CALENDAR

OF

DALHOUSIE COLLEGE

AND

UNIVERSITY,

HALIFAX, NOVA SCOTIA.

SESSION 1875-6.

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CONTENTS.

University Calendar,
1875-76.

1875.			SESSION.
Oct.			
	22.	Fr.	Meeting of Board of Governors.
	27.	W.	Winter Session begins. Matriculation Examination in Classics and Mathematics at 10 o'clock, A. M. Examination for Scholarships.
	28.	Th.	Matriculation Examinations (English) continued ; Supplementary Examinations, at 10 o'clock, A. M.
	29.	Fr.	Meeting of Senate at 10 o'clock, A. M. Matriculation, Registration and Library Tickets issued at 11 A. M.
Nov.	1.	Mo.	Arts Classes opened ; Class Tickets issued. Entrance Examinations in Ancient History and Geography for Second and Third Years, at 3 o'clock, P. M.
	8.	Mo.	Anniversary of opening of the College in 1863.
	10.	W.	Final Matriculation and Supplementary Examinations at P. M.
	11.	Th.	Meeting of Senate at 1 o'clock, P. M.
Dec.	7.	Tu.	Meeting of Senate at 1 o'clock, P. M.
	22.	Th.	Christmas Vacation begins.
1876.			
Jan.	4.	Tu.	Class Lectures resumed. Meeting of Senate at 1 P. M.
	5.	W.	Supplementary Examinations in Ancient History and Geography at 3 P. M.
	16.	Su.	College established in 1823.
	21.	Fr.	Meeting of Board of Governors.
Feb.	1.	Tu.	Meeting of Senate at 11 o'clock, P. M.
March	1.	W.	Ash Wednesday. No Lectures.
	7.	Tu.	Meeting of Senate at 1 o'clock, P. M.
	18.	Sat.	Last day for receiving Essays for "Laurie" Prize.
	21.	Tu.	George Ramsay, Earl of Dalhousie, Founder of the College, died in 1838.
	31.	Fr.	Last day for receiving M. A. Theses.
April	4.	Tu.	Meeting of Senate at 1 o'clock, P. M.
	7.	Fr.	Last day of Class Lectures. Last day for returning Library Books.
	12.	W.	Examinations in Latin, 9 A. M. Honour Examinations in Classics, English, Mathematics, and Extra Latin, 1st and 2nd years, 3 P. M.
	13.	Th.	Examinations in Greek and Mathematical Physics, 4th year, 9 A. M. Honour Classics, Extra Greek, 1st and 2nd years, 3 P. M.
	14.	Fr.	Examinations in Logic and Metaphysics, 9 A. M.
	17.	Mo.	Examinations in Mathematics and Mathematical Physics, 3rd year ; Honour Classics, Honour Mathematics, Honour English, 9 A. M. Examinations in Mathematics and Honour Examinations continued, 3 P. M.
	18.	Tu.	Examinations in Ethics and Experimental Physics, 9 A. M. Honour Classics, 3 P. M.
	19.	W.	Examinations in Rhetoric and History, 9 A. M.
	20.	Th.	Examinations in Chemistry, Honour Classics, Rhetoric and History, 9 A. M.
	21.	Fr.	Examinations in French and German, Extra Mathematics, 2nd year, 9 A. M.
	22.	Sat.	Competition for "Young" Prize, 10 A. M.
	24.	Mo.	Meeting of Senate, 10 A. M.
	25.	Tu.	Results of Examinations declared.
	26.	W.	Meeting of Convocation, 10.30 A. M.

SUMMER SESSION, 1876.

May	1.	Mo.	Summer Session opens. Registration at 10 o'clock, A.M. Meeting of Senate at 11 o'clock, A.M.
	2.	Tu.	Lectures begin.
	23.	Tu.	Foundation Stone of College laid, 1820.
	24.	W.	Queen's Birthday. No Lectures.
June	6.	Tu.	Meeting of Senate, at 1 o clock, P. M.
	20.	Tu.	Accession of Queen Victoria.
	21.	W.	Halifax settled, 1749. No Lectures.
	23.	Fr.	Lectures close.
	26.	Mo.	Examinations.
	27.	Tu.	Examinations. Session ends.

Dalhousie College and University.

BOARD OF GOVERNORS.

Hon. Sir William Young, Knight, Chief Justice of Nova Scotia, *Chairman.*
Hon. Charles Tupper, C. B., M. D., M. P.
Hon. J. W. Ritchie, Judge of Supreme Court of Nova Scotia.
Hon. S. L. Shannon, Q. C.
Rev. George M. Grant, M. A.
James F. Avery, Esq., M. D.
Charles Robson, Esq.
Alexander Forrest, Esq. M. D.
Rev. G. W. Hill, M. A.

George Thomson, Esq., *Secretary and Treasurer.*

SENATE OF THE UNIVERSITY.

Very Rev. James Ross, D. D., *Principal.*
Rev. William Lyall, LL. D.
Charles Macdonald, M. A., *Secretary of Senate.*
John Johnson, M. A.
George Lawson, Ph. D., LL. D.
James DeMill, M. A.

FACULTY OF ARTS.

Very Rev. Principal Ross, D. D., *Professor of Ethics and Political Economy.*
Rev. William Lyall, LL. D., *Professor of Logic and Metaphysics.*
Charles Macdonald, M. A., *Professor of Mathematics.*
John Johnson, M. A., *Professor of Classics.*
George Lawson, Ph. D., LL. D., *Professor of Chemistry and Mineralogy.*
James DeMill, M. A., *Professor of History and Rhetoric.*
James Liechti, Esq., *Tutor in Modern Languages.*

*Janitor—*John Wilson.

Faculty of Arts.

§ I.—WINTER SESSION.

The Winter Session of 1875–76 will commence on Wednesday, Oct. 27th, 1875, and end on Wednesday, April 26th, 1876.

§ II.—ADMISSION OF STUDENTS.

Students may enter the College,

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

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

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

But Students may shorten their attendance by one year, by passing the Matriculation Examination of the Second Year (see § III), and taking the usual Undergraduate Course for the Second, Third, and Fourth Years.

The Matriculation Examinations this year will begin on Oct. 27th, at 10 o'clock, A.M. Candidates are expected to bring their own writing materials, except paper.

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

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

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

§ III.—MATRICULATION EXAMINATIONS.

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

The Subjects of Examination for entrance into the First Year of the Course are:—

I. IN CLASSICS.—Latin Grammar, Greek Grammar, one Latin, one Greek Author.

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.

The Books in which Candidates for Professors' Scholarships will be examined, will be prescribed from year to year. For Session 1875-76, they are in Latin, CÆSAR'S COMMENTARIES, Book V.; in Greek, XENOPHON'S ANABASIS, Book I.

II. IN MATHEMATICS.—Arithmetic; Euclid's Elements of Geometry, Book I.; Algebra, to the end of Fractions.

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

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

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

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

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

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

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

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

§ IV.—COURSE OF STUDY.

COURSE FOR DEGREE OF B. A.

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

For First or Second Class in Latin or Greek, extra work is prescribed, and special stress is laid upon accuracy in Grammar. See § XIV.
For First or Second Class in Rhetoric extra work is required.

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

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

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

Third Year.—(1) Latin. (2) Mathematical Physics. (3) Experimental Physics. (4) Metaphysics. (5) French or German. (6) Greek or Chemistry.

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

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

A Student must take the same Modern Language as part of his Undergraduate Course in the Third and Fourth Years.
For First or Second Class in History, extra work is required.

§ V.—HONOUR COURSES.

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

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

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

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

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

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

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

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

A Student of the Fourth Year studying for Honours,

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

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

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

§ VI.—SUMMER SESSION.

The Summer Session will commence on Monday, 1st May, 1876, and close at the end of June.

Classes will be opened for instruction in the following subjects :

Classics.	Optics.
Theory of Equations.	Chemistry.
Applied Logic.	History of English Literature.

Modern Languages.

§ VII.—FEES.

The Fee to each Professor, whose class or classes a Student enters, is *six dollars* for the Session.

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

Mathematical and Experimental Physics constitute a separate class.

General Students pay a fee for every class they attend.

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

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

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

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

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

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

§ VIII.—GRADUATION.

DEGREE OF B. A.

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

Undergraduates have also to pass entrance Examinations, as set forth in § IV.

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

DEGREE OF M. A.

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 or professional subject.

Fee for diploma, which must accompany the Thesis, *twenty dollars*, except in case of those who entered as Undergraduates prior to 1869, who pay *five dollars*. Thesis to be handed in before the end of March.

§ IX.—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 subject at the Sessional Examinations, he will be allowed a Supplementary Examination on the first Thursday of the following Winter Session, or of a subsequent Winter Session by the permission of the Senate, on giving notice to the Secretary of the Senate at or before the opening of the Winter Session ; but failure in more than two subjects will involve the loss of the year. N. B.—In the application of this Rule, Mathematics will be reckoned as *two* subjects, and Latin and Greek each as *one* subject.

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

4. Undergraduates of the Second and Third Years who fail to present themselves for the Entrance Examinations in History and Ancient Geography on the day named in the Calendar, may, on payment of a fine of *two dollars*, have another day appointed them for such Examinations.

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

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

§ X.—PROFESSORS' SCHOLARSHIPS.

Two Scholarships, entitling to free attendance on all the classes of the Undergraduate course as long as the holders maintain a First or Second Rank at the Sessional Examinations, are offered by the Professors for competition this year; the competition to take place at the Matriculation Examinations. For subjects of Examination, see § III.

§ XI.—PRIZES, CERTIFICATES OF MERIT, AND MEDALS.

THE UNIVERSITY PRIZES.

These Prizes are awarded to those Undergraduates who stand first in the several subjects at the Sessional Examinations, provided they occupy positions in the First or Second Class, and have passed in all the other subjects proper to their year.

THE ST. ANDREW'S PRIZE.

This Prize will be awarded this year to the Student who stands first in Mathematics at the Sessional Examinations of the Second Year.

YOUNG PRIZES.

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

LAURIE PRIZE.

A Prize of $20 is offered by Colonel Laurie, Oakfield, for the best Essay on "Public Roads in Nova Scotia; on what system can their construction and maintenance be best provided for in the public interest?"

Essays to be sent in not later than 18th March, 1876, each signed with a motto, and accompanied with a sealed envelope, bearing the motto and containing the name of the writer.

THE WAVERLY PRIZE.

This Prize, of the value of $60, has been founded by an unknown Benefactor, whose object in so doing is to encourage the studies of the Curriculum, especially Mathematics. It will be awarded to the Undergraduate of the Third Year who makes the highest total of marks at the Sessional Examinations, the

numbers being reckoned according to the following scale : Natural Philosophy, 200 ; Pure Mathematics, 100; Classics, 200 ; Chemistry, 150 , Metaphysics, 150.

It is to be intended that, after this year, this Prize shall alternate with the North British Society's Bursary, and be held for two years by the successful competitor.

THE ALUMNI ASSOCIATION PRIZES.

The Alumni Association of this University, with judicious liberality, have this year provided Two Prizes of $35 each for Students of the First and Third Years. These Prizes will be awarded to the two Students of these years who obtain the highest total of marks at the Sessional Examinations.

NORTH BRITISH SOCIETY BURSARY.

A Bursary of the annual value of $60, has been founded in connection with Dalhousie College by the North British Society of Halifax, to be competed for at the Sessional Examinations of the Second Year's course, and held by the successful competitor for two years, namely, during the Third and Fourth Years of his Undergraduate 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, 1876, at the Sessional Examinations. In awarding this Prize, Classics, Mathematics, and Chemistry will be reckoned each 150 ; Logic, 100.

MELBOURNE PRIZE.

A Prize of $25 in memory of an " earnest student," is offered this year by a donor who does not wish his name to be made public. It will be awarded to the Student of the First Year, who obtains the *second* highest total of marks on the subjects of the regular course at the Sessional Examinations.

GOVERNOR GENERAL'S MEDALS.

His Excellency, Earl Dufferin, Governor General of Canada, has been pleased to offer a gold and a silver medal for competition, during his tenancy of office. These medals will be awarded to the two Students of the Fourth Year who stand highest at the Final Examinations for the Degree of B. A.

CERTIFICATES OF MERIT.

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

§ XII.—ATTENDANCE AND CONDUCT.

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

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

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

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

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

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

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

8.   While in the College, or going to 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 Certificates of Merit, or report to the Governors for suspension or expulsion.

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

11.   It is expected that every Student will attend Divine worship regularly, in one of the city churches or chapels.

§ XIII.—THE LIBRARY.

The Library consists of a careful selection of the most useful books in each department of study embraced in the University course.   There are likewise a few works in general literature. The Library embraces in all upwards of 1600 volumes.   All Students are entitled to the use of the Books, on payment of the annual fee of *one dollar.*

§ XIV.—ALUMNI ASSOCIATION.

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

Hitherto the only assistance they have lent the University has been the furnishing of Prizes for competition to Undergraduates at the Sessional Examinations, (see § XI.), but it is expected that the time is not distant when the Association shall have developed into an important adjunct to the University. Next year a Bill to incorporate the Association will be introduced into the Provincial Parliament. The present Executive Committee are meantime empowered to take such other steps as shall seem fitted to promote the purposes of the Association.

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

The annual meeting of the Association takes place on the evening of Convocation day, at the close of the Winter Session.

Office-bearers for the present year:

President......................D. C. FRASER, B. A.
Vice-President...............L. H. JORDAN, B. A.
Secretary.....................J. M. OXLEY, B. A.
Treasurer.....................JAS. FORREST, M. A.

C. D. McDONALD, B. A. ⎰ *To compose the Executive*
HUGH McKENZIE, M. A. ⎱ *Committee together with*
ROBERT SEDGEWICK, B. A. ⎰ *the officers.*

§ XV.—ORDINARY COURSE FOR B. A.

LATIN AND GREEK.

FIRST YEAR.

LATIN.—Cicero : First Oration against Catiline.
  * Third Oration against Catiline.
  Virgil : Aeneid, Book V.
GREEK.—Lucian : Timon.
  * The Dream.
COMPOSITION.—Principia Latina, Part IV.

SECOND YEAR.

LATIN.—Livy : Book I., chaps. 1–30.   * Book I., chaps. 30–60.
  Horace : Odes, Book I.
GREEK.—Herodotus : Book I., secs. 95–141.   * Book II., secs. 1–34.
  Homer : Odyssey, Book IX.
COMPOSITION.—Principia Latina, Part IV.   Initia Græca, Part III.

THIRD AND FOURTH YEARS.

LATIN.—Tacitus : Agricola ; Germania.
  Juvenal : Satires VII., VIII., XIV.
GREEK.—Demosthenes : Olynthiacs, II., III., Philippic, IV.
COMPOSITION.—Principia Latina, Part V.   Initia Græca, Part III.
PHILOLOGY.—Outlines of Comparative Philology.
  At the Sessional Examinations of the Third and Fourth Years, passages
taken from books not read in the Course will be set for translation.

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† ANCIENT HISTORY AND GEOGRAPHY.

SECOND YEAR.—History of Rome, to B. C. 31.   Geography, Italia, Sicilia,
  Gallia, Britannia.
THIRD YEAR.—History of Greece to the Roman Conquest.   Geography of
  Graecia, Africa, Asia.
  Books recommended : Liddell's History of Rome ; Smith's History
  of Greece ; Pillan's Classical Geography.

MATHEMATICS AND PHYSICS.

FIRST YEAR.

ARITHMETIC.—Revision of the Theory of Proportion, Vulgar and Decimal
Fractions.
ALGEBRA.—Common Measure, Involution, Evolution, the Arithmetical
Extraction of Roots, Fractions, Equations of the First and Second Degrees,
Proportion, Inequalities, Variation, Progressions.
GEOMETRY.—First Book of Euclid revised ; Second, Third, and Fourth
Books ; Definitions of Fifth, and Sixth Book to the Eighth Proposition, with
Geometrical Exercises and Practical applications.
PLANE TRIGONOMETRY.—Solution of Plane Triangles.

SECOND YEAR.

GEOMETRY.—Sixth Book of Euclid finished ; Geometrical Exercises con-
tinued ; Geometrical Drawing.
PLANE TRIGONOMETRY.—Circular and Gradual Measure ; Functions of
sum and difference of angles, &c. ; Relations of the sides and angles of
triangles ; Mensuration of Heights and Distances ; Elementary Problems in
Navigation ; Use of Logarithms.
ALGEBRA.—Simple Indeterminate Equations ; Binomial Theorem ; Pro-
perties of Logarithms ; Compound Interest ; Annuities.

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* Only Students competing for a First or Second Class at the Sessional Examinations
will be examined in this additional work, which will not be read in class.
† The Examination in these subjects will be held at the beginning of the Winter
Session.

GEOMETRY.—21 Propositions of the Eleventh Book of Euclid ; Geometrical Exercises.

TRIGONOMETRY.—Extension of Ordinary Course.

ALGEBRA.—Permutations, Combinations, Probabilities, Life Assurance, Investigation of Binomial Theorem and Theory of Logarithms, Indeterminate Coefficients, Higher Equations with Horner's Method of Solution.

EXPERIMENTAL PHYSICS.

(Third Year.)—Text Book : Ganot's Physics.

MATHEMATICAL PHYSICS.

(Third Year.)—Text Book : Galbraith and Haughton's Manual of Mechanics.

(Fourth Year.)—Text Books : Galbraith and Haughton's Manuals of Astronomy and Optics ; Phear's Hydrostatics (or Galbraith and Haughton's.)

ETHICS.

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

POLITICAL ECONOMY.

(Fourth Year.)—Text Books : Mill's Political Economy ; Senior's Political Economy.

LOGIC AND PSYCHOLOGY.

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

METAPHYSICS AND ESTHETICS.

(Third Year.)—Text Books : Sir William Hamilton's Lectures on Metaphysics. Mansel's Metaphysics. Lewes' Biagragraphical History of Philosophy. Cousin on The Beautiful. Alison's Essays on the Nature and Principles of Taste.

CHEMISTRY.

(Second Year.)—Text Book : Fownes' Manual of Chemistry, the whole of the Inorganic part (excepting Physics), and a portion of the Organic.

(Third Year.)—Same Text Book, including whole of the Organic Chemistry.

ANALYTICAL CHEMISTRY.

Macadam's Practical Chemistry ; Fresenius's Qualitative and Quantitative Analysis.

RHETORIC.

FIRST YEAR.

RHETORIC.—Text Books : Quintilian's Institutes of Oratory. Whately's Elements of Rhetoric. Campbell's Philosophy of Rhetoric. Essays and exercises on the principles of Rhetoric, weekly.

ELOCUTION.—Exercises every week after the Christmas holidays. Books recommended : Porter's Analysis of the principles of Rhetorical delivery. Russell's Elocution. Sargent's Standard Speaker. Dominion Elocutionist. Nova Scotia Readers No. 6 and No. 7.

ENGLISH LANGUAGE.

FIRST YEAR.

ANGLO-SAXON.—Text Books : Comparative Grammar of the Anglo-Saxon Language, F. A. Marsh, LL.D. Anglo-Saxon Reader, by F. A. Marsh, LL.D.
ENGLISH.—Text Books: Specimens of Early English, by R. Morris, LL.D., and W. W. Skeat, M. A. Part Second. The Philology of the English Tongue, by John Earle, M. A.

HISTORY.

FOURTH YEAR.

Text Books : Gibbon's Decline and Fall of the Roman Empire. Hume's History of England. History of France. Sismondi's Italian Republics. Hallam's Middle Ages. Taylor's Modern History.

EXTRA.

History of Germany. Constitutional History.

FOURTH YEAR.

Text Books : Stubbs' Constitutional History. Hallam's Constitutional History.

MODERN LANGUAGES.

FRENCH.—(Third Year.)—Pujol's Grammar, (first part.)—Scribe's "Valérie."
GERMAN.—(Third Year.)—Otto's German Conversation Grammar.—Adler's Reader.—Schiller's "Wilhelm Tell."
FRENCH.—(Fourth Year.)—Pujol's Grammar—(fourth part)—Molière's "Le Bourgeois Gentilhomme."
GERMAN.—(Fourth Year.)—Otto's German Conversation Grammar.—Adler's Reader.—Schiller's "Wilhelm Tell" continued.

§ XVI.—HONOUR COURSES.

CLASSICS.

[The following Course, in addition to the Ordinary, is prescribed for Classical Honours in the fourth year.]

LATIN.—Plautus : Miles Gloriosus.
Terence : Heautontimorumenos.
Virgil : Georgics, Books I., IV.
Horace : Epistles, Books I., II.; Ars Poetica.
Juvenal : Satires, III., X., XIII.
Cicero : Tusculan Questions, Book I.
Tacitus : Annals, Book I.
GREEK.—Æschylus : Prometheus Vinctus.
Sophocles : Œdipus Rex.
Homer : Iliad XVIII., XXIV.
Thucydides : Book II.
Plato : Phædo.
Demosthenes : De Corona.
COMPOSITION.—Latin Prose.
LITERATURE.—Müller and Donaldson's History of Ancient Greek Literature; Roman Classical Literature (Brown's); Theatre of the Greeks (Donaldson's.)
PHILOLOGY.—Müller's Science of Language, Vols. I., II. ; Clark's Comparative Philology ; Donaldson's Varronianus, chaps. VI., VII., VIII., IX., XI., XIV. ; Donaldson's Cratylus, Book I., chap. 5, Book III., chap. 2, Book IV., chap. 4 ; Lewis's Essay on the Romance Languages.

MATHEMATICS AND MATHEMATICAL PHYSICS.

TRIGONOMETRY—DeMoivre's Theorem and Angular Analysis. Spherical Trigonometry, with application to Astronomy.

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

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

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

BOOKS RECOMMENDED—(In order of Preference.)

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

EXPERIMENTAL PHYSICS.

Heat a Mode of Motion, by Tyndall.
Optics, by Sir David Brewster.
The Student's Text Book of Electricity (Noad.)
Nichol's Physical Science (Article, Magnetism.)

MENTAL AND MORAL PHILOSOPHY.

LOGIC.

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

METAPHYSICS AND ESTHETICS.

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

ETHICS.

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

HISTORY, ENGLISH LANGUAGE AND LITERATURE, AND POLITICAL ECONOMY.

HISTORY.

Bede's Ecclesiastical History of England.
Freeman's History of the Norman Conquest.
Freeman's English Constitution.
Stubbs' Select Charters.
Macaulay's History of England.
Bryce's Holy Roman Empire.
Guizot's History of Civilization.
Martin's History of France.
Menzel's History of Germany.
Mallet's Northern Antiquities.

ENGLISH LANGUAGE.

ANGLO SAXON.

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

ENGLISH.

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

Degrees Conferred, April, 1875.

MASTER OF ARTS.

HUGH MCKENZIE, B. A.   EPHRAIM SCOTT, B. A.

BACHELOR OF ARTS.

JAMES FITZPATRICK,   LOUIS H. JORDAN,
ALEXANDER MCLEOD,   GEORGE MCMILLAN,
HECTOR M. STRAMBERG.

DOCTOR IN MEDICINE AND MASTER IN SURGERY.

J. L. BETHUNE,   ROBINSON COX,
A. W. H. LINDSAY,   W. S. MUIR,
CASIMIR ROBERT.

General List of Scholarships, Special Prizes, Medals, &c.

SCHOLARSHIPS.

1866—Arthur P. Silver, Halifax Grammar School; A. W. H. Lindsay, Pictou Academy.

1867—James G. McGregor, Private Study; James M. Inglis, Prince of Wales College, Charlottetown, P. E. I.

1868—Alex. W. Pollok; W. P. Archibald, Halifax Schools.

1869—Charles D. MacDonald, Pictou Academy; Bruce A. Lawson, Henry Macdonald, Halifax Schools.

1870—Andrew C. Herdman, Pictou Academy; Alexander C. Patterson, Fort Massey Academy.

1871—William Brownrigg, Pictou Academy; George McMillan, Private Study.

1872—Francis H. Bell, Private Study; Frederick W. O'Brien, Pictou Academy.

1873—James McLean, Private Study; John Waddell, Pictou Academy.

1874—John L. George, Pictou Academy; John Stewart.

GRANT PRIZE.

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

THE YOUNG PRIZES.

General Prize, voted by Students.—1867—1. John Gow, 3rd and 4th years; 2. Alex. C. McKenzie, 1st and 2nd years. 1868—George Murray, 3rd and 4th years; 2. Wentworth E. Roscoe, 1st and 2nd years. 1869—1. John J. McKenzie, 3rd and 4th years; 2. Hiram Logan, 1st and 2nd years. 1870—*For Essay*, Walter M. Thorburn; *For Elocution*, Duncan C. Fraser. 1871—*For Essay*, James G. McGregor; *For Elocution*, Robert G. Sinclair. 1872—*For Essay*, Ephraim Scott; *For Elocution*, William A. Mills. 1873—*For Elocution*, Frederick W. Archibald. 1874—Richmond A. Logan. 1875—S. J. McKnight.

ROY PRIZES.

For Elocution.—1868—1. Alex. G. Russell; 2. James G. McGregor. 1869—1. Albert R. Quinn; 2. William M. Doull.

NORTH BRITISH SOCIETY BURSARY.

1868—Hugh M. Scott. 1870—Ephrain Scott. 1872—James C. Herdman. 1874—James M. Stewart.

LAURIE PRIZE.

1871—Hugh M. Scott, B. A. 1872—Duncan C. Fraser. 1873—David F. Creelman. 1874—Archibald Gunn. 1875—Alex. McLeod.

ST. ANDREW'S PRIZE.

1873—John W. McLeod. 1874—John W. McLeod. 1875—James McLean.

ALUMNI PRIZES.

1873—James M. Stewart. 1874—1. James McLean; 2. John H. Sinclair. 1875—1. J. H. Cameron, Private Study; 2. Robt. H. Humphrey, Halifax Grammar School.

"UNKNOWN" PRIZE.

1875—James McLean.

WAVERLY PRIZE.

1873—Willirm Beairsto, William B. Ross, equal. 1874—James Fitzpatrick. 1875—James McLean.

MELBOURNE PRIZES.

1875—1. John W. McLeod; 2. James M. Stewart.

GOVERNOR GENERAL'S MEDALS.

1875—Gold Medal, Louis H. Jordan; Silver Medal, George McMillan.

Medals, Prizes and Certificates of Merit,

1875.

THE GOVERNOR GENERAL'S MEDALS.

THE GOLD MEDAL.....   ....   Louis H. Jordan,
THE SILVER MEDAL ....George McMillan.

UNIVERSITY PRIZES.

FOURTH YEAR.

CLASSICS ....G. McMillan,
PHYSICS...... .... Louis H. Jordan,
ETHICS ....Alex. McLeod,
HISTORY...... .... Louis H. Jordan,
MODERN LANGUAGES ....Louis H. Jordan.

THIRD YEAR.

CLASSICS ....J. W. McLeod,
NATURAL PHILOSOPHY .... J. W. McLeod,
METAPHYSICS...... ....J. M. Stewart,
MODERN LANGUAGES .... B. McKittrick,
CHEMISTRY (Special Prize) ....G. L. Gordon.

SECOND YEAR.

CLASSICS ....1. J. McLean,
  2. A. A. McKenzie,
MATHEMATICS .... 1. J. McLean,
  2. H. H. Hamilton,
PSYCHOLOGY...... .... J. McLean,
CHEMISTRY .... J. McLean,

FIRST YEAR.

CLASSICS ....1. J. L. George,
  2. Robt. H. Humphrey,
MATHEMATICS .... J. H. Cameron,
RHETORIC ....J. H. Cameron,

CERTIFICATES OF GENERAL MERIT.

FIRST CLASS:—*Fourth Year*—L. H. Jordan, G. McMillan. *Third Year*—J.
W. McLeod, J. M. Stewart, F. H. Bell. *Second Year*—J. McLean,
J. Waddell. *First Year*—J. H. Cameron.
SECOND CLASS—*Fourth Year*:—Alex. McLeod. *Third Year*—Burgess
McKittrick. *Second Year*—J. McD. Scott, H. H. Hamilton. *First
Year*—R. H. Humphrey.

SPECIAL PRIZES.

The SIR WM. YOUNG PRIZE of $20 for Elocution, was won by SAMUEL J. MCKNIGHT.

The ST. ANDREW'S PRIZE, for the best Examination in the Classics of the Second Year, was won by JAMES MCLEAN.

The MELBOURNE PRIZES of $25 and $15, offered for the highest answers in all the subjects of the Third Year, were won by, 1. J. W. MCLEOD ; 2. J. M. STEWART.

The WAVERLY PRIZE of $60, for highest total of marks made at the Examinations of the Second Year, was won by JAMES MCLEAN.

The ALUMNI ASSOCIATION PRIZES of $30 and $20, for highest total of marks made at the Examinations of the First Year, were won by, 1. J. H. CAMERON ; 2. ROBT. H. HUMPHREY.

The UNKNOWN BENEFACTOR'S PRIZE of $30, for highest total of marks made at the Examinations by an Undergraduate of *any* year, was won by JAMES MCLEAN.

The COL. LAURIE PRIZE of $20, for best Essay on "Our Lake and River Fisheries," was won by ALEXANDER H. MCLEOD.

Examinations, 1874--5.

SCHOLARSHIP EXAMINATION, OCT. 1874.

The Professors' Scholarships, offered for competition to Students entering as First Year's Undergraduates were gained by
JOHN LYALL GEORGE, Pictou Academy.
JOHN STEWART.

UNIVERSITY EXAMINATIONS.

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

SUPPLEMENTARY EXAMINATIONS, OCT. 1874.

SECOND YEAR.—Mathematics: J. S. Morton, J. N. Shannon.
Chemistry: F. H. Bell.

ENTRANCE EXAMINATIONS IN ANCIENT HISTORY AND GEOGRAPHY, NOV. 1874.

THIRD YEAR.—Class 1—F. H. Bell, (John Munro, J. M. Stewart,) equal. Class 2—J. N. Shannon, Wm. A. Mills, J. W. McLeod. Passed—G. H. Fulton, J. S. Morton.
SECOND YEAR.—Class 1--J. McLean, H. H. Hamilton. Class 2—J. C. Sutherland. Passed—H. McCully, (Wm. A. Mason, John Waddel,) equal. R. E. Chambers, (J. H. Sinclair, Stanley McCurdy,) equal. W. R. Grant, John M. Scott, A. Rogers.

SUPPLEMENTARY EXAMINATIONS IN ANCIENT HISTORY AND GEOGRAPHY, JANUARY, 1875.

THIRD YEAR.--Wm. Brownrigg, B. McKittrick, A. McLean, J. A. McLean.
SECOND YEAR.—G. A. Laird, A. A. McKenzie, J. S. Murray, C. Pitblado.

SESSIONAL EXAMINATIONS, 1875.

(The names of the Students are arranged alphabetically.)

FOURTH YEAR.—(Final Examination for Degree of B. A.)—James Fitzpatrick, Louis H. Jordan, Alex. H. McLeod, George McMillan, Hector M. Stramberg.
THIRD YEAR.—Francis H. Bell, Wm. Brownrigg, Burgess McKittrick, James A. McLean, J. W. McLeod, W. A. Mills, J. Munro, J. N. Shannon, J. M. Stewart.
SECOND YEAR.—R. E. Chambers, H. H. Hamilton, George A. Laird, Wm. A. Mason, H. McCully, A. A. McKenzie, J. McLean, John S. Murray, J. McD. Scott, J. H. Sinclair, J. C. Sutherland, A. Rogers, J. Waddell.
FIRST YEAR.—J. A. Cairns, J. H. Cameron, H. Chambers, J. L. George, R. H. Humphrey, W. T. Kennedy, J. R. Law, S. J. MeKnight, Rod. C. McRae, Wm. Miller, C. H. Mitchell, G. W. Munro, E. L. Newcomb, R. D. Ross, J. Stewart, A. Whitman.

CLASS LISTS.

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

LATIN.

FOURTH YEAR.—Class 1.—George McMillan. Class 2.—Louis Jordan, Alex. McLeod. *Passed.*—James Fitzpatrick, Hector M. Stramberg.

THIRD YEAR.—Class 1.—J. W. McLeod, F. H. Bell. Class 2.—J. McG. Stewart, B. McKittrick. *Passed*—J. Munro, Wm. Brownrigg, Wm. A. Mills, J. S. Morton, G. L. Gordon, J. N. Shannon, J. A. McLean, G. H. Fulton.

SECOND YEAR.—Class 1.—James McLean, A. A. McKenzie. Class 2.—J. McD. Scott, J. Waddell, H. McCully. *Passed.*—G. A. Laird, Colin Pitblado, H. H. Hamilton, R. E. Chambers, S. McCurdy, J. H. Sinclair, Anderson Rogers, J. S. Murray, W. R. Grant, Isaac Archibald, F. W. Archibald, William A. Mason, J. C. Sutherland, J. McKenzie.

FIRST YEAR.—Class 1.—J. L. George, Wm. Miller, Class 2.—R. Humphrey, J. H. Cameron, Robert D. Ross, G. W. Munro. *Passed.*—H. Chambers, E. L. Newcomb, S. J. McKnight, J. R. Law, A. Whitman, W. T. Kennedy, J. Stewart, J. A. Cairns, W. T. Montgomery, R. C. McRae, F. G. Smith, Ch. Mitchell.

GREEK.

FOURTH YEAR.—(Final Examination for Degree of B. A.)—Class 1.—G. McMillan. Class 2.—A. McLeod. Passed.—H. Stramberg.

THIRD YEAR.—Class 1.—J. W. McLeod, F. H. Bell, J. M. Stewart. Class 2.—B. McKittrick. Passed.—Wm. Brownrigg, J. N. Shannon, J. Munro, A. McLean, J. A. McLean.

SECOND YEAR.—Class 1.—J. McLean, H. McCully, A. A. McKenzie, J. Waddell. Class 2.—J. McD. Scott. Passed.—G. A. Laird, J. S. Murray, J. H. Sinclair, C. Pitblado, (W. R. Grant, H. H. Hamilton, S. McCurdy,) equal. R. E. Chambers, Wm. A. Mason, J. McKenzie, A. Rogers, J. C. Sutherland.

FIRST YEAR.—Class 1.—J. L. George, Robert H. Humphrey. Class 2.—W. Miller, J. H. Cameron, G. W. Munro, J. Stewart. Passed. E. L. Newcomb, J. R. Law, S. J. McKnight, J. A. Cairns, H. Chambers, A. Whitman, R. D. Ross, R. C. McRae, W. T. Kennedy, F. Smith, Ch. Mitchell.

NATURAL PHILOSOPHY.

FOURTH YEAR.—Class 1.—Louis H. Jordan. Class 2.—James Fitzpatrick.

THIRD YEAR.—Class 1.—John W. McLeod, James M. Stewart. Class 2.—Burgess McKittrick, George L. Gordon, William A. Mills, Geo. Fulton. Passed.—William Brownrigg, James A. McLean, John Munro, Joseph S. Morton.

Passed in Experimental Physics, Francis H. Bell, James N. Shannon.

MATHEMATICS.

FIRST YEAR. —Class 1.—John H. Cameron. Class 2.—Rhoderic C. Macrae, John R. K. Law, Robert D. Ross, Howard Chambers, Alfred Whitman, Robert H. Humphrey. Passed.—William T. Kennedy, Edmund L. Newcomb, John S. Cairns, John Stewart, Ralph M. Hunt, William Miller, John R. Fitzpatrick, William T. Montgomery, John L. George, George W. Munro, Charles H. Mitchell, S. John McKnight.

SECOND YEAR.—Class 1.—James McLean, Howard H. Hamilton, John Waddell, John M. Scott. Class 2.—None. Passed.—George A. Laird, Archibald A. McKenzie, Robert E. Chambers, Fredk. W. Archibald, Harry McCully, Stanley McCurdy, John H. Sinclair, Isaac L. Archibald, Anderson Rogers, James C. Sutherland, William R. Grant, John S. Murray, Colin Pitblado, William A. Mason.

METAPHYSICS AND ESTHETICS.

THIRD YEAR.—Class 1.—J. McG. Stewart, W. A. Mills, F. H. Bell. Class 2.—J. W. McLeod, B. McKittrick, Passed.—J. A. McLean, J. N. Shannon, W. H. Brownrigg, John Munro.

LOGIC AND PSYCHOLOGY.

SECOND YEAR.—Class 1.—J. McLean, J. H. Sinclair. Class 2.—A. A. McKenzie, F. W. Archibald, I. L. Archibald, J. Waddell, H. H. Hamilton, J. McD. Scott. Passed.—G. A. Laird, Colin Pitblado, Stanley McCurdy, R. E. Chambers, H. McCully, A. Rogers, J. S. Murray, J. C. Sutherland, Wm. A. Mason.

ETHICS AND POLITICAL ECONOMY.

FOURTH YEAR.—Class 1.—Alexander McLeod, James Fitzpatrick, Louis H. Jordan, Hector M. Stramberg, George McMillan. Class 2.—Andrew Gray.

CHEMISTRY (SENIOR).

THIRD YEAR.—Class 1.—George Lawson Gordon, G. H. Fulton. Passed.—J. S. Morton.

CHEMISTRY (JUNIOR).

SECOND YEAR.—Class 1.—James McLean, John Waddell, J. H. Sinclair, Wm. M. Fraser. Class 2.—H. McCully, H. H. Hamilton, J. McD. Scott. Passed.—I. L. Archibald, R. E. Chambers, J. C. Sutherland, George A. Laird, W. R. Grant, Anderson Rogers, William A. Mason, J. S. Murray, F. W. Archibald, James McKenzie, A. A. McKenzie.

HISTORY.

FOURTH YEAR.—Class 1.—L. H. Jordan, G. McMillan. Class 2.—H. M. Stramberg, A. W. McLeod, James Fitzpatrick.

CONSTITUTIONAL HISTORY.

L. H. Jordan, H. M. Stramberg, A. W. McLeod, Geo. McMillan.

RHETORIC.

FIRST YEAR.—Class 1.—John H. Cameron, John Stewart, W. T. Kennedy. Class 2.—Robert D. Ross, R. H. Humphrey, Geo. W. Munro, Wm. M. Fraser, Wm. Miller, John A. Cairns, Rhod. C. McRae. Passed.— (arranged alphabetically)—H. Chambers, J. L. George, Ralph M. Hunt, J. R. Law, S. J. Macknight, C. H. Mitchell, W. T. Montgomery, E. L. Newcomb, W. P. Scott, F. G. Smith, Alfred Whitman.

MODERN LANGUAGES.

FRENCH.

FOURTH YEAR.—Class 1.—L. H. Jordan, Geo. McMillan. Class 2.—A. H. McLeod. Passed.—James Fitzpatrick, John T. Ross, H. M. Stramberg.
THIRD YEAR.—Class 1.—Burgess McKittrick, James M. Stewart, Francis H. Bell, John W. McLeod. Class 2.—James N. Shannon. Passed.—W. A. Mills, Alex. McLean, John Munro, James A. McLean, Joseph S. Morton, W. H. Brownrigg, George Fulton.

GERMAN.

THIRD YEAR.—Class 1.—Francis H. Bell. Class 2.—George L. Gordon.

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

GRADUATES.

MASTERS OF ARTS.

1869.

Chase, Joseph Henry ....Cornwallis.

1870.

McNaughton, Samuel... .... Guysborough.
MacDonald, John H. ....Kentville.

1871.

Cameron, J. J.. .... Georgetown. P. E. Island.
Carr, Arthur F. ....St. Edward's, P. E. Island.
Smith, David H. .... Truro.

1872.

Annand, Joseph ....Pictou.
Bayne, Herbert A. .... Pictou.
Forrest, James ....Halifax.
McKenzie. John J. .... Pictou.

1874.

McGregor, James G. ....Halifax.

1875.

McKenzie, Hugh .... Earltown.
Scott, Ephraim ....Douglas Gore.

DOCTORS OF MEDICINE AND MASTERS OF SURGERY.

1872.

DeWolfe, George H. H. .... Dartmouth, N. S.
Hiltz, Charles W.... ....Bridgetewn, Annapolis.
McMillan, Finlay .... Pictou Co.
McRae, William ....Richmond, C. B.
Sutherland, Roderic ... . River John, Pictou.

1874.

Campbell, Don. A... ....Truro.
Chisholm, Donald .... Longpoint.
Moore, Edmund ....Londonderry.

1875.

Cox, Robinson.. ....
Bethune, J. L. ....
Lindsay, A. W. H. .... Halifax.
Muir, W. S. ....
Casimir, Robert. ... . Arichat.

BACHELORS OF ARTS.

1866.

Chase, J. Henry .... 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, Artur 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.. .... Merigomish, Pictou.

1869.

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

1870.

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

1871:

Bayne, Ernest S. .. .. Pictou.
McGregor, James G. ....Halifax.
Russel, Alex. G. .... Truro.

1872.

Archibald, Wm. P.. .... Halifax.
Bruce, Wm. T.. .... Middle Musquodoboit.
Carmichael, James.. ....New Glasgow.
Cruickshank, Wm. .... Lower Musquodoboit.
Fraser, Duncan C... ....New Glasgow.
Gunn, Adam... .... East River, St. Mary's.
McKenzie, Hugh... ....Earltown.
Pollok, Alex. W. .... French River, Pictou.
Scott, Ephraim ....Douglas Gore.
Trueman, Arthur I. .... Point DeBute, N. B.

1873.

Allan, John M. .... .Newfoundland.
Bryden, Ch. W. .... Tatamagouche.
Cameron, Wm. ....Sutherland's River.
Creelman, D. F. .... Stewiacke.
Duff, Kenneth .. . .Lunenburg.
Hunter, John... .... New Glasgow.
Logan, Melville ....Halifax.
McDonald, Chas D. .... Pictou.
McKay, Alex. H.... ....Dalhousie, Pictou.
McKeen, James A. .... Tatamagouche.
Robinson, J. Millen.. ....Baillie, N. B.
Ross, Wm. .... East River, Pictou.

1874.

Doull, Walter S..... .. .. .Halifax.
Fraser, D. Stiles .... Durham, Pictou.
Herdman, James C.. ....Pictou.
Herdman, Wm. C. .... Pictou.
McGregor, Daniel... ....Inverness, C. B.
McLeod, Donald .... Strathalbyn, P. E. I.
Oxley, James McD.. ....Halifax.

1875.

Fitzpatrick, James . .. . Roger's Hill, Pictou.
Jordan, Louis H.... ....Halifax.
McLeod, Alex.. .... Onslow, Colchester.
McMillan, George... . .. .Scotch Hill, Pictou.
Stramberg, Hector M.... .... Cape John, Pictou.

UNDERGRADUATES, 1874-5.

FOURTH YEAR.

Fitzpatrick, James.. ....Roger's Hill, Pictou.
Jordan, Louis H. .... Halifax.
McLeod, Alex. . .. .Onslow, Colchester.
McMillan, George ... . Scotch Hill, Pictou.
Stramberg, Hector M. ....Cape John, Pictou.

THIRD YEAR.

Bell, Francis H. .... Halifax.
Brownrigg, Wm. H. ....Pictou.
Fulton, George.. .... Bass River, Colchester.
McKittrick, Burgess. .. ..Cornwallis.
McLean, Alex... .... Belfast, P. E. I.
McLean, James A... ....Pictou.
McLeod, John W. . .. . N. River, Colchester.
Mills, W. A. ....Bay Fortune, P. E. I.
Morton, Joseph S. .... New Glasgow.
Munro, John ....Valleyfield, P. E. I.
Shannon, James N. .... Halifax.
Stewart, James M... ....Whycocomagh.

SECOND YEAR.

Archibald, Fred. W..... .... Truro.
Archibald, Is. L..... ....Truro.
Chambers, Robt. E. .... Truro.
Grant, W. R. ....Springville, Pictou
Hamilton, Howard H.... .... Pictou.
Laird, George A.... ....Cavendish.
Mason, Wm. A. . ... East River.
McCully, Harry ....Amherst.
McCurdy, Stanley T .... New Glasgow.
McKenzie, Arch. A.. ....Green Grove, Pictou.
McKenzie, James .... Green Hill, Pictou.
McLean, James ....New London, P. E. I.
Murray, John S. .... Cavendish, P. E. I.
Pitblado, Colin ... .Truro.
Scott, John McD. .... Gore, Hants.
Sinclair, John H.... ....Goshen, Guysborough.
Rogers, Anderson .... Roger's Hill.
Sutherland, J. C.... .... Pictou.
Waddell, John.. .... Sheet Harbor.

FIRST YEAR.

Cairns, John A.	Upper Freetown, P. E. I.
Cameron, J. H.	South River, Antigonish.
Chambers, Howard.	Truro.
Dill, Geo. Wm.	Windsor.
George, John L.	Pictou.
Humphrey, Robt. H.	Halifax.
Kennedy, Wm. T.	East River, Pictou.
Law, John R.	Kingston, N. B.
McIntosh, Hugh.	Scotsburn, Pictou.
McRae, Rhoderic C.	Belfast, P. E. I.
McKnight, Samuel J.	Dartmouth.
Miller, Wm.	Stellarton.
Mitchell, Charles.	Halifax.
Montgomery, Wm. T.	Halifax.
Munro, George W.	New York.
Newcomb, Edmund L.	Cornwallis.
Scott, Wm. P.	Lunenburg.
Smith, Fred. G.	Truro.
Stearns, James W.	Halifax.
Stewart. John.	Scotsburn, Pictou.
Ross, Robert D.	East River, Pictou.
Whitman, Alfred	Annapolis.

GENERAL STUDENTS.

NAME.	RESIDENCE.	CLASSES ATTENDED.
Carew, George O'B.	New Glasgow.	Latin, Math., Chemistry.
Chisholm, Murdoch	Loch Lomond.	Classics, Math., Metaph.
Chisholm, Wm. P.	Lower Onslow.	Classics, Math., Rhetoric.
Corbett, Thomas	Gay's River.	Class., Math., Log., Chem.
Doull, Walter S., B.A.	Halifax.	Rhetoric, French.
Fielding, George H.	Noel, Hants.	Rhetoric.
Fitzpatrick, John R.	Roger's Hill, Pictou.	Classics, Math., Rhetoric.
Forbes, James A.	Dalhcusie, Pictou.	Class., Math., Log., Chem.
Fraser, Wm. M.	Dartmouth.	Rhetoric, Chemistry.
Fraser, Wm. R.	Mount Thom, Pictou.	Classics, Math., Rhetoric.
Gray, Andrew	Salt Springs, Pictou.	Classics, Metaph., Ethics.
Grant, Joseph	East River, Pictou.	Class., Math., Log., Chem.
Gordon, George L.	Sutherlandshire, G. B.	Lat., N. Phil., Met., Chem.
Gundry, Arthur W.	Halifax.	Mathematics, Rhetoric.
Hunt, Ralph M.	Dartmouth.	Classics, Math., Rhetoric.
Johnson, Wilbert	Bass River, Colchester.	Classics, Math., Rhetoric.
Mahon, Alex. W.	Onslow.	Latin, Math., Rhetoric.
McGregor, Murdoch	Lake Ainslie, C. B.	Greek, Rhetoric, Logic.
McKenzie, Duncan	Loch Lomond.	Classics, Math., Metaph.
McKenzie, Dun. Blair	Barney's River, Pictou.	Rhetoric.
McLean, Eben.	East River, Pictou.	Class., Math., Log., Chem.
McMillan, Angus	St. Ann's, C. B.	Classics, Math., Rhetoric.
McMillan, Alex. H.	Lake Ainslie, C. B.	Latin, Math., Rhetoric.
Moseley, Fred.	Dartmouth.	Rhetoric.
Moore, Wm. B.	Kentville.	Latin, Rhetoric.
Oxley, Jas. M., B.A.	Halifax.	Rhetoric, French.
Ross, John T.	Earlton, Colchester.	French.
Smith, John	Belfast, P. E. I.	Class., Math., Log, Chem.
Thorpe, Edward	Cornwallis.	Mathematics, Rhetoric.
Underwood, James	Windsor.	Classics, Math, Rhetoric.
Whittear, Wm. S.	Upper Rawdon, Hants.	Classics, Math., Logic.

Undergraduates in Arts	58
General Students in Arts	29
Graduates continuing their Studies	2
Total in Arts	89
Students in Medicine	35
Total number attending Classes	124

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1875.

WEDNESDAY, APRIL 14.

LATIN.—FIRST YEAR.

CICERO: THIRD ORATION AGAINST CATILINE.
VIRGIL: AENEID, BOOK XII.

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

1. Translate:

a. Nam, ut illa omittam, visas nocturno tempore ab occidente faces ardoremque cæli, ut fulminum jactus, ut terræ motus ceteraque, quæ tam multa, nobis consulibus, facta sunt, ut hæc, quæ nunc fiunt, canere dii immortales viderentur; hoc certe, Quirites, quod sum dicturus, neque prætermittendum, neque relinquendum est. Nam profecto memoria tenetis, Cotta et Torquato consulibus, complures in Capitolio res de cælo esse percussas: quum et simulacra deorum immortalium depulsa sunt, et statuæ veterum hominum dejectæ, et legum æra liquefacta, tactus est etiam ille, qui hanc urbem condidit, Romulus; quem inauratum in Capitolio parvum atque lactentem, uberibus lupinis inhiantem, fuisse meministis. Quo quidem tempore quum haruspices ex tota Etruria convenissent, cædes atque incendia et legum interitum et bellum civile ac domesticum et totius Urbis atque imperii occasum appropinquare dixerunt, nisi dii immortales, omni ratione placati, suo numine prope fata ipsa flexissent. Itaque illorum responsis tunc et ludi decem per dies facti sunt, neque res ulla, quæ ad placandos deos pertineret, prætermissa est, iidemque jusserunt, simulacrum Jovis facere majus et in excelso collocare et contra atque ante fuerat, ad orientem convertere: ac se sperare dixerunt, si illud signum, quod videtis, solis ortum et forum curiamque conspiceret, fore, ut ea consilia, quæ clam essent inita contra salutem Urbis atque imperii, illustrarentur, ut a senatu populoque Romano perspici possent. Atque illud ita collocandum consules illi locaverunt. Sed tanta fuit operis tarditas, ut neque a superioribus consulibus, neque a nobis ante hodiernum diem collocaretur.

b. Turnus ad hæc:
"O soror, et dudum agnovi, quum prima per artem
Fœdera turbâsti, teque hæc in bella dedisti;
Et nunc nequicquam fallis dea: sed quis Olympo
Demissam tantos voluit te ferre labores?
An fratris miseri letum ut crudele videres?
Nam quid ago? aut quæ jam spondet Fortuna salutem?
Vidi oculos ante ipse meos, me voce vocantem,
Murranum, quo non superat mihi carior alter,
Oppetere ingentem, atque ingenti vulnere victum.
Occidit infelix, ne nostrum dedecus Ufens
Aspiceret: Teucri potiuntur corpore et armis.

Exscindine domos (id rebus defuit unum)
Perpetiar ? dextrâ nec Drancis dicta refellam ?
Terga dabo, et Turnum fugientem hæc terra videbit ?
Usque adeone mori miserum est ? vos, O mihi Manes
Este boni ; quoniam Superis aversa voluntas :
Sancta ad vos anima, atque istius inscia culpæ,
Descendam, magnorum haud unquam indignus avorum."

2. Show how the clauses of the sentence ' ac se sperare . . . ' (1 *a*)
are connected, and name each.

3. Give the rules for the cases of : ' motus,' ' nobis consulibus,' ' quem
inauratum,' ' ratione,'—' Olympo,' ' quo,' ' corpore,' ' culpæ,' ' avorum.'

4. Decline the following words, marking the quantities of increments :
cælo, sicis, complures, seges, trabibus, virum.

5. What forms in the other degrees of comparison correspond to :
proximis, magis, facilem, acerrimē, veterem, prior, fortissimĕ.

6. Name the parts of the verb to which these forms belong, mark quan-
tities, and give principal parts :
cie, impertitur, metire, locarim, stridens, aperto, figit, vīdere, incubuit, licere.

7. Scan the last three lines, giving rules for final syllables.

8. What verbs govern the genitive ? What verbs are followed by two
accusatives ? How are relations of place expressed ?

9. Write a short sketch of Cicero's life.

10. Translate into Latin : Pisistratus conquered that country for him-
self, not for his native land.—Attalus, King of Asia, gave his kingdom to
the Romans as a gift.—1 hope that you will come to me in a few days, and
bring with you the books for which I asked you.—He says that he sold the
horse for very little.—L. Sextius was made Consul in the three hundred
and eighty-eighth year after the foundation of Rome.

Additional for First and Second Class.

CICERO : FOURTH ORATION AGAINST CATLIINE.

1. Translate chap. 5.

2. What nouns of the fourth declension are feminine ? What words
form the ablative (1) in *i*, (2) in *i* or *e*. Give exceptions to rules.

3. Some adjectives do not admit of comparison ; some are compared by
means of adverbs. Give them.

4. Write in Latin : $\frac{1}{2}$, — $\frac{3}{4}$, — $\frac{5}{7}$, — 18,999.

5. Distinguish : ĕdat, ēdat,—rēfert, rĕfert,—occīdi, occĭdi,—ōs, ŏs,—
mănibus, mānibus,—sōlo, sŏlo. Consulere me, mihi,—temperare aliquid,
alicui rei,—diligens patriam, patriæ.

6. What are the forms used in prose for the following :
a. Ne me lacrimis . . . prosequere.
b. (Sceptrum) patribus dedit gestare Latinis.
c. Juturnam misero, fateor, succurrere fratri, Suasi.
d. Hæc eadem, Aenea, Terram, Mare, Sidera juro.
e. Præterea regina tui fidissima.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1875.

TUESDAY, APRIL 13TH.

GREEK.

FIRST YEAR.

LUCIAN—SELECT DIALOGUES, 10—19.

PROFESSOR JOHNSON,...................................... *Examiner*

1. Translate :—

(*a*) ΦΙΛ. Σὺ δὲ, ὦ Μένιππε, οὐκ ἄχθῃ ἀποθανών ; ΜΕΝ. Πῶς, ὃς
ἔσπευσα ἐπὶ τὸν θάνατον, καλέσαντος μηδενός. 'Αλλὰ μεταξὺ λόγων, οὐ κραυγή
τις ἀκούεται, ὥσπέρ τινων ἀπὸ γῆς βοώντων ; ΕΡΜ. Ναὶ, ὦ Μένιππε, οὐκ ἀφ'
ἑνός γε χώρου· ἀλλ' οἱ μὲν, ἐς τὴν ἐκκλησίαν συνελθόντες ἄσμενοι γελῶσι
πάντες ἐπὶ τῷ Λαμπίχου θανάτῳ, καὶ ἡ γυνὴ αὐτοῦ συνέχεται πρὸς τῶν γυν-
αικῶν, καὶ τὰ παιδία νεογνὰ ὄντα, ὁμοίως κἀκεῖνα ὑπὸ τῶν παίδων βάλλεται
ἀφθόνοις τοῖς λίθοις· ἄλλοι δὲ Διόφαντον τόν ῥήτορα ἐπαινοῦσιν ἐν Σικυῶνι
ἐπιταφίους λόγους διεξιόντα ἐπί Κράτωνι τούτῳ. καὶ νὴ Δία γε, ἡ Δαμασίου
μήτηρ κωκύουσα ἐξάρχει τοῦ φρήνου σὺν γυναιξὶν ἐπὶ τῷ Δαμασίᾳ· σὲ δὲ
οὐδεὶς, ὦ Μένιππε, δακρύει, καθ' ἡσυχίαν δὲ κεῖσαι μόνος. ΜΕΝ. Οὐδαμῶς,
ἀλλ' ἀκούσῃ τῶν κυνῶν μετ' ὀλίγον ὠρυομένων οἴκτιστον ἐπ' ἐμοὶ, καὶ τῶν
κοράκων τυπτομένων τοῖς πτεροῖς, ὁπόταν συνελθόντες θάπτωσί με.

(*b*) ΑΛΕΞ. 'Αλλ' οἱ Σκύθαι γε, ὦ πάτερ, καὶ οἱ 'Ινδῶν ἐλέφαντες οὐκ
εὐκαταφρόνητόν τι ἔργον· καὶ ὅμως οὐ διαστήσας αὐτοὺς, οὐδὲ προδοσίαις
ὠνούμενος τὰς νίκας, ἐκράτουν αὐτῶν· οὐδ' ἐπιώρκησα πώποτε, ἢ ὑποσχόμενος
ἐψευσάμην, ἢ ἄπιστον ἔπραξά τι τοῦ νικᾶν ἕνεκα· καὶ τοὺς Ἕλληνας δὲ, τοὺς
μὲν ἀναιμωτὶ παρέλαβον· Θηβαίους δὲ ἴσως ἀκούεις ὅπως μετῆλθον. ΦΙΛ.
Οἶδα ταῦτα πάντα. Κλεῖτος γὰρ ἀπήγγειλέ μοι, ὃν σὺ τῷ δορατίῳ διελάσας
μεταξὺ δειπνοῦντα ἐφόνευσας, ὅτι με πρὸς τὰς σὰς πράξεις ἐπαινέσαι ἐτόλμησε.
Σὺ δὲ καὶ τὴν Μακεδονικὴν χλαμίδα καταβαλὼν, κάνδυν, ὥς φασι, μετενέδυς,
καὶ τιάραν ὀρθὴν ἐπέθου, καὶ προσκυνεῖσθαι ὑπὸ Μακεδόνων, ὑπ' ἐλευθέρων
ἀνδρῶν ἠξίους· καὶ, τὸ πάντων γελοιότατον, ἐμιμοῦ τὰ τῶν νενικημένων. 'Εῶ
γὰρ λέγειν ὅσα ἄλλα ἔπραξας, λέουσι συγκατακλείων πεπαιδευμένους ἄνδρας,
καὶ γάμους τοιούτους γαμῶν, καὶ 'Ηφαιστίωνα ὑπεραγαπῶν·

2. Decline throughout the following words :—ὕβρις, ποῦς, τὸ γένος,
εὐεργέτης, ἄμφω, θυγάτηρ.

3. Give the forms in the other degrees of comparison corresponding
to :—ταχέως, μάλιστα, παχύς, καλᾶ⁻, ἡδύν, χαρίεν.

4. Write the nom. and acc. sing., and nom. and gen. pl. of:— τούτον, αὐτᾷ, ὅτῳ, ἄλλοις, παντί.

5. Augment the following verbs:—ῥάπτω, αἱρέω, εὔχομαι, οἰκτίζω, ὁράω, ἐργάζομαι, προλέγω, περιτέμνω, ἔω.

6. Write down the 3rd sing. perf. imperative pass. of:—κομίζω, φαίνω, δείκνυμι, κρίνω, λαμβάνω, ῥίπτω, διατελέω, δηλόω, λείπω.

7. Shew in a tabular form all the moods of the peculiar tenses in the active voice of δίδωμι, ἵημι.

8. Parse, giving principal parts:— ἀποθέμενος, δέξαιτο, γελῶσι, διεξιόντα, ὑποσχόμενος, μετενέδυς, ἐπέθον, ἠξίους, νενικημένων, γαμῶν.

9. Give some account of the circumstances or persons mentioned in the following extracts:—(a) ὡς πρὸ σοῦ μύριοι μετὰ Κλεάρχον ἀναλθόντες (αὐτῶν) ἐκράτησαν.—(b) οἷον τε πάσχουσιν τοῦ Δαναοῦ αὗται παρθένοι.— (c) ὑπὲρ τὸν Τιθωνὸν ὁ γέρων ἐζῆ.—(d) οἱ δὲ ὀβολὸν ἥξουσι κομίζοντες.

ADDITIONAL FOR FIRST AND SECOND CLASS.

DEMOSTHENES : FIRST OLYNTHIAC.

1. Translate secs. 17, 18, 19. Edit. Bekh.

2. Explain the Syntax of the following clauses:—(a) τὸ μὲν οὖν ἐπιτιμᾶν . . . . παντὸς εἶναι. (b) περὶ ὧν ὑμῖν συμφέρειν ἡγοῦμαι.

3. Decline σφώ, ὀνειράτων, γυνή, ἥρως.

4. Indicate 1978 (1) by letters, (2) by words.

5. What verbs in -εω form the future in -εσω? Give two examples of (1) Attic reduplication, (2) Attic pres. opt., (3) Syncopated perf. infin. act.

6. Name the tense, mood and voice of these verbal forms, and give their principal parts:—παρασπάσηται, ἀνείλοντο, ηὐξήσαμεν, δέδοικα, ἠβουλόμεθα, προσκαθεδεῖται, διέψευσται, φήσειε, συνάρασθαι, δεδαπάνησθε.

7. Compare the personal terminations in the sing. number of the pres. and imperf. indic. act. of the 2nd Conjugation in Greek with those in Latin, so as to shew their original identity.

DALHOUSIE COLLEGE AND UNIVERSITY,
HALIFAX,

SESSIONAL EXAMINATIONS, 1875,

MONDAY, APRIL 19, 9 A. M. TO 1 P. M.

MATHEMATICS—FIRST YEAR,

GEOMETRY,

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

1. At a given point in a given straight line, to make an angle equal to a given rectilineal angle.

2. If a straight line be bisected and produced to any point, the rectangle contained by the whole line thus produced and the part produced, together with the square of half the line bisected, is equal to the square of the line made up of the half and the part produced. (By the division of the straight line only, if you can.)

3. B C D is a triangle, obtuse-angled at C, and B F is drawn perpendicular to D C produced: prove $B D^2 = B C^2 + C D^2 + 2 D C. C F$.

4. One circle cannot touch another *internally* in more than one point.

5. The angles in the same segment of a circle are equal to one another.

6. In equal circles, equal chords cut off equal arcs, the greater equal to the greater, and the less equal to the less.

7. Upon a given straight line to describe a segment of a circle which shall contain an angle equal to a given rectilineal angle.

8. If two chords in a circle cut one another, the rectangle contained by the segments of the one is equal to that contained by the segments of the other. Prove this for the case where one of the chords passes through the centre, cutting the other obliquely.

9. In a given circle, inscribe a triangle equiangular to a given triangle.

10. Enumerate the regular polygons, up to those of 60 sides, which Euclid's Fourth Book enables you to describe in or about a given circle.

11. Generalise some of the Propositions of the Second Book of Euclid in the same way as you would the 7th and 8th of the Third Book.

12. Through a given point draw a straight line, making equal angles with two given straight lines.

13. If straight lines be drawn from the angles of a triangle to the middle points of the opposite sides, the sum of the squares of the sides: the sum of the squares of these lines : : 4 : 3.

14. The radius of the circle inscribed in an equilateral triangle is equal to one-third of the perpendicular drawn from any angle to the opposite side.

15. Describe a circle of given radius, passing through a given point and touching a given line.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1875.

MONDAY, APRIL 19, 3 P. M. TO 6 P. M.

MATHEMATICS—FIRST YEAR.

ALGEBRA.

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

1. Reduce to Decimals the fractions $\frac{1}{4}$, $\frac{5}{8}$, $\frac{43}{66}$, shewing by your method the reason of the common Rule for the purpose. State the comparative advantages of Vulgar and of Decimal Fractions in numerical calculations.

2. Shew that the value of a Bill discounted at the Bank is less than the true value calculated on the strict method of Interest.

3. Find the least common multiple of $x - y$, $x + y$, $x^3 + y^3$, $x^3 - y^3$: and the greatest common measure of $6\,x^3 + 11\,x^2 - 31\,x + 14$, and $4\,x^4 - 47\,x^2 + 7\,x$.

4. Shew that $\dfrac{x^2}{a - \sqrt{a^2 - x^2}} - \dfrac{x^2}{a + \sqrt{a^2 - x^2}} = 2\sqrt{a^2 - x^2}$: and divide $1 - \dfrac{2\,ab}{a^2 + b^2}$ by $\dfrac{a^3 - b^3}{a - b} - 3ab$.

5. Extract the square root of $10\frac{1}{2} - 2\sqrt{5}$, and expand $\left(1 - \dfrac{x}{2}\right)^4$ by the Binomial Theorem.

6. Solve the simultaneous equations, $3\,x - 2\,y = 6$, $3\,y - 2\,z = 5$, and $3\,z - 2\,x = -2$.

7. Given $x^2 + p\,x + q = 0$: prove the sum of the roots $= -p$, and their product $= q$; and solve, by inspection, $x^2 + 5\,x + 6 = 0$, $x^2 - 5\,x + 6 = 0$, and $x^2 + 5\,x - 6 = 0$

8. Given $x + y = 7$ and $x^4 + y^4 = 641$: to find the real values of x and y.

9. Solve by completing the square $2\,x^2 = 5\,x + 6\cdot3$.

10. A cistern can be filled with water by two pipes, by the one of which it would be filled two hours sooner than by the other : also both together fill it in $1\frac{7}{8}$ hours. Find the time each pipe takes to fill the cistern.

11. The third term of an Arithmetical Progression is 4, and the eighth is $6\frac{1}{2}$: find the series.

12. Shew that when r is less than 1, the limit of the sum of a Geometrical series is $\dfrac{a}{1 - r}$: and apply the formula to find the value of the circulating decimal which is equal to $\frac{5}{27}$.

13. If $a : b :: c : d$, prove $\dfrac{m\,a \pm n\,b}{p\,a \pm q\,b} = \dfrac{m\,c \pm n\,d}{p\,c \pm q\,d}$

14. Find the sum of $2\,n + 1$ terms of the series, $1 - 3 + 5 - 7 + \&c.$

15. Prove $(a + b)\,(b + c)\,(c + a) > 8\,a\,b\,c.$

SESSIONAL EXAMINATIONS, 1878.

MATHEMATICS—FIRST YEAR.

ALGEBRA.

Professor MacDonald . . . . Examiner.

1. Reduce to Decimals the fractions $\frac{1}{7}$, $\frac{4}{11}$, shewing by your method the reason of the common Rule for the purpose. State the comparative advantage of Vulgar and of Decimal Fractions in numerical calculations.

2. Shew that the true value of a Bill discounted at the Bank is less than the true value calculated on the strict method of Interest.

3. Find the least common multiple of $x^2 - y^2$, $x^3 + y^3$, $x^3 - y^3$, and the greatest common measure of $6x^2 + 11x - 14$ and $4x^2 - 4x + y^2$.

4. Shew that and divide

5. Extract the square root of and expand $\left(\frac{r}{2}\right)^{\frac{1}{2}}$ by the Binomial Theorem.

6. Solve the simultaneous equations,

7. Given prove the sum of the roots

8. Given

9. Solve by completing the square.

10. A cistern can be filled with water by two pipes, by the one of which it would be filled two hours sooner than by the other; and both together fill it in $4\frac{1}{2}$ hours. Find the time each pipe takes to fill the cistern.

11. The third term of an Arithmetical Progression is 4, and the eighth is 9; find the series.

12. Shew that when x is less than 1, the limit of the sum of a Geometrical series and apply the formula to find the value of the given infinite decimal which is equal to $\frac{1}{7}$.

13. If prove

14. Find the sum of n terms of the series $1 - 3 - 5 - 7 + \ldots$

15. Prove

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1875.

WEDNESDAY, APRIL 21ST.

ANGLO-SAXON—FIRST YEAR.

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

1. Translate :

Ongan tha Augustinus mid his munucum to geefenlaecenne thaera apostola lif, mid singalum gebedum, and waeccan, and faestenum Gode theowigende, and lifes word tham the hi mihton bodigende, ealle middan eardlice thing, swa swa aelfremede, forhogigende, tha thing ana the hi to bigleofan behofedon underfonde, be tham the hi taehton selfe lybbende, and for thaere sothfaestnesse the hi bododon, gearowe waeron ehtnesse to tholigenne, and deathe sweltan, gif hi thorfton. Hwaet tha gelyfdon forwel manige, and on Godes naman gefullode wurdon, wundrigende thaere bilewitnesse heora unscaeththigan lifes, and swetnesse heora heofonlican lare.

2. Parse—Ongan, geefanlaecenne, waeccan, underfonde, taehton, thaere.

3. Write out the cases of the adjective—blind.

4. Define, and illustrate from words in the above passage—ablaut, assibilation, syncope.

5. Give the modern forms of as many of the above words as possible, and explain the nature of the euphonic changes that may have taken place.

6. Write out the parts of any one of the following verbs : — wesan, mugan, cunnan, sculan.

7. Translate :

> On hwael hreopon here fugolas
> hilde graedige ; hraefen gol
> deawig-fethere ofer driht-neum,
> won wael-ceasega.   Wulfas sungon
> atol aefen-leod aetes on wenan,
> carleason deor, cwyld-rof beodan
> on lathra last leod-maegnes fyl,
> hreopon mearc-weardas middum nithum :
> fleah faege gast, focewaes gehaeged.
> Hwilum of tham werode wlance thegnas
> maeton mil-pathas meara bogum.

8. Explain the versification.

9. Parse—Hreopon, wael ceasega, sungon, beodan, maeton, bogum.

10. Give examples from words in the above passage of aphaeresis, apocope, elision.

11. Explain the construction of hilde, deor, lathra, fleah.

12. State the chief differences between Anglo Saxon and Modern English in inflection and composition.

1. Translate:

Ongan þa Augustinus mid his mannum to predecianne þæra apostola lif, and singanne pedestre and wæccan, and læranum Gode Crowþ sceolp, and swa weol þam þe hi nitcon hedigende, oþþe mihtan anolice þing, swa swa nelfemode, forþgewrigde, þa þing swa þa hi placten behealdon underfonde, þa þære þe hi behton sylle lyhende, and þer þare soþlicnettere þe hi her sæton, genitowe wæron cuþnesse to sohlgeara, and deaþe swelan, þel hi þortum. Hi wæs þe polyþon loweal manige, and on Godes naman gelolade wanton, wundrigende þære hlerwitnesse beam unscæcbiligan lifes, and cwæton heom beohuliean hæte.

2. Parse—Ongan, gestalsecende, wæccan, understode, hæbban, þære.

3. Write out the cases of the adjective—blind.

4. Define, and illustrate from words in the above passage—ablaut, assibilation, syncope.

5. Give the modern forms of as many of the above words as possible, and explain the nature of the euphonic changes that may have taken place.

6. Write out the parts of any one of the following verbs:—wesan, sungan, cunnan, sculan.

7. Translate:

On hyrd Swæpon þære þugolax
blāta gradollge : brædon gol
daswig-lethern ofer Scilp-nenge,
won wæel-cæarap. Wulfra mægen
stod neþer-lead ænce on wenan,
curlæsтом þeon, uwyld sof beodan
pu indræ hæt lsod-næagum fel,
hæopon mæce-wæardas inidium nitune :
flæah Sæepe pæst, forræxon þ-hægod,
Hwilum of þæm wordhe wlænæ þægnas
meuton mil goldan nesra hopum.

8. Explain the versification.

9. Parse—Freoþon, wæl cwealm, sohpon, beodan, mæтом, hopum.

10. Give examples from words in the above passage of aphaeresis, apocope, elision.

11. Explain the construction of hilde, sher, leтом, fleah.

12. State the chief differences between Anglo Saxon and Modern English in inflection and composition.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1875.

WEDNESDAY, APRIL 21.

RHETORIC.

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

(Not more than one question is to be answered out of each group.)

1. Explain the ancient and modern views of Rhetoric. What are the ends of composition? Explain the nature of style.

2. The relations of Idiom and Grammar to one another. Define and illustrate Precision. Explain the following terms, Conciseness, Diffuseness, Digression.

3. Under what circumstances is Rhetoric associated with the Fine Arts. Define and illustrate Euphony, Elegance. Explain rhythm in prose composition.

4. Show the importance of Antithesis in style and literature. The " quid " and "quale " in epithets. Hyperbaton.

5. What are Figures of speech? Define and illustrate Tropes. Explain "Illustrative Style," "Epigrammatic Style."

6. Explain Aristotles three divisions of oratory. There are two kinds of Invention. The Enthymeme.

7. Explain and illustrate the Status. Explain classification in exposition. Write out an analysis of a portion of any work, *e. g.,* Bacon's Advancement of Learning, Book 2.

8. Define Taxis and enumerate its chief modes. Explain the difference between the Scenic and Dramatic Taxis. Give Quintilian's summary of things to be observed in the exordium.

9. There are two leading theories as to the nature of the Beautiful. Define and illustrate Wit and Humor. Explain Paronomasia.

10. Criticise the following passage :—

The Method discernible in Voltaire, and this on all subjects whatever, is a purely business Method. The order that arises from it is not Beauty, but at best, Regularity. His objects do not lie round him in pictorial, not always in scientific grouping; but rather in commodious rows, where each may be seen and come at, like goods in a well-kept ware-house. We might say there is not the deep natural symmetry of a forest oak, but the simple artificial symmetry of a parlor chandelier. Compare, for example, the plan of the *Henriade* to that of our so barbarous *Hamlet*. The plan of the former is a geometrical diagram by Fermat; that of the latter a cartoon by Raphael. The *Henriade*, as we see it completed, is a polished, square-built Tuileries ; *Hamlet* is a mysterious, star-paved Valhalla, and dwelling of the gods.

SESSIONAL EXAMINATIONS, 1874.

WEDNESDAY, APRIL 22.

RHETORIC.

PROFESSOR DEMILL, M. A. .... Examiner.

(Not more than one question is to be answered out of each group.)

1. Explain the ancient and modern views of Rhetoric. What are the ends of composition? Explain the nature of style.

2. The relations of Intent and Grammar to one another. Define and discriminate Precision. Explain the following terms, Condensces, Utterances, Figurative.

3. Under what circumstances is Rhythm associated with the Fine Arts. Define and illustrate Euphony, Eloquence. Explain rhythm in prose composition.

4. Show the importance of Antithesis in style and literature. The "quid" and "quale" in epithets. Hyperbaton.

5. What are figures of speech? Define and illustrate Tropes. Explain "Discursive Style," "Epigrammatic Style."

6. Explain Aristotle's three divisions of oratory. There are two kinds of invention. The Enthymeme.

7. Explain and illustrate the Status. Explain classification in exposition. Write out an analysis of a portion of any work, e.g. Bacon's Advancement of Learning, Book 9?

8. Define Taxis and enumerate its chief modes. Explain the difference between the Scenic and Dramatic Taxis. Give Quintilian's summary of things to be observed in the exordium.

9. There are two leading theories as to the nature of the Beautiful. State and illustrate Wit and Humor. Explain Paronomasia.

10. (Criticise the following passage:—

The Method discernible in Voltaire, and this on all subjects whatever, is a purely business Method. The order that arises from it is not Beauty, but at best Regularity. His objects do not lie round him in pictorial, not always in scientific grouping; but rather in commodious rows, where each may be seen and come at, like goods in a well kept warehouse. We might say there is not the deep natural symmetry of a forest oak, but the simple artificial symmetry of a parlour chandelier. Compare, for example, the plan of the Henriade to that of our so barbarous Fingal. The plan of the former is a geometrical diagram by Fermat; that of the latter a cartoon by Raphael. The Henriade, as we see it completed, is a polished, square-built Tuileries; Fingal is a mysterious, star-paved Valhalla, and dwelling of the gods.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1875.

WEDNESDAY, APRIL 21.

ENGLISH LANGUAGE.

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

(Not more than six questions are to be answered.)

1. Give a general classification of languages so as to show the ethnological position of the English.

2. Explain Grimm's Law.

3. Mention the languages which have most affected English and show how this has taken place.

4. Show the increasing importance of the Anglo-Saxon element in the English language.

5. Explain the former uses of the following words—winter, pecuniary, chattels, corn, meat, flesh, bribe, soldier, mystery.

6. Show the conservative influence of the English Bible, of Shakespeare, and of Milton.

7. What is the nature of the English noun as etymological material?

8. Derivative languages have a tendency to return to their radical forms.

9. Show the effects of conquest in corrupting a language.

10. The art of printing has been an agent in extirpating local peculiarities of dialect and pronunciation.

11. Enumerate the chief orthoepical changes that have taken place in the English language.

12. Illustrate the disappearance of words indicative of slight distinctions.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1875.

WEDNESDAY, APRIL 14.

LATIN.—SECOND YEAR.

LIVY: BOOK I. CHAPS. 1-30.—HORACE: ODES, BOOK IV.

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

1. Translate:

a. Jam tum in Palatino monte Lupercal hoc fuisse ludicrum ferunt, et a Pallanteo urbe Arcadica Palatium, deinde Palatinum montem appellatum. ibi Evandrum, qui ex eo genere Arcadum multis ante tempestatibus tenuerit loca, solenne allatum ex Arcadia instituisse, ut nudi juvenes Lycæum Pana venerantes per lusum atque lasciviam currerent: (quem Romani deinde vocarunt Inuum). Huic deditis ludicro, quum solenne notum esset, insidiatos ob iram prædæ amissæ latrones, quum Romulus vi se defendisset, Remum cepisse; captum regi Amulio tradidisse, ultro accusantes. Crimini maxime dabant, in Numitoris agros ab his impetum fieri: inde eos, collecta juvenum manu, hostilem in modum prædas agere. sic Numitori ad supplicium Remus deditur.

b. Ad hæc consultanda procurandaque multitudine omni a vi et armis conversa, et animi aliquid agendo occupati erant, et deorum assidua insidens cura, quum interesse rebus humanis cœleste numen videretur, ea pietate omnium pectora imbuerat, ut fides ac jusjurandum, proxime legum ac pœnarum metum, civitatem regerent. Et quum ipsi se homines in regis, velut unici exempli, mores formarent; tum finitimi etiam populi, qui ante, castra, non urbem positam in medio, ad sollicitandam omnium pacem, crediderant, in eam verecundiam adducti sunt, ut civitatem totam in cultum versam deorum violari ducerent nefas. Lucus erat, quem medium ex opaco specu fons perenni rigabat aqua. quo quia se persæpe Numa sine arbitris, velut ad congressum deæ, inferebat, Camenis eum lucum sacravit; quod earum ibi concilia cum conjuge sua Egeria essent.

c.
Est mihi nonum superantis annum
Plenus Albani cadus; est in horto,
Phylli, nectendis apium coronis;
    Est hederae vis

Multa, qua crines religata fulges;
Ridet argento domus; ara castis
Vincta verbenis avet immolato
    Spargier agno;
Cuncta festinat manus, huc et illuc
Cursitant mixtae pueris puellae;
Sordidam flammae trepidant rotantes
    Vertice fumum.

Ut tamen noris quibus advoceris
Gaudiis, Idus tibi sunt agendae,
Qui dies mensem Veneris marinae
   Findit Aprilem ;
Jure sollemnis mihi sanctiorque
Paene natali proprio, quod ex hac
Luce Maecenas meus adfluentes
   Ordinat annos.

2. Analyze the first sentence of the second extract so as to shew the connection of the clauses.

3. What is the force of 'hoc' in 'Lupercal hoc'? What change has been suggested in 'proxime . . . metum,' and why? 'Vertice' may be translated in two ways? Who were the Camenœ? What is the origin of the names 'Lupercal,' 'Lycæum,' 'Camenæ,' 'Idus'?

4. Account for (1) the cases of 'deditis,' 'crimini,' 'multitudine,' 'rebus,' 'coronis,' 'tibi'—(2) the moods and tenses of 'tenuerit,' 'currerent,' 'esset,' 'cepisse,' 'positam,' 'quia . . inferebat,' 'quod . . essent,' 'advoceris.'

5. Decline throughout : vate, Idus, cubili, boves, viris, Phylli, pubes, compede.

6. Parse, giving the principal parts : fervet, secto, merses, quateret, mereberis, spargier, ferito, defexit, peregerunt, orsi.

7. Scan the first stanza of extract c. Give the form of the Alcaic stanza.

8. In turning *oratio recta* into *o. obliqua*, how are the moods changed?

9. When may and when must the gerundive be used for the gerund? How is the lack of participles in Latin supplied?

10. Give some account of Livy's History. Why is the Regal Period considered unhistorical?

11. Translate into Latin :—Porsena, thinking it a great thing for the Tuscans that there should be a King at Rome, as well as one of his own nation, came to Rome with a hostile army. Never before had such great terror seized on the Senate ; so strong at that time was the Clusine State, and so great was the renown of Porsena. And they feared not only the emeny but the very citizens, lest the Roman youth, struck with fear, having received the King into the city, should accept peace even along with slavery.

Additional for First and Second Class.

LIVY : BOOK I. CHAPS. 30 TO END.

1. Translate chap. 53.

2. Write in classical Latin : On the 28th of April, B. C. 101.

3. Supply proper cases to the following words, so as to make simple sentences : expers, utilis, subvenit, prope, imperatur, circumdo, opus est.

4. What verbs form the fut. participle from the pres. indic. ?

5. Quote imitations of Greek syntax by Horace, and give the usual forms in prose.

6. Turn into *oratio recta* the passage 'Jam ab alienis . . . Latium,' chap. 53.

7. How may the story of Romulus and Remus be accounted for ?

DALHOUSIE COLLEGE AND UNIVERSITY,

1. Translate:—

(*a*) Ὁ μὲν δὴ μέγα πλούσιος, ἀνόλβιος δὲ, δυοῖσι προέχει τοῦ εὐτυχέος μούνοισι· οὗτος δὲ τοῦ πλουσίου καὶ ἀνολβίου πολλοῖσι· ὁ μὲν ἐπιθυμίην ἐκτελέσαι καὶ ἄτην μεγάλην προσπεσοῦσαν ἐνεῖκαι δυνατώτερος .· ὁ δὲ τοισίδε προέχει ἐκείνου· ἄτην μὲν καί ἐπιθυμίην οὐκ ὁμοίως δυνατὸς ἐκείνῳ ἐνεῖκαι, ταῦτα δὲ ἡ εὐτυχίη οἱ ἀπερύκει· ἄπηρος δὲ ἐστι, ἄνουσος, ἀπαθής κακῶν, εὔπαις, εὐειδής· εἰ δὲ πρὸς τούτοισι ἔτι τελευτήσει τὸν βίον εὖ, οὗτος ἐκεῖνος τὸν σὺ ζητεῖς ὄλβιος κεκλῆσθαι ἄξιός ἐστι· πρὶν δ᾽ ἂν τελευτήσῃ, ἐπισχέειν, μηδὲ καλέειν κω ὄλβιον ἀλλ᾽ εὐτυχέα. τὰ πάντα μέν νυν ταῦτα συλλαβεῖν ἄνθρωπον ἐόντα ἀδύνατόν ἐστι, ὥσπερ χώρη οὐδεμία καταρκέει πάντα ἑωυτῇ παρέχουσα, ἀλλὰ ἄλλο μὲν ἔχει ἑτέρου δὲ ἐπιδέεται· ἡ δὲ ἂν τὰ πλεῖστα ἔχῃ, ἀρίστη αὕτη· ὡς δὲ καὶ ἀνθρώπου σῶμα ἓν οὐδὲν αὐταρκές ἐστι· τὸ μὲν γὰρ ἔχει, ἄλλου δὲ ἐνδεές ἐστι· ὃς δ᾽ ἂν αὐτῶν πλεῖστα ἔχων διατελέῃ, καὶ ἔπειτα τελευτήσῃ εὐχαρίστως τὸν βίον, οὗτος παρ᾽ ἐμοὶ τὸ οὔνομα τοῦτο, ὦ βασιλεῦ, δίκαιός ἐστι φέρεσθαι· σκοπέειν δὲ χρὴ παντὸς χρήματος τήν τελευτὴν κῇ ἀποβήσεται· πολλοῖσι γὰρ δὴ ὑποδέξας ὄλβον ὁ θεὸς, προρρίζους ἀνέτρεψε.

(*b*) Πολλῇ δὲ ῥοίζῳ πρὸς ὄρος τρέπε πίονα μῆλα
       Κύκλωψ· αὐτὰρ ἐγὼ λιπόμην κακὰ βυσσοδομεύων,
       Εἴ πως τισαίμην, δοίη δέ μοι εὖχος Ἀθήνη.
       Ἥδε δέ μοι κατὰ θυμὸν ἀρίστη φαίνετο βουλή.
       Κύκλωπος γὰρ ἔκειτο μέγα ῥόπαλον παρὰ σηκῷ,
       Χλωρὸν ἐλαΐνεον· τὸ μὲν ἔκταμεν, ὄφρα φοροίη
       Αὐανθέν· τὸ μὲν ἄμμες ἐΐσκομεν εἰσορόωντες
       Ὅσσον θ᾽ ἱστὸν νηὸς ἐεικοσόροιο μελαίνης,
       Φορτίδος εὐρείης, ἥ τ᾽ ἐκπερᾷα μέγα λαῖτμα·
       Τόσσον ἔην μῆκος, τόσσον πάχος εἰσοράασθαι.
       Τοῦ μὲν ὅσον τ᾽ ὄργυιαν ἐγὼν ἀπέκοψα παραστὰς,
       Καὶ παρέθηχ᾽ ἑτάροισιν, ἀποξῦσαι δ᾽ ἐκέλευσα·
       Οἱ δ᾽ ὁμαλὸν ποίησαν· ἐγὼ δ᾽ ἐθόωσα παραστάς
       Ἄκρον, ἄφαρ δὲ λαβὼν ἐπυράκτεον ἐν πυρὶ κηλέῳ.
       Καὶ τὸ μὲν εὖ κατέθηκα κατακρύψας ὑπὰ κόπρῳ,
       Ἥ ῥα κατὰ σπείους κέχυτο μεγάλ᾽ ἤλιθα πολλὴ·
       Αὐτὰρ τοὺς ἄλλους κλήρῳ πεπαλάσθαι ἄνωγον,

Ὅς τις πολμήσειεν ἐμοὶ σὺν μοχλὸν ἀείρας
Τρῖψαι ἐν ὀφθαλμῷ, ὅτε τὸν γλυκὺς ὕπνος ἱκάνοι.
Οἱ δ᾽ ἔλαχον τοὺς ἂν κε καὶ ἤθελον αὐτὸς ἑλέσθαι,
Τέσσαρες, αὐτὰρ ἐγὼ πέμπτος μετὰ τοῖσιν ἐλέγμην.

2. Write all the cases, with contracted terminations, of:—εἰκών, ἑωυτοῦ, στασιώτου, ἄστεος, πυθώ.

3. What are Epic forms of (1) the dat. pl., (2) act. infinitive, (3), nd aor. indicative.

4. Parse these words, giving the nom. and gen. cases sing. in the Attic dialect:—κοίῳ, σφί, οὔρεος,—ἄμμε, ἠῶ, ἑτάρων.

5. Parse the following Verbal forms, and give the chief tenses in use:—φάναι, ἐξέπλησε, ἀπεπέμφθησαν, συλλέξας, ἐνεῖκαι,—κέχυτο, ἔλαχον, ἐλέγμην, ἀφύσσας, ἤμεθα.

6. Give examples of adverbial accusatives of (1) time, (2) manner.

7. What classes of verbs are followed by (1) the genitive, (2) two accusatives?

8. Translate into Greek:—The Lacedæmonians remained there many days, and ravaged the whole country. Those who managed the affairs of Greece in this war are worthy of great praise. When they heard this, the people of the city went down to the Piræus with all speed.

9. Write a short account of Herodotus.

ADDITIONAL FOR FIRST AND SECOND CLASS.
HERODOTUS: BOOK II., SECS. 1—34.

1. Translate secs. 11, 22.

2. What are the equivalents in the Attic dialect of:—πολλόν, ἐπικίρναται, γῶν, ζώειν, νήῃσας,—περοωσιν, ἱκάνω, τοί, ἦμαρ, ἔδοντες (with accents).

3. Decline the following words in the Epic forms:—κλεῖς, ἥλιος, ναῦς, βασιλεύς.

4. What verbs take a double augment?

5. Parse (giving chief tenses) and accentuate:—ιδρυτο, προηδεατο, εξελαλαμενος, κατατμηθεισαι,—ηνωγεα, ηειδη, ερχατο, δαειω, καταδυντα.

6. Give the meaning and derivation of:—εὐδείελον, αμφιέλισσαι, μιλτοπαρηοι, ἀκηράσιον, Θεσπεσίην, ἠλίβατον, ζείδωρος.

7. Accentuate the following sentences, and translate them into Latin:—ο μεν ελπιζων ειναι ανθρωπων ολβιωτατος ταυτα επειρωτα.—ταυτα ος απανειχθεντα ηκουον οι Λακεδαιμονιοι, Αρκαδων των αλλων απειχοντο.

DALHOUSIE COLLEGE AND UNIVERSITY,
HALIFAX.

SESSIONAL EXAMINATIONS, 1875.

MONDAY, APRIL 19, 3 TO 6 P. M.

MATHEMATICS—SECOND YEAR.

TRIGONOMETRY AND ALGEBRA.

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

1. Explain what is meant by Circular Measure, distinguishing it from Gradual Measure. Also, if the measure of an angle be ·31416, find the number of Degrees &c. in it.

2. When a Trignometrical Function passes through the extreme values, $\pm 0, \pm \infty$, it changes sign. Illustrate fully.

3. Given a Table of Natural Sines and Cosines; show how a Logarithmic Table may be constructed.

4. Given $\tan A = \sqrt{3}$: find the general value of A.

5. In the triangle A B C, right angled at C, given (1) a and c, (2) a and b: show how to find the other parts in each case.

6. Given the three sides of a triangle; there are two methods for finding the angles. Explain them.

7. Prove $\sin (A + B) \sin (A - B) = \sin^2 A - \sin^2 B$: and also $\dfrac{\sin A + \sin 3 A}{\cos A + \cos 3 A} = \tan 2A$.

8. Given $A + B + C = 90°$:
    prove $\cot A + \cot B + \cot C = \cot A \cot B \cot C$.

9. Prove that in any triangle $\sin (A - B) = \dfrac{a^2 - b^2}{c^2} \sin (A + B)$, also $\tan \frac{1}{2}A \tan \frac{1}{2}B = \dfrac{a + b - c}{a + b + c}$.

10. A ship in latitude l sails due East or West d miles: find the Difference of Longitude.

11. Find general integral positive solutions for $6 x - 5 y = 19$, and test them in two cases.

12. There are 9 things, a, b, c, &c. In order to have the greatest number of combinations of them possible, how many must be taken at a time ?

13. Find the present value of a Freehold, worth £A annually, (1) to commence at the present time, (2) to commence q years hence.

14. Define a Logarithm; and explain how Logarithms can be employed to simplify numerical calculations, proving one of the rules you enuntiate.

15. Shew that imaginary roots enter an equation in pairs, the equation, $f (x) = 0$, being a rational integral function of x.

Monday, April 15, 3 to 6 p.m.

MATHEMATICS—SECOND YEAR.

TRIGONOMETRY AND ALGEBRA.

Professor Macgregor......................................Examiner.

1. Explain what is meant by Circular Measure, distinguishing it from Gradual Measure. Also, if the measure of an angle be $3\pi/14$, find the number of degrees &c. in it.

2. When a Trigonometrical Function pases through the extreme values $\pm \infty$, it changes sign. Illustrate fully.

3. Given a Table of Natural Sines and Cosines, show how a Logarithmic Table may be constructed.

4. Given $\tan A = a \div y$, find the general value of A.

5. In the triangle ABC, right-angled at C, given (1) a and c, (2) a and b, show how to find the other parts in each case.

6. Given the three sides of a triangle, there are two methods, (or that for) its angles. Explain them.

7. Prove $\sin(A + B) \sin(A - H) = \sin^2 A - \sin^2 B$; and also
$$\frac{\sin A + \sin 3A}{\cos A + \cos 3A} = \tan 2A.$$

8. Given $A + B + C = 90°$,
prove $\cot A + \cot B + \cot C = \cot A \cot B \cot C$.

9. Prove that in any triangle $\sin \frac{1}{2}(A - B) = \dfrac{a^2 - b^2}{c^2} \sin \frac{1}{2}(A + B)$.

Also $\tan \frac{1}{2} A \tan \frac{1}{2} B = \dfrac{s - c}{s}$.

10. A ship at latitude 7 mile due East 30 West of mine : find the Difference of Longitude.

11. Find General Integral positive solutions for $5x + 7y = 19$, and test them in two cases.

12. There are n things $a, b, c, \&c.$ In order to have the greatest number of combinations of these possible, how many must be taken at a time?

13. Find the present value of £ Freehold worth £A annually, (1) to continue at the present rate, (2) to continue y years hence.

14. Deduce Logarithms; and explain how Logarithms can be employed to simplify numerical calculations, showing use of the rules you enunciate.

15. Shew that Imaginary roots enter an equation in pairs, the equation $x^2 + 1 = 0$, being a rational integral function of x.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1875.

MONDAY, APRIL 19, 9 A. M. TO 1 P. M.

MATHEMATICS——SECOND YEAR.

GEOMETRY AND MENSURATION.

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

1. Define "Ratio;" and give algebraic proof that if there be any magnitudes, a, b, c . . . . . l, of the same kind, the ratio of a to l is the ratio compounded of the ratios $a : b, b : c$, &c. . . . . ., $k : l$.

2. If the exterior angle of a triangle be bisected by a straight line which cuts the opposite side produced, the segments of this side, measured from the angles of the triangle, have to one another the same ratio as the other sides have.

3. Find a third proportional to two given straight lines.

4. If four straight lines are proportionals, the rectangle of the extremes is equal to the rectangle of the means ; and conversely.

5. Similar rectilineal figures are to one another as the squares of their homologous sides. Prove this, after having given a sketch of the propositions which lead up to this one.

6. If two triangles which have two sides of the one proportional to two sides of the other, can be joined at one angle so as to have these sides parallel, the remaining sides shall be in a straight line.

7. If a tangent and a secant be drawn to a circle from the same point, the rectangle of the secant and its external segment is equal to the square of the tangent. Prove this shortly by the Sixth Book.

8. If a square be inscribed in a right-angled triangle, one side coinciding with the hypothenuse, the segments of the latter are in continued proportion.

9. One circle touches another internally, and a third circle is described in the included curvilinear space. Prove that the perimeter of the triangle formed by joining their centres is equal to the diameter of the including circle.

10. Cut off an nth part of a parallelogram by a straight line drawn parallel to a diagonal.

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11. The length of a quadrantal arc is 154 feet : find the radius of the circle of which it is a part.

12. The length, breadth, and depth of a rectangular box are 14, 12, and 6 inches respectively, but there is no lid to it : find the number of square inches in the surface.

13. A solid right cone of lead is re-cast into the shape of a right cylinder, the radius of the base of the cylinder being made just one half that of the cone. Prove that its height will be $\frac{4}{3}$ of the height of the cone.

14. Explain the common form of the Vernier Scale.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1875.

FRIDAY, APRIL 23, 9 A. M. TO 12 M.

MATHEMATICS—SECOND YEAR, (EXTRA.)

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

1. If a straight line be at right angles to a plane, every plane which passes through it shall be at right angles to the same plane.

2. Through a given point in space draw a plane parallel to a given plane.

3. X and Y are two circles, the one not being within the other, and Z is a third circle touching them externally : prove that the line joining the points of contact passes through the external centre of similitude of X and Y

4. If you had to construct Tables of the Logarithms of Numbers to the base 12, exhibit fully the process you would pursue, starting from the base of the Napierian system.

5. Prove $\left(1 + \dfrac{1}{n}\right)^{n\,x} = \varepsilon^{\,x}$ when n becomes indefinitely great.

6. All the combinations of n things, when an odd number of them are taken at a time exceed all the combinations of the same, when an even number are taken at a time.

7. Prove the Binomial Theorem for *negative* indices ; and apply the Theorem to find approximately the cube root of 130.

8. In a bag are 4 balls, equal in other respects, but 3 are black and 1 white. A, B, C, are going to draw a ball in turn, replacing it before the next draw, till white is drawn. The successful drawer gets $100. Find the values of their expectations.

9. If t, m, n are the lines drawn from the angles of a triangle to the centre of the inscribed circle, prove $\dfrac{l\,m\,n}{a\,b\,c} = \dfrac{r}{s}$.

10. Prove that if $\cos v = \dfrac{\cos u - e}{1 - e \cos u}$, then $\tan \dfrac{v}{2} = \sqrt{\dfrac{1 + e}{1 - e}} \tan \dfrac{u}{2}$ and that if the sides of a triangle are in Harmonic Progression, then $\cos \dfrac{B}{2} = \sqrt{\dfrac{\sin A \sin C}{\cos A + \cos C}}$

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1875.

FRIDAY, APRIL 16TH, 9 A. M. TO 1 P. M.

LOGIC AND PSYCHOLOGY.

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

1. Enumerate the laws of mind, according to the classification adopted of the mental phenomena. Distinguish Resemblance and Analogy.

2. To what department of mind, in our classification, may Reasoning be referred ? What is the true theory of Reasoning ?

3. Give some account of Memory. To what may it be ultimately reduced ?

4. What classifications have been given of the laws of Association ?— Of reminiscence by Aristotle ?

5. What is the peculiarity of Imagination, viewed as a state or faculty of mind ?

6. What are the logical laws of Thought ? Give the rationale or principle of the laws, respectively.

7. Distinguish between a *concept* and a *generalization*

3. Which affords synthetic or progressive, and which analytic or regressive reasoning ? Or, viewed as a matter of quantity, which affords the extensive and which the intensive or comprehensive syllogism ?

9. How may the Inductive process be shown to be really Deductive? Into what error does Sir Wm. Hamilton seem to fall in endeavouring to bring inductive reasoning within the scope of formal Logic ?

10. How are Syllogisms divided according to their internal or intrinsic character, and how according to their external or extrinsic ? Show why the pure Categorical Syllogism is alone syllogistic, and what is the nature of the other so-called syllogisms ?

11. Explain the moods and figures of the Syllogism, and show why the 2nd and 3rd figures are properly the minor premiss, or but furnish the minor premiss, of Syllogisms, of which the major is the maxim of these figures respectively. Show how the 3rd figure is the form of the generalizing process, and also argument from example.

12. Give a scheme of the Fallacies, showing how most of the fallacies fall under the " Quaternio terminorum," and specify those which do not. What fallacies come under Probation ?

13. What is the object of a Doctrine of Method ? Give the twofold division of Logic. What is modified as distinguished from pure Logic ?

14. Distinguish between the two general kinds of Method—Analysis and Synthesis.

15. Give the rules of Definition and Division. Show how these rules follow the principle of classification.

16. How are Probations divided according to their matter, their form, and their degree of cogency. Give the rules of Probation.

1. Enumerate the laws of mind, according to the classification adopted of the mental phenomena. Distinguish Resemblance and Analogy.

2. To what department of mind, in our classification, may Reasoning be referred? What is the true theory of Reasoning?

3. Give some account of Memory. In what may it be ultimately reduced?

4. What classifications have been given of the laws of Association?—Of reminiscence by Aristotle?

5. What is the possibility of Imagination, viewed as a state or faculty of mind?

6. What are the logical laws of Thought? Give the rationale or principle of the laws, respectively.

7. Distinguish between a concept and a generalization.

8. Which affords progressive, and which analytic or regressive reasoning? (is, viewed as a matter of quantity, which affords the extensive and which the intensive or comprehensive syllogism?

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11. Explain the moods and figures of the Syllogism, and show why the 2nd and 3rd figures are properly the minor premise or but furnish the minor premises of Syllogisms, of which the major is the maxim of those improper respectively. Show how the 2nd figure is the form of the generalizing process, and also argument from example.

12. Offer a criticism of the Fallacies, showing how most of the fallacies fall under the "Quaternio terminorum," and specify those which do not. What fallacies come under Probation?

13. What is the object of a Doctrine of Method? Give the twofold division of Logic. What is modified as distinguished from pure Logic?

14. Distinguish between the two general kinds of Method—Analysis and Synthesis.

15. Give the rules of Definition and Division. Show how these rules follow the principle of classification.

16. How are Predicates divided according to their matter, their form, and their degree of cogency. Give the rules of Predication.

SESSIONAL EXAMINATIONS, 1875.

Thursday, April 22.—9 a. m. to 1 p. m.

JUNIOR CHEMISTRY.—SECOND YEAR OF ARTS COURSE.

Professor Lawson..................*Examiner.*

1. What is the meaning of the term " Element " as used in Chemistry ? Is water in any sense an element ? What is the chemical constitution of water ? Write its formula in various ways so as to form types that may serve to explain the constitution of other compounds ; (compare it, for example, with hydrochloric acid, sulphuric acid, a metallic salt, or an alkaline hydrate).

2. Define what is meant by the term (1) Equivalent Weight; (2) Atomic (or Indivisible) Weight. Point out clearly the difference between these two. Show, by reference to Sodium Hydrate, that the Hydrogen, of water may be replaced by a monogenic metal in two equal proportions, yielding successively a hydrate and an anshydrous oxide.

3. Explain the Law of Combination by volume, (with exceptions).

4. Describe minutely the common process for preparing Oxygen, with reactional equations, and give a brief history of Oxygen.

5. Show in what way you can detect, in water, soluble compounds of Iron, Lime and Soda, also whether these exist as Sulphates, Chlorides or Carbonates.

6. Give an account of Nitric Acid and Nitrates, their natural sources, mode of preparing the Acid, its properties, and its mode of action on certain metals.

7. Describe Chlorine, its preparation and properties. What is the strict chemical composition of the substance commonly (erroneously) called " chloride of lime ? "

8. Describe Ammonia, its preparation, composition and properties. What is the constitution (theoretical) of an Ammonium Salt.

9. Explain what is meant by the terms; (1) Ultimate Analysis; (2) Proximate Analysis; (3) Distillation; (4) Fractional Distillation; (5) Destructive Distillation.

10. Give a general account of the first series of Hydrocarbons $C_n H^2 n + 2$, of the fatty Group.

SESSIONAL EXAMINATIONS, 1884.

TUESDAY, APRIL 15.—A.M., 9 TO 12.

JUNIOR CHEMISTRY.—SECOND YEAR OF ARTS COURSE.

PROFESSOR LAWSON .... Examiner.

1. What is the meaning of the term "Element" as used in Chemistry? Is water in any sense an element? What is the chemical constitution of water? Write its formula in various ways so as to form types that may serve to explain the constitution of other compounds; (compare it, for example, with hydrochloric acid, sulphuric acid, a metallic salt, or an alkaline hydrate).

2. Define what is meant by the term (1) Equivalent Weight; (2) Atomic per Indivisible? Weight. Point out clearly the difference between these two; by reference to Sodium Hydrate, that the Hydrogen of water may be replaced by a monogenic metal in two equal proportions, yielding successively a hydrate and an anhydrous oxide.

3. Explain the Law of Combination by volume, (with examples).

4. Describe minutely the common process for preparing Oxygen with requisite apparatus, and give a brief history of Oxygen.

5. Show in what way you can detect in water soluble compounds of lime and soda, also whether these exist as Sulphates, Chlorides or Carbonates.

6. Give an account of Nitric Acid and Nitrates, their natural sources, mode of preparing the Acid, its properties and its mode of action on certain metals.

7. Describe Chlorine, its preparation and properties. What is the general composition of the substance commonly (erroneously) called "chloride of lime."

8. Describe Ammonia, its preparation composition and properties. What is the cause of its presence in the Atmosphere soil.

9. Explain what is meant by the terms (1) Ultimate Analysis; (2) Proximate Analysis; (3) Distillation; (4) Fractional Distillation; (5) Destructive Distillation.

10. Give a general account of the first series of Hydrocarbons $C_n H_{2n+2}$ of the fatty group.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1875.

WEDNESDAY, APRIL 14.

LATIN.—THIRD AND FOURTH YEARS.

HORACE: SATIRES, BOOK I. 3, 4, 5, 6. 9. TERENCE: ADELPHI.

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

1. Translate:

a.
Hoc ego commodius quam tu, praeclare senator,
Millibus atque aliis vivo. Quacunque libido est,
Incedo solus; percontor quanti olus ac far;
Fællacem Circum vespertinumque pererro
Saepe Forum; adsisto divinis; inde domum me
Ad porri et ciceris refero laganique catinum;
Coena ministratur pueris tribus, et lapis albus
Pocula cum cyatho duo sustinet; adstat echinus
Vilis, cum patera guttus, Campana supellex.
Deinde eo dormitum, non sollicitus mihi quod cras
Surgendum sit mane, obeundus Marsya, qui se
Vultum ferre negat Noviorum posse minoris.
Ad quartam jaceo; post hanc vagor; aut ego, lecto
Aut scripto quod me tacitum juvet, ungor olivo,
Non quo fraudatis immundus Natta lucernis.
Ast ubi me fessum sol acrior ire lavatum
Admonuit fugio Campum lusumque trigonem.
Pransus non avide, quantum interpellet inani
Ventre diem durare, domesticus otior. Haec est
Vita solutorum misera ambitione gravique;
His me consolor victurum suavius ac si
Quaestor avus pater atque meus patruusque fuisset.

b. SY. Labascit. unum hoc habeo: uide si satis placet:
Potius quam uenias in periclum, Sannio,
Seruesne an perdas totum, diuiduom face.
Minas decem conradet alicunde. SA. Ei mihi,
Etiam de sorte nunc uenio in dubium miser?
Pudet nil? omnis dentis labefecit mihi:
Praeterea colaphis tuber est totum caput:
Etiam insuper defrudet? nusquam abeo. SY. Vt lubet:
Numquid uis quin abeam? SA. Immo hercle hoc quaeso, Syre,
Vt ut haec sunt acta, potius quam litis sequar,
Meum mihi redditur, saltem quanti emptast, Syre.
Scio te non usum antehac amicitia mea:
Memorem me dices esse et gratum. SY. Sedulo
Faciam. sed Ctesiphonem uideo: laetus est
De amica. SA. Quid quod te oro? SY. Paulisper mane.

c. MI. Illinc huc transferetur uirgo. DE. O Iuppiter,
Istocine pacto oportet? MI. Quid faciam amplius?
DE. Quid facias? si non ipsa re tibi istuc dolet,
Simulare certe est hominis. MI. Quin iam uirginem
Despondi: res compositast: fiunt nuptiae:
Dempsi metum omnem: haec magis sunt hominis. DE. Ceterum
Placet tibi factum, Micio? MI. Non, si queam
Mutare. nunc quom non queo, animo aequo fero.

Ita uitast hominum, quasi quom ludas tesseris,
Si illud quod maxume opus est iactu non cadit,
Illud quod cecidit forte, id arte ut corrigas.
De. Corrector : nempe tua arte viginti minae
Pro psaltria periere : quae quantum potest
Aliquo abiciendast, si non pretio, gratiis.
Mi. Neque est neque illam sane studeo uendere.
De. Quid igitur faciet ? Mi. Domi erit. De. Pro diuom fidem,
Meretrix et mater familias una in domo ?

2. Write the singular cases of : ' olus,' ' far,' ' ciceris,' ' supellex,'
' Marsya,' ' trigonem,' ' tesseris.'

3. Account for (1) the cases of : ' quanti,' ' pueris,' ' mihi,' ' lecto,'
' ambitione,' ' Quid quod te,' ' hominis,' ' gratiis ;' (2) the moods of ' Sur-
gendum sit,' ' juvet,' ' ire lavatum,' ' durare,' ' perdas,' ' defrudet,' ' facias.'

4. Parse the following verbs, giving their principal parts : potus, in-
sudet, recisurum, ignoscet, pareret, quæso, quit, confidam, molendo, apparet,
largitor.

5. Give the meaning and derivation of : extricat, trigonem, mina, villula,
villum, belle, podagra, silicernium, epol, parasitaster, tesseris, sodes.

6. What is the origin of these French words : oni, école, château, palais
mûr, mur, dont, mais, chez, assez.

7. What are the reasons for supposing that written Latin differed con-
siderably from the ordinary speech of the people ? How does this question
affect the scansion of Terence's plays ?

8. Write a short sketch of Terence's life and works.

9. Translate into Latin : Italy was at that time subject to the govern-
ment of Proconsuls. One of these officers, named Servilius, stationed in
the Picenian territory, received information that the citizens of Asculum
were organizing insurrection. He immediately entered that city with a
small retinue and assailed the citizens with vehement threats. The people
set upon him and slew him ; and now blood had been spilt, free vent was
given to passion. All Romans who fell into their hands were massacred
and their goods confiscated.

Additional for First and Second Class.

1. Point out some peculiarities of syntax in the following sentences, and
give the usual constructions :

a.   durus componere versus.
b.   cum mea nemo
    Scripta legat vulgo recitare timentis.
c.   utpote plures
    Culpari dignos.
d.   notante
    Judice quo nosti populo.

2. Explain these forms : cœperet, cĕdo, faxo, siit, potin, siet, face, noris,
erepsemus, scibo, patrissas, produxe.

3 Distinguish : scio, nosco, novi,—hic, iste, ille, is,—fores crepant,
fores pultant,—postulo cum infin., postulo cum ut et subj.,—nescio qui sit,
nescio quis sit.

4. Trace the steps by which s has come to be the sign of the plural, and
the absence of it the sign of the sing. in French nouns. Mention excep-
tions.

5. Give some account of the different kinds of stage performances in
Italy.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1875.

Thursday, April 15th.

GREEK.

THIRD YEAR.

EURIPIDES : MEDEA.

Professor Johnson,..*Examiner.*

1. Translate :—

(*a*) MH. καὶ δὴ τεθνᾶσι · τίς με δέξεται πόλις ;
τίς γῆν ἄσυλον καὶ δόμους ἐχεγγύους
ξένος παρασχών ῥύσεται τοὐμὸν δέμας ;
οὐκ ἔστι. μείνασ' οὖν ἔτι σμικρὸν χρόνον,
ἢν μέν τις ἡμῖν πύργος ἀσφαλὴς φανῇ,
δόλῳ μέτειμι τόνδε καὶ σιγῇ φόνον,
ἢν δ' ἐξελαύνῃ ξυμφορά μ' ἀμήχανος,
αὐτὴ ξίφος λαβοῦσα, κεἰ μέλλω θανεῖ,
κτενῶ σφε, τόλμης δ' εἶμι πρὸς τὸ καρτερόν.
οὐ γὰρ μὰ τὴν δέσποιναν, ἣν ἐγὼ σέβω
μάλιστα πάντων καὶ ξυνεργὸν εἱλόμην,
Ἑκάτην, μυχοῖς ναίουσαν ἑστίας ἐμῆς,
χαίρων τις αὐτῶν τοὐμὸν ἀλγυνεῖ κέαρ.
πικροὺς δ' ἐγώ σφιν καὶ λυγὰς ἐμὰς χθονός.
ἀλλ' εἶα. φείδου μηδὲν ὧν ἐπίστασαι,
Μήδεια, βουλεύουσα καὶ τεχνωμένη ·
ἔστ' ἐς τὸ δεινόν · νῦν ἀγὼν εὐψυχίας.
ὁρᾷς ἃ πάσχεις ; οὐ γελωτα δεῖ δ' ὀφλεῖν
τοῖς Σισυφείοις τοῖς τ' Ἰάσονος γάμοις,
γεγῶσαν ἐσθλοῦ πατρὸς Ἡλίου τ' ἄπο.

(*b*) MH. ᾤμωξα δ' οἷον ἔργον ἔστ' ἐργαστέον
τοὐντεῦθεν ἡμῖν τέκνα γὰρ κατακτενῶ
τἄμ' · οὔτις ἐστὶν ὅστις ἐξαιρήσεται ·
δόμον τε πάντα συγχέασ' Ἰάσονος
ἔξειμι γαίας, φιλτάτων παίδων φόνον
φεύγουσα καὶ τλᾶσ' ἔργον ἀνοσιώτατον.
οὐ γὰρ γελᾶσθαι τλητὸν ἐξ ἐχθρῶν, φίλαι.
ἴτω · τί μοι ζῆν κέρδος ; οὔτε μοι πατρὶς
οὔτ' οἶκός ἐστιν οὔτ' ἀποστροφή κακῶν.
ἡμάρτανον τόθ' ἡνίκ' ἐξελίμπανον
δόμους πατρῴους, ἀνδρός Ἕλληνος λόγοις
πεισθεῖσ', ὃς ἡμῖν ξὺν θεῷ τίσει δίκην.
οὔτ' ἐξ ἐμοῦ γὰρ παῖδας ὄψεταί ποτε
ζῶντας τὸ λοιπὸν οὔτε τῆς νεοζύγου

νύμφης τεκνώσει παῖδ', ἐπεὶ κακὴν κακῶς
θανεῖν σφ' ἀνέγκη τοῖς ἐμοῖσι φαρμάκοις.
μηδείς με φαύλην κἀσθενῆ νομιζέτω
μηδ' ἡσυχαίαν, ἀλλὰ θατέρου τρόπου,
βαρεῖαν ἐχθροῖς καὶ φίλοισιν εὐμενῆ·
τῶν γὰρ τοιούτων εὐκλεέστατος βίος.

2. Give the other cases of :—χροί, ὅσσων, κλῇδα, νοῦς, κρατίδέμιας, κέαρ.

3. Account for the cases of the following words which occur in the extracts :—(a) φόνον, σιγῇ, ὦν.—(b) ἡμῖν, γαίας, τὸ λοιπὸν, θατέρου τρόπου, ἐχθροῖς.

4. Name the parts of the verb in which the following forms are found, and give their principal tenses :—ἀγῆλαι, ἀνασχεθεῖν, δαμείην, ἀφυσσαμέναν, παριέμεσθα, 'οφλεῖν, ἔπλησα, συγχυνθεῖσα, φανῇ ἀφεῖναι.

5. What relations are expressed by the dative case? What prepositions govern (1) two cases, (2) three cases?

6. A wish may be expressed in different ways; give examples with Latin equivalents.

7. Give a *scheme* of Anapæstic metre. Scan the lines beginning :—
Ἑκάτην—τοῖς Σισυφείοις—φεύγουσα.

8. Sketch the life of Euripides.

9. Translate into Greek :—Let no one speak evil of any one. I have no means of acquiring money from those that are present. He says that the river Nile contains all kinds of fish. But now having heard this, we fear the city has been taken. If you had anything to say in behalf of this man, I would gladly hear it.

ADDITIONAL FOR FIRST AND SECOND CLASS.

1. Form sentences containing the following words, so as to shew their construction :—σπανίζειν—μολόντες—οἴμοι—λῆξον—δότε—μέτεστι—πρίν—φαίνομαι.

2. Translate into Latin and accentuate :—

   a. λεγεις ἀκουσαι μαλθακ' ἀλλ' ἐσω φρενων ὀρρωδια μοι μη τι βουλευῃς κακον.

   b. καιτοι τι πασχω ; βουλομαι γελωτ' ὀφλειν ἐχθρους μεθεισα τους ἐμους ἀζημιους ; τολμητεον ταδ'.

3. Give an account of the rise and growth of Tragedy in Greece.

4. Point out the differences between the tragedies of Euripides and those of Sophocles.

5. Describe the place, time, and manner of representing plays at Athens.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

STATICS AND DYNAMICS——THIRD YEAR.

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

1.   Assuming the proposition called the "Parallelogram of Forces" to be proved for *direction*, prove it for *magnitude.*

2.   A B C is a triangle, and D the middle point of B C.   Forces represented by A B, A C, D A, act at the point A : find the *resultant.*

3.   If P′, P″ &c., be forces acting at a point O, making angles a', a'' &c., with the line O X, find the magnitude and direction of the *resultant,* and deduce the *conditions of equilibrium.*

4.   Define "centre of gravity," and show that, in the case of a rigid body, if the centre of gravity is supported, the body is supported.   Also, a homogeneous triangular disc weighs 2 lbs., and a weight of 3 lbs. is suspended at one angle : find the centre of gravity of the whole.

5.   Draw a system of Burton pullies, and find its mechanical advantage.

6.   Prove the principle of *Virtual Velocities* for the Inclined plane.

7.   Prove the formula $v^2 = u^2 \pm 2\,fs$; and find what initial velocity must be given to a body projected vertically upwards *in vacuo* that it may ascend 400 feet.

8.   The time down chords of a circle drawn from the end of a vertical diameter is constant.

9.   Explain Attwood's machine ; assume numerical values for P and Q, and hence calculate through what space the system would move in the 1st second.

10.   A body describes $\frac{1}{3}$ of the entire height through which it falls in the last second.   Find the height and the time of descent.

11.   In the funicular polygon, shew that the horizontal tensions are equal, and shew how the whole tensions can be represented by a *Drawing to scale.*

12.   The angle of greatest range with a given velocity on an inclined plane bisects the angle between the plane and the vertical.

13.   A body revolves uniformly in a circle, constrained by an inextensible string.   Suppose it to strike directly an inelastic body m times its mass ; compare the tensions of the string before and after the impact.

14.   A cylinder (weight W) with its axis horizontal, is held at rest on a rough inclined plane by a string wrapped round its middle and fastened so as to be horizontal and at right angles to the cylinder.   If the cylinder be on the point of turning round, prove that the *tension* of the string is equal to the resistance due to friction, and that m, the co-efficient of friction, $= \dfrac{\sin i}{1 + \cos i}$; i being the angle of elevation of the plane.   Find also the tension in terms of W and i.

SESSIONAL EXAMINATIONS, 187..

MONDAY, APRIL .., 9 A.M. TO 1 P.M.

STATICS AND DYNAMICS.—THIRD YEAR.

PROFESSOR MACDONALD. . . . . Examiner.

1. Assuming the proposition called the "Parallelogram of Forces" to be proved for direction, prove it for magnitude.

2. A B C is a triangle, and D the middle point of B C. Forces represented by A B, B C, C D, D A, act at the point A; find the resultant.

3. If P, P₁ &c., be forces acting at a point O, meeting angles a, a₁ &c., with the line O X, find the magnitude and direction of the resultant, and deduce the conditions of equilibrium.

4. Define "centre of gravity," and show that, in the case of a rigid body, if the centre of gravity is supported, the body is supported. Also a homogeneous triangular disc weighs 3 lbs., and a weight of 3 lbs. is suspended at one angle; find the centre of gravity of the whole.

5. Draw a system of Borton pullies, and find its mechanical advantage.

6. Prove the principle of Virtual Velocities for the inclined plane.

7. Prove the formula $v = u - \frac{1}{2} g t^2$; and find what initial velocity must be given to a body projected vertically upwards to ensure that it may ascend 100 feet.

8. The time down chords of a circle drawn from the end of a vertical diameter is constant.

9. Explain Atwood's machine; assume numerical values for P and G, and hence calculate through what space the system would move in the 1st second.

10. A body describes ⅓ of the entire height through which it fell in the last second. Find the height and the time of descent.

11. In the funicular polygon, shew that the horizontal tensions are equal, and shew how the whole tensions can be represented by a drawing to scale.

12. The angle of greatest range with a given velocity on an inclined plane bisects the angle between the plane and the vertical.

13. A body revolves uniformly in a circle, connected by an inextensible string. Suppose it to strike slowly an inelastic body without its mass; compare the motion of the string before and after the impact.

14. A cylinder (weight W) with its axis horizontal, is held at rest on a rough inclined plane by a string wrapped round its outside and carried up so as to be horizontal and at right angles to the cylinder. If the cylinder is on the point of sliding round, prove that the reaction of the plane is equal to the pressure due to friction, and that at the coefficient of friction,

$$\mu = \frac{\sin i}{1 - \cos i},$$

i being the angle of elevation of the plane. Find also the tension in terms of W and i.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1875.

TUESDAY, APRIL 20.—9 A. M. TO 1 P. M.

EXPERIMENTAL PHYSICS.

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

1.   Define the terms " Mass," " Volume," " Density," " Inertia."

2.   How is the Hardness of a body determined ?   Describe the scale by reference to which the relative Hardness of bodies is expressed.

3.   Upon what does the mechanical advantage of a machine depend ? How may it be varied ?   Describe a compound lever.

4.   How can a body be kept from falling when the line of direction is outside of its base ?

5.   What is capillary attraction ?   Give examples.   State its laws.

6.   Outline the instrument by which the correctness of Mariotte's law may be experimentally proved.

7.   How are sounds produced ?   Echoes ?   Explain the construction of whispering galleries.

8.   What effect has temperature upon the velocity of sound ?   What is the ratio of increase ?

9.   Mention the various sources of Heat.   How is warmth preserved in the living animal ?   How does the fine down of the eider duck tend to preserve its animal heat ?

10.   What constitutes the delicacy of a Thermometer ?   How may these properties be secured ?

11.   What is specific heat ?

12.   How does it happen that some stars which are invisible at the level of the sea are seen distinctly at the summit of high mountains ?

13.   Explain by a figure the cause of a Penumbra.

14.   How is the image of an object affected by being reflected from the surface of a Cylindrical Mirror ?   Why ?

15.   How is the absorption of light accounted for on the Undulatory theory.

16.   Account for the appearance of different colors and of dark lines in the Solar Spectrum.

17.   Explain the phenomenon of Double Refraction.   What is its probable cause ?

18.   How is the Intensity of Terrestrial Magnetism determined ?

19.   What remarkable coincidence has been recently observed between Solar Phenomena and Terrestrial Magnetism ?

20.   Mention the various ways in which Electrical equilibrium may be disturbed.   How can electricity be accumulated.

21.   State differences between Frictional and Voltaic Electricity.

22.   How is Electro-motive Force increased ?   Intensity ?   Quantity ?

23.   Explain the nature of a Secondary current.   How is it produced ? To what practical purpose has it been applied ?

SESSIONAL EXAMINATIONS, 1875.

Tuesday, April 20.   9 A. M. to 1 P. M.

EXPERIMENTAL PHYSICS.

Very Rev. Principal Ross, D.D. . . . . Examiner.

1. Define the terms "Mass," "Volume," "Density," "Inertia."

2. How is the Hardness of a body determined? Describe the scale by reference to which the relative Hardness of bodies is expressed.

3. Upon what does the mechanical advantage of a machine depend? How may it be varied? Describe a compound lever.

4. How can a body be kept from falling when the line of direction is outside of its base?

5. What is capillary attraction? Give examples. State its laws.

6. Outline the instrument by which the correctness of Mariotte's law may be experimentally proved.

7. How are sounds produced? Echoes? Explain the construction of whispering galleries.

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10. What constitutes the delicacy of a Thermometer? How may these properties be secured?

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13. Explain by a figure the cause of a Penumbra.

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DALHOUSIE COLLEGE AND UNIVERSITY,
HALIFAX.

SESSIONAL EXAMINATIONS, 1875.

FRIDAY, APRIL 16TH, FROM 9 A. M. TO 1 P. M.

METAPHYSICS AND ESTHETICS.

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

1. Why was the New Academy so called ? What element did it admit into speculation which Plato and the Academy had eliminated from it ? State the character of this philosophy, with the names of its founders and principal abettors.

2. What was the fate of Philosophy among the Romans ? What place does Cicero hold in philosophy ?

3. Who was the founder of Neo-Platonism ? In what state of opinion had it its rise ?

4. What were the peculiar doctrines of Plotinus ? What are the principal names of the Alexandrian School ?

5. What was the relation of Christianity to Philosophy ? ·

6. What contributions did Boethius, Cassiodorus, Isidorus of Seville, and Bede of England, make to Philosophy ?

7. What were the " Trivium " and " Quadrivium " ?

8. From what circumstance did the Scholastic age derive its name ? Who were the Schoolmen ?

9. What great question divided the Scholastic period of Philosophy ? What is the aspect of this question at the present day ?

10. Show Descartes' place in philosophy, and his influence on succeeding speculation. What view of St. Anselm's did he revive ?

11. What tendency in Aristotle and others do we recognize in reference to the feelings as claiming a place in any classification of the mental states ? Who first admitted them into a distribution of the mind ?

12. What classifications have been given of these states ? How, and on what principle, do we propose to classify them ?

13. What do you understand by the Esthetic state, and in what class of the emotions are we to find it ?

14. What are some of the theories on the subject of the Beautiful and the Sublime ? Give a particular account of Alison's theory.

15. What error does Sir William Hamilton seem to have fallen into in reference to the feelings and the conations respectively ? Classify the Desires.

16. How would you regard Conscience among the active powers ?

17. What is the distinctive characteristic of the Will among these powers ?

18. What is the relation of the Will to morality ? And what apparent paradox emerges in connexion with the origin of moral evil ? What is our wisdom in reference to that paradox ?

SESSIONAL EXAMINATIONS, 1875.

Friday, April ..., from 9 to 12 A.M.

METAPHYSICS AND LOGIC.

Professor WILLIAM LYALL, LL.D. .... Amateur.

1. Why was the New Academy so called? What did Carneville's admit into Academic which Plato and the Academy had eliminated from it? State the character of this philosophy, with the names of its founders and principal features.

2. What was the fate of Philosophy among the Romans? What philosophers have held in philosophy?

3. Who was the founder of Neo-Platonism? In what state of opinion had it its rise?

4. What were the peculiar doctrines of Plotinus? What are the principal features of the Alexandrian School?

5. What was the relation of Christianity to Philosophy?

6. What contributions did Boethius, Cassiodorus, Johannes of Seville and Bede of England, make to Philosophy?

7. What were the "Trivium" and "Quadrivium?"

8. From what circumstance did the Scholastic age derive its name? Who were the Schoolmen?

9. What great question divided the Scholastic period of Philosophy? What is the aspect of this question at the present day?

10. Show Descartes' place in philosophy, and his influence on succeeding speculation. What view of St. Anselm's did he revive?

11. What tendency in Aristotle and others do we recognize in refusing this feeling to admitting a place in any classification of the mental states? Will we first submit them into a distribution of the mind?

12. What classifications have been given of these states? How, and on what principles, do we propose to classify these?

13. What do you understand by the Hedonic state, and in what class of the emotions are we to find it?

14. What mot recent of the theories on the subject of the Beautiful and the Sublime? Give a particular account of Alison's theory.

15. What error does Sir William Hamilton seem to have fallen into in reference to the feelings and the emotions respectively? Classify the latter.

16. How would you regard Conscience among the active powers?

17. What is the distinction characteristic of the Will among these powers?

18. What is the relation of the Will to morality? And what relation practice sustains in connection with the ideas of moral evil? What is the subject-effort in reference to this question?

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1875.

Thursday, April 22.— 9 a. m. to 1 p. m.

SENIOR CHEMISTRY.—THIRD YEAR OF ARTS COURSE.

PROFESSOR LAWSON..................*Examiner.*

1. In what state of combination does Phosphorus exist in the soil, in what part of the plant is it chiefly found, and in what state of combination? In what portions of the animal tissuses and fluids, and in what state of combination?

2. Outline the general method of systematic testing for Bases. Give, in the order in which they would be applied, the smallest number of tests necessary to eliminate every Base except Potash.

3. Give satisfactory tests for (1) Ferrous, (2) Ferric, (3) Mercurous, (4) Mercuric, (5) Auric, (6) Aluminium, (7) Zinc, and (8) Cobalt Salts.

4. Give a concise classification, fonnded upon the equivalence or atomicity of Carbon, of all the more important Series of Organic Compounds.

5. Describe Ethyl Alcohol, with reference to its chemical and physical characters, specific gravity, boiling point and solvent properties; also how produced, (1) from Ethene (what is Ethene?); (2) by fermentation of Glucose (what is Glucose?). Notice some of the principal Ethylic Ethers, their preparation and properties.

6. Compare the Hydrocarbons of the fatty Group with the Alcohols, the latter with the Ethers, these with the Organic Acids, these Acids with the Aldehydes, and the last mentioned with the Ketones, so as to show the exact constitutional relationship between each series.

7. Give a brief account of the Hydrocarbons of the Aromatic Group called Terpenes, $C^{10} H^{16}$, and show in what way the Volatile or Essential Oils are related to them.

8. Describe Cyanogen, and, briefly, its principal compounds, preparation, properties, &c.

9. What is the constitution of an Amine? an Alkaloid? a Phosphine? a Stibine? an Arsine? an Amide?

10. Explain the constitution of Inorganic Salts, taking HCl, $H^2 O$, or any other compound, as a type.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1875.

FRIDAY, APRIL 23.

FRENCH—THIRD YEAR.

JAMES LIECHTI, ESQ.....................*Examiner.*

Translate: I. La vie passive de l'homme n'est rien et ne regarde qu'
un corps dont il sera bientôt délivré; mais sa vie active et morale, qui
doit influer sur tout son être consiste dans l'exercice de sa volonté. La vie
est un mal pour le méchant qui prospère, et un bien pour l'honnête
homme infortuné; car ce n'est pas une modification passagère, mais son
rapport avec son objet, qui la rend bonne ou mauvaise. . . . Change
donc dès aujourd'hui; et puisque c'est dans la mauvaise disposition de ton
âme qu'est tout le mal, corrige tes affections déréglées et ne brûle pas
ta maison pour n'avoir pas la peine de la ranger

<div align="right">J. J. ROUSSEAU, (Le suicide.)</div>

II. *Ledru:* Ah çà, jeune homme, si vous vouliez modérer vos expres-
sions; c'est un ton auquel je ne suis point habitué!

Charles: Tu t'y remettras, car on m'a tout dit. J'avais d'abord
dessein de t'assommer, mais j'ai changé d'idee. On me donnerait quelque
faquin, autant te garder: ainsi, je consens à t'obéir, à condition que tu
seras à mes ordres. . . Je ne t'empêche pas d'être un homme de
génie! et pourvu que tu te conduises en garçon d'esprit, c'est tout ce
qu'il nous faut. Mon père doit être parti maintenant; et en son absence,
nous voulons donner un bal au château: c'est la fête du village.

Ledru: Mais Monsieur.

Charles: Ecoute donc, tu es mon gouverneur; c'est à toi d'arranger
pour qu'il n'en sache rien.   EUGÉNE SCRIBE, (Les Précepteurs.)

III. Les traits de son visage impassible autant que celui de M. de
Talleyrand, paraissaient avoir été coulés en bronze. Son âge était un
problème: on ne pouvait pas savoir s'il était vieux avant le temps, ou s'il
avait ménagé sa jeunesse afin qu'elle lui servît toujours. A l'imitation
de Fontenelle, il economisait le mouvement vital, et concentrait tous les
sentimens humains dans le moi. Aussi sa vie s'écoulait—elle sans faire plus
de bruit que le sable d'une horloge antique. Vers le soir, l'homme-billet
se changeait en un homme ordinaire, et ses métaux se métamorphosaient
en coeur humain. S'il était content de sa journée, il se frottait les mains
en laissant échapper par les rides crevassées de son visage une fumée de gaîté,
car il est impossible d'exprimer autrement le jeu muet de ses muscles.
Enfin dans ses plus grands accès de joie, sa conversation restait monosylla-
bique, et sa contenance était toujours négative.

<div align="right">BALZAC, (L' usurier.)</div>

Translate into French:

A. Towards ten, a gentle knock was heard at the door; Herbert did not
stir; a second knock was heard, rather louder, but still gentle. "Go, and
see who is there," said the king; it was Colonel Hacker. "Let him come
in," said the king. "Sire," said the colonel, with a low and half trembling
voice, "it is time to go to Whitehall; but you will have some further time
to rest there." "I will go directly," answered Charles; "leave me."
Hacker went out.

<div align="right">GUIZOT—(Last moments of Charles I.)</div>

B.   Alas! my money, my dear money, my dear friend; I have been deprived of thee; and since thou hast been taken from me, I have lost my support, my consolation and joy; all is over with me, I have done with the world.   I cannot live without thee.   Alas! I am exhausted; I am dying, I am dead; I feel as if I were buried already.   Is there no one to revive me by giving me back my beloved money, or by informing me who has taken it.   From the " *Miser.*"

(1.)   Account for the following words, giving full explanations: *ranger* (I); *auquel, ty, d'idée, autant, conduise* (II); *savoir, servît, le moi* (III).

(2.)   Mention at least *ten* of the leading points in which the English and French differ, giving an example in illustration of each point.

(3.)   Explain the construction of the *Object Pron. (disj. and conj.)* writing short examples.   Name those Pros. which are both *conj.* and *disj.*   Why is the following sentence incorrect: *Permettez que je vous lui présente*   They are to be sent to him there.

(4.)   *Que.* show by examples the various meanings this word admits of.   Which is the position of the *relat. Pron.?*   The Queen's daughter who is to be married.   What I have been thinking of, and what I am speaking of now, will shortly be done.

(5.)   *Quelgue* soit son influence, *quels que* talents, qu'il ait, et *quel que savant* qu'il soit, il n'a pu réussir.   Correct and explain.   *Quelgue* is *invariable* before a noun in one case?   Write an example.

(6.)   Both words of a negation may be placed together, or either may be used without the other?   State the three cases.   Name principal negations.

(7.)   Show how and when the *reflect form* is to be used.   What is the *Passive Form of intrans.* verbs?   Certain *intrans.* verbs are conjugated with *être* only?   These students are spoken of.   The tour of the world is made in less than 90 days.   These gentlemen are writing one another.

(8.)   Form Adverbs from *gentil, économe, impuni, traître.*   Illustrate the various meanings of *combien,* and state what word is used in exclamations instead of combien.   Translate: He studies *very much.*   You are *late.*   The mall is due.   It is late.

(9.)   Explain the difference between: *dans* and *en; vers* and *envers; avant* and *devant.*   How is *chez* to be applied?   In truth.   In the United States.   In the year 1875.

(10.)   Give the equivalents for: *But for; either* (before nouns.)   Trans. Both in England and France.   Whether I read or write.   Unless you do your duty.

(11.)   Explain in full the agreement of Present and Past Parts., giving examples.

(12.)   Write short notes on: LaBruyère, Mad. de Sévigné, Mad. de Staël, Châteaubriand, Eugène Scribe, and Jules Janin.

Translate into German : " Damon."

Dionysius. But why dost thou return ? Dost thou no fear of death ? Is it not mad then, to seek it ?

Damon. I return to suffer, though I do not deserve death. Honour forbids me to let my friend die for me.

Dionysius. Thou then, then, love him better than myself !

Damon. No, I love him as myself ; but I know I ought to suffer death rather than my friend, since it was I, whom thou hadst doomed to die. It were not just that Damon should suffer, to free me from that death which was not for him, but for me only.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1875.

FRIDAY, APRIL 23.

GERMAN—THIRD YEAR.

JAMES LIECHTI, ESQ..................*Examiner.*

Translate : I. "Schiller" : *Kampf mit dem Drachen.*

Des Beifalls lang gehemmte Lust
Befreit jetzt aller Hörer Brust,
So wie der Ritter dies gesprochen,
Und zehnfach am Gewölb, gebrochen,
Wälzt der vermischten Stimmen Schall
Sich brausend fort im Wiederhall.
Laut fordern selbst des Ordens Söhne,
Dass man die Heldenstirne kröne,
Und dankbar im Triumphgepräng
Will ihn das Volk dem Volke zeigen ;
Da faltet seine Stirne streng
Der Meister und gebietet Schweigen.

Und spricht : Den Drachen, der dies Land,
Verheert, schlugst du mit tapfrer Hand ;
Ein Gott bist du dem Volke worden :
Ein Feind kommst du zurück dem Orden,
Und einen schlimmern Wurm gebar
Dein Herz, als dieser Drache war.
Die Schlange, die das Herz vergiftet,
Die Zwietracht und Verderben stiftet,
Das ist der widerspenst'ge Geist,
Der gegen Zucht sich frech empöret,
Der Ordnung heilig Band zerreisst ;
Denn er ist's, der die Welt zerstöret.

II. "Goethe" : *Reineke Fuchs.*

"Gehen wir," sagte der Fuchs, "es soll an Honig nicht fehlen,
Heute bin ich zwar schlecht zu Fusse ; doch soll mir die Liebe,
Die ich euch lange gewidmet, die sauren Tritte versüssen.
Denn ich kenne niemand von allen meinen Verwandten,
Den ich verehrte, wie euch ! Doch kommt ! ihr werdet dagegen
An des Königes Hof am Herrentage mir dienen,
Dass ich der Feinde Gewalt und ihre Klagen beschäme.
Honigsatt mach' ich euch heute, so viel ihr immer nur tragen
Möget."—Es meinte der Schalk die Schläge der zornigen Bauern.
Reineke lief ihm zuvor und blindlings folgte der Braune.
"Will mir's gelingen," so dachte der Fuchs, "ich bringe dich heute
Noch zu Markte, wo dir ein bitt'rer Honig zu Theil wird."

III. "Friedrich Jacobs" : *Gastfreundschaft.*

Auch dieses Mal täuschte das Anzeichen nicht. Ich wurde auf das
Freundlichste begrüsst, in das Haus geführt, mit Speis' und Trank reichlich
bewirthet und endlich in ein Bett gebracht, hoch wie ein Berg, und
geräumig genug, um noch drei Andere, wär' es nöthig gewesen, aufzuneh-
men. Da war es mir fürwahr, als wär' ich in die Zeit entrückt, wo die
Hausväter an der Strasse sassen, und wenn ein Wanderer vorüberzog, oft
wetteifernd mit einander ihn unter ihr Dach einluden und an ihrem Herde
bewirtheten, ohne auch nur zu fragen wo er herkäme, was er für Geschäfte
treibe und wie lange er zu weilen gedenke.

Translate into German : "*Dialogue.*"

Dionysius. But why dost thou return ? Hast thou no fear of death ? is
it not mad then, to seek it ?

Pythias. I return to suffer, though I do not deserve death. Honour
forbids me to let my friend die for me.

Dionysius. Dost thou, then, love him better than myself ?

Pythias. No, I love him as myself ; but I know I ought to suffer death
rather than my friend, since it was I, whom thou hadst decreed to die. It
were not just that Damon should suffer, to free me from that death which
was not for him, but for me only.

Dionysius. But thou sayest that it is as unjust to inflict death upon thee as upon thy friend.

Pythias. Very true, we are both innocent, and it is equally unjust to make either of us suffer.

(1.) Write the *Genit. sing.* and the *Nom. Plur.* of: Buch, Bauer, Engel, Kenntniss, Reichthum, Gold, Meer, Wald, Herz. Also the *Nom. Sing.* of: Beile, Wörter, Edelleute, Kapitalien, Leute, Gesichter, Eisenbahnen, Inseln.

(2.) *Ein neues, eingebundenes Buch* and *ein neu eingebundenes Buch; ein ganzes, neues Haus* and *ein ganz neues Haus.* State the difference in the meaning of these sentences, and give the reason. Decline in full: *ein schlimmerer Wurm; alle meine Verwandten; bittrer Honig.*

(3.) Write the equivalents of: In the finest, best manner; most politely; most humbly; extremely; the worst of all. Name a few comparatives that have no positive. Compare: *gern viel, bald, wenige, nahe, rund.*

(4.) What are the particular functions of the verb *werden.* Explain fully, giving examples. Translate: The course is being completed. When will the college be closed. We are not allowed any dictionary. German is spoken here. Dinner is preparing.

(5.) Distinguish the meanings of the conjunctions *als, wenn, da,* and give examples. The sentence: Wir lernen nicht nur deutsch, aber auch französisch, is incorrect. Why? There is no language but has its difficulties, (Schwierigkeiten.)

(6.) State the cases governed respectively by the prepositions: *seit, um, hinter, wegen, über, gegen, bei, neben, ohne.* Exs. Translate: I did not think *of it. Of it* assumes a peculiar form? Mention corresponding expressions.

(7.) Explain the formation of the *part. past* of *reg.* and *irreg.* verbs. Which verbs reject the syllable *ge.* He has studied more than any one. Write 1st person of the *Jmpft.* and the *Past Part* of: *lesen, stehen, thun, verbergen, abnehmen, erfinden herauspringen, spazieren reiten.*

(8.) Auch dieses Mal täuschte das Anzeichen nicht. Freundlich lud er mich ein, (invite) Die Sprache, die ich studirt habe. Nachdem er sein Diploma erhalten hatte, reiste er nach Hause. Explain fully the construction in the preceding examples. Write two other forms.

(9.) Show by examples the position of the *adverbial of time*, and the negation *nicht.*

(10.) Which are the two Classical Periods of German Literature? Mention the most distinguished writers of the second period. Give some account of *Lessing.*

(11.) Mention the principal works of Goethe. Give an interpretation of his *Faust.*

(12.) Classify Schiller's Dramas; and give a short criticism of each. Which is the fundamental idea of Schiller's views of life.

Pedian. But thou mayest that it is as unjust to inflict death upon thee as upon thy friend.

Pedian. Very true, we are both innocent, and it is equally unjust to make either of us suffer.

(1.) Write the Vocat. also, and the Nom. Plur. of: Buch, Bauer, Engel, Kenntniss, Reichthum, Feind, Mann, Wald, Herr. Also the Nom. Sing. of: Beile, Wörter, Kapitalien, Kapitalien, Leichte, Gedichte, Eisenbahnen, Insel.

(2.) Ein neues eingebundenes Buch und ein eingebundenes Buch ; ein ganz neues Haus und ein ganz neues Haus. State the difference in the meaning of these sentences, and give the reason. Decline in full : ein schöneren Wein ; alle meine Verwandten ? ; dieser König.

(3.) Write the equivalents of : In the finest, best manner ; most polite- ly ; most heartily, extremely ; the worst of all. Name a few comparatives that have no positive. Compare : gern, viel, bald, wenige, nahe, rund.

(4.) What are the particular functions of the verb lassen ? Explain fully, giving examples. Translate : The concert is being completed. When will the college be closed ? We are not allowed any dictionary. German is spoken here. Dinner is preparing.

(5.) Distinguish the meanings of the conjunctions als, wenn, da, and give examples. Translate : We ferment, nicht nur drücken, aber auch anerkennen, in honoured. Why ? There is no infringement has its difficul- ties. (Schwierigkeiten.) Und nahm ihr Trotzig gefunden seinen Volk dem Volke sein mit die

(6.) State the cases governed respectively by the prepositions : aus, nach, hinter, über, gegen, bei, neben, ohne. Translate : I did not think of it. Über assumes a peculiar form ?. Mention corresponding expressions.

(7.) Explain the formation of the past tense of sly, and deep verbs. Which verbs reject the syllable ge- ? He has studied more than any one. Write for personen the dative and the plural those form of a tolerse nehmen, thun.

(8.) Nach dieser Mal anzeige. Die Ausschied geht. Jeremiah had or nicht ein. (Insist Die Sprache, die ich sondir rede.) Explain fully the construc- tion in the preceding examples. Write two other forms without

(9.) Show by examples the position of the accessory verb and the negation bei, bei

(10.) Which are the two Classical Periods of German Literature ? Mention the most distinguished writers of the second period. Give some account of Lessing.

(11.) Mention the principal works of Lessing, and give an interpretation of his Faust.

Translate into German " Nathan."

Pedian. But why dost thou refuse me the embrace ? It was to effect that too.

Pedian. Think'st not as I should rather ; but I do not desire death. Hast forbids me to let my friend die for me.

Danaeus. Then show, then, love him better than thyself.

Pedian. Yet I love thee, and I love him, and I love myself.

DALHOUSIE COLLEGE AND UNIVERSITY,
HALIFAX.

SESSIONAL EXAMINATIONS, 1875.

TUESDAY, APRIL 20.—9 A. M. TO 1 P. M.

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

ETHICS.

1. Explain the dependence of the Active Powers and Moral Faculty on the Intellect and the Emotions.

2. State the theory of a self determining Power of the Will; and the arguments for and against it.

3. Explain the nature of Instinct, and its use in the inferior animals; —and in man.

4. What is the difference between self-love and selfishness?

5. Can design be legitimately inferred from conduct? Assign reasons or give examples.

6. Hutcheson designates the Moral Faculty a *Moral Sense.* What theory is implied in this designation? State some of the consequences which follow from its adoption.

7. State and criticise the Hobbean Theory of morals.

8. Show from reason that Truthfulness is a duty.

9. What is the essential element in Falsehood?

10. Is an Advocate justified in asserting his belief that his cause is just when he believes it to be unjust?

11. What opinion should we form of the conduct of the wife of Grotius who told a falsehood to save her husband's life?

12. What arts would necessarily be cultivated first by men in a state of nature.

13. What is probably the original type or types of the pillar in Architecture?

POLITICAL ECONOMY.

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

2. Define the terms "Wealth," "Utility," "Value," "Price."

3. What are the conditions necessary to value in Exchange? Which of these most frequently regulates the price.

4. What nations are most likely to trade most extensively with each other?

5. Does the exportation of money necessarily impoverish a country?

6. Does the population of a country, as a general rule, increase more rapidly than the means of subsistence? Upon what fundamental error do those who maintain the affirmative base their argument?

7. It is generally assumed that the lands first cultivated in a country are the most fertile. Is this assumption warranted by historical facts? Assign reasons for your opinion.

8. What class in a community ought to be exempted from taxation?

9. What effect would the prohibition of all unproductive consumption produce on the wealth of a community?

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1872.

TUESDAY, APRIL 30—9 A.M. TO 1 P.M.

Very Rev. Principal Ross, D. D.........Examiner.

ETHICS.

1. Explain the dependence of the Active Powers and Moral Faculty on the Intellect and the Emotions.
2. State the theory of a self-determining Power of the Will; and the arguments for and against it.
3. Explain the nature of Instinct, and its use in the inferior animals and in man.
4. What is the difference between self-love and selfishness?
5. Can design be legitimately inferred from conduct? Assign reasons in five examples.
6. Hutcheson designates the Moral Faculty a Moral Sense. What theory is implied in this designation? State some of the consequences which follow from its adoption.
7. State and criticize the Hobbian Theory of morals.
8. Show from reason that Truthfulness is a duty.
9. What is the essential element in Falsehood?
10. Is an Atheist to be justified in asserting his belief that his cause is just which he believes it to be unjust?
11. What opinion should we form of the conduct of the wife of Grotius who told a falsehood to save her husband's life?
12. What arts would necessarily be cultivated first by men in a state of nature.
13. What is probably the original type or types of the pillar in Architecture?

POLITICAL ECONOMY.

1. Distinguish between Politics and Political Economy.
2. Define the terms "Wealth," "Utility," "Value," "Price."
3. What are the conditions necessary to value in Exchange? Which of these most frequently regulates the price?
4. What nations are most likely to trade most extensively with each other?
5. Does the deprecation of money necessarily impoverish a country?
6. Does the population of a country, as a general rule, increase more rapidly than the means of subsistence? Upon what fundamental error do those who maintain the affirmative base their argument?
7. It is generally assumed that the lands first cultivated in a country are the most fertile. Is this assumption warranted by historical facts? Assign reasons for your opinion.
8. What class in a community ought to be exempted from taxation?
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DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1875.

WEDNESDAY, APRIL 21.

EARLY ENGLISH HISTORY.

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

(Not more than six questions are to be answered.)

1. Explain the mark system and show its permanent results.

2. What was folcland ? bocland ? sac and soc ? tol and team ?

3. What was the hundred ? the tithing ? the wapentake ? the franchise ?

4. What was the gesith ? atheling ? ealdorman ? earl ? thane ?

5. What were the powers of the Anglo-Saxon King.

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

7. The civil and ecclesiastical policy of William the Conqueror.

8. The Curia Regis and Exchequer.

9. What was the origin of Doomsday Book ?

10. Describe the National Council under the Normans, and Plantagenets, and show the gradual introduction of the representative system.

11. Discuss the question of the origin of Trial by Jury.

12. Mention the chief provision of Magna Charta.

SESSIONAL EXAMINATIONS, 1875.

WEDNESDAY, APRIL 21.

EARLY ENGLISH HISTORY.

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

(Not more than six questions are to be answered.)

1. Explain the thane system and show its peculiar results.
2. What was Iceland? Scotland? and so? ict and team?
3. What was the hundred? the tithing? the wapentake? the franchise?
4. What was the gerith? athgling? ealdorman? earl? thane?
5. What were the powers of the Anglo-Saxon King?
6. Explain the tenure of the Anglo-Saxon Witenagemot.
7. The civil and ecclesiastical policy of William the Conqueror.
8. The Curia Regis and Exchequer.
9. What was the origin of Doomsday Book?
10. Describe the state of Church under the Normans and Plantagenets, and show the gradual introduction of the representative system.
11. Discuss the question of the origin of Trial by Jury.
12. Mention the chief provision of Magna Charta.

DALHOUSIE COLLEGE AND UNIVERSITY,
HALIFAX.

SESSIONAL EXAMINATIONS, 1875.

WEDNESDAY, APRIL 21.

CONSTITUTIONAL HISTORY.

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

(Not more than six questions are to be answered.)

1. At the accession of Henry VII. there were essential checks upon the Royal authority.

2. The House of Commons, under the Tudors, frequently asserted their privileges.

3. The dissolution of Parliament in 1640 was fatal to the King's popularity.

4. Discuss the question of the execution of Charles II.

5. After Cromwell's death a Republican settlement was impossible.

6. The proceedings of the Convention Parliament.

7. The Habeas Corpus Act.

8. The reign of James II. may be divided by several points of time which mark so many changes in the posture of the Government.

9. In the Revolution of 1688 there was an unusual combination of favourable circumstances.

10. The government of William III. was in considerable danger for three or four years after the Revolution.

11. The Act of Settlement.

12. Show the diminution of the personal authority of the Crown after the Hanoverian settlement.

DALHOUSIE COLLEGE AND UNIVERSITY, HALIFAX.

SESSIONAL EXAMINATIONS, 1872.

WEDNESDAY, APRIL 11.

CONSTITUTIONAL HISTORY.

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

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2. The House of Commons, under the Tudors, frequently asserted their privileges.

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12. Show the diminution of the personal authority of the Crown after the Hanoverian settlement.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1875.

WEDNESDAY, APRIL 21.

HISTORY.

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

(Not more than one question is to be answered out of each group.)

1. Divide modern history into periods and state the leading characteristics of each. Mention the chief events of the reign of Justinian. Give a brief account of the reign of Leo the Isaurian.

2. Give an outline of the history of France from the accession of Louis VI., to the end of the reign of Philip Augustus. The reign of Louis XI. The administration of Richilieu.

3. Give a list of Emperors from Otho the Great, to Charles V., with dates. Give an outline of German history under the Saxon Emperors. The reign of the Emperor Charles VI.

4. The Thirty Years War. The Seven Years War. The rise of Prussia to the death of Frederic the Great.

5. Give an outline of the history of Florence during the 14th and 15th centuries. Write briefly the history of Naples under the House of Anjou. Give brief biographical sketches of the following Popes—Benedict XIV., Clement XIV., Pius VI.

6. Give an account of the Ommiades in Spain. The history of Castile to the marriage of Ferdinand and Isabella. The history of Spain during the eighteenth century.

7. Mention the different appearances of the Turks in history. Give an account of the Abbasides—the Fatimites. The reign of Solyman II.

8. The Union of Calmar. Switzerland from Morgarten to Morat. The Revolt in the Netherlands.

9. The influence of the Arabians on the intellectual development of Europe. The chief philosophical systems of the eighteenth century. Give brief biographical sketches of Thomas Aquinas, Giordano Bruno, Galileo.

10. The revival of letters. Dante. The literature of the Elizabethan age.

SESSIONAL EXAMINATIONS, 1875.

WEDNESDAY, APRIL 21.

HISTORY.

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

(Not more than one question is to be answered out of each group.)

1. Divide modern history into periods and state the leading character-istics of each. Mention the chief events of the reign of Justinian. Give a brief account of the reign of Leo the Isaurian.

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10. The revival of letters. Dante. The literature of the Elizabethan age.

DALHOUSIE COLLEGE AND UNIVERSITY,

HALIFAX.

SESSIONAL EXAMINATIONS, 1875.

THURSDAY, APRIL 15, 9 A. M. TO 1 P. M.

FOURTH YEAR—HYDROSTATICS, OPTICS, AND ASTRONOMY.

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

1. Prove the principle of the " transmission of Pressure " in a fluid.

2. A right cylinder (radius of base r, and height h) is filled with a liquid. Compare the pressures on the base and on the cylindrical surface.

3. Consider *stable* and *unstable* equilibrium in the case of a floating body. Shew hence how a vessel freighted with very heavy goods ought *not* to have its cargo stowed.

4. The height of the barometer being h, find the height $h^{\prime}$ of the mercury in the syphon gauge after n strokes of the piston of an air-pump; and shew that a complete vacuum cannot be thus produced.

5. If successive heights be taken in the atmosphere in Arithmetical Progression, the corresponding densities of the air are in a decreasing Geometrical Progression. Hence find the fundamental equation for the

Barometric measurement of heights, $z-z^{\prime} = r \log \dfrac{h}{h^{\prime}}$

6. Describe and account for the action of the syphon.

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7. A ray of light passing through a transparent medium of parallel surfaces (e. g. a glass plate) suffers no deviation.

8. An object is placed in front of a convex spherical mirror. Find the position and size of the image, seen along the axis.

9. When you look vertically downwards through clear water, the apparent depth, if the bottom is visible, is about $\frac{3}{4}$ths of the real depth.

10. Find the principal focus of a concavo-convex lens, and adapt to the case of a double convex lens.

11. Prove that " the altitude of the Pole is equal to the latitude of the place ": and draw a figure to illustrate the path of the Sun in the heavens from day to day, in the different seasons of the year, at the Equator.

12. If the mean distances of the Earth and Venus from the Sun, are as $100 : 72$, find the periodic time of Venus.

13. Consider the causes of the " equation of time " : and apply its results to the mean solar day.

14. Explain the " aberration of light," and its effect on the apparent positions of celestial bodies. Also, if its amount for the pole of the ecliptic be $20^{\prime\prime}.5$, shew hence how to find the Velocity of Light.
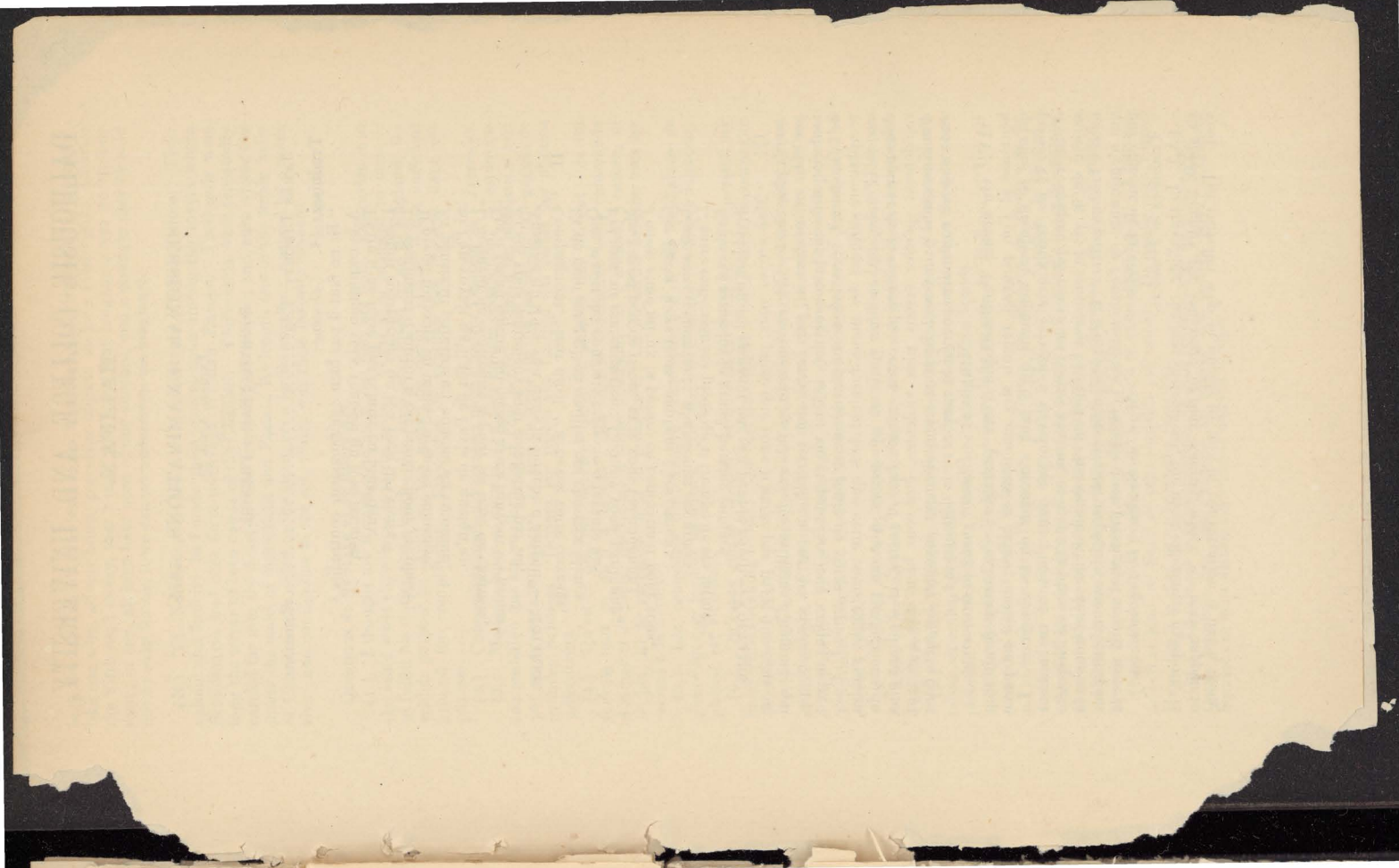
SESSIONAL EXAMINATIONS, 1874.

Wednesday, April 15, 9 A.M. to 1 P.M.

FOURTH YEAR—HYDROSTATICS, OPTICS, AND ASTRONOMY.

Professor MacDonald..................Examiner.

1. Prove the principle of the "transmission of Pressure" in a fluid.

2. A right cylinder (radius of base r, and height h) is filled with a liquid. Compare the pressure on the base and on the cylindrical surface.

3. Consider stable and unstable equilibrium in the case of a floating body. Show hence how a vessel freighted with very heavy goods ought not to have its cargo stowed.

4. The height of the barometer being h, find the height h' of the mercury in the syphon gauge after n strokes of the piston of an air pump; and show that a complete vacuum cannot be thus produced.

5. If successive heights be taken in the atmosphere in Arithmetical Progression, the corresponding densities of the air are in a decreasing Geometrical Progression. Hence find the fundamental equation for the Barometric measurement of heights, $z - z' = r \log \frac{h}{h'}$

6. Describe and account for the action of the syphon.

7. A ray of light passing through a transparent medium of parallel surfaces (e.g. a glass plate) suffers no deviation.

8. An object is placed in front of a convex spherical mirror. Find the position and size of the image, seen along the axis.

9. When you look vertically downwards through clear water, the apparent depth, if the bottom is visible, is about ¾ of the real depth.

10. Find the principal focus of a concave-convex lens, and adapt to the case of a double convex lens.

11. Prove that "the altitude of the Pole is equal to the latitude of the place"; and draw a figure to illustrate the path of the Sun in the heavens from day to day, in the different seasons of the year, at the Equator.

12. If the mean distances of the Earth and Venus from the Sun, are as 100 : 72, find the periodic time of Venus.

13. Consider the causes of the "equation of time", and apply its results to the mean solar day.

14. Explain the "aberration of light," and its effect on the apparent positions of celestial bodies. Also, if its amount for the pole of the ecliptic be 20".5, show hence how to find the Velocity of Light.

SESSIONAL EXAMINATIONS, 1875.

FRIDAY, APRIL 23.

FOURTH YEAR—FRENCH.

JAMES LIECHTI, ESQ.............................*Examiner.*

Traduisez: 1. *Célimène*:

" Et ne faut-il pas bien que monsieur contredise ?
A la commune voix veut-on qu'il se réduise,
Et qu'il ne fasse pas éclater en tous lieux
L'esprit contrariant qu'il a reçu des cieux ?
Le sentiment d'autrui n'est jamais pour lui plaire :
Il prend toujours en main l'opinion contraire,
Et penserait paraître un homme du commun,
Si l'on voyait qu'il fût de l'avis de quelqu'un.
L'honneur de contredire a pour lui tant de charmes,
Qu'il prend contre lui-même assez souvent les armes ;
Et ses vrais sentimens sont combattus par lui,
Aussitôt qu'il les voit dans la bouche d'autrui."—MOLIÈRE.

II. " Compagnons," leur dit-il, " achevez votre ouvrage,
Et de mon sang glacé souillez ces cheveux blancs
Que le sort des combats respecta quarante ans.
Frappez, ne craignez rien : Coligny vous pardonne ;
Ma vie est peu de chose, et je vous l'abandonne ;
J'eusse aimé mieux la perdre en combattant pour vous."
Ces tigres, à ces mots, tombent à ses genoux :
L'un, saisi d'épouvante, abandonne ses armes ;
L'autre embrasse ses pieds qu'il trempe de ses larmes ;
Et de ces assassins le grand homme entouré
Semblait un roi puissant par son peuple adoré.—VOLTAIRE.

III. " Mais croyez vous, parce que vous n'aurez pas payé que vous ne devrez plus rien ? Croyez-vous que les milliers, les millions d'hommes qui perdront en un instant, par l'explosion terrible ou par ses contre-coups, tout ce qui faisait la consolation de leur vie et peut-être leur unique moyen de la sustenter, vous laisseront paisiblement jouir de votre crime ? Contemplateurs stoïques des maux incalculables que cette catastrophe vomira sur la France, impassibles égoïstes, qui pensez que ces convulsions du désespoir et de la misère passeront comme tant d'autres, et d'autant plus rapidement qu'elles seront plus-violentes, êtes-vous bien sûrs que tant d'hommes sans pain vous laisseront tranquillement savourer les mets dont vous n'aurez voulu diminuer ni le nombre ni la délicatesse ? . . .
MIRABEAU, (*Discours contre la banqueroute.*)

IV. On accuse l'enthousiasme d'être passager : l'existence serait trop heureuse si l'on pouvait retenir des émotions si belles ; mais c'est parce qu'elles se dissipent aisément qu'il faut s'occuper de les conserver. La poésie et les beaux-arts servent à développer dans l'homme ce bonheur d'illustre origine qui relève les coeurs abattus, et met à la place de l'inquiète satiété de la vie le sentiment habituel de l'harmonie divine dont nous et la nature faisons partie. Il n'est aucun devoir, aucun plaisir, aucun sentiment qui n'emprunte de l'enthousiasme je ne sais quel prestige, d'accord avec le pur charme de la vérité.   MME. DE STAËL, (*De l'enthousiasme.*)

Traduisez en *Français* :

(A.) In travelling, the best instrument, the most efficacious passport, is to speak fluently the language of that country which we may happen to visit. The traveller who is unable to mix in conversation is like a being

both deaf and dumb, who can do no more than use gestures, and, moreover, like one who, all but blind, perceives objects under a false light. Charles the Fifth used to say, that a man who knew four languages was worth four men; in fact, all men have need of one another, and a stranger may be said not to exist for us, if we cannot understand his language.

(B.) The Normans were then the foremost race of Christendom. Their valour and ferocity had made them conspicuous among the rovers whom Scandinavia had sent forth to ravage Western Europe. Their sails were long the terror of both coasts of the Channel. Their arms were repeatedly carried far into the heart of the Carlovingian empire, and were victorious under the walls of Maestricht and Paris. At length one of the feeble heirs of Charlemagne ceded to the strangers a fertile province, watered by a noble river, and contiguous to the sea, which was their favorite element.

MACAULAY.

Questions de Syntaxe et de littérature.

(1.) I thought my friends were busy, but they are not. Education is to the mind what cleanliness is to the body. What is of moment to man, is to fulfill his duties upon earth. He had determined to go to England, for which purpose he saved all the money he could. There is not sufficient ground for complaining. Expliquez la syntaxe des *pronoms* dans ces phrases.

(2.) Construisez quelques phrases pour illustrer l'emploi de l' *Inversion*.

(3.) Manger, boire et dormir, *c'est* leur unique occupation. C'est moins son ambition que ses malheurs qui *l'ont* perdu. Plus d'un méchant *a péri* par ses propres intrigues. Le peu de biens qu'il a *eus* lui *ont* fait gagner de grandes richesses. Donnez les règles sur *l'accord* des *verbes* des phrases précédentes.

(4.) Qu'est-ce qui est incorrect dans les phrases qui suivent: Je lui fournis tout ce qu'il a besoin. La charité chrétienne nous commande d'aimer et de prêter assistance ä notre prochain. Il n'aime ni ä causer, ni le jeu, ni le spectacle, ni ä se promener. Le physicien arrache tous ses secrets ä la nature.

(5.) Les conquêtes d'Alexandre donnèrent lieu ä ses capitaines de s'entr'égorger les uns les autres. *La figure de Syntaxe*, renfermée dans cette phrase, est vicieuse?

(6.) Qu'est-ce que le *Gérondif*, et quel en est l'emploi? He pressed my hand while speaking to me. Quel est l'accord du *Part. Present*, accompagné de *toujours*. Ex.

(7.) Qu'y a-t-il ä remarquer ä l'égard des *Part. Passés* suivants: Vous et moi *excepté*. Elles se sont *nui*. Les arbres que j'ai *vus* abattre. On les a *faits* sortir. Il les a *laissés* tuer. Elle s'est *proposé* pour vous peindre. Translate: The little trouble they have taken, (*se donner*.) I made all the efforts I could.

(8.) Quelles sortes de *mesures* ou de *vers* y a-t-il en français? Donnez les règles principales sur l'emploi de la *césure*. A quels vers est-ce qu'elles s'appliquent?

(9.) Faites l'examen des vers suivants, et corrigez-les. "L'ingrat, il me laisse cet embarras funeste." "On peut encor vous rendre ce fils que vous pleurez." Vous pouvez bientôt lui prodiguer vos bontés.

(10.) *La césure* est-elle bien *marquée* dans ce vers de Boileau: "Un tel mot pour avoir réjoui le lecteur."

(11.) Quelle était l'influence de *Racine*, de *Molière* de *Boileau* et de *Bossuet* sur la littérature sous Louis XIV.? La mission ä chacun? Classifiez les ouvrages de *Racine* et mentionnez les chefs-d'oeuvre des autres. En quoi *Molière* et *Racine* se ressemblent-ils?

(12.) Qu'est-ce qu'on entend par "*les classiques de la décadence?* Ecrivez ce que vous savez sur "*Jacques Délille.*"

(13.) Par quoi la poésie du XIX. siècle se caractérise-t-elle? Châteaubriand et Mad. de Staël se sont signalés par quoi? De quelle *école* Victor Hugo fut-il le chef, et qu'avait-elle pour but?

(14.) Quelle est la caractéristique la plus remarquable de notre époque? Quels hommes ont mis *l'histoire* au niveau des autres pays? Quatre hommes se sont distingués surtout dans la *critique*?