

CALENDAR
OF
DALHOUSIE COLLEGE
AND
UNIVERSITY.

HALIFAX, NOVA SCOTIA.

1885-86.

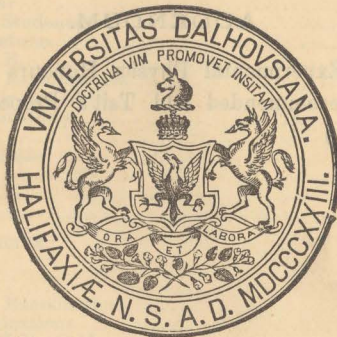


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PRINTED FOR THE UNIVERSITY BY THE NOVA SCOTIA PRINTING COMPANY.
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NOTICES.

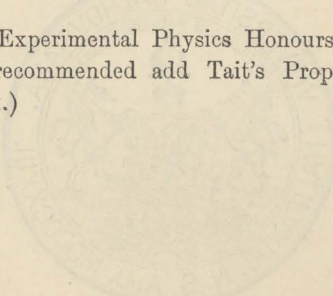
SINCE the printing of the Arts section of the Calendar the retirement of the Rev. Dr. Ross has taken place. Provision will be made for the Classes of Ethics and Hebrew before the opening of the session.

Examiners in the Faculty of Medicine will be appointed before the opening of the session.

The more important changes in this Calendar will be found in §§ V, VIII, IX, X, XI, XVI (17), XVII, XXI, XXXI-XXXVIII.

ADDENDUM.

PAGE 28.—Experimental Physics Honours Class. To the list of books recommended add Tait's Properties of Matter (A. & C. Black.)



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University Almanac, 1885-86.

1885.

- Oct. 5, M.—Meeting of Governors.
7, W.—Last day for receiving schedules and certificates for Munro Exhibitions and Bursaries.
8, Th.—Meeting of the Faculty of Arts, 11 A. M.
13, Tu.—Meeting of Senate, 11 A. M.
14, W.—Meeting of Faculty of Arts, 11 A. M.—Meeting of Faculty of Law, 4 P. M.
15, Th.—Session begins.—Examinations for Senior and Junior Munro Exhibitions and Bursaries, for 1st and 2nd Years Matriculation Examinations (Arts Faculty), and for Lower and Higher Matriculation Examinations (Medical Faculty), begin:
 10 A. M., Latin.
 3 P. M., Greek, French and German.
16, F.— 10 A. M., Mathematics.
 3 P. M., ditto.
17, Sa.— 10 A. M., English.
 3 P. M., ditto.
19, M.— 10 A. M., Chemistry and Natural Philosophy.
 3 P. M., Elementary Mechanics and Botany.
21, W.—Entrance Examinations, Examinations for Senior Munro Exhibitions and Bursaries, and 2nd Year Matriculation Examination (Arts Faculty):
 10 A. M., Classical History and Geography.
 3 P. M., English Literature and History.
 —Supplementary Examinations begin, 10 A. M.
22, Th.—First and Second Year Matriculation Examinations (Law Faculty) begin, 10 A. M.
23, F.—Meeting of Faculty of Arts, 10 A. M.
 —Matriculation, Registration and Issue of Gymnasium Tickets, 2 P. M.
26, M.—Class Tickets issued.—Meeting of Faculty of Law, 4 P. M.
27, Tu.—CONVOCATION, 3 P. M.—Opening Address by Prof. Liechti.
28, W.—Lectures begin.
29, Th.—Meeting of Faculty of Arts, 4 P. M.
Nov. 5, Th.—Meeting of Faculty of Law, 4 P. M.
6, F.—Final Matriculation Examination (Arts Faculty), 3 P. M.
9, M.—Meeting of Faculty of Arts, 1 P. M.
13, F.—Meeting of Faculty of Arts, 4 P. M.
16, M.—Returns as to Residence, &c. (Arts Faculty) to be made on or before this day.
Dec. 1, Tu.—Meeting of Faculty of Arts, 1 P. M.
3, Th.—Meeting of Faculty of Law, 4 P. M.
23, W.—No Lectures. Christmas Vacation begins.

1886.

- Jan. 4, M.—Meeting of Governors.
 6, W.—Lectures resumed.—Supplementary Entrance Examinations, 3 30 P. M.
 7, Th.—Meeting of Faculty of Law, 4 P. M.
 12, Tu.—Meeting of Faculty of Arts, 4 P. M.
- Feb. 2, Tu.—Meeting of Senate, 4 P. M.
 4, Th.—Meeting of Faculty of Law, 4. M.
 5, F.—George Munro's Day. No lectures.
- Mar. 1, M.—Last day for receiving M. A. Theses.
 4, Th.—Meeting of Faculty of Law, 4 P. M.
 10, W.—Ash Wednesday. No lectures.
- April 5, M.—Meeting of Governors.
 9, F.—Last day of lectures.—Meetings of Faculties of Arts and Law, 4 P. M.
 13, Tu.—Sessional Examinations (Law Faculty) begin, 10 A. M.
 “ —Sessional Examinations (Arts Faculty) begin :
 10 A. M., Latin.
 3 P. M., Addl. Latin, Hon. Classics, Hon. Philosophy, Hon. English Literature and History, and Hon. Ex. Physics.
- 14, W.— 10 A. M., Botany, Ethics, Hon. Mathematics, and Hon. Chemistry.
 15, Th.— 10 A. M., Greek.
 3 P. M., Addl. Greek, Mineralogy, Hon. Classics, Hon. Philosophy, Hon. English Literature and History, and Hon. Chemistry.
- 16, F.— 10 A. M., Logic, Hon. Classics, Hon. Math. Physics, and Hon. Ex. Physics.
 3 P. M., Metaphysics, Practical Chemistry, Hon. Philosophy, and Hon. English Literature and History.
- 19, M.— 10 A. M., Mathematics, Physics (3rd Year), Astronomy, and Hon. Classics.
 3 P. M., Mathematics, Physics (4th Year) and Hon. Classics.
- 20, Tu.— 10 A. M., English Language and Literature, and History.
 3 P. M., Hon. Classics, Hon. Mathematics, Hon. Philosophy, Hon. English Literature and History, and Hon. Chemistry.
- 21, W.— 10 A. M., French and Addl. English.
 3 P. M., Hebrew and Addl. Mathematics, and Hon. Ex. Physics.
- 22, Th.— 10 A. M., Chemistry, Hon. Classics, Hon. Mathematics, Hon. Philosophy and Hon. English Literature and History.
 3 P. M., Political Economy.
 “ —Last day for returning books to the Library.
- 23, F.—Good Friday.
 24, Sa.— 10 A. M., German.
 3 P. M., Addl. Physics.
- 26, M.—Meeting of Faculty of Arts, 10 A. M.—Meeting of Faculty of Law, 4 P. M.
 27, Tu.—Meeting of Senate, 10 A. M.—Results of Sessional Examinations declared.
 28, W.—CONVOCATION, 3 P. M.

TIME TABLE—FACULTY OF ARTS.

Years.	Hours.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
First Year.	9	.....	Inorg. Chem.	Inorg. Chem.	.....	Inorg. Chem.
	10	Latin.	Greek.	Latin.	Greek.	Latin.
	11	.....	Botany.	.....	Botany.	.....
	12	Mathematics.	Mathematics.	Mathematics.	Mathematics.	Mathematics.
	2	Latin (Tutor.)	English.	Latin (Tutor.)	English.	Greek (Tutor.)
Second Year.	2	.....	2nd French.	.....	2nd French.	.....
	3	1st German.	1st French.	1st German.	1st French.	1st German.
	9	.....	3rd French.	.....	3rd French.	.....
	10	Mathematics.	Mathematics.	Mathematics.	Mathematics.	Mathematics.
	11	Latin.	Greek.	Latin.	Greek.	Latin.
Third Year.	12	English Lit.	.....	English Lit.	.....	English Lit.
	2	2nd German.	2nd French.	2nd German.	2nd French.	2nd German.
	3	Log. and Psy.	Log. and Psy.	Log. and Psy.	Log. and Psy.	.....
	9	3rd German.	3rd French.	3rd German.	3rd French.	3rd German.
	10	Metaphysics.	Greek (1st yr)	Metaphysics.	Greek (1st yr).	Physics.
Fourth Year.	11	Org. Chem.	Hon. Metaph.	Org. Chem.	Hon. Metaph.	Hon. Metaph.
	12	.....	Hon. Classics.	.....	Hon. Classics.	.....
	1	History.	Physics.	History.	Physics.	History.
	2	Latin.	Greek (3rd yr)	Latin.	Greek (3rd yr)	Latin.
	3	Hon. Math.	.....	Hon. Math.	.....	Hon. Math.
Fourth Year.	3	1st German.	2nd French.	1st German.	2nd French.	Hon. Log. & Psy
	4	Hon. Eng. Lit.	1st French.	Hon. Eng. Lit.	1st French.	1st German.
	1	Hon. History.	.....	Hon. History.	.....	Hon. Eng. Lit.
	2	.....	.....	.....	.....	Hon. History.
	9	3rd German.	3rd French.	3rd German.	3rd French.	3rd German.
	10	Ethics.	Pol. Economy	Ethics.	Pol. Economy	Ethics.
	11	Hon. Physics.	Astronomy.	Hon. Physics.	Astronomy.	Hon. Metaph.
	12	.....	Hon. Metaph.	.....	Hon. Metaph.	.....
	1	.....	Hon. Classics.	.....	Hon. Classics.	.....
	2	Physics.	History.	Physics.	History.	.....
	3	Hebrew.	Greek (2nd yr)	Hebrew.	Greek (2nd yr)	Hebrew.
	4	Latin.	Greek (4th yr)	Latin.	Greek (4th yr)	Latin.
	1	.....	Hon. Math.	.....	Hon. Math.	Hon. Math.
	2	.....	.....	.....	.....	Hon. Math.
	3	2nd German.	2nd French.	2nd German.	2nd French.	2nd German.
4	Hon. Eng. Lit.	.....	Hon. Eng. Lit.	.....	Hon. Log. & Psy	
4	Hon. History.	.....	Hon. History.	.....	Hon. Eng. Lit.	



THE TABLE

THE TABLE - REVERSE OF ARTS

Year	Month	Day	Event	Location	Notes
1871	Jan	1	...	...	...
1871	Jan	2	...	...	...
1871	Jan	3	...	...	...
1871	Jan	4	...	...	...
1871	Jan	5	...	...	...
1871	Jan	6	...	...	...
1871	Jan	7	...	...	...
1871	Jan	8	...	...	...
1871	Jan	9	...	...	...
1871	Jan	10	...	...	...
1871	Jan	11	...	...	...
1871	Jan	12	...	...	...
1871	Jan	13	...	...	...
1871	Jan	14	...	...	...
1871	Jan	15	...	...	...
1871	Jan	16	...	...	...
1871	Jan	17	...	...	...
1871	Jan	18	...	...	...
1871	Jan	19	...	...	...
1871	Jan	20	...	...	...
1871	Jan	21	...	...	...
1871	Jan	22	...	...	...
1871	Jan	23	...	...	...
1871	Jan	24	...	...	...
1871	Jan	25	...	...	...
1871	Jan	26	...	...	...
1871	Jan	27	...	...	...
1871	Jan	28	...	...	...
1871	Jan	29	...	...	...
1871	Jan	30	...	...	...
1871	Jan	31	...	...	...

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 authorised the Earl of Dalhousie, Sir John's successor, to expend "in defraying the expenses of any improvement which it might seem expedient to undertake in the Province"; and the Earl, believing that "a Seminary for the higher branches of education is much needed in Halifax—the seat of the Legislature—of the courts of justice—of the military and mercantile society," decided upon "founding a College or Academy on the same plan and principle of that at Edinburgh," "open to all occupations and sects of religion, restricted to such branches only as are applicable to our present state, and having the power to expand with the growth and improvement of our society."

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

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

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

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

In 1848 an Act was passed authorising the Lieutenant-Governor and Council to appoint a new board of Governors "to

take such steps for rendering the institution useful and efficient as to His Excellency may seem fit." This Board, from 1849 to 1859, employed the funds of the University to support a High School.

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

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

An Act for the Regulation and Support of Dalhousie College.

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

WHEREAS, it is expedient to extend the basis on which the said College is established, and to alter the constitution thereof, so as 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 Tupper, S. Leonard Shannon, John W. Ritchie, and James F. Avery, Esquires, shall be a body politic and corporate, by the name and style of the Governors of Dalhousie College, at Halifax, and shall have and exercise all usual powers and authorities as such, and have the title, control and disposition of the building on the Parade, at Halifax, and of the property and funds belonging to the said College, and held for the use thereof by the present Governors; and all vacancies at the Board shall be filled up on recommendation of the remaining members thereof by the Governor-in-Council; and any of the Governors shall be removable by the Governor-in-Council, at the instance of the Board of Governors.

2. Whenever 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 to the same extent and support a chair or professorship, and to the nominee of any testator by whose will a chair or professorship may be so endowed.

4. The Governors shall have power to appoint and to determine the duties and salaries of the President, Professors, Lecturers, Tutors,

and other officers of the College, and from time to time to make statutes and bye-laws for the regulation and management thereof, and shall assemble together as often as they shall think fit, and upon such notice as to them shall seem meet, for the execution of the trust hereby reposed in them.

5. The said College shall be deemed and taken to be a University, with all the usual and necessary privileges of such institutions; and the students shall have liberty and faculty of taking the degrees of bachelor, master, and doctor, in the several arts and faculties at the appointed times; and shall have liberty within themselves of performing all scholastic exercises for the conferring of such degrees, and in such manner as shall be directed by the statutes and bye-laws.

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

7. The internal regulation of the said College shall be committed to the *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 re-payment thereof."

This Act was afterwards amended by the following Acts:—

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

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

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

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

2. The Governors shall have power to affiliate to Dalhousie College any other colleges desirous of such affiliation, or any schools in arts, in theology, in law, or in medicine, and to make statutes for such 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 such body of Christians or individuals nominating a professor or governor by virtue thereof, the number of Governors may be increased beyond fifteen, but such increase shall be limited to the number of such chairs or professorships as may after the passing of this Act be founded by virtue of the said sections 2 and 3.

In pursuance of the Act of 1863, the Presbyterian Church of the Lower Provinces closed their College, and agreed to support two chairs in this University; the Synod of the Maritime Provinces in connection with the Church of Scotland founded one chair; and the College opened in 1864, under the Principalship of Rev. James Ross, 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. This year the Faculty has been re-organised and the Halifax Medical College affiliated.

In 1883 a Faculty of Law was added.

In 1879, GEO. MUNRO, Esq., of New York, a native of this Province, placed in the hands of the Governors the funds necessary for the endowment of a Professorship of Physics. In 1881, he established a Professorship of History and Political Economy. In 1882, he founded a chair of English Language and Literature. In 1883, he added to the staff of the College a Professor of Constitutional and International Law, and Tutors in Classics and in Mathematics. In 1884, he founded a Professorship of Metaphysics. Since 1880, he has provided the University with Exhibitions and Bursaries, to the amount of \$15,700, which, according to his own desire, have been so offered for competition as to stimulate to greater activity and efficiency the High Schools and Academies of Nova Scotia and the neighboring Provinces.

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

To connect the donor's name for all time with the benefits thus conferred both on the University and on his native country, the chairs which he has founded shall be called the **GEORGE MUNRO CHAIRS OF PHYSICS, OF HISTORY AND POLITICAL ECONOMY, OF ENGLISH LANGUAGE AND LITERATURE, OF CONSTITUTIONAL AND INTERNATIONAL LAW, and of METAPHYSICS** respectively.

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

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

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

The following donations have been made to the Endowment Fund:—Hon. Sir Wm. Young, W. J. Stairs, Esq., Hon. Stayley Brown, John Gibson, Esq., John P. Mott, Esq., Wm. P. West, Esq., Thos. A. Ritchie, Esq., and Hon. Robt. Boak, \$1000 each; Adam Burns, Esq., Peter Jack, Esq., Hon. Jeremiah Northup, Prof. Lawson and Alex. McLeod, Esq., \$500 each.

The following donations have been made from time to time to meet current expenses:—Hon. Sir Wm. Young, \$460; John Doull, Esq., \$350; J. S. Maclean, Esq., \$250; J. F. Avery, Esq., M.D., S. Fleming, Esq., C.M.G., Rev. Principal Grant, D.D., and W. J. Stairs, Esq., \$200 each; Hon. R. Boak, A. K. Mackinlay, Esq., and The Medical Faculty (1875), \$160 each; Jas. Scott, Esq., \$155; Thos. Bayne, Esq., John Gibson, Esq., Rev. J. McMillan, B.D., and John Macnab, Esq., \$150 each; A. Burns, Esq., \$125; J. J. Bremner, Esq., \$120; B. H. Collins, Esq., J. Donaldson, Esq., Prof. J. DeMill, Rev. Prof.

Forrest, Prof. J. Johnson, Hon. A. G. Jones, Prof. G. Lawson, Prof. J. Liechti, Alex. McLeod, Esq., Robt. Morrow, Esq., Hon. Jeremiah Northup, Joseph Northup, Esq., T. A. Ritchie, Esq., Rev. Principal Ross, D.D., Ed. Smith, Esq., R. H. Skimmings, Esq., John Stairs, Esq., Geo. Thomson, Esq., Jas. Thomson, Esq., and Hon. Sir Chas. Tupper, \$100 each; J. W. Carmichael, Esq., C. D. Hunter, Esq., Major-General Laurie, Messrs. Lawson, Harrington & Co., Prof. C. Macdonald, J. P. Mott, 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. Neal, Esq., \$50 each; with smaller sums amounting to \$1349.

The following donations have been made for the purpose of providing scientific apparatus:—Hon. Sir Wm. Young, \$500; Prof. J. G. MacGregor, \$200; The Alumni Association, \$150; J. F. Avery, Esq., M.D., Thos. Bayne, Esq., Hon. R. Boak, Alex. McLeod, Esq., John Macnab, Esq., Hon. Jeremiah Northup, Esq., W. J. Stairs, Esq., and W. P. West, Esq., \$100 each; Thos. A. Brown, Esq., Messrs. Doull & Miller, Messrs. Esson & Co., John Gibson, Esq., Peter Jack, Esq., Prof. G. Lawson, J. S. Maclean, Esq., Robt. Morrow, Esq., Hon. J. W. Ritchie, Jas. Thomson, Esq., and a Friend, \$50 each; with smaller sums amounting to \$645.

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

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

- REV. THOMAS McCULLOCH, D.D., 1838-43, Moral Philosophy, Logic and Rhetoric.
 REV. ALEXANDER ROMANS, 1838-42, Classics.
 REV. JAMES McINTOSH, 1838-44, Mathematics and Natural Philosophy.
 REV. FREDERICK TOMKINS, M.A. (Lond.) 1856-7, Mathematics and Natural Philosophy.
 REV. GEORGE CORNISH,* B.A. (Lond.) 1856-7, Classics.
 THOMAS McCULLOCH, 1863-5, Natural Philosophy.
 JOHN JAMES MacKENZIE, M.A., Ph.D., 1877-79, Physics.
 HERBERT A. BAYNE,† M.A., Ph.D., F.R.S.C., 1877-79, Organic Chemistry and Chemical Analysis.
 JAMES DEMILL, A.M., 1866-80, Rhetoric and History.
 REV. DAVID HONEYMAN, D.C.L., F.S.A., F.R.S.C., 1878-83, Geology and Palæontology.

* Now Professor of Classics, McGill College, Montreal.

† Now Professor of Chemistry, Royal Military College, Kingston, Ont.

Dalhousie College & University.

BOARD OF GOVERNORS.

HON. SIR ADAMS G. ARCHIBALD, K. C. M. G., P. C., D. C. L., Q. C.,
Chairman.

HON. SIR WILLIAM YOUNG, LL. D., Ex-Chief Justice.

HON. SIR CHARLES TUPPER, K. C. M. G., C. B., M. D.

HON. J. W. RITCHIE, Ex-Judge of the Supreme Court of Nova Scotia.

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

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

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

REV. JOHN FORREST.

HON. ALFRED G. JONES.

JOHN S. MACLEAN, Esq.

PETER JACK, Esq.

JOHN DOULL, Esq.

REV. ROBERT MURRAY.

HON. JAMES MACDONALD, Chief Justice.

WALLACE GRAHAM, Esq., A. B., Q. C.

HIS WORSHIP THE MAYOR OF HALIFAX, *ex officio.*

R. SEDGEWICK, Esq. B. A., Q. C., Representative of the Alumni Association.

GEORGE THOMSON, *Treasurer.*

WILLIAM M. DOULL, *Secretary.*

SENATUS ACADEMICUS.

REV. JOHN FORREST, *President.*

REV. JAMES ROSS, D. D.

REV. WILLIAM LYALL, LL. D.

CHARLES MACDONALD, M. A.

JOHN JOHNSON, M. A.

GEORGE LAWSON, Ph. D., LL. D., F. I. C., *Secretary.*

J. G. MACGREGOR, M. A., D. Sc.

J. G. SCHURMAN, M. A., D. Sc.

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

WILLIAM J. ALEXANDER, B. A., Ph. D.

JAMES LIECHTI, M. A.

BENJAMIN RUSSELL, A. M.

OFFICERS OF INSTRUCTION.

-
- REV. JAMES ROSS, D.D., *Professor Emeritus.*
 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. (Dub.), *McLeod Professor of Classics.*
 GEORGE LAWSON, PH.D., LL.D., F.I.C., F.R.S.C., *McLeod Professor of Chemistry and Mineralogy.*
 JAMES LIECHTI, M.A. (Vind.), *McLeod Professor of Modern Languages.*
 JAMES GORDON MACGREGOR, M.A. (Dal.), D.Sc. (Lond.), F.R.S.S. E. & C.,
George Munro Professor of Physics.
 REV. JOHN FORREST, *George Munro Professor of History and Political Economy.*
 JACOB GOULD SCHURMAN, M.A. (Lond.), D.Sc. (Edin.), *George Munro Professor of Metaphysics.*
 RICHARD CHAPMAN WELDON, A.M. (Mt. All.), Ph.D. (Yale), *George Munro Professor of Constitutional and International Law.*
 HON. JOHN S. D. THOMPSON, Judge of the Supreme Court, *Lecturer on Procedure and Evidence.*
 HON. SAMUEL LEONARD SHANNON, D.C.L. (Vind.), Q.C., *Lecturer on Real Property and Crimes.*
 JAMES THOMSON, Q.C., *Lecturer on Real Property.*
 WALLACE GRAHAM, A.B. (Acad.), Q.C., *Lecturer on Shipping and Insurance.*
 ROBERT SEDGEWICK, B.A. (Dal.), Q.C., *Lecturer on Equity Jurisprudence.*
 BENJAMIN RUSSELL, A.M. (Mt. All.), *Professor of Contracts and Commercial Law.*
 JOHN YOUNG PAYZANT, A.M. (Acad.), *Lecturer on Torts.*
 WILLIAM JOHN ALEXANDER, B.A. (Lond.), Ph.D. (J. H. U.), *George Munro Professor of English Language and Literature.*
 HON. J. W. JOHNSTONE, Judge of the County Court, *Lecturer on Crimes.*
 JOHN PETER McLEOD, B.A. (Dal.), *George Munro Tutor in Classics.*
 DANIEL ALEXANDER MURRAY, B.A. (Dal.), *George Munro Tutor in Mathematics.*
 DAVID BAILEY, *Instructor of Gymnastics.*
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Librarian: PROFESSOR FORREST.

Assistant Librarians: { MR. McLEOD,
 { MR. MURRAY.

Curator of the Museum: PROFESSOR LAWSON.

Janitor: ARCHIBALD DUNLOP.

Faculty of Arts.

THE PRINCIPAL.

PROFESSORS : LYALL,
MACDONALD,
JOHNSON,
LAWSON,
LIECHTI,
MACGREGOR,
FORREST,
SCHURMAN,
ALEXANDER.

Secretary of the Faculty—PROFESSOR MACGREGOR.

TUTORS : McLEOD,
MURRAY.

§ I.—THE ACADEMIC YEAR.—The academic year consists of one session. The session of 1885-6 will begin on Thursday, 15th October, 1885, and end on Wednesday, 28th April, 1886.

Notice is hereby given that in 1887 the session may be lengthened by two months.*

The Summer Session is for the present suspended.

§ II.—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,† (b) entering their names (annually) in the Register, and (c) paying the annual Registration Fee. (See § XVII.)

(2.) Registered students may, on payment of the proper fees, (See § XVII.), enter any of the classes of the College except Tutorial classes, which are open only to members of the ordinary classes in connection with which they are held.

(3.) Persons who wish to obtain University Degrees must become Undergraduates. Persons of either sex may become undergraduates by (a) passing either one of the Matriculation Examinations or a recognised equivalent, (§§ VII. and VIII.), and (b) matriculating, *i. e.*, entering their names on the Matricula or Register of Undergraduates. For details as to subjects, dates,

* See footnote, § X. (2.)

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

&c., of Matriculation Examinations, courses of study for Degrees, &c., see §§ VI.-XI. For admission of undergraduates of other Universities *ad eundem statum*, see § VI. (2).

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

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

Persons who wish to take such Students as boarders must furnish the Principal with satisfactory references. A register is kept by the Secretary of the Faculty, 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.

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

§ V.—COURSES OF INSTRUCTION, 1885-86.

I.—CLASSICS.

(*McLeod Professorship.*)

Professor JOHN JOHNSON, M. A.
Tutor J. P. McLEOD, B. A.

First Year Latin Class.

Professor's Class—Mondays, Wednesdays, and Fridays, 10—11 A. M.
‡ *Tutorial Class*—Mondays and Wednesdays, 12 M. -- 1 P. M

Subjects of Study :

Cicero : Pro Lege Manilia and * Pro Milone.—Virgil : Aeneid, Book VI.—Composition : Principia Latina, Part IV. (latter half), and Part V.

‡ 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 examined in this additional subject, which is not read in class. 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. Livy : Book I.—Composition : Principia Latina, Part V.

† Third and Fourth Years Latin Class.

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

Subjects of study in alternate years :

For 1885-6.—Tacitus : Agricola. Plautus : Captivi. Juvenal : Satires III, X, XIII.—Composition : Bennett's Second Latin Writer (pub. by Rivingtons, London.)

For 1886-7.—Horace : Selected Satires. Tacitus : Annals, Bk. I.—Composition : Bennett's Second Latin Writer (pub. by Rivingtons, London.)—Philology : Peile's Primer of Comparative Philology.

First Year Greek Class.

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

‡ (Conducted by the Tutor.)

Subjects of study :

Lucian : De Somnio, Timon, Deorum Comitia. * Xenophon : Cyropædia, Book I. Composition : Initia Græca, Part III., (introductory rules ; * written exercises.)—Grammar : Accidence.

Second Year Greek Class.

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

Subjects of study :

Homer : Odyssey, Book IX. Xenophon : Hellenica, Book II. * Demosthenes : Olynthiacs.—Composition : Initia Græca, Part III. Latter half (introductory rules ; * written exercises.)

† Third and Fourth Years Greek Class.

Tuesdays and Thursdays, 12 M.—1 P. M.

Subjects of study in alternate years :

For 1885-6.—Plato : Apologia Socratis. Euripides : Alcestis.—Prose Composition.

For 1886-7.—Demosthenes : Philippics I, III. Euripides : Medea.—Prose Composition.

* Students seeking a First or Second Class at the Sessional Examinations are examined in this additional subject, which is not read in class. Such students are also required to shew special accuracy in grammar.

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

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

Honours Class.*Twice 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 practised.

II.—HEBREW.

Professor REV. PRINCIPAL ROSS, D. D.

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

Subjects of study :

Hebrew Grammar, Translation from Hebrew into English, and analysis of words.

Text Book: Green's Elementary Hebrew Grammar.

III.—MODERN LANGUAGES.

(*McLeod Professorship.*)

Professor JAMES LECHE, M. A.

First French Class.

Tuesdays and Thursdays, 3—4 P. M.

Subjects of study :

Guizot: *Guillaume le Conquérant*, or Thiers: *Histoire de la Révolution française*. Molière: *Le Bourgeois Gentilhomme*. Exercises in Grammar and Composition.

Text Books: Brachet'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 :

Molière: *L'Avare*. Racine: *Athalie*. Translation from English writers. Exercises in Syntax.

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

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

Third French Class.

Tuesdays and Thursdays, 9—10 A. M.

Subjects of study :

Molière: *Les femmes savantes*. Corneille: *Horace*. Translations from English writers. Original Essays. Lectures on French Literature.

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

Text Book: Brachet's Public School French Grammar.

First German Class.

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

Subjects of study:

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

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

Second German Class.

Mondays, Wednesdays and Fridays, 2—3 P. M.

Subjects of study:

Schiller: *Wilhelm Tell*, Acts II. and III. Goethe: *Hermann and Dorothea*. Translations from English writers. Lectures on German Literature.

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

Text Books: As in First Class.

Third German Class.

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

Subjects of study:

For 1885-6.—Schiller: *Brant von Messina*; Goethe: *Egmont*. Prose Composition. Lectures on German Literature.

For 1886-7.—Schiller: *Maria Stuart*. Lessing: *Minna Von Barnhelm*. Prose Composition. Lectures on German Literature.

Schiller's *Wallenstein's Tod* is prescribed for private reading to candidates for a First Class position at the Sessional Examinations of 1886.

IV.—ENGLISH LANGUAGE & LITERATURE.

(George Munro Professorship.)

Professor.....W. J. ALEXANDER, Ph. D.

First Year Class.

Tuesdays and Thursdays, 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 weekly exercises (for the most part on

subjects connected with the course on English Literature), which are returned with corrections, after being criticised by professor and students in an hour set apart for that purpose.

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:—

Addison: Select Essays.

Pope: Rape of the Lock, * Satires and Epistles.

Johnson: London, Vanity of Human Wishes, Life of Addison, * Lives of Pope, Collins, and Gray.

Collins: The Passions.

Gray: Elegy, The Bard.

Goldsmith: The Deserted Village, The Traveller.

Books recommended: Nichol's Composition Primer (Macmillan); Hudson's Selections from Addison (Ginn & Heath, Boston); Clarendon Press Edition of Pope; Hales' Longer English Poems (Macmillan)—which contains all the poetry read in the class.

Second Year Class.

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

Lectures on Shakespeare and Milton, with critical reading of the following works of each:

Shakespeare—King John, † Henry V., † As You Like It, Twelfth Night, † Othello, Macbeth, Antony and Cleopatra, † Cymbeline.

Milton—On the Morning of Christ's Nativity, Paradise Lost (Bks. V.—VIII.), Samson Agonistes.

Books recommended: Rolfe's or the Clarendon Press Edition of the separate plays of Shakespeare, Dowden's Shakspeare Primer, Clarendon Press Edition of Milton.

Third and Fourth Years Honours Class.

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

The following subjects in alternate years—A in 1885–6.

A.—(1) The historical development of the English Language and Literature to the year 1400, including a minute study of Sweet's Anglo-Saxon Primer, Lounsbury's History of the English Language, Morris & Skeat's Specimens of Early English, Part II. (omitting sections II., III., IV., VI., VII., XVE., XEX., and XX.), Chaucer's Prologue and Knight's Tale (Clarendon Press.)

(2) Studies in the Poetry of the Nineteenth Century.

B.—Detailed history of Elizabethan and Early Stuart literature. (see § XVII. [10]).

Books recommended—Morley's First Sketch of English Literature, Clarendon Press and Arber Editions of Elizabethan and Stuart authors.

* Only for candidates seeking a First or Second Class at the Sessional Examinations.
For First Class and New Shakspeare Society's Prize.

V.—HISTORY AND POLITICAL ECONOMY.

(George Munro Professorship.)

ProfessorREV. J. FORREST.

Third Year History Class.

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

Subjects of Study :

Mediaeval 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 the Fall of Roman Empire (Student's Edition.)

Books recommended—Hallam's Middle Ages; Bryce's Holy Roman Empire; Irving's Mahomet and his Successors; Guizot's History of Civilization; Michaud's History of the Crusades; Robertson's Charles V.; Stubb's Constitutional History of England.

Fourth Year History Class.

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

Subject 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); Menzel's Germany.

Advanced History Class.

Once a week.

Subject of study :

English History from 1603 to 1689.

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

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.

Books recommended : Smith's Wealth of Nations, Cairnes' Principles of Political Economy, Carey's Principles of Social Science, Roscher's Political Economy, Fawcett's Free Trade and Protection, Carey's Harmony of Interests.

VI.—ETHICS.

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

Mondays, Wednesdays, and Fridays, 10—11 A. M.

Ethics, a department of Mental Philosophy, includes the Philosophy of Man's Active, Moral, Social, and Religious nature.

1. Man an Active Being. Will, Volition, Motives and their influence, Fatalists, Libertarians, Necessitarians, Attempt to reconcile Libertarians and Necessitarians, Principles of Action.

2. Man a Moral Being. The Moral Faculty or Conscience defined, Historical review of different opinions respecting the nature of Conscience, and the Foundation of Virtue; Existence of Deity, Theism, Ontological arguments, Teleological arguments; Atheism, Idealistic and Materialistic; Correlation of Physical and Mental Forces disproved; Pantheism, Its adherents very numerous, Its immoral tendency.

3. Man a Social Being. State of Nature, Hunter State, Nomadic State, Agricultural State, Commercial State, Origin and Progress of the Arts, Sciences, Commerce, Law, Government and War.

4. Man a Religious Being. Must have an object of Worship, Contents of the Intuition; Natural Religion, Importance of the Study, its grand defect, Handmaid to Revelation.

Books recommended—Flemings' Manual of Moral Philosophy; Stewart's Active and Moral Powers (Ed. Hamilton).

VII.—METAPHYSICS.

(George Munro Professorship.)

Professor.....J. G. SCHURMAN, M. A., D. Sc.

Third Year Class.

Mondays and Wednesdays, 10—11 A. M.

This course, which is made up of lectures, discussions, and essays by the students, embraces a brief survey of the development of philosophic thought from its beginning among the Greeks down to the modern era; a detailed study of the system of Berkeley; and an outline of subsequent philosophy, with special reference to Kant, Reid, Mill, Herbert Spencer, and Lotze.

Books recommended—Schwegler's History of Philosophy; Berkeley's Works (Fraser's Selections.)

Third and Fourth Years Honours Class.

Tuesdays, Thursdays, and Fridays, 10—11 A. M.

This course extends over two years. It consists in a critical study, by means of discussions and essays, of the works of Locke, Berkeley, Hume, Kant, and Lotze.

Books recommended—Clarendon Press Edition of Berkeley and Lotze (translation); Green's Hume (Longmans); Stirling's Text-Book to Kant (Oliver & Boyd); Max Müller's Translation of Kant's Critique (Macmillan.)

VIII.—LOGIC AND PSYCHOLOGY.

Professor.....REV. 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 Reasonings; the different orders of Syllogism; 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 "Intellect, the Emotions and the Moral Nature."

Third and Fourth Years Honours Class.

Fridays, 2—3 P. M.

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

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

IX.—MATHEMATICS.

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

Tutor.....D. A. MURRAY, 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 Second Degree, Proportion, Inequalities, Indeterminate Equations, Variation, Progressions: Propositions in the Theory of Equations, with Horner's method of approximating the roots of an Equation of a Degree higher than the Second.

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

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

Books recommended—Colenso's or Todhunter's, or Hamblin Smith's (Miller & Co.) Elements of Geometry; Colenso's or H. Smith's Algebra.

Second Year Class.

Daily, 10 — 11 A. M.

Subjects of study :

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

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

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

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

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

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

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

Books recommended.—Colenso's Algebra, 2nd Part ; Colenso's Trigonometry, 1st part ; Todhunter's Spherical Trigonometry, or Hann's Trigonometry (Weale's Series) ; Chambers' Logarithmic, &c., Tables.

Honours Class.

There are two Divisions in the Honours 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.—Colenso's Plane Trigonometry, 2nd part ; Todhunter's Conic Sections ; Todhunter's Theory of Equations ; Hall's Differential and 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, Tait & Steele's Dynamics of a Particle ; Todhunter's Analytical Statics ; Boole's Differential Equations.

X.—PHYSICS.

(George Munro Professorship.)

Professor.....J. G. MACGREGOR, M. A., D. Sc.

Third Year Physics Class.*Tuesdays and Thursdays, 11 A. M.—12 M., Fridays 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 (a) of a Particle, including Kinetics and Statics, (b) of simple and complex* systems of Particles, (c) of a rigid body, including Kinetics* and Statics.

The properties of solid and fluid bodies.

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

Books recommended : Thomson and Tait's Elements of Natural Philosophy, Pt. I., (Cambridge University Press, 9s.) and Magnus' Hydrostatics and Pneumatics, with answers, (Longmans, Green & Co., 2s.)—Students are recommended to order these books through a bookseller some weeks before the beginning of the Session that they may have them at the opening of the class.**Fourth Year Physics Class.***Mondays and Wednesdays, 11 A. M.—12 M.*The subjects treated in this class are Heat, Electricity and Magnetism, Light and Radiant Heat, and Sound. One of these subjects is treated in detail, the others in a more cursory manner. In 1885-6 Heat will be treated in detail, and candidates for a First or Second Class position at the Sessional Examinations, will be examined on portions of Maxwell's *Theory of Heat* (Longmans) to be read by them privately.*Books recommended :* Garnett's Elementary Treatise on Heat (Deighton, Bell & Co., 3s. 6d.), Thompson's Lessons in Electricity and Magnetism (Macmillan & Co., 4s. 6d.) and Deschanel's Natural Philosophy, Ed. Everett, Part IV—Sound and Light (Blackie & Son, 4s. 6d.)**Astronomy Class.***Tuesdays and Thursdays, 10—11 A. M.*

The subjects of the lectures will be the Elements of Spherical and Physical Astronomy, together with the Elements of Geometrical Optics and their application to the theory of astronomical instruments.

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

Books recommended : Ball's Elements of Astronomy (Longman's Text Books of Science Series, 6s.) or Loomis's Treatise on Astronomy (Harper & Bros., \$1.50), and Aldis' Geometrical Optics (Deighton, Bell & Co., 3s. 6d.)

Mathematical Physics Honours Class.

Mondays and Wednesdays 10—11 A. M.

The subjects of the lectures will be as follows :

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

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

Books recommended : Minchin's Statics (Longmans, Green & Co.), Tait and Steele's Dynamics of a Particle (Macmillan & Co.), Aldis' Rigid Dynamics (Deighton, Bell & Co.), Besant's Hydromechanics (Deighton, Bell & Co.), Tait's Sketch of Thermodynamics (Douglas, Edinburgh.)

Experimental Physics Honours Class.

The work of this class will be largely practical, the students being trained, so far as the resources of the Laboratory will permit, to determine the values of important constants and to conduct experimental inquiries. Occasional lectures will be given on experimental methods.

This 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 (in addition to those of the ordinary class) : Stewart's Treatise on Heat (Macmillan & Co.) ; Jenkin's Electricity and Magnetism (Longmans, Green & Co.) ; Tait's Light (A. & C. Black) ; Sedley Taylor's Sound and Music (Macmillan & Co.) ; Glazebrook & Shaw's Practical Physics (Longmans, Green & Co.) ; Day's Exercises in Electrical Measurement, and Numerical Examples in Heat (Longmans, Green & Co.)

XI.—CHEMISTRY.

(McLeod Professorship.)

ProfessorGEO. LAWSON, Ph. D., LL. D.

Inorganic Chemistry.

Tuesdays, Wednesdays and Fridays, 9—10 A. M.

Subjects of lectures :

General principles ; Chemical Affinity ; Combination ; Laws of Combination, by weight, by volume ; Equivalent Numbers ; Atomic Numbers ; Atomic Theory ; Nomenclature ; Notation ; Formulæ ; Equations ; the Non-metallic Elements and their mode of occurrence in nature, their preparation, their compounds, important chemical processes, natural and artificial, and manufactures, to which they are related ; the Metals, their general characters, classification, occurrence in nature ; Metallurgical Processes ; Alloys ; description of all the important metals, their salts and other compounds, and of chemical processes and manufactures connected with them, modes of testing, &c.

Class Book : Green's edition of Wurtz's Chemistry.

Organic Chemistry Class.*Mondays and Wednesdays, 10 — 11 A. M.*

Subjects of lectures :

Principles of Classification ; Organic Series ; Comparison of the principal Series of the Fatty Group, viz., Paraffines and Olefines ; Monatomic, Diatomic, Triatomic and Hexatomic Alcohols and Ethers ; Monatomic, Diatomic and Tetratomic Acids ; Aldehydes ; Cyanogen ; Amines, the Carbohydrates ; Artificial Bases ; the Aromatic Compounds : Benzol and its Derivatives ; Alkaloids ; The Natural Amides ; Uric Acid ; Colouring Matters ; Albuminoids ; Outline of Animal Chemistry ; Tissues ; Blood, Milk, Urine ; Respiration, Digestion, Nutrition.

Class Book : Green's edition of Wurtz's Chemistry.**Medical Chemistry Class.***Daily, 9 — 10 A. M.*

The Class for Medical Chemistry meets daily throughout the Session. The course embraces a discussion of the Principles of Inorganic Chemistry, on Tuesdays, Wednesdays and Fridays, as in the Arts Course, with special instruction on Mondays and Thursdays in Organic, Medical and Toxicological Chemistry.

Text Book : Fownes' Chemistry (or Wurtz's.)**Chemical Laboratory.**

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

Text Book : Qualitative Analysis, by Macadam.

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

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

Text Book : Fresenius's Quantitative Analysis, vol. 1.**XII.—BOTANY.***Professor*GEO. LAWSON, Ph. D., LL. D.*Tuesdays and Thursdays, 10 — 11 A. M.**Class Book* : Goodale's Physiological Botany, (vol. II, Part I, of Gray's Text Book.)

Additional instruction will be given on separate days to medical students, on Classification, with special attention to the Natural orders containing Medicinal and Poisonous Plants.

§ VI.—DEGREE OF BACHELOR OF ARTS.—(1). Candidates for the ordinary degree of Bachelor of Arts are required to pass either the First Year Matriculation Examination (admitting to the standing of an undergraduate of the First Year) or the Second Year Matriculation Examination (admitting to the standing of an undergraduate of the Second Year); to attend the classes of the course of study prescribed for this degree during either all four years, or the last three years, according to the standing acquired at the Matriculation Examination; and to pass, according to the regulations of § x., either the Degree Examinations of the several years, or the equivalent supplementary examinations in cases in which supplementary examinations are allowed.—For graduation fee see § xvii.

(2.) Undergraduates of other Universities may, on producing satisfactory certificates, be admitted *ad eundem statum* 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 course on which they enter in this University, they may be required by the Faculty to take additional classes.

§ VII.—FIRST YEAR MATRICULATION EXAMINATION.—(I.) Candidates for entrance into the First year of the course shall be examined in the following subjects:

1. LATIN.—Grammar*. One Latin subject. The following subjects are recommended:

For 1885: *Cæsar*, Gallic War, Book VI; or, *Ovid*, Metamorphoses, Book II, Fabb. 1, 2, 3; Book III, Fabb. 1, 2, 5, 6 (Ferguson's *Ovid*, published by Oliver & Boyd, Edinburgh, contains the prescribed text.)

For 1886: *Cæsar*, Gallic War, Book VI; or, *Ovid*, Metamorphoses, Book IV., Fabb. 1, 2, 11, 12, 13, 14, 15; Book V., Fabb. 1, 6, 7.

For 1887: *Cæsar*, Gallic War, Book I; or, *Ovid*, as for 1886.

2. GREEK OR FRENCH OR GERMAN.

GREEK. Grammar. One Greek subject. The following subjects are recommended:

For 1885: *Xenophon*, Anabasis, Book I or Book VI.

For 1886: *Xenophon*, Anabasis, Book I or Book II.

For 1887: *Xenophon*, Anabasis, Book II or Book III.

If Greek is to be chosen as one of the subjects of the course, it must be taken as a part of this examination.

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

* The following addition will be made next year: Composition—Translation of easy sentences as in Smith's *Principia Latina*, Part IV., Exs. 1-35.

GERMAN.—Adler's *German Reader*, (Appleton & Co.), Zweiter Abschnitt, Nos. 14-17 (inclusive).—*Grammar*:—First 16 lessons in Otto's German Grammar (omitting the 10th, 11th and 12th lessons).

N. B.—Instead of the books recommended above in Latin, Greek, French and German, candidates may offer equivalents if they be not parts of the B. A. Course.

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

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

The above examination may be conducted partly *viva voce*.

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

(3.) Candidates are required to give notice to the Secretary of the Faculty 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 what equivalents, if any, they wish to offer instead of books specified above.

(4.) This examination will be held on the days appointed in the University Almanac. For the benefit of candidates unable to present themselves on those days, an opportunity will be granted of appearing for examination ten days after the opening of the classes. But no student will be admitted as an undergraduate after ten days from the opening of the classes without the special permission of the Faculty.

§ VIII.—SECOND YEAR MATRICULATION EXAMINATION.—(1.) Candidates for entrance into the Second Year of the course shall be examined in the following subjects:

1. LATIN.—The ordinary* subjects of the First Year Class, as specified in § v, or their equivalents, together with one additional subject (not being a part of the undergraduate course for the year).

2. CLASSICAL HISTORY AND GEOGRAPHY.—The subjects of the Entrance Examination of the Second Year, as specified in § x.

3. GREEK OR FRENCH OR GERMAN OR BOTANY (according as the subject to be chosen as the second subject of the Second Year is Greek or French or German or Practical Chemistry respectively.)

GREEK.—The ordinary* subjects of the First Year Class, as specified in § v, or their equivalents, together with one additional subject (not being a part of the undergraduate course for the year).

FRENCH.—The subjects of the First French Class, as specified in § v, or equivalents, which are not part of the work of the Second French Class for the year.

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

GERMAN.—The subjects of the First German Class, as specified in § v, or equivalents, which are not part of the work of the Second German Class for the year.

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

4. MATHEMATICS.—The subjects of the First Year Class, as specified in § v.

5. 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—or the equivalents thereof. Candidates must also pass the Second Year Entrance Examination in English (See § x, (2)).

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

The above examination may be conducted partly *viva voce*.

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

(3.) Candidates must give at least one week's notice to the Secretary of the Faculty, of their intention to appear at this examination; and in giving such notice they must state in what Latin, English, and Greek or French or German 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.

§ IX.—COURSE OF STUDY FOR DEGREE OF B. A.—

(1.) The following is a list of the classes which undergraduates are required to attend in the four years of the B. A. course. The details of the subjects studied in these classes will be found under Courses of Instruction, (§ v.)

- First Year.**—1. Latin.
 2. One of the following : Greek, French, German, Botany.
 3. Mathematics.
 4. Inorganic Chemistry.
 5. English.

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

Undergraduates who select Botany, as subject 2, shall be required to furnish the Professor, at the beginning of the Second Year, with evidence of their having done the practical work prescribed at the end of the Session.

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

- Second Year.**—1. Latin.
 2. One of the following : Greek, French, German, Practical Chemistry.
 3. Mathematics.
 4. English Literature.
 5. Logic and Psychology.

Undergraduates who selected Greek or French or German in the First Year must select the same subject in the Second. Those who selected Botany in the First Year must select Practical Chemistry in the Second.

- Third Year.**—1. Latin.
 2. Physics.
 3. History.
 4, 5, and 6. Any three of the following : *
 a. Greek.
 b. French.
 c. German.
 d. Constitutional History (Law Faculty).
 e. Metaphysics.
 f. Organic Chemistry.
 g. Practical Chemistry.

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.

- Fourth Year.**—1. Latin.
 2. Ethics.
 3, 4, 5 and 6. Any four of the following : *
 a. Greek.
 b. Hebrew.
 c. French.
 d. German.
 e. History.
 f. Political Economy.
 g. International Law (Law Faculty).
 h. Physics.
 i. Astronomy.
 j. Practical Chemistry.

Undergraduates who took the First Year Greek Class in the Third Year, must take the Second Year Class in the Fourth. Those who took French or German for the first time in the Third Year, must take these subjects in the Fourth Year also.

(2.) 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

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

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.

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

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

(2.) The Entrance Examinations † are held at the beginning of the Session in the Second, the Third, and the Fourth Years of the Course. The subjects of these Examinations in 1885–6 shall be as follows :

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

Books Prescribed: Liddell's Students' History of Rome; Tozer's Primer of Classical Geography; Ginn & Heath's, or Schmitz's Classical Atlas.

2. ENGLISH LITERATURE.—Macaulay's Essays on Lord Nugent's Memorials of Hampden, Lord Bacon, Burleigh and his Times, Life and Writings of Addison.

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

Books Prescribed: Smith's Student's History of Greece; Tozer's Primer of Classical Geography; Ginn & Heath's, or Schmitz's Classical Atlas.

2. ENGLISH LITERATURE.—Dryden's *Annus Mirabilis*, *Absalom* and *Achitophel*, *The Hind and the Panther*, (Clarendon Press Edition).

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

(3.) The Sessional Examinations are held at the end of the Session * in each of the four years of the Course, in the subjects of the classes of that year, as specified in § IX. Candidates who wish merely to pass are examined in the ordinary work of the various classes only; candidates who wish to pass with distinction are in some classes examined in additional

† In the event of the lengthening of the Session (§ I.) these Examinations will be abolished.

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

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.

(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 § XVII.

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

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

(11.) 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 § XVII.

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

(13.) Undergraduates wishing to appear as candidates at any Examinations other than Entrance and Sessional Examina-

tions, 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.

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

§ XI.—DEGREE OF B. A. 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 the ordinary degree of B. A., by entering upon one of the following Honours Courses, viz., (1.) Classics, (2.) Mathematics and Physics, (3.) Mental and Moral Philosophy, (4.) Experimental Physics and Chemistry, (5.) English Literature and History; provided he has either attained a First Class standing at the previous Sessional Examination in the subject corresponding to that of the Honours Course selected, or received the special permission of the Faculty.

(2.) A candidate for Honours in any of the above departments shall be required to attend the classes provided in the subjects of such department (See § v.), 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.

(3.) 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.

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

(5.) A candidate for Honours, who fails to obtain them, shall receive the ordinary degree of Bachelor of Arts, 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.

(6.) Candidates for Honours in Classics may, in each of the third and fourth years, omit any two of the subjects of

those years except Latin and Greek; and they shall not be required to pass the Entrance Examination of the Fourth Year.

They shall be examined in the following subjects, viz.:

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

GREEK.—Æschylus: *Agamemnon*.
Sophocles: *Œdipus Coloneus*.
Aristophanes: *The Clouds*.
Homer: *Odyssey*, Books V.—VIII.
Thucydides: *Book II*.
Plato: *Phædo*.
Demosthenes: *De Corona*.

COMPOSITION: Latin Prose.

PHILOLOGY.—Müller's *Science of Language*, vol. I., chaps. 1-7; Peile's *Introduction to Greek and Latin Etymology*.

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

(7.) Candidates for Honours in Mathematics and Physics may omit in the Third Year any two, and in the Fourth Year any three, of the subjects of those years, except Physics and Astronomy. They shall be required to take in the Third Year of their course instead of one of the subjects of that year the Physics Class of the Fourth Year. They shall not be required to pass the Entrance Examination of the Fourth Year. They shall be examined in the following subjects, viz.:

MATHEMATICS.

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

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

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

MATHEMATICAL PHYSICS.

Selected chapters in Kinematics, Dynamics of a Particle, Rigid Dynamics, Hydrodynamics, Thermodynamics, and Electrodynamics, illustrating the application of the higher mathematics to the study of Physical Problems.

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

LOGIC AND PSYCHOLOGY.

Mill's Logic, Book III., chaps. 8 and 9.
Hamilton's Lectures on Metaphysics and Logic.
Reid's Essays, vi.
Alison's Essays on the Principles of Taste.
Cousin's Philosophy of the Beautiful.

METAPHYSICS.

Plato's Theætetus, and Republic.
Descartes' Method and Meditations.
Locke's Essay on Human Understanding.
Berkeley's Philosophical Works (Ed. Fraser).
Hume's Treatise on Human Nature, vol. I. (with Green's Introduction).
Kant's Critique of Pure Reason.
Lotze's Metaphysik.

ETHICS.

Aristotle's Ethics, Books I., III., VI., X. (in English).
Butler's Sermons on Human Nature, with the Preface and the Dissertation on the Nature of Virtue.
Smith's Theory of Moral Sentiments.
Mackintosh's Dissertation on the Nature of Virtue.
Kant's Metaphysic of Ethics.
Mill's Utilitarianism.

(9.) Candidates for Honours in Experimental Physics and Chemistry may, in the Third Year, omit any one, and in the Fourth Year, any three, of the subjects of those years, except Physics, Astronomy, and Organic and Practical Chemistry. They shall be required to take in the Third Year of their course, instead of one of the subjects of that year, the Physics Class of the Fourth year. They shall not be required to pass the Entrance Examination of the Fourth Year.

They shall be examined in the following subjects :

EXPERIMENTAL PHYSICS.

Candidates shall be required to shew a general knowledge of the Properties of Solids and Fluids, of 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 shew 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, V, VII, XI.

They shall be required also to shew 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, Saponification, Organic Acids. Carbohydrates. Fermentation. Transformations of the Alcohols, and Laboratory Determinations. Aromatic Group. Compound Ammonias. Alkaloids.

Books recommended: Wurtz's Chemistry, Organic part. Miller's Chemistry, vol. III. Roscoe & Schorlemmer's Chemistry. Reynold's Experimental Chemistry, Part IV. Watts' Dictionary of Chemistry.

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) Quantative Estimation of Metallic Ores, (2) Do. of Inorganic Poisons, (3) Soil Analysis, (4) Sanitary Analysis.

Books recommended: Reynold's Experimental Chemistry, Parts I, II, III. Macadam's Practical Chemistry. Fresenius's Qualitative Analysis, Thorpe, or Appleton. Watts' Dictionary of Chemistry.

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

LITERATURE.

(1.) The historical development of the language and literature to the year 1400, including a minute acquaintance with Sweet's Anglo-Saxon Primer, Lounsbury's History of the English Language, Morris and Skeat's Specimens of Early English, Part II (omitting Sections II, III, IV, VI, VIII, XVI, XIX, XX), and Chaucer's Prologue and Knight's Tale (Clarendon Press).

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

Lyly: Euphues. The Anatomy of Wit.
 Spenser: The Faerie Queene, Book II.
 Marlowe: Doctor Faustus.
 Greene: Friar Bacon and Friar Bungay.
 Sidney: An Apologie for Poetrie.
 Bacon: Advancement of Learning, Book I.
 Shakespeare: Henry V., Hamlet, Lear.
 Milton: Of Reformation in England, Eikonoklastes, Samson Agonistes.

(3.) Poetry of the Nineteenth Century, including a general knowledge of the genius and works of Wordsworth, Coleridge, Shelley, and Tennyson, and a minute acquaintance with the following poems :— Wordsworth—Select Poems ; Coleridge—The Ancient Mariner ; Shelley—Alastor, Adonais ; Tennyson—The Princess.

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

HISTORY.

A minute investigation of English History from A. D. 1603–1689.

Books recommended : Green's History of the English People, vol. 3 ; Lingard's History of England, vols. 7–10 ; Hallam's Constitutional History of England, Chap. vi.—x ; Ranke's History of England ; S. R. Gardiner's Works on this Period ; Clarendon's History of the Great Rebellion ; Masson's Life of Milton ; Carlyle's Life of Cromwell ; Forster's Life of Elliott ; Baynes' Chief Actors in the Puritan Revolution.

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

§ XIII.—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 § XVII.

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

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

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

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

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

§ XV.--MEDALS AND PRIZES.

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

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

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

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

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

THE GOVERNOR-GENERAL'S SILVER MEDAL, which is offered by His Excellency, the Marquis of Lansdowne, Governor-General of the Dominion of Canada, will be awarded to the Undergraduate standing highest among those taking Honours in Mental and Moral Philosophy, the winners of other medals being excluded. If there should be no candidate for Honours in this department, it will be given to the undergraduate standing next the gold medallist in any other department of Honours in the order of preference in which these departments are enumerated in § XVII.

THE UNIVERSITY PRIZES.—These Prizes will be awarded to those students who stand first in the several subjects at the Sessional Examinations.—No student shall be allowed to hold a Prize more than once in the same class.

NORTH BRITISH SOCIETY BURSARY.—A Bursary, of the annual value of \$60, has been founded in connection with Dalhousie College by the North British Society of Halifax, to be competed for at the Sessional Examinations of the Second Year's Course in Arts, and held by the successful competitor for two years, namely, during the Third and Fourth Years of the Undergraduate Course in Arts. Candidates must be Undergraduates who have completed two years of the Curriculum, and must be eligible, at the proper age, to be members of the North British Society. The next competition will take place in April, 1886, at the Sessional Examinations. In awarding this Bursary, Classics, Mathematics, and Chemistry will be reckoned each 150; Logic, 100.

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

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

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

THE NEW SHAKSPERE 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 Shakspeare at the Sessional Examinations of the Second Year in English Literature.

§ XVI.—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 1884-5, 1885-6, 1886-7, 1887-8, viz. :

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

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

(3.) The *Junior Exhibitions and Bursaries* are offered for competition (as limited by § XVI. 6) to candidates for matriculation in Arts, provided they have previously neither matriculated* at any University conferring Degrees in Arts, nor appeared as candidates for these Exhibitions and Bursaries more than once.

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

(5.) *The Exhibitions (Junior and Senior)* are open to all candidates satisfying the conditions of (3) and (4) respectively.

(6.) *The Bursaries* are limited to candidates from the undermentioned districts, and are awarded according to the following scheme :

Four Bursaries to District No. 1, comprising the Counties of Halifax, Colchester, Pictou and Yarmouth.

Two Bursaries to District No. 2, comprising the remaining Counties of Nova Scotia proper.

One Bursary to District No. 3, viz., the Island of Cape Breton.

Two Bursaries to District No. 4, viz., Prince Edward Island.

One Bursary to District No. 5, viz., New Brunswick.

(7.) The district under which a candidate competes shall be determined either by the locality of the last school or Academy † which he has attended for one school or academic year within the two calendar years immediately preceding (for Junior Exhibitions and Bursaries) the date of the competition, (for Senior Exhibitions and Bursaries) the date of his matriculation* ; or in the event of his not having attended for a school or academic year any school or academy within these two years, by his permanent or usual residence before the competition or before his matriculation, respectively.

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

† A College not having University powers shall, for the purposes of this rule, be considered a school or academy.

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

(9.) 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.

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

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

(12.) 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 must be filled up by candidates and sent with the certificates mentioned therein, so as to be in the hands of the Principal on or before October 7th, 1885.—No application will be received after this date.*

(13.) 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.

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

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

(15.) The dates of the Examinations for the Exhibitions and Bursaries which are offered for 1885, will be found in the University Almanac.

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

LATIN.—1885 †.—*Cæsar*, Gallic War, Book VI; *Ovid*, Metamorphoses, Book II., Fabb. I, 2, 3 : Book III., Fabb. 1, 2, 5, 6 (Ferguson's *Ovid*, published by Oliver & Boyd, Edinburgh, contains the prescribed text.)—*Grammar*: Accidence, Prosody, Scansion of Hexameter Verse. **Text Book*: Smith's Latin Grammar.—*Composition*: Easy sentences to be translated into Latin Prose. **Text Books*: Smith's *Principia Latina*, Part IV., Exs. 1-35, or Arnold's Latin Prose Composition, Exs. 1-9, 21-49.

2. GREEK.—1885 †.—*Xenophon*, Anabasis, Books I and VI.—*Grammar*: Accidence (omitting Accentuation), chief rules of Syntax. **Text Book*: Smith's Greek Grammar.—*Composition*: Translation of simple sentences such as are found in the English-Greek Exercises in Smith's *Initia 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 Surds, with Theory of Indices.—*Geometry*: First, Second and Third Books of Euclid or the subjects thereof.

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

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

(17.) I. The subjects of examination for the *Senior Exhibitions and Bursaries* of 1885-6, shall be as follows :

CLASSICS.

LATIN: *Horace*, Odes, Book IV; *Cicero*, Selected Letters (Priehard and Bernard's edition.)

Composition: An easy English passage on a Classical subject to be turned into Latin prose. For models, see Smith's *Principia Latina*, Part V.

GREEK: *Homer*, *Odyssey*, Book X; *Herodotus*, Book I, §§ 95-216.

Composition: Translation of easy sentences into Greek Prose, to illustrate the use of the cases. For examples, see Smith's *Initia Græca*, Part III, Exs. 1-41.

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

† *Classical subjects for 1886*:

LATIN.—*Cæsar*, Gallic War, Book VI. *Ovid*, Metamorphoses, Book IV., Fabb. I, 2, 11, 12, 13, 14, 15: Book V., Fabb. I, 6, 7.

GREEK.—*Xenophon*, Anabasis, Books I. and II.

Classical subjects for 1887:

LATIN.—*Cæsar*, Gallic War, Book I.: *Ovid*, as for 1886.

GREEK.—*Xenophon*, Anabasis, Books II. and III.

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

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

MATHEMATICS.

ALGEBRA: As set forth in Colenso's or Todhunter's Algebra, excluding properties of Numbers, Diophantine Analysis and Continued Fractions.

TRIGONOMETRY: Analytical Plane, as far as, but exclusive of DeMoivre's Theorem; with application to Mensuration.

GEOMETRY: The First, Second, Third, Fourth and Sixth Books of Euclid, or the subjects thereof, with the Definitions of the Fifth; easy exercises on the same.

ENGLISH LITERATURE.

Spenser, Faerie Queene, Book I; *Shakespeare*, Richard II., Henry V.; *Milton*, Comus, Areopagitica; *Dryden*, Annus Mirabilis, Absalom and Achitophel, The Hind and the Panther.

2. The subjects of Examination for the Senior Exhibitions and Bursaries of 1886-7 shall be as follows:—

A.—CLASSICS.

LATIN: The subjects specified in (17.) 1. of this section.

GREEK: The books specified in (17.) 1. of this section.—

Composition: Translation of sentences as in Smith's *Initia Græca*, Part III.

B.—MATHEMATICS.

ALGEBRA: As set forth in Colenso's, or Todhunter'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 Arcs, and the solution of the equation $x^n = \pm 1$.—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 21 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, Introductory Chapter and Part I; *Spenser*, Faerie Queen, Book I; *Milton*, Areopagitica, Comus; *Scott*, Lady of the Lake, Red Gauntlet.

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

Text Books : Smith's Students' Greece ; Tozer'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 shall be the same.

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

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

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

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

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

(2.) The graduation fees are as follows :

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

* Undergraduates who matriculated previously to 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.

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

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

§ XVII—FEES.—(1.) Fees are payable by students for Registration for the use of the Gymnasium for classes attended and for various Examinations. They are all payable in advance. No student shall be allowed to enter a class until he has paid the proper fee.

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

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 Haller Medical College	1.50
Fee for each class attended, per student, except the Practical Chemistry Class	5.00
Fee for Practical Chemistry Class for every three months of practical work in the Laboratory	4.00
Supplementary Examination Fee	2.00
Special Examination Fee	2.00

Undergraduates shall in general pay one fee of six dollars to each Professor whose classes they may attend as part of the ordinary course; but in the case of the Professors of Classics and Mathematics, fees shall be paid in both the first and the second years of the course; in the case of the Professor of Modern Languages, fees shall be paid twice by undergraduates before their language having passed two years of instruction for two years; and in the case of the Professor of Chemistry, a fee of \$6.00 per session shall be paid for Practical Chemistry by undergraduates taking that subject. No fees are required for the literary classes in Classics and Mathematics.—A candidate for Honors shall pay a fee of \$20.00 in each Institute where Honors classes are required, and shall not be considered eligible for Honors until he has received all necessary credit in these classes.

(2.) The graduation fees are as follows: A fee of \$10.00 for either the B.A. or the B.Sc. Diploma which is presented by candidates before the Special Examination in the month of June, and will be returned in case of failure. \$5.00 Fee for M.A. Diploma, which must accompany the Thesis and will be returned if the Thesis is not sustained. \$10.00 Fee for B.A. or M.A., (and smaller variations)..... 10.00

* Undergraduates who matriculated previous to 1907 shall pay a fee of \$1.00

Faculty of Law.

THE PRINCIPAL, (*ex officio*).

Professors: WELDON,
RUSSELL,

Lecturers: THOMPSON,
SHANNON,
THOMSON,
GRAHAM,
SEDGEWICK,
PAYZANT,
JOHNSTONE.

Dean of the Faculty: PROFESSOR WELDON.

Secretary of the Faculty: PROFESSOR RUSSELL.

§ XVIII.—THE ACADEMIC YEAR.—The academic year consists of one session. The session of 1885-6 will begin on Thursday, 15th October, 1885 and end on Wednesday, 28th April, 1886.

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

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

(3.) Students who wish to obtain University Degrees must become Undergraduates. They may become undergraduates by (*a*) passing either one of the Matriculation Examinations or a recognized equivalent, (§§ xxii, xxiii), and (*b*) matriculating, *i. e.*, entering their names on the Matricula or Register of Undergraduates. For details as to subjects, dates, &c., of Matriculation, courses of study for Degrees, &c., see §§ xxi-xxviii.

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

§ XX.—COURSES OF LECTURES.

The following courses of lectures, to be given in the Session of 1885-6 will begin on the 28th October, 1885, and end on the 9th April, 1886.

CONSTITUTIONAL AND INTERNATIONAL LAW.

(*George Munro Professorship.*)

Professor R. C. WELDON, M. A., PH. D.

Constitutional Law.

Tuesdays and Thursdays, 12 to 1 P. M.

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.

Mondays and Wednesdays, 12 to 1 P. M.

Subjects of lectures :

Anglo-Saxon Royalty The Judicial System of the Anglo-Saxons. The Witenagemote. 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 : Taswell-Langmead's Constitutional History of England.

Conflict of Laws.

Wednesdays, 11 A. M. to 12 M.

Subjects of lectures :

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

Text-books : Dicey's Domicil, Foote's Private International Law.

International Law.

Fridays, 12 M. to 1 P. M.

Subjects of lectures :

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

Text-book : Woolsey's International Law.

CONTRACTS AND COMMERCIAL LAW.

Professor.....B. RUSSELL, A. M.

Elementary Law of Contracts.

Tuesdays and Fridays, 9.30 to 10.30 A. M.

Subjects of lectures :

Definition of terms; agreement or convention, 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.; contracts void on grounds of public policy, illegality, &c. Discharge of contracts, rescission, performance, payment, release, merger &c. Leading cases.

Text-books: Anson on Contracts. Langdell's Select Cases on Contracts. Langdell's Summary of Contracts.

Sales.

Thursday, 9.30 to 10.30 A. M.

Text-book: Benjamin on Sales.

Bills and Notes.

Wednesday, 9.30 to 10.30 A. M.

EVIDENCE AND PROCEDURE.

Lecturer.....MR. JUSTICE THOMPSON.

Tuesdays and Thursdays, 4.30 to 5.30 P. M.

Subjects of lectures :

Nature of Proof, Production and Effect of Evidence, Relevancy. Parties to Actions, Forms of Actions, Forms of Pleadings, Defects of Pleadings. Practice of the Courts.

Text-books: Greenleaf on Evidence, Judicature Act and Rules.

CRIMES.

Lecturer.....JUDGE JOHNSTONE.

Wednesday, 3.30 to 4.30 P. M.

Subjects 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.

ESTATES LESS THAN FREEHOLD.

Lecturer.....MR. SHANNON, Q. C., D. C. L.

Friday, 3.30 to 4.30 P.M.

Text-book : Blackstone, vol. II.

REAL PROPERTY.

Lecturer MR. THOMSON, Q. C.

Text-book : Williams on Real Property.

INSURANCE.

Lecturer MR. GRAHAM, Q. C.

Tuesdays, 8 to 9 P.M.

Text-book : Arnould.

EQUITY JURISPRUDENCE.

Lecturer MR. SEDGEWICK, Q. C.

Mondays and Wednesdays, 4.30 to 5.30 P.M.

Subjects of lectures :

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

Books recommended : Snell's Equity, White and Tudor's Leading Cases.

TORTS.

Lecturer MR. PAYZANT, A. M.

Friday, 4.30 to 5.30 P.M.

Subjects of lectures :

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

Text-books : Bigelow, Addison.

§ XXI.—DEGREE OF BACHELOR OF LAWS.—(1.)

Candidates for the Degree of LL. B. are required to pass either the First Year Matriculation Examination of this Faculty (admitting to the standing of an Undergraduate of the First Year), or the Second Year Matriculation Examination (admitting

to the standing of an Undergraduate of the Second Year), or to have passed other Examinations recognized as the equivalents of these ; to attend the classes of the course of study prescribed for this degree during either the first two or the last two years respectively, according to the standing given by the Matriculation Examination ; and to pass either the Sessional or the Supplementary Examinations in the subjects of either all three years or of the last two years, according as the candidate has entered as an Undergraduate of the First or of the Second Year.

Although attendance on the classes of the Third Year of the Course is not required of those Undergraduates who have already attended the classes of the first two years, it is urgently recommended.

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

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

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

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

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

ENGLISH.—A paper on English Grammar, Composition.

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

ELEMENTS OF BOOK-KEEPING.

Students may substitute French for Greek.

(2.) Persons desirous of appearing as candidates at this examination must give notice to the Dean of the Faculty on or before October 15th, 1885 ; and they shall be required to pay a fee of \$5.00 on the morning of the Examination.—The Examination will be held next Session on Thursday, October 22nd, at 10 o'clock, A. M.

(3.) Graduates and Undergraduates in Arts of any recognized College or University, and articulated 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.

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

(2.) Candidates who wish to take the Second Year Matriculation Examination must give notice to the Dean of the Faculty on or before October 13th, 1885.—The examinations will begin October 20th, 1885.—The fee for this examination shall be \$10.00, and must be paid before the Examination begins.

§ XXIV.—COURSE OF STUDY FOR DEGREE OF LL.B.—(1.) The following is a statement of the classes which must be attended in the several years of the Course :

First Year.—1. Real Property.
2. Contracts.
3. Torts.
4. Constitutional History.
5. Crimes.

Second Year.—1. Evidence.
2. Commercial Law.
3. Equity Jurisprudence.
4. Conflict of Laws
5. Constitutional Law.

Third Year.—1. International Law.
2. Procedure.
3. Insurance.

(2.) 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.

§ XXV.—DEGREE EXAMINATIONS.—(1.) The examinations which candidates for the LL. B. degree are required to pass after Matriculation are the Sessional Examinations, which are held at the end of the Session in each year of the Course.

(2.) The subjects of these examinations are the subjects of the classes of the various years. But in the Third Year candidates will also be examined in the following books :

Hunter's Introduction to Roman Law ;
Maine's Ancient Law.

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

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

(5.) The Supplementary Examination for the present year will begin October 22nd, 1885 at 10 o'clock, A. M. Fee \$5.00 payable on the morning of the Examination.

(6.) 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.

(7.) The Sessional Examinations will begin next Session on April 13th, 1886.

§ XXVI.—MOOT COURTS.—Moot Courts will be held frequently, and will be presided over by a member of the Faculty, or by some practising Barrister. Every candidate for a degree will be required to take part, when called upon by the Faculty, in arguments at the Moot Court, unless specially excused.

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

§ XXVIII.—PRIZES.—University prizes will be awarded to those Students who stand first at the Sessional Examinations in the subjects of the various classes.

THE BOAK PRIZE : A prize of the value of \$15. is offered by H. W. C. Boak, Esq., LL. B. to that student of the Second Year, who writes the best Thesis on a subject, to be named in the Annual Calendar.

Subject for the year 1885—6, "Domicil" Thesis to be given to the Dean on or before March 4th, 1886.

§ XXIX.—**THE LIBRARY.**—During the year large purchases of Reports have been made, and several valuable gifts have been received.

The Library affords access to all the books which students will find it necessary to consult. It contains nearly 5000 volumes, and is rapidly growing.

Grateful mention must be made of the gift of the Law Library of the late John C. Haliburton,—one of the historical libraries of the city of Halifax.

The Library is most of all indebted to the Hon. A. G. Archibald for the use of a considerable part of his law library—every book loaned having been found of great utility.

A Library Fund, the interest of which will afford a current revenue, is now one of the most pressing necessities of the Law School.

The following donations have been made to the Law Library:—Sir William Young, \$200; Robert Sedgewick, \$200; Professor Weldon, \$200; Professor Russell, \$200; Mr. Justice Thompson, \$150; John Y. Payzant, \$150; James Thomson, Q. C., \$150; Wallace Graham, \$100; H. McD. Henry, \$100; Professor MacGregor, \$100; J. J. Stewart, \$100; Hon. R. Boak, \$100; W. J. Stairs, \$100; R. I. Hart, \$100; Doull & Boak, \$100; John Doull, \$50; Dr. J. F. Avery, \$50; T. A. Ritchie, \$50; James Pyles, \$50; Hon. J. W. Ritchie, \$40; Peter Jack, \$25; Thomas Kenny, \$25; A. K. Mackinlay, \$25; James Scott, \$25; R. W. Fraser, \$20; George W. Munro, \$20; D. Buchanan, \$10.

§ XXX.—**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 Tuesday, October 27th, at 10 A. M., in the office of the Law School.

Registration Fee, payable by all Students.....	\$ 2 00
Fee for each class attended, per Session, payable by general students	10 00
Fee for the classes of the First Year, payable by undergraduates.	30 00
Fee for the classes of the Second Year, payable by undergraduates.	30 00
Fee for the classes of the Third Year, payable by undergraduates.	20 00
Fee for LL.B. diploma, which is payable before the final examination, and will be returned in case of failure.....	10 00
Fee for the Matriculation Examination.....	5 00
Fee for the Second Year Matriculation Examination.....	10 00
Fee for the Supplementary Examination.....	5 00

Faculty of Medicine.

§ XXXI. 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.

§ XXXII. INSTRUCTION.—Instruction in the subjects of the Medical Curriculum is provided partly at this University, partly at the Halifax Medical College which is affiliated to this University.

For courses of instruction provided at this University see § V., pp. 28 and 29.—Students wishing to attend these courses must enter their names in the University register at the beginning of the Session. For registration fee see § XXXVIII.

Information as to the courses of instruction provided at the Halifax Medical College may be obtained from the Registrar, A. W. H. Lindsay, M.D., 241 Pleasant Street, Halifax.

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

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

(1.) ENGLISH LANGUAGE, including Grammar and Composition,—the examination being such as to test the ability of the candidate, (1) to write sentences in correct English on a given theme, attention being paid to spelling and punctuation as well as to composition ; (2) to write correctly from dictation ; (3) to explain the grammatical construction of sentences ; (4) to point out the grammatical errors in sentences ungrammatically composed, and to explain their nature, and (5) to give the derivation and definition of English words in common use.

(2.) ENGLISH HISTORY.

(3.) MODERN GEOGRAPHY.

(4.) LATIN, including translation* from the original and Grammar.

* The following book is prescribed for October 1885 : Cæsar : De Bello Gallico, Book VI.

(5.) ELEMENTS OF MATHEMATICS, comprising (a) *Arithmetic*—including Vulgar and Decimal Fractions; (b) *Algebra*—including simple Equations; (c) *Geometry*—including the first three books of Euclid or the subjects thereof.

(6.) ELEMENTARY MECHANICS OF SOLIDS AND FLUIDS, comprising the elements of Statics, Dynamics and Hydrostatics,—as treated in Blaikie's Elements of Dynamics† (Thin, Edinburgh).

(7.) ONE of the following subjects.

(a) *Greek*, including translation* from the original and Grammar.

(b) *French*, including translation* from the original and Grammar.

(c) *German*, including translation* from the original and Grammar.

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

(e) *Elementary Chemistry*.

(f) *Botany*.

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

(1.) ENGLISH LANGUAGE, as in the Lower Examination.

(2.) ENGLISH HISTORY.

(3.) MODERN GEOGRAPHY.

(4.) LATIN: The subjects of the Lower Examination together with translation of easy English sentences into Latin prose. Text-book: Smith's Principia Latina,* Part IV. Exs. 1-35.

(5.) ELEMENTS OF MATHEMATICS, as in the Lower Examination.

(6.) ELEMENTARY MECHANICS OF SOLIDS AND FLUIDS, as in the Lower Examination.

(7 and 8.) ANY TWO of the following subjects :

(a) *Greek*: The subjects of the Lower Examination together with translation of easy English sentences into Greek prose.

(b) *French*: The subjects of the Lower Examination together with translation of easy English sentences into French.

(c) *German*: The subjects of the Lower Examination together with translation of easy English sentences into German.

(d) *Natural Philosophy*: As in Balfour Stewart's Elementary Physics† (Macmillan & Co.).

(e) *Logic*: Jevons' Elementary Lessons in Logic† (Macmillan & Co.).

4. These examinations will be held on the 15th–19th October, 1885, in the College Library. They will be conducted by instructors of the Arts Faculty.—Persons who wish to appear as candidates are required to give notice to the Secretary of the Senatus at least fourteen days before the date of Examination (stating in such notice whether they are candidates for the Lower or Higher Examination, and specifying the elective subjects in which they wish to be examined), to enter their

* The following books are prescribed for October, 1885: In *Greek*, Xenophon's Anabasis, Book I. or Book VI.; In *French*, Voltaire's Charles XII., Books I. and II.; In *German*, Adler's Reader, Zweiter Abschnitt, Nos. 14-17 (inclusive).

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

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; and as the examinations of this University are recognized by the Council *pro tanto*, a certificate of having passed the above examination will enable the holder thereof to register as a medical student in Great Britain without further examination. 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.

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.

§ XXXIV. 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.

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

(1.) Of having passed the Matriculation Examination or other Examination recognized as sufficient, at least two academic years previously, and of having completed their sixteen 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.

(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), Physiology and Materia Medica (including Practical Pharmacy).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

§ XXXVII. **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.

§ XXXVIII. **FEEES.**—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 2000 volumes for the most part carefully selected to meet the wants 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, (of which one half are paid into the Library Fund), from fees for Supplementary and Special Examinations and from fines.

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

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

(1.) All students, graduates, and members of the Alumni Association shall be entitled to the use of the Library.

(2.) A deposit of two dollars must be made with the Librarian, by any person entitled to use the Library, before he can borrow books; but when all such books are returned this deposit shall be repaid.

(3.) All books must be returned to the Library on or before the day appointed for that purpose in the University Almanac. Students who fail to comply with this rule shall forfeit half the amount of their deposit.

(4.) No student shall have his Attendance and Examination certificates signed unless he has returned the books he may have obtained from the Library.

(5.) Books damaged or lost shall be paid for by the borrower at such rates as the Librarian may direct.

(6.) The Library shall be open daily from 3 to 5 p. m.

The following books have been presented to the Library during the past year:—*Challenger Reports* (6 vols.), by John Doull, Esq.; *Thucydides* (3 vols.), by Rev. William Murray; *Encyclopædia Britannica*, vol. xvii., by R. Sedgewick, Q. C.; *M. Guthrie on Spencer's Data of Ethics*, by the Author; *Prof. Lawson's Monograph of Ranunculaceae*, by the Author; *Railway Statistics*, by Mr. Schreiber; *Journals of the Senate and House of Commons, Sessional Papers, &c.* (10 vols.), by the

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

Dominion Government; Reports of Progress of the Geological Survey of Canada (2 vols), by the Director; Transactions of the Manitoba Historical and Scientific Society (1884), by the Society; Transactions of the Nova Scotian Institute of Natural Science (1884), by the Institute; Catalogue of the Toronto Public Library, by the Librarian; and Calendars, Registers and similar publications, from the following Corporations:—University College, Toronto; University of Toronto; The College of Ottawa; Cornell University; Victoria University, Cobourg; St Francis Xavier's College; Acadia College; School of Practical Science, Toronto; Lehigh University; University of Pennsylvania; Woodstock College, Johns Hopkins University; Stevens Institute of Technology; Toronto Baptist College; McGill University; Knox College, Toronto; University of Michigan; Presbyterian College, Halifax; University College, Dundee; Albert College; Columbia College; University College, London; University of Durham; University College, Bristol; Manitoba College; Yale College, Mason Science College; Central Tennessee College; Cumberland University; University of Laval; Bishop's College, Lennoxville; Rensselaer Polytechnic Institute; Massachusetts Institute of Technology; Dublin University; Victoria University, Manchester; Trinity College, Toronto; Melbourne University.

For the Law Library see § XXIX, p. 56.

THE UNIVERSITY MUSEUM.

The Museum * consists chiefly of the THOMAS McCULLOCH COLLECTION of Zoological and Geological specimens, which 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 this College; and a large collection of dried specimens of native plants.

The Museum contains also a collection of articles illustrating the Ethnology of the New Hebrides Islands, presented by the Rev. H. A. Robertson.

Beyond the fund attached to the McCulloch Collection, the Museum has no endowment.

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

THE GYMNASIUM.

The Gymnasium is provided with the usual 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 sessional fee, be entitled to the use of the Gymnasium.

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

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

Gold and Silver Badges are offered 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,

* Entries received without the final examination on account of the date of the examination at a student's request will be the date of the final examination.

University Lists.

DEGREES

CONFERRED APRIL 29TH, 1885.

BACHELORS OF ARTS.

WILLIAM AITON	Sussex, N. B.
FRANK STEWART COFFIN.....	Mt. Stewart, P. E. I.
HIRAM HENRY KIRKWOOD FITZPATRICK.....	Scotsburn, Pictou Co., N. S.
ISAAC GAMMELL.....	Upper Stewiacke, N. S.
ROBERT McDONALD LANGILLE.....	River John, Pictou Co., N. S.
ROBERT TODD LOCKE	Lockeport, N. S.
ARTHUR STANLEY MACKENZIE	Dartmouth, N. S.
JOHN MATHESON MCLEOD.....	Valleyfield, P. E. I.
KENNETH JOHN MARTIN.	Belfast, P. E. I.
MARGARET FLORENCE NEWCOMBE.....	West Cornwallis, N. S.
GEORGE EDWARD ROBINSON.	Charlottetown, P. E. I.
ALFRED WHIDDEN THOMPSON	Durham, Pictou Co., N. S.
WILLIAM MANN TUFFTS.....	Halifax, N. S.

BACHELORS OF SCIENCE.

GEORGE GORDON CAMPBELL ...	Truro, N. S.
* JOHN JAMES MILLER.....	Halifax, N. S.

BACHELORS OF LAWS.

ALBERT WATSON BENNETT.....	Hopewell, N. B.
HENRY WESTMAN CONROY BOAK.	Halifax, N. S.
WALTER SCOTT DOULL, B. A.....	Halifax, N. S.
MELAIM UNIACKE LENOIR	Halifax, N. S.
WELSFORD BLACK IVES	Pictou, N. S.
PATRICK C. C. MOONEY	Halifax, N. S.
CHARLES MORSE	Liverpool, N. S.
JAMES ADAM SEDGEWICK, B. A.	Halifax, N. S.
WILLIAM BERNARD WALLACE	Halifax, N. S.
* ALFRED WHITMAN, B. A.	Annapolis, N. S.

* Degree conferred without his passing the Final Examinations, on account of his being engaged at the date of his Examination as a volunteer in active service in the North-West.

GENERAL PASS LIST.

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

FACULTY OF ARTS.

For B. A. Degree.

FOURTH YEAR: Aiton, W.; Coffin, F. S.; Fitzpatrick, H. H. K.; Gammell, I.; Langille, R. M.; Locke, R. T.; Mackenzie, A. S.; McLeod, J. M.; Martin, K. J.; Newcombe, Margaret F.; Robinson, G. E.; Thompson, A. W.; Tufts, W. M.

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

SECOND YEAR: Buchanan, J. J.; Campbell, W. R.; Coops, F. H.; Creighton, J. E.; Forbes, Hntoinette; Fraser, D.; Johnson, G. M.; McLeod, M. J.; MacNeill, Charlotte M.; Putnam, W. G.; Shaw, H. C.; Shaw, J. C.; Stewart, A. F.; Sutherland, J. S.

FIRST YEAR: Allison, E. P.; Brown, W.; Clark, D. M.; Falconer, J. P.; Frye, H. W.; Fulton, W. H.; Grant, D. K.; Harvey, M.; McDonald, W.; Mackay, H. M.; Mackenzie, J. W.; McKenzie, W. J.; McLeod, G.; Matheson, J. A.; Robertson, T. R.; Soloan, D. M.; Stewart, F. I.

For B. Sc. Degree.

FOURTH YEAR: Campbell, G. G.

For LL. B. Degree.

THIRD YEAR: Bennett, A. W.; Boak, H. W. C.; Doull, W. S.; B. A.; LeNoir, M. U.; Ives, W. S.; Mooney, P. C. C.; Morse, C.; Sedgewick, J. A., B.A.; Wallace, W. B.; * Whitman, A., B.A.

SECOND YEAR: Carter, W. D.; Chisholm, J.; Crowe, W.; Henry, W.; * Hensley, H., B.A.; Jennison, H. V.; * Macdonald, J. A., B.A.; Milliken, A. E.; Robertson, H. McN.; Thompson, S.R.; Troop, A. G., A. B.; Walsh, W.; Wells, W. W.

FIRST YEAR: Carter, T.; Cluney, A.; Hanright, F. W.; Lyons, W. A.; McCully, F., B.A.; Macdonald, E. M.; Mellish, H., B.A.; Rogers, F., B.A.; Thomson, W. K.

* Standing granted without examination, on account of his being at the date of examination engaged as a volunteer in active service in the North-West.

HONOURS, MEDALS, PRIZES,
EXHIBITIONS AND BURSARIES, 1884-5.

HONOURS.

CLASSICS.—*First Rank*.—Aiton, W.
MATHEMATICS AND PHYSICS.—*Second Rank*.—Mackenzie, A. S. ;
Robinson, G. E. ; Martin, K. J.
MENTAL AND MORAL PHILOSOPHY.—*Second Rank*.—Langille, R. M. ;
Fitzpatrick, H. H. K.
ENGLISH LITERATURE AND HISTORY.—*First Rank*.—Gammell, I.
Second Rank.—Newcombe, Margaret F. ; Thompson, A. W.

MEDALS.

THE GOVERNOR-GENERAL'S GOLD MEDAL.—Aiton, W.
THE YOUNG GOLD MEDAL.—Mackenzie, A. S.
THE GOVERNOR-GENERAL'S SILVER MEDAL.—Langille, R. M.
THE DEMILL GOLD MEDAL.—Gammell, I.

UNIVERSITY PRIZES.

FACULTY OF ARTS.

CLASSICS : *Fourth Year*, Aiton, W.—*Third Year*, Robinson, A.—
Second Year, Shaw, J. C.—*First Year*, (1) McLeod, G. ; (2)
Grant, D. K.
HEBREW : Tufts, W. M.
FRENCH : *Third Class*, Mackenzie, A. S.—*First Class*, Coffin, F. J.
GERMAN : *Second Class*, Newcombe, Margaret F.—*First Class*, Cahan,
C. H.
ENGLISH LANGUAGE AND LITERATURE : *First Year*, McLeod, G.—
Second Year, Sutherland, J. S.
HISTORY : *Fourth Year*, Gammell, I.—*Third Year*, Smith, J. F.
POLITICAL ECONOMY : Newcombe, Margaret F.
ETHICS : Langille, R. M.
METAPHYSICS : Cahan, C. H.
LOGIC AND PSYCHOLOGY : Sutherland, J. S.
MATHEMATICS : *Second Year*, (1) Morrison, A. M. ; (2) McLeod,
M. J.—*First Year*, (1) Stewart, F. I. ; (2) Brown, W.
ASTRONOMY : Mackenzie A. S.
PHYSICS : *Fourth Year*, Mackay, E.—*Third Year*, Morton, S. A.
CHEMISTRY—INORGANIC : Stewart, F. I.—ORGANIC : Macrae, A. W.
—PRACTICAL : Robinson, G. E.
ZOOLOGY : Campbell, G. G.

FACULTY OF LAW.

CONSTITUTIONAL HISTORY : Mellish, H.
CONSTITUTIONAL LAW : Chisholm, J.
INTERNATIONAL LAW : Ives, W. B.
CONFLICT OF LAWS : Milliken, A. E.
ROMAN LAW : Ives, W. B.

* Standing granted without examination, on account of his being at the date of examination engaged as a volunteer in active service in the North-West.

EVIDENCE : Carter, W. D.
 EQUITY : Thompson, S. R.
 REAL ESTATE : McCully, F.
 REAL PROPERTY : (McCully, F., Mellish, H. ; Thomson, W. K.)
 CONTRACTS : Mellish, H.
 SALES : Carter, W. D.
 BILLS AND NOTES : Carter, W. D.
 INSURANCE : Boak, H. W. C.
 TORTS : Hanright, F. W.
 CRIMES : Mellish, H.

SPECIAL PRIZES.

THE WAVERLEY PRIZE : Morrison, A. M.
 THE AVERY PRIZE : Tuffts, W. M.
 THE EARLY ENGLISH TEXT SOCIETY'S PRIZE : Gammell, I.
 THE NEW SHAKSPEARE SOCIETY'S PRIZE : Sutherland, J. S.

SENIOR MUNRO EXHIBITIONS.

- (1) Robinson, Alex., Sussex, N. B.
- (2) Cahan, C. H., Hebron, Yarmouth Co.
- (3) Mackay, E., Plainfield, Pictou Co.
- (4) Mackay, N. F., West River, Pictou Co.
- (5) Lewis, A. W., Central Onslow.

SENIOR MUNRO BURSARIES.

- DISTRICT I. (1) Stewart, D., Upper Musquodoboit.
 (2) Not awarded.
 (3) do.
 (4) do.
- DISTRICT II. (1) Morton, S. A., Milton, Queen's Co.
 (2) No candidate.
- DISTRICT III. Calder, J., West Bay, C. B.
- DISTRICT IV. (1) Coffin, F. J., Mt. Stewart, P. E. I.
 (2) Nicholson, A., Southport, P. E. I.
- DISTRICT V. Macrae, A. W., St. John, N. B.

JUNIOR MUNRO EXHIBITIONS.

- (1) MacLeod, Geo., Murray River, P. E. I., (Prince of Wales College.)
- (2) Mackenzie, J. W., Pictou, (Pictou Academy.)
- (3) Mackay, H. M., Plainfield, Pictou Co., (Pictou Academy.)
- (4) McDonald, Wm., Pictou, (Pictou Academy.)
- (5) Soloan, D. M., Windsor, (Hants Co. Academy.)

JUNIOR MUNRO BURSARIES.

- DISTRICT I. (1) Grant, D. K., Riverton, (Pictou Academy.)
 (2) Clark, D. McD., Pictou, (Pictou Academy.)
 (3) Brown, Wm., Merigomish, (Pictou Academy.)
 (4) Allison, E. P., Halifax, (Halifax High School.)
- DISTRICT II. (1) Harvey, M., Newport.
 (2) Robinson, T. R., Annapolis, (Annapolis Academy.)
- DISTRICT III. Matheson, J. A., Boularderie, C. B.
- DISTRICT IV. (1) Stewart, F. I., Queen's Co., P. E. I.
 (2) Not awarded.
- DISTRICT V. No candidate.

EXAMINATIONS, 1884-85.

FACULTY OF ARTS.

MATRICULATION EXAMINATIONS.

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

FIRST YEAR: Allison, E. P.; Brown, W.; Burkitt, R.; Clark, D. McD.; Davison, J. M.; Frye, H. W.; Fulton, W.; Grant, D. K.; Harvey, M.; Helms, C.; Matheson, J. A.; McDonald, W.; Mackay, H. M.; Mackenzie, J. W.; MacLeod, G.; Robertson, T. R.; Saunders, E. M.; Soloan, D. M.; Smith, E. B.; Stewart, F. I.

SECOND YEAR: McLeod, A. W.; Stewart, A. F.

ENTRANCE EXAMINATIONS.

(Names in order of merit.)

CLASSICAL HISTORY AND GEOGRAPHY.

THIRD YEAR: *Class I.*—Robinson, A.; Allison, M. G. *Class II.*—Smith, J. F.; Mackay, E.; Stewart, D.; Cahan, C. H.; (Coffin, F. J.; Macrae, A. W.) *Passed.*—Calder, J.; Lewis, A. W.; Morton, S. A.; (Mackay, N.; Nicholson, A.); Flemming, D.; Campbell, A. J.

SECOND YEAR: *Class I.*—None. *Class II.*—Fraser, D.; McLeod, M. J.; Coops, F. H. *Passed.*—(Johnson, G. M.; Sutherland, J. S.); (Forbes, Antoinette; MacNeill, Charlotte M.); McLennan, S. J.; (Creighton, J. E.; Buchanan, J. J.); Stewart.

ENGLISH LITERATURE.

THIRD YEAR: *Class I.*—Allison, M. G.; Cahan, C. H. *Class II.*—(Calder, J.; Morton, S. A.); (Coffin, F. J.; Lewis, A. W.; Smith, J. F.); Mackay, N. F. *Passed.*—(Mackenzie, D. H.; Stewart, D.); Campbell, A. J.; Mackay, E.; Nicholson, A.

SECOND YEAR: *Class I.*—MacNeill, Charlotte M.; Forbes, Antoinette; Shaw, J. C.; (Buchanan, J. J.; Creighton, J. E.); Sutherland, J. S. *Class II.*—(Coops, F. H.; Shaw, H. C.); Fraser, D.; (Campbell, W. R.; McLennan, S. J.; Putnam, W. G.) *Passed.*—McLeod, M. J.; Johnson, G. M.; (Calkin, W. S.; Morrison, A. M.).

HISTORY.

FOURTH YEAR: *Class I.*—Gammell, I.; Newcombe, Margaret F.; Thompson, A. W. *Class II.*—Tufts, W. M.; McLeod, J. M.; Locke, R. T. *Passed.*—Coffin, F. S.

SUPPLEMENTARY EXAMINATIONS.

OCTOBER, 1884.

FOURTH YEAR: *Physics*, Miller, J. J.SECOND YEAR: *Latin*, Flemming, D. *Trigonometry and Algebra*, Smith, F. J.

JANUARY, 1885.

THIRD YEAR: *English Literature*, Flemming, D.; Macrae, A. W.; Robinson, A.SECOND YEAR: *Classical History and Geography*, Calkin, W. S.; Campbell, W. R.; McLeod, A. W.; Morrison, A. M.; Putnam, W. G.; Shaw, H. C.; Shaw, J. C. *English Literature*, Stewart, A. F.

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*—Aiton, W.; Tuffts, W. M. *Class II*—Locke, R. T.; McLeod, J. M.; Thompson, A. W. *Passed*—Coffin, F. S.THIRD YEAR: *Class I*—Robinson, A.; (Lewis, A. W.; Allison, M. G.) *Class II*—Macrae, A. W. *Passed*—Calder, J.; Campbell, A. J.SECOND YEAR: *Class I*—Shaw, J. C., Coops, F. H.; Shaw, H. C. *Class II*—Sutherland, J. S.; Forbes, Antoinette; MacNeill, Charlotte; Buchanan, J. J. *Passed*—Fraser, D.; McLennan, S. J.; (Creighton, J. E.; Johnson, G. M.) McLeod, M. J.; Putnam, W. G.; Morrison, A. M.; Campbell, W. R.; Stewart, A. F.; MacLeod, A. W.; Calkin.FIRST YEAR: *Class I*—McLeod, G.; Grant, D. K.; Mackay, H. M. *Class II*—Soloan, D.; McDonald, W.; Frye, H. W.; McKenzie, J. W.; Matheson, J. A.; Falconer; Stewart, F. S.; Fulton, W. H. *Passed*—Robertson, T. R.; Davison, J. M.; Harvey, M.; Clark, D. M.; Munro, J.; McKenzie, W. J.; Brown, W.; Allison, E. P.; Saunders, E. M.

GREEK.

FOURTH YEAR: *Class I*—Aiton, W.; Tuffts, W. M. *Class II*—McLeod, J. M. *Passed*—Coffin, F. S.THIRD YEAR—*Class I*—Robinson, A.; Lewis, A. W.; Allison, M. G. *Class II*—Morton, S. A.; Macrae, A. W. *Passed*—Coffin, F. J.; Smith, J. F.; Calder, J.SECOND YEAR: *Class I*—Shaw, J. C.; (Forbes, Antoinette; Shaw, H. C.) Coops, F. H. *Class II*—Sutherland, J. S.; MacNeill, Charlotte. *Passed*—Fraser, D.; Buchanan, J. J.; McLennan, S. J.; McLeod, M. J.; Johnson, G. M.; Creighton, J. E.; Campbell, W. R.; Putnam, W. G.FIRST YEAR: *Class I*—McLeod, G.; Grant, D. K.; (Mackay, H. M.; Soloan D.) *Class II*—Frye, H. W.; Matheson, J. A.;

Fulton, W. H. ; (Stewart, F. I. ; Robertson, T. R. ; Brown, W.)
Passed—Falconer, J. P. ; Harvey, M. ; Davison, J. M. ; McDonald,
 W. ; Mackenzie, J. W. ; Clark, D. M. ; McKenzie, W. J. ; Allison,
 E. P. ; Saunders, E. M.

HEBREW.

Class I—Tufts, W. M. ; McLeod, J. M. *Class II*—Coffin,
 F. S.

FRENCH.

THIRD CLASS : *Class I*—Mackenzie, A. S. ; Mackenzie, Gertrude ;
 Mertin, K. J. ; Tufts, W. M. ; Robinson, G. E. *Class II*—Campbell,
 G. G. ; Newcombe, Margaret F. ; Saunders, Maria F. ; McLeod,
 J. M.

SECOND CLASS : *Class I*—Nicholson, A. *Class II*—Locke, R. T.
Passed—Thompson, A. W. ; Gammell, I. ; Fitzpatrick, H. H. K. ;
 Langille, R. M. ; Coffin, F. S.

FIRST CLASS : *Class I*—Coffin, F. J. ; Allison, M. G. ; Mackay,
 E. *Class II*—Lear, Isabel ; Teasdale, Hattie ; Morton, S. A. ;
 Mackay, N. F. ; Boak, S. *Passed*—Cahan, C. H. ; Robinson, A.
 Smith, J. F. ; Macrae, A. W. ; Stewart, D. ; Calder, J. ; Campbell,
 A. J. ; Flemming, D.

GERMAN.

THIRD CLASS : *Class I*—Saunders, Maria F.

SECOND CLASS : *Class I*—Newcombe, Margaret F. ; Cornelius,
 Luise A. *Class II*—Locke, R. T. ; Aiton, W. ; Calkin, W. S. ;
 Campbell, G. G. ; Stewart, A. F.

FIRST CLASS : *Class I*—Cahan, C. H. *Passed*—Campbell, A. J.

ENGLISH.

SECOND YEAR : *Class I*—Sutherland, J. S. ; MacNeill, Charlotte
 M. ; Stewart, A. F. ; Creighton, J. E. ; Shaw, H. C. ; Shaw, J. C. ;
 Forbes, Antoinette ; (Boak, Louise ; Morrison, A. M.) *Class II*—
 Burns, Agnes O. ; Campbell, W. R. ; MacLeod, A. W. *Passed*—
 Putnam, W. G. ; Coops, F. H. ; Calkin, W. S. ; Buchanan, J. J. ;
 McLeod, M. J. ; Johnson, G. M. ; (Fraser, D. ; Crawford, J. W.)
 McLennan, S. J.

FIRST YEAR : *Class I*—McLeod, G. ; Mackenzie, J. W. *Class*
II—McDonald, W. ; Robertson, T. R. ; Stewart, F. J. ; Sloan, D. ;
 (Clark, D. McD. ; Harvey, McL.) *Passed*—Mackay, H. M. ;
 Falconer, J. P. ; Frye, H. W. ; Grant, D. K. ; Fulton, W. H. ;
 Allison, E. P. ; Davison, J. M. ; Matheson, J. A. ; Brown, W. ;
 Boak, S. D. ; Munro, J.

HISTORY.

FOURTH YEAR : *Class I*—Gammell, I. ; Newcombe, Margaret F.
Class II—Locke, R. T. ; Thompson, A. W. *Passed*—Coffin, F. S.

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

POLITICAL ECONOMY.

FOURTH YEAR : *Class I*—Newcombe, Margaret F. ; Gammell,
 I. ; Tufts, W. M. *Class II*—McLeod, J. M. ; Thompson, A. W.
Passed—Aiton, W.

ETHICS.

Class I—Langille, R. M. ; Fitzpatrick, H. H. K. *Class II*—Tufts, W. M. ; Coffin, F. S. *Passed*—McLeod, J. M. ; Locke, R. T.

METAPHYSICS.

THIRD YEAR: *Class I*—Cahan, C. H. ; Calder, J. *Class II*—Robinson, A. ; Smith, J. F. ; Coffin, F. J. *Passed*—Nicholson, A. ; Lewis, A. W.

LOGIC AND PSYCHOLOGY.

Class I.—Sutherland, J. S. ; Fraser, D. ; Creighton, J. E. ; McLeod, M. J. ; Stewart, A. F. ; Buchanan, J. J. ; Coops, F. H. ; Shaw, J. C. ; Johnson, G. M. ; Forbes, Antoinette ; Morrison, A. M. ; Putnam, W. G. *Class II*—MacNeill, Charlotte ; Shaw, H. C. ; MacLeod, A. W. ; Calkin, W. S. *Passed*—Campbell, W. R. ; Leck, G. A. ; McLellan, S. J.

MATHEMATICS.

FIRST YEAR: *Class I*—Stewart, F. I. ; Brown, W. ; Mackenzie, J. W. ; Mackay, H. M. ; Clarke, D. McD. ; McLeod, G. *Class II*—Fulton, W. H. ; McDonald, W. ; Matheson, J. A. ; Soloan, D. M. ; Grant, D. K. ; Harvey, McLeod. *Passed*—Robertson, T. R. ; Ritchie, Eliza ; (Allison, E. P. ; Frye, H. W.) ; Davison, J. M. ; Saunders, E. M. ; Munro, John ; Falconer, John P. (who had to pass only in Geometry.) *Passed in Geometry*—Hay, C. M.

SECOND YEAR: *Class I*—Morrison, A. M. ; McLeod, M. J. *Class II*—Sutherland, J. S. ; Buchanan, J. J. ; Creighton, J. E. *Passed*—MacNeill, Charlotte M. ; Forbes, Antoinette ; Johnson, G. M. ; Stewart, A. F. ; Fraser, D. ; Coops, F. H. ; Shaw, H. C. : Campbell, W. R. ; Putnam, W. G. ; Shaw, J. C. *Passed in Geometry*—McLeod, A. W. *Passed in Trigonometry, &c.*—McLennan, S. J.

PHYSICS.

THIRD YEAR: *Class I*—Morton, S. A. ; Stewart, D. *Class II*—Mackay, N. F. ; Mackay, E. ; Nicholson, A. *Passed*—Allison, M. G. ; Lewis, A. W. ; (Calder, J. : Campbell, A. J.).

FOURTH YEAR: *Class I*—Mackay, E. ; Locke, R. T. *Class II*—Mackay, N. F. ; Morton, S. A. ; Stewart, D. : Campbell, G. G. *Passed*—Nicholson, A.

ASTRONOMY.

Class I—Mackenzie, A. S. *Class II*—(Martin, K. J. ; Robinson, G. E.).

INORGANIC CHEMISTRY.

Class I—Stewart, F. I. ; Clark, D. McD. ; Fulton, W. H. ; Grant, D. K. ; McLeod, G. ; Mackay, H. M. *Class II*—Falconer, J. P. ; Soloan, D. ; Mackenzie, J. W. ; Harvey, McL. ; Brown, W. ; Robertson, T. R. *Passed*—Frye, H. W. ; McDonald, W. ; Hay, C. M. ; Matheson, J. A. ; Allison, E. P. ; Saunders, E. M. ; McKenzie, W. J.

ORGANIC CHEMISTRY.

Class I—Macrae, A. W. ; Mackay, E. ; Allison, M. G. : Mackay, N. F. ; Campbell, G. G. *Class II*—Campbell, A. J. ; Stewart, D.

PRACTICAL CHEMISTRY—ORGANIC.

Class I—Campbell, G. G.

PRACTICAL CHEMISTRY—INORGANIC.

Class I—Robinson, G. E. *Class II*—Martin, K. J.; Mackenzie, A. S.

ZOOLOGY.

Class I—Campbell, G. G.

FACULTY OF LAW.

SESSIONAL EXAMINATIONS.

CLASS LISTS.

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

INTERNATIONAL LAW.

Class I—Ives; Langille; (Bennett; Sedgewick;) Morse; Boak. *Class II*—Doull; Murray; Fitzpatrick. *Passed*—Wallace; Lenoir.

ROMAN LAW.

Class I—Ives; Morse; Mooney. *Class II*—Boak; Wallace; Sedgewick; Langille; Bennett; (Doull; Lenoir.) *Passed*—Fitzpatrick.

COMMERCIAL LAW.

Class I—Boak; Ives; Bennett; Morse; Mooney. *Class II*—Doull; Sedgewick; (Lenoir; Wallace.)

EVIDENCE.

Class I—Carter. *Class II*—Chisholm; Thompson; Wells. *Passed*—Crowe; Campbell; Milliken; Robertson; (Jennison; Walsh;) Troop; Henry.

BILLS AND NOTES.

Class I—Carter; Wells. *Class II*—Chisholm; Milliken; Troop; Crowe. *Passed*—Robertson; Walsh; Thompson; Jennison; Henry.

EQUITY.

Class I—Thompson; Carter; Chisholm; Crowe; Wells. *Class II*—Henry; Milliken; Robertson; Jennison. *Passed*—Walsh; Troop; Campbell.

SALES.

Class I—Carter; Thompson; Wells; Crowe. *Class II*—Milliken; Jennison; Chisholm; Walsh; Henry. *Passed*—Robertson; Troop.

CONSTITUTIONAL LAW.

Class I—Chisholm; Thompson; Carter. *Class II*—Wells; Robertson; Walsh; Jennison; Crowe. *Passed*—Milliken; Troop.

CONFLICT OF LAWS.

Class I—Milliken; Chisholm. *Class II*—Thompson. *Passed*—Robertson; Carter; Wells; Crowe; Walsh; Henry; Troop.

CONSTITUTIONAL HISTORY.

Class I—Mellish; Gammell; Cahan; McCully. *Class II*—McDonald; Thomson; Burrell; Hanright; McLatchy; Rogers. *Passed*—Fitzpatrick; Cluney; Carter; Langille; Henry; Lyons; Campbell.

CONTRACTS.

Class I—Mellish; Hanright; McDonald; Rogers; McLatchy; Lyons; Thomson; McCully. *Class II*—Carter; Cluney. *Passed*—Fagan; Lane.

REAL ESTATE—(LANDLORD AND TENANT)

Class I—McCully; Mellish; McDonald; Rogers; Hanright; Burrell; Gregory; McLatchy. *Class II*—Thomson; Lyons; Carter; Fagan; Cluney; Young. *Passed*—Lane; Fraser.

REAL PROPERTY.

Class I—(McCully; Mellish; Thomson;) Hanright; McLatchy; McDonald; Rogers. *Class II*—Cluney; Lane; Fraser; Lyons. *Passed*—Carter; Fagan; Burrell; Young.

TORTS.

Class I—Hanright; McCully; Mellish; McDonald; McLatchy; Lyons; Cluney; Rogers; Thomson; Lane. *Class II*—Carter. *Passed*—Fraser; Young; Campbell; Fagan.

CRIMES.

Class I—Mellish. *Class II*—McCully; Rogers; McDonald; Carter; Lyons; Gregory; Hanright. *Passed*—Thomson; McLatchy; Fagan; Cluney; Fraser; Lane; Young.

GENERAL LIST
OF
MEDALS, PRIZES, EXHIBITIONS, &c.
1879-84.*

THE GOVERNOR-GENERAL'S GOLD MEDAL.

1880, Crowell, E. 1881, Creelman, H. G. 1882, Trueman, J. S.
1883, Bell, J. A. 1884, McLeod, J. P.

THE YOUNG GOLD MEDAL.

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

THE GOVERNOR-GENERAL'S SILVER MEDAL.

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

THE NORTH BRITISH SOCIETY BURSARY.

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

THE AVERY PRIZE.

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

THE WAVERLEY PRIZE.

1879, Murray, H. 1881, Bell, J. A. 1883, Gammell, I. 1884,
Stewart, D.

THE ST. ANDREW'S CHURCH PRIZE.

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

THE YOUNG ELOCUTION PRIZES.

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

* For medallists of former years see list of Graduates. For prizes, &c., of former years see Calendar of 1881-82.

THE ALUMNI PRIZES.

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

THE NEW SHAKSPERE SOCIETY'S PRIZE

1884, Macknight, Catherine K.

THE JACK HERBARIUM PRIZE.

1884, Campbell, G. G.

UNIVERSITY PRIZES.

FACULTY OF ARTS.

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

HEBREW: 1882, Carson, G. S. 1883, McLennan, J. W. 1884, Campbell, A. (New Glasgow).

FRENCH: *Fourth Year*; 1879, Cameron, C. S. 1880, Mahon, A. W. 1881, Stewart, T. 1882, Mellish, H. 1883, Smith, H. M. *Third Year*; 1879, Mahon, A. W. 1880, Murray, H. 1881, Mellish, H. 1882, Smith, H. M. 1883, Adams, H. S. 1884, (2nd Class), Turner, D. F. D.; (*1st Class*), Mackenzie, A. S.

GERMAN: 1880, Creelman, H. G. 1881, Reid, A. G. 1884, (2nd Class,) Saunders, Maria F.; (*1st Class*) Aiton, W.

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

ENGLISH LANGUAGE AND LITERATURE: 1883, (Larkin, F. H. and Ritchie, Eliza). 1884, *First Year*, MacNeill, Charlotte M.

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

POLITICAL ECONOMY: 1883, Bell, J. A. 1884, Turner, D. F. D.

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

ETHICS: 1883, McLennan, J. W. 1884, McDonald, D.

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, Eliza.

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, Cahan, C. H.

- MATHEMATICS:** *Second Year*; 1879, (1) Murray, H., (2) Creelman, H. G. 1880, Campbell, G. M. 1881, Reid, A. G. 1882, Murray, D. A. 1883, Gammell, I. 1884, Stewart, D. *First Year*; 1879, (1) Campbell, G. M., (2) Carson, G. S. 1880, (1) Murray, D. A., (2) Reid, A. G. 1881, (1) McLeod, J. P., (2) Elliott, H. 1882, Calkin, Lillie B. 1883, Mackay, E. 1884, MacNeill, Charlotte M.
- PHYSICS:** 1879, Dickie, A. 1880, Creelman, H. G. 1881, Carson, G. S. 1882, MacGregor, T. S.; *Math. Phys.*, Reid, A. G. 1883, Murray, D. A. 1884, Mackenzie, A. S.
- ASTRONOMY:** 1881, Creelman, H. G. 1882, Campbell, G. M. 1883, Reid, A. G. 1884, Murray, D. A.
- CHEMISTRY:** 1879, Murray, H. 1880, Campbell, G. M. 1881, (*Organic*) Reid, A. G.; (*Inorganic*) Dickie, H. 1882, (*Organic*) Smith, H. M.; (*Inorganic*) McLeod, J. P. 1883, (*Organic*) Campbell, G. G.; (*Inorganic*) (Gammell, I. and Newcombe, Margaret F.) 1884, (*Organic*) Smith, H. M.; (*Inorganic*), 2nd year, Robinson, A.; 1st. year, Morrison, A. M.
- GEOLOGY:** (JUNIOR) 1881, Cameron, A. G. (SENIOR) 1882, Cameron, A. G.
- ZOOLOGY:** 1881, Moren, J. A.
- BOTANY:** 1882, Smith, H. M. 1883, Trueman, H.

FACULTY OF LAW.

- EVIDENCE: 1884, Sedgewick, J. A.
 CONFLICT OF LAWS: 1884, Morse, C.
 CONSTITUTIONAL LAW: 1884, Morse, C.
 COMMERCIAL LAW: 1884, Mooney, P. C. C.
 EQUITY: 1884, Sedgewick, J. A.
 CONSTITUTIONAL HISTORY: 1884, Carter, W. D.
 REAL ESTATE: 1884, Wells, W. W.
 CRIMES AND TORTS: 1884, Carter, W. D.
 CONTRACTS: 1884, Wells, W. W.

PROFESSORS' SCHOLARSHIPS.

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

THE MUNRO EXHIBITIONS.

(The names are in order of merit.)

- SENIOR**—1883: Mackenzie, A. S.; Gammell, I.; Tuffts, W. M. 1884: Robinson, A.; Cahan, C. H.; Mackay, E.; Mackay, N. F.; Lewis, A. W.
- JUNIOR**—1881: Gammell, I.; Aiton, W.; Fitzpatrick, H. H. K.; McLeod, J. M. 1882: Mackay, E.; Cahan, C. H.; Calder, J.; Mackay, N. F.; Robinson, A. 1883: Buchanan, J. J.; McNeill, Charlotte M.; Forbes, Antoinette; Creighton, J. E. 1884: MacLeod, G.; Mackenzie, J. W.; Mackay, H. M.; McDonald, W.; Solon, D. M.

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.; Langille, R. M. 1884; Macrae, A. W.; Coffin, F. J.; Calder, J.; Stewart, D.; Nicholson, A.; Morton, S. A.

JUNIOR—1880; McLeod, J. P.; Dill, E. M.; Elliott, H.; Morrison, D. I.; Jones, F. 1881; Robinson, G. E.; Kempton, W. F.; Coffin, F. J.; Thompson, A. W.; Calkin, Lillie B.; Crawford, J.; Martin, K. J.; McLean, J. M.; Mackenzie, A. S.; Newcombe, Margaret F.; Tufts, W. M. 1882; Nicholson, A.; Morton, S. A.; Macdonald, E. M.; Stewart, D.; Lewis, A. W.; Ccffin, V. E.; Macrae, A. W.; McKenzie, D. H.; Reid, R. L. 1883; (Coops, F. H.; Fraser, D.) (Shaw, H. C.; Shaw, J. C.); Campbell, W. R.; Sutherland, J. S.; Johnson, G. M. 1884; Stewart, F. I.; Grant, D. K.; Harvey, M.; Robertson, J. R.; Clark, D. McD.; Brown, W.; Allison, E. P.; Matheson, J. A.

CERTIFICATES OF MERIT.

(The names are arranged alphabetically.)

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

SECOND CLASS : *Fourth Year*; 1879, Emmerson, R. R. J. 1880, Crowell, E. 1881, Sedgewick, J. A. 1882, Cameron, A. G.; Carson, G. S.; Davidson, F. J.; Patterson, G. G. 1883, Dickie, H.; 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*; 1879, Creelman, H. G.; Trueman, J. S. 1880, Cameron, A. G. 1881, Macdonald, J. A.; MacGregor, T. S.; McLennan, J. W.; Moren, J. A. 1882, Smith, H. M. 1883, Aiton, W.; Calkin, Lillie B.; Fitzpatrick, H. H. K.; McLeod, M.; Newcombe, Margaret, F.; Tufts, W. M. *First Year*; 1879, McLennan, J. W. 1880, McInnis, H.; McLeod, J.; Thompson, E. 1881, Dill, E. M.; Jones, F.; Morrison, D. I.; Pitblado, J. 1882, Crawford, J.; Fitzpatrick, H. K.; Newcombe, Margaret F.; Thompson, A. W. 1883, Allison, M. G.; Larkin, F. H.; Lewis, A. W.; Saunders, Maria F.; Stewart D.

(Discontinued 1883.)

GRADUATES OF THE UNIVERSITY.

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

Graduates are requested to notify the Principal of any change of address.

- ‡ ²Adams, H. S., George St., Halifax.....B. A., 1884
 † ⁶Aiton, W., Sussex, N. B.....B. A., 1885
 Allan, Rev. John M., Edinburgh.....B. A., 1873; M. A., 1876
 Annand, Rev. Joseph, New Hebrides....B. A., 1869; M. A., 1872
 Archibald, Rev. F. W., *M. A., B. D.*, Truro.....B. A., 1877
 Archibald, Rev. W. P., Cavendish, P. E. I., B. A., 1873; M. A., 1878
 Bayne, Prof. H. A., *Ph. D., F. R. S. C.*, Kingston, Ont..B. A., 1869;
 M. A., 1872.
 Bayne, Rev. E. S., Middle MusquodoboitB. A., 1871
 † ¹Bell, F. H., Halifax.....B. A., 1876
 † ¹Bell, J. A., Halifax.....B. A., 1883
 Bennett, A. W., Hopewell, N. B.....LL. B., 1885
 Bethune, J. L., Baddeck, C. B.....M. D., C. M., 1875
 Blanchard, C. W., Winnipeg.....B. A., 1880
 Boak, H. W. C., Halifax.....LL. B., 1885
 Bruce, Rev. W. T., *M. D.*, Valley Station, Col. Co...B. A., 1872
 Bryden, Rev. C. W., Tatamagouche.....B. A., 1873
 Burgess, Rev. J. C., San Francisco.....B. A., 1867
 Cairns, Rev. J. A., *M. A.*, Upper Musquodoboit.....B. A., 1878
 Cameron, A. G., Newtown, Guysboro'.....B. Sc., 1882
²Cameron, C. S., Halifax.....B. A., 1879
 ‡ Cameron, Rev. J. H., South River, Antigonish.....B. A., 1878
 Cameron, William.....B. A., 1873
 Cameron, J. J., Shakspeare, Ont.....B. A., 1869; M. A., 1871
 Campbell, G. G., Truro.....B. Sc., 1885
 § ²Campbell, G. M., Truro.....B. A., 1882
 Campbell, D. A., Halifax.....M. D., C. M., 1874
 Carmichael, J. M., New Glasgow.....B. A., 1872
 Carr, Rev. A. F., Alberton, P. E. I.....B. A., 1868; M. A., 1871
 Carson, G. S., Sussex, N. B.....B. A., 1882
 Chambers, F. B., Truro.....B. A., 1879
 Chambers, R. E., Truro.....B. A., 1877
 Chase, Rev. J. H., Onslow.....B. A., 1866; M. A., 1869

¹ Graduated with Second Rank Honours in Classics.

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

³ Graduated with Second Rank Honours in Mathematics and Physics.

⁶ Graduated with First Rank Honours in Classics.

† Governor-General's Gold Medallist.

‡ Governor-General's Silver Medallist.

§ Young Gold Medallist.

Chisholm, Don., Antigonish.....	M. D., C. M., 1874
Christie, Rev. T. M., Santa Maria, Santa Barbara Co., Cal.....	B. A., 1868
Coffin, F. S., Mt. Stewart, P. E. I.....	B. A., 1885
Costley, Alfred, Halifax.....	B. A., 1881
Cox, Robinson, Stewiacke.....	M. D., C. M., 1875
Creelman, Rev. D. F. (obit.).....	B. A., 1873; M. A., 1880
† ³ Creelman, H. G., Edinburgh University.....	B. A., 1881
Creighton, J. G. A., Montreal.....	B. A., 1868
Creighton, H. S., Dartmouth.....	B. A., 1880
† ² Crowell, Rev. Edwin, Yarmouth.....	B. A., 1880
Cruikshank, Rev. W., B. D., Montreal.....	B. A., 1872
Davidson, J. F.....	B. A., 1882
DeWolf, G. H., Tintern, England.....	M. D., C. M., 1872
Dickie, Alfred, Stewiacke.....	B. A., 1879; M. A., 1883
Dickie, Henry, Upper Stewiacke.....	B. A., 1883
Dill, Edmund M., Centre Rawdon, Hants Co.....	B. A., 1884
Doull, W. S., Halifax.....	B. A., 1874; LL. B., 1885
Duff, Kenneth, Lunenburg.....	B. A., 1873
Emmerson, R. R. J., Montreal.....	B. A., 1879
⁴ Fitzpatrick, H. H. K., Scotsburn, Pictou Co.....	B. A., 1885
Fitzpatrick, Rev. James, Saltsprings.....	B. A., 1875
Forrest, James, Halifax.....	B. A. 1868; M. A., 1872
Fraser, D. C., New Glasgow.....	B. A., 1872
Fraser, Rev. D. S., Mahone Bay.....	B. A., 1874
‡ Fraser, W. M., Halifax.....	B. Sc., 1880; B. A., 1883
Fraser, W. R., Mt. Thom, Pictou.....	B. A., 1882
Fulton, G. H., Guysborough.....	B. A., 1876
* ⁷ Gammell, I., Upper Stewiacke.....	B. A., 1885
† George, Rev. J. L., M. A., Sherbrooke.....	B. A., 1878
Grant, W. R., (obit.).....	B. A., 1877
Gunn, Rev. Adam, Kennetcook.....	B. A., 1872
Hamilton, H. H., Pictou.....	B. A., 1877
¹ Herdman, Rev. J. C., B. D., Campbellton.....	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., Pictou, N. S.....	LL. B., 1885
Jones, Frank, Digby.....	B. A., 1884
† Jordan, Rev. L. H., B. D., Montreal.....	B. A., 1875; M. A., 1878
Kinsman, F. S., M. D., Centreville.....	B. A., 1880

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

³ Graduated with Second Rank Honours in Mathematics and Physics.

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

⁷ Graduated with First Rank Honours in English Literature and History.

* DeMill Gold Medallist.

† Governor-General's Gold Medallist.

‡ Governor-General's Silver Medallist.

Knowles, J. H., Milton.....	B. A., 1882
Laird, G. A., Winnipeg.....	B. A., 1877
Landells, R., Halifax.....	B. A., 1882
⁴ Langille, R. M., River John, Pictou Co.....	B. A., 1885
LeNoir, M. U., Halifax, N. S.....	LL. B., 1885
Lindsay, A. W. H., <i>M. B., C. M.</i> , Halifax.....	B. A., 1870 ; M. D., C. M., 1875.
Lippincott, Aubrey, <i>M. D.</i> , Pittsburg, Pa.....	B. A., 1867
Locke, R. T., Lockeport.....	B. A., 1885
Logan, Rev. Richmond, Harbor Grace, N. F. L.....	B. A., 1877 ; M. A., 1880.
Logan, Melville, Halifax.....	B. A., 1873
Mason, Rev. W. A., New London, P. E. I.....	B. A., 1877
McCull, A., Institute of Technology, Boston.....	B. Sc., 1883
McCurdy, S. T., New Glasgow.....	B. A., 1877
McDonald, J. H., (obit.).....	B. A., 1867 ; M. A., 1870
McDonald, Donald, Cape North, Cape Breton.....	B. A., 1884
Macdonald, C. D., Pictou.....	B. A., 1873
Macdonald, W. M., Halifax.....	B. A., 1881
‡ ² Macdonald, J. A., Halifax.....	B. A., 1883
McDowell, Isaac, (obit.).....	B. A., 1876
McGregor, Rev. Daniel, Amherst.....	B. A., 1874
MacGregor, Prof. J. G., <i>D. Sc.</i> , Halifax.....	B. A., 1871 ; M. A., 1874
² MacGregor, T. S., Little Bras d'Or.....	B. A., 1883
² McKay, A. H., <i>B. Sc.</i> , Pictou.....	B. A., 1873
McKay, Rev. Kenneth, Richmond, N. B.....	B. A., 1868
McKeen, Rev. J. A., Hamilton, Bermuda.....	B. A., 1873
§ ³ Mackenzie, A. S., Dartmouth.....	B. A., 1885
McKenzie, Hugh, Truro.....	B. A., 1872 ; M. A., 1875
McKenzie, Prof. J. J., <i>Ph. D.</i> , (obit.).....	B. A., 1869 ; M. A., 1872
McKenzie, Rev. James, Pugwash.....	B. A., 1878
McKenzie, J. W., Strathalbyn, P. E. I.....	B. A., 1882
‡ McKittrick, Burgess, Sydney, C. B.....	B. A., 1877
¹ McLean, I. M., <i>M. D.</i> , Hopewell.....	B. A., 1879
McLean, Rev. J. A., Barrington.....	B. A., 1876
McLennan, J. W., Sydney, C. B.....	B. A., 1883
McLeod, Rev. A. W., Durham, Co. Pictou.....	B. A., 1875 ; M. A., 1878
McLeod, Rev. J. W., Trinidad.....	B. A., 1876 ; M. A., 1880
McLeod, Don., Strathalbyn, P. E. I.....	B. A., 1874
McLeod, J. M., Valleyfield, P. E. I.....	B. A., 1885
† ⁶ McLeod, J. P., Dalhousie College, Halifax.....	B. A., 1884
McMillan, Finlay.....	M. D., C. M., 1872
‡ McMillan, Rev. G. W., Malpeque, P. E. I.....	B. A., 1875

¹ Graduated with Second Rank Honours in Classics.

² Graduated with Second Rank Honours in Mathematics and Physics.

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

⁶ Graduated with First Rank Honours in Classics.

† Governor-General's Gold Medallist.

‡ Governor-General's Silver Medallist.

§ Young Gold Medallist.

- McNaughton, Rev. Samuel, Preston, G. B. . B. A., 1867 ; M. A., 1870
 McRae, William, Richmond, C. B. M. D., C. M., 1872
³Martin, K. J., Belfast, P. E. I. B. A., 1885
 Mellish, H., Halifax. B. A., 1882
 Millar, Rev. E. D., Lunenburg. B. A., 1869
 Miller, J. J., Halifax. B. Sc., 1885
 Mooney, P. C. C., Halifax. LL. B., 1885
 Moore, Edmund, Chatham. M. D., C. M., 1872
 Morse, C., Liverpool, N. S. LL. B., 1885
 Morton, Joseph H., Shelburne. B. A., 1876
 Muir, W. H., Truro. M. D., C. M., 1875
 Munro, John. B. A., 1876
 Munro, G. W., 17-27 Vandewater St., New York. B. A., 1878
 Murray, J. S., Charlottetown, P. E. I. B. A., 1877
 § ²Murray, D. A., Dalhousie College, Halifax. B. A., 1884
 Newcombe, E. L., *LL.B.*, Kentville. B. A., 1878 ; M. A., 1881
²Newcombe, Margaret F., West Cornwallis. B. A., 1885
⁴Oxley, J. M., *LL.B.*, Ottawa. B. A., 1874
 Patterson, G. G., New Glasgow. B. A., 1882
 Pitblado, Colin, Minneapolis. B. A., 1876
 Pollok, A. W., (obit.) B. A., 1872
 § ⁵Reid, A. G., Edinburgh University. B. Sc., 1883
 Robert, Cassimir, Arichat, C. B. M. D., C. M., 1875
³Robinson, G. E., Charlottetown, P. E. I. B. A., 1885
 Robinson, Rev. J. M., Spring Hill. B. A., 1873
 Rogers, Rev. Anderson, Yarmouth. B. A., 1878
 Ross, Alexander, Dalhousie, N. B. B. A., 1867
 Ross, Rev. William, Prince William, N. B. B. A., 1873
 Russell, Rev. A. G., Oyster Bay, L. I., N. Y. B. A., 1871
 Scott, Rev. Ephraim, New Glasgow. B. A., 1872 ; M. A., 1875
 Scott, Rev. Prof. H. McD., *B. D.*, Chicago. B. A., 1870
 Scott, J. McD., (obit.) B. A., 1877
 Sedgewick, J. A., Halifax. B. A., 1881 ; LL. B., 1885
 Sedgewick, Robert, Q. C., Halifax. B. A., 1867
 Shaw, Robert, (obit.) B. A., 1866
 Simpson, Rev. Isaac, LaHave. B. A., 1868
 Smith, Rev. D. H., Truro. B. A., 1867 ; M. A., 1871
 Smith, Rev. Edwin, Stewiacke. B. A., 1867
 Smith, H. McN., Edinburgh University. B. Sc., 1884
 Spencer, Rev. W. H., Georgetown, P. E. I. B. A., 1881
 † ³Stewart, J. McG., Pictou. B. A., 1876
 Stewart Thomas, *B. D.*, Pictou. B. A., 1882

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

³ Graduated with Second Rank Honours in Mathematics and Physics.

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

⁵ Graduated with First Rank Honours in Mathematics and Physics.

† Governor-General's Silver Medallist.

§ Young Gold Medallist.

Stramberg, H. H., Cape John, Pictou.....	B. A., 1875
Sutherland, Rev. J. M., Virden, Man.....	B. A., 1869
Sutherland, Robert, (obit.).....	M. D., C. M., 1872
Taylor, W. B., Halifax.....	B. A., 1884
² Thompson, A. W., Durham, Pictou Co.....	B. A., 1885
Thomson, A. E., Edinburgh University.....	B. A., 1880
Thorburn, W. M., Madras.....	B. A., 1880
Torey, E. J., Guysborough.....	B. A., 1882
Trueman, A. I., St. John, N. B.....	B. A., 1872; M. A., 1878
† ¹ Trueman, J. S., Carleton, St. John, N. B.....	B. A., 1882
Tuffts, W. M., Halifax.....	B. A., 1885
Turner, D. F. D., London, G. B.....	B. A., 1884
† ³ Waddell, John, <i>B. Sc., Ph. D.</i> , Edinburgh Univ.....	B. A., 1877
Wallace, Rev. John, Bermuda.....	B. A., 1870
Wallace, W. B., Halifax.....	LL. B., 1885
Whitman, Alfred, Halifax ..	B. A., 1878; LL. B., 1885

UNDERGRADUATES, 1884-5.

IN ARTS.

FOURTH YEAR.

Aiton, William	Sussex, N. B.
Coffin, Frank Stewart	Mt. Stewart, P. E. I.
Fitzpatrick, Hiram Henry Kirkwood ..	Roger's Hill.
Gammell, Isaac	Upper Stewiacke, Colchester Co.
Langille, Robert McDonald.....	River John, Pictou.
Locke, Robert Todd	Lockeport, Shelburne Co.
Mackenzie, Arthur Stanley	Dartmouth.
McLeod, John Matheson.....	Valleyfield, P. E. I.
Martin, Kenneth John	Belfast, P. E. I.
Newcombe, Margaret Florence.	Cornwallis.
Robinson, George Edward	Charlottetown, P. E. I.
Thompson, Alfred Whidden.....	Durham, Pictou Co.
Tuffts, William Mann	11 Creighton Street, Halifax.

THIRD YEAR.

Allison, Matthew Gay.....	Windsor, N. S.
Cahan, Charles Hazlitt.....	Hebron, Yarmouth Co.
Calder, John	West Bay, C. B.
Campbell, Alexander John	Truro.
Coffin, Fulton Johnson	Mt. Stewart, P. E. I.
Flemming, David Harvey.....	Halifax.

¹ Graduated with Second Rank Honours in Classics.

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

³ Graduated with Second Rank Honours in Mathematics and Physics.

† Governor-General's Gold Medallist.

Lewis, Abner William.....	Central Onslow.
Mackay, Ebenezer	Plainfield, Pictou Co.
Mackay, Neil Franklin.....	West River, Pictou Co.
Macrae, Alexander William	St. John, N. B.
Morton, Silvanus Archibald.	Milton, Queen's Co.
Nicholson, Alfred	Southport, P. E. I.
Robinson Alexander.....	Sussex, King's Co., N. B.
Smith, James F.....	Halifax.
Stewart, Dugald	Upper Musquodoboit.

SECOND YEAR.

Buchanan, James Jost.....	Sydney, C. B.
Calkin, William Somerville.....	Truro.
Campbell, William Robert	East River, St. Mary's, Pictou Co.
Coops, Frank Harvey	Milton, Queen's Co.
Creighton, James Edwin	West River, Pictou Co.
Forbes, Antoinette.....	Little Harbour, Pictou Co.
Fraser, Donald.....	Pictou.
Johnson, George Millar	Upper Stewiacke, Colchester Co.
McLennan, Samuel John.....	Sydney, C. B.
McLeod, Ambrose Watt.	Dunstaffnage, P. E. I.
McLeod, Malcolm James	Belfast, P. E. I.
MacNeill, Charlotte Mary.....	Charlottetown, P. E. I.
Morrison, Alexander McGeachy.	Dartmouth.
Putnam, William Graham	Maitland, Hants Co.
Reid, Robie Lewis	Kentville, King's Co.
Shaw, Henry Curtis	Stanhope, P. E. I.
Shaw, James Curtis	Stanhope, P. E. I.
Stewart, Alexander Forrester.....	Pictou.
Sutherland, John Sanders.....	St. James, Charlotte Co., N. B.

FIRST YEAR.

Allison, Edmund Powell	29 Tobin St., Halifax.
Brown, William	Merigomish, Pictou Co.
Clark, Daniel McDonald	West River, Pictou Co.
Davison, James McGregor.....	56 Garrick Street, Halifax.
Falconer, John Putnam	Sydney, C. B.
Frye, Henry Wakefield.....	91 Morris Street, Halifax.
Fulton, Willard H.	85 Cunard Street, Halifax.
Grant, David Kenzie	Riverton, Pictou Co.
Harvey, McLeod.....	Newport, Hants Co.
McDonald, William	Pictou.
Mackay, Henry Martyn	Plainfield, Pictou Co.
Mackenzie, John William.....	Green Hill, Pictou Co.
McKenzie, William John	West Bay, C. B.
McLeod, George.....	Murray River, P. E. I.
Matheson, John Alexander	Boularderie, C. B.
Robertson, Thomas Reginald	Annapolis.
Saunders, Edward Manning	24 Carleton St., Halifax.
Soloan, David Matthew.	Windsor, N. S.
Stewart, Frank Ingram.....	Charlottetown, P. E. I.

IN SCIENCE.

FOURTH YEAR.

Campbell, George Gordon Truro.

THIRD YEAR.

Saunders, Maria Freeman Carleton St., Halifax.

IN LAW.

THIRD YEAR.

Bennett, Albert Watson Hopewell Cape, N. B.
 Boak, Henry Westman Conroy Halifax.
 Doull, Walter Scott, B. A. Halifax.
 Ives, Walter Black Pictou.
 Lenoir, Melaim Uniacke Halifax.
 Mooney, Patrick C. C. Halifax.
 Morse, Charles Liverpool.
 Parker, William Frederick, A. B. ... Dartmouth.
 Sedgewick, James Adam, B. A. Halifax.
 Wallace, William Bernard Halifax.
 Whitman, Alfred, B. A. Halifax.

SECOND YEAR.

Carter, William Doherty Bouctouche, N. B.
 Chisholm, Joseph Antigonishe.
 Crowe, Walter Truro.
 Hensley, Hubert Arthur, B.A. Windsor.
 Henry, William Alexander Halifax.
 Jennison, Hedley Vicars Walton.
 Macdonald, James Alexander, B.A. ... Halifax.
 Milliken, Albert Moncton, N. B.
 Robertson, Henry McNeil Barrington.
 Thompson, Stanley Oxford.
 Troop, Arthur Gordon, A. B. Dartmouth.
 Walsh, William Halifax.
 Wells, William Woodbury Point deBute, N. B.

FIRST YEAR.

Burrell, Gordon Macaulay Yarmouth.
 Campbell, Arthur Truro.
 Carter, Titus James Point deBute, N. B.
 Cluney, Andrew Halifax.
 Fagan, John Philip Dorchester, N. B.
 Fraser, John W., Jr. Halifax.
 Gagnon, Albert David Dorchester, N. B.
 Gregory, Charles Ernest Antigonish.
 Hanright, Fenwick Williams Windsor.
 Lane, Charles Wilkins Pictou.
 Lyons, William Alexander Halifax.

Macdonald, Edward Mortimer.....	Pictou.
McCully, Frank Arthur, A. B.....	Sussex, N. B.
McLatchy, Henry Francis.....	Hillsboro, N. B.
Mellish, Humphrey, B. A.....	Charlottetown, P. E. I.
Presly, Temple.....	Moncton, N. B.
Rogers, Henry Wyckoff.....	Amherst.
Ross, John.....	Halifax.
Thomson, Walter Kendall.....	Halifax.
Young, James Raymond.....	Tracadie, N. B.

GENERAL STUDENTS, 1884-5.

IN ARTS.

Bell, Henry H.....	Halifax.
Best, Oliver Fletcher.....	Grafton, King's Co.
Boak, Louise.....	Halifax.
Boak, Stanley Davidson.....	Halifax.
Burns, Janet E.....	Halifax.
Burns, Agnes O.....	Halifax.
Burns, Edith H.....	Halifax.
Butler, J. U.....	103 Dresden Row, Halifax.
Cornelius, Emmie C.....	39 Victoria Road, Halifax.
Cornelius, Luise A.....	39 Victoria Road, Halifax.
Cox, Fred. W.....	Upper Stewiacke.
Crawford, John William.....	Riversdale, Lunenburg Co.
Creelman, Libbie.....	Dartmouth.
Crerar, Laura.....	Halifax.
Darling, Mrs. L. F.....	Halifax.
Dockerty, W. H.....	Port Hill, P. E. I.
Doherty, Robert P.....	Kingston, Kent Co., N. B.
Drysdale, Annie.....	52 Robie Street, Halifax.
Drysdale, George.....	52 Robie St., Halifax.
Fitch, Adelaide P.....	Halifax.
Flemming, Maggie E.....	Halifax.
Gunn, Alex. D.....	East River, St. Mary's, Pictou Co.
Harding, Maggie F.....	Halifax.
Harding, P. W.....	Shelburne.
Hare, Henry Mather.....	Bedford.
Harvey, Norman Darrell.....	Halifax.
Hay, Charles M.....	Woodstock, N. B.
Jacques, Hartley S.....	Melvem Square, Annapolis Co.
James, Harriet E.....	Dartmouth.
Lear, Isabel A.....	Fairmount, N. W. Arm, Halifax.
Leck, George A.....	Gay's River.
McCallum, O. F.....	Maitland, Hants Co.
McDonald, C. W.....	Antigonish.
McDonald, Finlay.....	Sherbrooke.
MacDougall, Andrew.....	Argyle Shore, P. E. I.
McFarlane, John Dougald.....	Middle River, Victoria Co., C. B.
MacGregor, Anna M.....	130 Gottingen St., Halifax.

MacGregor, Bessie.....	130 Gottingen St., Halifax.
MacGregor, Helen M.....	130 Gottingen St., Halifax.
Mackenzie, Helen Gertrude.....	Dartmouth.
Macknight, Catharine K.....	Dartmouth.
Maclean, Mary F. D.....	Thorndean, Halifax.
McLean, Edwin D.....	Shubenacadie.
Mellish, Miss M. J.....	Halifax.
Morrison, Daniel Isaac.....	Pictou.
Morrison, William C.....	11 Jacob Street, Halifax.
Munro, Hugh R.....	West River, Pictou Co.
Munro, John.....	15 West 57th St., New York.
Murphy, Thomas J. F.....	Halifax.
Neal, Mary S.....	Halifax.
Oxley, Affie M.....	Halifax.
Pearman, H. V.....	Halifax.
Reynolds, Hattie.....	Halifax.
Ritchie, Ella Almon.....	Belmont, Halifax.
Ritchie, Mary Walcott.....	Belmont, Halifax.
Ritchie, Eliza.....	Belmont, Halifax.
Robson, Isabel H.....	Dartmouth.
Ross, James.....	70 Seymour St., Halifax.
Silver, L. M.....	Halifax.
Smith, Henry M., B. Sc.....	Halifax.
Smith, William F.....	——, Hants Co.
Stairs, Katherine.....	South St., Halifax.
Stewart, Anne Amelia.....	Pictou.
Teesdale, Hattie.....	Halifax.
Thompson, Alfred Stuart.....	Dutch Village, Halifax.
Thompson, Arthur.....	Halifax.
Townshend, W. S.....	Parrsboro'.
Troop, Mrs. Henry.....	88 Victoria Road, Halifax.
Wade, Fred S.....	Granville Ferry, Annapolis Co.
Walker, J. W.....	Kingston, Kent Co., N. B.
Weatherbe, A. J.....	Halifax.
Wetherby, Minnie E.....	13 Morris St., Halifax.
Wilson, Daniel A.....	8 Gottingen Street, Halifax.

IN LAW.

Brownrigg, William.....	Bridgewater.
Bulmer, John Thomas.....	Halifax.
Burrell, Judson.....	Yarmouth.
Cahan, Charles H.....	Hebron.
Campbell, Alexander.....	Sydney, C. B.
Connors, James.....	Chatham, N. B.
Fitzpatrick, H. H. K.....	Scotsburn.
Fraze, John C. P.....	Dartmouth.
Gammell, Isaac.....	Upper Stewiacke.
Langille, R. M.....	River John.
Ritchie, James Johnsen.....	Halifax.
Smith, Otis.....	St. John, N. B.
Tupper, William Johnston.....	Halifax.

SUMMARY.

FACULTY OF ARTS.

Undergraduates in Arts	66
Undergraduates in Science	2
General Students	73
<hr/>	
Students, Arts Faculty.....	141

FACULTY OF LAW.

Undergraduates	44
General Students	13
<hr/>	
Students, Law Faculty.....	58
Students, Arts and Law Faculties	199
Deduct, studying in both Faculties.....	4
<hr/>	
Total	195

EXAMINATION PAPERS 1884-85.

.....	J. C. FRANK, B.A.
.....	J. G. MACDONALD, B.Sc.
.....	A. H. MCKAY, B.A., B.Sc.
.....	G. G. TAYLOR, B.A.
.....	J. F. MOIR, B.A.
.....	I. GARRARD, B.A.
.....	J. T. BURNHAM
.....	J. A. HOSKINSON
.....	H. W. G. BOAG, LL.B.
.....	J. D. STONEY
.....	W. R. WALLACE, LL.B.
.....	D. A. MURRAY, B.A.
.....	J. M. SWEENEY, B.A.

* All the Annual Lists of the University of Toronto are prepared in accordance with the provisions of the Act in relation to the University of Toronto, and all persons who have been elected to any of the offices mentioned in the Act, and who have been sworn in, are included in the lists of the University of Toronto.

THE ALUMNI ASSOCIATION.

(Incorporated 1876.)

EXTRACT FROM THE CONSTITUTION.

ART. II.—The object of the Association shall be the promotion of the best interests of the University.

ART. III., Sec. I.—* All graduates of the University and all students who have attended classes throughout one academic year shall be eligible for membership; but no person shall become a member until three years have elapsed from the time of his matriculation or first registration.

OFFICERS:

D. C. FRASER, B.A.....	<i>President.</i>
J. G. MACGREGOR, D.Sc.,	} <i>Vice-Presidents.</i>
A. H. MCKAY, B.A., B.Sc.,	
G. G. PATTERSON, B.A.,	
J. P. MCLEOD, B.A.,	
I. GAMMELL, B.A.,	
J. T. BULMER.....	<i>Secretary.</i>
J. A. SEDGEWICK.....	<i>Treasurer.</i>
H. W. C. BOAK, LL.B.,	} <i>Members of Executive Committee.</i>
J. D. STORY,	
W. B. WALLACE, LL.B.,	
D. A. MURRAY, B.A.,	
J. M. STEWART, B.A.	

* At the Annual Meeting held April 27th, 1885, a proposal to amend the Constitution by rendering eligible all former students of colleges which have been merged in or united with Dalhousie College, and all persons who have at any time been educated by means of the funds of Dalhousie College, was approved.

FACULTY OF ARTS,

MATRICULATION

JUNIOR MUNRO EXHIBITIONS AND BURSARIES.

GREEK

EXAMINATION PAPERS, 1884-85.

I. Translation.

Read the following passage in Greek, and translate it into English, paying special attention to the use of the participle, the infinitive, and the subjunctive, and to the use of the pronouns, the adjectives, and the adverbs. Give the English equivalents of the words in italics, and give the Greek equivalents of the words in English. Give the English equivalents of the words in italics, and give the Greek equivalents of the words in English. Give the English equivalents of the words in italics, and give the Greek equivalents of the words in English.

1. Answer for the signs of the subjunctive, the infinitive, and the participle.
2. Give the English equivalents of the words in italics. What are the English equivalents of the words in English?
3. Translate the following phrases, and give the Greek equivalents of the words in English.

THE ALUMNI ASSOCIATION

(Incorporated 1878.)

EXTRACT FROM THE CONSTITUTION.

ART. II.—The object of the Association shall be the promotion of the best interests of the University.

ART. III., Sec. 1.—* All graduates of the University and all students who have attended classes throughout one academic year shall be eligible for membership, but no person shall become a member until three years have elapsed from the time of his matriculation or first registration.

EXAMINATION PAPERS, 1884-85

- | | | |
|---------------------------|-------|------------------------------------|
| H. C. FRANK, B.A. | ..... | President. |
| J. G. MacGILLIVRAY, D.Sc. | ..... |  |
| A. H. McIVER, B.A., B.Sc. | ..... |  |
| G. G. FAYERS, B.A. | ..... | Vice-Presidents. |
| J. P. McLEOD, B.A. | ..... |  |
| I. GAMBELL, B.A. | ..... |  |
| J. T. BOLGER | ..... | Secretary. |
| J. A. SHERIDAN | ..... | Treasurer. |
| H. W. C. HALL, LL.B. | | Members of Executive
Committee. |
| J. D. STORY, | ..... |  |
| W. B. WALLACE, LL.B. | ..... |  |
| D. A. NORRIS, B.A. | ..... |  |
| J. M. SHERMAN, B.A. | ..... |  |

* At the Annual Meeting held April 27th, 1885, a proposal to amend the Constitution by providing eligible candidates students of all ages which have been merged in or united with Dalhousie College, and all persons who heretofore have been admitted by means of the funds of Dalhousie College, was approved.

FACULTY OF ARTS.

MATRICULATION

AND

JUNIOR MUNRO EXHIBITIONS AND BURSARIES.

GREEK.

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

XENOPHON: ANABASIS, V, VI,

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

TIME : THREE HOURS.

I.

A. Translate :

Ἐπεὶ δὲ ὄρω ὑμῖν καὶ τὰ πλοῖα πέμποντας Ἡρακλέους καὶ Σιωπέας ὥστε ἐκπλεῖν, καὶ μισθὸν ὑπισχνουμένους ὑμῖν ἄνδρας ἀπὸ νομηρίας, καλὸν μοι δοκεῖ εἶναι σωζομένους ἐνθα βουλόμεθα μισθὸν τῆς σωτηρίας λαμβάνειν, καὶ αὐτὸς τε παύομαι ἐκείνης τῆς διανοίας, καὶ ὅπσοι πρὸς ἐμὲ προσῆσαν λέγοντες ὡς χρὴ ταῦτα πράττειν, πάθεσθαι φημι χρῆναι. οὕτω γὰρ γινώσκω ὁμοῦ μὲν ὄντες πολλοὶ ὥσπερ νυνὶ δοκεῖτε ἂν μοι καὶ ἐντιμοὶ εἶναι καὶ ἔχειν τὰ ἐπιτήδεια· ἐν γὰρ τῷ κρατεῖν ἔστι καὶ τὸ λαμβάνειν τὰ τῶν ἡττόνων· διασπασθέντες δ' ἂν καὶ κατὰ μικρὰ γενομένης τῆς δυνάμεως οὐτ' ἂν τροφὴν δύνασθε λαμβάνειν οὔτε χαίροντες ἂν ἀπαλλάξαιτε. δοκεῖ οὖν μοι ἄπερ ὑμῖν, ἐκπορεύεσθαι εἰς τὴν Ἑλλάδα, καὶ ἕαν τις μέντοι ἀπολιπὼν ληφθῆ πρὶν ἐν ἀσφαλεῖ εἶναι πᾶν τὸ στράτευμα, κρίνεσθαι αὐτὸν ὡς ἀδικούντα. καὶ ὅτω δοκεῖ, ἔφη, ταῦτα, ἀράτω τὴν χεῖρα. ἀνετειναν ἅπαντες.

1. Account for the cases of σωζομένους, διανοίας, δυνάμεως, ἄπερ, ὑμῖν.
3. ὥστε ἐκπλεῖν—πρὶν ἐν ἀσφαλεῖ εἶναι πᾶν τὸ στράτευμα. What conjunctions, moods, and tenses would be used in Latin?
3. Translate the following phrases, and give as many Latin equivalents as you can.

ἐπὶ πόδα ἀναχωρεῖν—φένγειν ἀνὰ κράτος—ὄρθιους τοὺς λόχους ποιεῖσθαι,—
ἀμύνεσθαι ἐκ χειρός—χάριον ἔχειν.

4. Give the meaning and derivation of :

λοχαγός, ναῦλος, μνηοειδής, ἀμφορέυς, ψευδενέδρα, νεωκόρος, ἀπαυθημερ-
ίζεν, ἐκμηρῦεσθαι.

II.

B. Translate :

Ταῦτα παρελαύνων ἔλεγε καὶ ἅμα ὑψηλείτο ἐπὶ φάλαγγος, καὶ τοὺς πελτασ-
τὰς ἑκατέρωθεν ποιησάμενοι ἐπορεύοντο ἐπὶ τοὺς πολεμίους. παρήγγελετο δὲ τὰ
μὲν δόρατα ἐπὶ τὸν δεξιὸν ὄμον ἔχειν, ἕως σημαῖνοι τῇ σάλπιγγι· ἔπειτα δὲ εἰς
προβολὴν καθέντας ἐπεσθαι βάρην καὶ μηδένα δρόμῳ διώκειν. ἐκ τούτου
σύνθημα παρήει Ζεὺς σωτήρ, Ἡρακλῆς ἡγεμῶν. οἱ δὲ πολέμοι ὑπέμενον,
νομίζοντες καλὸν ἔχειν τὸ χωρίον. ἐπεὶ δ' ἐπλησίαζον, ἀλαλάξαντες οἱ Ἕλλη-
νες πελτασταὶ ἔθεον ἐπὶ τοὺς πολεμίους πρὶν τινα κελέειν. οἱ δὲ πολέμοι
ἀντίοι ὤρμησαν, οἱ θ' ἵππεῖς καὶ τὸ στίφος τῶν Βιθυνῶν· καὶ τρέπονται τοὺς
πελταστὰς. ἀλλ' ἐπεὶ ὑπηντίαζεν ἡ φάλαγξ τῶν ὀπλιτῶν ταχὺ πορευομένη καὶ
ἅμα ἡ σάλπιγξ ἐφθέγγετο καὶ ἐπαιάνιζον καὶ μετὰ ταῦτα ἠλλάλαζον καὶ ἅμα τὰ
δόρατα καθίσαν, ἐνταῦθα οὐκέτι ἐδέξαντο οἱ πολέμοι, ἀλλὰ ἔφευγον. καὶ Τι-
μασίων μὲν ἔχων τοὺς ἵππεας ἐφείπετο, καὶ ἀπεκτίννυσαν ὅσουςπερ ἐδύνατο ὡς
ὀλίγοι ὄντες. τῶν δὲ πολεμίων τὸ μὲν εὐώνυμον εὐθύς διασπάρη, καθ' ὃ οἱ
Ἕλληνες ἵππεῖς ἦσαν, τὸ δὲ δεξιὸν αὐτε οὐ σφόδρα διακόμενον ἐπὶ λάφῳ συνέστη.

1. ἐπὶ φάλαγγος. What is the opposite term?
2. οἱ δὲ πολέμοι ὑπέμενον νομίζοντες καλὸν ἔχειν τὸ χωρίον. Give the Latin for νομίζοντες ἔχειν. What is the force of καλὸν thus placed?
3. οὐκέτι ἐδέξαντο οἱ πολέμοι, ἀλλὰ ἔφευγον. Why different tenses?
4. ἔθεωρον τὴν τε Ἰασονίαν ἀκτὴν, ἐνθα ἡ Ἄργῳ λέγεται ὀρμίσασθαι. Translate, describe the place, and relate the story.
5. What rivers of Asia are mentioned in these Books? Describe their situation.

III.

1. Decline in the singular, showing contractions—Ζεὺς, σωτήρ, Ἡρακλῆς, Ἄργῳ.
2. Write in all genders the nom. and dat. pl. of σαφής, μέλας, δούς, οὔτος.
3. Compare (a) ἰσχυρός, ἡδύς, πλείστος, ἡττων.
(b) κακῶς, εὖ, τάχιστα, πρόσω.
4. Write in Greek words—42, 42nd, 420, 4200.
5. Show how the initial vowels and diphthongs of verbs are regularly augmented.
6. Write the first aorist of πείθω in all the moods and participles of the three voices, giving only one form in each mood.

V.

7. Give all the personal forms (contracted) of the pres. indic. pass. of τιμάω.

8. Form the perf. infin. pass. of συστέλλω, κρίνω, βάλλω, τίθημι.

9. Parse, giving chief parts : ὀρώ, σωζομένους, δοκείτε, διασπασθέντες, ἀράτω, (extract A.) παρήγγελετο, καθέντας, ἐφείπετο, ἀπεκτίνυσαν, διεσπάρη, (extract B.)

IV.

1. Decline throughout—ὁ λόφος, τὸ ὄρος, ἡ μάζα, ἐγώ.

2. Compare—σοφός, καλός, ἀληθής, μέλας.

3. Write the Greek numerals up to 12.

4. Describe the augments. Where are they used? When are they used instead of reduplication? Are they then used in precisely the same way?

5. Write the first aorist indic. act. of γράφω in all persons and numbers.

6. Give the nom. sing. mas. of all the participles in the passive voice of λείπω.

7. Parse, giving chief parts, either (A) πέμποντας, βουλόμεθα, χρῆναι, δύναισθε, ἀράτω, or (B) ὑπηγείτο, ποιησάμενοι, σημαίνω, ὤρμησαν, καθίσαν, according to the Extract you take.

LATIN.

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

CÆSAR: GALLIC WAR, BOOK V. OVID: METAMORPHOSES, SELECT FABLES.

TIME: THREE HOURS.

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

I.

A. Translate :

Insula natura triquetra, cujus unum latus est contra Galliam. Hujus lateris alter angulus, qui est ad Cantium, quo fere omnes ex Gallia naves appelluntur, ad orientem solem; inferior ad meridiem spectat. Hoc latus tenet circiter millia passuum quingenta. Alterum vergit ad Hispaniam atque occidentem solem, qua ex parte est Hibernia, dimidio minor, ut æstimatur, quam Britannia; sed pari spatio transmissus, atque ex Gallia, est in Britanniam. In hoc medio cursu est insula, quæ appellatur Mona; complures præterea minores objectæ insulæ existimantur; de quibus insulis nonnulli scripserunt, dies continuos triginta sub bruma esse noctem. Nos nihil de eo percontationibus reperiebamus, nisi certis ex aqua mensuris breviores esse, quam in continente, noctes videbamus. Hujus est longitudo

lateris, ut fert illorum opinio, septingentorum millium. Tertium est contra septentriones, cui parti nulla est objecta terra; sed ejus angulus lateris maxime ad Germaniam spectat: huic millia passuum octingenta in longitudinem esse existimatur. Ita omnis insula est in circuitu vicies centum millium passuum.

B. Translate:

Tantum apud homines barbaros valuit, esse repertos aliquos principes belli inferendi, tantamque omnibus voluntatum commutationem attulit, ut præter Æduos et Remos, quos præcipuo semper honore Cæsar habuit, alteros pro vetere ac perpetua erga Populum Romanum fide, alteros pro recentibus Gallici belli officiis, nulla fere civitas fuerit non suspecta nobis. Idque adeo haud scio mirandumne sit, cum pluribus aliis de causis, tum maxime, quod, qui virtute belli omnibus gentibus præferebantur, tantum se ejus opinionis deperdidisse, ut a Populo Romano imperia perferrent, gravissime dolebant.

1. "*Certis ex aqua mensuris.*" Explain.
2. "*Tantum apud homines barbaros valuit,*" &c. What is the subject of *valuit*?
3. In last sentence of B, account for the cases of nouns not governed by prepositions, and for moods.
4. Derive *triquetra*, *meridiem*, *dimidio*, *bruma*, *septentriones*.
5. Shew by a sketch the relative positions of Gallia, Britannia, Hispania, Hibernia, and Germania, according to Cæsar.

II.

C. Translate:

Squalidus interea genitor Phaëthontis et expers
 Ipse sui decoris, qualis, quum deficit orbem,
 Esse solet, lucemque odit seque ipse diemque,
 Datque animum in luctus, et luctibus adjicit iram,
 Officiumque negat mundo. Satis, inquit, ab ævi
 Sors mea principiis fuit irrequieta; pigetque
 Actorum sine fine mihi, sine honore, laborum.
 Quilibet alter agat portantes lumina currus.
 Si nemo est, omnesque Dei non posse fatentur;
 Ipse agat; ut saltem, dum nostras tentat habenas,
 Orbatura patres aliquando fulmina ponat.
 Tum sciet, ignipedum vires expertus equorum,
 Non meruisse necem, qui non bene rexerit illos.
 Talia dicentem circumstant omnia Solem
 Numina, neve velit tenebras inducere rebus,
 Supplice voce rogant: missos quoque Jupiter ignes
 Excusat, precibusque minas regaliter addit.
 Colligit amentes et adhuc terrore paventes
 Phœbus equos, stimuloque domans et verbere sævit:
 Sævitur enim, natumque objectat et imputat illis.

1. Give the rules for cases of—*decoris*, *luctibus*, *mihi*, *laborum*.
2. (a) Ne dubita, dabitur, Stygius juravimus undas.
 (b) Jungere equos Titan velocibus imperat Horis.

Translate these sentences, point out the poetical constructions, and write the sentences as prose.

3. Ardet Athos Taurusque Cilix et Tmolus et Oete.
Locate these.

4. Scan:—

Parnassusque biceps et Eryx et Canthus et Othrys.—
Dindymaque et Mycale natusque ad sacra Cithaeron.—
Verba locus, dictoque Vale, Vale inquit et Echo.

III.

1. a. Name the gender, and write the nom. and gen. sing. of the following, marking the quantity of penults and finals: saturos, genus, arbos, cineres, utris, Clymene, Echo.

b. Write the gen. pl. and note irregularities or peculiarities in the declension of: moenia, precibus, vis, virgis, ōs, arcum, compluribus.

2. Name the part of the verb to which these verbal forms belong and give their chief parts: vēni, utēre, aufer, metitur, desierat, solet, inquit, paventes.

3. What classes of verbs govern two accusatives?

4. In the *Ablative Absolute*, sometimes the verb is wanting, sometimes the noun; give one example of each.

5. Translate into Latin:—In summer the sea is not troubled with many storms.—He sent two thousand soldiers to the aid of the citizens.—The Carthaginians, with Hannibal for their leader, waged war with the Romans for many years:—Will you not teach your daughters the art of singing?—I answered that I could not abandon our allies, but that next year I would cross the Alps and go to Rome.

IV.

1. Decline in the singular: legatus, honor, meridies, qui.
in the plural: finis, donum, pectus, tu.

2. What pronouns form the gen. sing. in—*ius*?

3. Write in Latin:—18, 20th, 3 each, 4 times.

4. Give all the personal forms of the Fut. Indic. Act. of *deleo*, *lego*, *condio*.

5. Turn the following verbal forms into the corresponding form in the other voice: ames, vidit, monereris, meruisse, fers, facis.

6. Parse, giving chief parts: reperiebamus, objecta, valuit, attulit deperdidisse (I.): *or*, deficit, piget, ponat colligit, saevit (II.), according as you take I. or II.

MATHEMATICS.

Examiner C. MACDONALD, M. A.

ALGEBRA AND GEOMETRY.

(MATRICULATION.)

TIME: THREE HOURS.

1. Add together $1 - (1 - \overline{1 - x})$, $2x - (3 - 5x)$ and $2 - (-4 + 5x)$.
2. Multiply $x + \overset{3p}{ax} - \overset{2p}{a} \overset{2}{x} \overset{p}{x}$ by $a \overset{m}{x}$.
3. Divide $a^6 + 2a^3 b^3 + b^6$ by $a^2 + 2ab + b^2$.
4. Find the Greatest Common Measure (or Highest Common Factor) of $x^4 + a^2 x^2 + a^4$ and $x^4 + ax^3 - a^3 x - a^4$.
5. Find the square root of $4x^4 - 12x^3 + 25x^2 - 24x + 16$.
6. Add, having reduced to a common surd if possible, $\sqrt{128} - 2\sqrt{50} + \sqrt{72} - \sqrt{18}$; and simplify $\sqrt{a^4 + 2a^3 b + a^2 b^2}$.
7. Solve the following equations :

$$(1) \frac{3}{20} + \frac{4}{5x} = \frac{33}{5x} - \frac{1}{3}; \quad (2) \left. \begin{array}{l} ax - by = m^2 \\ bx - ay = n^2 \end{array} \right\}$$
8. If two straight lines cut one another, the vertical or opposite angles are equal.
9. The straight lines that join the extremities of equal and parallel lines towards the same parts, are themselves equal and parallel.
10. If a straight line be divided into any two parts, the rectangle contained by the whole and one of the parts is equal to the square of that part together with the rectangle of the two parts.

GEOMETRY.

(EXHIBITIONS AND BURSARIES.)

TIME: THREE HOURS.

1. If the sides of a polygon that has no re-entering angle be produced in order, the sum of the exterior angles of the polygon is equal to four right angles.
2. If the square of one side of a triangle be equal to the sum of the squares of the other two sides, the angle contained by these shall be a right angle.
3. If a straight line be divided into two parts, twice the rectangle contained by the whole and one part together with the square of the other, &c. Complete the enunciation, prove the Proposition, and give its algebraic equivalent.
4. The angles in the segments of a circle made by any chord are equal to the alternate angles between the chord and a tangent to the circle at the point where the chord meets it.

5. If the diagonals of a quadrilateral, two of whose sides are parallel, be drawn; of the four separate triangles thus formed two are equal in area, but the other two are not equal unless the figure is a parallelogram.

6. Shew that two equiangular triangles may be so placed, vertices coinciding, that a circle shall pass thro' the four extremities of their bases.

7. If two circles touch each other in T thro' T lines, L N and P Q, be drawn at right angles meeting the circumferences in L, N, P, Q; then $L N^2 + P Q^2$ is invariable.

8. Find a point in the circumference of a circle at which a given line P Q (suppose, outside the circle) shall subtend the greatest possible angle.

ARITHMETIC AND ALGEBRA.

(EXHIBITIONS AND BURSARIES.)

TIME: THREE HOURS.

1. \$10,000 are transferred from the 3 p. c. stock at 72 to 4 p. c. stock at 90. Find the advantage of the change, interest paid yearly.

2. Shew that, if the fraction $\frac{a}{b}$ (lowest terms), when reduced to a Decimal, be interminate, the length of the period depends only on b .

3. Find the Greatest Common Measure (or Highest Common Factor) of $3x^3 + 3x^2 - 15x + 9$ and $3x^4 + 3x^3 - 21x^2 - 9x$.

4. If $x^2 + ax + b$ be a factor of $x^3 + px + q$, then must

$$a^3 + pa + q = 0.$$

5. Prove that, if $x^3 + px^2 + qx + r = 0 \dots (1)$

$$\left. \begin{aligned} \text{and } a + \beta + \gamma &= -p \\ a\beta + \alpha\gamma + \beta\gamma &= q \\ a\beta\gamma &= -r \end{aligned} \right\}$$

then either a , β , or γ may take the place of x in the eqn. (1).

6. Find four terms of the expansion of $\frac{x^{-p}}{x^{-2} + a^{-2}}$: and prove that

$$(ax^{-1} - 3a + 3ax - ax^2)^{\frac{1}{3}} = (1-x) \sqrt[3]{\frac{a}{x}}$$

7. Find a number such that when it is divided into any two parts, the square of the first together with the second is always equal to the square of the second together with the first.

8. Given $\begin{cases} (x+y)(x+z) = a \\ (x+z)(y+z) = b \\ (y+z)(y+x) = c \end{cases}$ to find x , y , and z .

9. Given $\frac{1+x}{1+x+\sqrt{1+x^2}} + \frac{1-x}{1-x+\sqrt{1+x^2}} = a$, prove $x = \sqrt{(2-a)^2 - 1}$.

ENGLISH.

ENGLISH LANGUAGE.

Examiner W. J. ALEXANDER, Ph.D.

TIME: THREE HOURS.

Candidates for matriculation merely are to answer only one of the last three questions.)

1. Write out and punctuate the passage dictated. (From Swift.)
2. Analyze from "And he proposed further" to "tincture from them."
3. Parse *to disturb*, in ("the world had been so long in"), of using *silkworms*.
4. Combine the following simple statements into *one* complex sentence: Cæsar was successful after a desperate attack by sea. He was in much danger during the conflict. His ship sank. He was obliged to swim for life. He kept his note-book dry. He held it above water in his left hand. He carried his cloak between his teeth.
5. Comment on and correct, if necessary, the syntax of the following sentences :
 - (a.) Either of the four first of that class were clever boys.
 - (b.) Who do you think it was?
 - (c.) This is one of the most successful works that was ever executed.
 - (d.) This was in reality the easiest matter of the two.
6. "The English language is a composite language." Explain this statement, giving the various elements, the time, extent, and nature of their influence.
7. (a.) Give the past indicative and perfect participle of each of the following : *lie, lay, bid, cleave* (to cling to), *cleave* (to split), *swim*.
 (b.) Distinguish between *each* and *every*, *feminine* and *effeminate*, *childlike* and *childish*, *common* and *mutual*.
8. Express as accurately as possible in simple prose the substance of the following lines :

Dim as the borrowed beams of moon and stars
 To lonely, weary, wandering travellers
 Is reason to the soul: and as on high
 Those rolling fires discover but the sky,
 Not light us here, so Reason's glimmering ray
 Was lent, not to assure our doubtful way,
 But guide us upward to the better day.
 And as those nightly tapers disappear
 When day's bright lord ascends our hemisphere,
 So pale grows Reason at Religion's sight,
 So dies, and so dissolves in supernatural light.

ENGLISH AND CANADIAN HISTORY, AND GEOGRAPHY.

Examiner PROFESSOR FORREST.

TIME: THREE HOURS.

N. B.—Candidates for Matriculation and for Bursaries will answer as many as they can of the following questions. When two questions bear the same number, answer only one.

ENGLISH HISTORY.

1. Give a brief account of the conquest of Britain by the Romans.
2. "This was the first direct and annual tax imposed on the English nation." (Collier). What was it, and what led to it?
3. Tell briefly what you know of the reign of Henry II. Edward III.
3. What were the claims of Mary Queen of Scots to the crown of England. Discuss her treatment by Elizabeth.
4. Describe briefly the causes which led to war between Charles I, and the Long Parliament.
4. What constitutional changes resulted from the Revolution of 1688.
5. Write a Genealogical Table of the Rulers of England, from Henry VII to Victoria.
6. What important events occurred on the following dates, B. C. 55. A. D. 410, 787, 1215, 1587, 1649, 1665, 1666, 1707, 1776, 1837, 1857.

CANADIAN HISTORY.

1. "Another fruitless effort to found a colony in America was made by the Marquis de la Roche." Give a brief account.
1. "In fact he is properly said to be the founder of the French Dominion in Canada." Who is referred to?
2. What were the terms of the Charter of "the Company of one hundred Associates?"
2. What was the principal cause of disagreement between Bishop Laval and Count de Frontenac?
3. What were the provisions of the Constitutional Act of 1791?
4. Give an account of the massacre of Grand Pre.
4. Write a brief account of the Miramichi Fire. Give date.
5. What were the chief provisions of the Ashburton Treaty? The Reciprocity Treaty? The Washington Treaty?
6. What was the object of the Charlottetown Convention? How did it terminate?

GEOGRAPHY.

1. Name the six largest islands, rivers, lakes in the world.
2. State as precisely as you can the distance between Halifax and New York, Halifax and Winnipeg, London and Malta, Malta and Alexandria, Alexandria and Khartoum, Hongkong and Peking, Calcutt and Delhi.
2. Name the countries and large islands which lie wholly or in part between the equator and tropic of Capricorn.
3. Bound Africa, Belgium, German Empire, Wisconsin and Quebec
4. Write the following names in order according to their distance from the equator. State whether they are north or south of it. New York, Peking, Constantinople, Khartoum, Java, Trinidad, Cairo, Gibraltar, Trincomalee, Manilla.
4. Locate Batavia, Van Dieman's Land, New Orleans, San Francisco, St. Louis, Galveston, Rouen, Herat, Merv, Woodstock, N. B., Georgetown, P. E. I., Bridgewater, N. S.
5. Name the chief colonies of the British Empire. Give their position. State what you know of their population, climate and products.
6. Give the area and population of the Dominion of Canada, and each of the separate provinces.

SENIOR MUNRO EXHIBITIONS AND BURSARIES.

GREEK.

Examiner JOHN JOHNSON, M. A.

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

TIME: THREE HOURS.

I.

A. Translate:

Ἄλλ' ὅπότε ἂν δῆ νῆϊ δι' Ὠκεανοῖο περήσης,
 Ἐνθ' ἀκτὴ τε λάχεια καὶ ἄλσα Περσεφονείης,
 Μακρὰ τ' αἰγέροι καὶ ἰτέαι ὠλεσίκαρτοι,
 Νῆα μὲν αὐτοῦ κέλσαι ἐπ' Ὠκεανῶ βαθυδῆνη,
 Αὐτὸς δ' εἰς Ἄϊδω ἰέναι δόμον εὐρέντα.
 Ἐνθα μὲν εἰς Ἀχέροντα Πυριφλεγέθων τε ῥέουσι
 Κοκκνὸς θ', ὃς δὴ Στυγὸς ὕδατος ἔστιν ἀπορρώξ,
 Πέτρῃ τε Ξηυσίς τε δὺν ποταμῶν ἐριδοῦπων·
 Ἐνθα δ' ἔπειθ' ἦρος, χριμφθεὶς πέλας, ὡς σε κελεύω,
 Βόθρον ὀρύξαι, ὅσον τε πυγούσιον ἔνθα καὶ ἔνθα,
 Ἄμφ' αὐτῶ δὲ χοῆν χεῖσθαι πᾶσιν νεκίεσσιν,
 Πρώτα μελικρήτω, μετέπειτα δὲ ἡδέϊ οἴνω,
 Τὸ τρίτον αἶθ' ὕδατι· ἐπὶ δ' ἄλφιστα λευκὰ παλύνειν.

Πολλὰ δὲ γονοῦσθαι νεκῶν ἀμενηνὰ κάρηνα,
 Ἐλλθὸν εἰς Ἴθάκην στειραν βοῦν, ἥτις ἀρίστη,
 Ῥεξεν ἐν μεγάροισι, πυρὴν τ' ἐμπλησέμεν ἐσθλῶν,
 Τειρεσίη δ' ἀπάνευθεν δῖν ἱερυσέμεν οἴῳ
 Παμμέλαν', ὃς μήλοισι μεταπρέπει ὑμετέροισιν.
 Αὐτὰρ ἐπὴν εὐχῆσι λίση κλυτὰ ἔθνεα νεκρῶν
 Ἐνθ' οἷν ἄρνεϊὸν ῥέξειν θῆλῶν τε μέλαιναν
 Εἰς Ἐρεβος στρέψας, αὐτὸς δ' ἀπονόσφι τραπέσθαι
 Ἰέμενος ποταμοῖο ῥοάων. ἔνθα δὲ πολλὰ
 Ψυχὰι ἐλεύσονται νεκῶν κατατεθνηῶτων.

1. Different meanings and derivations have been given for *λάχεια*. What is the precise meaning of *ὠλεσίκαρποι*? What is the Latin term?

2. Βόθρον ὀρύξαι ὅσον τε πυγούσιον ἔνθα καὶ ἔνθα.

Write a note on the syntax. Give the rules for the accentuation of *ὀρύξαι* and *καὶ*, and for the quantity of their final syllables.

3. Εἰς Ἐρεβος στρέψας, αὐτὸς δ' ἀπονόσφι τραπέσθαι
 Ἰέμενος ποταμοῖο ῥοάων.

Explain clearly the meaning of these lines. Where were Oceanus and Hades according to Homer?

4. Epic forms of nouns and verbs occur in the extract (A): write the corresponding Attic forms, one of each kind.

5. Parse the following words, giving the nom. and gen. of nouns, and the chief parts of verbs:

ἐπιβίομεν, θεο, ὀδόντων, ὑψίκερων, μακῶν, ἔρχαται, κυκεῶ, ἀνεψ, ὀμόσαι.

6. What differences between the Iliad and the Odyssey have been pointed out? How have they been accounted for?

II.

B. Translate:

Ἐόντι δὲ αἰχμαλώτῳ τῷ Ἀστυάγει προστὰς ὁ Ἄρπαγος, κατέχαιρέ τε καὶ κατεκερτόμει, καὶ ἄλλα λέγων ἐς αὐτὸν θυμαλγέα ἔπεα, καὶ δὴ καὶ εἰρητὸ μιν, πρὸς τὸ ἔωντοῦ δέεινον, τὸ μιν ἐκεῖνος σαρξὶ τοῦ παιδὸς ἐθούινσε, “ὄ τι εἰη ἢ ἐκεῖνον δουλοσύνη ἀντὶ τῆς βασιληΐης.” ὁ δὲ μιν προσιδὼν ἀντίερετο, εἰ ἔωντοῦ ποίεεται τὸ Κέρου ἔργον. Ἄρπαγος δὲ ἔφη, αὐτὸς γὰρ γράψαι, τὸ πρῆγμα ἔωντοῦ δὴ δικαίως εἶναι. Ἀστυάγης δὲ μιν ἀπέφαινε τῷ λόγῳ “σκαϊότατόν τε καὶ ἀδικώτατον ἔοντα πάντων ἀνθρώπων· σκαϊότατον μὲν γε, εἰ παρεὼν αὐτῷ βασιλέα γενέσθαι, εἰ δὴ δὲ ἔωντοῦ γε ἐπρήχθη τὰ παρεόντα, ἄλλῳ περιέθηκε τὸ κράτος· ἀδικώτατον δὲ, ὅτι τοῦ δέεινον εἵνεκεν Μήδους κατεδόλωσε. εἰ γὰρ δὴ δέον πάντως περιβείναι ἄλλῳ τῶν βασιληῶν, καὶ μὴ αὐτὸν ἔχειν, δικαιότερον εἶναι Μήδων τῶν περιβαλεῖν τοῦτο τὸ ἀγαθὸν ἢ Περσῶν. νῦν δὲ Μήδους μὲν, ἀναίτιος τοῦτον ἔοντα, δούλους ἀντὶ δεσποτέρων γεγονέναι· Πέρσας δὲ, δούλους ἔοντα τὸ πρὶν Μήδων, νῦν γεγονεῖναι δεσπότης.”

1. καὶ δὴ καὶ εἰρετό μιν πρὸς τὸν ἑαυτοῦ δείπνον, τό μιν ἐκεῖκος κ.τ.λ.
What difficulty is there in the syntax of this sentence? What suggestions have been made to remove it? What is the force of καὶ δὴ καί?
2. αὐτός γὰρ γράψαι. Account for case and mood.
3. παρεὼν αὐτῷ βασιλέα γενέσθαι. Account for cases. εἰ γὰρ δὴ δεον.
Account for εἰ.
4. Ἀπατοῦρια ἄγουσιν ὀρθήν. Derive Ἀπατοῦρια and explain its nature.
5. ὁ δὲ βασιλῆος πῆχυν τοῦ μετρίου ἐστὶ πῆχεος μέζων. Complete the sentence by expressing the difference in Greek. Give the Grecian standards for short lengths with Latin and English equivalents.
6. ποίω, θέλω and ἔχω are frequently used by Herodotus in peculiar ways.

III.

1. Accentuate all the cases of γυνή.
2. What is the form and force of the Ionic imperfect? Give two examples.
3. What is the "dative of reference?" Quote one example from the prescribed portion of Herodotus.
4. Distinguish the meanings of the cases used with ἐπί.
5. Translate the following phrases:—διὰ φίλιας ἰέναι—οἱ ἀμφὶ Πλάτωνα—
ἀρ' οὐδὲν ποιέσθαι—φάος κάλλιστον τῶν προτέρων—βία πολιτῶν—πῶς ἔχεις
τῆς γνώμης;—πρὸς ταῦτα, πρὸς τούτους.
6. Translate into Greek:—This king is said to have been far more energetic than his forefathers.—From this lake to the river Phasis is a thirty days' journey for an active man.—My lord, I did this to him justly.—Lying is considered most disgraceful to them.—Babylon was fortified in some such manner.—There being twelve months to the year, the land of Babylon supports the king for four months, all the rest of Asia for the remaining eight.

LATIN.

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

HORACE: ODES, BOOK IV. CICERO: SELECT LETTERS.

TIME: THREE HOURS.

I.

A. Translate:

Multa Dircaeum levat aura cyenum

Tendit, Antoni, quotiens in altos

Nubium tractus. *Ego apis Matinae*

More modoque

Grata carpentis thyma per laborem

Plurimum circa nemus uvidique

Tiburis ripas operosa parvus

Carmina fingo.

Concines majore poeta plectro

Caesarem quandoque trahet, feroces

Per sacrum clivum merita decorus

Fronde Sigambros,

Quo nihil majus meliusve terris

Fata donavere bonique divi,

Nec dabunt quamvis redeant in aurum

Tempora priscum.

Concines laetosque dies et Urbis

Publicum ludum super impetrato

Fortis Augusti reditu forumque

Litibus orbum.

Tum meae si quid loquar audiendum

Vocis accedet bona pars et, O Sol

Pulcher! o laudande! canam, recepto

Caesare felix.

Teque dum procedis, io Triumphe!

Non semel dicemus, io Triumphe!

Civitas omnis dabimusque divis

Thura benignis.

1. Write such notes as you think necessary on the words in Italics.
2. To whom is this ode addressed, and how is its date fixed?
3. What ancient poets does Horace mention in this book, and how does he describe them?
4. Name the poetical constructions or imitations of Greek Syntax found in this Book of the Odes, and illustrate, if you can, by quotations.
5. (a) Write all the case-forms found of:—
Compedes, nive, choreis, precibus, Tibur.
(b) Mark quantities, parse and give chief parts of:—
Desine, manat, juvat, condisce, nitent, fari.
6. Scan these lines, and name them and the systems to which they severally belong:—

Ni tuis victus Venerisque gratae.—

Res est aut animus deliciarum egens.—

Consulque non unius anni.—

Nardo vina mereberis.

II.

B. Translate :

Ut Athenas a. d. vii. Kal. Quintiles veneram, exspectabam ibi iam quartum diem Pomptinum, neque de eius adventu certi quicquam habebam. Eram autem totus, crede mihi, tecum, et quamquam sine iis per me ipse, tamen acrius vestigiis tuis monitus de te cogitabam. Quid quaeris? non mehercule alius ullus sermo nisi de te. Sed tu aliquid de me ipso scire fortasse mavis; haec sunt : adhuc sumptus nec in me aut publice aut privatim nec in quemquam comitum ; nihil accipitur lege Julia, nihil ab hospite ; persuasum est omnibus meis serviendum esse famae meae ; belle adhuc. Hoc animadversum Graecorum laude et multo sermone celebratur. Quod superest, elaboratur in hoc a me, sicut tibi sensi placere ; sed haec tum laudemus, cum erunt perorata. Reliqua sunt eius modi, ut meum consilium saepe reprehendam, quod non aliqua ratione ex hoc negotio emersem : O rem mini me aptam meis moribus ! O illud verum *ἔρδοι τις* ! Ergo haec quoque hactenus ; etsi mihi nihil erat propositum ad scribendum, quia, quid ageres, ubi terrarum esses, ne suspicabar quidem, nec hercule umquam tam diu ignarus rerum mearum fui, quid de Caesaris, quid de Milonis nominibus actum sit : ac non modo nemo sed ne rumor quidem quisquam, ut sciremus, in re publica quid ageretur. Qua re si quid erit, quod scias de iis rebus, quas putabis scire me velle, per mihi gratum erit, si id curaris ad me perferendum. Quid est praeterea ? nihil sane nisi illud : valde me Athenae delectarunt, turbae dumtaxat et urbis ornamentum et hominum amores in te et in nos quaedam benevolentia, sed multum ea philosophia sursum deorsum, si quidem est in Aristo, apud quem eram.

1. Change the first sentence into the form of (a) a speech (b) a narrative in the third person.
2. Write brief notes on the following :
 - a. "vestigiis tuis monitus de te cogitabam."
 - b. "nihil accipitur lege Julia."
 - c. "O illud verum *ἔρδοι τις* !"
 - d. "Sed multum ea philosophia sursum deorsum."
3. Express in full :
 - a. Reliquit nobis H. S. fortasse centies. (What is the value?)
 - b. S. V. B. E. V.
 - c. VI. ID. AP. What corresponds to this in English ?
4. Translate and give explanations of the words in Italics.
 - a. Si quies dabitur, *ab Amalthea te non commovebo.*
 - b. Quo die haec scripsi, Drusus erat de *praearvicatione a tribunis aeraribus absolutus, in summa, quattuor sententiis, cum senatores et equites damnassent.*
 - c. Ejus testamentum deporto Ciceronum signis obsignatum cohortisque praetoriae : *fecit palam te ex libello, me ex teruncio.*
 - d. Unum vereor, *ne hasta Caesaris refrixerit.*
5. What opinion have you formed of Cicero's character from these letters ? Support your opinion by quotations or references.

III.

Translate into Latin :

The king prepared a large fleet, for he had determined to prevent the enemy from assisting the city which he intended to besiege. Then he ordered a fort to be built, by which he hoped to guard the approaches of the harbour. After losing much money and time, the fort seemed to be so badly built that he was obliged to abandon it ; and though he had collected a large army, he was not able to effect anything great. He indeed made an incursion into the region which used to give supplies to the garrison of the city, and laid it waste with fire and sword. One of his knights was wounded in a wonderful way. A lance struck his head between his eye and nose ; and although the lance was broken and the head of it remained in the wound, he was not thrown from his horse by so violent a wound, and the head of the lance being extracted by a skilful surgeon, he afterwards was cured.

CLASSICAL HISTORY AND GEOGRAPHY.

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

The paper on this subject was the same as that set for the Entrance Examination of the Third Year, (p. xxii.)

MATHEMATICS.

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

GEOMETRY AND MENSURATION.

TIME : THREE HOURS.

1. If a chord be drawn through a point either within or without a circle, the rectangle contained by its segments is equal to the difference of the squares of the radius and the line drawn from the point to the centre. Prove this, and say what propositions of Euclid's Geometry it includes.
3. Shew how to make a rectilineal figure similar to a rectilineal figure, on a given straight line.
3. From the ends of a line P Q draw two parallel lines towards opposite parts, and make use of them so as to cut off $\frac{1}{n}$ part from P Q.
4. The chord CD is drawn at right angles to the diameter, AB, of a circle, and thro' any point, H, in CD lines, AH and BH, are drawn to meet the circumference in G and K. Prove that the rectangles of the opposite sides of the quadrilateral CGDK are equal to one another.
5. ABC is a triangle right-angled at C, and CD is drawn perpendicular to AB : prove that AD : DB in the duplicate ratio of AC : CB. Find also the proportion of the sides of ABC in order that AB may be trisected in D.

6. Shew that if h = the height of a right cone, and r = the radius of the base, the total surface = $\pi r (r + \sqrt{h^2 + r^2})$.

7. At distance d from the centre of a sphere, $\frac{1}{n}$ part of its surface was visible : prove that the radius of the sphere = $\frac{n-2}{n} \cdot d$.

TRIGONOMETRY AND ALGEBRA.

TIME : THREE HOURS.

1. Trace the changes in sign and value of $\cos A - \sin A$, as A changes continuously from 0 to 2π , giving also numerically the *maximum* values positive and negative.

2. There are two concentric circles, the radius of the greater to that of the less being as $n : 1$: and a chord of the greater is a tangent to the less. Find the *sine* of the angle subtended by this chord at that point in the circumference of the inner circle which is equidistant from the ends of the chord.

3. Given (base, 10) $\log 2 = .301030$ and $\log 3 = .477121$. Find the Tabular Logs. of the Sines and Cosines of 30° , 45° , 60° .

4. A, B, C , are the angles of a triangle : prove

$$\sin A + \sin B + \sin C = 4 \cos \frac{1}{2} A \cos \frac{1}{2} B \cos \frac{1}{2} C.$$

5. If $\tan \frac{\alpha}{2} = \tan \frac{\beta}{2}$: prove $\tan \frac{1}{2} (\alpha + \beta) = \frac{1}{2} \tan \beta$.

6. Find the areas of regular polygons of n sides, inscribed in, and circumscribed about, the circle of radius C : and show that the greater polygon is to the less; $\sec^2 \frac{\pi}{n} : 1$.

7. Find in what time a sum of money, P , will become $n P$, compound interest payable n times a year, at r per cent.

8. Shew that if the roots of the equation $x^4 + px^3 + qx^2 + rx + 1 = 0$ be $\alpha, \beta, \frac{1}{\alpha}, \frac{1}{\beta}$: then $p = r$.

9. An urn contains four balls of which it is only known that they must severally be either black or white. A ball is drawn and proves white : it is returned to the urn, and a second drawing is made, and again it is white. It is 29 : 1 there are more white balls than one in the urn.

LOGIC.

Examiner.....REV. PROF. LYALL.

TIME: THREE HOURS.

1. How may the propositions A, E, I, O, be illatively converted? Give examples.
2. What are the two processes which, according to Sir William Hamilton, the mind adopts in reasoning?
3. What are syllogisms in their internal form or character? What in their external? Give examples, either actual, or by symbols.
4. What is Sir William Hamilton's view in regard to the figures of the Syllogism? Characterize the use of these figures.
5. Give a scheme of the fallacies.

ENGLISH LITERATURE.

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

The paper in this subject consisted of that set for the Entrance Examination of the Third Year; together with the following questions:—

1. What was the occasion of Milton's writing the *Areopagitica*, and why is it so called? Quote from *Comus* any lines or passages of special beauty.
2. Explain fully the following passages:
 - (a.) Peace brother, be not over-exquisite
To cast the fashion of uncertain evils. (*Comus.*)
 - (b.) — when lust
Lets in defilement to the inward parts,
The soul grows clotted by contagion,
Imbodies, and imbrutes, till she quite lose
The divine property of her first being. (*Comus.*)
 - (c.) Suppose
The grass whereon thou treadst the presence strew'd.
—(*Rich. II.*)
 - (d.) And fight and die is death destroying death;
Where fearing dying pays death servile breath. (*Rich. II.*)
 - (e.) —Let them tell thee tales
Of woeful ages long ago betid. (*Rich. II.*)
 - (f.) Each others equal puissance envies,
And through their iron sides with cruel spies,
Does seek to perce. (*Faery Queene.*)
 - (g.) — well worthy end
Of such, as drunk her life, the which them nurst.
—(*Faery Queene.*)
3. Give a detailed characterization of Spenser's style, mentioning the peculiarities of his diction, grammar, versification, etc.
4. Sketch the character of Henry V.

INORGANIC CHEMISTRY.

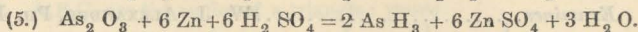
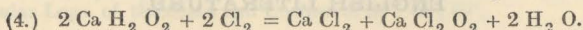
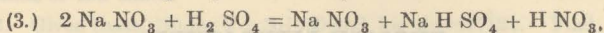
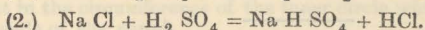
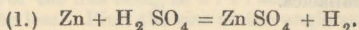
Examiner..... PROFESSOR GEORGE LAWSON, LL. D.

TIME: THREE HOURS.

1. Explain what is meant by: (1) a Chemical Element; (2) a Chemical Formula; (3) a Chemical Equation; (4) Atomic Proportion.

2. What is meant by "a Volume" in chemical language? Explain fully the following statement: "The combining volumes of all elementary gases are equal, excepting [A and B] which are one-half, and [C, D and E] which are double those of the other elements in the gaseous state." In your explanation, substitute the proper symbols of the exceptional elements for the letters here given, A and B; C, D and E.

3. Give a verbal explanation of four of the following chemical equations:



4. Give a precise statement and contrast of the chemical properties only of each of the two elements of which Common Salt is composed.

5. What are the relative proportions of Nitrogen and Oxygen in Atmospheric Air, and in what way may the Nitrogen be separated in a free state? If Nitrogen occurs in the air in a combined form, say in what form, and in what proportion approximately. Explain why it is that Combined Nitrogen is a valuable commercial commodity, whilst Free Nitrogen is of no commercial value. What are the principal sources of Combined Nitrogen?

6. Give an account of the process for preparing Phosphorus from Bone Earth, explaining the reactions by equations. Explain the composition and nature of Phosphoric Acid; of Tribasic Calcium Phosphate; and of what is commonly called [Calcium] Superphosphate.

7. Describe the two basic Oxides of Iron, as regards their chemical characters, and briefly the principal salts which they form. What tendency has the one oxide to pass into the other? Give tests to distinguish Ferric from Ferrous Salts, and these from all other Metallic Salts.

Answer five questions only. All are of equal value.

BOTANY.

Examiner..... PROFESSOR GEORGE LAWSON, LL. D.

TIME: THREE HOURS.

1. Give a description of an ordinary Leaf Cell, enumerating its usual contents and their relation in position, &c., to each other. Wherein do the Epidermal Cells differ from the Parenchymatous Cells? What is the form and the structure of a Stomate? What is the usual structure of a Plant Hair?
2. Give some account of the Arrangement of the Leaves on the Axis. What are the functions of the Leaf? Describe the several parts of a Leaf. What is meant by a Compound Leaf? give three examples, specifying in each case the Natural Order from which the example is selected.
3. Explain the process of Impregnation in Flowering Plants, from the shedding of the Pollen to the Formation of the Embryo.
4. Explain the Process of Reproduction in Ferns (Polypodiaceæ).
5. Give briefly an outline of the Natural System of Classification of Plants as given in Hooker & Bentham's Genera Plantarum, or any other recent work.
6. Give the more essential structural characters of the Natural Order Ranunculaceæ, with Canadian examples to illustrate the modifications in form and structure of the flower and fruit.
7. Describe briefly, in botanical language, three Canadian Plants belonging to the Natural Order Rosaceæ.

Five questions only to be answered.

ENTRANCE EXAMINATIONS.

CLASSICAL HISTORY AND GEOGRAPHY.

Examiner JOHN JOHNSON, M. A.

SECOND YEAR.

TIME: TWO AND A HALF HOURS.

1. The relations between Rome and the Latin cities before the Great Latin War. The date, causes, and results of that war.
2. A description of the final battle of the Second Punic War, with date.
3. An account of Cn. Naevius.
4. Caesar's Agrarian Law, and how it was passed.
5. The events of January—March, B. C., 49.
6. The ancient names of the different parts of the Alps and the modern names of their passes, from west to east.
7. A map showing the chief towns, lakes, and rivers, (with ancient and modern names,) of Cisalpine Gaul: if any were famous, state the reason.

THIRD YEAR.

TIME: TWO AND A HALF HOURS.

1. The Amphictyonic Council, and the part it played in the history of Greece at different periods.
2. Mycale, Pylus, Potidaea, Samos: the geographical situation of these and a detailed account of a famous event connected with any *one* of them.
3. A description of the Acropolis of Athens.
4. A full account of any *one* of these:
Brasidas, Nicias, Epaminondas.
5. The events that immediately followed the accession of Philip to the throne of Macedon.
6. A map of Asia Minor, showing its principal divisions with their ancient names, and the situation of Miletus, Ilium, Sardis, Halicarnassus, Tarsus.
7. Describe the situation of Chæronea, Laurium, Samothrace, Euripus, Olympia. If any were famous, briefly state the reason.

ENGLISH LITERATURE.

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

SECOND YEAR.

TIME: THREE HOURS.

1. Give a brief summary of the life of Warren Hastings.
2. Give Macaulay's account of the famous estrangement between Pope and Addison.
3. What does Macaulay say of Johnson as a literary critic? Write notes on Addison's *Cato* and the *Stamp Act*.
4. Name the person referred to in each of the following extracts :
 - (a.) ——— the great satirist, who alone knows how to use ridicule without abusing it, who, without inflicting a wound, effected a great social reform, and who reconciled wit and virtue, after a long and disastrous separation, during which wit had been led astray by profligacy, and virtue by fanaticism.
 - (b.) He was one of those people whom it is impossible either to hate or respect. His temper was sweet, his affections warm, his spirits lively, his passions strong, and his principles weak. His life was spent in sinning and repenting; in inculcating what was right, and doing what was wrong. In speculation, he was a man of piety and honour; in practice he was much of the rake and a little of the swindler.
 - (c.) His principles were somewhat loose. His heart was somewhat hard. But though we cannot with truth describe him either as a righteous or as a merciful ruler, we cannot regard without admiration, the aptitude and fertility of his intellect, his rare talent for command, for administration, and for controversy, his dauntless courage, his honourable poverty, his fervent zeal for the interest of state, his noble equanimity, tried by both extremes of fortune, and never disturbed by either.
5. Reproduce, as far as possible in Macaulay's manner, the description either of the scene in Westminster Hall at the opening of Hasting's trial, or of Chatham's last appearance in Parliament.
6. On grounds of style determine which of the following extracts were written by Macaulay, and, in as far as possible, assign definite reasons for acceptance or rejection.
 - (a.) Between vague, wavering capability, and fixed, indubitable performance, what a difference! A certain inarticulate self-consciousness dwells dimly in us, which only our works can render articulate and decisively discernible.
 - (b.) It was idle to expect that old sailors, familiar with the hurricanes of the tropics, and with the ice-bergs of the Arctic Circle, would pay prompt and respectful obedience to a chief who knew no more of clouds and waves, than could be learned in a gilded barge between Whitehall Stairs and Hampton Court.
 - (c.) In this time, his house being within little more than ten miles of Oxford, he contracted familiarity and friendship with the most polite and accurate men of that university, who found such an

immenseness of wit, and such a solidity of judgment in him, so infinite a fancy, bound in by a most logical ratiocination, such a vast knowledge, that he was not ignorant in anything, yet such an excessive humility, as if he had known nothing, that they frequently resorted and dwelt with him, as in a college situated in a purer air.

(d.) Having survived ten thousand capricious fashions, having seen successive codes of criticism become obsolete, they still remain to us, immortal with the immortality of truth, the same when perused in the study of an English scholar, as when they were first chanted at the banquets of the Ionian princes.

(e.) In the political as in the natural body, a sensation is often referred to a part widely different from that in which it really resides. A man whose leg is cut off, fancies that he feels a pain in his toe.

THIRD YEAR.

TIME: THREE HOURS.

1. Give an outline of the contents of *Annus Mirabilis*.
2. Reproduce the description of Achitophel, giving quotations.
3. Name the real persons described in each of the following :

(a.) ——— though oppressed with vulgar spite,
 Yet dauntless and secure of native right,
 Of every royal virtue stands possesser,
 Still dear to all the bravest and the best.
 His courage foes, his friends his truth proclaim,
 His loyalty the King, the world his fame.
 His mercy even the offending crowd will find,
 For sure he comes of a forgiving kind.

(b.) Unblamed of life, (ambition set aside),
 Not stained with cruelty nor puffed with pride.
 How happy had he been, if Destiny
 Had higher placed his birth or not so high !
 His kindly virtues might have claimed a throne,
 And blessed all other countries but his own ;
 But charming greatness since so few refuse,
 'Tis juster to lament him than accuse.

(c.) A man so various that he seemed to be
 Not one, but all mankind's epitome :
 Stiff in opinions, always in the wrong,
 Was everything by starts, and nothing long ;
 But in the course of one revolving moon,
 Was chymist, fiddler, statesman, and buffoon.

(d.) Long since the rising rebels he withstood,
 In regions waste beyond the Jordan's flood ;
 Unfortunately brave to buoy the state,
 But sinking underneath his master's fate.
 In exile with his godlike prince he mourned,
 For him he suffered and with him returned.
 The court he practised, not the courtier's art :
 Large was his wealth, but larger was his heart.

4. Explain the references in the italicised words of following passages :

(a.) Can they who say the Host should be descried
By sense, define a body glorified,
Impassible and penetrating parts ?
Let them declare by what mysterious arts
He shot that body through the opposing might
Of bolts and bars, impervious to the light,
And stood before his train confessed in open sight.

(b.) So Presbytery and pestilential zeal
Can only flourish in a common-weal.
From Celtic woods is chased the wolfish crew.

(c.) *Unpitied Hudibras, your champion friend*
Has shown how far your charities extend.
This lasting verse shall on his tomb be read,
He shamed you living, and upbraids you dead.

(d.) Nor could thy fabric, Paul's, defend thee long,
Though thou wert sacred to thy maker's praise,
Though made immortal by a poet's song.

5. Write notes on the italicised words in the following :

- (a.) His warm breath blows her *flix* up as she lies.
(b.) His hand a *vare* of justice did uphold.
(c.) A *sort* of Doves were housed too near their hall.
(d.) Bare *benting* times and moulting months may come.

HISTORY.

FOURTH YEAR.

Examiner PROFESSOR FORREST.

ENGLISH HISTORY.

- Green discusses Puritanism in its relation to the Church, Politics, the Crown, Society, Human Conduct, and Culture. Give his views briefly.
- "By a strange good fortune every party in the realm saw its hopes realized in King James." Explain.
- What difficulty arose between James and the Commons, with regard to the naturalization of the "Post-nati?" How was it settled?
- Wherein did the policy of the Tudors and Stuarts differ towards the Peerage?
- How was the death of Charles I viewed by the various European powers?
- Give a brief description of Cromwell's foreign policy.
- Write short notes on any two of the following subjects:—Murder of Overbury, Cromwell in Ireland, Land, Hobbes, Social condition of England during the reign of Charles II, Religious toleration in the 17th century.

EARLY FRENCH HISTORY.

1. How long did Gaul remain under Roman dominion? What effect had it on her military strength?
2. Who was the founder of the Merovingian dynasty? How long did it last? How was it overthrown? What was the general character of its rulers? Were there any exceptions to the general rule?
3. Charlemagne "tried to be at one and the same time Cæsar, Augustus, and Constantine." Explain.
4. "From the end of the 9th to the end of the 10th century two families were in French history the representatives and instruments of the two systems, thus confronted at that Epoch, the imperial which was falling, and the feudal which was rising." Explain.
5. What was the Salic law? What article of it exercised a great influence over the destinies of France? Give Guizot's view of its interpretation. What were the terms of the treaty of Bretigny?

SESSIONAL EXAMINATIONS.

GREEK.

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

FIRST YEAR.

LUCIAN : DE SOMNIO, TIMON, COMITIA DEORUM.

TIME : THREE HOURS.

I.

A. Translate : De Somnio, beginning Ταῦτα ἐτι λεγοῦσης αὐτῆς, ending καὶ ὑφηνόχῃ.

1. ὥσπερ τὴν Νύβην ἀκούομεν—τῷ Πηγάσῳ ἐοικότων. Tell the stories connected with these.
2. τὸ χεῖρε. When is the dual number used? What is remarkable in the phrase?
3. ὢν ὁ μὲν κέρατα ἔχων, καὶ ὅσον ἐξ ἡμισείας ἐς τὸ κάτω αἰγὴ ἐοικώς, καὶ γένειον βαθὺ καθειμένος, ὀλίγον τράγον διαφέρων ἐστίν. Translate. Who is thus described? What is the force of the phrase διαφέρων ἐστίν?
4. ταῦτα ἐτι λεγοῦσης αὐτῆς. Give the Latin for this.
5. What is the meaning and derivation of : ἀναμωτί, ἐννεάκροννος, μειρακιώδη, χειρόναξ, ἐρμωγλυφική, ἔωλος, νεφεληγερέτα, ἐκηβόλον.

B. Translate : Timon beginning φυλέται δὲ καὶ φράτορες, ending ἐμμένωμεν αὐτοῖς.

1. Account briefly for the cases of : Νιόβην, δικαιοσύνης, ὀχλήματος, ἡγίκα, (A.)—ὀνόματα, κολακείας, ἐλαίῳ, χειμῶνος, ἴσην, Ἐγκερατίδου, (B.)
2. Φυλέται δὲ καὶ φράτορες, καὶ δημόται. Write an explanatory note.
3. Parse, giving chief parts : ἀπεφνάρμην, γεγηθῶς, ἐπεπήγει, ἀπιστή-σῃτε, (A)—δεδόχθω, ἐπενεγκεῖν, σβενύναι, δέηται, (B)—διαρραγῶσιν, ἐμπέπλ-ηκας.
4. Tell what you know of Lucian.

II.

1. Give the meaning, mark the gender, and write the nom. and gen. sing. of : ἀκροατῶν, κοπέας, νεῶν, ὀσφύν, κλεισί, τρυγί, σκελοῖν, Ἄργ-ειφόντα, ἔθῶν, ὄτα.
2. Give the rules for the formation of the acc. and voc. sing. of the 3rd dec. with examples.
3. In the formation of the comparative and superlative degree of adjs. various connecting syllables are assumed. State them with examples.
4. State how verbs in—*μι* mainly differ from verbs in—*ω*. What verbs in—*ω* form their 2nd aor. act on the analogy of verbs in—*μι*.
5. Give the modal conjugation of :—ἐσχηκῶτας, εὐρήσειν, τρυφῶν, ἀνῆς, γεγένηται, ἐξωσθεῖς.
6. Give in all voices (a) 2nd aor. Indic. of ὑπέιληφεν, ἐπανελήλυθα, ἐφιάσι, ἀγέτω.
(b) 1st perf. Indic. of ἐγείρω, παραδοθησόμενος, ἐκχυθέντος, λάθω.

(Additional for First or Second Class.)

XENOPHON : CYROPAEDIA, BOOK I.

TIME : THREE HOURS.

I.

A. Translate :

Ἄλλ' οὐ ταυτὰ, ἔφη, ὦ παῖ, παρὰ τῷ πάππῳ καὶ ἐν Πέρσαις δίκαια ἠμολογεῖται. οὗτος μὲν γάρ τῶν ἐν Μήδοις πάντων ἑαυτὸν δεσπότην πεποιήκεν, ἐν Πέρσαις δὲ τὸ ἴσον ἔχειν δίκαιον νομίζεται. καὶ ὁ σὸς πρότος πατήρ τὰ τεταγμένα μὲν ποιεῖ τῇ πόλει, τὰ τεταγμένα δὲ λαμβάνει, μέτρον δὲ αὐτῷ οὐχ ἢ ψυχῇ, ἀλλ' ὁ νόμος ἐστίν. ὅπως οὖν μὴ ἀπολῆ μαστιγούμενος, ἐπειδὴν οἴκοι ἦς, ἂν παρὰ τούτου μαθὼν ἦης ἀντὶ τοῦ βασιλικοῦ τὸ τυραννικόν, ἐν ᾧ ἐστὶ τὸ πλείον οἶσθαι χρῆναι πάντων ἔχειν. Ἄλλ' ὁ γε σὸς πατήρ, εἶπεν ὁ Κῦρος, δεινότερός ἐστιν, ὦ μήτερ, διδάσκειν μείον ἢ πλείον ἔχειν. ἢ οὐχ ὄρας, ἔφη, ὅτι καὶ Μήδους ἀπαντας δεδίδαχεν ἑαυτοῦ μείον ἔχειν, ὥστε θάρσει, ὡς ὁ γε σὸς πατήρ οὗτ' ἄλλον οὐδένα οὗτ' ἐμὲ πλεονεκτεῖν μαθόντα ἀποπέμψει.

1. ὅπως οὖν μὴ ἀπολῆ μαστιγούμενος, κ.τ.λ. Show the connection of principal and subordinate clauses in this sentence, and name the latter.

2. τὸ τυραννικὸν, ἐν ᾧ ἐστὶ τὸ πλείον οἰεσθαι χρῆναι πάντων ἔχειν. Account for case or mood of each word in the relative clause.

3. Translate the following phrases : ἀνὰ κράτος διώκειν—διὰ στόματος ἔχειν—εἰς τοξέυμα ἀφικνεῖσθαι—κατὰ κέρας ἄγειν.

4. What was Xenophon's object in writing the *Cyropaedia*?

B. Translate :

Τί γάρ, ἔφη, ὦ παῖ, μέμνησαι ἐκεῖνα, ἃ ποτε ἐδόκει ἡμῖν, ὡς ἄπερ δεδώκασιν οἱ θεοὶ μαθόντας ἀνθρώπους βέλτιον πράττειν ἢ ἀνεπιστήμονας αὐτῶν ὄντας, καὶ ἐργαζομένους μᾶλλον ἀνύτειν ἢ ἀργούντας, καὶ ἐπιμελομένους ἀσφαλέστερον [ἀν] διαγίεν ἢ ἀφυλακτοῦντας τούτων, παρέχοντας οὖν τοιοῦτους ἑαυτοὺς οἴους δεῖ, οὕτως ἡμῖν ἐδόκει δεῖν καὶ αἰτεῖσθαι τάγαθὰ παρὰ τῶν θεῶν; Ναὶ μὰ Δία, ἔφη ὁ Κῦρος, μέμνημαι μέντοι τοιαῦτα ἀκούσας σου· καὶ γὰρ ἀνάγκη ἦν με πείθεσθαι τῷ λόγῳ· καὶ γὰρ οἶδά σε λέγοντα ἀεὶ, ὡς οὐδὲ θέμις εἴη αἰτεῖσθαι παρὰ τῶν θεῶν οὔτε ἱππέειν μὴ μαθόντας ἵππομαχοῦντας νικᾶν, οὔτε μὴ ἐπισταμένους τοξέειν τοξέοντας κρατεῖν τῶν ἐπισταμένων, οὔτε μὴ ἐπισταμένων κυβερνᾶν σώζειν εὐχεσθαι ναῦς κυβερνῶντας, οὐδὲ μὴ σπεύρουτας γε σίτον εὐχεσθαι καλὸν αὐτοῖς φέεσθαι, οὐδὲ μὴ φυλαττομένους γε ἐν πολέμῳ σωτηρίαν αἰτεῖσθαι.

1. What is the difficulty in the construction of the first sentence of this extract? How may it be removed?

2. καὶ γὰρ οἶδά σε λέγοντα ἀεὶ ὡς οὐδὲ θέμις εἴη αἰτεῖσθαι παρὰ τῶν θεῶν. Translate into Latin.

3. οἱ δὲ πολέμιοι ὡς ἑάρων πονοῦντας τοὺς σφετέρους, προῦκίνησαν τὸ στίφος, ὡς πανσομένους τοῦ διωγμοῦ. Translate and write a note on the construction of last clause.

4. Parse, giving chief parts : μηχανῶ, θεάσει, ἀνταγωνισμένους, ἀλέξασθαι, ἑλῶ.

II.

1. Resolve the following examples of *Crisis* : ταῦτό, τοῦργον, ἐγφδα, κᾶτα, χῶσα, θατέρων.

2. What are the terminations of neuter nouns of the 3rd declension?

3. What verbs form the 3rd pl. perf. indic. passive, in—νται?

4. When is the article used with proper names?

5. What verbs are regularly construed with two accusatives?

6. Accentuate all the case forms of : γυνή.

7. Distinguish : ἡμερῶν, ἡμέρων—ψύχη, ψυχή—θηρῶν, θήραν—οἴκοι, οἰκοί—ποιεῖ, ποίει.

8. Translate into Greek : I have often admired those who are now managing the affairs of Athens.—The army of the Persians marches into the country of the Scythians.—Speaking fast is a different thing from speaking well.—The dogs had got hold of the same wolf by the ears.

SECOND YEAR.

HOMER: ODYSSEY IX. XENOPHON: HELLENICA II.

TIME: THREE HOURS.

A. Translate:

Ἐκύκλωψ, οὐκ ἄρ' ἔμελλες ἀνάκιδος ἀνδρὸς ἑταίρους
 ἔδμεναι ἐν σπηϊ γλαφυρῷ κρατερῆφι βίηφιν. 476
 Καὶ λίην σέ γ' ἔμελλε κιχῆσθαι κακὰ ἔργα,
 Σχέτλι', ἐπεὶ ξείνους οὐχ ἄζοο σῶ ἐνὶ οἴκῳ
 ἔσθήμεναι τῷ σε Ζεὺς τίσατο καὶ θεοὶ ἄλλοι.
 Ὡς ἐφάμην· ὃ δ' ἔπειτα χολώσατο κηρόθι μᾶλλον, 480
 Ἦκε δ' ἀπορρήξας κορυφῆν ὄρεος μεγάλοιο,
 Καὶ δ' ἔβαλε προπάροιθε νεὸς κυανοπύρροιο.
 Τυτθὸν ἐδέειψεν δ' οἴηιον ἄκρον ἰκέσθαι.
 Ἐκλύσθη δὲ θάλασσα κατερχομένης ὑπὸ πέτρης·
 Τὴν δ' ἄψ ἠπειρόνδε παλιρρόθιον φέρε κύμα, 485
 Πλημυρῖς ἐκ πόντοιο, θέμωσε δὲ χέρσον ἰκέσθαι.
 Αὐτὰρ ἐγὼ χεῖρεσσι λαβὼν περιμήκεα κοντῶν
 Ὡσα παρέξ· ἑτάροισι δ' ἐποτρίνας ἐκέλευσα
 Ἐμβαλέειν κόπης, ἵν' ὑπέκ κακότητα φύγοιμεν,
 Κρατὶ κατανεύων· οἱ δὲ προπεσόντες ἔρυσσον.
 Ἄλλ' ὅτε δὴ δις τόσσον ἄλα πρήσσουντες ἀπῆμεν,
 Καὶ τότε ἐγὼ Κῦκλωπα προσήυδον· ἀμφὶ δ' ἑταίροι
 Μειλιχίους ἐπέεσσιν ἐρήττων ἄλλοθεν ἄλλος·

1. Why are some lines in this passage supposed to be (a) misplaced, (b) spurious?
2. What are the adverbial terminations of "place"? Give two examples of each.
3. Write the Attic prose forms of the Epic cases found in this passage, one of each kind.
4. Parse, giving Attic forms and chief parts of: ἔδμεναι, ἰκέσθαι, ὦσα, προσήυδον: ἐρχατο, ἀπολοίατο, εἶατο, ποτιδέγμενοι.
5. Give the meaning and derivation of the following: ἠριγένεια, ἔννοσίγαιον, ἐπικάρσιαι, εὐδείελον, ἀμφιέλισσαι.
6. Scan vs. 477, 478, 479, explaining peculiarities.
7. What differences have been noted between the *Iliad* and *Odyssey*? How have they been accounted for?

B. Translate:

Δύσανδρος δὲ τοὺς τε φρονεῖν τῶν Ἀθηναίων καὶ εἰ τινὰ πον ἄλλον ἴδοι
 Ἀθηναῖον ἀπέπεμπεν εἰς τὰς Ἀθήνας, διδοὺς ἐκείσε μόνον πλέουσι ἀσφάλειαν,
 ἄλλοσε δ' οὐ, εἰδὼς ὅτι ὅσῳ ἂν πλείους συλλεγῶσιν εἰς τὸ ἄστυ καὶ τὸν Πειραιᾶ,
 θάπτον τῶν ἐπιτηδεῖων ἐνδειαν ἔσεσθαι. καταλυπῶν δὲ Βυζαντίον καὶ Καλχη-
 δόνος Σθενέλαον ἀρμοστήν Λάκωνα, αὐτὸς ἀποπλεύσας εἰς Λάμψακον τὰς ναῦς
 ἐπεσκεύαζεν.

Ἐν δὲ ταῖς Ἀθήναις τῆς Παράλου ἀφικομένης νυκτὸς ἔλέγετο ἡ συμφορὰ, καὶ οἰμωγὴ ἐκ τοῦ Πειραιῶς διὰ τῶν μακρῶν τειχῶν εἰς ἄστυ διήκειν, ὁ ἕτερος τῷ ἑτέρῳ παραγγέλλων ὥστ' ἐκείνης τῆς νυκτὸς οὐδεὶς ἐκοιμήθη, οὐ μόνον τοὺς ἀπολωλότας πενθούντες, ἀλλὰ πολὺ μᾶλλον ἐτι αὐτοῦ ἑαυτοῦς, πείσασθαι νομίζοντες ὅα ἐποίησαν Μηλίους τε Λακεδαιμονίων ἀποίκους ὄντας, κρατήσαντες πολιορκίᾳ καὶ Ἰστιαίας καὶ Σκιωναίους καὶ Τορωναίους καὶ Λιγυήτας καὶ ἄλλους πολλοὺς τῶν Ἑλλήνων.

1. Note any irregular constructions found in this passage.
2. ὥστ' ἐκείνης τῆς νυκτὸς οὐδεὶς ἐκοιμήθη. Distinguish the cases used to express relations of time.
3. διὰ τῶν μακρῶν τειχῶν. Give a description of these. What are the meanings of διὰ with (a) the accusative, (b) the genitive?
4. ὅα ἐποίησαν Μηλίους. What verbs regularly govern two accusatives.
5. State where any two of the peoples lived that are named in this passage.
6. (a) Decline in the singular : ἐπιστολέα, ἰατία, ἄστυ, λήστας.
(b) Parse, giving chief parts : διέωσαν, συλλεγῶσαν, εἶον, ἠγιάθη.

C. Translate into Greek : After hearing all the speakers, I was still of the same mind.—Those that had been elected to command the armies of the state, marched forth at dawn with all their forces against the enemy.—I set very great store by the presents I received from the King in the year after the battle of Salamis.—The soldiers of the Great Queen sailed up the river Nile with all possible speed to the first Cataract.

(Additional for First or Second Class.)

DEMOSTHENES : OLYNTHIACS.

TIME : TWO AND A HALF HOURS.

I.

A. Translate :

Ἀπὸ πολλῶν ἂν, ὧ ἄνδρες Ἀθηναῖοι, χρημάτων ἡμᾶς ἐλέσθαι νομίζω, εἴ φανερόν γένοιτο τὸ μέλλον συνοίσειν τῇ πόλει περὶ ὧν νυνὶ σκοπεῖτε, ὅτε τοῖνυν τοῦθ' οὕτως ἔχει, προσήκει προθύμως ἐθέλειν ἀκοῦειν τῶν βουλευμένων συμβουλευέειν· οὐ γὰρ μόνον εἰ τι χρήσιμον ἐσκεμμένος ἦκει τις, τοῦτ' ἂν ἀκούσαντες λάβοιτε, ἀλλὰ καὶ τῆς ἡμετέρας τύχης ὑπολαβάνω πολλὰ τῶν δεόντων ἐκ τοῦ παραχρῆμα ἐνίοις ἂν ἐπελθεῖν εἰπεῖν, ὥστ' ἐξ ἁπάντων ῥαδίαν τὴν τοῦ συμφέροντος ἡμῖν αἰρεσιν γενέσθαι.

Ὁ μὲν οὖν παρῶν καιρὸς, ὧ ἄνδρες Ἀθηναῖοι, μόνον οὐχὶ λέγει φωνὴν ἀφείδεις ὅτι τῶν πραγμάτων ἡμῖν ἐκείνων αὐτοῖς ἀντιληπτέον ἐστίν, εἴπερ ὑπὲρ σωτηρίας αὐτῶν φροντίζετε· ἡμεῖς δ' οὐκ οἶδ' ἄρτινά μοι δοκοῦμεν ἔχειν τρέποντος πρὸς αὐτά.

1. περι ὧν νῦν σκοπεῖτε. Write in full.

2. ἐθέλειν ἀκούειν τῶν βουλομένων συμβουλεύειν.

Distinguish ἐθέλω and βουλομαι and give the Latin for each.

3. (α) ἀλλὰ καὶ τῆς ἑμετέρας τύχης...εἰπεῖν, (β) ὅτι τῶν πραγμάτων ἡμῖν ἐκείνων αὐτοῖς ἀντιληπτέον ἐστίν. Analyze the first clause and account for cases in the second.

4. οὐκ οἶδ' ὄντινα. Explain the construction.

5. What towns are mentioned in this speech? Describe their geographical situation.

II.

B. Translate:

Ἐκείνοι τοίνυν, οἷς οὐκ ἐχαρίζονθ' οἱ λέγοντες οὐδ' ἐφίλων αὐτοῖς ὥσπερ ἡμᾶς οὔτοι νῦν, πέντε μὲν καὶ τετταράκοντα ἔτη τῶν Ἑλλήνων ἤρξαν ἐκόντων, πλείω δ' ἢ μύρια τάλαντα εἰς τὴν ἀκρόπολιν ἀνήγαγον, ἐπήκουε δὲ ὁ ταύτην τὴν χώραν ἔχων αὐτοῖς βασιλεὺς, ὥσπερ ἐστὶ προσήκον βάρβαρον Ἑλλησι, πολλὰ δὲ καὶ καλὰ καὶ πεζῆ καὶ ναυμαχοῦντες ἔστησαν τρόπαια αὐτοῖς στρατευόμενοι, μόνου δὲ ἀνθρώπων κρείττω τὴν ἐπὶ τοῖς ἔργοις δόξαν τῶν φθονούντων κατέλιπον. ἐπὶ μὲν δὴ τῶν Ἑλληνικῶν ἦσαν τοιοῦτοι· ἐν δὲ τοῖς κατὰ τὴν πόλιν αὐτῆν θεάσασθε ὅποιοι ἐν τε τοῖς κοινοῖς καὶ ἐν τοῖς ἰδίαις. δημοσίᾳ μὲν τοίνυν οἰκοδομήματα καὶ κάλλη τοιαῦτα καὶ τοσαῦτα κατεσκεύασαν ἡμῖν ἱερῶν καὶ τῶν ἐν τούτοις ἀναθημάτων ὥστε μηδεὺς τῶν ἐπιγεγνομένων ὑπερβολὴν λελεῖσθαι· ἰδίᾳ δ' οὕτω σώφρονες ἦσαν καὶ σφόδρα ἐν τῷ τῆς πολιτείας ἡδέι μένοντες ὥστε τὴν Ἀριστείδου καὶ τὴν Μιλτιάδου καὶ τῶν τότε λαμπρῶν οἰκίαν εἰς τις ἄρα οἶδεν ἡμῶν ὅποια ποτ' ἐστίν, ὅρᾳ τῆς τοῦ γείτονος οὐδὲν σεμιωτέραν οὔσαν.

1. ἐφίλων αὐτοῖς. What is irregular in this?

2. πέντε καὶ τετταράκοντα ἔτη τῶν Ἑλλήνων ἤρξαν ἐκόντων. Write an explanatory note.

3. ὑπάκουε αὐτοῖς ὁ..... βασιλεὺς. Who is meant? Is the statement true?

4. τὴν Ἀριστείδου καὶ τὴν Μιλτιάδου. Give a brief account of either of these.

5. Give the date of the Third Olynthiac, and describe the circumstances that led to its delivery.

III.

1. Quote from Od. IX., Epic forms of cases, moods, and personal terminations (one of each kind), giving the Attic forms.

2. Give examples of the Epic aorist, iterative imperfect, Ionic 3rd pl. pluperf. indic. passive.

3. What are the rules for accentuating oblique cases of monosyllables of the third declension? State exceptions.

4. What is the meaning of the following phrases? Give the equivalent Latin, if you can: ἐκ τοῦ ἐμφανοῦς—ἐν οὐδενὸς μέρει εἶναι—ἀνὰ ῥόον, κατὰ ῥόον—ἕξ ἴσου—διὰ φιλίας ἰέναι—τὸ ἐπ' ἐμέ.

5. Accentuate and translate this "unseen" passage :

Ἄν δ' οὕτω ποιήσητε καὶ τοῦτ' ἐβλήσητε ὡς ἀληθῶς, ἄγειν εἰρήνην δικαίαν καὶ μενεῖν ἐπὶ τῆς αὐτοῦ Φιλίππων ἀναγκασετέ, ἢ πολεμήσετ' ἐξ ἴσου καὶ ἰσῶς ἂν, ἰσῶς, ὡ ἀνδρες Ἀθηναῖοι, ὥσπερ νῦν ἡμεῖς πυνθανεσθε τι ποιεῖ Φίλιππος καὶ ποι πορευεται, οὕτως ἂν ἕκεινος φροντίσαι ποι ποθ' ἢ τῆς πολέως ἀπήρκε δύναμις καὶ πον φανησεται.

THIRD AND FOURTH YEARS.

DEMOSTHENES : PHILIPPICS, I, III. EURIPIDES : MEDEA.

TIME : THREE HOURS.

A. Translate : PHIL. I., §§§ 35, 36, 37, beginning *καίτοι τί δήποτε*, ending *ἐφ' ὃ ἂν ἐκπλέωμεν*.

1. τὸν εἰς Παγαδᾶς. Describe the situation of the place and the event referred to.
2. τὴν μὲν τῶν Παναθηναίων ἑορτήν. Give an account of this?
3. τίς χορηγός. Name the ordinary *λειτουργία* and explain the duties of a *χορηγός*.
4. ἀντιδόσεις ποιούμεθα. What is referred to?
5. πότε καὶ παρα τοῦ καὶ τίνα λαβόντα τί δεῖ ποιεῖν. Analyze this clause and write a note on the interrogatives used in it.
6. Tell briefly, giving dates, what important historical events took place between the First and Third Philippics.

B. Translate : Med. VV. 1133—1153.

1. οὐ μὴ δυσμενῆς ἔσει φίλοις, πάνσαι δὲ θημοῦ; Explain clearly the use of the negatives.
2. ἐμὴν χάριν. Give the Latin for this phrase and other examples of similar accusatives.
3. Classify participles and give one example of each class.
4. (a.) Parse, giving the nom. and gen. sing :

ποσίν, χρῶα, Αἶδα, ἀναδεσμῶν, αἰοδᾶν, κάλων, κάρα.

(b.) Name the part of the verb the following forms are found in, and give their chief parts : *μεθεῖο, ἀνήρασθαι, ὀφλεῖν, ὄμνυ, ἔκτας.*

5. (a) Scan any two verses. What licenses are admissible in the 1st foot of Iambics? (b) When was the Medea performed? Who were the author's competitors on that occasion?

C. Translate into Greek : I know not whither to turn.—They made peace on condition that each party should keep its own.—Cyrus evidently desires to be praised.—It seems to me that you would deliberate far better about the war, if you would bear in mind the position of the country, with which you are fighting.—Just as I know that it is for your advantage to hear the best advice, I could wish to be just as sure that the person who gives the best advice will find it to be to his advantage.

(Additional for First or Second Class.)

D. Translate this "unseen" passage :

POLYNICES.

μη̄τερ, φρονῶν ἐν κοῦ φρονῶν ἀφικόμην
 ἐχθροὺς ἐς ἄνδρας· ἀλλ' ἀναγκάως ἐχει
 πατρίδος ἐρᾶν ἅπαντας· ὅς δ' ἄλλως λέγει
 λόγοισι χαίρει, τὸν δὲ νοῦν ἐκείσ' ἔχει.
 οὕτω δὲ τάρβους ἐς φόβον τ' ἀφικόμην
 μή τις δόλος με πρὸς κασιγνήτον κτανῆ,
 ὅστε ξιφῆρη χεῖρ' ἔχων δι' ἄστεως
 κυκλῶν πρόσωπον ἦλθον. ἐν δέ μ' ὤφελεί,
 σπονδαί τε καὶ σὴ πίστις, ἧ μ' εἰσήγαγε
 τείχη πατρῶα· πολύδακρυς δ' ἀφικόμην,
 χρόνιος ἰδὼν μέλαθρα καὶ βωμοὺς θεῶν
 γυμνάσιά θ', οἷσιν ἐνετράφην, Δίρκης θ' ὕδωρ·
 ὣν οὐ δικάως ἀπελαθεῖς ξένην πόλιν
 ναῖω, δι' ὅσων νᾶμ' ἔχων δακρυρροοῖν.
 ἀλλ' ἐκ γὰρ ἄλγους ἄλγος αὐτὸ σε δέρομαι
 [κᾶρα ζήτηκες καὶ πέπλους μελαγχίμου]
 ἔχουσαν, οἶμοι τῶν ἐμῶν ἐγὼ κακῶν.
 ὡς δεινὸν ἔχθρα, μη̄τερ, οἰκείων φίλων
 καὶ δυσλῆτους ἔχουσα τὰς διαλλαγας.

LATIN.

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

FIRST YEAR.

VIRGIL: ECLOGUES. CICERO: PRO. MILONE.

TIME: THREE HOURS.

I.

A. Translate :

Tum vero in numerum Faunosque ferasque videres
 Ludere, tum rigidas motare cacumina quercus :
 Nec tantum Phoebos gaudet Parnasia rupes,
 Nec tantum Rhodope miratur et Ismarus Orphea.
 Namque canebat, uti magnum per inane coacta
 Semina terrarumque animaeque marisque fuissent
 Et liquidi simul ignis ; ut his exordia primis
 Omnia et ipse tener mundi concreverit orbis ;
 Tum durare solum et discludere Nerea ponto
 Coeperit et rerum paulatim sumere formas ;
 Iamque novum terrae stupeant lucescere solem,
 Altius atque cadant submotis nubibus imbres ;

Incipiant silvae cum primum surgere, cumque
 Rara per ignaros errent animalia montis.
 Hinc lapides Pyrrhae iactos, Saturnia regna,
 Caucasiasque refert volucres furtumque Promethei.
 His adiungit, Hylan nautae quo fonte relictum
 Clamassent, ut litus, Hyla, Hyla, omne sonaret;
 Et fortunatam, si numquam armenta fuissent,
 Pasiphaen nivei solatur amore iuveni.

43

1. "Altius" vs. 38, "ignaros" vs. 40, and "quo" vs. 43, may each be translated in two ways. What is the force of "fortunatam" and "solatur" vs. 45, 46?
2. Account for the different tenses used in subordinate clauses after "canebat."
3. "Et discludere Nerea ponto Coeperit." Give other examples from the Eclogues of words used like *Nerea*.
4. "Lapides Pyrrhae iactos," "furtumque Promethei." "Hylan quo fonte relictum." Tell these stories.
5. To whom is Virgil indebted for this account of the creation? Who is the speaker? What historical personage is introduced later on? What mistake in mythology is Virgil supposed to have made in this Eclogue?

B. Translate :

Erit, erit illud profecto tempus et illucescet ille aliquando dies quum tu, salutaribus ut spero rebus tuis, sed fortasse motu aliquo communium temporum immutatis, (qui quam crebro accidat, experti scire debemus,) et amicissimi benevolentiam et gravissimi hominis fidem et unius post homines natos fortissimi viri magnitudinem animi desideres. Quamquam quis hoc credat, Cn. Pompeium, iuris publici, moris maiorum, rei denique publicae peritissimum, quum senatus ei commiserit ut videret NE QUID RES PVBLICA DETRIMENTI CAPERET,—quo uno versiculo satis armati semper consules fuerunt etiam nullis armis datis,—hunc exercitu, hunc dilectu dato, iudicium expectaturum fuisse in eius consiliis vindicandis qui vi iudicia ipsa tolleret? Satis indicatum est a Pompeo, satis, falso ista conferri in Milonem; qui legem tulit qua, ut ego sentio, Milonem absolvi a vobis oporteret; ut omnes confitentur, liceret.

1. Show the connection of clauses in the sentence beginning "Quamquam quis hoc credat" and give the rules for the subjunctives.
2. Write explanatory notes on the following passages :
 - a. Nec vobis tam hanc salutarem in iudicando litteram quam illam tristem dedisset.
 - b. Aut eo mors atrocior erit P. Clodi, quod is in monumentis majorum suorum sit interfectus.
 - c. Itaque illud Cassianum, Cui bono fuerit, in his personis valeat. Translate also.
3. Quamobrem uteretur eadem confessione T. Anius, qua Ahala, qua Nasica, qua Opimius, qua Marius, qua nosmet ipsi. State, with date, the event with which any one of the names after *qua* is associated.
4. Centesima lux est haec ab interitu P. Clodi et opinor altera. Translate this sentence and give in English and in Latin the two dates, and show how this number of days is calculated.
5. Give a brief account of Cicero's life up to this time.

II.

1. Each of the following words has two or more meanings according to differences in part of speech, quantity, gender or number:—sequere, satis, populus, irrita, vitium, merces, latus, alis, levi, aret, facis, labor.

2. Mark the quantities of syllables in the words below, and parse, giving the gender and the nom. and gen. sing. of noun forms, and the chief parts of verbal forms:—salices, torquere, considimus, ediscere, imbres, ausim, rosetis, palus, pateris.

3. Distinguish the meanings or uses of: promitto, polliceor,—plus, magis, amplius—tributum, vectigal—et, atque, que—omnis, totus, universus, cuncti.

4. In turning *oratio recta* into *oratio obliqua*, what changes must be made?

5. Translate into Latin:

C. The husbandman plants trees, which are to benefit another generation.—It is characteristic of a wise man to do nothing of which he may hereafter repent.—It makes no difference whether I go there now or ten years hence.—When this man was praetor, fellows, whose guilt was most evident, were through bribes acquitted by the court.—I am so ignorant of your feelings as not to know what you think about the death of P. Claudius.

(Additional for First or Second Class.)

CICERO: PRO LEGE MANILIA.

TIME: TWO AND A HALF HOURS.

I.

A. Translate:

3. Et quoniam semper appetentes gloriae praeter ceteras gentes atque avidi laudis fuistis, delenda vobis est illa macula Mithridatico bello superiore concepta: quae penitus jam insedit ac nimis inveteravit in populi Romani nomine: quod is, qui uno die, tota Asia, tot in civitatibus, uno nuntio atque una significatione litterarum cives Romanos necandos trucidandosque denotavit, non modo adhuc poenam nullam suo dignam scelere suscepit, sed ab illo tempore annum jam tertium et vicesimum regnat, et ita regnat, ut se non Ponto neque Cappadociae latebris occultare velit, sed emergere e patrio regno atque in vestris vectigalibus, hoc est, in Asiae luce versari. Etenim adhuc ita nostri cum illo rege contenderunt imperatores, ut ab illo insignia victoriae, non victoriam reportarent. Triumphavit L. Sulla, triumphavit L. Murena de Mithridate, duo fortissimi viri et summi imperatores, sed ita triumpharunt, ut ille pulsus superatusque regnaret. Verumtamen illis imperatoribus laus est tribuenda, quod egerunt, venia danda, quod reliquerunt; propterea quod ab eo bello Sullam in Italiam res publica, Murenam Sulla revocavit.

1. "qui uno die." Write a note on this event, giving date.

2. "Ponto neque Cappadociae." Give the other divisions of Asia Minor.

3. "In Asiae luce," *Asia* is used sometimes to denote only a part of Asia.
4. "Triumphavit L. Sulla." Describe a triumph.

II.

B. Translate :

Quid tam inusitatum, quam ut, cum duo consules clarissimi fortissimique essent, eques Romanus ad bellum maximum formidolosissimumque pro consule mitteretur? missus est. Quo quidem tempore, cum esset non nemo in senatu, qui diceret, *Non oportere mitti hominem privatam pro consule*, L. Philippus dixisse dicitur, *Non se illum sua sententia pro consule, sed pro consulibus mittere*. Tanta in eo rei publicae bene gerendae spes constituebatur, ut duorum consulum munus unius adolescentis virtuti committeretur. Quid tam singulare, quam ut ex senatus consulto legibus solutus consul ante fieret, quam ullum alium magistratum per leges capere licuisset? quid tam incredibile, quam ut iterum eques Romanus ex senatus consulto triumpharet? Quae in omnibus hominibus nova post hominum memoriam constituta sunt, ea tam multa non sunt, quam haec, quae in hoc uno homine videmus. Atque haec tot exempla tanta ac tam nova profecta sunt in eundem hominem a Q. Catuli atque a ceterorum ejusdem dignitatis amplissimorum hominum auctoritate.

1. "Quid tam inusitatum quam ut. . . eques Romanus. . . mitteretur." The latter clause might have been expressed by another construction.
2. "Quo quidem tempore quum esset non nemo in senatu qui diceret." Account for cases. Distinguish *non nemo, nemo non*.
3. "Non se illum sua sententia pro consule, sed pro consulibus mittere." Explain the point of this.
4. "Legibus solutus consul ante fieret." What laws are meant?
5. "Iterum eques Romanus. . . triumpharet." Write an explanatory note on *iterum*. What were the conditions of a *triumphus*?
6. When was this speech made. What was the *Lex manilia*?

III.

1. What nouns of the second declension have the gen. plural in *-um*.
2. Name the gender of nouns of the third declension that end in (a) nom. *-o*, gen. *-inis*, (b) nom. *-us*, gen. *-uris*, (c) nom. *-ex*, gen. *-icis*. Give any exceptions.
3. What adjectives want the comparative only?
4. Some compound perfects differ in form from the simple perfect.
5. Give examples of the different ways of forming *diminutives*, one of each kind.
6. Mark quantities in the following words separately, and arrange each line as a Hexameter :

- (a) Si olim vestra fistula meos amores dicat. —
- (b) Nec regna sua gravi veterno torpere passus.

SECOND YEAR.

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

TIME : THREE HOURS.

(A) Translate :

Nullam, Vare, sacra vite prius severis arborem
 Circa mite solum Tiburis et moenia Catili.
 Siccis omnia nam dura deus proposuit, neque
 Mordaces aliter diffugiunt sollicitudines.
 Quis post vina gravem militiam aut pauperiem crepat ?
 Quis non te potius, Bacche pater, teque, decens Venus ?
 At ne quis modici transiliat munera Liberi
 Centaurea monet cum Lapithis rixa super mero
 Debellata, monet Sithoniis non levis Euius,
 Cum fas atque nefas exiguo fine libidinum
 Discernunt avidi. Non ego te, candide Bassareu,
 Invitum quatiam, nec variis obsita frondibus
 Sub divum rapiam. Saeva tene cum Berecyntio
 Cornu tympana, quae subsequitur caecus Amor sui
 Et tollens vacuum plus nimio Gloria verticem,
 Arcanique Fides prodiga, perlucidior vitro.

1. This ode may have been modelled on a Greek original.
2. What is known of the person to whom it is addressed ?
3. Give the derivation of the names of Bacchus used herein. Add any others found in the First Book.
4. Tell the story referred to in vs. 8.
5. "Nullum, Vare.....severis arborem." Account for mood and tense. How else might the meaning be expressed ?
6. Scan the first two lines, noting any unusual quantity.
7. (a) Decline in the singular, marking gender : pulvere, nectaris, Argos, Circe.
 (b) Parse : micat, macerer, pectes, divides.

(B) Translate :

Forte ita incidemat, ne duo violenta ingenia matrimonio jungerentur, fortuna, credo, populi Romani, quo diuturnius Servii regnum esset constituique civitatis mores possent. Angebatur ferox Tullia nihil materiae in viro neque ad cupiditatem neque ad audaciam esse ; tota in alterum versa Tarquinium eum mirari, eum virum dicere ac regio sanguine ortum ; spernere sororem, quod virum nacta muliebri cessaret audacia. Contrahit celeriter similitudo eos, ut fere fit malum malo aptissimum : sed initium turbandi omnia a femina ortum est. Ea secretis viri alieni assuefacta sermonibus, nullis verborum contumeliis parcere de viro ad fratrem, de sorore ad virum ; et se rectius viduam et illum coelibem futurum fuisse contendere, quam cum impari jungi, ut elanguescendum aliena ignavia esset. Si sibi eum, quo digna esset, dii dedissent virum, domi se propediem visuram regnum fuisse, quod apud patrem videat. Celeriter adolescentem suae temeritatis implet. Aruns Tarquinius et Tullia minor prope continuatis funeribus cum domos vacuas novo matrimonio fecissent, junguntur nuptiis, magis non prohibente Servio quam approbante.

1. Note what is unusual in syntax or phraseology in the sentences :

- (a.) "Forte ita inciderat possent."
 (b.) "Angebatur ferox Tullia esse."
 (c.) "Et rectius se viduam ignavia esset."
 (d.) "Celeriter adolēscētem suae temeritatis implet."

2. "Aruns Tarquinius." What are the objections to this reading?
 3. Turn into *oratio recta* the passage "et se rectius apud patrem videat."

4. (a.) Bina postea inter tot annos, tot bella opima parta sunt spolia. Write an historical note on this. Why is the distributive *bina* used?

(b.) In his accēsi, cornicines, tubicinesque, in tres centurias distributi. What difficulty has this passage given rise to? What suggestions have been made to remove it?

5. What authorities does Livy give for some of his statements in the First Book? Why are these authorities not regarded as trustworthy?

6. How may the story of Evander's connection with Rome be explained? How can the date of publication of the First Book be fixed?

(C) Translate into Latin:

There was at Corinth a great quantity of statues and valuable pictures, with which Mummius, the Roman general, after the capture of Corinth, filled Rome and the whole of Italy, but took nothing to his own house. Mummius, however, was so ignorant of these things, that when he sent the pictures to Rome he warned the sailors that, if they lost them, they would have to restore new ones. One of the pictures, the work of a celebrated painter, was used by some soldiers who were playing hazard for a board. This picture, when the plunder was being sold, was bought by king Attalus for a large price. Mummius wondering at the price, ordered it to be sent to Rome.

(Additional for First or Second Class.)

HORACE: ODES, BOOKS II., III.

TIME: TWO AND A HALF HOURS.

A. Translate:

Non semper imbres nubibus hispidos
 Manant in agros aut mare Caspium
 Vexant inaequales procellae
 Usque, nec Armeniis in oris,
 Amice Valgi, stat glacies iners
 Menses per omnes aut Aquilonibus
 Querceta Gargani laborant
 Et foliis viduantur erni:
 Tu semper urges flebilibus modis
 Mysteri ademptum, nec tibi Vespero
 Surgente decedunt amores
 Nec rapidum fugiente Solem.
 At non ter aevo functus amabilem
 Ploravit omnes Antiochum senex
 Annos, nec impubem parentes
 Troilon aut Phrygiae sorores

Flevete semper. Desine mollium
 Tandem querelarum, et potius nova
 Cantemus Augusti tropaea
 Caesaris et rigidum Niphaten,
 Medumque flumen gentibus additum
 Vietis minores volvere vertices,
 Intraque praescriptum Gelonos
 Exiguus equitare campis.

B. Translate :

O nata mecum consule Manlio,
 Seu tu querelas sive geris jocos
 Seu rixam et insanos amores
 Seu facilem, pia testa, somnum,
 Quocumque lectum nomine Massicum
 Servas, moveri digna bono die,
 Descende, Corvino jubente
 Promere languidiora vina.
 Non ille, quamquam Socraticis madet
 Sermonibus, te negleget horridus :
 Narratur et prisci Catonis
 Saepe mero caluisse virtus.
 Tu lene tormentum ingenio admoves
 Plerumque duro ; tu sapientium
 Curas et arcanum jocosum
 Consilium retegis Lyaeo ;
 Tu spem reducis mentibus anxiis
 Viresque, et addis cornua pauperi ;
 Post te neque iratos trementi
 Regum apices neque militum arma.
 Te Liber et, si laeta aderit, Venus
 Segnesque nodum solvere Gratiae
 Vivaque producent lucernae,
 Dum rediens fugat astra Phoebus.

1. Point out some unusual constructions and phrases in these odes, account for them, and give the usual forms.
2. Write such notes as you think necessary on the following :
 - a. Querceta Gargani laborant.
 - b. Non ter aevo functus amabilem
 Ploravit omnes Antilochum senex
 Annos.
 - c. Medumque flumen.
 - d. O nata mecum consule Manlio.
 - e. Descende.
 - f. Prisci Catonis. The name occurs also in the First Book, quote the passage if you can.
3. Te Liber et, si laeta aderit, Venus. Quote any epithets or phrases descriptive of Venus, that you have met in Horace.
4. Form sentences to illustrate the use of the imperfect subjunctive with *quum*, *dum*, *quod*, *priusquam*, *qui*, *quo*, *ne*, giving the reason for using the mood in each example.
5. Mark quantities, and arrange each of these lines as a Lyric verse.
 - a. et veteres artes revocavit.
 - b. visere ut juvenes fervidi possent.
 - c. Patrios Penates impudens liqui.
 - d. Fortibus et bonis creantur fortes.

THIRD AND FOURTH YEARS.

HORACE: SELECT SATIRES. TACITUS: ANNALS, BOOK I.
PEILE'S PRIMER OF COMPARATIVE PHILOLOGY.

A. Translate :

Mulvius et scurrae tibi non referenda precati
Discedunt. Etenim fateor me, dixerit ille,
Duci ventre levem, nasum nidore supinor,
Imbecillus, iners, si quid vis adde popino.
Tu, cum sis quod ego et fortassis nequior, ultro
Insectere velut melior verbisque decoris
Obvolvās vitium? Quid, si me stultior ipso
Quingentis empto drachmis deprenderis? Aufer
Me vultu terrere; manum stomachumque teneto,
Dum quae Crispini docuit me janitor edo.
Te conjux aliena capit, meretricula Davum:
Peccat uter nostrum cruce dignius?

1. "Quem ter vindicta." What is referred to? What was the usual name for *vindicta*? How else could the same object be effected?
2. "Aufer me vultu terrere." What is unusual in the construction?
3. "Quingentis emto drachmis." Give the value in our money.
4. Saepe tribus lectis videas coenare quaternos. Show how a Roman dinner party was arranged.
5. Ad quartam jaceo. How was the Roman day divided?
6. Horace describes his daily life in one of his Satires.

B. Translate :

Haud pigebit referre in Falanio et Rubrio, modicis equitibus Romanis, praetemptata crimina, ut quibus initiis, quanta Tiberii arte gravissimum exitium inrepperit, dein repressum sit, postremo arserit cunctaque corripuerit, noscatur. Falanio obiciebat accusator quod inter cultores Augusti, qui per omnes domos in modum collegiorum habebantur, Cassium quendam mimum corpore infamem adscivisset, quodque venditis hortis statuum Augusti simul mancipasset. Rubrio crimini dabatur violatum perjurio numen Augusti. quae ubi Tiberio notuere, scripsit consulibus non ideo decretum patri suo caelum, ut in perniciem civium is honor verteretur. Cassium histrionem solitum inter alios eiusdem artis interesse ludis quos mater sua in memoriam Augusti sacrasset; nec contra religiones fieri quod effigies eius, ut alia numinum simulacra, venditionibus hortorum et domuum accedant. ius iurandum perinde aestimandum quam si Iovem fefellisset: deorum iniurias dis curae.

1. "Gravissimum exitium inrepperit, dein repressum sit, postremo arserit." What times are referred to?
2. "Rubrio crimini dabatur violatum perjurio numen Augusti." Give the rule for the cases of *Rubrio* and *crimini*. How may the charge be otherwise expressed?
3. "Non ideo decretum.....deorum injurias dis curae." Turn this passage into *oratio recta*.
4. Write such notes, grammatical or explanatory, as you think necessary on the following passages:

- (a) Metuens ne reus subderetur, juxta periculoso ficta seu vera promeret.
- (b) Consules primi in verba Tiberii Cæsaris juravere.
- (c) Legata non ultra civilem modum, nisi quod populo et plebi quadringentis tricis quinques. dedit.
- (d) Sed decreta pecunia ex aerario, utque per circum triumphali veste uterentur.
- (e) Fama dediti benigne que recepti Segestis vulgata, ut quibusque bellum invitis aut cupientibus erat, spe vel dolore accipitur.
5. Parse, giving chief parts : notuere, ascivisset, exarsit, asciri, gliscente.
6. (a) What traces of lost cases are found in Latin ?
- (b) State what forms an Indo-European aspirate assumes in other languages of the same Family. Illustrate by a couple of examples.
- (c) Trace these words to their originals : épice, pheasant, viendrai, bishopric.

C. Translate into Latin :

Phryxus was the son of Athamas. Being unable to endure the ungovernable temper of his stepmother Nephele, he fled and was accompanied by his sister Helle. They took with them a beautiful ram with a golden fleece, and having no ship at their command they tried to cross the Hellespont seated on the animal's back. Helle fell into the sea, and gave her name to the Hellespont : Phryxus arrived safely in Colchis at the court of Aætes, the father of Medea. There he sacrificed the ram to Mars, and handed over his golden fleece to the king.

(Additional for First or Second Class.)

D. Translate this "unseen" passage :

Sed mihi hæc ac talia audienti in incerto iudicium est, fatone res mortalium et necessitate immutabili an forte volvantur, quippe sapientissimos veterum, quique sectam eorum aemulantur, diversos reperies, ac multis insitam opinionem non initia nostri, non finem, non denique homines dis curae; ideo creberrime tristia in bonos, læta apud deteriores esse, contra alii fatum quidem congruere rebus putant, sed non e vagis stellis, verum apud principia et nexus naturalium causarum; ac tamen electionem vitæ nobis relinquunt, quam ubi elegeris, certum imminuentium ordinem, neque mala vel bona quæ vulgus putet : multos qui conflictari adversis videantur, beatos, at plerosque quamquam magnas per opes miserimos, si illi gravem fortunam constanter tolerant, hi prospera inconsulte utantur. ceterum plurimis mortalium non eximitur quin primo cuiusque ortu ventura destinentur; sed quaedam secus, quam dicta sint, cadere, fallacis ignara dicentium : ita corrumpi fidem artis, cuius clara documenta et antiqua aetas et nostra tulerit, quippe a filio eiusdem Thrasulli prædictum Neronis imperium in tempore memorabitur, ne nunc incepto longius abierim.—*Tac. Ann.* vi., 22.

1. Show the advantages obtained by Augustus from having either the *proconsulare imperium*, or the *tribunicia potestas*.

HEBREW.

Examiner.....PRINCIPAL ROSS, D. D.

TIME : THREE HOURS.

1. Translate 2 K, II, 5, commencing with the word *vāyyōm'ru*.
2. What kind of a verb is *āmār*? Conjugate it. Give the pers. mas. and fem., sing. and plural of the kal future. What would the 3rd per. sing. fut. kal, be if it followed the more usual form?
3. Analyze the words *ēlāv*, **dōnechā*, *rōshechā*.
4. Give the nom. plur. and the const. states of the sing. and plur. of *rōsh*. Account for the irregularity in the formation of the plural.
5. Analyze *h'yādaftā*. How is the interrogative *He* usually distinguishable from the definite article? What kind of a verb is this? Give the inf. constr. of the kal species. What are the most striking peculiarities of verbs of this class? In what parts do they take patahh furtive? Explain the nature and function of this vowel. To what sound in the English language does it nearly correspond?
6. Account for the *seghol* in *vāyyōmer*.
7. Analyze *kayyōm*. Give the nom. plur. and the const. states sing. and plural of this noun.
8. Parse *tōkē'hh*. To what time do active participles usually refer?—passive participles—?
9. Explain the nature of the paragogie and apocopated future and imperative.
10. What is the usual pointing of *vav conversive*? How does it affect the verb to which it is prefixed? Comment on this peculiarity.
11. What is the usual position of the qualifying, and of the predicate adjective; and of the demonstrative pronoun, with respect to their nouns?
12. Give general rules by which to determine when *sh'va* is vocal and when silent.

FRENCH.

Examiner..... PROFESSOR J. LIECHTI, M.A.

FIRST CLASS.

TIME: THREE HOURS.

I.

A. Translate: Molière—*Le Bourgeois Gentilhomme*.—*Le Maître de Musique*:—Il est vrai. Nous avons trouvé ici un homme comme il nous le faut à tous deux. Ce nous est une douce rente que ce Monsieur Jourdain, avec les visions de noblesse et de galanterie qu'il est allé se mettre en tête; et votre danse et ma musique auraient à souhaiter que tout le monde lui ressemblât. *Le Maître à Danser*.—Non pas entièrement; et je voudrais, pour lui, qu'il se connût mieux qu'il ne fait aux choses que nous lui donnons. *Le Maître de Musique*.—Il est vrai qu'il les connaît mal, mais il les paye bien; et c'est de quoi maintenant nos arts ont plus besoin que de toute autre chose. *Le Maître à Danser*.—Pour moi, je vous l'avoue, je me repais un peu de gloire. Les applaudissements me touchent; et je tiens que, dans tous les beaux-arts, c'est un supplice assez fâcheux que de se produire à des sots, que d'essayer, sur des compositions, la barbarie d'un stupide. Il y a plaisir, ne m'en parlez point, à travailler pour des personnes qui soient capables de sentir les délicatesses d'un art, qui sachent faire un doux accueil aux beautés d'un ouvrage, et par de chatouillantes approbations, vous régaler de votre travail.

1. *Il nous le faut*. Parse *faut*, and distinguish between: *Il me faut le faire* and *il faut me le faire*.—*Il me faut finir cela*. Write this sentence, (a) with *finir* in the subjunctive, (b) substituting *faut* by a personal verb.

2. *Se produire à des sots*. What difference do you make between: Cet homme a des petits-enfants and cet homme a de petits enfants; il sort des petites-maisons and il sort de petites maisons; j'ai mangé des petits-pois and j'ai mangé de petits pois. Why do you use *des* in some sentences and *de* in the others.

3. The indefinite pron. *on* is translated in various ways in English; take for exs.: On dit. Qu'en dira-t-on? On a besoin de vous. On s'accoutume à bien parler, en lisant souvent ceux qui ont bien écrit. On n'a que peu de temps à être belle, ma fille. When do you use *l'on*? Write some exs.

4. Parse the verbs: *ressemblât*, *connût*, *soient*, *sachent*, and write down the Infinitive and the two participles of each. What object do the reflexive verbs *se rappeler* and *se souvenir* respectively require? Correct, if necessary, the two sentences: *Je m'en rappelle*. *Je me souviens avoir dit cela*.

B. Voltaire:—Charles XII.—Précisément dans le même temps le roi de Pologne investissait la ville de Riga, capitale de la Livonie, et le czar s'avancait du côté de l'orient à la tête de près de cent mille hommes. Riga était défendue par le vieux comte d'Alberg, général suédois, qui à l'âge de quatre-vingts ans, joignait le feu d'un jeune homme à l'expérience de soixante campagnes. Le comte Fleming, depuis ministre de Pologne, grand homme de guerre et de cabinet, et le Livonien Patkul, pressaient tous deux le siège sous les yeux du roi; mais, malgré plusieurs avantages que les assiégeants avaient remportés, l'expérience du vieux comte d'Alberg rendait inutiles leurs efforts, et le

roi de Pologne désespérait de prendre la ville. Il saisit enfin une occasion honorable de lever le siège. Riga était pleine de marchandises appartenant aux Hollandais ; Les Etats-généraux ordonnèrent à leur ambassadeur auprès du roi Auguste de lui faire sur cela des représentations. Le roi de Pologne ne se fit pas longtemps prier ; il consentit à lever le siège plutôt que de causer le moindre dommage à ses alliés, qui ne furent point étonnés de cet excès de complaisance, dont ils furent la véritable cause.

1. *Le czar s'avavançait.* Account for the cedilla in *s'avavançait*. Write down all the persons of the affirmative and negative Imperative of this verb.

2. Explain the agreement of the participles *défendue* and *remportés*. The past part. may be invariable ; write some examples in illustration. Translate : They have met, but they have not spoken to one another.

3. *Dont ils furent . . . cause.* Write this sentence, substituting the noun for the pron. *dont*. Is *dont* ever used as an interrog. pron. ? Translate : Whom are you speaking of ? How do you translate *whose*, (*a*) denoting possession ; (*b*) preceded by a preposition. Give three short exs.

C. Molière :—*Le Bourgeois Gentilhomme.*—*Monsieur Jourdain.*—Voyons un peu votre affaire. *Le Maître de Musique.*—Je voudrais bien auparavant vous faire entendre un air (montrant son élève), qu'il vient de composer pour la sérénade que vous m'avez demandée. C'est un de mes écoliers, qui a pour ces sortes de choses un talent admirable. *Monsieur Jourdain.*—Oui, mais il ne fallait pas faire cela par un écolier, et vous n'étiez pas trop bon vous-même pour cette besogne-là. *Le Maître de Musique.*—Il ne faut pas Monsieur, que le nom d'écolier vous abuse. Ces sortes d'écoliers en savent autant que les plus grands maîtres ; et l'air est aussi beau qu'il s'en puisse faire. Ecoutez seulement. *Monsieur Jourdain.*—(à ses laquais). Donnez-moi ma robe pour mieux entendre. . . . Attendez, je crois que je serai mieux sans robe. Non, redonnez-la-moi ; cela ira mieux.

La Musicienne.—Je languis nuit et jour, et mon mal est extrême Depuis qu'à vos rigueurs vos beaux yeux m'ont soumis.
Si vous traitez ainsi, belle Iris, qui vous aime,
Hélas ! que pourriez-vous faire à vos ennemis ?

1. *Qu'il vient de composer.* Distinguish between *venir*, *venir à*, and *venir de*, writing an ex. for each case. Mention and illustrate idiomatic tenses, formed with other verbs.

2. *Il ne faut pas que le nom d'écolier vous abuse.* Write this gallicism in the usual form of construction, in logical order. Give the equivalent of : The general wants (*il faut*) more men.

3. *Que pourriez-vous faire ?* and *que pouviez-vous faire ?* point out the difference between the two. Show by an ex. that *que* may be used as an adverb of quantity.

II.

Questions not based upon the passages above :

1. What difference do you make between the subst. : *l'an* and *l'année* ; *le jour* and *la journée* ; *le matin* and *la matinée* ; *le soir* and *la soirée*. Translate : I am going to the concert this evening. Come and spend (*passer*) the evening with me. I take a walk every morning. How fine the mornings are now !

2. Write the 2nd pers. sing. and the 1st pers. plur. of the Indicative present of: *appeler, mener, manger, essayer*, and explain irregularities in the formation of the simple tenses of these verbs. In what cases are the different tenses of the verb to be rendered in French by the corresponding tenses of the verb *faire*? Write short examples.

3. In what manner may the English *passive* be expressed in French? take for examples: It is said that war has been declared (*déclarer*) between England and Russia. This fruit is eaten with sugar. The matter (*chose*) was not thought of at all. This letter is easily translated. The passage to England is performed (*faire*) in about ten days.

4. Translate and correct the following sents., explaining mistakes: La société se compose d'hommes vivants sous les mêmes lois. La plainte de ce pauvre esclave est touchant. Une femme toujours grondant. Il a peur que je le punis. Je connais et me sers de mes avantages. Elles se sont parlées. Nul bonheur est parfait.

5. When do you write *quelque* in one, and when in two words? take for examples: Whatever enemies you may have, you will conquer (triumpher). Whatever your faults may be, you will be pardoned. However powerful man may be, he must die (*mourir*).

Translate into French:—Rise early and take a walk before breakfast. Have you not yet heard the news? No, I have not. What book do you want me to read? A French book. I wish you would give me the dictionary. He has just arrived from the seat (le théâtre) of war. You ought not to have answered his letter. It is as easy to deceive oneself without one's noticing it, as it is difficult to deceive others without their noticing it. Do not complain of what has been done. What is most fatal to progress, is idleness. He who renders a service must forget it; he who receives it, must remember it (*se souvenir de*). I have answered them (*i. e.*, questions).

SECOND CLASS.

TIME: THREE HOURS.

I.

A. Traduisez:—Molière *L'Avare*: *Valère*.—Vous voyez comme je m'y prends, et les adroites complaisances 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 pour lui plaire, et quel personnage je joue tous les jours avec lui, afin d'acquérir sa tendresse. J'y fais des progrès admirables; et j'éprouve que, pour gagner 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, encenser leurs défauts, et applaudir à ce qu'ils font. On n'a que faire d'avoir peur de trop charger la complaisance, et la manière dont on les joue a beau être visible, les plus fins toujours sont de grandes dupes du côté de la flatterie; et il n'y a rien de si impertinent et de si ridicule qu'on ne fasse avaler, lorsqu'on l'assaisonne en louanges. La sincérité souffre un peu au métier que je fais; mais, quand on a besoin des hommes, il faut bien s'ajuster à eux; et, puisqu'on ne saurait les gagner que par là, ce n'est pas la faute de ceux qui flattent, mais de ceux qui veulent être flattés.

1. *Comme je m'y prends.* Faites l'analyse de *y* et de *prends*, et exprimez ce gallicisme par une autre phrase.

2. *Que de donner dans leurs maximes.* Comment traduisez vous *donner* dans les phrases: Le soleil me donne dans les yeux. Les fenêtres donnent sur le jardin. Il a donné de la tête contre une muraille en tombant.

B. Voltaire :— *Charles XII.*— Le czar s'avança bientôt dans l'Ukraine, au milieu de ce rude hiver, pour faire tête au roi de Suède : là il continua dans la politique d'affaiblir son ennemi par de petits combats ; jugeant bien que l'armée suédoise périrait entièrement à la longue, puisqu'elle ne pouvait être recrutée. Il fallait que le froid fût bien excessif, puisque les deux ennemis furent contraints de s'accorder une suspension d'armes. Charles, avec ses dix-huit mille Suédois, n'avait perdu ni le dessein ni l'espoir d'entrer jusqu'à Moscou. Il alla vers la fin de mai, investir Pultava, sur la rivière Vorskla, à l'extrémité orientale de l'Ukraine, à treize grandes lieues du Borysthène : ce terrain est celui des Zaporaviens, le plus étrange peuple qui soit sur la terre. C'est un ramas d'anciens Russes, Polonais et Tartares, faisant tous profession d'une espèce de christianisme et d'un brigandage semblable à celui des libustiers. Ils élisent un chef, qu'ils déposent ou qu'ils égorgent souvent ; ils ne souffrent point de femmes chez eux, mais ils vont enlever tous les enfants à vingt et trente lieues à la ronde, et les éèvent dans leurs moeurs. L'été ils sont toujours en campagne ; l'hiver ils couchent dans des granges spacieuses, qui contiennent quatre ou cinq cents hommes. Ils ne craignent rien ; ils vivent libres ; ils affrontent la mort pour le plus léger butin, avec la même intrépidité que Charles XII. la bravait pour donner des couronnes.

1. *Jugeant bien que . . .* Quand la forme verbale en *ant* est elle variable ? Ecrivez un ex. à l'appui. Nommez les participes présents qui ne peuvent être employés adjectivement. Traduisez : *The sea, rising more and more, threatened to inundate the village.*

2. *Contraints, alla, faisant, élisent, contiennent, craignent, vivent.* Donnez les temps primitifs, et la 2d. pers. du passé défini de chacun de ces verbes.

3. Il fallait que le froid *fût*. Le plus étrange peuple qui *soit*. Faites l'analyse des mots *fût* et *soit*. Montrez par quelques exemples que d'autres mots peuvent régir le subjonctif. Traduisez : *Whatever may be your rank, be affable. Whatever you may say, be frank.*

C. Molière :— *L'Avare : Cléante.*—Quelle grande dépense est-ce que je fais ? *Harpagon.*—Quelle ? Est-il rien de plus scandaleux que ce somptueux équipage que vous promenez par la ville ? Je querellais hier votre soeur ; mais c'est encore pis. Voilà qui crie vengeance au ciel ; et, à vous prendre depuis les pieds jusqu'à la tête, il y aurait là de quoi faire une bonne constitution. Je vous l'ai dit vingt fois, mon fils, toutes vos manières me déplaisent fort ; vous donnez furieusement dans le marquis ; et pour aller ainsi vêtu, il faut bien que vous me dérobiez. *Cléante.*—Hé ! comment vous dérober. . . *Harpagon.*—Je voudrais bien savoir, sans parler du reste, à quoi servent tous ces rubans dont vous voilà lardé depuis les pieds jusqu'à la tête, et si une demi-douzaine d'aiguillettes ne suffit pas pour attacher un haut-de-chausses. Il est bien nécessaire d'employer de l'argent à des perruques, lorsque l'on peut porter des cheveux de son cru, qui ne coûtent rien ! Je vais gager qu'en perruques et rubans, il y a du moins vingt pistoles.

1. *Est-il rien de plus scandaleux.* Si l'on écrivait : *Est-il quelque chose de plus scandaleux, quelle en serait la signification ?* La même nuance existe entre *personne* et *quelqu'un* ; prenez pour ex. : *Is there any one more clever than this physician ?*

2. Il y a ellipse dans la phrase : *Hé ! comment vous dérober.* Complétez cette phrase en mettant les mots qu'on a supprimés.

3. Il est bien nécessaire d'employer. Pourquoi *nécessaire* est-il suivi de la préposition *de* ? Dans quels cas cet adjectif régir-il les prépositions *à* et *pour*. Donnez deux exs. à l'appui.

II.

Not more than five questions are to be answered. Questions 1 and 7 are obligatory.

1. Donnez la première personne (singulier et pluriel) du présent du subjonctif des verbes : *vouloir, servir, croire, savoir, s'asseoir, absoudre, acquérir, naître.*

2. Quel mode faut-il employer en français lorsque le *superlatif* et les mots *le premier, le dernier, le seul*, etc., sont suivis d'un pronom relatif? Traduisez comme exemples : He is the most industrious student I know. It is the last examination we have to pass. (*subir*). Formez une phrase avec *le seul*.

3. Nommez les participes passés et les participes présents qui s'emploient comme prépositions, et citez quelques exemples à l'appui.

4. Go home. If you desire an interesting book, I have one at home. I have a house of my own. It is agreeable to have a house of one's own. Among the Romans poverty was no disgrace.

5. Les noms *critique, garde, aide* sont des deux genres. Donnez des exs. de tous ces cas. *Quelque chose* est-il masculin ou féminin? Prenez pour exs. : We have learned something useful. Whatever (*quelque chose*) you may have told him, you cannot have convinced him. Nommez les substantifs qui sont du genre masculin au singulier et du féminin au pluriel.

6. *Feu, demi, ci-joint.* Quel est l'accord de ces adjectifs? Donnez un ex. de chaque cas. Expliquez la règle concernant le mot *tout* adjectif et adverbe, et citez les exceptions. Traduisez : All honest people respect him, but all bad people hate him. Certain men of letters.

7. Mirabeau montrait dans tous ses discours un talent, une habileté étonnants. Cet ouvrier est utile et chéri de son maître. Il n'est pas plus heureux qu'il ne l'était. Quels que bien écrit que sont vos thèmes, il n'en est pas satisfaits. Votre frère et lui ont été nommés. La plupart pense que la guerre sera bientôt déclarée. C'est moi qui vous le dit, qui est votre ami.—Corrigez ces phrases, et expliquez les fautes qui s'y trouvent.

Traduisez en Français :—The most precious of all gifts which we can receive from Heaven, is a true and spotless virtue. Whatever your virtues may be, however great your talents, whatever your modesty may be, do not expect to escape envy. Young men tell all they do, old men all they have done, and fools all they intend to do. Man is not satisfied with what is good; he seeks what is better, and often finds what is worse. If it's near dinner-time, the foreman takes out his watch, and says, "Dear me, gentlemen, ten minutes to five, I declare! I dine at five!" "So do I," says every body else. The foreman smiles, and puts up his watch :—"Well, gentlemen, what do we say?—plaintiff or defendant, gentlemen?"

THIRD CLASS.

TIME: THREE HOURS.

The piece marked † is to be translated by Undergraduates in Science, instead of the passage marked B.
Questions, marked ‡, are to be omitted by Undergraduates in Arts.

I.

A. Traduisez : Racine : *Athalie*.

Athalie.—Oui, ma juste fureur, et j'en fais vanité,
A vengé mes parents sur ma postérité.
J'aurais vu massacrer et mon père et mon frère,
Du haut de son palais précipiter ma mère,
Et dans un même jour égorger à la fois
(Quel spectacle d'horreur !) quatre-vingts fils de rois ;
Et pourquoi ? pour venger je ne sais quels prophètes
Dont elle avait puni les fureurs indiscrettes :
Et moi, reine sans cœur, fille sans amitié,
Esclave d'une lâche et frivole pitié,
Je n'aurais pas du moins à cette avengle rage
Rendu meurtre pour meurtre, outrage pour outrage,
Et de votre David traité tous les neveux
Comme on traitait d'Achab les restes malheureux !
Où serais-je aujourd'hui si, domptant ma faiblesse,
Je n'eusse d'une mère étouffé la tendresse ;
Si de mon propre sang ma main versant des flots
N'eût par ce coup hardi réprimé vos complots ?
Enfin de votre Dieu l'implacable vengeance
Entre nos deux maisons rompit toute alliance :
David m'est en horreur ; et les fils de ce roi,
Quoique nés de mon sang, sont étrangers pour moi.

1. Il y a ellipse dans le dernier vers ; suppléez les mots qu'on a supprimés. Pourquoi les ellipses dans les phrases suivs. sont-elles incorrectes : La vaine opinion règne sur tous les âges ; elle fuit et revient ; elle place un mortel hier sur un bûcher, demain sur un autel. Le crime fait la honte et non pas l'échafaud. Corrigez ces phrases.

2. Les *neveux*. Mentionnez d'autres noms qui changent de signification au pluriel.

B. Molière : *L'Avare*. *Harpagon*.—Sans dot ! *Valère*.—Vous avez raison : voilà qui décide tout ; cela s'entend. Il y a des gens qui pourraient vous dire qu'en de telles occasions, l'inclination d'une fille est une chose, sans doute, où l'on doit avoir de l'égard ; et que cette grande inégalité d'âge, d'humeur et de sentiments, rend un mariage sujet à des accidents très-fâcheux. *Harpagon*.—Sans dot ! *Valère*.—Ah ! il n'y a pas de réplique à cela ; on le sait bien. Qui diantre peut aller là contre ? Ce n'est pas qu'il y ait quantité de pères qui aimeraient mieux ménager la satisfaction de leurs filles, que l'argent qu'ils pourraient donner ; qui ne les voudraient point sacrifier à l'intérêt, et chercheraient plus que toute autre chose, à mettre dans un mariage cette douce conformité qui sans cesse y maintient l'honneur, la tranquillité et la joie.

Frosine.—Mon Dieu ! je sais l'art de traire les hommes ; j'ai le secret de m'ouvrir leur tendresse, de chatouiller leurs cœurs, de trouver les endroits par où ils sont sensibles. *La Flèche*.—Bagatelles ici. Je te défie d'attendrir, du côté de l'argent, l'homme dont il est question. Il est Turc la-dessus, mais d'une turquerie à désespérer tout le monde ; et l'on pourrait crever, qu'il n'en branlerait pas. En un

mot, il aime l'argent plus que réputation, qu'honneur et que vertu ; et la vue d'un demandeur lui donne des convulsions ; c'est le frapper par son endroit mortel, c'est lui percer le coeur ; c'est-lui arracher les entrailles.

1. *Voilà qui décide tout.* Qu'y a-t-il à dire sur l'emploi du pronom *qui* ? La même construction est à observer dans les locutions : *What is (still) worse. What is (still) more.* Le pron. relatif *ce que* peut s'employer comme prédicatif ou comme sujet d'un verbe impersonnel ; écrivez deux exs. à l'appui.

2. Dans quel cas *tout*, employé comme adverbe, s'accorde-t-il néanmoins avec son sujet ? Donnez un exemple. Distinguez entre : *Ces vins sont tout purs et ces vins sont tous purs.* Traduisez : *These people are all eyes and (all) ears.*

† C. Molière : *Les femmes savantes.*

Clitandre :—Mon coeur n'a jamais pu, tant il est né sincère,
Même dans votre soeur flatter leur caractère ;
Et les femmes docteurs ne sont point de mon goût
Je consens qu'une femme ait des clartés de tout :
Mais je ne lui veux point la passion choquante
De se rendre savante afin d'être savante ;
Et j'aime que souvent, aux questions qu'on fait,
Elle sache ignorer les choses qu'elle sait :
De son étude enfin je veux qu'elle se cache,
Et qu'elle ait du savoir sans vouloir qu'on le sache,
Sans citer les auteurs, sans dire de grands mots,
Et clouer de l'esprit à ses moindres propos.
Je respecte beaucoup Madame votre mère ;
Mais je ne puis du tout approuver sa chimère,
Et me rendre l'écho des choses qu'elle dit,
Aux encens qu'elle donne à son héros d'esprit.
Son monsieur Trissotin me chagrine, m'assomme ;
Et j'enrage de voir qu'elle estime un tel homme,
Qu'elle nous mette au rang des grands et beaux esprits
Un benêt dont partout on siffle les écrits,
Un pédant dont on voit la plume libérale
D'officieux papiers fournir toute la halle.

‡ 1. Expliquez l'expression : *femmes docteurs*, et citez d'autres exemples de la même classe.

‡ 2. Faites l'analyse des mots *ait* et *sache* dans le vers : *Et qu'elle ait du savoir . . . sache.* Montrez par des exemples la différence entre les verbes *sache* et *pouvoir*.

II.

Not more than six questions are to be answered.

1. Qu'est-ce que la "construction de périphrase" et quand s'en sert-on en Français ? Prenez pour ex. : *The general granted to the rebels a general amnesty. (amnistie).*

2. On accorda cette faveur odieuse au pauvre prisonnier. Les conseils que mon père me donna qui m'a toujours guidé. C'est de Moka que le meilleur café vient. Dites pourquoi la construction de ces phrases est incorrecte, et écrivez-les correctement.

3. A humane person cannot see an old man or a woman destitute and suffering without being strongly moved (ému). Honest people are those, to whom a promise, a word is sacred ; polite people are those.

who observe attentively all the proprieties of polite life. The late Queen daily distributed abundant alms. Commentez sur l'accord et la position des adjectifs dans ces phrases.

4. En comparaison, *que*, suivi d'un verbe est accompagné de *de* ou de *ne*. Ex. It is greater to overcome one's passions than to conquer kingdoms. You write more than you ought.—Citez quelques exceptions à cette règle en prenant pour exs. : He is more disposed to pity than to punish you. He is not richer than he was.

5. Expliquez la règle concernant le mot *quelque*, selon qu'il est suivi d'un substantif, d'un verbe, d'un adjectif ou d'un adverbe, et citez un ex de chaque cas.

6. Lorsqu'il y a plusieurs sujets, faut-il toujours mettre le verbe au pluriel? Expliquez l'accord du verbe dans les phrases suivantes. : Riches, honors, friends, relations, everything becomes useless after death. Not only all his riches and honors, but all his virtue is vanishing. Lafontaine was forgotten as well as Corneille; neither of them was a courtier. The few means he has had have made him (lui) gain great riches. To read too much and to read too little are two faults.

7. Corrigez les phrases suivantes, et expliquez les fautes qui s'y trouvent : Sans le savoir il a parlé en même temps contre et en faveur de la loi. Il est rare qu'un homme en place soit accessible et chéri de tout le monde. Donnez-lui ce qu'il a besoin. Toi et moi sont accourus.

8. Indiquez par des exemples la différence entre le participe présent et l'adjectif verbal. Traduisez les phrases : Ce sont des êtres *vivants* comme nous. Ce sont des êtres *vivants* comme nous.

9. Comment les participes passés dans les phrases suivantes, s'accordent-ils? I have seen her paint. I have seen her painted. Toutes les années qu'il a régné. Ils se sont donnés à l'ivresse. Ils se sont donné la main. The house which we saw building is very high. His fortune was greater than I had believed it.

10. En quoi Molière et Racine se ressemblent-ils ; et quel trait caractéristique les sépare l'un de l'autre ?

Traduisez en Français :—Modern Greeks at home.—The Greek nation is not born to make war, whatever it may say. Had it as much courage as it pretends to, discipline, which is the mainspring of war, will always be wanting. The Greeks assert that they are not born for agriculture, and I am afraid they are right; agriculture requires more patience, more perseverance, and a more stable mind than the Hellenes have ever been gifted with. They like distant voyages, hazardous enterprises, venturesome speculations. The Greek finds himself in his right place at the door of a shop, where he invites customers, or on the deck of a vessel, where he amuses the passengers.

(Additional for a First Class.)

Molière : *Le Tartufe*.—

Cléante.—Il est de faux dévots ainsi que de faux braves :

Et comme on ne voit pas qu'òh l'honneur les conduit
Les vrais braves soient ceux qui font beaucoup de bruit ;
Les bons et vrais dévots, qu'on doit suivre à la trace,
Ne sont pas ceux aussi qui font tant de grimace.
Eh quoi ! vous ne ferez nulle distinction
Entre l'hypocrisie et la dévotion ?
Vous les voulez traiter d'un semblable langage,

Et rendre même honneur au masque qu'au visage ;
 Egaler l'artifice à la sincérité,
 Confondre l'apparence avec la vérité,
 Estimer le fantôme autant que la personne,
 Et la fausse monnaie à l'égal de la bonne ?
 Les hommes, la plupart, sont étrangement faits ;
 Dans la juste nature on ne les voit jamais :
 La raison a pour eux des bornes trop petites,
 En chaque caractère ils passent ses limites
 Et la plus noble chose, ils la gâtent souvent,
 Pour la vouloir outrer et pousser trop avant.
 Que cela vous soit dit en passant, mon beau-frère.

GERMAN.

Examiner.....PROFESSOR J. LICHTI, M. A.

FIRST CLASS.

TIME: THREE HOURS.

I.

A. Translate: Schiller's *Wallenstein's Absetzung*.—Wallenstein hatte über eine Armee von beinahe hunderttausend Mann zu gebieten, von denen er angebetet wurde, als das Urtheil der Abetzung ihm verkündigt werden sollte. Die meisten Officiere waren seine Geschöpfe, seine Winke Aussprüche des Schicksals für den gemeinen Soldaten. Grenzenlos war sein Ehrgeiz, unbeugsam sein Stolz, sein gebieterischer Geist nicht fähig, eine Kränkung ungerochen zu erdulden. Ein Augenblick sollte ihn jetzt von der Fülle der Gewalt in das Nichts des Privatstandes herunterstürzen. Eine *solche* Sentenz gegen einen *solchen* Verbrecher zu vollstrecken, schien nicht viel weniger Kunst zu kosten, als es gekostet hatte, sie dem Richter zu entreissen. Auch hatte man desswegen die Vorsicht gebraucht, zwei von Wallenstein's genauesten Freunden zu Ueberbringern dieser schlimmen Botschaft zu wählen, welche durch die schmeichelhaftesten Zusicherungen der fortdauernden kaiserlichen Gnade so sehr als möglich gemildert werden sollte.

1. *Von denen er angebetet wurde.* Parse all the words excepting *von* and *er*. Explain the position of *wurde*, and state fully why *war* cannot be used instead of *wurde*.

2. Write down a German sentence, shewing the position, respectively, of the *direct* and *indirect* objects, the *adverb of time*, and the negation *nicht*. Select two sentences from passage A, exhibiting the inverted form of the *subject*, and give reasons for its inversion.

B. Lessing's: *Aus den Abderiten*.—Es mangelte den Abderiten nie an Einfällen ; aber selten passten ihre Einfälle auf die Gelegenheit, wo sie angebracht wurden, oder kamen erst, wenn die Gelegenheit vorbei war. Sie sprachen viel, aber immer, ohne sich einen Augenblick zu bedenken, was sie sagen sollten oder wie sie es sagen wollten. Die natürliche Folge hiervon war, dass sie selten den Mund aufthaten, ohne etwas Albernes zu sagen. Zum Unglück erstreckte sich die schlimme Gewohnheit auf ihre Handlungen ; denn gemeinlich schlossen sie den

Käfig erst, wenn der Vogel entflohen war. Dies zog ihnen den Vorwurf der Unbesonnenheit zu ; aber die Erfahrung bewies, dass es ihnen nicht besser ging, wenn sie sich besannen. Machten sie (welches ziemlich oft begegnete) irgend einen sehr dummen Streich, so kam es immer daher, weil sie es gar zu gut machen wollten ; und wenn sie in den Angelegenheiten ihres gemeinen Wesens recht lange und ernstliche Berathschlagungen hielten, so konnte man sicher drauf rechnen, dass sie unter allen möglichen Entschliessungen die schlechteste ergreifen würden.

1. *Machten sie irgend . . . Streich.* Why is this clause in the *inverted* form? Its construction is different, if written in the original form. Explain.

2. *Dies zog ihnen . . . zu.* Parse the word *zu*, and account for its position. In certain cases it cannot be placed at the end of the clause ; mention two instances.

C. Schiller's *Wilhelm Tell*.

Stauffacher :—Vor dieser Linde sass ich jüngst, wie heut,
Das schön Vollbrachte freudig überdenkend ;
Da kam daher von Küsnacht, seiner Burg,
Der Vogt mit seinen Reisingen geritten.
Vor diesem House hielt er wundernd an :
Doch ich erhob mich schnell, und unterwürfig,
Wie sich's gebührt, trat ich dem Herrn entgegen,
Der uns des Kaisers richterliche Macht
Vorstellt im Lande. “ Wessen ist das Haus ?”
Fragt' er bösemeinend, denn er wusst' es wohl.
Doch schnell besonnen ich entgeg'n ihm so :
Dies Haus, Herr Vogt, ist meines Herrn des Kaisers
Und eures, und mein Lehen — Da versetzt er :
“ Ich bin Regent im Land an Kaisers Statt
Und will nicht, dass der Bauer Häuser baue
Auf seine eigne Hand, und also frei
Hinleß', als ob er Herr wär in dem Lande :
Ich werd' mich unterstehn, euch das zu wehren.”
Dies sagend, ritt er trutziglich von dannen ;
Ich aber blieb mit kummervoller Seele,
Das Wort bedenkend, das der Böse sprach.

1. *Das schön Vollbrachte . . . überdenkend.* Give the *prose* construction of this sentence. Explain the peculiar form of the words : *schön Vollbrachte*.

2. Distinguish between : *wessen* and *dessen* ; *was* and *das* ; *das* and *dass*. Give short examples.

II.

1. Decline in the four cases sing. and plur. : *Sein gebieterischer Geist*. Give the etymology of the word *gebieterischer*. What kind of words are formed with the suffixes *ern*, *icht*, *lich* ; give instances.

2. Mention, giving exs., the principal prefixes and suffixes used in the formation of derivat. substs. Write the plural and the fem. sing. of *Mann* ; there is one word only in which the *regul. femin.* is used ?

3. *Auf den Tisch* and *auf dem Tisch*. Supply the necessary words to finish these two clauses, and account for the difference in the case. Give other words, exhibiting the same peculiarity.

4. As I have not been in Germany, I cannot speak the German language well. Translate this sent., and mention why it differs in its construction from the English.

5. What influence have *relative prons.* upon the construction. Fragen Sie ihn, wann ich ihn zu Hause finden werde. Give your reason for the position of *werde*, and change this sent. into a *direct question*.

6. Parse and classify the following verbs: *vollstrecken, sollte* (A); *angebracht, aufhatten* (B); *wusst, unterstehn*. Certain verbs admit of no *ge* in their past part.; mention them.

7. *Das Haus wird gebaut* and *das Haus ist gebaut*. Distinguish between these two phrases, giving full explanations. The follow'g sents. assume an *impersonal passive* form in German: Many false reports (*Berichte*) are given in the papers. There is a great deal of drinking in the city.

8. Write in idiomatic English: *Sie haben Recht. Was gibt's? Was fehlt Ihnen? Sprechen Sie doch nicht so laut. Er arbeitet auf's Fleissigste. Was soll dieser Brief? Es ist mir warm.* Translate: I am not allowed. The wall is being built. You are wrong. What has become of him!

9. The English verb *to know* is translated in three ways in German; take for exs.: Do you know German? Do you know Germany? Do you know what I am thinking of? Illustrate by short exs. the various meanings of *shall*.

10. *Ein besserer Mann hätte das nicht thun können.* Account for the two infinitives *thun* and *können*. Show that this sent. is in a contracted form. Write down the comparative and superlative of: *viel, viele, gern, bald*; mention a few comparative degrees that have no *positive*.

Translate into German:—May I see what you have written? Schiller, whose works we are reading, was born (*geboren*) in the year 1749 (letters). Are there any bears in this country? Yes, there are some. This man is growing old. Both his sons have gone to (*in*) the war. Much good is being done by benevolent persons. Not a single sound (*Laut. m.*) was heard. Nothing is great that is not good. The jewel is small, and yet of great value—the short life of the wise. Human life is a garden, good works are as beautiful flowers and fruitful trees; but the gardener, who plants and cultivates them, is the good purpose of man. Be ever true to yourself.

SECOND CLASS.

TIME: THREE HOURS.

(Translate any two of the passages, marked: A. C. D.)

A. Translate: *Wilhelm Tell*, II. Act.

Stauffacher:—Wir haben diesen Boden uns erschaffen
Durch unsrer Hände Fleiss, den alten Wald,
Der sonst der Bären wilde Wohnung war,
Zu einem Sitz für Menschen umgewandelt;
Die Brut des Drachen haben wir getödtet,
Der aus den Sümpfen giftgeschwollen stieg;
Die Nebeldecke haben wir zerrissen,
Die ewig grau um diese Wildniss hing,

Den harten Fels gesprengt, über den Abgrund
 Dem Wandersmann den sichern Steg geleitet;
 Unser ist durch tausendjährigen Besitz
 Der Boden—und der fremde Herrenknecht
 Soll kommen dürfen und uns Ketten schmieden,
 Und Schmach anthun auf unsrer eignen Erde?
 Ist keine Hülfe gegen solchen Drang?

1. Comment upon the words: *umgewandelt, giftgeschwollen, tausendjährigen.*

2. *Unser ist.* Write this sentence in another form, substituting an active verb, gov. the dative. The last line of passage A contains an ellipsis; supply the words elided.

3. Parse, and classify the verbs: *erschaffen, stieg, zerrissen, anthun*: write the 2d. pers. sing. Indicative present of each verb.

B. Goethe's *Hermann und Dorothea*.—"Schicksal und Antheil."

Da versetzte der Wirth mit männlichen klugen Gedanken:
 Wie begrüsst' ich so oft mit Staunen die Fluthen des Rheinstroms,
 Wenn ich, reisend nach meinem Geschäft, ihm wieder mich nahte!
 Immer schien er mir gross, und erhob mir Sinn und Gemüthe;
 Aber ich konnte nicht denken, dass bald sein liebliches Ufer
 Sollte werden ein Wall, um abzuwehren den Franken,
 Und sein verbreitetes Bett ein allverhindernder Graben.
 Seht, so schützt die Natur, so schützen die wackeren Deutschen,
 Und so schützt uns der Herr; wer wollte thöricht verzagen?
 Müde sind schon die Streiter, und alles deutet auf Frieden.
 Möge doch auch, wenn das Fest, das lang erwünschte, gefeiert
 Wird, in unsrer Kirche, die Glocke dann tönt zu der Orgel,
 Und die Trompete schmettert, das hohe Te Deum begleitend—
 Möge mein Hermann doch auch an diesem Tage, Herr Pfarrer,
 Mit der Braut, entschlossen, vor Euch am Altare sich stellen,
 Und das glückliche Fest, in allen den Landen begangen,
 Auch mir künft'ig erscheinen der häuslichen Freuden ein Jahrstag!

1. In what kind of verse is this written? Scan the second line.

2. Why is "Hermann and Dorothea" to be called a *civil or domestic Epic*? In point of merit it stands first among all the author's productions, *Faust* excepted. Give your reasons.

C. Schiller's *Wilhelm Tell*, III. Act.

Bertha:—

Wie? Was liegt

Dem guten Menschen näher, als die Seinen?
 Giebt's schön're Pflichten für ein edles Herz,
 Als ein Vertheidiger der Unschuld sein,
 Das Recht der Unterdrückten zu beschirmen?
 — Die Seele blutet mir um euer Volk;
 Ich leide *mit* ihm, denn ich muss es lieben,
 Das so bescheiden ist und doch voll Kraft;
 Es zieht mein ganzes Herz mich zu ihm hin;
 Mit jedem Tage lern' ich's mehr verehren.
 — Ihr aber, den Natur und Ritterpflicht
 Ihm zum geborenen Beschützer gaben,
 Und der's verlässt, der treulos übertritt
 Zum Feind, und Ketten schmiedet seinem Land,
 Ihr seid's, der mich verletzt und kränkt; ich muss
 Mein Herz bezwingen, dass ich euch nicht hasse.

1. *Lern' ich's mehr verkehren.* Illustrate the use of the *Infinitive* with *zu*. Translate: I am sorry that I have not been able to come. Account for the position and construction of the verbs in the dependent clause.

2. Write the dependent clause in the last line of "C." in a contracted form, and state why it admits of contraction.

D. Goethe's *Hermann und Dorothea*.—"Hermann."

Da versetzte sogleich der Vater lebhaft und sagte:
Die Gesinnung ist löblich, und wahr ist auch die Geschichte,
Mütterchen, die du erzählst; denn so ist alles begegnet.
Aber besser ist besser. Nicht einen jeden betrifft es
Anzufangen von vorn sein ganzes Leben und Wesen;
Nicht soll jeder sich quälen, wie wir und andere thaten.
O, wie glücklich ist der, dem Vater und Mutter das Haus schon
Wohlbestellt übergeben, und der mit Gedeihen es ausziert!
Aller Anfang ist schwer, am schwersten der Anfang der Wirthschaft.
Mancherlei Dinge bedarf der Mensch, und alles wird täglich
Theurer; da seh' er sich vor, des Geldes mehr zu erwerben.
Und so hoff' ich von dir, mein Hermann, dass du mir nächstens
In das Haus die Braut mit schöner Mitgift hereinführst;
Denn ein wackerer Mann verdient ein begüterttes Mädchen.

1. *Löblich.* Give the Etymology of, and parse this word. Write down some other words of the same kind, and mention the suffixes with which words of the same class are formed.

2. *Und so hoff' ich . . . dass etc.* Why can you not write the subordinate clause, beginning with *dass*, in a contracted form with the verb in the Infinitive?

II.

Answer only five questions.

1. Idiomatic sents.: *Es sind Gelder eingegangen. Die Zeitung ist eingegangen. Er lässt sich keine grauen Haare wachsen. Es geht ihm an's Leben. Wir stehen für nichts. Das Lesen geht ihr über Alles. Er hat das Pulver nicht erfunden.*

2. Compose a German sentence, consisting of a principal clause, a dependent clause (beginning with *als* or *da*), a relative, and a conditional clause (with or without *wenn*). What is the construction peculiar to each dependent clause?

3. How do you interpret the expletives: *doch, ja, schon, gar, wohl* in the sents.: *Sie werden doch jetzt von Ihrem Bruder gehört haben. Sprechen Sie ja nie über diese Sache. Die Rebellen werden seiner Zeit schon gestraft werden. Es ist ja gar kein Grund zu einer solchen Vermuthung vorhanden Sie wissen recht wohl, was geschehen ist.*—State the real meaning of the expletives in *italics*.

4. *Kindlich, kindisch; erstaunend, erstaunlich; gläubig, glaublich; betrübend, betrübt.* Illustrate by short exs. the difference in the meaning of those cognate terms.

5. Render into German the following participial clauses: I am incapable of forgetting you. The Jew, being thus disappointed in his revenge, said: "I am ill." So saying, he rose. Their not arriving is owing to an accident to the cars (*Wagen*). The colonel insisted on his being sent to the front (*Fronte*, f.).

6. An absolute case correspondg. to the English *nominative absolute*, occurs in a few phrases only: can you mention some of them? How do you translate: The obstruction (*Hinderniss*) being removed, the cars proceeded on their journey.

7. *Coordination* in compl. sents. may be effected in various ways in German. Illustrate with two exs. The English conj. *for* alone coordinates like a certain German conjunc. ; prove this by translating: Work while it is day, *for* the night cometh, when no man can work.

8. Die Regierung erlaubte dem Rebellen nicht, dass er das Land verlasse. Unsers Nachbar's einziger Sohn, welcher die Stütze der Familie war, musste in den Krieg. Da ich von der Reise ermüdet war, schlief ich ein. Contract the dependent clauses in these sents. and mention what form the *predicate* of the *substant.* clause, the *adject.*, and the *adverb.* clause, respectively, assumes.

Translate into German:—"Tarry a little, Jew," said Portia; "there is something else. This bond here gives you no drop of blood; the words expressly are: 'a pound of flesh.' If in the cutting off the pound of flesh you shed one drop of Christian blood, your land and goods are by the law to be confiscated (*verfallen*) to the State of Venice."—"London is a wilderness," said the old man, with much animation. "It was a wilderness to me once. I came here barefoot—I have never forgotten it. Thank God?" And he raised his hat from his head, and looked very grave.

(Additional for a First Class.)

Schiller's *Geschichte des dreissigjährigen Kriegs*.—Auch England, obgleich unterdessen durch Schottland vergrössert, hatte unter seinem schwachen Jacob in Europa das Gewicht nicht mehr, welches ihm der Herrschergeist seiner Elisabeth zu verschaffen gewusst hatte. Ueberzeugt, dass die Wohlfahrt ihrer Insel an der Sicherheit der Protestanten befestiget sei, hatte sich diese staatskluge Königin nie von dem Grundsatz entfernt, jede Unternehmung zu befördern, die auf Veringerung der österreichischen Macht abzielte. Ihrem Nachfolger fehlte es sowohl an Geist, diesen Grundsatz zu fassen, als an Macht, ihn in Ausübung zu bringen. Wenn die sparsame Elisabeth ihre Schätze nicht schonte, um den Niederlanden gegen Spanien, Heinrich dem Vierten gegen die Wuth der Ligue beizuspringen, so überliess Jacob—Tochter, Enkel und Eidam der Willkür eines unversöhnlichen Siegers. Während dass dieser König seine Gelehrsamkeit erschöpfte, um den Ursprung der königlichen Majestät im Himmel aufzusuchen, liess er die seinige auf Erden verfallen. Indem er seine Beredsamkeit anstregte, um das unumschränkte Recht der Könige zu erweisen, erinnerte er die englische Nation an das ihrige, und verscherte durch eine unnütze Geldverschwendung sein wichtigstes Regal, das Parlament zu entbehren und der Freiheit ihre Stimme zu nehmen.

THIRD CLASS.

TIME: THREE HOURS.

A. Translate: Schiller's: *Maria Stuart*, I. Act.

Paulet.—Kein Eisengitter schützt vor ihrer List.
 Weiss ich, ob diese Stäbe nicht durchfeilt,
 Nicht dieses Zimmers Boden, diese Wände,
 Von aussen fest, nicht hohl von innen sind
 Und den Verrath einlassen, wenn ich schlafe?
 Fluchvolles Amt, das mir geworden ist,
 Die unheilbrütend Listige zu hüten.
 Vom Schlummer jagt die Furcht mich auf, ich gehe
 Nachts um, wie ein gequälter Geist, erprobe
 Des Schlosses Riegel und der Wächter Treu
 Und sehe zitternd jeden Morgen kommen,
 Der meine Furcht wahr machen kann. Doch wohl mir
 Wohl! Es ist Hoffnung, dass es bald nun endet.
 Denn lieber möcht' ich der Verdammten Schaar
 Wachstehend an der Höllenpforte hüten,
 Als diese ränkevolle Königin.

1. *Fluchvolles Amt, das mir geworden ist.* Mention the words *elided* in this clause, and give a Prose version of this and the next line. Note peculiarities in the expression *unheilbrütend Listige*.

2. Illustrate the difference between *wohl* and *gut*, and write the compar. and superlat. of these words. Translate: *Es ist mir nicht wohl zu Muthe. Wohl Mancher wird in's Gras beissen müssen.*

B. Lessing's *Nathan der Weise*. I. Act.

Nathan.— Ich überdenke mir,
 Was das auf einen Geist, wie Recha's, wohl
 Für Eindruck machen muss. Sich so verschmäht
 Von dem zu finden, den man hochzuschätzen
 Sich so gezwungen fühlt; so weggestossen,
 Und doch so angezogen werden!—Traun,
 Da müssen Herz und Kopf sich lange zanken,
 Ob Menschenhass, ob Schwermuth siegen soll.
 Oft siegt auch keines; und die Phantasie,
 Die in den Streit sich mengt, macht Schwärmer,
 Bei welchen bald der Kopf das Herz, und bald
 Das Herz den Kopf muss spielen.—Schlimmer Tausch!
 Das Letztere, verkenn' ich Recha nicht,
 Ist Recha's Fall: sie schwärmt.

III. Act:

Saladin.—Die Ringe!—Spiele nicht mit mir!—ich dächte
 Dass die Religionen, die ich dir
 Genannt, doch wohl zu unterscheiden wären.
 Bis auf die Kleidung; bis auf Speis' und Trank!

Nathan.—Und nur von Seiten ihrer Gründe nicht.—
 Denn gründen alle sich nicht auf Geschichte?
 Geschrieben oder überliefert!—Und
 Geschichte muss doch wohl allein auf Treu'
 Und Glauben angenommen werden?—Nicht?—
 Nun wessen Treu' und Glauben zieht man denn

Am wenigsten in Zweifel? Doch der Seinen?
 Doch deren Blut wir sind? doch deren,
 Von Kindheit an uns Proben ihrer Liebe
 Gegeben? die uns nie getäuscht, als wo
 Getäuscht zu werden uns heilsamer war?—
 Wie kann ich meinen Vater weniger,
 Als du den deinen glauben? Oder umgekehrt:
 Kann ich von dir verlangen, dass du deine
 Vorfahren Lügen strafst, um meinen nicht
 Zu widersprechen? Oder umgekehrt:
 Das Nämliche gilt von den Christen. Nicht?—

II.

1. Parse and classify the verbs: *schlafe, umseh, ergriff* (A); *überdenke, weggestossen, unterscheiden, widersprechen* (B); *frühstücken, anvertrauen*. Are verbs with the prefix *wieder* separable? State the exception.

2. *Nicht* assumes different forms in the 5th and 9th line B. III. Act; explain. Illustrate the difference between *nicht* and *kein*.

3. Write the contracted form: *Geschrieben oder überliefert* in full, as a *relative* clause, and give the Infinitive of the two verbs.

4. In the oblique narration both the Subjunct. and the Indic. mood are used in the dependent clause; mention when the one, and when the other? take for exs.: Germany is said to have acquired Zanzibar. I thought that you spoke German. You knew that he would keep his word. The Infidel will not believe that there is a God.

5. Compose a compound sentence, showing that all dependent clauses are placed between the subject and the verb.

6. A *subord. relative* clause precedes a *principal* clause only when? Take for exs.: I shall communicate to you what I have heard. He will be punished who does evil.

7. Wehe, wenn sie (*Tochter*) losgelassen, | Durch die volksbelebten Gassen,
 Wachsend, ohne Widerstand, | Wälzt den ungeheuren Brand.

Write these lines in well rounded Prose, giving the principal clause in full, and connecting the dependent clauses with the proper conjunctions. Etymology of *volksbelebten*?

8. Is the past part. of a *reflexive* verb used as an *attribute*, and as a *predicate*? take for exs.: He has been rejoiced. We have been ashamed. Why is the follow'g sent. incorrect? *Ein geflogener Vogel*.

9. Which of the following sents. admit of contraction? Why? :
 Es geziemt dem Manne, dass er thätig sei. Die beste Art auf seiner Hut zu sein ist, dass man nie Unrecht thue. Begnügt Euch doch, dass Ihr ein Mensch seid. Es ist mir lieb, dass du kommst. Dass er mich besuchte, war mir angenehm. Why is contraction impossible in some of these sents.?

Translate into German:—When the pony-chaise stopped at the door, and my eyes were intent upon the house, I saw a cadaverous face appear at a small window on the ground floor (in a little round tower that formed one side of the house), and quickly disappear. The low

arched door then opened, and the face came out. It was quite as cadaverous as it had looked in the window, though in the grain of it there was that tinge of red which is sometimes to be observed in the skins of red-haired people. It belonged to a red-haired person—a youth of fifteen, as I take it now, but looking much older.

(Additional for a First Class.)

Lessing's *Minna von Barnhelm*.—*Das Fräulein*.—So lieben Sie mich nicht mehr?—Und lieben eine andere? *v. Tellheim*.—Ah, der hat Sie nie geliebt, mein Fräulein, der eine andere nach Ihnen lieben kann. *Das Fräulein*.—Sie reißen nur einen Stachel aus meiner Seele.—Wenn ich Ihr Herz verloren habe, was liegt daran, ob mich Gleichgültigkeit oder mächtigere Reize darum gebracht?—Sie lieben mich nicht mehr, und lieben auch keine andere?—Unglücklicher Mann, wenn Sie gar nichts lieben? *v. Tellheim*.—Recht, gnädiges Fräulein, der Unglückliche muss gar nichts lieben! Er verdient sein Unglück, wenn er diesen Sieg nicht über sich selbst zu erhalten weiss; wenn er es sich gefallen lassen kann, dass die, welche er liebt, an seinem Unglück Antheil nehmen dürfen.—Wie schwer ist dieser Sieg! Seitdem mir Vernunft und Nothwendigkeit befehlen, Minna von Barnhelm zu vergessen, was für Mühe habe ich angewandt! Eben wollte ich anfangen zu hoffen, dass diese Mühe nicht ewig vergebens sein würde:—und Sie erscheinen, mein Fräulein!

ENGLISH LANGUAGE AND LITERATURE.

Examiner W. J. ALEXANDER, PH.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. Reproduce, as far as possible in the style of Johnson, the substance of the passage read by the Examiner (from Johnson's *Life of Milton*).
2. Write a life of Pope.
3. Express accurately and clearly in simple prose the following lines:—

Unnumber'd suppliants crowd Preferment's gate,
 Athirst for wealth, and burning to be great;
 Delusive fortune hears the incessant call:
 They mount, they shine, evaporate, and fall.
 On ev'ry stage the foes of peace attend;
 Hate clogs their flight, and insult mocks their end;
 Love ends with hope; the sinking statesman's door
 Pours in the morning worshipper no more;
 For growing names the weekly scribbler lies,
 To growing wealth the dedicat'or flies:

From ev'ry room descends the painted face,
 That hung the bright palladium of the place,
 And smoked in kitchens, or in auction sold,
 To better features yields the frame of gold ;
 For now no more, we trace in ev'ry line
 Heroick worth, benevolence divine :
 The form distorted justifies the fall,
 And detestation rids th' indignant wall.

4. Explain fully all references in the following passage :—

Thy wonders in that godlike age
 Fill thy recording sister's page.
 'Tis said, and I believe the tale,
 Thy humblest reed could more prevail,
 Had more of strength, diviner rage,
 Than all which charms this laggard age,
 Even all at once together found
 Cecilia's mingled world of sound.

5. What customs of the Eighteenth Century are referred to in each of the following lines ?

- (a.) And view with scorn two pages and a chair.
- (b.) Where wigs with wigs, with sword-knots sword-knots strive.
- (c.) "Give her the hair"—he spoke and rapped the box.
- (d.) Afar they mark the flambeau's bright approach.
- (e.) With weekly libels and septennial ale.

Of whom is the poet speaking in each of the following passages ?

- (1.) With age, with cares, with maladies opprest,
 He seeks the refuge of monastic rest.
 Grief aids disease, remember'd folly stings,
 And his last sighs reproach the faith of kings.
- (2.) His fall was destined to a barren strand,
 A petty fortress, and a dubious hand.
 He left the name, at which the world grows pale,
 To point a moral, or adorn a tale.

6. Give an abstract of Gray's Elegy, quoting as fully as possible.

7. Name the poem from which each of the following passages is taken :

- (a.) Slow rises worth by poverty depressed.
- (b.) Implores the passing tribute of a sigh.
- (c.) Charms strike the sight, but merit wins the soul.
- (d.) And beauty draws us by a single hair.
- (e.) The breezy call of incense-breathing morn.
- (f.) Fate never wounds more deep the gen'rous heart
 Than when a blockhead's insult points the dart.
- (g.) Must helpless man, in ignorance sedate,
 Roll darkling down the torrent of his fate.

8. Combine into one complex sentence :

They put me in mind of Old Sarum. The representatives of Old Sarum are more in number than the constituents. Its representatives only serve to give us this information, viz:— Old Sarum was once a place of trade and resounding with the busy hum of men. At present you can only trace its streets by the colour of the corn. Its sole manufacture is in its members of Parliament.

(Additional for First Class.)

TIME : TWO HOURS.

9. Narrate the life of Gray.
10. Give an account of *The Spectator*.
11. Contrast the prose styles of Addison and Johnson, and reproduce one of Addison's Essays, in as far as possible, in his own manner.
12. Give an abstract of any one of Pope's *Satires and Epistles*, quoting as fully as you can.
13. Annotate fully the following passages, explaining meaning, references, etc.

- (a.) Papist or Protestant, or both between,
Like good Erasmus in an honest mean.
- (b.) Bare the mean heart that lurks beneath a star.
- (c.) This, this the saving doctrine, preached to all,
From low St. James's up to high St. Paul,
From him whose quills stand quivered at his ear
To him who notches sticks at Westminster.
- (d.) Who lasts a century, can have no flaw,
I hold that wit a classic, good in law.
- (e.) Spenser himself affects the obsolete,
And Sydney's verse halts ill on Roman feet.
- (f.) O, could I mount on the Maeonian wing!
- (g.) When golden angels cease to cure the evil,
You give all royal witchcraft to the devil.

SECOND YEAR.

TIME : THREE HOURS.

(Credit will be given for all relevant quotations.)

1. Give an abstract of *Paradise Lost*, Book II. (The Consultation and the Journey).
2. What were the circumstances under which *Lycidas* was composed? How does Milton treat his theme?
3. Accurately reproduce in simple and clear prose the following passage:—

Hail holy Light, offspring of Heaven first-born,
Or of the Eternal co-eternal beam
May I express thee unblam'd? since God is Light,
And never but in unapproach'd light
Dwelt from eternity, dwelt then in thee,
Bright effluence of bright essence increate.
Or hear'st thou, rather pure ethereal stream,
Whose fountain, who shall tell?

Explain fully :—

- (a.) ——— I may oft outwatch the Bear
With thrice great Hermes ; or unsphere
The spirit of Plato to unfold
What worlds, or what vast regions hold
The immortal mind that hath forsook
Her mansion in this fleshly nook.
- (b.) Light shone and order from disorder sprung :
Swift to their several quarters hasted then
The cumbrous elements, earth, flood, air, fire ;
And this ethereal quintessence of heaven
Flew upward spirited with various forms,
That rolled orbicular, and turn'd to stars,
The rest in circuit walls this universe.
4. Discuss the date and relationship of the first two Quartos of *Romeo and Juliet*.
 5. Discuss the structure of R. and J.,—the relation of the parts and persons to the whole.
 6. Analyse the character of Brutus.
 7. Describe the character of Caliban, and contrast Puck and Ariel.
 8. Annotate fully seven passages in each of the following four groups :—

Ere this hand shall be the label to another deed. And shrieks like mandrakes torn out of the earth. Set up my everlasting rest. The true ground we cannot without circumstance desery. Hood my unmanned blood, bating in my cheeks. God ye, god-den. Lure this tassel-gentle back again. Farewell compliment. Young Abraham Cupid. What is Tybalt?—more than a prince of cats.—(*Romeo and Juliet*.)

I am as well derived as he, as well possessed. And so, grow to a point. I will draw a bill of properties, such as our play wants. Have every pelting river made so proud. Wode within this wood. All the power this charm doth owe. The plain-song cuckoo. The shallowest thickskin of that barren sort. Hast thou yet latch'd the Athenian's eyes. So flew'd, so sanded. And what poor duty cannot do, noble respect takes it in might, not merit.—(*Midsummer Night's Dream*.)

Vexed I am with passions of some difference. An I had been a man of any occupation. Be factious for redress. The genius and the mortal instruments are then in council. Caius Ligarius doth bear Caesar hard. Every nice offence should bear his comment. The insuppressive metal of our spirits. He is addressed ; press near and second him. Men are flesh and blood, and apprehensive. My misgiving falls shrewdly to the purpose.—(*Julius Caesar*.)

More to know did never meddle with my thoughts. To trash for overtopping. What, I say, my foot my tutor? If it were a kibe. They'll tell the clock to any business. That a monster should be such a natural. Each putter out of five for one. Thy banks with pioned and lillied brims. Thy pole-clipt vineyard. Time goes upright with his carriage. You demipuppets that by moonshine do the green sour ringlets make.—(*The Tempest*.)

(Additional for First Class.)

TIME : TWO HOURS.

9. (a.) ——— Music do I hear?
 Ha, ha ! keep time ; how sour sweet music is,
 When time is broke and no proportion kept !
 So is it in the music of men's lives.
 And here have I the daintiness of ear
 To check time broke in a disordered string ;
 But for the concord of my state and time
 Had not an ear to hear my true time broke.
 I wasted time and now time doth waste me :
 For now hath time made me his numbering clock ;
 My thoughts are minutes ; and with sighs they jar
 Their watches on unto my eyes, the outward watch,
 Whereto my finger like a dial's point,
 Is pointing still in cleansing them from tears.
(Richard II.)
- (b.) Something, sure, of state,
 Either from Venice or some unhatch'd practise
 Made demonstrable here in Cyprus to him,
 Hath puddled his clear spirit ; and in such cases
 Men's natures wrangle with inferior things,
 Though great ones are their object. 'Tis even so ;
 For let our finger ache, and it endues
 Our healthful members even to that sense
 Of pain : nay, we must think men are not gods,
 Nor of them look for such observancy
 As fits the bridal. *(Othello.)*
- (c.) Yes, like enough, high-battled Caesar will
 Unstate his happiness, and be staged to the show,
 Against a sworder ! I see men's judgments are
 A parcel of their fortunes ; and things outward
 Do draw the inward quality after them,
 To suffer all alike. That he should dream,
 Knowing all measures, the full Caesar will
 Answer his emptiness ! Caesar, thou hast subdued
 His judgment too. *(Antony and Cleopatra.)*
- (d.) ——— Why, what need we
 Commune with you of this, but rather follow
 Our forceful indignation ? Our prerogative
 Calls not your counsels, but our natural goodness
 Imparts this ; which if you, or stupefied,
 Or seeming so in skill, cannot or will not
 Relish a truth like us, inform yourselves,
 We need no more of your advice : the matter,
 The loss, the gain, the ordering on't is all
 Properly ours. *(Winter's Tale.)*
- (1.) Paraphrase *b*, *c*, and *d*, so as to bring out the meaning fully, accurately, and clearly.
- (2.) Annotate in all four passages whatever seems to require annotation.
- (3.) Point out in each passage the stylistic characteristics which mark the period of Shakespeare's workmanship to which it belongs.

10. Discuss any one of the female characters in the eight plays specified.
11. Analyse the character of Antony as exhibited in the two Roman plays.
12. Give the peculiarities (apart from those of language and versification) which characterize the latest group of plays, illustrating by definite references to *The Tempest*, and *Winter's Tale*.
13. Sketch the tragedy of Othello, so as to bring out the development of the plot, and the play of the personages upon one another.

HISTORY.

Examiner.....PROFESSOR FORREST.

THIRD YEAR.

TIME : THREE HOURS.

1. "The alliance which was thus formed between the Christian Church and the State, was somewhat different from that which existed between the old religion and the State, and in this new relation we have one of the most important elements of the Middle Ages." Explain.
2. Give the leading events of European History from 476-622.
3. State what you know of the early history of the Goths, Avars.
4. In the year 559 the Bulgarians and Slavonians, invaded the Empire of Justinian. Give an account of the invasion and its results.
5. Hallam remarks that the dissensions which still separate and render hostile the followers of Mohammed, may be traced to the events that ensued upon his death. Explain.
6. Write a short history of the reign of Khalif Omar.
7. State some of the influences, good and bad, which feudalism exercised upon Europe.
8. "Three great influences tended to suppress and overthrow feudalism." Explain.
9. Give a brief description of the reign of Vladimir the Great.
10. "The deliverance of Germany and Christendom was achieved by the Saxon princes _____ and _____ who in two memorable battles, 934 and 955, forever broke the power of the Hungarians. Fill in the blanks and explain.
11. At the beginning of the 10th Century there were four great Dukedoms in Germany. Name them, and give their Geographical position.
12. What was the state of Germany at the beginning of the 16th Century.

FOURTH YEAR.

TIME : THREE HOURS.

1. "In this great struggle, (beginning of Thirty Year's War), there were evidently three parties, and three great leaders." Explain.
2. Give an account of the struggle between Richelieu and the Parliaments of France.
3. Give an account of the ravaging of the Palatinate, 1688.
4. Give a brief sketch of the history of Prussia, to accession of Frederick the Great, with dates.
5. What was the condition of France at the treaty of Utrecht?
6. Amid all his information-hunting, Peter the Great, did not forget the political object of his visit to France. What was it?
7. What was the Pragmatic Sanction of 1718? What was the cause of its proclamation?
8. In the spring of 1756 Russia proposed to Austria, a plan for the partition of the Prussian Monarchy. What was it? What did it lead to?
9. "The relations of the great powers at this period (1756) were curiously complex." Explain.
10. Show the great need of Parliamentary Reform in England in the reign of George III.
11. Give an account of the reforms attempted by Joseph II. of Austria.
12. April 20th, 1792 France declares war against Austria. What were the pretended, and what the real grounds?
13. Show some of the glaring defects of the French Constitution of 1790.
14. Give an account of Napoleon's invasion of Egypt, its object and results.

POLITICAL ECONOMY.

Examiner.....PROFESSOR J. FORREST.

TIME : THREE HOURS.

1. Define Wealth, Money, Fixed Capital.
2. Explain what is meant by Unproductive Consumption. Cost of Production. Value of money. Natural Value. Indirect Taxation.
3. Adam Smith says: "The produce of labour constitutes the natural recompence or wages of labour." What deductions does Henry George make from this. Give his arguments.

4. The daily papers contained the following telegram :

“Glasgow, April 21st. Two belted cruisers have been ordered to be at once constructed on the Clyde. This order practically revives ship-building on the river, and has already resulted in the employment of 3000 men.”

How far does this agree or conflict with Mill's proposition. “A demand for commodities is not a demand for labour?”

5. “The laws and conditions of the productions of wealth partake of the character of physical truths It is not so with the distribution of wealth. Explain.

6. “Extravagance when practised by millionaires is a blessed thing. It causes a free circulation of money, affords the laboring man work, feeds women and children, and affects in fact, every industry no matter how small.” Criticise.

7. “It is evident enough that produce makes a market for produce and that there is enough wealth in the country with which to produce all the wealth in the country.” Explain.

8. The existing commercial depression throughout the world is frequently attributed to a general overproduction. Examine the opinion in light of principles laid down by Mill.

9. If Great Britain should engage in protracted war with Russia, what would be the most prominent economic results likely to follow?

10. If the work on the Parade is unproductive expenditure, what loss from an economic point does the city incur?

11. State some of the arguments for and against direct taxation.

12. Discuss the question of the resumption by the state, of what is called the “unearned increment” in the value of land, arising from the development of society.

13. Dominion Government grants protection to manufactures, and bounties to Fisherman.

Local Government grants subsidies to Railways and Steamboat Lines.

Civic Government grants tax exemptions and free water to Manufactories.

Is there any difference in principle?

14. Write a brief article on “Protection to Young Industries in Canada.” Give your reasons for whatever view you may advance.

ETHICS.

Examiner..... PRINCIPAL ROSS, D. D.

TIME : THREE HOURS.

1. Trace up to its commencement the mental process which precedes, and leads to, a voluntary act.
2. Point out the difference between Moral and Physical necessity. Illustrate by an apposite example.
3. Enumerate the laws of the Will. Show that subjection to law is compatible with freedom.
4. Specify some of the means which may be employed to strengthen the power of the Will.
5. Prove that the Conscience is not always a safe guide of conduct.
6. Give Kant's "Categorical Imperative."
7. Where is the only satisfactory solution of the problem of Existence to be found?
8. Criticise the following statements :
 (a) The argument from Design supposes the existence of a First cause,—the point to be proved.
 (b) To begin, as Clarke did, with the supposition that something existed from eternity, is virtually to propose an argument after assuming what is to be proved.
9. Water is formed from the union of O and H. Living protoplasm is formed from (CO₂), (H₂O) and NH. From these assumed facts Prof. Huxley maintains the identity of Chemical and Vital Forces. Point out the analogy in these cases, and wherein the analogy fails; and the effect of that failure on his argument.
10. What is the proper function of analogy in scientific investigations?

METAPHYSICS.

Examiner..... J. G. SCHURMAN, M. A., D. Sc.

APRIL 20TH.—3 TO 6 P. M.

1. Name and briefly characterize the epochs into which the history of philosophy is divided.
2. Comte maintained that nations (and individuals) had first a theological, next a metaphysical, and finally a positivistic conception of the world. What verification does this "law of the three stages" receive from Greek philosophy, considered either as a whole or in any of its divisions?

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3. What was the nature of the first principle sought (a) by the Eleatic, and (b) by the Atomistic philosophers?
4. What was the teaching of the Sophists? Show, as exhaustively as you can, what germs of it are to be found in the systems of their predecessors.
5. State Locke's doctrine of primary and secondary qualities; examine its validity; and trace its influence on Berkeley.
6. How would Berkeley answer the questions: (a) What is matter? (b) What is *this material thing*? (c. g. your desk)?
7. Distinguish between *mediate* and *immediate* perception. On what ground can it be maintained that the thing perceived is, not a state of the percipient's mind, but an independently existing reality?
8. In how far is there a community (a) of historical origin, and (b) of general aim in the systems of Reid, Kant and J. S. Mill?
9. Write a brief explanatory note on, and name at least one thinker representative of, each of the following: Realism, Idealism; Materialism, Spiritualism; Empiricism, Intuitionism; Sensationalism, Rationalism; Agnosticism, Scepticism, Positivism.

LOGIC AND PSYCHOLOGY.

Examiner..... PROFESSOR LYALL.

PSYCHOLOGY.

7th JAN., 1885.—TWO HOURS.

1. What disadvantages may be said to attach to the method of regarding the Mind under Faculties, and as operating through these Faculties? Give Sir Wm. Hamilton's classification of the Faculties, pointing out its excellencies and defects. What advantages, on the other hand, seem to be attributable to the view we have taken of Mind?
2. What peculiar action of Mind seems inconsistent with a sensational or materialistic tendency, and how?
3. What are the Laws of mind, as distinguished from its intuitive, or spontaneous, activity? Show how these Laws may all be reduced to the two, Identity and Difference, as either these laws themselves, or modifications of these laws.
4. What do you understand by the Practical Processes—why are they so named? Give illustrations.
5. How may the further functions of Mind—Memory, Association, and Imagination—be regarded? To what may Memory be reduced? What are the Laws of Association? What is the peculiarity in Imagination?

LOGIC.

APRIL 20TH.—10 A. M. TO 1 P. M.

1. What is the distinction between Abstract or General, and Concrete or Special, Logic? Pure Logic, and Modified Logic?
2. How is a Concept mediate and relative knowledge, as distinguished from a Percept and Intuitive knowledge?
3. How may Concepts be regarded in their relation to each other? Give examples.
4. What are the Predicables and Categories of Aristotle?
5. What is a Judgment as distinguished from a Concept, and when is a Judgment called a Proposition?
6. Of what kind of propositions, severally, are the letters, A, E, I, O, the symbols? Under what letter do Singular or Individual propositions fall to be ranked? How may propositions, indicated by these symbols, be illatively converted—i.e., converted without altering the effect of the proposition? Which of them admit of *simple* conversion.
7. Give Sir Wm. Hamilton's definition of Reasoning, and point out wherein it seems to be defective. What definition did we propose to substitute in its place? What is Mill's view of reasoning? What is Dr. Brown's?
8. How are Syllogisms divided in respect of their intrinsic or internal character, and how in respect of their extrinsic or external form?
9. Give the rules of the Extensive categorical syllogism, and show how the rules of the Intensive categorical are just the reverse of these, excepting the first.
10. What do you understand by the Moods and Figures of the Syllogism?
11. Why is it better, in many cases, to retain a Syllogism in the 2nd and 3rd Figures, than to reduce it to one in the 1st? What is the object of the 2nd and 3rd Figures respectively?
12. Give a scheme of the Fallacies.
13. What is the Doctrine of Method? What is Analysis and Synthesis?
14. Give the rules of Definition, the rules of Division, and the rules of Probation.

MATHEMATICS.

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

GEOMETRY.—FIRST YEAR.

APRIL 20TH.—10 A. M. TO 1 P. M.

1. Include in a single enunciation the 9th and 10th Propositions of the Second Book of Euclid, and prove either of them.
2. BDF is a triangle, and BC is drawn to the middle of DF. Prove $BD^2 + BF^2 = 2 DC^2 + 2 CB^2$.
3. One circle cannot touch another internally in more points than one.
4. The angle at the centre of a circle is double the angle at the circumference standing on the same arc. Prove this, in the case where the lines containing the second angle are on the same side of the centre.
5. In equal circles, chords that are equal cut off equal arcs, the greater equal to the greater, and the less to the less.
6. Inscribe a regular pentagon in a given circle, and find which of the regular polygons of 15, 16..... 30 sides can be geometrically inscribed in a circle.
7. If the exterior angle at the vertex of a triangle be bisected by a line which also cuts the base, the segments of the base have the same ratio to one another that the sides of the triangle have.
8. The lines drawn from the angles of a triangle to the middle of the opposite sides pass through the same point.
9. If one circle touch another internally, and a chord of the greater be a tangent to the less, its segments subtend equal angles at the point of contact of the circles.
10. In the last problem, if the centre of the greater circle be within the inner, the greatest chord in it that is also a tangent to the inner circle, is perpendicular to the common diameter.
11. AB is the diameter of a circle, and BCD is any line cutting the circle in C, and meeting in D the tangent at A. Prove that the tangent at C bisects AD.
12. ABC is an acute angled triangle inscribed in a circle, and on AB as diameter a circle is described, and one tangent, CP, to this circle is drawn from C. Prove that $AB^2 + 2CP^2 = AC^2 + CB^2$: and hence infer that if on the three sides as diameters circles be described, and all the tangents be drawn from the angles, the sum of sqq. of tangents = sum of sqq. of sides.

ALGEBRA.—FIRST YEAR.

APRIL 20TH.—3 TO 6 P. M.

1. Find whether the following expressions have a common Factor, viz. :—

$$a^3 + 5a^2x + 7ax^2 + x^3, \quad a^3 + 3a^2x - ax^2 - 3a^3, \quad a^3 + a^2x - 5ax^2 + 3x^3.$$

2. Solve the equation $\sqrt{a+x} = b^{\frac{1}{2}} + x^{\frac{1}{2}}$.

3. Show that the simultaneous equations $3x + 4z = 57$, $5x + 3y = 65$, and $x - 3y + 8z = 49$, do not admit of specific solution. Why? Give a general answer.

4. Find the general positive integer values of $5x + 3y = 65$: and show that their number is limited.

5. A, B, C can do the same work alone in a, b, c days respectively. Find in what time they can do it, working all together. Generalize your result to suit the case of n persons, A, B, C, K.

6. Define the *root* of an equation: and shew that the quadratic $(x-a)^2 = b^2$ has two roots, and two only.

7. Solve the simultaneous equations, $\frac{x^3 - y^3}{x - y} = 39$: $\frac{1}{2}xy = 5$.

8. If $ax^2 + bx + c = 0$, and a and β be the roots of the equation, shew that $\frac{a}{\beta} + \frac{\beta}{a} = \frac{b^2 - 2ac}{ac}$.

9. Investigate the summation of the series, $a + ar + ar^2 + \dots$ to n terms: and find the limit of the sum of the series, $x < 1$, $mx + mx^3 + mx^5 + \&c$.

10. If x, y, z , are in Arith. Progression, shew that a^x, a^y, a^z , are in Geom. Progression.

11. Sum n terms of the series, $1.4 + 3.6 + 5.8 + \&c$. : having first found the general term.

12. x being a positive quantity, shew that $\frac{a+x}{b+x}$ is $< \frac{a}{b}$, if $a < b$: but is $> \frac{a}{b}$, if $a < b$.

13. Given that y^2 varies as $a^2 - x^2$, and, when $x = \sqrt{a^2 - b^2}$, $y = \frac{b^2}{a}$: shew that when $x = \frac{\sqrt{3}}{2}a$, $y = \frac{b}{2}$.

GEOMETRY AND MENSURATION—SECOND YEAR.

10 A. M. TO 1 P. M.

1. It being proved that similar polygons can be divided into the same number of similar triangles, shew that their areas are in the duplicate ratio of their homologous sides.
2. Represent the above ratio by means of two straight lines, one of which is given. Shew also that the areas are to one another as the squares of their perimeters.
3. In equal circles, angles at the centres (and therefore also at the circumferences) have the same ratio to one another, as the arcs on which they stand have to one another.
4. Prove shortly, by the aid of Trigonometry, that the areas of equiangular parallelograms are to each other, as the rectangles of their adjacent sides.
5. The tangent to a parabola at any point bisects the angle between the focal distance of the point, and the perpendicular dropped from it on the directrix.
6. If from any point two tangents to a parabola be drawn, and also a line parallel to the principal diameter, the chord of contact is bisected by the latter line.
7. A quadrilateral has for base the diameter of a circle, and for sides, three tangents to the semicircle. Prove that the joining the intersection of its diagonals with the point of contact opposite the base is perpendicular to the base.
8. Define "Radical Axis," and show how to find the radical axis of two circles external to each other.
9. Prove, from the Theory of Transversals, that if AB and AC , two sides of a triangle, be cut proportionally in F and D , and BD and CF intersect in Q , then must AQ produced bisect BC .
10. Given the length of the arc and the radius of the circle, shew how to find the area of the segment.
11. There are two right cylinders; the height of the one being equal to the diameter of its circular base, and that of the other only $\frac{1}{2}$ ths of its equal diameter. Shew that the volume of the former bears to that of the latter, a greater ratio than its surface bears to the latter's surface.
12. The sides of a triangle are 17, 15, 8 feet respectively. Find the radius of the circumscribed circle.

TRIGONOMETRY AND ALGEBRA.—SECOND YEAR.

APRIL 20.—3 TO 6 P. M.

1. A Railway train is running on a curve of two-thirds of a mile radius, at the rate of 60 miles an hour. Through what angle, expressed in degrees, has it turned in a quarter of a minute?
2. Prove that $\sin^2 A + \cos^2 A = 1$ and that $\sin(90^\circ - A)$, and hence deduce the value of $\sin 45^\circ$.
3. Obtain a formula embracing all the angles that have a given tangent. Given $\tan C = \sqrt{3}$, find the general value of C .
4. Given the two fundamental formulæ for $\sin(A+B)$ and $\cos(A+B)$, find the formula for $\sin 2A$, $\cos 2A$, $\tan 2A$.
5. Adopting the usual notation for the sides and angles of a triangle, prove that $a^2 = b^2 + c^2 - 2bc \cos A$ where A is obtuse. Indicate shortly and specifically important applications of this formula.
6. Find A , having given that $a=24$, $c=25$, $C=54^\circ 59'$ and that $\log 2.5 = .3979400$, $\text{Log } \sin 61^\circ 16' = 9.9429335$, $\log 2.4 = .3802112$, $\text{Log } \sin 61^\circ 17' = 9.9430028$, $\log \sin 65^\circ 59' = 9.9603739$. Is this the "ambiguous case?" Justify your answer.

7. Given the distances p , q , r , respectively from the angular points A , B , C of the triangle ABC to the points of contact of the inscribed circle. Express in terms of p , q , r the radii of the three escribed circles.

8. Write down the $(r+1)^{\text{th}}$ term of the expansion of $(1-2x^{\frac{1}{2}})^n$.

9. How would you change a set of logarithms from base a to base b ? Prove what you say. (Suppose $a=10$, $b=12$.)

10. Has the expression $\frac{0}{0}$ any algebraic significance? Defend your answer. Discuss the fractions $\frac{x^2 - a^2}{x^3 - a^2}$ when $x = a : \frac{ax + b}{cx + d}$, $x = \infty$:

$$\frac{\sqrt{x^2 - a^2}}{x}, x = \infty.$$

11. Shew that the present value of an annuity, A , to commence now and last n years is $\frac{A}{r} (1 - R^{-n})$.

12. Four cents are tossed at the same time; what is the probability that they will come down exactly three heads or three tails?

EXTRA MATHEMATICS.—SECOND YEAR.

APRIL 23.—3 TO 6 P. M.

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

2. A is the vertex of a parabola, and AL is drawn to the end, L, of the *latus rectum*: LQ is drawn at right angles to AL, meeting the principal diameter in Q. Prove $AQ = 5AS$.

3. Shew that $\left(1 + \frac{x}{n}\right)^n = e^x$, when n becomes infinite.

4. Give proof that $e^{x\sqrt{-1}} + e^{x\sqrt{-1}} = 2 \cos x$, and find the corresponding expression for $\sin x$.

5. Shew that when you find the n roots of the equation, $x^n = 1$, by DeMoivre's Theorem, you get n different roots and no more. Also shew that they are in Geometrical Progression.

6. Prove the fundamental formula in Spherics,

$$\cos A = \frac{\cos a - \cos b \cos c}{\sin b \sin c}.$$

7. Resolve into its *partial fractions*, by the method of Indeterminate coefficients, $\frac{x}{(x^2+2)(x-2)}$.

8. There are six balls in a bag, of which it is known that they are severally either white or black. A draws 2, which prove to be white; B draws two of the remainder, which turn out to be a black and a white. Find the probability that the remaining two are white.

9. Prove $\tan^{-1} \frac{a \cos x}{1 - \sin x} - \tan^{-1} \frac{a - \sin x}{\cos x} = x$.

10. Shew that the series

$$\left(3^{\frac{1}{2}} - 1\right) - \frac{1}{3} \left(3^{\frac{3}{2}} - 1\right) + \frac{1}{5} \left(3^{\frac{5}{2}} - 1\right) - \&c. = \frac{\pi}{12}.$$

PHYSICS.

Examiner J. G. MACGREGOR, D. Sc.

THIRD YEAR CLASS.

APRIL 21ST.—10 A. M. TO 1 P. M.

N. B.—Only twelve questions to be answered. Those marked with asterisks have the higher values.

(1.) Given the displacement of a point A relative to a second point B, and that of B relative to a third point C, find that of A relative to C.

(2.) A point has two component velocities whose magnitudes are 4 and 7 ft. per second respectively, and whose directions are inclined to the vertical at the angles 35° and 65° respectively. Find the magnitude and direction of the resultant velocity.

* (3.) Define *integral*, *mean*, *uniform*, and *instantaneous acceleration*. Find in feet per hour the value of an acceleration of 1000 yds. per sec.

(4.) A balloon is 400 ft. from the ground and is moving upwards with a speed of 10 ft. per sec.; find the time a sand-bag would take to fall from it to the ground. ($g=32.2$ ft. per sec.)

* (5.) Find an expression for the magnitude of the acceleration of a point whose velocity varies in direction only.

* (6.) Define simple harmonic motion.—If a is the acceleration of a point whose motion is simple harmonic, when its displacement from its mean position is d , shew that the period is $2\pi\sqrt{d/a}$.

(7.) Two simple pendulums make complete (double) oscillations in 0.2 and 0.3 sec. respectively. Compare their lengths.—Find the length of a pendulum whose time of oscillation is 0.5 sec. ($g=32.2$ ft. per sec.)

* (8.) State the first two laws of motion, as (1) generalisations of experience, and (2) fundamental hypotheses of theoretical dynamics.—Critique the following statement made in a recently published Text-Book: "The operation of Newton's three laws of motion is of necessity imperfect in all but exceptional cases."

(9.) Define *kinetic energy*, *foot-pound*, *erg*.—Find the kinetic energy of a train of 25 tons moving with a speed of 20 miles per hour.—Find also the force in poundals which can stop the train in 10 seconds.

* (10.) Define *Potential*.—Find the Potential of a point distant s feet from a material particle of mass m .

(11.) The resultant of two component forces is equal to the algebraic sum of their components in its direction.

* (12.) A particle of mass m rests inside a smooth hemispherical bowl, whose rim is horizontal, being supported by a weightless cord which passes over the rim and from which hangs a smaller mass m' .—Determine m 's position.

(13.) State the conditions of equilibrium of a rigid body.—Shew that in the case in which a rigid body is acted on by three forces in one plane the conditions are the same as for a particle.

(14.) Describe an experimental method of determining the laws of Friction. Enunciate these laws. Define the *coefficient of Friction*, the *angle of repose*.

(15.) How would you shew by experiment that the longitudinal strain of a given wire varies as the stretching force within the limits of perfect elasticity. How do the elasticities of steel and water differ for the various kinds of strain?

(16.) Compare the resultant pressures on the base and on one side respectively of a cubical box, filled with a heavy incompressible liquid, on whose upper surface the pressure is zero.—Find the pressure per square inch on the base, given that the edge of the box is 3 ft. and that it is full of a liquid whose density is 1293 oz. per cu. ft.

(17.) State Boyle's Law and test it by means of the following observations of the volume and pressure of a constant mass of gas kept at constant temperature.

Volume.....	120.460 cc.	Pressure.....	200 mm.
"	80.310	"	300
"	51.625	"	466.7

*(18.) Shew that it follows from the Kinetic Theory of gases that the numbers of molecules per unit of volume, of different gases at the same temperature and pressure, are the same.—Of what experimental law is this the theoretical expression?

(Additional for a First Class.)

APRIL 25TH.—3 TO 4.30 P. M.

N. B.—Not more than four questions to be answered. Those marked with asterisks have the higher values.

(1.) The resultant of a rotation about a given axis and a translation in a direction perpendicular to that axis, is an equal rotation about a parallel axis.

* (2.) Two particles of equal mass are connected by an inextensible cord which passes over a smooth pulley at B. They are free to move up or down two smooth inclined planes B A and B C, of inclinations α and β respectively. Find their acceleration.

* (3.) Define moment of inertia. Given its value for a uniform thin rod (length = l , mass = m) about an axis perpendicular to the rod through its end point, to be $\frac{1}{3} m l^2$, find its value for a uniform thin rectangular plate (sides = a and b , mass = M) about an axis in its plane parallel to b , and distant $\frac{a}{4}$ from it.

(4.) Find the magnitude and line of action of the resultant of two parallel forces acting on a rigid body.—Comment on the principle of the transmissibility of force, usually assumed in solving this problem.

* (5.) A rough hemisphere is fixed, with the curved surface upwards, on a rough horizontal plane. A straight rod rests with one end on the plane, the other on the curved surface of the hemisphere, and in a plane passing through its centre. Determine the position of the rod when on the point of slipping down.

FOURTH YEAR CLASS.

APRIL 21ST.—3 TO 6 P. M.

N. B.—Only twelve questions to be answered. Those marked with asterisks have the higher values.

(1.) Sketch the various changes which may be produced in a cold solid by communicating various quantities of heat to it, defining *specific heat*, *latent heat*, *unit of heat*.

* (2.) Describe either Joule's Friction method or Hirn's Steam Engine method of determining the Mechanical Equivalent of Heat, and shew that the agreement of the results of methods of both kinds was necessary to prove Heat to be a form of Energy.

(3.) What sources of available energy have we, on the Earth's surface, which are due to radiant energy from the sun? By what means do we change them into more useful forms?

(4.) Sketch the "theory of exchanges," and account for the black lines in the spectrum of light from a white hot solid, which has passed through cool gas, and for their relation to the bright lines of the spectrum of the same gas.

(5.) What is a magnetic field? Shew that the field due to a single pole may be so mapped out by lines of force that these lines may indicate both the magnitude and the direction of the magnetic force at any point in it.

* (6.) A piece of iron is brought near a magnet. What effect is produced on the piece of iron? How does it depend upon the kind of iron? What effect is produced on the field? How is this effect indicated by the lines of force?

(7.) By what experiments would you shew that when an uncharged conductor touches an electrified body, it acquires a charge similar to that of the body touched?

* (8.) Define the electric potential of a point? Prove that the rate of change of potential at a point in a given direction is equal to the electric force on unit charge at that point in that direction.

(9.) Two insulated bodies are rubbed together and separated. One is put into a deep metallic vessel, which is in contact with a gold-leaf electroscope. Describe the effect. The other is then put in. With what effect? What conclusion would you draw from the result of this experiment?

(10.) Describe the Electrophorus; and shew carefully how you would use it if you wished to give a conductor a very strong charge.

(11.) Describe any method of obtaining continuous electric currents, pointing out the source of energy.

* (12.) Shew that when currents are sent through a Tangent Galvanometer, the tangents of the deflections they produce in the magnet of the instrument are proportional to their strengths.—Why must the magnet be small relatively to the diameter of the coil?

(13.) Describe one method of inducing electric currents.—State the general law of the direction of induced currents and shew its application in the case you select for description.

* (14.) Two portions of the same circuit, through which a current is flowing, consist of wires of the same metal, of lengths 4 and 5 ft. respectively and of diameters 0.02 and 0.03 in. respectively. Compare the amounts of heat developed in them and the differences of temperature produced.

(15.) How would you determine the number of periodic motions per second to which a musical note is due?

(16.) What are beats and how would you explain them? Why do they frequently occur in the notes of bells?

* (17.) Why are tuning forks mounted on boxes? How long should the box be, on which you would mount a tuning fork making 256 vibrations per second, it being given that sound travels at the rate of about 1100 ft. per sec.?

(Additional for First Class.)

APRIL 25TH.—4.30 TO 6 P. M.

N. B.—No more than four questions to be answered. Those marked with asterisks have the higher values.

(1.) The intensity of the Earth's field and the dip at a given place being known, shew how to compare the moments of two magnets, justifying your method.

* (2.) A large metallic cube, having a door and a small window, is insulated. (a) If you were inside and furnished with apparatus, how would you proceed to find whether or not the cube was electrified and with what kind of charge? (b) If a person inside should charge a conductor and throw it out of the window, what effect would be produced on an electroscope outside connected with the cube?

(3.) Shew that the force with which the plates of a condenser are drawn together is proportional to the square of the difference of Potential between them.—How is this result applied in the measurement of differences of Potential?

* (4.) The electromotive force produced by the motion of a circuit in a magnetic field is proportional to the rate of change of the number of lines of force passing through the region bounded by the circuit, the lines of force being so drawn as to indicate the magnitude as well as the direction of magnetic force throughout the field.

* (5.) Two cells arranged "in series" and having a resistance of 1 unit each, are connected in a circuit, by wires whose total resistance is 2 units, with a Tangent Galvanometer of 0.5 units resistance. If each cell when connected singly with this Galvanometer by short stout wires of no appreciable resistance, deflects the magnet 30° , find the deflection produced by the above combination.—Find also what the deflection would be, if the cells were arranged in "multiple arc."

ASTRONOMY.

APRIL 21ST.—10 A. M. TO 1 P. M.

N. B.—No more than twelve questions to be answered. Those marked with asterisks have the higher values.

(1.) Shew how to determine the velocity of light by observation of the Eclipses of Jupiter's moons.

* (2.) A person looking at himself in a mirror closes the right eye and places his finger on the mirror so as to hide the closed eye. Shew that if he then open the right eye and close the left, his finger will still hide the closed eye.

(3.) Prove without using a more general result that the focal length of a concave spherical mirror is half the radius.

(4.) Find the position of the geometrical focus of a divergent pencil of rays incident directly on a convex spherical refracting surface.

* (5.) A plano-convex lens whose plane surface has a diameter of 3 inches is 0.3 in. thick at its thickest part, and its index of refraction is 1.5. A small object is placed on its axis at a distance of 2 feet. Find the position of the image and its magnitude relative to that of the object.

* (6.) Describe either Newton's or Herschel's reflecting telescope and determine its magnifying power.

* (7.) Shew how the complex character of sun-light is demonstrated by experiments with prisms.—What precautions must be taken that a pure spectrum may be obtained?—Why in examining spectra do we so place the prism that the light under examination is deviated by it as little as possible.

8. Shew that the displacement by atmospheric refraction of a star whose zenith distance is not too great, is $(\mu - 1) \tan z$, where z is the apparent zenith distance, and μ the index of refraction of the atmosphere at the observatory.

(9.) Describe one form of astronomical telescope so far as mounting is concerned, pointing out for what purpose and in what way it is used.

(10.) What observations would you make and how would you use them, to determine the eccentricity of the earth's orbit?

* (11.) The year being 365 d. 5h. 48m. 47.8 sec., find in solar time the length of a sidereal day.—How would you determine the amount by which mean solar time differs from apparent time on any given day?

(12.) How would you determine the horizontal parallax of a heavenly body?—The horizontal parallax being known how would you find the diameter of its disc?

* (13.) Obtain an expression from which the times of the beginning and ending of an eclipse of the moon may be determined, and one giving the ecliptic limits.

(14.) By what two methods may the periodic times of the planets be ascertained?

* (15.) Enunciate Kepler's Laws.—Shew that the attraction of the sun on any one planet is inversely proportional to its distance from the planet, assuming the attraction directed towards the sun.

* (16.) Shew generally how the masses of the heavenly bodies are determined, discussing the method used in the case of some one of them in detail.

(17.) What means have we of ascertaining the proper motions of the sun and stars?

CHEMISTRY,

Examiner PROFESSOR GEORGE LAWSON, LL. D.

INORGANIC CHEMISTRY.

PART I.—JANUARY 10TH, 1885, 10 A. M.

TIME : THREE HOURS.

1. Explain the nature of the force called "Chemical Affinity," as compared to Cohesion, and illustrate by examples.
 2. The proportions by weight according to which bodies combine, are invariable for each combination. These proportions are the equivalents. Adduce experiments demonstrating this fact.
 3. Dalton's Law of Multiple proportions : When two bodies, simple or compound, unite in several proportions to form several compounds, the weight of one of these bodies being considered as constant, the weights of the others vary according to a simple ratio. Expound this law, and illustrate by examples.
 4. Explain Gaylussac's Laws : There is a simple relation between the volumes of gases which combine to form compounds. There is a simple relation between the sum of the volumes of the combining gases and the volume of the gas resulting from the combination.
 5. Explain precisely the meaning of each of the following terms :—Oxide, Chloride, Anhydride, Acid, Salt.
 6. Explain verbally the meaning of three of the following chemical equations :—
 - (1.) $\text{H}_2 \text{SO}_4 + \text{Zn} = \text{Zn SO}_4 + \text{H}_2$.
 - (2.) $\text{K Cl O}_3 = \text{K Cl} + \text{O}_3$.
 - (3.) $\text{Mn O}_2 + 4 \text{H Cl} = 2 \text{H}_2 \text{O} + \text{Mn Cl}_2 + \text{Cl}_2$.
 - (4.) $\text{Na NO}_3 + \text{H}_2 \text{SO}_4 = \text{Na H. SO}_4 + \text{H N O}_3$.
 7. Give a full account of the History, Mode of Preparation, and Chemical Properties of Oxygen.
 8. Give a full account of the History, Mode of Preparation and Chemical Properties of Hydrogen. What important compounds does it form with Nitrogen and with Sulphur.
 9. What is the composition of the Gas that gives rise to explosions in Coal Mines? and what injurious Gas is found in the Mine after explosion.
 10. What is Silica? Hydrated Silica? Silicic Acid? In what way may Silicic Acid be obtained? Give a general outline of the process of analysis of an insoluble Silicate?
 11. Give a full account of the two Oxides of Carbon, with special reference to the modes in which they are produced, and their chemical properties.
 12. Describe the process for preparing Bromine from Sea Water.
- All chemical reactions are to be shown by carefully written equations, and verbal explanations of such reactions given only where necessary, or when required by the terms of the question.

Five questions only to be answered. Parts of questions answered in addition to the five selected will not be valued. All the questions are of equal value.

PART II.—APRIL 24th, 1885.—10 A. M.

TIME : THREE HOURS.

1. Nitric Acid,—its source in Nature. Preparation. Properties. Explain the nature of its chemical action upon Copper, and upon Tin, giving equations. Classify the Metals according to their behaviour with Nitric Acid.

2. Explain the Theory of Atomicity; illustrate by showing the chemical constitution of compounds of Non-Metallic Elements with Hydrogen or with the Metals. Group into families the Metals that are related to each other by their chemical functions.

3. Sources of Potash in nature. How is its presence in the soil accounted for? and in varying proportions in different kinds of soil? What is its relation to the fertility of the soil. What is the principal source of the potash salts used in the arts? How is caustic potash prepared. Give tests for Potash as a Base.

4. Process of manufacture of Carbonate of Soda from common salt; explain fully the chemical reactions by equations. Give formulæ of four important Salts of Soda. In what way would you determine the presence of a Soda Salt in solution.

5. Reduction of Iron Ore in the blast furnace; explain fully the chemical re-actions. What is the usual chemical composition of an average Slag? of Iron Rust? of Smithy Scales? of Cast Iron? of Steel? of Malleable Iron?

6. Describe and compare, with respect to their composition and chemical properties: Calcium Oxide, Calcium Hydrate, Calcium Carbonate, Calcium Sulphate, Calcium Hypochlorite. Give formula for each, and tests for Lime as a Base.

7. Copper,—forms in which it occurs in nature; reduction of copper ores. Mode of testing for copper salts in solution, and estimating amount.

8. Explain fully the process for estimating quantitatively the composition: (1) of an Iron Ore; or (2) of the solid residue in a Water Analysis.

9. Explain and illustrate by examples the general principles involved in the systematic separation of Metallic Bases by the ordinary Laboratory processes.

Five questions to be answered.

ORGANIC CHEMISTRY.

PART I.—JANUARY 17th, 1885.

TIME : THREE HOURS.

1. Explain briefly the history of Marsh Gas, as regards the chemical nature of the material from which it is produced, in what form the Carbon and Hydrogen were originally combined, and the general nature of the changes that result in the production of such bodies as Marsh Gas. Compare with fermentation and destructive distillation.

2. Describe the Substitutions by which chlorinated Compounds are produced from Marsh Gas, and show by these and other examples the atomicity of Carbon.

3. Show the method by which Hydrocarbons containing more than one Atom of Carbon are generated. Why are Marsh Gas and its related Hydrocarbons called a Homologous Series?

4. Explain the process of Elementary Analysis as applied to Organic Bodies, giving the methods adopted for determining respectively (1) The amount of Carbon; (2) The amount of Hydrogen; (3) The amount of Oxygen; (4) The amount of Nitrogen.

5. What are the residues or radicals contained in the Hydrocarbons? What is the relation to them of the Monatomic Alcohols? When the Alcohol is heated with H Cl what takes place?

6. What is a Compound Ether? Give examples, and show how such compounds are formed.

7. Give a description of Methane, and the principal Methyl Compounds, as regards their constitutional relations to each other.

8. Describe Ethane, Ethyl Hydrate, and Ethyl Oxide, as regards their mutual relations and the modes of preparation, and properties, chemical and physical, of the Hydrate and Oxide.

Five questions only to be answered.

PART II.—APRIL, 23rd, 1885.—10 A. M.

TIME: THREE HOURS.

1. Explain fully the transformation of Alcohol into Ether, so as to show the molecular constitution of these two organic compounds and those related to them. What are the physical and chemical properties of Ether, and how is it prepared; notice necessary precautions.

2. Show the manner in which (theoretically) the Primary, Secondary and Tertiary Amenes are produced by substitution. Describe Trimethylamine.

3. Show the mode of formation and molecular constitution of Acetic Acid, and Acetates, so as to illustrate the general character of the homologous series of Fat Acids. Give process for preparing Acetic Ether; what is the action of potassium hydrate upon it? Show in what way you would decompose an ordinary animal oil or fat, so as to obtain its constituent organic compounds.

4. What is the chemical constitution, and what are the properties, of Glycerine? What is the general nature of the transformations to which it is liable? What is the chemical constitution of Nitro-glycerine? What is the usual composition of Dynamite?

5. Tartaric Acid; its formation and mode of occurrence in nature; its chemical constitution, also that of Tartarates. Tests for Tartaric, Citric and Oxalic Acids.

6. Compare, with respect to composition and properties, three of the most important members of the series of compounds called Carbohydrates (or Hydrates of Carbon), and show the transformations of which they are capable under the action of heat, acids or ferments.

7. Describe two of the principal Glucosides, and explain the reputed chemical constitution of the class of bodies so named.

8. Constitution of Benzol and its principal derivatives. Phenol. Benzoic Acid. Aniline.

9. Mode of occurrence and chemical constitution of the Natural Alkaloids; modes of preparation of one of the most important of these compounds. Tests for Strychnine.

10. Chloroform,—a full account of its preparation, chemical constitution and physical and chemical properties; mode of testing for its presence in organic mixtures.

Five questions to be answered.

PRACTICAL CHEMISTRY.—INORGANIC.

20TH APRIL, 1885.

TIME: THREE HOURS.

1. Describe very briefly, but with strict accuracy, the processes for preparing: (1) Monosulphide of Iron Fe S ; (2) Solution of Hydrogen Sulphide, $\text{H}_2 \text{S}$; (3) Solution of Ammonium Sulphhydrate, $\text{NH}_4 \text{HS}$.

2. The three numbered bottles placed before you contain each a Salt Solution or Water. Determine the Bases present, if any. In your report of results obtained, note carefully the tests upon which you rely in making your determinations in each case.

No testing tables, books or notes to be used.

[The solutions contained the following Bases:—Ammonia, Ferric Oxide, Lime, Cobalt, Strontia, Potassa, Zinc Oxide, Magnesia, Soda.]

PRACTICAL CHEMISTRY.—ORGANIC.

20TH APRIL, 1881.

TIME: THREE HOURS.

1. Describe the arrangement of the several parts of the apparatus used for determination of the amount of Carbon and Hydrogen in an organic substance.

2. Four samples (numbered) are placed before you. Determine which of them are organic.

[The substances given were powdered Magnesium Sulphate, Sugar, Salicylic and Oxalic Acids.]

3. Give a detailed account of the methods adopted by you in the preparation of organic compounds which formed the principal part of your Laboratory work this session.

MEDICAL CHEMISTRY.

FIRST YEAR.

PART I.—JANUARY 17th, 1885.—10 A. M.

TIME : THREE HOURS.

1. What does Atmospheric Air consist of? In what proportions? And in what chemical conditions? What injurious impurities are apt to occur in the Atmospheric Air of cities, and in what way may they be detected?

2. What is the chemical constitution of Water? In what way would you ascertain experimentally the volume of each of its constituent elements. What is the relation in volume between its constituent elements and Water itself (or steam)? What impurities, if any, are found in the water supplied to the city of Halifax?

3. Explain the meaning of each of the following terms:—
(1) Oxide, (2) Anhydride, (3) Hydracid, (4) Oxacid, (5) Salt, (6) Double Salt.

4. In what form does Chlorine chiefly occur in nature? How is it prepared? Describe it with respect to both its physical and chemical characters. What is the chemical composition of the substance commonly called "Chloride of Lime," and wherein does it differ from Calcium Chloride?

5. Compare "Chemical Affinity" with "Cohesion," and "Mechanical Mixture" with "Chemical Compound," so as to show the precise meaning of each of these terms.

6. What are the chemical and physical characters of Carbon? In what form does it occur in nature? What is the chemical nature of the compound commonly called "Carbonic Acid Gas." Give a full account of its properties, physical and chemical, and show wherein it differs from the other oxide of Carbon.

7. Describe the process for preparing Nitric Acid, state what remains in the retort after distillation, and explain the reaction by an equation.

8. Describe briefly the Oxides of Nitrogen, and the ways in which they are respectively produced. What forms of combined Nitrogen occur in nature, and how are they produced?

All chemical reactions are to be shown by carefully written equations, and verbal explanations of such reactions given only where necessary, or when required by the terms of the question.

Five questions only to be answered. Parts of questions answered in addition to the five selected will not be valued. All the questions are of equal value.

PART II.—APRIL 9TH, 1885.—9 A. M.

TIME: THREE HOURS.

1. Classify the Metals, (1) according to their Atomicity; (2) according to action of Nitric Acid upon them; (3) according to grouping for testing and separation of Metallic Bases.

2. What are the ordinary Mineral Impurities in Water? How do you account for their presence? In what way would you detect them. Give a satisfactory test for Lead in Water.

3. What is the chemical constitution of Benzol, regarded as the nucleus of the Aromatic Compounds? Show, by a few examples, the manner in which such compounds are formed by substitution. Give a description of Phenol, with special regard to those properties that render it of service for medical, surgical or sanitary purposes.

4. To what chemical type or group of compounds are the Natural Alkaloids referred. Explain the general constitution of these bodies, so far as known, and give process for detection of Strychnine.

5. In what way would you ascertain the amount of combined Chlorine in a sample of Water. Describe the process carefully. Would the existence of a free acid in the water affect the results; if so, in what way? How far would you regard an excess of Chlorides as an indication of Sewage contamination.

6. Give a process by which you would determine the presence of free Oxalic Acid, in a case of poisoning, and of Calcium Oxalate, as in case of urinary calculi.

7. What are the organic compounds contained in Milk? Describe and compare the three principal ones, with respect to their chemical composition and constitution, properties, and the spontaneous changes to which they are liable.

8. Compare the saturated Hydrocarbons of the Marsh Gas series with the Monatomic Alcohols, Ether, and Fatty Acids,—so as to show their connection with or relationship to each other in chemical constitution.

Five questions only to be answered.

SECOND AND THIRD YEARS.

PART I.—JANUARY 17TH, 1885.

TIME: THREE HOURS.

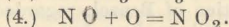
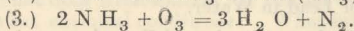
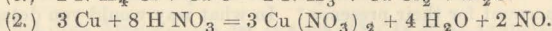
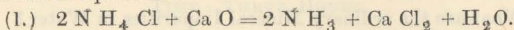
1. In what way would you determine a substance to be Arsenious Acid when unmixed with foreign matter? Describe the process for treating the stomach and contents so as to dissolve them and obtain a clear solution fit for testing for Arsenic or Antimony compounds.

2. Explain how you would quickly ascertain the presence of Lead in a sample of Water employed in household use? In what form is Lead estimated in quantity? give calculation.

3. In what way is the presence of a soluble compound of Mercury determined with certainty. Where the Mercury is mixed with Organic matter, how is the Mercury solution extracted for testing.

4. In what condition chemically does Phosphorus occur chiefly in nature? Give a process by which it may be prepared from bone-ash or bone-earth, explaining the reactions by equations or diagrammatic formulæ. What is a "Superphosphate?" What compounds do the following formulæ represent:—(1.) P_2O_5 . (2.) H_3PO_4 . (3.) $Ca_3P_2O_8$.

5. Give a verbal explanation of the meaning of three of the following chemical equations:—



6. Describe and explain the process of Manufacture of Sulphuric Acid. What are its properties? And what tests are used to distinguish Sulphuric Acid or Sulphates? What is the chemical nature of the action of Sulphuric Acid upon Zinc?

7. Describe the process for preparing Iodine? What impurities are apt to occur in Iodine and Iodides, and what methods would you adopt to detect them. What test are commonly used for the detection of Iodides.

8. Explain fully the chemical nature of combustion, showing by equations the resulting products in cases in which the following bodies take part in the phenomenon:—Carbon, Hydrogen, Phosphorus, Sulphur, Wood, Coal.

9. Give the process for preparing Hydrosulphuric Acid Gas, describe it as regards its physical and chemical properties, and the uses made of it in the Laboratory.

Five questions only to be answered.

PART II.—APRIL 9th, 1885. 9 A.M.

TIME: THREE HOURS.

1. What is common Table Salt? What impurities is it apt to contain? Describe briefly the process of Manufacture of Carbonate of Soda. What is the chemical composition of a Baking Powder? Of Soda Water?

2. Describe the Chlorides of Mercury, and explain in what way you would detect Mercurous and Mercuric Compounds, so as to distinguish carefully between them.

3. Give a full account of Antimony, with respect to its mode of occurrence in Nature, its physical and chemical characters, the mode of testing for its compounds, and of estimating their amount.

4. Explain the manner in which certain Metallic Oxides and Salts, (as MnO_2 , $K_2Mn_2O_8$, $K_2Cr_2O_7$, &c.) act as Oxidizing Agents, with respect specially to the chemical changes that result in the disengagement or transfer of their oxygen.

5. Explain what chemical action, if any, occurs in each case, when the following metals are placed in Hydrochloric Acid solution:—Cu, Au, Hg, Fe, Zn, Sn. Would the addition of HNO_3 affect the results. Explain fully.

6. What is the composition, and what are the properties of Hydrocyanic Acid. What is Amygdaline? Salicine? Describe Cyanogen with regard to its chemical function. Explain the method adopted for ascertaining the presence of minute traces of Hydrocyanic Acid.

7. What is Chloroform? Chloral Hydrate? Explain in what way you would detect the presence of minute traces of one or both of these compounds in a mixture.

8. What is the chemical composition, and constitution, of an Animal Fat? In what way would you separate its organic constituents. What does common Soap contain. What process is Palm Oil or Fat subjected to in the manufacture of Candles, and what chemical change is brought about.

Five questions only to be answered.

BOTANY.

Examiner.....PROFESSOR GEORGE LAWSON, LL. D.

PART. I.—JANUARY 10th, 1885.—10 A. M.

TIME : THREE HOURS.

1. Give a description of an ordinary Parenchymatous Cell, noticing particularly the cellulose wall, the protoplasmic matter, soluble and insoluble carbohydrates, colouring matters, salts, or other cell-contents.

2. Describe the Epidermis, with special regard to the character of its constituent cells, the structure and functions of the Stomata, and of Epidermal Hairs.

3. Describe the principal modifications of cellular, fibrous and vascular tissues occurring in plants.

4. A plant consists of an Axis and Lateral Organs. Describe the Axis as regards its principal modifications in form and ramification, with special referenceto the distinctive characters of Exogenous, Endogenous and Acrogenous Stems.

5. Describe the leaf of an Exogenous Plant, with reference especially to its general structure and conformation, and the parts of which it consists.

6. Describe the several Verticils of the flower, and explain the relations in position on the Axis of the several parts of which each verticil consists.

7. Describe the Andræcium and Gynæcium with regard especially to the functions of their parts.

8. Describe the Process of Impregnation and Formation of the Embryo in flowering plants.

Five questions only to be answered.

PART II.—10TH APRIL, 1885.

TIME : THREE HOURS.

1. Give an outline of the Primary Divisions of the Vegetable Kingdom so far as these are founded upon or illustrated by the general nature of the Reproductive Organs, the Fruit or Seed-bearing Organs, the Structure of the Embryo or Spore, the mode of growth and nature of the tissue of the Stem, the Venation of the Leaves, and the number of parts of the Flower.

2. Show by diagrams the relative positions of the parts of the Flower in each of the great divisions of Dicotyledones, viz: (1) *Thalamiflora*, (2) *Calyciflora*, (3) *Corolliflora*, (4) *Monochlamydeæ*.

3. Give a concise definition of the Natural Order *Ranunculaceæ*, and enumerate the principal Medicinal and Poisonous Plants which it contains.

4. Give briefly the characters of the Natural Order *Papaveraceæ* and compare with *Fumariaceæ*. Notice any important Medicinal Plants that belong to one or other of these orders.

5. Compare *Liliaceæ* with *Amaryllidaceæ*, so as to show wherein these two orders agree in structural characters, and wherein they differ.

6. Describe in botanical terms the stem, leaf, flower, and seed, of Timothy Grass (*Phleum pratense*.)

7. Give a careful account of the Life History of a Fern, from the period of dropping of the spore from the sporangium, through the successive stages of growth, to the maturity of the plant.

8. Point out the principal characters by which the following groups are separated:—(1) *Lycopodiaceæ*, (2) *Musci*, (3) *Lichenes*, (4) *Fungi*, (5) *Alge*.

Five questions only to be answered.

ZOOLOGY.

Examiner PROF. GEORGE LAWSON, LL. D.

PART I.—JANUARY, 1885.

TIME : THREE HOURS.

1. Point out the principal differences, structural and functional, between animals and plants.

2. Give a synopsis of the Morphological Differences or distinctions of the six types of structure, or primary divisions, of the Animal Kingdom.

3. What is meant by the terms "Homology" and "Analogy." Give examples of each. What is meant by "Serial Homology?" by "Symmetry?" What kinds of Symmetry are recognisable in the Animal Kingdom?

4. Describe the Structure and Mode of Life of the *Protozoa*, as exemplified in the *Rhizopoda* and *Infusoria* respectively, with special regard to digestion, locomotion and reproduction. What is Sarcode or Animal Protoplasm?

5. Point out the essential characters of the *Cœlenterata*, and the distinctions between its two classes, the *Hydrozoa* and *Actinozoa*.

6. Describe the Apparatus and Arrangement whereby circulation of water is maintained in the *Spongida*.

7. Describe the Sclerodermic Corallum. What is the physical nature of the coral-secretion in Madrepores and Red Coral? in the Sea-fans? in Isis? Make a Diagram, showing Darwin's three kinds of Coral Reef.

8. What are the leading characteristics of the *Echinozoa*.

9. Make two diagrams, one showing the vertical, the other the horizontal, section of the Halifax Sea-Urchin as seen when dissected, naming the several organs shown.

10. Give the Life History of *Tænia Solium*, common tape-worm,—or of *Trichina spiralis*.

Four questions to be answered.

PART II.—17TH APRIL, 1885.

TIME : THREE HOURS.

1. Show diagrammatically the arrangement of the nervous system as seen in the typical forms of *Annulosa*, and describe the general anatomy of an animal belonging to the *Anarthropoda*.

2. Characterize the four classes of *Arthropoda*, viz: (1) *Myriapoda*, (2) *Insecta*, (3) *Arachnida*, (4) *Crustacea*.

3. Point out the several parts of the Mouth in Insects, as modified respectively in the two types: (1) Masticatory, (2) Suctorial. Enumerate the several definite parts of the leg of an Insect.

4. Give an outline of the Classification of the *Mollusca*. Describe a Mollusc belonging to the class: *Lamellibranchiata*.

5. Point out the several important anatomical features by which the *Vertebrata* are distinguished from invertebrate animals.

6. Map out the Vertebral Column into its five distinct parts, or regions.

7. Give the essential, or most important, characters of the following classes:—(1) *Pisces*, (2) *Amphibia*, (3) *Reptilia*, (4) *Aves*, (5) *Mammalia*.

8. Classify the Fishes into Huxley's six orders, as given in Wilson's Elements.

Four questions to be answered.

EXAMINATIONS FOR HONOURS.

I.—HONOURS IN CLASSICS.

Examiner.....JOHN JOHNSON, B. A.

I.

PLAUTUS : TRINUMNUS. TERENCE : HEAUTONTIMORUMENOS.
VIRGIL : GEORGICS, BOOKS I., IV.

TIME : THREE HOURS.

- A. Translate : Plaut. Trin. II. 4, vv. 1-25.
1. Point out and explain unusual forms in this passage.
 2. *a.* Mille drachumarum trapezitae Olimpico.....redditae.
b. Ne male loquere a presenti amico.
c. Is probust quem poenitet quam probus sit et frugi bonae.
d. Is est innoenis, quoi nil est moenus fungatur.
Translate these lines, and write notes on peculiarities of Syntax.
 3. *a.* Cena hae ammonast sine sacris hereditas.
b. Sed Campans genus
Multo Surorum jam antidit patientiam.
c. Ne admittam culpam, ego meo sum promus pectori.
d. Sarta tecta tua praecepta usque habui mea modestia.
Translate these passages, and write explanatory notes.
 4. Plautus uses several Greek words in this play. Quote his reference to Latin. What forms of adjectives are used by him more commonly than by other writers? From a line of this play it has been supposed that it could not have been performed before a certain year.
 5. Scan vv. 10, 11, 12 of extract A.
- B. Translate : Ter. Heaut. Act I., Sc. 2, vv. 18-38.
1. *a.* "Prater ejus libidinem." How may this be more fully expressed?
b. "Paulo qui est homo tolerabilis." This may be explained in several ways.
 2. *a.* Ut ut erat, mansum oportuit tamen.
b. Adsum : dic quid est?
c. Facite aequi sitis : date crescendi copiam
Novarum qui spectandi faciunt copiam.
d. Adentum tibi jam faxo omnem metum.
Write notes on peculiarities of Syntax.
 3. In the Prologue Terence says of this comedy, Duplex quae ex argumento facta est simpliciter. Explain this.
 4. ACTA PRIMUM TIBIIS IMPARIBUS. Write an explanatory note.

5. What is the difficulty in the scansion of Plautus and Terence? Different methods have been suggested for its removal.
- C. Translate: Virg. Georgics I., vv. 178-203.
1. a. "Inopi metuens formica senectae." Is the statement correct? Distinguish the meaning of *metuens* with different cases.
 - b. "Atque illum in praeceps prono rapit alveus amni." The use of *atque* here has been variously accounted for.
2. a. Quos ignis coeli Cyllenius errat in orbis.
 - b. Liber et alma Ceres, vestro si munere tellus
Chaoniam pinqui glandem mutavit arista.
 - c. Uncique puer monstrator aratri.
- Write explanatory notes.
3. a. Tibi serviat ultima Thule.
 - b. Et ipsa suas miratur Gargara messis.
 - c. Dulcibus in stagnis rimantur prata Caystri.
- Describe the situation of the places mentioned.
4. Scan these lines and explain peculiarities and unusual quantities:
 - a. Atque Ephyre atque Opis et Asia Deiopea.
 - b. Glaucō et Panopeae et Ino Melicertae.
 5. The latter half of the Fourth Georgic is said to have had a different theme originally. How may the date of this book be fixed? What sources of information for the Georgics were at the Virgils' disposal?

H.

HORACE: EPISTLES, ARS POETICA. JUVENAL: SATIRES, VII., VIII., XIV. CICERO: DE ORATORE, BOOK I., II.
TACITUS: ANNALS, BOOK II.

TIME: THREE HOURS.

- A. Translate: Hor. Epp. II. 2, vv., 158-174.
1. Write explanatory notes on the following:
 - a. Si proprium est quod quis libra mercatus et aere est.
 - b. Boctum in crasso jurares aere natum.
 - c. Dum cadat elusus ratione ruentis acervi.
 - d. Vilia vendentem tunicato scruta popello.
 2. On what grounds did Horace claim a right to introduce new words into Latin? How were these words to be formed? Quote some of them.
 3. Quote from Horace, examples of verbs construed with unusual cases.
 4. How is the date of Horace's birth fixed? (a) by the Odes. (b) by the Epistles.
 5. What references are made by Horace to the Theatre or Theatrical performances.

B. Translate: Juv: Sat. XIV., vv. 256-271.

1. Explain the meaning of these lines:

- a. Ad vigilem ponendi Castora nummi.
- b. Passum et municipes Jovis advenisse lagaenis.
- c. Et Curios jam dimidios.
- d. Tumes alto Drusorum stemmate.
- e. Unguibus ire parat nummos raptura Celaeno.

2. Give the meaning and derivation of the following: resinata, moneta, sollicitus, cathedris, rusaati, rhinocerote, stlataria, pulmentaria, Epona, mirmillo.

3. An early Epigram, afterwards inserted in the seventh satire, is said to have brought severe punishment on Juvenal.

C. Translate: Cic. De Orat., I., Chap. 23., §§ 105-108.

1. How does Cicero classify verbal wit? Quote the substance of any one of his illustrations.

2. Nam is postquam excessit ex ephebis.
Effertur, intrus, ad sepulcrum venimus.
in ignem imposita est.

From what authors does Cicero take these passages, and for what purpose?

3. a. "Non sum tanto ego" inquit, "ingenio, quanto Themistocles fuit, ut oblivionis artem quam memoriae malim."

b. Gratiam habeo Simonidi illi Cio, quem primum ferunt artem memoriae protulisse.

Relate the stories connected with these passages.

4. Who are the speakers in this work? Where, and at what time are they supposed to have met?

5. Give some account of the rise of the Art of Oratory.

D. Translate: Tac, Ann. II., 23.

1. "aestate jam adulta." How was each season divided? The Romans distinguished one season more than Germans.

2. "aut velis impelli." What is unusual in the expression as used here?

3. Some words in this chapter are used (*a*) in an unusual construction (*b*) nowhere else.

4. Write what notes you think necessary on the following:

- a. Egressus augurali per occulta et virgilibus ignara.
- b. Miles in loco praelii Tiberium imperatorem Satutavit.
- c. Sola Germanici triremis Chaucorum terram adpilit.
- d. In Pillarcium consules extra portam Esquilinam, cum classicum canere jussissent more prisco advertere.

5. (Germanicus) avum M. Antonium, avunculum Augustum ferens. Shew this by a table.

9. How have Tascitus' peculiarities of style been classified? Give example of any one class.

III.

AESCHYLUS: AGAMEMNON. SOPHOCLES: OEDIPUS COLONEUS,
HOMER: ODYSSEY, BOOKS V—VIII.

TIME: THREE HOURS.

A. Translate: Aesch. Agam. vv. 238—257 (Teubner's Ed.)

1. *πρέποσα θ' ὡς ἐν γραφαῖς*. This is sometimes translated, "Looking as lovely as in a picture;" What is the objection?
2. *τριτόσπονδον εὐποσμον αἰῶνα*. Explain the force of the epithet, *τριτόσπονδον*. For *αἰῶνα* is read also *παῖωνα*: why?
3. vv. 250—252 are corrupt. Give any other emendation than that in the text, with a translation and commentary. To what does *ἴσον* refer?

B. Translate: Agam. vv. 600—606, ending *εὔροι μολῶν*.

4. *ὄπως δ' ἄριστα κ. τ. λ.* This sentence has been variously construed. How has the mood of *εὔροι* been differently accounted for?
5. Quote from this play some references to customs or institutions of Athens.
6. Scan:

- a. *κρόκον βαφὰς δ' ἐς πέδον ἔχονσα*.—
- b. *Θεοὺς βροτῶν ἀξιοῦσθαι μέλειν*.—
- c. *λίπος ἐπ' ὀμμάτων αἵματος ἐμπρέπειν*.—
- d. *προπαροῖθ' ἀνδρὸς μέλαν αἶμα τις ἄν*.—

C. Translate: Soph. Oed. Col. 1018—1035.

1. *πομπὸν δὲ με χωρεῖν* may be translated in two ways.
2. *οὐς οὐ μὴ ποτε κ. τ. λ.* Explain the construction.
3. *κοῖκ ἄλλον*. What change has been suggested and why?

D. Translate: Oed. Col. vv. 695—706.

1. *παιδοτρόφον*—*Μορίον Διός*. The Epithets have been explained differently.
2. *τὸ μὲν τις οὐ νεώρος οὔτε γήρα σημαίνων ἀλιώσει*. What stories are referred to?
3. Translate the following extracts, and explain clearly the use of the particle *ὡς* therein.

- a. ANT. *πύργοι μὲν, οἱ πόλιν στέφουσιν, ὡς ἀπ' ὀμμάτων, πρόσω.*
- b. ANT. *μακρὰν γὰρ ὡς γέροντι προῦστάλης ὄδου.*
- c. ΟΙΑ. *ἀλλ' ἴλεφ μὲν τὸν ἰκέτην δεξαίματο·*
ὡς οὐχ ἔδρας γῆς τῆσδ' ἂν ἐξέλθοιμ' ἔτι.

- d. ΟΙΑ. ἄρ' ἂν τις αὐτῷ πομπὸς ἐξ ἡμῶν μόλοι ;
 ΞΕΝΟΣ. ὡς πρὸς τί λέξων ἢ καταρτίσωσαν μολεῖν ;
 ΟΙΑ. ὡς ἂν προσαρκῶν σμικρὰ κερδάνη μέγα.
 e. ΟΙΑ. ἦδη γὰρ ἔσχες ἔλπιθ', ὡς ἐμοῦ θεοῦς
 ὦραν τίν' ἔξεν, ὥστε σωθῆναι ποτε ;
 f. ΞΕΝ. οἶσθ', ὦ ξεν', ὡς νῦν μη σφαλῆς ;

E. Translate : Hom. Od. v. vv. 249—257.

1. Account for case of τόσσον. Give the nom. sing. of ῥίπεσσι. πολλὴν δ' ἐπεχεύατο ὕλην admits of two explanations.

2. Translate and, if necessary, write notes on the construction or interpretation of the following extracts :

- a. ἀλλ' ἔτι μὲν μῖν φημι ἄδην ἔλααν κακότητος.
 b. ὄφρ' ἂν μὲν κεν δούρατ' ἐν ἄρμονίῃσιν ἀρήρη,
 τόφρ' αὐτοῦ μενέω καὶ τλήσομαι ἄλγεια πάσχων.
 c. αἰὲν εἰφροσύνησιν ἰαίνεται μάλα πού σφισι θυμὸς εἴνεκα σείο,
 λυσσάτων τοιῶνδε θάλλος χορὰν εἰσοιχνεῦσαν.
 d. νῆες δ' ὄσδ' ἀμφιέλισσαι,
 εἰρύαται· πᾶσιν γὰρ ἐπίσπῶν ἔστιν ἑκάστω.
 e. μὴ με, Ποσειδάων γαίηορθε, ταῦτα κέλευε·
 δειλαί τοι δειλιῶν γε καὶ ἐγγυαί ἐγγυάσθαι.

F. Translate : Od. vii. vv. 112—119.

3. Parse : κέκαστο, ἐκίρνα, κακκείοντες, ἐνισπήσω, κτερέων, ἀμπνυτο, ἐκέκλετο, ἐτεθήγεα.

4. Give the meaning and derivation of : ἀδιχῆς, ἀδενκέα, θειλιάπεδον, μαρμαρνήγας, ἐριούνης, νεοπρίστον.

IV.

THUCYDIDES : BOOK VII. PLATO : PHÆDO. DEMOSTHENES :
 DE CORONA.

TIME : THREE HOURS.

A. Translate : Thuc. Book II. ch. 41.

1. καὶ καθ' ἕκαστον δοκεῖν ἂν μοι τὸν αὐτὸν ἄνδρα . . . ἐπὶ πλείστ' ἂν εἶδη . . . μάλιστ' ἂν εὐτραπέλως τὸ σῶμα αὐταρκες παρέχεσθαι. Account for the triple ἂν in this clause.

2. μετὰ μέγαλων δὲ σημείων κ.τ.λ. Show the connection of clauses in this sentence.

3. Translate the following extracts, and comment on the syntax or interpretation where necessary.

- a. ἔτι δε Δῆλος ἐκινήθη ὀλίγον πρὸ τούτων, πρότερον οὕτω σεισθεῖσα
 ἂφ' οὗ Ἕλληνες μέμνηται.
 b. ὥστε χρῆ καὶ πάνν ἐλπίζειν διὰ μάχης ἵεναί αὐτους.
 c. τά τε πελασγικὸν δ καὶ ἑπαράτων τε ἦν μὴ οἰκείν.

- d. τὸ μὲν αἰσχρον τοῦ λόγου κ.τ.λ. ch. 42 sub *fnem*.
 e. οἱ πελοποννήσιοι κατὰ μίαν ἐπὶ κέρως παραπλέοντες.—
 ἀξυμφορον δρῶντες πρὸς τὴν ἐξ ὀλίγου ἀντεξόρμησιν—ἐν χρῆσ ἀεὶ
 παραπλέοντες.
 f. ἡμὲν γενομένη ναυμαχία οὐ δικαίαν ἔχει τέκμαρσιν τὸ ἐκφοβ-
 ῆσαι.

4. What different seasons of the year are mentioned in this Book? How many were distinguished by name.

5. What period of time is covered by Thucydides' history?

B. Translate: Plato, Phædo, ch. 66 beginning at καὶ ἅμα εἰπὼν ταῦτα ἐπισχόμενος to end.

1. a. οἰοί τε ἦσαν κατέχειν τὸ μὴ δακρύνειν,
 b. οἷον ἀνδρὸς ἐταίρου ἐστερημένος εἶην.
 c. οὐδένα ἔν τινα οὐ κατέκλασε τῶν παρόντων.
 d. ἐπεδείκνυτο ὅτι . . . πῆγγντο—εἶπεν ὅτι . . . οἰχθήσεται. Write notes on the syntax.

2. a. ταῦτ᾽ ὁ δὴ οὐκ ἂν θαυμάσαιμι καὶ τὸν τοῦ Κᾶδμου λόγον εἰ πάθοι.
 b. Ἰττω Ζεὺς, ἔφη, τῇ αὐτοῦ φωνῇ εἰπὼν.
 c. οὐχ ἢ Γλαύκων γε μοι τέχνη δοκεῖ εἶναι διηγήσασθαι ἃ γ' ἐστίν.

Translate and explain.

3. Show by examples the forms conditional propositions assume, when changed from *oratio recta* to *oratio obliqua*.

4. Give the substance of Plato's opinion about the earth.

C. Translate: Dem. De Corona §§ 340, 341.

1. Quote and explain the different terms of abuse applied by Demosthenes to his opponent.

2. What were the charges brought against Demosthenes, and in what order and how does he meet them?

3. What "saws" or proverbs are used in this speech?

4. μή ελεῖν τὴν γραφήν.—ἐκ περιουσίας μου κατηγορεῖ—κάγῳ περὶ αὐτοῦ τοῦ προβουλεύματος εὐθὺς ἂν ἀπελογούμην.—εἰ μὲν εἰσαγγελίας ἄξια πράττοντα ἔδρα.—λαμπλιῶνος ἕκτη ἀπιόντος. Translate these phrases and write explanatory notes.

5. Write sentences (accentuated) to illustrate the use of *πρίν* with (a) different moods (b) with different tenses of the same mood.

LATIN COMPOSITION : SCIENCE OF LANGUAGE, CHAPS. I—VII.
INTRODUCTION TO GREEK AND LATIN ETYMOLOGY.

TIME : THREE HOURS.

A. Translate into Latin.

Next day Clive reviewed his army and then moved by forced marches against the enemy. On reaching the neighbourhood of a village called Plassey, Clive, who had only 3,000 men, saw some 60,000 cavalry and infantry in the enemy's camp. As it was growing late, he chose a suitable place for a camp and entrenched himself. Battle was joined at day-break. For some hours it was confined to a double cannonade. Meanwhile, Clive, who had spent a sleepless night in consequence of the noise of drums and cymbals in the native camp, managed to get a short nap, nor could even the din of battle disturb him. The struggle was long doubtful. At last the war was put an end to by the treachery of Meer Jaffer, who joined us towards night-fall, thereby throwing them into confusion. Heavy losses were inflicted on them, and the Nabob mounted on a swift camel, was one of the first to fly. When a list of the slain was prepared, it was ascertained that seventy had fallen. Such was the cost of a victory that put the empire of India into English hands.

B. 1. On what grounds does Miiller rank the Science of Language among the Natural Sciences? What objections may be urged against this classification?

2. The growth of language comprises two processes. Give full illustrations.

3. Give some account of the rise and progress of linguisti studies at Rome.

4. How much does the Science of Language owe to (a) Leibnitz (b) Hervas.

5. Trace to their originals : *espiggle*, *dame*, *du*, *fromage*, *feeble*, *fee*, *hors*, *its*.

6. How does Miiller disprove a theory of the derivation of French? What use does he make of this as an illustration?

C. 1. Distinguish "voice-sounds" and "breath-sounds," and classify letters of the alphabet accordingly.

2. Two nots KI have different meanings and derivatives.

3. Greek has many words to denote "seeing." Distinguish their original meanings by giving derivatives or by giving cognates in Latin.

4. Give examples of the weakening of vowels in Latin in the scale, a-o-u-e-i.

5. What evidence is there for an older system of accentuation in Greek.

6. Show by examples the modifications of the Digamma.

7. *a* Initial (*b*) medial consonants have been lost in many Latin words.

8. What mutes are not initial (*a*) in Greek, (*b*) in English. Explain apparent exceptions.

VI.

MAHAFFY'S HISTORY OF GREEK CLASSICAL LITERATURE.—CRUTWELL'S
HISTORY OF ROMAN LITERATURE.—DONALDSON'S THEATRE OF
THE GREEKS.

TIME : THREE HOURS.

- A. 1. Homer : *a.* meanings given to his name.
b. Explanations of the precision of the dates of his birth.
c. Paley's theory and the grounds thereof.
d. Mahaffy's summoning up of the controversy.
2. Aeschylus : *a.* A brief account of his life.
b. How he avoids difficulties in taking contemporary events as a subject for a drama, and the precedent he had.
c. What part in the *Agamemnon* is entirely his own creation.
d. A short criticism of his style.
3. What facts have we for fixing the earliest dates for the use of writing among the Greeks.
4. Thucydides : *a.* His connection with the Peloponnesian War.
b. His trustworthiness.
c. Objections to the style and matter of his speech.
- B. 1. What is the origin of C. M. L. as signs of number ?
2. How is the existence of an early ballad literature in Latin disproved ?
3. The term *Saturnius* was used in two senses. There were the methods of scanning the earliest Latin verses. Quote Horace's opinion of them.
4. The Romans claimed one department of literature as their own. What is the origin of its name ? It was partly like and partly unlike the poems of Archilochus and the new Comedy. Quote some criticisms of Horace on one of the earliest authors in this department.
5. The Romans and the Greeks studied philosophical theories from different points of view. The changes caused by the acquaintance of the Romans with this subject.
6. Why was Virgil's Epic poem successful while the Epic poems of other authors before and after him failed.
- C. 1. The *Dithyramb*, and the improvements introduced by Arion.
2. The changes made by Aeschylus in Tragedy.
3. A full account of the different Dionysia.
4. The Chorus : its training, dress, performance etc. Horace's statement of its duties.
5. The names and uses of different parts of stage machinery. The plays in which they were used.
6. The position occupied by actors in Greece.

II.—HONOURS IN MATHEMATICS AND PHYSICS.

MATHEMATICS.

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

I.

TRIGONOMETRY AND THEORY OF EQUATIONS.

TIME : THREE HOURS.

1. The compass bearings of two lighthouses, at a known distance from each other, and in the same latitude, are observed from the deck of a vessel at two times t and t_1 . Find the ship's course, and the rate of sailing.

2. Prove $\tan 3x - (\tan 2x + \tan x) = \tan 3x \tan 2x \tan x$.

3. Express $\cos^n \theta$ and $\sin^n \theta$ in terms of descending multiples of θ , n being an odd integer.

4. Resolve $x^{2n} - 1 = 0$ into Quadratic factors, and shew that

$$\sqrt[n]{n} = 2^{n-1} \cos \frac{\pi}{n} \cos \frac{2\pi}{n} \dots \dots \cos \frac{(n-1)\pi}{n}$$

5. Apply the results of the last problem to prove that, if lines be drawn from the angles of a regular polygon to all the other angles, the number of sides being $2n$ and the radius of the circumscribing circle a ; their continued product $= 2n a^{2n-1}$

6. Shew that, when $x=0$, $x^{-\frac{1}{2}} \operatorname{vers}^{-1} \frac{x}{a} = \sqrt{\frac{2}{a}}$.

7. Illustrate shortly the advantage of the "polar triangle" in the investigations of Spherical Trigonometry.

8. Prove the first of Napier's Analogies, viz. :

$$\tan \frac{1}{2} (A + B) = \frac{\cos \frac{1}{2}(a - b)}{\cos \frac{1}{2}(a + b)} \cot \frac{c}{2}$$

9. Given the day of the month, and the latitude of the place of observation : also, that twilight, Astronomically, begins and ends when the sun is 18° below the horizon : find the duration of daylight, *treating the sun's declination as constant*.

10. Shew how the equation $y=f(x)$ may be geometrically represented, and similarly draw the scheme of $y=f'(x)$. ($f''(x)$ is the 1st derived function from $f'(x)=0$.) Hence infer the main proposition in the proof of Sturm's Theorem.

11. Find by Sturm's Theorem the situation of the positive root, if any, of the equation, $x^3 - 3x^2 - 4x + 11 = 0$.

12. Explain and criticise Newton's method of approximating the roots of equations.

II.

ANALYTICAL GEOMETRY.

TIME: THREE HOURS.

1. If $\alpha=0$, $\beta=0$, $\gamma=0$ be the equations to the sides of the triangle ABC: the equation to the line bisecting the side C and passing through the centre of the inscribed circle is $a\alpha - b\beta = (a-b)\gamma$.

2. Given a circle and a straight line. A variable circle always touches them. Shew that the locus of its centre is a hyperbola.

3. Shew that $(hx + ky)^2 = c^2(x^2 + y^2)$ contains the equations to the lines drawn from the centre of a circle to the points at which the tangents from (h, k) meet it: (c = radius).

4. Shew that if the conjugate diameters of an ellipse are equal, and α be the angle between them, $\sin \alpha = \frac{2ab}{a^2 + b^2}$.

5. Given the curve, $4x^2 + 3xy + y^2 = 1$. Refer the curve to its principal axes: and shew that the given axes being rectangular, the new axes are inclined to them at angle $\frac{\pi}{8}$.

6. Any line is drawn cutting a hyperbola and its asymptotes. Shew that the parts of it intercepted between the asymptotes and the curve are equal.

7. Shew that if a and c be the coefficients of x^2 and y^2 and b that of xy in the general equation of the 2nd degree, $b^2 - 4ac$ is unaffected by the turning round of the axes of co-ordinates, both systems being rectangular.

8. r and r_1 are two focal distances and l is the semi-latus rectum. Prove that if they are on the same side of the principal diameter or major axis and make equal angles with it, $\frac{1}{r} + \frac{1}{r_1}$ is constant; and if inclined to each other at right angles, $\left(\frac{1}{r} - \frac{1}{l}\right)^2 + \left(\frac{1}{r_1} - \frac{1}{l}\right)^2$ is constant.

9. The principal axes of an ellipse intercept a portion of a tangent at any point P of the ellipse. Shew that the locus of the middle point of the intercepted line is the curve whose equation is $\frac{a^2}{x^2} + \frac{b^2}{y^2} = 4$.

DIFFERENTIAL AND INTEGRAL CALCULUS.

TIME: THREE HOURS.

1. Apply Maclaurin's Theorem to expand $\tan^{-1} \frac{x}{a}$ in ascending powers of x .
2. Explain the difference between total and partial differential coefficients and shew that, if $u = f(x, y) = 0$, $\frac{d^2y}{dx^2}$ can be found from the equation, $\frac{d^2u}{dx^2} = \left(\frac{d^2u}{dx^2}\right) + \&c.$
3. The cone of greatest conical surface that can be inscribed in a sphere, has its height $= \frac{4}{3} r$.
4. If $xy = ae^x + be^{-x}$, prove $x \frac{d^2y}{dx^2} + 2 \frac{dy}{dx} - xy = 0$: and eliminate the arbitrary function from $\frac{1}{z} = \frac{1}{x} + f\left(\frac{1}{y} - \frac{1}{x}\right)$.
5. If the curve $y = \phi(x)$ touch the curve $y = f(x)$, prove that if the contact be of an even order, the touching curve both cuts and touches the other: but, if of an odd order, it touches only.
6. Prove the formula for the Radius of curvature in Spirals, viz.: $\rho = r \frac{dr}{dp}$, and find ρ in the curve $r = a(1 - \cos \theta)$.
7. Integrate $\frac{xdx}{\sqrt{2ax - x^2}}$ and $\frac{dx}{x + \sqrt{x^2 - a^2}}$: also, two of the following three expressions, $e^{ax} \cos bx \, dx$, $\frac{d\theta}{a + b \cos \theta}$ ($a > b$), and $\frac{dx}{e^x + e^{-x}} \tan^{-1} e^x$.
8. Find the area of the curve in question 6, as the radius vector revolves from $\theta = 0$ through four right angles: and find the volume of the solid generated by the revolution of a segment of a circle round its chord.
9. Prove the formula $\frac{1}{p^2} = u^2 + \left(\frac{du}{d\theta}\right)^2$, and apply it to find p in any of the conic sections.
10. If the equation $y^2 + (xy + x^2) \frac{dy}{dx} = 0$ is not an exact differential, an integrating factor may be found. Integrate it either by using that factor, or by any other method.
11. The curve that cuts at right angles all the curves (Cissoids) whose equation is $y^2 = \frac{x^3}{a - x}$, a being the variable parameter, is
$$x^2 + y^2 = C\sqrt{2x^2 + y^2}.$$
12. Consider the curve, $ay^2 = x^3 - bx^2$: specially to find whether it has any conjugate point, point of inflexion, or asymptote. Point out any other features of it you may think worth notice.

(Eight questions only to be answered, first three being of least value.)

MATHEMATICAL PHYSICS.

Examiner J. G. MACGREGOR, D. SC.

APRIL 20TH.—10 A. M. TO 1 P. M.

N. B.—No more than ten questions to be answered.

1. Prove that the transversal component of the acceleration of a moving point (r, θ) is $\frac{1}{r} \frac{d}{dt} \left(r^2 \frac{d\theta}{dt} \right)$; and shew that if the acceleration is directed to a fixed point, the radius vector from that point sweeps over equal areas in equal times.

2. A point is moving with an acceleration, inversely proportional to the square of its distance from a given point. When at a given position it has the speed which it would have had, had it fallen under the given acceleration to that position from a point infinitely distant. Shew that its path is a parabola.

3. Shew how to find the position of a rigid system after a given period during which it has been rotating with given angular velocities about given axes fixed in the body.

4. The amount and the plane of a simple shear being given, find the angle between the planes of no distortion, the positions of the principal axes of the strain, and the values of the principle elongations.

5. Assuming the truth of the equation,

$$\frac{d^2\sqrt{x}}{dx^2} + \frac{d^2\sqrt{y}}{dy^2} + \frac{d^2\sqrt{z}}{dz^2} = -4\pi\rho,$$

for points at which $\rho=0$, prove its truth generally, and apply it to determine the attraction of a uniform cylindrical shell of infinite length on a particle in the body of the shell.

6. Find the surface integral of normal attraction over a surface enclosing a given attracting mass, and apply it to shew that the attraction of a uniform plate of infinite extent on a particle is independent of the distance of the particle from it.

7. Shew that the equations which give the motion of a free rigid body relative to its centre of mass are the same as they would be if the centre of mass were fixed.

8. A homogeneous rigid sphere has a given angular velocity about a diameter. If the sphere gradually contract, remaining constantly homogeneous, find its angular velocity when it has half its original diameter.

9. Find the moment of inertia and the radius of gyration of a right cone of given dimensions and of uniform density, about an axis through its vertex and in a plane parallel to its base, it being given that the radius of gyration of a uniform thin circular disc about a diameter is half the radius.

10. A uniform sphere rolls, without sliding, down a rough inclined plane. Write down the equations of motion.

11. It was observed in 1826, in an iron-foundry in which one of the forge-bellows opened in a flat wall, that a board presented to the blast was sucked up against the wall. Account for this phenomenon.

12. Shew that the velocity of a "long" wave in a canal of uniform width and inconsiderable depth d , is equal to \sqrt{gd} .

13. A given mass of fluid is in equilibrium. Shew that the resultant force at any point of it is normal to the surface of equal pressure through the point, and that the surfaces of equal pressure are also equipotential surfaces and surfaces of equal density.

14. Define absolute temperature, and shew that in a reversible thermodynamic engine of finite range, the heat taken from the source is to that given to the refrigerator as the absolute temperature of the source is to the absolute temperature of the refrigerator. Hence shew how by experiments on the isothermal and adiabatic expansion of any substance, the correction may be determined by which the indications of an ordinary thermometer may be changed to absolute temperatures.

III.—HONOURS IN MENTAL AND MORAL PHILOSOPHY.

PSYCHOLOGY.

Examiner.....REV. W. LYALL, LL.D.

TIME: THREE HOURS.

1. Psychologically, how may Berkeley's doctrine in regard to matter, and Humes' extension of that doctrine to mind, be met? What is fairly implied in Berkeley's recognition of Sensations and Perceptions, as distinguished from Ideas? On what grounds does Berkeley contend for the substantive existence of mind while he denies that of matter?
2. What more recent doctrine seems to coincide with Hume's extreme view, while it virtually admits the separate entity of mind—that or a paradox?—what paradox?
3. What is the amount of Kant's distinction between the speculative Reason and the Practical Reason? Might not authority be allowed to the Speculative Reason, as well as the Practical, with only an *a fortiori* force in the case of the Practical?
4. Give some account of the theories of Perception from the *éidola* of Democritus, or the "species" of Aristotle, to the doctrine of Immediate Perception as held by Reid and Hamilton. Wherein does Hamilton diverge from Reid, or what does he hold more than Reid, on the subject?
5. How may it be shewn that Hamilton is as much a Hypothetical Realist or Cosmothetic Idealist as Brown or any whom he includes under that classification.

LOGIC.

Examiner REV. W. LYALL, LL.D.

TIME: THREE HOURS.

1. What is the import of the definition of Logic, as "the science of the laws of *thought as thought*"?

2. Distinguish Concepts, Judgments, and Reasonings. Under what two quantities may they be regarded? Can reasoning however, be properly regarded as a matter of quantity? Give the rationale or theory of true reasoning. What are Brown's, Mill's, and Hamilton's views, respectively of the reasoning process.

3. What seems to have been altogether overlooked in their account of the process? How would you rebut the charge of the syllogism involving a petitory process? In what relation does the proposition: "Man is a free agent," stand to the proposition: "All moral agents are free agents?"

4. Is there such a thing as "Inductive Reasoning;" or may we not speak of the "Inductive process" as distinguished from "Inductive Reasoning," so called? Point out what is *inductive* and what is *deductive* in the process.

5. What are the steps in the Inductive Process? Illustrate these by Newton's "theory of gravity," and Descartes' "theory of Vortices," as accounting for the motions of the Heavenly bodies: Also Newton's theory of the rainbow, and the different theories invented to explain the occurrence of fossil remains in the various strata of the earth.

 METAPHYSICS.

Examiner J. G. SCHURMAN, M. A., D.Sc.

I.

PLATO: THEÆTETUS AND REPUBLIC. ARISTOTLE: DE ANIMA AND METAPHYSICS, BK. I. DESCARTES: METHOD AND MEDITATIONS. LOCKE: ESSAY ON HUMAN UNDERSTANDING. BERKELEY: PHILOSOPHICAL WORKS.

TIME: THREE HOURS.

1. Outline Plato's conception of Dialectic; and compare it with (a) Kant's and (b) Hegel's.

2. οὐκ ἄλλο τί ἐστὶν ἐπιστήμη ἢ αἰσθησις. What points, if any, in the Platonic refutation of this definition of knowledge, do you consider *irrefragable*?

3. (ψυχὴ) ἐστὶν (ἐντελέχεια ἢ πρώτη) (σώματος φυσικου δυνάμει ζωῆν ἔχοντος.) Translate and explain carefully the words and phrases in brackets.

4. On what ground does Descartes maintain that "I clearly perceive there is more reality in the infinite substance than in the finite and therefore that in some way I possess the notion of God before that of myself"?

5. Examine critically Locke's "Idea of Substance."

6. Taking Berkeley's distinction between 'notions' and 'ideas,' show how this imperfectly developed theory of notions might be worked out, in the spirit of his philosophy, to results incompatible with the Sensationalism of his earlier works.

7. Does Berkeley's philosophy satisfy the postulates of our mathematico-physical explanations of nature?

II.

HUME: TREATISE ON HUMAN NATURE, VOL. I. KANT: CRITIQUE OF PURE REASON.

TIME: THREE HOURS.

Write an essay on *The Humian and the Kantian doctrine of causality*.

You are required to limit your essay, which is to be compact and well ordered rather than lengthy, to the following topics:

- (1) Brief outline of Hume's treatment of causality.
- (2) How Kant generalized Hume's problem.
- (3) How Kant deduced and schematized the category of causality, and proved his second analogy of experience.
- (4) Does Kant answer Hume?
- (5) The value of Kant's doctrine of causality irrespective of Hume.

ETHICS.

Examiner PRINCIPAL ROSS, D. D.

TIME: THREE HOURS.

Only fifteen of the following questions to be answered.

1. Of what more comprehensive subject does Aristotle consider Ethics a department?
2. Into how many departments does he divide this larger subject? Specify the subject matter of each of these divisions.
3. What is the principal subject discussed in the first book?
4. What is the starting point from which the *treatise on Ethics* commences?
5. Point out the difference between *energy* (*ενεργεια*), *capacity* (*δυναμις*) *work* (*εργον*), and *habit* (*εξις*); and their interdependence on, and relation to each other.

6. Give the definition of "the Good" which he approves.
7. Define "deliberate preference (*προαιρεσις*)".
8. What is the object of *volitions*, according to Aristotle?
9. Into how many and what divisions does he classify actions?
10. When a man by vicious acts becomes unjust and unable to become just, how does he prove that he is still responsible?
11. Of what subjects do the third and sixth books treat?
12. For what reasons does he maintain that *contemplative* happiness is the most complete?
13. What, according to Bishop Butler, renders beings capable of moral government?
14. Mention particularly the object or objects about which, according to this divine, the *Moral Faculty* is exercised.
15. From what, in his opinion, does the perception of *ill desert* arise?
16. By what arguments does he prove that benevolence does not constitute the whole of virtue?
17. State briefly Smith's theory of moral sentiment. In what way did this theory tend to advance the cause of Ethical Science?
18. State, somewhat in extenso, Sir James Mackintosh's theory of conscience.

IV.—HONOURS IN ENGLISH LITERATURE
AND HISTORY.

ENGLISH LITERATURE.

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

I.

APRIL 15TH.—3 TO 6 P. M.

1. Sketch the origin of English Comedy, and its development up to the production of the Merchant of Venice.
2. Give an analysis and criticism of Marlow's tragedy of Doctor Faustus.
3. On what sources is our text of Shakespeare based? What problems arise from the nature of these sources? Illustrate particularly by the case of *Hamlet*.
4. Contrast Shakespeare and Johnson as writers of Comedy.
5. Give an analysis of the character of Hamlet, and also of any character in a tragedy of Shakespeare not specified for special study.
6. Explain whatever may require explanation in the following passages :
 - (a) But Bacon roves a bow beyond his reach
(*F. Bacon and F. Bungay.*)
 - (b) Her teeth are shelves of precious margarites
Richly enclosed with ruddy coral cleeves.
(*F. B. and F. B.*)
 - (c) Renege, affirm, and turn their halcyon beaks
With every gale and vary of their masters.
(*Lear.*)
 - (d) Our mean secures us, and our mere defects
Prove our commodities.
(*Lear.*)
 - (e) Old fools are babes again ; and must be used
With checks as flatteries, when they are seen abused.
(*Lear.*)
 - (f) And sheathed their swords for lack of argument.
(*Henry V.*)
 - (g) Mark then abounding valour in our English,
That being dead, like to the bullets grazing,
Break out into a second course of mischief,
Killing in relapse of mortality.
(*Henry V.*)
 - (h) Bardolph and Nym had ten times more valour than
this roaring devil i' the old play, that every one may
pare his nails with a wooden dagger.
(*Henry V.*)

- (i) silent as the moon
 When she deserts the night,
 Hid in her vacant interlunar cave. (Sam. Ag.)
- (j) I on the other side
 Used no ambition to commend my deeds. (Sam. Ag.)

7. Paraphrase accurately in simple and clear language :

Henry V., I., 2, 177.

Exeter.—While the armed hand doth fight abroad,
 The advised head defends itself at home ;
 For government, though high and low and lower,
 Put into parts, doth keep in one consent
 Congreeing in a full and natural close
 Like music.

Canterbury.—Therefore doth Heaven divide
 The state of man in divers functions,
 Setting endeavour in continual motion ;
 To which is fixed, as an aim or but,
 Obedience : for so work the honey-bees,
 Creatures that by a rule in nature teach
 The act of order to a peopled kingdom.

Hamlet, I., 4, 19.

They clepe us drunkards, and with swinish phrase
 Soil our addition : and indeed it takes
 From our achievement, though performed at height,
 The pith and marrow of our attribute.
 So, oft it chanceth in particular men,
 That for some vicious mole of nature in them
 As their birth—wherein they are not guilty,
 Since nature cannot choose his origin—
 By the o'ergrowth of some complexion,
 Oft breaking down the pales and forts of reason,
 Or by some habit that too much o'er-leavens
 The form of plausive manners, that these men
 Carrying, I say, the stamp of one defect,
 Being nature's livery, or fortune's star—
 Their virtues else, be they as pure as grace,
 As infinite as man may undergo—
 Shall in the general censure take corruption
 From that particular fault.

8. Assign each of the following quotations to its author :—

- (a) It is not virtue, wisdom, valour, wit,
 Strength, comeliness of shape, or amplest merit,
 That woman's love can win or long inherit.
- (b) Not mine own fears, nor the prophetic soul
 Of the wide world dreaming on things to come,
 Can yet the lease of my true love control,
 Supposed as forfeit to a confined doom.
- (c) And after all came life, and lastly Death ;
 Death with most grim and grisly visage seen,
 Yet is he nought but parting of the breath ;
 Ne ought to see, but like a shade to ween,
 Unbodied, unsoul'd, unheard, unseen.

- (d) O Proserpina,
 For the flowers now, that frightened thou let'st fall
 From Dis's waggon! daffodils,
 That come before the swallow dares, and take
 The winds of March with beauty; violets dim
 But sweeter than the lids of Juno's eyes
 Or Cytherea's breath.
- (e) Black is the beauty of the brightest day;
 The golden ball of Heaven's eternal fire,
 That danced with glory on the silver waves,
 Now wants the fuel that inflamed his beams,
 And all with faintness, and for foul disgrace,
 He binds his temples with a frowning cloud,
 Ready to darken earth with endless night.
- (f) All these indignities, for such they are
 From thine, these evils I deserve, and more;
 Acknowledge them from God inflicted on me
 Justly; yet despair not of his final pardon
 Whose ear is ever open, and his eye
 Gracious to readmit the suppliant.
- (g) And there amongst the cream-bowls she did shine
 As Pallas 'mongst her princely huswifery:
 She turned her smock over her lily arms,
 And dived them into milk to run her cheese;
 But, whiter than the milk, her crystal skin,
 Checked with lines of azure, made her blush
 That art or nature durst bring for compare.
- (h) I do beseech you—
 Though I perchance am vicious in my guess,
 As, I confess, it is my nature's plague
 To spy into abuses, and oft my jealousy
 Shapes faults that are not—that your wisdom yet,
 From one that so imperfectly conceits,
 Would take no notice, nor build yourself a trouble
 Out of his scattering and unwise observance.
- (i) Such is the nature of these novices, that think to have
 learning without labour, and treasure without travel: either
 not understanding, or else not remembering, that the finest
 edge is made with the blunt whetstone: and that the fairest
 jewel fashioned with the hard hammer.
- (j) But what greater debasement can there be to royal dignity,
 whose towering and steadfast height rests upon the unmovable
 foundations of justice and heroic virtue, than to chain it in a
 dependence of subsisting, or ruining, to the painted battle-
 ments and gaudy rottenness of prelacy, which want but one
 puff of the king's to blow them down like a pasteboard house
 built of court-cards?
- (k) It is not possible to have the true pictures or statues of
 Cyrus, Alexander, or Cæsar, no nor of the kings or great
 personages of later years; for the originals cannot last, and
 the copies cannot but lease of the life and truth. But the
 images of men's wits and knowledges remain in books,
 exempted from the wrong of time and capable of perpetual
 renovation. Neither are they fitly to be called images, be-
 cause they generate still, and cast their seeds in the minds
 of others, provoking and causing infinite actions and opinions
 in succeeding ages.

II.

APRIL 16TH.—10 A. M. TO 1 P. M.

1. Give a brief abstract of Sidney's *Apologie for Poetrie*. What are his criticisms on the contemporary English drama? In how far is he justifiable in these, and in how far biassed by the preconceived notions of the time?

2. Give a concise account of Bacon's life and works.

3. Describe the style of the Fairy Queen, including language, grammar, versification, etc., illustrating by quotations.

4. Set down, as briefly as possible, the main facts with regard to the following writers, or writings:—George Gascoigne, George Chapman, Michael Drayton, Sir John Davies; Shepherd's Calendar, Arcadia, Tottel's Miscellaney, Shakespeare's Sonnets, Euphues.

5. Enumerate the prominent defects of Wordsworth as a poet, and discuss his excellences, illustrating the latter by quotations.

6. Contrast the general attitude of Shelley and Tennyson to the world about them.

7. Assign each of the following passages to its author:—

(a) The old order changeth yielding place to new,
And God fulfils himself in many ways,
Lest one good custom should corrupt the world.

(b) For I have learned
To look on nature not as in the hour
Of thoughtless youth; but hearing oftentimes
The still sad music of humanity
Nor harsh nor grating, though of ample power
To chasten and subdue.

(c) A gentle shock of mild surprise
Has carried far into his heart the voice
Of mountain torrents; or the visible seem
Would enter unawares into his mind,
With all its solemn imagery, its rocks,
Its woods, and that uncertain heaven received
Into the bosom of the steady lake.

(d) Yet a little, ere it fled,
Did he resign his high and holy soul
To images of the majestic past,
That paused within his passive being now,
Like winds that bear sweet music when they breathe
Through some dim latticed chamber.

(e) For now the noonday quiet holds the hill,
The grasshopper is silent in the grass,
The lizard with his shadow on the stone
Rests like a shadow, and the cicada sleeps,
The purple flowers droop; the golden bee
Is lily-cradled.

(f) We wound
About the cliffs, the copses, out and in,
Hammering and clinking, chattering stony names
Of shale and herneblende, rag and trap and tuff,
Amygdaloid and trachyte, till the sun
Grew broader toward his death and fell, and all
The rosy heights came out above the lawns.

- (g.) Heartless things
 Are done and said i' the world, and many worms
 And beasts and men live on, and mighty earth,
 From sea and mountain, city and wilderness
 In vesper low, or joyous orison
 Lifts still its solemn voice.
- (h.) Half the sky
 Was roofed with clouds of rich emblazony,
 Dark purple at the zenith, which still grew
 Down the steep west into a wondrous hue
 Brighter than burning gold, even to the rent
 Where the swift sun yet paused in his descent
 Among the many-folded hills.
- (i.) But breezes played, and sunshine gleamed—
 The forest to embolden :
 Reddened the fiery lines, and shot
 Transparency through the golden.
- (j.) They stood aloof, the scars remaining,
 Like cliffs which had been rent asunder,
 A dreary sea now flows between ;—
 But neither heat, nor frost, nor thunder
 Shall wholly do away, I ween,
 The marks of that which once hath been.
- (k.) O Reader! had you in your mind
 Such stores as silent thought can bring,
 O gentle reader! you would find
 A tale in everything.
- (l.) We look before and after
 And pine for what is not,
 Our sincerest laughter
 With some pain is fraught.
- (m.) He prayeth best, who loveth best
 All things both great and small,
 For the great God who loveth us,
 He made and loveth all.
- (n.) Give unto me, made lowly, wise,
 The spirit of self-sacrifice ;
 The confidence of reason give ;
 And in the light of truth thy bondmen let me live !
- (o.) A noise like of a hidden brook
 In the leafy month of June.
- (p.) The one Spirit's plastic stress
 Sweeps through the dull dense world, compelling there
 All new successions to the forms they wear.
- (q.) Thy brother Death came, and cried
 "Wouldst thou me?"
 Thy sweet child sleep, the filmy eyed
 Murmured like a noontide bee,
 "Shall I nestle near thy side,
 Wouldst thou me?"—And I replied,
 "No not thee."

8. Translate:—

(a.) *Thá cwáedon hie him betwéonan: 'Uton wyrcau iús tigelan, and áelan hie on fyre!' Witodlice hie hæfdon tigelan for stán and tierwan for weal-lím. And hie cwáedon: 'Uton timbrian iús ceastre, and stíepel óth heofon héanne! uton weorþhian úrne naman, áer tháem the wé sien tódáelde geond ealle eorþan.*

(b.) *And hie late on géare to tháem gecierdon thæt hie with thone here winnende wáeron; and hie théah micelne fierd gega-drodon, and thone here sóhton æt Eoforwicceastre; and on thá ceastre; bráecon and hie sume inne wurdon; and tháer wæs un-gemetlic wæl geslægen Northanhymbra, sume binnan, sume bútan, and thá cyningas begen ofslægene; and séo láf with thone here frith nam.*

9. Give principal parts of *cwáedon*, *sóhton*, *bráecon*, *geslægen*; present indicative of *hæfdon*; decline *eorþan*, *thone*, *begen*. In what cases is the subjunctive employed in dependent sentences in Anglo-Saxon?

III.

APRIL 24TH.—10 A. M. TO 1 P. M.

1. Give the characteristics of the English Language in the first period—before the conquest, and also in the period from 1350—1460.

2. (a) *Curatours that schulden kepe hem· clene of heore bodies,
Thei beoth cumbred in care· and cunnen not out-crepe;
So harde heo beoth with Avarice· I haspet togedere,
That nis no treuthe of Trinite· but tricherie of helle
And a leornung for lewed men· the latere fortedele.*

(b) *For thai thre men, withouten less,
War his fayis all utrely,
And had vachit so besaly
To se quhen thai vengeans mycht tak
Of the kyng for Johne cwmynys sak,
That thai thought than thai laser had;
And sen him allane wes stad,
In hy thai thought thai suld him sla,
And gif that thai mycht cheviss swa,
Fra that thai the kyng had slayn
That thai mycht vyn the vode agayn
His men, thai thought, thai suld not dreid.*

(c) *The couherd comsed to quake· for kare and for drede,
Whan he wist witerly· that he was his lord
And bilive in his hert bethout· yif he him gun lye,
He wold prestely perceyve· pertiliche him thout
Therefor trewly as tyt· he told him the sothe.*

(d) ———he shal his lyf anon forlete
*Ye, stercv he shal, and that in lasse whyle
Than thou wolt gon a paas nat but a myle.*

(e) *'Lat be', quod he, 'it shal not be so theech.'*

(f) *His hakeney that was all pomely grys.*

(g) *It is all bandy and to-tore also,*

(h) *'Ther-of no fors good yeman' quod our host;
'Sin of the conning of thy lord thou wost.'*

(i) This ilke servant anon-nyght out yede.

(j) I seye he took out of his owen sleve
A teyne of silver (yoel moot he cheve!)

(k) Ye shal nat winne a myte in that chaffare
But wasten al that ye may rape and renne,

(l) That he nas al tohewe er he asterted.

(1) Assign each of the passages *a*, *b* and *c* to the work and author from which it is taken. (2) Rewrite *b* and *c* in modern English. (3) Discuss dialectic peculiarities in *a*, *b* and *c*. (4) Discuss the grammatical forms (in all the passages) which vary from modern usage, comparing them with the corresponding West Saxon forms. (5) Discuss all obscure or obsolete words and expressions.

3. Discuss the etymology of *almesse*, *triacle*, *assoile*, *caityf*, *moebles*, *jupartye*, *herbergeours*, *tombesteres*, *verdegrees*.

4. Scan, and note peculiarities of scansion in the following lines:—

(a) That hath doon sinne horrible, that he.

(b) O glotonye, luxurie, and hasardrye!

(c) Thre persones may ther ryght wel be.

(d) Unto our host, he seyde, 'benedicite'!

(e) And ye him knewe, as wel as do I.

ENGLISH HISTORY.

Examiner.....REV. J. FORREST.

I.

TIME: THREE HOURS.

- How can you account for the imperfect ideas of religious toleration that prevailed among all classes during the 17th century?
- What share had England in the Thirty Years War?
- June 2nd, 1642, Parliament sends 19 propositions to the king. Give the substance of them. How were they received?
- Give an account of the campaign of Charles I, against Scotland, in 1639.
- What were the relations of the English Court with the court and policy of France during 1637—9?
- Give an account of the negotiations at Uxbridge.
- What was the Glamorgan Treaty?
- Flight of the king to the Scots. Trace the influences which led Charles to take this step. What other courses were suggested?

9. Army marches towards London (1647) makes liberal proposals to the king. What were they?

10. How do you account for the arbitrary acts of Cromwell towards the Parliament?

11. What were the terms of the Secret Treaty of Dover, 1670?

12. What Acts opposed to the principle of religious toleration were passed in the reign of Charles II? How far did the king sympathize with them.

13. Give a list of leading Authorities for English History of Stuart Period?

II.

TIME : THREE HOURS.

1. In 1604 James concluded peace with Spain. What was the nature of the treaty and what were its influences?

2. Henry II of France sent Sully as ambassador extraordinary to the court of James. What was the object? What the results?

3. "The two sovereigns" (Henry IV & James) "also made common cause in the Cleves—Juliers question." Explain.

4. What was the Ecclesiastical condition of Scotland at the time of James' accession to the English throne?

5. Write a short article on Henry Frederick Prince of Wales.

6. "The Speech with which James opened his last Parliament was couched in a tone of unusual hesitation." Why?

7. Give an outline of the Foreign policy of England from 1625 to 1627.

8. Write brief notes on the French marriage Treaty.

9. Give an account of the loan of English Ships to the French in 1625.

10. Who was the author of "Histriomastix." Why was the book condemned? What punishment was inflicted upon the author?

11. Write an account of the impeachment of Buckingham.

12. What illegal methods did Charles adopt for raising money? By what ancient precedents did he attempt to justify them?

III.

TIME : THREE HOURS.

1. No private man could have recovered an acre of land, without proving a better right than James had to the crown of England. What then had James to rest upon?

2. The first Parliament of James vindicates its privileges. What were the cases considered and the chief points urged by commons?

3. Regarding the conviction of Sir Walter Raleigh, Hallam says, "Such a verdict was thought contrary to law even in that age of ready convictions." Explain.

4. November 1621, Parliament re-assembles. Commons protest against violation of their liberties. Give the substance of their protest. How was it received?

5. At which Parliament of Charles I was the "Petition of Right," drawn up? When did it meet? What were the terms of the Petition?

6. Charles wished to put Felton to the rack. What was the decision of the judges? What deductions does Hallam make from this?

7. Give a brief historical sketch of the court of Star Chamber, and show how under James I and Charles I, it was made the chief weapon of defence used by the government against its assailants.

8. Give a brief sketch of military force in England prior to the time of Charles I.

9. What constitutional questions arose out of the impeachment of Danby?

10. Hallam discusses four theories as to the principle on which the elective franchise in ancient boroughs, was originally possessed. Give the substance of his views?

11. "During the interval...another difference had arisen. This concerned the long agitated question of the right of the Lords to make alterations in money bills. Briefly state the question as discussed by Hallam.

FACULTY OF LAW.

SESSIONAL EXAMINATIONS, 1885.

CONSTITUTIONAL HISTORY OF ENGLAND.

Examiner PROFESSOR WELDON.

TIME : THREE HOURS.

1. Describe the Anglo-Saxon County Court.
2. Describe the fiscal system of the Anglo-Saxons.
3. Explain the terms : Fees, Demesne lands, Reliefs, Primer Seisin, Scutage, Hidage, Homage.
4. Describe the different forms of land tenure at the time of the Charter.
5. Summarize the provisions of *Magna Carta*.
6. Explain these Articles of the Charter :
 - (17) Common Pleas to be held at some place certain.
 - (24) Sheriffs, &c., not to hold pleas of the Crown.
 - (33) Weirs in future not to be put in English rivers.
7. Give the history of the judicial functions of the King's Council.
8. Account for the rise of the equitable jurisdiction of the Chancellor.
9. Write short notes on :
 - (a) Voting in English Counties.
 - (b) Wages of members.
 - (c) University Representation.
 - (d) Minority Representation in the Reform Act of 1867.
10. Give an account of the Ship Money case.
11. Give an account of the legislative work of the Long Parliament in 1641.
12. What is the history of English legislation as to length of parliaments. Is the present term too long? Give reasons.
13. Give a full account of the *Habeas Corpus* writ. Does the English writ of *Habeas Corpus* run into Canada?
14. What is the purpose of the Independence of Parliament Act of Canada? What are the Nova Scotia Statutory provisions on this subject? Argue for or against the New Brunswick law that vacates the seat in the Assembly of an M. P. P. who accepts a salaried office in the Executive Council.
15. Are decisions in the House of Lords binding upon Canadian Courts? Why are they more authoritative than the decisions of the United States Supreme Court?

CONTRACTS.

Examiner.....MR. RUSSELL.

TIME: THREE HOURS.

1. When does an acceptance communicated by mail, bind the offeror? When does the revocation by mail, of an offer, take effect so as to prevent acceptance?

a. A offers by mail to sell B a specific lot of goods. B mails an acceptance, after which, A having changed his mind, mails a revocation of the offer before receiving the acceptance. Is A bound?

b. A offers as before, B accepts the offer, but the letter miscarries and is never received by A, who, not hearing from B, sells the goods to another. B sues for damages. Can he recover?

c. A offers as before, B accepts, but afterwards changes his mind and revokes his acceptance by telegram, which is the first communication A receives from him. Can A hold him to his acceptance?

2. What classes of contracts come within the fourth section of the Statute of Frauds, and what provision does the statute make in reference to them?

a. A sues B for breach of promise to marry.

b. A assigns to B a debt due from C, and guarantees B that it will be paid.

c. A agrees with B to pay him the amount due him from C, if B will discharge C, to which B consents.

d. A agrees with B, that if B will furnish goods to C, he will pay for them when the credit expires, if C does not.

Which of these contracts are within, and which are not within the statute of frauds?

3. Under what circumstances may the compromise of an invalid claim be a good consideration for a promise?

“Forbearance to enforce an unenforceable claim, can be no consideration for a promise.”—*Anson*.

Comment on this proposition.

4. (a.) Discuss the law with reference to mistake as to the nature of the promise avoiding a contract?

(b.) A sells B a quantity of oats. B thinks they are old oats, and would not buy them but for that impression. A knows that he is thus mistaken, and that he would not purchase the oats but for that mistake? Does the contract hold?

5. Explain and illustrate the maxim, *ignorantia juris neminem excusat*. What limitation of the principle does Lord WESTBURY suggest in *Cooper vs. Phibbs*?

6. How do you determine whether a contract made in breach of a statute is prohibited or only penalised?

7. What is the legal position of a *bona fide* holder for value of a promissory note given upon illegal consideration?

8. “A contract confers upon the parties to it rights *in rem*, as well as rights *in personam*.” Explain the terms, rights *in rem* and rights *in personam*; expand the statement and illustrate it by reference to *Lumley vs. Gye* or *Bowen vs. Hall*.

9. Where one of the parties to a contract, announces to the other his intention not to perform it, has the latter a cause of action, or must he wait till the time for performance arrives? State the principle settled by the case of *Hochster vs. De Latour*.

10. Plaintiff agreed with Defendant that his ship should sail to Odessa, and take a cargo to be loaded within a certain number of days. The vessel reached Odessa, and the master demanded a Cargo, which Defendant's agent refused to supply. The master remained at Odessa, and continued to demand a cargo. But before the running days were out war was proclaimed between England and Russia and it became legally impossible to perform the contract. Plaintiff sued for the breach. Discuss his right to recover.

11. In what cases will the performance of a contract be excused because of its becoming impossible after the contract is entered into? On what principle do the cases rest?

12. What is the legitimate meaning of the term warranty? Explain and illustrate one or other of the meanings with which it is less accurately used.

REAL ESTATE.

Examiner.....JAMES THOMSON, ESQ., Q. C.

FIRST YEAR.

TIME: ONE AND A HALF HOURS.

1. What is essential to constitute an Estate of Dower?
2. What is essential to constitute a tenancy by the curtesy?
3. What part of the Real Estate may a life tenant use without rendering himself liable for waste?
4. What is waste?
5. What is a remainder? Give an example.
6. What is a contingent remainder? Give an example.
7. A enfeoffs B to the use of himself and his heirs till his marriage with C, then to his own use for life, and after the determination of that Estate, by forfeiture or otherwise, to the use of X and Y their heirs and assigns during his life in trust to preserve the contingent remainders thereafter limited from being defeated and immediately after his decease to his eldest son and his heirs and in case he shall have no son to his own heirs. Analyze and give reasons for various limitations.
8. Land is conveyed to A and his assigns to such uses as he shall appoint, and in default of such appointment to the use of A for life, and after the determination of that Estate by any means in his lifetime to the use of B his executors and administrators during the life of A upon trust for the said A and his assigns and after the determination of that Estate to the use of his heirs. Analyze and give reasons for above limitations.
9. Land is conveyed to the use of A during life and after the determination of that Estate by forfeiture or otherwise in his life to the use of X and Y their executors and administrators during his life in trust for him to preserve contingent remainders then to the use of such child exclusively or among such children as he shall appoint and in default of such appointment among his children equally. Analyze and state reasons for limitations.

REAL PROPERTY.

Examiner HON. S. L. SHANNON, Q. C., D. C. L.

TIME: THREE HOURS.

1. What is an estate for years? In whom does this estate vest after the death of the tenant for years?
2. What important difference exists between a lease and an agreement for a lease?
3. A lease is made with the usual form of the *reddendum*, i. e. *yielding and paying the rent, &c.*, but there is no covenant in it for such payment. Can the landlord recover the rent in arrears by action on the lease, or must he resort to distress? Give the reasons for your answer.
4. What is the effect of a condition precedent, and of a condition subsequent in a lease? Give an instance of each.
5. What is the earliest period of time at which a landlord can distrain for rent in arrear? If the tenant has removed his goods before the expiration of the tenancy, can the landlord follow and distrain them?
6. When a lease expires what fixtures is the tenant allowed to remove? What is the leading case on the subject?
7. What is a way of necessity? A trustee sold land which he held in trust, to which there was no access but over the trustee's own land. Can the purchaser claim a way of necessity?
8. Suppose a man were to dig a deep well on his own ground, the effect of which was to sensibly diminish the waters of a neighboring mill stream. Has the owner of the mill stream any remedy?
9. A will is made by a testator in due form of law. Subsequently a second will is made by him in like due form, but there is no clause of revocation in the second will, nor was there any legal act of revocation of the first will by the testator. What will be the position of the first will under these circumstances? Give the rule on this point.

TORTS.

Examiner JOHN Y. PAYZANT, ESQ., A. M.

TIME: THREE HOURS.

1. What two things must concur to constitute a tort? Indicate the relation existing between them.
2. What is the general standard by which to determine whether a person has been guilty of negligence? Give a case illustrating the law of contributory negligence.
3. State some rules limiting the liability of a master for damage to a servant, caused by the negligence of a co-servant.
4. (a) What facts must a plaintiff prove in an ordinary action for deceit? (b) Give instances where proof of one or more of such facts will not be required. (c) Describe the different kinds of implied misrepresentation, giving authorities as far as you remember.
5. (a) Explain the difference between actual malice and implied or legal malice in the law of defamation. (b) Give a short account of the different classes of privileged communication with examples. (c) What difference as to liability exists between the originator and the repeater of scandal?
6. (a) What is the ground of action in enticement and seduction. (b) What principles were settled in Lumley vs. Gye? (c) Is plaintiff in proving damage confined to loss of service?
7. A a traveller, owes B a hotel-keeper \$150 for board and lodging, B during the temporary absence of A from his room, seizes and sells his luggage to pay the bill. A afterwards with the view of repurchasing his property, borrows \$100 from C, depositing with him his watch as security for repayment in one month. Before the month expires, and without A's knowledge, C sells the watch for \$150. A having otherwise spent his money is unable either to recover his luggage or tender C his loan. A therefore brings separate actions for conversion against B and C. Can he recover?
8. In the subject of nuisances, explain the law referred to in the phrases.
 - (a) "Coming to the nuisance."
 - (b) "Convenient locality."
 - (c) "Bodily comfort."
9. What different rules prevail in actions of trespass to real and personal property, with respect to the *possession* necessary to sustain plaintiff's action?
10. A takes passage for himself and servant on a steamship owned and managed by B. Through the negligence of C the maker of the boilers, an explosion occurs on the passage injuring the servant so that A loses the benefit of his services. Has either A or his servant an action against either B or C?

CRIMINAL LAW.

Examiner JUDGE JOHNSTONE.

FIRST YEAR.

TIME: ONE AND ONE HALF HOURS.

(Give reasons for your answers.)

1. In what lies the distinction between indictable offences and wrongs remediable by civil action only.

2. A man delivers less beer than he contracted for as the due quantity; is he guilty of an indictable offence, or is the remedy by civil action? State the reasons fully, that induce your reply.

3. A man takes a horse from his owner's stable without consent; what will make such act a theft, and what a trespass only.

4. What are the essential elements of a crime? Explain the two kinds of malice, illustrate each kind (and state what the law infers in one of the cases).

5. A, a foreigner unacquainted with the law of England, kills B in a duel in England. Duelling is not murder in A's country. Does A commit crime? If he does, state what? Again, A makes a thrust with a sword at a place where, upon reasonable grounds, he supposes a burglar to be, and kills a person who is not a burglar. What crime, if any, does A commit, and what principle of law governs? And again, A breaks into a house in Cornwall at 5.45 a. m., supposing it is past 6 o'clock, and forgetting that his watch is set to London time, what crime, if any, does A commit? Give the reason for your reply, and if there is any difference in the law, relating to the two last supposed cases, state the difference.

6. When a crime has been committed, what presumption of law arises, and on whom does the onus of rebutting that presumption lie?

7. Into what two general heads, may exemptions from responsibility for crime be divided, and what classes or sub-divisions are embraced under each head?

8. The acquittal of McNaughten for the murder of Drummond was discussed in the House of Lords, who propounded certain questions to the judges. What did their answers shew was necessary to be proved in order to establish a defence on the ground of insanity. How is the question of knowledge of right and wrong to be put to the jury? On whom does the onus of proving insanity lie, and why?

9. What constitutes murder as defined by Lord Coke? What is the distinction between justifiable and excusable homicide? How many and what kinds of each homicide are recognized?

10. What distinguishes manslaughter from murder?

11. What distinguishes robbery from other kinds of larceny?

12. What are the gists of the several crimes of larceny, false pretences and embezzlement? And what are the main distinctions between larceny and embezzlement and between larceny and obtaining goods by false pretences?

13. What four different participants in a crime may there be? Name each. State in what manner each participates, and state an imaginary case, which furnishes an example of each kind of participation, and state the offence committed by each participant.

14. Define forgery, and name the two classes of acts in this crime entailing the same consequences.

15. What constitutes the crime of arson?

INTERNATIONAL LAW.

Examiner.....PROFESSOR WELDON.

TIME: THREE HOURS.

1. (a) In the absence of treaty, are States bound to surrender fugitive criminals?

(b) Name the crimes in the Ashburton Treaty.

(c) An American commits arson in Halifax and flees to Boston. Can Canada insist upon his surrender?

(d) Are crimes to be defined by the law of the asylum State or of the demanding State?

(e) Can you extradite for one crime and try for another (1) in the treaty, (2) not in the treaty?

(f) Can you extradite under a treaty for a crime committed before the treaty?

2. Name the principal privileges of an Ambassador in the State to which he is accredited.

3. Has the Canadian Parliament any jurisdiction over offences committed on a foreign ship by a foreigner—

(1) In the Bay Chaleur, near the mouth, four miles from land.

(2) In the Bay of Fundy, near the mouth, four miles from land.

(3) Off the Atlantic coast of Nova Scotia, two miles from land.

4. (a) Give the history of the Fisheries dispute between England and the United States of America?

(b) Argue at length for or against the right of the Americans to catch fish in Bay Chaleur in July, 1885.

5. Give some rules for the construction of Treaties.

6. Discuss the Trent affair.

7. Give the history of the Alabama dispute.

8. In war between England and Russia, England seizes as contraband the goods of a Norwegian under his own flag, such goods being contraband under an Anglo-Russian treaty. The goods are provisions. Will the English Court condemn them?

Criticize the French decree that rice from Chinese ports should be treated as contraband.

9. In the event of war between England and Russia,
 (a) May Russia commission privateers?
 (b) May Russia capture English goods under an Italian flag?
 (c) May Russia capture Italian goods under the English flag?
 (d) May Russia take her prizes for condemnation into a Turkish Prize Court?

10. An English merchant charters an Italian vessel to go to Odessa and carry thence a cargo of wheat to London. While the ship is under way to Odessa, war breaks out between England and Russia. The English merchant fails to provide a cargo. During the war, the Italian sues the Englishman in the English Courts. Defence: International Law forbids dealings between alien enemies. Is the plea good? How if the action had been brought after the termination of the war?

11. Is Breach of Blockade a violation of English municipal law?

If the neutral State has notice that its subjects are fitting out blockade runners, and does not interfere, is it guilty? What are the penalties incident to ship and cargo?

Under what circumstances is the vessel allowed egress through the blockade?

12. Discuss the doctrine of "continuous voyages."

13. Give the history of the attempts from A. D. 1806 to 1812 to stretch the doctrine of Blockade.

CONSTITUTIONAL LAW.

Examiner.....PROFESSOR WELDON.

TIME : THREE HOURS.

(Give full reasons for your answers.)

1. State the law relating to General Warrants.
2. Is a judge civilly liable for judicial acts? How if malice is proved? How if the judge acts beyond his jurisdiction? Can he be proceeded against criminally for judicial misconduct? Give the provisions of the B. N. A. Act as to the removal of judges.
3. What English laws are in force in New Brunswick.
 - (a) Is the common law doctrine that rent due, ranks as a specialty debt, in force in a Colony, in the absence of statutory provisions in the matter?
 - (b) What was decided in *Hanington vs. McFatrige*, and in *Uniacke vs. Dickson*?
 - (c) Is Lord Hardwicke's Marriage Act, A.D., 1753, in force in N. B? Is the Mortmain Act 9 Geo. II. c. 36.

(d) When N. B. has legislated upon the subject-matter of an old English Statute, obviously applicable to the Colony, are the provisions of the Imperial Act not contained in the Colonial Statute and not repugnant to it, still in force in the Colony?

4. "Exclusively" in sec. 91 of the B. N. A. Act, was held by Palmer J. in *Nicholson vs. Baird*, to mean exclusively of the Imperial Parliament. Criticize this construction.

5. Contrast briefly the American and Canadian Federal Systems.

6. Give a general canon for determining the constitutionality

- (a) of a Local Statute,
- (b) of a Dominion Statute.

7. "Licenses for the sale of intoxicating liquors shall only be granted. when accompanied by a petition from two-thirds of the rate payers of the polling district."

Revised Statutes of N. S., 4th Ser., c. 75, s. 3.

Is this section constitutional?

8. "No person shall be appointed a Judge of the Supreme Court, unless he shall have been a resident Barrister of the Province for ten years."

Revised Statutes of N. S., 4th Ser., c. 89, s. 2.

Is this section constitutional?

9. Write notes on :—

(a) *Leproha vs. City of Ottawa*.

(b) Distribution of Taxing Powers between the Local Legislature and the Dominion Parliament.

10. In 1864 the N. S. Legislature passed an Act, "of Factors and Agents," changing the law as to Principal and Agent.

In 1884 the acts of the Province were consolidated; and it was enacted that upon proclamation of the Consolidated Statutes, all laws in force at the beginning of the Session of 1884, should be repealed.

The chapter "Of Factors and Agents" is not included in the Consolidated Statutes, but has been placed in the Appendix "Of Unrepealed enactments of the Legislature of N. S."

Is the Factors Act in force in N. S.?

SALES.

Examiner..... MR. RUSSELL.

TIME: THREE HOURS.

1. A sale of personal property may be defined to be a transfer of the absolute or general property in a thing for a price in money. *Benjamin*.

Sale is an agreement * * * that the property in a thing shall be transferred to the buyer in consideration of value to be rendered by the buyer. *Campbell*.

- (a) Which of these definitions do you prefer? State the grounds of your preference.
- (b) Explain briefly the meaning of the terms "absolute property," "general property," "special property."
- (c) Is there any difference between sale and barter? If so explain the difference and state whether it is of any practical importance. Illustrate your answer by reference to the practice either under the common law Procedure Act, (N. B.), or under the Judicature Act, (N. S.)

2. (a) Illustrate the distinction between a sale of things in potential existence and of things to be afterwards acquired. Explain the meaning and effect of *novus actus interveniens*. As to the sale of things not yet in existence, state the difference between the rule at law and in equity.

(b) "If a man sells goods to be delivered on a future day, and neither has the goods at the time nor has entered into any prior contract to buy them, nor has any reasonable expectation of getting them by consignment but means to go into the market and to buy goods which he has contracted to deliver, he cannot maintain an action upon such contract. It is a mere wager on the price of the commodity." *Bryan vs. Lewis*, Ry. & M. 386.

Comment on this statement of the law.

3. How do you determine whether a contract is for work and labour or for the sale of goods within the statute of frauds?

- (a) A promises to make a set of false teeth for B, and B promises to pay for them when made.
- (b) A promises to paint a picture of great value for B, A finding the paint and canvas which are of small value, and B promising to pay for the whole as a work of art.
- (c) A employs B to print 500 copies of a book written by A at \$50 a sheet, B finding the materials.
- (d) A employs B, a solicitor, to draw a deed on parchment and with ink supplied by B.
- (e) A contracts with B that B shall carve a block of marble belonging to A into a statue, A paying a large sum of money as the price of the statue.

Which of these contracts are and which are not within the statute of frauds? Mention any doubt you may have as to any of the cases.

4. (a) State Lord Blackburn's rules, or give your own, for determining whether the property passes or does not pass on the formation of a contract for the sale of specific chattels.

(b) A agreed to build a ship for B, according to certain specifications, \$1000 to be paid when the keel was laid, \$2000 when timbered, \$2000 when decked, and the balance when launched. The work was superintended by B's agent during its progress. After the ship was timbered and the second instalment paid, A made an assignment of all his property for the benefit of creditors, and the assignee claimed the ship. Whose property was she? Which of your rules explains this case?

5. A, in Liverpool, orders from B, in St. John, a cargo of lumber, and sends his own ship for its transportation.

The lumber is shipped (a) without any bill of lading being taken, (b) with a bill of lading taken making the lumber deliverable to the order of the consignor. When does the title pass to the consignee in each case, if at all?

In the latter case B draws a draft on A, attaches it to the bill of lading, and transfers both to C, who discounts the draft. What title, if any, does C get in the goods?

6. Under what circumstances will the fraud of a purchaser prevent the property in goods from passing even to a third party, who purchases from the vendee without knowledge of the fraud?

(a) A sells goods to C, being induced by the fraud of C, to think that he is contracting with X, and C resells the goods to an innocent purchaser for value. Can the purchaser hold the goods against A?

(b) A sells goods to C, being led by the fraud of C to think that the market is falling, and C resells the goods to M, an innocent purchaser for value. Can A claim the goods?

Give the reasons for your answers to these questions.

7. "A purchaser induced to buy through the fraud of an agent of the vendor, the latter being innocent, cannot maintain an action for deceit or any action in tort against the innocent principal." *Benjamin*, 1875.

How does Mr. Benjamin modify this statement in consequence of recent decisions?

8. Distinguish between *condition* and *warranty*. Where a vendor sells an article by a particular description, and the article tendered does not comply with the description, what rights has the vendee?

(a) A contracts to sell B goods described as foreign refined rape oil, warranted only equal to samples. The oil tendered corresponds with the samples, but is found by the Jury not to be foreign refined rape oil. Is the purchaser bound to accept? Is this a case of warranty, or condition?

(b) A sells B a horse, and gives a receipt as follows: "Received of B \$50 for a gray three year old colt, warranted sound in every respect." The colt is four years old. Can B sue for breach of warranty? Can he return the colt?

(c) A bought a horse of B. The contract of sale contained these two terms: that the horse was warranted to have hunted with the Bicester hounds, and that if it did not answer to its description, the buyer should return it by the evening of a specified day. The horse did not answer the description, and had never hunted with the Bicester hounds. Before the time for returning it, the horse was injured but through no fault of the purchaser. Could A return the horse within the time?

(d) A sold a horse to B, on condition that B should have eight days to try him, and might return him at the end of that time if not suitable. The horse died in B's possession on the third day. Could A recover the price?

9. A vendor sells goods on credit and has them in his possession unpaid for after the term of credit has expired. What rights has he? Discuss the question.

10. A contracts to sell goods to B, deliverable in monthly instalments over four months. At the end of the third month he gives notice that he will deliver no more instalments, and B immediately sues for breach of the contract. Can the action be maintained? If so, what will be the measure of damages?

11. In *Ryder v. Wombwell*, a suit against an infant for alleged necessities, evidence was offered on the part of defendant that he was sufficiently supplied with articles of a similar description to those sued for, but it was not shown or proposed to show that plaintiff was aware of the fact. The judge rejected the evidence, and the Exchequer Chamber declined to rule as to its admissibility. What would the ruling be now on such a point?

EVIDENCE.

Examiner.....HON. MR. JUSTICE THOMPSON.

TIME: THREE HOURS.

(In course of these answers refer to any cases which you can recall in support of your views.)

1. State the principles which regulate the burden of proof in civil causes, both in actions of tort and actions of contract.
2. What are the principal presumptions of law (not conclusive)? When they conflict with each other what is their comparative strength?
3. State the privileges and disqualifications in the law of evidence as to "Husband and Wife," "Counsel and Client," and as to "Criminating Questions."
4. Illustrate the rule which requires the best evidence to be produced, and the difference between primary and secondary evidence.
5. What rules prevail as to admissions:
 - (a.) Of a party,
 - (b.) Of one not a party?
 In course of this reply, state the rule in *Slattery v. Pooley*, and its modifications.
6. What are the rules as to discrediting
 - (a.) A witness called by one's self,
 - (b.) An adversary's witness?
7. Describe the extent of the right to cross-examine for the purpose of testing memory and credibility, mentioning which of the rules that prevail in direct examination are then relaxed.
8. State the rules with regard to admissibility of matters as part of the "Res gestae."
9. What matters are judicially noticed?
10. When is extrinsic evidence allowed in relation to documents?
11. Mention the principles which prevail in regard to expert testimony.
12. When can re-examination be resorted to, and when can evidence in reply, (*i. e.* rebutting evidence), be given?

BILLS AND NOTES.

Examiner WALLACE GRAHAM, ESQ., A. B., Q. C.

TIME : TWO HOURS.

1. Who are the parties to a Bill of Exchange?
2. Is the following a good bill of Exchange: "Credit C or order with £100 in cash."
3. What is a Foreign Bill of Exchange? an Accommodation Note?
4. Is it essential that a Bill of Exchange should be accepted by writing on the instrument?
5. Is it ever necessary under any circumstances for the plaintiff in an action on a Bill to prove consideration? Suppose the words "value received" are omitted in the instrument, how would that affect the case?
6. When, if ever, is a partial failure of consideration a defence?
7. By what parties and under what circumstances can the illegality of the consideration be set up as a defence?
8. State the different modes of transfer of a Bill of Exchange or Promissory Note.
9. What difference exists in respect to the defences of parties when the Bill or Note is indorsed before maturity and when it is indorsed after maturity?
10. To whom must a Bill be presented for acceptance? To whom for payment?
11. When must it be presented for acceptance?
12. When is presentment excused?
13. Write out a good notice of Dishonour?
14. Are there any circumstances under which the defendant cannot avail himself of the want of notice of Dishonour, when in the ordinary course he would have been entitled to it?
15. When should notice of Dishonour be given? To whom should it be given?
16. When is a Bill of Exchange discharged?
17. In what ways may a Bill of Exchange be discharged?
18. When, if ever, is the payment of a smaller sum than the face of the Bill, a good discharge?

EQUITY.

Examiner.....ROBERT SEDGEWICK, A. M., Q. C.

TIME: THREE HOURS.

(Give reasons in all cases.)

1. (a) What Statute first clearly established Chancery jurisdiction as to Charities? State its objects. (b) Illustrate the principle of liberal construction in the case of Charitable Trusts, showing how they are more favourably regarded than gifts to individuals. (c) Define the doctrine of *cy près*.

2. (a) Discuss the question as to whether an imperfectly executed assignment can be enforced as a trust in favor of a volunteer. (b) State the decision in *Ellison v. Ellison*. (c) Shew the objects of the Statutes, 13 Eliz., Cap. 5, and 27 Eliz., Cap. 4. (d) What is necessary to entitle a creditor to obtain the benefits of a Trust Deed for the payment of debts? (refer to *Garrard v. Lauderdale*). (e) How may a creditor's right to participate be barred?

3. (a) Define resulting trusts. (b) Classify them. (c) State exceptions to the general rule when purchases are made in the names of third persons. (d) Define constructive trusts. (e) A person charged with a constructive trust is not in all respects treated as an express trustee. Elaborate this. (f) Discuss the question of joint liability where trustees join in receipts. What, if any, distinction exists between them and executors in that respect? (g) Give examples of a trustee profiting from accidental circumstances by his trust.

4. (a) State Lord Brougham's rules in *Atwood v. Small* as to misrepresentation. (b) To what modification is the second rule subject? (c) What is the effect of inadequacy of price, (1) as to interests in possession, (2) as to interests in reversion?

5. (a) Distinguish between accident and mistake. (b) State shortly to what extent accident is a ground of relief at law. (c) How has such relief been extended in Equity?

6. (a) Upon what principles is equitable relief given in cases of penalties and forfeitures? (b) Discuss *Slooman v. Walter*.

7. (a) Apply the equitable principles relative to penalties and forfeitures to the equitable rights of a mortgagor. (b) Is an Equity of Redemption a *right* or an *estate*? Explain. (c) What interest has a mortgagee's executors and heirs respectively in a mortgage? (d) Upon redemption who is entitled to the mortgage money and who must reconvey? (State any statutory modifications).

8. Illustrate the doctrine of consolidation of mortgages.

9. (a) Discuss the question of a vendor's lien for unpaid purchase money. (b) How may it be enforced? (c) How waived? (d) An Equitable interest alone being sold,—discuss the priority of such lien as against a subsequent purchaser for value (1) with notice, (2) without notice. Also as against a volunteer.

10. (a) To what extent are a married woman's contracts enforceable as against her separate estate? (b) How may she be prevented from alienating her separate estate? (c) There being a clause restraining anticipation in the settlement, discuss the question as to her powers of alienation *durante viduitate* and upon her subsequent marriage.

CONFLICT OF LAWS.

Examiner.....PROFESSOR WELDON.

TIME: ONE AND A HALF HOURS.

1. An Englishman emigrates, intending to make his home in Manitoba. He lands at Halifax, marries there a sister of his deceased wife, and *en route* to the North-West dies at Moncton, intestate. By what law do you determine the validity of the marriage as to contractual capacity and forms of celebration? By what law are the intestate's goods and lands distributed?

2. What rules govern the English Courts as to the recognition of foreign divorces? Are these rules lacking in comity? What was decided in *Harvie v. Fernie*?

3. (a) A bill drawn, accepted and payable in England is indorsed in blank in France, and sued on in England. The acceptor pleads that the indorsement is invalid by the French law. Is this a good defence?

(b) A bill drawn, accepted and payable in France is indorsed in blank in England. Will the English Courts hold the acceptor liable to the indorsee? Name any cases you may remember to support your answer.

4. Distinguish between judgments *in rem* and judgments *in personam*. Give reasons. Upon what grounds will the English Courts refuse to recognize a foreign judgment *in rem*? Give the provisions in the Nova Scotia Statutes as to foreign judgments. Criticize them.

5. A has a New Brunswick domicile, is partner in an English house, and has not been in England. Has the English Court jurisdiction to adjudicate A bankrupt? Can the English trustee in bankruptcy, without authorization by New Brunswick Courts, take A's land and goods situate in New Brunswick, and distribute the proceeds among the creditors?

6. A contract not to be performed within the year, is made in New Brunswick to be fulfilled in Quebec. Defence, that the contract does not satisfy the New Brunswick Statute of frauds. Criticise the defence.

7. A passenger buys a ticket for a trip from Halifax to Havre. The ship carries the English flag. A passenger's trunk falls into the dock at Havre through the company's negligence. What law determines the company's liability?

ROMAN LAW.

Examiner..... HON. S. L. SHANNON, Q.C., D.C.L.

TIME: TWO HOURS.

1. Give the meaning of the following terms, viz.: "*Jus*," "*Lex*," "*Senatus Consultum*," "*Plebiscitum*," and "*Constitutio*," and state their several relations to Roman Law.
2. What was the jurisdiction of the Prætor? Give a statement of his mode of procedure on taking office, and the effect of his edicts on Roman Law. Is there any thing analogous to his jurisdiction in the English law?
3. What were the "*Responsa Prudentium*?" Describe their effect upon the Law of Rome.
4. Give a brief outline of the Legislation of the Emperor Justinian in codifying the law.
5. What was the "*patria potestas*," and what power had the *pater familias* over the properties of those under his control? Were there any exceptions to this power?
6. What was the distinction between "*arrogation*" and "*adoption*," and what was the effect of *adoption*?
7. What was the distinction between "*tutor*" and "*curator*," and what were their respective rights and duties?
8. Define the terms "*res Mancipi*," "*res nec Mancipi*," and "*traditio*," and state their connection with the transfer of Roman property.
9. Servitudes are either *real* or *personal*—the former including "*urban*" and "*rural servitudes*"—the latter "*usufructus*" "*usus*" and "*habitatio*." State briefly the meaning of the word "*servitude*," and the different rights of property comprehended under the above-named terms.
10. What is an "*inofficious will*?" Could a testator bequeath his entire property to a stranger, and leave his family unprovided for?
11. State the distribution of intestate estates, according to the latest legislation of Justinian [*the Novels*.] Is there any similarity between the laws of Nova Scotia and those of Justinian on this point?
12. Contracts in Rome were made either "*re*," "*verbis*," "*litteris*," or "*consensu*." Give an example of each.

MARINE INSURANCE.

Examiner..... WALLACE GRAHAM, A.M., Q.C.

TIME: TWO HOURS.

1. Define Marine Insurance.
2. Describe the nature of the "Slip." Can it be used as evidence to reform the policy in the event of a mistake in the latter instrument?
3. How far can letters, documents, &c., between the parties previously to the policy, be used in evidence, to control the language of the Policy?
4. Must a contract of Insurance be reduced to writing?
5. Is delivery of the Policy essential to the completion of the contract?
6. In Marine Insurance, what is meant by "concealment"?
7. Would a policy be vitiated if the owner concealed the fact that the ship was liable to capture in time of war, and the loss claimed was not from capture but from stranding?
8. State in a general way, what facts must be communicated to the underwriters.
9. The master of a ship, in writing from a port of departure, does not communicate the fact that his ship has been in distress, and the owner takes his letter to an Insurance Company, and procures a Policy for the voyage described therein. Is the Policy good?
10. State the difference between a representation and a warranty,
 - a. In form.
 - b. In respect to proof when there has been a breach.
11. Explain the different kinds of representations.
12. What is a warranty, and how many kinds of warranties are there?
13. State what you know of the implied warranties.
14. When a time policy is effected, is there any implied warranty of seaworthiness? Suppose the vessel to be unseaworthy at the commencement of the voyage, how would you, in such a case, shape your defence?
15. Is a person bound to communicate to the underwriters material facts affecting the risk, which he learned after the application, but before the policy was issued.

MAKING RESEARCH

BY WILLIAM W. WILSON, JR., and WILLIAM W. WILSON, JR.

TITLE: THE HISTORY

1. Describe the nature of the "ship" and how it is used as a metaphor to describe the history of the United States.
2. Describe the nature of the "ship" and how it is used as a metaphor to describe the history of the United States.
3. How has the "ship" metaphor been used in the history of the United States?
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15. How has the "ship" metaphor been used in the history of the United States?

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. It should be addressed: "The Principal, Dalhousie College, Halifax, N. S.," and must be sent so as to reach him on or before October 7th, 1885.

All 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 § vi. 2, page 30.

(1) Is it for a Senior or for a Junior Exhibition (or Bursary) that you are a candidate ?

.....

(2) Have you ever matriculated in Arts at a University ?

.....

(3) If so, at what University ?.....

(4) And at what date ?.....

(5) How many academic years have you spent as an undergraduate in Arts at a University or at Universities ?

.....

(6) At what University or Universities were they spent ?

.....

[OVER.]

(7) Give the dates.

.....

(8) Have you ever before competed for the Exhibitions and Bursaries for which you are now a candidate?

.....

(9) If so, when?

(10) Name the last School or Academy attended by you for one school or academic year during either the two years ending Oct. 15th, 1885, (if you are not yet a matriculated student) or the two years preceding the date of your matriculation (if you are)?

.....

(11) Name the Province and County in which your permanent or usual residence either is now (if you are not yet a matriculated student), or was previously to your matriculation (if you are)?

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Signature in full.....

Present address.....

Date.....

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