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BENFACTORS OF THE
McGill University, Montreal.

THE HONORABLE JAMES McGILL, by his last Will and Testament under date 8th January, 1811, bequeathed the Estate of Burnside, situated near the City of Montreal, and containing forty-seven Acres of Land, with the Manor House and Buildings thereon erected, and also the sum of ten thousand pounds in money, unto "The Royal Institution for the Advancement of Learning," constituted by Act of Parliament in the Forty-First year of the reign of his Majesty, King George the Third, to erect and establish an University or College, for the purpose of Education, and the advancement of learning in the Province of Lower Canada, with a competent number of Professors and Teachers to render such Establishment effectual and beneficial for the purposes intended, requiring that one of the Colleges to be comprised in the said University, should be named and perpetually be known and distinguished by the appellation of "McGill College."

The value of the above mentioned property was estimated at the date of the bequest at £30.000

At a meeting called by a number of the influential citizens of Montreal, and held at the Merchants' Exchange 6th December, 1856, for the purpose of taking into consideration the financial condition of the University of McGill College,—The following Resolution was adopted:

"That an effort ought to be made for increasing the Endowment of McGill College in such a manner as to extend its usefulness, and to place it for the future upon an independent and permanent footing."

Whereupon, in pursuance of the above Resolution, the following donations were enrolled for Special or General objects connected with the University,—the Royal Institution granting Scholarships in perpetuity according to the value of the Donations.

The Honorable John Molson, Thomas Molson, Esq., William Molson, Esq., ... £5.000
for the formation and maineenance of the Chair of English Language & Literature.

John Gordon McKenzie, Esq	£500
Ira Gould, Esq	500
John Frothingham, Esq	500
John Torrance, Esq	500
James B. Greenshields, Esq	300
William Busby Lambe, Esq	300
Sir George Simpson, Knight	250
Henry Thomas, Esq	250
John Redpath, Esq	250
James McDougall, Esq	250
James Mitchell, Esq	250
James Torrance, Esq	250
Honourable James Ferrier	250
John Smith, Esq	250
Harrison Stephens Esq	250
Henry Chapman, Esq	150
Mr. Chapman also founded a Gold Medal to be given annually in the graduating class in Arts.	
John James Day, Esq	150
Honourable Peter McGill	150
Thomas Brown Anderson Esq	150
Peter Redpath, Esq	150
Thomas M. Taylor, Esq	150
Joseph McKay, Esq	150
Augustus N. Heward, Esq	150
Donald Lorn McDougall, Esq	150
Honourable John Rose	150
Charles Alexander, Esq	150
Moses E. David, Esq	150
William Carter, Esq	150
Thomas Paton, Esq	150
William Workman, Esq	150
Honorable Alexander T. Galt	150
Luther H. Holton, Esq	150
Henry Lyman, Esq	150
David Torrance, Esq	150
Edwin Atwater, Esq	150
Theodere Hart, Esq	150
William Forsyth Grant, Esq	150
Robert Campbell, Esq	150
Alfred Savage, Esq	150
James Ferrier, Esq., Jr	150
William Stephens, Esq	150
N. S. Whitney, Esq	150
William Dow, Esq	150
William Watson, Esq	150
Edward Major, Esq	150
Honorable Charles Dewey Day	50
John R. Esdaile, Esq	50
Mrs. G. Frothingham, for the "Carpenter Collection," of shells,	$233
C. Dunkin, Esq., M. P. P., in aid of the chair of Practical Chemistry	$120

In 1860 the sum of £200 presented to the College by H. R. H. the Prince of Wales was Applied to the foundation of a Gold Medal to be called the "Prince of Wales Gold Medal."

In 1861, the "William Molson Hall;" being the west wing of the McGill College Buildings, with the Museum Rooms, and Chemical Laboratory and Class Rooms, was erected through the munificient Donation of the founder whose name it bears.

In 1864, the "Anne Molson Gold Medal" was founded by Mrs John Molson, of Belmont Hall, Montreal, for an honour course in Mathematics and Physical Science.

In the same year the "Shakspere Gold Medal" for an honour course, to comprise and include the works of Shakspere and the Literature of England from his time to the time of Addison, both inclusive, and such other accessory subjects as the Corporation may from time to time appoint,—was founded by Citizens of Montreal, on occasion of the three hundreth Anniversary of the birth of Shakspere.

In the same year, the "Logan Gold Medal," for an honour course in Geology and Natural Science, was founded by Sir William Edmund Logan, L. L. D., F. R. S., F. G. S., &c.

In 1865, the "Elizabeth Torrance Gold Medal" was founded by John Torrance, Esq., of St. Antoine Hall, Montreal, in memory of the late Mrs. John Torrance, for the best student in the graduating class in Law, and more especially for the highest proficiency in Roman Law.

In the same year the "Holmes Gold Medal" was founded by the Medical Faculty as a memorial of the late Andrew Holmes Esquire M. D., L. L. D., late Dean of the Faculty of Medicine, to be given to the best Student in the graduating class in Medicine, who shall undergo a special examination in all the branches, whether Primary or Final.

ACADEMICAL YEAR, 1866-7.

SEPTEMBER 1866.

1	Sat.	
2	Sun.	
3	Mon.	Session of Normal School and High School commences.
4	Tue.	
5	Wed.	
6	Thu.	
7	Fri.	
8	Sat.	
9	Sun.	
10	Mon.	
11	Tue.	
12	Wed.	
13	Thu.	
14	Fri.	
15	Sat.	
16	Sun.	
17	Mon.	Meeting of Faculty of Arts. Matriculation and Supplemental Exam'ns in Classics. Examination for Anne Molson Prizes.
18	Tue.	Matriculation and Supplemental Examinations in Mathematics and English
19	Wed.	Competitive Examinations for Governor-General Scholarship. Examination for Anne Molson Prizes.
20	Thu.	Lectures in Arts commence. Meeting of
21	Fri.	Faculty of Arts.
22	Sat.	
23	Sun.	
24	Mon.	Meeting of Faculty of Arts.
25	Tue.	
26	Wed	
27	Thu.	
28	Fri.	
29	Sat.	
30	Sun.	

OCTOBER 1866.

1	Mon.	
2	Tue.	Lectures in Agriculture commences.
3	Wed.	
4	Thu.	
5	Fri.	
6	Sat	*Founder's Birth-day.*
7	Sun.	
8	Mon.	Meeting of Faculty of Arts.
9	Tue.	*The Wm. Molson Hall* opened 1862.
10	Wed.	
11	Thu.	
12	Fri.	
13	Sat.	
14	Sun.	
15	Mon	
16	Tue.	
17	Wed.	
18	Thu.	
19	Fri	
20	Sat.	
21	Sun.	
22	Mon.	Meeting of Faculty of Arts.
23	Tue.	
24	Wed.	Regular meeting of Corporation. School Examiners appointed. Report on Scholarships. Accounts audited.
25	Thu.	
26	Fri.	
27	Sat.	
28	Sun.	
29	Mon.	
30	Tue.	
31	Wed.	

NOVEMBER 1866.

1	Thu.	
2	Fri.	
3	Sat.	
4	Sun.	
5	Mon.	Session of Medical Faculty commences. Meeting of Faculty of Arts.
6	Tue.	Session of Law Faculty commences.
7	Wed.	
8	Thu.	Matriculation Examination in Medicine commences.
9	Fri.	
10	Sat.	
11	Sun.	
12	Mon.	
13	Tue.	
14	Wed.	
15	Thu.	
16	Fri.	Winter term of High School commences.
17	Sat.	
18	Sun.	
19	Mon	Meeting of Faculty of Arts.
20	Tue.	
21	Wed.	
22	Thu.	
23	Fri.	Annual University lecture.
24	Sat.	
25	Sun.	
26	Mon	
27	Tue.	
28	Wed.	
29	Thu.	Meeting of Faculty of Law.
30	Fri.	

DECEMBER 1866.

1	Sat.	
2	Sun.	
3	Mon.	Meeting of Faculty of Arts.
4	Tue.	
5	Wed.	
6	Thu	
7	Fri.	Lectures in Arts terminate for Christmas examination.
8	Sat.	
9	Sun.	
10	Mon.	
11	Tue.	Examination in Mathematics and Natural Philosophy.
12	Wed.	
13	Thu	Examination in Greek.
14	Fri.	Examination in Latin and History.
15	Sat.	Meeting of Faculty of Law.
16	Sun.	
17	Mon	Examination in Natural Science and Chemistry. Meeting of Faculty of Arts.
18	Tue.	
19	Wed	Examinations in English Literature Logic, Mental and Moral Philosophy.
20	Thu.	
21	Fri.	Examinations in French, German, and Hebrew.
22	Sat.	Christmas Vacation commences.
23	Sun.	
24	Mon.	
25	Tue	Christmas-day.
26	Wed.	
27	Thu.	
28	Fri	
29	Sat.	
30	Sun.	
31	Mon.	

JANUARY 1867.

1	Tue.	
2	Wed.	
3	Thu.	
4	Fri.	
5	Sat.	Christmas Vacation ends.
6	Sun.	
7	Mon.	
8	Tue	Lectures in Arts, Medicine and Law recommence.
9	Wed.	
10	Thu.	School Examinations of the University commence.
11	Fri.	
12	Sat.	
13	Sun.	
14	Mon.	Meeting of Faculty of Arts.
15	Tue.	
16	Wed.	
17	Thu.	
18	Fri.	
19	Sat.	
20	Sun.	
21	Mon.	
22	Tue.	
23	Wed.	Regular Meeting of Corporation. Examiners appointed. Annual Report to Visitor.
24	Thu.	
25	Fri.	
26	Sat.	
27	Sun.	
28	Mon.	Meeting of Faculty of Arts.
29	Tue.	Meeting of Faculty of Law.
30	Wed.	
31	Thu.	

FEBRUARY 1867.

1	Fri.	Spring term of High School commences.
2	Sat.	
3	Sun.	
4	Mon.	Ordinary Examinations of Faculty of Law.
5	Tue.	
6	Wed.	
7	Thu	
8	Fri.	
9	Sat.	
10	Sun.	
11	Mon.	Meeting of Faculty of Arts.
12	Tue.	
13	Wed.	
14	Thu.	
15	Fri.	
16	Sat.	
17	Sun.	
18	Mon.	
19	Tue.	
20	Wed.	
21	Thu.	
22	Fri.	
23	Sat.	
24	Sun.	
25	Mon.	Meeting of Faculty of Arts.
26	Tue.	Meeting of Faculty of Law.
27	Wed.	Supplemental Examinations.
28	Thu.	College Exam. in Maths. [Second year.]

MARCH 1867.

1	Fri.	
2	Sat.	
3	Sun.	
4	Mon.	Sessional Examination in Botany. [Second year.]
5	Tue.	
6	Wed.	No Lectures.
7	Thu.	Sessional Examination in French and German. [Second year.]
8	Fri.	
9	Sat.	
10	Sun.	
11	Mon.	Meeting of Faculty of Arts.
12	Tue.	
13	Wed.	
14	Thu.	
15	Fri.	
16	Sat.	
17	Sun.	
18	Mon.	
19	Tue.	
20	Wed.	
21	Thu.	
22	Fri.	
23	Sat.	
24	Sun.	
25	Mon.	Meeting of Faculty of Arts.
26	Tue.	Meeting of Faculty of Law.
27	Wed.	
28	Thu.	
29	Fri.	Lectures in Arts terminate.
30	Sat.	
31	Sun.	

APRIL 1867.

1	Mon.	Theses for degree of M.D., C.L. to be sent in to the Dean of Faculty.
2	Tue.	Theses for degree of B.C.L. to be sent in to the Dean of Faculty.
3	Wed.	B. A. and other Honour Examinations.
4	Thu.	Ordinary Examinations in Mathematics and Natural Philosophy.
5	Fri.	Ordinary Examinations in Mathematics and Natural Philosophy.
6	Sat.	Theses for Degree of M.A. to be sent in [to the Dean of the Faculty.
7	Sun.	
8	Mon.	Examinations in Law. Meeting of Faculty of Arts. B. A. Honour Examinations. Examinations in Law.
9	Tue.	Examinations in Law.
10	Wed.	Ordinary Examinations in Greek. Examinations in Law.
11	Thu.	Ordinary Examinations in Latin and History. Examinations in Law.
12	Fri.	Examinations in Law.
13	Sat.	B.A. Honour Examinations, and Ex'ms. in English Literature. [2nd year.]
14	Sun.	
15	Mon.	Ordinary Examinations in English Literature, Logic, Mental and Moral Philosophy.
16	Tue.	Examinations for Degree in Medicine commence.
17	Wed.	Examinations in French, German, and Hebrew.
18	Thu.	B.A. and other Honour Examinations.
19	Fri.	Good Friday. Easter Vacation com's.
20	Sat.	
21	Sun.	Easter-day.
22	Mon.	
23	Tue.	Ordinary Examinations in Natural Science and Chemistry.
24	Wed.	Regular Meeting of Corporation.
25	Thu.	B.A. Honour Examinations.
26	Fri.	B.A. and other Honour Examinations.
27	Sat.	Meeting of Examiners.
28	Sun.	
29	Mon.	Declaration of results of Examinations.
30	Tue.	

MAY 1867.

1	Wed.	Defence of Theses for Degs. in Medicine.
2	Thu.	Annual meeting of Convocation. Faculty of Arts.
3	Fri.	Adjourned meeting. Faculties of Medicine and Law.
4	Sat	Summer vacation of College commences.
5	Sun.	
6	Mon	
7	Tue.	
8	Wed	
9	Thu.	
10	Fri.	
11	Sat.	
12	Sun.	
13	Mon.	
14	Tue.	
15	Wed.	
16	Thu.	
17	Fri.	
18	Sat.	
19	Sun.	Whit-Sunday.
20	Mon.	
21	Tue.	
22	Wed.	
23	Thu.	
24	Fri.	Queen's Birthday.
25	Sat.	
26	Sun.	
27	Mon.	
28	Tue.	
29	Wed.	
30	Thu.	
31	Fri.	

JUNE 1867.

1	Sat.	
2	Sun.	
3	Mon.	
4	Tue.	Examin's. in Normal School commence.
5	Wed.	
6	Thu.	
7	Fri.	
8	Sat.	
9	Sun.	
10	Mon.	
11	Tue.	
12	Wed.	
13	Thu.	
14	Fri.	
15	Sat.	
16	Sun.	
17	Mon	
18	Tue.	
19	Wed.	
20	Thu.	
21	Fri.	
22	Sat.	
23	Sun.	
24	Mon.	
25	Tue.	
26	Wed.	Regular meeting of Corporation. Reports of Normal and High Schools.
27	Thu.	
28	Fri.	Summer term of High School ends. Normal School closes for Summer vacation.
29	Sat.	
30	Sun.	

JULY 1867.

1	Mon.	
2	Tue.	
3	Wed.	
4	Thu.	
5	Fri.	
6	Sat.	
7	Sun.	
8	Mon.	
9	Tue.	
10	Wed.	
11	Thu.	
12	Fri.	
13	Sat.	
14	Sun.	
15	Mon.	
16	Tue.	
17	Wed.	
18	Thu.	
19	Fri.	
20	Sat.	
21	Sun.	
22	Mon.	
23	Tue.	
24	Wed.	
25	Thu.	
26	Fri.	
27	Sat.	
28	Sun.	
29	Mon.	
30	Tue.	
31	Wed.	

AUGUST 1867.

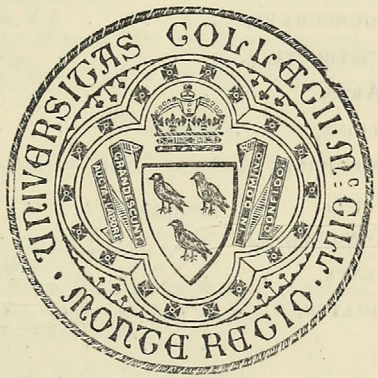
1	Thu.	
2	Fri.	
3	Sat.	
4	Sun.	
5	Mon.	
6	Tue.	
7	Wed.	
8	Thu.	
9	Fri.	
10	Sat.	
11	Sun.	
12	Mon.	
13	Tue.	
14	Wed.	
15	Thu.	
16	Fri.	
17	Sat.	
18	Sun.	
19	Mon.	
20	Tue.	
21	Wed.	
22	Thu.	
23	Fri.	
24	Sat.	
25	Sun.	
26	Mon.	
27	Tue.	
28	Wed.	
29	Thu.	
30	Fri.	
31	Sat.	

CALENDAR

OF THE

McGill College and University,

MONTREAL.



Founded by Bequest of the Hon. James McGill, in 1811; Erected into a University by Royal Charter in 1821; and Reorganised by an Amended Charter in 1852.

SESSION OF 1866-7.

MONTREAL:

PRINTED FOR THE UNIVERSITY BY J. C. BECKET, GREAT ST. JAMES STREET.

1866.

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CONTENTS.

Academical Year,	Page	3
Governing Body,	"	7
General Announcement,	"	8
Officers of Instruction,	"	11
Faculty of Arts,	"	13
List of Donations,	"	35
Faculty of Medicine,	"	38
Faculty of Law,	"	48
Prizes and Honours,	"	53
List of Students,	"	60
List of Graduates,	"	67
High School,	"	74
Normal School,	"	81
School Examinations,	"	88

ERRATA.

Add to list of Graduates in Law, pp. 65 and 71.—Jean B. Couillard, B.C.L.

Prefix (‡) to name of Norman W. Trenholme, B.C.L., p. 72.

McGILL UNIVERSITY, MONTREAL.

VISITOR:

His Excellency The Right Hon. Viscount Monck, Governor General of British North America, &c.

CORPORATION.

Governors:—

[*Being the Members of the Royal Institution for the Advancement of Learning.*]

The Hon. Charles Dewey Day, LL.D., *President, and Chancellor of the University.*

The Hon. James Ferrier, M.L.C.
Thomas Brown Anderson, Esq.
Andrew Robertson, M.A.
Christopher Dunkin, M.A., M.P.P.
William Molson, Esq.
Alex. Morris, M.A., D.C.L., M.P.P.
The Hon. John Rose, M.P.P.
Peter Redpath, Esq.
John Frothingham, Esq.
David Torrance, Esq.
George Moffatt, Esq.
John H. R. Molson, Esq.

Principal:—

John William Dawson, LL.D., F.R.S., F.G.S., *Vice-Chancellor.*

Fellows:—

Ven. Archdeacon Leach, D.C.L., LL.D., Vice-Principal, and Dean of the Faculty of Arts.
Henry Aspinwall Howe, M.A., Rector of the High School.
Hon. J. J. C. Abbott, B.C.L., Dean of the Faculty of Law.
Brown Chamberlin, M.A., B.C.L.
W. B. Lambe, B.C.L.
Sir William E. Logan, LL.D., F.R.S., F.G.S.
George W. Campbell, M.A., M.D., Dean of the Faculty of Medicine.
John H. Graham, M.A., Principal of St. Francis College, Richmond.
Rev. John Cook, D.D., Principal of Morrin College, Quebec.
Alexander Johnson, LL.D., Professor of Mathematics and Natural Philosophy, McGill University.
Rev. George Cornish, M.A., Professor of Classical Literature, McGill University.
W. Fraser, M.D., Professor of Institutes of Medicine, McGill University.
P. R. Lafrenaye, B.C.L., Professor of Jurisprudence, McGill University.
Rev. Edwin Hatch, B.A., Professor of Moral Philosophy, Morrin College.
Rev. Adam Lillie, D. D., Professor of Theology in the Congregational College of British North America.
T. K Ramsay, M.A., Professor of Civil Law, Morrin College.
Robert A. Leach, M.A., B.C.L.
William Sutherland, M.D., Professor of Chemistry, Medical Faculty, McGill University.
Robert T. Godfrey, M.D.
Frederick W. Torrance, B.C.L., Professor of Civil Law, McGill University.

Secretary, Registrar, and Bursar:—

[*And Secretary of the Royal Institution.*]

William Craig Baynes, B.A. Office, Burnside Hall. Office hours, 10 to 2. Residence, Centre Building, M'Gill College.

15289

General Announcement.

The Thirty-fourth Session of this University, being the Fourteenth under the amended charter, will commence in the Autumn of 1866.

By virtue of the Royal Charter granted in 1821 and amended in 1852, the Governors, Principal, and Fellows of McGill College, constitute the Corporation of the University, and under the statutes framed by the Board of Governors with approval of the Visitor, have the power of granting degrees in all the Arts and Faculties, in McGill College and in Colleges affiliated thereto.

The Statutes and Regulations of the University have been framed on the most liberal principles, with the view of affording to all classes of persons the greatest possible facilities for the attainment of mental culture and professional training. In its religious character the University is Protestant, but not denominational; and, while all possible attention will be given to the character and conduct of students, no interference with their peculiar religious views will be sanctioned.

I. McGILL COLLEGE.

THE FACULTY OF ARTS.—The complete course of study in Arts extends over four Sessions, of eight months each; and includes Classics and Mathematics, with English Literature, Logic, Mental and Moral Science, Natural Science, and Modern Languages: all of which subjects are imperative in the three first years of the Course; but in the fourth year options are allowed in favour of the Honour Courses in Classics, Mathematics, Mental and Moral Science, Natural Science, and English Literature. Certain exemptions are also allowed to Professional

Students. There are also Special and Partial Courses, and facilities are afforded for the practice of Meteorological Observations, and for the Study of Hebrew and Oriental Literature. The degrees given are B.A. and M.A.

THE FACULTY OF MEDICINE.—The complete course of study in Medicine extends over four Sessions, of six months each, and leads to the degrees of M. D., C. M.

THE FACULTY OF LAW.—The complete course in Law extends over three Sessions, of six months each, and leads to the degrees of B. C. L. and D. C. L.

[Details of the above courses of study, with the fees and the dates of commencement of the classes, will be found in subsequent pages.]

II. AFFILIATED COLLEGES.

Students of these Colleges are matriculated in the University, and may pursue their course of study wholly in the Affiliated College, or in part therein and in part in McGill College, and may come up for the University Examinations for Degrees on the same terms with the Students of McGill College.

MORRIN COLLEGE, *Quebec, L.C.*,—Is affiliated in so far as regards degrees in Arts and Law. The ordinary Course in Arts includes Classics, Mathematics, English Literature, Mental and Moral Philosophy and Logic. There are Honour Courses in Classics and in Mental and Moral Philosophy.

[Detailed information may be obtained from the Rev. John Cook, D. D., Principal.]

ST. FRANCIS COLLEGE, *Richmond, L. C.*,—Is affiliated in so far as regards degrees in Arts.

[Detailed information may be obtained from J. H. Graham, M. A. Principal.]

III. AFFILIATED THEOLOGICAL COLLEGE.

Affiliated Theological Colleges have the right of obtaining for their Students the advantage in whole or in part of the course of study in Arts, with such facilities in regard to exemptions as may be agreed on.

THE CONGREGATIONAL COLLEGE OF BRITISH NORTH AMERICA, *Montreal*, is at present the only affiliated Theological College.

IV. AFFILIATED SCHOOLS.

THE HIGH SCHOOL OF McGILL COLLEGE affords the Classical and Mathematical training necessary for entering the College course, with a good English education fitting for business pursuits.

THE McGILL NORMAL SCHOOL provides the training requisite for Teachers of Elementary and Model Schools and Academies. Teachers trained in this School are entitled to Provincial diplomas.

THE MODEL SCHOOLS OF THE McGILL NORMAL SCHOOL are Elementary Schools, divided into a Boys' Department, Girls' Department and Primary School. Teachers in training in the Normal School are employed in these Schools, under the supervision of the Head Master and Mistress.

[Detailed information respecting these Schools will be found in subsequent pages.]

OFFICERS OF INSTRUCTION

In the McGill College and University, and in the High School of McGill College.

	Residence.
JOHN WILLIAM DAWSON, LL.D., F.R.S., F.G.S.—Principal, and Professor of Natural History.	East Wing, M'Gill College.
VEN. ARCHDEACON LEACH, D.C.L., LL.D.—Vice Principal, Dean of the Faculty of Arts, Professor of Logic and Moral Philosophy, and Molson Professor of English Literature.	7, University Avenue.
HENRY ASPINWALL HOWE, M.A.—Rector of the High School, and Emeritus Professor of Mathematics and Natural Philosophy.	Lise Caroll, Sherbrooke Street, East.
HON. J. J. C. ABBOTT, B.C.L.—Dean of the Faculty of Law and Professor of Commercial Law.	505 St Catherine Street.
GEORGE W. CAMPBELL, M.A., M.D.—Dean of the Faculty of Medicine, and Professor of Surgery.	707 Sherbrooke Street.
ARCHIBALD HALL, M.D.—Professor of Midwifery and Diseases of Women and Children.	186 Bleury Street.
WILLIAM FRASER, M.D.—Professor of the Institutes of Medicine.	Cor. Genevieve & Dorchester St.
WILLIAM SUTHERLAND, M.D.—Professor of Chemistry.	219, Dorchester Street.
WILLIAM E. SCOTT, M.D.—Professor of Anatomy.	34 Beaver Hall Terrace.
WILLIAM WRIGHT, M. D.—Professor of Materia Medica and Pharmacy.	175 Craig Street
ROBERT P. HOWARD, M.D.—Professor of the Theory and Practice of Medicine.	9 Beaver Hall Hill.
REV. A. DESOLA, LL.D.—Professor of Hebrew and Oriental Literature.	1, Pres de Ville Place.
HON. WILLIAM BADGLEY, D.C.L.—Professor of Public and Criminal Law.	McGill College Avenue.
FREDERICK W. TORRANCE, M.A., B.C.L.—Professor of Civil Law.	13 Bellevue Terrace.
P. R. LAFRENAYE, B.C.L.—Professor of Jurisprudence.	Upper St Urbain Street.
R. G. LAFLAMME, B.C.L.—Professor of Customary Law and Law of Real Estate.	1, Cornwall Terrace.
CHARLES SMALLWOOD, M.D., LL.D.—Professor of Meteorology.	20, Beaver Hall Place.
CHARLES F. A. MARKGRAF, M.A.—Professor of German Language and Literature.	335 Dorchester Street.
D. C. M'CALLUM, M.D.—Professor of Clinical Medicine and Medical Jurisprudence.	152 Craig Street
ALEXANDER JOHNSON, LL.D.—Professor of Mathematics and Natural Philosophy.	4PlaceStSophie, M'Gill College Avenue.
REV. GEORGE CORNISH, M.A.—Professor of Classical Literature.	East Wing M'Gill College.

Pierre J. Darey, M.A.—Professor of French Language and Literature.	106 University Street.
Robert Craik, M.D.—Professor of Clinical Surgery.	Corner Craig St & PlaceD'Armes Hill.
T. Sterry Hunt, LL.D., F.R.S., &c.—Professor of Applied Chemistry and Mineralogy.	58 St. Gabriel Street.
Edward Carter, B.C.L.—Associate Professor of Criminal Law.	5 Cadieux Street.
T. A. Gibson, M.A.—Senior Assistant Master of High School.	3 Plateau Street.
David Rodger, M.A.—Second Assistant Master of High School.	827 St. Catherine Street.
G. E. Fenwick, M.D.—Demonstrator of Anatomy and Curator of the Medical Museum.	24 Beaver Hall Terrace.
James Kemp.—Assistant Master of High School.	—226 St. George St.
John Andrew.—Elocution Master of High School.	19 Courville St. off Cadieux St.
George Murray, B.A.—Assistant Master of High School.	—68 Aylmer St.
John M. Reid.—Writing Master of High School.	153 Great St. James Street.
Frederick S. Barnjum.—Instructor in Gymnastics.	—7 Torrance Ter.

DIRECTORY TO BUILDINGS OF THE UNIVERSITY.

1. McGill College—containing the Class Rooms of the Faculty of Arts, with its Museum and Library; and the residences of the Principal, the Professor in charge of the resident Undergraduates, and the Secretary:—*College Grounds, North Side of Sherbrooke Street, head of McGill College Avenue.*

2. Burnside Hall—containing the Class Rooms of the Faculty of Law, and of the High School Department, and the Office of the Secretary:—*Corner of Dorchester and University Streets.*

3. Building of the Medical Faculty—containing its Class Rooms, Museum and Library:—15 *Coté Street.*

4. The McGill Normal School:—*Belmont Street, opposite the foot of University Street.*

5. The College Observatory:—*At the West end of the College Buildings.*

6. The Gymnasium:—*On University Street, near Burnside Hall.*

Faculty of Arts.

The Principal (ex-officio).
Professors—Leach.
Howe.
De Sola.
Dawson.
Markgraf.
Smallwood.
Johnson.
Cornish.
Darey.
Hunt.
Dean of the Faculty—Ven. Archdeacon Leach, D.C.L., LL.D.
Librarian—Professor Markgraf.

The next Session of this Faculty will commence on September 17th, 1866, and extend to April 30th, 1867.

The classes of Students recognised under the following regulations are:—(1) *Undergraduates*, matriculated for the whole course of study for the degree of B.A., extending over four years, except in the cases specified in Section first. (2) *Students in Special Courses*, matriculated and studying for the diploma in such special courses. (3) *Partial Students*, matriculated and taking two or more courses of lectures. (4) *Occasional Students*, not matriculated, and taking one course of lectures.

Fee for each Session, for Undergraduates and Special Students, $20; in addition to which every student is required to pay for the Library, $2, and for the Gymnasium, $2.

Fee for Partial and Occasional Students, $5 for each course of lectures.

Matriculation $4, required only in the year of entrance.

Fee for Degree of B. A. $5, to be paid before the examination.

Students in Arts are permitted to board in the City; but arrangements have been made for receiving Students who may desire to reside as boarders in the College, and for placing such Students under the immediate superintendence of Rev. Prof. Cornish, to whom application may be made.

EXTRACTS FROM THE REGULATIONS.

§ 1. MATRICULATION AND ADMISSION.

Candidates for Matriculation as Undergraduates are required to present themselves to the Dean of the Faculty, on the 17th of September, for examination; they may, however, enter after the commencement of the Session, if on examination, found qualified to join the classes.

The subjects of examination for entrance into the First Year are Classics, Mathematics and English.

In Classics.—Latin Grammar, Greek Grammar, and one easy Latin and one easy Greek author. The authors recommended are Cæsar: Sallust; Virgil (Æneid, B. I.); Xenophon (Anabasis, B. I.); Homer (Iliad B. I).

In Mathematics.—Arithmetic; Algebra, to Simple Equations inclusive; Euclid's Elements, Books I. II. III.

In English.—Writing from dictation.

Candidates may be admitted to the standing of students of the Second Year, provided that they be found qualified on examination. Such Examination shall include, in addition to the Matriculation Examination, at least so much of the subjects of the First Year as may be necessary for entrance into the classes of the Second Year, and shall be reckoned as a Matriculation Examination.

Students of other Universities desirous of continuing their studies in this Faculty, may be admitted, on the production of certificates, to a like standing in this University, after examination by the Faculty.

Candidates for Matriculation as Students in any Special Course, or for Partial Courses of Study, will be examined in the subjects necessary thereto, as may from time to time be determined by the Faculty.

Persons desirous of entering as Occasional Students, may apply to the Dean for entry in his Register, and may procure from the Secretary tickets for the lectures they desire to attend.

Every Student is expected to present, on his entrance, a written intimation from his parent, or guardian, of the name of the minister of religion, under whose care and instruction it is desired that the

Student shall be placed, and who shall thereupon be invited to place himself in communication with the Faculty on the subject. Failing any intimation from the parent or guardian, the Faculty will endeavour to establish such relations.

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§ 2. SCHOLARSHIPS AND BURSARIES,

Sixteen Scholarships have been placed by the Governors at the disposal of His Excellency the Governor General. Application must be addressed to His Excellency, through the Provincial Secretary. Candidates for such Scholarships must pass the usual Matriculation Examination.

By command of His Excellency, four of these Scholarships will be offered for competition in the Matriculation Examination of the ensuing session.

Eight other Scholarships will be granted by the Governors, from time to time, to the most successful Students who may present themselves as candidates. One of these will be given annually to the *Dux* of the High School.

In the event of any Academy or High School in Lower Canada offering for competition in the Faculty of Arts an annual Bursary of not less than $80, the Governors will add a scholarship thereto.

Any Academy, or High School, sending up in one year three or more candidates competent to pass creditably the Matriculation Examination, will be entitled to a scholarship for the most deserving of such candidates.

One Scholarship in Arts may be given annually to any teacher holding the Model School or Academy Diploma of the McGill Normal School, recommended by the Principal and Professors of the School, and passing creditably the Matriculation Examination in Arts.

All of the above Scholarships shall entitle the Students holding them to exemption from the ordinary Class Fees in the Faculty of Arts.

Two Bursaries, of $50 each, have been granted by the Board of Agriculture for Lower Canada in aid of Students in the Special course of Agriculture. For terms of competition, see notice of Special Course of Agriculture.

§ 3. COURSE OF STUDY.

FOR THE DEGREE OF B. A.

Undergraduates are arranged according to their standing, as Students of the First, Second, Third and Fourth Years; and, as such must attend all the courses of lectures appointed for their year, and those only, except by special permission of the Faculty.

First Year:—Classics; English Literature; Pure Mathematics; History; Elementary Chemistry.

Second Year:—Classics; French or German; Logic; Pure Mathematics; Botany.

Third Year:—Classics; French or German; Mental and Moral Philosophy and Rhetoric; Mixed Mathematics; Experimental Physics; Zoology.

Fourth Year:—Classics; Mental and Moral Philosophy; Mixed Mathematics; Experimental Physics; Mineralogy and Geology.

Honour Courses.—Courses of study leading to the Honours of the College and University are provided in the following subjects:—(1) Classics; (2) Mathematics and Physics; (3) Logic and Mental and Moral Philosophy; (4) English Language, Literature and History; (5) Natural Science.

(For details of the Ordinary and Honour Courses of study, see under Sect. 9.)

Undergraduates are required to study either French or German for two years, (viz., in the Second and Third Years,) taking the same language in both years. At the beginning of the Second Year the student must state which language he selects as obligatory. No change can afterwards be made without the special permission of the Faculty. In addition to the obligatory, there are other Lectures, attendance on which is optional, but Students who shall enter on these Courses of Lectures shall be held to the same rules in regard to attendance and conduct as in the case of the obligatory Lectures.

The Lectures in Modern Languages will be so arranged that Students competent and desirous to take in the same year the Lectures in French and in German, may do so.

Students who intend to join any Theological school, on giving written notice to that effect at the beginning of the Second Year, may take Hebrew instead of French or German.

§ 4. EXAMINATIONS.

COLLEGE EXAMINATIONS.

There are two examinations in each year; one at Christmas, and the other at the end of the Session. In both of these, Students will be arranged according to their answering, as 1st Class, 2nd Class, and 3rd Class.

Students who fail in the Christmas Examination may be allowed a Supplemental Examination, on written application to the Faculty, stating satisfactory reasons.

Failure in two or more subjects at the Sessional Examination will involve the loss of the Session. The Faculty may permit the Student to recover his standing by passing a Supplemental Examination at the beginning of the ensuing Session. But such permission will not be granted except in cases of sickness, or for other special reasons. For the purposes of this regulation, Classics, and Mathematics with Physics, will each be regarded as two subjects.

The time for the Supplemental Examinations will be fixed by the Faculty; and such Examinations will not be granted at any other time, except by special permission of the Faculty, and on payment of a fee of $5.

UNIVERSITY EXAMINATIONS.

I. FOR THE DEGREE OF B. A.

There are three University Examinations; that for Matriculation, the Intermediate, at the end of the Second Year, and the Final, at the end of the Fourth Year.

1. The subjects of the Matriculation Examination are stated in Section I.

2. In the Intermediate Examination, the subjects are Classics and Pure Mathematics, with Logic and the English language. The subjects for the Examinations of 1867 are as follows:—

Classics.—Greek.—Polybius.—Book III., Chapp. XX. to LX. inclusive.
Latin.—Livy.—Book XXI.
Latin Prose Composition.

Mathematics.—Arithmetic.
Euclid, Books I. II. III. IV. VI. and def. of Book V.
Algebra to Quadratic Equations inclusive.
Trigonometry, including use of Logarithms.

Logic.—Thomson's outlines of the Laws of Thought.

English.—Spalding's History of English Literature.
An English Essay.

3. In the Final Examination the subjects are Classics and Mixed Mathematics, with any two of the following:—(1) Mental and Moral Philosophy, (2) Natural Science, (3) Experimental Physics, (4) One Modern Language and Literature (or Hebrew) with History. The subjects for 1867 are as follows:—

Classics.—Greek.—Aeschines,—Contra Ctesiphontem.
Sophocles.—Philoctetes.

Latin.—Tacitus.—Annals, Book I.
Terence.—Adelphi.
Latin Prose Composition.

General Paper in Grammar and History.

Mathematics.—Mechanics, Hydrostatics, Optics, Astronomy } As treated in Galbraith and Haughton's Manuals.

With any two of the following:—

1 *Mental and Moral Philosophy.*—Mansel's Metaphysics,—Part 1.—Psychology; Schwegler's History of Philosophy; Whewell's Elements of Morality.

2 *Natural Science.*—Geology and Mineralogy, as in Lyell's Elements and Dana's Manual of Mineralogy.—The Zoology, Botany and Chemistry necessary to the study of the books above named: or as in Dallas' Outline of Zoology, Gray's Structural and Systematic Botany and Silliman's First Principles of Chemistry.

3 *Experimental Physics.—Electricity.*—Frictional and Voltaic. *Magnetism. Acoustics.*—Theory of Undulations.—Production and Propagation of Sound.—Vibrations of Rods and Plates.—Vibrations of Fluids.—Musical Sounds. Lardner's Handbooks.

4 *History and English Literature.*—Smith's Student's Gibbon.—Smith's Student's Hume.—Marsh's Handbook of the English Language.

Or, instead of History and English, candidates may take any of the following:—

(a) *History and French.*—History as above. The Course in French for the Fourth Year.—*Bossuet.*—Discours sur l'Histoire Universelle; *Boileau.*—Art Poetique. Translation into French, and French Composition.

(b) *History and German.*—History as above. *Schiller.*—Geschichte des 30 jahrigen Krieges; *Goethe.*—Iphigenie auf Tauris. General paper on Grammar, Translation into German, and German Prose Composition.

(c) *History and Hebrew.*—(Theological Students only). History as above. Hebrew Grammar; Translations from first four chapters of Isaiah; any three of the Psalms; the Chaldaic portions of the Scriptures; Targum of Onkelos on Genesis I. Modern Hebrew Poetry, Halevi or Gabirol.

Candidates for B. A. Honours may omit at the Ordinary Examinations for the Degree, any two of the four subjects appointed, and also the Lectures on such subjects in the Fourth Year, provided that they shall not have been placed lower than Second Class in the Third Year's Examinations in such subjects. For the two subjects thus omitted, the Sessional Examinations at the end of the Third Year will be reckoned as Degree Examinations.

No student shall be entitled to the above privileges, unless his attendance on Lectures and progress in the subject in which he is a Candidate for Honours shall be satisfactory to the Professor, nor unless he shall have obtained a Certificate of creditable answering in the Honour Examinations.

II. FOR THE DEGREE OF M. A.

Bachelors of Arts, of at least three years standing, are entitled to the degree of Master of Arts, after such examination and exercises as may be prescribed by the Corporation. The exercise at present appointed is the preparation of a Thesis on any literary, scientific, or professional subject, to be selected by the candidate, and approved by the Faculty; the Thesis to be submitted to the Faculty and reported on to the Corporation.

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§ 5. SPECIAL PROVISIONS FOR PROFESSIONAL STUDENTS.

I. LAW AND MEDICAL STUDENTS.

Students of the Third and Fourth Years, Matriculated in the Faculties of Law or Medicine of this University, are entitled to the following exemptions:—

In the Third Year, they may omit any two of the following subjects: Zoology, Experimental Physics, Rhetoric, and Modern Languages.

In the Fourth Year, they may omit Greek and also Geology or Experimental Physics.

In the ordinary B. A. Examination, they may, in Classics, pass in Latin alone; and, in Mixed Mathematics, in Mechanics and Hydrostatics alone.

To be allowed these privileges in either year, they must give notice at the commencement of the Session, to the Dean of the Faculty, of their intention to claim exemptions as Professional Students, and must produce, at the end of the Session, certificates of attendance on a full course of Professional Lectures in the year for which the exemptions are claimed.

II. THEOLOGICAL STUDENTS.

(Specially applicable to the Congregational College of British North America.)

Such Students, whether entered as Matriculated, or Occasional, shall be subject to the regulations of the Faculty of Arts in the same manner as other students.

The Faculty shall make formal reports to the Governing body of the Theological College, to which any such student may belong, as to :—(1) his conduct and attendance on the classes of the Faculty ; and (2) his standing in the several examinations ; such reports to be furnished after the Christmas and Sessional Examinations, severally, if called for.

Matriculated students shall be allowed no exemptions in the course for the degree of B. A., till they have passed the Intermediate Examination ; but they may take Hebrew in the Second and Third Years, instead of Modern Languages.

In the Third and Fourth Years they shall be allowed exemptions from the following subjects :—

In the Third Year they may omit Astronomy and Optics, Experimental Physics and Rhetoric.

In the Fourth Year they may omit Experimental Physics and English Literature.

Certificates of attendance on the full course of lectures in the Theological College must be produced by Students who avail themselves of these exemptions, before entering upon the B. A. Examination.

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§ 6. MEDALS, HONOURS, PRIZES AND CLASSING.

1. Gold Medals will be awarded in the B. A. Honour Examinations, to Students taking the highest Honours of the First Rank in the subjects stated below, and who shall have passed creditably the Ordinary Examinations for the degree of B. A.

The *Chapman Gold Medal* for the Classical Languages and Literature.

The *Prince of Wales Gold Medal* for Logic and Mental and Moral Philosophy.

The *Anne Molson Gold Medal* for Mathematics and Natural Philosophy.

The *Shakspere Gold Medal* for the English Language, Literature and History.

The *Logan Gold Medal* for Geology and other Natural Sciences.

In event of none of the candidates for any Medal fulfilling the required conditions, the Medal will be withheld, and the proceeds of its endowment for the year may be devoted to prizes in the subject for which the Medal was intended. (Under this regulation a prize of $64 will be offered in the Honour Course of the Second Year in Mathematics, to be awarded at the beginning of the Session of 1866-7.)

2. HONOURS, of First or Second Rank, will be awarded to those Matriculated Students who have successfully passed the Examinations in any Honour course established by the Faculty, and have also passed creditably the ordinary Examinations in all the subjects proper to their year.

3. CERTIFICATES of high general standing will be granted to those Matriculated Students who are placed in the First Class in the aggregate of the studies proper to their year.

4. PRIZES, to those Matriculated Students who may have distinguished themselves in the studies of a particular class, and who have attended all the other classes proper to their year.

Students taking B. A. Honours will be placed at the head of the Degree list: and Students who pass the Ordinary Degree and Sessional Examinations will be arranged as 1st Class, 2nd Class or 3rd Class, according to their answering.

The names of those who have taken Honours, Certificates, or Prizes, will be published in the order of merit; and with mention, in the case of students of the First and Second Years, of the Schools in which their preliminary education has been received.

§ 7. ATTENDANCE AND CONDUCT.

All Students shall be subject to the following regulations for attendance and conduct:—

1. A Class-book shall be kept by each Professor and Lecturer, in which the presence or absence of Students shall be carefully noted; and the said Class-book shall be submitted to the Faculty at all their ordinary Meetings during the Session.

2. Professors shall note the attendance immediately on the commencement of their Lectures, and shall omit the names of Students entering thereafter, unless satisfactory reasons are assigned. Absence or tardiness, without sufficient excuse, or inattention or disorder in the Class-room, if persisted in after admonition by the Professor, shall be reported to the Dean of Faculty, who may reprimand the student, or refer to the Faculty, as he may think proper.

3. The number of times of absence, from necessity or duty, that shall disqualify for the keeping of a Session, shall in each case be determined by the Faculty.

4. While in the College, or going to or from it, Students are expected to conduct themselves in the same orderly manner as in the Class-rooms. Any Professor observing improper conduct in the College building or grounds, may admonish the Student, and if necessary report him to the Dean.

5. Every Student is required to attend regularly the religious services of the denomination to which he belongs, and to maintain without, as well as within the walls of the College, a good moral character.

6. When Students are brought before the Faculty under the above rules, the Faculty may reprimand, report to parents or guardians, disqualify from competing for prizes and honours, suspend from Classes, or report to the Corporation for expulsion.

7. Any Student injuring the furniture or building will be required to repair the same at his own expense, and will in addition be subject to such other penalty as the Faculty may see fit to inflict.

8. All cases of discipline involving the interests of more than one Faculty, or of the University in general, shall be immediately reported to the Principal, or, in his absence, to the Vice-Principal.

§ 8. LIBRARY AND MUSEUM.

1. Students may receive books from the Library, on depositing the sum of four dollars with the Librarian, and signing a receipt for the books received: such deposit to be returned to the Student on his returning the book uninjured. Books of reference and works containing valuable illustrations, may not be removed from the Library.

2. Students may receive only two volumes at one time, and must return them within two weeks, on penalty of a fine of one shilling for each additional week.

3. Any volume or volumes lost or damaged by a Student, shall be paid for by him at such rates as the Faculty may direct, having reference to the value of the book and of the set to which it may belong.

4. Students may consult books in the Library at such hours as may be determined by the Faculty.

5. Professors and Lecturers may receive from the Librarian any books required by them for their duties in the College, not exceeding ten volumes at any one time. Books so borrowed must be returned at or before the close of each Session.

6. Persons not connected with the College may consult books in the Library, on obtaining an order to that effect from any of the Governors, or from the Principal, the Dean of Faculty or any of the Professors; and Donors of books or money to the amount of Fifty Dollars, may at any time consult books, on application to the Librarian.

7. The times and conditions of study in the Museum will be arranged by the Professor of Natural History.

§ 9. COURSES OF LECTURES.

CLASSICAL LITERATURE AND HISTORY.

Professor, Rev. G. Cornish, M.A.

GREEK.

First Year. — Xenophon.—Anabasis, Book I.
Homer.—Iliad, Book VI.
Greek Prose Composition.

Second Year.—Polybius.—Book III., Chapp. XX to LX.
Lysias.—Oratio Funebris.
Greek Prose Composition.

Third Year.—Demosthenes.—Philippics, I. to III.
Sophocles. Oedipus Rex.

Fourth Year.—Aeschines.—Contra Ctesiphontem.

LATIN.

First Year. — Cicero.—Orations against Catiline.
Virgil.—Æneid, Book VI. and the Eclogues.
Latin Prose Composition.

Second Year.—Horace.—Epistles, Book I.
Livy.—Book XXI.
Latin Prose Composition.

Third Year. — Juvenal.—Satires I., III. & VIII.
Terence.—Phormio.
Latin Prose Composition.

Fourth Year.—Tacitus.—Annals, Book I.
Latin Prose Composition.

In the work of the Class the attention of the Student will be directed to the collateral subjects of History, Antiquities and Geography; also to the Grammatical structure and affinities of the Greek and Latin Languages; and to Prosody and Accentuation.

B. A. Honours in Classics, being the Honour Course for Students of the Third and Fourth Years.

Candidates for B. A. Honours in Classics will be examined in the following subjects: —

I. GREEK.

I.—*Greek Philosophy.*

Plato.—Republic, Books I. & II.
Aristotle.—Nicomachean Ethics, Books I. & II.

II.—*Greek History.*

Herodotus.—Books VIII. & IX.
Thucydides.—Book I.
Xenophon.—Hellenics, Books I. & II.

III.—*Greek Poetry.*

a. Epic.—Homer.—Odyssey, Books I., II., & III.
Hesiod.—Works and days.

b. Dramatic.—Æschylus.—Prometheus Vinctus.
Seven against Thebes.
Sophocles.—Antigone.
Œdipus Rex.
Euripides.—Hippolytus.
Aristophanes.—The Frogs.

c. Lyric and Bucolic.—Pindar.—Olympic Odes.
Theocritus.—Idyls, I. to VI.

IV.—*Greek Oratory.*

Demosthenes.—De Corona.
Æschines.—Contra Ctesiphontem.

II. LATIN.

I.—*Roman History.*

Livy.—Books XXI., XXII., & XXIII.
Tacitus.—Annals, Books I. & II.
Histories, Book I.

II.—*Roman Poetry.*

a. Epic.—Virgil.—Æneid, Books I. to IV.

b. Dramatic.—Plautus.—Menæchmei.
Terence.—Adelphi.

c. Satiric. — Horace.—Satires, Book I.
Juvenal.—Satt. VIII. & X.
Persius.—Satt. V. & VI.

III.—*Roman Oratory and Philosophy.*

Cicero.—De Imperio Cn., Pompeii.
De Inventione.
De Officiis.

III. HISTORY OF GREECE AND ROME.

Text Books.

1. Grote's History of Greece, Vols. III. to VIII.
2. Mommsen, as far as translated.
4. Merivale's Romans under the Empire, Vols I. to VII.

IV. COMPOSITION.

1. Composition in Greek and Latin Prose.
2. General Paper on Grammar, History, and Antiquities.

The Examination for B. A. Honours will extend over six days, in the morning from 9 to 12, and the afternoon from 3 to 6.

ENGLISH LITERATURE.—(MOLSON PROFESSORSHIP)—LOGIC, MENTAL AND MORAL PHILOSOPHY.

Professor, Ven. Archdeacon Leach, D.C.L., LL.D.

First Year.—English Language and Literature. Text-books—Angus' Handbook; Spalding's History of English Literature.
Logic. Text-book—Thompson's Outlines of the Laws of Thought.

Second Year.—English Literature and Anglo-Saxon Grammar. Text-books—Klipstein's Anglo-Saxon Grammar; Spalding's English Literature.
Logic. Text-book—Thompson's Outlines.

Third Year.—Mental and Moral Philosophy. Text-book—Whewell's Elements of Morality; Schwegler's History of Philosophy.
Rhetoric. Text-book—Whately's Rhetoric, part III.

Fourth Year.—Mental and Moral Philosophy. Text-books—Mansel's Psychology; Schwegler's History of Philosophy.
English Literature. Text-book—Marsh's Hand-book.

B. A. Honour Course in Logic, Moral Philosophy and Mental Philosophy.

I. *Logic.*

Sir William Hamilton's Lectures on Logic; with Appendix, V. § 3.
Mill's Logic, Books I., III., V.
Whately's Logic, Book III.
Mansel's Prolegomena Logica, Chapters I., II., VI., VII., IX.
Introduction to Mansel's edition of Aldrich's Logic.

II. *Moral Philosophy.*

Ritter's History of Ancient Philosophy, Book VII., 2, 3, 4; VIII., 5; IX., 5; X., 2; XI., 5; XII., 3.
Mackintosh's Dissertation on the Progress of Ethical Philosophy.
Schwegler's History of Philosophy, p. 252-261.
Morell's History of Speculative Philosophy, &c., chap. IV., sec. 1, B.

One of the following ancient Ethical Treatises, at the option of the Student:—
Plato's Republic, Books I.-IV. (in English.)
Aristotle's Ethics, Books I.-III., VI., X., (in English.)
Epicteti Manuale, et Senecæ Dialog. Lib. I., II., VII., XII.

One of the following Modern Ethical Treatises, at the option of the Student:—
Butler's Three Sermons on Human Nature, with the Preface and the Dissertation on the nature of Virtue.
Stewart's Philosophy of the Active and Moral Powers, Books I., II., IV.

III. *Mental Philosophy.*

Schwegler's History of Philosophy.
Ritter's History of Ancient Philosophy, Book II., c. 3; III., c. 1, 2; VI., IX., c. 2, 3; X., c. 1; XI., c. 2, 3, 4; XII., c. 1, 4, 6, 7; XIII.
Haureau, de la Philosophie Scholastique, Chap. 1, 2, 8, 13, 17, 19, 20, 21, 27, 28.
Stewart's Dissertation on the Progress of Metaphysical and Ethical Philosophy.
Morell's History of the Speculative Philosophy of Europe in the XIXth Century, Part II.

One of the following ancient writers, at the option of the Student:—
Plato;—Phædo and Phædrus; or Theætetus and Protagoras; or Republic, Books VI. and VII.

Aristotle :—Metaphysics, Books IV., (V.) XI. (XII.)

One of the following Modern writers, at the option of the Student :—

Bacon, Novum Organon, Lib. 1; and De Augementis Scientiarum, Lib. III., IV.
Descartes, Meditations.
Berkeley's Treatise concerning the Principles of Human Knowledge.
Ferrier's Institutes of Metaphysics.
Sir W. Hamilton's Lectures on Metaphysics.
Mansel's Metaphysics.
Morell's Outlines of the Philosophy of Mind.

B. A. Honour Course in English Language, Literature and History.

I. *Language.*

Klipstein's Anglo-Saxon Grammar.
Thorpe's Analecta Anglo Saxonica.
Marsh's Lectures on the English Language, by Smith.
Craik's Outlines of the History of the English Language.
Tyrwhitt's Essay on the Language and versification of Chaucer.
Trench's Study of Words.
Trench's English Past and Present.
Trench's Glossary.

II. *Literature.*

Required from the Student a general acquaintance with the works of the English Classical authors, and a more minute study of the following portions of English Literature :—

Shakespeare's Plays.
Chaucer—Canterbury Tales; The Prologue and the Knight's Tale; the Flower and the Leaf; The House of Fame.
Spenser—Faerie Queen; Books I., II.
Marlowe—Faustus and Jew of Malta.
Milton—Paradise Lost; Comus; Lycidas; L'Allegro.
Dryden—Absalom and Achitophel; Annus Mirabilis; Dedications to his Translations of Virgil's Æneid and the Satires of Juvenal.
Pope—Dunciad; Essay on Criticism; Rape of the Lock; Eloisa and Abelard; Prefaces to his Translations of Homer's Iliad and Odyssey.
Bacon—Essays.

Required to be read, in connection with this part of the Course :—

Craik's History of English Literature.
Hallam's Literary History of Europe—the parts relating to English Literature.
Johnson's Lives of Milton, Dryden, Addison, Pope.
Dunlop's History of Fiction.

III. *History.*

Required a general acquaintance with the History of England to the year 1714, and a more minute knowledge of the Anglo Saxon period, of the 13th and 14th centuries, and of the period from the accession of Elizabeth to that of George I. The following books are recommended :—

Hume's History of England.
Godwin's Life and Times of Chaucer.
Pauli's Life of Alfred the Great.
Froude's History of England.
Macaulay's History of England.
Clarendon's History of the Rebellion.
Hallam's Constitutional History of England.

FRENCH LANGUAGE AND LITERATURE.

Professor, P. J. Darey, M.A.

First Year.—*For Students commencing the study of French :*—Student's Companion to the study of French; Fénelon, le Télémaque.

For Students having already a knowledge of the French Language:—Molière, l'Avare; Poitevin, Grammaire française; Gems from the Spectator (to translate into French); Dictation; Parsing.

Second Year.—*Elementary Course :*—Student's Companion to the study of French; Molière le Bourgeois gentilhomme, Le Misanthrope.

Advanced Course :—Molière, Tartufe, Les Femmes savantes; Poitevin, Grammaire française; Gems from the Spectator (to translate into French); Dictation; Parsing; Composition.

Third Year.—*Elementary Course :*—Student's Companion to the study of French; Racine, Iphigénie, Esther; Dictation; Vicar of Wakefield (to translate into French).

Advanced Course :—Poitevin, Grammaire française; Racine, Phèdre; Corneille, Cinna; Shakespeare, As You Like It (to translate into French); Lectures upon the French Literature of the 16th, 17th, and 18th centuries—Text-Book :—Demogeot, Littérature française.

Fourth Year.—Corneille, Le Cid, Horace; Racine, Les Plaideurs; Lectures upon the Literature of the 19th century.

GERMAN LANGUAGE AND LITERATURE.

Professor, C. F. A. Markgraf, M.A.

First Year.—A Preparatory Course for Students unacquainted with the Language. Text-books—Schmidt's German Guide (1st Course); and Schmidt's German Reading Book for Beginners.

Second and Third Years.—The exercises of the Elementary Course will consist of recitations, reading and analysis, translations, oral and written, and writing from Dictation. Special regard will be had to the affinities of the German with the English. Text-books :—Schmidt's German Guide (1st—3rd Course); Schmidt's Reading Book, and Adler's progressive German Reader.

In the *Advanced Course* the theory of German Grammar will receive greater expansion, and the Exercises will comprise select readings in German prose and poetry, composition in the various styles of writing, and translations from English writers.

The Text-book for this course will be made known at the commencement of the Session.

During the Advanced Course a Series of Lectures will be delivered on the History of German Literature, from the earliest periods down to the classical age of Goethe and Schiller;—closing with a brief notice of the state of German Literature in the present day.

Fourth Year.—An additional Course of German Literature, for Students desiring a more complete knowledge of the Language.

HEBREW AND ORIENTAL LITERATURE.

Professor, Rev. A. De Sola, LL.D.

Elementary Course.—(*For Students of the First and Second Years*)—Grammar:—The Text-book employed will be Gesenius' Hebrew Grammar, with exercises in Orthography and Etymology.

Reading :—Translation and Grammatical Analysis of Historical Portions of the Scriptures—Syntax—Mishlé Shualim—Fables, &c.

Advanced Course.—(*For Students of the Second, Third and Fourth Years.*) —Introduction to the Study of Hebrew Poetry—its spirit and characteristics. Lowth and Sarchi as Text Books. Translations from the Psalms, Lamentations and Isaiah. Ancient compared with Modern Hebrew Poetry; the productions of Halevi, Gabirol, &c. Grammar, Exercises, &c., continued.—*The Chaldee Language*. Grammar Mebo Halashon Aramith of J. Jeitteles. The Chaldee portions of Scripture. Targum of Onkelos and T. Yerushalmi, *The Syriac Language*, Grammar, (Uhlemann's) and Translations.

The course will comprise lectures on the History of the Hebrew Language and Literature in particular, with a general notice of the other Oriental Languages, their genius and peculiarities. Comparative Philology, affinity of roots, &c., will also receive due attention while the portions selected for translation will be illustrated and explained by reference to Oriental manners, customs, history, &c.

SPANISH LANGUAGE AND LITERATURE.

Rev. Professor De Sola.

(Extra Fee for this Class, $5.00. Spanish may be taken by Students instead of French or German).

The study of the Spanish Language on this Continent, being generally pursued with special reference to commercial purposes, it will be sought to impart in this Course a practical knowledge of the Castilian, the richest and most harmonious of the Peninsular languages—as well as an acquaintance with its Literature.

Ollendorf's Spanish Grammar by Valazquez and Simonné, and the Reader of M. Valazquez are the Text-books employed in the Junior Class, who will also be exercised in composition by both written and oral exercises. In the Senior Class, Fernandes' Exercises, continuation of Grammar and Composition, Cervantes' Don Quixote, Quintana Vida del Cid, and Marianas Historia will be the subjects of study. Besides a special comparison with the Portuguese Language, a general notice, literary and historical, of the Basquence and other dialects will be given.

MATHEMATICS AND NATURAL PHILOSOPHY.

Professor, ALEXANDER JOHNSON, LL.D.

MATHEMATICS. (*First Year.*)—Arithmetic.—Euclid, Books 1, 2, 3, 4, 6, with Definitions of Book 5 (omitting propositions 27, 28, 29, of Book 6). Galbraith and Haughton's Edition.—Colenso's Algebra, part 1 to end of Quadratic Equations.—Galbraith and Haughton's Plane Trigonometry to end of Solution of Plane Triangles.—Nature and use of Logarithms.

MATHEMATICS.—(*Second Year.*)—Arithmetic, Euclid, Algebra and Trigonometry as before.—Remainder of Galbraith and Haughton's Plane Trigonometry.—Conic Sections treated Geometrically. (The Parabola as in Drew's Conic Sections, the definitions of the Ellipse and Hyperbola, with the fundamental properties of their tangents.) Euclid, Book XI, Props. 1 to 21; Book XII., Props. 1, 2.

The Course for the Intermediate University Examination consists of the Mathematics for the first two years, except Conic Sections and Solid Geometry.

MATHEMATICAL PHYSICS AND ASTRONOMY.—(*Third Year.*)—Galbraith and Haughton's Mechanics, (omitting chap. 5 of Statics), Hydrostatics, Optics and Astronomy.

At the Ordinary Examinations, answers to questions in Mechanics on the Chapters on Friction, Collision of Bodies, and Projectiles, will be taken into account only in determining the relative positions of those whose other answers shall entitle them to be placed in the First Class.

EXPERIMENTAL PHYSICS.—(*Third and Fourth Year.*)—1.—*Light*—Theories—Reflection.—Refraction.—Dispersion—Interference and Diffraction.—Double Refraction.—Polarization. 2. *Heat*—Dilatation of Solids, Liquids and Gases.—Specific and Latent Heat.—Radiation and Conduction of Heat. 3. *Electricity*—Frictional and Voltaic. 4. *Magnetism*. 5. *Acoustics*—Theory of Undulations.—Production and Propagation of Sound.—Vibrations of Rods and Plates.—Vibrations of Fluids.—Musical Sounds. Text-Books—Lardner's Hand-books and Tyndall on Heat. This Course extends over two years.

The Lectures in Mathematical and Experimental Physics will be illustrated by Apparatus.

Honour Courses.

MATHEMATICS.—(*First Year.*)—Mulcahy's Modern Geometry, first five chapters.—Townsend's Modern Geometry.—Wood's Algebra.

MATHEMATICS.—(*Second Year.*)—Young's or Todhunter's Theory of Equations.—Hind's Plane and Spherical Trigonometry.—Salmon's Analytic Geometry, first thirteen chapters.—Hall's Calculus, Chapters 1, 2, 3, 4, 6, 7, of Diff. Cal., Chapters 1, 3, 4, 5, of Integ. Cal.

MATHEMATICAL PHYSICS.—(*Third Year.*)—Todhunter's Statics, (omitting Chap. 13.)—Sandeman's Dynamics of a Particle.—Besant's Hydrostatics, Chaps. 1, 2, 3, 5.—Walton's Mechanical Problems.—Griffin's or Parkinson's Optics.—Hymer's Astronomy, (selected course.)

Course for the Anne Molson Prize.

Hall's Differential and Integral Calculus.—Salmon's Conic Sections. The value of the prize is about $64. Candidates must have completed their Second Year of study. An examination for it will be held in the beginning of the Session of 1866-7.

B. A. Honour Course.

PURE MATHEMATICS.—Hind's Plane and Spherical Trigonometry.—Young's or Todhunter's Theory of Equations.—Hall's Differential and Integral Calculus'—Boole's Differential Equations, (selected course.)—Gregory's Examples of the Calculus, (omitting the last 2 chapters.)—Salmon's Conic Sections.—Salmon's Geometry of three Dimensions, (selected course.)

MECHANICS.—Todhunter's Statics.—Sandeman's Dynamics of a Particle.—Griffin's Dynamics of a Rigid Body.—Besant's Hydrostatics and Hydro-dynamics.—Walton's Mechanical Examples.—Walton's Examples in Hydrostatics.

ASTRONOMY.—Hymer's Astronomy.—Sir John Herschel's Outlines of Astronomy, (Part II. on the Lunar and Planetary Perturbations.)—Godfray's Lunar Theory.

Newton's Principia, Lib. I, Sects. 1, 2, 3, 9, and 11.

LIGHT.—Lloyd's Wave Theory of Light.

HEAT.—Lardner's Hand-book. Tyndall's "Heat considered as a mode of motion."

ELECTRICITY. }
MAGNETISM. } Lardner's Hand-book.

The examination for B. A. Honours will continue for *four* days, during six hours each day.

The examinations for Honours in the other years will continue for *two* days.

Engineering Students may be candidates for Honours.

At every examination (whether Ordinary or Honour) in the first two years Students are liable to examination in all the subjects of the previous course; and in the last two years, in all the subjects of the third and fourth years.

NATURAL HISTORY.

Professor, J. W. Dawson, LL.D., F.R.S., F.G.S.

I. Botany.—(Second Year and part of the Third Year.)

1. *Histology and Morphology of the Plant*, or description of its elementary tissues and organs.

2. *Physiology of the Plant*, or investigation of its functions of Nutrition and Reproduction.

3. *Systematic and Descriptive Botany*, or the principles of the Classification of Plants, with descriptions of the more important Natural Orders, special notices of the Flora of Canada, and instructions for collecting and determining Plants, and for the use of the Microscope.

4. *Geographical Botany*, or the distribution of Plants over the Globe.

Text-book—Gray's Structural and Systematic Botany.

Students desiring a more complete knowledge of the subject, or who have collected Plants in the summer vacation, will have the benefit of an additional Course of determinative and Canadian Botany in the two first months of their third Session. Prizes will be given in this course for the best collections of Plants, and the greatest proficiency in their determination. The prize collections or duplicates of them to remain in the College Museum.

II. Zoology and Comparative Physiology, (Third Year.)

1. *General Zoology*, including the elements of the Histology, Comparative Anatomy and Physiology of Animals, with the Principles of Classification, and the division of the animal Kingdom into Provinces or Sub-Kingdoms.

2. *Descriptive Zoology*, including the characters of the classes and orders of the Animal Kingdom, illustrated by typical examples, and as far as possible by Canadian species.

Text-books—Synopsis by the Professor, with Agassiz and Gould's Principles.

III. Mineralogy and Geology, (Fourth Year.)

1. *Mineralogy.*—Chemical and Physical characters of Minerals, including Crystallography, the methods of determining species, and Descriptive Mineralogy ; with special reference to those species most important to Geology, or useful in the Arts.

2. *Physical Geology.*—Composition of Rocks and their structure on the small scale.—Origin of Rocks, considered as aqueous, igneous, or metamorphic. Arrangement of Rocks on the large scale ; stratification, elevation and disturbances, denudation.

3. *Chronological Geology and Palæontology.*—Data for determining the relative ages of formations. Classification according to age. Fauna and Flora of the successive periods. Geology of British America.

4. *Practical and Economical Geology.*—Methods of observation and of making Geological surveys. Applications of the science to Mining, Engineering, and Agriculture.

Text-Books—Dana's Manual of Mineralogy and Lyell's Elements of Geology.

B. A. Honour Course.

Students entering for Honours must have passed creditably the examinations in Elementary Chemistry, Zoology, Botany and Experimental Physics; and should know the Elements of Drawing. Students entering for practical purposes will be required only to satisfy the Professor of their fitness for the studies of the class.

Candidates for Honours will be expected to attain such proficiency as to be able to undertake original investigations, in some at least of the subjects of study.

The Lectures will include:—

1. An advanced Course in general Geology and Palæontology, in connection with which the Students will be required to read Dana's Manual and Qwen's Palæontology.

2. Canadian Geology in connection with which the Students will read the Report of the Geological Survey of Canada.

3. Practical Geology and determination of species; with books of reference from the College Library, specimens from the Museum, and field work when practicable.

In addition to the above, the Student will be examined in any two of the following subjects:

1. The Systematic part of Botany, as in Gray's "Text Book" and "Manual," and specimens illustrative of these books from the Museum.

2. Owen's Lectures on the Invertebrate Animals, and specimens illustrative thereof from the Museum.

3. Dana's Mineralogy, and specimens illustrative thereof from the Museum.

The Lectures in Natural History will be accompanied with demonstrations in the Museum. Students in Natural History are also entitled to tickets of admission to the Museum of the Natural History Society of Montreal.

CHEMISTRY.

Professor, T. Sterry Hunt, LL.D., F.R.S., &c.

Chemistry, Ordinary Lectures.—(*Students of the First Year, and Special Students.*) A course of about forty-five lectures, accompanied with experiments, and comprising an Elementary Course of General Chemistry. It will include the principles of Chemical Philosophy, the History of the Elements, and their combinations, the principles of Organic Chemistry, and the History of the most important groups of Organic Compounds.

Text-Books:..... { Youman's New Chemistry, Silliman's Chemistry.

Should Students offer, arrangements will be made, if possible, for a class of Analytical Chemistry, to commence in November.

METEOROLOGY.

Professor, Charles Smallwood, M.D., LL.D.

Instruction in Meteorological Observations will be given in the Observatory, at hours to suit the convenience of the senior students.

AGRICULTURAL CHEMISTRY.

PROFESSOR DAWSON.

A course of Lectures on this subject is delivered at the Normal School, and additional Lectures and instructions are given to students in the special course of Agriculture.

SPECIAL COURSE OF AGRICULTURE.

Matriculation.

Students entering on this course must pass the Matriculation examination in Arithmetic, and writing English from dictation. Occasional Students may enter on satisfying the Professor that they are competent to proceed with the work of the class.

Course of Study, &c.

First Year.—Elements of Agriculture as in Dawson's First Lessons.

Chemistry,
Vegetable Physiology & Botany,
English,
French,
} As in the First and Second years of the College course.

Second Year.—Advanced Agriculture, as in Johnson's Scientific Agriculture, and in suitable text-books in practical Agriculture.

Experimental Physics,
Animal Physiology & Zoology,
English,
French,
} As in the Second and Third years of the College course.

Fee for the Course, $20 per Session, or for Agriculture alone, $5 Matriculation, $4. Library and Gymnasium, $4.

On passing the examination, Students will be entitled to certificates.

Bursaries, &c.

Two Bursaries of $50 each, provided by the Board of Agriculture for Lower Canada, (and for the present session exemption from the sessional fee of $20) will be granted on the following conditions :—

Candidates must not be less than 16 years of age; must produce certificates of good character, and must pass creditably the Matriculation Examination in Arithmetic and English. They must also declare their intention to apply the education received to the prosecution of practical Agriculture.

Should more than two candidates apply, the Bursaries will be given to those who shall pass the best Matriculation Examinations.

Free scholarships exempting from the Sessional Fees, will be given to students who, in addition to the course stated above, shall pass the Matriculation Examination in Mathematics, and pursue creditably the College course therein for one or two sessions.

LIST OF THE PRINCIPAL DONATIONS

TO THE

LIBRARY AND MUSEUM OF THE FACULTY OF ARTS,

FROM MAY 1865 TO APRIL 1866 INCLUSIVE.

1. To the Library.

Peter Redpath, Esq., ...	Seventy-six vols., comprising works on English Literature and English History, Mental and Moral Philosophy, &c., &c., bd. uniformly in half calf.
Miss Mary Durnford,....	Family Recollections of Lieut.-Gen. E. W. Durnford. 1 vol.
Government of Canada, ...	Sessional Papers. vol. 24th. Nos. 1 & 2.
G. Washington Moon, Esq., ...	The Dean's English. 1 vol.
Superintendent of the U.S. Coast Survey	Report of the U. S. Coast Survey for 1862.
Prof. P. J. Darey	La Géologie du Canada. 1 vol.
Government of Canada, ...	Statutes of Canada for 1865. Eng. & French. 2 vols.
Do. Do....	Journals of Legislative Council. Vol. 24th.
Do. Do.	Journals of Leg. Assembly. Vol. 24th.
Corporation of Montreal	The Charter and By-Laws of the City of Montreal. 1 vol.
Superintendent of Education, L.C.	Report on Educ. for 1864. Eng. 1 pam.
Colonel Rollo, ...	Reports of the U. S. Coast Survey, 1855-57. 3 vols.
Do. Do.	Borneo, Reports, relating to Sir J. Brooke. 1 vol.
Do. Do.	Reports relating chiefly to Military matters. 12 pam.
E. Billings, Esq., F.G.S.,....	Palæozoic Fossils, 1861-65. vol. 1st.
John Lee, Esq., ...	McAlpine's Catalogue of the Law Library at Hartwell House, Buckinghamshire, 1 vol.
Government of Canada	Sessional Papers, No. 3 to vol. 24th.
John H. Potter, Esq., ...	Diplomatic Correspondence, 2 vols.
Geological Survey of Great Britain	Memoirs and other Publications of the Geol. Survey of Great Britain, 5 vols and 66 pam.
Seminary of St. Sulpice, Montreal, ...	Histoire de la Colonie Frangaise en Canada, 2 vols.
Principal Dawson, ...	The Edinburgh University Calendar for 1865 1866.—1 vol.
Do. Do.	General Report of the Commissioners under the Universities (Scotland) Act. 1858, 1 vol.
Do. Do.	A number of Pamphlets comprising Agricultural Journals, Papers on Natural Science, Collegiate and Educational Reports, &c.
Lords Commissioners of the Admiralty, ..	Greenwich Observations in 1863, 1 vol.
Do. Do.	Paramatta Catalogue of 7385 Stars, 1 vol.
Royal Society of London, ...	Proceedings of the Royal Society. Nos. 70-77. 8 pam.
Do. Do.	Philosophical Transactions for 1864-65. Vol. 154th, 3rd part, & vol. 155th, 1st part.
Do. Do.	List of Fellows of the Royal Socy., 30th Nov., 1864. Pam.
Ven. Archdeacon Leach,....	The Student's Practical Chemistry. 1 vol.
Government of Nova Scotia	Journals of House of Assembly, N.S., for 1865. 1 vol.
Government of Canada.	Statutes of Canada for 1865. Eng. & Fr. 2 vols.
T. J. Claxton, Esq	Keith Johnston's Physical Atlas of Natural Phenomena, 1 vol., folio.
F. Griffin, Esq., Q. C	Audubon & Bachman's Viviparous Quadrupeds of North America, 3 vols., with Plates in 3 vols., crown fol.
University of Toronto	Examination Papers for 1865, 1 vol.
London University	London University Calendar for 1866, 1 vol.
Prof. Teodoro Caruel	Prodrome della Flora Toscana, 4 pam.
Do do	Illustratio in Hortum Siccum Andreæ Cæsalpini, pam.

2. To the Museum.

T. D. King, Esq., ...	....24 Microscopic objects, mounted.
Mrs. J. Molson..	Scarabæus from Egypt.
G. Oliver, Esq., ...	....Apatite from N. Burgess.
A. Morris, Esq., M.P.P., ...	Specimens of Iron Ore.
Smithsonian Institute, ...	....Specimens of Myriopods.
G. Barnston, Esq., ...	Skull of the Walrus, Skull of the Polar Bear.
T. J. Moore, Esq., Curator of Liverpool Free Museum,....	Casts of footprints of Labyrinthodon and Iguanodon, and of skulls of Gorilla and Chimpanzee.
H. Woodward, Esq., British Museum ..	Cast of Cone of *Zamiostrobus Fittoni*.
H. Hicks, Esq., & J. W. Salter, Esq.,	....Specimens of Fossils from the Lingula Flags.
Prof. Darey.....	Specimens of Fossils from France.
Mr. C. Bancroft,....	....Fossils from the Greensand of Cambridge.
F. W. Coffin, Esq., ...	Skull of Mink, Specimens of Calcareous Spar.
P. P. Carpenter, B.A., Ph. D.	....A valuable collection of the shells of the West Coast of America; being a duplicate of that prepared by Dr. Carpenter for the British Museum. Mrs. G. Frothingham, of Montreal, has given a donation of $234 to defray the expense of arranging this collection, and the University is indebted to H. Allan, Esq. for remitting the freight on the boxes.
G. Barnston, Esq., ...	Eleven species of Fossil Fishes from the Devonian of Orkney.
D. A. Watt, Esq., ...	....Specimens of several rare Canadian Ferns.
Rev. J. Geddie, ...	Specimens of Native Cloth, &c., from Aneiteum, New Hebrides.
Dr. Reddie, ...	... A flint implement and specimen of Fossil Coral.
Mr. McRae, student,....	Specimen of Asbestos.
Mr. Grandy, student, ...	....Specimens of *Murchisonia*.
W. J. Anderson, Esq....	Specimens of Worm-tracks from Pt. Levis.
P. Redpath, Esq.,....	....Specimens of *Lepas anatifera*.
Prof T. Caruel, ...	Collection of Plants of Tuscany.
Mr. Price, student, ...	....Prepared specimen of a Frog from Dominica.

The Library of the Faculty of Arts contains about 5,000 volumes of standard works, selected with especial reference to the wants of Professors and Students, and open to their use during the Session.

The Apparatus includes Electrical and Pneumatic Instruments of the largest size and most modern construction, several Microscopes, a Telescope, and instruments illustrative of Statics, Dynamics, Hydrostatics, Heat, Optics, Astronomy and Geodesy. The Laboratory is fitted up with the apparatus necessary for the pursuit of practical researches in Chemistry. The Observatory is in constant use for Magnetical and Meteorological observations.

The Museum consists of:

1. The general collection in Zoology, including specimens illustrative of the leading types in all the classes of Animals.
2. The general collection in Geology and Palæontology, including specimens illustrative of all the Geological periods.
3. The Holmes collection of 2,000 Canadian and Foreign Minerals.
4. The Holmes Herbarium, containing specimens of nearly all the plants indigenous to Lower Canada, and a large collection of exotic plants.
5. The Logan collection of 475 characteristic Canadian Fossils and Rocks.
6. The Couper collection of 2,400 Canadian Insects.
7. The Carpenter collection of Mazatlan Shells.

All these collections are used to illustrate the lectures, or are open to the inspection of Students.

MCGILL UNIVERSITY LIBRARY

Lectures in the Undergraduate Course in Arts and Special Courses.

SESSION 1866-67.

FIRST YEAR.

Hours.	Monday.	Tue-day.	Wednesday.	Thursday.	Friday.
9		Classics.	Classics.	Classics.	
10	Mathematics.	Mathematics.	Mathematics.	Mathematics.	Mathematics.
11	English.	Elementary Chemistry.	History.	Elementary Chemistry.	English.
12	Classics.	* French or German.	English.	* French or German.	Classics.
1	* Hebrew.		* Hebrew.		

SECOND YEAR.

9	Classics.	Mathematics.	Mathematics.	Mathematics.	Classics.
10	Logic.	Botany.	French or German.	Botany.	Logic.
11	French or German.	‡ French or German.	Logic.	‡ French or German.	French or German.
12	† Mathematics.	Classics.	Classics.	Classics.	† Mathematics.
1	* Hebrew.		* Hebrew.		

THIRD YEAR.

9	Mathematical Physics.	Zoology.	French or German.	Zoology.	Mathematical Physics.
10	† Classics.	Classics.	Classics.	Classics.	† Classics.
11	† Mathematical Physics.	Moral Philosophy & Rhet.	‡ French or German.	Moral Philosophy & Rhet.	† Mathematical Physics.
12	‡ French or German.	§ Experimental Physics.	Mathematical Physics.	§ Experimental Physics.	French or German.
1	* Hebrew.		* Hebrew.		

FOURTH YEAR.

9	* Germam.	* French.		* French.	* German.
10	Geology.	Moral Philosophy.	Moral Philosophy.	Moral Philosophy.	Geology.
11	Classics.	† Mathematical Physics.	† Mathematical Physics.	† Mathematical Physics.	Classics.
12	† Geology, † Moral Philos'y	Experimental Physics.	† Geology.	Experimental Physics.	†Geology. †Moral Philos'y.
2	Hebrew.	† Classics.		† Classics.	

Agriculture,—Wednesday, 9 to 10; Tuesday and Thursday, 12 to 1, from October 1st. *Library* open every forenoon.

† For Candidates for Honours. * Optional or voluntary. ‡ Advanced Course. § From November 1st.—Advanced Course of Botany in Sept. and October.

Faculty of Medicine.

The Principal (ex-officio.)
Professors,—Campbell.
Hall.
Fraser.
Sutherland.
Scott.
Wright.
Howard.
McCallum.
Craik.
Demonstrator,—Dr. Fenwick.
Dean of the Faculty,—G. W. Campbell, A.M., M.D.

The thirty-fourth Session of the Medical Faculty of the McGill University, will be opened on Monday, 5th November, 1866; and will be continued during the six months following.

To meet the circumstances of General Practitioners in British North America, where there is no division of the profession into Physicians and Surgeons exclusively, the degree awarded upon graduation is that of "Doctor of Medicine and Master in Surgery." This designation is also appropriate, from agreeing with the general nature and equable character of the previous curriculum demanded of the candidates for this double rank, as is fully specified hereafter. The degree is received by the College of Physicians and Surgeons of Lower Canada, and upon ownership being proved, admits the holder to become a Licentiate of that body, and to practice Physic, Surgery, and Midwifery.

To intending students desirous of information upon the best manner of pursuing their studies, the following suggestions are made by the Faculty:—

(1.) Exclusively of general education, professional reading for some time previously to matriculation is advised as a preparation, whereby familiarity with technical terms will be gained, and an insight obtained into the subjects to be brought under notice during lectures.

(2.) Though three years constitute the shortest time required for College attendance, yet the Student is at liberty to extend this as much further as he pleases; the addition of a year, or even two, is considered to be a great benefit, for it obviates the crowding of branches within too brief a term, and permits of a more extensive attainment of the topics they embrace.

(3.) Attention is recommended to be given during the first Session to the primary branches entirely: during the second Session an increase is proper, and two of the final courses may be profitably conjoined with such of the antecedent as are required; while during the remaining period further advance is to be made by completing the curriculum required of the candidate for graduation. Clinical courses should not be taken out during the first Session.

Matriculation is necessary every Session; it is required upon entrance or as nearly afterwards as possible, and always before any class tickets are procured. The Register is closed annually in the month of December. Class tickets are payable in advance, and if not taken out within the prescribed period of the current session, will not be granted after its expiration.

The ample and varied means which are placed at the disposal of the student by this school in its spacious accommodations and abundant provisions, together with the large hospitals in connection with it, are briefly referred to in the following pages.

Courses of Lectures.

The number of Professors in the Faculty is nine; the number of Classes, ten; two of the classes (often conjoined in European Schools) being held by one Professor.

1. Anatomy.—(Prof. Scott)—The fresh subject is chiefly employed in the illustrations of the Lectures in this branch, aided however, by dried preparations, wax models, plates full size of life, &c.

The Dissecting Room is under the direction of the Professor, aided by the Demonstrator of Anatomy. It is open from 8 a.m. to 10 p.m., being lighted with gas. All the usual conveniences are supplied, and the Demonstrator will be in attendance to assist the pupils in their operations.

2. Chemistry.—(Prof. Sutherland)—Inorganic Chemistry is fully treafed; and a large portion of the course is devoted to Organic Chemistry and its relation to Physiology. The branches of Physics bearing upon or connected with Chemistry, also engage the attention of the class. For experimental illustration, abundant apparatus is possessed by the Professor, among which

may be enumerated, a powerful Air Pump—Oxy-Hydrogen Microscope—Polariscope—extensive series of Crystallographic models—Electrical and Galvanic apparatus, &c., &c.

3. Materia Medica.—(Prof. Wright)—This course is illustrated from a Cabinet of Pharmacological objects; by plates of Medicinal Plants, (Wagner, Roque, Stephenson and Churchill)—by dried specimens; by carefully prepared Microscopical objects, &c., &c. Analytical experiments with the ordinary re-agents are also shown; and diagrams, with other illustrations, are used.

4. Institutes of Medicine.—(Prof. Fraser)—Under which are comprised *Histology, Physiology, General Pathology and General Therapeutics.* The minute Structure and Composition of the various Organs, and the Fluids and Tissues of the body in health and disease are explained and illustrated by Microscopic Preparations, Plates and Preparations from the Museum.

5. Practice of Medicine.—(Prof. Howard)—The extensive series of plates contained in the Library, Libert, Cruveilhier, Carswell, Hope, Alibert, Willis, Bateman, &c., &c., will be employed; also Morbid Preparations and models of diseased parts.

5. Surgery.—(Prof. Campbell)—Divided into Principles and Practice, including Surgical Anatomy and Operative Surgery, exhibited on the subject. —Quain's large plates, Maclise, Dalrymple, &c. The various surgical instruments and apparatus exhibited, and their uses and application explained and practically illustrated.

7. Midwifery.—(Prof. Hall)—Including diseases of females and infants, illustrated by a series of Drawings on a large scale; by humid Preparations; by models in wax; and by the use of the artificial Pelvis.

8. Medical Jurisprudence.—(Prof. McCallum)—Includes Toxicology—the modes of testing for poisons are exhibited, and post-mortem appearances illustrated by plates—Insanity, Public Hygiene, and Medical Police are touched upon.

9. Clinical Medicine.—(Prof. McCallum)—Taught by lectures and at the bed side—Physical Diagnosis taught practically, and each pupil invited to take part in it.—Examination of the urine, chemically and microscopically explained and illustrated.

10. Clinical Surgery.—(Prof. Craik)—Taught in similar manner. For both these Classes ample material is afforded by the cases at the Montreal General Hospital.

11. Botany and Zoology.—(Prof. Dawson)—In addition to the above classes, Students are required to attend one course of Botany and one course of Zoology, on which subjects separate courses of Lectures are delivered to Medical Students. For details see announcement of the Faculty of Arts.

Library and Museum.

The Library contains upwards of 3,500 volumes, including the most useful books for reference, as well as the most elementary ones; the works of the older authors as well the most recent. It is open to the Student without charge, under necessary regulations for the care of the books. The Museum contains a large number of preparations, chiefly pathological; also, wax and papier mache models.

Hospitals.

The Montreal General Hospital is visited every day by the Medical officers in attendance. After the visit, a large number of out-door patients are examined and prescribed for. The Fee for a six months' ticket is Six Dollars; for perpetual, Sixteen Dollars.

The Operating Room (used also for a lecture room) is so constructed as to suit the convenience of the Students in obtaining a good view of the operations going on.

The University Lying-in-Hospital is under the direction of the Professor of Midwifery. Students who have already attended one course of his lectures, are furnished with cases in rotation. The Fee for a six months' ticket is Five Dollars.

Past Session.

The total number of Students in the past Session was 178, as follows:—From Canada East, 93; Canada West, 72; New Brunswick, 3; Prince Edward Island, 2; Nova Scotia, 3; Newfoundland, 1; United States, 4.

The names of the students who passed the Examination in Natural History are as follows:—

Botany.

Class 1st.—O. H. E. Clark, A. A. Henderson, G. F. Bull, W. H. Howitt, F. J. Tuck, W. Cherry, and A. E. Spohn.

Class 2nd.—A. Renfret, F. A. L. M'Nab, T. J. Alloway, W. M'Farlane, W. P. Buckle, J. Campbell, T. Wilson, J. Pridham, C. J. Renfret, R. A. D. King, and J. M'Fie.

Class 3rd.—A. Harkness, F. Hall, T. Archer, J. A. Whyte, A. Garneau, A. Gellatly, D. D. M'Bain, C. Dansereau, J. H. Wye, T. de Grosbois, D. Fraser, J. Stinson, J. Stewart, A. L. Wilson, W. Cruise, R. Spencer, A. Tanguay, and A. V. Clement.

Zoology.

Class 2nd.—T. A. Rodger.

The number of Students who passed the Primary Examination, which includes Anatomy, Chemistry, Materia Medica, Institutes of Medicine, and Botany or Zoology, was 39, as follows:—

Mr. John R. Smallwood, Montreal,
" Emery Allard, Belœil, C.E.,
" Albert Roy, St. Hyacinth.
" James O'Leary, Kamouraska
" George Dickinson, Ottawa, C W.,
" Richard King, Peterborough, C.W.
" Richard S. Markell, Osnabruck, C.W.
" Clinton W. Kelly, Kentucky,
" Wm. McCarthy, Henryville, C.E.
" James Howard, St. Andrews, C.E.
" John R. Wanless, Montreal,
" Peter A. McIntyre, Charlottetown, P E.I.
" Wm. H. Fraser, Perth, C.W.
" Edwd. K. Patton, Quebec, C.E.
" Robert L. McArthur, Martintown, C.W.
" Francis L. Howland, Arkona, C.W.
" David M. Cassidy, Montreal,
" Donald McDiarmid, Newington C.W.
" John Vicat, Montreal, C.E.
" Lafontaine B. Powers, Port Hope, C.W.
" John S. Proudfoot, Chatsworth, "
Mr. Henry W. McGowan, Kingsey, C.E.
" Edward H. Roberts, Fredericton, N.B.
" William B. Malloch, Ottawa, C W.
" James A. Nesbitt, Hemmingford, C.E.
" Clarence R Church, Merrickville, C.W.
" James W. Oliver, St. Catherines, C.W.
" John A S. MacDonald, Charlottetown, P.E.I.
" Henry Harkin, Montreal, C.E.
" John Brandon, Warwick, C.W.
" William Grant, Williamstown, C.W.
" Charles O'Reilly, Hamilton, C.W.
" Edmond Paradis, St. Denis, C.E.
" Cœlixte Ethier, St. Joseph, C.E.
" John Gillies, Morriston, C.W.
" John Madill, West Essa, C.W.
" William Dougan, St. Catherines, C.W.
" Archibald MacLean, Sarnia, C.W.
" John Bell, M.A., Kingston, C.W.

The following list contains the names of the students presented for the degree of M.D., C.M., their residences and the subjects of their Theses:—

Names.	Residences.	Theses.
George Ross, M.A ,	Montreal, C.E.,	Asiatic Cholera.
Samuel Campbell,	Williamstown, C.W.	Pneumonia.
Alexander Falkner,	Lancaster, C.W.,	Croup.
Edmund C. Walsh,	Durham, C.E.	Excision of Joints.
William Fuller,	Montreal, C.E.,	Nutrition.
John McCurdy,	Chatham, N.B.,	Fatty Degeneration.
Thomas D. Lang,	Owen Sound, C W.,	Pleuritis.
James A. Knowles,	Cookstown, C.W.,	Some causes of Disease.
John Carson,	Milwaukie, U.S ,	Evils of tight lacing.
Julius Leavitt,	Melbourne, C.E.,	Functions of Plants.
Charles E. Hickey,	E.W'msburgh, C.W.	Carcinoma.
James B. Hall,	Montreal,	Asiatic Cholera.
Rufus S. Parker,	Newport, N.S.,	Stricture of Urethra.
Alexander R. Ferguson,	Williamstown, C.W.	Hydrophobia.

Alexander Anderson,	Georgina, C.W.	Scrofulous Ophthalmia.
Chas. H. Cooke,	Mt. Pleasant, C.W.	Chloroform.
Wm. Wakeham,	Quebec, C.E.,	Mania.
Alex. C. Savage,	Ottawa, C.W.,	Typhoid Fever.
James Hayes,	Simcoe, C.W.,	Anæsthetics.
Philip Burrowes,	Ottawa, C.W.,	Pneumonia.
Benjn. F. Burch,	Ft. Coddington, U.S.	Dyspepsia.
Emery Allard.	Belœil, C.E.,	Cholera.
John Bell, M.A.,	Kingston, C.W.,	Acute Rheumatism.
James O'Leary,	Kamouraska, C.E.,	Hysteria.
Jonas J. Hervey,	Brockville, C.W.,	Tetanus.
James C. Irvine,	Montreal, C.E.,	Peritonitis.
Charles G. Parke,	Quebec, C.E.,	Pneumonia.
George Duncan,	Montreal, C.E ,	Abortion.
Thomas Gendron,	Beauport, C.E.,	Hernia.
Bengn. S. Willson,	Roslin, C.W.,	Typhoid Fever.
John Adsetts, Asst.Surg.,R.A.	Quebec, C.E ,	Delirium Tremens.
Edmund Longley,	Waterloo, C.W.,	Arterial Hæmorhage.

The following gentlemen passed, but did not receive their degrees as they were not of age : —

David M Cassidy,	Montreal, C.E.,	No Thesis.
Wm. Gardner,	Beauharnois, C.E.,	Valvular Heart Disease.
Patrick Robertson,	St. Andrews, C.E.,	Scarlet Fever.

EXTRACTS FROM THE REGULATIONS.

§ 1. *Courses of Lectures, Fees, &c.*

1st. Each Professor shall deliver at least five lectures during the week, except in the classes of Clinical Medicine and Clinical Surgery, in which only two Lectures shall be required; and in that of Medical Jurisprudence, if extended through six months, in which case three Lectures a week will suffice.

2nd. Each Lecture shall be of one hour's duration.

3rd. Every Professor shall occasionally examine his class upon the subjects treated of in his preceding Lectures; and every such examination shall be considered a Lecture.

4th. A roll of the names of the Students attending each class shall be called from time to time.

5th. All tickets which have not a Certificate of Attendance attached, shall be rejected when presented as testimonials previous to examination, unless the omission can be satisfactorily accounted for.

6th. The Fee for each class shall be $12, with the following exceptions: for that of Medical Jurisprudence, $10 ; for those of Clinical Medicine and

Clinical Surgery, $6 each, for Botany and Zoology, $5. The Class fees are payable in advance.

7th. Any Student, after having paid the Fees, and attended two courses of any class, shall be entitled to a perpetual ticket for that class.

8th. The course of all the classes, except those of Clinical Medicine, Clinical Surgery and Medical Jurisprudence, shall be of six months' duration; the Classes of Clinical Medicine and of Clinical Surgery of three months' duration; and that of Medical Jurisprudence, either of three months' duration, in which case Five Lectures a week shall be given, or of six months' duration, in which case only three Lectures a week shall be required.

9th. The courses shall commence on the first Monday in November, and with the exception of a vacation at Christmas, shall continue to the end of April.

10th. The Matriculation examination shall be held during the first week of the Session, and shall consist of an examination in some Latin Classic, such as Cæsar, Sallust, Virgil or Horace, at the option of the Student, and in English or French composition.

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§ 2. *Qualifications and Studies of Students and Candidates for the Medical Degree.*

1st. All Students desirous of attending the Medical Lectures, shall, at the commencement of each Session, enroll their names and residences in the Register of the Medical Faculty, and procure from the Registrar a ticket of Matriculation, for which each Student shall pay a fee of $2.

2nd. The said Register shall be closed on the 31st day of December in each year, and no tickets obtained from any of the Professors shall be received without previous Matriculation.

3rd. No one shall be admitted to the Degree of Doctor of Medicine and Master of Surgery who shall not either; 1stly, have attended Lectures for a period of at least Four Sessions in this University, or some other University, College, or School of Medicine, approved by this University, or 2ndly, have studied medicine during at least Four years, and during that time have attended Lectures for a period of at least Three Sessions, either in this University or some other University, College, or School of Medicine, approved by this University.

4th. Candidates for the final Examination shall furnish Testimonials of attendance on the following branches of Medical Education, viz.:

Anatomy,	Of which two Courses will be required.
Chemistry,	
Materia Medica and Pharmacy,	
Institutes of Medicine,	
Principles and Practice of Surgery,	
Midwifery and Diseases of Women and Children,	
Theory and Practice of Medicine,	
Clinical Medicine,	
Clinical Surgery,	
Practical Anatomy,	
Medical Jurisprudence,	Of which one Course will be required.
Botany and Zoology,	

Provided, however, that Testimonials equivalent to, though not precisely the same as those above stated, may be presented and accepted.

5th. The Candidate must also give proof by ticket of having attended during twelve months the practice of the Montreal General Hospital, or that of some other Hospital, approved by this University.

6th. No one shall be permitted to become a Candidate for examination who shall not have attended at least One Session of this University, and during that Session at least four six months' classes, or three six months' and two three months' classes.

7th. Every Candidate for the degree must, on or before the first day of April, present to the Dean of the Medical Faculty testimonials of his qualifications, entitling him to an examination, and also a Theses or inaugural dissertation, written by himself, on some subjects connected with Medical or Surgical Science, either in the Latin, English, or French Language. He must at the same time, deliver to the Dean of the Faculty the following Certificate.

MONTREAL,——18—.

I, the undersigned, being desirous of obtaining the Degree of Doctor of Medicine and Master of Surgery, do hereby declare that I have attained the age of twenty-one years (or, if the case be otherwise, that I shall have attained the age of twenty-one years before the next graduation day), and that I am not, (or, shall not be at that time) under articles as a pupil or apprentice to any Physician, Surgeon, or Apothecary. (Signed,) A.B.

8th. The trials to be undergone by the Candidate shall be:

1. The matriculation examination referred to in Section 10 supra. Students will undergo this Examination at the commencement of the first session of their attendance.

2. The private examination of his Theses as evidence both of Medical and General acquirement, followed (if approved) by its public defence.

3. A general examination on all the branches of Medical and Surgical Science, oral, and by written papers.

This examination will be divided into Primary and Final, the former comprehending the branches of Anatomy, Chemistry, Materia Medica, Institutes of Medicine, and Zoology or Botany; the latter, those of Practice of Medicine Surgery, Midwifery and Medical Jurisprudence. It will be optional with the student to present himself for the primary examination at the end of the third session.

9th. The following Oath or affirmation will be exacted from the Candidate before receiving his Degree.

SPONSIO ACADEMICA.

In Facultate Medicinæ Universitatis McGill.

Ego, A——B——; Doctoratus in Arte Medica titulo jam donandus, sancto coram Deo cordium scrutatore, spondeo, me in omnibus grati animi officiis, erga hanc Universitatem ad extremum vitæ halitum, perseveraturum; tum porro artem medicam, caute, caste et probe exercitaturum, et quoad in me est, omnia ad ægrotorum corporum salutem conducentia cum fide procuraturum; quæ denique, inter medendum, visa vel audita silere conveniat, non sine gravi causa vulgaturum. Ita præsens mihi spondenti adsit Numen.

11th. The Fee for the degree of Doctor of Medicine and Surgery shall be twenty dollars, to be paid by the successful Candidate immediately after examination, together with a Registration Fee of one dollar.

12th. The money arising from the Fees of Graduation, as well as those of Matriculation, shall be applied to the enlargement of the Medical Library and Museum, and to defraying their expenses.

BOOKS RECOMMENDED TO STUDENTS.

ANATOMY.—Gray, Wilson, Ellis, Dublin Dissector, Sharpey and Quain.

CHEMISTRY.—Graham, Kane, Silliman.

MATERIA MEDICA.—Percira's Manual by Farre, Bentley and Warrington.

INSTITUTES OF MEDICINE, *Physiology*.—Todd and Bowman's Physiological Anatomy. Carpenter, Dalton or Dunglison's Principles of Human Physiology. Kirke and Paget's Manual. *Pathology*.—Williams' Principles of Medicine, Chomel's General Pathology. Jones and Sieveking's or Gross' Pathological Anatomy.

SURGERY.—Holmes' Surgery, Miller's do, Gross' do, Erichsen's do, Druitt's do.,

PRACTICE OF MEDICINE.—Aitkin's Science and Practice of Medicine, Wood's Practice of Medicine, Watson's Practice of Physic, Barlow's Practice.

MEDICAL JURISPRUDENCE.—Orfila Medicine Legal, Devergie Medicine Legal, Theorique et Pratique, Taylor's Jurisprudence, Guy's Forensic Medicine Taylor on Poisons.

MIDWIFERY.—Churchill, Ramsbotham, Cazeaux.

N.B. Boarding may be obtained at from Twelve to Sixteen Dollars per Month.

Lectures in Medicine.---Session 1866-67.

	Monday.	Tuesday.	Wednesday	Thursday.	Friday.	Saturday.	
INSTITUTES OF MEDICINE, -	9	9	9	9	9		A M.
SURGERY, - - - - - - - -	10	10	10	10	10		
MIDWIFERY, - - - - -	11	11	11	11	11		
HOSPITAL, - - - - - -	12	12	12	12	12	12	NOON.
CLINICAL LECTURES, - -			12			12	
ANATOMY, - - - - - -	2	2	2	2	2		P.M.
MATERIA MEDICA, - -	3	3	3	3	3		
PRACTICE OF PHYSIC, - -	4	4	4	4	4		
NATURAL HISTORY, - -	4				4	9 A.M.	
MEDICAL JURISPRUDENCE, -	5		5		5		
CHEMISTRY, - - - - -	7	7	7	7	7		

Faculty of Law.

The Principal, (ex-officio.)

Professors—Badgley.
Abbott.
Torrance.
Lafrenaye.
Laflamme.
Carter.

Dean of the Faculty,—Hon. J. J. C. Abbott, Q.C., B.C.L.

The several courses of Lectures in the Faculty of Law, comprise every branch of Legal Study.

The Educational Officers of this Faculty have felt that the Law of Lower Canada, though in many of its details purely local, retains, as its leading characteristics, the noble and imposing features of the civil law, and that the principles established in the Roman jurisprudence, still form the groundwork of many of its departments. The Lectures, therefore, though prepared with especial reference to the Law of Lower Canada, have been as far as consistent with their primary object, divested of any purely sectional character, and are made to inculcate such comprehensive principles, as form, to a great extent, the basis of every system of jurisprudence.

It is considered that this system will afford to students of the Laws of Lower Canada, a better foundation for their subsequent studies, and tend to give them a more extended and comprehensive grasp of legal subjects, than a course of instruction conducted solely with reference to local law; while it is hoped, in view of the increased importance which the study of civil law is everywhere assuming, that the advantages offered, and the mode of education adopted by this Faculty, will open to it an extensive field of usefulness.

The complete course of study in this Faculty extends over three years; but may be shortened to two years, when the student matriculates in the third year of his indentures.

The following are the subjects comprised in the complete course of three years :—

Course of Study.

FIRST YEAR.

On Public and Constitutional Law.

Professor CARTER.

On obligations, and on the general principles of the Law of Contracts.

Professor ABBOTT.

On the Civil Law. Persons under the Roman Law, Inst. B. I.

Professor TORRANCE.

On the origin and History of the Laws of France, of England, and of Lower Canada.

Professor LAFRENAYE.

On the Law of Real Estate and Customary Law.

Minority.
Tutors and Curators.
Husband and Wife.
Fiefs.
Servitudes.

Professor LAFLAMME.

SECOND YEAR.

On Criminal Law.

Professor CARTER.

On Commercial Contracts.

Agency.
Bailments.
Partnerships.
Bills and Notes.
Insurance.

Professor ABBOTT.

On the Civil Law.

Property in possession, *jus in re*. Inst. B. I. & II., B. III. T. 1—13.

Professor TORRANCE.

On Legal Bibliography,

The Bibliography of English Law ;
of French Law ; and
of Canadian Law.

Professor LAFRENAYE.

On the Law of Real Estate and Customary Law.

Successions.
Donations and Wills.
Contracts of Marriage.
Community of Property.

Professor LAFLAMME.

THIRD YEAR.

On Criminal Law.

Professor CARTER.

On Commercial Contracts.

Shipping, and Merchant Seamen.
Sale.
Pleading.
Practice.

Professor ABBOTT.

Inst. B. III. T. 14-30, & B. IV.
International Law.
Evidence.

Professor TORRANCE.

On Leases.
Deposits.
Sequestrations.
Pledges.
Suretyships.
Compositions.
Imprisonments.

Professor LAFRENAYE

On the Law of Real Estate and Customary Law.
Dower.
Privileges and Hypotheques.
Prescriptions.
Judicial Sales.

Professor LAFLAMME.

HONOUR COURSE.—To those Students who compete for honours, additional questions will be put on portions of the following works, namely.

To Students of the first year—Maine—Ancient Law, chapters 1, 2, 3, 4, 5.

To Students of the second year—Maine—Ancient Law, chapters 6, 7, 8.

To Students of the third year—Maine—Ancient Law, chapters 9 and 10. Kent—part 1, Law of Nations, lect. 6 and 7. Westlake—Private International Law, chapter 2, National Character; chapter 3, Domicile.

Extracts from the Regulations.

1. Any person desirous of becoming a Matriculated Student shall apply to the Dean of the Faculty for examination, and for entry in the Register of Matriculations, and shall procure tickets of Matriculation and of admission to the Lectures for each Session of the Course.

2. Candidates for Matriculation shall be examined in at least one Latin Classic and in English or French, the standard being such as may be determined by regulation of the Faculty, approved by the Corporation.

3. Students in Law shall be known as of the First, Second, and Third Years, and shall be so graded by the Faculty. In each year Students shall take the studies fixed for that year, and those only, unless by special permission of the Faculty.

4. The register of Matriculation shall be closed within two months after the commencement of the Session, and return thereof shall be immediately made by the Dean to the Registrar of the University. Candidates applying thereafter may be admitted on a special examination to be determined by the Faculty; and if admitted, their names shall be returned in a supplementary list to the Registrar.

5. Persons desirous of entering as Occasional Students shall apply to the Dean of the Faculty for admission as such Students, and shall obtain a ticket, or tickets, for the classes they desire to attend.

6. Students who have attended Collegiate courses of study in other Universities for a number of terms or sessions, may be admitted, on the production of certificates, to a like standing in this University, after examination by the Faculty.

7. All Students shall be subject to the following regulations for attendance and conduct:—

(1) A Class book shall be kept by each Professor and Lecturer, in which the presence or absence of Students shall be carefully noted; and the said Class-books shall be submitted to the Faculty at all the ordinary meetings during the Session.

(2) Punctual attendance on all the classes proper to his year is required of each Student. Professors will note the attendance immediately on the commencement of their lectures, and will omit the names of students entering thereafter, unless satisfactory reasons are assigned. Absence or tardiness, without sufficient excuse, or inattention or disorder in the Class-room, if persisted in after admonition by the Professor, will be reported to the Dean of the Faculty, who may reprimand the student or report to the Faculty, as he may decide. While in the College building, or going to or from it, students are expected to conduct themselves in the same orderly manner as in the Class-rooms. Any Professor observing improper conduct in the Class-rooms, or elsewhere in the building, will admonish the student, and if necessary, report him to the Dean.

(3) When students are reported to the Faculty under the above rules, the Faculty may reprimand, report to parents or guardians, disqualify from competing for prizes or honours, suspend from classes, or report to the Corporation for expulsion.

(4) Any Student injuring the furniture or building will be required to repair the same at his own expense, and will, in addition, be subject to such penalty as the Faculty may see fit to inflict.

(5) The number of times of absence, from necessity or duty, that shall disqualify for the keeping of a Session, shall, in each case, be determined by the Faculty.

(6) All cases of discipline involving the interests of more than one Faculty, or of the University generally, shall be reported to the Principal, or, in his absence, to the Vice-Principal.

8. At the end of every Session there shall be a general examination of all the Classes, under the superintendence of the Professors, and of such other Examiners as may be appointed by the Corporation, which examination shall be conducted, as far as possible, by means of written or printed questions, answered by the students in writing, in the presence of the Examiners. The results shall be reported as early as possible to the Faculty, which shall decide the standing of the Students accordingly.

9. Each Professor shall deliver one Lecture in each week to the Students of each year, and each Lecture shall be of one hour's duration; but the Professors and Lecturers shall have the right from time to time to substitute an examination for any of such Lectures.

10. No Student shall be considered as having kept a Session in this Faculty, unless he shall have regularly attended at least three Courses of Lectures, one of which courses shall be on the Civil Law; nor unless at the end of such Session he shall have passed the Sessional examinations to the satisfaction of the Faculty.

11. The Faculty shall have the power, upon special and sufficient cause shown, to grant a dispensation to any Student from attendance on any particular Course or Courses of Lectures, but no distinction shall, in consequence, be made between the examinations of such Students and those of the Students regularly attending Lectures.

12. The final Examination for the Degree of B.C.L. shall be conducted in the same manner as in ordinary Sessional Examinations, but the Preparation of a Thesis, either in Latin, French, or English, upon some subject previously approved by the Dean of the Faculty, shall form an essential part of every such final Examination.

13. The Elizabeth Torrance Gold Medal in the Faculty of Law shall be awarded to the Student who, being of the Graduating Class, and having passed the final Examinations, shall have prepared a Thesis of sufficient merit in the estimation of the Faculty to entitle him to compete, and who shall take the highest marks in a special examination for the medal, which examination shall, in all cases, include the subject of Roman Law.

14. The exercises required, under the 3rd Art. of the 7th Chapter of the Statutes of this University, to entitle the Student to receive the Degree of B.C.L. in this Faculty, shall consist of attendance upon Lectures and submission to Examinations as hereinbefore prescribed; and no distinction in respect thereof shall be made between Students applying for their Degrees, whether their attendance upon Lectures shall have been for two or three years.

15. The fees exigible in this Faculty shall be as follows:—

Matriculation Fee	$ 2 00
Sessional Fee by ordinary Students	15 00
Sessional Fee by occasional or partial Students for each course	5 00
Graduation Fee, including Diploma	5 00

All of which Fees shall be paid in advance. But Students already on the Books of the University shall not be required to pay any Matriculation Fee, and Students simultaneously attending Lectures in the Faculty of Arts shall be received upon such terms as shall be fixed by that Faculty.

Applications for admission may be made to the Dean of the Faculty or to the Secretary of the College. The classes will be opened on the 6th November, 1866.

Lectures in Law.

SESSION 1866-7.

STUDENTS OF THE FIRST YEAR.

PROFESSOR	ABBOTT	at 5 P.M.,	Monday.
"	TORRANCE	" "	Tuesday.
"	LAFRENAYE	" "	Wednesday.
"	LAFLAMME	" "	Friday.

STUDENTS OF THE SECOND YEAR.

PROFESSOR	LAFLAMME	at 5 P.M.,	Tuesday.
"	TORRANCE	" "	Wednesday.
"	LAFRENAYE	" "	Thursday.
"	ABBOTT	" "	Friday.

STUDENTS OF THE THIRD YEAR.

PROFESSOR	LAFRENAYE	at 5 P.M.,	Monday.
"	LAFLAMME	" "	Tuesday.
"	CARTER	" "	Wednesday.
"	TORRANCE	" "	Thursday.
"	ABBOTT	" "	Friday.

The Lectures will be delivered in the Lecture-rooms of the Faculty in Burnside Hall.

Every Student, on commencing his attendance, will be required to exhibit his Ticket of admission.

Prizes, Honours and Standing.

Session 1865-66.

FACULTY OF LAW.

RANKING OF STUDENTS AS TO GENERAL PROFICIENCY.

Third Year.

JOHN ALEXANDER BOTHWELL, B.A., first in all classes—*Elizabeth Torrance Gold Medal.* Christopher Alphonse Geoffrion, 2nd in four classes.

Second Year.

ASA GORDON, first in three classes, and second in one. John Rice McLaurin, first in two classes.

First Year.

JAMES ROBERTSON GIBB, first in two classes and second in one. John James MacLaren, first in one class and second in one class.

STANDING OF STUDENTS IN THE RESPECTIVE CLASSES.

Third Year.

COMMERCIAL LAW—PROFESSOR ABBOTT.

First., John Alexander Bothwell; 2nd., Christopher Benfield Carter.

CIVIL LAW—PROFESSOR TORRANCE.

First, John Alexander Bothwell; 2nd., Christopher Alphonse Geoffrion.

JURISPRUDENCE—PROFESSOR LAFRENAYE.

First, John Alexander Bothwell; 2nd., Christopher Alphonse Geoffrion, and Christopher Benfield Carter, equal.

CUSTOMARY LAW AND LAW OF REAL ESTATE—PROFESSOR LAFLAMME.

First, John Alexander Bothwell; 2nd, Christopher Alphonse Geoffrion and Emery Robidoux, equal.

CRIMINAL LAW—PROFESSOR CARTER.

First, John Alexander Bothwell; 2nd, Christopher Alphonse Geoffrion.

Second Year.

COMMERCIAL LAW.

First, John Rice MacLaurin; 2nd, Asa Gordon.

CIVIL LAW.

First, Asa Gordon, John Rice MacLaurin, equal; 2nd, Alexander Edward Mitchell.

JURISPRUDENCE.

First, Asa Gordon; 2nd, George Robert William Kittson, William Dominick Drummond, equal.

CUSTOMARY LAW, &C.

First, Asa Gordon; 2nd, Alexander Edward Mitchell.

First Year.

COMMERCIAL LAW.

First, James Robertson Gibb; 2nd, John James MacLaren.

CIVIL LAW.

First, John James MacLaren; 2nd, James Robertson Gibb.

JURISPRUDENCE.

First, William Warren Lynch; 2nd, John James MacLaren.

CUSTOMARY LAW, &C.

First, James Robertson Gibb; 2nd, John James MacLaren.

FACULTY OF MEDICINE.

GEORGE ROSS, M A., Montreal, for Thesis and Special Examination in all the branches of Study—*Holmes Gold Medal.*

WILLIAM GARDNER, Beauharnois, C. E., Prize for the best Examination in the Final Branches.

CLINTON WAYNE KELLY, Kentucky, U.S., Prize for the best Examination in the Primary Branches.

JOHN MCCURDY, Professor's Prize in Clinical Medicine.

O. H. CLARKE, Prize in Botany.

A. A. HENDERSON, Second Prize in Botany.

PRACTICAL ANATOMY, DEMONSTRATOR'S PRIZES.

A. E. SPOHN, Demonstrator's Prize in Practical Anatomy.

W. H. FRASER, C. W. KELLY, L. B. POWERS, T. G. RODDICK, AND J. QUARRY, Honourable Mention as good Practical Anatomists.

OCTAVIUS H. E. CLARKE AND THOMAS J. ALLOWAY, Demonstrator's Prizes in Practical Anatomy, Junior Class.

G. J. BULL, A. L. WILSON, F. D. LUCAS, AND C. J. HAMILTON, Honourable Mention as good Practical Anatomists.

STUDENTS WHO HAVE PASSED THE EXAMINATIONS IN NATURAL HISTORY.

BOTANY. (*Class 1st.*)—O. H. E. Clarke, A. A. Henderson, G. F. Bull, W. H. Hewitt, F. J. Tuck, W. Cherry, and A. E. Spohn. (*Class 2nd.*)—A. Renfret, F. A. L. McNab, T. J. Alloway, W. McFarlane, W. P. Buckle, J. Campbell, T. Wilson, J. Pridham, C. J. Renfret, R. A. D. King, and J. McFie. (*Class 3rd*)—A. Harkness, F. Hall, T. Archer, J. A. Whyte, A. Garneau, A. Gellatly, D. D. McBain, C. Dansereau, J. H. Wye, T. de Grosbois, D. Fraser, J. Stinson, J. Stewart, A. L. Wilson, W. Cruise, R. Spencer, A. Tanguay, and A. V. Clement.

ZOOLOGY. (*Class 2nd.*)—T. A. Rodger.

FACULTY OF ARTS.

Graduating Class.

B. A. Honours in Classics.

ANDERSON, JACOB DEWITT—First Rank Honours in Classics—*Chapman Gold Medal.*

WATTS, WILLIAM JOHN—First Rank Honours in Classics.

B. A. Honours in Natural Science.

BETHUNE, MEREDITH BLENKARNE—First Rank Honours in Natural Science and *Logan Gold Medal.*

TABE, SILAS EVERETT—First Rank Honours in Natural Science.

PERRIGO, JAMES—First Rank Honours in Natural Science.

B. A. Honours in English Literature.

BROWNE, ARTHUR ADDERLEY—First Rank Honours in English Literature and *Shakspere Gold Medal.*

WILSON, JOHN—First Rank Honours in English Literature.

CHIPMAN, CLARENCE H.,—(Prize in German.)

Third Year.

ARCHIBALD, JOHN,—First Rank General Standing; Prize in Mental and Moral Philosophy.
FRASER, G. B.,—Second Rank General Standing; Prize in Zoology.
HOLIDAY, CALEB,—Prize in French.
BROWN, CHARLES,—Prize for a collection of Plants.

Passed the Sessional Examination.

ARCHIBALD, FRASER, HOLIDAY, CARMICHAEL.

Second Year.

BROOKS, CHARLES H. (Lennoxville)—First Rank General Standing; Certificate in Classics; Prize in Botany.
MARLER, WILLIAM, (High School)—First Rank Honours in Mathematics and Prize; First Rank General Standing; Certificate in Classics; Prize in French.
LAING, ROBERT, (Normal School)—First Rank Honours in Mathematics and Prize; First Rank General Standing; Prize in Logic; 2nd Prize in Hebrew.
DART, WILLIAM J.—Prize in Chaldee.

Passed the Sessional Examination.

BROOKS, MARLER, LAING, DART and SLACK equal, MOORE, KENNEDY.

First Year.

DAVIES, (High School)—First Rank General Standing; Prize in Classics; Prize in Logic.
CRUICKSHANK, (Ottawa Grammar School)—First Rank General Standing; Prize in Classics; Prize in English; Prize in History.
LEWIS, MONTGOMERY, (High School)—Prize in Chemistry.
KAHLER, FREDERICK,—Prize in Hebrew.

Passed the Sessional Examination.

DAVIES, CRUICKSHANK, MACKENZIE, GREENSHIELDS, LEWIS (MONTGOMERY), HARRINGTON, LEWIS (ALBERT), KAHLER (FREDERIC), MCLEAN (JOHN), JONES, CLARKE, VENNOR, MCRAE.

CHRISTMAS EXAMINATIONS, 1865.

STANDING OF STUDENTS IN THE SEVERAL CLASSES.

CLASSICS AND HISTORY.

THIRD YEAR.—(Greek)—*Class I.*—Holiday. *Class II.*—Archibald and Fraser, equal; Duncan, Carmichael. *Class III.*—None.

(Latin)—*Class I.*—Holiday. *Class II.*—Archibald and Duncan, equal; Carmichael, Fraser. *Class III.*—Russell.

SECOND YEAR.—(Greek)—*Class I.*—Brooks and Marler, equal. *Class II.*—Slack; Laing and Franklin Wood, equal; Dart, Moore. *Class III.*—Spong, Hindley, Franc O. Wood, Kennedy.

(Latin)—*Class I.*—Brooks, Marler, Slack, Franklin Wood. *Class II.*—Dart; Laing and Moore, equal. *Class III.*—Kennedy and Franc O. Wood, equal; Hindley, Spong.

FIRST YEAR.—(Greek)—*Class I.*—Cruickshank, Davies, Albert Lewis, Kahler; McKenzie and Greenshields, equal. *Class II.*—Harrington and Montgomery Lewis, equal; Jones, Breadalbane McLean and Rodger, equal. *Class III.*—John McLean, Vennor, Stevenson, McRae, Clarke, Sutherland.

(Latin)—*Class I.*—Cruickshank; Davies and Greenshields, equal; Rodger, Ferguson and Albert Lewis, equal; Montgomery Lewis, Jones. *Class II.*—Harrington, Kahler and McKenzie, equal; Breadalbane McLean and Vennor, equal; Clarke and Forrester, equal. *Class III.*—Price; Stevenson and Vanneck, equal; Torrance, John McLean, Sutherland.

(History of Greece)—*Class I.*—Cruickshank and Davies, equal; Clarke, Albert Lewis. *Class II.*—Montgomery Lewis, Vennor and Greenshields, equal; John McLean, Kahler, Walker, Breadalbane McLean, Harrington. *Class III.*—McRae, Jones, Rodger, Stevenson; Price and Sutherland, equal; Bagg and Torrance, equal.

MENTAL AND MORAL PHILOSOPHY AND ENGLISH LITERATURE.

FOURTH YEAR.—(Mental and Moral Philosophy)—*Class I.*—Grandy and Macduff, equal. *Class II.*—Morrison, McLeod. *Class III.*—None.

THIRD YEAR.—(Mental and Moral Philosophy)—*Class I.*—Archibald, Holiday. *Class II.*—Fraser, Carmichael, Duncan. *Class III.*—Russell, Foster.

SECOND YEAR.—(English Literature)—*Class I.*—Brooks and Laing, equal; Marler. *Class II.*—Wood (T. F.), Dart, Slack. *Class III.*—Kennedy, Hindley, Spong, Wood (F. O.)

FIRST YEAR.—(English)—*Class I.*—Davies and Cruickshank, equal. *Class II.*—Mackenzie, Harrington, Greenshields, Jones, Ferguson. *Class III.*—Stevenson, Walker, Price, Rodger, Clarke, Lewis (Albert), Torrance, Bagg, Forrester, Lewis (Montgomery), Vennor, McLean (B), McRae.

FRENCH.

THIRD YEAR.—(Advanced Course)—*Class I.*—Holiday. *Class II.*—None. *Class III.*—None.

(Elementary Course.)—*Class I.*—Archibald, Frazer. *Class II.*—Carmichael. *Class III.*—Russell.

SECOND YEAR.—(Advanced Course.)—*Class I.*—Marler. *Class II*—Slack, F. O. Wood. *Class III.*—Kennedy.

(Elementary Course.)—*Class I*—Brooks, T. F. Wood. *Class II.*—Moore. *Class III.*—Spong.

FIRST YEAR.—(Vol. Course.)—*Class I.*—Jones, Price. *Class II.*—Stevenson, M. Lewis. *Class III.*—Cruickshank.

GERMAN.

SECOND YEAR.—*Class I.*—Spong. *Class II.*—None. *Class III.*—None.

THIRD YEAR.—*Class I.*—None. *Class II.*—Duncan. *Class III.*—None.

HEBREW.

SENIOR CLASS.—Dart, Laing, Marler, McRae, Spong.

JUNIOR CLASS.—Hindley, Cruickshank and Stevenson, equal; Walker.

MATHEMATICS AND NATURAL PHILOSOPHY.

FOURTH YEAR.—(Mathematical Physics.)—*Class I.*—Bethune, Macduff. *Class II.*—McLeod, Hartt *Class III.*—Grandy, Beckett, Chipman, John Morrison, Perrigo.

(Experimental Physics.)—*Class I.*—None. *Class II.*—Beckett, Watts. *Class III.*—Hartt.

THIRD YEAR.—*Class I.*—None. *Class II.*—Fraser. Archibald. *Class III.*—Holiday.

SECOND YEAR.—*Class I.*—Brooks, Marler, Laing. *Class II.*—None. *Class III.*—Dart, Franc O. Wood, Thos. Franklin Wood, Slack, Moore, Spong, Kennedy.

FIRST YEAR.—*Class I.*—Ferguson, Jones, Cruickshank, Mackenzie, Wm. Vennor, Greenshields, Rodger, W. A. Davies, B. Harrington, Price. *Class II.*—Robinson, Albert Lewis. *Class III.*—Clarke, John McLean, Montgomery Lewis, Torrance, Forester, Stevenson.

NATURAL SCIENCE.

FOURTH YEAR.—(Geology.)—*Class I.*—Bethune, Tabb, Brown, Perrigo, Macduff, Grandy. *Class II.*—Morrison, Chipman, Anderson. *Class III.*—McLeod, Hartt, Wilson, Beckett.

THIRD YEAR.—(Zoology.)—*Class I.*—Archibald, Frazer. *Class II.*—Holiday, Russell, Duncan. *Class III.*—Carmichael.

SECOND YEAR.—(Botany.)—*Class I.*—Brooks, Laing, Marler, Moore, Dart, T. F. Wood. *Class II.*—Slack, Hindley, F. O. Wood, Kennedy, Spong.

FIRST YEAR.—(Chemistry.)—*Class I.*—M. Lewis, Davies, Walker, Torrance, Ferguson, A. Lewis. *Class II.*—Mackenzie, Sutherland, Harrington, Stevenson, Jones. *Class III.*—Clarke, Rodger, Vennor, Bagg, Greenshields, McRae, Cruickshank, J. McLean, Kahler, B. McLean, Price.

SESSIONAL EXAMINATIONS, 1866.

STANDING OF STUDENTS IN THE SEVERAL SUBJECTS.

CLASSICS AND HISTORY.

ORDINARY B. A. EXAMINATION.—(Greek)—*Class I.*—Anderson and Macduff, equal; Watts. *Class II.*—Hartt; Beckett and Morrison, equal. *Class III.*—Tabb.

(Latin)—*Class I.*—Chipman, Anderson; Grandy and Hartt, equal; Watts. *Class II.*—McLeod, Morrison; Tabb and Beckett, equal.

(History)—*Class I.*—Browne, Wilson. *Class II.*—Chipman. *Class III.*—None.

THIRD YEAR.—(Greek)—*Class I.*—Archibald; Fraser and Holiday, equal. *Class II.*—Carmichael. *Class III.*—None.

(Latin)—*Class I.*—Holiday; Archibald and Carmichael, equal. *Class II.*—Fraser. *Class III.*—None.

SECOND YEAR.—(Greek)—*Class I.*—Brooks (certificate), Marler (certificate), Slack. *Class II.*—Dart; Laing and Moore, equal; Kennedy. *Class III.*—None.

(Latin)—*Class* I.—Brooks, Marler, Slack. *Class II.*—Dart, Laing, Moore, Kennedy. *Class III.*—Spong, Thos. Franklin Wood.

FIRST YEAR.—(Greek)—*Class I.*—Cruickshank (prize); Davies; Harrington, Fred. Kahler and McKenzie, equal; Greenshields. *Class II.*—John McLean, Montgomery Lewis; Albert Lewis and Breadalbane McLean, equal. *Class III.*—Jones; Clarke, McRae and Vennor, equal; Stevenson.

(Latin)—*Class I.*—Cruickshank and Davies (prize), equal; McKenzie, Albert Lewis and Greenshields, equal; Montgomery Lewis; Clarke and Ferguson, equal; Harrington and Price, equal. *Class II.*—Jones, Fred. Kahler and John McLean, equal; Breadalbane McLean. *Class III.*—Vennor, McRae, Stevenson.

(History)—*Class I.*—Cruickshank (prize); M. Lewis, Greenshields, Davies, Ferguson. *Class II.*—Albert Lewis, Fred. Kahler, Price, McKenzie. *Class III.*—Torrance, Clarke; McRae and Breadalbane McLean, equal; Jones, Stevenson, Vennor, Forester.

LOGIC, MENTAL AND MORAL PHILOSOPHY, AND ENGLISH LITERATURE.

ORDINARY B. A. EXAMINATIONS.—(Mental and Moral Philosophy)—*Class I.*—Grandy. *Class II.*—McLeod, Morrison.

THIRD YEAR.—(Moral Philosophy and English Literature)—*Class I.*—Archibald (prize). *Class II.*—Carmichael, Fraser, Holiday.

SECOND YEAR.—(Logic)—*Class I.*—Laing (prize), Brooks. *Class II.*—Moore, Dart, Marler. *Class III.*—Spong, Kennedy, T. F. Wood, F. O. Wood.

(English Literature)—*Class I.*—Laing. *Class II.*—Dart, Marler. *Class III.*—Spong, Brooks, T. F. Wood, F. O. Wood.

FIRST YEAR.—(English)—*Class I.*—Cruickshank (prize), Davies. *Class II.*—Greenshields, McRae, Price, Ferguson, Kahler, Albert Lewis. *Class III.*—Harrington, Clarke, Stevenson, McKenzie, John McLean, B. McLean.

(Logic)—*Class I.*—Davies (prize), Cruickshank. *Class II.*—Ferguson (Prize Essay), Harrington, Albert Lewis, McKenzie, Kahler. *Class III.*—Greenshields, Clarke, Stevenson, Torrance, Jones, McRae, John McLean, B. McLean, Montgomery Lewis, Vennor, Price.

FRENCH.

FOURTH YEAR.—*Class I.*—Perrigo. *Class III.*—Court, Bethune.

THIRD YEAR.—(Advanced Course)—*Class I.*—Holiday, (prize).

(Elementary Course)—*Class I.*—Archibald. *Class II.*—Fraser. *Class III.*—Carmichael.

SECOND YEAR.—(Advanced Course)—*Class I.*—Marler, (prize). *Class II.*—Slack. *Class III.*—Kennedy, F. O. Wood.

(Elementary Course)—*Class I.*—Brooks. *Class II.*—None. *Class III.*—Moore, T. F. Wood, Spong.

First Year.—*Class II.*—Price.

GERMAN.

Fourth Year.—*Class I.*—Chipman (prize).

Second Year.—*Class I.*—Spong.

HEBREW.

Senior Class.—Dart, Laing, Marler, Spong.

Junior Class.—Kahler (prize), Cruickshank, Stevenson.

CHALDEE.

Dart, (prize), Marler and Laing, equal.

MATHEMATICS AND NATURAL PHILOSOPHY.

Ordinary B. A. Examination.—(Mathematical Physics.)—*Class I.*—Bethune. *Class II.*—McLeod, Hartt, Grandy. *Class III.*—John Morrison, Chipman, Beckett, Perrigo, Bancroft.

(Experimental Physics.)—*Class I.*—None. *Class II.*—Watts, Beckett. *Class III.*—Hartt.

Third Year.—*Class I.*—Archibald, Fraser. *Class II.*—None. *Class III.*—Holiday, Carmichael.

Second Year.—*Class I.*—Brooks and Marler equal, Laing. *Class II.*—None. *Class III.*—Dart, Kennedy, Thos. F. Wood, Slack, Spong, Frank O. Wood, Moore.

Honour Examinations.—(First Rank Honours.)—Laing, (prize), Marler, (prize).

First Year.—*Class I.*—Price, Ferguson, Cruickshank, Davies, Harrington. *Class II.*—Jones, Mackenzie, Greenshields, Montgomery Lewis, John McLean, Vennor, Albert Lewis. *Class III.*—Clarke, Frederick Kahler, MacRae.

NATURAL SCIENCE.

Ordinary B. A. Examination.—(Geology)—*Class I.*—Bethune, Perrigo, Tabb, Grandy, Chipman. *Class II.*—Browne, Morrison, McLeod, Wilson, Hartt. *Class III.*—Anderson, Beckett.

Third Year.—(Zoology)—*Class I.*—Fraser (prize), Laing, Marler. *Class II.*—Moore, Dart, Slack, T. F. Wood, Spong, F. O. Wood, Kennedy.

Second Year—(Botany)—*Class I.*—Brooks, (prize), Laing, Marler. *Class II.*—Moore, Dart, Slack, Wood, (T. F.), Spong, Wood, (F. O.), Kennedy.

First Year.—(Chemistry)—*Class I.*—M. Lewis (prize), Davies. *Class II.*—McKenzie. *Class III.*—Harrington, Fred. Kahler, Cruickshank, A. Lewis, B. C. McLean, J. McLean, Stevenson, Vennor, T. R. McRae, Greenshields, Clarke.

Students of the University.

Session 1865-6

McGILL COLLEGE.

FACULTY OF LAW.

Adams, Abel.
Archibald, John Sprott.
Baynes, Edward Alfred.
Bouthillier, Charles Frontenac.
†Bothwell, John Alexander, B.A.
Brossoit, Thomas.
Buïe, Arthur.
Campbell, James, jun.
†Carter, Christopher Benfield.
Chamberlain, John, jun.
Couillard, Jean Baptiste.
Court, William Boyce.
Darey, Pierre Jacques, M.A.,
Dettmers, Frederick.
Dewitt, Caleb Strong, B.A.
Doherty, Thomas James.
Doucet, Theodore.
Drummond, William Dominick.
Drummond, Chas. George Bruce, B.A.
†Duchesnay, Henri Jules Tachereau.
†Duprat Pierre Urgel.
†Farmer, William Owen.
Fiske, John Jeffrey.
†Geoffrion, C. Alphonse.
Gibb, James Robertson.
Gordon, Asa.
Green, Lonsdale, B.A.
Hart, Moses Orobia.
Hill, George W.
Houle, Alphonse.
†Johnson, Edwin Ruthven.
Johnson Francis Goodshall, jun.
Kimber, Réné Eduard.
Kitson, George Robert William
Lamère, Emmanuel.
Lay, Warren Amos.
Leonard, John Francis
Lillis, Ralph Wardlaw.
Lyman, Frederick Styles.
Lynch, William Warren.
McCord, David Ross, B.A.
McLaren, John James.
McLaurin, John Rice.
McLeod, Hugh.
McMahon, Omer.
Mitchell, Alexander Edward.
Messier, Joseph Solyme.
Pease, George Austin, B.A.
Piche, Aristide.
Poupart, Pierre Eusebe
Power, Alexander Walter Augustus.
Pratt, Jean Charles Alfred.
†Ramsay, Robert Anstruther, B.A.
†Rose, William.
†Robidoux, Joseph Emery.
Ronayne, John.
Short, Robert.
Tanguay, Michel Joseph Rémy.
Taylor, Reid.
Watson, Samuel James
Wight, James Henry.

† B. C. L., 1866.

FACULTY OF MEDICINE.

†Adsetts, John, Asst.-Sur., R. A., Quebec, C.E.
Aikman, Robert, P., Lancaster, C.W.
†Allard, Emery, Belœil, C.E.
Alloway, Thos. J., Montreal, C.E.
†Anderson, Alexander, Georgina, C.W
Archer, Thomas, Montreal, C.E.
Ault, Edwin D., Aultsville, C.W.
Baynes, Donald, Montreal, C.E.
Baynes, George A., Montreal, C.E.
Beckett, Henry P., Montreal, C.E.
†Bell, John, Kingston, C.W.
Brandon, John, Walwich, C.W.
Buckle, John C., Ottawa, C.W.
Buckley, William P., Prescott, C.W.
Bulmer, Thomas S., Montreal, C.E.
Bull, George J., Montreal, C.E.
†Burch, Benjamin F., Fort Codrington, U.S.
†Burrows, Philip P., Ottawa, C.W.
Campbell, John, Osborne, C.W.
†Campbell, Samuel, Williamstown, C.W.
Case, William H., Hamilton, C.W.

Cassidy, David M., Montreal, C.E.
Cherry, William, Whitechurch, C.W.
Chipman, Clarence J. H., Montreal, C.E.
Church, Clarence, Ashton, C.W.
Clarke, Octavius H., Montreal, C.E.
Clement, Victor A., Three Rivers, C.E.
†Cooke, Charles H., Mount Pleasant, C.W.
†Corsan, John, Milwaukie, U.S.
Cruise, William, Richibucto, N.B.
Daly, Guy D., St. Paul, Minnesota, U.S.
Dansereau, Charles, Vercheres, C.E.
Dansereau, Elzear, Vercheres, C.E.
D'Avignon, John E., Montreal, C.E.
De Grosbois, Tancred B, Chambly, C.E.
Dickenson, George, Ottawa, C.W.
Dickson, John R., Kingston, C.W.
Donnelly, Thomas J., Montreal, C.E.
Dougan, William, St. Catherines, C.W
†Duncan, George, Montreal, C.E.
Ethier, Cælixte, St. Joseph, C.E.
†Falkner, Alexander, Lancaster, C.W.
Ferguson, James, Cumberland, C.W.
†Fergusson, Alexander R., Williamstown, C.W.
Finnie, John T., Montreal, C.E.
Fortune, Lewis, Huntingdon, C.E.
Fraser, Donald, Quebec, C.E.
Fraser, William H., Perth, C.W.
†Fuller, William, Montreal, C.E.
Galletly, Archibald, Montreal, C.E.
Gardner, William, Beauharnois, C.E.
†Gendron, Thomas, Beauport, C.E.
Gillies, John, Morristown, C.W.
Gilmour, Angus A., Granby, C.E.
Gordon, Robert, Osnabruck, C.W.
Graham, Adam Clarke, Fort Erie, C.W.
Grandy, John, Cavin. C.W.
Grant, William, Williamstown, C.W.
Garneau, Adolphe, St. Anne de la Pérade, C.E.
Hagarty, Daniel, Barnholm, C.W.
Hall, George, Cowansville, C.E.
Hall, Frederick W., Peterborough, C.W.
†Hall, James B., Montreal, C.E.
Hamilton, Charles S., Roslin, C.W.
Hammond, James H., Brantford, C.W.
Harding, Frederick W., Windsor, N.S.
Harkin, Henry, Montreal, C.E.
Harkness, Andrew, Matilda, C.W.
Hart, David A., Montreal, C.E.
Harwood, Charles L., Montreal, C.E.
†Hayes, James, Simcoe, C.W.
Henderson, Alexander A., Fitzroy Harbour, C.W.
†Hervey, Jones J., Brockville, C.W.
†Hickey, Charles E., East Williamsburg, C.W.
Hodgson, Amos T., Montreal, C.E.
Holwell, John E.W., Quebec, C.E.
Howard, James, St. Andrews, C.E.
Howitt, William, Montreal, C.E.
Howland, Francis L. Arkona, C.W.
†Irvine, James Clarke, Montreal, C.E.
Kelly, Clinton Wayne, Louisville, Ky., U.S.
King, Reginald, A.D., St. Sylvester, C.E.
King, Richard, Peterborough, C.W.
Kittson, John George, Berthier, C.E.
†Knowles, James A., Cookstown, C.W.
†Lang, Thomas D., Owen Sound, C.W.
La Pointe, Jovite A., Boucherville, C.E
Larkin, Daniel, Montreal, C.E.
Latour, André, Lachine, C.E.
Law, Wm. D. C., Montreal, C.E.
†Leavitt, Julius, Melbourne, C.E.
Legault, Daniel, Lake Perrault, C.E.
Lett, Frederick A., Montreal, C.E.
†Longley, Edmund, Waterloo, C.E.
Lonsdell, Horace T., St. Andrews, C.E.
Lucus, Thomas D'Arcy, Wellington, C.W.
Macdonald, J. A. S., Charlottetown, P.E.I.
Madill, John, West Essex, C.W.
Malloch, William B., Ottawa, C.W.
Marchesseault, Tancred, St. Anthony, C.E.
Markell, Richard S., Osnabruck, C.W.
Marotte, Antoine, Montreal, C.E.
Marston, Alonzo W., Hull, C.W.
McArthur, Robert D., Martintown, C.W.
McBain, Donald D., Lancaster, C.W.
McCarty. William, Henryville, C.E.
†McCurdy, John Chatham, N.B.
McDiarmid, Donald, Newington, C.W.
McFarlane, William, Clarendon, C.E.
McFee, Duncan, Ballyfield, C.E.
McFie, James, Clarenceville, C.E.
McGillis, John Charles, Williamstown, C.W.
McGowan, Henry W., Kingsey, C.E.
McIntyre, Peter A., Charlottetown, P.E.I.

McLean, Archibald, Sarnia, C.W.
McNab, Francis A. L., March, C.W.
McNeece, James, Quebec, C.E.
McPherson, Joseph T., Lancaster, C.W.
Moffat, Walter, Montreal, C.E.
Mondelet, Wm. H., Montreal, C.E.
Moore, Robert, London, C.W.
Morrison, David R., Montreal, C.E.
Nesbitt, James A., Hemmingford, C.E.
O'Connor, Daniel A., Montreal, C.E.
†O'Leary, James, Kamouraska, C.E.
O'Reilly, Charles, Hamilton, C.W.
Ogden, David F., Picton, C.W.
Oliver, James W., St. Catherines, C.W.
Padfield, Charles W., Sarnia, C.W.
Paradis, Edmond P., St. Denis, C.E.
†Parke, Charles S., Quebec, C.E.
†Parker, Rufus S., Newport, N.S.
Patterson, William H., Almonte, C.W.
Patton, Edward K., Quebec, C.E.
Perrault, Augustin, Montreal, C.E.
Perrier, John, Halifax, N.S.
Powers, Lafontaine, Port Hope, C.W.
Pridham, James, Montreal, C.E.
Proudfoot, John S., Chatsworth, C.W.
Quarry, James J., Lucan, C.W.
Rattray, Charles J., Cornwall, C.W.
Reed, Perry H., Cowansville, C.E.
Rinfret, Adolphe, Cap. Sante, C.E.
Rinfret, Comé J., Cap. Sante, C.E.
Roberts, John E., Fredericton, N.B.
Robertson, Charles J., Quebec, C.E.
Robertson Patrick, St. Andrews, C.E.
Rodger, Thomas A., Montreal, C.E.
Roddick, Thomas G, Harbor Grace N.F.
†Ross, George, Montreal, C.E.
Roy, Albert, St. Hyacinthe, C.E.
†Savage, Alexander C., Ottawa, C.W.
Shaw, Robert, Montreal, C.E.
Simms, James C., Montreal, C.E.
Smallwood, John R., Montreal, C.E.
Smith, Daniel, Cornwall, C.W.
Spencer, Richmond, Montreal, C.E.
Spohn, Arthur L., Ancaster, C.W.
St. Denis, John A., Point Fortune, C.E.
Stanton, George, Simcoe, C.W.
Stafford, William A., Montreal. C.E.
Stimpson, Alfred, St. Pie, C.E.
Stewart, James, Ottawa, C.W.
Stinson, John, Hamilton, C.W.
Sutherland, William, Montreal, C.E.
Tanguay, Antoine, St. Hyacinthe, C.E.
Tuck, Thomas J., Sherbrooke, C.E.
Vicat, John, Montreal, C.E.
†Wakeham, William, Quebec, C.E.
†Walsh, Edmond C., Durham, C.E.
Wanless, John K., Montreal, C.E.
Whyte, Joseph A., Montreal C.E.
†Wilson, Benjamin S., Roslin, C.W.
Wilson, Alexander L., Lindsay, C.W.
Wilson, Thomas, Bondhead, C.W.
Woolverton, Algernon, Grimsby, C.W.
Workman, Joseph, Toronto, C.W.
Wye, John Henry, Brantford, C.W.

† M.D., 1866.

FACULTY OF ARTS.

1. *Undergraduates.*

‡Anderson, Jacob DeWitt, Montreal.
Anderson, John, Ayr, C.W.
Archibald, John Sprott, Halifax, N.S.
Bagg, Robert, S.C., Montreal.
†Bancroft, Charles, Montreal.
†Beckett, William Henry, Sherbrooke.
†Bethune, Meredith B., Montreal.
Brooks, Charles Henry, Lennoxville.
†Browne, Arthur Adderley, Montreal.
Brown, Charles E. C., Dunham.
Carmichael, James, Montreal.
Clarke, James Maitland, Smiths' Falls.
Clarke, Wallace, Montreal.
†Chipman, Clarence, Montreal.
Court, William Montreal.
Cruickshank, Alexander D., Buckingham, C.E.
Davies, William Allan, Montreal.
Dart, William J., "
Dionne, Leon, "
Duncan, Alexander, "
Forrester, Robert W., Montreal.
Foster, Charles Worcester, Waterloo.
Fraser, George Bane, Cross Point.
†Grandy, John, Cavan, C.W.
Greenshields, Edward Black, Montreal.
Hall, George B., Cowansville, C.E.
Holiday, Caleb Strong, Montreal.
Hartt, Lewis Alexander, "
Harrington, Bernard J., St. Andrew,

Hindley, John, Erramosa.
Jones, Montgomery, Montreal.
Kâhler, Frederick A., Montreal, C.W.
Kâhler, Frank C. C., Do
Kennedy, George Thomas, Montreal.
Laing, Robert, Buckingham.
Lewis, Albert, Nunda, N. Y.
Lewis, Montgomery, Montreal.
†MacDuff, Alex. Ramsay, Montreal.
MacIntyre, A. F., Williamstown.
Marler, William, Montreal.
†McLeod, Hugh, Cape Breton.
MacKenzie, Robert, Montreal.
McLean, Breadalbane, Stayner, C.W.
McLean, John Janeway, Do.
McCrae, Duncan, Lingwick.
Mitchell, William, Guelph.
†Morison, John, Waddington.
Moore, Francis X., Vincennes,
Munro, Gustavus, Dalhousie Mills.
Peacock, Willian, Lanark, C.W.
†Perrigo, James, Montreal.
Robinson, William H., Waterloo.
Rodger, David, Montreal.
Rivet, Francis, Montreal.
Russell, William George, Ottawa.
Slack, George.
Strachan, Dugald, Huron, C. W.
Stevenson, J., Montreal.
Spong, John James R., Montreal.
Stephen, William, "
Stewart, Colin Campbell, Musquodoboit, N. S.
Sutherland, William. Montreal.
†Tabb, Silas Everett, Montreal.
Torrance, William Fraser, Montreal.
Vanneck, John Torrance, Montreal.
Vennor, William, Montreal.
Walker, William, Scotland. C.W.
†Watts, William T., Drummondville.
†Wilson, John, Alexandria.
Wood, Frank O., Montreal.
Wood, Thomas Franklin, Dunham.

2. *Partial and Occasional.*

Chamberlin, John, Abbotsford, C.E.
Cassidy, Thomas, Montreal.
Dickson, A. R. Brantford.
McRae, Kenneth, Athol.
Jackson, Samuel Nelson, Brome.
Johnson, Polk G., Clarksville.
*Kneeshaw, Robert, Montreal.
Price, George R., Montreal.
Spurr, Marcus A., Kentucky.
Taylor, Reid. Montreal.

* Deceased.
† B.A., 1866.

MORRIN COLLEGE.

FACULTY OF LAW.

Cassels, Robert.
Cook, William.
Oliver, Theophilus. H.
Pemberton, Edward H.
Robertson, Alexander.
Walker, William A.

FACULTY OF ARTS.

Bennett, John
†Cassels, Robert Jr.
Clint, William
Cook, Archibald Hay.
Cook, John W.
Cook, William
Fraser, John
McKenzie, John
McLean, Neil W.
McNaughton, John
†Oliver, Theophilus H.,
Oliver, Thomas J.
Paterson, John McD.
†Scott, Henry C.
†Wotherspoon, Ivan, T.
Wotherspoon, Francis G.
Wilkie, Daniel R.

† B.A., 1866.

St. FRANCIS COLLEGE.

FACULTY OF ARTS.

Campbell, Alexander.
Cook, John.
Cruikshank, James.
Hutchison, William.
Fowler, William Hollingworth.
Leboureau, Alonzo
Main, John Rankin.
Mills, William Leighton.
McLeod, Finlay.
McRae, Duncan.
Philbrick, James Wadleigh.
Robinson, Robert.
Van Allen, John Ross.
Wadleigh, William Henry.
White, James.

SUMMARY.

Students in Law, McGill College,	58
" " Morrin College,	6
" in Medicine McGill College,	178
" in Arts, McGill College,	80
" " Morrin College	17
" " St. Francis College;	15
	354
Deduct entered in two Faculties,	5
Total number of Students in College,	349
Students in Normal School,	66
Pupils in High School	250
Pupils in Model Schools,	314
Total Students and Pupils,	979

STUDENTS WHO HAVE PASSED THE UNIVERSITY EXAMINATIONS.

Session 1865-6

FACULTY OF LAW.

PASSED FOR THE DEGREE OF B.C.L.

John Alexander Bothwell, B.A., Durham, C.E.
Christopher Benfield Carter, Montreal, C.E.
Henri Jules Tachereau Duchesney, St. Marie Beauce, C.E.
Pierre Nagel Duprat, St. Henri de Mascouche.
William Owen Farmer, Montreal.
Christopher Alphonse Geoffrion, Vercheres, C.E.
Edwin Ruthven Johnson, Waterloo, C.E.
Robert Anstruther Ramsay, Montreal.
Emery Robidoux, St. Philippe, C.E.
William Rose, Montreal.

FACULTY OF MEDICINE.

PASSED FOR THE DEGREE OF M.D., C.M.

Geo. Ross, M.A., Montreal, C.E.
Samuel Campbell, Glengarry, C.W.
Alexander Falkner, Lancaster, C.W.
Edmund C. Walsh, Durham, C.E.
Edmund Longley, Waterloo, C.E.
William Fuller, London, C.W.
John McCurdy, Chatham, N.B.
Thomas D. Lang, Owen Sound, C.W.
James A. Knowles, Cookstown, C.W.
John Carson, Milwaukie, U.S.
Julius Leavitt, Melbourne, C.E.
Charles E. Hickey, Williamsburg, C.W.
James B. Hall, Montreal, C.E.
Rufus S. Parker, Newport, Nova Scotia.
Alexander R. Ferguson, Williamstown C.W.
Alexander Anderson, Georgina, C.W.
Chas. H. Cooke, Mount Pleasant C.W.
Wm. Wakeham, Quebec, C.E.
Alex C. Savage, Ottawa, C.W.
James Hayes, Simcoe, C.W.
Philip Burrowes, Ottawa, C.W.
Ben. F. Burch, Fort Coddington, U.S.
Emery Allard, Belœil, C.E.
John Bell, M.A., Kingston, C.W.
James O'Leary, Kamouraska, C.E.
Jonas J. Hervey, Brockville, C.W.
James C. Irvine, Montreal. C.E.
Chas. S. Parke, Quebec, C.E.
George Duncan, Montreal, C.E.
Thomas Gendron, Beauport, C.E.
Ben. S. Willson, Roslin, C.W.
John Adsetts, Assist. Surg. R. Artillery, Quebec,
Jas. T. Halliday. Vernonville, C.W.
Charles E. Graham, Ottawa, C.W.
*David M. Cassidy, Montreal, C.E.
*William Gardner, Beauharnois, C.E.
*Patrick Robertson, St. Andrew, C.E.

*Not of age.

PASSED THE PRIMARY EXAMINATION.

John R. Smallwood, Montreal, C.E.
Emery Allard, Belœil, C.E.
Albert Roy, St. Hyacinth.
James O'Leary, Kamouraska,
George Dickinson, Ottawa, C.W.
Richard King, Peterborough, C.W.
Richard S. Markell, Osnabrook, C.W.
Clinton W Kelly, Kentucky.
Wm. McCarthy, Henryville, C.E.
James Howard, St. Andrews, C.E.
John R. Wanless, Montreal
Peter A. McIntyre, Charlottetown. P.E.I.
Wm. H. Fraser, Perth, C.W.
Edwd. K. Patton, Quebec, C.E.
Rob. L. McArthur, Martintown, C.W.
Francis L. Howland, Arkona, do
David M. Cassidy, Montreal.
Donald McDiarmid, Newington, C.W.
John Vicat, Montreal, C.E.
Lafontaine B. Powers, Port Hope. C.W,

John S. Proudfoot, Chatsworth, C.W.
Henry McGowan, Kingsey, C.E.
Edward J. C. Roberts, Fredericton, N.B.
Wm. R. Malloch, Ottawa, C.W.
Clarence R. Church, Merrickville, C.W,
James W. Oliver, St. Catharines, C.W.
John A. S. Macdonald, Charlottetown, P.E.I.
John Brandon, Warwick, C. W.
Wm. Grant, Williamstown, C.W.
Charles O'Reilley, Hamilton, C.W.
Edmund Paradis, St. Denis C.E.
John Gillies, Morristown, C.W.
James A. Nesbitt, Hemmingford, C.E.
John Madill, West Essa, C.W.
W. Dougan, St. Catharines, C.W.
Archd. MacLean, Port Sarnia, C.W.
John Bell, M..A. Kingston, C.W.
Henry Harkin, Montreal, C.E.
Calixte Ethier, St. Joseph, C.E.

FACULTY OF ARTS.

PASSED FOR THE DEGREE OF B.A.

McGill College.

*In Honours.**

JACOB DEWITT ANDERSON, of Montreal.
WM. JOHN WATTS, of Drummondville.
MEREDITH BLENKARNE BETHUNE, of Montreal.
SILAS EVERETT TABB, of Montreal.
JAMES PERRIGO, of Montreal.
ARTHUR ADDERLEY BROWNE, of Montreal.
JOHN WILSON, of Alexandria.

Ordinary.

Class I.

JOHN GRANDY, of Cavan.

Class II.

CLARENCE CHIPMAN, of Montreal.
HUGH MCLEOD, of Cape Breton.
LEWIS A. HARTT, of Montreal.
JOHN MORRISON, of Waddington.

Class III.

WM. HENRY BECKETT, of Sherbrooke.

†CHARLES BANCROFT, of Montreal (aegr.)
†ALEXANDER RAMSAY MACDUFF, of Montreal (aegr.)

Morrin College.

*In Honours.**

HENRY C. SCOTT, Quebec.
IVAN T. WOTHERSPOON, Quebec.
ROBERT CASSELS, Quebec.
NIEL W. MCLEAN, Quebec.
THEOPHILUS H. OLIVER, Quebec.

PASSED IN THE INTERMEDIATE EXAMINATIONS.

McGill College.

Class I.

CHARLES H. BROOKS.
WILLIAM MARLER.
ROBERT LAING.

Class II.

W. J. DART. } aeq.
G. F. SLACK. }

Class III.

FRANCIS X. MOORE.
G. F. KENNEDY.

* The order in this list does not imply relative standing.
† Passed in private examinations owing to illness.

Graduates of the University.

DOCTORS OF DIVINITY.

Bethune, Rev. John, (ad eundem) 1843 | *Falloon, Rev. Daniel, (Hon.)..1844

DOCTORS OF LAWS AND OF CIVIL LAW.

Abbott, Christopher, B. C. L., (D.C.L., in Course).....1862
Adamson, Rev. Wm. A. (D.C.L. Hon).....1850
Badgley, Hon. Wm. (D.C.L.hon.)1843
Chauveau, Hon. Pierre J. O. (LL.D. hon.).....1857
Davies, Rev. Benjamin, Ph. D. (LL.D. hon.).....1856
Dawson, John William, M.A. (LL.D. hon.).....1857
DeSola, Rev. A. (LL.D. hon)...1858
*Falloon, Rev. D, D.D. (LL.D. hon.).....1862
Head, Right Hon. Sir Edmund W. Baronet M.A., (LL D. hon.) 1862
*Holmes, Andrew F., M.D., (LL.D hon.).....1858
Hunt, Thomas Sterry, M.A (LL.D hon.).....1865
Lawson, George, Ph. D. (LL D. hon.).....1862
Leach, Rev. Wm. T., (D.C.L.hon) 1849 (LL.D. hon.) 1857.
Logan, Sir Wm. E., Knt., (LL.D., hon.).....1856
Lundy, Rev. Francis (D.C.L hon)1843
Lyall, Rev. W., (LL.D., hon.)..1864
Meredith, Edmund A., B.C.L., LL.D. hon.....1857
Miles Henry H., M.A., LL.D. hon.1866
Morris Alexander, M.A., B.C.L. (D.C.L. in Course).....1862
Smallwood, Charles, M.D.(LL.D. hon.).....1856
*Smith, William (LL.D. hon.)..1858
*Vallieres de St. Real, Hon. J.R., (D.C.L. Hon.).....1844

DOCTORS OF MEDICINE.

Adsetts, John.....1866
Anderson, Alexander.....1866
Anderson, John C.....1865
Arnoldi, Daniel, Montreal, (Hon)1847
Atkinson, Robert.....1862
Ault, Alexander.....1860
Ault, Charles,.....1855
Ault, James F.....1855
Austin, Fred. John.....1862
Aylen, James.....1863
Aylen, John.....1857
Baker, Albert.....1848
*Barnston, James.....(ad eun.)1856
Battersby. Charles.....1861
Beattie, David.....1862
Beaudet, Alfred.....1865
Bell, John, M.A.....1866
Bellew, Alfred.....1862
Bergin, Darby.....1847
Bessey, William E.....1863
Bender, Prosper.....1865
Bibaud, Jean G.....1843
Blacklock, John J.....1851
Blanchet, J. B.....1863
Blair, Robt. C.....1865
Bligh, John W.....1865
Bogart, Irvine.....1859
Boulter, George Henry.....1852
Boyer, Louis.....1842
Boylan, Andrew A.....1857
Bowman, William Edward.....1860
Bower, Silas J.....1865
Braithwait, Francis H.....1863
Breslin, William Irwin, Asst. Surgeon 46th Regiment of Line, 1847
Brigham, Josiah S.....1848
Bristol, Amos S,.....1850
Brodeur, Alphonse.....1863
Brooks, Samuel T.....1851
Browse, Jacob E.....1861
Brouse, William H.....1847
Brown, Peter E.....1863
Bruneau, Adolphe.....1853
Bruneau, Oliver T.....[Hon.]1843
Bruneau, Onesime.....1851
Buck, Richard Maurice.....1862
Bucke, Edward H.....1852
Bullen, Chas. F.....1864
Burch, Benjamin T.....1866
Burland, John H.....1863
Burrows, Philip,.....1866
Burnham, Robert Wilkins.....1860
Burns, Alfred J.....1854
Burritt, Horatio C.....1863

* Deceased.

Butler, George C.....1865
*Buxton, John N.....1849
Campbell, Donald Peter.....1862
Campbell, Francis Wayland....1860
Campbell, Geo.W., M.A.,[ad eun]1843
Campbell, Samuel.....1866
Carey, Auger D.L....[ad.eun.] 1864
Cassidy, John F.....1865
Carroll, Robert W. W.....1859
Carson, Augustus.....1843
Carter, Samuel A.....1859
Casgrain, Charles E.....1851
Chagnon, Vinceslaus G. B.....1861
Challinor, Francis.....1849
Chesley, George Ashbold.....1862
Chevalier, Gustave.....1860
Christie, John B.....1865
Christie, Thomas.....1848
Church, Charles Howard.....1862
Church, Coller M.....1855
Church, Levi R.....1857
Church, Mills Kemble.....1864
Church, Peter H.....1846
Codd, Alfred.....1865
Cook, Herman L.....1854
Cooke, Charles H.....1866
Corbett, Augustus M.....1854
Corbett, William H.....1854
Carson, John.....1866
Craik, Robert.....1854
*Crawford, James.....[ad eun.]1854
Crichton, Stuart.....1865
Culver, Joseph R.....1848
Cunynghame, W. C. Thurlow..1858
Dansereau, Charles.....1842
Dansereau, Pierre.....1855
*Dease, Peter Warren.....1847
Debonald, William S.....1862
De Boucherville, Charles B.....1843
Demorest, Durham G. G.....1852
Desaulniers, Antoine A.....1863
De Selles, Charles D.....1841
Depuis, Jos. G. P.....1856
Dice, George.....1864
*Dick, James R.....1842
Dickinson, James J.....1846
Dickson, William W.....1863
Digby, James Winniet.....1863
Dodd, John.....1864
Donnelly, Charles H.....1860
*Dorion, Severe.....1843
*Dorland, Enoch P.....1850
Douglass, James, Quebec (Hon.) 1847
Drake, Joseph M.....1861
Dubuc, Charlemagne.....1864
*Ducket, Stephen.....1853
Duckett, William A.....1859
Dufort, Thadee A.....1865
Duhamel, Louis.....1860
Duncan, George.....1866
Duncan, James S.....1858
*Dunn, William Oscar.....1843
Easton, John.....1852
Edwards, Eliphalet G.....1855
Elkington, Arthur G., Asst. Surg. Scotts Fusileer Guards....1862
Emery, Gordon J.....1857
Emery, Allard.....1866
English, T. F.....1858
Erskine, John.....1860
Evans, Griffith.....1864
Falkner, Alexander.....1866
Fenwick, George Edgworth,....1847
Fergusson, Alex. A.....1864
Fergusson, Alex. K.....1866
Finlayson, John.....1834
*Fisher, John.....1848
Fitzgerald, James.....1865
Fortin, Pierre.....1845
Foster, Stephen Sewell.....1846
Fraser, William.....1836
Fuller, William.....1866
Fulton, James H.....1863
Garvey, Joseph.....1852
Gascoyne, George E., Staff Asst. Surgeon.....1861
Gauvreau, Elzear.....1855
*Gauvreau, Louis H.....1836
Gendron, Thomas.....1866
Gibb, George D.....1846
Gibson, John B.....1855
Gibson, Edward B.....1864
Gireux, Phillipe.....1859
Girdwood, Gilbert P.....1865
Glenn, C. W. E.....1858
Godfrey, Robert.....1844
Godfrey, Abraham C.....1865
Goforth, Franklin.....1863
Gordon, William Wallace.....1863
Grahame, Charles E.....1866
Graham, Henry.....1863
Grant, Donald J.....1863
Grant, James A.....1854
Grenier, L. P. A.....1863
Gun, James.....1861
Gustin, William Claude.....1863
Hall, Archibald.....[ad eun.].1843
Hall, James B.....1866
Hall, John W.....1848
Halliday, James T.....1866
Hamilton, Andrew W.....1859
Hamilton, Rufus Frederick.....1861
Hamel, Joseph Alex.....1856
Haquin, Jean M.....1843

Harkin, Wm.....1858
Harkness, John.....1862
Harrison, David Howard.....1864
Hart, Frederick W.....1835
Hays, James.....1866
Henderson, Peter.....1843
*Henry, Walter, Belleville, [Hon]1853
Henry, Walter J.....1856
Hervey, Jones J. G.....1866
Hickey, Charles E.....1866
Hingston, William H.....1851
Holden, Rufus.....1844
*Holmes, Andrew F..(ad eun)..1843
Howard, R. Palmer.....1848
Howden, Robert.....1857
Hulbert, Edwin Augustus.....1860
Hurlbert, George W.....1859
Hurd, Edward P.....1865
Irvine, James C.....1866
Ives, Eli.....1863
*Jackson, A. Thomas, Staff Surgeon in the Army.....1846
Jones, Thomas W.....[ad eun].1854
Jones, Jonathan C.....1865
Jones, W. Justus.....1856
*Keeler, Thomas.....1859
Kelly, William, Surgeon, Royal Artillery.....1846
Kemp, William.....1864
Kennedy, Richard A.....1864
*Kerr, James.....1858
Killery, St. John, Staff Asst Surg1862
King, William M. H.....1859
*Kirkpatrick, A.....1856
Knowles, James A.....1866
Kollmyer, Alex. H.....1856
Laberge, Ed.....1856
Lang, Thos. D.....1866
Langrell, Richard T.....1865
Larocque, A. B.....1847
Lawrence, Henry G. H., Asst. Surg. Grenadier Guards....1862
Leavitt, Julius.....1866
Leclare, George.....1851
Leclare, Napoleon.....1861
Lee, James C.....1856
*Lee, John Rolph.....1848
Lemoine, Charles.....1850
Lepailleur, Leonard.....1848
Leprohon, John L.....1843
Lindsay, Heriot.....1861
Lister, James.....1862
Logan, David D.....1842
Logie, William.....1833
*Long, Alexander.....1844
Longley, Edmund.....1866
Longpre, Pierre F.....1848
Loupret, Andre.....1850
Loverin, Nelson.....1855
Lundy, Edward Lewis, Staff Asst. Surgeon.....1862
Lyon, Arthur.....1861
MacDonald, Angus.....1863
*MacDonald, Colin.....1853
MacDonald, Roderick.....1834
MacIntosh, Robert.....1863
Mack, Francis Lewis.....1862
Mackie, John R.....1865
Maclem, Samuel S.....1859
Malcolm, John Rolph.....1861
*Malhiot, Alfred.....1846
Malloch, Edward C.....1863
*Marr, Israel P.....1849
Marr, Walker H.....1859
Marston, John J.....1863
Mason, James Lindsay, M.A.....1863
Mayrand, William.....1847
McCallum, Duncan C.....1850
*McCord, John D.....1864
*McCulloch, Michael...[Hon]..1843
McCurdy, John.....1866
*McDiarmid, John Duncan, Staff Surgeon in the Army.....1847
McDonnell, Angus.....1852
McDonnell, Eneas.....1849
McDougall, Peter A.....1847
McDougall, Peter A.....1864
McGarry, Jas.....1858
McGill, William.....1848
McGillivary, Donald.....1861
McGrath, Thomas.....1849
McGregor, Duncan.....1861
McInnes, Walter J.....1865
McIntosh, James.....1859
McKay, Walter.....1854
McKelcan, George Loyd.....1860
McLaren, Peter.....1861
McLean, Alexander.....1860
McMicking, George.....1851
McMillan, John.....1857
McMillan, Louis J. A.....1860
McMurray, Samuel.....1841
*McNaughton, E. P.....1834
McVean, John M.....1865
Meigs, Malcolm R.....1865
*Meredith, Thomas L. B.....1842
Mignault, Henri Adolphe.....1860
Moffatt, John Edward, Staff Surg. Guards.....1862
Mongenais, Napoleon.....1865
Mount, John W.....1851
Moore, Joseph.....1852
Moore, Richard.....1853
*Morrin, Josh., Quebec, [Hon.]..1850
Nelles, John A.....1850

*Nelson, Wolfred, Montreal, [Hon]....1848
Nicholls, Charles Richard, Surg. Major Grenadier Guards...1862
O'Brien, Thos. B. P....1862
O'Callaghan, Cornelius H....1854
*O'Carr, Peter....1851
O'Dea, James Joseph....1859
Odell, William, Surgeon 19th Regiment of the Line....1849
O'Leary, James....1866
O'Leary, Patrick....1859
Painchaud, Edward S. L....1848
Paquin, Jean M....1843
Paradis, Henry....1846
Parker, Rufus S....1866
Parker, Charles S....1866
*Paterson, James....1855
Paterson, James....1864
*Pattee, George....1858
Patten, Montrose A....1864
Perrault, Victor....1852
Phelan, Cornelius J. R....1865
*Phelan, Joseph P....1854
Philip, David L....1861
Picault, A. C. E....1857
Pickup, John Wallworth....1860
*Pinet, Alexis....1847
Pinet, Alex. R....1864
Pousette, Arthur Courthope....1860
Powell, Israel Wood....1860
Powell, Newton W....1852
Powers, George W....1861
Pringle, George....1855
Proulx, Philias....1844
Provost, E. Gilbert....1859
Quesnel, Jules M....1849
Rae, John Hamilton, [Hon]....1853
Rainville, Pierre....1863
Rambaut, John, Surgeon, Canadian Rifles....1859
Ramsay, William....1859
Raymond, Olivier....1850
Read, Herbert H....1861
Redner, Horace P....1864
Reddy, John....[ad eun].1856
Reid, Alex. Peter....1858
Reid, Kenneth....1864
Reynolds, Robert T....1836
*Reynolds, Thomas....1842
Richard, Marcel....1864
Ridley, Henry Thomas....1852
Riel, Etienne R. R....1857
*Rintoul, David M....1854
Richardson, John R....1865
Roberts, Edwards T....1859
Robertson, James....1865
Robertson, David....1864
Robertson, David T....1857
Robillard, Adolphe....1860
Robitaille, Louis....1860
Robitaille, L. T....1858
†Ross, George, M.A., ...1866
Ross, Thomas....1863
Rugg, Henry C....1865
Ruttan, Allan....1852
Sabourin, Moise....1849
*Sampson, Jas., Kingston, [Hon]1847
Sanderson, George W....1850
Savage, Thomas Y....1854
Savage, Alexander C....1866
Sawyer, James E....1863
Schmit, Samuel B....1847
Scott, Stephen A....1854
Scott, William E....1844
*Scriven, George Augustus....1846
Seguin, Andre....1848
Senkler, A. E....1863
Sewell, Stephen C ...[ad eun] 1843
Shaver, Peter Rolph....1854
Shaver, R.N....1857
Shoebottom, Henry....1857
*Simard, Amable....1852
Simpson, Thomas....1854
*Smith, Edward W....1859
Smythe, T. W....1848
Sparam, Eric B....1852
Sparham, Terrence....1841
Squire, William Wood, M. A....1864
*Staunton, Andrew Aylmer, Surgeon, Royal Artillery....1845
Stevens, Alex. D....1857
Stevenson, James McGregor....1856
Stevenson, John L....1855
Stewart, John Alexander....1862
Stephenson, James....1859
Shirk, George....1865
Stowbridge, James Gordon....1862
Sutherland, Fred. Dunbar....1861
Sutherland, William....1836
Switzer, John E. K....1865
Tait, Henry Thomas....1860
Taylor, William H....1854
Tew, Herbert S....1864
Temple, James A....1865
Thayer, Linus O....1859
Theriault, F. D....1863
Therien, Honore....1863
*Thomson, James....1842
Thompson, Robert....1852
Trenholme, Edward Henry....1862
Trudel, Eugene....1844
Turgeon, Louis G....1860
Tuzo, Henry A....1853
Usher, Henry....1861
Vannorman, Jonathan M....1850

†Holmes Medallist.

Vercoe, Henry L.....1865
Wagner, William H.....1844
Wakeham, William.....1866
Walker, Robert.....1851
Walsh, Edmund C.....1866
Warren, Henry.....1860
Weilbrenner, Remi Claude.....1851
Weir, Richard.....1852
Wherry, John.....1862
Whitcomb, Josiah G.....1848
Whiteford, R.....1857
Whitwell, William P. O.....1860
*Widner, Christopher, [Hon.]..1847
Wilson, Benjamin S.....1866
Wilson, Robert M.....1850
Wilson, William.....1857
*Wilscam, John Wilbrod.....1846
Woods, David, L.R.C.S.I., Staff Surgeon.....1860
Wood, George.....1863
Wood, George C.....1849
Wood, Hannibal W.....1865
Woodful, Sam. Pratt, Asst. Surg. Royal Artillery.....1864
Workman, Benjamin.....1853
Workman, Joseph.....1835
Wright, Stephen.....1859
Wright, William.....1848

MASTERS OF ARTS.

Bancroft, Rev. Charles (ad eun.) 1855
Bowman, William M....[Hon.] 1859
Boyd, John, B.A.....1864
Browne, Dunbar, B.A., B.C.L...1861
Butler, Rev. John.....1852
Chamberlin, Brown, B.C.L., [ad eun.].....1857
Cornish, Rev. George, B.A., [ad eun.].....1860
Davidson, Rev. James, B.A.....1866
DeWitt, Caleb S., B.A.....1864
Gibb, George D., M.D....[Hon.] 1856
Gibson, Thomas A.....[Hon.] 1855
Gilman, Francis E., B.A.....1865
Gould, Edwin, B.A.....1860
Graham, John H.....[Hon.] 1859
Green, Joseph, B.A.....1864
Howe, Henry Aspinwall, [Hon.] 1855
Kemp, Rev. Alexander F., [Hon] 1863
Kennedy, Rev. John, B.A.....1860
Kirby, James, B.A., B.C.L.....1862
Leach, Robert A., B.A., B.C.L..1860
Markgraf, Charles F.....[Hon.] 1865
Mason, James L., B.A.....1863
Mattice, Croydon J., B.A.....1862
Morris, Alex., B.A., B.C.L.....1852
Perkins, John A., B.A.....1862
*Plimsoll, Reginald J., B.A.....1862
Rodger, David.....[Hon.] 1857
Ross, George, B.A.....1866
Thorburn, John.....[Hon.] 1861
Wicksteed, Richard J.....1866

BACHELORS OF CIVIL LAW.

Abbott, Christopher C.....1850
Abbott, John J. C.....1854
Allan, Irvine.....1862
Armstrong, Louis.....1861
Ascher, Isidore G.....1863
Aylen, John, M.D.....1861
Aylen, Peter, B.A.....1854
Badgley, Frank H.....1852
Barnston, John G.....1856
Benjamin, Lewis N.....1865
‡Bothwell, John A.....1866
Boyd, John, B.A.....1864
Branchard, Athanase.....1862
Browne, Dunbar, B.A.....1858
Bullock, William E., B.A.....1863
Butler, Thos. P.....1865
Carden, Henry.....1860
Caron, Adolphe P.....1865
Carter, Christopher B.....1866
Carter, Edward.....[Hon.] 1864
Chamberlin, Brown.....1850
Charland, Alfred.....1863
Cocquet, Ambroise.....1865
Cowan, Robert C.....1862
Curran, Joseph C.....1862
Cushing, Lemuel, B.A.....1865
Daly, J. G.....1858
Dansereau, Arthur.....1865
Davidson, Charles P., B.A.....1863
Davidson, Leonidas Heber, B.A.1864
Day, Edmund T.....1863
Desaulniers, Alexis L.....1861
Desaulniers, Henri Lesieur.....1864
Desrochers, Jean L. B.....1861
Doak, George O.....1863
Dorion, Adelard A.P.....1862
Doutre, Gonsalve.....1861
Doutre, Pierre.....1858
Driscoll, Netterville H.....1861
Duchesney, Henri, J. T.....1866
Dunlop, John.....1860
Duprat, Pierre N.....1866
Durand, Naphtali.....1864
Farmer, William O.....1866
Gairdiner, William F.....1856
Galarneau, Joseph Antoine.....1864

‡ Elizabeth Torrance Medalist.

Ganthier, Zephirin.....1859
Geoffrion Christophe A.....1866
Gilman, Francis E., M.A.....1865
Girouard, Desiré.....1860
Grenier Amedée L. W.....1863
Hall, William A.....1863
Hemming, Edward J.....1855
Holton, Edward.....1865
Houghton John G. K.....1863
Howliston, Alexander.....1865
Jodoin, Isai.....1858
Johnson, Edwin R.....1866
Jones, Richard A. A.....1864
Joseph, Joseph O.....1864
Kelly, John P.....1862
Kemp, Edson B.A.....1860
Kenney William R.....1865
Kirby, James M A.....1862
Laflamme, R. G.....[Hon]1856
Lafrenaye, P. R.....[Hon.]1856
Lambe, William B.....1850
Lanctot Mederic.....1860
Larose, Telesphore.....1860
Laurier, Wilfred.....1864
Lawlor, Richard S.....1865
Leach David S.....1861
Leach Robert A, M.A.....1860
Lefebvre, Frederick.....1863
Loranger Louis George.....1863
Lyman Elisha Stiles.....18 5
Mackenzie, Frederick.....1861
McGee, Thomas D Arcy.....1861
McLaren, Hon Robert, B.A.....1860
Molson, Alexander.....1851
Morris, Alexander, B.A.....1850
Morris, John L.....1860
Nagle Marsfield B.....1862
Ouimet, Adolphe P.....1861
Pariseault, Chas. Ambroise.....1859
Perkins, John A., BA.....1860
*Plimsoll, Reiginald J., B. A.,..1861
Ramsay, Robert A.....1866
Richard Damase F S.....1859
Rixford, Emmet Hawkins.....1865
Robidoux, Emery.....1866
Rochon, Charles A.....1861
Rose William.....1866
Sabourin Ernest.....1863
Sexton, James Ponsonby.....1860
Sicotte, Victor B.....1862
Snowdon, H L.....1856
Stephens George W.....1863
Stephens, Romeo H.....1850
Stevens Chas. O.....1864
Tait, Melbourne.....1862
Taschereau Arthur.....1864
Terril, Joseph Lee.....1865
Torrance, Frederick W., M. A., (Hon)
Trenholme, Edward H, M. D..1856
Trenholme Norman W., B. A..1865
Vandal Phillippe.....1861
Vilbon, Charles A.....1860
Walsh Thomas Joseph.....1863
Welch Alfred.....1864
Wright William Mackay.....1863
Wurtell-, Charles J. C.....1863

BACHELORS OF ARTS.

Anderson, Jacob De Witt [Col]1866
Aylen Peter.....1850
Bancroft, Charles,.....1866
Barnston Alexander..[C].....1857
Baynes, Donald.....1864
Beckett Wm. Henry.....1866
Bethune, Meredith Benkarne [Ln l].....1866
Bockus, Charles E.....1852
Bothwell, John H..[Ln l].....1864
Boyd John..[n].....1861
Brewster, William..[Co l].....1865
Brown, Arthur Adderley [Se l].1866
Browne Dunbar.....1856
Brown, Thomas.....1853
Bullock William E..[Col] 1860
Cassels Robert (Morrin) [p l]..1866
Chipman, Clarence.....1866
Clowe, John D.....1863
Cornish, Rev. George, B.A , London (ad eun).....1856
Cushing, Lemuel [c l].....1863
Davidson, Charles Peers.....1863
Davidson, ev. James, [ad eun] 1863
Davidson Leonidas Heber.....1863
DeWitt, Caleb J.....1861
Dougall, Duncan.....1860
Dougall, John Redpath.....1860
Drummond, Charles G. B..[n l]1862
Duff, Archibald [M m l].....1864
Fairbairn, Thomas..[p].....1863
Ferguson, John S.....1861
Ferrier, Robert W.....1857
Fessenden Elisha Joseph.....1863
Fowler, William..[n l].....1865
Gibb Charles.....1865
Gilman Francis Edward.....1862
Gore Frederick.....1861
Gould Edwin..1856
Grandy, John.....1866
Green, Joseph [Co l].....1861
Green, Lonsdale.....1864
Hall, William.....1861
Hartt, Lewis A.....1866

Hicks, Francis W.....1864
Kemp, Edson.....1858
*Kershaw, Philip G.....1857
Kirby, James..[C].....1859
Krans, Edward H..[Se 1].....1865
Leach, Robert A.....1858
Lyman, Frederick Stiles.....1863
Mason, James L.....1859
Mattice, Corydon J.....1859
McCord, David Ross.....1863
MacDuff, Alexander Ramsay... 1866
McGregor, James..[c 1].....1864
McLaren, John R.....1856
McLaren Harry..[C].....1858
McLean, Neil W. (Morrin) [p] ..1866
McOuat Walter..[n 1].....1865
McLeod, Hugh.....1866
Merritt, David Prescott 1863
Morris, William 1859
Morris, Alexander 1849
Morrison, John 1866
Morrison, James D..[Ln 1]....1864
Muir, John N.....1864
Muir, Rev. E. P. (ad eun.)..... .1865
Oliver, Theophilus H. (Morrin) [p] 1866
Pease, George H.[W C 1].....1864
Perrigo, James [n1] 1866
Perkins, John A.....1858
Pettit, Rev. Charles B.....1850
Phillips, Charles W.....1852
*Plimsoll, Reginald J.....1858
Ramsay, Robt Anstruther[Wn 1]1862
Redpath, George D..... 1857
Robins, Sampson Paul. [Wm 1]1863
Ross, George [Cc 1].....1862
Scott Henry C (Morrin) [p 1]..1866
Sherrill Alvan F..[Cn 1].....1864
Stethem, George T.....1852
Tabb, Silas Everett [n 1].....1866
Trenholme, Norman Wm.[Cp 1]1860
Walker, Thomas.....1860
Watts, Wm. John [C 1].....1866
Wicksteed, Richard John..[c 1].1863
Wilson, John [e 1].....1866
Wotherspoon, Ivan T. (Morrin) [p 1] 1866
Wright, William McKay.....1861

GRADUATES IN CIVIL ENGINEERING.

Barnston, Alexander B.A.....1859
Bell, Robert..[n 1] 1861
Crawford, Robert.....1859
Doute, Joseph.....1861
Edwards, George.....1861
Frost, George H.... 1860
Gavillier, Maurice.....1863
Gooding, Oliver.....1858
Gould, James H 1862
Kirby, Charles H ... .1860
McLennan, Christopher.....1859
Meid, John Lestock. 1863
Rixford, Gulian Pickering.....1864
Ross, Arthur.....1869
Savage, Joseph.....1850
Walker, Thomas, B.A.....1860

[C] Chapman Medallist.
[W] Prince of Wales Medallist.
[M] Ann Molson Medallist.
[S] Shakspere Medallist.
[L] Logan Medallist.
[p 1] First Rank Honours in Mental and Moral Philosophy : [p] Second Rank.
[m 1] " " " in Mathematics : [m] Second Rank.
[c 1] " " " in Classics : [c] Second Rank.
[n 1] " " " in Natural Science : [n] Second Rank.
[e 1] " " " in English Literature : [e] Second Rank.

* Deceased.

HIGH SCHOOL

OF

McGILL COLLEGE,

MONTREAL.

1866-7.

HIGH SCHOOL BOARD.

(Appointed under the New Statutes.)

ALEXANDER MORRIS, M.A., D.C.L., M.P.P.,—*One of the Governors of the University.*

BROWN CHAMBERLIN, M. A., B. C. L.
WILLIAM BUSBY LAMBE, B. C. L. } *Fellows.*

DAVID TORRANCE, ESQ.,
GEORGE MOFFAT, ESQ., } *Governors.*

WILLIAM SUTHERLAND, M. D., *Professor and Fellow.*

RECTOR.

PROF. H. ASPINWALL HOWE, M. A., *Upper Forms.*

MASTERS.

T. A. GIBSON, M. A., - -	*First Form.*
D. RODGER, M. A., - - -	*Third Form.*
J. KEMP, - - - - -	*Second Form.*
G. MURRAY, B. A., - -	*Rector's Assistant.*
J. ANDREW, - -	*Preparatory.*
PROF. P. J. DAREY, M. A., -	*French.*
PROF. C. F. A. MARKGRAF, M.A.,	*German.*
J. M. REID, - - -	*Writing.*
F. BARNJUM, - -	*Drilling and Gymnastics.*

This School offers the higher kind of instruction and the mental training which together constitute the foundation of what is called a *Liberal Education.* As a Department of the University, it offers a thorough preparation for the College Course.

The Course of Instruction includes the *Latin*, *Greek*, *English*, *French*, and *German* Languages; *Geography* and *History*; *Arithme-*

tic, Algebra, Plane Geometry, Plane Trigonometry with the use of *Logarithms, Mensuration*, and the Elements of *Natural Philosophy*; *Writing & Book-keeping; Drilling & Gymnastics. A Volunteer Rifle Association* under Military Drill has been formed of the elder Boys and is recognised by the Military Authorities. The *Religious Instruction* is not sectarian, and attendance upon it is required only from Pupils who are Protestants. Details of the above Course are subjoined in a Programme for the year. An examination of it will shew that, whilst the Latin and Greek Languages have that prominence which necessarily belongs to them in Higher Education, provision is made to impart at the same time a thorough English and Commercial Education, and that French, as being one of the colloquial languages of the country, is much cultivated.

The complete Course extends over a period of six or seven years; but Pupils are admitted for any portion of that time into any Form for which, upon examination, they are found qualified.

The Session, which is divided into four equal Terms, commences on the 1st September, and with the exception of a fortnight at Christmas and a few days at Easter, continues to the 1st July.

The full School hours are from 9 to 12½ o'clock, a. m., and 2 to 4 p. m., every day in the week except Saturday, but the time for the Preparatory and the First Forms is shorter by an hour each day.

The School is divided into seven Forms. The Preparatory Form is a Lower School, in which young boys receive the training necessary to fit them for the commencement of the regular Curriculum.

For admission into this Form, it is required that the Pupil shall have attained the age of seven years, and be able to read moderately well. Regular early training is of so great importance that the entrance of a pupil should not be delayed beyond the age of nine. The best time for entrance is at the commencement of the Session, when, owing to the promotions that take place, the classes are remodelled for the year.

The Pupils of the First, Second, Third and Fourth Forms next above the Preparatory are not allowed any option in their studies, but must take the whole course of instruction prescribed for them. The Pupils of the Fifth and Sixth Forms are divided into two "Sides". The "Classical Side" is intended for those boys who desire a more extended and accurate knowledge of the ancient Languages. The "Commercial Side" is adapted for those who are to enter upon

mercantile pursuits. When a Pupil has reached the Fifth form, his Parent or Guardian may select either of these sides for him; but, the choice having been made, the Pupil must pursue all the course of instruction appointed for the side to which he belongs.

Special Reports are sent, whenever it seems necessary, to the Parent or Guardian of any Pupil who has been absent, negligent of any study, or incorrect in his conduct. A Quarterly Report is made of the progress, attendance, and conduct of every Pupil, shewing his rank in his Form for each study.

At the end of each term, Class Examinations are held, both Written and Oral, and at the close of the Session, a Public Examination takes place, followed by a Distribution of Prizes and Award of Honours, the lists being published. The Highest Honour is the Davidson Gold Medal, which is awarded to the Head Boy of the School for the year, provided the Examiners are satisfied that his attainments reach a certain standard.

In the beginning of January a special Examination will be held of Candidates for the School Certificate issued by the University. The Conditions regarding this may be seen by reference to the Calendar of the University.

The Pupils are required to prepare themselves every evening in their work for the ensuing day, as exhibited in a Time-table. *As their progress will depend very much upon the diligent performance of this duty, Parents are particularly requested to allow no arrangements to interfere with it.* Parents having sons at the School are earnestly invited to frequent intercourse with the Masters, so as to aid them in securing that regularity and industry so necessary to success in Education. The classes are visited periodically by a Committee of the Board.

The School Building is in a healthy and airy situation, and has convenient interior arrangements, with those modern improvements which secure proper warmth and ventilation. A very good Gymnasium has been erected in the play-ground adjoining the School.

The Rector, who resides a short distance from the City, has made arrangements to receive a limited number of Pupils of the High School to board with him. Mr. Gibson, Mr. Rodger, Mr. Kemp, and Prof. Darey, Masters of the School, have also accommodation for Boarders.

COURSE OF STUDY FOR THE SESSION 1866-7.

PREPARATORY FORM.—Mr. Andrew.

Hours—10 to 12 A. M.; and 2 to 4 P. M.

English—Reading and Questioning. Spelling. Formation and Derivation of Words. Grammar and Parsing.
Scripture.—The Gospel of St. Matthew.
Geography.—Outlines of the World.
Arithmetic.—The four Simple Rules, with the Multiplication Table.
Elocution.—Principles explained, with Reading and Recitations.
Writing.
Drilling and Gymnastics.

FIRST FORM.—Mr. Gibson.

Hours—10 to 12½ A. M.: and 2 to 4 P. M.

Latin.—The Grammar and Grammatical Exercises.
English.—Reading and Questioning. Spelling and Dictation. Derivation. Grammar and Parsing.
Scripture.—The Gospel of St. Luke.
Geography.—America in detail, especially British America.
History.—British America.
Arithmetic.—Compound Reduction with Tables of Weights and Measures. Mental Arithmetic.
Elocution.—Principles explained with Readings and Recitations.
Writing.
Drilling and Gymnastics.

SECOND FORM.—Mr. Kemp.

Hours—9 to 12½ A. M.; and 2 to 4 P. M.

Latin.—The Grammar as before. Add the Irregulars &c., and chief Rules of Syntax. Eutropius and Phædrus. Oral and Written Exercises.
English.—Reading and Questioning. Spelling and Dictation. Derivation. Grammar and Parsing. Simple Exercises in the Analysis of Sentences.
Scripture.—The Gospel of St. John.
Geography.—Revision of Europe. Add America in detail, especially British America.
History.—British America
Arithmetic.—Revision of previous work. Add Practice and Vulgar Fractions of the Simpler kind
Elocution.—Reading and Recitations.
Writing.
Drilling and Gymnastics.

THIRD FORM.—Mr. Rodger.

Hours—9 to 12½ A. M.; and 2 to 4 P. M.

Latin.—The Grammar as before. Add the Appendix and the Syntax, Cornelius Nepos, Cæsar, and Ovid.

Greek.—Grammar and Exercises.

English.—Reading and Questioning. Spelling and Dictation. Derivation. Grammar and Parsing. Exercises in Analysis of Sentences.

French.—The Grammar with Oral and Written Exercises. Reading and Translation.

Scripture.—The Gospel of St. Mark.

Geography.—Revision of previous work. Add Asia in detail.

History.—British History.

Arithmetic.—Revision. Continuation of Vulgar Fractions. Add Decimal Fractions. Mental Arithmetic.

Elocution.—Readings and Recitations.

Writing.

Drilling and Gymnastics.

FOURTH FORM.—The Rector and Mr. Murray.

Hours—9 to 12½ A. M; and 2 to 4 P. M.

Latin.—Revision of the Grammar as before. Add Prosody. Cæsar and Virgil. Prose Composition.

Greek.—Grammar. Oral and Written Exercises. Selections from Lucian.

English.—Reading and Questioning. Analysis. Etymology. Dictation, and Easy Composition.

French.—The Grammar with Oral and Written Exercises. Dictation. Reading and Translation.

Scripture.—The Acts of the Apostles.

Geography.—Revision. Add Africa in detail and Scripture Geography.

History.—Greece and Rome.

Arithmetic.—Revision. Continuation of Decimal Fractions. Add Proportion. Mental Arithmetic.

Geometry—Euclid's Plane Geometry, Book I.

Elocution.—Readings and Recitations.

Writing.

Drilling and Gymnastics.

FIFTH FORM.—The Rector and Mr. Murray.

Hours—9 to 12½ A. M.; and 2 to 4. P. M.

Latin.—Revision of the Grammar. Rules for Quantity applied. Cicero and Virgil. Prose Compositions. Classical Antiquities.

Greek.—Grammar and Prose Composition. Xenophon.

English.—Reading &c., as before. Composition. English Literature.

French.—Grammar. Oral and Written Exercises. Dictation. Reading and Translation.

German.—Grammar. Oral Exercises. Reading and Translation.
Scripture.—Horne's Introduction.
Geography.—Revision. Ancient and Modern. Use of the Globes.
History.—Outlines of Universal History.
Arithmetic.—Revision. Add Interest, per Centages, &c., Mental Arithmetic.
Algebra.—To the end of Simple Equations.
Geometry.—Euclid's Plane Geometry, Books, I. II. III. IV.
Writing.
Drilling and Gymnastics.

SIXTH FORM.—The Rector and Mr. Murray.

Hours.—9 to 12¾ A. M.; and 2 to 4 P. M.

Latin.—Occasional Revision of the Grammar. Tacitus and Horace. Prose Composition. Versification. Classical Geography and Antiquities.
Greek.—Revision of the Grammar. Herodotus and Homer. Prose Composition.
English.—Reading &c., Composition. History of the Language and its Literature.
French.—As before. Add Composition. French Language used in Class.
German.—As before, with Written Exercises.
Scripture.—Horne's Introduction.
Geography.—Ancient and Modern. Use of the Globes.
History.—Outlines of Universal History.
Arithmetic.—The higher parts, with Revision of previous work. Mental Arithmetic. Add Logarithms.
Algebra.—From Simple Equations, with Revision of previous work.
Geometry, &c.—Euclid's Plane Geometry, Books I. II. III. IV. Def. of V and Book VI. Plane Trigonometry.
Natural Philosophy.—The Elements of the Subject.
Writing.
Drilling and Gymnastics.

COMMERCIAL CLASS.

The pupils of this Class work with their proper forms in all subjects except *Latin and Greek*, in place of which they take lessons in *Book-keeping, Commercial Forms, Elementary Commercial Law* and additional *Writing, Arithmetic, and French.*

TERMS.

Autumn Term - - - -	1st September to 15th November.
Winter Term - - - -	16th November to 31st January.
Spring Term - - - -	1st February to 15th April.
Summer Term - - - -	16th April to 30th June.

FEES.*

For the Preparatory and First Forms - - - $10 50 per Term.

For the Second, Third, Fourth, Fifth and Sixth - $12 50 "

Subject to discount of 10 per cent for two Brothers, or 20 per cent for three or more Brothers. A Fee of $1 per Session, is paid by Pupils of the Fifth and Sixth Forms for use of Text Books and Books of Reference.

These Fees include all charges. They are expected to be paid in advance to the College Secretary, but, if not paid within a fortnight after the expiration of each Term, the Pupil must be withdrawn.

Government Scholars are charged $5 per annum for Stationery, Fuel Drilling and Gymnastics.

*Not more than $5 of each Fee will be received in Silver.

The following pupils of the High School have obtained the School Certificate of the University, after Examination :—

Session 1864-5.

MONTGOMERY JONES, Montreal. - - -	1038 marks
JOHN FERGUSON, Bathurst, N. B. - -	1004 "
CHARLES CUSHING, Chatham, C. E. - - -	946 "
ROBERT CONROY, Aylmer, C. E. - - -	886 "
SAMUEL C. STEVENSON, Montreal, - - - -	886 "
FREDERICK W. EVANS, Montreal. - - -	820 "
WALLACE CLARKE, Montreal. - - -	798 "
ROBERT W. FORESTER, Montreal. - - -	775 "
EDWARD B. GREENSHIELDS, Montreal. - -	766 "
MONTGOMERY LEWIS, Montreal. - - -	744 "
GEORGE JOSEPH BULL, Montreal. - - -	689 "
ALBERT MURRAY, Montreal, - - - -	686 "
DANIEL MCLACHLIN, Arnprior. - - -	476 "

McGill Normal School.

Affiliated to the McGill University, under the control of the Superintendent of Education and the Corporation of the University.

J. W. Dawson, LL.D., F.R.S., &c.,—Principal, and Associate Professor of Natural History and Agriculture.

William Henry Hicks, Esq.,—Ordinary Professor of English Language and Literature.

Sampson Paul Robins, B A.,—Ordinary Professor of Mathematics and Natural Philosophy.

Pierre J. Darey, M.A.,—Associate Professor of French.

James McGregor, B.A.,—Instructor in Classics.

Mr. James Duncan,— " in Drawing.

Mr. R. J. Fowler,— " in Music.

Mr. John Andrew,— " in Elocution.

The Institution is intended to give a thorough training to teachers, especially for the Protestant population of Lower Canada. This end is attained by instruction and training in the Normal School itself, and by practice in the Model Schools; and the arrangements are of such a character as to afford the greatest possible facilities to Students from all parts of the Province.

The Tenth Session of the school will commence on the third of September, 1866, and extend to the first of July, 1867.

The complete course of study extends over three years, and the Students are graded as follows:—

1. *Elementary School Class.*—Studying for the Elementary School Diploma.

2. *Model School Class.*—Studying for the Model School Diploma.

3. *Academy Class.*—Studying for the Academy Diploma.

1. *Conditions of Admission.*

Candidates for admission into the Junior Class will be required to pass an examination in Reading, Writing, the Elements of Grammar, Arithmetic and Geography. Admission into each of the higher classes requires a knowledge of the subjects of the previous one.

All Students must produce certificates of good moral character from the clergyman or minister of religion under whose charge they have last been, and also testimony that they have attained the age of sixteen years. They will also be required to sign a pledge that they purpose to teach for three years in some public school in Lower Canada.

2. *Privileges of Students.*

On complying with the above conditions, all students will be recognised as *Teachers in Training;* and as such, will be entitled to free tuition, with the use of text books, and to bursaries in aid of their board, not exceeding $36.00 per annum in the case of those in the two first Classes, or $80.00 in the case of those in the Academy Class, should they be successful in obtaining the diploma at the final examination. A portion of this allowance will be advanced to such students as are not resident in Montreal, on their passing the semi-sessional examination at Christmas.

Under the regulations subjoined, and with the view of extending the benefits of the school to all parts of the country, those who reside at a distance of more than ninety miles from the city of Montreal, will also be entitled to a small allowance for travelling expenses proportionate to the distance.

Students resident in Montreal may share the bursary fund, on producing certificates from their minister or clergyman that such aid is absolutely necessary to their continuing in attendance at the school.

In addition to religious instruction of a general Protestant character by the Professors, arrangement will be made for special religious instruction by ministers representing the several denominations with which the students may be connected.

No boarding-house is attached to the institution, but every care will be taken to ensure the comfort and good conduct of the students, in private boarding-houses approved by the Principal. Board can be obtained at from $9 to $12 per month.

At the close of the first year of study, students may apply for examination for diplomas giving the right to teach in Elementary Schools; and after two years' study, or if found qualified at the close of the first year, they will, on examination, be entitled to diplomas as teachers of Model Schools.

Students having passed the examination in the Model School Class, or having advanced to the requisite knowledge, may go on to the Academy Class, and, on examination, may obtain the Academy Diploma.

The Prince of Wales Medal and Prize will be given to the Student taking the highest place in the Model School Class, provided that such Student shall attain to the standard fixed by the Regulations of the Council of Public Instruction for this Medal.

All the preceding regulations and privileges apply to female as well as to male students.

Persons holding the degree of B.A. or M.A. of any University in Lower Canada, may receive the Academy Diploma on passing an examination in the art of teaching, and in such other subjects, necessary to the Academy Diploma, as may not have been included in their University examinations.

3. *Course of Study.*

1. ELEMENTARY SCHOOL CLASS, STUDYING FOR THE ELEMENTARY SCHOOL DIPLOMA.

With the view of accommodating those who may be unable to enter at the commencement of the Session, or whose previous education may enable them to enter at a more advanced period, the course of study in this class is divided into terms, as follows:—

FIRST TERM, from September 1st to December 20th.

(*Entrance examination as stated above.*)

English—Grammar and Composition so far as to parse syntactically, and write correctly a few short descriptive sentences.—Text-Books, Bullions' Grammar and Parker's Progressive Lessons; Reading and Spelling, Etymology, Penmanship—Elocution.

Geography—So far as to have a good acquaintance with the Map of the World.

History—Outline of Sacred and Ancient History.—History of Canada. Text-Books, White and Roy.

Art of Teaching—Hygiene in its relations to schools.

Arithmetic—Simple and Compound rules, Vulgar and Decimal Fractions and Practice, with explanation and demonstration of rules. Text-Book, Sangster's Arithmetic.

Algebra—The elementary rules, as in the Algebra of Chambers' Educational course.

Geometry—First Book of Euclid.

Chemistry—Introductory Lectures.

French—Elements of Grammar, easy reading and translation. Text-Books, Student's Companion to the study of French. De Fivas' Elementary Reader.

Natural History—Elements of Animal Physiology.

Drawing—Elements and Simple outlines.

Music—Elements of Vocal Music.

SECOND TERM—January 1st to April 1st.

(*Pupils entering at the commencement of this term, will be expected to pass a satisfactory examination in the subjects of the previous term.*)

English—Grammar and Composition, so far as to be able to analyse simple and complex sentences, and to write correctly a short Essay on a familiar subject.—Elocution continued.

Geography—So far as a good acquaintance with the physical features and political divisions of the great continents.

History of England and France. Ancient History.

Arithmetic—Proportion, Per-centage, Exchange, Book-keeping by single entry.

Algebra—Simple Equations of one, two and three unknown quantities.

Geometry—Second and Third books of Euclid.

Chemistry—Non-metallic Elements.

French—Grammar continued, including Reading, Translation, Oral and Written Exercises.

Natural History—Systematic Zoology. Text-Book, Patterson's Zoology for schools.

Drawing—Landscape, &c., in pencil.

Music—Vocal music continued.

THIRD TERM—April 1st to July 1st.

(Pupils entering at the commencement of this term, will be expected to pass a satisfactory examination in the subjects of the two previous terms.)

English—Advanced Lessons in Grammar and Composition—Elocution continued.

Geography and History—Advanced Lessons, with use of Globes, and recapitulation of previous parts of the course.

Art of Teaching—School studies and management.

Arithmetic—Conclusion of Commercial Arithmetic, and General Recapitulation.

Algebra—Quadratic Equations and Recapitulation.

Geometry—Recapitulation and Deductions.

Chemistry—Metallic Elements.

French, Natural History, Drawing and Music—Continued as in the previous term.

Religious Instruction will be given throughout the Session.

2. MODEL SCHOOL CLASS, STUDYING FOR THE MODEL SCHOOL DIPLOMA.

(Students entering this Class must have passed a satisfactory examination in the subjects of the Junior Class. The Class will pursue its studies throughout the Session, without any definite division into terms.)

English—Principles of Grammar and Composition, Style. History of the English Language. Lectures on English Literature. Elocution.

Geography—Mathematical, with Nautical Problems, Detailed Course of Political and Physical Geography.

History—Mediæval and Modern, with especial reference to the History of Literature, Science and Art, and to Colonization and Commerce.

Education—Advanced course of Lectures on Educational Subjects.

Mathematics—Logarithmic, Algebraic, and Geometric Arithmetic, Recapitulation of Commercial Arithmetic. Quadratic Equations continued. Ratios and Progressions. Theorem of undetermined Co-efficients. Binomial and Exponential Theorems. 5th and 6th Books of Euclid.

Natural Philosophy—Mechanics, Hydrostatics and Pneumatics.

Classics—Elements of the Latin language as in Bryce's 1st Latin Reader.

French—Student's Companion—Translation from French into English, and from English into French. De Fivas' Reading book continued—Racine.

Natural History—Botany and Vegetable Physiology.

Agricultural Chemistry—Principles and applications to Canadian Agriculture.

Drawing—Figures from the Flat and from Models—Elements of Perspective.

Music—Instrumental Music, and Concone's Lessons in Vocal Music.

Religious Instruction throughout the Session.

3. ACADEMY CLASS, STUDYING FOR THE ACADEMY DIPLOMA.

[*Students entering this Class must have passed a satisfactory examination in the subjects of the Model School Class.*]

English Literature—An Advanced Course.

History and Geography.

Logic and Ethics—As in Abercrombie's Intellectual and Moral Philosophy.

Mathematics—Trigonometry; Solid Geometry; Theory of Equations; Mechanics and Astronomy—Galbraith and Haughton.

Latin—Sallust, Catiline; Virgil, Æneid Bk IV.; Latin Prose Composition; Roman History.

Greek—New Testament, John's Gospel; Xenophon, Anabasis Bk. I; Grammar and History.

Chemistry—Organic Chemistry.

Botany—As in Gray's Botanical Text-Book.

French—Conversation in French. *French Literature*—Poitevin's French Grammar. Racine and Molière.

Elocution.

Drawing.

EXTRACTS FROM THE REGULATIONS.

Special Regulations for admission of Pupil-teachers.

Article First—Any person desirous of being admitted as a pupil-teacher, must apply to the Principal of the Normal School, who, on his producing an extract from the Register of Baptisms, or other evidence, showing that he is fully sixteen years of age, with the certificate of character and conduct required by the 16th article of the general Rules and Regulations, approved by His Excellency the Governor General in Council, on the 22nd December, 1856, shall examine the candidate.

If upon his examination, it is found that the candidate can read and write sufficiently well, knows the rudiments of Grammar in his mother tongue,—Arithmetic as far as the rule of three inclusively, and has some knowledge of Geography, the Principal shall grant him a certificate.

Article Second.—The candidate having thus obtained the certificate of the Principal, shall then, (in the presence of two witnesses who, with the Principal, shall countersign the same,) sign an application in writing for admission containing the declaration required by the 23rd general regulation. This shall be forwarded to the Superintendent of Schools, together with all the certificates and other documents required, and if the whole be found correct the Superintendent shall cause the name of the candidate to be inscribed in the register, and notice thereof shall be given to the Principal.

Article Third.—The pupil-teachers shall state the place of their residence, and those who cannot reside with their parents, will be permitted to live in boarding-houses, but in such only as shall be specially approved of. No boarding-houses having permission to board male pupil-teachers, will be permitted to receive female pupil-teachers as boarders, and *vice versa.*

Article Fourth.—Every pupil-teacher on passing the examinations, will be allowed a sum not exceeding £9, to assist in paying his board.*

Article Fifth.—Every pupil residing at a distance of more than ninety miles from the City of Montreal, shall be entitled to receive an allowance for travelling expenses, proportionate to the distance, but not to exceed two pounds ten shillings *per annum.*

* Except in the case of Teachers training for the Academy Diploma, who may receive a sum not exceeding £20.

Article Sixth.—The total amount of allowances paid to pupil-teachers under the foregoing articles shall not exceed £333 6s. 8d. currency, yearly—that being the sum granted for this object; and when the whole of this amount is appropriated, such pupil-teachers as may apply for admission shall not be entitled to any portion thereof, until vacancies shall occur.

Special Regulations for Government and Discipline.

Article First.—Pupil-teachers guilty of drunkenness, of frequenting taverns, of entering disorderly houses or gambling houses, of keeping company with disorderly persons, or of committing any act of immorality or insubordination, shall be expelled.

Article Second.—There shall be no intercourse between the male and female pupil-teachers while in the school, or when going to, or returning from it. Teachers of one sex are strictly prohibited from visiting those of the other.

Article Third.—They are on no account to be absent from their lodgings after half past nine o'clock in the evening.

Article Fourth.—They will be allowed to attend such lectures and public meetings only as may be considered by the Principal conducive to their moral and mental improvement.

Article Fifth.—Proprietors of boarding-houses authorized by the Principal, shall report to him any infraction of the rules, with which they may become acquainted.

Article Sixth.—The Professors shall have the power of excluding from the lectures for a time, any student who may be inattentive to his studies or guilty of any minor infraction of the regulations.

Article Seventh.—Pupil-teachers shall be required to state, with what religious denomination they are connected; and lists of the students connected with each denomination shall be furnished to one of the ministers of such denomination resident in Montreal, with a request that he will meet weekly with that portion of the pupil-teachers or otherwise provide for their religious instruction.

Every Thursday afternoon, after four o'clock, will be assigned for this purpose.

Article Eighth.—In addition to punctual attendance at the weekly religious instruction, each student will be required to attend public worship at his own church, at least every Sunday.

Any additional information that may be desired, may be obtained on application to the Principal, or to either of the Professors.

MODEL SCHOOL OF McGILL NORMAL SCHOOL.

Head Teacher of Boys' School—James McGregor, B.A.
" " Girls' School—Miss Mary Coady.

These schools can accommodate about 300 pupils, are supplied with the best furniture and apparatus, and conducted on the most modern methods of teaching. They receive pupils from the age of six and upwards, and give a thorough English education. Fee, Senior Class, 1s. 3d. to 2s. per week: Intermediate, 1s.; Junior 9d., payable weekly.

EXAMINATION PAPERS

OF THE

McGILL UNIVERSITY,

MONTREAL.

SESSION OF 1865-66.

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1866.

ORDER OF EXAMINATION PAPERS.

CHRISTMAS EXAMINATIONS, 1864.

PAGE

CLASSICS, - - - - - - - - - 1

MATHEMATICS AND NATURAL PHILOSOPHY, - - 16

ENGLISH LITERATURE—LOGIC—RHETORIC—MENTAL AND MORAL PHILOSOPHY, - - 22

MODERN LANGUAGES, - - - - - - 26

NATURAL SCIENCES—(Chemistry—Botany—Zoology—Geology and Mineralogy), - 34

HEBREW, - - - - - - - - - 38

SESSIONAL EXAMINATIONS, 1865.

NATURAL SCIENCE—(Botany), - - - 40

MODERN LANGUAGES—(French and German, Second Year), - - - - - 41

CLASSICS:—(1) *Ordinary*, - - - - 45

(2) *Honour*, - - - - 72

MATHEMATICS AND NATURAL PHILOSOPHY:—

(1) *Ordinary*, - - 80 & 93

(2) *Honour*, - - - - 89

ENGLISH LITERATURE—LOGIC—MENTAL AND MORAL PHILOSOPHY:—

(1) *Ordinary*, - - 94 & 107

(2) *Honour*, - - 99 & 111

MODERN LANGUAGES:—

(1) *French*, - - - - 118

(2) *German*, - - - - 121

HEBREW, - - - - - - - - 125

NATURAL SCIENCES—(Chemistry—Zoology—Geology and Mineralogy):—

(1) *Ordinary*, - - - 128

(2) *Honour*, - - - 131

EXAMINATION PAPERS IN MEDICINE, - - 134

EXAMINATION PAPERS IN LAW, - - - 144

FACULTY OF ARTS.

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1865.

THURSDAY, DECEMBER 14TH:—9 A.M. TO 1 P.M.

FIRST YEAR.

GREEK.—XENOPHON.—ANABASIS, BOOK I.

Examiner,.....REV. GEORGE CORNISH, M.A.

1. Translate:—

(*a*) Ἀρίστιππος δὲ ὁ Θετταλὸς ξένος ὢν ἐτύγχανεν αὐτῷ, καὶ πιεζόμενος ὑπὸ τῶν οἰκοι ἀντιστασιωτῶν ἔρχεται πρὸς τὸν Κῦρον καὶ αἰτεῖ αὐτὸν εἰς δισχιλίους ξένους καὶ τριῶν μηνῶν μισθόν, ὡς οὕτω περιγενόμενος ἂν τῶν ἀντιστασιωτῶν. ὁ δὲ Κῦρος δίδωσιν αὐτῷ εἰς τετρακισχιλίους καὶ ἓξ μηνῶν μισθόν, καὶ δεῖται αὐτοῦ μὴ πρόσθεν καταλῦσαι πρὸς τοὺς ἀντιστασιώτας πρὶν ἂν αὐτῷ συμβουλεύσηται. οὕτω δὲ αὖ τὸ ἐν Θετταλίᾳ ἐλάνθανεν αὐτῷ τρεφόμενον στράτευμα. Πρόξενον δὲ τὸν Βοιώτιον ξένον ὄντα αὐτῷ ἐκέλευσε λαβόντα ἄνδρας ὅτι πλείστους παραγενέσθαι, ὡς εἰς Πισίδας βουλόμενος στρατεύεσθαι, ὡς πράγματα παρεχόντων τῶν Πισιδῶν τῇ ἑαυτοῦ χώρᾳ. Σοφαίνετον δὲ τὸν Στυμφάλιον καὶ Σωκράτην τὸν Ἀχαιόν, ξένους ὄντας καὶ τούτους, ἐκέλευσεν ἄνδρας λαβόντας ἐλθεῖν ὅτι πλείστους, ὡς πολεμήσων Τισσαφέρνει σὺν τοῖς φυγάσι τῶν Μιλησίων. καὶ ἐποίουν οὕτως οὗτοι.

(*b*) Κῦρος δὲ συγκαλέσας τοὺς στρατηγοὺς εἶπεν, Ἀπολελοίπασιν ἡμᾶς Ξενίας καὶ Πασίων· ἀλλ' εὖ γε μέντοι ἐπιστάσθωσαν ὅτι οὐτε ἀποδεδράκασιν. οἶδα γὰρ ὅπῃ οἴχονται· οὔτε ἀποπεφεύγασιν· ἔχω γὰρ τριήρεις ὥστε ἑλεῖν τὸ ἐκείνων πλοῖον· ἀλλὰ μὰ τοὺς θεοὺς οὐκ ἐγωγε αὐτοὺς διώξω, οὐδ' ἐρεῖ οὐδεὶς ὡς ἐγὼ ἑως μὲν ἂν παρῇ τις χρῶμαι, ἐπειδὰν δὲ ἀπιέναι βούληται, συλλαβὼν καὶ αὐτοὺς κακῶς ποιῶ καὶ τὰ χρήματα ἀποσυλῶ. ἀλλὰ ἰόντων, εἰδότες ὅτι κακίους εἰσὶ περὶ ἡμᾶς ἢ ἡμεῖς περὶ ἐκείνους. καίτοι ἔχω γε αὐτῶν καὶ τέκνα καὶ γυναῖκας ἐν Τράλλεσι φρουρούμενα· ἀλλ' οὐδὲ τούτων στερήσονται, ἀλλ' ἀπολήψονται τῆς πρόσθεν ἕνεκα περὶ ἐμὲ ἀρετῆς. καὶ ὁ μὲν ταῦτα εἶπεν· οἱ δὲ Ἕλληνες, εἴ τις καὶ ἀθυμότερος ἦν πρὸς τὴν ἀνάβασιν, ἀκούοντες τὴν Κύρου ἀρετὴν ἥδιον καὶ προθυμότερον συνεπορεύοντο.

(*c*) ἐπεὶ δὲ κατεπέμφθη ὑπὸ τοῦ πατρὸς σατράπης Λυδίας τε καὶ Φρυγίας τῆς μεγάλης καὶ Καππαδοκίας, στρατηγὸς δὲ καὶ πάντων ἀπεδείχθη οἷς καθήκει εἰς Καστωλοῦ πεδίον ἀθροίζεσθαι, πρῶτον μὲν ἐπέδειξεν αὐτὸν ὅτι περὶ πλείστου ποιοῖτο, εἰ τῳ σπείσαιτο καὶ εἰ τῳ συνθοῖτο καὶ εἰ τῳ ὑπόσχοιτό τι, μηδὲν ψεύδεσθαι. καὶ γὰρ οὖν ἐπίστευον μὲν αὐτῷ αἱ πόλεις ἐπιτρεπόμεναι, ἐπίστευον δ' οἱ ἄνδρες· καὶ εἴ τις πολέμιος ἐγένετο, σπεισαμένου Κύρου ἐπίστευε μηδὲν ἂν παρὰ τὰς σπονδὰς παθεῖν. τοιγαροῦν ἐπεὶ Τισσαφέρνει ἐπολέμησε, πᾶσαι αἱ πόλεις ἑκοῦσαι Κῦρον εἵλοντο ἀντὶ Τισσαφέρνους πλὴν Μιλησίων· οὗτοι δὲ ὅτι οὐκ ἤθελε τοὺς φεύγοντας προέσθαι ἐφοβοῦντο αὐτόν. καὶ γὰρ ἔργῳ ἐπεδείκνυτο καὶ ἔλεγεν ὅτι οὐκ ἂν ποτε προοῖτο, ἐπεὶ ἅπαξ φίλος αὐτοῖς ἐγένετο, οὐδ' εἰ ἔτι μεῖον γένοιντο, ἔτι δὲ κάκιον πράξειαν.

2. Write a sketch of the life of Cyrus the Younger. Name the date of the Anabasis, and also the principal towns and rivers, (with the modern names of such as you know) on the line of march.

3. *a.* Explain the forms πλείους and μείζους. *b.* How is the use of the Acc. Plu. in the expression περὶ μέσας νύκτας to be explained? *c.* How do you account for the Genitive in the expression ἰέναι τοῦ πρόσω? *d.* Explain the syntax of the following expressions:—ἦσαν δὲ ταῦτα δύο τείχη. Κέρσος ὄνομα. εὖρος πλέθρου. *e.* State the fundamental signification of παρὰ and give its exact meaning with the several oblique cases.

4. *a.* ἡνίκα δὲ δείλη ἐγίγνετο:—What do you supply with the word δείλη? What is the exact time of day here meant by it? How does Homer divide the day? What is the probable derivation of the word δείλη? *b.* ἀφικνοῦνται ἀμφὶ δόρπηστον:—Give the Homeric and the Attic terms for δόρπηστον. Also give the names in both Greek and Latin by which the meals of the day were severally designated. *c.* Give the meaning of the following military phrases:—θέσθαι τὰ ὅπλα. προβαλέσθαι τὰ ὅπλα. ταχθῆναι ἐπὶ τεττάρων. τεταγμένοι κατ' ἴλας καὶ κατὰ τάξεις. ἀναπτύσσειν τὸ κέρας.

5. Parse the following verbs, and give their component parts, particularly the *stem* of each:—προεληλακέναι. καταληψόμενον. καταγγεῖλαι. ἀνατεταμένον. ἐπῆεσαν. διήλασε. ὡμολόγητο. ἐκπλαγείς. κατελήφθη. ἀπόφηναι. ἀποφῆναι. ἀποφῆναι.

6. *a.* Write down the Nom. Sing. and Plur. of the following nouns:—ἁπλίτας. φυλακάς. ἄνδρας. Θρᾳξί. μηνῶν. φάλαγγος. κέρατος. *b.* Explain the formation of:—οἴκοι. οἴκοθεν. οἰκαδε. *c.* Decline, with accents, the following words:—ἄνθρωπος. οἶκος. σοφός. πρᾶγμα.

7. *a.* Decline the following Nouns:—τεῖχος, βασιλεύς, κόλαξ, πατήρ, κὲρας. *b.* Write down the Comparative and Superlative of:—αἰσχρός. σοφός. ἀγαθός. *c.* Conjugate and accentuate the Present and Imperfect, Indicative Active, of καλέω; and likewise the Aorist and Future, Passive and Middle, of βουλεύω.

8. *a.* Name the *principal* and *historical* Tenses. *b.* What is meant by *pure*, *mute*, and *liquid* Verbs in Greek? Explain the use of the *Augment* and of *Reduplication*. Of the former, what is the *temporal*, and what the *syllabic* augment?

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1865.

THURSDAY, DECEMBER 14TH :—9 A.M. TO 1 P.M.

SECOND YEAR.

GREEK.—EURIPIDES.—HECUBA.

Examiner,.....REV. GEORGE CORNISH, M.A.

1. Translate :—

(*a*) ὁ δ' εἶπεν, ὦ παῖ Πηλέως, πατὴρ δ' ἐμὸς,
δέξαι χοάς μοι τάσδε κηλητηρίους,
νεκρῶν ἀγωγούς· ἔλθὲ δ', ὡς πίῃς μέλαν
κόρης ἀκραιφνὲς αἷμ', ὃ σοι δωρούμεθα
στρατός τε κἀγώ· πρευμενὴς δ' ἡμῖν γενοῦ,
λῦσαί τε πρύμνας καὶ χαλινωτήρια
νεῶν δὸς ἡμῖν, πρυμενοῦς τ' ἀπ' Ἰλίου
νόστου τυχόντας πάντας ἐς πάτραν μολεῖν.
τοσαῦτ' ἔλεξε, πᾶς δ' ἐπηύξατο στρατός.
εἶτ' ἀμφίχρυσον φάσγανον κώπης λαβὼν
ἐξεῖλκε κολεοῦ, λογάσι δ' Ἀργείων στρατοῦ
νεανίαις ἔνευσε παρθένον λαβεῖν.
ἡ δ', ὡς ἐφράσθη, τόνδ' ἐσήμηνεν λόγον·
ὦ τὴν ἐμὴν πέρσαντες Ἀργεῖοι πόλιν,
ἑκοῦσα θνήσκω· μή τις ἅψηται χροὸς
τοὐμοῦ· παρέξω γὰρ δέρην εὐκαρδίως.
ἐλευθέραν δέ μ', ὡς ἐλευθέρα θάνω,
πρὸς θεῶν μεθέντες κτείνατ'· ἐν νεκροῖσι γὰρ
δούλη κεκλῆσθαι βασιλὶς οὖσ' αἰσχύνομαι.
λαοὶ δ' ἐπερρόθησαν, Ἀγαμέμνων τ' ἄναξ
εἶπεν μεθεῖναι παρθένον νεανίαις.
[οἱ δ', ὡς τάχιστ' ἤκουσαν ὑστάτην ὅπα,
μεθῆκαν, οὗπερ καὶ μέγιστον ἦν κράτος.]

(*b*) ΧΟ. ἐμοὶ χρῆν συμφορὰν
ἐμοὶ χρῆν πημονὰν γενέσθαι,
Ἰδαίαν ὅτε πρῶτον ὕλαν
Ἀλέξανδρος εἰλατίναν
ἐτάμεθ', ἅλιον ἐπ' οἴδμα ναυστολήσων
Ἑλένας ἐπὶ λέκτρα, τὰν καλλίσταν ὁ χρυσοφαὴς
Ἅλιος αὐγάζει.
πόνοι γὰρ καὶ πόνων
ἀνάγκαι κρείσσονες κυκλοῦνται.
κοινὸν δ' ἐξ ἰδίας ἀνοίας

κακὸν τᾷ Σιμουντίδι γᾷ
ὀλέθριον ἔμολε, συμφορά τ' ἀπ' ἄλλων.
ἐκρίθη δ' Ἔρις, ἂν ἐν Ἴδᾳ κρίνει τρισσὰς μακάρων
παῖδας ἀνὰρ βούτας,
ἐπὶ δορὶ καὶ φόνῳ καὶ ἐμῶν μελάθρων λώβᾳ·
στένει δὲ καί τις ἀμφὶ τὸν εὔροον Εὐρώταν
Λάκαινα πολυδάκρυτος ἐν δόμοις κόρα,
πολιόν τ' ἐπὶ κρᾶτα μάτηρ
τέκνων θανόντων τίθεται χέρα,
δρύπτεταί τε παρειὰν.
δίαιμον ὄνυχα τιθεμένα σπαραγμοῖς·

(*c*) ΠΟΛΥΜ. οἴμοι, γυναικὸς, ὡς ἐοιχ', ἡσσώμενος
δούλης, ὑφέξω τοῖς κακίοσιν δίκην.
ΕΚ. οὐκουν δικαίως, εἴπερ εἰργάσω κακά;
ΠΟΛΥΜ. οἴμοι τέκνων τῶνδ' ὀμμάτων τ' ἐμῶν, τάλας.
ΕΚ. ἀλγεῖς· τί δ' ἡμᾶς; παιδὸς οὐκ ἀλγεῖν δοκεῖς;
ΠΟΛΥΜ. χαίρεις ὑβρίζουσ' εἰς ἐμ', ὦ πανοῦργε σύ.
ΕΚ. οὐ γάρ με χαίρειν χρή σε τιμωρουμένην;
ΠΟΛΥΜ. ἀλλ' οὐ τάχ', ἡνίκ' ἄν σε ποντία νοτὶς
ΕΚ. μῶν ναυστολήσῃ γῆς ὅρους Ἑλληνίδος;
ΠΟΛΥΜ. κρύψῃ μὲν οὖν πεσοῦσαν ἐκ καρχησίων.
ΕΚ. πρὸς τοῦ βιαίων τυγχάνουσαν ἁλμάτων;
ΠΟΛΥΜ. αὐτὴ πρὸς ἱστὸν ναὸς ἁμβήσει ποδί.
ΕΚ. ὑποπτέροις νώτοισιν, ἢ ποίῳ τρόπῳ;
ΠΟΛΥΜ. κύων γενήσει πῦρσ' ἔχουσα δέργματα.
ΕΚ. πῶς δ' οἶσθα μορφῆς τῆς ἐμῆς μετάστασιν;
ΠΟΛΥΜ. ὁ Θρῃξὶ μάντις εἶπε Λιόνυσος τάδε.
ΕΚ. σοὶ δ' οὐκ ἔχρησεν οὐδὲν ὧν ἔχεις κακῶν;
ΠΟΛΥΜ. οὐ γὰρ ποτ' ἂν σύ μ' εἶλες ὧδε σὺν δόλῳ.
ΕΚ. θανοῦσα δ' ἢ ζῶσ' ἐνθάδ' ἐκπλήσω πότμον;
ΠΟΛΥΜ. θανοῦσα· τύμβῳ δ' ὄνομα σῷ κεκλήσεται
ΕΚ. μορφῆς ἐπῳδὸν, ἢ τί, τῆς ἐμῆς ἐρεῖς;
ΠΟΛΥΜ. κυνὸς ταλαίνης σῆμα, ναυτίλοις τέκμαρ.
ΕΚ. οὐδὲν μέλει μοι, σοῦ γέ μοι δόντος δίκην.
ΠΟΛΥΜ. καὶ σήν γ' ἀνάγκη παῖδα Κασάνδραν θανεῖν.
ΕΚ. ἀπέπτυσ'· αὐτῷ ταῦτα σοι δίδωμ' ἔχειν.

2. *a.* Point out the leading characteristics and merits of Euripides as a dramatic poet. *b.* Write a sketch of the life of Euripides and mention the principal events in the history of Athens that occurred during his life-time.

3. *a.* Scan the first six vss. of extract (*a*). *b.* Name the metre employed and write down the scheme of it. *c.* State, with illustrations, the rule for the admission of the *Anapaest*.

4. Explain the grammatical construction of the following extracts:—
a. μή τις ἄψηται χροὸς τοὐμοῦ. *b.* ἀπὸ δὲ στεφάναν κέκαρσαι πύργων. *c.* κατὰ δ' αἰθάλου κηλῖδ' οἰκτροτάταν κέχρωσαι. *d.* τοῦ χρόνου γὰρ οὐ φθονῶ. *e.* βάψας' ἐνεγκε δεῦρο ποντίας ἁλός. *f.* ὦ σχετλία σὺ τῶν ἀμετρήτων πόνων. *g.* ψεύσει σ'ὁδοῦ τῆσδ' ἐλπίς.

5. Analyse and parse the following verbs:—ἐδάην. ἥσω. ἤψω. ἦσμεν. ἄρειαν. προσθίγω. ἀμβήσει. κέκαρσαι. δρᾶσον. λέλακας. κτήσει. ὀναίμην.

6. Explain the composition and derivation of the following words:—
ἐπῳδόν. δέργματα. πόρπας. λοίσθιον. ὁμαρτῆ. ἀνόνητα. πρευμενής. ἀώρου. προσοιστέος, ἀναρπαστάν. προπετῆ.

7. Give the import of the prepositions in the following extracts:—
a. περᾷ ὑπὸ σκηνῆς πόδα. *b.* ἦν * * πρὸς χάριν λέγητε τί. *c.* ἐθρέφθην ἐλπίδων καλῶν ὑπό. *d.* παρῆν * * * κόρης ἐπὶ σφαγάς. *e.* κρίνει * * * ἐπὶ δορὶ καὶ φόνῳ. *f.* δι' οἴκτου χεῖρα * * ἔχω. *g.* βάσιν * * * τιθέμενος ἐπὶ χεῖρα κατ' ἴχνος.

8. Write short explanatory notes on the persons and events alluded to in the following:—*a.* Ἑλένου ψυχὰν ἡ Κασσάνδραν. *b.* τὼ Θησείδα. *c.* Πηλείδα γέννα. *d.* ἱερεὺς * * * παῖς Ἀχιλλέως. *e.* ἔρις, ἂν ἐν Ἰδᾳ κρίνει τρισσὰς μακάρων παῖδας ἀνὴρ βούτας. *f.* Κυνὸς ταλαίνης σῆμα, ναυτίλοις τέκμαρ.

9. *a.* State the reasons for regarding the last two verses of extract (*a*) as an interpolation. Instead of ἐλευθέρα, Elmsley reads ἐλευθέρως θάνω:—What would be the meaning with the latter reading? *b.* Explain the expressions:—*a.* ξυστὸν ἐπὶ πασσάλῳ. *b.* ἀναδέτοις μίτραισιν. *c.* ἐνόπτρων ἀτέρμονας αὐγάς. *d.* ἔπιδέμνιος, or ἐπίδεμνίων?

10. *a.* Point out the Doric forms in ext. (*b*), and turn them into Attic. *b.* Write down the 1st. Pers. Sing. Indicative Mood, of the leading Tenses of the verbs:—ἵημι. εἰμί. εἶμι.

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1865.

FRIDAY, DECEMBER 15TH:—9 A.M. to 1 P.M.

FIRST YEAR.

LATIN.—CICERO.—ORATIONS AGAINST CATILINE.

Examiner.....REV. GEORGE CORNISH, M.A.

1. Translate:—

(*a*) Magna dis immortalibus habenda est atque huic ipsi Iovi Statori, antiquissimo custodi huius urbis, gratia, quod hanc tam taetram, tam horribilem tamque infestam rei publicae pestem toties, iam effugimus. Non est saepius *in uno homine* summa salus periclitanda rei publicae. Quam diu mihi consuli designato, Catilina, insidiatus es, non publico me praesidio, sed privata diligentia defendi. Quum proximis comitiis consularibus me consulem in campo et competitores tuos interficere voluisti, compressi conatus tuos nefarios amicorum praesidio et copiis, nullo tumultu publice concitato: denique, quotienscumque me petisti, per me tibi obstiti, quamquam videbam perniciem meam cum magna calamitate rei publicae esse coniunctam. Nunc iam aperte rem publicam universam petis; templa deorum immortalium, tecta urbis, vitam omnium civium, Italiam totam ad exitium ac vastitatem vocas. Qua re quoniam id, quod est primum et quod *huius imperii* disciplinaeque maiorum proprium, facere nondum audeo, faciam id, quod est ad severitatem lenius et ad communem salutem utilus. Nam si te interfici iussero, residebit in re publica reliqua coniuratorum manus. Sin tu, quod te iamdudum hortor, exieris *exhaurietur* ex urbe tuorum comitum magna et perniciosa *sentina* rei publicae.

(*b*) Quibus ego confido impendere fatum aliquod et poenam iamdiu improbitati, nequitiae, sceleri, libidini debitam aut instare iam plane aut certe appropinquare. Quos si meus consulatus, quoniam sanare non potest, sustulerit, non breve nescio quod tempus, sed multa saecula propagarit rei publicae. Nulla est enim natio quam pertimescamus, nullus rex qui bellum populo Romano facere possit. Omnia sunt externa *unius virtute* terra marique pacata: domesticum bellum manet, intus insidiae sunt, intus inclusum periculum est, intus est hostis. Cum luxuria nobis, cum amentia, cum scelere certandum est. Huic ego me bello ducem profiteor, Quirites: suscipio inimicitias hominum perditorum: quae sanari poterunt, quacumque ratione sanabo: quae resecanda erunt, non patiar ad perniciem civitatis manere. Proinde aut exeant aut quiescant aut, si et in urbe et in eadem mente permanent, ea quae merentur exspectent.

(*c*) Introduxi Vulturcium sine Gallis: fidem publicam iussu senatus dedi: hortatus sum, ut ea, quae sciret, sine metu indicaret. Tum ille dixit, quum vix se ex magno timore recreasset, a P. Lentulo se habere ad Catilinam *mandata et litteras*, ut servorum praesidio uteretur, et ad urbem quam primum cum exercitu accederet: id autem eo consilio, ut, quum urbem ex omnibus partibus, quem ad modum descriptum distributumque erat, incendissent caedemque infinitam civium fecissent, praesto esset ille qui et fugientes exciperet et se cum his urbanis ducibus coniungeret. Introducti autem Galli ius iurandum sibi et litteras ab Lentulo, Cethego, Statilio ad suam gentem data esse dixerunt, atque ita sibi ab his et a L. Cassio esse praescriptum, ut equitatum in Italiam quam primum mitterent: pedestres sibi copias non defuturas: Lentulum autem sibi confirmasse *ex fatis Sibyllinis* haruspicumque responsis esse

se illum tertium Cornelium, ad quem regnum huius urbis atque imperium pervenire esset necesse: Cinnam ante se et Sullam fuisse: eumdemque dixisse fatalem hunc annum esse ad interitum huius urbis atque imperii, qui esset annus decimus post virginum absolutionem, post Capitolii autem incensionem vicesimus.

2. *a.* Write a sketch of the life of Cicero. *b.* Narrate briefly the circumstances attending the delivery of these orations, severally. *c.* What was the fate of the conspirators?

3. *Ante diem duodecimum kalendas Novembris.*—Explain the construction, and state which noun the preposition *ante* governs:—What part of speech and what case is Novembris? Name the divisions of the Roman month, and the days on which they respectively commenced. To what day of what month, according to *our* mode of reckoning, does the above-mentioned day correspond?

4. Explain the syntactical construction of the following sentences, and state the rules illustrated:—*a.* Reperti sunt duo equites qui te ista cura liberarent. *b.* Quas omnes impendere tibi proximis Idibus senties. *c.* Non putent esse suae dignitatis recusare. *d.* Latius opinione disseminatum est malum. *e.* Ut Catilina paucis ante diebus erupit ex urbe. *f.* Non summo supplicio mactari imperabis? *g.* Sed est mihi tanti. Operae pretium est.

5. Write short explanatory notes on the following, and on the words printed in italics in extracts (*a*) (*b*) and (*c*):—Pro *clientelis hospitiisque provincialibus.* *b.* Omnis *ingenuorum* multido: *libertinorum* hominum. *c. Purpuratum* huic Gabinium. *d.* Ad omnia *pulvinaria supplicatio* decreta est. *e.* In *custodiam* dedisti. *f. Fidem publicam* jussu Senatus dedi. *g.* In *campo*, in *foro*, in *curia.*

6. Analyse and parse the following verbs:—Inusta, adulta, prostratus, perculsum, profuderunt, memineritis, reppuleris, manavit, obtigerit, decreta, obstupuerant, incidimus, rettudimus.

7. Explain the composition and derivation of the following words, giving also the cognate forms in Greek and English of such as have them:—Consul, adipes, provincia, sellae, lectulum, instrumentum, taberna, nudiustertius, contionem, praeceps, statua, simulacra, argumenta, pecudes, debiles, popina.

8. State the difference in meaning between:—(1) *Locare* aliquid ad faciendum and *conducere* aliquid ad faciendum. (2) Rem *referre* ad senatum and rem *deferre* ad senatum. (3) *Caesaris* similes and *Caesari* similes. (4) Orbis *terrae* and orbis *terrarum.* *b.* Mark the quantity of the *penultimate* of the following:—Pristinam, maritimus, infamis, parricida, illecebra, plaga (*stroke*), plaga (*district*), nitere (*imperat.*), nitere (*fut.*). *c.* What is the quantity of the *ultimate* of the possessive pronouns in such expressions as *mea, vestra, nostra, interest* and *refert?* In what case is the pronoun? Analyse and explain the expression.

9. Decline the following nouns:—Deus, securis, opus, nix, lacus. *b.* Write down the Comparative and Superlatives of the following adjectives:—Brevis, multus, dives, externus, pulcher, utilis, similis. *c.* Write down the Perfects and Supines of the following verbs:—Plico, pendeo, mordeo, fleo, quæro, haurio, sepio, fingo.

10. With what class of verbs is the Accusative with the Infinitive used? What is the fundamental rule for the use of the tenses of the Subjunctive in dependent clauses? Distinguish between *vereor ne* and *vereor ut.* Write down the interrogative particles, and give their strict meaning.

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1865.

FRIDAY, DECEMBER 15TH :—9 A.M. TO 1 P.M.

SECOND YEAR.

LATIN.—HORACE.—EPISTLES, BOOK I.

Examiner.....REV. GEORGE CORNISH, M.A.

1. Translate :—

(*a*) Virtus est vitium fugere et sapientia prima
Stultitia caruisse. Vides, quæ maxima credis
Esse mala, exiguum censum turpemque repulsam,
Quanto devites animi capitisque labore ;
Impiger extremos curris mercator ad Indos,
Per mare pauperiem fugiens, per saxa, per ignes :
Ne cures ea, quæ stulte miraris et optas,
Discere et audire et meliori credere non vis ?
Quis circum pagos, et circum compita pugnax
Magna coronari contemnat Olympia, cui spes,
Cui sit conditio dulcis sine pulvere palmæ ?
Vilius argentum est auro, virtutibus aurum.
"O cives, cives, quærenda pecunia primum est ;
Virtus post nommos." Hæc Janus summus ab imo
Prodocet, hæc recinunt juvenes dictata senesque
Lævo suspensi loculos tabulamque lacerto.
Est animus tibi, sunt mores et lingua fidesque,
Sed quadringentis sex septem millia desunt :
Plebs eris. At pueri ludentes, "Rex eris," aiunt,
"Si recte facies." Hic murus aëneus esto :
Nil conscire sibi, nulla pallescere culpa.

(*b*) Albi, nostrorum sermonum candide judex,
Quid nunc te dicam facere in regione Pedana ?
Scribere quod Cassi Parmensis opuscula vincat,
An tacitum silvas inter reptare salubres,
Curantem quidquid dignum sapiente bonoque est ?
Non tu corpus *eras* sine pectore. Dî tibi formam,
Dî tibi divitias dederunt artemque fruendi.
Quid voveat dulci nutricula majus alumno,
Qui sapere et fari possit quæ sentiat, et cui
Gratia, fama, valetudo contingat abunde
Et mundus victus, non deficiente crumena ?
Inter spem curamque, timores inter et iras,
Omnem crede diem tibi diluxisse supremum ;
Grata superveniet, quæ non sperabitur, hora.
Me pinguem et nitidum bene curata cute vises,
Quum ridere voles, Epicuri de grege porcum.

(*c*) Sed neque, qui Capua Romam petit, imbre lutoque
Adspersus volet in caupona vivere; nec, qui
Frigus collegit, furnos et balnea laudat
Ut fortunatam plene præstantia vitam.
Nec, si te validus jactaverit Auster in alto,
Idcirco navem trans Ægæum mare vendas.
Incolumi Rhodos et Mytilene pulchra facit, quod
Pænula solstitio, campestre nivalibus auris,
Per brumam Tiberis, Sextili mense caminus.
Dum licet ac vultum servat Fortuna benignum,
Romæ laudetur Samos et Chios et Rhodos absens.
Tu, quamcunque Deus tibi fortunaverit horam,
Grata sume manu, neu dulcia differ in annum,
Ut, quocunque loco fueris, vixisse libenter
Te dicas; nam si ratio et prudentia curas,
Non locus effusi late maris arbiter aufert,
Cœlum, non animum mutant, qui trans mare currunt.
Strenua nos exercet inertia; navibus atque
Quadrigis petimus bene vivere. Quod petis, hic est,
Est Ulubris, animus si te non deficit æquus.

(*d*) Hoc quoque te manet, ut pueros elementa docentem
Occupet extremis in vicis balba senectus.
Quum tibi sol tepidus plures admoverit aures,
Me libertino natum patre et in tenui re
Majores pennas nido extendisse loqueris,
Ut quantum generi demas, virtutibus addas;
Me primis Urbis belli placuisse domique;
Corporis exigui, præcanum, solibus aptum,
Irasci celerem, tamen ut placabilis essem.
Forte meum si quis te percontabitur ævum,
Me quater undenos sciat implevisse Decembres,
Collegam Lepidum quo duxit Lollius anno.

2. *a*. What writings had Horace published before his Epistles? Give the probable date of the composition of the First Epistle. *b*. State what you know of the life and character of the person to whom it is addressed. *c*. Write a sketch of the life of Horace; name the most celebrated of his contemporaries in literature and politics.

3. Give the grammatical construction of:—

a. Est quadam prodire tenus si non datur ultra.

b. Si curatus inæquali tonsore capillos occurri.

c. Valeat possessor oportet si rebus bene cogitat uti.

d. Quæ scribuntur aquæ potoribus.

e. Quodsi bruma nives Albanis illinet agris.

f. Sic ignovisse putato me tibi si cœnas mecum.

g. Jus imperiumque Phraates Cæsaris accepit genibus minor.

h. Si quis bella tibi terra pugnata marique dicat.

i. Quid mihi Celsus agit?

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1865.

FRIDAY, DECEMBER 15TH :—9 A.M. to 1 P.M.

THIRD YEAR.

LATIN.—JUVENAL.—SATIRES I., III. AND VIII.

Examiner.....REV. GEORGE CORNISH, M.A.

1. Translate :—

(*a*) Hæc ego non credam Venusina digna lucerna ?
Hæc ego non agitem ? Sed quid magis Heracleas
Aut Diomedas aut mugitum Labyrinthi,
Et mare percussum puero fabrumque volantem,
Quum leno accipiat mœchi bona, si capiendi
Jus nullum uxori, doctus spectare lacunar,
Doctus et ad calicem vigilanti stertere naso ;
Quum fas esse putet curam spectare cohortis,
Qui bona donavit præsepibus et caret omni
Majorum censu, dum pervolat axe citato
Flaminiam puer : Automedon nam lora tenebat,
Ipse lacernatæ quum se jactaret amicæ.
Nonne libet medio ceras implere capaces
Quadrivio : quum jam sexta cervice feratur
Hinc atque inde patens ac nuda pæne cathedra,
Et multum referens de Mæcenate supino
Signator falso, qui se lautum atque beatum
Exiguis tabulis et gemma fecerat uda ;
Occurrit matrona potens, quæ molle Calenum
Porrectura viro miscet sitiente rubetam,
Instituitque rudes melior Locusta propinquas
Per famam et populum nigros efferre maritos ?

(*b*) Rusticus ille tuus sumit trechedipna, Quirine,
Et ceromatico fert niceteria collo.
Hic alta Sicyone, ast hic Amydone relicta,
Hic Andro, ille Samo, hic Trallibus aut Alabandis,
Esquilias dictumque petunt a vimine collem,
Viscera magnarum domuum dominique futuri.
Ingenium velox, audacia perdita, sermo
Promtus et Isæo torrentior. Ede, quid illum
Esse putes ? quem vis hominem, secum attulit ad nos :
Grammaticus, rhetor, geometres, pictor, aliptes,
Augur, schœnobates, medicus, magus : omnia novit.
Græculus esuriens in cœlum, jusseris, ibit.
Ad summam, non Maurus erat neque Sarmata nec Thrax,
Qui sumsit pennas, mediis sed natus Athenis.
Horum ego non fugiam conchylia ? me prior ille
Signabit ? fultusque toro meliore recumbet
Advectus Romam, quo pruna et cottana vento ?
Usque adeo nihil est, quod nostra infantia cœlum
Hausit Aventini, bacca nutrita Sabina ?

(*c*) Paullus vel Cossus vel Drusus moribus esto ;
Hos ante effigies majorum pone tuorum ;
Præcedant ipsas illi te Consule virgas.
Prima mihi debes animi bona : sanctus haberi
Justitiæque tenax factis dictisque mereris,
Agnosco procerem. Salve, Gætulice, seu tu

Silanus, quocunque alio de sanguine, rarus
Civis et egregius patriæ contingis ovanti.
Exclamare libet, populus quod clamat, Osiri
Invento. Quis enim generosum dixerit hunc, qui
Indignus genere et præclaro nomine tantum
Insignis? Nanum cujusdam Atlanta vocamus,
Æthiopem cygnum, pravam extortamque puellam
Europen; canibus pigris scabieque vetusta
Levibus et siccæ lambentibus ora lucernæ
Nomen erit pardus, tigris, leo, si quid adhuc est,
Quod fremat in terris violentius. Ergo cavebis
Et metues, ne tu sis Creticus aut Camerinus.

2. Analyse the construction of the following extracts and give the rules and principles on which they are based:—*a.* Et damnatus inani judicio (quid enim salvis infamia nummis?) ab octavo bibit et fruitur dis iratis. *b.* Neque enim loculis comitantibus itur ad casum tabulæ, posita sed luditur arca. *c.* Ducitur iratis plaudendum funus amicis. *d.* Aut Fabrateriæ domus aut Frusinone paratur, quanti nunc tenebras unum conducis in annum. *e.* Magnis opibus dormitur in urbe. *f.* Dominos pretiis mutare jubentur exiguis.

3. State the different explanations that have been given of:—*a.* Rarus enim ferme *sensus communis* in illa fortuna. *b.* Posthac *multa contingere virga* fumosos Equitum magistros. *c.* Est aliquid *unius* sese dominum fecisse *lacertæ*. *d.* Quando *major* avaritiæ patuit *sinus?*

4. State the subject and argument of the third Satire. By what English writer has it been imitated?

5. Give some account of the domestic and social customs alluded to in the following passages from Sat. III.:—

a. Portandum *ad busta* cadaver.
b. *Munera* nunc *edunt*, et *verso pollice* * * *occidunt*.
c. Fultus *toro meliore* recumbet.
d. De *pulvino*, surgat *equestri* cujus res *legi* non sufficit.
e. Magno *hospitium* miserabile.
f. Quid das ut Cossum aliquando *salutes?*
g. *Ingenti* curret super ora *Liburno* * * clausa *lectica* fenestra.
h. Nonne vides quanto *celebretur sportula* fumo?
i. In qua te quaero *proseucha?*

6. Give the etymology of the following words, with an account of the occupations they severally allude to:—Grammaticus, rhetor, geometres, pictor, aliptes, augur, schœnobates, medicus, magus.

7. *a.* What is the modern name of Præneste and where is it situated? What epithet does Horace apply to it? Does Juvenal follow the common usage in making Præneste feminine? Give the situations and modern names of Gabii, Volsinii, and Tibur.

8. (1) "Mitte Ostia," some Edd. read "ostia";—translate and explain the latter reading.

(2) "Fumosos equitum magistros:"—many MSS. have 'famosos.' Defend and explain the reading of the text.

(3) "Humerosque minorem Corvinum:"—one MS. has 'humeroque.' Translate according to both lectt., and explain the construction.

9. *a.* In what year is it supposed Juvenal was born? Give a sketch of his life. During the reigns of what Roman Emperors did he live? Give the testimony of other Roman writers of this period in corroboration of his representations of life and manners at Rome. *b.* Name any other Roman poets, besides Juvenal, that excelled in Satire. Point out the peculiar characteristics and excellences of Juvenal as a satirist.

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1865.

FRIDAY, DECEMBER 15TH :—2 TO 4 P.M.

HISTORY.—HISTORY OF GREECE.

FIRST YEAR.

Examiner.....REV. GEORGE CORNISH, M.A.

1. *a.* Name the three peninsulas of Southern Europe, and give a general description of them. *b.* Give the latitude, and names, of the mountains which form the northern boundary of Greece. *c.* By what names did the Greeks designate themselves and their country? *d.* Name the islands on the W. of Greece, and give their modern names.

2. *a.* What descent did the Greeks claim for the ancestors of their tribes? Give the names and the legendary genealogy of the four great divisions of the Greek race. *b.* During what periods, and between what events, is the *Heroic Age* reekoned? Name the three most celebrated Grecian *Heroes*, and state briefly some distinguished circumstance respecting each. *c.* Give an account of the TROJAN WAR.

3. What did the words Ἕλληνες and Βάρβαροι mean when used by a Greek? What common ties tended to unite the Greeks? Name the four great Grecian festivals.

4. Write a sketch of the Government and popular institutions of the Spartans. Who were the Helots?

5. What political factions existed in Attica prior to the legislation of Solon? Give a summary of the changes and improvements that were effected by his legislation.

6. Name the principal colonies that were founded by the Greeks ;—on the west coast of Asia Minor, in Sicily, and in Southern Italy. What famous city did the Phocæans found? Give its modern name. Distintinguish between the *Phocæans* and the *Phocians*.

7. Who was the last king of LYDIA? By whom, and at what date, was his empire overthrown?

8. *a.* What was the origin and chief cause of the PERSIAN WARS? *b.* Give the dates of the battles of ;—MARATHON, THERMOPYLÆ, ARTEMISIUM, SALAMIS, PLATÆA, and MYCALE. Name the Generals in the forces of the Persians and Greeks that commanded in these several engagements.

9. *a.* Give the dates of the beginning and ending of the Peloponnesian war. *b.* The principal battles that took place during the same. *c.* The Generals on both sides. *d.* The most disastrous expedition, to the Athenians, and the name of the decisive battle of the War.

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1865.

MONDAY, DEC. 11; 9 A.M. TO 1 P.M.

EUCLID—ARITHMETIC.

FIRST YEAR.

Examiner.....ALEXANDER JOHNSON, LL.D.

1. Given three right lines, any two of which are greater than the third, construct a triangle whose sides shall be respectively equal to them.

2. To a given right line apply a parallelogram equal to a given rectilineal figure, and having an angle equal to a given one.

α. Given the area of a rectangle and the length of one side, find the other.

3. If a line be divided into any two parts, the sum of the squares of the whole line and one part, is equal to twice the rectangle under the whole line and that part, together with the square of the other part.

α. The square of the sum of any two lines exceeds the sum of the squares by as much as the sum of the squares exceeds the square of the difference.

4. Divide a right line into two parts, so that the rectangle under the whole line and one part shall be equal to the square of the other.

5. Give Euclid's definition of a tangent to a circle, and prove that the tangent must be perpendicular to the radius at the point of contact.

α. Give the modern definition and prove the same property from it.

6. On a given right line construct a segment of a circle which shall contain an angle equal to a given angle.

7. If two triangles have an angle in each equal, and the sides about the equal angles proportional, the triangles are similar.

8. Find a mean proportional between two given right lines.

9. A bar of gold is 4.17 inches long, 0.64 inches wide, 0.31 inches deep; a bar of silver is 13.22 inches long, 1.14 inches wide, 0.65 inches deep; find the ratio of the weight of the first bar to that of the second, if the weights of any equal bulks of gold and silver be in the ratio of 19.35 to 10.51.

10. Add $\frac{1}{4} + 3\frac{1}{5} + 6\frac{7}{8}$; reduce the result to a decimal form, and divide it by the half of $\frac{2}{3}$ of 4.

11. Find a number such that the square of it shall be one-and-a-half times 35.

12. Find the interest on \$3450.35, for 135 days, at $6\frac{1}{2}$ per cent. per annum.

13. Reduce £456 13s. 4d. sterling to currency; £1 sterling being worth \$4.866, and a dollar being worth 5 shillings currency.

14. Find how much per cent. is 53 of 65?

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1865.

MONDAY, DEC. 11; 9 A.M. TO 1 P.M.

EUCLID—ALGEBRA—TRIGONOMETRY.

SECOND YEAR.

Examiner.....ALEXANDER JOHNSON, LL.D.

1. If a parallelogram and a triangle be on the same base and between the same parallels, the parallelogram is double the triangle.

a. The area of a triangle is equal to half the rectangle under the base and altitude.

2. If a right line be bisected and produced, the rectangle under the whole line thus produced and the produced part, together with the square of half the line, is equal to the square of the line made up of the half and the produced part.

a. If a right line be drawn from the vertex of an isosceles triangle to the base or base produced, the difference of the squares of this line and one side is equal to the rectangle under the segments of the base.

3. If at any point of a circle a tangent and a chord be drawn, the angle between them is equal to the angle in the alternate segment.

a. How could this be deduced from Prop. 22, Bk. III?

4. Inscribe a regular hexagon in a circle.

5. In equal circles, angles whether at the centres or circumferences are in the same ratio as the arcs on which they stand.

6. Divide $8a^4 - 12a^3x + 11a^2x^2 - 8ax^3 + 8x^4$ by $2a^2 - 3ax + 2x^2$.

7. Divide a line 60 inches long into 3 parts, such that the second may be double of the first, and the third triple of it.

8. Multiply $a^{\frac{3}{4}} + a^{\frac{1}{2}}b^{\frac{1}{2}} + a^{\frac{1}{4}}b + b^{\frac{3}{4}}$ by $a^{\frac{1}{4}} - b^{\frac{1}{2}}$.

9. Solve the equations.

$$\tfrac{7}{11}x^2 - \tfrac{2}{5}x = \tfrac{1}{5\cdot5}(11x + 15);$$

$$\frac{ax}{b(x+c)} + \frac{bx}{a(x+c)} = 1;$$

$$\frac{x-3}{x+2} = \frac{1}{2} + \frac{x-3}{2x-1};$$

$$5x + 3y = 65,\ 2y - z = 11,\ 3x + 4z = 57.$$

10. Prove the following formula connecting the base of a triangle with the two sides and included angle by means of an auxiliary angle ϕ:

$$c = (a+b)\sin\phi;\ \cos.^2\phi = \frac{4ab\cos.^2\tfrac{1}{2}C}{(a+b)^2}.$$

11. In order to find the distance of two headlands, I measure their stances from a point inland, 2 miles 340 yards, and 3 miles 685 yards spectively; the angle they subtend at this poiut is 54° 32′ 40″, what is eir distance?

12. The angle which a man's height subtends at the eye is 10′. ssuming his height to be 6 feet; what is his distance?

13. Prove tan. $(A \pm B) = \dfrac{\text{tan. } A \pm \text{tan. } B}{1 \mp \text{tan. } A \text{ tan. } B}$

14. Prove sin. $\frac{1}{2} A = \sqrt{\dfrac{(s-b)(s-c)}{bc}}$

15. Given sin. $A = \frac{1}{3}$ find tan. A; and prove the formula from which ou obtain it.

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIOFS, 1865.

MONDAY, DEC. 11; 9 A.M. TO 1 P.M.

MECHANICS, HYDROSTATICS.

THIRD YEAR.

Examiner.....ALEXANDER JOHNSON, LL.D.

1. If two forces lie in the same plane, their moments with respects to any point situated on their resultant are equal and opposite, whether the forces be parallel or not.

α. Is there any exception to the above general statement?

2. Find the centre of gravity of the perimeter of a triangle, and show that it is the centre of the circle inscribed in the new triangle formed by joining the three points of bisection of the sides.

3. A weight of 17 lbs. just balances a weight of 79 lbs, on a wheel and axle. Find the radius of the axle, if that of the wheel be 17 inches, and prove the mechanical principle you may employ in your calculation.

4. Find the ratio of the power to the vertical resistance in the screw.

α. If the interval between the threads of a screw be $\frac{1}{10}$th of an inch, and the circumference of the circle described by the power be 2 feet, what resistance will a power of 13 lbs. sustain?

5. Apply the principle of the constancy of work done to find the ratio of the power to the resistance in the case of the inclined plane.

6. Prove the following equations for uniformly accelerated motion:—

$$v = ft\ ;\ s = \frac{ft^2}{2}\ ;\ v^2 = 2fs.$$

α. Explain what is meant by saying that the dynamical measure of the force of gravity is 32 feet per second.

7. If a body weighing W tons move uniformly with a velocity v in a circle of radius r; calculate the centrifugal force in tons, assuming only the laws of motion.

8. Calculate the velocity acquired by a heavy body falling down a circular arc.

9. State and explain the principle of the Bramah press, and describe the method of overcoming the practicul difficalty in its application.

10. Describe the construction of the mercurial barometer and show how it measures the atmospheric pressure.

11. Describe the proof of Boyle and Mariotte's law.

12. If a homogeneous body float in a liquid, its whole volume will be to that of the part immersed, in the inverse ratio of the specific gravities of the body and liquid.

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1865.

MONDAY, DEC. 11 ; 9 A.M. TO 1 P.M.

ASTRONOMY—OPTICS—MECHANICS—HYDROSTATICS.

FOURTH YEAR.

Examiner.....ALEXANDER JOHNSON, LL.D.

1. Investigate a method for finding the ratio of the Mass of the Sun to the Mass of the Earth.

2. Describe the manner in which the weight of the Earth was found from observations on Schehallien.

3. What is the object of correcting for parallax? Investigate a method for doing it?

4. Define Latitude and Longitude, terrestrial and celestial. Define Right Ascension, Declination, North Polar Distance, Altitude, Azimuth Zenith Distance, Prime Vertical. Explain any two methods (one for each) for finding the latitude and longitude of a place on the Earth.

5. Describe the common Astronomical Telescope, and find its magnifying power.

6. Prove the principle of Hadley's Sextant, and describe the instrument.

7. Find the deviation in a ray of light falling almost perpendicularly on a thin prism. What is the application of the formula?

8. State the laws of refraction and reflection, and describe the experimental methods of proof.

9. Give Duchayla's proof of the principle of the composition of forces.

10. In the inclined plane, if the power be parallel to the base, find the ratio of the power to the resistance.

11. The spaces passed through by a body falling in vacuo in successive seconds are proportional to the series of odd numbers.

12. If a pendulum swinging in London ($g = 32.1908$) be 45 inches long, by how much will its rate be accelerated in one day if the bob be screwed up one turn, the screw having 32 threads to the inch?

13. Describe the siphon manometer and the mode of graduating its scale.

14. Define the specific gravity of a gas, and assuming Dalton and Guy-Lussac's, and Boyle and Mariotte's laws, state what further data are necessary to determine the weight of a given volume of gas at a given temperature and pressure.

15. Describe the method of using the specific gravity bottle, and show how the constants may be determined.

16. If a cubical vessel be filled with liquid, calculate the ratio of the pressures against the bottom and one of the sides.

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1865.

MONDAY, DEC. 11; 2 TO 4 P.M.

LIGHT.

THIRD AND FOURTH YEARS.

Examiner.....ALEXANDER JOHNSON, LL.D.

1. State and explain the law of the variation of the intensity of the light emanating from a luminous point, as depending on distance?

   a. If the intensity of a given pencil of rays falling perpendicularly on a surface of given area, be calculated by this law, explain how the result must be modified, if the surface be placed obliquely to the light?

2. Describe and explain the effect of a parabolic reflector on light placed in the focus. How are the effects modified in the application, in light-houses?

3. If an object, placed at a great distance in front of a concave spherical mirror, be moved in up to the surface of the mirror, describe the successive positions, and magnitudes of the image, and other phenomena connected with it, and explain them.

4. Define total reflection, and describe an illustration of it.

   a. State and explain the phenomena of the Mirage.

5. Describe experiments proving the compound character of solar light.

6. To what are the colours of bodies due? State the proof.

7. Describe the spectroscope, and explain the principles on which its utility depends. State generally how it has been employed in investigating the constitution of the sun and the nebulæ; and give the results.

8. Draw a diagram illustrating the relative intensities of the luminous, heating, and chemical effects in the solar spectrum.

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1865.

WEDNESDAY, DECEMBER 20; 10 A.M. TO 1 P.M.

ENGLISH.

FIRST YEAR.

Examiner.....VEN. ARCHDEACON LEACH, D.C.L.

1. Show in what manner we have received Latin words through the French.

2. Give the three classes (with examples of each class) into which the Celtic elements of modern English may be divided.

3. Give some examples of, 1. Common names derived from names of places; 2. of words which, radically the same, have double forms, the one from the original source, the other from the language, through which the word has come to us.

4. Show that Etymology, often a help to the meaning of words, is nevertheless not always a sufficient guide for the use of them.

5. Give the dates of the principal invasions of the German tribes; the leaders in each invasion, and respectively the parts of Britain in which settlements were made.

6. Which are the four sources of information on the date of the introduction of words into English?

7. How many elementary Sounds are there in English?—which are the semi-vowel Sounds?—the Liquids?—the Sharp and flat Sounds?

8. Give examples of the different modes of forming plurals in English.

9. Which are the relative pronouns in common and in occasional use?—and state any pecularlities observable in their use.

10. Are there any adjectives in English that mark, by their termination, their agreement with nouns?

11. What adjectives admit of no comparative degree?

12. What are meant by "Cognate accusatives?"

13. What kind of verbs admit of a passive form with the person as the subject, and the thing as the object?

14. What are reflexive verbs?

15. What are "neuter passives" and "impersonal verbs?"

16. Which were the original forms whence we derive the form in "ing?"

17. Which are the circumstances generally, that determine the use of "Shall" and "Will?"

18. To what facts is the frequent recurrence of adjective forms as adverbs, to be ascribed?

19. Which are the classes into which co-ordinate conjunctions are divided?

20. Describe the method of analysing sentences—simple, complex, compound.

21. Analyze, according to the form given, the following sentences:—

"He was a man in office and authority, whom many approached as solicitors, the equity of whose decisions many waited for with anxiety, and who might expect, accordingly as he should conduct himself, to be pursued with curses, or looked up to with thoughts of gratitude and blessing, by multitudes."

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1865.

WEDNESDAY, DECEMBER 20TH:—10 A.M. TO 1 P.M.

ENGLISH LITERATURE.

SECOND YEAR.

EXAMINER.....VEN. ARCHDEACON LEACH, D.C.L.

1. What effects upon the language and the civilization of England may be ascribed to the Roman occupation of the country during the Roman period?

2. Give the dates of the commencement and termination of the Anglo-Saxon period; of the dark and middle ages of England.

3. Give an account of the local distribution of the Celtic tongues, and of the principal productions in prose and verse, during the Anglo-Saxon period, in Ireland and Wales.

4. Whence arose the cultivation in England of Latin Literature during the dark ages? Who were they that cultivated it? And give some account of their works.

5. Give the distinctive characteristics of Anglo-Saxon prose and poetry.

6. What chiefly was the subject matter of the Anglo-Saxon original prose compositions during the period?

7. What species of literature was successfully cultivated during the twelfth century? By whom cultivated, and by what facilitated?

8. State the origin of the Crusades; the period over which their action continued, and some of their principal effects, social and religious.

9. Give an account of the two languages of France during the Norman times.

10. Give an account of the Fabliaux and the Romances of Chivalry.

11. Mention the principal productions in English prose, during the earlier half of the fourteenth century, and the historical events that were favourable to the cultivation of literature.

12. Which are the remarkable poetical productions that belong to the latter half of the fourteenth century?

13. Give an account of the introduction of printing into England.

14. State the sources of evidence for the existence of dialectic differences among the Anglo-Saxons; and say how they are to be accounted for.

15. When commenced the present changes from Anglo-Saxon into the present English? And in what dialect were they soonest observable?

16. State the inflexional changes that have taken place in the transition from Anglo-Saxon to the present English.

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1865.

WEDNESDAY, DECEMBER 20TH :—10 A.M. TO 1 P.M.

MORAL PHILOSOPHY.

THIRD YEAR.

EXAMINER.....VEN. ARCHDEACON LEACH, D.C.L.

1. Which are the mental operations that are said to belong to man exclusively of all other animals?

2. What are meant by the terms:—Volition; Intention; Aim; Purpose; Design; Laws of Nature; Laws of Human Action; End and Means; Motives; Instincts?

3. Which are the Springs of Human Action? And why so called rather than Principles of Action?

4. Show that Moral Rules exist necessarily.

5. Show that there must be a Supreme Rule of Human Action.

6. Explain and illustrate the doctrine, that all Truths include an Idea and a Fact, and apply it to the subject of the dependence of Moral Rules upon Rights actually existing.

7. Which are the Rights of Person? And explain the several Wrongs against the Person, which in the English Law are taken cognizance of.

8. Show that actual and fixed Laws are requisite, as means for the moral education of the members of the State.

9. What is it that gives to External Actions their Moral Character?

10. State the several Classes of Rights; the moral precepts in the negative form that correspond with them; what these moral precepts tend *to*; and state the Supreme Law of Human Action.

11. The disposition enjoined by the Supreme Law of Human Action may be conceived and expressed summarily;—How?

12. The cardinal points of the Supreme Law of Human Action may be conceived and expressed subjectively and objectively;—How?

13. Show that the irascible affections, for the most part opposed to Benevolence, have their moral office, and give rise to virtues.

14. Mention and explain the names of the virtues connected with Truth.

15. Explain what are meant by Reflex Virtues and Vices, and enumerate them.

16. Express and explain the principles of Earnestness and Moral Purpose.

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1865.

WEDNESDAY, DECEMBER 20; 10 A.M. TO 1 P.M.

MORAL PHILOSOPHY.

FOURTH YEAR.

Examiner.....VEN. ARCHDEACON LEACH, D.C.L.

1. Show that general notions, in themselves, cannot be depicted to sense or imagination; and that they require to be fixed in a representative sign.

2. Which are the three successive representations in the complete exercise of thought?

3. Give the three successive stages or steps, supposed by way of illustration, of what constitutes a complete act of consciousness.

4. State the hypothesis of Condillac, and show the unwarrantable assumption which it involves.

5. Why is the presence of an individual object said to be the distinctive feature of presentative consciousness when this object is not discerned as such without the coöperation of the representative faculties.

6. Explain the distinction between phenomena and things in themselves.

7. What has the idea of pure space in common with general notions, and mention some of the respects in which it differs from them.

8. Why is it inaccurate to describe experience as the cause of the idea of space?

9. Mention the points of contrast, in the sense of sight, between the presented object and the represented object.

10. Which are the three elements of which the sensitive consciousness is said to be composed?

11. Show that the proper sensibles have no resemblance to attributes of inorganic bodies.

12. In what respects does the faculty of Locomotion differ from the Senses?—and show how it serves to inform us of the existence and properties of an external material world.

13. Which are the primary and the secondary Qualities of body?—and what is the true ground of distinction between them?

14. Explain the nature of Acquired Perceptions.

15. How may the active powers, viewed as constituting a single class, be distinguished from other states of mind.

16. Give the substance of the remarks on the subject of the Moral Faculty.

17. Show that Volition is not identical with Desire, and say what its essential characteristic consists in.

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1865.

THURSDAY, DEC. 21ST—9 A.M. TO 12, NOON.

FRENCH.

SECOND YEAR—ELEMENTARY COURSE.

Examiner.....P. J. DAREY, M.A.

1. Translate into French: I have seen at the (*a*) fair some (*a*) fine oxen, beautiful horses, jewels, bolts, fans, but I did not buy any. State the rules to form the plural in French of every word which is in that number.

a. How do you translate *at the* and *some*? Why? What are the other ways to translate those words? How do you write the French word for *buy?* Give the reason.

2. What is the termination of the adjectives which double their final consonant and add *e* to form their feminine? Give an example of each, both in the masculine and in the feminine.

3. Write the feminine singular of *franc*, *sec*, *public*, *faux* and *doux;* the plural in both genders of *oisif*, *heureux*, *jaloux*, *anglais* and *léger*.

4. Translate into French: There are eighty boys and eighty-five girls in that school. It was founded in the year eighteen hundred. State the rules to write the above numerals.

5. Translate into French: That girl is very happy: She is with her father, her mother and her brothers. Explain the different ways to translate *her* into French, and state fully the idiomatical difference between the French and the English language in the use of the possessive adjectives.

6. When do you translate the demonstrative pronouns *this* and *that* by *celui*, *celui-ci* and *ceci* and *ce?* Give examples.

7. Translate into French: He and I (we) are going to see our friends. Explain how you translate *He* and *I* in the above sentence. By what other words are they also translated into French? When?

8. Translate into French: The books which I have bought were very dear. Explain how you write *dear* and *bought* in French, and give your reason for writing them thus.

9. Write the Imperfect of the Indicative and Subjunctive of: *être*, *recevoir*, *se promener*, *s'asseoir*, and *falloir*.

10. What are the principal characters of the "Bourgeois Gentilhomme?" Give a short analysis of that piece.

11. Translate into English:

M. JOURDAIN.—Et vous l'avez connu (mon père) pour gentilhomme.

COVIELLE.—Sans doute.

M. JOURDAIN.—Il y a de sottes gens qui veulent me dire qu'il a été marchand.

COVIELLE.—Lui, marchand? c'est pure médisance, il ne l'a jamais été. Tout ce qu'il faisait, c'est qu'il était fort obligeant, fort officieux, et comme il se connaissait fort bien en étoffes, il en allait choisir de tous les côtés, les faisait apporter chez lui, et en donnait à ses amis pour de l'argent.

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1865.

THURSDAY, DEC. 21ST—9 A.M. TO 12, NOON.

FRENCH.

THIRD YEAR—ELEMENTARY COURSE.

Examiner.....P. J. DAREY, M.A.

Translate into English:

1. C'est (1) mon père, Seigneur, je vous le (2) dis (3) encore,
Mais un père que j'aime, un père que j'adore,
Qui (4) me chérit)3) lui-même, et dont (5) jusqu'à ce jour
Je n'ai jamais reçu que des marques d'amour.
Mon cœur, dans ce respect élevé dès l'enfance
Ne peut (3) que s'affliger de tout ce qui l'offense,
Et loin d'oser ici, par un prompt changement,
Approuver la faveur de votre emportement (6),
Loin que par mes discours je l'attise (6) (7) moi-même,
Croyez (3) qu'il faut aimer autant que je vous aime (3)
Pour avoir pu souffrir tous les noms odieux
Dont votre amour le (8) vient d'outrager à mes yeux.

(1.) Why *c'est* and not *il est?* State the rule.
(2.) What part of speech is *le?* Can you say *je le vous dis?* State the rule.
(3.) Are the verbs *dis, chérit, peut, croyez, aime* regular or irregular? If *irregular* give two examples of their irregularity
(4.) What part of speech is *qui*? What is its antecedent? In what gender and number is it used in French?
(5.) Why *dont* and not *de qui* or *duquel?* Give the rule.
(6.) In what sense are *emportement* and *attise* used?
(7 and 8.) For what nouns are the pronouns *l'* and *le* employed?

2. What do you call derivative tenses? Are the *Imperative*, the *Imperfect* of the *Indicative*, the *Preterite Definite*, *primitive* or *derivative*? If *primitive*, what tenses do they form? if *derivative*, from what tenses are they formed?

3. Translate into French: *Napoleon was a great man; he died on the fifth of May eighteen hundred and twenty-one.* State into what tense or tenses are the two words *was* and *died* to be translated in French.

4. Translate into French: *We had finished our work when our friend arrived, and as soon as we had finished our work we went out.* Explain how *had finished* must be translated in the above sentences.

5. When is *should* to be translated by the Conditional Present, and when by the Imperfect of the Indicative Mood. Give examples.

6. What does the Subjunctive Mood express? After what verbs do you use it? Give five examples.

7. Write the Past Participle and Preterite Definite of *craindre, connaître, joindre, aller* and *mourir.*

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1865.

THURSDAY, DECEMBER 21ST; 9 A.M. TO 12, NOON.

FRENCH.

SECOND YEAR—ADVANCED COURSE.

Examiner..... ..... P. J. DAREY, M.A.

1. Traduisez en anglais :

AL.—Monsieur c'est trop d'honneur que vous me voulez faire ;
Mais l'amitié demande un peu plus de mystère (1) ;
Et c'est assurément en profaner le nom
Que de vouloir le mettre à toute occasion.
Avec lumière et choix cet union veut naître (1).
Avant que nous lier il faut nous mieux connaître ;
Et nous pourrions avoir telles complexions (1),
Que tous deux du marché nous nous repentirions.
ORON.—C'est là-dessus parler en (2) homme sage,
Et je vous en (2) estime encore davantage :
Souffrons donc que le temps forme des nœuds si doux.
Mais cependant je m'offre entièrement à vous.
S'il faut faire à la cour pour vous quelque ouverture,
On sait qu'auprès du roi je fais quelque figure (3).
Il m'écoute, et dans tout il en use (3) ma foi,
Le plus honnêtement (1) du monde avecque moi.

Molière, Le Misanthrope.

(1) Quelle est la signification propre des mots *mystère*, *veut naître*, *complexions*, *honnêtement* ? Que veulent-ils dire dans le morceau ci-dessus ?

(2) *En* a-t-il la même signification dans ces deux endroits? A quelle partie du discours appartient ce mot ?

(3) Comment appelez-vous ces expressions : *faire quelque figure ;* et *en user avec moi ?*

2. Quels caractères Molière a-t-il voulu tourner en ridicule dans les personnages, ALCESTE et ORONTE ?

3. Analisez grammaticalement les deux premiers vers du morceau ci-dessus.

4. Qu'est-ce que le *mode* ? Combien y en a-t-il ? Nommez-les.

5. Qu'entend-on par le radical d'un verbe ? Quel est le radical des verbes *écarter*, *rendre*, *exercer*, *apprendre* et *s'examiner ?*

6. Qu'appelez-vous temps dérivés ? L'*impératif*, l'*imparfait* de l'*indicatif* et le *passé défini* sont-ils primitifs ou dérivés? S'ils sont primitifs quels temps forment-ils ? s'ils sont dérivés, desquels sont-ils formés ?

7. Traduisez en français :

Molière's productions possess this power of engaging the fancy, and furnishing ever renewed pleasure. He is an author whom you are perpetually induced to re-read ; whose writings never cloy ; and whose good things, when once you have made acquaintance with them inspire a wish for their perpetual enjoyment. They are sufficiently excellent to impress themselves well upon the memory, and yet they have the super-added excellence of striking you with renewed effect when you re-peruse them.

Clarke.

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1865.

THURSDAY, DECEMBER 21ST; 9 A.M. TO 12, NOON.

FRENCH.

THIRD YEAR—ADVANCED COURSE.

Examiner..... P. J. DAREY, M.A.

1. Quand Rabelais vécut-il? Quelle était sa vocation? Quels sont ses principaux ouvrages? Donnez un aperçu du principal.

2. Quel était le nom de famille de Calvin? Où naquit-il et où mourut-il? Par quoi est-il remarquable, comme homme, réformateur et littérateur? Quel grand ouvrage a-t-il écrit? Sous quels rapports le regarde-t-on comme excellent?

3. Quels étaient les différents qui divisaient la France sous François II, Charles IX, Henri III? Quelle influence littéraire, la Reforme et ces différents partis eurent-ils sur la langue et la littérature françaises à cette époque?

4. Faites connaître la société littéraire connue sous le nom de Pléïade? Qu'est-ce que les membres de cette société avaient en vue? Quel est celui qui en était considéré comme le chef?

5. Donnez un résumé de la vie et des ouvrages de Théodore Agrippa d'Aubigné? Quels furent ses principaux descendants?

6. Comment s'écrit au pluriel un nom composé d'un adjectif et d'un nom? Que remarquez-vous sur le mot *demi?* Corrigez cette phrase et dites en quoi consiste la faute: *Il est rare qu'un homme en place soit accessible et chéri de tout le monde.*

7. Traduisez en anglais:

> Madame, avant que de partir,
> J'ai cru de votre sort vous devoir avertir.
> Mon père ne vit plus. Ma juste défiance
> Présageait les raisons de sa trop longue absence:
> La mort seule, bornant ses travaux éclatants,
> Pouvait à l'univers le cacher si longtemps.

8. Qui est-ce qui parle dans le morceau ci-dessus? A qui s'adresse-t-il?

9. Traduisez en français:

Michel Cervantes, the celebrated author of Don Quixote, was, in the early part of his life, for about five years, a slave in Algiers, and during his slavery he contrived a plan to free himself and thirteen fellow-sufferers. One of them however teacherously betrayed the design, and they were all taken before the Dey of Algiers, who promised them their lives on condition that they discovered the contriver of the plot. "I am that person," exclaimed the intrepid Cervantes; "save my companions and let me perish if I deserve it." The Dey, struck with his noble confession, spared his life, allowed him to be ransomed, and permitted him to depart home.

It is a curious coïncidence that this celebrated author died on the very same day when our Shakespere terminated his mortal career, April 23rd 1616.—*Life of Cervantes.*

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1865.

THURSDAY, DECEMBER 21ST :—2 P.M. TO 5 P.M.

GERMAN.

SECOND YEAR—ELEMENTARY COURSE.

Examiner,.....C. F. A. MARKGRAF, M.A.

1. *a*. What nouns take the termination „e" in the nominative plural, and which of them modify the radical vowel?

b. When is the radical vowel of those nouns modified, which take *no* termination in the Plural?

2. *a*. Give the gender and meaning of Pflaume, Licht, Neffe, Veilchen, Marmor, Kupfer, Tulpe, Samstag, Meile, Fuchs, Blatt, Leuchter, Auster, Juni, Sperling; and the nominative plural of Mann, Strauch, Werk, Mühle, Nadel, Hase, Nachbar, Frau, Nacht, Sohn, Jahr, Kuchen.

3. Of what gender are *compound* substantives and *diminutives*, and how is their *respective* Plural formed? Give examples.

4. Which words are declined like the definite article?

5. When are *this* and *that* expressed by dies and das? and when by dieser, diese, dieses; jener, jene, jenes? Give examples.

6. Give the nominative singular of the three genders, in the different degrees of comparison, of the adjectives hart, nahe, neu, and groß, when preceded, *a*. by the definite article, *b*. by the possessive pronoun mein.

7. When must the adjective take the place of the definite article and become determinative itself? Offer instances.

8. Write in full letters 116, 537, 983, 4012.

9. How are *not a*, *not any*, *not one* translated in German?

10. *a*. Give the 1st and 3rd persons singular of the Present Indicative of wollen, können, müssen, mögen, dürfen, sollen.

b. Which persons of the Present tense are like the Infinitive? Name the Verb which forms an exception to this rule.

11. Translate into German :—

The rose is the most beautiful garden-flower. (The) hollow trees are always old. Here is some fresh clear water. White sand is finer than grey *sand*. One good friend is better than many faithless friends. These ladies are our neighbours. Her young nieces have all gone out. Have your three eldest brothers not come home yet? They do not like to wait. Here are ten pairs of gloves, and there the two dozens of fine silk dresses. Which house is as high as this *one*? Is not to-day the twenty-eight of March? Not all countries are fine, but every country is good.

12. Translate into English:—

Die Biene.

Eine kleine Biene flog
Emsig hin und her und sog
Süßigkeit aus allen Blumen.
„Bienchen" spricht die Gärtnerinn
Die sie bei der Arbeit trifft,
„Manche Blume hat auch Gift
„Und du saugst aus allen Blumen?"
„Ja," sagt sie zur Gärtnerinn
„Ja, das Gift lass' ich darin."

Gleim.

Ein gewisser König von Persien schickte einen sehr berühmten Arzt zu dem Kalifen Mustapha. Der Arzt fragte sogleich bei seiner Ankunft: „Wie lebt man an diesem Hofe?" Man antwortete ihm: „Wir essen nie, eher als bis wir hungrig sind, und wir essen uns nie ganz satt." „O," sagte der Arzt, „dann gehe ich am besten gleich wieder fort; denn hier werde ich gewiß nichts zu thun finden."

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1865.

THURSDAY, DECEMBER 21ST :—2 P.M. TO 5 P.M.

GERMAN.

THIRD YEAR—ELEMENTARY COURSE.

Examiner,.....C. F. A. MARKGRAF, M.A.

1. What are adjective-nouns? Of what gender are they, and how are they declined? Give examples.

2. What difference is there in the declension of der, die, das, standing alone, according as they are used as demonstrative, as determinative or as relative pronouns? Write out all cases of the singular and plural.

3. State the difference in meaning between beſorgen and in Acht nehmen, vertrauen and anvertrauen, verlangen and bitten, kleiden (verb act.) and kleiden (verb neut.)

4. Translate into *idiomatic* English :—Er mag lieber ſprechen als ſchreiben. Ich thue beides gern. Was habe ich verzehrt? Damit iſt mir nicht gedient. Das taugt zu nichts. Vor dritthalb Stunden. Es iſt theuer leben da. Er thut Niemandem etwas zu Leide.

5. What does werden mean when used with an adjective or a substantive? and what does it mean when used with a verb? Adduce examples in each case.

6. What adverbs are joined to prepositions, and what is to be remarked about the use of such compound words?

7. Render into German the following phrases :—come in; go in; he comes down; I go down; we are below; come to this side; go to the opposite side; they are above; we went up; he came up.

8. What case (or cases) do those Impersonal verbs govern, which relate to persons? Give examples.

9. Give the 2nd and 3rd persons sing. of the Present Ind., the 3rd person sing. of the Imperfect Ind., and the 1st person plural of the 2nd Conditional of the verbs vergeſſen, werfen, verderben, fallen.

10. Give the 3rd person sing. of all the Tenses of „ſich freuen."

11. Translate into German :—

The peasants worked (Imp.) in the fields the whole day. I have met with my greatest enemy; he has passed by the side of me. Have you arrived at last? I have been waiting for you these two hours. I have not spoken to your friend yet, but I intend doing so as soon as I have finished this letter. Do I owe you anything? He has always been the favourite of his parents. Is it long since the lawyer departed (Pret.) whose house you have bought? Last Tuesday. The officer has brought all his men along with him.

12. Translate into English :—

Und frühe beim Morgenroth
Der Fischer kommt mit den Flechten ;
Am Tage drohet der Tod,
Die Rache schafft in den Nächten.

Von Jahr zu Jahr sie nicht ruht,
Die Alten zeigen's den Jungen,
Bis daß die schweigende Fluth
Ist unter das Haus gedrungen ;

Bis daß in sinkender Nacht,
Wo der Fischer träumt auf dem Pfühle,
Das Haus, das gewaltige, kracht,
Versinkt in der Wogen Gewühle.

Ausgießet sich Korn und Wein,
Es öffnet der See den Rachen,
Es schlingt den Mörder hinein,
Er hat nicht Zeit zum Erwachen.

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1865.

MONDAY, DEC. 18; 9 A.M. TO 1 P.M.

CHEMISTRY.

FIRST YEAR.

Examiner..... .....DR. T. STERRY HUNT, F.R.S.

1. What do you understand by the laws of definite and multiple proportions?

2. How is oxygen made, and what is the formula of chlorate of potash from which it is sometimes extracted?

3. How may ozone be made, what is its nature and what are its uses?

4. Say in how many ways hydrogen may be prepared, and describe one of them?

5. What is the formula of nitric acid, and how is it prepared?

6. What is the composition, and what are the properties and uses of ammonia?

7. In what does flame consist, and how can you show the structure of ordinary flame?

8. How is coal gas made, and how purified?

9. What are the properties and what the uses of chlorine?

10. How will you detect the presence of chlorine in waters?

11. What are the equivalent weights of chlorine, bromine, and iodine?

12. How can you detect the presence of bromine, and how that of iodine in mineral waters?

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1865.

MONDAY, DEC. 18; 9 A.M. TO 1 P.M.

ELEMENTARY BOTANY.

SECOND YEAR.

Examiner.....J. W. DAWSON, LL.D., F.R.S.

1. Describe the vegetable cell, stating its parts, manner of growth, and modifications.

2. Describe the various kinds of vascular tissue, with their mode of formation and uses.

3. State the composition, mode of occurrence and uses of Chlorophyll, Raphides and Albumen, as found in the cells of plants.

4. What are vascular as distinguished from cellular plants?

5. Explain the normal structure and functions of the root.

6. Explain the terms Internode, Rhizoma, Corm.

7. Explain the character and arrangement of the tissues in Exogenous and Endogenous stems.

8. State the peculiarities of the stems of Acrogens.

9. Explain fully the anatomy of the leaf.

10. State the sources of the carbon of plants and the chemical changes involved in the production of mucilage and albumen.

11. What are the principal inorganic substances found in plants, and their uses to the plant?

12. Explain any two of the following terms:—(*a*) epiphyte, (*b*) thallus, (*c*) phyllotaxis, (*d*) phænogamous, (*e*) prosenchyma.

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1865.

MONDAY, DEC. 18; 9 A.M. TO 1 P.M.

ELEMENTARY ZOOLOGY.

THIRD YEAR.

Examiner.....J. W. DAWSON, LL.D., F.R.S.

1. State fully the essential differences between the animal and the lant.

2. Describe the structure of the animal cell, and mention some of the rincipal kinds of cells, with their peculiarities and uses.

3. Describe the fibrous and osseous tissues, and state their relations.

4. Describe the leading types of the nervous system.

5. Describe the organs of support and voluntary motion in vertebrata nd articulata.

6. Explain the primary subdivision of the animal kingdom into pro- inces, giving the characters of one of them in full.

7. Explain the processes of digestion or respiration, with the organs mployed.

8. Define homology and affinity, with examples.

9. What is a species in zoology, as distinguished from a genus on the ne hand and a variety on the other?

10. State the classes into which any of the Provinces of animals may e divided, and the grounds of the arrangement.

11. Explain fully any of the following terms:—(*a*) epidermis, (*b*) sar- ode, (*c*) secretion, (*d*) cilia.

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS, 1865.

MONDAY, DEC. 18; 9 A.M. TO 1 P.M.

PHYSICAL GEOLOGY AND MINERALOGY (IN PART).

FOURTH YEAR.

Examiner.....J. W. DAWSON, LL.D., F.R.S.

1. Define the terms aqueous, volcanic, plutonic, and metamorphic, as applied to rocks, with examples.

2. Explain the consolidation and hardening of aqueous deposits, and the usual modes of mineralization of organic remains.

3. Explain dip, strike, anticlinal and synclinal arrangements, and unconformability.

4. Explain denudation, and some of the results which it produces in horizontal and inclined strata.

5. State the data for the determination of the relative ages of stratified rocks, and the manner of applying them.

6. Explain the nature and mode of occurrence of faults, verticality, and contortions of beds.

7. Explain the inferences which can be drawn from fossils, as occurring in aqueous deposits.

8. What are the primary forms of the Dimetric, and Monoclinic systems of crystallization.

9. Explain columnar, lamellar, and granular structure.

10. Which of the physical characters of minerals are most important? give examples.

11. What substances are the most abundant as constituents of minerals?

12. Explain fully any two of the following terms :—(*a*) Pseudomorph, (*b*) Botryoidal, (*c*) Dimorphism, (*d*) Conchoidal.

13. Describe the crystalline form, hardness, colour and lustre of any of the specimens exhibited.

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS.

THURSDAY, DECEMBER 21ST:—9 A.M TO 1 P.M.

HEBREW.

JUNIOR CLASS.

Examiner.....REV. A. DE SOLA, LL.D.

1. Give a synopsis of the reasons why Hebrew should be regarded as the primitive language; state its origin and chief peculiarities.

2. Give a full exposition of its vowel system, including a digest of the opinions as to the origin and age of the points.

3. Explain מיפיק, פתח גנובה, מתג, רפה, and קרי וכתיב.

4. Show the uses of מתג and מקף—the latter with special reference to its influence on accentuation.

5. Describe שוא when it is נע, when נח and how it affects syllabication.

6. Give the rules for קמץ רחב and קמץ חטוף.

7. Show the uses of דגש קל and דגש חזק, how they are to be distinguished, and their effect on קמץ.

8. Give an account of the accents, and show their chief divisions and uses.

9. What are the characteristics of אהחע.

10. How do the labials affect שוא, and give some examples.

11. Give a sketch of the History of the Hebrew language from Abraham till the destruction of the Second Temple, showing more particularly its state at the time of Ezra and Nehemiah and its then relation to the Chaldaic.

McGILL COLLEGE, MONTREAL.

CHRISTMAS EXAMINATIONS.

THURSDAY, DECEMBER 21ST :—9 A.M. TO 1 P.M.

HEBREW.

SENIOR CLASS.

Examiner,..... .....REV. A. DE SOLA, LL.D.

1. Write the verb למד in all tenses of the קל form.

2. Write the future tenses of the verb פקד in the נפעל הפעיל and פעל forms.

3. Add the pronominal suffixes, singular and plural to the noun קול in the singular number.

4. What are the rules for forming the construct cases of nouns ending with an immutable vowel in the nominative, and how are the immutable vowels detected?

5. What effect has ו conversive on the accent and signification of verbs? Give the rules for its punctuation.

6. Translate literally into English, the first twenty-five verses of Genesis I.

7. Analyse fully verses 11, 12, 13. What is the difference in signification of רשא and עשב? What form is תדשא and what מזריע? Explain the punctuation of ה in הארץ. Give the plurals of all the nouns occurring in the three verses. What have you to say of the termination הו in למינהו?

8. Show the characteristics distinguishing the various forms of all regular verbs.

9. Give examples to show the changes a noun undergoes when terminating in ה, to form the construct singular, nominative plural, dual, in regimen, and with the pronominal suffixes.

10. Translate into Hebrew (with points): God created the world and all that is therein, in six days. He made the heavens and all their hosts; the sun, the moon and the stars. When the sun is above the earth, there is light; when beneath, there is darkness. Darkness was called night, and light was called day.

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1866.

FRIDAY, MARCH 2ND, 10 A.M.

BOTANY.

Examiner..... J. W. DAWSON, LL.D., F.R.S.

1. Describe the leading kinds of inflorescence, with examples.

2. Describe minutely the Stamen, with the terms applied to its parts and position.

3. Describe the Ovule, its positions, and the relations of its parts to those of the seed.

4. Describe the organs of fructification in Mosses, and compare them with those in Phænogams.

5. State the difference between the natural and artificial systems in Botany, in relation to the formation of classes and orders.

6. Explain Coalescence and Adnation of the parts of the flower, with examples.

7. What is the peculiarity of the Gynœcium in Gymnosperms?

8. Explain fertilization in Phænogams, and state the distinction between albuminous and exalbuminous seeds.

9. Describe the parts indicated by the terms Bract, Sporangium, Receptacle.

10. Describe the Pericarp, stating its normal structure, and some of its modifications.

11. State the characters of the classes Exogens and Anophytes.

12. By what microscopic characters can the wood of Exogens, Endogens, and Acrogens be distinguished?

13. State the distinctive characters of *Filices* and *Lycopodiaceæ*.

14. State the characters and place in the system of *Ranunculaceæ*, *Cyperaceæ*, and *Polypodineæ*.

15. Describe the specimens exhibited, in relation to the forms of their leaves, and their inflorescence; and refer two of them to their series, classes, and orders.

16. State the external conditions affecting the geographical distribution of plants.

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1866.

MONDAY, MARCH, 5th—9 A.M. TO 12, NOON.

FRENCH.

SECOND YEAR—ELEMENTARY COURSE.

Examiner..... ..... P. J. DAREY, M.A.

Translate into English :

I. ORONTE *à Alceste.*

Mais, pour vous, vous savez quel est notre traité,
Parlez-moi, je vous prie, avec sincérité.

ALCESTE.—Monsieur cette matière est toujours délicate,
Et sur le bel (1) esprit nous aimons qu'on nous flatte.
Mais un jour, à quelqu'un dont je tairai le nom,
Je disais (2), en voyant des vers de sa façon,
Qu'il faut (3) qu'un galant homme ait (4) un grand empire,
Sur les démangeaisons qui nous prennent d'écrire :
Qu'il (5) doit tenir la bride aux grands empressements
Qu'on (6) a de faire éclat de tels amusements ;
Et que, par la chaleur de montrer ses ouvrages,
On s'expose à jouer de mauvais personnages.

LE MISANTHROPE, ACTE 1, SCÈNE II.

(1) Why is this adjective written so ?

(2) Why is this verb in the Imperfect tense ? Give the rule. What is the Imperative ?

(3 and 4) What are the Infinitive, the Future, and Present of the Subjunctive of these verbs ? What kind of verb is *faut* in French ? Why is *ait* used in this mood ?

(5 and 6) What part of speech are *il* and *on* ? For what noun are they used ?

II. Translate into English these expressions taken from the Bourgeois Gentilhomme and Le Misanthrope.

Est-ce que nous sommes de la côte de St. Louis ? Un grand malitorne. Quelle bizarrerie. Non, je ne me dédis point. Ma complaisance est sur tous épanchée. Son ton de fausset. La fleurette est mignonne. Votre ardeur est pour moi sans seconde. Mais il ne tient qu'à vous que son chagrin ne passe.

III. Which of the two comedies of Molière—le Bourgeois Gentilhomme and le Misanthrope do you prefer ? State your reasons for that preference ?

IV. Translate into French :

I had five penknives, but I have lost two. Do you wish to see the letter my brother has written. The boys will be punished. What mistake have they made ?

State the rules according which each Past Participle must be written in the above sentences.

V. In what verbs do you double the *i* in the first and second persons plural of the Imperfect, of the Indicative, and Present of the Subjunctive ? Give two examples.

VI. Why do you write *appelle* with two *ll* although the Infinitive *appeler* has only one ? Give the rule.

VII. Write the primitive tenses (one person only) of the verbs, *acquérir*, *boire*, *connaître*, *coudre*, *dire*, *mourir*, *naître*, *faire* and *lire*.

VIII. Translate into French :

LAFONTAINE.

Of the works of this author, nothing can be recommended except his fables. In these he has surpassed every other writer, and the name of the inimitable Lafontaine has been given him by common consent. His fables are perfectly natural, without the least affectation, and replete with wit.

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1866.

MONDAY, MARCH, 5—9 A.M. TO 12, NOON.

FRENCH.

SECOND YEAR—ADVANCED COURSE.

Examiner..... P. J. DAREY, M.A.

Traduisez en anglais :

ARSINOÉ.

I. Vous savez qu'il est des choses dans la vie
Qu'on (1) ne peut excuser, quoiqu'on en ait envie ;
Et je me vis contrainte à demeurer d'accord
Que l'air dont vous viviez vous faisait un peu tort,
Qu'il (2) prenait dans le monde une méchante face,
Qu'il n'est fâcheux conte que partout on n'en fasse,
Et que, si vous vouliez, tous vos départements
Pourraient (3) moins donner prise aux mauvais jugements.
Non que j'y croie au fond l'honnêteté blessée :
Me préserve le ciel d'en avoir la pensée !
Mais aux ombres du crime on prête aisément foi,
Et ce n'est pas assez de bien vivre pour soi.

LE MISANTHROPE, ACTE III, SCÈNE V.

(1 et 2) Quel est l'étymologie de *on* ? Par quels mots le traduit-on en anglais ? A la place de quel nom *il* est-il employé ?

(3) A quel temps est ce verbe ? De quel temps manque-t-il ? Comment font le participe passé et présent du subjonctif ?

II. Traduisez en anglais les expressions suivantes tirées du Misanthrope: Votre esprit se gendarme contre ce qu'on dit. Injurier les personnes qu'on aime. Oronte et lui se sont tantôt bravés. Je n'en démordrai point. Ne vous enflez point d'une si grande gloire. Vous bravez ce témoin convaincant ! Il faut plier bagage. Détrompez-vous, de grâces, et portez-le moins haut.

III. En quoi l'intérêt de la comédie Le Misanthrope consiste-t-il ? Quels en sont les scènes les plus intéressantes ? Nommez cinq caractères différents représentés dans cette pièce, et dites quels sont les personnages qui les représentent.

IV. Quels sont les verbes de la quatrième conjugaison qui perdent le *d* du radical, qu'ils ont à l'infinitif ? Donnez-en deux exemples.

V. Quels sont les verbes qui prennent trois *e* au féminin du participe passé ? Citez-en deux exemples ?

VI. Dans quelle acception les verbes *ressortir* et *saillir* sont-ils réguliers ? Donnez-en des exemples ?

VII. Ecrivez les temps primitifs (une personne seulement) des verbes : *savoir, dire, échoir, faire, vaincre, oindre* et *surseoir*.

VIII. Quand le mot *que* est-il pronom ? Quand est-il adverbe, et quand conjonction ? Donnez des exemples où il se trouve à chacune de ces parties du discours.

IX. Traduisez en français :

A man's first care should be to avoid the reproaches of his own heart ; his next, to escape the censures of the world : if the last interferes with the former, it ought to be entirely neglected ; but otherwise, there cannot be a greater satisfaction to an honest mind than to see those approbations which it gives itself, seconded by the applauses of the public : a man is more sure of his conduct when the verdict which he passes upon his own behaviour is thus warranted and confirmed by the opinion of all who know him.

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1866.

TUESDAY, MARCH 6TH:—9 A.M. TO 12 M.

GERMAN.

SECOND YEAR—ELEMENTARY COURSE.

Examiner.....C. F. A. MARKGRAF, M.A.

1. What article is used with weights and measures in reference to the price of a thing? Give two examples.

2. What resemblance does the third person of the personal pronouns bear to the definite article?

3. Form adjectives from the following nouns: Stein, Kryſtall, Sammet, Stoff, Eiſen, Elfenbein, Atlas, Stahl, Marmor.

4. State in full the rules relating to the construction of the Dative and Accusative, adding one example to each rule.

5. Give the Nominative, Dative, and Accusative Singular, and the Nominative Plural of:—the grateful man;—my oldest friend (fem.);—a beautiful present.

6. Unſer neue Gärtner hat mir dieſen Morgen einen großen Blumenſtrauß für meine jüngſte Schweſter gegeben. Translate and parse this sentence, pointing out the Subject, Predicate, Copula, Object and Terminative.

7. How are the 1st and 3rd pers. sing. of the Pres. Ind. of *all* verbs formed, and which are the exceptions?

8. Form the Past Participle of the following verbs:—ſehen, finden, koſten, ſchreiben, bringen, wünſchen, wiſſen, binden, nehmen, verſprechen.

9. Translate into German:—

I always give the preference to the most useful thing. I leave the choice to him; I will give him what he chooses. Carry those books home again, if you please. Every large house has many doors and windows. That old peasant has already lived eighty years, and has never been ill. I will write to you as soon as I can. What is that? let me see it. What fruit do these trees bear? I do not know these people; what do they want? The rain has spoilt all *the* roads. Our neighbour has told me this evening *a great many things;* I will tell it to you all to-morrow morning, for I have no time now.

10. Translate into English :—

Sokrates und der Jüngling.

Ein Jüngling war auf seine Schönheit stolz.
Den führte Sokrates zu Phöbus' Tempel,
Wo dieser schöne Gott in Marmor stand.
„Was spräche der, wofern er sprechen könnte
„Mit Wahrheit von sich selber?" fragt' er ihn.
Der Jüngling gab zur Antwort: „Dieser spräche
„Mit Wahrheit von sich selber: Ich bin schön,"
„Warum," erwiederte der weise Grieche
„Stolzirst du denn mit Gaben eines Steins?
„Willst du nicht höher, als ein Stein, dich schätzen?"

Ramler.

.....Zum Zeichen, daß er von dem Wirthe selbst geschickt werde, sollte er ihr den gestickten Beutel zeigen. Diese List gelang; die Frau schickte augenblicklich den Beutel mit Gold, welchen der Kaufmann ihrem Manne wirklich in Verwahrung gegeben hatte. Nun trat Rudolph wieder in den Gerichtssaal, und fragte den Wirth, ob er noch bei seiner Aussage bleibe? Dieser betheuerte die Wahrheit gesprochen zu haben. Da legte Rudolph den Beutel des Kaufmanns auf den Tisch und fragte Beide, ob sie ihn kennten? Der Wirth erblaßte; der Kaiser aber warf ihm sein Geschenk vor die Füße, und verurtheilte ihn zum Tode.

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1866.

FRIDAY, APRIL 13TH:—9 A.M. TO 1 P.M.

GREEK.—HERODOTUS.—BOOK I.—§§ I.-LXXX.

FIRST YEAR.

Examiner,.....REV. GEORGE CORNISH, M.A.

1. Translate:—

(A) Οὕτω μὲν Ἰοῦν ἐς Αἴγυπτον ἀπικέσθαι λέγουσι Πέρσαι, οὐκ ὡς Φοίνικες· καὶ τῶν ἀδικημάτων τοῦτο ἄρξαι πρῶτον. Μετὰ δὲ ταῦτα, Ἑλλήνων τινὰς (οὐ γὰρ ἔχουσι τοὔνομα ἀπηγήσασθαι) φασὶ τῆς Φοινίκης ἐς Τύρον προσχόντας, ἁρπάσαι τοῦ βασιλέος τὴν θυγατέρα Εὐρώπην. (εἰησαν δ' ἂν οὗτοι Κρῆτες.) ταῦτα μὲν δὴ ἴσα σφι πρὸς ἴσα γενέσθαι. Μετὰ δὲ ταῦτα, Ἕλληνας αἰτίους τῆς δευτέρης ἀδικίης γενέσθαι. καταπλώσαντας γὰρ μακρῇ νηῒ ἐς Αἰάν τε τὴν Κολχίδα καὶ ἐπὶ Φᾶσιν ποταμὸν, ἐνθεῦτεν, διαπρηξαμένους καὶ τἆλλα τῶν εἵνεκεν ἀπίκατο, ἁρπάσαι τοῦ βασιλέος τὴν θυγατέρα Μηδείην. πέμψαντα δὲ τὸν Κόλχον ἐς τὴν Ἑλλάδα κήρυκα, αἰτέειν τε δίκας τῆς ἁρπαγῆς, καὶ ἀπαιτέειν τὴν θυγατέρα. τοὺς δὲ ὑποκρίνασθαι, ὡς οὐδὲ ἐκεῖνοι Ἰοῦς τῆς Ἀργείης ἔδοσάν σφι δίκας τῆς ἁρπαγῆς, οὐδὲ ὦν αὐτοὶ δώσειν ἐκείνοισι.

(B) "Ὦ Κροῖσε, ἐπιστάμενόν με τὸ θεῖον πᾶν ἐὸν φθονερόν τε καὶ ταραχῶδες, ἐπειρωτᾷς ἀνθρωπηίων πρηγμάτων πέρι; ἐν γὰρ τῷ μακρῷ χρόνῳ πολλὰ μέν ἐστι ἰδέειν τὰ μή τις ἐθέλει, πολλὰ δὲ καὶ παθέειν· ἐς γὰρ ἑβδομήκοντα ἔτεα οὖρον τῆς ζόης ἀνθρώπῳ προτίθημι. οὗτοι ἐόντες ἐνιαυτοὶ ἑβδομήκοντα, παρέχονται ἡμέρας διηκοσίας καὶ πεντακισχιλίας καὶ δισμυρίας, ἐμβολίμου μηνὸς μὴ γινομένου. εἰ δὲ δὴ ἐθελήσει τοὔτερον τῶν ἐτέων μηνὶ μακρότερον γίνεσθαι, ἵνα δὴ αἱ ὧραι συμβαίνωσι παραγινόμεναι ἐς τὸ δέον, μῆνες μὲν παρὰ τὰ ἑβδομήκοντα ἔτεα οἱ ἐμβόλιμοι γίνονται τριήκοντα πέντε· ἡμέραι δὲ ἐκ τῶν μηνῶν τούτων, χίλιαι πεντήκοντα. τουτέων τῶν ἁπασέων ἡμερέων, τῶν ἐς τὰ ἑβδομήκοντα ἔτεα ἐουσέων πεντήκοντα καὶ διηκοσίων καὶ ἑξακισχιλιέων καὶ δισμυριέων, ἡ ἑτέρη αὐτέων τῇ ἑτέρῃ ἡμέρῃ τὸ παράπαν οὐδὲν ὁμοῖον προσάγει πρῆγμα. οὕτω ὦν, ὦ Κροῖσε, πᾶν ἐστι ἄνθρωπος συμφορή. ἐμοὶ δὲ σὺ καὶ πλουτέειν μὲν μέγα φαίνεαι, καὶ βασιλεὺς εἶναι πολλῶν ἀνθρώπων· ἐκεῖνο δὲ τὸ εἰρεό με, οὐκω σε ἐγὼ λέγω, πρὶν ἂν τελευτήσαντα καλῶς τὸν αἰῶνα πύθωμαι. οὐ γάρ τοι ὁ μέγα πλούσιος μᾶλλον τοῦ ἐπ' ἡμέρην ἔχοντος ὀλβιώτερός ἐστι, εἰ μή οἱ τύχη ἐπίσποιτο, πάντα καλὰ ἔχοντα τελευτῆσαι εὖ τὸν βίον. πολλοὶ μὲν γὰρ ζάπλουτοι ἀνθρώπων, ἀνόλβιοί εἰσι· πολλοὶ δὲ μετρίως ἔχοντες βίου, εὐτυχέες.

(C) Μετὰ δὲ ταῦτα (οὐ γὰρ δὴ ὁ Ἀλυάττης ἐξεδίδου τοὺς Σκύθας ἐξαιτέοντι Κυαξάρεϊ,) πόλεμος τοῖσι Λυδοῖσι καὶ τοῖσι Μήδοισι ἐγεγόνεε ἐπ' ἔτεα πέντε· ἐν τοῖσι πολλάκις μὲν οἱ Μῆδοι τοὺς Λυδοὺς ἐνίκησαν, πολλάκις δὲ οἱ Λυδοὶ τοὺς Μήδους· ἐν δὲ, καὶ νυκτομαχίην τινὰ ἐποιήσαντο. διαφέρουσι δέ σφι ἐπὶ ἴσης τὸν πόλεμον, τῷ ἕκτῳ ἔτεϊ συμβολῆς γενομένης, συνήνεικε ὥστε τῆς μάχης συνεστεώσης τὴν ἡμέρην ἐξαπίνης νύκτα γενέσθαι. τὴν δὲ μεταλλαγὴν ταύτην τῆς ἡμέρης Θαλῆς ὁ Μιλήσιος τοῖσι Ἴωσι προηγόρευσε ἔσεσθαι, οὖρον προθέμενος ἐνιαυτὸν τοῦτον, ἐν ᾧ δὴ καὶ ἐγένετο ἡ μεταβολή. οἱ δὲ Λυδοί τε καὶ οἱ Μῆδοι

ἐπεί τε εἶδον νύκτα ἀντὶ ἡμέρης γινομένην, τῆς μάχης τε ἐπαύσαντο, καὶ μᾶλλόν τι ἔσπευσαν καὶ ἀμφότεροι εἰρήνην ἑωυτοῖσι γενέσθαι. οἱ δὲ συμβιβάσαντες αὐτοὺς ἦσαν οἵδε, Συέννεσίς τε ὁ Κίλιξ, καὶ Λαβύνητος ὁ Βαβυλώνιος· οὗτοί σφι καὶ τὸ ὅρκιον οἱ σπεύσαντες γενέσθαι ἦσαν, καὶ γάμων ἐπαλλαγὴν ἐποίησαν· Ἀλυάττεα γὰρ ἐγνωσαν δοῦναι τὴν θυγατέρα Ἀρύηνιν Ἀστυάγεϊ τῷ Κυαξάρεω παιδί. ἄνευ γὰρ ἀναγκαίης ἰσχυρῆς συμβάσιες ἰσχυραὶ οὐκ ἐθέλουσι συμμένειν. Ὅρκια δὲ ποιέεται ταῦτα τὰ ἔθνεα τά περ τε Ἕλληνες· καὶ πρὸς τούτοισι, ἐπεὰν τοὺς βραχίονας ἐπιτάμωνται ἐς τὴν ὁμοχροίην, τὸ αἷμα ἀναλείχουσι ἀλλήλων.

2. Explain the grammatical construction of the following extracts:—

(*a*) ἡ τε διαλλαγή σφι ἐγένετο, ἐπ' ᾧ τε ξείνους ἀλλήλοισι εἶναι.

(*b*) καὶ τῶν ἀδικημάτων τοῦτο ἄρξαι πρῶτον.

(*c*) ἄψατο νηοῦ Ἀθηναίης ἐπίκλησιν Ἀσσησίης.

(*d*) αἱ δὲ Ἀργεῖαι ἐμακάριζον τὴν μητέρα οἵων τέκνων ἐκύρησε.

(*e*) οὗτος παρ' ἐμοὶ τὸ οὔνομα τοῦτο δίκαιός ἐστι φέρεσθαι.

(*f*) ἐδεετο τοῦ δήμου φυλακῆς τινὸς πρὸς αὐτοῦ κυρῆσαι.

3. Explain the derivation and meaning of the following words:—

ἐξίτηλα. ἀπλετον. κρητῆρες. Εὔξεινον. ἁδρός. σιτοδηίην. κολλητόν. ναυπηγίην. ἐμβόλιμοι. ζάπλουτοι. ὄλβιος. εὐτυχής. ἄπηρος.

4. (*a*) Parse the following verbs, and point out particularly their component parts:—ἐβουλέατο. ἧϊα. ἐπιέσται. ἐνένωτο. διέδεξε. περίεσπε. ἐπάσαντο. διεσκέδασε. ἠντιοῦτο. ἐσχίσθη. ἐρέων. ἀπελόμενοι.

(*b*) Give the Present, Future, Perfect and Aorist of:—ἀνεύρηται. ἀνέγνωσε. ἀπικόμενος. συνέχωσα. ἐπυνθάνετο. ἐπεπτώκεσαν.

5. (*a*) What words in the Attic dialect correspond to:—ὦν. ἐών. κώς. κεινῆσι. μετεξέτεροι. ὁδμή. λογοῖο. τεῦ. πλεῦνας.

(*b*) Give the Ionic forms of:—ἑαυτῶν. πρᾶγμα. στρατεία. ὅρος. ἐδειξε. ἐδέχοντο. ἱερόν.

(*c*) Give the force of the particles:—καὶ δὴ καί. γὰρ δή. οὕτω δή. μέντοι. ἀλλὰ γάρ. ἔνθα δή.

(*d*) Translate and explain each of the readings:—χαλκὸν δ'ἐπιέσται and χαλκὸς δ'ἐπιέσται, and show why the former should be preferred.

6. (*a*) State the general rules for the accentuation of nouns and verbs.

(*b*) Decline the following nouns, accentuating them:—νόσος. ὄνομα. πρᾶγμα. οἶκος. ἀδελφός.

(*c*) Accentuate the following verbs:—ἀφικνειται. δυνησει. χρησθαι. οἰκουντας. διηλθον. ἐποιουν.

7. (*a*) What consonants are called *mutes*, and how are they divided into *smooth*, *middle*, and *rough*? When is a syllable called *pure*?

(*b*) Give the *Genitive Singular* (in all genders) of the following pronouns:—ἐγώ, αὐτός, ἐκεῖνος, οὗτος, τίς, ὅς, and ὅστις.

(*c*) Translate ἔλαθεν ἑαυτὸν σοφὸς ὤν, and explain the use of the Participle. Mention any other Verbs which take a Participle in a similar way.

8. State the principal rules for the construction of hypothetical sentences with εἰ and ἄν. Give examples.

McGILL UNIVERSITY, MONTREAL.

INTERMEDIATE EXAMINATION, 1866.

FRIDAY, APRIL 13TH:—9 A.M. TO 1 P.M.

GREEK.—ISOCRATES.—THE PANEGYRICUS.

Examiner, ...REV. GEORGE CORNISH, M.A.

1. Translate:—

(A) Πρῶτον μὲν τοίνυν, οὐ πρῶτον ἡ φυσις ἡμῶν ἐδεήθη, διὰ τῆς πόλεως τῆς ἡμετέρας ἐπορίσθη· καὶ γὰρ εἰ μυθώδης ὁ λόγος γέγονεν, ὅμως αὐτῷ καὶ νῦν ῥηθῆναι προσήκει. Δήμητρος γὰρ ἀφικομένης εἰς τὴν χώραν, ὅτ' ἐπλανήθη τῆς Κόρης ἁρπασθείσης, καὶ πρὸς τοὺς προγόνους ἡμῶν εὐμενῶς διατεθείσης ἐκ τῶν εὐεργεσιῶν, ἃς οὐχ οἷόν τ' ἄλλοις ἢ τοῖς μεμυημένοις ἀκούειν, καὶ δούσης δωρεὰς διττάς, αἵπερ μέγισται τυγχάνουσιν οὖσαι, τούς τε καρποὺς, οἳ τοῦ μὴ θηριωδῶς ζῆν ἡμᾶς αἴτιοι γεγόνασι, καὶ τὴν τελετὴν, ἧς οἱ μετασχόντες περί τε τῆς τοῦ βίου τελευτῆς καὶ τοῦ σύμπαντος αἰῶνος ἡδίους τὰς ἐλπίδας ἐχουσιν, οὕτως ἡ πόλις ἡμῶν οὐ μόνον θεοφιλῶς ἀλλὰ καὶ φιλανθρώπως ἔσχεν, ὥστε κυρία γενομένη τοσούτων ἀγαθῶν οὐκ ἐφθόνησε τοῖς ἄλλοις, ἀλλ' ὧν ἔλαβεν ἅπασι μετέδωκεν. καὶ τὰ μὲν ἔτι καὶ νῦν καθ' ἕκαστον τὸν ἐνιαυτὸν δείκνυμεν, τῶν δὲ συλλήβδην τάς τε χρείας καὶ τὰς ἐργασίας καὶ τὰς ὠφελείας τὰς ἀπ' αὐτῶν γιγνομένας ἐδίδαξεν. καὶ τούτοις ἀπιστεῖν μικρῶν ἔτι προστεθέντων οὐδεὶς ἂν ἀξιώσειεν.

(B) Καίτοι πῶς ἂν ἐκείνων ἀνδρες ἀμείνους ἢ μᾶλλον φιλέλληνες ὄντες ἐπιδειχθεῖεν, οἵτινες ἐτλησαν ἐπιδεῖν ὥστε μὴ τοῖς λοιποῖς αἴτιοι γενέσθαι τῆς δουλείας, ἐρήμην μὲν τὴν πόλιν γενομένην, τὴν δὲ χώραν πορθουμένην, ἱερὰ δὲ συλώμενα καὶ νεὼς ἐμπιπραμένους, ἅπαντα δὲ τὸν πόλεμον περὶ τὴν πατρίδα τὴν αὐτῶν γιγνόμενον; καὶ μηδὲ ταῦτ' ἀπέχρησεν αὐτοῖς, ἀλλὰ πρὸς χιλίας καὶ διακοσίας τριήρεις μόνοι διανανμαχεῖν ἐμελέτησαν. οὐ μὴν εἰάθησαν· καταισχυνθέντες γὰρ Πελοποννήσιοι τὴν ἀρετὴν αὐτῶν, καὶ νομίσαντες προδιαφθαρέντων μὲν τῶν ἡμετέρων οὐδ' αὐτοὶ σωθήσεσθαι, κατορθωσάντων δ' εἰς ἀτιμίαν τὰς αὐτῶν πόλεις καταστήσειν, ἠναγκάσθησαν μετασχεῖν τῶν κινδύνων. καὶ τοὺς μὲν θορύβους τοὺς ἐν τῷ πράγματι γενομένους καὶ τὰς κραυγὰς καὶ τὰς παρακελεύσεις, ἃ κοινὰ πάντων ἐστὶ τῶν ναυμαχούντων, οὐκ οἶδ' ὅ τι δεῖ λέγοντα διατρίβειν· ἃ δ' ἐστὶν ἴδια καὶ τῆς ἡγεμονίας ἄξια καὶ τοῖς προειρημένοις ὁμολογούμενα, ταῦτα δ' ἐμὸν ἔργον ἐστὶν εἰπεῖν.

(C) Ἔχω δὲ καὶ περὶ τῶν πολιτῶν τῶν ἡμετέρων τοιαῦτα διελθεῖν. καὶ γὰρ οὗτοι πρὸς μὲν τοὺς ἄλλους, ὅσοις πεπολεμήκασιν, ἅμα διαλλάττονται καὶ τῆς ἔχθρας τῆς γεγενημένης ἐπιλανθάνονται, τοῖς δ' ἠπειρώταις οὐδ' ὅταν εὖ πάσχωσι χάριν ἴσασιν· οὕτως ἀείμνηστον τὴν ὀργὴν πρὸς αὐτοὺς ἔχουσιν. καὶ πολλῶν μὲν οἱ πατέρες ἡμῶν μηδισμοῦ θάνατον κατέγνωσαν, ἐν δὲ τοῖς συλλόγοις ἔτι καὶ νῦν ἀρὰς ποιοῦνται, πρὶν ἄλλο τι χρηματίζειν, εἴ τις ἐπικηρυκεύεται Πέρσαις τῶν πολιτῶν· Εὐμολπίδαι δὲ καὶ Κήρυκες ἐν τῇ τελετῇ τῶν μυστηρίων διὰ τὸ τούτων μῖσος καὶ τοῖς ἄλλοις βαρβάροις εἴργεσθαι τῶν ἱερῶν ὥσπερ τοῖς ἀνδροφόνοις προαγορεύουσιν. οὕτω δὲ φύσει πολεμικῶς πρὸς αὐτοὺς ἔχομεν, ὥστε καὶ τῶν μύθων ἥδιστα συνδιατρίβομεν τοῖς Τρωϊκοῖς καὶ Περσικοῖς, δι' ὧν ἔστι πυνθάνεσθαι τὰς ἐκείνων συμφοράς. εὕροι δ' ἂν τις ἐκ μὲν τοῦ πολέμου τοῦ πρὸς τοὺς βαρβάρους ὕμνους πεποιημένους, ἐκ δὲ τοῦ πρὸς τοὺς Ἕλληνας

θρήνους ἡμῖν γεγενημένους, καὶ τοὺς μὲν ἐν ταῖς ἑορταῖς ᾀδομένους, τοὺς δ' ἐπὶ ταῖς συμφοραῖς ἡμᾶς μεμνημένους.

2. Explain the grammatical construction of the following extracts and point out any peculiarities that occur:—

(*a*) ἐλπίζων τοσοῦτον διοίσειν ὥστε τοῖς ἄλλοις μηδὲν δοκεῖν εἰρῆσθαι περὶ αὐτῶν.

(*b*) τινὲς ἐπιτιμῶσι τῶν λόγων τοῖς ὑπὲρ τοὺς ἰδιώτας ἔχουσι.

(*c*) ἀλλὰ τῶν αὐτῶν τοῖς ἐκ τῶν θεῶν γεγονόσι ἀξιωθειεν.

(*d*) οἱ δὲ ἠπείχθησαν φθῆναι συμβαλόντες πρὶν ἐλθεῖν τοὺς βοηθήσοντας.

(*e*) πίστιν δεδωκότων ὑπὲρ τοῦ μὴ τῶν ἀλλοτρίων ἐπιθυμεῖν.

(*f*) τοσαῦται τὸ πλῆθος πόλεις.

3. Give the force and meaning of the prepositions in the following:—(1) ὑπὲρ τοὺς ἰδιώτας. (2) ὑπὲρ ἐμαυτοῦ θρασυνάμενος. (3) ἐφ' ἑκατέρας ἠπείρου πόλεις. (4) ἐπὶ δουλείᾳ * * Ἑλλήνων τὸν βάρβαρον θεραπεύοντες. (5) ἐπὶ τάδε Φασήλιδος. (6) πρὸς ἀργύριον εὐδαιμονίαν ἔκρινον. (7) καθ' ὅλης τῆς Ἑλλάδος ἐστήκασιν.

4. (*a*) State the primary signification of the verb ἡγεῖσθαι, and its difference of meaning when construed with the Genitive and Dative, respectively.

(*b*) State the difference in meaning of ὥστε with the Infinitive and with the Indicative.

(*c*) Give the difference between οὐ and μή.

(*d*) Explain the force and usage of οὐ μή.

5. Parse the following verbs and point out their component parts:—διοίσειν. ἐνθυμηθῆναι. διατριφθέντος. προειρήσθω. διειλήφασιν. διενεγκοῦσι. κατέδειξε. συνειδυῖα. φθήσονται. καταγνῶναι.

6. Give the composition and derivation of the following words:—προὐργαίτερον. πανηγύρεις. ὑπογυίου. δυσπείστως. μιγάδες. γνησίως. ἀχρήστως. ἀνυποστάτων. λυμεῶνες. καταποντισταί. ἀργυρωνήτων. ἀριστίνδην.

7. Write short explanatory notes on the following words and expressions, illustrative of the historical, political, or social facts to which they allude:—πανηγύρεις. σοφιστῶν. γνησίως γεγόναμεν. αὐτόχθονες ὄντες. ἐκ τῶν ἱκετειῶν. τοῖς καλοῖς κἀγαθοῖς. τῶν δεκαρχιῶν. περιοίκους.

8. Explain briefly the legendary and historical allusions of extracts (A) and (B).

9. (*a*) Decline the following words:—λέων, ἱστάς, εἷς, οὗτος, and μέγας.

(*b*) Give the comparative of ἡδύς, μέγας, πολύς, and ἄξιος.

(*c*) How are the Aorist and Future *Passive* and *Middle* respectively formed?

(*d*) Name the *primary* and *secondary* Tenses.

10. (*a*) Write a sketch of the life of Isocrates.

(*b*) Point out the leading characteristics, grammatical and rhetorical, of his style.

(*c*) State what you know respecting his other writings.

(*d*) State briefly the argument of the Panegyricus, and give its proximate date.

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1866.

FRIDAY, APRIL 13TH:—9 TO 1 P.M.

GREEK.—SOPHOCLES.—PHILOCTETES.

THIRD YEAR.

Examiner,.....REV. GEORGE CORNISH, M.A.

1. Translate:—

(A) ΟΔ. ἐσθλοῦ πατρὸς παῖ, καὐτὸς ὢν νέος ποτὲ
γλῶσσαν μὲν ἀργὸν, χεῖρα δ' εἶχον ἐργάτιν·
νῦν δ' εἰς ἔλεγχον ἐξιὼν ὁρῶ βροτοῖς
τὴν γλῶσσαν, οὐχὶ τἄργα, πάνθ' ἡγουμένην.
ΝΕ. τί οὖν μ' ἄνωγας ἄλλο πλὴν ψευδῆ λέγειν;
ΟΔ. λέγω σ' ἐγὼ δόλῳ Φιλοκτήτην λαβεῖν.
ΝΕ. τί δ' ἐν δόλῳ δεῖ μᾶλλον ἢ πείσαντ' ἄγειν;
ΟΔ. οὐ μὴ πίθηται· πρὸς βίαν δ' οὐκ ἂν λάβοις.
ΝΕ. οὕτως ἔχει τι δεινὸν ἰσχύος θράσος;
ΟΔ. ἰοὺς ἀφύκτους καὶ προπέμποντας φόνον.
ΝΕ. οὐκ ἄρ' ἐκείνῳ γ' οὐδὲ προσμῖξαι θρασύ;
ΟΔ. οὔ, μὴ δόλῳ λαβόντα γ', ὡς ἐγὼ λέγω.
ΝΕ. οὐκ αἰσχρὸν ἡγεῖ δῆτα τὸ ψευδῆ λέγειν;
ΟΔ. οὐκ, εἰ τὸ σωθῆναί γε τὸ ψεῦδος φέρει.
ΝΕ. πῶς οὖν βλέπων τις ταῦτα τολμήσει λαλεῖν;
ΟΔ. ὅταν τι ὀρᾷς ἐς κέρδος, οὐκ ὀκνεῖν πρέπει.
ΝΕ. κέρδος δ' ἐμοὶ τί τοῦτον ἐς Τροίαν μολεῖν;
ΟΔ. αἱρεῖ τὰ τόξα ταῦτα τὴν Τροίαν μόνα.
ΝΕ. οὐκ ἄρ' ὁ πέρσων, ὡς ἐφάσκετ', εἶμ' ἐγώ;
ΟΔ. οὔτ' ἂν σὺ κείνων χωρὶς οὔτ' ἐκεῖνα σοῦ.
ΝΕ. θηρατέ' οὖν γίγνοιτ' ἄν, εἴπερ ὧδ' ἔχει.
ΟΔ. ὡς τοῦτό γ' ἔρξας δύο φέρει δωρήματα.
ΝΕ. ποίω; μαθὼν γὰρ οὐκ ἂν ἀρνοίμην τὸ δρᾶν.
ΟΔ. σοφός τ' ἂν αὐτὸς κἀγαθὸς κεκλῇ' ἅμα.
ΝΕ. ἴτω· ποιήσω, πᾶσαν αἰσχύνην ἀφείς.
ΟΔ. ἦ μνημονεύεις οὖν ἃ σοι παρῄνεσα;
ΝΕ. σάφ' ἴσθ', ἐπείπερ εἰσάπαξ συνήνεσα.

(N.B.—Be careful to give the force of the various particles used in the dialogue of extract A).

(B) ΕΜ. ἐγώ σε τοῦτ', ἴσως γὰρ οὐκ ἀκήκοας,
πᾶν ἐκδιδάξω. μάντις ἦν τις εὐγενὴς,
Πριάμου μὲν υἱὸς, ὄνομα δ' ὠνομάζετο
Ἕλενος, ὃν οὗτος νυκτὸς ἐξελθὼν μόνος,
ὁ πάντ' ἀκούων αἰσχρὰ καὶ λωβήτ' ἔπη
δόλιος Ὀδυσσεὺς εἷλε, δέσμιόν τ' ἄγων
ἔδειξ' Ἀχαιοῖς ἐς μέσον, θήραν καλήν·
ὃς δὴ τά τ' ἄλλ' αὐτοῖσι πάντ' ἐθέσπισεν
καὶ τἀπὶ Τροίᾳ πέργαμ' ὡς οὐ μή ποτε

πέρσοιεν, εἰ μὴ τόνδε πείσαντες λόγῳ
ἄγοιντο νήσου τῆσδ' ἐφ' ἧς ναίει τανῦν.
καὶ ταῦθ' ὅπως ἤκουσ' ὁ Λαέρτου τόκος
τὸν μάντιν εἰπόντ', εὐθέως ὑπέσχετο
τὸν ἄνδρ' Ἀχαιοῖς τόνδε δηλώσειν ἄγων·
οἵοιτο μὲν μάλισθ' ἑκούσιον λαβών,
εἰ μὴ θέλοι δ', ἄκοντα· καὶ τούτων κάρα
τέμνειν ἐφεῖτο τῷ θέλοντι μὴ τυχών.

(C) ΧΟ. Ὑπν' ὀδύνας ἀδαὴς, Ὕπνε δ' ἀλγέων, στρ.
εὐαδὲς ἡμῖν ἔλθοις,
εὐαίων εὐαίων, ὄναξ·
ὄμμασι δ' ἀντίσχοις
τάνδ' αἴγλαν, ἃ τέταται τανῦν.
ἴθ' ἴθι μοι παιήων.
ὦ τέκνον, ὅρα ποῦ στάσει,
ποῖ δὲ βάσει, πῶς δέ μοι τἀντεῦθεν
φροντίδος. ὁρᾷς ἤδη.
πρὸς τί μένομεν πράσσειν;
καιρός τοι πάντων γνώμαν ἴσχων
πολὺ παρὰ πόδα κράτος * * * ἄρνυται.

ΝΕ. ἀλλ' ὅδε μὲν κλύει οὐδὲν, ἐγὼ δ' ὁρῶ οὔνεκα θήραν
τήνδ' ἀλίως ἔχομεν τόξων, δίχα τοῦδε πλέοντες.
τοῦδε γὰρ ὁ στέφανος, τοῦτον θεὸς εἶπε κομίζειν.
κομπεῖν δ' ἔστ' ἀτελῆ σὺν ψεύδεσιν αἰσχρὸν ὄνειδος.

ΧΟ. ἀλλὰ, τέκνον, τάδε μὲν θεὸς ὄψεται· ἀντ.
ὧν δ' ἂν ἀμείβῃ μ' αὖθις,
βαιάν μοι, βαιὰν, ὦ τέκνον,
πέμπε λόγων φάμαν·
ὡς πάντων ἐν νόσῳ εὐδρακὴς
ὕπνος ἀϋπνος λεύσσειν.
ἀλλ' ὅτι δύνᾳ μάκιστον,
κεῖνό μοι, κεῖνο λάθρα
ἐξιδοῦ, ὅ τι πράξεις.
οἶσθα γὰρ ὃν αὐδῶμαι,
εἰ ταύταν τούτῳ γνώμαν ἴσχεις,
μάλα τοι ἄπορα πυκινοῖς ἐνιδεῖν πάθη.
οὗρός τοι, τέκνον, οὗρος· ἐπωδ.
ἀνὴρ δ' ἀνόμματος, οὐδ' ἔχων ἀρωγὰν,
ἐκτέταται νύχιος,
ἀλεὴς ὕπνος ἐσθλὸς,
οὐ χερὸς, οὐ ποδὸς, οὔ τινος ἄρχων,
ἀλλ' ὥς τίς τ' Ἀΐδᾳ πορακείμενος
ὁρᾷ. βλέπ' εἰ καίρια φθέγγει·
τὸ δ' ἁλώσιμον ἁμᾷ
φροντίδι, παῖ, πόνος
ὁ μὴ φοβῶν κράτιστος.

2. (*a*) Give an outline of the plot of the *Philocteles* and of the legend upon which the Drama is founded.

(*b*) Point out the peculiar excellences and superiority of Sophocles' style, method of treatment in the development of his plot and characters, and poetic spirit, as compared with Euripides.

3. Write critical and explanatory notes on the following, and point out any that have received different, and what, interpretations :—

(*a*) *οὐκ εἶ μεθεὶς τὰ τόξα ταῦτ' ἐμοὶ πάλιν;*
(*b*) *νῦν δ' ἄλλοις σε δοὺς οἴ' εἰκὸς ἔκπλει.*
(*c*) *θανὼν παρέξω δαῖθ' ὑφ' ὧν ἐφερβόμην.*
(*d*) *ὦ πῦρ σύ, καὶ πᾶν δεῖμα.*
(*e*) *τὸ ἐλπίδων ἄπιστον οἰκούρημα.*
(*f*) *ὄμμασι δ' ἀντίσχοις τάνδ' αἴγλαν, ἃ τέταται τὰ νῦν.*
(*g*) *τὰ τῶν διακόνων.*

4. Explain the grammatical construction of the following extracts :—

(*a*) *οὔτε λοιβῆς ἡμῖν οὔτε θυμάτων παρῆν ἐκήλοις προσθιγεῖν.*
(*b*) *ἐπὶ φορβῆς νόστον ἐξελήλυθεν.*
(*c*) *οὐκ ἠξίωσαν τῶν ὅπλων ἐλθόντι δοῦναι κυρίως αἰτουμένῳ.*
(*d*) *ἡ ὁδὸς πορευτέα.—πειστέον τάδε.*
(*e*) *ἀλλ' ἐνθάδ' ἤδη τοῦδε τοῦ πάθους κυρῶ.*
(*f*) *ὄνομα ὠνομάζετο Ἕλενος.*

5. Give the meaning and etymology of the following words :—*ῥύσιον. καταῤῥῶγες. προστρόπαιον. δεῖμα. εὐδρακής. νύχιος. ἁλίως. ἀτελῆ. ἀπόπληκτος. ἄμπυκα. δρομάδα. νώδυνον.*

6. Give the exact meaning and force of the propositions in the following expressions :—*ἐξ ἀμφοῖν. ἐν λιταῖς. ἐξ ἑνὸς ποδός. πρὸς βίαν. ὑπ' ἀνάγκας. πρὸς τὸ καίριον. ἐξ οὐδενὸς λόγου. ἔξω τοῦ φυτεύσαντος. παρ' ἐλπίδα.*

7. (*a*) Explain the formation and give the equivalents of the following :—*χώ. κἄτα. ἀνήρ. θἄτερα. ταὐτῷ. ἐγᾦμαι. προὔργου. ἐμοὐστι.*

(*b*) What change takes place in the accentuation of dissyllabic prepositions when placed after the nouns they govern? Give instances.

(*c*) How are verbals in *-τεος* formed? Show the grammatical constructions they take. To what do they correspond in Latin?

8. (*a*) Give the name and scheme of the metre of ext. (A). (*b*) Scan the first four vss. of (A).

9. (*a*) Accent the following Nouns :—*θαλασσαν, θαλασσαι, θαλασσων* (from *θάλασσα*) ; *αἰωνος, αἰωνων* (from *αἰών*) ; and the following Verbs :—*ἐβουλενον, βουλευωσιν, λιπειν, λιπεσθαι, λιπων.*

(*b*) Translate *φοβοῦμαι μὴ τοῦτο ποιῇ*, and *φοβοῦμαι μὴ τοῦτο ποιεῖ*, and explain the difference in meaning.

McGILL UNIVERSITY, MONTREAL.

B.A. ORDINARY EXAMINATIONS, 1866.

FRIDAY, APRIL 13TH:—9 A.M. TO 1 P.M.

GREEK.— { PLATO.—THE PHAEDO. / SOPHOCLES.—PHILOCTETES.

Examiner,.....REV. GEORGE CORNISH, M.A.

1. Translate:—

(A) Εἰπόντος δὴ τοῦ Σωκράτους ταῦτα ὑπολαβὼν ὁ Κέβης ἔφη· Ὦ Σώκρατες, τὰ μὲν ἄλλα ἐμοιγε δοκεῖ καλῶς λέγεσθαι, τὰ δὲ περὶ τῆς ψυχῆς πολλὴν ἀπιστίαν παρέχει τοῖς ἀνθρώποις, μὴ ἐπειδὰν ἀπαλλαγῇ τοῦ σώματος οὐδαμοῦ ἔτι ᾖ, ἀλλ' ἐκείνῃ τῇ ἡμέρᾳ διαφθείρηταί τε καὶ ἀπολλύηται, ἢ ἂν ὁ ἄνθρωπος ἀποθάνῃ, εὐθὺς ἀπαλλαττομένη τοῦ σώματος, καὶ ἐκβαίνουσα ὥσπερ πνεῦμα ἢ καπνὸς διασκεδασθεῖσα οἰχηται διαπτομένη καὶ οὐδὲν ἔτι οὐδαμοῦ ᾖ. ἐπεί, εἴπερ εἴη που αὐτὴ καθ' αὑτὴν ξυνηθροισμένη καὶ ἀπηλλαγμένη τούτων τῶν κακῶν ὧν σὺ νῦν δὴ διῆλθες, πολλὴ ἂν ἐλπὶς εἴη καὶ καλή, ὦ Σώκρατες, ὡς ἀληθῆ ἐστὶν ἃ σὺ λέγεις· ἀλλὰ τοῦτο δὴ ἴσως οὐκ ὀλίγης παραμυθίας δεῖται καὶ πίστεως, ὡς ἔστι τε ἡ ψυχὴ ἀποθανόντος τοῦ ἀνθρώπου καί τινα δύναμιν ἔχει καὶ φρόνησιν. Ἀληθῆ, ἔφη, λέγεις, ὁ Σωκράτης, ὦ Κέβης· ἀλλὰ τί δὴ ποιῶμεν; ἢ περὶ αὐτῶν τούτων βούλει διαμυθολογῶμεν, εἴτε εἰκὸς οὕτως ἔχειν εἴτε μή; Ἔγωγ' οὖν, ἔφη ὁ Κέβης, ἡδέως ἂν ἀκούσαιμι, ἥντινα δόξαν ἔχεις περὶ αὐτῶν. Οὐκουν γ' ἂν οἶμαι, ἦ δ' ὃς ὁ Σωκράτης, εἰπεῖν τινὰ νῦν ἀκούσαντα, οὐδ' εἰ κωμῳδιοποιὸς εἴη, ὡς ἀδολεσχῶ καὶ οὐ περὶ προσηκόντων τοὺς λόγους ποιοῦμαι. εἰ οὖν δοκεῖ, χρὴ διασκοπεῖσθαι.

(B) Αἰσθάνει οὖν, ἦ δ' ὃς, ὅτι ταῦτά σοι ξυμβαίνει λέγειν, ὅταν φῂς μὲν εἶναι τὴν ψυχὴν πρὶν καὶ εἰς ἀνθρώπου εἰδός τε καὶ σῶμα ἀφικέσθαι, εἶναι δ' αὐτὴν ξυγκειμένην ἐκ τῶν οὐδέπω ὄντων; οὐ γὰρ δὴ ἁρμονία γέ σοι τοιοῦτόν ἐστιν ᾧ ἀπεικάζεις, ἀλλὰ πρότερον καὶ ἡ λύρα καὶ αἱ χορδαὶ καὶ οἱ φθόγγοι ἔτι ἀνάρμοστοι ὄντες γίγνονται, τελευταῖον δὲ πάντων ξυνίσταται ἡ ἁρμονία καὶ πρῶτον ἀπόλλυται. οὕτος οὖν σοι ὁ λόγος ἐκείνῳ πῶς ξυνᾴσεται; Οὐδαμῶς, ἔφη ὁ Σιμμίας. Καὶ μήν, ἦ δ' ὃς, πρέπει γε, εἴπερ τῳ ἄλλῳ λόγῳ, ξυνῳδῷ εἶναι καὶ τῷ περὶ ἁρμονίας. Πρέπει γάρ, ἔφη ὁ Σιμμίας. Οὗτος τοίνυν, ἔφη, σοὶ οὐ ξυνῳδός, ἀλλ' ὅρα· πότερον αἱρεῖ τῶν λόγων, τὴν μάθησιν ἀνάμνησιν εἶναι ἢ ψυχὴν ἁρμονίαν; Πολὺ μᾶλλον, ἔφη, ἐκεῖνον, ὦ Σώκρατες. ὁδε μὲν γάρ μοι γέγονεν ἄνευ ἀποδείξεως μετὰ εἰκότος τινὸς καὶ εὐπρεπείας, ὅθεν καὶ τοῖς πολλοῖς δοκεῖ ἀνθρώποις· ἐγὼ δὲ τοῖς διὰ τῶν εἰκότων τὰς ἀποδείξεις ποιουμένοις λόγοις ξύνοιδα οὖσιν ἀλαζόσι, καὶ ἂν τις αὐτοὺς μὴ φυλάττηται, εὖ μάλα ἐξαπατῶσι, καὶ ἐν γεωμετρίᾳ καὶ ἐν τοῖς ἄλλοις ἅπασιν. ὁ δὲ περὶ τῆς ἀναμνήσεως καὶ μαθήσεως λόγος δι' ὑποθέσεως ἀξίας ἀποδέξασθαι εἴρηται. ἐρρήθη γάρ που οὕτως ἡμῶν εἶναι ἡ ψυχὴ καὶ πρὶν εἰς σῶμα ἀφικέσθαι, ὥσπερ αὐτῆς ἐστιν ἡ οὐσία ἔχουσα τὴν ἐπωνυμίαν τὴν τοῦ ὃ ἐστιν. ἐγὼ δὲ ταύτην, ὡς ἐμαυτὸν πείθω, ἱκανῶς τε καὶ ὀρθῶς ἀποδέδεγμαι. ἀνάγκη οὖν μοι, ὡς ἔοικε, διὰ ταῦτα μήτε ἐμαυτοῦ μήτε ἄλλου ἀποδέχεσθαι λέγοντος ὡς ψυχή ἐστιν ἁρμονία.

2. (a) Οὐκοῦν αὖ ὡμολογήσαμεν ἐν τοῖς ἔμπροσθεν μήποτ' ἂν αὐτὴν ἁρμονίαν γε οὖσαν ἐνάντια ᾄδειν οἷς ἐπιτείνοιτο καὶ χαλῷτο καὶ πάλλοιτο καὶ ἄλλο ὁτιοῦν πάθος πάσχοι ἐκεῖνα ἐξ ὧν τυγχάνει οὖσα, ἀλλ' ἕπεσθαι ἐκείνοις καὶ οὐποτ' ἂν ἐναντιοῦσθαι αὐτοῖς, ἀλλὰ μουσικὴ ἂν εἴη καὶ ἐμμελὴς ἀεὶ ἐκείνοις ἃ ἂν ἐκεῖνα ἄρχῃ, καὶ ἐπιτρέψειν τοῖς πάθεσιν ἃ ἂν ἐκεῖνα ἐπιτρέπῃ, ἵνα μὴ ἀνάρμοστοι ὦμεν, ἀλλὰ ἐμμελεῖς, ἐπειδὴ ἁρμονία ἐσμέν; Ἔγωγε, ἔφη ὁ Κέβης, ἔμοιγε δοκεῖ οὕτως ἀνάγκη εἶναι. Ἀλλὰ μὴν ἔγωγε ἑώρακα ὅτι οὐδὲν τοιοῦτον ἐπιτρέπει οὐδὲ ἕπεται ἡ ἁρμονία τοῖς ἐξ ὧν ἂν συντεθῇ, ἀλλὰ μουσικώτατον ὂν τὸ θεῖον ἐπιτρέπει τῷ ἄρχοντι

Translate the above extract, and explain the construction of *οἷς ἐπιτείνοιτο κ.τ.λ.*

(*b*) Explain the grammatical peculiarities of the following sentences :—

(1) *οὐδέν μοι ἐλεεινὸν εἰσήει ὡς εἰκὸς ἂν ὀΐξειεν εἶναι παρόντι πένθει.*

(2) *εἰ μὴ ἐτύγχανεν αὐτοῖς ἐπιστήμη ἐνοῦσα οὐκ ἂν οἷοί τε ἦσαν τοῦτο ποιήσειν.*

(3) *ἔλαθον ἐμαυτὸν οὐδὲν εἰπών.*

(4) *οἱ ἀφικομένῃ τῇ ψυχῇ ὑπάρχει εὐδαίμονι εἶναι—τὸν λοιπὸν χρόνον μετὰ τῶν θεῶν διάγουσα.*

(5) *πάντες οὖν ἀκούσαντες ἀηδῶς διετέθημεν—μὴ οὐδένος ἀξιοι εἶμεν κριταὶ ἢ καὶ τὰ πράγματα αὐτὰ ἄπιστα ᾖ.*

(6) *τὸ μὲν οὖν ἔχειν ὅτι λέγοι ἐκεῖνος ἴσως οὐδὲν ἄτοπον.*

3. (*a*) Explain and discuss the meaning of the following words :—

ὑπακούειν. ἀνευφημεῖν. ἀμύητος. τηνικάδε. αὐτίκα. ἀδολεσχεῖν. μορμολύκεια.

(*b*) Explain the force of the prepositions in :—

καταδαρθάνειν. ἀνεγείρεσθαι. διασκεδάννυσθαι. διαπνεῖσθαι. μεταχειρίζεσθαι. διαβλέπειν. ἀνατίθεμαι. ἐπεκδιηγήσασθαι.

4. Explain the allusions in the following expressions :—

(*a*) *καὶ μὴ ἀνακάμπτοι πάλιν ἐπὶ τὸ ἕτερον μηδὲ καμπὴν ποιοῖτο.*

(*b*) *οἶσθ' ὅτι τελευτῶντα πάντ' ἂν λῆρον τὸν Ἐνδυμίωνα ἀποδείξειε καὶ οὐδαμοῦ ἂν φαίνοιτο.*

(*c*) *Πρὸς δύο λέγεται οὐδ' ὁ Ἡρακλῆς οἷός τε εἶναι. Ἀλλὰ καὶ ἐμὲ ἔφη τὸν Ἰόλεων παρακάλει ἕως ἔτι φῶς ἐστίν.*

(*d*) *τὰ μὲν Ἁρμονίας ἡμῖν τῆς Θηβαϊκῆς ἴλεά πως ὡς ἔοικε μετρίως γέγονε.*

(*e*) *Ἡμεῖς δὲ Ὁμηρικῶς ἐγγὺς ἴοντες πειρώμεθα εἰ ἄρα τι λέγεις.*

(*f*) *ἔοικα ξυγγραφικῶς ἐρεῖν.*

(*g*) *ἀλλὰ μέντοι, ὦ Σιμμία, οὐχ ἡ Γλαύκου γέ μοι τέχνη δοκεῖ εἶναι διηγήσασθαι ἃ γ' ἐστίν.*

5. Translate :—

(C) ΦΙ. *ἔχοντες, ὡς ἔοικε, σύμβολον σαφὲς*
λύπης πρὸς ἡμᾶς, ὦ ξένοι, πεπλεύκατε,
καί μοι προσᾴδεθ' ὥστε γιγνώσκειν ὅτι
ταῦτ' ἐξ Ἀτρειδῶν ἔργα κἀξ Ὀδυσσέως.
ἔξοιδα γάρ νιν παντὸς ἂν λόγου κακοῦ
γλώσσῃ θιγόντα καὶ πανουργίας, ἀφ' ἧς
μηδὲν δίκαιον ἐς τέλος μέλλει ποιεῖν.
ἀλλ' οὔ τι τοῦτο θαῦμ' ἐμοιγ', ἀλλ' εἰ παρὼν
Αἴας ὁ μείζων ταῦθ' ὁρῶν ἠνείχετο.
ΝΕ. *οὐκ ἦν ἔτι ζῶν, ὦ ξέν'· οὐ γὰρ ἂν ποτε*
ζῶντός γ' ἐκείνου ταῦτ' ἐσυλήθην ἐγώ.
ΦΙ. *πῶς εἶπας ; ἀλλ' ἦ χοὗτος οἴχεται θανών ;*
ΝΕ. *ὡς μηκέτ' ὄντα κεῖνον ἐν φάει νόει.*
ΦΙ. *οἴμοι τάλας. ἀλλ' οὐχ ὁ Τυδέως γόνος,*
οὐδ' οὐμπολητὸς Σισύφου Λαερτίῳ,
οὐ μὴ θάνωσι· τοίσδε γὰρ μὴ ζῆν ἐδει.

ΝΕ. οὐ δῆτ'. ἐπίστω τοῦτό γ'· ἀλλὰ καὶ μέγα
θάλλοντές εἰσι νῦν ἐν 'Αργείων στρατῷ·
ΦΙ. τί δ' ὃς παλαιὸς κἀγαθὸς φίλος τ' ἐμὸς,
Νέστωρ ὁ Πύλιος ἔστιν; οὗτος γὰρ τά γε
κείνων κάκ' ἐξήρυξε, βουλεύων σοφά.
ΝΕ. κεῖνός γε πράσσει νῦν κακῶς, ἐπεὶ θανῶν
'Αντίλοχος αὐτῷ φροῦδος, ὃς παρῆν, γόνος.

(D) ΝΕ. οἴμοι, τί δράσω; μή ποτ' ὤφελον λιπεῖν
τὴν Σκῦρον· οὕτω τοῖς παροῦσιν ἄχθομαι.
ΦΙ. οὐκ εἶ κακὸς σύ· πρὸς κακῶν δ' ἀνδρῶν μαθὼν
ἔοικας ἥκειν αἰσχρά. νῦν δ' ἄλλοισι δοὺς
οἷ' εἰκὸς, ἔκπλει, τἀμά μοι μεθεὶς ὅπλα.
ΝΕ. τί δρῶμεν, ἄνδρες;
ΟΔ. ὦ κάκιστ' ἀνδρῶν, τί δρᾷς;
οὐκ εἶ μεθεὶς τὰ τόξα ταῦτ' ἐμοὶ πάλιν;
ΦΙ. οἴμοι, τίς ἀνήρ; ἆρ' 'Οδυσσέως κλύω;
ΟΔ. 'Οδυσσέως, σάφ' ἴσθ', ἐμοῦ γ', ὃν εἰσορᾷς.
ΦΙ. οἴμοι· πέπραμαι κἀπόλωλ'. ὃδ' ἦν ἄρα
ὁ ξυλλαβὼν με κἀπονοσφίσας ὅπλων.
ΟΔ. ἐγὼ, σάφ' ἴσθ', οὐκ ἄλλος· ὁμολογῶ τάδε.
ΦΙ. ἀπόδος, ἄφες μοι, παῖ, τὰ τόξα.
ΟΔ. τοῦτο μὲν,
οὐδ' ἢν θέλῃ, δράσει ποτ'· ἀλλὰ καὶ σὲ δεῖ
στείχειν ἅμ' αὐτοῖς, ἢ βίᾳ στελοῦσί σε.
ΦΙ. ἔμ', ὦ κακῶν κάκιστε καὶ τολμήστατε,
οἷδ' ἐκ βίας ἄξουσιν;
ΟΔ. ἢν μὴ πρῇς ἑκών.
ΦΙ. ὦ Λημνία χθὼν καὶ τὸ παγκρατὲς σέλας
'Ηφαιστότευκτον, ταῦτα δῆτ' ἀνασχετὰ,
εἰ μ' οὗτος ἐκ τῶν σῶν ἀπάξεται βίᾳ;
ΟΔ. Ζεὺς ἔσθ', ἵν' εἰδῇς, Ζεὺς, ὁ τῆσδε γῆς κρατῶν,
Ζεὺς, ᾧ δέδοκται ταῦθ'· ὑπηρετῶ δ' ἐγώ.

6. Write short notes on any words or expressions in extracts (C) and (D) that appear to you to need explanation.

7. (*a*) For *οὐμπολητὸς Σισύφου Λαερτίῳ*, Wunder reads *οὐμπολητὸς Σισύφου Λαερτίου*:—translate and explain his reading.

(*b*) *ἔχοντες σύμβολον σαφές*:—explain the allusion.

(*c*) Point out the instances of *Crasis* in (C) and (D) and resolve them into their equivalents.

8. (*a*) Give the grammatical construction of verses 3-4; 5-6; 22-23, in extract (C).

(*b*) Give the exact import of *οὐ μή*, and state the difference in meaning between *οὐ* and *μὴ* and *οὐ μή*, severally.

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1866.

MONDAY, APRIL 16TH:—9 A.M. TO 1 P.M.

LATIN.—{ VIRGIL.—ÆNEID, BOOK VI.
ECLOGUES, I. AND IV.

FIRST YEAR.

Examiner.....REV. GEORGE CORNISH, M.A.

1. Translate:—

(A) Ultima Cumæi venit iam carminis ætas;
Magnus ab integro sæclorum nascitur ordo.
Iam redit et Virgo; redeunt Saturnia regna;
Iam nova progenies cœlo demittitur alto.
Tu modo nascenti puero, quo ferrea primum
Desinet ac toto surget gens aurea mundo,
Casta fave Lucina: tuus iam regnat Apollo.
Teque adeo decus hoc ævi, te Consule, inibit,
Pollio; et incipient magni procedere menses.
Te duce, si qua manent, sceleris vestigia nostri
Irrita perpetua solvent formidine terras.
Ille deum vitam accipiet divisque videbit
Permixtos heroas et ipse videbitur illis,
Pacatumque reget patriis virtutibus orbem.
At tibi prima, puer, nullo munuscula cultu
Errantes ederas passim cum baccare tellus
Mixtaque ridenti colocasia fundet acantho.
Ipsæ lacte domum referent distenta capellæ
Ubera; nec magnos metuent armenta leones.
Ipsa tibi blandos fundent cunabula flores.
Occidet et serpens, et fallax herba veneni
Occidet; Assyrium vulgo nascetur amomum.

(B) Talibus ex adyto dictis Cumæa Sibylla
Horrendas canit ambages antroque remugit,
Obscuris vera involvens; ea frena furenti
Concutit, et stimulos sub pectore vertit Apollo.
Ut primum cessit furor et rabida ora quierunt,
Incipit Æneas heros: Non ulla laborum,
O virgo, nova mi facies inopinave surgit;
Omnia præcepi, atque animo mecum ante peregi.
Unum oro: Quando hic inferni ianua regis
Dicitur et tenebrosa palus Acheronte refuso,
Ire ad conspectum cari genitoris et ora
Contingat; doceas iter et sacra ostia pandas.
Illum ego per flammas et mille sequentia tela
Eripui his humeris, medioque ex hoste recepi;
Ille meum comitatus iter maria omnia mecum
Atque omnes pelagique minas cœlique ferebat,
Invalidus, viris ultra sortemque senectæ.
Quin, ut te supplex peterem, et tua limina adirem,
Idem orans mandata dabat. Gnatique patrisque,

Alma, precor, miserere; potes namque omnia, nec te
Nequidquam lucis Hecate præfecit Avernis.
Si potuit Manes arcessere coniugis Orpheus,
Threïcía fretus cithara fidibusque canoris;
Si fratrem Pollux alterna morte redemit,
Itque reditque viam toties. Quid Thesea magnum,
Quid memorem Alciden? Et mi genus ab Iove summo.

(C) Vis et Tarquinios reges, animamque superbam
Ultoris Bruti, fascesque videre receptos?
Consulis imperium hic primus sævasque secures
Accipiet, natosque pater, nova bella moventes,
Ad pœnam pulchra pro libertate vocabit,
Infelix! Utcunque ferent ea facta minores,
Vincet amor patriæ laudumque immensa cupido.
Quin Decios, Drusosque procul, sævumque securi
Adspice Torquatum, et referentem signa Camillum.
Illæ autem, paribus quas fulgere cernis in armis,
Concordes animæ nunc et dum nocte prementur,
Heu quantum inter se bellum, si lumina vitæ
Attigerint, quantas acies stragemque ciebunt,
Aggeribus socer Alpinis atque arce Monœci
Descendens, gener adversis instructus Eois!
Ne, pueri, ne tanta animis adsuescite bella,
Neu patriæ validas in viscera vertite viris.
Tuque prior, tu parce, genus qui ducis Olympo,
Proiice tela manu, sanguis meus.
Ille triumphata Capitolia ad alta Corintho
Victor aget currum, cæsis insignis Achivis.
Eruet ille Argos Agamemnoniasque Mycenas,
Ipsumque Æaciden, genus armipotentis Achilli,
Ultus avos Troiæ, templa et temerata Minervæ.

2. (*a*) State the facts which form the historical groundwork of Eclogue I., and the date of their occurrence. What real persons are the speakers in it supposed to represent?

(*b*) Give the date of Eclogue IV., and discuss, briefly, the question of the child referred to as the hero of the poem.

(*c*) Name and define the class of poetry to which the Eclogues belong. What Greek poet did Virgil take as his model in their composition?

3. Discuss the grammatical construction and interpretation of the following extracts, and state the grounds of your explanations:—

(*a*) En unquam patrios longo post tempore finis,
Post aliquot, mea regna videns, mirabor aristas?

(*b*) En, quo discordia civis miseros produxit (alii, *perduxit*).

(*c*) Incipe, parve puer, risu cognoscere matrem.

(*d*) Præpetibus pennis ausus se credere cælo.

(*e*) Non indebita posco regna meis fatis.

(*f*) Sed terræ graviora (pericula) manent.

(*g*) Gaudet cognomine terra (alii, *terræ*)

4. Parse (giving the first Sing. Present, Perfect and Future, Indicative, of each,) the following verbs :—consevimus, trivisse, risere, peperere, incubuere, depasta, supposta, desueta, sepulto, præterlabere, attigerint, lætere, defixæ, districti.

5. (*a*) Write down the Nom., Sing. and Plu., of the following :—litoris, silvestrem, inertem, cæspite, viridi, arcibus, sortibus, alarum, frigore, fornice.

(*b*) Give the etymology of the following, and the cognate forms of any in Greek or English :—brumali, teretis, armis, ambages, arva, bibulam, irremeabilis, operta, luna, peculi, fulmen, victima.

6. (*a*) Give the scheme of the metre and scan the first six vss. of extract (A).

(*b*) Explain, briefly, the historical allusions of extract (*C*).

7. (*a*) Give the rules for the construction with names of towns.

(*b*) What classes of verbs in Latin are constructed with the *genitive* case ?

(*c*) What is the difference of meaning between the *imperfect* and *pluperfect* tenses of the *subjunctive* in *conditional* sentences ?

(*d*) How are clauses in English introduced by *that* to be translated into Latin ?

(*e*) What is the difference between *ne* and *ut non* ?

8. (*a*) What case or cases respectively follow the verbs *dono*, *pœnitet*, *rogo*, *solvo*, *condemno*.

(*b*) Translate into Latin :—*He orders (impero) Caius to be present (adsum). He feared (metuo) that Caius was not present. He sent (mitto) Caius to be present. He was angry (iratus) because (quod) Caius was present. He is happy (beatus) provided (dummodo) Caius is present. He did not know (nescio) on what day (dies) Caius was present.*

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1866.

FRIDAY, APRIL 13TH:—3 TO 5 P.M.

GREEK AND LATIN PROSE COMPOSITION.

FIRST YEAR.

Examiner.....REV. GEORGE CORNISH, M.A.

1. Translate into Greek:—

(*a*) He says that the men do not wish to go away.

(*b*) The general who treats his soldiers well is deserving of praise from all his fellow-citizens.

(*c*) These events happened while Cyrus was king of the Persians.

(*d*) If the citizens had not been unjust, they would not have condemned the generals to death.

(*e*) They know not what to do with the slave whom the king has placed in their power.

2. Translate into Latin:—

(*a*) He answered that it was a disgraceful proceeding to send the good and wise into exile.

(*b*) It is the duty of all men to obey the laws, and to be mindful of the benefits they receive from the commonwealth.

(*c*) Brutus pretended to be mad in order the more easily to deceive his enemies, and to serve his country.

(*d*) Herodotus relates, that Thales of Miletus predicted to the Ionians an eclipse of the sun, and that it took place at the appointed time.

(*e*) It is of great importance to the state that bad men should not make the laws.

(*f*) I fear that he is going to conceal these things from his parents, and that they will not find them out.

McGILL UNIVERSITY, MONTREAL.

INTERMEDIATE EXAMINATION, 1866.

MONDAY, APRIL 16TH :—3 TO 5 P.M.

LATIN PROSE COMPOSITION.

Examiner.....REV. GEORGE CORNISH, M.A.

Translate into Latin :—

In the reign of Ancus Marcius,—an Etruscan, a wealthy, enterprising, and ambitious man, and a son of Demaratus of Corinth, left Tarquinii and proceeded to Rome, and there took up his abode. He hoped that there he would be able to acquire honours and distinction, a thing which he was unable to do at Tarquinii, because he was a foreigner. His father, Demaratus, was a member of the illustrious family of the Bacchiadæ at Corinth; but being obliged by his political enemies to quit his native land, he had settled at Tarquinii in Etruria, where he had friends. He is also said to have been accompanied by celebrated Greek artists, and to have taught the Etruscans the art of alphabetical writing. He married an Etruscan woman, who became the mother of his two sons, Lucumo and Aruns. Aruns died before his father, but Lucumo outlived him, and married an Etruscan woman, by name Tanaquil. This Lucumo, with his wife, went to live at Rome, where, on the death of Ancus Marcius, he was elected as king by the people. He is known in history under the name of Lucius Tarquinius Priscus.

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1866.

MONDAY, APRIL 16TH:—3 TO 5 P.M.

LATIN PROSE COMPOSITION.

THIRD YEAR.

Examiner..... REV. GEORGE CORNISH, M.A.

Translate into Latin:—

Peter of Russia, when he came to years of manhood, though he found himself emperor of a vast and numerous people, master of an endless territory, absolute commander of the lives and fortunes of his subjects, in the midst of this unbounded power and greatness, turned his thoughts upon himself and people with sorrow. Sordid ignorance and a brute manner of life, this generous prince beheld and contemned, from the light of his own genius. His judgment suggested this to him, and his courage prompted him to amend it. In order to this, he did not send to the nation from whence the rest of the world has borrowed its politeness, but himself left his diadem to learn the true way to glory and honour, and application to useful arts, wherein to employ the laborious, the simple, the honest part of his people. Mechanic employments and operations were very justly the first objects of his favour and observation. With this glorious intention he travelled into foreign nations in an obscure manner, above receiving little honours where he sojourned, but prying into what was of more consequence, their arts of peace and of war. By this means had this great prince laid the foundation of a great and lasting fame, by personal labour, personal knowledge, personal valour.

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B. A. ORDINARY EXAMINATIONS, 1866.

MONDAY, APRIL 16TH :—3 TO 5 P.M.

LATIN PROSE COMPOSITION.

Examiner..... REV. GEORGE CORNISH, M.A.

Translate into Latin :—

"Hannibal was seventy-six years of age when he was appointed commander-in-chief of the Carthaginian armies in Spain, upon the sudden death of Hasdrubal. Two years, we have seen, had been employed in expeditions against the native Spaniards; the third year was devoted to the siege of Saguntum. Hannibal's pretext for attacking it was, that the Saguntines had oppressed one of the Spanish tribes in alliance with Carthage; but no caution in the Saguntine government could have avoided a quarrel, which their enemy was determined to provoke. Saguntum, although not a city of native Spaniards, resisted as obstinately as if the very air of Spain had breathed into foreign settlers on its soil the spirit so often, in many different ages, displayed by the Spanish people. Saguntum was defended like Numantia and Gerona: the siege lasted eight months; and when all hope was gone, several of the chiefs kindled a fire in the market-place, and after having thrown in their most precious effects, leapt into it themselves, and perished. Still the spoil found in the place was very considerable: there was a large treasure of money, which Hannibal kept for his war expenses; there were numerous captives, whom he distributed amongst his soldiers as their share of the plunder; and there was much costly furniture from the public and private buildings, which he sent home to decorate the temples and palaces of Carthage."

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B. A. ORDINARY EXAMINATIONS, 1866.

FRIDAY, APRIL 13TH :—3 TO 5 P.M.

GENERAL PAPER.

Examiner..... REV. GEORGE CORNISH, M.A.

1. Discuss the following points, and give a sketch of the life of Plato :—

(*a*) The years of the birth and death of Plato.

(*b*) The travels of Plato.

2. (*a*) On what principles, and into what classes, have the dialogues of Plato been arranged by ancient, and, also, by modern critics?

(*b*) Discuss the primary meaning of the term Σοφιστής, and the idea which Plato attaches to it.

3. Give a short account of the reforms introduced by Cleisthenes into the Athenian government.

4. Compare Athens and Sparta. What were the main causes and results of the Peloponnesian war?

5. Give some account of Livy. Mention the peculiarities of his style, and give your estimate of his general character as an historian.

6. What were the causes alleged by both parties as the grounds of the second Punic war? Were these the real causes?

7. Describe the *vinea*, *balista*, *aries*, and *turris mobilis*.

8. (*a*) Narrate the leading facts that have been handed down to us respecting the birth-place and the social position of Terence.

(*b*) With what famous men was he intimate? What class of Greek literature, and what authors therein, did the Roman Dramatists mainly take as their models?

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1866.

MONDAY, APRIL 16TH:—3 TO 5 P.M.

HISTORY.—HISTORY OF ROME.

FIRST YEAR.

Examiner.....REV. GEORGE CORNISH, M.A.

1. Give an account of the early inhabitants of ancient Italy.

2. (*a*) Give the dates of the establishment and overthrow of the monarchy at Rome.

(*b*) Write down the names of the kings in the order of their succession, and mention the important wars and political changes that took place during the reigns of any of them.

(*c*) Narrate, briefly, the legend of the Horatii and the Curatii.

3. (*a*) When, and under what circumstances, was the office of the *Tribunus Plebis* instituted?

(*b*) Give an account of its functions and powers.

(*c*) State what you know respecting the *Censorship* and *Quæstorship*.

4. Give a short account, with dates, of the following events:—(1) The invasion of Italy by the Gauls; (2) Establishment of the *Decemvirate;* (3) The war with Pyrrhus.

5. (*a*) Name the divisions and subdivisions of land made by the Roman jurists.

(*b*) Write an account of the Agrarian Laws. What was the primary object of these laws, and to what kind of land did their provisions apply?

(*c*) In connection with this subject, define the terms *possessio, possessores, possidere.*

6. Give an account of the sources from which the revenue of Rome was derived, and the mode of collecting it, during the period of the Republic.

7. Write a short account, with dates, of the principal events and leaders of the three Punic Wars.

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B. A. EXAMINATION FOR HONOURS IN CLASSICS, 1866.

WEDNESDAY, APRIL 4TH:—MORNING, 9 TO 12.

GREEK HISTORIANS.

Examiner.....REV. GEORGE CORNISH, M.A.

Translate into English:—

(A) Herodotus.—Books VIII. and IX.

(1) VIII., §§ 40 and 41.

(2) IX., § 58.

(B) Thucydides.—Book I.

(3) I., §§ 96 and 97.

(4) I., § 144.

(C) Xenophon:—Hellenics, Books I. and II.

(5) I., Chap. iv., §§ 8 to 12, inclusive.

(6) II., Chap. iv., §§ 24 to 27, inclusive.

WEDNESDAY, APRIL 11TH:—MORNING, 9 TO 12.

LATIN HISTORIANS.

Examiner.....REV. GEORGE CORNISH, M.A.

Translate into English:—

(A) Livy.—Books XXI., XXII., and XXIII.

(1) XXI., Chap. xliv.

(2) XXII., Chap. xxxvi.

(3) XXIII., Chap. xxi.

(B) Tacitus.—Annals, Books I. and II. and Histories, Book I.

(4) Annals, I., Chap. xvii.

(5) Annals, II., Chap. lxix and lxx.

(6) Histories I., Chap. xlvi.

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B. A. EXAMINATION FOR HONOURS IN CLASSICS, 1866.

WEDNESDAY, APRIL 4TH :—2 TO 5 P.M.

LATIN PROSE COMPOSITION.

Examiner.....REV. GEORGE CORNISH, M.A.

Translate into Latin :—

(A) Valerian was about sixty years of age when he was invested with the purple, not by the caprice of the populace, or the clamours of the army, but by the unanimous voice of the Roman world. In this gradual ascent through the honours of the state, he had deserved the favours of virtuous princes, and had declared himself the enemy of tyrants. His noble birth, his mild but unblemished manners, his learning, prudence, and experience were revered by the senate and people ; and if mankind (according to the observation of an ancient writer) had been at liberty to choose a master, their choice would, most assuredly, have fallen on Valerian. Perhaps the merit of this emperor was inadequate to his reputation ; perhaps his abilities, or at least his spirit, were affected by the languor and coldness of old age. The consciousness of his decline engaged him to share the throne with a younger and more active associate : the emergency of the times demanded a general no less than a prince ; and the experience of the Roman censor might have directed him where to bestow the imperial purple, as the reward of military merit. But instead of making a judicious choice, which would have confirmed his reign and endeared his memory, Valerian, consulting only the dictates of affection or vanity, immediately invested with the supreme honours his son Gallienus, a youth whose effeminate vice had been hitherto concealed by the obscurity of a private station. The joint government of the father and the son subsisted about seven, and the sole administration of Gallienus continued about eight years. But the whole period was one uninterrupted series of confusion and calamity.

(B) As the power of acquiring knowledge is to be ascribed to reason, so the attainment of it mightily strengthens and improves it, and thereby enables it to enrich itself with further acquisitions. Knowledge, in general, expands the mind, exalts the faculties, refines the taste of pleasure, and opens numerous sources of intellectual enjoyment. By means of it we become less dependent for satisfaction upon the pleasures of sense, and we are made to feel the superiority of the spiritual to the material part of our nature. Instead of being continually solicited by the influence and irritation of sensible objects, the mind can retire within herself, and expatiate in the cool and quiet walks of contemplation. The Auther of nature has wisely annexed a pleasure to the exercise of our active powers, and particularly to the pursuit of truth, which, if it be in some instances less intense, is far more durable than the gratifications of sense, and is on that account incomparably more valuable.

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B. A. EXAMINATION FOR HONOURS IN CLASSICS, 1866.

WEDNESDAY, APRIL 11TH:—2 TO 5 P.M.

GREEK PROSE COMPOSITION.

Examiner.....REV. GEORGE CORNISH, M.A.

Translate into Greek:—

(A) The next summer, Alcibiades sailed to Argos with twenty ships, and seized three hundred men, who were still thought to be suspicious characters, and to favour the cause of the Lacedæmonians; and these the Athenians deposited in the neighbouring islands within their dominions. The Athenians also undertook an expedition against the island of Melos, with thirty ships of their own, six of the Chians, two of the Lesbians, sixteen hundred of their own heavy-armed, three hundred bowmen, twenty mounted archers, and about five thousand five hundred heavy-armed of the allies and the islanders. Now the Melians are a colony of the Lacedæmonians, and would not submit to the Athenians, like the rest of the islanders, but at first remained quiet as neutrals, and then, when the Athenians tried to compel them by devastating their land, went openly to war with them. The generals, therefore, Cleomedes, son of Lycomedes, and Tisias, son of Tisimachus, having gone and encamped in their territory with this armament, before injuring any part of the land, first sent ambassadors to hold a conference with them. These the Melians did not introduce to their popular assembly, but desired them to state the objects of their mission before the magistrates and the few.

(B) The Spartans, though they acted with the spirit which I am here speaking of, carried it much further than what I propose. Among them it was not lawful for the father himself to bring up his children after his own fancy. As soon as they were seven years old, they were all listed in several companies, and disciplined by the public. The old men were spectators of their performances, who often raised quarrels among them, and set them at strife with one another, that by those early discoveries they might see how their several talents lay, and without any regard to their quality, disposed of them accordingly, for the service of the commonwealth. By this means, Sparta soon became the mistress of Greece, and famous through the whole word for her civil and mllitary discipline.

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B.A. EXAMINATION FOR HONOURS IN CLASSICS, 1866.

THURSDAY, APRIL 19TH:—MORNING, 9 TO 12.

GREEK POETS.

Examiner.....REV. GEORGE CORNISH, M.A.

Translate into English the following extracts, and write explanatory notes on any points where varieties of reading or of interpretation occur:—

(A) Aeschylus.—

(1) Prometheus Vinctus, vss. 246–276.

(2) Seven against Thebes, vss. 822–842.

(B) Sophocles.—

(3) Antigone, vss. 100–140.

(4) Oedipus Rex, vss. 707–725.

(C) Euripides.—

(5) Hippolytus, vss. 595–615.

(D) Aristophanes.—

(6) The Frogs, vss. 441–461, and 1117–1144.

AFTERNOON, 2 TO 5.

(E) Homer.—

(7) Iliad, VI., vss. 407–439.

(8) Odyssey, I., vss. 306–327.

(9) Odyssey, III., vss. 356–370.

(F) Pindar.—

(10) Olympic V.

(G) Hesiod.—

(11) Works and Days, vss. 246–271.

(H) Theocritus.—

(12) Idyll II., vss. 1–21.

(13) Idyll V., vss. 20–40.

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B.A. EXAMINATION FOR HONOURS IN CLASSICS, 1866.

TUESDAY, APRIL 24TH:—MORNING, 9 TO 12.

LATIN POETS.

Examiner.....REV. GEORGE CORNISH, M.A.

Translate into English the following extracts, and write explanatory notes on any points where varieties of reading or of interpretation occur:—

(A) Plautus.—

(1) Menaechmi, Act II., sc. i.

(B) Terence.—

(2) Adelphi, Act II., sc. iv.

(3) Adelphi, Act V., scc. i. and ii.

(C) Virgil.—

(4) Æneid, I., vss. 494–534.

(5) Æneid, IV., vss. 504–521.

AFTERNOON, 2 TO 5.

(D) Horace.—

(6) Satires, Book I. Sat. V., vss. 20–49.

(7) Sat. X., vss. 1–30.

(E) Juvenal.—

(8) Sat. VIII., vss. 236–253.

(9) Sat. X., vss. 133–153.

(F) Persius.—

(10) Sat. V., vss. 19–29 and 132–145.

(11) Sat. VI., vss. 41–60.

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B.A. EXAMINATION FOR HONOURS IN CLASSICS, 1866.

FRIDAY, APRIL 27TH:—MORNING, 9 TO 12.

GREEK AND LATIN ORATORS AND PHILOSOPHERS.

Examiner, ...REV. GEORGE CORNISH, M.A.

Translate into English the following extracts, and write explanatory notes on any points where varieties of reading or of interpretation occur:—

(A) Demosthenes.—

(1) De Corona, (Ed. Tauchnitz.) pp. 220–21:—*περὶ μὲν δὴ τῶν * * * μνησθήσομαι.*

(2) De Corona, p. 251:—*Ἐπὶ ἄρχοντος Πολυκλέους * * * τὰ δέκα τάλαντα.*

(B) Æschines.—

(3) Contra Ctesiphontem, (Ed. Teubner.), §§ 113–116.

(C) Aristotle, Nichomachean Ethics, Books I. and II.

(4) Book I., chap. vii.

(5) Book II., chap. vi.

AFTERNOON, 2 TO 5.

(D) Plato.—

(6) De Republica, Book X. (Ed. Teubner.), chap. xi.

(E) Cicero.—

(7) Pro Murena, chap. xxv.

(8) Pro Lege Manilia, chap. xx.

(9) De Officiis, Book I., chap. xvi.

(10) De Officiis, Book III., chap. xxvi.

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B. A. EXAMINATION FOR HONOURS IN CLASSICS, 1866.

SATURDAY, APRIL 28TH:—MORNING, 9 TO 12.

HISTORY OF GREECE AND ROME.

Examiner.....REV. GEORGE CORNISH, M.A.

1. Give an account of the growth of the Persian empire and of the policy adopted by it towards the Hellenic states. What were the results of this policy, and to what causes may they be assigned?

2. Give a sketch of the gradual rise of the Athenian empire, and of the tendencies which raised their authority from the mere presidency of a confederacy to that of an imperial state. Point out the grounds on which the Athenians defended their exercise of empire (1) previous to the Peloponnesian war, (2) during its continuance.

3. Compare the policy of Pericles with that of his successors, as leaders of the democracy at Athens?

4. Give a brief notice of the principal opponents of Pericles in the earlier part of his political career.

5. Give an account of the institution of *Ostracism* at Athens, and the political objects for which it was maintained.

6. Give an account of the object and origin and constitution of the Amphictyonic Council. Was its existence a benefit, or not, to the aggregate of the Grecian States? Give the reasons for your opinion.

7. What is the primary meaning of the word σοφιστής, and what its use in Herodotus and Plato? Give the substance of Grote's remarks on the character of the teaching of the Sophists.

8. What were the objects aimed at by the enactment of the Agrarian Laws?

9. Under what circumstances, and with what results, was the Second Triumvirate formed?

10. Give an account of Sumptuary Laws and of the administration of civil affairs at Rome by Julius Cæsar.

11. Give the substance of Merivale's chapter on The Administration of affairs under Augustus, and also of the powers and prerogatives of the Imperial office.

12. Give the extent of the empire, naming the principal cities, at the date of the accession of Tiberius.

AFTERNOON, 2 TO 5.

GENERAL PAPER.

1. (*a*) Give an account of the *Bucolic Poets* of the Alexandrian school. State the distinctive features of their poetry. (*b*) Give the derivation and definition of the designation *εἰδύλλια*. (*c*) Turn the following forms from Theocritus, into Attic :—*τήνα. χιμάρω. ἤνθε. ἰοῖσα. πράν. βασεῦμαι. τνίδε. ἐρίσδεν.*

2. Give an account of the *Old* and *Middle* comedy of Greece.

3. (*a*) Name the two other plays of the trilogy of which the Prometheus Vinctus formed a portion. Upon what internal evidence has the date of the Prometheus been conjecturally fixed ?

(*b*) Translate :—

> Post hunc personæ pallæque repertor honestæ
> Æschylus, et modicis instravit pulpita tignis,
> Et docuit magnumque loqui nitique cothurno.

What other alterations did Æschylus introduce on the Attic stage ?

4. Write an account of the collection of poems known as the Ἐπικὸς Κύκλος, and also of the preservation, editing, and publication, by the ancients, of the poems of Homer.

5. Give the general rules for the government of cases, in Greek, by verbs denoting mental affections and the exercise of the senses, and point out the principles on which these rules are to be explained.

6. Write down the case-endings in Greek and Latin. Explain such forms as *οἶκοι. οἴκοθεν. domi. militiæ. ruri. ubi.*

7. Illustrate the use of *ἄν*, with the indicative, optative, infinitive, and participle.

8. Distinguish between the meanings of the following words according to the difference of their accentuation :—*βιος. δημος. καλος. κηρ. πειθω. τροπος. ην. νοσων.* Accentuate the following extract :—

Καιτοι πως αν εκεινων ανδρες αμεινους η μαλλον φιλελληνες οντες επιδειχθειεν, οιτινες ετλησαν επιδειν ωστε μη τοις λοιποις αιτιοι γενεσθαι της δουλειας, ερημην μεν την πολιν γενομενην, την δε χωραν πορθουμενην, ιερα δε συλωμενα και νεως εμπιπραμενους, απαντα δε τον πολεμον περι την πατριδα την αυτων γιγνομενον ; και μηδε ταυτ' απεχρησεν αυτοις, αλλα προς χιλιας και διακοσιας τριηρεις μονοι διανυμαχειν εμελετησαν.

9. Write a critique on the comparative excellences and peculiarities of style, and treatment of subject, of Thucydides, Livy, and Tacitus.

10. State the distinction between *accent* and *quantity*. May the poetry of Virgil and Horace, for example, be regarded as representing the contemporary pronunciation of the Latin tongue ? If not, to what department of Latin literature would you refer as approximately exhibiting this ?

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1866.

FRIDAY, APRIL 6TH.—9 A.M. TO 1 P.M.

EUCLID—ARITHMETIC.

FIRST YEAR.—*Ordinary Examination.*

Examiner..... ALEXANDER JOHNSON, LL.D.

1. If one side of a triangle be greater than the other, the angle opposite the greater side is greater than the angle opposite the less.

2. The opposite sides and angles of a parallelogram are equal to one another, and the parallelogram itself is bisected by the diagonal.

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

a. The right line joining the middle points of the sides of a triangle is parallel to the base.

4. If a right line be divided into any two parts, the square of the sum of the whole line and one part is equal to four times the rectangle under the whole line and that part together with the square of the other.

5. The sum of two opposite angles of a quadrilateral inscribed in a circle is equal to two right angles.

a. If the sum of two opposite angles of a quadrilateral be equal to two right angles, it may be inscribed in a circle.

6. Inscribe a regular hexagon in a circle.

7. If three right lines be proportional, the rectangle under the extremes is equal to the square of the mean.

8. If two triangles have two sides in each proportional, and be so placed at an angle that the homologous sides are parallel, the remaining sides of the triangles form one right line.

9. Find the greatest common measure of 1281 and 7259.

10. From the sum of $\frac{1}{2} + 3\frac{1}{4} + 2\frac{7}{2}$ take the difference of $\frac{3}{5}$ and $\frac{1}{3}$, and divide the remainder by the half of $\frac{3}{4}$.

11. Convert $\frac{2}{5}\frac{5}{3}$ into a decimal and divide the square of the result by .0012.

12. The volume of a sphere, whose radius is r, is $\frac{4}{3}\pi r^3$ (where π = 3.14159); find hence in lbs. avoirdupois, the weight of a hollow globe $\frac{1}{4}$ of an inch thick, the diameter of whose internal surface is 3 inches, if the weight of one cubic inch of the material be 500 grains.

13. Calculate the ratio of the English mile to the French kilometre, the kilometre being equal to 1000 metres, the metre = 39.371 inches.

14. Calculate how much the income arising from £2500 invested in 5 per cent. stock when the price of the stock is 114 exceeds the income arising from investing the same sum in 3 per cent. stock at $92\frac{3}{5}$.

15. The greatest amount of sea salt which 10 gallons of pure water can dissolve is 37 lbs. How much salt will be required to saturate 2 gallons and 3 quarts.

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1866.

MONDAY, APRIL 9TH.—9 A.M. TO 1 P.M.

TRIGONOMETRY—ALGEBRA.

FIRST YEAR.—*Ordinary Examinations.*

Examiner.....ALEXANDER JOHNSON, LL.D.

1. The moon passes over an arc of about 13° in the course of a day; assuming her distance from the earth to be 240,000 miles, find the numbers of miles she travels in this time.

2. Prove sec. $A = \frac{1}{\cos. A}$; cos. $A = \frac{1}{\sqrt{1 + \tan.^2 A}}$.

3. Prove cos. A − cos. B = − 2 sin. $\frac{1}{2}$ $(A + B)$ sin. $\frac{1}{2}$ $(A - B)$
1 − cos. A = 2 sin.$^2\frac{1}{2}$ A.

4. Find value of sin 18°.

5. State the principle on which the signs of trigonometrical functions are determined, and make a table of the values of the sines, cosines and tangents of 0°, 90°, 180°, 270°, and 360°.

6. Assuming that the sine of a very small arc is equal to the arc itself, find the value of sin 1″.

7. The sides of any triangle are in the same ratio as the sines of the opposite angles.

8. Prove cos. $\frac{1}{2} A = \sqrt{\frac{s(s-a)}{bc}}$

9. Divide $x^6 - 2x^5y + 2x^4y^2 - 4x^3y^3 + 8x^2y^4 + 16xy^5 - 32x^6$ by $x^2 - 2y^2$.

10. Resolve into elementary factors $x^2 + x - 6$ and $4x^2 + 8x + 3$.

11. Solve the equations $\frac{1}{6}x - 1\frac{2}{3} = 8\frac{2}{5} + 2\ (\frac{3}{5}x - 1) - \frac{1}{3}\ (x + 8)$;

$$\frac{132x+1}{3x+1} + \frac{8x+5}{x-1} = 52;$$

$$\left.\begin{aligned} \tfrac{1}{4}(2x - y) + 1 &= \tfrac{1}{5}(7 + x) \\ \tfrac{1}{6}(3 - 4x) + 3 &= \tfrac{1}{2}(5y - 7) \end{aligned}\right\};$$

$$a + x - \sqrt{2ax + x^2} = b;$$

$$\frac{5x}{x+4} - \frac{3x-2}{2x-3} = 2;$$

12. Find the least common multiple of
$4\ (a^3 - ab^2)$, $12\ (ab^2 + b^3)$, and $8\ (a^3 - a^2b)$.

13. Simplify $\frac{5 - \frac{1}{4}x}{x + 1\frac{1}{3}}$.

14. If $\frac{a}{b} = \frac{c}{d}$ prove $\frac{a}{a+b} = \frac{c}{c+d}$ and $\frac{a+b}{c+d} = \frac{a-b}{c-d}$.

15. A person has travelled altogether 3036 miles, of which he has gone seven miles by water to four on foot, and five by water to two on horseback; how many did he travel each way?

16. Multiply $x + 2y^{\frac{1}{2}} + 3z^{\frac{1}{3}}$ by $x - 2y^{\frac{1}{2}} + 3z^{\frac{1}{3}}$.

McGILL UNIVERSITY, MONTREAL.

INTERMEDIATE EXAMINATION, 1866.

FRIDAY, APRIL 6TH, 9 A.M. TO 1 P.M.

EUCLID—ARITHMETIC.

Examiner.....ALEXANDER JOHNSON, LL.D.

1. The angles at the base of an isosceles triangle are equal, and if the equal sides be produced, the angles below the base are also equal.

a. If two isosceles triangles be on the same base, but on opposite sides of it, the line joining their vertices will bisect the common base and be perpendicular to it.

2. Parallelograms on equal bases and between the same parallels are equal.

a. What is the generalization of this in Book VI?

3. On a given right line construct a square.

4. If a right line be bisected and produced, the sum of the squares of the whole line thus produced and of the produced part is equal to twice the square of half the line, together with twice the square of the line made up of the half and produced part.

5. Two circles cannot touch one another in more than one point.

6. If a tangent be drawn to a circle and from the point of contact a line be drawn cutting the circle, the angle between this line and the tangent is equal to the angle in the alternate segment of the circle.

a. If two circles touch one another externally, any line drawn through the point of contact across the circles will cut them so that a segment in one is similar to the alternate segment in the other.

7. If four right lines be proportional, the rectangle under the extremes is equal to the rectangle under the means.

8. In equal circles angles whether at the centre or circumference are in the same ratio as the arcs on which they stand.

9. Find the least common multiple of 7, 21, 108, 125, 180.

10. The area of a circle (radius $= r$) is πr^2 and the volume of a cylinder with circular base is equal to the area of the base multiplied by the height. Hence find the height of a cylindrical jar which will contain exactly a gallon (10 lbs.) of water, if the diameter of the base of the jar be 8 inches, and the weight of one cubic inch of water be 252.5 grains.

11. British standard silver contains 37 parts in 40 of fine silver, and 1 lb. Troy of standard silver is coined into 66 shillings. Calculate the value of the money which can be coined from 100 lbs. avoirdupois of fine silver.

12. The moon revolves in her orbit round the earth in 27 days, 7 hrs., 43 min., 11 secs. Through how many degrees of her orbit does she move in 7 days?

13. If one steamer sail 3000 miles in 11 days, how far will another sail in 5 days, if she can sail 8 miles for the former's 7?

14. The population of London in 1801 was 864,845, and in 1841 1,690,084. Calculate the rate per cent. of the increase in 10 years.

McGILL UNIVERSITY, MONTREAL.

INTERMEDIATE EXAMINATION, 1866.

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

TRIGONOMETRY—ALGEBRA.

Examiner ..... ALEXANDER JOHNSON, LL.D.

1. Two straight lines are drawn intersecting at an angle of 1′′; find approximately how far they must be produced before they will be one inch apart.

2. Prove that $\sin A = \frac{\tan. A}{\sqrt{1+\tan^2 A}}$; and hence find value of the sine of the angle whose tangent is $\frac{3}{4}$.

3. Prove $\sin A + \sin B = 2 \sin \frac{1}{2}(A+B) \cos. \frac{1}{2}(A-B)$

$\cos. 2A = 2 \cos.^2 A - 1.$

4. The area of a triangle $= \sqrt{s(s-a)(s-b)(s-c)}$.

5. Being given the distances of three points in a horizontal plane, show how to find their distances from a fourth point in the same plane.

6. In any triangle given $b = 30.8$, $a = 62.73$, $A = 107° 3' 13''$; find c.

7. From a ship at sea it is found that the angle which a flagstaff on the top of a cliff subtends is 38′; the elevation of the cliff is 14°; calculate the ship's distance from the cliff, and also the height of the cliff, if that of the flagstaff is 24 feet.

8. At what distance on the earth's surface should two mountains, 3 miles and 2 miles high respectively, be placed in order that the summit of each should be just visible from the summit of the other?

9. Divide $1 + x^3 - 8y^3 + 6xy$ by $1 + x - 2y$.

10. Solve the equations

$$(m+n)(m-x) = m(n-x);$$

$$\frac{11}{12x+11} + \frac{5}{6x+5} = \frac{7}{4x+7};$$

$$x + \sqrt{a^2+x^2} = \frac{na^2}{\sqrt{a^2+x^2}};$$

$$\frac{x}{a} - \frac{y}{b} = m, \quad \frac{x}{c} + \frac{y}{d} = n.$$

11. Find the value of x in $ax^2 + bx + c = 0$.

12. Find the least common multiple of $6(x^2+xy)$, $8(xy-y^2)$ and $10(x^2-y^2)$.

13. Find the value of

$$\left(\frac{x^4-b^4}{x^2-2bx+b^2} \div \frac{x^2+bx}{x-b}\right) \times \frac{x^5-b^2x^3}{x^3+b^3}$$

14. If $\frac{a}{b} = \frac{c}{d} = \frac{e}{f}$ prove $\frac{a^n}{b^n} = \frac{ma^n+nc^n+pe^n}{mb^n+nd^n+pf^n}$.

15. There are two bars of metal, the first containing 14 oz. of silver and 6 of tin, the second containing 8 of silver, and 12 of tin; how much must be taken from each to form a bar of 20 oz., containing equal weights of silver and tin?

16. Prove that a surd cannot equal the sum or difference of a rational quantity and a surd, or of two dissimilar surds.

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1866.

FRIDAY, APRIL 6TH.—9 A.M. TO 1 P.M.

THIRD YEAR—*Ordinary Examination.*

ASTRONOMY—OPTICS.

Examiner,.....ALEXANDER JOHNSON, LL.D.

1. How is the time of rotation of the Earth on its axis ascertained? Why is this different from the length of the ordinary day?

2. Describe a method for finding mean local time.

3. Define a Lunar month, and a Synodic month. State how much of the Moon's surface will appear to us illuminated when she is in Conjunction, Quadrature, and Opposition respectively, and explain the cause fully.

4. Find the angle subtended at the Earth by a section of her shadow made at the distance of the Moon.

5. Explain with the aid of diagrams the variations of the lengths of day and night throughout the year at the equator, the pole, lat. 66° 32′ North, and latitudes greater or less than 66° 32′ North.

6. Find the periodic time of Mercury.

7. Find the distance of Mercury from the Sun by means of his greatest elongation.

8. Define the Right Ascension and Declination of a Star; its Latitude, Longitude, Altitude, Azimuth, Zenith Distance, and North Polar distance. Define the Latitude and Longitude of a place on the Earth, Terrestrial Meridian, Horizon, Zenith, Nadir.

9. Define and find the principal focus of a concave Spherical Mirror.

10. The index of refraction for water being $\frac{4}{3}$; show that the distance (D) from the surface of a luminous point in water and the distance (d) of its image are connected by the relation $d = \frac{3}{4}D$.

11. What is meant by the Total Reflexion of Light? Describe an experiment illustrating it.

12. Find the principal focus of a plano-concave lens.

13. Describe Newton's experiments on the dispersion of light.

14. Describe the eye as an optical instrument.

15. Explain the causes of long and short sight respectively, and the manner in which these defects are remedied by spectacles.

a. Find the focal length of the spectacles that should be used by a man who can read a book at the distance of $5\frac{1}{2}$ inches and who wishes to read it at the distance of 10 inches. What kind of spectacles should he use?

16. Describe the Astronomical Telescope, and find its magnifying power.

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATION, 1866.

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

MECHANICS—HYDROSTATICS.

THIRD YEAR.—ORDINARY EXAMINATION.

Examiner.....ALEXANDER JOHNSON, LL.D.

1. Find the centre of gravity of a homogeneous thin plate in the form of a triangle.

2. If the Power and Resistance in a straight lever of the First Order be 17 lbs. and 32 lbs. respectively, and make with each other an angle of 79°, find the strain on the fulcrum.

3. Describe the first kind of Burton Pulley, and find the ratio of the Power to the Resistance.

4. If a force equal to 4 lbs. produce in one second a velocity of ·546 feet in a given body; find the quantity of matter contained in the body.

5. Prove the following approximate rule:—
The height of any place in feet is equal to the square of the number of quarter seconds occupied by a body in falling from the top to the bottom.

6. If a body be projected vertically upwards *in vacuo* with a given velocity, prove that it will have the same velocity on its return to the point from which it started.

7. Find the velocity acquired by a railway train in running down a gradient of 2164 ft., having a total fall of 31 feet; the force of gravity being 32.19 and the resistance from friction and the air being estimated at 7 lbs. per ton (of 2240 lbs.).

8. Find the time of oscillation of the simple pendulum.

9. Supposing the Earth's attraction to vary inversely as the square of the distance, find what it becomes at the distance of the Moon, g being 32.2 ft.; and compare this result with the centrifugal force of the Moon in her orbit (supposed circular), the Moon's distance being 59.964 radii of the Earth, the Earth's diameter 7926 miles, and the Periodic Time of the Moon, 27d. 7h. 43m. 11s.

10. If a surface of one square inch be placed in a vessel completely filled with water, and if the pressure on it be 2 lbs. what will be the pressure on one square inch placed at a level 75 inches lower?

11. Describe an experimental method of exhibiting the truth of Boyle and Mariotte's Law, mentioning any precautions that may be necessary in the experiment.

12. State and prove the principle of Archimedes for floating bodies.

13. Describe the method of finding specific gravities by the Hydrostatic Balance, (1) for bodies heavier than water, (2) for bodies lighter than water.

a. What is the method for bodies that dissolve in water?

14. If 100 cubic inches of a gas whose pressure is 29.5 be mixed with 150 cubic inches of another gas at the same temperature, whose pressure is 13.2, calculate the pressure of the mixture if it occupy a volume of 300 cubic inches.

15. Describe the principle of the siphon, and find the magnitude of the force which causes the liquid to descend from one vessel to another.

McGILL COLLEGE, MONTREAL.

B. A. ORDINARY EXAMINATION, 1866.

FRIDAY, APRIL 6TH: 9 A.M. TO 1 P.M.

ASTRONOMY—OPTICS.

Examiner,.....ALEXANDER JOHNSON, LL.D.

1. State Kepler's Laws, explaining them fully. Give the method for proving the first law.

2. How is the time of revolution of the Earth in its orbit ascertained? What is the cause of the difference between this period and the length of a year?

3. Explain the connection between the phenomena of the seasons and the annual revolution of the Earth.

4. Give the method for finding the length of the Earth's shadow.

5. In April, 1853, the greatest and least semi-diameters of the moon were 16′ 43.″1 and 14′ 45.″2 respectively, find the eccentricity of the lunar orbit.

6. Draw a diagram of such a portion of the apparent path of Venus in the sky during a definite time as will illustrate what is meant by saying, that the planet is stationary, or that its motion is direct or retrograde. Explain the appearances.

7. Give an acount of the method of finding the distance of Jupiter from the sun.

8. Give an account of the manner in which Neptune was discovered.

9. The focal length of a concave spherical mirror is a mean proportional between the distances of the conjugate foci from the principal focus.

10. State the laws of refraction of light and describe the experimental proof.

11. Show that concave lenses tend to cause a divergence of rays falling on them, and convex lenses a convergence.

12. Give a construction for the path of a ray passing through a thin lens.

13. An object 5 inches in diameter is placed at a distance of 14 inches from a convex lens of 7 inches focal length; find position and magnitude of image.

14. Find the dispersion produced by a convex lens of crown glass of 1 inch aperture and 3 feet focal length, the dispersive power of crown glass being 0.036.

15. Explain the effects of the magic lantern.

16. Describe the Gregorian Telescope, and find its magnifying power.

McGILL UNIVERSITY, MONTREAL.

B. A. ORDINARY EXAMINATION, 1866.

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

MECHANICS—HYDROSTATICS.

Examiner ..... ALEXANDER JOHNSON, LL.D.

1. The moment of the resultant of any number of parallel forces, with respect to a plane, is equal to the sum of the moments of the component forces with respect to that plane.

2. Describe the Roman steelyard, and show how it should be graduated.

3. If the force required to draw a train of carriages on a level railroad be $\frac{1}{100}$th of the load, find the force required to ascend a gradient of 1 in 60. (Prove any theorem respecting the inclined plane you may employ.)

4. State the principle of constancy of work done, and apply it to determine the ratio of the power to the vertical resistance in the screw.

5. Assuming the earth's equatorial radius to be 20,923,596 feet, the number of seconds in a sidereal day to be 86,164, and $g = 32.088$ feet, prove that the following relation holds between the centrifugal force at the equator (f), and the attraction of the earth uninfluenced by rotation (G)

$$f = \frac{G}{289.40}$$

6. The length of a seconds pendulum in London is 39.139 inches; calculate the dynamical force of gravity.

7. Describe Coulomb's experiments on Friction, and state the Laws that he obtained.

8. A stone is projected vertically upwards with a velocity of 150 feet per second, and one second after, another stone is projected with a velocity of 200 feet per second; where will they meet?

9. If a heavy body be projected *in vacuo* with a given velocity, the maximum range on a horizontal plane corresponds to an elevation of 45°.

10. If the pressure on a square inch of surface placed in a vessel of mercury (sp. gr. = 13.5) be 1000 grains, calculate the pressure on a circular surface of $\frac{1}{4}$ of an inch radius, placed 9 inches lower down.

11. How much of its weight will 1 cwt. of cast iron (sp. gr. = 7.25) lose if immersed in water?

12. Define the specific gravity of a gas or vapour. Find the volume of 500 grains of oxygen at the temperature of 100°, and under the pressure 30.56 inches (sp. gr. = 1.106).

13. Describe the siphon manometer and the mode of graduating the scale.

14. A ship on sailing into a river sinks 2 inches, and after discharging 12000 lbs. of her cargo rises 1 inch; determine the weight of the ship and cargo, the sp. gr. of sea-water being 1026.

15. There is a pump lifting water 29 feet high; the diameter of its piston is 1 foot; the play of piston 3 feet; and the pump makes 10 strokes per minute. How many gallons of water will be discharged per minute; and what is pressure on piston?

McGILL UNIVERSITY, MONTREAL.

EXPERIMENTAL PHYSICS.

B. A. AND THIRD YEAR EXAMINATION, 1866.

MONDAY, APRIL 9TH, 2½ TO 4½ P.M.

LIGHT—HEAT.

Examiner.....ALEXANDER JOHNSON, LL.D.

1. Account for the laws of refraction on the principles of the wave-theory of Light.

2. What is double refraction? Define the optic axis of a double refracting crystal: define also uni-axal and bi-axal crystals. Explain the phenomena of double refraction according to the wave-theory.

3. Describe the manner in which the phenomena of thin plates are exhibited by Read's Iroscope, and explain them.

4. State the physical property from which polarized light has been so called. Explain the phenomena of polarized light on the wave theory. Describe the different methods of polarizing light.

5. Describe the construction of a Nicol's prism, and explain its action.

6. Describe any polariscope with which you are acquainted, and the manner of using it.

7. Describe Sir John Leslie's experiments on the radiation, reflection and absorption of heat, and give some of the results.

8. Describe the *cryophorus*, and explain its action.

9. Show that the number of units of work accumulated in a body of mass (m) moving with a velocity (v) is $\frac{1}{2} m v^2$, and hence with the aid of the mechanical equivalent of heat calculate the amount of heat developed by the stoppage of a ball weighing 100 lbs., and having a velocity of 1000 feet per second.

a. If the ball were of iron (sp. heat = .114) and all the heat developed were concentrated in it, find how much its temperature would be raised.

10. Calculate the number of cubic feet of air that would be raised 1° in temperature by the freezing of 1 cubic foot of water at 32° Fah., assuming the weight of a cubic foot of air to be 1.29 oz., and of a cubic foot of water 62½ lbs., the sp. heat of air being 0.24.

11. Describe the process that takes place when water boils in an exhausted receiver at a temperature lower than 212°.

12. If a thermometer be placed in the receiver of an air pump, state the nature of the change in the temperature marked, when the pump is worked, and explain it.

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1866.

TUESDAY, APRIL 24.—9 A.M. TO 1 P.M.

ALGEBRA—TRIGONOMETRY.

SECOND YEAR. *Honour Examination.*

Examiner..... ALEXANDER JOHNSON, LL.D.

1. Apply Sturm's theorem to the following equation, to find the number of real roots and the consecutive integer numbers between which they respectively lie,

$$x^4 - 8x^3 + 14x^2 + 4x - 8 = 0.$$

2. Calculate to five decimal places, the root of the previous equation which lies between 2 and 3.

3. Find all the roots of the equation

$$x^5 - 11x^4 + 17x^3 + 17x^2 - 11x + 1 = 0.$$

4. Show that the irreducible case of Cardan's solution of a cubic equation may be solved by the help of a table of sines and cosines.

5. Prove that if we have an equation $f(x) = 0$ and we equate to zero the first derived function of $f(x)$, then the real roots of this new equation $[f'(x) = 0]$ will separate the real roots of the given equation.

6. Change the equation $x^4 - 12x^3 + 15x^2 + 196x - 480 = 0$ into another wanting the second term.

7. In any function of x

$$Ax^n + Bx^{n-1} + Cx^{n-2} + \&c. + Px + Q.$$

whose coefficients are all real and finite, it is always possible to assign to x a value which will make the first term numerically greater than the sum of all the terms which follow.

8. Prove that all the roots of $x^n - 1 = 0$ are given by the expression

$$\cos. \frac{2k\pi}{n} \pm \sin. \frac{2k\pi}{n} \sqrt{-1}.$$

where k may be any integer.

a. Show that this trigonometrical expression can never have more than n values.

9. Prove Demoivre's theorem for a negative index.

10. Prove $\sin. a = a - \frac{a^3}{1.2.3} + \frac{a^5}{1.2.3.4.5} + \&c.$

11. In a spherical triangle

$$\sin. \tfrac{1}{2} A = \sqrt{\frac{\sin. (s-b) \sin. (s-c)}{\sin. b \sin. c}}$$

12. The area of a spherical triangle is proportional to the excess of the sum of the three angles above two right angles.

a. If the spherical excess be 3° 30′, find the area of the triangle on the surface of the earth (assuming the radius as 4000 miles.)

13. The angles of a spherical triangle are $A = 114° 30'$, $B = 83° 12'$, $C = 123° 20'$, find the side a.

14. If the sides of a spherical triangle ($A\ B\ C$) be cut by a transversal great circle in points a, b, c, then

$$\sin. Ac \sin. Ba \sin. Cb = \sin. aC \sin. bA \sin. cB.$$

15. Prove $\log. u = 2 \left\{ \frac{u-1}{u+1} + \frac{1}{3}\left(\frac{u-1}{u+1}\right)^3 + \frac{1}{5}\left(\frac{u-1}{u+1}\right)^5 + \&c. \right\}$

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1866.

SATURDAY, APRIL 28TH :—9 A.M. TO 1 P.M.

ANALYTIC GEOMETRY—CALCULUS.

SECOND YEAR.—*Honour Examination.*

Examiner.....ALEXANDER JOHNSON, LL.D.

1. Find the equation of the *evolute* of the ellipse.

2. If $\alpha = 0$, $\beta = 0$, $\gamma = 0$ be the equations of the sides of a triangle whose angles are A, B, C, prove that the equation of the circumscribing circle is

$$\beta\,\gamma \sin. A + \gamma\,\alpha \sin. B + \alpha\,\beta \sin. C = 0.$$

a. Show, from the equation of the circle circumscribing the triangle formed by three tangents to a parabola, that it passes through the focus.

3. The parameter of the parabola $(ax + by)^2 + Dx + Ey + F = 0$ is $p = \dfrac{aE - bD}{(a^2 + b^2)^{\frac{1}{2}}}$.

4. Find the locus of the intersection of tangents to an ellipse which cut at right angles.

5. The length of the perpendicular from the centre on the tangent to an ellipse is $p = \dfrac{ab}{b'}$.

6. If two diameters of a conic section be such that one of them bisects all chords parallel to the other, then conversely, the second will bisect all chords parallel to the first.

7. Given any two points A and B, and their polars with respect to a circle whose centre is O; let fall a perpendicular AP from A on the polar of B, and a perpendicular BQ from B on the polar of A; then $\dfrac{OA}{AP} = \dfrac{OB}{BQ}$.

8. Find the equation of the tangent to the circle whose equation referred to any axes is $Ax^2 + Bxy + Ay^2 + Dx + Ey + F = 0$ where $B = 2A \cos. \omega$.

9. Given two fixed lines, OA and OB, if any line be drawn to intersect them parallel to a third fixed line, OC, find the locus of the point where AB is cut in a given ratio.

10. Find the equation of a right line passing through a given point and perpendicular to a given line.

11. State and prove the theorem for the evaluation of vanishing fractions.

a. Apply it to the fraction $\frac{(2a^3x - x^4)^{\frac{1}{2}} - a(a^2x)^{\frac{1}{3}}}{a - (ax^3)^{\frac{1}{4}}}$ when $x = a$.

12. Divide the number a into two parts such that the product of the mth power of the one by the nth power of the other shall be a maximum.

13. Prove MacLaurin's theorem, and apply it to the expansion of cos. x in a series of powers of x.

14. Find the integrals

$$\int_x \frac{\sin x}{a + b \cos. x}\,; \quad \int_x \frac{1}{1 + x + x^2}\,; \quad \int_x x^n \log. x\,; \quad \int_x \frac{2x + 3}{x^3 + x^2 - 2x}\,; \quad \int_x \frac{x^2}{(2ax - x^2)^{\frac{1}{2}}}$$

15. Differentiate $e^{ax}(\sin. rx)^m$; x^x ; $x \log. x$.

16. If $u = e^{ax} \cos. nx$ find $\frac{d^r u}{dx^r}$.

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1866.

THURSDAY, MARCH 1ST.

SECOND YEAR.

CONIC SECTIONS—SOLID GEOMETRY.

Examiner..... ALEXANDER JOHNSON, LL.D.

1. The tangent at any point of a parabola bisects the angle between the perpendicular from that point on the directrix and the focal radius vector.

2. In the parabola the subnormal is constant.

3. Prove that $QV^2 = 4\ SP.PV$.

4. Define the ellipse, and its foci, axis major, axis minor, and eccentricity.

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

6. If two straight lines be cut by parallel planes they shall be cut in the same ratio.

7. If two planes cut one another, their common section is a straight line.

8. Define the angle between two planes.

McGILL UNIVERSITY, MONTREAL.

B. A. ORDINARY EXAMINATIONS, 1866.

WEDNESDAY, APRIL 18TH :—10 A. M. TO 1 P. M.

ENGLISH LITERATURE—LANGUAGE.

Examiners..... { VEN. ARCHDEACON LEACH, D.C.L.
REV. EDWIN HATCH, B.A.

1. Give the proper definition of a *true* synonym, the popular signification, and state the reasons why some shade of difference of meaning in words regarded as synonyms, is always discernible.

2. Whence arises what is termed euphemism in language, and on what grounds is the contrary *vice* condemned ?

3. Illustrate the tendency in modern languages to reject superfluous niceties of expression.

4. Show that etymology is an uncertain guide to the actual use of words.

5. Give the substance of the remarks on "choice of language in which translations are to be made."

6. Distinguish between the terms "idiom" and "idiotism," and illustrate the distinction.

7. Explain the terms "paraphrase" and "metaphrase," and state some of the advantages arising from the practices which they refer to.

8. To what causes is the corruption of a language attributed ? and give instances of different kinds of corruption of the pronunciation of the English language.

9. State the leading divisions of the Indo-European family of languages.

10. Illustrate by examples and account for, the character of the Celtic element in modern English.

11. Discuss the question of the origin of the Danish element in the English language.

12. What are the chief losses and gains of English as compared with Anglo-Saxon ?

13. Compare the relative advantages of native and foreign scientific terms.

14. In what respects does language afford any insight into the moral character of a people ?

15. State briefly the main effects of the introduction of the art of printing on the English language.

16. Distinguish, with examples, between *rhythm*, *metre*, *assonance*, *alliteration*, *line rhyme*, *half rhyme*.

McGILL UNIVERSITY, MONTREAL.

B. A. ORDINARY EXAMINATIONS, 1866.

MONDAY, APRIL 23RD :—9 A.M. TO 1 P.M.

HISTORY AND ENGLISH LITERATURE.

HISTORY.—GIBBON AND HUME.

Examiners..... { REV. GEORGE CORNISH, M.A.
REV. EDWIN HATCH, B.A.

1. Give an account of the civil and military administration of the Empire under Constantine and his immediate successors.

2. Give an account of the part which was played in the disintegration of the Empire by the Teutonic, Slavonic, and Turanian races respectively.

3. Give a brief account of the reign and character of Julian.

4. What were the chief epochs in Roman jurisprudence before the time of Justinian?

5. Describe briefly the conquests of the Saracens during the first century of the Hegira.

6. Give an acconnt of (1) the history of Charlemagne, (2) the extent of his empire, (3) his relation to the Papacy and its influence on the subsequent history of Europe.

7. Give a brief account of the history of Rienzi.

8. Give a list of the Crusades, specifying in regard to each (1) its date, (2) its leaders, (3) its route, (4) its results.

9. What were the immediate causes and results of the *Magna Charta*?

10. State briefly (1) the origin, (2) the leading events, (3) the results, social and political, of the Wars of the Roses.

11. Give a brief account of the history of Cardinal Wolsey.

12. Draw a genealogical table of the house of Tudor, so as to show especially the relationship of Lady Jane Grey, and Lady Arabella Stuart, to Mary and James I., respectively.

13. Give an account of the immediate causes of the Great Civil War,

14. Give a brief account of the trials for treason in the latter part of the reign of Charles II.

15. Discuss briefly the constitutional questions which were involved in the revolution of 1688.

16. Sketch briefly the growth of the naval supremacy of England from the time of Blake.

McGILL COLLEGE, MONTREAL.

B. A. ORDINARY EXAMINATION, 1866.

WEDNESDAY, APRIL 18TH; 2 P.M. to 5 P.M.

MENTAL AND MORAL PHILOSOPHY—MORALITY.

Examiner.....VEN. ARCHDEACON LEACH, D.C.L.

1. Show how Laws may be various, and Morality be nevertheless fixed.

2. Which are the Sentiments that support Rights when once established, and how do they thus operate?

3. What are the circumstances in man's life that tend to produce and increase the sense of Responsibility?

4. Say how Duties and Virtues differ, how Duty becomes Virtue, and how Duties are determined.

5. Explain what is meant by the principle of Order, and say when the Spirit of the Law is to be conformed to as well as the Letter.

6. Explain the Duties of Political Conservation and Political Progress.

7. Give an exposition of the Duties of the Intellectual Faculties.

8. Show that false standards of Morals do not disprove the reality of a Supreme Rule of human actions.

9. What are cases of Conscience generally? And explain what are meant by unlawful, immoral, impossible, and extorted promises, and by the relative duty to the Promisee.

10. In what light do the Laws and the moral Judgment of men regard cases of necessity? Why are they to be left undefined? and mention some of the principles that are applicable in judging of particular cases.

11. Show how the circle of things styled indifferent diminishes with moral progress.

12. Show in what light Ignorance and Error arising from negligence are to be regarded, and under what conditions they may palliate actions; give a summary of the rules on this subject.

13. State the means by which Moral Rules are improved.

14. Give the reasons why Rights are not always vitiated by previous injustice.

15. Show in what manner Justice and Equity became separated; state and explain the principal maxims which the administration of Equity has given rise to.

16. Explain what is meant by Natural Rights described as *indefeasible* and *inalienable*.

17. Give the definitions of Pleasure, Interest, Happiness, Utility Expediency.

McGILL COLLEGE, MONTREAL.

B. A. ORDINARY EXAMINATIONS, 1866.

WEDNESDAY, APRIL 18TH:—10 A.M. TO 1 P.M.

MENTAL AND MORAL PHILOSOPHY.—PSYCHOLOGY.

Examiner:.....REV. ARCHDEACON LEACH, D.C.L.

1. Show how the form of judgments may be distinguished from their matter.

2. The universal conditions of the possibility of any judgment as a thought may be ascertained—how?

3. The matter of the Syllosism appears in—what?

4. How may the forms and laws of reasoning be ascertained?

5. Give the substance of the defence of the character assigned to the general laws of thought—that of identical judgments.

6. Show in what respect the term association of ideas is defective, and state the reasons for limiting the phenomena of association to the Reproductive or representative consciousness.

7. Show that association fails altogether in explaining the nature of necessary judgments.

8. Give a classification of necessary judgments.

9. How are mathematical judgments divided?—and show whence the necessary character of these judgments results.

10. Give an explanation of the necessary character of moral judgments.

11. Show that consciousness does not inform us of the existence of an "insensible substratum."

12. How is the belief of an insensible substratum accounted for?

13. State the different views taken of the principle of causalty, and say how the apparent necessity of the causal judgment is accounted for.

14. State the real point to be determined in the question concerning the existence of innate ideas, and explain the answer to be given to that question.

15. Show how the very conception of consciousness as a relation between subject and object necessarily implies a limitation of thought.

16. Show how the distinction between the understanding and the reason as separate faculties of thought is unnecessary and untenable.

McGILL UNIVERSITY, MONTREAL.

B. A. ORDINARY EXAMINATIONS, 1866.

THURSDAY, APRIL 19TH:—10 A.M. TO 1 P.M.

MENTAL PHILOSOPHY, &c.—HISTORY OF PHILOSOPHY.

Examiner..... VEN. ARCHDEACON LEACH, D.C.L.

1. State the three chief principles of the Kantian theory of knowledge.

2. Give a summary of the results from Kant's *Critick* of Pure Reason

3. In his work on the doctrine of Spinoza, Jacobi's philosophic views may be reduced to three principles; state them.

4. Explain what Jacobi means by "intuition of the reason."

5. What, according to Fichte, is the distinction between Dogmatism and Idealism?

6. State the three *supreme* fundamental principles of Fichte's philosophy.

7. What is the basis and starting-point of philosophy according to Herbart, and what is his exposition of *the truly being*?

8. In what way is Schelling said to have been led to the idea of a world-soul?

9. Which, according to Schelling, are the three parts of the transcendental philosophy?

10. State the distinction between subjective, objective, and absolute idealism.

11. Give some account of Hegel's logic.

12. Give the substance of Schwegler's account of Hegel's philosophy of mind.

13. Give the principal points in Hegel's philosophy of religion.

McGILL UNIVERSITY, MONTREAL.

B. A. HONOUR EXAMINATIONS IN MENTAL PHILOSOPHY, &c.

APRIL 6TH, 1866, 9 TO 12 A.M.

LOGIC.

Examiners..... { VEN. ARCHDEACON LEACH, D.C.L.
REV. EDWIN HATCH, B.A.

1. Which are the four conditions of the necessity of formal thought? Explain them.

2. Formulate and explain the laws of Identity, Contradiction, and Excluded Middle; the law of Sufficient Reason, tracing the distinction between Logical and Metaphysical Reason and Consequent and explaining the terms that express both relations.

3. Give examples, symbolical and concrete, of extensive and intensive Categorical Syllogisms, and announce them explicitly, so as to exhibit them in their respective quantities.

4. Explain the distinction between Logical and Material Induction, and give examples, symbolical and concrete, of an Inductive Syllogism, both in comprehension and extension.

5. State the substance of Mill's doctrine on the subject of Relative Names.

6. Point out the principal imperfections in the Categories of Aristotle.

7. Give the signification of the copula of a proposition. State the misinterpretations to which it is liable, and the speculative errors which have thence arisen.

8. Give the substance of Mill's remarks on the theory of Definition; definition of Proper Names, Single Attributes, Attributes of Attributes, Abstract Names; definition, Essential and Accidental, Scientific.

9. Describe in detail the process by which, according to Hamilton's analysis, the mind forms general notions.

10. State and explain the leading characteristics of concepts, accord- to Hamilton.

11. State the various theories which have been held as to the nature of the relation between subject and predicate.

12. What effect has the admission of the doctrine of the quantification of the predicate on (1) the common account of immediate inference; (2) the common account of the various forms of the Syllogism?

13. How is it that at different times and by different writers the terms analysis and synthesis have been used in opposite senses?

14. Classify the various means by which knowledge is acquired.

15. Give a brief account of the nature and peculiarities of mathematical reasoning.

16. Classify the various circumstances, external and internal, which tend to produce error.

McGILL UNIVERSITY, MONTREAL.

B. A. HONOUR EXAMINATIONS IN MENTAL PHILOSOPHY, &c.

FRIDAY, APRIL 6TH, 1866.—3 P.M. TO 6 P.M.

LOGIC.

Examiners..... { VEN. ARCHDEACON LEACH, D.C.L.
REV. EDWIN HATCH, B.A.

1. Give concrete examples, illustrative respectively of the methods of agreement, difference, residues, concomitant variations.

2. State the substance of what is given on the composition of causes, and point out where the reputed axiom "effects are proportional to their causes," fails.

3. Upon what grounds is it argued that the explanation of laws of nature must be limited?

4. State the substance of what is given on the subject of Fallacies of Generalization.

5. Explain and illustrate the Fallacy of Undue Assumption.

6. Aristotle enumerates four different kinds of reasoning, to which the colloquial form (*τὸ διαλέγεσθαι*) was applied—which are they? and give an exposition of them.

7. Give an account of the rise of the Eristic or Sophistic method of the Sophists.

8. Explain the contrast between the progress of Logic among the Latins and the Greeks, and give some account of the Latin Logicians.

9. Distinguish between observation and experiment, and show the special conditions under which each is applicable.

10. To what operations has the term "induction" been improperly applied, according to Mill?

11. State the main differences between ancient and modern induction, and the reason why the former was comparatively barren of scientific results.

12. Give a brief account of the doctrine of chances, as stated by Mill.

13. Distinguish between disbelief and the absence of belief, and state the legitimate ground for each.

14. State Mill's division of Fallacies, and show what place those which he mentions would occupy in a more complete list.

15. Mention some of the more common forms of the fallacy of *Ignoratio elenchi*.

16. Give a brief history of the word Logic.

McGILL UNIVERSITY, MONTREAL.

B.A. HONOUR EXAMINATIONS IN MENTAL PHILOSOPHY, &c., 1866.

THURSDAY, APRIL 19TH, 1866:—9 TO 12 A. M.

ANCIENT SPECULATIVE PHILOSOPHY.

Examiner..... { REV. ARCHDEACON LEACH, D.C.L.
REV. EDWIN HATCH, B.A.

1. Show the kind of relation which, according to Ritter, subsisted between the Greek Mysteries and Greek Philosophy.

2. Which are the four distinct portions in which Philosophy presents itself in the Pre-Socratic period? and show how they were connected.

3. Give the substance of Ritter's account of the Philosophers of the Ionian School, and his reasons for rejecting the traditional opinion concerning them.

4. Give the philosophical principles assumed respectively by Thales, Anaximander and Anaximenes, and the three points to which, according to Schwegler, their whole Philosophy may be reduced.

5. What, according to Xenophanes, is the highest philosophical principle? and what is the contradiction that is involved in the doctrines of Parmenides concerning Being and Appearance?

6. State the doctrine of Zeno the Eleatic, concerning Being, and show in what it differs from that of Parmenides.

7. Give an exposition of Heraclitus' principle of the Becoming.

8. Show the relation of the doctrine of Empedocles to the Eleatic and Heraclitic Philosophy.

9. Give an outline of (1) the form, (2) the meaning, of the Pythagorean Philosophy.

10. State (1) what Plato meant by the *ἰδέαι*, (2) how his views in regard to them were modified at various periods of his life; (3) what is the relation of the *ἰδέαι* to the modern conceptions of "laws of nature," "types," and "general notions."

11. State the more salient points of difference btween Plato and the Platonists, Aristotle and the Aristotelians, Epicurus and the Epicureans.

12. State (1) on what grounds and with what justice Plato attacked the Sophists, and (2) what positive contributions were made by the Sophists to Philosophy.

13. Give an outline of the Psychology of the earlier Stoics.

14. Give a brief survey of the various Schools of Philosophy which existed during the first two centuries of the Christian era

15. From what sources did Neo-platonism arise, and through what successive stages did it pass.

16. State the most prominent anticipations of modern theories in Greek Philosophy.

McGILL UNIVERSITY, MONTREAL.

B. A. HONOUR EXAMINATIONS, 1866.

THURSDAY, APRIL 19TH:—2 TO 5 P.M.

MEDIAEVAL AND MODERN SPECULATIVE PHILOSOPHY.

Examiners..... { VEN. ARCHDEACON LEACH, D.C.L.
REV. EDWIN HATCH, B.A.

1. State the evidence in favour of the obligations of Greek to Oriental philosophy, and the objections that lie in opposition to such obligations.

2. What obscure notices are there of a connection between the Poetry and the Philosophy of the early Greeks, and how is the obscurity in regard to the History of Greek Philosophy accounted for?

3. Show how the Philosophy of the Ionian and Doric races exhibited the peculiarities that marked the character of these races.

4. What injustice did Roscelin's opponents do him in their report of his doctrines, and how is Abelard's asperity of opposition to him accounted for?

5. Give the substance of Haureau's account of the philosophical doctrines of Anselm.

6. State the argument of St. Thomas in answer to the question—"Is the soul a substance?"

7. State St. Thomas' first proposition on the subject of Individuality, and the several consequences thence deduced.

8. How does St. Thomas reply to the question—"Is the essence of the soul identical with its power?"

9. What were the main problems of Scholasticism, and in what respects was the method of their solution determined by the subject-matter?

10. Give an account of the history of philosophy among the Arabians, showing also (1) the immediate sources from which it arose; (2) the channels through which it was introduced into Latin Christendom, (3) the effects of its introduction.

11. Give a brief account of the Italian philosophers of the Renaissance.

12. '*Cogito ergo sum*:' Show (1) the meaning which Descartes attached to this assertion; (2) the consequences which he deduced from it; (3) its influence on the course of modern philosophy; (4) its positive value.

13. State (1) Spinosa's definition of *substance*; (2) the leading inferences which he deduces from that definition.

14. Trace and compare the successive modifications of the main position of the sensational philosophy by Locke, Hume, and Condillac.

15. State (1) the purpose which Kant had in view in his critic of Pure Reason; (2) how he endeavoured to effect it; (3) how far he can be considered to have succeeded.

16. Give a short account of the philosophy of Hegel, showing (1) its relation to its immediate philosophical antecedents; (2) its main idea, (3) its method.

McGILL UNIVERSITY, MONTREAL.

B. A. HONOUR EXAMINATIONS ON MENTAL PHILOSOPHY &c.

THURSDAY, APRIL 19TH,—9 A.M. to 1 P.M.

PLATO REPUB. VI. VII., AND MORELL'S PHILOSOPHY OF MIND.

Examiners:..... { VEN. ARCHDEACON LEACH, D.C.L.
REV. EDWIN HATCH, B.A.

1. Give the reasons which Plato assigns for the study of Geometry.

2. What is the adjustment made by Plato of studies and duties or exercises to the different periods of life?

3. Upon what grounds does Plato expect the guardians to take a share in public life?

4. Give the substance of Morell's account of the fundamental distinctions of vital phenomena, and the threefold law thence deduced.

5. State his theory of sensation—explain how it removes the several difficulties adverted to, and give some of the important deductions from his exposition of the subject.

6. State and explain the theory of memory.

7. Give the substance of the account of quantitative reasoning.

8. What effects does the use of language exert upon the process of mental development?

9. To what causes does Plato attribute the current disrepute of philosophers?

10. State Plato's views as to (1) the preliminary qualifications of the guardians, (2) the processes through which they are to be gradually led to a knowledge of the good.

11. On what classes of facts does the inductive science of Psychology rest?

12. Show the action of the fundamental law of mental activity in the formation of (1) generalised perceptions, (2) general ideas, (3) associated ideas.

13. Show by what processes the mind gradually forms perceptions of body, size, direction, and distance.

14. In what respects is knowledge limited?

15. State some of the various senses which have been attached to the word *reason*, and justify Morell's use of it.

16. Trace the development of volitional power from the lowest forms of activity, and shew what elements are necessary to a complete volitional act.

McGILL UNIVERSITY, MONTREAL.

B.A. HONOUR EXAMINATIONS IN MENTAL PHILOSOPHY, &c., 1866.

TUESDAY, APRIL 24TH :—9 TO 12 A.M.

MODERN MORAL PHILOSOPHY.

Examiners..... { VEN. ARCHDEACON LEACH, D.C.L.
REV. EDWIN HATCH, B.A.

1. Give an account of Leibnitz's opinion on the subject of the existence and nature of evil.

2. To what causes are the fame and disrepute of Hobbes to be attributed? and state what are alleged as the fundamental errors of his ethical system.

3. Explain the twofold aspect in which the ethics of Spinoza may be viewed, consistently with his doctrine on the subject of the human will

4. What was the design of Cudworth in his treatise on Eternal and Immutable Morality? Give an exposition of his doctrine.

5. Show what are meant by the autonomy of the will and the heteronomy of the will.

6. State and explain what, according to Kant, may be regarded as the highest principle of morality.

7. State and explain the answer given by Kant to the question, "What is the relation of the two elements of the greatest good to each other?"

8. What is Dr. Brown's answer to the question, "What is the ground of moral approbation?" and show how the answer is consistent with his system.

9. State and classify the leading theories which have been entertained as to the origin of moral ideas.

10. State and classify the leading theories which have been entertaind as to the nature of moral distinctions.

11. State (1) what is meant by casuistry; (2) from what causes it arose; (3) from what causes it has ceased to exist.

12. Give a brief account of the moral philosophy of Suarez.

13. How does Butler prove the correspondence of virtue with the constitution of human nature?

14. Give a brief history of the doctrine of a "moral sense."

15. Give an outline of the practical philosophy of Fichte.

16. What are the main defects of Benthamism as a philosophy of morals?

McGILL UNIVERSITY, MONTREAL.

B.A. HONOUR EXAMINATIONS IN MENTAL PHILOSOPHY, &c.

APRIL 19TH, 1866.—2 TO 5 P.M.

ANCIENT MORAL PHILOSOPHY.

Examiners..... { VEN. ARCHDEACON LEACH, D.C.L.
REV. EDWIN HATCH, B.A.

1. What was Socrates' notion of God? and upon what grounds did he hold the belief of the soul's immortality?

2. State the principal determinations of Plato in regard to the idea of the Supreme Good.

3. How does it happen that the subject of Duty and Obligation is not distinctly treated nor presented in the Ethics of Plato?

4. Give the substance of Plato's doctrine on the state of rewards and punishments.

5. State and explain the two respects in which the moral theory of Aristotle is defective from limitation, and give an exposition of his answer to the question, "What is virtue."

6. Give an account of the Ethics of the Stoics, and show how their opinions concerning external good were connected with their moral principles.

7. In what various ways did moral ideas express themselves among the Greeks before the time of Socrates?

8. What positive contributions to Moral Philosophy were made by Socrates?

9. Give a brief outline of the rise, opinions, and ultimate developments of the imperfect Socratic schools.

10. What traces of the question of free-will are found among the Greeks?

11. State and compare the answers which a Stoic and an Epicurean respectively would make to the question, "Which is the happiest life?"

12. How far did ambiguities of language influence the course of Moral Philosophy among the Greeks?

13. In what respects has Moral Philosophy been influenced by Roman jurisprudence?

14. State and criticise the leading moral doctrines of Ockham

McGILL UNIVERSITY, MONTREAL.

B.A. HONOUR EXAMINATIONS IN MENTAL PHILOSOPHY, &c.

1866.

TUESDAY, APRIL 24:—2 P.M. TO 5 P.M.

ARISTOTLE'S ETHICS AND DUGALD STEWARTS' PHILOSOPHY OF THE ACTIVE AND MORAL POWERS OF MAN.

Examiners..... { VEN. ARCHDEACON LEACH, D.C.L.
REV. EDWIN HATCH, B.A.

1. Mention the considerations which, according to Stewart, show that the sense of Duty is not resolvable into a regard to our happiness.

2. Give the substance of Stewart's remarks on the subject of an ambiguity in the words "right" and "wrong," "virtue" and "vice."

3. Give an account of Mandeville's doctrine on the subject of Moral Virtue, with Stewart's refutation of it.

4. State the reasons assigned by Aristotle for his doctrine that moral virtues are not innate, but that they arise from habit.

5. Give the substance of Stewart's remarks on the subject of the immutability of moral distinctions.

6. What is Stewart's division of the Active principles; and what is his subdivision of the class Desires?

7. State Aristotle's theory of the nature of happiness.

8. State in detail Aristotle's analysis of a moral act.

9. Give an account of Aristotle's analysis of the intellectual powers.

10. For what parts of his moral philosophy is Aristotle mainly indebted to Plato?

11. State briefly Aristotle's view of the relation between the life of action and the life of contemplation.

12. State Aristotle's theory of the nature of pleasure.

13. Give an outline of Dugald Stewart's statement of the arguments for the existence of God.

14. Give an outline of Dugald Stewart's statement of the arguments for a future state.

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1866.

WEDNESDAY, APRIL 18TH:—10 A.M. TO 1 P.M.

ENGLISH.—LANGUAGE.

FIRST YEAR.

Examiner.....VEN. ARCHDEACON LEACH, D.C.L.

1. State the distinction between sentences as regarded grammatically and logically.

2. What are simple, complex and compound sentences?

3. The subject in a simple sentence may be enlarged—how?

4. Show what is implied in the completion and in the extension of the predicate?

5. Explain what are meant by subordinate sentences, and give examples of the different kinds.

6. Give examples of some of the contracted forms in which compound sentences are sometimes put.

7. What case in English is the absolute case?

8. Though the nominative generally requires a verb after it, there are cases in which no verb is found—state them.

9. Say which number the verb takes in the following conditions: 1. When two singular nominatives are connected by "and" and preceded by "every," each," "no"; 2. When two singular nominatives connected by "and" are emphatically distinguished;—How is the number determined, when two nominatives are connected, the one affirmative, the other negative; and when a verb separates its nominatives?

10. After what classes of verbs is the present infinitive used for the acts which those verbs refer to?

11. How may the objects of transitive verbs be enlarged?

12. What is meant by the indirect object of a verb, and into what classes may it be divided?

13. What classes of words do adverbs qualify?—Give examples; and show that they are sometimes made adjectives, nouns, verbs.

14. Indicate the proper use of "ever" and "never," in the cases mentioned.

15. Show that prepositions are sometimes needfully inserted and sometimes improperly omitted.

16. In what kind of sentences is the subjunctive mood used, and how are such sentences, when the subjunctive occurs in them, divided.

17. Give examples to show the correlative subjunctive forms.

18. Show that verbs are sometimes used independently of other parts of the sentence.

19. Show that a verb in the infinitive may take a subject of its own, though it has no nominative.

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1866.

WEDNESDAY, APRIL 18th:—2 TO 5 P.M.

LOGIC.

FIRST YEAR.

Examiner,.....VEN. ARCHDEACON LEACH, D.C.L.

1. Explain what is meant by "the science of the laws of thought."

2. Trace the distinction between Pure Logic and Applied Logic; and say in what respects the line of demarcation between them is alleged to become confused.

3. State the distinction between first and second notions or intentions.

4. State the distinction between clear and obscure cognitions, Adequate and Inadequate, Symbolical and Notative.

5. Mention the various modes of expressing the antithesis between thoughts and things.

6. Explain the different steps in the formation of conceptions.

7. What are meant by higher and lower conceptions?

8. Explain the double capacity of Extension and Intension of conceptions, and mention the various modes of expressing it.

9. State the three powers of a Conception and the corresponding processes.

10. What are meant by Abstract and Concrete representations?

11. State what is given on the subject of "the nature of general notions"—and the opinions of the Ultra-Realists, Realists, Moderate Nominalists and Ultra-Nominalists.

12. State Aristotle's objections to the Platonic scheme of ideas.

13. Are representations of the imagination to be considered as intuitions or conceptions?

14. Show that there cannot be abstraction without generalization.

15. What are meant by contradictory attributes and contrary?

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1866.

WEDNESDAY, APRIL 18TH:—10 A.M. TO 1 P.M.

MENTAL AND MORAL PHILOSOPHY.—POLITY.

THIRD YEAR.

Examiner,.....VEN. ARCHDEACON LEACH, D.C.L.

1. Show that the Right of making war belongs to the State as a State, and does not arise from the Rights of individuals.

2. How is it proved that the Right of Capital Punishment is necessary to the safety of the State?

3. Whence arises the State obligation of National Defence, and what are the means of Defence which this obligation implies?

4. Show that the moral and intellectual progress of the Governors and of the State are not identical, and explain how this circumstance modifies the public conduct of statesmen?

5. Show that Government cannot be merely a contract, and say why the term Social Contract may nevertheless be conveniently employed?

6. Why is it proper to abstain from laying down any rules concerning resistance to Government?

7. What are Paley's opinions concerning the Constitution which are said to disqualify him as a moral teacher?

8. What are the means that may be properly employed for the improvement of Governments?

9. Give the substance of the remarks on the assertion that the sole foundation of Government is expediency or utility.

10. State the principal points in the history of the natural progress of Government

11. Describe the kind of Government that may be termed *Hero Sway*.

12. Show that men's conception of Government cannot be satisfied by the abstract idea of Justice administered so far as its rules are universal.

13. How is the moral condition of a people connected with the possession of Political Right?

14. Give some account of the rise of Representative Assemblies, and mention the chief advantages that belong to the principle of Representation in Government.

15. What are the characteristics of a Visionary Polity, and those which mark the historical progress of nations towards the best state of political existence?

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1866.

WEDNESDAY, APRIL 18TH:—2 TO 5 P.M.

RHETORIC.

THIRD YEAR.

Examiner,.....VEN. ARCHDEACON LEACH, D.C.L.

1. How are Epithets distinguished from Adjectives? What is stated as the only safe rule with regard to the use of Epithets? and give the general caution respecting it.

2. Explain what is meant by the expression "frigid style."

3. State the grounds upon which the use of uncommon words or expressions, especially when excessive, is objected to.

4. Illustrate the form of expression called, Echo to the sense; show whence it arises and state the practical rule concerning it.

5. Give the substance of the remarks on the theological style.

6. What are the means that may be employed to obviate the inconveniences apt to accompany an energetic brevity of style?

7. Explain the advantages which the English language possesses in regard to the use of the figure of speech, personification.

8. State and illustrate the rules for the use of Metaphors and Similes.

9. State and illustrate the method suggested by Whately, to reconcile conciseness with perspicuity.

10. With regard to Amplification, what are the determining circumstances for the consideration of the Orator?

11. Give the substance of the Criticism on the style of Dr. Johnson.

12. Explain what is meant by the natural order of words in a sentence, and show how emphatic words may be properly indicated.

13. Distinguish, by examples, between loose sentences and those of periodic structure, and give the reasons why written or spoken language demands generally the one or the other form as the more appropriate.

14. Show, by examples, how the use of Antithesis is conducive to conciseness.

15. Whence arises the effect of the employment of Interrogation? And state the rules for the use of it.

16. What is meant by Elegance of Style? and mention the suggestions given for the attainment of it.

McGILL COLLEGE, MONTREAL.

B.A. HONOUR EXAMINATIONS IN THE ENGLISH LANGUAGE, LITERATURE AND HISTORY, 1866.

THURSDAY, APRIL 19TH:—10 A.M. TO 1 P.M.

LANGUAGE.

Examiner,..... VEN. ARCHDEACON LEACH, D.C.L.

1. Upon what grounds has it been argued that the language of a portion of the population of Britain, when the country first became known to the Romans, was not a Celtic but a Germanic language?

2. When did the Roman dominion in Britain cease? What were the probable effects of the Roman occupation upon the civilization of the ancient Britons?—upon their language? And what may be inferred from the name Limes Saxonicus, borne by a portion of the Coast?

3. Give an historical account of the French tongue and of the several ways in which the language now spoken in England became affected by it.

4. Give the limits of the Semi-Saxon period and mention the principal characteristics of the language then spoken.

5. Give the limits of the Middle English period, and mention the principal characteristics of the language then spoken.

6. Mention some of the circumstances most worthy of note in the history of new words.

7. To what causes are differences of pronunciation chiefly to be ascribed?

8. Describe the forms of books in use before those of Modern times; and mention some of the ways in which language has been affected by the Art of Printing.

9. Mention some of the causes to which chiefly the corruption of a language may be attributed.

10. How is the absence of Rhyme and Alliteration in Greek and Roman verse to be accounted for?

11. Give the Etymology and the History (if they have any history) of the following words;—"posthumous," "demure," "Cardinal," (Noun) "Shamefaced," "Caitiff," "Canon," "Cannon," "Craven," "prude," "quarrel," "County," "guilt," "retract," "Candidate," "classics," "imbecile," "amusement," "allegiance," "rivals.'

12. To what cause are to be ascribed the many verbal duplicates in the present English?

13. Show, by reference to the different parts of speech, the changes from Anglo-Saxon, which the English language in the time of Chaucer had undergone.

14. Give an outline of the history of Rhyming Poetry in English, from the time of Henry II till the middle of the 14th Century.

15. How are the apparent irregularities and deficiencies in Chaucer's versification to be accounted for?

McGILL COLLEGE, MONTREAL.

B.A. HONOUR EXAMINATIONS IN THE ENGLISH LANGUAGE, LITERATURE AND HISTORY, 1866.

THURSDAY, APRIL 19TH:—2 TO 5 P.M.

LANGUAGE.

Examiner,.....VEN. ARCHDEACON LEACH, D.C.L.

1. Write out a synopsis of the declensions of Anglo-Saxon Nouns.

2. Mention the different ways in which Anglo-Saxon secondary Nouns were formed, and give examples.

3. Decline some Anglo-Saxon Adjectives in both forms.

4. Give the etymology of "Tyn," "Endlufon," "Twentig," "Thusend."

5. Which are the different orders of Anglo-Saxon Verbs; and how are they distinguished?

6. How are Adjectives and Adverbs ordinarily compared?

7. What peculiarities mark the use of the Anglo-Saxon relative?

8. Give a translation and a grammatical analysis of the following passage:—

And of Schiringes-heale, he cwaeth that he séglode on fif dagum to thaem porte the mon haet aet Haethum, se stent betuh Winedum and Seaxum and Angle, and hyrth in on Dene. Tha he thiderweard séglode fram Schiringes-heale, tha waes him on thaet baecbord Denamearc, and on thaet steorbord wid-sae thry dagas, and tha twegen dagas áer he to Haethum come, him waes on thaet steorbord Gotland and Sillende and iglanda fela. On thaem landum eardodon Engle, áer hi hider on land comon. And hym was tha twegen dagas on part baecbord tha igland the in Denemearce hyrath.

9. In what cases, respectively, are put Anglo-Saxon Nouns—1st. Denoting measure, value, age; 2nd. Answering to the question When; 3rd. Where; 4th. Nouns used absolutely with participles?

10. Give a description of the Rhythmical cadence employed in the vernacular Anglo-Saxon poetry.

11. Translate the following:—

. . . . Thaer ic ne gehyrde
Butan hlimman sáe,
Is-caldne waeg.
Hwilum ylfetes sang,
Dyde ic me to gamene
Ganetes hleothor
And hu-ilpan Sweg;
Fore hleahtor wera
Fore médo-drince,
Stormas thaer stan-clifu beotan,
Thaer him stearn oncwáeth
Tsig fethera.

12. Give a description of the alliterative rime of Anglo-Saxon poetry.

McGILL COLLEGE, MONTREAL.

B.A. HONOUR EXAMINATIONS IN THE ENGLISH LANGUAGE, LITERATURE AND HISTORY, 1866.

TUESDAY, APRIL 24TH:—10 A.M. TO 1 P.M.

LITERATURE.

Examiner,.....VEN. ARCHDEACON LEACH, D.C.L.

1. Write an analysis of Shakespeare's "Tempest," with a short critique touching its plan or plot, its characters and moral tendencies.

2. Give an outline of Chaucer's poem of the "House of Fame;" describe its general merits; show Pope's obligations to it in his "Temple of Fame."

3. What account does Spenser give of his object and plan in the composition of the "Faeric Queene"? Give a short account of the adventures of the Red-cross knight in the First Book;—show the peculiarities of the language and of the structure of the versification of the Poem.

4. Give some account of the Faustus of Marlow.

5. Point out the deficiencies as a dramatic work of the "Comus" of Milton, and give the main characteristics of its thought and expression—with illustrative extracts.

6. Give an account of the London Theatres from the time of Queen Elizabeth and of the closing of them in 1648.

7. What class of foreign productions exerted the greatest influence upon English Literature, especially the English Drama, down to the times of Elizabeth? Mention the principal authors of those productions, and give some account of their form and subject-matter.

8. Give a short outline of the story of the "Pilgrim's Progress." To what works of an earlier date does it bear a great resemblance? Give a short statement of the origin and history of "Spiritual Romance."

9. To what class of literary productions does Sir Philip Sidney's "Arcadia" belong? Give a short account of the origin of Pastoral Poetry. Which are the chief poems in English of that class? Give the Rules for this kind of composition as they are given by Dryden.

10. To what source originally are Satirical compositions to be traced? Which are the principal Satirical works in English? What is there in the form of Dryden's "Absolom and Achitophel" that deducts from its effect as a poem, and show in what its merits consist.

11. Give the substance of Bacon's Essays on "Seditions and Troubles" and "Empire."

McGILL COLLEGE, MONTREAL.

B.A. HONOUR EXAMINATIONS IN THE ENGLISH LANGUAGE, LITERATURE AND HISTORY, 1866.

FRIDAY, APRIL 27TH:—10 A.M. TO 1 P.M.

HISTORY.

Examiner,.....VEN. ARCHDEACON LEACH, D.C.L.

1. Give the principal incidents, noted in Paoli's account of the mode of life of the early Saxon Kings.

2. Give the names of those who, in Anglo-Saxon times, are to be ranked as Kings of all England.

3. What was the origin of the Peter's Pence?

4. Give an outline of the history of the Danish Rule in England.

5. What was the state of the Church at the close of the great conflict with the Danes, in Alfred's time; and what legislative measures did he employ for its benefit?

6. Give an account of the origin of the claims set up by the English to the Crown of France, and of the events consequent thereupon, till the *Treaty of Bretany?*

7. Who were the Kings of the House of Lancaster, of the House of York, of the House of Tudor, of the House of Stuart?

8. What were the Consistory Courts, their objects and the nature of the proceedings in them?

9. Give an explanation of the law-term, *praemunire*, and a history of the enactments so called.

10. State the principal points in the petition of the Commons, in the Parliament of 1529.

11. Give a short sketch of the history of the Lady Jane Grey.

12. How did Cardinal Pole come to have the influence which he exerted in Queen Mary's reign?

13. What was the origin of the Oath of Allegiance?

14. Give a short account of the history of Sir Thomas More.

15. State the principal obligations of the Protestant Church to Cranmer.

McGILL COLLEGE, MONTREAL.

B.A. HONOUR EXAMINATIONS IN THE ENGLISH LANGUAGE, LITERATURE AND HISTORY, 1866.

FRIDAY, APRIL 27TH :—1 TO 5 P.M.

HISTORY.

Examiner.....VEN. ARCHDEACON LEACH, D.C.L.

1. What were the principal subjects of legislation in the first Parliament of Elizabeth's reign ?

2. Who were the Ministers most in Elizabeth's confidence ? And give some account of them.

3. How was the Liturgy received in the parishes, and what was the conduct of the Bishops in regard to it ?

4. What was the condition of Scotland during the latter years of Mary Tudor's reign ?

5. State the characteristic differences between the Reformation in England and Scotland, and give some account of the history and character of Knox.

6. What were the changes in French policy, and the particular circumstances therewith connected that gave alarm to the English Government after the peace of Cambray ?

7. What were the terms agreed upon between the two nations after Admiral Winter's blockade of Leith harbour, and what event was it that saved England from an invasion of the French.

8. What were the consequences of the death of Francis 2nd to Mary Stuart, and what was the course of action which she thereupon adopted ?

9. Give an account of the formal demand made by Mary Stuart's friends for the recognition of her right to the Crown of England, in 1561, and of Elizabeth's reply.

10. What had been, till 1654, the policy of the Tudor Sovereigns in regard to Ireland ?

11. Give an account of the visit of Charles 1st to Scotland, and mention what, according to Clarendon, were the results that followed thereupon.

12. Give the substance of Clarendon's sketch of the character of Archbishop Laud, and mention the circumstances that rendered him unpopular in the earlier period of his public life.

13. Give some account of the great men who managed the affairs of the English nation at the outbreak of the troubles in Charles 1st's reign.

14. State the chief demands made by the Parliament touching the Royal prerogative, and say how the King acted in regard to these demands.

15. What were the preparations made by the Parliament in anticipation of war, and by the King in self-defence ?

McGILL UNIVERSITY, MONTREAL.

INTERMEDIATE EXAMINATION, 1866.

WEDNESDAY, APRIL 18TH:—10 A.M. TO 1 P.M.

LOGIC.

Examiner,.....VEN. ARCHDEACON LEACH, D.C.L.

1. Give an exposition of the terms, syllogism, antecedent, consequent, consequence, question, premise, middle term.

2. Distinguish between mediate and immediate inference, and reply to the objection that, as to immediate inference, "there is in the conclusion no new truth, nothing but what was already asserted in the premises."

4. State and explain the kinds of opposition between the following sets of propositions ao, ae, ai, io, ay, iy, au, uy, oy, ei.

5. Explain the nature of inconsistent opposition.

6. Give concrete examples of conversion of propositions in o, e, y, a.

7. Give the formulæ of immediate inference from a disjunctive judgment.

8. What is meant by the worst relation ?—and explain the rule "the comparison of each of the two terms must be either with the whole or with the same part, of the third term."

9. Explain the modes of conversion—simple, per accidens, per contraposition ; and give the kinds of propositions to which these modes are respectively applicable.

10. State the distinction between analytic and synthetic syllogisms.

11. Explain the method of reduction of syllogisms to the 1st figure, as in the older treatises.

12. Write out the special canons of the figures.

13. Give a concrete example of a syllogism, according to the formula "cui singula insant," &c.

14. Write according to Hamilton's notation, the following syllogisms —in the 1st fig. ava, uii, iyi ; in the 2nd fig. yva, vaa, yü ; in the 3rd fig. yvy, vii, ivi.

15. Give the principal forms of the disjunctive syllogism.

16. Give concrete examples of a prosyllogism and an episyllogism.

McGILL UNIVERSITY, MONTREAL.

INTERMEDIATE EXAMINATION, 1866.

WEDNESDAY, APRIL 18TH:—2 TO 5 P.M.

ENGLISH LITERATURE.

Examiner,.....VEN. ARCHDEACON LEACH, D.C.L.

1. Give the date that distinguishes the commencement of Modern Literary History.

2. What predominating influences were favourable to the cultivation of Literature at the beginning of Modern times, and what were the circumstances that served to retard it?

3. Give an account of the introduction of the language and literature of Greece into the schools and universities of England.

4. Give an account of the Utopia of Sir Thomas More, and mention the principal writers in the Latin language during the earlier part of the sixteenth century.

5. Give an account of Tyndale's translations of the Holy Scriptures and their publication.

6. Give a historical account of the art of Printing during the reign of Henry VIII.

7. What were the principal characteristics of Latimer's literary productions?

8. Which was the chief composition of Ascham? and give some account of it.

9. Give the character of the writings of Skelton, and show what the peculiarities of his versification consisted in.

10. Give the substance of the history of the Earl of Surrey's writings, and of the critical remarks upon them.

11. Besides Sternhold and Hopkins, who were the other translators of what is termed their version of the Psalms? When was the whole collection published?

12. Give an account of the work entitled, "A Mirror for Magistrates."

13. Write a historical outline of the infancy of the English Drama.

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1866.

FRIDAY, APRIL 20TH:—9 TO 12 A.M.

FRENCH.

THIRD YEAR—ELEMENTARY COURSE.

Examiner,.....P. J. DAREY, M.A.

I. Translate into English :—

Non, non, tous ces détours sont trop ingénieux :
Vous lisez (1) de trop loin dans les secrets des dieux (2).
Moi, je m'arrêterais (3) à de vaines menaces !
Et je fuirais l'honneur qui m'attend sur vos traces !
Les Parques à mère (4), il est vrai, l'ont prédit (5),
Lorsqu'un époux (6) mortel fut reçu dans son lit :
Je puis choisir, dit-on, ou beaucoup d'ans sans gloire,
Ou peu de jours suivis d'une longue mémoire (7).

RACINE.

1. What is the Imperfect of the Subjunctive of that verb ?
2. What is the Feminine of that word ?
3. Give the Imperative of that verb.
4. What was her name ? What was she ?
5. To what does *l'* refer ?
6. What is the etymology of that word ? What is the feminine ?
7. In what sense is this word used ? When it is masculine, what does it mean ?

II. Give a short but complete synopsis of the IPHIGENIE of Racine. Was the subject of that tragedy a new one, or had it been treated before ? If so, by whom ?

III. Which are the different characters represented in that tragedy ? Who speaks the above piece ? To whom did he speak so ? When ?

IV. Who is the greatest comic poet of France ? Which are his principal pieces ?

V. Give the rules to write the Past Participle in French : when it is used without any auxiliary ; with the auxiliary *to be* ; with the auxiliary *to have ;* when it is the Past Participle of a reflective verb. Give an example in each case.

VI. Write the Past Participle, the Imperative, and Imperfect of the Subjunctive of *je viendrai, valoir, que je naisse, je savais, je vivrai.*

VII. Translate into English :—Il vous en veut ; coucher en joue ; avoir beau ; s'en tenir à ; être aux prises ; faire part de à ; faire cas de. And into French :—By handfuls ; with hue and cry ; to be hot headed ; within an inch of ; to strike colours ; dog latin, and, to sleep in the open air.

VIII. Translate into French :—The same Rutilius who had been banished from Rome by Sylla, was told in his exile, that, for his comfort, there would be ere long a civil war, which would bring all the banished men home again. "God forbid," said he, "for I would rather my country should blush for my banishment, than mourn for my return.

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1866.

FRIDAY, APRIL 20TH:—9 TO 12 A.M.

FRENCH.

THIRD YEAR—ADVANCED COURSE.

Examiner.....P. J. DAREY, M.A.

1. Quels sont les principaux poëtes du dix-septième siècle ? Dites dans quel genre chacun de ces écrivains s'est distingué, et faites connaître leurs ouvrages.

2. Quels sont les grands prédicateurs du dix-septième siècle ? Quels ouvrages ont-ils publiés ? Quels sont les prosateurs les plus remarquables de ce même siècle ?

3. Quand J. J. Rousseau naquit-il ? Faites connaître les différents ouvrages qu'il a écrits. Où mourut-il ? A quel âge ?

4. Donnez un resumé de la vie et des principaux ouvrages de Voltaire.

5. Dites en quoi le dix-huitième siècle diffère, sous le rapport littéraire, du dix-septième, et celui-ci du seizième.

6. Quand fait-on varier *tout*, adverbe ? Donnez un exemple. Expliquez la règle du mot *quelque*, selon qu'il est suivi d'un verbe, d'un adjectif, ou d'un substantif. Citez des exemples de chaque cas.

7. Quelle différence y a-t-il entre ces deux expressions: *la maison dont je sors*, et *la maison d'où je sors*. Quand est-ce que le mot *chacun* exige-t-il après lui *son*, *sa*, *ses*, et quand *leur*, *leurs*. Donnez des exemples.

8. Quand le verbe *demeurer* est-il conjugué avec *avoir*, et quand avec *être* ? Donnez des exemples. Répondez à la même question pour le verbe *expirer*.

9. Traduisez en anglais les locutions *parce que* et *par ce que*, *au travers*, *à travers*, *en travers*, *de travers*, *à tort et à travers*.

10. Quelle différence y a-t-il entre *tout-à-coup* et *tout d'un coup* ; entre *de suite* et *tout de suite* ; entre *plutôt* et *plus tôt* ?

11. Traduisez en français :—

We should consider this world as a great mart of commerce, where fortune exposes to our view various commodities, as riches, ease, tranquillity, fame, integrity, knowledge. Everything is marked at a settled price ; our time, our labour, our ingenuity, is so much ready money which we are to lay out to the best advantage. Examine, compare, choose, reject, but stand to your own judgment ; and do not, like children, when you have purchased one thing, repine that you do not possess another that you did not purchase. Such is the force of well-regulated industry, that a steady and vigorous exertion of our faculties, directed to one end, will generally insure success.

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1866.

FRIDAY, APRIL 20TH:—9 TO 12 A.M.

FRENCH.

FOURTH YEAR.—VOLUNTARY COURSE.

Examiner.....P. J. DAREY, M.A.

Toutes les réponses devront être faites en français.

1. Qui est-ce qui a écrit les tragédies: le Cid, Horace, Esther; et les comédies, les Plaideurs, et les Fourberies de Scapin. Donnez un résumé de chacune de ces pièces avec des appréciations littéraires.

2. Quels sont les principaux écrivains du XIX siècle? Citez les ouvrages les plus remarquables qu'ils ont écrits.

3. En quoi la littérature du XIX siècle diffère-t-elle de celle du XVIII?

4. Quels sont les auteurs qui ont eu le plus d'influence sur la révolution de 1789?

5. Faites une composition, d'au moins 36 lignes, sur les principaux avantages de la connaissance de la langue et de la littérature françaises, dans ce pays-ci.

6. Traduisez en français:—

PATRIOTISM.

Dear is the tie that links the anxious sire
To the fond babe that prattles round his fire;
Dear is the love that prompts the grateful youth
His sire's fond cares and drooping age to soothe:
Dear is the brother, sister, husband, wife;
Dear all the charities of social life:
Nor wants firm friendship holy wreaths to bind
In mutual sympathy the faithful mind.
But not th' endearing springs that fondly move
To filial duty, or parental love;
Not all the ties that kindred bosoms bind,
Nor all in friendship's holy wreath entwined,
Are half so dear, so potent to control
The generous workings of the patriot soul,
As is that holy voice, that cancels all
These ties, that bids him for his country fall.

BISHOP BUTSON.

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1866.

FRIDAY, APRIL 20TH:—2 TO 5½ P.M.

GERMAN.

THIRD YEAR—ELEMENTARY COURSE.

Examiner,.....C. F. A. MARKGRAF, M.A.

1. *a.* What Feminine nouns soften the radical vowel in the Plural, and what is their Plural termination? Give instances. *b.* Decline in the 4 cases sing. and plural:—my good niece.

2. Give the meaning of the following Verbs, and state what cases and prepositions they require *severally*:—ſich entfernen, ſich miſchen, ſich ernähren, zweifeln, ſich betragen, ſich abgeben, ſich wundern, ſich aufhalten (both meanings of the last verb with regimen.)

3. *a.* Parse and convert the following Forms of Verbs into Present Infinitives:—erkannte, befunden, band, ſtirbſt, gewonnen, verglichſt, geſtanden, hilft, anträfe. *b.* Give the Imperfect and Past Participle of ausreiten, ſteigen, vergießen, fortfahren, nennen, ſchwingen.

4. Write the 3rd pers. sing. of the Imperfect, Perfect, and Future Past, Indicative Passive, of rufen.

5. Ich erwache alle Morgen um ſechs Uhr. Er lehrt mir das Schreiben. Du biſt es, der es gethan haſt. Sind dieſe (are those) Ihre Freunde? Point out the mistakes in the sentences given above, stating the reason why they are mistakes; and correct them.

6. *a.* When is '*if*' rendered by „wenn," and when by „ob"? *b.* What difference is there in the use of wann, wenn, and als for '*when*'? Illustrate by short examples the use of each conjunction.

7. *a.* What Prepositions take the case they govern in the middle? *b.* What Prepositions are often joined to personal pronouns?

8. Where is the verb placed: *a.* in *inverted* principal sentences? *b.* in *uninverted* principal sentences? *c.* in dependent sentences? What is understood by the *verb* in the three last questions? Is the construction of a sentence altered by inversion in any way beside the different position of the verb?

9. Translate into German:—

After he had read your letter, he said that he would be glad to see you. Whilst taking a walk on the sea-shore, I perceived far off the ship that was taking away the companion of my childhood. Being ill, he cannot go a hunting with you. I hope to arrive in Munich at a quarter past eight, for my relations will be waiting there for me this evening. I have not been corresponding with him these six years almost. Do you wish to exchange your merchandise (pl.) for mine? We take lessons in English. This good son is much afflicted at the death of his aged father. The general repaired to the army and took the field against the enemy.

10. Translate into English :—

Und es wallet und siedet und brauset und zischt,
Wie wenn Wasser mit Feuer sich mengt.
Bis zum Himmel spritzet der dampfende Gischt,
Und Fluth auf Fluth sich ohn' Ende drängt,
Und will sich nimmer erschöpfen und leeren,
Als wollte das Meer noch ein Meer gebären.

Doch endlich, da legt sich die wilde Gewalt,
Und schwarz aus dem weißen Schaum
Klafft hinunter ein gähnender Spalt,
Grundlos, als ging's in den Höllenraum,
Und reißend sieht man die brandenden Wogen
Hinab in den strudelnden Trichter gezogen.

Jetzt schnell, eh' die Brandung wiederkehrt,
Der Jüngling sich Gott befiehlt,
Und—ein Schrei des Entsetzens wird rings gehört,
Und schon hat ihn der Wirbel hinweggespült,
Und geheimnißvoll über den kühnen Schwimmer
Schließt sich der Rachen ; er zeigt sich nimmer.

From Schiller's Taucher.

McGILL UNIVERSITY, MONTREAL.

B.A. ORDINARY EXAMINATION, 1866.

FRIDAY, APRIL 20TH:—2 TO 5½ P.M.

GERMAN.

Examiner,.....C. F. A. MARKGRAF, M.A.

I. Ueberſetzen Sie ins Deutſche:—

He boasted of high courage and mocked those who confessed their weakness. The emperor deposed the officer from his office, because he had usurped many privileges which were not due to him. They were flattered and threatened in turn; but they remained true to their duty and honor. All great men possess perseverance; without it the cleverest and most well-meaning will never attain any great purpose. They came sailing down the river with their friends. Farewell! cried the traveller, waiving the last adieu to his friends; and then turning quickly round he descended into the cabin. Our trip last autumn was very pleasant. First we went to the Harzynian Forest; then by Cassel to Frankfort, where we stopped *for* a week; and lastly we went down the Rhine, where we had *an* opportunity of seeing the far-famed Loreley and of hearing the sevenfold echo.

II. Ueberſetzen Sie aus Goethe's Iphigenie:—

Seite 256., 1. Aufzug., 3. Auftritt:—und
Seite 285., 3. Aufzug., 2. Auftritt.

III. Grammatik.

1. Bilden Sie die 1. Perſon des Imperfekts des Konjunktivs in der aktiven Form, und das Partizip des Präteritums von fliehen, ergreifen, wiſſen, nehmen, denken, verbieten, befehlen, vorziehen, ſchweigen.

2. Beſtimmen Sie die Stellung aller Wörter, die ſich auf das Adjektiv oder Partizip beziehen, wenn eines der letzteren dem Subſtantiv vorgeſetzt iſt; und überſetzen Sie: I have received with the greatest pleasure the letter which you addressed to me, dated the 6th instant.

3. Geben Sie die Verben an, welche in Hinſicht auf die Bildung der zweiten Perſon der Einzahl des Imperativs von der allgemeinen Regel abweichen. Was verſteht man unter zuſammengeſetzten Imperativformen; wie, und für welche Perſonen, werden ſie gebildet? Führen Sie drei Beiſpiele an.

4. Wenn ich das gewußt hätte, ſo würde ich anders gehandelt haben.—Wird Ihnen dieſe Summe genügen?—Er ſtellt ſich, als ob er mich nicht verſtände.—Verändern Sie dreimal die Conſtruction jedes vorerwähnten Satzes.

5. Statt welcher Zeitformen wird das Präſens manchmal gebraucht? Findet ſich eine ähnliche Conſtruction im Engliſchen vor?

6. Geben Sie kurz die Regeln an, die ſich auf die Stellung der Verneinung nicht beziehen.

IV. Literatur.

1. Aus welcher Periode rührt das älteste schriftliche Denkmal der deutschen Sprache her? Worin besteht es, und wer wird als dessen Verfaßer genannt?

2. In wie viele Epochen läßt sich die mittelhochdeutsche Periode eintheilen? Schildern Sie mit kurzen Worten den eigenthümlichen literarischen Charakter einer jeden Epoche.

3. Welchen Umständen verdanken die Leipziger und die Schweizerische Schule ihren Ursprung? Was veranlaßte den Streit zwischen den Vertretern der beiden Schulen; und welchen Einfluß hat derselbe auf die deutsche Literatur geäußert?

4. Geben Sie die Data von Goethe's Geburt und Tod. Wann trat er zuerst als Schriftsteller auf? Welches war die Glanzperiode seines Lebens? Nennen Sie einige seiner vorzüglichsten Werke.

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1866.

FRIDAY, APRIL 20TH:—9 A.M. TO 1 P.M.

HEBREW.

JUNIOR CLASS.

Examiner,.....REV. A. DE SOLA, LL.D.

1. Show how the various modifications of nouns to form their construct states, are subject to certain general rules; and mention these rules.

2. Write out the pronouns with the prepositions מ, ל, ב prefixed.

3. Explain the *Segholates*.

4. Write the feminine noun תורה with the pronominal fragments, singular and plural.

5. Show what changes the definite article undergoes when followed by אחע.

6. Give the terminations of nouns in the dual, absolute and construct forms, and in the plural, masculine and feminine.

7. Write the verb שמר in the *Kal* form.

8. Give a general description of the tonic accents, and explain קרי וכתיב.

9. Give the rules for Adjectives and Participles.

10. Render into Hebrew:—Nineveh was a great city. My father was in the field. The tree which is in the garden, is good. My son was in the large house, and my daughter was in the city. My mother was in the house which is in the garden. The tower which is in the city is very high.

11. Translate into English:—

הוא קטן והיא גדולה אנכי בעיר ואתה בשדה מגדל גבוה בעיר קטנה הגן אשר בשדה קטן והגן אשר בעיר גדול הוא היה בעיר והיא היתה בשדה הבית אשר לאבי ולאמי גדול בארץ בבל היה מגדל גבוה בני ובתי היו בגן הגדול אשר לי:

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1866.

FRIDAY, APRIL 20TH:—9 A.M. TO 1 P.M.

HEBREW.

SENIOR CLASS.

Examiner,.....REV. A. DE SOLA, LL.D.

1. Give a literal rendering of the third and fourth Psalms.

2. Write out a regular verb in the *Niphal* form.

3. Add the objective pronominal suffixes to the preterite of למד.

4. Translate literally the last twenty verses of the first chapter of Genesis.

5. Analyze fully verses 3, 4 and 5 of the second Psalm.

6. Give some examples of *prothesis*, *epenthesis*, *paragoge*, *aphæresis*, *syncope* and *apocope*, and explain the use of *dagesh* compensatory.

7. Describe ו׳ההפוך and ו׳החבור and give the rules for punctuating the former when joined to future tenses of verbs beginning with a guttural.

8. Write the future tenses of נקד in the *Niphal*, *Piel* and *Hiphil* forms.

9. Render into Hebrew:—They asked of a sage, who shall be most esteemed, the wise or the rich? He answered, the wise. They said to him, If so, why are the wise (found) at the doors of the rich more (frequently) than the rich at the doors of the wise. He said, the wise know the value (מעלת) of riches, but the rich do not know the value of wisdom.

10. Translate the following anecdote of Socrates:

סוקרטיס היה אומר כל ידיעתי היא שאיני יודע · ויהי כאשר זקן
וקרבו ימיו למות אמר צר לי מאד כי עתה הייתי מתחיל ללמד ארח חיים

חכם · בעיניו סכל
וחכם בעיניו · סכל :

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1866.

FRIDAY, APRIL 20TH:—10 A.M. TO 1 P.M.

CHALDEE.

Examiner,.....REV. A. DE SOLA, LL.D.

1. Give a brief sketch of the origin and history of the Chaldee anguage; dwell particularly on the period of the Babylonian captivity; mention which portions of Scripture are in Chaldee; and show the origin and uses of the *Targumim*.

2. State the particulars in which the Chaldee orthography agrees with the Hebrew. Point out where it differs, particularly with reference to *Dagesh Hazak*.

3. What peculiarity exists in Chaldee with reference to: *a*. its preference for *Sheva*; *b*. the employment by the authors of the *Targumim* of *Ethnach* and *Sof Pasuk*; *c*, the difference in the servile and additional letters compared with Hebrew, and, *d*, its employment of certain vowels differing from the Hebrew, but intended to express the same grammatical distinctions.

4. Show how Chaldaic words are formed from Hebrew by prothesis and epenthesis, by aphœresis and apocope; give in alphabetical order a list of interchange of letters.

5. Show the uses of the *Heemantiv* letters as formatives and particles, also for distinguishing the genders, numbers, cases and pronominal fragments.

6. Write with proper letters and vowel points the following from the Targum of Onkelos, analyzing every noun, pronoun and definite article therein:

Beyoma t'lethah oozkaf yat énohi vachaza yat athra merachik. Vaamar l'oolemohi orichu l'chou hacha im chamara vaana v'oolayma nithm'tai ad ka v'nisgod oonthoob l'vatchon.

7. Give the signs of the feminine sing., pl. masc. and pl. fem. of nouns, and show what changes take place when a noun ends in Aleph.

8. Decline a noun with and without the pronominal fragments.

9. Write the pronouns in the absolute forms; then as fragments preceeded by *min*, *yat*, &c.

McGILL COLLEGE, MONTREAL.

SESSIONAL EXAMINATIONS, 1866.

THURSDAY, APRIL 26TH:—9 A.M. TO 1 P.M.

CHEMISTRY.

FIRST YEAR.

Examiner,.....T. STERRY HUNT, M.A., F.R.S.

1. What are the alkali-metals, and what peculiar properties distinguish their oxyds?

2. Explain on what grounds the distinction was formerly made between vegetable and mineral alkalies, and describe the preparation of potash.

3. How is soda obtained from sea-salt, and what are its chief uses in the arts?

4. What is the nature of the slaking of lime, and how much quicklime and how much slaked lime can be got from 100 parts of carbonate of lime?

5. What properties distinguish aluminium from ordinary metals, and to what use are some compounds of its oxyd applied in the arts?

6. What are the chief ores of iron, and how is the metal obtained from them?

7. How are malleable iron and steel made, and in what do they differ from cast iron?

8. How can you detect copper in a solution, and how determine its amount?

9. What is the *lead tree*, and how is it formed?

10. How will you analyse a silver coin, and separate the silver from the copper?

11. What is the nature of the alcoholic fermentation, and how is pure alcohol obtained?

12. What do you understand by the albuminoid bodies, and what are the principal examples of them in vegetable and in animal substances?

13. What are the principal constituents of milk, of blood, and of bone?

14. What are the mineral elements which enter into the composition of plants, and which among them are most valuable to the agriculturist?

McGILL UNIVERSITY, MONTREAL.

B.A. ORDINARY EXAMINATIONS, 1866.

THURSDAY, APRIL 26TH:—9 A.M. TO 1 P.M.

GEOLOGY AND MINERALOGY.

Examiner,.....J. W. DAWSON, LL.D., F.R.S.

1. State the chemical and crystallographic differences between Calcite, Dolomite, and Fluor-spar.

2. Describe Orthoclase, and state its mode of occurrence in rocks.

3. Mention some of the most important Silicates of Lime and Magnesia, and describe one.

4. Describe Mica, Chlorite, Anhydrite, Magnetite.

5. State the mode of formation and occurrence of Coal, Gypsum or Rock Salt.

6. Give in a tabular form the order of succession of the Mesozoic formations.

7. Describe the Boulder Clay of Canada, and explain the changes of climate which it indicates.

8. State the Geological age of the London Clay and Bagshot beds, and describe their equivalents in the Paris Basin.

9. Describe the Greensand and Muschelkalk, and state their geological relations.

10. State the geological relations of the following formations: Chazy, Wenlock, Corniferous, Coal Formation,—and describe one of them.

11. State in order the Lower Silurian Formations represented in British America, with their general geographical distribution.

12. Give a detailed palæontological account of any order of invertebrate animals abundant in the Mesozoic rocks.

13. What are the leading botanical characters of the Flora of the Devonian.

14. Give a detailed account of any genus of animals or plants of the Palæozoic period.

15. Explain the nature and origin of Earthquakes and Volcanic Eruptions.

McGILL UNIVERSITY, MONTREAL.

B.A. HONOUR EXAMINATIONS IN GEOLOGY AND NATURAL HISTORY, 1866.

(FIRST PAPER.)

WEDNESDAY, APRIL 4TH:—9 A.M. TO 1½ P.M.

Examiner,.....J. W. DAWSON, LL.D., F.R.S., F.G.S.

1. Explain the laws of distribution of mountain chains and coast lines.

2. How do we account for the distribution of Ocean currents in the Atlantic, and what effects may be attributed to these currents?

3. Describe minutely the mineral constitution and geological relations of Gneiss, Talcose Schist, Dolomite, and Trachyte.

4. State the nature and mode of occurrence of the principal ores of Copper or Iron.

5. How are the Clinometer and Compass used in field geology?

6. Illustrate the effects of Concretionary Action, Faults and Folding on stratified deposits.

7. Describe the Huronian Rocks of Canada with their mineral veins.

8. Describe the Potsdam, Calciferous and Chazy formations, with their European equivalents and their relations to the Quebec group.

9. Describe the Trenton group as it exists near Montreal.

10. Describe the Coal formation, and state the conditions of deposit indicated by its structure and composition.

11. Refer the following genera to their places in the Geological Series and in the Zoological classification:—*Orthis*, *Spirifer*, *Asaphus*, *Petraia*, *Ptilodictya*, *Homalonotus*, *Murchisonia*, *Paradoxides*, *Palæoniscus*.

12. Describe the Lower Laurentian formation in Canada, with its distribution and fossils.

13. What geological formation in Canada would be indicated by the presence of *Zaphrentis gigantea*, *Phacops bufo* and *Spirifer mucronatus*, and for what is that formation remarkable?

McGILL UNIVERSITY, MONTREAL.

B.A. HONOUR EXAMINATIONS IN GEOLOGY AND NATURAL HISTORY, 1866.

(SECOND PAPER.)

THURSDAY, APRIL 19TH:—9 A.M. TO 12½ P.M., AND 2 P.M. TO 5 P.M.

Examiner,..... .....J. W. DAWSON, LL.D., F.R.S.

1. Describe the formations of the Middle Mesozoic in Europe and America, with their characteristic fossils.

2. Name the characteristic reptilian genera of the Wealden, and describe one of them.

3. State the geographical distribution of the Trias in America, and its subdivisions in Europe.

4. Explain the structure and geological age of the White Chalk and the Calcaire Grossier.

5. Describe the formations of the geological period immediately preceding the age of man, as they occur in America.

6. Give a complete geological account of one of the following formations: the Saliferous Marls, the Lias or the Connecticut sandstones.

7. State fully the nature, origin and geological effects of Glaciers and Icebergs.

8. Characterise the genera, *Belemnites*, *Plesiosaurus*, *Gryphæa*, *Nummulites*, and *Palæotherium*, and state their geological positions.

9. State the zoological characters and relations of the Lamellibranchiata and Pulmonata.

10. Describe the structures of *Cyanea*, and state fully their relations to those of *Campanularia* or *Sertularia*.

11. Describe the organs of nutrition and respiration in Polyzoa, and state the grounds on which these animals are divided into orders.

12. Describe the animal of *Terebratula*, and state the differences betweenthat genus and *Spirifer*, *Atrypa* and *Leptæna*.

13. Describe the organs in the cephalo-thorax of *Homarus* and *Limulus*.

14. Give an account of the structures of a species of the class Cephalopoda order Dibranchiata.

15. What are the zoological affinities of the genera *Comatula*, *Cyclops*, *Lymnea*, *Spirorbis?*

16. Describe fully the metamorphoses of a typical Insect.

17. Describe fully the differences between typical Arachnida and Crustacea.

McGILL UNIVERSITY, MONTREAL.

B.A. HONOUR EXAMINATIONS IN GEOLOGY AND NATURAL HISTORY, 1866.

(THIRD PAPER.)

TUESDAY, APRIL 24TH:—9 A.M. TO 1 P.M.

Examiner,.....J. W. DAWSON, LL.D., F.R.S.

1. Give the characters of the tribes of North American *Ranunculaceæ*, with examples of the genera.

2. What are the principal generic forms of *Araceæ*, *Papaveraceæ*, *Rosaceæ*, and *Smilaceæ* in Canada?

3. Explain fully the distinctive characters of *Gramineæ* and *Cyperaceæ*.

4. Give a detailed account of any of the orders of Monopetalous Exogens, with the Canadian genera and species.

5. Characterize the orders *Musci* and *Lycopodiaceæ*, and state the points most important in their determination.

6. Give the history, habits, and properties of any Canadian parasitic *Fungus*.

7. State the peculiarities of the floral organs in *Betulaceæ*, *Cruciferæ* and *Violaceæ*.

8. Characterize, and refer to their respective geological horizons, the following genera: *Calamites*, *Neuropteris*, *Pterophyllum*, *Stigmaria* *Voltzia*.

9. By what characters can you recognize plants of any one of the following genera,—*Lathyrus*, *Polypodium*, *Vaccinium*, *Typha*.

10. Give a classified list of the principal genera of Carboniferous and Jurassic plants.

Examination on specimens to be described and determined,—*Friday, April 27th*, 9 *A.M. to* 1 *P.M.*

FACULTY OF MEDICINE.

McGILL COLLEGE, MONTREAL.

Faculty of Medicine.

SESSIONAL EXAMINATIONS, 1866.

SATURDAY, APRIL 14TH :—9 A.M.

BOTANY.

Examiner,.....J. W. DAWSON, LL.D., F.R.S., &c.

1 What are Cellular Structures as distinguished from Vascular? Give examples.

2. Describe Prosenchymatous Tissue, with examples.

3. What are Spiral Vessels? State the parts in which they occur and their use.

4. Describe the structures in the blade of the leaf.

5. Explain the relations of Carbonic Acid and Ammonia to the nutrition of the plant.

6. Describe the leading kinds of inflorescence.

7. Describe minutely the Stamen, with the terms applied to its parts and to its positions relatively to the other parts of the flower.

8. Describe the Ovule, and the relations of its parts to those of the seed.

9. Explain Fertilization in Phænogams.

10. Describe the reproductive organs of Mosses and Ferns.

11. Explain the terms Gamopetalous, Epigynous, Monadelphous, and the modifications of parts by which these arrangements are produced.

12. What are the histological characters, and mode of production of Cork, Cotton, Starch, Vegetable Ivory?

13. Explain the natural system of Botany, and state the gradation of groups, with examples.

14. State the distinction between Exogens and Endogens.

15. State the distinction between Angiosperms and Gymnosperms.

16. Describe the Drupe, Achene, Samara, Legume, Silique.

17. Describe, and refer to their series and class, the specimens exhibited.

McGILL COLLEGE, MONTREAL.

Faculty of Medicine.

SESSIONAL EXAMINATIONS, 1866.

FRIDAY, APRIL 20TH:—9 A.M.

ZOOLOGY.

Examiner,.....J. W. DAWSON, LL.D., F.R.S., &c.

1. Explain the primary subdivision of the animal kingdom into provinces, giving the characters of one of them in full.

2. Define the species in Zoology, and explain the nature of genera, families, orders, and classes, with examples.

3. How are respiration and circulation performed in *Insecta* and *Pulmonata*?

4. Name the orders of the *Protozoa*, and characterize one of them with examples.

5. Describe the highest class of the *Mollusca*, and give an example of each of its orders.

6. Name the classes of the *Articulata*, and characterize two of them, with examples.

7. State the characters of the class *Pisces*, and describe one of the orders, with Canadian examples.

8. State the characters of the class *Hydrozoa*, with examples.

9. Describe the oral appendages of *Clio*, *Actinia*, or *Homarus*.

10. What animals are indicated by the terms *Marsupialia*, *Myriapoda*, *Rodentia*, *Nudibranchiata*, *Echinoidea*; state their characters, and give examples.

McGILL UNIVERSITY, MONTREAL.

Faculty of Medicine.

M.D.,C.M., PRIMARY EXAMINATION, SESSION 1865-66.

SATURDAY, APRIL 21ST.

ANATOMY.—2 TO 3 P.M.

Examiner,.....W. E. SCOTT, M.D.

1. With what Bones does the Sphenoid articulate? also, name the foramina and muscles attached to the Sphenoid Bone.

2. Give the relations and name the branches of the Radial Artery.

3. Mention the branches and distribution of the Inferior Maxillary Nerve.

CHEMISTRY.—3 TO 4 P.M.

Examiner,.....W. SUTHERLAND, M.D.

1. Describe the process for the extraction of Phosphorus: what are its properties, and in what condition or state of combination is it found in nature?

2. Describe the German and English plans for the preparation of Sulphuric Acid: what are its properties and its tests?

3. What are the varieties of Grape Sugar, how is it extracted from, and tested in, urine;—what effect is produced on its composition by the action of a ferment, and what are the proximate and final results of oxidation on the liquid obtained during that fermentation?

NOTE.—Subsequent Oral Examination on the above subjects.

McGILL UNIVERSITY, MONTREAL.

Faculty of Medicine.

M.D.,C.M., PRIMARY EXAMINATION, SESSION 1865-66.

SATURDAY, APRIL 21ST.

MATERIA MEDICA.—4 TO 5 P.M.

Examiner,.....W. WRIGHT, M.D.

1. By what characters are the following kinds of Aloes known, viz: "the Mocha," "the Vesiculated," "the Curacoa," and "the Liquid,"—and to what general classes do they belong?

2. The vapor of Chloroform:—its density at 60° Fah,—in what ratio is it present in 100 parts of a mixture of itself and of air at the temperatures of 40° and 85°,—above what percentage in such a mixture does it cause "the throat spasm,"—in what degree of dilution can it be safely breathed,—and to what is it reduced by heat or by decomposition?

3. State the Medical and Surgical uses of the Perchlorid of Iron, and explain how it should be given or applied so that they may be obtained.

INSTITUTES OF MEDICINE.—5 TO 6 P.M.

Examiner,.....W. FRASER, M.D.

1. Enumerate the elements,—organic and inorganic,—entering into the composition of the Blood, and state briefly the purposes or uses of each.

2. What are the sources of Animal Heat, and what influence has the nervous system on its production?

3. Name the chief varieties of Cancer. Explain its minute structure, mode of growth, mean duration, and laws of dissemination.

NOTE.—Subsequent Oral Examination on the above subjects.

McGILL UNIVERSITY, MONTREAL.

Faculty of Medicine.

M.D., C.M., FINAL EXAMINATION, SESSION 1865-66.

TUESDAY, APRIL 24TH.

THEORY AND PRACTICE OF MEDICINE.—2 TO 3 P.M.

Examiner,.....R. P. HOWARD, M.D., L.R.C.S.E., &c.

1. Give the causes of Croup and of Laryngismus Stridulus, the means of distinguishing them from each other, and the treatment suitable to them.

2. Mention the several affections which induce Ascites as a local dropsy; the diagnostic characters of Cirrhosis and Albuminoid degeneration of the Liver; explain how these two affections cause the Ascites, and describe the treatment they require.

3. Describe the morbid anatomy of Acute Dysentery; its causes, and the treatment of the simple sthenic form.

CLINICAL MEDICINE, AND MEDICAL JURISPRUDENCE.—3 TO 4 P.M.

Examiner,.....D. C. MACCALLUM, M.D., M.R.C.S., LOND.

1. Give the principal complications that may arise during the course of an attack of Acute Rheumatism, their diagnostic characters, and the modifying influence which each may have on the treatment of that disease.

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1. Describe the several dangers attending a blow on the head.

What are the principal methods to be adopted for the determination of live-birth in a case of infanticide?

2. Give the symptoms of poisoning by Oxalic Acid, and the tests for Arsenic in substance.

NOTE.—Subsequent Oral Examination on the above subjects.

McGILL UNIVERSITY, MONTREAL.

Faculty of Medicine.

M.D., C.M., FINAL EXAMINATION, SESSION 1865-66.

TUESDAY, APRIL 24TH.

SURGERY AND CLINICAL SURGERY.—4 TO 5 P.M.

Examiners,..... ..... { GEO. W. CAMPBELL, A.M., M.D., ETC. / R. CRAIK, M.D.

1. What are the symptoms and treatment of strangulated Inguinal Hernia? If the taxis fails, how is the operation performed; what are the coverings of the oblique and direct varieties; what is the position of the Epigastric Artery, with reference to the neck of the sac in each, and how is it to be avoided in dividing the stricture?

2. Describe the dislocations of the shoulder joint, the symptoms and treatment of each variety.

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3. State the points of difference between *intra* and *extra*-capsular fractures of the femur; their modes of treatment respectively, and the probable results.

MIDWIFERY.—5 TO 6 P.M.

Examiner,.....A. HALL, M.D.

1. By what symptoms would you recognize a case of Placenta Prævia before the termination of gestation? What varieties of the affection are there? and detail the respective modes of treatment.

2. In a case of labour in the first position, what are the obstacles encountered by the child's head in its passage through the pelvis, and detail the different mechanical contrivances by which these obstacles are surmounted.

3. How would you distinguish between a case of Menorrhagia and one of Abortion, at the second month of gestation? and if it were the latter, in what manner would you treat it?

NOTE.—Subsequent Oral Examination on the above subjects.

McGILL UNIVERSITY, MONTREAL.

Faculty of Medicine.

M.D., C.M., HOLMES MEDAL EXAMINATION, SESSION 1865-66.

FRIDAY, APRIL 27TH.

NOTE.—This Medal, founded by the Medical Faculty, is open for competition to those members of the graduating class who have undergone successfully their final examinations, and whose inaugural theses are deemed respectively worthy of 100 marks or more, the maximum number of marks for any thesis being 200. Complete answers to all the questions are equal to 400 marks (50 for each branch) making the total number obtainable 600.

ANATOMY.—2 TO 3 P.M.

Examiner,.....W. E. SCOTT, M.D.

1. Describe the Perineal Fascia, having reference to the anterior or urethral portion of the perineum; mention the parts contained between the superficial fascia of the perineum and the deep or triangular ligament; give the origin, course and distribution of the internal pudic artery.

2. Name the muscles of the anterior tibial region, and give the relations of the anterior tibial artery.

3. Give the origin, extent, division, relations and branches of the subclavian arteries.

CHEMISTRY.—3 TO 4 P.M.

Examiner,.....W. SUTHERLAND, M.D.

1. What is the formula of urea? give the calculation whereby the percentage of its nitrogen is established, and what volume of this gas is equal to a grain of urea.

2. What is the colour and the composition of the precipitate produced by sulphydric acid with each of the following substances:—arsenious acid, oxides of antimony and cadmium, peroxides of tin and iron?

3. Describe the manner of preparing the pure and dilute cyanhydric acid; what are its properties, what the mode of estimating its strength in any specimen, and its tests in a case of fatal poisoning by it?

McGILL UNIVERSITY, MONTREAL.

Faculty of Medicine.

M.D., C.M., HOLMES MEDAL EXAMINATION, SESSION 1865–66.

FRIDAY, APRIL 27TH.

MATERIA MEDICA.—4 TO 5 P.M.

Examiner,.....W. WRIGHT, M.D.

1. Specify the adulterations of Iodide of Potassium, and state how they are known.

2. Mention the actions of digitalis in medicinal doses; also the morbid states of the body, and of special organs, as the heart, brain, &c., in which it would be indicated, as well as those in which it should not be administered.

3. Give the officinal preparations according to the British Pharmacopœia; firstly, of Barbadoes aloes; secondly, of Socotrine aloes, and name their constituents.

INSTITUTES OF MEDICINE.—5 TO 6 P.M.

Examiner,.....W. FRASER, M.D.

1. What are the functions of the spinal cord as an independent nervous centre?

2. State the different channels through which nutritious and other matters can be absorbed into the blood, and the elaboration which some of them undergo in their transit.

3. Give the composition of bile, the physiological origin of its elements, and the purposes served by it in intestinal digestion.

McGILL UNIVERSITY, MONTREAL.

Faculty of Medicine.

M.D., C.M., HOLMES MEDAL EXAMINATION, SESSION 1865-66.

SATURDAY, APRIL 28TH.

THEORY AND PRACTICE OF MEDICINE.—2 TO 3 P.M.

Examiner,.....R. P. HOWARD, M.D., L.R.C.S.E., &c.

1. Explain the modes in which the several causes of Bright's disease act, and give illustrations of each ; describe the morbid appearances in the several stages of the "large white kidney," and the characters of the urine in that variety and in the " contracted kidney."

2. What are the conditions favourable to the development of zymotic diseases ? Give in detail those specially operative in the development of cholera.

3. Describe the more important differences observed in the course and termination of chronic Phthisis ; state the principles which should guide the physician in selecting a climate for the subjects of the disease, and explain the circumstances in which he should not recommend travelling.

CLINICAL MEDICINE AND MEDICAL JURISPRUDENCE—3 TO 4 P.M.

Examiner,.....D. C. MACCALLUM, M.D., M.R.C.S., LOND.

1. Mention the different pathological changes in the kidney which give rise to albuminuria, and state also the physical and microscopical characters of the urine, and the general symptoms attending each.

2. What are the diseases that may be mistaken for neurotic poisoning ? Describe the principal features of each, and state in what particulars each disease differs from poisoning.

3. Give the characteristics of blood stains, the methods of detecting them by the iron, nitrogen, and albumen, which they contain, and describe the characters of the stains with which blood stains may be confounded.

McGILL UNIVERSITY, MONTREAL.

Faculty of Medicine.

M.D., C.M., HOLMES MEDAL EXAMINATION, SESSION 1865-66.

SATURDAY, APRIL 28TH.

SURGERY AND CLINICAL SURGERY.—4 TO 5 P.M.

Examiners, ... { GEO. W. CAMPBELL, A.M., M.D., &c.
R. CRAIK, M.D.

1 Give the symptoms and causes of compression of the brain produced by injury. Under what circumstances should the trephine be employed, and when should we abstain from operating; and are there any cases where operative interference is proper without serious symptoms?

2. Give the symptoms and treatment of the different forms of Iritis.

3. Give the diagnostic characters of infecting and noninfecting chancres, with the treatment applicable to each class.

MIDWIFERY.—5 TO 6 P.M.

Examiner, ... A. HALL, M.D.

1. How would you distinguish between the corpus luteum of pregnancy at full term, and one of an ordinary catamenial period?

2. How would you distinguish between accidental and unavoidable hemorrhage?

3. Under what circumstances are the operations of version and embryotomy required, and what is the smallest antero-posterior diameter through which a living child has been extracted.

FACULTY OF LAW.

McGILL COLLEGE, MONTREAL.

Faculty of Law.

SESSIONAL EXAMINATIONS, 1866.

MONDAY, APRIL 2ND:—4 P.M. TO 7 P.M.

CRIMINAL LAW.

THIRD YEAR.

Examiner,.....PROFESSOR EDW. CARTER.

1. By what Law are we governed in criminal matters? By what authority, and when was it introduced for the first time into this Province?

2. What is meant by common law? Does it form any part of our criminal jurisprudence?

3. Give the definition of a crime? Into how many classes are crimes divided?

4. In what cases are persons charged with a crime, to be considered as irresponsible? Explain fully the rules of law applicable to all such cases?

5. Explain the rules which formerly prevailed as to the right of the accused in capital cases to examine witnesses on his behalf; and state what changes in that respect were made, and by what authority?

6. When, for the first time, was the accused allowed the assistance of Counsel in his defence?

7. What remedies are by law given to a party aggrieved in cases of summary convictions by Justices? Explain them fully.

8. What powers are conferred by law upon Justices to admit persons accused of crime to bail? Explain what distinction, if any, is made with reference to exercise of these powers in felonies and misdemeanors?

9. How many persons are by law required to compose the body of Grand Jurors? How many to find a True Bill?

10. Do Grand Jurors possess the power of examining persons not named on the back of the Bill of Indictment?

McGILL COLLEGE, MONTREAL.

Faculty of Law.

SESSIONAL EXAMIMATIONS, 1866.

TUESDAY, APRIL 3RD:—4 TO 6 P.M.

CUSTOMARY LAW.

FIRST YEAR.

Examiner,.....PROF. LAFLAMME.

1. Comment prouve-t-on l'état civil des personnes?

2. Quelles sont les incapacités résultant de la qualité d'étranger non naturalisé?

3. Qu'entend-on par mort civile, et pour quelles causes est-elle encourrue?

4. Qu'est-ce que l'envoi en possession des biens d'un absent; quand, comment et à quelles conditions est-il accordé?

5. Quelles sont les conditions essentielles pour la validité d'un mariage?

6. Qui peut interdir l'action en nullité du mariage, et pour quelles causes?

7. Quelles sont les causes qui donnent lieu à la séparation de corps; comment s'obtient-elle?

8. Quelles en sont les conséquences par rapport aux deux parties?

9. Dans quel cas le mari est-il autorisé à désavouer un enfant?

10. Qu'est-ce que la tutelle, par qui et comment est-elle déférée?

11. Quels sont les actes que le Tuteur peut faire seul, ceux qui lui sont interdits, et ceux qu'il peut faire avec l'autorisation du Juge?

12. Quelles sont les obligations du Tuteur?

13. Qu'est-ce que la Curatelle; dans quel cas est-elle établie?

14. Donnez les divisions principales de biens d'après la loi, et les modifications apportées par le Code dans la classification de certains biens?

15. Quelle est la différence entre l'usufruit et l'usage?

16. Quelles sont les obligations de l'usufruitier?

McGILL COLLEGE, MONTREAL.

Faculty of Law.

SESSIONAL EXAMINATIONS, 1866.

TUESDAY, APRIL 3RD:—4 TO 6 P.M.

CUSTOMARY LAW.

SECOND AND THIRD YEAR STUDENTS.

Examiner,.....PROF. LAFLAMME.

1. Comment s'ouvre une succession, et comment se transmet-elle?

2. Quelles sont les règles suivies pour déterminer la transmission des biens dans le cas où plusieurs personnes respectivement appelées à la succession l'une de l'autre périssent ensemble?

3. Comment la loi qui nous régit actuellement défère-t-elle la succession; 1. par rapport aux descendants; 2. par rapport aux ascendants; 3. par rapport aux collatéraux?

4. Donnez les changements introduits par le projet du Code dans la transmission des biens par succession?

5. Comment et par quel acte peut-on accepter ou répudier une succession, et quel est l'effet de l'acceptation?

6. Qui peut demander le partage des biens communs et quels sont les procédés pour y arriver?

7. Dans quel cas y a-t-il lieu à rapport en matière de succession?

8. Comment se répartissent les dettes entre les divers héritiers et légataires?

9. Quelles sont les modifications apportées par le projet du Code aux anciennes lois Françaises en matière de Donations entre-vifs?

10. Combien d'espèces de Testament? et donnez les formalités essentielles requises pour la validité de chacune.

11. Qu'est-ce que la séparation des Patrimoines; quand et pour quel objet est-il demandé?

12. Par quels actes peut s'établir une substitution?

13. La prohibition d'aliéner constitue-t-elle une substitution?

14. Quels sont les droits respectifs du grevé et de l'appelé pendant l'existence de la substitution, et avant l'ouverture?

15. Jusqu'à quelle limite peut-on substituer?

McGILL UNIVERSITY, MONTREAL.

Faculty of Law.

SESSIONAL EXAMINATIONS, 1866.

WEDNESDAY, APRIL 4TH:—4 TO 6 P.M.

FIRST YEAR.

Examiner,.....PROF. LAFRENAYE, B.C.L.

1. En quoi consistait la distinction entre les pays de droit écrit et les pays coutumiers en France ?

2. Quelle est la coutume que nous suivons en Bas-Canada, et quels sont les principaux titres qui ont été abrogés ?

3. Quelles sont les ordonnances qui ont aboli la preuve testimoniale des conventions dont la valeur excède cent livres ancien cours ?

4. Qu'entendez-vous par la jurisprudence des arrêts et citez quelques arrêts qui reposent sur le droit romain ?

5. Comment furent introduites, en Bas-Canada, les règles de témoignage prescrites par les lois anglaises dans les affaires de commerce et quelles furent les questions controversées qui s'en suivirent ?

6. Quels sont les changements apportés par l'acte de 1801 sur les testaments ?

7. Quelles sont les dispositions du Statut des Fraudes, suivies en Bas-Canada ?

8. Quelles sont les parties du Droit Anglais qui nous régissent en Bas-Canada ?

9. Quelle est l'utilité de connaître les décisions principales, *leading cases*, dans le droit anglais ?

10. Quelles sont maintenant les dispositions de notre législation sur les preuves, *on evidence ?*

11. Quels étaient les principaux tribunaux en France, avant la Révolution, dont nous suivons la jurisprudence ?

12. Quelles sont les principales cours de justice en Angleterre, dont nous suivons les décisions ?

McGILL UNIVERSITY, MONTREAL.

Faculty of Law.

SESSIONAL EXAMINATIONS, 1866.

WEDNESDAY, APRIL 4TH:—4 TO 6 P.M.

SECOND YEAR.

Examiner,.....PROF. LAFRENAYE, B.C.L.

1. Quels sont les principaux commentateurs de la coutume de Paris?

2. Quels sont les principaux commentateurs des ordonnances?

3. Quels sont les arrêtistes du Parlement de Paris, du Chatelet, et de la Cour de Cassation?

4. Quels sont les meilleurs ouvrages à consulter sur la bibliographie du droit?

5. Quelles sont les meilleures publications qui ont paru sur la science du droit?

6. Quels sont les auteurs qui ont traité *ex professo* des substitutions?

7. Quels sont les principaux traités sur l'ensemble du droit français?

8. Quels sont les auteurs à consulter sur les preuves, tant dans le droit anglais que dans le droit français?

9. Quels sont les principaux ouvrages du droit anglais que nous consultons sur l'ensemble de ce droit?

10. Quels sont les auteurs qui ont traité des billets et lettres de change, sous l'empire de ces deux droits?

11. Quels sont les commentateurs du code Napoléon que nous consultons sur les parties de ce code qui ont reproduit l'ancien droit?

12. Donnez une notice bibliographique des auteurs les plus accrédités sur les parties principales du droit anglais et français?

McGILL UNIVERSITY, MONTREAL.

Faculty of Law.

SESSIONAL EXAMINATIONS, 1866.

WEDNESDAY, APRIL 4TH:—4 TO 6 P.M.

THIRD YEAR.

Examiner,.....PROF. LAFRENAYE, B.C.L.

1. Quel est le louage des choses et en quoi ce contrat diffère-t-il des contrats de vente et de mandat?

2. Quelle est la différence entre le contrat de louage et l'emphytéose?

3. Quelles sont les obligations du bailleur?

4. Quelles sont les obligations du preneur?

5. Quelle est la nature et quels sont les caractères du contrat de cautionnement?

6. Quel est l'effet du cautionnement entre le créancier et la caution quant au bénéfice de discussion et de division et quant à la cession d'actions et subrogation?

7. Quels sont les effets du contrat de cautionnement entre le débiteur et la caution?

8. Comment s'éteint le cautionnement?

9. Quelles sont les principales dispositions du contrat de dépôt?

10. Quelles sont les obligations du gardien?

11. Quelles sont les diverses lois et ordonnances qui ont introduit et modifié la contrainte par corps?

12. Quelle est la différence entre la contrainte par corps et le *contempt of court* dans le droit anglais?

McGILL COLLEGE, MONTREAL.

Faculty of Law.

SESSIONAL EXAMINATIONS, 1866.

THURSDAY, APRIL 5TH :—4 P.M. TO 6 P.M. FOR DEGREE ; 4 TO 7 P.M. FOR HONOURS.

ROMAN LAW.

FIRST YEAR.

Examiner,.....PROF. TORRANCE.

1. Give some of the national characteristics of the ancient Romans, and some of the characteristics of their jurisprudence.

2. State the divisions into which the history of the Roman Law is generally made to fall, to whom we are indebted for the division, and describe some of the features of each division.

3. Give the origin of the *Lex Valeria*—the tribuneship—the *Lex Publilia*.

4. Give some account of the *jus scriptum—jus non-scriptum*.

5. State what you know of the jurists whose writings are found in the Digest.

6. Give some account of the works forming the *corpus juris civilis*.

7. Give the meaning of *jus—justitia—jurisprudentia—jus naturæ—jus gentium*—in the age of Justinian.

8. Explain how persons were made slaves and manumitted. Give an account of the restrictions imposed upon the manumission of slaves.

9. Explain *Cives—Latini—Italici—Provinciales*.

10. How was marriage made and dissolved ?

11. What persons could be legitimized and how ?

12. How many kinds of tutors were there ? Explain each kind.

13. Explain shortly "*satisdatio tutorum vel curatorum ;*" "*de excusationibus tutorum vel curatorum* ;" and the title "*de suspectis tutoribus vel curatoribus*."

Examination on MAINE—ANCIENT LAW.

14. What is the difference between case law and code law ? What was the importance of codes to ancient societies ?

15. Explain how social necessities and opinions are always in advance of law, and by what agencies law is brought into harmony with society?

16. How does MAINE explain the origin of the phrases—Law of Nations, Law of Nature, and Equity ?

17. State the position in which he places Rousseau in relation to the modern law of nature.

18. What is MAINE'S theory as to the formation of primitive societies ?

NOTA.—The first 13 of the above questions are put for the ORDINARY examination. The whole of the above questions are put for the examination for HONOURS.

McGILL COLLEGE, MONTREAL.

Faculty of Law.

SESSIONAL EXAMINATIONS, 1866.

THURSDAY, APRIL 5TH :–4 P.M. TO 6 P.M. FOR DEGREE ; 4 TO 7 P.M. FOR HONOURS.

ROMAN LAW.

SECOND YEAR.

Examiner,.....PROF. TORRANCE.

1. How many kinds of things *extra patrimonium* are there, and define each kind ?

2. When an island rises in the sea who is proprietor ? Whose is the proprietorship in the case of an island rising in a river ?

3. Explain *specificatio* and its effects on property ? If the *specificator* used the material of another, did the new article belong to the *specificator*, or to the proprietor of the raw material ?

4. How many kinds of real servitudes were there ? Explain fully each kind.

5. Define *usucapio*. — Explain its aim and consequences. What changes were introduced by Justinian ?

6. Define gifts *mortis causâ*;—*inter vivos*,—*ante nuptias*.

7. Define *peculium*.—How many kinds were there ? Explain each kind.

8. What were the original forms of wills at Rome ? What changes were made by Justinian ?

9. Who had the *testamenti factio* ?

10. How many kinds of legacies were there ? Explain each kind ?

11. Explain the *portio legitima* ;—the *lex falcidia* ;—the *Sctum trebellianum* ;—the *Sctum Pegasianum* ?

12. What were the primitive rules of succession *Ab intestato* ?

13. Explain shortly the *Sctum Tertullianum* and the *Sctum Orphitianum*.

14. Explain shortly the *possessio bonorum*.

15. Explain shortly the rules of succession introduced by the 118th and 127th Novels.

16. State briefly MAINE's theory as to the early history of succession.

17. Narrate the early history of primogeniture as given by MAINE.

18. Give a few of the salient points of the early history of property as given by MAINE.

NOTA.—The twelve first questions, as numbered, are the ordinary examination.

McGILL COLLEGE, MONTREAL.

Faculty of Law.

SESSIONAL EXAMINATIONS, 1866.

THURSDAY, APRIL 5TH:—4 TO 6 P.M. FOR DEGREE; 4 TO 7 P.M. FOR HONOURS.

ROMAN LAW.

THIRD YEAR.

Examiner,.....PROF. TORRANCE.

1. Define an obligation. How many kinds are there in the Roman Law? Define each kind.

2. Give the nominate real contracts and define each kind.

3. To which kind of contracts did stipulations belong? How many kinds of stipulations were there? Define each kind.

4. What were the privileges of *fide-jussores*? Explain each kind of privilege.

5. At whose risk is the thing sold? Explain the rule fully.

6. Under what class of obligations does *indebiti solutio* come? Explain it.

7. Does error in law entitle to restitution? What was Pothier's opinion? What is the Lower Canadian Law on the subject? Give a decision of our Courts applying the rule.

8. Give the divisions of *furtum* in the old Roman Law, and define each kind.

9. Explain the provisions of the *Aquilian* Law.

EVIDENCE—LOWER CANADA.

10. In what cases is oral testimony admissible. How many witnesses are required? What is the effect of interest or relationship?

11. In cases of sale, between what persons does the law of evidence in commercial matters apply?

KENT.

12. What is the rule as to the inviolability of neutral territory? Give illustrations.

13. What are the rules as to an enemy's property in a neutral vessel, and as to a neutral's property in an enemy's vessel?

14. What are the restrictions upon a neutral's trade in relation to contraband?

15. State the rule as to blockades.

WESTLAKE.

16. What is the present state of the doctrine as to national character?

17. Give the rules stated by Westlake for ascertaining domicile.

NOTA.—The questions on Kent and Westlake are additional questions to students competing for honours.

McGILL COLLEGE, MONTREAL.

Faculty of Law.

SESSIONAL EXAMINATIONS, 1866.

FRIDAY, APRIL 6TH.

COMMERCIAL LAW.

FIRST YEAR.

OBLIGATIONS.

Examiner,.....PROF. ABBOTT, B.C.L.

1. Explain the sense in which the term obligation is used in this course, and state the principal divisions of such obligations.

2. Describe fully the causes from which obligations arise.

3. State the effect upon a contract, of error, and of fraud, respectively; and define clearly the distinction which exists between the operation of those two defects in contracts.

4. What difference is there in the extent of inequality which will render a contract defective, considered with regard to the parties to such contract?

5. State the distinction between the respective capacity for contracting, of minors below and above the age of puberty, of lunatics, and of married women.

6. Describe fully the distinctions which exist between persons obliged *in solido*, and several debtors of an indivisible obligation; and the effects which result from those distinctions as regards the debtors and their heirs, in case of the non-performance of such obligation.

7. What is the effect upon the heirs of the debtor of an indivisible obligation, of the breach of such obligation by one of them? and state the distinction, if any, between the breach of such an obligation *in faciendo*, and that of such an obligation *in non faciendo*.

8. If a penal clause is attached to an obligation, is the penalty incurred for the whole, and by all the heirs of the debtor, by the contravention of one of them? and if the question be susceptible of different answers, as the obligation is divisible or indivisible; give both of such answers.

9. What is the nature of the several exceptions of Division and Discussion on the part of sureties, and what is their effect? State any restrictions upon pleading them, arising from the nature of the contract, the time of opposing them, or the subject affected by them.

10. What are the rights which a surety may have against the principal debtor; and how may he entitle himself to those rights? When has the surety an action against the principal, before he has paid the debt?

11. What is the leading rule for the imputation of payments, when none has been made either by the debtor or creditor? What is the distinction taken by Mr. Pothier, as to imputation, between interest stipulated for, and interest which is the result only of a judgment?

12. What is the difference between compensation and payment? What debts may be opposed in compensation, and when does it take place? State in what cases the fact of the demand and the debt set up in compensation, having arisen *ex eodem fonte*, is of importance in considering whether compensation has taken place.

SECOND AND THIRD YEARS.

PROMISSORY NOTES AND BILLS OF EXCHANGE.

1. What are the laws which regulate the forms, negotiability, and general effect of Promissory Notes and Bills in Lower Canada? In case of any conflict of laws arising from the contract being partially made in one country and partially in another, by what law will it be governed?

2. What kind of consideration is required to sustain a Promissory Note or Bill? State the distinctions, if any, which arise from the fact of the instrument being held by the original payee, or of its being in the hands of an innocent third party, who acquired it before maturity.

3. Describe what is meant by a *bonâ fide* holder of a Bill. State any defect, if any there be, that will avoid a Bill or Note in the hands of a *bonâ fide* holder, and refer to any change in our law in that behalf.

4. What is the effect of the neglect of the holder of a note to present it properly for payment; and state any distinctions which exist in respect of the maker and of the endorsers; and which arise from the note being made payable at a particular place, or without indication of place of payment?

5. By whom should a note be protested, and by whom and when, should notice of dishonour be given? State any distinction between our law and that of England in this respect.

6. What is the nature of the obligation of an endorser *pour aval?*

7. In the case of a note made by A with three endorsers, B, C, and D, what would be the effect of the voluntary discharge by the holder of A? B? C? and D?

8. What would be the difference in the effect upon the others, if the discharge of any party to the note were obtained under a Bankrupt or Insolvent law?

INSURANCE.

1. To what class of contracts does Insurance belong?

2. What is the extent of the liability of the insured in respect of the subject of the Insurance, and the amount of damage caused to it by the occurrence of the event insured against. Distinguish between valued and open policies, and between Fire and Life Insurance.

3. In Marine Insurance, what would be the effect upon the policy if the subject insured were the object of illegal trade? Are there any other circumstances extraneous to the contract itself, that would produce similar effects upon it?

4. Is it necessary in Marine Insurance that the name of the insured be stated in the policy? Can different interests be covered by the same policy, and if they can, by what form of words can it be done?

5. If an Insurance is made "for whom it may concern," is there any and what distinction as to the parties whose interests are covered by it? Answer with special reference to the persons who were interested in the subject insured at the date of the policy, and to those who afterwards became so interested.

6. What is known in the English and American Law as a warranty? What as a representation? What is the distinction which prevails between them under those systems? Would such distinction be recognized here in whole, or in part?

7. Define general average and particular average.

8. How many kinds of losses are there, which give rise to a claim for a total loss? Describe them fully, and state whether any, and what steps are in any case requisite, to convert an incomplete into a total loss.

9. Define "peril of the sea." Barratry." What appears to be the distinction between the English construction of the word barratry, and the French interpretation of the phrase "barateric de patron."

10. What risks does the phrase "loss or damage by fire" in a fire policy, cover?

11. Are there any, and if any, what modes of death which do not give rise to a claim under a life policy?

12. State the various risks, events and transactions to which the contract of Insurance is now ordinarily applied.

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