸς "δύο γυναῖκας ἱρηίας ἐκ Θηβέων ἐξαχθῆναι ὑπὸ Φοινίκων· καὶ τὴν μὲν αὐτέων πυθέσθαι ἐς Λιβύην πρηθεῖσαν, τὴν δὲ ἐς τοὺς Ἕλληνας· ταύτας δὲ τὰς γυναῖκας εἶναι τὰς ἱδρυσαμένας τὰ μαντήϊα πρώτας ἐν τοῖσι εἰρημένοισι ἔθνεσι." εἰρομένου δέ μευ, ὁκόθεν οὕτω ἀτρεκέως ἐπιστάμενοι λέγουσι; ἔφασαν πρὸς ταῦτα, "ζήτησιν μεγάλην ἀπὸ σφέων γενέσθαι τῶν γυναικῶν τουτέων· καὶ ἀνευρεῖν μὲν σφέας οὐ δυνατοὶ γενέσθαι, πυθέσθαι δὲ ὕστερον ταῦτα περὶ αὐτέων τάπερ δὴ ἔλεγον."

c. Ἄγραι δέ σφεων πολλαὶ κατεστέασι και παντοῖαι· ἡ δὲ ὦν ἐμοί γε δοκεέι ἀξιωτάτη απηγήσιος εἶναι, ταύτην γράφω· ἐπεὰν νῶτον ὑὸς δελεάσῃ περὶ ἄγκιστρον, μετέϊ ἐς μέσον τὸν ποταμόν· αὐτὸς δὲ ἐπὶ τοῦ χείλεος τοῦ ποταμοῦ ἔχων δέλφακα ζωὴν, ταύτην τύπτει· ἐπακούσας δὲ τῆς φωνῆς ὁ κροκόδειλος ἵεται κατὰ τὴν φωνὴν, ἐντυχὼν δὲ τῷ νώτῳ καταπίνει· οἱ δὲ ἕλκουσι· ἐπεὰν δὲ ἐξελκυσθῃ ἐς γῆν, πρῶτον ἁπάντων ὁ θηρευτὴς πηλῷ κατ' ὧν ἔπλασε αὐτοῦ τοὺς ὀφθαλμούς· τοῦτο δὲ ποιήσας, κάρτα εὐπετέως τὰ λοιπὰ χειροῦται· μὴ ποιήσας δὲ τοῦτο, σὺν πόνῳ.

2. *a.* Parse the following words which occur in the preceding extracts : —σοφίαν. τῷ Νείλῳ. ὅσῳ. πρηθεῖσαν. δυνατοί. ἀπηγήσιος. τῆς φωνῆς. τῷ νώτῳ.

b. Translate into Latin :—τῶν ἡ ἑτέρη μεν * * * * ἐκρέειν τὸν Νεῖλον.—ἔφασαν οἱ ἱρεες * * * * ἐς Λιβύην πρηθεῖσαν. ἔφασαν πυθέσθαι ὕστερον ταῦτα περὶ αυτέων.

c. Explain the construction of ἐι μὴ ὅσον σημῆναι κ.τ.λ.

3. What relations are expressed by the Dative case? What case follows verbs of physical or mental perception in Greek and what in Latin? How may the difference of usage in the two languages be accounted for? What exception is there to the rule in Greek?

4. *a.* Parse (giving the principal parts) these verbal forms:—*μνησθῆναι. ἐκρέειν. πάσχουσι. ἐξαχθῆναι. γενέσθαι. ἐντυχών. κατέπλασε. κατέστεασι.*

b. Write out the 2 Aor. of all the Moods, Act. and Mid. of *δίδωμι. τίθημι. ἵημι, ἔχω, γιγνώσκω.*

5. *a.* Write the Attic forms of these words:—*ἀπικνέεται, ἀπηγήσιος, ἱρέες, ἐών, ὦν, ὁκότε, τριφάσιος, τὠυτό, πολλόν, κεχύσται.*

b. Accent the cases of *Χείρ* and *ὁρμή*. Accent *τυπτει, ἐτυπτομεν, φιλει, εφιλει, ποιειτον, λιπειν, λιπων, λειφθηναι, ἐλθε.* Distinguish *ποιῆσαι, ποίησαι, ποιήσαι—ταῦτα, ταὐτά—εἶμι, εἰμι, εἷς, εἵς, εἷς, ἷς—ᾗ, ᾗ, ᾗ, ᾗ, ᾗ ᾗ.*

*6. What three causes were assigned for the overflowing of the Nile in summer? What is Herodotus' opinion? How did the Egyytians symbolize this overflow? What oracles are alluded to in the second extracts? What account did the Grecian priests give of the origin of their oracle? How does Herodotus explain it?

*7. What mention does Herodotus make of Homer and Hesiod? Describe some similar customs of the Egyptians and Jews. Different names have been given to Egypt by different peoples?

8. Mention the chief events in the life of Herodotus.

9. What is the force of the Aorist tense in the several Moods? Distinguish the use of the Present, Aor. and Perf. Imperative. Write the four principal forms of a conditional proposition.

10. Write in Greek:—He says that he is present to see the battle. He said that he was present to see the battle. When he saw this he went away. Whenever he sees this, he goes away. Whenever he saw this, he used to go away. When he sees this, he will go away.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1866.

TUESDAY, MARCH 27TH.

GREEK—THIRD YEAR.

EURIPIDES; HECUBA—SOPHOCLES; ANTIGONE.

1. Translate:—

a. ΕΚ. *ὦ θύγατερ, οὐκ οἶδ' εἰς ὅτι βλέψω κακῶν,*
πολλῶν παροντων· ἦν γαρ ἄψωμαί τινος,
τόδ' οὐκ ἐᾷ με· παρακαλεῖ δ' ἐκεῖθεν αὖ
λύπη τις ἄλλη, διάδοχος κακῶν κακοῖς.
καὶ νῦν τὸ μὲν σὸν, ὥστε μὴ στένειν, πάθος
οὐκ ἂν δυναίμην ἐξαλείψασθαι φρενός·
τὸ δ' αὖ λίαν παρεῖλες, ἀγγελθεῖσά μοι
γενναῖος. οὔκουν δεινὸν, εἰ γῆ μὲν κακὴ,
τυχοῦσα καιροῦ θεόθεν, εὖ στάχυν φέρει,
χρηστὴ δ', ἁμαρτοῦσα' ὧν χρεὼν αὐτὴν τυχεῖν,
κακὸν δίδωσι καρπόν; ἀνθρώποις δ' ἀεὶ
ὁ μὲν πονηρὸς οὐδὲν ἄλλο πλὴν κακός·
ὁ δ' ἐσθλὸς ἐσθλὸς, οὐδὲ συμφορᾶς ὑπο
φυσιν διέφθειρ', ἀλλὰ χρηστός ἐστ' ἀει;
ἆρ' οἱ τεκόντες διαφέρουσιν, ἢ τροφαί;
ἔχει γε μέντοι καὶ τὸ θρεφθῆναι καλῶς
δίδαξιν ἐσθλοῦ· τοῦτο δ' ἢν τις εὖ μάθῃ,
οἶδεν τό γ' αἰσχρὸν, κανόνι τοῦ καλοῦ μαθών. HEC. 583–600.

b. ΕΚ. *ὁ χρυσὸς, εἰ βούλοιο τἀληθῆ λέγειν,*
ἔκτεινε τὸν ἐμὸν παῖδα, καὶ κέρδη τὰ σά.
'επὶ δίδαξον τοῦτο· πῶς, ὅτ' ηὐτύχει
Τροία, πέριξ δὲ πύργος εἶχ' ἔτι πτόλιν,
ἔζη τε Πρίαμος, Ἕκτορός τ'ἤνθει δόρυ,
τί δ' οὐ τότ', εἴπερ τῷδ ἐβουλήθης χάριν
θέσθαι, τρέφων τὸν παῖδα, κἀν δόμοις ἔχων,
ἔκτεινας, ἢ ζῶντ' ἦλθες Ἀργείοις ἄγων;
ἀλλ' ἡνίχ' ἡμεῖς οὐκέτ' ἦμεν ἐν φάει,
καπνῷ δ' ἐσήμαιν' ἄστυ πολεμίων ὕπο,
ξένον κατέκτας σὴν μολόντ' ἐφ' ἑστίαν;
πρὸς τοῖσδε νῦν ἄκουσον, ὡς φανεῖ κακός·
χρῆν σ', εἴπερ ἦσθα τοῖς Ἀχαιοῖσιν φίλος,
τὸν χρυσὸν, ὃν φὴς οὐ σὸν, ἀλλὰ τοῦδ', ἐχειν,
δοῦναι φέροντα πενομένοις τε καὶ χρόνον
πολὺν πατρῴας γῆς ἀπεξενωμένοις·
σὺ δ' οὐδὲ νῦν πω σῆς ἀπαλλάξαι χερὸς
τολμᾷς, ἔχων δὲ καρτερεῖς ἔτ' ἐν δόμοις. HEC. 1188–1205.

*c. Χορος. Πολλὰ τε δεινὰ κοὐδὲν ἀνθρώπου δεινότερον πέλει.
τοῦτο καὶ πολιοῦ πέραν
πόντου χειμερίῳ νότῳ
χωρεῖ, περιβρυχίοισιν
περῶν ὑπ' οἰδμασιν,
θεῶν τε τὰν ὑπερτάταν, Γᾶν
ἄφθιτον, ἀκαμάταν ἀποτρύεται,
ἰλλομένων ἀρότρων ἔτος εἰς ἔτος, ἱππεί—
ῳ γένει πολεύων.
κουφονόων τε φῦλον ὀρνίθων ἀμφιβαλὼν ἄγει
καὶ θηρῶν ἀγρίων ἔθνη.
πόντου τ' εἰναλίαν φύσιν
σπείραισι δικτυοκλώστοις,
περιφραδὴς ἀνήρ
κρατεῖ δὲ μηχαναῖς ἀγραύλου
θηρὸς ὀρεσσιβάτα, λασιαυχενά θ'
ἵππον ἄξεται ἀμφίλοφον ζυγὸν οὔρει—
ὀν τ' ακμῆτα ταῦρον.
καὶ φθέγμα, καὶ ἀνεμόεν φρόνημα, καὶ ἀστυνόμους
ὀργὰς ἐδιδάξατο, καὶ δυσαύλων
πάγων αἴθρια καὶ
δύσομβρα φεύγειν βέλη, παντοπόρος·
ἄπορος ἐπ' οὐδὲν ἔρχεται
τὸ μέλλον· Ἄιδα μόνον
φεῦξιν οὐκ ἐπάξεται· νόσων δ' ἀμηχάνων φυγὰς
ξυμπέφρασται. ANTIG. 332–366.

*2. What question is proposed in the line beginning *ἀρ' οἱ τεκοντες κ.τ.λ.* Quote Horace's opinion on the subject, or give the substance of it. The passage (590–600) is characteristic of Euripide's style? The line *καπνὸ δ' κ.τ.λ.* may be translated in different ways? Explain the construction in each. What emendations have been proposed in the sentence *λασιαυχενά θ ἵππον κ.τ.λ.*? What difference will they make in the translation? Why is the present reading considered corrupt?

3. Parse:—*ἄψωμαί τινος. ἐξαλείψασθαι φρενός. τὸ δ' αὖ λίαν παρεῖλες. ὧν χρεὼν αὐτὴν τυχεῖν.—ἐπεὶ δίδαξον τοῦτο. χρόνον πολυν πατρῶας γῆς ἀπεξενωμένοις. ἔχων δὲ καρτερεῖς.—κρατεῖ δὲ μηχαναῖς ἀγραύλου θηρὸς ὀρεσσιβάτα. Ἄιδα μόνον φεῦξιν οὐκ ἐπάξεται.*

4. Account for the accents of *ἄψωμαί* (584), *χρηστὴ δίδωσι, συμφορᾶς ὕπο, χρηστός ἐστ' ἀεί, οἶδεν τό γ' ἀισχρὸν, σὺ δ ἐλθὲ.* Distinguish *μένειν, μενεῖν—οὔκουν, οὐκοῦν—ἀλλά, ἄλλα—εἶπε, εἰπέ.* What words have no accent?

5. Give a scheme of the Tragic Iambic Senarius. Scan the first five lines of extract (*a*). Anapœstic Metre differs in one respect from all others?

6. What was the origin of Attic Tragedy and Comedy? What is the etymology of the names? What improvements did Aeschylus introduce? Where and when were the three Attic Tragedians born? How did a Trilogy of Aeschylus differ from one of Sopocles?

7. How many Bacchic festivals were yearly celebrated at Athens? Who bore the expenses of the theatre? By what entrances did the Actors and Chorus come into the theatre, and what positions did they occupy in it? There can have been no acting and little variation of voice on the Athenian stage; why?

*8. Temporal clauses may be divided into three classes? What relative adverbs are used with each class? What moods may follow *πριν*? Why is *τοῦτο ποιήσω πρὶν ἔλθῃ* incorrect, but *τοῦτο οὐ ποιήσω πρὶν ἔλθῃ* correct? Distinguish *ἀρ'οὐκ ἔστιν ἀσθενής*; *ἆρα μὴ ἐστιν ἀσθενής*? How are indirect compound questions introduced?

9. Translate into Greek:—Cyrus having crossed this river made a day's march through Phrygia to Colossæ, a wealthy, large and populous city. He remained there three days: and Menon the Thessalian arrived with a thousand heavy-armed soldiers and five hundred targeters. There was a palace of Cyrus there and a large park, full of wild animals, which he used to hunt on horseback, whenever he wished to exercise himself and his horses. Here it is said Apollos flayed Marsyas having conquered him in a contest of musical skill, and hung up his skin in the cave, whence this river flows.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1866, TUESDAY, MARCH 27TH.

GREEK—FOURTH YEAR.—THUCYDIDES, BOOK II.

1. Translate :—*a.* Chap. xx.
b. Chap. xxxix.
c. Chap. lxxiv.

2. *a.* Translate into Latin :—*τοὺς Ἀθηναίους ἠλπιζε παρασκευασμένους ἐς πόλεμον ὡς οὔπω πρότερον ἰσως ἂν ἐπεξελθεῖν.—οἱ Ἀχαρνῆς οὐ περιόψεσθαι ἐδόκουν τὰ σφέτερα διαφθαρέντα.*

b. Explain the construction of these clauses :—*ἀλλα ὁρμησειν καὶ τοὺς πάντας κ.τ.λ.—τοὺς γὰρ Ἀχαρνέας ἐστερημένους * * * * κινδυνεύειν*, chap. 20. *διαφέρομεν δὲ καὶ ταῖς κ.τ.λ.—περιγίγνεται ἡμῖν τοῖς τὲ μέλλουσιν ἀλγεινοῖς, κ.τ.λ.*, chap. 39.

*3. How was any particular year designated at Athens? Into what seasons and months was the year divided? How were the days of the month denoted? Explain the terms *νουμηνία, ἑνη καὶ νέα, μὴν κοῖλος, μὴν πληρής, μὴν ἐμβολιμαῖος*. When were Olympiads first employed for marking the years? From what event were they counted? What year B. C. corresponds to Ol. 95. 1.

4. What means did Pericles employ to extend the power of Athens? What was the original object of the Confederacy of Delos? What were the causes of the Peloponnesian war? How long did it last and what was its issue?

5. When was Thucydides born? Why was he banished from Athens? When did he return? Name the authors, sculptors and painters who flourished in Greece in the fifth century B. C.

*6. What public duties of an Athenian citizen are comprehended under the term *Λειτουργία*?

7. What words in Latin and English are congnate to these :—*ὄς*; *ἡδύς*; *κύων*; *ὕδωρ*; *φωνή*; *δίδα*;—*θύρα*; *γίγνομαι*; *θήρ*; *φηγός*.

8. From whom did the Greeks received their alphabet? How many letters did it contain at first? When did the Athenians first employ the Ionian alphabet of 24 letters? What is meant by the term *βουστροφηδόν* applied to writing?

9. Translate into Greek :—The Persians having slain the Magi and cut off their heads, left the wounded of their own party there on account of the guard of the Acropolis; but the other five of them, carrying the heads of the Magi ran out with shouting and clamour, and then called upon the rest of the Persians, relating what they had done, and showing them the heads; and at the same time they slew every one of the Magi, that came in their way. The Persians informed of what had been done by the seven and of the fraud of the Magi determined themselves to do the like; and having drawn their daggers, they slew every Magus they could find.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX, N. S.

SESSIONAL EXAMINATIONS, 1866.

WEDNESDAY, MARCH 28TH, 9 A. M. TO 12 NOON.

MATHEMATICS.—FIRST YEAR.

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

2. If a straight line, falling upon two other straight lines, make the alternate angles equal to one another, these two straight lines are parallel.

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

4. If a straight line be divided into two equal parts, and also into two unequal parts, the rectangle contained by the two unequal parts together with the square of the line between the points of section, is equal to the square of half the line.

5. If a straight line passing through the centre of a circle, bisect a chord which does not pass through the centre, it cuts it at right angles; and if it cut it at right angles, it also bisects it

6. The angle at the centre of a circle is double the angle at the circumference, standing on the same arc.

7. In equal circles, equal chords cut off equal arcs, the greater equal to the greater, and the less equal to the less.

8. Describe a circle about a given triangle.

8. Prove, algebraically, the ninth and tenth propositions of the Second Book of Euclid.

10. If two straight lines bisect each other, the four lines joining their extremities form a parallelogram.

11. If on one of the equal sides of an isosceles triangle a circle be described, its circumference will bisect the base.

12. ABC is a triangle, right-angled at C. From A, a straight line AD is drawn to the middle point of BC. Prove that $AB^2=4AD^2-3AC^2$.

AFTERNOON, 2 to 5 P. M.

1. Write as a decimal fraction 5 thousandths, 7 millionths, 56 thousand-millionths.

2. In reducing a vulgar fraction to a decimal, you add ciphers to the numerator, and divide by the denominator, &c. Prove the rule: and reduce $\frac{1}{1024}$ to a decimal fraction.

3. If c be a measure of both a and b, prove that it is a measure of $ma \mp nb$, m and n being whole numbers.

4. Simplify the expression $a-\left\{b-(a-\overline{b-(a-b)})\right\}$ and divide $\frac{x}{x^2+y^2}$ by $\frac{(x-y)^2}{x^4-y^4}$.

4. Show by the rules of division that $a^0=1$, and $a^{-m}=a^{\frac{1}{m}}$; explain the meaning of fractional indices; and find the cube of $a^{\frac{1}{3}}+b^{\frac{1}{3}}$.

6. Prove that $\frac{2\sqrt{5}-\sqrt{3}}{\sqrt{5}+\sqrt{3}}=\frac{1}{2}(13-3\sqrt{15})$

7. Solve the equation $\frac{x-5}{3}+\frac{x}{2}=13-\frac{x-28}{4}$

8 If $x+\sqrt{5x-10}=8$, find the values of x.

9. Given $\left.\begin{matrix}x+y=7\\x^3+y^3=133\end{matrix}\right\}$ to find the values of x and y.

10. $x^2+px+q=0$: solve the equation, and find the condition that the two roots may be equal.

11. The first term of an Arithmetical series is 6, and the fifth is 94: find the intermediate terms.

12. A middle-aged gentleman, being asked his age, answered enigmatically, that, if from the number of his years its square root were subtracted and the remainder divided by 7, the number obtained would be one less than the square root of the number of his years. Find his age.

13. Shew that, if s, a, and d, in an Arithmetical series, are given to find n, there are generally two values of n; and give an explanation of this result in the case where these are positive whole numbers.

14. If the first term of an infinite decreasing geometrical series be equal to n times the sum of all the succeeding terms, $r=\frac{1}{1+n}$.

15. There are two Arithmetical series, of which the first terms are 1, the number of terms the same, and the 3rd term in the first is equal to the 4th in the second. Also, the sum of the first series is to the sum of the second, as 7 to 5. Find the two series.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX, N. S.

SESSIONAL EXAMINATIONS, 1866.

WEDNESDAY, MARCH 28, 9 A. M., TO 12 NOON.

MATHEMATICS=SECOND YEAR.

1. If two triangles have one angle of the one equal to one angle of the other, and the sides about the equal angles proportionals, the triangles shall be equiangular, and shall have those angles equal which are opposite to the homologous sides.

2. If three straight lines be proportionals, the rectangle contained by the extremes is equal to the square of the mean; and, conversely, if the rectangle of the extremes be equal to the square of the mean, the three straight lines are proportionals.

3. Similar rectilinear figures are to one another as the squares of their homologous sides.

4. To draw a straight line perpendicular to a given plane, from a given point above it.

5. Inscribe, geometrically, a square in a given triangle.

6. If the base and vertical angle of a triangle are constant, and the vertex be moved through its successive positions, the centre of the circle circumscribing the triangle will move in a circle: so, also, that of the inscribed circle of the triangle.

7. If BC and BD, the two sides of the triangle BCD, be produced to F and G, so that CF=CB and DG=DB, and be also bisected respectively in H and K, prove that CD is trisected by FK and GH.

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8. Given the radius of a circle=10ft., and a chord=20ft.; find the height of the less arc cut off by the chord, and the chord of its half.

9. Given the area of a circle=50.26 sq. yds: find the number of degrees &c., in an arc of 6ft.

10. Draw an irregular space to represent a field, and shew how you find its area.

11. If the height of a cone=$\sqrt{3}$ times the radius of the base, find the height of a cylinder of same base, so that the whole surface of the cone : that of the cylinder as 1 : 2.

AFTERNOON, 3 TO 5 P. M.

1. Find the value of cos A in terms of the sides of the triangle ABC.

2. Assuming the formulæ for $\sin(A+B)$ and $\cos(A+B)$, find sin 2A and cos 2A : and find tan 2A in terms of tan A.

3. If $\tan A = 1\frac{1}{2}$: find the values of the other five trigonometrical functions of the angle.

4. If $A+B+C=180°$, prove that $\tan A+\tan B+\tan C=\tan A\tan B\tan C$.

5. If $\tan A=\operatorname{cosec} 2A$: find the values of A.

6. In finding the logarithmic functions of angles involving seconds, the proportional parts for seconds are sometimes to be added and sometimes to be subtracted. Give the rule and the reason.

7. In any triangle, $\dfrac{\sin(A-B)}{\sin(A+B)}=\dfrac{a^2-b^2}{c^2}$.

8. To what distance can a swimmer, in a sea perfectly calm, see over its surface, supposing his eye one foot above the water. (Take the radius of the earth=4000 miles.)

9. In a right angled triangle, given p the perpendicular from the right angle on the hypothenuse, and the ratio of the sides $m : n$; find the sides.

10. Prove $\log mn=\log m+\log n$, and $\log \dfrac{m}{n}=\log m-\log n$; and write the series from which common logs. are calculated, explaining its application.

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11. A person undertakes to throw ace in a single throw with three dice ; find the odds against him.

12. If $A+Bx+Cx^2+\&c=a+bx+cx^2+\&c.$, for all values of x, the coefficients being independent of x, prove $A=a$, $B=b$, &c.

13. The difference between the squares of two consecutive odd numbers is divisible by 8, without remainder.

14. Find a number between 200 and 300, such that, divided by 11, it leaves a remainder 10 ; and by 14, a remainder 3.

15. A sum of money multiplies itself n times in t years : shew that the rate per cent $=\log^{-1}\dfrac{\log n}{b}-1$.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX, N. S.

SESSIONAL EXAMINATIONS, 1866.

WEDNESDAY, MARCH 28, 9 A. ., TO 12 NOON.

MATHEMATICS=THIRD YEAR.

1. The circle inscribed in the triangle ABC touches AB in F, and AC in G: prove $FG=(b+c-a)\sin\frac{1}{2}A$.

2. Prove that $(\cos x+\sqrt{-1}\sin x)(\cos y+\sqrt{-1}\sin y)=\cos(x+y)+\sqrt{-1}\sin(x+y)$; and shew that this property can be extended to three, four, or any number of similar factors.

3. Develope $\cos n\,x$ in a series of powers of the cosines and sines of x, and hence find $\cos 7x$.

4. Prove $\cos x=1-\frac{x^2}{1.2}+\frac{x^4}{1.2.3.4}-$&c., and prove, by differentiation, $\sin x=x-\frac{x^3}{1\cdot2}+\frac{x^5}{1.2.3.4.5}-$&c.

5. Solve by DeMoivre's Theorem the equation $x^3+1=0$.

6. Sum the series $a\cos y+a^2\cos 2y+a^3\cos 3y+$&c., to infinity.

7. Any plane section of a sphere is a circle.

8. Assuming $\cos A=\frac{\cos a-\cos b\cos c}{\sin b\sin c}$ in a spherical triangle, prove $\cos a=\frac{\cos A+\cos B\cos C}{\sin B\sin C}$

9. Prove that in a spherical triangle, if C be a right angle, the sides a and b are of the same affection as angles A and B.

10. Given the day of the month and the latitude of the place: to find the time of sunrise and the length of the day.

11. Two ports in the same latitude l, have a difference of longitude d: find (1) their distance on a great circle, and (2) their distance on the parallel of latitude; and express in an equation the advantage of the former course in going from one port to the other.

1. If any rational intergal function $f(x)$ is divisible by $x-a$ without remainder, a is a root of equation, $f(x)=0$.

2. Every equation of an odd degree has at least one real root, whose sign can be determined from the sign of the last term of the equation.

3. Find limits to the positive and negative roots of the equation, $x^4+x^3-10x^2-x+15=0$.

4. Prove that one of the roots of the equation $2x^3-3x-6=0$ lies between 1 and 2, and shew that it is equal to 1·783 nearly.

5. Given $x^3+px^2+qx+r=0$, whose roots are a,b,c. Find the equation (1) whose roots are ab, ac, bc: (2) whose roots are $\frac{1}{a+b}, \frac{1}{a+c}, \frac{1}{b+c}$.

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6. If P be a point in a parabola whose focus is S, and if the tangent at P meet the directrix in Y, prove SY perpendicular to SP. Make some important deductions from this property.

7. Prove that the subnormal of a parabola is constant, and equal to 2AS, A being the vertex and S the focus.

8. If a circle be described on the major axis of an Ellipse, and any ordinate be drawn meeting the Ellipse in P and the circle in Q, prove QN : PN in a constant ratio.

9. Prove that the equation to the hyperbola is

$$\frac{x^2}{a^2}-\frac{y^2}{b^2}=1.$$

10. Prove that the hyperbola has asymptotes, and shew how to draw them.

11. $\frac{0}{0}=0$. Is this equation true? Illustrate and defend your answer.

12. Prove that if $u=\frac{P}{Q}$, $\frac{du}{dx}=\frac{Q\frac{dP}{dx}-P\frac{dQ}{dx}}{Q^2}$, P and Q being functions of x.

13. Differentiate

$$u=\frac{x^3}{(1+x^6)^{\frac{3}{2}}},\quad u=\cos 2x \sin^{-1}x,\quad u=\log\left|\frac{1-\cos x}{1+\cos x}\right|.$$

14. Of all rectangles having the same perimeter, the square is the greatest.

15. Prove that the greatest cone that can be cut out of a sphere, has its height$=\frac{2}{3}$ of the diameter of the sphere, and its volume$=\frac{8}{27}$ vol. of sphere.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX, N. S.

MATHEMATICAL PAPERS.

1. State the fundamental axiom in Statics respecting two equal forces acting at a point. Show that this axiom is only an application of a Metaphysical law.

2. If P, Q, R, acting at a point, keep each other in equilibrium, prove P : Q : R :: sin (Q,R) : sin (P,R) : sin (P,Q).

3. Prove the conditions of equilibrium for any number of forces acting at a point in a plane, $\Sigma(P\cos\alpha)=0$, $\Sigma(P\sin\alpha)=0$.

4. Find the resultant of two parallel forces P, Q, acting at the extremities of the line A B, and determine the point of its application.

5. Forces of 21, 3, and 6 lbs. are placed severally at the ends and the middle of a straight lever 4 ft. long and 3 lbs. weight. Place the fulcrum so that the lever may remain horizontal.

6. Find the centre of gravity of a triangular disc.

7. State the fundamental law, deduced by experiment, of statical friction, and prove the formula, $\tan i=m$.

8. A body lying on a plane inclined at an angle a, is prevented from sliding down by a force pulling up the plane and parallel to it. If m be the coefficient of relative friction, prove $F=W(\sin a-m\cos a)$.

9. Draw any system of pullies, and find its mechanical advantage.

10. Find the space described in four seconds by a body projected vertically downwards with a velocity of 20 ft. per second.

11. If the body in the last example strike directly an equal inelastic body at rest, at the end of the fourth second, determine the succeeding motion.

12. Prove that, for a projectile, if u be the velocity per second, and a the angle of projection, the greatest height above the horizontal plane $=\frac{u^2}{g}\sin^2 a$, and the range on it $=\frac{u^2}{g}\sin 2a$.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX, N. S.

SESSIONAL EXAMINATION, 1866.

FRIDAY, MARCH 23, 9 A. M. TO 1 P. M

MATHEMATICAL PHYSICS.

1. State the fundamental axiom in Statics respecting two equal forces acting at a point. Shew that this axiom is only an application of a Metaphysical law.

2. If P, Q, R, acting at a point, keep each other in equilibrium, prove P : Q : R : : sin (Q,R) : sin (P,R) : sin (P,Q.)

3. Prove the conditions of equilibrium for any number of forces acting at a point in a plane, $S(P \cos a)=o$, $S(P \sin a)=o$.

4. Find the resultant of two parallel forces P, Q, acting at the extremities of the line A B, and determine the point of its application.

5. Forces of 21, 4, and 6 lbs. are placed severally at the ends and the middle of a straight lever 4 ft. long and 5 lbs. weight. Place the fulcrum so that the lever may remain horizontal

6. Find the centre of gravity of a triangular disc.

7. State the fundamental law, deduced by experiment, of statical friction, and prove the formula, tan i=m.

8. A body lying on a plane inclined at an angle a, is prevented from sliding down by a force pulling up the plane and parallel to it. If m be the coefficient of relative friction, prove F=W (sin a—m cos a.)

9. Draw any system of pullies, and find its mechanical advantage.

10. Find the space described in four seconds by a body projected vertically downwards with a velocity of 20 ft. per second.

11. If the body in the last example strike directly an equal inelastic body at rest, at the end of the fourth second, determine the succeeding motion.

12. Prove that, for a projectile, if u be the velocity per second, and a the angle of projection, the greatest height above the horizontal plane$=\frac{u^2}{2g} \sin^2 a$, and the range on it$=\frac{u^2}{g} \sin 2a$.

13 A pendulum, intended to beat seconds, beats only 8600 times in 24 hours: given l its length; find by how much it must be shortened.

14. Prove that the surface of a fluid at rest is level.

15. Shew how to find the specific gravity of a substance heavier than water by the hydrostatic balance, and prove and explain the formula Sp. Gr. $= \frac{w}{w-w'}$.

16. A body floats in a fluid. Shew geometrically the condition of the equilibrium being stable.

17. A vol. of gas presses 15 lbs per square inch, at the temperature 60°. Suppose it heated to 212° and reduced to half its vol., what will be the pressure per sq. inch?

18. A man runs round in a circle of radius r with velocity v; find the angle at which his body must be inclined to the vertical. And

19. Give the coefficient of friction of his feet with the ground, find the greatest rate at which he can venture to run.

20. Shew geometrically *when* a water-embankment, coherent throughout, is on the point of being overthrown by the water pressure.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX, N. S.

SESSIONAL EXAMINATIONS, 1866.

THURSDAY, MARCH 29th, 9 A. M., to 1 P. M.

LOGIC AND PSYCHOLOGY.

1. State Sir Wm. Hamilton's arrangement of the Mental Sciences founded upon Kant's Distribution of Mind.

2. How may the phenomena of the mind be classified? Give Sir Wm. Hamilton's classification.

3. What is the function of the Intuitions? of the Laws of Mind respectively? What are the Practical Processes? and on which of the Intuitions do they severally depend?

4. What is an Inductive as distinguished from an Abstractive Generalization? or what is Generalization as distinguished from Classification simply?

5. What laws of mind are concerned in the formation of Concepts? Give the Predicables arising out of these.

6. Of which of the practical processes is the Syllogism the formula?

7. What determines the figure of a Syllogism?

8. Under what two quantities may Concepts be regarded? and what two kinds of reasoning emerge accordingly?

9. Into which figure, according to the quantity of Extension, and into which, according to the quantity of intension, or comprehension, does reasoning properly fall?

10. How may the latter reasoning be more properly regarded?

12. Why can we only have a negative conclusion in the 2nd figure of the Syllogism? State the nature and purpose of the 3rd figure.

12. What are the two kinds of Conditional Syllogisms? Give the "modus ponendo tollens," and vice versa. State the rules of the hypothetical Syllogism.

13. In which figure is the "Sorites" for the most part expressed? Is this reasoning proper, or simply the analysis of a concept?

14. Give a "Sorites," according to the alphabetical symbols, first in the *progressive*, and then in the *regressive*, form, and show the change in the figure, and in the nature of the reasoning as respects the quantity.

15. What is an Enthymematic Syllogism? Is reasoning always fully expressed, or is it for the most part enthymematic?

16. What are the three divisions of the doctrine of Method, or Methodology? and what logical perfection of thought is secured, or aimed at, in each?

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX, N. S.

SESSIONAL EXAMINATIONS, 1866.

THURSDAY, MARCH 29th, 9 A. M., to 1 P. M.

METAPHYSICS AND ESTHETICS.

1st. What is the argument founded upon the relativity of thought as respects the knowledge of existence?

2nd. What is the proper reply to a sceptical philosophy?

3rd. What is the fallacy in Mansel's application of the Philosophy of the Conditioned, as propounded by Sir Wm. Hamilton?

4th. State the doctrine of the Realists, the Nominalists, and the Conceptualists, respectively, on the subject of general ideas and general terms. What harmonizes these views, or how may the Nominalist be shown to be a Conceptualist, and the Conceptualist a Realist, in the proper sense of the term?

5th. How may the question respecting the Resurrection be ontologically regarded? What infers personal identity? What *a priori* principle does Butler employ to prove the immortality of the soul?

6th. State the principle on which any classification of the Emotions should be based, and the classification accordingly adopted. Show how the Esthetic Emotion may be included under the second generic class of Emotions.

7th. Give Cousin and Allison's theories of the Beautiful, showing in what respects they agree, and in what they differ.

8th. Give the classification of the Desires following upon that of the Emotions. Analyse the Desire of Value. Show its influence among the other Desires.

9th. How does Butler vindicate the disinterested affections against the selfish system of morals. To what higher ground may the question be transferred?

10th. Show what the different Theories of Morals have in common, and which of them brings out most accurately and completely the data of the moral consciousness?

11th. What is Butler's view of Conscience? What is Sir James Mackintosh's? And what view may be taken supplementing the defects of each?

12th. What is the relation of the active principles to Action, and what new phenomenon now evolves?

13th. What is the question regarding the Will? and how may it be viewed, or to what solution do both sides of the controverted question seem to lead?

14th. What question emerges in respect to the origin of Evil?

15th. What was the Manichean doctrine?

16. Is there any possible solution of this question? In defect of a solution is there any practical recourse? and what is our wisdom?

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX, N. S.

SESSIONAL EXAMINATION, 1866.

THURSDAY, MARCH 22, 9 A. M.

ELEMENTARY CHEMISTRY.

1. Explain what is meant by the term "Element" in Chemistry.

2. Explain briefly the Laws of Combination by weight.

3. What is meant by the term Equivalent Number? What are the equivalent numbers of the following Elements:—O, H, N, C, S, P, Ca, Fe, Hg. How is the equivalent number of a compound body found, and what is the equivalent number of $Al_2 O_3$, 3 S O_3+K O, S O_3+24 H O.

4. What is the nature of the process of Combustion, and what are its usual products?

5. What is meant by the following terms:—Acid, Alkaline, Basic, Neutral. What is a Salt? What is an Alloy? What is an Amalgam?

6. Explain the nature of the action of Nitric Acid upon such of the following metals as are affected by it, viz.:—Ag, Cu, Sb, Au, Sn, Pt.

7. What rules are to be observed in the construction of Chemical Formulæ?

8. What is the chemical constitution of the Atmosphere, and what provisions are there for maintaining its purity?

9. What is the composition of Water? State fully the chemical characters of the Elements of which it consists, and describe their mode of preparation, with reactions.

10. Enumerate the principal impurities contained in rain, river, lake, sea and mineral Waters. What is the cause of Hardness in water, and how may it be remedied?

PRACTICAL CHEMISTRY.

1. Explain fully in what way you would proceed to test for and separate the Bases of the different groups, giving the group tests and reactions.

2. Explain how you would estimate the amount of Silver in a sample of Galena.

3. Give satisfactory tests for the following Bases, viz.:—Fe O, $Fe_2 O_3$, Cr2 O3, Mn O, Cu O, Pb O, Hg O, Hg_2 O, Sb O_3.

4. Describe the more ordinary processes for detecting impurities in waters.

5. Describe Marsh's process for detection of Arsenic, also Reinsch's Test, and state in what way you would estimate the amount present, noticing the necessary precautions and calculations.

6. How would you recognize the presence of the following Acids:—PO_5, HCl, NO_5, ClO_5, HI, HCy, SO_3, CO_2.

7. Determine the Bases present in the Solution placed before you for analysis.

CHEMISTRY, (SENIOR).

1. Point out the more remarkable chemical properties of Heat, Light, Magnetism and Electricity, and show the relation of these forces to Mechanical Force and to Chemical Affinity. Explain Groves's Theory of Correlation of the Physical Forces. Whence comes the electric force during Voltaic action, and in what way would you estimate its amount?

2. What are the constituents of Gunpowder? Explain the chemical change that takes place durin~ its combustion, and show by calculation the proportions of pure materials required for perfect combustion.

3. Explain the process of Gold Amalgamation, particularly with reference to the use of Sodium Amalgam.

4. Describe the various Oxides of Manganese, and point out their basic, neutral or acid properties, noticing fully any circumstance or theory that serves to explain these properties.

5. Describe the process of manufacture of Sulphuric Acid.

6. Describe Phosphoric Acid, with special reference to its mode of combination with bases.

7. Explain the chemical changes involved in each of the following processes, and the resulting products of each:—(1) Eremacausis. (2) Putrefaction. (3) Fermentation.

8. What is Oxalic Acid? In what manner is it produced? and what are its properties?

9. Define (1) Distillation, (2) Fractional Distillation, (3) Destructive Distillation. State the general nature of the bodies to which Destructive Distillation is applied, and the more important chemical products of the process.

10. What is meant by the term Compound Radical? Give varied examples of Radicals. What is a Derived Radical? Give examples. Enumerate some of the more important compounds containing a Radical having the general formula ($Cn\ Hn+1$), and likewise those of a Radical=($Cn\ Hn-1$). Explain the difference between Homologous and Heterologous Series.

11. Describe the more remarkable chemical properties of the Alkaloids; give a theory to explain their chemical constitution, and notice the manner in which some of them act upon the animal system.

12. Describe Albumen and the principal forms of Albuminoid Substance found in plants and in the fluids and solid parts of the animal body, with special reference to the process of growth and reparation of tissues.

13. Describe Starch, Sugar, Cellulose and Lignine, and point out the nature of the chemical changes that take place during the ripening of fruits and the formation of woody matter.

14. What is Soap? Explain the chemical constitution of a fat or fixed oil, and the nature of the process of saponification.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX, N. S.

SESSIONAL EXAMINATIONS, 1866.

THURSDAY, MARCH 29, 2 to 6 P. M.

THIRD YEAR.—FRENCH.

1. Translate:— Extract from Châteaubriand's. "Voyages en Amérique."

a. Explain the syntax of "dont" in the first sentence, when it is to be used in this form, and for which words it stands.

b. Give the rule for the use of the Infinitive "soutenir," and note some verbs governing the Inf. without preposition.

c. What is "celui;" give the fem. sing., masc. and fem. plural; also the different forms of the conjunct pronoun.

2. Form the Fem. of the following adj.: Bénin, blanc, caduc, épais, favori, frais, grec, long; sec, vif, doux, franc, (2 forms), sot, beau. Compare: Bon, mauvais, petit; and translate: My brothers and sisters have left.

3. Translate: he recommends it to me; he recommends me to him; give it to me; do not give it to me; he will take (porter) some thither. State the rule for the place of personal pronouns.

4. Give the French for: One often speaks of himself; somebody knocks at the door; if they strike you, tell me. Explain the difference between: *il y a* and *c'est* with an example for each form; translate "it is" in three different ways, and state how they are to be applied.

5. Translate: The ladies have perished; our friends have set out for Paris; here are the letters which I have read. Give the rules for the agreement of Participles.

6. Explain how the aux. of mood: do, shall, will, should, ought, would, could, to be to, are rendered in French, and give an ex. of each form. Translate: I want you to be more careful (avoir soin); I wish you were more careful. State the rule regarding these forms.

7. Compare the Adverbs: bien; mal, peu. Name the preposition which Adv. of quantity require, and state the exception with an ex. Point out the four diff. expressions in English for "combien."

8. State the difference between: Je ferai le trajet *en* 15 jours, and je ferai le trajet *dans* 15 jours. What mean: Je vais *a la* campagne and: je vais me mettre *en* campagne. Translate: I am going to England, to London, to my friends.

9. What mood of the verb is required after Prepos. and which is the exception; illustrate the two forms by ex. What compound conj's. govern the same mood: ex. Speak instead of being silent (se taire).

10. Translate: Rousseau has rendered three great services to his century and to ours. In Politics, he sought in the national right a solid base for power; in morals, he awakened the feeling of duty, and preached with eloquent conviction the existence of God, and the spirituality of the soul; finally, as a consequence of these noble principles, he renewed the sources of poetry, and taught it to see, to love nature.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX, N. S.

SESSIONAL EXAMINATIONS, 1866.

THURSDAY, MARCH 29th, 2 to 6 P. M.

FOURTH YEAR.—FRENCH.

1. Traduisez: "Le songe d' Athalie." Acte II. Scène V. de la tragédie "Athalie" par "Racine."

a. A quelle source Racine a-t-il emprunté le sujet de la tragédie "Athalie?" Ecrivez un précis de cette scène en prose française.

2. Quand la forme verbale en *ant* est-elle part. prés. et quand adjec. verbal? Corrigez les phrases suivantes: "Une humeur plaisant n'est pas celle des vieillards souffrant. Les bombes éclatantes portent autour d'elles la mort et l'incendie.

3. La forme verbale en *ant* est-elle variable ou invariable, lorsqu'elle est précédée de la prépos. *en?* Traduisez: 'Tis not to be unhappy to occupy your mind sleeping and waking.

4. Ecrivez correctement les part. passés dans les phrases suivantes: Il est plus aisé de dire des choses nouvelles que de concilier celles qui ont été dit. La justice et la modération de mes ennemis nous ont plus nuis que leur valeur. Expliquez les règles d'accord pour ces participes passés.

5. Quelles dures vérités ils se sont dit. Elles so sont parlé! Corrigez les fautes dans ces phrases, s'il y en a, et dites comment s'accordent les part. p. des verbes pronominaux?

6. Le participe *fait* suivi d'un infinitif est-il variable ou invariable. Traduisez: The kindness (pl.) which you have made me feel, gives me the right, to make use of so tender a name.

7. Quelle différence y a-t-il entre: plus et davantage; entre et parmi; durant et pendant. Traduisez: One must love his country more than his family. Vanity is dangerous, idleness is more so. Thunder was heard during the storm. He lived as a Christian during his whole life.

8. Qu'est-ce que le pléonasme? Quand peut-il être admis? Corrigez les phrases suivantes, où le pléonasme est vicieux: Il n'y a que le seul Racine qui soutienne constamment l'épveuve de la lecture (Voltaire). Eh! que m'a fait, à moi, cette Troie où je cours? (Racine). Peut on plus dignement mériter la couronne? (Corneille). Le prince en montant au trône a comblé les malheureux de mille grâces.

9. Traduisez en français:—"The conversation of Scott was frank, hearty, picturesque and dramatic. A vein of strong, shrewd common sense ran throughout it, as it does throughout all his writings; but was enriched and enlivened by incessant touches of feeling, of fancy and humour. He had a natural turn for narration, and his narratives and descriptions were without effect yet wonderfully graphic; he described the appearance and characters of his personages with that spirit evinced in his writings."

WASHINGTON IRVING.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX, N. S.

SESSIONAL EXAMINATIONS, 1866.

THURSDAY, MARCH 29th, 9 A. M., to 1 P. M.

GERMAN : THIRD YEAR.

1. Translate :—

a. Willst du dich selber erkennen, so sieh wie die.
Andern es treiben ;
Willst du die Andern verstehn, blick' in dein eigenes Herz.
"Schiller."

b. The three first stanzas of Goethe's Poem "Erlkönig."

(1.) State the imperf. and p. part of all the verbs in the above aphorism. Give the rule for the formation of the p. part of regular and irregular verbs.

(2.) Give the gender and nom. plural of the following nouns: *Nacht, Wind, Vater, Kind, Knabe, Gesicht, Nebelstreif.* Mention how the gender of comp'd Subst. is ascertained.

(3.) Decline *liebes Kind* in all its forms, sing. and plural, and state the rule for the declension of Adject.

2. Compare *Gut, viel, gern, gross, hoch, bald.* Explain the use of *der reichste* and *am reichsten.* Give an ex. for each case.

3. Give the four cases sing. of: *Ich, du, er, sie, es ;* translate : Who are these men ? they are soldiers.

4. Write in German : The book you have read. The King whom I have seen. Explain the position of the verb.

5. State the verbs which reject the syllable *ge* in the p. part, and name the prefixes of such verbs.

6. By what preposition is the infinitive of German verbs preceded ? and which verbs reject this prepos. Write an ex. for each form.

7. How are compound verbs formed in German ? how many kinds are there ? and what is the construction peculiar to them ? Give ex.

8. Write the three persons sing. present tense, the imperf. and p. part of the verbs : *sein, werden, binden, ziehen, reiten, befinden, ausgehen.*

9. *Wahrend, mit, fur, auf, nach, in.* State the different cases these prepos. require ; point out those which govern two cases, and show by short ex. when they are to be used in the one or the other case.

10. Render into German : I have lost my book and that of my sister. Which is the highest mountain in America ? Schiller was born at Marbach on the 11th November, 1759 (in letters). Whose house is this ? Of which poet (*Dichter*) do you speak ? Do you know who has translated Schiller's poems ? (*Gedichte*). Tell saved (*rettete*) Baumgarten's life, by ferrying him (*übersetzen*) over the lake. How long have you been in Germany ? (*Deutschland*). I remained (*blieb*) there but a short (*kurz*) time.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX, N. S.

SESSIONAL EXAMINATIONS, 1866.

THURSDAY, MARCH 29th, 9 A. M., to 1 P. M.

FOURTH YEAR —GERMAN.

1. Translate :—Schiller's "Wilhelm Tell" Act I. Scene 4th. "Melchthal's Grief."

   a. What part of Speech is *keines* in the 12th verse. State by ex. the difference between *kein* and *nicht.*

   b. Himmelsgabe, Lebensblut. Which are the compounds of these subst. State their gender, and give the rule for its formation. Name exceptions.

   c. Write the 2nd and 3rd pers. sing. of the pres. tense; the imperf. and p. part. of the verbs: *sitzen, sterben, ansehen, hinfahren.*

2. Correct the following sentences: Die Stadt ist von dem Feinde *niedergebrannt gewesen. Die jungen Baume sind im Fruhling gepflanzt. Das Glas wurde zerbrochen, ehe ich in's Zimmer kam.* Explain how the passive voice is to be rendered in German.

3. Whoever considers (*bedenkt*) too much, will perform (*leisten*) little. Whatever is just, deserves (*verdient*) praise. Write "whoever" and "whatever" in two different ways.

4. Give: *Es friert mich* in three different forms; illustrate by ex. how "it is" and "there is" are to be translated; and express in the active and passive voice the sentence: They sing and dance much in Germany.

5. What influence have conjs. on the position of the verb? Name the conjs. which cause no alteration of the construction; state an ex. for each case.

6. By what words in German is the English conj. "when" to be rendered in the following sentences: Tell me when you come. When I am at work, (Arbeit f.) I don't like visitors (Besuche). When I was ill, I sent for (*nach- - - - schicken*) the physician.

7. State which verbs are separable, and which inseparable. Name a few verbs of each of the two classes of compound inseparables.

8. How is the English Pres. Part. to be rendered in German. State Examples.

9. Motion to and from the speaker is expressed by which particles? Give some short examples.

10. Translate into German: I have hitherto (*bis jetzt*) known nothing of true virtue. I have spent (*zubringen*) my life in darkness and error. Not all my power and honours (*Wurden* pl.) are sufficient (*genugen*) to produce love. I cannot boast (*sich ruhmen*) of having gained a single friend in the course (*wahrend*) of a reign (*Regierung* f.) of thirty years; and yet these two persons in private life (*im Privatleben*) love one another tenderly, are mutually (*gegenseitig*) happy, and ready (*bereit*) to die for each other (*einander*).

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX, N. S.

SESSIONAL EXAMINATION, 1866.

FRIDAY, MARCH 23, 9 A. M., to 1 P. M.

RHETORIC.

FIRST YEAR STUDENTS.

1. Give a definition of *Rhetoric*, and state its proper province, and different departments.

2. Explain what is meant by *Purity*, and show the most frequent ways in which it is violated.

3. Describe the process of *Investigation*, and give illustration.

4. What is the relative importance of *Analysis* in composition.

5. Explain what is meant by *Point of View*, and give illustration.

6. Explain the process of *Classification.*

7. What are the chief divisions in arranging the *Order of Thought*, and the chief law to be observed?

8. What are the rules to be observed in the treatment of the *Introduction* and the *Conclusion?*

9. What effect is produced by the use of the definite rather than the indefinite, and concrete rather than the abstract?

10. Give an example of Inversion of the order of words, and in the order of thought.

11. Define *Antithesis* and state what may be its importance. Change the following sentence so that the idea may be expressed antithetically:—*Appearances often deceive.*

12. What is the difference between *Comparison* and *Simile; Metaphor* and *Trope;* give example of each.

13. Distinguish between the following, and give an example of each:—*Metonomy, Melalepsis, Synecdoche.*

14. Distinguish between the provinces of Rhetoric and Logic respectively, in reference to *Argument.*

15. Give an example of *Argument from Cause to Effect*, and show how it differs from argument from *Sign.*

16. Explain and illustrate the argument from *Induction.*

17. Give some examples of *false analogies*, in common use.

18. Explain the argument from *Contraries.*

19. What are the chief sources of the *Sublime?*

20. Define *Wit* and *Humor*, and show the distinction between them.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX, N. S.

SESSIONAL EXAMINATIONS, 1866.

THURSDAY, MARCH 29th, 9 A. M. to 1 P. M.

HISTORY.

1. Divide Modern European History into periods; and state the characteristic of each.

2. Consider the History of France by centuries; and mention the leading events in each.

3. State the causes of the decline of the Roman Empire. Enumerate the Barbarian tribes, their conquests, and final settlements.

4. Show the extension of Christianity among the Barbarians: in what way; and under what form. Mention the causes that led to the supremacy of the Pope; and the Temporal Power.

5. Give an outline of the rise of Mohammedanism;—its conquests;—its decline;—and the effects of Arab civilization on that of Europe.

6. Account for the rise of Feudalism.

7. Show the origin of the Holy Roman Empire. Name the chief Monarchs of the Hohenstaufen line. Give an outline of the reign of Frederic Barbarossa.

8. Enumerate the different Crusades, with dates, and show their effect on European civilization.

9. Write a short account of the following:—Abelard; Saint Bernard; The Assassins; The Vehm—gericht.

10. What circumstances influenced the advancement of the Commons? Consider in connection with this the rise of the Third Estate in France; the Parliament in England; and the Hanse League in Germany.

11. Mention the chief dynasties in the Greek Empire. What important purpose was effected by Constantinople? By whom was it captured; and when; and what results followed in Europe from its fall?

12. Enumerate the great events of the 15th century and point out their effects respectively.

13. Give a brief account of the rise of the Dutch Republic; with dates.

14. Describe the career of Richilieu; and explain his policy.

15. Describe the English Revolution. Show genealogically the connection of the House of Brunswick with the British throne.

16. Show the policy of Louis 14th. Classify the wars of his reign, and point out their purpose and result, respectively.

17. Give an account of the chief campaigns in the American Revolution.

18. Enumerate the causes of the French Revolution.

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19. In the history of the church, explain the Greek schism. Show why the Popes took up their residence at Avignon; and point out the results of this: first, on the European world, and secondly, on the church itself.

20. Show the origin of modern literature in Spain, in France, and in Italy. Distinguish between the Troubadours and Trouveres. What circumstance gave a great impetus to Italian art? Give a short sketch of Cimabue.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX, N. S.

SESSIONAL EXAMINATIONS, 1866.

MONDAY, APRIL 2nd, 9 A. M. to 1P. M.

ETHICS AND POLITICAL ECONOMY.

1. State the different opinions of Philosophy on the "Freedom of the Will."

2. Give a definition of "Conscience."

3. Explain the mental process by which it is preceded.

4. Classify the theories of Ethical writers respecting the nature of virtue.

5. To which of these classes does Epicurus belong? To which Plato? Hobbes? Smith? Butler? Wayland? Chalmers?

6. In what does virtue consist? and what is the standard of virtue?

7. What constitutes rectitude in an action?

8. What is necessary in order to virtue in the agent?

9. State briefly Dr. Clarke's famous "A priori" argument for the existence of the Deity.

10. Exhibit in the syllogistic form the "A posteriore" argument.

11. By what general principles are we guided in our endeavors to ascertain duty by the light of nature?

12. Apply these principles to prove that benevolence is a virtue.

13. Explain the difference between allowable self love and selfishness.

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1. What is value? and how is it created?

2. In what respect are teachers productive laborers?

3. By what means may the productiveness of human labor be increased?

4. What benefits accrue from the division of labor?

5. What circumstances necessarily limit the application of this principle?

6. What state of Society presents the strongest inducements to productive labor?

7. On what principle do men proceed in making exchanges?

8. What is the function of money in exchange?

9. Why should "coining" be retained in the hands of the Government?

10. What dangers are to be apprehended from the issue of paper by Banks?

11. How are they to be prevented?

12. What principles should regulate the imposition of taxes?

13. What kind of property can bear the largest amount of taxation without interfering with these principles?

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX, N. S.

SESSIONAL EXAMINATIONS, 1866.

MONDAY, APRIL 2nd, 9 A. M. to 1 P. M.

EXPERIMENTAL PHYSICS.

1. What is the main object of Natural Philosophy?
2. State the principles which should guide us in our search after causes?
3. Why does a bullet thrown at a pane of glass smash it in pieces while, fired from a rifle, it makes merely a circular hole in it?
4. What is the first law of motion?
5. Explain the nature and use of friction wheels?
6. What kind of lever is generally employed by nature to move the limbs of animals.
7. What are the advantages and disadvantages of this kind of lever?
8. What is the fundamental principle in Hydrostatics?
9. With a given area, what shape must an orifice have to discharge the largest quantity of liquid?
10. Explain the modus operandi of the "Air Pump?"
11. What is the difference between *Free* and *Latent* Heat?
12. Why does snow protect the earth from frost?
13. Give the law which regulates the intensity of light?
14. Why is a room with white walls more easily lighted than a room with colored walls?
15. Give the rule for finding the focus of a plano-convex lens when the incident rays are parallel?
16. State the order in which the colors appear on the solar spectrum?
17. When are colors said to be complementary?
18. In what part of the spectrum is actinism exhibited with greatest intensity?
19. In what relation do notes, called Octaves, stand to each other?
20. State the different electrical theories.
21. Explain the different parts of the electrical plate machine.
22. How are buildings injured by lightning? and how may the danger be averted?
23. Explain the nature of magnetic variation and its different kinds?
24. How is the magnetic pole indicated?
25. Explain the process of magnetizing by *double touch*.