CALENDAR

AND

EXAMINATION PAPERS

OF

Dalhousie College and University,

HALIFAX, NOVA SCOTIA.

SESSION 1868-9.

HALIFAX:
PRINTED FOR THE UNIVERSITY,
BY JAMES BARNES.
1868.

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Academic Year

1868-9.

OCTOBER, 1868.

1	Th.	
2	Fr.	
3	Sa.	
4	**Su.**	
5	Mo.	
6	Tu.	
7	W.	
8	Th.	
9	Fr.	
10	Sa.	
11	**Su.**	
12	Mo.	
13	Tu.	
14	W.	
15	Th.	
16	Fr.	
17	Sa.	
18	**Su.**	
19	Mo.	
20	Tu.	
21	W.	
22	Th.	
23	Fr.	Meeting of Governors.
24	Sa.	
25	**Su.**	
26	Mo.	
27	Tu.	
28	W.	Opening of Winter Session.
29	Th.	Matriculation Examination. Examination for Scholarships.
30	Fr.	Supplementary Examinations.
31	Sa.	

NOVEMBER, 1868.

1	**Su.**	
2	Mo.	Matriculation and Registration. Lectures begin. Meeting of Senate.
3	Tu.	
4	W.	
5	Th.	
6	Fr.	
7	Sa.	
8	**Su.**	
9	Mo.	
10	Tu.	College opened, 1863.
11	W.	Final Matriculation and Supplementary Examinations.
12	Th.	
13	Fr.	
14	Sa.	
15	**Su.**	
16	Mo.	
17	Tu.	
18	W.	
19	Th.	
20	Fr.	
21	Sa.	
22	**Su.**	
23	Mo.	
24	Tu.	
25	W.	
26	Th.	
27	Fr.	
28	Sa.	
29	**Su.**	
30	Mo.	

DECEMBER, 1868.

1	Tu.	
2	W.	
3	Th.	
4	Fr.	
5	Sa.	
6	**Su.**	
7	Mo.	Meeting of Senate.
8	Tu.	
9	W.	
10	Th.	
11	Fr.	
12	Sa.	
13	**Su.**	
14	Mo.	
15	Tu.	
16	W.	
17	Th.	
18	Fr.	
19	Sa.	
20	**Su.**	
21	Mo.	
22	Tu.	
23	W.	
24	Th.	Christmas vacation begins.
25	Fr.	Christmas Day.
26	Sa.	
27	**Su.**	
28	Mo.	
29	Tu.	
30	W.	
31	Th.	Last day for sending in Essays for the *Grant* prize.

JANUARY, 1869.

1	Fr.	
2	Sa.	
3	**Su.**	
4	Mo.	Meeting of Senate.
5	Tu.	College re-opens.
6	W.	
7	Th.	
8	Fr.	
9	Sa.	
10	**Su.**	
11	Mo.	
12	Tu.	
13	W.	
14	Th.	
15	Fr.	
16	Sa.	College established, 1823.
17	**Su.**	
18	Mo.	
19	Tu.	
20	W.	
21	Th.	
22	Fr.	Meeting of Governors.
23	Sa.	
24	**Su.**	
25	Mo.	
26	Tu.	
27	W.	
28	Th.	
29	Fr.	
30	Sa.	
31	**Su.**	

FEBRUARY, 1869.

1	Mo.	Meeting of Senate.
2	Tu.	
3	W.	
4	Th.	
5	Fr.	
6	Sa.	
7	**Su.**	
8	Mo.	
9	Tu.	
10	W.	No Lectures.
11	Th.	
12	Fr.	
13	Sa.	
14	**Su.**	
15	Mo.	
16	Tu.	
17	W.	
18	Th.	
19	Fr.	
20	Sa.	
21	**Su.**	
22	Mo.	
23	Tu.	
24	W.	
25	Th.	
26	Fr.	
27	Sa.	
28	**Su.**	

MARCH, 1869.

1	Mo.	Meeting of Senate.
2	Tu.	
3	W.	
4	Th.	
5	Fr.	
6	Sa.	
7	**Su.**	
8	Mo.	
9	Tu.	
10	W.	
11	Th.	
12	Fr.	
13	Sa.	
14	**Su.**	
15	Mo.	
16	Tu.	
17	W.	
18	Th.	
19	Fr.	
20	Sa.	
21	**Su.**	
22	Mo.	
23	Tu.	
24	W.	
25	Th.	
26	Fr.	Good Friday. No Lectures.
27	Sa.	
28	**Su.**	
29	Mo.	Easter Day.
30	Tu.	
31	W.	

APRIL, 1869.

1	Th.	
2	Fr.	
3	Sa.	
4	**Su.**	
5	Mo.	Meeting of Senate.
6	Tu.	
7	W.	
8	Th.	
9	Fr.	
10	Sa.	
11	**Su.**	
12	Mo.	
13	Tu.	Lectures close.
14	W.	The *Young* prizes awarded.
15	Th.	Examinations in Latin & Roman History.
16	Fr.	Examinations in Greek.
17	Sa.	
18	**Su.**	
19	Mo.	Examinations in Mathematics.
20	Tu.	Examinations in Natural Philosophy and Rhetoric.
21	W.	Examinations in Chemistry.
22	Th.	Examinations in Logic, Metaphysics, History, and French.
23	Fr.	Meeting of Governors. Examinations in Ethics and German.
24	Sa.	
25	**Su.**	
26	Mo.	Meeting of Senate.
27	Tu.	Results of Examinations declared.
28	W.	Meeting of Convocation. Winter Session ends.
29	Th.	
30	Fr.	

MAY, 1869.

1	Sa.	
2	**Su.**	
3	Mo.	Meeting of Senate. Summer Session opened.
4	Tu.	Lectures begin.
5	W.	
6	Th.	
7	Fr.	
8	Sa.	
9	**Su.**	
10	Mo.	
11	Tu.	
12	W.	
13	Th.	
14	Fr.	
15	Sa.	
16	**Su.**	
17	Mo.	
18	Tu.	
19	W.	
20	Th.	
21	Fr.	
22	Sa.	Foundation Stone of College laid in 1820.
23	**Su.**	
24	Mo.	Queen's Birthday. No Lectures.
25	Tu.	
26	W.	
27	Th.	
28	Fr.	
29	Sa.	
30	**Su.**	
31	Mo.	

JUNE, 1869.

1	Tu.	
2	W.	
3	Th.	
4	Fr.	
5	Sa.	
6	**Su.**	
7	Mo.	Meeting of Senate.
8	Tu.	
9	W.	
10	Th.	
11	Fr.	
12	Sa.	
13	**Su.**	
14	Mo.	
15	Tu.	
16	W.	
17	Th.	
18	Fr.	
19	Sa.	
20	**Su.**	Accession of Queen Victoria.
21	Mo.	Halifax settled, 1749. Holiday.
22	Tu.	
23	W.	
24	Th.	
25	Fr.	Meeting of Governors. Lectures close.
26	Sa.	
27	**Su.**	
28	Mo.	Examinations.
29	Tu.	Examinations continued.
30	W.	Summer Session ends.

JULY, 1869.

1	Th.	
2	Fr.	
3	Sa.	
4	**Su.**	
5	Mo.	
6	Tu.	
7	W.	
8	Th.	
9	Fr.	
10	Sa.	
11	**Su.**	
12	Mo.	
13	Tu.	
14	W.	
15	Th.	
16	Fr.	
17	Sa.	
18	**Su.**	
19	Mo.	
20	Tu.	
21	W.	
22	Th.	
23	Fr.	
24	Sa.	
25	**Su.**	
26	Mo.	
27	Tu.	
28	W.	
29	Th.	
30	Fr.	
31	Sa.	

AUGUST, 1869.

1	**Su.**	
2	Mo.	
3	Tu.	
4	W.	
5	Th.	
6	Fr.	
7	Sa.	
8	**Su.**	
9	Mo.	
10	Tu.	
11	W.	
12	Th.	
13	Fr.	
14	Sa.	
15	**Su.**	
16	Mo.	
17	Tu.	
18	W.	
19	Th.	
20	Fr.	
21	Sa.	
22	**Su.**	
23	Mo.	
24	Tu.	
25	W.	
26	Th.	
27	Fr.	
28	Sa.	
29	**Su.**	
30	Mo.	
31	Tu.	

SEPTEMBER, 1869.

1	W.	
2	Th.	
3	Fr.	
4	Sa.	
5	**Su.**	
6	Mo.	
7	Tu.	
8	W.	
9	Th.	
10	Fr.	
11	Sa.	
12	**Su.**	
13	Mo.	
14	Tu.	
15	W.	
16	Th.	
17	Fr.	
18	Sa.	
19	**Su.**	
20	Mo.	
21	Tu.	
22	W.	
23	Th.	
24	Fr.	
25	Sa.	
26	**Su.**	
27	Mo.	
28	Tu.	
29	W.	
30	Th.	

Dalhousie College and University,

HALIFAX.

BOARD OF GOVERNORS.

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

HON. CHARLES TUPPER, C. B., M. P.

HON. J. W. RITCHIE, Senator.

HON. S. L. SHANNON.

HON. JOSEPH HOWE, M. P.

REV. GEORGE M. GRANT, M. A.

JAMES F. AVERY, M. D.

CHARLES ROBSON, ESQ.

ALEXANDER FORREST, M. D.

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

SENATE OF THE UNIVERSITY.

Principal—VERY REVEREND JAMES ROSS, D. D.

VERY REV. JAMES ROSS, D. D.

REV. WILLIAM LYALL, LL. D.

CHARLES MACDONALD, M. A.

JOHN JOHNSON, M. A.

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

JAMES DEMILL, M. A.

Secretary of Senate—CHARLES MACDONALD, M. A.

FACULTY OF ARTS.

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.

JOHN JOHNSON, M. A.,
Professor of Classics.

GEORGE LAWSON, Ph. D., LL. D.,
Professor of Chemistry and Mineralogy.

JAMES DEMILL, M. A.,
Professor of History and Rhetoric.

Tutor in Modern Languages.
JAMES LIECHTI, ESQ.

Janitor—JOHN WILSON.

FACULTY OF MEDICINE.

VERY REV. JAMES ROSS, D. D., *Principal, (ex officio,)*
Matriculation Examiner.

WILLIAM J. ALMON, M. D., *President.*

ALEXANDER P. REID, M. D., *Dean.*

WILLIAM J. ALMON, M. D., and
ALEXANDER G. HATTIE, M. D.,
Lecturers on Obstetrics.

PROF. GEORGE LAWSON, Ph. D., LL. D.,
Lecturer on Chemistry.

ALEXANDER P. REID, M. D., L. R. C. S. Edin.,
Lecturer on Institutes of Medicine.

EDWARD FARRELL, M. D.,
Lecturer on Anatomy.

ALFRED H. WOODILL, M. D.,
Lecturer on Materia Medica.

JAMES D. ROSS, M. D.,
Demonstrator of Anatomy.

THOMAS R. ALMON, M. D.,
Prosector to Chair of Anatomy.

Faculty of Arts.

§ I—SESSIONS.

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

The Winter Session for 1868-9 will commence on Wednesday, October 28th, 1868, and end on Wednesday, April 28th, 1869.

The Summer Session will commence on Monday, May 3rd, 1869, and end on Wednesday, June 30th, 1869.

§ 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 *General 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 classes prescribed for the four years' course.

Students may also enter as Undergraduates of the Second Year, and take the three years' course by complying with the conditions specified under § IV.

General 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. General 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 classes proper to their year.

§ 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, two Orations; Horace, one book of Odes.

Greek.

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

II. In Mathematics.

Arithmetic; Euclid's Elements, Book I.; Algebra to the end of Division.

III. In English.

Grammar; History; Geography; Composition.

FOR THE SECOND YEAR.

In order to enter as an Undergraduate of the Second Year, a Student must pass an examination,—

1. In the *Classics* of the first year as specified in § XI. or their equivalents.
2. In the *Mathematics* of the first year as specified in § XI. or their equivalents.
3. In *English Grammar*, *English History*, *Geography*, and *Composition*.

§ IV.—COURSE OF STUDY.

The Undergraduate course extends over, either

1. Four Winter Sessions, or
2. 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, Chemistry. Mathematics and Practical Chemistry *optional.*

FOURTH YEAR.

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

In Modern Languages Undergraduates may select either French or German as part of their course, but they must take the same language in both years.

II. SUMMER SESSION.

Classes will be opened for instruction in the following subjects:

Classics.
Astronomy.
Logic.
Pneumatics.
Botany.
English Literature.
Modern Languages.

§ V.—FEES.

The Fee to each Professor, whose class or classes a Student enters, 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 to the Professor of Mathematics, may attend the classes of such Professor during the remainder of his Undergraduate course without paying an additional fee.

General Students pay a fee for every class they attend. (This rule does not apply to those General Students who entered previous to the Winter Session of 1866–7.)

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. General Students pay an annual Registration Fee of *one dollar.*

A Library Fee of *one dollar* yearly is payable by Students attending more classes than one.

Matriculation or Registration tickets and Class tickets must be taken out on the first day of Lectures, as no Student is allowed to enter a Class without them.

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

Classes of	First Year,	Library and Matriculation Fees	$21
"	Second "	and Library	25
"	Third "	"	13
"	Fourth "	"	13

§ 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:—

IN THE FOUR YEARS' COURSE.

1. Matriculation Examination at entrance.
2. Examination at the close of the first session, in Classics, Mathematics, and Rhetoric.
3. Examination at the close of the second session, in Classics, Mathematics, Logic and Psychology, and Chemistry.
4. Examination at the close of the third session, in Classics, Natural Philosophy, Modern Languages, Metaphysics and Chemistry.
5. 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 THE THREE YEARS' COURSE.

The Examinations specified above, except No. 2, and the Examinations at the close of each Summer Session in the subjects of the Session.

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

The Fee for Diploma is *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*.

§ 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, or to give or receive assistance at the Examinations. If a student violate this rule, he will lose his Sessional Examination, and it shall be at the discretion of the Senate whether he be allowed a Supplementary 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 in these subjects.

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

§ VIII.—SCHOLARSHIP.

1. HALIFAX SCHOOLS.

A scholarship entitling to free attendance on all the classes of the Undergraduate course, as long as the holder of it obtains a Certificate of Merit at the Sessional Examinations, is offered by the Professors for competition this year to the Pupils from the Halifax Schools;—the competition to take place at the Matriculation Examination.

Candidates must intimate to the Secretary of the Senate their intention of competing, on the opening day of the Session.

2. 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 that Academy.

3. LIVERPOOL ACADEMY.

A Scholarship of equal value, and to be held under the same conditions, is offered this year for competition to Pupils attending the Liverpool 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. Candidates from the Halifax Schools must bring certificates of attendance from the Principals of their Schools, which must be presented at the Matriculation Examination.

4. OPEN SCHOLARSHIP.

A Scholarship of equal value, and to be held under the same

conditions, will be offered *annually* for competition to Undergraduates entering the first year.

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

Should the Principal of an Academy to which a Scholarship has been assigned decline to examine, an examiner will be appointed by the Senate of Dalhousie College.

§ 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 Sessional 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.

1. Classics.
2. Mathematics.
3. Ethics and Political Economy.
4. Logic and Psychology.
5. Metaphysics.
6. Chemistry.
7. Natural Philosophy.
8. History.
9. Rhetoric.
10. Modern Languages.

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 Origin, Development, and Comparative Merits of Modern Chemical Theories, with special reference to the Educational value of Chemistry as an unapplied Science.

The following works (amongst others) may be consulted, on application to the Professer of Chemistry:

Wurtz's Introduction to Chemical Philosophy according to the Modern Theories; Griffin's Radical Theory in Chemistry; Naquet's Principles of Chemistry founded on Modern Theories; Miller's Elements of Chemistry; Sir Benjamim Brodie's Papers read to the Royal Society; Low's Inquiry into the Nature of the Simple Bodies of Chemistry.

Competition is open to all Students of the years 1867-8 and 1868-9.

The Essays are to be sent in before the first day of January, 1869, each signed with a motto, and accompanied by a sealed envelope containing the name of the writer, and with the motto upon it.

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 awarded 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 awarded by the votes of the Students of those years.

4. NORTH BRITISH SOCIETY'S BURSARY.

A Bursary, of the annual value of $60, has been founded by the North British Society, in connexion with Dalhousie College, to be competed for at the Sessional Examinations of the Second Year's course, and held during the Third and Fourth Years of the Undergraduate's course. Candidates must be Undergraduates who have completed two years of the Curriculum, and must be eligible at the proper age to be members of the North British Society. The next competition will take place in April, 1870.

CERTIFICATES OF MERIT.

Certificates of Merit of the First and Second Rank will be given to the Students who have obtained a first or second class standing in the aggregate of the branches of study proper to their year. N. B.—In the application of this rule *two* Modern Languages will be reckoned as one subject.

In publishing the names of the 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.

§ X.—ATTENDANCE AND CONDUCT.

1. All Undergraduates and General 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 in-

attention 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.

7. 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.

§ XI.—COURSE OF STUDIES. WINTER SESSION.

CLASSICS.

Professor....JOHN JOHNSON, M.A

LATIN.—(*First Year.*)—Cicero, *De Senectute.*—Virgil, *Æneid, Book IX.*—Prose Composition, *History of Rome.*

GREEK.—(*First Year.*)—Lucian, *Select Dialogues.*—Demosthenes, *Olynthiac I.*

LATIN.—(*First Year.*)—Livy, *Book XXII.*—Horace, *Select Satires and Epistles.*—Prose Composition, *History of Rome.*

GREEK.—(*Second Year.*)—Herodotus, *Book I.*—Homer, *Book X.*—Prose Composition.

LATIN.—(*Third Year.*)—Terence, *Adelphi.*—Plautus, *Miles Gloriosus.*—Horace, *Ars Poetica.*—Prose Composition.

GREEK.—(*Third Year.*)—Euripides, *Medea.*—Æschylus, *Prometheus Vinctus.*—Prose Composition.

LATIN.—(*Fourth Year.*)—Tacitus, *Agricola.*—Juvenal, *Satires III, X.*—Prose Composition.

GREEK.—(*Fourth Year.*)—Demosthenes, *First and Second Philippics*—Plato, *Apologia Socratis.*—Comparative Philology.—Prose Composition.

ADDITIONAL FOR PRIZE.—(*Fourth Year.*)

LATIN.—Tacitus, *Germania.*—Juvenal, *Sat. I, XIII.*

GREEK.—Demosthenes, *Third Philippic.*—Plato, *Crito.*

MATHEMATICS.

Professor....CHARLES MACDONALD, M.A.

ALGEBRA.—(*First Year.*)—To the end of Progressions.

GEOMETRY.—(*First Year.*)—Five books of Euclid with deductions.

TRIGONOMETRY.—(*First Year.*)—Solution of Plane Triangles.

ALGEBRA.—(*Second Year.*)—Binomial Theorem, Investigation of Logarithms, Probabilities, Life Annuities, Properties of Numbers.

GEOMETRY.—(*Second Year.*)—Eleventh Book of Euclid, 21 Propositions.

TRIGONOMETRY.—(*Second Year.*)—Analytical Plane Trigonometry.—(*Third Year.*)—(Optional)—Spherical Trigonometry, with application to Astronomy; DeMoivre's Theorem and Angular Analysis; Conic Sections; Differential Calculus begun.

(*Fourth Year.*)—(Optional.)—Conic Sections; Differential Calculus, Integral Calculus, with application to Mechanics.

BOOKS RECOMMENDED.

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

Todhunter's, Colenso's, or Wood's Algebra.

Todhunter's, Colenso's, Snowball's, or Hymer's Trigonometry.

Todhunter's, Hymer's, O'Brien's, Puckle's Conic Sections.

Todhunter's, Hall's, or Hind's Differential and Integral Calculus.

Galbraith and Haughton's Mechanics; Earnshaw's Statics and Dynamics; Potter's Mechanics; Galbraith and Haughton's, Webster's, or Miller's Hydrostatics.

The Books in Weale's Series on Trigonometry and Conic Sections.†

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* Suffice for the course, except Geometry.

† For Students of the First Year, the Mathematical Books used in the Schools are for the most part sufficient.

The Books in Weale's Series are mentioned principally for their cheapness.

ETHICS AND POLITICAL ECONOMY.

Professor.....VERY REV. PRINCIPAL ROSS, D. D.

ETHICS.—(*Fourth Year*).—*Text Books.* Stewart's Active and Moral Powers of Man. Whewell's Elements of Morality.

POLITICAL ECONOMY.—(*Fourth Year.*)—*Text Books.* Mill's Political Economy. Wayland's Political Economy.

LOGIC, METAPHYSICS AND ESTHETICS.

Professor....REV. WILLIAM LYALL, LL.D.

LOGIC AND PSYCHOLOGY.—(*Second Year.*)—*Text Books.* Sir William Hamilton's Lectures on Logic. Prof. Lyall's "Intellect, the Emotions, and the Moral Nature."

METAPHYSICS AND ESTHETICS.—(*Third Year.*)—*Text Books.* Sir William Hamilton's Lectures on Metaphysics. Mansel's Metaphysics. Lewes' Biographical History of Philosophy. Cousin on the Beautiful. Alison's Essay on the Nature and Principles of Taste.

CHEMISTRY.

Professor....GEORGE LAWSON, PH. D., LL.D.

JUNIOR CHEMISTRY.—(*Second Year.*)—*Text Books.* Chambers' Chemistry by Macadam.

SENIOR CHEMISTRY.—(*Third Year.*)—*Text Book.* Fownes' Chemistry, (or Gregory's).

PRACTICAL CHEMISTRY.—(*Third Year.*)—*Laboratory Book.* Fresenius's Qualitative and Quantitative Analysis.

NATURAL PHILOSOPHY.

EXPERIMENTAL PHYSICS.

Professor....VERY REV. PRINCIPAL ROSS, D. D.

(*Third Year.*)—*Text Book.* Lardner's Handbook.
(*Fourth Year.*)—*Text Book.* Lardner's Handbook.

MATHEMATICAL PHYSICS.

Professor....CHARLES MACDONALD, M. A.

(*Third Year.*)—*Text Books.* Galbraith and Haughton's Mechanics. Galbraith and Haughton's Hydrostatics.

HISTORY AND RHETORIC.

Professor.....JAMES DEMILL, M.A.

RHETORIC.—(*First Year.*)—*Text Books.* Whately's Elements of Rhetoric. Campbell's Philosophy of Rhetoric. Latham's Handbook of the English Language. Angus' English Language.

HISTORY.—(*Fourth Year.*)—*Text Books.* Gibbon's Decline and Fall of the Roman Empire. Hume's History of England. 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.

Tutor.....JAMES LIECHTI, ESQ.

FRENCH.—(*Third Year.*)—Pujol's Grammar (first part)—Peschier's Entretiens Familiers.

GERMAN.—(*Third Year.*)—Ahn's Grammar, (Meissner).—Adler's Reader.

FRENCH.—(*Fourth Year.*)—Pujol's Grammar, (second part)—Peschier's Causeries Parisiennes.

GERMAN.—(*Fourth Year.*)—Otto's Conversation Grammar,—Adler's Reader.—A Play of Schiller.

SUMMER SESSION.

CLASSICS.

Professor....JOHN JOHNSON, M. A.

LATIN.—Horace, *Odes, Book IV.*

GREEK.—Homer, *Book XVIII.*

MATHEMATICS.

Professor....CHARLES MACDONALD, M.A.

ASTRONOMY.—*Text-book.*—Loomis' Astronomy.

EXPERIMENTAL PHYSICS.

Professor....VERY REV. PRINCIPAL ROSS, D.D.

PNEUMATICS.—*Text-Book.*—Lardner's Handbook.

LOGIC.

Professor....REV. WM. LYALL, LL.D.

Text Books.—Those used in the Winter Session.

ENGLISH LITERATURE.

Professor....JAMES DEMILL, M.A.

Text Books.—Chamber's Cyclopædia of English Literature.—Craik's English Literature.

BOTANY.

Professor.....GEORGE LAWSON, PH. D., LL. D.

Text Books.—Gray's "How Plants Grow." Balfour's Outlines.

Field Book.—Gray's Manual.

MODERN LANGUAGES.

Tutor.....JAMES LIECHTI, ESQ.

FRENCH AND GERMAN.—*Text Books.*—Those used in the Winter Session.

TIME TABLE—Winter Session, 1868-9.

Hours.	First Year.	Second Year.	Third Year.	Fourth Year.
9—10.			Mathematics—Mon., Wed. French—Tues., Thurs.	Classics—Mon., Wed. Mathematics—Tues Thurs. German—Fri.
10—11.	Rhetoric— Daily.	Mathematics— Daily.	Classics— Daily.	Ethics— Daily
11—12.	Mathematics— Daily.	Classics— Daily.		History— Daily.
12—1.	Classics— Tu., Wed., Th., Fri. Greek and Roman Hist.— Monday.	Psychology— Tu., Wed., Th., Fri. Greek and Roman Hist.— Monday.	Mathematical Physics— Mon., Wed., Fri. Experimental Physics. Tuesday, Thursday.	Experimental Physics— Tuesday, Thursday.
2—3.		Chemistry— Daily.	Chemistry— Daily.	
3—4.			Metaph.—Mon., Wed., Fri. German—Tuesday.	French— Monday, Thursday.

Prizes and Certificates of Merit, 1868.

UNIVERSITY PRIZES.

FOURTH YEAR.

CLASSICS.....James A. Creighton.
ETHICS.....Thomas M. Christie.
HISTORY.....Thomas M. Christie.
MODERN LANGUAGES.....James A. Creighton.

THIRD YEAR.

CLASSICS.....Herbert Bayne.
METAPHYSICS.....Herbert Bayne.
NATURAL PHILOSOPHY...E. D. Millar.
CHEMISTRY.....E. D. Millar.

SECOND YEAR.

CLASSICS.....Arthur P. Silver.
MATHEMATICS.....Arthur P. Silver.
LOGIC AND PSYCHOLOGY..Arthur P. Silver.

FIRST YEAR.

CLASSICS.....James G. McGregor.
MATHEMATICS.....James G. McGregor.
RHETORIC.....A. G. Russell.

CERTIFICATES OF GENERAL MERIT.

FOURTH YEAR.—*Class* 1.—James A. Creighton, Thomas M. Christie. *Class* 2.—Kenneth McKay.
THIRD YEAR.—*Class* 1.—Herbert Bayne, E. D. Millar. *Class* 2.—None.
SECOND YEAR.—*Class* 1.—A. P. Silver, Hugh M. Scott. *Class* 2.—None.
FIRST YEAR.—*Class* 1.—James G. McGregor, A. G. Russell. *Class* 2.—James Fitzpatrick, J. D. Story, Wentworth Roscoe.

NORTH BRITISH SOCIETY'S BURSARY.

The North British Society's Bursary of the value of $60 was assigned to Hugh M. Scott.

GRANT PRIZE.

The Grant Prize of Five Pounds for the best Essay "*On Rise and Progress of the English Language,*" was awarded to Arthur P. Silver.

YOUNG PRIZES.

The Young Prize of $25 was awarded by the Students of the Third and Fourth Years to George Murray.

The Young Prize of $15 was awarded by the Students of the First and Second Years to Wentworth E. Roscoe.

ROY PRIZES FOR ELOCUTION.

The First Prize of $12, open for Competition to all Students, was awarded to Alexander G. Russell.

The Second Prize of $8, open to Students of the Rhetoric Class, was awarded to James G. McGregor.

Examinations, 1867-8.

SCHOLARSHIP EXAMINATIONS, OCTOBER, 1867.

The Scholarship offered for competition to Students entering as Undergraduates, was gained by

James Gordon McGregor.

The Scholarship offered for competition to pupils from Prince of Wales College, Charlottetown, P. E. I., was gained by

James M. Inglis.

UNIVERSITY EXAMINATIONS, 1867-8.

The following Undergraduates have passed the University Examinations in the several years :—

SUPPLEMENTARY EXAMINATIONS, OCT. 1867.

THIRD YEAR.—Arthur F. Carr, James Forrest.
SECOND YEAR.—John M. Sutherland.
FIRST YEAR.—Walter M. Thorburn.

SESSIONAL EXAMINATIONS, APRIL 1868.

FINAL EXAMINATION FOR DEGREE OF B. A.—Carr, Arthur F. Christie, Thomas M. Creighton, James G. A. Forrest, James. McKay, Kenneth. Simpson, Isaac.

THIRD YEAR.—Annand, Jos. Bayne, Herbert. Millar, E. D. Mackenzie, John J. Sutherland, John.

SECOND YEAR.—Bayne, S. Ernest. Lindsay, A. W. H. Mackenzie, Alexander C. Scott, Hugh M. Silver, ArthurP. Thorburn, Walter. M. Wallace, John.

FIRST YEAR.—Fitzpatrick, James. Inglis, James. Herdman, William. Herdman, Andrew. McGregor, James G. Roscoe, Wentworth E. Russell, A. G. Story, John D. Seeton, Alfred P.

STANDING OF THE STUDENTS IN THE SEVERAL SUBJECTS.

CLASSICS.

FOURTH YEAR.—(Examination for the Degree of B.A.)—*Class* 1.—James G. A. Creighton. *Class* 2.—Thomas M. Christie, Kenneth McKay. *Class* 3.—Isaac Simpson, Arthur F. Carr, James Forrest.

THIRD YEAR.—*Class* 1.—Herbert Bayne. *Class* 2.—None. *Class* 3.—J. J. McKenzie, E. D. Millar, Joseph Annand, John M. Sutherland.

SECOND YEAR.—*Class* 1.—Arthur P. Silver, Hugh Scott. *Class* 2.—Alex. C. Mackenzie, Samuel E. Bayne, A. W. H. Lindsay, Walter M. Thorburn. *Class* 3.—James Wallace.

FIRST YEAR.—*Class* 1.—James G. McGregor. *Class* 2.—James Inglis, Wentworth Roscoe, A. G. Russell, Andrew Herdman, James Fitzpatrick. *Class* 3.—John D. Story, William Herdman, A. P. Seeton, Charles Bryden.

MATHEMATICS.

FIRST YEAR.—*Class* 1.—James G. McGregor, James D. Story, Alexander G. Russell. *Class* 2.—Wentworth Roscoe, James Fitzpatrick, William Humphrey. *Class* 3.—William C. Herdman, James Inglis, Andrew Herdman, A. Parker Seeton, Fred. Mitchell.

SECOND YEAR.—*Class* 1.—Arthur P. Silver, Hugh M. Scott. *Class* 2.—Alexander C. Mackenzie. *Class* 3.—S. Ernest Bayne, Andrew W. H. Lindsay, John Wallace.

ETHICS AND POLITICAL ECONOMY.

Class 1.—Thomas M. Christie, James G. A. Creighton, Kenneth McKay, Isaac Simpson. *Class* 2.—James Forrest, A. F. Carr.

METAPHYSICS AND ESTHETICS

Class 1.—Herbert A. Bayne, E. D. Millar. *Class* 2.—J. J. McKenzie. *Class* 3.—John Murray, Joseph Annand, J. M. Sutherland.

LOGIC AND PSYCHOLOGY.

Class 1.—Arthur P. Silver, Hugh M. Scott. *Class* 2.—S. Ernest Bayne. *Class* 3.—A. C. McKenzie, John Wallace, W. M. Thorburn, A. W. H. Lindsay.

CHEMISTRY.

SENIOR.—*Class* 1.—E. D. Millar, James A. Creighton, Thos. M. Christie. *Class* 2.—Arthur F. Carr, K. McKay, James Forrest. *Class* 3.—J. J. Mackenzie, Joseph Annand, John Sutherland, Isaac Simpson.

JUNIOR.—*Class* 1.—A. W. H. Lindsay, H. M. Scott. *Class* 2.—A. Silver, H. A. Bayne. *Class* 3.—W. M. Thorburn, Alex. McKenzie, S. Ernest Bayne, John Wallace.

EXPERIMENTAL PHYSICS.

FOURTH YEAR.—*Class* 1.—Thomas M. Christie, James G. A. Creighton, James Forrest. *Class* 2.—Kenneth McKay, Arthur F. Carr, Isaac Simpson.

MATHEMATICAL AND EXPERIMENTAL PHYSICS.

THIRD YEAR.—*Class* 1.—E. D. Millar. *Class* 2.—H. Bayne, J. J. Mackenzie, Joseph Annand. *Class* 3.—John M. Sutherland.

HISTORY.

Class 1.—Thomas M. Christie, Jas. G. A. Creighton. *Class* 2.—K. McKay. *Class* 3.—James Forrest, A. F. Carr, Isaac Simpson.

RHETORIC.

Class 1.—A. G. Russell, J. G. McGregor, W. E. Roscoe. *Class* 2.—James Fitzpatrick. *Class* 3.—A. W. Herdman, J. M. Inglis, F. Mitchell, W. C. Herdman, D. Story, A. P. Seeton, C. W. Bryden.

FRENCH.

THIRD YEAR.—*Class* 1.—Herbert Bayne, John J. Mackenzie, E. D. Millar, John M. Sutherland. *Class* 2.—Joseph Annand.

FOURTH YEAR.—*Class* 1.—James G. A Creighton, Thomas M. Christie. *Class* 2.—James Forrest, Arthur F. Carr. *Class* 3.—Kenneth McKay, Isaac Simpson.

GERMAN.

THIRD YEAR.—*Class* 1.—Herbert Bayne, E. D. Millar, J. J. Mackenzie.

FOURTH YEAR.—*Class* 1.—James G. A. Creighton, Thom. M. Christie.

Graduates and Undergraduates of the University, and General Students in Arts.

GRADUATES.

DEGREE OF B. A.

1866.

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

1867.

Burgess, Joshua C.....Cornwallis.
Cameron, J. J.....Georgetown, P. E. Island.
Lippincott, Aubrey.....New Glasgow.
McDonald, John H.....Cornwallis.
McNaughton, Samuel.....East River, Pictou.
Ross, Alexander.....Roger's Hill, Pictou.
Sedgewick. Robert.....Middle Musquodoboit.
Smith, David H.....Truro.
Smith, Edwin.....Truro.

1868.

Carr, Arthur F.....St. Edward's, P. E. Island.
Christie, Thomas M.....Yarmouth.
Creighton, James G. A.....Halifax.
Forrest, James.....Halifax.
McKay, Kenneth.....Hardwood Hill, Pictou.
Simpson, Isaac S.....Merigomish, Pictou.

UNDERGRADUATES, 1867-8.

FOURTH YEAR.

Carr, Arthur F.....St. George's, P. E. Island.
Christie, Thomas M.....Yarmouth.
Creighton, James G. A.....Halifax.
Forrest, James.....Halifax.
McKay, Kenneth.....Hardwood Hill, Pictou.
Simpson, Isaac S.....Merigomish, Pictou.

THIRD YEAR.

Annand, Joseph.....Gay's River.
Bayne, Herbert.....Pictou.
McKenzie, John J.....Green Hill, Pictou.
Millar, E. D.....Rogers Hill, Pictou.
Sutherland, John M.....West River, Pictou.

SECOND YEAR.

Bayne, S. Ernest.....Pictou.
Lindsay, A. W. H.....Pictou.
McKenzie, Alex. C.....Rustico, P. E. Island.
Scott, Hugh M.....Sherbrooke.
Silver, Arthur P.....Halifax.
Thorburn, Walter M.....Bermuda.
Wallace, John.....Shubenacadie.

FIRST YEAR.

Bryden, Charles ..... Tatamagouche.
Fitzpatrick, James ..... Roger's Hill, Pictou.
Inglis, James ..... Charlottetown, P. E. Island.
Herdman, Wm ..... Pictou.
Herdman, Andrew ..... Pictou.
McGregor, James G. ..... Halifax.
Mitchell, Fred ..... Halifax.
Roscoe, Wentworth E. ..... Centreville, King's Co.
Russell, A. G. ..... Truro.
Seeton, Alfred P. ..... Halifax.
Story, John D. ..... Halifax.

GENERAL STUDENTS.

NAME.	RESIDENCE.	CLASSES ATTENDED.
Campbell, Donald	East River, N. Glasgow.	Chem., Ex. Phys., Metaph. French, German.
Campbell, John	Lake Ainslie, C. Breton.	Cl., Chem., Meta., Ethics.
Cogswell, Ed. R.	Halifax.	Chemistry.
Copeland, J. D.	Merigomish.	Chemistry.
Doull, Walter	Halifax.	Latin, Math., Rhetoric.
Geddie, John W.	Halifax.	Latin, Rhetoric.
Geldert, John M.	Halifax.	Latin, Math., Rhetoric.
Godkin, Ch. M.	Halifax.	Math., Chem., Rhetoric.
Humphrey, William	Halifax.	Class., Math., Chemistry.
Logan, Hiram H.	East Boston, U. S.	Latin, Math., Chemistry.
Logan, John A.	Upper Stewiacke.	Classics, Rhetoric.
Logan, Melville D.	Halifax.	Classics, Math., Rhetoric.
Mackenzie, J. W.	Green Hill, Pictou.	Chem., Ex. Phy., Rhet., Ethics.
McIntosh, Daniel	East River, Pictou.	Chemistry, Rhetoric.
McDonald, Peter	Whycocomagh, C. B.	Classics, Mathematics.
McGillivray, John	New Glasgow.	Classics, Math., Rhetoric.
McMillan, Peter	East River, Pictou.	Chemistry.
Murray, George	Roger's Hill, Pictou.	Class., Chem., Nat. Phil., Meta., Mod. Lang.
Murray, John	Roger's Hill, Pictou.	Class., Chem., Meta.. Fr., Ger.
Richard, John	West River, Pictou.	Classics, Math., Chem., Logic.
Sinclair, Norman	Halifax.	French.
Thompson, Alex.	Antigonish.	Class., Chem., Nat. Phil., Met.
Tremaine, Rufus	Port Hood, Cape Breton.	Logic, Rhetoric, French.
Webster, Henry B.	Kentville.	Classics, Mathematics.

Faculty of Medicine.

THE PRINCIPAL, (ex officio.)

Lecturers.....DR. LAWSON,
DR. W. J. ALMON,
DR. HATTIE,
DR. REID,
DR. FARRELL,
DR. WOODILL.

Demonstrator.....DR. ROSS,
Prosector.....DR. T. R. ALMON.
President.....DR. W. J. ALMON.
Dean of the Faculty...DR. REID.

The Second Session of the Medical Faculty of Dalhousie College, will commence on the first Monday of May, 1869, when an Inaugural Address will be delivered. The regular courses of lectures and demonstrations will be commenced on the following day, and continued daily throughout the session, which extends to the last day of July.

COURSE OF INSTRUCTION IN THE FACULTY OF MEDICINE.

The Lectures will be delivered in the University Buildings, Grand Parade.

I.—CHEMISTRY.

Lecturer....Prof. GEORGE LAWSON, Ph. D., LL.D.

Lectures daily from 2 to 3, p. m., illustrated by diagrams, tables, apparatus, preparations, and demonstrations on the black board. Experiments daily.

Class Book.—Fownes' Manual.

Fee for the Course of Lectures, (three months,) $6.

II.—INSTITUTES OF MEDICINE.

Lecturer....Alex. P. Reid, M.D., L.R.C.S., Edin., L.C.P. & S., Ca.

Lectures daily from 3 p. m., to 4 p. m., illustrated by microscopical preparations, plates and vivisections.

Class Books.—Carpenter, Dalton, Todd & Bowman, Kirke & Paget.

Fee for the Course of Lectures, (three months,) $6.

The Lectures on Institutes of Medicine will embrace Histology, Physiology and General Pathology, the first two divisions of the subject receiving most attention. Towards the close of the course a general outline of Pathology will be given.

III.—ANATOMY.

Lecturer....Ewd. Farrell, M. D., Surgeon to City Dispensary.

Lectures daily from 10 to 11 a.m., illustrated by the fresh subject, dried preparations, including skeletons, life-size plates &c.

Class Books,—Gray, Wilson, Sharpey & Quain.

Fee for the Course of Lectures, (three months,) $6.

Every facility will be offered to students to become practically acquainted with Anatomy, under the Lecturer, (Dr. Farrell,) and the Demonstrator, (Dr. Ross.)

Practical Anatomy.

Demonstrator....James D. Ross, M. D.

Rooms open from 4 to 6, and 8 to 10, p.m.

Fee for Practical Anatomy, $4.

Thos. R. Almon, M.D., Prosector to the Chair of Anatomy.

IV.—MATERIA MEDICA.

Lecturer....Alfred H. Woodill, M.D., Physician to City Dispensary.

Lectures daily from 11 a.m., to 12 noon, illustrated by specimens of the various pharmacological substances, microscopical objects, plates, &c.

Class Books.—Pereira by Farre, Stille, Dispensatories.

V.—OBSTETRICS.

Lecturers...Wm. J. Almon, M.D., Consulting Physician to City Hospital and Dispensary, and Physician to City Alms House, and Alex. G. Hattie, M.D., Physician to City Hospital and Dispensary,

Lectures daily by one of the Lecturers, from 9 to 10, a.m.

Class Books.—Bedford, Tyler Smith, Cazeaux, Churchill.

Fee for the Course, (three months,) $6.

The Lectures will be illustrated by plates, mannikins &c., and senior students will have opportunities of becoming practically acquainted with the modes of treatment, &c., under direction of the Medical Officers connected with the Alms House and Dispensary, where a large number of cases occur.

PUBLIC HOSPITALS, &c.

The PROVINCIAL AND CITY HOSPITAL is visited daily at 12 M., by the Medical Officers, and may be attended by Students without payment of any fee. The CITY ALMS HOUSE, containing from 200 to 400 patients, half of whom are usually in the Hospital Wards, will likewise be available to Students, without fee. The best opportunities are here presented for clinical instruction, midwifery practice, and treatment of diseases; likewise for the observation of pathological appearances, which will be demonstrated by post mortem examinations.

CLINICAL LECTURES will be delivered at the Provincial and City Hospital and City Dispensary. Instructions will be given at the bed side, including physical diagnosis, and many opportunities afforded to Students to become familiar with the operations of minor surgery.

The HALIFAX DISPENSARY is carried on after the model of the DeMilt Dispensary, New York, being divided into three Departments, viz,: (1.) *Surgical*, including the Eye and Ear; (2.) *Medical*, including the Heart and Lungs; and (3.) *Diseases of Women and Children*. At this Institution from 30 to 50 cases are treated daily. Here the Student can have the advantage of becoming practically acquainted with Pharmacy and Midwifery under the Officers of the Institution.

Certificates of attendance on the Hospitals and Dispensary will be given to those Students who attend regularly.

EXTRACTS FROM THE REGULATIONS.

1. Students desirous of attending the Lectures shall, at the commencement of each Session, enrol their names, age, and residence, in the Register kept by the Dean, and each Student shall procure from him a ticket, for which he shall pay a fee of one dollar.

2. The Register shall be closed within one month after the commencement of each Session.

3. Each Lecturer shall deliver five lectures during the week, and each lecture shall be of one hour's duration.

4. Each Lecturer shall examine his class weekly on the subjects treated of in the preceding lectures, and such examination shall be considered a lecture.

5. A roll of the names of the Students attending each class shall be called from time to time, in order that certificates of attendance may be given at the end of the Course.

6. The Matriculation Examination is similar to that required by McGill University, Montreal, adopted under the Medical Act for Ontario, and recommended by the "Council of Medical Education and Registration" of Great Britain. Students desirous of passing it may present themselves to the Principal of the College at any time during the Session. Students, not matriculating, may attend the classes without passing this examination.

Any additional information may be obtained on application to DR. REID, the Dean of the Faculty,—Residence, 98 Argyle Street, opposite the Grand Parade.

STUDENTS IN THE MEDICAL FACULTY.

NAME.	RESIDENCE.
G. H. Horsfall DeWolf.	Mount Hope, Dartmouth.
Ewen Cameron	New Annand, P. E. Island.
Alfred Major	Halifax.
Roderic Sutherland	River John, Pictou.
Duncan Campbell	Dartmouth.
A. P. Seeton	Halifax.
Daniel McIntosh	Pictou.
Peter H. McMillan	Pictou.
Thomas McKenzie	Pictou.
Edward B. Chandler	Dorchester, N. B.
William I. Clarke	Amherst.
John P. Smith	Pictou.
Abner Hodgson	Cumberland.
James Wier	Douglas, Hants.

EXAMINATION PAPERS, 1868.

FIRST YEAR.....LATIN.
GREEK.
HISTORY OF GREECE.
MATHEMATICS.
RHETORIC.

SECOND YEAR...LATIN.
GREEK.
MATHEMATICS.
LOGIC AND PSYCHOLOGY.
CHEMISTRY.

THIRD YEAR....LATIN.
GREEK.
MATHEMATICAL PHYSICS.
EXPERIMENTAL PHYSICS.
METAPHYSICS.
FRENCH.
GERMAN.

FOURTH YEAR..LATIN.
GREEK.
COMPARATIVE PHILOLOGY.
ETHICS AND POLITICAL ECONOMY.
CHEMISTRY.
HISTORY.
FRENCH.
GERMAN.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1868.

WEDNESDAY, APRIL 8.

LATIN.—FIRST YEAR.

CICERO: ORAT. IN CATALINAM, 1. IV.—VIRGIL: AENEID, B. VIII.

PROFESSOR JOHNSON, M. A.....*Examiner.*

1. Translate the following passages:

a. Quæ quum ita sint. patres conscripti, vobis populi Romani præsidia non desunt: vos ne populo Romano deesse videamini providete. Habetis consulem ex plurimis periculis et insidiis atque ex media morte non ad vitam suam, sed ad salutem vestram reservatum: omnes ordines ad conservandam rempublicam mente, voluntate, studio, virtute, voce consentiunt: obsessa facibus et telis impiæ conjurationis vobis supplex manus tendit patria communis: vobis se, vobis vitam omnium civium, vobis arcem et Capitolium, vobis illum ignem Vestæ perpetuum ac sempiternum, vobis omnia templa deorum atque delubra, vobis muros atque urbis tecta commendat. *Orat. in Catil. IV.* 9.

b. Quamquam quid loquor? Te ut ulla res frangat, tu ut unquam te corrigas, tu ut ullam fugam meditere, tu ut ullum exsilium cogites? Utinam tibi istam mentem dii immortales duint! tametsi video, si mea voce perterritus ire in exsilium animum induxeris, quanta tempestas invidiæ nobis, si minus in præsens tempus recenti memoria scelerum tuorum, at in posteritatem impendeat. Sed est tanti, dummodo ista privata sit calamitas et a reipublicæ periculis sejungatur. Sed tu ut vitiis tuis commoveare, ut legum pœnas pertimescas, ut temporibus reipublicæ cedas, non est postulandum. *Orat. in Catil. I.* 9.

c. Ergo iter inceptum celerant rumore secundo.
Labitur uncta vadis abies; mirantur et undæ,
Miratur nemus insuetum fulgentia longe
Scuta virum fluvio pictasque innare carinas.
Olli remigio noctemque diemque fatigant.
Et longas superant flexus, variisque teguntur
Arboribus, viridesque secant placido æquore silvas.
Sol medium cœli conscenderat igneus orbem,
Cum muros arcemque procul ac rara domorum
Tecta vident; quæ nunc Romana potentia cœlo
Aequavit; tum res inopes Euandrus habebat.
Ocius advertunt proras, urbique propinquant.

Aeneid. VIII. 90-101.

2. *a.* Write out at length the several clauses in the sentence "tametsi video" (1 *b.*) and shew the relations existing between them.

b. Explain the use of *ut*, *ne*, and *utinam*, in the preceeding extracts. When does the indic. mood follow *ut?*

c. Give the rule for difference of mood in "Quæ quum ita sint," (*a*), "cum muros . . . vident," (*c*).

3. What relations are expressed by the *Ablative?* Give examples of some from the preceding passages. What is the construction of "tanti" (1 *b*).

4. Parse "videamini," "meditere," "duint," "commoveare," sejungatur."

Give the principal parts of "tendit,' "impendeat," "labitur," "secant," "advertunt,"—*Cado, cedo, cædo, vinco, vincio, vivo, censeo, sentio.*

5. Decline "insidiis," "ordines," "iter," "abies," "virum," "olli," "cæli,"—*ŏs, ōs, æther.*

6. What words in Greek have the same origin as *Sol, sequor, silva, domus, cœlum, vesta, vesperus?*

What is the derivation of *perpetuus, sempiternus, cæruleus, templum, tempus, consul.*

Distinguish *æternus, sempiternus,—juventus, juventa, juventas,—imago, simulacrum, statua,—bis terve, bis terque,—cognosco, agnosco.*

7. Write explanatory notes on the words printed in *italics:*

Patres Conscripti.

Tu Juppiter, quem *Statorem* hujus urbis nominamus.

Dixi . . . cædem te optimatium contulisse *in ante diem V. Kalendas* Novembres.

Decrevit quondam senatus ut L. Opimius consul *videret ne quid respublica detrimenti caperet.*

Non Ti. Gracchus qui iterum tribunus fieri voluit, non C. Gracchus qui agrarios concitare conatus est.

8. Give a sketch of Catiline's Conspiracy. How was Cicero's foreboding of the consequences to himself (1. *b.*) realized? What offices were held by Cicero? Where and when was he born?

9. What events are related in the first seven books of the Aeneid? The fable of Hercules and Cacus is found in other languages. What is supposed to be its origin? What derivations are given for the name *Cacus?*

10. Translate into Latin:

Justice towards the gods is called religion; towards one's parents, piety.

Homer is deservedly called the King of Poets.

The city of Troy was besieged for ten years because of one woman.

M. Livius removed into the country and remained there many years.

The greater part of their food consists of milk, cheese, and flesh.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1868.

THURSDAY, APRIL 9TH.

GREEK.—XENOPHON, ANABASIS, BOOK VI.

FIRST YEAR.

A.—1. Translate the following passages:—

(*a*) Ταῦτα ἀκούσαντες οἱ ἀμφὶ Ξενοφῶντα, ἐπεὶ ἠρίστησαν, συσκευασάμενοι ἐπορεύοντο, βουλόμενοι ὡς τάχιστα συμμίξαι τοῖς ἄλλοις εἰς Κάλπης λιμένα. καὶ πορευόμενοι ἑώρων τὸν στίβον τῶν 'Αρκάδων καὶ 'Αχαιῶν κατὰ τὴν ἐπὶ Κάλπης ὁδόν. ἐπεὶ δὲ ἀφίκοντο εἰς τὸ αὐτό, ἄσμενοί τε εἶδον ἀλλήλους καὶ ἠσπάζοντο ὥσπερ ἀδελφούς. καὶ ἐπυνθάνοντο οἱ 'Αρκάδες τῶν περὶ Ξενοφῶντα τί τὰ πυρὰ κατασβέσειαν· ἡμεῖς μὲν γάρ, ἔφασαν, ᾠμεθα ὑμᾶς τὸ μὲν πρῶτον, ἐπειδὴ τὰ πυρὰ οὐχ ἑωρῶμεν, τῆς νυκτὸς ἥξειν ἐπὶ τοὺς πολεμίους· καὶ οἱ πολέμιοί δέ, ὡς γε ἡμῖν ἐδόκουν, τοῦτο δείσαντες ἀπῆλθον· σχεδὸν γὰρ ἀμφὶ τοῦτον τὸν χρόνον ἀπῆσαν.

(*b*) Μετὰ ταῦτα ἀναστὰς εἶπεν 'Αγασίας, 'Εγώ, ὦ ἄνδρες, ὄμνυμι θεοὺς καὶ θεὰς ἢ μὴν μήτε με Ξενοφῶντα κελεῦσαι ἀφελέσθαι τὸν ἄνδρα μήτε ἄλλον ὑμῶν μηδένα· ἰδόντι δέ μοι ἄνδρα ἀγαθὸν ἀγόμενον τῶν ἐμῶν λοχιτῶν ὑπὸ Δεξίππου, ὃν ὑμεῖς ἐπίστασθε ὑμᾶς προδόντα, δεινὸν ἔδοξεν εἶναι· καὶ ἀφειλόμην, ὁμολογῶ. καὶ ὑμεῖς μὲν μὴ ἐκδῶτέ με· ἐγὼ δὲ ἐμαυτόν, ὥσπερ Ξενοφῶν λέγει, παρασχήσω κρίναντι Κλεάνδρῳ ὅ, τι ἂν βούληται ποιῆσαι· τούτου ἕνεκα μήτε πολεμεῖτε Λακεδαιμονίοις σώζοισθέ τε ἀσφαλῶς ὅποι θέλει ἕκαστος. συμπέμψατε μέντοι μοι ὑμῶν αὐτῶν ἑλόμενοι πρὸς Κλέανδρον οἵτινες, ἂν τι ἐγὼ παραλίπω, καὶ λέξουσιν ὑπὲρ ἐμοῦ καὶ πράξουσίν.

2. Parse the sentences ἐπεὶ δὲ ἀφίκοντο κ.τ.λ.—καὶ ἐπυνθάνοντο κ.τ.λ. Name the subordinate clauses and translate them into Latin.

3. (*a*) οἱ ἀμφὶ Ξενοφῶντα has three meanings.
   (*b*) What is the force of the preposition εἰς in (1 *a*)?
   (*c*) Explain the use of the mood in μὴ ἐκδῶτε (1 *b*).

4. Translate into Latin ὡς τάχιστα, εἰς τὸ αὐτό, τὸ μὲν πρῶτον, τῆς νυκτός,—ὄμνυμι θεούς, μέ κελεῦσαι ἀφελέσθαι, ὃν ἐπίστασθε πρόδοντα.

5. Parse ἑώρων, ἔφασαν, ἀπῆσαν, ἀφελέσθαι, ἐκδῶτε, παραλίπω, and write their tenses in the Active Voice.

6. Describe the route of the Ten Thousand in advance and retreat. What was the cause of the latter? How is the date of Xenophon's birth fixed? Mention his works and their subjects. The *Anabasis* has been attributed to another author.

B.—1. (*a*) Decline *ποῦς, θυγάτηρ, ὄρος, εὐρύς, μέγας.*

(*b*) Compare *πολύς, μέλας, ταχύς, μικρός, δίκαιος, νέος, μέγας, σώφρων.*

2. Distinguish *αὐτός, ὁ αὐτός.*—*ἄλλοι, οἱ αλλοι.*—*αὐτός, ὅδε, οὗτος, ἐκεινος,* —*πᾶς, ὁ πᾶς.*—Give the corresponding Latin for each.

3. Write the roots of these verbs:—*τεἰνω, ἀγείρω, θνήσκω, γιγνώσκω, τίθημι, κεράννυμι, λαμβάνω,* and give others similarly formed.

4. Parse and explain these forms:—*λειπού, ἐμείνω, ἐμένου, μενεῖν, μένειν,* —*εἴην, ὤν,*—*τεθνάναι, κέκληκα,*—*ὀμώμοκα, ἤγαγον.*

5. Write the 3rd Sing. 1st Aor. Imper. in the three Voices of *στέλλω, τρέφω, κινέω, ἵστημι, δείκνυμι.*

6. (*a*) Give the Dat. Pl. Mas. of all the Participles of *λείπω, τίθημι, εἰμι, ὁράω.*

(*b*) Write the 2nd Aor. Imperatives of *δίδωμι, ἵστημι, λαμβάνω, αἱρέω.*

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1868.

WEDNESDAY, APRIL 8.

HISTORY OF GREECE.—FIRST AND SECOND YEARS.

PROFESSOR JOHNSON, M. A.....*Examiner.*

1. What countries were (1) originally and (2) subsequently called Hellas? What were the chief divisions of Peloponnesus? Explain why it was so called and the origin of its modern name.

2. Describe the Dorian and Ionian migrations.

3. What ties bound together the people of Greece? What bond so important in modern times was wanting? What was the object of the Amphyctionic Council? What were the results of its interference in politics?

4. Mention the successive changes in the constitution of Athens before the time of Cleisthenes. Describe accurately the changes introduced by him and Pericles.

5. What states in succession enjoyed pre-eminence over the others? Give the dates and causes of that pre-eminence.

6. What was the cause of the Persian invasions? What Grecian states joined the invaders? Where and when were the great battles fought? Who were the chief Athenians engaged in them?

7. Under whose administrations were the fortifications and Long Walls of Athens built? Describe the Acropolis. What ancient temple is still in good preservation?

8. How were the states of grace disposed towards each other when Philip of Macedon came to his throne? What different means did he employ to extend his influence? Name the Greek towns that he conquered

9. Describe the events that led to the battle of Chæronēa, and mention the consequences of it.

10. Give the dates of Alexander's victories, and trace his course of conquest in the East. What influence had his success on the home politics of Athens?

11. What peoples of Greece struggled for independence against Alexander's successors? When was Greece made a Roman Province?

12. Name the chief Epic, Lyric and Tragic poets of Greece, mentioning the time during which they flourished. Who were the chief Historians of Greece, and over what periods did their histories extend? What Greeks wrote histories of Rome?

13. Name the principal philosophical sects of Greece, explaining the meaning of their names and who their founders were.

DALHOUSIE COLLEGE AND UNIVERSITY,

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SESSIONAL EXAMINATIONS, 1868.

MONDAY, APRIL 13, 3 TO 5.30 P. M.

MATHEMATICS.—FIRST YEAR.

ALGEBRA.

PROFESSOR C. MACDONALD, M. A.....*Examiner.*

1. A Bill for £210 is due two months hence; find its present value at the Bank, and also its *true* present value; discount, 6 per cent.

2. State the rule for the multiplication of Decimal Fractions; and shew the reason of the rule by working this example, .725 multiplied by .034.

3. Collect and bracket in alphabetical order the co-efficients of the powers of x, beginning with the highest power, in this example, viz.:
$a(x^3 - x^2 - x - 1) - b(-x^3 - x^2 + x + 1) + c(1 - x + x^2 + x^3)$.

4. Divide $a^4 + a^2 x^2 + x^4$ by $a^2 - ax + x^2$.

5. Find the cube of $ax - y^2$, and the square root of
$$a^{\frac{4}{3}} - 2a + 3a^{\frac{2}{3}} - 2a^{\frac{1}{3}} + 1.$$

6. Reduce to lowest terms $\dfrac{x^2 + 11x + 30}{9x^3 + 53x^2 - 9x - 18}$

7. Reduce to its simplest form $\dfrac{3 + \sqrt{3}}{3 - \sqrt{3}}(2 - \sqrt{3})$.

8. Given $\frac{1}{12}x - \frac{1}{8}(8 - x) - \frac{1}{4}(5 + x) + 2\frac{1}{4} = 0$, to find x: and
$$\frac{a - \sqrt{2ax - x^2}}{a + \sqrt{2ax - x^2}} = 4, \text{ to prove } x = \tfrac{1}{5}a.$$

9. A commercial panic caused a run on two bankers, A and B. After 3 days, B stopped payment. The panic being thus increased, the daily demand on A was tripled, and he failed after two days more. But if A and B had joined their capitals, they could have stood the run as it was at first for 7 days—by which time they could have got help from foreign sources—when B would have owed to A £8000. Find the daily drain on B's bank.

10. Given that $x = 1$, is one of the roots of the equation, $x^3 - 13x + 12 = 0$; find the other roots.

11. Given $x + y = 6$, and $(x^2 + y^2)(x^3 + y^3) = 10240$; to find x and y.

12. Find the 100th term of the series 1, 3, 5, 7, &c., and prove that the sum of n terms of it $= n^2$.

13. Find the formula for the sum of n terms of a Geometric series, whose first term is a and common ratio r.

14. The sum of an infinite decreasing Geometric series is $1\frac{1}{2}$ times the 1st term, and the 3rd term is 1; find the series.

15. Given $x^2 + px + q = 0$; find the conditions that both roots may be *rational* and *positive;* and illustrate by a numerical example.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1868.

MONDAY, APRIL 13, 9 A.M., TO 12 NOON.

MATHEMATICS.—FIRST YEAR.

GEOMETRY.

PROFESSOR C. MACDONALD, M. A.....*Examiner.*

1. If one side of a triangle be produced, the exterior angle is greater than either of the interior opposite angles.

2. The opposite sides and angles of a parallelogram are equal, and the diagonal bisects it.

3. If the square described on one side of a triangle be equal to the squares described on the other two sides of it, the angle contained by these sides is a right angle.

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

5. If a point be taken within a circle from which there fall more than two equal straight lines to the circumference, that point is the centre. Criticise Euclid's treatment of this Proposition.

6. In equal circles, the angles that stand on equal arcs, are equal to one another, whether they be at the centres or circumferences.

7. In a circle, the angle in a semicircle is a right angle: the angle in a segment greater than a semicircle is less than a right angle: and the angle in a segment less than a semicircle is greater than a right angle.

8. Inscribe a circle in a given triangle.

9. Mention in order the Theorems in the First Book of Euclid, which you consider complementary to each other, *i.e*, such that the one is the converse of the other.

10. Prove algebraically the 9th and 10th Propositions of the Second Book of Euclid.

11. Any straight line that bisects the diagonal of a parallelogram, bisects also the parallelogram.

12. If two points be taken in the diameter of a circle equidistant from the centre, the sum of the squares of lines drawn from them to any point in the circumference is constant. Also, express this proposition as a theorem in *Loci*.

13. If perpendiculars be let fall from the angles of a triangle on the opposite sides; shew, (1), that the rectangles of the segments of the several perpendiculars, made by their common intersection, are equal; (2), that, it the feet of the perpendiculars be joined by straight lines, three triangles are cut off equiangular to the whole and to one another; (3), that these lines make equal angles with the sides of the triangle.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1868.

TUESDAY, APRIL 14, FROM 9 A.M., TO 1 P.M.

RHETORIC.

PROFESSOR DEMILL, M.A.....*Examiner.*

1. What is style? Define Perspicuity in words. Give examples of Circumlocution, Tautology, Redundant words and phrases. Define and illustrate synonomous words.

2. Criticize the following passage:—"The citizen of an Italian commonwealth was the Greek of the time of Juvenal, and the Greek of the time of Pericles, joined in one. Like the former he was timid and pliable, artful and unscrupulous. But, like the latter. he had a country. Its independence and prosperity were dear to him. If his character were disgraced by some mean crimes, it was, on the other hand, ennobled by public spirit and by an honorable ambition."

3. Write out a paragraph on any subject so as to introduce the following figures,—Comparison, Metaphor. Allusion, Antithesis.

4. Give examples of faults in the use of the following words: "and," "which," "that," "however." Show how these faults may be remedied in each instance. Give general rules for the arrangement of sentences.

5. Define and illustrate the Diffuse style. What is Digression? What is the definition which Longinus gives of Hyperbaton?

6. Explain Matters of Fact and Matters of Opinion. Show the value of an argument based upon the character of witnesses in each of these respectively.

7. Frame an analysis on any subject,—*e. g.*, "the Christian religion"—so as to make use of the following arguments:—

a. Number of witnesses.
b. Character of witnesses.
c. Undesigned testimony.
d. Testimony of adversaries.

8. Mention the external and internal evidence concerning the origin of the English language. Enumerate the great groups of languages and state to which one the English belongs. Give a short historical sketch of the English language, and indicate the different stages in its growth. State how large a proportion of English words are of Latin derivation; and mention the different channels through which they came into the language.

9. Define a syllable. Give examples of words that are nouns or verbs according to accent. Account for the irregularity of English orthography. What is the three-fold office of Etymology? Give four divisions into which all words may be arranged. Define roots, derivatives, and compounds. Give examples of Anglo-Saxon prefixes and suffixes, with Greek and Latin equivalents. Give the meaning of *ship, ness, hood, dom.* Explain Grimm's Law.

10. What is the basis of modern versification? Illustrate the interchange of feet in Iambic metre.

DALHOUSIE COLLEGE AND UNIVERSITY,

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WEDNESDAY, APRIL 8.

LATIN.—SECOND YEAR.

LIVY: B. XXII.—HORACE: SELECT SATIRES AND EPISTLES.

PROFESSOR JOHNSON, M. A.....*Examiner.*

1. Translate the following passages:

a. Romæ, ad primum nuncium cladis ejus, cum ingenti terrore ac tumultu concursus in forum populi est factus. Matronæ vagæ per vias, quæ repens clades allata, quæve fortuna exercitus esset, obvios percunctantur. Et quum frequentis contionis modo turba in comitium et curiam versa magistratus vocaret, tandem haud multo ante solis occasum M. Pomponius prætor, *Pugna*, inquit, *magna victi sumus:* et, quanquam nihil certius ex eo auditum est, tamen alius ab alio impleti rumoribus domos referunt, *consulem cum magna parte copiarum cæsum: superesse paucos, aut fuga passim per Etruriam sparsos, aut captos ab hoste. Liv. XXII.* 7.

b. Propior inde ei, atque ipsis imminens Romanorum castris tumulus apparuit: ad quem capiendum si luce palam iretur, quia haud dubie hostis breviore via præventurus erat, nocte clam missi Numidæ ceperunt. Quos tenentes locum, contempta paucitate, Romani postero die quum ejecissent, ipsi eo transferunt castra. Tum itaque, ut exiguum spatii vallum a vallo aberat, et id ipsum totum prope compleverat Romana acies, simul et per aversa castra a castris Hannibalis equitatus cum levi armatura emissus in frumentatores, late cædem fugamque hostium palatorum fecit. Nec acie certare Hannibal ausus; quia tanta paucitate vix castra, si oppugnarentur, tutari poterat. *Liv. XXII.* 24.

c. Cervus equum pugna melior communibus herbis
Pellebat, donec minor in certamine longo
Imploravit opes hominis frenumque recepit;
Sed postquam victor violens discessit ab hoste
Non equitem dorso, non frenum depulit ore.
Sic qui pauperiem veritus potiore metallis
Libertate caret, dominum vehit improbus atque
Serviet æternum, quia parvo nesciet uti.
Cui non conveniet sua res, ut calceus olim,
Si pede major erit subvertet, si minor uret.
Lætus sorte tua vives sapienter, Aristi,
Nec me dimittes incastigatum ubi plura
Cogere quam satis est ac non cessare videbor.
Imperat aut servit collecta pecunia cuique,
Tortum digna sequi potius quam ducere funem.
Hæc tibi dictabam post fanum putre Vacunæ,
Excepto quod non simul esses cetera lætus.

Hor. Epp. I. 10, 34-50.

2. *a.* Change the *direct* and *indirect* speeches (1. *a.*) into the opposite.
   b. Analyse the sentence "ad quem . . . ceperunt." (1. *b.*)
   c. Parse the clause "ut exiguum . . . aberat."
   d. Point out some unusual grammatical constructions in extract (*c*).
   e. Why are "dictabam" and "esses" in the imperfect tense?

3. Write explanatory notes on the words in *italics:*
   a. *Lectisternium* imperatum.
   b. Captivorum qui *Latini nominis* essent.
   c. (Pueri) Ibant *octonis referentes Idibus æra.*
   d. *Matutine pater, seu Jane* libentius audis.
   e. *Græcia capta ferum victorem cepit.*

4. What is the derivation of these words:

Gestio, nummus, petorritum, Punicus, coena, sestertius, ingenuus, trigon, cliens, atrium, Hannibal, Scipio.

5. Trace Hannibal's route to Italy. Give the dates of his three great victories. Describe the spot where the second was gained. With what forces did he enter Italy? Did he consider them sufficient to conquer Rome? How long did he remain in Italy? How was he forced to leave it?

6. What writer first took the Punic wars for his subject? What Roman historians wrote before the time of Livy? Where and when was Livy born? Over what period does his history extend? What portions of it have come down to us?

7. How does Horace characterize the earliest Roman metre? What took its place? When and by whom were the Lyric metres first used in Latin poetry? How does Horace describe his own character and personal appearance? What account does he give of his education? In what year and month does he say he was born?

8. Translate into Latin:

In the second battle Pyrrhus was wounded, the elephants killed, and twenty thousand of the enemy cut to pieces. Pyrrhus fled to Tarentum After a year's interval Fabricius was despatched to oppose him. To him there came in the night time Pyrrhus' physician, who promised that he would take off Pyrrhus by poison, if a reward were given to him. Fabricius ordered him to be taken back to his master in chains. Whereupon the king is reported to have said: That is Fabricius whom it is more difficult to turn from the path of honour than the sun from its course.

DALHOUSIE COLLEGE AND UNIVERSITY,

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THURSDAY, APRIL 9TH.

GREEK.—HERODOTUS. BOOK I. SECS. 171-216.—HOMER ILIAD. BOOK IX.

SECOND YEAR.

1.—Translate the following passages :—

(*a*) Τὸ δὲ ἁπάντων θῶυμα μέγιστόν μοί ἐστι τῶν ταύτῃ μετά γε αὐτὴν τὴν πόλιν, ἔρχομαι φράσων. τὰ πλοῖα αὐτοῖσί ἐστι τὰ κατὰ τὸν ποταμὸν πορευόμενα ἐς τὴν Βαβυλῶνα, ἐόντα κυκλοτερέα, πάντα σκύτινα· ἐπεὰν γὰρ ἐν τοῖσι Ἀρμενίοισι τοῖσι κατύπερθε Ἀσσυρίων οἰκημένοισι νομέας ἰτέης ταμόμενοι ποιήσωνται, περιτείνουσι τούτοισι διφθέρας στεγαστρίδας ἔξωθεν ἐδάφεος τρόπον, οὔτε πρύμνην ἀποκρίνοντες οὔτε πρῶρην συνάγοντες, ἀλλ' ἀσπίδος τρόπον κυκλοτερέα ποιήσαντες· καὶ καλάμης πλήσαντες πᾶν τὸ πλοῖον τοῦτο, ἀπιᾶσι κατὰ τὸν ποταμὸν φέρεσθαι φορτίων πλήσαντες· μάλιστα δὲ βίκους φοινικηίους κατάγουσι οἴνου πλέους· ἰθύνεται δὲ ὑπό τε δύο πλήκτρων, καὶ δύο ἀνδρῶν ἀνδρῶν ὀρθῶν ἑστεώτων· καὶ ὁ μὲν ἔσω ἕλκει τὸ πλῆκτρον ὁ δὲ ἔξω ὠθέει· ποιέεται δὲ καὶ κάρτα μεγάλα ταῦτα τὰ πλοῖα καὶ ἐλάσσω, τὰ δὲ μέγιστα αὐτῶν καὶ πεντακισχιλίων ταλάντων γόμον ἔχει. I. sec. 194.

(*b*) Κῦρος μέν νυν τῶν ἐπέων οὐδένα τούτων ἀνενειχθέντων ἐποιέετο λόγον. ὁ δὲ τῆς βασιλείης Τομύριος παῖς Σπαργαπίσης, ὡς μιν ὅ τε οἶνος ἀνῆκε καὶ ἐμαθε ἵνα ἦν κακοῦ, δεηθεὶς Κύρου ἐκ τῶν δεσμῶν λυθῆναι ἔτυχε· ὡς δὲ ἐλύθη τε τάχιστα καὶ τῶν χειρῶν ἐκράτησε, διεργάζεται ἑωυτόν· καὶ δὴ οὗτος μὲν τρόπῳ τοιούτῳ τελευτᾷ· Τόμυρις δὲ, ὡς οἱ ὁ Κῦρος οὐκ ἐσέκουσε, συλλέξασα πᾶσαν τὴν ἑωυτῆς δύναμιν συνέβαλε Κύρῳ. ταύτην τὴν μάχην, ὅσαι δὴ βαρβάρων ἀνδρῶν μάχαι ἐγένοντο, κρίνω ἰσχυροτάτην γενέσθαι. I. sec. 213.

2. Parse *κυκλοτερέα, νομέας ἰτέης ταμόμενοι, φορτίων πλήσαντες,—ἵνα ἦν κακοῦ, δεηθεὶς Κύρου... ἔτυχε*, giving the rules for cases.

3. Mention some curious customs of the Babylonians and Massagetœ. Give a description of Babylon and relate how it was taken and when. What seas were known to Herodotus? Three of them formed one sea, he states : on what grounds?

4. Give a short account of the history of Cyrus and of the extent of his conquests. What does his name signify? Different accounts are given of his death.

5.—Translate the following extract:—

οὔτ' ἐμεγ' Ἀτρείδην Ἀγαμέμνονα πεισέμεν οἴω,
οὔτ' ἄλλους Δαναούς· ἐπεὶ οὐκ ἄρα τις χάρις ἦεν,
μάρνασθαι δηΐοισιν ἐπ' ἀνδράσι νωλεμὲς αἰεί.
ἴση μοῖρα μένοντι, καὶ εἰ μάλα τις πολεμίζοι·
ἐν δὲ ἰῇ τιμῇ ἠμὲν κακός, ἠδὲ καὶ ἐσθλός·
κάτθαν' ὁμῶς ὅ, τ' ἀεργὸς ἀνὴρ, ὅ, τε πολλὰ ἐοργώς·
οὐδέ τί μοι περίκειται, ἐπεὶ πάθον ἄλγεα θυμῷ,

αἰεὶ ἐμὴν ψυχὴν παραβαλλόμενος πολεμίζειν.
ὡς δ' ὄρνις ἀπτῆσι νεοσσοῖσι προφέρῃσιν
μάστακ', ἐπεί κε λάβῃσι, κακῶς δ' ἄρα οἱ πέλει αὐτῇ·
ὡς καὶ ἐγὼ πολλὰς μὲν ἀϋπνους νύκτας ἴαυον,
ἤματα δ' αἱματόεντα διέπρησσον πολεμίζων,
ἀνδράσι μαρνάμενος ὀάρων ἕνεκα σφετεράων. II. IX 315–337.

6. Parse *μάρνασθαι, κάτθαν', ἐοργώς, προφέρῃσι.* Decline *ἰῇ, ὄρνις, ἤματα, ὀάρων.*

7. What are the general characteristics of the Ionic dialect? Why are Homer's works very valuable for the purposes of Philosophy? Point out some early verbal forms in the extract above (5).

8. (*a*) Give the Epic or Ionic forms of *πολύς, πόλεως, εἶναι, εἷς, πυλαῖς, ἀφικνοῦμαι, ἑαυτοῦ, ὅρος.* (*b*) Scan lines 319–322. Why is there no elision in fifth foot of line 320?

9. What relations are expressed by the genitive case in Greek? Why is the Gen. in Greek and the Acc. in Latin used after verbs of perception? What are the rules for the use of words in clauses containing a statement and a purpose? How are double questions introduced?

10. Name the Prose writers before Herodotus. How does H. connect the account of Babylonia with his main design? Give a sketch of his life. Why have the Iliad and Odyssey been supposed to be the works of different authors.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1868.

MONDAY, APRIL 13, 3 TO 5.30 P. M.

MATHEMATICS.—SECOND YEAR.

TRIGONOMETRY AND ALGEBRA.

PROFESSOR C. MACDONALD, M.A.....*Examiner.*

1. Explain Circular and Gradual measure, and deduce the equation that connects them. Find each for an arc 30 feet to radius 25 feet.

2. Given $\tan x = \sqrt{3}$; find the general value of x.

3. Trace the changes in magnitude and sign of sine and cosine, from 0 to 360°, and find sin 1290° and cos 1290°.

4. Assuming the fundamental formulæ for $\sin (A \pm B)$ and $\cos (A \pm B)$, find $\tan (A + B)$ and $\cot (A - B)$.

5. Given $2 \sin x = \sin x + \sin 3x$: find x.

6. If A, B, C are the angles of a triangle, prove

$$\cos^2 A + \cos^2 B + \cos^2 C + 2 \cos A \cos B \cos C = 1.$$

7. Taking the usual notation, prove $\sin A : \sin B : \sin C :: a : b : c$, and state what cases in Plane Triangles can be solved by this proportion.

8. At two stations, A and B, in a level plain, the angles of elevation of the point C are $m°$ and $n°$ respectively; find the height of C above the plane, the distance A B being $= a$ feet.

9. On the top of a tower, a feet high, there is a flag-staff h feet long. At a point in the plane that passes through the base of the tower, the flag-staff subtends an angle of $m°$. Find the distanee of this point from the base of the tower,

10. Three circles, of radii r' r' and r'' respectively, touch each other externally. Find the area of the triangle formed by joining their centres, and the area of the curvilinear space between them.

11. Write 4 terms of the expansion of $\left(\frac{a}{a+x}\right)^{\frac{1}{2}}$. Write also the 72nd term of $(a - x)^{74}$.

12. A certain ancient language had 16 letters, three of them representing vowel sounds. Find how many triliteral roots, of two consonants and one vowel, it might contain.

13. In common logarithms, show how $\log (n + 1)$ is found when $\log n$ is known, explaining the meaning of any symbols you employ.

14. Find the present value of annuity of £ A, to commence after q years and to continne t years, r being the rate per cent.

15. A target 5 feet square has a centre of 3 feet diameter. A rifleman who misses the target altogether an average of 3 times in 10 shots, bets that at a given shot he will make a centre. Show that, for the bet to be nearly equal, he ought to receive 4 to 1.

16. Prove that $n (n + 1) (2n + 1)$ is divisible by 6.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1868.

MONDAY, APRIL 13, 9 A.M. TO 12 NOON.

MATHEMATICS.—SECOND YEAR.

GEOMETRY AND MENSURATION.

PROFESSOR C. MACDONALD, M. A.....*Examiner.*

1. The sides about the equal angles of equiangular triangles are proportionals; and those which are opposite to the equal angles are homologous sides.

2. Equal parallelograms that have one angle of the one equal to one angle of the other, have their sides about the equal angles reciprocally proportional; and conversely.

3. If an angle of a triangle be bisected by a straight line which likewise cuts the base; the rectangle contained by the sides of the triangle is equal to the rectangle contained by the segments of the base together with the square of the line that bisects the angle.

4. If two planes which cut one another be each perpendicular to a third plane, their common section shall be perpendicular to the same plane.

5. Every solid angle is contained by plane angles which together are less than four right angles.

6. If one circle touch another externally, their common tangent is a mean proportional between their diameters.

7. If A B, the diameter of a circle, be divided harmonically in C and D, and from any point P in the circumference, lines be drawn through A, C, D, B; prove $\sin CPD = \sin APC . \sin DPB$.

8. If A D and A E be taken equal respectively to $\frac{1}{n}$th part of A B and A C, and through G, the intersection of B E and C D, A G be drawn meeting the base in F; prove $AG : GF :: 2 : n - 1$.

9. Express the area of a parallelogram in terms of the diagonals and their angle of intersection.

10. Find the area of a quadrilateral, the diagonal being $108\frac{1}{2}$ feet, and the perpendiculars on it $56\frac{1}{4}$ feet and $60\frac{3}{4}$ feet respectively.

11. The chord of an arc of a circle is 16 feet, and the chord of half the arc is 10 feet; find the radius, and the Gradual measure of the arc, approximately.

12. The three sides of a triangle are 10, 11, 13 feet; find its area and the perpendicular on the longest side.

13. The vertical angle of a right cone is a right angle, and the radius of its base $= a$ feet; find its volume, and the volume of the inscribed sphere.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1868.

THURSDAY, APRIL 16, 10 A.M., TO 1 P.M.

LOGIC AND PSYCHOLOGY.

PROFESSOR WILLIAM LYALL, LL. D.....*Examiner.*

1. What is to be understood as *intuitive knowledge?* Distinguish between the intuition of sense or consciousness and the intuition of Reason.

2. What Faculty, in Sir W. Hamilton's classification, corresponds with the latter of these? Point out the grand importance of the Intellectual Intuitions, and give the different names for them.

3. On what principle does Sir W. Hamilton maintain a doctrine of Immediate Perception? How far, and in what sense alone, is perception maintained to be mediate and representative?

4. What is the Elaborative Faculty in Sir W. Hamilton's classification? What does it correspond with in the view we have adopted of mind?

5. How does Sir W. Hamilton distinguish between the Conservative, the Reproductive, and the Representative Faculties?

6. Specify the Laws of mind. Which of them afford the Logical laws? which is at once the Scientific and the Poetic Law? Wherein does a simple suggestion of Analogy, leading perhaps to a generalization, differ from Scientific Generalization?

7. What are the practical processes of mind? Of which of the Intuitions respectively are they the developement?

8. What is the grand circumstance of Imagination?

9. What is "Logica utens" as distinguished from "Logica docens"—Pure as distinguished from Modified Logic?

10. Into what two departments is Pure Logic divided?

11. What is the process in the formation of Concepts? What are the five Predicables accordingly? Under what two quantities also may Concepts be regarded? Show the relation of these to Logical method.

12. How may Conception, Judgment, and Reasoning be viewed as only different phases or energies of the same function? What are the products of these respectively?

13. What do the symbols A. E. I. O. denote? And what kind of Conversion do the propositions denoted by these severally admit of?

14. Under what two quantities does Sir W. Hamilton consider the Syllogism? How may the Syllogism in one of these quantities be otherwise regarded than as Reasoning? How does Mill regard the process of Reasoning, and the two quantities? What is Dr. Brown's view of Reasoning?

15. What are the different kinds of Syllogism, and the laws and axioms of each?

16. What kinds of argument sometimes fall more properly under the 2nd and 3rd figures of the Syllogism? Which form or figure does an inductive process of reasoning assume, or an argument from Example or Precedent?

17. What kind of conclusion does the 2nd figure, alone, admit of? What kind the 3rd? What process of mind allows us to convert the particular conclusion of the 3rd figure, in some cases, into a universal?

18. Specify the Fallacies "in dictione," and "extra dictionem"—with examples.

19. What is the object of Method?

20. Give the rules of Definition and Division.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1868.

WEDNESDAY, APRIL 15, 9 A.M. TO 1 P.M.

JUNIOR CHEMISTRY.

PROFESSOR LAWSON, LL.D.....*Examiner.*

1. Point out clearly the differences between (1) Absolute Weight, (2) Specific Gravity, and (3) Atomic or Equivalent Weight, and explain the method by which each is ascertained.

2. Give a brief summary of the Laws of Combining Proportion by weight and volume, and give the equivalent numbers of the following Elements :—Ca, Hg, K, P, S, O, N, C, Fe, Cl, Mg.

3. Write correctly the Chemical Formulæ for the following compounds, viz., (1) Potassa Alum, (2) Double Chloride of Platinum and Ammonium, (3) Epsom Salts, (4) Sal Ammoniac, (5) Bone Phosphate, (6) Chloric Acid, (7) Permanganic Acid, (8) Borax.

4. What is the Composition of the Atmosphere? of what materials? and in what proportions? Describe them all very fully. Point out what portions of the atmospheric material are most liable to chemical change, and what provisions there are for maintaining its purity.

5. Find the amount of metallic iron in 25 grains of red oxide (Anhydrous).

6. Give briefly the methods for preparing the following gases, viz., Cl, O, N, H, CO_2, NO.

7. What is meant by the terms (1) Homologous and (2) Heterologous Series? What is a Compound Radical? What is a Derived Radical? Give examples.

8. Describe fully the Chemical changes by which Common Salt is converted into Carbonate of Soda, in the ordinary methods of the Soda Manufacture.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1868.

WEDNESDAY, APRIL 8.

LATIN.—THIRD YEAR.

TERENCE: ADELPHI.—HORACE: ARS POETICA.—PLAUTUS: MILES GLORIOSUS.

PROFESSOR JOHNSON, M. A.....*Examiner.*

1. Translate the following passages:

a. *Syrus.* Tace, egomet conueniam ipsum: cupide accipiat faxo atque etiam,
Bene dicat secum esse actum. Quid istuc, Sannio, est quod te audio
Nescio quid concertasse cum ero? *Sa.* Nunquam uidi iniquius,
Certationem comparatam, quam hæc hodie inter nos fuit:
Ego uapulando, ille uerberando, usque ambo defessi sumus.
Sy. Tua culpa. *Sa.* Quid facerem? *Sy.* Adulescenti morem gestum oportuit.
Sa. Qui potui melius, qui hodie usque os præbui? *Sy.* Age, scis quid loquar?
Pecuniam in loco neglegere maxumum interdumst lucrum: hui,
Metuisti, si nunc de tuo jure concessisses paululum
Atque adulescenti morigerasses, hominum homo stultissume,
Ne non tibi istuc fæneraret. *Sa.* Ego spem pretio non emo.
Sy. Nunquam rem facies: abi, inescare nescis homines, Sannio.
Ter. Ad. II. 2, 1-12.

b. *Geta.* Era, ego huc ad hos proviso, quam mox uirginem
Arcessant: sed eccum Demeam. Saluos sies.
De. O qui vocare? *Ge.* Geta. *De.* Geta, hominem maxumi
Preti te esse hodie indicaui animo meo:
Nam is mihi profectost seruos spectatus satis,
Quoi dominus curæst, ita uti tibi sensi, Geta,
Et tibi ob eam rem, siquid usus uenerit,
Lubens bene faxim. Meditor esse adfabilis,
Et bene procedit. *Ge.* Bonus es, quom hæc existumas.
De. Paulatim plebem primulum facio meam.
Ter. Ad. V. 3.

c. Res gestæ regumque ducumque, et tristia bella
Quo scribi possent numero, monstravit Homerus.
Versibus impariter junctis querimonia primum,
Post etiam inclusa est voti sententia compos.
Quis etiam exiguos elegos emiserit auctor,
Grammatici certant, et adhuc sub judice lis est.
Archilochum proprio rabies armavit iambo:

Hunc socci cepere pedem grandesque cothurni,
Alternis aptum sermonibus et populares
Vincentem strepitus, et natum rebus agendis.
Musa dedit fidibus Divos puerosque Deorum
Et pugilem victorem et equum certamine primum
Et juvenum curas et libera vina referre.

Hor. A. P. 73-85.

d. *Pal.* Sceledre, Sceledre, quis homo in terrast alter ted audacior?
Quis magis deis inimicis natust quam tu atque iratis? *Sc.* Quid est?
Pal. Juben tibi oculos exfodiri, quibus id quod nusquamst vides?
Sc. Quid nusquam? *Pal.* Non ego tuam empsim vitam vitiosa nuce.
Sc. Quid negotist? *Pal* Quid negoti sit, rogas? *Sc.* Cur non rogem?
Pal. Non tu tibi istam prætruncari linguam largiloquum jubes?
Sc. Quamobrem jubeam? *Pal.* Philocomasium eccam domi, quam in proxumo,
Vidisse aibas te osculantem atque amplexantem cum altero.
Sc. Mirum lolio victitare te tam vili tritico.
Pal. Quid jam? *Sc.* Quia luscitiosu's. *Pal.* Verbero, edepol tu quidem,
Cæcu's, non luscititiosus: nam eccillam quidem domi.

Pl. M. G. I. 3, 312–322.

2. Explain these coustructions, "accipiat faxo," "quod te audio nescio quid concertasse," Quid facerem," "Adulescenti morem gestum oportuit," "Scis quid loquar"—"uti tibi sensi"—"Quis . . . emiserit."

3. How were Roman comedies classified? To which class do the *Adelphi*, and the *Miles Gloriosus* belong? From what source has the *Adelphi* been taken? On what occasion was it first performed? Name the comic writers of Rome. Mention the periods during which they flourished. What Roman comedies and tragedies have come down to us?

4. Describe the metres and styles of poetry mentioned in extract (*c*). Two distinct schools of poetry are alluded to in the passage "musa dedit fidibus." Name them and point out their differences.

5. From what Latin words are these French ones derived: *mais, madame, taire, encors, alors, du, même?* From what Latin words are these derived: *Ecastor, ilicet, ellum, arcesso, quor, horsum, contio, bruma, sodes, sis.* Give other examples in French and Latin of the principle on which these are formed.

6. The changes in language indicated by the preceeding words are supposed to account for some irregularities in Terence's verses. How else have they been explained.

7. What is the origin of these forms: *possiem, faxim, hibus, mentibitur, mulcassitis, indaudivi, dulice, heureta, incipisso, volup?*

8. Translate into Latin: When Aeschylus the Athenian, who is called the "Father of Tragedy," was staying in Sicily, and was sitting there in some sunny spot, an eagle let fall a tortoise upon his bald head, which it took for a stone. He was killed by the blow. Euripides, who has also a great name among tragic poets, was torn to pieces by dogs, as he returned home from supper. Philipides, a writer of comedies, when beyond his expectation he came off victorious in a contest among poets, and was excessively delighted at his victory, died suddenly from the effects of joy.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINANIONS, 1868.

THURSDAY, APRIL, 9TH.

GREEK.—EURIPIDES, MEDEA.—ÆSCHYLUS, PROMETHEUS VINCTUS.

THIRD YEAR.

1. Translate these passages:—

(*a*) (ΙΑ.) ὅπῃ γάρ οὖν ὤνησας, οὐ κακῶς ἔχει.
μείζω γε μέντοι τῆς ἐμῆς σωτηρίας
εἴληφας ἢ δέδωκας, ὡς ἐγὼ φράσω.
πρῶτον μὲν Ἑλλάδ' ἀντὶ βαρβάρου χθονὸς
γαῖαν κατοικεῖς, καὶ δίκην ἐπίστασαι
νόμοις τε χρῆσθαι, μὴ πρὸς ἰσχύος χάριν·
πάντες δέ σ' ἤσθοντ' οὖσαν Ἕλληνες σοφὴν,
καὶ δόξαν ἔσχες· εἰ δὲ γῆς ἐπ' ἐσχάτοις
ὅροισιν ᾤκεις, οὐκ ἂν ἦν λόγος σέθεν.
εἴη δ' ἐμοιγε μήτε χρυσὸς ἐν δόμοις
μήτ' Ὀρφέως κάλλιον ὑμνῆσαι μέλος,
εἰ μὴ 'πίσημος ἡ τύχη γένοιτό μοι.
τοσαῦτα μέν σοι τῶν ἐμῶν πόνων πέρι
ἔλεξ'· ἅμιλλαν γὰρ σὺ προὔθηκας λόγων. Med. 533–546.

(*b*) (ΑΤ.) ἡ δ' ὡς ἐσεῖδε κόσμον, οὐκ ἠνέσχετο,
ἀλλ' ἦνεσ' ἀνδρὶ πάντα· καὶ πρὶν ἐκ δόμων
μακρὰν ἀπεῖναι πατέρα καὶ παῖδας σέθεν,
λαβοῦσα πέπλους ποικίλους ἡμπίσχετο,
χρυσοῦν τε θεῖσα στέφανον ἀμφὶ βοστρύχοις,
λαμπρῷ κατόπτρῳ σχηματίζεται κόμην,
ἀψυχον εἰκὼ προσγελῶσα σώματος.
κἄπειτ' ἀναστᾶσ' ἐκ θρόνων διέρχεται
στέγας; ἁβρὸν βαίνουσα παλλεύκῳ ποδὶ,
δώροις ὑπερχαίρουσα, πολλὰ πολλάκις
τένοντ' ἐς ὀρθὸν ὄμμασι σκοπουμένη.
τοὐνθένδε μέντοι δεινὸν ἦν θέαμ' ἰδεῖν·
χροιὰν γὰρ ἀλλάξασα λεχρία πάλιν
χωρεῖ τρέμουσα κῶλα, καὶ μόλις φθάνει
θρόνοισιν ἐμπεσοῦσα μὴ χαμαὶ πεσεῖν. Med. 1158–1170.

(*c*) (ΠΡ.) τὸν γηγενῆ τε Κιλικίων οἰκήτορα
ἄντρων ἰδὼν ᾤκτειρα, δάϊον τέρας
ἑκατογκάρηνον πρὸς βίαν χειρούμενον
Τυφῶνα θοῦρον, πᾶσιν ὃς ἀνέστη θεοῖς,
σμερδναῖσι γαμφηλαῖσι συρίζων φόνον·
ἐξ ὀμμάτων δ' ἠστραπτε γοργωπὸν σέλας,
ὡς τὴν Διὸς τυραννίδ' ἐκπέρσων βίᾳ.

ἀλλ' ἦλθεν αὐτῷ Ζηνὸς ἄγρυπνον βέλος
καταιβάτης κεραυνὸς ἐκπνέων φλόγα,
ὃς αὐτὸν ἐξέπληξε τῶν ὑψηγόρων
κομπασμάτων. φρένας γὰρ εἰς αὐτὰς τυπεὶς
ἐφεψαλώθη κἀξεβροντήθη σθένος.
καὶ νῦν ἀχρεῖον καὶ παράορον δέμας
κεῖται στενωποῦ πλησίον θαλασσίου
ἱπούμενος ῥίζαισιν Αἰτναίαις ὑπο·
κορυφαῖς δ' ἐν ἄκραις ἥμενος μυδροκτυπεῖ
Ἥφαιστος, ἐνθεν ἐκραλήσονταί ποτε
ποταμοὶ πυρὸς δάπτοντες ἀγρίαις γνάθοις
τῆς καλλικάρπου Σικελίας λευροὺς γύας·

2. *νόμοις τε χρῆσθαι, μὴ κ.τ.λ.*—Different explanations are given for this line. *τένοντ' ἐς ὀρθόν κ.τ.λ.* has been translated in several ways. *πᾶσιν ὃς ἀνέστη θεοῖς* is proposed instead of the reading found in the manuscript. What is the objection to the latter? Other emendations have been suggested.

3. Explain the construction of *σ' ησθοντ' οὖσαν* (539); what are the limitations to this use of the Participle in the nom. case? What classes of verbs take this construction? Distinguish *αἰσχύνομαι ποιεῖν* and *αἰσχύνομαι ποιῶν*.

4. What relation is expressed by *πρὶν ἀπεῖναι*? Why is *πρὶν* with the Subjunc. Mood used in negative sentences only? Distinguish *πρὶν δειπνεῖν, πρὶν δειπνῆσαι, πρὶν δειπνηκέναι*.

5. Parse *ἐπίστασαι, ἠνέσχετο, ἠμπίσχετο, εἰκώ, κῶλα, φθάνει ἐμπεσοῦσα μὴ χαμαὶ πεσεῖν*.

6. Scan first five lines of extract (*c*), marking the quantity of each syllable. Give a scheme of Anapaestic Dimeters, showing Base and Paræmiac. For what purposes was this metre chiefly used?

7. What did *Tragedy* originally signify? Describe the improvements in it made by Thespsis, Aeschylus and Sophocles. What changes were introduced by Euripides in its construction and representation?

8. How may Athenian Comedians be classified? Mention the differences of these classes and account for them. Name the chief authors of each class, giving dates.

9. Explain these terms:—*Χορηγία. Ὀρχήστρα. Πάροδος. Ἀρχιτέκτων. Θεωρικόν. Σκηνή.*

10. Translate into Greek. Solon was hospitably entertained by Crœsus and on the third or fourth day, by order of the King, the attendants conducted him round the treasury and showed him all their grand and costly contents; and when he had seen every thing sufficiently, Crœsus asked him: who is the most happy man you have seen?

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1868.

TUESDAY, APRIL 14, 9 A.M., TO 1 P.M.

MATHEMATICAL PHYSICS.

PROFESSOR C. MACDONALD, M.A.....*Examiner.*

1. The resultant of any two commensurable forces meeting at a point, is in the direction of the diagonal of the parallelogram formed by the forces.

2. Two forces, equal respectively to 7 and 8 lbs., act at an angle of 60°; find the magnitude of their resultant.

3. Lines are drawn to G, the centre of gravity of the triangle A B C, and forces represented by G A, G B, G C, act at G; these forces are in equilibrium.

4. Find the resultant of two parallel forces, P and Q, acting in opposite directions at the extremity of the line A B, and its point of application. Consider the case when P = Q.

5. Draw the differential wheel and axle, and, R being the radius of the wheel, r and r' the radii of the axles, shew $\frac{W}{P} = \frac{R}{r - r'}$.

6. Prove that if a body on an inclined plane be on the point of sliding down by its own weight, $m = \tan i$, m being the coefficient of relative friction, and i the elevation of the plane.

7. The time down the chord of a circle drawn from the extremity of the vertical diameter = the time down that diameter.

8. If a heavy body move from the action of impulsive forces, the motion of translation is generally accompanied with a motion of rotation.

9. A stone in falling describes the $\frac{1}{n}$th part of the height in the last second; find the time of falling.

10. A body is projected from a point in a horizontal plane; find x and y the co-ordinates of its position after any time t. Prove $y = x \tan. e - \frac{gx^2}{2 V^2 \cos^2 e}$: from which obtain the range on the plane.

11. A ball on a billiard-table (rectangular) is struck with force enough to make it rebound from the sides successively several times. Prove that the alternate directions of its motion are parallel.

12. Find how far a body falls in 4 seconds at the surface of the Moon; it being given that the Moon's mass = $\frac{1}{80}$th the mass of the Earth, and radius = $\frac{3}{4}$ths the Earth's.

13. Given the length of a second's pendulum in London = 39.14 inches, the force of gravity being = 32.1908; find the length of the second's pendulum at Halifax, where gravity = 32.169.

14. Shew geometrically the error of stowing a compact heavy cargo deep down in the hold of a ship.

15. If a rectangular flood-gate, the water reaching to its upper edge, be supposed bisected by a horizontal line, the lower half sustains 3 times the pressure of the upper half.

16. Shew how Nicolson's Hydrometer is used to find the specific gravity of a Fluid, water at 60°, &c., being the standard.

17. Explain the air-condenser, and find the pressure in the condenser after n strokes of the piston.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1868.

TUESDAY, APRIL 14, FROM 3 P.M., TO 5½ P.M.

EXPERIMENTAL PHYSICS.

VERY REV. PRINCIPAL ROSS, D. D.....*Examiner.*

1. Upon what general principles is the Science of Hydrostatics founded?

2. A cubical vessel is filled with water which weighs 5 lbs.; what is the total amount of pressure upon the vessel?

3. In a vessel whose sides are parallelograms, where is the centre of pressure?

4. A piece of gold weighs 77 grains in air and 73 grains in water; what is its specific gravity?

5. Give the law (known as Torricelli's theorem) which regulates the flow of liquids from orifices.

6. What ratio between the velocity of the stream which drives a machine and the velocity of the parts of the machine driven by the stream, produces the greatest mechanical effect?

7. Upon what does the pitch or tone of a musical sound depend?

8. In what circumstances will two sounds produce silence?

9. Why is the harmony between a note and its octaves more complete than between any other notes?

10. Two extended surfaces are distant from each other 2280 feet; in what time will a speaker standing midway between them hear the echoes of his voice?

11. One object is placed at the distance of 10 feet from a luminous point, and another 15 feet; what is the ratio of the intensity of the light which falls upon them?

12. State the law which obtains between the angle of incidence and the angle of refraction.

13. What is the focal length of a plano concave lens, the radius of the concave surface being 5 in.

14. Explain the nature of Spherical Aberration.

15. What part of the solar spectrum exhibits the greatest luminous intensity?

16. What is the color complementary to Red?

17. State the different sources of Heat.

18. What is the relation between the reflecting and the radiating power of surfaces?

19. What is the dew point?

20. Explain the nature of Isogonal, Isoclinal, and Isodynamic lines.

21. Where did Captain Ross find the North Magnetic pole?

22. By what means did Franklin prove the identity of Lightning and the Electrical spark?

23. What are the differences between Fractional and Voltaic Electricity.

24. Explain the terms "Electrode," "Cathode," "Ion," "Electrolysis," and "Electrolyte."

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1868.

THURSDAY, APRIL 16, FROM 10 A.M., TO 1 P.M.

METAPHYSICS AND ESTHETICS.

PROFESSOR WILLIAM LYALL, LL. D.....*Examiner.*

1. What were the earlier schools of Greek Philosophy?
2. What direction did speculative enquiry take from the first?
3. What gave to speculation a more psychological direction, and by whom does a "theory of knowing" seem to have been propounded, in order to a "theory of being?" What two philosophers divided speculation upon this subject even at this early period?
4. What were the prominent schools at Athens, and what their leading tenets?
5. What was the grand peculiarity in Plato's Ontological speculations? How did they unite Ontology and Psychology in a kind of synthesis, or seem to merge the one in the other?
6. What was the influence of Plato's Philosophy, and of Aristotle's, respectively, as traceable in succeeding ages? How is it prolonged into the present?
7. What was the relation of Descartes to the philosophy of the schools, and to succeeding opinion?
8. What is the place of Hobbes and Gassendi in Philosophy? What earlier sytem did they revive?
9. State precisely the relation of Locke to Speculation.
10. What is Berkeley's genealogy in Philosophy? if he had a genealogy?
11. How did the question as to *the existence* of matter, or an external world, become a question as to *the perception* of an external world—the Ontological again merging in the Psychological?
12. Show the inconsistency between Sir W. Hamilton's doctrine of the *Relativity of Knowledge*, and his doctrine of *Immediate Perception;* and that the intuitions, and especially the intuition of the Infinite, are not affected by the consequences of the doctrine of relativity.
13. Classify the Emotions.
14. Which is the Esthetic Emotion? Give Cousin's theory of the Beautiful and the Sublime. What are the conditions in which we have these states, respectively, according to Burke? How may these views be reconciled with Alison's?
15. What classification may be given of the Arts, and what principle of arrangement may be adopted according to a certain order of pre-eminence? Into what kinds may Poetry be distinguished, and how may Painting be characterized according to a similar principle? Mention some of the more distinguished Poets and Painters in each kind.
16. Classify the Desires. Show the relation of the Desire of Worth or Value, to the second class of Emotions, and its influence among the other states. How is ambition, or the desire of glory, to be characterized? What is the true value?
17. What is the relation of these different states to *action?* What is pre-eminently the active power?
18. For what kind of action chiefly does the Will exist? What is the nature of this action? What do we recognize in it beyond the principles of our nature, or the states already referred to? What theories have been advanced in regard to it?
19. What is the Optative state according to some?
20. Wherein does the Will differ from this? What is Responsibility? What is Moral Freedom?

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1868.

THURSDAY, APRIL 16, 3 P. M.

FRENCH.—THIRD YEAR.

JAMES LIECHTI, ESQ..... .....*Examiner.*

Translate: "La vie humaine est semblable ā un chemin dont (1) l'issue est un précipice affreux: on nous en avertit dēs le premier pas; mais la loi est prononcée (2) il faut avancer (3) toujours. Ie voudrais retourner sur mes pas: "Marche, marche." Un poids invincible, une force invincible, nous entraîne; il faut sans cesse avancer vers le précipice. Mille traverses, mille peines, nous fatignent et nous inquiètent dans la route: encore si je pouvais éviter ce précipice! Non, non, il faut marcher, il faut courir, telle est la rapidité des années. "BOSSUET."

1. Explain the word *dont* and account for the difference in the construction of: *chemin dont l'issue* etc, and *Racine dont j'ai lu les oeuvres.* How is *whose* to be rendered in the following sentences: Whose voice do I hear? Whose house is this? The author with whose son I have been travelling. The Queen for whose welfare *(bonheur,)* we are praying. Give rules.

2. How do you account for the agreement of the word *prononcée.* Correct the following phrases, and state the rules which have been violated: *Les ouvriers ont bien travaillés. Voici les lettres que j'ai reçu. Ils sont parti. Nous nous sommes promené. Quelle plaie il a faite hier.*

3. *Il faut avancer.* Give another construction of the same sentence, and explain it. Name by what words the Infinitive is governed, and point out exceptions, if there are any. Mention instances.

4. Compare *loin, bien, bon, mal, peu.* What word do Adverbs of quantity require before the noun; state the exception by an example.

5. Illustrate by exs. the different forms of *there is,* (two exprs.), *it is* (three exprs.), and translate: It takes ten days to go from here to England. Are you obliged to walk *(marcher)?* We want a new dictionary.

6. When is *towards* rendered by *envers,* and when by *vers;* what is the difference between *car* and *pour.* Write exs. Give the French for: Come with me. Fill *(Remplisser)* this glass with water.

7. *On pense plus ā soi qu'aux autres. L'argument est bon je m'y rends. Vous en parlez souvent.* Account for the pronouns: *soi, y, en.*

8. Translate into French: What king has rendered more services to humanity than Louis XIV. He undoubtedly has not done all he could have done, because he was a man; but he has done more than any other, because he was a great man. The whole of Europe esteems him, and places him in the rank of the greatest and best monarchs.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1868.

FRIDAY, APRIL 17, 3 P. M.

GERMAN.—THIRD YEAR.

CHAMISSO'S.

JAMES LIECHTI, ESQ.....*Examiner.*

Translate: *a.* From A. von Chamisso's "*Das Schloss Boncourt,*" the four last stanzas.

b. . . . "Und der Vater antwortete: Der Wandersmann kann der Sterne nicht entbehren (1) in der dünkeln Nacht; sie sind ihm die Führer seines Weges und leiten ihn, wann er sich verirret hat (1), wieder zu dem gesuchten Ziele. Ich will dich die Zahl und den Gang dieser himmlischen Lichter lehren (1), dass du sicher einhergehest auf deinen Pfaden, wenn ich nicht mehr dein Führer bin, (1) Und bald will ich dir noch andere Sterne zeigen; du kannst sie nicht sehen mit dem Auge des Leibes, aber im Geiste sollst du sie schauen, und sie sollen dich sicher hinüberleiten zur himmlischen Heimath." "JOH. HEINR. CHRIST. NONNE."

1 Account for the position of the verbs: *entbehren, hat, lehren, bin.* Point out the place of Past Participles. Give two examples.

2. Contract the following Prepositions with the Def. Article: *an, auf, in, für, zu.* State by examples the different cases they govern; should any require more than one case, explain when they are to be used in the one, and when in the other.

3. Form the Genitive sing. and the Nom. plural of the following nouns: *Bruder, Hausschlüssel, Knabe, Student, Hand, Tochter, Blume, Bäumchen.*

4. Decline in full: *Der glückliche Vater, die alte Sprache, das kurze Leben.* Mention what other words are declined like the def. and indef. Art. Translate: Give this book to my brother. That house is old. Have you seen your pupils' translafion *(Uebersetzung)*? Every man is mortal.

5. Explain the formation of the comparative and superlative degrees. Compare the following words: hoch, gut, viel, wenig, gern, bald. Give exs. for the use of: *Der schönste,* and *am schönsten.*

6. How are *some* or *any* rendered before nouns in the sing. and plur. Ex: Have you any friends? Yes, I have some. Lend me some books. Will you have some wine? No, I have some.

7. Translate into German: God is the creator *(Schöpfer)* of heaven and earth. The old Greeks had slaves *(Sklaven.)* Columbus discovered *(entdeckte)* America in the year 1492 *(in letters)* What o'clock is it? A quarter past two. Alexander was as ambitious *(ehrgeizig)* as Cæsar. We are richest when we are most content *(zufrieden).* My brother is as old again as I. Which of these poems *(Gedichte)* will you read?

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1868.

FRIDAY, APRIL 17.

GERMAN.—THIRD YEAR.

JAMES LIECHTI, ESQ.....*Examiner.*

Noch lesen unflort die Augen
Die Züge der Inschrift nicht,
Wie hell durch die bunten Scheiben
Das Licht darüber auch bricht.

So stehst du, o Schloss meiner Väter,
Mir treu und fest in dem Sinn,
Und bist von der Erde verschwunden,
Der Pflug geht über dich hin.

Sei fruchtbar, o theurer Boden,
Ich segne dich mild und gerührt,
Und segn' ihn zwiefach, wer immer
Den Pflug nun über dich führt.

Ich aber will auf mich raffen,
Mein Saitenspiel in der Hand,
Die Weiten der Erde durchschweifen
Und singen von Land zu Land. CHAMISSO.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1868.

WEDNESDAY, APRIL 8.

LATIN.—FOURTH YEAR.

TACITUS: AGRICOLA.—JUVENAL: SATIRES, III. X.

PROFESSOR JOHNSON, M. A.....*Examiner.*

1. Translate these passages:

a. Illacessita transiit sequens hiems, saluberrimis consiliis absumpta. Namque ut homines dispersi ac rudes, eoque in bella faciles, quieti et otio per voluptates assuescerent, hortari privatim, adjuvare publice, ut templa, fora, domos exstruerent, laudando promptos, castigando segnes. Ita honoris aemulatio pro necessitate erat. Jam vero principum filios liberalibus artibus erudire, et ingenia Britannorum studiis Gallorum anteferre, ut, qui modo linguam Romanam abnuebant, eloquentiam concupiscerent. Inde etiam habitus nostri honor et frequens toga. Paulatimque discessum ad delenimenta vitiorum, porticus et balnea et conviviorum elegantiam. Idque apud imperitos humanitas vocabatur, cum pars servitutis esset. *Agr. Chap. XXI.*

b. Si novae gentes atque ignota acies constitisset, aliorum exercituum exemplis vos hortarer: nunc vestra decora recensete, vestras oculos interrogate. Hi sunt quos proximo anno unam legionem furto noctis aggressos clamore debellasstis; hi ceterorum Britannonum fugacissimi, ideoque tam diu supetstites. Quomodo silvas saltusque penetrantibus fortissimum quodque animal *contra ruere*, pavida et inertia ipso agminis sono pelluntur, sic acerrimi Britannorum jam pridem ceciderunt, reliquus est numerus ignavorum et metuentium. Quos quod tandem invenistis, non restiterunt, sed deprehensi sunt *novissimi*, et extremo metu corpora defixere *aciem* in his vestigiis, in quibus pulchram et spectabilem victoriam ederetis. Transigite cum expeditionibus; imponite quinquaginta annis magnum diem; approbate reipublicae numquam exercitui imputari potuisse aut moras belli aut causas rebellandi. *Agr. Chap. XXXIV.*

c. Haud facile emergunt quorum virtutibus obstat
Res angusta domi: sed Romae durior illis
Conatus; magno hospitium miserabile, magno
Servorum ventres et frugi coenula magno.
Fictilibus coenare pudet, quod turpe negavit
Translatus subito ad Marsos mensamque Sabellam
Contentusque illic veneto duroque cucullo.
Pars manga Italiae est, si verum admittimus, in qua
Nemo togam sumit nisi mortuus. Ipsa dierum
Festorum herboso colitur si quando theatro
Majestas tandemque redit ad pulpita notum
Exodium, quum personae pallentis hiatum

In gremio matris formidat rusticus infans,
Aequales habitus illic similemque videbis
Orchestram et populum: clari velamen honoris
Sufficiunt tunicae summis Aedilibus albae.
Hic ultra vires habitus nitor: hic aliquid plus
Quam satis est interdum aliena sumitur arca.

Juv. Sat. III. 164-181.

2. Translate the sentences containing words printed in italics, according to the *variæ lectiones*.

3. Write explanatory notes on the italicized words, viz.:

a. Agricola . . . utrumque avum *procuratorem Cæsarum* habuit.

b. Sedem ac magistram studiorum *Massiliam* habuit.

c. Sic *Germanias* excussisse jugum.

d. *Boadicea* duce . . . ipsam *coloniam* invasere.

e. Sic libitum vano *qui nos distinxit Othoni*.

f. Nec habet quem *porrigat ore trientem*.

g. Quisquis adhuc uno partam *colit asse Minervam*.

h. *Quum Gætula ducem portaret bellua luscum*.

4. Give the meaning and derivation of these words: *trechedipna, esquiliæ, schonoebates, persona, endromis, peculium, incero, induperator, supellex, indigena*.

3. Describe the positions of *Britannia* and *Hibernia*, as conceived by Tacitus. What reasons does Tacitus give for considering the *Britanni* to be of the same race as the Gauls? He attributes, however, a German or Spanish origin to some inhabitants of *Britannia*. When was the island first visited by the Romans, and when was it first proved to be an island?

6. In what kind of literary composition did the Romans show some originality? Who were the chief writers in this style? What Greek writers is the first of them said to have copied in some respects?

7. The third Satire of Juvenal has been imitated by a modern author. What objections are urged in it against a residence in Rome? What is the subject of the tenth Satire? What examples are employed to illustrate it?

8. Mention the principal facts in the lives of Tacitus and Juvenal.

9. Translate into Latin: When Hannibal, on his expulsion from Carthage had come as an exile to Ephesus, he was invited by his hosts, should it be agreeable to him, to hear Phormio the philosopher. Upon his saying that he should like to do so, Phormio is stated to have spoken for some hours upon the duty of a Commander, and upon military affairs in general. Whereupon all the rest of his audience were marveously pleased, and asked Hannibal what he thought of their philosopher. Upon this the Carthaginian is said to have answered frankly that he had frequently seen many mad old men, but a madder than Phormio he had never seen.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1868.

THURSDAY, APRIL 9TH.

GREEK,—DEMOSTHENES, PHILIPPICS, II. III.

FOURTH YEAR.

1. Translate these passages :—

(*a*) Πῶς γὰρ οἰεσθ', ἔφην, ὦ ἄνδρες Μεσσήνιοι, δυσχερῶς ἀκούειν Ὀλυνθίους, εἴ τίς τι λέγοι κατὰ Φιλίππου κατ' ἐκείνους τοὺς χρόνους, ὅτ' Ἀνθεμοῦντα μὲν αὐτοῖς ἠφίει, ἧς πάντες οἱ πρότερον Μακεδονίας βασιλεῖς ἀντεποιοῦντο, Ποτίδαιαν δ' ἐδίδου, τοὺς Ἀθηναίων ἀποίκους ἐκβαλών, καὶ τὴν μὲν ἐχθραν τὴν πρὸς ἡμᾶς αὐτὸς ἀνῄρητο, τὴν χώραν δ' ἐκείνοις ἐδεδώκει καρποῦσθαι; ἆρα προσδοκᾶν αὐτοὺς τοιαῦτα πείσεσθαι, ἢ λέγοντος ἂν τινος πιστεῦσαι οἰεσθε; ἀλλ' ὅμως, ἔφην ἐγώ, μικρὸν χρόνον τὴν ἀλλοτρίαν καρπωσάμενοι, πολὺν τῆς ἑαυτῶν ὑπ' ἐκείνου στέρονται, αἰσχρῶς ἐκπεσόντες, οὐ κρατηθέντες μόνον, ἀλλὰ καὶ προδοθέντες ὑπ' ἀλλήλων καὶ πραθέντες· οὐ γὰρ ἀσφαλεῖς ταῖς πολιτείαις αἱ πρὸς τοὺς τυράννους αὗται λίαν ὁμιλίαι.

(*b*) ἀλλ' ὁρῶ συγκεχωρηκότας ἅπαντας ἀνθρώπους, ἀφ ὑμῶν ἀρξαμένους, αὐτῷ, ὑπὲρ οὗ τὸν ἄλλον ἅπαντα χρόνον ἅπαντες οἱ πόλεμοι γεγόνασιν οἱ Ἑλληνικοί. τί οὖν ἐστὶ τοῦτο; τὸ ποιεῖν ὅ τι βούλεται, καὶ καθ' ἕνα οὑτωσὶ περικόπτειν καὶ λωποδυτεῖν τῶν Ἑλλήνων, καὶ καταδουλοῦσθαι τὰς πόλεις ἐπιόντα. καίτοι προστάται μὲν ὑμεῖς ἑβδομήκοντα ἔτη καὶ τρία τῶν Ἑλλήνων ἐγένεσθε, προστάται δὲ τριάκοντα ἑνὸς δέοντα Λακεδαιμόνιοι· ἰσχυσαν δὲ τι καὶ Θηβαῖοι τοὺς τελευταίους τουτουσὶ χρόνους μετὰ τὴν ἐν Λεύκτροις μάχην. ἀλλ' ὅμως οὔθ' ὑμῖν οὔτε Θηβαίοις οὔτε Λακεδαιμονίοις οὐδεπώποτε, ὦ ἄνδρες Ἀθηναῖοι, συνεχωρήθη τοῦθ' ὑπὸ τῶν Ἑλλήνων, ποιεῖν ὅ τι βούλοισθε.

(*c*) Καὶ τί δεῖ τὰ πολλὰ λέγειν; ἀλλ' ἐν Ὠρεῷ Φιλιστίδης μὲν ἔπραττε Φιλίππῳ, καὶ Μένιππος, καὶ Σωκράτης, καὶ Θόας, καὶ Ἀγαπαῖος, οἵπερ νῦν ἔχουσι τὴν πόλιν (καὶ ταῦτ' ἠδεσαν ἅπαντες), Εὐφραῖος δέ τις, ἄνθρωπος καὶ παρ' ἡμῖν ποτ' ἐνθάδε οἰκήσας, ὅπως ἐλεύθεροι καὶ μηδενὸς δοῦλοι ἐσονται. οὗτος τὰ μὲν ἄλλα ὡς ὑβρίζετο καὶ προεπηλακίζετο ὑπὸ τοῦ δήμου, πολλὰ ἂν εἰη λέγειν· ἐνιαυτῷ δὲ πρότερον τῆς ἁλώσεως, ἐνέδειξεν ὡς προδότην τὸν Φιλιστίδην καὶ τοὺς μετ' αὐτοῦ, αἰσθόμενος, ἃ πράττουσιν. συστραφέντες δὲ ἄνθρωποι πολλοί, καὶ χορηγὸν ἔχοντες Φίλιππον, καὶ πρυτανευόμενοι παρ' ἐκείνου, ἀπάγουσι τὸν Εὐφραῖον εἰς τὸ δεσμωτήριον, ὡς συνταράττοντα τὴν πόλιν. ὁρῶν δὲ ταῦθ' ὁ δῆμος ὁ τῶν Ὠρειτῶν, ἀντὶ τοῦ τῷ μὲν βοηθεῖν τοὺς δ' ἀποτυμπανίσαι, τοῖς μὲν οὐκ ὠργίζετο, τὸν δ' ἐπιτήδειον εἶναι ταῦτα παθεῖν ἔφη καὶ ἐπείχαιρεν.

2. (*a*) Parse *ἠφίει, ἀνηρήτο, πεισέσθαι, πραθέντες—συστραφεντες.*

(*b*) Explain the construction of *πολὺν τῆς ἑαυτῶν. ὅπως ἐλεύθεροι... ἔσονται.—ἀποτυμπανίσαι.*

(*c*) Derive *λωποδυτεῖν, προεπηλακὶζετο* and explain the allusions in *χορηγὸν ἔχοντες Φίλιππον καὶ πρυτανευομένοι παῤ ἐκείνου.*

3. *προστάται μεν ὑμεῖς κ.τ.λ.* Give the dates of the periods mentioned in this passage and mention the events which marked the beginning and end of the supremacies of Athens, Sparta and Thebes respectively.

4. How was the power of Athens crippled shortly after Philip's accession to the throne of Macedonia? What led Philip to interfere in (1) Northern and (2) Central Greece, and (3) in the Peloponnesus? What were the immediate results of his interference in Central Greece?

5. What was the geographical position of Olynthus, Methone, Apollonia, Pydna, Amphipolis, Eretria, Porthmus, Ambracia, Leucas, Naupactus?

6. Write a short sketch of Demosthenes' public career and mention his principal contemporaries.

ADDITIONAL FOR PRIZE.

1. Translate into English the passage beginning *τὶ οὖν κελεύω* ending *ὅστις ἂν ᾖ.* First Phil. pp. 47, 48, Ed. Tauch.

2. Translate into Latin the passage beginning *νῦν δ' εἰς τοῦθ' ἥκει* ending *ἕκαστος περιερχόμεθα.* First Phil. pp. 52, 53, Ed. Tauch.

3. Translate into Greek:—And assuredly I shall not be loath to say this that he who wished to test a statesman fairly would not have brought such charges against me as you have just now uttered, inventing similes and mimicing my style and gestures, but he would have considered what resources and forces the state had when I came to the management of affairs and what I subsequently raised and in what condition the enemy were.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1868.

WEDNESDAY, APRIL 8.

LATIN.—FOURTH YEAR. ADDITIONAL PAPER FOR PRIZE.

LATIN: TACITUS: GERMANIA.—JUVENAL: SATIRES 1, XIII.

PROFESSOR JOHNSON, M. A.....*Examiner.*

1 Translate:

a. Germ., Chap. XXIII.

b. Juv. Sat. XIII. 86–105.

COMPARATIVE PHILOLOGY.

1. What contributions were made by the Grecian philosophers and the the Alexandrine critics to the formation of a grammar?

2. Where and when was the first European grammar published? What other system of grammar had been previously formed independently of this?

3. What is meant by the *roots* of a language? Give examples of the different kinds? How do the roots of the Semitic and Aryan languages appear to differ?

4. What is a *family* of languages? Name the classes of the Semitic and Aryan families, and explain these names. Prove that English, Latin, Greek and Sanscrit belong to one family.

5. Two different opinions have been put forward on the relationship between the Romance languages and Latin. The true relationship is proved by a simple test.

6. Why are French nouns supposed to be derived from Latin nouns in the Acc. case? What Latin verbs are used to form the tenses of *être*?

7. What consonants in a language are most liable to change? How are their changes explained in French compared with Latin, and in English compared with Anglo-Saxon. What law of variation do they follow in Greek compared with Gothic and High-German?

8. What nouns in Latin and Greek had no termination for the Nom. case? What cases appear to have been lost in Latin and Greek? Are there any traces of them?

9. How were the persons of the verbs in the Aryan family of languages distinguished? Compare the terminations of the third person singular in Sanscrit, Greek (first and second conj.,) Latin and English, and explain the differences. Where is this termination preserved in French?

10. Analyse *sim*, explaining clearly the origin of each part. What forms in Greek and Sanscrit are identical with it? Analyse in the same way, *dixeram, vīdero, did*, and give words in Greek from the same roots.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1868.

FRIDAY, APRIL 17, 9 A.M., TO 1 P.M.

ETHICS AND POLITICAL ECONOMY.

VERY REV. PRINCIPAL ROSS, D.D.....*Examiner.*

1. What is the fundamental problem which Ethical Science proposes to solve?
2. Explain the difference between reasoning and conscience; and their relation to each other.
3. In what respect do feelings of obligation differ from feelings of approbation or of disapprobation?
4. Upon what do the differences in the decisions of Conscience depend?
5. In the writings of what ancient Philosopher can we detect the germ of almost every subsequent system of morals?
6. What is the fundamental principle in the Ethical system of Epicurus?
7. Is it possible to resolve a sense of duty into rational self love or a regard to our happiness? Assign reasons.
8. Mention the names of modern Ethical writers who maintain that virtue is founded on utility.
9. In the *a posteriore* argument for the existence of the Deity, what fundamental principle is assumed?
10. On what does our belief in the correctness of that principle rest?
11. Construct an argument for the existence of the Deity from the existence of the moral faculty.

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1. In emerging from a state of barbarism, through what stages does a nation usually pass in its advance towards civilization?
2. What arts are first cultivated among a rude people?
3. What are the requisites of production?
4. What are the only requisites indispensable to the rapid recovery of a country from a state of devastation?
5. Explain the nature and advantages of Simple Co-operation and of Complex Co-operation in production.
6. Explain the nature of Communisn and its probable effects upon industry.
7. Does a right to property in land rest upon the same foundation with a right to property in manufactures?
8. Is competition the only principle which regulates the division of the produce between the laborer and the capitalist?
9. Can there be a general rise in the values of commodities as there is in their price? Why?
10. What is the ultimate object of production?
11. Upon what commodities should the heaviest taxes be imposed?
12. Give Adam Smith's maxims in regard to taxation.

DALHOUSIE COLLEGE AND UNIVERSITY

HALIFAX.

SESSIONAL EXAMINATIONS, 1868.

WEDNESDAY, APRIL 15, 9 A.M., TO 1 P.M.

SENIOR CHEMISTRY.

PROFESSOR LAWSON, LL.D.....*Examiner.*

1. Found grains 3.05 of Tersulphide of Antimony; suppose the whole of the Sb to have originally existed in form of KO, SbO_3, $C_8\ H_4\ O_{10}$ + 2 HO, how much Tartar Emetic would the above 3.05 gr. represent.

2. Give some account of the proposed improvements in Chemical Nomenclature initiated by Gerhardt; explain fully the reasons for doubling or otherwise altering certain equivalent numbers; give a list of the changed numbers. Are chemists in error in employing the "old" numbers; if so, to what extent or under what circumstances?

3. Give a theory to explain the Constitution of the Vegetable Alkaloids.

4. Describe the various methods by which nitrogenous matter is eliminated from the animal system, noticing the changes which albuminoid substances undergo before or during the progress of such elimination. What are the chemical characters of Bile, Urea, Uric Acid? What is a Compound Urea?

5. Describe the method of preparation and the chemical constitution of Chloroform, and explain the nature of its physiological action, as compared with that of similar compounds. What is the composition of Formyle, and how is it (theoretically) produced.

6. Describe a few of the more important Polybasic Acids, giving the sources of each and the formulæ of salts which they form.

7. Explain the chemical nature of the following processes, and notice a few of the more important products of each, viz.: Fermentation, Putrefaction, Eremacausis. Destructive Distillation.

8. Describe fully the general character of the Fixed Oils and Fats, and the changes exerted upon them by the action of Hydrated Alkalis.

9. Give a careful description of the general way in which Bases of the various groups are successively separated from each other, and in the case of some of the principal ones, state in what forms they are estimated in amount.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1868.

THURSDAY, APRIL 16, FROM 9 A.M., TO 1 P.M.

HISTORY.

PROFESSOR DEMILL, M. A.....*Examiner.*

1. What date is generally accepted as the close of ancient history? May any other epoch be preferred? Why? Divide mediaeval history into periods; give dates; and state the characteristics of each period. Show in what respect modern civilization differs from ancient.

2. Describe the Legislative Reform of the Emperor Justinian. Shew the developement of Art and Literature in Constantinople. Give an account of the struggle between Chosroes 2nd and Heraclius, and point out the consequences resulting from it. What was the origin of the Iconoclast controversy, and its effects on the East and on the West?

3. Show the extent of the Mohammedan world, and the character of its civilization. Account for its frequent increase of vigor. What was the effect of Mohammedan civilization on Europe? Mention the different appearances of the Turks in history. Give an account of the conquests of Timour.

4. Point out the various elements in the national life of Italy, and their effect on the national developement.

5. Show the divisions of the Frankish Kingdom. Describe the extent of the Empire of Charlemagne, and his government. Upon what basis did the Capetian Kings build their power? Show the rise of Royalty in France, and its various vicissitudes from Louis XI. to Louis XIV. Account for the rise of Liberal ideas in France in the reigns of Louis XV. and Louis XVI. Give an outline of the career of Napoleon, with dates.

6. Show the respective positions of the Pope and the Emperor. Describe the constitution of Germany under the Empire. Explain the position of the Emperor (1) toward the German cities, and (2) toward the Italian cities. Describe the rise of the House of Austria. Compare it with the House of Bourbon from Henry IV. to Louis XIV. What was the Pragmatic sanctum? Give an outline of the Seven Years' War.

7. Give an outline of the History of Prussia from the Teutonic knights until its erection into a kingdom.

8. Distinguish between the terms Feudalism and Chivalry. Indicate the principles of Chivalry.

9. Give an outline of the History of the Papacy from Gregory VII. to Boniface VIII. Explain its position with reference to Christendom.

10. Compare the position of the Anglo-Norman Kings with that of the Kings of France. Give an account of the Puritans until the Restoration. What was the character of the struggle between England and France in America, and its results? Show the policy of England toward the North American Colonies before the American Revolution.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1868.

THURSDAY, APRIL 16, 3 P. M.

FRENCH.—FOURTH YEAR.

JAMES LIECHTI, ESQ.....*Examiner.*

Traduiser : *a.* Extrait du "*Misanthrope*" par Molière. Acte II. Scène V.

b. Extrait du "*Suicide*" par Rousseau.

c. "S'il m'appartenait de vous donner des conseils, le premier que je voudrais vous donner (1 *a.*) serait de ne point vous livrer (1 *a.*) ā ce goût que vous dites avoir pour la vie contemplative, et qui n'est qu'une paresse de l'âme, condamnable ā tout âge, et surtout au vôtre. L'homme n'est point fait pour méditer (1 *a.*) mais pour agir : La vie laborieuse que Dieu vous impose n'a rien que de (1 *b.*) doux au coeur de l'homme de bien qui s'y livre en vue de remplir (1 *a.*) son devoir et la vigueur de la jeunesse ne nous a point été donnée pour la perdre ā d'oisives contemplations."

"I. I. ROUSSEAU."

1. *a.* Rendez raison de ces verbes. Expliquez l'emploi de *l'infinitif*, considéré comme *sujet* et comme *complément*. Traduisez : Working strengthens (*fortifier*) the body and the mind. From day to day I feel my genius declining (*dépérir*). Knowledge is too precious for neglecting it. He is greatly to be pitied (*plaindre*). *b.* Expliquer l'emploi de la préposition *de*.

2. Dans quels cas le *sujet* se place-t-il aprēs le verbe ? Citez des exemples. La phrase est-elle *interrogative*, où faut-il mettre le *sujet ?* Exs. : What does that man want. How has that accident happened ?

3. Quelle est la construction du *complément* (direct et indirect) du verbe ? Corrigez les phrases : *Ie connais et me sers de mes advantages. Ne vous informez pas ce que je deviendrai. Il aime la musique et à peindre* Rendez en français : Louis XIV. sent geometricians and physicians for new knowledge into the interior of Africa and America.

4. Indiquez la place des Adverbes de temps : *hier, aujourd'hui, demain*, et de *toujours* ou *souvent* accompagnés de *presque*. Donnez des exemples.

5. Comment est-ce qu'on traduit le *participe présent anglais*, précédé : (1) de la prépos. *by ;* (2) d'un *pronom possessif*. Traduisez : Knowledge is acquired by studying (*deux formes*). My not having answered his letter offended him (*s'offenser*). He complains of our not having written. Notwithstanding his having deprived France of a million of men.

6. Quand les termes accessoires de negation *pas et point* se suppriment-ils ? Nommez les mots et les expressions qui exigent cette suppression. Ecrivez des exs.

7. Traduisez en Français : From amongst all parts of modern poetry Walter Scott has chosen the most brilliant, the most popular, the least difficult perhaps, if ever it is easy to have genius. He has restored the past to an age, desirous of knowing (*curieux de*) the past, and uneasy about a mysterious future ; he lulled the anguish (*les angoisses*) of the heart with his narrations full of interest. Yet (*du reste*) he does not rise to the high regions of thought ; he never excites us (*enflammer de*) to enthusiasm, nor moves us by the pathetic. He writes for the mass of the people, and wisely abstains from every exceptional passion, to which the majority of men might remain strangers.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1868.

SATURDAY, APRIL 18.

FRENCH.—FOURTH YEAR.

JAMES LIECHTI, ESQ.....*Examiner.*

CÉLIMÈNE.

Qui; mais il veut avoir trop d'esprit, dont j'enrage.
Il est *guindé* sans cesse, et dans tous ses propos,
On voit *qu'il se travaille* à dire *de bons mots.*
Depuis que dans la tête, il s'est mis d'être habile,
Rien ne touche son goût, tant il est difficile.
Il veut voir des défauts à tout ce qu'on écrit,
Et pense que louer n'est pas d'un bel esprit;
Que c'est être savant que trouver *à redire,*
Qu'il n'appartient qu'aux sots d'admirer et de rire,
Et qu'en n'approuvant rien des ouvrages du temps,
Il se met au-dessus de tous les autres gens.
Aux conversations même il trouve *à reprendre,*
Ce sont propos trop bas pour y daigner descendre;
Et, les deux bras croisés, du haut de son esprit,
Il regarde en pitié tout ce que chacun dit.

MOLIÈRE.

Que sont dix, vingt, trente ans pour un être immortel? La peine et le plaisir passent comme une ombre: la vie s'écoule en un instant; elle n'est rien par elle même, son prix dépend de son emploi. Le bien seul qu'on a fait demeure, et c'est par lui qu'elle est quelque chose. Ne dis donc plus que c'est un mal pour toi de vivre, puisqu'il dépend de toi seul que ce soit un bien; et que si c'est un mal d'avoir vécu, c'est une raison de plus pour vivre encore. Ne dis pas non plus qu'il t'est permis de mourir, car autant vaudrait dire qu'il t'est permis de n'être pas homme, qu'il t'est permis de te révolter contre l'auteur de ton être, et de tromper ta destination.

ROUSSEAU.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1868.

FRIDAY, APRIL 17, 3 P. M.

GERMAN.—FOURTH YEAR.

JAMES LIECHTI, ESQ.....*Examiner.*

Translate: *a.* From Schiller's Tragedy, "*Maria Stuart,*" Act III. Scene I.

b. Wilhelmi's Comedy, "*Einer muss heirathen,*" Scene IV.

c. "Selbstdenken heisst den obersten Probierstein der Wahrheit in sich selbst, in seiner eigenen Vernunft suchen; und die Maxime, jederzeit selbst zu denken, ist die Aufklärung. Ihr Wahlspruch: Habe Muth, dich deines eigenen Verstandes zu bedienen" "KANT."

1. Which is the place of the *relative pronoun* in accessory sentences, and what influence has it on the *noun* preceding the Genitive of the relative. Translate: We went to a house from the windows of which we saw it.

2. Many a man would live happier if he were contented. What mood of the verb is required by the conjunction *wenn*. Does its omission alter the construction of the sentence? Account for the place of the verb.

3. When is the Infinitive to be used with, and when without *zu*? Render into German: Need *(die Noth)* teaches to pray. We can speak French. When shall I have the pleasure of seeing you again. He began laughing.

4. Shew by an example for each form how the English Part. present is to be translated, when preceded; (1) by the prepos *on, upon,* or *instead of;* (2) by a *possessive adject.* with or without a prepos; (3) by any other prepos, such as *by, for, after.*

5. *Der Vater suchte gestern sein Kind überall. Ich habe Ihnen einen guten Rath gegeben. Er wird uns morgen nicht besuchen, ich habe gestern einen Brief von ihm erhalten.* Explain in full the construction of the preceding sentences.

6. State in what cases the *subject and predicate, the object,* and *the adverbial expression* may be inverted. Translate: Do you believe this man? Begin to read. Had I known this yesterday. I willingly accept this proposal (Vorschlag. m.) In a friendly manner he spoke to me.

7. By what particulars are *subordinate clauses* in *Compound* sentences characterized? Ex. Es war Nacht, als ich in London ankam; ich wurde freigelassen, nachdem ich meinen Pass vorgezeigt hatte.

8. Translate into German: My dear friend. I sincerely regret your leaving Halifax so soon, of which you informed *(mittheilen)* me in your last letter. I had decided *(sich entschliessen)* on going there myself in October next, in order to commence studying medicine, which, you know, has always been my greatest desire *(Wunsch.)* As it is your intention *(im Sinne haben)* to pay me a visit, I shall wait *(warten)* until I can personally speak with you on this matter *(Sache f.)* Till then, adieu.

Dalhousie
College

1868-9