

CALENDAR
OF
DALHOUSIE COLLEGE
AND
UNIVERSITY.

HALIFAX, NOVA SCOTIA.

1886-87.



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

The more important changes in this Calendar will be found in §§ 1, 2, 14, 17-VIII, X, XII, XIII, XIV, XXI, XXV, XXVII, XXXI.

Copies of this Calendar, with the Examination Papers set in the session of 1885-6, may be obtained, at twenty-five cents each, from H. Barnes, Esq., Nova Scotia Printing Co., Halifax, N. S.

ADDENDA.

To the list of members of the Faculty of Arts, p. 18, add Professor Seth.

ALUMNI HISTORICAL ESSAY PRIZE.

A Prize of Fifty Dollars is offered by the Alumni Association for the best Essay (provided it be of sufficient merit) on the History of Dalhousie College.

The competition is open to all persons, whether members of the University or not.

The Essays may be of any length, but conciseness is recommended.

Competitors are required, in making statements of fact, to cite authorities, but are advised not to make lengthy quotations.

Essays must be in the hands of the Secretary of the Alumni Association (H. W. C. Bosk, Esq., Halifax) on or before the 1st March, 1887. Each essay must be distinguished by a motto, and must be accompanied by a sealed envelope, endorsed with the motto of the essay, and containing inside the name of the author.

The essay to which the prize is awarded will become the property of the Association.

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University Almanac, 1886-87.

1886C1.

- Oct. 4, M.—Meeting of Governors.
- 7, Th.—Meeting of the Faculty of Arts, 11 A. M.
- 12, Th.—Meeting of Senate, 11 A. M.
- 13, W.—Meeting of Faculty of Arts, 11 A. M.—Meeting of Faculty of Law, 4 P. M.
- 14, Th.—Session begins.—Examinations for Senior and Junior Matura Exhibitions and Bursaries for 1st and 2nd Years Matriculation Examinations (Arts Faculty), and for Lower and Higher Matriculation Examinations (Medical Faculty), begin:
- 10 A. M., Latin.
- 3 P. M., Greek.
- 15, F.— 10 A. M., Mathematics.
- 3 P. M., Bible.
- 16, Sa.— 10 A. M., English (Jan. Ec. and Bar., and Metric.)
- 3 P. M., Latin.
- 18, M.— 10 A. M., Chemistry and Natural Philosophy.
- 3 P. M., Elementary Mechanics and Botany.
- 18, Tu.— 10 A. M., French and German.
- Supplementary Examinations begin, 10 A. M.
- 20, W.—Entrance Examinations (1st, 2nd and 4th years); Examinations the Senior Matura Exhibitions and Bursaries, and 2nd Year Matriculation Examination (Arts Faculty) continued:
- 10 A. M., Classical History and Geography.
- 3 P. M., English Literature and History.
- 21, Th.—First and Second Year Matriculation Examinations (Law Faculty) begin, 10 A. M.
- 22, F.—Meeting of Faculty of Arts, 10 A. M.
- Matriculation, Registration and Issue of Gymnasium Tickets, 2 P. M.
- 23, M.—Class Tickets issued.—Meeting of Faculty of Law, 4 P. M.
- 24, Tu.—CONVOCACTION, 2 P. M.—Opening Address by Prof. Rosenk.
- 27, M.—Lectures begin.
- 28, Th.—Meeting of Faculty of Arts, 4 P. M.
- Nov. 4, Th.—Meeting of Faculty of Law, 4 P. M.
- 5, F.—Final Matriculation Examinations (Arts Faculty) begin, 2 P. M.
- 8, M.—Meeting of Faculty of Arts, 1 P. M.
- Thanksgiving Day—No Lectures.
- 12, F.—Meeting of Faculty of Arts, 4 P. M.
- 13, M.—Returns as to Residence, &c., (Arts Faculty) to be made on or before this day.
- Dec. 4, Th.—Meeting of Faculty of Law, 4 P. M.
- 12, Th.—No Lectures. Christmas Vacation begins.

1887.

- Jan. 5, M.—Meeting of Governors.
 6, W.—Lecture resumed.—Supplementary Entrance Examinations.—Classical History and Geography, 2.30 p. m.
 4, Th.—Meeting of Faculty of Law, 4 p. m.—Supplementary Entrance Examinations, English Literature and History, 2.30 p. m.
 5th, M.—Meeting of Faculty of Arts, 4 p. m.
 5th, F.—George Mason's Day.—No Lectures.
 Feb. 5, Th.—Meeting of Faculty of Law, 4 p. m.
 7, M.—Meeting of Senate, 4 p. m.
 25, W.—Ash Wednesday.—No Lectures.
 Mar. 1, Tu.—Last day for receiving M. A. Theses.
 5, Th.—Meeting of Faculty of Law, 4 p. m.
 April 4, M.—Meeting of Governors.
 7, Th.—Last day of lectures.—Meetings of Faculties of Arts and Law, 4 p. m.
 8, F.—Good Friday.
 11, M.—Sessional Examinations begin:
 10 A. M., Constitutional History and Constitutional Law.
 2 P. M., French.
 12, Tu.— 10 A. M., Latin.
 5 P. M., Advl. Latin (1st and 2nd years), Hon. Classics, Hon. Philosophy, Hon. English Literature and History, and Hon. Ex. Physics.
 13, W.— 10 A. M., Botany, Ethnol., Hon. Mathematics, and Hon. Chemistry.
 2.30 P. M., Contracts, International Law, and Conflict of Laws.
 14, Th.— 10 A. M., Greek.
 2 P. M., Advl. Greek, Advl. Latin (1st and 2nd years), Hon. Philosophy, Hon. English Literature and History, and Hon. Chemistry.
 15, F.— 10 A. M., Logic, Hon. Classics, Hon. Math. Physics, and Hon. Ex. Physics.—Quality, Insurance, and Shipping.
 2.30 P. M., Real Property, and Evidence.
 2 P. M., Metaphysics, Practical Chemistry, Hon. Philosophy, and Hon. English Literature and History.
 18, M.— 10 A. M., Mathematics, Physics (2nd and 4th Years), and Hon. Classics.—Contracting, and Torts and Crimes.
 2 P. M., Mathematics, Dynamics and Hon. Classics.
 19, Tu.— 10 A. M., English Language and Literature, and History.
 2 P. M., Hon. Classics, Hon. Mathematics, Hon. Philosophy, Hon. English Literature and History, and Hon. Chemistry.
 20, W.— 10 A. M., German.—Sales and Commercial Agency.
 2 P. M., Advl. Mathematics, and Hon. Ex. Physics.
 21, Th.— 10 A. M., Chemistry, Hon. Classics, Hon. Mathematics, Hon. Philosophy, and Hon. English Literature and History.
 2 P. M., Political Economy and Advl. English.
 —Last day for returning books to the Library.
 22, F.— 10 A. M., Advl. Physics.
 23, M.—Meeting of Faculty of Arts, 10 A. M.—Meeting of Faculty of Law, 10 A. M.
 24, Tu.—Meeting of Senate, 10 A. M.—Results of Sessional Examinations declared.
 27, W.— 10.30 A. M., Football Match: Col vs. Young Duhonns.
 1 P. M., Convocation.

TIME TABLE—FACULTY OF ARTS.

Years.	Months.	Days.				
		Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
First Year.	9	Math. (Tutor).	Inorg. Chem. Latin.	Inorg. Chem. Latin.	Math. (Tutor). Greek.	Inorg. Chem. Latin.
	10	.....	Botany.	.....	Botany.	.....
	11	Mathematics.	Mathematics.	Mathematics.	Mathematics.	Mathematics.
	12	Latin (Tutor).	English.	Latin (Tutor).	English.	Latin (Tutor).
Second Year.	9	.....	2nd French.	.....	2nd French.	.....
	10	Mathematics.	Mathematics.	.....	Mathematics.	.....
	11	Latin.	Greek.	Latin.	Greek.	Latin.
	12	English Lit.	2nd German.	English Lit.	2nd German.	English Lit.
Third Year.	9	.....	2nd French.	.....	2nd French.	.....
	10	Metaphysics.	Metaphysics.	.....	Metaphysics.	.....
	11	.....	Org. Chem.	.....	Org. Chem.	.....
	12	.....	Adv. Metaph.	.....	Adv. Metaph.	.....
Fourth Year.	9	2nd German.	2nd French.	2nd German.	2nd French.	2nd German.
	10	.....	Greek (2d yr).	.....	Greek (2d yr).	.....
	11	.....	Org. Chem.	.....	Org. Chem.	.....
	12	.....	Adv. Metaph.	.....	Adv. Metaph.	.....

In Memoriam.

JAMES ROSS, D.D.,

EX-PRINCIPAL AND EGRESSITUS PROFESSOR.

DIED MARCH 15, 1880.

[Extract from Minutes of Senate Academicus.]

In October last, the Senate united in passing a Resolution on occasion of the retirement of the REV. JAMES ROSS, D. D., from the office of Principal, in which they sought to express their sense of the efficiency of his labours in the cause of Education in this Province, and in particular of the value of the services he had rendered in establishing and consolidating this University, and in maintaining its Academic character during his Presidency of two-and-twenty years. The Senate also gave expression to their anticipations that Dr. Ross might be spared for many years to enjoy a well-earned repose after a life of labour so long and so useful.

It is now the grave duty of the Members of Senate to record their sincere regret at the disappointment of this expectation, and their sympathy with relatives, to whom this bereavement must have been unexpected. They believe that the memory of Dr. Ross will remain with those who have had the advantage of receiving instruction at his hands, as well as with those—his colleagues—who lose in him, a respected friend, and one with whom it was both an advantage and a pleasure to be associated in conducting the internal affairs of the University.

HISTORICAL SKETCH.

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

The original endowment was derived from funds collected at the port of Casiline in Maine, during its occupation in 1814 by Sir John C. Sherbrooke, then Lieutenant-Governor of Nova Scotia. These funds the British Government authorised the Earl of Dalhousie, Sir John's successor, to expend "in defraying the expenses of any improvement which it might seem expedient to undertake in the Province"; and the Earl, believing that "a Seminary for the higher branches of education is much needed in Halifax—the seat of the Legislature—of the courts of justice—of the military and mercantile society," decided upon "founding a College or Academy on the same plan and principle of that at Edinburgh," "open to all occupations and sects of religion, restricted to such branches only as are applicable to our present state, and having the power to expand with the growth and improvement of our society."

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

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

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

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

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

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

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

An Act for the Regulation and Support of Dalhousie College.

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

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

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

1. The Board of Governors now appointed, consisting of the Honourable WILLIAM YOUNG, the Honourable JOSEPH CHARLES TAPPEN, S. Leonard SIMMONS, JOHN W. RITCHIE, and JAMES F. AVERY, Esquires, shall be a body politic and corporate, by the name and style of the Governors of Dalhousie College, at Halifax, and shall have and exercise all usual powers and authorities as such, and have the title, control and disposition of the building on the Parade, at Halifax, and of the property and funds belonging to the said College, and held for the use thereof by the present Governors; and all vacancies at the Board shall be filled up on recommendation of the remaining members thereof by the Governor-in-Council; and any of the Governors shall be removable by the Governor-in-Council, at the instance of the Board of Governors.

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

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

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

5. The said College shall be deemed and taken to be a University, with all the usual and necessary privileges of such institutions; and

the students shall have liberty and faculty of taking the degrees of bachelor, master, and doctor, in the several arts and faculties at the appointed times; and shall have liberty within themselves of performing all scholastic exercises for the conferring of such degrees, and in such manner as shall be directed by the statutes and bye-laws.

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

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

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

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

This Act was afterwards amended by the following Acts:—

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

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

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

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

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

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

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

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

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

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

2. Section 3 of chapter 24 of the Acts of 1853, entitled, "An Act for the regulation and support of Dalhousie College," is amended by adding the words "and governor" after the word "professor" in the said section, and any individual who has hitherto endowed a chair or chairs in the College shall have a right to nominate a governor for such chair endowed, in the same way as if section 3 aforesaid had been originally passed as now amended.

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

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

In 1868 a Faculty of Medicine was organised, which in 1875 developed into the Halifax Medical College. In 1883 the Faculty was re-organised and the Halifax Medical College affiliated.

In 1883 a Faculty of Law was added.

In 1879, Geo. MUNRO, Esq., of New York, a native of this Province, placed in the hands of the Governors the funds necessary for the endowment of a Professorship of Physics. In 1881, he established a Professorship of History and Political Economy. In 1882, he founded a chair of English Language and Literature. In 1883, he added to the staff of the College a Professor of Constitutional and International Law, and Tutors in Classics and in Mathematics. In 1884, he founded a Professorship of Metaphysics. Since 1880, he has provided the University with Exhibitions and Bursaries, to the amount of \$35,700, which, according to his own desire, have been an offered for competition as to stimulate to greater activity and efficiency the High Schools and Academies of Nova Scotia and the neighboring Provinces.

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

To connect the donor's name for all time with the benefits thus conferred both on the University and on his native country,

the chairs which he has founded shall be called the GEORGE MUNRO CHAIRS OF PHYSICS, OF HISTORY AND POLITICAL ECONOMY, OF ENGLISH LANGUAGE AND LITERATURE, OF CONSTITUTIONAL AND INTERNATIONAL LAW, and OF METAPHYSICS respectively.

In 1883, ALEXANDER McLEOD, Esq., of Halifax, bequeathed to the University the residue of his estate. The following is an extract from his will:—

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

According to the provisions of the will the McLEOD CHAIRS of CLASSICS, CHEMISTRY and MODERN LANGUAGES were founded.

SIR WILLIAM YOUNG, one of the oldest and best friends of the College, has recently subscribed \$20,000 to start a Building Fund. This generous donation ensures the success of the scheme for providing new Buildings. The Governors have accordingly sold the old College property to the north of the Grand Parade, to the city of Halifax, for \$25,000 and a portion of the Exhibition grounds, and are now taking steps for securing additional subscriptions for the erection of a building worthy of the University and of the city of Halifax.

The following donations have been made to the Endowment Fund:—

Hon. Sir Wm. Young, W. J. Stiles, Esq., Hon. Staley Brown, John Gibson, Esq., John F. Mott, Esq., Wm. F. West, Esq., Thos. A. Ritchie, Esq., and Hon. Robt. Bask, \$1000 each; Adam Barra, Esq., Peter Jack, Esq., Hon. Jeremiah Northup, Prof. Lawson and Alex. McLeod, Esq., \$500 each.

The following donations have been made from time to time to meet current expenses:—

Hon. Sir Wm. Young, \$500; John Doolif, Esq., \$400; J. S. Maclean, Esq., \$300; J. F. Avery, Esq., M.D., S. Fleming, Esq., C.M.G., Rev. Principal Grant, D.D., W. J. Stairs, Esq., Thos. Byrne, Esq., John Gibson, Esq., Rev. J. McMillan, B.D., and John Macaulay, Esq., \$200 each; Jas. Scott, Esq., and A. K. Mackenzie, Esq., \$100 each; Hon. R. Bosk, and the Medical Faculty, \$100 each; Rev.

President Forrest, D.D., Hon. A. G. Jones, and Geo. Thomson, Esq., \$150 each; A. Baras, Esq., \$125; J. J. Bremner, Esq., \$100; R. H. Collins, Esq., J. Donaldson, Esq., Prof. J. DeMill, Prof. J. Johnson, Prof. G. Lawson, Prof. J. Litchell, Alex. McLeod, Esq., Robt. Marrow, Esq., Hon. Jeremiah Northup, Joseph Northup, Esq., T. A. Ritchie, Esq., Rev. Principal Ross, D.D., Ed. Smith, Esq., R. H. Skimmings, Esq., John Stairs, Esq., Jas. Thomson, Esq., and Hon. Sir Chas. Tupper, \$100 each; J. W. Carrisichael, Esq., C. D. Hunter, Esq., Major-General Lauris, Messrs. Lawson, Harrington & Co., Prof. C. Macdonald, J. P. Mott, Esq., and Hon. Judge Ritchie, \$50 each; G. P. Mitchell, Esq., and Hon. S. L. Shannon, \$20 each; J. B. Duffas, Esq., R. W. Fraser, Esq., Peter Jack, Esq., and W. H. Neal, Esq., \$20 each; with smaller sums amounting to \$1349.

The following donations have been made for the purpose of providing scientific apparatus:

Hon. Sir Wm. Young, \$300; Prof. J. G. MacGregor, \$200; The Alumni Association, \$150; J. F. Avery, Esq., M.D., Thos. Boyne, Esq., Hon. H. Brook, Alex. McLeod, Esq., John MacNah, Esq., Hon. Jeremiah Northup, W. J. Stairs, Esq., and W. P. West, Esq., \$100 each; Thos. A. Brown, Esq., Messrs. Donald & Miller, Messrs. Eason & Co., John Gibson, Esq., Peter Jack, Esq., Prof. G. Lawson, J. S. Maclean, Esq., Robt. Marrow, Esq., Hon. J. W. Ritchie, James Thomson, Esq., and a Friend, \$50 each; with smaller sums amounting to \$945.

For other benefactions, see Library, Museum, and Gymnasium.

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

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

REV. ALEXANDER ROMAN, 1838-42, Classics.

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

REV. FREDERICK TOMKINS, M.A., LL.D. (Lord.), now Barrister, London, G. B., 1836-7, Mathematics and Natural Philosophy.

REV. GEORGE COUNTER, B.A. (Lord.), now Prof. of Classics, McGill College, 1856-7, Classics.

THOMAS McCULLOCH, 1863-5, Natural Philosophy.

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

HENRY A. BAYNE, M.A., Ph.D., F.R.S.C., now Prof. of Chemistry, Roy. Mil. Coll., Kingston, Ont., 1877-79, Organic Chemistry and Chemical Analysis.

JAMES DEMILL, A.M., 1861-80, Rhetoric and History.

REV. DAVID HONEYMAN, D.C.L., F.S.A., F.R.S.C., Provincial Museum, Halifax, 1878-83, Geology and Palaeontology.

REV. JAS. ROSS, D.D., 1863-85, Principal, and Professor of Ethics.

J. G. SCHERMAN, M.A. (Lord.), D.Sc. (Edin.), now Prof. of Ethics and Metaphysics, Cornell Univ., 1882-86, English Literature and Metaphysics.

Hon. J. S. D. THOMPSON, now Minister of Justice, 1883-86, Lecturer on Procedure and Evidence.

Dalhousie College & University.

BOARD OF GOVERNORS.

Hon. Sir ADAMS G. ARCHIBALD, K.C.M.G., P.C., D.C.L., Q.C.,

Chairman.

Hon. Sir WILLIAM YOUNG, LL.D., Ex-Chief Justice.

Hon. Sir CHARLES TUPPER, K.C.M.G., C.B., M.D.

Hon. J. W. RICHIE, Ex-Judge of the Supreme Court of Nova Scotia.

Hon. S. L. SHANNON, D.C.L., Q.C., Judge of Probate.

JAMES F. AVERY, Esq., M.D.

Rev. JOHN MACMILLAN M.A., B.D.

Rev. PRINCIPAL FOREST, D.D.

Hon. ALFRED G. JONES, P.C.

JOHN S. MACLEAN, Esq.

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TYPES: McLEOD,
MURRAY.

§ I.—COURSES OF INSTRUCTION.

I.—CLASSICS.

(*McLeod Professorship.*)

Professor JOHN JOHNSON, M.A.

Tutor J. P. McLEOD, B.A.

First Year Latin Class.

Professor's Class—Mondays, Wednesdays, and Fridays, 10—11 A.M.

‡ *Tutorial Class*—Mondays and Wednesdays, 12 N.—1 P.M.

Subjects of study:

Classics: *Pro Logis Manilla* (Wilkins's, Macmillan & Co., London.) and * *Pro Milone* (Parsons's, University Press, Cambridge.)—*Virgil*: *Aeneid*, Book VI. (Conington's school edit., Whittaker, London, or Greenough's, Ginn & Co., Boston.)—*Composition*: *Principia Latina*, Part IV. (letter half), and Part V.

† The Tutor will also be in the Library two or three times a week, from 2 to 3 p. m., when he may be consulted by students with reference to their studies.

* Students making a First or Second Class at the Southern Examinations are examined in this additional subject. Such students are also required to show special accuracy in grammar.

Second Year Latin Class.

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

Subjects of study :

Horace: Odes, Books I. *II. *III. (Stephenson's, Macmillan & Co., London.) *Lyric*: Book I. (Stephenson's, Macmillan & Co., London.)—Composition: *Principia Latina*, Part V.

† Third and Fourth Years Latin Class.

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

Subjects of study in alternate years:

For 1896-7.—Horace: Selected Satires. Tacitus: *Annals*, Bk. I. (Smith's or Anthon's.)—Composition: Bennett's Second Latin Writer (pub. by Livingston, London.)—Philology: Peile's Primer of Comparative Philology.

For 1887-8.—Tacitus: *Agricola* (Church & Bradburn's, Macmillan & Co., London.) *Plautus*: *Captivi* (Harrington's, Harper, N. Y.) *Juvenal*: *Satires* III, X, XIII (Wale's Series.)—Composition: Bennett's Second Latin Writer (pub. by Livingston, London.)

First Year Greek Class.

Tuesdays and Thursdays, 10—11 A. M.; Fridays, 12 M.—1 P. M.

† (Conducted by the Tutor.)

Subjects of study :

Lucian: *De Somno*, *Timon*, *Deorum Convitiis* (Wale's Series.) *Xenophon: *Cyropædia*, Book I. (Gorbun's, Whitaker, London.) Composition: *Initia Græca*, Part III. (introductory rules; *written exercises.)—Grammar: *Accidence*.

Second Year Greek Class.

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

Subjects of study :

Homer: *Odyssey*, Book IX. (Majors's, Macmillan & Co., London.) Xenophon: *Hellenica*, Book II. (Hailstone's, Macmillan & Co., London.) *Demosthenes: *Olynthica* (Oxford ed. with notes.)—Composition: *Initia Græca*, Part III. Latter half (introductory rules; *written exercises.)

* Students seeking a First or Second Class at the Seasonal Examinations are examined in this additional subject. Such students are also required to show special accuracy in grammar.

† An "excess" passage will be set for translation to students seeking a First Class in these years.

‡ The Tutor will also be in the Library two or three times a week, from 2 to 5 p. m., when he may be consulted by students with reference to their studies.

† Third and Fourth Years Greek Class.

Tuesdays and Thursdays, 12 M.—1 P. M.

Subjects of study in alternate years :

For 1896-7.—Demosthenes: *Philippics* I, III. Euripides: *Medea*.—Composition: Sidgwick's Introduction to Greek Prose Composition (rules; *written exercises.)

For 1887-8.—Plato: *Apologia Socratis*. *Æschylus*: *Promethæus Vincens*.—Composition: Sidgwick's Introduction to Greek Prose Composition (rules; *written exercises.)—Philology: Müller's *Science of Language*, vol. I, chaps. 1-7.

Advanced Class.

Tutor a week.

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

II.—MODERN LANGUAGES.

(McLeod Professorship.)

Professor JAMES LEWIS, M. A.

First French Class.

† Tuesdays and Thursdays, 2—3 P. M.

Subjects of study :

Guizot: *Guillaume le Conquérant* (Hachette & Co.). Mollère: *Le Bourgeois Gentilhomme*. Exercises in Grammar and Composition.

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

Second French Class.

† Tuesdays and Thursdays, 3—4 P. M.

Subjects of study :

Guizot: *Guillaume le Conquérant*. Mollère: *L'Amour*. Racine: *Andronic*. Translation from English writers. Exercises in Syntax.

Mollère's *Méthode* is prescribed for private reading to candidates for a First Class position at the Seasonal Examinations.

Text Books: Bruchet's Public School French Grammar. Other Text Books required will be announced at the opening of the Session.

† An "excess" passage will be set for translation to students seeking a First Class in these years.

* Students seeking a First or Second Class at the Seasonal Examinations are examined in this additional subject. Such students are also required to show special accuracy in Grammar.

Third French Class.

Monday and Thursday, 9—10 A. M.

Subjects of study:

Molière: *Les Femmes savantes*, Corneille: *Hornet*. Translations from English writers. Original Essays. Lectures on French Literature.

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

Text Book: Huet's Public School French Grammar.

First German Class.

Monday, Wednesday and Friday, 5—5 P. M.

Subjects of study:

Aller's Reader, parts III., IV. and V.; Schiller: *Wilhelm Tell*, Act I. Exercises in Grammar and Composition.

Text Book: Otto's German Grammar. Other Text Books required will be announced at the opening of the books.

Second German Class.

Monday, Wednesday and Friday, 5—5 P. M.

Subjects of study:

For 1886-7.—Schiller: *Wilhelm Tell*, Act II. and III. Goethe: *Egyptus*. Translations from English writers. Lectures on German Literature.

For 1887-8.—Goethe: *Hermann and Dorothea*. Schiller: *Marie Stuart*. Translations from English writers. Lectures on German Literature.

Schiller's *Geschichte des dreissigjährigen Kriegs*, Part I., Book I., is prescribed for private reading to candidates for a First Class position at the Sessional Examinations of 1887.

Text Books: As in First Class.

Third German Class.

Monday, Wednesday and Friday, 5—5 P. M.

Subjects of study:

For 1886-7.—Schiller: *Marie Stuart*. Lessing: *Misantha* von Barchin. Prose composition. Lectures on German Literature.

For 1887-8.—Lessing: *Nathan der Weise*. Goethe: *Egyptus*. Prose composition. Lectures on German Literature.

Schiller's *Wallenstein's Tod* is prescribed for private reading to candidates for a First Class position at the Sessional Examinations of 1887.

III.—ENGLISH LANGUAGE & LITERATURE.

(George Munro Professorship.)

Professor..... W. J. MANTON, Ph. D.

First Year Class.

Monday and Thursday, 12—1 P. M.

Composition, embracing Exercises in the formation of sentences, General Principles of Composition, Characterization of Style, etc.—Students are required to write weekly exercises (for the most part on subjects connected with the course on English Literature), which are returned with occasional, after being criticised by professor and students.

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

Dryden: Mac Flecknoe, St. Cecilia's Day, Alexander's Feast, "Stanzas on Oliver Cromwell," "Astruc Relus," "Annus Mirabilis," "Absalom and Achitophel,"

Addison: Select Essays.

Pope: Rape of the Lock.

Johnson: London, Vanity of Human Wishes, Life of Dryden, "Lives of Pope, Addison, and Gray."

Gray: Elegy.

Goldsmit: Traveller, Deserted Village, "Select Essays."

Macaulay: Samuel Johnson.

Books recommended: Nichol's Composition Primer (Macmillan); Bulwer's Selections from Addison and Goldsmith, (Hunt & Black, Boston); Gardner's First Edition of Dryden's; Hale's Larger English Poets (Macmillan)—which contains all the poetry read in the class.

Second Year Class.

Monday, Wednesday and Friday, 12—1 P. M.

Critical-reading of select works of Shakespeare and Milton, with lectures thereon:

* Shakespeare: Richard III., "King John, As You Like It, Twelfth Night, Hamlet, Macbeth, Timon," The Tempest. Milton: Paradise Lost (Bks. IX-XII), Paradise Regained, Samson Agonistes.

Books recommended: Edie's Edition of the separate plays of Shakespeare, (Dove's Shakespeare Primer, Chambers's First Edition of Milton.

Advanced Class.

Monday, Wednesday and Friday, 5—4 P. M.

The following subjects in alternate years—B. in 1886-7.

A.—(1) The historical development of the English Language and Literature to the year 1400. (See § XI. II.)

* Candidates for First Class will be examined in these additional works, which will not be read in class.

(2) Studies in the Poetry of the Nineteenth Century. (See § XI. 11.)

B.—Detailed history of Elizabethan and Early Stuart literature, with special study of Spenser's *Faerie Queen*, Bk. II.; Marlowe's *Doctor Faustus*, Edward I.; Greene's *Frier Bacon* and *Pierce Burgoy*; Hooker's *Ecclesiastical Polity*, Bk. I.; Sidney's *Apologie for Poetrie*; Bacon's *Advancement of Learning*, Select Essays; Shakespeare's Richard III, Hamlet, Lear; Henry VIII, Two Noble Kinsmen.

IV.—HISTORY AND POLITICAL ECONOMY.

(George Meuro Professorship.)

Professor.....H. C. FOSBERG

Third Year History Class.

Monday and Wednesday, 11 A. M.—12 M., and Friday, 10—11 A. M.

Subjects of study:

Medieval History and Modern History to 1555.

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

Text Book—Gibbon's *Decline and Fall of the Roman Empire* (Student's Edition.)

Books recommended—Hallam's *Middle Ages*; Fryer's *Holy Roman Empire*; Irving's *Medieval and Modern Europe*; Gibbon's *History of Civilization*; Gibbon's *History of the Crusades*; Ingham's *Charles V.*; Smith's *Constitutional History of England*.

Fourth Year History Class.

Monday and Thursday, 11 A. M.—12 M.

Subjects of study:

Modern History from 1555.

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

Text Books—Gibbon's *England*; Gibbon's *France* (Masson's Edition); Meunier's *Germany*.

Advanced History Class.

Once a week.

Subjects of study:

English History from 1602 to 1689.

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

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

Political Economy Class.

Tuesday and Thursday, 10—11 A. M.

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

Text Book: Mills' *Principles of Political Economy*.

Books recommended: Smith's *Wealth of Nations*, *Cultural Principles of Political Economy*, Carey's *Principles of Social Science*, Bowley's *Political Economy*, Pareto's *The Free Trade and Protection*, Carey's *Harmony of Interests*.

V.—METAPHYSICS AND ETHICS.*

(George Meuro Professorship.)

Professor.....

Metaphysics Class.

Monday and Wednesday, 10—11 A. M.

The relation of Philosophy to the Natural and the Historical Sciences. Metaphysics as (A) a theory of Knowing, investigating the origin, extent, and validity of human knowledge, and (B) a theory of Being, inquiring, What am I? What is nature? What is God?

Historical sources of contemporary theories of Knowing and Being. Sketch of their antecedents in the development of Philosophy from its rise among the Greeks down to the time of Descartes and Locke.

Detailed study, section by section, of Bishop Berkeley's *Principles of Human Knowledge*, and a *post passu* examination, by means of lectures, discussions, and written essays, of the metaphysical problems of our own day.—Theism, Materialism, Agnosticism, Positivism, Sensationalism, Evolutionism, &c.

The development from Descartes to Spinoza and Leibnitz, and from Berkeley to Hume. A sketch of the sources, character and tendencies of the subsequent (a) English, (b) Scottish, and (c) German metaphysical Philosophy.

Systematic exposition of a resulting theory of Knowing and of Being.

Books recommended: Berkeley's *Selected Works* (Pomeroy's edition, Clarendon Press); Zeller's *Short History of Greek Philosophy*; Schwegler's *History of Philosophy*.

Ethics Class.

Monday, Wednesday and Friday, 11 A. M.—12 M.

The place and scope of Ethics in the circle of the philosophical sciences. Its data. 'Ought to be' and 'Is.' Antithesis between the moral and the natural.

The natural impulses. Pleasure and Desire. Classification of the springs of action.

The Will. Its nature and relations to our other Powers. Its activity and genesis. Volition and cause. Direct and indirect evidence of the freedom of the will. Objections classified and examined.

* These are the courses given last year by Professor Schwegler. The syllabus of his successor's lectures will be announced at the beginning of the session.

The Intellect. Knowledge of Moral Judgments and Moral Obligation. Is this knowledge a derived or a primitive and constituent element in human consciousness? Its relation to animal instinct, social sentiment, law, the will of God. The function of Conscience.

The Feelings. Moral Sentiments; their character and origin.

The external actions. Diversity of moral practice. The act and the motive. Development of morality from savage to civilized man.

Classification of Duties and Rights. Specific duties—to self, to others, to Duties and Rights in the Family, State, &c.

Ethical Theories: The Christian Theory; The Intuitionist Theory; The Utilitarian Theory; The Evolutionary Theory—with special reference respectively to the New Testament; to Butler, Kant, Stewart, and Martineau; to Bentham, the Mills, and Sidgwick; to Darwin, Spencer, and Leslie Stephen.

The work of the class is conducted partly by lectures, but mainly by examinations on prescribed reading, discussions, and criticisms of essays by the students.

Books recommended: Porter's Elements of Moral Science is used as a text-book or guide in the treatment of the subject. Special references to the authors just mentioned.

Advanced Class.

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

The following courses in alternate years:—

A. The metaphysical subjects prescribed for Honours in Mental and Moral Philosophy (see § XI.) with special attention to Hume and Kant.

B. The Ethical subjects prescribed for Honours in Mental and Moral Philosophy.

In 1885-6, course B was taken; and most of the session was devoted to a study of the actual morality, the moral institutions, the moral ideals, and the moral philosophy of the ancient Greeks.

VI.—LOGIC AND PSYCHOLOGY.

Professor*REV. W. LEAH, LL. D.*

Second Year Class.

Mondays, Tuesdays, Wednesdays and Thursdays, 3—4 P. M.

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

Books recommended:—St. Wm. Hamilton's Lectures on Metaphysics and Logic; Prof. Lyell's "Intellect, the Emotions and the Moral Nature."

Advanced Class.

Fridays, 2—3 P. M.

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

The lectures will enter into a more critical review of the psychological phase of Philosophy, the theory of the Ratiocinative process, with especial reference to the views of Mill and Hamilton; together with the laws and rules of Inductive Logic.

VII.—MATHEMATICS.

Professor*C. MASON, M. A.*

Tutor*D. A. STUART, B. A.*

First Year Class.

Daily, 11 A. M.—12 M.

Subjects of study:

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

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

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

Books recommended:—Oakeley's or Todhunter's or Hamilton Smith's (Miller & Co.) Elements of Geometry; Oakeley's or H. Smith's Algebra.

Second Year Class.

Daily, 10—11 A. M.

Subjects of study:

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

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

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

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

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

The Professor holds a class one day a week (Friday) for those studying the additional work of this year for First or Second Class.

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

Books recommended.—Colson's Algebra, 2nd Part; Colson's Trigonometry, 1st and 2nd parts; Toddhunter's Spherical Trigonometry; Chamber's Logarithm, &c., Tables.

Advanced Class.

There are two Divisions in this Class:

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

Books recommended.—Colson's Plane Trigonometry, 2nd part; Toddhunter's Conic Sections; Toddhunter's Theory of Equations; Hall's Differential and Integral Calculus; Toddhunter's Spherical Trigonometry; Any Standard Works on the subjects treated may, however, be used.

Next.—After Session 1867, other Text Books will be recommended.

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

Books recommended.—The same as for the First Division. Also, Tall & Steele's Dynamics of a Particle; Toddhunter's Analytical Statics; Biot's Differential Equations.

VIII.—PHYSICS.

(George Meuro Professorship.)

Professor..... J. G. MacGILLIVRAY, D. Sc.

Third Year Physics Class.

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

Subjects of the lectures:

The elements of Dynamics; the properties of solid and fluid bodies; Heat; Electricity and Magnetism; Light and Resolved Heat; and Sound. These subjects will be treated in an elementary manner. Dynamics only in so far as a knowledge thereof may be necessary in the study of the other subjects of the course.

Book recommended.—R. Stewart's Lessons in Elementary Physics (Macmillan & Co.).—For books recommended to candidates for Honours in Experimental Physics and Chemistry see Fourth Year Class.

Fourth Year Physics Class.

Monday and Wednesday, 10—12 A. M.

The subjects studied in this class will be the same as those of the Third Year Class, but they will be treated in a less elementary manner.

Candidates for a First Class position at the Sessional Examinations will be examined on Young's "The Sun," (Appleton & Co.) to be read by them privately.

Books recommended.—Goussier's Elementary Treatise on Heat (Doughton, Bell & Co.); Thompson's Lessons Electricity and Magnetism (Macmillan & Co.); or Cassell's Electricity Treated Experimentally (Hingswood), and DuRoi's Natural Philosophy, Ed. Everett, Part IV.—Sound and Light (Hucks & Son.)

Candidates for Honours in Experimental Physics and Chemistry are recommended to read also Tall's Properties of Matter (A. & C. Black), Maxwell's Theory of Heat (Longmans & Taylor's second and third Editions (Macmillan & Co.); Brewster's Wave Theory of Light (Longmans), and Cassell's Theory of Electricity (Macmillan & Co.)

Dynamics Class.

Tuesdays and Thursdays, 10—12 A. M.

The lectures will be on the following subjects:

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

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

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

Book recommended.—Thomson and Tall's Elements of Natural Philosophy, Pt. I. (Cambridge University Press).

Advanced Mathematical Physics Class.

Monday and Wednesday, 11 A. M.—12 M.

The subjects of the lectures will be as follows:

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

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

Books recommended.—Tall and Steele's Principles of a Particle (Macmillan & Co.); Able's Rigid Dynamics (Doughton, Bell & Co.); Basset's Hydrodynamics (Doughton, Bell & Co.); Tall's Statics of Thermodynamics (Doughton, Edinburgh.)

Practical Physics Class.

The work of this class will consist of the exact determination of physical constants, such as density, specific heat, electromotive force, electrical resistance, &c., and the conducting of experimental enquiries.

The class is intended especially for candidates for Honours in Experimental Physics and Chemistry; but other persons having sufficient knowledge of Physics will be admitted.

Book recommended: Glazebrook & Shaw's Practical Physics (Longmans, Green & Co.).

IX.—CHEMISTRY.

(McLeod Professorship.)

Professor.....Geo. LEWIS, Ph. D., LL.D.

Inorganic Chemistry.

Tuesdays, Wednesdays and Fridays, 9—11 A. M.

Subjects of lectures:

General Principles: Chemical Affinity. Laws of Combination, by weight, by volume. The Elements.—Compounds. Equivalent and Atomic Numbers; Atomicity. Nomenclature; Notation; Formulae; Equations. The Non-Metallic Elements considered in detail; their modes of occurrence in nature; preparation in the free state; their compounds; natural phenomena and artificial processes in which they take part; useful manufactures to which they are related. History of the Atomic Theory. The Metals considered: (1st) generally with respect to their physical and chemical characters and modes of occurrence in nature; (2dly) Classification of the Metals, Alloys, Amalgams; Constitution of Salts; Bases, Acids, Radicals. Discussion of Metallic Elements in detail; their Salts and other compounds; Metallurgical processes; Chemical Manufactures.

Text-Book: Gessé's Edition of Wurtz's Elements of Modern Chemistry (Lippincott, Philadelphia.)

Organic Chemistry Class.

Mondays and Wednesdays, 10—11 A. M.

Subjects of lectures:

Principles of Classification: Organic Series; Methane and its Substitution Compounds. Monatomic, Diatomic, Triatomic and Hexatomic Alcohols and Ethers; Monatomic, Diatomic and Tetraatomic Acids; Aldehydes; Cyanogen; Amines, the Carbonylates; Artificial Bases; the Aromatic Compounds; Benzol and its Derivatives; Alkaloids; Amides; Uric Acid; Colouring Matters; Albuminoids; Outline of Animal Chemistry; Tissues; Blood, Milk, Urine; Respiration, Digestion; Nutrition.

Class Book: Gessé's Edition of Wurtz's Elements of Chemistry.

Chemical Laboratory.

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

Text-Book: Marandini's Practical Chemistry.

QUANTITATIVE ANALYSIS.—Instruction is provided in Quantitative Analysis, for the benefit of candidates for Honours in Experimental

Physics and Chemistry; but other persons having a sufficient knowledge of Chemistry will also be admitted to the class. Instruction is offered, not only in General Quantitative Analysis, but also in the analysis of Ores, Coal, Fertilizers, Soils, articles of Food and Drink, Mineral and Household Waters, &c.

Laboratory students are required to replace apparatus which they may destroy; and those who wish to work in special departments, such as those mentioned above, or to engage in original research, may require to furnish themselves with the necessary apparatus.

Text-Book: Fresenius's Quantitative Analysis, vol. 1.

XI.—BOTANY.

Professor.....Geo. LEWIS, Ph. D., LL.D.

Tuesdays and Thursdays, 10—11 A. M.

Text-Books: Gooden's Physiological Botany, vol. 1. of Gray's Botanical Text-Book; Field-Book for Summer Work. Year's Manual.

§ II.—THE ACADEMIC YEAR.—The academic year consists of one session. The session of 1886-7 will begin on Thursday, 14th October, 1886, and end on Wednesday, 27th April, 1887.

The session of 1887-8 will extend from the beginning of 6th October to the end of April.*

§ III.—ADMISSION OF STUDENTS.—(1.) Persons of either sex may become students of the College by (a) furnishing satisfactory references or certificates of good moral character † (on first entering the College), (b) entering their names in the Register (annually), and (c) paying the annual Registration Fee (§ xx).

(2.) Registered students may on payment of the proper fees (§ xx), enter any of the ordinary classes of the College. The Tutorial classes are open to members of the ordinary classes in connection with which they are held; the Advanced classes to students who have sufficient knowledge of the subjects taught in them.

(3.) Students who are candidates for degrees are known as Undergraduates, others as General Students.

§ IV.—DEGREES.—(1.) Three baccalaureate degrees are conferred in the Faculty of Arts, those, viz., of Bachelor of Arts, (B. A.), Bachelor of Letters (B. L.) and Bachelor of Science (B. Sc.)

* The Matriculation and Library Examinations of 1887-8, will be held in the first week of October; lectures will begin in the second week and the final Matriculation Examination will be held in the first week of November. See also footnote, § X. (2).

† The registration ticket of the Balliol School College will be accepted as a certificate of good moral character.

(2) Persons who wish to obtain University Degrees must become Undergraduates. Persons of either sex may become Undergraduates by (a) passing either one of the Matriculation Examinations or a recognised equivalent (§§ v and vi), and (b) matriculating, *i. e.*, entering their names on the *Matricula* or Register of Undergraduates.

(3) Undergraduates must pursue specified courses of study, which vary with the degrees for which they are candidates, but in the case of all degrees extend over four years. They must also pass the prescribed examinations according to the regulations of § x.

(4) Two Matriculation Examinations are held, of lower and higher grade respectively. The First Year Matriculation Examination admits to the First Year of the various courses. The Second Year Matriculation Examination admits to the Second Year of the various courses, and thus enables those who pass it to obtain their degrees at the end of three academic years.

(5) Undergraduates of other Universities may, on producing satisfactory certificates, be admitted of *condens status* in this University, if on examination they are found qualified to enter the classes proper to their year. But if their previous courses of study have not corresponded to the course on which they enter in this University, they may be required by the Faculty to take additional classes.

§ V.—FIRST YEAR MATRICULATION EXAMINATION.

—(1.) The following are the subjects of this Examination:

1 and 2. Two of the following:—Latin, Greek, French, German. (Candidates for B. A. must pass in Latin, and if they are to take Greek as one of the subjects of the First Year, must also pass in Greek.)

LATIN.—GRAMMAR. Composition.—Translation of easy sentences, as in Smith's *Principia Latina*, Part iv, Etc. 1-35. One Latin subject. The following subjects are recommended:

For 1886: Caesar, Gallic War, Book VI.; or, *Orid*, *Metamorphoses*, Book IV., Fabs. 1, 2, 11, 12, 13, 14, 15; Book V., Fabs. 1, 4, 7.

For 1887: Caesar, Gallic War, Book I.; or *Orid*, as for 1886.

GREEK.—GRAMMAR. One Greek subject. The following subjects are recommended:

For 1886: *Trappion*, *Anabasis*, Book I. or Book II.
For 1887: *Trappion*, *Anabasis*, Book II. or Book III.

FRENCH.—*Voltaire*; *Charles XII.*, Books I and II, or *Scribe*; *Bertrand et Balzac* (*Comédie*).—Questions in Grammar limited to the *Accidents*, and based upon the passages selected.—Easy English sentences for translation into French.

GERMAN.—*Adler's German Reader* (Appleton & Co.), Zweiter Abschnitt, 1-4 and 14-17 (inclusive).—*Grammar*.—First 36 lessons in Otto's German Grammar (omitting the 10th, 11th and 12th lessons).

N. B.—Instead of the books recommended above in Latin, Greek, French and German, candidates may offer equivalents which are not included in the course of study. Such equivalents must have been previously approved by the President.

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

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

The above examination may be conducted partly *in vacuo*.

(2.) Candidates for Memo Exhibitions and Bursaries, whose examinations are approved by the Faculty, shall be exempt from further examination for matriculation.

(3.) Candidates taking French or German, and those who wish to offer equivalents, are required to give notice to the President of their intention to appear at this Examination, at least one week before the day on which it is held, and in giving such notice they must state which of subjects 1 and 2 they take and what equivalents they offer instead of books specified above.

(4.) This examination will be held in the College Library on October 14th-16th, 1886. For the benefit of candidates unable to present themselves on these days, an opportunity will be granted of appearing for examination on November 5th. But no student will be admitted as an undergraduate at a later date without the special permission of the Faculty.

§ VI.—SECOND YEAR MATRICULATION EXAMINATION.—(1.) The following are the subjects of this examination:

1 and 2. Two of the following: Latin, Greek, French, German, Botany. (Candidates for B. A. must pass in Latin; if they are to take Greek as one of the subjects of the Second Year, they must also pass in Greek; if not they may select Greek, or French, or German.—Candidates for B. L. must pass in two languages of which one must be French or German.—Candidates for B. Sc. must pass in one modern language and in Botany.)

LATIN.—The ordinary* subjects of the First Year Class, as specified in § 1, together with one additional subject.

GREEK.—The ordinary* subjects of the First Year Class, as specified in § 1, together with one additional subject.

FRENCH.—The subjects of the First French Class, as specified in § 1.

* The "ordinary" subjects are those not marked with an asterisk in § 1.

GERMAN.—The subjects of the First German Class, as specified in § 1.

BOTANY.—The subjects of the lectures of the Botany Class, as specified in § 1.

N. R.—Instead of the books prescribed above in Latin, Greek, French and German, candidates may offer equivalents, which are not included in the Course of Study. Such equivalents must have been previously approved by the President.

3. MATHEMATICS.—The subjects of the First Year Class, as specified in § 1.

4. ENGLISH.—In addition to the subjects of the First Year Matriculation Examination (in which special stress will be laid on Composition), candidates will be required to pass an examination on the literary subjects specified for the ordinary* work of the First Year Class (§ 1)—or the equivalents thereof.

5. INORGANIC CHEMISTRY.—The subjects of the First Year Class (§ 1).—Candidates may omit this subject; but in that event they must take it instead of one of the elective subjects in the Third Year.

The above examination may be conducted partly *in vivo*.

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

(2.) Persons wishing to enter the Second Year must also present themselves for examination in the subjects of the Second Year Entrance Examination (see § 8, 2). But candidates for B. L. are exempted from the examination in Classical Geography, and candidates for B. Sc. from the examination in Classical History and Geography.

(3.) Candidates must give at least one fortnight's notice to the President, of their intention to appear at this examination; and in giving such notice they must state in what Latin, Greek, French, German, and English books they intend to offer themselves for examination, whether or not they wish to be examined in Chemistry, and in what subjects they claim exemption from examination.

(4.) This examination will be held in the College Library on October 14th-20th, 1896. For the convenience of candidates unable to appear on these days, an opportunity will be granted of appearing for examination on November 5th. But no student will be allowed to enter as an undergraduate at a later date without the special permission of the Faculty.

* The "ordinary" subjects are those not marked with an asterisk in § 1.

§ VII.—COURSES OF STUDY FOR DEGREES OF B. A. AND B. L.—The following is a list of the classes which undergraduates are required to attend in the four years of the B. A. and B. L. courses. The details of the subjects studied in these classes will be found under Courses of Instruction, (§§ 1 and XXI.)

First Year.

1. For B. A.—Latin. For B. L.—German.
2. For B. A.—Greek, or French, or German. For B. L.—French.
3. Mathematics.
4. Inorganic Chemistry.
5. English.

Undergraduates taking French or German, enter the classes for which the Professor considers them fitted.

Second Year.

1. For B. A.—Latin. For B. L.—German.
2. For B. A.—The language chosen as subject 2 in the 1st year. For B. L.—French.
3. Mathematics.
4. English Literature.
5. Logic and Psychology.

Third Year.

1. For B. A.—Latin or Greek. The language selected must have been taken during the first two years. For B. L.—German or French.

2. Physics.
3. History.

4-6. Any three of the following*—

- | | |
|---|-------------------------|
| a. Greek. | f. Political Economy. |
| b. Hebrew. | g. Metaphysics. |
| c. French. | h. Dynamics. |
| d. German. | i. Organic Chemistry. |
| e. Constitutional History
(Law Faculty). | j. Practical Chemistry. |
| | k. Botany. |

Undergraduates selecting French or German for the first time, enter the classes for which the Professor considers them fitted. Those selecting Greek for the first time enter the First Year Class.

A certificate of attendance on a class of New Testament Greek in any recognised College will exempt from subject 1 or from one of the three subjects 4-6, an undergraduate who has taken Greek in the first two years.

The University provides no instruction in Hebrew, but a certificate of attendance on a Hebrew class in any recognised College will exempt an undergraduate from one of the three subjects 4-6.

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

Fourth Year.

1. *For B. A.*—Latin or Greek. The language chosen must have been taken during the first three years. *For B. L.*—The language chosen as subject 1 in the 3rd year, unless the 2nd class in that language have been entered in the 1st year, in which case one of the electives 3-6 may be taken instead.

2. Ethics.

3-6. Any four of the following*—

- | | |
|-------------------------|--------------------------|
| a. Greek. | A. Constitutional Law or |
| b. Hebrew. | Law of Contracts. |
| c. French. | i. Physics. |
| d. German. | j. Dynamics. |
| e. History. | k. Organic Chemistry. |
| f. Political Economy. | l. Practical Chemistry. |
| g. Christian Evidences. | m. Botany. |

Undergraduates taking the First Year Greek class in the Third Year must take the Second Year class in the Fourth. Those taking the First French or First German class in the Third Year must take the Second class of the same subject in the Fourth. Neither the First Year Greek class nor the First German or French class can be taken in the Fourth Year without special permission.

Subjects in which but one class is provided can be taken but once as part of the course.

A certificate of attendance on a New Testament Greek class in any recognised College, will exempt from subject 1, or from one of the four subjects 3-6, an undergraduate who has taken Greek during the first three years.

Certificates of attendance on classes in Hebrew and Christian Evidences in any recognised College will exempt each from one of the four subjects 3-6. If the Hebrew class be one of 5 hours a week, attendance on it will exempt from two of the said subjects.

§ VIII.—COURSE OF STUDY FOR DEGREE OF B. Sc.—

The following is a list of the classes which undergraduates must attend during the four years of the B. Sc. Course. The details of the subjects studied in these classes will be found under Courses of Instruction (§ 1).

First Year.

1. French or German.
2. Botany.
3. Mathematics.
4. Inorganic Chemistry.
5. English.

Practical work in Botany will be prescribed for the summer following the First Year.

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

Second Year.

1. The language chosen as subject 1 in the First Year.
2. Practical Chemistry.
3. Mathematics.
4. English Literature.
5. Logic and Psychology.

Third Year.

1. The modern language not chosen as subject 1 in the first two years.
2. Physics.
3. Dynamics.
4. Either Advanced Mathematics or Organic and Practical Chemistry.
5. One of the following:—

a. French.	d. Political Economy.
b. German.	e. Metaphysics.
c. History.	f. Organic Chemistry.
g. Practical Chemistry.	

Fourth Year.

1. The language taken as subject 1 in the Third Year.
2. Physics.
- 3-4. Either Advanced Mathematics and Advanced Mathematical Physics or Practical Chemistry and Practical Physics.
5. One of the following:—

a. French.	d. Political Economy.
b. German.	e. Organic Chemistry.
c. History.	f. Practical Chemistry.

Undergraduates selecting French or German in the First or Third Years enter the classes for which the Professor considers them qualified.

No class can be taken twice during the Course.

§ IX.—ATTENDANCE.—(1.) Undergraduates are required to attend with regularity, the classes of their respective years. Professors shall mark the presence or absence of students immediately before commencing the work of the class, and shall note as absent those who enter thereafter, unless satisfactory reasons be assigned.—The amount of absence as recorded in the class registers, which shall disqualify for the keeping of a Session, shall be determined by the Faculty.

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

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

(2.) The Entrance Examinations † are held at the beginning of the Session in the Second, the Third, and the Fourth Years of the Course. The subjects of these Examinations in 1886-7 shall be as follows:

Second Year.

1. CLASSICAL HISTORY AND GEOGRAPHY.—History of Rome to B. C. 31.—Geography of Italia, Sicilia, Gallia, Hispania.

Books Prescribed: Liddell's *Students' History of Rome*; Tuck's *Primer of Classical Geography*; Gibbon & Heath's or Schœtz's *Classical Atlas*.

Candidates for B. Sc. are exempted from examination in this subject; candidates for B. L. from the geographical portion thereof.

2. ENGLISH LITERATURE.—Macaulay's *Essays on Milton*, Boswell's *Life of Johnson*, and *Lays of Horatia*.

Third Year.

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

Books Prescribed: Smith's *Students' History of Greece*; Tuck's *Primer of Classical Geography*; Gibbon & Heath's, or Schœtz's *Classical Atlas*.

Candidates for B. Sc. are exempted from examination in this subject; candidates for B. L. from the geographical portion thereof.

2. ENGLISH LITERATURE.—Scott's *Lady of the Lake*, *Redgauntlet*.

Fourth Year.

HISTORY.—Green's *History of the English People*, Vol. II.; Robertson's *Charles V.*, chaps. 1, 2, 3.

(3.) The Sessional Examinations are held at the end of the Session * in each of the four years of the Courses in the subjects of the classes of that year, as specified in §§ VII and VIII. Candidates who wish merely to pass are examined in the ordinary work of the various classes only; candidates who wish to pass with distinction are in some classes examined in additional work also.—The distinctions awarded are of two grades—First and Second Class.—All students are admitted to these examinations, and certificates are issued showing the standing they attain.

† In the event of the lengthening of the Session (see § II.) these examinations will be abolished.

* In the subject of Psychology the Examination is held at about the middle of the Session.

(4.) Undergraduates of the Third and Fourth Years who are exempted from attendance on one or more classes on presentation of certificates from recognised Colleges, shall be exempted from Examination in the subjects of those classes on presentation of certificates of having passed Examinations therein in the said Colleges.

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

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

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

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

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

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

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

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

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

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

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

§ XL.—DEGREES WITH HONOURS.—(1) An Undergraduate shall be allowed, during the third and fourth years of his course, to restrict his attention to a more limited range of subjects than that demanded of candidates for an ordinary degree, by entering upon one of the Honours Courses, provided he has either attained a First Class standing at the previous Sessional Examination in the subject corresponding to that of the Honours Course selected, or received the special permission of the Faculty.

(2) Honours Courses are provided in the following departments, viz., (1) Classics, (2) Mathematics and Physics, (3) Mental and Moral Philosophy, (4) Experimental Physics and Chemistry, (5) English Literature and History. Undergraduates in Arts may become candidates in any one of the above departments; undergraduates in Letters in any one of departments 2, 3, 4, and 5; undergraduates in Science in either of the departments 2 and 4.

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

(4.) The Examinations for Honours shall be held at the end of the Fourth Session. But a candidate for Honours may defer his examinations in the subjects of his Honours Course until a year after he has passed the Sessional Examinations in

the ordinary subjects of the fourth year; in which case, however, such candidate shall not be entitled to his Degree until he has passed the Honours Examination.

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

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

(7.) Candidates for Honours in Classics may, in each of the third and fourth years, omit any two of the subjects of those years except Latin and Greek; and they shall not be required to pass the Entrance Examination of the Fourth Year.

They shall be examined in the following subjects:

LATIN.—Phædrus: Triclinium. 1887-8, Miles Glycerius, instead. Terence: Heautontimorumenos. 1887-8, Adolphus. Virgil: Georgics, Books 1, IV. Horace: Epistles, Books 1, II., Ars Poetica. Juvenal: Satires, VII., VIII., XIV. Cicero: De Oratore, Books 1, II. Livy: Books XXX., XXXI. Tacitus: Germania, Annals, Book II.

GREEK.—Æschylus: Agamemnon. 1887-8, Eumenides, instead. Sophocles: Oedipus Coloneus. = Oedipus Rex, instead. Aristophanes: The Clouds. = The Knights, instead. Homer: Odyssey, Books V.—VIII. Theocritus: Book II. Plato: Phædo. Demosthenes: De Corona.

COMPOSITION.—Latin Prose.

PHRASEOLOGY.—Miller's Science of Language, vol. I., chaps. 1-7. 1887-8, Papillon's Comparative Phraseology, instead. Peile's Introduction to Greek and Latin Etymology.

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

(8.) Candidates for Honours in Mathematics and Physics may omit in the Third Year any two, and in the Fourth Year any three, of the subjects of those years, except Physics and Dynamics. The Dynamics class must be taken in the Third Year. They shall not be required to pass the Entrance

Examination of the Fourth Year. They shall be examined in the following subjects, viz.:

MATHEMATICS.

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

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

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

MATHEMATICAL PHYSICS.

Selected portions of Kinematics, Dynamics of a Particle, Rigid Dynamics, Hydrodynamics, Thermodynamics, and Electrodynamics, illustrating the application of the Higher Mathematics to the study of physical problems.

(9.) Candidates for Honours in Mental and Moral Philosophy may, in each of the Third and Fourth Years, omit any two of the subjects of those years, except Metaphysics and Ethics, both of which must be taken in the Third Year. They shall not be required to pass the Entrance Examination of the Fourth Year. They shall be examined in the following subjects, viz.:

MENTAL PHILOSOPHY.

Descartes' Method and Meditations.
Locke's Essay on Human Understanding: Books II. and III.
Berkeley's Philosophical Works (Ed. Young).
Hume's Treatise on Human Nature, vol. I. (with Green's Introduction).
Kant's Critique of Pure Reason (Stirling's Translation).
Reid's Essays, VI.
Alison's Essays on the Principles of Taste.
Comte's Philosophy of the Human Mind.
Mill's Logic, Book III., chaps. 8 and 9.
Hamilton's Lectures on Metaphysics and Logic.

MORAL PHILOSOPHY.

Greek Moral Ideals and Institutions.
Plato's Republic (Davies and Vaughan's Translation).
Aristotle's Ethics (Peter's Translation).
Bentham's Sermons on Human Nature, with the Preface and the Dissertation on the Nature of Virtue.
Smith's Theory of Moral Sentiments.
Kant's Metaphysics of Morals and Critique of Practical Reason (Abbott's Translation).
Mill's Utilitarianism.
Spencer's Data of Ethics.

(10.) Candidates for Honours in Experimental Physics and Chemistry may, in the Third Year, omit any one, and in the Fourth Year, any three, of the subjects of those years, except Physics, Dynamics, and Organic and Practical Chemistry. They shall not be required to pass the Entrance Examination of the Fourth Year. They shall be examined in the following subjects:

EXPERIMENTAL PHYSICS.

Candidates shall be required to show a general knowledge of the Properties of Solids and Fluids, of Heat, Electricity and Magnetism, Light and Radiant Heat, and Sound, so far as those subjects can be treated by elementary mathematical methods.

They shall be required to show an intimate knowledge of the following original memoirs: Joule's Papers on the determination of the Mechanical Equivalent of Heat, contained in his Scientific Papers (Taylor & Francis) vol. I., pp. 123, 172, 238, 542, 632.—Faraday's Experimental Researches in Electricity (Quaritch), vol. I, Series III., IV., V., VII., XI.

They shall be required also to show ability to determine practically the more important physical Constants, such as Density, Specific Heat, Electrical Resistance, &c.

CHEMISTRY.

ORGANIC CHEMISTRY.—Principles of Elementary Analysis, Practical Estimation of Carbon, Hydrogen, Oxygen and Nitrogen. Principles of Classification. Hydrocarbons, Chlorides, &c. Monoatomic and Polyatomic Alcohols, Aldehydes, Volatile Fatty Acids. Compound Ethers, Ethers of glycerine, Saponification, Organic Acids. Carbohydrates. Fermentations. Transformations of the Alcohols, and Laboratory Determinations. Aromatic Group. Compound Ammonia, Alkaloids.

Books recommended. Wurtz's Chemistry, Organic part. Eiler's Chemistry, vol. III. Roscoe & Schorlemmer's Chemistry.

For reference: Wall's Dictionary of Chemistry.

PRACTICAL CHEMISTRY.—Candidates will be required to show familiarity with modes of Manipulation, Preparation of Gases, Preparation of Laboratory Reagents, Systematic Method of Testing for Bases and for acids; also proficiency in one of the following:—(1) Quantitative Estimation of Metallic Ores, (2) Do. of Inorganic Poisons, (3) Soil Analysis, (4) Sanitary Analysis. Special work will be prescribed according to the department selected by the candidate, and suitable books suggested.

Books recommended for general work: Maclean's Practical Chemistry. Freeman's Qualitative Analysis, Theory, or Application. Winkler's Mineral Analysis.

(11.) Candidates for Honours in English Literature and History may, in each of the Third and Fourth Years of their course, omit any two of the subjects of those years, except History. They shall be examined on the following subjects, viz.:

LITERATURE.

(1.) The historical development of the language and literature to the year 1400, including a minute acquaintance with Sweet's Anglo-Saxon Primer, Lounsbury's History of the English Language, Morris

and Skeel's Specimens of Early English, Part II (emitting Sections II, III, IV, VI, VIII, X, XII, XX), and Chaucer's Prologue and Knight's Tale (Clarendon Press).

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

Spenser: Faerie Queen, Bk. II.
 Marlowe: Doctor Faustus, Edward II.
 Greene: Friar Bacon and Friar Bungay.
 Sidney: Apologie for Poetrie.
 Hooker: Ecclesiastical Polity, Bk. I.
 Bacon: Advancement of Learning, Select Essays.
 Shakespeare: Richard III., Hamlet, Lear, Henry VIII., Two Noble Kinsmen.

(3.) A general acquaintance with the genius and work of the following poets of the Nineteenth Century, and a special acquaintance with the poems specified: Wordsworth—Select Poems; Shelley—Adonais, Alastor; Tennyson—Oenone, Locksley Hall, Morte d'Arthur, The Princess; Robert Browning—My Last Duchess, Last Rider, A Woman's Last Word; Gramscian's Funeral, Andrea del Sarto, The Bishop Orders his Tomb, Epistle of Karshish, Caliban.

Books recommended: Marley's First Sketch of English Literature; Clarendon Press, and other editions of Elizabethan and Stuart authors, Arnold's Selections from Wordsworth.

HISTORY.

A minute investigation of English History from A. D. 1066-1689.

Books recommended: Green's History of the English People, vol. 3; Lingard's History of England, vols. 7-10; Hallam's Constitutional History of England, Chap. VI-21; Jacob's History of England; A. E. Gardiner's Works on this Period; Clarendon's History of the Great Rebellion; Knox's Life of Milton; Carlyle's Life of Cromwell; Frobisher's Life of Elliot; Bayly's Chief Actors in the Puritan Revolution.

§ XII.—SHORT COURSES OF STUDY FOR GENERAL STUDENTS.—(1.)

For the benefit of students who may wish to spend but a short period of time at the University, the Time Table has been so arranged that the following combinations of classes may be made. The details of the subjects studied in these classes will be found under Courses of Instruction, (§§ I. and XXI.).

(2.) To students who attend the classes of the following courses with regularity and pass the Seasonal Examinations (§ X. 3) in the subjects of those courses, certificates will be issued stating the nature of the course pursued and the degree of success attained.

(3.) **Two Years Course of Liberal Studies.—First Year.**—Two of the three—Latin, French, German; English; Mathematics or History and Political Economy; Inorganic Chemistry or Botany. **Second Year.**—Two of the three—Latin, French, German; English Literature; Political Economy or Logic; Physics or Inorganic Chemistry. (The alternative subjects so far as the Time Table may permit.)

(4.) **Two Years Course preparatory to study of Medicine or to Chemical work.—First Year.**—French or German, English, Mathematics, Botany, Inorganic Chemistry. **Second Year.**—French or German, English Literature, Physics, Organic Chemistry, Practical Chemistry.

(5.) **One Year Course preparatory to the Higher Medical Matriculation Examination.**—Students who on entering pass in the English Language, English History, Modern Geography, and Mathematics of the above Examination, may prepare for the other subjects thereof, by attending the classes of Latin, Physics and any two of French, German and Logic.

(6.) **Three Years Course preparatory to the study of Engineering.—First Year.**—French, German, English, Mathematics, Inorganic Chemistry. **Second Year.**—German, English Literature, Mathematics, Physics, Practical Chemistry. **Third Year.**—German, Advanced Mathematics, Physics, Dynamics, Practical Chemistry.

(7.) **Two Years Course preparatory to Journalistic work.—First Year.**—French, English Literature (1st and 2nd years classes), History (3rd and 4th years classes), Logic and Psychology or Political Economy. **Second Year.**—French, Advanced English Literature, Ethics, Political Economy or Metaphysics, Constitutional History, Constitutional Law.

(8.) **Two Years Course preparatory to entrance upon Commercial work.—First Year.**—French, German, English, Mathematics, Chemistry. **Second Year.**—French, German, English Literature, Political Economy, Physics, Law of Contracts.

§ XIII.—MEDALS AND PRIZES.

The Senate reserves to itself the right of withholding Medals and Prizes in cases in which sufficient merit is not shown.

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

THE GOVERNOR-GENERAL'S SILVER MEDAL, which is offered by His Excellency, the Marquis de Lansdowne, Governor-General of the Dominion of Canada, will be awarded to the Undergraduate standing highest among those taking Honours in Mental and Moral Philosophy, the winners of other medals

being excluded. If there should be no candidate for Honours in this department, it will be given to the Undergraduate standing next the gold medallist in some other department of Honours.

THE SIR WM. YOUNG GOLD MEDAL, which is offered by the Hon. Sir William Young, Ex-Chief Justice of Nova Scotia, Ex-Chairman of the Board of Governors, will be awarded to the Undergraduate standing highest among those taking Honours in the department of Mathematics and Physics, the winners of other medals being excluded.

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

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

NORTH BRITISH SOCIETY BURSARY.—A Bursary, of the annual value of \$60, has been founded in connection with Dalhousie College by the North British Society of Halifax, to be competed for at the Sessional Examinations of the Second Year's Course in Arts, and held by the successful competitor for two years, namely, during the Third and Fourth Years of the Undergraduate Course in Arts. Candidates must be Undergraduates who have completed two years of the Curriculum, and must be eligible, at the proper age, to be members of the North British Society. The next competition will take place in April, 1888.

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

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

THE EARLY ENGLISH TEXT SOCIETY'S PRIZE, which is offered annually by that Society, and consists of several volumes of the Society's publications, will be awarded to the Student standing highest in the subject of Early English Language and Literature at the Examinations for Honours in the department of English Literature and History.

THE NEW SHAKESPEARE SOCIETY'S PRIZE, which is offered annually by that Society, and consists of several volumes of the Society's publications, will be awarded to the student who stands highest in the subject of the plays of Shakespeare at the Sessional Examinations of the Second Year in English Literature.

§ XIV.—MUNRO EXHIBITIONS AND BURSARIES.—

(1.) The following Exhibitions and Bursaries are offered by Geo. Munro, Esq., of New York, to be competed for at the beginning of the Session in each of the years 1886-7, 1887-8, viz:

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

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

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

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

(5.) The *Junior Exhibitions and Bursaries* shall be held during two years, provided the holder (a) attend in consecutive years the classes proper to the first and second years of the Arts

* Matriculation consists in entering the name upon the Register of a University as an undergraduate, not in the mere passing of a Matriculation Examination.

Course to the satisfaction of the Faculty, Greek being taken as one of the subjects of each of those years, (b) † pass in all the subjects of the Sessional Examinations of the First year, and attain a Second Class standing in at least one of them, and (c) pass either the Degree Examinations (§ x), or the Supplementary Examinations of the second year.

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

(7.) The Senior Exhibitions and Bursaries shall be held during the third and fourth years of the Arts Course, provided the holder (a) attend in consecutive years the classes proper to the third and fourth years of the Arts Course, to the satisfaction of the Faculty, (b) pass in all the subjects at the Sessional Examinations of the third year, and either obtain a Second Class standing in one of them or obtain the favorable report of a Professor on work done in one of the departments of Honours, and (c) pass either the Degree Examinations (§ x), or the Supplementary Examinations of the Fourth Year.

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

(9.) Candidates are required to make application for these Exhibitions and Bursaries by means of the printed schedule inserted at the end of this Calendar. These schedules are to be filled up by candidates and sent with the certificates mentioned therein, to the President, so as to reach him on or before October 26, 1885.

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

(11.) The Faculty shall in all cases decide as to the fulfillment of the above rules and conditions.

† For the purposes of condition (5), Geometry and Algebra shall be reckoned as separate subjects.

(12.) The Examinations for Junior Exhibitions and Bursaries will be held in the College Library on October 14th—16th, 1886; those for Senior Exhibitions and Bursaries at the same place on October 14th—20th, 1886.

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

1. LATIN.—1886 t.—*Cæsar*, Gallic War, Book VI.; *Cicero*, *Metaphysics*, Book IV., *Fabii*, 1, 2, 11, 12, 13, 14, 15; Book V., *Fabii*, 1, 6, 7. (Ferguson's Ovid, published by Oliver & Boyd, Edinburgh, contains the prescribed text.)—*Grammar*: Accidence, Proseody, Scansion of Hexameter Verse. * *Text Book*: Smith's Latin Grammar.—*Composition*: Easy sentences to be translated into Latin Prose. * *Text Books*: Smith's *Principia Latina*, Part IV., Exs. 1-35, or Arnold's Latin Prose Composition, Exs. 1-9, 21-49.

2. GREEK.—1886 t.—*Xenophon*, *Anabasis*, Books I. & II.—*Grammar*: Accidence (omitting Accentuation), chief rules of Syntax. * *Text Book*: Smith's Greek Grammar.—*Composition*: Translation of simple sentences such as are found in the English-Greek Exercises in Smith's *India Græca*, Part I.

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

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

The relative values of these subjects shall be as follows: Classics, 250; Mathematics, 200; English, 300.

(14.) 1. The subjects of Examination for the Senior Exhibitions and Bursaries of 1886-7, shall be any two of the following groups:

A.—CLASSICS.

LATIN: *Horace*, Odes, Book IV.; *Cicero*, Selected Letters, (Pritchard & Bernard's Edition).—*Composition*: An easy English passage on a Classical subject to be turned into Latin Prose. For models see Smith's *Principia Latina*, Part V.

GREEK: *Homer*, *Odysey*, Book X.; *Herodotus*, Book I., §§ 95-216.—*Composition*: Translation of sentences as in Smith's *Latina Græca*, Part III.

B.—MATHEMATICS.

ALGEBRA: As set forth in Colenso's, or Toulhunter's or Wood's Algebra, exclusive of Continued Fractions and Diophantine Analysis.

TRIGONOMETRY: Analytical Plane; as far as and including DeMoivre's Theorem, with its application to the measurement of

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

† Classical subjects for 1887.

LATIN.—*Cæsar*, Gallic War, Book I.; *Cicero*, as for 1886.
GREEK.—*Xenophon*, *Anabasis*, Books I. and II.

Circular Arcs, and the solution of the equation $x^m = \pm x$.—Spherical; as far as and including Napier's Rules for the solution of Right-angled Triangles.

GEOMETRY: The First, Second, Third, Fourth and Sixth Books of Euclid, with the definitions of the Fifth; the first 21 propositions of the Eleventh Book. Conic Sections:—The Parabola and the Ellipse, as set forth in Dewar's Conic Sections. (The equivalents of those will be accepted, if the candidate has used other Text Books; which, however, he must, at the examination, specify.)

The Examinations will not be confined to the text of the books mentioned, or of any others, but will include Exercises and Problems on the principles laid down in common by all standard Treatises on the above subjects.

C.—ENGLISH AND HISTORY.

ENGLISH.—Lounsbury's History of the English Language, Introductory Chapter and Part I; *Speenser*, Faerie Queen, Book I; *Milnes*, Arceopagica, Comus; *Scott*, Lady of the Lake, Rielspanstic.

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

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

Candidates shall be required to present themselves for examination in two of the above groups—A, B, C. They may select any two of these groups; but they will not be allowed to present themselves for Examination in all three.

The relative values of the three groups will be the same.

Candidates must give notice to the President, of the groups in which they intend to present themselves for Examination.

2. The subject of Examination for the Senior Exhibitions of 1887-8, shall be any two of the following groups:

A.—CLASSICS.

The subjects specified in (14) I. of this section.

B.—MATHEMATICS.

The subjects specified in (14) I. of this section.

C.—ENGLISH HISTORY.

ENGLISH.—Lounsbury's History of the English Language, (published by Henry Holt & Co., N. Y.,) to end of Part I; *Speenser*'s Faerie Queen, Book I, (Clarendon Press Edition); *Shakespeare*'s Julius Caesar, Othello, (Holt's Edition, Harper Bros.); *Milnes*'s Arceopagica, (Clarendon Press); *Byron*'s Childe Harold, (Clarendon Press.)

CLASSICAL HISTORY AND GEOGRAPHY.—The subjects specified in (14) I. of this section.

§ XV.—RESIDENCE.—All students, not being students of the Halifax Medical College, are required to report their places of residence to the President on or before the day appointed in the University Almanac.

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

§ XVI.—CHURCH ATTENDANCE.—All students under twenty-one years of age, not being students of the Halifax Medical College and not residing with parents or guardians, are required to report to the President on or before the day appointed in the University Almanac, the churches they intend to make their places of worship during the Session. Intimation will be made to the various clergymen of the city, of the names and addresses of the students who have chosen their churches as places of worship.

§ XVII.—DEGREE OF MASTER OF ARTS.—A Bachelor of Arts, of at least three years' standing, maintaining meanwhile a good reputation, shall be entitled to the Degree of Master of Arts, on producing a satisfactory thesis on some literary, philosophical or scientific subject. The subject must have been previously approved by the Senate. The thesis must be handed in on or before 1st March. For fee see § XX.

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

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

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

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

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

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

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

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

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

Registration Fee, payable annually by all Students*	\$ 2.00
Gymnasium Fee, payable annually by all male students attending more than one class, except registered students of the Halifax Medical College	1.50
Fee for each class attended, per Session* (except the Practical Chemistry Class)	6.00
Fee for Practical Chemistry Class, for every three months of practical work in the Laboratory	6.00
Supplementary Examination Fee	2.00
Special Examination Fee	2.00

Undergraduates shall in general pay one fee of six dollars to each Professor whose classes they may attend as parts of the ordinary course; but in the case of the Professors of Classics and Mathematics fees shall be paid in both the first and the second years of the course, in the case of the Professor of Modern Languages fees shall be paid twice by undergraduates taking either one language during more than two years or two languages for two years, and in the case of the Professor of Chemistry, a fee of \$6.00 per session shall be paid for Practical Chemistry by undergraduates taking that subject. No fees are required for the Tutorial classes in Classics and Mathematics.—A candidate for Honours shall pay a fee of \$6.00 to each Professor whose Honours classes he may attend.

(2.) The graduation fees are as follows:

For the B.A. or B.L. or B.Sc. Diploma, which is payable by candidates before the Sessional Examinations of the Fourth Year, and will be returned in case of failure....	\$ 5.00
Fee for M.A. Diploma, which must accompany the Thesis, and will be returned if the Thesis is not sustained	10.00
Fee for B.A. or M.A., (<i>ad eundem gradum</i>)	10.00

* Undergraduates who matriculated previously to 1881, shall pay a fee of \$4.00 annually.

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

Faculty of Law.

THE PRESIDENT, (*ex officio*).

Professors: WELDON,

RUSSELL,

Lecturers: SHANNON,

THOMPSON,

GRAHAM,

SEIDERWICK,

PATLANT,

HARRINGTON,

HENRY.

Dean of the Faculty: PROFESSOR WELDON.

Secretary of the Faculty: PROFESSOR RUSSELL.

§ XXI.—COURSES OF LECTURES.

The following courses of lectures, to be given in the Session of 1886-7 will begin on the 28th October, 1886, and end on the 8th April, 1887.

CONSTITUTIONAL AND INTERNATIONAL LAW.

(George Moore Professorship.)

Professor

R. C. WELDON, M. A., Ph. D.

Constitutional Law.

Meetings and Lectures, 12 M. to 1 P. M.

Subjects of lectures:

The Written Code of the Constitution; Magna Carta, Petition of Right, Habeas Corpus Act, Bill of Rights, Act of Settlement, Law of Parliament, Select cases in Constitutional Law, British North America Act.

Constitutional History.

Lectures and Tutorials, 12 M. to 1 P. M.

Subjects of lectures:

Anglo-Saxon Royalty. The Judicial System of the Anglo-Saxons. The Writs—Origine, Feudalism in England, Origin and Growth of the two Houses of Parliament. Origin and Development of Trial by

Jury. The Royal Prerogative. History of the Law of Treason. The Liberty of the Person. The Liberty of the Press. History of Party Government. Origin and Development of the Cabinet System. History of the Reform Bills.

Text Book: Tassell-Lugones's Constitutional History of England.

Conflict of Laws.

Thursday, 11 A. M. to 12 M.

Subjects of lectures:

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

Text Book: Dicey's *Domest.*

International Law.

Friday, 12 M. to 1 P. M.

Subjects of Lectures:

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

Text Book: Washby's *International Law*.

CRIMES.

Tuesday, 11 to 12 M.

Subjects of lecture:

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

Text Book: Stephen's *Digest of Criminal Law*.

CONTRACTS AND COMMERCIAL LAW.

Professor:..... B. BROWN, A.M.

Elementary Law of Contract.

Wednesday and Friday, 9 to 10 A. M.

Subjects of lectures:

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

Text Book: Ames on Contracts.

Sales and Commercial Agency.

Tuesday and Thursday, 9 to 10 A. M.

[1880-87.]

Subjects of lectures:

Capacity to buy and sell. Executed and executory contracts of sale. Statute of Frauds. Lord Tenterden's act. Rules as to passing of property. Reservation of *ius disponendi*. Stoppage in transitu. Condition, warranty, express and implied. Remedies of seller and buyer. Commercial agency.

Text Book: *Reprints on Sales*.

Negotiable Instruments.

Tuesday and Thursday, 9 to 10 A. M.

[1887-88.]

Subjects of lectures:

Formal Requisites. Consideration. Indorsement and Transfer. Real and personal defenses. Over-due paper. Notice of Dishonor. Protest. Bill or note. Bonds, Debentures, &c.

Text Book: Ames' *Select Cases*.

REAL PROPERTY.

Lecturer:..... MR. SEAVEN, Q. C., B. C. L.

Monday, 3.30 to 4.30 P. M.

Subjects of lectures:

Estates in Fee Simple; Estates for Life; Estates in Remainder, and Reversion; Joint-Tenancy and Tenancy in Common; Estates for Years; Leased and Tenant; Easements; Devises; Descent of Real and Personal Property.

Text Books: Williams' *Real Property*, and Tulk's *Leading Cases*.

CONVEYANCING.

Lecturer.....Mr. THORND, Q. C.

Mondays, 2.30 to 4.30 P. M.

Subjects of lectures:

Real Estate; Contingent remainders, Rule in Shelley's Case; Statute of Uses; Springing and Shifting Uses; Executory Devises; Statute of 13 Eliz. and 27 Eliz.; Statute of Limitations; Feoffments; Bargain and Sale; Lease and Release; Mortgages.

INSURANCE.

Lecturer.....Mr. GRAHAM, A. M., Q. C.

Tuesdays, 8 to 9 P. M.

Subjects of lectures:

Parties to and Agents for Marine Insurance, The Policy, Duration, Misrepresentation, Concealment, Warranties, General and Particular Average, Total Loss, Abandonment.

Text Book: Arnold.

EQUITY JURISPRUDENCE.

Lecturer.....Mr. SCHEWENK, B. A., Q. C.

Mondays and Thursdays, 4.30 to 5.30 P. M.

Subjects of lectures:

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

Text book: Smith, H. A.

TORTS.

Lecturer.....Mr. PAYANT, A. M.

Fridays, 4.30 to 5.30 P. M.

Subjects of lectures:

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

Text Book: Digby.

EVIDENCE.

Lecturer.....Mr. HARRINGTON, Q. C.

Thursdays, 4.30 to 5.30 P. M.

Subjects of lectures:

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

Text Book: General on Evidence; Judicature Act and Rules.

PARTNERSHIPS, AGENCY, AND COMPANIES.

Lecturer.....Mr. HARRINGTON, Q. C.

Thursdays, 4.30 to 5.30 P. M.

Subjects of lectures:

Constitution, Liability of partners inter se and to third persons, Change of firm, Retirement of partners, Dissolution, Mining ventures, Joint-stock Companies, Canada Joint-stock Companies Act.

SHIPPING.

Lecturer.....Mr. HAZEL, Q. C.

Mondays, 9 A. M. to 10 A. M.

Subjects of lectures:

Registration of Shipping, Transfer, Mortgage, Bottomry and Respondentia, Charter Party, Bills of Lading, Collision, Pilotage, Salvage, Admiralty law.

Text Book: Macdonald.

§ XXII.—THE ACADEMIC YEAR.—The academic year consists of one Session. The Session of 1886-7 will begin on Thursday, 21st October, 1886, and end on Wednesday, 27th April, 1887.

§ XXIII.—ADMISSION OF STUDENTS.—(1.) Students may enter the University by (a) furnishing satisfactory references or certificates of good moral character, (b) entering their names in the Register, and (c) paying the annual Registration Fee.

(2.) Registered students may, on payment of the proper fees, (see § 34), enter any of the classes of the University.

(3.) Students who wish to obtain University Degrees must become undergraduates. They may become undergraduates by (a) passing either one of the Matriculation Examinations or

a recognized equivalent, (§ 25), and (b) matriculating, *i. e.*, entering their names on the Matricula or Register of Undergraduates.

(4.) Students who are not undergraduates are known as General Students.

§ XXIV.—DEGREE OF BACHELOR OF LAWS.—(1.) Candidates for the Degree of LL. B. are required to pass the Matriculation Examination or a recognized equivalent (see § 25), and to pass the Sessional Examinations in the subjects of the three years course of study.

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

(3.) Graduates in Arts of this University who have taken the classes of Constitutional History, Constitutional Law and Contracts as parts of their Arts Course, shall be allowed to graduate in two years from the date of their entering upon the Law Course, provided they take in those years all the other classes specified in § 27.

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

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

MATHEMATICS.—Arithmetic; Geometry—Books one, two and three of Euclid.

ENGLISH.—A paper on English Grammar, Composition.

HISTORY AND GEOGRAPHY.—English History; Geography, North America and Europe.

ELEMENTS OF BOOK-KEEPING.

Students may substitute French for Greek.

(2.) Persons desirous of appearing as candidates at this examination must give notice to the Dean of the Faculty on or before October 14th, 1886; and they shall be required to pay a fee of \$5.00 on the morning of the Examination.—The Examination will be held next Session on Thursday, October 21st, at 10 o'clock, A. M.

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

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

(2.) Candidates who wish to take the Second Year Matriculation Examination must give notice to the Dean of the Faculty on or before October 14th, 1886. The Examinations will begin October 21st, 1886, at 10 A. M. The fee for this Examination is \$10.00 and must be paid before the Examination begins.

(3.) After the Session of 1886-7, no Second Year Matriculation Examinations will be held. All candidates for degrees, entering the school after the Session of 1886-7 must have attended lectures in some recognized Law School for a period of three years, of which period at least one year must have been spent in this Law School.

(4.) After the Session of 1886-7, no Second Year Matriculation Examinations will be held. All candidates for degrees, entering the school after the Session of 1886-7 must have attended lectures in some recognized Law School for a period of three years, of which period at least one year must have been spent in this Law School.

§ XXVII.—COURSE OF STUDY FOR DEGREE OF LL.B.

First Year.

- | | |
|-------------------|----------------------------|
| 1. Real Property. | 4. Torts. |
| 2. Crimes. | 5. Constitutional History. |
| 3. Contracts. | |

Second Year.

- | | |
|--------------|---------------------------------|
| 1. Equity. | 3. Sales and Commercial Agency. |
| 2. Evidence. | 4. Constitutional Law. |

Third Year.

- | | |
|-----------------------|---|
| 1. Conflict of Laws. | 3. Statutes affecting Real Estate and Conveyancing. |
| 2. International Law. | 6. Partnerships, Agency, Companies. |
| 3. Insurance. | 7. Negotiable Instruments. |
| 4. Shipping. | |

Changes in the course of study announced in this calendar are not meant to affect students who have matriculated in the Law School during the Session of 1885-6, or earlier.

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

The Faculty urgently recommend that students devote their whole time during Sessions to the work of the School, experience having proved that students who undertake office work in addition to the work of their classes, receive very little advantage from the lectures. The Course having been very considerably enlarged, the Faculty apprehend that students who are doing regular office work during Session, will find it quite impossible to pass the required examinations.

§ XXVIII.—SESSIONAL EXAMINATIONS. — (1.) The Sessional Examinations will begin next Session on April 12th, 1887.

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

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

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

(5.) The Supplementary Examination for the present year will begin October 21st, 1886, at 10 o'clock, A. M. Fee \$5.00 payable on the morning of the Examination.

§ XXIX.—MOOT COURTS.—Moot Courts will be held every fortnight, and will be presided over by some member of the Faculty. Every candidate for a degree shall be required to take part in arguments at the Moot Court. The senior counsel on either side shall be required to file briefs with the Dean on the morning of Friday, immediately before the case is argued. A record is kept of the values assigned to the arguments made, and these values are considered by the Faculty in recommending a candidate for his degree.

§ XXX.—LAW CLUB.—The students have organized a Club for the discussion of legal and constitutional questions. This Club is largely attended, and is found to be of great utility.

§ XXXI.—ACADEMIC COSTUME.—Bachelors of Laws shall be entitled to wear gowns and hoods. The gowns shall be similar to those worn by Barristers-at-law. The hoods shall be of black silk stuff with a lining of white silk bordered with gold-coloured silk.

§ XXXII.—PRIZES.—The Book Prize: A prize of the value of \$15.00 is offered by H. W. C. Book, Esq., LL. B., to that student of the Second Year who, on the last day of the Sessional Examinations, hands to the Dean the best Note Book of Lectures on the Conflict of Laws.

§ XXXIII.—THE LIBRARY.—During the year a large number of Reports have been added to the Library, and some broken sets of Law Periodicals have been completed.

In addition to some valuable gifts of books by Sir Adams Archibald, M. B. Daly, M. P., Hon. A. G. Blair, Q. C., Henry Pryor, D. C. L., and others, the following gifts in money have been made to the Law Library:

Robert Sedgewick	\$200 00	W. J. Stairs	\$100 00
R. C. Weldon	500 00	R. F. Hart	100 00
R. Russell	400 00	Dorall & Book	100 00
J. Y. Pymont	320 00	Hon. J. N. Ritchie	100 00
W. Graham	320 00	J. W. Johnston	25 00
James Thomson	225 00	R. L. Jordan	50 00
Sir William Young	200 00	R. H. Eaton	50 00
Hon. J. S. D. Thompson	200 00	S. A. Chesley	50 00
H. McD. Henry	200 00	John Menger	50 00
C. S. Harrington	150 00	John T. Ross	50 00
Hon. S. L. Shannon	125 00	F. R. Wade	40 00
J. G. Macgregor	100 00	J. N. Lyons	25 00
J. J. Stewart	100 00	Walter Allison	25 00
Hon. H. Book	100 00	J. F. Stairs	25 00

and subscriptions less than \$100 formerly acknowledged, amounting to \$390.

The Law School is further indebted to Sir William Young for a large gift appropriated to the printing, publishing and distribution of 20000 copies of the Inaugural Addresses delivered at the opening of the School.

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

Seats in the Lecture Rooms will not be assigned to Students until they have paid their Class Fees to the Dean.

Students are required to sign the University Register and pay their Class Fees on Tuesday, October 26th, at 10 A. M., in the office of the Law School.

Registration Fee, payable by all Students.....	\$ 2 00
Fee for each class attended, per Session, payable by general students.....	10 00
Fee for the classes of the First Year, payable by undergraduates.....	30 00
Fee for the classes of the Second Year, payable by undergraduates.....	30 00
Fee for the classes of the Third Year, payable by undergraduates.....	30 00
Fee for L.L.B. diploma, which is payable before the final examination, and will be returned in case of failure.....	10 00
Fee for the Matriculation Examination.....	5 00
Fee for the Second Year Matriculation Examination.....	10 00
Fee for the Supplementary Examination.....	5 00

Students of any year are permitted to attend lectures in the subjects of an earlier year without extra charge.

Faculty of Medicine.

§ XXXV. COURSES OF INSTRUCTION.—1. Instruction is provided by the University in the following subjects of the Medical Curriculum:

I. CHEMISTRY.

Professor.....GEO. LASSON, Ph.D., LL.D.

Daily Lectures, 9-10 A.M.

With experimental demonstrations.

Part I. INORGANIC.—Objects and nature of the Science. General Principles; Chemical Affinity; Laws of Combination, by weight, by volume. The Elements. Equivalent and Atomic Numbers; Atomicity. Nomenclature; Notation; Formulae; Equations. The Non-Metallic Elements and their compounds considered in detail. The Atmosphere. Water. Methods of Water Analysis. Mineral Waters. Combustion; Respiration. Anhydrides. Acids. Manufactures of Chlorine compounds, Acids, Ammonia, &c.

The Metals: their physical and chemical characters; Classification, &c.; Salts; Bases; Acids; Radicals. The Metals and their compounds considered in detail. The Metals of the Alkalies, and the Alkali manufactures. Classification and Separation of Bases. The Alkaline Earth Metals and their compounds. Magnesium, Salts; Aluminium and the Earth Metals. Constitution of Silicates. Iron, its salts, and other compounds. Reduction of Iron Ores. In discussing the Metals, special attention is given to the Salts and other compounds of Mercury, Antimony, Arsenic, Bismuth, Silver, Copper, Lead, Tin, and the methods of testing for metallic poisons, their detection in organic mixtures and tissues, and their quantitative analysis.

Part II. ORGANIC.—Theory of Organic Compounds, founded on Marsh Gas as a starting point. Functions of Organic Compounds. Principles of Classification. Saturated Hydrocarbons; Homologous Series. Monatomic Alcohols and their derivatives; Methyl Alcohol; Chloroform. Ethyl Alcohol; Ether; Nitrous Ether; Nitric Ether. Series of Saturated Hydrocarbons of Alcohols, Amines. Volatile Fatty Acids. Compound Ethers. Aldehydic. Chloral. Polyatomic Compounds. Fats. Saponification. Polyatomic and Polybasic Acids. Sugars and Starches. Fermentations. Glucosides. The Aromatic Compounds. Benzol; Phenol; Aniline, &c. The Natural Alkaloids: of Opium; Nicotine; Quinine; Strychnine; Coffeine; Morphine, &c. Alkalium. Urea. Uric Acid. Urinary Calculi and other deposits; methods of determining their chemical composition, and presence of Glucose, Albumen, &c., in urine. Analysis of Mills, Alcoholic Solutions, &c.

Text Book: Fessenden's Manual of Chemistry (English or American Editions); or Green's edition of Wurtz's Elements.

Practical Chemistry.

Systematic Course of Testing for Bases and Acids, with special exercises. Processes for detection of Poisons, examination of Urine for Glucose, Albumen, urea, of Calcoli and other deposits. Sanitary Analysis.

Text Books: Marsh's Practical Chemistry, Bunsen's Medical Chemistry, Special Tables.

II. BOTANY.

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

Teachings and Theories, 10—11 A.M.

The Vegetable Cell: its structure and contents. Typical and Transformed Cells; Tissues, Parenchyma, Pseudopodia. Minute Structure and Development of the Root, Stem and Leaf. Structure and Development of the Flower, Fruit and Seed.

Vegetable Protoplasm: its structure, chemical character and movements; effects upon it of Light, Electricity, Irritation, Gravitation, Moisture, Gases.

Plant Growth: Relations of the plant to the soil and atmosphere. Diffusion, Osmosis, Absorption, Transpiration, Assimilation. Production of organic matter in the plant; Translocation or Metastasis. Respiration. Vegetable Growth, Movements, of Chlorophyll, of organs (Circumnutation), Nyctitropic.

Reproduction: Fertilization. The Seed, Germination,—dependent upon moisture, free oxygen, temperature. Effects upon plants of extremes of temperature.

Classification of Plants: The Natural System of Classification. The distinctive structural characters and geographical distribution of the more important natural orders will be described, special attention being given to those orders containing important plants used in medicine and the arts.

Text Book: Goebel's Physiological Botany (being Vol. II. of Gray's Botanical Text Book).

Field Book for the Summer Work: Gray's Manual of Botany of the Northern States.

2. Students wishing to attend the above courses must enter their names in the University Register at the beginning of the Session.

3. In other subjects the necessary classes may be attended either at the Halifax Medical College, which is affiliated to this University, or at any recognised School of Medicine.

For information as to courses of instruction provided at the Halifax Medical College address the Registrar, A. W. H. Lindsay, M.D., 241 Pleasant St., Halifax.

§ XXXVI. DEGREES.—Two Medical Degrees are conferred by this University, viz., Doctor of Medicine (M.D.) and Master of Surgery (C.M.); but neither degree is conferred on any person who does not at the same time obtain the other.

§ XXXVII. MATRICULATION EXAMINATIONS.—1. Candidates for medical degrees must give evidence of having obtained a satisfactory general education before entering upon the course of study qualifying for the degrees, by passing either one or other of the Matriculation Examinations of this Faculty or some other examination recognised by the Senate as sufficient.

2. The following are the subjects of the Lower Matriculation Examination:

- (1.) ENGLISH LANGUAGE, including Grammar and Composition.
- (2.) LATIN, including Grammar, Translation* from specified authors, and Translation of easy passages not taken from such authors.
- (3.) ELEMENTS OF MATHEMATICS, comprising (a) Arithmetick, including Vulgar and Decimal Fractions; (b) Algebra, including Simple Equations; (c) Geometry, including the First Book of Euclid, with easy questions on the subject-matter of the same.
- (4.) ELEMENTARY MECHANICS OF SOLIDS AND FLUIDS, comprising the Elements of Statics, Dynamics, and Hydrostatics—as treated in Bialick's Elements of Dynamics† (Tain, Edinburgh).
- (5.) ONE OF THE FOLLOWING SUBJECTS:
 - (a) Greek, including translation* from the original and Grammar.
 - (b) French, including translation* from the original and Grammar.
 - (c) German, including translation* from the original and Grammar.
 - (d) Logic, as in Jevons' Elementary Lessons in Logic‡ (Macmillan & Co.).
 - (e) Elementary Chemistry.
 - (f) Botany.

3. The following are the subjects of the Higher Matriculation Examination:

- (1.) ENGLISH LANGUAGE, including Grammar and Composition.
- (2.) ENGLISH HISTORY.
- (3.) MODERN GEOGRAPHY.
- (4.) LATIN, including Grammar, Translation from specified authors*, and Translation of easy English sentences into Latin prose (as in Smith's Principia Latina, Part IV., RES. 1, 251).
- (5.) ELEMENTS OF MATHEMATICS, comprising (a) Arithmetick—including Vulgar and Decimal Fractions; (b) Algebra—including Simple Equations; (c) Geometry—including the first three books of Euclid or the subjects thereof.
- (6.) ELEMENTARY MECHANICS OF SOLIDS AND FLUIDS, comprising the elements of Statics, Dynamics, and Hydrostatics, as treated in Bialick's Elements of Dynamics† (Tain, Edinburgh).
- (7 and 8.) ANY TWO OF THE FOLLOWING SUBJECTS:
 - (a) Greek, including Grammar, Translation from specified authors*, and Translation of easy English sentences into Greek prose.

* The following books are prescribed for October, 1887: In Latin, Omer's Gætic War, Book VII., or Omer's Metamorphoses, Book IV., Pæth. 1, 2, 11, 12, 13, 14, 15; Book V., Pæth. 1, 6, 7.—In Greek, Xenophon's Anabasis, Bk I. or Bk II.—In French, Voltaire's Cæsar, XII., Books I. and II., or Verne's Revolution in Paris.—In German, Adler's Reader (Appleton & Co.) Exciter Abschnitt, 14 and 14-17 (Göschew).

† These books are mentioned to show the extent of knowledge expected. Other books may of course be used by candidates.

(b) *French*, including Grammar, Translation from specified authors*, and Translation of easy English sentences into French.

(c) *German*, including Grammar, Translation from specified authors*, and translation of easy English sentences into German.

(d) *Natural Philosophy*, as in Balfour Stewart's *Elementary Physics* (Macmillan & Co.)

(e) *Logic*, as in Jevons' *Elementary Lessons in Logic* (Macmillan & Co.)

4. These examinations will be held on the 14th—18th October, 1886, in the College Library. They will be conducted by instructors of the Arts Faculty.—Persons who wish to appear as candidates are required to give notice to the Secretary of the Senatus at least fourteen days before the date of Examination (stating in such notice whether they are candidates for the Lower or Higher Examination, and specifying the elective subjects in which they wish to be examined), to enter their names in the Register of Candidates, and to pay a fee of Ten Dollars.

5. The Lower Examination satisfies the requirements of the General Medical Council of Great Britain as to the preliminary examination which must be passed by persons wishing to register as medical students; the Higher Examination satisfies the requirements of the University of Edinburgh in the same respect.—Certificates will be issued to candidates showing the subjects in which they passed and the extent to which their knowledge of these subjects was tested.—For classes in the Arts Faculty in which candidates may prepare for the above Examination, see p. 43.

6. A certificate of the possession of a University Degree in Arts or of having passed the Matriculation Examination of the Provincial Medical Board of Nova Scotia shall be considered by this University sufficient evidence of satisfactory general education.

§ XXXVIII. DEGREE EXAMINATIONS.—Candidates for the Degree of M.D. and C.M. shall be required to pass two examinations—the Primary and the Final M.D. C.M. examinations, and to have satisfied at the dates of the examinations certain conditions as to attendance on classes, etc.

§ XXXIX. PRIMARY M.D. C.M. EXAMINATION.—1. Candidates for this examination shall be required to produce certificates to the following effect:—

(1.) Of having passed one of the Matriculation Examinations or other Examination recognised as sufficient, at least two academic years previously, and of having completed their sixteenth year at the date of passing said examination.

* See footnote last page.

† See footnote last page.

(2.) Of having, after passing the Matriculation or other equivalent Examination, attended in Halifax Medical College or in some School of Medicine approved by the Senate, two courses of 100 lectures each, in each of the following subjects, viz.:—Anatomy, Chemistry, *Materia Medica*, and Physiology; and two courses of instruction of the same duration in Practical Anatomy, in the course of which they shall have dissected the whole body (*i.e.*, the head and neck and upper and lower extremities) at least twice.

(3.) Of having, after passing the Matriculation Examination, attended either in this University, in the Halifax Medical College, or in some other University or College, approved by the Senate, one course of instruction of fifty lessons each in each of the following subjects, viz., Botany and Practical Chemistry.

(4.) Either of having, after passing the Matriculation Examination, attended at the Halifax Medical College or at some College approved by the Senate, one course of instruction of fifty lessons in Practical Pharmacy, or of having had three months' practice in the dispensing of drugs with a recognised apothecary or dispensing medical practitioner.

2. Candidates shall be required to pass written and oral examinations in Chemistry (including Practical Chemistry), Botany, Anatomy (including Practical Anatomy), Physiology and *Materia Medica* (including Practical Pharmacy).

3. Candidates may appear for examination in Botany one academic year after passing the Matriculation Examination on presentation of the certificates specified above so far as they apply to this subject.

4. The Primary M.D., C.M. Examinations will be held in the third week of April. Candidates are required to transmit the certificates specified above to the Secretary of the Senate at least fourteen days before the date of the Examination, to enter their names in the Register of Undergraduates of the University before the date of the examination, and to pay before the date of the examination half the amount of the graduation fee. Should the candidate fail to pass, the fee will not be returned to him, but he will be admitted to any one subsequent Primary Examination without fee.

§ XL. FINAL M.D., C.M. EXAMINATION.—1. Candidates for this examination shall be required to furnish certificates to the following effect, viz.:—

(1.) That they have completed their twenty-first year or that they will have done so on or before the day of graduation. This certificate shall be signed by themselves.

(2.) Of having passed the Primary M.D., C.M. Examination at this University, or of having passed the same examination at the Halifax Medical College prior to its affiliation with this University, or of having been admitted to the standing of an under-graduate who has passed this examination on certificates from recognised medical schools.

(3.) Of either (a) having attended during four academic years at least two courses of lectures per year in subjects of the Primary and Final M.D., C.M. Examination either in this University or at the Halifax Medical College, or at some other recognised Medical School, or (b) having spent one calendar year in the study of Medicine in the office or offices of one or more registered medical practitioners, and having subsequently attended during three academic years courses of lectures as above.

(4.) Of having attended at least two courses of lectures during at least one academic year at the Halifax Medical College, and of having paid the fees for one course of lectures in each of the subjects of the M.D., C.M. Examinations at that College.

(5.) Of having, after passing the Matriculation Examination, attended at the Halifax Medical College, or at some School of Medicine approved by the Senate, two courses of 100 lectures each in each of the following subjects, viz.:—Principles and Practice of Surgery, Obstetrics and Diseases of Women and Children, and Principles and Practice of Medicine; two courses of lectures of fifty lectures each in each of the following subjects, viz.:—Clinical Medicine and Clinical Surgery; and one course of fifty lectures in Medical Jurisprudence.

(6.) Of having, after passing the Matriculation Examination, attended during one calendar year the practice of the Provincial and City Hospital or that of some other Hospital approved by the Senate.

(7.) Of having attended for at least six months the practice of a lying-in hospital, approved by the College, or of having attended at least six cases of midwifery under a recognised practitioner.

(8.) Of having obtained proficiency in the practice of Vaccination under a recognised practitioner.

2. Candidates shall be required to pass written and oral examinations in the following subjects:—Principles and Practice of Medicine, Obstetrics and Diseases of Women and Children, Principles and Practice of Surgery, and Medical Jurisprudence. The oral examinations in Medicine and Surgery shall include clinical examinations conducted at the bedside, cases being submitted for diagnosis and treatment.

3. Candidates may appear for examination in Medical Jurisprudence alone, three academic years after passing the Matriculation Examination, on presentation of the certificates specified above so far as they apply to this subject.

4. This Examination will be held in the third week of April. Candidates are required to transmit the certificates specified above to the Secretary of the Senate at least fourteen days before the date of the Examination, to enter their names in the register of under-graduates before the date of the examination, and to pay on registration one half of the amount of the graduation fee. Should the candidate fail to pass, the fee will not be returned to him; but he will be admitted to any one subsequent Final Examination without fee.

§ XLII. ACADEMIC COSTUME.—1. Doctors of Medicine of this University shall be entitled to wear black stuff gowns and hoods. The hoods shall have a lining of scarlet silk bordered with white silk.

2. Successful candidates for this degree shall be required to appear at Convocation in academic costume to have the degree conferred upon them. Degrees shall not be conferred in the absence of the candidate except by special permission of the Senate.

§ XLIII. FEES.—The following fees, payable by candidates for the degree of M.D., C.M., are in all cases payable in advance:—

Registration Fee.....	\$ 2 00
Matriculation Examination Fee.....	19 00
Chemistry Class Fee.....	12 80
Chemistry Laboratory Fee (three months' course).....	6 80
Botany Class Fee.....	6 80
Graduation Fee.....	20 00

Institutions.

THE UNIVERSITY LIBRARY.

The General Library consists of about 2000 volumes, selected to meet the wants especially of students of the Faculty of Arts. It has no endowment funds, and its revenue is derived from the Registration Fees of Students of the Faculty of Arts, from fees for Supplementary and Special Examinations, and from fines.

It contains the MACKENZIE COLLECTION of works on Mathematical and Physical Science, which was presented to the College by the relatives of the late Professor J. J. Mackenzie.

The following are the regulations with regard to the issue of books:—

- (1.) All students, graduates, and members of the Alumni Association shall be entitled to the use of the Library.
- (2.) Such persons shall, on making a deposit of two dollars, have the further privilege of borrowing books from the Library; the deposit may at any time be withdrawn, provided the books have been returned in proper condition.
- (3.) All books must be returned to the Library on or before the day appointed for that purpose in the University Almanac. Students who fail to comply with this rule shall forfeit half the amount of their deposit.
- (4.) No student shall have his Attendance and Examination certificates signed unless he has returned the books he may have obtained from the Library.
- (5.) Books damaged or lost shall be paid for by the borrower at such rates as the Librarian may direct.
- (6.) The Library shall be open daily from 3 to 5 p. m.

The following books have been presented to the Library during the past year:—

Encyclopaedia Britannica, vol. xviii., by R. Solgwick, Esq., Q. C.; Schiller's Works, 12 vols., by Professor Alexander; Journals of the House of Commons for 1885, and Journals of the Senate for 1885,

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

by the Dominion Government; McGill College Song Book, by the McGill Students' Committee; Report of Minister of Railways and Canals, 1884-5, by the Department of Railways and Canals; Proceedings and Transactions of the Royal Society of Canada, by the Society; General Report of Census of Canada, 1880-1, vol. 3r., by the Department of Agriculture; Report of Progress of Geological Survey, 1882-4, with accompanying Maps, 1-6, by the Director of the Survey; Catalogue of Canadian Fishes, Part II., by Meehan (Geological Survey,) by the Director of the Survey; Dominion Annual Register, 1884, by the Department of State; Report of Society for Improving the Condition of the Poor (Halifax), by the Secretary; and Calendars, Registers and similar publications by the following Corporations:—W (h)bourne University; London University; Edinburgh University; Aberdeen University; University of Trinity College, Toronto; University of Toronto; Bryn Mawr College; Victoria University; Durham University; University College, Bristol; Stevens' Institute of Technology; Queen's College, Kingston; Presbyterian College, Halifax; Michigan University; McGill College, Montreal; Victoria University, Ontario; Laval University; Glasgow University; Georgetown University; College of Ottawa; Central Tennessee College; University College, Toronto; Lehigh University.

For Law Library see § XXXII.

THE UNIVERSITY MUSEUM.

The Museum * consists chiefly of the THOMAS McCULLOCH and the PATTERSON COLLECTIONS.

The THOMAS McCULLOCH COLLECTION was presented to the University in 1884, by the Rev. William McCulloch, D. D., of Trinity, with a fund of \$1400 for its maintenance and management. This Collection formed the Museum of Prof. Thomas McCulloch, who occupied the Chair of Natural Philosophy from 1853 to 1865. It contains a large and valuable collection of birds, especially of the native birds of the Maritime Provinces; collections of shells, fossils, minerals and rock specimens, made in part by Rev. Thomas McCulloch, D. D., the first President of the College; and a large collection of dried specimens of native plants.

PATTERSON COLLECTION.—Rev. G. Patterson, D.D., has kindly offered the College a very fine collection of Indian Antiquities, which will be removed to Halifax as soon as suitable accommodation can be provided.

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

THE GYMNASIUM.

The Gymnasium is provided with apparatus which was purchased by funds contributed for the most part by former students.

Instructions is furnished by a competent gymnast.

The following are the general regulations for the use of the Gymnasium :—

(1.) All male students, graduates, and members of the Alumni Association shall, on paying the sessional fee, be entitled to the use of the Gymnasium.

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

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

Gold and Silver Badges are offered by the President for competition at the close of the session.

The successful competitors for these Badges have been as follows :—

1882-3—Gold Badge	..... H. W. Rogers.
Silver Badge	..... W. R. Taylor.
1883-4—Gold Badge	..... W. R. Taylor.
Silver Badge	..... A. W. Lewis.
1884-5—Gold Badge	..... A. W. Lewis.
Silver Badge	..... A. M. Morrison.
1885-6—Gold Badge	..... A. M. Morrison.
Silver Badge	..... F. J. Stewart.
Special Prize	..... J. J. Buchanan.

University Lists.

DEGREES

Conferred April 22th, 1890.

BACHELORS OF ARTS.

MATTHEW GAY ALLISON	..... Windsor, N. S.
CHARLES HAMILT CAMAN	..... Hebron, N. S.
JOHN CALDER	..... West Bay, C. B.
ALEXANDER JOHN CAMPBELL	..... Truro, N. S.
FULTON JOHNSON COFFIN	..... Mt. Stewart, P. E. I.
ARNER WILLIAM LEWIS	..... Central Onslow, N. S.
ERNESTER MACKAY	..... Plainfield, Pictou Co., N. S.
NEIL FRANKLIN MACRAE	..... West Hill, Pictou Co., N. S.
ALEXANDER WILLIAM MACRAE	..... St. John, N. B.
SILVANUS ARCHIBALD MORTON	..... Milton, Queens Co., N. S.
ALFRED NICHOLSON	..... Southport, P. E. I.
ALEXANDER ROBINSON	..... Sarnes, Kings Co., N. B.
JAMES FORTUS SMITH	..... Halifax, N. S.
DUGALD STEWART Upper Masquodabohi, N. S.

BACHELOR OF SCIENCE.

ANNE AMELIA STEWART Pictou, N. S.
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BACHELORS OF LAWS.

WILLIAM EMERY CARTER Richibucto, N. B.
JOSEPH ANDREW CHERRISH Antigonish, N. S.
WALTER CROWE	..... Truro, N. S.
WILLIAM ALEXANDER HENRY	..... Halifax, N. S.
HEDLEY VICARS JENKINSON	..... Wallace, N. S.
JAMES ALEXANDER MACDONALD, B. A.	..... Halifax, N. S.
ALBERT EDWARD MILLIKEN	..... Moncton, N. B.
HENRY MCNEIL ROBERTSON	..... Barrington, N. S.
SEANLEY RUFUS THOMPSON	..... Oxford, N. S.
ARTHUR GORDON TROUP, A. B.	..... Dartmouth, N. S.
WILLIAM WALTER WALSH	..... Halifax, N. S.
WILLIAM WOODRURY WELLS	..... Point de Bute, N. B.

GENERAL PASS LIST.

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

FACULTY OF ARTS.

Per B. A. Degree.

FOURTH YEAR: Allison, M. G.; Cahm, C. H.; Calder, J.; Campbell, A. J.; Coffin, F. J.; Lewis, A. W.; Mackay, E.; Mackay, N. F.; Macrae, A. W.; Morton, S. A.; Nicholson, A.; Robinson, A.; Smith, J. F.; Stewart, D.

THIRD YEAR: Buchanan, J. J.; Calkin, W. S.; Campbell, W. R.; Coffin, V. E.; Coops, F. H.; Creighton, J. E.; Forbes, Antoinette; McLeod, M. J.; MacNeill, Charlotte M.; Shaw, H. C.; Shaw, J. C.; Stewart, A. F.

SECOND YEAR: Brown, W.; Clark, D. McD.; Fulton, W. H.; Harrey, M.; McDonald, W.; Mackay, H. M.; Mackenzie, J. W.; McLeod, G.; Matheson, J. A.; Moore, J.; Solson, D. M.; Stewart, F. I.

FIRST YEAR: Burkitt, R.; Burns, C. B.; Crow, Belle C.; Fraser, J. K. G.; Frasse, V. G.; Fulton, E.; Henry, J. K.; Howatt, C. A.; Kennedy, J.; Laird, A.; Laird, A. G.; McDonald, R. J.; McKay, D. O.; McKenzie, A.; Paton, V. J. J.; Putnam, H.

Per B. Sc. Degree.

FOURTH YEAR: Stewart, Anne A.

Per LL. B. Degree.

THIRD YEAR: Carter, W. D.; Chisholm, J. A.; Crowe, W.; Henry, W. A.; Jamieson, H. V.; Milliken, A. E.; McDonald, J. A.; Robertson, H. McN.; Thompson, S. R.; Troop, A. G.; Walsh, W. W.; Wells, W. W.

SECOND YEAR: Carter, J. F.; Hearlight, F. W.; Lase, C. W.; McCully, F. A.; McDonald, E. M.; Mackintosh, D. A.; McLatchy, H. F.; Rogers, H. W.; Thomson, W. K.

FIRST YEAR: Armstrong, E. H.; Campbell, J. H.; Jones, H. T.; Macrae, E. A.; MacKay, A. A.; McCready, C. A.; McLachlan, H.; McLennan, D.

HONOURS, MEDALS, PRIZES,
EXHIBITIONS AND BURSARIES, 1885-6.

HONOURS.

CLASSICS.—*First Rank*—Robinson, A.
MATHEMATICS AND PHYSICS.—*First Rank*—Morton, S. A.; Stewart, D.
Second Rank—Nicholson, A.; Stewart, Anne A.
EXPERIMENTAL PHYSICS AND CHEMISTRY.—*First Rank*—Mackay, E.; Mackay, N. F.
ENGLISH LITERATURE AND HISTORY.—*Second Rank*—Smith, J. F.; Coffin, F. J.

MEDALS.

THE GOVERNOR-GENERAL'S GOLD MEDAL—Robinson, A.
THE SIR WM. YOUNG GOLD MEDAL—Morton, S. A.
THE MACKENZIE GOLD MEDAL—Mackay, E.
THE GOVERNOR-GENERAL'S SILVER MEDAL—Mackay, N. F.

UNIVERSITY PRIZES.

FACULTY OF ARTS.

CLASSICS: Fourth Year, Robinson, A.—*Third Year*, Latin, Shaw, J. C.; Greek, Forbes, Antoinette.—*Second Year*, McLeod, G.—*First Year*, Laird, A. G.
HEBREW: Calder, J.
FRENCH: *Third Class*, Nicholson, A.—*Second Class*, Allison, M. G.—*First Class*, McLeod, M. J.
GERMAN: *Third Class*, Cornelius, Louise A.—*Second Class*, Macknight, Catherine K.—*First Class*, Shaw, H. C.
ENGLISH LANGUAGE AND LITERATURE: *Second Year*, McLeod G.—*First Year*, Henry, J. K.
HISTORY: *Fourth Year*, Macrae, A. W.—*Third Year*, Shaw, H. C.
POLITICAL ECONOMY: Allison, M. G.
METAPHYSICS: Creighton, J. E.
LOGIC AND PSYCHOLOGY: M. Leod, G.
MATHEMATICS: *Second Year*, Stewart, F. I.—*First Year*, Frasse, V. G.
PHYSICS: McLeod, M. J.
CHEMISTRY—INORGANIC: (Fraser, V. G., and Laird, A. G.)—ORGANIC: McLeod, M. J.
BOTANY: Symonds, F. A.

FACULTY OF LAW.

CONSTITUTIONAL HISTORY: Buchanan, J. J.
CONSTITUTIONAL LAW: Henry, W. A.
INTERNATIONAL LAW: Chisholm, J. A.
CONFLICT OF LAWS: McDonald, E. M.
ROMAN LAW: Carter, W. D.
EVIDENCE: Rogers, H. W.
EQUITY: McDonald, E. M.
REAL PROPERTY: Campbell, J. R.
ESTATES LESS THAN FEEHOLD: Campbell, J. R.

CONTRACTS: McInnes, H.
 COMMERCIAL LAW: THOMSON, W. K.
 INSURANCE: Henry, W. A.
 TORTS: McCready, C. A.
 CRIMES: Ford, E. L.

SPECIAL PRIZES.

THE AVERY PRIZE: Allison, M. G.
 THE WAVELEY PRIZE: Stewart, F. I.
 THE NORTH BRITISH SOCIETY'S BURSARY: Mackay, H. M.
 THE EARLY ENGLISH TEXT SOCIETY'S PRIZE: Coffin, F. J.
 THE NEW SPARKSBERG SOCIETY'S PRIZE: McLeod, G.
 THE BOAK PRIZE: McCully, F. A.

SENIOR MUNRO EXHIBITIONS.

- (1) Creighton, J. E.
- (2) Shaw, J. C.
- (3) Shaw, H. C.
- (4) MacNeill, Charlotte M.
- (5) Buchanan, J. J.

SENIOR MUNRO BURSARIES.

- DISTRICT I. (1) Forbes, Antoinette.
 (2) Fraser, D.
 (3) Not awarded.
 (4) do.
- DISTRICT II. (1) Coops, F. H.
 (2) Not awarded.
- DISTRICT III. Not awarded.
- DISTRICT IV. (1) Not awarded.
 (2) do.
- DISTRICT V. Not awarded.

JUNIOR MUNRO EXHIBITIONS.

- (1) Laird, A. G.
- (2) Fulton, E.
- (3) Fraser, V. G.
- (4) Henry, J. K.
- (5) Putnam, H.

JUNIOR MUNRO BURSARIES.

- DISTRICT I. (1) McDonald, R. J.
 (2) McKay, D. O.
 (3) Fraser, A.
 (4) Laird, A.
- DISTRICT II. (1) Borlitt, B.
 (2) Kennedy, J.
- DISTRICT III. Not awarded.
- DISTRICT IV. (1) Howatt, C. A.
 (2) Not awarded.
- DISTRICT V. Not awarded.

EXAMINATIONS, 1895-96.

FACULTY OF ARTS.

MATRICULATION EXAMINATIONS.

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

For B. A. Course.

FIRST YEAR: Banks, H. H.; Birckett, R.; Burns, C. B.; Calder, H.; Calkin, B. H.; Crow, Belle C.; Fraser, A.; Fraser, J. S. G.; Fraser, V. G.; Fulton, E.; Henry, J. K.; Howatt, C. A.; Kennedy, K.; Laird, A.; Laird, A. G.; McDonald, B. J.; McKay, D. O.; McKenzie, A.; Paton, V.; Putnam, H.; Smith, E. B.; Stevens, D. J.

SECOND YEAR: MUNRO, J.

FOR ADVANCED STUDIES: *In Latin*—Saunders, Maria F.

ENTRANCE EXAMINATIONS.

(Names in order of merit.)

CLASSICAL HISTORY AND GEOGRAPHY.

THIRD YEAR: *Class I.*—Shaw, J. C.; Forbes, Antoinette; Coops, F. H.; Fraser, D.; Shaw, H. C. *Class II.*—MacNeill, Charlotte M.; Campbell, W. R.; Coffin, V. E.; Saunders, Maria F.; McLeod, A. W.; Buchanan, J. J.; Creighton, J. E.; Calkin, W. S.; McLeod, M. J.; Stewart, A. F.; Putnam, W. G.

SECOND YEAR: *Class I.*—Grant, D. K.; McLeod, G.; Fulton, W. H.; Clark, D. M.; McKay, H. *Class II.*—Solomon, D.; Robertson, J. R.; Davison, J. M. *Passed*—McKenzie, J. W.; McDonald, W.; Matheson, J. A.; Munro, J.

ENGLISH LITERATURE.

THIRD YEAR: *Class I.*—Coffin, V. E.; (MacNeill, Charlotte M.; McLeod, M. J.); Shaw, J. C.; Shaw, H. C.; Stewart, A. F.; Fraser, D.; Saunders, Maria F. *Class II.*—(Forbes, Antoinette; Putnam, W. G.); Calkin, W. S.; Campbell, W. R.; MacLeod, A. W.) *Passed*—Buchanan, J. J.; Coops, F. H.; Creighton, J. E.

SECOND YEAR: *Class I.*—McLeod, G. *Class II.*—Mackay, H. M.; Stewart, F. I.; (Allison, M. G.); Robertson, S. R.; Solomon, D. *Passed*—(Grant, D. K.; Munro, J.); (Fulton, W. H.; Mackenzie, J. W.); (Davison, J. M.; McDonald, W.); (Brown, W.); Clark, D. McD.; Matheson, J. A.)

HISTORY.

Class I.—Macrae, A. W.; Coffin, F. J.; Allison, M. G.; Calder, J.; Smith, J. F. *Class II.*—Campbell, A. J.

SUPPLEMENTARY EXAMINATIONS.

THIRD YEAR: *Physics*, Macrae, A. W.

SECOND YEAR: *Greek*, Morrison, A. M. *Mathematics*, Calkin, W. S. *Roman History and Geography*, Brown, W.; McKenzie, W. J.; Stewart, F. I.; Allison, E. F.; Harvey, McL. *English Literature* (*Extraneous Ec.*), McKenzie, W. J.; Harvey, McL.

FIRST YEAR: *Chemistry*, J. M. Davison.

SPECIAL EXAMINATIONS.

THIRD YEAR: *Astronomy*, Stewart, Anne A. *Practical Physics*, Stewart, Anne A. *Second German*, Stewart, Anne A.

SESSIONAL EXAMINATIONS.

CLASS LISTS.

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

LATIN.

FOURTH YEAR: *Class I*—Robinson, A.; Allison, M. G.; Macrae, A. W. *Class II*—Lewis, A. W. *Passed*—Caldier, J.; Campbell, A. J.

THIRD YEAR: *Class I*—Shaw, J. C.; Coops, F. H.; Buchanan, J. J. *Class II*—Crichton, J. E. *Passed*—Stewart, A. F.; Fraser, J. D.; Putnam, G.; Campbell, W. R.; Calkin, W. S.

SECOND YEAR: *Class I*—McLeod, G.; McKay, H. M. *Class II*—Grant, D. K.; Fulton, W. H.; Soland, D. *Passed*—Davison, J. M.; Stewart, F. I.; McDonald, Wm.; Harvey, McL.; Matheson, J. A.; Robertson, T. R.; Clark, D. McD.; Murray, John; McKenzie, J. W.; Allison, E. F.; Brown, W.

FIRST YEAR: *Class I*—Laird, A. G.; Putnam, H.; Howatt, C. A.; Fraser, Alex.; McDonald, R. J.; Henry, J. K. *Class II*—Fraser, J. K. G.; Fulton, E.; Frazer, V. G.; Brown, E. M.; Kennedy, J. *Passed*—McKay, D. O.; Laird, A. O.; Gerson, R.; Paton, V.; Burkitt, R.; Wilson, D. A.; Burns, C. B.; Crow, Belle; McKenzie, A.; McLennan, A. K.

GREEK.

FOURTH YEAR: *Class I*—Robinson, A.; Lewis, A. W. *Class II*—None. *Passed*—Coffin, F. J.

THIRD YEAR: *Class I*—Forbes, Antoinette; Shaw, J. C.; Coops, F. H.; MacNeill, Charlotte. *Class II*—Coffin, V. E. *Passed*—Fraser, D.

SECOND YEAR: *Class I*—McLeod, G.; McKay, H. M. *Class II*—Grant, D. K.; Fulton, W. H.; Soland, D. *Passed*—Stewart, F. I.; Robertson, T. R.; Matheson, J. A.; Clark, D. McD.; Harvey, McL.; Davison, J. M.; McDonald, Wm.; Brown, W.; Allison, E. F.; McKenzie, J. W.; McLeod, A. W.

FIRST YEAR: *Class I*—Laird, A. G.; Franco, V. G.; Fraser, A.; McKay, D. O. *Class II*—Putnam, H.; Henry, J. K.; Brown, E. M.; McDonald, R. J.; Kennedy, J. *Passed*—Laird, A.; Paton, V.; Fulton, Ed.; Fraser, J. K. G.; Burkitt, R.; Howatt, C. A.; Stewart, A. F.; McKenzie, A.; Wilson, D. A.; Calder, H. F.

HEBREW.

Class II—Caldier, J.; Lewis, A. W. *Passed*—Nicholson, A.; Smith, J. F.

FRENCH.

THIRD CLASS: *Class I*—Nicholson, A.

SECOND CLASS: *Class I*—Allison, M. G.; Coffin, V. E.; Caldier, J.; Morton, S. A. *Class II*—Coffin, F. J.; Mackay, N. F.; Campbell, A. J.; Macrae, A. W.; Stewart, D.; Munro, J. *Passed*—MacLeod, A. W.; Mackay, E.; Smith, J. F.; Robinson, A.; Burns, C. B.

FIRST CLASS: *Class I*—MacLeod, M. J. *Class II*—Coops, F. H.; Bowser, W. J.; Buchanan, J. J. *Passed*—Campbell, W. R.; Crichton, J. E.; James, Sarah M.

GERMAN.

THIRD CLASS: *Class I*—Cornelius, Louise A.; Stewart, Anne A.; Calkin, W. S.; Stewart, A. F.

SECOND CLASS: *Class I*—Mackintosh, Catherine K.; Ritchie, Ella A.; Flemming, Margaret. *Class II*—Ritchie, Eliza. *Passed*—Thomson, Alice.

FIRST CLASS: *Class I*—Shaw, H. C.; Forbes, Antoinette; Shaw, J. C.; MacNeill, Charlotte. *Class II*—Coffin, V. E. *Passed*—Putnam, W. G.; Fraser, D.; Creelston, Libbie.

ENGLISH.

SECOND YEAR: *Class I*—McLeod, G.; Soland, D.; McDonald, W. *Class II*—None. *Passed*—McKay, H. M.; Clark, D. McD.; Robertson, T. R.; Mackenzie, J. W.; Fulton, W. H.; Harvey, McL.; Stewart, F. I.; Munro, J.; Brown, W.; McKenzie, W. J.; Davison, J. M.; Grant, D. K.; Matheson, J. A.; Allison, E. F.; also by special examination, McLennan, C. F.

FIRST YEAR: *Class I*—Henry, J. K.; Laird, A. G.; Fulton, E.; Laird, A. *Class II*—McDonald, E.; Putnam, H.; Frazer, V. G. *Passed*—Brown, E. N.; Burkitt, R.; McKay, D. O.; Fraser, J. K. G.; Crow, Belle; Burns, C. B.; McLennan, A. K.; Kennedy, J.; Gerson, R.; Paton, V.; Banks, H. H.; Bowser, W. J.; Howatt, C. A.; McKenzie, A.)

HISTORY.

FOURTH YEAR: *Class I*—Macrae, A. W.; Caldier, J.; Coffin, F. J.; Allison, M. G.; Smith, J. F.

THIRD YEAR: *Class I*—Shaw, H. C.; Forbes, Antoinette; Putnam, W. G.; MacNeill, Charlotte. *Class II*—Coffin, V. E.; Stewart, A. F. *Passed*—Fraser, D.; Campbell, W. R.; McLennan, C. R.; Calkin, W. S.

POLITICAL ECONOMY.

Class I—Allison, M. G.; Caldier, J.; Campbell, A. J.

HEBREW.

Class I—Ritchie, Eliza; Macrae, A. W.; Campbell, A. J.; Crichton, J. E.; Allison, M. G. *Class II*—Smith, J. F. *Passed*—Caldier, J.; Buchanan, J. J.; Coffin, F. J.; Lewis, A. W.; Robinson, A.

METAPHYSICS.

Class I—Crighton, J. E.; Shaw, J. C.; Buchanan, J. J. *Class II*—Furber, Augustine; Fraser, D.; Shaw, H. C.; MacNeill, Charlotte M.; McLennan, C. P.; Stewart, A. F. *Passed*—Coops, F. H.; Lock, G. A.; Crawford, J. W.; Campbell, W. R.

LOGIC AND PSYCHOLOGY.

Class I—McLeod, G.; Clark, D. McD.; Mackay, H. M.; Stewart, Anne A.; Fulton, W.; Stewart, F. L.; Macdonald, W.; Harvey, McL. *Class II*—Soloan, D. M.; Brown, W.; Munro, J.; Grant, W. K.; Matheson, J. A. *Passed*—Allison, E. P.; Mackenzie, J. W.; Robertson, F. R.; (Mackenzie, W. J.; Davison, J. M.)

MATHEMATICS.

SECOND YEAR: *Class I*—Stewart, F. L.; Mackay, H. M. *Class II*—Brown, W.; McLeod, G.; Fulton, W. H. *Passed*—Clarke, D. M.; Harvey, McL.; Macdonald, W.; Matheson, J. A.; Munro, J.; Soloan, D. M.; McLennan, W. J.; Ritchie, Eliza; McKenzie, J. W.; McLeod, A. W. *Passed in Geometry*—Robertson, T. R.; Davison, J. M. *Passed in Trigonometry and Algebra*—Allison, E. P.; Grant, D. K.

FIRST YEAR: *Class I*—Fraser, V. G.; Putnam, H.; Laird, A. G.; Henry, J. K.; Fulton, E. *Class II*—McKay, D. O.; Howatt, C. A.; Paton, V.; Berkitt, R.; Macdonald, R. J. *Passed*—Kennedy, J.; Crowe, Belle C.; Fraser, J. K.; Brown, E. N.; Laird, A.; Fraser, A.; Burns, C. B.; McKenzie, A.; Bower, W. J. *Passed in Geometry*—Caldor, H. F. *Passed in Algebra*—Fraser, J.

PHYSICS.

THIRD YEAR: *Class I*—McLeod, M. J. *Passed*—Stewart, A. F.; Calkin, W. S.; Campbell, W. R.

FOURTH YEAR: *Class I*—McLeod, M. J.

ASTRONOMY.

Passed—Mackay, E.; Mackay, N. F.; Stewart, D.; Nicholson, A.; Morton, S. A.

INORGANIC CHEMISTRY.

Class I—Fraser, V. G.; Laird, A. G.; Berkitt, R.; McDonald, R.; McKay, D. O.; Fraser, A. *Class II*—Crowe, Belle C.; Paton, V.; Fulton, E. *Passed*—Putnam, H.; McLennan, A. K.; Burns, C. B.; Kennedy, J.; McKenzie, A.; Brown, E. N.; Fraser, J.; Howatt, C. A.; Henry, J. K.; Banks, H. H.; Fraser, J. K. G.; Caldor, H. F.; Laird, A.; Bower, W. J.; Stewart, D. J.; McLeod, A. W.

ORGANIC CHEMISTRY.

Class I—McLeod, M. J.; Calkin, W. S.; Putnam, W. G.

PRACTICAL CHEMISTRY.

Class I—Morton, S. A.; Calkin, W. S.; Stewart, D.; Putnam, W. G.; Stewart, Anne A.

BOTANY.

Class I—Crowe, Belle C. *Passed*—Banks, H. H.

FACULTY OF LAW.

SESSIONAL EXAMINATIONS.

CLASS LISTS.

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

INTERNATIONAL LAW.

Class I—Chisholm; Carter; Campbell, A. J.; Macrae; Thompson. *Class II*—Henry; Jenkinson; Wells. *Passed*—Crowe; Troop; Walsh; Robertson; Milliken; McDonald, J. A.

ROMAN LAW.

Class I—Carter; Chisholm; Milliken; Thompson; Walsh; Crowe; Henry; Wells; Campbell, A. J.; Troop; Macrae. *Class II*—Jenkinson; Robertson; Macdonald, J. A.

INSURANCE.

Class I—Henry; (Chisholm and McDonald); Carter; Thompson; Troop. *Class II*—Robertson; Wells; Milliken; Walsh; (Crowe and Jenkinson.)

EVIDENCE.

Class I—Rogers; McDonald, E. M.; Carter, T. J.; McCully; Thomson; (Harright and McLatchy.) *Passed*—Clrney; Mackintosh; Gregory; Russell; Lane.

COMMERCIAL LAW.

Class I—Thomson; McDonald; Harright; McCully; McLatchy. *Class II*—Carter; Rogers; Mackintosh; Lyons. *Passed*—Clrney; Lane; Russell.

EQUITY.

Class I—McDonald; McCully; Carter; (Thomson and McLatchy); Rogers. *Class II*—Harright; Clrney. *Passed*—Mackintosh; Lyons; Lane.

CONSTITUTIONAL LAW.

Class I—Henry; (McCully and McDonald); Harright; (McLatchy and Carter); Thomson. *Class II*—Rogers. *Passed*—Lane; Mackintosh; Lyons.

CONFLICT OF LAWS.

Class I—McDonald; McCully; (Carter and Harright). *Class II*—Thomson; Rogers; McLatchy; Mackintosh. *Passed*—Lane; Clrney; Lyons.

CONSTITUTIONAL HISTORY.

Class I—Buchanan; Allison; McInnis; McCready; Crighton; McLennan; Armstrong; Macrae; Campbell, J. R.; Campbell, A. J. *Class II*—Campbell, W. R.; Shaw; Jones; McKay. *Passed*—Magee; Ford; Russell.

CONTRACTS.

Class I—McInnis; McLennan; Mackay. *Class II*—Campbell, J. R.; McCready. *Passed*—Armstrong; Jones; Magee; Russell.

REAL PROPERTY.

Class I—Campbell, J. R.; Mackay; McInnis. *Class II*—(Magee and McLennan). *Passed*—McCready; Armstrong; Whitford; Jones; Ford.

ESTATES LESS THAN FREEHOLD.

Class I—Campbell, J. R.; McCready; Mackay; McLennan; Ford. *Passed*—Jones; McInnis; Armstrong; Magee; Whitford; Morrison; Macdonald.

TOWN.

Class I—McCready; Mackay; McLennan; Armstrong; Campbell, J. R.; Russell; McInnis. *Class II*—Macdonald; Magee. *Passed*—Whitford; Morrison; Jones; Ford; Barrill.

CRIMES.

Class I—Ford; Armstrong; (McCready and Campbell); McLennan. *Class II*—McInnis; Morrison; Magee; Mackay. *Passed*—Whitford; Russell; Macdonald; Jones.

FACULTY OF MEDICINE.

HIGHER MATRICULATION EXAMINATION.

OCTOBER:—Symons, F. A.

APRIL:—Slyater, E. W. *In English History, Geography, French, and Natural Philosophy*—Weatherle, L. J.

SESSIONAL EXAMINATIONS.

CLASS LISTS.

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

CHEMISTRY.

Class I—Symons, F. A. *Class II*—Fletcher, R. W.; Proctor, J. W. *Passed*—Clarke, J. W.; Ross, J.

PRACTICAL CHEMISTRY.

Class I—Proctor, J. W.; Fletcher, R. W.; Clarke, J. W.; Symons, F. A.; Ross, J.

BOTANY.

Class I—Symons, F. A. *Class II*—Fletcher, R. W.; Ross, J. *Passed*—Proctor, J. W.; Clarke, J. W.

PHYSIOLOGY.

Class II—Clarke, J. W.; Ross, J.; Proctor, J. W.; Fletcher, R. W.

GENERAL LIST

OF

MEDALS, PRIZES, EXHIBITIONS &c.

1870-'85.*

THE GOVERNOR-GENERAL'S GOLD MEDAL.

1880, Crowell, E. 1881, Creedman, H. G. 1882, Treisman, J. S. 1883, Bell, J. A. 1884, McLeod, J. P. 1885, Aiton, W.

THE GOVERNOR-GENERAL'S SILVER MEDAL.

1880, Fraser, W. M. 1881, not awarded. 1882, not awarded. 1883, Macdonald, J. A. 1884, Adams, H. S. 1885, Langille, E. M.

THE SIR WILLIAM YOUNG GOLD MEDAL.

1882, Campbell, G. M. 1883, Reid, A. G. 1884, Murray, D. A. 1885, Mackenzie, A. S.

THE DeMILL GOLD MEDAL.

1885, Gannell, I.

THE NORTH BRITISH SOCIETY BURSARY.

1880, Campbell, G. M. 1882, McLeod, J. P. 1884, Mackay, N. P.

THE AVERY PRIZE.

1880, Thomson, A. E. 1881, Sedgewick, J. A. 1882, Carson, G. S. 1883, McLennan, J. W. 1884, Turner, D. F. D. 1885, Tufts, W. M.

THE WAVERLEY PRIZE.

1879, Murray, H. 1881, Bell, J. A. 1883, Gannell, I. 1884, Stewart, D. 1885, Morrison, A. M.

THE ST. ANDREW'S CHURCH PRIZE.

1879, Murray, H. 1880, Mellich, H. 1881, Macdonald, J. A. 1882, Murray, D. A. 1883, (Aiton, W., and Robinson, G. R.) 1884, Nicholson, A. (Discontinued 1884.)

* For matriculants of former years see list of Graduates. For prizes, &c., of former years see Calendar of 1885-6.

THE YOUNG ELOCUTION PRIZES.

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

THE ALUMNI PRIZES.

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

THE NEW SHAKESPEARE SOCIETY'S PRIZE.

- 1884, Macknight, Catherine K. 1885, Sutherland, J. S.

THE EARLY ENGLISH TEXT SOCIETY'S PRIZE.

- 1885, Gammell, I.

THE JACK HERBARIUM PRIZE.

- 1884, Campbell, G. G.

UNIVERSITY PRIZES.

FACULTY OF ARTS.

- CLASSICS:** *Fourth Year:* 1879, McLean, I. M., 1880, Thomson, A. E., 1881, Sedgewick, J. A., 1882, Trueman, J. S., 1883, Bell, J. A., 1884, McLeod, J. P., 1885, Aitton, W., *Third Year:* 1879, Thomson, A. E., 1880, Murray, H., 1881, Trueman, J. S., 1882, Bell, J. A., 1883, McLeod, J. P., 1884, Aitton, W., 1885, Robinson, A., *Second Year:* 1879, (1) Murray, H., (2) Trueman, J. S., 1880, Mellich, H., 1881, Bell, J. A., 1882, McLeod, J. P., 1883, Gammell, I., 1884, Robinson, A., 1885, Shaw, J. C., *First Year:* 1879, Campbell, G. M., 1880, (1) Bell, J. A., (2) Macdonald, J. A., 1881, (1) McLeod, J. P., (2) Adams, H. S., 1882, (1) Gammell, I., (2) Aitton, W., and McLeod, J. M., 1883, Mackay, E., 1884, Lewis, Shaw, J. C.; *Greek:* Fraser, D., 1885, (1) McLeod, G., (2) Grant, D. K.

- HEBREW:** 1882, Carson, G. S., 1885, McLennan, J. W., 1884, Campbell, A. (New Glasgow), 1885, Yuffis, W. M.

- FRENCH:** *Fourth Year:* 1879, Cameron, C. S., 1880, Mahon, A. W., 1881, Stewart, T., 1882, Mellich, H., 1883, Smith, H. M., *Third Year:* 1879, Mahon, A. W., 1880, Murray, H., 1881, Mellich, H., 1882, Smith, H. M., 1883, Adams, H. S., *First Class:* 1883, Mackenzie, A. S., *Second Class:* 1884, Turner, D. F. D., *First Class:* 1884, Mackenzie, A. S., 1885, Coffin, F. J.

- GERMAN:** 1880, Croelman, H. G., 1881, Reid, A. G., *Second Class:* 1884, Saunders, Maria F., 1885, Newcombe, Margaret F., *First Class:* 1884, Aitton, W., 1885, Cahoon, C. H.

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

- ENGLISH LANGUAGE AND LITERATURE:** 1883, (Lackin, F. H. and Ritchie, Eliza), *First Year:* 1884, MacNeill, Charlotte M., 1885, McLeod, G., *Second Year:* 1885, Sutherland, J. S.

- HISTORY:** 1879, Dickie, A.; *Constitutional History:* Mahon, A. W., 1880, Crowell, E., 1882, Crowe, W., 1883, McLennan, J. W., *Fourth Year:* 1884, McLeod, J. P., 1885, Gammell, I., *Third Year:* 1884, Gammell, I., 1885, Smith, J. F.

- POLITICAL ECONOMY:** 1883, Bell, J. A., 1884, Turner, D. F. D., 1885, Newcombe, Margaret F.

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

- ETHICS:** 1883, McLennan, J. W., 1884, McDonald, D., 1885, Langille, R. M.

- METAPHYSICS:** 1879, (1) Mahon, A. W., (2) Crowell, E., 1880, Murray, H., 1881, (1) Fraser, W. M., *B. Sc.*, (2) Campbell, G. M., 1882, Taylor, W. F., 1883, McLeod, J. P., 1884, Ritchie, Eliza., 1885, Cahoon, C. H.

- LOGIC AND PSYCHOLOGY:** 1879, Murray, H., 1880, Mahon, A. W., 1881, McLennan, J. W., 1882, McLeod, J. P., 1883, Gammell, I. and Mackenzie, A. S., 1884, Cahoon, C. H., 1885, Sutherland, J. S.

- MATHEMATICS:** *Second Year:* 1879, (1) Murray, H., (2) Croelman, H. G., 1880, Campbell, G. M., 1881, Reid, A. G., 1882, Murray, D. A., 1883, Gammell, I., 1884, Stewart, D., 1885, (1) Morrison, A. M., (2) McLeod, M. J., *First Year:* 1879, (1) Campbell, G. M., (2) Carson, G. S., 1880, (1) Murray, D. A., (2) Reid, A. G., 1881, (1) McLeod, J. P., (2) Elliott, H., 1882, Calkin, Lillie B., 1883, Mackay, E., 1884, MacNeill, Charlotte M., 1885, (1) Stewart, F. J., (2) Brown, W.

- PHYSICS:** 1879, Dickie, A., 1880, Croelman, H. G., 1881, Carson, G. S., 1882, MacGregor, T. S.; *Math. Phys.* Reid, A. G., 1883, Murray, D. A., 1884, Mackenzie, A. S., 1885, *Fourth Year:* Mackay, E.; *Third Year:* Merton, S. A.

- ASTRONOMY:** 1881, Croelman, H. G., 1882, Campbell, G. M., 1883, Reid, A. G., 1884, Murray, D. A.

- CHEMISTRY:** 1879, Murray, H., 1880, Campbell, G. M., 1881, (*Organic*) Reid, A. G.; (*Inorganic*) Dickie, H., 1882, (*Organic*) Smith, H. M.; (*Inorganic*) McLeod, J. P., 1883, (*Organic*) Campbell, G. G.; (*Inorganic*) Gammell, I. and Newcombe, Margaret F., 1884, (*Organic*) Smith, H. M.; (*Inorganic*), 2nd year, Robinson, A.; 1st year, Morrison, A. M., 1885, (*Organic*) Macrae, A. W.; (*Inorganic*) Stewart, F. J.; (*Practical*) Robinson, G. E.

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

- ZOOLOGY:** 1881, Morse, J. A., 1885, Campbell, G. G.

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

FACULTY OF LAW.

- CONSTITUTIONAL HISTORY:** 1884, Carter, W. D., 1885, Mellich, H.
CONSTITUTIONAL LAW: 1884, Morse, C., 1885, Chisholm, J.
INTERNATIONAL LAW: 1885, Ives, W. B.
CONFLICT OF LAWS: 1884, Morse, C., 1885, Milliken, A. E.
ROMAN LAW: 1885, Ives, W. B.
EVIDENCE: 1884, Sedgewick, J. A., 1885, Carter, W. D.
EQUITY: 1884, Sedgewick, J. A., 1885, Thompson, S. H.

REAL ESTATE: 1884, Wells, W. W.; 1885, McCully, F.
 REAL PROPERTY: 1884, Wells, F.; Mellish, H.; Thomson, W. K.)
 COMMERCIAL LAW: 1884, Mooney, F. C. C.
 CONTRACTS: 1884, Wells, W. W.; 1885, Mellish, H.
 SALES: 1885, Carter, W. D.
 BILLS AND NOTES: 1885, Carter, W. D.
 INSURANCE: 1885, Cook, H. W. C.
 CRIMES AND TORTS: 1884, Carter, W. D.
 TORTS: 1885, Hanright, F. W.
 CRIMES: 1885, Mellish, H.

PROFESSORS' SCHOLARSHIPS.

- 1879—*In Arts*: (1) Bell, J. A., Halifax High School; (2) Moren, J. A., do.; (3) Macdonald, J. A., do. *In Science*: Reid, A. G., Halifax High School.
 1880—*In Arts*: (1) Adams, H. S., Halifax High School; (2) Pithblado, J., private study. *In Science*: Smith, H. M., private study.
 (Discontinued 1880.)

THE MUNRO EXHIBITIONS.

(The names are in order of merit.)

- SENIOR—1883: Mackenzie, A. S.; Gunnell, I.; Tufts, W. M. 1884: Robinson, A.; Cahon, C. H.; Mackay, E.; Mackay, N. F.; Lewis, A. W. 1885, Creighton, J. E.; Shaw, J. C.; Shaw, H. C.; MacNeill, Charlotte M.; Buchanan, J. J.
 JUNIOR—1881: Gunnell, I.; Alton, W.; Fitzpatrick, H. H. K.; McLeod, J. M. 1882: Mackay, E.; Cahon, C. H.; Calder, J.; MacLeod, N. F.; Robinson, A. 1883: Buchanan, J. J.; MacNeill, Charlotte M.; Forbes, Antoinette; Creighton, J. E. 1884: MacLeod, G.; Mackenzie, J. W.; Mackay, H. M.; McDonald, W.; Solosa, D. M. 1885: Laird, A. G.; Fulton, E.; Fraser, V. G.; Henry, J. K.; Putnam, H.

THE MUNRO BURSARIES.

(The names are in order of merit.)

- SENIOR—1882: McLeod, J. P.; Murray, D. A.; Adams, H. S.; Jones, F. 1883: Newcombe, Margaret F.; Fitzpatrick, H. H. K.; Thompson, A. W.; Robinson, G. E.; Martin, K. J.; Alton, W.; Langille, R. M. 1884: Maera, A. W.; Coffin, F. J.; Calder, J.; Stewart, D.; Nicholson, A.; Merton, S. A. 1885: Coops, F. H.; Forbes, Antoinette; Fraser, D.
 JUNIOR—1880: McLeod, J. P.; Dill, E. M.; Elliott, H.; Morrison, D. I.; Jones, F. 1881: Robinson, G. E.; Kempton, W. F.; Coffin, F. J.; Thompson, A. W.; Calkin, Lillie B.; Crawford, J.; Martin, K. J.; McLeod, J. M.; Mackenzie, A. S.; Newcombe, Margaret F.; Tufts, W. M. 1882: Nicholson, A.; Morrison, S. A.; Macdonald, E. M.; Stewart, D.; Lewis, A. W.; Coffin, V. E.; Maera, A. W.; McKenzie, D. H.; Reid, R. L. 1883: (Coops, F. H.; Fraser, D.); (Shaw, H. C.; Shaw, J. C.); Campbell, W. R.; Sutherland, J. S.; Johnson, G. M. 1884: Stewart, F. I.; Grant, D. K.; Harvey, M.; Robertson, J. R.; Clark, D. McD.; Brown, W.; Allison, E. P.; Matheson, J. A. 1885: McDonald, R. J.; McKay, D. O.; Berkitt, R.; Fraser, A.; Howatt, C. A.; Laird, A.; Kennedy, J.

CERTIFICATES OF MERIT.

(The names are arranged alphabetically.)

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

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

(Discontinued 1883.)

GRADUATES OF THE UNIVERSITY.

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

Graduates are requested to notify the President of changes of address.

2	Adams, H. S., Jesuits' College, Montreal.....	B. A., 1884
†	Aitken, W., Sussex, N. B.....	B. A., 1885
	Allan, Rev. John M., Richmond, Halifax.....	B. A., 1873; M. A., 1876
	Allison, Matthew G., Windsor, N. S.....	B. A., 1896
	Amund, Rev. Joseph, New Orleans.....	B. A., 1869; M. A., 1872
	Archibald, Rev. F. W., <i>M. A., B. D., P. D.</i> , St. Thomas, Ont. B. A., 1877.	
	Archibald, Rev. W. F., Cavendish, P. E. I., B. A., 1873; M. A., 1878	
	Bayne, Prof. H. A., <i>P. D., F.R.S.C.</i> , Kingston, Ont. B. A., 1869; M. A., 1872.	
	Bayne, Rev. E. S., Middle Musquodouit.....	B. A., 1871
†	Bell, F. H., Halifax.....	B. A., 1876
†	Bell, J. A., Halifax.....	B. A., 1883
	Bennett, A. W., Hopewell, N. B.....	LL. B., 1885
	Bethune, J. L., Baddeck, C. B.....	M. D., C. M., 1875
	Bianchaud, C. W., Wainwright.....	B. A., 1880
	Boak, H. W. C., Halifax.....	LL. B., 1885
	Bruce, Rev. W. T., <i>M. D.</i> , Valley Station, Col. Co. B. A., 1872	
	Bryden, Rev. C. W., Tatamagouche.....	B. A., 1873
	Burgess, Rev. J. C., San Francisco.....	B. A., 1867
	Cahan, Chas. H., Hiberno, N. S.....	B. A., 1880
	Cairns, Rev. J. A., <i>M. A.</i> , Upper Musquodouit.....	B. A., 1878
	Calder, John, West Bay, C. B.....	B. A., 1880
	Cameron, A. G., Newtown, Guysboro'.....	B. Sc., 1862
	Cameron, C. S., Halifax.....	B. A., 1879
†	Cameron, Rev. J. H., Bass River, N. B.....	B. A., 1878
	Cameron, William, Merigonish, N. S.....	B. A., 1873
	Cameron, Rev. J. J., Shakopee, Ont.....	B. A., 1869; M. A., 1871
	Campbell, Alex. J., Truro, N. S.....	B. A., 1886
	Campbell, Geo. G., Truro.....	B. Sc., 1885
†	Campbell, Geo. M., Johns Hopkins Univ., Baltimore.....	B. A., 1882
†	Campbell, D. A., Halifax.....	M. D., C. M., 1874
	Carmichael, J. M., New Glasgow.....	B. A., 1872
	Carr, Rev. A. F., Alberton, P. E. I.....	B. A., 1868; M. A., 1871
	Carson, Rev. G. S., Pictou, N. S.....	B. A., 1882

1 Graduated with First Rank Honours in Classics.

2 Graduated with Second Rank Honours in Classics.

3 Graduated with Second Rank Honours in English Literature and History.

4 Graduated with Second Rank Honours in Mathematics and Physics.

5 Governor-General's Gold Medalist.

6 Governor-General's Silver Medalist.

7 Sir Wm. Young Gold Medalist.

	Carter, Wm. D., Richibucto, N. B.....	LL. B., 1896
	Chambers, F. R., Truro.....	B. A., 1879
	Chambers, R. K., Truro.....	B. A., 1877
	Chase, Rev. J. H., Ouelow.....	B. A., 1896; M. A., 1869
	Chisholm, Don., Antigonish.....	M. D., C. M., 1874
	Chisholm, Jos. A., Antigonish, N. S.....	LL. B., 1886
	Christie, Rev. T. M., (obit.).....	B. A., 1868
	Coffin, Fulton J., Mt. Stewart, P. E. I.....	B. A., 1886
	Coffin, F. S., Mt. Stewart, P. E. I.....	B. A., 1885
	Costley, Alfred, Halifax.....	B. A., 1881
	Cox, Robinson, Stewiacke.....	M. D., C. M., 1875
	Croelman, Rev. D. F., (obit.).....	B. A., 1873; M. A., 1880
†	Croelman, H. G., <i>B. Sc.</i> , Vans Danlop Scholar, Edinburgh Univ., B. A., 1881.	
	Croighton, J. G. A., Montreal.....	B. A., 1869
	Croighton, H. S., Dartmouth.....	B. A., 1880
	Crowe, Walter, Truro, N. S.....	LL. B., 1886
†	Crowell, Rev. Edwin, Yarmouth.....	B. A., 1880
	Cruikshank, Rev. W., <i>D. D.</i> , Montreal.....	B. A., 1872
	Davidson, J. F.....	B. A., 1882
	DeWolf, G. H., Tinturn, England.....	M. D., C. M., 1872
	Dickie, Alfred, Upper Stewiacke.....	B. A., 1879; M. A., 1883
	Dickie, Henry, Upper Stewiacke.....	B. A., 1883
	Dill, Edmund M., Centre Rawdon, Hants Co.....	B. A., 1884
	Dodd, W. S., Halifax.....	B. A., 1874; LL. B., 1885
	Duff, Kenneth, Lunenburg.....	B. A., 1873
	Emmerson, R. E. J., Bedford.....	B. A., 1879
	Fitzpatrick, H. H. K., Scotsburn, Pictou Co.....	B. A., 1885
	Fitzpatrick, Rev. James, Salt Springs.....	B. A., 1875
	Forsyth, James, Halifax.....	B. A., 1868; M. A., 1872
	Fraser, D. C., New Glasgow.....	B. A., 1872
	Fraser, Rev. D. S., Mahone Bay.....	B. A., 1874
	Fraser, W. M., Halifax.....	B. Sc., 1880; B. A., 1883
2	Fraser, W. M., Pictou.....	B. A., 1882
	Fraser, W. R., Pictou.....	B. A., 1876
	Fulton, G. H., <i>M. D., C. M.</i>	B. A., 1885
†	Gammell, L., Pictou.....	B. A., 1885
†	George, Rev. J. L., <i>M. A.</i> , Sherbrooke.....	B. A., 1878
	Grant, W. R., (obit.).....	B. A., 1877
	Gunn, Rev. Adam, Kennetcook.....	B. A., 1877
	Hamilton, H. I., Pictou.....	B. A., 1872
	Henry, Wm. A., Halifax, N. S.....	LL. B., 1886
†	Herdman, Rev. J. C., <i>B. D.</i> , Calgary, N. W. T.....	B. A., 1874; M. A., 1878.

1 Graduated with Second Rank Honours in Classics.

2 Graduated with First Rank Honours in English Literature and History.

3 Graduated with Second Rank Honours in English Literature and History.

4 Graduated with Second Rank Honours in Mental and Moral Philosophy.

5 Graduated with Second Rank Honours in Mathematics and Physics.

6 Governor-General's Gold Medalist.

7 Governor-General's Silver Medalist.

8 Sir Wm. Young Gold Medalist.

- Herdman, W. C., Pictou..... B. A., 1874; M. A., 1881
 Herdman, A. W., Pictou..... B. A., 1877
 Hiltz, C. W., (obit.)..... M. D., C. M., 1882
 Hunter, John, California..... B. A., 1873
 Ives, W. B., New Glasgow, N. S..... LL. B., 1885
 Jennison, Hedley V., Walton, N. S..... LL. B., 1885
 Jones, Frank, Digby..... B. A., 1884
 + Jordan, Rev. L. H., B. D., Montreal..... B. A., 1875; M. A., 1878
 Kinsman, F. S., N. D., Centreville..... B. A., 1880
 Knowles, J. H., Milton..... B. A., 1882
 Laird, G. A., Manitoba..... B. A., 1877
 Landells, R., Halifax..... B. A., 1882
 Langille, E. M., River John, Pictou Co..... B. A., 1885
 LeVair, M. U., Halifax, N. S..... LL. B., 1885
 Lewis, Abner W., Central Onslow, N. S..... B. A., 1886
 Lindsay, A. W. H., M. B., C. M., Halifax..... B. A., 1879;
 M. D., C. M., 1879.
 Lippincott, Ashley, M. D., Pittsburg, Pa..... B. A., 1867
 Locke, R. T., Lockport..... B. A., 1885
 Logan, Rev. Richmond, Harbor Grace, N. F. L..... B. A., 1877;
 M. A., 1880.
 Logan, Melville, Halifax..... B. A., 1873
 Mason, Rev. W. A., New London, P. E. I..... B. A., 1877
 McGill, A., New Glasgow, N. S..... B. Sc., 1883
 McCurdy, S. T., New Glasgow..... B. A., 1877
 McDonald, J. H., (obit.)..... B. A., 1867; M. A., 1876
 McDonald, Donald, Cape North, Cape Breton..... B. A., 1884
 Macdonald, C. D., Pictou..... B. A., 1873
 Macdonald, W. M., Braden, Man..... B. A., 1881
 † Macdonald, J. A., Halifax..... B. A., 1883; LL. B., 1886
 McDowell, Isaac, (obit.)..... B. A., 1873
 McGregor, Rev. Daniel, Amherst..... B. A., 1874
 MacGregor, Prof. J. G., D. Sc., Halifax..... B. A., 1871; M. A., 1874
 * MacGregor, T. S., Little Bras d'Or..... B. A., 1883
 * McKay, A. H., B. Sc., Pictou..... B. A., 1873
 † Mackay, Ebenezer, Plainfield, Pictou Co., N. S..... B. A., 1886
 McKay, Rev. Kenneth, Richmond, N. B..... B. A., 1868
 † Mackay, Neil F., West River, Pictou Co., N. S..... B. A., 1880
 McKeen, Rev. J. A., Hamilton, Bermuda..... B. A., 1873
 † Mackenzie, A. S., Yarmouth..... B. A., 1883
 McKenzie, Hugh, Truro..... B. A., 1872; M. A., 1875
 McKenzie, Prof. J. J., Ph. D., (obit.)..... B. A., 1869; M. A., 1872
 McKenzie, Rev. James, Pugwash..... B. A., 1878
 M. Kenzie, Rev. J. W., East St. Peter's, P. E. I..... B. A., 1882
 † McKittrick, Burgess, Sydney, C. B..... B. A., 1877
 * McLean, I. M., M. D., Wallace..... B. A., 1879
 McLean, Rev. J. A., Barrington..... B. A., 1876
 McLennan, J. W., B. D., Sydney, C. B..... B. A., 1883
 McLeod, Rev. A. W., Ph. D., Vale, Pictou Co..... B. A., 1873;
 M. A., 1878.
 McLeod, Rev. J. W., (obit.)..... B. A., 1876; M. A., 1880
 McLeod, Don., Strathallan, P. E. I..... B. A., 1874
 McLeod, J. M., Valleyfield, P. E. I..... B. A., 1885
 † McLeod, J. P., Munro Tutor, Dalhousie College, Halifax B. A., 1884
 McMillan, Finlay, Sheet Harbour, N. S..... M. D., C. M., 1872
 McMillan, Rev. G. W., Malpeque, P. E. I..... B. A., 1875
 McNaughton, Rev. Samuel, Preston, G. B. B. A., 1867; M. A., 1870
 Maene, Alex. W., St. John, N. B..... B. A., 1886
 McNeil, William, (obit.)..... M. D., C. M., 1872
 † Martin, K. J., Charlottetown, P. E. I..... B. A., 1885
 Mollish, H., Pictou..... B. A., 1882
 Miller, Rev. E. D., Lunenburg..... B. A., 1869
 Miller, J. J., Halifax..... B. Sc., 1885
 Milliken, Albert E., Moncton, N. B..... LL. B., 1886
 Mooney, P. C. C., Halifax..... LL. B., 1885
 Moore, Edmund, Chatham..... M. D., C. M., 1872
 Morse, C., Shelburne, N. S..... LL. B., 1885
 Morton, Joseph H., M. D., Shelburne..... B. A., 1876
 † Morton, Silvanus A., Milton, Queens Co., N. S..... B. A., 1886
 Muir, W. H., L. E. C. P. & S., Edin., Truro..... M. D., C. M., 1875
 Munro, Rev. John, Antigonish, N. S..... B. A., 1876
 Munro, G. W., 17-27 Vandewater St., New York..... B. A., 1873
 Murray, J. S., North Sydney, C. B..... B. A., 1877
 † Murray, D. A., Munro Tutor, Dalhousie College, Halifax.....
 B. A., 1884.
 Newcombe, E. L., LL. B., Halifax..... B. A., 1878; M. A., 1881
 * Newcombe, Margaret F., Baptist Seminary, St. John, N. B.....
 B. A., 1885.
 † Nicholson, Alfred, Southport, P. E. I..... B. A., 1886
 * Oxley, J. M., LL. B., Ottawa..... B. A., 1874
 Patterson, G. G., New Glasgow..... B. A., 1882
 † Pethold, Colin, Minneapolis..... B. A., 1876
 Polak, A. W., (obit.)..... B. A., 1872
 † Reid, A. G., Edinburgh University..... B. Sc., 1883
 Robert, Cassimir, Arichat, C. B..... M. D., C. M., 1875
 Robertson, Henry McN., Barrington, N. S..... LL. B., 1886
 † † Robinson, Alex., Sussex, N. B..... B. A., 1886

* Graduated with Second Rank Honours in Mental and Moral Philosophy.

* Graduated with Second Rank Honours in Mathematics and Physics.

* Graduated with First Rank Honours in Experimental Physics and Chemistry.

† Governor General's Gold Medalist.

† Governor-General's Silver Medalist.

‡ Sir Wm. Young Gold Medalist.

‡ Mackenzie Gold Medalist.

† Graduated with First Rank Honours in Classics.

* Graduated with Second Rank Honours in Classics.

* Graduated with Second Rank Honours in English Literature and History.

* Graduated with Second Rank Honours in Mental and Moral Philosophy.

* Graduated with First Rank Honours in Mathematics and Physics.

* Graduated with Second Rank Honours in Mathematics and Physics.

† Governor-General's Gold Medalist.

† Governor-General's Silver Medalist.

‡ Sir Wm. Young Gold Medalist.

*Robinson, G. E., Charlotte, P. E. I.	B. A., 1885
Robinson, Rev. J. M., Spring Hill	B. A., 1873
Rogers, Rev. Anderson, Yarmouth	B. A., 1878
Ross, Alexander, Dalhousie, N. B.	B. A., 1897
Ross, Rev. William, Prince William, N. B.	B. A., 1873
Russell, Rev. A. G., Oyster Bay, L. I., N. Y.	B. A., 1871
Scott, Rev. Ephraim, New Glasgow	B. A., 1872; M. A., 1875
Scott, Rev. Prof. H. McD., E. D., Chicago	B. A., 1870
Scott, J. McD., (obit.)	B. A., 1877
Sedgewick, J. A., Halifax	B. A., 1881; LL. B., 1883
Sedgewick, Robert, Q. C., Halifax	B. A., 1867
Shaw, Robert, (obit.)	B. A., 1866
Simpson, Rev. Isaac, LaHave	B. A., 1868
Smith, Rev. D. H., Truro	B. A., 1867; M. A., 1871
Smith, Rev. Edwin, Stewiacke	B. A., 1867
Smith, H. McN., Edinburgh University	B. Sc., 1884
*Smith, Jas. F., Halifax, N. S.	B. A., 1886
Spencer, Rev. W. H., Georgetown, P. E. I.	B. A., 1881
*Stewart, Anne A., Fellow of Bryn Mawr College, Bryn Mawr, Pa., B. Sc., 1888.	
*Stewart, Dugald, Upper Musquodoboit, N. S.	B. A., 1886
*Stewart, J. McD., Pictou	B. A., 1876
Stewart, Thomas, E. D., Pictou	B. A., 1882
Stranberg, H. H., New Westminster, B. C.	B. A., 1875
Sutherland, Rev. J. M., Virdee, Man.	B. A., 1869
Sutherland, Robert, (obit.)	M. D., C. M., 1872
Taylor, W. B., Halifax	B. A., 1884
*Thompson, A. W., Durham, Pictou Co.	B. A., 1885
Thompson, Stanley R., Oxford, N. S.	LL. B., 1888
Thomson, A. K., Edinburgh University	B. A., 1880
Thorburn, W. M., Madras	B. A., 1880
Tory, E. J., Windsor	B. A., 1882
Troup, Arthur G., A. B., Dartmouth, N. S.	LL. B., 1886
Treeman, A. L., St. John, N. B.	B. A., 1872; M. A., 1878
+ Treeman, J. S., John S. Hopkins Univ., Baltimore	B. A., 1882
Tuffs, W. M., Halifax	B. A., 1885
Turner, D. F. D., London, G. B.	B. A., 1884
+ Waddell, John, Ph. D., D. Sc., Vass Danlop Scholar, Edinburgh Univ., B. A., 1877.	
Wallace, Rev. John	B. A., 1870
Wallace, W. R., Halifax	LL. B., 1885
Walsh, Wm. W., Halifax, N. S.	LL. B., 1886
Wells, Wm. W., Point de Bute, N. B.	LL. B., 1886
Whitman, Alfred, Halifax	B. A., 1878; LL. B., 1885

* Graduated with Second Rank Honors in Classics.

* Graduated with Second Rank Honors in English Literature and History.

* Graduated with First Rank Honors in Mathematics and Physics.

* Graduated with Second Rank Honors in Mathematics and Physics.

† Governor-General's Gold Medalist.

‡ Governor-General's Silver Medalist.

UNDERGRADUATES, 1885-6.

IN ARTS.

FOURTH YEAR.

Allison, Matthew Gay	Windsor, N. S.
Cahan, Charles Hazlitt	Hebron, Yarmouth Co.
Caldor, John	West Bay, C. B.
Campbell, Alex. John	Truro.
Coffin, Fulton Johnson	Mt. Stewart, P. E. I.
Lewis, Abner William	Central Onslow.
Mackay, Ebenezer	Plainfield, Pictou Co.
Mackay, Neil Franklin	West River, Pictou Co.
Macrae, Alex. William	St. John, N. B.
Morton, Silvanus Archibald	Milton, Queen's Co.
Nicholson, Alfred	Southport, P. E. I.
Robinson, Alex.	Sussex, King's Co., N. B.
Smith, Jas. Festas	Halifax.
Stewart, Dugald	Upper Musquodoboit.

THIRD YEAR.

Buchanan, James Joet	Sydney, C. B.
Calkin, Wm. Somerville	Truro.
Campbell, Wm. Robert	East River, St. Mary's, Pictou Co.
Coffin, Victor Edwin	Mt. Stewart, P. E. I.
Coops, Frank Harvey	Milton, Queen's Co.
Crighton, Jas. Edwin	West River, Pictou Co.
Forbes, Antoinette	Little Harbour, Pictou Co.
Fraser, Donald	Pictou.
McLeod, Malcolm James	Bellist, P. E. I.
MacNeill, Charlotte Mary	Charlottetown, P. E. I.
Patzam, Wm. Graham	Mailand, Hants Co.
Shaw, Henry Curtis	Stanhope, P. E. I.
Shaw, James Curtis	Stanhope, P. E. I.
Stewart, Alex. Forester	Pictou.

SECOND YEAR.

Allison, Edmund Powell	Halifax.
Brown, William	Merigomah, Pictou Co.
Clark, Daniel McDonald	West River, Pictou Co.
Davison, Jas. McGregor	Halifax.
Fulton, Willard Hill	Halifax.
Groat, David Kessie	Riverton, Pictou Co.
Harvey, McLeod	Newport, Hants Co.
McDonald, William	Pictou.
Mackay, Henry Martin	Plainfield, Pictou Co.
Mackenzie, John William	Green Hill, Pictou Co.

Mackenzie, William John.....	West Bay, C. B.
McLeod, George.....	Murray River, P. E. I.
Matheson, John Alexander.....	Beaulieu, C. B.
Munn, John.....	New York, U. S. A.
Robertson, Thomas Reginald.....	Annapolis.
Selous, David Matthew.....	Windsor, N. S.
Stewart, Frank Ingram.....	Charlottetown, P. E. I.

FIRST YEAR.

Banks, Herbert Huntington.....	Barrington, N. S.
Barkitt, Robert.....	Kentville, King's Co.
Berns, Clement Bancroft.....	Halifax.
Caldar, Hugh Forrester.....	Bridgewater, Lunenburg Co.
Crow, Belle Chisholm.....	Truro.
Fraser, Alexander.....	West River Station.
Fraser, John Keir Geddis.....	Alberton, P. E. I.
France, Victor Gladstone.....	Dartmouth.
Fulton, Edward.....	Lower Stewiacke.
Henry, Joseph Kaye.....	Shubenacadie.
Howatt, Cornelius Alfred.....	Summerside, P. E. I.
Kennedy, Jas.....	Pict Phillip, Cumberland Co.
Laird, Alexander.....	Little Harbour, N. S.
Laird, Arthur Gordon.....	Charlottetown, P. E. I.
Lawler, Edward.....	Dartmouth.
McDonald, Robert James.....	Hopewell, Pictou Co.
McKay, Duncan Oliver.....	Sosaburn, Pictou Co.
McKenzie, Alexander.....	Baddeck, C. B.
Paton, Vincent John James.....	Halifax.
Paterson, Homer.....	Lower Onslow, Col. Co.
Stevens, Daniel Joshua.....	Halifax.

IN SCIENCE.

FOURTH YEAR.

Stewart, Anne Amelia.....	Pictou, N. S.
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IN LAW.

THIRD YEAR.

Carter, William Deberry.....	Beostosebe, N. B.
Chisholm, Joseph Andrew.....	Antigonish, N. S.
Crowe, Walter.....	Truro, N. S.
Henry, William Alexander.....	Halifax, N. S.
Jensson, Hedley Vicars.....	Walson, N. S.
Milliken, Albert Edward.....	Moncton, N. B.
MacDonald, James Alexander, B.A.....	Halifax, N. S.

Robertson, Henry McNeil.....	Barrington, N. S.
Thompson, Rufus Stanley.....	Oxford, N. S.
Troop, Arthur Gordon, B.A.....	Dartmouth, N. S.
Waleh, William Walter.....	Halifax, N. S.
Wells, William Woodbury.....	Point de Bute, N. B.

SECOND YEAR.

Burill, George Judson.....	Yarmouth, N. S.
Carter, Titus James.....	Point de Bute, N. B.
Clusny, Andrew.....	Halifax, N. S.
Gregory, Charles Ernest.....	Antigonish, N. S.
Haaright, Frederic William, B.A.....	Windsor, N. S.
Lane, Charles Wilkins.....	Pictou, N. S.
Lyons, William Alexander.....	Halifax, N. S.
McCauly, Frank Arthur, B.A.....	Sossex, N. B.
McDonald, Edward Marlier.....	Pictou, N. S.
MacKinnon, Donald Alexander.....	Charlottetown, P. E. I.
McLachly, Henry Francis.....	Hillsborough, N. B.
Rogers, Henry Wykoff, B.A.....	Amherst, N. S.
Russell, Joseph Ambrose.....	Newcastle, N. B.
Thomson, Walter Kendall.....	Halifax, N. S.

FIRST YEAR.

Armstrong, Ernest Howard.....	Kington, N. S.
Burill, Gordon Macaulay.....	Yarmouth, N. S.
Campbell, John Roy.....	Dorchester, N. B.
Ford, Ernest Lee.....	Sackville, N. B.
Gray, George Patrick.....	Halifax, N. S.
Jones, Harry Treadway.....	Halifax, N. S.
Macdougall, John.....	Christmas Island, N. S.
Mackay, Adams Archibald, B.A.....	Wallace, N. S.
Magee, Edgar Allison.....	Annapolis, N. S.
McCready, Charles Alexander.....	Moncton, N. B.
McLania, Hector.....	Pictou, N. S.
McLennan, Daniel.....	Pict Hood, N. S.
Morrison, Aulay.....	Cow Bay, C. B.
Turner, George Henry.....	Dorchester, N. B.
Whitford, Joseph Arthur.....	Bridgewater, N. S.

IN MEDICINE.

FIRST YEAR.

Clarks, James William.....	Tatamagouche, N. S.
Gordon, Robert George.....	Plainfield, Pictou Co.
Fractor, James W.....	North Sydney, C. B.
Sydney, Frank Albert.....	Halifax.

GENERAL STUDENTS, 1885-86.

IN ARTS.

Boak, Louise.....	Halifax.
Bowser, William John.....	Kingston, Kent, N. B.
Breim, Miss.....	Halifax.
Brown, Ernest Nicholson.....	Lower Newcastle, N. B.
Buckley, Albert H.....	Halifax.
Burns, Agnes Orr.....	Halifax.
Calkis, Ella.....	Halifax.
Cornaline, Louise Annie.....	Halifax.
Crawford, John William.....	Riversdale, Lunenburg Co.
Croelinas, Elizabeth.....	Dartmouth.
Finn, Wm. Dak.....	Dartmouth.
Flemming, Margaret.....	Halifax.
Fraser, John.....	Big Bras d'Or, C. B.
Gellichan, Lillie.....	Halifax.
Gerban, Arthur Campbell.....	Halifax.
Grierson, Robert.....	Halifax.
Hawkins, Anna.....	Halifax.
Hawkins, Arthur Charles, M.D.....	Halifax.
Hawkins, Ella.....	Halifax.
Higgins, William Hugh.....	Halifax.
James, Sadie Mabel.....	Dartmouth.
Leck, George Albert.....	Musquodoboit.
Logan, Alfred.....	Musquodoboit.
Logan, Melville, B.A.....	Halifax.
McKay, Norma E., M.D.....	Halifax.
Nacklight, Catherine Kidston.....	Dartmouth.
McLean, John Norman.....	Antigonish, N. S.
McLennan, Alexander Kenneth.....	Middle River, C. B.
McLennan, C. P.....	Halifax.
McLeod, Grace Deane.....	Berwick, N. S.
McLeod, Ambrose Waite.....	Dunstaffnage, P. E. I.
Macleod, William.....	North River, Colchester Co.
Mellish, Martha Janet.....	Charlottetown, P. E. I.
Moody, Maggie.....	Halifax.
Morrison, Alexander McGeachy.....	Dartmouth.
Ritchie, Elin.....	Belmont, Halifax.
Ritchie, Ella Alsen.....	do.
Ritchie, Mary Walcott.....	do.
Roos, James.....	Halifax.
Slyter, Edward Wheeler.....	Halifax.
Smith, Edward Freeman.....	Halifax.
Thompson, Alfred Stuart.....	Dutch Village, Halifax.
Thomson, Alice Mary.....	Willow Park, Halifax.

Weatherie, Lewis Johnstone.....	Halifax.
Whidden, Georgina B.....	Halifax.
Wilson, Alexander.....	Halifax.
Wilson, Daniel Allen.....	Halifax.

IN L.A.W.

Allison, Matthew Gay.....	Windsor, N. S.
Buchanan, James Jos.....	Sydney, C. B.
Cahan, Charles Hadist.....	Hebron, Yarmouth Co., N. S.
Campbell, Alexander John.....	Truro.
Campbell, William Robert.....	East River, St. Marys, Pictou Co.
Crichton, James Edwin.....	West River, Pictou Co.
McIntae, Alexander William.....	St. John, N. B.
Pyke, George Francis.....	Dartmouth, N. S.
Shaw, Henry Curtis.....	Stanhope, P. E. I.

IN MEDICINE.

Fletcher, Robert Whitney.....	Halifax.
McPartridge, James William.....	Halifax.
Murphy, Thos. Jos. Francis.....	Halifax.
Ross, James.....	Halifax.
Slyter, Edward Wheeler.....	Halifax.

SUMMARY.

FACULTY OF ARTS.

Undergraduates in Arts.....	85
Undergraduates in Science.....	1
General Students.....	47
Students, Arts Faculty.....	114

FACULTY OF LAW.

Undergraduates.....	41
General Students.....	9
Students, Law Faculty.....	50

FACULTY OF MEDICINE.

Undergraduates.....	4
General Students.....	5
Students, Medical Faculty.....	9
Students, Arts, Law and Medical Faculties.....	173
Defunct, studying in more than one Faculty.....	10
Total.....	163

THE ALUMNI ASSOCIATION.

(Incorporated 1870.)

EXTRACT FROM THE LAWS.

1. The object of the Association shall be the promotion of the interests of the University.
2. The Association shall consist of Ordinary and Associate members.
3. All Graduates of the University, all persons who during at least one academic year have been registered students either of Dalhousie College or of colleges which have been merged in or united with Dalhousie College, and all other persons who have at any time been educated by means of the funds of Dalhousie College, shall be eligible for ordinary membership. But no persons other than graduates shall become members until three years have elapsed from the date of their first entering the College, except by special permission of the Executive.
4. Persons not eligible for membership under Section 3 may be elected Associate members.

OFFICERS:

A. H. McEAY, B.A., B.Sc.	President.
E. L. NEWCOMB, M.A., LL.B.,	} Vice-Presidents.
J. G. MACGREGOR, D.Sc.,		
JAMES FORBES, M.A.,		
WALTER CROWE, LL.B.,		
D. A. MURRAY, B.A.,	} Secretary.
H. W. C. BOAK, LL.B.		
J. A. SEDGWICK, B.A., LL.B.	Treasurer.
W. B. WALLACE, LL.B.,	} Members of Executive Committee.
C. H. CARAY, B.A.,		
A. WHITMAN, B.A., LL.B.,		
J. P. McLEOD, B.A.,		
HACTOR McINNES,		

APPENDIX.

EXAMINATION PAPERS, 1885-86.

MATRICULATION

AND

JUNIOR MUNRO EXHIBITIONS AND BURSARIES.

LATIN.

Examiner JOHN JOHNSON, M. A.

CÆSAR: GALLIC WAR, BOOK VI. OVID: METAMORPHOSES,
BOOKS II., III., SELECTED FABLES.

TIME: THREE HOURS.

N. B.—Candidates for Matriculation in Arts will take either Part I. or Part II. and Part IV. Candidates for Matriculation in Medicine will take, besides the above, Questions 5, Part III. Candidates for Exhibitions and Bursaries will take Parts I., II., III.

I.

A. Translate:

Hæc ipso tempore, cum Germani equites intervenire, protinusque eodem illo, quo venerant, cursu ab Decimana porta in castra irrumpere conantur: nec prius stant viæ, obiectis ab ea parte sibi, quam castris appropinquarent, usque eo, ut, qui sub vallo tenderent invidiosos, recipiendi ac facultatem non haberent. Impugnantes nostri re nova perturbantur, ac vix primæ impetum cohortes in statione sustinent. Circumfunduntur ex reliquis hostes partibus, si quem aditum reperire possent. Ægre portas nostri tenentur, reliquos aditus locus ipse per se multoque defendit. Totis trepidantur castra, atque alius ex alio certum tentaculis quaerit; neque quo signa ferantur, neque quam in partem quisque conveniat, provident. Alios capta juxta castra prosan-

ciat; alius, delecto exercitu atque imperatore, victores barbaros veniens contendit: plerique novas illi ex loco religionis singulis, Cottacque et Tiburii obstantes, qui in eodem sceleris castello, ante oculos posuunt. Tali timore cunctibus perterritis, confusior opinio barbaris, et ex capto audierant, nullam esse intus praesidium. Perempere astantur, atque ipsi adhortantur, ne tantam fortissimae ex manibus dimittant.

1. "Ut facillitosa non Aherent." "at ex capite nolicent." "qui sub nullo tendent." "qui in eodem sceleris castello." "et . . . dimittent." account for the words used in these clauses.

2. (a) "Perempere astantur": another construction is admissible with *astur*. (b) "Ut recipiendi-que facillitosa non Aherent": what is strange in the syntax of *recipiendi*?

3. (a) "At decussum parit": why so called? What was the name of the opposite one? (b) "Cubore in statione constant." Give a short account of the divisions and officers of a legion.

4. Ob eam causam spatia omnis temporis non numero diem, sed noctium finiant: What was the reason? There is a trace of the custom in our language. Were Roman hours of the same length and numbered in the same way as ours?

5. How was Gallia divided according to Caesar? Draw a rough outline map, showing the courses of its chief rivers, with their ancient and modern names.

II.

B. Translate:

Quisquis es, hoc cui: quid me, pater unum, fallis?
 Quare petitis alis? Curis nec forma, nec nitus
 Est mea, quam fugias; et amantur me quoque Nymphas.
 Spem mihi nescio quam vultis promittis amice.
 Quisquis ego perneat tibi laudibus, pergitis ultra;
 Quam risi, avidius; lacrimas quoque saepe notavi,
 Me lacrimante, tana. Nota quoque signa reoritis;
 Et, quantum aucto formosi suspicor oris,
 Verba refero aures non perveniuntis vestras.
 Iste ego sum, sensi, nec me non fallit imago.
 Uxor auro me; flammam marisq; ferocis.
 Quid faciam? rogar, anse regem? quid deinde rogabo?
 Quod cupio nocum est; laepem me copia fecit.
 O utinam nostro succedere corpore possent!
 Votum in amante novem; vellem, quod amemus, abesset.
 Jamque dolor vires admittit, nec tempora vana.
 Longa meo superant, primoque castigare in ven.
 Nec mihi mors gravis est posituro morte dolens;
 Hic, qui diligitur, vellem distanter esset;
 Nam duo concordes anima morierent in tua.

1. "Spem mihi nescio quam vultis promittis amice." Analyse this sentence. What difference will be made in the meaning by changing *promittis* to *promittit*?

2. The *ablativus* without a preposition is used in the extracts (A and B) to express different relations; quote an example of each relation.

3. Give the meaning and derivation of:

Pyropora, praepora, composita, sumina, compositus, faculo, furcatus, trifida.

4. Ten primus nullis gelidi calores Triones
 Et vetito frustra tangantur aequere tingi.
 Explain this.

5. Scan the following lines:
 Possit patet tangi; minimum est, quod amantibus elatat.—
 Dignus es, et Clymene veros, ait, oisilit cetera,—
 Atrinaque Alpes et velidit Apeninus.

6. A brief sketch of Ovid.

III.

- Write all the cases in combination of:
 Ovisis temporis, nostris curvis, cujus imbric.
- Mark the gender and note the peculiarities in the declension of:
 Artus, sponda, aer, frena, stauria.
- Write in Latin words: 39, 39th, 39 times, B. C. 1184.
- Parse, giving chief parts:
 Est, refero, uror; desiderat, nocitur, istrenuere, nate.
- Distinguish the meaning of:
 quique, quoque; salubre, scilicet; phidra, phidra, parare;
 malibus, minus; decibus, decibus; oculis, oculis.
- What verbs govern (a) the positive, (b) the accus. and gen.
- Scan the first three lines of Est. B.
- Translate into Latin: Meanwhile Caesar was daily impoertending the Aedii for corn, which they had publicly promised.—He set Labienus over the fortification which he had constructed.—These men, having been harassed for many years by the neighbouring tribes, peace having been made by consent of all, chose this spot for themselves.—Dionysius, after plundering a temple at Locri, set out for Syracuse.

IV.

- Decline throughout: vir, fractus, dias, ille, ta.
- Compare: fortis, similis, bene, acer, magnus.
- Write in Latin words: 12, 24, 5th, 145.
- Name some adjectives that form the gen. sing. in—das.
- Write in all persons and both numbers:
 (a) the fut. indic. act. of *rego*.
 (b) the pres. indic. pass. of *capio*.
 (c) the perf. indic. act. of *floeo*.
- Give the rules for the cases of one set of the following words, according as you take Part I or II, and write their nom. and gen. cases, sing. and pl.:
 (a) In Est. A. tempore, silvia, (quam) castris, barbaros, timore;
 (b) In Est. B. nutu, nati, corpore, morte, dolores.
- Parse, giving chief parts, according to the Part you take:
 either (a) in Est. A., venerant, tescierant, possant, provident,
 fingant, occiderant.
 or (b) in Est. B., aridus, sensi, fallis, rogar, vellem,
 morierent.

GREEK.

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

XENOPHON: ANABASIS, BOOKS I., VI.

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

TIME: THREE HOURS.

I.

A. Translate:

Εἰς γὰρ μὲν Ἀναβάσεως ἡ τῆς αὐτῷ βασιλέως γένουσι ἐπιδείκνυσθαι βουλήματα, καὶ πάλιν ἐκείνου ταύτους ἀποκαταστήσει πάλιν ἐν τῷ ἐθνῷ ὀλιγαρχήσασθαι. καὶ γὰρ εἰς ἄλλα τε καὶ ἐπὶ βουλῆς αὐτῷ διαρχήζοντες καὶ στρατηγῶν ἀλλήλων ἐρχόμενοι. καὶ γὰρ στρατηγῶν καὶ λαγυῶν αἱ γραμματεῖαι ἴσους πρὸς ἑαυτὸν ἵκοντο, ἀλλ' ἵσαί ἦσαν ἀρχαλοτέρων ἢ οὐ Κίρκου καὶ οὐκ ἀρχαλοτέρων ἢ τῷ αὐτῷ ἄνθρωπος. ἀλλ' ἂν εἰ τις γέ τ' αὐτῷ προσέβηται καὶ οὐκ ἐπαρχήσασθαι, οὐδέτις πάλιν ἀρχάσασθαι ἔσται τῶν προεχόντων. ταχυσταί τε ἀφ' ἑαυτῶν πάλιν ἴσους Κίρκου διέλιχθησαν γενέσθαι. αἱ δὲ τῶν ἀρχῶν δουραὶ ἴσαί τε ἄλλοις ἐν τῷ ἐθνῷ καὶ ἀνακαταστήσασθαι ἢ ἄλλοις χάρις καὶ προσέβουσι πάντοτε, οὐδέτις ἂν πάλιν ἀρχάσασθαι, ἀλλ' αἱ πάλιν γραμματεῖαι ἴσαι καὶ ἴσους ἵκοντο καὶ ἀρχαλοτέρων ἑαυτῶν καὶ ἡ ἵκοντο αἱ τῶν βασιτῶν Κίρκου ἴσους τε.

- (a.) αἱ τῆς αὐτῷ βασιλέως γένουσι ἐπιδείκνυσθαι βουλήματα α. τ. 2.
(b.) αἱ δὲ τῶν ἀρχῶν δουραὶ ἴσαί τε ἄλλοις α. τ. 2.

Show where there would be a difference of construction in Latin.

- φολοχρήσασθαι, αὐτῷ (ἀρχαλοτέρων), αἴσας, Κίρκου (διέλιχθησαν), πάλιν. Account for the cases and write the nom. sing. of each in full.
- Different measures of length are mentioned in the First Book; give their relative lengths and their equivalents in English measure.
- Name in order the countries through which Cyrus marched.
- Tell what you know of Cyrus, with dates. Another Cyrus is mentioned in this Book: what is he called and why is he mentioned?

II.

B. Translate:

Οἱ δὲ στρατιῶται ἐπιβλέποντες ἐβουλεύοντο τὴν λαοφίλον πολιτείαν πότερον κατὰ γὰρ ἢ κατὰ θύλακας καὶ ποταμούς τε ἐν τῷ ἐθνῷ. ἀφασίς δὲ λίαν ἄχρηστος εἶπε, Θεοφίλος μὲν, ἃ ἀφασίς τὴν στρατιάν ἐσι αἱ πόλεις καὶ ἐν ἑκατέρωθεν ἀσπίσιν: τὸ μὲν γὰρ εἶναι αἰ μὲν γένουσι τῆ στρατῶν ἡμετέρας εἶναι: ἀφασίς δ' ἐπιποταμῶν τε ποταμῶν τε οὐκ ἴσους, ἴσαί οὖν ἀσπί αἰσίν τοῖς Ἑβραίοις μὲν ἕκαστος ἢ προσέβουσι αἰσίν: ἀλλὰ δ' ἴσους μὲν ἕκαστος ἢ ἀφασίς: καὶ ἐπιποταμῶν ἐπίσας οὐκ ἴσους ἀφασίς πότερον πότερον πρὸς τὴν πόλιν, καὶ εἰδέναι ἂν ἂν ἀναρχήσασθαι, καὶ πρὸς ταῖς βουλεύσασθαι, ἀφασίς τε ἐπιποταμῶν ἐπίσας πότερον μὲν Χαρτίου, ἂν ἄλλοις ἴσους: ἴσαί δ' αἱ βουλεύσασθαι. αἱ δὲ ἐπιποταμῶν ἀφασίς γὰρ κατὰ ἴσους μὲν ἀναρχήσασθαι οὐκ ἴσους ἂν μὲν ἀφασίς ἀφασίς εἶδεναι.

- Θεοφίλος τὴν στρατιάν. Distinguish this from Θεοφίλος τοῖς στρατιώταις.
- ἐβουλεύοντο πότερον κατὰ γὰρ ἢ κατὰ θύλακας καὶ ποταμούς. Write this in Latin.
- (a.) Καὶ Θεοφίλος ἐπίσας οὐκ ἴσους, ἴσαί οὖν ἀφασίς, πότερον πρὸς τὴν πόλιν.
(b.) ἴσαί δ' αἱ βουλεύσασθαι. Analyse these sentences, supplying the ellipsis.
- Distinguish the meanings of:
πρὸς ταῖς πόλεις, κατὰ ταῖς πόλεις, ἐπὶ, ἐκαστος; ἐπιποταμῶν, ἀναρχήσασθαι, ἐπιποταμῶν; ἀφασίς, ἀφασίς.
- προσέβουσι αἰσίν: What word is properly understood? What is the origin of the name? What other coins are mentioned in the Anabasis? What is the value of each?

III.

- Decline (a) in the singular: γυνή, ἡρώδης, πάλιν.
(b) in the plural: τῶν, γυνή, ἡρώδης;
- Write, in all genders if not a substantive, the nom. sing. (marking the gender of substantives) and dat. pl. of:
ἴσας, ἑαυτῶν, αἰσίν, ἀφασίς, πάλιν, αἰσίν.
- Give the other degrees of comparison of:
(a) ἀφασίς, πάλιν, πότερον, ἑκαστος;
(b) καὶ οὐκ, αἰσίν, ἑαυτῶν, ἴσους.
- Write in Greek words: 7th, 76, 709th, thrice, 1800.
- Give the contracted forms (a) in the sing. of the pres. subj. active of ἐβούλη, (b) in the singular of the pres. indic. active of εἶμι.
- Show by examples how the proper termination of the perf. infin. pass. is variously modified by the preceding letter.
- Write all the moods with the participle (one form only of each) of:
(a) ἑκαστος, act. of πῶν.
(b) ἑκαστος, mid. of πῶν.
(c) ἑκαστος, pass. of πῶν.
- Parse, giving the chief parts in use:
(a) In extract A—ἐβουλεύοντες, ἐπιποταμῶν, εἰσας, ἐβουλεύοντες, ἐπιποταμῶν;
(b) In extract B—ἴσους, ἀφασίς, ἀφασίς, αἰσίν, ἴσους.
- Translate into Greek: The citizens admire the prudent man. Who are the fathers of these good boys? All their roads lead to the city. Hear us, O friends! The poet will write seven dramas.

IV.

- Decline throughout in (a) sing.: στρατιῶται, πόλις, πάλιν;
(b) plu.: στρατιῶται, πόλις, ταῖς.
- Compare: λίαν, κατὰ, ἀφασίς, ἴσους, μὲν καὶ.
- Decline throughout: πῶν.

4. Write the cardinals from "first" to "hath."
5. Form the 3rd pl. imperf. indic., in the same voice, of: $\tau\rho\acute{\iota}\tau\alpha\upsilon\alpha$, $\epsilon\upsilon\lambda\eta\gamma\acute{\iota}\alpha$, $\alpha\lambda\epsilon\gamma\acute{\iota}\alpha$, $\alpha\lambda\epsilon\kappa\sigma\acute{\iota}\alpha$, $\epsilon\lambda\eta\gamma\alpha$.
6. Write the perf. indic. act. and pass. throughout of: $\gamma\omega\phi\omega$, $\epsilon\upsilon\alpha\delta\alpha$.
7. Give rules for the reduplication of the perfect tense.
8. Parse, giving chief parts, according as you take Part I. or II.: either (a) $\lambda\epsilon$ extract A, $\gamma\acute{\iota}\omega\tau\alpha$, $\epsilon\lambda\lambda\eta\gamma\acute{\iota}\sigma\tau\alpha$, $\epsilon\lambda\epsilon\upsilon\theta\epsilon\tau\alpha$, $\epsilon\lambda\lambda\eta\gamma\theta\eta\sigma\alpha\tau$, $\epsilon\lambda\eta\gamma\alpha$, $\epsilon\lambda\epsilon\upsilon\theta\epsilon\tau\alpha$, or (b) $\lambda\alpha$ extract B, $\alpha\lambda\epsilon\gamma\theta\eta\sigma\alpha\tau$, $\alpha\phi$, $\alpha\lambda\epsilon\gamma\theta\eta\sigma\alpha\tau$, $\alpha\sigma\alpha\iota$, $\alpha\lambda\epsilon\gamma\theta\eta\sigma\alpha\tau$, $\alpha\sigma\alpha\iota\gamma\epsilon\lambda\lambda\alpha\sigma\alpha\tau$.

FRENCH.

Examiner..... J. LECHEWY, M. A.

(For Candidates for Matriculation, Arts Faculty.)

TIME: THREE HOURS.

Translate: Charles XII.—Pierre Alexowitz, czar de Russie, s'était déjà rendu redoutable par la bataille qu'il avait gagnée sur les Turcs en 1687, et par la prise d'Azof, qui lui ouvrait l'empire de la mer Noire; mais c'était par des actions plus étonnantes que des victoires qu'il cherchait le nom de Grand Le Moscovite ou Russie encluse le nord de l'Asie et celui de l'Europe, et depuis les frontières de la Chine s'étend l'espace de quinze cents lieues jusqu'aux confins de la Pologne et de la Sibirie; mais ce pays immense était le moins connu de l'Europe avant le czar Pierre: les Moscovites étaient moins civilisés que les Mexicains quand ils furent découverts par Cortez; nés tous esclaves de ruelles sans barbares s'éleva, les croispiant dans l'ignorance, dans le besoin de tous les arts, et dans l'impossibilité de ces besoins qui étouffait toute industrie. Une ancienne loi sacrée parmi eux leur défendait, sous peine de mort, de sortir de leur pays sans la permission de leur patriarche. Cette loi, faite pour leur être les occasions de connaître leur pays, plaisait à une nation qui, dans l'absence de son ignorance et de sa misère, dédaignait tout commerce avec les nations étrangères.

- Questions:—(1) Parse the following words: *renais, gagnés, ouvert, aïeul, leur, qu'on, fait, tout*.
- (2) See ignorance et sa misère. Explain the difference in the gender of the possess. adjct., both nouns being feminine. Write down the possessive pronouns corresponding to *son* and *sa*.
- (3) Write the Infinitive, the present and past-parts, and the Subjunctive present of: *embasser, s'élever, former, sortir*.
- (4) Qu'onze cents lieues. The numbers *cent* and *vingt* may be written with an *s* and without an *s*. Explain, giving short examples.
- (5) Distinguish between *soit, mille* and *soixante* and translate: Two thousand. One thousand miles. Twelve o'clock (noon). Twelve o'clock (night). Half past two. A quarter to three. Half an hour. One hour and a half.

6 Write down the comparative and superlative degrees of: *bon, peu, ennemi, bien, beaucoup, heureux*. Translate: As happy as I. Not so happy as they (f). Most happy. The happiest man in the world.

(7) *Nomms étrangers* Mention the mascul. sing. of *étrangers*. Write the femin. of: *meat, vine, juice, deer, blank, grey, wolf, transporter, protector, male, female, traitor*.

(8) Illustrate by short acts the difference between *connaitre* and *connaître*. Write in French: His Majesty, the Queen, His Majesty, the German Emperor. His father and mother are both English. Note peculiarities in the agreement of the possess. pron. in the foregoing sentences.

(9) *Savez* or *any* may be expressed by: *de la, de, des and en*. Write short acts in illustration. Explain the difference between: *Damez-moi de l'eau de fontaine* and *damez-moi de l'eau de la fontaine*.

(10) Distinguish between: *tes les malheurs; tout le malheur*, and *tes malheur*. Has your leather been in England? Translate this sentence, and state the rule for the change in the construction of the subject.

(11) *Cette loi*. Write this sentence in the plural form, and state the two mascul. forms of *cette*. Mention other adject. that exhibit the same peculiarity.

(12) Translate into French: Charles XII. was King of Sweden. I have written an English letter to a friend of mine. This book costs more than three dollars. There were a great many strangers in town during the summer. The weather is cold. It is cold. It is not cold. Is it not cold? Do you speak German? No Sir, I am an Englishman, and I only speak English. To-day is the 15th of October, 1885 (in letters).

GERMAN.

Examiner..... J. LECHEWY, M. A.

(For Candidates for Higher Matriculation Examination, Medical Faculty.)

TIME: THREE HOURS.

A. Translate: *Der Fremdling in Meissel*.—Oft sieht die Wahrheit wie eine Lüge aus. Das er' ich ein Fremder, der vor einigen Jahren mit einem Schiffe aus Westindien an den Küsten von Ostsee ankam. Dasselbe war der russische Kaiser, Alexander I., bei dem König von Preussen, Friedrich Wilhelm III., auf Besuch. Beide Monarchen standen in gewöhnlicher Kleidung, ohne Begleitung, Hand in Hand, als zwei recht gute Freunde, bei einander am Ufer. So etwas sieht man nicht alle Tage. Der Fremde dachte auch nicht daran, sondern ging sehr treuhändig an sie an, meinte, es seien zwei Kaufleute oder andere Herren aus der Gegend, und fing ein Gespräch mit ihnen an, ganz begierig, allerlei Neues zu hören, das mit seiner Abwesenheit sich zutragen habe. Endlich, da die beiden Monarchen sich beständig mit ihm unterhielten, fand er Veranlassung, den Eisen auf eine höfliche Art zu fragen, wer er sei.

B. *Einer oder der Andere*.—Also ritten sie mit einander in Paris hinein, und zwar das Eisenlein auf der rechten Seite des Königs; denn was die liebe Einfach, so sei mit Absicht oder durch Zufall, Unge-schicktes them kann, das that sie. Der Kaiser gab dem König auf alle seine Fragen geschickliche Antwort. Er erlaubte dem Menschen über den Feldhan, aus seiner Handhaltung und wie er zwischen des Sonntag's auch sein Hehn in dem Topfe habe, und merkte lange nichts. Als er

aber sah, wie alle Fenster sich öffneten und alle Strassen sich mit Menschen anfüllten, wie Jedermann oberflächlich anwich, da ging ihm ein Licht auf "Mein Herr," sagte er zu seinem unbekanntem Begleiter, den er mit Augenthätigkeit und Verwunderung anschaute, "entweder seid ihr der König oder ich bin's; denn wir Beide haben allein noch den Hut auf dem Kopfe."

Questions:—(1) Parse the word *use* in the sentence: *Qui sicut . . .* use, and account for its position. Write the same sentence beginning it with the conjunction *quod* (as).

(2) *Das erfahre ein Fremder*. Show by short examples that *das* may be used as article, and as relative pronoun. Translate: I am glad that you have (are) come.

(3) Decline in the four cases singular and plural: *Der russische Kaiser; seine thiers Mutter; gepöbelige Aesener*.

(4) Parse the following verbs, giving the infinitive, 3rd pers. sing. of the Indicative present, and the 1st pers. sing. of the Imperfect: *sicht, unless, war, kann, sagte, kates*.

(5) What particle is used in the formation of the *past part.* of German verbs? Do all verbs admit of this particle? Write down the *past part.* of: *schick, lören, auftragen, verzeihen wiedersprechen, werden*.

(6) Conjugate the present Indicative, and the Imperfect in full of: *sein, werden, küssen*. Translate: I have not been able to do it. It will soon be (become) cold.

(7) Write the singular of *Knecht, Landesherr, Eltern, Tage, Strassen, Kleider*; prefix the definite article to each noun. Write in the plural: *Wahrheit, Schiff, Geyssel, Meer, Licht, Theor*.

(8) Write down a sentence, consisting of a principle *negative* clause, and a subordinate *relative* clause, the verb of the latter being in a compound tense. How do relative pronouns affect the position of the verb.

(9) Distinguish, giving short sentences in illustration, between: *sein, nicht, nicht, sein*.

(10) Wir Beide haben den Hut auf dem Kopfe. Setzen Sie den Hut auf den Kopf. Translate the 2nd sentence, and account for the difference in the case of the preposition *auf*. Mention all the prepositions belonging to this class.

(11) Write down the *comparative* and *superlative* degrees of *hoch, gut, viel, gern, früh*. Translate: The more the better. He is as tall as I. The house is most beautifully furnished (inlaid). When is the form of the superlative *am besten, am schönsten, etc.* to be used? write an example in illustration.

(12) The passive voice is expressed by *two verbs* in German. Explain and translate: The letter is written. The letter has been written by a lady. The letter is being written. Give the idiomatic English of: *Es wird mir nicht erlaubt, es zu thun. Es wird kalt. Es wird gesungen werden.*

Translate into German: God is the father of all men. He is in his new house. It rained very hard during the day. My friend was in town two days ago. We read a German book. Do you speak German? Do you know Germany. Can you tell me where this gentleman lives? The steamer has not yet arrived. Who has done this? It is not they. This merchant is to go to France and Germany. You are right but he is wrong. There are many people who cannot write. To-day is the 16th of October, 1855, (etcetera).

ENGLISH.

ENGLISH LANGUAGE.

Examiner.....W. J. ALEXANDER, Ph.D.

TIME: THREE HOURS.

Candidates for Bursaries are to answer the first eight questions; candidates for matriculation in Arts, the first six; candidates for matriculation in Medicine, the first five, and the sixth.

1. Write out and punctuate the passage dictated. (From Addison.)
2. Analyze the passage from the beginning to "before that time."
3. Parse *withought*, to describe, *for*, which.

4. Comment on any points of syntax in the passage which strike you as objectionable, or as otherwise noteworthy.

Comment on, and correct if necessary, the following:

- (a) Ellipsis is where one or more words are necessary to complete the sense.
- (b) The crime was committed in the public square, and, though the event transpired before the eyes of hundreds, the murderer escaped.
5. Distinguish between *essence* and *cause*; complement and complement; *practice* and *practise*; *principal* and *principle*.

6. Combine the following into one complex sentence: Some months ago my friend Sir Roger was in the country. At that time he sent a letter to a certain lady. I will call her Leonora. This letter was enclosed to me. He desired me to deliver it to her with my own hand. His reason for doing so was that the letter contained matters of consequence.

7. Explain the difference in meaning between "I will do it" and "I shall do it"; "Will I do it?" and "Shall I do it?"; "You will do it" and "You shall do it."

8. Express as accurately as possible in simple prose the substance of the following lines:

I have seen
A curious child, who dwelt upon a tract
Of inland ground, applying to his ear
The convolutions of a smooth-lipped shell
To which, in silence hushed, his very soul
Listened intently; and his countenance soon
Brightened with joy; for from within were heard
Murmurings, whereby the monitor expressed
Mysterious union with his native sea.
Even such a shell the universe itself
Is to the ear of Faith; and there are times,
I doubt not, when to you it doth impart
Authentic tidings of invisible things.

9. Write a description of any place with which you are familiar.

ENGLISH AND CANADIAN HISTORY AND GEOGRAPHY.

Examiner.....PRESIDENT FOREST.

TIME: THREE HOURS.

Candidates for matriculation only may visit any three questions in each section.

ENGLISH HISTORY.

1. "The religion of the Celts was Druidism." Describe it.
2. "Seven kingdoms, called the Saxon Heptarchy, were thus founded. These were..." Give names, and state when and by whom founded.
3. What was the condition of the English Parliament in the reign of Henry VI.?
4. What was the social condition of England during the Stuart period?
5. Give a brief account of the condition of Ireland in the reign of George III.
6. Name the wars in which England has been engaged during the present reign. Give dates.
7. Write brief notes on any four of the following subjects: Battle of Naseby, Great Fire of London, John Hampden, South Sea Bubble, National Debt, Repeal of the Corn Laws, the Gordon Riots.

CANADIAN HISTORY.

1. When and by whom was Quebec founded? Montreal? Halifax? St. John?
2. When was Fredericton made capital of New Brunswick? What Legislative disputes took place in New Brunswick shortly after?
3. The Legislature of Lower Canada met in Quebec January, 1814. Give a brief account of its proceedings.
4. Give the dates of the following treaties, and show what reference they had to Canada: Aix-la-Chapelle, Utrecht, Peace of Ryswick, Treaty of Paris at close of Seven Years' War, Ghent.
5. Give an account of the introduction of trial by jury into Canada.
6. Give an account of the Red River Rebellion of 1869-70.
7. Write brief notes on any four of the following subjects: Earl of Dalhousie, Lawrence Karanagh, St. John Fire, Prince Edward Island enters Confederation, St. Alban's Island, Detroit Convention, Great Earthquake.

GEOGRAPHY.

1. Define plateau, delta, steppe, bight, lagoon, glacier, watershed, basin.
2. Name the principal islands of the East Indies, and state to what political powers they belong.
3. The Voges, the Jura, the Carpathians, Mt. Everest, Mt. Chimborazo, Mt. Eliaz, Mt. Ross, Mt. St. Elias. Give position.

4. The following names appear in to-day's Shipping List. Locate them, giving river or body of water on or near which the city lies: Antwerp, Auckland, Bremen, Boothbay, Hilo, Manila, Rosario, Blaye, Troon, Yokohama.

5. Give the position, climate, productions and population of Cuba, Nova Zembla, Cape Colony, Bulgaria, Ceylon.

6. How many cities with a population of 500,000 are north of Halifax? Name them.

7. Bound Holland; Arabia; Utah; Hants Co., N. S.; Charlotte Co., N. B.

MATHEMATICS.

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

GEOMETRY, ARITHMETIC, AND ALGEBRA.

(MATRICULATION.)

TIME: THREE HOURS.

N. B.—Candidates for matriculation in Arts will answer the first ten questions. Candidates for matriculation in Medicine will visit the first and fifth and answer the eleventh and twelfth questions.

1. Construct a triangle having its sides respectively equal to three given straight lines. To what condition are the lines subject? Show this from your diagram.
2. Equal triangles on the same side of the same base are between the same parallels.
3. If a straight line be divided into two parts, the rectangle contained by the whole line and one part is equal to the square of that part together with the rectangle contained by the parts.
4. In an obtuse angled triangle, the square of the side opposite the obtuse angle exceeds the sum of the squares of the other sides by a certain area. Define that area and prove the proposition.
5. Given two diagonals of a parallelogram and the angle at which they cut each other. Draw the parallelogram.
6. How do you proceed, in multiplying two circulating decimals together so as to secure perfect accuracy to any number of decimal places whatever? Illustrate by examples.
7. Show that the product of $(x+y+z)(x+y-z)(x+z-y)(y+z-x)$ is $2(x^2y^2+y^2z^2+z^2x^2)-(x^4+y^4+z^4)$.
8. Show that $\frac{2a^2-2a+1}{a^2-a} - \frac{1}{1-a} = 1 - \frac{1}{a}$; and that $\frac{a^4+a^2x^2+x^4}{a^2+ax+x^2} = a^2-ax+x^2$.
9. Solve the equation $\frac{9x+7}{x} - \left(x - \frac{x-2}{7}\right) = 35$.

10. Find the fraction which is such that if 1 were added to the numerator, it would be equivalent to $\frac{2}{3}$; but if 1 were added to the denominator, it would be, in lowest terms, $\frac{1}{2}$.

11. The opposite angles of a quadrilateral inscribed in a circle are together equal to two right angles.

12. If from the same external point a tangent and a secant to a circle be drawn, the square of the tangent is equal to the rectangle contained by the whole secant and its external segment.

GEOMETRY.

(EXERCISES AND RECAPITULATIONS.)

TIME: THREE HOURS.

1. If two triangles have two sides of the one equal to two sides of the other and the angles included by the sides supplementary, the triangles shall be equal in area.

2. If a line be divided into two equal and also into two unequal parts, the rectangle contained by the two latter, together with the square of the line between the points of section, is equal to the square of half the line. (*But, by the division of the line.*)

3. Deduce from the last problem, and express in words, the proposition equivalent to the algebraic identity, $(a+b)(a-b) = a^2 - b^2$.

4. One circle cannot touch another internally in more points than one.

5. Upon a given straight line describe a segment of a circle to contain an angle equal to a given angle.

6. One side of a parallelogram is given and its area is equal to that of a given square: find another side.

7. Place a line of given length so that its extremities may be in two given lines at right angles to each other, and the area of the triangle thus formed may be the greatest possible.

8. Two circles that touch externally are touched by two parallel tangents on opposite sides. Prove that the three points of contact are in the same straight line.

9. The sides of a triangle are 25 and 15 ft. respectively, and the base is 30 ft. Find, without going beyond the Second Book of Euclid, the distance from the middle of the base to the foot of the perpendicular from the vertex on the base. (*But, give an algebraic investigation first.*)

ARITHMETIC AND ALGEBRA.

(EXERCISES AND RECAPITULATIONS.)

TIME: THREE HOURS.

1. Show that when a Banker discounts a Bill, the rate of interest being, say, 6 per cent, he really obtains more than 6 per cent for the money advanced.

2. Given $a=1$, $b=3$, $c=5$, $d=0$: find the numerical value of

$$\sqrt[3]{(b^2+2a+2)(c^2-5b^2+a)^2} + \sqrt[3]{(b^2+c)^2}$$

different ways, showing their equivalence.

3. Give a Rule for Algebraic subtraction, with illustrations and explanations.

4. Show that $(x^2+y^2)^2 - (x^2-y^2)^2$ is divisible by $x+y$, without remainder: and that

$$(a^2 - a^2 + 2ax^2 - (a^2 + a^2)^2 = (a^2 + a^2)^2 - (a^2 - a^2 - 2ax^2)^2.$$

5. Find one fraction equivalent to $\frac{a-1}{a^2} \left(\frac{1}{a} + \frac{1}{a^2} + \frac{1}{a^3} + \dots + \frac{1}{a^n} \right)$.

6. Show that, x being positive $\frac{1}{x-a} + \frac{1}{x+a}$ is greater than $\frac{2}{x}$.

7. Find the highest common factor, if any, of $6a^2 + 10a^2 - 12x + 2$ and $10a^2 - 5a^2 + 12x - 4$; and say how you proceed when more than two such expressions have to be treated for a common factor.

8. Show that if $ax^2 + bx + c$ be algebraically a perfect cube, $ac^2 - b^3 = 0$.

9. The highest common factor of A and B is a , of C and D is b , and of a and b is m , and there is no separate common factor: Show that the least common multiple of A, B, C, D is $\frac{A \cdot B \cdot C \cdot D}{a \cdot b \cdot m}$.

10. From the three simultaneous equations

$$\begin{cases} ax + by + cz = 0 \\ ax + by + cz = 0 \\ ax + by + cz = 0 \end{cases} \text{ deduce an equation involving} \\ \text{only the coefficients } a, b, c, \text{ \&c.}$$

11. Given $(a+x)^2 + (a-x)^2 = b^2$: to find x .

ELEMENTARY MECHANICS OF SOLIDS AND FLUIDS.

Examiner.....J. G. MacGibbon, D. Sc.

(Higher Matriculation Examination, Faculty of Medicine.)

TIME: THREE HOURS.

(1) Enunciate and prove the proposition called the Parallelogram of Velocities.

(2) A body's velocity is diminishing at the rate of 20 feet per second in every second. At a given instant it has a velocity of 500 feet per second. Find its velocity after 1 minute.

(3) If I weigh 150 lbs. what amount of work do I perform in climbing a mountain 6000 feet high? If in climbing I fall over a precipice 500 feet high what amount of kinetic energy will I acquire?

(4) A body of 10 lbs. mass hangs by a chain 20 feet long and is pulled out by a horizontal force to a distance of 12 feet from the vertical through the point of support. Find the force exerted by the chain.

(5) Show how to determine the magnitude and line of action of the resultant of two parallel forces in the same direction.

- (6) Define "centre of inertia." Find that of a thin, uniform, rectangular plate.
- (7) Describe any "simple machine" and show that in using it "what is gained in power is lost in space."
- (8) Explain what is meant by the "angle of repose," pointing out the physical principles on which it depends.
- (9) How is the pressure at a point in a fluid measured? Show that the pressure at a point of a heavy fluid is the same in all directions.
- (10) State Boyle's Law.—When deep-sea fish are brought rapidly to the surface they often burst. Why?

NATURAL PHILOSOPHY.

Examiner.....J. G. MacGREGOR, D. Sc.

(Higher Matriculation Examination, Faculty of Medicine.)

TIME: THREE HOURS.

N. B.—Answer only 10 questions.

- Give a careful description of the balance.
- How would you show by experiment that within the limit of perfect elasticity the elongation of a wire is proportional to the force producing it.—Explain "limit of perfect elasticity."
- Define "specific gravity" and show how you would find the specific gravity of (say) a piece of copper.
- Describe the mode of action of the common pump. What determines the height to which water may be raised by it?
- How much work kinetic and potential energy has a cannon ball of 21 lbs. mass when moving at a height of 200 feet above the earth's surface with a velocity of 300 feet per second than when at rest at the earth's surface?
- Upon what does the pitch of a musical note depend? Upon what its loudness? Give experimental evidence for your statements.
- How would you proceed to graduate a thermometer not yet provided with a scale?
- Explain "melting point," "boiling point," "latent heat."
- Show that the point from which the rays proceeding from a luminous point and reflected by a mirror, appear after reflection to proceed, is behind the mirror and as far from it as the luminous point.
- Describe the structure and action of a Leyden Jar.
- What is the magnetic character of the portions of a broken magnet? How is it accounted for?
- Describe any galvanic cell.—What is the source of the energy of the current it produces?—Upon what does the intensity or strength of the current depend?

SENIOR MUNRO EXHIBITIONS AND BURSARIES.

LATIN.

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

HORACE: ODES, BOOK IV. CHOICE: SELECTED LETTERS.

TIME: THREE HOURS.

I.

A. Translate:

Donarem patens gratæq; comedas,
 Censorius, nisi non solibus,
 Donarem tripodes, præmia fortibus
 Quæram, neque te postea nitentium
 Ferræ, divite non scilicet ætium
 Quas aut Parrhasius protulit aut Scopas,
 Hic saxo, liquidis ille coloribus
 Solles esse hominem potere, nunc deum.
 Sed non hæc mihi vis, non tibi talium
 Res est aut amicus delicatæ æquæ,
 Gaudes cum similibus; casibus postrema
 Iborare et pretium dicere murei.
 Non incita notis marem publicæ,
 Per quæ spiritus et vita redit bove
 Post turben diædibus, non celeros fuge
 Heptætogæ retrosum Hamulæis minis,
 Non succidia Karthaginis fœdus,
 Hæc qui demissa somen ab Africa
 Lætesis redit claris inhalet
 Lædes, quæ Calabro Pierides: neque
 Si chartas silicant quod bene feceris
 Mercedis talia. Quid foret Iliæ
 Mævertingue pars et taciturnitas
 Chætonæ metibus insula Torridi?
 Eruptam Stygia fluctibus Assæum
 Virtus et favor et lingua possession
 Vatum divitiæ consecrat insula.

17

20

- Discuss the difficulty in vs. 17-20 and the suggestions for its removal.
- (a) "Quas aut Parrhasius protulit aut Scopas."
 (b) "Lædes quæ Calabro Pierides."
 (c) "Eruptam Stygia fluctibus Assæum
 Vatum divitiæ consecrat insula."
 Write notes on the words in italics.
- Clarum Tyndaridæ sidus ab infans
 Quasas eripuit angustæque rates:
 Explain the meaning. Quote other passages in which Horace mentions the Tyndaridæ.
- Liber vota bonæ dicit ad exitum. What names for *Liber* are found in Horace? Give their meaning and derivation.
- Write all the cases in the (a) sing. of *procer, pulveris, compede, Tigris*:
 (b) pl. of *plum, choræ, apia, Scævæ*.

6. Mark quantities, parse, and give chief parts of: *merberia, contaderit, acetosida, elicet, parentis, metendo.*
7. Scan these lines and name the system to which each belongs:
- (a) *Albasos prope lacus.* —
 (b) *Vernisique jam zibula rometia.* —
 (c) *Progeniant aquilae columbarum.* —
 (d) *Cursitant mixtas pacris paelas.*
8. What references to his poetry does Horace make in this book?

II.

B. Translate:

O hospitium mihi tam gravem *ἀπορροφῆσθαι*: fuit enim pernicitudo. Sed cum secunda Saturnalia ad Philippum venisset, villam illam completam militibus est, ad vix triduum, ubi conatus ipse Caesar esset, vacaret; quippe hominum *οὐκ ἔτι*. Sane cum conatus, quid futurum esset postea, se mihi Barba Cassius subvertit: custodias dedit. Castra in agro; villa defensa est. Ille tertius Saturnalia apud Philippum ad h. VII., nec quomquam admisit: rationes episcopi cum Balbo; inde ambulavit in litore. Post h. VIII. in lacum; tum ad villam de Mamura; non *οὐκ ἔτι*. Uctus est, *ἀνελθὼν ἀγλαῖα*; inquit et edit et bibit *ὄσκι*; et invidiis, episcopo sane et apparuit, *ἢναι δὲ σόλιον*, sed

bene cocto,
 Condito, sermone bene et, si quaerit, libenter.

Prosterna tribus triduum accepti *ἀπὸ τῆς σίτης* valde copiose; liberti minus laetitia *ἐπιπέλας* nihil desit: nam laetiores elegantius accipit. Quid multa? homines vix sumus. Hospes laetas non in, cum dixeris: 'Amabo te, eodem ad me, cum revertere.' Scandit *ἄλλοις* est, *συνελεύσει* offerit in sermone, *ἀπόλογο* multa. Quid quaeris? delectatus est et libenter fuit. Patulos se adiat nam diem fore, alterum ad Baia. Habes hospitium sive *ἐπιπέλας* ediosam nihil, dixi, non molestam. Ego paulisper hic, deinde in Tuscanum. Delabellae villam cum praefecit, omnia arastorum copia dextra sinistra ad equum nec usquam alibi.

1. (a) "Secundis Saturnaliis."

(b) "Tribus triduum."

Write explanatory notes.

2. "οὐκ ἔτι." Write similarly, 50,000; 1,000,000.

bene cocto

Condito, sermone bene et, si quaerit, libenter."

Explain the construction and name the author of the quotation.

4. Translate the following sentences and explain the words in italics:

(a) *Amicus qui de exoribus condiderat quæti suæ in sermo ne cupiditate prolapsus nimium magno condiderat; ad inoleverat hostio, postlataverat.*

(b) Metellus, inuenit auctoritatem eam, quod habet dicit eamque proculgatem illud solum de Clodio.

(c) In colium Amano cepit ferocibus in mureto quaerere.

5. What is meant by "epistolary" terms?
6. Give examples of the longest and shortest forms of addresses of letters.
7. What was the cause of Cicero's banishment from Rome? Show from his letters how he bore his exile.

III.

C. Translate into Latin: Pontius was so elated by his success at the Caudine Forks, that he knew not what would be the best use to make of his victory; so that he sent for his father, Herennius, and asked him what he thought should be done. On hearing that the Roman army was shut up between two hills, the old man said that they ought either to be all put to the sword or allowed to go unharmed, so that they might be won over by their enemies' kindness. But neither piece of advice was accepted. Finally terms were granted on condition that all the prisoners should pass under the yoke. The consuls were compelled to give up their arms and cloaks and were the first to undergo the disgrace, followed by each legion in turn. All the time the Samnites stood by, jeering and reproaching the captives.

GREEK.

Examiner JOHN JOHNSON, M. A.

HOMER: ODYSSEY, BOOK X. HERODOTUS, BOOK 4, §§ 93-216.

TIME: THREE HOURS.

I.

A. Translate:

'Αλλ' ἴσα δὲ ἄχρηστὸν ἔσσι γὰρ ἄνευ ἀποπέλας, 199

Καὶ πῶς τίς γε θεῶν διαπέλας πόλιος ἴσται,

Ἄνδρ' ἢ μὴ διέπελας ἄλλοις πῶς ἐξ ἄλλοις ἀπέλας

Ἦσαν δὲ μὴ παραπέλας ἀπέλας ἐν ποσσὶ δέλας

Πεπέλας δὲ γὰρ μὴ ἔλας πῶς ἔλας

Τὸ δὲ ἐπὶ ἄνευπέλας καὶ ἀπέλας πῶς ἔλας

Ἰδέλας τὸ δὲ ἀπέλας ἄλλοις πῶς ἔλας

Καὶ δὲ ἴσται ἐν ἀπέλας πῶς, ἀπὸ δὲ ἴσται ἀπέλας.

Τὸ δὲ ἐπὶ ἀπέλας ἄλλοις πῶς ἔλας

Ἐπέλας τὸ δὲ πῶς ἀπέλας ἀπέλας ἐπὶ γὰρ

Ἐπέλας τὸ δὲ πῶς ἀπέλας πῶς ἔλας

Πεπέλας τὸ δὲ πῶς ἀπέλας πῶς ἔλας

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1. πῶλας δ, ἴσται τ, ἄλλοις, α, τ, λ. Explain the construction of the phrase *ἴσται τ, ἄλλοις*.

2. πῶς (vs. 196), τὸ δ, πῶλας ἴσται, ἄλλοις (vs. 172), ἀπέλας ἴσται. Account for the cases.

7. For certain values of x , the expression $\frac{f(x)}{g(x)}$ sometimes assumes the form $\frac{0}{0}$. Discuss this. Describe also a method or methods by which the true value of the fraction may in general be found.

8. If $a = \frac{1}{(\sqrt{1-y^2}-y)^2}$; prove $y = \frac{1}{2} \left(\frac{a-x}{a} \right)$

9. What is meant by the base of a system of Logarithms? Illustrate fully, showing by examples that any number whatever might be taken as a base.

TRIGONOMETRY AND ALGEBRA.

TIME THREE HOURS.

1. Explain what is meant by the expressions $\frac{\sin \theta}{\theta} = 1$, $\frac{\tan \theta}{\theta} = 1$, when $\theta = 0$, and from the expression for the area of the regular polygon of n sides inscribed in a circle of radius r , deduce the area of the circle itself.

2. Shew that $\cos A = \frac{1}{2} \left(x + \frac{1}{x} \right)$ is impossible, x being a number other than 1; but, if this expression be assumed for $\cos A$, then will $\sqrt{-1} \sin A = \frac{1}{2} \left(x - \frac{1}{x} \right)$.

3. Three circles, radii a, b, c respectively touch externally; and their common tangents, which meet in a point, are drawn. Prove that the angle of any one of these is $\left(\frac{abc}{a+b+c} \right)^{\frac{1}{2}}$.

4. Prove the formula for $\sin(A+B)$, in the case where A is less than a right angle, and $A+B$ greater than one but less than two right angles.

5. Prove that in any triangle, the usual notation being employed,
$$2a \cos \frac{A}{2} = (b+c-a) \left(\cot \frac{B}{2} + \cot \frac{C}{2} \right).$$

6. Give a short sketch of the mode of formation of a Table of Natural Sines, with the reasonings and analytical formulae on which the process is based.

7. The number of combinations of n things taken r together, n being odd, is greatest and the same, when r is taken either equal to $\frac{1}{2}(n-1)$ or $\frac{1}{2}(n+1)$.

8. Find in what scale of notation the fraction $\frac{1}{3}$ (decimal sex) can be expressed as a terminate Decimal; and hence discuss the question whether any circulating Decimal whatever can be adapted to a scale in which it shall be terminate.

9. Any whole number whatever can be expressed by the formula,
$$\frac{n}{2} + \frac{p}{2} + \frac{q}{2}, \text{ \&c.}, n, p, q, \text{ \&c.},$$
 being neither negative nor fractional.

ENGLISH LITERATURE.

DRYDEN'S ANNUS MIRABILIS, HIND AND PANTHER, ABSALON AND ACHITOPHEL; MILTON'S COMUS AND APOCALYPTICAL SPEAKERS; RICHARD II., AND HENRY V.; SPENSER'S FAERY QUEEN, BOOK I.

Examiner..... W. J. ALEXANDER, PR. D.

TIME: THREE HOURS.

1. What was Dryden's aim in writing the *Hind and Panther*? Explain the plan of the poem.

2. Reproduce some of the leading portraits in *Absalom and Achitophel*.

3. Name the historical events commemorated in *Annus Mirabilis*.

4. Give an outline of the argument in the *Apocryphica* against the parliamentary order for licensing books.

5. What are the chief branches of the style of the *Apocryphica*, and wherein does it fall short of a model prose style?

6. On the basis of *Comus*, what seem to you the main points of difference between a masque and a regular drama, such as *Henry V.*

7. Describe Spenser's versification, and quote two or three stanzas in illustration.

8. Contrast the characters of *Richard II.*, and *Henry V.*, as represented in the two plays named after them.

9. Reproduce fully and accurately in simple prose, the following passages:

Peace brother, be not over-exquisite;
To cast the fashion of uncharitable;
For grant they be so, while they rest unknown,
What need a man reveal all his date of grief,
And run to meet what he would most avoid?
Or if they be but false alarms of fear,
How bitter is such self-delusion?
I do not think my sister so to seek,
Or so unprincipled in virtue's book,
And the sweet peace that goodness bosoms ever,
As that the single want of light and truth
Could stir the constant mood of her calm thoughts,
And put them in so unbecoming plight.

(*Comus.*)

Treason and murder ever kept together,
As two yoke-devils sworn to either's purge,
Working so grossly in a natural cause,
That admiration did not hoop at them;
But thou 'gainst all proportion, didst begin in
Wonder to wait on treason and on murder:
And whatsoever cunning fiend it was
That wrought upon thee so preposterously
Hath got the voice in hell for excellence!
All other devils that suggest by treason
Do botch and bungle up damnation
With patches, colours and with forms being fetched
From glittering semblances of piety;
But be that tempted thee looke thee stand up,
Gave thee no instance why thou shouldst do treason,
Unless to dab thee with the name of traitor.

(*Henry V.*)

ENTRANCE EXAMINATIONS.

CLASSICAL HISTORY AND GEOGRAPHY.

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

SECOND YEAR.

TIME: TWO AND A HALF HOURS.

1. What facts may be drawn from the legendary accounts of the Regal Period at Rome?
2. A full account of the Decemvirs.
3. Tiberius Gracchus and his measures.
4. The Jugurthine War.
5. The battle of Philippi and the events that led to it.
6. Describe the geographical position of the following places and relate in detail any important events connected with any one of them: Furus Carolinus, Tarentum, Saguntum, Tharsalia, Mylas, Misternae.
7. A Map of Hispania, showing its chief divisions, towns and rivers, with their ancient and modern names.

THIRD YEAR.

TIME: TWO AND A HALF HOURS.

1. The political and social organization of Sparta.
2. The first Persian invasion.
3. An account of Socrates.
4. Name the states that were most powerful in Greece from time to time, giving dates, and describe the sources of their power.
5. Alexander's progress through Asia Minor.
6. Describe the situation of the following places and relate in detail any important events connected with any one of them: Myonae, Ithaca, Ægospotami, Samos, Potidea.
7. A Map of the Peloponnese, showing its divisions, chief rivers and towns, with ancient names.

ENGLISH LITERATURE.

Examiner..... W. J. ALEXANDER, Ph. D.

SECOND YEAR.

MACAULAY'S ESSAYS ON BERKELEY, BACON, HAMPDEN, AND ADDISON.

TIME: TWO HOURS.

(Only four questions to be answered.)

1. Give Macaulay's account of the relationship between crown and people in the time of the Tudors.
2. Give an account of the arrest of the five Members.
3. In what respect does the Essay on Bacon fail to do justice to him as a man and as a philosopher?
4. Sketch the life of Addison.
5. State the chief merits and defects of Macaulay's style.
6. On grounds of style determine which of the following extracts were written by Macaulay, and, in as far as possible, assign definite reasons for acceptance or rejection.
 - (a.) To this day the constitution, the doctrines, and the services of the church, retain the visible marks of the compromise from which she sprang. She occupies a middle position between the churches of Rome and Geneva. Her doctrinal confessions and discourses, composed by Protestants, set forth principles of theology in which Calvin or Knox would have found scarcely a word to disapprove. Her prayers and thanksgivings, derived from the ancient liturgies, are very generally such that Euseb. Faber or Cardinal Pole might have heartily joined in them.
 - (b.) Military France is everywhere full of sour inflammatory humor, which exalates itself fuliginously, this way and that; a whole continent of smoking fens, which blown here and there by an angry wind, might on easily start into a blaze, into a continent of fire.
 - (c.) He was the only man of our time who realized one's idea of Paul preaching at Athens, or defending himself before King Agrippa. Terrific master! unhappy son of fervid genius, which mastered thyself even more than the rapt audiences which at one time hung upon thy lips! were the cup of life again presented to thy lips, wouldst thou drink again? Or wouldst thou not rather turn away from it with shuddering abomination?
 - (d.) Scotsmen whose dwellings and whose food were as wretched as those of the Icelanders of our time, wrote Latin verse with more than the delicacy of Vida, and made discoveries in science which would have added to the renown of Galileo.
 - (e.) Her freedom and her power lay for more than twenty centuries been annihilated; her people have degenerated into timid slaves; her language into a barbarous jargon; her temples have been given up to the successive depredations of Romans, Turks, and Scotchmen; but her intellectual empire is imperishable.

THIRD YEAR.

DRYDEN'S ANNUUS MIRABILIS, HIND AND PANTHER, ABRAHAM AND ACHITOPHEL.

TIME: TWO HOURS.

The paper in this subject consisted of the first three questions of the paper in English Literature at the Examination for Senior Exhibitions and Bursaries (p. xxi.).

UNIVERSITY OF CAMBRIDGE

HISTORY.

Examiner.....PRESIDENT FOREIGN.

FOURTH YEAR.

GREEK'S ENGLISH PEOPLE, VOL. II.

I. "The same political forecast, warning from very danger the elements of future security, were seen in the King's (Henry VII.) dealings with Scotland." Explain.

II. "Erasmus gives a picture of what happened in 1516 at Cambridge." Describe.

III. Of England at the accession of Elizabeth, Green says: "Never had the fortunes of England sunk to a lower ebb." Explain.

IV. What were the effects of the Spanish Armada upon England? What its European results?

ROBERTSON'S CHARLES V.—INTRODUCTION.

I. What were the effects of the feudal system upon the arts, literature, and religion?

II. What were the commercial effects of the Crusades?

III. Among the barbarous nations "The magistrate could hardly be said to hold the sword of justice. It was left in the hands of private persons." Explain.

IV. Give an account of the growth of the royal prerogative in France under Louis XI.

V. "The Holy Brotherhood" of Aragon and Castile. What was it?

VI. Give a brief account of the origin of the Turkish Empire.

LATIN QUEST

SESSIONAL EXAMINATIONS.

FACULTY OF ARTS.

GREEK.

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

FIRST YEAR.

LUCIAN: DE SOMNO, TEMOS, DEORUM COMITIA.

TIME: THREE HOURS.

I.

A. Translate: Τιμον, beginning *Καὶ λέει, τὸ πρῶτον ἐπιπέσειν ἰδίῳν αὐτῷ, ἐπιθὲν τὸ ἴσθμιον ἐπιπέσειν.*

1. (a.) *αὐθιγὸν τῆς Δαδίας.* Why is *Δαδία* in this case? Derive *αὐθιγόν*, (b.) *ἴσθμιον* & *ἀνιπαιρῶν*. Parse *ἴσθμιον*. (c.) Write the noun, in full of *παιρῶν*.

2. *ἴσθμιον τὸ πρῶτον περὶ τὸν ἀνιπαιρῶν.* Account for case & each word.

3. Write explanatory notes on the following:

a. *θεοῖσιν ἵσθμιον ἰδίῳν τῆς Δίας.*

b. *ἴσθμιον τοῦτο τὸ ἑσπέρην ἰσθμῶν.*

c. *παρὰ τὴν ἑσπέρην ἀνιπαιρῶν ἰσθμῶν τὸ δένδρον.*

d. *ἐπιπέσειν τῆσιν αὐτῶν.*

4. Give the meaning and derivation of:

παιρῶν, ἀνιπαιρῶν, ἰσθμῶν, ἀνιπαιρῶν, ἀνιπαιρῶν, ἀνιπαιρῶν, ἀνιπαιρῶν, ἀνιπαιρῶν.

5. Give examples of adverbial accusatives.

B. Translate: Τιμον, beginning *Ἰσθμῶν δὲ αὐτῶν πρῶτον ἰσθμῶν, ἐπιθὲν ἑσπέρην.*

1. Note any unusual phrases or constructions in the above passage.

2. *ἑσπέρην ἰσθμῶν, αὐτῶν πρῶτον, ἑσπέρην ἰσθμῶν.* Give the value in English money.

3. Classify the genitives in the extract.

4. *αὐτῶν πρῶτον ἰσθμῶν αὐτῶν ἀνιπαιρῶν τῆσιν αὐτῶν, αὐτῶν πρῶτον ἰσθμῶν αὐτῶν ἀνιπαιρῶν τῆσιν αὐτῶν.* Translate. To whom does *ἑσπέρην* refer? Explain the allusion in *αὐτῶν πρῶτον* and account for the case. Parse *αὐτῶν*.

5. Parse, giving the noun and gen. stag. of nouns-forms and the chief parts of verbal-forms: *ἀνιπαιρῶν, ἀνιπαιρῶν, ἀνιπαιρῶν, ἀνιπαιρῶν, ἀνιπαιρῶν.*

6. Tell what you know of Lucian.

II.

1. The musing, gender, numer. acc. and voc. sing. and dat. pl. of: ἄσπις, γείτων, στρατός, δούλος, ἀνέστης, ἄσπλος, ἠλιότροπος, αἰθέρις.
2. The forms in the other degrees corresponding to: πῶς πάλαι, βέλτερος, εὐχέλτερος, ἀνεπαρκέως, φέρεται, ἀποτρέφω, ἵσχυρος.
3. Form the augmented and reduplicated tenses (one person in each) in the active voice of εἶ, ἐπιβήσθαι, ἔσθαι, ἔργασθαι.
4. Write all the moods (one person in each), in the same tense, of: ἰσχυρῶς, ἰσχυρῆς, ἰσχυρότατος, ἀνεπαρκέως.
Write all the persons of the subj. and opt. of the last word.
5. "The pres. and imperf. of verbs in the contract in all persons." What are the exceptions? Write all the contracted forms of the imperf. act. of ἰσχυρίζομαι and ἐπιβήσθαι.
6. The pres. and acc. 1st opt. act., in all persons, of ἔργασθαι.
7. Passes, giving chief parts: γαστήρ, ἰσχυρότατος, ἀνεπαρκέσθαι, ἀσπρῶς, ἀνεπαρκέως.

(Additional for First or Second Class.)

XENOPHON: CYROPAEDIA, BOOK I.

TIME: THREE HOURS.

I.

- A. Translate: Cyr. I. 1, §§ 4, 5, beginning, Κύρου δὲ παραλαβὼν, ἐπιβὰς τῆς ἡμέρας ἦν τε τῆς μεσημέρας.
1. ἀνεπαρκέσθαι δὲ Σίμωνι, ἄσπρῶς ἄσπρῶς, Κερκεθῶσι. Where did these nations dwell?
 2. What conjunctions are followed by the infinitive?
 3. Account for the datives in the extract, that are not governed by prepositions.
 4. ἦν τε τῆς ἡμέρας ἦν τε τῆς μεσημέρας ἦν τε τῆς ἡμέρας ἦν τε τῆς μεσημέρας. Translate into Latin.
 5. Parse Κερκεθῶσι, Σίμωνι, μεσημέρας, ἐπιβὰς.
- B. Translate: Cyr. I. 6, §§ 39, 40, to αὐτῷ ἰσχυρῶς αἰὲν ἀνεπαρκέως.
1. αὐτῷ ἰσχυρῶς, αἰὲν, ἀνεπαρκέως. Supply the ellipsis.
 2. αἰὲν αἰὲν ἰσχυρῶς αἰὲν τῆς αἰὲν ἀνεπαρκέως ἀνεπαρκέως. Account for the case of ἀνεπαρκέως. Why is the subject of ἰσχυρῶς not expressed?
 3. ἀνεπαρκέως φέρεται ἴσχυρῶς ἢ τὸ πρῶτον αἰσχυρῶς. What is peculiar in the construction of this sentence?
 4. Passes, giving chief parts of verbal forms and nom. and gen. sing. of noun forms: μεσημέρι, λαγῶ, ἀνεπαρκέως, ἰσχυρῶς, ἰσχυρῆς, χερσῶν, ἰσχυρῶν.
 5. What different accounts are given of Cyrus' death?

II.

1. What are otiosis? Give a list of them.
2. (a.) Each of the following words has two or more meanings according to the accentuation: φέρεται, φέρω, ἀλλο, μακρότερος.
(b.) Accentuate all the cases of ἄσπρῶς and αἰὲν.
3. What verbs, simple and compound, take a double argument?
4. Show by examples the various ways in which the perfect of verbs with characteristic σ is formed. Write all the persons of the singular in each example.
5. Write and accentuate all the infinitives of ἰσχυρῶς.
6. What are the meanings of αἰὲν and αἰὲν with and without the article?
7. What adverbs are joined (α) with the genitive (β) with the dative?

C. Translate:

It is the part of a good man to confer benefits upon his friends.—The King of the Scythians has a pain in his lower jaw.—The honorable and good among men are able to control their desires.—The city was fortified in the reign of Cyrus and taken three years afterwards by the Persians.—The enemy marched towards Athens to the number of 2000, and the women fled into the city by the quickest way.

SECOND YEAR.

HOMER: ODYSSEY, BOOK IX. XENOPHON: HELLENICS, BOOK II.

TIME: THREE HOURS.

- A. Translate: Ody. IX., vs. 318—325.
1. ἄσπρῶς ἰσχυρῶς. Explain the construction.
 2. ἀνεπαρκέως ἢ ἰσχυρῶς. What is the objection to this reading? What change is suggested? Write the simple verbs of both readings.
 3. Write the Attic forms of: ἄσπρῶς, ἰσχυρῶς, αἰὲν, ἀνεπαρκέως, ἰσχυρῶν, ἰσχυρῶν.
 4. (a.) What different derivations have been offered for: ἀνεπαρκέως, ἀνεπαρκέως. (b.) What Latin words are akin to: ἰσχυρῶς, ἀνεπαρκέως, ἰσχυρῶν, ἰσχυρῶν, ἰσχυρῶν, ἰσχυρῶν, ἰσχυρῶν, ἰσχυρῶν.
 5. (a.) Decline: ἰσχυρῶς, ἀνεπαρκέως. (b.) Parse, giving chief parts: ἰσχυρῶς, ἀνεπαρκέως, ἀνεπαρκέως, ἀνεπαρκέως, ἀνεπαρκέως.
 6. What towns claimed to be the birth-place of Homer? What date does Herodotus assign to him? Why is it supposed that writing was not known when the Iliad and Odyssey were composed?

atque in vestris vestigilibus, hoc est, in Asia luce, venari. Etiam adhuc ita nostri cum illo rege contestentur Imperatores, et ab illo insignia victoriae, non victoriam reportarent. Triumphavit L. Sulla, triumphavit L. Murena de Mithridate, duo fortissimi viri et summi Imperatores, sed ita triumpharunt, ut ille pulvis superatus regnaret. Verum tamen illa Imperatoribus laus est tribuenda, quod egerunt, venia danda, quod reliquerunt, propterea quod ab eo bello Sullam in Italiam res publica, Marcum Sulla revocavit.

1. Analyse the first sentence, so as to show the connection of the clauses.

2. "Laus est tribuenda, quod egerunt." This admits of two translations.

3. Classify the ablative cases in the extract, that are not governed by prepositions.

4. "Qui uno die tota in Asia . . . cives Romanos necandos demoravit." Give the date, and the number killed. Describe what is meant by "cives in Asia."

5. "Triumphavit L. Sulla." What were the conditions of a triumph?

6. When was this speech delivered? What was the object of it? By whom and on what grounds was the passage of the law opposed? How did Cicero meet the objection? When did Cicero first distinguish himself? Give the dates of his birth and death.

B. Translate :

Phoebus, graves Trojæ semper miserata labores,
Dardanæ qui Paribus direxisti tela manumque
Corpus in Aeneidæ, magnas obstitisti terras
Tot maria intravi duce te, penitente repostas
Mæsylium gentes præsentataque Sytyllus arva;
Jam tandem Italiæ fugientis prædilecta ora:
Hæc Trojæ tenuis fuerit fortis secreta!
Vos quoque Pergonee jam hæc est pariterque genti,
Dique domoque omnes, quibus obstitit Iliam et ingens
Gloria Dardaniæ. Tæpæ, o sanctissima vates,
Prosequi venturi, da (non indoleto posco
Regna meis fati) Latæ considere Teucros
Errantesque deos agitataque amara Trojæ.
Tum Phoebus et Trivisæ solido de marmore templum
Institutum festoque dies de nomine Phoebæ.
Te quoque magna nascent regis penetralia nostris:
Hic ego tamque tuis sortis araneaque fata,
Dicta moræ pesti, pensæ, lectoque sacralo,
Alia, vixi. Follis tantum no carmina munda,
Ne trahata volent rapidis Iuliberia ventis;
Ipsa cinas tec.

1. Remark on the case of *Sytyllus*, *hæc, fati, Latæ, ventis*; and on the mood and tense of *fuerit, amara, cinas*.

2. "Mæsylium gentes præsentataque Sytyllus arva." Where are these places? What other words are declined like *Mæsylium*?

3. "Tum Phoebus et Trivisæ solido de marmore templum institutum festoque dies de nomine Phoebæ." How and when was this vow fulfilled?

4. Write brief notes on "tuo," "cetes araneaque fata," "lectus virus." What is the force of "dico?"

5. Write in classical Latin and in English the day, month and year of Virgil's birth.

II.

1. Each of the following words has two or more meanings according to differences in quantity;—*manibus, pats, labor, manant, sedes, venit, contra*.

2. Mark the quantity of each syllable in the following words, and give the chief parts of verbal forms;—*preces, directi, bellus, lauri, repostas, tabes, fuscities, fress, Tartara*.

3. When may the ablative follow a comparative?

4. How are hypothetical statements which are contrary to fact expressed? Illustrate by translating the following sentences and then changing them into *verba optativa*:

a. I would tell, if I knew.

b. If a letter had been received, it would have been read.

5. When does the gerundive take the place of the gerund? Explain by an example the changes that are then made.

C. Translate :

We pity those men who have been accused of treason in their absence.—Cæsar pitched his camp not more than three miles from that of the Helvetians.—I was silent, not that I was compelled, or was afraid, but because I could not speak.—It is not altogether certain in what year Cæsar arrived in Gaul; for there are some who say he set out from Rome in the year of the city 677; but others, who perhaps ought rather to be believed, affirm that the expedition was undertaken two years before.

(Additional for First and Second Class.)

CICERO: PRO MURÆ.

TIME: TWO HOURS AND A HALF.

I.

A. Translate :

Itaque ego ipse decrevi, quum eadem in Appia factum esse constaret, non cura qui se defendissent contra rem publicam forent, sed, quum inessent in re via et insidia, crimen iudicio reservari, rem notavi. Quasi si per fortunas illius trimum sentari quod sentiebatur perficere licuisset, novam questionem nullum haberemus; decreverat enim ut veteribus legibus, tantum modo extra ordinem, quaereretur; divina sententia est postulante necio quo; nihil enim necesse est omnino me legibus, præterire: sic reliqua iustitiam senatus cupio intercessionem scilicet est.

At enim Cæ. Pompeius rogatione sua et de re et de causa iudicavit; tulit enim de causa que in Appia via facta esset, in qua P. Clodius occisus esset. Quid ergo tulit? nempe ut quaereretur. Quid porro quaerendum est? factumne sit: et constaret: a quo? si parer. Vidit

igitur etiam in confessione facti juris tamen defensionem accipi posse. Quod nisi vidisset posse absolvi eum qui fateretur, quam videtur non fateri, neque queri nunquam iudicaret, nec volis tam hanc salutarem in iudicando literam quam illam tristem dedisset. Mihi vero C. Pompeius non modo mihi gravior contra Milonem iudicasset, sed etiam statuisse videtur quid vos in iudicando spectare oporteret; non qui non possem confessioni ad defensionem delicti, in causam interitus quaerendam non interitum putavit. Jam illud dicit ipse profecto, quod sua sponte fecit, Publione Claudio tristemdem putavit an tempori.

1. "Sic reliqua auctoritas sententia excepta intercessione sublata est." Explain clearly what it means. What is *intercessio*?

2. "Divina est sententia postulante sentio qua." Explain the construction of *sentio qua*.

3. "Quod nihil vidisset . . . nec volis tam hanc salutarem in iudicando literam quam illam tristem dedisset." What is the meaning of the last clause?

4. (a) "At enim." What is the force of these words? (b) "Talis enim de oratio, quae in Appia via facta esset, in qua P. Claudius occisus esset." Write a note on Appia Via. Account for the subjunctive mood.

B. Translate:

Age, sit ita factum. Quae causa cur Romanus properaret? cur in noctem se conieceret? Quid afferretur destinationis quod heres erat? Primum erat nihil cur properato opus esset; deinde, si quid esset, quid tandem erat quod ea nocte consequi posset, amitteret actum, si postredie Romanus manere vendisset? Atque ut illi nocternum ad urbem advenire vitandis periculis quam expetendus fuit, sic Miloni, quam indicator esset, si illius ad urbem nocti accesserunt scilicet, subdolum atque expectandum fuit. Noctem, invidiosam et plene latronum in loco occidisset; nemo ei neganti non credidisset, quoniam esse omnes salvum etiam confidentem volebat. Sustulisset hoc crimen primum ipse ille latronum occultator et receptor locus; tunc neque tanta solitudine indicasset neque caesa vox ostendisset Milonem; deinde illi multi ab illo violenti, spoliati, homines expulsi; multi etiam hanc timentes in suscipienda conderent; tanta denique res citaretur Etruria. Atque ille die certe Aricia rostrata devertit Clodius ad se in Albanam. Quod ut sciret Milo illum Aricia fuisse, suspicari tamen debuit eum, etiam si Romanus ille die reverti vellet, ad villam suam, quae viam tangeret, deversurum; cur neque ante occurrit, ac ille in villa resideret, nec eo in loco subdidit quo ille noctu venturus esset?

1. "Cur properato opus esset." Parse *properata*. Give the different constructions used with *opus*.

2. "Nemo ei neganti non credidisset." Explain the use of double negatives in Latin. Distinguish *non* *neganti*, *non*, *nego* *non*.

3. "Tota denique res citaretur Etruria." Explain the meaning. Account for *sciret* and *tenes*.

4. Show clearly how the argument in the extract leans on the defence.

5. Give the date of Clodius's death. Account for the sanity between him and Milo. What was unusual in the mode of trial?

II.

1. What substantives and classes of substantives have the aff. (a) in *ē*, (b) in *i* only, (c) in *ē* or *i*? Give exceptions.

2. Some nouns are of one gender in the singular, and of another in the plural.

3. Give examples of the different forms of *diminutives*.

4. Form sentences to show the infinitival, or dependent clauses, or both, used with *visceret*, *colla*, *licet*, *non debitis*, *prohibebit*.

5. Mark the quantities of the syllables, and arrange the following lines as Hexameters:

- Agri ignibus crebris certatim cohaescent.
- O Palla, haec promissa parenti non doleras.
- Quae modo Pallanta victorem Latio ferebat.

SECOND YEAR.

HORACE: ODES, BOOK I. LIVY: BOOK I.

TEXT: THREE HORES.

A. Translate:

O nostre pulchra illis pulchrior,
Quae criminosa cumque volas modum
Fones lambis, sive Emma
Sive maris libet Hadriano.

Non Dislyment, non adlytis quæsit
Mentem sacerdotum iocula Pythia,
Non Liber æque, nec acuta
Sive pessime Corymbante sera,

Tristes ut irae, quae neque Nerius
Detervet ensis nec mare naufragus
Nec saevus ignis nec transeunda
Juppiter ipse ruens tonitrua.

Fector Praenestina, addere principii
Limo coctus particularum undique
Dissecta, et insani levis
Vim stomacho appetente nostro.

Itae Thyesten exitio gravi
Straves, et altis urbibus ultimae
Stetere caesae, cur perirent
Panditus imprimereque auris

Hostile aratum exercitus inselena,
Compescere mentem; ne quoque pectoris
Testavit in dactyl juvenata
Fervor, et in celeres iambos

Milit furendem; nunc ego militum
Mutare quæro tristia, dum nihil
Fias recusatibus aëria
Opprobriis animamque rotas.

1. a. "Sic gemmant Corymbosæ acra." How would this be fully expressed?
- b. "Tristes at Ires." Supply the ellipsis.
- c. "Fertur Prometheus addeve principi
Limo coactus."

This stanza may be translated in two ways according to the construction of *coactus*.

- d. "animamque reddas." This may mean either of two things.
2. "Dionysæne." "Pythia." "Corymbosæ." Write notes.
3. "Ires Trysten exilio gravi
Stareve."

Tell the story.

4. Give the derivation of: *Compece*, *alytia*, *plectro*, *Bassaræ*, *obâr*.

5. a. Decline in the sing: *regia*, *pelagus*; in the plural: *ca*, *lepus*.

b. Parse: *moderere*, *nocte*, *dessenter*, *amûs*.

6. Scan the first stanza. Note a peculiarity of scansion in vs. 21.

7. What friends does Horace mention in this Book? What historical events are referred to? Give the dates of the birth and death of Horace.

B. Translate:

Tum Sabinae malieres, quarum ex injuria bellum ortum erat, crinibus passis scissaque veste victo malis muliebri pavore animas se inter tela volantia inferre, ex transverso impetu facto, dirimere indutas scias, dirimere iras, hinc patres hinc viros occantes, no sanguine ac nefando socii generisque respicerent, ex parricidio macularent partus nec, nepotum illi, hi liberum prosequerent. "Si affinitatis inter vos, et concubili piget, in nos vertite iras. Nos causa belli, non vulnereum ac oculum viris ac parvulis sumus; melius peribimus quam sine altera vestrum vilis ac ortus viremus." Movet res cum multitudinem ton duces. Sicutiam et repentina fit quis; inde ad foedus faciendum duces procedunt, nec pacem modo sed civitatem usam ex duabus faciunt, regnum concessunt, imperium omne conferunt Romanis. Ita geminatae scias, ut Sabinae laetari aliqui darentur, Quiritas a Caribus appellati. Monumentum ejus regni, ubi priusum ex profusa emersas palude equum Curtius in vadu statuit, Curtium lacum appellarunt.

1. Write the main clause or clauses of the first sentence.
2. (a) "nepotum illi, hi liberum prosequerent." To whom do *ill* and *hi* refer? (b) "Curtium lacum appellarunt." Another reason for the name is given elsewhere by Livy.
3. Turn *creta obliqua* and *oculis recte* in this extract into the opposite forms.
4. a. *Illud te, Tulle, molibus velis.*
b. *Quin neciparis? Non tibi ab Crastino nec ab Turpilio, ut patri tuo, peregrina regna moliri necesse est.*
c. *Evadit facile, quod dila cordi esset (or est).*
d. *Id ubi dicitur, hastam in fines eorum emittent.*

Translate these sentences, and write notes on the syntax or parsing of the italicized words.

5. Show that most of the so-called history of the Royal Period is fiction. Account for the story of Evander.

6. Tell what you know about Livy's life. What period did his History cover? What parts of his works are extant?

C. Translate into Latin: An old man, having cut some faggots in a wood, was carrying them home. After treading a considerable distance, being fatigued, he laid down the faggots and began to think over the evils of his condition, old age, weakness, and poverty. At last as he was weary of life, he called on death to come and release him from his troubles. Death heard the old man's prayer, and instantly made his appearance, asking him at the same time what he wanted. The old man, much frightened, replied, "I called you only to lift up my burden and put it on my back." The story shows that even in the worst circumstances almost all men prefer life to death.

(Additional for First and Second Class.)

HORACE: ODES, BOOKS II, III.

TIME: TWO HOURS AND A HALF.

A. Translate:

Paulum severae Mena tragediæ
Dedit theatris: moos, ubi publicas
Res ordinari, grande munus
Coccegio repetes coturnus.

Insigne inestile præsidium reis
Et consulenti, Pollio, Cætes,
Cui laurus æternos honores
Delibatio peperit triumpho.

Jano sine ululato murmuræ cœlestium
Pœstriniga sacras, Jani libi stupor,
Jano fulgor armorum fugaces
Terret equos equitumque vultus.

Audire magno Jani videtur duces
Non indocera pulvere sorbidos,
Et cœcra terrarum subacta.
Præter abscent animam Cætesis.

Juno et doctum quisquis auditor
Altre inulta cœcavit impotens
Tellure, victorum nepotes
Retulit infatias Jugurthino.

Qui gurgis aut quæ flamma lugubris
Ignavis belli? Quod mare Damalo
Non decoloraverit caules?
Quæ curæ oca traxer tæstro?

Sed, ne rælicta, Mena probræ, pœle
Cese retractæ muræ renisæ,
Mocum Dionæo sub astro
Quære modos levioræ plectro.

1. a. "Cœcæque repetes cœthurae."
b. "Fractæ alveos animam Catulae."
c. "Retollit infans Jurgulæ."
d. "Quod usque Dauriæ"
Non decelerare caules."
e. "Causa retractæ saluta necesse."
Write explanatory notes.
2. Give an account of Pellis.
3. Quote if you can, if not, give the substance of passages in the Odes in which Horace refers to death as the lot of all.
4. What epithets does Horace apply to Venus?

B. Translate:

O nata mecum consule Maasio,
See tu querelas sive geris jocos
Suo risari et inusos amores
Sua scilicet, pia testa, senectus,

Quocunque lectus nomine Masicum
Servas, moveri digna homo die,
Descende, Corvino iulente
Provehe languidiora vina.

Non ille, quousquam Socraticis anudet
Sermonibus, te negliget horrida;
Narratur et prius Catois
Sæpe meo caluisse virtus.

Tu lenis tormentum ingenio advesces
Pierumque dare; tu sapientiam
Ceras et arcanum jocosum
Casilium retages Lyseo;

Tu apertæ reducis mentibus axillis
Viresque, et adha coram passperi
Foot te neque iratos trementis
Regum apicis neque militum armis.

Te Liber cœ, si læta aderit, Varræ
Signosque nodum solvere Gradæ
Viræque producent Incomæ,
Dum rollens fugat astra Phœbus.

1. a. "Quocunque . . . nomine."
b. "Descende . . ."
c. "Te . . . producent Incomæ."
Explain clearly what is meant by these phrases.
2. Quote instances of Greek construction from the extract, and give the usual forms.
3. a. See Sicula Palinurus unâ.
b. Docto sermone utriusque lingue.
c. Non corde morbo?
d. Hoc caverat mens provida Reguli.
Give the context of these clauses.
4. Arrange the following as Lyric verses;
a. Per laborem thyma grata carpentis.
b. Thracia animæ linthea impellit.
c. Vina nardo merberis.
d. Et solans vacuam patefecit.

THIRD AND FOURTH YEARS.

TACITUS: AGRICOLA. PLAUTUS: CAPPUS. JUVENAL:

SATIRES, III, X, XIII.

TIME: THREE HOURS.

A. Translate:

Britannia, insularum quæ Rossana notitia complectitur maxime, apud ac caelo in orientem Germaniae, in occidentem Hispaniae obtenditur, Gallis in meridiam etiam inspicitur; septentrionalis eius, nullis caetera terris, vasto atque aperto mari palmarum. Formosa totius Britanniae Livina veterum, Fabius Martius recentium, eloquentissimi auctores oblongae acutulae bicipiti adimulavere. In ea facies citra Calabrum, unde et in universum faras est transgressa; sed lassosum et exarata spatium proceraterrimum extremo iam litore terrarum velat in cursum tenditur. Hinc cras novissima maris tunc primum Romam clasia circumvecta insulam esse Britanniam adfirmavit, ne simul incognitas ad id tempus insulas, quas Orcadas vocant, invenit demoustrat. Dispecta est et Thule, quæ facturus insulas; et plenas adpetebat. Sed mare pigrum et grave remanentibus perlabent ne ventis quidem perinde atroti, vixit quod rarioris tunc amissioque, canis ac ruderis impugnatam, et perfricta molis costalis traxit tardius impellitur. Naturam Oceani atque aestus neque quereve huius operis est, ac nulli retulerit; nam addiderim, nunquam latina dominari mare, multum fluminem huc atque illic ferre, nec litore tenui addressere aut resorberi, sed latitare paritas atque ambire, et ingis etiam ac manibus inseri velit in suo.

1. a. "Sed immensum et exarata spatium &c."
b. "Uam addiderim . . .": Explain clearly what is meant.
2. "Dispecta est et Thule . . .": Translate the following words according to a different reading. What was Thule?
3. Account for the cases of "Germaniae," "Gallis," "terris," "oras," "insulam," "litore."
4. Show by a sketch the relative positions of Gallia, Germania, Britannia and Hispania, according to Tacitus.
5. How may the date of the Agricola be fixed?

B. Translate:

HE. Hæc modis locum animam: nam illam confidit domum
In his diebus me recensitiorum. 168

Nam eorum captivum hunc adulescentem [eum] Aleum
Progredium genere saturo et annalis ditius
Hoc illam me matris confidit fore.

EE. Ita di domaque fecit. EE. Sed mensque foras
Vocatus [es] ad ornam? EE. Namquam, quod sciam.
Sed quid in ai quaeris? EE. Quis velis natalis dico:
Proprietas te nostris [ad me] ad certis solo.

EE. Facite dictum. EE. Sed si paucillimum potes
Confertus esse. EE. Ne perperam illam modo:
Nam letis me adulesno victi delecti domi.

EE. Ago sis rogo. EE. Eruptum, sed qui meliorem alferet
Quis in hunc animam placent confidit magis:
Quasi siquidem nesciam, nisi me noliam legibus.
EE. Profundum vultis tu quidem, huius tandem salub.

1. "HE. Sed si parvillum potes Contantes esse. EIL. No perparvillum modo." These sentences are translated in two ways.

2. "HE. Age sibi roga. EIL. Emptum, sibi....." Explain the use of the word *roga*.

3. Give the meaning of the following phrases :

(a) *calceata dentibus*, (b) *salutem dicit*, (c) *qui apertat moribus*, (d) *sine sacris hereditatem*.

4. Explain any unusual constructions and forms found in the extract B.

5. Scan vs. 168, 169, 170.

C. Translate :

Bellorum curvæ, francis effixa bipedibus
 Lorica et fracta de casside beccula pendens
 Et cæstum traxere ingem victoribus triformis
 Ajlustris et summo tristis captivus à seculo
 Humanæ matrem bonis excolantur. Ad hoc se
 Rosasque Graiæque et barbas impudenter
 Existi, cæsus discriminis atque laboris
 Isde laborit. Tanto maior fuisse vitæ est, quam
 Virtutis. Quis enim virtutem amplectitur ipsam
 Proemia si tollas? patriam tenent orbem olim
 Gloria parcerem et laudis titulusque capido
 Haecuræ sacis cæstrum custodibus, ad quos
 Discendenda valent stœtilla sacra robora fedi,
 Quandoquæm data sunt ipsi quoque sacra sepulcris.

1. What illustrations does Juvenal give of the vanity of human wishes?

2. *Omnia cuius populo crederent proferre Juvani est Arber, et ejctis venantibus aliena Curæ.*

Translate and explain the meaning.

3. *Et quosdam cepit Gæmærum vocatis transi systemon atque nati Juvani majoris obolus.* Translate and explain *Juvani majoris obolus*. *Transi systemon* may be translated in two ways. Derive *obolus*.

4. (a) *Scævæus Plautus vocans alium*, (b) *Ne vobis nec Parise nec suavis est calceis utri Paros.* Write short explanatory notes.

D. Translate into Latin: Two Americans were one day talking together about the things which had happened to them on their travels, and one said that he had killed a tiger, whose tail was thirty-two feet long. The other answered that once when he was fishing near the coast, he had caught a skate, which covered nine acres of ground. The former said he did not believe him, and on a quarrel arising, they determined to fight, and the time and place were fixed. When they had come to the place, a friend of theirs thinking that it was not worth while to fight about such trifles, advised them to become friends again. Then the one who had caught the skate said that if the other would take some feet of the tiger's tail, he also would lessen his skate.

Additional for First Class.

Translate this "unseen" passage:

C. *PLAUTUS TACTO SEO &*

Proximo cum in patria mea fui, venit ad me substantius nuncius, isse filius procelestes. Hinc ego "studus" inquam. Respondit "etiam." "Ubi?" "Mediolani." "Cur non hic?" et pater eius (erat enim una alique etiam ipse adducere puerum), "quia nihil hic proceptorum habent." "Quare nullus?" non vehementer intulerat, vobis, qui pater estis, et oportune complere patres audierat, "liberos vestros hic potissimum dicere. Ubi enim sit incendia mœrentur, quam in patria, sui iudicibus continerentur, quam sub oculis parentum, aut minere sumptu, quam domi? Quotidus est ego collata pecunia condonare proceptorum, quodque sine laudibus, in vitiis, in ea quæ peregrine emantur (omnia saltem peregrine emantur) impudenter adhibere necesse est. Atque adeo ego, qui nossum liberos habeo, paratus sum pro re publicæ vestra, quasi pro filii vel parente, tertium partem eius quod conferre vobis placebit dare. Totum etiam ambulo contempserat, ut tuncum ne hoc minus meum quodammodo ambulo contempserat, ut tuncum nullis in locis videri, in quibus proceptorum publice condonem tur. Hinc villo occurrit una remedia potest, si parvillum solis hinc condonari velintur, sed quibus religio recte indicantur necessitate collationis addatur. Educatur hic, qui hic nascatur stultitiae sic infantis metale solam amare frequentare consuevit. Atque alium tam claros proceptorum indicat, et fœditis oppidii studiis hinc petatur, utque nunc liberi vestri aliam in loca, ita mox aliam in hanc locum confiant?"

FRENCH

Examiner,.....PROFESSOR J. LERICHT, M. A.

FIRST FRENCH CLASS.

TIME: THREE HOURS.

I.

A. Translate.—*Maitre: Le Bourgeois Gentilhomme.*—*Le Maître à Diner.*—Où, la récompense la plus agréable qu'on puisse recevoir des choses que l'on fait, c'est de les voir connues, de les voir couronnées d'un applaudissement qui vous honore. Il n'y a rien, à mon avis, qui nous paye mieux que cela de toutes nos fatigues; et ce sont des discours expliqués que des louanges désirées. *Le Maître de Musique.*—J'en demeurerais étonné, et je les goûte comme vous. Il n'y a rien assurément qui chatouille davantage que les applaudissements que vous dites; mais cet honneur ne fait pas vivre. Des louanges toutes pures ne mettent point un homme à son aise; il y faut mêler du solide, et la meilleure façon de louer, c'est de louer avec le maître. C'est un homme à la vérité, dont les lumières sont petites, qui parle à tort et à travers de toutes choses, et s'applaudit qu'à contre-sens; mais son argent redresse les jugements de son esprit; il y a dit dissonnement dans sa louange; ses louanges sont harmoniques; et ce bourgeois ignorant nous vante mieux, comme vous voyez, que le grand seigneur éclairé qui nous a introduits ici. *Le Maître à Diner.*—Il y a quelque chose de vrai dans ce que vous dites; mais je trouve que vous appuyez un peu trop sur l'argent; et l'intérêt est quelque chose de si bas, qu'il se fait

jamais qu'un honnête homme montre pour lui de l'attachement. *Le Maître de Musique*.—Vous recevez fort bien pourtant l'argent que notre homme vous donne. *Le Maître à Diner*.—Assurément; mais je n'en fais pas tout mon bonheur; et je voudrais qu'avec son bien il eût encore quelque bon goût des choses.

1. *Ce sont des docteurs . . . écoliers.* How do you analyze the *idiotisms* contained in this sentence? Translate and write in regular grammatical form the following *petitions*: Il y a trois semaines qu'il est parti. Il pleut. Il faut beaucoup travailler pour réussir. C'est à vous que je m'adresse.

2. *Toutes nos fatigues. Des ouvrages tous pevés.* Parse the word *toutes* in these expressions. Why does the word assume the same form of agreement in both clauses? Point out the difference between: Ces livres sont tout gâtés and ces livres sont tous gâtés. Write in French: The whole town. Give me the whole. Everybody. Every day (plur.) Every man. The whole world. His whole fortune.

3. *Qui est-ce là! d'aujourd'hui que.* Comment upon any peculiarity you may notice in the construction of this clause. Give the equivalents of: He has made some progress this year than last. Write now of it. More than three days ago. Say it once more. He is no more. So much the more. The more one studies the more he learns. The horse is more than half built.

B. *Molière: Le Bourgeois Gentilhomme. — M. Jourdain*.—Au reste, il faut que je vous fasse une confidence. Je suis amoureux d'une personne de grande qualité, et je souhaiterais que vous m'aidassiez à lui écrire quelque chose dans ce petit billet que je veux laisser tomber à ses pieds. *Le Maître de Philosophie*.—Fort bien. *M. Jourdain*.—Cela sera galant, oui? *Le Maître de Phil.*—Sans doute. Sont-ce des vers que vous lui voulez écrire? *M. Jourdain*.—Non, non, point de vers. *Le Maître de Phil.*—Vous ne voulez que de la prose. *M. Jourdain*.—Non, je ne veux ni prose ni vers. *Le Maître de Phil.*—Il faut bien que ce soit l'un ou l'autre. *M. Jourdain*.—D'aujourd'hui! *Le Maître de Phil.*—Par là raison, Monsieur, qu'il n'y a pour s'exprimer, que la prose ou les vers. *M. Jourdain*.—Et comme l'un parle, qu'est-ce que c'est donc que cela? *Le Maître de Phil.*—De la prose. *M. Jourdain*.—Quel! quand je dis, Nicole, apporte-moi mes pantoufles, et me donnez mon bonnet de nuit, c'est de la prose? *Le Maître de Phil.*—Oui, Monsieur. *M. Jourdain*.—Par ma foi, il y a plus de quarante ans que je dis de la prose sans que j'en sache rien; et je vous suis le plus obligé du monde de m'avoir appris cela. Je voudrais donc lui mettre dans un billet: "Belle marquise, vos beaux yeux me font mourir d'amour"; mais je voudrais que cela fût mis d'une manière galante, que cela fût tourné gentiment. *Le Maître de Phil.*—Mettez que les yeux réunissent votre cœur en cendres; que vous souffrez nuit et jour pour elle les violences d'un . . . *M. Jourdain*.—Non, non, non; je ne veux point tout cela. Je ne veux que ce que je vous ai dit. Je ne veux que ces seules paroles là dans le billet, mais tournées de la mode, bien arrangées comme il faut. Je vous prie de me dire un peu, pour voir, les diverses manières dont on les peut mettre.

1. *Il faut que je vous fasse une confidence.*—Parse *faite*. Write down the same sentence: (1) changing *faite* into the *infinitive*; (2) substituting a personal verb for *il faut*. Conjugate in full the pres. Indic. of *il faut*.

2. *Donc on les peut mettre.* When do you use *d'aujourd'hui* instead of *donc*; give an ex. The noun following the English *whose* does not always occupy the same position in French? take for exs. *Molière* whose works are interesting. *Molière* whose work we are

reading. Explain. Illustrate the two ways in which the French express *whose*, denoting *possession*.

3. *Ce que je vous ai dit. What is the Nomin. of ce que? Translate; Say what is true. When do you render what by que and when by quoi. In the two sent.; I do not understand what you are speaking of. I do not know (sais) what you are thinking of, what again assumes another form.*

II.

1. Point out, giving examples, three leading points (not represented in these questions) in which the French and English languages differ.

2. Parse the following verbs: *connaitre, honorer, sentir, résister, applaudir* (A); *venir, passer, opposer, arranger, fuir* (B). Write the 2nd pers. sing. and 1st pers. plur. of the Ind. pres., the 3rd pres. sing. of the subj. pres., and the pres. part. of: *liger, exécuter, lancer, jeter and espérer*.

3. Distinguish between: Il a écrit bien de belles lettres and Il a écrit de bien belles lettres. Which *adverbs* do not admit of the *partitive* de before them; state an example. Write the *feminine* of: *grossier, large, fin, japonais, doux, sec, rose, jeune, méchant, secret, vif*. Mention the *comparat.* and *superlat.* of: *peu, méchant, peu, beaucoup, peu*.

4. *Mille* may be written in three ways; explain. Translate: Two thousand miles. James I. succeeded the throne of England in 1603; he succeeded Elizabeth who had reigned 45 years. Thousands of persons lost their lives. Distinguish between: le mort, le vers, la mort, le vers.

5. Show by three exs. how the English *passive* is expressed in French. Do *infinitives* verbs admit of the *passive*? take for exs! He is not thought of by any one. Have you been answered? Parents are not always obeyed.

6. *Entrez vite de peur qu'on nous voit.* Translate this sentence, and write it correctly, giving full explanations: Certain idiomatic tenses are formed by means of *avoir*; illustrate with short exs.

Translate into French:—What makes you laugh? Who makes you talk? English and French are spoken everywhere. What is useless is always too dear. How long have you been in this country? I have been here three years. What time is it? It is twelve o'clock (M). His old is that man? He is eighty years old. The result has just been announced. Remember me. To-day is the 21st of April, 1886 (October). Man must die—whenever he may be, whatever he may do, however learned and powerful he may be. There is nothing more precious than time.

SECOND FRENCH CLASS.

TIME: THREE HOURS.

I.

A. Traduisez.—Racine: *Athalie*.—Scène I.

Joad.—Huit ans déjà passés, une impie étrange
Du sceptre de David usurpe tous les droits,
Se bâigne impunément dans le sang de nos rois,
Des enfants de son fils détestable homicide,
Et trône contre Dieu.ère son bras perfide:
Et vous, l'un des soutiens de ce tremblant Etat,

Vous, nourri dans les camps du saint roi Josphat,
 Qui sous son fils Joram couronné des courtes,
 Qui couronné seul nos villes hérétiques,
 L'écuyer d'Osabaos le trésor impérial
 Disperça tout son camp à l'aspect de Jéhu;
 Je craigns Dieu, dites-vous, sa vérité me touche;
 Voici comme ce Dieu vous répond par ses bouches:
 " De sile de ses loi qui sert de vous parer;
 Par de scribes vobis, pensons vous à honorer?
 Quel fruit me reviens-il de tous vos sacrifices?
 Ai-je besoin du sang des bœufs et des génisses?
 Le sang de vos rois oris, et n'est point écrit.
 Rempez, rempez tout pacte avec l'impie;
 Du milieu de mon peuple exterminés les orises;
 Et vous viendrez alors à massacrer vos victimes."

1. Ecrivez en prose (en outre logique) les deux vers: *Hut aus
 droht*. Quel est l'accord du mot *gedacht*, mis avant le nom?
 Faites les explications nécessaires et mentionnez tous les autres mots
 de cette classe. Traduisez: God has permitted us to understand
 everything in the universe, except (p. p.) his mode of action (see notes)
 and his power.

2. *Je crois Dieu!* Dans quel sens les Israélites se servaient-ils
 de cette expression? Expliquez la nuance entre les deux phrases: Je
 crains qu'il ne vienne et je crains qu'il ne vienne pas. Traduisez: I
 do not fear he will know it. Do you fear he will know it?

3. *De sile you set de vous parer*. Faites l'analyse des
 mots que et set. Quels quelle forme le pron. Interrog. what peut-il
 figurer comme sujet d'une phrase; donnez un exemple. Ecrivez en
 français: Of whomsoever you speak, avoid calumny. Whoever they
 may be, honor them.

4. It is from England and Ireland that hundreds of emigrants
 come to settle (se fixer) in this country. Follow the advice which
 your father gives you, who is your best friend. Traduisez ces phrases
 et dites pourquoi vous vous servez de la construction inverse.

B. Racine: *Esthée*.—*Scène II.*

Joad.—Vos larmes, Jemabeth, n'ont rien de criminel;
 Mais Dieu veut qu'on s'agite en son sein paternel.
 Il se recherche point, aveugle en sa colère,
 Sur le fils qui le craint l'impie du père.—
 Deux infidèles rois tous à tour l'ont levé;
 Il faut que sur le trône un roi soit élevé.
 Qui se souvient en votre rang de ses ancêtres
 Dieu l'a fait reconstruire par la main de ses prêtres,
 L'a tiré par leurs mains de l'oubli du tombeau,
 Et du David éteint rallumé le flambeau.
 Grand Dieu, si tu prévois qu'un jour de sa race
 Il doive de David abandonner la trace,
 Qu'il soit comme le fruit en saison arraché,
 Ou qu'un souffle emporté dans sa fleur a séché!
 Mais si ce même enfant à tes oracles obéit,
 Doit être à tes classes un instrument utile,
 Fais qu'un juste héritier le sceptre soit tenu;
 Lève ce non fidèle mains ses poissantes courtes;
 Couverts dans ses conseils une reine cruelle!
 Digne, digne, mon Dieu, sur Methan et sur sile
 Répandre cet esprit d'impudence et d'erreur,
 De la chute des rois fondez avant-coureur!

1. Qui se souvient un jour. . . Il doive de David. . . Le
 sceptre soit tenu. Demandez les cinq temps primitifs des verbes:
 souvient, doive, soit; et dites pourquoi ils se trouvent au subjunctif.
 Après le seul en anglais tantôt l'indicatif, tantôt le subjunctif; donnez-
 en vos raisons en français pour eux: The only thing we do not know,
 is to be ignorant (ignorer) of what we cannot know. Man is the only
 animal that knows he must die.

2. N'y a-t-il pas un sens différent dans les deux phrases: On
 demande un homme ou une femme agé; on demande un homme ou une
 femme agée? Expliquez l'accord de l'adjectif dans ces deux phrases.
 Un subj. employé adjectivement est-il variable ou non? Citez quelques
 ex. à l'appui.

3. Expliquez l'emploi du mot *quelques*, selon qu'il est suivi d'un
 substantif, d'un verbe ou d'un adjectif, et citez un exemple de chaque
 cas. Traduisez: However well written this story may be, its moral
 worth is doubtful.

II.

1. Ecrivez les temps primitifs des verbes suivants: *couvrir*,
croquer, *best*, *domer*, *seurer*, *malade*, *seurer*, *passer*, *malin*, *croquer*,
lie.

2. Ne vous informez pas ce que je deviendrais. La charité
 chrétienne vous commande d'aider et de prêter assistance à notre
 prochain. Le pharisien arrache tous ses secrets à la nature. Il s'aime
 ni à causer, ni le jeu, ni le spectacle, ni à se promener. C'est à lui à
 qui je vous réponds. Corrigez et traduisez ces phrases, et dites
 pourquoi elles sont incorrectes.

3. Quel est l'accord du verbe dans une proposition où il y a
 plusieurs infinitifs employés comme sujets. Expliquez en français
 pour eux: *Flying, drinking, eating, sleeping was their only (unique)
 occupation. To sympathize with compassion . . .* the crosses and
 afflictions of men, to be indulgent for (pour) their failings, such are the
 duties of every one of us.

4. Expliquez la différence entre le participe présent et l'adjectif
 verbal et citez des exemples.

5. Comment le participe passé suivi d'un infinitif s'accorde-t-il?
 Traduisez:

(a) en anglais: Cette dame chante bien; je l'ai entendue chanter.
 Cette chanson est jolie; je l'ai entendue chanter.

(b) en français: The trees that I have seen growing, are magnificent.
 The trees that I have seen cut down, were very large.
 Pourquoi les phrases suivantes sont-elles incorrectes: Je les ai faits
 venir. Ces personnes se sont proposées d'aller en France.

Traduisez en français:—We may say truly with a certain political
 economist, "We pay best, first, those who destroy us, generals;
 second, those who cheat us, politicians and quacks; third, those who
 amuse us, singers and musicians; and, best of all, those who instruct
 us.—Shylock—"I am a Jew; Hath not a Jew eyes? Hath not a Jew
 hands, organs, dimensions, senses, affections, passions? Fed with the
 same food, hurt with the same weapons, subject to the same diseases?
 If you prick us, do we not bleed? If you tickle us, do we not laugh?
 If you poison us, do we not die?"

(Additional for a First Class.)

Molière.—*Misanthrope*.

Afeste.— Je hais tous les hommes :
 Les uns, parce qu'ils sont méchants et malaisants,
 Et les autres, pour dire aux méchants complaisants,
 Et n'avoir pas pour eux ces haïnes vigoureuses
 Que doit donner le vice aux âmes vertueuses.
 De cette complaisance on voit l'injuste excès
 Pour le franc scélérat avec qui j'ai procès.
 Au travers de son masque on voit à plain le traître
 Partout il est content pour tout ce qu'il peut être ;
 Et ses roulements d'yeux, et son ton enroulé,
 N'imposent qu'à des gens qui ne sont point d'œil.
 On sait que ce pied-plat, digne qu'on le confonde
 Par de sales emplois s'est posé dans le monde,
 Et que par son sort, de spéculer revêtu,
 Faut grossier le mérite et rougir la vertu.
 Quelques titres honneux qu'on tous lines en lui donne,
 Son misérable honneur ne vaut pour lui personne ;
 Nommez le foule, infâme, et scélérat mandé,
 Tout le monde en convient, et nul n'y contredit.
 Cependant sa grimace est partout bien venue ;
 On l'accommode, on lui rit, partout il se confie ;
 Et s'il est, par la brigue, un rang à disputer,
 Sur le plus haïssable homme on le voit l'importer.

1. Faites l'analyse des mots en et y du vers : *Tout le monde*.
contredit. Écrivez les deux membres de phrases de manière de donner
 à chacun des verbes *convient* et *contredit* le complément représenté par
 ce et par y. Dans quel cas *est* suit-il toujours le substantif sans la
 négation *ne*, citez un ex. à l'appel.

THIRD FRENCH CLASS.

TIME: THREE HOURS.

I.

A. Traduisez.—Molière: *Les Femmes Savantes*, Acte I.

Armande.—Mon Dieu! que votre esprit est un diable las!
 Que vous jouez au monde un petit personnage.
 De vous classer sur ces choses du mariage,
 Et de s'enferrer point de plusieurs plus tenants
 Qu'une école d'époux et de marmites d'enfants!
 Laisser aux gens grossiers, aux personnes vulgaires,
 Les bas amusements de ses sortes d'affaires.
 A de plus hautes objets devez vous dévoter,
 Songez à prendre un goût des plus nobles plaisirs,
 Et, traitant de sottises les uns et la sottise,
 A l'esprit, comme nous, donnez-vous tout entière
 Vous avez votre mère en exemple à vos yeux,
 Que du non de savante on honore en tous lieux ;
 Tâchez, ainsi que moi, de vous montrer sa fille ;
 Aspirez aux charités qui sont dans la famille,
 Et vous rendrez sensibles aux charmes obscures
 Que l'amour de l'étude épanche dans les cœurs.
 Loins d'être aux lois d'un homme en esclavage asservie,
 Mariez-vous, ma sœur, à la philosophie,
 Qui nous mette au-dessus de tout le genre humain
 Et donne à la raison l'empire souverain,
 Soumettant à ses lois la portée animale,
 Dont l'appétit grossier aux bêtes nous ravale.

1. Que vous jouez au monde. . . . Faites l'analyse du mot
que; pour quel autre mot est-il employé? Par quelle autre conjonction
 remplace-t-on la conj. *si* dans la phrase: *If you are clever, and if you*
wish to have sincere admirers, be modest. Indiquez en demandant deux
 ex., la différence entre *que* et *quo* *que*.

2. Vous de savante. Et vous rendez sensible. Qu'y a-t-il à dire
 par rapport à la construction de ces deux expressions. Expliquez la
 syntaxe entre: *substantif* et *accusatif*.

3. Traitant de sottises. Dans quelles expressions est-ce qu'on
 traduit les adj. *posseus*, *his*, *her*, etc., par la préposition *de*? donnez
 quelques exs.

R. Corneille.—*Hornet*. Acte II.

Crovison.—Pour moi, je l'ose dire, et vous l'avez pu voir,
 Je n'ai point comédié pour suivre mon devoir ;
 Néanmoins amitié, l'amour, et l'alliance,
 N'ont pu mettre un moment mon esprit en balance ;
 Et puisque par ce choix Albe montre en effet
 Qu'elle m'estime autant que Rome vous a fait,
 Je crois faire pour elle autant que vous pour Rome ;
 J'ai le cœur assés bon, mais c'est le seul homme ;
 Je sais que votre honneur demande tout mon sang.
 Que tout le mien consiste à vous percer le flanc,
 Puis d'épouser la sœur, qu'il faut tuer le frère,
 Et que pour mon pays j'ai le sort si contraire,
 Encor qu'à mon devoir je corre sans terreux,
 Mon cœur s'en effarouche, et j'en frémis d'horreur ;
 A'il pût de moi-même, et jette un oeil d'enfer
 Sur ceux dont notre guerre a consommé la vie,
 Sans seubait toutefois de pouvoir ressembler,
 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.

1. Rome vous a fait. Quelles remarques y a-t-il à faire à l'égard
 de cette phrase?

2. Je crois faire . . . Rome. Quelle figure de syntaxe cette
 phrase renferme-t-elle? Quelles autres figures trouvez-vous dans :
Donnez votre sommeil, riches de la terre. Les personnes d'esprit ont
 en eux les semences de tous les sentiments. Pourquoi la phrase suiv.
 est-elle incorrecte: *Il en confia la vie et la tête à Potempé?*

3. Vase l'avez pu voir. Quel est l'accord de participe passé
 suivi d'un infinitif. Traduisez: (*en*) en anglais; Cette chanson chante
 bien: je l'ai entendue chanter. Cette chanson est jolie: je l'ai entendue
 chanter. (*5*) en français; The trees that I have seen growing are
 magnificent. The trees that I saw cut down, were very large. Je les
 ai faits venir. Ces personnes se sont proposées d'aller en France.
 Ces deux phrases sont incorrectes; pourquoi?

II.

1. Écrivez les temps primitifs des verbes: *contester, croquer, bouf, dorner, nuire, attendre, nuire, puiser, mille, riser, crâner, lire.*

2. Young men tell all they do; old men all they have done, and
 fools all they intend to do. Traduisez cette phrase. Quel genre
 prennent les adject. selon la place qu'ils occupent *deux* ou *après* le

substantif genre? Nommez les exceptions, et traduisez: All honest people respect him, but all bad people hate him. There are certain men of letters, with whose works nobody is acquainted.

3. Expliquez la règle concernant le mot *assez* adjectif et adverbe, et citez les exceptions. Prenez pour ex.: "Vanity springs forth all adorned from woman's head. Jealousy leads us more than any other passion. London is quite another thing from Paris. These people are all eyes and ears."

4. C'est de vous dont il s'agit. Vous souvenez-vous ce que j'ai dit. Tout le monde adore et se plaint de la fortune. Tout on tard on regrette le temps perdu, et de n'avoir pas mis à profit tous les instants de sa jeunesse. Corrigez et traduisez ces phrases et expliquez-en les fautes.

5. Montrez par quelques ex. la différence entre le participe présent et l'adjectif verbal.

Traduisez en Français.—Hercules is undoubtedly one of the best of Cornille's tragédies. What renders it truly great and interesting is the struggle of duty against love, which it represents. The grandest character in it being the father of Hercules, and which has not its parallel. The old man loves his children as much as a father can love his children, but he loves still more *Honor and Country*.—Man," says Pascal, "is only a reed, but he is a thinking reed. Were the universe to crush him, man would still be nobler than that which killed him; for the advantage the universe has over him, the universe knows not."

(Additional for a First-Class.)

Molière: *Les Femmes Savantes*. Acte II.

Chrysale (*à Bélise*).—Nos pères, sur ce point, étaient gens bien sages, Qu'il dissient qu'une femme en soit toujours assez, Quand la capacité de son esprit se hausse. A connaître un peu point d'avec un haut-de-chausse. Les leux ne lassent point, mais elles vivent bien; Leurs ménages étaient tout leur docte entretien; Et leurs livres, au dé, du fil et des aiguilles, Dont elles travaillaient un trossseau de leurs filles. Les femmes d'is présent sont bien loin de ces mœurs; Elles veulent écrire et devenir auteurs. Nulle science n'est pour elles trop profonde, Et même beaucoup plus qu'en aucun lieu du monde; Les secrets les plus hauts s'y laissent concevoir, Et l'on suit tout chez moi, bien ce qu'il faut savoir. On y sait comme veut l'enc, étiole redaine, Venus, Saturne et Mars, dont je n'ai point affaire; Et dans ce vain sacré, qu'on va chercher si loin, On ne sait comme va sans pot, dont j'ai besoin. Mes gens à la science aspirent pour vous plainre, Et tous ne font rien moins que ce qu'ils ont à faire.

1. Donnez une courte description en français des principaux personnages (femmes) des "*Femmes Savantes*."

GERMAN.

Examined by..... PROFESSOR J. LISCHT, M. A.

FIRST GERMAN CLASS.

TIME: THREE HOURS.

I.

A. Translate.—Jacob. "*Gast/fremdschaft*,"—Ich würde auf's Freundschaft begierig, in das Haus geführt, mit Speis' und Trank reichlich bewirthet und endlich in ein Bett gebracht, hoch wie ein Berg und gekönigt genug, um noch drei Andere, wie' es nöthig gewesen, aufzunehmen. Da war es mir fürwahr, als wär' ich in die Zeit entrückt, wo die Hausväter an der Stube saßen, und wenn ein Wanderer vorüberzog, oft weiterherd mit einander ihn unter ihr Dach einladen und an ihrem Herde bewirtheten, ohne auch nur zu fragen, wo er herkäme, was er für Geschäfte triebe und wie lange er zu weilen gedauere.—Gerade so wie ich tritt je Olympeus unerkannt in den Hof des Eranios, seinen alten Dieners. Dieser stirtz auch im Vorhause in dem unbeschatteten Platze, weis' die Hände zur Ruhe, und nachdem er dem Fremden einen hohen Sitz vorweihen. Feilen bereitet hat, heist er ihn Platz nehmen, und setzt ihm Wein und Speise vor. Und als sich Olympeus der freundschaftlichen Bewirthung erfreut und dem Geler Segen dafür wünscht, sagt dieser: "Es ist mir nicht gestattet, auch wenn ein schlechterer Mann als du hierher käme, seinen Fremden zu versorgen; denn alle Freuden und Arnen stehen unter Obhut der Götter."

1. *Was ein Fremder bewirthet.* *Was* is often omitted in such clauses; show how its omission affects the construction. Translate: If I knew how to speak German, I would go to Germany. Illustrate with two ex. the use of *was*. Parse *bewirthet*.

2. Comment upon the terms: *Auf's Freundschaft*. All *Fremden* and *Armen*. *Dafür*. Mention other words formed similarly to *dafür*. When is the adj. uninflected? Give an example.

3. *Wär' es nöthig*, . . . *aufzuweihen*. Write the conditional portion of this sent. in full, and parse *wär'*. Give the 2nd pers. of the Impf. and the p. part. of *aufzuweihen*, and account for the presence and position of *zu*. Illustrate the cases in which the *Infinit.* may be used without *zu*.

B. Schiller.—*Wilhelm Tell*. Act I.

Staufacher. Was ist zu thun? *Gertrud* (*tritt näher*).—So läre meinen Rath! Du weisest, wie hier Zu Schwytz sich alle Redlichen bekümmen Ob dieses Landvogts Gier und Wütherei, So zweifle nicht, dass sie dort drüben auch In Unterwalden und im Urner Land Des Irwanges nicht sind und des harten Jochs—Denn, wie der Gessler hier, so schafft es frech Der Landenberg drüben überm See.—Es kommt kein Fischerkahn zu me herüber, Der nicht ein neues Uebel und Gewalt: Beglänzen von den Vögten aus verkündet.

Dem thut es gut, dasz erer Elliche,
Die's redlich meinen, still zu Rathe gingen,
Wie man des Drucks sich nicht' erdeligen,
So ach! ich wold, Gott würl' sich nicht verlossen,
Und der gerechten Sache grüßig sein.—
Hast du in Ur' keinen Gastfressen, wyllich,
Denn du dein Herz magst redlich offenharen?
Stangacker.—Der wolden Männer seint' ich viele dort'
Und angesehen gnad Herrenleute,
Die mir gesein sind und gar wold vertraut.

1. *Dem, wie der Greder hier.* There is an Ellipsis in this sent. Supply the word or words elided. Does *dem* affect the construction? Mention the alternative subordinate conj. cases in the sent., and translate: When I had written the letter I went out.

2. Which is the modern form of *ob* in the words *ob diese Landeigte* Parse the word *herüber* in the line: *Es kommt herüber* and account for its position. When can words of this class never assume a disconnected form? Explain, and write a sent. in illustration.

3. *Herrenleute.* What is the singular of this word. Write the plural of: *Kaufmann, Wort, Kapital, Reich, Tod, Gnad, Vorsicht*; give the meaning of these words. State the only compound in which *Maus* has a regular feminine. Mention a few nouns without a singular.

C. Schiller.—*Wallenstein's Aebtung.*—Wallenstein wusste längst den ganzen Inhalt ihrer Sendung, als die Absandten des Kaisers ihm vor die Augen traten. Er hatte Zeit gehabt, sich zu sammeln, und sein Gesicht zeigte Heiterkeit, während das Schicksal und Wuth in seinen Bosen strömten. Aber er hatte beschlossen zu gehen. Dieser Urtheilspruch überraschte ihn, da zu einem kühnen Schritte die Umstände reif und die Anstalten fertig waren. Seine weißlichen Öfter waren in Röusen und Mähren zerstreut; durch Einziehung derselben konnte der Kaiser ihm den Nerven achter Macht zurückgeben.—Immer geschäftig und von grossen Entwürfen bewegt, setzte er allen seinen Zweckungen, wodurch Andere das kostbare Leben verpuden. Einen durch ganz Europa ausgebreiteten Briefwechsel besorgte er selbst; die meisten Aufträge schrieb er mit eigener Hand nieder, um der Verschwörung Anderer so wenig als möglich anzuvertrauen. Ein furchtbarer, zurückschreckender Krast lag auf seiner Stirn, und vor das Ueberrausen seiner Belohnungen konnte die zitternde Schaar seiner Diener festhalten.

1. *Einen durch ganz Europa selbst.* Change this into a comp. sent. with a principal and a subord. relative clause. Parse *ausgebreiteten*. Show by some ex. that certain *ve* reject the *pe* in the *p. part.*

2. *Die meisten Aufträge.* Write the positive and compar. of *meisten*. Translate: Such people are to be found mostly in Europe. It is extremely warm. Distinguish between: *Ein unangenehm eingetretes Person* and *Ein unangenehm eingetretes Person*.

3. *Zurückschrecken.* What influence has *zu* on the verb *schrecken*? Explain. State the difference between *erwecken, verwecken, und zerwecken*. Write an example with each of these words.

II.

1. Classify and write down the primitive tenses of: *gebracht, aufgeschoben, verheiratet* (A.); *erlebt, verlassen* (B.); *ausgeworren, festhalten* (C.); *verheirathet, festhalten; unerschrocken*. Write a short sent. with the only *imp. verb. comp.* with *werden*.

2. Decline in the 4 cases sing. and plur., in *ein schlechter Mann*. Compare *viele, ganz, bald*. Exemplify the difference between: *der best* and *am best*.

3. What meaning do the prefixes *mis, be, ent, ge,* impart to the verb; and what force have the suffixes *los, ab, an*. Give examples. Mention a few genuine German verbs with the suffix *los*.

4. *Ich schickte es nicht: haben das lassen.* Simplify this sent., and account for the two Infinitives *lass* and *lassen*. Write the sent.: "The patient was not allowed to leave the room," both in the active and in the passive voice (if *lassen*, verb. admit of a passive). Explain.

5. In what respect does the German passive differ from the English passive. Explain, and translate: The first German University was established in 1545. The letter is written. The house is being built. It will be built next week. Several new works have been published lately.

6. *Nie, nicht, kein.* Illustrate the difference between these words. How does the position of *nicht* affect the meaning in the sent. *Nicht* ich habe es gesehen. Ich habe es nicht gesehen!

Translate into German.—The book was not to be had in town. Both my brothers have left for England. The new College is to be built at once. The more I read German, the better I understand it. He said not a single word. Three-fourths of a man's life are spent in eating, drinking and sleeping. Shakespeare performed the part of a king in one of his own tragedies before Queen Elizabeth, who, wishing to know whether he would depart from the dignity of the sovereign, dropped her handkerchief on the stage, as if by accident, on which the mimic monarch immediately exclaimed: "Est ere this he done, take up our sister's handkerchief."

SECOND GERMAN CLASS.

TIME: THREE HOURS.

I.

A. Translate.—*Goethe, "Hermann und Dorothea."*—*Hermann:* Nachbar, verwerte darauf der junge Herrmann, mit Nachdruck; Keineswegs denk' ich wie Ihr, und tadle die Rede.

Ist wold der eins wüthiger Mann, der, im Glück und im Unglück, Sich nur allein besuht, und Leben und Freuden zu theilen, Nicht versteht, und nicht dass von Heros bewegt wird!
Lieber nicht' ich, als je, mich heute zur Heirat' entschlossen;
Denn manch' gutes Mädchen lesard' das schützenden Mannes,
Und der Mann des erheiternden Weibes, wenn ihn Unglück bevrethet.

Lächelnd sagte darauf der Vater: So bir' ich dich gerne!
Solch ein vorräthiges Wort hast du mir selten gesprochen.

Aber es fiell zugleich die gute Mutter behind' ein:
Sehn, fürwahr! du hast Recht; wir Eltern geben das Beispiel.
Denn wir haben uns nicht an frühlichen Tagen erwöhlet,
Und uns knüpfte vielmehr die traurigste Stunde zusammen.
Montag Morge—ich weiss es genau; denn Tages vorher war
Jener schreckliche Brand, der unser Schicksel verwehret.

1. *Ich wußt der.* Write a sentence with *wußt* in its original meaning. Translate: *Sprechen Sie doch nicht so laut.* Er hat immer noch nicht geschrieben. Das Feuer dauerte wohl mehrere Stunden. Ich habe die Sache gar nicht geliebt. A frequent idiomatic use is made of *ja* and *schon*; give instances. State the real meaning of the expletive: *doch, gar, immer, ja, schon.*

2. *Und der Mann... beirathet.* How is the construction affected by the transposition of the clauses in this sent., and what conjunction do you use to connect them? Write this sent. in full: (a) beginning with the subordin. clause; (b) omitting *was* in the dependent clause.

3. *Tages vorher war... verzehret.* How would you change this compd. sent. into a simple one? Write it down. When may the dependent relative clause precede the principal? Give an instance?

4. Give a short description in German of the character of Hermann, and that of the person whom he contrasts.

B. Schiller:—Wilhelm Tell. Act II.

Stiefvater.—Wir haben diesen Boden uns erschaffen
Durch unserer Hände Fleiß, den alten Wald,
Der sonst der Büren wilde Wohnung war,
Zu einem Sitz für Menschen angewandelt;
Die Best des Brachen haben wir gelichtet,
Der aus dem Stängel giftgeschwollen stieg;
Die Nelschlecke haben wir zerissen,
Die ewig gran um diese Wildnis hing,
Den harten Fels gesprengt, über den Abgrund
Den Wasserstrom den sichern Stog geleitet;
Unser ist durch tausendjährigen Bothe
Der Boden—und der fruchtbar Herrlichkeit
Soll kommen dürfen und uns Ketten schmelzen,
Und Schmach anthon auf unser eignen Erde!
Ist keine Hilfe gegen solchen Drang?
Nein, eine Gränze hat Tyrannensacht,
Wen die Gedächtnis irgend's Recht kann finden,
Wenn unerträglich wird die Last—greift er
Hinauf getruenen Muthes in den Himmel
Und hebt herunter seine ew'gen Rechte,
Die drohen kangen unweckerlich
Und unerreulich, wie die Sterne selbst.

1. Analyze the terms: *giftgeschwollen, angewandelt, Tyrannensacht, unerträglich.* Illustrate the difference between: *zerlecken, zerbrechen, and gebrechen.*

2. *Getruenen Muthes.* Mention a few expressions, illustrating the free use of the *Genitive*. The German verb having no *passive*, how do you express the *Genit.* in sent., such as: He has acquired the habit of *riding* early. In what case is the prep. *von*, to be used instead of the *Genitive*? Translate:—One of you must do it. Who among you can say he is without faults.

3. Write the first line of passage B. in the *passive voice*. Which verbs have no *passive*. Give the equivalents of: There is a great deal of singing. I was told the steamer had arrived. He has been threatened with all sorts of things.

C. Goethe. "Hermann und Dorothea." Die Bürger:—

Und es verordnete sogleich die gute, verständigste Mutter:
Lutner bist du doch, Vater, so ungeachtet gegen den Soln' und
So wird am wenigsten ihr ein Wunsch des Guten erfüllt
Denn wir können die Kinder nach unserm Sinne nicht formen;

So wie Gott sie uns gab, so wazt man sie haben und lieben,
Sie erziehen auf's Beste und jeglichen lassen gewähren.
Denn der eine hat die, die andere andere Gaben;
Jeder braucht sie, und jeder ist doch nur auf eigene Weise
Gut und glücklich. Ich lasse mir meinen Hermann nicht schelten;
Denn, ich weiß es, er ist der Güter, die er demal erbt,
Wirth und ein trefflicher Wirth, ein Master Bürger und Besizer,
Und in Raths werdes, ich sch' es vorans, nicht der Letzte.
Aber täglich mit Schelten und Tadeln benust du dem Armen
Allen Muth in der Brust, so wie du es heute gethan hast.
Und sie verliert die Stube sogleich, und cille dem Soln' nach,
Ist es sie ihn irgendwo find' und ihn mit gligen Worten
Wieder erretete; denn er, der treffliche Sohn, er verliert' es.

1. *Sie erziehen... gewähren.* Give the prose construction of this sent. Translate: The letter which I have ceased (*lassen*) to be written. Explain the position of the verbs in this sentence.

2. *Denn ich weiß es.* Parse the words *denn* and *weiß*. Show by short ex., how *then* and *know* are expressed in German. Write a compd. sent., placing the dependent clause, with the subordin. conjunct. adv., before the principal; and explain the influence of the conjunct. upon the construction.

II.

1. Classify and give the primitive tenses of the following verbs: *erzählen, entschließen, beirathet* (A.); *angewandelt, anthon* (B.); *sch' (sch) vorans, schelten, zerlecken* (C.); *ausgesagt, veranschauligen*.

2. Idiomatic expressions: Meine Uhr ist stehen geblieben. Es geht ihm an's Leben. Er geht auf ein Uhr. Die Zeitung ist eingegangen. Er läßt sich keine Haare wachsen. Auf glühenden Kohlen sitzen. Etwas zum Besten geben. Sich eines Besizers bedienen.

3. *But* is differently rendered in the following sentences: He offered to assist me, but I refused. London is not only the capital of England, but the Metropolis of the world. There is not a letter coming from England but brings interesting news. Speak nothing but the truth. But one man was saved.

4. What is the construction of the verb in the sentences: I have seen the book lying on the table. Where did we leave off? She began reading. He is not to be found anywhere. He began his discourse by speaking of the weather.

5. Derjenige, welcher dem Tode entronnen und wieder genesen ist, hängt mit neuer Liebe an's Leben. Contract this into a simple sentence. What parts of the verb may be used instead of the *Infinitive*?

Translate into German:—*Merchant of Venice.*—Now as it was utterly impossible for Shylock to out of the pound of flesh without shedding some of Antonio's blood, this wise discovery of Portia's, that it was flesh and not blood that was named in the bond, saved the life of Antonio. Shylock, finding himself defeated in his cruel intent, said, with a disappointed look, that he would take the money.

(Additional for a First Class.)

Schiller's: *Geschichte des dreissigjährigen Kriegs*. Part I. i.—

Schrecklich zwar und verheerlich war die erste Wirkung, durch welche diese allgemeine politische Sympathie sich verkündigte—ein dreissigjähriger verheerender Krieg, der von dem Kaiser des Römischen Reichs bis an die Mündung der Schelde, von dem Ufern des Po bis an die Küsten der Ostsee Länder erkötherte, Ersten vertrat, Städte und Dörfer in die Asche legte; ein Krieg, in welchem viele tausend Streiter ihren Untergang fanden, der den aufblühenden Funken der Cultur in Deutschland auf ein halbes Jahrhundert verlöschte, und die kaum auflebenden bessern Sitten der alten kaiserlichen Wäldheit überghab. Aber Europa ging unsterblich und frei aus diesem fürchterlichen Kriege, in welchem es sich zum ersten Male eine zusammenhängende Staatsgesellschaft erkannt hatte; und diese Theilnehmung der Staaten an einander, welche sich in diesem Kriege eigentlich erst bildete, erwies allein schon Gewiss genug, den Weltbürger mit seinen Schrecken zu versöhnen.

THIRD GERMAN CLASS.

TIME: THREE HOURS.

I.

A. Translate.—Schiller. "Die Brant von Jerusalem," Isabella.—O meine Söhne! Feindlich ist die Welt Und falsch gesinnt; Es liebt ein Joler nur Sich selbst; unsicher, los und wandelbar Sind alle Bande, die das leichte Glück Geflochten—Lanze list, was Lanze knüpft— Nur die Natur ist redlich! Sie allein

Liegt an dem ew'gen Ankergrunde fest, Wenn alles Andre auf dem stürmischen Wellen Des Lebens metzt trübt—Die Neigung gibt Den Freund, es gibt der Vothheit den Gefährten; Wohl dem, dem die Geburt den Bruder gab! Da kann das Glück nicht geben! Anerschaffen Ist ihm der Freund, und gegen eine Welt Voll Kriegs und Trug steht er zweifelt da!

1. *Unsicher, los... geflochten*. Change this compound form into a simple sentence, and explain how, in such a case you dispose of the dependent clause. *Parse geflochten*.

2. What class of *intervals*, verbs admit of their *past part.* being used as attributes in an active sense? Write an ex. each with *finden* and *verschreiben*. Can you say: Ein *geliebter Mann*. Distinguish between: Der Mann ist *gelassen*; der Mann ist *blassen*; der Mann ist *lassen*.

3. Analyze the terms: *stürmische Wellen*, *metzt trübt*, *zweifelt*. Parse and give the synonym of *allein* in the clause: *Sie allein liegt...* What changes takes place if you begin the same clause with *allein*?

B. Goethe.—*Egmont*. *Regina*.—Ich kann es getehen, dass mir Egmont heute einen recht innlichen, tiefen Verdruß erregte. *Maximilian*.—Durch welches Betragen? *Regina*.—Durch sein gewöhnliches, durch Gleichgültigkeit und Leichheit. Ich erhielt die schreckliche Botschaft, eben als ich von vielen und ihm begleitet

aus der Kirche ging. Ich hielt meinen Schmerz nicht an, ich beklagte mich laut und rief, indem ich mich zu ihm wendete: Seht, was in eurer Provinz entsteht! Das dünkt ihr, Graf, von dem der König sich alles verspricht? *Maximilian*.—Und was antwortete er? *Regina*.—Als wenn es nichts, als wenn es eine Nebensache wäre, versetzte er: Wären nur erst die Niederländer über ihre Verlassung beruhigt! Das übrige würde sich leicht geben. *Maximilian*.—Vielleicht hat er wahrer, als klug und fromm gesprochen. Wie soll Zutrauen entstehen und bleiben, wenn der Niederländer sieht, dass es mehr um seine Besitztümer, als um sein Wohl, um seiner Seele Heil an ihm ist! Haben die neuen Bischöfe mehr Soeben getrieben, als seine Feinde geschmäht, und sind es nicht meist Fremde? Noch werden alle Stadthältschaften mit Niederländern besetzt; lassen sich es die Spanier nicht deutlich merken, dass sie die grösste, unverselbstliche Begierde nach diesen Stellen empfinden? Will ein Volk nicht lieber nach seiner Art von den Seligen regiert werden, als von Fremden, die erst in Laude sich wieder Besitztümer und Unkosten aller zu erwerben suchen, die einen fremden Massstab mitbringen, und unfreundlich und ohne Theilnehmung herrschen!

1. *Wären nur erst... leicht geben*. A certain demonstrative obj. may be used as a conjunction between the *apostasis* and another clause; when? Apply the case to the sentence in Italian, and translate: If I had known of his going to Germany, I would have made arrangements to accompany him.
2. Compound sentences may be formed by *co-ordination* in four different ways. Illustrate each form with an example.

C. Schiller.—"Die Brant von Meissen."

Don Manuel.—Gefällig ist das Glück und schwer zu finden, Nur in verlassener Lade wird's bewahrt, Das Schweigen ist ein Hüter ihm gesetzt, Und rasch entflieht es, wenn Geschwätzigkeit Voreilig wie die Decke zu erheben, Doch jetzt, dem Ziel so nahe, darf ich wohl Das lange Schweigen brechen, und ich will's, Denn mit der rächtesten Morgenröthe Strahl Ist sie die Meine, und des Königs Neid Wird keine Macht mehr haben über mich, Nicht mehr verbohlen werd' ich zu ihr schleichen, Nicht rathen mehr der Liebe goldne Frucht, Nicht mehr die Freude lachen auf der Furcht, Das *Morgen* wird dem schönen *Heute* gleichen; Nicht Hülzen gleich, die schnell vorüber schiessen Und plötzlich von der Nacht verlohnen sind, Mein Glück wird sein, gleichwie des Baches Flüssen, Gleichwie der Sand des Strömungslases rinnt.

1. How and where did *Don Manuel* find his bride? Give a short account of it in German.

2. Arrange the three lines, beginning: *Das Morgen wird...* *verschlagen sind*, into one sentence, the verb *gleichen* having two objects in the dative, connected by *und*, the 2nd object consisting of the last two lines (in a contracted form).

II.

1. Idiomatic expressions: *Ich dachte mir das*, *Da hast mir einen solchen Streich gemacht*, *Das ist mir eine schöne Wirthschaft in diesem Hause*, *Da bist mir doch nicht krank!* Explain the peculiar use of the *dative* in these sent. Render into idiomatic

9. (a) What is meant by *vav* conversive of the preterite and *vav* conversive of the future?

(b) Explain the philosophy of this peculiar usage.

(c) When may a sentence which commences with a preterite be continued by *vav* conjunctive with a preterite?

10. Translate into Hebrew:—God is for us. God is not like man. The horns is yours, and the field is theirs. We belong to the day; we belong not to the night nor to darkness. The sun ruled over the day, and the stars ruled over the night. Light from the sun in the day, and from the moon and the stars in the night.

ENGLISH LANGUAGE AND LITERATURE.

Examiner..... W. J. ALEXANDER, FR. D.

FIRST YEAR.

TIME: THREE HOURS.

(The whole paper will be regarded as a test of the candidate's ability to handle the language, and marks assigned accordingly.)

1. Write and punctuate the passage read.
2. Condense into one complete sentence the following statements:—Long habit had accustomed the American people to two ideas, viz., one party must be in power; the President must be the creature and organ. But there was a more vital fact (it had, however, gradually become unfamiliar) viz.: the executive for the time being represents the abstract idea of government. Government, abstractly considered, is a permanent principle superior to all party, and all private interest.
3. Express accurately and clearly in simple prose the following lines:—

All evils here contaminate the mind
That evilness departed leaves behind;
For wealth was thine, not far removed the date
When commerce proudly flourish'd through the state;
At her command the palace leas'd to rise,
Again the long-fallen column sought the skies,
The canvas glow'd, beyond our nature wars,
The pregnant quarry toss'd with human fears;
Till, more majestic than the northern gale,
Commerce on other shores display'd her sail;
While naught remained of all that riches gave,
But towers ruin'd, and lands without a slave;
And into the nation found with fruitless skill
His former strength was but a phœnix ill.

4. Describe the character of Sir Roger de Coverley.
5. Give a brief abstract of Johnson's *Faculty of Human Wishes*.
6. Define accurately the following terms:—*Censurary*, *Scour*, *Allegory*, *Vista*, *Stipend*, *Insurrection*, *Bayley's Deane*, *Cyclopaedia*, *Epitaph*, *Hypocrite*, *Arms*, *Epitaph*, *Holbein*.

7. (a) My heart untravell'd fondly turns to thee,
And drags at each remove a lengthening chain,
Explains fully the appropriateness of the metaphors contained in "untravell'd," and in the second line.
- (b) No product here the barren hills afford
But van and steel, the soldier and his sword.
- (c) And the gay gauze, stilled in gestic here.
- (d) O thou long hind to all that truth requires
Who think it freedom when a part aspires.
- (e) For patience, sovereignty o'er trammell'd ill.
- (f) All Marlborough board'd, or all Villiers spent.
Explains each of the passages (a, c, d, e and f) fully.
- (g) From Lydia's research should the search descend
By Soton caution'd to regard his end.
Tell the story referred to.
- (h) Our supple tribes express their patriot throats,
What special fitness in using the word *tribes* here?

(Additional for First Class.)

TIME: TWO HOURS.

1. Give dates of the birth and death of Pope, Addison, Collins, and Gray, and name and briefly describe the principal works of each.
2. Describe in a general way the nature and subject of Pope's *Satires* and *Epistles*. Whom does he follow in these poems, and in how far is his work original?
3. Quote half-a-dozen of the more striking couplets in the prescribed works of Pope, and one of the finer passages from Goldsmith.
4. What details with regard to Pope's life, circumstances, character, etc., are to be found in the *Satires* and *Epistles*.
5. Which of the following passages are written by Johnson, which by Addison, and which by neither? In so far as you are able, give reasons in each case.
 - (a) Every thing that is new or uncommon raises a pleasure in the imagination, because it fills the soul with an agreeable surprise, gratifies its curiosity, and gives it an idea of which it was not before possess'd. We are indeed so often conversant with one set of objects, and tired out with so many repeated shows of the same things, that whatever is new or uncommon contributes a little to vary human life, and to divert our minds for a while with the strangeness of its appearance; it serves us for a kind of refreshment, and taken off from that setivity we are apt to complain of in our usual and ordinary entertainments.
 - (b) It is generally better to deal by speech than by letter. Letters are good when a man would draw an answer by letter back again; or when it may serve for a man's justification afterwards to produce his own letter; or when it may be dangerous to be interrupted or heard by pieces.
 - (c) The power that predominated in his intellectual operations was rather strong reason than quick sensibility. Upon all occasions

that were presented, he studied rather than felt, and produced sentiments not such as nature exerts, but meditation supplies.

(d) We were now treading that illustrious island, which was once the boundary of the Caledonian regions, whence savage clans and roving barbarians derived the benefits of knowledge, and the blessings of religion. To abstract the mind from all local emotion would be impossible if it were unencumbered, and would be foolish if it were possible.

(e) Allegories, when well chosen, are like so many tracks of light in a discourse, that make everything about them clear and beautiful. A noble metaphor, when it is placed to an advantage, casts a kind of glory round it, and darts a lustre through a whole sentence.

SECOND YEAR.

TIME : THREE HOURS.

(Credit will be given for all relevant quotations.)

1. Express in simple, clear, and accurate prose the following:—

On the watery calm
His brooding wings the Spirit of God outspread,
And vital virtue infused, and vital warmth
Throughout the fluid mass, but downward purged
The black tartareous cold infernal drops
Adverse to life: then conglobed, then conglobed
Like things to like, the rest to several pieces
Disparted, and between spun out the air,
And Earth self-balanced on her centre hinge.

2. Mention the chief peculiarities of Milton's style as exhibited in *Paradise Lost*, illustrating your remarks by quotations.

3. Annotate fully the following:

- (a) Of that wild roe that tore the Thracian bard
In Rhodope.
(b) And hence the morning planet gilds her horns.
(c) They seem'd their pens.
(d) The griding sword with discontinuous whirl.
(e) Ye elements the eldest birth
Of nature's womb, that in quaternion run
Perpetual circle, multiform.

4. Tell what you can of the sources on which King John is based. In how far is it historically true? Account for the variations from historic truth.

5. Describe the character of Malvolio,

or

Discuss the characters of Falstaff and Enobarbus, and compare the parts which they play in their respective dramas.

6. Give an outline of *Macbeth* so as to show the artistic development of the action.

7. Describe the condition of the theatres in Shakespeare's day, and the relations of dramatic writers to them.

8. Explain fully:

(a) Wouldst thou be windowed in great Rome and see
Thy master thus with plumed arms, bending down
His corrugible neck, his face subdued
To penitential shame, whilst the wheel'd seat
Of fortunate Caesar, urved before him, bearded
His baseness that ensued. (Ant. and Cl.)

(b) But cruel are the times, when we are traitors
And do not know ourselves: when we hold ransom
From what we fear, yet know not what we fear. (Macbeth.)

(c) — in such bloody distance
That every minute of his being thrasts
Against my near'st of life. (Macbeth.)

(d) And the free maids that weave their thread with bones
Do use to chant it; it is silly sooth. (T. N.)

(e) Not, like the haggard, check at every feather
That comes before his eye. (T. N.)

(f) That in mine ear I durst not stick a rose
Lest men should say, "Look, where three farthings goes." (K. John.)

(Additional for First Class.)

TIME : TWO HOURS.

9. Arrange the eight plays in chronological order, giving a concise statement of your reasons in each case.

10. Describe the character of Lago.

11. Describe the character of Henry V.

12. In the case of each of the following utterances, name the speaker and the circumstances:

- (a) — when he speaks
(b) The air chartered libertine is still,
(c) To gild refused gold, to paint the lily,
(d) To throw a perfume on the violet,
(e) Dost thou think, because thou art virtuous, there shall be
no more cakes and ale?
(f) Finds tongues in trees, books in the running brooks,
Sermons in stones, and good in everything.
(g) — out, out brief candle,
(h) Life's but a walking shadow,
(i) Give sorrow words: the grief that does not speak,
Whispers the o'er-frUGHT heart, and bids it break.
Weariness
(j) Can scarce upon the flint, when rusty sloth
Finds the down pillow hard.
(k) The wealthy curiel darlings of our nation.

13. Compare the general character of *Troilus and Cressida*, *As You Like It*, and *Cymbeline*;

or
Quote three of the passages beginning—

If music be the food of love, play on; (7 lines.)

A blank, my lord. She never told her love, (6 lines.)

I have lived long enough; my way of life, (7 lines.)

Canst thou not minister to a mifer'd disease? (6 lines.)

Better be with the dead

When we to gain our peace, etc. (8 lines.)

Blow, blow, thou winter wind, (16 lines.)

—sailing eastwards

Nor set down ought in malice, etc. (10 lines.)

or
Any one of those beginning—

All the world's a stage, (27 lines.)

O for a muse of fire, that would ascend (31 lines.)

This to hear

Would Deadmenmen seriously incline, (26 lines.)

Most potent, grave, and reverend signiors, (19 lines.)

HISTORY.

Examiner PRESIDENT FORESTER.

THIRD YEAR.

TIME: THREE HOURS.

1. "For the first and indeed for the last time the Roman World was administered by six emperors." Explain.
2. Write notes on the Edict of Milan. Give date.
3. Give a brief sketch of the reign of Heraclius.
4. Give an account of the conquest of Egypt by the Saracens.
5. Write an account of the second siege of Constantinople by the Saracens.
6. Dynasty of the Seljuks, reign and character of Tughril Beg.
7. "From the conquest of Prussia we may date the true era of the Ottoman Empire." Explain.
8. "Never, it seems to me, did the actual condition of the race in Western Europe seem one of greater degradation and miserie, or one more hopeless for the future, than it was between the date of the death of Charlemagne and that of the election of Hugh Capet as King of France." Explain.
9. Describe the character and reign of Louis XI of France.
10. Wherein did the political condition of Germany differ from that of France at the close of the 15th century? From that of England? From that of Spain?

11. Give the leading events of Scandinavian history during the 14th century.

12. "Suddenly in 1519 Maximilian died, and a new emperor had to be elected." Who were the candidates for the position? What were their claims? Who was chosen?

13. What were the general causes which prevented the German Emperors from obtaining a stable dominion in Italy?

14. "The matters to be attended to at the Diet of Worms may be classed under four heads." Give them, and explain the importance of each to Germany.

15. The Sack of Rome (1527). Give an account of.

FOURTH YEAR.

TIME: THREE HOURS.

1. "On taking the field in 1702 Marlborough at once resolved to force a battle in the heart of Brabant. The plan was foiled by the timidity and resistance of the Dutch Deputies." What followed?

2. "A fund which still bears the name of Queen Anne's Bounty."

3. Give an account of the passing of the Septennial Act.

4. "The accession of George I. marked a change in the position of England as a member of the European Commonwealth."

5. What progress in wealth and population did England make in the 18th century.

6. What were the terms of the Peace of Lubec? Of the Treaty of Elswalde?

7. What was the policy of Saxony in the beginning of the Thirty Years' War and what led to a change of this policy?

8. What causes led France to ally herself with Protestant Germany and Sweden in the Thirty Years' War?

9. Write a brief historical sketch of Charles XII. of Sweden; of Joseph II. of Austria.

10. "The reign of Frederick William (1713-40) was an important period in the history of Prussia." Show the importance.

11. Give a brief account of the Seven Years' War showing powers interested, tracing leading events and giving the bearing on the future destinies of England.

12. "It seemed strange that Wallenstein was the only man at this time who seemed to offer the Emperor any advice about the narrow sectarian policy which everywhere prevailed." What was it?

13. Describe the local and political condition of France in 1789.

14. Give the leading events of the French Revolution with dates.

POLITICAL ECONOMY.

Examiner..... PAIDMENT FORREST

TIME: THREE HOURS.

1. Define Cost, Direct Taxation, Wealth, Wages.
2. "Value economists are pretty much agreed is a relation." Explain.
3. A wealthy father left his two sons a million of dollars each. A was a spendthrift and squandered his money on luxurious living. B was industrious but miserly, hoarding all his gains, carefully re-investing all the proceeds of his wealth. Which of the two was the greater blessing to the community? Why?
4. The Halifax Sugar Refinery is said to be in difficulties, owing the Bank \$350,000. What would be the economic effect on the city if it were closed altogether? If it were bought by a company of citizens for the simple amount of its indebtedness, and then successfully worked? If it were bought by outside capitalists on the same terms, and then successfully worked?
5. Nova Scotia sends nearly \$200,000 per annum abroad for Life and Fire Insurance. What is the economic effect of this? Would it make any difference if the money were paid to Home Companies?
6. "Every increase of capital given, or is capable of giving, additional employment to industry, and this without assignable limit." Examine.
7. State a number of the popular expedients proposed for keeping up the wages of labour. Defend or criticise them.
8. Supposing the Knights of Labour to succeed in raising the price of all kinds of labour all over the Continent, will it be any advantage to them? Give reasons for your answer.
9. McCulloch gave it as his opinion that sixty-five years was the shortest time in which capital would double in an old and densely populated country, while the population would double in fifty years. How does this opinion stand the test of statistics in Great Britain and France during the past forty years? Give facts to support your opinion.
10. Difference between English and Continental opinions respecting peasant properties. State and examine.
11. Should the power of bequest be limited? Give Mill's view. Give your own, with reasons.
12. "The principle of private property has never yet had a fair trial in any country, and less so, perhaps, in this country (Great Britain) than in some others." Explain.
13. Does the right of private property necessarily involve the right of inheritance and the right of bequest?
14. Mill says: "The restraints of Communism would be freedom in comparison with the present condition of the majority of the human race." Explain.

ETHICS.

Examiner..... PROFESSOR SCHURMAN.

APRIL 14TH.—10 A. M. TO 1 P. M.

[N. B. Candidates should aim at concise, orderly, reasoned statements. No marks will be given for mere assertion.]

1. Show carefully in what way Ethics is affected by the scientific tendency to 'naturalise the moral man.'
2. Analyse the relation of Pleasure to Desire; and discuss the bearing of the problem on Utilitarianism.
3. Defining what you mean by the Freedom of the Will, state and estimate the evidence for and against it.
4. On what grounds is it held that our knowledge of moral relations is intuitive and underrived?
5. Enumerate the various theories of the origin and nature of our moral relations. To what extent may they all be regarded as aspects of one fundamental theory?
6. How do you explain the diversity of moral sentiment and practice among mankind?
7. Christian Ethics has been charged with (a) 'being selfish,' (b) 'being weak and effeminate,' (c) 'overlooking important virtues,' (d) 'being incapable of development.' Investigate these charges.
8. What intuitive, or non-empirical, elements enter into the Utilitarianism of John Stuart Mill?
9. Outline and examine Mr. Herbert Spencer's theory of the genesis and nature of moral obligation; and compare it with Kant's.
10. "If . . . men were reared under precisely the same conditions as hive-bees, there can hardly be a doubt that our unmarried females would, like the worker-bees, think it a sacred duty to kill their brothers." (Darwin's *Descent of Man*, Chap. IV.) Is the relativity of morals a necessary consequence of Darwin's scientific hypothesis?

METAPHYSICS.

Examiner PROFESSOR SCHEEMAN.

APRIL 1891.—3 TO 6 P. M.

1. How would you justify, against the objections of the Positivists, the existence of Metaphysics as a science of Being and Knowing?
2. Point out the contrast between the attitude of the Greeks and the attitude of the moderns towards the fundamental problems of metaphysical philosophy.
3. Outline Plato's theory of the origin and nature of Knowledge.
4. Explain Materialism, Sensationalism, *Scpticism*. Show how these systems are logically and historically connected.
5. Distinguish (a) sensational and (b) intuitionist as well as (a) Idealistic and (a) realistic elements in the philosophy of Locke.
6. What can we know of a Substance and of a Cause?
7. "We may even assert that the existence of God is far more evidently perceived than the existence of men."
Reproduce and examine the argument by which Bishop Berkeley reaches this conclusion.
8. What is the kind of answer given to Hume by Reid and Kant respectively?
9. In what relation does an analysis of human knowledge show that man stands to Nature?

LOGIC AND PSYCHOLOGY.

Examiner W. LYALL, LL. D.

PSYCHOLOGY.

14TH JANUARY.—THREE HOURS.

1. What do you understand by the spontaneous or intuitive action of mind? What is its importance, and place in mind? How does Mill, in consistency with his empirical philosophy, account for our idea of infinite space? What paradox does he recognize as resulting from his own doctrine—that mind, in its ultimate analysis, is but a series of states of consciousness? To what source does Hume refer our idea of Cause, while he holds that all that we observe in any supposed case of causation is only a certain connexion of events?
2. What is meant by the *Laws of Mind*? Give these laws. Distinguish between Resemblance and Analogy, and mention the different kinds of Analogy. How are Science, Rhetoric, and Aesthetics severally concerned with these laws?
3. What do we mean by the Practical Processes? Distinguish between Classification and Generalization—in Prof. Bain's nomenclature, Abstractive Generalization and Inductive Generalization. Give examples of these respectively. What does Reasoning proceed upon?

4. How would you characterize Memory? How does Samuel Baillie characterize it? How are the Laws of Association concerned in Memory, and what is the name which we then give it? To what single law may the Laws of Association be reduced? On what grounds does Dr. Brown prefer the term Suggestion to that of Association, and how may the older and more familiar term Association be vindicated?

5. What different views of Imagination may be taken, and have been taken, and how may the more ordinary views of this state or faculty be distinguished from Imagination in its higher forms or phases?

LOGIC.

10TH APRIL.—10 A. M. TO 1 P. M.

1. Is Logic an Art or a Science, or how may it be regarded as both? What is Sir Wm. Hamilton's definition of Pure Logic? What do you understand by Modified Logic?
2. Define a Concept. Give the different designations of its modes or qualities, and the reason for each distinctive designation.
3. Under what two quantities may a Concept be considered, and what are the two kinds of reasoning, according to Sir Wm. Hamilton, which these two quantities afford?
4. What is the opposition of Concepts? Give the two kinds of opposition, with examples.
5. Distinguish between a Concept, a Judgment, and a Reasoning.
6. How are Propositions *Illicitly* converted? When does A admit of being converted simply? How is it converted, by negation or contraposition?
7. Give the true process of Reasoning, as distinguished from simply Identification or Analysis.
8. Specify the different kinds of Syllogism, and give the Laws of each.
9. Give an example of a Constructive and Destructive Dilemma, respectively, and distinguish Dilemma from a Complex Hypothetical Syllogism.
10. Give a scheme of the Fallacies.
11. Divide Propositions, 1st, according to their matter, and 2nd, according to their form. Why is Inductive Reasoning improperly so called, and why is all Reasoning deductive?
12. What do you understand by the doctrine of Method, and how may it be said to grow out of Logic?
13. What are the Laws of Definition?
14. What are the Laws of Denotation?

MATHEMATICS.

Examiner C. MACDONALD, M.A.

GEOMETRY—FIRST YEAR.

APRIL 19.—10 A. M. TO 1 P. M.

1. ABC is an isosceles triangle having AB, AC, the equal sides; AD is a straight line meeting BC or BC produced in D; Show that $AD^2 = AC^2 - BD \cdot CD$.
2. In a circle equal chords are equally distant from the centre; and the greater chord is nearer the centre than the less.
3. On a given straight line construct a segment of a circle, containing an angle equal to a given angle.
4. Show how the solution you arrived in question (1) can be applied to prove either the 35th or the 36th proposition of the third book of Euclid.
5. Inscribe a square in a given circle; and thereafter, a regular octagon.
6. Having the angular points of a regular inscribed pentagon, describe a regular pentagon about the circle.
7. If two triangles have the sides about each of their angles proportional, the triangles must be equiangular and have the equal angles opposite to the homologous sides.
8. Find a third proportional to two given straight lines.
9. If points P and Q be taken in the diameter of a circle equidistant from the centre and thro' Q a line be drawn, meeting the circle in B and D, the sum of the squares of the sides of the triangle PBD is constant.
10. If chords in a circle cut each other at a constant angle, the sum of the opposite arcs they intercept is constant.
11. Show that a triangle can always be found equal to a given rectilineal figure.
12. BCD is a triangle, and in CD produced both ways, CF is taken equal to CB and DG equal to BD, and a circle is described thro' the points F, B, G. If Q be its centre, prove that BQ bisects the angle B of the triangle.

GEOMETRY AND MENSURATION—SECOND YEAR.

APRIL 19.—10 A. M. TO 1 P. M.

1. Parallelograms about the diagonal of any parallelogram are similar to the whole parallelogram and to one another.
2. Describe a rectilineal figure which shall be similar to one given rectilineal figure and equal to another given rectilineal figure.
3. Enunciate and prove the proposition of which I. 47 (Euclid) is a particular case.
4. MNR is a triangle inscribed in a circle of radius r ; MP is drawn perpendicular to and meets NE in P; Show that $NM \cdot MR = 2r \cdot MP$.
5. The square of the ordinate to a parabola at any point is equal to 4 times the rectangle contained by the abscissa of the point and the line between the focus and the vertex.
6. If a pair of tangents be drawn to a parabola and meet, show what is the ratio of the area of the figure bounded by the tangents and the curve to that of the figure bounded by the curve and the chord of contact.
7. The height of a right circular cone is 12 inches; find the radius of its base so that its volume may be equal to that of a sphere with diameter 6 inches.
8. An iron pipe has its bore 3 inches in diameter and is half an inch in thickness, and is 20 feet long; find its weight, supposing that a cubic inch of iron weighs 4.925 ounces.
9. TQ and TR are tangents to a circle, QR being the chord of contact. From any point in the intercepted arc perpendiculars are drawn to these three lines. Show that the perpendicular on the chord is a mean proportional between the other two.
10. If thro' a centre of similitude of two circles a straight line be drawn cutting them, it shall cut off similar segments.
11. ACB is a semi-circle, centre Q, and upon AQ another semi-circle is described. Prove that if PN, an ordinate to the exterior cut the interior semi-circle in M, $AP^2 : AM^2 :: 2 : 1$.
12. ECDF is a parallelogram and from E a line is drawn cutting the diagonal in G and the other sides, one of them produced, in H and K. Prove $EG^2 = GH \cdot GK$.

ALGEBRA.—FIRST YEAR.

APRIL 19.—3 P. M.

1. Write the results of the division of $x^2 - y^2$ by $x^2 + y^2$, and of $a^2 + 64$ by $a + 4$; and prove, by bracketing,

$$\frac{a-b+c+2\sqrt{bc}}{a-b+\sqrt{c}} = \frac{1}{a} + \frac{1}{b} + \frac{1}{c}. \text{ Simplify also, } 9a^2 \pm \sqrt{36a^2 + 12a + 1}.$$

2. Solve the equations

$$x + \sqrt{20x + x^2} = a, \text{ and } \frac{\sqrt{a+x} + \sqrt{a-x}}{\sqrt{a+x} - \sqrt{a-x}} = \sqrt{c}.$$

3. Find one pair of roots in any two of the following simultaneous equations:—

$$(1) \begin{cases} x^2 + y^2 = 172 \\ xy(x+y) = 120 \end{cases} \quad (2) \begin{cases} 3x^2 + 2xy - y^2 = 180 \\ 9(x+y) = 5(3x-y) \end{cases} \quad (3) \begin{cases} x^2 - 2xy = 24 \\ xy - 2y^2 = 4 \end{cases}$$

4. Form the equation whose roots are 0, $m + \sqrt{-n}$, $m - \sqrt{-n}$.

5. If $x^2 + y + q = 0$, and x, y are the roots of the equation, express $\frac{a^2}{x} + \frac{\beta^2}{y}$ in terms of p and q ; and find the conditions that both c and β may be positive.

6. Find general formulae for the solution in positive integers of the equation $3x + 5y = 69$, and show that you know how to use them.

7. Prove the rule for finding the sum of a Geometric series, and deduce from it the formula that can be applied to find the exact values of Intermediate Decimals.

8. Divide the number 247 into 13 numbers which have a common difference 3.

9. If $a, b, c, \&c.$, be in A. P., give some outline of the method of summing their squares, cubes, fourth powers, &c.

10. If n times the arithmetic mean between a and b is equal to n times the Harmonic, then $a^2 : b^2 :: n^2 \sqrt{a-b} : n^2$.

11. Prove that if a, b, c are the sides of a triangle, $a^2 + b^2 + c^2 > ab + ac + bc$ and $<$ twice the same; also, that, for all values, $(a+b)(b+c)(c+a) > 8abc$.

12. Show that the equation $x^2 - 3x - 6 = 0$, has a negative root between -2 and -3 , and the first decimal being '3, find two more figures of the root.

TRIGONOMETRY AND ALGEBRA.—SECOND YEAR.

APRIL 19.—3 P. M.

1. Trace the changes in magnitude of the cosine as the angle increases from -90° to $+180^\circ$. What angles in this interval have cosines equal to $\frac{1}{2}$ or to $-\frac{1}{2}$?

2. Given $\cos A = \frac{m}{n}$; find the other ratios. Is $2 \cos A = \frac{16}{n} + \frac{n}{m}$ possible, m and n being real?

3. Prove the fundamental formula,

$$\cos(x+y) = \cos x \cos y - \sin x \sin y.$$

4. When an angle of a triangle is determined from its sine there is always an ambiguity. Why so? Does this ambiguity attach to other functions? Further, is there ever any objection to determining an angle from its tangent?

5. It being known that $\cos A = \frac{b^2 + c^2 - a^2}{2bc}$,

prove $\sin \frac{A}{2} = \frac{\sqrt{(s-b)(s-c)}}{bc}$. Show that the latter formula is usually

better than the former, for determining A , when the sides are given and that the radical must be taken with the positive sign.

6. Find the area of the regular polygon of n sides, circumscribed about the circle with radius r , in terms of r ; and deduce that the area of the circle $= \pi r^2$.

7. Find the radius of the escribed circle touching the side a of the triangle ABC; and prove $(r_1 r_2 r_3)^3 = 8$, where r is the radius of the inscribed circle and r_1, r_2, r_3 are those of the escribed circles.

8. The angular depression of the top of one tower is 36° as seen from the top of another, which is 300 feet high, and stands on the same horizontal plane, and the distance between the two towers is 30 yards. What is the height of the first tower?

9. Show how processes of *inversion* and *evolution* in Arithmetic are facilitated by the use of Logarithms, proving the Rule or Rules you employ.

10. Find the amount of an annuity £ A , unpaid for n years at r per cent. i , and hence, supposing you were to frame your life with some Insurance Company, find a formula by which you could calculate the number of years it would take to pay by annual premium all that the company guarantees at your death.

11. Show that in the expansion of $(1+x)^n$ by the Binomial Theorem, the series is infinite, if n is fractional or negative, but finite, if n is a positive integer; and find the $(r+3)^{\text{th}}$ term in the expansion of $(1+x)^2$.

12. What is the probability of throwing heads 3 times at least in 6 tosses of a cent; and if you stake \$10.50 on the event, what ought your friend, A , to stake against you?

ADDITIONAL MATHEMATICS.—SECOND YEAR

APRIL 21.—3 P. M.

1. If a solid angle be contained by three plane angles, any two of these are greater than the third.

2. Prove DeMoivre's Theorem for negative exponents; i. e., prove $(\cos \theta + \sqrt{-1} \sin \theta)^{-n} = \cos(-n\theta) + \sqrt{-1} \sin(-n\theta)$.

3. Show that if $\alpha = \tan^{-1} \frac{1}{2}$, 4α is an angle somewhat greater than an angle of 45° . Hence write with explanations Machin's series for the calculation of π .

4. Indicate succinctly the steps by which it is shown that

$$\sin \alpha = \alpha - \frac{\alpha^3}{3} + \frac{\alpha^5}{5} - \&c.$$

5. Show that if $x^n = 1$, (1) there are n values of x , and (2) show how DeMoivre's Theorem enables you to find them, and to prove them in Geometric Progression.

6. Show that, a being a prime integer, the expansion of $(a+b)^n$ must, in every term except the first and last, contain a as a factor.

7. Find the partial fractions whose sum is $\frac{x-3}{(x+1)(x^2+1)}$.

8. At a station on a hill-side A feet above a lake, the angle of elevation (α) of the top of a mountain across the lake was observed, and also the angle (β) of the reflection of the top in the lake. Prove that the top of the mountain above the level of the station is

$$\frac{2h \sin \alpha \cos \beta}{\sin(\beta - \alpha)}$$

9. Given $\cot^{-1}(x-2) - \cot^{-1}(x+1) = \frac{\pi}{12}$; find x .

10. In the investigation of logarithmic series, you commence with the Binomial Theorem, and expand a^x in a series in ascending powers of x , viz. $1 + Ax + Bx^2 + Cx^3 + \&c.$ Assuming that you have found A in terms of a , show how $B, C, D, \&c.$ are found.

PHYSICS.

Examiner..... J. G. MacGIBSON, D. Sc.

THIRD YEAR CLASS.

APRIL 19TH.—10 A. M. TO 1 P. M.

N. B.—Answer only ten questions.

(1.) Show that the Parallelogram Law applies to the composition of Velocities.

(2.) The component acceleration of a moving point in a given direction is equal to the rate of change of its component velocity in that direction.

(3.) The sum of the moments of two component velocities about a point in their resultant is zero.

(4.) A particle is projected vertically upwards with a velocity of 100 yds. per sec. (a) Find its displacement after 10 sec. (b) Express in inches per hour the velocity at the end of 10 sec.

(5.) Show that the tangential component of the acceleration of a point moving in a circle is equal to the rate of change of its speed.

(6.) Any displacement of a rigid body may be produced by a translation of the system and a rotation about any point in it.

(7.) How does the 2nd Law of Motion enable us to compare the magnitudes of two forces? Define the absolute C. G. S. unit of force. In what respect is this unit superior to an arbitrary unit.

(8.) Prove that the Kinetic Energy of a particle is equal to half the product of its mass into the square of its velocity.

(9.) A body of 5 lbs. mass, moving on a smooth horizontal plane, explodes, forming two portions A and B. A is brought to rest by the explosion and is found to have a mass of 1 lb. Find the speed of B.

(10.) Find the resultant of two parallel forces acting on a rigid body, and show that any system of parallel forces has a single force as resultant.

(11.) Describe the Balance, and find the inclination of the beam to the horizon when masses m and n are in the pans.

(12.) A body is dragged up a rough inclined plane (inclination = α , coefficient of friction = μ) through a vertical height, A . Find the work done against friction.

(13.) Show that at any point of a fluid mass the pressure is the same in all directions.

(14.) Compare the total pressure on the surface of a cubical box full of liquid with the weight of liquid which it contains, assuming the pressure at the free surface of the liquid to be zero.

Additional for First or Second Class.

APRIL 24TH.—3 TO 4.30 P.M.

N. B.—Answer only four questions. Those with an asterisk have the higher value.

(1.) Find the value of the range of a projectile on a horizontal plane, and the inclination of the initial velocity that the range may be a maximum.

* (2.) An equilateral pentagon A B C D E has its angles at A and E right angles, and its angles at B and D greater than right angles. Find the position of its centre of mass.

(3.) Show that the angular acceleration of a rigid body about a given axis fixed in itself is directly proportional to the sum of the moments of the external forces about that axis.

(4.) The particles of a rigid system are acted upon by parallel forces proportional to their masses. Show that the resultant is a single force passing through the centre of mass.

* (5.) Any system of forces acting on a rigid body is reducible to a single force and a single couple whose axis has the same direction as the force.

* (6.) A uniform straight rod, movable about its lower extremity leans against a vertical wall and makes an angle of 45° with the horizon. Show that the reaction of the wall is equal to half the weight of the rod.

FOURTH YEAR CLASS.

APRIL 19TH.—3 TO 6 P. M.

N. B.—Answer only ten questions.

(1.) Describe some instrument whose function is the accurate description of temperature.

(2.) Define the Freezing-point, and describe experiments by which its variation with pressure in the case of water was proved.

(3.) How would you compare the thermal conductivities of two metals?

(4.) A piece of Platinum of mean specific heat s , and mass m is placed in a furnace until it has acquired the temperature of the furnace when it is plunged in M units of mass of ice-cold water. If t' is the temperature to which the water rises, find the temperature of the furnace.

(5.) How would you use the Electroscope (1) to detect electrification; (2) to determine the character of an electrification?

(6.) How is it that the Leyden Jar enables us to "condense" electricity?

(7.) If Mercury were substituted for the Acid in a simple voltaic circuit, would a current flow? Give reasons for your answer.

(8.) Show that two currents flowing in the same direction in parallel wires must attract each other.

(9.) State the laws of electromagnetic induction and describe experiments by which they may be verified.

(10.) Show how sound is transmitted from the sounding body to the ear.

(11.) How would you find the ratio of the numbers of vibrations necessary to produce a note and its octave?

(12.) Find the principal focus of a concave spherical mirror and show that if a divergent pencil of rays is incident directly thereon, the focus is farther from the mirror than the principal focus.

(Additional for First or Second Class.)

APRIL 24TH.—4.30 TO 6 P. M.

N. B.—Answer only four questions.

(1.) What are the advantages of the air-thermometer over the mercury thermometer? Explain "absolute zero of the air thermometer."

(2.) Describe any one method of measuring quantities of heat, pointing out the chief sources of error in its use.

(3.) Show how the indicator diagram may be used to prove that the elasticity of a perfect gas at constant temperature is equal to its pressure.

(4.) Explain "critical temperature."

(5.) Show that substances which contract when their temperature is raised must be cooled by adiabatic compression.

(6.) State the 2nd Law of Thermodynamics.—Explain "reversible engine."—Show that a reversible engine has the greatest efficiency possible.

ASTRONOMY.

APRIL 19TH.—10 A. M. TO 1 P. M.

A.—Four of the following:

(1.) Describe any two photometric methods.

(2.) A ray of light from a point A, is reflected by a plane mirror at B and then passes through C. Show that A B C is the shortest path possible from A to the mirror and thence to B.

(3.) Show how a convex lens is used as a simple microscope and find its magnifying power.

(4.) Draw diagrams showing the course of the rays of light in any refracting and in any reflecting telescope.

(5.) Find the deviation produced by a prism of small angle.

(6.) Explain *pure spectrum, discontinuous spectrum, absorption spectrum.*

B.—Six of the following:

(7.) By what observations is it proved that the earth is flattened at the poles?

(8.) Show how the form of the earth's orbit is determined.

(9.) A sun-dial is to be set up with the dial in a horizontal plane. Show geometrically how you would draw the lines on it to mark the hours.

(10.) In the event of a total eclipse of the moon, show how to determine the length of time during which totality lasts.

(11.) How would you find the velocity of Venus at a series of points of its orbit?

(12.) Show that the earth's motion relative to the sun is the same as it would be if the sun were fixed and its mass increased by that of the earth.

(13.) What information has been furnished by the spectroscopy as to (1) the moon's atmosphere; (2) the constitution of the nebulae (resolvable and irresolvable); (3) the proper motion of the stars?

(14.) How would you find the periodic time of a meteor-swarm?

CHEMISTRY.

Examiner.....PROFESSOR GEORGE LAWSON, LL. D.

INORGANIC CHEMISTRY.

22ND APRIL, 1886.—10 A. M. TO 1 P. M.

1. Carbon, Sulphur, and Oxygen are "Simple bodies" or "Elements." Why are they so called? What is a Compound body? Explain fully the chemical change that takes place when a mixture of Sulphur and Iron is heated. Distinguish between Cohesion and Chemical force or Affinity. In what way is the affinity between two bodies affected by Cohesion?

2. Explain verbally the meaning of the following chemical equations:—



3. Explain the theory or theories of the Constitution of Salts. Define in precise terms what is meant by, (1) an Oxide, (2) a Chloride, (3) an Acid, (4) an Anhydride.

4. What is the Composition of Atmospheric Air? Describe briefly its principal components, and their modes of preparation. In what state or condition do they exist in the atmosphere? What are the principal natural or artificial processes by which their proportions are disturbed, or the atmosphere vitiated? What natural provision is there for restoring or maintaining the purity of the atmosphere?

5. Describe Water as regards its chemical composition and properties, noticing the several modes in which it may be decomposed? What is steam, and what are the relations in volume between it and its components? What are the more ordinary impurities of Water, and what are their effects upon it as regards the quality of the Water for use? What is there in the chemical or physical characters of Sodium Chloride to account for its occurrence to such an extent in the Water of the ocean? How would you detect the presence of Lime in Water?

6. What are the principal elements that form the crust of the Earth? In what state or states of chemical combination are they? What elements occur in the free state as minerals, and what reasons can you give for their so occurring? Of what kind of material or materials does an ordinary soil (loam) consist? How do you account for the presence of Potash in soils?

7. In what forms does Sulphur occur in nature? What are its chief physical and chemical properties? Describe the process now in use for the manufacture of Sulphuric Acid, explaining the reactions by equations. What are its physical properties? Its chemical properties?

8. Classify the Metals in groups: (1) according to their Atomicity; (2) to the solubility or otherwise of their Chlorides, Sulphides, Phosphates, &c.; (3) action of Nitric Acid upon them; (4) their modes of occurrence in nature; (5) their tendency to form coloured Salts.

9. Iron occurs in what forms in nature? In what combination is it required to constitute an "Iron Ore," and what are its most injurious impurities? Describe the process of reduction in the iron furnace, with special regard to chemical action. What is the chemical nature, respectively, of Cast Iron, Malleable Iron, Steel? What is the nature and usual composition of a furnace Slag?

Five questions only to be answered.

ORGANIC CHEMISTRY.

10 A. M. TO 1 P. M.

1. Give a general Classification of Organic Compounds, according to the arrangement in Wurtz's Chemistry.

2. Prove Carbon to be a Tetratomic Element. Explain the mode of generation, and the structure, of Organic Molecules, from a consideration of the Substitution of Methane. What is meant by Substitution?

3. Explain fully the process of Elementary Analysis, so far as regards the determination of the Carbon, Hydrogen and Oxygen of an Organic Compound.

4. What is meant by the terms (1) Monatomic, (2) Polyatomic, (3) Monobasic, (4) Compound Radical.

5. What is the relation of the Volatile Fatty Acids to the Monatomic Alcohols? What is meant by the term "Derived"? Describe the process of Saponification.

6. What is an Amide? an Amine? an Alkaloid? a Compound Ether? To what class or type of Organic Compounds may the Carbo-Hydrates be referred.

7. Give an account of Benzol, with regard to its principal substitution compounds and derivatives.

Five questions to be answered.

PRACTICAL CHEMISTRY.

3 to 6 P. M.

Laboratory Work.

1. The Solutions marked A No. 1, A No. 2, etc., each contain two Salts. Find the Base or Bases present, and the Acid or Acids. [The Solutions contained Nitrates of Potash and Silver.]

2. The Salts marked B No. 1, B No. 2, etc., contain one Base each. Find the Bases present in at least two samples. Note reactions, and show how you arrive at conclusions.

[The Bases were Ammonia, Baryta, Strontia, Magnesia; Zinc, Barium, Silver, Antimony, and Arsenious Oxides.]

BOTANY.

Examiner.....PROF. LAWSON.

10 A. M. TO 1 P. M.

1. In what sense is the Cell to be regarded as the Unit in Vegetable Anatomy? Describe the Protoplasm of the active living Cell as regards its (1) composition, (2) consistence, (3) arrangement, (4) circulation and amoeboid movements, (5) effects of temperature upon it.

2. In what way, and of what material, is the Cell Wall formed. Describe the Chlorophyll and Starch Granules. Explain the manner in which Carbohydrates are produced in plants, and the changes which they afterwards undergo in active living plant tissues.

3. Describe the Epidermis, Stomata and Hairs, with special regard to the form and mutual connection of Epidermal Cells, the structure of the Stomata, and their relation in position to intercellular spaces.

4. Give an account of the Fibro Vascular Tissues, and of the modifications of structure observed in the stems of plants.

5. Describe in order, (1) the several parts or verticils of the Flower of an Angiosperm; (2) the Pollen grain; (3) the Stigma; (4) Conductive Tissue; (5) The Ovule.

6. Explain the nature of a Carpel, and the more important modifications of structure in the Fruit.

7. Give a general sketch of the Classification of the Vegetable Kingdom.

8. Explain the peculiarities of floral structure characteristic of (1) Thalamifloral, (2) Calycifloral, (3) Metacarpellifloral, (4) Metacarpellifloral. Give examples of Natural Orders belonging to each of these divisions.

9. Define, by the more important structural characters, the following Natural Orders—Ranunculaceae, Cruciferae, Leguminosae, Compositae.

10. Compare, with full explanations, and describing organs concerned, the reproductive process in (1) Filices; (2) Musci; (3) Fungi.

Five questions only to be answered.

EXAMINATIONS FOR HONOURS.

I.—HONOURS IN CLASSICS.

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

I.

PLAUTUS: TRISTEMUS. TERENCE: HEAUTONTIMORIMENOS.
VIRGIL: GEORGICS, BOOKS I, IV. HORACE: EPICULES.

TIME: THREE HOURS.

- A. Translate: Trin. IV. 3, vs. 1-20.
- Note any unusual forms, words, and syntactical constructions in this extract.
 - Translate, and explain what is unusual in form or syntax in the following:
 - Quam magis specto, minus placet mihi hominis facies.
 - Quoniam ei, qui me aleret, nil video case reliqui, Dedit ei meum natam.
 - Ille qui mandavit, esteribasti ex oedibus.
 - Quod comest.
 - Idi te servassint mihi.
 - Factus nili facit.
 - What is the derivation of the following words?—*incensibile*, *possus*, *lucitas*, *perfidianum*, *antimo*.
- B. Translate: Horat. IV. 5, vs. 35-56.
- Explain the syntax of:
 - "Ut ei dependens."
 - "Anqui bouique facis."
 - "Quid mea?"
 - How is *sum acturus* *Heautontimorimenes*? Duplex quae ex argumento facta simplici. This has been explained in two ways.
 - Quod illa actus magis ad haec verba libera est.
 - Hem tet non Solus solliciti sint causa, ut me unum expleret?
 - Cl. Quid tute tecum? CA. Dicam: ut ut erat, mansum tamen oportuit.

Write notes on some constructions in these lines.
 - Scan these lines, noting peculiarities of scansion:
 - Haec non voluptati tibi case satis certo scis.
 - Cybalium ex oedibus, postquam thermopostati gutturem.
 - Illo rex foras haurit, haurit.
- C. Translate: Georg. IV., vs. 20-50.
- (Mittit) *Eliadem palmas Epicea equorum.*
 - Virga pestores Cedei villaque sepelles.*

Write such notes as you think necessary on these passages.

2. Quisquam (dilect) fuge: pallidus Orcus
Eumenitæque satas.
Virgil seems to have misinterpreted his original here. So also in the *Bucolics*.
3. What are the sources of Virgil's poems? His works are briefly named in his Epitaph. How may the date of the fourth *Georgic* be fixed?
4. *Soan*:
Aut Athenæ aut Rhodopen aut alta Cœnensis tellus.
Atque Ephyre atque Opus et Asia Dardanis.
- D. Translate: Epp. I. 18, 49-66.
1. a. "Sub duce qui tempus Parthorum signa refigit."
What is referred to?
b. "Si quis abest Italæ adjuvat armis."
This has been translated in different ways.
c. "Faster stronger tamen lætalib. pollice laetam."
Explain this.
2. Quote some proverbs from Horace and give the equivalent Greek.
3. The date of his birth is fixed by two passages in his works.

II.

JUVENAL: SATIRES, VII., VIII., XVI. CICERO: DE ORATORE,
BOOKS I., II. LIVY: BOOKS XXI., XXII. TACITUS:
GERMANIA, ANNALES, BOOK II.

TIME: THREE HOURS.

- A. Translate: Juv. VII., vs. 33-39, and write notes on "triviale," "moneta," "aptusque libellois fertibus Acidam."
- B. Tacitus igitur marem Indis toga comitit illi
Nestora ac tituli, quantum vis Lacedæ, quantum
Thessaliæ campis Octavianus abstulit inde
Caedibus assiduis gladio: sed Roma
* * * * *
Arpinus alios Volucerrum in monte solent
Focere mercedes, alieno lassus aratro,
Nolosam post hæc frangebat vertice vitæ,
Si lentus piger univertit castra dolata.
- a. Translate, supplying the omitted line.
- b. Write notes on "Lacedæ," "Thessaliæ campis," "Arpinus alios," "with deus."
- c. What was Octavian's name after his adoption by Cæsar?
- d. Explain "frangebat vertice vitæ."
- C. Translate: Juv. XIV., vs. 284-291, and write explanatory notes on the sentences beginning "Ille etc.," "Hi etc."
1. What authors are mentioned in these satires? Quote Juvenal's words about any one of them.

D. Translate: De Orat. I. 39, § 177, and explain the point at issue.

E. Translate: De Orat. II. 87, § 338, and explain clearly the meaning of the clause beginning "et similitudo verborum."

1. Translate the following phrases and write such notes as you think necessary:

- a. Ut in crethimibus scribi solet: QUIBUS SCIO POTE-
ROQUE.
b. Quis constat agnoscendo rumpi testamentum.
c. Quam (sc. copiam ornamentorum) quam per transcursus
preterentes strictim aspeximus.

2. Give a brief account of the time, place and chief characters in the *De Oratore*.

F. Translate: Liv. XXII. 36, beginning at "Es vero via insuperabile fait."

1. Write such notes as you think necessary on the following phrases:

- a. Nos illa (sc. pugna) per principes hastatosque et telucios ordinata.
b. Ad ea constat: Tu quidem, Cn. Corneli, Marte virtute esto.
c. Qui eos magistratus gessissent, unde in senatum legi deberent.
d. Ipse legione classica . . . præmissa.

2. a. In what passages of these Books does Livy give his authority for the statement made?

b. How may the resemblances and differences between Livy's account of the second Punic war and that given in the extant works of another writer be accounted for?

G. Translate: Annals II. 21.

1. Note any peculiarities of style in the extract.

2. When is the subjunctive mood of *esse* omitted by Tacitus?

3. Translate the following clauses, write notes on the grammar and change into the usual forms:

- a. Germanicus Aegyptum proficiscitur cognoscendæ antiquitatis.
b. Quod contra instituta Augusti non sponte principis Alexandriam introisset.
c. Simul fecus omio et quia regibus æqua, median infima inedita sunt, inena vitæ sponte an fato implevit.
d. Qua (Rhena) Germaniam prævehitur, docce Oceanus misceter.

4. How have the peculiarities of Tacitus' style been classified? Give some examples of any one class.

III.

AESCHYLUS: AGAMEMNON. SOPHOCLES: CLOIUS COLONNA.
ARISTOPHANES: THE CLOUDS. HOMER: ODYSSEY,
BOOKS V.—VIII.

TIME: THREE HOURS.

A. Translate: Agam. 761—779 beginning *καὶ οἱ δὲ Ἀγαμέμνων* + *ἀείρει δάου*, ending *εἴρασε πόντος τὴν ἰσθμίδα*.

- 1. a. *δάου* has been construed in two ways.
- b. τὴν δάουην? εἴρασε in dative? ἔλασε active? ἔλασε?

How should this have been expressed properly? What is the force of ἔλασε?

- c. ἔρασε is ἔρασε, ἔρασε ἄρασε are different readings; explain the meaning of the passage according to each.

2. *πέλας δ' ἄραρος Πλευσίδης ἔραρον*
ἀναστα δάουρον ἀναστα τῶδε ἄραρος
αἴρα δάουρον πόντος Πλευσίδης ἄραρος.

Translate these lines and explain what is meant by the second. Some editors read ἄρα; Translate accordingly.

3. (a.) Illustrate by examples the poetic imagery of Aeschylus or (b.) Refer to passages in the Agamemnon that are connected with the arrangements of the Theatre.

B. Translate: Oed. Col. 656—667 beginning *αἰετὸν ἀπὸ πύλων*, ending *πῶς πύλων ἄραρος*.

- 1. (a.) In vs. 660, 688, vary between *αἰετὸν* and *αἰετὸν*. What will be the differences in the meaning?

(b.) Note any unusual construction or position of words in the extract.

C. Translate: Oed. Col. 1211—1224 beginning *ΧΟΡ.* ὄρατος τὸ πῶλον ἄραρος.

- 1. (a.) Explain the construction of τὸ πῶλον ἄραρος—τὸ πῶλον.
- (b.) The sentence following τὸ πῶλον— τῶλον ἄραρος usually translated according to the reading of the first three words.

2. *αἰετὸν ἄραρος τῶλον ἄραρος τῶλον ἄραρος*, *ὄρατος τῶλον ἄραρος*
αἰετὸν ἄραρος ἄραρος τῶλον ἄραρος ἄραρος τῶλον ἄραρος. Write an explanatory note. *αἰετὸν* may be construed in two ways.

D. Translate: Nub. 636—651 beginning *ἀπὸ δέ, τὴν ἄραρος τῶλον ἄραρος*.

- 1. a. Explain the joke in τῶλον ἄραρος, ἄραρος.
- b. *αἰετὸν τῶλον ἄραρος τῶλον ἄραρος* (ἄραρος).

Translate according to both readings.

- c. *αἰετὸν ἄραρος*. This phrase is used with different verbs in the *Clouds*. What is the Latin equivalent?
- d. *αἰετὸν ἄραρος*. What is meant?

2. a. *ἄραρος τῶλον ἄραρος τῶλον ἄραρος, ἄραρος τῶλον ἄραρος*
ἄραρος τῶλον ἄραρος, αἰετὸν τῶλον ἄραρος
b. *αἰετὸν τῶλον ἄραρος τῶλον ἄραρος τῶλον ἄραρος τῶλον ἄραρος*
αἰετὸν τῶλον ἄραρος, αἰετὸν τῶλον ἄραρος.

Write explanatory notes.

- 3. (a.) What reasons have we for supposing that the extant version of the *Clouds* was never performed? (b.) Wherein does the present version chiefly differ from the original play?

E. Translate: Oed. V., 247—258.

- 1. a. vs. 248: What is the antecedent to τῶλον?
- b. vs. 258: τῶλον δ' ἄραρος ἄραρος. This is translated in two ways.

2. Give the meaning and derivation of:
αἰετὸν, ἀναστασῆς, τῶλον, ἀναστασῆς, ἀναστασῆς, ἀναστασῆς.

3. Parse: *αἰετὸν, ἀναστασῆς, ἀναστασῆς, τῶλον, ἀναστασῆς, ἀναστασῆς.*

IV.

THUCYDIDES: BOOK II. PLATO: PARMEN. DEMOSTHENES:
DE CORONA.

TIME: THREE HOURS.

A. Translate: Thuc. II. 42, beginning at *αἰετὸν τῶλον ἄραρος* *ἀναστα* a. r. 2, to end.

- 1. a. *αἰετὸν ἄραρος* is taken in different senses.
- b. Explain to what the pronouns *αἰετὸν, αἰετὸν, τῶλον, αἰετὸν* refer.
- c. *αἰετὸν ἄραρος τῶλον ἄραρος... ἄραρος τῶλον ἄραρος* or *αἰετὸν ἄραρος τῶλον ἄραρος... ἄραρος τῶλον ἄραρος*. Translate with both readings.
- d. *αἰετὸν ἄραρος αἰετὸν τῶλον ἄραρος* a. r. 2. This passage is variously translated.

2. The last sentence illustrates some peculiarities of Thucydides' style.

- 3. a. τῶλον ἄραρος ἄραρος τῶλον ἄραρος ἄραρος τῶλον ἄραρος.
- b. ἀναστασῆς ἄραρος τῶλον ἄραρος τῶλον ἄραρος, ἄραρος ἀναστασῆς τῶλον ἄραρος.
- c. ἀναστασῆς αἰετὸν ἄραρος τῶλον ἄραρος ἀναστασῆς, ἄραρος ἀναστασῆς ἀναστασῆς ἄραρος τῶλον ἄραρος.

Translate and write such notes on the syntax as you think necessary, and quote similar constructions in Latin, if found.

VI.

MAHAFFY'S HISTORY OF GREEK CLASSICAL LITERATURE.—CRUTWELL'S HISTORY OF ROMAN LITERATURE.—DONALDSON'S TREATISE OF THE GREEKS.

TIME: THREE HOURS.

A. 1. Why are the *Iliad* and *Odyssey* considered the works of different authors? How does the tradition of the Greeks affect this question? Mention some of the chief inconsistencies in the *Iliad*.

2. Give some account of the Satyric Drama and of the only extant specimen.

3. A brief account of the life of *Aschylus*. Various interpretations have been offered of his intention in writing the *Prometheus*. A choral passage in the *Agamemnon*, which has been ridiculed as absurd, may be reasonably explained.

4. Distinguish the three divisions of Attic Comedy. Its nucleus was different from that of Tragedy. Name the parts of the *parados*.

5. What plays of Aristophanes preceded the *Clouds*? Attempts have been made to explain the failure of this piece. What was the purpose of it? One class at Athens escaped the ridicule of the poet.

B. 1. Why are C and G supposed to have had a hard sound even before I and K?

2. *Fescennians*. Derivation of the name. Horace's account of them. Their form in later times.

3. How may Latin plays be classified? What is meant by *controversia* in connection therewith? Why was it used? Give examples.

4. What are the beginnings of Latin prose? Who was the first truly national author? Give some account of him and his works.

5. What department of Literature was claimed by the Romans as their own? Give the derivation of its name. Compare the chief writers in this department.

6. Point out how *Alexandria* influenced Latin Literature.

C. 1. Describe the different styles of choral dancing.

2. The origin of Tragedy and the derivation of the name.

3. The Greek plays differed from those of our time in respect of the mode and circumstances of their representation.

4. Enumerate the Attic *Dionysia* and explain the origin of their names. In what month and at what season of the year was each celebrated? Describe the proceedings at each. Which was the most ancient?

5. Draw a rough sketch of the interior of a Greek theatre, and give the Greek names of the different parts.

6. Give a description of the audience, the mode of admission, the social position of the actors.

II.—HONOURS IN MATHEMATICS AND PHYSICS.

MATHEMATICS.

Essayer C. MACDONALD, M.A.

I.

TRIGONOMETRY AND ANALYTICAL GEOMETRY.

TIME: THREE HOURS.

1. If the side of a regular polygon inscribed in a circle be $\frac{10a}{n}$ part of the radius, prove that it subtends an angle, θ , at the circumference such that $\theta = \frac{1}{2} \cos^{-1} \frac{2n^2 - 1}{2n^2}$.

2. P, Q, R are the points where the perpendiculars from the angles of a triangle ABC meet the sides. Prove, in the usual notation, that the area of the triangle PQR = $S(\sin^2 A + \sin^2 B + \sin^2 C - 2)$.

3. Assuming the exponential values for sine and cosine, prove that $\sin \theta \cos \phi + \cos \theta \sin \phi = \sin(\theta + \phi)$. Show also that, if

$$2 \cos \theta = x + \frac{1}{x}, \quad 2 \sqrt{-1} \sin \theta = y - \frac{1}{y}$$

4. Prove the rough rule for finding the length of a small arc of a circle, "From 8 times the chord of half the arc, subtract the chord of the whole arc, and take $\frac{1}{8}$ of the remainder." (Euler's series for the sine.)

5. Express $\sin^{n+2} \theta$ in terms of descending multiples of θ , where n is a positive even number.

6. Sum to infinity the series $\cos \theta - \frac{1}{2} \cos 2\theta + \frac{1}{4} \cos 3\theta - \dots$.

7. Show that $\sin \theta = 0 \left(1 - \frac{\theta^2}{2!}\right) \left(1 - \frac{\theta^2}{4!}\right) \left(1 - \frac{\theta^2}{6!}\right) \dots$

8. Given the equation to a straight line, $y = ax + c$. Explain the equation $y = ax + \frac{c^2 + c^4 + \dots + c^n}{n}$. Apply your explanation to the case of trilinear coordinates.

9. Given $f(x, y) = 0$, a homogeneous equation in x and y of the n^{th} degree. Explain what it means.

10. Show how to change $f(x, y) = 0$ from a system of rectangular to one of oblique coordinates, same origin; and show that such change cannot affect the degree of the equation.

11. $Ax^2 + By^2 + C = 0$. What are the conditions that a line may touch the curve, and pass thro' a given point.

12. "If chords intersect, either within or without a circle, the rectangles contained by their segments are equal." Prove, after you have stated it, the general property in reference to some conic section, of which the above is a special case.

II.

ANALYTICAL GEOMETRY AND DIFFERENTIAL CALCULUS.

TIME: THREE HOURS.

1. Show that, if $a=0$, $\beta=0$, $\gamma=0$ be the equations to the sides of a triangle, $\frac{x}{a} + \frac{y}{\beta} + \frac{z}{\gamma} = 0$ represents a conic section, and prove that the tangents at the angles intersect the opposite sides in 3 points which are in the same straight line.

2. Solve the general equation of the 2nd degree for y ; viz., $ax^2 + bxy + cy^2 + dx + ey + f = 0$; and apply your solution to the following, viz.: $3x^2 + 2xy + y^2 - 16y + 23 = 0$, to find (1) the length of the diameter parallel to the axis of y ; (2) the equation to its conjugate; (3) the values of the abscissæ to the bounding ordinates; (4) the coordinates of the centre of the curve.

3. If in any curve section r and r_1 be two radii vectors at right angles to each other, prove $\left(\frac{1}{r} - \frac{1}{r_1}\right)^2 + \left(\frac{1}{r_1} - \frac{1}{r}\right)^2$ is a constant quantity.

4. Tangents are drawn at the extremities of conjugate diameters of an ellipse, A and E being their intersection. Prove that the locus of (A, E) is a similar ellipse whose axes are to those of the former as $\sqrt{2} : 1$.

5. Show that if $u = f(x, y)$, x and y being both variable, the total 2nd differential coefficient can be derived from the total 1st, and the total 3rd from the total 2nd. Generalize the result, giving part of the process of proof.

6. State the limits within which Taylor's Theorem is true; and show that Maclaurin's Theorem is contained in Taylor's.

7. Eliminate by differentiation, the arbitrary function from $z = \frac{y^2}{2} + \left(\frac{1}{x} + by\right)y$; and eliminate the constants from $(x-a)^2 + (y-b)^2 = c^2$, giving in each case the resulting differential equation.

8. A semi-ellipse revolves round its minor axis; cut from the oblate spheroid thus formed the right cylinder of greatest surface.

9. Write, in the language of the Calculus, the expression for the tangent of the angle of intersection of the two curves, $f(x, y) = 0$, and $\phi(x, y) = 0$. Also, if the ellipse, $a^2y^2 + b^2x^2 = a^2b^2$, and the hyperbola, $a^2y^2 - b^2x^2 = a^2b^2$ intersect at right angles, the coordinates of their intersection must satisfy the equation $a^2a^2y^2 = b^2b^2x^2$.

10. The curve $y^2 = ax^2(2a-x)$ has an asymptote $y = -x + \frac{2a}{3}$, and at point, $x=a$, cuts the axis of X at right angles.

III.

DIFFERENTIAL AND INTEGRAL CALCULUS.

TIME: THREE HOURS.

1. What are the conditions that determine a point of contrary flexure in a plane curve, in reference, (1) to rectangular co-ordinates;

(2) to polar co-ordinates? If $r = \frac{1}{p}$, and p is the perpendicular from the pole on the tangent ($r = f(\theta)$), prove, at a point of inflexion,

$$u + \frac{d^2u}{d\theta^2} = 0.$$

2. The curve, $x^2 - ay^2 + bx^2$ does not exist between $x = a$ and $x = b$; has the origin as a conjugate point, cuts the axis of X at right angles at the point $x = a$, and has a point of inflexion where $x = \frac{4b}{3}$.

3. The circle of curvature, in a conic section, generally both touches and cuts the conic. Prove this analytically. Why "generally"?

4. The curve, $r(\theta^2 - 1) = a\theta$, has an asymptotic circle; the curve, $x^2 + aby = bcy$ has a parabolic asymptote.

5. Explain "Integration by parts," and show that $\int \sin^{-1} x dx$ is a case of it. Furnish two more illustrations yourself.

6. Integrate any two of, $\int \frac{dx}{\sqrt{x^2 - a^2}}$, $\int \frac{dx}{x\sqrt{x^2 + a^2}}$, $\int \frac{dx}{x^2\sqrt{x^2 \pm a^2}}$; and any two of $\frac{d\theta}{\sin \theta}$, $\frac{d\theta}{a + b \cos \theta}$ ($a > b$), $\frac{d\theta}{a \cos^2 \theta + b \sin^2 \theta}$.

7. Find a formula of reduction for $\int \frac{x^m}{\sqrt{2ax - x^2}}$; and show the total integral, between limits, $x=0$, $x=2a$, is $\pi a^{\frac{m}{2}} \frac{1.3.5 \dots (2m-1)}{1.2.3 \dots m}$.

8. A circle spins round a fixed tangent. Cut up into thin slices, by planes perpendicular to this tangent, the solid thus generated, and find its volume.

9. Prove the property from which the equiangular spiral derives its name, and find the new area which the radius vector passes over in the second revolution.

10. Find the equation to a curve, in which the length of the tangent varies as the square of the ordinate.

11. $\frac{dy}{dx} + Py = Q$, where P and Q are functions of x only. Integrate this generally, and apply the method to the differential equation,

$$\frac{dy}{dx} - \frac{xy}{1+x^2} = \frac{m}{1+x^2}.$$

MATHEMATICAL PHYSICS.

Examiner..... J. G. MacGREGOR, D. Sc.

APRIL 15TH.—3 TO 6 P. M.

(1.) Either (A).—P moves uniformly in a circle about O, and Q uniformly in a circle of equal radius about P. Find Q's motion relative to O, when the circular motions are in opposite directions and of the same period.

Or (B).—A point P moves in a plane curve, having its acceleration directed towards a fixed point O, and directly proportional to its distance from O. Show that the curve is an ellipse whose centre is O.

(2.) A body is projected vertically upwards from a point at the Earth's surface, with initial velocity, V . Find its velocity on reaching a great elevation, h , neglecting the resistance of the air.

(3.) Either (A).—Find the resultant of any number of component rotations about parallel axes.

Or (B).—A plane undergoes a homogeneous strain. Given the elongations in two directions at right angles, find them for any other two rectangular directions.

(4.) Either (A).—Find the attraction exerted by a right circular cylinder of uniform density on a particle situated on its axis at a given distance from one of its ends.

Or (B).—A particle moves in a parabolic path about a centre of force at the focus. Find the focus at any point of the path, V being the speed of the particle at the vertex.

(5.) Apply Poisson's extension of Laplace's Equation to show that there is no attraction inside a hollow cylinder of infinite length and uniform density and thickness, and to find the attraction outside.

(6.) Obtain the equations of motion of a flexible inextensible string l and show that if a heavy uniform string of that kind beat reeling from two fixed points, the rate at which the tangent of the inclination of the string to the horizontal, changes from point to point of the string, is equal to the reciprocal of that length of the string whose weight is equal to its tension at its lowest point.

(7.) Either (A).—Deduce from the laws of motion the Law of the Conservation of Energy.

Or (B).—Find the equation to the momental ellipsoid for a given point of a rigid body, the moments and products of inertia about rectangular axes through that point being given.

(8.) Either (A).—Find the moment of inertia of a sphere of uniform density about an axis through its centre.

Or (B).—Find equations determining the motion of a sphere which rolls without sliding on a rough horizontal plane.

(9.) Obtain an expression for the difference of level between two points of a heavy gas in terms of the pressure at those points.

(10.) Either (A).—Show that the rate at which the pressure of a substance varies with its temperature, when its volume is kept constant, is measured by the ratio of its latent heat of dilatation to its absolute temperature.

Or (B).—Show that the specific heat at constant pressure is always greater than the specific heat at constant volume, and find the difference in their values in the case of a perfect gas.

III.—HONOURS IN EXPERIMENTAL PHYSICS AND CHEMISTRY.

EXPERIMENTAL PHYSICS.

Examiner..... J. G. MacGREGOR, D. Sc.

I.

APRIL 15TH.—3 TO 6 P. M.

(1.) Give an account of LeSage's theory of Gravitation, and discuss it.

(2.) Express the extension of a rod under a given tension in terms of its resistance to compression, and its rigidity.

(3.) Either (A).—Give an account of Amagat's experiments on the compressibility of gases as to (1) method, and (2) results, and state in what respect his results differ from those of Mendeleef.

Or (B).—Describe Duvet's method of measuring the compressibility of liquids, and show that it gives differences of compressibility only.

(4.) Either (A).—Show that the Potential Energy, due to molecular forces, of any mass of liquid, varies only with the extent of its surface; and that the tension across a line in its surface of unit length is equal to the Energy per unit of Surface due to surface tension.

Or (B).—Describe methods of determining the "angle of contact" and the tension of a liquid surface.

(5.) Show how the laws of refraction of light may be deduced (a) from the undulatory theory, and (b) from the corpuscular theory.

(6.) Either (A).—Describe in detail the experiments by which Newton arrived at the conclusion that sunlight "consists of different rays, some of which are more refrangible than others."

Or (B).—Give some account of the phenomena of fluorescence.

(7.) Either (A).—Describe and explain the phenomena of the primary rainbow, and account for the occurrence of nearly white rainbows.

Or (B).—Describe and account for the appearance presented when light enters the eye, which has passed through a narrow slit and through a uniform grating whose bars are parallel to the slit; and show how to use the grating to determine the wave length of homogeneous light.

(8.) A parallel beam of light enters the eye after passing through two Nicol prisms and a plate of mica, the mica being between the Nicols. Describe and account for the appearance presented when the mica is rotated about the common axis of the Nicols, (a) if the light is homogeneous, (b) if it is white.—What condition must be satisfied that homogeneous light may be stopped by the above combination?

(9.) Any two of the following:—

(A). Show how the quality of the note of a stretched string may be (a) experimentally investigated, and (b) varied according to the mode in which it is struck or plucked.

(B). Discuss fine pipes with regard to (a) the formation of standing waves in them, (b) the wave-lengths of their fundamental notes, and (c) the overtones possibly present in their "clang."

(C). Show the necessity of tempering in such an instrument as the piano, and explain equal temperament.

II.

APRIL 19th.—10 A. M. TO 1 P. M.

(1). Either (A).—Describe Regnault's method of measuring the coefficient of increase of pressure at constant volume for dry air.

Or (B).—Describe Forbes' method of measuring the thermal conductivity of metals.

(2). Either (A).—Describe experiments showing that the quality of the rays emitted by a body when hot is the same as that of the rays absorbed by the same body when cold.

Or (B).—Discuss shortly the more important methods of measuring the specific heat of solids, pointing out the sources of error in each.

(3). Either (A).—Show that it follows from the kinetic theory of gases, that equal volumes of two gases at the same temperature and pressure contain the same number of molecules.

Or (B).—Enunciate the Second Law of Thermodynamics, and show how it enables us to obtain a scale of temperature which is the same for all thermometric substances.

(4). Give the results of Andrews' experiments on the relation between the pressure, volume and temperature of Carbonic Acid Gas.

(5). Either (A).—Given a magnet of known moment, show how to determine the strength of the Earth's magnetic field at any place.

Or (B).—Show that unit charge indefinitely near an electrified surface (density = ρ) experiences a force equal to $2\pi\rho$.

(6). Describe the Torsion Balance and show how to use it in order to verify with as great exactness as possible the laws of magnetic and of electrical attraction.

(7). Give a short account of the absolute electromagnetic system of units and show how to obtain an absolute measurement of a current by means of the Tangent Galvanometer.

(8). Give a short account of the phenomena of either (a) Diamagnetism or (b) Thermo-electricity.

(9). Either (A).—Give a description and the theory of the Gramme Machine.

Or (B).—Describe and give the results of experiments which have been made to determine the heat produced in voltaic circuits (1) when the current is doing no other work, (2) when it is doing other work.

III.

APRIL 21st.—3 TO 6 P. M.

(1). Either (A).—Describe Faraday's experiments proving the identity of frictional and voltaic electricity as judged by their magnetic powers and chemical action; and show how he endeavoured to obtain a common measure of them.

Or (B).—How did Faraday show that electro-chemical action does not depend upon any direct attraction or repulsion of the poles upon the elements in contact with or near them? What was his own theory of electrolysis?

(2). What led Faraday to the theory that electrostatic induction was an action of contiguous particles and not due to action at a distance? What series of experiments did he make to test his theory? Describe his mode of measuring the specific inductive capacity of dielectrics.

(3). Either (A).—Describe the experiments by which Joule proved that the caloric effects of magnetoelectricity are governed by the same laws as those which regulate the heat evolved by the voltaic apparatus.

Or (B).—Sketch the method of the experiments by which Joule was led to conclude that "the heat evolved" in the condensation of a gas "was simply the manifestation in another form of the mechanical power expended in the act of condensation."

(4). Give a careful description of Joule's determination of the mechanical equivalent of heat by the method of stirring water, in either its earlier or its later form. What advantages had the later over the earlier form?

IV.

APRIL 23rd.—10 A. M. TO 6 P. M.

(1). Obtain exact values of the Modulus of Torsion and of the Simple Rigidity of the brass wire supplied.

(2). Obtain an exact value of the Specific Electrical Resistance of the brass wire supplied, expressing it in C. G. S. units.

N. B.—Any apparatus asked for will be supplied.

CHEMISTRY.

Examiner..... GEORGE LAWSON, LL.D.

I.—ORGANIC CHEMISTRY.

10 A. M. TO 1 P. M.

1. Prove Carbon to be a Tetratomic Element. Explain the mode of generation and structure of Organic Molecules, from a consideration of the substitutions of Methane, or related Compounds. Show in what way Organic Molecules (Hydrocarbons) may be generated containing two or more Carbon Atoms.

2. Explain minutely Liebig's process for determining the amount of Carbon and Hydrogen of an Organic body,—giving, by way of examples, weights of the compounds produced during an actual process, and the deductions therefrom of the percentages of Hydrogen and Carbon. In what way is the amount of Oxygen determined?

3. Give a process for determining the amount of Nitrogen in an Organic body, with necessary calculations. The centesimal composition of an Organic substance being ascertained, and the weight of its Molecule known, find its Atomic composition. Acetic Acid may be taken as an example.

4. Explain what is meant by a Monatomic Compound, a Monatomic Radical, a Monatomic Acid, a Compound Ether, an Anide, an Amine, a Polyatomic Alcohol.

5. Describe Methane, Methyl Hydrate, Methyl Oxide, Chloroform, with respect especially to their chemical constitution and their mutual relations to each other.

6. Explain the mode of formation and chemical constitution of the Volatile Fatty Acids, taking as examples the first and second members of the series, and showing, moreover, the compounds which they are capable of forming with other bodies.

7. Describe Glyceria, as regards its chemical constitution; and the action of acids upon it. What is Dynamite? What is the general

constitution of the Natural Fatty Bodies, as shown by their decomposition by Alkalies, &c. Saponification.

8. Give an account of Tartaric Acid, as regards its origin, chemical character, and the constitution of the principal salts which it forms. Explain the chemical nature of Fermentation of Carbo-Hydrates.

9. Wherein do the Hydrocarbons, Alcohols, and Acids, of the "Aromatic" series differ essentially from those of the "Fatty" series. Explain carefully the chemical constitution of Benzol, Phenol, Aniline.

Five questions only to be answered.

II.—PRACTICAL CHEMISTRY.

Part 1. Laboratory Work.

10 A. M. to 6 P. M.

1. Ascertain the percentage of CaO contained in the mineral sample No. —, and give full notes of your work, calculations, and results.

[The sample was a specimen of Crystalline Limestone.]

2. Ascertain the percentage of Metallic Iron in the mineral sample No. —, give full notes of your work, calculations, and results.

[The sample consisted of Spathe Iron Ore, finely powdered.]

Only one of the above questions to be taken.

3. The solutions marked Nos. — and — contain each a mixture of four Salts. Determine what Bases and Acids or Acids are present.

[One solution contained the Chlorides of Ammonium, Potassium, Nickel and Barium; the other Nitrates of Soda, Potash, Cobalt and Silver.]

4. Prepare a Solution of Ammonio-Hydric Sulphide, without excess of any ingredient.

Part 2. Written Answers only.

3 to 6 P. M.

1. Explain the mode in which Bases in solution are tested for. Is a mixture containing in solution Argentic and Mercurous Oxides, Zinc Oxide, Baryta, and Potash,—what reactions would you obtain indicating the presence of these Bases.

2. Either of the two following:—

(a.) Give a precise statement of the process for estimating the amount of Metallic Antimony in an Ore, pointing out sources of error to be avoided.

(b.) Give a precise statement of the process for estimating the amount of Metallic Iron in an ordinary Iron Ore, pointing out sources of error to be avoided.

3. Give a brief outline of Fresenius's method for separating and testing Bases in solution, in complex mixtures.

4. Give a statement of the method of ascertaining the presence of Inorganic Acids, with special tests for all the ordinary Inorganic Acids.

5. Show the methods of ascertaining the metals present in an Alloy. An Alloy contains Lead, Tin, Antimony. Dissolve it, wholly or partially, and separate the metals in a quantitative analysis.

6. Describe methods of preparing pure Potassium Hydrate, pure Nitrate of Silver, pure Nitrate of Baryta (or Chloride.)

Only four questions to be answered.

IV.—HONOURS IN ENGLISH LITERATURE AND HISTORY.

ENGLISH LITERATURE.

Examiner:.....W. J. ALEXANDER, PH. D.

1.

APRIL 15TH.—3 to 6 P. M.

1. Translate:

(a.) And he the mid them wold hine drish of them scrufe, and he the weopan that he hine for feorlic woldon. Thas cyninges hies wenth hradlice gefremmed, and thas witegas dateras wurdon ascufen betwix the lion, and he theorithe mid gradrigum ceastrum hie ealle toferon.

(b.) And eac the lufgan canones hec gehadobam forbedoth ge lasecan ge prestantu to beowu ymb theofas for them the hit se gelyrth thider the beath georne geas to threowente that he gehworfelidon sylten on swagas mannes deathe, gif he both Dryhtnes thegnas.

2. Give principal parts of *deceps*, *obscuro*, *forbedoth*. Give present indicative of *scylde*. Give principal parts of *lasecan*, accounting fully for all phonetic changes. How does *foris* differ in conjugation from *lufgan*? Account historically in as far as you can for differences.

3. Give a full account of the formation of plural of nouns in West Saxon, and trace the changes that have taken place in plural forms up to the present time, marking the stages in as far as possible.

4. What is the agglutination theory? State the arguments for and against.

5. Rewrite the following passages in modern English:—

(a.) *Dayten he seold also Cecile bet that on.*

(b.) And heod his handas wate
Behinde at his rygge.

(c.) Of the byerens of the bodl that *bi se seolde ayns liturus*
He eate outage strong iron: and hit se seolde not wurne.

(d.) *Vor se myrte here bi is daye, and lede handliche*
Tresser aboute and other god' overal apertliche
In wodes and other stales: so that no time nes
That pes bet lesteinol: than bi his time was.

(e.) He anð a feald on the to party
Beweyring hym ful felanly.

(f.) The ten pound y take the here
And use sebbe on lealde manere.

(g.) Hwa in inwyt is hayden the vader of huse wroeth, the
hoel of virtues gadereth. Vor kuych hoed that like selve hwa ne by
gyltic heyltice be waketh.

(h.) And as live houte toel: he braydes to the gese
And hent hire so betterly: to haw e live astrangelod
That hire deth was rely allyt: to dems the sebbe.

6. (a.) Explain fully the grammatical forms of words in *Italian*, and give the forms they would assume in West-Saxon and Modern English.

(b.) Assign all dialectal peculiarities in the above passages to the dialects which they characterize.

7. Tell what you know of Piers Plowman, and compare the language of Chaucer with that of this poem.

II.

TIME: THREE HOURS.

1. Write explanatory and etymological notes on *orchard*, *summer*, *Ar-betra*, *Lanucous*, *lyngstow*, *vervaine*.

Write notes on:—

(a.) Full ofte time he hadde the heed lygoun.

(b.) And Fressch she spak—
After the scole of Stratford atte Bowe.

(c.) A paire of bedes gauded all with grene.

(d.) And yet he hadde a throune of gold parde.

2. Reproduce Chaucer's descriptions of the Monk, Boece, and *Fravellys*.

3. Narrate the origin and development of blank verse, giving full details with regard to Shakespeare's use of it.

4. Give a full account of the works of Marlowe, and of his characteristics as a poet.

5. Is how far does Shakespeare attempt to make his *Histories* historically true? Do they exhibit any marked difference in this regard? In *Macbeth* and the Roman plays is there any difference in the treatment of the historic basis which justifies their exclusion from the class of *Histories*?

6. Contrast the two plays *Leir* and *Hamlet*.

7. With regard to any eight of the following passages, give the play, the speaker, and the connection:—

(a.) The labour we delight in physics pain.

(b.) Age cannot wither her, nor custom stale
Her infinite variety.

(c.) Ay, but to die, and go, we know not where,
To lie in cold oblivion, and to rot.

(d.) He was for all the world like a focked ruddish, with a
head fantastically curved on it with a knife.

(e.) ——— All the world's a stage
And all the men and women merely players.

(f.) ——— How many ages hence
Shall this our lofty scene be acted over
In states unborn and accents yet unknown.

(g.) ——— Two truths are told
As happy prologues to the swelling act
Of the imperial theme.

(h.) Use every man after his desert, and who should escape
a whipping?

(i.) By heaven, methinks it were an easy leap
To pluck bright honour from the pale-faced moon.

(j.) The gods are just, and of our pleasant vices
Make instruments to plague us.

(k.) Himself the primrose path of dalliance treads
And recks not of his rede.

(l.) The man who hath not music in himself
Nor is not moved with consent of sweet sounds,
Is fit for treasons, stratagems, and spoils.

(m.) ——— Look love, what envious streaks
Do lace the clouds in yonder evening east,
Night's candles are burnt out, and jocund day
Stands tip-toe on the wily mountain tops.

III.

APRIL 26TH.—3 TO 4 P. M.

1. Give an account of Sir Philip Sidney's Works.

2. Contrast the prose style of Bacon with the styles of Hooker and Lyly respectively. Reproduce any one of Bacon's Essays.

3. Write as full an account as you can of the life and works of any one poet of the period, excluding Sidney, Spenser, and the dramatic poets.

4. Give a critical examination of *Samson Agonistes*.

5. Write a life of Coleridge.

6. Give an analysis of Shelley's *Adonais* with quotations.

7. Assign each of the following passages to its author:

(a) ——— through the purple night
I see cars drawn by rainbow-winged steeds
Which trample the dim winds: in each there stands
A wild-eyed charioteer urging their flight.
Some look behind as fiends pursued them there,
And yet I see no shapes but the keen stars;
Others, with burning eyes, lean forth and drink
With eager lips the winds of their own speed,
As if the thing they loved had on before.

(b) Yet all experience is an arch where'thou'
Gleams that untravelled world whose margin fades
Forever and forever as we move.

(c) Sweet Heaven, forgive weak thoughts. If there should be
No God, no Heaven, no Earth, in the void world,—
The wide, grey, lampless, deep, unpeopled world:

(d) In that fair clime, the lonely herdsman, stretched
On the soft grass through half a summer's day,
With music lulled his indolent repose:
And in some fit of weariness, if he,
When his own breath was silent, chanced to hear
A distant strain, far sweeter than the sounds
Which his poor skill could make, his fancy fetched
Even from the blazing chariot of the sun
A heedless youth, who touched a golden lute.

- (4) The light that never was, on sea or land,
The consecration, and the poet's dream.
- (f) Why should a man desire in any way
To vary from the kindly race of men,
Or pass beyond the goal of ordination
When all should pass, as is most meet for all?
- (g) Sometimes a-dropping from the sky
I heard the sky-lark sing,
Sometimes all little birds that are,
How they seemed to fill the sea and air
With their sweet jargoning!
- (h) Though babbling only, to the vale,
Of sunshine and of flowers,
Thou bringest unto me a tale
Of visionary hours.
- (i) The Justice of the north for the star,
Of the night for the morrow,
The devotion to something afar
From the sphere of our sorrow.
- (j) Not less I deem that there are powers
Which of themselves our minds impress;
That we can feel this mind of ours
With a wise passiveness.
- (k) All thoughts, all passions, all delights,
Whatever stirs this mortal frame,
All are but ministers of Love,
And feed his sacred flame.
- (l) Here are cool mosses deep,
And through the moss the iris creeps,
And in the streams the long leaved flowers weep,
And from the craggy ledge, the poppy hangs in sleep.
- (m) Fair are others; none beholds thee,
But thy voice sounds low and tender,
Like the fairest, for it folds thee
From the sight that liquid splendour,
And all feel, yet see thee never,
As I feel now, lost forever.

ENGLISH HISTORY.

Examiner.....PRESIDENT FORESTER.

I.

TIME: THREE HOURS.

1. What was the condition of the Scottish Church at the time of the Accession of James to the Throne of England? Give an account of the Assembly at Perth (1567). Do! Knox and Melville agree in their views of Church Polity?
2. "The Accession of James I. to the throne exercised an immediate influence on Ireland." Explain.
3. (1604). "The new line which Parliament struck out influenced the whole subsequent history."

4. Gunpowder Plot and its consequences. Write notes giving special attention to the views of Lingard. Show how the charge on which Garnet was tried explains the attitude of religious parties at the time.
5. Give an account of the Parliaments of 1610 and 1614.
6. Show how the Domestic Policy of James was simply that of all the rulers of his time. Contrast his position with that of the rulers of France, Spain and Austria.
7. Much notice was attracted at this time by a sermon preached by one Sibthorp. What did it contain and what difficulties did it lead to?
8. "Next was mentioned the far grosser ill-treatment which Haydock and Horton suffered at the hand of the Spiritual Tribunal." Explain.
9. "The same sentiments which drove Winthrop and his friends to America now kept Tyn and his associates in England." Explain.
10. "This is the moment, if we could fix it exactly, at which reconciliation between the King and the Parliament became impossible." Explain.
11. "The zealous adherents of Parliament did not repel the charge of transgressing the laws. They accepted it. Their doctrine was, 'What?'"
12. Who actually began the war between King and Parliament?
13. On January, 1643, the King opened a Parliament at Oxford. Give an account of it.

II.

TIME: THREE HOURS.

1. What were the foreign relations of England at the Accession of James I.?
2. France, which exercised great influence over Scotland, did not attempt to interfere with the union of the two Kingdoms under James. Why?
3. In March, 1612, England formed an alliance with the Princess of Germany. What was its nature and intention?
4. (1624). Different views of the King and the Commons about the mode of carrying on the war on the Continent. Write notes.
5. Give an account of the impeachment of Middlesex.
6. (1624). "Whilst James and Buckingham, therefore, were foolishly hoping to make use of Richelieu * * * Richelieu was planning how to make use of James and Buckingham." What different objects had they in view?
7. February, 1621. Kemington's mission to Paris. What was its object? How did it succeed?
8. On November 29th, 1625, the Treaty of the Hague was signed. Who were the parties to it? What were its provisions?
9. Give an account of the seizure of the St. Peter of Havre de Grace, and the complications which arose out of it.
10. "The tidings of the Treaty of Prague produced on Charles an impression of the most painful surprise; he could hardly believe them; but he thought that if they were true every effort must be made to cancel the agreement." Explain.

11. What were the relations of the English Court with the court and policy of France during the years 1637-8?

12. Describe the relations of England with the Army of Bernard of Weimar and with the Spanish fleet under Oquendo.

13. 1686. "The troubles in England had been of inferrible advantage to France." How?

14. The French were particularly horrified at the rise and progress of the Independents in England. Why?

III.

TIME: THREE HOURS.

1. During the interval which elapsed before the commencement of the next Session (1697), a decision occurred in the Court of Exchequer which threatened the entire overthrow of our constitution. Explain.

2. "Every generous mind must reckon the treatment of Arabella Stuart among the hard measures of despotism, even if it were not also grossly in violation of English Law." Explain.

3. What results had the Commons gained by the struggle with James?

4. Arbitrary proceedings towards the Earls of Arundel and Bristol. Describe.

5. Among those committed to prison for refusing to contribute to loan demanded by Charles, five Knights sued for their writ of Habeas Corpus. This gave rise to a most important discussion before the Court. Who conducted it? Give an outline of the arguments on both sides.

6. Give the arguments used at the trial of Haxleden for and against the king's right to levy ship-money.

7. "No year within the memory of any one living had witnessed such violations of public liberty as 1627."

8. "These four grievances from the foundation of the Petition of Right." What were they?

9. "A single clause in the Act which abolished the Star Chamber was sufficient to annihilate the arbitrary jurisdiction of several other irregular tribunals grown out of the despotic temper of the Tudor dynasty."

10. Did the long Parliament make any material changes in the constitution of the country?

11. Give a brief historical sketch of military force in England.

12. "The hostility of the City of London and of several other towns, gave a pretext for the most dangerous aggression on public liberty that occurred in the reign of Charles II." What was it?

13. Write notes on any two of the following subjects:—

Settlement of the revenue of Charles II.

Savoy Conference.

Test Act of 1673.

Trial of Algernon Sidney.

SESSIONAL EXAMINATIONS.

FACULTY OF LAW.

CONSTITUTIONAL HISTORY OF ENGLAND.

Examiner.....PROFESSOR WELDON.

TIME: THREE HOURS.

1. Compare the Anglo-Saxon punishments for crimes with the modern punishments.

Explain the usual method of accusation and trial among the Anglo-Saxons.

2. Compare fully the Writs and the Horses of Lords.

3. Write short notes on the Chancellor and the Chief Justiciar.

4. Account for the rapid conversion of knights tenures into socage tenures during the 12th and 14th centuries.

5. Is Mr. Gladstone's projected Irish Parliament of two orders in one Chamber without British precedent? Answer fully.

6. Discuss fully the scheme of Henry II. to send the Judges from the capital city upon circuit yearly.

7. Name and describe the principal safeguards for the liberty of the subject under the English Constitution.

8. Name the principal points raised in Danby's Case as to the law of impeachments. Why are impeachments unknown in Victoria's reign?

9. Write brief accounts of the Courts of King's Bench, Common Pleas and Exchequer, of the Court of the Exchequer Chamber, the Admiralty Court, and the Judicial Committee of the Privy Council.

Who heard Colonial appeals before the Judicial Committee of the Privy Council was organized?

10. Give the principal provisions of the Act of Settlement.

CONTRACTS.

Examiner.....MR. RUSSELL.

TIME: THREE HOURS.

1. Discuss the right of a party who has posted an acceptance of an offer made by letter to revoke it before it reaches or comes to the knowledge of the offeror.

2. State in substance the statutory requirements in order to the validity of a contract to answer for the debt of another person. A assigns debt to B, and afterwards verbally guarantees B that it will be paid. When sued on the guarantee, he defends on the grounds (a) that it is not in writing, (b) that it is without consideration. Advise as to these defences.

3. A owes B and B owes C an ascertained sum of money. The parties meet, and all agree orally that A shall pay C instead of B. Is this a good and enforceable contract? Give reasons for your answer.

5. An executed consideration will support an *assumpsit* if moved by a previous request. Explain and discuss this proposition.

8. Distinguish the case in which the fraud of a purchaser will merely estop the vendor to rescind the contract before rights are acquired by an innocent third party from the case where the fraud will prevent the property from passing even to an innocent third party who buys from the fraudulent vendor without notice. (*Cooley v. Lindsay*.)

6. State the rules or principles by which you determine the validity of an agreement in restraint of trade.

7. Explain and illustrate the distinction between assignability and negotiability.

8. A enters into an agreement to teach a school, to commence at a specified time. Before the time arrives he notifies the employer that he will not fulfil the agreement, having received a better offer. The employer refuses to accept his renunciation, and continues to hold him to the agreement. Before the term expires A becomes incapacitated to teach by an incurable illness. B sues for breach of the contract. Discuss the principles on which the defendant's liability depends.

9. Explain or illustrate the meaning of the following terms, *condition precedent, condition subsequent, concurrent conditions, subsidiary promise, warranty*. Distinguish between the legitimate meaning of the term last mentioned and the less accurate senses in which it is frequently used.

10. In what cases may an infant be held liable on his contracts? Discuss the subject with reference to leading cases and statutory provisions.

REAL ESTATE.

Examiner Mr. J. THOMSON, Q. C.

TIME: ONE HOUR AND A HALF.

1. What is the distinction between lands and incorporeal hereditaments?

2. What distinction is there between the construction of the word "fixtures" as between the owner of land and a possessor and between a landlord and his tenant?

3. What is meant by the word limitation?

4. What is the distinction between a conditional and a collateral limitation?

5. What is a remainder?

6. What is the distinction in effect between an estate given to A for life, provided that if B should return from Rome, then to C in fee, and an estate given to A till B returns from Rome, then to C in fee? Would there be any difference in effect if the limitations were to the use of the parties to whom the lands were given?

7. An estate is given to A for life, and after his decease to B for life, then to the heirs of A. Can A convey any more than his life interest?

8. An estate is given to A and his heirs in trust to permit B to take the rents and profits for his life, then to C for life; then that the said A and his heirs should stand seised of the lands to the use of the heirs of B. Can B dispose of more than his life interest?

9. An estate is given to A for 99 years, if he should so long live; then to B for life; then to the heirs of A. What kind of an estate has A? Has he any power over the estate of those who are to take under the designation of his heirs?

REAL PROPERTY.

Examiner S. L. SHANNON, D.C.L., Q.C.

TIME: ONE HOUR AND A HALF.

1. Is a tenant for years entitled to emblements? State the rule on this subject, and exceptions, if any, and give reasons for the rule.

2. What is the position of a tenant for years, as regards (1) Voluntary waste; (2) Permissive waste?

3. A lease for years is made by one of three executors in the name of the three, but one only executes. Will such a lease be a valid demise of the testator's property? Suppose the lease were made by one of three administrators, would the result be different?

4. A landlord gives time to a tenant, and takes his bond for the rent due payable in three months. During that period, having reason to suspect the solvency of the tenant, he distrains for the rent. Can he legally do so?

5. Is there any privity of estate between a landlord and the subtenant of his tenant? Can the subtenant legally resist a claim made upon him by the landlord for rent due by the tenant? What changes have been made on this point by the 5th Series of the Revised Statutes of Nova Scotia?

6. What articles are absolutely privileged from distress, and what conditionally? State the leading case on this point.

7. Is there any distinction between a private way arising from necessity, and a private way founded on a grant, as to the right and mode of crossing, and of keeping the way in repair supposing the way were destroyed by a flood?

8. What is the distinction between the ownership of aquatic rights in a public river below and above the flow of the tide? Who has the right to the land under the water in each case?

9. A man has a house and land adjoining it. He sells the house, and then builds upon the adjoining land so as to obstruct the light of the house which was sold. Can he do so? What is the rule on this subject?

10. What law governs as to the execution of a will of real property,—and what as to personal property?

CRIMES.

Examiner..... JUDGE JOHNSTON.

1. Define homicide; when does a child become a human being under this definition? When does causing death not amount to murder? In what does the difference between murder and manslaughter consist?

A shoots at a fool with intention to steal it, and by pure accident kills a person, not even known by him to be near. What crime has A committed? State the reasons, and the rule of law that governs.

A willfully set fire to a stack of straw close to a barn, but not adjoining a dwelling house, and B was burnt to death either in the barn, or near by the stack. Of what must the jury be satisfied before they find A guilty of the murder of B, and under what circumstances would the death of B not be considered the result of A's act, and why?

A, being in liquor, went into a glass house, laid down on a chest and went to sleep. The prisoners, workmen in the glass house, covered and surrounded A with straw, and threw a shower of hot ashes on him, in consequence of which the straw was ignited, and A burnt to death. Under what circumstances did the Judge charge the jury that the prisoners would be guilty of murder, and what circumstances would reduce the killing to manslaughter?

A, knowing that B is suffering from disease of the heart, and intending to kill him, gives B a slight push, and thereby kills him? What is A's crime? Give the reason for your reply.

A laid his hand gently on B to attract his attention, and by so doing startled and killed him. What crime has A committed?

2. Upon what grounds are offences, which innately affect individuals, regarded as crimes, and not merely as violations of private rights?

3. When is homicidal intent a defence, and when not? Give an illustration.

4. A clerk receives £20 from a person in payment of some goods sold by his master, puts it into his pocket and appropriates it to his own use. What crime does he commit? The clerk appropriates to his own use £20 which he takes from the till. What is this? Explain the difference, and give the reasons fully.

A goes to B's shop and says that C wants some shawls to look at. B gives A some shawls for C to select from. A converts them to her own use. What is A's crime? State the reason for your reply.

5. How soon is a person said to be a reciever of goods improperly obtained?

A's wife received goods in A's absence, with a guilty knowledge on her part. What will not, and what will make A receive?

6. What is necessary to constitute breaking and entering a house more than an attempt to commit a trespass? What are the four points to be considered in burglary? Name and explain each.

A obtains admission to a house by coming down the chimney; B by getting through a hole left in the roof to admit light. What does A's act amount to, and what B's? If there is any difference in the quality of the act, state the reason. What degree of entry is sufficient to constitute burglary?

7. By what modes may a person suspected of crime be arrested? State the cases under which he may be arrested under one of the modes, and explain each. What is the common law rule as to

the place where the prisoner should be tried, or the crime laid? State the modifications or exceptions to this rule made by the Dominion Procedure Act.

8. Name the several pleas that may be pleaded, and their order, explaining each. And give a general account of the procedure at a trial, and the steps in the trial when a prisoner is defended by counsel, and calls witnesses; when the prisoner is defended by counsel, but calls no witnesses, and when a prisoner is not defended by counsel, but calls witnesses. What verdict may a jury render? and what is the effect under Dominion Act of undergoing sentence in felonies not punishable with death?

TORTS.

Examiner..... JOHN Y. PAYANT, Esq., A. M.

1. Is a master liable for injuries to a servant caused by the negligence of a fellow servant? What qualifications of the general principle can you name?

2. A hackman in driving across a railway company's track is struck by the locomotive, resulting in injury both to the passengers in the hack and those on the train; the accident is the result of negligence, and the hackman and the engineer are both equally in the wrong. Have the passengers in the hack any legal claim against the company for the injuries received?

3. A's servant buys a ticket from the proprietor of a circus. While witnessing the exhibition he is injured through the gross negligence of one of the performers, by which A loses the benefit of his services. Has A any legal claim for damages against the proprietor? Discuss the cases bearing upon the question.

4. Explain the law on the subject of trespass *ad vim*. Is the doctrine confined to trespasses to real property?

5. A is a flour dealer in Toronto. B is his agent in Halifax. B on A's behalf sells C 1000 barrels flour, describing C as to its quality, and causing him a heavy loss. A is no party to the fraud. B misappropriates the purchase money and absconds. Has C any legal claim against A for his loss?

6. What important principles are recognized in *Lundy v. Ope*? Give briefly the grounds of the decision of the Court in that case.

7. A arrests B on *ex parte* process. B enters a defence; whereupon A releases B, pays the costs, and discontinues. B then sues A for malicious prosecution. What must he prove to recover?

8. In *Molochy v. Seper* what different facts was it necessary for plaintiff to have proved, for the purpose of establishing his case?

9. What distinction exists between a lien and a pledge with reference to an act of conversion?

10. Describe the relative places that malice in law and malice in fact occupy in the law of defamation.

INTERNATIONAL LAW.

Examiner PROFESSOR WELDON.

TIME: THREE HOURS.

1. A Nova Scotian in Boston commits forgery and flees to Halifax. Is Canada bound to surrender him if the charge is proved? Give the arguments for and against such obligation. Is the fact of his indictment by a Massachusetts grand jury evidence enough to authorize his surrender? Discuss *King's Case*.

2. "A ship, bearing a nation's flag, is but a piece of national territory afloat." Criticize and limit this proposition.

3. How has the Supreme Court of Nova Scotia acquired jurisdiction over crimes committed on the High Seas? What are the limits of this jurisdiction?

If a murder were committed (a) 2 miles off Sable, (b) in Halifax Harbour, (c) five miles from Parrishore Shore, where the flag, the wrong doer and the victim were all foreign, has the Court jurisdiction?

4. Give in detail a statement of the Fisheries dispute between Great Britain and the United States. What are the rights and duties of American fishermen as to the use of Canadian harbours and shores? Discuss the "fresh bait and ice" question.

5. State the *Munroe Doctrine*. Is it a true Principle of International Law? Does it affect the building of the Panama Canal by a European Company.

6. A neutral merchant sends a mixed cargo of arms and books to a belligerent open port. He also sends wheat to a blockaded port. Are these or any of these goods liable to confiscation, and how far would the ship incur any penalty? Would the underwriter have been bound to pay for the captured goods if insured?

7. What is the duty of a neutral State in suppressing (a) Contraband trade by her merchants, (b) Blockade running, (c) the building and equipping by her subjects in her ports of a ship of war for the belligerent? Give an account of the *Alabama* difficulty.

8. Distinguish between *ius gentium* and *ius cetero gentes*. Name eight of the most authoritative writers on the Law of Nations. Write a brief account of Lord Stowell.

9. "Free ships make free goods." What is the meaning of the maxim? Is it law? Ought it to be? What States have especially favored the maxim? What have of posed it?

CONSTITUTIONAL LAW.

Examiner PROFESSOR WELDON.

TIME: THREE HOURS.

1. Give the substance of the concluding paragraph of Sec. 91 of the B. N. A. Act. What two meanings have been given to this paragraph?

2. "In interpreting the B. N. A. Act, American cases in Constitutional Law must be used with extreme caution." Give reasons.

3. Give some general reasons for construing the B. N. A. Act.

4. "The Federal Parliament cannot enlarge its jurisdiction by a territorial extension of its laws." Explain this dictum by examples.

5. State what was decided in the Privy Council in *Russell v. The Queen* and *Hodge v. The Queen*. How do you reconcile these decisions?

6. In New Brunswick the Provincial Government has money deposited in a bank which becomes insolvent. In its claim against the bank, has the Government priority over other depositors? Give reasons.

7. Which, if any, of the following Acts are unconstitutional?

(a) Provincial Act to incorporate a bank with provincial objects.

(b) Provincial Act declaring that Judges of the Superior Courts shall be chosen from Queen's Counsel of twenty years standing.

(c) Provincial Act taxing the license of all persons in the Province.

(d) Provincial Act empowering Truro to forbid the peddling of mounts on the streets. Give reasons.

8. Is the Statute of Mortmain in force in New Brunswick? What considerations must be weighed in determining whether a particular English Statute is in force in New Brunswick or not?

9. What powers has the House of Commons retained as to the trial of controverted elections?

10. What methods may be resorted to in Canada to remove from office an unjust judge?

11. What is the power of the Nova Scotia Assembly to punish for contempt a witness who disobeys the order of a Committee of the House?

EVIDENCE.

TIME: ONE HOUR AND THIRTY MINUTES.

The student is expected to give reasons for his answers.

1. Upon which of the parties, under the pleadings hereafter mentioned, would rest the "burden of proof?"

(a) Action, by endorse, on promissory note.
Defence—No consideration for the making or endorsing of the note.

(b) Action against railway company for injuries to the plaintiff, caused by negligence of defendant's servants.
Defence—Contributory negligence on the part of plaintiff.

(c) Action for breach of agreement under which defendant contracted to do certain work, and, in default, to pay \$100 as liquidated damages.
Defence—Payment of the amount mentioned.

2. One of the parties to a suit desires to prove the death of A. With that object in view he tenders in evidence the admission of a parson, deceased, to the effect that he (deceased) had married A.

Is there any ground upon which this evidence could be received?

3. A and B enter into a written agreement for the sale of an interest in a patent and at the same time agree verbally that the

agreement shall not come into force until C approves of the patent. C does not approve of it, whereupon the purchaser refuses to carry out his written agreement, and the seller brings an action to enforce it.

Is the buyer at liberty to prove the verbal agreement and the absence of C's approval, as an answer to such suit.

4. Mention some of the principal cases in which secondary evidence may be given of a document in the adversary's hands, without having first given notice to produce.

5. Give your opinion on the following case:—

A sells to B eighty quarters of barley, but does not specifically appropriate any of them to the contract. B sells sixty of the quarters to C, who informs A of the sale, and A assents to the transfer, promising C to send them by train when asked for. C being satisfied with this takes no further immediate step to procure delivery. B becomes bankrupt.

Is A, in an action against him by C to recover the barley, at liberty to prove that, for want of any specific appropriation to B, no property passed to him, and therefore contended that no property had passed to C by the resale to him?

Would you modify your opinion if A, on being informed of the resale to C, had told C that no barley had been appropriated to the contract, but that he (A), when it was so appropriated, would hold the sixty quarters for C?

6. Discuss the relation of the rule excluding "honesty" to the rule regarding *res gestæ*—pointing out the conditions that must concur before evidence is admissible under the latter; and give your opinion of the judge's ruling in the following case:—

The plaintiff brought ejectment, claiming the land as heir at law of A. The defence was a will made by A to defendant. To this defence it was replied that A was non compos at date of will. Upon this latter issue, after the plaintiff had given some evidence, the defendant, with a view of establishing sanity, tendered in evidence two letters written to A by relatives. These letters had been found, after death of A, among his papers, and one of them was endorsed in his writing with the day of its date and the date of his receiving it. The other had none of A's writing upon it.

The judge rejected them.

COMMERCIAL LAW.

Examiner.....MR. RUSSELL.

Time: THREE HOURS.

QUESTIONS.

1. Distinguish between an "acceptance" which would preclude a purchaser from objecting to the quality of goods sold, and an "acceptance" which would satisfy the Statute of Frauds. Trace briefly the course, and state the present position of the controversy upon this point.

2. State the rules that determine the passing of property from vendor to vendee on a sale of specific goods. State any exception that occurs to you to Lord Blackburn's first rule, and criticize his second rule in the light of later authorities.

3. State succinctly the principles that govern the question as to the passing of property upon a contract for the sale of goods to be selected from a larger bulk.

4. Distinguish between the rule at law and in Equity with respect to a contract for the sale of chattels to be afterwards acquired, and criticize the following statement of Lopes, J. "The principle ** is that property to be afterwards acquired *** may be not only in Equity, but also at Law, the subject matter of a valid assignment for value."

5. By what principles do you determine whether a contract is for work and labor, or for "goods, wares and merchandise," and so within the statute of frauds? What tests have been adopted and discarded in the course of the development of the rule.

6. What is the measure of damages for breach of a contract to sell and deliver goods.

BILLS AND NOTES.

1. Which of the following are, and which are not promissory notes?

(a) I O U \$50 to be paid on demand.

(b) Due A B on demand \$50.

(c) Due A B or bearer \$50.

(d) I promise to pay A B \$50 on the marriage of C D.

(e) I promise to pay A B \$50 ten days after date, provided C D does not pay.

(f) I promise to pay A B \$50 United States currency.

(g) I promise to pay A B \$50 in London notes.

(h) I promise to pay \$50 twelve months after date, to the Secretary, for the time being, of the Y. M. C. A.

2. A makes a note to B or order. C writes his name on the back to give it credit with D, who discounts it on the faith of C's signature. What is the legal position of C?

3. Which of the following defences are, and which are not available against a holder for value without notice?

(a) Fraud.

(b) Infancy of the maker.

(c) Illegality of consideration.

What difference would it make in the position of the holder in any of the above cases, if the bill were indorsed to him after maturity?

4. Can a bill be accepted otherwise than in writing? Is the signature of the acceptor a sufficient acceptance?

N. B.—Answer according to the law of your own province.

5. A bill is deposited by the holder with a banker, as collateral security for an antecedent debt. Does the bank hold for value? Discuss the question.

6. A makes a note for the accommodation of B, who indorses it after maturity to C for value. Can C recover from A?

EQUITY.

Examiner Mr. SKIDGICK, Q. C.

1. (a.) Describe shortly the origin of the Court of Chancery in England. (b.) What common law jurisdictions (if any) had the Chancellor? (c.) How is Equity administered in England now? (d.) Give a short account of the Court of Chancery in Nova Scotia, and of the statutory changes which culminated in the present system.

2. (a.) Discuss the origin of the doctrine of trusts referring to the Statute of Uses and the Statute of Mortmain. (b.) Illustrate the principle that a trust in favor of a charity is more favored than one in favor of an individual. (c.) How does the Statute of Frauds affect Trusts?

3. (a.) Distinguish between executed and executory trusts; giving examples of different methods of construction? (b.) State the objects of 13 Elizabeth, c. 5, and 27 Elizabeth, c. 4. (c.) Must a plaintiff seeking the advantage of the first statute be a judgment-creditor? Explain. (d.) When and to what extent is a trust deed for the benefit of creditors irrevocable?

4. (a) A resulting trust arises when Equity presumes that the settlor parting with the legal estate, intended to retain the equitable interest: state cases when this presumption arises. (b) Discuss the presumption of advancement.

5. (a) When, and to what extent are the directors of a Company trustees (1) for the Company, (2) for the shareholders, (3) under what circumstances may a Shareholder bring a suit as plaintiff against the Directors, when the corporate property alone is injured by their illegal acts?

6. (a) Define an equitable mortgage, (b) under what circumstances will an equitable mortgage be held to exist when title deeds have been deposited, (c) How does the lien for unpaid purchase money arise, and how may it be defeated?

7. Discuss the defence of purchase for value without notice in the following cases, (1) where the defendant has the legal estate, (2) where the legal estate is outstanding, and (3) when the plaintiff has the legal estate.

8. Discuss the position of a married woman as to her property, (1) at Common Law, (2) in Equity.

9. What are the remedies which Courts of Equity exercise in favor of one seeking to avoid the obligation of a contract which he claims was induced (a) by mistake and (b) by fraud, and point out the difference between the remedies in the two cases? How are those remedies available under the Judicature Act? What qualifications are needed to make the statement that a mistake as to the law is no ground for relief, a correct statement of the law.

10. State the principle upon which agreements between parties, of whom one occupies a position of influence or confidence toward the other, are dealt with by Courts of Equity, and enumerate some of the chief classes of cases under this head. When will a misrepresentation of intention be ground for avoiding an agreement? What effect will delay on the part of the party defrauded have upon his rights? Give the three rules laid down by Lord Brougham in *Abrams v. Swan*, by which the question of actual fraud is to be tested.

CONFLICT OF LAWS.

Examiner PROFESSOR WELTON.

TIME: ONE AND ONE HALF HOURS.

1. Define domicile. A's domicile of origin was Scotch. He acquired an English domicile. Later he left England for good—and led a seafaring life until his death, which occurred on the ocean on a French ship. He never meant to settle in any particular country after leaving England. He died intestate. By what law will his goods be distributed?

Is perfect freedom of choice necessary to the acquisition of a domicile of choice?

2. "No man can have two domicils." Is this a sound rule? Give a reason.

3. Give what authorities you may remember for and against the doctrine that capacity to contract is determined by the *lex domicilii*. Is the doctrine reasonable? Give reason for your answer.

4. A was married in New Brunswick; for years afterwards he retained his New Brunswick domicile. He moved to Indiana, and after 60 days' residence there, having an animus *mensuri*, he procured a divorce from his wife. He marries again, and returning to New Brunswick is indicted for bigamy. Is the Foreign divorce a good ground of defence?

5. A, domiciled in England, has movables in Halifax.

B, domiciled in Nova Scotia, has movables in London.

A and B die. Are their legacies subject to the English legacy duty? Name a legal maxim that reconciles your two answers.

6. "A foreign judgment is *res judicata* is but *prima facie* evidence of the facts upon which it rests."

Is this rule of Lord Brougham a statement of the Law of England to-day? Name the grounds upon which such foreign judgment may be impeached in New Brunswick.

7. What was decided in *Lloyd v. Guibert*?

8. When will the English Courts hold a foreign delict to be tortious?

If an act when committed were tortious by the foreign law, but declared innocent by *ex post facto* legislation in the country of the delict before the institution of the suit, is it tortious in England?

9. A goes from France to Charlottetown in 1885—in 1888 there on a debt contracted in France in 1880. In France the action is barred by statute. Is the action barred in P. E. Island?

ROMAN LAW.

Examiner.....HON. S. L. SHANNON, D. C. L., Q. C.

1. By what means, according to Sir H. Maine, was the rigor of the laws of the XII Tables modified and made to harmonize with the progress of society?

2. What were the three modes in which marriage was contracted according to ancient Roman usage? What was the fashion of wedlock during the latter part of the Roman Republic, and how was this affected—(according to Sir H. Maine)—by the introduction of Christianity? What was the status of the Roman wife at these different periods?

3. What were the *agnates*, and what the *coagnates* in a Roman family?

4. Could the *filius familias* in a Roman family ever become the owner of any property while he was under the power of his father?

5. At what age of the pupil did the authority of the Tutor cease? Suppose the pupil, during his pupilage, acted without the authority of his Tutor in entering into a contract, what would have been the consequence:—(1) as to the pupil; (2) as to the party contracting with him?

6. In the acquisition of property, what principle has the Roman Law introduced as to the distinction between *adherens* (or imperceptible increase of property), and the severance and acquisition of property *in fluminis*, i. e., by the impetuosity of a river flood?

7. What is the difference between *negotium* and *emptio venditio*?

8. What are the two essential conditions of a *donatio mortis causa*?

9. Suppose the donor were insolvent at the time of his death, would this circumstance affect the gift?

10. If a father, who has a son under power, should make a will, and in it should neither institute his heir, nor expressly disinherit his, what effect would this have upon the will?

11. Give a statement of the contracts, *Mutuum*, *Commodatum*, *Depositum*, and *Pignus*, and of the different degrees of diligence required in each. What is the *securus* which binds the parties in these contracts?

12. What is the *securus* in the case of *stipulatio*?

INSURANCE.

Examiner.....WALLACE GRAHAM, A. M., Q. C.

TIME: AN HOUR AND ONE HALF.

1. State generally what facts must be disclosed to the insurer upon an application for a policy of Marine Insurance.

2. What is the difference between an express warranty and an implied warranty?

3. Between what parties may a policy be entered into, and who will have a right of action upon the policy?

4. What difference exists between a voyage and a time policy, and what are the chief points of difference in the law applicable to each?

5. What are the different kinds of Insurable Interest?

6. What is *reinsurance*, double insurance? What is a *valued policy*?

7. Why does a promissory representation avoid a policy when it is competent for the parties to insert the stipulation in their contract?

8. Explain the difference between *deviation* and *change of risk*?

9. What state of repair and equipment satisfies the implied warranty of seaworthiness? How long must this condition continue?

10. What express warranties are usually stipulated for, and what is their object? In what cases is there a return of premium?

11. What are the usual risks included in the policy? Describe their nature?

12. What is the difference between a constructive total loss and an actual total loss?

SESSIONAL EXAMINATIONS.

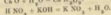
FACULTY OF MEDICINE.

CHEMISTRY.

Examiner..... GEORGE LAWSON, LL.D

TIME: THREE HOURS.

1. Explain verbally the meaning of the following chemical equations:—



2. Explain the theory or theories of the Constitution of Salts. Define in precise terms what is meant by, (1) an Oxide, (2) a Chloride, (3) an Acid, (4) an Anhydride.

3. What is the Composition of Atmospheric Air? Describe briefly its principal components, and their modes of preparation. In what state or condition do they exist in the atmosphere? What are the principal natural or artificial processes by which their proportions are disturbed, or the atmosphere vitiated? What natural provision is there for restoring or maintaining the purity of the atmosphere?

4. In what forms does Sulphur occur in nature? What are its chief physical and chemical properties? Describe the process now in use for the manufacture of Sulphuric Acid, explaining the reactions by equations. What are its physical properties? Its chemical properties?

(Three of the preceding questions, and two of the following, to be answered.)

5. Describe the process for preparing Chlorine, and give some account of its physical and chemical properties. What is the composition of "Chloride of Lime," so called? What is Calcium Chloride? Describe Chlorate of Potash.

6. Methods of ascertaining presence of common Arsenic: (1) in dry state, (2) in solution, (3) in organic mixtures. How distinguished from Antimony, Cadmium.

7. Methods of testing for: (1) organic matter, and, (2) Lead,—in Water.

8. Explain process for ascertaining presence of Strychnine. What is the chemical constitution of an alcohol?

PRACTICAL CHEMISTRY.

The paper was the same as that published on p. lxxviii.

BOTANY.

The paper was the same as that published on p. lxxviii.

MUNRO EXHIBITIONS AND BURSARIES.

CANDIDATES for these Exhibitions and Bursaries, must fill up this Schedule, so far as it may be applicable to their case, and send it to the Principal. The letter containing it should be registered at the post office, addressed: "The President, Dalhousie College, Halifax, N. S.," and sent so as to reach him on or before October 6th, 1886.

Candidates for Junior Exhibitions and Bursaries, and Candidates for Senior Exhibitions and Bursaries who are not undergraduates of this University, must send with this Schedule certificates of good moral character, signed by clergymen or other persons occupying public official positions.

Candidates for Senior Exhibitions and Bursaries, who are not already undergraduates of this University, must send also the certificates required by § 1V. 5; page 30.

- (1.) Is it for a Senior or for a Junior Exhibition (or Bursary) that you are a candidate?

- (2.) Have you ever matriculated in Arts at a University?

- (3.) If so, at what University?

- (4.) And at what date?

- (5.) How many academic years have you spent as an undergraduate in Arts at a University or at Universities?

- (6.) At what University or Universities were they spent?

{OVER.

(7.) Give the dates.

.....
(8.) Have you ever before competed for the Exhibitions and Bursaries for which you are now a candidate?

.....
(9.) If so, when?

(10.) Name the last School or Academy attended by you.

.....
Parent's or Guardian's name and address

.....
Candidate's present address

.....
Signature in full

.....
Date