CALENDAR

AND

Examination Papers

OF

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX, NOVA SCOTIA.

SESSION 1878-9.

NOTE.

THE extended Course of Scientific Instruction now established in Dalhousie College has rendered necessary large additions to the apparatus of the Chemical, and especially the Physical Laboratory. The Board of Governors are gratified to announce that they are enabled this season, through the timely liberality of a few friends of the Institution, to devote the sum of $2,500 to the purchase of new apparatus, which is being selected, chiefly in Paris and Berlin, by Dr. Mackenzie, the Professor of Physics, and is expected to arrive in Halifax before the opening of the Session.

The Laboratories are being fitted up with a view to efficient teaching in the various branches of Physics, Inorganic and Organic Chemistry, and Natural Science, not only for the accommodation of Students preparing for the Science Degree, but also for such as may desire to devote themselves to the study of special subjects or peculiar lines of research.

CONTENTS.

University Calendar.

1878-79.

WINTER SESSION.

1878.		
Oct.	5.	Fr.	Meeting of Board of Governors.
	30.	W.	Winter Session begins. Matriculation Examinations in Classics and Mathematics at 10 A. M.; continued at 2 P. M. Examination for Scholarships.
	31.	Th.	Matriculation Examinations continued, (English). Supplementary Examinations at 10 A. M.
Nov.	1.	Fr.	Meeting of Senate at 10 A. M. Matriculation, Registration, and Library Tickets issued at 11 A. M.
	4.	Mo.	Classes opened. Class Tickets issued. Entrance Examinations in Ancient History and Geography for Second and Third years at 2 P. M.
	5.	Tu.	Anniversary of opening of the College in 1863.
	6.	W.	Meeting of Senate at 4 P. M.
	13.	W.	Convocation at 3 P. M. Opening Address by Professor DeMill.
	14.	Th.	Meeting of Senate at 4 P. M.
Dec.	4.	W.	Final Matriculation and Supplementary Examinations at 3 P. M.
	25.	W.	Christmas Vacation begins.
1879.		
Jan.	2.	Th.	Class Lectures resumed.
	6.	Mo.	Supplementary Examinations in Ancient History and Geography at 10 P. M.
	7.	Tu.	Meeting of Senate at 4 P. M.
	16.	Th.	College established, 1820.
	24.	Fr.	Meeting of Board of Governors.
Feb.	4.	Tu.	Meeting of Senate at 4 P. M.
	26.	W.	Ash Wednesday. No Lectures.
March	4.	Tu.	Meeting of Senate at 4 P. M.
	19.	W.	George Ramsay, Earl of Dalhousie, founder of the College, died 1838.
	24.	Mo.	Last day for receiving M. A. Theses.
April	1.	Tu.	Meeting of Senate at 4 P. M.
	3.	Th.	Last day of Class Lectures. Last day for returning Library Books. Meeting of Senate at 4 P. M.
	9.	W.	Examinations in Latin, 2 A. M. Examinations in Honour Classics, Honour English, and Extra Latin, 2 P. M.
	10.	Th.	Examinations in Logic, Metaphysics, Ethics, and Honour Classics, at 9 A. M.
	11.	Fr.	Good Friday. Holiday.
	12.	Sat.	Examinations in Greek at 9 A. M. Honour Classics, Honour English, Extra Greek, 1st and 2nd years, at 2 P. M.
	14.	Mo.	Examinations in Mathematics, Mathematical Physics 3rd and 4th years, Honour Classics, and Honour English, at 9 A. M.
	15.	Tu.	Examinations in Rhetoric and History, at 9 A. M. Examinations in Early English History and Anglo-Saxon, at 2 P. M.
	16.	W.	Examinations in Experimental Physics 3rd year, Honour Classics, at 9 A. M.
	17.	Th.	Examinations in Chemistry, Constitutional History, and English Language, at 9 A. M.; Honour Classics and Honour English, at 2 P. M.
	18.	Fr.	Examinations in French and German, and Extra Mathematics 3rd year, at 9 A. M.; continued at 2 P. M.
	19.	Sat.	Examinations in Honour English.
	21.	Mo.	Competition for "Young" Election Prizes, 10 A. M. Meeting of Senate, 2 P. M.
	22.	Tu.	Results of Examinations declared. Annual Meeting of Alumni Association, 10 A. M. Meeting of Convocation, 3 P. M. Winter Session ends.

SUMMER SESSION.

April	29.	Mo.	Summer Session opens. Registration, 10 A. M. Meeting of Senate at 11 A. M.
May	9.	Tu.	Lectures begin.
	19.	Tu.	Foundation Stone of College laid, 1820.
June	3.	Tu.	Meeting of Senate at 1 P. M.
	25.	Fr.	Accession of Queen Victoria.
	28.	Sat.	Halifax founded, 1749.
July	1.	Tu.	Lectures close.
	10.	Th.	Examinations.
	11.	Fr.	Examinations. Session ends.

Dalhousie College and University.

Dalhousie College and University.

FACULTY OF ARTS.

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

REV. WILLIAM LYALL, LL. D., *Professor of Logic 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.*

JOHN J. MACKENZIE, M. A., PH. D., *Lecturer in Natural Philosophy.*

JAMES LIECHTI, ESQ., *Tutor in Modern Languages.*

DEPARTMENT OF SCIENCE.
In connection with the Faculty of Arts.

VERY REV. PRINCIPAL ROSS, D.D., *Professor of Political Economy.*

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

JOHN JOHNSON, M. A., *Professor of Latin.*

GEORGE LAWSON, PH. D., LL. D., *Professor of Inorganic Chemistry, and Biological Science.*

JAMES DEMILL, M. A., *Professor of English.*

JAMES LIECHTI, *Professor of French, German and Spanish.*

JOHN J. MACKENZIE, M. A., PH. D., *Professor of Experimental and Mathematical Physics.*

HERBERT A. BAYNE, M. A., PH. D., *Professor of Organic Chemistry and Chemical Analysis.*

REV. DAVID HONEYMAN, D.C.L., *Professor of Geology, Palæontology, Mineralogy.*

INCORPORATED ALUMNI.

HERBERT A. BAYNE, M. A., PH. D., *President.*
JOHN R. CAMERON, B. A., *Vice-President.*
JAMES MCG. STEWART, B. A., *Secretary.*
JAMES FORREST, M. A., *Treasurer.*

ROBERT SEDGEWICK, B. A., } *Executive Committee*
FRANK H. BELL, B. A.,   } *(with Officers.)*
JOHN WADDELL, B. A.   }

JOHN WILSON—*Janitor.*

FACULTY OF ARTS.

§ I.—WINTER SESSION.

The Winter Session of 1878-9 will commence on Wednesday, Oct. 30th, 1878, and end on Wednesday, April 23rd, 1879.

§ II.—ADMISSION OF STUDENTS.

Students may enter the College,

1. As Undergraduates, with the intention of applying for a University Degree at the end of their course; or

2. As General Students who do not look forward to a University Degree.

The usual course for Undergraduates extends over Four Winter Sessions. Students taking this Course are required to pass the Matriculation Examination of the First Year (*see* § III), and take the classes prescribed for their respective Courses.

But students may shorten their attendance by one year, by passing the Matriculation Examination of the Second Year (*see* § III), and taking the usual Undergraduate Course for the Second, Third and Fourth Years. Undergraduates of the First Year who have forfeited their standing at the Semi-al Examinations will not be allowed to take the Three Years Course.

The Matriculation Examinations this year will begin on Oct. 30th, at 10 o'clock, A. M. Candidates are expected to bring their own writing materials, except paper.

General Students are not required to pass a Matriculation Examination, and may attend such classes as they choose.

No person can be admitted as an Undergraduate after ten days from the opening of the classes, without the special permission of the Senate.

Undergraduates from other Universities will, on producing satisfactory certificates, be admitted to similar standing in this University, if, on Examination, they be found qualified tounter the classes proper to their year.

Students that have passed the Matriculation Examination at the University of Halifax, are admitted as Undergraduates without further examination.

§ III.—MATRICULATION EXAMINATIONS.

FOR THE FIRST YEAR.—*(Four Years Course.)*

The Examinations are partly oral and partly written; the subjects for entrance into the First Year of the Course are :

I. In CLASSICS.—Latin Grammar, Greek Grammar, one Latin, one Greek Author, such as :

Latin.—Cæsar, one book; Virgil, one book; Cicero, two Catilinarian Orations, or *De Senectute,* or *De Amicitiâ* ; 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 of Geometry, Book I. ; Algebra, Simple Rules, and Simple Equations of one unknown quantity, not involving Surds.

III. In ENGLISH.—Grammar ; History of England ; Geography ; Composition.

Special stress will be laid upon accuracy in Latin and Greek Grammar.

The subjects in which Candidates for Professors' Scholarships will be examined will be prescribed from year to year. For Sessions 1878-9, 1879-80, they are the same as those for Matriculation in Arts at the University of Halifax. (See § X.)

FOR THE SECOND YEAR.—*(Three Years Course.)*

In order to matriculate for the Three Years Course, a Student must pass an Examination,—

1. In the Ordinary *Classics* of the first year as specified in § XV, or their equivalents.

2. In the *Mathematics* of the first year as specified in § XV.

3. In *English Grammar, English History, Geography* and *Composition.*

4. In Roman History and Ancient Geography, as specified in § XV.

§ IV.—COURSES OF STUDY.

COURSE FOR DEGREE OF B. A.

First Year.—(1) Latin. (2) Greek. (3) Mathematics. (4) English Language and Rhetoric.

For First or Second Class of Sessional Examinations in Latin or Greek extra work is prescribed, and special stress is laid upon accuracy in Grammar. (See § XV.)

For First or Second Class of Sessional Examinations in Rhetoric extra work is required.

Second Year.—(1) Latin. (2) Greek. (3) Mathematics. (4) Chemistry. (5) Experimental Physics. (6) Logic and Psychology.

For First or Second Class in Latin or Greek, extra work is prescribed, and for First or Second Class in Mathematics an additional hour a week is required. (See § XV.)

Undergraduates of the Second Year are required to pass an Examination in Roman History and Ancient Geography, on the first Monday of the Winter Session. (See § XV.)

Third Year.—(1) Latin. (2) Mathematical and Experimental Physics. (3) Metaphysics. (4) French or German. (5) Greek or Chemistry.

Undergraduates of the Third Year are required to pass an Examination in Grecian History and Ancient Geography on the first Monday of the Winter Session. (See § XV.)

Fourth Year.—(1) Latin. (2) Ethics and Political Economy. (3) History. (4) French or German. (5) Mathematical Physics, or Greek.

A Student must take the same Modern Language as part of his Undergraduate Course in the Third and Fourth Years.

For First and Second Class in History extra work is required.

§ V.—HONOUR COURSES.

Honour Courses are intended for Students whose tastes and ability lead them to prosecute special subjects of the Curriculum, and remissions of classes are granted to those studying any such Course.

Honour Courses are provided in the following subjects :—(1) Classics ; (2) Mathematics and Physics ; (3) Mental and Moral Philosophy ; (4) History, Political Economy, and English Literature and Language. Instruction of an advanced kind is provided in these subjects during the third and fourth years of the Curriculum.

Examinations in these Courses are held at the final Examinations for the Degree of B. A. ; and a Student passing First or Second Class in any of the above subjects attains the Degree of B. A. with First or Second Rank Honours in such subjects. But First Rank Honours shall not be awarded to any one who has not passed First Class in the corresponding subjects of the Ordinary Course of the Fourth Year ; nor Second Rank Honours to one who has not passed Second Class in the Ordinary.

Students studying for Honours must attend the Honour Lectures of their respective Courses, and their progress must be satisfactory to their Professors. Students who intend to take the Honour Course in *Moral and Moral Philosophy,* must give notice of their intention to the Secretary of Senate before the close of the Lectures of their Third Year.

No Student will be allowed to enter on an Honour Course who has not stood in the First or Second Class at the previous Examination in the corresponding part of the Ordinary Course.

A Student taking an Honour Course, but failing to obtain Honours, will receive the Ordinary Degree, if his Examination in the Course be approved of.

A Student of the Third Year, for Honours, (see § XVI),

In Classics, may unit the Mathematical Physics of the year;

In Mathematics and Physics, in Mental and Moral Philosophy, in History, Political Economy, &c., may omit the fifth subject of the Ordinary Course, (see § IV).

A Student of the Fourth Year studying for Honours,

In Classics, may omit Physics, and either Ethics and Political Economy or History ;

In Mathematics, may omit either Latin or Ethics and Political Economy ;

In Mental and Moral Philosophy, or in History, Political Economy, &c., may omit the fifth (selective) subject of the Ordinary Course, (see § IV).

§ VI.—SUMMER SESSION.

The Summer Session will commence on Monday, 28th April, 1879, and close on Friday, 11th July.

Classes will be opened for Instruction in the following subjects.

Classics.	Optics.
Theory of Equations.	Chemistry.
Logic.	English Literature.
	Modern Languages.

Further details of the Courses of Instruction in the Summer Session, and of arrangements connected therewith, will be announced shortly after the opening of the Winter Session, November, 1878.

§ VII.—FEES.

The Fee to each Professor or Lecturer whose class or classes a Student enters, *in six dollars* for the Winter Session, and *four dollars* for the Summer Session, or *eight dollars* for both.

An Undergraduate in Arts pays only one fee during his Course to the Professors of Chemistry, and of Logic, and to the Tutor in Modern Languages.

An Undergraduate who has completed two years of his course may attend the Classics and Mathematics during the remainder of his Undergraduate Course without the payment of additional Fees.

Mathematical and Experimental Physics constitute a separate class.

General Students pay a fee for every class they attend, and Undergraduates taking Classes in addition to the prescribed Curriculum pay as General Students.

Practical Chemistry, three months course (optional), fee, *six dollars*. Students taking this class are required to provide their own materials. The use of the larger articles of apparatus will be given in the Laboratory free of expense.

In addition to the Class Fees, there is a Matriculation Fee of *two dollars*, payable by Undergraduates at their first entrance. General Students pay an annual Registration Fee of *one dollar*.

Both Undergraduates and General Students are also required, at the beginning of each Session, to pay a Library Fee of *one dollar*, which entitles to the use of the Library for the year.

Matriculation or Registration Tickets and Class Tickets must be taken out on the first day of Lectures, no Students being allowed to attend a Class without them.

The total Fees of Undergraduates, who take the Ordinary B.A. Course in Arts, are as follows :—

Classes of First Year, with Library and Matriculation Fees..$21 00	
" Second Year, with Library Fee........................	25 00
" Third "	13 00
" Fourth "	13 00

§ VIII.—GRADUATION.

DEGREE OF B. A.

The Degree of B. A. may be obtained by passing the proper Matriculation Examination, attending the prescribed Courses of Lectures, and passing the Sessional Examinations of the several years.

Undergraduates have also to pass the Entrance Examinations of the Second and Third Years, as set forth in § IV.

The fee for Diploma, payable before the Final Sessional Examination, is *five dollars*. Fee returned in case of failure at the Examination.

DEGREE OF M. A.

A Bachelor 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 ; subject of Thesis to be first submitted to the Senate.

Fee for Diploma, which must accompany the Thesis, *twenty dollars*, except in case of those who entered as Undergraduates prior to 1869, who pay *five dollars*. Thesis is to be handed in on or before the 24th March.

§ IX.—REGULATIONS FOR EXAMINATIONS.

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

2. If any Undergraduate fail to pass in any subject at the Sessional Examinations, he will be allowed a Supplementary

Examination on the first Thursday of the following Winter Session, or of a subsequent Winter Session, by the permission of the Senate, on giving notice to the Secretary of the Senate at or before the opening of the Winter Session ; but failure in more than two subjects will involve the loss of the year.

N. B.—In the application of this rule, Mathematics will be reckoned as *two* subjects, and Latin and Greek each *one* subject.

3. In all cases, a Student who presents himself for Supplementary Examination on any day except that specified in the rule, will be required to pay an extra fee of *two dollars.*

4. Undergraduates of the Second and Third Years who fail to present themselves for the Entrance Examinations in History and Ancient Geography on the first Monday of the Winter Session, may, on payment of a fine of *two dollars,* and on giving notice to the Secretary of the Senate at or immediately after the opening of the Winter Session, have another day appointed them for such Examinations.

5. Students are forbidden to bring any book or manuscript into the Examination Hall, unless by direction of the Examiner, or to give or receive assistance, or to hold any communication at the Examinations. If a student violate this rule, he will lose his Sessional Examinations for the year ; and it shall be at the discretion of the Senate whether he be allowed Supplementary Examinations.

6. Students who pass the Examinations in the several subjects of the respective years are arranged in three classes, First Class, Second Class, and Pass, according to the merit of their answers in these subjects.

§ X.—PROFESSORS' SCHOLARSHIPS.

Two Scholarships, entitling to free attendance on all the Classes of the Undergraduate Course, as long as the holders maintain a First or Second Rank at the Sessional Examinations, are offered by the Professors for competition this year ; the competitors to take place at the Matriculation Examination.

The subjects of Examination for these Scholarships are the same as those for Matriculation in Arts at the University of Halifax, viz. :—

Latin for 1875 : Cæsar, Gallic War, Book II ; *Virgil, Æneid,* Book IV.
   "   for 1876 : Cicero, First Oration against Catiline ; *Virgil, Æneid,* Book IX.
Greek for 1875 : *Xenophon, Anabasis,* Book II.
   "   for 1876 : *Xenophon, Cyropædia,* Book I.
Algebra ; as far as Simple Equations and Surds.
Geometry ; First and Second Books of Euclid.
English ; Grammar, Analysis, Outlines of English and Canadian History, and General Geography.

§ XI.—PRIZES, AND CERTIFICATES OF MERIT.

THE UNIVERSITY PRIZES.

These Prizes will be awarded to those Students who stand first in the several subjects at the Sessional Examinations.

THE ST. ANDREW'S PRIZE.

This Prize will be awarded this year to the Undergraduate who shall stand first in Classics at the Sessional Examinations of the Second Year.

YOUNG PRIZES.

Two Education Prizes of \$20 and \$10 respectively, are this year offered by the HON. SIR WILLIAM YOUNG, Chief Justice of Nova Scotia, and are open for competition to all Arts Students. These prizes will be competed for at the close of the Winter Session. A Student to whom one of these Prizes has been awarded is disqualified for subsequent competition.

NORTH BRITISH SOCIETY BURSARY.

A Bursary, of the annual value of \$60, has been founded in connection with Dalhousie College by the North British Society of Halifax, to be competed for at the Sessional Examinations of the Second Year's Course in Arts, and held by the successful competitor for two years, namely, during the Third and Fourth Years of his Undergraduate Course in Arts. Candidates must be Undergraduates who have completed two years of the Curriculum, and must be eligible, at the proper age, to be Members of the North British Society. The next competition will take place in April, 1880, at the Sessional Examination. In awarding this Bursary, Classics, Mathematics, and Chemistry will be reckoned each (its) Logic, 100.

THE WAVERLY BURSARY.

This Bursary, of the value of \$60 annually for two years, has been founded by an unknown Benefactor, whose object in so doing is to encourage the studies of the Arts Curriculum, especially Mathematics. It alternates with the North British Society Bursary. The next competition will be at the Sessional Examinations of the Second Year in Arts in April, 1879 ; when the Bursary will be awarded to the Student who shall stand highest at the Examinations. The scale of reckoning will be Mathematics, 200 ; Classics, Chemistry, each 150 ; Logic, 100.

THE ALUMNI ASSOCIATION PRIZES.

The Alumni Association offer this year Two Prizes to Students of the First Year. A First Prize of \$20 ; a Second of \$20.

These Prizes will be awarded to the two Students who stand highest at the Sessional Examinations of the First Year; provided they have passed in all the requisite subjects of their year. The marks will be reckoned according to a scale defined by the Association, which will be published at the beginning of the Session.

THE AVERY PRIZE.

A Prize of the value of $25 is offered by Dr. Avery for competition to the Students of the Fourth Year, who are not studying for Honours. It will be awarded to the Student who stands highest at the Sessional Examinations.

CERTIFICATES OF MERIT.

Certificates of merit of the First or Second Rank will be given to Undergraduates who have respectively obtained a First or Second Class standing in the aggregate of the branches of study proper to their year.

§ XII.—ATTENDANCE AND CONDUCT.

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

2. Attendance upon all classes of the year, except those 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 work of the class, and will note as absent those who enter thereafter, unless satisfactory reasons be assigned.

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

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

7. The holding or building or furniture will be repaired at the expense of the person or persons by whom they have been caused, and such other penalty will be imposed as the Senate may think proper.

8. While in the College, or going to and 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 a Student is brought before the Senate and convicted of a violation of any of these rules, the Senate may

reprimand privately, or in the presence of the Students, or report to the parents or guardians, or disqualify for competing for Prizes, or for holding 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 worship regularly, in one of the city churches or chapels.

§ XIII.—THE LIBRARY.

The Library consists of a careful selection of the most useful books in each department of study embraced in the University course. There are likewise a few works in general literature. The Library embraces in all upwards of 2000 volumes. All Students are entitled to the use of the Books, on payment of the annual fee of one dollar.

§ XIV.—ALUMNI ASSOCIATION.

This Association, incorporated by Act of the Legislature, has now entered upon the eighth year of its existence, and gives satisfactory promise of future prosperity. The ends it has in view are, to strengthen the bonds of fellowship among the Alumni, to unite them in the endeavour to promote Higher Education in these Provinces, and specially to extend the influence and usefulness of their Alma Mater.

Hitherto the only assistance they have lent the University has been the furnishing of Prizes for competition to Undergraduates at the Sessional Examinations, (see § XI.), but it is expected that the time is not distant when the Association shall have developed into an important adjunct to the University. It is intended, in the course of the present year, to devote a portion of the funds of the Association to the purchase of scientific Apparatus for the College. Since the recent enlargement of the Board of Governors, the Association is represented on the Board by their President, and, thus has more direct share in the University management. The Executive Committee is meanwhile empowered to take such steps as shall seem fitted to promote the purposes of the Association.

Undergraduates of more than two years standing, and General Students who have attended Classes for at least two years, are qualified for admission to the Association; and it is hoped that before long every Graduate at least will have been enrolled in the List of Members.

The Annual Meeting of the Association takes place on the morning of Convocation Day, at the close of the Winter Session.

§ XV.—ORDINARY COURSE FOR B. A.

CLASSICS.

LATIN.

FIRST YEAR.

Cicero : First Oration against Catiline.
  *Fourth Oration against Catiline.
Composition : Principle Latine, Part IV.

SECOND YEAR.

Livy : Book I, chaps. I-XL.
Horace : Odes, Book III ; *Book IV.
Composition : Principia Latina, Part IV.

† THIRD AND FOURTH YEARS.

Horace : Satires, Book I, 3, 4, 5, 6 ; Book II, 6, 7, 8.
Tacitus : Agricola and Germania.
Composition : Principia Latina, Part V.
Philology : Outlines of Comparative Philology. Text Book :
  Peile's Primer.

GREEK.

FIRST YEAR.

Xenophon : Cyropædia, Part of Book III.
  *Cyropædia, Remainder of Book III.
Grammar : Hadley's Greek Grammar.

SECOND YEAR.

Xenophon : Memorabilia, Part of Book I.
  *Memorabilia, Remainder of Book I.
Homer : Iliad, Book VI.
Composition : Initia Græca, Part III.

† THIRD AND FOURTH YEARS.

Euripides : Alcestis.
Æschylus : Prometheus Vinctus.
Composition : Initia Græca, Part III.

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*Students reading a First or Second Class at the Sessional Examinations are examined in this additional work, which is not read in class.

† Passages taken from works not previously named will be set for translation, to Students making a First or Second Class at the Sessional Examinations in these years.

§ ANCIENT HISTORY AND GEOGRAPHY.

SECOND YEAR.—History of Rome, to B. C. 31. Geography of India, Sicily,
  Gallia, Hispania.

THIRD YEAR.—History of Greece to the death of Alexander. Geography of
  Greece, Africa, Asia.
  Books recommended : Liddell's Student's History of Rome ; Smith's
  Student's or Cox's History of Greece ; Pillans' Classical Geography.

MATHEMATICS AND PHYSICS.

FIRST YEAR.

ARITHMETIC.—Revision of the Theory of Proportion, Vulgar and Decimal
  Fractions.

ALGEBRA.—Common Measure, Involution, Evolution, the Arithmetical
  Extraction of Roots, Fractions, Equations of the First and Second Degree,
  Proportion, Inequalities, Variation, Progressions.

GEOMETRY.—First Book of Euclid revised ; Second, Third and Fourth
  Books ; Deductions of 30th, and Sixth Books to the Eighth Proposition, with
  Geometrical Exercises and Practical applications. Conic Sections Geometri-
  cally treated—The Parabola, as in Drew's Conic Sections.

PLANE TRIGONOMETRY. Solution of Plane Triangles.

SECOND YEAR.

GEOMETRY.—Sixth Book of Euclid finished ; Geometrical Exercises
  continued ; Geometrical Drawing.

PLANE TRIGONOMETRY.—Circular and Gradual Measure ; Expansions of
  sine and difference of angles, &c. ; Solutions of the sides and angles of
  triangles ; Measuration of Heights and Distances ; Elementary Problems in
  Navigation ; Use of Logarithms.

ALGEBRA.—Simple Indeterminate Equations ; Binomial Theorem ; Pro-
  perties of Logarithms ; Compound Interest ; Annuities.

EXTRA.

GEOMETRY.—11 Propositions of the Eleventh Book of Euclid ; Geometri-
  cal Exercises.

TRIGONOMETRY.—Extension of Greenly Series ; Spherical Trigonometry.

ALGEBRA.—Permutations, Combinations, Probabilities, Life Assurance,
  Investigation of Binomial Theorem and Theory of Logarithms ; Indeter-
  minate Co-efficients, with application to Expansion and Series.

Books recommended.—For First Year : Hamblin Smith's (Miller & Co.)
  Elements of Geometry, or Colenso's or Todhunter's ; Colenso's or R. Smith's
  Algebra. For Second Year : Colenso's Algebra, 2nd part ; Colenso's Tri-
  gonometry, 1st part ; Chambers' Logarithms, &c. Tables.

EXPERIMENTAL PHYSICS.

(Third Year.)—Text Book : Balfour Stewart's Lessons in Elementary
  Physics.

MATHEMATICAL PHYSICS.

(Third Year.)—Text Book : Goodeve's Principles of Mechanics.
(Fourth Year.)—Text Books : Galbraith and Haughton's Manuals of
  Astronomy and Optics ; Pksee's Hydrostatics (or Galbraith and Haughton's.)

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§ The Examinations in these subjects will be next at the beginning of two Winter
Session. (See § IV.)

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 ; Senior's Political Economy.

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 ÆSTHETICS.

(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 Essays on the Nature and Principles of Taste.

CHEMISTRY.

(Second year.)—Objects of the Science, Nomenclature, Symbolic Notation, Atomic Numbers, Equivalent Numbers, Formulæ, Equations.

PRINCIPLES OF CHEMICAL PHILOSOPHY.—Laws of Combination by weight and by volume. The Atomic Theory. Equivalence or Saturating power of Elements. Radicals or Residues. Relations of Heat, Light, Magnetism and Electricity, to Chemical Affinity.

CHEMISTRY OF ELEMENTARY BODIES AND THEIR COMPOUNDS (INORGANIC). —Processes of production and manufacture illustrating chemical laws. Classification of Minerals. Reduction of Ores. Outline of the modes of analysis of Minerals, Waters, Poisons, &c.

ORGANIC CHEMISTRY.—Principles of Classification. Organic Series. Comparison of the principal series of the Fatty Group, viz. : Paraffines and Olefines ; Monatomic, Diatomic, Triatomic and Hexatomic Alcohols and Ethers ; Monatomic, Diatomic and Tetratomic Acids ; Aldehydes, Cyanogen. Comparison of Amines, Diamines, Triamines, Artificial Bases, Alkaloids, Phosphorus, Stibine, Arsine, Anilin (including Urea and its derivatives), Uric Acid, Colouring Matters. Outline of Animal Chemistry—Tissues, Blood, Milk, Urine ; Respiration, Digestion, Nutrition.

(Third year.)—Subjects same as preceding. The general exercises in Theoretical Chemistry will be more elaborate, the equations and calculations more difficult, and the proportion though Chemistry will require no initimate acquaintance in detail with the chemical constitution and properties of all the important series of Organic Compounds.

RHETORIC.

FIRST YEAR.

The Course includes Style, Invention, Method, the General Departments of Literature. Narration, Description, Exposition, Oratory, Debate.

Exercises in English Composition, daily.

Essays on Stated Subjects, weekly.

Text Book : DeMill's Elements of Rhetoric.

Books recommended : Quintilian's Institutes of Oratory. Whately's Elements of Rhetoric. Campbell's Philosophy of Rhetoric.

ELOCUTION.

FIRST YEAR.

Exercises every week, after Christmas Holidays.

Books recommended : Porter's Analysis of the Principles of Rhetorical Delivery. Russell's Elocution. Sargent's Standard Speaker. Lewis, How to Read. Nova Scotia Readers, No. 6, and No. 7.

ENGLISH LANGUAGE.

FIRST YEAR.

ANGLO-SAXON.—Text Books : Comparative Grammar of the Anglo-Saxon Language, E.A. Marsh, LL. D. Anglo Saxon Reader, F. A. Marsh, LL. D. EARLY ENGLISH.—Text Book : Specimens of Early English, by R. A. Morris, LL. D., and W. W. Skeat, M. A., two Parts.

Books recommended : Race's Philology of the English Tongue. Smith's Student's English Language.

ENGLISH LITERATURE.

FIRST YEAR.

Text Books : Shakespeare's Macbeth. Bacon's Essays, I-28.

ENGLISH GRAMMAR.

FIRST YEAR.

Text Books : Mætzner's English Grammar. Angus' Handbook.

HISTORY.

FOURTH YEAR.

1. *General Course.*

Text Books : Gibbon's Decline and Fall of the Roman Empire. Milman's History of Latin Christianity. Greene's History of the English People. Students' History of Greece. Students' History of Germany. Smeraldi's Italian Republics. Hallam's Middle Ages. Taylor's Modern History.

2. *Special Course.*

History of Canada. Text Books : Garneau's History of Canada, Bell's translation. Murdoch's History of Nova Scotia. Archer's History of Canada.

CONSTITUTIONAL HISTORY.

FOURTH YEAR.

Text Books : Stubbs' Constitutional History. Hallam's Middle Ages, (Chapters on the English Constitution). Hallam's Constitutional History. May's Constitutional History.

MODERN LANGUAGES

FRENCH.—*(Third Year.)*—Pujol's Grammar, (first part)—Scribe's "Diplomate."

Translation: Charles Lamb's "Tales from Shakespeare." Dictation and Parsing.

GERMAN.—*(Third Year.)*—Otto's German Conversation Grammar.— Adler's Reader.—Schiller's "Wilhelm Tell."—Dictation, Analysis, Composition.

FRENCH.—*(Fourth Year.)*—Pujol's Grammar, (second part)—Molière's "L'Avare."

Translation: "Cas of Sheridan's Plays." An extempore and a prepared Composition every fortnight.

GERMAN.—*(Fourth Year.)*—Otto's German Grammar.—Adler's Reader, (4th and 5th parts).—Schiller's "Wilhelm Tell," (continued); or, Goethe's "Herrmann and Dorothea."

Translations from English writers. A written Composition every fortnight.

§ XVI.—HONOUR COURSES.

I.—CLASSICS.

LATIN.—Plautus: Miles Gloriosus.
Terence: Heautontimorumenos.
Virgil: Georgics, Books I., IV.
Horace: Epistles, Books I., II., Ars Poetica.
Juvenal: Satires, VII., VIII., XIV.
Cicero: Tusculan Questions, Book I.
Tacitus: Germania, Agricola.

GREEK.—Æschylus: Septem contra Thebas.
Sophocles: Œdipus Rex.
Homer: Iliad XVII., XXIV.
Thucydides: Book II.
Plato: Phædo.
Demosthenes: De Corona.

COMPOSITION.—Latin Prose.
PHILOLOGY.—Müller's Science of Language, Vols. I., chaps. 1-7. Pelle's Introduction to Greek and Latin Etymology. Brachet's Historical French Grammar. Class Lectures.

LITERATURE.—Müller and Donaldson's History of Ancient Greek Literature, Vols. I., II.; Roman Classical Literature (Brown's) Theatre of the Greeks (Donaldson), Selected portions.

II.—MATHEMATICS AND MATHEMATICAL PHYSICS.

TRIGONOMETRY.—DeMoivre's Theorem, and Angular Analysis. Theory of Equations, with Horner's Method of Solution, and Sturm's Theorem.

ANALYTICAL GEOMETRY.—The Straight Line, the Circle, Parabola, Ellipse, Hyperbola. The Locus of the General Equation of the Second Degree between two Variables.

DIFFERENTIAL CALCULUS.—Differentiation; Theorems of Leibnitz, Maclaurin, and Taylor; Maxima and Minima of Functions of one Variable; Expansion of Functions of Two Variables; Maxima and Minima of such Functions; Radius of Curvature, Osculating Circle; Envelopes; the tracing of Curves by means of their Equations.

INTEGRAL CALCULUS.—Integration of Simple Forms; Integration by Parts, and Formulæ of Reduction. Integration by Substitution. As Applications to determine Lengths of Curves, Surfaces, Volumes, &c.; Differential Equations, (selected cases.) Application to Physical Investigations; e.g., Centre of Gravity, Attraction, Central Forces, &c.

BOOKS RECOMMENDED.—(In order of Preference.)

Todhunter's Spherical Trigonometry.
Todhunter's Plane Trigonometry or Colenso's (2nd part.)
Todhunter's Analytic, or Salmon's Conic Sections.
Hall's, Hind's, or Todhunter's Differential and Integral Calculus.
Todhunter's or Young's Theory of Equations.
Boole's Differential Equations.

EXPERIMENTAL PHYSICS.

Balfour Stewart's Treatise on Heat.
Optics by the Astro2 Reader.
Fleming Jenkin's Electricity and Magnetism.

III.—MENTAL AND MORAL PHILOSOPHY.

LOGIC.

Sir William Hamilton's Lectures on Logic. Whately's Logic, Books II., III., IV. Mill's Logic, I., II. Bacon's Novum Organon.

METAPHYSICS AND ÆSTHETICS.

Descartes' Principles of Philosophy. Reid's Essays, VI. Sir William Hamilton's Lectures on Metaphysics. Sir William Hamilton's Philosophy of Perception and Philosophy of the Unconditioned. Lewes' Biographical History of Philosophy. Cousin's Philosophy of the Beautiful. Allison's Essays on the Principle of Taste. Burke on the Sublime and Beautiful.

ETHICS.

Mackintosh's Dissertation on the Progress of Ethical Philosophy.
Butler's Sermons on Human Nature, with the Preface and the Dissertation on the Nature of Virtue.
Smith's Theory of Moral Sentiments.
Thomson's Christian Theism.
Aristotle's Ethics, Book I., III., VI., X., (in English.)

IV.—HISTORY, ENGLISH LANGUAGE, AND LITERATURE.

HISTORY.

ENGLISH.—Bede's Ecclesiastical History of England.
Freeman's History of the Norman Conquest.
Freeman's English Constitution.
Froude's History of England.
Hume's History of England.
Macaulay's History of England.

FOREIGN.—Draper's Italy Roman Empire.
Guizot's History of Civilization.
Martin's History of France.
Cox's History of the House of Austria.
Karamzin's History of Russia.
Bancroft's History of the United States.

ANGLO-SAXON.

Thorpe's Analecta Anglo-Saxonica.
Runes of Beowulf, the Scop or Gleeman's tale, and the Fight at Finnes-
burg—Benjamin Thorpe.
Elfa of St. Guthlac—Charles Wycliffe Goodwin, M. A.
King Alfred's Anglo-Saxon Version of Orosius—Rev. Dr. Bosworth.

ENGLISH.

Specimens of Early English - Morris & Skeat, part first.
Specimens of English Literature—W. W. Skeat, M. A.
The Vision of William concerning Piers the Plowman, by William
Langland—W. W. Skeat, M. A.
Chaucer, Part First—The Prologue, The Knighte's Tale, The Nonne
Preste's Tale. Edited by R. Morris. Editor for the E. E. T. S. Part
Second : The Prioresses' Tale, etc., Edited by Rev. W. W. Skeat, M. A.
Spenser's Faery Queene. Books First and Second by G. W. Kitchin, M. A.
Shakespeare's Select Plays, edited by W. G. Clark, M. A., and W. Aldis
Wright, M. A. I. The Merchant of Venice ; II. Richard the Second ; III.
Macbeth ; IV. Hamlet ; V. The Tempest.
Bacon, Advancement of Learning—W. Aldis Wright, M. A.
Milton, Poems—R. C. Browne, M. A.
Dryden, Selections by W. D. Christie, M. A.
Pope, Essay on Man, Satires, and Epistles, by Mark Pattison, B. D.

DEPARTMENT OF SCIENCE.

IN CONNECTION WITH THE FACULTY OF ARTS.

Students entering upon the SCIENCE COURSE, with a view to
the Degree of Bachelor of Science, (B. Sc.), are required to pass
a Matriculation Examination in the following subjects :—

I.—IN MATHEMATICS : Arithmetic ; Euclid's Elements of
Geometry, Book I. ; Algebra, Simple Rules ; and Simple Equa-
tions of one unknown quantity, not involving Surds.

II.—IN ENGLISH : Grammar ; History of England ; Geogra-
phy ; Composition.

III.—LATIN, or GERMAN, or FRENCH : Grammar and Trans-
lation.

Two Professors' Scholarships, entitling to free attendance on
all Classes of the Course, are offered for competition at the
Matriculation Examination.

The Course of Instruction in Science extends over three
Winter Sessions and two intervening Summer Sessions. Under-
graduates are required to pass Examinations in the respective
subjects at the close of each of the several Winter and Summer
Sessions. The General Regulations for Students attending the
Science Course, and proceeding to the Degree of Bachelor of
Science, are similar to those in force in the Faculty of Arts,
except when otherwise stated. The fees for Matriculation,
Library, and Diploma, are the same.

Undergraduates in Science who do not attend the Summer
Sessions will be required to take a fourth Winter Session.
Attendance must be given and Examinations passed on all the
required subjects of the Science Curriculum before the Degree
can be taken, except in the case of a Student attending only
during the Winter and who may be precluded from attendance
on a class taught during the Summer Session only ; in such
case special work, as nearly equivalent as possible to the omitted
Class, will be prescribed.

An Undergraduate in Arts who has passed his Examination
at the close of the first Winter Session, will be admitted as an
Undergraduate in Science of the same standing.

COURSE OF INSTRUCTION IN SCIENCE.

FIRST YEAR—WINTER SESSION.

MATHEMATICS.

As in ordinary course for Undergraduates in Arts of 1st year.

EXPERIMENTAL PHYSICS.

Details of the Course of Instruction will be announced at the opening of the Session.

Class Book: Balfour Stewart's Lessons in Elementary Physics.

INORGANIC CHEMISTRY.

General Principles: Chemical Affinity; Combination; Mixture; Solution; Suspension; Laws of Combination, by weight, by volume; Equivalent Numbers; Atomic Numbers; Atomic Theory; Nomenclature; Notation; Formulæ; Equations; Elements and their classification; description in detail of the Non-Metallic Elements, their modes of occurrence in nature, their preparation, their compounds, and of important Chemical Processes, natural and artificial, and manufactures, to which they are related; the description in detail of the Metallic Elements, occurrence in nature, typical processes, classification of the important Metals, their Salts and other compounds; general Chemistry of chemical processes and manufactures connected with them, modes of assaying, &c.

Class meets three times a week.

Class Book: Fownes's Manual of Chemistry, or Roscoe.

LABORATORY PRACTICE.

Preparation and Examination of Gases, Liquids, and Solids, chiefly the Metalloids and their combination with each other. Collection of Gases. Use of Pneumatic Trough. Bending and burning of Glass, and fitting up of Glass apparatus. Analysis and Synthesis of Water and Air. Illustration of meaning of terms : *Base, Acid, Salt, Neutralization, Combination, Solubility, Affinity, &c.* Illustrations of processes of *Crystallization, Distillation, Oxidation, &c.* Systematic Analysis [commenced].

Fluxes Chemistry. Use of Instruments.

Text Books: Laboratory Practice and Qualitative Analysis, by Thorpe and Muir. Macadam's Practical Chemistry.

The Class meets three times a week.

LATIN or GERMAN

Latin.—As in Ordinary Course for Undergraduates in Arts of 1st year,— 3 days a week.

German.—As in Ordinary Course for Undergraduates in Arts, (third year),—3 days a week.

ENGLISH GRAMMAR AND COMPOSITION.

The Class meets daily.

Undergraduates are required to take English Grammar and Composition during either their first or second Winter Session, as well as in the intervening Summer Session.

FIRST SUMMER SESSION.

ENGLISH GRAMMAR AND COMPOSITION.

GERMAN AND EITHER FRENCH OR SPANISH.

BIOLOGICAL SCIENCE (Botany, Zoology, Histology).

Elementary Course.

QUALITATIVE CHEMICAL ANALYSIS.

Systematic Qualitative Analysis. Detection of Bases and Acids, separate and in mixtures.

Macadam's Practical Chemistry. Will's Tables of Chemical Analysis.

CHEMICAL PHYSICS.

SECOND YEAR. WINTER SESSION.

MATHEMATICS.

As in ordinary course for Undergraduates in Arts, 2nd year.

EXPERIMENTAL PHYSICS (Laboratory.)

Two days a week.

ENGLISH.

If not taken during the first Winter Session as well as during the first Summer Session.

GERMAN, AND EITHER FRENCH OR SPANISH.

QUANTITATIVE CHEMICAL ANALYSIS.

The Laboratory will be open daily (except Saturday) from 9 A. M. to 1 P. M., for work in this Department. Time is a Reference Library in the Balance Room for the use of students.

Undergraduates are required to attend three days a week, for at least two hours each day.

GEOLOGY, PALÆONTOLOGY, MINERALOGY.

Physiographic Geology : especially of Nova Scotia, New Brunswick and Prince Edward Island.

Lithological Geology : Rock Material of the Globe. Crystalline Minerals composing rocks. Mineral Classification. Structure in Rocks. Arrangement of Strata.

Historical Geology : Rocks in order of formation and contemporaneous events in Geological History. Principal Rock Formations of British America and the United States. Characteristic Minerals.

Flora, Faunas. Bilopoeia or Foraminifera, their characters and distribution in time and space.

Dynamical Geology : Effects of Life on the Earth's Crust. Cohesive Attraction, Crystallization. The Atmosphere. Water. Heat.

Practical Geology : Methods of Investigation. Measurements. Use of Clinometer.

The Class meets three times a week.

Text Books recommended : Dana's Text Book or Manual of Geology. Chapman's Outlines of Geology of Canada.

Dana's [abridged] Manual of Mineralogy.

BIOLOGICAL SCIENCE (Botany, Zoology, Histology).

Botany.—Morphology of the Cell, of the Tissues, and of the External Conformation of Plants. Special Morphology of Thallophytes, Characæ, Muscineæ, Molecular Forces in the Plant, Aggregation of Organized into

tures, Movements of Water and Gases. Chemical Processes: Constituents of Plant Food, Assimilation, Respiration. Influence of Temperature, Light, Electricity, Gravitation. Mechanical Laws of Growth, Tension, Pressure, Fraction. Periodicity of Growth, Periodic Movements. Reproduction. Hybridization. Origin of Species. Origin of Varieties. The Theory of Descent. Classification, including a Description of the Principal Natural Orders of American Plants. Geographical Botany. Outline of Vegetable Palæontology.

Zoology.—Lectures between Animal and Plants, in general structure, functions, and external constitution. Minute Structure of Animal Tissues. Characters by which the following groups of animals are distinguished from each other: Brachiopoda, Polyzoa, Tunicata. Mammalia, Aves, Reptilia, Amphibia, Pisces, Cephalopoda, Gasteropoda, Pteropoda, Lamellibranchiata, Insecta, Myriopoda, Arachnida, Crustacea, Annelida, Vermes, Rotifera, Echinodermata, Anthozoa, Hydrozoa, Infusoria, Polycystina of low groups of Vertebrata. Movements of the more common Pond fishes, in relation to Species, Temperature, Food, Reproduction.

Histology.—Instruction will be given in the personal use of the Microscope, Sections, and essential constitution. Minute Structure of Animal Tissues, preparation and mounting of Vegetable and Animal Tissues, and the Microscopical Observation of vital phenomena in living plants and the lower forms of animals.

The Class meets three times a week.

On Saturdays during term-side another time will be held for Field Excursions for collecting Botanical and Zoological Specimens, and Demonstrations will likewise be given in the Public Gardens and the Provincial Museum.

SECOND SUMMER SESSION.

ENGLISH GRAMMAR AND COMPOSITION.

GERMAN, and either FRENCH or SPANISH.

QUANTITATIVE ANALYSIS & INORGANIC PREPARATIONS.

GEOLOGY.

Field Work and Demonstrations in Provincial Museum.

EXPERIMENTAL PHYSICS.

Work in Physical Laboratory.

THIRD YEAR—WINTER SESSION.

MATHEMATICAL PHYSICS.

Text Books: Goodwin's Principles of Mechanics. Pinan's Hydrostatics (or Galbraith & Haughton's). Galbraith & Haughton's Manuals of Astronomy and Optics.

EXPERIMENTAL PHYSICS.

Advanced Course.

ORGANIC CHEMISTRY.

Text Book: Armstrong's Chemistry.

ORGANIC CHEMICAL ANALYSIS AND ORGANIC PRE-PARATIONS, as WORK IN SEVERAL LABORATORY.

POLITICAL ECONOMY, or

ONE MODERN LANGUAGE.

GEOLOGY AND MINERALOGY, or

BIOLOGICAL SCIENCE.

Degrees, July, 1877.

BACHELOR OF ARTS.

F. W. ARCHIBALD	Truro.
RICHARD LOGAN	Shubenacadie.
WM. A. BAUCE	East River.
STANLEY UPPER McCURDY	New Glasgow.

Degrees, April, 1878.

MASTER OF ARTS.

REV. WM. ALTHAND	Cavendish, P. E. I.
REV. JAMES G. MacGREGOR	Campbelton, N. B.
.... MORRISON	Halifax.
ALEXANDER McKAY	Chichester
ARTHUR J. TREMAIN	St. John, N. B.

BACHELOR OF ARTS.

JOHN A. CAIRNS	Up. Prospecto, P. E. I.
JOHN H. CAMERON	Antigonish.
JOHN LYALL GORDON	Pictou.
JAMES McKENZIE	Pictou Co.
GEORGE W. STEWART	New York.
EDWARD L. NEWCOMBE	Cornwallis.
ANDERSON ROGERS	Pictou Co.
ALFRED J. HIGGAR	Annapolis.

Students who obtained Certificates of Merit, Prizes, &c.

FOURTH YEAR.

JOHN I. GORDON—Governor General's Medal; Prize in Classics.
JOHN H. CAMERON—Governor General's Silver Medal; First Class Certificate of Merit; Prize in Physics, History, Ethics.
G. W. MEDNS—Second Class Certificate of Merit; Prize in French.
ANDERSON ROGERS—Second Class Certificate of Merit.

THIRD YEAR.

RODERICK McKAY—First Honour Association Prize; First Class Certificate of Merit; First Prizes in Latin, Natural Philosophy, Metaphysics, Chemistry, French.
ISAAC M. McLEAN—Second Almond Association Prize; First Class Certificate of Merit; Second Prize in Metaphysics.
G. W. McQUEEN—First Class Certificate of Merit; Prize in Classics.
CHAS. S. CAMERON—First Class Certificate of Merit.

SECOND YEAR.

ALBERT E. TILLSON—The North British Society; First Class Certificate of Merit; The St. Andrew's Prize; Prizes in Classics, Mathematics, Logic, Chemistry.

W. R. FRASER—Second Class Certificate of Merit.

S. J. McKENZIE—First Prize in Chemistry.

FIRST YEAR.

JAMES S. TRUEMAN—First Alumni Association Prize; First Class Certificate of Merit; First Prizes in Classics, Rhetoric; Professors Scholarship.

GRAHAM CRUIKSHANK—Second Alumni Association Prize; First Certificate of Merit; Second Prizes in Classics, Mathematics; Professors' Scholarship.

W. H. SPENCER—Second Class Certificate of Merit.

GEORGE M. CAMPBELL—First Prize in Mathematics.

JAMES A. SEDGEWICK—First Prize in Rhetoric.

DUNCAN CAMERON—Second Prize for Elocution.

Medals, Prizes, Certificates of Merit, Scholarships.

THE GOVERNOR GENERAL'S MEDALS.

GOLD MEDAL .... John Lyall George, Pictou.
SILVER MEDAL .... John H. Cameron, Antigonish.

UNIVERSITY PRIZES.

FOURTH YEAR—Classics, John L. George, Pictou. Jas. H. Cameron, Ethics, J. H. Cameron. History, J. H. Cameron. French, G. W. McIntOSH. THIRD YEAR—Classics, G. W. McQueen. Logic, (equally) Roderick McKay, Arthur McInnis. Mathematics, Roderick McKay. French, S. James R. McLean. Chemistry, Roderick McKay. SECOND YEAR—Classics, Albert E. Thomson. Mathematics, Albert E. Thomson. Logic, Albert E. Thomson. Chemistry, L. S. J. McKnight; J. Albert E. Thomson. FIRST YEAR—Classics, 1, James S. Trueman; 2, Graham Cruikman. Mathematics, 1, George M. Campbell; 2, Graham Cruikman. Rhetoric, James S. Trueman.

CERTIFICATES OF MERIT.

(The names are arranged alphabetically.)

FIRST CLASS: Fourth Year—J. H. Cameron. Third Year—C. S. Cameron, Roderick McKay, James R. McLean, G. W. McQueen. Second Year—Albert E. Thomson. First Year—Graham Cruikman, James S. Trueman.

SECOND CLASS: Fourth Year—G. W. Ethos, Andrew Rogers. Second Year—W. R. Fraser. First Year—Wm. H. Spencer.

SPECIAL PRIZES.

THE SIR WILLIAM YOUNG PRIZES for Elocution: 1, James A. Sedgewick; 2, Duncan Cameron.

THE ST. ANDREW'S PRIZE: Albert E. Tillson.

THE NORTH BRITISH SOCIETY: Albert E. Tillson.

THE ALUMNI ASSOCIATION PRIZES: First Year, 1, Roderick McKay; 2, Isaac McLean. First Year—1, James S. Trueman; 2, Graham Cruikman.

PROFESSORS' SCHOLARSHIPS.

1. Graham Cruikman, Pictou Academy.
2. James S. Trueman, St. John Grammar School.

Examinations, 1877-78.

The following Students have passed the Examinations hereinafter mentioned:

B. A. HONOUR EXAMINATIONS IN CLASSICS.

First or Second Rank Honours: None.
Passed for Degree: John L. George.

MATRICULATION EXAMINATION.

A. G. Cameron, Alf. Ontsby, Graham Cruikman, H. B. Creighton, Johnson Davidson, John. O. Day, Hugh M. Fraser, Hugh R. Donald, Thomas Davidson, Alex. Ralstay, Wallace McDonald, H. H. McIntosh, Daniel McKay, James A. Sedgewick, Wm. H. Spencer, James S. Trueman.

SUPPLEMENTARY EXAMINATIONS.
JULY 1877.

FOURTH YEAR: Greek—Wm. A. Mason, Richmond Logan.
Papyrus—T. W. Archibald, Stanley T. McCurdy.

OCTOBER, 1877.

THIRD YEAR: Natural Philosophy—John L. George.
SECOND YEAR: Logic—Robert R. Emmerson.

ENTRANCE EXAMINATIONS IN ANCIENT HISTORY AND GEOGRAPHY.

THIRD YEAR: Class I—Isaac M. McLean, G. W. McQueen. Class II—Robert R. Emmerson; (Alfred Ontsby, Roderick McKay,) equal. Passed: Chas. S. Cameron.
SECOND YEAR: Class I—Albert E. Thomson, W. R. Fraser. Class II.—Fred S. Kiennan. Passed: James F. McLean, John F. Chambers.

SUPPLEMENTARY EXAMINATIONS IN ANCIENT HISTORY AND GEOGRAPHY, APRIL 1878.

THIRD YEAR: Fred. B. Chambers.

SESSIONAL EXAMINATIONS, 1877.

GENERAL PASS LIST.

(The names are arranged alphabetically.)

FOURTH YEAR: John A. Chipin, John H. Cameron, John L. George, James McKenzie, George W. Bunny, Edmund L. Newcombe, Anderson Rogers, Allen Williamson.

THIRD YEAR: Chas. S. Cameron, Fred B. Chambers, Alfred Ontsby, Robert R. Emmerson, Roderick McKay, Isaac M. McLean, George W. McQueen.

SECOND YEAR: Wm. R. Fraser, Fred S. K'Encroe, Albert E. Thomson.

FIRST YEAR: Chas. W. Blanchard, Alex. G. Cameron, Alfred Cruikman, Graham Cruikman, Harry S. Creighton, Johnson Davidson, Robert O. Day, Hugh R. Evans, Thomas Harrison, Wallace McDonald, Harry H. McIntosh, Daniel McKay, James A. Sedgewick, Wm. H. Spencer, James S. Trueman.

CLASS LISTS

(The names are arranged in the order of merit.)

LATIN

FOURTH YEAR—(Final Examination for Degree of B.A.)—Class 1 : J. L. George, G. W. Mason. Class 2: J. H. Cameron. *Passed*: Anderson Rogers, Jacob A. Odium, E. L. Newcombe, Alfred Wickens, James McKenzie.

THIRD YEAR—Class 1: Roderick McKay, G. W. Kirkpatrick. Class 2: James S. Helmer, Chas. L. Chretien. *Passed*: Scott S. Burritt, H. Chambers, Alfred Doyle.

SECOND YEAR—Class 1: Albert F. Thomson, Wm. E. Prince. *Passed*: Fred. S. Kinsman.

FIRST YEAR—Class 1: R. Drummond, David Kelley.

GREEK

FOURTH YEAR—(Final Examination for Degree of B.A.), Class 1: J. L. George, G. W. Mason. *Passed*: Ira F. McLean.

THIRD YEAR—Class 1: G. W. Mason. *Passed*: Scott S. Burritt.

SECOND YEAR—Class 1: Albert S. Thomson. Class 2: W. E. Prince. *Passed*: Fred. S. Kinsman.

FIRST YEAR—Class 1: James S. Helmer, Chas. L. Chretien.

PHYSICS

FOURTH YEAR—Class 1: J. H. Cameron. Class 2: E. L. Newcombe, Anderson Rogers, *equal*. *Passed*: Alf. Wickens, John A. Odium.

THIRD YEAR—Class 1: Rod. McKay. *Passed*: Scott S. Burritt.

MATHEMATICS

SECOND YEAR—Class 1: Wm. E. Prince. *Passed*: Albert F. Thomson, Fred. S. Kinsman.

FIRST YEAR—Class 1: R. Drummond, James S. Helmer.

ETHICS

FOURTH YEAR—Class 1: John H. Cameron.

METAPHYSICS AND AESTHETICS

THIRD YEAR—Class 1: Roderick McKay.

LOGIC AND PSYCHOLOGY

SECOND YEAR—Class 1: A. F. Thomson.

CHEMISTRY

THIRD YEAR—Class 1: Rod. McKay, J. Dickie.

SECOND YEAR—Class 1: G. A. McKnight, A. B. Thomson.

HISTORY

FOURTH YEAR—Class 1: John H. Cameron, Anderson Rogers.

ENGLISH LANGUAGE AND RHETORIC

FIRST YEAR—Class 1: James S. Thomson.

MODERN LANGUAGES

FRENCH

FOURTH YEAR—Class 1: George W. Mason.

GERMAN

FOURTH YEAR—Class 1: J. L. George.

General List of Honours, Medals, Scholarships, Special Prizes, &c., 1867–78.

B.A. HONOURS.

1873—MATHEMATICS AND PHYSICS: Second Rank, Alex. H. McKay.

GOVERNOR GENERAL'S MEDALS

PROFESSORS' SCHOLARSHIPS.

1871—I. William Brownrigg, Pictou Academy; 2. George McMillan, private study.
1872—I. Francis R. Dell, private study; 2. Fred. W. O'Brien, Pictou Academy.
1873—I. Jas. McLean, private study; 2. John Waddell, Pictou Academy.
1874—I. J. L. George, Pictou Academy; 2. John Stewart.
1875—I. Geo. W. McQueen, New Glasgow Academy; 2. Jesse M. McLean, private study.
1876—I. Howard Murray, New Glasgow Academy; 2. W. B. Fraser.
1877—I. Graham Creelman, Pictou Academy; 2 James S. Trueman, St. John Grammar School.

GRANT PRIZE

For Essays—1866. Joseph M. Oxner. 1867, Aubrey Lippincott. 1868, Arthur P. Silver. 1869, Herbert A. Bayne. 1870, Hugh M. Scott. 1871, Duncan C. Fraser. 1872, Alex. H. McKay.

THE YOUNG PRIZES

General Prize, voted by Students. 1867. 1. John Gow, 2nd and 4th years; 2. Alex. G. McKenzie, 1st and 2nd years. 1868. 1. George Murray, 3rd and 4th years; 2. Wentworth Roscoe, 1st and 2nd years. 1869. 1. John J. McKenzie, 3rd and 4th years; 2. Elbridge Logan, 1st and 2nd years. 1870. For Essay, Wilfred M. Cushman; For Elocution, Duncan Fraser. 1871. For Essay, James G. Schurman; For Elocution, Robert G. Sinclair. 1872. For Essay, Ephraim Scott; For Elocution, Fred. W. Archibald. 1873. Rutherford A. Logan. 1874. B. A. McCullough. 1875. Frank McS. Smith. 1876. Thomas Stewart. 1877. I. H. H. Whittier; 2 G. E. Lowden. 1878. I. James A. Sedgewick; 2. Duncan Cameron.

ROY PRIZES.

For Elocution, 1869. 1. Alex. G. Russell; 2. James G. McGregor. 1870. 1. Albert E. Quinn; 2. Wm. M. Reed.

NORTH BRITISH SOCIETY BURSARY.

1866. Hugh M. Scott. 1870. Ephraim Scott. 1872. James C. Herdman. 1874. James Moth. Stewart. 1876. John H. Cameron. 1878. Albert E. Thomson.

LAURIE PRIZE.

1871. Hugh M. Scott, B. A. 1872. Duncan C. Fraser. 1873. David F. Creelman. 1874. Archibald Gunn. 1875. Alex. McLeod. 1876. No competition. 1877. Reinsoud Logan.

S^C ANDREW'S PRIZE.

1871—For Classics—First Year, John W. McLeod.
1873—For Mathematics—Second Year, John W. McLeod.
1874—For Classics—Second Year, James McLean.
1875—For Classics—Second Year, James McLean.
1876—For Mathematics—Second Year, Albert E. Thomson.

ALUMNI PRIZES

1873—James Moth. Stewart. 1874—1. James McLean ; 2. John H. Sinclair.
1875—1. J. R. Cameron, private study ; 2. B. H. Humphrey, Halifax Grammar School. 1876—Third Year, John Waddell (who resigned in order to hold the Waverley Prize), J. B. Rankin. First Year, 1. Roderic McKay, private study. 1877—Third Year, 1. J. H. Cameron; 2. Edmund L. Newcombe. First Year, 1. Howard Murray; 2. W. B. Fraser. 1878—Third Year, 1. Roderick McKay; 2 J. K. McLean. First Year, 1. James S. Trueman; 2. Graham Creelman.

" UNKNOWN " PRIZE.

1875 : James McLean.

GRADUATES' PRIZE.

1876 : John Wilson McLeod. 1877 : Burgess McKittrick.

WAVERLEY PRIZE.

1873 : Wm. Hamilton, Wm. R. Ross, equal. 1874 : James Fitzpatrick. 1875 : James McLean. 1876 : John Waddell. Waverley Bursary, 1877 : Rod. McKay.

MELBOURNE PRIZES.

1873 : 1. John W. McLeod; 2. James Rod. Stewart. 1876 : George W. McQueen.

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

GRADUATES.

MASTERS OF ARTS.

1879.
Chase, Jos. Henry, Cornwallis.

1881.
McMorgan, Samuel
McDonald, John H., Scotville.

1884.
Cameron, J. J. Georgetown, P. E. I.
Carr, Arthur C., St. Edward's, P. E. I.
Smith, David R., Truro.

1882.
Attwood, Joseph, Pictou.
Bayne, Herbert A., Ph. D., Pictou.
Forrest, James, Halifax.
McKenzie, John J., Ph. D., Pictou.

1884.
McMorgan, Jno. G., D. D., Halifax.

1883.
McKenzie, Hugh, Earltown.
Scott, Ephraim, Douglas, Onr.

1876.
Allan, John M., Newfoundland

1878.
Archibald, W. P., Cavendish, P. E. I.
Herdman, Jas. C., B. D., Edin.,
Campbelton, N. B.
Jordan, Louis B., Halifax.
McLeod, Alexander, Onslow.
Trueman, Arthur T., St. John, N. B.

DOCTORS OF MEDICINE AND MASTERS OF SURGERY.

1872.
DeWolfe, Geo. H. B., Dartm'th, N.S.
Hiltz, Chas. W., Helderleton. Annap.
McMillan, Finlay, Pictou Co.
McRae, William, Eastwood, G. B.
Sutherland, Roderick, River John, Pictou.

1873.
Cox, Robinson, Stewiacke.
Bethune, J. L.
Lindsay, A. W. H., Halifax.
Muir, W. S., Truro.
Casimir, Rosser, Antrbat.

1874.
Campbell, Don. A., Truro.
Chisholm, Donald, Longpoint.
Moore, Edward, Londonderry.

BACHELORS OF ARTS.

1865.
Chase, J. Henry, Cornwallis.
Shaw, Robert, New York, P.E.I.

1867.
Burgess, Joshua C., Cornwallis.
Cameron, J. J., Georgetown, P.E.I.
Lippincott, Sydney, New Glasgow.
McDonald, John H., Cornwallis.
McNaughton, Samuel, Pictou.
Ross, Alex'r, Roger's Hill, Pictou.
Sedgewick, Rob't, Mid. Musquodoboit.
Smith, David H., Truro.
Smith, Edwin, Truro.

1868.
Carr, Arthur J., St. Edward's, P.E.I.
Christie, Thomas A., Yarmouth.
Creighton, James G. A., Halifax.
Forrest, James, Halifax.
McKay, Kenneth, Hardwood Hill, Pictou.
Simpson, Isaac, Merigomish, Pictou.

1869.
Annand, Jos., Gay's River, Hants.
Bayne, Herbert S., ...
McRae, Alex. D., Roger's Hill, Pictou.
McKenzie, ..., Green Hill, Pictou.
Sutherland, John H., West River, ...

1870.
Lindsay, Andrew W. H., Halifax.
Scott, Hugh R., Sherbrooke.
Thorburn, Walter M., Bermuda.
Wallace, John, Hollamanside.

1871.
Byers, Ernest S., Pictou.
McGregor, James G., ...
Russell, Alex. H., Truro.

1872.
Archibald, Wm. P., Halifax.
Bruce, Wm. T., Mid. Musquodoboit.
Carmichael, Jas., Jr. Musquodoboit.
Fraser, James C., New Glasgow.
Jones, Alma, East River, St. Mary's.
McKinnon, Hugh, Earltown.
Pollok, Wm., Bridgewater.
Scott, Ephraim, Douglas, Ont.
Tennant, Arthur T., Point Calluda, N.B.

1873.
Allen, John M., Newfoundland.
Bayne, Chas. W., McKenzie, ...
Creamer, Wm., Rockwell's River, ...
Crothers, D. F., Shubenacadie.
Duff, Russell, Amesbury.

Hunter, John, New Glasgow.
Logan, Melville, Halifax.
McDonald, Chas. D., Pictou.
McKay, Alex. E., Belleisle, Pictou.
McLeod, James J., Tatamagouche.
Robinson, J. Milton, ..., N.B.
Ross, Wm., Gen. River, Pictou.

Powell, Walter S., Halifax.
Geary, D. Stiles, Dartmouth.
Hardman, James C., Pictou.
McLeod, Duncan, ...
Middleton, ...
Rettinger, Daniel, Inverness, C.B.
McLeod, Dan'l, Strathalbyn, P.E.I.
Uniacke, James McC., ...

Graduates are requested to notify the Principal or Secretary of Senate of any changes of address.

UNDERGRADUATES.

FOURTH YEAR.

Bremner, William, Pictou.
Baker, J. E., Up. Stewiacke.
Cameron, Chas. D., Ruddock, C.B.
Chambers, F., Truro.
Dickie, Alfred, Stewiacke.
Emmerson, H. R. J., Halifax.
McKay, Dan'l, Mill Brook, Pictou.
McLean, A. M., Salford, P.E.I.
McIntyre, George Wm., Netherlands River, Pictou.

Nelson, James F., Belfast, P.E.I.
Sutherland, B. A., Dartmouth.
Ross, Robert D., East River, Pictou.
Thomson, Alex'r R., Halifax.

FIRST YEAR.

* Blanchard, C. W., Truro.
Cameron, Al. G., Newtown, Guysboro'.
Cooley, Alfred, Halifax.
Crichton, Graham, Up'r Stewiacke.
Creighton, Harry S., Dartmouth.
Davidson, James, Halifax.
Day, Robert G., Sheffield, N.B.
† Forrest, Hugh R., Dartmouth.
Harrison, Thomas, Sheffield, N.B.
Hockin, J. Henry, Pictou.
Holmes, Simon H., Springville.
McIntosh, ...
McKay, Daniel, Carriboo River, Pictou.
Sedgewick, James A., Musquodoboit.
Spencer, Wm. R., Great Village.
Thompson, John A., Carriboo, St. John, N.B.

*Matriculated in the University of Halifax.
†Matriculated, but did not attend all the classes.

GENERAL STUDENTS.

FOURTH YEAR OF ATTENDANCE.

NAME	RESIDENCE	CLASSES ATTENDED
McMillan, Angus...	St. Ann's C.B.	Latin, Ethics, History, Jordan.
Theron, Edward...	Cornwallis...	Ethics.

THIRD YEAR

Campbell, Malcom...	Class Bay, C.B. ...	Classics, Ethics, Metaph.
Kennedy, W. T.	East River, Pictou	Classics.
Lemon, Hasish...	Halifax	

SECOND YEAR

Archibald, Wm. H.	Halifax	Class., Logic, Chemistry
Crawford, Ernest M.	Halifax	Classics, Math., Rhetoric
Croton, John...	Dartmouth	Class., Math, Log., Chem.
Fitzpatrick, John H...	Roger's Hill, Pictou	Metaphysics, Ethics.
Gilpin, Edwin C. J.	Halifax	Analytical Chemistry.
Jack, Clifford...	Halifax	Botany.
Johnson, Arch'd. B...	Sutherland's River, P...	Classics.
Keith, Seymour...	Sullivan...	Mathematics, Logic.
McDonald, J. W...	East River, Pictou	Classics, Math., Eth.
McKay, Roderick...	Dechmid...	Chemistry, Botany.

NAME.	RESIDENCE.	CLASSES ATTENDED.
McKenzie, John	Roxburghe	Classics, Math. Rhet.
McInnes, G. D	Georgetown, P. E. I.	Classics, Logic, Chem.
McLeod, Alex. R	Strathalbyn	" "
McMillan, Duncan	Ainslie	" "
Munro, Wm. P	Valleyfield, P. E. I.	Classics.
Pattent, Charles E	Halifax	Chemistry.
Stevens, Wm. H	Dartmouth	

FIRST YEAR.

Aitkins, C. C	Lunenburg	Chemistry.
Andrews, Alfred	Wilmot	"
Angus, Alexander C	Cumberland	"
Bell, Hon. H	Halifax	Botany.
Cameron, Allan	Antigonishe	Chemistry.
Cameron, Duncan	East River, St. Mary's	Classics, Math. Rhet.
Chip, Henry	Halifax	Chemistry, Pract. Chem.
Campbell, George K	Truro	Math., Rhet., Chemistry
Capewell, Alfred B	Halifax	Chemistry.
DeMill, Wm. B	Halifax	Classics, Math. Rhet.
Fraser, William J	Shewtowose	
Gillies, Ewen	Scotland	Logic, Metaphysics.
Gisborne, Hartley	Sherbrooke	Chemistry.
Henry, William Alex	Halifax	Classics, Mathematics.
Laudella, Robert	Halifax	Classics, Math. Rhet.
Langnill, Paul J	River John, Pictou	" " "
Lord, Bazabadi	Tryon, P. E. I	" " "
Magee, Havelock B	Fort Williams, Kings	" " "
McDonald, John A	Hopewell, Pictou	Logic, Metaphysics.
McKean, Arthur R. H	Cornwallis	Classics, Mathematics.
McKittrick, J. N	Halifax	Chemistry.
McLaren, Robert	Halton	"
McLean, John W	Broad Cove, C. B	"
McPhee, John P	East River, Pictou	Classics, Math. Rhet.
Moore, W. B	Kentville	Chemistry.
Munro, Hector R	Valleyfield, P. E. I	Classics
Ostrum, Joseph D	Halifax	Botany.
Reardon, Thomas	Halifax	Chemistry, Pract. Chem.
Reid, James W	Musquodoboit	"
Taylor, Rupert	Halifax	"
Thomson, L. Wellesley	Omagh, Ireland	"
Walsh, Thomas W	Halifax	"

Undergraduates.................................... 25

General Students.................................. 34

Total number of Students.......................... 59

DALHOUSIE COLLEGE AND UNIVERSITY.

HALIFAX.

SESSIONAL EXAMINATIONS, 1876.

WEDNESDAY, APRIL 10.—9 A. M. TO 1 P. M.

FIRST YEAR.

LATIN.—CICERO: DE SENECTUTE.

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

I.

1. Translate:

(a) Sed de ceteris et diximus multa et saepe dicemus : hunc librum de senectute ad te misimus. Omnem autem sermonem tribuimus non Tithono, ut Aristo Chius, parum enim esset auctoritas in fabula, sed M. Catoni seni, quo majorem auctoritatem haberet oratio. Apud quem Laelium et Scipionem facimus admirantes quod is tam facile senectutem ferat, iisque eum respondentem. Qui si eruditius videbitur disputare quam consuevit ipse in suis libris, attribuito litteris Graecis quarum constat eum perstudiosum fuisse in senectute. Sed quid opus est plura ?

(b) "Quod quo magis intelligi posset, fingere animo jubebat tanta incitatam aliquem voluptate corporis quanta percipi posset maxima : nemini censebat fore dubium quin tandem, dum ita gauderet, nihil agitare mente, nihil ratione, nihil cogitatione consequi posset. Quocirca nihil esse tam detestabile tamque pestiferum quam voluptatem : si quidem ea, quum major esset atque longinquior, omne animi lumen exstingueret." Haec eum C. Pontio Samnite, patre ejus a quo Caudino proelio Sp. Postumius, T. Veturius consules superati sunt, locutum Archytam Nearchus Tarentinus, hospes noster, qui in amicitia populi Romani permanserat, se a majoribus suis accepisse diebat, quum quidem ei sermoni interfuisset Plato Atheniensis, quem Tarentum venisse L. Camillo, Appio Claudio consulibus reperio.

(c) Unius vero quae secundum naturam fiant, sunt habenda in bonis. Quid est autem tam secundum naturam quam senibus emori ? quod idem contingit adolescentibus adversante et repugnante natura. Itaque adolescentes mori sic mihi videntur, ut quum aquae multitudine vis flammae opprimitur : senes autem sicut sua sponte, nulla adhibita vi consumptus ignis exstinguitur : et quasi poma ex arboribus, si cruda sunt, vi evelluntur ; si matura et cocta, decidunt : sic vitam adolescentibus vis aufert senibus maturitas : quae quidem mihi tam jucunda est, ut, quo propius ad mortem accedam, quasi terram videre videar atlongamdique in portum ex longa navigatione esse venturus.

2. Write biographical notes on (a) "M. Catoni," (b) "Scipionem," (c) "Plato."

3. "C. Pontio Samnite, patre ejus a quo.....superati sunt." give the date and details of this defeat. How does Livy's narrative differ from this account ?

4. (a) "Hunc librum d. s. ad te misimus :" mention the date when it was written and to whom it was sent.

(b) "Apud quem L. et Sc. facimus admirantes.....iisque eum respondentem." To what date is this imaginary meeting assigned ? How is this known ?

5. Give briefly the substance of Cato's answers to the usual charges against old age.

II.

1. Write out the principal and subordinate sentences of the last sentence of extract b, and show how they are connected.

2. (a) Decline in combination—hospes noster, id sermoni, litteris Graecis.

(b) Note peculiarities of declension of : soni, plura, nemini, aliquem, Samnite, vis, sponte.

3. Parse, giving chief parts : respondentem, attribuito,—fingere, exstaleret, gauderet, reperio,—adversante, decidunt, aufert, accedam.

4. Form (a) 3 pl. of the fut. indic. and pres. subj. act. of : eo, nolo, possum, fero, video.

(b) 3 sing. of the pres. indic. and imp. subj. pass. of : facio, confido, fero, aleo.

5. What adjectives are followed by (e) the genitive, (b) the dative, (c) the genitive or ablative ? Give one example of each construction.

6. Write in Latin : In Scoue, in Carthage, in the middle of the city ; to the city of Rome, to my house, to Carthage ; in spring, in the previous year, three times a year.

7. Distinguish the meanings of the dative and the accusative with : propitiore, consulere, caveo, convenire, moderor.

8. Translate into Latin :

Caesar was appointed Consul by the people of Rome.
What difference does it make to you ?
Caesar sends his soldiers across the river by means of these ships.
The General asked me first my opinion.
He says that the Judges do not care a jot for the state.

DALHOUSIE COLLEGE AND UNIVERSITY.

HALIFAX.

WEDNESDAY, APRIL 10.—AFTERNOON, 3 TO 5.30.

FIRST YEAR.

LATIN.—CICERO: FIRST PHILIPPIC.

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

For Candidates seeking a place in the First or Second Class.

1. Translate:

(a) Quid tandem erat caussae cur in senatum hesterno die tam acerbe cogerer? Solusne aberam, an non saepe minus frequentes fuistis? an ea res agebatur ut etiam aegrotos deferri oporteret? Hannibal, credo, erat ad portas, aut de Pyrrhi pace agebatur, ad quam caussam etiam Appium illum et caecum et senem filiorum esse memoriae proditum est. De supplicationibus referebatur, quo in genere senatores deesse non solent. Coguntur enim non hypothecis, sed eorum de quorum honore agitur gratia; quod idem fit quum de triumpho referitur. Ita sine cura omnino sunt ut paene liberum sit senatori non adesse. Qui quum mihi mos notus esset, quumque e via languens et riolente desiderarem, misi pro amicitia qui hoc ad diceret. At ille vobis audientibus cum fabris se domum meam venturum esse dixit. Nimis iracunde hoc quidem et valde intemperanter. Cujus enim maleficii tanta ista est, ut diceret in hoc ordine audente se publica aut publicum sentur publice ex senatu sententia aedificatum domum? Quia autem unquam tanto damno senatorem coegit, aut quid est ultra pignus aut multam? Quod si scisset quam sententiam dicturus essem, remisisset aliquid profecto de severitate cogendi.

(b) Irasci quidem vos mihi, Dolabella, pro re publica dicenti non oporthint. Quamquam te quidem id factarum non arbitror—novi enim facilitatem tuam—collegam tuum audio in hac sua fortuna, quae bona ipsi videtur—mihi, ne gratius epipipsum dicam, avorum et avunculum aut consolatum et imicatorem; heminesbue videretur;—sed cum imcolumbi habio esse furtem. Video enim quam sit odiosum habere eundem eundem et avsuncam, quam intra promentia gladiorum sit impunitas; sed proponam juo, ut opinor, aequum, quod M. Antonium non arbitror regellisturam. Ego si quid in vitam quo ait in more cum contumelia dicere, quo minus mihi inimicissimus eh non recuabo; sin consuetudinem meam, quam in ea publica semper habui, tenuero, id est, si liber quae sententia de re publica dixero, primum ne, deinde, si hoc me impetro, peto ut de me impetro, primum quam ne sit iracunde accipiatis. Arnim utatur, si ita necesse est, ut dicit, sui defendendi caussa; iis qui pro re publica quae ipsis visa erunt dicerint ista arma os succeant.

2. Write notes on: (a) Hannibal erat ad portas.
(b) de pace Pyrrhi agebatur ad quam caussam etiam Appium....
(c) de supplicationibus.
(d) Rabulus Sextilius.
(e) Ex legibus Alaudarum.

3. Under what *rule* do the moods of the following verbs come which are found in the passages for translation : *Cogerer*, *oporteret*, *referitur*, *sit*, *esset*—*videretur*, *utatur*.

4. Write in Latin: On the 10th of April, A. D., 1878; $\frac{1}{2}$, $\frac{3}{4}$, $\frac{4}{5}$.

5. What nouns of the 3 decl are feminine ? What parts of the body are expressed by the p neal only ?

6. Name the *latus* participles act, that are not formed from the supine.

FIRST YEAR.

GREEK:—XENOPHON: CYROPÆDIA, BOOK III.

Professor J. Johnson, M.A., ... Examiner.

Translate the following passages:—

(A) Ἀλλὰ μέντοι, ἔφη ὁ Τιγράνης, μεγάλη γ᾽ ἦν ζημία, εἰ τοὺς πολιτικῶ ἐπταικότας τότε ὑπότε σε πλείστων ἄξιοι εἶεν κακτήρθαι. Πῶς δ᾽ εἰ, ἔφη ὁ Κῦρε, τότε πλείστου ἄξια γίγνεται ἀνθρώπων ἀντὰ ἀθασόντα αἰσκνοντι· Κῦρε μὲν, σώφρονα γίγνεσθαι. δοκεῖ γὰρ μοι, ὦ Κῦρε, οὕτως ἔχειν, ὥστε μὴ σωφροσύνης ἀλλ᾽ ἄλλης ἀρετῆς οὐδὲν δρελας εἶναι· τί γὰρ ἄν, ἔφη, χρήσαιτ᾽ ἄν τις ἰσχυρῷ ἦ ἀνδρείῳ σώφρονι· τί δ᾽ ἱππικῷ, τί δὲ πλουσίῳ, τί δὲ δυνάστῃ ἐν πόλει, οὗ δὲ σωφροσύνης καὶ φίλος τίς, χρήσιμος καὶ θεράπων ἀγαθός. Τοῦτ᾽ οὖν, ἔφη, λέγεις ὡς καὶ ὁ σὸς πατὴρ ἐντεῦθεν τῇ αὐτῇ ἡμέρᾳ ἐξ ἄφρονος σώφρων γέγονεν· Πάνυ μὲν οὖν, ἔφη. Πάθημα ἄρα τὴν σοφίαν σὺ λέγεις εἶναι τὴν σωφροσύνην, ὥσπερ λύπην, οὐ μάθημα· οὐ γὰρ δὴ ἔστιν, εἴ γε φρόνιμος δι᾽ γενέσθαι τὸν μέλλοντα σώφρονα ἔσεσθαι, παραχρῆμα ἐξ ἄφρονος σώφρω ἂν γέγονεν.

(B) Ἐπεὶ δὲ εἰς τὸν Κῦρον, ἔλεγεν, ὦ Κῦρε, ὡς ὀλίγα ἀναίμωσα προσφερόμενα πολλὰ τοῦ μέλλοντος πολλὰ ἐπιχειροῦσι πράττειν. νῦν γὰρ δὴ καὶ ἐγὼ ἐλευθερίαν μὲν παχυχίσθω ἐπιστάσαι δοκῶν ὡς οὐδενότερον ἐγενόμην· ἐπεὶ δ᾽ ἐάλωκεν, σαφῶς ἐπειλάσθαι νομίσαντας τῶν ἐπιχειρούντων πεπολισθαι δὲ ἐκδεύσαντα. σὺ γὰρ ἀσθενάσαντα ἐσοίωντα πολλὰ καὶ ὑμᾶς σωσάντας, τὸ ἱερὰ ταύτης ἔχοντος ὥσπερ ἐγὼ γὲ φήμην. καὶ τέκνα ἐπιστω ἴσχω, ὦ Κῦρε, ὅτι πρὸς ἄστε ἀπελθόντα Καλλανίκῳ ἀπὸ τῶν τοῦ δᾶμος πολιτευόντω δι᾽ ἔλπιζα χρήματα δ᾽ ἐὰν ἔχῃς τίνος ἄξια· καὶ ὁ ἀναχωρὰ σωφροσύ ἀγαθὰ ὑμᾶς ἐν ἐλαμβάνεις τὰ χρήματα, ἀναχωρήσαντα εἰς ἄστε καὶ προσφερόμενο· ῥαδίως οὐκ ἀπολαβεῖν ἀπολαμβάνειν, ἀς ῥᾴδιος γε, εἰ μὴ κακῶς ἔπασε, ἀπ...γνωύαι· ὡς τοι εἰ ἀπολαβόντι· ὁ μὲν "Αρμένιος τοιαῦτ᾽ ἔλεξεν.

II.

1. Contract three vowels, uniting examples to the contracted forms:
   α, εε, οη, αε, οοι, εοι, αι, εα, οο, εο, αα, οε, οα.

2. Decline in combination:
   ὁ οἷος ταύτης· τὰς θαρσόνας· ἄλλος χάριτας.

3. Write (a) the acc. and voc. sing. and dat. pl. of :—

πούς, γυνή, ἀνήρ, θρίξ, σίσυρα;

(b) the dat. sing. and gen. pl. (in all genders) of :—

σαυτός, ὅστις, σέτος, σύ, οὗτος.

4. What forms in the other degrees of comparison correspond in gender, number and case, or otherwise to

πλείστου, ἰσχύων, ἀμείνους, μεγάλα, πλεῖς, καλοί, μείων, χείρους, φίλος, πέμπτοι.

5. Form (a) the 2 pl. impf. indic. act. of ἔχω, οἰκέω, παλαίω;

(b) the 3 pl. 2 aor. ind. mid. of στέλλω, ἀναβαίνω, στρατεύομαι;

(c) the perf. inf. pass. of μύω, τρέπω, ἀποβλέπω, δίδωμι.

6. Parse the following verbal forms, which occur in the extracts, and write their chief parts in use, (pres. fut., first or second aor. perf. pass., and first aor. pass.) :—

ἐνεῖ, αἶμα, εἶδε, εἴληφεν, ἀπολελάκασι, καταφρόνει, ἐπίστω, ἠνείλατο, ἀπεστάλκατον, ὑπάρχει.

7. Account for these cases in extract. A. :—πλείστων; τί (ῥᾳ ἐν ἔση) πάθημα; (ext. B.) ὑσθλας ; ὦν (ὦν νῦν ἔχεις) ; ἃ (ἐπειχαοῦ ποιήσαι) ἀγαθὰ ἡμᾶς.

III.

(For candidates wishing a place in the First or Second Class.)

3 P.M. TO 5.30 P.M.

I. Translate :—

Ἡλίου δὲ προσιόντος Ἕλληνα οὐδὲν δἰχ' ἔμεινεν οὐδὲ ἀπήχρατο, τότε δὴ ὁ Κῦρος λέγει, Ὦ Κυσήφον, ὥρα δὴ ἀπιαντόν καὶ μήτε τοῖς σωζομένους δοκεῖν μήτε τοῖς ἁμαρτίμασι φαιβαμένους μή' Κυσήφοη, οὔτω δὴ συντεταγμένοι τροφίσων τοσαῦτον καθ' ἡμέραν δσον Ἱδιας αὐτοῖς καλῶς ἔγηα. καὶ διέκυνε μὲν διὰ παντὸ φός ἐπιστάτα, περὶ δὲ οὐκτω οἱ δ᾽ ὅπερα τῦ στρατιωτίδηι· ἐστρατεύον μέντοι τὰ στρατευτίσοι ἱκαω, ὅπως ἐχι ἐν οἱ τιντ σκοτός προσιόντοι διὰ τὰ πιλη, μὴ ἱχρύστῳ ᾗ ὑπὸ τῶν προσιόντων. πολλάκις δὲ καὶ διενθάν τοὔ στρατοπέδου ἐπιμελῆσαν ἀκίτης ἵνανα τὸν στρατιτῶντα. ἔστ' ὄσπερ δὲν καὶ κατὰναντοι ἰαλοντίσαι ὡς γὰ προσβολάς αὐτὸι, δεῖ τὸ ἀπιατῶντα τὰ σινῷ ἔπει ἐτι τρόπα τοῦ στρατιωτίδηιν ἀάγειαν εἶναι.

2. What must have been earlier forms of the last syllables of the following words? State the reasons in each case :—

μέλι, γένοι, Ἕλλησι, εἷς, βασιλεῖ; ἔτεστε, τρέπω, τυπτέσθω, δέξ, ὅπ.

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3. Decline with accents :—

πούς, πανός, ἀθλς, ὁ θυγάτηρ.

4. What masculine nouns have also a neuter form of the plural?

5. (a) What compound verbs augment both preposition and verb?

(b) What verbs in –ω have a short penult in the future?

6. Accentuate and parse, (giving chief parts) :—

ἄρλετε, ἐστρατεύοντο, πυμίστω, ἄφετε, ὑπεσχοῦσα, ἐτιμαλῆι, ἰδίσασι.

7. Write in Latin :—

(a) δἰχ' ἐμέχαν οὐδὲν ἀπέχρατο.

(b) ὅπως ὅσον ἔσι οὐκ ἀπαστιο μαχμιάισθα.

(c) καθ' ὁμέραν · σίτωσιν.

$x^{12}y^4 = 97$

$uy = b$

$x^2 y^2 = 36$ $\frac{13}{3}$

$2 x y^2 = 72$ $\frac{5}{2}$ 49

$x^4 + 2 x^2 y^2 + y^4 = 169$

$x^2 + y^2 = 13$

$x^2 + 2 x y + y^2 = 25 -$

$2 x y = 5$

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

$x - y = 1$

$x y = 1$

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

FIRST YEAR.

MATHEMATICS.—ARITHMETIC AND ALGEBRA.

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

1. A cistern that could be filled by a tap A in ten hours, and emptied by a tap B in 6 hours, is just half full. Both taps are opened; find in what time it will be filled or emptied.

2. Given a vulgar fraction in its lowest terms. You can find at once whether the equivalent decimal fraction is terminate or interminate. Give examples.

3. Write the quotients of $\frac{x^2 + y^2}{x + y}$, $\frac{64 - x^6}{2 - x}$, $\frac{x^6 - 15}{x^4 - 15}$.

4. If $a : b :: c : d$, prove $a + b : a - b :: c + d : c - d$; also, that $ma = ab$, greater or less, according as $ma = ad$, greater or less.

5. Divide $\frac{x^4 + y^4}{x^2 - y^2}$ by $\frac{x^3 - y^3 + y^2}{x - y}$, and expand $(2x - x)^2$.

6. Reduce to lowest terms $\frac{15x^3 + 15x^2 + 2x + 7}{27x^4 + 63x^3 - 15x^2 - 28}$, and extract the square root of $47 - 11\sqrt{6}$.

7. Solve the equations $\begin{array}{l} y(9+x) = x(7+y) \\ 4x+1-5y-14 \end{array}$ and $\frac{1}{x} = x + \frac{x}{x}$.

8. Solve the equation $x^2 - 3x + \frac{1}{2}\sqrt{x^2 + 2x + 5} = 11$; Given also that $x^2 + y^2 = 97$, and $xy = 6$; to find x and y.

9. A farmer bought a number of shirts for $\$848$; but 8 of them having been stolen, he found that, not to lose money by the transaction, he must sell the remainder at $\$2$ each of advance on cost price. How many did he buy?

10. Accepting the usual notation, sum an Arithmetical Progression of n terms. Shew also that the sums of terms equidistant from the extremes are the same.

11. Find the Harmonic mean between a and b; and shew that the Harmonic division of a line, as defined in Geometry, corresponds to the Algebraic definition of the H. P. a, b, c.

12. If the nth term of an Infinite Geometrical series $(r < 1)$ is to the sum of all that follow it as $n : 1$; shew that $r = \frac{1}{n+1}$.

13. Given $7x - by = 41$: find the general solutions, which are positive and integral.

14. $x^2 + px + q = 0$. Form the equation whose roots are the square of the sum and the square of the difference of the roots of this equation.

DALHOUSIE COLLEGE AND UNIVERSITY.

HALIFAX.

SESSIONAL EXAMINATIONS, 1878.

TUESDAY, APRIL 16.—9 A. M. TO 1 P. M.

FIRST YEAR.

RHETORIC.

PROFESSOR DeMILL, M.A.......................EXAMINER.

1. Give the percentage of words of Anglo-Saxon origin in different departments of literature. Show generally the nature of words of Anglo-Saxon origin, as compared with that of words derived from the Latin.

2. Explain what is meant by parallax in attributive terms. Define and illustrate the following—impropriety, vagueness, tautology, circumlocution, verbosity.

3. What is the general rule for the arrangement of words in a sentence? Show how unity may be best observed.

4. Explain the following terms and show their relation respectively to perspicuity,—condensation, difluseness, repetition, digression. Mention certain cases in which perspicuity is best aimed at.

5. Enumerate the figures of interrogation, and give an example of each. Define and illustrate the elliptical figure.

6. Explain the following terms applied to style—polysyndeton, illustration suggestive, classical. What is the difference between sophony and elegance?

7. Show the chief modes by which connectives are varied in English sentences. What is the difference between the formal, and the elegant transition?

8. Enumerate the leading departments of literature, and give a definition of each. Explain the various aims of the writer.

9. Give a brief statement of Mill's four experimental methods of enquiry. Explain the following kinds of argument:—narrative, illustrative, exemplicative.

10. Explain what is meant by the term aesthetics. What are the chief sources of the sublime.

DALHOUSIE COLLEGE AND UNIVERSITY.

HALIFAX.

SESSIONAL EXAMINATIONS, 1878.

TUESDAY, APRIL 16.—3 P. M. TO 6 P. M.

FIRST YEAR.

ANGLO-SAXON.

PROFESSOR DeMILL, M.A. .... *Examiner.*

1. Translate:—

The sea he þær þam slæpe, and eal þa þe he slæpende wræg, freora in gespyrede hærðe, and þonne wurdon sona mænig word in þam þæ genoh Godes wyrðine sanger ængebealde. Þus was he on morne in þam tungerefan, se þa his maðomum wæs, and his under bodde gife in acring, and he wæs on brunn to þære æðelhusum gesæde, and him þære cyðde and sægde. Þa her þco gemenske sealle þa gelandunun mon, and þa licræcas, and him andswarigon het cwgan þam swefn, and þær leoð sīgan, þænne sona bona þcere gesum wæm, þæast uðinlle brunum þær hoga þ[es]. Thus was hit wæron þam Drythin æðum heofenlīc gifa fægðm. Þæt utdres lichæ mod sæggon, þa rewrdad and gedene, hy wæron bealde in swefme, wæs þam he ymb sætu and in swinnenge heofenmegna þære gebreðsle. The þa he lucfde, þæt he him sæte mægn and in sweðaman cwom, and þa lucð so sona ongann, and þy heofene leoð þ[es] geleæged him sang and sprac þam his bebodæ wæs.

2. Parse ræa, eom, ealreg, sægde, andswarigon.

3. Give the modern English forms of the following words, and explain the nature of the euphonic changes that have taken place,—slæpe, mænig, gesæde, het, heofenlīc, mod, brunn, warried, ritusan.

4. Translate:—

Saten maðelode; sorglendo sprarc
æt ðe tolle floðli leodan wuolde
gyrum þæm grunde: wæs ser Gades nægel
læoð œ beodæ, ofh him hit hyge fæmpeon
and hit oðcmurra sulra swiðlðost,
þæst he in welde wæwale Dðlices
word wuolblas. Wael him on þæan
hyge þoh his breðan, þæt wæs him rææ
wæadbile wæn. Þa þæt wurð cwcaðli:
"Is me in mæorga sine ungeðe swiðle
þone aðhnon þæ wæ mæ cecaume;
þæsb wæ þæm þe þes stwunhðsfh ages na meoton,
welrðan cue: ferc. Næðlh he cluck ahn gofæn
þæt he in hnærðli helpðul þon to hrunne
loðe cluce: bæma. leoðo ewe bemæwe,
hæfdh hit geronod mid mon-cynne
to gnetiucum. Þfet mo is sorge nzaest
þæst Adam sceal, þe wæs of earðan gewuorht
mitne strougðum sīd beoalðas.

5. Explain the conversation of the above passage.

6. Parse sprarc, grunde, wuolde, word, saðten, mægnan.

7. Decline in combination se goda brūðe.

8. Write out the forms of be, beo, bīt.

9. Write out the forms of the Indicative Mood Active at the verb nīman.

10. Enumerate and explain the chief points of difference between Anglo-Saxon and Modern English.

THURSDAY, APRIL 25.—9 A.M. TO 1 P.M.

FIRST YEAR.

ENGLISH LANGUAGE.

Professor DeMill, M.A. .... *Examiner.*

1. Translate :—

King Harold gat glad years as Rosworth ates mete,
So that the cam a messager as he asáde fyrst,
and sede, that Dni Willam to Haslinge was icome,
and is hauor alde aterd and the contree al icome.
Harald anon, mid grete horne coragen yeon,
As he of comun ne eode thabutward come tte dene.
He ne let nyst cmpáis al te hise ac wilfozld he was,
and al far he the other batalle bito vel as enle cas.

- The-der Willam wuste that he was icome ne nen,
A mensek in sonle him in passage and dede as the slev;
That lond, that him was liyne, that he nende him vp-yelde
other come, and deonzal the ryste mid onezat in the welde.
Yif he nede, that he naelde nom ther icuren,
That nye the pypse inkinge of Rome he nolde it do
and he wolde therdo onode al withoute fyn,
Wor beon Edward hit him yal and where in alde therto ryzte.
Harald anon hi word vpon that the adde him take nohud,
Se as inkinge of Rome bat onend and ryst bond,
Tho the o-ter to myte he etterde is alde.
Conseileth and yehode hem betale wee ac alde.

2. Translate :—

That iclad o this wase the bene,
Til that come him Ierusalem;
Bac the that come ther ah neith,
The sere ilt led and ran erizrih,
Thore the might of Ioax Errglria,
For ifatiid wash he witheurre.
That wte theforgoylte the singes night
Bac woud bef tardea that that orgden
That telle thait gordyg in the tait,
And oplei ihm atter vp-and can;
Bat the baagssen o the rite.
Thogke forh quat this thing cald be ;
That seient pint that migbt, and tad
Saal " a bluidul cidld, par fai,
He aalbe king of binges alle.
To laad and hire we ad hau falte;
Sagh we au sorn that ledd se blidr,"
Thus thai gede ihain tagald,
and word came at Herel the kyng,
Thar ther was stelk kynpae cummen,
And le thai ten grontng hed smessen.

3. Show by the grammatical and orthographical forms of the above two passages, to which of the three English dialects they respectively belong.

4. Translate :—

Ich was a-bred of hire Face thanh heo fair weore
And said, " Merci, Ma dame What is this to meene?"
" This Tour & this Toft," quad heo, " truuthe is ther-Inne,
And wolde that ye weoryten as his owrd techeth ;
For he is Fader of Fei that formed ou alle
Bothe with Fel and with Face, and yaf ow five wittes,
Forte worschupen him therwith while ye beoth here.
And for he hibte its seothe in sesoun ov vchone
Of werlore, Of Wommen To lyhede ut neode,
In Mesurable Maner to maken ow at ese ;
And Comaundet ot his Curteisye In Comune three thinges ;
Heore neoms beth needful ase nempnen hem I thenke,
Ei Hele and is Reom Eisteren hem her-after.
That ot Clothing a rron Clothe ow to saze ;
And that other, Mete at Meol for neodie of dintelon ;
And drink whon thou drujyen but do his sut out of Reson,
That thou worchu the wors whon thou worche schuldest."

5. Give here in another classes corresponding to the following :—Ich, heo, wolde, techeth, worschupen, seton, maken, keam.

6. Explain the versification.

7. Translate :—

Now wolde oon man walter, as I gasse,
That I sholde tellen al the purvelance
That the emperor, of his gret noblesse,
Hath shapen for his doughter dame Constance.
Wel may men knowe that so gret ordinance
May no man tellen in a litel clause
As was arrayed for so heigh a cause.

Bisshopes ben shapen with hire for to wende,
Lordes, ladies, knyghtes of renoun,
And other folk ynou, this is the ende ;
And noeified is thurgh-out the toun
That euery wiybt, with gret deuocioun,
Shilde preyen crist that in this manage
Receyue te gree, and spede this viage.

The day is comen of hir departyng,
I say, the woful day fatal is come,
That ther may be no longer taryyng,
But forthward they ben browun, alle and some ;
Custance, that was with sorwe al ouercome,
Ful pale arist, and dresseth hir to wende ;
For wel she seeth ther is noon other ende.

8. Give examples of Southern dialectic forms, and also of words of foreign derivation, in the first stanza of the above passage.

9. Parse the following—ben, wende, preyen, spede, comen, taryyng, ben, arist.

10. Explain the various forms of words ending in "e" as used by Chaucer.

11. Write all the forms of Ic.

12. Were the Southern dialectic forms of the Active Voice of the verb inflected ?

13. Enumerate the gross groups of language and state to which one the English belongs.

14. Give dates of the following periods in the growth of the English language, and name the chief representatives of each period ; Anglo-Saxon, Semi-Saxon, Old English, Middle English.

15. Define and illustrate the following :—Syncope, Apharesis, Apocope, Elision, Prothesis, Epenthesis, Paragoge, Metathesis, Synaeresis, Dieresis.

SECOND YEAR.

LATIN.—LIVY: BOOK XXI.

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

I.

1. Translate:—

(a) Tum, quamquam fuga juris, qua inceris in majus vano ferri solent, praeceps res erat, tamen ex proximos vias montium stricctos, aliveque coelo prope inmiscitae, tecta informia imposita rupibus, pecora jumentaque torrida rigore, homines intonci et inculti, animalia inanimaque omnia rigentia gelu, aetra visu quam licta horrida terrorem renovarunt. Erigentibus in primos agmen clivos, apparuerunt eminentes insidentes tumulose montani; qui, si valles occultiores insedissent, coorti in pugnam repente, ingentem fugam stragemque dedissent. Hannibal consistere signa Jubet, Gallisque et Gallis loco praemissis, postquam coorserit manitum ca non esse, castra locat contra gium cavula praetsemjoo, cum extruriemus poteso valle locat. Tum per eosdem duios haud sane tedium fugas, montivagur abhorrente, quum se inmiscitisset collegulis montanorum, alioeus indidia tantum obsdori aditum, nocte in eas quemque claudo tecta, face prima animi tumulos ea, in aperto segve intudis quin per augustias faturas. Die deindo simulando aliud quam quod parabatur consumpto, quum modum quo consistebant loco natus communities atque primum degresso tumulo montano locatum est haud custadiae, pluribus ignibus quam pro numero manentium in speciem factis, impedimentisque cum equite relicto et maxima parte peditum, ipse cum expedito, acorrius guoque viro, raptim augustias evadit, iisque ipsis tumulis quos hostes tenuerant consedit.

(b) Friza Placentiam pervenes quam satis adco Hannibal ab Ticino proelecta : tumuo od excursio moustorem in clivetores ripa Padi, aegtitur rauns advecsus, subt. Transiie pantam non potuit, ob extrema recidun ameri, nota eam in securitam aequus inferre. Cochu auctor cst Magonen cum equitate et Hispanis peditibus fluones extemplo tralsusse, bvun Hannibalem per superiores Padi vada escortum traduxisse, elephantis in ordinem ad anteisundam impetum fluminis opposito. Es pernia vadis ejus vix fidem fecerit: nam cegne equites arma equisque adeo tantas vim fluminis rapaces susinuisse est, ut jam Hispanos omnes inflati trans-vaserint utres : et multum ab ea demum aircaitus Padi vada persaa fuerit, qua exercitus gravis impedimentis traduci posset. Potiores apud me auctores sunt, qui tribus vix horam rate jungendo flumini traruism tradunt; ea cum Magone equitum Hispanorum expedita praemissos.

II.

1. Nives, eaelo, nocte, loco, anguctias, igittbus, utres, ordinem: note peculiarites of gender or declension.

2. Account for the cases of: qua (incerta), loco, tumulis, Placentiam, anata, tumini.

3. Distinguish the meanings of: kie, iste, illo; ire Capuam, ire ad Capuam; duni sibi ut plaeam, duni sibi id placuisse; veror ut veniat, ne veniat; adco quasi te sois, adco quasi te edas; vellm ire, velem ire.

4. What is the Latin of: the house is building, is built, was built in the winter, has mow built ten years, was already built, had been built a long time before I came there.

5. How are the moods in *cavis* once changed in *c. culiquis?*

6. Turn this passage into the oppesite form of a report: Flagrent (Alpes) aliarum Pyrenaei jugis; nullum praebebant terram cultum contingere; . . Nos igns, concedente, quam plenis collibus clatior Alpss trans-gresosos : . . . Milii quidem armato quid incitus sea? . . . Capitas quem dam Gallos ea quae adiri posse Poenus coeperet.

7. How may a passive be expressed? Illustrate the different ways by translating, "he sent ambassadors to beg for peace."

8. Translate *inea Latis*:—

The whole army could have been distroyed if the cunquerors had followed the fugitives. Setting out on the following day he marched into the interior of Gaul, not because it was a more direct route to the Alps, but because he was unwilling to engage with the enemy. While these things were being transacted in Spain, C. Tuberius, who had been left at Marseilles, began to advance his fastening-screw towards the river.

III.

For Candidates seeking a place in the First or Second Class.

AFTERNOON, 3 TO 5.30

HORACE: ARS POETICA.

1. Translate (*a*) vss. 164—169 : (*b*) vss. 419—433.

2. Explain (*a*) Mare ceosi repere podem grandesque cothurni.
   (*b*) Nec sic mestum ut serptor cybiom alia.
   (*c*) Nec geminu beltum Trojanum orditur ab ovo.
   (*d*) nec quanra locpei pretium fiducem?

3.
   Ego cur acquirere paoca
   Si possum invideor, cum lingua Catonis ct fiami
   Sermonem patrium ditaverit?

Illustrate by example : acgrirere paoca ct possum.

4. Write in Latis :

His asguraeus to rule : waste it to drink ; he deserves to be loved ; wonderful to relate; he is too learned to make so many errors; say; take care not to believe him ; he promised to come ; he caused the river to be bridged.

5. Show by examples the use of *dum* and *qui*.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1878.

1. Translate—

(A) Οὐδὲ οἱ πάντων Σωκράτους αὐτὸν κατηγόρων καὶ δίκαιον αὐτὸν ἐγράψαντο οἷόν περ δοκοῦντα ζημιοῦσι, οὐδ' ἐγὼ περὶ τῆς πόλεως φάσκω ἐφηγὼν τὸν ἄλλων αἱ πλεῖστοι διαλέγετο ἑαυτὸν ἥπερ ἡ καλοκάγαθια ἵνα τῶν σοφιστῶν ἀληθῶς ἔφη καὶ τοὺτον ἀσέφνως ἔσπετο γιγνεῖται τῶν σοφιστῶν, ἀλλὰ καὶ τοῖς φρονιώμενος τὰ τοιαῦτα ἀφαιρούμενος ἐκελεύου, καὶ πράττων μὲν αὐτοὺς ἐκεῖνα τὰ πάντως τοὺς νομίζοντας ἱκανῶς ἔφη ἐκβαλλόντας εἰδέναι ἀρχήσεται ἐπὶ τὸ περὶ τῶν τοιούτων φρονήσει, ὁ τὰ μὲν ἀσέφαινα πρώττει, τὰ τοιαῦτα ὁ σωτελεῖς ἔχοντα τὰ πρασσόντα πράττειν.

(B) Οὐκ μὲν οὖν ἡ ἀνωστάτω ἐγχύους Κριτοβόλῳ Σωκράτη καὶ οὐκ εἶχεν περὶ ἐλλήνων εἰγεται. αἴρω δ' ἂν ἐγὼ μοιῶν μαθηῶν εἶναι τοσαῦτον περὶ τοῦ μὴ δρήσαντες. Κριτίας δὲ καὶ Ἀλκιβιάδης οὐκ ἐφέσαντος αὐτοῦ Σωκράτους ἐμίλησάτην δὲ χρόνον ὁμιλούσην αὐτῷ, ἀλλ' εὐθὺς ἐξ ἀρχῆς ὁρμήσαντα προεστάναι τῆς πόλεως. ἔτι γὰρ Σωκράτει συνῆσαν οὐδένα τοῖς ἄλλοις τινὲ μάλλον ἐπεχείρουν διαλέγεσθαι ἢ τοῖς μάλιστα πράττουσι τὰ πολιτικά. λέγεται γὰρ Ἀλκιβιάδης, πρὶν εἴκοσιν ἐτῶν εἶναι, Περικλεῖ ἐπιτρόπῳ μὲν ὄντι ἑαυτοῦ, προστάτῃ δὲ τῆς πόλεως, τοιάδε διαλεχθῆναι περὶ νόμων.

(C)   "Κάρνηρε, μή μοι ἔτ' ἐνθάδ' ὀδύρεο, μηδέ τοι οὗτος
        θυμαίνῃ· ἐπὴ γὰρ σ' ἄλλα πράξομεν ἀκτηθήρην.
        Ἀλλ' ἄγε δείπνου μακρὰ τιμῶν ἐρχθῷ χαλῷ,"
        Εἰπὼν σχεθίην· ἀνδρὶ ἰκανὴ οἵτινος ἔπ' αὐτῆς
        'Τηλ', ὡς σε αἶσχρα ἰστ' ἐμμελέα πάντος.
        Αὐτὰρ ἐγὼ οὗτοι καὶ ἄλλιμ καὶ οἶνον ἐρεθίνων
        'Ἐνθρῷ ἀκανωτοῦ, ὅ κέν του λαφόβ ὁρῆμος.
        Εἴπατα τ' ἑνφεῖσα· τούγάρ δὲ τὰ οἶγαν ἀπαυεῖν.
        'Ὡς κε μάλ' ἀσωρῆσς σίφρα παναλδία ῥεῖσιο λαοῖς,
        Αἴ κε δώῃ γ' ἐθέλωσι, τοὶ ὀέρρωται εἴρρθ ἐχτώσι,'
        Οἱ μὲν φηγῆρσαι εἶσι νωρμεῖ τε σφηνεῖ τε.''

Ὣς φάτο, δείσαντε δὲ πείθεσθην θεῖο᾽ Ὀδυσσῆος,
Καὶ μὲν φωτήσαν ἴσαν κτεράϊσμὸς προτηρύθω·
"Ἄλλῳ τι ὀΐ τίς, ὅσα, τότε μήδιος, ἐκῇ τὸ πτερήν,
"Η κε μάλιστα σφράξη παρίων μύρα ἵκωμεν θνλέησσιν·
Δεινῶν τ᾽ ἀργαλέων τε - τὸ δ᾽ εἰκ᾽ ἀπ᾽ ηὕς Ἴτως
Θαῦτερον πελάατου, ἀγαλλόμενοι λαῷ φέρας."

2 On what grounds are the Odyssey and the Iliad supposed by some to have not been written by the same author?

II.

1. What difficulty is found in the Syntax of the first sentence of extract (A)? How may it be avoided or explained?

2. Name the case and write (in all genders used) the nom. and gen. and sing. and fut. id. of each of the following:—
ἐρεβῶ, ὑτοδύτος, δην, ἵετω, ἰαότω, ὀλοέντα, μεστ...

3. Note peculiarities of declensions of: υἱε, Σιμοίς ̓ς, λαας, θεός.

4. Write the Attic forms of:—
ἤμεος, ἐσσὶ, ὅλε, ἐτράφησι, ὄλωστε; αι, πίσσηυς, ἰαρ[...], προβωνῶ, μέγαιρα.

5. Parse the following verbs, and give as many chief parts of them as are found, viz.: pres., fut., perf. 1 aor. and 2 aor. in the act. and perf., and 1 aor. in the pass. :—
τανύστε, δεῖσθαι, τετύχωσι, κατανλλάσετε, ἰσσάτω; ἀγοῖεν τρωπῶσθε, πέφανται, κάξετε, φνέμεν.

6. (a) Scan vss. 2, 9, 11, and account for quantity of final syllables, where necessary.
(b) What Latin words are of the same origin as:—
αἰόλος, πτέρης, ὕδωρ, οἴνος, ἔρεβος, ὄνομα, ἔγνωσε, μήγνυμι.

7. Explain the difference (in extract B) of:
(a) tenses in ὑπολοῖπον, ἐν χρόνῳ ὀλαίνωντος.
(b) negatives in τομιν οὐ οὐ ἀρξαμένου τ. ... ...
(c) cases in the contracted clauses οἱα ἀρξάμενος ᾶ. Σωκράτης ... οἷ ... ὑγιανεν.

8. Give the rules for the cases of:—
(Extract B) χρόνον; (προσιτασσε τὰς) πόλεας ; Σωκράτει ;
(Extract C) αἰεὶ· χαλεφῆ · γνώμη· ἐσθ · (φιλεῖ) τε.

9. Translate into Greek:—The orator spoke his speech well, but no one replied to him. This fear of their enemies was the beginning of evil to the Greeks. The long walls were built of stone. The gods neither eat bread nor drink wine. The general purchased several vessels at no great sum. In the reign of Cyrus the Persians advanced to a great pitch of power.

III.

(For Candidates seeking a place in the First or Second Class.)

1. Translate:—

Ἦσαν δὲ φίλων ὁ τ᾽ ἔλεος ἴσχεις, τυττὴν πλείων σφαλῆ πάντα· ἐπιμελητὴς, τι οὖρος εἰν ὁ τῇ τῷ ὡς τὸ μαχεσθῇς ἀκατηλείσῃ· σφαπίωστα ἀτ σημεϊα μὲ βρίσῃ ἐν ᾗ διώνιμ᾽ ἐπὶ τολντεκνᾶς ὠστεμ χερ' ὁ ἐστ᾽ ἐπικερνα εἰριον διήμενος. ἡ δὲ τοῖς βράτωος ἐπεσχμένοι ἀμφιστὰς χρόμενος ; ἔσσας, ὁ ̓ Αντρφῖ᾽ τὴν σλλομαρώστι κεἴσμῳ τρωφίνα τὸ νολατίνωσο σλτωι · ἐγὼ δὲ νανἴλμ τὸ μόνον τρόπολ δεσδω· εἴσασε· ἐν ᾧ τὰ ἐγχημῶτι φαλσιθων στοσθεῖ μὴ νὺ θεῖον κρατίσαντα, τὸ δ᾽ ἐς ἐλαχῖστον τῷ θείου, καὶ τὸ μὲν θεῖον κρατσετοι, τὸ δ᾽ ἐγγύατω τον θεον εγγύτάτω τοῦ κρατίστον.

Πᾶλσι δὲ τοτ᾽ ἔ ἀστωβά· ὁσολύβεσι τῷ Σωκράτη εἶτ, ὅ Σωκρατη, ἐγὼ τοὶ σέ θείων εἶν νομίζω, σφραῖσ ἀ᾽ ἐμὲ ἀπατᾶσθαι· αὐτὸ τοῦτο γὰρ τοῖ τ᾽ ἐθατμαξον αργηέμω πράτσις. αὐτοι τοῖ ὑ ̓γδίνωντ᾽ ᾦ σάλον ὁ ελλα τῆς ονσσίας ἀργυρίον διδομάκας λῆγοι. αὐτὸ μεν οὐθὲν δε μὴ τουτῶν ἑκαν τοῦ ἐσθ᾽ ὅπατε ὅ σόν τε θέον, σὺ τοῦ ὅλεν ἐς ἀργῆν ἔλεῖ, ἔστι εἰκ ἔπαιτεσοὶ ἐστὶ πλάστα, σοφὲ δὲ ὁλα δε, εφελίμα μὲ ἄξια ἐπιστάμενα.

2. (a) Explain clearly the syntax of the clause τὰ δ᾽ ἐς ἐλαχῖστον ἐγγύατω τοῦ θείου.
(b) Account for μή ἔσ in ἀδεεῖς ἂν ἐν ὁμοίω ἴσιμε
(c) explain τὸ ἐάμ ἐπιτίμιμτα : why μηδενὸς and not οὐδενὸς ?

3. (a) What are the special rules for the accentuation of the oblique cases of monosyllables of the third declension? Mention the exceptions.
(b) Distinguish εἰς, εἰς; ὥς τ, ἄ, ᾶ, ἄς, ᾶ; ᾖ, ᾖ; ἀλλά, ἄλλα; πῶς, πως, πτοῖμο, πτοῖμοι.

4. Write Epic forms (with accents) of:
βασιλεῖ, νεων, ὔτοι, σου, σὲ, νσοι, ἐσδια, οἴους.

5. What verbs with Epic inflexional tense have you met in the fifth book of the Odyssey ?

6. Form appropriate sentences (properly accentuated) to show the cases governed by : ἐπιθυμῶ, κέχρωμαι, μέτωγα, ἱμαρθω, πρέτει, διδάσκω.

DALHOUSIE COLLEGE AND UNIVERSITY.

HALIFAX.

SESSIONAL EXAMINATIONS, 1878.

MONDAY, APRIL 25.—9 A. M.

SECOND YEAR.

MATHEMATICS.—EUCLID, BOOK VI : CONIC SECTIONS, THE PARABOLA :
MENSURATION.

C. MACDONALD M A .... *Examiner.*

1. Find a mean proportional between two given lines.

2. Define "duplicate ratio," and illustrate it by lines. Prove also that similar triangles are to one another in the duplicate ratio of their homologous sides.

3. Enunciate and prove that proposition of the Sixth Book of which the 47th of the First Book is a particular case.

4. If a perpendicular be let fall from the vertical angle of a triangle on the base, it shall be a fourth proportional to the diameter of the circumscribing circle of the triangle and the sides containing the vertical angle.

5. Prove that in the Parabola the subnormal is equal to twice the abscissa, and the subnormal equal to twice the focal distance.

6. Prove by the direct method of the Sixth Book, that if chords of a circle cut each other, either within or without the circle, the rectangle of their segments are equal to each other.

7. Cut off an *n*th part of a triangle by a straight line drawn parallel to one of its sides.

8. If through the middle point of the base of a triangle a straight line be drawn cutting one side, the other produced, and also a line through the vertex parallel to the base, it shall be cut harmonically.

9. In any triangle, prove that the base ; sum of sides :: diff. of sides : diff. of segments of base.   State to what use this proposition can be applied.

10. If upon each half of the diameter of a semi-circle a semi-circle be described the radius of the circle inscribed in the curvilinear space is equal to $\frac{1}{6}$th the radius of the first semi-circle. (Algebraically.)

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

12. Prove that the area of a sector of a circle is, by the common notation, $\frac{A^{\circ}}{160} \pi r^2$. Also, find the area of a sector of 20° of arc, the radius being 325 links.

13. The diameter of a well is 8 ft., and its depth 45 ft. Find the cost of the excavation at 9d per yard.

14. A cattle foot of lead was cast into the form of a cone, the diameter of the base being 1 foot.   What was the height of the cone?

SESSIONAL EXAMINATIONS, 1878.

SATURDAY, APRIL 20.—9 a. m.

SECOND YEAR.

MATHEMATICS.—Extra.

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

1. If a straight line be perpendicular to a plane, every plane passing through it shall be perpendicular to the same plane.

2. If the opposite sides of a Quadrilateral inscribed in a circle be produced to meet in P, its diagonals shall intersect in the polar of P.

3. Two brothers shared an inherited estate equally thus: the first enjoyed it for a sum of years, and then resigned it to the other in perpetuity. Find the equation to determine the time the first had the estate.

4. Give an account of the manner of calculating a Table of Natural Sines and Cosines, and show how these are connected with the Logarithmic Sines, &c.

5. Given the area of a triangle (a^2) and also the angles (α, β, γ) : find the sides.

6. Having found the logarithmic series (base e), viz :

$\log e = \frac{1}{1}(z-1) - \frac{1}{2}(z-1)^2 + \&c.$, show how it is manipulated so as to obtain a workable formula for the calculation of logarithms.

7. Given $\tan \phi = \frac{4}{3} \tan \frac{1}{2}\phi$. Prove $\phi = 0$ or $\cos^{-1} \frac{1}{3} \pm \frac{1}{2}\sqrt{14}$.

8. Assuming that the Binomial Theorem has been proved for a positive integer, prove it for the case of $n = \frac{p}{q}$, a positive fraction.

9. Every prime number greater than 3 is of the form $6 \times \frac{1}{1} \pm 1$; and if the sum of the cubes of two consecutive odd numbers be divided by twice the whole number that lies between them, the quotient is an odd number.

DALHOUSIE COLLEGE AND UNIVERSITY.

HALIFAX.

SESSIONAL EXAMINATIONS, 1878.

MONDAY, APRIL 15.—3 P. M.

SECOND YEAR.

MATHEMATICS.—TRIGONOMETRY AND ALGEBRA.

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

1. What is meant by the equation $\frac{a}{\beta} = \beta$? Explain θ and hence distinguish clearly between θ and θ°. Find, also, the number of degrees, &c. in the unit of circular measure.

2. Shew the relation between the trigonometrical functions of A° and $-A^\circ$, and of A° and $90^\circ + A^\circ$.

3. Find the range of values of the sine, tangent, and secant of A°, while the radius vector spins round through four quadrants.

4. Express cos A in terms (1) of sin A, (2) of cos A, (3) of *cosec* A. Also, if tan $A = \frac{15}{8}$, find the other functions.

5. How many parts must be given, in order to determine a right angled triangle? Give two illustrations. (1) when no angle is given, (2) when an angle is not given. In each case, write the logarithmic equation.

6. What is "the ambiguous case" in the solution of plane triangles? Shew how it can be dealt with.

7. Give the formula for sin $(A + B)$, deduce (1) sin $2A$, (2) sin $3A$. How would you, if it were together of you, find sin $4A$, &c. ?

8. Given two sides and the contained angle of a triangle: indicate how these parts can be treated so as to solve the triangle, and then find the third side without first finding angles. E.g.; the sides are $8 \sqrt{2}$ and 12, and the contained angle is 45°. Shew that the third side $= 4$——.

9. The area of a triangle, by the usual notation, is

$$\frac{1}{2} \, (a + b + c)^2 \tan \tfrac{1}{2} A \tan \tfrac{1}{2} B \tan \tfrac{1}{2} C \div 3 \tan \tfrac{1}{2} C \; ; \; \text{and} \; Rr = \frac{abc}{4(a + b + c)} .$$

10. Prove (1) that *log* $1 = 0$, to many bases : (2) that *log* $\frac{a}{m} = \log M - \log N$, and (3) $\frac{1}{\log a}$ MN sin *log* $M \div \log N$; (4) that the *log* of a Decimal Fraction differs from the *log* of the whole number expressed by the same digits only in its index.

11. Solve the exponential equation $a^{\log x} b^{\log x} = c$, and find the logarithm of 100 to the base $2\frac{2}{10}$.

12. Shew that the expansion of $(a + x)^n$ is a finite series, only if n be a positive integer.

13. In what case is the number of combinations of n things, r together, greatest ? Illustrate, if you cannot prove.

14. The number of prime numbers is indefinitely great.

15. Compare the chances of drawing white in the two following cases: (1) an urn containing 1 white and two black balls, from which one is drawn; (2) an urn containing four black and two white, from which two are drawn.

DALHOUSIE COLLEGE AND UNIVERSITY.

HALIFAX.

SESSIONAL EXAMINATIONS, 1878.

LOGIC AND PSYCHOLOGY.

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

1. On what principle does Sir W. Hamilton retain and vindicate the nomenclature of Faculties, as applicable to mind ? Wherein is he inconsistent with himself in doing so ?

2. What view do we take of Mind ? And what is our arrangement of the mental phenomena ?

3. What do you understand by the foundations ? How may it be shown that the mind is characterized by such states ?

4. What are the Laws of Mind ? Distinguish between Resemblance and Analogy. Explain Proportion, and give the law of Eolaotic proportion.

5. What are the Practical Processes ? Distinguish between Classification and Generalization. What are invented ideas in the latter process ?

6. To what does Memory seem to be reducible ? What is the practical value of this view ? Give some account of the Laws of Association. To what single principle may they be reduced ?

7. What is Imagination ? Specify the different kinds of Imagination, and give the peculiarity in poetic Imagination.

8. What is the relation of Logic, as a Science, to Psychology ?

9. How is Logic divided ? What does the "Noetic" correspond with in our course ? What does the Dianoetic or Dynamic ?

10. Under what two quantities may Concepts be regarded ? What are the Logical processes by which these concrete quantities are amplified ? What, on the other hand, is the resolution of these quantities, respectively ? Show why a simple notion cannot be defined, and an individual notion cannot be divided.

11. Distinguish a Concept from a Judgment or Proposition ?

12. What is the Conversion of Propositions ? What propositions admit of being simply converted ? How are A and O converted ?

13. What is a Syllogism ? How may Syllogisms be considered with reference to their Intrinsic or internal character, and how with reference to their external form ?

14. Give the rules of the simple Categorical Syllogism, in both quantities—Extensive and Intensive.

15. Scan the "modus ponendo tollens" and the "modus tollendo ponens" of the Disjunctive Syllogism—the "modus ponens," and the "modus tollens" of the hypothetical.

16. What is the Dilemma or Hypothetico—Disjunctive Syllogism ? Give an example.

17. Give some account of the Fallacies.

18. Give the rules of Definition and Division respectively.

19. How are Probations divided by reference to their matter, their form, and their degree of cogency ?

20. Give the rules of Probation, and show what fallacies follow from their violation.

DALHOUSIE COLLEGE AND UNIVERSITY.

HALIFAX.

SESSIONAL EXAMINATIONS, 1876.

THURSDAY, APRIL 13.—9 A. M. TO 1 P. M.

SECOND YEAR OF ARTS COURSE.

JUNIOR CHEMISTRY.

PROF. G. LAWSON, PH. D., LL.D., F.I.C...... ......*Examiner.*

1. Two molecules of hydrogen chloride and one atom of zinc yield one molecule of zinc chloride and two atoms of hydrogen. One molecule of sulphuric acid and one molecule of zinc oxide yield one molecule of zinc sulphate and one molecule of water. By heat, three molecules of manganese dioxide yield one molecule of manganese-manganic oxide and two atoms of oxygen. Express these several statements in the form of chemical equations.

2. Give some account of the physical and chemical constitution of the Atmosphere, and the chemical effects exerted upon it by processes of combustion, the respiration of animals, and the growth of plants.

3. What is the constitution of Water as regards the proportions by weight and by volume of its constituent elements. In the state of steam, what proportion by volume does it bear to its elements.

4. Describe three of the principal inorganic compounds of Nitrogen.

5. Explain clearly what is meant by the terms Acid Oxide, Basic Oxide, Neutral Oxide, Salt.

6. Mention the proportions, as nearly as you can recollect, of the following gases absorbed by water, and state the effects of pressure and temperature on absorption.—Oxygen, Nitrogen, Carbon Dioxide, Chlorine, Hydrogen Sulphide, Hydrogen Chloride.

7. What is meant by Chemical Combination? Solution? Semi-combustion? Suspension? Water of Crystallization? What is a Hydrate?

8. Describe the Chlorides of Mercury.

9. Describe the element Bromine; its sources, preparation, and mode of detecting Bromides.

10. Describe the process for manufacture of Sulphuric Acid, the properties of the Acid, and mode of testing for soluble Sulphates. Enumerate the more important insoluble metallic Sulphates. What is Pyroligneous Acid, and what are its homologues.

11. Describe the recent experiment of Cailletet, which resulted in the solidification of Hydrogen.

DALHOUSIE COLLEGE AND UNIVERSITY.

HALIFAX.

SESSIONAL EXAMINATIONS, 1878.

THIRD AND FOURTH YEARS.

LATIN. $\left\{ \begin{array}{l} \text{TACITUS: ANNALS, BOOK I.} \\ \text{JUVENAL: SATIRES, III. X. XIII.} \end{array} \right.$

PROFESSOR J. JOHNSON, M.A. . . . . Examiner.

I.

1. Translate:

(a) Malta patrum ut in Augustam obnixis. Alii parentem, alii matrem patriae appellandam, plerique ut numeri Caesaris auctoritate Juliae filius censebant. Ille moderandae feminarum honora dictitans, eademque se temperantia usurum in iis, quae sibi tribuerentur, accretus invidia et muliebre fastigium in deminutionem sui aestimans, ne lictorem quidem ei decerni passus est, aramque adoptionis et alia huiusmodi prohibuit. At Germanico Caesari proconsulare imperium petivit; missique legati ad deferrent, simul maestitiam quia ob excessum Augusti solarentur. Quo minus idem pro Druso postularetur, in causa erat, quod designatus consul Drusus praesensque erat.

(b) Volutare, bigam anini, munus ducis per eos dies induit, collidimusque, ut quis iuget ani sunion, ventus ac honesta dilargita est. Tradit C. Plinius, Germanicorum bellorum scriptor, steteram apud principum ponte, laudes et grates reversis legionibus habentem. Id Tiberii animum altius penetravit. Non aede simplices eos curas ipse adverso externos millum quoer. Nihil relictum imperatoriae ob fretina manipulos intervisat, signa adesse, laegitatorem remit: tampam parvulum ambiret. Silum dueis gratiū habito discendentent, Caesaremque Calligulam appellari velit. Patiorem ipse ujud eximtios Agripinum quam leguto, quam ducem; comprimitur a mollere seditionem, cui tantum principia obsistere non quirerit. Accendebat hace omni dulgete Segnus, poulis numum Tiberii, odia in leugum juieto, quae recunderet aerraque proterere.

(c) Hi cum qui repdibret et ad omnia fulgura palunt, Quaem novee examina primo quoque inre rucurs cesit; Non qued forcidus ano vamroran rudis ted fratia valeit in tama or liestos tyais. Cla vudel sumit, cun placvee timter Primutus tempestus, velut bee dilata acerem. Praetorem intra vigli eum fore dolorem Si ingem pud, inmetes ut ata corpora nwct'sta Infums curbii a urmes : orea deorum Hace et ula putaut. Preatum ocrechere escelle Bulanum et Lustes erram protuderunt odbi Non audent ; quid enia sperare monsulius agris Concessus ? — ni quae nun dugnier bostia vita ?

2. What is known of Juvenal?

II.

1. Pontii, gratæ, marmore, rabie, ignis, febre, perodien, Laribus : name the gender of each, and if it have any peculiarities of declension, mention them.

2. Write notes on the syntax of the italicized words:

(a) Sed femina, ingens anini; (b) Acclamavere: ut filius Blæsi ea legationis imperator; cetera mandatura, ubi primo præmiandæ. (c) Calcidica atricium obtulit gladium, addidit acrioribus usum. (d) Nam¹... ut quidemque labore occulto ut repeditetur erat, que vel latinie ascipisiet. (e) Jam¹que (congeas) prilun asquo erevexes. (f) Omnibus in terris quam sunt a Galibus usque Auroram.

3. Translate and explain the following sentences:

(a) Populo ut plebi quod¹stquidies tricies¹ palsquöse, præteclarum cohortium militibus singula nummum milla dedit.

(b) Præmentia quidam, dux olim theatralium operarum.

(c) Achatæ ut Macedonian onera deprecantes levari in præmium proconsularis (imperis tradique Cæsari placuit.

(d) Manæus suno elinat, et servo polles suiqi,
Quem Bbri occlinet populariter.

(e) Unus Pellæos juveni non sufficit orbis.

4. Give the meaning and derivation of: silpies, stanem, indeparator, examen, pelagra, tummos, pinetrapes, lidera.

5. Illustrate by examples the loss of verbers: medial consonants (a) in Latin and (b) in French. (c) Shew how a conso to the sign of the plural in French, and explain the plurals in ceux.

6. Translate into Latin:

Alexander the Great, having conquered Darius at Issus, sent some of his people to acquaint Darius' mother and his wife, whom he had taken prisoners, that he was coming to see them. Soon after he entered their tent, accompanied by Hephaestion, who was of the same age with the king, but superior in person. Accordingly the royal captives thinking that Hephaestion was the king, made their obeisance after the manner of the Persians. The mother of Darius being informed of her mistake threw herself at Alexander's feet and begged his forgiveness. The monarch, raising her with his hand, courteously replied, "You have made no mistake: for this also is Alexander."

III.

For Candidates seeking a place in the First or Second Class.

1. Translate the following extract, taken from a work not appointed to be read :

Ergo abolendo rumori Nero subdidit reos, et quaesitissimis poenis adfecit, quos per flagitia invisos vulgus Christianos appellabat. Auctor nominis ejus Christus, Tiberio imperitante, per procuratorem Pontium Pilatum supplicio adfectus erat; repressaque in praesens exitiabilis superstitio rursus erumpebat, non modo per Judaeam, originem ejus mali, sed per urbem etiam, quo cuncta undique atrocia aut pudenda confluunt celebranturque. Igitur primum correpti qui fatebantur, deinde indicio eorum multitudo ingens haud perinde in crimine incendii quam odio humani generis convicti sunt. Et pereuntibus addita ludibria, ut ferarum tergis contecti laniatu canum interirent, aut crucibus adfixi, aut flammandi, atque ubi defecisset dies in usum nocturni luminis urerentur.—Tacitus.

2. What powers were obtained by Augustus with the titles Princeps and Imperator?

3. Give some account of the public revenues of Rome under Augustus.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1878.

FRIDAY, APRIL 12TH.—9 A.M. TO 1 P.M.

THIRD AND FOURTH YEARS.

GREEK {DEMOSTHENES: PHILIPPICS I, III.
       {PLATO: APOLOGIA SOCRATIS.

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

I.

1. Translate :—

Ἀλλ᾿ ἴσως οὐδ᾿ ὑμῖν αὐτὸ Θηβαίοις οὔτε Λακεδαιμονίοις εὐδόκιμον, ὦ ἄνδρες Ἀθηναῖοι, συγχωρήσῃ ποιεῖ᾿ ὅσα τοῖς Μέλλωσι, πολλὰ ὡσι βουλευτάς· αἰεὶ πολλοῦ τις, ἀλλὰ τοῦτο μὲν ἴσως, πολλάκις δὲ τοῖς ὑπ᾿ αὐτῶν Ἀθηναίοις, ἀπιαῖς τῶν ἐκ μέσων βίλιων προσεληλύθω, πάντες ὥσπερ δέει, καὶ σὺ μόνον εὐπαλαῖσι ᾿ἔχωνται οὐ νῦν, μετὰ τῶν ἐλαχίστων πόλεμῶν, καὶ πόλεσι λακεδαιμονίας ἐκρίνεσι καὶ παρεβδίκειαν ἐς τήν αὐτῶν ἀναστρέπειν ὑμῖν, ἐπειδὴ τέλεμίαι ὑπηρεσίας διὰ χώραν μετάσχων, καὶ αἱ σηθεν ὑπαλεώσεις οἱσάς, καὶ τὸ δεῖ τῷ ἄλλῳ τελεύται ᾿Ἀλλ᾿ ὑμᾶς αὐτοῖ καὶ Λακεδαιμόνιοι, οὐδεν τὰ αὐτὰ ἔγνωτε ἐξ αρχῆς ὅτι Φιλίππου᾿ δ᾿ ᾿ἀλλήλων ἡμᾶς, ἐπὴ ὅν τὰς ἄλλης ἀλεαφόμενοι ὑμφόρει, πολεμεῖτε ἀλωστάς δεῖς. αὐτοὶ ταῦθ᾿ ὧσ τίροιμένοι καὶ λακεδαιμόνιοι ἐν τοῖς φθανόμενοι δε᾿ ἀλλήλους ἡμᾶς, ἐπὴ ὦν τὰς ἄλλης ἀλεαφόμενοι ὑμφόρει, πολεμεῖτε ἀλωστάς δεῖς. αὐτοὶ ταῦθ᾿ ὧσ τίροιμένοι καὶ λακεδαιμόνιοι ἐν τοῖς γίρ νρπμετ᾿ ἰαύσης ἔνετε ὑπὸ ταῖς ὑμετέραις πατρίσαιν ἐν τοῖς ᾿Ἑλληνικοῖς, ὑλάσωσι δεῖν ᾿Ἀθηναῖοι, ἐπ Φίλιππον᾿ δ᾿ τριπό καὶ ἄλλα ὑπὸ ἄλλος ἵνετε, εἰς ἀντωλάῶσι, εὑλησα τοῖς ᾿Ελλησιν᾿ ἀλλ᾿ ἵνα δὲ ταῦθ᾿ εὐδοκαστία αἱρεῖ, οὐδὲ ἴμεθεν.

2. ἐν τοῖς τρωίκοῖ τούτοις ἔτεσι καὶ ... τοῖς ἑλληνικοῖσι, ... εἰς τριπὸ καὶ ἕσα κ.τ.λ.—Give the dates of these periods and the events that marked the beginning of each.

3. Write a short account of the latter part of Demosthenes' life.

4. Δεινὸν μέντ᾿ ἄν εἴη, καὶ ὡς ἀληθῶς τότ᾿ ἄν με δικαίως εἰσήγοι τις εἰς δικαστήριον, ὅτι οὐ νομίζω θεοὺς εἶναι ἀπειθῶν γιαστίᾳ καὶ δειλία θάνατον καὶ ὑπείκων ὅπου τὸν θεόν, καὶ τὸ μὴ τον θάνατον δεδιέναι, ὃ δοξαζ, ἀλλὰ ἄλλα δεῖτ᾿ ἔτ ὁ δειλὸς σοφὸν εἶναι, μὴ ὄντα· δοκεῖν γὰρ εἰδέναι ἐστὶν ἃ οὐκ οἶδεν· οὐδε μὲν γὰρ οὐδεὶς τὸν θάνατον οὐδ᾿ εἰ τυγχάνει τῷ ἀνθρώπῳ πάντων μέγιστον

(continuation of Greek text from previous page)

...

5. εἰς δικαστήριον.—Give a brief description of Socrates' trial; the court, accusers, charges, verdict and sentence.

6. Σώκρατος, Ἀνύτου, Δήμου, Λύκωνος—Describe their situation and any historical events connected with them.

II.

1. Account for these cases:—τοῦτό ἐστιν ἐμοὶ· Λακεδαιμόνιοι ... (εἰς τὴν αὐτὴν δικαστήριον) ὑμᾶς· εὖτεν τὸν ὑπητόρων. (*Phil. III.*)

2. Why is εὖ or used in the first sentence, and μή ὅστε in the next. (*Apol. Soc.*)?

3. ἐφ' ᾧ σοφιζόμενοι τὸ παρὰ τῶν νόμων, etc.—Supply the ellipsis and give the rules for the cases.

4. (a) ὥσπερ γὰρ οἱ πλημμελεῖς τοῖς σώμασιν, etc ... τοῖς τάξασιν καὶ τοῖς συνάψασιν, εἰς ἔτι τῶν πόλεων. (*Phil. I.*)

   (b) τῆς ἔχθ' ὑμῖν τὴν προτέραν ... ὑμῖν μηδὲν ποιεῖν περὶ τῆς πόλεως. (*Apol. Soc.*)

Translate and explain with notes on the officials mentioned.

5. What prepositions govern these cases? Distinguish the meanings of διά and παρά with their various cases.

6. What moods are employed in Final clauses? Explain how they are used, noting exceptions.

7. Write in Greek:

I know that I am mortal

He said that he would come on the third day.

He acted in such a manner, that he easily did what suffered him.

But having heard this, we fear that the city has been taken.

I came here that I might see the battle.

III.

(For Candidates seeking a place in the First or Second Class.)

1. Translate the following extract from a work not appointed to be read:—

Πολλὰ τοίνυν ἐμοῦ ἔτι καὶ περὶ πολλῶν εἰπεῖν πολέμιαν· ἀλλ' γὰρ μὲ λέγειν ἐνθάδε γὰρ ἔοικέ τὰ πράγματα ἄλλ' ὧν ἐλπὶς· ἄλλων πότερον φαῦλος ἔχει ... etc.

2. Illustrate by accentuated examples the different uses of the infinitive mood, and translate each example into Latin.

3. Translate into accentuated Greek:—Whenever speeches are made, Athenian, on the subject of Philip's acts in violation of the peace, I observe that the speeches on our behalf are both just and philanthropic, and that all who accuse Philip seem to say what is proper, but that nothing, so to say, is ever done.

DALHOUSIE COLLEGE AND UNIVERSITY.

HALIFAX.

SESSIONAL EXAMINATIONS, 1876.

THURSDAY, APRIL 20—9 A.M. TO 1 P.M.

THIRD YEAR OF ARTS COURSE.

SENIOR CHEMISTRY.

PROF. G. LAWSON, Ph. D., LL.D., F.I.C. ....*Examiner*

1. Give an account of the history of the discovery of Oxygen, and of its more important properties, physical and chemical, as successively ascertained. Describe the manner by which the gas was first obtained, and explain the successful means employed for its condensation to the liquid state.

2. Describe Phosphoric Acid, with special reference to Calcium Phosphates as a source of plant food.

3. Describe Silicic Acid with reference to its union with bases, so as to show the constitution of glass, slags and natural silicates.

4. In what way is the Equivalence of an Element determined. Certain Polygenic Elements exhibit varying degrees of Equivalency. Mention some of these, and explain how the true equivalency or atomicity of each can be arrived at.

5. Describe the process for the elementary or ultimate analysis of organic compounds.

6. Give a general outline of the classification of those Organic Compounds that do not contain Nitrogen. Compare the Hydrocarbons, Alcohols and Ethers, Glucoses, Glucosides, Polygenous Alcohols and Anhydrides, Organic Acids, Aldehydes.

7. Give an account of the Compound Ammonias or Amines, sufficient to indicate their general constitution, chemical properties, and modes of formation. What are phosphines? amines? stibines?

8. 100 grains of a solution of Hydrochloric Acid yield to Argentic Nitrate a precipitate weighing 3.195 grains. What is the percentage of anhydrous hydrochloric acid in the solution?

9. Explain the chemical changes involved in the ripening of fruit, the malting of barley, the flow of maple sap.

10. Give a process for separating Morphia, and state what tests are to be employed for its detection. In what way is Iodic Acid prepared?

11. Indicate the principal forms of Albumen as they occur in plants and in animal tissues and fluids noticing particularly the effects of heat and acids upon them.

SESSIONAL EXAMINATIONS, 1878.

WEDNESDAY, APRIL 17.—9 A.M TO 1 P.M.

THIRD YEAR.

EXPERIMENTAL PHYSICS.

J. J. MacKenzie, M.A., Ph.D. .... *Examiner.*

1. State fully the emission and undulatory theories of light. How are reflection and refraction explained according to each. Describe experiments by which the former was proved false.

2. Compare light and so-called "radiant heat." Explain (*a*) Athermic and Isothermal Curves; (*b*) Carnot's Reversible Engine; (*c*) Prevosts' theory of exchanges.

3. Describe the various methods for determining the number of vibrations corresponding to a given sound. Name and define the leading qualities of musical tones. Explain propagation of sound in air, and enumerate causes which influence its intensity. Give formula for velocity of sound in gases.

4. Enumerate the various ways of generating electricity. Describe (*a*) Ampère' and Sturgeon's theories; (*b*) Roush's Electric Machine; (*c*) The Leyden Jar; (*d*) Thomson's Quadrant Electrometer; (*e*) Daniell's battery.

5. Write a full account of Faraday's discoveries in Electricity and Magnetism. State theories of terrestrial Magnetism. Give Ampère's theory of Magnetism, with an outline of experiments from which deduced.

6. What departments of Physics may be included under "Radiation." Why?

7. The radiometer and telephone illustrate the correlation of forces. Explain how.—Give two other examples.

DALHOUSIE COLLEGE AND UNIVERSITY.

HALIFAX.

SESSIONAL EXAMINATIONS, 1878.

MONDAY, APRIL 15.—9 A.M. TO 1 P.M.

THIRD YEAR.

MATHEMATICAL PHYSICS.

J. J. MacKenzie, M.A., Ph. D. . . . . *Examiner.*

1. Define velocity and acceleration of a point, and prove "parallelogram of velocities" for directions and magnitudes. A stick travels at the rate of 45 miles an hour; rain drops seen from the window seem to make an angle tan^{-1} .5 with the vertical. Find the velocity of the rain drops.

2. Find mean proved error in the 4th. second by a point moving with uniform acceleration. Through what distance will a particle, falling freely from rest, pass during the 7th sec. $g = 32$.

3. A heavy particle falls from rest at the highest point of a vertical circle down a smooth chord. Find time of descent, and make three deductions from the formula found.

4. A particle ($m = v$, mass $= u$) slides from rest down a rough inclined plane, hot inclined $= a$, and coef. of friction when in motion $= \mu$. Find (a) acceleration; (b) velocity and space passed over at end of time t.

5. Two weights of mass a and a' ($a > a'$) are connected by a weightless string which passes over a smooth pulley. Find the acceleration of each and the tension of the string.

6. Prove that the path of a projectile in vacuo is a parabola, and find the formula for range on horizontal plane. Two balls projected from the top of a tower, velocity of each 50 ft. p^{er} sec., the first at an elevation of 30°, the second of 45°; strike the ground at the same point. Find height of tower ($g = 32$).

7. Two spheres of mass a and a' respectively ($a > a'$) moving in the same direction with velocities v and v' ($v > v'$) impinge directly upon each other. Find the velocity of each after impact, and change of kinetic energy produced. Coef. of elasticity $= e$.

8. Prove the "isochronism of the cycloid," and find the plane of a complete oscillation of the simple pendulum. Find the depth of a mine having given the number of oscillations lost by a pendulum in a given time, the earth being supposed a sphere. To what use has the pendulum been applied in Physics.

9. Define potential and kinetic energy, and show that the kinetic energy of a mass m, which has passed over space s under constant acceleration f equals whole amount of work done upon it since commencement of motion.

10. State briefly the dynamical theory of gases, and prove that the pressure exerted by any gas on each unit of area of a plane = ½ kinetic energy of unit of volume of the gas.

DALHOUSIE COLLEGE AND UNIVERSITY.

HALIFAX.

SESSIONAL EXAMINATIONS, 1878.

METAPHYSICS AND ESTHETICS.

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

1. What is the great question of Ontology, and how far may it be a question, or allowed to affect us in regard to our belief in God, the soul, and the world?

2. What is the difference between the question in Indian Philosophy, and that of the Eleics? What is the "primal niche" of Ionic speculation? What modern phase of speculation seems to run parallel or be coincident with this?

3. Who was the founder of the Eleatic School? What precise question did it propose? In solving it what new phase of philosophy did Parmenides inaugurate?

4. How do the doctrines of Parmenides and Democritus come into collision with each other? Show how what each respectively denies must be assumed in the very act of denial.

5. State the precise standpoint of the Sophists, and the difference between them and the Sceptics of a later period?

6. What is the place of Socrates in Philosophy?

7. State what was the characteristic doctrine of Plato, and its precise value in speculation. Does the doctrine of Aristotle in any essential particular unsettle that of Plato? Show how it does not.

8. What element, imported into Platonism, gave rise to the New Academy, and how may this element be explained or accounted for?

9. What was the "Faith" of Philo, and how was it inconsistent with Philosophy? Give some account of Neoplatonism, and especially of the doctrines of Plotinus.

10. What question principally occupied the schools, and what is the history or the genesis day? How may this be shewn to be the Ontological question or Ancient Speculation?

11. What is Aristotle's division of the Mental Phenomena? What states does it omit, and on what ground does it seem the omission of these states was unfortunate? What is the objection to this mode of regarding mind?

12. How have the Emotions, or Passions, been hitherto regarded and classified?

13. From what point of view have we regarded them, and what is our classification of these states? Under which of the generic states do we find the Esthetic Emotion? Shew the relation it holds to these states.

14. Give some account of the theories on the subject of the Sublime and Beautiful. Show wherein Alison's theory, and that of Condit, may be held to accord, and wherein they differ?

15. What is Burke's account of these states, and how do the conditions of the sublime especially seem to confirm Alison's Theory on the general subject? How may the view be carried up to a higher principle of generalization or theoretic exposition?

16. Analyze the Desire of Worth or value. Give Reid and Stewart's enumeration, respectively, of the Desires. What is faulty in this way of regarding the desires?

17. What is the peculiarity of Conscience, and what is its place among the active powers?

18. What views have been taken of the Will?

19. Is it anything more than the prevailing Desire, or than the Optative state?

20. Wherein may be said to consist his freedom?

DALHOUSIE COLLEGE AND UNIVERSITY.

HALIFAX.

SESSIONAL EXAMINATIONS, 1878.

SATURDAY, APRIL 20TH, 1878.

THIRD YEAR.

FRENCH.

JAMES LIECHTI..............................*Examiner.*

Translate : L. *Le Conte.* Le Ban,n de Sidderf, son anneyd doit avinor imommmumauvt pour rejneoter enru gnntich affidiu ... Il y ,l eutre nous d'saecipmen détailios ; et, k qulqeut prix que ce soit, il faut que je l'emporte sur lni.

La Marg. Si cependant le prince ne voulait pas se matchir.

Le Conte. Il n'est pas le maître de n'y opposer .. Il se doit à l'état.

Des próghte veulent le bonheur,
Les prluces, dans ces alliances,
Consultent rarement leur cœur :
Mais ils cédent aux convenances...
Ils ne sont pas les unis, je crois ;
Et, dans la ville et les provinces
Je sais bieu des maris heureposh
Qui sont heureux...comme des princes...

Vous serez bien que, depuis mon arrivée, depuis cette nuit, je n'ai pas perdu mon temps....J'ai déjà eu une mélange des intelligences qui me feodoent au courant de tout ce qui se passe...et de plus, j'ai reu matin une rencouure avec le Grand-Duc...qui est fort bien diaposé...mais qui ne se prononce pas eucore.—*Scribe.* (Le diplomate.)

II. Est-ce donc à dire qu'il n'y ait encore bien dans l'univers ? et parce qu'il contienldra ce qui est mal par rapport aux panliss, cola n'eupêche-t-il pas nngt partie dans paut par rapport au tout? J'ai comparé les Provinces de co volumt. La vie est un tout pour le mulheur qui l'inspire...et un bieu pour l'homère homme inférieur, sur ce tout que une multiolirarion pour que, vu son rapport avec ce qui la cuol bonne on naturelle.—*J. J. Rousseau.*

III. J'avais fini d'être content de mon partage. Cela m'inspira une nouvelle ardeur pour la médecine. Le lendemain, dès que j'eus fini de reprit mon habit de médecine, et me rendit en campagne. Je n'élal plutôrt malade que j'ardais fort charmé ; mais j'avais dessein que l'amais décou-vedonmovre ; mais quelque excellence que ce soit de mes doures d'ncétres partes sane toute peridance. Je ne sais pas depeus, pt j'auvais un petit médecin brun qui me déconserta avec assurance...c'était un homme qui avait beaucoup de confiance.—*Lesage.* (Gil Blas.)

IV. Le père connaît les besoins de son fils ; facilit à cause de cela que le fils a'tit jamais une pensée de dcomander su d'actions de prince pour son père !—Il épon;e quelques-uns et ne méchappe nu veut qu'ils furent du plaintus, et alors on voit toute entre l'applaur le tuner de l'homme qui a certain cas que pas; ti s'onya c'cuvrir. Esplair: l'te agremint de cerlan nvinaira...où unylet une façonfire : e... Los fois aussi a tout vuit d'Augletorre snut utine. Las damua qui se sont putblo chveiores, se ni pas, que ie le se lnique faire plaire au lauglteuvnit. Il y a toujours des reuts briltnnts, qui paasent sur l'âme de l'homme, et la desachent. La prière est la monaie qui le rafrnivhit.—*Lamennais.*

Translate into French : England has numerous colonial establishments.—Many men are old children. This politician has many opponents, but he has no enemies.—An honorable name and a good education are the finest inheritance a father may leave (*léguer*) to his children.—I have been speaking good for more than forty years without my knowing it, said Jourdain.—It is as easy to deceive oneself without noticing it, as it is easy to deceive others without their perceiving it.—Among the Ancients, plays were given in honor of the Gods.—The best French is spoken at Tours and Blois.

Vary for people are good monuments of their fortune, and still fewer of their time ; and yet of the two, the latter is the most precious. I heartily wish you to be a good economist of both. Young people are apt to think they have so much time before them, that they may squander what they please of it, and yet have enough left.—I must earnestly recommend to you the care of those minutes, and quarters of hours, in the day, which people think too short to deserve their attention.—*Chesterfield.*

(1). Give the etymology of the following words, translating an English form : *bejfantec, suprem, periing, carful, a qoi !* Write the Anglo-Norman and Anglo-Saxon equillatur of : *beef, oxen, mutton, pover, venison, poudre.*

(2). Distinguish between : *dos-dos ; a-ca ; ci-ca ; aû-ca ; mie-nuce ; aû-surc ; di-cà ; plu-pla ; pli-sy ; surfi-car* ; *pitch-pain.*

(3). *Fest, restist, erois, tendront, aufrir, repris, souvrit, amosi* (*I. II. III*) . Write the particple ; the pini pret. pl. ind. ; present ; the 8rd pers. sing. of the sub. pres. and past.

(4). Explain particluris in the construction of the vents ; quelque prix que ce soit ; Il faut que je l'emporte ; elle ne saurait manquer ; bien qu'ils essent; aussi d'amener (I. II. III.)

(5). Whatever may be written in one and in two words. Explaio and translate : Whatever advantages Russia may have gained.—Whatever may be Russia's intentions.—It is none fifty years since the first railway was built. We have been twenty odd years in this country. Since we had expressed by the same word.

(6). What is the distinction between : Il faut *plue qu'un homme* pour *faire cola*, and il faut *plue d'un homme* pour faire cela. Give an ex. showing when *tou faut* is translated *moins de* instead of *moins que.*

(7). Illustrate, giving complete seots., the various parts of speech que may represent. Connect par with *à cause que*, and show by ex. how that *turn* affects the verb. Write the same sent. by using *à aoins de* instead of *nout* ; *savoir à peul était jusque là* ; et à va de *ton instant.*

(8). Form sentences showing how *do, fol, wonld, could, ought to, oucht to have* are translated. Give the English of : *Faute d'argent* ; *pour êtes bâtui* ; il avait *beau* varier ; avoir *tort* ; *savoir mauvais gré* ; dormeur *tront* ; *savoir à quoi ti'en tenir* ; il y va de *ton instant.*

(9). Put the *feminine* of : *blote, laa, sec, roux, viout, tierc, fou, protecteur, sot, beneri, gentl, authin, lang, pour.* Illustrate the agreement of the adject. with the noun ; the *adj.* in the advb. ; Explain the position of the adj. in the sents. A great man. A tall woman. A small black dog. The modern Greek language.

(10). The plural of *Adverbs*, giving short ex. Name those which follow the particip. and the prefent. State the difference between *toumaud* from ; *un leure*, il *saol* ; *dant* jouon un *lean* ; *aol* ; *Explain*. Explain the position of *uoué*, by *eq*, in : *nnou-dvirt* ; *aml*. What change makes *gens* masc. before and fem. after ? *couliuke.*

(11). Exemplify the agreement of the *pust* participle of a reuond. verb conjugated with *le* (avoir) ; *il* ; *il* ; and in *pronominal verbs* with *être*. *Explain* from a *fetis* *de d'amant* *ai*oi e. Rectifi : *les uh'n* : *de* ; a certain case the part. is always *variable*. Explain the agreement and correct *une*—mistae...il *aol* to a'en fort d'Angleterre sont utilie. Les dams qui se tou plu. Les ures qui'll a fait ont gaitou les reus...

(12). Explain the *tenses* of : *nonghre, peut-être* ; *pite-eadr.* Fri, *ol* à *of a reflective* verb. Show that, in a certain case the part is always *variable*. Explain the agreement and correct some—mistaes. Les dames qui se sont *bien* plu. Les vres qu'il a fait ont gâtou le reus...—*et* *réjeul.*—Les plstes qu'il a fait son gâtes les ures.

DALHOUSIE COLLEGE AND UNIVERSITY.

HALIFAX.

SESSIONAL EXAMINATIONS, 1878.

THURSDAY, APRIL 18TH.—9 A. M. TO 1 P. M.

ETHICS.

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

1. Point out the difference between Physical laws and Moral laws,—between Physical causes and Moral causes,—and between Physical necessity and Moral necessity;—and the importance of these distinctions.

2. What mental act immediately precedes action ? What excites the mind to perform this act ?

3. Shew that Necessity and Liberty are compatible terms.

4. Explain the different meanings of the phrase, *Self-determining power.* Which of these meanings expresses the correct view ?

5. Enumerate the various principles of action in the order of their tendency to improve the character.

6. Distinguish between the Moral Faculty and the Foundation of Virtue

7. State the Ethical Theory of the Stoics,—of Hutcheson,—of Adam Smith,—of Butler,—of Wardlaw. Which of these theories refer to the Moral Faculty ? and which to the Foundation of Virtue ?

8. In what sense of the word is Atheism impossible ? In what sense is it possible ?

9. How much does the Cosmological Argument for the existence of the Deity prove ?—the Teleological Argument ?

10. Produce direct arguments against the Theory of the Correlation of Physical, Vital, and Mental Forces.

11. Mention the usual arguments for the Immortality of the soul.

12. Why must the Moralist treat of Rights before he treats of Duties ?

13. Classify Rights,—the Rights of the Person.

14. A cargo of grain arrives at Rhodes in a time of great scarcity. The owner knows, while the Rhodians do not know, that a number of vessels laden with corn are on the way, and will probably arrive on the morrow. Is he in duty bound to communicate the intelligence to the purchasers ? Assign reasons for your answer.

POLITICAL ECONOMY.

1. Distinguish between *Politics* and *Political Economy.*

2. What are the requisites of Production ?

3. What is *Productive* Labor ?

4. By what means can the Productiveness of labor be increased ?

5. What advantages are secured by producing on a large scale ?

6. What are the Conditions of Value ? Which of these elements usually determines the Price ?

7. What are the properties of a good Circulating Medium ?

8. Enumerate the Necessary Functions of Government.

9. Point out some of the evils of unnecessary State-intervention.

10. Give examples of exceptions to the *Laissez-faire* principle.

SESSIONAL EXAMINATIONS, 1878.

TUESDAY, APRIL 16.—9 A. M. TO 1 P. M.

FOURTH YEAR.

HISTORY.

Professor DeMill, M.A. .... Examiner.

1. Give a brief account of the struggle between Kaiben 2nd and Henritius. What were the chief causes and issues of the reign of Leo the Isaurian?

2. Enumerate the events that led to the development of the power of the Bishops of Rome down to the ninth century. Discuss the chief measures of the pontificate of Gregory 1st.

3. Narrate briefly the history of Germany during the reign of Rudolf 1st. Sketch the chief causes of the reign of Sigismund.

4. Give an outline of French history under Francis 1st. Give an account of the reign of Louis 14th.

5. Explain the political scheme of Almansol. Give an account of the ministry of Ferdsal.

6. Write a short historical account of the Ostrakiate and Adstracite. Show the influence of the Arabians upon the intellectual development of Europe.

7. Give a brief outline of Russian History from Peter the Great to Catherine 2nd. Enumerate the causes and effects of the French Revolution.

8. Give an account of the rise and decline of the scholastic philosophy. Write brief biographical sketches of the following:—John Scotus Erigena, Gerbert, Thomas Aquinas, Duns Scotus.

9. Trace the progress of science during the 16th and 17th centuries. Give brief biographical sketches of the following:—Tritaine, Girolamo Benzio, Tycho Brahe, Kepler.

10. Give a brief account of the Feudal System. Enumerate the chief incidents in the Revival of Learning.

SESSIONAL EXAMINATIONS, 1879.

TUESDAY, APRIL 15.—3 P. M.

FOURTH YEAR.

EARLY ENGLISH HISTORY.

PROFESSOR DeMILL, M.A................ ....*Examiner.*

1. Explain the following terms—folcland, bocland, sac and soc, tol and team, vogstealm, infaithne.

2. Enumerate the privileges of royalty among the Anglo-Saxons.

3. Explain the nature of the Anglo-Saxon Witenagemot.

4. What was the origin of Domesday Book ?

5. What were the chief provisions of Magna Charta ?

6. Give an account of the origin of Parliamentary representation.

7. What was the chief measures of the Parliament of 1297 ?

8. Give an account of the proceedings of the Parliament of 1376.

9. The revolution of 1689 has been compared with that of 1688.

10. State the general causes of the growth of political liberty in England.

DALHOUSIE COLLEGE AND UNIVERSITY.

HALIFAX.

SESSIONAL EXAMINATIONS, 1870.

THURSDAY, APRIL 18.—9 A. M. TO 1 P. M.

FOURTH YEAR.

CONSTITUTIONAL HISTORY.

PROFESSOR DeMILL, M.A.........................*Examiner.*

1. What were the principal circumstances in the polity of England at the accession of Henry VII?

2. Show the defective security of the liberty of the subject under Elizabeth.

3. What was the origin of the differences among English Protestants?

4. Discuss the question of the execution of Charles 1st.

5. What were the obstacles that prevented the assumption of the Crown by Oliver Cromwell?

6. Explain the nature and the objects of the secret treaty of 1670.

7. The reign of James 2nd may be divided by several distinguishing points of time, which mark so many changes in the posture of the government.

8. Give a brief account of the law on treason.

9. Explain the Scottish Act of Security, and the Act of Union with England.

10. Give an account of the final reduction of Ireland, and the penal laws against the Catholics.

SESSIONAL EXAMINATIONS, 1878.

SATURDAY, APRIL 20.

FOURTH YEAR.

FRENCH.

James Liechti, Esq. .... *Examiner.*

Traduire:

I. *Curiace.*—Je vis que votre honneur demande tout mon sang,
Que tout le sâng soumise à vous percer la flanc;
J'és d'épargner le sacer, qu'il faut vas la frère;
Et que pour mon pays j'ai le sort si contraire;
Encor qu'à mon devoir je coure sans terreur,
Mon cœur s'en effarouche, et j'en frémis d'horreur;
J'ai pitié de moi-même, et jette un œil d'envie
Sur ceux dont notre guerre a terminé la vie;
Sans souhaiti toutefois de pouvoir reculer,
Ce triste et fier honneur m'émeut sans m'ébranler,
J'aime ce qu'il me donne, et je plains ce qu'il m'ôte;
Et si Rome demande une vertu plus haute,
Je rends grâces aux dieux de n'être pas Romain,
Pour conserver encor quelque chose d'humain.   *Corneille.*

II. *Élise.*—Oui, je renonçai assez, mon frère, quel doit être votre réagrini

Valère.—Ah! ma sœur, il est plus grand qu'on ne peut croire. Car
enfin, peut-on voir rien de plus cruel que cette rigoureuse épargne qu'on
exerce sur nous, que cette sécheresse étrange où l'on nous fait languir?
Hé! que sert-te de nous d'avoir du bien, s'il ne nous vient que dans le temps
que nous ne serons plus dans le bel âge d'en jouir, et si, pour m'entretenir
même, il faut que maintenant je m'engage de tous côtés; si je suis réduit
avec vous à chercher tous les jours le secours des marchands, pour avoir
moyen de porter des habits convenables? Enfin, j'ai voulu vous parler
pour m'aider à sonder mon père sur les sentiments où je suis; et, si je
les trouve contraires, j'ai résolu d'aller en d'autres lieux avec cette aimable per-
sonne, jouir de la fortune que le ciel voudra nous offrir. Je fais chercher
partout pour ce dessein de l'argent à emprunter; et si vos affaires, ma sœur,
sont semblables aux miennes, et qu'il faille que notre père s'oppose à nos
désirs; nous le quitterons là tous deux, et nous affranchirons de cette tyran-
nie où nous tient depuis si longtemps son avarice insupportable.
Molière. (L'Avare.)

III. *Athalie.*—Dans ce désordre à mes yeux se présente
Un jeune enfant couvert d'une robe éclatante,
Tels qu'on voit des Hébreux les prêtres revêtus.
Sa vue a ranimé mes esprits abattus;
Mais lorsque, revenant de mon trouble funeste,
J'admirais sa douceur, son air noble et modeste,
J'ai senti tout à coup un homicide acier
Que le traître en mon sein a plongé tout entier.
De tant d'objets divers le bizarre assemblage
Peut-être du hasard vous paraît un ouvrage;
Moi-même quelque temps, honteuse de ma peur,

Se l'ai pris pour l'effet d'une soudaine vapeur.
Mais de ce souvenir mon âme possédée
A deux fois en dormant revu la même idée;
Deux fois mes tristes yeux se sont vu retracer
Ce même enfant toujours prêt à me percer.   *Racine.*

IV. Louis XIV, si pacifique, n'ignorait-il avait les formes de la justice, de la politique, de la dévotion et l'art d'un grand roi. Deux âmes, au daourn des combats; plus de rencontre, plus de pompe; grâce aux belles manières, aux respects de famille; et dans un cri, dans une gloire; un amour de famille, ce n'était pas merveille, mais c'était gloire nouvelle dans un si calme, dans une si pure; un art de beauté simple et noble; un grand roi, un caractère plus grand, mais moins ardent pour les désordres, et toujours prêt à maintenir dans ses cours, de courage dans ses actes. Il était d'esprit si religieux, et un l'ingénuité tout en vie de connaître et l'âme la l'autre, et c'est avec ce ses pas plus d'esprit — *Montesquieu.*

Traduisez de Français :—Je considère a homme sent toujours échauffer like merito in the country, which above some of its intentiones fondée ca skill of the polisher fondée sur les rotors .....Education, after the same manner, when it works upon a noble mind, draws out to view every latent virtue and perfection, which, without such helps, are never able to make their appearance . The philosopher, or the hero, the wise man, the great man, may often be felt in a scholar, whose genius is far too much to be remained—Immensaire of morality, and reflection upon human nature, are the best means we can make use of to improve our minds, and gain a true knowledge of ourselves.—*Addison.*

Questions :

1. *Quelque, quelconque, tel-tel, tel que, quiconque, etc.* Quelle forme ne doivent admettre les mots français et en latin. Par quelle tournure en français rendrions-représente-t-on. *qui que, que me, quelle, quelle, quelque, plurieurs, etc?* Montrez par un ex. que l'on doit faire attention devant un part, passé.

2. Indiquez la différence suivante: *Il touche au juste et il touche du juste ; accoutumé à mécontre, accoutumé à mécontrer.* Donnez un genre à la signification des adv. *peu, peu, prefs, trahison les ignorent avec les d'adv : de que meitié, au prix, du moitié, mes nom moins, un moins que, etc.*

3. Quand un adj. demande-t-il la prépon. de avant l'infinit. Donnez un ex. Nommez quelques adjec. qui régissent différentes prépos suivan. les sens de personnes et les noms de choses. Traduisez : Art is not responsible to anyone for the faults of its authors.

4. Soitter the sun nor death can be looked at fixedly. Your friend studies and applies himself entirely to Natural Philosophy and Chemistry. The Athenians passed their time in listening to their orators, and in attending guests, men, and theatres. We prefer riches, which are, alas! the source of our misfortunes, to a happy mediocrity. Traduisez ces phrases et expliquez en la construction du régt et du régime.

5. Etecer cu'n nom devrait.....(L.) Faites l'analyse du mot *que.* Montrez par des ex. ou en, soit une conjonction, soit un adverbe, soit un verbe. Donnez les diverses espèces de *que*, avec un exemple qui en certaines verbe. Yesterday your friend has exhibited *(montrer)* the telephone.

6. Expliquez-moi l'influence qu'exerce la littérature de Mme. de Staël sur la littérature du XIX. siècle. Qu'est ce qui a contribué à la réforme historique. Le caractère du roman? Qu'a-t-il de dans l'égard de Balzac.

7. Quelle différence y a-t-il entre : *intrigue* et *intriguant ; fabricant* et *fabriquant ; savant* et *sçavoir ; excellent* et *excellant ; président* et *présidant.* Nommez en suite trois verbes qu'il n'ont point *l'adjectif verbal.*

8. *Voulez-vous de l'eau*—Amandez voir ; oui, j'en veux ; un petit peu. Les personnes ont et sont les sources de tous les sentiments. Dites quelles sont les figures de syntaxe dans ces phrases. Sont-elles régulières ou non?

9. La forme verbale *on* est une toute *servile,* tantôt *favorable.* Faites quelques régles à ce sujet. Traduisez : The animals living in a manner more conformable to nature, must be subject to less vices than we.—The Queen on that wandering *(errant)* for a long time *(about),* died at Cologne in *Baizam,* *(present).*

10. Quel est l'accord des part. passés dans les phrases suivantes : The little good conduct which that young man has shown, has won *(mériter)* him your confidence.—Everybody has left excepting you and I.—Cette vérité, je vous l'ai *déclaré, m'a attiré.*—Elle se sent évrit des lèvres qu'on *adresse que l'on a ailasée.*—Ces air, je les ai entendu chanter ; —à les ai *suc'ant tiré*—Corrigez les part. passés incorrects.

11. Scandez et corrigez *(donnez les règles de versification)* les vers suivants :—

    Il est donc vrai. Alcippe, dans peu tu as marriée —
    Les hommes n'expriment après l'air et au fondent—
    Et mêlez avec tant de jointe les exploits —

12. Quels sont les quatre hommes qui ont le plus contribué à rendre glorieux l'âge de Louis XIV. Quels servces ont-ils rendus à a litérature, et quels sont leurs chefs-d'œuvres.

13. Comment s'appelle le plus célèbre poëte didactique du XVIII. siècle. Par quoi s'est-il distingué principalement, et quel est son meilleur ouvrage.

14. Quelle est l'influence qu'exerce Chateaubriand et Mde. de Staël sur la littérature du XIX. siècle. Qui est-ce qui a contribué à la réforme historique. Le caractère du roman? Qu'y a-t-il à dire à l'égard de Balzac.

DALHOUSIE COLLEGE AND UNIVERSITY.

HALIFAX.

SESSIONAL EXAMINATIONS, 1879.

SATURDAY, APRIL 26TH.—3 A. M. TO 1 P. M.

FOURTH YEAR.

GERMAN.

JAMES LIECHI, ESQ.,............................... *Examiner.*

Translate : I. Lessing's *Nathan der Weise.*

Sittah.—........Spiele nicht mit mir—Ich[1]glaube
Dass die Religionen, die ich dir
Genannt, auch nicht so voneinander wären,
Bis auf die Kleidung; bis auf Essen und Trink !

Derwisch.—Und was mir fehlen Einer prächten dult,
Denn gründen alle sich nicht auf Geschichte?
Geschrieben oder überliefert?—Und
Geschichte muss doch wohl allein auf Treu
Und Glauben angenommen werden?—Nicht?—
Nun wessen Treu' und Glauben zieht man denn
Am wenigsten in Zweifel? Doch der seinen?
Doch deren Blut wir sind? doch deren, die
Von Kindheit an uns Proben ihrer Liebe
Gegeben ? die uns nie getäuscht, als wo
Getäuscht zu werden uns heilsamer war?—
Wie kann ich meinen Vätern weniger,
Als du den deinen glauben ? oder umgekehrt.
Kann ich von dir verlangen, dass du deine
Vorfahren Lügen strafst, um meinen nicht
Zu widersprechen ? Oder umgekehrt.
Das nämliche gilt von den Christen. Nicht?—

II. Friedrich Schlegel. *Die heilige Cäcilia.* (Gemälde von Raphael.)

Das berauschende Mahlt in diesem Bilde ist die hinreissende Gefühl
der innigsten Andacht, die, in höhchen Harmen nicht mehr Harm findend,
in Gesänge ausbricht; wein aus auch wild aus Ganzen Andenvergöt-
lichen das Paragrise alles in einen Sanne Begeisterung himmelischen
 zahr. Aber im ist es eine alle Andacht, ein die Herzlichen, langvergessen
Tone aller Kindesfrommen; in Raphael's Stücke ist die Entzückung und
Resah nach knstinnem, und es ist die ganze Gottesdrückenheit Tieb und
Wunderhöhe dieses überschaut, Kunst andauland hier zinnkelt. Der
Erbzückung ist auch vorandener Psalms, wie dem genügkeinen Schmerz nur
Linden, scheint man zu ja. Im für man der Matadine, wohin Thaen
heslichemn und Frhem heregem kreuzte, aber die Menschenklein verwachsen
den Geist und die Seele durchmenglichan Liebe.

III. Schiller's *Wilhelm Tell.* (Tell's soliloquy.)

I. Durch diese hohle Gasse muss er kommen;
Es führt kein andrer Weg nach Küssnacht.—Hier
Vollend' ich's—die Gelegenheit ist günstig.
Dort der Holunderstrauch verbirgt mich ihm,
Von dort herab kann ihn mein Pfeil erlangen.
Des Weges Enge wehret den Verfolgern.
Mach' deine Rechnung mit dem Himmel, Vogt,
Fort musst du, deine Uhr ist abgelaufen.

II. Ich lebte still und harmlos—Das Geschoss
War auf des Waldes Thiere nur gerichtet,
Meine Gedanken waren rein von Mord—
Du hast aus meinem Frieden mich herausgeschreckt;
In gährend Drachengift hast du
Die Milch der frommen Denkart mir verwandelt;
Zum Ungeheuren hast du mich gewöhnt—
Wer sich des Kindes Haupt zum Ziele setzte,
Der kann auch treffen in das Herz des Feinds.

Dann: [Ich die beiden folgenden Stücke aus Ziehlt der Welt.
Sie alle stehen Ihren Wegen frei.

Translate into German : Grimm's fable, "*The Wolf and the Man.*"

The wolf, boasting he would attack a man notwithstanding his strength,
if he could but see one, the fox went with him in the road by which the
huntsman came every day. First came an old discharged soldier. "Do
you call that a man ?" asked the wolf. "No," answered the fox, "that
has been one." After that came a little boy on his way to school. "Is
that a man ?" "No, that will be one." At last the huntsman came, a
double-barreled gun upon his back, and hanger at his side. Said the fox
to the wolf, " See, yonder comes a man, you must attack him, but I will
betake myself to my cavern."

I. What is the peculiar construction of the expression : *Doch der Seinen.*
—*Nicht ?* § 8. Find and complete two sentences with ellipsis of a verb
of such and a similar construction in the notes (§ I and III), giving rules for the
position of these words.

2. Condifferinze oder über für §§ I D. Assign a reason for the use-
agreement of these words with *"Geschichte."* Point out the difference
between the verbs : zusprechen and zurücksprechen.

3. Illustrate by examples the construction of the clens and isolated
adjects : (a) when both are nouns ; (b) one a noun, the other a pronoun ; (c)
both pronouns. Correct : Wir haben gestern von Ihm die Nachricht
gehört.

4. Which is the stative position in a simple sentence of the adverbs of
time and *place*, the adverbial expression, and the neg. nicht ? The
physician had not been here this morning at 10 o'clock. Write an example
showing when order may be passed before the subject.

5. The English *Perfect* must be expressed by the *Present* tense in
German. Wann ? Translate : How long have you been in this country ?
I have now been these two years.

6. Ja, nicht, mehr. Write short sentences illustrating the use of
these words. Give the equivalents of : A man living his duty cheerfully
and at all times. We speak of English's making war upon Russia. Re-
endanger his life by not attending to directions. The negro was spoken
of his going abroad, and now he has left without his friends' knowledge.

7. A dares atteer of various interpretations. Give examples.

8. Wie ist in Geld's handlowzerwirten : Translate the sentence so as to
illustrate meanwhile of the subordinal expression. Is any other part of speech
admittedly such heraldin ?

9. Mention four cases, giving an example for each, which admit of
inversion of the subject and verb.

10. What are the construction peculiar to an accessory sentence, whose
verb is (a) in a simple sense ; (b) in a compound sense ; (c) an infinitive and
particular ? Ex. The soldiers which man stated are important. The house
helps he has acquired has been bought by hard work. The books which
had been sold (by German losers) are very much bind.

11. Mention the best *byte genus* of the 17th century, and their influence
upon literature. What was the character of domestic poetry and prose
during the VI. Period. What is the creator of the first German Art of
Poetry, and when can he also comes in distinction ?

12. Give a brief account of the intellectual labor during the VII.
Period up to the year 1770.

13. Cluwar's *Lessing's* works. What is the lesson he teaches in his
Nathan der Weise ? Notice the services in the restored German literature.
Give an account of *Nat.*

14. Which are the two works published by Goethe during the *Sturm und
Drangperd*, and what epoch does he describe in one of them ? How is his
Faust to be explained ?

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[1] An original composition or one subject, of the same length as the fable may be
substituted.

SESSIONAL EXAMINATIONS, 1873.

THURSDAY, APRIL 15.—AFTERNOON, 3 TO 5.30.

B. A. HONOUR EXAMINATIONS IN CLASSICS.

LATIN COMPOSITION.

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

Translate into Latin:

Anaxagoras of Clazomenæ was illustrious not only for his wealth, and the nobility of his birth, but also for the greatness of his mind. In order that he might deliver himself up entirely to the study of philosophy, he surrendered his patrimony to his friends and went to Athens, the nurse of literature as *hos dure.* There Pericles became his scholar, a man of exalted mind, of uncommon eloquence, and very bountiful to the poor. It happened, however, that being much engaged in public affairs, he *seemed* to neglect his master Anaxagoras. The old man, perceiving this, went to bed, and wrapping up his head, determined to starve himself to death. Pericles, having heard of this circumstance, flew to his master and with tears besought him to live, and to preserve to him that wisdom and that light which had been of so much service to him. Anaxagoras, uncovering his head, mildly said, "Pericles, those who have need of a lamp feed it with oil." From that time Pericles paid great attention to Anaxagoras; and indeed not long afterwards saved his life.

DALHOUSIE COLLEGE AND UNIVERSITY.

HALIFAX.

SESSIONAL EXAMINATIONS, 1878.

WEDNESDAY, APRIL 10.—3 TO 6 P. M.

B. A. HONOUR EXAMINATIONS IN CLASSICS.

LATIN. { PLAUTUS: MILES GLORIOSUS.
{ TERENCE: HEAUTONTIMORUMENOS.
{ VIRGIL: GEORGICS, BOOK I. IV.

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

1. Translate Mil. Glor. vss. 1049—1062.
   Beginning: *Mil.* Dabitur, quantum ipsus preti posset:
   Ending: *Pal.*   Nequeo herele equidem dam moderarier.

2. Translate the following and explain peculiarities of syntax:
   (a) *Mil* Nemo homo unquam ego ab tui cupiendi huie detuli, hie ad te porto.

   (b) *Pal.*   Quid id aut quod oruciat?   onto.
       Pl. Ne tibi iæræ actutis homini molestus puellā
             Obiero, ut coepe in decora neque tuis virentibus
             A te capiereo.

   (c) *Per.* Vigilā unquam, expergisce inquam : luoet hoc inquam.

3. Translate these passages and explain unusual forms of words:
   (a) *Ac.* Postquam adfulsere aures come inæe heræa oculaoea,
             Illic civi, inlao quemadmodum posmet muscheri.
   (b) *Pal.* Quod tu est Scinra ?   *Sc.* Inquidicem.   *Pal.* Tute sci
             ssū tib :
             Mihi ac diola : scire nolo.   *Sc.* Non enim fíeiun quia sciæs.
   (c) *Phi.* Iraæ craaior, a vim ine tali absilcomaier,
             Nam os quamvis perà se faaro ut adfuat faaella.

4. Translate Heant.   Act IV., sc. 4, vss. 1—29.
   Beginning: *Sir.* Satis pol prosum me Syri promissa hoe indux-
                                                         erunt
   Ending: *Ba.* Etiamne tecum me hic muti sui   *Sy.* Minime ;
                                 teeum tibi reddo.

5. Translate and explain throughout:
   ACTA LEDIS BIDGARUNNIUM,... HOMOS FEGIT PLACCUS CLAUDII.
   GRANCA FAT SERVANDE.   ACTA TREMUM TIBON IMPAEIRUS :
   DEIEUS BUASEA DEITUE.   ACTA III. EDITA M. JUVANTIO ET T.
   SEMPRONIO CONS.

6. On what different principles have the difficulties in the scansion of Terence been explained ?

7. Translate Georg. IV., vss. 203—247.

8. Explain the references in the following lines :
   (a) Graosisque scdutis decolat stella Coromae.
   (b) Et pro purpureo poenas dat Scylla capillo.
   (c) Tumàtemque sie et Matris quate cymbala circm.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1878.

WEDNESDAY, APRIL 17.—9 A. M. TO 1 P. M.

B. A. HONOUR EXAMINATIONS IN CLASSICS.

CLASSICAL LITERATURE—COMPARATIVE PHILOLOGY.

PROFESSOR J. JOHNSON, M.A........................Examiner.

N.B.—Only four questions in each part are to be answered.

A. 1. How is the connection of the Mythical Grecian Minstrels with Thrace explained?

2. What reasons are given for the belief that the poems of Homer were orally transmitted at first?

3. Characterise the two schools of Lyric poetry, and name the chief authors in each.

4. Give a description of the Theatre at Athens, and of a performance therein.

5. Describe the characteristics of Grecian Comedy at different periods, and name the chief writers of each period.

B. 1. Explain the Saturnian Measure. What specimens of it are extant? What does Horace say about it? What authors successively introduced Grecian Metres into Latin? Quote any reference made by any author to his own share in this work.

2. Give an account of the life and works of any one writer before Plautus.

3. Compare the prologues of Greek plays and those of Plautus and Terence.

4. How are Latin Plays classified? Give examples.

5. Give an account of the Satirists of Rome.

C. 1. Distinguish phonetic and dynamic changes and give examples from Greek.

2. Give various modifications of the root TAR in Latin and Greek.

3. Explain what is meant by *root-determinatives* and *formative suffixes.* Give examples of the different kinds of the latter.

4. Illustrate the modification of aspirated mutes in Greek, Latin and English.

5. What are the laws of Latin accentuation? Why is an older law supposed to have existed?

6. Mention Greek or English words, or both, that are akin to the following, and explain the differences in each case: vivus, celare, viginti, frango, lamentum, lacrima, soror, aurum, gena.

DALHOUSIE COLLEGE AND UNIVERSITY.

HALIFAX.

SESSIONAL EXAMINATIONS, 1878.

Monday, April 15.—9 a. m. to 1 p. m.

B. A. HONOUR EXAMINATIONS IN CLASSICS.

LATIN. { CICERO : Tusculan Questions, Book I.
HORACE : Epodes I. II., and Poetica.
JUVENAL : Satires VII. VIII. XIV.
TACITUS : Germania, Agricola.

PROFESSOR J. JOHNSON, M.A. Examiner.

1. Translate Tusc. Quest. Book I., Chap. XVII.

2. Give an outline of the arguments which Cicero brings forward to prove the immortality of the soul.

3. Explain the syntactical construction of the sentence ; " Nam igitur dubitemus, eo, quod pluresque . . . "

4. Translate Hor. Epód. I., 79, vss. 63-68.

5. Write notes on some peculiarities of grammar in the following lines :

   (a) Haec est dextinso pace fatam patre Vsonmo
      Excepto quod non simul esses cetera iactes.
   (b) Face etiam civo dam parates biberam.
   (c) Sed varios ac eal de io plus quam tibi credas
      Novo pums allam sapiente boraque beatas.

6.

                    " Dixat
   Filius Albini : Si do quincunce remota est
   Uncia, quid superat. Poteras Italiae " " Triens."   " Eu !
   Reo ponere servare nam. Redit uncia, quid fit ? "
   " Semis."

Translate these lines. Give the divisions of the as, and explain their names.

7. Translate Juv. VII., vss. 98-123.

8. Write explanatory notes on

   (a)   " vasasi pote Lacvraam."
   (b) " Comodans Davam : Sargis ra pullidus Ajax."
   (c) " Figantur violbo anslanim gloria palmam."
   (d) Ocoilit miseros rambir repalin magistros.
   (e) Uno inter tanmo asteroia Quintilaso
        Ut multum duo sufficoist.

9. Translate Germania, Chap. XLV.

10. How does Tacitus describe the geographical situation of Hibernia ?

11. Write notes on the situation of the following, giving modern names : Mona, Clota, Foroijulimnleim colonia, Orcados, Tuisi, Boëstria.

DALHOUSIE COLLEGE AND UNIVERSITY.

SESSIONAL EXAMINATIONS, 1878.

THURSDAY, APRIL 11.—9 A.M. TO 1 P.M.

B. A. HONOUR EXAMINATIONS IN CLASSICS.

GREEK.— { THUCYDIDES: BOOK II.
PLATO: PHÆDO.
DEMOSTHENES: DE CORONA.

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

1. Translate Phucyd. II. chaps. 41 and 84 to σκέψαι δ᾽ ἐκ τούτων καὶ δόξης τῆς ᾽Ε μείας.

2. Distinguish the meanings of the following phrases:—

τὰ μὴ πειθὼ αἱ μὴ πειθόντες; ὃ σὺ πιστεύσαι, ἢ μὴ πιστεύσαι; φαίνεται ὑπὸ φαίνεσθαι εἶναι; εἰ τι εἴγοιε, ἰδίδασαν; εἴ τι εἴχον, ἰδίδασα ἄν; ταῦτα τὸ ποιοῦσα, πρὸς ἐλπίδι; πρὸς ἐν ἐλπίδι, πρὸς ἐλπίδι; τίνι ἔως αὐθάδει, ἕως ἂν καθεύδῃ.

3. Translate Phædo § 44.

4. τί φησ' Ἀρμενίας φησὶ τῆς Θηβαίοις ἰδεῖ πως, ὡς ἴναι, αἰτρίας γίγνεσθαι· ἀλλ' οὐ τὰ Κἀδμου, ἵνα, ὃ Κἐβη, τὸν Ὀινοκλεντε καὶ τὸν λόγον : Explain the meaning of this.

5. τὰς λόγος ; ἐφη. Οὐδὲν μοιαπε, ἡ δ᾽ ὅς, ἐστρῶσεε ὃ λέγω· ἀλλ᾽ οὖσε εἰ τὸ καταληφθεσεε μὲν οἶα, ἢ δ᾽ ἀκηταιαστα μὴ ἰστοτεθαθαι γιγνάμενα ἐν τοῖς καστεθῶσε, ἀπ᾽ ἐσι τεκμεσίαι τα τόσετ᾽ ἂν λόγω τὰ Κεβελετασι ἀπεδειξεαι καὶ αὐθαρεφ τὰ φαίνεσι, διὰ τὸ καὶ τάλλα πάντα τασατα ἱκανῶς σιστεφθεσαι, αὐθέλθον. Translate and explain this passage.

6. What description of the earth is given by Plato in the Phædo?

7. Translate De Corona, §§ 132-135, Edit. Tauch.:—

Beginning Ἀλλὰ μὴν τὸ μὲν παρεληλυθὸς ἀεὶ παρὰ πᾶσιν ἀφεῖται.

Ending τούτων τὴν συμμαχίαν, ὃς σὲ κατηγορεῖς.

8. Τὸτ᾽ ἐχρατεῖσε Ἡρατεὶ, καιρὸς ἐτεμβεδίδαιος ἔωση, φθέγγεται; τίντὸς μαενεγ·ίνεις ἔιν καὶ ἐγ: Describe the method of denoting the date of any event at Athens, as here mentioned.

9. Τοὶ ἱερέπ Κλειτεμᾶσε, ἱερατὸς τελέτεῖ, ἱδεξε τοῖς πολαταρχοιε καὶ τοῖς φιλάσηρεῖ τὸν Ἀμφισσεὶ κ.τ.λ. Give a sketch of the powers of the Amphictyonic Council, including an explanation of this passage.

10. Why are the documents quoted in the *De Corona* supposed to be spurious?

DALHOUSIE COLLEGE AND UNIVERSITY.

SESSIONAL EXAMINATIONS, 1878.

Thursday, April 11th:—Afternoon, 3 to 6.

B. A. HONOUR EXAMINATIONS IN CLASSICS.

GREEK: { AESCHYLUS: SEVEN CONTRA THEBAS.
{ SOPHOCLES: OEDIPUS REX.
{ HOMER: ILIAD, XVIII, XXIV.

Professor J. Johnson, M.A. .... *Examiner.*

1. Translate, Sept. Contra Theb., vss. 630–674.—
Beginning ΕΥ, ὁ Θηγαινὸς τε καὶ θεῶν μέγα στύγος,
Ending ἀνηδῶς, εἰ μηδὲ καὶ πάτωρ οἰκείβλαμενος.

2. (a) (IV.) ἦ γὰρ νέους ἔρποντας εὐμενεῖ πέδω
ἐπικε' σκεδασθέω πελεκεί λελαπ
ἱδρῶσαι' ἀλατρώφας ἀσταδευόμενος
τανύσας, καιες ρευσεν πρὸς χρίμα τόδε,

(b) καὶ τόιοτα ταῦτα τὰς Δίκης ἐπ' ἀκτίναι,
ἀσπιμον μαγμαξομαν ολνατας οερεὶς,
ναγ' ἂν γένοιτο μέγιστος ἀνσὸγ τοί.

(c) Χι, πόρσωω τὰν ὀλεσίοικον
θεὸν οὐ θεοῖς ὁμοίαν,
πανολβὴ κακόσκοτον
σιεισῶν ἐλισσῶων Ἐρινὺν
τελέσω τᾶς περίθ σμαν
κατάρας βλαβθρενής σ' θίκεσθα.

Translate those passages (he last is two ways) and explain some unusual constructions.

3. Translate Œdip. Rex., vss. 1332–1535:—
Beginning ΟΙΔ. ὃς μὲ τάδ' εἶς ὃδ ἀπ' ἔρασ' εὐγχεοιτα,
Ending ἰμαστόν ἀνθρώπων ἰσθὶα ἢ γέγας.

4. (a) The indicative mood is employed in a very unusual sense in this passage.

(b) What is remarkable in vss. 552 ὁ τλαιων λέγ' οὔπτ τὰ ὑθπίτσι
βλαστεσσ ὁπτε κ.τ.λ.? Can you quote something similar
from Horace.

5. Translate Iliad, XXIV., 265–282.

6. Write the chief parts found of—
δεάω, ὁἰτω, ἵστω, ὀτρήνω, ἀγορῆς, πίλημὶα, πλανγάω.

7. Many words in Homer that begin with a vowel can be shown
by comparison with some in other tongues, to have had originally an
initial consonant.