



CALENDAR

AND

EXAMINATION PAPERS

OF

Dalhousie College and University,

HALIFAX, NOVA SCOTIA.

SESSION 1869-70.

HALIFAX:
PRINTED FOR THE UNIVERSITY,
BY JAMES BARNES.

1869.

STATIONER

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University Calendar,

1869-70.

| | |
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| 1869. | |
| Oct. 22. | Fr. Meeting of Board of Governors. |
| 27. | W. Opening of Winter Session. Addresses by Principal Ross and Prof. Lyall, at 11 o'clock, A. M. |
| 28. | Th. Matriculation Examination. Examination for Scholarships. |
| 29. | Fr. Supplementary Examinations. |
| Nov. 1. | Mo. Matriculation and Registration. Lectures begin. |
| 2. | Tu. Meeting of Senate, 1 P. M. |
| 9. | Tu. College opened, 1863. |
| 10. | W. Final Matriculation and Supplementary Examinations. |
| Dec. 7. | Tu. Meeting of Senate, 1 P. M. |
| 24. | Fr. Christmas Vacation begins. |
| 25. | Sa. Christmas Day. |
| 1870. | |
| Jan. 5. | W. College re-opens. |
| 11. | Tu. Meeting of Senate, 1 P. M. |
| 16. | Su. College established, 1823. |
| 28. | Fr. Meeting of Board of Governors. |
| Feb. 1. | Tu. Meeting of Senate, 1 P. M. |
| March 1. | Tu. Meeting of Senate, 1 P. M. |
| 2. | W. Ash Wednesday. <i>Holiday.</i> |
| 16. | W. Essays for the <i>Sir Wm. Young</i> Prize, and <i>Grant</i> Prize to be given in. |
| April 5. | Tu. Meeting of Senate, 1 P. M. |
| 8. | Fr. Lectures close. |
| 13. | W. Examinations in Latin and in Roman History. |
| 14. | Th. Examinations in Greek. |
| 15. | Fr. Good Friday. <i>Holiday.</i> |
| 18. | Mo. Easter Day. |
| 19. | Tu. Examinations in Mathematics. |
| 20. | W. " Natural Philosophy and Rhetoric. |
| 21. | Th. " Chemistry. |
| 22. | Fr. " Logic, Metaphysics, History, French. |
| 22. | Fr. Meeting of Board of Governors. |
| | Examinations in Ethics and German. |
| 25. | Mo. Meeting of Senate, 10 A. M. |
| 26. | Tu. Results of Examinations declared. |
| 27. | W. Meeting of Convocation at 11 o'clock, A. M. Winter Session ends. |
| May 2. | Mo. Meeting of Senate. Summer Session opens. |
| | Inaugural Address in Medical Faculty at 11 o'clock, A. M. |
| 3. | Tu. Lectures begin in Faculty of Arts. |
| | Lectures begin in Faculty of Medicine. |
| 23. | Mo. Foundation Stone of College Building laid in 1820. |
| 24. | Tu. Queen's Birthday. <i>Holiday.</i> |
| June 7. | Tu. Meeting of Senate, 1 P. M. |
| 20. | Mo. Accession of Queen Victoria. |
| 21. | Tu. Halifax settled, 1749. <i>Holiday.</i> |
| 24. | Fr. Meeting of Board of Governors. |
| | Lectures close in Faculty of Arts. |
| 27. | Mo. Examinations in Arts. |
| 28. | Tu. Examinations continued. |
| 29. | W. Summer Session of Arts Faculty ends. |
| July 1. | Fr. Dominion Day. <i>Holiday.</i> |
| 29. | Fr. Summer Session of Medical Faculty ends. |

University Calendar

1888-89

| 1888 | 1889 | |
|------|---------|--|
| 29 | Oct 22 | Meeting of Board of Governors |
| 28 | Oct 21 | Opening of Winter Session. Address by Principal Hall and First Lecture at 11 o'clock A. M. |
| 27 | Oct 20 | Matriculation Examination Examination for Scholarships |
| 26 | Oct 19 | Supplementary Examinations |
| 25 | Oct 18 | Matriculation and Registration. Lectures begin. |
| 24 | Oct 17 | Meeting of Senate 1 P. M. |
| 23 | Oct 16 | College opened 1888 |
| 22 | Oct 15 | Final Matriculation and Supplementary Examinations |
| 21 | Oct 14 | Meeting of Senate 1 P. M. |
| 20 | Oct 13 | Christmas Vacation begins |
| 19 | Oct 12 | Christmas Day |
| 18 | Oct 11 | College re-opens |
| 17 | Oct 10 | Meeting of Senate 1 P. M. |
| 16 | Oct 9 | College established 1828 |
| 15 | Oct 8 | Meeting of Board of Governors |
| 14 | Oct 7 | Meeting of Senate 1 P. M. |
| 13 | Oct 6 | Meeting of Senate 1 P. M. |
| 12 | Oct 5 | Meeting of Senate 1 P. M. |
| 11 | Oct 4 | Ad. Wednesday. Holiday |
| 10 | Oct 3 | Leaves for the St. Wm. Young Fair, and Great Fair to be given in |
| 9 | Oct 2 | Meeting of Senate 1 P. M. |
| 8 | Oct 1 | Lectures close |
| 7 | Sept 30 | Examinations in Latin and in Roman History |
| 6 | Sept 29 | Examinations in Greek |
| 5 | Sept 28 | Good Friday. Holiday |
| 4 | Sept 27 | Easter Day |
| 3 | Sept 26 | Examinations in Mathematics |
| 2 | Sept 25 | Natural Philosophy and Rhetoric |
| 1 | Sept 24 | Chemistry |
| | Sept 23 | 1.5 P. Mathematics, History, French |
| | Sept 22 | Meeting of Board of Governors |
| | Sept 21 | Examinations in Ethics and German |
| | Sept 20 | Meeting of Senate 10 A. M. |
| | Sept 19 | Meeting of Examinations delayed |
| | Sept 18 | Meeting of Governors at 11 o'clock A. M. Winter Session ends |
| | Sept 17 | Meeting of Senate. Summer Session opens |
| | Sept 16 | Principal Address in Medical Faculty at 11 o'clock A. M. |
| | Sept 15 | Lectures begin in Faculty of Arts |
| | Sept 14 | Lectures begin in Faculty of Medicine |
| | Sept 13 | Foundations Stone of College Building laid in 1850 |
| | Sept 12 | Queen's Birthday. Holiday |
| | Sept 11 | Meeting of Senate 1 P. M. |
| | Sept 10 | Accession of Queen Victoria |
| | Sept 9 | Lectures ended 1740. Holiday |
| | Sept 8 | Meeting of Board of Governors |
| | Sept 7 | Lectures close in Faculty of Arts |
| | Sept 6 | Examinations in Arts |
| | Sept 5 | Examinations continued |
| | Sept 4 | Summer Session of Arts Faculty ends |
| | Sept 3 | Thomas Day. Holiday |
| | Sept 2 | Summer Session of Medical Faculty ends |

BOARD OF GOVERNORS.

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

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HON. J. W. RITCHIE, Senator.

HON. S. L. SHANNON.

HON. JOSEPH HOWE, M. P., President of Privy Council.

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

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CHARLES MACDONALD, M. A., *Secretary of Senate.*

JOHN JOHNSON, M. A.

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BOARD OF GOVERNORS

Hon. Sir William Young, Knight, Chief Justice of Nova Scotia, Chairman.
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GEORGE LAWSON, Ph. D., LL. D.
JAMES DANIEL, M. A.

FACULTY OF ARTS.

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

REV. WILLIAM LYALL, LL. D.,
Professor of Psychology and Metaphysics.

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

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

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

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

Tutor in Modern Languages.

JAMES LIECHTI, Esq.

FACULTY OF MEDICINE.

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

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

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

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

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

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

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

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

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

THOMAS TRENAMAN, M. D.,
Assistant Demonstrator.

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

Janitor of the College—JOHN WILSON.

§ III.—MATRICULATION EXAMINATION.

FOR THE FIRST YEAR.

The subjects of examination for entrance into the First Year, are:—

I. In Classics.

Latin Grammar, Greek Grammar, one easy Latin, and one easy Greek Author.

The following Authors are recommended:

Latin.

Cæsar, one book; Virgil, one book; Cicero, two Orations; Horace, one book of Odes.

Greek.

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

II. In Mathematics.

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

III. In English.

Grammar; History; Geography; Composition.

FOR THE SECOND YEAR.

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

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

§ IV.—COURSE OF STUDY.

The Undergraduate course extends over, either

1. Four Winter Sessions, or
2. The Winter and Summer Sessions of two Academic years, and an additional Winter Session.

In order to enter upon the latter course, Students must be able to pass the Entrance Examination of the second year, and must take the classes prescribed by the Senate in the Summer Session.

I. WINTER SESSION.

FIRST YEAR.

Classics, Mathematics, Rhetoric.

SECOND YEAR.

Classics, Mathematics, Chemistry, Logic and Psychology.

THIRD YEAR.

Classics, Metaphysics, Modern Languages, Natural Philosophy, Chemistry. Mathematics and Practical Chemistry *optional*.

FOURTH YEAR.

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

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

II. SUMMER SESSION.

Classes will be opened for instruction in the following subjects :

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

§ V.—FEES.

The Fee to each Professor, whose class or classes a Student enters, is *six dollars* for the Winter Session, and *four dollars* for the Summer Session, or *eight dollars* for both. Any Undergraduate who has paid fees twice, either to the Professor of Classics or to the Professor of Mathematics, may attend the classes of such Professor during the remainder of his Undergraduate course without paying an additional fee.

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

Experimental Chemistry is an optional class, the fee for which is *six dollars*.

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

Both Undergraduates and General Students are required, at the beginning of each session to pay an annual fee of *one dollar*, which entitles to the use of the Library.

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

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

| | |
|--|------|
| Classes of First Year, Library and Matriculation Fees..... | \$21 |
| “ Second “ and Library | 25 |
| “ Third “ “ | 13 |
| “ Fourth “ “ | 13 |

§ VI.—GRADUATION IN ARTS.

DEGREE OF B. A.

The Degree of B. A. may be obtained by attending the prescribed courses of Lectures, extending over four Winter Sessions, or three Winter and two Summer Sessions, and by passing the following examinations, the Candidate maintaining throughout the period a good moral character:—

IN THE FOUR YEARS' COURSE.

1. Matriculation Examination at entrance.
2. Examination at the close of the first session, in Classics, Mathematics, Logic and Psychology, and Chemistry.
3. Examination at the close of the second session in Classics, Mathematics, Logic and Psychology, and Chemistry.
4. Examination at the close of the third session, in Classics, Natural Philosophy, Modern Languages, Metaphysics and Chemistry.
5. Final Examination for Degree, at the close of the fourth session or subsequently, in Modern Languages, Ethics, Political Economy, History, Natural Philosophy, and either Classics or Mathematics, at the option of the Candidate.

IN THE THREE YEARS' COURSE.

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

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

The Fee for Diploma is *five dollars*, payable before the Final Examination.

DEGREE OF M. A.

Bachelors of Arts of at least three years' standing, maintaining meanwhile a good reputation, shall be entitled to the Degree of M. A., on producing an approved Thesis on a literary, scientific, or professional subject.

Fee for Diploma, *twenty dollars*.

§ VII.—REGULATIONS FOR EXAMINATIONS.

1. If an Undergraduate absent himself from any University Examination, except for such cause as may be held good by the Senate, he will lose his year.
2. If an Undergraduate fail to pass in any Examination, he will be allowed a Supplementary Examination on the first Friday of the following Winter Session, on giving notice to the Secretary of the Senate.

3. Failure in more than two subjects will involve the loss of the year. N. B.—In the application of this rule, Classics and Mathematics will *each* be reckoned as two subjects.

4. In all cases where a Student presents himself for Supplementary Examination, except on the day mentioned in Rule 2nd, he will be required to pay a fine of *two dollars*.

5. Students are forbidden to bring any books or manuscripts into the Examination Hall, unless by the direction of the Examiner, or to give or receive assistance at the Examinations. If a Student violate this rule, he will lose his Sessional Examination, and it shall be at the discretion of the Senate whether he be allowed a Supplementary Examination.

6. Students who pass the Examination in the several subjects of their respective years, are arranged in three classes, according to the merit of their answers in these subjects.

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

§ VIII.—SCHOLARSHIPS.

1. HALIFAX SCHOOLS.

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

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

2. NEW GLASGOW ACADEMY.

A Scholarship of equal value, and to be held under the same conditions, is offered this year for competition to Pupils attending the New Glasgow Academy; the award to be made after examination by the Principal of that Academy.

These scholarships can be competed for only by Pupils who have attended the schools from which they come, for a period of not less than one year previous to the competition. Candidates from the Halifax Schools must bring certificates of attendance from the Principals of their Schools, which must be presented at the Matriculation Examination.

3. OPEN SCHOLARSHIP.

A Scholarship of equal value, and to be held under the same conditions, will be offered *annually* for competition to all Undergraduates entering the first year.

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

Should the Principal of an Academy to which a Scholarship

has been assigned decline to examine, an Examiner will be appointed by the Senate of Dalhousie College. No Student can hold more than one Scholarship during the Session.

§ IX.—PRIZES AND CERTIFICATES OF MERIT.

THE GRANT PRIZE.

A Prize of \$20 is offered by the REV. G. M. GRANT, M. A., for the best translation of Lucretius' "De Rerum Natura."

Competition is open to all Students of the years 1868-9, and 1869-70.

The Essays are to be sent in not later than 16th March, 1870, each signed with a motto, and accompanied by a sealed envelope containing the name of the writer, and with the motto upon it.

THE SIR WILLIAM YOUNG PRIZES.

The following Prizes are offered by the HON. SIR WILLIAM YOUNG, Knt, Chief Justice of Nova Scotia:—

1. A Prize of \$20 for the best Essay on "The Relations of Capital and Labour."

The Essay to be given in to the Principal, with an accompanying sealed letter containing the name of the competitor, (each bearing a motto), not later than 16th March, 1870.

Open for competition to all Students in actual attendance during the session in the Faculty of Arts.

2. A Prize of \$20 in Elocution, open for competition to all Students of the first and second years.

NORTH BRITISH SOCIETY'S BURSARY.

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

CERTIFICATES OF MERIT.

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

In publishing the names of the Students of the First and Second Years who obtain Prizes and Certificates of Merit, mention will be made of the Schools in which they received their preliminary education.

§ X.—ATTENDANCE AND CONDUCT.

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

2. Attendance upon all the classes of the year, except those announced as optional, shall be imperative on all Undergraduates.

3. A Class Book will be kept by each Professor, in which the presence or absence of Students will be carefully noted.

4. Professors will mark the presence or absence of Students immediately before commencing the exercises of the class, and will note as absent those who enter thereafter, unless satisfactory reasons be assigned.

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

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

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

8. While in the College, and going to it or from it, Students must conduct themselves in an orderly manner. Any Professor observing any improper conduct in a Student will admonish him, and if necessary report to the Principal.

9. When a Student is brought before the Senate and convicted of a violation of any of these rules, the Senate may reprimand privately or in the presence of the Students, or report to the parents or guardians, or disqualify for competing for Prizes or Certificate of Merit, or report to the Governors for suspension or expulsion.

10. Students not residing with parents or guardians must report to the Principal their places of residence within one week after their entering College, and the Principal may disallow such residence if he see good cause. Any change of residence must also be reported.

11. It is expected that every Student will attend divine service on Sunday.

§ XI.—THE LIBRARY.

Through the liberality of a number of the friends of the College, a library has been formed, which consists of a careful selection of the most useful works in each department of study, embraced in the University course. There are likewise a few works in general literature. The library embraces in all upwards of 1100 volumes. All students are entitled to the use of the Library, on payment of the annual fee of *one dollar*.

§ XII.—COURSE OF STUDIES. WINTER SESSION.

CLASSICS.

Professor . . . JOHN JOHNSON, M. A.

FIRST YEAR.

LATIN.—Cicero, *De Amicitia*.—Virgil, *Æneid*, Book VI.
 GREEK.—Selections from Lucian's Dialogues.
 LATIN COMPOSITION.—*Principia Latina*, Part IV.
 HISTORY.—*History of Greece* (Smith's).

SECOND YEAR.

LATIN.—Livy, *Book I*.—Horace, *Selected Odes*.
 GREEK.—Herodotus, *part of Book I*.—Homer, *Iliad*, Book VI.
 LATIN COMPOSITION.—*Principia Latina*, Part IV.
 GREEK COMPOSITION.—*Arnold's Greek Prose Composition*.
 HISTORY.—*History of Greece* (Smith's).

THIRD YEAR.

LATIN.—Terence, *Heautontimoroumenos*; *Selected Satires and Epistles*; Virgil, *Georgics*, Book I.
 GREEK.—Æschylus, *Prometheus Vincitus*; Euripides, *Bacchæ*.
 LATIN COMPOSITION.—*Principia Latina*, Part V.
 * GREEK COMPOSITION.—*Arnold's Greek Prose Composition*.
Roman Classical Literature (Brown's); **Theatre of the Greeks* (Donaldson's).

FOURTH YEAR.

LATIN.—Tacitus, *Agricola*; Juvenal, *Selected Satires*; * Cicero, *Tusculan Questions*, Book I.
 GREEK.—Demosthenes, *Philippics*; Plato, *Crito*, **Phædo*; Latin Prose Composition; * Greek Prose Composition; * Greek Classical Literature (Brown's); * Comparative Philology; Müller's Science of Language, and Clarke's Elements of Comparative Philology.

MATHEMATICS.

Professor . . . CHARLES MACDONALD, M. A.

ALGEBRA.—(*First Year*).—To the end of Progressions.
 GEOMETRY.—(*First Year*).—Five books of Euclid, with deductions.
 TRIGONOMETRY.—(*First Year*).—Solution of Plane Triangles.
 ALGEBRA.—(*Second Year*).—Binomial Theorem, Investigation of Logarithms, Probabilities, Life Annuities, Properties of Numbers.
 GEOMETRY.—(*Second Year*).—Eleventh Book of Euclid, 21 Propositions, with deductions in Plane Geometry.
 TRIGONOMETRY.—(*Second Year*).—Analytical Plane Trigonometry.—(*Third Year*).—(Optional)—Spherical Trigonometry, with application to Astronomy; DeMoivre's Theorem and Angular Analysis; Conic Sections; Differential Calculus begun.
 (*Fourth Year*).—(Optional).—Conic Sections; Differential Calculus, Integral Calculus, with application to Mechanics.

BOOKS RECOMMENDED.

* Young's Elementary Course of Mathematics. Cassell's or Potts' Euclid.
 Todhunter's, Colenso's, or Wood's Algebra.
 Todhunter's, Colenso's, Snowball's, or Hymer's Trigonometry.
 Todhunter's, Hymer's, O'Brien's, Puckle's Conic Sections.

* The subjects marked with an asterisk will be required only from those competing for places in the first or second class.

* Suffice for the course, except Geometry.

Todhunter's, Hall's, or Hind's Differential and Integral Calculus.
Galbraith and Haughton's Mechanics; Earnshaw's Statics and Dynamics; Potter's Mechanics; Galbraith and Haughton's, Webster's, or Miller's Hydrostatics.

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

ETHICS AND POLITICAL ECONOMY.

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

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

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

LOGIC, METAPHYSICS, AND ESTHETICS.

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

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

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

CHEMISTRY.

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

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

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

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

NATURAL PHILOSOPHY.

EXPERIMENTAL PHYSICS.

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

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

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

MATHEMATICAL PHYSICS.

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

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

HISTORY AND RHETORIC.

Professor...JAMES DEMILL, M. A.

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

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

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

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

Hallam's Middle Ages. Sismondi's Italian Republics. Taylor's Manual of Modern History.

BOOKS RECOMMENDED.

Guizot's History of Civilization; Michelet's History of France; Hallam's Constitutional History.

MODERN LANGUAGES.

Tutor.....JAMES LIECHTI, Esq.

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

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

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

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

SUMMER SESSION.

CLASSICS.

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

LATIN.—Horace, *Odes, Book IV.*

GREEK.—Homer, *Iliad, Book XVIII.*

MATHEMATICS.

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

ASTRONOMY.—*Text Book.*—Loomis's Astronomy.

EXPERIMENTAL PHYSICS.

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

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

LOGIC.

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

Text Books.—Those used in the Winter Session.

ENGLISH LITERATURE.

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

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

BOTANY.

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

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

Field Book.—Gray's Manual of Botany of the Northern States.

MODERN LANGUAGES.

Tutor.....JAMES LIECHTI, Esq.

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

TIME TABLE.—Winter Session, 1869-70.

| HOURS. | FIRST YEAR. | SECOND YEAR. | THIRD YEAR. | FOURTH YEAR. |
|--------|---|---|--|---|
| 9—10. | | | French—Tues., Thurs. | Classics—Mon., Wed. German—Fri. |
| 10—11. | Rhetoric— Daily. | Mathematics— Daily. | Classics— Daily. | Ethics— Daily. |
| 11—12. | Mathematics— Daily. | Classics— Daily. | Mathematical Physics— Mon., Wed., Fri. Experimental Physics— Tuesday, Thursday. | History— Daily. |
| 12—1. | Classics— Tu, Wed, Th, Fri. Greek and Roman Hist.— Monday. | Psychology— Tu, Wed, Th, Fri. Greek and Roman Hist.— Monday. | Mathematics— Mon., Wed., Fri. | Experimental Physics— Tuesday, Thursday. |
| 1—2. | | | Mathematics— Mon., Wed., Fri. | Mathematics— Tuesday, Thursday. |
| 2—3. | | Chemistry— Daily. | Chemistry— Daily. | |
| 3—4. | | | Metaph.—Mon., Wed., Fri. German—Tuesday. | French— Monday, Thursday. |

Prizes and Certificates of Merit, 1869.

UNIVERSITY PRIZES.

FOURTH YEAR.

| | |
|-----------------------|---------------------|
| CLASSICS..... | Herbert A. Bayne. |
| ETHICS | Herbert A. Bayne. |
| HISTORY | Ebenezer D. Millar. |
| MODERN LANGUAGES..... | Herbert A. Bayne. |

THIRD YEAR.

| | |
|------------------------|-------------------|
| CLASSICS | Hugh M. Scott. |
| METAPHYSICS | Hugh M. Scott. |
| NATURAL PHILOSOPHY.... | Hugh M. Scott. |
| CHEMISTRY..... | Herbert A. Bayne. |

SECOND YEAR.

| | |
|--------------------------|--------------------|
| CLASSICS | James G. McGregor. |
| MATHEMATICS..... | James G. McGregor. |
| LOGIC AND PSYCHOLOGY ... | James G. McGregor. |

FIRST YEAR.

| | |
|------------------|-----------------------|
| CLASSICS | William P. Archibald. |
| MATHEMATICS..... | Ephraim Scott. |
| RHETORIC..... | Ephraim Scott. |

CERTIFICATES OF GENERAL MERIT.

FOURTH YEAR.—*Class 1.*—Herbert A. Bayne, Ebenezer D. Millar. *Class 2.*—John J. McKenzie.

THIRD YEAR.—*Class 1.*—Hugh M. Scott, Andrew W. Lindsay.—*Class 2.* None.

SECOND YEAR.—*Class 1.*—James G. McGregor, Wentworth E. Roscoe. *Class 2.*—Alexander G. Russell.

FIRST YEAR.—*Class 1.*—Wm. Bearisto, William P. Archibald, Ephraim Scott. *Class 2.*—Alexander Pollok, Hugh McKenzie.

GRANT PRIZE.

The Grant Prize of Five Pounds for the best Essay on “Origin, Development, and Comparative Merits of Modern Chemical Theories, with special reference to the Educational value of Chemistry as an unapplied Science,” was awarded to Herbert A. Bayne.

YOUNG PRIZES.

The Young Prize of \$25 was awarded by the Students of the Third and Fourth Years to John J. McKenzie.

The Young Prize of \$15 was awarded by the Students of the First and Second Years to Hiram Logan.

ROY PRIZES FOR READING AND ELOCUTION.

The Reading Prize of \$12, open for Competition to all Students, was awarded to Albert R. Quinn.

The Elocution Prize of \$8, open to Students of the Rhetoric Class, was awarded to William M. Doull.

Examinations, 1868-9.

SCHOLARSHIP EXAMINATIONS, OCTOBER, 1868.

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

Alexander W. Pollok.

The Scholarship offered for competition to Pupils from the Halifax Schools, was gained by

William P. Archibald.

UNIVERSITY EXAMINATIONS, 1868-9.

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

SUPPLEMENTARY EXAMINATIONS, NOV., 1868.

SECOND YEAR.—Walter M. Thorburn.

SESSIONAL EXAMINATIONS, APRIL, 1869.

FINAL EXAMINATION FOR DEGREE OF B. A.—Joseph Annand, Herbert A. Bayne, Ebenezer D. Millar, John J. McKenzie, John M. Sutherland.

THIRD YEAR.—Andrew W. Lindsay, Hugh M. Scott, John Wallace.

SECOND YEAR.—James G. McGregor, Wentworth E. Roscoe, Alexander G. Russell, A. Parker Seeton.

FIRST YEAR.—William P. Archibald, William Bearisto, Wm. T. Bruce, Charles W. Bryden, James Carmichael, Adam Gunn, John Hunter, Hugh McKenzie, Alex. W. Pollok, William Ross, Ephraim Scott, Hector Stramberg, Arthur I. Trueman.

STANDING OF THE STUDENTS IN THE SEVERAL SUBJECTS.

CLASSICS.

FOURTH YEAR.—(Examination for Degree of B.A.)—*Class 1.*—Herbert A. Bayne. *Class 2.*—Ebenezer D. Millar, John J. McKenzie. *Class 3.*—Joseph Annand, John M. Sutherland.

THIRD YEAR.—*Class 1.*—Hugh M. Scott. *Class 2.*—Andw. W. Lindsay. *Class 3.*—Walter M. Thorburn, John Wallace.

SECOND YEAR.—*Class 1.*—James G. McGregor. *Class 2.*—Wentworth E. Roscoe, Alexander G. Russell. *Class 3.*—A. Parker Seeton.

FIRST YEAR.—*Class 1.*—William P. Archibald, William Bearisto, Alex. W. Pollok. *Class 2.*—Ephraim Scott, Hugh McKenzie, John Hunter. *Class 3.*—Charles W. Bryden, Adam Gunn, Hector Stramberg, Wm. T. Bruce, Arthur I. Trueman, Wm. Cruickshank, William Ross, James Carmichael, Albert R. Quinn. *Class 1*, in Latin—James A. McKeen.

MATHEMATICS.

SECOND YEAR.—*Class 1.*—James G. McGregor, Wentworth E. Roscoe. *Class 2.*—Alex. G. Russell. *Class 3.*—A. Parker Seeton.

FIRST YEAR.—*Class 1.*—Ephraim Scott, Arthur I. Trueman, Hugh McKenzie, William Bearisto. *Class 2.*—Adam Gunn, William P. Archibald, Hector Stramberg, John Hunter, Alexander W. Pollok, William Ross, William Cruickshank. *Class 3.*—James A. McKeen, Charles W. Bryden, William T. Bruce, Albert R. Quinn, James Carmichael, Walter S. Doull, William M. Doull.

ETHICS AND POLITICAL ECONOMY.

Class 1.—Herbert A. Bayne, Ebenezer D. Millar, Joseph Annand, John M. Sutherland, John J. McKenzie.

METAPHYSICS AND ESTHETICS.

Class 1.—Hugh M. Scott, Andrew W. Lindsay. *Class 2.*—John Wallace, Walter M. Thorburn.

LOGIC AND PSYCHOLOGY.

Class 1.—James G. McGregor, Wentworth E. Roscoe, Alex. G. Russell. *Class 2.*—A. Parker Seeton.

CHEMISTRY.

SENIOR.—*Class 1.*—Herbert A. Bayne. *Class 2.*—Hugh M. Scott, Andrew W. Lindsay, John Wallace, Walter M. Thorburn.

JUNIOR.—*Class 1.*—James G. McGregor. *Class 2.*—George Abbinett, Wentworth E. Roscoe. *Class 3.*—Alex. G. Russell, A. Parker Seeton.

EXPERIMENTAL PHYSICS.

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

MATHEMATICAL AND EXPERIMENTAL PHYSICS.

THIRD YEAR.—*Class 1.*—Hugh M. Scott, Andrew W. Lindsay. *Class 2.*—John Wallace.

HISTORY.

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

RHETORIC.

Class 1.—Ephraim Scott, William P. Archibald, Charles W. Bryden, William Bearisto. *Class 2.*—Hector Stramberg, Alex. W. Pollok, Hugh McKenzie. *Class 3.*—James A. McKeen, William Ross, William Cruickshank, Arthur I. Trueman, William M. Doull, John Hunter, James Carmichael, Adam Gunn, William T. Bruce, George Abbinett, Walter S. Doull.

FRENCH.

FOURTH YEAR.—*Class 1.*—Herbert A. Bayne, Ebenezer D. Millar.—*Class 2.*—John J. McKenzie, John M. Sutherland, Joseph Annand.

THIRD YEAR.—*Class 1.*—Andrew W. Lindsay, Hugh M. Scott.—*Class 2.*—John Wallace.—*Class 3.*—George Abbinett.

GERMAN.

FOURTH YEAR.—*Class 1.*—Ebenezer D. Millar.—*Class 2.*—Herbert A. Bayne, John J. McKenzie.

THIRD YEAR.—*Class 1.*—Andrew W. Lindsay.—*Class 2.*—Hugh M. Scott.—*Class 3.*—John Wallace.

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

GRADUATES.

DEGREE OF M. A.

1869.

Chase, Henry Joseph..... Cornwallis.

DEGREE OF B. A.

1866.

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

1867.

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

1868.

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

1869.

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

UNDERGRADUATES, 1868-9.

FOURTH YEAR.

Annand, Joseph..... Gay's River, Pictou.
Bayne, Herbert A..... Pictou.
Millar, Ebenezer D..... Roger's Hill, Pictou.
McKenzie, John J..... Green Hill, Pictou.
Sunderland, John M..... West River.

THIRD YEAR.

Lindsay, Andrew W..... Halifax.
McKenzie, Alex. C..... Rustico, P. E. Island.
Scott, Hugh M..... Sherbrooke.
Thorburn, Walter M..... Bermuda.

SECOND YEAR.

Fitzpatrick, James..... Rogers' Hill, Pictou.
McGregor, James G..... Halifax.
Roscoe, Wentworth E..... Centreville, King's Co.
Russell, Alex. G..... Truro.
Seeton, A. Parker..... Halifax.
Story, John D..... Halifax.

FIRST YEAR.

| | |
|-----------------------|-------------------------|
| Archibald, William P. | Halifax. |
| Bearisto, William | P. E. Island. |
| Bruce, William T. | Middle Musquodoboit. |
| Bryden, Charles W. | Tatamagouche. |
| Carmichael, James | New Glasgow. |
| Cruikshank, William | Lower Musquodoboit. |
| Doull, William M. | Dutch Village, Halifax. |
| Doull, Waiter S. | Dutch Village, Halifax. |
| Gunn, Adam | East River, St. Mary's. |
| Hunter, John | New Glasgow. |
| McKenzie, Hugh | Earlton. |
| Pollok, Alex. W. | French River, Pictou. |
| Quinn, Albert R. | Cornwallis. |
| Ross, William | East River, Pictou. |
| Scott, Ephraim | Gore. |
| Stramberg, Hector | Cape John, Pictou. |
| Trueman, Arthur I. | Point de Bute N. B. |

GENERAL STUDENTS.

| NAME. | RESIDENCE. | CLASSES ATTENDED. |
|-------------------|----------------------|---|
| Abbinett, George | Halifax. | Math., Rhetoric, Chem., French. |
| Baird, Isaac | Stewiacke. | Classics, Mathematics. |
| Boak, John A. | Halifax. | Classics, Math., Rhetoric. |
| Blackadar, Henry | Grafton Sheel | Classics, Mathematics. |
| Browne, Angus | Musquodoboit | Classics, Math., Rhetoric. |
| Cameron, William | Halifax. | Classics, Math., Rhetoric. |
| Campbell, Donald | East River, Pictou. | History, Ethics, French, Ex. Physics. |
| Duff, William | Lunenburg | Classics, Chemistry. |
| Duff, Kenneth | Lunenburg. | Classics, Mathematics. |
| Geddie, John | Aneiteum, | Classics, Math., Rhetoric. |
| Leishman, John | Richibucto, N. B., | Classics, Psych., Ethics. |
| Logan, Hiram | East Boston, U. S., | Class., Psychology, Chem., French. |
| McKeen, James A. | Tatamagouche, | Classics, Math., Rhetoric. |
| McMillan, Finlay | Scotch Hill, Pictou, | Classics, Math., Rhetoric. |
| McGillivray, John | New Glasgow, | Class., Math., Psychology, Chemistry. |
| McKay, Daniel | | Class., Math., Chemistry, Psychology. |
| Meek, John C. | Rawdon, | Class., Nat. Phil., Meta., Ethics. |
| Morton, Charles | Halifax, | Mathematics. |
| Murray, George P. | Mahon, C. B., | Math., Classics, Rhetoric. |
| Murray, John | Scotsburn, Pictou, | Class., Ethics, Ex. Phys., |
| Nelson, Adam | Shubenacadie, | Classics, Math., Rhetoric. |
| Richard, John | West River, Pictou, | Class., Math, Psychology, Chemistry, Ethics. |
| Thomson, Alex. | Antigonish, | Classics, Ethics. |
| Thomson, James | Halifax, | French. |
| Tremaine, Rufus | Port Hood, C. B., | Classics, Chem., History, French, Ethics, |
| Webster, Henry | Kentville, | Classics, Math., Rhetoric. |

Faculty of Medicine.

THE PRINCIPAL, (ex officio.)

| | |
|-----------------------------|---|
| President..... | DR. W. J. ALMON. |
| Dean of the Faculty..... | DR. REID. |
| Lecturers..... | DR. GEORGE LAWSON. DR. W. J. ALMON. DR. A. G. HATTIE. DR. A. P. REID. DR. EDW. FARRELL. DR. A. H. WOODILL. |
| Demonstrator..... | DR. ROSS. |
| Assistant Demonstrator..... | DR. T. TRENAMAN. |
| Prosector..... | DR. T. R. ALMON. |

The Third Session of the Medical Faculty of Dalhousie College will commence on Monday, 2nd May, 1870, when an Inaugural Address will be delivered. The regular courses of Lectures and Demonstrations will be commenced on the following day, and continued daily throughout the session, which extends to the end of July.

COURSE OF INSTRUCTION IN THE FACULTY OF MEDICINE.

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

I.—CHEMISTRY.

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

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

Class Book.—Fownes' Manual.

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

II.—INSTITUTES OF MEDICINE.

Lecturer...ALEX. P. REID, M.D., L.R.C.S., Edin., L.C.P. & S., Ca.,
Surgeon to City Dispensary.

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

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

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

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

III.—ANATOMY.

Lecturer...EDW. FARRELL, M.D., Surgeon to City Dispensary.

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

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

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

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

PRACTICAL ANATOMY.

Assistant Demonstrator...T. TRENAMAN, M.D.

Demonstrator...JAMES D. ROSS, M.D.

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

Fee for Practical Anatomy, \$4.

THOS. R. ALMON, M.D, Prosector to the Chair of Anatomy.

Dr. Avery has presented to the Medical School a large and valuable series of Anatomical Plates.

IV.—MATERIA MEDICA.

Lecturer...ALFRED H. WOODILL, M.D., Physician to City Dispensary.

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

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

V.—OBSTETRICS.

Lecturers...WM. J. ALMON, M.D., Consulting Physician to City Hospital and Dispensary, and Physician to City Alms House, and

ALEX. G. HATTIE, M.D., Physician to City Hospital and Dispensary.

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

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

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

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

VI.—BOTANY.

A short course of Lectures on Botany is usually given during the summer by Professor Lawson, in connection with which there are one or two excursions for field demonstration.

PUBLIC HOSPITALS, &c.

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

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

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

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

EXTRACTS FROM THE REGULATIONS.

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

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

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

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

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

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

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

MEDICAL STUDENTS, 1869.

| | |
|----------------------|------------------------|
| Almon, Andrew N | Halifax. |
| DeWolf, George H. H. | Dartmouth, N. S. |
| Eaton, F. Eugene | Granville, Annapolis. |
| Hiltz, Charles W. | Bridgetown, Annapolis. |
| Hunt, Lewis | Dartmouth, N. S. |
| Macdonald, C. R. | Pictou. |
| McIntosh, Daniel | East River. |
| McKenzie, Thomas | Pictou. |
| McLean, John D. | Rogers' Hill. |
| McMillan, Finlay | Scotch Hill. |
| McMillan, Peter H. | East River. |
| McMillan, William | Pictou. |
| McPhee, Henry K. | Inverness Co., C. B. |
| McRae, William | Richmond, C. B. |
| Miner, W. H. | Bridgetown, Annapolis. |
| Ross, J. G. | Sydney, C. B. |
| Shepherd, Frank J. | Montreal, Qu. |
| Sinclair, George L. | Halifax. |
| Sutherland, Roderick | River John. |
| Turner, J. W. M. | Merigomish. |
| Weir, James | Douglas, Hants. |
| Witt, George E. | Bridgetown, Annapolis. |

EXAMINATION PAPERS, 1869.

FIRST YEAR.....LATIN.

GREEK.
HISTORY OF ROME.
MATHEMATICS.
RHETORIC.

SECOND YEAR...LATIN.

GREEK.
MATHEMATICS.
LOGIC AND PSYCHOLOGY.
CHEMISTRY.

THIRD YEAR....LATIN.

GREEK.
MATHEMATICAL PHYSICS.
EXPERIMENTAL PHYSICS.
METAPHYSICS.
FRENCH.
GERMAN.

FOURTH YEAR...LATIN.

GREEK.
GEOMETRY AND MENSURATION.
ETHICS AND POLITICAL ECONOMY.
CHEMISTRY.
HISTORY.
FRENCH.
GERMAN.

EXAMINATION PAPERS

FIRST YEAR

MATHS

PHYSICS

CHEMISTRY

HISTORY

ENGLISH

SECOND YEAR

MATHS

PHYSICS

CHEMISTRY

HISTORY

ENGLISH

THIRD YEAR

MATHS

PHYSICS

CHEMISTRY

HISTORY

ENGLISH

FOURTH YEAR

MATHS

PHYSICS

CHEMISTRY

HISTORY

ENGLISH

DALHOUSIE COLLEGE AND UNIVERSITY,
HALIFAX.

SESSIONAL EXAMINATIONS, 1869.

THURSDAY, APRIL 15, 9 A. M.—1 P. M.

LATIN.—FIRST YEAR.

CICERO: DE SENECTUTE.

PROFESSOR JOHNSON, M. A. *Examiner.*

1. Translate the following passages :

a. Saepe audivi a majoribus natu, qui se porro pueros a senibus audisse dicebant, mirari solitum C. Fabricium quod, quum apud regem Pyrrhum legatus esset, audisset a Thessalo Cineia, esse quendam Athenis qui se sapientem profiteretur, eumque dicere omnia quae faceremus ad voluptatem esse referenda : quod ex eo audientes M. Curium et T. Coruncanium optare solitos ut id Samnitibus ipsique Pyrrho persuaderetur, quo facilius vinci possent quum se voluptatibus dedissent.

b. Sed credo Deos immortales sparsisse animos in corpora humana ut essent qui terras tuerentur, quique caelestium ordinem contemplantes imitarentur eum vitae modo et constantia. Nec me solum ratio ac disputatio impulit ut ita crederem, sed nobilitas etiam summorum philosophorum et auctoritas? Audiebam Pythagoram Pythagoreosque, incolae paene nostros, qui essent Italici philosophi quondam nominati, nunquam dubitasse, quin ex universa mente divina delibatos animos haberemus. Demonstrabantur mihi praeterea quae Socrates supremo vitae die de immortalitate animorum disseruit, is qui esset omnium sapientissimus oraculo Apollinis iudicatus.

2. What are the objects of "audivi," "dicebant," "mirari," "audisset" (a)? Write out the principal clause of the sentence.

3. Give the rules for the cases of "pueros," "Athenis," "quod ex eo" (a)—"constantia," "die," "omnium," "oraculo," (b).

4. Parse "audisset," "profiteretur," "solitos," "persuaderetur," "possent," "dedissent," "tuerentur," and give the rules for use of the moods. Why is "Pyrrho" used instead of the nominative? When does *quo* take the place of *ut*?

5. Write short notes on "Fabricium," "Pyrrhum," "Cineia," "quendam," "Pythagoram," "Socrates," "oraculo Apollinis."

6. Decline: *vis, senex, deus, celer, ipse, sui*. Compare: *pulcher, facilis, prope, magis, dulcis*. Conjugate: *vivo, vinco, vincio, cado, cedo, teneo, tendo, pario, pareo, paro*.

7. Distinguish the meanings of these words: *video, cerno—nomen, cognomen, praenomen agnomen,—facinus, scelus, flagitium,—vetus, antiquus,—sanguis, cruor,—cutis, pellis, vellus, corium*.

8. Give the derivations and meanings of: *prudentia, rēfert, rēfert, imago, quotidie, dimidium, subvenio, species.*

9. When is the *price* expressed by the Genitive; when by the Ablative? What impersonal verbs govern the Accusative? What verbs govern the Genitive? By what cases are relations of *place* expressed?

10. Translate into Latin:

1. Two Consuls were slain in battle, a thing which in no war had happened before.

2. We ought not to conceal our opinion from our friends.

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

4. Wise men control their desires, which other men are slaves to.

5. Flowers have not always the same colours.

6. Many of his soldiers died from fatigue and thirst.

DALHOUSIE COLLEGE AND UNIVERSITY,
HALIFAX.

SESSIONAL EXAMINATIONS, 1869.

FRIDAY, APRIL 16TH.

GREEK.—FIRST YEAR.

LUCIAN.—SELECT DIALOGUES.

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

1. Translate :—

a. Ἐγὼ γοῦν μετ' ὀλίγων ἐξορμήσας ἐς τὴν Ἰβηρίαν, τὸ πρῶτον ὑπαρχος ὢν τῷ ἀδελφῷ, μεγίστων ἠξιώθην, ἄριστος κριθεὶς· καὶ τοὺς γε Κελτίβηρας εἶλον, καὶ Γαλατῶν ἐκράτησα τῶν Ἑσπερίων. καὶ τὰ μεγάλα ὄρη ὑπερβάς, τὰ περὶ τὸν Ἡριδανὸν ἅπαντα κατέδραμον, καὶ ἀναστατοὺς ἐποίησα τοσαύτας πόλεις, καὶ τὴν πεδινὴν Ἰταλίαν ἐχειρώσάμην, καὶ μέχρι τῶν προαστείων τῆς προὔχουσης πόλεως ἦλθον· καὶ τοσοῦτους ἀπέκτεινα μίᾳ ἡμέρᾳ, ὥστε τοὺς δακτυλίους αὐτῶν μεδίμνοις ἀπομετρήσαι, καὶ τοὺς ποταμοὺς γεφυρῶσαι νεκροῖς.

b. ΚΡΟΙΣ. Ὡ ξένη Ἀθηναῖε, εἶδες γάρ μου τὸν πλοῦτον, καὶ τοὺς θησαυροὺς, καὶ ὅσος ἄσημος χρυσὸς ἐστὶν ἡμῖν, καὶ τὴν ἄλλην πολυτέλειαν, εἶπε μοι, τίνα ἡγῆ τῶν πάντων ἀνθρώπων εὐδαιμονέστατον εἶναι.... ΣΟΛ. Ὡ Κροῖσε, ὀλίγοι μὲν οἱ εὐδαιμόνες· ἐγὼ δὲ, ὧν οἶδα, Κλέοβιν καὶ Βίωνα ἡγοῦμαι εὐδαιμονεστάτους γενέσθαι, τοὺς τῆς ἱερέας παῖδας.... ΚΡΟΙΣ. Ἐστὼ· ἐχέτωσαν τὰ πρῶτα ἐκεῖνοι τῆς εὐδαιμονίας· ὁ δεῦτερος δὲ, τίς ἂν εἴη; ΣΟΛ. Τέλλος ὁ Αθηναῖος, ὃς εὖ τε ἐβίω, καὶ ἀπέθανεν ὑπὲρ τῆς πατρίδος. ΚΡΟΙΣ. Ἐγὼ δὲ, κάθαρμα, οὐ σοὶ δοκῶ εὐδαιμόνων εἶναι; ΣΟΛ. Οὐδέπω οἶδα, Κροῖσε, ἦν μὴ πρὸς τὸ τέλος ἀφίκη τοῦ βίου· ὁ γὰρ θάνατος ἀκριβῆς ἔλεγχος τῶν τοιοῦτων, καὶ τὸ ἄχρι πρὸς τὸ τέρμα εὐδαιμόνως διαβιῶναι.

2. Which are the subordinate clauses in the first sentence of extract *b*? In what relations do they stand to the others? Analyse the last. What relation is expressed by the clause ὥστε.... ἀπομετρήσαι (*a*)? What construction would be used in Latin?

3 Explain the construction of ὧν οἶδα, τῆς εὐδαιμονίας, διαβιῶναι, ἐστὼ (*b*).—Γαλατῶν, προαστείων, νεκροῖς.

4. Parse κριθεὶς, εἶλον, ὑπερβάς, ἦλθον, γεφυρῶσαι, εἶδες, ἐχέτωσαν, ἐβίω.

5. Write a full account of the events recorded in the first passage, giving dates and the names of persons and places alluded to. Why is the adjective Ἑσπερίων used.

6. Who are the speakers in the second passage? where are they supposed to meet? There are reasons for thinking that this meeting never took place.

8. Decline *πλοῦτος, πόλις, παῖς, τέλος*. What is the Dat. Pl. of *βασιλεύς, τέρμα, πᾶς αὐτός, οὗτος, ἐγώ, σὺ, εἰδαίμων, ἀκριβής*.

9. Name the pronouns which end with a vowel in Nom. Sing. Neuter. Write out the relative and interrogative pronouns and give the corresponding Latin forms.

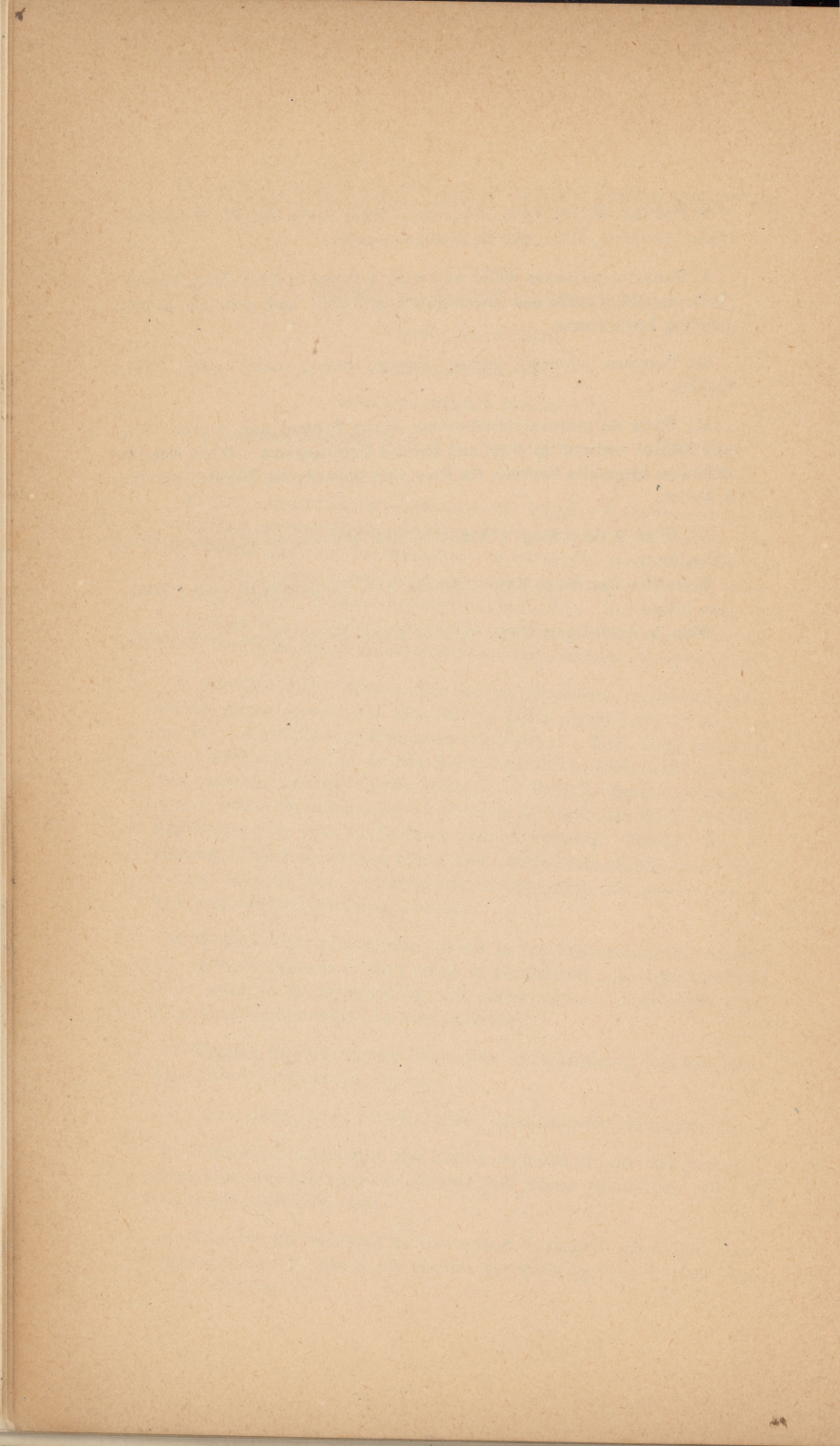
10. Compare *μέγιστος, ἄριστος, πρῶτος, ταχύς, καλός, σοφός, μέλας, ἀκρίβης*.

11. Write the *personal* terminations of the Present and 2 Aor. Act. and Mid. of verbs of the First and Second Conjugations. What was the difference originally between the Pres. and Imperf., the Imperf. and the 2 Aorist.

12. What is the 3 Sing. 1 Aor. Ind. Mid. of *λείπω, φαίνο, ποιέω, στέλλω, τίθημι, ἵστημι*.

Write the Dat. Sing. Mas. of all the Act. Participles of *τρέπω, δίδωμι, ἵημι, στέλλω*.

What is the 3rd pers. Perf. Pass. of *φιλέω, φαίνο, δίδωμι, πλέκω, δηλόω*.



DALHOUSIE COLLEGE AND UNIVERSITY,
HALIFAX.

SESSIONAL EXAMINATIONS, 1869.

THURSDAY, APRIL 15, 3—5 P. M.

HISTORY OF ROME.—FIRST AND SECOND YEARS.

PROFESSOR JOHNSON, M. A. *Examiner.*

1. Write a brief account of the early inhabitants of Italy.
2. Name in order the Kings of Rome, and mention the changes in the constitution attributed to each.
3. Give the date of the creation of Consuls. What was their earlier title? What powers had they originally? How were these afterwards diminished by the creation of other offices?
4. Sketch briefly the rise of the *Plebs* and their struggle for political equality.
5. What was the cause of the war with Pyrrhus? Write a brief account of it.
6. Describe the political state of Italy about 260 B. C.
7. Mention the chief events of the second Punic War, with dates. Discuss Hannibal's policy and the causes of its failure.
8. Show how Rome gradually extended her conquests eastwards.
9. What reforms were proposed by C. Gracchus? Trace the subsequent history of some of them.
10. Name the earliest Roman poets and describe their works. Why was the study of Oratory very useful to a Roman? Write a brief sketch of Cicero's life.

SESSIONAL EXAMINATIONS, 1863.

MONDAY, APRIL 13TH 1863.

MATHEMATICS—FIRST YEAR.

ALGEBRA.

Professor G. Macdonald, M. A. Examiner.

1. If an English sovereign is worth \$1.50 of American coin; what sum in paper money can be obtained for 20 sovs., when gold is at 153?
2. Divide 648 by 300012, and give the reason of the Rule you employ.

3. Find the sum of $\frac{x-\sqrt{y}}{x+\sqrt{y}} - 2 + \frac{x^2+\sqrt{y}}{x-\sqrt{y}}$

4. Reduce to lowest terms the fraction $\frac{x^2-12x+10}{7x^2-12x+5}$

5. Expand $(2a + b)^3$ and $(2a - b)^3$, and find their difference.

6. Find the square root of $4x^4 - 4x^2 + 13x - 6x + 9$, and also

find $\frac{x^2}{a^2} + \frac{a^2}{x^2} + 2 + 2a + \frac{2}{a} + 2x + \frac{2}{x}$

7. Given $\frac{1}{2}x + \frac{1}{3}y = 6$, and $\frac{1}{4}x + \frac{1}{5}y = 5$; to find x and y .

8. Having given a simultaneous equations of the first degree, independent of each other, involving a unknown quantities; describe the process of solving these quantities.

9. Solve the equations $2x^2 - 12x - 9 = 0$, and $\frac{v+x}{v-x} = \frac{\sqrt{v+\sqrt{4-v}}}{\sqrt{v-\sqrt{4-v}}}$

10. A student went by coach 6 miles into the country, and walked back at a rate 5 miles per hour, and that of the coach. He found that he was 30 minutes longer in returning than in going. Find the rate per hour of the coach.

11. Assuming the usual notation, find the last term and the sum of an Arithmetical series of a finite number of terms.

12. Show that h, k, l are in Harmonic Progression, their reciprocals are in Arithmetical Progression.

13. If a and x be the roots of the equation $x^2 + px + q = 0$,

$$\text{prove } \frac{a}{x} + \frac{x}{a} = \frac{1}{q} - \frac{p}{a}$$

14. If $x = 1 + r + r^2 + 6r$, and $y = 1 - r + r^2 - 2r$, each series compared to infinity, prove $x = 1 + r^2 + r^4 + 6r$, and $y = 1 - r^2 + r^4 - 2r$.

15. Find the sum of a series and the limit of the series.

$$1 - \frac{1}{2} + \frac{1}{4} - \frac{1}{8} + \frac{1}{16} - \frac{1}{32} + 60$$

DALHOUSIE COLLEGE AND UNIVERSITY, HALIFAX.

SESSIONAL EXAMINATIONS, 1869.

MONDAY, APRIL 19, 9 A. M.

MATHEMATICS.—FIRST YEAR.

GEOMETRY.

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

1. To draw a straight line perpendicular to a given straight line of unlimited length, from a given point without it.

Why is the given line "of unlimited length" ?

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

3. Equal triangles upon the same base and upon the same side of it, are between the same parallels.

4. If a straight line be divided into two equal and also into two unequal parts, the squares of the two unequal parts are together double of the square of half the line and of the square of the line between the points of section.

5. To find the centre of a given circle.

Euclid's order of procedure in this Proposition is faulty.

6. The angle at the centre of a circle is double the angle at the circumference, standing upon the same part of the circumference.

7. In equal circles equal arcs are subtended by equal chords.

Express the substance of the four Propositions of the Third Book of Euclid, 26th—29th inclusive, in a single Enunciation.

8. Prove, by the division of the straight line only, that, if a straight line be divided into two parts, the square of the whole line is equal to the squares of the two parts and twice the rectangle contained by the parts.

9. From two given points without a given straight line, it is required to draw two straight lines meeting in that line, so that their sum may be the least possible.

10. If the two opposite angles of a quadrilateral figure be together equal to two right angles, the circle that passes through three of its angular points will also pass through the fourth.

11. There are two concentric circles, X and Y, and a chord AB of the greater cuts the less circle in C. Prove that the rectangle AC CB is constant.

12. From a given point A, straight lines AB, AC, AD, &c., are drawn, meeting the straight line XY in B, C, D, &c., and upon these lines as diameters circles are described. Prove that the circles intersect XY in a common point, and find the locus of their centres.

14. A B C D E F is a regular Hexagon inscribed in a circle. Join A C, A E, F B. Prove that F B is trisected.

SESSIONAL EXAMINATIONS, 1923

Monday, April 15, 9 A.M.

MATHEMATICS—FIRST YEAR

GEOMETRY

Professor C. Macpherson, M.A., Examiner

1. To draw a straight line perpendicular to a given straight line of unlimited length, from a given point without it.
What is the given line "of unlimited length"?
2. If from the ends of a side of a triangle lines be drawn to the opposite vertex, these shall be less than the other two sides of the triangle, and shall contain a greater angle.
3. Equal triangles upon the same base and upon the same side of it, are between the same parallels.
4. A straight line is divided into two equal and also into two unequal parts, the squares of the two unequal parts are together double of the square of half the line and of the square of the line between the points of section.
5. To find the centre of a given circle.
Euclid's order of procedure in this Proposition is faulty.
6. The angle at the centre of a circle is double the angle at the circumference, subtending the same part of the circumference.
7. In equal circles equal arcs are subtended by equal chords.
Express the substance of the four Propositions of the Third Book of Euclid, with—each included in a single Proposition.
8. Prove, by the division of the straight line only, that if a straight line be divided into two parts, the square of the whole line is equal to the squares of the two parts and twice the rectangle contained by the parts.
9. From two given points without a given straight line, it is impossible to draw two straight lines meeting in that line, so that their sum may be the least possible.
10. If the two opposite angles of a quadrilateral figure be together equal to two right angles, the circle that passes through three of its angular points will also pass through the fourth.
11. There are two concentric circles, X and Y, and a chord AB of the greater cuts the less circle in E. Prove that the rectangle AC CB is constant.
12. From a given point A, straight lines AB, AC, AD, &c., are drawn, meeting the straight line XY in B, C, D, &c., and upon these lines as diameters circles are described. Prove that the circles intersect XY in a common point, and find the locus of their centres.
13. A B C D E F is a regular Hexagon inscribed in a circle. Join A C A E B E. Prove that F B is bisected.

DALHOUSIE COLLEGE AND UNIVERSITY,
HALIFAX.

SESSIONAL EXAMINATIONS, 1869.

TUESDAY, APRIL 20, 9 A. M.—1 P. M.

R H E T O R I C.

PROFESSOR DEMILL, M. A. *Examiner.*

1. Give the derivation of the word "Rhetoric," together with its earliest application; and show how it was afterwards modified. Define and illustrate Grammatical Propriety;—Style Periodique;—Style Coupe. Give examples of good and faulty use of Parentheses.
2. Criticise the following passage:—

"Read not to contradict and confute, nor to believe and take for granted, nor to find talk and discourse; but to weigh and consider. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested;—that is, some books are to be read only in parts; others to be read, but not curiously; and some few to be read wholly, and with diligence and attention. Some books also may be read by deputy, and extracts made of them by others; but that would be only on the less important arguments, and in the meaner sort of books; else, distilled books are like common distilled waters,—flashy things."
3. Give an example from any author of faulty Repetition. State the relative importance of Strength of Expression; to what department of Style it belongs; and why. Define and illustrate Interrogation, Exclamation, and Hyperbaton.
4. State the chief characteristics of the style of Clarendon, Emerson, and Macaulay. Give an example from each, with remarks.
5. Give a brief historical sketch of Satire. Define the Pathetic. Enumerate the writings most conspicuous for this quality in Ancient, Mediæval, and Modern times.
6. Enumerate the different divisions of Arguments. Explain and illustrate the Argument from Probability. Show the difference in the use of this in Argumentative works, and in works of Fiction. Illustrate the ambiguity in the use of the word "because" in statements expressing Cause, or Sign. Explain the difference between Analogy and Similarity,—Contraries and Dissimilarity.
7. Frame an analysis of the subject—The Rotundity of the Earth—so as to introduce the following arguments:—
 - a. Induction.
 - b. Undesigned Testimony.
 - c. Concurrent Testimony.
 - d. Experience.
8. State the different theories respecting the probable language of Britain at the time of the Teutonic invasion. Give the divisions of the Celtic class of languages. Give examples of Celtic words which have been incorporated with English. Give dates of the following periods in the growth of the English language; and name the chief representatives of each period;—Anglo-Saxon,—Semi-Saxon,—Old English,—Middle English.
9. Enumerate the different classes of Alphabets and state to which class the English belongs. Explain and illustrate the different stages in the growth of Alphabets. Define and illustrate simple, complex, and compound sentences. Give Morrell's five fundamental laws of Syntax.
10. Mention all the known kinds of versification. State the different theories as to the origin of modern rhyming verses. Explain and illustrate the nomenclature of English metres. State generally the law of Rhyme.

THE UNIVERSITY OF DARBOUSIE, DARBOUSIE

SESSIONAL EXAMINATION-1988

1. Explain the following questions:
a. The Hamiltonian field is a vector field on a manifold M...

FIVE: BOOK XXII - HORACE - SACRED SATIRES AND EPIGRAMS

1. Translate the following passages:

1. The first passage is from the first book of the Satires...

2. Explain the extension of the sentence 'Non est equis...'

3. Explain the extension of the sentence 'Ad hoc...'

4. 'Dantes', 'Pars', 'bona', 'mille', 'marche', 'Tiber', 'Lixel', 'Lixel', 'Tiber', 'Lixel'.

DALHOUSIE COLLEGE AND UNIVERSITY,
HALIFAX.

SESSIONAL EXAMINATIONS, 1869.

THURSDAY, APRIL 15, 9 A. M.—1 P. M.

LATIN.—SECOND YEAR.

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

PROFESSOR JOHNSON, M. A. *Examiner.*

1. Translate the following passages:

a. Nec Hannibalem fefellit suis se artibus peti. Itaque quum per Casilinum evadere non posset, petendique montes et jugum Calliculae superandum esset, necubi Romanus inclusum vallibus agmen aggrediretur; ludibrium oculorum, specie terribile, ad frustrandum hostem commentus, principio noctis furtim succedere ad montes statuit. Fallacis consilii talis apparatus fuit. Faces undique ex agris collectae, fascisque virgarum, atque arida sarmenta praeligantur cornibus boum, quos domitos indomitosque multos inter ceteram agrestem praedam agebat. Ad duo millia ferme boum effecta: Hasdrubalique negotium datum, ut primis tenebris noctis id armentum accensis cornibus ad montes ageret; maxime, si posset, super saltus ab hoste inessos.

b. Forte per angustam tenuis vulpecula rimam
Repserat in cumeram frumenti, pastaque rursus
Ire foras pleno tendebat corpore frustra;
Cui mustela procul, "si vis," ait, "effugere istine,
Macra cavum repetes artum quem macra subisti."
Hac ego si compellor imagine cuncta resigno;
Nec somnum plebis laudo satur altilium, nec
Otia divitiis Arabum liberrima muto.
Saepe verecundum laudasti, rexque paterque
Audisti coram, nec verbo parcius absens:
Inspice si possum donata reponere laetus.
Haud male Telemachus, proles patientis Ulixei:
"Non est aptus equis Ithace locus, ut neque planis
Porrectus spatii nec multae prodigus herbae;
Atride, magis apta tibi tua dona relinquam."
Parvum parva decent; mihi jam non regia Roma,
Sed vacuum Tibur placet, aut imbelle Tarentum.

2. Write out at length the several clauses of the sentence beginning "Itaque quum per Casilinum," and shew the relations they bear to each other.

3. Explain the construction of the sentences, "Ad duo millia" "rexque paterque absens." Non est aptus locus.

4. a. Decline "Faces," "boum," "millia," "tenebris," "altilium," "Ulixei," "Ithace," "Atride," "Tibur."

b. Write down the mood, tense, and principal parts of these verbal forms: "evadere," "commentus," "succedere," "pasta," "repetes," "subisti," "inspice," "porrectus," "decent."

5. Point out and explain the grammatical peculiarities in these sentences:

- a. Pastorem saltaret uti Cyclopa rogabat.
- b. Amicum praesertim cautum dignos assumere.
- c. Neque ille sepositi ciceris nec longae invidit avenae.
- d. Haec ego procurare et idoneus imperor et non invitus.

6. Write explanatory notes on these lines:

- a.

Parios ego primus iambo

Ostendi Latio.
- b. Vir bonus, omne forum quem spectat et omne tribunal.
- c. Quod te per Genium dextramque deosque Penates.
Obsecro.
- d. Quo teneam vultus mutantem Protea nodo?

7. Horace twice mentions the date of his birth. How does he describe his military service? What was his ordinary mode of life? What well-known contemporaries does he mention? What is the date of his death?

8. What form do the earliest literary efforts of a people take? From what beginnings did Roman History rise? What materials had Livy for his work? How did he use them? Whom does he give as his chief authority for the Battle of Lake Trasimene? What parts of his works have been lost?

9. Translate into Latin:—Ascanius, who was also called Iulus, was warned by signs from Heaven that Lavinium was not to be the abiding-place of the new people. After thirty years therefore he removed to the ridge of a hill about fifteen miles from Rome, and here he built a new city, which was afterwards famous under the name of Abba Longa. In time this city became the capital of Latium, and all the Latin tribes came up to worship on the top of the Alban Mount.

1. The first part of the paper is devoted to a general survey of the literature on the subject of the origin of the human mind. It is found that the majority of writers have assumed that the mind is a product of the physical brain, and that the development of the mind is a process of growth and maturation. This view is based on the fact that the brain is a highly organized and specialized organ, and that the functions of the mind are closely related to the structure and activity of the brain.

2. The second part of the paper is devoted to a detailed study of the development of the human mind from birth to maturity. It is found that the mind develops in a series of stages, and that the functions of the mind are closely related to the development of the brain. The first stage is the period of infancy, during which the mind is primarily concerned with the satisfaction of its physical needs. The second stage is the period of childhood, during which the mind begins to develop its intellectual and moral faculties. The third stage is the period of adolescence, during which the mind reaches its full development and is capable of abstract thought and moral reasoning.

3. The third part of the paper is devoted to a study of the factors which influence the development of the human mind. It is found that the development of the mind is influenced by a number of factors, including heredity, environment, and education. Heredity determines the general structure and activity of the brain, and thus influences the development of the mind. Environment influences the development of the mind by providing the child with various experiences and opportunities for learning. Education influences the development of the mind by providing the child with systematic instruction and training.

4. The fourth part of the paper is devoted to a study of the relationship between the mind and the body. It is found that the mind and the body are closely related, and that the functions of the mind are dependent on the activity of the brain. The mind is not a separate entity, but a function of the brain, and its development is a process of growth and maturation of the brain.

5. The fifth part of the paper is devoted to a study of the development of the human mind in different cultures. It is found that the development of the mind is influenced by the culture in which the child is raised. The functions of the mind are closely related to the social and cultural environment, and the development of the mind is a process of adaptation to the environment.

6. The sixth part of the paper is devoted to a study of the development of the human mind in different ages. It is found that the development of the mind is a continuous process, and that the functions of the mind are closely related to the development of the brain. The mind develops in a series of stages, and the functions of the mind are closely related to the development of the brain.

7. The seventh part of the paper is devoted to a study of the development of the human mind in different individuals. It is found that the development of the mind is influenced by individual differences, including heredity, environment, and education. The functions of the mind are closely related to the individual characteristics of the child, and the development of the mind is a process of growth and maturation of the brain.

8. The eighth part of the paper is devoted to a study of the development of the human mind in different professions. It is found that the development of the mind is influenced by the profession in which the child is raised. The functions of the mind are closely related to the social and cultural environment, and the development of the mind is a process of adaptation to the environment.

9. The ninth part of the paper is devoted to a study of the development of the human mind in different countries. It is found that the development of the mind is influenced by the country in which the child is raised. The functions of the mind are closely related to the social and cultural environment, and the development of the mind is a process of adaptation to the environment.

10. The tenth part of the paper is devoted to a study of the development of the human mind in different ages. It is found that the development of the mind is a continuous process, and that the functions of the mind are closely related to the development of the brain. The mind develops in a series of stages, and the functions of the mind are closely related to the development of the brain.

11. The eleventh part of the paper is devoted to a study of the development of the human mind in different individuals. It is found that the development of the mind is influenced by individual differences, including heredity, environment, and education. The functions of the mind are closely related to the individual characteristics of the child, and the development of the mind is a process of growth and maturation of the brain.

12. The twelfth part of the paper is devoted to a study of the development of the human mind in different professions. It is found that the development of the mind is influenced by the profession in which the child is raised. The functions of the mind are closely related to the social and cultural environment, and the development of the mind is a process of adaptation to the environment.

13. The thirteenth part of the paper is devoted to a study of the development of the human mind in different countries. It is found that the development of the mind is influenced by the country in which the child is raised. The functions of the mind are closely related to the social and cultural environment, and the development of the mind is a process of adaptation to the environment.

14. The fourteenth part of the paper is devoted to a study of the development of the human mind in different ages. It is found that the development of the mind is a continuous process, and that the functions of the mind are closely related to the development of the brain. The mind develops in a series of stages, and the functions of the mind are closely related to the development of the brain.

15. The fifteenth part of the paper is devoted to a study of the development of the human mind in different individuals. It is found that the development of the mind is influenced by individual differences, including heredity, environment, and education. The functions of the mind are closely related to the individual characteristics of the child, and the development of the mind is a process of growth and maturation of the brain.

16. The sixteenth part of the paper is devoted to a study of the development of the human mind in different professions. It is found that the development of the mind is influenced by the profession in which the child is raised. The functions of the mind are closely related to the social and cultural environment, and the development of the mind is a process of adaptation to the environment.

17. The seventeenth part of the paper is devoted to a study of the development of the human mind in different countries. It is found that the development of the mind is influenced by the country in which the child is raised. The functions of the mind are closely related to the social and cultural environment, and the development of the mind is a process of adaptation to the environment.

18. The eighteenth part of the paper is devoted to a study of the development of the human mind in different ages. It is found that the development of the mind is a continuous process, and that the functions of the mind are closely related to the development of the brain. The mind develops in a series of stages, and the functions of the mind are closely related to the development of the brain.

19. The nineteenth part of the paper is devoted to a study of the development of the human mind in different individuals. It is found that the development of the mind is influenced by individual differences, including heredity, environment, and education. The functions of the mind are closely related to the individual characteristics of the child, and the development of the mind is a process of growth and maturation of the brain.

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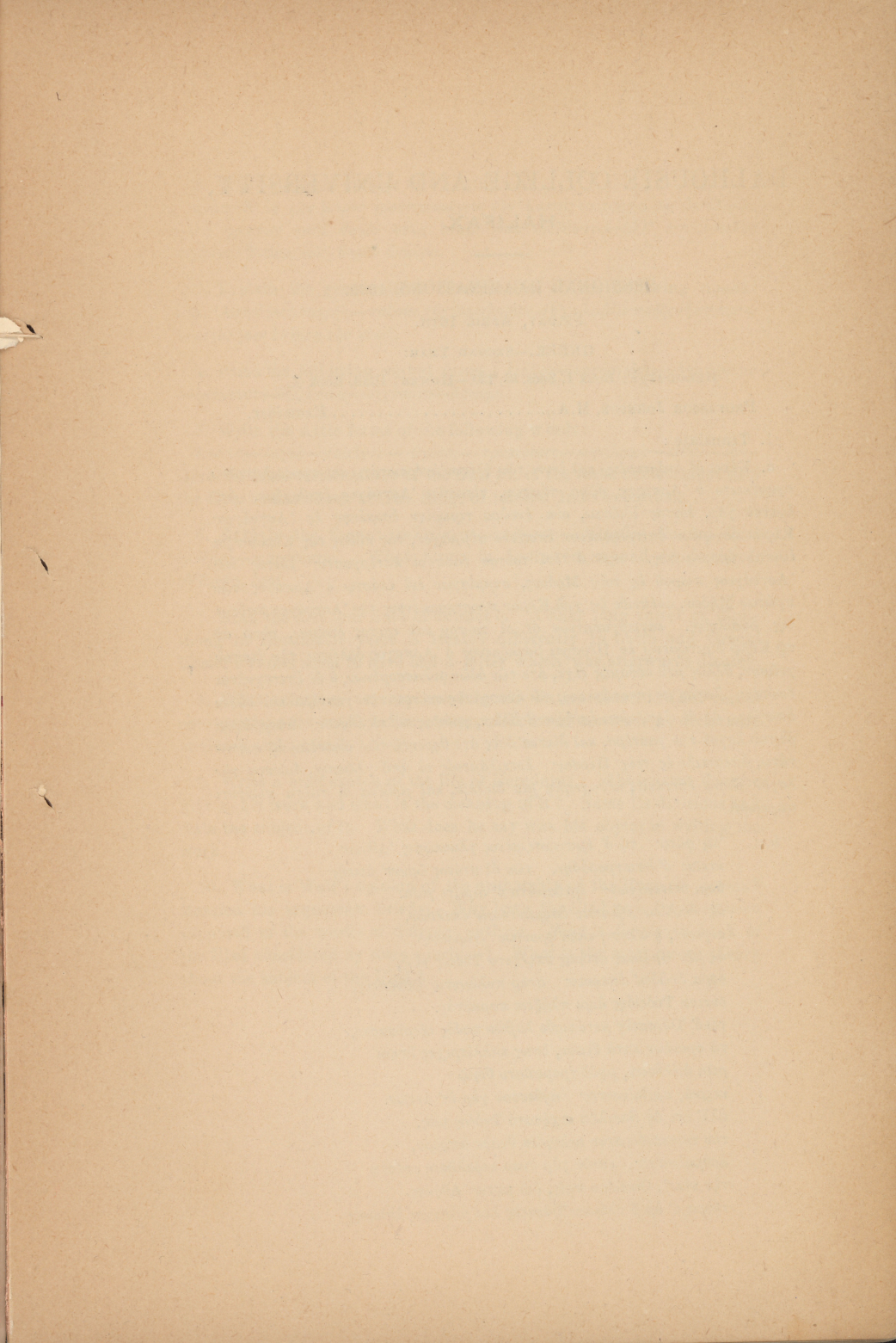
21. The twenty-first part of the paper is devoted to a study of the development of the human mind in different countries. It is found that the development of the mind is influenced by the country in which the child is raised. The functions of the mind are closely related to the social and cultural environment, and the development of the mind is a process of adaptation to the environment.

22. The twenty-second part of the paper is devoted to a study of the development of the human mind in different ages. It is found that the development of the mind is a continuous process, and that the functions of the mind are closely related to the development of the brain. The mind develops in a series of stages, and the functions of the mind are closely related to the development of the brain.

23. The twenty-third part of the paper is devoted to a study of the development of the human mind in different individuals. It is found that the development of the mind is influenced by individual differences, including heredity, environment, and education. The functions of the mind are closely related to the individual characteristics of the child, and the development of the mind is a process of growth and maturation of the brain.

24. The twenty-fourth part of the paper is devoted to a study of the development of the human mind in different professions. It is found that the development of the mind is influenced by the profession in which the child is raised. The functions of the mind are closely related to the social and cultural environment, and the development of the mind is a process of adaptation to the environment.

25. The twenty-fifth part of the paper is devoted to a study of the development of the human mind in different countries. It is found that the development of the mind is influenced by the country in which the child is raised. The functions of the mind are closely related to the social and cultural environment, and the development of the mind is a process of adaptation to the environment.



DALHOUSIE COLLEGE AND UNIVERSITY,
HALIFAX.

SESSIONAL EXAMINATIONS, 1869.

FRIDAY, APRIL 16TH.

GREEK.—SECOND YEAR.

HERODOTUS: Book I, Secs. 95, 130.—HOMER: Iliad, Book X.

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

1. Translate :

a. Κύρω δὲ ἀνδρευμένῳ καὶ ἐόντι τῶν ἡλικίων ἀνδρειοτάτῳ καὶ προσφιλεστάτῳ προσέκειτο ὁ Ἄρπαγος δῶρα πέμπων, τίσασθαι Ἀστυάγεια ἐπαθήμεν. ἅπ' ἑωυτοῦ γὰρ, ἐόντος ἰδιώτῳ, οὐκ ἐνεῶρα τιμωρίῃν ἐσομένην ἐς Ἀστυάγεια Κύρον δὲ ὄρεων ἐπιτερφόμενον ἐποίετο σύμμαχον, τὰς πάθας τὰς Κύρου τῆσι ἑωυτοῦ ὁμοιούμενος. πρὸ δ' ἔτι τούτου τάδε οἱ κατέργαστο· ἐόντος τοῦ Ἀστυάγεος πικροῦ ἐς τοὺς Μήδους, συμμίσιον ἐνὶ ἐκάστῳ ὁ Ἄρπαγος τῶν πρώτων Μήδων, ἀνέπειθε ὡς χρὴ Κύρον προσθησαμένους τὸν Ἀστυάγεια παῦσαι τῆς βασιλείης. κατειργασμένοι δὲ οἱ τούτου καὶ ἐόντος ἐτοίμου, οὕτω δὴ τῷ Κύρῳ διαιωμένῳ ἐν Πέρσῃσι βουλόμενος ὁ Ἄρπαγος δηλώσαι τὴν ἑωυτοῦ γνώμην, ἄλλως μὲν οὐδαμῶς εἶχε, ἅ-ε τῶν ὁδῶν φυλασσομένων, ὁ δὲ ἐπιτεχνάται τοιόνδε· λαγὼν μηχανησάμενος, καὶ ἀνασχίσας τοῦτου τὴν γαστέρα καὶ οὐδὲν ἀποτίλας, ὡς δὲ εἶχε, οὕτω ἐσέθηκε βιβλίον, γράψας τὰ οἱ ἐδόκει· ἀπογράψας δὲ τοῦ λαγῶ τὴν γαστέρα, καὶ δίκτυα δοῦς ἅτε θηρευτῆ τῶν οἰκετέων τῶ πιστοτάτῳ, ἀπέστειλε ἐς τοὺς Πέρσας· ἐντειλάμενός οἱ ἀπὸ γλώσσης, διδόντα τὸν λαγὼν Κύρῳ ἐπειπεῖν, αὐτοχειρὴ μιν διελεῖν, καὶ μηδένα οἱ ταῦτα ποιεῖντι παρεῖναι.

b. Ὡς φάτο· τῷ δ' ἐμπνευσε μένος γλαυκῶπις Ἀθήνη· κτεῖνε δ' ἐπιστροφάδην. τῶν δὲ στόνος ὄρνυτ' ἀεικῆς ἄορι θεινομένων· ἐρυσθάνετο δ' αἵματι γαῖα. ὡς δὲ λέων μῆλοισιν ἀσημάντοισιν ἐπελθὼν, αἶγασιν, ἢ ὄεσσι, κακὰ φρονέων ἐνορούσῃ· ὡς μὲν Θρήϊκας ἀνδρας ἐπ' ὤχετο Τυδῆος υἱός, ὄφρα θυώδεκ' ἐπέφεν· ἀτὰρ πολὺμητις Ὀδυσσεύς, δντινα Τυδεΐδης ἄορι πλήξσει παραστάς. τόνδ' Ὀδυσσεύς μετόπισθε λαβὼν ποδὸς ἐξερύσασκε, τὰ φρονέων κατὰ θυμὸν, ὅπως καλλιτέριχες ἵπποι ρεῖα διέλλοιεν, μηδὲ τρομοεοῖατο θυμῷ νεκροῖς ἀμβαινόντες· ἀΐθεσσον γὰρ ἔτ' ἀντῶν. ἀλλ' ὅτε δὴ βασιλῆα κυχίσαστο Τυδῆος υἱός, τὸν τρισκαίδέκατον μελιηδέα θυμὸν ἀπήρα, ἀσθμαίνοντα· κακὸν γὰρ ὄναρ κεφαλῆφιν ἐπέστη τὴν νύκτ', Οἰνεΐδαο παῖς, διὰ μήτιν Ἀθήνης. τόφρα δ' ἄρ' ὁ τλήμων Ὀδυσσεύς λῦε μάνυχας ἵππων·

2. Translate these clauses into Latin :

ἀνάπειθε ὡς χὴν Κῦρον προσθησαμένους τὸν Ἀστυάγεα παῦσαι τῆς βασιλείης.
—τὰ φρονέων κατὰ θυμὸν ὅπως ἵπποι ρεῖα διέλθοιεν.—ἀλλ' ὅτε βασιλῆα
κιχῆσατο Τυδῆος υἱός, θυμὸν ἀπήρα.

3. Explain the grammatical construction of the following nouns :

(a). Ἀστυάγεος πικροῦ—παῦσαι τῆς βασιλείης—(b). λαβὼν ποδὸς ἐξερύσασκε
—κεφαλῆφιν ἐπέστη τὴν νύκτ'.

4. Parse the following verbal forms : ἐνέῳρα—κατέργαστο—διατωμένῳ
—ἐμπνευσε—ἐξερύσακε—κιχῆσατο—ἀπήρα.

5. Write the Attic forms of the following words :

ἔωντοῦ—λαγού—ποιεῖντι—αἴγεσσι—τρομοῖατο—κεφαλῆφιν—κόθεν—ὄν—
Give the Ionic terminations of the Dat. Pl. of the three declensions : also
the Epic terminations of Gen. Sing. of 1st and 2nd Declensions.

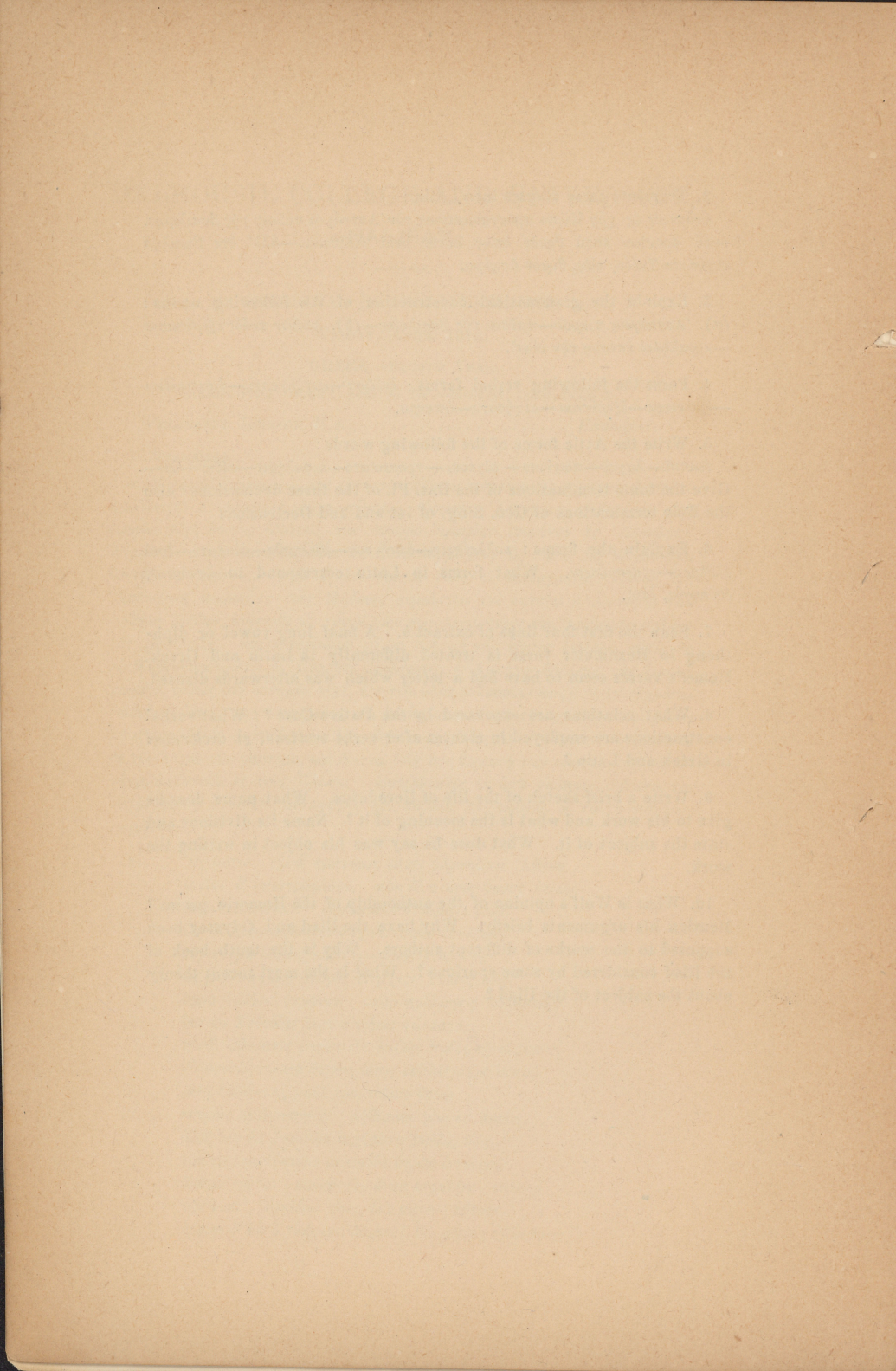
6. Explain the forms : καλλείπειν—ἀπέοντος—ἐθέλησθα—ἔεσσατο—ἔσσι
ἐλθέμεν—νεμεσσήσεται. What forms in Latin correspond to ἀπέοντος,
ἐθέλησθα, ἔσσι.

7. Scan the first four lines of extract *b*. A final long vowel or diphthong in Hexameter verse is treated differently in Latin and Greek. Homer's verses seem to have had a letter which was afterwards disused.

8. What relations are expressed by the Dative Case? What verbal constructions are employed in clauses after verbs *sentiendi et declarandi* in Greek and Latin?

9. Write a brief sketch of the life of Herodotus. What name does he give to his work and what is the meaning of it? Name its divisions and state the subject of it. What does he say was his object in writing the work.

10. What is Wolf's opinion of the authorship of the Homeric poems? Mention his arguments briefly. Why have the Iliad and Odyssey been supposed to be the works of different authors. Why is the tenth book of the Iliad considered by some spurious? What is the most recent theory about the subject of the Iliad?



DALHOUSIE COLLEGE AND UNIVERSITY, HALIFAX.

SESSIONAL EXAMINATIONS, 1869.

MONDAY, APRIL 19, 3 P. M.

MATHEMATICS.—SECOND YEAR.

TRIGONOMETRY AND ALGEBRA.

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

1. Trace the changes, in magnitude and sign, of $\sin A$ and $\cos A$, from $A = 0$, up to 360° .
2. The Circular measure of an arc is .5; find its Gradual measure.
3. Given the formulæ for $\sin(A + B)$ and $\cos(A + B)$; prove those for $\sin(A - B)$ and $\cos(A - B)$, by taking the angle B in the *negative* direction.

4. Given $\sin x = \frac{2\sqrt{ab}}{a+b}$: find the other five circular functions.

5. Find $\sin 2A$, $\cos 2A$, $\tan 2A$, in terms of A .

Prove also that $\sec A = 1 + \tan A \tan \frac{A}{2}$.

6. The sum of the sines of the angles of a triangle = 4 times the continued product of the cosines of their halves.

7. If a be the circular measure of an angle, prove $\sin a$ less than a , but greater than $a - \frac{1}{2}a^3$. Shew the value of this formula.

8. In any triangle, prove $\sin A : \sin B :: a : b$; and $a + b : a - b :: \tan \frac{1}{2}(A + B) : \tan \frac{1}{2}(A - B)$.

9. Express in a logarithmic equation the area of a triangle in terms of its sides, and prove $\text{Log } \cos A = 20 - \text{Log } \sec A$.

10. Assuming the value of $\cos A$ in terms of the sides of the triangle ABC , find the values of $\cos \frac{A}{2}$ and $\sin \frac{A}{2}$.

11. If r, r', r'', r''' , be the radii of the inscribed and the three escribed circles of a triangle, prove $\frac{1}{r} = \frac{1}{r'} + \frac{1}{r''} + \frac{1}{r'''}$.

12. ABC being in a level plain, and CD an inaccessible object, its height may be found by measuring its angle of elevation at each of the stations A and B , the horizontal angle CAB , and the distance AB .

13. Extract the cube root of 65 by the Binomial Theorem.

14. A sum of money, £ M , is payable 9 years hence on the condition that either of two persons, A and B , aged m and n years respectively, shall then be alive. State minutely the process for finding the present value of M .

15. If from the 4th power of any even number 1 be taken, the remainder is the product of three odd numbers, two of which are those adjacent to the even number.

16. Shew how the series $\log_e(1+x) = x - \frac{1}{2}x^2 + \frac{1}{3}x^3 - \&c.$, has

to be manipulated in order to make it available for the calculation of natural logarithms; and then show how we pass from the Natural system to the Common system.

17. There is one bag containing 3 black balls and 4 white; and another containing 6 black and 8 white. A person thinks that, as the proportion of the white to the black is the same in both cases, the chances of drawing in a single trial two of a colour, *e. g.*, white, from each bag, are the same. Shew his mistake.

DALHOUSIE COLLEGE AND UNIVERSITY
HALIFAX

SESSIONAL EXAMINATIONS, 1922.

THURSDAY, APRIL 26, 9 AM-1 P.M.

LOGIC AND PSYCHOLOGY

- Professor William Latta, M.A., Examiner.
1. On what principle does Sir W. Hamilton rest the non-identity of thought as applied to the Mind?
 2. According to what other principle may the Mind be regarded, and what is the advantage of so regarding it?
 3. Give Sir W. Hamilton's classification according to the one principle, and the distinction applied in the class for the other.
 4. To what might be best ascribed the limitations to which thought is subject in the domain of thought? How are they explained? What is the fundamental view of Mind?
 5. What are the laws of Mind in our psychological classification, and to what Faculty in Sir W. Hamilton's classification do they correspond?
 6. Of which of the laws, as given, is taken only the scientific development?
 7. What are prominent questions in processes of Mind in our psychological classification, and are especially the components of each other? How does this fit in?
 8. As an instance, how may we be said to think, and as we think, how may we be said to know, and what is the process in other cases?
 9. What logical results are obtained in the above process, or processes? What accordingly are Aristotle's Faculties?
 10. What is Classification as distinguished from Induction or Deduction? Give examples of each.
 11. What are the two quantities according to which Concepts may be regarded—and what two terms of reasoning do they respectively present?
 12. Which of these forms of reasoning is the Analytic, and which the Synthetic process?
 13. How would you characterize true reasoning as distinguished from what is merely Analytic?
 14. Why does a true act of reasoning express itself in the extension and not in the intension of the syllogism? What is Mill's view of the reasoning process? What exception does he take to Hamilton's account of that process, and how does he account for the two quantities? What exception is there to that account in the class?
 15. Of which of the processes—namely the analytic—is the Basis the proper expression or vehicle? Describe the position.
 16. What is the respective intension of the analytic, and how does the intension of the synthetic differ from the analytic? What accordingly is the respective intension of the synthetic, and where consists its advantage?
 17. Give the rules in essence of the Categorical Syllogism. What is the nature and what are the cases of the Hypothetical, and what of the Disjunctive, Syllogism? What is the Disjunctive?
 18. What is the Mood, and what the Figure, of a Syllogism? Show the use of the second and third figures respectively, and when an Argument may be put into figures in preference to the first. Show why Compositum is an Argument in the third figure.
 19. Give a rule of the Table.
 20. What is the use of the doctrine of Method, and by what means is it accomplished? Give the rules of Induction and Deduction respectively.

DALHOUSIE COLLEGE AND UNIVERSITY,
HALIFAX.

SESSIONAL EXAMINATIONS, 1869.

WEDNESDAY, 21ST APRIL, 9 A. M. TO 1 P. M.

JUNIOR CHEMISTRY.

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

1. What is meant by the Equivalent Number of an element. What is the difference of "equivalent," as distinguished from "atomic" weight. What are the equivalent numbers of H, N, C, Cl, S, P, K, Na, Mg, Fe, Hg, Cr, Au. Give the formula for the highest oxide of each of these elements.
2. Give a statement of the four laws of combination by weight.
3. Give a full account of the composition and chemical properties of Plaster of Paris, Limestone, Marble, Burnt Lime, Slacked Lime and old mortar.
4. What kinds of "hard water" may be rendered "soft"; upon what does the hardness depend, and what are the means employed to remove it.
5. Describe fully the element Oxygen, give its history, preparation and properties, state the proportions of this gas, and of other materials (fully describing them) which form the Atmosphere
6. Write correctly the chemical formulæ for the following compounds, viz.: Sulphate of Protoxide of Iron, Tartar Emetic, Epsom Salts, Saltpetre, Common Salt, Chlorate of Potash, Sulphate of Chromia, Phosphate of Soda.
7. Describe the manufacture of Carbonate of Soda from Common Salt.
8. Describe the process of manufacture of Phosphorus.
9. Describe the process for preparing Phosphuretted Hydrogen. What is the composition, and what are the properties of the gas.
10. What are the oxides of Manganese, and what salts or other compounds do they form?
11. Classify the Metals according to the action of Acids upon them; and classify the metallic oxides, with a view to testing successively through the different groups.
12. Silver in solution. How is it precipitated, and in what form. Give a calculation to show how you would estimate the amount of metallic silver.

Dalhousie College and University

HALIFAX

SESSIONAL EXAMINATIONS, 1922

LATE - THIRD YEAR

TRINITY COLLEGE - HONORS - MATHEMATICS - PART II

Professor Johnson M.A. of the Trinity College, Halifax

1. The function $f(x) = \frac{1}{x^2}$ is continuous at $x = a$ if and only if $a \neq 0$.

2. The function $f(x) = \frac{1}{x}$ is continuous at $x = a$ if and only if $a \neq 0$.

3. The function $f(x) = \frac{1}{x^2}$ is continuous at $x = a$ if and only if $a \neq 0$.

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17. The function $f(x) = \frac{1}{x^2}$ is continuous at $x = a$ if and only if $a \neq 0$.

18. The function $f(x) = \frac{1}{x}$ is continuous at $x = a$ if and only if $a \neq 0$.

DALHOUSIE COLLEGE AND UNIVERSITY,
HALIFAX.

SESSIONAL EXAMINATIONS, 1869.

THURSDAY, APRIL 15, 9 A. M.—1 P. M.

LATIN.—THIRD YEAR.

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

PROFESSOR JOHNSON, M. A. *Examiner*

1. Translate:
 - a. *Syrus*. Labascit. unum hoc habeo: uide si satis placet:
Potius quam venias in periculum, Sannio.
Servesne an perdas totum, diuiduom face.
Minas decem conradet alicunde. *Sannio*. Ei mihi.
Etiam de sorte nunc uenio in dubium miser?
Pudet nil? omnis dentis labefecit mihi:
Præterea colaphis tuber est totum caput:
Etiam insuper defrudet? nusquam abeo. *Sy*. Vt lubet:
Numquid vis quin abeam? *Sa*. Immo hercle hoc quaeso *Syre*,
Vt ut hæc sunt acta, potius quam litis sequar,
Meum mihi reddatur, saltem quanti emptast, *Syre*.
Scio te non usum antehac amicitia mea:
Memorem me dices esse et gratum. *Sy*. Sedulo
Faciam. Sed *Ctesiphonem* uideo: lætus est
De amica. *Sa*. Quid quod te oro? *Sy*. Paulisper mane.
 - b. Nec sic incipies ut scriptor cycelicus olim:
"Fortunam Priami cantabo et nobile bellum."
Quid dignum tanto feret hic promissor hiatu?
Parturiunt montes, nascetur ridiculus mus.
Quanto rectius hic qui nil molitur inepte;
"Dic mihi, musa, virum captæ post tempora Trojæ
Qui mores hominum multorum vidit et urbes."
Non fumum ex fulgore sed ex fumo dare duces
Cogitat, ut speciosa dehinc miracula promat,
Antiphaten Scyllamque et cum Cyclope Charybdin.
Nec reditum Diomedis ab interitu Meleagri,
Nec gemino bellum Trojanum orditur ab ovo;
Semper ad eventum festinat et in medias res
Non secus ac notas auditorem rapit et quæ
Desperat tractata nitescere posse relinquit.
 - c. Quemadmodum adsitit severo fronte curas cogitans.
Pectus digitis pultat: cor credo evocaturus foras.
Ecce avortit: rusus lævo in femine habet lævam manum.
Dextera digitis rationem computat: ferit femur.

Dexteram micat vehementer : quod agat, ægre suppetit.
 Concrepuit digitis : laborat, crebro commutat status.
 Eccere autem capite nutat : non placet quod repperit.
 Quidquid est, incoctum non expromet, bene coctum dabit.
 Ecce autem aedificat : columnam mento suffigit suo.
 Apage, non placet profecto mihi illa aedificatio :
 Nam os columnatum poetae esse indauidi barbaro,
 Quoi bini custodes semper totis horis accubant.
 Euge, euscheme hercle astitit, sic dulcè et comœdicè.
 Numquam hodie quiescet, priusquam id quod petit perfecerit,
 Habet, opinor : agè si quid agis : vigila, ne somno stude :
 Nisi quidem hic agitare mavis variis virgibus vigilias.
 Tibi ego dico : an, heuræta, me hauscis te adloqui ? Palæstrius
 Vigila inquam, expergiscere inquam : lucet hoc inquam.

2. Write brief notes where the meaning of a word or passage requires explanation.

3. "Scriptor cyclicus;" What is the origin of this name? Mention the authors to whom it was given and describe their works.

"Parturiunt montes;" What is the original form of this proverb.

"Speciosa miracula;" Write short notes on those mentioned in the extract.

4. a. Some words in the above extracts are derived from Greek: give the Greek forms.

b. Some of the words have cognate forms in Greek: write them down with their roots.

5. a. What is the etymology of *dividuom*, *alicunde*, *sorte*, *præterea*, *cogitat*, *gemino*, *digitus*, *eccere*, *indauidi*, *expergiscere*,—*epol*, *nunc*, *non*, *olim*.

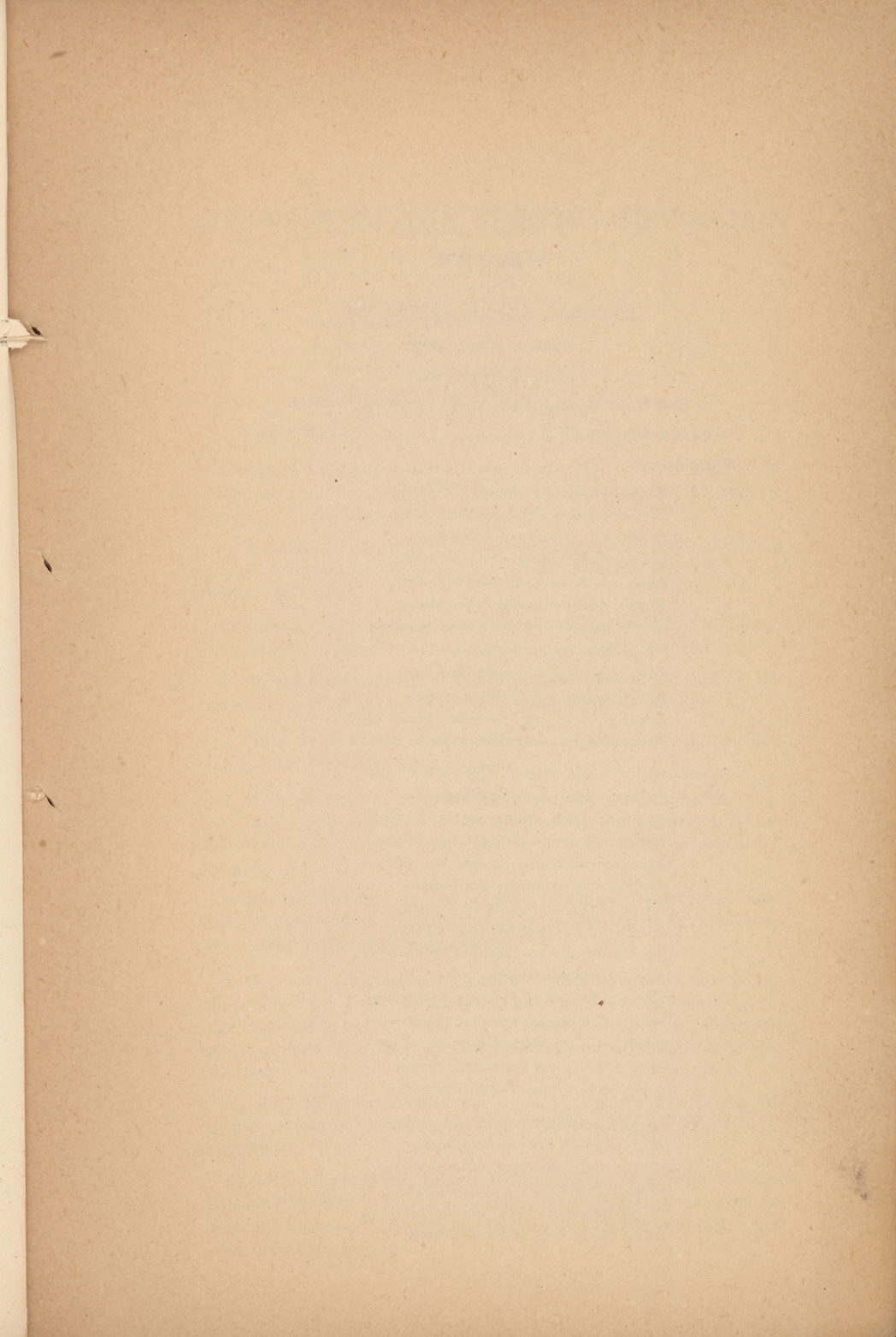
b. Give the etymology of *du*, *aujourd'hui*, *chaud*, *noir*, *loyal*, *mais*, *autre*, *madame*.

6. Explain the forms *scibit*, *sis*, *vis*, *dis*, *faxit*, *ted*, *despexè*, *subrepsit*, (not the pf. tense), *hibus*, *censen*.

7. How is the unusual length of some of Tenence's verses accounted for? By what arguments is the explanation supported?

8. Name in order the Roman Tragedians and Comedians. When was a play first performed at Rome? When was the *Adephi* first played? How did *Fabulae togatae* differ from *Fabulae palliatae*?

9. Translate into Latin:—Diogenes used to carry with him everywhere a wooden cup, in which he drew water to drink from the spring or river. But when one day he saw a boy taking up water to drink in the hollow of his hands, he threw away his cup with the words, "Begone, what need I of thee? I can do without thee; for the future my hands shall perform this office for me."



DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1869.

FRIDAY, APRIL 16TH.

GREEK.—THIRD YEAR.

EURIPIDES, *Medea*.—AESCHYLUS: *Prometheus Vincetus*.

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

1. Translate:

a. ΜΗ. κακῶς πέπρακται πανταχῆ· τίς ἀντερεῖ;
ἀλλ' οὔτι ταῦτη ταῦτα, μὴ δοκεῖτέ πω.
ἔτ' εἰς ἀγῶνες τοῖς νεωστὶ νυμφίοις,
καὶ τοῖσι κηδέυσασιν οὐ σμικροὶ πόνοι.
δοκεῖς γὰρ ἂν με τόνδε θωπεύσαι ποτε,
εἰ μὴ τι κερδαίνουσεν ἢ τεχνωμένην;
οὐδ' ἂν προσεῖπον οὐδ' ἂν ἠψάμην χεροῖν.
ὁ δ' ἐς τοσοῦτον μωρίας ἀφίκετο
ὥστ', ἐξδὸν αὐτῷ τὰμ' ἐλεῖν βουλευήματα
γῆς ἐκβαλόντι, τήνδ' ἀφήκεν ἡμέραν
μεινᾶί μ', ἐν ἣ τρεῖς τῶν ἐμῶν ἐχθρῶν νεκροὺς
θήσω, πατέρα τε καὶ κόρην πόσιν τ' ἐμόν.

b. ΑΓ. κυνεῖ δ' ὁ μὲν τις χεῖρ, ὁ δε ξανθὸν κᾶρα
παίδων· ἐγὼ δὲ καὶ τὸς ἠδονῆς ὑπο
στέγας γυναικῶν σὺν τέκνοις ἅμ' ἐσπόμην.
δέσποινα δ' ἦν νῦν ἀντὶ σοῦ θαναμάζομεν,
πρὶν μὲν τέκνων σὼν εἰσιδεῖν ξυνωρίδα,
πρόθυμον εἶχ' ὀφθαλμῶν εἰς Ἰάσονα·
ἔπειτα μέντοι προῖκαλύψατ' ὄμματα,
λευκὴν τ' ἀπέστρεψ' ἐμπαλιν παρηίδα,
παίδων μυσαχθεῖσ' εἰσόδους· πόσις δὲ σὸς
ὄργας ἀφρηεὶ καὶ νεάνιδος χόλον,
λέγων τάδ'· οὐ μὴ δυσμενῆς ἔσει φίλοις,
παύσει δὲ θυμοῦ καὶ πάλιν στρέψει κᾶρα,
φίλους νομίζουσ' οὔσπερ ἂν πόσις σέθεν,
δέξει δὲ δῶρα, καὶ παραιτήσει πατρός
φρυγᾶς ἀφείναι παισὶ τοῖσδ' ἐμὴν χάριν

c. ΠΡ. λέξω δὲ, μέμψιν οὔτιν' ἀνθρώποις ἔχων,
ἀλλ' ὃν δέδωκ' εἵνοιαν ἐξηγούμενος·
οἱ πρῶτα μὲν βλέποντες ἐβλεπον μάτην,
κλύοντες οὐκ ἤκουον, ἀλλ' ὄνειράτων
ἀλιγκιοι μορφαῖσι τὸν μακρὸν χρόνον
ἐφύρον εἰκῆ πάντα, κοῦτε πλυθηφεῖς

δόμους προσείλους ἦσαν, οὐ ξυλουργίαν
κατώρυχες δ' ἐναίον ὥστ' ἀήσυροι
μύρμηκες ἀντρων ἐν μυχοῖς ἀνηλίοις.
ἦν δ' οὐδὲν αὐτοῖς οὔτε χεΐματος τέκμαρ
οὔτ' ἀνθεμῶδους ἦρος οὔτε καρπίμου
θέρους βέβαιον, ἀλλ' ἄτερ γνώμης τὸ πᾶν
ἐπρασσον, ἐς τε δὴ σφιν ἀντολὰς ἐγὼ
ἀστρων ἐδειξα τάς τε δυσκρίτους δύσεις.
καὶ μὴν ἀρθμὸν ἔσοχον σοφισμάτων
ἐξιῦρον αὐτοῖς, γραμμάτων τε συνθέσεις.
μνήμην θ' ἀπάντων μουσομήτορ' ἐργάτων.

2. Supply the elipsis in ἀλλ' οὐ-ι ταυτη ταῦτα (a). What is the force of the tense of ἀφήρει (b)? What are the objections to the reading μνήμην θ' (c), and what change has been proposed?

3. Translate into Latin : ὁ δ' ἐς τοσούτον μαρίας ἀφίκετο ὥστε τήνδ' ἀφήκεν ἡμέραν μείναι με.—πρὶν μὲν τέκνων σῶν εἰσιδεῖν ξυναρίδα, εἶχε ὀφθαλμὸν ἐς Ιάσωνα.—ἐμὴν χάριν.

4. Explain the construction of the words χεροῖν—ἐξὸν αὐτῶ... γῆς ἐκβαλόντι (a). θυμοῦ—πατρὸς—φίλοις—ἐμὴν χάριν (b). ὦν δέδωκ' (c).

5. Explain clearly the use of the verbs and negative particles in the last sentence of extract b. When is οὐ μή used with an Infinitive?

6. What moods follow ὥστε? Point out the differences of meaning and give the equivalent forms in Latin.

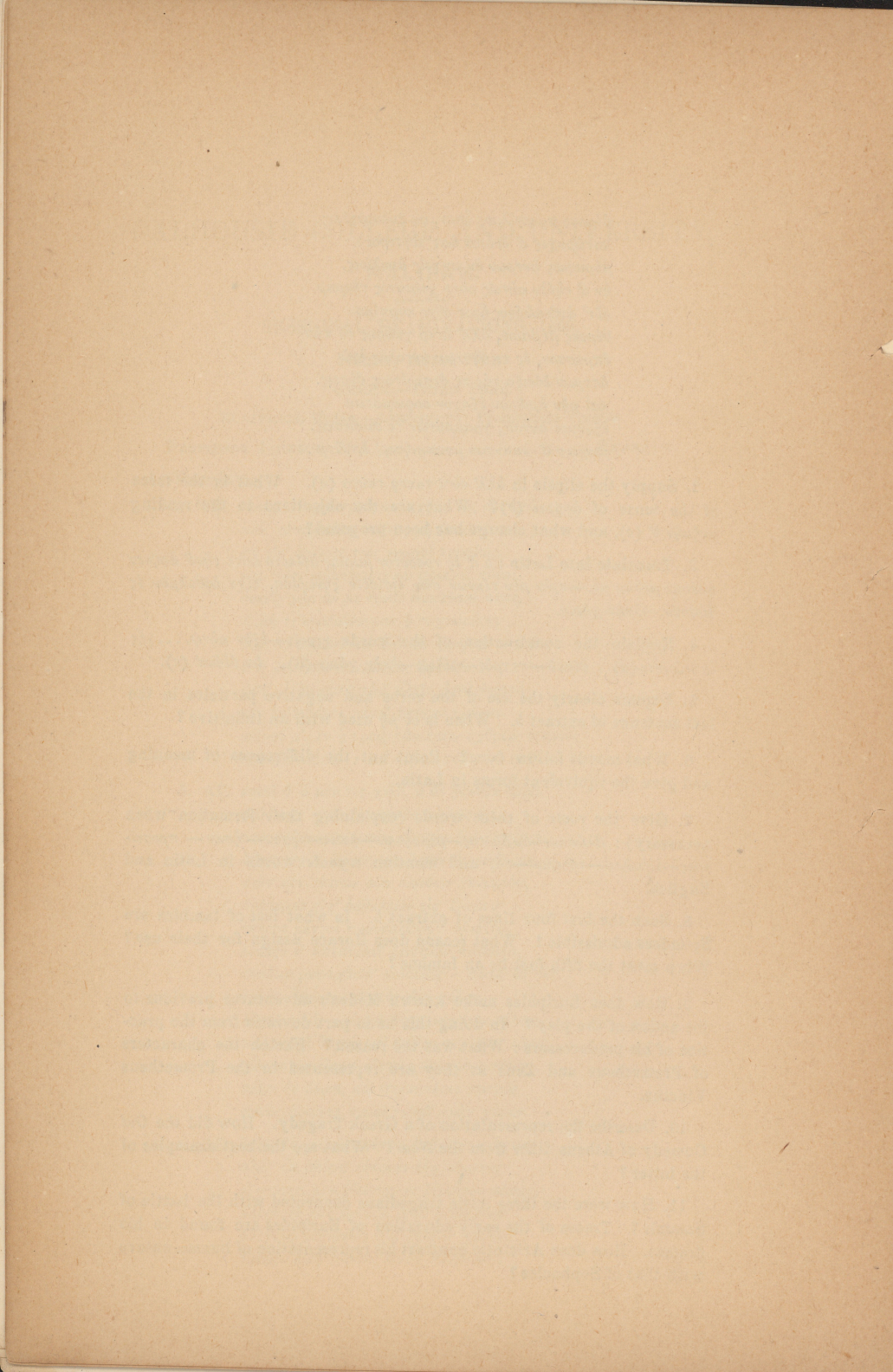
7. Give the roots of these words (explaining their formation when necessary) : βλώσσω—ἄμβροτος—μυμήσκω—φαίνω—ἦσαν—ἦσαν—προσειλούς—εἶδωλον—πότερον—τά, and mention cognate words in Latin and English.

8. Scan the first four lines of extract b. In what feet of Iambics are Spondees admissible? What reason does Horace assign for their use? When must the fifth foot be an Iambus?

9. How does Euripides make known Medea's adventures previous to the action of the play? In doing this he in part deviates from the practice of his predecessors: What was the reason? Sketch the characters of Prometheus and Zeus as they are represented in the Prometheus Vincetus.

10. Describe the representation of a Greek Tragedy. How did the Old Comedy of Athens differ from the New? What are the best examples of the latter?

11. How were the three Attic tragedians connected with the battle of Salamis? Traces of the early education of Euripides are found in his dramas. How does Aristotle contrast his representation of human nature with that of Sophocles?



DALHOUSIE COLLEGE AND UNIVERSITY,
HALIFAX.

SESSIONAL EXAMINATIONS, 1869.

MONDAY, APRIL 19, 9 A. M.

MATHEMATICAL PHYSICS.

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

1. Assuming that the theorem of the "Parallelogram of Forces" has been proved for the *direction*, prove it for the *magnitude*, of the resultant.
2. If the forces P, Q, R, acting at a point, be in equilibrium, prove $P : Q : R :: \sin(Q, R) : \sin(P, R) : \sin(P, Q)$.
3. If P, P', P'', &c., be any parallel forces in the same plane, and if from any point in this plane a straight line be drawn cutting the lines of their action, prove, according to the usual notation, that $S(P). X = S(Px)$: and show how the formula can be extended to "centre of gravity."
4. Find the centre of gravity of the slant surface of a cone.
5. Enuntiate the principle of Virtual Velocities, and prove it for the Inclined Plane.
6. If two bodies resting on two opposite inclined planes, and connected by a cord passing over a pulley at their common summit, be in equilibrium, prove that the pressures on the planes are inversely as the tangents of their inclinations.
7. Define a Moment, and shew that in raising a heavy beam from the ground towards a vertical position by applying a force at one end, less force is required as it approaches the vertical position.
8. Find the greatest height a projectile attains above a horizontal plane passing through the point of projection, and shew that, for a given range less than the greatest, there are two angles of projection connected by the formula $i - 45^\circ = 45^\circ - i'$.
9. Prove the formula $v^2 = V^2 \pm 2fs$. Ex:—A body is projected vertically upwards with a velocity of 500 ft. per second. Find the greatest height it will reach.
10. Find the length of a seconds' pendulum at the surface of the planet Jupiter, his mass being 338 times that of the earth, and his radius $11\frac{1}{2}$ the earth's radius (nearly).
11. A curve of a Railway (radius, r), is to be constructed with a view to a given average velocity, (v), of trains running over it. Shew that a cross section of the road should be inclined to the horizon at an angle given by the equation, $\tan a = \frac{v^2}{gr}$.
12. An elastic ball strikes a plane and rebounds. Find the relation between the angles of incidence and reflection, and shew that they are *not* equal for any known substances.
13. Prove that if two perfectly elastic balls impinge directly, the sum of the *vires vivæ* before and after impart are equal, *i. e.*, $mV^2 + m'V'^2 = mv^2 + m'v'^2$; and if they are also equal, they interchange velocities.
14. Give a sketch of a Bramah Press, and assume numerical dimensions to find its mechanical advantage.
15. Find the specific gravity of a solid by the Hydrostatic balance.
16. The height of the mercurial column of a Barometer into which some air has found its way is h' , while the reading on a true Barometer is h : shew how the quantity of air that has got into the tube may be calculated.

REGIONAL EXAMINATIONS

Monday, June 10, 1913
9:00 A.M. - 12:00 P.M.

WITH EXPLANATORY NOTES

Professor J. H. ...
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DALHOUSIE COLLEGE AND UNIVERSITY,
HALIFAX.

SESSIONAL EXAMINATIONS, 1869.

TUESDAY, APRIL 20, 9 A. M.—1 P. M.

EXPERIMENTAL PHYSICS.

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

1. What is the principal difference between Mathematical and Physical science?
2. Describe the experiment by which the porosity of Gold was proved?
3. State the law or principle in Physical Science denoted by the term *Inertia*.
4. What is the only necessary condition of stable equilibrium in a solid body?
5. What are *pitch lines* in wheel work? and how are they ascertained?
6. What effect is produced on the sensibility of a balance by diminishing the distance of the line joining the points of suspension from the centre of motion?
7. Mention some of the most important applications of the pendulum.
8. Define the term "Force" as employed in the science of Mechanics.
9. In comparing the amount of different forces, what standard or *unit of work* has been adopted? In estimating large amounts of force what measure is usually employed? How many units of work are contained in this measure?
10. A drop of water from a cloud descends, for some time, with constantly increasing velocity. Before it reaches the earth its velocity has become nearly uniform. Assign the reason.
11. When a heavy body is projected from the earth, to the action of what separate and independent forces is it subject?
12. On what principle does the Hydrostatic press depend for its immense power? What advantage does it possess over most other machines?
13. What is the *centre of pressure* in a liquid mass?
14. How is the specific gravity of a body which floats in water ascertained?
15. Mention the principal phenomena produced by the *interference of waves*.

DARJILING COLLEGE AND UNIVERSITY
HALFAK.

SESSIONAL EXAMINATION 1922

TRIPURA BOARD OF UNIVERSITY EXAMINATIONS

EXPERIMENTAL PHYSICS

Year: First, Part: Practical, Hours: 1 1/2, Date:

1. What is the physical difference between Mathematical and Physical quantities?
2. Describe the experiment by which the presence of Gold was proved?
3. State the law of pendulum in Physical Science denoted by the term "isochronism".
4. What is the only necessary condition of stable equilibrium in a solid body?
5. What are the laws of static work? and how are they applied?
6. What effect is produced on the sensibility of a balance by diminishing the distance of the line joining the points of suspension from the centre of rotation?
7. Mention some of the most important applications of the pendulum.
8. Define the term "force" as employed in the science of mechanics.
9. In comparing the amount of different forces, what standard or unit of work has been adopted? In estimating large amounts of force what measure is usually employed? How many units of work are contained in the unit?
10. A drop of water falls a usual second for some time with constant increasing velocity. Hence it reaches the earth its velocity has become nearly uniform. Explain the reason.
11. When a heavy body is projected from the earth, to the action of what forces and independent force is it subject?
12. On what principle does the Hydrostatic Press depend for its immense power? What advantage does it possess over most other machines?
13. What is the cause of pressure in a liquid mass?
14. How is the specific gravity of a body which does not sink when immersed determined?
15. Mention the principal phenomena produced by the buoyancy of water.

DALHOUSIE COLLEGE AND UNIVERSITY,
HALIFAX.

SESSIONAL EXAMINATIONS, 1869.

THURSDAY, APRIL 22. 9 A. M.—1 P. M.

METAPHYSICS AND ESTHETICS.

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

1. About what period B. C., and in what part of the world, have we the earliest efforts at speculation ?
2. What direction did these efforts take ?
3. To what countries, successively, did they propagate themselves, and what modifications did they assume ?
4. Give some account of the rise of speculation in Greece.
5. Mention the schools of early Greek Philosophy
6. To what centre did learning and philosophy converge latterly in Greece ?—and what schools flourished there ?
7. What influence did Socrates exert on philosophy ?
8. What did Plato's system accomplish in the history of philosophy ? How had it at once a retrospective and prospective regard and influence ?
9. What rival system divided with Plato's the influence on subsequent speculation ?
10. Show the historical place and influence of Scepticism, in its own rise, and transmitted effects.
11. What different schools, accordingly, arose out of the debris of previous systems ?
12. In what forms did Faith struggle against Scepticism ?—and where did it take refuge in its own impotence to deal with sceptical doubts ?
13. What modern phase of Speculation resembles the mysticism of the Alexandrian school—the Faith of Plotinus ? And what doctrine of more recent times is tantamount to a demand for the same kind of faith ?
14. How may we assert a Faith which is neither the supernatural faith of Plotinus, nor the hap-hazard faith, or submission, for which Hamilton and Mansel contend ?
15. What was the fate of Philosophy in Rome ? With whom did ancient Philosophy close ?
16. In what writings did Philosophy survive—and what names furnish the connecting link between ancient speculation and the scholastic ages ?
17. What was the character of Scholastic Philosophy ? With what subjects did it chiefly deal ?
18. In which class of Emotions have we the Esthetic, and what views have been formed on the subject of th's Emotion, or the nature of the Beautiful ? Wherein does the Sublime differ from the Beautiful ? In what element, in a theory of the Beautiful, is Sir W. Hamilton's account of this state, or quality, defective, which Cousin's supplies ? Give the circumstances, or conditions, in which, according to Burke, we have the Beautiful and the Sublime respectively.
19. In what order of precedence may the several Arts be stated ? What is the common element in Art, and how may Poetry and Painting be divided, or classified, as to their kinds, according to a common principle ?
20. Classify the Desires according to the Emotions. How does worth or value operate as a kind of balance power, or furnish a regulating principle, among these states ? What is the Will as distinguished from these states, and what view has been taken of this last principle of our nature ?

DALHOUSIE COLLEGE AND UNIVERSITY,
HALIFAX.

SESSIONAL EXAMINATIONS, 1869.

THURSDAY, APRIL 22, 3 P. M.

FRENCH.—THIRD YEAR.

JAMES LIECHTI, Esq. Examiner.

Translate: (1) From Pascal's "Connaissance générale de l'homme."
"La première chose qui s'offre à l'homme quand il se regarde, c'est son corps, c'est-à-dire une certaine portion de matière qui lui est propre. Mais pour comprendre ce qu'elle est, il faut qu'il la compare (2) avec ce qui est au-dessus de lui et tout ce qui est au-dessous, afin de reconnaître ses justes bornes. Qu'il ne s'arrête donc pas à regarder simplement les objets qui l'environnent; qu'il contemple la nature entière dans sa haute et pleine majesté; qu'il considère cette éclatante lumière, mise comme une lampe éternelle pour éclairer l'univers; que la terre lui paraisse (2) comme un point auprès du vaste tour que cet astre décrit, et qu'il s'étonne de ce que ce vaste tour n'est lui-même qu'un point très délicat à l'égard de celui que les astres qui roulent dans le firmament embrassent."

2. In what mood are the two verbs *compare* and *paraisse*, and why? Translate: Will you study Homer with me? Have you commenced reading Shakspeare? He hurt himself (*s'est fait mal*) in falling. Account for the form of the verbs: study, reading and falling.

3. Illustrate by short examples how *some* and *any* are to be rendered in French (1) before a masc. fem. and plural noun; (2) before an adj. of quality; (3) before the direct object of a trans. verb accompanied by a negation.

4. Write the fem. of the following adj.: *blanc, épais, frais, long, malin, public, sec, doux, vif, cruel, aimable, heureux, premier, aquilin*. Compare: *bon, grand, bien, mauvais, peu, souvent, mal*. Translate: An old man; a foolish hope; a new object; a beautiful tree.

5. Correct the following sentences, and state what rules have been violated: *Bien de choses ne sont impossibles que parcequ'on s'est accoutumé à croire qu'elles les sont. Il est de ces mortels favorisé des ciels qui sont tout par eux-mêmes et rien par leurs aïeuls.*

6. What is the difference between: *Il faut me dire la vérité*, and *Il me faut dire la vérité*? Explain the construction of the personal object.

7. *Combien*. Show by exs. of what meanings this word is susceptible. What other word may be used elegantly instead of it? Give an instance.

8. This merchant goes to England twice a (*par*) year; and once to Paris. The physician went to his patients (*malades*). Explain the use of the prep. "to."

9. Name at least six of the leading points in which the French and English Languages differ.

10. Translate: "Racine to his son": My dear child—You may have (*avez pu*) seen by the letters I am writing to your mother, how much I am affected by (*touché de*) your malady, and the extreme pain it gives me (*je ressens*) not to be near (*auprès de*) you, in order to console you. I see you patiently accept (*prenez*) the trial (*le mal*) which God has sent you, and that you are punctually (*exact à*) doing all you are told to do. It is greatly important for you not to become impatient.

DALHOUSIE COLLEGE AND UNIVERSITY,
HALIFAX.

SESSIONAL EXAMINATIONS, 1869.

FRIDAY, APRIL 23, 3 P.M.

GERMAN. — THIRD YEAR.

JAMES LIECHTI, Esq. *Examiner.*

Translate: 1. (a) From Schiller's "Parabeln und Räthsel," "The plowshare."

(b) From Herder's "Sonne und Mond."

" . . . Neidend stand das andere Licht und sah, dass es die Herrliche nicht zu überglänzen vermochte (2) "Was sollen," sprach sie murrend bei sich selbst, "zwei Fürsten auf *einem* Thron? Warum musste ich die Zweite und nicht die Erste sein (2)?"—Und plötzlich schwand, von innerm Grame verjagt, ihr schönes Licht hinweg. Hinweg von ihr floss es weit in die Luft und ward das Herr der Sterne. Wie eine Todte, bleich, stand Luna da, (2) beschämt vor allen Himmlischen, und weinte: "Erbarme dich Vater der Wesen, erbarme dich!"

2. Account for the position of the words *vermochte, ich, sein, da*. In what cases does an exchange between the subject and the verb take place? Translate: Yesterday I found a book in the street. When I was in London I saw the Queen.

3. Point out the place of Adverbs of time, and mention how the relative pronoun affects the verb. Give examples.

4. Decline in full the following words: *Der Lehrer; eine grosse Freude; Lund; schönes Mädchen; die freundlichen Schlafzimmer; fliessende Brunnen* (pl.); *ein Federmesser*.

5. Out of the room. We go through the wood. He goes into his room. Flowers are in the Garden. The dog lies under the table. What prepos. govern the Genitive? Mention instances.

6. Wer ist *dieser* Mann? *Welche* von ihren Schwestern? *Dieses* ist der nämliche Mann. *Welches* sind Ihre Schwestern? Account for the neuter form of *dieser* and *welche*.

7. Compare the following words: *hoch, alt, gut, viel, viele, gern bald*. Illustrate by exs., and explain the use of the two forms of the superlative.

8. How are two adj. compared with one another? Give the equivalents of *as—as, not so—as, as—again, and the—the*. Render into German: Augustus was more successful than brave. Alexander was as ambitious (*ehrgeizig*) as Caesar. The better (*the*) men are, the happier they 2. are. 1. My brother is as old again as I.

9. Translate: I love my father and my mother. All men are alike (*gleich*) before God. We admire (*bewundern*) such men. He has lost (*verloren*) the whole of his fortune (*Vermögen*). No rose without thorns (*Dorneu*). Every country has its pleasures. If I had not had so much misfortune. Do you believe him to have much knowledge? (*Kenntnisse*). You are right; but your friend is wrong. What has become of our Neighbour? (*Nachbar*). Old people become wise.

DALHOUSIE COLLEGE AND UNIVERSITY
HALIFAX

SESSIONAL EXAMINATIONS, 1887

TRINITY TERM, 1887

GERMAN.—THIRD YEAR.

1. *Übersetzen Sie:* (a) *Das Schicksal hat mich und die Welt, die ich bewohne, in die Hande Gottes gegeben.* (b) *Das Schicksal hat mich und die Welt, die ich bewohne, in die Hande Gottes gegeben.*
2. *Übersetzen Sie:* (a) *Das Schicksal hat mich und die Welt, die ich bewohne, in die Hande Gottes gegeben.* (b) *Das Schicksal hat mich und die Welt, die ich bewohne, in die Hande Gottes gegeben.*
3. *Übersetzen Sie:* (a) *Das Schicksal hat mich und die Welt, die ich bewohne, in die Hande Gottes gegeben.* (b) *Das Schicksal hat mich und die Welt, die ich bewohne, in die Hande Gottes gegeben.*
4. *Übersetzen Sie:* (a) *Das Schicksal hat mich und die Welt, die ich bewohne, in die Hande Gottes gegeben.* (b) *Das Schicksal hat mich und die Welt, die ich bewohne, in die Hande Gottes gegeben.*
5. *Übersetzen Sie:* (a) *Das Schicksal hat mich und die Welt, die ich bewohne, in die Hande Gottes gegeben.* (b) *Das Schicksal hat mich und die Welt, die ich bewohne, in die Hande Gottes gegeben.*
6. *Übersetzen Sie:* (a) *Das Schicksal hat mich und die Welt, die ich bewohne, in die Hande Gottes gegeben.* (b) *Das Schicksal hat mich und die Welt, die ich bewohne, in die Hande Gottes gegeben.*
7. *Übersetzen Sie:* (a) *Das Schicksal hat mich und die Welt, die ich bewohne, in die Hande Gottes gegeben.* (b) *Das Schicksal hat mich und die Welt, die ich bewohne, in die Hande Gottes gegeben.*
8. *Übersetzen Sie:* (a) *Das Schicksal hat mich und die Welt, die ich bewohne, in die Hande Gottes gegeben.* (b) *Das Schicksal hat mich und die Welt, die ich bewohne, in die Hande Gottes gegeben.*
9. *Übersetzen Sie:* (a) *Das Schicksal hat mich und die Welt, die ich bewohne, in die Hande Gottes gegeben.* (b) *Das Schicksal hat mich und die Welt, die ich bewohne, in die Hande Gottes gegeben.*
10. *Übersetzen Sie:* (a) *Das Schicksal hat mich und die Welt, die ich bewohne, in die Hande Gottes gegeben.* (b) *Das Schicksal hat mich und die Welt, die ich bewohne, in die Hande Gottes gegeben.*

HALIFAX

SESSIONAL EXAMINATIONS 1922

THE FACULTY OF MEDICINE

THE FACULTY OF MEDICINE

FACULTY OF MEDICINE - PHYSIOLOGY

PHYSIOLOGY - PART I

1. The following questions are to be answered in full, and the answers should be written on separate sheets of paper.

2. Describe the structure and function of the heart, and explain the mechanism of the cardiac cycle.

3. Describe the structure and function of the lungs, and explain the mechanism of ventilation.

4. Describe the structure and function of the stomach, and explain the mechanism of digestion.

5. Describe the structure and function of the small intestine, and explain the mechanism of absorption.

6. Describe the structure and function of the large intestine, and explain the mechanism of defecation.

7. Describe the structure and function of the liver, and explain the mechanism of bile secretion.

8. Describe the structure and function of the pancreas, and explain the mechanism of enzyme secretion.

9. Describe the structure and function of the kidney, and explain the mechanism of urine formation.

10. Describe the structure and function of the bladder, and explain the mechanism of micturition.

11. Describe the structure and function of the ureter, and explain the mechanism of peristalsis.

12. Describe the structure and function of the testis, and explain the mechanism of sperm production.

13. Describe the structure and function of the ovary, and explain the mechanism of ova production.

14. Describe the structure and function of the uterus, and explain the mechanism of menstruation.

15. Describe the structure and function of the vagina, and explain the mechanism of childbirth.

PHYSIOLOGY - PART II

1. Describe the structure and function of the brain, and explain the mechanism of thought.

2. Describe the structure and function of the spinal cord, and explain the mechanism of reflex action.

3. Describe the structure and function of the eye, and explain the mechanism of vision.

4. Describe the structure and function of the ear, and explain the mechanism of hearing.

5. Describe the structure and function of the nose, and explain the mechanism of smell.

6. Describe the structure and function of the tongue, and explain the mechanism of taste.

7. Describe the structure and function of the skin, and explain the mechanism of sensation.

8. Describe the structure and function of the muscles, and explain the mechanism of movement.

9. Describe the structure and function of the bones, and explain the mechanism of support.

10. Describe the structure and function of the joints, and explain the mechanism of movement.

11. Describe the structure and function of the blood, and explain the mechanism of transport.

12. Describe the structure and function of the lymph, and explain the mechanism of defence.

13. Describe the structure and function of the immune system, and explain the mechanism of immunity.

14. Describe the structure and function of the endocrine system, and explain the mechanism of hormone action.

15. Describe the structure and function of the nervous system, and explain the mechanism of control.

DALHOUSIE COLLEGE AND UNIVERSITY,
HALIFAX.

SESSIONAL EXAMINATIONS, 1869.

THURSDAY, APRIL 15, 9 A. M.—1 P. M.

LATIN.—FOURTH YEAR.

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

PROFESSOR JOHNSON, M. A. *Examiner.*

1. Translate :

a. Quotiens causas belli et necessitatem nostram intueor, magnus mihi animus est hodiernum diem consensumque vestrum initium libertatis totius Britanniae fore. Nam et universi servitutis expertes, et nullae ultra terrae, ac ne mare quidem securum, imminente nobis classe Romana. Ita praelium atque arma, quae fortibus honesta, eadem etiam ignavis tutissima sunt. Priores pugnae, quibus adversus Romanos varia fortuna certatum est, spem ac subsidium in nostris manibus habebant, quia nobilissimi totius Britanniae, eoque in ipsis penetralibus siti, nec servientium litora aspicientes, oculos quoque a contactu dominationis inviolatos habebamus. Nos, terrarum ac libertatis extremos, recessus ipse ac sinus famae in hunc diem defendit. Nunc terminus Britanniae patet. Atque omne ignotum pro magnifico est. Sed nulla jam ultra gens, nihil nisi fluctus et saxa et infestiores Romani, quorum superbiam frustra per obsequium et modestiam effugeris. Raptores orbis, postquam cuncta vastantibus defuere terrae, et mare scrutantur; si locuples hostis est, avari; si pauper, ambitiosi; quos non Oriens, non Occidens satiaverit. Soli omnium opes atque inopiam pari affectu concupiscunt. Auferre, trucidare, rapere, falsis nominibus imperium, atque, ubi solitudinem faciunt, pacem appellant.

b. Elogium ac famam Demosthenis aut Ciceronis
Incipit optare et totis Quinquatribus optat,
Quisquis adhuc uno partam colit asse Minervam,
Quem sequitur custos angustae vernula capsae.
Eloquio sed uterque perit orator; utrumque
Largus et exundans leto dedit ingenii fons.
Ingenio manus est et cervix caesa; nec unquam
Sanguine caudidici maduerunt rostra pusilli.
"O fortunatam natam me consule Romam!"
Antoni gladios potuit contemnere, si sic
Omnia dixisset. Ridenda poemata malo,
Quam te conspicuae, divina Philippica, famae,
Volveris a prima quae proxima. Saevus et illum
Exitus eripuit, quem mirabantur Athenae,
Torrentem et pleni moderantem fraena theatri.
Dis ille adversis genitus fatoque sinistro,
Quem pater, ardentis massae fuligine lippus,
A carbone et forcipibus gladiosque parante
Incude et luteo Vulcano ad rhetora misit.

2. Point out and explain the Græcisms in the following passages :
 - a. Haud semper fama errat ; aliquando et elegit.
 - b. A se suisque orsus primam domum suam coercuit.
 - c. Quia motus universarum ultra gentium.....timebantur.
 - d. Nec aliud.....pro nobis utilius, quam quod in commune non consulunt.
 - e. Peritus obsequi, eruditusque utilia honestis miscere.
3. Write explanatory notes on these sentences :
 - a. et totis Quinquatribus optat.
 - b. Quisquis adhuc uno partam colit asse Minervam.
 - c. O fortunatam natam me Consule Romam.
 - d. Sævus et illum
Exitus eripuit, quem mirabantur Athenæ.
 - e. Dum superest Lachesi quod torqueat.
4. Give the etymology and meaning of these words :

Esquiliæ, grammaticus, aliptes, augur, schænobates, abollæ, pinnirapus, peculium, bidens.

5. On what occasion was the above speech (a) delivered ? Why probably did Tacitus put such speeches into the mouths of barbarians ?

6. What name is given by Tacitus to Northern Britain ? How did it get its present name ? How does Tacitus describe the appearance of its inhabitants ? To what race does he assign them ?

7. When was Britain abandoned by the Romans ? What was the northern boundary of their conquests ? How did they secure them from external attacks ? Tacitus describes the effect of Roman civilization on the inhabitants.

8. When probably were Juvenal's satires written ? Compare them with Horace's. By what examples does he illustrate the subject of his tenth satire ? Who was the first author of satire among the Romans ? What shape did satire take among the Greeks ?

9. Translate into Latin :

Aeschines, the orator, when he had left Athens and betaken himself to Rhodes, is reported to have read, at the request of the inhabitants, that celebrated speech which he made against Ctesiphon in opposition to Demosthenes. After having read it through, he was asked on the following day to read to them the speech which Demosthenes had spoken in defence of Ctesiphon. This he delivered in a smooth and sonorous voice, and remarked to his admiring audience, " Ah ! how much greater would have been your admiration had you but heard the orator himself."

ADDITIONAL FOR PRIZE.

TACITUS: GERMANIA.—JUVENAL: SATIRES I. XIII.

Translate :

- a. Germania, Chap. XXVI.
- b. Satire I. vss. 85-101.

DALHOUSIE COLLEGE AND UNIVERSITY,
HALIFAX.

SESSIONAL EXAMINATIONS, 1869.

FRIDAY, APRIL 16TH.

GREEK.—FOURTH YEAR

DEMOSTHENES: Philippics I, II.—PLATO: Apologia Socratis.

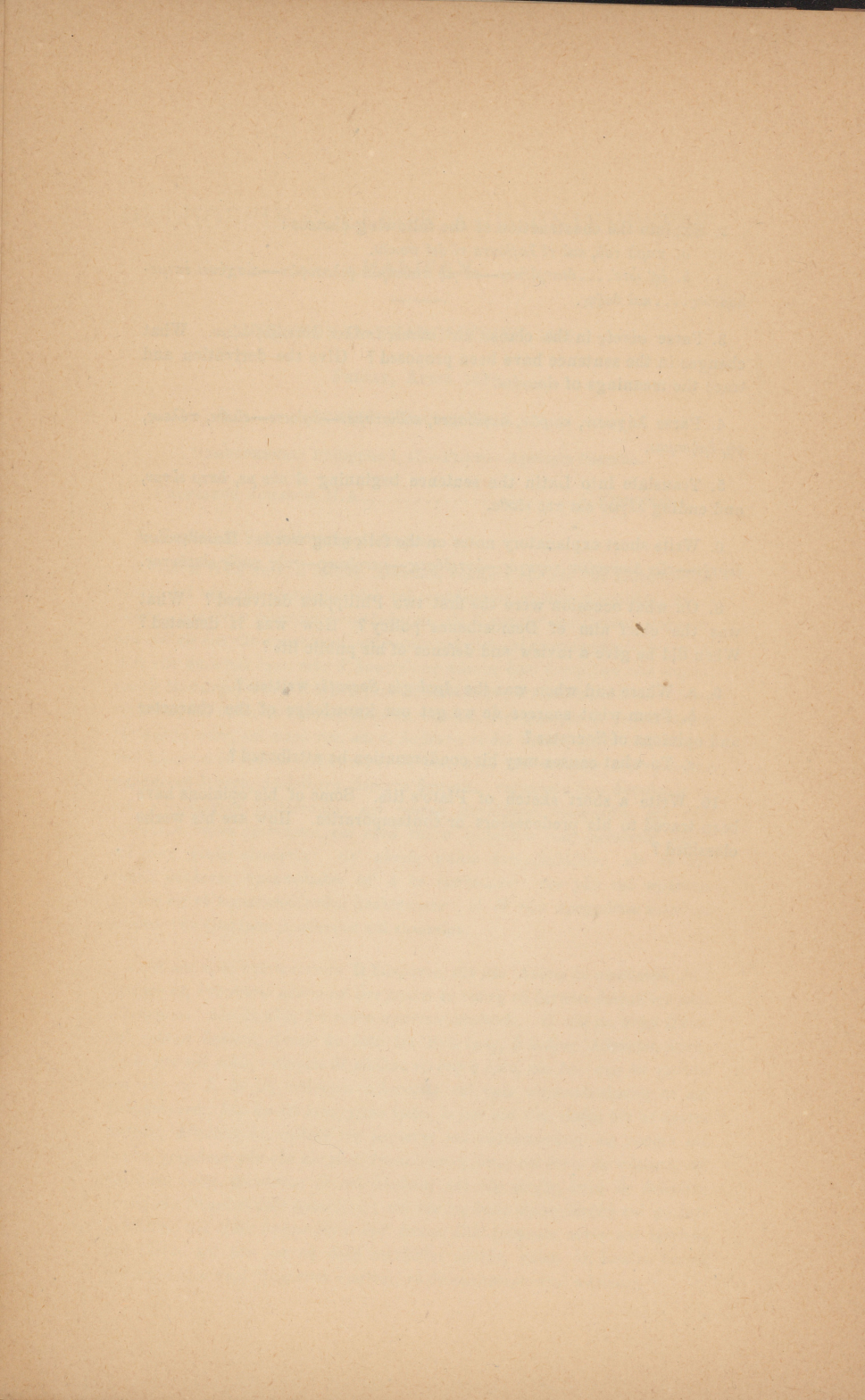
PROFESSOR JOHNSON, M.A.,.....*Examiner.*

I. Translate the following passages :

α. καίτοι τί δή ποτε, ὦ ἄνδρες Ἀθηναῖοι, νομίζετε τὴν μὲν τῶν Παναθηναίων ἑορτὴν καὶ τὴν τῶν Διονυσίων ἀεὶ τοῦ καθήκοντος χρόνου γίνεσθαι, ἂν τε ἰδῶται, οἱ τούτων ἑκατέρων ἐπιμελούμενοι, εἰς ἃ τοσαῦτ' ἀναλίσκετε χρήματα, ὅσα οὐδ' εἰς ἓνα τῶν ἀποστόλων, καὶ τοσοῦτον ὄχλον καὶ παρασκευὴν, ὅσην οὐκ οἶδ' εἰ τι τῶν ἀπάντων ἔχει, τοὺς δ' ἀποστόλους πάντας ὑμῖν ὑστερίζειν τῶν καιρῶν, τὸν εἰς Μεθώνην, τὸν εἰς Παγασάς, τὸν εἰς Ποτίδαιαν; ὅτι ἐκεῖνα μὲν ἅπαντα νόμῳ τέτακται, καὶ πρόβουδεν ἕκαστος ὑμῶν ἐκ πολλοῦ, τίς χορηγὸς ἢ γυμνασίαρχος τῆς φυλῆς, πότε, καὶ παρὰ τοῦ, καὶ τί λαβόντα τί δεῖ ποιεῖν, οὐδὲν ἀνεξέταστον οὐδ' ἀόριστον ἐν τούτοις ἡμέληται, ἐν δὲ τοῖς περὶ τοῦ πολέμου καὶ τῆς τοῦτου παρασκευῆς ἄτακτα, ἀδιόρθωτα, ἀόριστα ἅπαντα. τοιγαροῦν ἅμα ἀκηκόαμέν τι, καὶ τριηράρχος καθίσταμεν, καὶ τούτοις ἀντιδόσεις ποιοῦμεθα, καὶ περὶ χρημάτων πόρου σκοποῦμεν, καὶ μετὰ ταῦτα ἐμβαίνειν τοὺς μετόικους ἐδοξε, καὶ τοὺς χωρὶς οἰκοῦντας· εἰτ' αὐτοὺς πάλιν ἀντεμβιβάζειν. εἰτ' ἐν ὅσῳ ταῦτα μέλλεται, προαπόλωεν ἐφ' ἃ ἂν ἐκπλέωμεν τὸν γὰρ τοῦ πράττειν χρόνον εἰς τὸ παρασκευάζεσθαι ἀναλίσκομεν οἱ δὲ τῶν πραγμάτων καιροὶ οὐ μένουσι τὴν ἡμετέραν βραδυτῆτα καὶ εἰρωνείαν.

β. εἰ μοι πρὸς ταῦτα εἶποιτε Ὡ Σώκρατες, νῦν μὲν Ἀντύῳ ὃν πεισόμεθα, ἀλλ' ἀφίεμέν σε, ἐπὶ τούτῳ μέντοι ἐφ' ᾧτε μηκέτι ἐν ταύτῃ τῇ ζητήσει διατρίβειν μηδὲ φιλοσοφεῖν. ἐὰν δὲ ἄλλῳς ἔτι τοῦτο πράττων ἀποθανῆι. εἰ οὖν με, ὅπερ εἶπον, ἐπὶ τούτοις ἀφίετε, εἶποιμ' ἂν ὑμῖν ὅτι Ἐγὼ ὑμᾶς, ὦ ἄνδρες Ἀθηναῖοι, ἀσπάζομαι μὲν καὶ φιλῶ, πείσομαι δὲ μᾶλλον τῷ θεῷ ἢ ὑμῖν, καὶ ἕως περ ἂν ἐμπνέω καὶ οἶός τε ὦ, ὃν μὴ παύσομαι φιλοσοφῶν καὶ ὑμῖν παρακλυόμενός τε καὶ ἐνδεικνύμενος, ὅτῳ ἂν ἀεὶ ἐντυγχάνω ὑμῶν, λέγων οἶά περ εἰσθα, ὅτι Ὡ ἄριστε ἀνδρῶν, Ἀθηναῖός ἂν, πόλεως τῆς μεγίστης καὶ εὐδοκιμωτάτης εἰς σοφίαν καὶ ἰσχύν, χρημάτων μὲν οὐκ αἰσχύνη ἐπιμελόμενος, ὅπως σοὶ ἔσται ὡς πλείστα, καὶ δόξης καὶ τιμῆς, φρονήσεως δὲ καὶ ἀληθείας καὶ τῆς ψυχῆς, ὅπως ὡς βελτίστη ἔσται, οὐκ ἐπιμελεῖ οὐδὲ φροντίζει; καὶ ἐὰν τις ὑμῶν ἀμφισβήτησῃ καὶ φῆ ἐπιμελεῖσθαι, οὐκ εὐθὺς ἀφῆσω αὐτὸν οὐδ' ἀπειμι ἀλλ' ἐρήσομαι αὐτὸν καὶ ἐξετάσω καὶ ἐλέξω, καὶ ἐὰν μοι μὴ δοκῇ κεκτῆσθαι ἀρετὴν, φάναί δέ, ὄνειδιῶ ὅτι τὰ πλείστου ἄξια περὶ ἐλαχίστου ποιεῖται, τὰ δὲ φανλότερα περὶ πλείονος.

2. Explain the construction of the following clauses :
- a. *παρὰ τοῦ, καὶ τί λαβόντα τί δεῖ ποιεῖν.*
 b. *ἐφ' ᾧτε . . . διατρίβειν—οὐ μὴ παύσομαι φιλοσοφῶν—αἰσχύνει ἐπιμελομενος . . . καὶ δόξης.*
3. Parse *αὐτούς* in the clause *εἶτ' αὐτούς πάλιν ἀντεμβιβάζειν.* What changes in the sentence have been proposed? Give the derivation and trace the meanings of *εἰρωνεία*.
4. Parse *λάχωσιν, καιρῶν, ἀκηκόαμεν, καθίσταμεν—ἀφίοιτε—εἴωθα, πόλεως, φῆ, ἐρήσομαι.*
5. Translate into Latin the sentence beginning *εἰ οὖν με, ὅπερ εἶπον,* and ending *λέγων οἷα περ εἴωθα.*
6. Write short explanatory notes on the following words : *Παναθηναίων ἑορτήν—τῶν Διονυσίων χορηγός—ἀντιδόσεις—μετοίκους—τοὺς χωρὶς οἰκοῦντας.*
8. On what occasion were the first two Philippics delivered? What was the chief aim of Demosthenes' policy? How was it defeated? When did he give a review and defence of his public life?
9. a. Where and when was the *Apologia Socratis* written?
 b. From what sources do we get our knowledge of the character and opinions of Socrates?
 c. To what causes may his condemnation be attributed?
10. Write a short sketch of Plato's life. Some of his opinions have been traced to his predecessors or contemporaries. How are his works classified?



DALHOUSIE COLLEGE AND UNIVERSITY

HALIFAX.

SESSIONAL EXAMINATIONS, 1869.

FOURTH YEAR.—ADDITIONAL PAPER FOR CLASSICAL PRIZE.

DEMOSTHENES: Philippic III.—PLATO: Crito.—COMPARATIVE PHILOLOGY.

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

A. 1. Translate from the Third Philippic the passage beginning
Τί οὖν αἰτιῶν τουτωνί; οὐ γὰρ ἄνευ λογόν, ending ἕφ' ὧν ἀπόβλωλε καὶ νεύση-
κεν ἡ Ἑλλάς.

2. Translate from the Crito, *Section 13.*

B. 1. Where were the *forms* of a language first studied? When was the first collection of such forms made in Europe? By whom and when were these first systematically compared with kindred forms and their resemblances pointed out?

2. What discovery established the study of language on a scientific basis? Show how it did so. Discuss the place of Comparative Philology among the sciences.

3. How may languages be classified according to *form*? What is the difference between *kindred* and *derived* words. Give examples in English.

4. Shew that these words were originally the same: ἵππος, ἵκκος, *equus*, —ἡδύς, *suavis*, sweet,—πότερον, *ultrum*, whether.

5. Illustrate the modifications of the labial *checks* in Greek, Latin, English and German.

6. What is the Homeric Genitive of λύκος? Show that it is identical with *lupi*. How does Donaldson connect the terminations of the Gen. Pl. with those of the Gen. Sing. in Greek and Latin.

7. Analyse *fortissimus* and explain the origin of each part. The Compar. termination *τερος* is found in Latin. What did it originally imply? What Latin and Greek forms correspond to the English Comparative in *er*?

8. Compare the terminations of these forms:—τίπτει, *τίμα*, τίθησι, *φέρω*, *amat*, hath, loves.—ἀπών, *absens*.—ἦν, *eram*.—τίπτων, *θεῖς*, *dans*, doing.

9. Analyse the verbal forms: ἐδειξα, *ἔμεινα*, ἴστημι, *τετίφραμεν*.—*amabo*, *monui*, *legi*.—loved, did, sat.

THE BUREAU OF THE ARMY AND NAVY

WASHINGTON

DEPARTMENT OF THE ARMY

OFFICE OF THE CHIEF OF STAFF

WASHINGTON, D. C.

1918

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DALHOUSIE COLLEGE AND UNIVERSITY

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DALHOUSIE COLLEGE AND UNIVERSITY,
HALIFAX.

SESSIONAL EXAMINATIONS, 1869.

MONDAY, APRIL 19, 9 A. M.

MATHEMATICS.—SECOND YEAR.

GEOMETRY AND MENSURATION.

PROFESSOR C. MACDONALD.....*Examiner.*

1. If two triangles have one angle of the one equal to one angle of the other, and the sides about the equal angles proportionals, the triangles shall be equiangular, and shall have those angles equal that are opposite to the homologous sides.

2. To find a mean proportional between two given straight lines.

3. Similar triangles are to one another in the duplicate ratio of their homologous sides.

4. If two triangles that have two sides of the one proportional to two sides of the other, can be joined at one angle so as to have their homologous sides parallel, the remaining sides shall be in a straight line.

5. If two straight lines be at right angles to the same plane, they shall be parallel to one another.

6. If a solid angle be contained by three plane angles, any two of them are together greater than the third.

7. In any triangle, if a perpendicular be let fall from the vertex on the base, the base : sum of sides :: difference of sides : difference of segments of base.

8. If three circles cut one another, their radical axes pass through the same point.

9. If X be a circle and YZ a straight line, of which the pole with respect to the circle is P , every straight line passing through P is divided harmonically by the circle and the line YZ .

10. Through a given point to draw a straight line cutting two straight lines that meet, so that its segments between the point and the lines may be in a given ratio to each other.

11. Two diagonals of a regular pentagon cut each other in extreme and mean ratio.

12. Express the area of a parallelogram in terms of its diagonals and their angle of intersection. Hence, find the parallelogram of greatest area when its two diagonals are given.

13. Find the area of the triangular field whose sides are 7, 8 and 9 chains, respectively.

14. A hollow cylindrical vessel of cast iron, is to be made, open at one end, and 2 inches thick throughout. The outside measurements are, diameter of base = 16 inches, height = 20 inches : find in cubic inches the quantity of iron necessary.

DEPARTMENT OF MATHEMATICS
UNIVERSITY OF CALIFORNIA

MATHEMATICS EXAMINATION 1922

MADE IN U.S.A.

ADVANCED MATHEMATICS

PROBLEMS AND SOLUTIONS

1. Let α and β be the roots of the equation $x^2 + px + q = 0$. Show that $\alpha^2 + \beta^2 = p^2 - 2q$.
2. A line is drawn through the origin of a Cartesian coordinate system. A point P is taken on this line. A perpendicular is dropped from P to the x -axis. The length of this perpendicular is 3 units. The distance from the origin to P is 5 units. Find the coordinates of P .
3. A circle of radius 5 units is drawn with its center at the origin of a Cartesian coordinate system. A chord of length 8 units is drawn. Find the distance from the center of the circle to the chord.
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DALHOUSIE COLLEGE AND UNIVERSITY, HALIFAX.

SESSIONAL EXAMINATIONS, 1869.

FRIDAY, APRIL 23, 9 A. M.—1 P. M.

ETHICS AND POLITICAL ECONOMY.

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

1. Write out a brief synopsis of the subjects discussed in the Ethic class.
2. Why is the study of man's Active nature appropriately preceded by the study of his Intellectual nature?
3. What mental act connects the Intellectual process with the external action? Explain its nature.
4. What important consequences result from "the right employment of our active power"; and what, from its "abuse and perversion"?
5. Illustrate the importance of the study of motives.
6. Cite some examples to show the strength of the desire of Society.
7. What are the principal differences between the principles of action in man and in the inferior animals?
8. Explain the difference between duties and virtues.
9. In whose writings do we discover the first germ of the correct theory respecting the *nature* of virtue? What subsequent writers unfolded and perfected this theory?
10. Mention some of the virtues which have been termed *heroic*. Give examples.
11. To what should the laws of all nations conform?
12. In what way do the laws of a nation prove moral educators of its people.
13. In the history of civilization were the Arts or the Sciences first studied? Assign the reason. Explain the influence which they have exerted on each other.
14. To what principles in human nature are we chiefly to ascribe the origin and improvement of Architecture?

1. What is the fundamental problem which Political Economy attempts to solve?
2. Explain the "Mercantile System"; and point out its radical error.
3. What is the difference between *Value* and *Price*?
4. What are the essential requisites of production?
5. Describe the condition of the laborer without capital; and his improved condition when, by means of capital, he has supplied himself with suitable tools.
6. What value does the merchant add to the commodities which he imports or collects into one place?
7. In what way do railroads benefit those who never travel on them?
8. Mention the principal circumstances which affect the rate of wages.
9. By whom is the whole amount expended in the production or importation of an article, in ordinary circumstances, ultimately paid?
10. Mention the principal parties among whom the last price of a pound of tea is to be distributed.
11. In what circumstances is it more profitable to import than to produce a commodity which we want.
12. What class of persons should be exempted from the payment of taxes: and why?
13. What is the fundamental principle on which all taxation should be based?

DALHOUSIE COLLEGE AND UNIVERSITY.
HALIFAX.

SESSIONAL EXAMINATIONS, 1888.

TRINITY TERM, 1888, P. A. M.—I. T. K.

ETHICS AND POLITICAL ECONOMY.

THIRD YEAR, TRINITY TERM, 1888, P. A. M.—I. T. K.

1. Write out a fair copy of the subject discussed in the Bible class.
2. Why is the study of moral duties necessary, especially in the study of the intellectual sciences?
3. What would be the effect of the intellectual process with the external action? Explain its nature.
4. What is the difference between the right and the wrong of the moral sciences? and what does the "right" and "wrong" mean?
5. Illustrate the importance of the study of morality.
6. Give some examples to show the strength of the study of Ethics.
7. What are the principal differences between the principles of action in man and in the inferior animals?
8. Explain the difference between duties and virtues.
9. In whose writings do we discover the first germ of the correct theory respecting the nature of virtue? What subsequent writers and practical philosophers have been influenced by this theory?
10. Mention some of the virtues which have been taught by the ancients.
11. To what should the laws of all nations conform?
12. In what way do the laws of a nation prove the character of its people?
13. In the history of civilization were the Arts or the Sciences first acquired? Assign the reasons, explain the influence which they have exerted on each other.
14. To what principles in human nature are we chiefly to ascribe the origin and improvement of Agriculture?
15. What is the fundamental problem which Political Economy attempts to solve?
16. Explain the "Malthusian Problem", and point out its practical error.
17. What is the difference between Labor and Capital?
18. What are the essential qualities of production?
19. Describe the condition of the farmer without capital; and his improved condition when, by means of capital, he has acquired himself with a little more.
20. What value does the constant addition to the commodities which he imports or exports into one place?
21. In what way do farmers benefit those who never travel or leave?
22. Mention the principal circumstances which affect the rate of wages.
23. By whom is the whole amount expended in the production of a commodity? and what is the relation of the different elements of the cost?
24. Mention the principal parties among whom the net price of a pound of wool is to be distributed.
25. In what circumstances is it more profitable to import than to produce a commodity at home?
26. What class of persons should be exempted from the payment of duty, and why?
27. What is the fundamental principle on which all taxation should be based?

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1869.

WEDNESDAY, APRIL 21, 9 A. M.—1 P. M.

SENIOR CHEMISTRY.

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

1. What is Hydrogenium, what are its physical characters, in what form is it known, and by what means has our knowledge of it been obtained? Explain in precise terms the relation which it bears to Hydrogen, and wherein the two differ.
2. CO_2 and HO exist in the air; show in detail the methods by which the plant may form out of them such compounds as Starch, Sugar, Gum, Woody Matter, organic acids, neutral ethers, volatile and fixed Oils and Fats, colouring matters, &c.
3. What is the chemical constitution of Gun Cotton; how do you explain its explosive property, and what is the process of manufacture?
4. Calculate how much metallic lead in 246 tons of pure Galena; how much metallic iron in 1525 tons of pure magnetic oxide; how much Sulphur in 1249 tons of pure Iron Pyrites.
5. Describe Cyanogen, with reference to its history, composition, chemical characters, and the compounds which it forms.
6. Explain fully the process of Fermentation; what substances, vegetable and animal, are subject to this process, what is the chemical nature of the change which they undergo, what are the products, in what proportions, and how may they be separated from each other.
7. Describe the compound radical Methyl, what is the evidence of its existence, what are the principal compounds which it forms, describe its derived radicals (if any), and their principal compounds. What is Trimethylum, how is it obtained, and what are its properties.
8. What are the principal forms of albuminoid substance in the plant and animal. Show the changes which albuminoid and carbonaceous foods undergo in the processes of digestion, assimilation and secretion in the animal, and the forms in which the waste carbon and nitrogen of animal tissues are finally eliminated.
9. Compare the general character of the chemical changes carried on in the tissues of the plant, and those that take place in the animal, and explain the reason *why* plants give off oxygen and animals carbonic acid.
10. Give an account of some of the principal Natural Alkaloids, with special regard to their typical constitution, and the views held by different chemists on this point.
11. What is Acetyl, how is it produced, and what are its chief compounds.
12. Explain in detail the chemical changes involved in the conversion of organic matter into Coal.

DALHOUSIE COLLEGE AND UNIVERSITY, HALIFAX.

SESSIONAL EXAMINATIONS, 1869.

THURSDAY, APRIL 22, 9 A. M.—1 P. M.

HISTORY.

PROFESSOR DEMILL, M. A. *Examiner.*

1. Divide the History of the Eastern Empire into periods, from the foundation of Constantinople, until its final conquest by the Turks; and state the characteristics of each. Give an account of the campaigns of Belisarius, and Narses, in Italy. State the causes that led to the fall of the Exarchate of Ravenna. What was the extent of the Eastern Empire in the year 1000. Show the origin of silk manufacture in Europe.
2. Enumerate the kings of the Omniade dynasty in Spain. State the chief achievements of the Spanish Arabs in science, literature, art, and invention. Give short biographies of Abenzoar and Averroes. What was the origin of the Bourbon dynasty in Spain. Explain the Quadruple Alliance, and the Family Compact. Give an account of the ministry of Alberoni.
3. What was the origin of the kingdom of Portugal. Shew how the fortunes of the kingdom were affected by the progress of maritime discovery. Give an account of the ministry of Pombal.
4. Describe the rise and progress of the Ottoman Turks. Enumerate the Turkish monarchs until Selim 2nd. Give a sketch of the reign of Solyman 2nd. State the causes of the decline of the Empire.
5. What was the origin of Russia? How was Christianity introduced. Mention the different ways in which Russia came in contact with the Eastern Empire. Give a sketch of the life of Peter the Great, and name the chief events of his reign.
6. Give an outline of the history of France from the accession of Louis 12th to the death of Richelieu. Describe the French Parliaments, and compare them with the English Parliament. Give an account of the Jansenist controversy.
7. Explain the following events in English Constitutional history—the Habeas Corpus Act;—the Bill of Rights;—the Limitations of the Royal prerogative; and the Bill for Triennial Parliaments.
8. Give a brief outline of the history of scholasticism. Explain what is meant by Nominalism and Realism. Give a short account of the life and doctrines of Thomas Aquinas, and Duns Scotus. Give an account of the origin and progress of Universities in Europe.
9. Describe the progress of science during the sixteenth and seventeenth centuries. Give short biographical sketches of Telesius; Giordano Bruno; and Tycho Brahe. Enumerate the chief inventions and discoveries from 1492 to 1648.
10. Give an outline of the history of the Papacy from the Peace of Westphalia to the French Revolution. Give a brief biographical sketch of Pope Pius 6th.

DALHOUSIE COLLEGE AND UNIVERSITY,
HALIFAX.

SESSIONAL EXAMINATIONS, 1869.

THURSDAY, APRIL 22, 3 P. M.

FRENCH.—FOURTH YEAR.

JAMES LIECHT, Esq.....*Examiner.*

Traduisez : 1. (a.) "Causeries de Salon." Pages 13, 14.
(b.) "Extrait de Massillon : *De l'existence de Dieu.*"

"Les peuples les plus grossiers et les plus barbares entendent le langage des cieux. Dieu les a établis sur nos têtes comme des hérauts célestes, qui ne cessent d'annoncer à tout l'univers sa grandeur : leur silence majestueux parle la langue de tous les hommes et de toutes les nations ; c'est une voix entendue partout où la terre nourrit des habitants. Qu'on parcoure jusqu'aux extrémités les plus reculées de la terre, et les plus désertes ; nul lieu dans l'univers quelque caché qu'il soit au reste des hommes, ne peut se dérober à l'éclat de cette puissance qui brille au-dessus de nous dans les globes lumineux qui décorent le firmament."

2. Donnez le corrigé des phrases suivantes et faites mention des règles qu'on a violées : "La nature s'est montré une mère bienfaisante ; elle a prodiguée à ses enfants de précieux biens, dont ils ont abusés. Ne repentez-vous jamais des services que vous avez rendu à un ami, il vaudrait mieux de ne lui en avoir pas rendus.

3. Rendez raison de la différence de construction dans les phrases : *L'auteur dont j'ai lu les ouvrages est mort ; and l'auteur dont les ouvrages ont été publiés est mort.* Ecrivez trois autres exs. sur l'emploi du mot : *whose.*

4. Expliquez la construction de l'objet du verbe, de l'adj. et de la prép. Traduisez : He attacked and took possession of the city. I am sensible of (*à*) and content with the proofs of friendship you have given me. He spoke at the same time against and in favour of his friend ?

5. Indiquez les préps. qui se placent devant l'Infinif, le Part. prés., et devant les auxiliaires *avoir* et *être*. Citez des exemples.

6. Quel est l'accord du Part. pres. (forme verbale en *ant*), et du Part. passé suivi d'un infinitif ? Ecrivez en Français : More than half the earth is stocked (*peupler*) with animals, living and dying without knowing it. The lawyers whom I have heard pleading. Here is the letter which you told me to write.

7. Ils se sont adressés à moi. Ils se sont adressés des lettres. Elles se sont vues. Elles se sont parlées. Expliquez l'accord de ces part. passés, et corrigez ce qui en est incorrect.

8. Traduisez en Français. The literary glory of Italy and Spain had set (*s'éteindre*) ; that of Germany had not yet dawned (*se lever*). The genius, therefore, of the eminent men who adorned Paris shone forth (*briller*) with a splendour which was set off to full advantage (*rehausser*) by contrast. France, indeed, had at that time an empire over mankind, such as even the Roman Republic never attained. For when Rome was politically dominant, she was in arts and letters the humble pupil of Greece. France had on the surrounding (environnements) countries at once the ascendancy which Rome had over Greece, and the ascendancy which Greece had over Rome. French was becoming the universal language ; the language of fashionable society (*haute société*), the language of Diplomacy.

MACAULAY.

SESSIONAL EXAMINATIONS, 1883.

THURSDAY, APRIL 23RD 1883.

FRENCH.—FOURTH YEAR.

James Lambert, Bred.....

Traduction, I (a) "Comptes de Saint" Pages 12 14
(b) "Bateau de Massillon" Le Voyageur de Paris

Les poésies les plus précieuses et les plus belles...
L'âme est l'esprit de l'homme...
Le monde est une prison...
L'âme est l'esprit de l'homme...
Le monde est une prison...

Le monde est une prison...
L'âme est l'esprit de l'homme...
Le monde est une prison...
L'âme est l'esprit de l'homme...

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Le monde est une prison...
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Le monde est une prison...

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Le monde est une prison...
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Le monde est une prison...

DALHOUSIE COLLEGE AND UNIVERSITY,
HALIFAX.

SESSIONAL EXAMINATIONS, 1869.

FRIDAY, APRIL 23, 3 P. M.

GERMAN.—FOURTH YEAR.

JAMES LIECHTI, Esq. Examiner.

Translate:—1. a. From Schiller's "Wilhelm Tell," Act I., Scene II.
b. From Goethe's "Sprüche in Prosa."

"Die Wahrheit ist eine Fackel, aber eine ungeheure; desswegen suchen wir alle nur blinzelnd so daran vorbei zu kommen, in Furcht sogar uns zu verbrennen. Literatur ist das Fragment der Fragmente; das Wenigste dessen, was geschah und gesprochen worden, ward geschrieben; vom Geschriebenen ist das Wenigste übrig geblieben."

2. What influence have adverbial and subordinate Conjunctions on the construction? Name those conjunctions which cause no alteration, and mention instances. Write in German: Scarcely had he spoken the word when Tell's arrow struck (*traf acc.*) him. Not only has he given him good advice (*Rath. m.*) but he also offered (*bot. . . an*) him money. When the coasts of France vanished (*verschwanden*) from her eyes, Mary Stuart exclaimed in sorrow (*betrübt*): Farewell happy France, I shall never see thee more (*wieder*).

3. With what three German words does the English Conj. *when* correspond? How do you express *as* and *since* denoting reason? Give a few examples.

4. *Mein Freund hat gestern einen langen Brief von seinem Vater erhalten.* Write the different constructions of which this sentence is susceptible, and state when they are to be used.

5. Correct the following phrases, and account for mistakes: *Alles mein Geld. Ich habe nicht Geld mehr. Wir haben nicht Iemand gesehen. Es sieht aus, als ob es regnen wird. Sagen Sie ihm dass er schreiben soll. Mein Sohn lernt English zu lesen. Haben Sie Lust nach Hause gehen.*

6. How is the English Infinitive, used with an Accusative after the verbs *to know, to desire, to wish, etc.*, expressed in German? Translate: I know this poor man to be honest and industrious. I wish you to read the history of England. Our tutor desires us to study the literature of Germany.

7. State in what form the Present part. must appear in German, when (1) used as a Substantive; (2) if it replaces a relative pronoun; (3) when depending upon another verb or noun; (4) when it expresses *reason and time*. Exs. The reading of good books is necessary for young people. (*Leute*) A man doing good to everybody. You must continue studying German. Wishing to see him, I went to his house. Having studied so long he was exhausted, (*erschöpft*).

8. Translate into German: When Cortez returned to Spain, he was coolly (*kalt*) received by the emperor Charles V. One day he suddenly presented himself to the monarch. "Who are you," said the emperor haughtily, (*stolz*). "The man," said Cortez as haughtily, "who has given you more provinces, than your ancestors (*Vorfahren*) left you cities."

DALHOUSIE COLLEGE AND UNIVERSITY

HALIFAX

SESSIONAL EXAMINATIONS 1922

TRINITY COLLEGE, N.S.

GERMAN—FOURTH YEAR

James Jackson, Esq., Examiner.

Translation.—A. From Schäfer's "Wiederhol", Teil I, Seite II.
B. From Götter's "Sprache in Form".

The following is the German text of the questions, and the student is to answer in German. The student is to use the German text of the questions as a guide in the translation of the German text into English. The student is to use the German text of the questions as a guide in the translation of the German text into English.

1. Was ist die Bedeutung der folgenden Wörter? Geben Sie die deutsche und die englische Bedeutung an. (10 Punkte)
a) die deutsche Bedeutung
b) die englische Bedeutung

2. Was ist die Bedeutung der folgenden Wörter? Geben Sie die deutsche und die englische Bedeutung an. (10 Punkte)
a) die deutsche Bedeutung
b) die englische Bedeutung

3. Was ist die Bedeutung der folgenden Wörter? Geben Sie die deutsche und die englische Bedeutung an. (10 Punkte)
a) die deutsche Bedeutung
b) die englische Bedeutung

4. Was ist die Bedeutung der folgenden Wörter? Geben Sie die deutsche und die englische Bedeutung an. (10 Punkte)
a) die deutsche Bedeutung
b) die englische Bedeutung

5. Was ist die Bedeutung der folgenden Wörter? Geben Sie die deutsche und die englische Bedeutung an. (10 Punkte)
a) die deutsche Bedeutung
b) die englische Bedeutung

6. Was ist die Bedeutung der folgenden Wörter? Geben Sie die deutsche und die englische Bedeutung an. (10 Punkte)
a) die deutsche Bedeutung
b) die englische Bedeutung

7. Was ist die Bedeutung der folgenden Wörter? Geben Sie die deutsche und die englische Bedeutung an. (10 Punkte)
a) die deutsche Bedeutung
b) die englische Bedeutung

