

CALENDAR  
OF  
DALHOUSIE COLLEGE  
AND  
UNIVERSITY,  
HALIFAX, NOVA SCOTIA.

1888-89.



HALIFAX:  
PRINTED FOR THE UNIVERSITY BY THE NOVA SCOTIA PRINTING COMPANY.  
1888.

Dalhousie College and University.

HALIFAX, February 1st, 1888.

*At a meeting of the Joint Committees of the Board of Governors, the Professors and the Alumni Association of Dalhousie College, it was decided to celebrate the opening of the new building by holding a Conversazione; and it was resolved to invite the lady friends of the College to co-operate in carrying out the intentions of the Committee. In accordance with this resolution, you are invited to attend a meeting of ladies at the College, on Monday the sixth day of February instant, at four o'clock in the afternoon.*

*Entrance at the north-east door.*

*Yours, very sincerely,*

JOHN FORREST,

*Chairman.*

H. W. C. BOAK,

*Secretary.*

*Celebration  
Committee.*

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## NOTICES.

The more important changes in this Calendar will be found in §§ 3, 13, 14, VII, VIII, IX, X, XI, XIII, XIV, XVII, XXII, XXIII, XXVI, XXVII, XXVIII, XXXII, XXXV, XXXVI, XXXVII, XXXVIII, XXXIX, XL, XLI, XLII.

Announcements in regard to the course in Elocution will be made at the beginning of the Session.

Copies of this Calendar, with the Examination Papers set in the session of 1887-8, may be obtained, at twenty-five cents each, from H. W. Barnes, Esq., Nova Scotia Printing Company, Halifax, N. S.



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## University Almanac, 1888-89,

1888-89.

Aug. 28, Tu.—Last day for receiving notices of Supplementary and Matriculation Examinations (Law Faculty).
Sept. 4, Tu.—Session (Law Faculty) begins. Matriculation and Supplementary Examinations (Law Faculty).
4, " —Registration and pass-out of class fees (Law Faculty).
8, " —Meeting of Law Faculty, 4 p. m.
6, Th.—Meeting of Senate, 11 a. m.
7, F.—Meeting of Faculty of Arts, 11 a. m.—Meeting of Faculty of Law, 4 p. m.
11, Tu.—3 p. m., Registration of Candidates for Matriculation and Bursary Examinations.
12, W.—Session (Arts Faculty) begins.—Examinations for Senior and Junior Muses, Exhibitions and Bursaries, and for 1st and 2nd Years Matriculation (Arts Faculty), begin: 9.30 a. m., Latin. 2 p. m., Greek.
13, Th.— 12 a. m., Mathematics. 3 p. m., Latin.
14, F.— 12 a. m., English. 2 p. m., Latin.
15, Sa.— 10 a. m., Chemistry and Natural Philosophy. 2 p. m., Elementary Mechanics and Botany.
17, M.— 10 a. m., French and German.
17, " —Supplementary Examinations (Arts Faculty) begin, 10 a. m.
18, Tu.—Supplementary Examinations (Arts Faculty) continued, 10 a. m.
21, F.—Meeting of the Faculty of Arts, 10 a. m. Matriculation, Registration, and Issue of Gymnasium Tickets, 2 p. m.
24, M.—Class Tickets (Arts Faculty) issued, 11 a. m.—Meeting of Faculty of Law, 4 p. m.
25, Tu.—Convocation, 2 p. m.—Opening address by Hon. S. L. Stanton, U. C. L., & C.
26, W.—Lectures begin. Last day for receiving applications for Medical Matriculation Examination.
Oct. 3, M.—Meeting of Government.
3, Tu.—Registration of candidates for Medical Matriculation Examination.
10, W.—Final Matriculation Examinations (Arts Faculty) and Preliminary (Medical) Examinations in General Education begin: 2 p. m., English.
11, Th.— 2 p. m., Classics and Modern Languages.
12, F.— 2 p. m., Mathematics.
12, Sa.—10 a. m., Chemistry.
15, Tu.—Meeting of Faculty of Arts, 1 p. m.
18, Th.—Meeting of Faculty of Arts, 4 p. m.
19, F.—Returns as to residence, &c., to be made on or before this day.
22, M.—Session (Medical Faculty) begins.
Nov. 1, Th.—Meeting of Faculty of Law, 4 p. m. — — —Thanksgiving Day,—no lectures. — — —Day after Thanksgiving Day,—no lectures.
Dec. 6, Th.—Meeting of the Faculty of Law, 4 p. m.
21, F.—No Lectures. Christmas Vacation begins.

## 1880.

- Jan. 2. Th.—Meeting of Governors.  
 7. M.—Lectures resumed.  
 10. Th.—Meeting of Faculty of Law, 4 P. M.  
 Feb. 1. F.—George Mason Day.—No lectures.  
 4. M.—Meeting of the Senate, 4 P. M.  
 7. Th.—Meeting of the Faculty of Law, 4 P. M.  
 F.—Last day of Lectures (Law Faculty).  
 15. M.—Semester Examinations (Law Faculty) begin.  
 1. F.—Last day for receiving M. A. Theses.  
 6. W.—Ash Wednesday. No lectures.  
 11. M.—Meeting of Senate, 4 P. M.  
 15. F.—Last day of Lectures (Arts Faculty).—Meeting of Faculty of Arts, 4 P. M.  
 April 1. M.—Meeting of Governors.  
 2. W.—Semester Examinations (Arts Faculty) begin:  
     10 A. M., Latin.  
     3 P. M., Practical Physics.  
 4. Th.— 10 A. M., French.  
     3 P. M., Botany, Hon. English.  
 6. F.— 10 A. M., Bibles, Ad. L. Latin (1st and 2nd years), Hon. Greek,  
     Hon. Math., Hon. Exp. Phys., Hon. Phil.  
     3 P. M., Ad. L. Latin (3rd and 4th years).  
 8. M.— 10 A. M., Mathematics, Physics (1st and 4th years).  
     3 P. M., History (2nd year), Hon. Latin, Hon. Chemistry, Hon.  
     History.  
 9. Tu.— 10 A. M., Logic, Hon. Greek, Hon. Math. Phys., Hon. Exp. Phys.,  
     Hon. Phil.  
     3 P. M., Organic Chemistry, English (1st year), Hon. English.  
 10. W.— 10 A. M., English (2nd, 3rd and 4th years).  
     3 P. M., German.  
 11. Th.— 10 A. M., Greek, Hon. Math., Hon. Phil., Hon. Hist., Hon. Chem.  
 12. F.— 10 A. M., Inorganic Chemistry, History (4th year).  
     3 P. M., Holography, Prac. Chemistry, Ad. L. Greek (1st and 2nd  
     years), Hon. Latin.  
 13. M.— 10 A. M., Mathematics, Dynamics, Political Economy, Hon. Exp.  
     Phys.  
     3 P. M., Ad. L. Greek (3rd and 4th years), Hon. Phil., Hon. Hist.  
 15. Tu.— 10 A. M., Ad. L. Mathematics, Ad. L. Physics and Dynamics, Hon.  
     Greek.  
     3 P. M., Ad. L. English, Hon. English.  
 16. " —Last day for returning books to the Library.  
 17. W.— 10 A. M., Hon. Latin, Hon. Math., Hon. Phil., Hon. Chem.  
 19. F.—Good Friday.  
 20. Sa.—Meeting of the Faculty of Arts, 10 A. M.  
 23. Tu.—Meeting of the Senate, 10 A. M.—Results of Semester Examinations  
     declared.  
 25. Th.—3 P. M., Convocation.

## HISTORICAL SKETCH.

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

The original endowment was derived from funds collected at the port of Castine in Maine, during its occupation in 1814 by Sir John C. Sherbrooke, then Lieutenant-Governor of Nova Scotia. These funds the British Government authorized the Earl of Dalhousie, Sir John's successor, to expend "in defraying the expenses of any improvement which it might seem expedient to undertake in the province"; and the 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 1828, under the Presidency of the Rev. Thomas McCulloch, D. D., and with a staff of three Professors.

By an Act passed in 1831, University powers were conferred on the College, and the appointment of the Governors was vested in the Lieutenant-Governor and Council.

In 1832, President McCulloch died, and in 1845 the College was closed, the Governors considering it "advisable to allow the funds of the institution to accretulate."

In 1848, an Act was passed authorizing the Lieutenant-Governor and Council to appoint a new board of Governors "to take such steps for rendering the institution useful and efficient as to His Excellency may seem fit." This Board, from 1849 to 1853, employed the funds of the University to support a High School.

In 1856, the Arts department of the Gorbass 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 1833, the College was re-organized under the following Act :-

*An Act for the Regulation and Support of Dalhousie College.*

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

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

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

1. The Board of Governors now appointed, consisting of the Honorable William Young, the Honorable Joseph Howe, Charles Tepper, S. Leonard Shannon, John W. Ritchie, and James F. Avery, Esquires, shall be a body public 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 hold for the use thereof by the present Governors; and all vacancies on 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. Whomever 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 such chair, subject to the approval of the Board of Governors; and in the event of the death, removal, or resignation of any person nominated under this section, the body nominating shall have power to supply the vacancy thus created.

3. The same right of nominating a Professor from time to time shall belong to any individual or number of individuals, who shall endow or to the same extent 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, and 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 institution; and the students shall have liberty and facility of taking the degrees of bachelor, master, and doctor, in the several arts and faculties at the appointed times; and shall have liberty within themselves of performing all scholastic exercises for the conferring of such degrees, and in such manner as shall be directed by the statutes and bye-laws.

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

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

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

9. The Acts heretofore passed in relation to Dalhousie College are hereby repealed, except the Act passed in the fourth year of his late Majesty King George the Fourth, entitled, "An Act authorizing the lending of a sum of money to the Governors of Dalhousie College, and for securing the 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 heretofore amended; and any of the Governors shall be removable, as heretofore, by the Governor-in-Council.

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

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

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

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

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

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

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

3. Section 1 of the said chapter 27 of the Acts of 1875, is amended by adding the words "provided, however, that in the event of any body of Christians, individual, or number of individuals, endowing and supporting one or more chairs or professorships in the said College, as provided by sections 2 and 3 of the Act hereby amended, and of each body of Christians or individuals nominating a professor or professors 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 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 Maritimes Provinces in connection with the Church of Scotland founded one chair; and the College opened in that year, under the Principalship of Rev. James Egan, D.D., and with an Arts Faculty of six Professors.

In 1868, a Faculty of Medicine was organized, which in 1875 developed into the Halifax Medical College. In 1885 the Faculty was re-organized, and the Halifax Medical College affiliated.

In 1883 a Faculty of Law was added.

In 1879, GEORGE 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 Tutor in Classics and Mathematics. In 1884, he founded a Professorship of Metaphysics. Since 1880, he has provided the University with Exhibitions and Bursaries to the amount of \$46,215.44, which, according to his own desire, have been set apart 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 magnificent 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 Maritimes 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.

In 1896, SIR WILLIAM YOUNG, one of the oldest and best friends of the College, subscribed \$20,000 to start a Building Fund. In 1887, Sir William Young bequeathed to the University half the residue of his estate, together with a Prize Fund of \$4000, and the amount remaining unpaid to his subscription to the New Building. The following are extracts from his will:—

"I bequeath to the Governors of Dalhousie College at Halifax, the sum of \$4000 to be kept continually invested by them, and that they shall apply the income derived therefrom in founding and maintaining a prize of a gold medal of the value of \$50, to be called Sir William Young's medal, and to be annually awarded for scholastic eminence, and to have the recipient's name engraved thereon, with the year of his attendance at College, and in founding and maintaining such other prizes for distribution among the students of said College as the Governors may from time to time approve."

"Having agreed and promised to the Governors of Dalhousie College to pay them the sum of \$20,000 to aid in the erection of their building now in progress, I direct my executors to pay the said sum from time to time as it may be required by the said Governors."

"All the rest and residue of my estate I direct my executors to divide into two even and equal parts or shares, and to pay over one such part or share to \* \* \* , and the other part or share to the Governors of Dalhousie College at Halifax, for the general purposes of said College."

"In the event of my having paid to Dalhousie College during my life time any part of said sum of \$20,000 (hereinafter mentioned), as agreed to be paid to them to aid in the erection of the college building, I do direct my executors to pay to said Governors the balance only, if any, that may be due on said sum at the time of my decease."

Clause 15, of the Will of Dr. J. F. AVERY, provides as follows:—

"I give and bequeath the sum of \$500 to Dalhousie College in the City of Halifax, to be at the disposal of the Senatus of the said College, and the interest thereof to be appropriated for an annual prize."

The following donations have been made to the Endowment Fund:

Hon. Sir Wm. Young, W. J. Strais, Esq., Hon. Stanley Brown, John Gibson, Esq., John P. Mott, Esq., Wm. P. West, Esq., Thos.

A. Ritchie, Esq., and Hon. Robt. Bosc, \$1000 each; Adam Burns, Esq., Peter Jack, Esq., Hon. Jeremiah Northrup, Prof. Lawson and Alex. McLeod, Esq., \$500 each.

The following subscriptions have been made to the Building Fund :

Rev. Louis H. Jordan, \$1000; John Doull, John S. McLean, R. Sedgewick, \$750 each; Thomas Bayne, John McNab, Adam Burns, Hon. R. Bosc, Dr. Avery, \$500 each; President Ferret, \$375; James Forrest, \$300; Prof. John Johnson, Peter Jack, William Miller, Prof. McDonald, \$250 each; Prof. McGregor, A. & W. Mackinlay, \$225 each; Prof. Alexander, Wallace Graham, \$200 each; James Scott, R. B. Soutar, Rev. John McMillan, Wm. Robertson, J. C. MacIntosh, H. McD. Henry, John Y. Paynter, Pearson, Morrison & Forbes, \$150 each; J. G. Stewart, \$120; Rev. K. Scott, Peter Ross, H. W. C. Bosc, Victor Auldrey, \$100 each; Wm. B. Wallace, Arthur Drysdale, E. Newcombe, Alfred Costley, H. W. Barnes, Hugh McKenzie, \$75 each; W. C. Sillar, Graham Fraser, \$50 each; K. McKay, \$30; J. M. Stewart, \$25; Rev. A. Falconer, \$20; J. H. Sinclair, Dr. J. Stewart, \$10 each. In all \$10640.

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

Hon. Sir Wm. Young, \$700; John Doull, Esq., \$600; 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., Thom. Bayne, Esq., John Gibson, Esq., Rev. J. McMillan, R. D., and John McNab, Esq., \$200 each; James Scott, Esq., and A. K. Mackinlay, Esq., \$180 each; Hon. R. Bosc, and the Medical Faculty, \$160 each; Rev. President Ferret, D.D., Hon. A. G. Jones, and Geo. Thomson, Esq., \$150 each; A. Burns, Esq., \$125; J. J. Bennett, Esq., \$120; R. At. Collins, Esq., J. Donaldson, Esq., Prof. J. DeMill, Prof. J. Johnson, Prof. G. Lawson, Prof. J. Leslie, Alex. McLeod, Esq., Robt. Morrow, Esq., Hon. Jeremiah Northrup, Joseph Northrup, Esq., T. A. Ritchie, Esq., Rev. Principal Ross, D.D., Ed. Smith, Esq., R. H. Skinnings, Esq., John Stairs, Esq., Jas. Thomson, Esq., and Hon. Sir Charles Tupper, \$100 each; J. W. Carmichael, Esq., C. D. Hunter, Esq., Major-General Larrin, Messrs. Lawson, Harrington & Co., Prof. G. Macdonald, J. P. Mett, Esq., and Hon. Judge Ritchie, \$80 each; G. P. Mitchell, Esq., and Hon. S. L. Shannon, \$60 each; J. B. Duffus, Esq., R. W. Fraser, Esq., Peter Jack, Esq., and W. H. Noss, Esq., \$50 each; with smaller sums amounting to \$1345.

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

Hon. Sir William Young, \$700; Prof. J. G. MacGregor, \$200; The Alumni Association, \$100; J. F. Avery, Esq., M.D., Thom. Bayne, Esq., Hon. R. Bosc, Alex. McLeod, Esq., John McNab, Esq., Hon. Jeremiah Northrup, W. J. Stairs, Esq., and W. P. West, Esq., \$100 each; Thom. A. Brown, Esq., Messrs. Doull & Miller, Messrs. Ross & Co., John Gibson, Esq., Peter Jack, Esq., Prof. G. Lawson, J. S. McLean, Esq., Robt. Morrow, Esq., Hon. J. W. Ritchie, James Thomson, Esq., and a friend, \$50 each; with smaller sums amounting to \$645.

For other benefactions, see under headings: 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., 1828-43, President, and Professor of Moral Philosophy, Logic and Rhetoric.  
 REV. ALEXANDER ROMANS, 1828-42, Classics.  
 REV. JAMES MCINTOSH, 1828-44, Mathematics and Natural Philosophy.  
 REV. FREDERICK TOMKINS, M.A., LL.D. (Lond.), now Barrister, London, G. B., 1856-7, Mathematics and Natural Philosophy.  
 REV. GEORGE CORNER, B.A., (Lond.), now Professor of Classics, McGill College, 1850-7, Classics.  
 THOMAS McCULLOCH, 1843-5, Natural Philosophy.  
 JOHN JAMES MACKENZIE, M.A., Ph.D., 1877-79, Physics.  
 HERBERT A. BAYNE, M.A., Ph. D., F.R.S.C., late Prof. of Chemistry, Roy. Mil. Coll., Kingston, Ont., 1877-79, Organic Chemistry and Chemical Analysis.  
 JAMES DEHILL, A.M., 1865-80, 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. JAMES ROSS, D.D., 1863-85, Principal, and Professor of Ethics.  
 J. G. SCHUMMAN, M.A., D.Sc., 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.  
 ROBT. SEDGWICK, B.A., Q.C., now Deputy Minister of Justice, 1883-88, Lecturer on Equity Jurisprudence.

TIME TABLE—FACULTY OF ARTS.

Term.	Hours.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
First Year.	9	Math. (Tutor)	Inorg. Chem.	Inorg. Chem.	Math. (Tutor)	Inorg. Chem.
	10	Latin.	Genet.	Latin.	Greek.	Latin.
	11	Mathematics.	Mathematics.	Mathematics.	Botany.	Mathematics.
	12	Latin (Tutor).	English.	Latin (Tutor).	English.	Greek (Tutor).
Second Year.	9	1st German.	2nd French.	2nd German.	1st French.	1st German.
	10	2nd German.	Mathematics.	Mathematics.	Mathematics.	Mathematics.
	11	English Lit.	English Lit.	English Lit.	English Lit.	English Lit.
	12	2nd German.	2nd French.	2nd German.	2nd French.	2nd German.
Third Year.	9	Adv. Eng. Lit.	Adv. History.	Adv. History.	Adv. History.	Adv. History.
	10	Adv. History.	Adv. History.	Adv. History.	Adv. History.	Adv. History.
	11	Adv. History.	Adv. History.	Adv. History.	Adv. History.	Adv. History.
	12	Adv. History.	Adv. History.	Adv. History.	Adv. History.	Adv. History.
Fourth Year.	9	Adv. History.	Adv. History.	Adv. History.	Adv. History.	Adv. History.
	10	Adv. History.	Adv. History.	Adv. History.	Adv. History.	Adv. History.
	11	Adv. History.	Adv. History.	Adv. History.	Adv. History.	Adv. History.
	12	Adv. History.	Adv. History.	Adv. History.	Adv. History.	Adv. History.

Dalhousie College & University.

BOARD OF GOVERNORS.

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 REV. JOHN McMILLAN, M. A., B. D.  
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 A. H. MCKAY, Esq., B. A.  
 HIS WORSHIP THE MAYOR OF HALIFAX, *ex officio.*  
 D. A. CAMPBELL, Esq., M. D., Representative of the Alumni Association.  
 J. NORMAN HITCHER, Judge Superior Court, Nova Scotia.  
 GEO. THOMSON, Esq.

GEORGE THOMSON, *President.*  
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## ACADEMIC STAFF.

- REV. PRESIDENT FORBES, D. D., F. R. S. C. (Lond.), *George Meuro Professor of History and Political Economy.*
- REV. WILLIAM LYALL, LL. D., F. R. S. C., *Professor of Logic and Psychology.*
- CHARLES MACDONALD, M. A. (Aberd.), *Professor of Mathematics.*
- JOHN JOHNSON, M. A. (Dab.), *McLeod Professor of Classics.*
- GEORGE LAWSON, Ph. D., LL. D., F. I. C., F. R. S. C., *McLeod Professor of Chemistry and Mineralogy.*
- JAMES LICHT, M. A. (Vienn.), *McLeod Professor of Modern Languages.*
- JAMES GORDON MACGREGOR, M. A. (Dab.), D.Sc. (Lond.), F.R.S.S. E & C., *George Meuro Professor of Physics.*
- EDWARD CHAPMAN WELDON, A. M. (Mt. All.), Ph. D. (Yale), *George Meuro Professor of Constitutional and International Law.*
- HON. CHARLES J. TOWNSHEND, Judge of the Supreme Court, *Lecturer on Equity Jurisprudence.*
- HON. SAMUEL LEONARD SHANNON, D. C. I. (Vienn.), Q. C., *Lecturer on Real Property and Civics.*
- WALLACE GRAHAM, A. B. (Acad.), Q. C., *Lecturer on Insurance.*
- BENJAMIN RUSSELL, A. M. (Mt. All.), *Professor of Contracts, Lecturer on Bills and Notes, Sales and Equity.*
- JOHN YOUNG PATENT, A. M. (Acad.), *Lecturer on Torts.*
- WILLIAM JOHN ALEXANDER, B. A. (Lond.), Th. D. (J. F. U.), *George Meuro Professor of English Language and Literature.*
- C. SYDNEY HARRINGTON, Q. C., *Lecturer on Evidence and Partnership.*
- JAMES SETH, M. A. (Edin.), *George Meuro Professor of Metaphysics and Ethics.*
- WILLIAM HENRY WADSWELL, *Lecturer on Voice Culture and Elocution.*
- HOWARD MURRAY, B. A. (Lond.), *George Meuro Tutor in Classics.*
- ARTHUR STANLEY MACKENZIE, B. A. (Dal.), *George Meuro Tutor in Mathematics.*
- DAVID BAILEY, *Instructor in Gymnastics.*

*Librarians*—PROFESSOR ALEXANDER.

*Assistant Librarians*: MR. MURRAY,  
MR. MACKENZIE.

*Curator of the Museum*—PROFESSOR LAWSON.

*Janitor*: ARTHUR DUNLOP.

## Faculty of Arts.

THE PRESIDENT,  
PROFESSORS: LYALL,

MACDONALD,  
JOHNSON,  
LAWSON,  
LICHT,  
MACGREGOR,  
ALEXANDER,  
SETH.

*Secretary of the Faculty*—PROFESSOR MACGREGOR.

TUTORS: MURRAY,  
MACKENZIE.

## § I.—COURSES OF INSTRUCTION.

## I.—CLASSICS.

(*McLeod Professorship.*)

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

*Tutor*..... HOWARD MURRAY, B. A.

## First Year Latin Class.

*Professor's Class*—Mondays, Wednesdays, and Fridays, 10—11 A.M.—  
After Christmas the class is conducted by the Tutor.

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

## Subjects of study:

Classics: *Pro Loge* Manilla. (Wilkin's, Macmillan, Lond.) \* *Pro*  
*Milone* (Parton's, University Press, Cambridge.) *Virgii: Aeneid*, Book  
VI. (Fagg's, Macmillan, Lond.) *Composition*: *Arctid's Latin Prose*,  
by Bradley, (Livingstone, London). *Grammar*: *Sprink and Prosser*  
(Allen and Greenough's, Ginn, Boston.) *History*: *Roman History*  
(Smith's, Hargree, N. Y.)

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

\* Students seeking a First or Second Class at the Sessional Examinations are  
enrolled 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, (Tape's, Macmillan, London);  
 Livy: Book I, (Stephenson's, Macmillan, London). Composition: Easy  
 Pieces for Latin Prose, (First Series, Chappany and Russell,  
 Livingston, London). History: Grecian History (Smith's smaller  
 edit., Harpers, N. Y.)

## Third and Fourth Years Latin Class.

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

## Subjects of study in alternate years :

For 1888-9.—Horace: Selected Satires. Tacitus: Annals, Bk. I,  
 (Smith's or Anthon's).—Composition: Bennett's Second Latin Writer  
 (pub. by Livingston, London.)

For 1889-90.—Tacitus: Agricola (Church & Broderick's, Macmillan,  
 London). Plautus: Captivi (Harrington's, Harpers, N. Y.) Juvenal:  
 Satires III, X, XIII, (Hardy's, Macmillan, London, &c.)—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.

1 (Conducted by the Tutor.)

## Subjects of study :

Lucian: Vera Historia, (Ferran's, Clarendon Press, Oxford.)  
 \*Xenophon: Cyropaedia, Book I, Gordon's, Whitaker, London.)  
 Composition: Elementary Greek Prose Composition, (by Fletcher &  
 Nielsen, pub. by W. Ballie, Kingston, Ont.) introductory rules;  
 oral and \*written exercises.—Grammar: Accidence, (Goodwin's, Glas,  
 Boston.)

## Second Year Greek Class.

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

## Subjects of study :

Homer: Odyssey, Book IX, (Major's, Macmillan, London.) Xeno-  
 phon: Hellenica, Book II, (Hullston's, Macmillan, London.)  
 Demosthenes: Olynthians, (Unford ed. with notes.)—Composition:  
 As in First Year's Class; also Sidgwick's First Greek Writer, (Living-  
 ston, London,) introductory rules; oral and \*written exercises.

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

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

1 The Tutor will also be in the Library two or three times a week, from 2 to 4  
 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 1888-9.—Demosthenes: Philippics, I, II, III, (Tarbell's, Glas  
 & Co., Boston.) Euripides: Medea, (Verca's, Macmillan, Lond.)—  
 Composition: Sidgwick's Introduction to Greek Prose Composition,  
 introductory rules; oral and \*written exercises.—Philology: Paley's  
 Primer of Comparative Philology.

For 1889-90.—Plato: Apologia Socratis: (Adam's, Clarendon Press,  
 Oxford.) Anachylas: Prometheus Vinctus.—Composition: Sidgwick's  
 Introduction to Greek Prose Composition, introductory rules; oral  
 and written exercises.—Philology: Miller's Science of Language, vol.  
 I, chaps. 1-7.

## Advanced Class.

Twice or three times 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 LEITCH, M. A.

## First French Class.

Tuesdays and Thursdays, 2—4 P.M.

## Subjects of study :

Galust: Guillouvier le Compagnon (Harbert's & Co.) Melière: Le  
 Jeogros Geritibonnet, (Macmillan & Co.) Exercises in Grammar and  
 Composition.

Text Books: French'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, 2—3 P.M.

## Subjects of study :

Melière's: L'Amour. Racine: Athalie, (Macmillan & Co.) Trans-  
 lation from English writers. Exercises in Syntax.

Melière's: Mousstrophe (Macmillan & Co.) is prescribed for private  
 reading to candidates for a First Class position at the Sessional Exami-  
 nations.

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

1 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 Sessional Examinations are  
 examined in this additional subject. Such students are also required to show special  
 accuracy in Grammar.



## Third French Class.

Two days and Three days, 9-10 A. M.

## Subjects of study :

Molière: *Les Femmes savantes*, (Macmillan & Co.) Corneille: *Honneur*, (Clarendon Press). Translations from English writers. Original Essays. Lectures on French Literature.

Molière's *Tartuffe* (Macmillan & Co.) is prescribed for private reading to candidates for a First Class position at the Seasonal Examinations.

Text Book: Braden's Public School French Grammar.

## First German Class.

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

## Subjects of study :

Adler's Reader, parts III, IV and V; Schiller: *Wilhelm Tell*, (Macmillan & Co.) 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 Session.

## Second German Class.

Mondays, Wednesdays and Fridays, 5-5 P. M.

## Subjects of study :

For 1888-9. Goethe: *Egypten*. Schiller: *Marie Stuart*, (Macmillan & Co.) Translations from English writers. Lectures on German Literature.

For 1889-90. Goethe: *Hermann und Dorothea*, (George Bell & Sons.) Schiller: *Marie Stuart*, (Macmillan & Co.) 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 Seasonal Examinations of 1889.

Text Book: As in First Class.

## Third German Class.

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

## Subjects of study :

For 1888-9.—Lessing: *Missen von Barakeloh*, (Macmillan & Co.) Schiller: *Jugend von Orlans*. Prose composition. Lectures on German Literature.

For 1889-90.—Goethe: *Egypten*. Lessing: *Nathan der Weise*. Prose composition. Lectures on German Literature.

Schiller's *Wallenstein's Tod*, (George Bell & Sons) is prescribed for private reading to candidates for a First Class position at the Seasonal Examinations of 1889.

## III.—ENGLISH LANGUAGE &amp; LITERATURE.

(George Moore Professorship.)

Professor.....W. J. ALLENDALE, Ph. D.

## First Year Class.

Two days and Three days, 12-1 P. M.

Composition, embracing Exercises in the formation of sentences, General Principles of Composition, Characteristics of Style, etc.—Students are required to write exercises, for the most part on subjects connected with the course in Literature.

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's Bedchamber*, \**Anna Mirabilis*, \**Alessandro and Achitophel*. Addison: *Select Essays*. Pope: *Rape of the Lock*. Johnson: *London*, *Vanity of Human Wishes*, *Life of Pope*, \**Lives of Dryden*, *Addison*, and *Gray*. Gray: *Epargy*. Goldsmith: *Traveller*, *Deserted Village*, \**Select Essays*. Macaulay: *Samuel Johnson*.

Books recommended: Nichol's *Composition Primer* (Macmillan); Hudson's *Selections from Addison and Goldsmith*, (Oliver & Boyd, Boston); Clarendon Press Edition of Dryden; Hall's *Large English Poets* (Macmillan)—which contains all the poetry read in the class.

## Second Year Class.

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

Critical readings of select works of Shakespeare and Milton, with lectures thereon:—

Shakespeare: Richard II., *Midsummer Night's Dream*, \**Henry IV.*, Pts. I. and II., \**Merchant of Venice*, *Julius Caesar*, *King Lear*, \**Antony and Cleopatra*. Milton: *L'Allegro*, *Il Penseroso*, *Lycidas*, *Paradise Lost*, Bks. IV., VII.—IX.

Students will be required to write exercises from time to time, for the most part on subjects connected with the course in Literature.

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

## Third and Fourth Year Class.

Twice a week.

Lectures on some of the leading poets and prose writers of the nineteenth century, with reading of selected works.

This class will be held in alternate sessions, beginning with the session of 1889-90. Undergraduates will not be permitted to take this class as a part of their ordinary course, unless their ability to profit by it has been made clear to the Professor by their previous work.

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

**Advanced Class.**

Detailed history of Elizabethan and Early Stuart Literature with special study of select works (§ xi. (1)).

*Books recommended:* Salisbury's History of Elizabethan Literature, Holt's Edition of Shakespeare, Clarendon Press and Arber Editions of Elizabethan works.

**IV.—HISTORY AND POLITICAL ECONOMY.**

(George Munro Professorship.)

*Professor*.....**H. C. PARSONS FOSTER.**

**Third Year History Class.**

*Mondays and Wednesdays, 12 A. M.—12 M., and Fridays, 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; Ego's Holy Roman Empire; Irving's Mahomet and His Successors; Guizot's History of Civilization; Mitchell's History of the Crusades; Robertson's Charles V.; Stahl's Constitutional History of England.

**Fourth Year History Class.**

*Tuesdays and Thursdays, 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:* Green's England; Guizot's France (Masson's Abridgement); Masson's Germany.

**Advanced History Class.**

Once a week.

**Subjects of study:**

English History from 1603 to 1688.

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

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

**Political Economy Class.**

*Tuesdays and Thursdays, 10—11 A. M.*

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

*Text Book:* Mill's Principles of Political Economy.

**Advanced Political Economy Class.**

Twice a week.

The work of this class will consist of lectures, entering into the principles of Political Economy more fully than can be undertaken in the ordinary class, with examinations on the following books, viz: Smith's Wealth of Nations, Cairnes' Principles of Political Economy, Carey's Principles of Social Science, Hoescher's Political Economy, Fawcett's Protection and Free Trade, Carey's Harmony of Interests, and George's Progress and Poverty.

**V.—METAPHYSICS AND ETHICS.**

(George Munro Professorship.)

*Professor*.....**JAMES SMY, M. A.**

**Metaphysics Class (Third and Fourth Years.)**

*Mondays and Wednesdays, 4—5 P. M.*

After an introductory account of the nature and scope of Philosophy in its various departments, and a general sketch of the history of Metaphysics, attention will be concentrated on modern metaphysical theories. Here the history of Cartesianism will first be traced; and afterwards, in more detail, the development of modern Sensationalism in Locke, Berkeley and Hume, leading up to the Critical Philosophy of Kant. The significance of Berkeley in the latter movement will receive special attention, and his philosophy, as contained in the class Text Book, will be made the subject of detailed study, oral examination and discussion.

The work of the class will be conducted mainly by lectures, but will also embrace an essay and special readings in connection with the course.

*Text Book:* Fraser's Selections from Berkeley, (Clarendon Press Series.)

**Ethics Class (Fourth Year.)**

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

After an introductory account of the province and method of Ethics, and its relation to other branches of Philosophy, the history of ethical thought will be traced, and the various theories critically examined. The course will thus fall into two divisions,—the one concerned with Ancient (chiefly Greek), the latter with Modern (chiefly British and German) ethical theories. Under the latter division will be explained

and criticized the different forms of Intuitionism—Ethetic and Rational; of Holism—Epistemic, Altruistic and Evolutionistic; and of Transcendentalism—Kantian and Neo-Kantian.

The work of the class will be conducted mainly by lectures, but will also embrace oral examination and discussion. Short essays, as well as special readings in connection with the course, will be prescribed from time to time.

*Text Book:* Sidgwick's *Outlines of the History of Ethics* (Macmillan & Co.)

#### Advanced Class (Fourth Year)

*Tuesdays and Thursdays, 12-1 P. M., and Fridays, 4-5 P. M.*

In this class, which is intended mainly, though not exclusively, for candidates for Honours in Philosophy, the books prescribed for Honours in Metaphysics and Ethics will be made the subject of critical study.

### VI.—LOGIC AND PSYCHOLOGY.

*Professor* ..... DR. WM. LYALL, 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 Emotions. Under Logic will be considered—the nature of Concepts, Judgments and Inferences; the opposition and conversion of Propositions; the different orders of Syllogisms; the Fallacies; the doctrine of Method; the sources of Error and the means of their correction.

*Books recommended:*—Sir Wm. Hamilton's *Lectures on Metaphysics and Logic*; Prof. Lyall's "Lectures on 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 Ratiocognitive process, with special reference to the views of Mill and Hamilton; together with the laws and methods of Inductive Logic.

### VII.—MATHEMATICS.

*Professor* ..... C. MACDONALD, M. A.

*Tutor* ..... A. E. MACKENZIE, B. A.

#### First Year Class.

*Daily, 11 A. M.—12 M.*

Subjects of study:

**ALGEBRA.**—Involution, Evolution, Theory of Indices, Equations of the First and of the Second Degree, Elements of Determinants, 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, with Geometrical Exercises and Practical applications.

The class meets daily with the Professor. The Tutorial class meets once 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:*—Olsson's or Toddhunter's or Macmillan's *Euclid* (Miller & Co.), *Elements of Geometry*; Colenso's or Toddhunter's *Algebra*; C. Smith's *Treatise on Algebra*; Hall & Knight's *Higher Algebra*. (The latter books are recommended to those who wish to pursue advanced work. Toddhunter's small School Algebra is scarcely sufficient for the course.)

#### Second Year Class.

*Daily, 10-11 A. M.*

Subjects of study:

**GEOMETRY.**—Sixth Book of Euclid revised. Dron's Conic Sections, Parabola and Ellipse. Geometrical Exercises contained; 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. 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 area.

**ALGEBRA.**—Powers 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 Co-efficients, 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 subjects 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—Cullen's Algebra, 1st part and, for the additional subjects, 2d part; also the books recommended for the first year; Todhunter's Plane Trigonometry; Todhunter's Spherical Trigonometry; Chamber's Logarithms, 2d Table.

#### 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—Todhunter's Plane Trigonometry; G. Wallis's Conic Sections; Todhunter's Theory of Equations; Williamson's Differential Calculus; Williamson's Integral Calculus; Todhunter's Spherical Trigonometry. Any Standard Works on the subjects treated may, however, be used.

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

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

### VIII.—PHYSICS.

(George Munro Professorship.)

Professor ..... J. G. MacGowan, 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 Radiant 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.

Books recommended—Lodge's Elementary Mechanics (W. & R. Chambers), Garnett's Elementary Treatise on Heat (Blackie, Bell & Co.), Cunningham's Electricity Treated Experimentally (Edinburgh), and Decharbon's Natural Philosophy, 2d. Edition, Part IV.—Sound and Light (Blackie & Son).

\* An extra hour for some part of the session may be required.

#### Fourth Year Physics Class.

Monday and Wednesday, 10—11 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. In the present session attention will be directed more especially to Heat and Electricity.

Books recommended—For ordinary students, Maxwell's Theory of Heat, (Longmans), and Clausius's Theory of Electricity (Macmillan & Co.).—Candidates for Honours in Experimental Physics and Chemistry are recommended to read also MacGregor's Kinematics and Dynamics (Macmillan & Co.), Tall's Properties of Matter (A. & C. Black), & Taylor's Sound and Music (Macmillan & Co.), Lloyd's Wave Theory of Light (Longmans).

#### Dynamics Class.

Tuesdays and Thursdays, 10—11 A. M.

The lectures will be on the following subjects:

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

Dynamics: (i) of a Particle, including Kinetics and Statics, (ii) 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 Seasonal Examinations. The portions not thus marked constitute the ordinary work of the class.

Text Book—MacGregor's Kinematics and Dynamics (Macmillan & Co.)

#### 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; Electro-dynamics.—Students will be assumed to have a sufficient knowledge of the Differential and Integral Calculus and to be familiar with the Text Book of the Dynamics Class.

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 Stere's Dynamics of a Particle (Macmillan & Co.), also Tall's Dynamics (Edinburgh, Bell & Co.), Besant's Hydrodynamics (Edinburgh, Bell & Co.), Tall's Elements of Thermodynamics (Duglas, Edinburgh.)

#### Practical Physics Class.

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

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.

Books recommended—Glasbrook and Shaw's Practical Physics (Longmans, Green & Co.)

## IX.—CHEMISTRY.

*(McLeod Professorship.)*

Professor.....GEOFFREY LEWIS, Ph. D., LL.D.

## Inorganic Chemistry Class.

Tuesdays, Wednesdays and Fridays, 9—10 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. The Metals considered in regard to their physical and chemical characters and modes of occurrence in nature; Classification of the Metals. Alloys. Amalgams; Constitution of Salts: Bases, Acids, Radicals. Discussion of the more important Metallic Elements in detail; their Salts and other compounds; Metallurgical processes; Chemical Manufactures.

Text Book: Green's Edition of Warr's Elements of Modern Chemistry (Lippincott, Philadelphia.)

## Organic Chemistry Class.

Mondays and Wednesdays, 10—11 A. M.

## Subjects of Lectures:

Principles of Classification. Elementary Analysis. Methane and its Homologues and their Substitution Compounds. The Monatomic Alcohols, and related compounds. The Fatty Acids. Compound Ethers. Polyatomic Alcohols, Ethers and Acids. The Aromatic Series. Benzol and its derivatives. Alkaloïds.

Students are exercised in the Laboratory in the preparation of organic compounds, and in experiments to determine their properties.

Text Book: Green's Edition of Warr's Elements of Chemistry. Reference works in the College Library will be recommended during the course.

## Chemical Laboratory.

Practical Chemistry.—Systematic Separation and Detection of Bases and Acids. Preparation of Reagents. The work is done entirely by the students. Where additional time can be given, students will also be exercised in the preparation of, and manipulation with, the more important elementary and compound gases.

Laboratory Books: One of the following: Hoadley's Practical Chemistry, Fresenius's Quantitative Analysis, Green's Text Book.

Quantitative Analysis.—Instruction is provided in Quantitative Analysis, for the benefit of candidates for Honours in Experimental Physics and Chemistry, and also for Students who, having taken Practical Chemistry in their Third Year, are desirous of taking it

again in their Fourth Year. Other persons, having a sufficient knowledge of Chemistry, will also be admitted. Instruction is offered not only in General Quantitative Analysis, but also in special work, such as the analysis of Ores, Coals, and other Mineral Substances, Fertilizers, Soils, Mineral Waters, Sanitary Examinations of Water, Air and Food, Detection and Estimation of Poisons.

Laboratory students are required to furnish themselves with test tubes and to replace apparatus which they may destroy; and those who wish to work in special departments, such as any of 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. I. Special works in the College Library, will be recommended when necessary.

## X.—BOTANY.

Professor.....GEOFFREY LEWIS, Ph. D., LL.D.

Tuesdays and Thursdays, 10—11 A. M.

The course in Botany embraces the subjects of Structural and Physiological Botany, special attention being given to Minute Structure and Development of Tissues, the phenomena of Growth, Reproduction, Life-History, and Plant Movements. Also Classification, as illustrated by the leading natural orders of North American plants. A Biological Laboratory, in connection with this class, will be fitted up in the new College Building.

Text Book: Goddard's Physiological Botany (vol. v. of Gray's Botanical Text Book.) Field Book for Summer Work: Gray's Manual.

§ II.—THE ACADEMIC YEAR.—The academic year consists of one session. The session of 1888-9 will begin on Wednesday, 12th September, 1888, and end on Wednesday, 24th April, 1889.

§ 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 (§ XXI).

(2.) Registered students may on payment of the proper fees (§ XXI), 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.)

(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 recognized equivalent (§§ iv, 4-6, and vi), and (b) matriculating, *i. e.*, entering their names on the Matricula or Register of Undergraduates.

(3.) 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.

(4.) Persons may be admitted as Undergraduates of the First Year, without Examination, on presentation of certificates from the Principals of High Schools or Academies, approved for this purpose by the Faculty, stating that they have satisfactorily completed the work prescribed for the First Year Matriculation Examination and passed satisfactory examinations therein.

(5.) Persons, who may have appeared as candidates for Junior Muro Exhibitions and Bursaries, may be admitted as Undergraduates of the First Year, without further examination, provided their examinations are approved by the Faculty.

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

(7.) Undergraduates must pursue, at the College, 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.

### § 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, Ets. 1-35. One Latin book. The following books are recommended:

For 1888: Caesar, *Gallia War*, Book I.; or Virgil, *Æneid*, Book I.  
For 1889: Caesar, *Gallia War*, Books II. and III.; or Virgil, *Æneid*, Book I.

GREEK.—GRAMMAR. One Greek book. The following books are recommended:

For 1888: Xenophon, *Anabasis*, Book III., or *Symposium* (Wimmer's, *pub.* by J. Alys, Boston.)  
For 1889: Xenophon, *Anabasis*, Book IV., or *Symposium* (See above).

FRENCH.—Voltaire: *Charles XII.*, Books I. and II.; or Scille, *Brevetair et Raisin (Condé)*.—Questions in Grammar limited to the Accidence, 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); or Seidler's *Der Schrift zur Dialekt*, I Act. Grammar: Declension of the Articles, Nouns, and Adjectives.

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 Dates, and Simple Equations of one unknown quantity, not involving surds.

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

The above examination may be conducted partly *visu vocis*.

(2.) Candidates taking French and 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.

(3.) This examination will be held at the College on September 11th-17th, 1888. For the benefit of candidates unable to present themselves on these days, an opportunity will

be granted of appearing for examination on October 10th-12th. 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 book.

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

**FRENCH.**—The subjects of the First French Class, as specified 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. B.**—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. Each equivalent 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 seek this subject; but in that event they must either pass the examination therein on entering the Third Year, or take it instead of one of the elective subjects in the Third Year.

The above examination may be conducted partly *vis-à-vis*.

(2.) 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.

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

(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 at the College on September 11th—17th, 1888. For the convenience of candidates unable to appear on these days, an opportunity will be granted of appearing for examination on October 10th—15th. But no student will be allowed to enter as an undergraduate at a later date, without the special permission of the Faculty.

### § 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 XXII).

#### 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—5. Any two of the following\*:

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

Undergraduates are required, on or before the 29th of September, to submit to the President for approval, the names of the two subjects, 4-5, which they may wish to select.

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 recognized College, will exempt from subject 1 or from one of the two subjects 4-5, 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 recognized College will exempt an undergraduate from one of the two subjects, 4-5.

## 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 a—c may be taken instead.

## 2. Ethics.

## 3-5. Any three of the following\*—

- |                       |   |
|-----------------------|---|
| a. Greek.             | i. Constitutional Law<br>(Law Faculty.) |
| b. Hebrew.            | j. Physics.                             |
| c. French.            | k. Practical Physics.                   |
| d. German.            | l. Dynamics.                            |
| e. English.†          | m. Organic Chemistry.                   |
| f. History.           | n. Practical Chemistry.                 |
| g. Political Economy. | o. Botany.                              |
| h. Metaphysics.       |   |

Undergraduates are required, on or before the 29th of September, to submit to the President for approval, the names of the three subjects (3-5) which they may wish to select.

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

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

† See Syllabus of English Classes (§ 1.)

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 (see § 1) can be taken but once as part of the course.

A certificate of attendance on a New Testament Greek class in any recognized College, will exempt from subject 1, or from one of the three subjects 3-5, an undergraduate who has taken Greek during the first three years.

A certificate of attendance on a class in Hebrew in any recognized College will exempt from one of the three subjects 3-5. 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.

## 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. Metaphysics.         |
| b. German.            | e. Organic Chemistry.   |
| c. History.           | f. Practical Chemistry. |
| d. Political Economy. | g. Ethics.              |



## Fourth Year.

1. The language taken as subject I 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.	f. Practical Chemistry.
b. German.	g. Practical Physics.
c. History.	h. Metaphysics.
d. Political Economy.	i. Ethics.
e. Organic 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 Tutor's help.

(3.) Undergraduates of any year, who may have previously attended one or more of the classes of that year, and passed satisfactory examinations in the subjects of them, may be exempted by the Faculty from attending those classes a second time.

§ X.—SESSIONAL EXAMINATIONS.—(1.) The examinations which candidates for Degrees are required to pass, after Matriculation, are called Sessional Examinations. They are held at the end of the Session\* in each of the four years of the Course, in the subjects of the classes of that year, as specified in §§ 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

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

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.

(2.) Undergraduates who are exempted by § IX (3), from attendance on one or more classes, shall be exempted also from passing the Sessional Examinations in the subjects of them.

(3.) Undergraduates of the Third and Fourth Years who are exempted from attendance on one or more classes on presentation of certificates from recognized 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.

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

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

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

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

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

(9.) If an undergraduate absent himself from any 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 § XXI.

(10.) 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 § XXI.

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

(12.) Undergraduates wishing to appear as candidates at any Examination other than 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.

(13.) Students are forbidden to take 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 violates this rule he shall either lose his session or suffer such penalty as the Faculty may see fit to impose.

§ XI.—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 both a First Class standing at the previous Sessional Examination in the subject corresponding to that of the Honours Course selected, and a satisfactory standing in the other subjects of the course, or received the special permission of the Faculty.

(2.) Honours Courses are provided in the following departments, viz., (1.) Classics, (2.) Latin and English, (3.) Greek and English, (4.) English and English History, (5.) Mental and Moral Philosophy (including Political Economy), (6.) Mathematics and Mathematical Physics, (7.) Experimental Physics and Chemistry. Undergraduates in Arts may become candidates in any one of the above departments; undergraduates in Letters in any one of departments 4, 5, 6, and 7; undergraduates in Science in either of the departments 6 and 7.

(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 department (§ 1), to make progress satisfactory to the Professors who conduct such classes, and to pass the examinations in the subjects of such department; and he shall be allowed to omit, from the subjects demanded of candidates for the ordinary degree, certain subjects specified below.

(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 respectively in such department.

(6.) A candidate who fails to obtain Honours 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.

They shall be examined in the following subjects:

**LATIN.**—Plautus: *Miles Gloriosus*.  
Terence: *Adelphi*.  
Virgil: *Georgics*, Books I., IV.  
Horace: *Epistles*, Books I., II.; *Art Poetica*.  
Juvenal: *Satires*, VII., VIII., XIV.  
Cicero: *De Oratore*.  
Livy: *Books XXI., XXII.*  
Tacitus: *Germania*; *Annals*, Book II.

**Composition.**—Latin Prose.

**Literature.**—Cruickshank's *History of Latin Literature*, selected chapters.

**GREEK.**—Aeschylus: *Eumenides*.  
Sophocles: *Oedipus Rex*.  
Aristophanes: *The Knights*.  
Homer: *Odyssey*, Books V., VI., VII., VIII.  
Thucydides: *Book II*.  
Plato: *Phaedo*.  
Demosthenes: *De Corona*.  
Aristotle: *Poetics*.

**Composition.**—Greek Prose (in 1800).

**Philology.**—Pell's *Introduction to Greek and Latin Etymology*; *Comparative Philology by Papilio*.

**Literature.**—Mahaffy's *History of Greek Literature*, the portions bearing on the authors and subjects read in the undergraduate course; *Donaldson's Theatre of the Greeks*, selected portions.

(8.) Candidates for Honours in Latin and English may, in each of the Third and Fourth Years of their course, omit any two of the subjects of those years, except Latin and English, the Third and Fourth Years English Class being regarded, however, in the case of candidates for Honours in this department, not as an ordinary subject but as a part of the Honours Course. They shall be examined in the following subjects, viz.:

## LATIN.

The Latin subjects prescribed for the Honours Course in Classics.

## ENGLISH.

(1.) The historical development of the language and literature to the year 1499, including a minute acquaintance with Sweet's Anglo-Saxon Reader (exclusive of poetical selections), Sweet's First and Second Middle English Primers, Chaucer's Prologue, Knight's Tale, and *Nonne Prioresse Tale* (Clar. Press Ed.), and *Lorenzbourg's History of the English Language*.

(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 Queene*, Bk. II.  
 Marlowe: *Doctor Faustus*, *Edward II.*  
 Greene: *Frier Bacon and Frier Bungay*.  
 Sidney: *Apologie for Poetrie*.  
 Hooker: *Ecclesiastical Polity*, Book I.  
 Hooker: *Advancement of Learning*, *Select Essays*.  
 Shakespeare: Henry VI., Pts. II & III, *Romeo and Juliet*, *Leaer*, Henry VIII., *Two Noble Kinsmen*.

(3.) A general acquaintance with the genius and work of Robert Browning and a special acquaintance with the following poems:—*My Last Duchess*, *A Woman's Last Word*, *Confessions*, *Clara*, *Andrea del Sarto*, *The Bishop Orders his Tomb*, *As You Like It*, *A Death in the Street*, *Saul*, *Rhilda Ben Ezer*, *De Alibi Visum*, *Plague Signs*, *Abt Vogler*, *Up at a Villa*, *Amphibian*, *Callion on Setebos*.

*Books recommended:* *Salisbury's History of Elizabethan Literature* (Macmillan), *Clarendon Press* and *Arthur Edition* of Elizabethan works. *Selections from Keats*, *First and Second Series*.

(9.) Candidates for Honours in Greek and English may, in each of the Third and Fourth Years of their course, omit any two of the subjects of those years, except Greek and English, the Third and Fourth Years English Class being regarded, however, in the case of candidates for Honours in this department, not as an ordinary subject, but as a part of the Honours Course. They shall be examined in the following subjects, viz.:

## GREEK.

The Greek subjects prescribed for the Honours Course in Classics.

## ENGLISH.

The English subjects prescribed for the Honours Course in Latin and English.

(10.) Candidates for Honours in English and English History may, in each of the Third and Fourth Years of their course, omit any two of the subjects of those years, except English and History, the Third and Fourth Years English Class being regarded, however, in the case of candidates for Honours in this department, not as an ordinary subject, but as a part of the Honours Course. They shall be examined in the following subjects, viz.:

## ENGLISH.

The English subjects prescribed for the Honours Course in Latin and English.

## ENGLISH HISTORY.

A minute investigation of English History from A. D. 1605-1689.

*Books recommended:* *Green's History of the British People*, vol. 2; *Lindsay's History of England*, vols. 7-10; *Milnes's Constitutional History of England*, Chap. VI.—VII.; *Baker's History of England*; *S. E. Gardner's Works on this Period*; *Clarendon's History of the Great Rebellion*; *Mason's Life of Milton*; *Carlyle's Life of Cromwell*; *Foster's Life of Ethel*; *Bayle's Chief Actors in the Puritan Revolution*.

(11.) Candidates for Honours in Mental and Moral Philosophy may in the Third Year of their Course omit any one and, in the Fourth Year, any three of the subjects of those years, except Metaphysics, Ethics and Political Economy, all of which must be taken in the Third Year. They shall be examined in the following subjects:

## MENTAL PHILOSOPHY.

- Plato's *Theaetetus*.  
 Locke's *Essay on Human Understanding*: Books II. and IV.  
 Fraser's *Selections from Berkeley*.  
 Hume's *Treatise on Human Nature*, vol. I. (with Green's Introduction).  
 Kant's *Critique of Pure Reason* (Stirling's Translation).  
 Reid's *Essays*, V.  
 Alison's *Essays on the Principles of Taste*.  
 Cousin's *Philosophy of the Beautiful*.  
 Mill's *Logic*, Book III, chaps. 8 and 9.  
 Hamilton's *Lectures on Metaphysics and Logic*.

## MORAL PHILOSOPHY.

- Plato's *Republic*, (omitting Books VIII. and IX.)  
 Aristotle's *Nicomachean Ethics*, (omitting Books VI. and VII.)  
 Kant's *Theory of Ethics*, (Abbot).  
 Green's *Principles in Ethics*.  
 Spenser's *Data of Ethics*.  
 Sidgwick's *Methods of Ethics*.

A general acquaintance with the History of Philosophy will be expected.

## POLITICAL ECONOMY.

Smith's Wealth of Nations.  
 Cairnes' Principles of Political Economy.  
 Carey's Principles of Social Science.  
 Ruscher's Political Economy.  
 Fawcett's Protection and Free Trade.  
 Carey's Harmony of Interests.  
 George's Progress and Poverty.

(12) Candidates for Honours in Mathematics and Mathematical 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 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 those subjects. Differential Equations (selected courses), 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.

(13.) Candidates for Honours in Experimental Physics and Chemistry may, in the Third Year, omit any one, and in the Fourth Year, any two, of the subjects of those years, except Physics, Practical Physics, Dynamics, and Organic and Practical Chemistry. They shall be examined in the following subjects:

## EXPERIMENTAL PHYSICS.

Candidates shall be required to show a general knowledge of Abstract Dynamics, the Properties of Solids and Fluids, Heat, Electricity and Magnetism, Light and Radiant Heat, and Sound, so far as these 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. 1, pp. 123, 172, 298, 542, 632.—Faraday's Experimental Researches in Electricity (Quaritch), vol. 1, Series III, IV., VI., VII., VIII.

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. Monatomic and Polyatomic Alcohols, Aldehydes, Volatile Fatty Acids. Compound Ethers, Ethers of Glycerine, Saponifications, Organic Acids, Carbohydrates, Fermentation, Transformations of the Alcohols, and Laboratory Determinations. Aromatic Group, Compound Ammonia, Alkaloids.

Books recommended: Wurtz's Chemistry, Organic part. Emsie & Schottenbaum's Chemistry.

For reference: Wall's Dictionary of Chemistry, and other reference works in the Balcan Hall Library.

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

Books recommended for general work: Marchand's Practical Chemistry, Forester's Qualitative Analysis, Theory, or Application. Wodder's Mineral Analysis.

§ 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 XXII.)

(2.) To students who attend the classes of the following courses with regularity and pass the Seasonal Examinations (§ X.) in the subjects thereof, 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.) **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.

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

(7.) **Two Years Course preparatory to 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 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. In the event of its not being awarded in this department, it may be awarded either in the department of Latin and English, or in that of Greek and English.

THE GOVERNOR-GENERAL'S SILVER MEDAL, which is offered by His Excellency the 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. In the event of its not being awarded in this department of Honours, it may be awarded in some other department.

THE SIR Wm. YOUNG MEDAL, founded by bequest of the late Hon. Sir Wm. Young, will be awarded to the Undergraduate standing highest among those taking Honours in the department of Mathematics and Mathematical 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 and English 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 BERNARY.—A BERNARY of the annual value of \$50, has been founded in connection with Dalhousie College by the North British Society of Halifax, to be competed for at the Sessional Examination 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, 1890.

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 BERNARY being excluded.

THE AVERY PRIZE.—This prize, the interest of \$500, bequeathed for this purpose by the late J. F. Avery, M. D., is offered 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 makes the highest average at the Sessional Examinations in the subjects of the classes attended in the Faculty of Arts.

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 and English 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 1888-9, 1889-90, viz. :—

Five Junior Exhibitions of \$150 a year, tenable for two years.  
Ten Junior Bursaries of \$100 a year, tenable for two years.  
Five Senior Exhibitions of \$200 a year, tenable for two years.  
Ten Senior Bursaries of \$150 a year, tenable for two years.

(2.) 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.

(3.) 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.

(4.) 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 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 Sessional Examinations (§ x), or the Supplementary Examinations of the Second Year.

(5.) 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.

(6.) The *Senior Exhibitions and Bursaries* shall be held during the third and fourth years of the Arts Course, provided

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

† For the purposes of condition (3), Geometry and Algebra shall be reckoned as separate subjects.

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 Sessional Examinations (§ x), or the Supplementary Examinations of the Fourth Year.

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

(8.) 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 September 1st, 1888.*

(9.) 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.

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

(11.) The Examinations for the Exhibitions and Bursaries will be held at the College on September 11th-14th, 1888.

(12.) The subjects of examination for the *Junior Exhibitions and Bursaries* of 1888-9, shall be as follows :—

1. LATIN.—† *Cæsar*, *Gallie War*, Book I, and *Virgil*, *Æneid*, Book I.—*Grammar*: *Accidence*, *Proxody*, *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., *Ess.* 1-35, or *Arnold's Latin Prose Composition*, *Ess.* 1-9, 21-49.

2. GREEK.—† *Xenophon*, *Anabasis*, Book III., and *Symposium*, (*Whiston's*, pub. by J. Allyn, Boston). *Grammar*: *Accidence* (omitting *Accentuation*), *chief rules of Syntax*. \**Text Book*: *Smith's*

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

† The following are the classical books for 1889-90:

Latin: *Cæsar*, *Gallie War*, Books I. & II., and *Virgil*, *Æneid*, Book I.  
Greek: *Xenophon*, *Anabasis*, Book III. and *Symposium* (*Whiston's*).

Greek Grammar.—Composition: Translation of simple sentences such as are found in the English-Greek Exercises in Smith's *Iaitia Græca*, Part I.

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

4. ENGLISH.—*Language*: Grammar, Analysis, Writing from Dictation, Punctuation, Synthesis, Paraphrasing.—*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, 250; English, 200.

(13.) 1. The subjects of Examination for the Senior Exhibitions and Bursaries of 1888-9, shall be any two of the following groups:

A.—CLASSICS.

LATIN: *Horace*, *Æneid*; *Pliny*, Selected Letters (Pritchard and Bernard's edition, Clarendon Press, London).—*Composition*: An easy piece of English to be turned into Latin Prose. (For models, see Champneys and Russell's *Easy Pieces for Latin Prose*, 2nd series, Rivingtons, London.)

GREEK.—*Herodotus*, Book II.—*Composition*: Translation of simple passages. (For models, see Sidgwick's *First Greek Writer*.)

B.—MATHEMATICS.

ALGEBRA: As set forth in Colenso's, or Talbot'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 Circular Area, and the solution of the equation  $2x = 1$ .—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 24 propositions of the Eleventh Book. Conic Sections:—The Parabola and the Ellipse, as set forth in Drew's Conic Sections. (The equivalents of these 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* (Henry Holt & Co., N. Y.), to end of Part I; Spenser's *Fæerie Queen*, Bk. I. (Clarendon Press), Shakespeare's *King John*, and *The Tempest* (Dollé's Edition, Harpers, N. Y.); Hutton's *Scott* (English Men of Letters Series); Sir W. Scott's *Marmion*, and *Rob Roy*.

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

\* Text Books: Smith's *Student's Greece*; Torr'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 subjects of Examination for the Senior Exhibitions and Bursaries of 1888-90, shall be any two of the following groups:

A.—CLASSICS.

The subjects specified in (13.) 1. of this section.

B.—MATHEMATICS.

The subjects specified in (13.) 1. of this section.

C.—ENGLISH.

Lounsbury's *History of the English Language* (published by Henry Holt & Co., N. Y.), to end of Part I; Spenser's *Fæerie Queen*, Book I. (Clarendon Press Edition); Shakespeare's *King John*, As You Like It, (Colfe's Edition, Harper Bros.); *Nelson's Byron* (Eng. Men of Letters Series); *Byron's Cláide Harold* (Clarendon Press).

§ XV.—RESIDENCE.—All students 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 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 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 respective churches as places of worship.

§ XVII.—DISCIPLINE.—Any case of improper conduct on the part of a student, if brought to the notice of the Faculty, is to be investigated by the Faculty and reported to the Senate.

The Senate has authority to impose fines for damage done to property; to inflict at their discretion the penalties of admonition, suspension for a term, and expulsion, for neglect of duty, or for disorderly or improper conduct, and to use all other means deemed necessary for maintaining discipline.

The Professors have full power to maintain order in their respective classes, and may if necessary expel from the room during the class hour, any student persisting in disorderly conduct.

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

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

§ XX.—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 hood. 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.

B. L.—Black stuff, with a lining of white silk, bordered with light blue 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.

§ XXI.—FEES.—(1.) Fees are payable by students for Registration, for the use of the Gymnasium, 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 00
Fee for each class attended, per Session † (except the Practical Chemistry and Physics Classes) .....	6 00
Fee for each of the Practical Chemistry and Physics Classes for every three months of practical work in Laboratory . . .	6 00
Supplementary Examination Fee, payable on giving the notice required by § X. (17) .....	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 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, in the case of the Professors of Chemistry and Physics, fees of \$3.00 per session shall be paid for Practical Classes by undergraduates taking those classes, and in the case of the Professor of English Literature a fee of \$6.00 shall be paid by undergraduates taking the third and fourth years English Class.—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 advanced classes he may attend.

(2.) The graduation fees are as follows:

Fee for the B. A. or B. L. or B. Sc. Diploma, which is payable by candidates before the Seasonal Examinations of the Fourth Year, and will be returned in case of failure, . . .	\$ 5 00
Fee for M. A. Diplomas, which must accompany the thesis, and will be returned if the Thesis is not sustained, . . . . .	10 00
Fee for B. A. or M. A., (inf. <i>sanctum</i> ) .....	10 00

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

† The English Classes of the First and Second Years, and the History and Physics Classes of the Third and Fourth Years, though extending over two sessions shall for the purpose of this rule be considered single classes. The Latin and Greek Classes of any one year shall also be considered one class.



## Faculty of Law.

THE PRESIDENT, (*ex officio*.)

Professors: WELDON,

RUSSELL,

Lecturers: TOWNSEND, J.,

SHANNON,

GRAHAM,

PAYZANT,

HARRINGTON.

Dean of the Faculty: PROFESSOR WELDON.

Secretary of the Faculty: PROFESSOR RUSSELL.

### § XXII.—COURSES OF LECTURES.

The following courses of lectures, to be given in the Session of 1888-9, will begin on the 4th September, 1888, and end on the 15th February, 1889.

#### CONSTITUTIONAL AND INTERNATIONAL LAW.

(George Murray Professorship.)

Professor.....B. C. WELDON, M. A., Ph. D.

##### Constitutional Law.

Two lectures per week.

Subjects of lectures:

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

##### Constitutional History.

Two lectures per week.

Subjects of lectures:

Anglo-Saxon Royalty. The Judicial System of the Anglo Saxons. The Witegasescote. 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: Maxwell-Langmaid's Constitutional History of England.

##### Conflict of Laws.

One lecture per week.

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 Digest.

##### International Law.

One lecture per week.

Subjects of lectures:

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

Text Book: Woolsey's International Law.

##### CRIMES.

Lecturer.....HON. MR. STANSON, Q. C., B. C. L.

One lecture per week.

Subject of lectures:

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.

##### REAL PROPERTY.

Lecturer.....HON. MR. STANSON, Q. C., B. C. L.

One lecture per week.

Subjects of lectures:

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

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

## CONTRACTS.

Lecturer.....R. EWEAL, A. M.

Two lectures per week.

## Subjects of lectures:

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

Text Book: Finch Cases.

## SALES OF PERSONAL PROPERTY.

Lecturer.....PROFESSOR EWEAL.

Two lectures per week.

1888-9.

## 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. Conditions, warranty, express and implied. Remedies of seller and buyer.

Text Book: Beesly on Sales.

## EQUITY JURISPRUDENCE.

Lecturer.....HON. MR. JUSTICE TOWNSEND AND PROFESSOR EWEAL.

Two lectures per week, extending over two years.

## 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.

## MARINE INSURANCE.

Lecturer.....MR. GRABER, A. M., Q. C.

One lecture per week.

## Subject of lectures:

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

Text Book: Arnould.

## TORTS.

Lecturer.....MR. FAYERS, A. M.

One lecture per week.

## Subjects of lectures:

Definitions. Torts considered with reference to Crimes and Contract. Doublt. 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: Hopley.

## EVIDENCE.

Lecturer.....MR. HARRISON, Q. C.

One lecture per week.

[1888-9.]

## Subjects of lectures:

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

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

## PARTNERSHIP AND COMPANIES.

Lecturer.....MR. HARRISON, Q. C.

One lecture per week.

[1888-90.]

## 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.

## NEGOTIABLE INSTRUMENTS.

Lecturer.....PROFESSOR EWEAL.

[1889-90.]

Two lectures per week.

## Subjects of lectures:

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

Text Book: Ames Select Cases.

§ XXIII.—THE ACADEMIC YEAR.—The academic year consists of one Session. The Session of 1888-9 will begin on the 4th of September, 1888, and end on the 15th of February, 1889.

§ XXIV.—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 prescribed fees.

(2.) Registered students may, on payment of the proper fees, (see page 59), 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 Matriculating Examinations or a recognized equivalent, 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.

§ XXV.—DEGREE OF BACHELOR OF LAWS.—(1.) Candidates for the Degree of LL. B. are required to pass the Matriculation Examination, or a recognized equivalent, 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 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.

§ XXVI.—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:

CLASSIC.—Xenophon—Analysis, 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 August 27th, 1888; and they shall be required to pay a fee of \$5.00 on the morning of the day of Examination.—The Examination will be held next Session on Monday, September 3rd, 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.

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

##### First Year.

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

##### Second Year.

- |              |                                |
|--------------|--------------------------------|
| 1. Equity.   | 2. Sales of Personal Property. |
| 2. Evidence. | 4. Constitutional Law.         |
|              | 5. Conflict of Laws.           |

##### Third Year.

- |                       |                               |
|-----------------------|-------------------------------|
| 1. International Law. | 3. Partnership and Companies. |
| 2. Insurance.         | 4. Equity.                    |
|                       | 5. Negotiable Instruments.    |

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.

Note.—Third Year students in 1890-9 will also take the subject of Conflict of Laws transferred to the Second Year of the course.

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 with credit the required examinations.

§ XXVIII.—SESSIONAL EXAMINATIONS.—(1.) The Sessional Examinations will begin next Session on February 18th, 1889.

(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 August 27th, 1888.

(5.) The Supplementary Examination for the present year will begin September 3rd, 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, or a Barrister selected by 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 before noon of the day proceeding that on which the case is argued. A record will be kept of the values assigned to the arguments made, and these values will be considered by the Faculty in recommending a candidate for his degree.

In addition to the Moot Courts under the supervision of the Faculty, a voluntary Moot Court has been organized by students of the First Year.

§ XXX.—MOCK PARLIAMENT.—The students have organized a Mock Parliament for the discussion of legal and constitutional questions. This Parliament is largely attended, and is found to be of great utility.

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

§ XXXII.—THE LIBRARY.—The Library has a good set of English and Canadian Reports, and will be found to contain almost all the books which an undergraduate will have occasion to consult.

§ XXXIII.—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 Room 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 the first day of the term, at 10 A. M., in the office of the Law School.

Registration Fee, payable only by general 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	40 00
Fee for the classes of the Second Year, payable by undergraduates	40 00
Fee for the classes of the Third Year, payable by undergraduates	35 00
Fee for L.L.B. diploma, which is payable before the final examination, and will be returned in case of failure.....	15 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.

THE PRESIDENT, (ex officio).

Professor: LAWSON.

Examiners: SOMMER,

SINGLAR,

LINDSAY,

CAMPBELL.

Secretary of the Faculty: DR. LINDSAY.

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

## I. CHEMISTRY.

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

Daily Lectures, 11 A. M.—12 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; Formulas; 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; 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. Aldehyds. Chloral. Polyatomic

Compounds. Fats. Saponification. Polyatomic and Polybasic Acids. Sugars and Starches. Fermentation. Glucosides. The Aromatic Compounds. Benzol; Phenol; Aniline, &c. The Natural Alkaloids; Opium; Nicotine; Quinine; Strychnine; Caffeine; Morphine, &c. Albumen. Urea. Uric Acid. Urinary Calculi and other deposits; methods of determining their chemical composition, and presence of Glucose, Albumen, &c., in urine. Analysis of Milk, Alcoholic Solutions, &c.

Text Book: Fessenden's Manual of Chemistry (English or American Edition); 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, nature of Calculi and other deposits. Sanitary Analysis.—Atmospheric Air; Water; Mineral Waters.

Text Books: Maclear's Practical Chemistry. Foreman's Medical Chemistry. Special Tables are used in the Laboratory, and reference books may be consulted in the Balance Room.

## II. BOTANY.

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

Lectures three days a week.

The Vegetable Cell: its structure and contents. Typical and Transformed Cells; Tissues. Parenchyma, Prosenchyma. 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), Nyctitropism.

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 given, with special attention to those orders containing poisonous plants, and plants used in medicine.

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

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

2. Students wishing to attend the above courses may do so either as General Students without preliminary examination,

or as Undergraduates. In either case they 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.

4. Attendance on classes by those registered as General Students, or as Undergraduates of other Faculties, will not qualify for Degree Examinations in this Faculty.

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.

§ XXXV. THE ACADEMIC YEAR.—The Academic Year consists of one session. The session of 1888-9 will begin on Monday, Oct. 29th, and continue six months.

In order to qualify for Degree Examinations, the Medical Academic Year must include attendance on at least two courses of 100 lectures each, or one such course and two of 50.

§ 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.—I. 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) Arithmetic, 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.

\* Latin for 1888, Caesar, Gallic War, Book I., or Virgil, *Æneid*, Bk. I.  
 Latin for 1889, Caesar, Gallic War, Bks. II. and III., or Virgil, *Æneid*, Bk. II.  
 Greek for 1889, Xenophon, *Anabasis*, Bk. III., or *Symposium*, (Wimmer), published by J. Allen, London.  
 Moral for 1889, Xenophon, *Anabasis*, Bk. IV., or *Symposium* (as above).  
 In French, Voltaire's *Charles XII.*, *Henri*, and II., or Scott's *Richard of Baskin*, In German, Adler's *Reader* (Appleton & Co.), *Recherches*, 1-4 and 16-17 (inclusive).

(4.) ELEMENTARY MECHANICS OF SOLIDS AND FLUIDS, comprising the Elements of Statics, Dynamics, and Hydrostatics—as treated in Bialik's Elements of Dynamics† (Thin, 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, including (a) writing a passage of English from dictation, (b) English Composition, with the correction of sentences of bad English, (c) Questions in English Grammar with analysis of sentences and derivation and definition of some common English words, (d) Questions in Geography and History, especially in the History of the British Islands and of English Literature.
- (2.) LATIN, including Grammar and Translation of an easy passage from a Latin prose author\*, and retranslation into Latin of a single passage of English (translated from a Latin author) the more difficult Latin words being given.

(3.) ARITHMETIC, the common rules including Vulgar and Decimal Fractions.

(4.) ELEMENTS OF MATHEMATICS, comprising (a) *Geometry*, Euclid, Books I. II. and III.; (b) *Algebra*, including Simple Equations.

(5.) ELEMENTS OF DYNAMICS (MECHANICS), comprising Elementary Kinematics, Statics, Kinetics and Hydrostatics, as treated in Bialik's Elements of Dynamics† (Thin, Edinburgh).

- (6 and 7.) ANY TWO of the following subjects:
  - (a) Greek, including Grammar, Translation from specified authors\*, and Translation of easy English sentences into Greek prose.
  - (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 10th—13th October, 1888, in the College Hall. 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 Faculty at least fourteen days before the date of Examination.

\* See footnote last page.

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

(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.

7. The Matriculation and Sessional Examination of any chartered University or College; and also the Preliminary Examination of any Medical Licensing Board in Her Majesty's dominions will be recognized *pro tanto*.

8. Candidates who may have passed in all subjects but one, either at the University or the Nova Scotia Medical Board Matriculation Examinations, may enter as undergraduates, and will be allowed after six months to pass a Supplementary Examination in the subject in which they previously failed.

§ XXXVIII.—DEGREE EXAMINATIONS.—Candidates for the Degrees 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. EXAMINATIONS.—

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 recognized as sufficient, at least two academic years previously, and of having completed their sixteenth year at the date of passing said examination.

(2.) Of having, after passing the Matriculation or other equivalent examination, attended in the 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, and one course of twenty-five lectures or demonstrations in Histology.

(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 recognized 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 and Histology) 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 in April. Candidates are required to transmit the certificates specified above to the Secretary of the Faculty 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. EXAMINATIONS.—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 recognized 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 recognized 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. Examination 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 Victoria General 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 Senate, or of having attended at least six cases of midwifery under a recognized practitioner.

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

2. Candidates will 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 in April. Candidates are required to transmit the certificates specified above to the Secretary of the Faculty 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 before the date of the examination 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.....	10 00
Chemistry Class Fee.....	12 00
Chemistry Laboratory Fee (three months' course).....	6 00
Botany Class Fee.....	6 00
Graduation Fee.....	20 00



## Institutions.

### THE UNIVERSITY LIBRARY.

The General † Library consists of about 2500 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 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.

During the past year, 358 volumes, exclusive of pamphlets, calendars, etc., have been added to the Library. The following have been presented:

By *Mrs. Robert Marrow*.—A collection of works, mainly on Norse language and antiquities, made by the late Robert Marrow, viz:—*Annaler for Nordisk Oldkyndighed*, 21 vols.; *Antiquarisk Tidsskrift*, 5 vols.; *Mémoires de la Société Royale des Antiquaires du Nord*, 16 vols.; *Noordiske Sideskrift for Oldkyndighed*, 5 vols.; *Scripta Historica Islandorum*, 12 vols.; *Tillæg till Aarsbøger for Nordisk Oldkyndighed*, 12 pamphlets; *Greenland's Hittories Mindemærker*, vols II. and III.; *Jousson's Oldnordisk Ordlog*; *Thorpe's Northern Mythology*, 3 vols.; *Guide to Northern Archaeology*, (2 copies); *Leding's Chronicle of the Kings of Norway*, 3 vols.; *Whiston's History of the Northmen*; *Rafu's Faerying Saga*; *Rink's Tales and Traditions of the Eskimo*; *Iceland, Greenland and the Faroe Islands*; *Smith's Discovery of America*, by the Northmen; *Vestiges d'Asie's et de Sibirie*; *Congrés International des Américanistes*, 5 vols.; *Leland's Discovery of America*; *Hyerten's Flint*; *Holbergs Pøler Pæser*; *Baydon's Old-Norse Grammar*; *Rask's Danish Grammar*; *Loid's Method of Learning Danish*; *Marsh's Old-Icelandic Grammar*; *Lund's Danish and English Idioms*; *English and Danish Dictionary*; *Engelsk Dansk Ordlog*; *Dansk Engelsk Ordlog*; *Gleason & Vigfusson's Icelandic English Dictionary*; *Peterham's Anglo-Saxon Literature in England*; *Antiquité's Russes*, 2 vols.; *Atlas d'Archéologie du Nord et Textes Explicatives*, 2 vols.; *Archæology of the United States*; *Antiquités Américaines*; *Cabinet d'Antiquités Américaines à Copenhague*; *Rapport Ethnographique par Rafu*; *La Construction des Salles d'ites des Géants par le Roi de Danemarck*; *Simpson's Archaeology, its Past and Future*; *Thomson's Northmen in Iceland*; *Worsaae's Discours lesant la Soc. Roy. des Antiquaires de Nord*.

By *E. Solgerick, Esq., Deputy Minister of Justice*.—The *Encyclopaedia Britannica*, Vol. XXII.

By *Prof. MacGregor*.—An *Elementary Treatise of Kinematics and Dynamics* by J. G. MacGregor; *Dalhousie Gazette*, vols. I-IV, (bound in one vol.); *Scientific Papers*, by J. J. Mackenzie; *Crucis of Nova Scotia*, 1861; *The Works of Francis Edwards*, the Younger, 2 vols.; *General History of the Christian Church*, by John Brown, 2 vols.; *Dictionary of the Aesthetics Language*.

By *Prof. Seth*.—*Peter's Translation of Aristotle's Ethics*; *Piending's Vocabulary of Philosophy*, 4th Ed.

By *President Forest*.—*Schiller's Sämmtliche Werke*.

By *Mr. Howard Murray, B. A.*—*Kiøper's Atlas Antiqua*; *Snowball's Elements of Trigonometry*; *Ramus's Clavis Pro Cinesimo*; *Biggs' Xenophon's Cyropaedia*, Bks. IV. and V.; *Solgerick's Somes from the Greek Dramatists*, 4 vols.; *Church & Beodrið's Tacitus*; *Bishop's Olyttasoo and Phillipps' Orations of Demosthenes*; *Colenso's Trigonometry*; *Mission Morale de l'Art par A. Boulland*.

By *Mr. W. H. Meyer*.—A *Comparative Grammar of the Anglo-Saxon Language*, by F. A. March.

By *Mr. D. A. Murray, B. A.*—*Angel's Geometry*, 2 vols.

By *Macmillan & Co., (the Publishers)*.—*Talbouter's Analytical Statics*, 5th edit.; *Scott's Marston*, ed. M. Macmillan; *Paradise Lost*, Bks. I. & II., ed. M. Macmillan; *Greek's Teaching of Geography*; *Calvert's School Readings in the Greek Testament*; *Stories from*

† The Provincial Legislative Library and the Chinese Free Library being open to the public on the holidays of certain conditions, may also be used by Students.

Ovid's *Metamorphoses*, ed. Bond & Walpole; *Cæsar's Helvetian War*, ed. Welch & Duffield; Hall & Knight's *Higher Algebra*; Wood's *Second School Poetry Book*; *Burkley's History of England for Beginners*; Stewart & Gee's *Lessons in Elementary Practical Physics*, Vol. II.; Cohen's *Practical Organic Chemistry*; *Wilhelm Tell*, ed. Pasnacht; *Ramm's Elements of Chemistry*; *Hartley's Quantitative Analysis*; *Cæsar's Gallic War*, VII., ed. Bond & Walpole; *Siddh's Algebra*; *Wastler's College History of India*; *Goldsmith's Traveller and Deserted Village*, ed. Barrett; *March Ado About Nothing*, ed. Deighton; *Welch & Duffield's Latin Accidence*; *Anabasis*, Bks. I-VIII., ed. Wells; *Selections from Arnis*, ed. Bond and Walpole; *Polybias' Achaean League* ed. Capes; *Aeneid*, Bk. VII., ed. Page; *Golkie's Elementary Geography of the British Isles*; *Moden*, ed. Verrel.

By *Bielington*, (the Publishers).—*Cornwall's Cinna*, ed. Hartington; *Saint's Maitres Mondains*, ed. Parry; *L'Étude de George Sand*, ed. Joffé; *Young's Questions on Physics*.

By *Blochwood & Sons*, (the Publishers).—*Scottish Metaphysics Reconstructed*.

Also, *Proceedings of the Royal Society of Canada*, 1884, by the *Society*.

*Report of the Superintendent of Protestant Schools in Manitoba*, by the *Superintendent*.

*Report of the Smithsonian Institution*, 1885, Pt. I., by the *Institution*.

*Maccow's Catalogue of Canadian Plants*, Pt. III., by the *Geological, etc., Survey of Canada*.

*Report of the Fruit Growers' Association of Nova Scotia*, by the *Association*.

*Proceedings of the N. S. Institute of Natural Science*, by the *Institute*.

*Calendars, Registers, etc.*, by the following: *University College, Dundee*; *Glasgow University*; *Aberdeen College*; *Maryville College*; *College of Ottawa*; *McGill College*; *Harvard University*; *Edinburgh University*; *Aberdeen University*; *University of Toronto*; *Trinity College, Toronto*; *Lehigh University*; *Durham University*; *Lafayette College*; *Yassar College*.

## 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 Truro, 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 1863 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 collections 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.

Donations of Dried Plants from the Pacific Islands and Australia have also been made by Rev. Hugh Robertson and Rev. Joseph Anand, M. A., New Hebrides.

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## THE GYMNASIUM.

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

Instruction 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 seasonal 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.

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\* 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.

(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. B. Taylor.
1883-4—Gold Badge	..... W. B. 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.
1886-7—Gold Badge	..... J. J. Buchanan.
Silver Badge	..... V. G. Frazer.
1887-8—Gold Badge	..... J. M. Davison.
Silver Badge	..... V. G. Frazer.

## University Lists.

### DEGREES

Conferred April 26th, 1886.

#### MASTERS OF ARTS.

HIRAN HENRY KIRKWOOD FITZPATRICK, Scotland, Pictou Co., N. S.  
ROBERT McDONALD LANSVILLE.....River John, Pictou Co., N. S.

#### BACHELORS OF ARTS.

DANIEL McDONALD CLARKE.....West River, Pictou Co., N. S.  
WILLARD HILL FULTON.....Halifax, N. S.  
DAVID KENNIE GRANT.....Riverport, Pictou Co., N. S.  
GEORGE MILLAR JOHNSON.....Upper Strathcree, N. S.  
WILLIAM MACDONALD.....Pictou, N. S.  
HENRY MARTIN MACKAY.....Plainfield, Pictou Co., N. S.  
WILLIAM JOHN MCKENZIE.....West Bay, C. B.  
SAMUEL JOHN McLENNAN.....Sydney, C. B.  
AMERSON WATTS McLEOD.....Dunstaffnage, P. E. I.  
GEORGE MACLEOD.....Murray River, P. E. I.  
JOHN ALEXANDER MATHERSON.....Bosherdarie, C. B.  
ALEXANDER McGEACHY MORRISON.....Dartmouth, N. S.  
THOMAS REGINALD ROBERTSON.....Annapolis, N. S.  
DAVID SOGAN.....Windsor, N. S.  
JOHN SANDERS SUTHERLAND.....St. James, Charlotte Co., N. B.

#### BACHELORS OF LAWS.

ARMSTRONG, ERNEST HOWARD.....Kingston, N. S.  
CAMPELL, JOHN ROY, JR.....Dorchester, N. B.  
GERRIOT, CHARLES ERNEST.....Antigonish.  
JONES, HARRY TREADWAY.....Halifax.  
MACKAY, ADAMS ARCHIBALD, B.A.....Wallace.  
MAGNE, EDGAR ALLISON.....Annapolis.  
McCREADY, CHARLES ALEXANDER.....Moncton, N. B.  
McLENNAN, HENRY.....Pictou.  
McLENNAN, DANIEL.....Port Hood, C. B.  
MORRISON, AGLAY.....Cow Bay, C. 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.

*B. A. Degree.*

**FOURTH YEAR:** Clarke, D. McD.; Fulton, W. H.; Grant, D. K.; Johnson, G. M.; Macdonald, Wm.; MacKay, H. M.; McKendle, W. J.; McLennan, S. J.; McLeod, A. W.; McLeod, G.; Matheson, J. A.; Morrison, A. M.; Robertson, T. B.; Solan, D.; Stewart, F. I.; Sutherland, J. S.

**THIRD YEAR:** Allison, E. P.; Brown, E. N.; Burkitt, E. J.; Davison, J. M.; Fraser, A.; Fraser, V. G.; Fulton, Ed.; Harvey, McL.; Henry, J. K.; Laird, A. G.; Macdonald, R. J.; Paton, V.; Patman, Hon.; Switzer, A. W.

**SECOND YEAR:** Campbell, D. F.; Cogswell, G. A.; Fisher, J. M.; Fulton, Ed.; Grierson, R.; Lewis, E. W.; McCallum, H. J.; McKinnon, J. A.; Mackintosh, D. C.; MacLeod, F. J.; Reite, E. J.; Rowlings, G. E.; Schoraman, G. W.; Trefry, J. H.

**FIRST YEAR:** Baxter, Agnes; Bechish, J. W.; Cox, G. H.; Creighton, G.; Goodwin, Emily M.; Grierson, J. A.; Harrington, Emily; Hugh, D. D.; Jordan, E. J.; Logan, S. D.; McCluskey, J. J.; McGlashan, J. A.; McLean, J. B.; McMillan, C. E.; McMillan, F. A.; McNaughton, Elizabeth; Magee, A. O.; Magee, W. H.; Moore, C. L.; Murray, A. V.; Oliver, A. C. L.; Robertson, S. N.; Robinson, C. B., Jr.; Tappin, J. W.; Turnbull, G. D.

## FACULTY OF LAW.

*For LL.B. Degree.*

**THIRD YEAR:** Armstrong, E. H.; Campbell, J. B.; Gregory, C. E.; Jones, H. E.; MacKay, A. A.; Magee, R. A.; McCready, C. A.; McLean, H.; McLennan, D.; Morrison, A.

**SECOND YEAR:** Cummings, Denison; Forsyth, McNeil, A. H.; Patterson, Ross, Todd.

**FIRST YEAR:** Armstrong, Bowser, Fairweather, Frazer, Hamilton, Howie, Lockhart, McNeil, McPhoe, Oxley, Reid, Roberts, Sinclair, Smith.

## FACULTY OF MEDICINE.

*For Primary M.D., C.M.*

(Shown in order of merit.)

**ANATOMY (including Practical Anatomy\*):**—Campbell, G. M.; Walker, S. L.; Walsh, Thomas W.; Cameron, J. J.

**PHYSIOLOGY:**—Campbell, G. M.; Walker, S. L.; Walsh, Thom. W.

**MATERIA MEDICA (including Therapeutics and Practical Pharmacy):**—Cameron, J. J.; Walsh, Thom. W.

**CHEMISTRY:**—Walsh, Thomas W.

**BOTANY:**—McCharles, R. W.; Fraser, J. F.; Elliot, C. S.; Miller, G. H.; Dunlop, E. W. and McLeod, R. C., (sen.); Gregory, George; Freeman, N. P., and McMahon, Frank (sq.); Walsh, Thom. W.

\* Except in the case of Mr. Walsh.

HONOURS, MEDALS, PRIZES,  
EXHIBITIONS AND BURSARIES, 1887-88.

## HONOURS.

**MATHEMATICS AND PHYSICS:**—*First Rank*—A. M. Morrison. *Second Rank*—H. M. MacKay.  
**MENTAL AND MORAL PHILOSOPHY:**—*Second Rank*—A. W. MacLeod.  
**ENGLISH LITERATURE AND HISTORY:**—*First Rank*—Geo. MacLeod; J. S. Sutherland. *Second Rank*—David Solan.

## MEDALS.

**THE GOVERNOR-GENERAL'S GOLD MEDAL:**—Not awarded.  
**THE GOVERNOR-GENERAL'S SILVER MEDAL:**—J. S. Sutherland.  
**THE SIR WM. YOUNG GOLD MEDAL:**—A. M. Morrison.  
**THE DEHILL GOLD MEDAL:**—Geo. MacLeod.

## SPECIAL PRIZES.

**THE NORTH-BRITISH SOCIETY BURSARY:**—F. J. McLeod.  
**THE AVERY PRIZE:**—T. B. Robertson.  
**THE WAVELLY PRIZE:**—G. R. Rowlings.  
**THE EARLY ENGLISH TEXT SOCIETY'S PRIZE:**—G. MacLeod.  
**THE NEW SHAKESPEARE SOCIETY'S PRIZE:**—F. J. MacLeod.  
**THE BOAR PRIZE:**—H. T. Jones.

## SENIOR BURSIO EXHIBITIONS.

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

## SENIOR BURSIO BURSARIES.

- |                      |                    |
|----------------------|--------------------|
| (1) Brown, E. N.     | (5) Harvey, M.     |
| (2) Fraser, J. K. G. | (6) Davison, J. M. |
| (3) Macdonald, R. J. | (7) Allison, E. P. |
| (4) Fraser, A.       | (8) Burkitt, E. J. |

## JUNIOR BURSIO EXHIBITIONS.

- |                   |                      |
|-------------------|----------------------|
| (1) Magee, W. H.  | (5) Moore, C. L.     |
| (2) Creighton, G. | (4) Bechish, J. W.   |
|                   | (6) MacMillan, F. A. |

## JUNIOR BURSIO BURSARIES.

- |                      |                      |
|----------------------|----------------------|
| (1) Hugh, D. D.      | (6) Robbison, C. R.  |
| (2) Creighton, G.    | (7) McLean, J. B.    |
| (3) Tappin, J. W.    | (8) Jordan, E. J.    |
| (4) Oliver, A. C. L. | (9) Turnbull, G. D.  |
| (5) Robertson, S. N. | (10) McMillan, C. E. |

## EXAMINATIONS, 1887-8.

## FACULTY OF ARTS.

## MATRICULATION EXAMINATION.

(The following list contains the names of those who either passed the Matriculation Examination, or were allowed to matriculate on request of the Examiners for *Maiores Baccalari*. The names are in alphabetical order.)

*For B. A. Course.*

FIRST YEAR.—Atwater, J. T.; Bekins, F. W. M.; Baxter, Agnes S.; Bechtold, J. W.; Cameron, S. H. H.; Cogswell, W. F.; Cox, Geo. H.; Creelman, W. A.; Crighton, G.; Douglas, E. A.; Fullerton, A.; Grierson, J. A.; Hamilton, Annie I.; Harrington, Emily B.; Hugh, D. D.; Johnson, E. D.; Jordan, E. J.; Lear, G. A.; Logan, J. D.; McCulloch, W.; McCurdy, J. F.; McDonald, A. F.; McGlashan, J. A.; McLean, J. B.; MacMillan, C. E.; Macmillan, F. A.; Macrae, A. O.; Magee, W. H.; Moore, C. L.; Munro, H. H.; Montgomery, J.; Morash, A. V.; Oliver, A. C. L.; Paisie, G. P.; Robertson, S. N.; Robinson, C. B.; Thompson, F. W.; Thomson, J. W.; Trefry, A. H.; Tupper, J. W.; Turnbull, G. D.

SECOND YEAR.—Gratz, H. G.

*For B. L. Course.*

FIRST YEAR.—Mair, Ethel; Worth, Calista A.

## ENTRANCE EXAMINATIONS.

(Names in order of merit.)

## CLASSICAL HISTORY AND GEOGRAPHY.

THIRD YEAR: *Class I.*—Brown, E. N.; Henry, J. K.; Paton, V.; Putnam, H.; Laird, A. G. *Class II.*—Fulton, Ed.; France, V. G.; Allison, E. F. *Passed.*—Harvey, M.; Davison, J. M.; Smith, E. B.; Macdonald, R. J.

SECOND YEAR: *Class I.*—None. *Class II.*—Cogswell, G. A.; Schurman, G. W.; Lewis, L. W.; MacLeod, F. J.; Fulton, Ed.; Mackintosh, D. C. *Passed.*—MacLeod, J. N.; Campbell, D. F.; Fisher, J. M.; Miller, G.; Grierson, E.; McCallum.

## ENGLISH LITERATURE.

THIRD YEAR: *Class I.*—Burkitt, R. J.; France, V. G.; Paterson, H.; Laird, A. G.; Fulton, E.; McDonald, R. J.; Harvey, M.; Henry, J. K. *Class II.*—Paton, V.; Davison, J. M.; Brown, E. N.; Allison, E. F.; Smith, E. B.; Fraser, J. K. G.

SECOND YEAR: *Class I.*—Mackintosh, D. C.; Macleod, J. N.; Cogswell, G. A. *Class II.*—MacLeod, F. J.; Fulton, Ed.; Lewis, E. W. *Passed.*—Schurman, G. W.; Miller, G.; Grierson, E.; Ewing, G. E.; Murray, N. F.; Campbell, D. F.; McKinnon, J. A.; Fisher, J. A.; McCallum, H.

## HISTORY.

*Class I.*—(McLeod, G.; Sutherland, J. S.); Solomon, D.; Robertson, T. R. *Class II.*—McDonald, W.; Johnson, G. M. *Passed.*—Grant, D. K.; Clarke, D. McD.; Matheson, J. A.; McLennan, S. J.

## SUPPLEMENTARY EXAMINATIONS.

FOURTH YEAR: *History (Entrance Examination).*—McKenzie, W. J.; Fulton, W. H.

THIRD YEAR: *Dynamics.*—Brown, W. *Classical History and Geography.*—Burkitt, R. J.; Fraser, Alex.; Fraser, J. K. G.; Howatt, C. A. *English Literature (Entrance Examination).*—Fraser, Alex.; Howatt, C. A.

SECOND YEAR: *English.*—Burkitt, R. J. *Latin.*—McKenzie, W. J. *Classical History and Geography.*—Fullerton, C. P.; Ratten, E. J.; Fraser, John; Chapman; McKinnon; McLennan, A. K.; Howling, Trefry, J. H.; Gratz, H. G.; Murray, N. F. *English Literature (Entrance Examination).*—Fullerton, C. P.; Ratten, E. J.; Fraser, John; Chapman; McLennan, A. K.; Trefry, J. H.; Gratz, H. G.

FIRST YEAR: *English.*—Fullerton, C. P. *Algebra.*—Fullerton, C. P.; Ratten, E. J.; McLennan, A. K.; Fraser, John. *Greek.*—Fraser, John.

## SPECIAL EXAMINATIONS.

*Honours, subjects of the Third Year.*—MacDonald, W.

## 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.*—None. *Class II.*—Grant, D. K.

THIRD YEAR: *Class I.*—Laird, A. G. *Class II.*—Paton, V. J. *Passed.*—France, V. G.; Davison, J. M.; Howatt, C. A.; Allison, E. F.

SECOND YEAR: *Class I.*—MacLeod, F. J.; Schurman, G. W.; Lewis, E. W. *Class II.*—McCallum, H. J. *Passed.*—Mackintosh, D. C.; Fisher, J. M.; Grierson, R.; Maclean, J. N.; Ratten, E. J.; Cogswell, G. A.; Murray, N. F.; Howling, G. R.; Fullerton, C. P.; Fulton, E.; Campbell, D. F.; Chapman, A. E.; MacKinnon, J. A.; Trefry, J. H.

FIRST YEAR: *Class I.*—Bechtold, J. W.; Robertson, S. N.; Magee, W. H.; MacMillan, F. A.; Hugh, D. D.; Maclean, J. B.; McMillan, C. E.; Cox, G. H.; Jordan, J. *Class II.*—Tupper, J. W.; McDonald, A. F.; Moore, C. L.; Oliver, A. C. L.; Robinson, C. B. *Passed.*—Macrae, A. O.; Grierson, E.; Crighton, G.; Goodwin, Emily; Baxter, Agnes; Turnbull, G. D.; Morash, A. V.; Logan, J. D.; McGlashan, J. A.; Harrington, Emily; Thompson, F. W.; McCurdy, J. F.; Thomson, J. W.; MacKay, M. S.; Grierson, J. A.; Trefry, A. H.

## GREEK.

FOURTH YEAR: *Class I.*—None. *Class II.*—Fulton, W. H. *Passed.*—Grant, D. K.; McLennan, S. J.

THIRD YEAR: *Class I.*—Laird, A. G. *Class II.*—Henry, J. K.; Macdonald, R. J.; Putnam, H.

SECOND YEAR: *Class I*—MacLeod, F. J.; Schurman, G. W. *Class II*—McCallum, H. J. *Passed*—Lewis, E. W.; Mackintosh, D. C.; Fulton, K. C.; Fisher, J.; Cogswell, G. A.; Grierson, R.; Rowlings, G. R.; (McKinnon, J. A.; Baitoe, E. J.); Campbell, D. F.; (Chapman, A. E.; Gratz, H. C.; McLean, J. N.; McLennan, A. K.; Miller, G.)

FIRST YEAR: *Class I*—Beckhart, J. W.; MacMillan, F. A.; Magee, W. H. *Class II*—Baxter, Agnes; Macdonald, A. F.; Robinson, G. R.; Jordan, J.; Robertson, S. N.; Oliver, A. C. L.; Moore, C. W.; (Hugh, D. D.; MacLean, J. B.); (Goodwin, Emily; Tupper, J. W.) *Passed*—Macrae, A. O.; McMillan, C. H.; McNaughton, Elizabeth; Crichton, G.; Turnbull, G. D.; McIlashen, J. A.; Meech, A. V.; Cox, G. H.; Thompson, F. W.; Munro, Chas.; Logan, J. D.; Caldwell, Lillie; Thomson, J. W.; Grierson, J. G.; McCurdy, J. F.

## FRENCH.

THIRD CLASS: *Class II*—F. J. Stewart, H. J. McCallum, J. Hart Trefry. *Passed*—A. M. Morrison.

SECOND CLASS: *Class I*—Miss E. H. Stewart, Miss M. Liechti. *Class II*—Miss E. Muir, Miss M. Stewart, J. S. Stewart, Wm. Macdonald, H. M. MacKay. *Passed*—W. H. Fulton, George MacLeod, David Solon, C. A. Howat, R. B. Robertson, Miss Gert. Mackintosh, Wm. Brown.

FIRST CLASS: *Class I*—V. G. Fraser, Edward Fulton, J. M. Davidson. *Class II*—John Montgomery, R. D. Higgs. *Passed*—A. H. Trefry, Miss Calista Worth.

## GERMAN.

SECOND CLASS: *Class I*—Miss M. Liechti, Miss Maria Stewart, Miss Gert. Mackintosh. *Class II*—W. H. Fulton. *Passed*—D. K. Grant.

FIRST CLASS: *Class I*—H. Putnam, J. K. Henry. *Class II*—E. N. Brown, Rob. Macdonald. *Passed*—Miss E. Muir, Miss Anna M. Milroy, Alexander Fraser, G. A. Lear, Miss Calista A. Worth.

## ENGLISH.

SECOND YEAR: *Class I*—MacLeod, F. J.; Mackintosh, D. C.; (Schurman, G. W.; Stewart, Miss M. L. J.) *Class II*—Mackenzie, Miss E. G. *Passed*—Lewis, E. W.; Fulton, Eben.; Higgs, E. D.; (Trefry, J. H.; Mackintosh, J. A.); (Cogswell, G. A.; Fisher, J. M.; Grierson, R.; MacLennan, A. K.; McIlashen, J. A.; MacLean, J. N.; Rowlings, G. R.); (Chapman, A. E.; Baitoe, E. J.); Murray, N. F.; Campbell, D. F.); (Miller, George; McCallum, H. J.); Gratz, H. G.

FIRST YEAR: *Class I*—Beckhart, J. W.; (Stewart, Miss E. H.; Magee, W. H.); Harrington, Miss E. B. *Class II*—McMillan, G. R.; (Muir, Miss E.; Tupper, J. W.) *Passed*—(MacLean, J. B.; Robinson, C. R.); (Hugh, D. D.; Jordan, J.; Moore, C. L.; Turnbull, G. D.); Macdonald, A. F.; (Cox, G. H.; Oliver, A. C. L.; Robertson, S. N.); (Goodwin, Miss E. M.; MacMillan, F. A.); Higgs, B. D.; (Borden, H. C.; Grierson, J. A.); (Logan, J. D.; Montgomery, J.; McNaughton, Miss E.; Thomson, J. W.); (Macrae, A. O.; McCurdy, J. F.; Meech, A. V.; Trefry, A. H.)

## HISTORY.

FOURTH YEAR: *Class I*—Sutherland, J. S.; McLeod, George; Solon, D.; Robertson, T. M.; McDonald, Wm. *Class II*—Higgs, E. D. *Passed*—McLennan, C. P.; Grant, D. K.

THIRD YEAR: *Class I*—Fulton, Edward; Putnam, H. *Class II*—Paton, Vincent; Henry, J. N.; McDonald, Robert; Davidson, J. M.;

Allison, E. P. *Passed*—Fraser, J. K. G.; Fraser, V. G.; Higgs, B. D.; Smith, Allan; Harvey, M. S.

## POLITICAL ECONOMY.

*Class I*—(McLeod, George; Sutherland, J. S.); Higgs, B. D. *Class II*—Allison, E. P.; (McLennan, J. J.; Paton, Vincent).

## STATISTICS.

*Class I*—Fulton, Edward; Brown, E. N.; Macdonald, W.; (Fraser, Alex.; Putnam, H. *Class II*—Macdonald, R. J.; (Stewart, Miss M. L. J.; Henry, J. K.); Solon, D. *Passed*—Harvey, McLeod; Murray, F. W.; Fraser, J. K. G.

## TRIGON.

*Class I*—Grant, D. K.; Brown, E. N. *Class II*—Fraser, Alex.; Robertson, T. R.; (Clarke, D. McD.; McLennan, S. J.); Stewart, Miss M. L. J.; Fulton, W. H.; Johnson, George M. *Passed*—McKenzie, W. J.; Matheson, J. A.

## LOGIC AND PSYCHOLOGY.

*Class I*—Schurman, G. W.; (McLeod, F. J.; Fulton, Eben.; Mackintosh, D. C.; Grierson, R.; Rowlings, G. R.; Munro, C.; Miller, Geo.; Maclean, J. N. *Class II*—Fisher, Jas.; (Lewis, E. W.; Baitoe, E. J.; Trefry, J. H.); (McKinnon, J. A.; McIlashen, J. A.; Sutherland, A.); Campbell, D. F.; (McLennan, C. J.; Murray, N. F. *Passed*—(Chapman, A. E.; Gratz, H. H.); Cogswell, G. A.; Fallerton, C. P.; McCallum, H. J.; Thompson, A. S.

## MATHEMATICS.

SECOND YEAR: *Class I*—Rowlings, G. R. *Class II*—Lewis. *Passed*—Grierson, Schurman, (Fisher, Campbell), McLeod, Trefry, Gratz, Raitoe, Fulton, McCallum, Miller, MacKinnon, Cogswell, Mackintosh, Murray. *Passed in Geometry*—McLean, J. N. *Passed in Trigonometry, &c.*—Chapman, E.

FIRST YEAR: *Class I*—Moore, Magee, McLean, J. B. Stewart, Miss E. M., Oliver, Tupper, Macdonald, Hugh, Beckhart, Robertson, Robinson, Jackson, Baxter, Miss A. *Class II*—Grierson, J. A.; McMillan, G. R.; Turnbull, Morash, Goodwin, Miss, McMillan, F. A., Macrae, Caldwell, Miss, Cox. *Passed*—Thomson, F. W.; McCurdy, Parker, MacKay, McNaughton, Miss; Westlylake, Harrington, Miss Cameron, Montgomery, Logan, Grierson, G. F., Finlayson, Worth, Miss. *Passed in Geometry*—Fraser, S.; Thomson, J. W.; Trefry, J. H.; Borden, H. C. *Passed in Algebra*—Muir Miss E.

## PHYSICS.

THIRD YEAR: *Class I*—(Fraser, V. G.; Putnam, H.) *Class II*—Laird, A. G.; Henry, J. K.; Burkitt, R. *Passed*—Harvey, M.; Davidson, J. M.; Allison, E. P.; Paton, V.; Murray, F. W.; Macdonald, K. J.

FOURTH YEAR: *Class I*—MacKay, H. M. *Class II*—Stewart, F. J. *Passed*—Morrison, A. M.; Brown, W.

## DYNAMICS.

*Class II*—Beckitt, R.

## INORGANIC CHEMISTRY.

*Class I*—E. H. Stewart, W. H. Magee, J. W. Beahm, R. L. Murray, S. W. Robertson, D. B. Hagb, S. B. Harrington, Agnes S. Baxter, C. L. Moore. *Class II*—K. Witt, G. B. Farnzall, G. A. Barbridge, Albert V. Morash, Lizzie McNaughton, C. R. Robinson, A. C. L. Oliver, F. A. McMillan, Lillie B. Caldwell, George P. Farlee, Alva Thomson, F. McCurdy, F. W. Tauspau, George H. Cox, John Jordan, A. O. Maass, K. M. Goodwin. *Passed*—J. A. Grierson, J. W. Yapper, F. C. McLean, A. F. McDonald, J. W. Crighton, J. W. Thomson, John B. McLean, J. D. Logan, E. Westlylake, A. C. Borden, John Montgomery, C. E. McMillan, G. T. Grierson, D. Martin, Simon H. W. Cameron, Calista Worth, A. Lear, R. A. Finlayson, A. H. Trely.

## BOTANY.

*Class I*—W. H. Fulton, E. H. Stewart, Alice Thomson. *Passed*—J. W. Crighton.

## ORGANIC CHEMISTRY.

*Class I*—A. J. Denton, S. J. McLennan, Robert Barlett.

## PRACTICAL CHEMISTRY—ADVANCED.

*Class I*—S. J. McLennan.

## PRACTICAL CHEMISTRY.

*Class I*—G. Crighton. *Class II*—V. G. Frazer. *Passed*—A. J. Denton, J. M. Davison.

## FACULTY OF LAW.

## SESSIONAL EXAMINATIONS.

## CLASS LIST.

(Containing the names arranged in the order of merit in the First and Second Class, and alphabetically in the Pass List, of students who have passed in the various subjects.)

## INTERNATIONAL LAW.

*Class I*—MacKay, Jones. *Class II*—Robertson, Armstrong, Campbell, J. R., and McLennan (equal), McLennan. *Passed*—Magee, McCready, McDonald, Morrison.

## CONFLICT OF LAWS.

*Class I*—Armstrong, MacKay. *Class II*—Jones, Whitford and Magee (equal), McLennan. *Passed*—Morrison.

## CONSTITUTIONAL LAW.

*Class I*—Lovitt, Robertson, Ross, Campbell, A. J. *Class II*—Patterson, McNeill, Cummings, Campbell, Alex., Tobin. *Passed*—McDonald, W., Whitford, Forsyth, Dennison.

## CONSTITUTIONAL HISTORY.

*Class I*—Reid, Howie, Lovitt, Lockhart. *Class II*—McBride, Orley and Smith (equal), McNeill, Roberts. *Passed*—Bower, Fairweather, Frame, Hamilton, Howitt, McPhee, Paton, Sinclair.

## INSURANCE.

*Class I*—McInnis, Campbell, J. R., and Soles (equal). *Class II*—McCready, MacKay, McLennan. *Passed*—Morrison, Armstrong, Magee.

## EQUITY.

*Class I*—McNeill, Patterson, Lovitt, Tobin, Cummings. *Class II*—Ross, Gray, Dennison. *Passed*—Buchanan, Campbell, Alex., Forsyth, Stevens.

## DEBTS AND NOTES.

*Class I*—MacKay, McNeill, Ross, Buchanan, Cummings, Lovitt and McLennan (equal), Patterson, Jones, Tobin, Dennison. *Class II*—McLennan, Magee, Armstrong. *Passed*—Campbell, Alex., Forsyth, Morrison.

## CONTRACTS.

*Class I*—McNeill, Howie, Smith, Hamilton, Campbell, Reid, McPhee, Lockhart, Armstrong. *Class II*—Fairweather, Frame, Roberts. *Passed*—Bower, McBride, Orley, Sinclair.

## REAL PROPERTY.

*Class I*—Reid, Campbell, Hamilton, Frame, Bower, Howie, McNeill, Sinclair, Lockhart. *Class II*—Fairweather, Smith, Buchanan, Roberts. *Passed*—Notting, McPhee, Higgins, Orley, Armstrong, White, Freeman.

## PARTNERSHIP.

*Class I*—McNeill, Lovitt, MacKay, McInnis, Buchanan, McLennan and Patterson (equal), Cummings, Armstrong and Ross (equal). *Class II*—Forsyth and Tobin (equal), Dennison. *Passed*—Campbell, Morrison.

## TORTS.

*Class I*—Reid, Howie and Hamilton (equal), Campbell, A. J., Lockhart and McNeill (equal), Buchanan. *Class II*—Smith, Robertson, Sinclair, Fairweather, McPhee, Bower, McBride and Frame (equal). *Passed*—Armstrong, Higgins, Orley, White.

## GENERAL LIST

OF

## MEDALS, PRIZES, EXHIBITIONS, &amp;c.

1870-97\*.

## THE GOVERNOR-GENERAL'S GOLD MEDAL.

- 1880, Crowell, E. 1881, Croelman, H. G. 1882, Truman, J. S.  
1883, Bell, J. A. 1884, Adams, H. S. 1885, Langille, R. M.  
1886, Robinson, A. 1887, Shaw, J. C.

## 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, R. M.  
1886, Mackay, N. F. 1887, McLeod, M. J.

## THE SIR WILLIAM YOUNG GOLD MEDAL.

- 1882, Campbell, G. M. 1883, Edd, A. G. 1884, Murray, D. A. 1885,  
McKenzie, A. S. 1886, Morton, S. A. 1887, McLeod, M. J.

## THE DAVILL GOLD MEDAL.

- 1885, Gannell, I. 1887, Coffin, V. E.

## THE MACKENZIE GOLD MEDAL.

- 1886, Mackay, E.

## THE NORTH BRITISH SOCIETY BURSARY.

- 1880, Campbell, G. M. 1882, McLeod, J. P. 1884, Mackay, N. F.  
1886, Mackay, H. M.

## 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. 1886, Allison, M. G. 1887, (Calkin, N. S., and  
Stewart, A. F.)

## THE WAVERLEY PRIZE.

- 1879, Murray, H. 1881, Bell, J. A. 1883, Gannell, I. 1884,  
Stewart, D. 1885, Morrison, A. M. 1886, Stewart, F. L. 1887,  
Laird, A. G.

## THE ST. ANDREW'S CHURCH PRIZE.

- 1879, Murray, H. 1880, Mellich, H. 1881, Macdonald, J. A. 1882,  
Murray, D. A. 1883, (Allan, W., and Robinson, G. E.) 1884,  
Nicholson, A. (Discontinued in 1884).

\* For medals of previous years, see list of Graduates. For Prizes, &c., of pre-  
vious years, see Calendar of 1861-62.

## 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. (Dis-  
continued 1879.)

## THE NEW SHAKSPEARE SOCIETY'S PRIZE.

- 1894, Macknight, Catherine K. 1885, Sutherland, J. S. 1886,  
McLeod, G. 1887, Henry, J. K.

## THE EARLY ENGLISH TEXT SOCIETY'S PRIZE.

- 1883, Gannell, I. 1885, Coffin, F. J. 1887, McNeill, Charlotte M.

## THE JACK HERBARIUM PRIZE.

- 1884, Campbell, G. G.

## THE BOAK PRIZE.

- 1886, McCully, F. A. 1887, McCready, C. A.

## UNIVERSITY PRIZES.

## FACULTY OF ARTS.

- CLASSICS: *Fourth Year*: 1879, McLennan, I. M. 1880, Thomson, A. E.  
1881, Sedgewick, J. A. 1882, Truman, J. S. 1883, Bell, J. A.  
1884, McLeod, J. P. 1885, Allan, W. 1886, Robinson, A.  
*Third Year*: 1879, Thomson, A. E. 1880, Murray, H. 1881,  
Truman, J. S. 1882, Bell, J. A. 1883, McLeod, J. E. 1884,  
Allan, W. 1885, Robinson, A. 1886, Latta, J. C.  
*Second Year*: 1879, (1) Murray,  
H. (2) Truman, J. S. 1880, Mellich, H. 1881, Bell, J. A.  
1882, McLeod, J. P. 1883, Gannell, I. 1884, Robinson, A.  
1885, Shaw, J. C. 1886, Gannell, I. *First Year*: 1879,  
Campbell, G. M. 1880, (1) Bell, J. A. (2) Macdonald, J. A.  
1881, (1) McLeod, J. P. (2) Adams, H. S. 1882, (1) Gannell,  
I. (2) Allan, W., and McLeod, J. M. 1883, Mackay, E. 1884,  
Latta, Shaw, J. C.; *Gold*, Fraser, D. 1885, (2) McLeod, G.;  
(2) Grant, D. K. 1886, Laird, A. G.

- HEBREW: 1882, Carson, G. S. 1883, McLennan, J. W. 1884,  
Campbell A., (New Glasgow). 1885, Tufts, W. M. 1886,  
Caldar, J.

- FRENCH: *Fourth Year*: 1879, Cameron, C. S. 1880, Mahon, A. W.  
1881, Stewart, F. 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.—*Third*  
*Class*: 1885, Mackenzie, A. S. 1886, Nicholson, A. *Second*  
*Class*: 1884, Turner, D. F. D. 1885, Allison, M. G. *First*  
*Class*: 1884, McKenzie, A. S. 1885, Coffin, F. J. 1886,  
McLeod, M. J.



- GERMAN:** 1880, Crochran, H. G. 1881, Reid, A. G. *Third Class*; 1885, Cornelius, Louise A. *Second Class*; 1884, Saunders, Maria F. 1885, Newcombe, Margaret F. 1886, Macknight, Catherine K. *First Class*; 1884, Altou, W. 1885, Cahon, C. H. 1886, Shaw, H. C.
- HEBREW:** 1879, Fowler, G. W. 1880, Bell, J. A. 1881, McLeod, J. P. 1883, McLeod, J. M.
- ENGLISH LANGUAGE AND LITERATURE:** 1887, (Larkie, F. H., and Ritchie, Emma). *First Year*: 1884, MacNeill, Charlotte M. 1885, McLeod, G. 1886, Henry, J. K. *Second Year*: 1885, Sutherland, J. S. 1886, McLeod, G.
- HISTORY:** 1879, Dickie, A.; *Constitutional History*, Mahon, A. W. 1880, Crowell, E. 1882, Cross, W. 1881, McLennan, J. W. *Fourth Year*: 1884, McLeod, J. P. 1885, Gammell, I. 1886, Macrae, A. W. *Third Year*: 1884, Gammell, I. 1885, Smith, J. F. 1886, Shaw, H. C.
- POLITICAL ECONOMY:** 1883, Bell, J. A. 1884, Turner, D. F. D. 1885, Newcombe, Margaret F. 1886, Allison, M. G.
- ETHICS AND POLITICAL ECONOMY:** 1879, Cameron, C. S. 1880, Daxina, 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. P. 1883, McLeod, J. P. 1884, Ritchie, Ellen. 1885, Cahon, C. H. 1886, Creighton, J. K.
- 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, Cahon, C. H. 1885, Sutherland, J. S. 1886, McLeod, G.
- MATHEMATICS:** *Second Year*: 1879, (1) Murray, H., (2) Crochran, 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. 1886, Stewart, F. I. *First Year*: 1879, (1) Campbell, G. M., (2) Carson, G. S. 1880, (1) Murray, H. A., (2) Reid, A. G. 1881, (1) McLeod, J. P., (2) Elliott, H. 1882, Calk's, Lillie B. 1883, Mackay, E. 1884, MacNeill, Charlotte M. 1885, (1) Stewart, F. I., (2) Brown, W. 1886, Franco, V. G.
- PHYSICS:** 1879, Dickie, A. 1880, Crochran, H. G. 1881, Carson, G. S. 1882, MacGregor, T. S.; *Mathematical Physics*: Field, A. G. 1883, Murray, D. A. 1884, Mackenzie, A. S. 1885, *Fourth Year*, Mackay, E. *Third Year*, Morton, S. A. 1886, Macleod, M. J.
- ASTRONOMY:** 1881, Crochran, 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*) McLeod, J. P. 1882, (*Organic*) Campbell, G. G.; (*Inorganic*) Gammell, I. and Newcombe, Margaret F.; 1884, (*Organic*) Smith, H. M.; (*Inorganic*) *Second Year*, Robinson, A.; *First Year*, Morrison, A. M.; 1885, (*Organic*) Macrae, A. W.; (*Inorganic*) Stewart, F. I.; (*Physical*) Robinson, G. E. 1886, (*Inorganic*) (Fraser, V. G. and Laird, A. G.); (*Organic*) McLeod, M. J.
- GEOLOGY:** (*Physical*) 1871, Cameron, A. G. (*Section*) 1882, Cameron, A. G.

- ZOOLOGY:** 1881, Moore, J. A. 1883, Campbell, G. G.
- BOTANY:** 1882, Smith, H. M. 1883, Trueman, H. 1886, Synonds, F. A.
- FACULTY OF LAW.
- CONSTITUTIONAL HISTORY:** 1884, Carter, W. D. 1885, Mellish, H. 1886, Buchanan, F. J.
- CONSTITUTIONAL LAW:** Moore, C. 1885, Chisholm, J. 1889, Henry, W. A.
- INTERNATIONAL LAW:** 1885, Ives, W. B. 1886, Chisholm, J. A.
- CONFLICT OF LAWS:** 1884, Moore, C. 1885, Milliken, A. E. 1886, McDonald, E. M.
- ROMAN LAW:** 1883, Ives, W. B. 1886, Carter, W. D.
- EVIDENCE:** 1884, Sedgewick, J. A. 1885, Carter, W. D. 1886, Rogers, H. W.
- EQUITY:** 1884, Sedgewick, J. A. 1885, Thompson, S. R. 1886, McDonald, E. M.
- REAL ESTATE:** 1884, Wells, W. W. 1885, McCully, F.
- REAL PROPERTY:** 1883, (McCully, F.; Mellish, H.; Thomson, W. K.) 1886, Campbell, J. E.
- ESTATE LAW AND PRACTICE:** 1886, Campbell, J. E.
- COMMERCIAL LAW:** 1884, Mooney, P. C. C. 1886, Thomson, W. K.
- CONTRACTS:** 1884, Wells, W. W. 1885, Mellish, H. 1886, McInnes, H. 1885, Carter, W. D.
- SALES AND NOTES:** 1885, Carter, W. D.
- ENTRANCE:** 1885, Book, E. W. C. 1886, Henry, W. A.
- CHIEFS AND TITLES:** 1884, Carter, W. D.
- TITLES:** 1885, Macknight, F. W. 1886, McCready, C. A.
- CRIMES:** 1885, Mellish, H. 1886, Ford, E. L.

(Discontinued 1886.)

## PROFESSORS' SCHOLARSHIPS.

- 1879—In Arts: (1) Bell, J. A., Halifax High School; (2) Moore, J. A., do.; (3) McDonald, J. A., do. In Science: Reid, A. G., Halifax High School.
- 1880—In Arts: (1) Altou, H. S., Halifax High School; (1) Pithblod, J., private Study. In Science: Smith, H. M., private study.

(Discontinued 1880.)

## THE MUNRO EXHIBITIONS.

(The names are in order of merit.)

- SIXTH—1883:** Mackenzie, A. S.; Gammell, 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. 1886: McLeod, Sutherland, J. S.; Stewart, F. I.; Mackay, H. M.; Morrison, A. M.
- JUNIOR—1881:** Gammell, I.; Altou, W.; Fitzpatrick, H. H. K.; McLeod, J. M. 1882: Mackay, E.; Cahon, C. H.; Calder, J.; Mackay, N. F.; Buchanan, A. 1883: Buchanan, J. J.; MacNeill, Charlotte M.; Forbes, Antoinette; Creighton, J. E. 1884: MacLeod, G.; Mackenzie, J. W.; Mackay, H. M.; McDonald, W.; Selous, D. M. 1885: Laird, A. G.; Fulton, E.; Fraser, W. G.; Henry, J. K.; Pittman, H. 1886: McCullum, H.; Mackintosh, D. C.; Scherman, G. W.; Gardner, N. H.; McLeod, F. J.

## 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.; Aiton, W.; Laugille, R. M.; 1884: Macrae, A. W.; Coffin, F.; Calder, J.; Stewart, D.; Nicholson, A.; Morton, S. A.; 1885: Coops, F. H.; Forbes, Antoinette; Fraser, D.; 1886: Fulton, W. H.; Schoss, D. M.; Clark, D. McD.; Robertson, T. R.; Johnson, G. M.; McDonald, W.; Grant, D. K.; McLennan, S. J.

**JUNIOR**—1880: McLeod, S. P.; Dill, R. M.; Elliott, H.; Morrison, D. I.; Jones, F.; Robinson, G. E.; Kempton, W. F.; Coffin, F. J.; Thompson, A. W.; Calkin, Lillie B.; Crawford, J.; Martin, K. J.; McLean, J. M.; Macdonald, A. S.; Newcombe, Margaret F.; Tutin, W. M.; 1882: Nicholson, A.; Horton, S. A.; Macdonald, E. M.; Stewart, D.; Lewis, A. W.; Coffin, F. E.; Macrae, A. W.; McKennie, D. H.; Reid, R. I.; 1883: Coops, F. H.; Fraser, D.; Shaw, H. C.; Shaw, J. C.; Campbell, W. H.; Futherland, J. S.; Johnson, G. M.; 1884: Stewart, F.; Grant, D. K.; Harvey, M.; Robertson, J. H.; Clark, D. McD.; Brown, W.; Allison, E. P.; Matheson, J. A.; 1885: McDonald, R. J.; McKay, D. O.; Baskitt, R.; Fraser, A.; Howatt, C. A.; Laird, A.; Kennedy, J.; 1886: McLean, J. N.; Campbell, D. F.; Grierison, R.; Lewis, E. W.; Fisher, J. M.; Cogswell, G. A.; Howlings, G. R.; Fulton, Ida; Murray, N. F.

## CERTIFICATES OF MERIT.

(The names are arranged alphabetically.)

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

**SECOND CLASS: Fourth Year:** 1879, Emerson, R. H. J.; 1880, Crowell, E.; 1881, Sedgwick, J. A.; 1882, Cameron, A. G.; Carson, G. S.; Davidson, F. J.; Patterson, G. D.; 1883, Dinkin, H. J.; McColl, A.; Third Year: 1879, Crowell, E.; Thomson, A. E.; 1881, Mellish, H.; 1882, Macdonald, J. A.; McLennan, J. W.; Taylor, W. P.; 1883, Smith, H. M.; Second Year: 1878, Croftman, H. G.; Trueman, J. S.; 1880, Cameron, A. G.; 1881, Macdonald, J. A.; Macgregor, T. S.; McLennan, J. W.; Mace, J. A.; 1882, Smith, H. M.; 1883, Aiton, W.; Calkin, Lillie B.; Fitzpatrick, H. H. K.; McLeod, M.; Newcombe, Margaret F.; Tutin, W. M.; First Year: 1879, McLennan, J. W.; 1880, Morrison, D. I.; 1881, Dill, E. M.; 1882, Jones, F.; Morrison, D. I.; Pithblado, J.; 1883, Crawford, J.; Fitzpatrick, H. K.; Newcombe, Margaret F.; Thomson, A. W.; 1883, Allison, M. G.; Larkin, F. H.; Lewis, A. W.; Saunders, Maria F.; Stewart, D.

(Discontinued in 1893.)

## GRADUATES OF THE UNIVERSITY.

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

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

† Adams, H. S., Jesuit College, Montreal..... B. A., 1854  
 † Aiton, W., Sussex, N. B..... B. A., 1845  
 Allan, Rev. John M., Edinburgh..... B. A., 1878; M. A., 1879  
 Allison, Matthew G., Windsor, N. S..... B. A., 1886  
 Ansdad, Rev. Joseph, New Hebrides..... B. A., 1860; M. A., 1872  
 Archibald, Rev. F. W., M. A., B. D., P. A., D., St. Thomas, Ont., B. A., 1877  
 Archibald, Rev. W. P., Cavendish, P. E. I., B. A., 1873; M. A., 1878  
 Armstrong, E. H., Kingston, N. S..... L. B., 1888  
 Bayne, Prof. H. A., P. A., D., F.R.S.C., (obit.)..... B. A., 1860  
 M. A., 1872  
 † Bell, F. H., Halifax..... B. A., 1876  
 † Bell, J. A., Halifax..... B. A., 1883  
 Bennett, A. W., Hopewell, N. B..... L. B., 1885  
 Bethune, J. L., Bolduck, C. B..... M. D., C. M., 1874  
 Banchard, O. W., Winspeg..... B. A., 1880  
 Book, H. W. C., Halifax..... L. B., 1855  
 Broos, Rev. W. T., M. D., Valley Station, Col. Co., B. A., 1872  
 Brydon, Rev. W. C., Tatamagouche..... B. A., 1873  
 Buchanan, James J., Sydney, C. B..... B. A., 1887  
 Burgess, Rev. J. C..... B. A., 1867  
 Cahon, Charles H., Halifax..... B. A., 1888  
 Cairns, Rev. J. A., M. A., Upper Musquodoboit..... B. A., 1878  
 Calder, John, West Bay, C. B..... B. A., 1886  
 Calkin, William S., Truro..... B. A., 1887  
 Cameron, A. G., Newton, Guysboro'..... B. Sc., 1882  
 Cameron, C. S., Halifax..... B. A., 1879  
 Cameron, Rev. J. H., Bass River, N. B..... B. A., 1879  
 Cameron, William, Marguash, N. S..... B. A., 1873  
 Cameron, Rev. J. J., Shakerspe, Ont., B. A., 1869; M. A., 1871  
 Cameron, Alexander J., Truro, N. S..... B. A., 1886  
 Campbell, George G., Truro..... B. Sc., 1885

† Graduated with First Rank Honors in Classics.

† Graduated with Second Rank Honors in Classics.

† Graduated with Second Rank Honors in English and English History.

† Graduated with Second Rank Honors in Mental and Moral Philosophy.

† Graduated with Second Rank Honors in Mathematics and Mathematical Physics.

† Governor-General's Gold Medalist.

† Governor-General's Silver Medalist.

o	Campbell, George M., Truro.....	B. A., 1882
	Campbell, D. A., Halifax.....	M.D., C.M., 1874
	Campbell, J. R., Jr, Dorchester, N. B.....	Lt. B., 1888
	Campbell, Wm. R., E. River, St. Mary's, Pictou Co. B. A., 1887	
	Carmichael, J. M., New Glasgow.....	B. A., 1872
	Carr, Rev. A. F., Alberton, P. E. I.....	A. A., 1868; M. A., 1871
	Carson, Rev. G. S., Pictou, N. S.....	B. A., 1882
	Carter, Titus James, Point de Bute, N. B.....	Lt. B., 1887
	Carter, William D., Richibucto, N. B.....	Lt. B., 1886
	Chambers, F. B., Truro.....	B. A., 1879
	Chambers, R. E., Truro.....	B. A., 1877
	Chase, Rev. J. H., Ouellet.....	B. A., 1886; M. A., 1893
	Chisholm, Don., Antigonish.....	M.D. C.M., 1874
	Chisholm, Joseph A., Antigonish.....	Lt. B., 1883
	Christie, Rev. T. M., (obit.).....	B. A., 1863
	Clarke, Daniel McD., West River, Pictou Co., N. S. B. A., 1888	
	Cirney, Andrew, Halifax.....	Lt. B., 1887
	* Coffin, Fulton J., Mt. Stewart, P. E. I.....	B. A., 1886
	Coffin, P. S., M. A., Mt. Stewart, P. E. I.....	B. A., 1885
	* Coffin, Victor E., Mt. Stewart, P. E. I.....	B. A., 1887
	* Coops, Frank H., Milton, Queens Co.....	B. A., 1887
	Cotley, Alfred, Halifax.....	B. A., 1881
	Cox, Robinson, Stewiacke.....	M.D., C.M., 1875
	Croftman, Rev. D. F., (obit.).....	B. A., 1873; M. A., 1889
†	Croftman, H. G., B. Sc., Vans Dunlop-Scholar, Edinburgh Univ.,	B. A., 1881
	Crichton, J. G. A., Montreal.....	B. A., 1868
	Crichton, H. S., Dartmouth.....	B. A., 1880
‡	* Crichton, James E., West River, Pictou Co.....	A. A., 1887
	Crows, Walter, Sydney, C. B.....	Lt. B., 1886
†	* Crowell, Rev. Edwin, Yarmouth.....	B. A., 1889
	Cruikshank, Rev. W., B. D., Montreal.....	B. A., 1872
	Davidson, J. F., Pinos Altos, Grant Co., New Mexico, B. A., 1882	
	DeWolf, G. H., Tiniera, 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 Rowdon, Hants Co.....	B. A., 1884
	Duall, W. S., Halifax.....	B. A., 1876; Lt. B., 1885

\* Graduated with Second Rank Honours in Classics.

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

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

§ Graduated with First Rank Honours in Mental and Moral Philosophy.

¶ Graduated with Second Rank Honours in Mathematics and Mathematical

Physics.

† Governor-General's Gold Medalist.

‡ Governor-General's Silver Medalist.

§ DeMille Gold Medalist.

¶ Sir Wm. Young's Gold Medalist.

\* Minto Tutor in Mathematics, 1882-4.

	Daff, Kenneth, Lunenburg.....	B. A., 1873
	Emmerson, E. E. J., Middle Sackville, N. S.....	B. A., 1879
	* Fitzpatrick, H. H. K., Soudabura, Pictou Co.....	B. A., 1885
		M. A., 1888
	Fitzpatrick, Rev. James, Salt Springs.....	B. A., 1875
	Forbes, Antoinette, Little Harbor, Pictou Co.....	B. A., 1887
	Forrest, James, Halifax.....	B. A., 1868; M. A., 1872
	Fraser, Hon. D. C., New Glasgow.....	B. A., 1872
	Fraser, Rev. D. S., Mahone Bay.....	B. A., 1874
	Fraser, Donald, Pictou.....	B. A., 1877
‡	Fraser, W. M., Halifax.....	B.Sc., 1880; B. A., 1885
	Fraser, W. B., Pictou.....	B. A., 1882
	Fulton, G. H., M. D., C.M.....	B. A., 1876
	Fulton, W. H., Halifax.....	B. A., 1888
	* Gammell, I., Pictou.....	B. A., 1885
†	George, Rev. J. L., M. A., Dartmouth.....	B. A., 1878
	Grant, David K., Riverton, Pictou Co.....	B. A., 1888
	Grant, W. R., (obit.).....	B. A., 1877
	Gregory, C. E., Antigonish.....	Lt. B., 1888
	Gunn, Rev. Adam, Kennecook.....	B. A., 1872
	Hamilton, H. H., Pictou.....	B. A., 1877
	Hanrigh, Fred. W., B. A., Windsor.....	Lt. B., 1887
	Henry, William A., Halifax, N. S.....	Lt. B., 1886
	* Herdman, Rev. J. C., B. D., Calgary, N. W. T.....	B. A., 1874
		M. A., 1878
	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., 1862
	Hunter, John, California.....	B. A., 1873
	Ives, W. B., New Glasgow, N. S.....	Lt. B., 1885
	Jennison, Hedley V., Walton, N. S.....	Lt. B., 1885
	Johnson, George M., Upper Stewiacke, N. S.....	B. A., 1888
	Jones, Frank, Digby.....	B. A., 1884
	Jones, H. T., Halifax, N. S.....	Lt. B., 1888
†	Jordan, Rev. L. H., B. D., Montreal.....	B. A., 1875; M. A., 1878
	Kinsman, F. S., M. D., Cantreville.....	B. A., 1880
	Knowles, J. H., Milton.....	B. A., 1882
	Leird, G. A., Manitoba.....	B. A., 1877
	Landells, R., Halifax.....	B. A., 1882
	Lane, Charles W., Pictou.....	Lt. B., 1887
	* Langille, R. M., River John, Pictou Co.....	B. A., 1885; M. A., 1888
	LeNair, M. U., Halifax, N. S.....	Lt. B., 1885

† Graduated with Second Rank Honours in Classics.

‡ Graduated with First Rank Honours in English and English History.

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

† Governor-General's Gold Medalist.

‡ Governor-General's Silver Medalist.

§ DeMille Gold Medalist.

Lewis, Abner W., Central Onslow, N. S. ....	B. A., 1886
Lindsay, A. W. H., <i>M. B., C. M., Halifax</i> .....	B. A., 1870 M. D., C. M., 1876
Lippinott, Aubrey, <i>M. D., Pittsburg, Pa.</i> .....	B. A., 1867
Locke, R. T., Locksport .....	B. A., 1885
Logan, Rev. Richmond, California .....	B. A., 1877; M. A., 1880
Logan, Melville, Halifax .....	B. A., 1873
Lynn, William Alex., Halifax .....	Lt. R., 1882
McCull, A., New Glasgow, N. S. ....	B. Sc., 1883
McCusdy, Charles A., Moncton, N. B. ....	Lt. B., 1888
McCully, Frank A., <i>R. A., Sussex, N. B.</i> .....	Lt. B., 1887
McCurdy, S. T., New Glasgow .....	B. A., 1877
McDonald, J. H., ( <i>obit.</i> ) .....	R. A., 1867; M. A., 1870
McDonald, Donald, Cape North, Cape Breton ..	B. A., 1884
Macdonald, C. D., Pictou .....	B. A., 1873
Macdonald, Ed. M., Pictou .....	Lt. B., 1887
Macdonald, W. M., Halifax .....	B. A., 1881
Macdonald, J. A., Halifax .....	B. A., 1883; Lt. R., 1886
Macdonald, William, Pictou, N. S. ....	B. A., 1888
McDowell, Isaac, ( <i>obit.</i> ) .....	B. A., 1876
McGregor, Rev. Daniel, Amherst .....	B. A., 1874
MacGregor, Fred. J. G., <i>D. Sc., Halifax</i> .....	R. A., 1871; M. A., 1874
MacGregor, T. S., Boston, Mass. ....	B. A., 1882
McInnes, Hector, Halifax .....	Lt. B., 1888
Mackay, Adams A., <i>B. A., Halifax, N. S.</i> .....	Lt. B., 1888
McKay, A. H., <i>B. Sc., Pictou</i> .....	R. A., 1873
McKay, Rev. Kenneth, Richmond, N. B. ....	R. A., 1868
McKee, Ebenezer, New Glasgow, N. S. ....	R. A., 1886
McKee, H. M., Pictou, Pictou Co., N. S. ....	R. A., 1888
McKee, Neil F., West River, Pictou Co., N. S. ....	R. A., 1886
McKeon, Rev. J. A., Hamilton, Bermuda .....	B. A., 1873
McKenzie, A. S., Munro Tutor, Dalhousie College ..	B. A., 1885
McKenzie, Hugh, Truro .....	B. A., 1873; M. A., 1875
McKenzie, Prof. J. J., <i>Ph. D., (obit.)</i> .....	B. A., 1869; M. A., 1872
McKenzie, Rev. James, Piquash .....	B. A., 1878
McKenzie, Rev. J. W., East St. Peter's, P. E. ....	R. A., 1882
McKenzie, William J., West Bay, C. B. ....	R. A., 1888
McKinnon, Don. Alex., Charlottetown, P. E. I. ....	Lt. R., 1887
McKitchin, Burgess, Sydney, C. B. ....	B. A., 1877
McLachy, Henry F., Hillsboro', N. B. ....	Lt. B., 1867
McLean, I. M., <i>M. D., Wallace</i> .....	B. A., 1879
McLean, Rev. J. A., Barrington .....	B. A., 1876

<sup>1</sup> Graduated with Second Rank Honors in Classics.

<sup>2</sup> Graduated with Second Rank Honors in Mathematics and Mathematical Physics.

<sup>3</sup> Graduated with First Rank Honors in Experimental Physics and Chemistry.

<sup>4</sup> Governor-General's Silver Medalist.

<sup>5</sup> Sir Wm. Young Gold Medalist.

<sup>6</sup> Harkness Gold Medalist.

McLennan, Daniel, Port Hood, C. B. ....	Lt. B., 1888
McLennan, J. W., <i>B. D., Sydney, C. B.</i> .....	B. A., 1883; M. A., 1887
McLennan, S. J., Sydney, C. B. ....	B. A., 1888
McLeod, Rev. A. W., <i>Ph. D., Vale, Pictou Co.</i> .....	B. A., 1875 M. A., 1878
<sup>1</sup> MacLeod, Ambrose W., Dunstaffnage, P. E. I. ....	B. A., 1888
<sup>2</sup> MacLeod, George, Murray River, P. E. I. ....	B. A., 1888
MacLeod, Rev. J. W., ( <i>obit.</i> ) .....	B. A., 1876; M. A., 1880
MacLeod, Don., Strathalbyn, P. E. I. ....	B. A., 1874
MacLeod, J. M., <i>M. A., Valleyfield, P. E. I.</i> .....	B. A., 1885
<sup>3</sup> MacLeod, J. P., Valleyfield, P. E. I. ....	B. A., 1884
<sup>4</sup> MacLeod, Malcolm J., Belfast, P. E. I. ....	B. A., 1887
McMillan, Finlay, Sheet Harbour, N. S. ....	M. D., C. M., 1872
<sup>5</sup> McMillan, Rev. O. W., Malpeque, P. E. I. ....	B. A., 1875
McNaughton, Rev. Samuel, Preston, G. B., B. A., 1897; M. A., 1870	
McNeil, Charlotte M., Charlottetown, P. E. I. ....	B. A., 1887
Macrae, Alex. W., St. John, N. B. ....	B. A., 1886
McRae, William, ( <i>obit.</i> ) .....	M. D., C. M., 1872
Magee, Edgar A., Annapolis .....	Lt. R., 1888
Martin, K. J., Charlottetown, P. E. I. ....	B. A., 1885
Mason, Rev. W. A., New London, P. E. I. ....	B. A., 1877
Mellish, H., Pictou .....	B. A., 1882
Matheson, J. A., Halifax, N. S. ....	B. A., 1888
Miller, Rev. E. D., Lunenburg .....	B. A., 1869
Miller, J. J., Halifax .....	B. Sc., 1885
Miliken, Albert E., Moncton, N. B. ....	Lt. R., 1886
Mooney, P. C. C., Halifax .....	Lt. R., 1886
Moore, Edmund, Chatham .....	M. D., C. M., 1872
<sup>6</sup> Morrison, A. M., Dartmouth, N. S. ....	B. A., 1888
Morrison, Anlay, Cow Bay, C. B. ....	Lt. R., 1888
Morse, C., Shelburne, N. S. ....	Lt. B., 1885
Morton, Joseph H., <i>M. D., Shelburne</i> .....	B. A., 1876
<sup>7</sup> Morton, Silvanus A., Milton, Queen's Co., N. S. ....	B. A., 1886
Muir, W. H., <i>Lt. R. C. P. &amp; S., Edin., Truro</i> .....	M. D., C. M., 1875
Munro, Rev. John, Antigonish, N. S. ....	B. A., 1876
Munro, G. W., 17-87 Vandewater St., New York ..	B. A., 1878
Murray, J. S., North Sydney, C. B. ....	B. A., 1877
<sup>8</sup> Murray, D. A., Truro .....	B. A., 1884
Newcombe, K. L., <i>Lt. R., Halifax</i> .....	B. A., 1878; M. A., 1881

<sup>1</sup> Graduated with First Rank Honors in Classics.

<sup>2</sup> Graduated with First Rank Honors in English and English History.

<sup>3</sup> Graduated with Second Rank Honors in Social and Moral Philosophy.

<sup>4</sup> Graduated with First Rank Honors in Mathematics and Mathematical Physics.

<sup>5</sup> Graduated with Second Rank Honors in Mathematics and Mathematical Physics.

<sup>6</sup> Governor-General's Gold Medalist.

<sup>7</sup> Governor-General's Silver Medalist.

<sup>8</sup> Sir William Young's Gold Medalist.

<sup>9</sup> Munro Tutor in Mathematics, 1862-7.

<sup>10</sup> Munro Tutor in Classics, 1867-7.

*Newcombe, Margaret F., Ladies' College, Halifax.....	B. A., 1885
*Nicholson, Alfred, <i>M. A.</i> , Southampton, P. E. I.....	B. A., 1886
*Osley, J. M., <i>LL. B.</i> , Ottawa.....	B. A., 1874
Patterson, G. G., New Glasgow.....	B. A., 1882; M. A., 1887
Pithblado, Colin, Pres. Theol. College, Halifax.....	B. A., 1876
Pollok, A. W., (oldt.).....	B. A., 1872
Potson, Wm. G., Mailand.....	B. A., 1887
† Reid, A. G., Edinburgh University.....	B. Sc., 1883
*Reid, Elias, Halifax.....	B. L., 1887
Robert Cassimir, Arichat, C. B.....	M. D., C. M., 1873
Robertson, Henry McN., Barrington, N. S.....	LL. B., 1889
Robertson, T. R., Annapolis, N. S.....	B. A., 1883
† Robinson, Alex., Sussex, N. B.....	B. A., 1889
*Robinson, G. E., Charlottetown, P. E. I.....	B. A., 1889
Robinson, Rev. J. M., Spring Hill.....	B. A., 1883
Rogers, Rev. Anderson, Yarmouth.....	B. A., 1887
Rogers, Henry W., Amherst.....	LL. B., 1887
Ross, Alexander, Dalhousie, N. B.....	B. A., 1867
Ross, Rev. William, Prince William, N. B.....	B. A., 1873
Ramsell, Rev. A. G., Oyster Bay, L. I., N. Y.....	B. A., 1871
Ransell, Joseph A., Newcastle, N. B.....	LL. B., 1887
Sooti Rev. Ephraim, New Glasgow.....	B. A., 1872; M. A., 1873
Scott, Rev. Prof. H. M. D., <i>B. D.</i> , Chicago.....	B. A., 1879
Scott, J. Melb., (oldt.).....	B. A., 1877
Sadgwick, J. A., Halifax.....	B. A., 1881; LL. B., 1883
Sadgwick, Robert, Q. C., Ottawa.....	B. A., 1867
*Shaw, Henry C., Stanhope, P. E. I.....	B. A., 1887
† Shaw, James C., Stanhope, P. E. I.....	B. A., 1887
Shaw, Robert, (oldt.).....	B. A., 1898
Simpson, Rev. Isaac, LaHave.....	B. A., 1898
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, James F., Halifax, N. S.....	B. A., 1886
*Solson, D. M., Windsor, N. S.....	B. A., 1888
Spencer, Rev. W. H., Georgetown, P. E. I.....	B. A., 1881
Stewart, Alex. F., Pictou.....	B. A., 1887
*Stewart, Annie A., Pictou.....	B. Sc., 1886
*Stewart, Dugald, Upper Musquodoboit, N. S.....	B. A., 1886
Stewart, F. I., Charlottetown, P. E. I.....	B. A., 1889

\* Graduated with First Rank Honours in Classics.

† Graduated with Second Rank Honours in English and English History.

‡ Graduated with First Rank Honours in Mental and Moral Philosophy.

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

¶ Graduated with First Rank Honours in Mathematics and Mathematical Physics.

‡ Graduated with Second Rank Honours in Mathematics and Mathematical

Physics.

† Governor-General's Gold Medalist.

‡ Sir William Young's Gold Medalist.

† Stewart, J. McG., Pictou.....	B. A., 1876
Stewart, Thomas, <i>B. D.</i> , Pictou.....	B. A., 1882
Stramberg, H. H., New Westminster, B. C.....	B. A., 1875
Sutherland, Rev. J. M., Virides, Man.....	B. A., 1869
Sutherland, Robert, (oldt.).....	M. D., C. M., 1872
† Sutherland, J. S., St. James, Char. Co., N. B.....	B. A., 1883
Taylor, W. R., Halifax.....	B. A., 1884
* Thompson, A. W., <i>M. A.</i> , Durham, Pictou Co.....	B. A., 1885
Thompson, Stanley B., Oxford, N. S.....	LL. B., 1886
Thomson, A. E., Edinburgh University.....	B. A., 1880
Thomson, Walter K., Halifax.....	LL. B., 1887
Thurburn, W. M., Trichinopoly, Madras Pres., India.....	B. A., 1880
Tovey, E. J., Windsor.....	B. A., 1882
Troop, Arthur G., <i>A. B.</i> , Dartmouth, N. S.....	LL. B., 1886
Trueman, A. I., St. John, N. B.....	B. A., 1872; M. A., 1878
† Trueman, J. S., Johns Hopkins Univ., Baltimore.....	B. A., 1882
Tuffin, W. M., <i>M. A.</i> , Halifax.....	B. A., 1885
Turner, D. F. D., London, G. B.....	B. A., 1894
† Waddell, Prof. John, <i>Ph. D.</i> , <i>D. Sc.</i> , Kingston, Ont.....	B. A., 1877
Wallace, Rev. John.....	B. A., 1870
Wallace, W. B., Halifax.....	LL. B., 1885
Waldie, Wm. W., Halifax.....	LL. B., 1886
Wells, Wm. W., Point de Bete, N. B.....	LL. B., 1886
Whitman, Alfred, Halifax.....	LL. B., 1883

† Graduated with Second Rank Honours in Classics.

‡ Graduated with First Rank Honours in English and English History.

§ Graduated with Second Rank Honours in English and English History.

¶ Memo Tutor in Classics, 1885-6.

† Governor-General's Gold Medalist.

‡ Governor-General's Silver Medalist.

§ Graduated with Second Rank Honours in Mathematics and Mathematical

Physics.

## UNDERGRADUATES, 1897-98.

## IN ARTS.

## FOURTH YEAR.

Brown, William	.....	Brownville, Pictou Co.
Clarks, Daniel McDonald	.....	West River, Pictou Co.
Fulton, Willard Hill	.....	83 Canard street, Halifax.
Grant, David Kenzie	.....	Riverton, Pictou Co.
Johnson, George Millar	.....	Upper Stewiack, N. S.
Macdonald, William	.....	Pictou, N. S.
Mackay, Henry Martyn	.....	Plainville, Pictou Co.
McKenzie, William John	.....	West Bay, C. B.
McLennan, Samuel John	.....	Sydney, C. B.
MacLeod, Ambrose Watts	.....	Dunstaffnage, P. E. I.
MacLeod, George	.....	Murray River, P. E. I.
Matheson, John Alexander	.....	Boucharde, C. B.
McNisic, Alexander McDonachy	.....	Dartmouth, N. S.
Robertson, Thomas Reginald	.....	Antapola.
Soban, David	.....	Windsor, N. S.
Stewart, Frank Ingsen	.....	Charlottetown, P. E. I.
Sutherland, John Sanders	.....	St. James, Charlotte Co., N. B.

## THIRD YEAR.

Allison, Edmund Powell	.....	73 Inglis Street, Halifax.
Brown, Ernest Nicholson	.....	Lower Norcanton, N. B.
Burkitt, Robert James	.....	Albany, Ireland.
Davison, James McEggor	.....	26 Charles Street, Halifax.
Fraser, Alexander	.....	West River, N. S.
Fraser, John Keir Gaddie	.....	Alberton, P. E. I.
Fraser, Victor Gladstone	.....	Dartmouth, N. S.
Fulton, Edward	.....	Lower Stewiack.
Harvey, MacLeod	.....	Newport, N. S.
Henry, Joseph Kaye	.....	Stratensville, N. S.
Howatt, Cecalins A	.....	Windspeg, Man.
Laird, Arthur Gordon	.....	Charlottetown, P. E. I.
Macdonald, Robert James	.....	Hopewell, N. S.
Faton, Vincent	.....	27 Tabin Street, Halifax.
Futman, Homer	.....	Lower Onslow, N. S.
Stuthers, Allan William	.....	77 Birmingham Street, Halifax.

## SECOND YEAR.

Campbell, Donald Frank	.....	East River, St. Mary's.
Chapman, Adolphus Eugene	.....	Salisbury, N. B.
Cogswell, George Alfred	.....	Fort Williams, Kings Co., N. S.
Fisher, James Mitchell	.....	Lower Stewiack.
Fraser, John	.....	Big Beach Dr. C. B.
Fullerton, Charles Percy	.....	Camberland Co.
Fulton, Eben	.....	Middle Stewiack, Col. Co., N. S.

Gatz, Humphrey Gilbert	.....	Wassle Sta's, Sashbury Co., N. B.
Grierson, Robert	.....	81 Charles Street, Halifax.
Lewis, Ernest William	.....	Moncton, N. B.
McCallum, Hammond J	.....	Warrington, P. E. I.
McKinnon, John Archibald	.....	Cow Bay.
Mackintosh, Charles	.....	Springville, N. S.
Maclean, John Norman	.....	James River, Antigonish Co.
McLennan, Alexander Kenneth	.....	Middle River, C. B.
MacLeod, Frederick Joseph	.....	.....
Millar, George	.....	Tatamagouche.
Murray, Norman Frederick	.....	Truro, N. S.
Ratso, Edward Joseph	.....	Chatham, N. B.
Bawling, George Row	.....	Musquodoboit, N. S.
Schuman, George Wellington	.....	P. E. I.
Trefry, James Hartley	.....	Barrington Passage, N. S.

## FIRST YEAR.

Baxter, Agnes Sims	.....	2 Gas Lane, Halifax.
Breshart, James William	.....	Murray Harbor, South, P. E. I.
Cassinos, Simon Hugh Holmes	.....	Dartmouth, N. S.
Cox, George Hastings	.....	Shelburne, N. S.
Crelighton, Graham	.....	West River, Pictou Co., N. S.
Goodwin, Emily Masde	.....	St. John, N. B.
Grierson, John Arthur	.....	Kentville, N. S.
Harrington, Emily Berna	.....	164 Tower Road, Halifax.
Hugh, Douglas	.....	Murray Harbor, P. E. I.
Jordan, Elijah John	.....	.....
Leur, Gerald Aldington	.....	North-West Arm, Halifax.
Logan, John Daniel	.....	Pictou, N. S.
McCulloch, William	.....	119 Dresden Row, Halifax.
McCarthy, James Farguhar	.....	Robie Street, Halifax.
McGlasco, John A	.....	New Glasgow, N. S.
Maclean, John Simon	.....	Hopewell, N. S.
McMillan, Charles Edward	.....	Whycocomagh, C. B.
McMillan, Frederick Alexander	.....	Albany Plains, P. E. I.
McNaughton, Elizabeth	.....	St. John, N. B.
Macrae, Archibald Oswald	.....	St. John, N. B.
Mages, William Henry	.....	Town Plot, Kings Co., N. S.
Montgomery, John	.....	Dalhousie, N. B.
Moore, Clarence L.	.....	Salisbury, N. B.
Morish, Albert Victor	.....	Lunenburg, N. S.
Oliver, Alysne Canning	.....	Litchfield, Digby, N. S.
Robertson, Samuel Napier	.....	North Belouque, P. E. I.
Robinson, Charles Baid, Jr.	.....	Pictou, N. S.
Thomson, James William	.....	Willow Park, Halifax.
Trefry, Albert Harvey	.....	Barrington Passage, N. S.
Tupper, James Waddell	.....	New Glasgow, N. S.
Tumbell, George Tykeman	.....	Digby.

## IN LETTERS.

## FIRST YEAR.

Muir, Ethel ..... Annandale Street, Halifax.  
 Worth, Calista Ann ..... Mabou, C. B.

## IN L. A. W.

## THIRD YEAR.

Armstrong, Ernest Howard. . . . . Kingston, N. S.  
 Campbell, John Bay, Jr. . . . . Dorchester, N. B.  
 Jans, Harry Treadway. . . . . Halifax.  
 MacKay, Adams Archibald, B. A. . . . . Wallace.  
 Magee, Edgar Allison. . . . . Annapolis.  
 McInnis, Hector. . . . . Pictou.  
 Morrison, Anlay. . . . . Cow Bay, C. B.

## SECOND YEAR.

Buchanan, Joseph Jost. . . . .  
 Campbell, Alexander. . . . .  
 Campbell, Alexander John, B. A. . . . . Truro.  
 Cummings, Selden William, B. A. . . . .  
 Donison, Harry Livingstone. . . . . Kentville.  
 Forsyth, George Orman, B. A. . . . . Greenwich.  
 Lovett, Harry Almon. . . . .  
 McNeill, Albert Howard. . . . . Charlottetown.  
 Patterson, George, M. A. . . . . New Glasgow.  
 Ross, Henry Taylor, B. A. . . . . Halifax.  
 Tobin, Thomas Finlayson. . . . . Halifax.

## FIRST YEAR.

Armstrong, Bennett Honaly. . . . . Halifax.  
 Bower, William John. . . . . Kingston, Kent Co., N. B.  
 Cabalane, Thomas Joseph. . . . . Halifax.  
 Falzweather, Fred. Lawrence. . . . . Sussex, N. B.  
 Frazer, Joseph Fulton. . . . . Millisand, N. S.  
 Freeman, Charles Edmund. . . . . Jordan River, N. S.  
 Hamilton, Charles Francis, B. A. . . . . North Sydney.  
 Howay, Frederick William. . . . . New Westminster, B. C.  
 Huggins, William Hugh. . . . . Halifax.  
 Lockhart, Benjamin Alfred, B. A. . . . . Lockhartville, N. S.  
 McBride, Richard. . . . . New Westminster, B. C.  
 McNeil, Alexander, B. A. . . . . Mabou, C. B.  
 McKee, Donald Luchlan. . . . . Little Bear D'or.  
 Notting, Thomas. . . . . Truro, N. S.  
 Oxley, Charles Howard, B. A. . . . . Oxford, N. S.  
 Reid, Robert Lewis. . . . . Kentville, N. S.

Roberts, John Arthur. . . . . Bridgewater, N. S.  
 Sinclair, John Archibald. . . . . St. John, N. B.  
 Smith, John Arnold, B. A. . . . . Truro, N. S.  
 White, Thomas Howland, Jr., B. A. . . . . Shelburne.

## IN MEDICINE.

## FIRST YEAR.

Campbell, George M., B. A. . . . . 150 Gottingen Street, Halifax.  
 Dunlop, Edward Winslow. . . . . Sable R., Shelburne Co., N. S.  
 Elliott, Charles S. . . . . Stillwater, Guysboro' Co.  
 Fraser, J. Frank. . . . . West River Station.  
 Freeman, Nelson Porter. . . . . Mill Village, N. S.  
 Gregory, George Augustus. . . . . Chatham, Shelburne Co., N. S.  
 McCluskey, Rodrick W. . . . . Middle River, Victoria, C. B.  
 McDonald, Daniel. . . . . Mabou, C. B.  
 McLeod, Eoderick C. . . . . Margaree, Inverness, C. B.  
 McMahon, Frank. . . . . Aylesford.  
 Miller, C. H., B. A. . . . . Bridgetown, N. S.  
 Murray, H. V. . . . . Truro.  
 Purcell, John M. . . . . Halifax.  
 Silver, John Payman. . . . . Halifax.

## GENERAL STUDENTS, 1887-88.

## IN ARTS.

Alexander, Laura M.....	87 Victoria Road, Halifax.
Beeden, Henry Clifford.....	Grand Pra, N. S.
Burbridge, G. A.....	88 Robin St., Halifax.
Burn, Murdoch P. R.....	E. E., Halifax.
Burns, Agnes V.....	18 Kent St., Halifax.
Burns, Nettie G.....	"
Caldwell, Lillian Beathan.....	Berwick.
Craigton, James William.....	Richmond, Halifax.
Duffas, Emily.....	95 Morris St., Halifax.
Finlayson, R. A.....	N. E. Margaree, C. B.
Fraser, Simon Alexander.....	Upper Nine Mile River.
Grierson, George.....	122 Spring Garden Rd., Halifax.
Higgs, Benjamin Darby.....	Charlottetown, P. E. I.
Hyde, Chas. H.....	Truro.
James, Sadie M.....	Dartmouth.
Jones, Alice.....	Bloomingsdale, N. W. Arm, Hfx.
Lewis, Mrs. L. D.....	61 Hollis Street, Halifax.
Lewis, Ernest Hastings.....	Morris Street, Halifax.
Liecht, Minna Louisa Mary.....	Spring Garden Road, Halifax.
Lopus, J. Herbert.....	Gottingen Street, Halifax.
Macdonald, Alvin Fraser.....	Hopewell, N. S.
MacGregor, Isabel Foreman.....	130 Gottingen Street, Halifax.
Mackay, Charles.....	Halifax.
Mackay, Murdoch S.....	84 Morris Street.
Mackenzie, H. Gertrude.....	Dartmouth.
Mackintosh, Mary.....	37 Tower Road, Halifax.
Maclean, Margaret J.....	82 Inglis Street, Halifax.
McLennan, Charles Prescott.....	Halifax.
McLeod, Thomas Chalmers.....	Sydney, C. B.
Martin, Donald McLean.....	Mt. Forest, Ontario.
Milroy, Anna M.....	York, N. Y.
Morrow, Marion L. M.....	99 Morris Street, Halifax.
Murray, Christopher.....	Valleyfield, P. E. I.
Murray, Antoinette Needbeck.....	Stedley, Halifax.
Murray, F. W.....	"
Murray, Robert L.....	North Sydney, C. B.
Newcomb, Margaret F., B. A.....	Ladies' College, Halifax.
Paché, Geo. P.....	Sussex, N. B.
Paton, Georgina.....	27 Tobin St., Halifax.
Pattner, Chas. H.....	Morris St., Halifax.
Pyke, Geo. Francis.....	Dartmouth.
Ritchie, Ella Almon.....	Belmont, Halifax.
Ritchie, Mary W.....	Belmont, Halifax.
Scott, Lillie.....	50 Inglis St., Halifax.

Seth, Lizzie J.....	Tobin St., Halifax.
Seth, Maggie.....	"
Slyter, Clara M.....	64 Argyle St., Halifax.
Stewart, Elisabeth Helen.....	Pictou.
Stewart, Maria Louisa Jessie.....	Pictou.
Teasdale, Hattie.....	263 Brunswick St.
Thompson, Alfred Stuart.....	Dutch Village, Halifax.
Thompson, F. W.....	Merigomish, N. S.
Thomson, Mary Alice.....	Willow Park, Halifax.
Troop, Mrs.....	88 Victoria Road, Halifax.
Twining, Florence J.....	98 Morris St., Halifax.
Worthylake, Edward Utily.....	Brighton, Digby N. S.

## IN LAW.

Groy, George Patrick.....	Halifax.
Howatt, Coraelius A.....	"
Hyde, Charles Hiram.....	Truro.
McDonald, William.....	Pictou, N. S.
Paton, Vincent John.....	"
Ritchie, James Donaldson.....	Halifax.
Robertson, Thomas Reginald.....	Annapolis.
Stevens, Daniel J.....	Truro.
Whitford, J. Arthur.....	Bedgewater.

## SUMMARY.

## FACULTY OF ARTS.

Undergraduates in Arts.....	56
Undergraduates in Letters.....	2
General Students.....	56
Students, Arts Faculty.....	144

## FACULTY OF LAW.

Undergraduates.....	38
General Students.....	9
Students, Law Faculty.....	47

## FACULTY OF MEDICINE.

Undergraduates.....	14
Students, Faculties of Arts, Law and Medicine.....	205
Deduct, studying in more than one Faculty.....	1
Total.....	204



## THE ALUMNI ASSOCIATION.

(Incorporated 1876.)

## 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 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.

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## APPENDIX.

## EXAMINATION PAPERS, 1887-88.

## MATRICULATION

AND

## JUNIOR MUNRO EXHIBITIONS AND BURSARIES.

## LATIN.

*Examiner* ..... JOHN JOHNSON, M. A.CÆSAR: GALLIC WAR, BOOK I. OVID: METAMORPHOSES,  
BOOKS IV., V. SELECTED FABLES.

TIME: THREE HOURS.

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

## I.

A. Translate:

(Aristoteles respondit): Se prius in Galliam venissem, quam Pupulum Romanum Remanum. Nunquam ante hoc tempus exercitum Pupuli Romani Gallie provincie fines expresserim. Quid sibi vellet? Cur in suas possessiones venisset? Provinciam suam, in qua esse Galliam, atque illam nostram. Ut ipsi concessi non oporteret, si in nostras fines impetum faceret, sive item non esse iniquum, qui in suo jure se interpellarent. Quod frater a Senatu Ælium appellatum discret, non se tam barbarum, neque tam impetuosum esse remem, et non sciret, neque bello Allobrogum proximo Ælium Romanis auxiliis intulisse, recte ipse in his contentiosissimas, quas Ælii necem et cum Sequanis belluissimam, scilicet Pupuli Romanum non esse. Debere se supplicari, simulata Casarem amicitia, quod exercitum in Gallia habebat, sui opprimendū esse

habere. Qui nisi delectat atque exercitum deduxit ex his regionibus, non illum non pro amice, sed pro hoste habitarum; quod si eum interfecerit, amicis non nobilibus principibusque Populi Romani gratiam esse facturum; id se ab ipse pro curvis manibus compertum habere, quorum causam gratiam atque auxilium ejus morbo reddere possit.

1. Explain to whom or what these pronouns refer: "sibi," "sua," "suum," "suum," "sua," "sua," "sua."
2. What is unusual in the use of "esse," "nostrum," "interpellare?"
3. (a) "Populum," "provincia," "fuit," "suum," "belli," "Romani." (b) "reiter," "interpellare," "sevit," "Ambatens": account for case, mood and tense.
4. "Quid sibi vult? Cur in sua possessione vivit?"—at qui concessi non oportet, et in nostrum fines impetere faceret, sic item non esse iniquum qui in suo jure se interpellat." Change this report into the actual words used.
5. Show by a map the situation and boundaries of (a) Agri-tania, (b) the *ager Helvetius*, as described by Caesar, giving ancient and modern names.

## B. Translate:

## II.

Ece velut navis profusa cuncta nostre  
 Subest aqua, juvenem seductum acta laocetis;  
 Sic fero, dimissa impulsu periculis aqua,  
 Tandem abest tergum, quantum Balaerica turto  
 Fanda potest plumbis molli traserit collis;  
 Quam subit juvenis, pedibus tollere repulsi,  
 Ardus in ambe abiit. Ut in aequo amens  
 Unctis viri vasa est; vasa fera scivit in unctam.  
 Ulyssis Jovis praepes, vacuo quam vidit in arvo  
 Prostratus Flauto livida larga draconem,  
 Occupat aversum; non aeva retroqueq; ora,  
 Squandigeris avidus sicut ocellibus angues;  
 Sic celeri missis praepes per mare volata  
 Terga fera pressit, dextroque fremente in arvo  
 Insidiosa sereno curvo tenuis absidit hamo.  
 Valere leua gravi molis in sulfuris in arva  
 Attollit, modo subdit aqua, modo mare ferocis  
 Venat apci, quem turba caesus circumstans terret.

1. "Quantum Balaerica turto Fanda potest," etc. Analyze this clause.
2. "Insidiosa." Tell his story.
3. "Lacerta," "ocellus," "praepes," "ara," "squandigeris," "hamo": account for cases and give the nom. and gen. sing. and pl. of each.
4. (a) UM dicitur aliam  
 Coetibus maris circumstans Siciniam artem.  
 (b) Et triplis operis Minyidaeis aia.  
 (c) Clamant Hippodotes aeterno carcere ventos.  
 Write explanatory notes.
5. A short sketch of Ovid.

## III.

1. Mark the gender and declension:  
 (a) in the sing: pulvere, domus, Perseus.  
 (b) in the pl.: opus, miles, locus.
2. Note peculiarities in the declension of:  
 astra, pelago, raquon, spolia, jageribus, vesperae.
3. Name the part of the verb in which the following words are found, and give their chief parts:  
 senat, amno, antote, aquarum, repulsi, desidit, fore.
4. Distinguish the meanings of:  
 mansuet, mansuet; oblitus, oblitus; aere, aere; abdit, abdit; sibi, sibi; callidus, callidus; ceteri, ceteri.
5. Scan these lines, noting any peculiarities of scansion:  
 (a) Tandem abest tergum, quantum Balaerica turto.  
 (b) Ardus in ambe abiit. Ut in aequo amens.  
 (c) Jactari quos certis in foveo immenso.
6. What verbs govern two accusatives? Give one example of each class.
7. Translate into Latin: Marcus Tullius, what are you doing?—Our country now lies beneath the power of a man we hate—I ran forward about a mile but did not see even a horse.—Having followed Caesar through so many troubles, I am not going to desert him now.—Having heard this the consuls marched with all their forces as quickly as possible to the borders of the enemy's territories.

## IV.

1. Decline throughout, (a) if you take Part I.; "tergo," "exercitum," "aer," (b) if you take Part II.; "ovis," "oportere," "alia."
2. Compare: siliis, stellis, oder, magna, bene.
3. Write the Latin for: 16, 29th, 458.
4. Give the same case in the plural of:  
 otulo, somnia, viri, quo, sibi, nulli.
5. Write the sing. in the pres. and fut. indic. and in the pres. subj. of: videte, colo, sum.
6. Give the corresponding forms in the passive of: amare, salire, regere, dixit.
7. Parse, giving chief parts:  
 (a) if you take Part I.; "venisse," "oporteret," "opprimendi," "interferebat," "compererat."  
 or (b) if you take Part II.; "praefecit," "vix est," "absidit," "lana," "attollit."
8. Translate into Latin: The consul sent a letter to the Senate.—Give me that book.—Whose house was burning?—Having taken the city, the enemy returned.—The soldiers were standing on the top of the wall.—He will be punished severely on account of his base deed.

## GREEK.

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

XENOPHON: ANABASIS, BOOKS II, III.

Time: THREE HOURS.

N. B.—Candidates for Matriculation in Arts will take Part IV, and either Part I, or Part II. Candidates for Exhibitions and Honorary will take Parts I, II., III.

## I.

## A. Translate :

Ἐπιπέθ' ἐν σπυρίδω, λέγει δ' Ἐλένηος τοῖσ' Ἐγώ, ὧ Τροιάων, οἷά μοι φαίνεσθαι γεννημένους καὶ θεοῖς θεοκόμοι, μὲ δίδουσι ἄλλωσιν φιλαπτόμενοι δὲ εἰ ἐν ἡρώ εἰς πολέμους φαίς καὶ φαίς ὄντων ταῦτα ἀνταρθεύματα. Ἐπει δὲ παρὶν οὐδὲν ἔργον οὐκ αἰ ἀντιθέτωι παύραμον φαίς οὐκ οὐκ παρὶν, ἡρώ τε παρὶς οἷά μοι φαίς γε εὐθ' ἀπαικόμεν ταῦτα οἶδα, ἐὸς μὲ εἰς λόγους οὐ δύδιον ἐνοεῖ, αἰ ἀντιθέτωι, ἡδοκασιν ἄλλωσιν τῆς ἀκασιαν. Καὶ γὰρ οἷά μοι ἀνθρώπων τοῖς μὲν ἐν ἐκπύδις τοῖς δὲ καὶ ἐξ ἀσπυρίω, αἰ φησίνωντες ἄλλωσιν, φήσινος βουλομένη καὶ παρὶν, ἡκαστοῦ δωρητοῦ καὶ τοῖς εἴτε μάλιστα εἰσ' αἰ βουλομένη τοῖτα οὐδὲν. Τῆς οὖν ταῦτα ἀναγομένη καὶ οὐκ οὐκ μάλιστα ἐν ταῦτα φησ καὶ ἡδύκασι κε βουλομένη ἐξ εὐ φαίνεσθαι ἀσπυρίω.

- Καὶ γὰρ οἷά μοι ἀνθρώπων φαί τοῖς μὲν κ. γ. What is irregular in the construction of this sentence? Account for the cases of ἀνθρώπων—τοῖς μὲν—τοῖς εἴτε μάλιστα.
- φιλαπτόμενοι δὲ εἰ ἐν ἡρώ εἰς πολέμους φαίς. Analyze and account for cases. What difference would φησίνωντες for φιλαπτόμενοι make?
- οἷά μοι φαίνεσθαι ἡδύκασι ἀσπυρίω—οἷά μοι φαίς γε εὐθ' ἀπαικόμεν ταῦτα οὐδὲν—ἀδύκασι κε βουλομένη, ἐξ εὐ φαίνεσθαι ἀσπυρίω. By what construction would each of these dependent clauses be expressed in Latin? Write the first of these sentences in Latin. What is the rule for double negatives in Greek? When does this rule hold good in Latin?
- By what phrases does Xenophon express—"at daybreak," "at sunrise," "about midnight," "towards evening," "in the forenoon," "at sunset."

## 5. Give the meaning and derivation of :

ἀσπυρίω, μαχαίρη, λογαρί, γήλοος, ἡδύκασι, ἀσπυρίω, ἀσπυρίω.

## II.

## B. Translate :

Ἐπειδὴ οὐκ αἰ μάλιστα ταῦτα ἔργον, ἔρε μὲ δύνασθαι βούλομαι φαίς παυρόμενοι, ἀσπυρίω τε τῆς τριποῖας εἰς καὶ ἐννοεῖ. Ἄσπυρ δ' οἷα ἐν τῇ στρατιᾷ φαίνεσθαι τοῖσι δὲ τοῖς τοῖσ' ἀσπυρίω ἰσχυροῦσιν ἀσπυρίω.

καὶ εὐ βίος οἷον καὶ ἀσπυρίω ἀσπυρίω τῶν ἰσχυροῦσιν ἀσπυρίω. Ἐπιπέθ' γὰρ, δὲ δὲ χωροτόπος τοῖς ἀσπυρίω ἀσπυρίω, ἐν ἡρώ εἰς ἀσπυρίω εἰ δὲ γε τῶσιν καὶ τοῖς ἀσπυρίω ἰσχυροῦσιν ἀσπυρίω. Ἦν οὖν οἷον ἀσπυρίω ἀσπυρίω ἀσπυρίω ἀσπυρίω, καὶ τῶν μὲν ἀσπυρίω ἀσπυρίω, τῶ δὲ ἀσπυρίω ἀσπυρίω ἀσπυρίω ἀσπυρίω ἀσπυρίω, καὶ τῶ ἀσπυρίω ἐν τῇ στρατιᾷ ἀσπυρίω ἀσπυρίω τῶ ἀσπυρίω ἀσπυρίω, τῶ τῶ ἀσπυρίω ἀσπυρίω ἀσπυρίω ἀσπυρίω.

- Give briefly the rules for the use of genitives of nouns and pronouns in this passage, and write the nom. and acc., sing., of each in full.
- Infinitives are used in some constructions in the extract where they would be inadmissible in Latin; what would be used instead?
- Give the meaning of the following phrases found in the prescribed books :
  - ὡς οὐδὲν αἰσθῆναι.
  - ἐπιπέθ' ἀσπυρίω ἀσπυρίω ἀσπυρίω τῶ ἀσπυρίω.
  - τῶ σῆς οἷον.
  - οἷον ἡδύκασι.
  - φιλαπτόμενοι καὶ παρὶν καὶ ἀσπυρίω.
  - φῆσινος εἰς δὲ.
  - ἐπὶ κῆρος ἀσπυρίω—ἐπὶ κῆρος ἀσπυρίω.
- What measures of length are mentioned in these books? Give their equivalents in English measures.
- How does Xenophon tell us he came to join the expedition?

## III.

- Write the nom. gen. and acc. sing. and 3rd pl. (if in use) of : δαμάσχος, ἡνός, τρέλας, παύραμον, ἀσπυρίω, ἡδύκασι, ἡδύκασι, ἡδύκασι.
- What focus in the other degrees of comparison correspond accurately to :
 

εἰσχυροῦσιν, μάλιστα, παρὶν, ἀσπυρίω, φησίνος.
- (a.) Write in words : 4,867—49 ships—on the 27th day.  
(b.) Indicate by letters : 6, 15, 1846.
- What pronouns have the nom. sing. neut. in—o?
- Write augmented forms of verbs compounded with τῶν, τῶν τῶν. Give some examples of double augment.
- Write (a) perf. infin. in act. and passive of : βουλομένη, ἀσπυρίω, ἀσπυρίω.  
(b) 2nd sing. 1st aor. imperative in all voices of : ἡδύκασι, ἀσπυρίω ἀσπυρίω.  
(c) the usual conjugation of : τρέλας, ἡδύκασι, ἡδύκασι.
- Parse, giving the chief parts, in use :
  - In Extract A—ἀσπυρίω, οἷον, οἷον, φησίνος.
  - In Extract B—ἀσπυρίω, ἀσπυρίω, ἀσπυρίω, τρέλας.

## C. Translate into Greek :

The father loves his sons.—Phalons, having heard this, laughed and said: "You speak pleasantly young man."—From the Tigris they marched twenty parasangs to another river, a ptothron in width.—They remained there three days.—Their enemies, having acted thus, departed.—They threw the rest into the fire.

## IV.

- Decline together (a) in the singular,  $\alpha\lambda\gamma\epsilon\ \delta\epsilon\ \theta\acute{\iota}\lambda\alpha\tau\alpha\iota\text{---}\epsilon\gamma\ \delta\epsilon\ \phi\acute{\iota}\lambda\alpha\iota$ —(b) in the plural  $\epsilon\gamma\ \theta\acute{\iota}\lambda\alpha\iota\text{---}\alpha\alpha\tau\acute{\eta}\ \theta\acute{\iota}\lambda\alpha\iota$ .
- Write in full the nouns, cases singular and plural of:  $\rho\acute{o}\lambda\alpha\varsigma$ ,  $\alpha\theta\acute{\iota}\nu\alpha\iota$ ,  $\theta\epsilon\omega$ ,  $\epsilon\lambda\lambda\alpha\varsigma$ ,  $\acute{\alpha}$ .
- Compare:  $\theta\acute{\epsilon}\lambda\omega\varsigma$ ,  $\alpha\alpha\phi\acute{\epsilon}\tau\epsilon$ ,  $\epsilon\iota\delta\acute{\alpha}\iota\sigma\alpha\iota$ ,  $\rho\acute{\iota}\sigma\tau\alpha\iota$ ,  $\alpha\lambda\tau\eta\lambda\acute{\alpha}\varsigma$ .
- What is the Greek for: 14, 8th, 400.
- Write the augmented forms of initial vowels and diphthongs in verbs. Where is the augment now?
- What are the reduplicated forms of verbs beginning with  $\phi$ ,  $\theta$ ,  $\sigma$ ,  $\lambda$ ,  $\alpha\iota$ ,  $\alpha\gamma$ ,  $\tau$ .
- Write the modal conjugation of:  $\lambda\acute{\alpha}\nu\alpha\iota$ ,  $\epsilon\iota\phi\acute{\epsilon}\iota$ ,  $\lambda\acute{\alpha}\gamma\eta\sigma\alpha\iota$ .
- Form the aor. infin. act. in use of:  $\lambda\acute{\alpha}\nu\alpha\iota$ ,  $\tau\eta\lambda\acute{\alpha}\iota$ ,  $\epsilon\iota\delta\acute{\alpha}\iota$ ,  $\delta\iota\gamma\acute{\epsilon}\lambda\lambda\alpha\iota$ ,  $\epsilon\gamma\omega$ ,  $\delta\acute{\iota}\delta\omega\mu\alpha\iota$ .
- Decline through all the persons, giving both contracted and open vowels:  $\delta\omega\alpha\iota$ ,  $\gamma\epsilon\gamma\eta\mu\acute{\alpha}\nu\alpha\iota$ ,  $\tau\eta\sigma\alpha\mu\acute{\alpha}\nu\alpha\iota$ .
- Parse, giving chief parts in use, according as you have taken Part I or Part II:

*Ei*ther,  $\alpha\alpha\phi\acute{\epsilon}\tau\epsilon$ ,  $\epsilon\iota\sigma\alpha\gamma\mu\acute{\alpha}\nu\alpha\iota$ ,  $\phi\alpha\delta\acute{\alpha}\theta\acute{\eta}\lambda\alpha\tau\epsilon$ ,  $\alpha\theta\acute{\iota}\nu\alpha\iota$ ,  $\tau\eta\sigma\alpha\mu\acute{\alpha}\nu\alpha\iota$ . (In Extract A).

*Or*,  $\delta\acute{\alpha}$ ,  $\epsilon\iota\sigma\alpha\gamma\mu\acute{\alpha}\nu\alpha\iota$ ,  $\delta\acute{\iota}\sigma\tau\alpha\iota$ ,  $\theta\acute{\epsilon}\lambda\omega\alpha\iota$ ,  $\phi\alpha\theta\acute{\epsilon}\nu\alpha\iota$ . (In Extract B.)

## FRENCH.

Examiner.....J. LEBTCH, M. A.

(Matriculation Examination, Faculty of Arts.)

Time: THREE HOURS.

A. Translate:—*Histoire de Charles XII.*—Le premier livre qu'on lui fit lire fut l'ouvrage de Samuel Puffendorf, afin qu'il pût connaître de bonne heure ses Etats et ceux de ses voisins. Il apprit d'abord l'allemand, qu'il parla toujours depuis aussi bien que sa langue maternelle. A l'âge de sept ans il savait manier un cheval. Les exercices violents où il se plaisoit, et qui débaussent ses inclinations martiales, lui fournirent de bonne heure une constitution vigoureuse, capable de soutenir les fatigues où le portoit son tempérament. Quelque temps dans son enfance, il avoit une ophtalmie incurable: le seul moyen de le guérir étoit de le piquer d'honneur; avec le mot de gloire on obtint tout de lui. Il avoit de l'aversion pour le latin; mais dès qu'on lui eut dit que le roi de Pologne et le roi de Danemarck

l'entretenoient, il l'apprit bien vite et en tenoit assez pour le parler le reste de sa vie.

- Parse and give the primitive tenses of the following verbs: *fait*, *apprit*, *parla*, *assist*, *est*, *dit*. Write down in full the subjunctive present of *fait*, *parla*, *assist*, *est* and *dit*.
- De deux heures.* Put this clause in the comparative degree. Write the comparative and superlative of *bon*, *beaucoup*, *mauvais*, *peu*. Turn into French: It is too early. He, too, is in town. A very well written letter. What time is it? It is 12 o'clock. Half-past one. Five minutes to three.
- Quelque deux dans son enfance.* Parse *son*, and write its feminine, singular, and plural. When may *son* be used before a feminine noun? Give an example. Translate: Its value; its courage; its pleasures. Her father and mother. His Majesty George III. Her Majesty Queen Victoria.
- Donc.* Write the feminine of the following adjs.: *deux*, *jeûs*, *pareil*, *paucres*, *sec*, *public*, *maître*, *faux*, *beau*; and the masculine of: *vieille*, *seize*, *espagnoles*, *protestatrice*, *chère*, *riche*.
- Et en retint assez.* Parse *en*, and write this clause, substituting *for en*, the term for which it stands. In what case or cases do you translate the English "some" or "any" by *de some*? Give short examples. Turn into French: I have friends; have you any? I have two good ones.

B. *Charles XII.*—Il partit pour sa première campagne le 8 mai, de l'année 1700. Il quitta Stockholm, où il ne revint jamais. Ayant de sortir de Suède il établit à Stockholm un conseil de défense, composé de plusieurs officiers. Cette commission devoit prendre soin de tout ce qui regardoit la flotte, les troupes, et les fortifications du pays. Le corps du sénat devoit régler tout le reste provisionnellement dans l'intérieur du royaume. Ayant ainsi pris ses ordres certain dans ses états, son esprit, libre de tout autre soin, ne s'occupa plus que de la guerre. Sa flotte étoit composée de quarante-trois vaisseaux; celui qu'il monta, nommé le *Roi-Charles*, le plus grand qu'on ait jamais vu, étoit de cent vingt pièces de canon, le comte Piper, son premier ministre, et le général Benschild, s'y embarquèrent avec lui. Il joignit les escadres des alliés.

- Il partit pour sa première campagne.* Write this sentence in the negative—interrogative form. What other meaning is *campagne* susceptible of? How do you change *première* into an adverb? Turn into French: I spent (passer) a fortnight in the country. Nova Scotia is my native country. Bismarck is Germany's Prime Minister.
- De tout ce qui regardoit la flotte.* Parse *ce qui* and distinguish between: *tout ce qui* and *tout ce que*, giving two examples. Write the feminine, singular, and the masculine, plural of *tout*, and translate: I have seen (vu) them all. All England. Everybody. The whole town. Give me the whole of it.
- Le plus grand qu'on ait.* Parse *ait*: why is it in this form? Can you explain the differences between: *compte*, *compte et comte*. Translate: The least difficulty. Give me more. Much better. Most men.
- S'y embarquèrent.* Parse *s'y*. Conjugate the Indicative present of the reflexive verb *s'embarquer*.
- Flotte pièce de canon.* Could you use *des* instead of *de* in such clauses? Illustrate your explanation with short examples. Does *eight* ever admit of the plural *s*: why? Translate: Eighty men. Eighty-five pounds. One hundred boxes. Five hundred dollars. The 11th of October, 1867 (in letters).

## ENGLISH.

## ENGLISH LANGUAGE.

Examiner.....W. J. ALEXANDER, PH. D.

Time: Three Hours.

(Candidates for matriculation in Arts merely are to answer the first three questions, and any three of the remainder.)

1. Write out and punctuate the passage dictated. (From Ruskin.)
2. Analyze the passage dictated as far as "say it all."
3. Parse in the passage anything, but; also the words in italics in the following: Society goes on accumulating wealth. He was almost retracing his steps.
4. Combine each of the following groups into one complex sentence:
  - (a) The king had promised to abolish certain abuses; these abuses were such as illegal imprisonment, tampering with the judges, etc.; but he began to govern without a parliament; and forthwith resorted to these abuses as a matter of course.
  - (b) The Long Parliament met; Pym's work now really began; he was already past middle life; he was born in 1594; four years later came the Armada; from the beginning of the Parliament Pym displayed the qualities of a great administrator; these are an immense faculty for labour, a genius for organization, an iron will, tact, courage and moderation.
5. What is an infinitive, — a participle? Explain historically the various forms assumed by the infinitive in modern English.
6. What are the main points of difference between the English language at the present time, and at the time of Alfred the Great?
7. Define accurately and give derivation of ten of the following words: — *assonance, reciprocity, transpire, evanesce, edifice, gaiter, parchment, dichotomy, bisect, commensurate, succulent, miscreant, cardinal (noun), essential, catholic.*
8. Express as accurately as possible in simple prose the substance of the following:

## TO A WATERFOWL.

Whither, midst falling dew,  
While glow the heavens with the last steps of day,  
Far, through their rosy depths, dost thou pursue  
Thy solitary way?

Vainly the Fowler's eye  
Might mark thy distant flight to do thee wrong,  
As dimly seen against the crimson sky,  
Thy figure floats along.

Seek'st thou the plashy brink  
Of woody lake, or margin of river wide,  
Or where the rocking billows rise and sink  
On the chafed, ocean-side?

There is a Power whose care  
Touches thy way along the pathless coast —  
The desert and the shivering air —  
Less wandering, but not lost.

## ENGLISH AND CANADIAN HISTORY AND GEOGRAPHY.

Examiner.....PRESIDENT FOURGET.

Time: Three Hours.

(Candidates for Matriculation only, may omit any three questions in each section.)

## ENGLISH HISTORY.

1. Give a brief account of Roman occupation of Britain with dates. Trace effects.
2. Give the leading events of reign of Henry II.
3. Give a brief account of the political and social condition of England, under the Tudors.
4. Tell briefly the story of the struggle between Charles I. and the Parliament.
5. What events led to the Revolution of 1688?
6. Give the leading events of the reign of George III.
7. Write a short account of the first Afghan war.
8. What was the Navigation Act? When was it repealed?

## CANADIAN HISTORY.

1. When, where, and under whom, did the French make their first settlement in Acadia? When did the English come?
2. Give a brief account of Jacques Cartier's first voyage to Canada.
3. A. D. 1764: "When news of the war reached America, De Quenele, the Governor of Louisiana, sent De Villeroy with a strong force against Nova Scotia." Give a brief account of the expedition.
4. What effect had the war of 1812 upon Nova Scotia?
5. How did the war of 1812 end?
6. 1854: "A new government was formed in Canada, of which the leading members were Sir Allan McNab and John A. McDonald. Three important measures characterized the beginning of its reign." What were they?
7. Give a short account of the St. Alban's raid.

## GEOGRAPHY.

1. What is meant in geography by watershed, basin, steppe, bight, lagoon?
2. Give the coast waters of Asia.
3. Bound Pennsylvania, Turkey in Europe, Brazil, Luxembourg County, Albert County, N. B.
4. On which side of the equator is Trinidad? Demerara? Cairo? Cebu? Buenos?
5. Through what countries and large islands does the Tropic of Capricorn pass?

6. To what powers belong Anava? Cordoa? Heligoland? Batavia? Manila? Hamburg? Formosa? Java? Cyprus?

7. Locate St. Louis, Cayenne, Lyons, Madrid, Palermo, Silka, Mount Blanc, Monte Ross, Mt. St. Elias, Mt. Everest.

8. What are the chief exports of the United States? Australia? Nova Scotia? Jamaica? Portugal?

### MATHEMATICS.

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

#### GEOMETRY AND ALGEBRA.

(Matriculation in Arts.)

TIME: THREE HOURS.

1. If from the ends of the side of a triangle, there be drawn two straight lines to a point within the triangle, these shall be less than the other two sides of the triangle, but shall contain a greater angle.

2. If a straight line falling on two others make either (1) the alternate angles equal; or (2) the exterior angle equal to the interior and opposite on the same side, these two straight lines shall be parallel.

3. If a straight line be divided into any two parts, the rectangle contained by the whole line and one of the parts, is equal to the rectangle contained by the two parts, together with the square of the aforesaid part.

4. Prove, either by a diagram or in any other way, that if a straight line be bisected and produced to any point, the square of the whole line thus produced, and the square of the part of it produced, are together double of the square of half the line bisected, and of the square of the line made up of the half and the part produced.

5. Given the measurements of the three sides of a triangle. Explain an easy way of determining its shape, whether acute, obtuse or right-angled.

6. Take the decimal .9760033; and write in words the value of each separate digit. Hence deduce the rule for converting a finite decimal into a vulgar fraction; using the given decimal as an example.

7. Write the expansions of  $(a \pm b)^3$  and  $(a + b + c + d + e)^3$ ; and deduce the expansions of  $(a - b)^3$  and  $(a - b + c - d + e)^3$  from the results.

8. Express as one fraction  $\frac{1}{a(a-b)(a-c)} + \frac{1}{b(b-a)(b-c)} - \frac{1}{c(a-b)(a-c)}$ ; and divide  $x^3 - ax^2 + bx^2 - cx^2 + mx - l$  by  $x - 1$ . (By bracketing, if you can.)

9. Show that  $(40)^{\frac{1}{2}} = \frac{1}{2}(320) + \sqrt{133} - 2\sqrt{5}$  and that

$$\frac{\sqrt{ab} - ac}{bc - c\sqrt{ab}} = a \frac{b-c}{b}$$

10. Solve either of the following questions: (1) Given

$$\frac{a}{b} + \frac{b}{a} = a^2 + b^2; \text{ to find } x: (2) \text{ In a cricket match the score of A,}$$

the best batsman on one side, was to that of B, the second best, as 3:2; but if A's score had been 7 less, and B's as much greater, B would have surpassed A in the proportion of 5:4. Find their scores.

### GEOMETRY.

(Exhibition and Bursaries.)

TIME: THREE HOURS.

1. If from the ends of the side of a triangle, there be drawn two straight lines to a point within the triangle, these shall be less than the other two sides of the triangle, but shall contain a greater angle.

2. Assuming the construction of the 47th proposition of the First Book of Euclid; to analyse the proof of it, pointing out the main things proved, but omitting the details of the proof.

3. In any triangle the square of the side opposite an acute angle is less than the squares of the sides containing it by twice a certain rectangle. Say what rectangle and prove the proposition for an obtuse-angled and also for a right-angled triangle.

4. A tangent to a circle is at right angles to the radius drawn from the centre to its point of contact.

5. If a straight line touch a circle, and from the point of contact any chord of the circle be drawn, the angles between the chord and the tangent are equal to the angles in the alternate segments of the circle, each to each.

6. ABC is a triangle, D and F the middle points of AC and AB. Join BD, and produce it to F, making DF = BD. Produce CF similarly to Q. Prove that P, A, Q are in the same straight line.

7. If from a point within an equilateral triangle lines be drawn to the angles, any two of these are greater than the third.

8. On a given straight line describe a rectangle equal to the difference of two given squares.

9. If a quadrilateral have one of its angles at the centre of a circle, and the other three in its circumference, the mobile one of the three is equal to the other two.

10. AB is the diameter of a circle, and AC that of another circle which touches it internally in A. PR is a double ordinate of the outer circle to the diameter AB, cutting it in N, and Q the point where it cuts the inner circle. Prove P, Q, R = BC, NA.

### ALGEBRA.

(Exhibition and Bursaries.)

TIME: THREE HOURS.

1. A watch that regularly gains  $\frac{1}{4}$  minutes a day, showed true time on Monday at noon; what is the true time on the following Friday when the watch points to 4h. 30' P. M.?

2. A number in the common scale, expressed by more than two digits, ends in the digits .... 31. Show that its odd powers end in the same digits.

3. Prove by actual division, that if  $x^2+ax+3^2$  is a factor of  $x^3+a^2x^2+bx+3^3$ , then must  $a=\pm 3$  and  $b=-a$ ; and resolve into quadratic factors  $2x^2+3x^2y-17x^2y^2+13xy^3-3y^4$ .

4. Expand by division to four terms  $\frac{a^4}{x^2-a^2}$ ; and write the result (1) with positive indices, (2) with negative indices.

5. Show, by factoring if you can,  $(m^2+x^2)^2-(m^2-x^2-2mx)^2=$   
 $(m^2-x^2+2mx)^2-(m^2+x^2)^2$ ; and find the Highest Common Factor of  
 $3x(2x^2-6x^2-x^2+15x-10)$  and  $6x^2(4x^2+6x^2-4x^2-15x-15)$ .

6. Reduce to its simplest form  $\frac{\left(\frac{2}{\sqrt{a^2b^2c}}\right)^2\left(\sqrt{a^2b^2c}\right)^4}{11}$   
 $a^2bc\sqrt{a^2}$

7. A, B, C, D are four algebraic expressions; a is the Highest Common Factor of A, B, C; b, of A, B, D; c, of A, C, D; d, of B, C, D; also a, b, c, d are prime to each other: find the L. C. M. of A, B, C, D.

8. Solve the equation,  $\frac{x}{2} - \frac{\frac{1}{2}(2x-3) - \frac{1}{2}(3x-1)}{\frac{1}{2}(x-1)} = \frac{3x^2+2}{2(3x-2)}$ .

Also A, B, C, &c., being algebraic expressions involving x, describe how you would deal with the following equation:

$$\frac{A}{20} + \frac{B}{9} + \frac{C}{12} + \frac{D}{15} + \dots = \frac{E}{7x-4}$$

9. Given  $x(x+y+z)=a^3$ ;  $y(x+y+z)=b^3$ ;  $(x+y+z)=c^2$ : find x, y, z.

10. A full cask that held a gallons was treated thus: b gallons were drawn off, and the cask was filled up with water; b gallons were again drawn off and the cask again filled up with water. This process is repeated, in all, n times. On the supposition of the equal diffusion of the liquid in the water, prove that now the amount of the original liquid in the cask is  $\frac{(a-b)^n}{a^{n-1}}$ .

## SENIOR MUNRO EXHIBITIONS AND BURSARIES.

## A.—CLASSICS.

## LATIN.

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

HORACE: ODES, BOOK IV. CIBERO: SELECTED LETTERS.

## VERS: TERMS NOTAE.

## A. Translate:

*Phoebus volentes proelia nec loqui  
Vitas et urbes incognitas lyra,  
Ne parva Tyrrhenus per aequor  
Vela darent. Tu, Caesar, actas  
Fruges et agris retulisti uberos  
Et signa nostro restitisti Jovi  
Derepta Parthorum superbia  
Fustibus, et vacuum duellis  
Jannu Quirinu classisti, et ordinem  
Rectas evaganti frenas licentiae  
Injecti, emolique culpas,  
Et veteres revocavit arces  
Per quas Latrinus nescens et Italae  
Cereve viros Iamagae et imperi  
Porrecto mal'actas ad ortus  
Solis ab Hesperio cubili,  
Custode rerum Caesare non facer  
Civills aut vis exigit otium,  
Non ita quae proccidit enses  
Et mineras insensit orbem.  
Non qui profundam Danubium libent  
Elicta rumpent Julia, non Gotas,  
Non Sereis infidite Peras,  
Non Tanais prope flumen ceteri,  
Nunquam et profestis lucibus et acriis  
Inter jocos sumera libent  
Cum pede multoties nostris,  
Ecce deus primis apperecisti,  
Virtute fractos more patrum ceteros  
Lydia remitto carmine tiliis  
Trojanique et Anadion et almae  
Frogeniensis Veteris oemnes.*

1. (a) "Et signa nostro restitisti Jovi,  
Derepta Parthorum superbia  
Fustibus."

(b) "Vacuum duellis  
Jannu Quirinu classisti."

Write historical notes on the events mentioned, with dates.

2. Quote other passages from the Odes in which the Parthi are referred to under other names.

3. "Gotas," "Sereis," "Tanais prope flumen ceteri."  
Write geographical notes.

4. Quote from this Book examples of: (a) unusual words; (b) unusual constructions.

5. Account for the use of the following epithets: Borecytiacis silice, laurea Apollinari, palma Eoa, Bircosum cygnum, Calabra Peridea, tauroformis Aududa.

6. (a) Note peculiarities in the declension of:

lyceus, pius, vici, iocur, fidibus, epulis.

(b) Phras, giving chief parts: callet, consensere, proclit, metela.

7. Scan these lines and name the system to which each belongs:

(a) Liber vota bonos dicit ad exita.—

(b) Mirabar, o metela presens.—

(c) Major Nervosa mox grave prolium.

## II.

## B. Translate:

Itaque Caesar his litteris, quibus nihil gratulatur et omnia pellicter, quo modo excolit Catois in se ingratiissimi iniuria. At hoc idem Bibulo dierum xx. Ignosce mihi: non possum haec ferre nec feram. Cupio ad omnes tua epistolas, sed nihil necesse est: iam enim te video. Illud tamen de Chryippo—nam de altero illo minus cum admittas, operatio hominis: sed tamen ne illo quibus quibusquam impediatur—Christipum vero, quem ego propter lituolularem assidua quod fulsere vidi, in honore habui, discedere a pueris inascentis me: mitte alia, quae aedis, teilla, mitto ferta: fugam cum fero, quae mihi vixim aut sodalitati. Itaque usquepiti vetus illud Drosi, ut ferunt, praetoris in eo, qui eadem liber uno inesse, ne istos liberos non admittas, praesertim cum admodum memo, a quo recte vindicaverunt. Et tu, ut videbitur, his accipias: ego tibi adveniat. Vbi tunc diatribarum epistulae non recipiunt, in qua est de periculis rei publicae: quid reciderent? valde eam perturbatis: sed, ut nihil magno opere metum, Partii faciant, qui repente libulum senilium reliquerunt.

1. Write short notes on such passages in the extract as you think require explanation.

2. "Illud tamen de Chryippo."—Explain the construction of the whole sentence.

3. Translate and explain the following:

(a) Pompeius in Cannensium Paribus venit.

(b) Tibi verum, quos rogas, pueri sic d'horum, mittam.

(c) De Oppio factus est, ut volui: et maxime quod DCCC aperuisti.

(d) O illud verum ipse tui!

4. Give examples of "Epistolary" letters. How are "to-day"—"to-morrow" expressed in Cicero's treatise?

5. Cicero writes to his wife and daughter from Thessalonica on the 5th of October: give in full the address on the letter, the date, and the place.

6. A short description of Cicero's life during 63-57 B. C.

## III.

C. Translate: At the same time the centurion L. Fabius and the men who had scaled the wall with him were surrounded, slain and cast headlong from the wall. M. Petreus, a centurion of the same legion, tried to cut his way through the gates. Overpowered by numbers and despairing of his own life, for he had already received many wounds, he cried to the men of his company, who had followed him, "Since I cannot save you and myself at the same time, I am determined to take thought for your safety, seeing that in my exposure to win renown, I have led you into danger. When the chance presents itself, look to yourselves." Saying this he dashed into the midst of the enemy, struck down two of them and pushed the others a little way from the gate. His men tried to relieve him, but he cried, "It is in vain that you try to save my life, for my blood and strength are failing: therefore get away while you have the chance and return to the legion." So fighting on after a while he fell and saved his men.

## GREEK.

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

HOMER: ODYSSEY, BOOK X. HERODOTUS: BOOK I, §§ 95-216.

## TWO: THREE HOURS.

## A. Translate:

\*Αἰὲν ἔτε δὲ ἐχθρὸν ἦν οὐκ ἐθέλων ἔσσει,  
καὶ τότε τίς μὲ βίβας ἄσπερτο γένοιτο ἔπειτα,  
ὅτ' ἴδ' αὖ ἐπὶ τῶν ἐχθρῶν πύργων εἰς ἄβυσσόν  
ἔειπε· ὁ μὲν παραπύργῳ ἀρτίστ' ἐν κρητὶ ἔλαθ  
Πηλεΐδης· ὃ δὲ γὰρ μὲν ἔχει σὺν ἄλλοις ἔλκεται  
τῶν δ' ἔγχε ἔλκεται αὖτ' ἀσπερτο γένοιτο ἔπειτα  
Πηλεΐδης· τὸ δ' ἀσπερτο γένοιτο γένοιτο ἔπειτα,  
καὶ δ' ἔπειτ' ἐν κρητὶ πύργῳ, ἀπὸ δ' ἔπειτα θύει.  
τῶν δ' ἔγχε ἔλκεται ἄλλο γένοιτο ἔπειτα ἔπειτα  
ἔπειτα· τὸ μὲν οὖν ἀσπερτο γένοιτο ἔπειτα  
ἔπειτα· ἀσπερτο γένοιτο ἀσπερτο γένοιτο ἔπειτα  
ἔπειτα δ', ἔπειτ' ἔπειτα, ἔπειτα δ' ἀσπερτο γένοιτο  
ἔπειτα ἀσπερτο γένοιτο πύργῳ ἀσπερτο γένοιτο,  
ἔπειτα δ' ἀσπερτο γένοιτο ἔπειτα ἔπειτα,  
ἔπειτα ἀσπερτο γένοιτο, ἔπειτα δ' ἔπειτα  
καὶ δ' ἔπειτα ἀσπερτο γένοιτο, ἀσπερτο δ' ἔπειτα  
Μακρυχίτης ἔπειτα ἀσπερτο γένοιτο ἔπειτα

1. (a.) ἀσπερτο γένοιτο admits of two explanations. (b.) how τ' ἔπειτα. Explain construction and give the derivation of ἔπειτα.

2. Parse these words, giving rules for cases and writing nom. case, sing. and plur. in full:  
τοῖς, ἐπίπυργον, οὐκ, πύργῳ, ἀσπερτο γένοιτο, ἀσπερτο γένοιτο, ἀσπερτο γένοιτο.



2. Write the Attic prose forms of :

(a) *πίρ, ἄρατος, παύματα, ἰσθίον, ἔρωτα.* (b) *τὸν ἄλκιμον δαιμόμονον* ἢ *τ' ἄλκιμ' αἰὲρ ἴσκιον.*

4. Parse the following, giving their Attic forms and the chief parts of verbal forms :

*πρῶτισθ' ἔπειτα, ἴδμεν, δεικνύμεν, ἰσχυροί.*

5. Scan vsa. 164, 170, 173, and give explanations of irregularities.

6. *ἔστιν ἡ ἔκτατος ἀρχὴ δυνάμις ἰσχυροῦ μαθηθῆναι, τὸν μὲν βουλομένον, τὸν δ' ἀγνοῦντα μάλα νοσήσει.*

Translate, supply the ellipsis in full, explain the meaning, and what *ἔστιν* refers to.

II.

B. Translate :

(a.) *Τούτων δὲ ἄν τὸν ἴσον αἰ Μόδριον μὲν ἔχει ἐν αὐτῷ τὸ ῥόδιον, ἔρωτα παραμένον. οὗτοι δὲ αἰνῶτα νομοῖται ἐν ἑστέῳ αἰῶνι· οὗτοι γὰρ φησὶναι ἴσος καὶ Πλάτων καί ποιοι, οὗτοι αἰνῶν αἰ Πλάτων ποιήσαντι. Ἀποκρίσθησαν δὲ ἀπὸ τῶν ἄλλων ἴσους οὐκ εἶναι ἀλλὰ μὲν αἰσθῆναι, δευτέρως δὲ ἴσους τὸ μαθηθῆναι ἔστιν ἔστιν, πάλιν δὲ ἐν δευτέρῳ τῶν ἰσῶν τὸ ἴσους, καὶ ἄρα ἐπιχρῆσθαι ἔστι γὰρ μὴ ἄξιον, ἐν αἰσθῆναι ἄλλο πῶς ἴσους λέγουσι. αἰ μὲν οὖν ἄλλο ἴσους καὶ αἰ ἄξιον ἔρωτα τὸ ἴσους, αἰ βουλομένοι ἴσους καλεῖσθαι.*

(b.) *Ἦρ δὲ, τὸ ἀνόμοι ἀποκρίσθη, γὰρ τὸν Μανουγῆτον βουλομένον, Τίμορι αἰ ἐν αἰσθῆναι. οὗτοι αἰσθῆναι αἰ ἔρωτα μὲν λέγουσι, ἔρωτα γυναικῶν ἐν ἔρωτι. ἢ δὲ Τίμορι αἰσθῆναι αἰ αἰσθῆναι μὲν ποιοῦνται, ἀλλὰ τὸν Μανουγῆτον βουλομένον, αἰσθῆναι τὸν ποιοῦντα. Κίμων δὲ μὲν οὗτοι, ἔρ αἰ αἰσθῆναι αἰ ποιοῦνται, ἔρωτα ἐπὶ τὸν Ἀσπίον, ἔρωτα ἐπὶ τὸν ἔρωτα ἐπὶ τὸν Μανουγῆτον ποιοῦνται, γὰρ μὲν τὸ ἔρωτα ἐπὶ τὸν ποιοῦντα, ἀλλοῦτα τὸ σπῆρῳ, καὶ τίμορι ἐπὶ τὸν αἰσθῆναι τὸν δευτέρως αἰσθῆναι ποιοῦνται.*

1. *Ἀποκρίσθησαν δὲ ἀπὸ τῶν ἄλλων ἴσους οὐκ εἶναι, κ, τ, λ.* Note irregular construction of this sentence.

2. (a.) *ἔστι γὰρ μὴ ἄξιον.* (b.) *ἔρωτα γυναικῶν ἐν ἔρωτι.* (c.) *ἔρωτα τὸν ποιοῦντα.* (d.) *ἔρ αἰ αἰσθῆναι αἰ ποιοῦνται.* (e.) *ἀλλοῦτα.* Write notes on syntax, or use of words.

3. *τὸν ἄλλοι ἴσους οὐκ εἶναι.* Who are meant?

4. State the peculiarities of the dialect used by Herodotus. How may the resemblances in the dialects of Homer and Herodotus be explained?

5. Write the Attic forms of the following (if different) and parse them, giving nom. and gen. sing. of nouns and chief parts of verbs : *ἀγροῦμαι, κρῖνον, γὰρ, ποιεῖται, ἔρωτι, ἔρωτα, ἔρωτα, ἔρωτα, ἔρωτα, ἔρωτα.*

III.

1. Accentuate all the cases of any monosyllabic noun of the third declension.

2. Distinguish the meanings of : (a) *οὐκ ἐπεί, μὴ τοῦτι, μὴ ποτέ.* (b) *αἰ τοῦτο ἔρωτα, αἰσθῆναι ἔρωτα. αἰ τοῦτο ἔρωτα, αἰσθῆναι ἔρωτα. αἰ τοῦτο ἔρωτα, αἰσθῆναι ἔρωτα. αἰ τοῦτο ἔρωτα, αἰσθῆναι ἔρωτα.*

3. Give the rules for use of moods in dependant questions.

4. Translate into Greek : The larger part of mankind do not believe that this is true.—He said that he would order them to prepare food for three days.—I should like to hear you sing.—The boys in play chase the son of the herdman to be their king.—No one is so wise as not sometimes to err. O ! that the wise managed the affairs of the state.—Don't you think that if he were here all would be well ?

B.—MATHEMATICS.

Examine.....C. MACDONALD, M. A.

GEOMETRY AND TRIGONOMETRY.

Time: THREE HOURS.

1. If two parallel diameters be drawn in two circles, the lines joining their extremities intersect in their centres of similitude.

2. Prove, by transversals, that if through any point within a triangle lines be drawn parallel to the sides, the solids contained by the alternate segments of these lines are equal.

3. If two triangles have an angle of the one equal to an angle of the other, and have their areas proportional to the squares of the sides opposite these equal angles, they must be equiangular.

4. Through a given point draw a line that shall be harmonically divided by the sides, produced if necessary, of a given triangle.

5. If two tangents be drawn to a parabola, and from their point of concurrence a line be drawn parallel to the axis of the parabola, the chord of contact of the tangents shall be bisected by it.

6. The tangent to an ellipse makes equal angles with the lines drawn from the foci to the point of contact.

7.  $A^2 + B^2 + C^2 = 180^\circ$ . Prove any two of the following :

(1)  $\sin 2A + \sin 2B + \sin 2C = 4 \sin A \sin B \sin C$  :

(2)  $\frac{\sin A + \sin B - \sin C}{\sin A + \sin B + \sin C} = \tan \frac{A}{2} \tan \frac{B}{2}$  :

(3)  $\frac{1 - \cos A + \cos B + \cos C}{1 + \cos A + \cos B - \cos C} = \tan \frac{A}{2} \cot \frac{C}{2}$

8. Prove that if  $k$  be the circular measure of a small angle—not amounting, say, to more than  $1^\circ$  of arc—then  $\sin(a+k) - \sin a$  is proportional to  $k$ , nearly. What is the use of this theorem?

9. Write the exponential expressions for  $\cos x$ ,  $\sin x$ , and  $\cos y$ ,  $\sin y$ : and use them to prove  $\sin x \cos y - \cos x \sin y = \sin(x-y)$ .

10. If  $r_1, r_2, r_3$  denote the radii of the escribed circles of a triangle, and  $r, R$  those of the inscribed and circumscribed circles: prove—

$$r_1 + r_2 + r_3 - r = 4R.$$

### MISCELLANEOUS.

TIME: THREE HOURS.

1. Find the three values of  $(1)^{\frac{1}{2}}$ .
2. Prove that if  $x-y=a$ ,  $x^2-y^2=ab$ ,  $x^3-y^3=a^3$ ; then must  $a^3+2b^3-4a^2b=0$ .
3. If  $\alpha, \beta, \gamma$  are the roots of the equation,  $x^3+px^2+qx+r=0$ : Show that  $\frac{1}{\alpha^2} + \frac{1}{\beta^2} + \frac{1}{\gamma^2} = \frac{q^2-2pr}{r^2}$ .
4. In the expansion of  $(a+x)^n$ : there are two middle terms having the same co-efficient when  $n$  is odd. Prove this, and write the co-efficient; and find by the binomial theorem  $\sqrt[5]{31}$  correct to 3 places of decimals.
5. Show that the number of combinations of  $2n$  things,  $a$  together, where  $n$  of them are the same, is  $2^n$ .
6. There are five balls in a bag that can be severally only either black or white. A person puts his hand into the bag and draws two, which turn out to be white. These he restores and draws two again, which again are white. Find the probability that there are any black balls, even one, in the bag.
7. From the series  $\log(1+x) = x - \frac{1}{2}x^2 + \frac{1}{3}x^3 - \dots$ , deduce a series from which the logarithms of common numbers can be determined, to the same base.
8. Find, by employing the familiar series for  $e^x$ ,  $\sin x$ , &c., what is the true value of the fractions,  $\frac{x^2+2 \cos x-2}{x^2}$ ,  $\frac{x_0 + \sin x - 1}{\log(1+x)}$ , when, in each case,  $x=0$ .
9. Resolve into partial fractions  $\frac{4}{x^2-1}$ .
10. Show that if  $n$  be a prime number,  $(n-1)(n-2) \dots (n-r+1)$  is divisible by  $1, 2, 3, \dots, r$ ; and enunciate the theorem in the proof of which this proposition is the first step.

### C.—ENGLISH AND HISTORY.

#### ENGLISH LITERATURE.

BYRON'S CHILDE HAROLD; MILTON'S AEROPAGITICA; SHAKESPEARE'S JULIUS CÆSAR; SPENSER'S FAERIE QVEEN, BK. I; LOCKHART'S HISTORY OF THE ENGLISH LANGUAGE, Pt. I.

Examiner..... W. J. ALEXANDER, PH. D.

TIME: THREE HOURS.

(Of the first four questions only three are to be answered.)

1. At what date and under what circumstances were the several cantos of Childe Harold written? Point out differences in style between the earlier and later cantos.
2. Give an abstract of Canto III.
3. Quote a passage of about 30 consecutive lines.
4. Explain fully the references in the following:—
  - (a) Wash, Caledonia! Such thy sin could be!  
England I joy to chide be was of thine;  
Thy free born men should spare what once was free,  
Yet they could violate each abetting shrine,  
And bear these altars o'er the long-reliant brine.
  - (b) The spacious Adriatic moorns her Lord;  
And annual marriage now no more renew'd,  
The Bacchantes lie rotting unresord.
  - (c) When Athens' armies fell at Syracuse  
And fettered thronas bore the yoke of war,  
Rohampton rose up in the Attic Muse.
  - (d) These who didst subdue  
Thy country's foes ere thou wouldst pass to feed  
The wrath of thine own wrongs, or reap the due  
Of hoarded vengeance till thine eagles flew  
O'er prostrate Asia;—then who with a frown  
Amidstledted sessions—Roman too,  
With all thy vices, for thee didst lay down  
With an aching smile a more than earthly crown!
  - (e) He arose  
To raise a language and his land reclaim  
From the dull yoke of her barbaric foes,  
Watering the tree which bears his lady's name,  
With his melodious tears, he gave himself to fame.
  - (f) The one was fire and fierceness, a child  
Most unstable in wishes, but in mind  
A wit as various,—gay, grave, sage, or wild,—  
Historian, bard, philosopher combined;  
He multiplied himself among mankind,  
The Process of their talents: But his own  
Breathed most in ridicule.
  - (g) The other, deep and slow, exhausting thought,  
And living wisdom with each station's year,  
In meditation dwelt with bearing wrought,  
And shaped his weapons with an edge severe,  
Sapping a solemn crowd with solemn secret:  
The lord of irony.

- (A) Belle of noble days, and noblest arts!  
 Despised yet perfect, with thy circle spreads  
 A holiness appealing to all hearts—  
 To art a model; and to him who breeds  
 Rome for the sake of ages, Glory sheds  
 Her light through thy sole aperture: to those  
 Who worship, here are altars for their heads;  
 And they who feel for genius may repose  
 Their eyes on hoarèd forms, whose busts around them close.

5. Under what heads does Milton arrange his subject in the *Areopagitica*? How does he defend the reading of all sorts of books, good and bad?

6. Describe the character of Cassius and of Iago.  
 7. Compare the two plays, *Julius Cæsar* and *Othello*, pointing out what you consider to be the special excellences of each.

8. Paraphrase accurately and briefly, but so as to bring out the force of the less usual expressions:

- (a) Enjoy the heavy dew of slumber;  
 Then hast no figure nor no fantasies,  
 Which busy care draws in the brains of men.  
 J. C. II, 1.

- (b) —The world, 'tis furnished well with men,  
 And men are flesh and blood, and apprehensive;  
 Yet, in the number, I do know but one  
 That unassailable holds on his rank,  
 Unshakèd of motion.  
 J. C. III, 1.

- (c) That every like is not the same, O Cæsar,  
 The heart of Brutus yearns to think upon.  
 J. C. II, 2.

- (d) One that exerts the quirks of blazoning pens,  
 And in the essential vesture of creation  
 Does live the engine  
 Othello II, 1.

- (e) Which thing to do,  
 If this poor trash of Venice, whom I trash  
 For his quick hunting, stard the putting on,  
 I'll have our Michael Cassio on the hip.  
 Othello II, 1.

- (f) Something, sure, of state,  
 Either from Venice or some unattached practice  
 Made demonstrable here in Cyprus to him  
 Hath paddled his clear spirit,  
 Othello III, 4.

9. Describe the principal personages who appear in each of the successive cantos of *The Faerie Queene*, Book I, and mention the allegorical significance of each.

10. What influence was exerted by foreign tongues upon English before the Conquest? Narrate the various facts which are adduced to indicate the growing importance of English as compared with French in the 13th and 14th Centuries. What were the causes of the victory of the Midland over the other dialects?

## CLASSICAL HISTORY AND GEOGRAPHY.

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

TIME: THREE HOURS.

1. A full account of the events that led to the punishment of the Alcibiadae and the use made of this subsequently.
2. A sketch of Themistocles.
3. The peace of Nicias and what led to it.
4. A description of the Parthenon.
5. The liberation of Thebes B. C. 373.
6. The causes and results of the Second Sacred War.
7. Describe the situation of the following and note briefly any important events that have been connected with them: Aegospotami, Myrae, Patalis, Criss, Nisae, Calauris.
8. A description of Attica with a map.

## ENTRANCE EXAMINATIONS.

## CLASSICAL HISTORY AND GEOGRAPHY.

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

## SECOND YEAR.

TIME: THREE HOURS.

*(N. B.—Give dates in all cases.)*

1. Show how the powers originally possessed by the kings were gradually divided among various magistrates.
2. Describe the different occasions on which a P. Decius Mus displayed his patriotism.
3. An account of Subarimus.
4. The various rights of a Roman citizen and their gradual extension to persons not of Roman descent.
5. The events that took place in Rome during the week after March 15th, B. C. 44.
6. Cicero's death and an estimate of his character.
7. Give a description of the Roman Forum.
8. A map of Northern Italy, showing its chief towns, lakes and rivers with both ancient and modern names.

## THIRD YEAR.

The paper in this subject was the same as that set at the Senior Bursary Examination. See p. xii.

## ENGLISH LITERATURE.

## SECOND YEAR.

MACAULAY'S ESSAYS ON LORD ROBERT'S MEMORIALS OF HANFORD,  
BOSWELL'S LIFE OF JOHNSON, AND WARREN HASTINGS;  
LAY OF HOSIOTIC.

Examiner ..... W. J. ALEXANDER, Ph. D.

TIME: TWO HOURS.

*(Only five questions are to be answered, of which No. 6 must be one.)*

1. Describe after Macaulay James I., Lord, Strafford.
2. "We are not sure that there is in the whole history of the human intellect so strange a phenomenon as this book," says Macaulay of Boswell's Life of Johnson. Reproduce his development of this statement.
3. Give after Macaulay a description of Johnson's intellectual and moral peculiarities.

4. Give a brief life of Warren Hastings.

5. What do you admire in Macaulay's poetry? Contrast the enjoyment it affords with that given by the *Rape of the Lock*.

6. On internal grounds determine which of the following extracts are by Macaulay, giving reasons for acceptance or rejection:

(a) Yet a few years and the shades and structures may follow their illustrative masters. The wonderful city which, ancient and gigantic as it is, still continues to grow as fast as a young form of log-wood by a water privilege in Michigan, may soon display those towers and gardens which are associated with so much that is interesting and noble, with the courtly magnificence of Rich, with the love of Ormond, with the counsels of Cromwell, with the death of Addison. The time is coming when, perhaps, a few old men, the last survivors of our generation, will in vain seek, amidst new streets, and squares, and railway stations for the site of that dwelling which was in their youth the favourite resort of wits and beauties, of painters and poets, of scholars, philosophers, and statesmen.

(b) Society, we believe, is constantly advancing in knowledge. The tail is where the head was some generations ago. But the head and tail still keep their distance. A nurse of this century is as wise as a justice of the quorum and east-looker in Shallow's time. The wooden spoon of this year would puzzle a senior wrangler in the reign of George the Second. A boy from the National School reads and spells better than half the knights of the shire in the October Club. But there is still as wide a difference as ever between justice and nonsense, senior wranglers and wooden spoons, members of parliament and children of charity schools.

(c) But let us return to Falkland,—to our martyr of sweetness and light, of lucidity of mind and largeness of temper. Let us bid him farewell, not with compassion for him and not with excess, but in confidence and pride. Slowly, very slowly, his ideal of lucidity of mind and largeness of temper conquers; but it conquers. In the end it will prevail; only we must have patience. The day will come when the nation shall be re-created by it. But, O lime-trees of Tew, and quiet Oxfordshire field-banks where the first violets are even now raising their heads!—how often, ere that day arrive for Englishmen, shall your renewal be seen!

(d) And when those who have rivalled her greatness shall have showed her fate; when civilisation and knowledge shall have fixed their abode in distant continents; when the sceptre shall have passed away from England; when, perhaps, travellers from distant regions shall in vain labour to decipher on some mouldering pedestal the name of our recent chief; shall hear savage hymns chanted to some misshapen idol over the ruined dome of our proud temple; and shall see a single naked fisherman wash his nets in the river of ten thousand years;—her influence and her glory will still survive,—fresh in eternal youth, exempt from mutability and decay, immortal as the intellectual principles from which they derived their origin, and over which they exercised their control.

(e) It is of no account to her own worth or dignity that she should be associated with this science or that; but it is of the highest that she should be trained in habits of accurate thought, that she should understand the meaning, the inevitableness, and the loveliness of natural laws; and follow at least some one path of scientific attainment, as far as to the threshold of that bitter Valley of Humiliation, into which only the wisest and bravest men can descend, owning themselves forever children, gathering pebbles on a boundless shore.

## THIRD YEAR.

The paper in this subject consisted of the first four questions of that set in the same subject at the Senior Bursary Examination. See p. xix.

## HISTORY.

Examiner.....PRESIDENT FORREST.

## FOURTH YEAR.

1. "After the peace of Coblentz in 800, Charles the Bald restored all Allodial property belonging to his subjects who had taken part against him but not his own beneficiary grants, which they were considered as having forfeited." Explain.

2. Give brief account of the origin of the Guelph and Ghibellin factions?

3. Nicola di Rienzi conceived in 1347 the project of restoring Rome not only to good order, but even to her ancient greatness. Write short account of the man and his work.

4. Write a short account of the naval power and commerce of Pisa.

5. What was it that rendered the manumission of slaves in the agricultural districts almost impossible under feudalism.

6. To secure a proper administration of justice, "was, during several centuries one great object of political wisdom. The regulations for this purpose may be reduced to three general heads: to explain them and to point out the manner in which they operated in an important article in the history of society among the nations of Europe." What are the three general heads referred to?

7. What first led to the use of infantry in the armies of Germany, France and Spain?

8. A famous Sultan of the Turks began his reign a few months after Charles V. was placed on the Imperial throne. Give a brief account of him.

## SESSIONAL EXAMINATIONS.

## FACULTY OF ARTS.

## GREEK.

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

## FIRST YEAR.

LUCIAN: VERBA HISTORIAE.

TIME: THREE HOURS.

## I.

A. Translate: Bk. I, ll. 609-624, beginning *Ἐστέρησεν μὲν αὖτε, ἐπιπύει δὲσεν αὖτ' ἑστέρησεν.*

1. *ἐπιπύειν ἑστέρησεν ἀπὸ τῆς αἰτίας ἀπορροφῆσθαι.* Account for the cause.

2. The accusative is used in the extract to express various relations.

3. *ἐστέρησεν ἑστέρησεν.* Explain the meaning of the following:

4. Give the meaning and derivation of the following:

*αἰσθητικῶν, ἀκαθάρτων, μεταβολῆς, ἀόρατος, ἰσχυρῶς, ἐκδεδασκῶ.*

5. (a.) Parse, giving chief parts in use: *δοξάμενος, ἔπειτα, καταστρέψεν, ἀπορροφῆσθαι, αἶμα, ἀπορροφῆσθαι.* (b.) Write the modal conjugation of *αἶμα*.

B. Translate: Bk. II, ll. 427-441, beginning *αὐτὸς δὲ αἶμα, ἐπιπύειν ἀπορροφῆσθαι.*

1. Explain the construction of the last clause. How else might it have been written?

2. Translate and explain:

(a.) *Ἐπειτα δὲ χειροκίνητος αἶμα δὲ ἑστέρησεν, καὶ ἐπιπύειν πολλῶν ἀκαθάρτων αἶμα ἐκ τῆς αἰτίας, ἔπειτα αἶμα μὴ ὄντως ἀπὸ τῆς ἀπορροφῆσθαι.*

(b.) *Ἐπειτα μὲν αἶμα ἐπιπύειν ἐστέρησεν, καὶ ἐπιπύειν αἶμα, αἶμα ἀπορροφῆσθαι αἶμα γὰρ, ὅσπερ αἶμα ἀπορροφῆσθαι αἶμα: πολλῶν δὲ καὶ ἀλλοῦ τούτου αἶμα, αἶμα αἶμα αἶμα ἀπορροφῆσθαι αἶμα.*

(c.) *Ἐπειτα δὲ αἶμα ἀπορροφῆσθαι καὶ ἐπιπύειν, ἔπειτα αἶμα αἶμα ἀπορροφῆσθαι αἶμα ἀπορροφῆσθαι αἶμα ἀπορροφῆσθαι.*

3. When and where was Lucian born? What different professions did he follow? What does he say were his motives for writing the











hic locum est, partes ubi se via fudit in ambas;  
 dextera quas Ditis magi sub moenia terribit,  
 hæc iter Rhydanis zodiac: at læva malarum  
 ævolet portas, et ad impia Tartara mittit.  
 Deiphobus contra: 'ne sævi, magna ancedas;  
 dicendam, explabo numerus, reblaque tenebris.'

1. Parse: adices, vice, quadrigæ, cursu, fessio, hæc, Rhydan.
2. Write lines 537-8 as a conditional sentence in prose.
3. Write a note on *ambas*, on *se ævet*, and on any part of the extract the meaning of which may not have been made sufficiently clear by your translation.
4. Explain:
  - (a) *Eubœia Cæsarem oris.*
  - (b) *Amphryia vates.*
  - (c) *Marpesia costas.*
  - (d) *Maestaque Eriphylon.*
  - (e) *Sedet, æternaque sedebit, Infelix Thracia.*
5. Give the derivation of the names: *Cocytus*, *Acheron*, *Styr*, *Phlagon*.
6. Scan the five lines beginning at 531.
7. *Maestas nos sensit, Calabri rupturo, tenet aene Partenope;* *coctui passosa, rura, domos.*

Translate and explain.

## II.

1. Decline: *vice*, *æro*, *regales*; and mention any peculiarity in the declension of: *jeoar*, *calem*, *caelibus*, *fluos*, *jugera*, *saucos*.
  2. Give the chief parts of: *ordior*, *orior*, *stridit*, *gasclet*, *verruat*, *sepellit*, *ferit*, *aites*.
  3. What is meant by the Predicative Dative? What compound verbs are construed with a Dative?
  4. The different ways of expressing a Prohibition in Latin.
  5. "Having heard this he set out at once," may be rendered into Latin in several ways.
  6. Distinguish between the cases of *sen*—*sen*, *utrum*—*an*, *aut*—*aut*.
- C. Translate into Latin: This man sold his country for gold, he made and revolve laws for a price. Occasionally they made a month a day or two longer. Let us love our country, obey the senate, and consult the interest of the good. We will set out for home on the 27th of April. Expressing gratitude is one thing, feeling it another, showing it another still. If he were to say he did not believe I was telling the truth he would be speaking more clearly than kindly. April 10th, 1885.

### (Additional for First or Second Class.)

CHECKRO: PRO LEGE MANILLA.

TIME: THREE HOURS.

#### A. Translate:

Atque ut inde oratio mea profectior, unde hæc omnia cæca ducitur, bellum grave et periculosum vestris vectigalibus ac sociis a dubiis potentissimis regibus inferitur, Mithridate et Tigraue, quorum aliter relictis, alter lævissimas nationes sibi ad occupandas Asian obtinuit casu arbitrator. Equilibus Romanis, honestissimis viris, adferuntur ex Asia cotidie litere, quorum rogatio res agitur in vestris vectigalibus exorandis occupatis; qui ad me pro necessitudine, quas mihi est cum illo ordine, causam rei publice periculoque rerum suarum detulerunt: Bithynias, quas ante vestra provincia est, vicis exactos esse complures; regnum Arholarsense, quod finitimum est vestris vectigalibus, solum esse in hostium potestate; I. Lacullum magnis rebus gestis ab eo bello discedere; hinc qui successerit non satis esse potestatem ad tantum bellum administrandum; usum ab omni sociis et civibus ad id bellum imperatores deprecari atque expeti, eundem hunc unum ab hostibus metui, præterea sensum.

1. "Vectigalibus" seems to have different meanings in this passage: parse accordingly.
2. "Ad occupandas Asian;" write a geographical and historical note on *Asian*.
3. "Equilibus Romanis . . . quorum rogatio res agitur in vestris vectigalibus exorandis occupatis." Explain this statement.
4. "Bithynias," "regnum Arholarsense;" show by a rough map the geographical position of these with respect to neighbouring countries.

B. 1. Etenim primum illud parvi refert, nos publicanis amissa vectigalia postea victoria recuperare: Translate this and point out the difficulty contained in it. Parse *parvi* and *refert*.

2. *Quem socium defendistis? Cui præsidio claudis vestris fides?* Translate and accent for the cases in the last sentence.

3. *Atque hæc qua celebrato gesta sint, quomquam videtis, tamen a me in dicendo præterenda non sunt.* Translate and point out an unusual construction.

4. *Quom enim imperatorem possumus ullo in numero putare cujus in exercito centuriones videntur atque veniunt?* Translate this. Accent for mood of *videntur*. Conjugate it and give its derivation.

5. *Et si temporibus non potebat magistratus populi Romani in hunc locum accedere, cum cum nobis majores nostri exivis sociis et classium spoliis erant religiosum.* Translate and write notes on its *temporibus*, *hunc locum* and *erant religiosum*. Decline *erant*.

6. *Quid vos tam haudillam esse quam equitem Romanum triumphat?* How else might the latter clause have been expressed? Enumerate the conditions usually necessary for a triumph.

1. What classes of nouns form the acc. in —in and ab. in —it?
2. What nouns of the 4th decl. are feminine?
3. Illustrate by examples the different constructions used with each of the following: *dignus*, *conatus*, *imperare*, *debitus*.

4. What dissyllable perfects have a short penult?
5. What words have final *z* long?
6. Arrange the following sentences as hexameters:
  - (a) *Tum vero in omnes curas animo diducit.*
  - (b) *Et saevus Oriens equis anhelis afflictit.*
  - (c) *Qui atas cunctando rem nobis restituit.*

## SECOND YEAR.

HORACE: ODES, BOOK I. LIVY: BOOK I.

TUNE: THREE NOTES.

## A. Translate:

Sic te diva potens Cyprî,  
 sic frutes Heleneæ, lacina adersa,  
 venturumque regat pader  
 obstructa alii præter Iapyga,  
 navis, quæ sibi evolutam  
 debet Virgilian, flumine Atticâ  
 reddas involamen, precor,  
 et servas animæ dimidium mone.  
 Illi robur et aëa triplex  
 circum pectus erat, quæ fragilium truci  
 commisit pelago rason  
 petens ac limit præcipitem Africæ  
 decerantem Aquilâibus  
 nec tristes Hyades nec rubrem Noti,  
 quo non arbiter Hadriæ  
 major, tollere sui posse volt freta,  
 quem Moris tenuit gradum,  
 qui sæcra oculis monstra rabsatis,  
 quæ vidit mare turgescentem  
 et infans scopulis Aërocræntia?  
 nequiquam deus abscedit  
 prædæ Oceano disscidabili  
 terras, si tamen infans  
 non tangens rales irruerunt vada,  
 audeat omnia perpeti  
 geas hæmæa rait per velitæ aëna,  
 audeat læpeti genus  
 ignem frange mala gentibus fatali.

1. (a.) Explain the connection of the clauses in the first sentence, and the meaning of Sic. (b.) Who are described in the first three lines?
2. Note unusual (a) meanings of words and (b) constructions in the extract, and classify the latter.
3. "Fimilis Atticâ". Is this phrase to be taken literally? Write a note on the occasion referred to. Virgil is mentioned elsewhere in the First Book.
4. Write notes explaining the epithets in these phrases:
  - (a.) *Nec saevus Pelopis domum.*
  - (b.) *Aut Ephyron, bimarivæ Corinthi.*
  - (c.) *Hæstas et cælam spicula Cæoni.*
  - (d.) *Intonus, pœsi, dicite Cynthium.*

5. Give the derivation of: Hyades, viperina, Thaliarche, letam, letica, Diæpiter; (b) Decline (naming gender): Iapyga, pelago, aëa, Aërocræntia; (c) Parse and conjugate: deterget, vesceat, rocinet, morsuten, sêvris, quæties.

6. Scan and name the lines quoted in question 4.
7. A short sketch of Horace.

## B. Translate:

Ita Numitori Albana per recessus florumibus Romanique capto erexit in his locis, ubi expositi aliquis coluisti erant, sedes condendas. Et supererat realitudo Albanorum Latianorumque: ad illas sedes quos accesserant, qui omnes facile seque faceret parvam Albam, parvam Laviniam præ se urbe, quæ conderetur, fore. Interventit deinde his cogitationibus avilam malum, regni capto, atque inde foedum certamen coortum a satis nati principio. Quoniam gemis essent, nec setatis verocordia diversem facere possent, ut illi, quorum tutela ea loca essent, saguris legerant, qui nomen moris urbi daret, qui conditam imperio regeret. Palatium Romanæ, Remus Aventinum ad inaugurandum: templa capiant.

1. Illustrate different uses of the subjunctive mood from this extract.
2. (a.) "ad illi": What is the antecedent? (b.) "quorum tutela ea loca essent": account for the oblique cases.
3. a. pergit ad proximum speluncam, si forte eo vestigia ferant. Explain the connection between these two clauses.  
 b. Hæc templi est origo, quod primam omnium Romæ sacra-tum est. Relate the circumstances.  
 c. partes ex tribus appellavit, ut ego arbitror a———. Complete the sentence. What is referred to?  
 d. Ancem sollemis una imagine Numæ esse. Explain this.  
 e. Id ubi dixit, hancam enclit. Express this in the form of "indefinite frequency in the past" as used (a) by Livy, (b) by Cicero.
4. Turn the following into cretic oblique: Tum ait, inquit, Serri, ad vie æe, regnum, non coram qui alienis manibus postremum faciens fecero. Ergo te desopie duces sagere. Nunc te illa cælestis excubit flamma, non experire vere . . . Qui sis, non unde actus sis, reperta: si tua re subita consilia torpet, at tu mea sagere.
5. What period was covered by Livy's History? How much of it is extant? What references does he make in this book to previous writers? What may have been the origin of the so-called historical details in the First Book?

C. Translate into Latin: When Tarquin wished to double the centurie of Knights, Attus Navius, a famous sagur at that time, opposed the plan, declaring that no change of that kind could be made without the consent of the gods. Tarquin, who appears to have thought little of the knowledge of the sagurs, commended him to inform him whether what he had in his mind at that time could be done. Attus, after taking the sagur's answer that it could. Then Tarquin giving him a wicketore and a name, ordered him to cut the furrow with the latter, which the sagur did to the amazement of all. Then the king gave up his intention and determined henceforth to do nothing without first consulting the gods by sagury.

(Additional for First and Second Class.)

HORACE: ODES, BOOKS II, III.

TUNE: THREE BOOKS.

## A. Translate:

Nellus argente color est avaris  
 Abilito terra, inimice lacuna  
 Crispe Sallusti, nati temperato  
 Splendens sac.  
 Vivet extende Pervenaleis aere  
 Notus in fratres animi paterni;  
 Illius aget penam metantes silvi  
 Pama superstita.  
 Latius regnes avidum domando  
 Spiritum, quam si Libyan remotis  
 Gadibus jungas et atropes Poesias  
 Serviat uni.  
 Credit indulgens sibi diras hydrops,  
 Nec sitis possit nisi evam morbi  
 Fugerit venis et aquosa albo  
 Corpore languat.  
 Redditem Cyri solo Phraaten  
 Dissidens plebi numero bestiarum  
 Extant Virtus, populumque fatis  
 Deducet tui  
 Vocibus, regnum et diadema totum  
 Deferens uni propriamque lacrum  
 Quisquis ingentes oculo laetaret  
 Spectat aeterna.

1. The meaning of the first stanza is obscurely expressed. Explain it.
2. "Notus in fratres animi paterni": Explain the construction.
3. *quam si Libyan remotis  
 Gadibus jungas et atropes Poesias  
 Serviat uni.*  
 Write an explanatory and geographical note.
4. "Redditem Cyri solo Phraaten." Explain the meaning.
5. Note any unusual form or syntax in this ode.

## B. Translate:

Quantum distet ab Inacho  
 Codrus pro patria non timidas mori  
 Nervas, et genus Aenei  
 Et pugna sacro bella sub Ilio:  
 Quo Chima prolio caedunt  
 Morsuere, quis optam temperet ignibus,  
 Quo praesente domum et quata  
 Polignis carum frigidibus, taceo.  
 Da hinc prope nave,  
 Da socle medice, da, puer, sagaris  
 Morsus: tribus aut novem  
 Miscerit cyathis pecula commode.  
 Qui Musae amat inspirare  
 Terminus ter cyathos attolitas potet  
 Vates; tres prohibet supra  
 Hilaras metases tangere Gratia  
 Nedit iuncta secretis.

Inanire juvat: ois Beroentias  
 Coenat Laminas libes?  
 Car pudent tacita fatala cum lyra?  
 Parentes ego dexteras  
 Olli: sparge rosas; audiat irridus  
 Demontem strepitum Lyceas  
 Et vicina seni non habilis Lyce.

1. "Quantum distet ab Inacho  
 Codrus pro patria non timidas mori  
 Nervas et genus Aenei."  
 What connection is there between these lines and the theme of the ode? Write notes on "Inacho," "Codrus," "genus Aenei."
  2. Write "quis equam temperet ignibus" in the direct form.
  3. "tribus aut novem  
 Miscerit cyathis pecula commode."  
 Different explanations of these lines are given.  
 Discr. miscerit.
  4. Explain any unusual constructions in this ode.
- C. 1. Give the usual forms of the following Graecisms:
- a. Ferraphi Acheronta Heracles labor.
  - b. Infecta mentris Terra dolet sis.
  - c. Tuque, testulo, resonans septem callida nervis.
  - d. Cum famulis operum solentis.
  - e. (Tanta) digna moveri bonis die.
2. What contemporary events are mentioned in these books?
  3. Quote some short moral sayings from the odes.
  4. Arrange the following phrases as Lyric verse, and name the system to which each belongs:
    - a. Defende decus Danaiae Carmentis.
    - b. Honestum utilis praestitit iudex.
    - c. Et miserae urbes iminent.

THIRD AND FOURTH YEARS.

TACITUS: AGRICOLA. PLAUTUS: CAPTIVUS. JUVENAL:  
SATIRES, III., X., XIII.

TUNE: THREE BOOKS.

## A. Translate:

Tu vero felix, Agricola, non vitae tantum claritate et etiam  
 opportunitate mortis. ut peribent qui interfuerunt novissimis ser-  
 monibus tuis, constant et libens fatata excepisti, tanquam pro virili  
 pertineo innocentiam principi detarca. sed mihi filioque eius praeter  
 accubitalium parentis crepidi arget maculitiam, quod adhibere valens fidei,  
 foreve defidestem, solari vultu complexaque non contigit. excepisse  
 certe mandata receperis, quae profuit animo figurata. necesse  
 hic dolor, nostrum volans; nobis tam longae absentiae condicione ante  
 quadrivertium amiceis est. omnia sine dubio, optime parentum, addeitate  
 amantissima tuore superare honori tuo; paucioribus tamen lacrimis  
 compositas es, et novissima in luce desiderare aliquid oculi tui.

1. Quam (sc. Britanniam) unius proclii fortuna veteri patientia restituit, insensibilis arma puerisque quae concinnata defectiois et propeus ex legato simul agitata, ne quomquam egregius cetera arroganter in dolibus, et, ut mos quoque injurias alior, datus consulere. Translate this passage. What difference will the readings si for "as" and conjugas for "quoque" make?

2. Note peculiarities of syntax in the following:
- a. Peritas obsequi eruditaeque utilia honesta miora.
- b. Equo latio erecta provincia, et quibus bellum volentibus erat, probare exemplum.
- c. Quae quod tandem invenit, non restiterant, sed depercliant sunt.
3. How may the date of the *Agriкола* be fixed?

B. Translate:

TYND.—Vell ego multa saepe picta, quae Acheronti ferent  
Cruentissima: verum enisvero nulla adeoque est Acherona,  
Atque ubi ego fui in Ispididita. Illis tibi demum est  
Iosa,  
Ubi habere lassitudo occidit exiguam ex corpore,  
Nam, ubi illa adrent: quae patris illa pueri aut morderale,  
Aut amato, aut ostentio datur, quibus lassit: 1003  
Hidem hoc mihi advenit utraque, qui me delectum, data  
est...

Sed horum secum ante ostium, et herus alter occum et Alida  
Hedid:

HEC.— Salve, exoptate gaude mi!

TYND.— Hec! quid! "gaude mi!"

Atque, acio cur in patris amissis esse, et si filium:  
Quis mihi, item ut parentis, bene das tuncde optate.

PHIL.—Salve, Tyndare.

TYND.— Et tu quoque causa hanc amissam erigo.

PHIL.—At sumo liber in divitiis fero venia.

1. Note any unusual forms or constructions in this passage.
2. Translate the following sentences and state in what connection they are used:

- a. Vel extra portam Trigintam ad succum ilicis.
- b. Profundius vendit tu quidem, hanc fandum mih.
- c. Nunc ego later morum saxoneo sto.
- d. Nunciam astit, retinui pignori putamina.

3. Give the meaning and derivation of:—*derandolatus*, *crās*, *antones*, *libella*, *scōdipaci*, *asulatin*, *strum*, *torifer*.

4. Scan vs. 1003, 1004, 1005, which are written in trochaic metre.

C. Translate:

Quis tandem guttur mittere in Alpibus? aut quis  
In Meroe osaso majorem infante manillam?  
Cervula quis stopendi Germani lamina, stram  
Cessurum et mabile torquentem comua cirro?  
Nescio quod, huc illa natum est cavallus ans.  
Ad salubra Thracum volantes subossage cocerant

Pygmaeus parvis currit bellator in armis:  
Mox impur hœc! raptusque per aera curvis  
Urugibus a seva fertur grus. Si vitiosa hoc  
Gentibus in nostris, rito quotiare: sed illis,  
Quosquam oculos assidue spectentur prœlia, riflet  
Nemo, nisi tota celorum pede non est alior uso.

1. Write notes on "Meroe" and "Pygmaeus bellator." In what connection is the passage used?
2. Translate and explain the following:
  - a. Dum superat Lachen quod torquent.
  - b. Trans  
Gymnasia atque velli facinus majoris abollas.
  - c. Quinquæ aditus uno portam editi sunt Minerram.
  - d. Hiddada, poemada malo,  
Quam to conepionas, divias Philippica, fannas,  
Volveris a prima quo proxima.
3. What is known of Jerusalem?

D. Translate into Latin: Leonidas was one of the first that fell, and around his body the battle raged fiercer than ever. The Persians made the greatest efforts to gain possession of it; but four times they were driven back by the Greeks with great slaughter. At length, exhausted in numbers and exhausted by fatigue and wounds, this noble band retired within the pass and secured themselves on a hill-top behind the wall. Meanwhile the detachment which had been sent across the mountains began to enter the pass from the south. The Thebans seized the opportunity of begging quarter, proclaiming that they had been forced to fight against their will. Their lives were spared, and the detachment marched on through the pass. The surviving heroes were now surrounded on every side, overwhelmed with a shower of missiles and killed to a man.—*Sartre's History of Greece.*

(Additional for First Class.)

Text: Two Horaz.

Translate these "amœna" passages:

a. Vetus illi (sc. Neroni) eripulo erat curricula quadrigarum  
malatras, nec minima fœdum atidum cilicis indorum in mollem  
carnere, curru certare et equis regibus et antipia ducibus facultatem  
memorabat, idque vatum laudibus celebræ et decem honoræ datur.  
Enisvero caritas Apollis sacro, talique ornato saturo suo modo  
Græcæ in vitibus, sed Romanæ apud templis, tamen precipuum et  
proclum. Nec jam nisi poterat, cum Seneca ac Burro vixit, ne  
utique pervincent, aliam concolere. Classis quoque vultu Vaticanus  
spatiis in quo equis regeret, hanc præsentem speculato. Mox  
utro voverit populus Romanus, laudibusque castellor, ut est valge  
cupiens voluptatum et, si eodem principe trahat, lotum. Ceterum  
erulgatas pudor nos attitiver, ut rebantur, sed indolentem  
attitit: utaque dedecus mollit, si plures sedisset, nobilium  
facilliarum posteror, optate veniens, in osasum deduxit: quo fite  
perfusos to nominatim trahat, majordus coram tribulentum pote.  
Nam et ejus fugitum est, qui peculiaris et delicia petus dedit quam  
ne deliquerent. Notas quoque equites Romanos operas arone provent  
tore ubiqut donis gentibus, nisi quod necesse ab eo qui fature potest  
vix necessitates affect.

8. Quisquid agant homines, rotam, timor, ira, voluptas,  
Gaudia, discursus, nostri est atque ferre libelli.  
Et quando sceleris vitiorum cupit? quando  
Major avaritiæ patuit simul? alio quando  
His animas? Neque enim hec omnes consensibiles iter  
Ad casus talibus, posita sed iudicat arca.  
Prolixâ quanta illic dissipatoris videlicet  
Armigeri? Simplices furor sceleratis centum?  
Perdere et herrenti tunc non reddere æquum?  
Quis totidem evasit villas, quis ferula septem  
Secreto cessavit avas? Nunc sportula primo  
Lixivis parva solvit, turpis rapinâ togata.  
Ile tamen faciem prius inspicit et trepidat, ne  
Suppositus venias ac falso nomine pœna.  
Agrius accipies; jubes at proœna vocari  
Ipse Trojænas; nam vixit lixum et ipsi  
Nobiscum. "Da prætor, da deinde triseno,  
Sed libertinus price sal." "Price," inquit, "ego adeam;  
Cur timeas, dubitæves locum defendere, quavis  
Natus ad Epheatas, melles qui in auro fœstera  
Argueris, licet ipse nepes? sed quicquid tabernæ  
Quadringenta parant. Quis confort purpura majest  
Optandis, si Laurenti custodit in agro  
Conducta Corvina crux? ego possideo plus  
Falsitate et Lixivis."

## FRENCH.

Examiner.....Professeur J. LEBERT, M. A.

## FIRST FRENCH CLASS.

Text: *Texte liçes.*

## I.

A. Translate:—*Quinté; Guillaume le Conquérant.*—Son extrême jeunesse l'avait empêché jusqu'alors de prendre une part active au gouvernement; mais le spectacle de la guerre et des désordres civils n'avait pas été perdu pour lui; il s'indignait de voir son autorité ainsi combattue et méprisée par d'innombrables vassaux, et il méditait dans son âme de s'en venger un jour avec éclat. Se passionnant pour le commandement s'écria par les souffrances qu'elle eut à subir: Il était d'origine, il devint dur; il venait être obéi, il fut despotique; sa réserve naturelle se changea en dissimulation, et considérant combien les Normands avaient, dans les transports de leur fureur, désiré tout le pays, il passa dans son cœur encore enfant toute la vigueur d'un homme, pour leur apprendre à craindre tout acte d'indiscipline.

Impatient de mettre à profit les leçons qu'il avait reçues de tant d'insérvables de succès et de revers, le jeune duc voulut à quinze ans revêtir les armes de chevalier, et se soumit aux formalités d'usage, qui donnaient "le droit de servir et de commander dans tous les grades." L'investiture de la chevalerie n'avait pas lieu en Normandie de la même façon que dans les autres parties de la France; les Normands avaient adopté pour cette cérémonie des formes plus militaires et moins religieuses.

1. *De s'en venger un jour.* Parse the words in Italian. Write in full, the object represented by *es*, and show by short *ex.* that *es* may be used as preposition and as particle. art. Translate: *We revenge ourselves on him. Revenge thyself (affirm. and neg.). They (t.) have revenged themselves (affirm., neg. and interrog.). Do I revenge myself?*

2. *Il voulait être obéi.* Write this sent. in the active voice. Translate the following sentences, and fully explain why they differ in their construction from the English: "We are taught Ancient and Modern languages. This thing is not thought of. His new book is well spoken of." Mention the few exceptions of this class of verbs.

3. *Le jeune duc se soumit aux formalités.* Parse *se soumit*, and give its principal parts. Give a personal form to the indirect object. Write the form of *le jeune duc*, and put the whole sent. in the interrog. form, commenting on any peculiarity in its construction.

B. Translate:—*Molière; Le Bourgeois Gentilhomme.*—*Le Maître de Musique.*—Il n'y a rien assurément qui chatouille davantage que les applaudissements que vous dites; mais cet excès ne fait pas vivre. Des louanges toutes pures ne méritent point un homme à son aise; il y faut mêler du solide; et le meilleur façon de louer, c'est de louer avec les mains. C'est un homme, à la vérité, dont les laudateurs sont petits, qui parle à tort et à travers de toutes choses, et n'expliquant qu'à contre-sens; mais son argent redresse les jugements de son esprit; il a du discernement dans sa louange; ses louanges sont mesurées; et ce bourgeois ignorant nous vaît mieux, comme vous voyez, que le grand seigneur éclairé qui nous a introduits ici. *Le Maître à Danser.*—Il y a quelque chose de vrai dans ce que vous dites; mais je trouve que vous aggravez un peu trop sur l'argent et l'intérêt est quelque chose de si bon, qu'il ne faut jamais qu'un sensible homme montre pour lui de l'attachement. *Le M. de M.*—Vous recevez fort bien pourtant l'argent que votre homme vous donne. *Le M. à D.*—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. *Le M. de M.*—Ja le voudrais aussi; et j'est à qui nous travaillons tous deux autant que nous pouvons.

1. Qui chatouille davantage que... What word in Modern French would you substitute for *excès*, and what use would you make of the latter word; write an *ex.* In what manner do you effect comparison in French. Illustrate fully. An exceptional form is used in sent. such as: There are more than three million inhabitants in London. Explain.

2. *Il y faut mêler du solide.* A verb, depending on an *impers.* verb, is usually in the subjunct. Make the application in the clause italicized. Write the same clause, substituting a personal verb for *il faut*. Write down the *impers.* Subjunct. of *mêler*.

3. *Des louanges toutes pures.* Parse *toutes*, and account for its inflection. Establish the difference between: *Toute s'île; avec la s'île; avec les s'île.* Translate; Give me the whole of it. I have seen them (m.) all. All I have is yours. All that [which] is good.

## II.

1. Which is the logical order of words in a French sentence? Illustrate with an *ex.* Mention at least two cases, in which the usual order is departed from.

2. Distinguish between: an *grand homme* and an *homme grand*; an *agrande poète* and an *poète agrand*. Write an illustration of the agreement of adjs. with two or more nouns of different gender.

3. *Dissolveur* common. Mention the adjs. that are used without the prep. *de* before a plural noun; and write the form of: *blanc, grec, transparent, pécher, modic, gentil, protecteur, hébreu, lux, faux, doux*. Turn into French: The better a man is, the more he is esteemed.

4. Illustrate by short exs. the difference between: *qui est ce que?* and *qu'est-ce qui?* What may be rendered by *que* and by *quel*; write an ex. with each. Translate: I know what you are thinking of. I do not hear what he is speaking of. What a sad news. What professions!

5. In how many ways in French can you render *where, denoting possession*. Give instances. Explain the difference in the position of the noun after *où* in the sentence. The author, whose *work* we are reading (*livre*), and The author, whose *work* is in the library.

6. Write short exs. in illustration of the various ways in which the English *passive* is expressed in French.

7. *Je ne saluez avec le salut. Une lettre à écrire. Pas encore. Elle n'a que vingt ans. Ne le laissez pas de peur qu'on se verra voir.* Translate, and note peculiarities in the construction of these clauses.

8. Equivalent forms in French of "it is" are: *il faut*; *il y a*. Exemplify their use.

9. Idiomatic use of *aller, venir* and *déclarer*. Your friend has just arrived from abroad. Are you going to write to him? I ought to have written to him a week ago. He is to come to-night. You ought to do it yourself.

10. *Parer*, and give principal parts of: *paraître, dériver, éléger, repaître* (A); *chauffé, méchant, repaître, vêtir* (B).

Translate into French (a). Have you answered his questions? Yes, I have answered them. Do you remember the affair? I remember it. How old is he? He is 27 years old. What subjects do you wish us to study? I wish (could) be were here. You speak English, do you not? Always do your best. However rich he may be, whatever may be his ambition, he will not succeed. French and English are spoken almost everywhere. The 21st of March, 1888 (*letters*).

(b). William received at the same time, in his father's palace, a more careful and liberal education than that of most princes of his age; at the age of seven he already could read and explain Cicero's Commentaries; he was deeply interested in his studies, and during his whole life and in the midst of affairs very foreign to literature, he preserved so much taste for the culture of the mind, that he was wont to say, "an ignorant king was but a crowned ass."

## SECOND FRENCH CLASS.

THESE THESE BOSSA.

## I.

A. Traduisez.—Ecrivez: "Athalia."

*Athalia*.—Sa vue a rallumé mes esprits abattus;  
Mais lorsque, revenant de mon trouble funeste,  
J'aurais su doucement, son air noble et modeste,  
J'ai senti tout à coup un héracléide naître  
Qui se traîne en mon sein à pléché tout entier.  
De tant d'objets divers le bizarre assemblage  
Peut être du hasard vous parait un ouvrage;  
Mais sachez quelque temps, honteux de me parer,  
Je l'ai pris pour l'effet d'une ombre vaporeuse.

Mais de ce souvenir non sans possibilité  
A deux fois en dormant revu la même scène;  
Deux fois sans tristesse yeux au sort va se retracer  
Ce même enfant toujours tout petit à me peccer  
L'âme enfin des horreurs dont j'étais pourmarie,  
J'allais prier Baal de veiller sur ma vie,  
Et chercher du repos au pied des os autels;  
Que ne peut la frayeur sur l'esprit des mortels!  
Dans le temple des Juifs un instant m'a possédé,  
Et d'appaiser leur Dieu j'ai conçu la pensée;  
J'ai vu que des présents coûteraient mes couronnes,  
Que ce Dieu, quel qu'il soit, en deviendrait plus digne.

1. *Si sont va retracer*. Expliquez la règle sur l'accord du part. passé suivi d'un infinitif, et traduisez: Cette danse a du talent; Je l'ai eu peindre. Ces fleurs, je les ai laissées cueillir. You have heard them (f.) sing, and have seen them applauded. They (f.) have been allowed (laisser) to go out. I have allowed them to be barred. Nommez la seule exception à cette règle, et citez un exemple.

2. Nommez les part. passés qui restent invariables précédant le substantif, variables lorsqu'ils le suivent. *Il se sont vus et se sont parés*. Expliquez la faute qui se trouve dans cette phrase.

3. *Quel qu'il soit*. Les mots *trouver* et *laisser* se traduisent tantôt par *quel que*, tantôt par *quelque* . . . que? Citez des exemples à l'appui. Ecrivez en français: Whoever you may be and whatever you may do, is of little importance to me.

B. Traduisez.—Mélitez: *L'Affaire.—Eh bien! Va-t'en, ne bougez d'ici, je vous prie, et songez seulement à vous bien mettre dans l'esprit de mon père. Va-t'en.—Vous voyez comme je m'y prends, et les adresses complaisantes qu'il m'a fallu mettre en usage pour m'introduire à son service; sous quel masque de sympathie et de rapports de sentiments je me déguise à lui plaire, et quel personnage je joue tous les jours avec lui, afin d'acquiescer à ses tendresses. J'y fais des progrès admirables; et l'épouse que, pour épouser les hommes, il n'est point de meilleure voie que de se parer, à leurs yeux, de leurs inclinations, que de donner dans leurs maximes, émaner leurs défauts, et applaudir ce qu'ils font . . . Va-t'en.—Vous avez raison; voilà qui dédote tout; cela s'estoie. Il y a des gens qui pourraient vous dire qu'en de telles occasions, l'indignation d'une fille est une chose, sans doute, et l'on doit avoir de l'équité; et que cette grande indigence d'orgueil, d'honneur et de sentiments, rend un mariage sujet à des accidents très-fâcheux. *Horpuzes*.—Sans dot! Va-t'en.—Ah! il n'y a pas de réplique à cela; on le sait bien. Quel diantre peut aller lui contre? Ce n'est pas qu'il n'y ait quantité de pères qui sincèrement mieux ménager la satisfaction de leurs filles, que l'argent qu'ils pourraient donner; qui ne les voudraient point épouser à l'intérieur, et abaisseraient plus que toute autre chose, à mettre dans un mariage cette douce confidentialité qui, sans cesse, y maintient l'honneur, la tranquillité et la joie; et que . . .*

1. *Ne bougez d'ici*. Commentez sur la construction de cette phrase. Expliquez l'ellipse de la négation *pas* dans les phrases suivantes: Why don't you do it? Take care you are not deceived. The child neither talks nor walks. He is over two months since he met with this accident.

2. *Comme je m'y prends*. Expliquez la construction de cette phrase. Expliquez l'ellipse de la négation *pas* dans les phrases suivantes: Why don't you do it? Take care you are not deceived. The child neither talks nor walks. He is over two months since he met with this accident.

3. *Tout autre chose.* Expliquez l'accord du mot *tout*, adjectif et adverbe, dans les phrases suivies. At Germany was quite alarmed as well as quite surprised at the news. A few days ago all the trees were covered with snow (profus). The people were all eyes and ears. I am not quite sure of it. However (tout) handsome those young ladies are, they have but few admirers.

## II.

1. Montrez par quelques exs. que, dans certains cas, il y a inversion du sujet. Quand le complément indirect doit-il précéder le complément direct? Prenez pour ex. : We prefer riches, which are, alas! the source of our misfortunes, to a happy mediocrity.

2. Pourquoi, les phrases suivantes, sont-elles incorrectes?—Tôt ou tard on regrette le temps perdu, et de n'avoir pas été à profit tous les instants de sa jeunesse. La charité chrétienne nous commande d'aider et de prêter assistance à nos prochains. C'est à vous, o mon Mendicant! à qui je dois tout mon bonheur. Il est affaibli et bienveillant pour tous.

3. Traduisez: Le mieux est l'ennemi du bien. Il n'en est rien. Il faut s'en prendre à eux. C'en est fait de lui. Je n'y serai pas persécuté. Il y va de leur vie. There are certain rumors about town. They changed their mind. It is their turn to speak. Have you heard from him? My head aches.

4. Faites l'analyse et nommez les temps primitifs des verbes:—*paraît, peut, deviendrait* (A); *dois, prends, fuit, ait, ait*.

5. Racontez, en prose française, le passage d'Athalie.

*Traduisez en Français:*—Edward received the Duke of Normandy as if he had been his own son; he gave him arms, horses, dogs and birds of the chase. William, thus favoured by the Saxon king, entertained the hope of succeeding him some day on the throne of England. Edward had no children, and William might father himself of being chosen by him as his heir. But he did not give any cue to the current of his thoughts, and did not speak to Edward about it, believing things would turn out as he wished.

## (Additional for a First Class.)

Traduisez:—Molière: *Le Misanthrope*.

*Alcèste.*—Quelques titres honteux qu'en tous lieux on lui donne,  
Son méritable honneur ne voit point lui personnel;  
Nommez-le foule, infâme, et seditaire assassin,  
Toute le monde en souriant, et nul n'y contredit, 4.  
Cependant sa grâce est partout bien venue;  
On l'accueille, on lui rit, partout il s'adresse;  
Et s'il est, par la brigue, un ruse à dissiper,  
Sur le plus honnête homme, on le voit l'importer. 8.  
Tibélieu! ce me sont de mortelles blessures,  
De voir qu'avec le vice on parle des mesures;  
Et, perdus! il me prend des nouveautés soudaines  
De fuir dans un désert l'approche des humains.

*Célimène.*—Et ne faut-il pas bien que Monsieur contrefaite? 13.  
A la commune voix veut-on qu'il se réveille, 14.  
Et qu'il ne fasse pas délater en tous lieux  
L'esprit contrarié qu'il a reçu des vintz?  
Le sentiment d'autrui n'est jamais pour lui plaisir:  
Il prend toujours en saisi l'égalité contraire,  
Et pourrait paraître un homme de commun,  
Si l'on voyait qu'il fût de l'avis de quelqu'un.  
L'honneur de contredire à pour lui tant de charmes,  
Qu'il prend contre lui-même assez souvent les armes.

1. *Vers. 4.*—Mettez (en entier) les compléments représentés par les pronoms et y. *Vers. 8.*—Substituez, au gallicisme l'importer sur, une expression non-gallicisme. *Vers. 8.*—Ecrivez ce vers, employant un verbe personnel au lieu de *faut-il*.

2. Expliquez l'inversion du sujet au vers 14, et mettez la phrase en construction régulière.

3. Ecrivez un sommaire (en français) du I. Acte du Misanthrope.

## THIRD FRENCH CLASS.

TIME: THREE HOURS.

## I\*

A. Traduisez:—Molière: *Les Femmes savantes*.

*Chrysale à Sganarelle.*—Non père sur ce point, étaient gens bien unis,  
Qui disaient qu'une femme en sait toujours assez,  
Quand la capacité de son esprit se hausse  
À considérer un pourpoint d'avec un haut-de-chaussure,  
Les leurs ne lient point, mais elles vivaient bien:  
Leurs ententes étaient tout leur docte entretien;  
Et leurs livres, un dé, un fil et des algarines,  
Dont elles travaillaient au tissage de leurs filles.  
Les femmes d'js présent sont bien lols de ces mesures:  
Elles veulent écrire et devenir auteurs.  
Nulle science n'est pour elles trop profonde,  
Et c'est beaucoup plus qu'en aucun lieu du monde;  
Les secrets les plus hauts s'y laissent concevoir,  
Et l'on sait tout chez moi, hors ce qu'il faut savoir.  
On y sait comme vont l'âne, d'être polaire,  
Venus, Saturne et Mars, dont je n'ai point affaire;  
Et dans ce vain savoir qu'on va chercher si loin,  
On ne sait comme va mon pot, dont j'ai besoin.  
Mes gens à la science aspirent pour vous plaire,  
Et tous ne font rien moins que ce qu'ils ont à faire.

1. Elles veulent écrire. L'indéfini s'emploie comme sujet et comme attribut. Citez deux exs. à l'appui. The prisoner admits he has committed the crime. He suffered himself to be imposed upon by his friend. They have been seen acting like madmen. The art of writing. A house to be let. Que faire? Rendez raison de la différence de construction dans ces phrases.

2. *Manquer de, manquer à; prior de, prior à; tenter de, tenter à.* Ces verbes, selon qu'ils sont employés avec *de* ou avec *à*, changent de

\* All sentences, both French and English, given in illustration of rules, should be translated into English and French respectively.



signification. Ecrivez des *ess.* Expliquez la rime entre : Il vint me parler, il vint pour me parler ; il vint de me parler ; il vint à me parler ; il est vint à me parler.

3. Faites les portraits (en français) de Chrysale et de Bélise.

B. Traduisez.—Corneille : *Hornet*.

*Hornet*.—[Si vous a'êtes Romain, soyez digne de l'être ;  
Et si vous n'égalez, faites le mieux paraître.  
La Solide voutz dont je fais vanité  
N'admet point de faiblesse avec fermété ;  
Et c'est mal de l'honneur entrez dans le carrière  
Que dès le premier pas regarder en arrière.  
Notre malheur est grand ; il est au plus haut point.  
Je l'ouviage entier, mais je n'en dévins point ;  
Contre qui que ce soit que mon pays n'emploie,  
J'accepte avec gloire cette gloire avec joie ;  
Celle de recevoir de tels commandements  
Doit étonner en nous tous autres sentiments.  
Qui, pria de le servir, considère autre chose,  
A faire ce qu'il doit lâchement se dispose ;  
Ce droit saint et sacré rompt tout autre lien.  
Rome a choisi mon bras, je n'examine rien ;  
Avec une allégresse aussi pleine et sincère  
Que j'opposai la mort, je combattis le frère ;  
Et, pour trancher enfin ces discours superflus,  
Aller vous a nommés, je ne vous connais plus.

1. Si vous a'êtes Romain. Pour quelles raisons la particule *se* se trouve-t-elle dans les phrases : God forbid ! I fear it will rain. She has not spoken to a living soul. The thing is more difficult than you think. Quand peut-on employer les mots *peu*, *point* et *plus* sans *ne*. Citez des *ess.* à l'appui.

2. Que dit le premier poëte. Expliquez l'emploi idiomatique de *que* dans les phrases : Quel mot machine que celui de patrie. C'est déraisonner que de parler ainsi. Qu'il fasse le moindre excès, il est malade. Come now that I may speak to you. Why don't you draw near? Scarcely had he arrived, when a great tumult arose.

3. Il travaille pour s'enrichir. Il le dit pour que vous le sachiez. Traduisez ces phrases, et dites pourquoi l'infinitif ne peut s'employer dans la seconde. Substituez le subjonctif à l'infinitif s'enrichir au premier *es*.

## II.

1. Do your duty, tant you be punished. Rendez lui (a) par *de* pour que, (b) par *de peur de*, et expliquez la différence dans la construction, de ces phrases. Montrez par quelques *es.* l'emploi du subjonctif dans les propositions subordonnées.

2. Expliquez la rime entre les phrases : Je crains qu'il ne revienne et Je crains qu'il ne revienne pas. Tout grand d'ailleurs qu'il N. et Quelque grand d'ailleurs que soit N. Crayez-vous qu'il pût ? et Crayez-vous qu'il pût ?

3. Le subjonctif ne peut être employé dans une proposition principale, que quand elle est *optative*, *subrelative* ou *conditionnelle*. Donnez des *es.* à l'appui. Nommez les verbes qui demandent le subjonctif avec *ne*.

4. Qu'est-ce que le vers *Alexandrin* ? Pourquoi les vers suivants sont-ils defectueux ? *J'y suis encore malgré les infidélités. Je suis que*

*l'injuste* vous invite en secret. Et trois fois le jour a chassé la nuit obscure. Corrigez-les.

5. Termes quatre vers *Alexandrins* du passage suivant : Je ne suis point un docteur révérend, mon frère ; et le savoir n'est pas tout retiré chez-moi. Mais, pour toute sa science, je suis, en un mot, faible la différence du faux avec le vrai.

Traduire en Anglais : (a). In Sparta one accustomed the children very early to walk in the dark, in order that they should contract the habit of bearing nothing ; not to give way to bad temper ; to walk barefoot ; to sleep on a hard couch, and often on the ground ; to wear the same garment in winter and in summer, in order to harden themselves against cold and heat.

(b). *Metaph.*—Is this a dagger which I see before me, the handle toward my hand? Come let me clutch thee : I have thee not, and yet I see thee still. Art thou not, fatal vision, sensible to feeling as to sight ; or art thou but a dagger of the mind ; a false creation, proceeding from the heat-oppressed brain? I see thee yet, in form as palpable as this which now I draw.

## (Additional for a First Class.)

Traduisez.—Molière : *Le Tartuffe*.

*Cléante*.— Ces gens qui, par une âme à l'intérêt soumise,  
Font de dévotion métier et marchandise,  
Et veulent acheter crédit et dignités  
A prix de faux cilis d'hyeux et d'écarts affectés ;  
Ces gens, dis-je, qu'on voit, d'une ardeur non commune,  
Par le choixin du ciel courir à leur fortune,  
Qui, brûlants et priants, demandent chaque jour,  
Et prébent la retraite au million de la cour ;  
Qui savent ajuster leur âme avec leurs vices,  
Sont prompts, vindicatifs, sans loi, pleins d'artifices,  
Et, pour perdre quelqu'un, convront aisément  
De l'honneur du ciel leur fer roulement ;  
D'étant plus dangereux dans leur âpre colère,  
Qu'ils prennent contre nous des armes qu'on révère,  
Et que leur passion, dont on leur sais bon gré,  
Veut nous assésiner avec un fer sacré ;  
De ce faux caractère en un mot trop peinte,  
Mais les dévots de cœur sont aisés à connaître.  
Notre âme, mon frère, en exposé au jour  
Qui peuvent nous servir d'exemples glorieux.

1. Ces gens, dis-je, qu'on voit. Expliquez la position de *je*. Quand l'interjection *comp'* peut-elle avoir lieu ? Donnez quelques *es.* à l'appui.

2. Donnez les dérivés français et leurs genres de : abus, abus, âber, âber, amuse, amusez, paillard, paillard. Reconnaissez la différence (en genre et en signification) entre : le critique et le critique ; le poste et la poste ; le mourir et la mort ; le tour et la tour.

3. Faites un épigone (en prose française) du L. Acte du Tartuffe.

## GERMAN.

Examiner ..... PROFESSOR J. LECHT, M. A.

## FIRST GERMAN CLASS.

Time: THREE HOURS.

## I\*

A. Translate:—Jean Paul: *Die Neujahrswacht eines Unglücklichen.*  
—Mitten in dem Kampf floß plötzlich die Musik für das Neujahr vom Thurme herab und wie ferne Kirchengänge. Er wurde sanfter bewegter schaute um den Horizont herum und über die weite Erde, und er dachte an seine Jugendfreunde, die sein, glücklich und besser als er, Lehrer der Erde, Vater glücklicher Kinder und gesagte Menschen waren, und er sagte: "O, ich könnte auch wie ihr diese erste Nacht mit trocknen Augen verleben, wenn ich gewollt hätte.— Ach, ich könnte glücklich sein, ihr theuren Eltern, wenn ich eure Neujahrswünsche und Lehren erfüllt hätte!" Im seherhaften Erinnern an seine Jugendzeit kann es ihm vor, sie richtete sich die Larve mit seinen Zügen im Todebisse auf—endlich wurde sie durch des Aberglaubens, der in der Neujahrswacht Geister und Zukunft schlicht, zu einem lebendigen Jüngling.

1. *Herabdrö*; (erfüllt) *hätte*; (es ihm) vor. Parse the words in Italics, and give reasons for their position. In the sent. : *ich könnte* . . . *aber*, invert the order of the clauses, adopting contraction, where possible, and noting changes that may occur in the construction.

2. Explain the *modus copositi* of contracting sentis. like the following: endlich wurde sie . . . Jüngling (A.). Give the derivation of *Jüngling*, and mention its femin. Decline in the 4 cases sing. and plur.: Mit trocknen Augen.

3. Which is the logical order of words in a German sentence? In illustration compose a principal clause, with a verb in a compound tense, adverbials of time and place, the neg. nicht, and a noun object. Show, by means of the same clause, the various ways in which the regular construction may be departed from. Indicate the difference between: Der Kranke wurde von dem Arzte geheilt. Nicht der Kranke wurde von dem Arzte geheilt.

## B. Schiller's—"Waches Thel."

Stingflücker.—Der wackern Mäner kenn' ich viele dort  
Und angesehen seine Herrenleute.  
Die mir gehem sind und gar wohl vertraut.  
(Er: sticht auf.)

Frau, welchen Stern gedächlicher Gedankens  
Wecket du mir in der stillen Brust? Mein Innerstes  
Kehret du aus Licht des Tages mir entgegen,  
Und, was ich mir zu denken still verheh,  
Du sprichst's mit lechter Zunge kecklich aus.  
— Hast du auch wohl bemerkt, was du mir räthst?  
Die wilde Zweisacht und den Klang der Waffen  
Kuhst du in dieses friedgewohnte Thal.—

Wir wagten es, ein schwaches Volk der Hirten,  
In Kampf zu gehen mit dem Horn der Welt?  
Der gute Schein nur leit's, wenn wir sie werten,  
Uns loszulassen auf dies arms Land  
Die wilden Horden ihrer Kriegssacht,  
Darin zu schalten mit des Sängers Rechten,  
Und unsern Schein gewohnter Züchtigung  
Die alten Freidrittsleife zu vertilgen.

1. Kenn' ich viele dort. Parse *kenn'* and mention all the words of the same class. How do you translate *kenn'* in the follow. sent.: I know Schiller's works. He does not know when he is to leave. Do you know German? These people don't know how to write. Kenn' good from evil.

2. Explain the terms: *Herrredute*; *Freidrittsleife*; *Zweitacht*; *Freidrittsleife*. What peculiar use is made of *Leute*? Give instances. Distinguish between: *Laudate* and *Laudatorem*, and write the singular of each. Write down the plural of: *Tal*; *Liebe*; *Rath*; *Lob*; *Ehre*; *Ferdelt*.

3. *Worum? davis* (R.). How are such words formed? Mention other analogous forms. Illustrate their use by short ex. Haben sie sich nicht geacht? Why is such a construction inadmissible? Translate and correct the ex.

C. Schiller:—"Wallenstein's Abschwang."—Stamm, wie die Zunge zu ihm, war auch sein Umgang. Finster, verachobten, unzerändlich, sparte er seine Worte mehr als seine Geschenke, und das Wenige, was er sprach, wurde mit einem wildigen Ton ausgesprochen. Er lachte niemals, und den Verführungen der Sinne widerstand die Kraft seines Bluts. Immer großartig und von grossen Entwürfen bewegt, entlegte er allein keinen Zerstreuung, wodurch Anders das kostbare Leben vergebens. Einen durch ganz Europa angepöbelten Briefwechsel besorgte er selbst; die meisten Aufsätze schrieb er mit eigener Hand selbst, an der Verschwiegenschaft Anderer so wenig als möglich anzuvertrauen. Ein furchtbarer, zerfuchtschreckender Ernst lag auf seiner Stirn, und nur das Ueberraschen seiner Behinderungen konnte die stürzende Schär seiner Dimes festhalten.—Der bedenkliche Schimmer seines Privatlebens verrieth den stolzen Schwung seiner Entwürfe, und verschweidlich wie ein Monarch schien er die Güter seiner Hoffnung schon unter seine gewissen Besitzungen zu zählen.

1. Stamm wie die Zunge zu ihm. Parse *wie* and *ihm*. Decline the nouns, er, sie (plur.), es. Translate the follow. sent and account for the alternate use of *als* and *sie* before the nouns: Sokrates lehrte als Mann wie ein Engel, and starb als Geis wie ein Verbrecher. In what case does the adj. remain uninflected: give an ex.

2. Ein furchtbarer, zerfuchtschreckender Ernst. What changes would occur in this sent., were you to use *furchtbar* instead of *furchtbarer*? Translate: We have bought a newly painted house but not a new, painted house. Ein ganz englisch sprechender Student. Ein ganz englisch sprechender Student. Viel besuchte Läden. Viel besuchte Läden.

3. Die meisten Aufsätze. Parse *die meisten*. Write the comparative and superlative of: *gut*, *wenig*, *halb*, *gera*. What form does the superlative assume, if the adj. is predicative after *sein*? write an ex.

\* Answer only two questions of A, B and C respectively; and six of Part II.

## II.

1. Parse and classify the following verbs: *lesen, denken, erzählen* (A); *sind, sprechen, beschaffen* (B); *wird, stehen, auszurufen*, *besuchen* (C).

2. *Bestehen, entstehen, entstehen, errathen*. Distinguish between these verbs. What meaning do the italicized prefixes impart to the verb, and how do they influence the *p. part.*; and certain termination exhibits the same peculiarity. Give instances.

3. What distinction is to be made between  *widersprechen* and *wider-sprechen*. Write the 1st pers. s. of the present and the perfect infinitive of these verbs. *Uebersetzen* admits of two interpretations according as it is *sep.* or *imp.* Illustrate and write the respective *p. parts.*

4. In what particulars does the English *Parsons* differ from the German *Pastor*? Give illustrations. What form, and why, do *sente*, like the following assume? The matter has not been thought of (an.). Certain persons are very much talked of (über).

5. Er wird seine Pflicht nicht haben thun wollen. Account for the two infinitives. *Slylock* would not take any money from *Antonio*; he would not take anything but his pound of flesh. Translate, and take why *nicht* cannot be used in these clauses.

6. Illustrate the use of: *der beste*; *am besten*; *niemand's beste*; *am allerbesten*; *höchst*; *freudlichst*.

7. What class of words do you form with the suffixes: *Agst, lock, ung, eben*. Give exs. When is an object *fähiger, köstlich, or heilig*; when is a person *edelmüthig, when achtern*.

8. Distinguish, giving exs., between: *dein* and *dein*; *seiner* and *seiner*. When does the *protivum* in a conditional sent. admit the inverted order? Translate as an ex.: If he had the means, he would go to Italy.

Translate into German:—(a). He who gives little and comforts, does more than he who gives much and reproaches. Schiller was born in 1759 (letters); he was only 18 years old when he wrote his first drama. Shakespeare's works have been translated by Schlegel. What are you thinking of? I am thinking of going to Europa. There are people who cannot write. All I have is yours. A few days ago.

(b). *Falsch* from Shakespeare:—The king being tired with his journey, went early to bed. He had made presents before he retired to his principal officers; and among the rest, had sent a rich diamond to lady Macbeth, greeting her by the name of his most kind hostess.

## SECOND GERMAN CLASS.

THESE THREE EXTRA.

## I.\*

A. Schiller:—*Marie Stuart*.*Marie* (nach einigen Stilllehtreigen)

Ich höre klammern die Gewalt des Mordes,  
Der nie von je so unheilbringend war—  
Wie werd' ich nicht, die erschütterte Welt,  
Mit so kunstfert'igen Belahr' messen können!—  
Wohl! Wären diese Lords, wie Ihr sie schiltet,  
Verstummten müsst' ich, hoffungslos verloren  
Wär' meine Sache, sprechen sie mich schuldig.

\* These, taking the A460 lines, may omit passage (a) for insertion into German

Doch diese Namen, die Ihr preisend nennt,  
Die mich durch die Gewalt zerstören sollen,  
My Lord, ganz anders heißen selb' ich sie  
In den Geschichten dieses Landes spielen.  
Ich sehe diesen hohen Adel Englands,  
Des Reiches majestätischen Senat,  
Gleich Sklaven des Serrils des Sultanspalastes  
Hundertknecht des Achten, meines Ciraschans, schmeicheln—  
Ich sehe dieses edle Oberhaus,  
Gleich feil wie des erdlichen Gemeinen,  
Gesetze prägen und verurufen, Eben  
Aufhören, binden, wie der Mächt'ige  
Gebietet, Englands Fürstentümer heute  
Entwerben, mit dem Bastardpalaste schänden  
Und morgen sie zu Königen kriegen.

1. Write the first two lines (A) in a contracted form. When is the contraction of substantive clauses possible? when impossible? Explain, and take for exs.: It is a man's duty that he acknowledge (bekennen) his faults. I am glad that you are coming. He is sorry that he has to offend (kränken) some of his friends. I have been told that he had left the country.

2. *Wohl!* The following words are used as expletives: *ja, doch, wohl, auch, gar, schon*. Write a few short sent. in illustration, and give the original meaning of these words.

3. *Sch' ich sie . . . spricht*. What English verbal form does the infinitive, dependent on *sich* and similar verbs, represent? Mention other verbs of the same class. Why is the infinitive not used in sent. like: Then came the Queen rising in her gilt carriage of state.

B. Goethe:—*Heranna und Darobten*.—*Die Bürger*.

Aber der Vater fuhr in der Art fort, wie er begonnen:  
Was im Menschen nicht ist, kommt auch nicht aus ihm, und  
schwerlich

Wird sich des herzlichsten Wunaches Erfüllung jemals erfreuen,  
Dass der Sohn dem Vater nicht gleich sei, sondern ein besorger.  
Denn was würde das Haus, was wäre die Stadt, wenn nicht immer  
Jeder geschäftlich sich hat zu erhalten und zu crueuen,  
Und zu verlassen auch, wie die Zeit uns lehrt und das Ausland!  
Soll doch nicht als ein Fülz der Mensch den Boden entwachen,  
Und verlassen geschwind an dem Platze, der ihn erzeugt hat,  
Keine Spur nachlassend von seiner lebendigen Wirkung!  
Sieht man an Hause doch gleich so deutlich, wess Sinnes der  
Herr sei.

Wie man, das Stülchen betretend, die Obrigkeiten beurtheilt.  
Denn wo die Thürme verfallen und Mauern, wo in den Gassen  
Unrath sich häuft, und Unrath an allen Gassen herumliegt,  
Wo der Stein aus der Fuge sich rückt und nicht wieder gesetzt wird,  
Wo der Balken verrotzt und das Haus vergeblich die neue  
Unterstützung erwartet: der Ort ist bald regiert.  
Denn wo nicht immer von oben die Ordnung und Reliabilität  
wirkt,

Da gewöhnt sich leicht der Bürger an schuldigen Saumal,  
Wie der Bettler sich auch an laumpige Kleider gewöhnet.

1. *Sondern ein besorger*. Explain the *et cetera* in this clause. Distinguish carefully, with ample illustrations, between the three conjuncts, answering to the English *but*, and give their original meaning. Mention a few terms analogous to *sondern*.

2. *Don sans voir des Hans.* Contrast *then and then*; *when* and *when*; *as and as*; *where and where*. Show by an ex. that the dependent relative clause may precede the principal clause in a certain case only.

3. Keine Spur ungeschicklich. What character must the German Present Part. assume to be used both *predicatively* and *attributively*? Write an ex. The English participle active must be paraphrased in German; take for ex.: God, having created the world in six days, rested on the seventh. Wishing to learn the truth, he wrote to the minister. He saved his country by sacrificing his life. Judging from his appearance he must be ill.

## II.

1. Classify, and give the principal parts of: *grüßte, entzogen, nachlassen, herabsetzt* (B); *erris, zerbrach, zugestanden, überlassen* (Additional).

2. Idiomatic expressions:—Immer guter Dinge sein. Den Brod-kuch höher längen. Sie kann es nicht über das Herr bringen. Sich eines Bessern besinnen. Er läßt das Gras wachsen. Er hat zu leben. In den Tag hinein leben. Sie gehen sich zu Leibe.

3. He said he had never been in Europe, but he would go there this summer. This lady is said to be very clever. I do not think of following his advice. Translate these sentences, and give reasons for difference in construction.

4. An *adverbial* use is made of some positive forms; take for ex.: We usually study in the evening and take a walk in the afternoon. The subject, *never* may govern two cases? Explain and translate: It is worth your while to examine these works. This article is worth one dollar.

5. Write a summary (in German) of the parts read of "Hermann and Dorothea."

Translate:—(a) Macbeth, who stood listening to them, tried to say, "Amen," when the fellow said, "God bless us, but, though he had most need of a blessing, the word stuck in his throat, and he could not pronounce it. Again he thought he heard a voice which cried, "Sleep no more; Macbeth doth murder sleep, the innocent sleep, that soothes life."

(b) "Hermann and Dorothea" is a poem full of life, character and beauty; simple in its materials, astonishingly simple in its handling (*Wortwahl*); written in obvious imitation of Homer, and yet prevailing throughout the most modern colour and sentiment. Of all lyrics it is the most lyrical; of all poems, describing life and country people, it is the most truthful.

## (Additional for a First Class.)

Translate:—Schiller: "Geschichte des dreißigjährigen Kriegs."

Deutschland zerriß an diesem Reiköstage zu Anspurg in zwei Religionen und in zwei politische Parteien; jetzt erst zerriß es, weil die Trennung jetzt erst göttlich war. Bis hierher waren die Protestanten als Rebellen angesehen worden; jetzt beschloß man, sie als Brüder zu behandeln, nicht als ob man sie dafür anerkannt hätte, sondern weil man dazu gezwungen war. Die Augsburgische Confession durfte sich von jetzt an neben den katholischen Glauben stellen, doch nur als eine geduldeten Nachbarin, mit einwilligen schweizerischen Rechten. Jedem weltlichen Reichthum ward das Recht zugesprochen,

die Religion, zu der er sich bekannte, mit seinem Grund und Boden zur Herrschaft und einigen zu machen, und die entgegen gesetzte der freien Ausübung zu verahnen; jedem Unterthan vorgelint, das Land zu verlassen, wo seine Religion unzulässig war. Jetzt zum ersten Mal stricte sich also die Lehre *Lebete* einer positiven Sanktion, und wenn sie auch in Bayern oder in Oesterreich im Staube lag, so konnte sie sich damit trösten, dass sie in Sachsen und in Thüringen *lebete*.

1. *Sie alle Brüder zu behandeln.* How would the substitution of *wie for als* affect the meaning of this clause? Illustrate the use of these particles of comparison. Translate: He is more to be pitied than any one else. It is so cold as in midwinter. Give your reasons for using either *wie or als* in these sentences.

2. Compose a compound sent., containing a principal clause with a dependent substantive clause (subject or object), and an adjective or an adverbial clause, or both. There is another way in which compound sent. may be formed. Write a short ex.

## THIRD GERMAN CLASS.

TEXT: FRANK ROBERT.

## I.

A. Ueberleben.—Lessing's "Nathan der Weise."  
Nathan.—Stolz! und nichts als Stolz! Der Topf  
Von Eisen will mit einer silbernen Zange  
Gern aus der Gluth gehoben sein, um selbst  
Ein Topf von Silber sich zu gößen.—Pah!  
Und was es schadet, fragst du? was es schadet?  
Was hilft es? dinst? Ich nur hinweg-der fragen.—  
Denn dein "Sich Gott um so viel näher fühlen"  
Ist Unwissen oder Gotteslästerung.—  
Allein es schadet; ja, es schadet allerdings.—  
Konent! läßt mir zu.—Nicht wahr? dem Wessen, das  
Dich zettete,—es sei ein Engel oder  
Ein Mensch,—den schickst Du, und Du besonders,  
Gierst wieder viele große Dinsten thun!  
Nicht wahr?—Nun, eines Engels, was für Dinsten,  
Für große Dinsten könntest Du denn wohl thun?  
Du könntest ihn danken; zu ihm seufzen, beten;  
Könntest in Entschuldung über ihn zurechnen;  
Könntest an den Tage seiner Fehler fasten,  
Almosen spenden.—Alles nichts.—Denn nicht  
Dinstest immer, dass der selbst und über Nächster  
Hierbei weit mehr gewinnt, als er.—

1. *Gottelästerung* Wie hat das "e" zu erklären bei solchen Verbindungen wie: Frauen-*e*-parren, Freundschaft-*e*-bund etc. was nennt man Alterformen? Zeigt in einigen Beispielen dem Reichthum der deutschen Sprache hinsichtlich der Wortbildung.

2. *Fragt da?* Wie hat die *Inversion* in einfachen und zusammengesetzten Sätzen angewendet. Hebt verschiedene Satztheile in den folg. Sätzen hervor: Fidelity is beautiful nevertheless. That will never happen. Narrow the road that leads to life. God is the greatest of evils. He had thrown down sword and shield. This affair, successful beyond all expectation. I have done what I could do.

3. Wir sind wohlbehalten in Berlin angekommen und haben wir uns bereits ein wenig umgesehen. Warum ist die *Inversion* nach dem kopulativen *und* fehlerhaft, und wann kann dieselbe gestattet werden? Führt ein Beispiel an.

## E. Goethe's "Elysium." Margarete von Parnis.

*Reverend.*—Ihr stellt das Jagen ab, ich werd heut nicht reiten. Sagt Mechtildchen, er soll zu mir kommen. *(Alle gehen ab.)*—Der Gedanke an diese schrecklichen Begebenheiten läßt mir keine Ruhe! Nichts kann mich ergetzen, nichts mich zerstreuen; innerer sind diese Bilder, diese Sorgen vor mir. Nan wird der König sagen, dies seien die Folgen meiner Nachsicht; und doch sagt mir mein Gewissen jeden Augenblick, das Mächtigste, das Beste gehn zu haben. Sollte ich früher mit dem Sturme des Geistes diese Pläne ausarbeiten und unterreiben? Ich hoffe sie zu annulliren, sie in sich selbst zu verschlingen. Ja, was ich mir selbst sage, was ich wohl wies, entschuldig' sich vor mir selbst; aber wie wird es mein Bruder aufnehmen? Denn ist es zu langem? Der Ueberrath der freunden Lehrer hat sich täglich versetzt; sie laßen unser Hülftigthen geköhret, die stumpfen Sinne des Pöbels verhärtet und den Schwindlichter unter sie geköhnt. Uarvise Geister haben sich unter die Auführer gemischt, und schreckliche Thaten sind geschoben, die zu denken schauderhaft ist und die ich nun sineseln nach Hofe zu berichten habe, schnell und sineseln, damit der König nicht denke, was welle noch mehr verböhnen.

1. Sagen; konne; weiß. Warum stehen diese Zeitwörter im Konjunktiv des Präsens? In den folgenden Sätzen stellt bald der Konjunktiv des Imperfectums, bald der Indikativ: He anxiously asked whether you were not hurt. Pray God that He may enlighten you. I like a way that resembles mine. I cannot tell yet what I will do. There was none but (der sich) believed everything he said.

2. Zu verschütten. Der Infinitiv steht bald mit bald ohne zu. Erkläre den Gebrauch desselben durch einige Beispiele. Wann ist der Infinitiv mit zu als verbönder *Adverbialpartikel* anzusehen?

3. Der Gedanke an. Was für Präpositionen regieren die Zeitwörter: sich freuen, warten, spekuliren, sich freuen, glauben. Schreibt die aus diesen Zeitwörtern zu bildenden Substantive nieder.

## II.

1. Auf welche Weise werden die folgenden Perioden klassifiziert; ist ihre Form *frei* oder *unvollständig*; sind es einfache oder zusammengesetzte Perioden?—

(a). Keiner ist bereit sich selbst zu sterben; denn selten wählet er recht, was er gethan, und es thut, weis er fast nie zu richten. —Goethe.

(b). Nachdem die Erfahrung nun willen Aushorch gekommen war, und eine kluge Geschwindigkeit allein dem neuen Bürgerkriegs weihen konnte; Sehl die Stethalberechtheit eines Mannes zu, dem zu diesem Puncte gerade diese einzige Tugend fehlte. —Schiller.

(c). Das Blut, das der Mann, der mündig, dem Manne zufügt, das, ich will es glauben, vergibt sich und verschüt sich schwer; (denn) der Mann will seinen Ham, und keine Zeit verweilert den Entschlus, den er wohlweislich faßt; doch stoes Heider Ursprung steigt hinaus in unerschöpflich Kindheit frühe Zeit. —Schiller.

2. Thema zu einem kurzen deutschen Aufsatz:—

- 1). Die Erfindung des Telephons.
- 2). Vaterlandsliebe.
- 3). Die Anwendung des Reichthums.

Uebersetzen ins Deutsche:—Two names shine forth before all others in the history of the heroes and martyrs of the Netherlands: Lamoral, Count of Egmont, and William, Prince of Orange. Both were Flemish, but the one was a genuine Fleming, and the other by birth a German. Both were popular favourites, but the one was cherished by the people with the affection of an indulgent father, and so the other they looked up with filial veneration. Upon both nature had bestowed her choicest gifts, but upon the one she bestowed those brilliant attributes which dazzle the eye, and upon the other the moral qualities which excite the admiration of mature minds.

*(Additional for a First Class.)*

Uebersetzen:—Schiller's "Wallenstein's Tod."

Wallenstein:—Und was ist dein Beginnen? Hast du dir's Auch rechtlich selbst bekannt? Du willst die Macht, Die ruhig, sicher thronende verschüttern, Die in vevrth getheilten Besitz. In der Gewohnheit festgegründet ruht, Die an der Völkler freunden Kinderglanben Mit tausend alten Wurzeln sich befestigt. Das wird koste Kampf die Kraft sein mit der Kraft; Das wird ich nicht. Mit gleichem Gegner wag' ich's, Den kenn ich sehen, und ins Auge faßen, Der, selbst voll Muth, auch mir den Muth entfaßt. Ein unsichtbarer Feind ist's, den ich fürchte, Der in der Menschenbrust mir wüthet, Durch feige Furcht allein mir fürchterlich— Nicht, was lebendig, kraftvoll sich verköndigt, Ist das gefährlich Furchtbare. Das ganz Gewisse ist's, das ewig Unstrige, Was immer war, und immer wiederkehret, Und morgen gilt, weil's heute hat gegüllet: Denn aus Gewissen ist der Mensch gemacht, Und die Gewohnheit nennt er seine Ahne. Weh dem, der an des würdig alten Hausrath Ihm rühret, das theure Erbstück seiner Ahnen.

1. Woburch haben sich Lessing und Schiller wesentlich ausgezeichnet, und welches sind ihre hauptsächlichsten Werke?

## ENGLISH LANGUAGE AND LITERATURE

Examiner..... W. J. ALEXANDER, PR. 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. Express the substance of the following accurately in simple prose:

The march begins in military state  
And nations on his eye suspended wait;  
Stern familar guards the solitary coast,  
And winter barricades the realms of frost.

He ceases: see what one sold his course delay—  
 Hilda, blushing Grey, bids Fulworn's day;  
 The vanquished here leaves his broken bands,  
 And shows his misery in distant lands;  
 Condensed a needy supplicant to wait,  
 While ladies interpose and slaves debate.

2. Explain what is italicized in the following:

- In his *sinister hand*, instead of *hoof*,  
 He placed a mighty mug of potent ale.
- When *Jahel* struck the *coral* shield.
- As from the power of sacred lays  
*The spheres began to move.*
- On *shining altars of Japan* they raise the *silver lamp*.
- And sits *take lodging in the coast of Rome*.
- Not half so fired the *Trojan* could remain,  
 While *Aeneas* *legg'd* and *Dido* *ray'd* in vain.
- What gave great *Fulworn* to the *amazon's* *help*,  
 And *fatal disease* on *Harley's* *closing* *life*.
- Or where *Champaign's* *plain* *farouche* *lie*.

3. Name the poem from which each of the following is taken, and indicate the context in each case:

- What time could spare, from steel receives his date,  
 And monuments, like men, submit to fate.
- O then how blind to all that truth requires,  
 Who think it freedom when a part aspires.
- Far from the madding crowd's ignoble strife,  
 Deign on the passing world to turn thine eyes,  
 And pause awhile from learning to be wise.
- Thoughtless as monarch oaks that shade the plain  
 And, spread in solemn state, supremely reign.
- For praise too dearly lov'd, or warmly sought,  
 Enteebles all internal strength of thought.

4. Define accurately each of the following italicized words, as employed in the passage quoted:

And *faintest* dulness played about his face. With *singing*, laughing, *eping*, and all that. She *smiled* to see the *deceitful* here *shin*. The *sluggish* *cloving* fell in *man*. The *harrest* *tribe* in *real* *verse* *relate*. Yet should thy soul include the *qu'vous* *band*. Now give the *Amathus* *breath*. To *point* a *moor* and *adorn* a *tale*. Its former strength was but *pathetic* *ill*. Now *yielder* *cope*, where once a garden *smiled*. How do thy *potions*, with *restless* joy diffuse their pleasure.

5. Write a concise life of Johnson.

6. Reproduce Johnson's description of Dryden's character.

7. Determine on grounds of style the author of each of the following passages, assigning your reasons in each case:

(a). Known truths, however, may take a different appearance, and be conveyed to the mind by a new train of intermediate images. This

Milton has undertaken, and performed with a propriety and vigour of mind peculiar to himself. Whoever considers the few radical positions which the Scriptures afforded him, will wonder by what energetic operation he expanded them to such extent, and ramified them to so much variety, restrained as he was by religious reverence from licentiousness of fiction.

(b). Perhaps the gods and demons of Æschylus may best bear a comparison with the angels and devils of Milton. The style of the Athenian had, as we have remarked, something of the Oriental character; and the same peculiarity may be traced in his mythology. It has nothing of the simplicity and elegance which we generally find in the superstitions of Greece. All is rugged, barbaric and colossal. The legends of Æschylus seem to harmonize less with the fragrant groves and graceful porticoes in which his countrymen paid their vows to the God of Light and Goddess of Desire, than with those huge and grotesque labyrinthical structures of granite in which Egypt enshrined her mystic Osiris, or in which Hindostan still bows down to her seven-headed Isis.

(c). And here I must observe, that when Milton alludes either to things or persons, he never quits his style till it rises to some very great idea, which is often foreign to the occasion that gave birth to it. The resemblance does not perhaps last above a line or two, but the poet runs on with the hint, till he has raised out of it some glorious image or sentiment proper to enlarge the mind of the reader, and to give that sublime kind of entertainment which is suitable to the nature of an heroic poem.

(d). The immortal writers of the seventeenth century are indeed much less excellent than those of Greece and Rome. But the worst English writings of the seventeenth century are decent compared with such that has been requested to us by Greece and Rome. Plato, we have little doubt, was a much better man than Sir George Etherege. But Plato has written things at which Sir George Etherege would have shuddered.

(e). It seemed impossible to him to be idle, and his disorder made it difficult or dangerous to be long seriously studious or laboriously diligent. The love of ease is always gaining upon age, and he had one temptation to petty amusements peculiar to himself; whatever he did he was sure to hear applauded; and such was his pre-eminence over all that approached that all their applause was probably sincere. He that is much factious soon learns to flatter himself; we are commonly taught our duty by fear or shame, and how can they act upon the man who hears nothing but his own praises?

(Additional for First Class)

GOLDSMITH'S SELECT ESSAYS; JOHNSON'S LIVES OF POPE, ADDISON, AND GRAY; DAVEN'S STANZEAN ON OLIVER CROMWELL, ANTEARA  
 RUDIX, ANNEA MELARELLA, ABASALON AND ACHITOPAL.

Time: Two Hours.

8. Reproduce what is said of the Tuller and Spectator in the Life of Addison.

9. Give an outline of Pope's life, mentioning his principal works, and very briefly describing each of these.

## 10. Explain :

- (a) Like eager Romans, ere all rites were past,  
Did let too soon the sacred eagle fly.
  - (b) Our former chiefs like stichers of the war.
  - (c) The sacred purple and the scarlet gown,  
Like sanguine dye to elephants was shown.
  - (d) And guard with caution that polluted nest  
Whence Legion twice before was disposed.
  - (e) Yet judged, like vapours that from limbes rise,  
It would in richer showers descend again.
  - (f) With such respect in entered Rooms they gazed  
Who on high chairs the god-like fathers saw.
  - (g) Some fallen stoops at what her eye designed  
And, with her eagerness the query missed,  
Straight flies at check, and clips it down the wind.
  - (h) Though made immortal by a poet's song,  
And poet's songs the Trojan walls could raise.
  - (i) Now frequent tries the happier lights among.
11. Give a critical account of Alabon and Achitophel.

## SECOND YEAR.

COMUS, PARADISE LOST, BOOKS I-IV.; MERCHANT OF VENICE,  
HENRY IV., PARTS I. AND II.; HENRY V.

TIME: THREE HOURS.

## I. Explain fully—

- (a) And all this tract that fronts the falling sun,  
A noble peer of rickles trust and power  
Hath in his charge.
- (b) And thou shalt be our star of Arctus,  
Or Tyrian cyrenas.
- (c) O foolishness of men! that lend their ears  
To those badger doctors of the steele fur,  
And fetch their precepts from the cyric tub.
- (d) What matter were, if I be still the same,  
And what I should be, all but less than he  
Whom thunder hath made greater.  
—What resembles  
In fable or romance of Uther's son  
Begirt with British and Armorican knights.
- (e) A gall profound as that Scythian hog  
Betwix Danists and Mount Caucas odd.
- (f) They pass the planet seven, and pass the first,  
And that crystalline sphere whose balance weighs  
The tripodick task, and that first now it.
- (g) More lovely than Pandora, when the gods  
Endow'd with all their gifts, and O too like  
In sad event, when to the unwear son  
Of Japhet brought by Hermes, to be aveng'd  
On him who had stole Jove's æthereal fire.

2. Make a table containing the main events of Milton's life and his chief works in chronological order, inserting exact dates where you can.
3. Compare Shakespeare and Milton as men.
4. What were the sources of the *Merchant of Venice*, and how does Shakespeare treat them?
5. Describe the trial scene in the *Merchant of Venice*.
6. Discuss the character of Henry V. as exhibited in the three plays.
7. Annotate two phrases in each of the following four groups :  
Upon the Rhine, Give him a livery more guarded than his fellow. The patch is kind enough. These assume but valour's excressment.—*Merch. of Venice*.  
Island with fears. He frets like gummed velvet. To play with monarchs, Bated like eagles.—*Hen. IV., Pt. I*.  
I was never married with an agate till now. I am a proper fellow of my hand. She never could away with me.—*Hen. IV., Pt. II*.  
Dost thou with superfluous courage. He hath stolen a par. The fawed title raising 'fore the king. A mighty valiant.—*Hen. V.*

## (Additional for First Class.)

ROMEO AND JULIET, AS YOU LIKE IT, MACBETH, WESTON'S TALE.

TIME: THREE HOURS.

8. Describe the character of Macbeth.
9. Name any points in which *Macbeth* surpasses all the other seven plays assigned.
10. It has been said that in some points and parts *Romeo and Juliet* is an immature work, in other respects and other portions it is little, if at all, inferior to Shakespeare's most successful efforts; cite definite points and passages to illustrate this remark.
11. Discuss the date and text of *Romeo and Juliet*.
12. Give a critical account of the plot of *The Winter's Tale*.
13. Describe any character in *As You Like It*.
14. Point out the peculiarities of the following passages which serve to show that one was written early, the other late in Shakespeare's career.  
(a) A cause more promising  
Than a wild dedication of yourselves  
To unspah'd waters, undrained shores, must certain  
To miseries enough; so hope to help you,  
But as you shake of one to take another;  
Nothing so certain as your anchors, who  
Do their best office, if they can but stay you  
Where you'll be loath to be. Besides you know  
Prosperity's the very bond of love,  
Whose fresh complexion and whose heart together  
Affliction alters.

- (4). 'Tis the way  
 To call boys, exquisite, in question more,  
 These happy marks that his fair fellow brows,  
 Being black, yet as in mind they hide the fair;  
 He that is stricken blind cannot forget  
 The precious treasure of his eyesight lost,  
 Show me a mistress that is passing fair,  
 What doth her beauty serve but as a note  
 When I may read who passed that passing fair?

## HISTORY.

Examiner ..... PRESIDENT FOREIGN.

## THIRD YEAR.

Two: THREE HOURS.

1. Give a brief account of the early history of the Goths. What historian gave the first account of their early movements?
2. "An obscure town of Moesia called Forum Tiberii was the scene of the battle," (A. D. 251). Explain.
3. In Chapter X. Gibbon describes the "Political System of Constantine and his sons." What does he say of Taxation?
4. Give brief description of the four divisions of the Tartar race.
5. Write a short account of the defeat and death of Valens.
6. Give leading events of the reign of Heraclius.
7. Trace briefly the progress of Mohammedanism during the first century of its history, giving in order the countries conquered.
8. Narrate the chief events of the reign of Philip IV. of France.
9. Give a short account of the rise of the Ottoman Empire.
10. What was the Golden Bull of Charles IV.? How did it affect the German Constitution?
11. Give an account of the life and work of Savonarola. Trace the influence which he exercised on the new learning in England.
12. Over what countries did Charles V. reign? How did he come to possess these? What became of them on his abdication?
13. Rome was pillaged in 1527. Give a short account.
14. Give a brief account of the Diet of Worms (1521), Diet of Spire (1529), and Diet of Augsburg (1530).

## FOURTH YEAR.

Two: THREE HOURS.

1. Trace briefly the causes which led to the Thirty Years' War.
2. At the commencement of the Thirty Years' War "Two men stood forward to personify the elements of strife." Who were they?
3. "In the spring of 1609 the Duke of Cleves died." Give an account of the dispute about the succession.
4. A diet was held at Frankfort in 1613. Give an account of its work.

## EXTRA POLITICAL ECONOMY THIRD YEAR.

1. Give substance of Coase's chapter on importance of Political Economy.
2. State and examine some of the objections that are made to the study of Political Economy.
3. Political Economy in Ancient times and middle ages.
4. A complete revolution took place during the 18th century in circumstances, institutions, opinions and theories alike. Explain.
5. The Economists of the 17th Century may be divided into three classes. Give them. Name a few leading writers.
6. Write a brief article on the Physiocratic School.
7. Give leading characteristics of Smith's "Wealth of nations".
8. Give Coase's views of the German Political Economists.



5. The Treaty of Lubec 1629. Who were parties to it? What were its terms?
6. "When Charles XII. came to the throne of Sweden he found a triple alliance had been formed against him." Give an account.
7. Give a brief account of the Seven Years' War and show its effects upon Austria, Prussia, France, England.
8. Give an account of the reign of Emperor Joseph II.
9. Write short account of French Revolution, with dates of most important events.
10. Schleswig and Holstein ceded to Austria and Prussia (1864.) Give history of dispute which led to this.
11. War between Austria and Prussia 1866. What caused it and what were its results.
12. Crimean War. Its effects upon Europe.
13. The Egyptian Question from 1874. Write notes.
14. 1871. Proclamation of the German Empire. How was it brought about?

## POLITICAL ECONOMY.

Examiner..... PRESIDENT FURBER.

Time: THREE HOURS.

1. Classify as productive or unproductive the following labourers: Soldiers, Craftsmen, Musicians, Artists, Lawyers, Teachers, Merchants, Bankers.
2. A owes Davidson debentures; B, Provincial debentures; C, City debentures; D, mortgages on land; F, bank deposits receipts. In arranging up the wealth of the country would you count these? Give reasons.
3. When and how does a national loan add to the capital of a country?
4. Is it possible for a man to increase his own wealth without benefiting others? To what extent?
5. If the government passed a law forbidding men to accumulate more wealth than was required for comfortable subsistence, what effect would it have upon the working classes?
6. What is unearned increment? What proportion do you think it bears to the value caused by productive labour? Is it possible accurately to distinguish between the two?
7. In 1850 A purchased a farm for \$3000; B, a city lot for \$1000; C, an oil painting for \$100; D, a collection of postage stamps for \$50. At the present time they have increased in value tenfold. Could the government justly appropriate the increased value of the one and not of the others? Give your reasons.
8. If every class of labourers received double wages would their condition be necessarily improved?
9. Discuss the doctrine of the Balance of Trade.
10. Mill says: "One of the commonest fallacies is, that paper currency cannot be issued in excess so long as every note issued

represents property or has a foundation of actual property to rest on." Give his arguments.

11. How is the evil of low wages to be remedied? Give some of the proposed plans.
12. Write a short article for or against Protection.
13. Can a protective tariff be effective if it does not raise the price of the article protected?
14. How far does Mill justify a protective tariff?

### ETHICS.

Examiner ..... PROFESSOR SETH.

APRIL 1888.—10 A. M. TO 1 P. M.

1. Compare the ancient and modern conceptions of the problem of Ethics, and of its relation to Politics.
2. In what senses has it been held that Morality is (a) 'original,' (b) 'derivative'? Indicate your own view.
3. Sketch the history of Modern Hedonism up to Mill, emphasizing its chief stages.
4. State Mill's theory of Obligation, indicate its development by later writers, and estimate its adequacy.
5. State and critically compare the accounts of Desire offered by Butler, Mill, and Green, respectively.
6. State and estimate Darwin's ethical theory, and indicate Spencer's main divergences from it.
7. Give the three forms of Kant's Categorical Imperative, and show their relation to one another.
8. Explain Aristotle's doctrine that Virtue is (a) a Habit, (b) a Mean.
9. Trace the treatment of Pleasure in Greek Ethics.

(Additional for First Class.)

3 TO 5 P. M.

10. Give Plato's account of the human 'constitution,' and compare it with Butler's.
11. Trace the various elements in Aristotle's conception of Happiness, and exhibit their relation to one another.
12. Compare the views of Plato and Aristotle as to the Contentment of life.
13. In what sense does Butler hold that man is 'a law unto himself'? Compare his position with that of Kant or Green.
14. Examine Mill's account of the distinction of Quality in Pleasure. Is it original? If not, trace its source.
15. Give a summary statement and critical estimate of (a) Kant's or (b) Green's ethical theory.

### METAPHYSICS.

Examiner..... PROFESSOR SETH.

APRIL 1888.—10 A. M. TO 1 P. M.

1. Explain and illustrate the use of the following terms: *Ontology, Epistemology, Metempsychology, Dogmatism, Scepticism, Criticism.*
2. Trace the Dualism of Cartesian speculation, and the various attempts to account for reality without abandoning it.
3. Give Locke's view of Material Substance, and of the distinction between the Primary and Secondary Qualities. How does Berkeley criticise the latter distinction, and with what justice?
4. In what sense does Berkeley (a) deny, (b) maintain the existence of Matter?
5. State and estimate Berkeley's view of the Permanence of the External World. Compare the views of Hume and Kant on this question.
6. Give Berkeley's account of Space, and compare his view with those of Hume and Kant.
7. Compare critically the accounts of Causality offered by Locke, Berkeley, Hume and Kant, respectively.
8. In what sense may Hume be said to have "stated the problem of Metaphysics," and how does Kant generalize Hume's question? Indicate the general tenor of the Kantian answer.
9. "A consistent Sensationalism must be speechless." Explain this statement, and illustrate its truth from the history of modern philosophy.

(Additional for First Class.)

3 TO 5 P. M.

1. Distinguish Descartes' three proofs of the Divine existence, and estimate their value.
2. Describe Locke's aim and method in the *Essay*, and indicate the relation of the various parts to its central purpose.
3. Give Locke's view of (a) the nature, (b) the origin, (c) the certainty, (d) the reality, (e) the degree, and (f) the extent of human knowledge.
4. State Locke's distinction between the "Nominal" and the "Real" Essence. Why, on his view, can there be "no science of bodies?" Compare Berkeley's view on this subject.
5. Summarize the evidence for the existence of two divergent lines of thought (a) in Locke, (b) in Berkeley.
6. Give a critical estimate of Berkeley's Idealism.

## LOGIC AND PSYCHOLOGY.

## PSYCHOLOGY.

Examiner.....PROFESSOR LEALL.

THURSDAY, 29th JANUARY, 1888.

THREE HOURS.—TWO HOURS.

1. Give Sir William Hamilton's classification of the Mental Processes, with criticisms.
2. What do you understand by the Laws of Mind? Show how the two generic laws are present in, and characterise the other laws.
3. Give illustrations of the Active or Practical Processes, defining them at the same time.
4. What are the Laws of Association, and to what single law may they be reduced? Give examples.
5. What views may be taken of Imagination? What is the distinctive character of Poetic Imagination?

FRIDAY, 27th JANUARY, 1888.

THREE HOURS.—TWO HOURS.

1. How have the Emotions been classified? What more philosophic principle of classification may be adopted?
2. Under what class may the Aesthetic Emotion come? What is the highest Emotion under the same class?
3. Give the different theories of Beauty, vindicating and illustrating Alison's theory by Burke's sensible qualities of the Beautiful and Sublime, respectively.
4. Give some account of the Social Emotion. State the modern theory on the subject of the Social Emotions.
5. Give the contrasted Emotions, with the ground of contrast.

## LOGIC.

Examiner.....PROFESSOR SETH.

APRIL 12th.—50 A. M. TO 1 P. M.

1. How is Logic related to Psychology in respect of (a) its province, (b) its point of view?
2. State the various views which have been held as to the nature of the Concept. Which seems to you the most adequate, and on what grounds?
3. (a) If the proposition I is false, what follows as to A, E and O?  
(b) Convert the following propositions:  
(1) All are not happy that seem so.  
(2) Murder will out.  
(3) 'Tis only noble to be good.

4. State the following argument in syllogistic form; give its Mood and Figure; and, if not in First Figure, reduce it.

Epicureans are not true philosophers, for they do not hold that virtue is the chief good; and all true philosophers hold that it is.

5. Construct a concrete Syllogism capable of being expressed in each of the Four Figures, and state it in each.

6. State and prove the special rules of the First Figure.

7. Define and illustrate the following: Infima Species; Epithetopora; Illitic Process; Ignorantia Socratica.

8. Construct a Regressive Sorites, and resolve it into its component Syllogisms.

9. Test the following inferences. If correct, state syllogistically, giving Mood and Figure; if fallacious, name the Fallacy:

- (a) The study of Logic is of no value, for all can reason without its aid.
  - (b) Light cannot consist of material particles, for it does not possess momentum.
  - (c) He must be a learned man, for all learned men are hard students.
  - (d) Why should I exert myself? For it is fated either that I shall succeed or that I shall not, and in either case exertion on my part is needless.
  - (e) Aristotle must have been a very industrious man; for he could not otherwise have produced so many works.
  - (f) No form of democracy is subject to violent revolutions, for it never excites the mass of the people from political power.
  - (g) Dissect always weakens religion in the people, for it sets itself in opposition to the National Church.
10. Explain the Quantification of the Predicate, and the grounds on which it is advocated. With what theory of judgment is it connected, and what are its main effects on logical doctrine?

## MATHEMATICS.

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

## GEOMETRY.—FIRST YEAR.

APRIL 12.—50 A. M. TO 1 P. M.

1. Show that the fifth and sixth propositions of Euclid Book II and the sixth and tenth of the same book are only cases of one proposition; and give an enunciation that shall in each case comprehend both.
2. Enunciate and prove any one of these four propositions, and prove it by the division of the straight line.
3. If a straight line be drawn from the vertex of an isosceles triangle to meet the base, the difference between the squares of this line and one of the equal sides is equal to the rectangle of the segments of the base. Prove for one figure.
4. The angle at the centre of a circle is double of the angle at the circumference, standing on the same arc. Prove when the centre is outside the angle at the circumference.

5. In equal circles chords that are equal cut off equal arcs, the greater equal to the greater, and the less equal to the less.

6. If two adjacent angles of a regular polygon be bisected by lines which meet in Q, the lines drawn from Q to all the other angles bisect them.

7. If two triangles have an angle in the one equal to an angle in the other, and the sides about these equal angles proportional, then must the triangles be similar.

8. If two opposite sides of a quadrilateral inscribed in a circle be produced to meet, and also its opposite angles joined, four pairs of similar triangles are thus formed.

9. The circle that passes through the ends of the side of a triangle and its orthocentre is equal to the circle circumscribed about the triangle.

10. If a quadrilateral be inscribed in a circle, the sum of the angles in the segments cut off by its sides is six right angles.

11. The hypotenuse of a right angled triangle is fixed; but the sides vary; show that the locus of the centre of the inscribed circle is the fourth part of the circumference of another circle; and that the square of the radius of the latter is equal to half the square of the hypotenuse.

12. "If a point so move that the difference of the square of its distances from two fixed points is constant, its locus is a straight line perpendicular to the line joining the points." Hence prove that if from a fixed point in the circumference of a circle two chords PQ and PR be drawn, and if they vary in length in such a way that  $PQ^2 + PR^2$  is constant, the locus of the middle point of QPR is a straight line.

#### GEOMETRY AND MENSURATION.—SECOND YEAR.

APRIL 15.—10 A. M. TO 1 P. M.

1. Draw two equiangular parallelograms and show, without proof, how to represent by means of two straight lines the ratio of their areas.

2. The parallelograms about the diagonal of any parallelogram are similar to the whole parallelogram and to one another.

3. If V, a pencil of four lines, cut any one transversal harmonically, it cuts every transversal harmonically.

4. A line drawn through a centre of similitude of two circles cutting them, divides the circles into similar segments.

5. What is the "nine-points circle of a triangle"? Show that it is also the "nine-points circle" of the three triangles whose bases are the sides, and common vertex the orthocentre of the first triangle.

6. BCDP is a quadrilateral inscribed in a circle, BC being equal to CD. Show that  $FC \cdot FE \cdot FD = BC^2$ .

7. In a parabola the subtangent is bisected at the vertex.

8. The chord of contact of two tangents drawn to a parabola is bisected by the line drawn from their point of concourse parallel to the axis.

9. Show that the sum of the focal distances of any point of an ellipse is equal to the major axis.

10. If S be the focus of an ellipse, and P any point in the curve at which a tangent is drawn, cutting the directrix in Z, then SZ is perpendicular to SP.

11. Given the two sides of a triangle and the included angle 5 ft., 6 ft., and  $30^\circ$ : find the third side by one numerical process; and also the medians drawn from the angle opposite to it. ( $\sqrt{3} = 1.732$ ).

12. A hemisphere and a right cone are of the same material and the same weight. The area of the base of the cone is  $\frac{1}{2}$  the area of the base of the hemisphere. Prove that the height of the cone is 4 times the radius of the hemisphere.

#### ALGEBRA.—FIRST YEAR.

APRIL 15.—10 A. M. TO 1 P. M.

1. Show that, if  $x^2 + y^2 = 1$ ,  $x + \sqrt{1 - y^2}$  and  $-\sqrt{1 - y^2} - x$  are the reciprocals of each other; and write out the powers of  $+\sqrt{1 - y^2}$  and  $-\sqrt{1 - y^2}$  as far as the 8th, with any relative remarks that occur to you.

2. When a fraction, as  $\frac{a}{\sqrt{b} \pm \sqrt{c}}$ , is to be numerically computed, show the advantage of "rationalizing the Denominator," as the first step in the process. Illustrate by an example of your own.

3. A could do a whole job in 12 days, B in 16, C in 18 days. After working at it all together for two days, B and C struck for more wages; and after a time A struck also, when  $\frac{3}{8}$  of the job remained undone. How long had A been working alone?

4. There are two ordinary ways of solving such a pair of equations as this:  $x + y = a$ , and  $xy = b^2$ . Describe them and say which you prefer, and why.

5. Solve either of the pairs of simultaneous equations:  $x^2 + y^2 = 716$ , and  $x + y = 8$ ; (2)  $x^2 y^2 + 400 = 41 xy$ , and  $y^2 = 5 xy - 4 x^2$ .

6. Given  $x^2 + px + q = 0$ . Find the several conditions that the roots are (1) equal, (2) real but unequal, (3) imaginary; and if  $a$  and  $\beta$  are the roots, find an expression for  $\frac{1}{a^2} + \frac{1}{\beta^2}$ .

7. Show that  $\begin{vmatrix} na_1 na_2 na_3 \\ b_1 b_2 b_3 \\ c_1 c_2 c_3 \end{vmatrix} = na_1 a_2 a_3 \begin{vmatrix} a_1 b_1 c_1 \\ a_2 b_2 c_2 \\ a_3 b_3 c_3 \end{vmatrix}$

and that if two adjacent columns or rows of a Determinant are the same, the Determinant = 0.

8. Show that in an Arithmetical Progression the sums of terms equidistant from the extremes is constant; and state and prove the corresponding theorem for a Geometrical Progression.

9. Show that the series,  $a + ar + ar^2 + \dots$ , ad inf., is to the series,  $a - ar + ar^2 - \dots$ , ad inf., ( $r < 1$ ) as  $1 + r$  to  $1 - r$ . Also, if any one term of an infinite decreasing Geometrical series =  $n$  times the sum of all that follow it,  $r = \frac{1}{n+1}$ .

10. Prove  $a^2 + b^2 > a^2b + ab^2$ , unless  $a = b$ .
11. If  $a : b :: c : d$ , prove  $a^2c + ac^2 : b^2d + bd^2 :: (a + c)^2 : (b + d)^2$ .
12. Given  $x^4 + ax^3 + bx^2 + cx + d = 0$ , the roots being  $\alpha, \beta, \gamma, \delta$ : prove  $\frac{1}{\alpha} + \frac{1}{\beta} + \frac{1}{\gamma} + \frac{1}{\delta} = -\frac{c}{d}$ ; and write the equation whose roots are  $-\alpha, -\beta, -\gamma, -\delta$ .
13. Given the equation  $2x^3 - 3x - 6 = 0$ . Show that one root lies between 1 and 2; and the first Decimal figure of it being 7, find by the method of Horner, the root to three places of decimals.

## TRIGONOMETRY AND ALGEBRA.—SECOND YEAR.

ARITH.—3 TO 6 P. M.

1. Explain "circular measure," as distinguished from Gradual measure; and if an arc of  $60^\circ$  were the unit of angular measure, find the number of degrees, &c., in an arc whose measure is  $\frac{7}{12}$ .
2. Tan  $\theta = \tan (n\pi + \theta)$  where  $n$  is any whole number; but if  $\sin \theta = \sin (n\pi + \theta)$  or  $\cos \theta = \cos (n\pi + \theta)$ , then  $n$  must be an even number.
3. A column stands at the top of an even slope whose gradient is 1 in 20. At a station A the angle subtended by this column is  $\alpha^\circ$  and  $l$  feet further down the slope at B, which is in the same straight line with A and the middle of the base of the column the angle subtended by it is  $\beta^\circ$ . Give all the steps, with accompanying explanations, for determining the height of the column.
4. From the formulae for  $\sin (A + B)$  and  $\cos (A + B)$  find expressions for  $\tan (A + B)$ ,  $\cot (A + B)$ ,  $\tan 2A$ ,  $\sin 3A$ ; and from one of these deduce the 90°.
5. Show that  $\sin (n + 1)A = \sin nA + 2 \sin A \cos nA$ ; find the similar formulae for  $\cos (n + 1)A$ ; and describe carefully any useful application you know of one of these.

6. Starting from the fundamental formulae for  $\cos A$  in terms of the sides of the triangle ABC, find  $\cos \frac{A}{2}$ ; and show that if the triangle is isosceles,  $b = c$ , the formula reduces to  $\sqrt{\frac{b^2 - a^2}{2b}}$ .

7. Prove that the radius of the escribed circle touching the side  $a$  is  $\frac{S}{s - a}$ ; and show that the distance between the point where it touches this side and the point where the inscribed circle touches it = the difference of the other two sides.

8. From the relations of a spherical triangle to its polar triangle, deduce  $\cos a = \frac{\cos A + \cos B \cos C}{\sin B \sin C}$ ; and illustrate Napier's rule of

Circular Parts by two cases chosen by yourself, one for each subdivision of the rule.

9. Show that the binomial expansion of  $(a + x)^n$  is finite when  $n$  is a positive integer; and find the greatest coefficient when  $n$  is odd; that it is infinite in all other cases. Does it ever become unintelligible? Illustrate your answer.

10. A person who owes an annuity A which has  $n$  years to run desires to exchange it for a perpetual annual income A, that shall commence after  $q$  years. Show that the actuary's formula is

$$A_1 = \frac{A}{i^{n-q}} (i^n - 1)$$

11. In what scale of notation is the number  $829 = 990$  in the common scale.

12. Show that every prime number must be adjacent to a multiple of 6, i. e., must be of the form  $6 \pm 1$ .

## ADDITIONAL MATHEMATICS.—SECOND YEAR.

ARITH.—3 TO 6 P. M.

1. Give the construction of the problem, To draw a perpendicular to a given plane from a given point without it; also, draw a plane parallel to a given plane through a given point without it.

2. Starting from the proper assumptions, prove

$$\sin x = x - \frac{x^3}{3!} + \frac{x^5}{5!} - \&c. \text{ Hence}$$

3. If  $c$  be the length of the chord of a small arc of a circle, and  $s$  that of its half, prove that the length of the arc =  $\frac{8c - c^3}{3}$  nearly.

4. Sum a series of the following two series:

$$(1) 1, 1^2 + 2^2 + 3^2 + \&c.; (2) \frac{1}{1.3.5} + \frac{1}{3.5.7} + \frac{1}{5.7.9} + \&c.$$

Also sum the latter to infinity.

5. Show that  $\tan (\theta + \delta) - \tan \theta \approx \sec^2 \theta$ , where  $\theta$  does not approach very nearly to  $\frac{\pi}{2}$ , and  $\delta$  is the measure of a very small angle, not greater than one minute of arc.

6. If  $\cos (x - 1) = \cos \frac{-1x + 1}{\sqrt{x^2 + 2x + 2}} = \frac{\pi}{6}$ ; find  $x$ .

7. There are four counters dice in a bag and one counter-man one whose faces are all marked ace; but in other respects they are all the same. A die is taken out at random, not examined, and, thrown three times, turns up ace each time. Show that it is 64:1 that this is the oddly marked die.

8. The roots of the equation  $x^2 \pm 1 = 0$ , are in Geometrical Progression. In showing this, take either sign you please, not both; and take  $n$  both even and odd.

## PHYSICS.

Examiner ..... J. G. MacGREGOR, D. Sc.

## THIRD YEAR CLASS.

APRIL 1898.—10 A. M.—1 P. M.

*N. B.—Questions marked with an asterisk have the higher values.*

*A.—Three of the following:*

(1). The speed of a body which starts from rest, increases uniformly at the rate  $a$ . Show that after having moved through a distance  $s$ , it will have gained a speed equal to  $\sqrt{2as}$ .

(2). Enunciate and prove the law of the composition of forces.

(3). It has been said that if, as the Third Law of Motion asserts, in the case of a horse drawing a cart-load, the horse were pulled back by the cart with a force equal to that by which the cart is pulled forward by the horse, there could be no motion. Criticise this statement and explain fully what determines the motion of the horse and of the cart respectively.

(4). State the Law of the Conservation of Energy. To illustrate it, show that if a stone be tossed vertically upwards with an initial velocity of 256 feet per second, its energy (including both kinetic and potential) will have the same value after 4 and after 8 seconds respectively. (Take  $g$  as being 32 feet per sec. per sec.)

(5). Describe the Common Balance.—If it is properly made, and if when the pans are loaded the beam is horizontal, show that the weights of the loads in the pans must be equal.

*B.—Seven of the following:*

(7). What is meant by the pressure at a point of a fluid? Show that in the case of a heavy liquid, the pressure at any point is greater than the pressure at the upper surface by the weight of a cylinder of the liquid whose cross section has an area unity and whose length is the distance of the point from the upper surface. How would you verify this result experimentally?

(8). Describe the structure of the Mercury Barometer, and show (a) that it enables us to measure the pressure of the atmosphere, and (b) that it may be used to measure the height of a mountain.

(9). Point out what is inaccurate in the following statement, made by Huxley in his Introductory Science Primer: "As soon as this upper water" (in a vessel of water whose temperature was being gradually lowered) "cooled ever so little below 32° F., a film like glass would form on its surface by the conversion of the coldest fluid water into solid water or ice." What should Huxley have said?

(10). How would you show by experiment (a) that bars of metal increase in length as their temperatures rise; (b) that the thermal expansion of masses of metal is the same in all directions, and (c) that between 0° and 4° C. water contracts as its temperature rises?

(11). (a) Heat is a form of energy. (b) Heat is the kinetic energy of the molecules of a body. (c) Heat is a mode of motion. (d) Heat is an imponderable substance.—In the case of each of these propositions answer the following questions:—(a) Is it manifestly false? (b) Has it been proven, and if so, how? (c) Is it an hypothesis? If so, has it been shown to be false, and in that case, how?

(12). A small object is so placed that the axis of a double convex lens passes through it, and its distance from the lens is greater than the focal length of the lens. Trace the course of the rays by which the image will be formed, and show that the image will be real and inverted.

(13). How may the prism be used to analyze the light of an incandescent body? Describe fully the spectrum of light from the sun, and account for the dark lines in it.

(14). Describe experiments proving that the pitch of a musical note rises as the rapidity of the oscillations of the sounding body increases. Hence show that if sound is propagated by waves in the atmosphere, the waves of a high note must be short, those of a low note long.

(15). Show that two equal and similar waves moving in opposite directions and with equal velocities along a line of particles must give rise to standing waves; and explain (a) the formation of nodal lines in a vibrating plate, and (b) the fact that a series of notes can be obtained from any given fine pipe.

(16). Given a piece of sealing-wax, a piece of fur, a pith ball suspended by a silk string, and an electrified body: how will you determine whether this body has a positive or a negative charge? If a gold leaf electroscope were substituted for the suspended pith ball, how would you make the determination?

(17). What conditions must be satisfied that a current may flow in a circuit of conductors? And how are the conditions satisfied (a) when a frictional machine is worked, sparks passing from its conductor to a conductor in contact with the earth, (b) in the galvanic circuit, and (c) in the case of thermoelectric currents?

## FOURTH YEAR CLASS.

APRIL 1898.—10 A. M.—1 P. M.

*N. B.—Answer any ten questions. Those with an asterisk have the higher values.*

(1). Define declination and right ascension. What observations would you make to determine them? With what instruments? The observations made, how would you make the determination?

(2). Given that the sun attracts a planet with a force inversely proportional to the square of the distance between them, show that the path of the planet about the sun must be a conic section.

(3). Show that a tension parallel to any one line in a body and an equal pressure parallel to any line at right angles to it are together equivalent to a shearing stress of the same value on planes cutting these lines at angles of 45°.

(4). Define elasticity of fibres, elasticity of volume, Young's modulus, and modulus of flexural rigidity. Express Young's modulus in terms of the elasticities of fibres and volume.

(5). Show that at any point of a heavy fluid the rate at which pressure increases with distance in a direction normal to surfaces of equal pressure is equal to  $\rho g$ , where  $\rho$  is the density of the fluid at the point and  $g$  the acceleration of a falling body, pressure being measured in absolute units.

\*[6]. Show that, if  $P$  be the excess of the pressure inside over that outside at any part of a soap-bubble,  $T$  the surface tension of a solution of soap bounded by air, and  $R$  and  $R'$  the radii of curvature of sections of the bubble, at the part referred to, made by perpendicular planes,  $P = 2T(R + R') / RR'$ .

(7). Water being in contact with glass and air (as for example, when a glass rod is partially immersed in water), upon what will the angle of contact depend? How would you determine its magnitude experimentally?

(8). Describe generally the isothermal diagram of Carbonic Acid; and explain what is meant by its critical temperature.

\*[9]. How are the adiabatic lines of a substance related to its isothermals as to their general course? Given this relation, show that an adiabatic compression must lower the temperature of a substance whose coefficient of expansion is negative.

\*[10]. Prove that the rate of increase of entropy with pressure, temperature being constant, is equal to the rate of decrease of volume with temperature, pressure being constant.

\*[11]. Discuss any method of determining the ratio of the specific heats.

(12). How may it be concluded from the fact that there is no electrical force inside a conductor, that the law of electrical attraction is that of the inverse square of the distance.

(13). Show that the charges at the ends of a tube of force, extending from one electrified body to another, must be equal and of opposite sign. Hence prove that if a charged body be surrounded by a conductor its charge must be equal to that induced in the conductor. Describe the experiment by which Faraday obtained this result.

\*[14]. Apply the method of electrical images to prove that the density of the electrification at any point of a special conductor, kept at zero potential, due to a charge at a point outside it, is inversely proportional to the cube of the distance between the points.

\*[15]. Find the capacity of a condenser consisting of parallel plates very close together; and determine the attraction between the plates when charged to given potentials.

(16). How would you determine the electromotive force and the resistance of a given galvanic cell?

(Additional for First Class.)

Ans. 2001.—20—11.20 A. M.

N. B.—Any four of the following. Those with an asterisk have the higher values.

\*1. Explain the action of the loud pedal in the piano-forte; and show how the quality of the notes of that instrument depend upon the mode and place of percussion.

2. Show that a sound wave travelling in an organ pipe will be reflected on reaching the end, whether the end be stopped or open. What difference will there be in the reflection in the two cases?

\*3. Explain the occurrence of diacords in the case of musical notes which contain no overtones.

\*4. Show that the multiplication and division of "vibration fractions" correspond to the addition and subtraction of intervals; and that, of the two intervals called the Fourth and Fifth, each is the inversion of the other.

\*5. Give some account of temperament.

DYNAMICS.

Ans. 2001.—3 to 4 P. M.

N. B.—Answer only ten questions. Those with an asterisk have the higher values.

(1). Given the displacement of a point  $P$  relative to a point  $Q$ , and that of  $Q$  relative to a third point  $O$ , find that of  $P$  relative to  $O$ .

(2). A point moving with uniform speed in a circular path passes from one end of a diameter to the other in 10 seconds. The radius being 30 cm., find (a) the mean speed, (b) the mean velocity, (c) the instantaneous velocity at any instant.

\*[3]. The hodograph of a point moving in an ellipse in such a way that the moment of its velocity about the centre is constant, is a similar ellipse.

(4). Find the range of a projectile on a horizontal plane, the magnitude and direction of the initial velocity being given; and show that had the direction been different the range might still have been the same.

\*[5]. A moving point has a velocity of 1 ft. per sec. when at a distance of  $\frac{1}{2}$  feet from a fixed point in its line of motion towards which its acceleration is directed, its acceleration being everywhere numerically equal to its distance from that point. After what time will it be at a distance of 1 ft.?

\*[6]. A rigid body with one point fixed undergoes two successive rotations. Show that the same displacement may be given it by a single rotation, and find the axis of this rotation.

\*[7]. Find the resultant of two angular velocities about parallel axes.

(8). Find the dimensions of the derived unit of force. The unit of density being that of water and the units of time and mass 1 minute and 1 hundred-weight respectively, find the magnitude of the derived unit of force.

\*[9]. A particle slides in a vertical plane down the smooth edge of a circular disc with axis horizontal. Show that if it start from rest at the highest point, it will quit the disc after describing an arc subtending at the centre an angle whose cosine is  $\frac{2}{3}$ .

\*[10]. Show that a particle will be in equilibrium if acted upon by three forces represented in direction by the perpendiculars from the angular points of a triangle on the opposite sides, and in magnitude by the reciprocals of the lengths of those perpendiculars.

\*[11]. Show that the greatest velocity an agent working at the rate  $R$  can produce in a body against an opposing force  $F$  is  $R/F$ .

(12). Apply the law of Energy to find the speed of the bob of a simple pendulum which has swung from a given extreme position through a given angle.

\*[13]. Establish the law of the Conservation of Energy for an extended system.

\*[14]. A thin rod is movable about a fixed point. Find the centre of percussion.

\*[15]. A heavy body is attached to the end B of a weightless rod A B. A string fastened to the end B passes over a smooth fixed peg C, through a ring at the end A of the rod, and supports a second heavy body. Determine the position of equilibrium.

(Additional for First Class.)

APRIL 1902.—10—11.30 A. M.

N. B.—Any four of the following. Those with an asterisk have the higher values.

\*1. A body is subjected to a strain which is of such a nature that the distances of pairs of points so placed in the unstrained body that the lines joining them are parallel, are changed in the same ratio. Show that lines in the body which are straight and parallel before the strain are straight and parallel after the strain.

2. Define the shear and prove that it is a homogeneous strain.

\*3. Prove that the complete specification of the stress at any point of a strained body requires only six numerical data.

\*4. Determine the strain produced by a simple longitudinal stress, in terms of the magnitude of the stress and the elasticities of figure and volume.

\*5. Show that the pressure at any point of a fluid in a static condition is the same in all directions, and that the same law holds for a fluid whose parts are moving relatively to one another, provided shearing stresses may be neglected.

CHEMISTRY.

Examiner..... PROFESSOR LAWSON.

INORGANIC CHEMISTRY.

APRIL 1902.—10 A. M. TO 1 P. M.

Five questions only to be answered. All of equal value.

1.—Compare the effects of physical forces—magnetism, light and heat upon bodies, with the effects of chemical action, and give examples. Explain what is meant by chemical force or affinity, and distinguish it from cohesion. What are molecules? atoms? Explain briefly the process of chemical combination as shown in the union of sulphur and iron.

2. The relative weights in which bodies combine are invariable and are called equivalents. Give a full explanation of this statement, with examples. In what way is the equivalent of an element determined? When two bodies unite in several proportions, the weight of one being considered constant, the weight of the other varies according to simple ratio. Explain, with examples. Give the equivalent, also the atomic, numbers of the following elements: O, C, S, H.

3. What is the chemical nature of the process of Combustion, what bodies usually enter into it, and what are the ordinary products? (Give examples of slow and rapid combustion.) A combustible substance, consisting of Carbon and Hydrogen, is introduced in a burning state into each of the following gases; what takes place in each case; and what are the products of combustion, if any: H, Cl, N, O, CO, CO<sub>2</sub>.

4. When a mixture of hydrogen and oxygen is exploded, in what proportion by volume do the two gases combine, and what is the relation between their volumes and the volume of the gas resulting from the combination. Explain the composition of Water, so as to show the number of atoms which its molecule contains. What are the ordinary dangerous impurities of well water, and how are they to be detected. What salts does sea-water contain, and from what source are they derived.

5. In what forms or combinations do the following elements occur most commonly in nature:—S, P, K, Ca, Fe, Pb, As, Sb. Explain the apparent chemical reasons for their so occurring. Enumerate the principal metals whose sulphides are: (a) insoluble in acid solutions, (b) soluble in acid, but insoluble in neutral and alkaline sols., (c) soluble in water.

6. In what form, and to what extent, does Potash exist in soils; how do you explain its presence there. In what form does it exist in the plant, and its plant ashes. In what form and to what extent does Phosphorus exist in soils. Give formulae for the salt that exists in bone, and explain how it may be made soluble.

7. Give a general view of the different classes of Metallic Oxides, showing the effect of the proportion of oxygen upon the several compounds as regards their basic or acid characters, with examples. Define what is meant by the terms: Base, Acid, Salt.

8. Write concisely in words that is, translate into plain English, without any unnecessary explanation, the exact meaning of each of the following chemical equations:—



ORGANIC CHEMISTRY.

TIME: THREE HOURS.

Five (5) questions only to be answered.

1. Carbon is said to be Tetratomic. What does this mean? Illustrate by examples. Show in what way substitution compounds are formed from Methane. Also, in what way Hydrocarbons of the Methane Series, containing more carbon atoms than one, may be formed without losing the type CH<sub>4</sub>.

2. Describe the process of Elementary Analysis of an organic compound containing C, H and O, and sketch a diagram showing the apparatus used, with special regard to the relative positions of the several parts when put together. What are the possible sources of error, what precautions are necessary to ensure accuracy? State results obtained (or assume results) and give calculations showing conversion into weights of C, O and H.

3. What is the chemical constitution of an Alcohol? What are the more important Monatomic Alcohols? Describe Methyl Alcohol, Ethyl Alcohol, as regards their sources, constitution, and properties. In what way is absolute alcohol obtained?



4. Describe Acetic Acid as regards its mode of formation, constitutional relation to Alcohol, properties, and the principal salts which it forms, (Acetates). How is Ethyl Acetate prepared?

5. What is the chemical constitution of Chloroform? From what materials is it usually prepared? Describe the process, and explain in a general manner the probable re-actions that take place, as suggested by your knowledge of the chemical affinities of the elements or radicals involved.

6. Compare the chemical compositions of tallow, common soap, glycerine, palmitine, nitroglycerine, dynamite.

### PRACTICAL CHEMISTRY—ADVANCED COURSE.

TIME: THREE HOURS.

1. Find the specific gravity of the Water sample A (Mineral Water), and describe the operation fully, noticing every precaution necessary to ensure accuracy. Give results obtained, with any requisite calculations, including deducted weight of bottle, (a previously unweighed bottle without counterpoise to be used).

2. Describe in detail the ordinary method of analysis of an Iron Ore, with necessary calculations. Find by analysis the amount of metallic iron in the sample B. State the several processes to which you have subjected it, and the results obtained.

### PRACTICAL CHEMISTRY—ELEMENTARY COURSE.

TIME: THREE HOURS.

1. Find (1) one Acid, and (2) one Base in each of the Solutions, numbered 1, 2, &c., to . . . 31, or in as many of them as you can in the time allowed.

[The Bases and Acids were the following:

Base.	Acid.	Base.	Acid.
$\frac{1}{1}$ = Argentic Oxide.	Nitric.	$\frac{27}{1}$ = Bismuthic Oxide.	Hydrochloric.
$\frac{2}{1}$ = Potassic Oxide.	Acetic.	$\frac{28}{1}$ = Cupric Oxide.	Sulphuric.
$\frac{3}{1}$ = Plumbic Oxide.	Acetic.	$\frac{29}{1}$ = Ammonia.	Oxalic.
$\frac{4}{1}$ = Strontia.	Nitric.	$\frac{30}{1}$ = Distilled Water.	
$\frac{5}{1}$ = Baria.	Nitric.	$\frac{31}{1}$ = Magnesia.	Sulphuric.
$\frac{6}{1}$ = Platinic Oxide.	Hydrochloric.	$\frac{32}{1}$ = Lime.	Hydrochloric.
$\frac{7}{1}$ = Arsenious Oxide.	Hydrochloric.	$\frac{33}{1}$ = Soda.	Carbonic.
$\frac{8}{1}$ = Lime.	Hydrochloric.	$\frac{34}{1}$ = Strontia.	Nitric.
$\frac{9}{1}$ = Mercuric Oxide.	Hydrochloric.	$\frac{35}{1}$ = Strontia.	Nitric.
$\frac{10}{1}$ = Potassa.	Hydrochloric.	$\frac{36}{1}$ = Lime.	Hydrochloric.
$\frac{11}{1}$ = Mercurous Oxide.	Nitric.	$\frac{37}{1}$ = Magnesia.	Sulphuric.
$\frac{12}{1}$ = Cupric Oxide.	Sulphuric.	$\frac{38}{1}$ = Distilled Water.	
$\frac{13}{1}$ = Bismuthic Oxide.	Hydrochloric.	$\frac{39}{1}$ = Ammonia.	Hydrochloric.
$\frac{14}{1}$ = Alumina.	Sulphuric.	$\frac{40}{1}$ = Potassa.	Chloric.
$\frac{15}{1}$ = Nickel Oxide.	Sulphuric.	$\frac{41}{1}$ = Baria.	Nitric.]
$\frac{16}{1}$ = Alumina.	Sulphuric.		

2. Write out carefully the results of your determinations. In any case of failure, or uncertainty, point out probable or possible cause.

Standing of candidates will be calculated from number of accurate determinations, minus number of erroneous ones,—due value being allowed for explanations given under question 2.

### BOTANY.

Examiner . . . . . PROFESSOR LAWSON.

Area 900.—50 A. M. TO 1 P. M.

Five questions only to be answered.

1. Give a general description of a vitally active Vegetable Cell, noticing particularly (a) the structure, nature and functions of its protoplasm, (b) the Cell Wall, its composition, special modifications, lignification and mineralization, (c) plastids, (d) protein granules, (e) starch, (f) crystals.

2. Compare, as regards their form and structure, (a) parenchyma cells, (b) epidermal cells with their trichomes and stomata, (c) cork cells, (d) wood cells, (e) spiral and dotted vessels or ducts, (f) bast cells, (g) cribrose cells, (h) latex cells,—and classify them.

3. Give a description of the modes of arrangement of the several tissue elements into tissues, of the tissues into systems, and the systems into organs.

4. Give a detailed account of the Circulation of Protoplasm in cells, Rotation, Amoeboid movement, relations of protoplasmic movements to heat (giving optimum, maximum and minimum temperatures), continuity of protoplasm.

5. Relations of the Plant to the soil, absorption, ash constituents and their offices; transfer of water through the plant; compare transpiration and evaporation, and state effects of the former upon the plant, the air, and the soil.

6. Describe fully the process of Assimilation, or appropriation of carbon by the plant, describe the assimilating system of the plant, noticing fully the essential constituents of the assimilative cells, the raw materials required for assimilation, effects of light. Briefly, appropriation of Nitrogen by the plant.

7. Transmutation or changes of organic matter in the plant. Respiration. Classify principal organic products of the plant.

8. Give a sketch of the grouping or classification of plants into the larger groups, distinguished by the absence or presence of true seeds, the nature of the embryo, structure of the stem, venation of leaves, number of parts in the floral verticil, position and mutual relations as regards adhesion or separation of the calyx, stamens, petals and ovary, the presence of a spathe, and the texture of the floral envelopes (whether petaloid or glumaceous).

9. Give a brief account of each of the following Natural Orders, pointing out the most important characters by which they are distinguished:—Crucifera, Umbellifera, Leguminosae, Compositae, Conifera.

10. Give an account of each of the following orders, with examples, and point out their essential distinctive characters:—Liliaceae, Anacardiaceae, Trillaceae, Araceae, Gramineae.

## EXAMINATIONS FOR HONOURS.

## I.—HONOURS IN MATHEMATICS AND PHYSICS.

## MATHEMATICS.

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

## I.

## TRIGONOMETRY AND ANALYTICAL GEOMETRY.

ARITH. 11.—10 A. M. TO 1 P. M.

1. Either of the following Problems. (1) Given  $\cos(A-C)\cos B = \cos(A-B+C)$ : to prove the tangents of  $A$ ,  $B$  and  $C$  in Harmonical Progression. Or (2) given that the sines of  $A$ ,  $B$ ,  $C$  are in Arithmetical Progression, to prove that  $\cos \frac{A}{2}$ ,  $\cos \frac{B}{2}$ ,  $\cos \frac{C}{2}$  are also in A. P.

2. Given  $\sin \phi = n \sin \theta$ , and  $\sin \theta = m \sin \phi$ : prove

$$\cos^2 \theta = mn^2 \frac{n^2 + 1}{m^2 + 1}.$$

3. A rectangular field is twice as long as it is broad, and the distances of a tree in it from three corners are  $a$ ,  $b$ ,  $c$  respectively. Find an equation for determining the sides.

4. Take an exponential expression for  $\sin \theta$ , and hence express  $\sin^2 \theta$  in a series of descending multiples of  $\theta$ , when  $\theta$  is even.

5. Resolve  $x^{2n} - 2x^n \cos \theta + 1 = 0$  into Quadratic factors, and apply the result to decompose similarly  $x^{2n} - 2x^n \cos \theta + a^{2n}$ , when  $\theta = \pi$ .

6. From  $B$ , the end of the diameter of a circle, measure off  $n$  arcs,  $BC$ ,  $CD$ ,  $DE$ , &c., all equal to each other, and from  $C$ ,  $D$ ,  $E$ , &c., draw chords to the other end of the diameter; then, if the first chord be

$$x + \frac{1}{x}, \text{ the } n^{\text{th}} \text{ will be } x + \frac{1}{x^n}.$$

7. Show that  $x \frac{x^n - 1}{x - 1} = x \frac{n+1}{2} \frac{x^n - x^{-n}}{x^2 - x^{-2}}$ ; and use this knowledge

in summing to  $n$  terms the series  $(\cos \theta + \sqrt{-1} \sin \theta)^n + (\cos \theta + \sqrt{-1} \sin \theta)^{n-2} + (\cos \theta + \sqrt{-1} \sin \theta)^{n-4} + \dots$

8. Deduce, from your knowledge of the theory of Equations, stating any objections if you have them, that

$$\cos \theta = \left(1 - \frac{4\theta^2}{\pi^2}\right) \left(1 - \frac{4\theta^2}{3^2\pi^2}\right) \left(1 - \frac{4\theta^2}{5^2\pi^2}\right) \dots \text{ and prove, by the aid}$$

of the calculus, that  $\frac{1}{4} \tan^2 \frac{\theta}{2} = \frac{\theta}{2\pi - \theta^2} + \frac{\theta}{3^2\pi^2 - \theta^2} + \dots$

9. Given the latitude of the place and the sun's altitude and declination: to find the hour of the day (solar time).

10. If  $ax^2 + by^2 + cz^2 = 1$  be cut by the line  $mx + ny = 1$ : show the meaning of  $ax^2 + by^2 + cz^2 - (mx + ny)^2 = 0$  in a problem which this equation would enable you to solve. Also adapt the method to the general equation,  $ax^2 + by^2 + cz^2 + dx + ey + fz = 0$ .

11. If  $x = 0$ ,  $\beta = 0$ ,  $\gamma = 0$  be the equations to the sides of the triangle  $ABC$ , show that the equation to the line joining the centres of the inscribed and circumscribed circles is,  $a(\cos B - \cos C) + \beta(\cos C - \cos A) + \gamma(\cos A - \cos B) = 0$ .

12. Investigate the condition that the lines,  $lx + my + nz = 0$ ,  $Px + m'y + n'z = 0$  may be at right angles to each other.

## II.

## ANALYTICAL GEOMETRY AND CALCULUS.

ARITH. 12.—8 TO 6 P. M.

1. Find the polar equation to the line joining the points whose polar co-ordinates are  $(r_1, \theta_1)$  and  $(r_2, \theta_2)$ . What does the equation become when one of these points is the origin? and what is the condition that the two points given and the third point  $(r_3, \theta_3)$  may be in the same straight line?

2. Deduce the equation to the tangent of the ellipse or hyperbola in terms of the angle it makes with the axis of  $x$  from considering the ultimate position of the secant  $y = mx + c$ .

3. In either of the above curves, prove that the rectangle of the perpendiculars on the tangent drawn from the foci is equal to the square of the minor or conjugate axis.

4. Chords are drawn through the focus of an ellipse at right angles. Their segments are  $r, r_1$  and  $\rho, \rho_1$ . Prove  $\frac{1}{r r_1} + \frac{1}{\rho \rho_1}$  is constant.

5. Explain the "eccentric angle" in the case of the ellipse; and prove that if  $\alpha$  be the eccentric angle  $\frac{x}{a} \cos \alpha + \frac{y}{b} \sin \alpha = 1$  is the equation to the tangent to the ellipse.

6. If any straight line be drawn cutting a hyperbola and its asymptotes, the intercepts on it between the asymptotes and the curve are equal. Prove this simply by drawing a tangent to the curve parallel to the line.

7. If in the reduction of the general equation,  $ax^2 + by^2 + cz^2 + \dots = 0$ , it turn out that  $12ac$ , by what steps do you proceed to the inference that the locus is a parabola?

8. Show by considering the points at which the escribed circle of a triangle, opposite angle  $A$ , touches the sides, that  $\cos \frac{A}{2} \sqrt{-z}$

$$+ a \sin \frac{B}{2} \sqrt{y} + a \sin \frac{C}{2} \sqrt{y} = 0$$

is the equation of this circle:  $s = 0$ ,  $\beta = 0$ ,  $\gamma = 0$  being the equations to the sides.

9. Lines are drawn from the vertex of a parabola making angles  $\alpha$  and  $\beta$  with the axis, and meeting the curve in P and P'. Prove that PP' is divided by the axis in the inverse ratio of the tangents of these angles.

10. Show that McLaurin's Theorem for the expansion of  $f(x)$  is only a case of Taylor's Theorem.

11. What are the circumstances in which Taylor's Theorem is said to "fail"? Taylor's Theorem needs Cox's or Lagrange's to complete it; and what is the principle on which Cox's demonstration depends?

## III.

## DIFFERENTIAL AND INTEGRAL CALCULUS.

APRIL 15.—10 A. M. TO 1 P. M.

1. An ellipse is made to revolve (1) round its major axis; (2) round its minor axis. Cut the greatest cylinder out of each of the solids so formed, the axis of the cylinder coinciding in each case with the axis of revolution, and compare their volumes.

2. If  $v$  and  $u$  be each a function of  $x$ , prove that  $\frac{d^n}{dx^n}(uv) = \frac{d^n u}{dx^n}v + n \frac{d^{n-1}u}{dx^{n-1}} \frac{dv}{dx} + kv$ , after the analogy of the binomial theorem. (Leibnitz's Theorem.)

3. If  $u = (\sin^{-1} x)^2$  prove  $(1-x^2) \frac{d^2u}{dx^2} - x \frac{du}{dx} - 2 = 0$ ; and find an expression for  $\frac{d^3u}{dx^3}$ .

5. Show that if a straight line cut two axes of reference in such a manner that the product of the intercepts of them is constant, its envelope is a hyperbola.

6. Write the tests for concavity and convexity of a curve. (1) in rectangular co-ordinates; (2) in polar co-ordinates; and deduce from the expression for Radius of Curvature, that in general as a point of inflexion an infinitesimal portion of the curve is a straight line.

6. If  $r^2 = a$  be the equation to a curve, show that its polar sub-tangent is constant; and if  $r^2 = a^2 \cos 2\theta$ , prove  $r^2 = a^2 p$ , where  $p$  is the perpendicular from the pole on the tangent.

7. Given the curve  $y^2 = (x-a)\sqrt{x-b}$ ; if  $a < b$  there is a conjugate point: find it there are asymptotes.

8. Show methods of integrating any two of the following expressions:

$$\int \frac{1}{x\sqrt{ax^2+bx+c}} \quad \int e^{\sin bx} dx \quad \int \frac{1}{a+b \cos x} \quad (a > b), \quad \int \frac{x^n}{\sqrt{1-x^2}}$$

$$\int \frac{\cos^n \theta}{\sin \theta}$$

9. Show that  $\int \frac{x^{2n}}{\sqrt{2ax-x^2}} = \pi a^{\frac{n}{2}} \frac{1.3.5 \dots (2n-1)}{1.2.3 \dots n}$ .

10. Find the area of one loop of the lemniscate  $(r^2 = a^2 \cos 2\theta)$ ; and show the length of the curve is  $a^2 \int (\cos 2\theta)^{-\frac{1}{2}}$ .

11. What is a "pedal curve"? Explain 1st pedal, 2nd pedal, &c. Show that the 1st pedal of a circle with respect to the end of a diameter is a  $(1+\cos \theta)$ . (This can be done without the aid of the calculus.)

## MATHEMATICAL PHYSICS.

Examiner.....J. O. MacGREGOR, B. Sc.

APRIL 15.—10 A. M.—1 P. M.

*N. B.—Answer only ten questions. Those with an asterisk have the higher values.*

\* (1.) A point moves in a plane curve. Show that the direction cosines of the tangent at the point  $(x, y)$ , with respect to the  $x$  and  $y$  axes respectively, are  $\rho \frac{dy}{ds}$  and  $-\rho \frac{dx}{ds}$ ,  $\rho$  being the radius of curvature at  $(x, y)$ .

(2.) Show that if a point move under an acceleration perpendicular to the direction of its motion, its speed must be uniform.

(3.) Obtain analytically the law of the composition of angular velocities.

\* (4.) Show analytically that the attraction of a uniform spherical shell on a particle outside it, is the same as it would be, if its mass were condensed in its centre.

\* (5.) From a given point on the axis of  $y$ , a particle of given mass is projected with a velocity of given magnitude in a line parallel to the  $x$  axis (the axes being rectangular.) It is acted upon by a force proportional to its distance from the origin of co-ordinates and directed towards that point. Find the equation to the path of the particle.

(6.) A particle is moving with a simple harmonic motion under a force which when expressed in poundals is equal to  $k$  times the distance (in feet) of the particle from the centre of force. Find the work done during the motion of the particle from a distance of  $a$  feet to a distance of  $b$  feet.

\* (7.) Show that throughout a field of force due to an attracting mass of finite volume, the differential coefficients of the Potential are continuous.

\* (8.) Prove Green's Theorem; and apply it to determine the surface integral of normal attraction over a surface enclosing a given attracting mass.

(9.) Obtain equations expressing the rate of change of angular momentum of a system of particles ( $m_i$ ) about any axis fixed in space, and ( $h_i$ ) about any axis through the centre of mass, in terms of the moments of the external forces about that axis.

\* (10.) Find the radius of gyration of a semi-circular disc of uniform thickness and of density varying directly as the square of the distance

from the centre, about an axis normal to its plane and through any point in the straight portion of the pericenter.

\*[11.] Obtain the equations of motion of a rigid body movable about a fixed point; and show how they are simplified in the case in which the momental ellipsoid of the body at the fixed point is a sphere.

\*[12.] Deduce the equation of continuity generally, and apply it (a) to the case of a liquid, (b) to the case of a liquid enclosed in a rigid tube of uniform bore, and (c) to the case of a liquid whose motion is differentially irrotational.

\*[13.] Find the rate of efflux of a liquid through a small orifice in a vessel which is kept filled to a given height.

\*[14.] Prove that the rate at which the pressure of a substance varies with its temperature, when its volume is kept constant, is equal to the quotient of the mechanical equivalent of its latent heat of dilatation by its temperature, temperature being specified in terms of Thomson's alembic scale; and apply this result to show that when an ideal gas is compressed at constant temperature, the energy expended in the compression is wholly converted into heat.

[15.] Show that the coefficient of elasticity of an ideal gas kept at constant temperature is numerically equal to the pressure, and that in the case of an ideal gas whose volume is changed adiabatically it is equal to the product of the pressure into the ratio of the specific heat at constant pressure to the specific heat at constant volume.

## II.—HONOURS IN MENTAL AND MORAL PHILOSOPHY.

### LOGIC.

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

*Time:* THREE HOURS.

1. What is Mill's account of the reasoning process? Wherein does Sir Wm. Hamilton differ from Mill, and what is Mill's quarrel with Hamilton in regard to the Extensive Syllogism?

2. What is our contention in regard to true reasoning? Is the generalisation a record we consult, after having once made it, or how are we to regard it? How does this save the Syllogism from a charge of being petitory?

3. What do you understand by the Figures of the Syllogism? What is the special use of the Third Figure?

4. How is the Third the generalising Figure, or how is the generalizing process founded upon it?

5. Show how the Formal Fallacies are just violations of the rules of the Syllogism. What are the Material Fallacies? Give an example of any one of them.

6. Distinguish Inductive from Deductive Logic, and show what part of the process is inductive, and what part is essentially deductive.

7. Give the different stages of the inductive process, and point out where Reasoning enters in, whence the process is called *Inductive Reasoning*: a misnomer.

8. What part does Experiment perform in this process? What part Hypothesis?

9. "The planets revolve in elliptical orbits round the sun." Of what generalizing Syllogism may that be said to be the conclusion?

10. "This, that, and the other magnet attract iron; therefore all magnets attract iron." How does Sir Wm. Hamilton resolve or explain that process?

### METAPHYSICS.

*Examiner* ..... PROFESSOR SETON.

#### I.

*Time:* THREE HOURS.

1. Give Locke's account of our knowledge of Real Existence; and consider its consistency with his view (a) of the nature, (b) of the origin of Knowledge.

2. State and compare critically the interpretations of physical science offered by Locke, Berkeley, Hume, and Kant respectively.

3. Compare and contrast the views of Hume and Kant as to the source of "Necessity" in Knowledge.

4. Explain Kant's "Synthetic unity of Apperception," and contrast it with Descartes' "Cogito."

5. Explain the office of the Transcendental Imagination in Kant's theory of Knowledge.

6. How, according to Kant, does our Knowledge "begin with," and yet not "result from" Experience? Consider how far this distinction was recognized by Locke; and how far our view of the origin of Knowledge must affect our view of its validity.

7. With what justice may Hume and Kant respectively be regarded as founders of Agnosticism?

8. Investigate the justice of Kant's denunciation of the "Philosophy of Common Sense."

#### II.

*Time:* THREE HOURS.

Write an Essay on the following subject:—

"Kant's Answer to Hume."

### ETHICS.

*Examiner* ..... PROFESSOR SETON.

#### I.

*Time:* THREE HOURS.

Write an Essay on either of the following subjects:—

(1) The Transcendental Theory of Ethics.

(2) The Evolution of Morality.

## II.

TIME: THREE HOURS.

1. How are the following positions related in *Ek. I.* of the *Republic* :—

- (a) That "Justice is the interest of the stronger!"  
(b) That "Injustice is more profitable than justice."

2. Sketch the main features of Plato's Ideal State, and consider its adequacy as the realisation of his ethical ideas.

3. Explain Aristotle's conception of the End of life, distinguishing carefully the various elements which enter into it, and showing their mutual relation.

4. State summarily Aristotle's doctrine of Justice.

5. Investigate the psychological basis of Hedonism.

6. How, and with what success, does Sidgwick attempt to reconcile conflicting ethical theories?

7. Explain Kant's "practical" solution of the problems of "speculative" reason, and consider its value. Compare the Neo-Kantian position, as stated by Green.

8. Sketch Spencer's ethical theory, and give a critical estimate of it.

### III.—HONOURS IN ENGLISH LITERATURE AND HISTORY.

#### ENGLISH LITERATURE.

Examiner..... W. J. ALEXANDER, PR. D.

APRIL 1910.—10 A. M.—1 P. M.

## I.

1. Suppose a race speaking one language and completely cut off from intercourse with other races; what would be the main and ultimate causes of change in their language? What would be the main conservative forces? Supposing the language absolutely uniform at first, under what conditions would dialects arise? What is the method historically in which dialects give way before a single norm of speech?

2. What changes in the quantity of vowels do we find when we compare Chaucer's English with early English?

3. Discuss the conjugation of the following verbs historically, explaining as fully as possible the changes they have undergone:—*find, fly, knit, spend, lie, scold, find*.

4. Re-write in Modern English :—

(a) An *ansage* digle *ding* *sinde* *nerrelice* to *undersogonne* *thette* *we* *reccere* *mange* *cnygitan* *be* *ensure* *bisdom* *on* *his* *hieronymus* *mode* *call* *that* *thor* *gelyydydes* *læste*, *and* *on* *tham* *snidde* *the* *bé* *bis* *færdige*, *that* *bé* *mange* *hwiton* *enigitan* *niwel* *of* *lyttin*. *Be* *tham* *was* *snidde* *ryhte* *to* *Escehbile* *tham* *wilgan* *geowden*: "Tha *scowes* *saw*, *thir* *thryre* *tham* *wág*."

(b) And that was *gewodes*, *that* *the* *bé* *scold*, *thor* *galedredra* *regolbrýas* *and* *thor* *laweala* *habbyren*, *thor* *riera* *scáde*, *and* *thor* *gyltunge* *wilgesteas*, *thor* *boda* *unlaga*, *and* *thor* *wáhdómás*, *thor* *biscopas* *áscowese* *and* *unmotesome*, *and* *thor* *lytles* *yrthe* *Godes* *byrde*, *the* *áthas* *gewurpan* *ealles* *to* *gáome*, *and* *clumedan* *mid* *cáumum* *that* *hi* *scoldas* *olypian*, *thor* *fáste* *éas* *fóces* *gástan*, *and* *thor* *cwerylla* *and* *manigfáste* *synas* *heora* *eard* *hi* *forwerdan*, *and* *áylfe* *hi* *forwerdan*.

5. Decline *bróder*, *wýpmá* (warrior), *níht*, *thar*: give the present indicative of *sumas* (to grant), and *may*.

6. Re-write in classic West-Saxon the following from the *Anglosaxons* *llwale* :—

(a) *Ash* *thúth* *we*, *and* *báth* *hwær* *(weor)*, *bé* *selth*, *ára* *Loverd*, *we* *scáste* *cureth* *to* *in* *ischríd* *mid* *lombes* *bláse*.

(b) *Ura* *dócwurthe* *leflid* *that* *sel* *to* *the* *wumman* *béas* *wárdnes*, *we* *á* *líne* *spéche* *that* *scháwera* *ise* *á* *hill* *writu* *ne* *frinde* *wé* *thi* *bé* *ásc* *báte* *wór* *átham*.

(c) *A* *mon* *that* *bis* *ise* *ne* *práwne* *ne* *scháde* *ne* *ne* *máhte* *á*, *báte* *yíf* *bít* *wére* *we* *to* *bágan*.

7. Tell all you know of any connection between Chaucer or his works and Italy or Italian Literature.

8. Give an abstract of the Parliament of Birds.

## II.

APRIL 1910.—3-6 P. M.

1. Explain the following phrases, giving full notes (etymological, etc.) on the words italicized :—

(a) I saugh his sleeves *purged* *atte* *hood* *with* *eyes*.

(b) Of *peddlars* *he* *bar* *wtitely* *the* *prys*.

(c) An *exile* *and* *a* *pipor* *ál* *of* *silk*.

(d) In *danger* *haldes* *had* *be* *at* *his* *own* *arsize*

The *young* *guyes* *of* *the* *diocles*.

(e) The *plowre* *diens* *busines* *and* *care*.

(f) They *foughten* *bruce*.

(g) I *am* *thy* *opel*.

(h) I *have* *wel* *read* *in* *dann* *Barnel* *the* *Asses*.

2. Describe the scene which you conceive ought to be presented on the stage just as the curtain is about to fall at the close of *Leur*, naming the characters and superannuated persons present,—their positions, attitudes, material surroundings, etc.

3. Describe fully the verse tests applied to *Shakespeare*, and the results.

4. Discuss the merits and defects of *Richard III.* as a *play*.

5. Discuss Hamlet's relations with Ophelia.

6. Tell what you know of Ben Jonson as a man, and as a writer.

7. Write notes on :—

(a) He is *franked* *up* *to* *fatting*. (b) Like the formal vice, *Iniquity*. (c) His outward show which seldom or never jumps with the heart.—*Rich. III.*

(d) It *entrails* *Herod*. (e) *Ticks* *o'* *the* *sern*. (f) *Drink* *up* *Kiall*. (g) *Assays* *of* *bisn*.—*Hamlet*.

(A) The capacity of your soft chevril conscience would receive, if you might please to stretch it. (B) Thus halting in the wild sea of my conscience. (C) There was a haberdasher's wife of small wit that stiled at me till her pinked porringer fell off her head.—*Henry VIII.*

## III.

APRIL 1791.—3—6 P. M.

1. Discuss the question of the authorship of *Two Noble Kinsmen*, or, Give an analysis of the *Restoration Poetry*, Bk. I.
2. Tell what you know of *Prior Bacon and Prior Baughay*, *Mirror of Magistrates*, and *Shakespeare's Sonnets*.
3. Quote one of Shakespeare's *Sonnets*; or describe Spenser's merit as a poet, illustrating as fully as you can.
4. Name the chief prose writers of the period with their principal works, briefly stating the nature and subject of each of these works and its merits and defects from the point of view of prose style.
5. Give some general statement of Bacon's philosophical ideas. Wherein did his originality and importance as a philosopher lie?
6. Give a critical account of Browning's *Colinus* or of *Saul*.
7. Discuss Browning in as far as he is a poet who presents character objectively, illustrating what you say fully and definitely from the poems assigned.

## ENGLISH HISTORY.

Examiner ..... PROFESSOR FORRESTER.

## I.

TIME: THREE HOURS.

1. Give an account of the trial of Bute, the views advanced at the trial, the decision and its immediate consequences.
2. "Bancroft had accordingly presented to the Star Chamber in 1595 a series of petitions in the name of the clergy which Lord Coke has denominated *artical clerical* by analogy to some similar representations of that order under Edward II." Explain.
3. "The Convocation had in 1606 drawn up a set of canons on the doctrine of the king's absolute power." Give the substance of the canons.
4. Negotiations between James and the Commons for giving up the feudal revenue. Write short account.
5. Lord Coke's alienation from the court. Describe briefly.
6. Give an account of the dispute about the jurisdiction of the Court of Chancery in the time of James.
7. In 1610 "A cause happened to be argued in the Court of King's Bench wherein the validity of a particular grant of benesice to a bishop to be held in commendam came into question." Write a short account of case and principles involved.
8. "The nineteen propositions tendered to him at York in the beginning of June (1632) went to abrogate in spirit the whole existing constitution." Explain.
9. Give your views of the trial and execution of Strafford.
10. Give Hallam's views of the trial and execution of Charles I.

11. Hallam discusses the constitutional position of King and Parliament at the outbreak of the war. What are his views?
12. What was the position and strength of the Republican party at the beginning and close of the war?
13. The proposals to restore the monarchy gave rise to great constitutional difficulties. What were they? How were they solved?
14. The flight of James II. introduced grave constitutional difficulties. What were they?

## II.

TIME: THREE HOURS.

1. The first Parliament of James vindicates its privileges. What were the chief points argued.
2. Give an account of the Parliament of 1621.
3. What was the result of Weston's administration of the finances?
4. Gardiner draws a comparison between Wentworth and Elliot. What are his views?
5. Why would the levying of Ship-money, without consent of Parliament, be much more reasonable on the part of Charles than it would be on the part of Victoria?
6. "We are in possession of the copious letters of the Pope's agent Camo, from which we may gather with certainty the relations of Charles with Catholicism." Explain.
7. "In August, 1633, a great alteration took place in the state of the English Church." Explain.
8. Give an account of the ecclesiastical condition of Scotland, the efforts of James to establish Episcopacy, and the state of affairs during the reign of Charles.
9. What were the terms of the pacification of Berwick? How were they viewed in Scotland? What were the results?
10. In the negotiations at Ulster, what did the Commons demand? What was the King willing to grant?
11. In 1647, the Army made proposals to the King which he rejected. In September, 1648, the Parliament made proposals which he accepted. Wherein did they differ? What proposals were most liberal to the King?
12. Were the reforms proposed by Barebone's Parliament such as would commensurate themselves to the English people at the present day?
13. Write an article on Oliver Cromwell. Show the difficulties of the position which he occupied. Point out the mistakes which proved so fatal to his administration. What has Carlyle to say about the massacre of Drogheda?

## III.

TIME: THREE HOURS.

1. Trace briefly the relations existing between England and Spain during the reign of James I. Show the motives of both in proposing alliance, and comes which led to war.
2. 1612, Princess Elizabeth betrothed to the Elector Palatine. What motives led to the match? What other Prince sought for hand?

3. When the Bohemians sought James' help in aid of the Elector Frederic, "King James came now face to face with the greatest question of his life, which summed up and brought to light, so to speak, all the cross purposes and political aims among which he had long moved." Explain.

4. The Parliament of 1624 differed wholly from James on foreign policy.

5. In regard to movements of Mansfield's army James and Richelieu each sought to accomplish his own purpose. What were they?

6. England now suddenly at war with Spain and France together (1627). "The steps by which this result had been brought about throw an arresting light on the capacity of the young King and his Minister." Explain.

7. In 1630 Charles made peace with Spain. What were the terms of the treaty?

8. "John Taylor was sent to Vienna to protest against the provisions of the treaty (Prague), and to bring the Emperor to another determination. What came of Taylor's mission?"

9. How did the war in England affect the French in 1645-8?

10. In July 1652 war was declared against the Dutch. What was the cause?

11. In April 1654 Peace with Holland. What led to it? What were terms?

12. What was the grand aim of Cromwell's foreign policy? How far did it succeed?

13. After a year's negotiations a secret treaty was concluded in May 1670 at Dover. What led to it? What were the terms?

14. When and how did Louis seek to influence the policy of England by payments of money?

## SESSIONAL EXAMINATIONS.

### FACULTY OF LAW.

#### EQUITY.

Examiner ..... R. SEDGEWICK, Q. C.

#### TIME: THREE HOURS.

- (a) Write a short account of the origin and growth of Chancery Jurisdiction. (b) What is meant by property in equity as distinguished from property at law? (c) Distinguish between an "equity" and an "equitable interest."
- (a) What causes gave rise to the Statute of Uses? (b) What were its provisions? (c) Define a trust. (d) An alien may be a trustee. Treat this proposition historically.
- (a) Show by examples that equity courts treat valid charitable trusts with special favor. (b) Illustrate by an example the doctrine of cy pres. (c) How does the Statute of Frauds affect trusts? (d) Distinguish between executed and executory trusts.
- (a) There are two leading classes of resulting trusts. Discuss these. (b) Treat of the presumption of advancement. (c) Discuss the question of a trustee's resignation.
- Distinguish between a mistake of law and a mistake of fact, and discuss, showing each kind as a ground for rescinding a contract. (b) Distinguish between accident and mistake. (c) Equity gives relief on account of accident. Explain this jurisdiction.
- (a) What are the remedies of a mortgagor? (b) Illustrate taking of mortgages. (c) Consolidation. (d) Describe shortly equitable mortgages.
- (a) What is separate estate, and how may it be created. (b) What rights has a married woman in property at law, in equity and under the Married Woman's Property Act. (c) Under what circumstances may a wife's equity to a settlement arise.
- Describe the following: (a) Election; (b) Conversion; (c) Ademption; (d) Satisfaction; (e) Performance.
- (a) What is meant by assets? (b) How did lands in England become liable for the debts of a deceased person, and how here? (c) Before the statute, in what order did an executor pay his testator's debts, and in what order are they paid now?
- (a) Describe the purposes for which Locke King's Act was passed, and what is its effect. (b) Discuss marshalling of assets. (c) Give in tabular form the priorities of beneficiaries as to the right of marshalling. (d) Describe the different kinds of legacies.

## CONFLICT OF LAWS.

Examiner.....PROFESSOR WELDON.

TIME: TWO HOURS.

1. "A foreign judgment in personam is merely prima facie evidence of a debt." Criticise this dictum of Lord Brampton.

Nova Scotia statutes will state the provisions of the Revised Statutes as to the value of foreign judgments sued on in Nova Scotia. State fully the grounds on which a foreign judgment may be impeached in New Brunswick.

Distinguish between judgments in *res* and judgments in personam.

2. A, in Massachusetts, contracts with B, in Maine, that B is to have possession of A's sewing machine at once, but that A is to retain the property until the last of four quarterly instalments is duly paid, with a proviso, that if B is in default in making payments of either of the instalments, A shall at once resume possession of the machine, and that B only acquires the property when he has paid the four quarterly instalments in full. B having paid two quarterly instalments, moves to Nova Scotia seven months after the making of the contract and brings the machine with him, which, five months afterwards, he mortgages to a trader as security for the price of goods then furnished on the credit of the machine. The Nova Scotia statute declares that "every lease—of chattels, accompanied by immediate delivery and followed by an actual and continued change of possession whereby it is agreed that the property in the chattels shall remain in the lessor until the payment in full of the price shall be in writing and registered, otherwise the lease or property intended to be secured to the lessor shall be null and void, and of no effect, as against the mortgage of the lessee." Can A sustain trover for the machine against C?

3. A vessel flying the French flag is libelled in the Vice-Admiralty Court at Halifax for injury done to a submarine electric cable. What law will determine?—

- (a) Whether the act is a tort?
- (b) The measure of damages?

4. In the Isle of Man "no action shall be brought but within three years next after the cause of action."

A, in May 1881, in Man, incurred a debt. In October, 1884, A emigrated to New Brunswick. In 1886 B followed him to New Brunswick and sued him in the courts of that province. Can A defend successfully on the Manx statute of limitations?

5. A physician practising in Newfoundland performed medical services for the defendant, who resided there, for which he sues in a Nova Scotia court, both plaintiff and defendant having removed to this country.—By the statute of Nova Scotia it is provided that no person shall practice medicine in Nova Scotia unless he is registered as a duly qualified practitioner, and further that "no person shall be entitled to recover any charge for medicinal services unless he shall prove on the trial that he is duly registered" under the chapter. Plaintiff gave no such evidence, and defendant proved as a fact that medicinal services in Newfoundland were not recoverable by action, being in the nature of *honorarium*. Discuss the plaintiff's right to recover here.

## CONSTITUTIONAL HISTORY OF ENGLAND.

Examiner.....PROFESSOR WELDON.

FIRST YEAR.

TIME: THREE HOURS.

1. Explain the terms: Ordeal, Compurgation, Witan, Scutage, Fee, *Trials Necessitas*.
2. Show that articles 12 and 16 of Magna Carta contain the germ of Parliament.
3. Give an account of the origin, constitution and powers of the three Appellate Courts: House of Lords, Judicial Committee of the Privy Council, and Court of the Exchequer Chamber.
4. "There were five principal checks upon the Royal Authority at the time of Henry VII." Name them.
5. Trace fully the origin of the Equitable Jurisdiction of the Chancellor.
6. Name three important privileges of parliament, and trace the development of either one.
7. Give an account of the writ of *habeas corpus*.
8. Give a detailed account of the *Habeas Corpus Act* of Charles II.
9. Account for the political retrogression of England during the earlier Tudor reign.
10. Give a detailed account of the Constitution of the Superior Courts of England under the Julianists Acts.
11. Give reasons for or against large electoral districts with several members for a district.
12. Write short notes upon —
  - a. Disease of Impeachments.
  - b. Defects of Jury Trials.
  - c. Distinction between Privy Council and Cabinet.
  - d. Origin of the principal items of the English Revenue of 1888.

## INTERNATIONAL LAW.

Examiner.....PROFESSOR WELDON.

TIME: TWO HOURS.

1. Discuss at length the "Headlands Question" between England and the United States of America.
2. Discuss the right of the U. S. fishermen to bay halt and lee in Canadian ports under the Convention of 1818.
3. In the absence of treaty, are states bound to surrender fugitive criminals? Under the Canadian Constitution, where there is no treaty, are the authorities empowered to give up fugitive criminals? May Canada insist upon the surrender, by the U. S., of an American citizen who has committed a treaty crime in Canada and sought an asylum in the U. S.? Give reasons.



4. Discuss the "Metre Doctrine."
5. Discuss the case of the *Francosa*.
6. What is the effect of war upon *ante bellum* contracts between the subjects of enemy states?  
Illustrate fully with reference to Partnership, Marine Insurance and Affreightment Contracts.
7. Is a neutral state bound to suppress contraband trade by its subjects? What is "occasional contraband?" Explain the doctrine of *Pro-cisibus*.  
What are the penalties of contraband?
8. "Free ships make free goods" and hostile ships make hostile goods. Are these rules of law? Are they widely in force by treaty? Are they inescapable?  
Give fully the history of them.

## TORTS.

Examiner..... J. Y. PAYANT, A. M.

Time: Two Hours.

1. Describe briefly the law respecting "resciss" and "pro-nunciate" cases. What rule is generally applicable in deciding what consequences are immediate or proximate?
2. A discharges his clerk for alleged dishonesty, and hearing that B is about to hire him, of his own accord, but in pursuance of what he considers to be his duty writes B, saying that he had discharged his clerk for stealing goods. A acts bona fide, but is mistaken in the charge he makes. B thereupon refuses to employ clerk. Has clerk any remedy against A?
3. Name the principal divisions of oral defamation. Why is it libellous to publish in writing words which if only spoken would not be actionable?  
Quote from Lord Mansfield in *Theobald v. Kerr*.
4. Compare *Pauley v. Freeman* with *Hageraft v. Ormsby*.
5. A, a physician, falsely represents to B, another physician, that his practice is worth \$3000 a year, for the purpose of inducing B to buy his cart. A sends B his account books to verify the statement, B returns them without examining them, and purchases, relying on A's representation. The practice in reality is not worth \$1000 of which fact A was aware. Has B any remedy against A?
6. Distinguish between the following wrongs: Trespass to land, waste, trespass to personal property, or invasion.
7. A buys 50 barrels of flour from B, terms cash on delivery. A fraudulently takes the flour from B's warehouse without his knowledge and does not pay him for it. He then sells one lot to a baker who immediately makes it into bread; another lot to a broker who immediately re-sells it, and the balance to another broker who purchases it not on his own account, but for and in the name of a merchant authorizing him. Describe what, if any, cause of action B has against the baker and the two brokers or either of the three.
8. State shortly the facts and the substance of the judgment in *Desautel v. Suelling*.

9. Distinguish between Trespass and Nuisance, illustrating by *St. Helen's Smelting Co. v. Tipping*. Give your views respecting the law of nuisance applicable to interferences with our bodily comfort and enjoyment as distinguished from those affecting land, vegetation, &c.
10. Is there any distinction between mere negligence and contributory negligence considered in relation to the cause of the injury? Give examples and authorities.

## CONSTITUTIONAL LAW.

Examiner..... DR. WELDON.

Time: Three Hours.

1. Give rules to determine whether (a) the early statutes, (b) the common law, (c) the law parliament of England are in force in Nova Scotia.
2. State fully the provisions of the B. N. A. Act with reference to the disallowance of Provincial Acts. Must the Governor-General, in disallowing such statutes, act with the advice of the Council? Give reasons. What was the practice before Confederation as to the disallowance of N. S. Acts?
3. In determining how far English laws are in force in a self-governing colony, what distinctions do you draw among settled, ceded, and conquered colonies? What between colonies with statutory constitutions, and others whose constitutions were given by Charter or Compactness? Was the first N. S. Legislature the creature of an Imperial Statute?
4. Is the act of Manitoba chartering a railway to run to the International boundary, to connect with American railways, constitutional? Cite the pertinent sections of the B. N. A. Act and give full reasons.
5. From what source does the Vice-Admiralty Court in N. B. derive jurisdiction? To what court must Vice-Admiralty appeals be taken?
6. Is that section of the N. S. Liquor Licence Law compelling Brewers to take out a license to sell, constitutional? Give reasons. Is the so called "two-thirds clause" constitutional?  
What rules do you deduce from the three Privy Council cases touching the constitutionality of laws affecting the sale of Intoxicating Liquors?
7. What method is available in Canada to remove a County Court Judge? What to remove a Judge of a Superior Court for misbehaviour?
8. Argue the question of the constitutionality of the N. S. Statute defining the privileges of the N. S. Legislature.
9. Give three important causes for construing the B. N. A. Act and fully illustrate their meaning.
10. What powers, if any, has the House of Commons of Canada retained as to the trial of Converted Electors? Give authorities and reasons.
11. Show the need of observing certain radical distinctions between the Canadian and American Federal Unions. Point out some of the more important differences.

## INSURANCE.

Examiner.....WALLACE GRAHAM, Q. C.

TIME: 10 A.M. TO 12 M.

- Assuming that a policy of insurance is not delivered, what remedy would the assured have against the underwriters?
- Name the principal risks covered by Marine Insurance. What risks have to be specified in the policy?
- What is meant by Insurable Interest? Is it lawful for the same interest to be insured to the amount of double its value, and could such an insurance be recovered?
- What is Re-insurance? Double Insurance?  
Can the mortgage and mortgagee of a ship each recover the full value of a ship if they have separate insurances?
- Explain the case of *Luxon v. Crawford*.
- Give a definition of "Perils of the Sea," and refer to decided cases as to what will be covered by that expression?
- What restriction is to be placed on the expression "all other perils" in a policy, in order to prevent recovery in respect to every possible accident to a ship?
- When, if ever, can a loss caused by barratry be recovered for where the policy is only against perils of the sea?
- What kind of concealment vitiates a policy of Marine Insurance?
- How would you ascertain whether or not a concealment was material? What is the test?
- When is a principal held liable for concealment by an agent?
- What is the difference between a Representation and a Warranty?
- What is a sufficient compliance with the warranty to sell by a given date?
- What is the difference between an actual and constructive total loss?
- When is a notice of abandonment excused?

## CONTRACTS.

Examiner.....PROFESSOR RUSSELL.

TIME: THREE HOURS.

(Not more than ten questions are to be answered.)

1. "The case of *Dickinson v. David* decides that knowledge in point of fact of the proposer's changed intention, however it reaches the other party, will make the proposer's conduct a sufficient revocation of the offer."—Pollock. Discuss this principle in connection with the case referred to, and criticize the case.

2. What classes of contracts are within the 4th and 17th sections of the Statute of Frauds respectively? What are the provisions of the statute? What is the present tendency of judicial opinion as to the supposed difference between the two sections as to their effect on the contracts to which they refer, i. e., (whether void or unenforceable.)

3. "All contracts are, by the law of England, distinguished into agreements by speciality, and agreements by parol; nor is there any such third class as contracts in writing." *Swan v. Dyghes*. When and by whom has this doctrine been questioned? Discuss the point involved and state the present condition of the law.

4. What is the position of an infant with respect to contractual capacity? What is the law as to necessaries? "Quote whether evidence is admissible on the part of an infant defendant to prove that when the goods were supplied to him he was already sufficiently provided, but not to the knowledge of plaintiff, with goods of a similar description." How has this question been determined?

5. Explain the terms, *condition precedent*, *condition subsequent*, *concurrent promises* and *conditional promises*? What are divisible promises and subsidiary promises? Illustrate.

6. In what various senses is the term warranty used and what is the true meaning of the term? State the case of *Ramsden v. White*. (Hops sold in the cultivation of which seller had been used.) By what term would you describe the seller's undertaking in that case?

7. What are the ingredients and legal consequences of Fraud? How has the term legal fraud been criticized? Illustrate with reference to a decided case, the difference between fraud which will render a contract voidable, and fraud amounting to mistake which will prevent the formation of a contract.

8. Plaintiff sues for services performed under an oral contract not to be performed within a year, and also for damages for breach of the agreement by wrongful dismissal. Discuss his right to recover under both counts of his claim. Had he wrongfully left the service, could he recover wages for the period he served on a quantum meruit? Give reasons for your answer.

9. In what cases will impossibility of performance, arising after the formation of the contract, excuse performance of it? State the principles or reasons on which the cases mentioned are founded.

10. A is indebted to B and B to C in a sum certain. They meet and all agree that A shall pay C the amount due B instead of paying B. What are the legal effects of the transaction? State the considerations supposed to exist for the several obligations and discharges effected, and test them by the principle that consideration must move from the party to whom the promise is made.

11. Discuss the validity of stock-jobbing transactions in this province.

12. "A contract confers upon the parties to it rights *in rem* as well as rights *in personam*." What does this mean? Discuss the proposition with reference to *Lumley v. Gye* and *Rowen v. Hall*.

## BILLS AND NOTES.

Examiner.....PROFESSOR RUSSELL.

TIME: THREE HOURS.

(Candidates will answer only ten questions.)

1. A note was made in Canada, payable there in Canada bills, which were made legal tender by statute. *Holt*, that this was not a promissory note, not being payable in money. Discuss this ruling, — and also the following statement of *Holt*. — "It is not necessary that the money should be that current in the place of payment, or where the bill is drawn. It may be in the money of any country whatever."
2. An instrument in the form of a bill is drawn payable to the order of a person named, and signed by the drawer, but no drawee is named: (a) Is it a bill or note? (b) What is the legal position of one who accepts it? (c) What is the general rule as to ambiguous instruments? (d) A draws a bill, directed to himself, in favor of B. What is the legal effect of the transaction?
3. State the successive steps by which bills and notes become negotiable, and trace the course of legislation with reference to the modes of acceptance. Can a holder in this province refuse to take an acceptance made payable at a particular place?
4. "An acceptance \* \* \* is complete the moment it is written on the bill. Consistently with this view a subsequent cancellation before delivery would be nugatory." Discuss this opinion on principle and on authority.
5. What is the effect (a) of indorsing specially without the words "or order" a bill negotiable in its inception? (b) of indorsing to order of a particular person after a previous indorsement in blank? How is the latter question answered by the English Act?
6. What is "the doctrine in *Penny v. Innes*"? A sells goods to B and draws a bill on him for the price. C, intending to be surety for the payment signs under B's acceptance. What, if any, liability does he assume? What would be his position if he put his signature on the back of the bill? In what way could a bill be drawn to accomplish the desired result? What are the objections to this method, and how should the matter be regulated by statute?
7. "Although the holder has given value for a bill or note (taken before maturity), yet if he took it under circumstances which ought to have excited the suspicions of a prudent and careful man, he cannot recover." Discuss this statement of the law.
8. Bills are pledged by a debtor with his creditor solely as collateral security for an existing debt, with no agreement for foreclosure. Is the pledgee a holder for value?
9. An accommodation bill is endorsed after maturity. Can the accommodation acceptor set up the defence, (a) with, or (b) without an agreement between the immediate parties that the bill should not be negotiated after maturity? Give reasons for the answer to b.
10. Under what circumstances is a bill said to be extinguished? A bill is paid at maturity by the drawer, to whom it is transferred. Is it extinguished? Would the answer be the same if the bill were accepted for the accommodation of the drawer? How would it be if the bill were paid by and transferred to the accommodation acceptor?

(a) "If a bill payable to a third person is taken up by the drawer, it cannot be afterwards negotiated except through the payee, (*Beck v. Hobbs*)." Explain this, and give the reason for the distinction here taken.

11. When are a note payable on demand, a note payable at a specified period after demand, and a note payable by instalments respectively overdue, (a) for the purpose of bringing action against the maker, (b) for the purpose of subjecting a subsequent holder to equities?
12. A, a member of a firm of attorneys, draws without the authority of his co-partners, a cheque on the Union Bank, dated seven days ahead, which is cashed by B. The cheque is duly presented on the day it bears date and payment refused. Can the holder sue the firm on the cheque, or for money paid? Give reasons.
13. The holder of a bill for \$200 takes from the acceptor \$100 in full discharge of his claim against the acceptor, but expressly reserves his rights against the drawer, who is no party to the agreement. Is the drawer discharged? State the principle upon which he would claim to be discharged, with its limitations.

## REAL ESTATE.

Examiner.....S. L. SEAWSON, Q. C.

TIME: THREE HOURS (FOR THE TWO SECTIONS.)

1. How may Real Estate be acquired? State whether by conveyance or otherwise, and the modes of conveyance.
2. When a grant of land is obtained from the Crown by a party, what reservations are generally contained in it? And what is the effect of the reservations?
3. What are emblements? Is there any difference as to rights to emblements in tenancies for life and tenancies for years?
4. What is waste? What are the two kinds of waste? Give the particulars of each kind, and how far they are applicable to estates for life, and estates for years?
5. A testator devises his real estate to his wife A, remainder to his son B, in fee, but should B die without issue in the life time of the wife A, the remainder to C after the wife's death. What are the respective interests of B and C in the lands devised?
6. A lease is made for a certain period, but determinable within the period, at the election of the parties, or one of them, without naming the party, which party has the option of determining the lease under the provision contained in it?
7. What covenants run with the land? Describe them. What is the leading case on the subject?
8. A tenant being in arrears with his rent, his landlord took from him a bond for the amount, payable in three months. Subsequently, finding that his tenant was making away with his property, the landlord distrained for the rent before the bond was due. Could he do so? What is the law upon the subject?
9. State what is necessary to be done by a landlord, or his bailiff, in making a distress, and what he can, and what he cannot distrain.

10. The private way which a party has over another person's land becomes impassable by means of a flood, has the party a right to go over the adjoining land during the period of the flood? Is there any difference in such a case between a private way and a way of necessity?

11. The owner of lands appropriates surface water which flows over his land in no definite channel, and thereby prevents the water from reaching a water-course which it had previously supplied. Can he legally do so? Is the same law applicable to subterranean water?

12. What is the law in reference to Lateral Support? What is the principal case upon the subject?

13. Can the owner of a house and land adjoining, after selling the house, obstruct the light of the house by building on the land adjoining the house which he had not sold? State the reason for your answer.

14. A devise is made to an attesting witness, will this affect the validity of the will?

15. What are the formalities required by our statute on the execution of a will? Is there any difference between a will of real and a will of personal property?

### CRIMES.

Examiner.....S. L. SHANNON, Q. C.

#### TIME: THREE HOURS.

1. From what sources is the criminal law of Canada derived? and where is it to be found?

2. What is a Crime? Does the public trial and punishment of an offender preclude the right, in all cases, of a private individual to claim damages for an injury done him?

3. What is a Felony? and what a Misdemeanor?

4. What is necessary to constitute a crime?

5. If a wife is concerned in the commission of a crime in her husband's company will she be considered guilty? Give the reasons for your answer, and state whether this is applicable in all crimes.

6. Who are principals in, and who are accessories to a crime?

7. Define treason, murder, and manslaughter.

8. Three soldiers go to rob an orchard. Two of them get into a fruit tree. The third stands at the gate with a drawn sword, and stabs the owner who tries to arrest him. Of what crime, if any, are the two in the tree guilty?

9. A injures B's finger. B is advised by a surgeon to have it amputated, but refuses, and dies of lockjaw. Is A guilty?

10. Define larceny and burglary.

11. A buys a bureau from B at a sale with money in a secret drawer, of the existence of which neither A nor B is aware. A retains the money. Has he committed larceny? State the reasons for your answer.

12. A, in the night time, opened a sash window, put a crowbar under the shutter, three inches inside of the window, and tried to break open the shutter, but was not within the sash window. Has he committed burglary? Give the reasons for your answer.

### PARTNERSHIP.

Examiner.....MR. HARRINGTON, Q. C.

N. B.—The student is expected to answer ten questions only.

1. A person owning an estate conveyed it to the projectors of a joint-stock company for \$50,000. Of this sum \$10,000 was paid him in cash, and he agreed to take paid up stock in the concern for the balance.

The company went into operation, two years elapsed, the stock was never in fact allotted him, and at the end of that time the company was in an admittedly bankrupt condition. The directors then offered him his stock certificates which he refused to take. He claimed to be a creditor for his \$40,000. On the other hand the creditors of the concern, having put it into liquidation, claimed that he was a stockholder and therefore a contributory. What are the rights of the respective parties?

2. Discuss the operation of the 6th section of the Statute of Frauds (English), relating to contracts for the sale of lands, upon the following transactions:—

(a) Two persons in partnership verbally agree that one of them shall buy in his own name a piece of land to be used for partnership purposes, the profits to form partnership assets, the original cost to be borne equally by both. Such person makes the purchase, and then sets up the statute as an answer to the claim of the other for an account of the profits.

(b) Two persons, not partners, verbally agree to buy land, as above, to hold it in common and divide the profits. The land is bought, but he in whose name it is refuses to account for the rents or profits.

3. Under what circumstances may a person who has paid a deposit on account of shares in a company about being formed, recover back such deposit? And when may the proprietors deduct from such amount, on repaying it, the expenses to which they have been put?

4. Give your opinion on the two following cases:—

(a) The Act incorporating a company enabled the directors to borrow money, when authorized so to do by a vote of a general meeting of shareholders. The directors borrowed money without any such vote, from persons not connected with the company, and unaware of the absence of such resolution.

(b) The incorporating Act enabled the company to borrow to the extent of \$10,000. The plaintiff, with the concurrence of all the members at a regular meeting, lent \$20,000, taking the company's bonds for the amount.

Can these lenders recover those amounts.

5. For what causes will the court decree the dissolution of a partnership during the currency of the period for which the articles provide it is to continue?

7. State the rules relating to the effect upon a partnership of physical or mental incapacity of one of the partners.

8. State what that fund is, out of which, first, partners, and secondly, directors, may declare dividends. Distinguish between the powers in this respect of partners and directors, and state the consequence of the latter declaring a dividend out of the funds other than those allowed by the law.

8. Losses have occurred in the business of a firm under the circumstances below, and have been borne in the first instance by one only of the members. Give the rule in each case as to such member's right to contribution from the others:—

(a) The original purposes of the partnership were illegal, and the loss was sustained by such illegal acts.

(b) The original purposes are not illegal, but all the members as a whole have done an illegal act for which one has been compelled to pay.

(c) The original purposes being legal, one partner has himself knowingly committed an illegal act for which he has been compelled to pay.

10. What is meant by the lien of partners, and describe how, through means of such lien, it comes about that creditors are paid first out of joint estate. Remark also upon the effect of the "lien" upon debts due to the firm by the members thereof, distinguishing between such debts as are incurred by virtue of the partnership relation and those incurred otherwise, giving an illustration of each of such classes of debts.

11. Two partners, upon a voluntary dissolution of the firm, agree that one of them shall convey to the other his entire interest in all the assets, the assignee to hold them for his own benefit. The joint creditors bring an action to have the firm's affairs wound up, and, finding the assets remaining is *specie*, require the partner to whom such assignment has been made to bring such assets into distribution. What is the rule?

12. Premising that good faith is exacted by the law from each partner in his dealings with the firm, what would be your opinion of the following cases:—

(a) A firm were holders of a lease, the profits of which belong to the general account. When the lease was about expiring one of the members, without notice to the others, procured a renewal of it, and then dissolved the partnership. Subsequently he carried on business upon the devised premises and made profits from the lease. His former partner claimed a share of those profits.

(b) A partner with a view to renewing the business for his own benefit dissolved the firm, and then carried the same business on, making profits which he refused to share with the other.

13. Within what limits is a firm liable: (a) for the torts, and (b) for the frauds and misappropriations of one of its members.

14. State the rule governing the power of one partner to bind the firm by the following acts:—

(a) Drawing or accepting bills or notes.

(b) Borrowing money.

(c) The giving of a guarantee.

15. Suppose a firm of two to be dissolved by the death of one. The survivor, instead of winding up its affairs, continues to carry on the business in the original name, not paying over to representatives of deceased any of the profits. What are the rights of such representatives?

What would be the result if instead of making a profit, the survivor had sustained a loss?

Would your opinion be influenced by the consideration of the solvency or insolvency of the concern at the time of death?

## PROFESSIONAL EXAMINATIONS.

### FACULTY OF MEDICINE.

PRIMARY, M. D., C. M.

(50% required for pass in each subject.)

#### ANATOMY,

(INCLUDING PRACTICAL ANATOMY).

Examiners....GEO. L. SINGLAI, M. D., AND A. W. H. LINDSAY, M. D.

TIME: THREE HOURS.

1. Describe the Diaphragm,—its attachments, relations, openings, blood and nerve supply,—and indicate its functions.

2. Describe the course and relations of the External Carotid Artery, and name its branches. Indicate the course and distribution of the Facial branch of the Carotid, and mention the arteries with which it anastomoses.

3. Describe the Scalenus Anticus, Pectoralis Minor and Psoas Magnus muscles.

4. Describe the Internal Iliac Artery, stating its point of origin, length, direction and relations. Enumerate its branches, and give the course and relation of the Internal Pudic Artery.

5. Describe the Duodenum, including its minute structure.

6. Describe the Anterior Crural Nerve. Enumerate its branches, and give their distribution.

#### PHYSIOLOGY.

Examiner.....J. SCHMERS, M. D.

TIME: THREE HOURS.

1. Life:

a. Describe the physical and vital phenomena accompanying organic (living) matter.

b. Also the distinguishing features of organic versus inorganic matter.

c. What are proximate principles? How are they divided? Indicate the character, and give one example of each class.

2. The Blood:

Describe this fluid—*a.* Quantity and variations.

*b.* Appearance, specific gravity, temperature.

*c.* Physiological and Anatomical composition.

3. The Circulation.—In a concise way, describe the organs of circulation, and the manner of the passage of blood from right to left ventricle.

4. Respiratory process.—Give a short description of this process.

5. The Digestive process.—Describe the part of it taking place in the Duodenum.

6. Secretion.—a. Give the difference between secretions and excretions. b. Describe the characteristics of the urinary secretions (normal).

7. The Nervous System.—Mention the divisions of nervous matter and describe each, viz.:

- (Physiological), nerves and nerve centres, nervous cells and fibres.
- (Anatomical), the arrangement into systems.
- Motor as distinguished from sensory nerves. One example of each.
- The distinguishing characteristics of special sensory nerves.

8. Of Generation:

- What is the Ovary? What the Spermatozoon?
- How does the heloblastic differ from the meroblastic egg?
- What is the Blastoderm? What the Coelen?
- What are the axes of the mammal at birth?

## MATERIA MEDICA.

(INCLUDING THERAPEUTICS AND PRACTICAL PHARMACY.)

Examiner.....D. A. CAMPBELL, M. D.

TIME: THREE HOURS.

1. Write in full a prescription for a diuretic mixture to contain not fewer than three drugs. Name the official preparations of each drug, with doses.

2. Explain fully the different methods of making Tinctures.

3. Explain hypodermic medication. Describe the syringe, method of using it, and advantages. What dangers must be guarded against, and name the drugs so employed.

4. By what means, and for what objects, would you produce diaphoresis?

5. Describe the chief therapeutic uses of *Arsenic* and *Hydrate of Chloral*.

6. Describe fully the pharmacology of Quinine.

7. Name the agents commonly employed to induce anesthesia. Describe action, uses, and method of administering any one of them.

## CHEMISTRY.

Examiner.....PROF. LAWSON.

TIME: THREE HOURS.

1. What is the chemical nature of the process of Combustion, what bodies usually enter into it, and what are the ordinary products? (Give examples of slow and rapid combustion.) A combustible substance, consisting of Carbon and Hydrogen, is introduced in a burning state into each of the following gases; what takes place in each case? and what are the products of combustion, if any: H, Cl, N, O, CO, CO<sub>2</sub>.

2. In what forms or combinations do the following elements occur most commonly in nature—S, P, K, Ca, Fe, Pb, As, Sb. Explain the apparent chemical reasons for their so occurring. Enumerate the principal metals whose sulphides are: (a) insoluble in acid solutions, (b) soluble in acid, but insoluble in neutral and alkaline solutions, (c) soluble in water.

3. Write concisely in words without any unnecessary explanation, the exact meaning of the following chemical equations:—

- $H_2 SO_4 + Ca_2 O = Ca_2 SO_4 + H_2 O$
- $H_2 SO_4 + Ca O = Ca SO_4 + H_2 O$
- $H_2 Si O_4 - 2 H_2 O = Si O_2$
- $2 NH_4 Cl + Ca O = 2 NH_3 + Ca Cl_2 + H_2 O$

4. What are conclusive tests for the presence of Arsenic in cases of poisoning? Where the amount has to be estimated, how would you treat the contents of a stomach? A quantity of Arsenious Sulphide is precipitated from a solution; it weighs 8 grains. Find by calculation what that weight is equivalent to in Arsenious Acid, (i. e., what quantity by weight of the latter compound will contain the same amount of metallic Arsenic as 8 grains of Arsenious Sulphide.)

5. What tests would you apply to detect Mercury Salts, Silver Salts, Alcohol?

## BOTANY.

Examiner.....PROF. LAWSON.

TIME: THREE HOURS.

1. Describe the vitally active vegetable cell, the process of cell-development, and the principal modification of the cell for special functions and beneficial purposes in the plant.

2. Describe the principal forms of tissue-elements forming the fibrous and tubular tissues of plants.

3. Explain the processes of Absorption of inorganic materials, and Assimilation or formation of carbohydrates.

4. Give a general outline of the classification of plants, pointing out the structural characters upon which the larger groups are founded.

5. Give the prominent or essential characters of each of the following natural orders, with, in every case, examples of medicinal plants belonging to the order:—

- Ranunculaceae.
- Papaveraceae.
- Cruciferae (Brassicaceae).
- Leguminosae (Fabaceae).
- Umbelliferae.
- Solanaceae (including Atropaceae).
- Rubiaceae (= Cinchonaceae + Gallesae).

## 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 September 1st, 1888.

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 § iv. 6; 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 High Schools or Academies attended by you, giving years of attendance at each.

.....  
(11.) If a candidate for Senior Exhibitions and Bursaries, in what groups of subjects do you wish to be examined?

.....  
Parent's or Guardian's name and address.

.....  
Candidate's present address.

.....  
Signature in full.

.....  
Date.